Public Document Pack

monmouthshire
sir fynwy

Neuadd y Sir
Y Rhadyr
Brynbuga
NP15 1GA

County Hall
Rhadyr
Usk
NP15 1GA

Tuesday, 5 April 2016

Dear Councillor

CABINET

You are requested to attend a **Cabinet** meeting to be held at **County Hall, The Rhadyr, Usk, NP15 1GA** on **Wednesday, 13th April, 2016,** at **2.00 pm.**

AGENDA

1. Apologies for Absence

2. Declarations of Interest

3. To consider the following reports (Copies attached):

i. **Education Achievement Service (EAS) Business Plan 2016-2019** 1 - 190

Purpose: This report presents the South East Wales Education Achievement Service (EAS) Business Plan 2016-2019. The plan sets out the priorities, programmes and outcomes to be achieved by the EAS on behalf of the South East Wales Consortium.

Author: Debbie Harteveld, Managing Director (Interim) EAS
Contact Details: **Debbie.harteveld@sewaleseas.org.uk**

ii. **Update report - Development of Mardy Park Resource Centre** 191 - 250

Purpose: To update Cabinet members of progress made in the on-going development of Mardy Park Resource Centre [MPRC] as set out in the review report. To seek approval for the recommendations set out below.
Author: Colin Richings, Lead for Older People's Direct Care
Contact Details: colinrichings@monmouthshire.gov.uk

iii. **Consultation Report on proposal to close the Special Needs Resource Base (SNRB) at Deri View Primary School** 251 - 274

Purpose: The local authority has completed its consultation on the proposed closure of the Special Needs Resource Base (SNRB) at Deri View Primary School, for pupils aged 4 to 11 years with moderate learning difficulties and social, emotional and behavioural difficulties. This consultation constitutes part of Stage 2 of the Additional Learning

Needs Review of provision across the county. The purpose of the report is to provide Cabinet with the consultation report, which studies the responses received in reply to the proposals arising from the consultation undertaken.
Author: Sharon Randall-Smith
Contact Details: sharonrandallsmith@monmouthshire.gov.uk

iv. **Acorn Project Staffing restructure** 275 - 296

Purpose: To outline the restructure of Acorn Project staffing due to a reduction in the Welsh Government Families First grant April 2016 – March 2017. To seek approval for the release of any potential redundancy payments arising from the restructure from the contingent liability reserve.
Author: Clair Evans
Contact Details: clairevans@monmouthshire.gov.uk

v. **Evaluation of Community Coordination and Small Local Enterprise Learning Programme** 297 - 324

Purpose: To provide Cabinet with an evaluation of the Community Coordination and Small Local Enterprise pilot that began in April 2014 and is now nearing its conclusion.
Authors: Nicki Needle, Changing Practice, Changing Lives Lead
Matthew Gatehouse, Policy and Performance Manager
Contact Details: nicolaneedle@monmouthshire.gov.uk
matthewgatehouse@monmouthshire.gov.uk

vi. **People and Organisational Development Strategy 2014 - 2017 Progress Report** 325 - 392

Purpose: To present an update of progress for 2015/16 and the plan for 2016-17 for the People and Organisational Development Strategy 2014-17
Author: Lisa Knight-Davies, Organisational Development Manager
Contact Details: lisaknight-davies@monmouthshire.gov.uk

vii. **iCounty Strategy Business Plan** 393 - 426

Purpose: The purpose of this report is to present the iCounty Strategy Business Plan for 2016/19, along with a report on MCC's Digital and Technology service and how it aligns with MCC's iCounty, People and Place strategies.
Author: Sian Hayward, Digital and Technology Manager
Contact Details: sianhayward@monmouthshire.gov.uk

viii. **Play Sufficiency Assessment** 427 - 496

Purpose: To approve the Play Sufficiency Assessment and Action Plan for 16/17 as submitted in draft to Welsh Government by the statutory deadline of 31 March 2016.
Author: Matthew Lewis, Green Infrastructure and Countryside Manager
Contact Details: matthewlewis@monmouthshire.gov.uk

ix. **Recommendations and outcomes from Select Committee's** 497 - 506

Purpose: The purpose of the report is to provide the Cabinet with a record of the recommendations and outcomes of the Select Committee meetings during January to March 2016.
Author: Hazel Ilett, Scrutiny Manager
Contact Details: hazelilett@monmouthshire.gov.uk

Yours sincerely,

Paul Matthews
Chief Executive

monmouthshire
sir fynwy

CABINET PORTFOLIOS

County Councillor	Area of Responsibility	Partnership and External Working	Ward
P.A. Fox (Leader)	**Organisational Development** Whole Council Performance, Whole Council Strategy Development, Corporate Services, Democracy, Trading Standards, Public Protection, Licensing	WLGA Council WLGA Coordinating Board Local Service Board	Portskewett
R.J.W. Greenland (Deputy Leader)	**Innovation, Enterprise & Leisure** Innovation Agenda, Economic Development, Tourism, Social Enterprise, Leisure, Libraries & Culture, Information Technology, Information Systems.	WLGA Council Capital Region Tourism	Devauden
P.A.D. Hobson (Deputy Leader)	**Community Development** Community Planning/Total Place, Equalities, Area Working, Citizen Engagement, Public Relations, Sustainability, Parks & Open Spaces, Community Safety, Environment & Countryside.	Community Safety Partnership Equalities and Diversity Group	Larkfield
E.J. Hacket Pain	**Schools and Learning** School Improvement, Pre-School Learning, Additional Learning Needs, Children's Disabilities, Families First, Youth Service, Adult Education.	Joint Education Group (EAS) WJEC	Wyesham
G. Burrows	**Social Care, Safeguarding & Health** Adult Social Services including Integrated services, Learning disabilities, Mental Health. Children's Services including Safeguarding, Looked after Children, Youth Offending. Health and Wellbeing.	Gwent Frailty Board Older Persons Strategy Partnership Group	Mitchel Troy
P. Murphy	**Resources** Accountancy, Internal Audit, Estates & Property Services, Procurement, Human Resources & Training, Health & Safety, Development Control, Building Control.	Prosiect Gwrydd Wales Purchasing Consortium	Caerwent
S.B. Jones	**County Operations** Highways, Transport, Traffic & Network Management, Waste & Recycling, Engineering, Landscapes, Flood Risk.	SEWTA Prosiect Gwyrdd	Goytre Fawr

monmouthshire
sir fynwy

Sustainable and Resilient Communities

Outcomes we are working towards

Nobody Is Left Behind

- Older people are able to live their good life
- People have access to appropriate and affordable housing
- People have good access and mobility

People Are Confident, Capable and Involved

- People's lives are not affected by alcohol and drug misuse
- Families are supported
- People feel safe

Our County Thrives

- Business and enterprise
- People have access to practical and flexible learning
- People protect and enhance the environment

Our priorities

- Schools
- Protection of vulnerable people
- Supporting Business and Job Creation
- Maintaining locally accessible services

Our Values

- **Openness:** we aspire to be open and honest to develop trusting relationships.
- **Fairness:** we aspire to provide fair choice, opportunities and experiences and become an organisation built on mutual respect.
- **Flexibility:** we aspire to be flexible in our thinking and action to become an effective and efficient organisation.
- **Teamwork:** we aspire to work together to share our successes and failures by building on our strengths and supporting one another to achieve our goals.

Cymunedau Cynaliadwy a Chryf

Canlyniadau y gweithiwn i'w cyflawni

Neb yn cael ei adael ar ôl

- Gall pobl hŷn fyw bywyd da
- Pobl â mynediad i dai addas a fforddiadwy
- Pobl â mynediad a symudedd da

Pobl yn hyderus, galluog ac yn cymryd rhan

- Camddefnyddio alcohol a chyffuriau ddim yn effeithio ar fywydau pobl
- Teuluoedd yn cael eu cefnogi
- Pobl yn teimlo'n ddiogel

Ein sir yn ffynnu

- Busnes a menter
- Pobl â mynediad i ddysgu ymarferol a hyblyg
- Pobl yn diogelu ac yn cyfoethogi'r amgylchedd

Ein blaenoriaethau

- Ysgolion
- Diogelu pobl agored i niwed
- Cefnogi busnes a chreu swyddi
- Cynnal gwasanaethau sy'n hygyrch yn lleol

Ein gwerthoedd

- **Bod yn agored:** anelwn fod yn agored ac onest i ddatblygu perthnasoedd ymddiriedus
- **Tegwch:** anelwn ddarparu dewis teg, cyfleoedd a phrofiadau a dod yn sefydliad a adeiladwyd ar barch un at y llall.
- **Hyblygrwydd:** anelwn fod yn hyblyg yn ein syniadau a'n gweithredoedd i ddod yn sefydliad effeithlon ac effeithiol.
- **Gwaith tîm:** anelwn gydweithio i rannu ein llwyddiannau a'n methiannau drwy adeiladu ar ein cryfderau a chefnogi ein gilydd i gyflawni ein nodau.

monmouthshire
sir fynwy

SUBJECT: EDUCATION ACHIEVEMENT SERVICE (EAS) BUSINESS PLAN 2016-2019

MEETING: CABINET
DATE: 13th APRIL 2016
DIVISION/WARDS AFFECTED: ALL

1. PURPOSE:

1.1 This report presents the South East Wales Education Achievement Service (EAS) Business Plan 2016-2019. The plan sets out the priorities, programmes and outcomes to be achieved by the EAS on behalf of the South East Wales Consortium.

2. RECOMMENDATIONS:

2.1 It is recommended that Cabinet endorse the content of the EAS Business Plan.

3. KEY ISSUES:

3.1 The South East Wales Consortium is required to submit to the Welsh Government a three-year Business Plan that will be updated annually. This is the third iteration of the plan first submitted in 2013. This plan covers the period 2016-2019. The requirement for a 3-year Business Plan is set out in the Welsh Government's National Model for Regional Working.

4. REASONS:

4.1 This Business Plan sets out the overall targets to be achieved by the EAS working in partnership with the five local authorities. These outcomes are based on an analysis of pupil level data and a sound judgement of what should be achieved over the lifetime of the plan. The programmes of work to achieve these outcomes are set out in detail for 2016-17 and will be reviewed for future years.

4.2 The South East Wales EAS Business Plan sets out four priorities: Improving attainment overall but narrowing the gap between FSM and non FSM pupils; raising attainment in English; Welsh and Mathematics. These are the core priorities for the service and all other activities and programmes are now supporting the achievement of these outcomes.

4.3 The Business Plan contains an Annex which is specific to Monmouthshire Country Council. This section details the high level targets for the next three years for pupil outcomes and pupil attendance, specific support that will be provided to schools requiring enhanced support and any bespoke Local Authority intervention programmes. Progress towards the Annex will be provided bi-annually.

4.4 The Business Plan has been aligned to the following policies;

- Qualified for Life - the national Education Improvement Strategy (2014)
- Successful Futures - the review of curriculum and assessment (2015)
- Teaching tomorrow's teachers - Options for the future of initial teacher education in Wales (2015)
- Children and Families (Wales) Measure 2010
- Child Poverty Strategy for Wales
- Welsh Government's Welsh-medium Education Strategy

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

5. RESOURCE IMPLICATIONS:

5.1 The financial implications are included in the relevant section of the Business Plan .

5.2 Financial arrangements for the indicative core funding to the EAS from Monmouthshire County Borough Council for 2016-2017 is £451,308 (this represents a 3% efficiency saving on the previous contribution in 2015-2016).

6. WELLBEING OF FUTURE GENERATIONS IMPLICATIONS (INCORPORATING EQUALITIES, SUSTAINABILITY, SAFEGUARDING AND CORPORATE PARENTING)

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

7. CONSULTEES:

7.1 The South East Wales EAS Business Plan has been developed in consultation with a wide range of key stakeholders. The consultation framework is set out in the Appendices section of the plan.

8. BACKGROUND PAPERS:

8.1 EAS Business Plan 2016-2019

8.2 Local Authority Annex 2016-2017

9. AUTHOR: Debbie Harteveld (Managing Director (Interim) EAS)

10. CONTACT DETAILS:

Tel: 01443 863145
E-mail: Debbie.harteveld@sewaleseas.org.uk

South East Wales
Education Achievement Service
(EAS)

Business Plan 2016-2019

Final Draft V3

Contents

	Summary	2
Section 1	Introduction and national context	3
Section 2	Local context: progress against targets (pupil outcomes) 2014-15	5
Section 3	Progress towards Business Plan 2015-2018	12
Section 4	Focus on service delivery 2016-2019 • Emerging regional challenges for pupil outcomes 2016-2019 • Short term challenges for service areas 2016-2017	16
Section 5	Regional Key Stage targets 2016-2018 and Local Authority attendance targets	18
Section 6	Key regional priorities 2016-2019 • Priority 1 - Accelerating the progress of learners who face the challenges of poverty • Priority 2 - Improving standards of achievement in English (and literacy) • Priority 3 - Improving standards of achievement in Welsh (and literacy) • Priority 4 - Improving standards of achievement in Mathematics (and numeracy)	21 22 26 29 33
Section 7	Appendices Appendix 1: Risk register Appendix 2: Resources Appendix 3: Business planning framework 2016-17 Appendix 4: Progress overview Estyn / Wales Audit Office (WAO) report on regional working Appendix 5: Governance structure chart Appendix 6: High level service plan overviews and service offers 2016-2017 Appendix 7 Local Authority annexes	36

Summary

The Education Achievement Service (EAS) for South East Wales has prepared this Business Plan for 2016-2019 to outline the programme of work required to achieve improved outcomes for children and young people.

This version builds on the current Business Plan for the service (2015-2018) but takes account of the framework of new Welsh Government (WG) policy, particularly:

- National School Categorisation system;
- 'Qualified for Life' - the national Education Improvement Strategy;
- 'Successful Futures' - the review of curriculum and assessment;
- 'Teaching tomorrow's teachers' - the review of Initial Teacher Training.

Section 1: Introduction and national context
This section outlines the national context that has informed this Business Plan and in particular the satisfactory progress that has been made in response to the Estyn/Welsh Audit Office report, "Improving schools through regional consortia".

Section 2: Local context; progress against targets 2014-2015
This section reviews the outcomes of education performance in the academic year 2014-2015 set against targets.

Section 3: Progress towards Business Plan 2015-18
This section details a high level summary of the progress towards service improvements that have been achieved over the past year and the priorities for future development of these services.

Section 4: Focus on service delivery in 2016 -2019
This section focuses upon the short term service delivery requirements for 2016-2017.

Section 5: Regional Key Stage targets 2016-2018
This section contains a set of revised targets to be achieved over the period to 2018 for each Key Stage. These targets are the outcome of detailed work in each school and are based on robust analysis of pupil level data for each cohort. There is greater confidence throughout the system that these targets are challenging and achievable.

Section 6: Key regional priorities for 2016-2019
This section reiterates the long term regional priorities. The EAS Business Plan 2016-19 retains the four core priorities:

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

It outlines how these priorities will be delivered within the framework of the national context and outlines the detailed programmes required to deliver these priorities. The programmes of work are framed to demonstrate how 'Qualified for Life' is integrated into service planning and delivery. This section of the plan then enables each team to draft detailed service delivery plans that enable effective performance management and accountability of the service.

(Section 7 contains a number of appendices that support the detail within the main body of the Business Plan. These are likely to be updated as the year progresses.)

Section 1: Introduction and national context

This Business Plan sets out the improvements needed to meet the needs of children and young people in South East Wales. This plan for 2016-19 builds on the 2015-18 plan submitted to the Welsh Government in March 2015. The plan sets out our:

- understanding of the national context;
- evaluation of progress in 2014-15;
- overview of the regional priorities and how these will implement 'Qualified for Life' / Successful Futures / Teaching Tomorrows Teachers;
- pupil level targets for 2016-17.

This plan is supported by service plans that identify the resources required to achieve these targets.

National context

In 2015, WG commissioned and published further guidance and recommendations to ensure that its strategy as set out in 'Qualified for Life' will be implemented fully and successfully. The Donaldson report 'Successful Futures' and the Furlong report 'Teaching Tomorrow's Teachers' set out long term programmes for the revision of the curriculum and assessment, as well as for the reform of initial and in-service training for teachers.

This strategic framework builds on the existing programme including: School's Challenge Cymru (SCC) (Pathways to Success); the Creative Education Strategy; the implementation of the national Literacy and Numeracy Frameworks; Rewriting the Future; the Welsh-medium Education Strategy and the revised national model for regional working.

'Qualified for Life' sets the framework through which the EAS will achieve its priorities and targets.

They are:

- improving the quality of teaching;
- refreshing the curriculum;
- improving the quality and public confidence in the Welsh framework of qualifications;
- strengthening leadership.

The EAS will continue to build the capacity of schools to be at the core of a self-improving system. Their centrality of schools in this system is written into the WG strategy and is reaffirmed in the Estyn/WAO inspection report published in June 2015. The EAS will work with LAs and the WG to implement the recommendations of that review. This Business Plan will ensure that there is:

- clarity on the nature and operation of the EAS, with a particular focus on the increase in schools' capacity to contribute to the self-improving system;
- a clear focus on medium-term outcomes;
- collaborative relationships for school improvement across consortia;
- a building of effective leadership;
- an improvement of the effectiveness of the governance and management of the EAS.

The EAS will also implement the recommendations of the Estyn report: 'Improving schools through regional education consortia'. These include the following:

1. Improve performance management arrangements by:

- planning for the medium-term to ensure a strategic approach to school improvement;
- ensuring that plans contain actions that are specific and measurable, with appropriate targets, costings and milestones for delivery;
- capturing, sharing and using data (from pupil level up) efficiently and effectively;
- monitoring the progress of pupils and schools regularly;
- taking a more robust approach to identifying and managing risks;
- realistically self-evaluating their strengths and shortcomings;
- tightly managing the individual performance of their staff.

2. Secure greater consistency in the quality of Challenge Advisers' evaluations of schools, particularly in relation to teaching and leadership.

3. Develop clearer strategies to address the impact of deprivation upon education outcomes and ensure that all actions are coherent in this purpose.

4. Improve the quality and range of support for schools and in particular:

    - develop clearer strategies for maximising the potential of school-to-school support;
    - provide or broker better support for teaching and learning in non-core subject areas;
    - involve diocesan authorities effectively in the strategic planning and evaluation of regional services.

The 2016-19 Business Plan has been developed through an open, transparent and inclusive process utilising outcomes from self-evaluation processes and consulting with a range of key partners. This process has ensured that full consultation on the priorities has shaped the development of programmes, the allocation of resources and provided a framework for collective review and evaluation of the impact of the service.

To date, progress within the implementation of the post review action plan is satisfactory overall.

- Revised business planning, self-evaluation and performance management systems are in place. These are based on detailed data analysis. The use of performance outcomes to measure service quality is improving.

- Training for the implementation of revised systems of school categorisation has improved the quality and consistency of Challenge Advisers' (CA) evaluations. Further work is in progress to ensure consistency of impact on raising the quality of leadership in schools.

- New staff are in post and revised systems are in place to accelerate the performance of FSM pupils. The impact of these measures will be visible in 2016 and beyond.

- The implementation of an improved school-to-school support strategy is now being trialed through the Excellence in Teaching and Excellence in Leadership programmes alongside the 'New Deal', Digital and Curriculum Pioneer Schools.

- Diocesan authorities are now more fully involved in the governance framework of the consortium.

Section 2: Local context: progress against targets (pupil outcomes) 2014-2015

In 2015-18, the South East Wales Education Achievement Service set four priorities in its Business Plan. These priorities are:

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

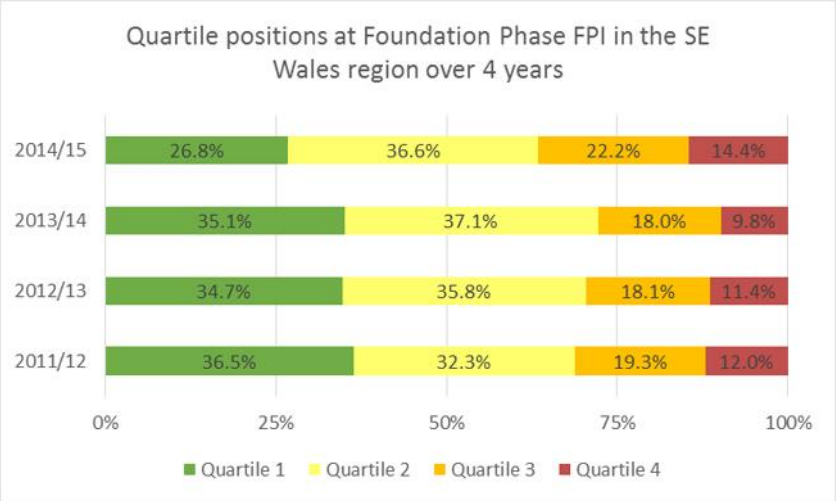
These priorities were based on a detailed analysis of current performance and set out the targets to be achieved over a two-year period. The results of tests, examinations and teacher assessment in 2015 show improvements in all Key Stages across a four-year period from 2012.

Foundation phase

Strong progress has been made in this Key Stage and performance remains good overall. Performance in the Foundation Phase Indicator (FPI) declined by 0.2% in 2015, although overall improvement from 2012 to 2015 was 3.9%. Despite this being a slower rate of progress than that made nationally over the same time period (6.3%), performance remains above the Wales average by 1.2%. Performance of FSM pupils at O5+ declined slightly across the region in 2015; however, performance of FSM pupils since 2012 has increased by 3.9 percentage points and is higher than the Wales average (76.8% compared to 75.1%). The gap between FSM and non-FSM pupils has narrowed from 18.4 percentage points in 2012 to 14.3 percentage points in 2015, slightly narrower than the Wales gap of 14.9 percentage points. Girls' performance remains higher than boys for all areas of learning but the gap reduced slightly in 2015 and remains less than across Wales as a whole.

The percentage of schools in 2015 placed in the top 25% of similar schools (26.8%) and in the top 50% of similar schools (63.4%) for the FPI are both above expectation. The percentage of schools in the bottom 25% of schools (14.4%) is also significantly lower than expectation. Performance increases in the FPI in all five Local Authorities from 2012 to 2015 have been at a slower rate than that made nationally, but from a higher base. The FPI LA rank is above expectation relative to FSM position in each Local Authority, except Torfaen. At Outcome 6 there have been increases in each area of learning from 2012 to 2015; however, the rate of improvement in each area of learning was at a slower rate than across Wales as a whole. Performance in Language, Literacy and Communication (LLC) English and LLC Cymraeg remain below the Wales average, but performance in mathematical development and Personal and Social Development (PSD) are now slightly above it.

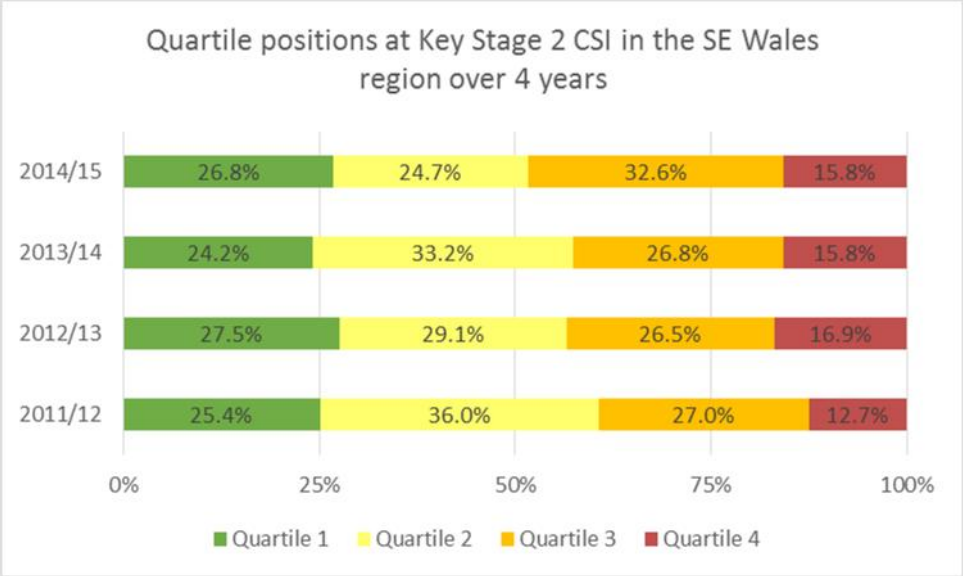
	Percentage achieving the FPI				
	2012	**2013**	**2014**	**2015**	**3 yr progress**
Blaenau Gwent	79.2	81.2	83.4	83.2	4.0
Caerphilly	84.3	85.0	88.5	89.2	4.9
Monmouthshire	86.8	89.5	91.0	91.8	5.0
Newport	84.9	87.3	87.0	88.1	3.2
Torfaen	83.3	87.6	90.6	86.0	2.7
S E Wales	84.1	86.2	88.2	88.0	3.9
Wales	80.5	83.0	85.2	86.8	6.3



Key Stage 2

Strong progress has been made in this Key Stage and performance remains good overall. Performance in the Core Subject Indicator (CSI) improved by 1.1% in 2015, with an overall improvement from 2012 to 2015 of 4.0%. Pupils eligible for free school meals improved performance at both Level 4+ and Level 5+ overall and in 4 out of five LAs. Since 2012, FSM pupils have improved performance by 6.2 percentage points, a much faster rate than non-FSM pupils, and the gap has narrowed from 22 percentage points to 13.5 points. The FSM/non-FSM gap is now less than the Wales figure of 15.7 percentage points. Girls' performance remains higher than that of boys for all core subjects with the gap increasing at Levels 4 and 5. Girls are making faster progress. Whilst this progress is slightly slower than that made nationally (5.1%), performance remains 0.4% above the national average. The percentage of schools in 2015 placed in the top 25% of similar schools (26.8%) and in the top 50% of similar schools (51.5%) for the CSI are both above expectation. The percentage of schools in the bottom 25% of schools (15.8%) is also better than expectation. The CSI LA rank is above expectation relative to FSM position in each Local Authority, except Torfaen. At Level 5, there have been significant increases in each core subject from 2012 to 2015; however, the rate of improvement in each subject was at a slower rate than across Wales as a whole. Performance in all subjects, except Welsh first language, remains higher than the Wales average.

	Percentage achieving the KS2 CSI				
	2012	**2013**	**2014**	**2015**	**3 yr progress**
Blaenau Gwent	78.3	80.1	83.8	86.6	8.3
Caerphilly	82.7	84.2	85.8	87.4	4.7
Monmouthshire	86.3	89.3	89.5	92.5	6.2
Newport	86.1	86.4	86.2	89.3	3.2
Torfaen	85.6	89.1	91.2	84.3	-1.3
S E Wales	84.1	85.8	87.0	88.1	4.0
Wales	82.6	84.3	86.1	87.7	5.1

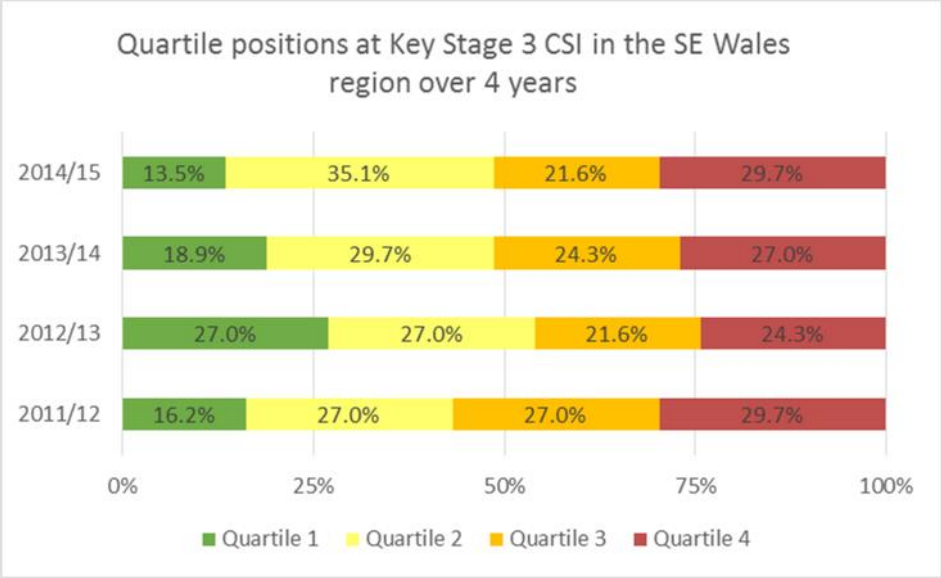


Key Stage 3

Satisfactory progress has been made in this Key Stage and performance remains adequate overall. Performance in the CSI improved by 3.2% in 2015, with an overall improvement from 2012 to 2015 of 11.4%. Despite these improvements, regional performance in the CSI remains lower than the national average. Performance of pupils eligible for free school meals has improved overall, at a slower rate at Level 5+ but a faster rate at level 6+. Performance of FSM pupils has improved at a lower rate than that of non-FSM pupils (4.4 percentage points compared to 6.1 percentage points). The gap between FSM and non-FSM pupils has narrowed since 2012, but is still wider than the Wales gap (27.8 percentage points compared to 22.2 percentage points). Girls' performance remains higher than that of boys at Level 5+; however, the attainment of boys has improved at a faster rate in three out of five LAs.

Performance improved in four Local Authorities but there was an expected decline in Torfaen. The percentage of schools in 2015 placed in the top 25% of similar schools (13.5%) and in the top 50% of similar schools (48.6%) for the CSI are both below expectation. Too many schools are in the bottom 25% of schools (29.7%), compared with expectation. The CSI LA rank is above expectation relative to FSM position in Blaenau Gwent, equal to it in Monmouthshire but below it in the remaining three authorities. At Level 6 there have been significant increases in each core subject from 2012 to 2015; however, the rate of improvement in each subject, except Welsh first language. Performance in each subject remains lower than the national average.

	Percentage achieving the KS3 CSI				
	2012	**2013**	**2014**	**2015**	**3 yr progress**
Blaenau Gwent	61.5	64.5	76.4	80.1	18.6
Caerphilly	68.4	73.5	77.6	80.3	11.9
Monmouthshire	77.7	80.3	84.2	90.8	13.1
Newport	73.8	78	77.1	81.6	7.8
Torfaen	71.8	79.8	81.9	81.9	10.1
S E Wales	70.8	75.7	79.0	82.2	11.4
Wales	72.5	77.0	85.5	83.9	11.4



Key Stage 4

Satisfactory progress has been made in this Key Stage and performance at the end of Key Stage 4 is adequate. Performance in the Level 2 threshold including English/Welsh and Mathematics (L2+) improved by 2.9% in 2015, with an overall improvement from 2012 to 2015 of 8.8%. Despite these improvements being at a faster rate than Wales as a whole, regional performance remains below the Wales average. The overall performance improvements mask the performance variation between Local Authorities (+5.2% to +13.4%), with the gains of over 10% made by the Local Authorities underperforming in 2012 (Blaenau Gwent, Torfaen and Monmouthshire). The number of schools below 40% for this indicator has reduced to two (from twelve in 2012). However, the variance between schools remains too high. The percentage of schools in 2015 for the L2+, placed in the top 25% of similar schools (18.9%), is slightly below expectation, but the percentage of schools in the top 50% of similar schools (51.3%) is slightly above expectation. There are also fewer schools than expected in the bottom 25% of schools (18.9%), a significant reduction from 33.3% in 2012.

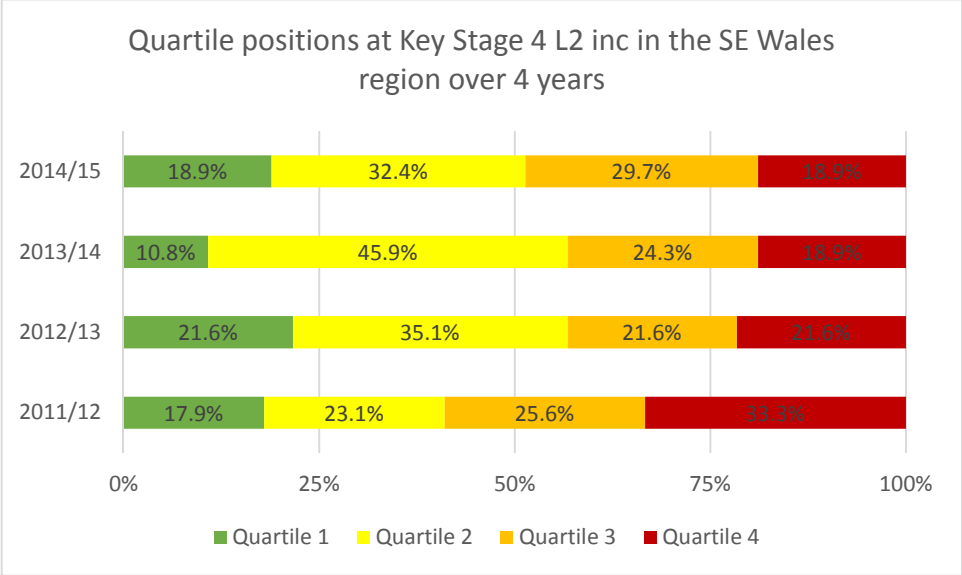
The percentage of schools in 2015 for the Capped Point Score (CPS) placed in the top 25% of similar schools (5.4%) and in the top 50% of similar schools (35.1%) are both well below expectation. There are too many schools in the bottom 25% of schools (35.1%).

The percentage of schools in 2015 for the Level 2 threshold (L2) placed in the top 25% of similar schools (12.8%) and in the top 50% of similar schools (41.1%) are both well below expectation. There are too many schools in the bottom 25% of schools (37.8%), an increase from 25.6% in 2012.

The percentage of schools in 2015 for the Level 1 threshold (L1) placed in the top 25% of similar schools (13.5%) and the top 50% of similar schools (37.8%) are both well below expectation, despite improvements since 2012. There are still slightly too many schools in the bottom 25% of schools (27.0%), despite an improvement from 35.9% in 2012.

Performance at Level 2 English improved by 1.1 percentage points to 65.8% in 2015. Performance improved in three Local Authorities, but declined in two. Performance in Level 2 Welsh (first language) declined by 10.7 percentage points to 65.4%, predominantly due to a significant decline in one of the two Welsh-medium Secondary schools. Performance in Level 2 Mathematics improved by 4.4 points across the region to 62.2%, with improvements in all five LAs.

	Percentage achieving L2 E,W+M					
School	**2012**	**2013**	**2014**	**2015**	**1 yr Progress**	**3 yr Progress**
Blaenau Gwent	34.3	38.7	41.8	47.7	5.9	13.4
Caerphilly	45.1	46.3	50.0	52.6	2.6	7.5
Monmouthshire	56.3	57.3	65.6	66.9	1.3	10.6
Newport	49.0	51.3	52.8	54.2	1.4	5.2
Torfaen	45.6	50.5	53.4	56.7	3.3	11.1
S E Wales	46.3	49.0	52.2	55.1	2.9	8.8
Wales	51.0	53.0	55.0	57.6	2.6	6.6



FSM comparison at Key Stage 4

Over the past year, the region has seen a 3.3 percentage point increase for FSM pupils, which is slightly lower than the increase across Wales in the same period (3.5 percentage points). Performance of FSM pupils is currently 2.3 percentage points below the Wales figure (29.0% compared to 31.3%).

Over the past year the region has seen a 2.7 percentage point increase for non-FSM pupils, which is higher than the increase across Wales in the same period (2.1 percentage points). Performance of non-FSM pupils is currently 2.6 percentage points below the Wales figure (61.1% compared to 63.7%).

The performance gap between FSM and non-FSM pupils has narrowed slightly since 2014, from 32.7 percentage points to 32.1 percentage points. This is slightly below the Wales gap of 32.4 percentage points.

Welsh second language

At Key Stage 2, the L4+ figure in the region for 2015 was 82% (target of 75% was surpassed). Overall, performance at the expected level increased from 2014 by 2 percentage points, with performance above Wales' by 5.9 percentage points (above Wales for 3 years). Performance in all LAs was above Wales. Targets were surpassed in all LAs. Performance up in all LAs other than

Torfaen, but above target. Performance in all LAs was above Wales. Newport was ranked first LA in Wales for performance in Welsh second language, Monmouthshire second and Blaenau Gwent third. Caerphilly and Torfaen were also in the top 10 LAs.

The overall gap in performance of FSM and non-FSM pupils at the expected level narrowed on 2014 by 4 percentage points. The gap narrowed in all LAs, most significantly in Blaenau Gwent and Monmouthshire by 6 percentage points. The overall rate of progress of FSM pupils (5 percentage points) is higher than the progress of non-FSM pupils.

At Key Stage 2, the L5+ figure in the region for 2015 was 26% (target of 23% was surpassed). Overall performance at L5+ up by 2 percentage points and above Wales by 7 percentage points. Performance of all LAs is at least in line with Wales improved performance at L5+ in all LAs other than Torfaen. The overall gap widened at the expected level +1 with a lower rate of progress by FSM pupils by 2 percentage points. There was a gap increase in Blaenau Gwent, Caerphilly and Monmouthshire. Girls' performance remains higher than boys' at L4+ and L5+. The gap has increased by 3 percentage points at L4+ due to girls making progress at a faster rate than boys. The gap has narrowed by one percentage point at L5+ with a decline of 3 percentage points in both girls' and boys' performance. Overall performance in all skills at the expected level has increased on performance in 2014 by 3 percentage points for Oracy, and 7 percentage points for Reading and Writing. The weakest skill is Writing. Performance in this skill is 12 percentage points below performance in Oracy and 4 percentage points below that of Reading. Overall performance in Oracy and Writing was at the expected level +1 has increased by 3 percentage points, and in Reading by 4 percentage points. Writing is the weakest skill.

At Key Stage 3, the L5+ figure in the region for 2015 was 81% (target of 79% was surpassed). Overall performance is in line with Wales (81.2%). Performance in Blaenau Gwent and Monmouthshire is above Wales. Performance in the other LAs is below Wales (Caerphilly by 2.1 percentage points, Newport by 2.7 percentage points and Torfaen by 1.3 percentage points). Torfaen, Caerphilly and Newport ranked fifteenth, eighteenth and nineteenth positions, respectively. Caerphilly is up 4 positions in 2014 by 7.9%.

The overall gap in performance of FSM and non-FSM pupils at the expected level remains steady on 2014 at 25 percentage points, with an equal rate of progress by FSM and non-FSM pupils. The gap narrowed in all LAs other than Caerphilly and Monmouthshire where the gap increased, most significantly in Monmouthshire by 10 percentage points.

At Key Stage 3, the L6+ figure in the region for 2015 was 39% (Target of 34% was surpassed) Performance increased from 2014 by 7.9 percentage points. Overall performance is above Wales by 5.7 percentage points.

Overall performance in Oracy, Reading and Writing at the expected level has increased by 7, 9 and 9 percentage points, respectively. The weakest skill is Writing. Performance in this skill is 1 percentage point below that of Reading.

Overall performance in Oracy, Reading and Writing at the expected level +1 has increased by 4, 7 and 5 percentage points, respectively.

At the expected level, girls outperform boys by 14 percentage points. The Wales gap is 13.1 percentage points. The gap has narrowed by 2 percentage points since 2014, from 16 percentage points. At the expected level +1, girls outperform boys by 21 percentage points. The gap has increased by 1 percentage point since 2014.

There has been a strong focus on improving the accuracy and consistency of teacher assessment. The EAS has also taken the lead nationally in partnership with three other regions on the STAP. This work has impacted directly on authority performance in Mathematics which dropped to more realistic figures at expected levels in 2015. However, there is still a significant gap between teacher assessment and National Test results in the Foundation Phase and Key Stage 2 in the majority of LAs, particularly in Mathematics. This gap is less pronounced in Year 9, but overall performance in tests and Teacher Assessment (TA) at the end of Key Stage 3 does not provide a sufficiently strong foundation for GCSE. It is recognised that improving school assessment, tracking and target setting processes remain priority areas for curriculum teams and Challenge Advisers in all phases.

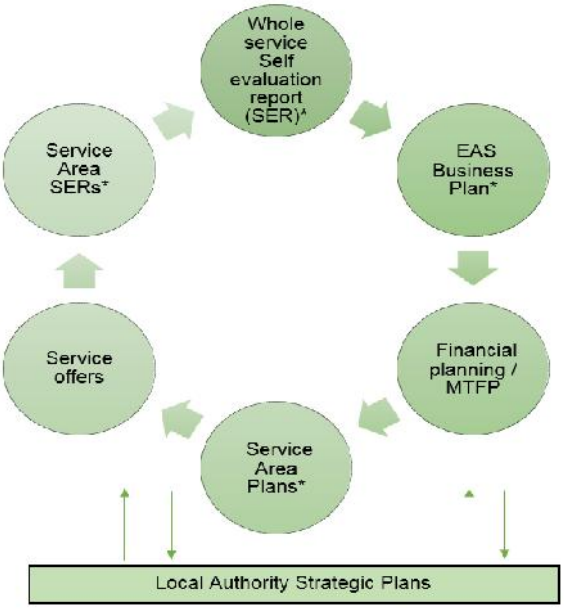
Section 3: Progress towards Business Plan 2015-18

The 2015-18 Business Plan set out the EAS approach to implementing the national model for school improvement across the South East Wales consortium. The half-yearly review of progress towards Service Area Plans in November 2015 indicated that almost all service areas demonstrated at least satisfactory progress towards meeting the objectives at this point in the year. The headlines are as follows:

Business planning, service planning and review

All services set outcome targets and performance criteria using a common framework. The EAS revised self-evaluation cycle is now fully operational and ensures that all services are self-assessing progress. Individual performance reviews are now underpinned with an objective evidence base. Value for money assessments undertaken as a part of service review have commenced and inform service deployment. There is still further work required to achieve consistency and sustained impact from this work. Embedding of school-to-school support has been backed by increased delegation of funds to schools coupled with the leadership, by schools, of key projects in the Excellence in Teaching programme.

Effective procedures for monitoring, challenge, support and intervention that are differentiated by need are in place. These procedures are underpinned by effective systems that, when implemented consistently, will ensure the impact required to accelerate improved pupil outcomes.



Revised national school categorisation

The new national system of categorisation is now fully implemented. A consistent high level of challenge to schools has ensured that the process is properly criterion-driven and evidence-based. The tables below demonstrate the levels of support required across the region at primary and secondary phases over the past two years.

Primary schools

		Numbers of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Blaenau Gwent	14-15	3	6	13	2	13%	25%	54%	8%
	15-16	2	4	16	2	8%	17%	67%	8%
Caerphilly	14-15	2	17	44	12	3%	23%	59%	16%
	15-16	1	8	50	16	1%	11%	67%	21%
Monmouthshire	14-15	1	12	14	3	3%	40%	47%	10%
	15-16	2	7	16	5	7%	23%	53%	17%
Newport	14-15	2	7	16	19	5%	16%	36%	43%
	15-16	0	5	16	23	0%	11%	36%	52%
Torfaen	14-15	1	8	13	4	4%	31%	50%	15%
	15-16	0	7	13	6	0%	27%	50%	23%
South East Wales	14-15	9	50	100	40	5%	25%	50%	20%
	15-16	5	31	111	52	3%	16%	56%	26%

Secondary schools

		Numbers of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Blaenau Gwent	14-15	1	3	0	0	25%	75%	0%	0%
	15-16	1	2	1	0	25%	50%	25%	0%
Caerphilly	14-15	3	8	2	1	21%	57%	14%	7%
	15-16	2	9	3	0	14%	64%	21%	0%
Monmouthshire	14-15	0	1	3	0	0%	25%	75%	0%
	15-16	0	1	3	0	0%	25%	75%	0%
Newport	14-15	0	5	2	1	0%	63%	25%	13%
	15-16	2	4	1	1	25%	50%	13%	13%
Torfaen	14-15	1	2	3	1	14%	29%	43%	14%
	15-16	1	2	3	0	17%	33%	50%	0%
South East Wales	14-15	5	19	10	3	14%	51%	27%	8%
	15-16	6	18	11	1	17%	50%	31%	3%

Schools Challenge Cymru (SCC)

All SCC schools have approved improvement plans developed in partnership with their SCC Adviser (SCCA). EAS and Local Authority (LA) Officer attendance on the monthly Accelerated Improvement Boards ensures that there is a now a more regular scrutiny of programmes, progress and outcomes, that resources are targeted and that intervention is tracked and evaluated more systematically. This is, however, still an aspect of work that will require continued monitoring.

Challenge Advisers (CAs)

Training and development for CAs is now focused on the implementation of the national model for school Ccategorisation, improving brokerage and building capacity for school-to-school support. All CAs are performing to at least a satisfactory standard with most judged good or better. Effective performance management is improving the impact of Challenge Advisers across the region, particularly to improve pupil outcomes, the accuracy of categorisation, target setting, tracking and monitoring of progress in Secondary schools. New measures are in place to ensure that data is accurate, shared and used strategically to improve teaching. There has been a lower rate of turnover of CAs within this academic year, with a few schools receiving a new CA. These aspects will require embedding during the next year.

School-to-school support

The foundations for school-to-school support are now in place. The school categorisation process has identified those schools with capacity to host/partner with schools requiring support in key areas of teaching and leadership. The Excellence in Teaching and Excellence in Leadership programmes provide the frameworks for commissioning support. Phase 1 schools piloting new GCSEs are now ready to support other schools implementing new syllabuses from September 2015. School-to-school support is now more fully integrated into service planning. All service areas have identified the capacity to provide school-to-school support and how such support can be accessed and targeted to need. The medium-term financial plan for 2016-2017 will be more sharply focused on the sustainability of the school-to-school model. Monitoring the impact of this work is a priority for the next year alongside a redefined regional overview for the Self-improving System.

Leadership development

The continued development of the Excellence in Leadership programme underpins the strategy to improve the performance of schools, governing bodies, head teachers, senior leaders and middle leaders. The programme was revised in 2014-15 to implement the national model for school improvement. Over 75% of schools report that support for these processes is good or better. Challenge Advisers now play a more prominent role in needs assessment, commissioning support and evaluating impact of the leadership programme. Leadership development and capacity of leaders within the region remains a priority for improvement in 2016-2019. The implementation of Qualified for Life has refocused this work and it now permeates action in all of the Business Plan priorities.

Teaching and learning

The Excellence in Teaching framework and the Excellence in Teaching programme provide the foundations for the core school-to-school support programmes. In 2014-15 over 1200 teachers participated in one or more of the constituent elements of this programme. The Excellence in Teaching programme provides the foundation for the implementation of many provisions in Qualified for Life. This aspect of work will permeate the work of the region over the next few years. Measuring the impact of these programmes on outcomes for learners will be a key focus.

Business support

In 2014-15, business support services were restructured to provide the capacity required for the implementation of the national model for school improvement. The priority was given to developing integrated systems for information management, enabling schools to bring together school improvement planning with the use of SEG, Pupil Deprivation Grant (PDG), Welsh in Education, Foundation Phase and other Welsh Government grants.

There were many developments around the Learning Intelligence and business planning functions to improve efficiency and impact. Development of the Value for Money (VFM) diagnostic system has continued throughout the year to support school improvement, this will be a focus for the Regional Finance group to develop this year. The My School Improvement Dashboard (MySID) has been developed throughout the year and will continually provide a focus as to improving school and pupil outcomes. There have been many successful bids for new grant monies and were successful in winning a Welsh Government nationally advertised contract for the STAP. There has been recognition that Local Authorities are integral to the development of many grant monitoring procedures and outcomes and much work has been done in this area to improve the links. The focus of grants available to the region has been around increasing delegation to schools and building a sustainable approach to school-to-school support, both of which have been successful. The Welsh Government delegated target for the Education Improvement Grant was 80% but 86% was achieved across the region.

Over the year there have been many meetings and discussions with all employee Trade Unions to harmonise many Human Resource (HR) policies and procedures and the subsequent roll out to all staff. This is an aspect of work that requires ongoing attention.

Further work has been undertaken to improve the communication policy, including the standardisation of all reports, letters, presentation, and this aspect of work will remain a focus for service delivery over the next year. Communication strategy and workforce development will be a critical aspect upon which to build.

Regional and Local Authority plans

Significant improvements have been achieved in the alignment of Local Authority and consortium plans. These measures have focused on better targeting of support for looked after children, for the prevention of NEETs and progression in post-16 education and training. The consortium will continue to work closely on this aspect of work over the next year to further refine this.

Key findings of the independent schools' survey of views on the quality of work provided by the EAS.

A report highlighting the feedback from the survey, which compares views from the 2014 survey to the 2015 survey, shows that there have been significant improvements in the number of schools registering positive views on the work of the EAS and their understanding of the respective roles and responsibilities with Local Authorities. The survey, which is anonymised and allows schools to register their views without being identified, shows real improvements in the leadership of the service, the work of Challenge Advisers and the support given to schools to help them improve.

There are, however, key areas identified for improvement in 2015-16, with the focus mainly on support for tracking and target setting and the use of MySID. The system supports schools in planning for improvement, identifying resource allocation for improvement activities and monitoring and evaluation the impact of that spend.

The survey results can be found on the EAS website.

Section 4: Focus on service delivery in 2016-2019

Emerging high level regional challenges for pupil outcomes 2016-2019

- Whilst the performance of FSM pupils has increased across the region, the gap remains too wide and has increased slightly in a few indicators in a few LAs. Accelerating the performance of FSM pupils remains a priority.
- There is too much variance in performance between LAs, schools and between subjects at Key Stage 4.
- Gender differences are smaller than across Wales in primary schools, but boys' performance needs to continue to improve across most Key Stages.
- The performance of more able learners needs to accelerate, particularly at Key Stages 3, 4 (with emphasis on the CPS measure) and 5.
- Whilst there have been improvements in Welsh second language, this remains an area for improvement, particularly at Key Stages 3 and 4.
- There is too much variance in the consistency and rigour of teacher assessment across schools.
- Outcomes in national literacy and numeracy tests are variable across the region. The development of skills in literacy (English and Welsh) and numeracy remain a priority.
- Levels of attendance across the region vary.

Short term challenges for service areas 2016-2017

The South East Wales consortium has established firm foundations on which to implement the key Welsh Government policy, Qualified for Life. The consortium's work has focused on its current priorities: accelerating the progress of learners facing the challenge of poverty; improving standards of achievement in English and Welsh; and improving standards of achievement in numeracy. The EAS has established two core programmes which are building capacity to deliver effective school-to-school support: the Excellence in Learning and Excellence in leadership programmes. These programmes have proved to be very valuable in enabling the successful implementation of the national model for Regional Working and SCC. These programmes integrate the work of CAs, specialists and schools with a sustained record of improvement in key fields. A key additional focus for these initiatives in 2016-2017 will be meeting the needs of the more able and talented pupils.
The EAS will work closely with schools and LAs to ensure that all schools who require support to improve receive it in a timely manner.

We will ensure that the Excellence in Teaching and Excellence in Leadership programmes will include a primary focus on:

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

- Embedding high expectations in the curriculum - Implementing refreshed literacy and numeracy programmes, including the Areas of Learning and the Digital Competence Framework; strengthening the moderation of teacher assessment to ensure greater accuracy and confidence in Key Stages 2 and 3; implementing the Foundation Phase Baseline assessment and ensure that its data is robust, reliable and informative;

engaging with the development of the Donaldson report recommendations; and, supporting the implementation of the Youth Guarantee.

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

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

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

In March 2015, Welsh Government published proposals to strengthen the quality of teachers' assessments across Wales in Key Stages 2 and 3. The EAS, in collaboration with the other three regional consortia, made a successful bid for this work and is now delivering the programme. This programme will continue for a further 2 years.

The EAS has embedded the four-stage model for school improvement in its current work and has ensured that all programmes are evidence-based, targeted accurately, resourced effectively and evaluated for impact. These priorities, as set out in 'Qualified for Life', are embedded in the strategic priorities of the EAS and will have a clearer focus in the EAS Business Plan for 2016-2019.

The detailed short term priorities for 2016-2017 are contained in the Service Plans in Appendix 7.

The revised structure of the EAS, with the key roles of responsibilities for leadership and management of the key areas of business, were implemented from September 2014. The structure has three key elements:

The **Challenge Adviser Service Area** focuses on the implementation of the National Categorisation System and the Intervention Framework with a key role of knowing and responding to the performance of individual schools, LAs and the region as a whole.

The **Brokerage, Intervention and Support (BIS) Service Area** leads on national and local programmes related to leadership, teaching and learning, governance of schools, literacy, numeracy, Foundation Phase, Welsh and 21st century learning.

The **Business Support Service Area** leads on the financial management, Learning Intelligence information related to the performance of schools, LAs and the region. It also includes business intelligence which informs on progress against business and service plans and the provision of value for money. The area is also responsible for human resource management, health and safety, pensions, communication strategy, procurement, legal and all other aspects that safeguards the company.

Section 5: Regional Key Stage targets 2016-2018

The targets below are derived from the targets submitted by all schools across South East Wales during the statutory target setting process in autumn 2015. The target setting process across the region is robust, with all school targets linked to targets for individual pupils and a comprehensive challenge process by Challenge Advisers and quality assurance by Principal Challenge Advisers and Local Authorities. This includes analysis of projected future performance against previous performance, projected Free School Meal benchmark quarters, Fisher Family Trust (FFT) estimates and WG Modelled Expectations.

Foundation Phase			
All Pupils	**2015 Actual**	**2016 Target**	**2017 Target**
FPI	88.0	88.9	-
LLC English O5+	90.0	90.5	-
LLC Welsh O5+	90.8	93.9	-
Math Dev.O5+	90.7	91.5	-
PSD O5+	95.6	94.7	-
LLC English O6	36.3	39.0	-
LLC Welsh O6	32.0	33.7	-
Math Dev. O6	34.7	37.5	-
PSD O6	56.5	56.3	-

FSM Pupils	**2015 Actual**	**2016 Target**	**2017 Target**
FPI	76.8	78.3	-
LLC English O5+	80.2	81.1	-
LLC Welsh O5+	83.3	87.6	-
Math Dev.O5+	81.7	82.5	-
PSD O5+	90.6	89.7	-
LLC English O6	19.3	22.8	-
LLC Welsh O6	20.6	13.5	-
Math Dev. O6	18.0	22.5	-
PSD O6	35.9	36.7	-

non-FSM Pupils	**2015 Actual**	**2016 Target**	**2017 Target**
FPI	91.1	91.5	-
LLC English O5+	92.8	92.9	-
LLC Welsh O5+	93.0	94.9	-
Math Dev.O5+	93.1	93.7	-
PSD O5+	96.9	95.9	-
LLC English O6	40.8	43.2	-
LLC Welsh O6	34.1	36.9	-
Math Dev. O6	39.1	41.2	-
PSD O6	62.4	61.2	-

Key Stage 2

All Pupils	2015 Actual	2016 Target	2017 Target	2018 Target
CSI	88.1	89.8	88.8	88.8
English L4+	90.0	91.6	90.7	91.0
Welsh (1st) L4+	90.6	91.1	90.2	92.1
Maths L4+	90.2	91.8	91.3	91.2
Science L4+	91.9	93.3	92.3	92.4
English L5+	42.6	44.0	43.8	44.3
Welsh (1st) L5+	35.8	34.3	36.5	40.9
Maths L5+	42.4	43.9	43.4	42.7
Science L5+	44.4	46.2	45.2	44.9
Welsh (2nd) L4+	82.1	83.2	82.6	83.3
Welsh (2nd) L5+	26.4	26.7	28.9	30.3

FSM Pupils	2015 Actual	2016 Target	2017 Target	2018 Target
CSI	77.3	80.3	78.5	77.8
English L4+	80.2	82.7	81.6	81.9
Welsh (1st) L4+	82.5	81.5	81.9	83.6
Maths L4+	81.0	83.4	82.2	82.0
Science L4+	84.1	85.3	83.8	84.0
English L5+	24.0	23.7	24.5	24.2
Welsh (1st) L5+	21.3	14.8	19.3	23.3
Maths L5+	23.5	23.3	24.7	23.6
Science L5+	24.7	25.4	26.1	24.8
Welsh (2nd) L4+	68.5	69.2	70.3	72.9
Welsh (2nd) L5+	12.9	14.3	16.2	17.4

non-FSM Pupils	2015 Actual	2016 Target	2017 Target	2018 Target
CSI	90.8	92.2	91.5	91.5
English L4+	92.4	93.7	93.1	93.1
Welsh (1st) L4+	92.1	92.8	91.7	93.3
Maths L4+	92.6	93.9	93.6	93.3
Science L4+	93.9	95.2	94.5	94.4
English L5+	47.4	49.0	48.7	49.1
Welsh (1st) L5+	38.4	37.7	39.6	43.2
Maths L5+	47.3	48.9	48.2	47.2
Science L5+	49.5	51.2	50.1	49.7
Welsh (2nd) L4+	85.9	86.8	85.8	85.9
Welsh (2nd) L5+	30.1	29.8	32.2	33.5

Key Stage 3

All Pupils	2015 Actual	2016 Target	2017 Target	2018 Target
CSI	82.2	85.1	87.2	87.7
English L5+	86.5	88.2	90.4	90.6
Welsh (1st) L5+	88.2	91.4	93.4	95.3
Maths L5+	87.0	89.6	91.4	91.8
Science L5+	91.0	91.7	93.0	92.3
English L6+	51.5	55.6	59.3	60.5
Welsh (1st) L6+	51.8	63.9	71.3	67.3
Maths L6+	56.9	61.0	63.8	64.3
Science L6+	54.5	60.6	63.7	63.7

FSM Pupils	2015 Actual	2016 Target	2017 Target	2018 Target
CSI	59.6	68.7	72.8	76.6
English L5+	67.8	74.5	78.9	81.3
Welsh (1st) L5+	79.5	78.0	78.9	89.6
Maths L5+	67.9	76.3	80.6	83.9
Science L5+	78.2	80.4	84.0	83.8
English L6+	27.5	33.2	38.8	40.9
Welsh (1st) L6+	35.9	45.8	54.4	50.7
Maths L6+	31.3	38.8	44.1	45.4
Science L6+	28.8	39.0	43.8	44.9

non-FSM Pupils	2015 Actual	2016 Target	2017 Target	2018 Target
CSI	87.4	88.9	90.7	90.3
English L5+	90.7	91.4	93.3	92.8
Welsh (1st) L5+	89.3	93.7	95.8	96.2
Maths L5+	91.3	92.7	94.0	93.7
Science L5+	93.9	94.4	95.2	94.3
English L6+	57.0	60.9	64.3	65.2
Welsh (1st) L6+	53.7	67.0	74.0	69.9
Maths L6+	62.8	66.2	68.6	68.8
Science L6+	60.4	65.7	68.5	68.2

Key Stage 4				
All Pupils	**2015 Actual**	**2016 Target**	**2017 Target**	**2018 Target**
L2 inclusive	55.1	59.1	62.9	64.2
L2	82.4	82.4	82.7	82.7
L1	95.5	95.0	96.0	96.4
CSI	51.6	57.9	60.6	61.7
English A*-C	65.8	67.8	70.3	71.6
Welsh (1st) A*-C	66.2	75.4	77.3	86.2
Maths A*-C	62.2	65.3	69.0	69.4
Science L2	84.7	81.1	76.8	72.9

FSM Pupils	**2015 Actual**	**2016 Target**	**2017 Target**	**2018 Target**
L2 inclusive	29.0	37.3	41.2	44.7
L2	63.9	65.1	64.5	66.8
L1	88.7	87.3	88.5	91.0
CSI	26.3	34.8	39.1	41.8
English A*-C	41.4	47.5	49.1	52.7
Welsh (1st) A*-C	38.1	46.3	64.1	71.7
Maths A*-C	37.9	44.3	47.9	49.8
Science L2	73.6	66.6	57.7	54.9

non-FSM Pupils	**2015 Actual**	**2016 Target**	**2017 Target**	**2018 Target**
L2 inclusive	61.1	64.0	67.7	68.9
L2	87.0	86.3	86.8	86.6
L1	97.6	96.7	97.7	97.7
CSI	57.5	63.1	65.4	66.5
English A*-C	71.5	72.3	75.0	76.2
Welsh (1st) A*-C	68.5	79.0	79.1	88.8
Maths A*-C	67.9	69.9	73.7	74.1
Science L2	87.7	84.3	81.1	77.3

Attendance targets by LA

Primary attendance

Pupil attendance				
	2015 Actual	2016 Target	2017 Target	2018 Target
Blaenau Gwent	94.5	95.2	95.3	95.4
Caerphilly	94.5	95.1	95.3	Not set
Monmouthshire	95.8	96.0	96.0	96.0
Newport	94.5	94.6	94.7	94.8
Torfaen	96.0	96.0	96.0	96.5

Secondary attendance

Pupil attendance				
	2015 Actual	2016 Target	2017 Target	2018 Target
Blaenau Gwent	93.2	93.8	94.0	94.2
Caerphilly	92.7	93.8	94.0	Not set
Monmouthshire	94.8	95.0	95.0	95.0
Newport	93.1	93.2	93.4	93.6
Torfaen	95.0	95.0	95.0	95.5

Section 6: Key regional priorities for 2016-2019

The South East Wales consortium has established firm foundations on which to implement 'Qualified for Life'. The consortium's work has focused on its current priorities: accelerating the progress of learners facing the challenge of poverty; improving standards of achievement in English and Welsh; and, improving standards of achievement in numeracy.

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

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

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

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

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

- Enabling improved leadership for self-improving schools; embedding school-to-school support as the primary delivery vehicle for improving schools; ensuring a coherent leadership development framework supports classroom teachers, middle and senior leaders to improve the impact of their work; improvinh the impact of Schools Challenge Cymru work; improving impact of the work of Challenge Advisers in strengthening the quality of school improvement planning, target setting and tracking of progress; improving intervention and support for schools in the lowest categories; and, improving governance and improved support for governing bodies.

The EAS has embedded the four-stage model for school improvement in its current work and has ensured that all programmes are evidence-based, targeted accurately, resourced effectively and evaluated rigorously. These priorities, as set out in 'Qualified for Life' are embedded in the strategic priorities of the EAS and will be in the core of the EAS Business Plan for 2016-2019.

Detailed Plans 2016-19

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

Progress achieved in 2014-15

Foundation Phase
The performance of FSM pupils at O5+ declined slightly across the region in 2015, however performance of FSM pupils since 2012 has increased by 3.9 percentage points and is higher than the Wales average (76.8% compared to 75.1%). The gap between FSM and non-FSM pupils has narrowed from 18.4 percentage points in 2012 to 14.3 percentage points in 2015, slightly narrower than the Wales gap of 14.9 percentage points.

Key Stage 2
Pupils eligible for free school meals improved performance at both Level 4+ and Level 5+ overall and in 4 out of five LAs. Since 2012, FSM pupils have improved performance by 6.2 percentage points, a much faster rate than non-FSM pupils, and the gap has narrowed from 22 percentage points to 13.5 points. The FSM/non-FSM gap is now less than the Wales figure of 15.7 percentage points.

Key Stage 3
The performance of pupils eligible for free school meals has improved overall but at a slower rate at Level 5+ but a faster rate at Level 6+. The performance of FSM pupils has improved at a lower rate than that of non-FSM pupils (4.4 percentage points compared to 6.1 percentage points). The gap between FSM and non-FSM pupils has narrowed since 2012, but is still wider than the Wales gap (27.8 percentage points compared to 22.2 percentage points).

Key Stage 4
Over the past year, the region has seen a 3.3 percentage point increase for FSM pupils, which is slightly lower than the increase across Wales in the same period (3.5 percentage points). Performance of FSM pupils is currently 2.3 percentage points below the Wales figure (29.0% compared to 31.3%).
Over the past year the region has seen a 2.7 percentage point increase for non-FSM pupils, which is higher than the increase across Wales in the same period (2.1 percentage points). Performance of non-FSM pupils is currently 2.6 percentage points below the Wales figure (61.1% compared to 63.7%).
The performance gap between FSM and non-FSM pupils has slightly narrowed since 2014 from 32.7 percentage points to 32.1 percentage points. This is slightly below the Wales gap of 32.4 percentage points.

Programmes to achieve improvement over 2016-2019

These are high level long term actions. Detailed actions and outcomes for 2016-2017 are contained in the Service Area Plans in Appendix 7.

Excellence in Teaching:

- Closing the Gap (CTG) Champion, in collaboration with Challenge Advisers to identify schools where the gap between FSM pupils and non-FSM pupils is greatest and/or has not improved over a three-year period.
- These schools will be paired with the best performing schools to support a programme of school-based training and development to improve progress of FSM pupils at all ages and across the curriculum.

- Expert teachers across all phases identified by schools with a sustained track record of improved outcomes for FSM pupils alongside high performance for all pupils.
- Learning to be gained from the joint 'Valley's Project' with Central South consortium and shared into the system.
- 'Expert' teachers to be inducted into the Excellence in Teaching Framework to become lead teachers in its delivery.
- Training and development programme to be monitored by CTG champion and Challenge Advisers over 2016-17 to identify best practice and to extend this programme to 2017 and beyond.
- Exemplars of best practice to be published in 2017-18 and following years.
- Challenge Advisers to ensure that Pioneer Schools and Lead Creative schools have robust and deliverable plans for supporting improvements across the region.
- Challenge Advisers to ensure that support for newly qualified teachers embeds effective curriculum planning to accelerate the progress of FSM pupils.
- Improvements from SCC schools and advisers will be shared across the system.
- EAS Senior Management Team (SMT) to establish partnerships with Initial Teaching Education Training (ITET) providers to improve the pool of effective new teachers entering the profession with the motivation, skills and knowledge required to accelerate the progress of FSM pupils.

Challenging Curriculum and supportive assessment

- Closing the Gap Champion and Challenge Advisers to identify subject areas and aspects of learning where the progress of FSM pupils is the greatest cause for concern and to ensure that work is commissioned to improve the quality of teaching and learning in these areas.
- Challenge Advisers will ensure that bespoke support plans, school development plans and grant plans in 2015-2016 and 2016-2017 clearly identify aspects of support for the acceleration of FSM learners and improvements in quality of teaching and learning in identified schools.
- Pioneer Schools for development of the new curriculum to be commissioned to lead developments in areas identified for improvement as a priority.
- Excellence in Teaching programme to support key schools in developing accuracy and rigour in assessment of learning, particularly in those subjects and aspects of learning where FSM pupils make less progress than expected.
- Excellence in Teaching programme to focus on developing schemes of work and approaches to teaching which accelerate the performance of all pupils and ensure that FSM pupils make the greatest gains.
- Literacy (English and Welsh 1st) and numeracy teams to focus support on transition across Years 5 - 8, making sure that curriculum and lesson plans set high expectations for all learners and include measures to accelerate the progress of FSM learners, particularly in Y7 and Y8.
- Closing the Gap Champion to track the impact of lead creative schools on accelerating the attainment of all pupils and particularly for FSM pupils.
- Challenge Advisers to advise on effective tracking and intervention strategies for FSM learners.
- 21st Century learning team to support programmes of intervention, development and training for literacy (English and Welsh), numeracy and narrowing the gap in attainment for FSM pupils.

A rewarding qualifications framework

- CTG Champion to review relative progress of FSM pupils in Pioneer schools implementing new GCSEs and identify strengths in planning, provision and teaching.
- Literacy (English and Welsh) and Numeracy teams to focus on the development of schemes of work and approaches to teaching that have proven to be effective in accelerating the progress of FSM pupils.
- CTG Champion to commission case studies of effective practice across the curriculum and the resources and approaches used to deliver this practice. Ten case studies from literacy (English and Welsh) and numeracy to be published in 2017-18.
- Excellence in Teaching programme to focus on embedding best practice from literacy (English and Welsh 1st) and numeracy across other GCSE and other qualifications frameworks.
- Focused support through Pioneer Schools for the development and implementation of the new GCSE in Science and other subjects where problem solving in real world contexts is a priority focus.

Excellence in Leadership

- Challenge Advisers to ensure that school development plans place narrowing the gap as a priority, particularly in those schools facing the greatest challenge. The development of middle leaders in improving outcomes for learners will focus in bespoke school support plans in current and subsequent years.
- CTG Champion to establish 10 cluster-based programmes to investigate and establish programmes across communities to raise ambition and attainment for families facing the challenge of poverty.
- Consortium leadership to establish a strategic partnership with a University to commission and deliver a research programme to underpin school improvement initiatives and enable teachers and leaders to gain higher qualification in recognition of their work.
- Challenge Advisers to ensure that effective systems for tracking progress of pupils focuses attention on FSM pupils, those who are 'looked after' and pupils with additional learning needs.
- Challenge Advisers will forge effective links with attendance officers to demonstrate the effective processes to engage FSM learners and families.
- Challenge Advisers to intervene strategically in those schools where in-school variation between English/Welsh 1st and Mathematics is impacting against the L2+ achievement measure.
- Governors' support programme ensures that all governing bodies scrutinise progress of FSM pupils and evaluate the schools' measures to accelerate the progress of these pupils and other vulnerable groups.

Outcomes from programmes

(These are high level outcomes: specific success measures are contained in the Service Plans for 2016-2017)

By 2019:

- Attainment targets for FSM learners set for 2016, 2017 and 2018 all achieved.
- The gap in performance of FSM and Non-FSM learners is closed across the key indicators.
- Achievement of FSM learners at L2+ improves in all targeted schools and in-school variance is reduced significantly.

- The percentage of Secondary schools that perform above the WG target for L2+ (FSM, currently 32%, 2017 - 34%, 2018 - 36%) increases across the region by 50%.
- Progression to post-16 education and training and retention to complete courses improved by 25% for FSM pupils.
- Attendance improves in line with targets across the region.
- School leaders place emphasis on Family and Community engagement as part of their whole school development planning processes.

Priority 2: Improving standards of achievement in English (and literacy)

Progress achieved in 2014-15

Foundation phase
In 2015 90% of pupils in schools across South East Wales achieved Outcome 5+. This was the same as in 2014 and 1 percentage point below target. Since 2012, there has been an increase of 3 percentage points. In 2015 performance of FSM pupils at O5+ was 81%, compared to 93% for non-FSM pupils, giving a gap of 12 percentage points which is 1 percentage point below target and static over a 3-year period. The gender gap is 6 percentage points, a narrowing of 1 percentage point due to the decrease in girls' performance.
In 2015 36% of pupils in schools across South East Wales achieved Outcome 6+. This was the same as in 2014 and 1 percentage point below target. The FSM/non-FSM performance gap is now 22 percentage points, which has remained static for the last 3 years.

Key Stage 2
In 2015, 90% of pupils in schools across South East Wales achieved Level 4+. This was an increase of 1 percentage point from 2014 and met the target. In 2015 the FSM/non-FSM performance gap is now 12 percentage points, which has narrowed by 4 percentage points. Performance of non-FSM pupils decreased by 1 percentage point.
In 2015, 43% of pupils in schools across South East Wales achieved Level 5+. This was an increase of 2 percentage points from 2014 and met the target. The FSM/non-FSM performance gap is now 23 percentage points, which has narrowed by 3 percentage points and met the target. The gender gap has increased by 3 percentage points, with girls outperforming boys.

Key Stage 3
In 2015, 86% of pupils in schools across South East Wales achieved Level 5+. This was an increase of 1 percentage point from 2014 and is 1 percentage point below target. In 2015 the FSM/non-FSM performance gap is now 22 percentage points, which has widened by 1 percentage point, and has met the target. Performance of non-FSM pupils decreased by 1 percentage point.
In 2015, 51% of pupils in schools across South East Wales achieved Level 6+. This was an increase of 6 percentage points from 2014 and was 2 percentage points below the target. The FSM/non-FSM performance gap is now 29 percentage points, and is 5 percentage points below the target. Girls outperform boys, but the gender gap has narrowed by 3 percentage points, due to boys making a faster rate of progress.

Key Stage 4
In 2015, 65.8% of pupils in schools across South East Wales achieved the L2 measure for English compared to 68.6% across Wales. This is an increase of 6.4 percentage points since 2012, which mirrors the rate of progress across Wales. The gap in performance between the region and Wales remains at 2.8 percentage points.
Over the past year, the region has seen a 1 percentage point increase at this level, which is lower than the increase across Wales in the same period (2.4 percentage points).
At individual Local Authority level, two out of the five authorities in SE Wales had a greater rate of progress compared to Wales (Blaenau Gwent and Monmouthshire) over the 3-year period 2012-2015.

Test performance

- Regional benchmark performance for the Reading tests was average overall in 2015, with roughly 25% schools in each quarter in all Key Stages at both SS85+ and SS115+.
- Performance was strongest in Key Stage 3, with nearly a third of schools in the top quarter (SS85+: 31% / SS115+: 32%). Conversely, benchmark performance for Teacher Assessment was stronger in Foundation Phase and Key Stage 2 than for Key Stage 3.

- Significantly fewer schools were in the bottom quarter at the expected levels in Years 2 and 6 for Teacher Assessment (possibly reflecting the impact of writing on the overall level awarded), compared with performance in the tests at SS85+. In Key Stage 3, more schools were in the top quarter for the test, than for Teacher Assessment at level 5+. At Level 6+, more schools were in the bottom quarter than for SS115+.

Programmes to achieve improvement over 2016-2019

(These are high level long term action: detailed actions and outcomes for 2016-2017are contained in the Service Area Plans in Appendix 7.)

Excellence in Teaching

- Closing the Gap Champion and Challenge Advisers to work with the English/Literacy team to strengthen the quality of teaching in schools where performance and progress of FSM pupils is well below that of non-FSM pupils.
- English/literacy team to work with Challenge Advisers and schools to identify excellent teaching leading to consistent improvement in attainment for FSM pupils and for boys at KS2 and 3.
- Expert/outstanding teachers of English across all phases to be identified by schools with a sustained track record of improved outcomes for FSM pupils alongside high performance for all pupils.
- Expert teachers to be inducted into the Excellence in Teaching Framework to become lead teachers in its delivery.
- Literacy team support schools in the teaching of writing at Key Stages 2 and 3.
- EAS SMT to establish partnerships with ITET providers to improve the pool of effective new teachers who are competent in raising standards in English and literacy and are entering the profession with the motivation, skills and knowledge required to accelerate the progress of pupils across all Key Stages.
- English/literacy team to ensure that support for newly qualified teachers is focused on improving progress of learners at all Key Stages.

Challenging Curriculum and supportive assessment

- English/literacy team to identify priorities for the development of the new curriculum and track the progress of English and literacy developments in Pioneer schools in meeting these priorities.
- Pioneer Schools for development of the new curriculum to be commissioned to lead developments in areas identified for improvement as a priority.
- Excellence in Teaching programme to support key schools in developing accuracy and rigour in assessment of learning in English.
- Excellence in Teaching programme to focus on developing schemes of work and approaches to teaching which improve literacy alongside English.
- English/literacy team to focus support on transition across Years 5-8, making sure that curriculum and lesson plans set high expectations for all learners and include measures to accelerate the progress of vulnerable groups, particularly in Y7 and Y8.
- 21st Century learning team to support programmes of intervention, development and training for literacy, numeracy and narrowing the gap in attainment for FSM pupils.

A rewarding qualifications framework

- English/literacy team to capture the learning from Pioneer schools implementing new GCSEs and identify strengths in planning, provision and teaching.
- The GCSE Wave project will continue to support departments as agreed in the project plan.
- English/literacy team to work in partnership with the Excellence in Teaching programme to embed this learning in schools to school programmes.
- English/literacy team teams to focus on the development of schemes of work and approaches to teaching that have proven to be effective in accelerating the progress of all pupils in literacy skills and communication in English.
- English/literacy team to commission case studies of effective practice across the curriculum and the resources and approaches used to deliver this practice. Four Case studies from English/literacy to be published in 2017-18.

Excellence in Leadership

- English/literacy team to provide intensive support programme in schools where attainment is consistently below the median.
- English/literacy team to inform the development of the Excellence in Leadership framework contributing evidence of effective curriculum leadership in the teaching of English.
- English/literacy team to support Challenge Advisers in the delivery of high quality assessment for learning, accurate teacher assessment and systems for monitoring the progress of all pupils.
- English/literacy team to support Challenge Advisers in raising the quality and impact of curriculum leadership in English.
- English/literacy to strengthen leadership capacity in schools with consistent underperformance.
- English/literacy team to support the transition programme in schools where English is a priority focus.

Outcomes from programmes

(These are high level outcomes: specific success measures are contained in the Service Plans for 2016-2017.)

By 2019:

- Attainment targets set for 2016, 2017 and 2018 all achieved.
- Attainment of FSM learners will improve with the gap in performance when compared to non-FSM learners closing in line with targets.
- Improve the outcomes for more able learners at all Key Stages in line with targets.
- Attainment in writing improved to meet targets set for 2016, 2017 and 2018.
- Improved performance in the National Reading Test data with a clearer alignment with teacher assessment.
- Improved performance in leadership at KS4 with a higher percentage of schools (60%) performing above the median.

Priority 3: Improving standards of achievement in Welsh 1st and 2nd language (and literacy)

Progress achieved in 2014-15

Welsh 1st language

Foundation Phase
In 2015, performance of pupils in schools across South East Wales at Outcome 5+ remained above the Wales average. At Outcome 6+ performance was 4.9 percentage points below the Wales average, and has decreased by 2 percentage points. The FSM/non-FSM performance gap decreased by 1 percentage point at O5+ but increased by 1 percentage point at O6+.

Key Stage 2
In 2015, performance of pupils in schools across South East Wales at Level 4+ remained above the Wales average for the third year, increasing by 1 percentage point year on year. At Level 5+ performance was 2 percentage points below the Wales average, but has improved at a faster rate. The FSM/non-FSM performance gap decreased by 8 percentage points at L4+ and 3 percentage point at L5+. FSM pupils are making faster progress than non-FSM pupils.

Key Stage 3
In 2015, performance of pupils in schools across South East Wales at Level 5+ decreased by 1 percentage point and was 2.9 percentage points below the Wales average. At Level 6+ performance was 4.1 percentage points below the Wales average, but has improved at the same rate as Wales. The FSM/non-FSM performance gap decreased significantly between 2014 and 2015. FSM pupils are making faster progress than non-FSM pupils at both L5+ and L6+.

Key Stage 4
In 2015, performance of pupils in schools across South East Wales at Level 2 Welsh decreased by 10.7 percentage points.

Girls perform better than boys at all Key Stages; however, girls' performance has declined over the year.
Writing is the weakest skill at Key Stages 2 and 3.

Welsh 2nd language

Key Stage 2
In 2015, performance of pupils in schools across South East Wales at Level 4+ increased by 2 percentage points and is now 5.9 percentage points above the Wales average. At Level 5+ performance increased by 2 percentage points and is now 7 percentage points above the Wales average. The FSM/non-FSM performance gap decreased at L4+ by 4 percentage points, but has increased by 2 percentage points at L5+.

Key Stage 3
In 2015, performance of pupils in schools across South East Wales at Level 5+ increased by 4.6 percentage points and is in line with the Wales average. At Level 6+ performance increased by 7.9 percentage points and is now 5.7 percentage points above the Wales average. The FSM/non-FSM performance gap remains at 25 percentage points.

Key Stage 4
Performance in full course GCSE/Level 2 equivalent overall is 1.3 percentage points below the Wales average.

Girls perform better than boys at all Key Stages; however, girls' performance has declined over the year.
Writing is the weakest skill at Key Stage 2 and 3.

Programmes to achieve improvement over 2016-2019

(These are high level long term actions: detailed actions and outcomes for 2016-2017 are contained in the Service Area Plans for both Welsh 1st and Welsh 2nd languages in Appendix 7.)

Excellence in Teaching

- Closing the Gap Champion to work with the Welsh in Education team to strengthen the quality of teaching in schools where performance and progress of FSM pupils is well below that of non-FSM pupils. (Welsh 1st and Welsh 2nd language)
- Welsh in Education team to work with Challenge Advisers and schools to identify excellent teaching leading to consistent improvement in attainment for FSM pupils and for boys at Key Stage 2 and 3. (Welsh 1st and Welsh 2nd language)
- Expert teachers of Welsh 1st/2nd language across all phases identified by schools with a sustained track record of improved outcomes for FSM pupils alongside high performance for all pupils.
- Expert teachers to be inducted into the Excellence in Teaching Framework to become lead teachers in its delivery. (Welsh 1st and Welsh 2nd language)
- Welsh in Education team to work in partnership with the Literacy team support schools in the teaching of writing at Key Stages 2 and 3. (Welsh 1st and Welsh 2nd language)
- EAS SMT to establish partnerships with ITET providers to improve the pool of effective new teachers who are fluent in Welsh entering the profession with the motivation, skills and knowledge required to accelerate the progress of pupils across all Key Stages. (Welsh 1st and Welsh 2nd language)
- Welsh in Education team to ensure that support for newly qualified teachers is focused on improving progress of learners at all Key Stages. (Welsh 1st language)

Challenging Curriculum and supportive assessment

- Welsh in Education team to identify priorities for the development of the new curriculum and track the progress of Welsh 1st and 2nd language developments in Pioneer schools in meeting these priorities.
- Pioneer Schools for development of the new curriculum to be commissioned to lead developments in areas identified for improvement as a priority. (Welsh 1st and Welsh 2nd language)
- Excellence in Teaching programme to support key schools in developing accuracy and rigour in assessment of learning in Welsh 1st and 2nd language.
- Excellence in Teaching programme to focus on developing schemes of work and approaches to teaching which improve literacy alongside Welsh 1st and 2nd language.
- Welsh in Education team to focus support on transition across Years 5-8, making sure that curriculum and lesson plans set high expectations for all learners and include measures to accelerate the progress of vulnerable groups, particularly in Y7 and Y8. (Welsh 1st and Welsh 2nd language)

- 21st Century learning team to support programmes of intervention, development and training for literacy, numeracy and narrowing the gap in attainment for FSM pupils. (Welsh 1st and Welsh 2nd language.)

A rewarding qualifications framework

- Welsh in Education team to capture the learning from Pioneer schools implementing new GCSEs, and identify strengths in planning, provision and teaching. (Welsh 1st and Welsh 2nd language)
- Welsh in Education team to work in partnership with the Excellence in Teaching programme to embed this learning in schools to school programmes. (Welsh 1st and Welsh 2nd language)
- Welsh in Education team teams to focus on the development of schemes of work and approaches to teaching that have proven to be effective in accelerating the progress of all pupils in literacy skills and communication in Welsh. (Welsh 1st and Welsh 2nd language)
- Welsh in Education team to commission case studies of effective practice across the curriculum and the resources and approaches used to deliver this practice. Three case studies from literacy (Welsh 1st and 2nd language) to be published in 2017-18.

Excellence in Leadership

- Welsh in Education team to provide intensive support programme in schools where attainment is consistently below the median in Welsh-medium schools.
- Welsh in Education team to inform the development of the Excellence in Leadership framework contributing evidence of effective curriculum leadership in the teaching of Welsh as a 1st and 2nd language.
- Welsh in Education team to support Challenge Advisers in the delivery of high quality assessment for learning, accurate teacher assessment and systems for monitoring the progress of all pupils. (Welsh 1st and Welsh 2nd language)
- Welsh in Education team to support Challenge Advisers in raising the quality and impact of curriculum leadership in Welsh. (Welsh 1st and Welsh 2nd language.)
- Welsh in Education team to strengthen leadership capacity in schools with consistent underperformance. (Welsh 1st and Welsh 2nd language)
- Welsh in Education team to support the transition programme in schools where Welsh 1st and 2nd language is a priority focus.

Outcomes from programmes

(These are high level outcomes: specific success measures are contained in the Service Plans for 2016-2017.)

By 2019:

- Attainment targets set for 2016, 2017 and 2018 all achieved.
- Attainment of FSM learners will improve with the gap in performance when compared to non-FSM learners closing in line with targets.
- Improve the outcomes for more able learners at all Key Stages in line with targets.
- Attainment in writing improved to meet targets set for 2016, 2017 and 2018.
- Improved performance in the National Reading Test data with a clearer alignment with teacher assessment. (Welsh 1st language)
- Improved performance in leadership at KS4 with higher percentage performing above the median at KS3.
- Improved performance of learners entered for GCSE qualifications in Welsh 2nd language.

- Increase the numbers of learners entered for full course qualifications in Welsh 2nd language (as detailed in the Welsh in Education Strategic Plan, (WESP)).

Priority 4: Improving standards of achievement in Mathematics (and numeracy)

Progress achieved in 2014-15

- Regional performance remains just above / in line with Wales averages in Foundation Phase (FP) and KS2 (91/90% respectively) and increased 2 points in line with Wales in Key Stage 3 (2 pts below Wales). Results rose 2 points at the higher levels in FP and KS2 and continue to be just above Wales (despite Wales figures improving by 4/3 points). Performance improved slightly at L6+ (5 points compared with four nationally), closing the gap between South East Wales Consortia (SEWC) and Wales to 3 points.
- The percentage of pupils achieving the expected level and expected level +1 increased or matched last year's figures in all but three cases (Blaenau Gwent at 05+ linked to girls' performance, and Torfaen at O5+, L4+ and L5+ in both KS2 and KS3). The latter was anticipated following the focus on Teacher Assessment and the need to demonstrate greater alignment between TA and test results.
- Gender differences at the expected level suggest relative underperformance of boys in Newport at 05+ (FP), Caerphilly at L4+ (KS2) and Blaenau Gwent at L5+ (KS3). At the higher levels, gender differences in favour of girls are wider than Wales in Torfaen at 06+ (FP) and Blaenau Gwent in Key Stages L6+ (KS3), with relative underperformance of girls in Monmouthshire at L6+ (KS3).
- Fewer schools were above the median at the expected level in FP and Key Stages 2 and 3 than in 2014. This reflects the regional focus and rigour on TA and the need to ensure accurate use of best-fit approaches. It was anticipated that this would result in LA TA performance being lower than last year in most LAs. LA rankings at the expected levels are above or close to LA FSM ranking for all but Key Stages 2 and 3 in Torfaen.
- Mathematics performance improved in Key Stage 4, increasing 4 points across the region compared with a national increase of just 2 points. Improvements were in line with Wales in Monmouthshire (2 pts) but above for all other LAs and strongest in Blaenau Gwent: 7 pts (Caerphilly: 4 pts, Torfaen: 4 pts, Newport: 3pts). However, performance declined in twelves schools across the region (< 2 pts in four schools, 2-5 points in four schools and > 5 pts in three schools). In Blaenau Gwent, this reflects relatively stronger performance of boys this year; in other LAs gender differences are similar to Wales averages, albeit with significant variation at school level.
- Regional benchmark performance at Key Stage 4 was above average for the first time, with 54% schools above median and less than 25% in Q4. Whilst the EAS target for at least 60% of schools to be above the median in 2015 was not met, performance was significantly stronger than last year and represents SEWC's strongest performance. At the start of the EAS, nearly two-thirds of schools were below median, of which 41% were in the bottom quarter.
- Regional benchmark performance in the national numeracy tests was below average overall in 2015, with more than half the schools below the median in 8 out of 12 indicators. However, this represents improvement compared with 2014 where benchmark performance in was well below average, with more than half the schools below the median for all but one of the twelve measures (Procedural: KS3: SS85+).
- Performance was above average in the procedural test in KS2 at SS115+, both tests at SS85+ in KS3 and the procedural test at SS115+ in KS3.
- Performance was strong in Year 9, and stronger than in Years 2 and 6, contrary to Teacher Assessment benchmarks where Key Stage 3 performance was well below average at the expected level (only 36% schools above the median compared with 61% in Foundation Phase and 56% at Key Stage 2).

- In the primary phase (Years 2 and 6), with the exception of the Year 6 procedural test at SS115+, there were fewer than 50% of schools above the median, and significantly more schools in the bottom quarter than in the top quarter.

Programmes to achieve improvement over 2016-2019

(These are high level long term actions: detailed actions and outcomes for 2016-2017are contained in the Service Area Plans in Appendix 7.)

Excellence in Teaching

- Closing the Gap Champion to work with the Mathematics/numeracy team to strengthen the quality of teaching in schools where performance and progress of FSM pupils is well below that of non-FSM pupils.
- Mathematics/numeracy team to work with Challenge Advisers and schools to identify excellent teaching leading to consistent improvement in attainment for FSM pupils.
- Expert/outstanding teachers of Mathematics/numeracy across all phases identified by schools with a sustained track record of improved outcomes for FSM pupils alongside high performance for all pupils.
- Expert/Outstanding teachers to be inducted into the Excellence in Teaching Framework to become lead teachers in its delivery.
- EAS SMT to establish partnerships with ITET providers to improve the pool of effective new teachers who are expert in Mathematics/numeracy entering the profession with the motivation, skills and knowledge required to accelerate the progress of pupils across all Key Stages.
- Mathematics/numeracy team to ensure that support for newly qualified teachers is focused on improving progress of learners at all Key Stages.

Challenging Curriculum and supportive assessment

- Mathematics/numeracy to identify priorities for the development of the new curriculum and track the developments in Pioneer schools in meeting these priorities.
- Pioneer Schools for development of the new curriculum to be commissioned to lead developments in areas identified for improvement as a priority.
- Excellence in Teaching programme to support key schools in developing accuracy and rigour in assessment of learning in Mathematics.
- Excellence in Teaching programme to focus on developing schemes of work and approaches to teaching which Mathematics and numeracy.
- Mathematics/numeracy team to focus support on transition across Years 5-8, making sure that curriculum and lesson plans set high expectations for all learners and include measures to accelerate the progress of vulnerable groups, particularly in Y7 and Y8.
- 21st Century learning team to support programmes of intervention, development and training for literacy, numeracy and narrowing the gap in attainment for FSM pupils.

A rewarding qualifications framework

- Mathematics/numeracy team to capture the learning from Pioneer schools implementing new GCSEs and identify strengths in planning, provision and teaching.
- Mathematics/numeracy team to work in partnership with the Excellence in Teaching programme to embed this learning in schools to school programmes.

- Mathematics/numeracy team teams to focus on the development of schemes of work and approaches to teaching that have proven to be effective in accelerating the progress of all pupils in Mathematics/numeracy.
- Mathematics/numeracy team to commission case studies of effective practice across the curriculum and the resources and approaches used to deliver this practice. Four case studies to be published in 2017-18.

Excellence in Leadership

- Mathematics/numeracy team to provide intensive support programme in schools where attainment is consistently below median.
- Mathematics/numeracy team to inform the development of the Excellence in Leadership framework contributing evidence of effective curriculum leadership in the teaching of Mathematics/numeracy.
- Mathematics/numeracy team to support Challenge Advisers in the delivery of high quality assessment for learning, accurate teacher assessment and systems for monitoring the progress of all pupils.
- Mathematics/numeracy team to support Challenge Advisers in raising the quality and impact of curriculum leadership I Mathematics/numeracy.
- Mathematics/numeracy team to strengthen leadership capacity in schools with consistent underperformance.
- Mathematics/numeracy team to support the transition programme in schools where Mathematics and or numeracy is a priority focus.

Outcomes from programmes

- Attainment targets set for 2016, 2017 and 2018 all achieved.
- Attainment of FSM learners will improve with the gap in performance when compared to non-FSM learners closing in line with targets.
- Improve the outcomes for more able learners at all Key Stages in line with targets.
- Improved performance in the National Test data with a clearer alignment with teacher assessment.
- Improved performance in leadership at KS4 with a higher percentage of schools performing above the median.
- 95% of schools rate support for Mathematics/numeracy as good or better.

Section 7 Appendices

Appendix 1: EAS risk register

Spring Term Update to be added before submission to WG.

No.	Date logged	Date / reported to Board	Category	Risk description... There is a risk that.... In relation to the EAS Business Plan	Consequence	Scale 1 - 4	Scale 1 - 4	Impact and Likelihood (DxE)	Red = 9-16 Amber = 5 - 8 Green = 1-4	owner	Planned action	Review date	Update (November 2015)
						High Risk (9 -16)							
						Medium Risk (5 - 8)							
						Low Risk (1 - 4)							
1	15/03/2015		Political - local	School categorisation is not accurately completed	Lack of focus for school improvement and achievement	3	1	3	L	KB	Robust QA, training and guidance for completion	01/01/2016	
2	15/03/2015		Customer	LA or LAs refuse or fails to behave in line with the national model	Impact on working arrangements or other relationships with partners which in turn may affect the ability to deliver contracted outcomes	4	2	8	M	DH	Completion of Roles and responsibility document and regular review. Seek to resolve any LA Concerns at officer/Board level as they emerge	31/01/2016	
3	15/03/2015		Customer	The customer (LA) duplicates the services of EAS	Confusion for schools and lack of overall control of service	3	2	6	M	KB	As above	31/01/2016	
4	15/03/2015		People and Organisation	Key people or significant numbers of CAs fail to deliver services	Impact on the ability of EAS to deliver the national model and impact on school improvement. Impact on reputation of the service	3	2	6	M	KB	Effective line management systems in place. PDRs implemented. QA systems in place	Aug-16	
5	15/03/2015		People and Organisation	Loss of critical individuals within the CA Team	Impact on the ability of EAS to deliver the national model and impact on school improvement	2	1	2	L	KB	CA Partners trained in preparation for schools that require CAs at short notice. Replacement strategies implemented	May-16	
6	15/03/2015		Performance	Learners' improvement is not aligned to CAs input efforts	Life chances of pupils not realised. VFM of CA time not effective	3	2	6	M	KB	QA systems and line management meetings implemented. PCA/LA monthly meetings and where required Schools Causing Concern Policy	Jan-16	
7	15/03/2015	2.12.15 Item 5	Performance	Target setting process not fully implemented by EAS and / or LA SIMS teams	Pupil level target information not completed at a regional level. Unable to provide the LAs with detailed statutory information	4	2	8	M	KB	Monthly meetings with LIT and LA staff to monitor progress and compliance	Feb-16	Target setting process completed. QA process and final agreement with LAs to take place prior to Dec 14th. Risk remains the same.
8	16/03/2015		Health and Safety	Incident at work - employee	loss of productivity, legal action	2	4	8	M	GW	Process reviewed, expectations and actions, including timelines agreed	01/02/2016	Risk remains the same. Training for Managers has taken place. Staff to be completed Jan 16.
9	16/03/2015		Health and Safety	Incident on site - participant, guest, visitor	reputational, legal action	2	4	8	M	GW	Process reviewed, expectations and actions, including timelines agreed	01/11/2015	Risk remains the same. Training for Managers has taken place. Staff to be completed Jan 16.

10	16/03/2015		Technology and Information	Significant system failure	loss of data, security breach, legal action	4	1	4	L	GW	Review of process, expectations and actions	Jan-16	
11	16/03/2015		Technology and Information	Moderate Software failure	loss of data, productivity	2	2	4	L	GW	Review of process, expectations and actions	Jan-16	
12	16/03/2015		Technology and Information	Device failure	individual	1	3	6	M	GW	Process reviewed, expectations and actions agreed	Jan-16	
13	16/03/2015		Technology and Information	Investment error or failure - hardware	Waste, security breach	2	3	6	M	GW	Review of process, expectations and actions	Jan-16	
14	16/03/2015		Technology and Information	Investment error or failure - software	Waste	2	3	6	M	GW	Review of process, expectations and actions	Jan-16	
15	16/03/2015		Technology and Information	MySID and SS - data and function transfer	Waste	3	3	9	H	KP	ongoing review of migration	01/02/2016	Risk remains the same as the systems are migrated.
16	16/03/2015		Technology and Information	MySID and CPD Online	Loss of productivity, reputation, relationships with schools	3	3	9	H	KP	immediate review of process, expectations and actions	01/02/2016	School survey complete. MySID HT user group to meet Dec 15. Risk to be reviewed after this date. Risk remain.
17	16/03/2015		People and the organisation	Underperformance - individual	Waste, requirement to take action	2	3	6	M	SMT	Execute PDR	01/03/2016	PDR process implemented. Half yearly reviews completed by Dec 15. SMT to review quality. Risk remain.
18	16/03/2015		People and the organisation	Underperformance - team	Waste, requirement to take action	3	2	6	M	SMT	Execute PDR and Business Plan / QA	01/11/2015	Business Plan reviews taken place. Staff survey complete. SMT to review quality. Risk remain.
19	16/03/2015		People and the organisation	Loss of key staff	Loss of capacity/capability	2	3	6	M	SMT	All monitor and succession plan	Jan-16	
20	16/03/2015		People and the organisation	Workload impact on staff retention	Loss of staff, impact on health	3	2	6	M	SMT	Review through 1-1 and PDR's	04/01/2016	Ongoing risk to the Business. Risk to remain the same. SMT to monitor sickness absence monthly.
21	16/03/2015		People and the organisation	Failure to secure school-based capacity	loss of opportunity	2	4	8	M	KP	Review s-2-s capacity in all phases across all teams	Jan-16	
22	01/09/2015	1.12.15 Agenda item 11	Political - local	Failure to agree EAS governance model because operational or strategic concerns/ differences	Impact on working arrangements or other relationships with partners which in turn may affect the ability to deliver contracted outcomes	4	2	8	M	DH	Completion of Roles and responsibility document and regular review. Seek to resolve any LA concerns at officer/Board level as they emerge	01/02/2016	Governance model not fully agreed. Audit Committee to be agreed 2.12.15. Expected Board agreement with Legals Jan 16. Risk to remain until all completed.

23	01/09/2015	1.12.15 Agenda item 6	Finance and cash flow	Failure in cash flow	Lack of ability to pay staff and creditors	4	1	4	L	GW	Process reviewed, outcomes implemented. Monitored on fortnightly basis	01/11/2015	Risk reduced from Medium (8).
24	01/09/2015		Legal and Regulatory	Specific compliance issues relating to grant expenditure	Loss of money and impact on service delivery	3	1	3	L	GW	Process reviewed, training need identified, monitored on a weekly basis	Jan-16	
25	01/09/2015	~~23.09.15 Agenda item 12~~	People and Organisation	Failure to recruit a new and appropriate MD in a timely manor	Disruption to leadership and management of the service, as it approaches an Inspection	3	3	9	L	RG	Establish agreed process for the recruitment of the new MD with appropriate HR support	01/06/2016	Interim MD appointed. Post until Aug 31st 2016. All interim backfill posts completed. Risk to be removed and reviewed June 2016.
26	25/11/2015	1.12.15 Agenda item 8	Finance and cash flow	Failure to review school to school financial allocations and process of impact monitoring. Not preparing schools adequately for the accountability shift.	Schools not able to demonstarte impact and grant compliance. Detremental impact of development of resiliance and self imporving schools.	3	2	6	M	KP	Refine current processes for allocation and impact monitoring of schools to school budgets. Engage with new HT Strategy group. Risk level remains at 6, but new processes and the implementation of the timebank solution will reduce the risk significantly in FY16-17.	01/02/2016	
27	25/11/2015	1.12.15 agenda item 7 & 9	Finance and cash flow	Reduced grant / funding allocations in future from WG / LAs	Impact on service delivery	3	3	9	H	GW	Medium term financial plan updated and shared with Board. Scenarios of reduction included. Change Management Policy - continue to engage with	27/01/2016	

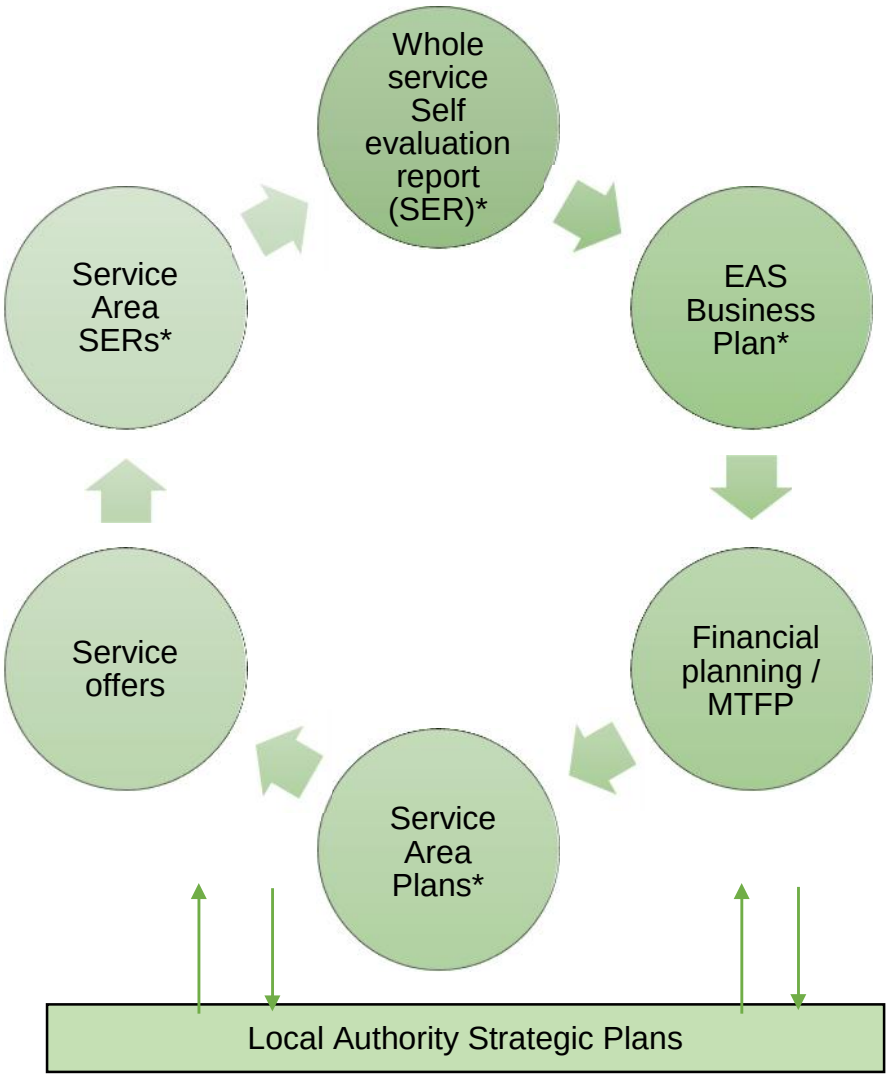
Appendix 2: Resources

Budget Estimates 2016/17

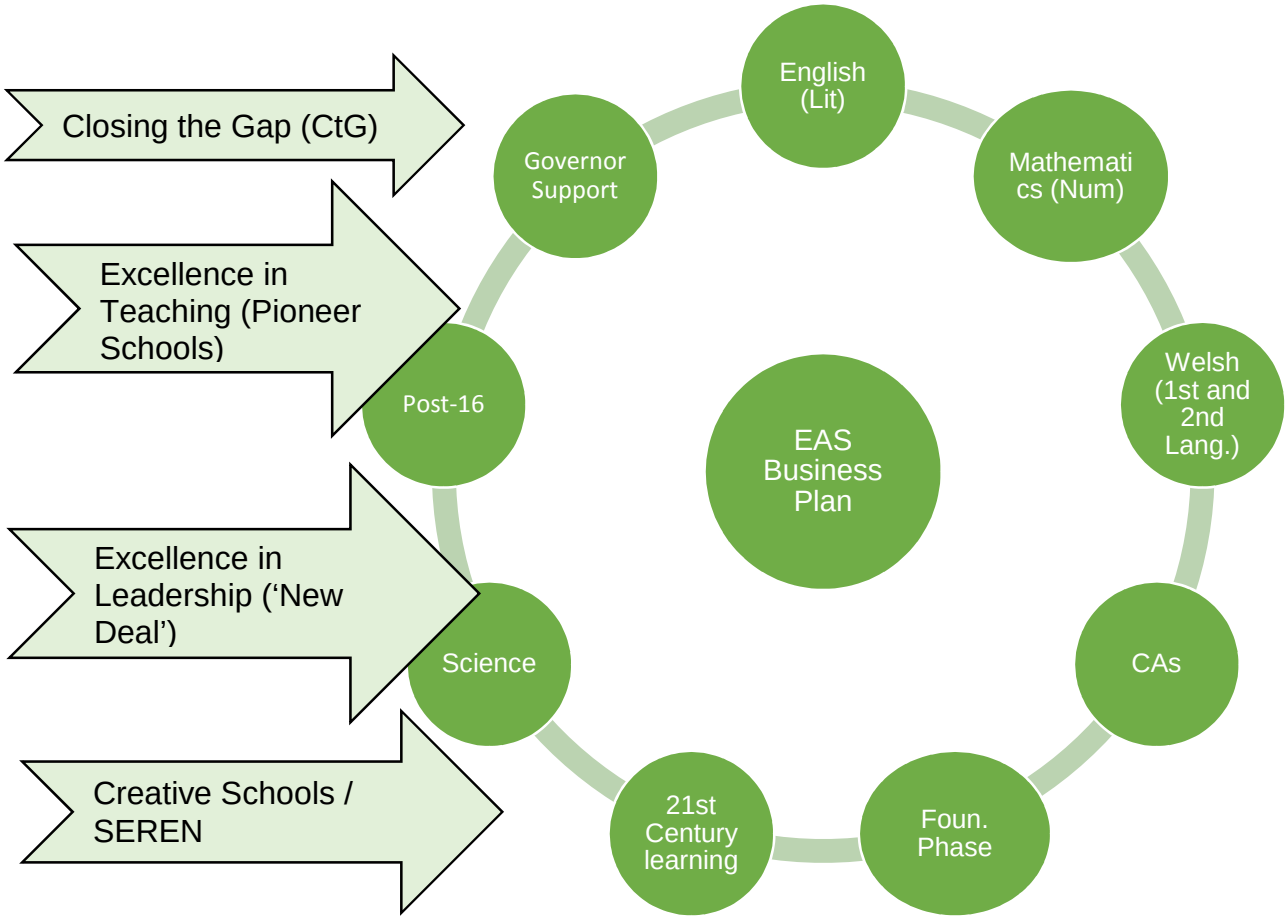
Revenue	Estimated Outturn 2015/16 (core budget)	Expenditure				Income					
		Employee	Non Employee	Delegated / S2S	Total	Core Budget	Grant	SLA External	Trading External	Trading Internal	**Total**
Management Team	£379,808	£390,243	£38,100	£0	**£428,343**	£420,343	£0	£0	£0	£8,000	**£428,343**
Business Support	£163,899	£431,583	£2,000	£0	**£433,583**	£236,457	£82,259	£10,000	£0	£104,867	**£433,583**
Challenge Advisors	£1,532,859	£1,210,086	£393,880	£0	**£1,603,966**	£1,474,714	£51,268	£13,000	£0	£64,983	**£1,603,966**
Governors Support	£1,175	£385,513	£97,260	£0	**£482,773**	£28,571	£0	£454,202	£0	£0	**£482,773**
Learning Intelligence	£204,141	£203,182	£2,813	£0	**£205,995**	£185,495	£0	£16,750	£0	£3,750	**£205,995**
Literacy	£54,273	£512,204	£44,083	£0	**£556,287**	£93,860	£162,627	£0	£272,700	£27,100	**£556,287**
Numeracy	£139,502	£518,806	£23,416	£0	**£542,222**	£74,275	£165,527	£0	£263,520	£38,900	**£542,222**
LIG (Foundation Phase)	£46,466	£624,085	£42,635	£0	**£666,720**	£0	£617,880	£0	£48,840	£0	**£666,720**
LIG (Welsh Education)	£0	£633,839	£18,641	£0	**£652,480**	£0	£569,668	£0	£82,812	£0	**£652,480**
14-19	£144,349	£104,056	£6,000	£0	**£110,056**	£87,553	£22,503	£0	£0	£0	**£110,056**
21st Century Learning	£80,211	£107,022	£16,403	£0	**£123,425**	£61,925	£11,500	£0	£50,000	£0	**£123,425**
Pupil Deprivation	£52,000	£57,027	£1,000	£0	**£58,027**	£58,027	£0	£0	£0	£0	**£58,027**
SACRE	£30,000	£0	£30,000	£0	**£30,000**	£30,000	£0	£0	£0	£0	**£30,000**
School to School	£175,653	£0	£66,774	£126,140	**£192,914**	£136,914	£0	£0	£56,000	£0	**£192,914**
Accommodation Charges	£109,333	£0	£136,500	£0	**£136,500**	£136,500	£0	£0	£0	£0	**£136,500**
Supplies and Services	£367,416	£0	£376,820	£0	**£376,820**	£352,020	£20,000	£0	£4,800	£0	**£376,820**
Total - Revenue	**£3,481,085**	**£5,177,645**	**£1,296,325**	**£126,140**	**£6,600,110**	**£3,376,653**	**£1,703,232**	**£493,952**	**£778,672**	**£247,601**	**£6,600,110**

Appendix 3: Business Planning Cycle 2015-2016

EAS self-evaluation process 2015-2016

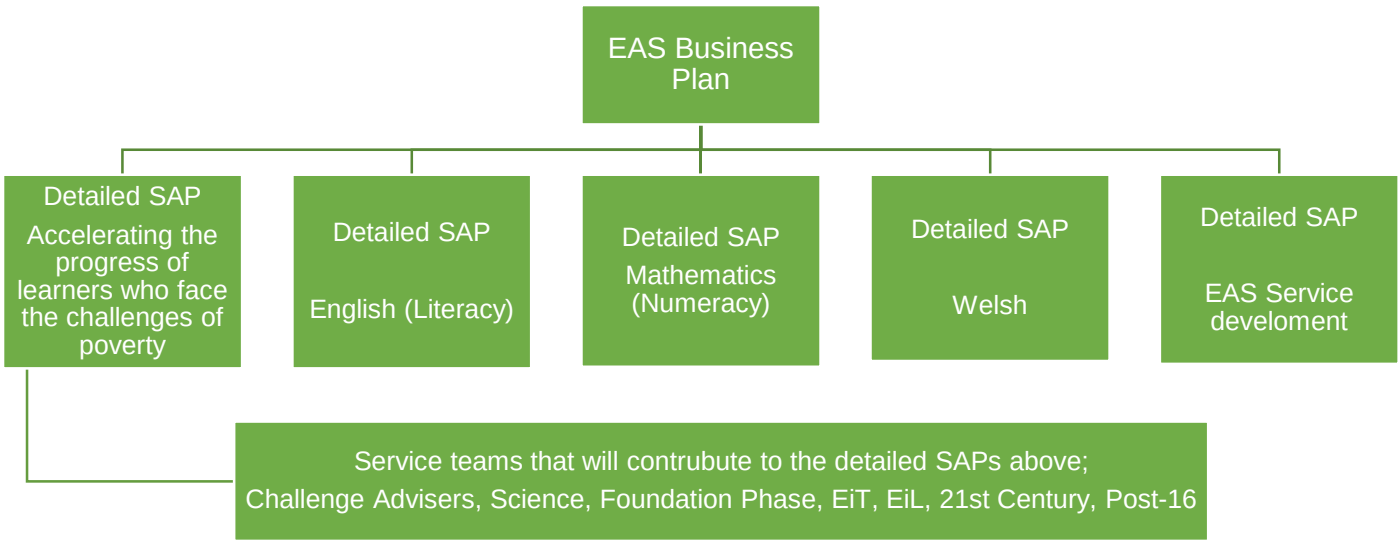


A4 Service Plan oveview



Detailed Service Area Plans

There will be five detailed Service Area Plans which will be populated from all other service areas. All that contribute to these SAPs will be held to account for progress through them.



Appendix 4: Progress Overview Estyn/WAO report on Regional Working (as at November 2015)

High level progress overview - Estyn Recommendations (Improving Schools through Regional Educational Consortia - Estyn report June 2015) and Wales Audit Office (WAO) (Achieving improvement in support to schools through regional education consortia - an early view)

The progress measures used in this report are as follows;

	Addressing the recommendation	**Aspects still requiring attention**	**Impact on standards and / or quality of provision**
Limited progress	*Does not meet the recommendation*	*All or many important aspects still awaiting attention*	*No impact on standards and/or quality of provision*
Satisfactory progress	*Addresses the recommendation in many respects*	*A few important aspects still require significant attention*	*Limited impact on standards and/or quality of provision*
Strong progress	*Addresses the recommendation in most respects*	*Only minor aspects still require attention*	*Positive impact on standards and / or quality of provision*
Very good progress	*Addresses the recommendation in all aspects*	*No aspects require further attention*	*Very good impact on quality of provision*

Recommendation	**High level summary of progress to date / Judgement (November 2015)**	**High level summary of ongoing actions**
Estyn **R1 Improve performance management arrangements by**: • planning for the medium term to ensure a strategic approach to school improvement • ensuring that plans contain actions that are specific and measurable, with appropriate targets, costings and milestones for delivery • capturing, sharing and using data (from pupil	**Judgement:** **Satisfactory Progress -** Addresses the recommendation in many respects. A few important aspects still require significant attention **Summary progress to date;** • Revised Business planning processes in place with reviews built in and challenged by SMT. • The use of data is now more efficient and stored centrally. Data sharing agreements in place with LAs. • Pupil level data is used for target setting processes across the region.	• Continue to up skill all team leaders within the service on business planning, self-evaluation and impact driven accountabilities. • Further refine the Business Planning cycle and engage more widely with all stakeholders. • Refine the data collection processes from schools and LAs to enable greater efficiency. • Improve the bespoke nature of the LA Annexes. • Improve the accuracy and rigour in the target

level up) efficiently and effectively • monitoring the progress of pupils and schools regularly • taking a more robust approach to identifying and managing risks • realistically self-evaluating their strengths and shortcomings • tightly managing the individual performance of their staff **Local authorities should: R6 Support their regional consortium to develop medium term business plans and ensure that all plans take account of the needs of their local schools.** **WAO** **R2 To focus on outcomes through medium term planning.**	• Risk register now in place and monitored through the Board meetings. • Self-evaluation systems are developing across the service. • Performance Management systems are now in operation across the service.	setting and progress towards targets information from schools. • Embed and refine the quality of the Performance Development Review (PDR) processes and impact on service delivery. • Further refine the self-evaluation systems and processes across the service to better inform service priorities. • In consultation with SEWC develop the VFM systems.
R2 Secure greater consistency in the quality of Challenge Advisers' evaluations of schools, particularly in relation to teaching and leadership.	**Judgement:** **Satisfactory Progress -** Addresses the recommendation in many respects. A few important aspects still require significant attention **Summary progress to date;** • Revised systems and processes implemented to judge the effectiveness and quality of CA reports. • Quality assurance and line management arrangements have been improved. • Training for all CAs on the implementation of the National Categorisation Model, effective intervention in schools has been delivered. • Bespoke support plans have been introduced for all schools.	• Reduce the variance in outcomes between schools. • Improve the outcomes, particularly at KS4 and for those pupils facing the challenges of poverty across the region. • Embed the new processes and protocols. • Utilise the PM systems and quality assurance framework to its optimum. • Continue to identify and reduce the variance in quality where it still exists. • Use the school survey as a useful tool to evaluate provision across the CA service.

	• Materials and practice has been shared and learning taken from ERW and CSC.	• Further develop the work streams with other regions as agreed in the cross - region action plan.
R3 Develop clearer strategies to address the impact of deprivation upon education outcomes and ensure that all actions are coherent in this purpose.	**Judgement:** **Satisfactory Progress -** Addresses the recommendation in many respects. A few important aspects still require significant attention **Summary progress to date;** • CTG Champion appointed and project plan in operation. • One partial secondment (Primary Head) made and one CA appointment made with focus on leadership and closing the gap. • Ongoing support for best use of PDG. • Engagement in Valleys project in collaboration with CSC. • MySID now being used by CAs to monitor and advise on PDG spend.	• Reduce the variance in outcomes for pupils facing challenges of poverty, particularly at KS3 and KS4. • Review the impact of the use of MySID as a tool for allocation and impact of PDG grant. • Utilise the Leadership Timebank as a tool to identify and share the best practice in this area of work. • Embed the role of the PDG Officers. • Fully implement the 'Valley's' Project in conjunction with CSC and take learning from this approach. • Continue with the joint training for CAs with CSC.
R4 Improve the quality and range of support for schools and in particular: • develop clearer strategies for maximising the potential of school-to-school support • provide or broker better support for teaching and learning in non-core subject areas.	**Judgement:** **Satisfactory Progress -** Addresses the recommendation in many respects. A few important aspects still require significant attention **Summary progress to date;** • School-to-school strategy document in draft for consideration by all regional consortia - joint project across all four regions. • Ongoing work with 'New Deal' Schools and lead schools for Excellence in Teaching (EIT) and Excellence in Leadership (EiL), including 20 primary schools now delivering collaboratively on: o The Leadership programme o The leadership timebank.	• Continue to develop and deliver the programme of staff development within the 'New Deal'. • Work with the Pioneer Schools for the curriculum to engage the non-core subjects. • Continue support for the WBQ and new non-core GCSEs.

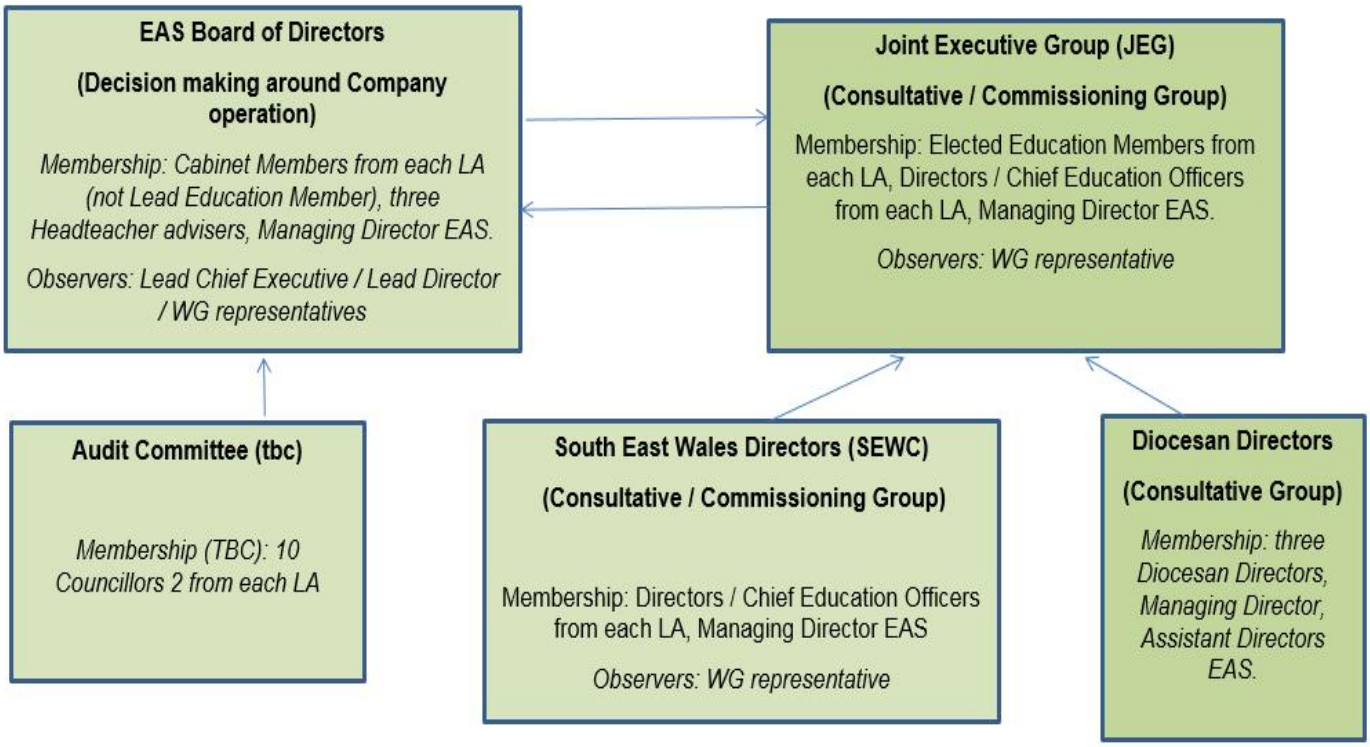
	o The Excellence in Leadership Framework o Strategic delivery partnerships with Higher Education (HE) and other third party providers • The Excellence in Teaching and Leadership programmes, being brought together as a response to the 'New Deal' and Successful Futures programmes, now focus on and record progress in relation to teachers and leaders in the non-core subjects in all Key Stages. • In addition, school-to-school funding and other resources released by WG are being used to support schools' preparation for the implementation of the Welsh Baccalaureate (WBQ) and new GCSEs for September 2016.	
R5 Involve diocesan authorities effectively in the strategic planning and evaluation of regional services.	**Judgement:** **Satisfactory Progress -** Addresses the recommendation in many respects. A few important aspects still require significant attention **Summary progress to date;** • Agreed annual protocol implemented for working more closely with the diocesan authorities. • Regular meetings scheduled with the Managing Director over the year. • Training provided to CAs on the distinct nature of Faith schools and the role of the diocese. • Senior CA appointed with specific responsibility as the key link to the Diocesan directors. • Draft Categorisation and Targets shared with the Directors for views.	• Embed the agreed processes into practice. • Review the impact of this joint working.
Estyn **R7 Develop formal working arrangements**	**Judgement:**	• Activate the Business Planning timetable.

between scrutiny committees in their consortium in order to scrutinise the work and impact of their regional consortium. **WAO** **R5 To improve the effectiveness of governance and management of regional consortia.**	**Satisfactory Progress -** Addresses the recommendation in many respects. A few important aspects still require significant attention **Summary progress to date;** • Quality assurance protocols in place and implemented across the region with SEWC. • Joint Executive Group (JEG) meeting scheduled for the year and is now fully operational. • EAS Board now fully operational. • Business Planning timetable 2016/2017 created, involving all levels of governance. • Regular attendance at Scrutiny / Select Committees in all LAs.	• Embed the role of JEG more fully ensuring this is effectively challenging the work of the service. • Introduce the Audit Committee into the Governance Structure. • Review and evaluate the quality and accuracy of the quality assurance framework that is currently in place with each LA. • Review and evaluate the quality assurance mechanisms within the service to ensure reports / information submitted to JEG / Board is of high quality and informative. • Re-configure the SEWC group to align more fully with strategic matters. • Self-evaluate the processes for governance as part of the regional strategy.
WAO **R3 To develop more collaborative relationships for the school improvement system;** • Regional consortia should develop improved arrangements for sharing practice and supporting efficiency (for example, one consortium could take the lead on tackling an issue or have functional responsibility for the development of a policy).	**Judgement:** **Satisfactory Progress -** Addresses the recommendation in many respects. A few important aspects still require significant attention. **Summary progress to date;** • Cross regional SMT conference was held in September 2015. High level action plan has been created for each of the identified work streams. • The Partnership arrangements between the four regions manage the STAP programme on behalf of the WG. • The development of CAs particularly when challenging and supporting improvements in outcomes for pupils facing the	• Continue delivery on the agreed cross regional action plan through 2015/2016. • Review and self-evaluate the impact of the current work streams. • Utilise the network of Pioneer and ‘New Deal’ schools to share the best practice. • Embed the cross regional self-Improving Strategy and review impact at regional level.

	challenging of poverty is ongoing with CSC. • The support and challenge for the delivery of the Welsh Baccalaureate has been led by EAS and also delivered across the CSC region.	

Detailed update can be found in the Action Plan.

Appendix 5: Draft high level Governance structure of EAS (subject to confirmation by new governance arrangements)



Appendix 6: Service Plan Overviews and Service Offers 2016-2017

These Service Plan Overviews are high level summary documents that detail the progress made on actions in the previous Business Plan and the key actions and expected outcomes for the coming year.

The Service Offers detail the services that are provided to schools across the region for the next year, how these will be delivered and why these aspects have been chosen.

Details on resource implications will be worked up in the detailed Service Area Plans which will be completed in full mid-March when all financial information is available.

Service Area Business Plan 2016 - 2017:
Progress 2015-16 and key drivers for the Coming Year

Service Area	**English and Literacy**

SATISFACTORY progress has been made towards the 2015-2018 Business Plan because;

Foundation Phase: O5+: 90% equal to 2014 (1% below target). 3-year trend: increase of 3%. FSM 81%; non-FSM 93%- gap of 12% is 1% below target and static over a 3-year period. Gap between girls and boys is 6 points - down by 1 point through drop in girls' performance.

O6+:36%, equal to 2014 and 1% below target. FSM/non-FSM gap 22 points and whilst at target level has remained static over 3 years.

Key Stage 2: Level 4+: 90% - met target (increase of 1%). FSM/non-FSM gap 12 points is at expected level and improved by 4 points. Non-FSM pupils' performance fell by 1 point.

Level 5+: 43% - met target level and an increase of 2 points. FSM/non-FSM gap 23 points, narrowed by 3 points to meet target. Girls outperform boys and the gap has grown by 3 points.

Key Stage 3: Level 5+: 86% - improvement of 1% (1% below target). FSM/non-FSM gap 22 points and below target by 4 points. (Increase of 1 point)

Level 6+: 51% improved by 6 points (2 points below target). FSM/non-FSM gap is 29 percentage points (5 points below target). Girls outperform boys but the gap has narrowed by 3 points due to boys making better progress.

Key Stage 4: 65.8% L2 compared to 68.6% across Wales. An increase of 6.4pp since 2012, mirrored across Wales. The gap in performance between the region and Wales remains at 2.8 pp.

Test performance: Regional benchmark performance for the reading tests was average overall in 2015, with 25% schools in each quarter in all Key Stages at both SS85+ and SS115+. Performance was strongest in KS3, with nearly a third of schools in the top quarter (SS85+: 31% / SS115+: 32%).

Significantly fewer schools were in the bottom quarter at the expected levels in Years 2 and 6 for TA compared with performance in the tests at SS85+. In KS3, more schools were in the top quarter for the test, than for TA at Level 5+. At Level 6+, more schools were in the bottom quarter than for SS115+.

Drivers for the coming year

The following aspects will be priorities for 2016-2017 these will ensure that progress in this aspect of work demonstrates at least strong progress;

- Accelerate the progress of FSM pupils in all LAs, particularly KS4. Overall FSM/non-FSM gap to be smaller than Wales averages in all phases.
- Support learners with SEN/ AEN/ MAT to ensure they achieve their potential through targeted intervention and suppport from FP through to KS4.
- Improve performance in national tests compared with 2015, so that there is closer alignment between TA and test benchmark figures particularly at above the expected level (SS115+).
- Improve attainment in reading and writing to improve outcomes at end of Key Stages and secure teacher assessment.
- Support leaders of Literacy and English through network meetings and bespoke support focusing on specific needs- new POS, tracking and monitoring of pupils, assessment and planning.
- Improve moderation accuracy across all Key Stages.
- Support schools with the Foundation Phase strategic action plan and Estyn remit responses.
- Improve GCSE performance. At least 55% schools to be in above median in 2016.
- Ensure that at least 95% of all schools and governing bodies' rate support for English as good or better.

Key links within the EAS service teams / Local Authority Officers that will be required to deliver your service area.

- Support PDG Champion, Challenge Advisers and Outstanding Teachers to strengthen the quality of teaching in identified schools for all pupils including FSM and boys.
- Work closely with BIS teams to support schools with the demands of new GCSEs and the coordination of Wave school-to-school GCSE project.
- Support Excellence in Teaching Programme (ETP) team and Pioneer schools to identify excellent teachers across the region to engage in school-to-school support and improvement.
- Support the 21st century team ensuring support programmes are rigorous and aligned across Literacy and numeracy, narrowing the attainment gap for FSM learners.
- Establish partnerships with ITET providers and Institutes of Higher Education to ensure raised standards.
- ALN teams in LAs to further improve the work of interventions for vulnerable learners.

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

Blaenau Gwent: Raise standards of writing in collaboration with BG schools. Improve reading test outcomes- BG currently lowest performing LA in Years 2 and 6. Reduce variance between teacher assessment and test outcome.

Caerphilly: Raise reading test performance through the 'All round reader project' and the Caerphilly reading project using best practice from across the LA to share at LA and regional level. Target 85% of learners to achieve a standardised score of 85+.

Monmouthshire: Raise standards at the expected level + 1 to ensure that all learners achieve their potential across all Key Stages, particularly KS4. (O.3 pp rise in 2015, 9.1pp rise over three years- highest in the region)

Newport: Raise pupil attainment particularly within KS4 in schools who dipped in 2015. (-1.5pp 2015) Using EAS support and Wave 1 S2S ensure that middle leaders are tracking and monitoring all learners' progress to ensure raised standards. Reduce variation between TA and National Test in Year 9 and aim for 85% of learners to achieve SS85+. (Newport have the lowest % at 85+ within Yr 9). Support work streams for EAL project.

Torfaen: Teacher assessment of reading and reduced variation between TA and Test outcomes. Greater attendance at central training including reflection day. Target 85% SS85+ in Yr 2,6 and 9

Service Area Business Plan 2016 - 2017: Short term overview
Accountability - Tracey Abdulla

Priority / Blaenoriaeth

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

Priority Outcome 2 Improving standards of achievement in English (and literacy)

.

Desired outcomes / Deilliannau

	Expected level				Expected level + 1			
	Actual	Target			Actual	Target		
ALL	**2015**	**2016**	**2017**	**2018**	**2015**	**2016**	**2017**	**2018**
FP	90.0	90.5			36.3	39.0		
KS2	90.0	91.6	90.7	91.0	42.6	44.1	43.8	44.3
KS3	86.5	88.2	90.4	90.6	51.5	55.6	59.3	60.5
KS4	65.4	68.1	70.7	71.6				

	Expected level FSM				Expected level + 1: FSM			
	Actual	Target			Actual	Target		
ALL	**2015**	**2016**	**2017**	**2018**	**2015**	**2016**	**2017**	**2018**
FP	80.2	81.1			19.3	22.8		
KS2	80.2	82.6	81.6	81.9	24.0	23.7	24.5	24.0
KS3	67.8	74.5	78.9	81.3	27.5	33.2	38.8	40.9
KS4	41.4	47.5	49.1	52.7				

	Expected level: Non-FSM						Expected level + 1: Non-FSM					
	Actual	Target			GAP 2015	P Gap 2016	Actual	Target			GAP 2015	P Gap 2016
ALL	2015	2016	2017	2018			2015	2016	2017	2018		
FP	92.8	92.9			12.6	11.8	40.8	43.2			21.5	20.4
KS2	92.4	93.8	93.1	93.1	13.5	12.0	47.4	49.0	48.7	49.1	23.4	25.3
KS3	90.7	91.4	93.3	92.8	22.9	16.9	57.0	60.9	64.3	65.2	29.5	27.7
KS4	71.5	72.5	75.0	76.2	30.1	25.0						

Over- arching targets

	Improve performance in Teacher Assessment at higher levels, National Reading tests from Yr2-9 and GCSE including higher grades so that the percentage of pupils at 85+ and 116+ is above the national average.

Excellence in Teaching: Improving the teaching and assessment of oracy, reading and writing to raise standards across of all pupils across all Key Stages leading to Improved performance of FSM pupils, ALN, EAL, MAT, LAC and boys with increased focus on school-to-school partnerships and the CTG work programme.

Challenging curriculum and supportive assessment: The development of the new curriculum including an EAS learning pathway for Years 3-11 fully embedded and used in schools to support the progress of all pupils. Work alongside the Pioneer schools to take forward Successful Futures agenda.

Excellence in Leadership: Strengthen the quality and impact of school leadership and middle leaders to ensure attainment is above the median in identified schools. Ensure senior and middle leaders have the skills to challenge and support departments Ensure AFL and accurate teacher assessment with effective tracking systems to strengthen accountability are utilised to track learner progression.

A rewarding qualifications framework: Continue to develop school-to-school working in line with Successful Futures focusing on progression from Year 5 into 6 transition into Year 7 and continued progression into 8. Continue to prepare subject leaders for the demands of the new GCSEs using S2S.

Main activities / Prif weithgaredd	**When**	**Who?**
Excellence in Teaching: Provide effective central and bespoke training that raises attainment in all schools and enables schools to effectively address national, regional, LA and school priorities. Support schools where learner outcomes are consistently weak and/or where external evaluations of provision and leadership (including Estyn inspections) raise concerns. Support leaders with the monitoring of individual pupil targets and progress towards targets. Collaborate with the FP & Welsh teams to provide schemes of learning/ training programmes for both English and Welsh from FP-KS4. (Get it Write/Lively Literacy, LLP focusing specifically on Yr 5,6,7 and 8) Collaborate with WG, teachers and school leaders to deliver grant funded programmes within English and LNF (FP-KS). Collaborate with the EAS EAL working group to develop resources to support schools and teachers Support schools in responding to the implications of Donaldson's Successful Futures using school-to-school, Pioneer schools and delegates from the Excellence in Teaching programme Develop post-16 support to accelerate the progress of learners who failed to gain L2.	*April 2016- March 2017*	Lead for English and Literacy. 4 primary officers & 2 secondary. 2 GCSE specialist advisers (WG funded- summer term only)
Challenging Curriculum and supportive assessment: Collaborate with schools, through school-to-school support, to raise standards of English and literacy reducing variation across LAs In collaboration with regional Pioneer schools and all BIS teams, particularly FP, Numeracy and Welsh, prepare learners for the demands of everyday life, national tests, GCSE and PISA. Provide systematic training and guidance in relation to national moderation materials and reporting on cluster moderations events- FP-KS2 & 3. Support all clusters with any contested profiles. Improve accuracy and consistency of teacher assessment reflected in cluster moderation reports and at external verification. Improve the progress of FSM, ALN and MAT learners along with effective transition within/ across Key Stages.	April 2016- March 2017.	

Continue to facilitate the sharing of school developed resources across the region in all Key Stages. Identify best practice within schools through school profiling and facilitate sharing of skills and resources through drop in clinics, network meetings and training programmes.		
Excellence in Leadership: Improve the quality of both senior and middle leadership for English and Literacy and governance through S2S support developing accountability for standards. Extend partnership working within BIS teams, Governor Support and the ETP programme. Work collaboratively with the CTG champion and collaborate with LA ALN officers to provide complementary support to schools using school-to-school where appropriate. *Learner outcomes for 2015-16 evaluated Sept '16.*	April 2016-March 2017.	
A Rewarding Qualifications Framework Developing the teaching and assessment of oracy, reading and writing in a holistic way building on skills and ensuring progression throughout the Key Stages. Enable learners to be at the heart of their learning, able to solve problems and gain understanding of why they are completing tasks and confident to be able to transfer these skills across the curriculum. *Delivery of the English/ Literacy strategy is dependent upon school-to-school including Lead Practitioners and Literacy Champions, to develop collaboration across all Key Stages. S2S support is used in the preparation of resources, delivery of training and in-school support with other colleagues working alongside EAS advisers.*	April 2016-March 2017.	

Key milestones / Cerrig Milltir 2016-2019

	FP 05+	**KS2 L4+**	**KS3 L5+**	**KS4 A*-C**	**KS4 FSM gap**
2014-15	90.0	90.0	86.5	65.4	30.1
2015-16	90.5	91.6	88.2	68.1	25.0
2016-17		90.7	90.4	70.7	25.9
2017-18		91.0	90.6	71.6	23.4

Service Offer 2016 - 2017:

Service Area	**English and Literacy**

Summarise the main regional priorities for your service area;

- Accelerate the progress of FSM pupils in all LAs, but particularly KS4. Overall FSM/non-FSM gap to be smaller than Wales averages in all phases.
- Support learners with SEN/ AEN/ MAT to ensure they achieve their potential through targeted intervention and suppport from FP through to KS4.
- Improve performance in national tests compared with 2015, so that there is closer alignment between TA and test benchmark figures particularly at above the expected level (SS115+).
- Improve attainment in reading and writing to improve outcomes at end of Key Stages and secure teacher assessment.
- Support leaders of Literacy and English through network meetings and bespoke support focusing on specific needs- new POS, tracking and monitoring of pupils, assessment and planning.
- Improving the moderation accuracy Foundation Phase profiling, KS2 and 3.
- KS4: Improve GCSE performance: At least 55% schools to be in above median in 2015 (currently 51% above median) and only 6 schools in Q1 (16%).

Programme offer	**Expected outcomes**	**Delivery style**	**Link to need**	**LA offer**
Lively Literacy- Making the Links FP-Year 2.	This training will enable teachers to plan engaging activities for pupils to enable the assessment of oracy, reading and writing through a text/ stimulus, teaching in a holistic way. All delegates will be confident in the use of the EAS writing sequence and planning materials to provide learners with engaging activities for non-Literary writing through focused tasks and enhanced provision. **Evidence of impact** Joint book scrutinies will be conducted with subject leaders in their school to look for improved outcomes in pupils writing not just in Literacy but across the curriculum.	Modular / S2S Central training provided, along with S2S input from practitioners successfully implementing the strategies. S2S resources shared.	**Challenging Curriculum and supportive assessment & A rewarding qualifications framework.** Standards in writing and the assessment of writing need to improve within the Foundation Phase particularly with those disadvantaged by poverty. Estyn remit report identifies writing as the weakest skill within all Key Stages. • R1 Make developing literacy skills a priority in improvement plans and schemes of work • R3 Map opportunities for oracy, reading and writing across the curriculum • R3 Tackle the underperformance of pupils entitled to FSM in English,	**ALL**

			including for more able pupils, by targeting and matching support to their individual learning needs • R5 Train teachers to plan more challenging opportunities in all subjects to develop pupils' higher order reading and writing skills • R7 Achieve a better balance of literary and non-literary material and cover all seven writing genres	
Getting it 'Write' Year 3-6	This training will enable teachers to plan engaging activities for pupils to enable the assessment or oracy, reading and writing through a text/ stimulus, teaching in a holistic way. All teachers will deliver an EAS unit of work developing the use of the writing sequence. All teachers will share examples of pupils writing and have access to teacher planning from across the EAS stored within a drop box facility. **Evidence of impact** Joint book scrutinies will be carried out along with Literacy Coordinator/ SLT out to look for improved outcomes in pupils writing not just in Literacy but across the curriculum. Delegates also share planning produced and pupil outcomes as a result of the training.	Modular 2.5 days with reflection session. Central training provided, along with S2S input from practitioners successfully implementing the strategies. S2S resources shared.	**Challenging Curriculum and supportive assessment & A rewarding qualifications framework.** Standard in writing and the assessment of writing need to improve within KS2 particularly with those disadvantaged by poverty. Estyn remit report identifies writing as the weakest skill within all Key Stages. KS2 expected level 86% compared with oracy and reading 91 and 90% respectively. • R1 Make developing literacy skills a priority in improvement plans and schemes of work • R3 Map opportunities for oracy, reading and writing across the curriculum • R3 Tackle the underperformance of pupils entitled to FSM in English, including for more able pupils, by targeting and matching support to their individual learning needs • R5 Train teachers to plan more challenging opportunities in all subjects to develop pupils' higher order reading and writing skills • R7 Achieve a better balance of literary and non-literary material and cover all seven writing genres	ALL

Collaborative Classroom culture	This training maximises the use of AFL strategies in order to raise standards in Literacy. **Evidence of impact** Joint book scrutinies will evidence improved assessment strategies such as 'closing the gap marking', peer/ self -assessment, collaborative pupil responses, learning diaries etc.	Central training using best practice from delegates in 2015 to exemplify and share success/ strategies to date.	**Challenging curriculum and supportive assessment** Standards within oracy, reading and writing need to be raised. Pupils need to be central to their learning and understand what they need to do to improve- all pupils including FSM, AEN, ALN and MAT pupils • R6 Improve 'assessment for learning' practices and the marking of pupils' work.	ALL
Tools not rules- effective teaching of grammar	This two-day training compliments GIW and will develop teachers understanding of key aspects of grammar which are explicit in the new curriculum documents. Delegates will gain Increased subject knowledge and confidence in planning for teaching and learning of grammar. Delegates will feel confident in providing rich writing opportunities for pupils to strengthen their use of grammar in standard English **Evidence of impact** Improved standards in extended writing Book scrutines and shared practice within Day 2 will enable monitoring of impact.	Central training with a reflection task on day 2 and sharing of experiences.	**Challenging Curriculum and supportive assessment** Requests from HT across the EAS and the demands of the new Language, Literacy and communication skills area of learning and English Programme of study to ensure we meet the progression required. R5 Agree how to teach spelling, punctuation and grammar and provide consistency in approaches, such as teaching spelling rules and strategies.	ALL
Guided Group Reading	Delegates will be taught how to implement rich and stimulating Guided Group Reading sessions to develop reading skills. They will be taught how to use 'benchmarking' and running records to establish the 'instructional' reading level for each pupil. **Evidence of impact** The outcome of this training is improved attainment and assessment of reading evidenced in TA and National Test data.	Central training programme with reflection task to share impact in the classroom on learners.	**Challenging Curriculum and supportive assessment & Excellence in Teaching.** Imperative to reduce the variance between TA and National Test outcomes particularly at the expected level +1 • R2 Continue to raise pupils' ability to read for information and use higher order reading skills • R5 Train teachers to plan more challenging opportunities in all subjects	ALL

			to develop pupils' higher order reading and writing skills	
Reading Response- Top ten reading responses. Year 3 and 5 March 2016 Year 2/4/6 (Summer 2016)	This training programme provides delegates with a range of resources and strategies to not only aid the assessment of reading activities for TA purposes but also offers strategies to support pupils with National Test style questions. Impact will be analysed following National tests and outcomes within Reading in the summer term. **Evidence of impact** All teachers who attend the training will gain confidence and understanding in the planning and teaching of reading to ensure alignment with TA and National Test data. *Improved reading test outcomes to be confirmed in June 2016*	Resource created through school-to-school. Delivered centrally and bespoke.	**Challenging Curriculum and supportive assessment & Excellence in Teaching.** Imperative to reduce the variance between TA and National Test outcomes particularly at the expected level +1 • R2 Continue to raise pupils' ability to read for information and use higher order reading skills • R5 Train teachers to plan more challenging opportunities in all subjects to develop pupils' higher order reading and writing skills	ALL
Literacy Launcher	Intervention tutors will be taught how to use effective teaching/support strategies together with a wide range of resources when supporting pupils engaged on the Literacy Launcher intervention programme. The sessions will look in detail at effective strategies for supporting learners who require additional literacy support. The focus of the training is based around the strategies and organisation necessary for Guided Group Reading sessions. We will explore how rich texts, collaborative work, including effective questioning and discussion, together with appropriate reading responses can engage pupils and support the holistic development of their literacy skills. The training will also provide guidance on the development of	This three-day event will support Teaching Assistants to lead and deliver the group intervention programme.	**Excellence in Teaching** Improved performance of FSM pupils and boys alongside performance for all learners. • R2 Track and monitor the progress of all pupils, particularly those on intervention programmes and more able learners, to make sure that they make good progress across all Key Stages • R3 Tackle the underperformance of pupils entitled to FSM in English, including for more able pupils, by targeting and matching support to their individual learning needs.	All

	writing and raise awareness of strategies integral to supporting intervention pupils. **Evidence of impact** Improved pupil performance of FSM pupils.			
Success in 6 & 7 Page 63	This three-day event will support Teaching Assistants to lead and deliver the group intervention programme. The sessions will look in detail at effective strategies for supporting learners who require additional literacy support. The focus of the training is based around the strategies and organisation necessary for Guided Group Reading sessions. We will explore how rich texts, collaborative work, including effective questioning and discussion, together with appropriate reading responses can engage pupils and support the holistic development of their literacy skills. The training will also provide guidance on the development of writing and raise awareness of strategies integral to supporting intervention pupils. **Evidence of impact** Improved performance of FSM pupils.	Modular/ S2S/ Research task to show impact.	**Excellence in Teaching** Improved performance of FSM pupils and boys alongside performance for all learners. • R2 Track and monitor the progress of all pupils, particularly those on intervention programmes and more able learners, to make sure that they make good progress across all Key Stages • R3 Tackle the underperformance of pupils entitled to FSM in English, including for more able pupils, by targeting and matching support to their individual learning needs • R9 Share more information to aid pupils' transition to secondary school.	All
Leading Literacy	The programme consists of five days over the course of the year. Each session will focus on a specific area of leading English/ Literacy. This training will contain an element of action research whereby practitioners will be expected to undertake small scale research within their setting. **Evidence of impact** A mini Literacy review will be conducted in all delegates' schools to ascertain the impact of the training and effectiveness of subject leadership.	Five day modular course with S2S and research to measure impact.	**Excellence in Leadership** Raise the impact of leadership in English to ensure attainment is above the median.	ALL
Supporting Literacy development	Using the wide range of effective teaching strategies and resources gained during the training TAs will be more able and confident when supporting pupils with their literacy skills.		**Excellence in Teaching** Improved performance of FSM pupils and boys alongside performance for all learners.	

for support staff	**Evidence of impact** Improved performance of FSM pupils.		• R1 Make developing literacy skills a priority in improvement plans and schemes of work. •	
Language Coordinator meetings	All delegates have been provided with updated information for local and national priorities including national reading test guidance, moderation and standardisation, learner profiles, Donaldson, the POS, LNF, processes and they have had opportunities to share best practice. **Evidence of impact** Raised performance across the Key Stages and reduced variation- July 2016	Termly network meetings using S2S input and sharing of best practice.	**Excellence in Leadership** Raise the impact of leadership in English to ensure attainment is above the median. • R1 Make developing literacy skills a priority in improvement plans and schemes of work • R2 Track and monitor the progress of all pupils, particularly those on intervention programmes and more able learners, to make sure that they make good progress across all Key Stages • R4 Monitor and evaluate the impact of strategies for improving literacy • R8 Work with other schools to share effective standardisation and moderation practices	
Literacy Champions	The focus of this course is to share good practice and expertise in developing reading, writing and oracy skills within delegates own school. There is an expectation that Literacy Champions in each phase attend an initial half day launch meeting, followed by four full-day central network sessions plus a half day in-school meeting with an EAS adviser. A further 10 days' release time in school is used to work to improve standards in reading, in English and across the curriculum, including supporting other members of staff. Evidence of impact Attendees/participants will: • Share good practice within and between schools.	There is an expectation that Literacy Champions in each phase attend an initial half day launch meeting, followed by four full-day central network sessions plus a half day in-school meeting with an EAS adviser. A further 10 days' release time in school is used to work to improve standards in reading, in English and across the curriculum, including	**Excellence in Leadership** Raise the impact of leadership in English to ensure attainment is above the median. R4 Monitor and evaluate the impact of strategies for improving literacy.	

	• Develop their skills for teaching reading, writing and oracy. **Evidence of impact** Improved standards of reading, writing and oracy to be measured in June 2016.	supporting other members of staff.		
Training and support for NQT joint with Mathematics	Improved teaching and tracking of English and Literacy. **Evidence of impact** National tests and teacher assessment- book scrutinies.	Central course/ S2S/ Research 5-day modular course in collaboration with Numeracy team.	**Excellence in Teaching** Reducing variance amongst new teachers to enable all learners to progress.	All
Secondary Courses				
Getting it 'Write' KS3 Year 7-8	This training will enable secondary teachers to plan engaging activities for pupils to enable the assessment of oracy, reading and writing through a text/ stimulus teaching in a holistic way building on teaching methods used in KS2. Delegates will be provided with a scheme of learning for each year group from Year 7-9 All teachers will deliver these EAS units developing the use of the writing sequence. All teachers will share examples of pupils writing and have access to further teacher planning from across the EAS stored within a drop box facility. **Evidence of impact** Book scrutinies will be carried out to look at improved outcomes in pupils writing not just in English but across the curriculum. Delegates will also share planning produced and pupil outcomes as a result of the training.	Modular 2.5 days with reflection session. Central training provided, along with S2S input from practitioners successfully implementing the strategies. S2S resources shared.	**A rewarding qualifications framework.** **Excellence in Teaching** Standard in writing and the assessment of writing need to improve within KS3 particularly with those disadvantaged by poverty. Estyn remit report identifies writing as the weakest skill within all Key Stages. KS3 expected level 81% compared with oracy and reading 87% and 85% respectively. • R1 Make developing literacy skills a priority in improvement plans and schemes of work • R5 Train teachers to plan more challenging opportunities in all subjects to develop pupils' higher order reading and writing skills • R3 Tackle the underperformance of pupils entitled to FSM in English, including for more able pupils, by targeting and matching support to their individual learning needs • R9 Improve the teaching of writing as a process by encouraging pupils to plan, review, edit and improve their own work	ALL

			• R10 Make more use of oracy prior to reading and writing, in order to help pupils to develop and extend their understanding and improve the quality of their work	
Support for teaching the New GCSE specification	All delegates will gain a greater understanding of the new specification and approaches to teaching the required skills. They will gain detailed knowledge of the new terminology and how this links to PISA. All delegates will be expected to develop a 'course plan' and produce schemes of learning to deliver the skills. The units produced will reflect the delegates' confidence in planning and teaching the new GCSE. **Evidence of impact** GCSE results 2017- new specification first examination.	Module/ S2S working The programme consists of- 1 full day and 2x ½ days equivalent training/networking At least ½ days school-based peer observation and consolidation of pedagogy	**Challenging Curriculum and supportive assessment** **A rewarding qualifications framework.** The imperative to raise standards within KS4. A new specification first being assessed in 2017 and Literature no longer counting towards the Level 2. • R5 Train teachers to plan more challenging opportunities in all subjects to develop pupils' higher order reading and writing skills • R7 Achieve a better balance of literary and non-literary material and cover all seven writing genres • R9 Improve the teaching of writing as a process by encouraging pupils to plan, review, edit and improve their own work • R10 Make more use of oracy prior to reading and writing, in order to help pupils to develop and extend their understanding and improve the quality of their work	ALL
Literacy Champions	All delegates will have increased confidence in developing writing in their subject area and across the school. They will be able to use a range of strategies such as modelled, paired, guided and slow writing. They will develop confidence in how to embed activities to improve grammatical accuracy within current schemes of learning. All delegates are provided with updates on local and national priorities including Estyn remit reports and Donaldson. **Evidence of impact**	Network/ S2S/ Research	**Excellence in Leadership** Raise the impact of leadership in English to ensure attainment is above the median. Variance in subject leadership across the EAS and poor level of performance across the Key Stages within English and Literacy at above expected level. • R4 Monitor and evaluate the impact of strategies for improving literacy.	All

	All delegates will be expected to share examples of best practice to monitor impact.			
Outstanding teachers	All delegates will gain knowledge on how to develop skills for PISA, how to embed higher order literacy skills, thinking skills and metacognition. Delegates are provided with an analysis of the new GCSE and identify the top ten question types for reading. Delegates will use their knowledge from the training to collate strategies and examples of pupils' work marked using the new GCSE mark scheme. They will use this to support other colleagues - providing them with a range of successful strategies for teaching unit 2 and 3 reading. **Evidence of impact** GCSE results 2017- new specification first examination.	Network/ S2S/ Research Termly half day meetings.	**Excellence in Leadership** Raise the impact of leadership in English to ensure attainment is above the median. Variance in subject leadership across the EAS and poor level of performance across the Key Stages within English and Literacy at above expected level.	All
Literacy Coordinator networks	All delegates will be provided with updated information for local and national priorities including national reading test guidance, moderation and standardisation, learner profiles, Donaldson, the POS, LNF, processes and they have had opportunities to share best practice. **Evidence of impact**- Improved outcomes at the end of Key stage 3, reduced variation between teacher assessment and test, positive moderation/ verification of learner profiles Year 9	Network/ S2S/ Research Termly half day meetings	**Excellence in Leadership** Raise the impact of leadership in English to ensure attainment is above the median. Variance in subject leadership across the EAS and poor level of performance across the Key Stages within English and Literacy at above expected level. • R2 Track and monitor the progress of all pupils, particularly those on intervention programmes and more able learners, to make sure that they make good progress across all Key Stages • R3 Tackle the underperformance of pupils entitled to FSM in English, including for more able pupils, by targeting and matching support to their individual learning needs • R4 Monitor and evaluate the impact of strategies for improving literacy	ALL

Page 67

Heads of English network meeting (Termly + monthly drop in clinics)	All delegates are provided with updated information for local and national priorities including national reading test guidance, moderation and standardisation, learner profiles, Donaldson, the POS, LNF, processes and they have had opportunities to share best practice. Wave 1 HODs regularly lead the network meetings gaining confidence in their leadership and sharing of best practice. HODs value the opportunity to network, sharing ideas, schemes of learning and building up support networks. Impact- Wave 1 and 2 schools supporting each other and Wave 3. **Evidence of impact** Improved outcomes at KS4 and reduced variance with regard to National Test and teacher assessment.	Network/ S2S/ Research Termly half day meetings and monthly drop in clinics for two hours	**Excellence in Leadership** Raise the impact of leadership in English to ensure attainment is above the median. Variance in subject leadership across the EAS and poor level of performance within KS4. • R4 Monitor and evaluate the impact of strategies for improving literacy • R5 Train teachers to plan more challenging opportunities in all subjects to develop pupils' higher order reading and writing skills • R8 Work with other schools to share effective standardisation and moderation practices	All LAs
Sample of BESPOKE SUPPORT offered by EAS English and literacy team.				
Literacy Learning pathways resource and support Year 2-6	This Year group specific scheme of learning has been produced by schools across the region using the EAS writing sequence and planning materials to ensure alignment with GIW and Lively Literacy. **Evidence of impact** Impact will be measured through joint book scrutiny and pupil outcomes in July 2016.	Support includes 6 half days in the school (one half day to discuss unit of work and resources available as well as follow-up visit to monitor impact of the planning).	**Challenging Curriculum and supportive assessment & A Rewarding Qualifications Framework.** All Red schools to be provided with planning and support to enable them to deliver rich tasks to their learners to improve outcomes from FP to the end of KS2.	All red schools across the region.
Collaborative classroom culture	This is a one-day training module which focuses on maximising the use of AFL strategies within the classroom and raising standards in literacy throughout both Key Stages. Through constructive, collaborative feedback and marking we can develop children's ability to become reflective learners and help them to close the gap between current and desired performance. During this one-day training	One-day training module.	**Challenging Curriculum and supportive assessment** Improving teacher assessment and Assessment for Learning to improve pupil outcomes • Provide challenging work in English to stretch all pupils, particularly the more able.	All

	module, teachers will explore a variety of assessment for learning strategies including 'closing the gap' marking, peer/self-assessment, collaborative pupil responses, learning diaries, the sharing of assessment criteria and models of progression. **Evidence of impact** Impact to be measured through joint book scrutiny with school leadership team.			
Developing Higher order reading skills across the curriculum	All teachers will be able to plan and prepare tasks and activities that develop higher order reading skills for pupils The will be able to exemplify clear development of the higher order reading skills and application of them across the curriculum. **Evidence of impact** Book scrutinies at department and whole school level.	School-based.	**Challenging Curriculum and supportive assessment** Variance in teacher assessment and performance in National Tests	All LAs
Support for new Heads of department- professional dialogue to agree priorities and plan package of support	School leaders more confident in identifying priorities and planning appropriate activities and interventions in English **Evidence of impact** Improved outcomes at the end of KS3 and 4 for all learners and a narrowing of the attainment gap.	School-based initial meeting followed by EAS support and S2S support and shadowing.	**Excellence in Leadership** Raise the impact of leadership in English to ensure attainment is above the median. Estyn English reports Successful Futures	All LAs

Service Area Business Plan 2016 - 2017:
Progress 2015-16 and key drivers for the Coming Year

Service Area	**Mathematics / Numeracy**

Summarise progress towards 2015 -18 Business Plan **Judgement: SATISFACTORY**

FSM: With the exception of O5+ (FP) performance of FSM learners increased in all cases. Gains were most significant in KS4 at A*-C (7 pts) and at L6+ in Key Stage 3 (6 pts). As a result, regional FSM / non-FSM gaps narrowed at both E and E+1 for all but L5+ KS3. The gap is now smaller than Wales averages for 2014 at E (apart from L5+ KS3), equal at the higher levels in KS2 and 3, and slightly wider at O6+ (FP).

TA: Regional results improved or consistent with last year for E and E+1 in all but four cases (BG: O5+ and Tor: O5+, L4+ and L5+ KS2/KS3). Latter anticipated following drive for greater alignment of TA/tests. Fewer schools above the median for E in all phases than in 2014, but also fewer in Q4 (with exception of O5+). At the higher levels, benchmarks stronger than 2014 (best at L5+ KS2). Relative underperformance of boys at E in Newport 05+, Caer L4+ and BG L5+ (KS3) and at E+1 in Tor (06+) and BG (L6+ KS3).

KS4: Improved performance in 2015 with A*- C increasing 4 points compared with a national increase of 2 points (Most progress in BG: 7 pts, then Caer 4 pts, Tor 4 pts, New 3pts, Mon 2pts). Regional benchmarks above average with 54% schools above median and less than 25% in Q4. EAS target not met (60%), but performance significantly stronger than last year and SEWC's strongest performance to date. At the start of EAS, nearly 2/3 schools were below the median with 41% in Q4. However, results fell in 12 schools. Rate of improvement from 2012 to 2015: Wales 58% → 64% (6 points) / EAS 53% → 62% (9 points).

Tests: Regional benchmark performance below average with more than half the schools below the median for 8/12 measures. Whilst this falls short of the consortium target this represents improvement compared with 2014. Performance strongest in Y9 but noticeably weaker than last year in Year 2.

Drivers for the coming year

Overview of internal SER / data / WG Policy that will inform the detailed Service Area Plan

- WG: 'Qualified for Life', 'Successful Futures', 'New Deal' and Furlong reviews.
- Mathematics Task and Finish report (national Centre of Excellence), PISA and international research. Estyn: Raising standards of numeracy, S2S collaboration, Tackling Poverty reports Chief HMI (Her Majesty's Inspectorate for Education and Training in Wales) annual report.
- All Wales Core Data sets and additional data releases, Sutton Trust Research, Seren report.

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

- Improve performance in Teacher Assessments at the higher levels, national tests from Year 2 to Year 9 and at GCSE in KS4 (incl. percentage achieving higher grades). Accelerate progress of FSM leaners in all Key Stages, and of pupils who did not achieve A*- C in Mathematics in Y11.
- Continue to intervene in schools / LAs where learner outcomes / leadership are consistently weak.
- Improve the teaching of number and reasoning skills in Mathematics lessons and improve planning for the application of numeracy skills in rich and meaningful contexts (all phases).
- Improve AFL, the accuracy of teacher assessment and pupil tracking in all phases (esp KS3).
- Improve middle leader monitoring and challenge in secondary schools through training, S2S activities and bespoke coaching. Equip primary Head teachers to recognise and address weaknesses in progression and next-step learning in Mathematics.
- Further develop S2S working, ensuring an appropriate and well-managed balance of brokered, commissioned and central delivery models and establish robust QA processes.
- Develop the confidence and expertise of CAs in relation to TA and moderation in particular.

Key links within the EAS service teams / LA Officers required to deliver your service area

- PCAs / CAs: to identify and agree schools requiring intensive Mathematics support (generally amber/red) and ensure consistent working across BIS/CA teams and curriculum/subject guidance
- All BIS teams to ensure consistent vison, processes and communication with schools, but particular collaboration with FP team / leads for CTG, Science, 21st C learning, EIT/L, post-16. The work of the CTG Champion is fully integrated within numeracy strategy (0.5 numeracy team member) so this provides vital link with other teams and wider areas of PDG work. Liaise with Lead Creative Schools (LCS).

- Collaborate with ALN leads in Local Authorities to complement the training and support provided by LA officers, and with Further and Higher Education settings in relation to post-16 and Initial Teacher Training (ITT).

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

Pri: BG/Caer: Improve planning, teaching and formative assessment (Y6)
Mon/Tor: Improve numerical reasoning (rich tasks + planning - focus on Year 2 and 5)
Newport: Raising performance in national procedural tests, esp in Y2 (other LAs next year)

Sec All LAs but focus particularly on Torfaen (performance well below average in Y9 national tests and weakest benchmarks at KS4) and Newport (KS4 progress slower than other LAs, albeit improved).

Service Area Business Plan 2016 - 2017: Short term overview

Service Area: Mathematics / numeracy

Priority / Blaenoriaeth:

Priority Outcome 4: Improving standards of achievement in Mathematics (and numeracy)

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

NB Targets in the column to the right are based on aggregated school targets set for 15-16. Figures in red are EAS numeracy estimates.

Overarching target

Improve benchmark performance at the higher levels in teacher assessment and in numeracy tests at 85+ esp (Y2-9). Improve performance at GCSE (A*-C and higher grades) and of FSM in all Key Stages.

Desired Outcomes / Deilliannau

	Expected level					Expected level + 1				
	Actual		Target			Actual		Target		
ALL	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
FP	91	91	92 92			33	35	38 37		
KS2	90	90	92 91	91	91	40	42	44 43	43	43
KS3	85	87	90 89	91	92	52	57	61 59	64	64
KS4	58	62	66 64	69	69					

	Expected level: FSM					Expected level + 1: FSM				
	Actual		Target			Actual		Target		
ALL	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
FP	82	82	83 83			16	18	23 19		
KS2	80	81	83 82	82	82	21	24	23 25	25	24
KS3	68	68	76 70	81	84	26	31	39 33	44	45
KS4	30	38	44 39	48	50					

	Expected level: FSM/non-FSM gap					Expected level + 1: FSM/non-FSM gap				
	Actual		Target			Actual		Target		
ALL	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
FP	12	11	11 10			22	21	18 19		
KS2	13	12	11 11	12	11	24	23	26 21	25	23
KS3	21	22	17 20	13	10	32	31	27 29	25	24
KS4	34	31	26 28	26	24					

Excellence in Teaching. Focus: Improved teaching and learning of Mathematics
(particularly number and reasoning) in all phases, including post-16.

Challenging Curriculum and supportive assessment. Focus: Improved application of skills (all phases). More effective targeted teaching of particular groups (/learners).
Improved assessment ***of*** and ***for*** learning and moderation processes; more effective school use of test information; improved tracking within and across Key Stages and curriculum transition (Reduced TA/test gap by raising standards in tests). For TA target for improvement: few learner profiles judged one level to high at cluster moderation (2015: 13 in Y6 (12 sch) / 9 in sec (5 sch)).

Excellence in Leadership: Focus: Improved middle leadership in secondary and Head teacher monitoring of progression in primary. Increased collaboration with CAs in teacher assessment and cluster moderation activities and with intensive schools. Appropriate balance of S2S and centrally delivered models with effective QA processes.

A rewarding qualifications framework: Effective dissemination of Mathematics Task and Finish report and wider use of ETF (Ma) leading to improved skills, teaching, leadership.
Clear regional and EAS understanding of numeracy strategy and S2S work in Mathematics, aligned to Qualified for Life (QfL), 'Successful Futures', 'New Deal' / Furlong proposals.

Main activities / Prif weithgaredd	When/Pryd	Who?
Excellence in Teaching • Continue to intervene in schools where learner outcomes are consistently weak or where external evaluations of provision and leadership raise concerns, and provide targeted support to address particular weaknesses within individual LAs **(A1)**. Pri Blaenau Gwent/Caerphilly to improve planning, teaching and formative assessment (Y6), Monmouthshire / Torfaen to improve numerical reasoning (rich tasks and planning), Newport: Raising performance in national procedural tests - particularly in Year 2. Sec: All LAs but focus on Torfaen (performance well below average in Y9	April 2016 - Mar 2017 Learner outcomes for 2015-16	**EAS numeracy team** Senior Challenge Adviser (lead for Mathematics and numeracy)

national tests) and Newport (KS4 progress slower than other LAs). • Continue to provide central and bespoke training to enable practitioners to effectively address national, regional, LA and school priorities **(A2).** In primary, work with practitioners and leaders at all levels to exemplify how effective Mathematics teaching is compatible with good FP practice when both are implemented well. This is vital in establishing strong practice in Y2 which can be built upon in KS2 in the spirit intended in Success Futures **(A1/2)**. In secondary, support will take account of research into 'Singapore Mathematics', successful use of digital learning approaches **(A3)** and projects to strengthen post-16 provision **(A4).**	evaluated Sept 2016. Learner outcomes for 2016-17 evaluated Sept 2016	5.1 primary core numeracy officers: - 2 advisers - 2 ass advisers - 0.5 PDG Ass adviser - 0.6 fixed term ass. adviser
Challenging curriculum and supportive assessment • Continue to provide training and support to raise standards of numeracy and develop effective whole school implementation of the LNF. This will require systematic and progressive teaching of skills as a pre-requisite to application, and an emphasis on 'authentic' contexts **(B).** • Provide guidance for those implementing numeracy intervention programmes or teaching Mathematics within LA LSUs/ PRU settings **(C)**. • Collaborate closely with the PDG literacy/numeracy champion (CTG) to support schools in accelerating the progress of FSM learners (link - E3). • Continue to improve assessment ***of*** and ***fo***r learning in Mathematics **(D1/D2)** to reduce the gap between TA and test results. This will require: - training and monitoring re national materials, and strengthening Head teacher accountability before, during and after moderation; - closing monitoring of the progress of FSM + ALN learners as part of a wider piece of work in collaboration with CAs (linked to E4) and the PDG Champion; • Continue to provide central and bespoke training to improve tracking, data analysis, and curriculum transition within / across Key Stages **(D3)**.	Throughout the year but statutory TA and test activities April - June 2016.	2 secondary Full time equivalent (FTE) numeracy officers - Mathematics adviser - associate adviser - 3 specialist advisers (WG grant funded - sum term only) Delivery of numeracy strategy is dependent upon S2S collaboration for particular aspects of the service plan, including commissioned work alongside team members in intensive schools Pri - equiv. of 7 days/week Sec - equiv. of 6 days/week Specific links with CA team LA ALN officers as well as BIS teams (see bullet left) For moderation, close working with En/We and Sc
Excellence in Leadership • Improve the quality of leadership for Mathematics and numeracy **(E1**). In particular, further develop middle leadership in secondary schools so that they are equipped to challenge and support underperformance within Mathematics departments, and Head teacher monitoring of progression in primary. • Refine, extend and quality assure brokered S2S work **(E2)** and continue to monitor the balance between S2S and EAS delivered models. • Develop and embed the work of the PDG champion and collaborate with LA ALN officers to provide complementary support to schools **(E3)**. • Collaborate with CAs to provide differentiated and well-targeted interventions in identified schools in line with the National Categorisation Model (linked to A1) and provide training to strengthen their role in challenging improvements in Mathematics and numeracy **(E4).** This will include guidance and support to equip CAs to monitor the rigour and consistency of school and cluster moderation processes (linked to D2). • Extend partnerships within BIS teams (esp. FP / leads for CTG, EIT/L, Science, 21st CL, post-16) as well as Pioneer and LCS, and ITT settings **(E4)**.	Throughout the year April 2016 - Mar 2017 Collaborate with CA team July - Oct 2016 to confirm majority of intensive schools.	
A rewarding qualifications framework Cross-cutting strand requiring problem solving at the heart of every Mathematics lesson and 'teaching for understanding' rather than pupils simply doing enough to get by (i.e. achieving the expected level / grade C at GCSE). This is fundamental to the curriculum reforms identified in the 'Successful Futures' report (Profession Donaldson), recommendations within the Mathematics Task and Finish report and the proposed National Centre of Excellence in Mathematics and approaches required for the new GCSEs in Mathematics. Much work	Throughout the year April 2016 - Mar 2017	

has taken place to develop teachers' understanding of this, but more is needed to ensure this is the norm in all schools and pupils understand ***why*** they are doing something, not just ***how***. It will require close collaboration with CAs, BIS teams and Pioneer schools, further dissemination of the ETF framework, careful integration of tried and tested research to ensure changes are grafted effectively into existing practice across the region, and sustained support for planning and assessment in line with new POS and assessment/exam requirements.		

Resources / Adnoddau

Budget estimate for 2016-2017	
Core Budget incl S2S	77 000
Grant (125k, 35k, 25k, 5k)	170 000
Estimated Income (Traded Service Level Agreement (SLS))	520 000
Total	**767 000**

Key milestones / Cerrig Milltir 2015-18

	FP O5+	KS2 L4+	KS3 L5+	KS4 A*-C	KS4 FSM gap
2014-15	91 92	90 91	87 88	62 64	30 29
2015-16	92 92	92 91	90 89	66 67	26 27
2016-17	- 93	91 92	91 90	69 69	26 25
2017-18	- 93	91 92	92 91	69 70	25 24

Service Offer 2016 - 2017:

Service Area	Mathematics / numeracy

Summarise the main regional priorities for your service area

Excellence in Teaching

- Continue to intervene in schools where learner outcomes are consistently weak or where external evaluations of provision and leadership raise concerns, and provide targeted support to address particular weaknesses within individual LAs **(A1)**.
  Primary: Blaenau Gwent/Caerphilly to improve planning, teaching and formative assessment (Y6), Monmouthshire / Torfaen to improve numerical reasoning (rich tasks and planning), Newport: Raising performance in national procedural tests - particularly in Year 2.

Secondary: All LAs but focus on Torfaen (performance well below average in Y9 national tests) and Newport (KS4 progress slower than other LAs).

- Continue to provide central and bespoke training to enable practitioners to effectively address national, regional, LA and school priorities **(A2).** In primary, work with practitioners and leaders at all levels to exemplify how effective Mathematics teaching is compatible with good FP practice when both are implemented well. This is vital in establishing strong practice in Y2 which can be built upon in KS2 in the spirit intended in Success Futures **(A1/2)**. In secondary, support will take account of research into 'Singapore Mathematics', successful use of digital learning approaches **(A3)** and projects to strengthen post-16 provision **(A4).**

Challenging curriculum and supportive assessment

- Continue to provide training and support to raise standards of numeracy and develop effective whole school implementation of the LNF. This will require systematic and progressive teaching of skills and knowledge as a pre-requisite to application, and an emphasis on 'authentic' contexts **(B).**
- Provide guidance for those implementing numeracy intervention programmes or teaching Mathematics within LA LSUs/ PRU settings **(C).**
- Collaborate closely with the PDG literacy/numeracy champion (CTG) to support schools in accelerating the progress of FSM learners (linked to E3).
- Continue to improve assessment ***of*** and ***fo***r learning in Mathematics **(D1/D2)** in order to reduce the gap between TA and test results. This will require:
  - training and monitoring re national materials, and strengthening Head teacher accountability before, during and after the moderation process;
  - closing monitoring of the progress of FSM + ALN learners as part of a wider piece of work in collaboration with CAs (linked to E4) and the PDG Champion.
- Continue to provide central and bespoke training to improve tracking and data analysis, and curriculum transition within and across Key Stages **(D3)**.

Excellence in leadership

- Improve the quality of leadership for Mathematics and numeracy **(E1**). In particular, further develop middle leadership in secondary schools so that they are equipped to challenge and support underperformance within Mathematics departments, and Head teacher monitoring of progression in primary.
- Refine, extend and quality assure brokered S2S working **(E2)** and continue to monitor the balance between S2S and EAS delivered models.
- Develop and embed the work of the PDG champion and collaborate with LA ALN officers to provide complementary support to schools **(E3)**.
- Collaborate with CAs to provide differentiated and well-targeted interventions in identified schools in line with the National Categorisation Model (linked to A1) and provide training to strengthen their role in challenging improvements in Mathematics and numeracy **(E4).** This will include guidance and support to equip CAs to monitor the rigour and consistency of school and cluster moderation processes (linked to D2).
- Extend partnerships within BIS teams (esp. FP / leads for CTG, EIT/L, Science, 21stCL, post-16) as well as Gov support, Pioneer schools, and ITT settings **(E4)**.

A rewarding qualifications framework

Cross-cutting strand requiring problem solving at the heart of every Mathematics lesson and 'teaching for understanding' rather than pupils simply doing enough to get by (i.e. achieving the expected level / grade C at GCSE). This is fundamental to the curriculum reforms identified in the 'Successful Futures' report (Profession Donaldson), recommendations within the Mathematics Task and Finish report and the proposed National Centre of Excellence in Mathematics and approaches required for the new GCSEs in Mathematics. Much work has taken place to develop teachers'

understanding of this, but more is needed to ensure this is the norm in all schools and pupils understand ***why*** they are doing something, not just ***how***. It will require close collaboration with CAs, BIS teams and Pioneer schools, further dissemination of the ETF framework, careful integration of tried and tested research to ensure changes are grafted effectively into existing practice across the region, and sustained support for planning and assessment in line with new POS and assessment/exam requirements.

PRIMARY

Programme offer	Expected outcomes	Delivery style	Link to need	LA
Targeted Mathematics intervention in identified schools. **(A1)** Schools (predominantly amber/red) identified and agreed with CAs/PCAs prior to engagement and funding for the programme confirmed based on the number of days required.	Programmes will focus on recommendations established in baseline review contributing to: • consistently weak performance of learners in Mathematics / numeracy (TA/tests); • concerns raised by CAs / Estyn re provision and leadership.	**Bespoke school-based programme (up to 12 days)** • Support period two to three terms. • Support provided by EAS numeracy team in collaboration Mathematics Teaching Schools**.** • Support and coaching in teaching, assessment and leadership.	**Excellence in Teaching** ***Estyn recommendations 6, 3, 2, 4 (See last page for recommendations)*** Categorisation Framework Successful Futures Estyn S2S report 'New Deal' Mathematics Task and Finish Report School evaluation (those who have received support in the past)	All LAs
Planning teaching and formatively assessing Mathematics in the Foundation Phase (Y2) (A1, A2, D1) LA joint-funded project. (Linked to Y2 Handbook).	Teachers' perceptions challenged re effective T&L in Mathematics in order to achieve the **appropriate daily balance** between focused teaching and the essential practice and consolidation required through well-planned enhanced and continuous provision. Evidence • pre/post-project comparisons performance, planning, teaching	**Training and S2S** • Schools agreed in collaboration with FP to establish appropriate mix of settings and practice. Initiative informed by work of the Mathematics FP working group pilot in 2015-16). • Teachers need to have attended the Year 2 course above: 'Splashes and ripples in the FP'. S2S triad working and case studies, as above.	**Excellence in Teaching / Challenging curriculum and supportive assessment** ***Estyn recommendations 3, 2, 6*** Need to ensure wider understanding of the characteristics of effective FP practice and Mathematics teaching by demonstrating how these are compatible when planned and applied well School survey / Successful Futures Estyn / FP reports / National tests (Y2) Reviews / Book scrutiny	New port
Planning teaching and formatively assessing Mathematics in Year 6 (A1, A2, D1)	Improved planning for 'next-step learning' in Mathematics Evidence:	**Training and S2S** • Up to 5 central sessions plus classroom research including triad working across schools and final case study.	**Excellence in Teaching / Challenging curriculum and supportive Assessment** ***Estyn recommendations 3, 2, 6***	BG Caer

Joint-funded LA project building on pilot delivered in 15 BG schools 2015-16 (Linked to Y5/6 Handbook).	• Improved benchmark performance in Year 6 procedural tests. • Appropriate coverage and progress evident in books, and the learner profiles taken to cluster moderation.	• Collaboration with CAs to ensure priority given to schools in amber and red categories, but at least 25% places green/yellow to provide momentum and allow good practice that can be shared.	Particular weaknesses at LA level in procedural and/or reasoning tests Mathematics Task and Finish Report Successful Futures Estyn num /FP reports National Test data Mathematics reviews Book scrutiny Estyn inspections Focus on Year 5 to provide stronger platform for learners moving into Year 6 the following Year and Year 2 so that tasks allow MAT learner to move on.	
Numerical reasoning and problem solving (Y2 & 5) (A1, B, D1) LA joint-funded LA project to support teachers in planning rich tasks that enable pupils to develop these skills.	Improved planning for application of numeracy skills in Mathematics Evidence: • Improved benchmark performance in reasoning tests. • Appropriate coverage of the reasoning strand evident in books and the thematic plans.	As above		Mon Tor
N/R Five and counting **(A2, D1)**	Improved teaching and tracking of pupils' mental and written strategies, understanding of connections within number and application of these skills through money, measurement, data. Evidence: Improved performance in tests (FSM benchmarks to improve in procedural tests particularly), appropriate coverage and progression in pupils' book, improved teaching for understanding and better differentiation to ensure all learner to make good progress in lessons.	**Central training /classroom research** 1.5 modular course + school-based action research	**Excellence in Teaching** ***Estyn recommendations 3, 2, 6*** Training will build on guidance to date but focus on planning a series of integrated lessons which secure good progress within and across lessons. Aim is to develop teacher' confidence to make decisions about what is needed, why, and for how long, so that they make the most of the time they Mathematics lessons. Mathematics Task and Finish Report Successful Futures Estyn numeracy reports National Test data 'New Deal' School survey	All LAs
Y1 Make Year 1 Count		1.5 modular course + school-based action research		
Y2 Two Counts Too		1.5 modular course + school-based action research		
Y2 Splashes and ripples in Foundation Phase (incl. Y2 handbook).		2 modular course + school-based action research		
Y3/4 Effective Mathematics T&L in lower KS2 (incl Y3/4 Mathematics handbook).		1.5 modular course + school-based action research		
Y5/6 Effective Mathematics T&L in upper KS2 (incl Y5/6 Mathematics handbook).		1.5 modular course + school-based action research		

NQTs Mathematics and numeracy training for NQTs.		**Central training / S2S / research** 5-day modular course (in collab with literacy team) incl. 2 days in lead schools (S2S programme)		
Developing mental strategies (R - Y6) (A2)	Increased understanding of progression and effective strategies to develop pupils' understanding of the number system and the importance of connections in Mathematics.	**Bespoke whole day training in Llanwern** - split into FP/KS2 for sharper focus.	**Excellence in Teaching** ***Estyn recommendation 3*** Whole school consistency in the teaching of number is vital and underpins all areas of math/numeracy. - All numeracy reports	All LAs
Developing written methods of calculation (A2)		**Bespoke whole day training** Year 2 - 6 but teachers in Rec and Y1 encouraged to attend.		All LAs
Making effective use digital technology to enhance Mathematics teaching and learning. (A3) **For schools with access to IRIS connect, this can include guidance on the use of this to develop coaching and classroom observation.**	• Increased knowledge and confidence to use digital technology in Mathematics lessons • Teachers able to access and upload materials onto EAS LNF tracker EAS storage app • Exemplification shared across all schools during the year.	**Bespoke twilight, half day or whole day training / meetings in school** - whole staff or particular teachers.	**Excellence in Teaching** ***Estyn recommendations 3, 6*** It is important to provide a clear steer to develop appropriate use from the outset rather than IT at the expense of good T&L. Successful Futures IT framework Estyn remit	All LAs
Embedding reasoning and problem solving in Mathematics. (B) Builds on cluster training and 'Mathematics Alive' / 'Mathematics on the Move' conferences.	• Improved teaching, development and consolidation of skills and strategies expected • Application of skills seen as something central to every Mathematics lesson not bolt on • Improved capacity of school leaders to plan, monitor and evaluate this strand of Mathematics.	**Bespoke half or whole day training / coaching in school** - All year groups together or working with individual teachers / year groups	**Challenging curriculum and supportive assessment** ***Estyn recommendations 6, 3*** Numerical reasoning is the strand teachers find hardest to address and is under-developed in many schools compared with number, measures and data handling. Regional performance needs to improve.	All LAs

Mathematics and numeracy workshops (B)	• Exemplification of effective Mathematics teaching and better understanding of characteristics in the numeracy ETF (i.e. from unsatisfactory to excellent) with subsequent impact on own lessons. • Increasing insight into planning for the application of numeracy skills / importance of rich tasks.	**S2S (half day workshops)** • Programme is part of the generic EAS workshop programme but coordinated and managed by a member of the Mathematics. • School apply directly to the team if they would like a member of staff to visit another school to focus specifically on Mathematics or numeracy.	**Challenging curriculum and supportive assessment** ***Estyn recommendations 6, 3*** Successful Futures Estyn S2S report 'New Deal' School survey Mathematics Task and Finish Report	All LAs
Small step intervention programme (C) Additional support for Y1/2 pupils and guidance for those working with SA+/Statemented pupils	Evidence: • Appropriate selection of pupils. • Strong programme gains and longitudinal monitoring to ensure these are sustained to the end of the Key Stage. • Consistent approaches applied by class teachers and LSAs delivering programme.	**Modular course / research** Predominantly LSAs, SENCOs, unit staff.	**Challenging curriculum and supportive assessment** ***Estyn recommendations 1, 2*** Whilst the long term aim is to reduce the number requiring additional intervention, evidence shows there will always be a group of learners who need timely additional support to overcome difficulties Sutton Trust WG and Estyn Basic skills reports/remits	All LAs
Group numeracy catch-up programmes (C) Withdrawal programme for pupils falling behind in Y2- 6	As above	**Modular course / network** - Predominantly LSAs.	As above	All LAs
Planning, teaching and assessing ALN learners (C) **-** 'Inch worms and grasshoppers'	Increased understanding of progression in number, the importance of visuals and modelling and careful diagnostic monitoring.	**Modular course** Teachers in LSUs / SENCos LSAs working with particular pupils	**Challenging curriculum and supportive assessment** ***Estyn recommendations 1, 2, 4*** Often there are teachers and LSAs do not attend Mathematics specific training or access the materials available to support them.	All LAs

Assessment for Learning in Mathematics **(D1)** 'Planning, assessing and recording the journey - Are we nearly there yet?'	Improved understanding of how to use feedback from individual pupils and classes based on discussions, the work in their books and the full range of assessment information in order to diagnose weaknesses and next steps progress and set steps in their learning.	**Bespoke half day training in school** - split into FP /KS2 for sharper focus.	**Challenging curriculum and supportive assessment** ***Estyn recommendations 4, 2*** AFL in Mathematics requires the ability to distinguish between misconceptions, errors+ misunderstandings This continues to be a key area for development. - WG /Estyn num reports - Mathematics Task and Finish Report - Book scrutiny	All LAs
Assessment for Learning in Mathematics (FP/ KS2) **(D1)** 'Planning, assessing and recording the journey - Are we nearly there yet?'	Improved understanding of how to use feedback from individual pupils and classes based on discussions with learners, work in their books and the full range of assessment information from national tests (incl. Alfie and other assessment data) in order to diagnose weaknesses set steps for learning.	**Central training / research / S2S** Half day central training with opp. for triad work with 2 other schools leading to case study.	**Challenging curriculum and supportive assessment** ***Estyn recommendations 1, 2, 4*** AFL in Mathematics requires close analysis at question / pupil level to distinguish between errors, misconceptions, and misunderstandings. To do this, teachers need to be clear about strategies used and progression. This continues to be a key area of work.	All LAs
Teacher assessment and moderation **(D2 / D3)** Testing, tracking, reporting.	• Greater accuracy / consistency. • More effective tracking. • Narrowing of gap between TA and test as increased focus 'on next learning' (D1) and greater understanding of LDs/ best-fit.	**Training / workshops / seminars and LA meetings** • Updates at HT seminars and coordinator networks. • Training. • LNF workshops.	**Challenging curriculum and supportive assessment** ***Estyn recommendations 1, 2, 6*** Regional priority to improve TA accuracy and take full account of statutory requirements, national exemplification materials + verification.	All LAs
Whole school tracking of numeracy skills using EAS LNF tracker **(D3)**	Improved understanding of online tools and exemplification, and formative assessment potential.	**Bespoke half day or twilight training in school**	**Challenging curriculum and supportive assessment / Excellence in leadership** ***Estyn recommendations 4, 1*** Implementing assessment and reporting requirements associated with LNF	All LAs

Using diagnostic information to inform strategic monitoring (E1 / D1, D2) **'Maths inside out'** Leadership aspects of D1	Bespoke support to enable team members to model how to make use of the school's own assessment information at pupil and question level to inform T&L and set priorities (See D1).	**School-based leadership meeting** Analysis of school data and school processes alongside HT and other leaders) (half day plus half day prep).	**Challenging curriculum and supportive assessment / Excellence in leadership** ***Estyn recommendations 4, 1, 2*** - Num/CA reviews - Estyn numeracy report	All LAs
Strategic Mathematics training and briefings for school leaders (E1)	• Systematic dissemination on strategic aspects of provision and leadership in Mathematics/numeracy to ensure all Head teachers are aware of national/regional/LA priorities and the support available.	**Seminars and LA meetings** • Updates at East/West Head teacher seminars, as relevant. • Termly guidance and training at LA Head teacher meetings. • Written information sent to all schools to ensure key information is received by all Head teachers.	**Excellence in leadership** ***Estyn recommendations 1, 3, 4*** Regional, Wales and international evidence shows strong and well informed leadership are vital to system change and high performance. National perf data WG stat. guidance STAP guidance Mathematics Task and Finish Report Ma T+ Finish report Estyn numeracy reports	All LAs
Subject leader training / network meetings (E1)	• Termly network meetings to ensure those leading on aspects of Mathematics and numeracy are equipped to provide the guidance and subject knowledge required.	**Network and S2S** • Termly half day meetings for each LA plus whole day inter-LA conference. Input from EAS numeracy team, lead schools, practitioners and teachers engaged in funded projects and case studies.	**Excellence in leadership** ***Estyn recommendations 3, 4, 6, 2, 1*** Mathematics Task and Finish Report Estyn numeracy remints	All LAs
Leadership consultancy to review developments and confirm priorities (E1)	School leaders more confident in identifying priorities and planning appropriate activities and interventions in Mathematics.	**School-based leadership meeting** (half day meeting with senior team member)	**Excellence in leadership** ***Estyn recommendation 1*** Estyn num reports Ma Task+ Finish report Successful Futures	All LAs
Assisted Mathematics review / book scrutiny (E1)		One to two days depending on size of school and scope of review.	**Excellence in leadership** ***Estyn recommendations 1, 2***	All LAs

			Estyn numeracy reports CA/Estyn report	
Termly update meetings for lead practitioners (E2)	Aim is to ensure that OTs we have previously trained and currently deploy in a variety of way for S2S work continue to: • improve teaching in own school to reduce internal variation; • remain at the forefront of best practice and be 'early-adopters' of the national changes expected; • have capacity to share effective practice with other schools.	**Network, S2S and research** • Termly meeting for the 'core' group of 29 teachers. However, we will add to the 'artisan' list during the year as we identify other teachers who can be used to share best practice on a regular basis.	**Excellence in leadership** ***Estyn recommendations 6, 3, 4*** Successful Futures Estyn S2S report 'New Deal' School survey Mathematics Task and Finish Report	All LAs
PDG programme based on enhanced catch-up programme (5 days) (E3) - Leadership support to strengthen monitoring and evaluation - Guidance to increase engagement with parents/carers	• Stronger collaboration and partnership working between staff implementing and monitoring numeracy intervention programmes and those leading on PDG initiatives. Improved leadership capacity.	**Bespoke support / Network** - Predominantly LSAs.	**Challenging curriculum and supportive assessment / Excellence in leadership** ***Estyn recommendations 1, 2*** Positive feedback and improved leadership arising from previous programme (23 schools) suggests model should be extended and adapted to combine both catch-up and PDG elements as there is a natural overlap. - Catch-up evaluation - Sutton Trust - WG and Estyn remits	All LAs
Develop and integrate the work of the CTG lead and collaborate with LA ALN officers to provide complementary support to schools (E3).	• Stronger collaboration and partnership working between staff implementing and monitoring numeracy intervention programmes and those leading on PDG initiatives (See C). • Improved leadership capacity to plan appropriately for FSM learners in Mathematics • Stronger links with parent of FSM learners, leading to more	**Bespoke support** **Coordinator networks** **SEWC, LA and school-based programmes / conferences** • 10-10 project (S2S) • Valleys Project (S2S) • AfA s-2-s (S2S) • Dissemination of num resources • Governor training (online)	**Challenging curriculum and supportive assessment / Excellence in leadership** ***Estyn recommendations 1, 2*** Relative underperformance of FSM leaners in all Key Stages, particularly at the higher levels. In many schools, additional provision to close the gap has predominantly been withdrawal catch-up programmes.	All All BG, C,T Mon/T All All LAs All LAs

	effective home-support for Mathematics - Collaboration with Book Cymru to provide books for FSM which reinforce numeracy skills.	• Family and Community Engagement Conference (FACE) event (HT conference) • FL Signature (conference) • Input at sum HT conference • Book Cymru project - Mathematics	- Catch-up evaluation - Sutton Trust - WG and Estyn remits - Valleys project research	New / C All LAs All LAs
Training and guidance to ensure governors receive timely and appropriate information to equip them to challenge provision and performance in Mathematics / numeracy. (E4)	• Strengthen collaboration with Governor Support team to develop systematic programme of training and updates for school governors - particular focus on LNF, Donaldson implications and provision, tracking and assessment for FSM and ALN learners.	Termly updates and regional numeracy training for governors.	**Excellence in leadership** ***Estyn recommendations 1, 2***	All LAs

SECONDARY

Programme offer	Expected outcomes	Delivery style	Link to need	LA
Targeted Mathematics intervention in identified schools. **(A1)** Schools (predominantly below the median) identified and agreed with CAs/PCAs prior to engagement.	Programmes will focus on recommendations established in baseline review contributing to: • consistently weak performance of learners in Mathematics / numeracy (GCSE/numeracy tests); • concerns raised by CAs / Estyn re provision and leadership.	**School-based extended programme, S2S** • Support period two- three terms. • Support provided by EAS numeracy team, one member focusing on teaching and learning and the other member focusing on leadership and addressing the recommend-ations from the profiling report. • Visits to Wave 1 schools arranged according to need identified in the profiling report.	**Excellence in Teaching** ***Estyn recommendations 3, 6, 4, 2*** Dip in GCSE results Benchmark performance Categorisation Successful Futures Estyn S2S report 'New Deal' Mathematics Task and Finish report	All LAs
Raising the Bar in GCSE Mathematics and Mathematics-Numeracy. **(A2)**	• Programme will ensure that all Mathematics teachers are aware of the requirements of the 2 new GCSEs and are equip to teach all elements of the new GCSEs whilst enhancing pupils' metacognition skills. • Exemplification of effective teaching for the new GCSEs by Wave 1 schools and EAS numeracy team with subsequent impact on own lessons.	**School-based extended programme, S2S** • S2S support provided by Wave 1 schools. Visits coordinated, managed and accompanied by a member of the EAS num team. • Joint planning sessions following a lesson study model where change makers/EAS develop and trial exemplar lessons before sharing with rest dept. • Training in a dept meeting/ twilight provided by EAS to ensure all teachers are aware of requirements for 2 new GCSEs, the changes to	**Excellence in Teaching** ***Estyn recommendation 3*** WG initiative to address the changes in the assessment regime and the implementation of the two new GCSEs in Mathematics.	All LAs

		the curriculum and the assessment regime. • Accompany HOD/SLT in profiling the department to identify strengths and weaknesses and to support the school in devising an action plan to address the recommendations identified.		
'**Ever thought of teaching Mathematics and numeracy?'** **(A2)** A new cohort of NQT and non-specialist teachers to build on the original pilot course in June 2015. The course provides guidance and support to enable NQTs and teachers to become effective teachers of Mathematics in Key Stage 3. Training will address specific aspects of knowledge and pedagogy required to teach Mathematics well.	• Improved teaching and tracking of pupils' mathematical skills. • Understanding the connections within the curriculum and the progression of skills. Evidence: Appropriate coverage and progression in pupils' books, teaching Mathematics for understanding and better differentiation to ensure all learners make good progress in lessons.	**Central course/S2S/research** 8-day modular course focusing on: • Key Stage 3 Mathematics skills encompassing levels 3 to 6 • the development of effective teaching and learning strategies • effective Assessment for Learning strategies and marking and feedback • opportunities to observe 'lead practitioners' and then be expected to develop these approaches within own school.	**Excellence in Teaching** ***Estyn recommendations 8, 3, 2*** Schools requiring additional Mathematics capacity are finding it difficult to recruit good Mathematics teachers. This training addresses the national shortage of Mathematics teachers as well as ensuring that NQTs are ready to 'hit the road running' upon starting their new posts in September 2016. Mathematics Task and Finish Report Successful Futures Estyn num reports National Test data 'New Deal'	All LAs
Developing 'Singapore Mathematics' techniques. **(A2)** An EAS funded project on the Singapore teaching methods including teaching to mastery, concrete - pictorial - abstract, bar	• Improved teaching of pupils' mathematical skills ensuring that teaching is through understanding. • Understanding the connections within the curriculum and the progression of skills. • Develop pupils' fluency, mathematical reasoning and problem solving skills.	**Research in collaboration with the EAS numeracy team** - Year 7 teachers - weekly sessions during the summer term.	**Excellence in Teaching** ***Estyn recommendations 3, 8*** This method of teaching Mathematics develops pupils' mathematical ability and confidence without having to resort to memorising procedures - making Mathematics more engaging and accessible for all. Mathematics Task + Finish report	EAS to liaise with ind HTs

modelling and problem solving.			Successful Futures Estyn num reports	
Marking and feedback (A2)	• Exemplification of effective strategies in marking and feedback with subsequent impact upon the department's marking policy and evidence in pupils' books.	**Bespoke twilight meeting in school** - Whole department	**Excellence in Teaching / supportive assessment** ***Estyn recommendations 4, 1, 2*** Mathematics Task and Finish Report Successful Futures Estyn num reports National Test data Mathematics reviews Book scrutiny Estyn inspections	All LAs
Mathematical literacy. (A2) Guidance with strategies to enable pupils to confidently answer PISA-type questions	• Increased understanding of the strategies to develop pupils' ability to answer and understand PISA questions.	**Bespoke twilight meeting in school** Whole department	**Excellence in Teaching** ***Estyn recommendations 3, 8*** Mathematics Task + Finish report Successful Futures PISA report	All LAs
Developing reasoning skills (A2) Dept support in teaching problem solving strategies and planning rich tasks that enable pupils to develop numerical reasoning skills.	Greater understanding of the need to ensure that numerical reasoning skills are embedded and applied in all Mathematics lessons. Evidence: • Improved benchmark performance in reasoning tests. • Appropriate coverage of reasoning strand evident in pupils' books. • Application of skills seen as central to every Mathematics lesson, not a bolt on.	**Central course / research** 2 afterschool twilight sessions in June 2016 and school-based action research.	**Excellence in Teaching** ***Estyn recommendations 3, 6, 8*** Particular weaknesses in developing numerical reasoning and highlighted in the reasoning test data.	All LAs
Numerical reasoning Workshop **(A2)** Workshop at King Henry VIII school, Abergavenny and is for teachers wanting to improve their practice in		**Half day workshop** • The workshop is coordinated and managed by a member of the EAS Mathematics team. • Schools apply via CPD online.		

developing numerical reasoning in the classroom. **Introducing 'Bowland Mathematics'** **(A2)**		**Central course / research** 1.5-day modular course and school-based action research		
Developing use of digital technology in light of local and international research. **(A3)** **For schools with access to IPads, other devices and IRIS connect, this can include guidance on the use of Apps to enhance teaching and learning and the use of IRIS to develop coaching and classroom observation.**	• Increased knowledge and confidence to use digital technology in Mathematics lessons • Teachers able to access and upload materials onto EAS LNF tracker EAS storage app.	**Bespoke Twilight meeting in school** - whole department or particular teachers.	**Excellence in Teaching** ***Estyn recommendations 3, 6, 8*** Successful Futures IT framework Estyn remit	All LAs
Mathematics post-16 **(A4)**	• Guidance to strengthen post-16 provision: those without GCSE in Mathematics and also MAT learners.	**School-based consultation** **S2S / network opportunities** **Student master classes + visits**	**Excellence in Teaching** ***Estyn recommendations 3, 6*** EAS keys stage 5 strategy Seren programme Coleg Gwent Collaboration	All LAs
Numeracy across the curriculum workshops **(B)** - run by change makers that have been part of the EAS 'Numeracy Champion' initiative; held in schools.	• Exemplification of effective numeracy across the curriculum practices and better understanding of the application of numeracy skills in STEM subjects with subsequent impact on standards of num. • Increasing insight into planning for the application of numeracy skills / rich tasks.	**Half day workshops** • Part of the generic EAS workshop programme but coordinated and managed by EAS Mathematics team • Schools apply via CPD online.	**Challenging curriculum / supportive assessment** ***Estyn recommendations 3, 6, 8*** Successful Futures Estyn S2S report 'New Deal' School survey Mathematics Task and Finish Report	All LAs
Numeracy Champion project **(B)**	• Better understanding of the application of numeracy skills in	**Modular course / S2S / Research** - STEM subject change makers, the numeracy	**Challenging curriculum / supportive assessment**	All LAs

A new cohort of schools to take part in the 2nd round of the joint EAS /school funded project to improve numeracy across the curriculum in STEM subjects.	STEM subjects with subsequent impact on numeracy across the curriculum in own schools. • Increasing insight into planning for the application of numeracy skills / importance of rich tasks.	coordinator and the SLT in charge of numeracy attend a variety of planning sessions. - planning sessions alongside the EAS numeracy team,	***Estyn recommendations 6, 8*** Successful Futures Estyn S2S report Estyn numeracy reports Mathematics Task and Finish Report	
Introducing numeracy Intervention in KS3 (L4/5) (C) Withdrawal programme for pupils falling behind in KS3	• Appropriate selection of pupils. • Strong programme gains and longitudinal monitoring to ensure these are sustained to the end of the Key Stage. • Consistent approaches applied by teachers and tutors delivering programme.	**Modular course** - Predominantly numeracy intervention tutors	**Challenging curriculum / supportive assessment** ***Estyn recommendations 1, 2*** Sutton Trust / BS reports WG and Estyn	All LAs
Network meeting for numeracy tutors (C)		**Network meeting** - Numeracy intervention tutors		
Turning Ds into Cs (D1) A programme using diagnostic information from question level analysis (QLA)), to accelerate progress of pupils falling behind in Key Stage 4.	• Exemplification of effective assessment strategies to identify strengths and areas requiring more targeted teaching tailored to pupils' individual needs. • Improved performance in GCSE Mathematics, approp. coverage tailored to need and better differentiation to ensure all learners make good progress.	**Bespoke twilight meeting in school** - whole department or particular teachers.	***Estyn recommendations 4, 1, 2*** As above	All LAs
Teacher Assessment and moderation (D2)	• Greater accuracy / consistency. • More effective tracking Y7-9. • Narrowing TA/ test gap and greater understanding best-fit.	**Training / wkshops / seminar** • Updates at Head teacher seminars and HOD networks • Inter-school KS3 moderation • Dept and cluster support.	**Challenging curriculum / supportive assessment** ***Estyn recommendations 4, 6*** EAS priority to improve TA accuracy. Meet statutory cluster requirements	All LAs
Whole schools tracking using EAS LNF tracker (D3)	Improved understanding of online tools and exemplification; formative assessment potential.	**Half day or twilight training in school**	**Challenging curriculum / supportive assessment** ***Estyn recommendations 4, 1, 2***	All LAs

			LNF assessment and reporting	
Heads of Department Conference **(E1)** **Numeracy Coordinator Network Meeting** **(E1)**	• Termly network meetings to equip those leading on Mathematics/numeracy to provide the guidance and subject knowledge required. • Meet with colleagues to share ideas and provide ongoing feedback on school initiatives. • Gain awareness of good practice in other departments across the consortium.	**Network / S2S / research** • Termly input from EAS numeracy team, outside speakers, lead schools, practitioners and teachers engaged in funded projects and case studies.	**Excellence in Leadership** ***Estyn recommendations 7, 5, 3, 4, 2,1*** National performance data Successful Futures Mathematics Task and Finish Report Estyn numeracy reports	All LAs
NEW Heads of Department Network Meeting **(E1)** Suitable for newly appointed Heads of department.	• Termly network meetings to ensure those new to the role of head of Mathematics are skilled in leading and managing dept. • Meet with other colleagues new to the post to share ideas.	**Network / S2S / research** • Termly input from EAS numeracy team, outside speakers, lead schools, practitioners and teachers engaged in funded projects and case studies.	**Excellence in leadership** ***Estyn recommendations 7, 5, 3, 4, 2*** National performance data Successful Futures Mathematics Task and Finish Report Estyn numeracy reports	All LAs
Mathematics line manager training **(E1)** A new modular course aimed at upskilling line managers of Mathematics departments to effectively evaluate standards within the Mathematics department.	• Exemplification of effective Mathematics teaching and better understanding of ETF (Mathematics) with subsequent impact on judgements/ targets. • Improved understanding of book scrutiny books and full range of assessment information in order to diagnose weaknesses and set next steps.	**Central course/network/research** • 2 x ½ day training sessions • 2 x 1hour follow-up sessions in school including opportunities for coaching	**Excellence in leadership** ***Estyn recommendations 5, 4, 3, 1, 2*** National performance data Successful Futures Mathematics Task + Finish report Estyn numeracy reports	All LAs
Termly update meetings for lead practitioners. **(E2)** A network meeting aimed at previously trained lead	Ensure lead practitioners previously trained and currently deployed for S2S work continue: • to improve teaching in own school/reduce internal variation.	**Network / S2S / research** Termly meeting for the 'core' group of lead practitioners.	**Excellence in Leadership** ***Estyn recommendations 8, 6, 3*** Successful Futures Estyn S2S report 'New Deal' School survey	All LAs

practitioners of Mathematics.	• remain at the forefront of best practice and are 'early-adopters' of national changes expected. • have capacity to share effective practice with other schools.		Mathematics Task and Finish Report	
Develop and integrate the work of the CTG lead and collaborate with LA ALN officers to provide complementary support to schools (E3).	• Stronger collaboration and partnership working between staff implementing and monitoring numeracy intervention programmes and those leading on PDG initiatives (See C). • Improved leadership capacity to plan appropriately for FSM learners in Mathematics • Stronger links with parent of FSM learners, leading to more effective home-support for Mathematics - Collaboration with Book Cymru to provide books for FSM which reinforce numeracy skills.	**Bespoke support** **Coordinator networks** **SEWC, LA and school-based programmes / conferences** • 10-10 project (S2S) • Valleys Project (S2S) • AfA s-2-s (S2S) • Dissemination of num resources • Governor training (online) • FACE event (HT conference) • FL Signature (conference) • Input at sum HT conference • Book Cymru project - Mathematics	**Challenging curriculum and supportive assessment /** **Excellence in leadership** ***Estyn recommendations 1, 2*** Relative underperformance of FSM leaners in all Key Stages, particularly at the higher levels. In many schools, additional provision to close the gap has predominantly been withdrawal catch-up programmes. - Catch-up evaluation - Sutton Trust - WG and Estyn remits - Valleys project research	All All BG, C,T Mon/T All All LAs All LAs New / C All LAs All LAs
Training and guidance to ensure governors receive timely and appropriate information to equip them to challenge provision and performance in Mathematics / numeracy. (E4)	• Strengthen collaboration with Governor Support team to develop systematic programme of training and updates for school governors - particular focus on LNF, Donaldson implications and provision, tracking and assessment for FSM and ALN learners.	Termly updates and regional numeracy training for governors.	**Excellence in leadership** ***Estyn recommendations 1, 2***	All LAs

Estyn Mathematics / numeracy recommendations

R1	Monitor the performance of pupils eligible for free school meals and offer targeted interventions as necessary.
R2	Meet the needs of pupils who experience difficulties or are more able.
R3	Increase the level of challenge for all pupils by making sure that: - Lessons are structured to engage, motivate and stretch all pupils - Mathematical problem solving skills are developed and applied to a wide range of real-life contexts.
R4	Ensure that assessment and tracking procedures are robust.
R5	Improve departmental self-evaluation and improvement planning.
R6	Share best practice across the school and evaluate new ways of working.
R7	Facilitate networks for sharing best practice between Mathematics departments.
R8	Provide support, challenge and professional development opportunities for Mathematics departments and individual teachers

Service Area Business Plan 2016 - 2017:
Progress 2015-16 and key drivers for the Coming Year

Service Area	CYMRAEG a llythrennedd / WELSH and literacy

LIMITED progress has been made towards the 2015-2018 Business Plan because;

Foundation Phase:

O5+ 92%. Performance remains above Welsh average. FSM 83% non-FSM 93% (Gap 10%). The rate of progress of FSM pupils is higher than non-FSM pupils. O6+ 32%. Overall performance decreased and is 4.9 points below Wales. The gap in performance of FSM and non-FSM (14%) pupils widened on 2014 by 1 point.

Key Stage 2:

L4+ 91%. Overall performance increased on 2014 by 1 point. Performance is above Wales (91.3%) for the third year. FSM 83% non-FSM 92% (Gap 10%). The gap narrowed by 8 points.

L5+ 36%. Overall performance is below Wales by 2 points. Performance continues to increase at a higher rate than Wales. FSM 21% non-FSM 38% (Gap 17%). The overall gap narrowed on 2014 by 3%. The rate of progress of FSM pupils is higher at L4+ and L5+.

Key Stage 3

L5+ 88%. Overall performance is below Wales by 2.9%. FSM 79% non-FSM 89% (Gap 10%).

L6+ 52%. Performance remains below Wales for the 3rd year. FSM 36% non-FSM 54% (Gap 18%). The overall gap in performance at L5+ and L6+ narrowed significantly on 2014. The rate of progress of FSM pupils is significantly higher than the progress of non-FSM pupils at L5+ and L6+.

Writing is the weakest skill at KS2 and KS3 with performance below Wales particularly at the expected +1 (4 points below at KS2 L5+ and significantly below at KS3 L6+ by 13 points). Girls perform better than boys at all Key Stages. Girls' performance is in decline.

Key Stage 4

Based on 2 schools' performance, GCSE results at A* - C decreased by 10.7 points overall to 65.4%. Significant decline in performance in one of the two Welsh-medium secondary schools.

Teacher Assessment / National Tests

SS85+ Regional test performance is inconsistent with TA data in Year 2 and Year 6 with decline in performance on 2014. SS116+ Regional test performance is highly inconsistent with TA data in Y2, 6 and 9 and at its highest in Y9 at 36.9 points. Regional benchmark performance for the reading tests was below average at the end of Year 2 (SS85+ and SS116+), and in Y6 and Y9 (SS85+).

Drivers for the coming year

Overview of internal SER / data / WG Policy that will inform the detailed Service Area Plan

- WG Core data sets (school and LA level) and additional EAS analyses.
- National Categorisation information, LA and school inspection reports and information gained from moderation events. Estyn Chief HMI Report. Inspection and Challenge Adviser recommendations.
- 'Successful Futures', 'Qualified for Life', 'New Deal', Pioneer schools.
- The need to improve the Welsh-medium offer (school survey). WMES / WESP.
- Self-improving regional strategy.

The following aspects will be priorities for 2016-2017 these will ensure that progress in this aspect of work demonstrates at least strong progress;

- Continue to improve outcomes for and accelerate the progress of FSM learners and boys.
- Improve Foundation Phase performance particularly at LLC O6+.
- Improve overall performance, particularly at the expected level +1 at KS2.
- Improve KS3 performance at L5+ and L6+ so that schools perform above the median and that pupils have a sound skill platform entering KS4. Improve GCSE performance.
- Improve the accuracy and consistency of teacher assessment and improve outcomes in national tests so there is closer alignment between TA and test outcomes.
- Improve performance in Writing at the expected level and the expected level +1 in KS2 and KS3.

Key links within the EAS service teams / Local Authority Officers that will be required to deliver your service area

- Work with the Closing the gap champion to strengthen the quality of teaching in schools where performance and progress of FSM pupils is well below that of non-FSM pupils.
- Work with CAs to identify excellent teaching, improve curriculum leadership in Welsh and challenge the delivery of high quality assessment for learning, accurate teacher assessment and systems for monitoring the progress of all pupils.
- Work with the Excellence in Teaching and Excellence in Leadership lead and schools to inform the development of the Excellence in Leadership framework and to identify expert teachers to be inducted into the Excellence in Teaching Framework. Embed the capture of learning from Pioneer schools in school-to-school programmes. Develop the NQT support for Welsh-medium.
- BIS collaboration: Work in partnership with the Foundation Phase team to identify best practice for the delivery of school-to-school support; English Literacy team to support schools in the teaching of writing (KS2 and 3) and with GCSE development; Mathematics team - literacy in Mathematics.
- Work with the 21st C Learning team to support programmes of intervention, development and training for Welsh and narrowing the gap in attainment for FSM pupils.
- Establish partnerships with ITET providers to improve the pool of effective new teachers who are fluent in Welsh entering the profession. Work with LA officers to support WESP development.

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

- Improve FP O5+ performance, particularly in Blaenau Gwent and improve performance in O6+, particularly in Blaenau Gwent, Caerphilly and Torfaen. Provide FP training based on the revised *Cyfathrebu'n Gyntaf* guidance. In Blaenau Gwent, support to focus on the provision of a sound language model by teachers for pupils to improve literacy.
- Improve overall performance in KS2 at the expected level +1 in all LAs (other than Newport). Utilise and share best practice from Newport regionally through school-to-school programmes. Provide training on the demands of L5+ in each Attainment Target.
- Improve GCSE performance, particularly in Caerphilly. Work with the secondary schools to monitor the impact of the GCSE/PISA project on current Y10 pupils and the refocusing of teaching and learning in KS3 and Y9 to meet GCSE/PISA requirements.
- Improve performance in Writing at the expected level and the expected level +1 in KS2 and KS3 through training on task setting and joint standardisation and moderation. Further develop the Getting it Write (*Seiliau Sgrifennu*) strategy.
- Provide training for and monitor teacher assessment and cluster processes in the three Welsh-medium clusters (Cwm Rhymni - Caerphilly, Gwynllyw - Torfaen, Blaenau Gwent, Monmouthshire and currently Newport).

Caerphilly - Work with Caerphilly schools to improve overall literacy skills through the development of oral group work interaction skills. This will promote reasoning and critical thinking, supporting response to reading and developing extended writing.

Newport - Work with Newport schools develop a literacy transition (Y5-8) plan incorporating All Round Reader approaches and the principles of Getting it Write to ensure a curriculum fit for all learners (FSM / ALN / MAT). Support transition to the new Welsh Medium secondary school.

Service Area Business Plan 2016 - 2017: Short term overview

Service Area: CYMRAEG a llythrennedd / WELSH and literacy
Accountability: Elen Roberts

Priority / Blaenoriaeth:	**Desired Outcomes / Deilliannau**

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

Priority Outcome 3: Improving standards of achievement in Welsh (and literacy)

Overarching targets
All learners:

- Improve performance in TA particularly at the expected +1, national reading test outcomes from Y2 to Y9 and GCSE performance at KS4.
- Improve performance in writing. To be at least on a par with national outcomes at the expected level at KS2 and KS3 and the gap with Wales narrowed at the expected Level +1 at both KS2 and 3 but particularly at KS3.
- 100% of L4-5 profiles (KS2) and L5-6 profiles (KS3) agreed at cluster moderation.

FSM:

- Continue to accelerate the progress of FSM learners and boys. The FSM non-FSM gap increases throughout the Key Stages but significantly at KS4.

	Expected level			Expected level + 1		
	Actual	Actual	Target	Actual	Actual	Target
ALL	2014	2015	2016	2014	2015	2016
FP	91	91.6	93.9	34	32	33.7
KS2	90	90.6	91.1	32	35.8	34.3
KS3	89	88.2	91.4	51	51.8	63.9
KS4	76	64.5	79.1			

	Expected level: FSM			Expected level + 1: FSM		
	Actual	Actual	Target	Actual	Actual	Target
ALL	2014	2015	2016	2014	2015	2016
FP	81	83.3	87.6	22.2	20.6	13.5
KS2	75	82.5	81.5	15.6	21.3	11.1
KS3	67	79.5	78	26.7	35.9	45.8
KS4	53	38.1	46.3			

	Expected level: FSM/ non-FSM gap			Expected level + 1: FSM / non-FSM gap		
	Actual	Actual	Target	Actual	Actual	Target
ALL	2014	2015	2016	2014	2015	2016
FP	11	9.7	7.3	13	13.5	23.4
KS2	18	9.6	11.3	28	17.1	26.6
KS3	25	9.8	15.7	29	17.8	21.2
KS4	22	30.4	32.7			

Excellence in Teaching
Improve outcomes for oracy, reading and particularly of writing across Key Stages.

Challenging Curriculum and supportive assessment
Reduce the number of contested profiles through cluster moderation.
Increase the accuracy of TA and correlation to National Test outcomes.

Excellence in Leadership
Improved planning for literacy in identified schools. Ensure that schools have effective assessment, monitoring and tracking processes in place.
Improved succession planning for current and new Welsh-medium schools.

A rewarding qualifications framework
Both secondary schools are equipped for the demands of the new GCSEs in Welsh.
Develop case studies of effective practice in Welsh/literacy.
Continue to develop school-to-school support with identified schools leading literacy.
Support the work of the Pioneer Schools.

Main activities / Prif weithgareddau	**When? Pryd?**	**Who? Pwy?**
Excellence in Teaching		

Provide central and bespoke training which raises attainment and enables practitioners to effectively address national, regional, LA and school priorities. Training will build upon the development and integration of language skills and assessment of those skills. It will also be built upon project resources and principles developed with Welsh-medium schools in 2015-16 including *Seiliau Sgrifennu* (adaptation of Getting it Write) to improve writing skills and the *Darllenwr Dygn* (All Round Reader). Support from schools within the consortia and beyond will be utilised to provide meaningful programmes of support. Training programmes will be monitored for impact. Provide targeted support to schools where there is sustained underperformance and/or where external evaluations of provision and leadership (including Estyn inspections) raise concerns. Provide support for teachers delivering training or school-to-school support. Monitor impact of school-to-school support. Collaborate with WG, schools, English/literacy team and teachers to deliver grant funded programmes for Welsh/literacy. Collaborate with the Mathematics/Numeracy team to support the Welsh literacy in Mathematics initiative. Review provision for and delivery of services to Welsh-medium schools in early 16-17 academic year.	April 16 - March 17 Learner outcomes evaluated Sept 16	JR, ER, RW Schools Eng. and Lit - TA Links with other consortia CA team and JR 'New deal' (MC) ER, JR Eng. and Lit - TA, Found. P- GB, Mathematics - LT ER, SMT
Challenging Curriculum and supportive assessment Improve assessment for learning in Welsh and the accuracy and consistency of teacher assessment and moderation. Provide training and guidance on the national moderation materials and reporting on cluster moderation events. Support enhanced transition from KS2 to KS3 (Y5-8) ensuring that curriculum plans and lesson plans set high expectations for all learners and include measures to accelerate the progress of FSM, ALN and MAT pupils in Y7 and Y8 (include and focus on new WM school).	Ongoing Summer 16 - March 17	JR, ER, CAs EIT lead MC Pioneer Schools JR and s-t-s
Excellence in Leadership Work with CAs to improve the quality and impact of leadership for Welsh and literacy in identified schools where performance is consistently below the median and in line with National Categorisation. Work with CAs to broker school-to-school support. Facilitate networking opportunities for Welsh-medium HTs and Language Coordinators focusing on literacy development. Share resources and best practice through the time bank. Support the Welsh-medium schools with the recruitment of staff to the EIT / EiL programmes.	April 16- March 17	JR and ER ER and JR With KP With MC
A rewarding qualifications framework Capture the learning from Pioneer Schools implementing new GCSEs and identify strengths in planning, provision and teaching. Develop schemes of work and approaches to teaching across Key Stages that prepare pupils for the demands of the new GCSE PISA style questioning and accelerate the progress of all pupils in literacy skills and communication in Welsh.	April 16 - March 17	JR and MC s-t-s

Key milestones / Cerrig Milltir 2015-2018

	FP O5+	KS2 L4+	KS3 L5+	KS4 A*-C	KS4 FSM gap
14-15	91.6	90.6	88.2	64.5	30.4
15-16	93.9	91.1	91.4	79.1	32.7
16-17	-	90.2	93.4	84.9	15
17-18	-	92.1	95.3	86	17.1

Service Offer 2016 - 2017:

Service Area	CYMRAEG / WELSH

Summarise the main regional priorities for your service area:

- Continue to improve outcomes for and accelerate the progress of FSM learners and boys.
- Improve Foundation Phase performance particularly at LLC O6+.
- Improve overall performance, particularly at the expected level +1 at KS2.
- Improve KS3 performance at L5+ and L6+ so that schools perform above the median and that pupils have a sound skill platform entering KS4.
- Improve the accuracy and consistency of teacher assessment and improve outcomes in national tests so there is closer alignment between TA and test outcomes.
- Improve performance in Writing at the expected level and the expected level +1 in KS2 and KS3.
- Improve GCSE performance.

Programme offer	Expected outcomes	Delivery style	Link to need	LA offer
Focused support / Intervention Primary / Secondary	In house support for schools agreed with CAs. Action plan to be monitored through duration of support to evaluate impact of support.	Advisory	Increase the number of schools performing above the median Excellence in Teaching Excellence in leadership	All
Bespoke training Primary / Secondary	Bespoke literacy training to support schools with the implementation of their own school development plans. Following EAS delivered training a planning / book scrutiny / listening to learners exercise will be offered by the Welsh in Education team.	Advisory / s-t-s / direction to appropriate outside providers.	In response to individual SIPs Excellence in Teaching Excellence in leadership Challenging curriculum and supportive assessment.	All
Language / Literacy Coordinator meetings Primary / Secondary KS2/3	All delegates to be updated on local and national priorities. Information and resources shared with opportunities to share best practice.	Network	Improved literacy outcomes Excellence in leadership Challenging curriculum and supportive assessment Transition links	All
WM HT meetings Excellence in Leadership All SE Wales WM HTs	Improved strategic planning for the delivery of Welsh services in SE Wales (EAS and schools) Increased school-to-school support Updates on regional programmes to support language / literacy	Network	Improved literacy outcomes Excellence in leadership Challenging curriculum and supportive assessment Transition links	All

	An opportunity for HTs to share best practice on provision for and the monitoring of language / literacy			
Welsh literacy NQT programme (and literacy in Mathematics) Primary and Secondary KS2/3	NQTs engaged with this programme will: - be aware of best practice in the teaching and development of literacy skills across the curriculum - have the opportunity to observe best practice in a school / schools with a literacy and literacy in Mathematics focus for the activity - have the opportunity to reflect on and plan based on their experiences and to share experiences based on observed practice	4-day training programme - combined central / school-based delivery s-t-s Day 1 training and final day reflection held separately for primary and secondary practitioners. Observations based in another school in the region or cross-consortia	*'New Deal'* National priorities - literacy & numeracy Excellence in Teaching	All
Assessing Welsh / literacy Primary and Secondary KS2/3 & Foundation Phase 1 day for teachers in Y2 and Y3	Teachers engaged with this programme will: - develop a clear understanding of the demand of the NC levels with specific focus on the expected level +1 (Levels 5 and 6) with exemplification guidance form WG and from within the region - gain further understanding of standardisation and moderation practices and of the verification process - participate in regional standardisation and moderation exercises Improved accuracy of TA. Reduced number of contested profiles at cluster moderation.	3 day programme - central delivery for KS2 and 3 1-day moderation LLC for the FP	Improve outcomes, particularly at the expected level +1 and LLC Welsh O6+. Improved accuracy of TA. Reduced number of contested profiles at cluster moderation. Excellence in Teaching Challenging curriculum and supportive assessment.	All

Oracy training programme - *'Ar lafar'* Year 3 to 6	Teachers engaged with this programme will have: - improved capacity to plan for the delivery and practice of oracy skills - improved awareness of oral language teaching methodology including second language teaching strategies / games - improved assessment of oracy at the expected and expected level +1 - the opportunity to reflect on a whole school policy for oracy across the curriculum to influence their own planning The final day of the programme will be a day for practitioners to reflect on and share their own practice following the experience	5-day training programme - combined central / school-based delivery s-t-s	Improve literacy outcomes. Increased demand of the POS L4>5 Excellence in Teaching Challenging curriculum and supportive assessment	All
Y Darllenydd Dygn' / The All Round Reader Y2 - 4 and Y6 - 9	An introduction to the *Darllenydd Dygn* guidance document. This training draws on the expertise and experiences of numerous practitioners as they have faced the challenge to improve learners' reading skills and close the gap between the teacher assessment and national Reading Test results. The resource considers three main challenges for learners, namely, the text itself, the medium of the text and the conditions with which they have to cope in order to be able to respond to the text.	0.5-day overview training on the *Darllenydd Dygn* guidance document s-t-s	Improve TA and close the gap between TA and National Reading Test outcomes	All

	The training exemplifies a number of strategies found in the Literacy team's Top Ten Reading Responses resources and as well those which can be found in the Welsh team's *Ditectifs Darllen* resource			
Reading training programme: *'Darllen Deniadol''* Foundation Phase, primary and secondary KS2/3	Teachers engaged with this programme will have: - an up to date school perspective on the changes made to pedagogy and its impact on learning following the implementation of '*Y Darllenydd Dygn'* - an understanding of how to make the best use of available reading programmes and resources The final day of the programme will be a day for practitioners to reflect on and share their own practice following days 1 and 2 of the programme	3-day training programme - combined central / school-based delivery s-t-s	Improve TA and close the gap between TA and National Reading Test outcomes Excellence in Teaching Challenging Curriculum and supportive assessment	All
Writing programme - '*Gwreiddio Sgrifennu'*	Teachers engaged with this programme will have: - improved understanding of the writing process and the development of extended writing across the curriculum - an opprotunity to absorb best practice in developing extended writing shared by a number of schools in a writing conference - an opprotunity to observe best practice in writing within another school	4-day training programme - combined central / school-based delivery s-t-s	Improve outcomes in writing Excellence in Teaching Challenging curriculum and supportive assessment	All

	The final day of the programme will be a day for practitioners to reflect on and share their own practice following the programme			
Cyfathrebu'n Gyntaf (Communication Matters) for the Foundation Phase	School-led training on the updated *Cyfathrebu'n Gyntaf* programme for FP practitioners.	s2s	Improve LLC Welsh outcomes in the FP, particularly at O6+.	All
Llythrennedd mewn Mathemateg	Programme of support for literacy in Mathematics based on the work of the 2015-16 literacy in Mathematics group, led by linguistically capable experts of Mathematics from the secondary sector (Gwynllyw and Cwm Rhymni)	Network / s2s	Improved access to Mathematics and numerical reasoning through the development of literacy skills. Improved TA and the gap between TA and National Test outcomes closed. National priorities - Literacy and Numeracy	All
ALN	Programme of support / networking for the development of literacy with pupils with ALN inclusive of HTs, SENCo, LA representatives from Newport and Caerphilly	Network / s2s	Improve outcomes for vulnerable learners Challenging curriculum and supportive assessment Excellence in leadership	All
Secondary HODs / GCSE	Joint secondary HODs meetings with YGG and YGCRh Facilitation of HODs attendance at CSC secondary HODs meetings	Network Network with CSC HODs	Excellence in leadership Challenging curriculum and supportive assessment A rewarding qualifications framework	Caerphilly and Torfaen
GCSE	Facilitation of HODs attendance at CSC GCSE / PISA working parties	Network with CSC GCSE / PISA working parties	A rewarding qualifications framework	

Service Area	**Welsh Second Language**

SATISFACTORY progress has been made towards the 2015-2018 Business Plan because;

Key Stage 2:

Performance in Welsh second language at the expected level has improved by 2 points with performance above Wales by 5.9 points. Performance is above Wales in all LAs. Overall performance is above Wales for the third year. At L5+ performance has improved by 2 points and is above Wales by 7 points.

Across the region, the overall gap in performance of FSM and non-FSM pupils at the expected level has narrowed by 4 points. The rate of progress of FSM pupils is higher than the progress of non-FSM pupils. The overall gap widened at the expected level plus one with a lower rate of progress by FSM pupils by 2 points.

Key Stage 3:

Across the region performance has increased by 4.6 points and is in line with Wales. Performance has improved in all LAs. Performance has increased at a slightly higher rate than Wales.

At the expected plus one performance improved in all LAs and by 7.9 points overall. Overall performance is above Wales by 5.7points.

The overall gap in performance of FSM and non-FSM pupils at L5+ remains steady on 2014 at 25 points with an equal rate of progress by FSM and non-FSM pupils.

Girls' performance remains higher than boys' at KS2 and KS3. Writing is the weakest skill at KS2 and KS3.

Key Stage 4

Full course/Level 2 equivalent: Performance overall is 1.3 points below Wales but performance is above the Wales average in three of five LAs including Monmouthshire where 59% of the cohort have been entered for a full course examination in Welsh. Performance is below Wales in Blaenau Gwent and Caerphilly but there has been a significant increase in the numbers entered for full course in both LAs in recent years (currently 32 and 42% of the cohort entered for full course) with improvements seen in performance in Caerphilly year-on-year.

Short course: Overall performance in the short course improved on 2014 in Blaenau Gwent and Caerphilly but decreased in all other LAs. The numbers of pupils entered for examinations and the shift to full course entry has a bearing on outcomes as these vary year-on-year

SE Wales has a high proportion of pupils entered for qualifications in Welsh. 90% of the cohort have been entered in Monmouthshire, 89% in Torfaen, 86% in Newport, 78% in Caerphilly and 67% in Blaenau Gwent.

Drivers for the coming year

Overview of internal SER / data / WG Policy that will inform the detailed Service Area Plan

- WG Core data sets at KS3 (school and LA level) and additional EAS analyses.
- Estyn Chief HMI Report. LA and school inspection reports. National Categorisation information, information gained from moderation events and Welsh in Education Officer intelligence on schools. Low language skills of workforce (primary phase).
- Team analysis of school uptake of key courses / engagement in core network meetings.
- 'Successful Futures', 'Qualified for Life', 'New Deal', Pioneer schools.
- WMES / WESP.
- Self-improving regional strategy.

The following aspects will be priorities for 2016-2017 these will ensure that progress in this aspect of work demonstrates at least strong progress;

- Reduce the gender gap at L4 and L5 at KS2. Accelerate the rate of progress FSM pupils, and all vulnerable learners at KS2, particularly the expected level and at KS3.
- Improve performance in Writing at both KS2 and KS3.
- Reduce the number of Estyn recommendations. Reduce variation within and across schools.
- Increase the no. of schools performing above the median (KS3) and improve performance at KS4.
- Improve accuracy and consistency of TA. Reduce number of contested profiles through cluster moderation.

- Increase school-to-school working.

Key links within the EAS service teams / Local Authority Officers that will be required to deliver your service area

- Closing the gap champion: strengthen the quality of teaching in schools where performance and progress of FSM pupils is well below that of non-FSM pupils.
- CAs: identify excellent teaching, improve curriculum leadership in Welsh 2L and challenge the delivery of high quality assessment for learning, accurate teacher assessment and systems for monitoring the progress of all pupils.
- Excellence in Teaching and Excellence in Leadership lead and schools: to inform the development of the Excellence in Leadership framework and to identify expert teachers to be inducted into the Excellence in Teaching Framework. Embed the capture of learning from Pioneer schools in school-to-school programmes.
- English/Welsh Literacy teams: support schools in the teaching of writing (KS2 and 3).
- Work with the 21st C Learning team to support programmes of intervention, development and training for Welsh and narrowing the gap in attainment for FSM pupils.

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

Continue to accelerate the rate of progress FSM pupils at KS2, at the expected level particularly in Caerphilly, Newport and Torfaen and accelerate progress at the expected level +1 and at KS3 in all LAs. Focus on AFL strategies.

KS2: Reduce the gender gap at L4, particularly in Caerphilly and Torfaen and L5, particularly in Blaenau Gwent, Caerphilly and Newport.

Improve performance in Writing at KS2 in Blaenau Gwent, Caerphilly and Torfaen in particular and overall at KS3.

Increase the number of schools performing above the median at KS3 particularly in Caerphilly, Newport and Torfaen and improve performance at KS4 (full course - Caerphilly, short course - in all LAs). Increase engagement with HODs network and KS3/4 training - Newport, Torfaen and Blaenau Gwent.

Improve the accuracy and consistency of teacher assessment and moderation at KS2/3. All.

Torfaen - Secondary schools. Baseline review of standards and provision and support middle leaders and departments through a school-to-school approach utilising support from within the SE Wales region.

Newport - (Ranked 1st LA in Wales at KS2). Develop lead schools capable of sharing best practice with others. Trial school-to-school support.

Service Area: Welsh second language. (Area also responsible for **MFL** project).
Accountability: Elen Roberts

Priority / Blaenoriaeth:	**Desired outcomes / Deilliannau**

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

Priority Outcome 3: Improving standards of achievement in Welsh (Second Language)

Overarching targets
All learners (inc. FSM):

- To continue to raise standards in the primary phase with focus on FSM and boys' performance. Despite positive teacher assessment outcomes in Year 6 there is considerable work to be done to improve the language skills and provision for Welsh second language within and across schools to ensure continuity and progression (improve Estyn inspection outcomes).
- Raise standards of all learners in KS3 and KS4 including FSM and boys'.

National Priority - MFL
Improve the uptake of MFL at KS4.

	Expected level			Expected level + 1		
	Actual	Actual	Target	Actual	Actual	Target
ALL	2014	2015	2016	2014	2015	2016
KS2	77	82	83	23	26	26
KS3	77	81		31	39	
KS4	71	77.2				

	Expected level: FSM			Expected level + 1: FSM		
	Actual	Actual	Target	Actual	Actual	Target
ALL	2014	2015	2016	2014	2015	2016
KS2	63	68.5	69.2	12	13	14.3
KS3	57	61		12	17	
KS4	61	61				
Short	33	33				

	Expected level: FSM/ non-FSM gap			Expected level + 1: FSM / non-FSM gap		
	Actual	Actual	Target	Actual	Actual	Target
ALL	2014	2015	2016	2014	2015	2016
KS2	21	17.4	17.6	15	17	15.5
KS3	25	25		24	28	
KS4	18	18				
Short	26	26				

	Monitor uptake in MFL lead schools and the wider effect of school-to-school. Uptake targets as outlined in project plan.

Excellence in Teaching

- Improve outcomes for oracy, reading and particularly of writing across Key Stages.

Challenging Curriculum and supportive assessment

- Reduce the number of contested profiles through cluster moderation.

Excellence in Leadership

- Fewer Estyn recommendations to improve the development of Welsh skills and Developing Welsh outside the classroom. Reduce variation within and across schools.
- Ensure that identified schools have effective assessment practices and systems for monitoring and tracking progress in place.
- Work with Head teachers, subject leaders / Welsh second language coordinators / MFL lead network schools to share best practice and build capacity for school-to-school support. Increase number of best practice sharing events and increase school-to-school delivery from the 2015-16 baseline.

A rewarding qualifications framework

- Continue to prepare for the new Welsh second language GCSE specification and support schools in preparing for a new curriculum ensuring Developing Welsh / Bilingualism is embedded.
- Support secondary schools to ensure provision for Welsh at KS3 and KS4 is appropriate as changes are made to the GCSE specification for Welsh (full -2017, withdrawal of Short by 2018) and in line with the WG response to the One Language for All review / curriculum development. Curriculum plans are fit for purpose. Also for MFL.
- Set regional targets at KS3 and KS4 in line with 2017-18 target setting process.

Main activities / Prif weithgareddau	**When? / Pryd?**	**Who? Pwy**
Excellence in Teaching Provide central and bespoke language and methodology training for the primary phase that raises attainment and enables practitioners to effectively address national, regional, LA and school priorities. Training will build upon the development and integration of language skills and assessment of those skills and on the SOWs / resources developed by the Welsh in Education team in collaboration with schools to support the WG commissioned *Fflic a Fflac* and Y *Pod Antur* series' (EAS *Hwyl Dan Saith* and *Antur Anhygoel*). Training programmes will be monitored for impact.	April 16-March 17	Welsh in Education team
Continue to develop the EAS *Antur Anhygoel* teaching, learning and assessment support materials in collaboration with schools as the WG Y Pod Antur commissioned series enters upper Key Stage 2.	Delivery of *Antur Anhygoel*	

Best practice from schools within the consortia will be utilised to share best practice and grow meaningful school-to-school support in the primary and secondary phase given low language base of staff. Training in the secondary sector will predominantly become school-led with links with Welsh-medium (EIT programme). Wave model to be explored for secondary. Support and monitor impact of school-to-school working. Provide targeted support and intervention to a proportion of primary schools in each Local Authority, where there is sustained underperformance and/or where external evaluations of provision and leadership (including Estyn inspections) raise concerns. Review provision for and delivery of Welsh services to schools early in 16-17 academic year. Scope capacity for s-t-s.	*Porffor* resource Sept 16 April 16 onwards. Reviewed termly. Oct. 2016	ER, PL 'New Deal' (MC), 21C (JK) ER, PL and team Welsh team and CAs ER, SMT
Challenging Curriculum and supportive assessment Provide training on assessment for KS2 and KS3 practitioners Provide training and guidance on the national moderation materials and reporting on cluster moderation events. Support enhanced transition from KS2 to KS3 ensuring that curriculum plans and lesson plans set high expectations for all learners and include measures to accelerate the progress of FSM and ALN pupils in Y7 and Y8. Support schools with the move to a new curriculum	 Ongoing Summer 16 onwards	 ER and Welsh team s-t-s
Excellence in Leadership Work with CAs to improve the quality and impact of leadership for Welsh second language in identified schools where performance is consistently below the median (secondary) and in line with National Categorisation (and, for primary, Welsh in Education Officer intelligence on schools). Work with CAs to broker school-to-school support. Facilitate Language Coordinator and HODs networks (Welsh / MFL).	 April 16 - March 17	 ER, PCAs, Welsh team 'New Deal' (MC),
A rewarding qualifications framework Prepare for the implementation of the new GCSE Welsh second language specification (2017) and new MFL specification (2016). Capture the learning from Pioneer Schools (links with Welsh-medium) / schools with best practice in the delivery of Welsh second language / MFL at KS3 / KS4 GCSE and identify strengths in planning, provision and teaching. Develop SOWs and approaches to teaching across Key Stages that prepare pupils for the demands of the new GCSE PISA style questioning.	 Autumn 16 / Spring 17 with emerging Welsh Spec. Summer 16	 ER, 'New Deal' (MC), Welsh team and schools

Key milestones / Cerrig Milltir 2016-2019

	KS2 L4+
14-15	82
15-16	83
16-17	82
17-18	83

Performance at KS3 and KS4 to be at least in line with national outcomes and demonstrate improvement year-on-year.
Capture of target setting for Welsh Second Language at KS3 and 4 to be addressed.
KS3 - improved benchmark performance.

Service Offer 2016 - 2017:

Service Area	**WELSH SECOND LANGUAGE**			
Summarise the main regional priorities for your service area; Reduce the gender gap at L4 and L5 in KS2. Accelerate the rate of progress FSM pupils at KS2, particularly the expected level and at KS3. Improve performance in Writing at both KS2 and KS3. Reduce the number of Estyn recommendations. Reduce variation within and across schools. Increase the number of schools performing above the median at KS3 and improve performance at KS4. Improve the accuracy and consistency of teacher assessment. Reduce the number of contested profiles through cluster moderation. Increase school-to-school working.				
Programme offer	**Expected outcomes**	**Delivery style**	**Link to need**	**LA offer**
		PRIMARY		
Welsh in Education Officer support and intervention Primary	In house support <u>for a proportion of schools in each LA agreed with CAs</u>. Action plan to be monitored through duration of support to evaluate impact of support.	Advisory	Raise language and methodology skills of practitioners to build capacity for the provision and delivery of Welsh second language Reduce Estyn recommendations Reduce variation within and across schools. Excellence in Teaching	<u>A proportion of schools in each LA</u>
School-to-school support Primary	Utilising the support of the 15 schools engaged in the 2015-16 pilot programme as centres of best practice Feedback from HTs involved	s-t-s	Raise language and methodology skills of practitioners to build capacity for the provision and delivery of Welsh second language 'New Deal' Excellence in Teaching Excellence in leadership	All
Twilight best practice sharing events.	Schools to deliver informal best practice events. Delegates to commit to act following events.	s-t-s		
Bespoke training Primary	Bespoke language / methodology training to support schools with the implementation of their own school development plans.	Advisory	In response to individual SIPs Improve outcomes and reduce Estyn recommendations Excellence in Teaching	All

	Following training a planning / book scrutiny / listening to learners exercise will be offered by the Welsh in Education team.		Excellence in leadership Challenging curriculum and supportive assessment	
Excellence in leadership of Welsh Second Language				
Excellence in leadership of Welsh second language - Head teachers	Brokered visit to a successful school supported by a Welsh in Education Officer	1 days	Reduce Estyn recommendations Excellence in leadership	All
Welsh second language Coordinator meetings	All delegates to be updated on local and national priorities. Training on emerging initiatives by Welsh in Education Officers. Information and resources shared with opportunities to share best practice. Raised performance across the Key Stages and reduced variation- July 2016	Network	Reduce Estyn recommendations Excellence in leadership Challenging curriculum and supportive assessment	All
What good looks like for new Welsh second language subject leaders	Subject leaders lead, advise & monitor standards and provision in their schools successfully Raised performance across the Key Stages and reduced variation- July 2016	2.5 days Including 0.5 days for practitioners to return and share progress and development following commitment to act.	Reduce Estyn recommendations Improve outcomes for all learners including FSM/ALN/MAT Excellence in leadership Donaldson	All
'Developing Welsh' (Bilingualism) in my schools for Welsh second language subject leaders	Subject leaders plan, lead and monitor strategies and opportunities for learners to use Welsh in a range of situations within and beyond their Welsh lessons	1.5 days Including 0.5 days for practitioners to return and reflect on their own practice and share progress following commitment to act.	Reduce Estyn recommendations for the use of Welsh around the school Excellence in leadership Donaldson	All
Central training for Assessment:				
Assessment for Welsh second Coordinators	Teachers engaged with these programmes will:	2 days	Reduce the number of contested profiles through cluster moderation.	All

Assessment in the Foundation Phase Assessment for Y3 and 4 Moving L4-5 for Y5 and 6	- develop a clear understanding of the demand of the NC levels appropriate for age and stage - building a standardised portfolio of work - gain further understanding of standardisation and moderation practices and of the verification process - exemplification guidance form WG and from within the region - participate in regional standardisation and moderation exercises Following training a book scrutiny / listening to learners exercise will be offered by the Welsh in Education team.	1.5 days 1 day 1.5 days Including 0.5 days for practitioners to return and reflect on their own practice and share progress following commitment to act on two of the training sessions.	Develop continuity and progression in assessment practice throughout the primary phase. Tendency to focus on teaching the full NC Range and skills and plan for assessment in Y6 only. Improve assessment for and of learning to raise standards of FSM/ALN and MAT pupils. Excellence in leadership Challenging curriculum and supportive assessment	
Central training - KS2 - Skill Specific				
Successful steps to writing in Key Stage 2	Teachers engaged with this programme will have: - improved understanding of the writing process and the development of extended writing - assessment for learning strategies - an opportunity to see best practice in developing extended writing Following training a book scrutiny exercise will be offered by the Welsh in Education team.	1.5 days Including 0.5 days for practitioners to return and reflect on their own practice and share work developed following commitment to act	Underperformance in writing (12 points below oracy). Improve AFL of writing to improve outcomes for FSM/ALN and MAT learners. Excellence in Teaching Challenging curriculum and supportive assessment.	All
Ready for Reading Key Stage 2	Teachers engaged with this programme will have: - improved understanding of the expectations and appropriate reading resources available	1.5 days Including 0.5 days for practitioners to return and reflect on their own practice and share work	HMI Chief Inspector's Annual Estyn report / LA reports Underperformance in reading (8 points below oracy) Excellence in Teaching	All

	- improved understanding of the reading process and strategies to develop understanding of and response to texts - assessment for learning strategies - an opportunity to see best practice in reading skills Following training a listening to learners / book scrutiny exercise will be offered by the Welsh in Education team.	developed following commitment to act	Challenging curriculum and supportive assessment	
Improve your reading skills Y3 and 4	To enhance teachers' reading skills and confidence in reading and discussing texts with pupils. Use of appropriate texts Pronunciation	1 day	HMI Chief Inspector's Annual Estyn report (Reading) / LA reports Underperformance in reading (8 points below Oracy)	All
Transition from FP to KS2 - Year 3				
Y3 Methodology EAS *Antur Anhygoel Oren scheme and resources*	Teachers engaged with this programme will: - have a clear understanding and practical knowledge of the EAS *Antur Anhygoel Oren* scheme and resources - be able to use a range of language learning methods and resources developed specifically to interest, stimulate and challenge all learners to achieve highly - be able to develop learners' Welsh Speaking & Listening, Reading and Writing skills to the appropriate level - be able to use AFL strategies effectively in Welsh	1.5 days Including 0.5 days for practitioners to return and reflect on their own practice and share work developed following commitment to act	Excellence in Teaching Challenging curriculum and supportive assessment Improved assessment and teaching of the range and skills in Year 3 Successful implementation of the WG directed resource, *Y Pod Antur Cymraeg* 1. To ensure that non-speakers of Welsh have access to and are able to deliver the programme in their schools.	All
Continuity and progression - Year 3-4				
Antur Anhygoel Porffor scheme and resources	- Improved provision and standards and enjoyment in learning in Year 4	New resource developed by the	Improved assessment and teaching of the range and skills in Year 4.	All

	- Increased use of Welsh both inside and outside the classroom	Welsh in Education team - Sept 16	Successful implementation of the WG directed resource, *Y Pod Antur Cymraeg 2.* Improved continuity and progression. Excellence in Teaching Challenging curriculum and supportive assessment	
Y4 methodology EAS *Antur Anhygoel Porffor* scheme and resources	Teachers engaged with this programme will: - have a clear understanding and practical knowledge of the EAS *Antur Anhygoel Porffor* scheme and resources - be able to use a range of language learning methods and resources developed specifically to interest, stimulate and challenge all learners to achieve highly - be able to develop learners' Welsh Speaking & Listening, Reading and Writing skills to the appropriate level - be able to use AFL strategies effectively in Welsh	1.5 days Including 0.5 days for practitioners to return and reflect on their own practice and share work developed following commitment to act		All
Foundation Phase				
Year 1 and 2 methodology EAS *Hwyl Dan Saith* scheme and resources	Teachers engaged with this programme will: - plan effectively through focused, enhanced and continuous provision to develop learners' Welsh Speaking & Listening, Reading and Writing skills to the appropriate level - use a range of language learning methods and resources developed specifically to interest, stimulate and challenge all learners - use AFL strategies effectively in Welsh - develop the use of Welsh in all areas of learning	1.5 days Including 0.5 days for practitioners to return and reflect on their own practice and share work developed following commitment to act	Excellence in Teaching Challenging curriculum and supportive assessment Improved assessment and teaching of the Range in Y1 and 2 Successful implementation of the WG directed resource, *Fflic a Fflac*	All

PRIMARY LANGUAGE				
Foundation Phase				
Everyday Welsh inside and outside the classroom - FP	Improved language skills to enable teachers and TAs to deliver Welsh language skills to the appropriate level. All training based on the WG directed resources: Fflic a Fflac (EAS: *Hwyl Dan Saith SOW*)	2 days	Low level language skills to be able to deliver the curriculum. Reduce Estyn recommendations	All
Nursery and Reception		1 day		
Y1		1 day		
Y2		2 days		
KS2				
Everyday Welsh inside and outside the classroom - KS2	Improved language skills to enable teachers and TAs to deliver Welsh language skills to the appropriate level. All training based on the WG directed resources: Y Pod Antur Cymraeg (EAS: *Antur Anhygoel SOW*)	2 days	Low level language skills to be able to deliver the curriculum Reduce Estyn recommendations	All
KS2 Past Tense Y3 and Y4 / Y5 and Y6		1 day		
KS2 Third person Y3 and Y4 / Y5 and Y6		2 days		
Y3 *Antur Anhygoel 1*		2 days		
Y4 *Antur Anhygoel 2*		2 days		
Y5 Language		3 days		
Y6 Language		3 days		
Intensive language training				
Part 1- 6 language training programme series.	Improved language skills to enable teachers and TAs to deliver Welsh language skills to the appropriate level.	All parts 2 days.	Low level language skills to be able to deliver the curriculum Reduce Estyn recommendations.	All
Stakeholders				
Head teachers	Improved language skills to ensure that Welsh is given an audible place in all areas of school life and any public events such as governor meetings, school concerts	0.5 day	New Welsh Language Measures (2015)	All
School administrative officers	Improved language skills to use a Welsh greeting when answering the phone, greeting visitors	0.5 day	New Welsh Language Measures (2015)	All

School governors	Improved language skills to use Welsh with teachers and pupils	2 hours	New Welsh Language Measures (2015)	All

SECONDARY				
Welsh second language Heads of Department meetings Secondary	All delegates to be updated on local and national priorities. Information and resources shared with opportunities to share best practice. Raised performance across the Key Stages and reduced variation- July 2016	Network	Reduce the number of schools performing below the median at KS3 Excellence in leadership Challenging curriculum and supportive assessment.	All
Bespoke support	Support meeting with Welsh team at the request of CAs and schools.	Advisory	Review of provision / plan support.	All
EIT in Welsh second language	An opportunity for delegates to receive training and observe practice in Welsh second language through the EIT programme.	s-t-s	Reduce the number of schools performing below the median at KS3 Excellence in Teaching Challenging curriculum and supportive assessment.	All
EIT Workshop Programme	An opportunity for delegates to access the eiT Workshop Programme through the medium of Welsh.	s-t-s Cwm Rhymni		
Brokered visits to schools to observe good practice / work with skilled practitioners Strengths / areas for development audit	Support for practitioners on the broad themes of: Planning and self-evaluation Teaching and learning MAT Assessment GCSE A-Level Bilingualism Use of ICT in Welsh second language	s-t-s	Excellence in Leadership Excellence in Teaching Challenging curriculum and supportive assessment.	All
Best practice in primary / secondary cluster transition	Leading cluster initiatives in Welsh second language and securing continuity and progression from KS2 through planning and a shared	s-t-s	Excellence in Teaching Challenging curriculum and supportive assessment.	All

	understanding of the assessment process.			
Assessment at KS3	Successful planning for assessment and making secure judgements at KS3.	s-t-s	Excellence in Teaching Challenging curriculum and supportive assessment.	All
Successful planning for and assessment of GCSE Controlled Assessments and preparing students for the formal GCSE written paper.	Improved accuracy of assessment and appropriate preparation of students for the GCSE Controlled Assessment tasks.	s-t-s 2-3 days	Improved GCSE performance at KS4. Target C/D borderline.	All
Developing Welsh across the school	Strategies developed to improve the visibility and audibility of Welsh in daily school life.	s-t-s	Estyn HMI report - opportunities for the use of Welsh across the school.	All
ICT in Welsh second language teaching	Improved motivation to improve boys' performance and improve digital literacy skills through Welsh second language.	s-t-s	Improved motivation to improve boys' performance and improve digital literacy skills through Welsh second language.	All
NQT training	Support for NQTs and non-specialist teachers of Welsh with focus on KS3 planning and assessment and GCSE expectations and assessment.	2.5 days Training + observation visit	'New Deal' Excellence in Teaching Challenging curriculum and supportive assessment	All
PRU Network meetings	All delegates to receive training on appropriate methodology, support with language development planning and delivery and national priorities. Information and resources shared with opportunities to share best practice.	Network	Excellence in Teaching Challenging curriculum and supportive assessment.	All

Service Area Business Plan 2016 - 2017:
Progress 2015-16 and key drivers for the Coming Year

Service Area	CAs

SATISFACTORY progress has been made towards the 2015-2018 Business Plan because;

- TA outcomes at the end of FP and KS2 are good.
- TA outcomes at the end of KS3 and performance at the end of KS4 are adequate.
- Whilst the performance of FSM pupils has increased across the region, the gap remains too wide.13 secondary schools have FSM L2+ performance above the 3-year rolling national average (30%).
- There is still a significant gap between TA and test results in FP and KS2 in the majority of LAs, particularly in Mathematics. This gap is less pronounced in Y9, but overall performance in tests and TA at the end of KS3 does not provide a sufficiently strong foundation for GCSE.
- The SEWC Intervention Framework demonstrates increased autonomy for green schools. A bespoke support programme is in place for all schools, with differentiated CA support.
- National Categorisation was completed within timescales. The region has 7 exceptions that override the grid. 1 school is a rare exception (3A Green) and the other 6 schools have been categorised based on the need for increased support. The number of red and amber primary schools across the region have decreased from 59 schools (30%) to 36 (19%). There is no direct correlation between TA outcomes and the overall support category. Of the 82 primary schools (41%) that were 1 for step 1, only 52 (26%) are green. However, 24 secondary schools (65%) still require amber or red support.
- Where schools are placed in an Estyn follow-up category, many primary schools make good progress. During 2014-2015, 63% of primary schools were judged to be good or better. In the secondary phase, the rate of progress of schools is variable. Although no secondary schools inspected in this period were judged to be unsatisfactory, 80% were judged to be adequate.
- Improved robust QA processes have ensured improved consistency in CA judgements and any inconsistencies are known. Nearly all Head teachers who completed the school survey identify that their CA knows their school well and provides appropriate support and challenge.
- Revised protocols ensure that in most schools, LA judgements for pre-inspection commentaries are well matched to Estyn inspection outcomes. Where they are not, the differences are minimal.
- All schools submitted progress towards targets data, however, the reliability of information submitted for KS4 was variable when compared to outcomes. The role of the CA was not always effective. There are now clear protocols and a stronger alignment in the target setting process between the CA and BIS teams.
- The service has provided guidance and training for all schools in effective school development planning and self-evaluation. Although not yet fully embedded, MySID is an additional tool, supporting schools to meet statutory requirements, including compliance of grant funding. Many Head teachers agreed that the quality of support received from CAs enabled them to complete grant plans. A minority of schools (54) have used the MySID facility to complete 3-year SDPs. Many of the primary plans are at least of a good quality. Across the secondary phase the plans and processes are variable with many being adequate.
- Pupil level data is used well by most CAs to scrutinise pupil performance at school level and support schools' setting of targets, evidenced through the school perception survey. There have been improved levels of QA and accountability between the CA and BIS teams by holding joint 2016 target moderation meetings to discuss and challenge where necessary every individual secondary school's targets.

Drivers for the coming year

Overview of internal SER / data / WG Policy that will inform the detailed Service Area Plan

- Whilst improvements in boys' performance are evident, this is not fast enough to reduce gender gaps.
- Whilst the performance of FSM pupils has improved across the region, the gap remains too wide.
- The performance of LAC learners has improved in primary schools, but remains below all pupils. The gap widens in secondary schools and their progress and overall performance remains too low.
- There remains a gap between TA and test results in FP and KS2 in the majority of LAs. Performance in tests and TA at the end of KS3 does not provide a sufficiently strong foundation for GCSE.
- 24 secondary schools (65%) require amber/red support. Too many secondary schools are in Estyn follow-up categories. The rate of progress of secondary schools in statutory categories is variable.
- Progress at L2+ in many secondary schools is still too slow and remains variable. The percentage of learners achieving 5 A*-A grades fell from 15.3% in 2014 to 8.9% in 2015.
- Attendance across the 5 LAs is variable with 3 out of the 5 LAs (BG, Caerphilly and Newport) ranked below 18. Newport is ranked 21st for Primary attendance and Caerphilly is ranked 22nd for secondary attendance.
- Although variance in CA work has reduced, greater consistency across the region remains a priority.

- There have been limited opportunities for PCAs to work regionally to improve consistency in practice.
- A minority of CAs need to scrutinise and challenge targets more robustly using available data.
- Strengthening the monitoring of progress in underperforming amber schools has been improved, through the introduction of EIBs. Early indications are proving positive.
- Capturing and sharing good practice within and across schools is limited.
- WG: 'Qualified for Life', 'Successful Futures', 'New Deal', Pioneer Schools.

The following aspects will be priorities for 2016-2017 these will ensure that progress in this aspect of work demonstrates at least strong progress;

- Improve outcomes at KS4 and reduce variance between schools and between LAs. Continue to improve outcomes for FSM learners, particularly at KS4.
- Improve standards of achievement in English, Welsh and Mathematics for all learners.
- Improve the accuracy and consistency of TA and improve outcomes in national tests.
- Improve attendance in identified LAs (BG, Newport and Caerphilly).
- Strengthen the links between CAs and BIS when challenging and supporting schools to improve.
- Embed QA programmes, PDRs and training programmes for CAs.
- Strengthen the quality of support and challenge for target setting and tracking of pupils' progress.
- Support and challenge the quality and impact of middle leadership and the quality of teaching in schools.
- Reduce the number of secondary schools being placed in Estyn statutory categories.
- Improve the support and challenge for self-evaluation and school development planning.
- Embed the termly programme of Local Authority specific development sessions with governors.
- Further strengthen the integration of the SCC programme into regional working.
- Embed the value for money diagnostic system.
- Improve the effective use of intelligence and data to improve outcomes for vulnerable learners.
- Strengthen links with CA teams in the other consortia.
- Provide effective, relevant CPD opportunities for all CAs.

Key links within the EAS service teams / LA Officers that will be required to deliver your service area:

- AD BIS: Joint working; Implementation school-to-school model; Pioneer and 'New Deal' Schools.
- Literacy / Numeracy / Welsh BIS team - Target setting, progress towards targets.
- CTG Champion - Effective school development planning - PDG grant spend.
- 21st Century Learning Lead - MySID Development / review.
- Learning Intelligence: Effective use of data to challenge and support schools.
- Governor Support: CA Training, PCA termly meetings, utilising the expertise of consultant governors.

Local Authority Officers

- Wider Group meetings in all LAs: ALN, EWS, Finance, HR, H&S, Safeguarding etc.
- Director / CEO and or Assistant Director / Deputy CEO: LA QA, Intervention panel meetings, EIBs.
- ALN Officers: Termly meetings with PCAs, EIB meetings (where appropriate).
- Community First Officers (as appropriate) to support effective PDG spend. Families First officers.

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

Blaenau Gwent: Improve the performance of FSM learners and Non-FSM learners; Continue to improve performance at the expected level +1 and L2+.

Caerphilly Improve the performance of FSM learners, particularly at KS4. Improve performance in L2+.

Newport: Improve KS3 outcomes. Improve the gender gap at the expected level +1 in FP and KS2; Continue to close the gap in performance at KS4 for the L2+. Improve the performance of girls at KS4. Improve performance in L2 Mathematics and English.

Monmouth: Continue to imprve the performance of FSM learners in all Key Stages; Continue to improve performance in L2+ and CSI at KS4; Improve performance at the higher level across all Key Stages, particulalry A*-A at KS4.

Torfaen: Continue to improve the performance of FSM learners particularly at KS4; Continue to improve performance at the expected level +1 - FP, KS2, KS3. Continue to improve performance in L2+. Continue to improve performance in National Test outcomes across all phases.

Service Area Business Plan 2016 - 2017: Short term overview

Service Area: Challenge Advisers (Key Accountability - Kirsty Bevan)	
Priority / Blaenoriaeth:	**Desired Outcomes / Deilliannau**
Priority Outcome 1: Accelerating the progress of learners who face the challenge of poverty **Priority Outcome 2, 3 and 4:** (2) Improving standards of achievement in English (and literacy) or (3) Welsh (and literacy) or (4) Mathematics (and numeracy) and / or any additional wider service priorities from the Business Plan	**Excellence in Teaching** • Improve categorisation at step 3 in primary from 19% amber/red schools to <15%. • Improve categorisation at step 3 in secondary from 67% amber/red schools to <50%. • All yellow, amber and red schools will make at least strong progress against the bespoke actions within support plans. • Reduce the number of secondary schools placed in Estyn follow-up categories. Improve primary Estyn outcomes so that no more than 25% of schools are judged to be adequate or below. Improve secondary Estyn outcomes so that no more than 50% of schools are judged to be adequate or below. • Nearly all CA evaluations of schools will correlate with Estyn inspection outcomes. • Maintain good standards in FP and KS2 with at least 88% of pupils achieving the FPI and CSI. Improve outcomes for FSM learners with >77% of pupils achieving the FPI and CSI, reducing the gap by at least 1%. Continue to improve standards at O6 with > 37% of pupils achieving English O6 (>20% FSM), >32% achieving Welsh O6 (>13% FSM) and >35% of pupils achieving Mathematics O6 (>20% FSM). Continue to improve standards at L5 with >43% of pupils achieving English L5 (>24% FSM), >35% of pupils achieving Welsh L5 (>15% FSM) and >43% achieving Mathematics L5 (>23% FSM). • Improve standards in KS3 with >83% achieving the CSI. Improve outcomes for FSM learners in KS3 with >60% achieving the CSI reducing the gap in performance by at least 5%. Improve outcomes in KS3 L6 with >54% of pupils achieving English and Welsh L6 (>32% FSM) and >58% achieving Mathematics L6 (>35% FSM), reducing gender gaps by at least 3%. • Improve the outcomes, particularly at KS4. > 56% of pupils will achieve the L2+. >32% of FSM learners will achieve the L2+ in 2015-2016, closing the gap by at least 3%. Increase the number of schools above the WG measure for FSM performance (32% for 2015-2016) from 64% to less than 50%.
	Challenging Curriculum and supportive assessment • Reduce the number of contested profiles through cluster moderation. • Increased accuracy of TA and correlation to National Test outcomes. • Increased accuracy of progress towards targets versus outcomes data, particularly in the secondary phase. No more than 15% of schools will have a discrepancy of >5% points and <10% points between outcomes and target at L2+.
	Excellence in Leadership • Improve Step 2 primary categorisations, from 17% of schools C or D, to >15%. Improve step 2 secondary categorisation, from 58% of schools C or D, to >50%. • Improve primary Estyn inspection outcomes so that no more than 25% of schools are judged to be adequate or below. Improve secondary Estyn inspection outcomes so that no more than 50% of schools are judged to be adequate or below. • Improve attendance in identified LAs, demonstrating higher ranking positions. • All schools will have SDPs that are at least good or better. • Consultant governors are used well to support the work of the governing body in underperforming schools, resulting in improved categorisation.
	A rewarding qualifications framework • A clear regional understanding of school-to-school work which impacts on standards. • All secondary schools are equipped to deliver the new curriculum requirements. • Case studies on effective practice across the curriculum (literacy, numeracy, Welsh and closing the gap) support and improve underperforming schools.

Main activities / Prif weithgaredd	**When? / Pryd?**	**Who?**

Excellence in Teaching • Implement criterion-driven and evidence-based National Categorisation, providing relevant update training to all stakeholders. • Implement and evaluate the impact of the SEWC Intervention Framework, ensuring bespoke programmes for all yellow, amber and red schools. • Ensure that CAs make effective use of Learning Intelligence 'Dashboards' to develop knowledge of schools, LAs and the region so that support is tailored and effective. • Implement and evaluate the impact of the EIB protocol. • Review the impact of the 'Growing Green and Aiming for Excellence' programme. Provide training for new green schools and allocate triads. Plan for the cascading of this approach. • Embed training/ coaching and QA processes to ensure all CAs are effective and reduce variance. Secure consistency in the quality of CAs' written evaluations. • Work with the PDG champion to identify schools where the gap between FSM/ Non-FSM pupils is the greatest and/ or has not improved over 3 years. Identify the best performing schools, broker support, monitoring progress and impact. • Ensure bespoke support for NQTs embeds effective curriculum planning and accelerates the progress of FSM learners.	April 2016 - March 2017	PCAS CAs
Challenging Curriculum and supportive assessment • PDG Champion and CAs to identify subject areas and aspects of learning where progress of FSM pupils is a concern and ensure that work is commissioned to improve the quality of teaching and learning. • CAs to receive appropriate curriculum update from BIS team members. • Improve the accuracy and rigour in target setting and progress towards targets. • Attend identified cluster moderation events to secure greater accuracy of TA.	April 2016 - March 2017	PCAS CAs
Excellence in Leadership • For red/amber non-SCC secondary schools, a clear programme of non-negotiable activity will be detailed within support and intervention plans to secure rapid improvement in key areas such as target setting and the tracking of pupils' progress, curriculum and qualifications changes and progress towards Estyn recommendations. • Provide training for schools on effective self-evaluation and School Development Planning, with a focus on narrowing the gap. Further develop the use of MySID. Support and monitor the effectiveness of Education Improvement Grant (EIG) and PDG spend. • Work with LAs and leaders in schools to improve the leadership and management of attendance in identified schools, sharing good practice through a school-to-school model and CA monitoring of impact. Strengthen links with attendance officers in LAs to engage FSM learners and families and disseminate information to CAs. • Intervene strategically in schools where in-school variation between English / Welsh and Mathematics is impacting on the L2+. • Support the development of middle leadership in non-SCC secondary schools, implementing and monitoring the EAS middle leadership programme. • Complete leadership reviews in identified red and amber schools in Estyn categories, to review progress against recommendations. • Embed the termly LA specific development sessions with governors. • Work with Governor Support to produce online training materials for governors. • Work with Governor Support to identify and use effective consultant governors. • Further develop the work streams with other regions as agreed in the cross - region action plan to include: the development of a national training programme for CAs; joint training events with CSC - Closing the Gap. • Continue to improve the clarity and effectiveness of working arrangements with SCCAs and plan for hand over from the programme.	April 2016 - March 2017	PCAS CAs
A rewarding qualifications framework • Signpost identified schools to appropriate EAS teaching programmes. • Implement the SEWC Best Practice Case Study protocol to enable CAs to identify good practice case studies that have impacted on provision/outcomes, focusing on FSM performance. CAs will utilise the leadership time bank with schools.	April 2016 - March 2017	PCAS CAs

- Ensure that Pioneer Schools and Lead Creative Schools have robust outreach plans and address any concerns about their capacity to deliver.
- Fully implement and evaluate the Valleys' Project in conjunction with CSC.

Key milestones / Cerrig Milltir 2016-2019

Key Stage 4 All Pupils				
	2015 Actual	2016 Target	2017 Target	2018 Target
L2 inclusive	54.7	59.5	63.4	64.3
L2	81.7	82.5	82.7	82.8
L1	95.3	94.9	96.0	96.4
CSI	50.6	58.2	60.9	61.6
English A*-C	65.4	68.1	70.7	71.6
Welsh (1st) A*-C	65.4	79.1	84.9	86.0
Math A*-C	62.0	65.7	69.4	69.4
Science L2	82.9	81.2	76.9	72.9

Key Stage 4 FSM Pupils				
	2015 Actual	2016 Target	2017 Target	2018 Target
L2 inclusive	28.7	37.3	41.5	44.7
L2	62.8	65.1	64.5	66.8
L1	88.2	87.3	88.5	91.0
CSI	25.5	34.8	39.1	41.8
English A*-C	40.9	47.5	49.1	52.7
Welsh (1st) A*-C	38.1	46.3	64.1	71.7
Math A*-C	37.7	44.4	47.9	49.8
Science L2	71.0	66.6	57.8	54.9

Regional targets for all Key Stages detailed within the EAS Business Plan.

Service Area Business Plan 2016 - 2017:
Progress 2015-16 and key drivers for the Coming Year

Service Area	Foundation Phase

SATISFACTORY progress has been made towards the 2015-2018 Business Plan because;

- FPI declined by 0.2% overall. Performance remains above the Wales average by 1%. Three Local Authorities improved performance from the previous year. Slight decline in Blaenau Gwent with a more significant, but expected decline in Torfaen.
- Performance at O5+ in both LLC English and MD declined slightly. LLC target was missed by 1%. However, performance across the region for LLC is 2% above the Wales average (88) and 1% above 89.7 for MD.
- At O6 all LAs except Torfaen improved on 2014 outcomes.
- The performance of FSM pupils at O5+ declined slightly across the region, approximately in line with their peers nationally. Performance at O6+ improved. The gap between FSM and non-FSM pupils reduced slightly.
- Across the region, girls' performance remains higher than boys' for all areas of learning at O5. The gender gap reduced slightly in 2015 at a similar rate to that nationally. The FPI gender gap remains less that across Wales as a whole.
- 15 Non-maintained Settings (NMS) inspected 15/16. 93% achieved two overall judgements of Good. Two settings piloted joint CSSIW/Estyn framework - 1 setting Estyn monitoring, awaiting publication of 2nd.

Drivers for the coming year

Overview of internal SER / data / WG Policy that will inform the detailed Service Area Plan

- AWCDS, school profiles and additional analysis including FP school/setting survey.
- National Categorisation, CA requests, LA and school/setting inspection reports.
- National agenda FP Profile statutory September 2015 - moderation and training required.
- 'Qualified for Life': Curriculum for Wales, a curriculum for life;
- Estyn Annual Report 2014-15 and Estyn remit report 'The role of advisory teachers for NMS'.
- Team analysis of school/setting course take up / engagement in core network meetings/survey.
- Liaison with Pioneer schools - moving towards the emerging curriculum.
- Self-improving regional strategy

The following aspects will be priorities for 2016-2017 these will ensure that progress in this aspect of work demonstrates at least strong progress;

- Ensure rigorous and consistent baseline assessment - Improve accuracy of TA end of FP - link with English/Welsh/numeracy teams. Improve the alignment between TA and test data particularly the expected level +1.
- Accelerate the progress of FSM pupils in all LAs - link with CAs, CTG lead and English /Welsh /numeracy teams to draw on best practice.
- Improve outcomes for all learners including SEN/MAT/EAL- liaise with BIS/CA teams to identify schools with good outcomes for all learners in order to share good practice.
- Strengthen middle leadership skills of FP leaders with a focus on data analysis and monitoring provision to ensure FP practice impacts on standards of achievement.
- Ensure 10% link teachers support through modelled lessons as well as documentation.
- Work closely with Flying Start (FS), NMS and schools to ensure smooth transition and high quality workforce.

Key links within the EAS service teams / Local Authority Officers that will be required to deliver your service area

- Link with literacy team to secure accurate teacher assessment in FP - using Foundation Phase Profile (FPP) as baseline and end of phase FP Outcomes in year 2. Increase consistency across LAs.
- Work closely with CTG Champion working in FP schools highlighting best practice in family engagement e.g. *FACE, Family Learning Signature, Pori Drwy Stori.*
- Liaise with numeracy team on planned projects in Year 2 linking effective FP pedagogy /reasoning in Mathematics (Monmouthshire, Newport and Torfaen).
- Liaise with Welsh team to identify schools to support 'Communication Matters' (Cymraeg) as school-to-school network.

- Work closely with LA Early Years'/Flying Start officers, SEN advisory teams, and COMIT team to ensure smooth transition and/or early identification of children at risk of underachievement.
- Liaise with LA officers to monitor impact of the Early Years Pupil Deprivation Grant (EYPDG) on standards of teaching and learning.

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

Increase practice worth sharing (PWS) events across LAs to include more schools from the west. The work of the team this year will be to identify schools to host best practice in Foundation Phase on school sites to enable more collaborative learning through self-sustaining schools approach.

Blaenau Gwent: Establish Early Educators (EE) group. Improve Foundation Phase practice particularly early years through increased uptake of training and greater use of leaders to support others.

Caerphilly: Establish Early Educators group. Identify schools with PWS. Link with 'Family Signature Pilot' - improving outcomes for FSM. Improve Foundation Phase practice particularly early years through increased uptake of training and greater use of leaders to support others. Improve attendance of NMS to Foundation Phase training.

Monmouthshire: Continue to focus on MAT provision and outdoor learning to raise standards and embed EE for school-to-school sharing. **Newport:** Link with 'Family Signature Pilot' - improving outcomes for FSM. Extend EE into school-to-school support to share practice in other LAs.

Torfaen: Establish nursery Early Educators group, and continue improve Foundation Phase course attendance - particularly early years.

WM schools - Arrange separate WM Foundation Phase leader network meetings. Set up school-to-school good practice sharing in liaison with Welsh team.

Service Area Business Plan 2016 - 2017: Short term overview

Service Area: Foundation Phase
Accountability: Gaynor Brimble

Priority / Blaenoriaeth: Desired Outcomes / Deilliannau

	Expected level		Expected level +1	
ALL	**2015 Actual**	**2016 Target**	**2015 Actual**	**2016 Target**
FPI	88	88.9	-	-
LLC (E)	90	90.5	36.3	39.0
LLC (W)	91.6	93.9	32.0	33.7
MD	90.7	91.5	34.7	37.5
PSWBCD	95.6	94.7	56.5	56.3

	FSM Expected level		FSM Expected level +1	
ALL	**2015 Actual**	**2016 Target**	**2015 Actual**	**2016 Target**
FPI	76.8	78.3	-	-
LLC (E)	80.2	81.1	19.3	22.8
LLC (W)	83.3	87.6	20.6	13.5
MD	81.7	82.5	18.0	22.5
PSWBCD	90.6	89.7	35.9	36.7

	Expected level FSM/non-FSM gap		Expected level +1 FSM/non-FSM gap	
ALL	**2015 Actual**	**2016 Target**	**2015 Actual**	**2016 Target**
FPI	14.3	13.2	-	-
LLC (E)	12.6	11.8	21.5	20.4
LLC (W)	9.7	7.3	13.5	23.4
MD	11.4	11.2	21.1	18.7
PSWBCD	6.3	6.2	26.5	24.5

Priority Outcome 1: Accelerating the progress	**Excellence in Teaching:** raise standards of teaching and learning - Estyn inspection outcomes. Decrease % of schools requiring intensive support in all LAs. Increase numbers of schools with high quality Foundation Phase provision to extend the capacity for self-improving systems. BG from 12 - 16 schools 64%; Caer from 34 - 42 schools

of learners who face the challenge of poverty **Priority Outcome 2:** Improving standards of achievement in English and literacy for all pupils **Priority Outcome 4:** Improving standards of achievement in Mathematics and numeracy for all pupils	60%; Mon from 16 - 21 schools 68%; New from 33 - 37 schools 84%; Tor from 10 - 17 schools 63%		
	Challenging Curriculum and supportive assessment:-Improve teacher assessment at beginning and end of phase using FPP and FP Outcomes. Reduce numbers of contested assessments. Improved accuracy of TA of reading across Foundation Phase. Narrow the gap in reading test and TA.		
	Excellence in Leadership Strengthen middle leadership to challenge FP performance in schools. Leaders equipped to challenge and support teams to raise standards through thorough self-evaluation. Strengthen NMS leadership outcomes KQ3 - fewer settings receiving adequate for 3.2		
	A rewarding qualifications framework - increase the numbers of schools in all LAs able to share high quality Foundation Phase practice and standards to strengthen as self-improving systems.		
Main activities / Prif weithgaredd		**When? / Pryd?**	**Who?**
Excellence in Teaching • Continue to support schools where learner outcomes are consistently weak, or external evaluations raise concerns in all LAs. • Continue to provide central and bespoke training to enable practitioners to address national, regional, LA and school/setting priorities e.g. FPP, FSM, MAT/EAL/SEN Provide training to NQTs, or new to FP practitioners in particular. • Extend and embed 'Communication Matters' literacy training for all practitioners in FP, Particularly CM Nursery in Caer/BG. • Extend and embed EE group across all LAs. • Increase number of high quality FP provision schools to host events/days/workshops/PWS - e.g. block play, outdoors, MAT. • Collaborate with CTG champion identify schools which successfully engage parents in closing the gap of underachievement. • Work closely with CAs particularly around expectations for early years. Identify good practice and share with CA team. • Extend partnership working with BIS teams - particularly literacy and numeracy to ensure consistency across teams. • Increase numbers of PWS events in BG, Caer and Tor in schools and settings. • Strengthen transition from setting to school - use of 10% link teacher.		Outcomes 16-17 evaluated Sept 16 April 16-Mar 17 Programme reviewed on termly basis	CA FPhase and FPhase team in close collaboration with identified schools. TSOs + TAs + schools who provide support **Team** 4 TSOs 1 Associate Adviser Literacy 8 TAs (NMS) • (2 fixed term) • 1 x O.6 • 1 x O.4 (fixed term - end Mar 16) Delivery of the FP plan is dependent upon S2S collaboration for aspects of service offer. Schools commissioned to provide aspects of professional development
Challenging Curriculum and supportive assessment • Continue to improve assessment of and for learning in FP in particular the accuracy and consistency of teacher assessment and moderation including expectations for progress of FSM and ALN learners using FPP as guide. • Provide training and support for those implementing literacy intervention progs /working with ALN learners. • FP end of phase moderation - link to literacy team - decrease the % of schools with inaccurate TA.		April 16-Mar 17 Programme reviewed on termly basis	
Excellence in Leadership • Continue to strengthen the role of FP middle leadership through termly network meetings with focus on standards. • Continue to provide extended training for new leaders to improve quality of leadership monitoring and evaluation. • Collaborate with the CTG champion and share best practice with leaders across the EAS.		April 16-Mar 17 Programme reviewed on termly basis	

• Work closely with CAs to identify and broker support from successful leaders to support others - link to 'Excellence in Teaching' and 'Excellence in Leadership' programmes.		and support to middle leaders.
A rewarding qualifications framework • Collaborate with BIS and CA teams, to identify schools whose curriculum has a positive impact on learner engagement and outcomes. • Be involved in and provide advice for collaborative learning taking place in Pioneer schools particularly but not exclusively curriculum and 'New Deal' pioneers and Lead Creative schools.		

Key milestones / Cerrig Milltir 2016-2019
2016/17
Achieve target outcomes for all pupils including closing the gap in performance for FSM pupils

FSM/non-FSM gap	2015 Gap	2016 Gap prediction	Change
FPI	14.2	13.3	-1.0
LLC English O5+	12.6	11.8	-0.7
LLC Welsh O5+	9.7	7.3	-2.4
Mathematics Dev.O5+	11.4	11.1	-0.3
PSD O5+	6.2	6.2	0.0
LLC English O6	21.5	20.4	-1.1
LLC Welsh O6	13.5	23.4	9.9
Mathematics Dev. O6	21.1	18.8	-2.3
PSD O6	26.6	24.5	-2.1

2017/18 and **2018/19** No targets available for FP

Service Offer 2016 - 2017

Service Area	Foundation Phase

- Support schools and settings to deliver high quality FP provision.
- Ensure rigorous and consistent reception baseline assessment across all LAs through moderation. Moderate between NMS and nurseries to aid transition and consistency.
- Improve accuracy of TA end of FP and improve the alignment between TA and test data particularly the expected level +1.
- Continue to increase the uptake of training in Caerphilly, Blaenau Gwent, and Torfaen.
- Accelerate the progress of FSM pupils in all LAs working closely with CAs and CTG Champion to share good practice.
- Improve outcomes for SEN/MAT pupils - appropriate support and challenge in literacy development in particular.
- Work closely with FS/NMS/schools to ensure smooth transition and high quality workforce, reduce the impact of poverty through early intervention - high quality early years provision - engaging families.
- Strengthen FP middle leadership skills to ensure standards of teaching and learning are at least good in the majority of schools.

Programme Offer	Expected outcomes	Delivery style	Link to need	LA offer
Excellence in Teaching				
Communication Matters TA Training • Nursery • Reception • Year One/Year Two	• Improved TA confidence in supporting literacy development • Increased capacity in schools to support groups of learners • Improved literacy outcomes including MAT/boys/ FSM	Training	Need to ensure wider understanding of the characteristics of effective literacy teaching in Foundation Phase by demonstrating how these are compatible when planned and applied well - particularly in early years in Caer and BG School survey Foundation Phase survey Training analysis/feedback Estyn / FP reports	All LAs
Communication Matters 'Supporting reading' • Reception • Year One • Year Two	• Improved reading strategies and outcomes for learners including MAT/boys/ FSM • Improved use of AFL strategies in reading making appropriate use of diagnostic information	Training	All LAs have discrepancy between TA and reading tests. Use FPP as guide along with new Foundation Phase framework. Need for accurate assessment of reading strategies and ongoing AFL of progress.	All LAs

Service Area	Foundation Phase			
			Data analysis, Estyn reports Training analysis/feedback.	
Communication Matters Teacher Training • Nursery • Reception • Year One • Year Two	• Improved literacy outcomes for all pupils including MAT/boys/ FSM • Improved teaching of the three aspects of literacy with appropriate materials to demonstrate progress	Training	Raise quality of literacy teaching and learning through rich texts and cross curricula links. Foundation Phase survey Training analysis/feedback Estyn / FP reports	All LAs
Communication Matters 'My Mark My Message' • Reception teachers • Teaching assistants	• Improved teacher knowledge of emergent writing strategies • Effective use of FPP to support AFL • Identification of MAT/ALN for differentiated support	Training leading to S2S	Ensure robust use of FPP in Reception to support assessment of writing including FSM and MAT/ALN/EAL training analysis/ feedback	All LAs
Bright Sparks - MAT Purposeful Provision for able learners	• Improving provision/AFL to support MAT pupils • Support schools to meet regional target for O6	S2S	Raise standards of performance for MAT pupils in all LAs and particularly Monmouthshire Data evidence School-to-school sharing evidence Estyn remit reports. Estyn reports	All LAs
Inspiring Investigators Perfect for the move to AoLs+E Science as investigation	• Application of literacy and numeracy skills through engaging scientific work • Improved thinking, problem solving and reasoning skills applied in meaningful contexts	Training Outside provider	All LAs move towards engaging curriculum applying literacy and numeracy in scientific contexts. Preparation for Successful Futures Foundation Phase survey outcomes, Training feedback/ analysis	All LAs
Block Play - **Reception to Year 3 Building Block**	• Improved social, emotional and collaborative skill • Engaging learners, improving literacy and numeracy through rich tasks • Engaging boys	S2S	Improving literacy and numeracy skills through meaningful contexts - BG, Caerphilly target. Other LAs are building on block play. Strong in Newport able to host events. Foundation Phase survey outcomes. Training feedback/ analysis. School requests. School visit evidence/learning walks/ standards	All LAs

Service Area	Foundation Phase			
'Learning Environments Matters' indoors and out Specifically for NQTs and teachers new to year group.	• Participants will improve the learning environments to promote independent learning • Raised standards for literacy and numeracy • Effective use of outdoors t.=		HT feedback and course evaluations Outdoor learning is a priority in many schools - high demand for support NQTs - professional development.	
Effective outdoor learning 'Outdoors Matters' - raising standards through purposeful provision in the outdoors	• Engaging learners, improving literacy and numeracy through rich tasks • Improved literacy and numeracy across the curriculum • Improved levels of WB	S2S	Part of the statutory curriculum - entitlement to learning. Estyn report evidence Estyn annual report Feedback/training analysis High % of school requests	All LAs
Effective Early Education 'Partnerships in Excellence'	• Improved early years education leading to firm foundations for later learning • FPP outcomes improve over time • Increased parental engagement	S2S	Focus for Foundation Phase team for two years - need to ensure early learning is fully understood Feedback/training analysis School requests	All LAs
Pilot Project 'Sharing learning spaces' Investigating: 'Enabling environments' / Role of the adult including visits to nursery hubs in EAS	• Target schools who share provision with Flying Start • Improved transition - linked to pedagogical approaches • Joint working with FS and FP improved working practices	Research/network S2S Specifically School/FS settings	Effective transition supports pupils who are disadvantaged. Research evidence impact of effective transition on learners particularly those from disadvantaged background.	All LAs
Challenging Curriculum and Supportive Assessment				
FPP - moderation	• Teacher assessment at baseline is rigorous across the region • Reduced LA variation in TA	Training S2S	Use baseline data to monitor pupil progress 2018. Consistency of teacher assessment - data analysis Feedback from FPLs/HTs	All LAs
FPP transition moderation NMS/school nurseries	• Teacher assessment at baseline is rigorous across the region in maintained and funded Non-maintained settings	Training	Regional priority to secure teacher assessment Transition /parity of assessment to smooth transition and forge strong links with providers	All LAs

Service Area	Foundation Phase			
	•			
FPP - training for new teachers in nursery and reception	• Teacher assessment at baseline is rigorous across the region • Reduce LA variation	Training	Need for all teachers new to reception to be trained in implementation and expectation of baseline assessment.	All LAs
FP Assessment - Moderation for Y2 and Y3 teachers LLC	• Ensure teacher assessment in FP is accurate using FP Outcomes in Y2. Support transition between Y2/3	Network leading to S2S	Local priority - improving the accuracy of teacher assessment and the quality of moderation All LAs Decrease the numbers of contested TA within clusters	All LAs
FP Assessment - Moderation for Y2 and Y3 teachers PSWBCD	• Using FPP to support robust teacher assessment of PSWBCD	Network leading to S2S	Local priority - improving the accuracy of teacher assessment and the quality of moderation Improve consistency of assessment particularly at O6	All LAs
I**ntervention -** Tackling the Tail of Underachievement in Y1 TA network	• Ensure assessment data is used robustly to identify and assess progress made by pupils at risk of underachievement in FP	Network	Narrow the gap agenda - in all LAs. Intervention focused specifically on Yr 1 pupils - early intervention needed. Network to share practice across EAS. Gap for FSM pupil data	All LAs
Intervention - Tackling the Tail of Underachievement in Y1 TA training	• Increased capacity in schools to target support for pupils at risk of underachievement in Y2	Training	Narrow the gap agenda - in all LAs. Increase numbers of schools implementing successful intervention focused specifically on Yr 1 pupils - early intervention needed. Gap for FSM pupil data	All LAs
I**ntervention -** Assessing early literacy in Y1 Teachers	• Ensure appropriate assessment data is used robustly to identify pupils at risk of underachievement in FP and assess progress made.	Research - possibility of training and network for ALN staff leading to S2S next year.	Using diagnostic assessment tools to target pupils with literacy difficulties, improve teacher knowledge of what works. Regional need to close the gap and improve teacher assessment.	Pilot in Caerphilly LA - ALN team.
SNRB Network Using FPP to support learners with additional needs.	• Improved consistency in TA for learners with additional needs	S2S network	Local initiative - identified by schools to support each other Closing the gap, ALN agenda,	All

Service Area	Foundation Phase			
Sharing practice across schools with SNRBs	• Improved network opportunities for special schools and resource bases to share FP practice.		Literacy, numeracy for pupils with additional needs. Improve Foundation Phase practice through school-to-school sharing.	
Excellence in Leadership				
Leadership Matters in the Foundation Phase Raising standards of leadership	• Improved middle leadership skills • Effective use of monitoring procedures to raise standards • Stronger links with schools supporting each other	Training S2S	Local priority - extend capacity for schools as self-improving systems Train new leaders on the role and responsibility - raise standards Estyn reports/Annual report CA / HT requests Foundation Phase survey outcomes	All LAs
FP termly network meetings	• Well informed middle leaders able to lead FP and raise standards • Essential network updates on national regional, and local priorities	Network	Local priority - raise standards of leadership through well informed and highly skilled leadership CA / HT requests Foundation Phase survey outcomes Estyn reports/Annual report	All LAs
Leaders learning together Creating self-improving systems	• Targeted successful leaders will support new or inexperienced leaders on the leadership journey • Strengthened middle leadership skills impacting on pupil outcomes	S2S	In line with building capacity for self-improving systems. Select high performing schools with high quality Foundation Phase practice to support schools to improve.	All LAs
Pilot **Aspiring Leaders - developing leadership skills** Target/enlist effective teachers/leaders in FP who want to widen their skillset for leadership	• Teachers improve skills in providing advice, support and guidance through supporting non-maintained settings (10%) • Improved Professional development outside current school • Evidence of impact on setting provision	School to setting	In line with building capacity for self-improving systems and improving transition from NMS to school to raise standards. Estyn remit report for NMS	All

Service Area Business Plan 2016 - 2017:
Progress 2015-16 and key drivers for the Coming Year

Service Area	21st Century Learning

SATISFACTORY progress has been made towards the 2015-2018 Business Plan because;

- KS3 ICT performance varies both across and within the 5 SE Wales Local Authority areas. For example, Level 5 performance ranges from 78.5% to 100% for non-FSM learners in 2015 (22.5% performance range). On average 14.8% fewer FSM learners achieved a Level 5 in ICT in 2015 than non-FSM learners (an increase of 1% from 2014).
- Between April 2014-March 2015 only one school inspected had recommendations to improve the development of ICT skills. Since April 2015 five further schools have received recommendations to improve ICT skills.
- The number of inspections during which pupil skill levels in ICT have been reported on as a strength of the school has risen in the reporting period 2015/16 by 33%.
- The 21st Century Learning team is currently engaged in the support of one intensive intervention across the region. This number is reduced as a result of successfully supporting 3 schools to meet ICT recommendations.
- In collaboration with 'lead schools' the EAS has published the ICT Skills Framework Document to support schools in covering all statutory ICT skills from FP through to KS2. Exemplification/suggested activities have been included. The KS3 Framework has been made available to all secondary schools in draft format.
- The 21st Century Learning team has 8 active lead primary schools delivering programmes and supporting bespoke requests for support for both the ICT curriculum and where ICT can support literacy, numeracy and breaking the link between poverty and achievement.
- For school-to-school programmes 90% of all aspects of programme delivery reviewed by attendees are considered to be excellent, this rises to 96% for the quality of approaches used.
- Hwb usage statistics demonstrate an upward trend in uptake following the training and development programmes funded by the Learning in Digital Wales (LIDW) grant. In April 2015 101 schools were using the system by September 2015 this figure has risen to 131 schools (50% use regionally).
- 28% schools across the region have signed up for the 360 safe Cymru e-safety self-evaluation tool.
- 29 Primary schools have participated in the first two tranches of the ICT Leadership Programme (co-hosted by Glan Usk and Mount Pleasant Primary Schools). All schools have recorded and can demonstrate impact on the strategic development planning relative to their starting point. A further 18 schools have opted to join tranche 3.
- School survey demonstrated improvements from (2014 to 2015). For example, 61% of schools state that they can demonstrate a positive impact of services provided, up 16% from 2014. Increases also measured in the % of schools that felt the service better understood their needs (up 6%), could access services (up 5%) and had accessed school-to-school support (up 9%).

Drivers for the coming year 2016-2017

The following aspects will be priorities for 2016-2017 these will ensure that progress in this aspect of work demonstrates at least strong progress;

- Support the Introduction of the Digital Competence Framework (available September 2016).
- Improve the consistency and quality of ICT skills delivery at KS2/3.
- Improve the quality and consistency of KS3 teacher assessment in ICT.
- Improve Leadership capacity in the strategic development of ICT and Digital Competence.
- Support the core teams of Literacy and Numeracy in the effective use of Digital Technologies to support improved teaching, learning and standards for all groups of learners.
- Ensure all service delivery in teaching, learning and leadership (including Middle Leadership support) supports the delivery of Digital Competence in schools.
- Work in partnership with LAs to ensure that schools are meeting statutory guidelines with regard to e-safeguarding.
- Further develop the use of the Hwb national learning platform in schools across the EAS region.
- Build capacity for school-to-school delivery in the support of Digital Competence, identifying and adding expertise to the time bank to promote school-led brokerage.

Key links within the EAS service teams / Local Authority Officers that will be required to deliver your service area

- Link with Literacy, Numeracy and Foundation Phase teams in the development of programmes linking the use of digital technology to improve outcomes to ensure coherent messages/pedagogies.
- Embed the priorities of the CTG programmes.
- Link with the Excellence in Teaching and Leadership Strategy Lead in the further development and refinement of Digital Competence teaching, learning and leadership programmes.
- Link with LA safeguarding leads in the development of e-safety guidance, advice and workshops for schools.
- Link with 21st Century planning officers, as and when appropriate to discuss new builds.

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

- Enhancing the breadth scope of school-to-school programmes to support teaching, learning and leadership and extending the 'lead school' network into Monmouthshire and Blaenau Gwent.
- Target a greater uptake of the free tools offered by the Hwb national learning platform in Torfaen and Monmouthshire schools.

Service Area Business Plan 2016 - 2017: Short term overview

Service Area: 21st Century Learning (Key Accountability for James Kent)		
Priority / Blaenoriaeth:	**Desired Outcomes / Deilliannau**	
Priority Outcome 1: Accelerating the progress of learners who face the challenge of poverty **Priority Outcome 2, 3 and 4:** (2) Improving standards of achievement in English (and literacy) or (3) Welsh (and literacy) or (4) Mathematics (and numeracy) **From Business Plan:** Embedding the school-to-school model through the establishment of the Pioneer Schools for Digital Competence	**Excellence in Teaching** • Improve the consistency and quality of ICT skills delivery at KS2/3	
	Challenging Curriculum and Supportive Assessment: • Improved consistency of KS3 teacher assessment in ICT (less regional variance in performance, closing gap in performance between non-FSM and FSM learners)	
	Excellence in Leadership: • Improve leadership capacity (at all levels) in the strategic development of ICT and Digital Competence	
	Estyn: • Fewer Estyn recommendations to improve in the development of ICT skills across all schools (2014/15 as benchmark) • A greater number of inspection reports highlighting improved pupil skills levels in ICT/across curriculum (2014/15 as benchmark)	
	Pioneer Schools: • A mature CPD model to support implementation of the Digital Competence Framework developed with 'New Deal'/Digital Pioneer Schools (20% engagement in Year 1)	
	Hwb: • Improved (80% - target) uptake and regional usage of the Hwb national digital learning platform and 360 safe tool (60% - target).	
Main activities / Prif weithgaredd	**When? / Pryd?**	**Who?**
Excellence in Teaching i) Preparing for Digital Competence: A course for Primary (or) Secondary School Leaders ii) Developing literacy and numeracy through Digital Competence in the Foundation Phase	i) Start 06/16, review progress half termly from Jul 2016 ii - iv and vi) Start 09/16, review progress half termly from Nov 2016	All programmes school-to-school co-constructed and delivered. (Schools to be confirmed following detailed planning phase - March 2016)

iii) Developing literacy through Digital Competence at KS2/3 (CTG) iv) Developing Mathematics and numeracy through Digital Competence in KS2/3 (CTG) v) Integrating coding into the Primary curriculum vi) Planning and teaching Digital Competence in the Primary (or) Secondary school (CTG) vii) Hwb support for schools (CTG) = *Programmes that will have an added focus on Closing the Gap.*	v) Start 05/16 review progress half termly vii) Programmes run from April 2016 evaluation ongoing.	Team links required: ii) Foundation Phase iii) Literacy team iv) Numeracy team vi) Excellence in Teaching
Challenging Curriculum and supportive assessment i) Key Stage 3 Moderation Training (ICT)	i) Start 02/16 but to continue in summer term, review ongoing	Delivered by EAS core team Team links required: Literacy and numeracy to ensure consistency of approach to moderation of teacher assessment
Excellence in Leadership i) Preparing for Digital Competence: A course for Primary (or) Secondary School Leaders ii) Are you inspection ready (primary)? (ICT/Digital Competence) iii) E-Safety: Keeping Pupils and Staff Safe Online iv) ICT Leadership Programme (for Primary Middle Leaders) v) Primary network meetings: ICT coordinators vi) Secondary network meetings: Heads of ICT vii) Intelligent Investment viii) ICT self-evaluation (self-supported review)	i) Start 09/16, review half termly ii-viii) Start 05/16, review half termly	i-iv) School-to-school programmes, co-constructed and delivered. v-viii) EAS-led/school contributions Team links required: iii) LA regional safeguarding lead iv) Excellence in Leadership

Key milestones / Cerrig Milltir 2016-2019

2016/17:

- Enhanced usage of Hwb+ platform and 360 safe tools (66% target for both)
- 80% of CPD programme deliverable through school-to-school brokerage
- At least 20% schools begin to adopt and embed the Digital Competence Framework (September 2016)

2017/18:

- 90% of CPD programmes and 'brokered intervention' delivered through the school-to-school network (via timebank/CPD online).
- 50% effective adoption of Digital Competence in schools
- 85% schools engage with Hwb tools/360 safe

2018/19:

- All programmes/brokered intervention delivered via school-to-school support (via timebank)
- 100% effective adoption of Digital Competence in schools
- 100% schools engage with Hwb tools/360 safe

Service Offer 2016 - 2017:

Service Area	**21st Century Learning**

Summarise the main regional priorities for your service area;
1) Support the Introduction of the Digital Competence Framework (available September 2016)
2) Ensure the consistency and quality of ICT skills delivery at KS2/3
3) Improve the quality and consistency of KS3 teacher assessment in ICT
4) Improve Leadership capacity in the strategic development of ICT and Digital Competence
5) Support the core teams of Literacy and Numeracy in the effective use of Digital Technologies to support improved teaching, learning and standards
6) Ensure all service delivery in teaching, learning and leadership (including Middle Leadership support) supports the delivery of Digital Competence in schools
7) Work in partnership with LAs to ensure that schools are meeting statutory guidelines with regard to e-safeguarding

Programme offer	**Expected outcomes**	**Delivery style**	**Link to need**	**LA offer**
Preparing for Digital Competence: A course for Primary School Leaders (EiL/CTG).	**Outcome:** To improve the consistency and quality of Digital Competence Learning and Teaching through the whole school **Evaluation/Impact:** Evidence in school SDP/SER, Action Planning/ICT Strategy, whole school training (evaluations) and Staff meeting minutes.	School-to-School (workshop).	The Digital Competence Framework becomes available for schools from September 2016, a national priority and first curriculum change from "Successful Futures", schools will require support to embed the Framework.	ALL
Preparing for Digital Competence: A course for Secondary School Leaders (EiL/CTG).	**Outcome:** To improve the consistency and quality of Digital Competence Learning and Teaching through the whole school **Evaluation/Impact:** Evidence in school SDP/SER, Action Planning/ICT Strategy, whole school training (evaluations) and Staff meeting minutes.	School-to-School (workshop)	The Digital Competence Framework becomes available for schools from September 2016, a national priority and first curriculum change from "Successful Futures", schools will require support to embed the Framework.	ALL
Are you inspection ready (ICT/Digital Competence)? (EiL/CTG)	**Outcome:** ICT leads understand how to prepare digital evidence to demonstrate learner progress in ICT in order that they are always inspection ready. **Evaluation/Impact:**	School-to-School (workshop)	Increasing number of schools with Estyn recommendations to improve and increasing focus on Digital Competence	ALL

	Increase in the number of schools with ICT/ Digital Competence mentioned as a strength in Estyn reports and fewer with recommendations to improve ICT Skills Development			
Key Stage 3 Moderation Training (CCSA)	**Outcome:** More accurate and robust processes for moderation. **Evaluation/Impact:** Examples of moderation and levelling (portfolios) Greater consistency in levelling across secondary schools (data/moderation procedures)	School-to-School/EAS-led (workshop)	Estyn remit report questions the quality/accuracy and consistency of teacher assessment at KS3 ICT	ALL
E-Safety: Keeping Pupils and Staff Safe Online (EiL/CTG)	**Outcome:** Creation of a more robust and up to date approach to e-safety through the School (to include leadership, teaching, learning and community engagement) **Evaluation/Impact:** Evidence from ICT portfolio, Policies, Staff Meeting minutes, registered and monitored consortia use of regional data made available through Hwb (360 safe usage stats will show a significant increase)	School-to-School (1/2-day workshop)	Less than 30% of EAS schools have engaged with 360 safe self-evaluation tool provided by WG, e-safeguarding will require a greater focus within the citizenship element of Digital Competence	ALL
Developing literacy and numeracy through Digital Competence in the Foundation Phase (EIT/CTG).	**Outcome:** Improved pupil engagement and standards in literacy and numeracy. Improved independence and standards in enhanced provision. **Evaluation/Impact:** Pupil portfolios, moderated pupils' work, pupil surveys and observation.	School-to-School (3-day programme).	The Digital Competence Framework becomes available for schools from September 2016, a national priority and first curriculum change from "Successful Futures", schools will require support to embed the Framework.	ALL
Developing literacy and numeracy through Digital Competence in KS2/3 (EIT/CTG).	**Outcome:** Improved pupil engagement and standards in literacy **Evaluation/Impact:** Pupil portfolios, moderated pupils' work, pupil surveys and observation.	School-to-School (2 day programme).	The Digital Competence Framework becomes available for schools from September 2016, a national priority and first curriculum change from "Successful Futures", schools will require support to embed the Framework.	ALL
Developing Mathematics and numeracy	**Outcome:** Improved pupil engagement and standards in numeracy **Evaluation/Impact:**	School-to-School (2 days).	The Digital Competence Framework becomes available for schools from September 2016, a national priority and	ALL

through Digital Competence in KS2/3 (EIT/CTG).	Pupil portfolios, moderated pupils' work, pupil voice surveys and observation.		first curriculum change from "Successful Futures", schools will require support to embed the Framework.	
Integrating coding into the Primary curriculum (EIT/CTG).	**Outcome:** Development of coding skills to independently create artefacts **Evaluation/Impact:** Products of pupil coding	School-to-School (1 day at 2 levels).	Coding will be delivered to all pupils through the area of Science and Technology in the new curriculum. This programme will help primary practitioners to acquire the skills needed to deliver on this agenda.	ALL
Planning and teaching Digital Competence in the Primary School (EIT/CTG).	**Outcome:** Improved planning and delivery of Digital Competence to support the development of literacy and numeracy skills **Evaluation/Impact:** Examples of planning, lesson observations, self-evaluations.	School-to-School (3 day programme).	The Digital Competence Framework becomes available for schools from September 2016, a national priority and first curriculum change from "Successful Futures", schools will require support to embed the Framework.	ALL
Planning and teaching Digital Competence and ICT in the Secondary Schools (EIT/CTG).	**Outcome:** Improved planning and delivering of Digital Competence and ICT to develop curriculum subjects/emerging areas of learning and experience. **Evaluation/Impact:** Examples of planning, lesson observations, self-evaluations.	School-to-School (3 day programme).	The Digital Competence Framework becomes available for schools from September 2016, a national priority and first curriculum change from "Successful Futures", schools will require support to embed the Framework.	ALL
ICT Leadership Programme (for Primary Middle Leaders) (EiL)	**Outcome:** Improved strategic leadership of ICT across the school to include e.g. developing a coherent vision for ICT, planning and evaluating effecting teaching and learning experiences, planning for future priorities **Evaluation/Impact:** Evidence of impact through the school's ICT strategy/vision, schemes of work/planning documents, lesson observations and exemplars of pupils' work.	School-to-School (4 day programme).	Middle Leadership Development, is a priority within the EAS Business Plan.	ALL
Primary network meetings: ICT	**Outcomes:** Sharing of regional good practice/resources across schools.	EAS-led (school contributions).	Opportunity to ensure ICT/Digital Competence leads in schools are up to date on national policy, curriculum,	ALL

coordinators (EiL).	Dissemination of key information as the 'digital curriculum' evolves Improved links between schools and development of School2School work **Evaluation/Impact:** Better informed ICT leads in schools, transferrable teaching and learning ideas and resources to supplement schemes of work, increased partnerships and sharing of good practice.		assessment changes and opportunity to share good practice.	
Secondary network meetings: Heads of ICT (EiL).	**Outcome:** Sharing of regional good practice/resources across schools. Dissemination of key information as 'digital curriculum' evolves **Evaluation/Impact:** Better informed ICT leads in schools, transferrable teaching and learning ideas and resources to supplement schemes of work.	EAS-led (school contributions).	Opportunity to ensure ICT/Digital Competence leads in schools are up to date on national policy, curriculum, assessment changes and opportunity to share good practice.	ALL
Intelligent investment (EiL).	**Outcome:** School leaders will be better informed about latest developments in technology education and how these relate to the new digital curriculum **Evaluation/Impact:** Improvement in the quality of ICT strategies in schools, evident in SER/SDP.	EAS-led (school contributions).	Event to help leaders to understand the investment required in ICT infrastructure/digital technologies and the development of an effective ICT strategy to support the implementation of Digital Competence across the curriculum.	ALL
Support for Intervention.	Outcome/Impact will be dependent upon the nature of the intervention required/brokered.	Either EAS-led or brokered via school-to-school.	Will emerge from CA requirements or Estyn recommendations.	Where/As required.
ICT self-evaluation (self-supported review) (EiL).	The self-supported ICT review provides schools with an indication of their progress against 14 key areas (including leadership, teaching and learning, e-safeguarding etc.) in order to inform next steps in improving their ICT strategy.	EAS-led or school-to-school (dependent on availability).	A robust ICT self-evaluation will support schools in preparing for the requirements to deliver Digital Competence.	ALL

	The self-evaluation will inform the next steps to improvement from which an action plan can be developed.			
Hwb Support for Schools (EIT).	EAS will continue to receive funds to support the utilisation of the Hwb national Learning Platform activities to include: Support for Hwb+ platform development, Utilisation of MS 365, Just2Easy and Hwb platform tools, linked to the delivery of Digital Competence.	Combination of EAS-led and school-to-school support.	Developing Digital Competence through Hwb is a WG priority. EAS/school workshops will assist schools in understanding how the Hwb toolset can be used to support this agenda.	ALL

Service Area Business Plan 2016 - 2017:
Progress 2015-16 and key drivers for the Coming Year

Service Area	Science

Summarise progress towards 2015-2018 Business Plan priorities:

Science is a new aspect of work and was not included in the previous Business Plan.
This aspect of work is only currently funded for KS4 activity.

Drivers for the coming year

Overview of internal SER / data / WG Policy that will inform the detailed Service Area Plan

- WJEC - release of updated assessment materials (exam papers), release of sample practical assessment materials, preparing to teach training events in the Spring Term and technician support/resource materials linked to specified practical tasks.
- Removal of the Applied Science 2010 QCF (The old BTEC). Last cohort being year 11 Sept 2015. Interim provision support.
- School measures - for reporting summer 2017, pupils in Wales will now need two Level 2 qualifications in Science.
- WJEC GCSE qualifications only - From September 2016 KS4 pupils in Wales will need to gain a minimum of two GCSEs in Science from the Suite of qualifications offered by WJEC only.
- Support schools that have extensively used the BTEC qualification in KS4.
- Self-Improving regional strategy.

The following aspects will be priorities for 2016-2017 these will ensure that progress in this aspect of work demonstrates at least strong progress;

- Improve outcomes at KS4, reduce variance between departments.
- Improve leadership capacity within departments.
- Review WJEC updates and provided an updated summary document on the WJEC suite for all schools.
- Intervene and support any schools that do not attend the WJEC training event. Disseminate information to these schools.
- Evaluate the teaching and learning/pedagogy development of the GCSE project in light of WJEC updates.
- Support schools in the transition year in their choices and implementation following the removal of the Applied Science 2010 QCF qualification via school-to-school support.
- Chair LA Heads of Science meetings termly.
- Support network for Science technicians.

Key links within the EAS service teams / Local Authority Officers that will be required to deliver your service area

- WJEC - updates, advice and feedback.
- 'Qualified for life' - Focus on Science Working Group, sharing ideas with other Science Advisers and representatives of other Science stakeholders.
- GCSE Development Group.
- CAs and LA officers.

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

- All LAs - support for all schools in understanding the options the new GCSE Suite presents. All LAs to have termly Heads of Science meetings.
- Caerphilly - Lewis Pengam Wave 1 school.
- Monmouthshire - Chepstow Comp Wave 1 school.
- Newport - Bassaleg Comp Wave 1 school.

Service Area Business Plan 2016 - 2017: Short term overview

Service Area: Science
Accountability: Andras Luka

Priority / Blaenoriaeth:	**Desired Outcomes / Deilliannau**
1. Accelerating the progress of learners who face the challenge of poverty. **2.** Development of Teaching and Learning in Science. Ensuring 'deeper learning' permeates through the Science curriculum 3. Evaluate KS4 pathways available from New WJEC Suite **4.** Effective leaders driving improvements in Science	**1.** Reduce the predicted gap for each year 2016-2018 by 4% (See attached table appendix 1) **2.** All schools to have engaged with the GCSE project. 3. All schools confident in selecting appropriate courses for pupils and all schools offering a range of qualifications from the GCSE Suite. 4. Improved awareness of monitoring and evaluative process to improve self-evaluation and therefore departmental planning and pupil outcomes.

Key Stage 4				
All Pupils				
	2015 Actual	2016 Target	2017 Target	2018 Target
Science L2	82.9	81.2	76.9	72.9

Key Stage 4				
FSM Pupils				
	2015 Actual	2016 Target	2017 Target	2018 Target
Science L2	71.0	66.6	57.8	54.9

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

Priority Outcome 2, 3 and 4: (2) Improving standards of achievement in English (and literacy) or (3) Welsh (and literacy) or (4) Mathematics (and numeracy)

and / or any additional wider service priorities from the Business Plan

Excellence in Teaching
Support the teaching at KS4 to ensure initial GCSE results for the new Science Suite are in line with those of English and Mathematics. Increase the % of pupils gaining A-A* grades in Science.

Challenging Curriculum and supportive assessment
Support schools in selecting appropriate courses for all pupils to suit their needs and to support their progress through the development of accurate teacher assessment and systems for monitoring the progress of all pupils.

Excellence in Leadership
Development of leadership skills of all staff with responsibilities in Science. To build confidence in data collection and its evaluation. To use this intelligence to inform self-evaluation from which targets that impact on both staff and pupil performance are introduced.

Main activities / Prif weithgaredd	**When? / Pryd?**	**Who?**
Excellence in Teaching GCSE project - identification of change makers in schools. Agree what excellent	January 2016 - August 2017	All secondary schools

looks like in Science. Using new specifications, triad lesson planning, delivery and evaluation. School-to-school model to peer review lessons. Supporting all schools to prepare for and then deliver the new Suite of Science GCSEs. Embedding problem solving, numerical and literacy skills in teaching and learning.		
Challenging Curriculum and supportive assessment Supporting all schools to prepare for and then deliver the new Suite of Science GCSEs. Ensuring schools select a range of qualifications that suits the learner. Embedding assessment of creative and problem solving learning within the curriculum and teaching and learning.	January 2016 - August 2017	All secondary schools
Excellence in Leadership GCSE project profiling - Modelling roles of department Heads, broadening the range of intelligence used, effective data analysis and its use, raising standards of teaching and learning and driving pedagogy changes. Use the school-to-school model for peer support/challenge and sharing of ideas. Getting leaders to measure the impact of their intervention.	January 2016 - August 2017	All secondary schools
A rewarding qualifications framework Support leaders of Science understand the various qualifications available in the Science Suite, and identify an appropriate course for each type of learner. To support all Science teachers in the delivery of each qualification in the Suite.	January 2016 - August 2017	All secondary schools
Key milestones / Cerrig Milltir 2016-2019 **2016/17** August 2017 - all schools to have engaged with GCSE project. Level 2 outcomes 2016 81.2% Level 2 outcomes 2017 76.9% **2017/18** Level 2 outcomes 2018 72.9% **2018/19**		

Appendix 3 Service Offer 2016 - 2017: SCIENCE

Service Area	

Summarise the main regional priorities for your service area;

- Accelerating the progress of learners who face the challenge of poverty.
- Development of Teaching and Learning in Science. Ensuring 'deeper learning' permeates through the Science curriculum.
- Evaluate KS4 pathways available from New WJEC Suite.
- Effective leaders driving improvements in Science.

Programme Offer	Expected outcomes	Delivery style	Link to need	LA offer
Understanding the New Science Suite.	Heads of Science to make informed choices. Schools offering a range of qualifications that are most suited to each individual.	Network.	L2 provision in Wales changes in 2016 to GCSE only, with WJEC the only provider. Estyn have been briefed by WJEC/WG to question schools where a range of qualifications from the suite are not offered.	All LAs
Using the specified practical tasks as a vehicle to develop deeper learning and skills development.	Improved pupil performance in assessment tasks presented in all qualifications found in the new GCSE Suite.	Network and s2s.	All new L2 qualifications in the Science Suite have practical work and its understanding embedded through both delivery and assessment.	All LAs
Leading a Science Department	Effective Science leaders. Consistency within the Science team, improved teaching and learning with effective use of resources leading to improved pupil outcomes in KS4.	s2s	The heavy use of BTEC will make schools L2 outcomes vulnerable in Science. With the introduction of GCSE only qualifications in Science there is the potential for a large drop in L2 outcomes in Science initially in 2018.	All LAs
Development of PISA competence tasks.	Teachers confident in their ability to prepare pupils to perform in PISA assessments. Teachers able to	Collaboration with Cardiff South Central Adviser and Schools.	Improved understanding of the skills pupils need to be successful, so pupil performance in future	All LAs

	identify similarities and differences between PISA and New GCSE assessment materials and competencies needed to be successful in both.		PISA assessments improves as GCSE success grows.	
Resource development promoting the development of Literacy, Numeracy and Problem solving skills in Science	Resources available to schools with instructions on how teachers can use them effectively. Improved pupil engagement and success with New GCSE assessment tasks.	s2s Network	New GCSE assessment materials will require pupils to draw upon a greater repertoire of skills that they will need pull together to successfully attempt and complete tasks.	All LAs
Developing the appeal for Science.	Resource development (Video) aimed at KS3 pupils to develop their interest in Science. To highlight how Science impacts their lives and how they could have a successful future following a career in Science.	s2s	Pupils and parents aware of career pathways Science offers motivating pupils leading to improved pupil outcomes.	All LAs
On demand Support for Science departments and staff.	Improved teaching and learning and leadership in Science.	s2s EAS adviser.	Improved pupil outcomes.	All LAs
KS3 Verification guidance	Science leaders and teachers aware of the body of evidence needed to award a pupil a level. Understanding what a pupil profile looks like. An understanding of the verification process. Science provision in KS3 and in particular Year 9 to provided multiple opportunities for pupils to access all skills. A clear understanding of level descriptors.	s2s Network	Cluster moderation meetings leading to disagreement on levels awarded (lack of evidence/level descriptors not understood). External verification process.	All LAs
Support for Science Technicians.	Network of contacts for technician staff to access rapid support. Technicians confident in their abilities to support the new Science Suite of	Network	New Science Suite to have a heavy practical influence. Pupil outcomes dependent on engagement with all specified practical tasks (as a minimum).	All LAs

	qualifications. Technicians familiar with safety updates.			
Excellence in Teaching for Science.	All teachers to know what good in Science looks like now and to develop this to ensure teaching is still good when the new the new GCSEs are delivered.	s2s	Raise the number of pupils gaining A/A* grades.	All LAs
Delivering a New Year 9 Scheme of Work	Scheme of work stretching from Summer Year 8 through Year 9. To provide repeated opportunities for pupils to be successful with KS3 skills whilst experiencing the KS4 programme of study.	Network s2s	Provide a seamless transition between Key Stages to ensure pupil progression through KS3 is integrated in KS4 delivery. To provide sufficient evidence to satisfy KS3 verification whilst easing the pressure of delivering the KS4 course.	All LAs
Schemes of Work for new Science Suite	Scheme of work for Applied Double Award, Double Award and Separate Sciences developed. Written into the scheme of work to include resources developed in wave 1 schools (literacy/numeracy/thinking skills development)	Network	New Suite of qualifications from WJEC. No scheme of work provided so individual schools would need to produce. Would model change in pedagogy	All LAs

Service Area	**Post-16**

SATISFACTORY progress has been made towards the 2015-2018 Business Plan because;

- The overall pass rate at A*-E declined to 96.5% in 2015, compared with 99.5% in 2014. However, the pass rate at A*-A improved slightly to 20.9% in 2015 compared with 20.1% in 2015. The number of A-Level entries in 2015 increased from 4,202 to 4,424, despite a decrease in the cohort size from 2,233 to 2,198. The total number of A-Levels achieved at A*-E per pupil therefore increased from 1.83 to 1.94. The total number of A-Levels achieved at A*-A per pupil therefore increased from 0.37 to 0.42 with the percentage of pupils achieving the Level 3 Threshold improved from 96.1 in 2014 to 96.6% in 2015.
- Change in 14 -19 regional grant priorities since the inception of the plan priorities has seen a slight variation in planned activities, However, most activities continue with variable ongoing impact at this stage.
- Brokering of collaboration between schools, colleges and work based learning providers has improved over the last 6 months and in particular an emphasis on review of provision post-16 aligned to new funding and planning arrangements in this phase.
- Support for post-16 funding and planning in each LA has increased with regular update meetings taking place with most LAs to ensure support which is bespoke to need. It also includes joint meetings with Welsh Government and sharing of practice between authorities. As such, LAs confidence in the new arrangements has continued to grow.
- Organised events for school staff and learners have taken place to improve schools IAG for learners not progressing to traditional routes and joint WBQ events to create new challenges have been successfully achieved.
- Red and Amber schools continue to be a priority for post-16 challenge and support working in tangent with main stream CAs. However, the synergy with SCC Challenge Advisers is not as good.
- There is ongoing testing of KS5 self-evaluation and development planning with all schools and is a key feature of 6th form challenge and support at this present time. The standard of approach across the region is variable and will be a focus of continued support in the future through the deployment of school-to-school and bespoke support.
- The EAS Seren project for MAT Year 12 learners was successfully launched in October 2015 and will be a key feature of support throughout 15/16. This is an established partnership with all 6th forms in the region and Coleg Gwent.

Drivers for the coming year

Overview of internal SER / data / WG Policy that will inform the detailed Service Area Plan:

- Continued focus on review of regional post-16 provision in response to Welsh Government new funding and planning regime post-16 and support for LAs and smarter collaborative work with Colleges
- Improve offer and range of support bespoke to needs of 6th forms deploying models of school-to-school working across schools, sharing practice and expertise and to support others
- Successfully deliver the Seren programme in support of MAT learners, Year 12, and evaluate learner impact in Year
- Ensure synergy of the Lead Creative Schools programme with BIS and CA team with a focus on CTG
- Improve self-evaluation and 6th form development planning including target setting
- Improve the overall performance of Heads of 6th forms as middle leaders
- Improve support for FSM learners post-16 in relation to attainment and progression

The following aspects will be priorities for 2016-2017 these will ensure that progress in this aspect of work demonstrates at least strong progress;

- Support the LAs to improve further the scrutiny and planning of post-16 and the delivery of the Youth Guarantee provision across the region
- Develop school-to-school 6th form projects across the region in 15/16, build upon this further in 16/17 and beyond. Initial projects to focus on areas for improvement including: Target setting post-16; self-evaluation and development planning; Support for FSM learners post-16
- Increase A-level A* - A performance and offer of Sutton Trust University offers to Year 13 MAT learners in line with Seren programme targets
- Deliver leadership training to Heads of 6th form to improve overall performance
- Improve support for FSM learners post-16 in relation to attainment and progression

Key links within the EAS service teams / Local Authority Officers that will be required to deliver your service area

- LA post-16 links and regular meeting alongside active support in all Welsh Government / LA meetings
- Coordination of Lead Creative team links with CAs and BIS team
- Youth Forum engagement to agree learner entitlement agreement across the region
- CA joint secondary school meetings
- BIS team planning to support GCSE resits post-16
- EIT and EiL leads engagement in planning of support for school staff post-16
- External links: LCS - Arts Council, Welsh Government Post-16 and Seren teams

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

All LAs - bespoke support for post-16 funding and planning regime per LA and sharing practice across the region. Includes support in and for the Welsh Government scrutiny and planning meetings and sharing practice across the region:

- Blaenau Gwent post-16 provision is delivered by Blaenau Gwent Learning Zone (Coleg Gwent). The recent Seren partnership with the College has significantly strengthened the school - college relationship and BG learners are well represented on the Seren project.
- Monmouthshire - support for post-16 planning includes facilitation of collaboration between all secondary schools and Coleg Gwent re post-16 provision. Additional support will be tailored to need as it arises.
- Torfaen - bespoke support for LA and nominated lead of the post-16 transformational agenda.
- Caerphilly - bespoke support for LA in response to LA specific post-16 strategic priorities.
- Newport - bespoke support for post-16 provision collaboration and LA governor committee specific to post-16.

Service Area Business Plan 2016 - 2017: Short term overview: Service Area: Post-16

Priority / Blaenoriaeth:	**Desired Outcomes / Deilliannau**
A. Post-16 planning and funding support for LAs	1. Increase the proportion of successful Oxbridge applications to match the UK average.
B. Self-evaluation and 6th form development planning with targeted improvement for Heads of Sixth Form -to include a trial of target setting for post- 16	2. Increase by 10% the percentage of learners receiving an offer from Sutton Trust 30 from the August 2015 benchmark.
C. Successful delivery of the Seren Project and building upon links with colleges.	3. Increase by 10% the number of learners achieving A and A* from the benchmark of August 2015 benchmark.
D. Established intervention support in school 6th forms for FSM learners	4. Progression to post-16 education and training and retention to complete courses improved by 25% for FSM learners.
E. Increase school-to-school working in 6th forms as a prominent feature of a self - improving system	5. Establish a self-improving system within 6th form settings.
	6. Improved standard and quality of self-evaluation and development planning in KS5 in the majority of 6th forms.

Excellence in Teaching: Improve the teaching of A-levels in KS5 to increase the no of A*-A achievement in line with the 10% target as above. **Challenging curriculum and supportive assessment:** Identify and share through school-to-school working effective tracking and intervention strategies for FSM learners in 6th form. **Excellence in Leadership:** Develop the leadership skills of Heads of 6th form to improve their ability to establish a rigour in SER, target setting and develop planning for improvement at KS5. **A rewarding qualifications framework:** Improve GCSE resit results in 6th form through development of schemes of work which recognise the support needs of Year 12 and 13 learners.

Main activities / Prif weithgaredd	When? / Pryd?	Who?
Excellence in Teaching • Develop toolkits of 'what good looks like' at KS5. Include contributions to the Timebank specific to KS5 • Seek practice worth sharing from across the Wales/UK to support schools in the establishment of effective intervention in school 6th forms for FSM learners	Start: 1/2/16, Review: 30/4/16 Ongoing Start: 1/2/16, Review 30/3/16 Ongoing	6th forms in EAS region External schools and partners
Challenging Curriculum and supportive assessment • Successful delivery of the Seren Project for MAT learners in Year 12 • Ongoing communication with EAS colleagues re 6th form activity to keep at the fore impact of KS5 on performance KS3 and KS4	Started: 1/10/16, Review:31/3/16, End of phase 1 - 31/8/16 Ongoing activity. Review 30/4/16. Ongoing	Oxbridge and Russell group universities. Head of 6th forms, school MAT coordinators, Head of A-levels at Coleg Gwent Mainstream CAs
Excellence in Leadership Facilitate increased school-to-school working post-16 to address areas of identified support needs in schools (and in support of the Youth Guarantee) across the region including support for: • Self-evaluation and 6th form development planning; target setting; transition Year 11 to 12 and 12 to 13 • Ongoing support to LAs for post-16 planning and funding across the region • Review use of Isynoptic as a data tool for sharing performance, benchmarking and target setting to raise standards	Started January 2016, Review 30/4/16. Ongoing Already started. Review 30/4/16. End: 1/9/16 Already started. Review end of term on ongoing basis Start 1/2/16, Review 31/3/16 End 31/7/16	Head of 6th forms Schools with 6th forms LA nominated link for post-16 SMT
A rewarding qualifications framework • Build upon links and relationships with colleges in support of breadth of post-16 provision. • Post-16 GCSE resit success.	Already started. Review 30/4/16. Ongoing Started 1/9/15, Review 304/16. End 31/8/16	The Principal of Coleg Gwent and Coleg Y Cymoedd. Head of A-levels and 14 - 19 coordinators BIS leads for Mathematics and English
Key milestones / Cerrig Milltir 2016-2019 **2016/17**: Progression to post-16 education and training and retention to complete courses improved by 25% for FSM pupils. Increase by 10% the % of learners receiving an offer from Sutton Trust 30 from the Aug 15 benchmark; Increase by 10% the number of learners achieving A and A* from the August 16 benchmark. **2017/18**: Achievement of Seren project targets by Year 13 learners in schools and college. **2018/19**: Achievement of Seren project targets by Year 13 learners in schools and college		

Service Area	**Post-16**

Summarise the main regional priorities for your service area;

- Post-16 planning and funding support for LAs.
- Self-evaluation and 6th form development planning with targeted improvement for Heads of Sixth Form - to include a trial of target setting for post-16.
- Successful delivery of the Seren Project and building upon links with colleges.
- Established intervention support in school 6th forms for FSM learners.
- Increase school-to-school working in 6th forms as a prominent feature of a self -improving system.

Programme offer	Expected outcomes	Delivery style	Link to need	LA offer
School-to-school projects across 6th forms in the region to address and support areas for improvement aligned to above regional priorities	Improvement in performance of learners and the effectiveness of 6th form leadership skills Establish a culture of a self-improving within 6th form settings Establish toolkits of 'what good looks like' specific to 6th forms and include in Timebank as appropriate	• School-to-school • Use of external partners	1. Overall learner performance in SEWC in KS5 is below the national averages in most cases. 2. Self-evaluation and development planning at KS5 has been a keen EAS focus recently and is improving but continued development need 3. Learner tracking at KS5 overall needs to continue to improve. There is no standard format and no government instruction. 4. Support for MAT learners is weak in most schools and many policies do not extend to KS5 5. New KS5 performance measures to be introduced by	All LAs

			Welsh Government means a change in data analysis in schools for KS5 6. The overall quality of leadership in 6th form is adequate and needs to improve	
Leadership training for Heads of 6th form	Improve the leadership and management skills of Heads of 6th form	CPD aligned to the EiL programme	Post-16 reviews have identified a need in this area coupled with weaknesses in aspects detailed above where this is the responsibility of the Head of 6th form	
Bespoke support for LAs.	Improved understanding and confidence in managing new funding and planning process for post-16 provision. Enhance collaboration with FE and across region.	One to one and collectively as LAs.	New funding and planning process for LAs in post-16 provision.	All LAs

Service Area Business Plan 2016 - 2017:
Progress 2015-16 and key drivers for the Coming Year

Service Area	Governor Support

SATISFACTORY progress has been made towards the 2015-2018 Business Plan because;

- The new SLA with Schools has now been put in place with at least a 98% take up, (93% target). Some of the increase has been due to Governing Bodies purchasing the Advice & Guidance SLA only. Further work is required to introduce the new SLA with each LA.
- A Closing the Gap Governor is now in place in the majority of Schools following the distribution of the 'Getting to know Your School' - Link Governor Guidance Document. Database updates will allow distribution of further training material, to include specific training via an online training facility. 112 governors attended the Regional Governors' Conference (including a workshop on 'Closing the Gap'). All (100%) agreed that the conference would be of value to them in their role as a Governor (up from 94% in 2014).
- Training material has now been updated to include information on the role of the Closing the Gap Governor. Governor awareness of the need to accelerate the progress of learners who face the challenge of poverty has now been raised through the issue of guidance on how they can challenge the school and the recommendation that they appoint a Closing the Gap Governor. In the 2015 survey of Governors the % who understand the priorities and outcomes of PDG planning has risen to 78.23% meeting the 4% increase target.
- Over 85% of GBs have now reviewed their HT report in line with EAS guidance and are thus providing appropriate information to enable Governors to challenge. In the 2015 survey 99% agreed that their HT's report followed the EAS guidance, 97% agreed that Governors ask questions (challenge) the report.
- The % evaluating Mandatory Training as good or better met the target of 90% for 2014/15. Work to develop a system for measuring the impact of training and a target measure for impact is ongoing. The Mandatory Training Protocol has been circulated. Governing Bodies now receive termly updates on any outstanding training requirements.
- The vast majority of 'Red' School Chairs (apart from additional Governor Chairs) were offered a mentor Chair; the offer was not always taken up. It was further recognised that not all 'red' school Chairs needed additional support and new Chairs could also require a mentor. A Consultant to GB's programme proposal has been issued.
- Termly enhanced, LA bespoke levels of support and training are offered to Chairs of Governors through meetings with the Principal Challenge Adviser and Governor Support Liaison Officer. These meetings are focused on disseminating good practice in governance and improving leadership.
- Communication channels to discuss and consult on strategic matters are not as develop as they should be.

Overview of internal SER / data / WG Policy that will inform the detailed Service Area Plan

- Internal self- Evaluation of SAP
- 2015 Governor Training Needs and impact analysis survey
- 2015 / 16 categorisation
- 2015 Governor Survey
- New national Model Self-Evaluation for Governing Bodies

The following aspects will be priorities for 2016-2017 these will ensure that progress in this aspect of work demonstrates at least strong progress;

- Consultants to GB's Programme developed and roll out across EAS area commenced
- Online training made available to all Governors for Performance Data and Induction
- System for evaluating impact of training introduced
- To consider the 4 Primary Schools, 6 Secondary Schools and 1 Special School categorised D at step 2 (2016) and identify additional support

• Develop guidance / training to challenge grant spending/ support budget monitoring • Roll out Clerks QA process to improve the support to GBs • Improve communication channels and re-establish the Governor Strategy Group
Key links EAS service teams / L A Officers that will be required to deliver your service area Challenge Advisers, LA Officers - links for training & BIS team
Specific focus of this Service Area's work in each LA within the region The priorities for 2016/17 apply across the whole region.

Service Area Business Plan 2016 - 2017: Short term overview

Service Area:	
Priority / Blaenoriaeth:	**Desired Outcomes / Deilliannau**
Priority Outcome 1: Accelerating the progress of learners who face the challenge of poverty **Priority Outcome 2, 3 and 4:** (2) Improving standards of achievement in English (and literacy) or (3) Welsh (and literacy) or (4) Mathematics (and numeracy) and / or any additional wider service priorities from the Business Plan	**Excellence in Teaching** Online training available to all Governors / Clerks to support their development and for Governors their ability to challenge in respect of the performance of learners who face the challenge of Poverty. Guidance material / training provided to all Governors to enable them to challenge grant spending including PDG (target for those understanding the priorities of PDG 80%) and attendance. Consultants to Governing Bodies Programme in place to provide support to Governing Bodies who have limited capacity to self-improve and challenge.
Governor Support; a new focus on the role of Governor Support Services in school improvement and the delivery of a newly formulated Service Level Agreement for all schools, introduce the Consultant Governor programme to improve the aspects identified in the Governor survey 2015.	**Excellence in Leadership** All Schools categorised as D for step 2 of the National Categorisation have received / been offered bespoke support (self-evaluation, additional training, Consultant, Mentor Chair as appropriate) A system to measure the impact of training in place Review of SLAs completed and introduced from 2017 Consultation with Governors on self-Improving system with a target response rate of 15%. Emphasis on the importance of school-to-school work through PCA meetings and Annual Conference (target to increase % in attendance by 5% above 2015 attendance for individual LAs) Networking and good practice sharing opportunities to be made available through the further development of the PCA/ Chair meetings. GB good practice case studies published on EAS web site

	All Associate Clerks have been assessed using the QA process and support put in place as appropriate. The % of Governors rating the Clerking Service as good or better is at least 90% for all LAs 2016 survey. (BG Target 90%, CCBC 92%, all others 95%)	
Main activities / Prif weithgaredd	**When? / Pryd?**	**Who?**
Excellence in Leadership		
Consultants to Governing Bodies Programme developed and roll out across EAS area commenced. Additional support option available to Governing Bodies to assist in self-improvement.	Jan/ Feb 2016 - consult with stakeholders March 2016 recruitment Summer 2016 Training and deployment Autumn 2016 Monitor and initial evaluation	Governor Support Team CA
Online training made available to all Governors /Clerks for Performance Data and Induction. Support development and ability to challenge in respect of PDG. To increase training opportunities limiting suspensions/disqualifications to 2%.	Spring 2016 Scope provision Summer 2016 develop and pilot Autumn 2016 -introduce and evaluate	Governor Support team (Lead for project -Clare Coff) Ed Pryce
System introduced for evaluating impact of training to inform improvements to the training programme.	Research completed and outcomes available July16	Clare Coff
To consider the 4 Primary Schools, 6 Secondary Schools and 1 Special School categorised D at step 2 (2016) and identify additional support	Spring 2016 link with CA to identify required support and agree plan Summer 2016 implement /monitor impact	Governor Support Team CA
Develop guidance / training material to challenge grant spending/ support budget monitoring and pupil Attendance.	Spring / Summer 2016 Autumn 2016 evaluate including governor Survey	Governor Support Team
Review SLAs in respect of the anomalies across the L's and work with LA's to find a solution	Review Spring/Summer 16 Agree new SLA Autumn 16 Introduce from 1/04/17	Governor Support Geraint Willington
Roll out Clerks QA process to improve the support to GB's	Spring 2016 - schedule agreed and training for Governor Support Officers (GSOs) completed. Assessment ongoing throughout year	Governor Support Team
Dove tail with work under way in Excellence in Leadership to ensure role of governors is integral	Spring / Summer 2016	Governor Support Excellence in Teaching Strategy Lead
Re-establish the Governor Strategy group with representatives from each of the 5 Governor Association groups.	Spring 16 to introduce. Review September 16	Governor Support

Redefine the communication structure between each of the Governor networks and introduce a Governor Bulletin.		

Key milestones / Cerrig Milltir 2016-2019
2016/17
2016 Governor Survey, the % of Governors rating the Clerking Service as good or better is at least 90%. Number of Governors who understand the priorities of PDG increases from 78% to 80%.
New WG Governance regulations published
Consultant Governor programme developed and initial roll out commenced.
2017/18
Consultant Governor Programme fully in place and evaluated.
System for evaluating impact of training embedded and review completed.
2018/19
Review SLA

Service Offer 2016 - 2017:

Service Area	Lead Creative Schools

Summarise the main regional priorities for your service area;

- Lead Creative Schools; embed the new Lead Creative School grants in over 30 schools in the region, and ensure effective integration with the work of EAS.
- Challenge Advisers to ensure that Lead Creative schools have robust and deliverable plans for supporting improvements across the region.
- Closing the Gap Champion to track the impact of Lead Creative Schools on accelerating the attainment of all pupils and particularly for FSM pupils.

Programme offer	Expected outcomes	Delivery style	Link to need	LA offer
One to one support for schools to manage and coordinate individual LCS projects. Schools will work directly with Arts Council partners.	Delivery of specific projects through the creative arena and relative to improvements identified in the school development plan.	Coaching, mentoring by Arts Council partners 2-day induction training for school coordinators	Application of a specific project to raise standards linked to school development plans.	All LAs

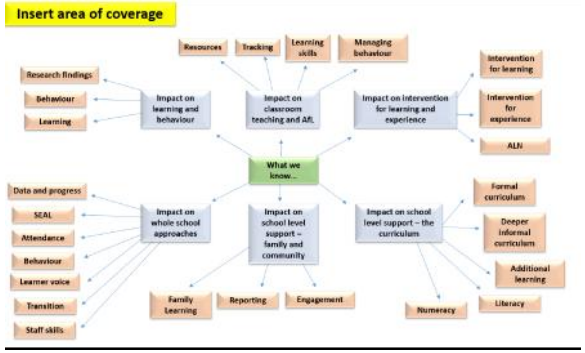
Service Area	**Closing the Gap**

Summarise the main regional priorities for your service area;

- Foundation Phase: The progress of pupils eligible for free school meals declined slightly at Outcome 5+, but progress at level 6+ improved with the gap between FSM and non-FSM pupils narrowing.
- Key Stage 2: FSM pupil performance has improved at both level 5+ and level 6+ across the region and in each LA except Torfaen at Level 4+. The gap between FSM and non-FSM pupils reduced in each Local Authority except Caerphilly at Level 5+.
- Key Stage 3: At level 5+, progress of FSM pupils improved but at a slower rate than non-FSM pupils. In contract, progress at level 6+ was faster for FSM pupils.
- Key Stage 4: Over the past year the region has seen a 3.3 percentage point increase for FSM pupils, which is slightly lower than the increase across Wales in the same period (3.5 percentage points). Performance of FSM pupils is currently 2.3 percentage points below the Wales figure (29.0% compared to 31.3%). Over the past year the region has seen a 2.7 percentage point increase for non-FSM pupils, which is higher than the increase across Wales in the same period (2.1 percentage points). Performance of non-FSM pupils is currently 2.6 percentage points below the Wales figure (61.1% compared to 63.7%).
- The performance gap between FSM and non-FSM pupils has slightly narrowed since 2014 from 32.7 percentage points to 32.1 percentage points. This is slightly below the Wales gap of 32.4 percentage points.

Programme offer	Expected outcomes	Delivery style	Link to need	LA offer
Offer from CtG Project Team		•		
1. Programme-Level Challenge	Provide ongoing support and challenge to the delivery areas: • English (Lit) • Mathematics (Num) • Welsh (1st and 2nd Lang.) • CAs • Foun. Phase • 21st Century learning • Business Support • Science • Post-16	Interviews with area leads – termly review Development of area-specific services aimed at closing the gap – e.g. workshops on community engagement, parental support, subject-specific pedagogy	Ongoing challenge to all programme areas to ensure programme offers are fit for purpose	All LAs
2. AfA s-2-s	Trial AfA in 2 clusters and share resources and models more widely	School-to-school	Achievement for All as a successful programme-level development in two clusters of schools	Operates in Monmouthshire and Torfaen
3. Valleys Project	School-to-school programme engaging schools in upper Caerphilly, Torfaen and BG	School-to-school in partnership with CSC	Relative performance of valleys schools	Operates in BG, upper Caerphilly, Torfaen

Programme offer	Expected outcomes	Delivery style	Link to need	LA offer
4. 10-10 project	Identify the ten most effective schools according to pupil outcomes in closing the attainment gap in Literacy and Numeracy. National test data will be	Investigate practice and provide schools across the region with examples	Using test data, focus on 10 highest performing schools (in relative terms) to determine current	LA application will depend on the data

	used as a measure: share practice with wider group of schools	of strategies, planning, activities and interventions	practise and share with lowest performing schools to improve outcomes	
5. PG Certs	A Post Graduate Cert programme exploring over 2 units, best practice in family and community engagement and best practice in school and curriculum leadership and design to support closing the gap	University-run workshops and school-to-school	Elective programme attended by schools according to own self-evaluation	Open to all LAs
6. Pedagogy Resource for Teachers	Using this model, provide a resource to support development in pedagogy taking into account the key findings of current research: Insert area of coverage 	Paper resource with workshop sessions to support	In all LAs, focus is on pedagogy and practice, driven by the ten areas of focus from STT and WG publication: • FACE • SEAL • Intervention • AfL • Tracking • LNF • Learning Skills • Curriculum Design • Pupil voice • Transition	Open to all LAs
7. Governors' Training Resource	Video-based resource using the materials from last year's PDG conference as support to PDG Govs	Online video resource	New role of Closing the Gap link governor requires further support and guidance	Open to all LAs
8. FACE Event	WG funded event sharing practice in FACE	Single large scale event with follow-up on schools' statements of needs	Specific focus on Family and Community Engagement	Open to all LAs
9. Family Learning Signature	Pilot programmes in use of FLS in 2 clusters – Newport and Caerphilly	Cluster based s-2-s programme	Specific focus on Family and Community Engagement	Newport and Caerphilly
10. PDG – input to Heads' summer conference	Key input on progress across the items above to the Summer 2016 conference	Conference in summer	Update and guidance to leadership, seeking views on programme and new requirements for support	Open to all LAs
11. Liaison with SCC	Improved outcomes for learners in SCC schools	Across SCC programme	Linked to SCC categorisation	SCC Schools only
12. LAC link and liaison	Improved outcomes for LAC learners	Workshops and school-to-school	Performance of LAC learners	Open to all LAs

Service Offer 2016 – 2017:

Service Area	Excellence in Leadership (EiL)

Summarise the main regional priorities for your service area;

- *To improve the quality of Leadership (as set out in Qualified for Life and EAS Business Plan 2016-19), especially middle leadership and senior leadership in secondary schools*
- *To build the capacity of schools through a self-improving system (EAS Business Plan 2016-19), focused initially on a common understanding of the benefits of the approach*
- *The implementation of an improved school-to-school support strategy is now being trialed through the Excellence in Teaching and Excellence in Leadership programmes alongside the New Deal Pioneer Schools (EAS Business Plan 2016-19)*
- *Though all LAs will be in receipt of the regional offer, there will be variation at programme level depending on the priorities of schools, cluster and LAs – this will include specific attention to:*
    - Support for Middle Leaders and the effective accountabilities that are required
    - Support for self-evaluation and school development planning
    - Effective delivery of NPQH and support for new Heads
    - Reduction of variance in pupil outcomes (particularly for FSM and other vulnerable learners), provision (particularly the quality of teaching and development of skills) and leadership between schools
    - Support for tracking and target setting
    - Finding a key transparent link between school development plans (SDP), grant spending plans and impact, including use of MySID
    - Improving succession planning for Headship and sustaining Headship for longer term post-holders (with particular emphasis on Welsh Medium school leadership)

Programme offer	Expected outcomes	Delivery style	Link to need	LA offer
Offer from EiL Programme				
ILM Levels 4, 5 and 6 (Portal)	Nationally recognised qualifications for staff at relevant levels, improved performance in role	Rolling programme in NVQ style core knowledge and evidence presentation	• Level 4 – emerging leaders and business managers • Levels 5 and 6 – dept. leaders, TLR holders, cross-school responsibilities • For all – reduction of variance in quality at emerging leader	All LAs

Post-Graduate Certificate: Leadership for School Improvement (University of South Wales)	Improved leadership of systems and processes by practitioners with whole-school responsibilities	Accreditation of school-based CPD plus action research	• Quality of leadership of learning • Focus on whole-school responsibility	All LAs
Post-Graduate Certificate: Breaking the Link and Closing the Gap (UWTSD)	Improved understanding of strategies at micro and macro level for family and community engagement and teaching and learning to address the challenges of poverty	Action research and workshops	• System leadership for closing the poverty gap	All LAs
Post-Graduate Certificate: Successful Futures (UWTSD)	Improved understanding of Donaldson and curriculum/pedagogy design to address the implications of the report	Action research and workshops	• System leadership in preparation for Donaldson	All LAs
ILM Level 7, Reflective Practice (Portal)	Improved performance in the identified area of priority, nationally recognised qualifications for staff at L7	Rolling programme in NVQ style core knowledge and evidence presentation	• School-level defined by practitioner and school~~s~~ leadership	All LAs
Programme offer	**Expected outcomes**	**Delivery style**	**Link to need**	**LA offer**
Middle and Senior Leader Development Programme: Leading Teaching and Learning	Improved accountability structures, processes and behaviours between Heads, SLT and middle leaders – focus on teaching and learning	Multiple staff from school per cohort, Head, SLT, HOD, workshops and action research	• Leadership of learning and accountability for standards	All LAs
Middle and Senior Leader Development Programme: Leading Pastoral and Support Services	Improved accountability structures, processes and behaviours between Heads, SLT and middle leaders – focus on pastoral and support services	Multiple staff from school per cohort, Head, SLT, HOD, workshops and action research	• Leadership of learning and accountability for standards	All LAs
Year 1 Headship (EAS Delivered)	Delivery of WG funded programme of mentorship and support. Faster settling of new Heads, improved succession planning and increased capacity for Headship	School-to-school and workshops	• Defined by leaders new to post – national priority	All LAs
TEN Development Programme (TEN)	Improved performance in transaction management – leadership and	Externally provided workshops	• Defined by school self-evaluation and cluster/PLC working	All LAs

	management processes as identified by schools' self-evaluation			
NPQH (EAS and CSC Delivered)	Delivery of national programme to assess readiness for Headship	Assessment model	• Succession and capacity	All LAs
Deputy Heads' Network	Improved mutual support for Deputy Head teachers, focus on areas of priority identified by schools and clusters	PLCs and workshops	• Expressed by leaders in seminars, linked to capacity building and succession planning	All LAs
Preparing for Headship – prior to NPQH	Improved readiness for NPQH assessment, more effective NPQH processes	Action research and workshops	• Emergent from data in last three years of NPQH – application, on-programme and successful completion	All LAs
Headship 5Y.+	Higher levels of support for longer serving Heads, sustainable capacity in leadership, increased retention of higher performing Heads.	Brokered programme externally delivered.	• Expressed by leaders in seminars, linked to capacity building and ensuring sustainability of post-holders and development of Executive Head teachers.	All LAs
Rolling programme of Heads' seminars and conferences	Constant updating to Heads on regional priorities and actions Gaining the views of Head teachers on regional issues and direction	Conferences and seminars	• Common understanding of issues and priorities	All LAs
MySID Development programme	Improvement in use of MySID to include: • Basic operation • Self-Evaluation and School Development Planning • Finance module • Recording impact	Workshops	• Support for self-evaluation and school development planning • Support for grant spending plans and impact, including use of MySID	All LAs
Target setting and tracking – CPD workshops	Improved practice and understanding of the regional approach to target setting Reduced variance between target set and outcome	Workshops	• Support for self-evaluation and school development planning • Support for grant spending plans and impact, including use of MySID	All LAs

			• Variance between targets and outcomes	
CPD in HR priority areas	Development programme covering: • Pay Policy • Effective Performance Management • Addressing Performance Concerns	Workshops	• Improvement in quality of leadership at all levels	All LAs

Programme offer	Expected outcomes	Delivery style	Link to need	LA offer
Leadership offers from wider teams				
English and Literacy				
Leading Literacy	The programme consists of five days over the course of the year. Each session will focus on a specific area of leading English/ Literacy. This training will contain an element of action research whereby practitioners will be expected to undertake small scale research within their setting.	Five-day modular course with S2S and research to measure impact.	Raise the impact of leadership in English to ensure attainment is above the median.	ALL
Language Coordinator meetings	All delegates have been provided with updated information for local and national priorities including National reading test guidance, moderation and standardisation, learner profiles, Donaldson, the POS, LNF, processes and they have had opportunities to share best practice.	Termly network meetings using S2S input and sharing of best practice.	Raise the impact of leadership in English to ensure attainment is above the median. • R1 Make developing literacy skills a priority in improvement plans and schemes of work • R2 Track and monitor the progress of all pupils, particularly those on intervention programmes and more able learners, to make sure that they make good progress across all key stages	

			• R4 Monitor and evaluate the impact of strategies for improving literacy • R8 Work with other schools to share effective standardisation and moderation practices.	
Literacy Champions	The focus of this course is to share good practice and expertise in developing reading, writing and oracy skills within delegates own school. There is an expectation that Literacy Champions in each phase attend an initial half day launch meeting, followed by four full-day central network sessions plus a half day in-school meeting with an EAS adviser. A further 10 days' release time in school is used to work to improve standards in reading, in English and across the curriculum, including supporting other members of staff. Evidence of impact Attendees/participants will: • Share good practice within and between schools. • Develop their skills for teaching reading, writing and oracy.	There is an expectation that Literacy Champions in each phase attend an initial half day launch meeting, followed by four full-day central network sessions plus a half day in-school meeting with an EAS adviser. A further 10 days' release time in school is used to work to improve standards in reading, in English and across the curriculum, including supporting other members of staff.	Raise the impact of leadership in English to ensure attainment is above the median. R4 Monitor and evaluate the impact of strategies for improving literacy.	
Literacy Champions	All delegates will have increased confidence in developing writing in their subject area and across the school. They will be able to use a range of strategies such as modelled, paired, guided and slow writing. They will develop confidence in how to embed activities to improve	Network/ S2S/ Research	Raise the impact of leadership in English to ensure attainment is above the median. Variance in subject leadership across the EAS and poor level of performance across the key	All

	grammatical accuracy within current schemes of learning. All delegates are provided with updates on local and national priorities including Estyn remit reports and Donaldson.		stages within English and Literacy at above expected level. • R4 Monitor and evaluate the impact of strategies for improving literacy.	
Outstanding teachers	All delegates will gain knowledge on how to develop skills for Pisa, how to embed higher order literacy skills, thinking skills and metacognition. Delegates are provided with an analysis of the new GCSE and identify the top ten question types for reading. Delegates will use their knowledge from the training to collate strategies and examples of pupils' work marked using the new GCSE mark scheme. They will use this to support other colleagues - providing them with a range of successful strategies for teaching unit 2 and 3 reading.	Network/ S2S/ Research Termly half day meetings	Raise the impact of leadership in English to ensure attainment is above the median. Variance in subject leadership across the EAS and poor level of performance across the key stages within English and Literacy at above expected level.	All
Literacy coordinator networks	All delegates will be provided with updated information for local and national priorities including National reading test guidance, moderation and standardisation, learner profiles, Donaldson, the POS, LNF, processes and they have had opportunities to share best practice.	Network/ S2S/ Research Termly half day meetings	Raise the impact of leadership in English to ensure attainment is above the median. Variance in subject leadership across the EAS and poor level of performance across the key stages within English and Literacy at above expected level. • R2 Track and monitor the progress of all pupils, particularly those on intervention programmes and more able learners, to make sure that they make good progress across all key stages	ALL

			• R3 Tackle the underperformance of pupils entitled to FSM in English, including for more able pupils, by targeting and matching support to their individual learning needs • R4 Monitor and evaluate the impact of strategies for improving literacy	
Heads of English network meeting (Termly + monthly drop in clinics)	All delegates are provided with updated information for local and national priorities including National reading test guidance, moderation and standardisation, learner profiles, Donaldson, the POS, LNF, processes and they have had opportunities to share best practice. Wave 1 HODs regularly lead the network meetings gaining confidence in their leadership and sharing of best practice. HODs value the opportunity to network, sharing ideas, schemes of learning and building up support networks. Impact- Wave 1 and 2 schools supporting each other and Wave 3.	Network/ S2S/ Research Termly half day meetings and monthly drop in clinics for two hours	Raise the impact of leadership in English to ensure attainment is above the median. Variance in subject leadership across the EAS and poor level of performance within KS4. • R4 Monitor and evaluate the impact of strategies for improving literacy • R5 Train teachers to plan more challenging opportunities in all subjects to develop pupils' higher order reading and writing skills • R8 Work with other schools to share effective standardisation and moderation practices	All LAs
Support for new Heads of department- professional dialogue to agree priorities and plan package of support	School leaders more confident in identifying priorities and planning appropriate activities and interventions in English	School-based initial meeting followed by EAS support and S2S support and shadowing.	Raise the impact of leadership in English to ensure attainment is above the median. Estyn English reports Successful futures	All LAs

Mathematics and Numeracy				
Strategic mathematics training and briefings for school leaders	• Systematic dissemination on strategic aspects of provision and leadership in mathematics/numeracy to ensure all Head teacher are aware of national/regional/LA priorities and the support available.	**Seminars and LA meetings** • Updates at East/West Head teacher seminars, as relevant. • Termly guidance and training at LA Head teacher meetings. • Written information sent to all schools to ensure key information is received by all Head teachers.	Regional, Wales and international evidence shows strong and well informed leadership are vital to system change and high performance. National perf data WG stat. guidance STAP guidance Successful Futures Ma T+ Finish report Estyn numeracy reports	All LAs
Subject leader training / network meetings	• Termly network meetings to ensure those leading on aspects of mathematics and numeracy are equipped to provide the guidance and subject knowledge required.	**Network and S2S** • Termly half day meetings for each LA plus whole day inter-LA conference. Input from EAS numeracy team, lead schools, practitioners and teachers engaged in funded projects and case studies.		All LAs
Termly update meetings for lead practitioners	Aim is to ensure that OTs we have previously trained and currently deploy in a variety of way for S2S work continue to: • improve teaching in own school to reduce internal variation; • remain at the forefront of best practice and are 'early-adopters' the national changes expected;	**Network, S2S and research** • Termly meeting for the 'core' group of 29 teachers. However, we will add to the 'artisan' list during the year as we identify other teachers	Successful Futures Estyn S2S report New Deal School survey Maths task and finish report	All LAs

	• have capacity to share effective practice with other schools.	who can be used to share best practice on a regular basis.		
E1 (D1/D2) Using diagnostic information to inform strategic monitoring Leadership aspects of 'Maths inside-out' (see D1)	Bespoke support to enable team members to model how to make use of the school's own assessment information at pupil and question level to inform T&L and set priorities (See D1 above).	**School-based leadership meeting** Analysis of school data and school processes alongside HT and other leaders) (half day plus half day prep).	See above - Num/CA reviews - Estyn numeracy reports	All LAs
Leadership consultancy to review developments and confirm priorities	School leaders more confident in identifying priorities and planning appropriate activities and interventions in mathematics	**School-based leadership meeting** (half day meeting with senior team member)	- Estyn num reports - Maths task and finish report - Successful Futures	All LAs
Assisted mathematics review / book scrutiny		One to two days depending on size of school and scope of review	Estyn numeracy reports CA/Estyn report	All LAs
Heads of Department Conference	• Termly network meetings to equip those leading on mathematics/numeracy to provide the guidance and subject knowledge required. • Meet with colleagues to share ideas and provide ongoing feedback on school initiatives. • Gain awareness of good practice in other departments across the consortium.	**Network / S2S / research** • Termly input from EAS numeracy team, outside speakers, lead schools, practitioners and teachers engaged in funded projects and case studies.	National performance data Successful Futures Maths Task + Finish report Estyn numeracy reports	All LAs
Numeracy Coordinator Network Meeting				
NEW Heads of Department Network Meeting.	• Termly network meetings to ensure those new to the role of head of mathematics are skilled in leading and managing dept. • Meet with other colleagues new to the post to share ideas.	**Network / S2S / research** • Termly input from EAS numeracy team, outside speakers, lead schools,	National performance data Successful Futures Maths Task + Finish report Estyn numeracy reports	All LAs

Suitable for newly appointed heads of department.		practitioners and teachers engaged in funded projects and case studies		
Mathematics Line Manager Training. A new modular course aimed at upskilling line managers of mathematics departments to effectively evaluate standards within the mathematics department.	• Exemplification of effective mathematics teaching and better understanding of ETF (mathematics) with subsequent impact on judgements/ targets. • Improved understanding of book scrutiny books and full range of assessment information in order to diagnose weaknesses and set next steps.	**Central course/network/research** • 2 x ½ day training sessions • 2 x 1hour follow up sessions in school including opportunities for coaching	National performance data Successful Futures Maths Task + Finish report Estyn numeracy reports	All LAs
Termly update meetings for lead practitioners. A network meeting aimed at previously trained lead practitioners of mathematics.	Ensure lead practitioners previously trained and currently deployed for S2S work continue: • to improve teaching in own school/reduce internal variation. • remain at the forefront of best practice and are 'early-adopters' of national changes expected. • have capacity to share effective practice with other schools.	**Network / S2S / research** Termly meeting for the 'core' group of lead practitioners.	Successful Futures Estyn S2S report New Deal School survey Maths Task + Finish report	All LAs
The Foundation Phase				
Leadership Matters in the Foundation Phase Raising standards of leadership	• Improved middle leadership skills • Effective use of monitoring procedures to raise standards • Stronger links with schools supporting each other	Training S2S	Local priority – extend capacity for schools as self-improving systems Train new leaders on the role and responsibility – raise standards Estyn reports/Annual report CA / HT requests	All LAs

			Foundation Phase survey outcomes	
FP termly network meetings	• Well informed middle leaders able to lead FP and raise standards • Essential network updates on national regional, and local priorities	Network	Local priority – raise standards of leadership through well informed and highly skilled leadership CA / HT requests Foundation Phase survey outcomes Estyn reports/Annual report	All LAs
Leaders learning together Creating self-improving systems	• Targeted successful leaders will support new or inexperienced leaders on the leadership journey • Strengthened middle leadership skills impacting on pupil outcomes	S2S	In line with building capacity for self-improving systems. Select high performing schools with high quality Foundation Phase practice to support schools to improve.	All LAs
Pilot **Aspiring Leaders – developing leadership skills** Target/enlist effective teachers/leaders in FP who want to widen their skillset for leadership	• Teachers improve skills in providing advice, support and guidance through supporting non-maintained settings (10%) • Improved Professional development outside current school • Evidence of impact on setting provision	School to setting	In line with building capacity for self-improving systems and improving transition from NMS to school to raise standards. Estyn remit report for NMS	All
Welsh				
Language / Literacy Coordinator meetings Primary / Secondary KS2/3	All delegates to be updated on local and national priorities. Information and resources shared with opportunities to share best practice.	Network	Improved literacy outcomes Excellence in leadership Challenging curriculum and supportive assessment Transition links	All

WM HT meetings Excellence in Leadership All SE Wales WM HTs	Improved strategic planning for the delivery of Welsh services in SE Wales (EAS and schools) Increased school-to-school support Updates on regional programmes to support language / literacy An opportunity for HTs to share best practice on provision for and the monitoring of language / literacy	Network	Improved literacy outcomes Excellence in leadership Challenging curriculum and supportive assessment Transition links	All
ALN	Programme of support / networking for the development of literacy with pupils with ALN inclusive of HTs, SENCo, LA representatives from Newport and Caerphilly	Network / s2s	Improve outcomes for vulnerable learners Challenging Curriculum and supportive assessment Excellence in leadership	All
Secondary HODs / GCSE	Joint secondary HODs meetings with YGG and YGCRh Facilitation of HODs attendance at CSC secondary HODs meetings	Network Network with CSC HODs	Excellence in leadership Challenging Curriculum and supportive assessment A rewarding qualifications framework	Caerphilly and Torfaen
GCSE	Facilitation of HODs attendance at CSC GCSE / PISA working parties	Network with CSC GCSE / PISA working parties	A rewarding qualifications framework	
Excellence in leadership of Welsh Second Language – Head teachers	Brokered visit to a successful school supported by a Welsh in Education Officer	1 days	Reduce Estyn recommendations Excellence in leadership	All
Welsh Second Language Coordinator meetings	All delegates to be updated on local and national priorities. Training on emerging initiatives by Welsh in Education Officers. Information and resources shared with opportunities to share best practice. Raised performance across the key stages and reduced variation- July 2016	Network	Reduce Estyn recommendations Excellence in leadership Challenging curriculum and supportive assessment	All

What good looks like for new Welsh Second Language subject leaders	Subject leaders lead, advise & monitor standards and provision in their schools successfully Raised performance across the key stages and reduced variation- July 2016	2.5 days Including 0.5 days for practitioners to return and share progress and development following commitment to act.	Reduce Estyn recommendations Improve outcomes for all learners including FSM/ALN/MAT Excellence in leadership Donaldson	All
'Developing Welsh' (Bilingualism) in my schools for Welsh Second Language subject leaders	Subject leaders plan, lead and monitor strategies and opportunities for learners to use Welsh in a range of situations within and beyond their Welsh lessons	1.5 days Including 0.5 days for practitioners to return and reflect on their own practice and share progress following commitment to act.	Reduce Estyn recommendations for the use of Welsh around the school Excellence in leadership Donaldson	All
21st Century Learning				
Preparing for Digital Competence: A course for Primary (or) Secondary School Leaders	• Head teachers provided with an introduction to the framework and a toolkit to support the implementation of the Digital Competence Framework.	School-to-school delivered workshops.	• Effective model developed for implementing the DCF from September 2016	All LAs
ICT Leadership Programme (for Primary Middle Leaders)	• ICT coordinators role is developed to be able to support the introduction of the Digital Competence Framework in schools.	School-to-school delivered programme.	• Supporting implementation of Digital Competence in Schools.	All LAs
Primary network meetings: ICT coordinators and Secondary HODs of ICT meetings	• All ICT coordinators/HODs up to date with national policy/curriculum and assessment change. • Sharing of good practice across schools/departments.	School-to-school delivered programme	• To ensure all ICT middle leaders are supported with the implementation of the Digital Competence Framework.	All LAs
ICT self-evaluation (self-supported review)	• A self-evaluation review to highlight current performance against 14 key self-evaluation questions	School-to-school or EAS led self-evaluation (against preparedness for Digital Competence)	• Preparedness for integration of Digital Competence needs to start with an effective self-evaluation	All LAs

	• Targets to improve performance in light of self-evaluation			
Intelligent Investment	• Event to support schools in making effective strategic decisions with the investment in infrastructure and purchase of ICT equipment linked to the requirements of Digital Competence in schools.	EAS led, with school-led workshops.	• Schools will need to make sound financial investments in ICT infrastructure and equipment to effectively deliver the Digital Competence Framework.	All LAs
Welsh Baccalaureate Support Programme	• Welsh Baccalaureate leads provided with continued support and guidance for the implementation of the specifications.	EAS and School-to-school led workshops and development groups.	• Continued support required as Welsh Bacc becomes the performance measure from 2018 (Year 10 2016).	All LAs
HODs networks, non-core subjects	• HODs supported with the implementation of the new GCSEs.	EAS and School-to-school led workshops.	• Support with implementation of the new GCSEs in most non-core subjects from September 2016.	All LAs
Post-16				
Leadership training for Heads of 6th form	Improve the leadership and management skills of Heads of 6th form	CPD aligned to the EiL programme	Post-16 reviews have identified a need in this area coupled with weaknesses in aspects detailed above where this is the responsibility of the Head of 6th form	
School-to-school projects across 6th forms in the region to address and support areas for improvement aligned to above regional priorities	Improvement in performance of learners and the effectiveness of 6th form leadership skills Establish a culture of a self-improving within 6th form settings Establish toolkits of 'what good looks like' specific to 6th forms and include in Timebank as appropriate	• School-to-school • Use of external partners	7. Overall learner performance in SEW in KS5 is below the national averages in most cases. 8. Self-evaluation and development planning at KS5 has been a keen EAS focus recently and is improving but continued development need	All LA's

			9. Learner tracking at KS5 overall needs to continue to improve. There is no standard format and no government instruction. 10. Support for MAT learners is weak in most schools and many policies do not extend to KS5 11. New KS5 performance measures to be introduced by Welsh Government means a change in data analysis in schools for KS5 12. The overall quality of leadership in 6th form is adequate and needs to improve	
Excellence in Teaching				
PG Cert (UWTSD) "Breaking the Link" Equity in Education is aimed at all staff.	Critically assess the nature of educational inequality in Wales; • Engage with successful practice in reducing inequality; • Recognise the value of diverse resources within the school and wider community and determine effective ways of utilizing the resources; • Evaluate why specific approaches for reducing the impact of disadvantage are effective and have significant impact; • Reflect on and analyse a range of	Partnership between schools and UWTSD.	**Qualified for Life – Strategic Objective 1.** An excellent professional workforce with strong pedagogy based on an understanding of what works. Excellent teaching and learning comes from motivated, committed, excellent practitioners, who are highly skilled, who combine expert subject knowledge with a deep understanding of the learning process and who continually seek to improve their skills.	All Local Authorities.

	literature and research on educational inequality in Wales and internationally.		**EAS Business Plan -** Accelerating the progress of learners who face the challenge of poverty. **Qualified for Life - strategic objective 4**. Leaders of education at every level working together in a self-improving system, providing mutual support and challenge to raise standards in all schools.	
PG Cert (UWTSD) "Pedagogy and Curriculum for Successful Futures" is aimed at staff with a leadership responsibility.	The Level 7 Post-Graduate Certificate will allow Curriculum and New Deal Pioneer Practitioners to undertake research and development which is directly linked to their Curriculum Pioneer status. It will give schools and practitioners the structure and research base to consider how best to develop new curriculum structures, pedagogical practices and assessment procedures as they look to develop and implement aspects of the new Curriculum for Wales by 2021.	Partnership between schools and UWTSD.	**Qualified for Life – Strategic Objective 1.** An excellent professional workforce with strong pedagogy based on an understanding of what works. Excellent teaching and learning comes from motivated, committed, excellent practitioners, who are highly skilled, who combine expert subject knowledge with a deep understanding of the learning process and who continually seek to improve their skills. **WG Priority -** 'Successful Futures' - the review of curriculum and assessment **Qualified for Life - strategic objective 4**. Leaders of education at every level working together in	All Local Authorities.

			a self-improving system, providing mutual support and challenge to raise standards in all schools.	
Teaching and Learning Strategy Toolkit	To deliver to schools a toolkit for improving the provision of Teaching & Learning through the following signposted areas; • Vision • Staff roles and responsibilities • Learner entitlement • Pedagogy • Curriculum • QA and Self-evaluation • Learner voice • AfL • Book and work review • Practice benchmark • Observation • Sharing practice • Use of other adults • Range of resources • Data and tracking • Intervention • Workforce commitment • Improvement plan 1-2-3	AD BIS, EiT Lead & school delivered.	**Qualified for Life – Strategic Objective 1.** An excellent professional workforce with strong pedagogy based on an understanding of what works. Excellent teaching and learning comes from motivated, committed, excellent practitioners, who are highly skilled, who combine expert subject knowledge with a deep understanding of the learning process and who continually seek to improve their skills. **Qualified for Life - strategic objective 4**. Leaders of education at every level working together in a self-improving system, providing mutual support and challenge to raise standards in all schools.	All Local Authorities.

This page is intentionally left blank

Appendix 7

EAS Business Plan 2016-2019

LA Annexes (2016-2017)

Local Authority Specific Annex 2016-2017
Local Authority: Monmouthshire

The targets below are derived from pupil level targets submitted by all schools across South East Wales during the statutory target setting process in autumn 2015. The target setting process across the region is robust with all school targets linked to targets for individual pupils and a comprehensive challenge process by Challenge Advisers and quality assurance by Principal Challenge Advisers and Local Authorities including analysis of projected future performance against previous performance, projected Free School Meal benchmark quarters and FFT estimates.

Foundation Phase

All Pupils	2015 Actual	2016 Target	2017 Target
FPI	91.8	91.8	-
LLC English O5+	93.3	94.0	-
LLC Welsh O5+	90.9	89.4	-
Math Dev.O5+	93.9	94.1	-
PSD O5+	97.6	96.7	-
LLC English O6	45.9	47.8	-
LLC Welsh O6	38.6	36.4	-
Math Dev. O6	44.4	47.6	-
PSD O6	65.6	64.7	-

FSM Pupils	2015 Actual	2016 Target	2017 Target
FPI	82.9	81.0	-
LLC English O5+	85.7	81.7	-
LLC Welsh O5+	100.0	100.0	-
Math Dev.O5+	88.6	82.3	-
PSD O5+	95.2	91.1	-
LLC English O6	17.3	21.1	-
LLC Welsh O6	14.3	37.5	-
Math Dev. O6	20.0	27.8	-
PSD O6	39.0	48.1	-

non-FSM Pupils	2015 Actual	2016 Target	2017 Target
FPI	92.9	92.8	-
LLC English O5+	94.3	95.2	-
LLC Welsh O5+	88.9	87.9	-
Math Dev.O5+	94.5	95.3	-
PSD O5+	97.9	97.2	-
LLC English O6	49.5	50.3	-
LLC Welsh O6	44.4	36.2	-
Math Dev. O6	47.6	49.5	-
PSD O6	69.1	66.3	-

Key Stage 2

All Pupils	2015 Actual	2016 Target	2017 Target	2018 Target
CSI	92.5	93.6	92.9	92.6
English L4+	93.4	94.9	93.7	93.8
Welsh (1st) L4+	85.7	92.7	87.5	87.0
Maths L4+	94.7	94.9	94.3	94.5
Science L4+	95.2	95.8	95.1	95.7
English L5+	51.2	51.5	52.0	52.6
Welsh (1st) L5+	31.4	31.7	17.5	38.9
Maths L5+	50.2	51.7	52.7	51.4
Science L5+	53.6	52.8	55.6	54.2
Welsh (2nd) L4+	85.5	85.8	83.0	83.7
Welsh (2nd) L5+	30.4	26.5	32.5	31.3

FSM Pupils	2015 Actual	2016 Target	2017 Target	2018 Target
CSI	81.9	88.1	83.8	87.9
English L4+	85.1	89.8	85.3	87.9
Welsh (1st) L4+	0.0	100.0	80.0	50.0
Maths L4+	86.2	88.1	86.8	91.4
Science L4+	89.4	91.5	88.2	91.4
English L5+	25.5	27.1	25.0	20.7
Welsh (1st) L5+	0.0	0.0	0.0	50.0
Maths L5+	21.3	27.1	20.6	19.0
Science L5+	24.5	28.8	26.5	22.4
Welsh (2nd) L4+	72.0	69.6	73.0	75.0
Welsh (2nd) L5+	14.0	10.7	12.7	8.9

non-FSM Pupils	2015 Actual	2016 Target	2017 Target	2018 Target
CSI	93.8	94.0	93.7	92.9
English L4+	94.3	95.3	94.4	94.2
Welsh (1st) L4+	88.2	92.1	88.6	88.5
Maths L4+	95.8	95.4	94.9	94.7
Science L4+	96.0	96.1	95.7	96.0
English L5+	54.4	53.2	54.4	54.8
Welsh (1st) L5+	32.4	34.2	20.0	38.5
Maths L5+	53.8	53.4	55.5	53.6
Science L5+	57.3	54.5	58.2	56.3
Welsh (2nd) L4+	87.5	86.9	83.9	84.3
Welsh (2nd) L5+	32.6	27.6	34.1	32.9

Key Stage 3														
All Pupils	2015 Actual	2016 Target	2017 Target	2018 Target	FSM Pupils	2015 Actual	2016 Target	2017 Target	2018 Target	non-FSM Pupils	2015 Actual	2016 Target	2017 Target	2018 Target
CSI	90.8	93.3	94.9	96.4	CSI	62.3	78.9	83.3	90.8	CSI	93.6	95.3	96.4	97.0
English L5+	93.7	94.5	96.1	97.4	English L5+	71.0	80.0	85.4	93.1	English L5+	96.0	96.5	97.5	98.0
Welsh (1st) L5+	-	-	-	-	Welsh (1st) L5+	-	-	-	-	Welsh (1st) L5+	-	-	-	-
Maths L5+	92.0	94.5	96.1	97.4	Maths L5+	66.7	78.9	85.4	93.1	Maths L5+	94.5	96.7	97.5	98.0
Science L5+	94.9	95.5	96.8	97.9	Science L5+	75.4	80.0	88.5	95.4	Science L5+	96.9	97.7	97.9	98.2
English L6+	70.5	73.0	76.0	82.3	English L6+	43.5	44.2	54.2	55.2	English L6+	73.1	77.1	78.8	85.5
Welsh (1st) L6+	-	-	-	-	Welsh (1st) L6+	-	-	-	-	Welsh (1st) L6+	-	-	-	-
Maths L6+	73.0	75.3	77.6	85.1	Maths L6+	30.4	48.4	56.3	56.3	Maths L6+	77.3	79.1	80.3	88.5
Science L6+	70.2	75.4	78.8	85.1	Science L6+	36.2	45.3	57.3	62.1	Science L6+	73.6	79.7	81.5	87.8

Key Stage 4														
All Pupils	2015 Actual	2016 Target	2017 Target	2018 Target	FSM Pupils	2015 Actual	2016 Target	2017 Target	2018 Target	non-FSM Pupils	2015 Actual	2016 Target	2017 Target	2018 Target
L2 inclusive	66.7	71.9	71.6	73.4	L2 inclusive	39.4	40.7	48.5	53.3	L2 inclusive	71.0	75.4	73.8	76.2
L2	88.3	91.5	89.3	90.3	L2	78.8	64.2	65.2	70.7	L2	93.4	94.6	91.7	93.1
L1	96.9	95.6	96.5	96.4	L1	90.9	77.8	78.8	83.7	L1	98.3	97.6	98.2	98.2
CSI	63.2	70.4	69.5	71.0	CSI	33.3	37.0	45.5	50.0	CSI	67.8	74.1	71.8	73.9
English A*-C	76.1	79.6	79.5	80.3	English A*-C	52.5	53.1	57.6	59.8	English A*-C	79.8	82.6	81.6	83.1
Welsh (1st) A*-C	0.0	-	-	-	Welsh (1st) A*-C	-	-	-	-	Welsh (1st) A*-C	-	-	-	-
Maths A*-C	72.8	77.1	77.5	78.9	Maths A*-C	50.5	49.4	53.0	58.7	Maths A*-C	76.4	80.2	79.8	81.7
Science L2	86.2	85.9	80.7	77.6	Science L2	72.7	58.0	62.1	57.6	Science L2	88.4	89.1	82.5	80.4

Pupil Attendance				
	2015 Actual	**2016 Target**	**2017 Target**	**2018 Target**
Primary	95.8%	96%	96%	96%
Secondary	94.8%	95%	95%	95%

Summary of National Categorisation of schools in the Local Authority in 2014-2015 and for 2015-2016

Step 1
Primary

		Number of Schools				Percentage of Schools			
		Group 4	Group 3	Group 2	Group 1	Group 4	Group 3	Group 2	Group 1
Monmouthshire	14-15	0	8	14	8	0%	27%	47%	27%
	15-16	0	4	12	14	0%	13%	40%	47%
South East Wales	14-15	7	52	88	49	4%	27%	45%	25%
	15-16	2	25	90	82	1%	13%	45%	41%

Step 2
Primary

		Number of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Monmouthshire	14-15	1	12	13	4	3%	40%	43%	13%
	15-16	1	8	16	5	3%	27%	53%	17%
South East Wales	14-15	9	45	101	44	5%	23%	51%	22%
	15-16	4	29	116	50	2%	15%	58%	25%

Step 3
Primary

		Number of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Monmouthshire	14-15	1	12	14	3	3%	40%	47%	10%
	15-16	2	7	16	5	7%	23%	53%	17%
South East Wales	14-15	9	50	100	40	5%	25%	50%	20%
	15-16	5	31	111	52	3%	16%	56%	26%

Step 1
Secondary

		Number of Schools				Percentage of Schools			
		Group 4	Group 3	Group 2	Group 1	Group 4	Group 3	Group 2	Group 1
Monmouthshire	14-15	1	1	2	0	25%	25%	50%	0%
	15-16	0	1	2	1	0%	25%	50%	25%
South East Wales	14-15	10	14	10	3	27%	38%	27%	8%
	15-16	3	22	6	4	9%	63%	17%	11%

Step 2
Secondary

		Number of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Monmouthshire	14-15	0	1	3	0	0%	25%	75%	0%
	15-16	0	1	3	0	0%	25%	75%	0%
South East Wales	14-15	0	25	11	1	0%	68%	30%	3%
	15-16	3	18	14	1	8%	50%	39%	3%

Step 3
Secondary

		Number of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Monmouthshire	14-15	0	1	3	0	0%	25%	75%	0%
	15-16	0	1	3	0	0%	25%	75%	0%
South East Wales	14-15	5	19	10	3	14%	51%	27%	8%
	15-16	6	18	11	1	17%	50%	31%	3%

Monmouthshire schools currently in any Estyn follow-up category

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection
Primary	Pembroke Primary	Jun-15	Sep-15	SI
Primary	Castle Park Primary	Mar-15	Jun-15	Estyn
Primary	Llanfoist Fawr Primary	Oct-15	Dec-15	LA
Secondary	King Henry VIII Comprehensive	Dec-14	Mar-15	SI
Secondary	Monmouth Comprehensive	Nov-16	Jan-16	Estyn
Special	Mounton House Special	May-15	Aug-15	SI

Pupil outcomes

A high level analysis of pupil outcomes for the Local Authority indicates that the following aspects require improvement over the next phase of the Business Plan.

- Continue to improve the performance of FSM learners in all Key Stages.
- Continue to improve performance in L2+ at KS4.
- Continue to improve performance in CSI at KS4.
- Improve performance at the higher levels across all Key Stages.
- Improve performance A*-A at KS4.
- Ensure good transition from KS2/3 with a focus on literacy specifically writing skills.

The information below indicates the additional support that will be given to schools in the overall category of Amber or Red in the Local Authority in the academic year 2015-2016. The support is in line with the guidance within the National Categorisation System and within the SEWC Intervention Framework 2015-2016.

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
Primary				
Overall Support Category Red				
Our Lady and St Michaels Primary School	• Improve standards in KS2 and FP. • Improve pupil tracking systems. • Ensure that Governors hold the school to account through monitoring the school development plan. • Ensure school leaders evaluate plans to monitor impact on standards, learning and teaching. • Improve the quality of teaching to ensure that most teaching is consistently good.	• CA to support and QA school lesson observations, book scrutinies and learning walks. • CA to support with developing and establishing sound tracking and monitoring procedures. • CA to implement a bespoke training programme for middle leaders. • CA to support GB with improving questioning. • CA to support and monitor the effectiveness of self-evaluation procedure and suggest areas for development.	24 days	Archdiocese Partner CA
Pembroke Primary School	• In Key Stage 2 English at L5+ close gender and FSM performance gap in Higher level English and Mathematics. • In Foundation Phase improve performance in	• CA will support schol to review and develop a whole school approach to literacy, numeracy so that pupils' skills are good enough to help them make appropriate progress in all subjects.	22 days	Chepstow Alliance Schools

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	language literacy and communication and mathematical development at the higher levels. • Raise pupils' standards in Welsh in Key Stage 2. • Successfully implement the PIAP. • Ensure that Governors are rigorous in holding the school to account.	• Ensure leaders monitor the use of assessment to challenge the most able through planning scrutiny, book scrutiny and lesson observation. • Welsh in Education Team will work with the school to ensure that planning develops pupils' welsh skills progressively, especially in writing. • Support the GB in implementing the EAS approach to self-evaluation for Governing bodies.		
Overall Support Category Amber (high support / medium)				
Castle Park Primary	• Raise standards of attainment in literacy and Mathematicsematicsematical development in the Foundation Phase. • Raise standards of Welsh as a second language. • Improve the effectiveness of procedures for self-evaluation and planning for improvement. • To successfully implement the PIAP.	• CA to broker support from FP adviser to review and develop practice in FP provision focussed on learning experiences. • CA to support school to source appropriate training for staff for literacy, numeracy. • CA to broker support from Welsh in Education team to support the school in raising standards in Welsh as a second Language. • CA to support the school by ensuring leaders involve a broader range of	14 days	School to school support

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
		professionals and stakeholder (including the GB) in rigorously monitoring the consistency of the quality of teaching and learning.		
Dewstow Primary	• Improve outcomes at the higher O6+, in the Foundation Phase • Improve outcomes for learners who are FSM, especially at KS2 • Involve Governing Body members fully in the self-evaluation process • Improve teaching in order that all teaching is consistently good and excellent.	• CA will support the school to raise standards in at the Foundation Phase at the higher Outcome 6+ by reviewing current practice including planning for differentiation, target setting and assessment. • CA to support the school to ensure that those pupils at risk of underachieving are appropriately monitored and suitable interventions used to narrow the gap between those who are FSM and non-FSM. • Continue to involve the governors more closely in the self-evaluation process. • CA will Review pupils' work and support the SLT to carry out lesson observations and QA the evaluation of teaching and learning in school.	11 days	
Llandogo Primary	• Improve standards in the FP especially at the higher O6+.	• CA will support the school to raise standards in at the Foundation Phase at the	12 days	Trellech Primary

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
Page 182	• Improve higher level performance in Key Stage 2. • Improve the monitoring of pupil progress and take appropriate measures to intervene where pupils are not on track to meet their targets. • Improve the consistency and reliability of teacher assessment. • Ensure performance management processes are robust.	higher Outcome 6+, in all indicators, by involving the Foundation Phase team to review current practice including target setting and assessment. • CA to support the school to raise standards in at the end of Key Stage 2 through QA of book and planning scrutiny. • CA to support the school to raise standards in at the end of Key Stage 2 in the higher levels by ensuring that pupils are appropriate challenged and interventions for MAT put in place where necessary. • CA will support the school to improve the monitoring of pupil progress and take appropriate measures to intervene where pupils are not on track to meet their targets.		
Llantilio Pertholey Primary	• Improve attainment in English and Mathematicsematics at the expected level in both Foundation Phase (FP) and Key Stage 2. • Improve attainment at higher levels (Expected level +1) in all indicators to ensure above the median	• CA to work with school to ensure tracking and monitoring systems are in place and used effectively by staff to improve standards. • CA to support and QA school planning, lesson observations, book scrutiny and learning walks.	13 days	

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	performance in both Key Stages. • Improve the effectiveness of procedures for whole school self-evaluation and planning for improvement.	• CA to support school to ensure that there is a consistent focus on challenging more able pupils (MAT). • CA to support the school by ensuring leaders involve a broader range of professionals and stakeholder (including the GB) in rigorously monitoring the work of the school.		
Magor VA Primary	• Ensure that the School Development Plan is revised and streamlined to link effectively with self-evaluation and meets statutory requirements. • At Key Stage 2 (KS2) ensure close the gender gap in favour of girls at the higher level in English, raise the achievement of boys in writing at L4+. • Close the gap in performance between FSM and non-FSM pupils at FP and Key Stage 2. • Ensure that the administrative functions within the school work effectively to support leaders in undertaking their roles.	• CA to support and Advise the Leadership team on the revision of the SDP to ensure that the document reflects clear actions, measurable success criteria and budgets. • CA to support and QA school lesson observations, book scrutinies and learning walks. • CA to support school in regular listening to learners, with a focus on girl / boy engagement levels and provision. • CA to support the school to ensure that performance management is used effectively. • LA/CA to support the school to develop its administrative functions by helping the	12 days	Diocese

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
		school to develop a structured timetable of events and statutory return requirements		
Overmonnow Primary	• To continue to raise standards in FP and KS2 across a range of indicators • Further improve standards of teaching and learning to 100% good or better • Implement robust processes and procedures to secure consistent and accurate teacher assessment at both FP and KS2 • Ensure that all monitoring and self-evaluation processes are consistently and regularly applied across all areas of the school.	• CA to review progress through joint planned book scrutiny activity with the school. • CA to visit a sample of lessons to moderate judgements and to support HT in planning for future improvements. • CA to work with school and SLT to provide school to school support for Senior Leaders. SLT to disseminate to relevant staff within departments. • CA to support and evaluate and develop appropriate systems of SE and monitor their effectiveness.	14 days	Bleanavon Heritage Risca primary
Ysgol Gymraeg Y Ffin	• Raise standards in the FP by seeking to improve performance in in LLD and MD at the expected level in Foundation Phase • Improve Mathematics at KS2 to be in line with family averages and reasoning across the school.	• CA/EAS will support the school to raise standards in all indicators, by: Involving the Foundation Phase, Mathematicsematics and Cymraeg team to review current practice including target setting and assessment with assessments used diagnostically to inform intervention.	12.5 days	School to school support from the Welsh medium sector

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	• Raise attainment in standards of Cymraeg writing. • Develop distributive leadership through: developing the role of the subject coordinator and the role of the ALNCO. • Continue to improve governing body in undertaking their roles and responsibilities and in supporting and challenging the school leadership.	• CA to ensure that targets are reviewed regularly and amended as necessary raise standards. • CA to run an evaluation session with all staff, including TAs to commence process of evaluating interventions and initiatives. • CA to work alongside lead staff to review action plans each half term. • The CA to maintain contact with clerk and Chair of GB regarding GB self-review.		
Secondary				
Overall Support Category Red				
None identified				
Overall Support Category Amber				
King Henry VIIIth Secondary	• Raise standards at Key Stage 3 and Key Stage 4 • Develop pupils' literacy and numeracy across the curriculum • Strengthen leadership, particularly middle leadership, to provide more rigour and challenge to secure sustained	• Review by CA at regular monitoring visits to monitor the tracking the performance of every pupil on entry and early identification of all pupils at risk of not achieving their target and or/ a C+ grade at GCSE in English Language or GCSE Mathematicsematics including numeracy	15 days	

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
Page 186	improvements in pupils' standards • Strengthen the rigour and effectiveness of self-evaluation and improvement planning • Improve attendance	• CA to review evidence from school monitoring activities plus book scrutiny and learner voice of LNF implementation, ensuring that statutory requirements are being met • CA to Provide a bespoke training programme for middle leaders • CA interfaces with Governors at monitoring visits, target setting meetings, HT PM and other meetings • CA to support Governors to challenge and support the school effectively in GB meetings • CA to work with the LA, Head teacher and Assistant Head teacher to support the school in developing the attendance strategy		
Special / PRU				
Overall Support Category Red				
Mounton House Special School	• Improve the writing skills in line with the ability of pupils. • Ensure that pupils apply their literacy, phonic and numeracy skills across the curriculum.	• CA to support the school in evaluating the quality of teaching and learning. • CA to support school to produce a clear strategic policy and direction for literacy and numeracy across the curriculum and develop a	25 days	

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	• Improve attendance and punctuality to lessons. • Successfully implement the PIAP. • Governing body and school leaders need to challenge the school and to hold the school to account in order to make improvements. • National initiatives in particular literacy and numeracy should be successfully implemented.	rigorous means for tracking and measuring improvement. • CA to broker support from the EAS literacy and numeracy teams to work with staff on CPD to improve delivery of both literacy and numeracy skills. • Ensure that self-evaluation is integral to the work of all staff and the GB - for example, CA and Governor Support to conduct a self-evaluation exercise with the Governing body.		
Overall Support Category Amber				
None identified				

Local Authority specific activity financial year 2016-2017

The section below indicates additional school improvement activity that will be undertaken in the Local Authority through this financial year (2016-2017). The additional activity is linked to specific need arising from pupil outcomes.

A detailed programme delivery plan is available. Progress towards each of the additional interventions will be measured at the end of each term.

Nature of Additional Activity	Excepted Outcomes
• Ensuring good transition from KS2/3 with a focus on literacy specifically writing skills. • Primary and Secondary cluster schools working to create units of work for Years 6 and 7 focusing on progression in writing for all including FSM learners and the more able and talented.	Each Key Stage 3 coordinator/ Year 6 teacher will focus on planning and teaching a unit of work for Year 6 and 7. There is an expectation that the Literacy Coordinator works alongside the Key Stage 3 coordinator/ year 6 teacher to support them in planning and delivering the unit of work.

• In total 9 days per school will be needed for successful implementation of this project. Two days will be used for central training / activities; and the five days in school will be spent on planning and preparation; evaluation and collation of evidence. • A further two days for preparation and delivery of a cluster workshop to enable sharing of resources across Monmouthshire and training on the writing sequence. • Central training- Introduction to the EAS sequence for teaching writing Introduction to the planning requirements for units of work for Years 6 and 7 building progression from primary to secondary and teaching pupils in a holistic way. • Planning, resourcing and delivering unit of work in own school. 1 day of support from Language Coordinator/ Literacy Coordinator in school, ½ day of EAS support for each school. • Central training- sharing of units of work and cluster workshop planning.	• The units of work will be: ✓ aligned with the new AoL & PoS; ✓ based on a rich stimulus; ✓ have a strong thematic approach that may lend itself to the development of cross-curricular links; ✓ show how oracy, reading and writing (short-burst and extended) can be included; ✓ demonstrate how to apply literacy skills (in particular, writing) across the curriculum. Improved outcomes for pupils in writing as a result of effective transition arrangements. This will have a particular impact in closing the FSM gap and improving outcomes in boys writing.
Mathematics Project – Numerical reasoning and problem solving in Mathematics. • Project to strengthen pupils' ability to make connections in Mathematics and support teachers in developing pupils' problem solving skills. This will enable us to focus on the area of Mathematics which is relatively weaker when overall performance in national tests is taken into account to know, understand and do by the end of Year 6. • Since the initiative is designed to impact on pupils' reasoning skills, it has the potential to improve their ability to apply skills across the curriculum as well as raise performance in national tests. It is aimed at teachers currently working in Years 2 and 5. The focus on Year 5, rather than Year 6 will enable schools to build a stronger platform	• Improved planning for application of numeracy skills in Mathematics. • Appropriate coverage of the reasoning strand evident in books and thematic plans. • Improved benchmark performance in reasoning tests. • Improved standards in Mathematics at the end of FP and Key Stage 2.

for learners moving into Year 6 the following year and Year 2 so that tasks allow MAT learner to move on. • This initiative is offered to schools in Monmouthshire and Torfaen only this year, and builds on a pilot programme implemented in 14 schools in Monmouthshire / 14 schools in Torfaen in Spring 2016.	
Building capacity for Digital Competence 4 schools per LA (1 Secondary, 3 Primary) Each school funded to work with an existing 'Lead School' to ensure readiness to develop the Digital Competence Framework within school (Programme details TBC) - *Most schools identified from ICT Leadership Programme.*	4 Schools within each target LA to support other schools with the implementation of the Digital Competence Framework. Each school to deliver 'school to school' 'workshops' as part of the 21st Century Learning programme from September 2016

This page is intentionally left blank

monmouthshire sir fynwy

SUBJECT:	**UPDATE REPORT - DEVELOPMENT OF MARDY PARK RESOURCE CENTRE**
MEETING:	**CABINET**
DATE:	**13th April 2016**
DIVISION/WARDS AFFECTED: Mardy & other Bryn-y-cwm wards	

1. **Purpose**:
   1.1. To update Cabinet members of progress made in the on-going development of Mardy Park Resource Centre [MPRC] as set out in the review report in Appendix 1 and Cabinet Report October 2015.
   1.2. To seek approval for the recommendations set out below.

2. **Recommendations**:
   2.1. That Cabinet supports the on-going development of Mardy Park Resource Centre as a community hub promoting / supporting the health and well-being of the Bryn-y-Cwm community.
   2.2. That Cabinet support the application for a call on the redundancy and pension's reserve of £102,486 to fund redundancies as a result of the service redesign (see Appendix 3) for costs not met within current budgets.
   2.3. That Cabinet approve revisions to the staffing structure originally approved by Cabinet in October 2015 [Appendix 2b].

3. **Key Issues**:
   3.1. Following approval from Cabinet in October 2015, work commenced to implement the recommendations of the review (Appendix 1). Individual work streams were established (including staffing, rehabilitation services, short breaks, community development & involvement) with representation from the staff teams, partners, elected members and others to deliver the finalised models of service delivery. Work to implement the recommendations of the review is progressing well and a brief update will be given in committee.
   3.2. As set out in the Cabinet Report (Oct 2015) the staffing at Mardy Park is disproportionate to the needs of the service. The report outlined the necessity to reduce the staffing complement to support the new models of service delivery and to deliver the required savings set out in mandate 34. The original proposals are set out in Appendix 2a. The reduction in staffing has placed people at risk of redundancy and we are now at a critical point in implementing the staffing work stream and approvals are now required to move forward.
   3.3. Over the last five months of development, we have had to make slight revisions to the original revised staffing structure [Appendix 2a] and these are detailed in the final structure [Appendix 2b]. These amendments are delivered within the same budget as outlined in the October report.

4. **Reasons**:

4.1. By reducing the staffing compliment, the staffing will be proportionate to the outcomes and services based at the centre.

4.2. By developing the original (revised) staffing model we are better able to support people safely and we can reduce the number of redundancies:

4.2.1. The removal of the handyman post provides an opportunity to create a part time facilities post to manage the site, oversee health and safety as well as undertaking many of the duties previously undertaken by the handyman. This post will also line manage the domestic team who after consultation did not want to create the proposed post of Team Lead for domestics.

4.2.2. By creating a flexible relief post from the 'cover' budget we can reduce the number of redundancies, improve consistency and be less reliant on 'bank' staff.

5. **Resource Implications**:

Current Staffing Arrangements				**Proposed Staffing Arrangements [Updated]**		
Current roles	**Budget hours**	**Actual hours**	**Costs**	**Revised roles**	**Hours**	**New costs**
Management Team	111	111	123,321	Therapy Lead	37	50,192
Night staff team	126	126	123,479	Night staffing	63	61,739
RSO Cefn	165	165	123,510	RSO Senior Care**	105	98,563
RSO Deri	150	150	116,238	RSO Care**	131.5	101,120
Day Services	150	150	110,835	DSO Senior	30	27,711
				DSO Care	120	86,244
Tech & Therapy***	87	74	87,661	Tech & Therapy***	74	79,117
Admin	37	15	24,711	Admin	15	9,930
Bank Hours	38.5	0	26,224	Sleep Over	n/a	15,607
Sleep Over	n/a	n/a	15,607	Floating Care and Support	22.5	16,200
Domestic & Laundry Team	105	129	60,673	Domestic Team	144	90,472
				Lead Cook	30	24,139
Kitchen Team	93	93	65,129	Kitchen Team	63	39,819
Handyman	30	30	21,894	Facilities Officer	20	18,778
Sub total		**1,043**	**899,283**	Sub Total	**860**	**719,631**
Cover / balancing*			75,976	Cover / Balance		43,641
Total			**975,259**	Total		**763,272**
				Savings		**211,987**

5.1. **Redundancy costs**. Regular meetings have been held with all staff to advise of the implications of the review in terms of staffing. The new models of service delivery require staffing to be reduced by eight people. Through the application of the principals of the 'Protection of Employment' policy we have minimised the number of redundancies and also seven of the eight people have asked to take redundancy. The costs set out in Appendix 3 are based on the known costs for seven people. The final cost for the eighth person will be known following selection on the 14th April.

6. SUSTAINABLE DEVELOPMENT AND EQUALITY IMPLICATIONS:

The significant equality impacts identified in the assessment are summarised below for members' consideration:

- "The reorganisation of the staffing at Mardy Park is in the context of a pre-dominantly female workforce. Resultant job losses will therefore affect proportionately more women.

The actual impacts from this report's recommendations will be reviewed every **1** year and criteria for monitoring and review will include:
Re-consideration annually of the criteria listed.

7. SAFEGUARDING AND CORPORATE PARENTING IMPLICATIONS

NONE

8. CONSULTEES:

- People receiving services currently at Mardy Park
- Elected members
- Senior Managers
- Mardy Park Resource Centre staff and Union representatives
- Members of the local community surrounding Mardy Park

9. BACKGROUND PAPERS:

Appendix 1 – Report on the Review of Mardy Park
Appendix 2a – Existing and proposed staffing structure
Appendix 2b – Revised staffing structure.
Appendix 3 – Redundancy costs
Appendix 4 – Equalities Impact Assessment

10. AUTHOR: Colin Richings – Lead for Older People's Direct Care

11. CONTACT DETAILS:

Tel: 07786 702753
E-mail: colinrichings@monmouthshire.gov.uk

This page is intentionally left blank

SOCIAL CARE AND HEALTH DIRECTORATE
REPORT ON THE REVIEW OF MARDY PARK RESOURCE CENTRE
8th July 2015

Colin Richings

MONMOUTHSHIRE COUNTY COUNCIL

CONTENTS

	PAGE
1. FORWARD	2
2. INTRODUCTION	2
3. BACKGROUND	3
4. CONTEXT OF THE REVIEW	3
5. METHODOLOGY	4
6. COMMUNITY & PARTNERSHIP ENGAGEMENT	5
7. REVIEW OF DAY SERVICES	11
8. REVIEW OF CEFN	14
9. REVIEW OF DERI	19
10.STAFFING	28
11.ACCOMODATION & INFRASTRUCTURE	35
12.FINANCE	39

1. FOREWORD

1.1. The report is intended as an open document to be shared as a whole with all the stakeholders of Mardy Park Resource; be it the local community, those that work there, visit or live at the centre

1.2. The report has brought together a number of streams of work and reports. Thank you to all the members of the mardy park development team. Thank you to the staff at the centre and those who use the services and support for their assistance, honesty and patience.

2. INTRODUCTION

2.1. Mardy Park Resource Centre [MPRC] is situated on the Hereford Road approximately one mile from Abergavenny Town centre. It is one of the three integrated health and social care hubs

2.2. The review of Mardy Park was commissioned by the SCH senior management team to critically evaluate the current service model and more importantly to assess the role that MPRC should play moving forward. Overall, the emphasis of this review is on the future. In the context of the different agendas set out below, what does the community of Abergavenny need from the centre and its resource.

2.3. The centre is a great place, with so many positives. Most notably the staff teams based there have maintained high quality service levels over the last few years since the last review despite the anxiety that has inevitably been present during this time. In essence, the review looks at the centre from a foundation of strength.

2.4. Currently, though, its purpose is not clear and this has meant high levels of uncertainty for all those that live there, make use of its services and for those that work there. It is not a service that has stood still but there is an absence of clear strategic direction in sync with the needs of the community and mindful of the financial and legislative drivers.

2.5. The review at MPRC is part of the Council's 'Your County Your Way' strategy, and the commitment to review services to makes sure they are:

> "… efficient, effective and sustainable. We start by asking the people who use services what matters to them and then try and redesign the service from that perspective. Staff are empowered to do what matters and encouraged to challenge processes that they believe get in the way of purpose."

2.6. The review works to a definition that integration is not just about health and social care services working together; it is working with whoever the person at the centre needs us to. In the context of supporting people, integration is about partnerships and working together with families, the local community, the 3rd sector and all other stakeholders. This may require co-location or it may not. Boundaries whether they are to do with access to information, communication, availability or venue should be removed wherever possible to support this approach.

3. BACKGROUND

3.1. Mardy Park was opened in 1997 providing residential services, respite and day services. A number of reviews have seen incremental changes to the services and purpose of the centre:

3.1.1. Opening of rehabilitation unit to support early discharge and prevent admission in 2000.

3.1.2. Closure of one residential wing to support the integration agenda.

3.1.3. Review of services and reduction of respite places and decision to not offer new long term residential placements at the centre. The review report [2010] headlined:

"Mardy Park will be a community hub for health and social care services, primarily focused on older people, in north Monmouthshire for the next 10 – 15 years. There will be a range of services in place that provide outcome focused, help to people when they need to keep them living independently and which are capable of acting rapidly to prevent hospital admissions."

4. CONTEXT OF THE REVIEW

4.1. The development of Mardy Park cannot sit in isolation. In reading this report, the context of the review is critical; both in terms of the sustainability of its recommendations and also ensuring the development supports other key priorities.

4.2. **Financial:** the review must be mindful of the current financial climate within which it exists. As a publically funded body the centre must be able to clearly demonstrate that each pound is targeted and thoughtfully spent. Despite its clear strengths and good reputation it must sit comfortably alongside other services in terms of outcomes in relation to spend.

4.3. **Sustainability:** the outcomes of the review must support a long-term plan that gives clarity to the local population and the people that work, visit and call the centre home. This clarity must extend long-term to ensure confidence and an environment which promotes innovation.

4.4. **Supporting and in line with the Adult Services agenda:** the recommendations and future shape of service must actively support the various agendas in development across adult social care and health. Principally:

4.4.1. Strengths based assessment focussed on what matters to the individual and their personal outcomes.

4.4.2. The development of community co-ordination and the support required to help people find their own solutions.

4.4.3. The Aneurin Bevan Health Boards hub development programme running in partnership and in parallel.

4.4.4. The development of new models of care and support and the absolute that all involvement starts with a relationship.

4.4.5. Workforce and Leadership development programmes with an emphasis on authority to act at the frontline and leadership focussing on support; not control.

4.5. **Corporate Priorities:** Extracts below of key areas:

4.5.1. People are Confident, Capable and Involved: we want Monmouthshire to feel safe and people to be confident. We want to create a place where people want to be involved; they are confident in themselves and their abilities and what they contribute to their own community

4.5.2. We will work to help people live their own lives by building flexible and responsive services. Our focus will be on safeguarding people, further developing our approach to integrated services and implementing community coordination in the pilot areas.

4.5.3. Nobody is Left Behind: we want to be a place of cohesive communities where everybody is treated with dignity and respect and has the same opportunity to achieve what they wish.

4.6. **Legislative: -** building on the Fulfilled lives, Supportive Communities: 'A strategy for Social Services in Wales over the next decade' [2007], the Social Services and Well Being Act [Wales [2014]] is the key piece of legislation directing the shape of services over the next few years. Of key importance to the review of Mardy Park are the following requirements placed on us by the Act:

4.6.1. People receive services that prevent their care needs from becoming more serious, or delay the impact of their needs.

4.6.2. Individuals can get the information and advice they need to make good decisions about care and support.

4.6.3. Individuals have a range of providers offering a choice of high quality, appropriate services.

4.6.4. That local authorities must provide or arrange services that help prevent people developing needs for care and support or delay people deteriorating such that they would need ongoing care and support.

4.6.5. That local authorities will work with their communities and provide or arrange services that help to keep people well and independent. This should include identifying the local support and resources already available, and helping people to access them.

4.6.6. Local authorities should also provide or arrange a range of services which are aimed at reducing needs and helping people regain skills, for instance after a spell in hospital. They should work with other partners, like the NHS, to think about what types of service local people may need now and in the future.

5. METHODOLOGY

5.1. Early on in the review we established a framework for development building on the conclusions that Mardy Park should remain an integrated services hub for the next 10 years. As stated integration in the context of supporting people should broaden to include partnerships with all. The framework is built on a simple health and well-being pathway set out below.

DEVELOPMENT FRAMEWORK – HEALTH AND WELL-BEING PATHWAY
The role that Mardy Park has to play to support the community to support itself to stay well through facilitation of groups, hosting events, improved access and information
The development of enhanced intermediate care services that support people in the short term.
The enhancement and development of longer term support services aiming at best practice in the provision of health and social care services.
The development of an enhanced and consistent end of life care pathway.

5.2. In addition a number of principals for development were established by the project team to guide the review throughout the phases and to ensure that outcomes were developed consistently.

DEVELOPMENT PRINCIPALS
Everyone's contribution (working, visiting, living at…) is welcomed, listened to & valued.
The site, building, services & activities are owned by everyone in the local community.
Mardy Park is a place people want to come and they make a 'positive' choice to be there.

Mardy Park provides opportunities for all irrespective of age, condition, background…
Mardy Park is a nice place to work.
We will support a philosophy of testing new ways of working to inform the change process
Support will focus on enablement and be proportionate
Support is only provided on the basis of a relationship & having had a 'what matters' conversation.
Co-location of staff will be on the basis that it supports the individual.
The Hub will grow and develop in response to the local community**.**
Permission to act is derived from the relationship and proximity to the issue at hand

5.3. The report is laid out against outcomes for each of the five work streams that were established following consultation with the community, staff at the centre and other stakeholders. The outcomes provide the platform from which to ask the questions: where are services currently placed and what are the gaps and the areas for development. Each section of the report highlights recommendations. Collectively these represent the roadmap for future service shape and highlight the future strategic direction.

6. COMMUNITY & PARTNER ENGAGEMENT

6.1. The overarching purpose for Adult Services is 'helping people live their own lives.' This is underpinned by the outcome "that people are engaged in and supported by the communities and not dependent purely on statutory services" both of which are aligned with the council's priority of "support for vulnerable people."

6.2. What role does Mardy Park need to play to support the community to support itself. Mardy Park itself, sits in a wider context of supporting communities within Monmouthshire to decrease reliance on statutory services. These approaches aim to:

6.2.1. Help people to pursue their vision for a good life

6.2.2. Strengthen the capacity of communities to welcome and include people

6.2.3. Develop small local enterprises to deliver more personal, flexible and accountable services

6.2.4. Co-produce community opportunities and support

OUTCOME: To encourage stakeholders, service users and members of the public to contribute towards the development of MPRC at large and to develop the relationship that the centre has with the community.

6.3. As part of the review the development team held two large community events in July and November 2014 with in excess of 600 people attending over the two days.

6.4. Since opening the affection with which the centre is held is apparent when talking to members of the local community. Concerns since the commencement of the review has to a greater or lesser extent been focussed on the preservation of services. An explicit aim of the review has been to meaningfully

engage with the community. This can only be meaningful if those consulted have an understanding of what actually happens at the centre and are equally aware of what is achievable and needed in the context of what is currently available. A critical part of the first consultation day was to showcase the services supported from the centre to overcome these perceptions of services being diminished in favour of office space. An emotional response to service change is completely understandable but critically we must maintain an objective view for any proposals to be sustainable.

6.5. The first consultation day adopted the theme of Learn/ Discover / Contribute. The day invited groups and individuals alike to talk about what they were doing, what was missing from their lives and their community.

> **DISCOVER** what is happening in your community, **LEARN** about the various health social care and health services being co-ordinated by the teams based there and to **CONTRIBUTE** to developing Mardy so that it becomes a resource for the entire community

6.6. Overall, the main benefit of these consultation days was to start a conversation and to invite the community in. Whilst many ideas were generated and the voices of the community have genuinely influenced the course of the review it was the simple act of coming together for two days that was the greatest success of these events.

RECOMMENDATION: regular community events should be planned each year to maintain this conversation and support on-going community involvement in the centre and its development.

OUTCOME: To scope and respond to the requirements of the community and those who access our services.

6.7. During the consultation days there was overwhelming support for the idea of Mardy Park being a place for people to come together; whether as a group or just friends meeting for coffee. There was concern however about the potential for duplication with many other community centres in Abergavenny and we need to ensure that support & services at MP are uniquely best placed there. Going forward we must maintain contact with and support other community centres to create a network across Abergavenny.

6.8. An emerging idea throughout this period of consultation was to establish the Abergavenny wing as the 'public facing' part of the building. Creating shared spaces is, in part, about a visible face of statutory services. If we can create the right spaces it creates a more natural environment for people who need our help, support or advice to engage with their keyworkers, social workers and other front facing members of the integrated services.

6.9. A cornerstone of the developments has been the idea to establish a small café at the centre and again, this has almost universally been welcomed by the community and all other stakeholders at MP. Ultimately it's less about coffee and more about providing somewhere for members of the public to come together for whatever reason.

'For some individuals, community cafes helped reduce social isolation, promote positive health and help them to acquire new skills and opportunities' *('Report on research into community cafes in Scotland'; Community food and health Scotland, March 2011)*

6.10. For the café to be fully embraced by the community; it needs to be centred around the community. From the design to the groups and events it will hold, to the food that's served the public has to be at the heart of the concept. For much of the past year, the MPRC Development team have

carefully planned each element with the community in mind. The food and drink served will be non-profit, making it much more financially accessible than local alternatives. The food will also be healthy and freshly produced on site with the intention of using fruit and vegetables grown on the grounds.

6.11. The function of the community café will extend beyond food and drink. One of the ideas that has come out of the development team meetings is to use the café as a venue and foundation for special projects. One idea was to create a permanent exhibition of portraits of older people accompanied by statements about sustaining wellbeing in later years. The focus of this project is to promote positive images of older people. It is funded in part by the Joseph Rowntree Foundation who for a year have run the 'Better Life Programme' looking at what matters to the older individuals in our communities. The community coordinator has been working with a local support and older person's advocacy group, Abergavenny Action Fifty Plus.

'Thinking positively about getting older can extend one's life by years… *(Rebecca Levy, assistant professor, Department of Epidemiology and Public Health, Yale University).*

OUTCOME: To support community and individual wellbeing through a place based approach.

6.12. An approach that supports one place where the statutory, health and 3rd sectors and other groups are sharing a space. Place based approaches are designed to *"develop creative ways of working, which overcome departmental or agency silos in order to make best use of the resources available within the area in question"*[1]

6.13. In essence, this is the next stage of integration; more than co-location of health and social services. Our vision is for Mardy Park to become the location where we begin this work and where we learn further about place based approaches to wellbeing and to build on the assets and strengths of individuals and communities.

6.14. Through providing an environment where partners on the front line can meet, share resources, information, knowledge and skills we can work together to maximize existing and create new opportunities for people to get involved, to contribute to and receive support.

6.15. As part of the consultation and the on-going work of community co-ordinator and others the centre has already begun to host and work in partnership with a number of organisations:

Partner organisation	Purpose of partnership
Stroke Association Gwent	To form a weekly stroke support group in Mardy Park Resource Centre.
The Green Valley CiC The Woodland Trust	To co-manage and maintain the orchard at MPRC
Assertive Outreach Team, CMHT, Maindiff Court.	To develop growing spaces in the grounds of MPRC. To fulfil outreach community therapy outcomes for the individuals receiving support from the AOT. To work with the community coordinator and the staff at the day centre to provide small therapy workshops for daycentre attendees.
Macmillan Cancer Support, Gwent Abergavenny Library	To provide a space for weekly shared reading therapy sessions.
Men Heal	To provide space for a support group that serves men with mental health issues who live in the Mardy community. The men will meet on a weekly basis at MPRC.

[1] Ageing Well – a whole system approach - a guide to place based working
Local Government Association

Community Connections, Bridges Community Centre, Monmouth.	To support recruitment and provide ongoing consultation and support with future volunteer coordinator based at MPRC.
MCC Youth Service King Henry VIII School, Abergavenny	To work together with the community coordinator to develop a 'drop in' ICT beginners skills course at MPRC. The workshops will be facilitated by support staff and officers from the youth service and students from King Henry VII School who are working towards their Welsh Bac or DOE Award.
Men's Sheds Cymru	To co-develop a wall of 'Men's Sheds' in the grounds of MPRC. These sheds will be used by socially isolated men.

'Mardy Park has given us hope, happiness and a great feeling of belonging. I don't know what we would have done without it' (Assistive Outreach Team attendee, March 2015)

6.16. **OUTSIDE AT MARDY PARK** - An additional part of the consultation with the community has been the invitation to get involved with and make use of the wonderful grounds there. This invitation has been a catalyst for a number of groups to become involved such as the Men's Sheds, Woodland Trust and the Assistive Outreach Team (AOT) highlighted above. The development of the grounds is an extension of the work inside Mardy Park. Key initiatives are detailed below to illustrate the work already underway and the potential moving forward:

6.16.1. **Wildflower Orchard, Growing Spaces and Community Garden.** One of the key areas of the grounds development is establishing a wildflower orchard. This area sits at the bottom of grounds and benefits from 9 mature apple trees. In autumn 2015; the community coordinator plans to work with the Youth Service to host an 'apple pressing' event where members of the public will be able to come to Mardy Park, pick their own fruits and make their own juices. This event will aim to engage people of all ages including local environmental and woodland groups.

6.16.2. **Shared reading Group.** Since working with Macmillan Cancer support and staff at Abergavenny Library on a shared reading group at Mardy Park, the community coordinator has expressed an interest in creating an outdoor reading element to the orchard. It has been proposed that we purchase wooden benches and situate them among the apple trees. This would not only offer the existing shared reading group an alternative to meeting indoors, but could offer a therapeutic outdoor resource to the day centre and resident service users.

'Children, like people of all ages benefit from the therapeutic effects of reading outdoors. The changing nature of the outdoor environment also gives a very rich context for exploration and developing vocabulary' *(Taking it outdoors: communication, language and literacy, www.essex.gov)*

6.16.3. **Growing Spaces.** Increasingly, communities are putting their green spaces to better use. These green spaces are valuable assets with the value lying in their potential to bring people together and provide space for therapeutic recreation. Work has already began on the grounds at MPRC. AOT have situated a poly-tunnel at the lowest part of the grounds and are growing crops to transplant into the growing space in the summer.

6.16.4. **Community Sensory Garden.** A project set over 2015/2016, the MPRC Community sensory garden will be the highlight of the grounds development programme. It will utilise volunteers and community groups to bring together a space that's accessible by all and focusses on the therapy only outdoor spaces can bring. The vision is to have a space that loosely wraps around the south easterly corner of the building. It will run from the car park to the community growing space; just above the orchard. The garden will be considered and will feature a diverse display

of plants, grasses and shrubbery. It will also feature light displays and sound instruments. It will have a few seating areas throughout and will provide a therapeutic experience for those that wish to use it.

'Sensory gardens can benefit older adults by encouraging them to spend more time outside. Their design and layout aim to provide a stimulating journey through the senses, heightening a person's awareness of what's around them' (Dementia Activities, www.nhs.uk)

6.16.5. **The 'Men's Sheds Wall'.** Following the response from the *Men's Shed* group the community coordinator developed with the Abergavenny Community Centre, the MPRC Development group decided that It would be beneficial to provide a similar resource from members of the Mardy community. We have proposed the situation of four small wooden sheds against a south facing wall on the grounds of MPRC. These sheds will all function differently but will all share a common outcome; to provide a space for the socially isolated older men of the Mardy Community to come and partake in relaxed activates that centre around DIY. The Men's Shed concept, born in Western Australia became popular as a way to engage men with each other and to stay busy, purposeful and well.

'It gives me a reason to get up in the morning and for two days a week I feel I'm gainfully employed. I really feel good working with and helping chaps who often feel isolated in the community. I would need a very good reason not to come' (Brian, www.menssheds.org.uk)

6.17. **Investment in Grounds Development.** We need to invest to create the infrastructure and a basis for moving forward. Key developments set out below:

Grounds Development projected costs	
Item	**Cost**
Wildflower Orchard	£250
Community Sensory Garden	£4500
Men's Sheds Wall	£1510.44
Total	**£6,260.44**

RECOMMENDATION: As part of the developments at Mardy Park funding is agreed to support community engagement projects / initiatives and an on-going budget agreed to support this approach in the long-term.

6.18. In addition to community groups and individuals it is critical that MPRC supports MCC partner organisations so that we contribute effectively to a more seamless approach to supporting people. The opportunity for partners to share space, improve networks and avoid duplication.

'I work all over Gwent, so when I'm in Abergavenny, I usually do my paperwork in the car. It will be lovely to come to Mardy Park's community café instead. I could even meet clients there for a cup of tea and chat' (Louisa Stokes, Stroke UK)

Good coffee, superfast Wi-Fi – I'll definitely be back – Louise George [GAVO]

6.19. Future planning of the centre must incorporate the support for the development of community facing groups such as local enterprises and co-operatives to underpin Mardy as a community hub that belongs to the community and not a local authority building with 'add-ons'.

6.20. Partnerships need to extend to increasing the levels on integration and co-location with Aneurin Bevan University Health Board.

6.20.1. The newly formed Mardy Park Integrated Services Model group has been established to support the development of a consistent hub model across Monmouthshire and will report to the Monmouthshire Integrated Services Partnership group. This work will build on the planned

health based clinics that will transfer from Neville Hall Hospital supporting the principal of services being as local as possible and accessible.

6.20.2. Discussions have been ongoing with Older Adults Mental Health Services [OAMHS] to assess the potential to re-site some clinics and the 'Memory Assessment Services' [MAS] at MPRC to adopt a similar model to that seen at Monnow Vale. Key advantages include that the environment is suitable, will promote integrated services and place based working will improve access to support and 3rd sector groups. There is now support from all stakeholders to move forward on this basis but accommodation requirements are high and will include:

6.20.2.1. Two rooms to support pre-testing.

6.20.2.2. One room for family consultation and briefing

6.20.2.3. One room for Consultant run clinics

6.20.2.4. Waiting area close to or adjacent to these rooms.

6.20.3. It is not anticipated at this stage to move OAMHS Day Hospital due to insufficient available space and the nature of the support that some people attending require.

6.20.4. As part of earlier consultation the Community Nursing Team identified the need for a nurse run clinic which will support four different clinics from Mardy Park. These will re-sited from NHH. The clinic has already been created but will not open until the car park and other infrastructure is in place.

RECOMMENDATION - As part of the on-going development of MPRC set aside agile working space for place based team partners.

RECOMMENDATION - As part of the on-going development of MPRC space to be set aside to accommodate OAMHS clinics and the MAS.

To explore models of personal voluntary contribution through providing working opportunities such as the community café and the community growing spaces.

6.21. Volunteers will be critical in helping the community spaces come alive. We have commenced partnership work with Community Connectors; a volunteer befriending service based in Monmouth. We have secured £25,000 via the Intermediate Care Fund to recruit two part time volunteer co-ordinators to support MCC's two community coordinators; one in Caldicot and the other in Abergavenny. In the north, we see the coordinator primarily recruiting volunteers to act as support staff for the community café; to work on the various grounds projects and to lend support in one of the many groups and events held at Mardy Park. In the past six months, we have seen 3 volunteers come forward to support groups at MPRC. One facilitates the shared reading group on a Wednesday morning; a group that currently has between 6-10 weekly attendees. The other two support the stroke support group held every Tuesday. The co-ordinator will also support the existing volunteer team that provide such invaluable support to the centre.

6.22. More and more we are understanding the core importance contribution plays in keeping us well throughout our life. From the volunteers pouring coffee and slicing cake at the stroke group to the ones volunteering to have their photograph taken for the 'Better Life' wall. Contribution in older age is represented well all over MPRC, and this is why working with volunteers and members of the community is vital.

6.23. Following the appointment of a volunteer coordinator in summer 2015, Mardy Park will be a hub of voluntary activity. Working in partnership with local volunteers will be crucial for the success of the community café, but will also provide opportunities for older members of the public to contribute to their community. The café will be chiefly run by MPRC kitchen staff and they will be supported by volunteer's assistants.

6.24. There is strong evidence to support the claim that social contribution in older age keeps people feeling well. This notion is the very cornerstone of much of the work at Mardy Park, and the community café, through providing voluntary opportunities such as kitchen assistance, activity organising and befriending will significantly help in reducing the isolation felt by many members of the community.

'Since I started volunteering at my local coffee shop, I have felt happier and fitter than I have in years. I now have something to do with my time and I've made new friends' *(Pensioner from Weymouth; Volunteer experiences, www.ageuk.org.uk)*

7. DAY SERVICES

7.1. Day Services at Mardy Park are provided seven days per week with four days for older people with dementia and three days for older frail people.

7.2. The service has undergone a number of reviews and changes over the last few years but there is a need to give the service as a whole and the staff team clearer leadership and strategic guidance to inform the further development of the service and to ensure that changes are effective in the long term.

7.3. The development of the day services initially will need to focus on creating a foundation for effective service provision. This will centre on the individualisation of services, staffing, activities, processes and information.

7.4. On first working with the day services team 12 months ago I was concerned about the service provision on a number of fronts:

7.4.1. The team were demoralised and there was an absence or perceived absence of leadership and support.

7.4.2. The numbers attending the day service had dwindled and there were days with as few as 3 or 4 people attending.

7.4.3. The service was flat and there was a little activity, noise or atmosphere emanating from the centre.

7.4.4. Referrals were not often made and there was a clear sense of a service in decline.

7.4.5. Critical through the review and the development of the day service has been the establishment of a day services staff development group which meets at least monthly. Through discussion with the team and others we highlighted the key issues and developed the outcomes for the service.

OUTCOME: A relationship based approach to supporting people and their carers is adopted throughout the service. Services are provided on the basis of effective listening and having agreed personal outcomes for each person attending.

7.5. The practice and approach of the team is focussed in part on personalisation and throughout the past four years they have maintained high quality services. A number of the team have attended dementia care matter's courses and adopted some of the principles but these approaches have not been consistently adopted throughout the team.

RECOMMENDATION: All team members to attend dementia care training as part of the direct care development programme.

7.6. The team acknowledge that individual plans for those attending were / are not being kept up to date and the current paperwork does not support an individualised approach. There is a large degree of duplication and over complication of the service delivery framework.

RECOMMENDATION: In sync with the development of other service delivery frameworks, the day services process and paperwork should be reviewed and rewritten so that they are simple, proportionate and focussed on individual outcomes.

7.7. The current approach to receiving referrals does not promote the development of relationships from the point of referral and staff were not directly involved in the meeting people from the point of referral, although this has now been changed

RECOMMENDATION: A new workflow should be developed to support the involvement of staff in establishing relationships before people attend the centre.

OUTCOME: Centre based services look, sound and feel focussed on the individual; inviting, lively, active and stimulating. This will include the matching of days to specific need including the context of where someone is in their journey with dementia.

7.8. Over the last twelve months there have been significant improvements in the day service from a position of it being quiet, potentially unstimulating and a service focussed in on itself (insular). Whilst there is still more distance to travel, the team are starting to embrace opportunities via community co-ordination, other groups and the development of new activities.

7.9. All staff have attended outcomes training; however, the current organisation of the staff rota does not support the development of individual outcomes. There are three staff on duty most days three to support a maximum of 12 people. As a ratio this is not low, but given all other responsibilities around transport, refreshments, supporting the wings, personal care etc… there is insufficient time to spend with people to a) develop individual profiles and b) support them individually.

RECOMMENDATION A new post of Day Services Team Lead to be created which is focussed on hands on support to the people attending but has a clearly distinct role to support planning and promote the individualisation of services.

RECOMMENDATION - the current rota should be re-organised within current resources so that time as a resource is focused on the times that people attend the service and to ensure sufficient flexibility to support a broader range of activity both in the centre and more widely in the community.

7.10. **Matching –** ahead of the review and as a result of some of the team attending Dementia Care matters training a decision was taken to adopt a matching approach to a 'Thursday'. Simply, this is support people on the same day who are at a similar point in their journey with dementia. Most people attending on a Thursday need a sensory approach based on touch and the other senses. The team are to be congratulated for taking this step.

7.11. **Spaces –** the layout of the centre twelve months ago saw most activity focussed on a large lounge area which was open to the corridor and use of the main dining room. These spaces were OK for group work but there was no space for individual activity. Considerable work has been undertaken to develop the layout with the lounge area closed off, spilt into a lounge and craft /activity area. The dining area has been divided into a small lounge area and dining area. Both areas have been refurbished. The team will also make use of the café area and are excited to work with the wider team on the development of a wider programme of centre based services which will see greater movement across the centre as a whole. In addition a confidential and quiet space needs to be identified for one to work of a personal nature.

RECOMMENDATION – As part of the accommodation review a room is set aside for this purpose. This would support the day service, 3rd sector, family support, therapies and alternate spaces for care management reviews.

7.12. Despite initial concerns the team have worked with other organisations to develop shared spaces and the above spaces now support:

7.12.1. Shaw's Day Support for people with dementia one day per week.

7.12.2. The local reading group once a week.

7.12.3. The Stroke Association support group

Activities at the centre will be stimulating, varied, and promote access to and interaction with the local community.

7.13. As outlined above the current organisation of staffing does not support an individualised approach and there is insufficient time for planning and as a result, there is a 'hand to mouth' approach to service delivery where activities are not based on a clear understanding of what matters but rather a default to group activities based on what the team know to work. As said, there is a drive to develop activities but there is also insufficient support and leadership present within the centre to drive this. The 2010 review removed the Team Leader post from the day service and transferred responsibility to the officer team. Whilst there was capacity, the responsibility is generic to the role of officer and there is no clear lead. In essence, the day service is an 'add-on' and the team feel this strongly in that they do not feel valued or a part of the centre as a whole.

RECOMMENDATION - A new post of Day Services Team Lead to be created which is focussed on hands on support to the people attending but has a clearly distinct role to support planning and promote the individualisation of services.

7.14. Work is already underway to try to develop links with the community with the removal of the assumption that day services referrals should lead to attendance at the centre. Currently, each member of staff is undertaking a home visit with the community co-ordinator to look at having a different conversation. Adopting similar approaches as those currently in place in the south of the county which have seen the establishment of smaller groups coming together through shared interests will require a different approach to the staffing model

The service will run at capacity being mindful of the need to have flexibility to deliver a variety of services which should also involve spontaneity. Staffing will be proportionate.

7.15. Current occupancy is at around 60% and numbers are steadily growing. In comparison with day services in South and Central Monmouthshire, this is very low. However, as relationships with Abergavenny Integrated Services Team and others has developed the number of referrals has increased significantly.

7.16. Not all people currently attending would meet eligibility criteria if re-set in terms of need and other opportunities. Anecdotally some people attend on particular days due to involvements elsewhere on each of the other days.

7.17. The current referral process that supports people to attend is slow and some referrals are not being processed in a timely manner.

7.18. As a small day service, there are clear limitations placed on the service by transport issues. There is only one bus and the areas are very rural, but the main issue is that there is an expectation that transport will be provided to all, irrespective of whether they can make their own way in. A review of the transport policy is currently underway in Monmouthshire.

RECOMMENDATION: Review eligibility criteria for attendance at the day service.
RECOMMENDATION – undertake a focussed review of all people attending with a view to cessation of service / alternative provision to support closure of one day.
RECOMMENDATION – Following the review of people attending consideration should be given to reducing the days to 6 or to 5 days per week. This would support a more flexible staffing model as detailed above.

8. REVIEW OF CEFN

8.1. Mardy Park' Cefn wing now supports 1 permanent resident and 6 respite beds. There is a need to ensure that 24 hour services are only provided from the centre on the basis (of a council run service) that these are best placed, support the redesign principles under the health & well-being pathway and are not available elsewhere across the sector. Moreover, services should be flexible, outcome focussed, relationship based and linked to other services and agencies run / based at the centre. As part of the review a focussed audit of current provision was undertaken by a member of the Abergavenny Integrated Services Team to inform the development of a model that that balances affordability with the outcomes required from the residential services model. This piece of work included meetings and direct consultation with people receiving our services, carers and the staff team currently supporting services on Cefn.

8.2. At the same time as the review of services on Cefn was underway, other uses of the wing were explored. These included the potential to provide residential respite services for people with dementia and also to support people with high needs currently placed outside of the county due to the unavailability of places in MCC. Having met with senior managers concerned these options were ruled out on the basis of cost and that the need for respite was primarily in nurse led services.

8.3. The services provided by Cefn were reviewed in 2010 and below is an extract of the original report:

> *'Respite beds play a key role in maintaining independence. Nonetheless, despite providing high quality care, they are not sufficiently aligned with the principles for Mardy Park in that they: are not part of an integrated approach with health; are not sufficiently outcome focused; are not sustainable and do not offer value for money.*
>
> *The remaining beds on Cefn should be converted to respite use as current residents pass away to maintain unit costs. Once, at a future undetermined date, the ratio moves from 5:2 to 7:0 a decision should be taken on the most appropriate use of that wing taking into account the vision and principles. In the medium term the shifting ration should be used to accommodate some of the increasing demand for respite caused by demographic trends'.*

8.4. Having reviewed the 2010 report, the principals of development are largely in line with the outcomes set out below but the information below and recommendations whilst mindful of the original review are based on current findings within the context of new service models and the development of other service areas.

8.5. From individual feedback from carers and service users, the main expectation of respite is:

8.5.1. To feel safe.
8.5.2.To be looked after at
8.5.3.To be somewhere familiar,
8.5.4.To have a private clean room,

8.5.5. To be somewhere in the community where family can visit them and

8.5.6. To have some company from staff and other users of the service.

8.5.7. To overcome feelings of loneliness and isolation when family and carers are away from the home. The locality of MP is very important to support visits from families and friends and clearly highlighted as a corporate priority that services are as a local as possible.

OUTCOME: Services should be targeted at those people with high needs that can be uniquely met at MP and we should retain an 'umbrella' role; that they can still respond to ad-hoc emergencies. We should not create un-met need through changes made.

8.6. Respite is accessed via assessment for suitability. Eligibility is insufficiently defined. Criteria includes:

8.6.1. People will typically be aged over 65.

8.6.2. May be in receipt of a domiciliary support package

8.6.3. Have needs that require night time support or monitoring.

8.7. All referrals for respite are supported by social work input. An application must be completed stipulating the reason for respite. A copy of supporting background information proportionate to the persons needs must also be submitted. Examination of files revealed a very mixed picture in terms of detail and a focus on outcomes for the individuals.

8.8. There is insufficient integration between direct care staff and members of the AIS.

8.9. The table below shows a breakdown of referrals for the 12 months from 1.4.14 – 31.3.15. Data was gathered from an individual analysis of each person and is available on request.

	Total	**%**
Unplanned / Emergency	25	33
Planned	50	66
Regular	30	40
One-Off	45	60
Carer break/Carer hospitalisation	51	68
SU break	24	32
Night care required	36	48
Existing Care plans	42	56
POVA / Immediate welfare need	13	17
Respite aged 65-79	19	25
Respite aged 80 and over	56	75

8.10. **Summary of findings of reasons for accessing services (AIS Caseload 14/15)**:

8.10.1. Main reasons for accessing respite:

8.10.1.1. Carer/ cared for breakdown of support at home

8.10.1.2. When the carer needs a holiday

8.10.1.3. Assessment periods to help determine needs.

8.10.1.4. To offer regular carer breaks to minimise carer/cared for breakdown

8.10.1.5. Emergency support as required when welfare concerns are immediate

8.10.2. 75 people have accessed residential respite services during this 12 month period.

8.10.3. Only 48% of people had night time needs.

8.10.4. Less than half the people supported had an existing domiciliary care package.

8.10.5. 60% of those people were considered to be receiving support on the basis of a 'one-off' period of support.

8.10.6. Only 40% of people are in regular receipt of respite at Mardy Park.

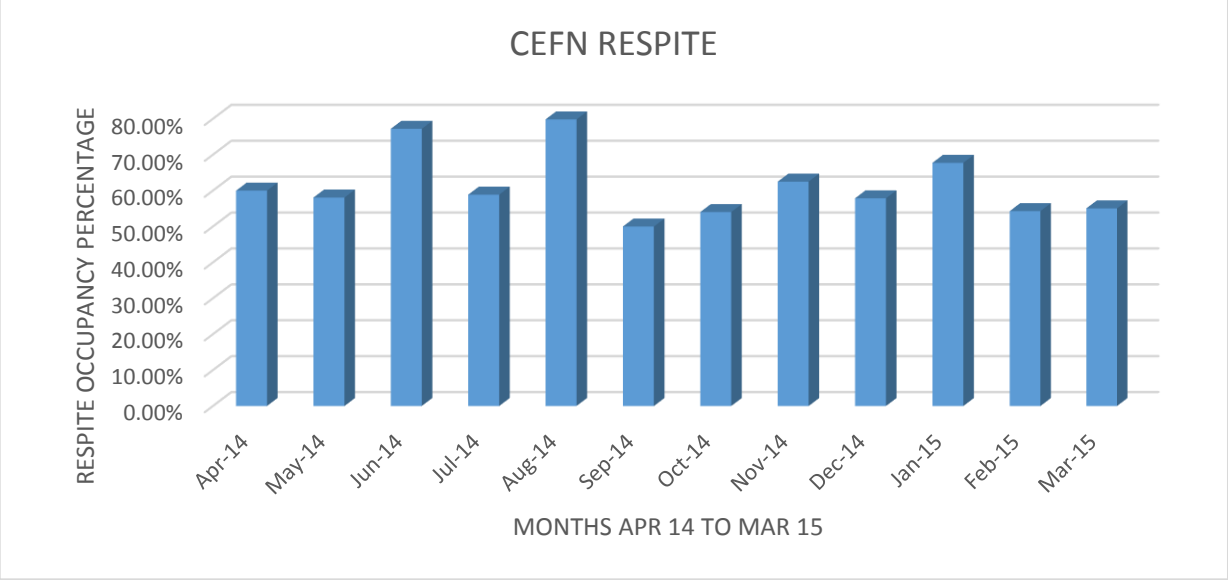
8.10.7. 17% of people required immediate support due to welfare issues or concerns raised via the Protection of Vulnerable Adults procedures.

8.10.8. The majority of referrals are received from the Abergavenny Integrated Services Team due probably to co-location of services and the fact that the centre is not registered with CSSIW to support people with dementia.

8.10.8.1. **RISK -** Any proposals must maintain an element of provision to support immediate access to 24 hour support.

8.11. Occupancy. As stated Cefn has the capacity to support 6 people on respite. On average there are 180 nights available per month.

8.11.1. A total of 1,443 nights support were provided in the 12 months from the 1.4.2014.



8.12. Whilst the recommendations from the 2010 review recommended 2 rooms be made available for respite there was a supplementary recommendation that as permanent beds became available due to the death of long term residents these should be made into short term beds on the basis that a future review would establish the long term use of these beds. It is clear that the demand for residential respite has grown in direct correlation to the capacity created. It is not possible to determine the exact basis for this but it is likely that there has been a drive to maintain reasonable occupancy levels.

8.13. Below is a table detailing occupancy for the first 6 months of both 2013/2014 and 2014/2015 to illustrate the issue of service creep. The percentage occupancy has been maintained at approximately 60%. Critical is that in each of the 6 months in 13/14 there was capacity to accommodate higher demand. The conclusion is that the demand did not exist and the increase in occupancy is directly related to the drive to maintain reasonable occupancy levels.

1st 6 months 13/14	Apr 13	May 13	Jun 13	Jul 13	Aug 13	Sep 13	Total
Nights Available (4 beds)	120	124	120	124	124	120	732
Occupancy	73	62	74	73	99	60	441
Percentage Occupancy							60%
1st 6 months 14/15	Apr 14	May 14	Jun 14	Jul 14	Aug 14	Sep 14	
Nights Available (6 beds)	180	186	180	186	186	180	1,098
Occupancy	108	108	139	108	134	105	702
Percentage Occupancy							64%

RECOMMENDATION – reduce bed availability to 2 respite beds – in sync with levels 18 months ago

RECOMMENDATION: retain 1 bed in combination with Deri that is earmarked for emergencies

OUTCOME: Services should be integrated within the health and social care framework with a focus on promoting independence and active rather than passive approach to service support should be adopted.

8.14. From discussions with several users of the respite service the need to be cared for has been the highest priority. However some service users have found little engaging support on offer to stimulate and promote their level of wellbeing. On further discussions with some service users/carers, the need for involvement in worthwhile or productive activities has been superseded by the need to be looked after. This leaves some individuals using respite support at Mardy Park as simply a mechanism to manage this fundamental need. Service expectations have been found to be low and the level of involvement appears to be accordingly low. There is some clear interplay between both low expectation and low service engagement.

8.15. There is an understandable disconnect between those commissioning and those providing services. This is leads to a passive approach to respite and opportunities to support, review and re-able are not taken.

8.16. As discussed later in the report the staffing levels are proportionate currently in terms of meeting basic support needs. There is currently little activity and occupation. This extends to involvement with other services and opportunities at MP and in the local community. The current emphasis is on safety and following set care & support plans. The alternate being to use care and support plans as a flexible framework within which to provide support with a refocus on social and emotional well-being

8.16.1. **RECOMMENDATION**: care & support framework redesigned and workflow developed to support a greater level of integration & focus on social and emotional well-being.

OUTCOME: Full consideration is given to alternate models of delivery such as respite through shared lives.

8.17. Mardy Park, as a council run service, operates within the context of a diverse market with a wide range of services available within the private and 3rd sectors. In undertaking the review at MP it was critical that we understood what else was available and who potential partners may be. Of importance is the need to consider respite as being something other than functional and service design should focus on experience, enjoyment and even adventure.

8.18. **The 'Shared Lives' scheme** offers placements for people within the homes of 'Shared Lives' carers. It may provide an alternative for long term, short term and emergency respite support. The settings available vary and can support individuals with complex needs. The focus of 'Shared Lives' is to provide a 'home from home' environment within a family setting. The individual's own outcomes shape the support and experience they want from the service. Individual needs are assessed by the care manager prior to using shared lives support and depending upon the level of needs they are banded as shown in table below. A setting is then 'matched' with the individual according to their outcomes.

SEWAPS /Shared Lives Weekly Fee Levels/Banding 2014-15

Band	Level of Care and Support Needs	Weekly Fee
A	Person has minimal care and support needs; able to go out independently.	**£308**
B	Person requires moderate levels care and support, needs to be accompanied at all times when outside of the house, and needs occasional support with personal care. There may be some behaviour that requires additional support.	**£361**
C	Person requires moderate levels of care and support, needs to be accompanied at all times when outside of the house, and has regular personal care needs. There may be some behaviour that requires additional support.	**£412**
D	Person requires a high level of care and support, needs to be accompanied at all times when outside of the house, and has as high level of personal care needs. May have some mobility problems, and some home adaptations may be necessary. May occasionally present behaviour that challenges the service.	**£516**

NB Sessional support can be offered at £6.40 per hour, plus agreed mileage allowance at 45p per mile- this support is currently used for regular day care breaks.

8.18.1. The uptake of the scheme with the Abergavenny Integrated service has been low -1% in the last financial year with only 1 service user on current AIS SW caseloads.

8.19. **Bed &Breakfast**

8.19.1. This type of accommodation can provide alternative respite support within varying settings. Rooms would typically need to be booked but some B&B's could offer emergency accommodation depending upon room availability.

8.19.2. For the purpose of the review a B&B in Abergavenny has been looked at to provide an overview of the support that can potentially be commissioned. The proprietors are very keen to work alongside the LA and offer a service to individuals specifically over the age of 65. It is a well-established business and already offers accommodation to both the general public and emergency support cases from other local authorities. They are keen to support a holiday style approach to support with a homely family orientated environment.

8.19.3. At the point of the review a charge of £45 per night was given as indicative.

8.19.4. This type of support would not be able offer accommodation to people with any behaviours that could be seen as challenging.

8.20. **Respite Opportunities Service –**

8.20.1. Sited in the Caldicot, South Monmouthshire, it is a small respite facility that is typically been used by individuals with learning disabilities aged 18-64. Service users from the whole of the county can access respite here but it's predominantly used by those in the South. Budden Crescent has 4 registered beds but is currently being operated as a 2 bed facility due to current staffing levels. Information gathered for the purpose of this review indicate the setting has potential to be used for further exploration into developing respite services. No figures have been provided for uptake of this service.

8.20.2. Even if no partnerships were explored the model of service is a great illustration of a flexible respite model that is delivering an experience, enjoyment and even adventure.

8.21. **Severn View**

8.21.1. Based in Chepstow the care home has 32 rooms and is registered for use by individuals with dementia/older adults. Most referrals come from SW teams in the South. The facility has

residential and respite availability, and on the most comparable wing (to Mardy Park) for Apr 2014-Mar 2015 a **76%** respite occupancy level was achieved; although this was unusually low in fact, compared to previous years.

8.21.2. Whilst this is an option worth exploring the are a number of competing developments at Severn View to address lower occupancy levels / reduction in demand and placement there could not be considered local.

8.22. **Planned Holiday breaks**

8.22.1. Used more widely by younger individuals with disabilities this support tailors a holiday package to an individual's needs and outcomes. There are specialist providers for all age ranges and PA's/carers even attend planned holidays with the person-these packages can vary in price and can cater for individuals to have a break in the UK or abroad. There are many providers including SAGA that can create a bespoke package for either the individual or the carer.

8.23. **Non-residential respite**: We need a better understanding of the reasons that people access residential respite services away from the home. A number of options are available and again these are found to be under-utilised.

8.23.1. Capacity within existing day services

8.23.2. Day Support on the wings at MP with additional community support.

8.23.3. Using sessional support via Shared Lives

8.23.4. Use of homecare services.

8.23.5. Discussion on night staffing

RECOMMENDATION: A further piece of work should be undertaken to explore in detail the potential of the options outlined in the report for sessional and residential respite.

9. DERI REVIEW

9.1. Deri Rehabilitation Unit has been open since December 2000, and is an 8 bedded therapy-led step-up/step-down facility within a residential care home setting. 7 of the rooms have an en-suite toilet facility, and 4 of the rooms have shared access to an adjoining kitchen. There is also a shared lounge/ dining room, an assisted bathroom, a level access shower, and a laundry room. Currently there is one dedicated member of care support staff with support from an additional member of staff working across Deri and Cefn. In addition there is dedicated input from occupational therapy and physiotherapy. Deri is a joint funded unit with 53 / 47% split between Monmouthshire County Council and the Aneurin Bevan Health Board.

9.2. Referral to the unit is on the basis of being over 18, in need of rehab / assessment, able to engage in the process, registered with either of the three Abergavenny practices.

9.3. A focussed review was undertaken by the Lead Occupational Therapist to inform this report and the development of a model that balances affordability with the outcomes required from the residential services model. This piece of work included meetings and direct consultation with people receiving our services, members of the AIS, carers and the staff team currently supporting services on Deri. As with all sections of this report the findings are set against a number of outcomes for the review with a focus on whether best placed and whether needed.

Bill Thomas (83) has been at Mardy Park for three weeks, after having a lower leg removed due to poor circulation. He said: "They look after you really well – 10/10. If you need anything, they come to help you. I have been doing exercises and building up my strength. It helps to get confidence and independence back. It's been wonderful, you couldn't ask for more. It's handy here too. People can visit, as I live in Abergavenny."

OUTCOME: The need for services are evidence based and we preserve those residential services that are uniquely and best placed at Mardy Park. We do not create areas of unmet need through changes made.

9.4. The primary role of the unit over and above community reablement is as follows:

9.4.1. 24 hour assessment that cannot realistically be provided in either a ward or person's home environment.

9.4.2. Provide an opportunity for people to do more functionally rather than stay in a patient's role for longer.

9.4.3. To practice and gain confidence with night time independence.

9.4.4. To increase confidence after a prolonged hospital stay

9.5. The profile of individuals using the service has changed over the years in line with the development of the Gwent Frailty project and the community Reablement team /START. The number of people supported via community reablement has grown from 173 in 2009 to 266 in 2014. Moreover, whilst the majority of admissions to Deri have come from hospital settings the number of community referrals falling.

9.6. Individuals with a more straightforward presentation who would previously have been admitted to the rehab unit are now usually able to receive their support and rehabilitation within their own home, unless there is an environmental or social reason to prevent this. Evidence of this is those people supported via Deri following orthopaedic surgery:

- 03/09/09 = 5 out of 7 people
- 14/10/13 = 2 out of 8 people
- 12/05/15 = 2 out of 6 people

9.7. The average occupancy for 12 months from April 2014 to March 2015 was 87%

9.8. Those admitted now with increasingly complex needs usually require a period of assessment as well as a rehabilitation programme. This does not necessarily increase length of stay as the community Reablement team can continue the rehabilitation at home if needed. Also, the assessment process would help to identify whether long term support or a residential placement might be the most appropriate option, and these arrangements can be started in a timely manner.

9.9. As part of the review of Mardy Park a number of censuses have been undertaken to get a picture in time of who we are supporting and why. The original census was carried out on 14/10/13 and as part of the current review; this was repeated on 12/05/15.

9.9.1. The following table provides a comparison of some of the results:

Descriptor	Census 14/10/13	Census 12/05/15
Rooms occupied	8	6
Sex	7 female / 1 male	4 female / 2 male
Admitted from Neville Hall Hospital	4	5
Transferred from a peripheral hospital	1	0
Admission from home	3	1
Needing a 24 hour approach to assessment and support	5	5

9.10. In addition we have an undertaken a 3 month study of all individuals receiving assessment and rehabilitation on Deri 1.0.15 to 31.03.15

Occupancy:

Month	January 2015	February 2015	March 2015
Bed nights available	248	224	248
Bed nights occupied	199	224	195
% occupancy	80.24% [6.42 beds]	100% [8 beds]	78.6% [6.3 beds]
NB: No delayed admissions due to lack of available beds during this time.			

Analysis of the 23 people admitted to Deri – January 2015 to March 2015 – Average Stay 26 nights					
Admission from		**Night time needs**		**Discharge destination**	
Neville Hall Hospital	18	Assistance with toileting	11	Home independent	3
RGH – 2	2	Reassurance	5	Home with reablement	9
Other hospital	1	Low mood	2	Home with LTC	5
Home	2	No support needs	5	Residential Care	1
				Neville Hall Hospital	4
				Not yet discharged*	1

***delay due to flooding at persons home**

Range of personal outcomes identified during admission and progress made:

Personal Outcomes categories (based on Talking Points)	Number of times identified	Achieved at time of discharge	Not achieved at time of discharge
Living where and how I want to	20	16	4
Having meaningful things to do	2	-	2
Feeling safe	1	1	-
Improved skills	9	8	1
Stable or improved health and well-being	1	1	-
Community connections	8	1	7
Staying as well as I can	2	1	1

9.10.1. At each data point collection approximately 20% of people staying have no night needs. Therefore is it safe to say that with an average of 80%occupancy [6.4 beds] a reduction of 20% could be achieved without reducing our capacity to support people with night time needs. This would leave a figure of 5.12 beds.

9.10.2. It is worth noting that there has been a recent addition of 1 or 2 additional step down beds in South Monmouthshire at Severn View.

9.11. Support and services are well thought of by all that use it and there is a seemingly high levels of satisfaction from people using the services. Similar to Cefn there may be a low sense of expectation and we need to develop a much better evaluation framework.

RECOMMENDATION – Build on the current development of outcome based service planning to incorporate a clear evaluation framework based on outcomes.

9.12. The most recent revisions to the eligibility criteria for admission to Deri Unit were made in July 2014, and highlight the provision of assessment as well as rehabilitation, and also clarification around admission of individuals experiencing cognitive impairment.

RISK - The current registration does not support admission to Deri Unit for individuals with a confirmed diagnosis of dementia. The SCIE Guide 49, May 2013, advocates that individuals with a dementia "should be assessed on the basis of their needs and strengths …. their potential to be 're-abled' ".

9.13. Only residents with an Abergavenny GP are eligible for admission and this has been challenged in the past to no avail by senior managers within ABHB, but proved not to be cost-effective due to medical governance and prescribing issues.

RISK - Urgent cases may fall outside these parameters or the team are forced to work outside of this criteria.

April 2015)

***Beryl Curran** (aged 90) has been at Mardy Park for three weeks receiving therapy support, having fractured her hip following a fall. She has been encouraged to increase her mobility and she praised the support: "I have been doing exercises and practicing walking up the steps. It's nice here and there is plenty going on. They are doing a really good job."*

***Jill Davis** (aged 86) has now returned home following a hip replacement operation and a short period of rehabilitation at Mardy Park. Jill explained: "I was transferred to Mardy Park following the operation, as I couldn't come home straight away. I was given exercises to help me and the support was excellent. There was a great, lively group of people there and we all had good camaraderie. In one word, it was excellent."*

9.14. It is clear from the detailed analysis of the 23 people staying on Deri our support is focussed on returning people home and improving ability and the team have delivered consistently well against these outcomes. In contrast the need to feel connected with the local community was highlighted on 9 occasions but only met once. It is only in the last 6 months that personal outcomes have begun to be captured properly so no data exists prior to January 2015 but it is probably safe to assume that the outcomes based on returning home and physical ability have been the focus of the team.

RECOMMENDATIONS:

- Changes should be made to handover so that they are focused on outcomes within an integrated care planning framework.
- Reduce the number of beds from eight to five.

RISKS:

- The reduction of beds may impact our ability to respond to seasonal variations.
- The unit may experience increased demand if referrals for people with living with dementia increase.

9.15. **Comparison with Gwent Authorities.** All 5 boroughs have some form of intermediate care beds, but there is a need to clarify how they are differentiating between the terms "step up", "step down", "assessment" and "rehab" before comparison of provision can be accurately made. The following gives a summary:

Borough	Location	Purpose	No. of beds	Occupancy rates
Torfaen	Meadow View	Step down	3	Not available
	Panteg	Step up/step down	2	Not available
	Leadon Court	Step up/step down	2	Not available
	Plas-y-Garn	Rehab	3	90%
Monmouthshire	Mardy Park	Assessment & Rehab	8	80%

	Severn View	Step up step down	1	Not available
Newport	Hillside	Step down	6	Not available
Blaenau Gwent	Red Rose Care Home Llys Nant Y Mynydd Llys Glyncoed	Assess, step up/down Assess, step up/down Assess, step up/down	2 1 1	90% 62.50% 62.30%
Caerphilly	Ty Clyd Ty Iscoed Rhymney Integrated Health & social care	Assessment Assessment Assess, step up/down	7 3 6 (flex = 11)	100% 100% 100%

OUTCOME: We ensure models of residential rehabilitation services are targeted and broaden to make the best use of available resources and support a flexible approach to supporting the person's personal outcomes.

9.16. As detailed above there is a clear need for night time services. An initial estimation is that services would be largely unaffected if 6 beds remained although full occupancy of 8 beds was required only as recently as February 2015.

9.17. To achieve a safer reduction of beds, we must consider both our ability to reduce average length of stay and a broader range of services.

9.18. **Broader Range of Services**

9.18.1. **Day Assessment & Rehabilitation.** Anecdotally discussed for some time, has been the benefit of retaining all the benefits of the rehabilitation service without the need for residing. Mardy park is uniquely placed to support this crossover between residential and community services and evidence from the Falls clinics and Day therapy sessions that have been periodically run from the centre support this approach. As part of the review therapists were asked to consider cases as to their suitability with two case examples given below for illustration.

Mrs X lives with her husband in a very small house. She has a diagnosis of progressive supranuclear palsy, but with just the support of her husband has been leading as independent a life as possible. Mrs X had a fall and fractured her wrist which was then put in plaster. She requested temporary help with personal care due to loss of independence from the injury. A morning call by reablement was put in place.

Mrs X was reviewed by an occupational therapist (OT), who was concerned about the deterioration in her balance, and the risk of further falls. It was noted that the home environment was extremely small and there was not sufficient space to fully assess Mrs X. The OT highlighted the suitability of day assessment on Deri Unit as an alternative Mrs X was agreeable to this approach.

Mrs Y lives alone in a 2 storey house with a stair lift in situ. She has a history of depression and is regularly reviewed by the mental health team. Physically she is limited by arthritis and the related pain. She has a long term support package provided through a care agency. The mental health consultant contacted Mrs Y's care manager, an Occupational Therapist (OT) in the integrated services team, to request that she attend day centre at Mardy Park.

The OT went to assess Mrs Y at home, and found that she was spending all of her days upstairs, mainly lying on her bed. She was not eating or drinking very well, and her mobility was quite poor. Mrs Y said that she would like to attend day centre as she missed socialising

with people. It was agreed that in preparation the therapy technician would visit for a few days so she could assist her to go downstairs, where Mrs Y would stay for 2 hours until her next carer came.

However, Mrs Y did not always feel like going downstairs, so this was achieved only 2 out of 5 attempts, and she was still spending a lot of time on her bed. She was still saying she wished to attend day centre, but we remained concerned that it would be too much for her to attend straight away. It was then suggested that she come for day assessment on Deri Unit, as this would give her a purpose to come downstairs and she could be collected mid-morning and just stay for a short while which could then be increased on a few subsequent occasions.

9.18.2. In addition, day assessment and therapy has the potential to enable earlier discharge from Deri Unit, particularly in conjunction with an enhanced model of community enablement support to include nights (as outlined below) and the use of Careline/Telecare.

9.19. **On-call community waking night support**

9.19.1. From the information gathered from Deri Unit from 01.01.15 to 31.03.15, the following supports further exploration of the potential for on-call night provision within the community:

9.19.1.1. 5 people required no assessment or support at night at all during their stay

9.19.1.2. 13 people were either assessed as independent or night support stopped during stay

9.19.1.3. 5 people required night support during the whole of their stay

9.19.2. Currently the only night cover that can be commissioned for the community is a whole night in a person's home (either waking or sleeping) carried out by an agency carer. It is possible to fund up to 3 waking nights from the Frailty budget, which tends to be used for community emergencies, transition home from hospital and occasionally from Deri Unit. March to May 2015, we have commissioned 21 night sits (8 service-users). Based on Allied's rate for a waking night, this is £140.30 per night, so a total of £2,946.30. Applying this to 12 months we would spend £11,785.20. It is not always easy to get timely feedback from the agency, and many people find it intrusive, and sometimes even stressful, to have a carer in their house overnight.

9.19.3. Previously there was a trial of on-call at night using the in-house home care team, which was linked to individuals who had a Careline /Telecare installed but had no family or friends to respond in an emergency. The uptake of this was very low initially but numbers grow to over 70 in the 18 months that the project ran. Due to shortages in funding the trial was ended. Individuals without a responder can now only be linked directly to calling out the emergency services. At the time, this trial was viewed largely as supporting the use of Careline/Telecare and the wider possibilities for use in individual care & support plans were not considered.

9.19.4. One proposal is that on-call night support could be one of the key elements available to care managers who are putting together short term Reablement packages to enable individuals to regain their independence whilst remaining at home, preventing some admissions to either hospital or Deri Unit, and also facilitating earlier discharge home from either location.

9.19.5. Currently there is on-call night provision for residents of Lavender Gardens who do not have a responder, and it is suggested that the funding for this be incorporated into this proposal to cover both Lavender Gardens and the wider community.

9.19.6. Of the recent 5 [12.5.15] that needed overnight support during their stay:

9.19.6.1. 2 could have potentially gone home sooner had there been on-call night support

9.19.6.2. 1 could have potentially gone home had there been a combination of on-call night support and day assessment

9.19.6.3. 1 could have potentially gone sooner with on-call night support but had a flood in her house so couldn't have gone even if it was available

9.19.6.4. 1 could have potentially gone sooner with on-call night support but was waiting for tenancy to be sorted with Lavender Gardens as she was moving there.

9.19.6.5. The person who didn't need a 24 hour approach did have very severe confidence issues which could not be met with Reablement calls initially, but with day assessment available we might have been able to support her straight home.

9.20. **Key factors to support pace in discharge.** Set out in summary below are the key steps to increasing pace for discharge and allowing a safer reduction of the number of beds:

9.20.1. **Staff Development & Integration:**

9.20.1.1. Develop a new role profile and competency framework for direct care staff to ensure clearer focus on rehabilitative work.

9.20.1.2. Develop a generic role profile to support staff working across Mardy and community

9.20.1.3. Ensure all staff receive 6 day dementia care training programme.

9.20.1.4. All senior staff to have completed Occupational Therapy level 3 training

9.20.1.5. Ensure that the Deri Unit has a Band 7 therapy lead.

9.20.1.6. Increased levels of integration across all involved agencies.

9.20.1.7. In-reach of community enablement staff on to Deri and day assessment unit.

9.20.2. **Re-focus of Deri – function.**

9.20.2.1. Update Deri eligibility criteria

9.20.2.2. Create statement of purpose to clarify role and function of Deri. Share with all stakeholders including primary and secondary care.

9.20.2.3. Implement mechanisms to support greater integration and closer working between Mardy and community staff. To include urgent review process to prevent blocking of beds

9.20.2.4. Implement new data capture framework based on outcomes.

9.20.3. **Care and Support Planning**

9.20.3.1. Develop and implement integrated care and support framework.

9.20.3.2. In partnership improve the flow from NHH and back to home through:

9.20.3.3. More creative planning and use of resources.

9.20.3.4. Stepped return home.

9.20.3.5. Supported access to community resources whilst on Deri etc.

9.20.3.6. Ensure all processes support outcome based working as part of an individual's plan.

9.20.4. **Implementation of day assessment provision**

9.20.4.1. To prevent admission to Deri when night assessment or support not required

9.20.4.2. To support earlier discharge home from Deri.

9.20.4.3. To provide assessment where home environment prevents this.

9.20.4.4. To provide a stepping stone to day services.

9.20.4.5. To provide an intensity of physical rehab not possible in home environment

9.20.4.6. To provide short periods of rehab for individuals in community to maintain health & well-being.

9.20.5. **Consideration of on-call waking night provision**

9.20.5.1. To prevent some admissions to Deri.

9.20.5.2. To allow people to go home earlier from Deri.

9.20.5.3. To be used as a trial run for discharge.

9.20.5.4. To replace some of the frailty night sits (which could help to fund).

9.20.5.5. To replace Lavender gardens on call (could help to fund)

RECOMMENDATIONS:

- Management arrangements should be changed so that Deri becomes a therapy led unit.
- Implementation of new day assessment unit to provide more targeted support.

OUTCOME: We will support a truly integrated approach based on a joint approach with shared understanding of personal outcomes and the role of each member of the team. Staff structures develop the fluidity to support the person across service areas to promote consistency and relational approaches to support.

9.21. The current staffing structure has members of the AIS working on Deri alongside direct care staff who are managed by the officer team at Mardy Park. Feedback outlines some critical issues:

9.21.1.1. Officers feel in part excluded from the work of the AIS, referral process and care planning process.

9.21.1.2. A disjointed feel to care planning and support is evident.

9.21.1.3. Therapists feel that there is inconsistency in following therapy plans and goals could be achieved sooner.

9.21.1.4. Staff are not clear as to the respective roles of each person

9.21.1.5. Minimum staffing levels leave direct care staff focussing on physical care to the detriment of social welfare.

9.21.1.6. Staff recognise the need to be involved in home visits and hospital visits to engage in the assessment process. Time limits and a feeling of having 'too much to do' prevent this

9.21.1.7. The need to network and broaden their understanding of the respective roles of healthcare professionals

9.21.1.8. There is some feedback from staff that at times they are unsure as to the purpose of people staying there and a sense that people shouldn't be there.

9.21.2. Recommendations to address these issues are cited elsewhere within the report; principally in staffing. With the integration of services and planning, clarity of leadership, new role profiles and the implementation of new models of service delivery we should go some way to overcoming these issues. Adoption of enhanced models of reablement

OUTCOME: Staff support, training and development supports their role within the integrated services team and they feel empowered to inform the on-going assessment process

9.22. Critical is that leadership should be practice led and based on working alongside the team. In addition creating clarity of purpose and a secure future staff will work within an environment that supports mutual support and creativity.

9.22.1. Night staff are involved in planning and training, and it is hoped that a review of the documentation will further support their contribution to promoting a 24 hour enabling approach.

9.22.2. Monmouthshire's Dementia Care training, which focusses on relationship based care & support, will be delivered to all staff

9.22.3. Most staff have attended training in personal outcomes

9.22.4. Working parties have been set up to look at the environment and the provision of activities

9.22.5. A twice weekly multi-disciplinary meeting has been set up so that the whole team can focus on the individual's personal outcomes and progress towards these through their rehabilitation programme. This both supports and empowers the care & support workers to fulfil their role in delivering rehabilitation programmes

9.22.6. Domestic staff have been encouraged to attend the multi-disciplinary meeting, and also have been supported to record their contribution with breakfast preparation

9.22.7. Staff are being encouraged to work more flexibly across the whole service at Mardy Park to enhance person centred and relationship based approaches to care & support

9.23. Staff feedback has been mixed, as whilst they are generally in support of the new developments and approach, they are concerned about how the current staffing levels and rotas will support them to spend enough time with individuals whilst still carrying out essential duties such as the medication round; booking medication in and out on admission and discharge, etc. Key themes include:

9.23.1. ***Is there a way we could have supported individuals to return home sooner?*** Ideas discussed around graded return home – supporting people to spend time at home during the day initially; bed at Mardy being held open for them for 1 or 2 nights after discharge; provision of night support at home; carrying out more work in the community with people whilst on the unit.

9.23.2. ***Did everyone in the study really need to come into the unit?*** Discussed one lady in particular who had been transferred from an out of county hospital so we had not assessed her first, and agreed that it is likely we would have recommended she go straight home with reablement.

9.23.3. ***Could we do more to support people to start working on community connections whilst on rehab unit?*** Discussed being able to work in the community with individuals on the unit, and staffing levels was raised – general feeling that this put constraints on what was possible outside the building.

9.23.4. ***Could we do more to encourage people to engage in activities whilst on the unit?*** Discussed need to identify and prioritise time for activities; need to build up some resources and ideas; could get some ideas from people who have recently stayed on the unit; could attend activities on day centre.

9.23.5. ***What makes some people need 24 hour assessment or rehabilitation?*** Ideas were poor mobility and transfers; difficulty toileting at night; home environment unsuitable; high falls risk; anxiety and loss of confidence; poor safety awareness; will not accept support into own home; incomplete assessment whilst in hospital; recent cognitive decline; fluctuating physical health.

10. STAFFING

10.1. OVERVIEW

10.1.1. Mardy Park currently supports approximately 108 staff across integrated services.

Abergavenny Integrated Services Team	26
Abergavenny Community Nursing Team	22
Centre based direct care teams	47
Community based direct care teams	6
St David's Nursing Team	2
Protection of Vulnerable Adults Team	5
Total	108

The focus of the staffing review is on centre based direct care teams, although the accommodation requirements of all staff form part of the recommendations of the report.

TEAM	Posts	Hours
Day Services Team	6	150
Care Support Teams	15	353
Night Care Support Team	4	126
Domestic & Laundry Team	6	129
Kitchen Team	4	93
Officer Team	3	111
Handyman	1	30
Bank Staff	2	
Therapist [Band 7]	1	37
Therapist [Band 5]	1	37
Reablement Technician	2	50
Admin	2	
Total		

Taken from staff establishment list – not up to date but indicative of budget

10.1.2. There are current members of AIS sitting within the MP staff establishment list.

10.1.3. It is important to stress that only the care team can considered as direct care base and the kitchen, admin and domestic teams are there to support all services within the building not just the function of direct care.

10.1.4. Following section is some additional general observations and findings in relation to the staffing at Mardy Park

OUTCOME: To be listened to, valued, contribution recognised, supported with strong and empowering leadership.

10.2. The last review which reported in 2010 has had a significant impact on the staff team and the feelings are still raw and apparent 5 years on. The current review and the time taken has helped on the one hand in that something is actually happening but on the other has re-surfaced feelings of anxiety regarding job security, the impact of changes on people receiving surfaces.

10.3. The review team have met with the staff team on a regular basis including 1 to 1s with most of the centre based team. There is a contrast between those willing to be involved and those choosing to sit on the side lines. Individually all staff are engaged but as a group this dichotomy exists. Over time the numbers of people actively involved has increased. The commitment to Mardy Park and the people at the centre has maintained throughout but there has been a disconnect for some between supporting the future of Mardy Park and being involved. In essence there is view that the developments are going around them and are not connected to their day to day work; that MP and its current service model, for some, can continue in isolation. Whether the review team has failed to engage, or the person is fearful or in some cases that there is apathy I am unsure. This observation does not dilute the commitment of the team to the people using our services and as said an increasing number are actively working to move the service forward

10.4. In the 1:1s with staff, they are supportive of change and had many ideas to take the service forward. Critical issues raised by staff revolved around poor communication, being unsure as to what is going on. Unfortunately a strong theme emerged of a less than engaged relationship with some members of the senior team at centre. Issues of control, lack of trust and feelings of not being valued were strongly felt by some; but not all. Simple things like access to stores and a sense of having to ask permission to re-stock has a disproportionate effect on the team in that there is an implicit distrust.

10.5. Support mechanisms are not consistently in place and there is no regularity of staff meetings and other forums for communication. Supervision is sporadic and inconsistent. Conversely, daily handovers were disproportionately long with one hour set aside each day for all care staff. This has now changed to twice weekly and includes the domestic team who have an invaluable role to play in the support of people staying.

10.6. The staff team as a whole recognise the need for integration and are asking for closer relationships to exist. Some staff even suggesting socials with GPs, nurses and others as a way of developing broader relationships outside of the AIS.

RECOMMENDATION - A leadership model is developed which focuses on support for the staff, rather than management and control.

RECOMMENDATION A staff forum is created which allows staff to contribute to and seek explanation of…

RECOMMENDATION – The supervision and appraisal framework is reviewed in line with changes elsewhere in direct care to ensure that it is focussed on support and development.

A staffing structure is developed which is proportionate to service provision and is sustainable in the long-term.

Staffing structures incorporate sufficient fluidity to support the person across service areas to promote consistency and relational approaches to support.

10.7. Some of the **recommendations** are cited elsewhere in the report but for ease, those affecting staffing are all given below.

10.8. **DAY SERVICES**

10.8.1. Changes to the staffing below are dependent on the reduction of the service from 7 to 6 days per week. As outlined the current staffing structure does not support the staff to:

10.8.1.1. Provide a flexible activity programme which combines groups with activities for individuals and time to spend develop a relationship based approach to support.

10.8.1.2. Plan and develop the service in advance of people attending so that the content of days is not supporting people according to their personal outcomes and specifically what a good day looks like.

10.8.1.3. To develop and maintain community based support and activities.

10.8.1.4. To work flexibly across the week so that staff presence is focussed on need on a particular day.

10.8.1.5. Receive the support and input from a dedicated senior member of the team.

10.8.1.6. Maintain a range of transport options for people attending. Transportation is via the centre bus only but if staff were available then the lease vehicle could be used and also a member of staff would be present for people attending via their own transport.

RECOMMENDATION: In consultation with the staff team re-organise staff rota (within existing resources) to maximise staff presence during the times that people are present in the centre. Typically this will be staff working either an early or late shift of 9am – 3pm or 10.30am to 2.30pm.

RECOMMENDATION: Create a new post of day services lead who is predominantly hands on but has specific duties to support the team and co-ordinate the planning of services and ensure a prompt and relationship centred approach to new referrals.

RECOMMENDATION: review current role profile and develop to support a relationship based approach to support.

10.9. **RESIDENTIAL CARE SUPPORT**

10.9.1. Given the recommendation to reduce the number of rehabilitation beds to five places and the number of respite beds to two, a staffing structure needs to be developed that does balance the needs of the service but is comparable with other services and sustainable.

10.9.2. The current structure of 1.5 care staff per wing, does, in part, lead to a focus on physical well-being with insufficient time to focus on the social and emotional needs of the people staying at MP.

10.9.3. The evidence from the review illustrates the increasing complexity and higher level of support needs people may have.

10.9.4. An integrated model and a more proactive approach to therapy and assessment requires more time set aside to input into therapy programmes.

10.9.5. The introduction of a day assessment unit will require additional staff resources.

10.9.6. If services are to support the person from hospital, residential and community a staffing model is required that supports this fluidity. This will reduce service 'hand-offs' and improve relationships and consistency.

10.9.7. Currently there are two waking night staff to support a maximum of 15 people. If the number of beds are reduced to 8 then two waking nights represents a disproportionate cost and staffing ratio. During the 3 month intensive review there was one person who sometimes needed assistance from two people for transfers but this varied. At night however, he was largely independently.

RECOMMENDATION: Combine the role of staff working on Deri and Cefn and reduce dedicated staff compliment from three people to two members of care staff.

RECOMMENDATION: Develop new combined role profile for all care staff so that cross boundary working is implicit.

RECOMMENDATION: create new rota which incorporates floating support hours (x5) for each day to:

- Support the new day assessment unit.

- Create flexibility in the fixed rota to support staff to work across Deri, day assessment, day service, hospital based and community settings.
- Ensure sufficient capacity to support care staff's active involvement in rehabilitation programmes.
- Ensure sufficient flexibility to meet all of the person's needs.
- Ensure the involvement of front line staff in the initial assessment processes.

RECOMMENDATION: Reduce night staffing to one, with a second person sleeping in to support in the event of emergencies.

RISK: reducing the night staffing will mean a change to eligibility criteria so that people who require the support of two during the night will not be able to access the service.

RISK: CSSIW may have a view that the presence of one member of waking nights is not sufficient.

MITIGATION: spot purchase waking nights from the independent sector as and when needed.

10.10. **DOMESTIC & LAUNDRY TEAM**

10.10.1. There are currently 105 hours of domestic and 24 hours of laundry support; roughly equivalent to 2.85 and 0.65 FTE respectively. The team comprises 4 x 18.75 hour posts, 1 x 30 hour post and 1 x 24 hour laundry post.

10.10.2. The team have dedicated areas of responsibility and the current cleaning regime appears manageable within existing resources although the team state 'the building is not as clean as it once was'.

10.10.3. The following feedback was received from the team in group meetings and in 1:1s:

10.10.3.1. That there is too much separation between respective job roles and that some members of the wider MP staff team will not attend to immediate matters if they do not consider it part of their job.

10.10.3.2. The team can at time feel under-valued and not trusted at times

10.10.3.3. The team are keen to play a more active role in the development of services at MP. This included a real enthusiasm for the role of centre to support small local enterprises and wish for all the team to have more direct contact with people needing our support.

10.10.4. The team have responsibility for supporting people with the preparation of breakfast on the wings. They also recognise the value of promoting involvement and independence with domestic tasks. However, they have received no training in enabling approaches and are not sufficiently involved in the care and support planning process.

10.10.5. During the last review the team was significantly cut. It is not recommended that any further changes be made to the domestic team. This is in consideration of the size of the building, the diverse range of duties, the need for greater involvement in enablement and the potential additional responsibilities that the development will create.

10.10.6. The domestic team are currently paid at Band B which is not in line with other similar posts within the county.

10.10.7. The post of laundress at the centre is valued but similar reviews elsewhere have seen this role removed and duties transferred to members of the night team. The recommendation of this report is that this post <u>be retained</u> for the following reasons:

10.10.7.1. The above proposed changes to night staffing mean that a transfer of duties would not be possible.

10.10.7.2. The laundry fulfils an important function not only for the building but also in undertaking community laundry. The development of the community laundry needs to be

moved forward. In addition there is a real potential for the development of a small local enterprise that would include laundry and seamstress services.

10.10.7.3. To support the above laundry needs to be available 365 days of the year which would not be possible with current arrangements/.

10.10.7.4. We need to retain flexibility to support additional pressures on the kitchen team and the domestic team.

RECOMMENDATION: re-write role profiles for all domestic and laundry staff to support a flexible approach and to ensure that participation in rehabilitation programmes is implicit. This will include making the role of domestic and laundry assistants combined.

RECOMMENDATION: submit role profiles for evaluation to ensure consistency of grading across the county. Budgets prepared on the basis that all staff will be paid at Band C.

RECOMMENDATION: Make enablement and dementia care training available to all domestic staff.

RECOMMENDATION: explore the development of a small local enterprise for laundry and seamstress services based from the centre.

RECOMMENDATION: introduce the role of senior domestic assistant to support the team and undertake all ordering, planning etc…

RECOMMENDATION: Change staff contracts so that all staff work equally across all areas within the building and to take account of increased pressures due to café areas and increased traffic. Initially, this is proposed as 6 x 24 hour contracted posts.

10.11. **HANDYPERSON.** Currently employed for 30 hours per week, the role is somewhat confused and from discussion this person is pulled in a number of different directions. The role requires this person to support the day service, support collections as well as undertake a number of jobs around the building. Some areas of the centre are in disrepair and there is a need for this role to focus here.

RECOMMENDATION: Create and annual maintenance schedule

RECOMMENDATION: Review Handyperson's role to ensure clear focus on priority areas.

10.12. **KITCHEN TEAM**

10.12.1. The team is currently staffed with 1 x 30 hour & 1 21 hour cook posts and 2 x 21 hour kitchen domestic posts

10.12.2. The hours that the cooks work are different and I am not clear as to why this is.

10.12.3. The standard of food is viewed as very high and the choices / menus are balanced and well planned.

10.12.4. There is huge potential within the kitchen team but the team dynamic makes progress difficult.

10.12.5. During development meetings some very honest conversations have taken place about the need to embrace change in the context that their role must broaden if the team is to be sustainable in its current form.

10.12.6. The manager of Monmouthshire Meals is currently working with the team to develop systems so that additional responsibilities as a result of the community café can be incorporated within existing resources.

10.12.7. Consideration needs to be given in terms of a professional lead for the kitchen team to ensure a focus on team and skills development

RECOMMENDATION: Assess staffing following systems review and consideration of a new kitchen lead post.

10.13. **ADMIN TEAM -** With the forthcoming admin review across the directorate, the admin arrangements have not formed a full part of the review. However, in the context of the review the following issues are highlighted for consideration:

10.13.1. Currently there are 2.40 FTE admin posts within direct care services (at Mardy Park) that provide support to homecare, residential and day services. There is a crossover of roles between services but an approximate 1 X FTE is dedicated to the residential and day services with additional responsibilities to cover reception 5 days per week.

10.13.2. A proportion of work is to receive visitors, enquiries and phone calls on behalf of the AIS and Abergavenny Community Nursing teams.

10.13.3. Currently the reception is covered until 4pm Wed – Friday.

RECOMMENDATION: consideration during the forthcoming countywide admin review of creating a centre based admin team to support all functions of the centre.

RECOMMENDATION: Support for reception cover is provided in part from the AIS and Community Nursing Team. In addition reception cover may also be available via the OAMHS team as part of the co-location of services at the centre.

RECOMMENDATION: changes to reception cover rota to ensure cover until 5pm, five days per week.

10.14. **THERAPEUTIC INPUT**

10.14.1. Therapeutic input is provided to Deri by 0.5 FTE physiotherapist (approx.) and 1 x FTE Band 5 Occupational therapist. In addition a Band 7 Lead OT (funded via ICF) is supporting the enhanced enablement model of community support and overseeing the development of Deri Unit in partnership with others.

10.14.2. As highlighted there is a separation between members of AIS and the direct care team in terms of integration and a shared approach to rehabilitation. There are a number of opinions in terms of why this is but going forward it is clear that a role is needed to bridge this divide which will:

10.14.2.1. Take responsibility for the professional supervision of staff; their training, development and day to day work planning and guidance.

10.14.2.2. To take overall responsibility for Deri; including capacity management, medication, risk management, referrals etc…

10.14.2.3. To take overall responsibility for the day assessment unit.

10.14.2.4. To roll-out the learning from the enhanced enablement model of support to all services.

10.14.2.5. To develop, promote and support an active approach to respite services.

10.14.2.6. To provide direct therapeutic input and to cover in the absence of other therapists.

10.14.2.7. To work alongside the Band 7 Community OT to ensure cover in each other's absence and to provide a seamless approach to therapeutic input.

10.14.3. To support and actively promote cross boundary working.

RECOMMENDATION: Current therapeutic input is ring-fenced to Deri and the Day Assessment Unit

RECOMMENDATION: Create new Band 7 Lead OT role dedicated to active respite, the Deri unit and Day Assessment

10.15. **MANAGEMENT:**

10.15.1. Primarily the management team and philosophy must support the staffing structure outlined above. The approach should be one of leadership with the emphasis on support and not control.

10.15.2. The posts of Head of Care and Assistant Head of Care are in the above context disproportionate to the needs of the service. In effect a 3 x FTE super-numery team to support a wing with 8 people is not sustainable or merited.

10.15.3. The leadership team must focus on support and working alongside the care team and others to promote the highest quality of services.

10.15.4. If the recommendations to reduce residential provision are approved then we will need to be mindful of requirements to CSSIW and partners in commissioning.

RECOMMENDATION: The current management model should be replaced by the following:

- One of the two staff dedicated to Deri should be in a senior role and should sleep over. This role will need to be defined but will be at least 75% hands on with additional responsibilities around medication, etc…
- Operational responsibility for the line management of the four senior care staff and senior day care will fall to the Lead Manager for Residential and Day Services who works across Severn View and Mardy Park.
- Professional supervision will be provided by the Lead OT for residential and day [assessment] services.

Staff configuration:

- The current policy for placing staff at risk outlines the following criteria. Clearly the significant changes above will mean that there will be a smaller staffing contingent required to support services at MPRC.
- It is critical that we balance three things when re-sizing services:
  - That early retirement or redundancy may be a favourable option for some staff.
  - That staff can demonstrate their reliability (and attendance) to support the consistency that is required if the service is to develop and we can meet people's personal outcomes
  - Above all, that they are able to demonstrate that their identity and beliefs are in keeping with a proactive, relationship based approach to supporting people.

11. ACCOMODATION & INFRASTRUCTURE

11.1. The centre is laid out broadly on four wings; Abergavenny wing forming the entrance and main public areas, day services, kitchen, laundry and the base for community direct care services. The Skirrid wing is the base for Abergavenny Integrated Services Team and Community Nursing Team. Cefn wing supports long term and short term residential services and lastly Deri is the rehabilitation wing providing residential support on discharge from Neville Hall Hospital and to prevent admission

Infrastructure, services and systems will support and be proportionate to the demands of a multi-agency community resource centre.

11.2. The reality is that the current accommodation and infrastructure is suitable for a residential home. Designed and built to support 20+ residents and a day services; all supported by a staff team of 50. The centre is still home to residential and day services but the number of staff who call Mardy their base has risen to 108. The lack of car parking has become a focal point in terms of evidencing inadequacy but the poor infrastructure extends to include for example; an overburdened electricity supply, lack of space, poor IT and systems infrastructure and inadequate facilities. Simply, the movement of various teams to be based at Mardy has not been sufficiently supported with the corresponding changes and improvements so a centre has emerged that is struggling to cope. There is clearly a negative impact in terms of health and safety but there is also an impact in terms of effectiveness and the well-being of all those that visit and are based at the centre.

11.3. Whilst some of these issues have started to be addressed over the last twelve months there is still a considerable distance to travel to ensure that the above outcome is met. Moreover, the demands placed by the development agenda set out will place an even greater burden on the centre and the need to improve infrastructure is essential to support the services moving forward. Simply, the centre will not be able to develop. For example, due to delays in construction of the car park I have prevented the opening of café and any health based clinics until such time that this is in place due to the clear health and safety implications.

11.4. Funding from the Intermediate Care fund secured in April 2014 has enabled us to progress some improvements. These have clearly been made in advance of the review concluding but have been in part directed by feedback and consultation received as part of the consultation days and from discussions with staff and others.

Day Service Spaces	As outlined in the day services section significant changes have been made to the day service areas to improve furniture, layout, privacy etc...
Communal Spaces	We have undertaken some structural changes and the entrance is now an open plan communal space including agile working and the community café. From chairs to computer desks; the café furniture has been carefully selected to address the varying needs of the community. Occupational therapists and reablement officers were consulted over the design of each piece of furniture
Clinical Spaces & Equipment	We have created one clinical area in response to requests made by the Community Nursing Team and the development of these areas is discussed below
IT and telephony	Telephone systems and the IT infrastructure to support co-location of partner agencies and colleagues in health services has been upgraded. This has included significant improvements to the line speed so that internet access will support multi-media, increased use and extend to external areas in the Abergavenny wing. We were also very keen to respond to the increasing pressures on our aging community to be digitally inclusive and therefore felt it was important to incorporate web and digital accessibility into the design of the café. We will introduce a PC and iMac into the café on opening and will encourage users of all age to use them to learn, create and communicate with others
Car Parking	Plans were developed last year but due to unfortunate delays, these plans were not considered until March this year. The planning approval was deferred to consider alternate proposals. Alternate designs in consultation with local residents have been submitted and will be considered at the July planning committee.
External access and spaces	We have given limited access to the outside areas for some groups and this will increase once safe access can be provided. In addition we have created an additional patio area and provided direct access from the café area.
Main Kitchen	To support the developments across the centre we have been able to upgrade some of the kitchen equipment. We have also created and fitted out a servery for café in the main reception area.
Furniture	In addition to the above, we have been able to purchase some additional furniture that will support developments going forward.

OUTCOME: Mardy Park is a great place to work that supports well-being and the different needs of individual staff members

11.5. The co-location of teams and services has overall been a huge success but it has to be implicit that well-being and outcomes of the people we support is directly linked to the well-being of the staff responsible for supporting them. At MPRC teams are not just co-located; there is clear evidence of integration but the teams migrate to specific areas which prevents the further levels of integration. This is best evidenced by the development of place based working. If this is to positively impact the

outcomes for people it cannot simply be co-location. We must create an environment that promotes inter-agency relationships and the informal benefits that derive. This must see team members working alongside a diverse range of stakeholders, not just their colleagues.

11.6. The welfare of staff will be further supported if we provide environments that support their individual style of working and also accommodates the nature of the work that they are undertaking. By undertaking simple personality tests we know that broadly people will fall loosely into two categories; introverts and extroverts. As with all things, these are not two distinct groups and people will fall somewhere on a scale between the two. However, we know that introverts will thrive in certain environments and extroverts in a different environment. Current accommodation is largely shared spaces with up to 15 people working from one office. Additionally, this working environment does not take account of the different environments required to support a diverse range of duties. Specifically, report writing, confidential conversations, meetings etc…

RECOMMENDATION: To achieve the required balance to support different styles and different duties a comprehensive accommodation review should be undertaken, in consultation with all teams, using specialist advice to support the design.

11.7. Based on work to date an estimate of current accommodation requirements is given in the next section.

The centre and its facilities will support new services, partnerships, co-location and place based approaches to service delivery and signposting.

11.8. To support the development of the health and well-being pathway it is critical that key services are based and available at Mardy Park. However, managing a diverse range of services within a hub alongside wider community access has its challenges and there is a need to balance community access with security and confidentiality. The demands on space within the centre are high and set out below are the key commitments that need to be accommodated as part of the overall developments. <u>All room allocation must be on the basis that they are multi-functional and shared spaces.</u>

11.8.1. The potential to co-locate with elements of Older Adults Mental Health services has been discussed for a number of years. The model to wrap support around the person is a central tenant of the development of the community hub and to remove wherever possible hand-offs between different components that form part of the same support pathway. Locating key memory assessment services and consultant led clinics will place this key element alongside rehabilitation, assessment, specialist provider and third sector support. Moreover, it will support people at difficult times to remain part of their community. A number of rooms for clinics, pre-assessment testing and family support need to be made available.

11.8.2. In partnership with others we need to facilitate and support family training, guidance and support for families and carers of people with dementia at the time of diagnosis and longer-term.

11.8.3. To support a more diverse range of rehabilitation services as outlined earlier in the report space needs to be set aside for a day therapy unit within the centre.

11.8.4. To support the development of placed based working, additional shared office accommodation needs to be made available within the site to promote agile working from the centre from a broad range of representatives from 3rd sector organisations.

11.9. To mitigate the current lack of space on Skirrid wing and to support flexible solutions to the current working environments additional space be made available elsewhere within the building. This needs to include a permanent base for the five members of the Protection of Vulnerable Adults team.

11.10. To support a variety of activities and personalisation within day services, additional space needs to be created.

11.11. Mardy Park must support a diverse range of information and access to support to services. It is critical that there is sufficient space to multi-media displays as well as a broad range of written literature.

RECOMMENDATIONS:

- The Abergavenny wing is set aside primarily for 'front facing services' and homecare offices are re-located within the centre as part of the accommodation review.
- The rooms marked 1 – 4 on the attached layout schedule are ear-marked for memory assessment services, family support, interview rooms and areas for private conversations. These rooms are in addition to the health clinic already designated – marked '5' on the layout.
- All residential services, whether long term, short-term or rehabilitative should be based on Deri wing. **NB** Please note that this is the ideal proposal but the long-term resident will be given the choice to move wings or remain in her current room.
- The residential and day services offices are combined and relocated to room '6' on the layout.
- The room marked '7' on the layout is proposed as the new location for the sleeping-in room.
- The room marked '8' on the attached layout should be set aside for the day assessment unit.
- All remaining office spaces on Skirrid and vacant rooms on Cefn should be set aside as part of the detailed accommodation review.
- Additional off-site meeting and agile spaces at Maindiff Court should be negotiated with the Aneurin Bevan University Health Board as part of the discussions to site health based services at MPRC.
- A budget is set aside to support the accommodation review and the necessary alterations needed to change use.

12. FINANCES

The financial framework within which the resource centre operates is proportionate and comparable with other funded services in terms of spend and outcomes.

12.1. The current combined staffing budget for services at Mardy Park stands at £975,259. This supports all services and ancillary support at the centre. In analysing the current budgets there are a number of anomalies in the staff establishment list. Specifically, posts not listed, posts wrongly coded to the budget and hours.

12.2. ABUHB contribute approximately £147K funding. The S33 agreement would need to be re-written to detail change and broadening of rehabilitative services as well as the introduction of numerous health led services to the centre.

12.3. The current and future breakdown of staffing costs is given in detail in Appendix 1 but in summary below:

Current Staffing Arrangements				Proposed Staffing Arrangements		
Current roles	**Budget hours**	**Actual hours**	**Costs**	**Revised roles**	**Hours**	**New costs**
Management Team	111	111	123,321	Therapy Lead	37	50,192
Night staff team	126	126	123,479	Night staffing	63	61,739
RSO Cefn	165	165	123,510	RSO Senior Care**	101.5	95,278
RSO Deri	150	150	116,238	RSO Care**	128	98,506
Day Services	150	150	110,835	DSO Senior	30	27,711
				DSO Care	120	86,244
Tech & Therapy***	87	74	87,661	Tech & Therapy***	74	79,117
Admin	37	15	24,711	Admin	15	9,930
Bank Hours	38.5	0	26,224			
Sleep Over	n/a	n/a	15,607	n/a	n/a	15,607
Domestic & Laundry Team	105	129	60,673	Senior Domestic	24	17,217
				Domestic Team	120	75,393
Kitchen Team	93	93	65,129	Kitchen Team	93	65,129
Handyman	30	30	21,894	Handyman	30	21,894
Sub total		**1,043**	**899,283**	Sub Total	**835.5**	**704,008**
Cover / balancing*			75,976	Cover / Balance		59,841
Total			**975,259**	Total		**763,849**
				Savings		**211,410**

***** Balancing figure – cover at 12% but not applicable to all posts so a balancing figure of 8.449% is used.

** Includes support to day assessment unit.

******* Band 7 therapist post in wrong budget – Band 5 in post so hours correct but grading incorrect. Tech time is community based. Therefore total therapist cost is c£28K

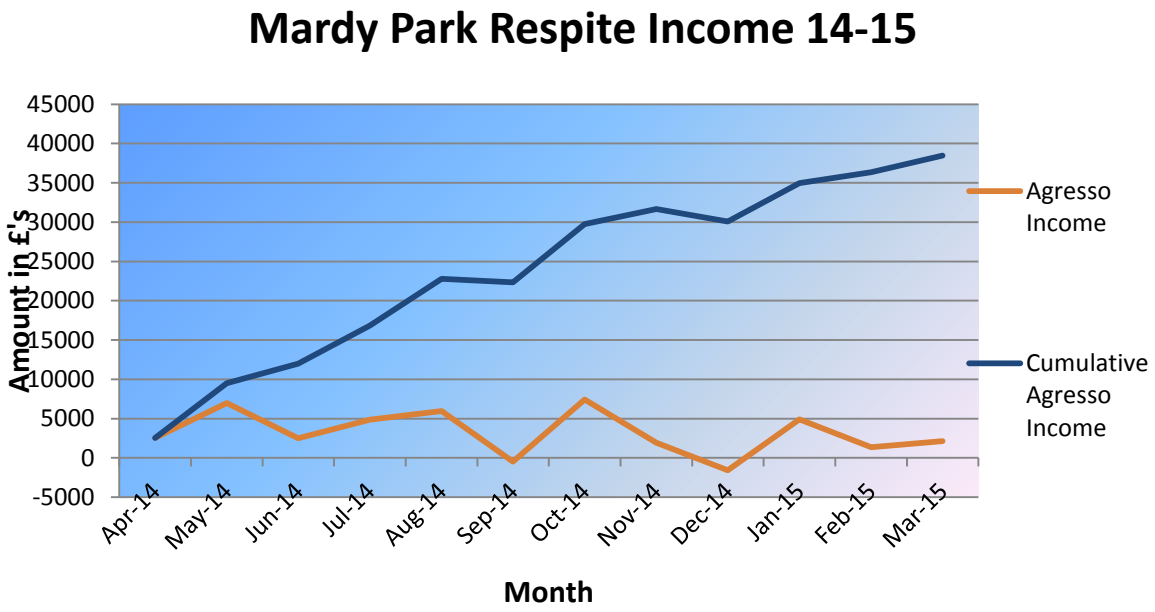
12.4. As outlined, staff would be offered the opportunity to express an interest in voluntary redundancy. Costs schedules are given in the attached for all staff. The number of redundancies would be limited and would fall only in officers and RSO roles. Exact calculations will be supplied following consultation with the teams.

12.5. Adjustments to current budgets in terms of supplies, services etc...need to be considered. Current budgets are reasonably balanced but once the centre is fully functioning, there may be a need to revisit supplies, services and infrastructure costs.

12.6. There is a need to do further remedial work on the upkeep of the centre. Maintenance and all budgets currently sits with Property Services. As with all SCH establishments we have no way of knowing whether any maintenance work is scheduled.

RECOMMENDATION: Review of current arrangements with Property Services and a whether a distinct budget is set aside to support a maintenance schedule.

12.7. Current income levels stand at £118K budget with a shortfall of £73K forecast for this year. Income budgets were historically set and based on a number of long term residents. With a reduction in respite there will be a cumulative impact on the income budgets for MPRC and accordingly the budget as a whole. The table below illustrates current income levels current for respite. Based on 60% occupancy this will potentially drop by approximately 60%.



12.8. There is a shortfall in funding for the car park. Despite the compromise design being smaller the costs have risen by £50K. There was a shortfall in funding anyway of £10K so total shortfall is £60k. This is due to site costs previously being a part of the wider capital works programme. Therefore we are paying site infrastructure twice. Additionally industry rates have risen dramatically in the last 6 months. We will not know the exact costs until tendered.

12.9. The remodelling of the centre will require investment – estimates given in Appendix 2 and as set out earlier in the report.

12.9.1. £6,260 to fund external projects, with an annual budget of £2,500.

12.9.2. Change of room use is estimated at £3,000 per room. Details of financing will not be available until the accommodation review has completed but would estimate between 8 and 12 rooms requiring alteration.

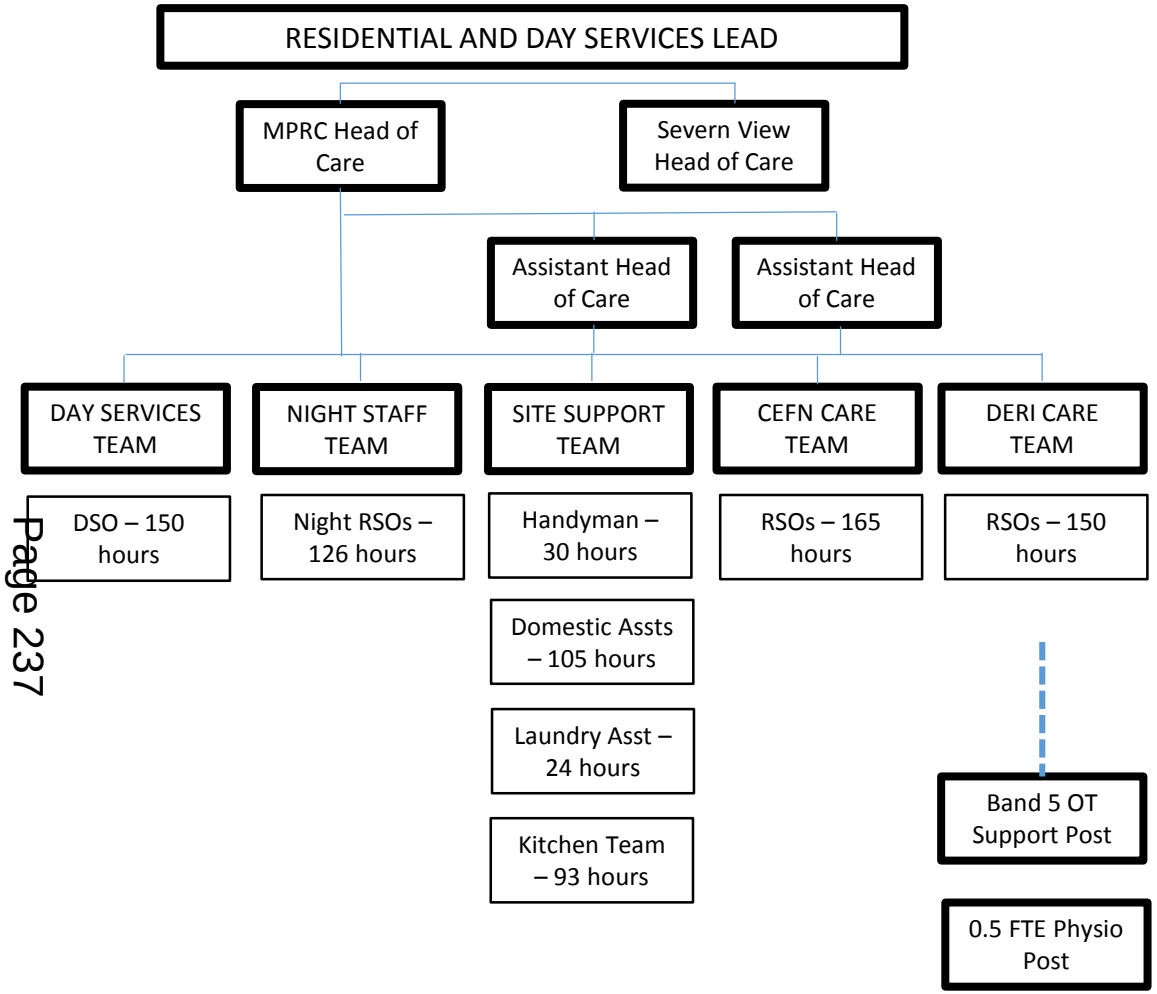
12.10. There may be replacement costs for some service re-design. Again, details will be provided during the implementation phase but an estimate of £24,000 is given for shared lives as a replacement for respite services.

12.11. Total investment costs as estimated at £100k.

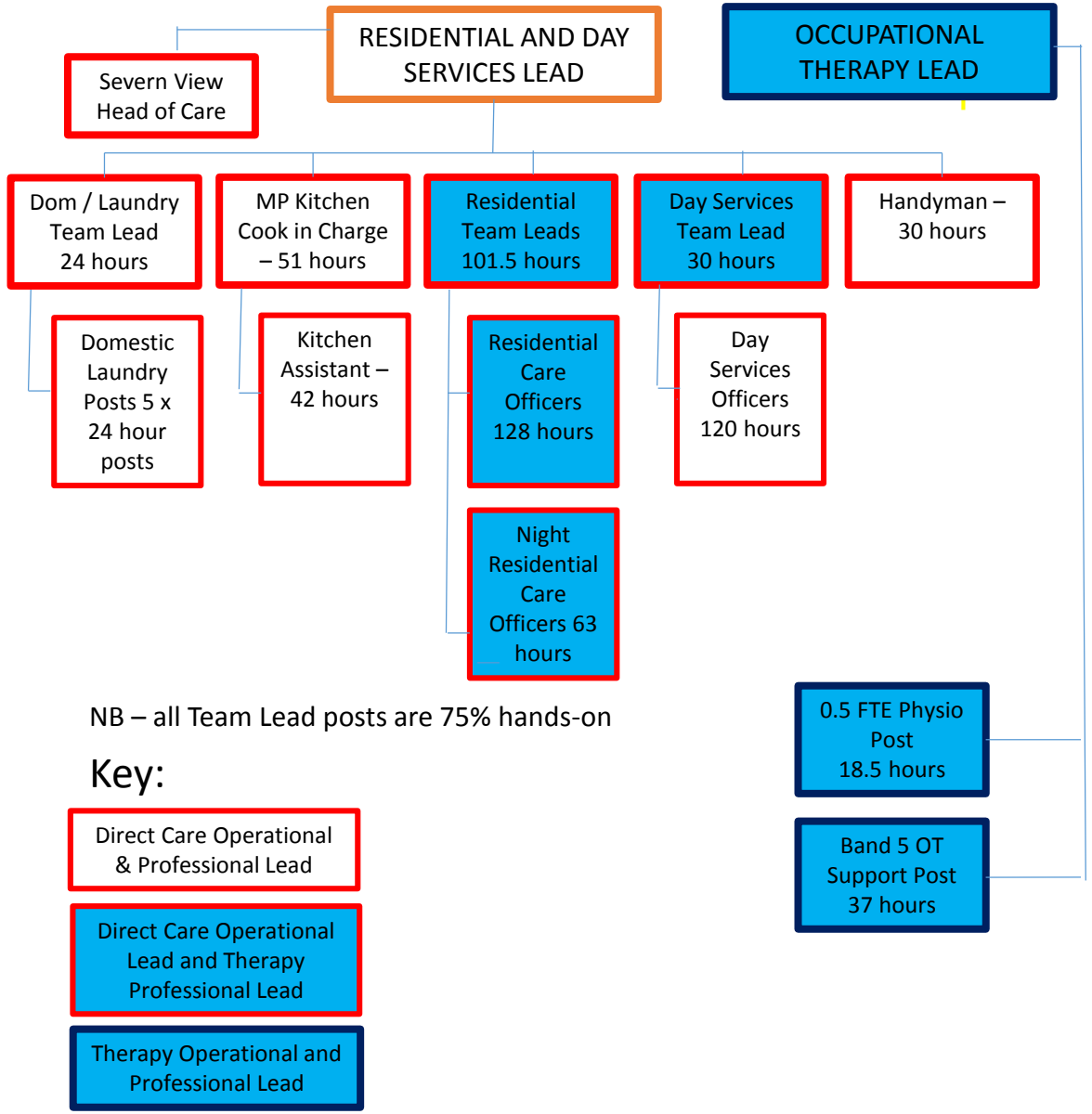
12.12. Savings as part of Mandate 34 are not due until the financial year 17/18 so savings on 16/17 could be utilised to fund the shortfall.

This page is intentionally left blank

EXISTING LINE MANAGEMENT AND STAFFING STRUCTURE

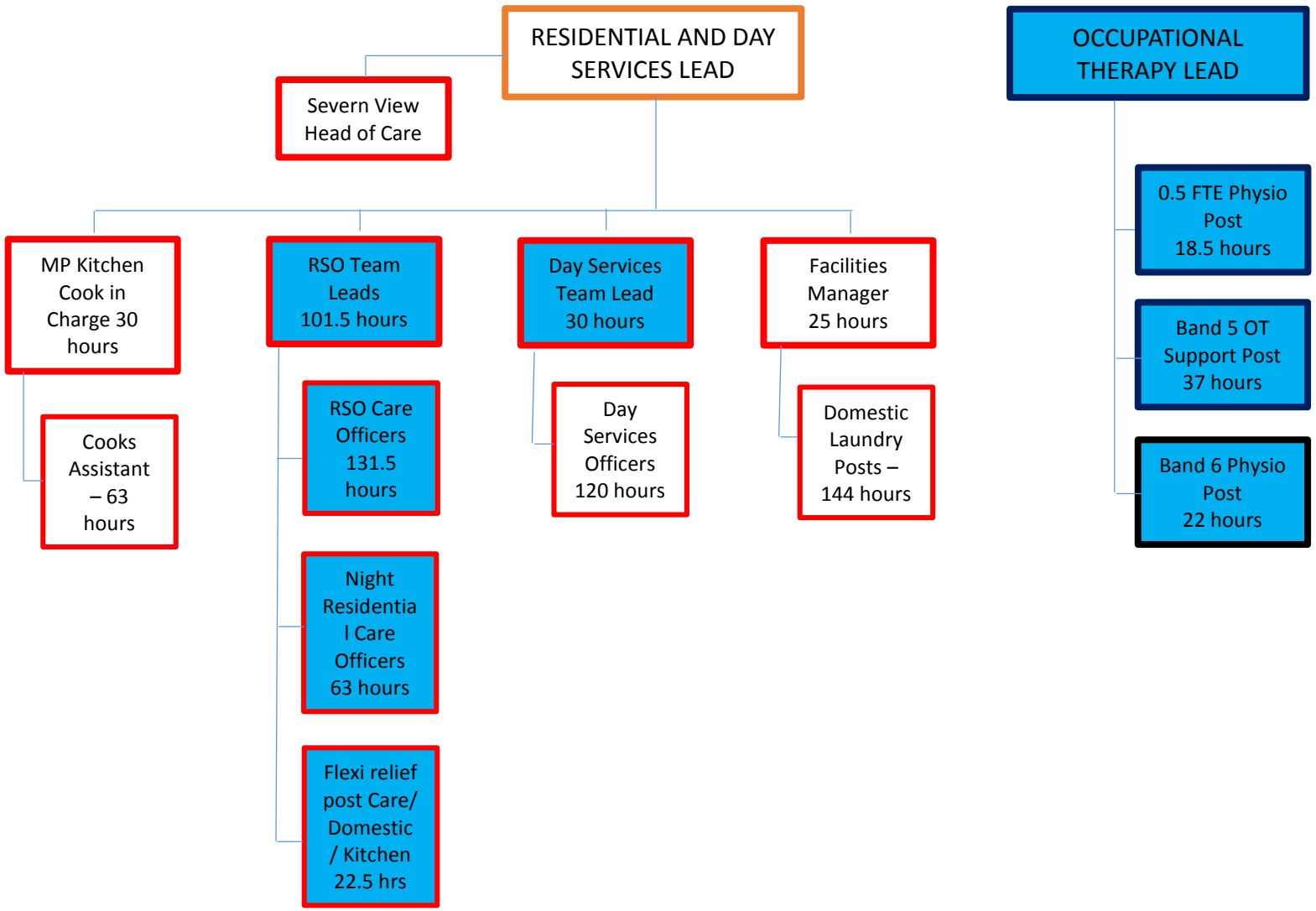


NEW OPERATIONAL & PROFESSIONAL STAFFING & LINE MANAGEMENT STRUCTURE



This page is intentionally left blank

NEW OPERATIONAL & PROFESSIONAL STAFFING & LINE MANAGEMENT STRUCTURE – MARDY PARK RESOURCE CENTRE [APPENDIX 2b]



KEY

- Direct Care Operational & Professional Lead
- Direct Care Operational Lead and Therapy Professional Lead
- Therapy Operational and Professional Lead

This page is intentionally left blank

The "Equality Initial Challenge"

Name: Mardy Park Resource Centre review and redesign Service area: Direct Care Date completed:24.03.16		Please give a **brief description** of what you are aiming to do. The review of North Monmouthshire's Integrated Services hub to ensure clarity of strategic direction, consistency with other hub areas and review of current service delivery from the site.	
Protected characteristic	Potential **Negative** impact Please give details	Potential **Neutral** impact Please give details	Potential **Positive** Impact Please give details
Age			Increased access for older people to the hub. Greater range of services for older people to improve choice and control.
Disability			As above
Marriage + Civil Partnership		Not affected	
Pregnancy and maternity		Not affected	
Race		Not affected	
Religion or Belief		Not affected	
Sex (was Gender)			The re-organisation of services will result in redundancies. As the vast majority of employees are women this will disproportionately affect women.
Sexual Orientation		Not affected	

Transgender		Not affected	
Welsh Language			Improved information made available at the site will be in welsh language format wherever possible.

Please give details about any potential **negative Impacts.**	How do you propose to **MITIGATE** these **negative impacts**
➢ The re-organisation will result in a number of redundancies for current team members.	➢ We have invited members of the current team to express an interest in being considered for redundancy. Of the eight people who will be lost from the organisation, seven have elected to be considered for redundancy. ➢ We have created a new post of contracted relief using absence cover budgets to minimise the number of redundancies.
➢	➢
➢	➢
➢	➢

Signed Colin Richings **Designation: Implementation Lead**

Dated: 24.03.16

EQUALITY IMPACT ASSESSMENT FORM

What are you impact assessing	Service area
The proposals set out in the report on the review of Mardy Park Resource Centre	Social Care and Health / Direct Care
Policy author / service lead	**Name of assessor and date**
Colin Richings	Colin Richings, 24.03.16

1. What are you proposing to do?

Implement the recommendations falling out of the review of Mardy Park Resource Centre. Specifically:

- Restructure to the staffing team to create greater flexibility, a hands-on approach to leadership and ensure that resources are proportionate to the services at the centre and the outcomes achieved.
- Introduce new models of support to create more flexibility, improve service focus and create more choice and control for the people receiving our services.
- Establish a community café and other resources for the local community to support them to stay well, receive support and the opportunity to contribute themselves.
- Consolidate residential services (in response to current demand and in the context of new models of support) to one wing at the centre.

2. Are your proposals going to affect any people or groups of people with protected characteristics in a **negative** way? If **YES** please tick appropriate boxes below.

Age		Race	
Disability		Religion or Belief	
Gender reassignment		Sex	Y
Marriage or civil partnership		Sexual Orientation	
Pregnancy and maternity		Welsh Language	

3. Please give details of the negative impact

The reorganization of the staffing at Mardy Park is in the context of a pre-dominantly female workforce. Resultant job losses will therefore affect proportionately more women.

4. Did you take any actions to mitigate your proposal? Please give details below including any consultation or engagement.

The review at Mardy Park has involved extensive consultation with the staff teams. We will adopt the protection of employment policy and hold any vacancies to give the greatest opportunity for re-deployment. However, staff will be invited to express an interest in voluntary redundancy.

The review at Mardy Park has involved extensive consultation with the local community which included two consultation days with in excess of 600 people attending over the two days.

5. Please list the data that has been used to develop this proposal? eg Household survey data, Welsh Govt data, ONS data, MCC service user data, Staff personnel data etc..

Questionnaires, ideas trees and suggestions taken at the above consultation days.
Extensive consultation via 1:1 meetings and group meetings with staff working at the centre.
Extensive consultation with partner agencies and with the 3rd sector and the voluntary sector

Signed……Colin Richings **Designation……Implementation Lead……Dated**……24.03.16…….

The "Sustainability Challenge"

Name of the Officer completing "the Sustainability challenge" **Colin Richings – Implementation Lead**		Please give a **brief description** of the **aims** proposed policy or service reconfiguration - Restructure to the staffing team to create greater flexibility, a hands-on approach to leadership and ensure that resources are proportionate to the services at the centre and the outcomes achieved. - Introduce new models of support to create more flexibility, improve service focus and create more choice and control for the people receiving our services. - Establish a community café and other resources for the local community to support them to stay well, receive support and the opportunity to contribute themselves. - Consolidate residential services (in response to current demand and in the context of new models of support) to one wing at the centre.	
Name of the Division or service area Mardy Park Resource Centre, Direct Care, Social Care & Health		**Date** "Challenge" form completed 24.03.16	
Aspect of sustainability affected	**Negative impact** **Please give details**	Neutral impact **Please give details**	**Positive Impact** **Please give details**
PEOPLE			Better access to support, information and council resources

Ensure that more people have access to healthy food			Introduction of community café using locally sources and grown produce wherever possible
Improve housing quality and provision		Not affected	
Reduce ill health and improve healthcare provision			Significant improvement to care pathways, access to support and a more targeted approach will improve access, quality and speed of response. Co-location of health based services and future development of other health services at the centre
Promote independence			Improved range of intermediate care services for all people in need of short term support. An approach to staying well is co-produced with the local community based on partnership and contribution.
Encourage community participation/action and voluntary work			At the core of the developments is improved access to council resources. The proposals include a community café and a venue already for numerous local support groups. Recently appointed volunteer coordinator has improved

			opportunities for people to contribute.
Targets socially excluded			As above. Focus of volunteering is to target people who are isolated. Services will also develop to have an increased focus on community outreach.
Help reduce crime and fear of crime		Not affected	
Improve access to education and training			As part of the development of support for people with dementia, training specifically for families is currently being written and will be delivered from Mardy Park.
Have a positive impact on people and places in other countries		Not affected	
PLANET			
Reduce, reuse and recycle waste and water			External developments and new community growing schemes have already progressed and these through various projects will support each of these elements
Reduce carbon dioxide emissions			
Prevent or reduce pollution of the air, land and water			

Protect or enhance wildlife habitats (e.g. trees, hedgerows, open spaces)			
Protect or enhance visual appearance of environment			
PROFIT			
Protect local shops and services			Potential for local business to advertise and have ‘pop-up’ shops at the centre
Link local production with local consumption			Via the community cafe
Improve environmental awareness of local businesses			Potential for local business to advertise and have ‘pop-up’ shops at the centre
Increase employment for local people	As a result of the changes there will be a small number of redundancies		
Preserve and enhance local identity and culture			Through exhibitions in the centre and in the café.
Consider ethical purchasing issues, such as Fairtrade, sustainable timber (FSC logo) etc		To be considered as part of future developments	
Increase and improve access to leisure, recreation or cultural facilities			Via the café, improved information and by adopting a joint approach

			with other centres in the Bryn-y-cwm area to share information

What are the potential negative Impacts	Ideas as to how we can look to **MITIGATE** the **negative impacts** (include any reasonable adjustments)
➢ *Redundancies as a result of the changes*	➢ By holding all vacancies within the direct care in the north.
➢	➢
➢	➢
➢	➢

The next steps

- If you have assessed the proposal/s as having a **positive impact please give full details** below

Proposals are detailed in the full review report. If given approval a steering group will be established with a number of work streams will be established with representation from all stakeholders.

- If you have assessed the proposal/s as having a **Negative Impact** could you please provide us with details of what you propose to do to mitigate the negative impact:

As stated above, we will hold any vacancies to give the greatest opportunity for re-deployment. However, staff have been invited to express an interest in voluntary redundancy. This can be a positive choice for some in terms of nearness to retirement.

Signed **Colin Richings** **Dated 24.03.16**

monmouthshire
sir fynwy

SUBJECT:	**Consultation Report on proposal to close the Special Needs Resource Base (SNRB) at Deri View Primary School.**
MEETING:	**Cabinet**
DATE:	**13th April 2016**
DIVISION/WARDS AFFECTED:	**Abergavenny**

1. PURPOSE:

1.1 The local authority has completed its consultation on the proposed closure of the Special Needs Resource Base (SNRB) at Deri View Primary School, for pupils aged 4 to 11 years with moderate learning difficulties and social, emotional and behavioural difficulties. This consultation constitutes part of Stage 2 of the Additional Learning Needs Review of provision across the county.

1.2 The purpose of the report is to provide Cabinet with the consultation report, which studies the responses received in reply to the proposals arising from the consultation undertaken.

2. RECOMMENDATION:

2.1 To fully consider the place of the SNRB within a the much wider review currently underway including the provision for Additional Learning Needs and Inclusion Services across the authority and the South East Wales region.

3. KEY ISSUES:

3.1 The statutory consultation process on the proposal took place between the 19th October 2015 and 24 January 2016.

3.2 A file of all the comments and views received during the consultation period has been made available to Elected Members as part of this process and, before any decisions are made, the file has been located in the members library.

3.3 As a summary of the comments, the key issues raised were:

1. It was evident that there was concern from parents with regard to how children would continue to be supported and what would happen should a child need unit provision.

2. Parents were concerned that young children could be travelling long distances and may feel anxious thinking that they can't go to Deri View

3. The staff at the school were concerned about the possibility of staff redundancy and how children would be supported in mainstream schools.

4. Only one Monmouthshire school responded to the Consultation and the concern was around adequate training for teachers and teaching assistants in mainstream schools.

5. The children's view was that the SNRB was great and could not be improved upon; only perhaps they could have a larger room.

3.4 The consultation process highlighted that closing the SNRB at Deri View could have implications for wider ALN provision across the county that had not been previously considered. Therefore, in pursuing a closure the authority would need to follow additional statutory process.

3.5 Also, arrangements for Additional Learning Needs provision across the region has changed since the consultation period started and so the impact of these changes on the original proposal will now need to be re-considered.

3.6 In context of the considerations outlined above, until the future of ALN provision and Inclusion Services is concluded out of the wider review currently underway, the future of the SNRB cannot be confirmed. This means that the specialist resources currently in the unit are not fully utilised at this base.

4. REASONS:

4.1 Publication of the consultation report substantiates the Council's responsibility as part of the School Standards and Organisation (Wales) Act in:

- Summarising each of the issues raised by consultees
- Responding to these by means of clarification, amendment to the proposal or rejection of the concerns, with supporting reasons; and
- Setting out Estyn' s view (as provided in its consultation response) of the overall merits of the proposal.

5. RESOURCE IMPLICATIONS:

5.1 The work associated with the ALN and Inclusion Services Review already constitutes part of the present work programme of officers within Children and Young People Directorate.

6. SUSTAINABLE DEVELOPMENT AND EQUALITY IMPLICATIONS:

6.1 The future generation's process has been completed and is at Appendix 5 of the attached consultation report.

7. SAFEGUARDING AND CORPORATE PARENTING IMPLICATIONS

7.1 There are no safeguarding or corporate parenting implications associated with this report in the light that it only informs on the consultation and not on the future of Deri View

8. CONSULTEES:

Cabinet Members
DMT
SLT

A full list of consultees can be found in appendix 1 of the consultation report.

Any additional comments received have been included in the body of the report

9. BACKGROUND PAPERS:

The School Standards and Organisation (Wales) Act 2013
School Organisation Statutory Code 006/2013
Consultation Document on the proposal to close the Special Needs Resource Base (SNRB) at Deri View Primary School.
Responses received during the consultation period.

10. AUTHORS:

Sharon Randall-Smith

11. CONTACT DETAILS:

E-mail: sharonrandallsmith@monmouthshire.gov.uk

Telephone: 01633644203
Mobile: 07973884461

Proposed Closure of the Special Needs Resource Base at Deri View Primary School

Consultation Report March 2016

Table of Contents

Introduction 2

Distribution of the Consultation Report 2

Consultation Arrangements 3

Consultation Meetings 4
Pupil Consultation 4
Public Consultation 4

Results and Comments 4

Issues raised during the consultation 4
The view of consultees other than pupils 9

The view of pupils 9

The view of Estyn 10

General Overview and Consensus 10

Conclusion/Recommendation 10

Appendix 1 – List of Consultees 10

Appendix 2 – Future Generations 20

Introduction

The Council is determined to improve educational attainment through achieving the aspirational objectives contained in the Single Integrated Plan 2015-2018. This document contains three specific high level themes and two of these have a clear focus on improving educational performance of children and young people.

- Theme 2 – People are confident, capable and involved
- Theme 3 – Our County Thrives

The review of education remains a top priority for the Council, as identified in the Council's Capital Programme and our 21st Century School Programme aims to:

- Transform the education provision throughout the county.
- Raise standards of achievement and aspirations for all.
- Reduce the number of surplus places.
- Raise life chances for all within the community.
- Provide an efficient, effective and well managed educational offer that is acceptable to all.

The focus of the ALN review has been to ensure that the provision provided for our children and young people is fit for purpose, meets the needs of our community, is robust, flexible and sustainable both now and in the future.

The vision and strategic direction for children with ALN is to place the child, parent and the school at the centre of a process which will enable us to meet the needs of as many Monmouthshire pupils as possible and ensure all achieve their full potential.

Our focus is to ensure:

- An inclusive education as close to the home and the local community as possible.
- An increase in children being educated in mainstream school where they will have access to a wider peer group, which will fulfil the Council's ambition for greater cohesion.

Our annual engagement events with stakeholders have ensured that the child's, parent's and the school's views are understood to shape the direction of education for ALN children going forward. So far the review has resulted in:

- A new strategy, policy and procedure being introduced into schools, which has meant that resources and funding are given directly to schools through a resource assist agreement
- A service level agreement for schools to ensure there is equity and consistency in the delivery of ALN services.
- A review of specialist provision to ensure that it meets the needs of our children. The review of Deri View Special Needs Resource Base (SNRB) is stage 2 of the ALN review.

Distribution of the Consultation Report

The consultation report will be put on the Council's website and the following will be informed of this:

- Parents/Carers of pupils on roll at Deri View Primary School.
- Consultees who have requested notification

The following will receive an emailed link to the website where the consultation report has been published.

- Parents/Carers of pupils on roll at Deri View Primary School
- Headteacher, staff and governors of schools directly affected by the proposal
- Pupils/Pupil Councils of schools directly affected by the proposal
- Headteachers of all schools in MCC area
- All MCC Members
- Welsh Ministers
- All MCC Town and Community Councils
- All MCC Assembly Members representing the area served by the school
- All Members of Parliament representing MCC area
- All MCC Libraries
- Directors of Education of all bordering LAs – Blaenau Gwent, Newport, Powys, Torfaen, Herefordshire, Gloucestershire
- Principals of Coleg Gwent
- MCC Youth Service
- GAVO
- Monmouthshire Governors Association
- Careers Wales
- Teaching and staff trade unions representing teachers and other staff at the school
- Support Staff Associations
- Policy Officer (Equalities & Welsh Language)
- Welsh Language Commissioner
- Welsh Government – Schools & Post-16 Divisions
- ESTYN
- RHAG
- Mudiaid Meithrin
- Church in Wales Diocesan Trust, Director of Education
- Roman Catholic Diocesan Trust, Director of Education
- South East Wales Consortium
- South East Wales Education Achievement Service
- South East Wales Transport Alliance (SEWTA)
- Gwent Police and Crime Commissioner
- Early Years & Childcare Partnership
- Local Community First Partnership
- SNAP Cymru Parent Partnership Service
- Local Health Board

Consultation Arrangements

The consultation document was published on the 19th October 2015, and this date also represented the start of the consultation process. It was recognised during the consultation process that additional information concerning the proposal would be beneficial to consultees. In the interests of facilitating an effective, informative consultation, the consultation document was revised and the consultation period was extended by an additional 42 days and closed on 24th January 2016.

All consultees were directly advised of the consultation process, a list can be found at Appendix 1. The consultation document was made available on the Council's website at www.monmouthshire.gov.uk/schoolreorganisation.
A paper copy of the Consultation Document was distributed to all parents/carers of pupils on role at Deri View Primary School.
The public were also made aware of the consultation process on the Council's Twitter and Facebook pages on the 19th October 2015.

Consultation Meetings

Staff, the Governing Body, Parents /Carers of pupils and any other interested parties were given the opportunity to attend drop-in sessions/meetings to discuss the proposal. The sessions were held on the 3rd November 2015 and following the extension of the consultation period on the 14th December 2015.
All the sessions were held at Deri View Primary School between 3:30pm – 6:30pm. The Cabinet Member for Education, Chief Officer for Children and Young People and a number of Council Officers attended to answer questions. Consultees were encouraged to provide feedback using their preferred method.

Pupil Consultation

On the 19th January 2016, the views of the children and young people at Deri View Primary school were gained regarding the possible closure of the SNRB within their school. Members of the School Council and children on roll within the SNRB were consulted using key questions. Questions were sent to the school prior to the school visit.
The children were asked these questions as a group. Pupils appeared well prepared for these questions and appeared happy and confident to share their views. Two members of the School Council had put together a written response to the questions which they presented at the end.

Public Consultation

A poster was displayed within the community to advise them of the consultation process and provided details of the meetings/sessions that had been arranged.

Results and Comments

A broad profile of respondents both in writing and in attendance at the consultations sessions are shown in the table below.

	Total
Parents/Carers	32
Staff	18
Governors	7
Pupils	14
Other interested Parties	1
Union Representatives	4
Monmouthshire Schools	1
Youth Service	1
Total	75
Petition Signatures	1140

Comments raised during the consultation

The following section outlines each of the comments/questions raised by the consultees and the response provided by the authority.

1. The level of support provided to pupils if the SNRB closes.

Response - There are different funding streams to support pupils in Monmouthshire schools:

1. *School based resources and additional delegated lump sum provided by the authority specifically for ALN pupils.*
2. *Individual pupils are supported by Band funding where the need is high level and complex learning needs. This is for 75% or 100% of the school day.*
3. *Placement within a special needs resource base, staff funded by the authority.*
4. *The delegated lump sum is given to schools at the beginning of the financial year and is based on pupil numbers and Free School Meals data. The Band Funding is defined by Statement of Special Educational Needs or School Action Plus Resource Assist agreement. The Code of Practice Wales 2002 requires a graduated response in identifying children's needs to ensure that children are given the opportunity to be assessed and their needs met. Placement in an SNRB is by appropriate assessment and detailed reports. Placement is then agreed by Panel.*

The Authority has three Key Stage 2 SNRBs, 1 Key Stage 3 and 4 SNRB, 1 special school and 2 Key Stage 3 and 4 special classes. Over 80% of the pupils in Monmouthshire are included within mainstream schools.

2. Where are the savings being made and where will it go?

Response – any reduction in funding achieved as a result of the closure of the SNRB would be a saving to the authority's budget.

3. Why are the numbers on roll diminishing at the SNRB?

Response - Schools in the Abergavenny area are working hard to ensure that children are fully included in their nearest mainstream school, which is at parental preference, rather than place the children in a specialist unit

5. Children in mainstream school will suffer because of less staff and children with ALN in their class what impact will this have?

Response - The large majority of mainstream classes across the county have children with additional learning needs within them. These children may need high levels of support, which will be provided within the class.
The day-to-day management of the school is the responsibility of the Head Teacher. All teachers will plan to support all children in their classes. It is both beneficial for the mainstream children and children with additional learning needs to work together learning to build an inclusive community.

5. The decision to close the SNRB has already been made

Response – A decision has not been made to close the SNRB, the local authority are consulting on the proposed closure and we are following the statutory process outlined in the Welsh Government's School Organisation Code 2013.

6. **The report has not taken the needs of autistic children into account**
   Response -The designation of the SNRB is to meet the needs of children with moderate learning difficulties and social, emotional and behavioural difficulties. This could include children with ASD but not exclusively so.

7. **The Authority should be waiting until the WG draft code has been agreed rather than acting now**
   Response - The local authority cannot wait for the government to direct us, we have to act now and do what is best for the children.

8. **What is the official designation of the SNRB?**
   Response - The designation of the SNRB is for children with Social, Emotional and Behavioural difficulties and Moderate Learning difficulties.

9. **This proposal is financially driven to save £140,000.**
   Response - The proposal is not financially driven, the children are at the heart of the proposal.

10. **Staff feel vulnerable because the consultation document talks about staff being put at risk.**
    Response - The local authority is required to include information concerning any potential risk to staff as a result of the proposal in order to conduct an open and transparent consultation and to comply with the School Organisation Code.

11. **What if children are moved into mainstream classes and they can't cope?**
    Response - Children's performance is tracked by schools through a variety of means to ensure the programme of teaching and levels of intervention are appropriate and timely.

12. **The way the SNRB is currently used is to support pupils sometimes but not all the time and this works. The SNRB is adaptable to the needs of the children.**
    Response – This is the way we would expect schools to work to include children in mainstream establishments with a range of supportive packages to ensure all children reach their potential. However, currently there are not enough children who need this facility to make it viable.

13. **Do we need an SNRB could it be something else? Could we change the designation rather than close?**
    Response - The SNRB is currently working on the lines of a special class that supports the needs of the children within the school only and not like an SNRB which meets the wider local authority needs. We would have to follow the same statutory process in order to change the designation.

14. **What happens when another school within the area decides they cannot meet the needs of the child and wants them transferred to the SNRB?**
    Response - There may have been school to school transfers but currently we have not placed a child into the SNRB on the request of another Monmouthshire school.

15. Parents don't want their children travelling to Chepstow or Monmouth and feel anxious thinking they can't go to Deri View

Response - Children in the SNRB are not being asked to transfer to other SNRBs within the county as their needs will either be met within the mainstream school at Deri View, or in two cases will be transferring to special schools.

16 - If the SNRB is closed there will be no specialist provision in this side of the County.

Response - All schools are able to accommodate children with special educational needs, for example there is no Key Stage 2 SNRB in the Caldicot area.

17 - By removing the SNRB and saving £140,000 will more money be spent as a result of sending children further away?

Response – The proposal to close the SNRB is focused on meeting the needs of children with Special Educational needs within an inclusive environment, and is not one that is financially driven. The funding for children sent to specialist provision is already in the budget and no child is being sent to another Monmouthshire school.

18 – If it is a proposal how has one of the classes already closed?

Response - One of the classes has not already closed; staffing levels have remained the same and are funded as such even though the number of pupils attending the SNRB has fallen.

19 – What will the transport costs will be to send pupils elsewhere?

Response – There are a very small number of children transferring to specialist provision. This has been anticipated and has been part of the ongoing review process. The remainder of the children will access education within mainstream classes in Deri View. Have we answered this?

20 – How do we know what the needs of the children are coming through?

Response - The local authority receives information from several sources; the Health Authority, the Acorn Centre, Early Years Advisory Teacher, Playgroups and Day Nurseries, Educational Psychology and most importantly from the parents themselves.

21 – Who works with parents on a child's statement?

Response - Statements are written using all the information given to the local authority by parents, school, a paediatrician, the educational psychologist who is working with the child and any other information received. The parent partnership service of SNAP Cymru can help parents in making sure their views are heard.

22 – Have parents been consulted with on their children being moved into mainstream?

Response - This matter has been dealt with by the school.

23 – Does the SNRB belong to the Council or the School?

Response - The SNRB, like the school, belongs to the local authority and is registered with Welsh Government.

24 – Parents are not being recommended to come to Deri View but are being recommended Pembroke or Overmonnow SNRB

Response - The range of needs dealt with by Pembroke and Overmonnow SNRBs are different from those of the children in Deri View SNRB, therefore, children will be supported to attend the SNRB that is equipped to meet their special educational needs.

25 – Is this the only unit for SEBD and MLD in the County, if so why is not full?

Response - Parents are now opting for mainstream schools rather than supported classes as their preference. In addition, schools are able to meet a wider range of need within mainstream classes than they were able to do in the past.

26 – The school was built in 2005 which wasn't that long ago how come the authority got the designation wrong?

Response - At the time the school was built the SNRB was full, like everything else special educational needs has changed in the last decade and now mainstream schools meet a much wider range of need for their children.

27 - What is the process and what has changed in the revised consultation document?

Response - The consultation process has been extended and now ends on the 24th January 2016. Additional information has been included in the document regarding the process and how people could respond, the strengths and weaknesses regarding the options of remaining open or closing, the surplus places information.

A consultation report will be prepared giving details of all the responses received and will be shared with Cabinet Members on the 2016; parents will be notified of the publication of the report. If cabinet decide to publish a statutory notice this will be published, parents will be notified of this and will have 28 days, after the date of publication, to object to the proposal. An objection report will then be prepared outlining details of all the objections received and it will be shared with Cabinet Members for them to decide whether to go ahead with the closure of the SNRB. If cabinet decide to go ahead, the SNRB will close on 31st December 2016.

28 – Pupil with a diagnosis of SEBD present behaviours that have a negative impact on their own and other pupils' learning.

Response - The local authority works in collaboration with the EAS to build the capacity of schools to meet the needs of a wide range of pupils through training teachers and teaching assistants.

29 - The proposals do not provide an equitable range of educational opportunities for students with additional learning needs across the county of Monmouthshire.

Response - This SNRB meets the needs of a very small number of pupils in the north west of Monmouthshire. As a rural authority, pupils may need to travel to their school.

30 - Closure would be to the detriment of children with special educational needs in North Monmouthshire and their families.

Response - Currently only two pupils are on roll at the SNRB, this means that a large part of the SEN budget is directed to a very small number of children.

31 - Closure would result in greater costs for MCC and not the budget saving projected by officers.

Response - It is not clear in what way greater costs would be incurred.

32 - A consultation document was issued in June 2015 indicating a single member decision was made on 22nd May 2015.

Response - There have been two Consultation documents; one dated September 2015 and a revised document dated November 2015. There have been draft documents that have been worked on but have not been distributed as a consultation. No single member decision has been made and there is no record of such.

33 - The Consultation exercise is incompetent, fundamentally flawed and educationally unsound and at worst calculated, contrived and cost-cutting to the detriment of vulnerable children, their families, staff at Deri View Primary School and the interests of the wider community.

Response - The two Consultation documents have been constructed in line with the requirements of the School Organisation Code (July 2013). We disagree with this view; the children are at the heart of the proposal which aims to meet the needs of as many pupils as possible within inclusive, mainstream settings.

34 - The closure of the SNRB AT Deri View is taking place among cuts to services for disabled people across the United Kingdom. This is likely to put a strain on already struggling services.

Response - The children on roll at the SNRB will continue to have their needs met either at the school identified in part 4 of their statement of special educational needs or in Deri View mainstream school with support.

The view of consultees other than pupils

There appears to be significant opposition to the proposal from staff, governors, parents and the wider community.
The consensus with regard to the proposal is that the SNRB should be maintained. However, the designation could be reconsidered to meet the changing needs of learners within the county.

The view of pupils

Overwhelmingly, the children did not support the proposal to close the SNRB at Deri View Primary School.

Pupils said:

- The SNRB is great and could not be improved.
- They felt that the teachers are caring and the children are loved by everyone in the school.
- They did not feel that there any point closing it down because it is needed. Without the SNRB they said that children would have to take a bus ride to go to a different school which wouldn't be a pleasant experience

The view of Estyn

This section provides the summary of the response received by Estyn
The view from Estyn was that the existing proposal contains insufficient information to assess whether it is likely to maintain or improve the current standard of education in the area and more specifically for those pupils who are presently educated in the named special needs resource base.

General Overview and Consensus

The consensus is that parents, staff, governors, children and the wider community do not support the proposal in its current form. However, there is some support for considering the designation of the unit to meet the changing needs of learners in Monmouthshire.

Conclusion/Recommendation

After full consideration of all of the responses received during the consultation period, the recommendation is not to continue with the proposal at present but to consider fully the place of the unit within a wider review of provision. This review would include both Additional Learning Needs and Inclusion Services within the authority and across the South East Wales region.

Appendix 1 – List of Consultees

- Parents/Carers of pupils on roll at Deri View Primary School

- Headteacher, staff and governors of schools directly affected by the proposal
- Pupils/Pupil Councils of schools directly affected by the proposal
- Headteachers of all schools in MCC area
- All MCC Members
- Welsh Ministers
- All MCC Town and Community Councils
- All MCC Assembly Members representing the area served by the school
- All Members of Parliament representing MCC area
- All MCC Libraries
- Directors of Education of all bordering LAs – Blaenau Gwent, Newport, Powys, Torfaen, Herefordshire, Gloucestershire
- Principals of Coleg Gwent
- MCC Youth Service
- GAVO
- Monmouthshire Governors Association
- Careers Wales
- Teaching Associations
- Support Staff Associations
- Policy Officer (Equalities & Welsh Language)
- Welsh Language Commissioner
- Welsh Government – Schools & Post-16 Divisions
- ESTYN
- RHAG
- Mudiaid Meithrin
- Church in Wales Diocesan Trust, Director of Education
- Roman Catholic Diocesan Trust, Director of Education
- South East Wales Consortium
- South East Wales Education Achievement Service
- South East Wales Transport Alliance (SEWTA)
- Gwent Police and Crime Commissioner
- Early Years & Childcare Partnership
- Local Community First Partnership
- SNAP Cymru Parent Partnership Service
- Local Health Board

Appendix 2 – Future Generations

monmouthshire sir fynwy

Future Generations Evaluation
(includes Equalities and Sustainability Impact Assessments)

Name of the Officer completing the evaluation Sharon Randall-Smith **Phone no: 01633 644486** **E-mail:**	**Please give a brief description of the aims of the proposal.** The objective of the proposal is to review the current specialist provision Monmouthshire provides for children with special educational needs both within Monmouthshire and outside of the Local Authority. We need to ensure that the provision provided for our children and young people is fit for purpose, meets the needs of our community, is robust, flexible and sustainable both now and in the future. • To consider closure of the Special Needs Resource Base at Deri View Primary School for pupils aged 4 to 11 years with moderate learning difficulties and social, emotional and behavioural difficulties.
Name of Service Additional Learning Needs - CYP	**Date Future Generations Evaluation** form completed 14 September 2015 Updated January 2016

1. **Does your proposal deliver any of the well-being goals below?** Please explain the impact (positive and negative) you expect, together with suggestions of how to mitigate negative impacts or better contribute to the goal.

Well Being Goal	How does the proposal contribute to this goal? (positive and negative)	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
A prosperous Wales Efficient use of resources, skilled,	The proposal will offer an inclusive education as close to home and the local community as	

Well Being Goal	How does the proposal contribute to this goal? (positive and negative)	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
educated people, generates wealth, provides jobs	possible. There may be some staff redundancies as the skill set and expertise for teaching staff may be different.	All staff will be subject to Monmouthshire Staff protection of Employment Policy and will be supported with redeployment.
A resilient Wales Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)	N/A	
A Wales of cohesive communities Communities are attractive, viable, safe and well connected	N/A	
A globally responsible Wales Taking account of impact on global well-being when considering local social, economic and environmental wellbeing	N/A	
A Wales of vibrant culture and thriving Welsh language Culture, heritage and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation	There are great opportunities for children to access sport, art and recreation within a fully inclusive mainstream setting.	All sport, art, & recreation activities will be accessible to all children at the school and we will encourage as many as possible to participate fully.
A more equal Wales People can fulfil their potential no matter what their background or circumstances	*Positive: As more of our children will be educated in mainstream schools in Wales our children will benefit from a culture where children and young people meet their potential via high teaching standards.* *In our mainstream schools, there is a greater*	

Well Being Goal	How does the proposal contribute to this goal? (positive and negative)	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
	range of diversity, culture and opportunities to share experiences.	

2. How has your proposal embedded and prioritised the sustainable governance principles in its development?

Sustainable Development Principle	How does your proposal demonstrate you have met this principle?	What has been done to better to meet this principle?
Balancing short term need with long term and planning for the future	This proposal will enhance the inclusion agenda and ensure it meets Monmouthshire and Welsh Government long-term strategic aims for full inclusion. But becoming more efficient and generating more income the organisation can continue to focus delivery on its key priorities.	We are ensuring we plan and take into account any changes, by being flexible and actively listening to our communities. This is the next stage of the ALN review therefore we already have completed extensive consultation and we will continue to consult during the process. By being more aware of the market conditions will enable us to develop a more viable business plan.
Working together with other partners to deliver objectives	We will continue to collaborate with children's services and work in line with their strategy of educating Monmouthshire children in mainstream schools within their own communities.	We continue to work with our partners in Health and Social Care to plan the education of our most vulnerable pupils. We will also to continue to understand and work with other organisations to maximise learning opportunities for example the EAS and wider SEWC partners.

Sustainable Development Principle	How does your proposal demonstrate you have met this principle?	What has been done to better to meet this principle?
Involving those with an interest and seeking their views	In line with the statutory consultation, we will carry out extensive engagement and consultation with all stakeholders.	We continue to work with schools and the community as well as counsellors to ensure all have a voice and are able to feed back to us. We will continue to listen and shape our services following the consultation.
Putting resources into preventing problems occurring or getting worse	Monmouthshire schools have a delegated budget to utilize to support special needs pupils at 'school action' and 'school action plus of the SEN Code of Practice. (Wales),	We will work even closer with schools and clusters to support schools make best use of their resources. The Local Authority has a responsibility to support all schools with budget planning and managing change.
Positively impacting on people, economy and environment and trying to benefit all three	More children will be included in mainstream education.	During our monitoring and evaluation, it is even more evident that children will benefit from being educated in their local school. Less children will be travelling round the county; this will also have social and financial benefits.

3. **Are your proposals going to affect any people or groups of people with protected characteristics?** Please explain the impact, the evidence you have used and any action you are taking below.

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Age	n/a	No	n/a
Disability	Monmouthshire will continue to meet the needs of all children with disabilities.	n/a	n/a

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Gender reassignment	n/a	n/a	n/a
Marriage or civil partnership	n/a	n/a	n/a
Race	*n/a*	n/a	n/a
Religion or Belief	*n/a*	n/a	n/a
Sex	*n/a*	n/a	n/a
Sexual Orientation	*n/a*	N/a	n/a
Welsh Language	*We will continue to follow our policy to teach Welsh in all Monmouthshire schools.*	n/a	n/a

4. **Council has agreed the need to consider the impact its decisions has on important responsibilities of Corporate Parenting and safeguarding. Are your proposals going to affect either of these responsibilities?** For more information please see the guidance note

   http://hub/corporatedocs/Democratic%20Services/Equality%20impact%20assessment%20and%20safeguarding.docx and for more on Monmouthshire's Corporate Parenting Strategy see http://hub/corporatedocs/SitePages/Corporate%20Parenting%20Strategy.aspx

	Describe any positive impacts your proposal has on safeguarding and corporate parenting	Describe any negative impacts your proposal has on safeguarding and corporate parenting	What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts?
Safeguarding	*Staff will deliver specific safeguarding duties and ensure the school's systems and processes that need to be in place to keep learners safe are robust and resilient. School staff have the knowledge and understanding of statutory guidance in Wales, which applies to all educational settings. All school staff will understand their responsibility in regards to abuse and neglect.*	To our knowledge, there are no negative impacts that would affect safeguarding.	We positively promote safeguarding as everyone's responsibility. We provide regular training, regular updates and audits to ensure all of our provision is as safe as can be. The school and Estyn will regularly review systems.
Corporate Parenting	*The council has a corporate duty to consider Looked After Children especially and promote their welfare (as though those children were their own).*	To our knowledge, there are no negative impacts that would affect corporate parenting.	We continue to review the impact of all our decisions that may affect Looked After Children. We will highlight any negative impacts should they be evident.

5. What evidence and data has informed the development of your proposal?

We engaged (2014 and 2015) with children and young people, parents, staff, the wider community and Estyn regarding their views on how the Local Authority should continue to meet the needs of children with learning disabilities.

We have used Estyn and School data to shape our proposal.

6. SUMMARY: As a result of completing this form, what are the main positive and negative impacts of your proposal, how have they informed/changed the development of the proposal so far and what will you be doing in future?

The main advantage of this proposal is that Monmouthshire will be able to meet the needs of more learners in mainstream schools. This proposal is supported by the significant decline in the number of learners currently attending the SNRB. Due to all the evidence gathering, information, outcome data and consultation we recognise that there is significant opposition to the proposal. There is a consensus that the current designation of the SNRB does not currently meet the needs of Monmouthshire learners and that a review of the designation would be a more appropriate and sustainable solution. This is most appropriately addressed within a wider review of ALN and inclusion services.

7. **Actions. As a result of completing this form are there any further actions you will be undertaking? Please detail them below, if applicable.**

What are you going to do	When are you going to do it?	Who is responsible	Progress
There is no further action in relation to the initial proposal	N/A	N/A	N/A

8. **Monitoring: The impacts of this proposal will need to be monitored and reviewed. Please specify the date at which you will evaluate the impact, and where you will report the results of the review.**

The impact of this proposal will be evaluated on:	NA

This page is intentionally left blank

SUBJECT: Acorn Project Staffing Restructure
DIRECTORATE: CYP
MEETING: **CABINET**
DATE: 13th April 2016
DIVISION/WARDS AFFECTED: Countywide

1. PURPOSE:

1. PURPOSE: To outline the restructure of Acorn Project staffing due to a reduction in the Welsh Government Families First grant April 2016 – March 2017.
2. To seek approval for the release of any potential redundancy payments arising from the restructure from the contingent liability reserve.

2. RECOMMENDATIONS:

2.1 To approve the proposed restructure where a 1.0 FTE term time Family Support Advisor post and 0.5 FTE term time Language and Play worker post will be deleted from the structure to take effect July 2016.

2.2 To approve up to £15,000 of associated redundancy payments from the Redundancy and pensions reserve should staff not be re-deployed and the service budgets be unable to cover these costs.

3. BACKGROUND AND KEY ISSUES:

3.1 The Families First overall allocation for Monmouthshire April 2016-March 2017 was reduced by £86,061. A task and finish group directed by Monmouthshire Local Service Board met to review all services funded through the Families First Grant and it was decided to reduce the Acorn Project allocation from £330,006 to £270,686, a reduction of £59,320.

4. REASONS:

4.1 Acorn Project is 100% funded through the Welsh Government's Families First Grant. Acorn Project has had a reduction of £59,320 from last year's budget, therefore, staffing costs have to be reduced accordingly to meet the new budget allocation for April 2016-March 2017.

4.2 A review of the staffing has been undertaken and the restructure/deleted posts has been designed to have least impact on service delivery.

4.3 The restructure will have minimum impact on service delivery. The only programme that will be affected is the Language and Play programme, as other programmes can continue to be run with remaining staff and by changing timetables.

4.4 Acorn Project will ensure safeguarding continue to be a priority within the project with remaining staff continuing support families within our communities moving forward.

5. RESOURCE IMPLICATIONS:

5.1 Temporary staff contracts will not be renewed with no cost implications.

5.2 A staff restructure will enable the authority to deliver the service within the available grant. This will mean that some posts would be removed and aspects of the current delivery may be reduced, or delivered differently, in the remaining year of the project.

5.3 The proposed restructure, and a reduction in other project costs such as travel, rent, resources will enable the authority to deliver the service within the grant allocation, until March 2017. (Appendix B)

5.4 The authority would be liable for any potential redundancy costs if the new structure is approved. The service would comply in full with the Protection of Employment Policy to secure alternative employment for affected staff. However, if this were not possible, potential redundancy costs could be between £2,500 and £15,000. These costs would need to be met centrally because the terms of the Families First Terms and Conditions of the grant states that the grant cannot be used to fund redundancy costs.

5.5 The proposed restructure, if approved would not take effect until July 2016 and the staffing costs for this period have been built into the new finance plan for April 2016-March 2017.

6. SUSTAINABLE DEVELOPMENT AND EQUALITY IMPLICATIONS:

6.1 The Families First Management Group review the sustainability of all projects when planning activity and allocating funding. The Future Generations Evaluation for this report is attached below.

7. CONSULTEES:

HR
Finance
Trade Unions
Staff
DMT
SLT

8. BACKGROUND PAPERS:

Appendix A – Grant allocation letters April 2016-March 2017
Appendix B – Financial Plan 2016-17 based on previous and new allocations
Appendix C – Current Staffing Structure February 2016
Appendix D –Staffing Structure July 2016

9. AUTHOR (relevant Manager):

Clair Evans

10. CONTACT DETAILS (of relevant Manager):

Tel: 01873 735014
Mobile: 07884115022
E-mail: clairevans@monmouthshire.gov.uk

Future Generations Evaluation
(includes Equalities and Sustainability Impact Assessments)

Name of the Officer completing the evaluation Clair Evans **Phone no: 01873 735014** **E-mail:clairevans@monmouthshire.gov.uk**	**Please give a brief description of the aims of the proposal** **Staffing restructure including deletion of 2 posts to meet 2016-17 grant allocation due to reduced budget**
Name of Service **Acorn Project**	**Date Future Generations Evaluation** form completed 9/2/16

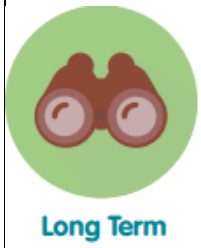
NB. Key strategies and documents that may help you identify your contribution to the wellbeing goals and sustainable development principles include: Single Integrated Plan, Continuance Agreement, Improvement Plan, Local Development Plan, People Strategy, Asset Management Plan, Green Infrastructure SPG, Welsh Language Standards, etc

1. **Does your proposal deliver any of the well-being goals below?** Please explain the impact (positive and negative) you expect, together with suggestions of how to mitigate negative impacts or better contribute to the goal.

Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
A prosperous Wales Efficient use of resources, skilled, educated people, generates wealth, provides jobs	Project will continue to improve confidence in parenting skills with clients even with reduced staffing levels	Remaining staff will still run existing provision
A resilient Wales Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)	N/a	N/a
A healthier Wales People's physical and mental wellbeing is maximized and health impacts are understood	Project will continue to improve parents emotional wellbeing through groups even with reduced staffing	Remaining staff will still run existing provision
A Wales of cohesive communities Communities are attractive, viable, safe and well connected	Project will continue to support parents to be resilient and access peer support within communities even with reduced staffing	Remaining staff will continue to run groups within communities
A globally responsible Wales Taking account of impact on global well-being when considering local social, economic and environmental wellbeing	N/a	N/a
A Wales of vibrant culture and thriving Welsh language Culture, heritage and Welsh language are promoted and	Project will continue to access resources bilingually if requested	

Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
protected. People are encouraged to do sport, art and recreation		
A more equal Wales People can fulfil their potential no matter what their background or circumstances	Project will continue to ensure parents fulfil their potential	Remaining staff will still run groups and support provision

2. How has your proposal embedded and prioritised the sustainable governance principles in its development?

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 Balancing short term need with long term and planning for the future	*Welsh Government Families First Grant funding is currently until March 2017. Therefore, we have not been asked to plan post 2017, although in terms of an exit strategy in the event the funding is not renewed will begin shortly.*	Currently exploring other funding streams. This proposed restructure will enable staff to better focus on the emerging priorities. Exit strategy will be in development shortly.

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
Working together with other partners to deliver objectives	Project working with a number of partners and currently exploring how we can deliver objectives jointly, to again ensure the service can be sustainable if funding does reduce again in the future.	Currently meeting all partners to explore joint working, funding opportunities, shared resources etc.
Involving those with an interest and seeking their views	*Stakeholders are the staff in this restructure process and all staff have been consulted with and views shared.*	Continue to be open and transparent during the restructure process.
Putting resources into preventing problems occurring or getting worse	Restructure will be implemented by June 2016 to ensure we do not overspend on staffing costs. Project will continue to run existing provision.	Support from finance to ensure financial projection is correct. Remaining staff will still be able to deliver existing provision.

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
Considering impact on all wellbeing goals together and on other bodies	*Minimal impact on other organisations, people and bodies. Although staffing will be reduced, we will still be able to meet our priorities.*	

3. **Are your proposals going to affect any people or groups of people with protected characteristics?** Please explain the impact, the evidence you have used and any action you are taking below. For more detailed information on the protected characteristics, the Equality Act 2010 and the Welsh Language Standards that apply to Monmouthshire Council please follow this link:http://hub/corporatedocs/Equalities/Forms/AllItems.aspx or contact Alan Burkitt on 01633 644010 or alanburkitt@monmouthshire.gov.uk

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Age	*Staff restructure –protection of employment policy will be followed*		
Disability	*Staff restructure –protection of employment policy will be followed*		
Gender reassignment	*Staff restructure –protection of employment policy will be followed*		
Marriage or civil partnership	*Staff restructure –protection of employment policy will be followed*		
Pregnancy or maternity	*Staff restructure –protection of employment policy will be followed*		
Race	*Staff restructure –protection of employment policy will be followed*		
Religion or Belief	*Staff restructure –protection of employment policy will be followed*		
Sex	*Staff restructure –protection of employment policy will be followed*		
Sexual Orientation	*Staff restructure –protection of employment policy will be followed*		

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Welsh Language	*Staff restructure –protection of employment policy will be followed*		

4. **Council has agreed the need to consider the impact its decisions has on important responsibilities of Corporate Parenting and safeguarding. Are your proposals going to affect either of these responsibilities?** For more information please see the guidance http://hub/corporatedocs/Democratic%20Services/Safeguarding%20Guidance.docx and for more on Monmouthshire's Corporate Parenting Strategy see http://hub/corporatedocs/SitePages/Corporate%20Parenting%20Strategy.aspx

	Describe any positive impacts your proposal has on safeguarding and corporate parenting	Describe any negative impacts your proposal has on safeguarding and corporate parenting	What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts?
Safeguarding	*Continue to ensure safeguarding is a priority within the project with remaining staff continuing support families within our communities,*		
Corporate Parenting	*n/a*		

5. **What evidence and data has informed the development of your proposal?**

- *Welsh Government reduction in Families First Funding and a review by the Local Service Board has reduced the project's funding allocation which impacted on staffing costs.*
- *We can still continue to run existing services, focusing on evidence based parenting provision as our evaluation is strongest in this area*
- *We have evaluated the impact of our service and identified areas where we can reorganise and redesign delivery to maintain provision albeit reduced compared to the current provision.*
- *Reduced referrals for more informal support the project has previously offered so with the reduction of the Family Support team from 3 FTE to 2 FTE. The new staffing structure will still be able to run existing evidence based parenting groups and support with minimal impact.*

6. SUMMARY: As a result of completing this form, what are the main positive and negative impacts of your proposal, how have they informed/changed the development of the proposal so far and what will you be doing in future?

The positive impacts are that service delivery will still be the projects priority despite a reduction in funding. We can realign existing staffing after the restructure to still deliver our actions and have positive outcomes to families in Monmouthshire.

7. ACTIONS: As a result of completing this form are there any further actions you will be undertaking? Please detail them below, if applicable.

What are you going to do	When are you going to do it?	Who is responsible	Progress
Work on an exit strategy in the event the grant funding ends completely next year	**Begin draft report to be completed by Sept 2016**	**Clair Evans**	

8. **MONITORING: The impacts of this proposal will need to be monitored and reviewed. Please specify the date at which you will evaluate the impact, and where you will report the results of the review.**

The impacts of this proposal will be evaluated on:	**December 2016**

9. **VERSION CONTROL: The Future Generations Evaluation should be used at the earliest stages of decision making, and then honed and refined throughout the decision making process. It is important to keep a record of this process so that we can demonstrate how we have considered and built in sustainable development wherever possible.**

Version No.	Decision making stage	Date considered	Brief description of any amendments made following consideration
1	DMT	16/2/16	Additional information included around the impact of the changes resulting from the restructure.
2	DMT	15/03/16	

Appendix A – Grant allocation letters April 2016-March 2017

Andrew Kirby
Families First Programme Manager
Andrewkirby@monmouthshire.gov.uk
Tel. 07580 262188

5th February 2016

Clair Evans
Acorn Manager

Dear Clair

RE: Families First Funding 2016-17 – Acorn £239,786

As you know Monmouthshire's Families First funding has been reduced by £86,061 for 2016-17. We have undertaken a review of our programme delivery in order to manage the reduction and to increase our capacity to support more families via the TAF approach.

The review is now complete and I can confirm that Families First funding for the Acorn for 2016-17, has been set at £239,786. The funding is provisional and is subject to you submitting an Acorn project delivery plan for approval. I will send you a Families First Project Delivery Plan template for completion in the next few weeks. I appreciate that this is a significant reduction in funding and our main priority is to minimise the impact of the reduction.

I would like to take this opportunity to show my appreciation of the work that you and your team continue to do to ensure the needs of children and families are an integral part of our Families First model in Monmouthshire. I look forward to a continued collaborative approach as we develop Families First and Team around the Family in Monmouthshire.

Yours sincerely

Andrew Kirby

Andrew Kirby
Families First Programme Manager
Andrewkirby@monmouthshire.gov.uk
Tel. 07580 262188

5th February 2016

Clair Evans
Acorn Manager

Dear Clair

RE: Families First Funding 2016-17 – Inclusive Acorn £30,900

As you know Monmouthshire's Families First funding has been reduced by £86,061 for 2016-17. We have undertaken a review of our programme delivery in order to manage the reduction and to increase our capacity to support more families via the TAF approach.

The review is now complete and I can confirm that Families First funding for Inclusive Acorn for 2016-17, has been set at £30,900. The funding is provisional and is subject to you submitting an Inclusive Acorn project delivery plan for approval. I will send you a Families First Project Delivery Plan template for completion in the next few weeks.

I would like to take this opportunity to show my appreciation of the work that you and your team continue to do to ensure the needs of children with disabilities and their families are an integral part of our Families First model in Monmouthshire. I look forward to a continued collaborative approach as we develop Families First and Team around the Family in Monmouthshire.

Yours sincerely

Andrew Kirby

APPENDIX B - FAMILIES FIRST PLAN - 2015-16 allocation

Job Title	FTE	Weeks	Salary	On Costs	Total Budget
MCC STAFF COSTS 50305					
Management, Co-ordination	1	52	39,267	11,584	50,851
& Support staffing costs	1	52	22,212	6,108	28,320
	1	52	24,472	6,607	31,079
	0.7	39	15,009	4,052	19,061
Family Support Advisor and Language and Play	0.7	39	13,623	3,678	17,301
staffing costs	0.6	39	11,275	3,044	14,320
	1	39	18,963	5,120	24,083
	0.6	39	12,260	3,310	15,570
	0.5	39	8,691	2,347	11,038
Creche Leader	0.5	39	8,718	0	8,718
staffing costs	0.7	39	10,104	2,223	12,327
	0.3	39	4,266	0	4,266
	0.7	39	11,435	600	12,035
	0.6	42	11,220	2,468	13,782
	0.4	39	6,533	1,437	7,970
	0.8	39	13,603	2,993	16,596
	0.5	39	8,162	0	8,162
CasuaLCreche Assistants/Overtime					1000
Travel					12,086
TOTAL			**240,741**	**55,922**	**308,565**

RUNNING COSTS / Project Costs	
Venue hire	6,334
Uniform	300
DBS	120
Phones /IT	1,203
Resources	12,484
Training	1,000
TOTAL	**21,441**

PROJECT COST	**330,006**

APPENDIX B - FAMILIES FIRST PLAN – Proposed financial plan Acorn Project 2016-17

Acorns

Job Title	FTE	Weeks	Salary	On Costs	Total Budget
MCC STAFF COSTS 50305					
Management, Co-ordination	1	52	39,267	11,584	50,851
& Support staffing costs	1	52	22,212	6,108	28,320
	1	52	24,472	6,607	31,079
	0.7	39	15,009	4,052	19,061
Family Support Advisor	0.7	39	13,623	3,678	17,301
staffing costs	0.7	39	12,813	3,459	16,272
	0.7	39	13,623	3,678	17,301
Creche Leader	0.8	39	13,603	2,993	16,596
staffing costs	0.5	39	8,162	0	8,162
	0.5	39	8,718	0	8,718
	0.5	39	8,459	1,861	10,320
	0.7	39	11,435	600	12,035
3 months additional staff costs (for notice period of post deletions)					8,779
Travel					9,000
TOTAL			**191,394**	**44,621**	**253,795**

Monmouthshire Acorn Project
Supporting Families
Prosiect Acorn Sir Fynwy
Cefnogi Teuluoedd

Costs

DBS
Provision for staff counselling
Training/Development

6312
1162
6716
660

Acorn Project & ICC Manager

Parenting Team Leader
1 FTE 52 weeks

Acorn Project/Centre Support Officer
1 FTE 52 weeks

Childcare Co-ordinator
0.7 FTE term time

TOTAL 16,893

Family Support Advisor
1 FTE term time

Family Support Advisor
0.7 FTE term time

Family Support Advisor
0.6 FTE term time

Family Support Advisor
0.6 term time

Language and Play Worker
0.5 FTE term time

Creche Leader
0.8 FTE term time

Creche Leader
0.7 FTE term time

Creche Leader
0.5 FTE term time

Creche Leader
0.4 FTE term time

Creche Leader
0.6 FTE term time

Creche Leader
0.5 FTE term time

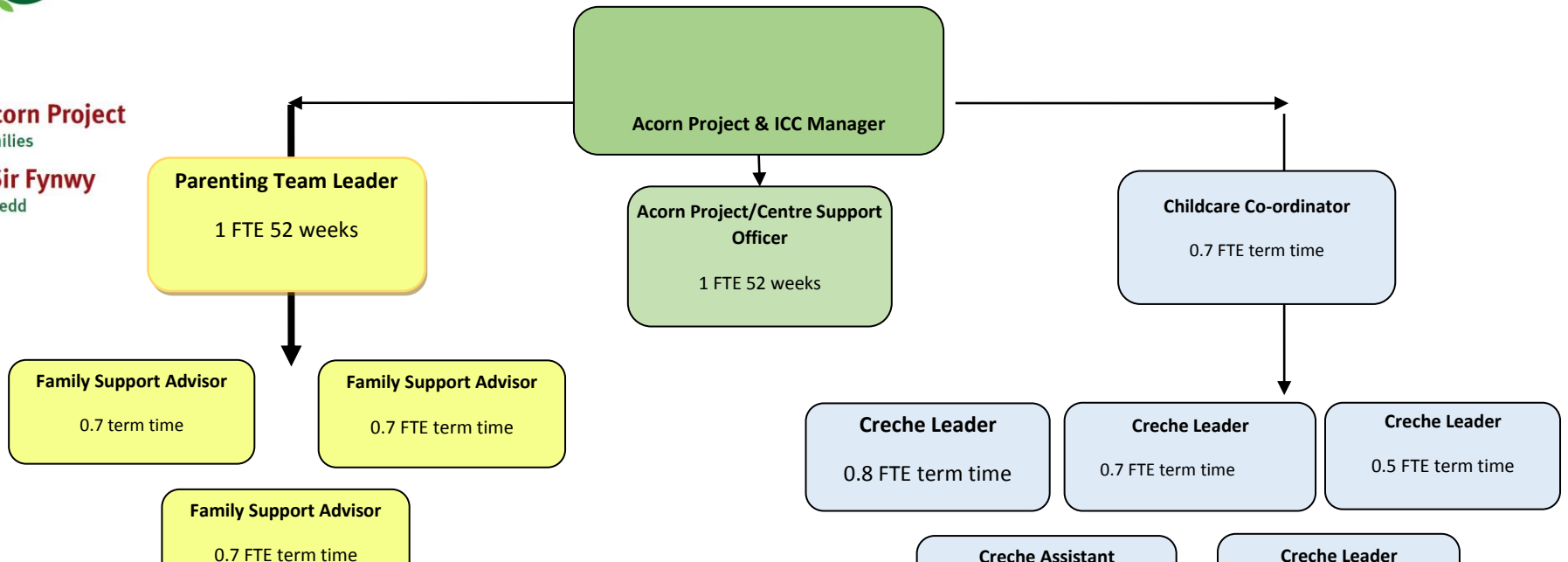
Creche Assistant
0.7 FTE term time

Creche Assistant
0.3 FTE term time

Appendix C taffing Structur e l ebr

Appendix D Proposed Staffing Structure July 2016

Monmouthshire Acorn Project
Supporting Families
Prosiect Acorn Sir Fynwy
Cefnogi Teuluoedd



SUBJECT:	**Evaluation of Community Coordination and Small Local Enterprise Learning Programme**
MEETING:	**Cabinet**
DATE:	**13th April 2016**
DIVISIONS/WARDS AFFECTED:	**All**

1 PURPOSE

1.1 To provide Cabinet with an evaluation of the Community Coordination and Small Local Enterprise pilot that began in April 2014 and is now nearing its conclusion.

2 BACKGROUND

2.1 Public services are encountering huge pressures brought about by demographic changes coupled with more complex needs and increased expectations set against a backdrop of declining local authority budgets. In 2013 it was estimated that social services would require an additional £9 million a year by 2025 to deliver like-for-like services.

2.2 Two methodologies were piloted to explore potential solutions to these challenges, Community Coordination and the development of Small Local Enterprises. In October 2013 Cabinet agreed to fund a two year pilot to test the potential of these approaches to improve outcomes for individuals and mitigate the costs pressures associated with an ageing population.

3 RECOMMENDATIONS

3.1 Cabinet are invited to consider the report and the accompanying appendix to evaluate the extent to which the business case has achieved what it set out to do and the extent to which the learning can be used to inform the future development of services.

3.2 That officers are tasked with using this learning to develop the next stage of the transformation journey for adult social care.

.

4 KEY ISSUES

4.1 The Social Services and Well-being (Wales) Act 2014 highlights the role of public services in building on individual and family strengths, helping people to have a stronger voice, choice and more control supporting a meaningful contribution to local community life, the co-production of person centred services and the achievement of personal outcomes. The Act also creates a duty on local authorities to ensure appropriate services to help prevent, delay and reduce the need for care and support.

4.2 Community-Coordination is based on establishing local coordinators within communities to work with people who may otherwise require traditional social services. By engaging early on, building on strengths and helping people to build local connections they help people find their own lasting solutions. The development of small local enterprises facilitates the promotion of community enterprises whose aim, in general, is to improve the wellbeing of those involved as well the wider impact of improved community integration.

4.3 The work was initially presented as a learning pilot. Cabinet decided that the programme would be monitored throughout and the learning used to adapt the work as it progressed.

4.4 The learning pilot produced a number of stories that identified improved outcomes for individuals. While there is not yet enough evidence to aggregate the impact of these studies, in some cases practitioners within the integrated teams were clear that without the intervention, individuals on their way towards a care package, had been diverted towards a more informal community arrangement. The initial business case suggested that a typical low level package of care costs around £3500 per year and therefore each person diverted from statutory services has a positive impact financially as well as in terms of personal outcomes.

4.5 Modelling completed on the cost-avoidance from transformation across adult social care shows that costs are £211,789 lower than they would have been if transformation work had not been undertaken. This is in-line with the target which was set as a range between £123,000 and £246,000. This was the position in April 2015, further updates cannot be produced until a full validation exercise is completed following the transition to the new database. The learning suggests that scaling up the pilot would not lead to deeper cost-avoidance in the short-term as it has not proved possible to 'pull' people out of traditional services. Benefits will instead accrue from preventing people entering care in the first instance.

4.6 The pilot highlights the importance of place and in particular the existence of buildings and facilities where community groups can come together to create a sense of community, friendship, reciprocity and belonging that builds lasting connections.

4.7 People have a need to be involved in shaping their own future. Many of those who benefitted from the work wanted to be active participants who co-produced their own solutions not passive recipients. It is through contribution and involvement that people achieve a greater sense purpose and identity.

4.8 This cannot be viewed in isolation from the system-wide transformation taking place in adult social services and it is difficult to separate out the relative impacts of the different transformation strands. The decision to go ahead with the programme back in 2013 has yielded valuable learning that will help the authority implement the Social Services and Well-being Act as well and aligning very clearly with the principles of the Well-being of Future Generations Act, in particular the focus on long-term and preventative responses.

4.9 The programme has facilitated positive outcomes for individuals and enabled the service to be on-budget. There has been no need to make a case for budget increases which could be expected when aligned to the projected rise in demand caused by an ageing population and increased complexity of need.

4.10 There is enough evidence on the positive impact that contribution and participation make to consider how these key aspects of well-being can form part of the future model of service provision. These can be incorporated into the transformation of adult services. It is anticipated that this can be delivered within existing budgets by maximising the potential of external funding streams such as the Intermediate Care Fund. Any future proposals that offer the nature of service delivery will be brought forward as in a future report as needed.

5. RESOURCE IMPLICATIONS:

5.1 The programme was able to proceed because of the investment of £391,908 from reserves. This, together with further sources of external funding (notably a successful bid to the Intermediate Care Fund), has given rise to a predicted 2015/16 year end underspend of £57,000. A request has been made to carry this underspend into 2016/17 to mitigate the costs associated with delays in coordinator recruitment and to retain momentum for the approaches whilst awaiting news of further Intermediate Care Funding.

5.2 The original business case agreed by Cabinet in October 2013 forecast that the work could result in cost-avoidance of between £441K and £882K per annum by 2017-18. This was to be achieved by diverting people who were thought to be heading towards traditional services to more informal solutions and by reducing the risk of dependence upon statutory services through community interventions as outlined above. There has been some success, however for the reasons noted in the report it has not been possible to reduce the care packages of those already in receipt of services.

5.3 The combined impact of transformation across adult services has delivered cost avoidance in line with the targets stated in the business case up to April 2015. The medium term cost benefits were dependent upon scaling-up the learning pilot from April 2016 onwards. As noted in the report, the pilot will not be scaled up in its current form meaning that future projections of cost-avoidance will need to be re-calculated as the learning from the pilot is used to produce a revised model.

6. FUTURE GENERATIONS, SAFEGUARDING AND CORPORATE PARENTING IMPLICATIONS

6.1 The programme has clear alignment to the sustainable development principles of being long-term; integrated; collaborative; involving people in its development and focusing on prevention. There are no safeguarding or corporate parenting implications arising from this report.

7. CONSULTATION

7.1 Senior Leadership Team
Cabinet
Adult Select Committee

Comments received during the scrutiny of the report by Adults Select Committee have been used to amend and strengthen the report, for example by the inclusion of appendices, additional data and further detail in the methodology section.

AUTHORS

Nicki Needle, Changing Practice, Changing Lives Lead
07825 431387
nicolaneedle@monmouthshire.gov.uk

Matthew Gatehouse, Policy and Performance Manager
01633 644397
matthewgatehouse@monmouthshire.gov.uk

This page is intentionally left blank

Community Coordination and Small Local Enterprises

an Evaluation

monmouthshire
sir fynwy

An Evaluation of Community Coordination

Background

Public services are encountering huge pressures brought about by demographic changes coupled with more complex needs and increased expectations set against a backdrop of declining local authority budgets. In 2012 Monmouthshire County Council estimated that it would require an additional £7 million a year by 2025 to deliver like-for-like services. The council began to look at transforming the way it meets needs to try and improve outcomes within its available resources.

Community coordination is an approach that originated in Western Australia and has been implemented in parts of England and Scotland[1]. The model is based on establishing local coordinators within communities to work with people who may otherwise require social services. By engaging early on, building on strengths and helping people to build local connections they help people find their own lasting solutions.

The development of small local enterprises facilitates the promotion of community enterprises whose aim, in general, is to improve the wellbeing of those involved as well as the wider impact of improving community integration.

Cabinet agreed to fund a two-year learning pilot. The pilot has taken forward community coordination in two areas, Abergavenny and Caldicot and the development of small local enterprise across the whole county. The first community coordinator began on 1 April 2014. The second community coordinator and small local enterprise coordinator took up their posts two months later.

The learning pilots took place within a programme of transformational change across the whole of adult social care and health. This whole system approach to helping people live their own lives is changing the nature and shape of all existing practice and provision and as such the impact of the pilots cannot be seen in isolation from the wider work.

During the life of the learning pilot Welsh Government has been preparing to implement two major pieces of legislation:

The Well-being of Future Generations Act which makes clear the need for public bodies to consider the long-term impact of their decision making, work better with people, communities and each other, look to prevent problems and take a more joined-up approach. This new law introduces, for the first time, a duty upon public bodies to ensure what they do is sustainable. It has defined the principles of sustainability as long-term; integrated; collaborative; preventative and involvement.

The Social Services and Wellbeing (Wales) Act which makes clear the need to provide services that enhance wellbeing, with a new definition of people in need and a focus on families and communities. It highlights the role of public services in building on individual and family strengths, helping people to have a stronger voice, choice and more control and supporting meaningful and valued contribution to local community life.

Methodology of the Evaluation

The initial business case identified the use of a Learning and Evaluation Framework. This identified a number of metrics including measurement of personal outcomes, estimates of financial impact and reflective practice from coordinators employed to implement the approaches. These were to be overseen by a leadership group.

The business case recognised that this type of culture change would take a long time to realise its full potential. The short-term impact would be limited to a small number of individuals with the greatest gains taking many years to materialise as the resilience of individuals and communities is developed. The modelling of impact was initially projected up until 2030.

The original intention had been to use a distance travelled tool to assess the progress individuals made against self-defined personal outcomes. Early in the learning pilot coordinators identified that this method of evaluation was creating a potential barrier whilst they were attempting to establish informal relationships with people and a decision was taken to replace the tool with self-assessment questionnaires[2].

There are a number of limitations to this approach. Firstly the responses were gathered by the coordinators themselves which can impact on the veracity of the findings. Nonetheless they are consistent with unsolicited feedback provided by individuals, their families and other agency partners. A further factor was the relatively small sample size – only twelve questionnaires were completed and returned - which means that the results are not statistically significant. It should also be considered that this is not a statutory service, people who were not engaged or feeling some benefit would have been likely to have left the service of their own accord before completing a questionnaire. A questionnaire circulated to partners was returned by thirty three individuals or organisations. Copies of the questionnaires are contained in the appendices to this report.

In the absence of personal outcomes data the effectiveness of the approach is mapped against the original high level business case outcomes. Monmouthshire was also a site for the national outcomes pilot across Wales and so these are also linked to national outcomes which have subsequently been established as part of the Social Services and Well-being Act (Wales) 2014.

The development of a new social services system to support transformation is in progress. More work is needed to ensure data from the old system is migrated to accurately evidence changes in the number of people requiring long term care.

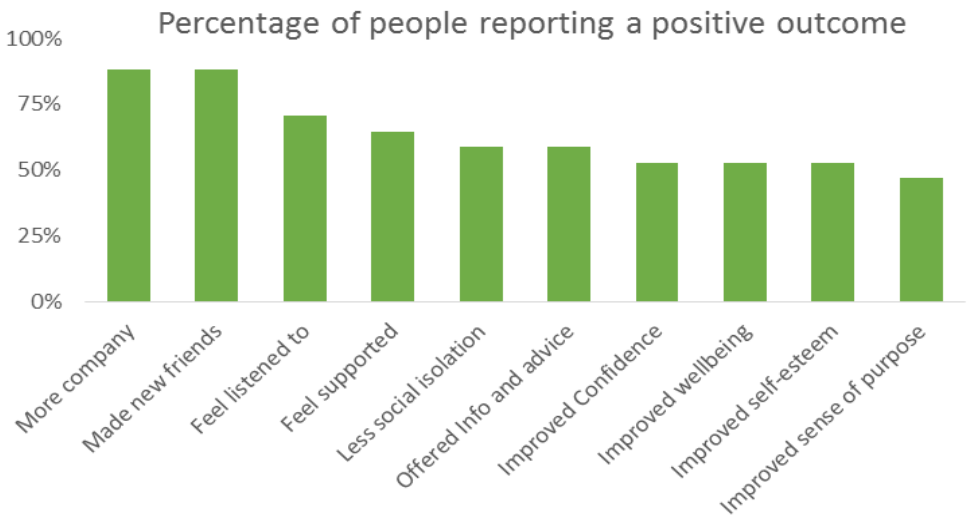
Findings

The project employed two community coordinators. One in Abergavenny and one in Caldicot. These are communities with very different health, social and demographic characteristics. By selecting these areas, a comparison of the approach in different settings was enabled. This is explored in the second-half of this section

Outcomes for Individuals and Families

It is recognised that there are difficulties in measuring the results of this type of work where there may not always be tangible outcomes, since a positive result may be stopping a future event from occurring. There is a strong-reliance on feedback and self-assessed outcomes and since the evaluation is being completed after a relatively short pilot the longevity of any impact cannot be assessed.

All of those who responded to the community coordination evaluation questionnaire reported at least one positive outcome. Several questions came back with the same percentage response although not necessarily from the same respondent with people reporting a variety of outcomes. Twelve questionnaires were completed so each response equates to around 8 percentage points.



The prevalence of different outcomes the learning pilot engendered is shown in the chart above and then explored in more detail over the following pages. These are set out to show how the outcomes relate to those outlined in the original business case alongside national outcomes that were subsequently established as part of the Social Services and Well-being (Wales) Act 2014.

1. People are well informed about resources in their community

53% of people who responded to the evaluation questionnaire said they had been offered information and advice by a coordinator. This situation seems to be broadly similar in Caldicot and Abergavenny.

92% of professionals and partners across the county said the coordinator had signposted them to information or services. This is articulated by a social worker who described how the coordinator:

> *"…provides me with an instant link to what is out there, what is being developed and what needs to be developed to serve the community. [The Role] provides practitioners with an opportunity to have support to find ways to meet needs that are outside of traditional services and targets needs that are often hard to reach such as emotional and psychological needs and enabling people to feel joined up to their community."*

Coordinators made themselves known in the community in a variety of ways from community engagement events to newspaper articles, Facebook accounts and market place consultation. The reach of the coordinators has been beyond health and social care with a local shop-keeper and member of the *Town Team* reporting it as *"a vital role in our community."*

When mapping the availability of local groups and resources, coordinators identified a wealth of well-being provision, both formal and informal, but found this to be fragmented and not always well-communicated.

National Outcomes:

- I know and understand what care, support and opportunities are available and use these to help me achieve my well-being
- I can access the right information, when I need it, in the way I want it and use this to manage and improve my well-being

2. People have a greater sense of well being

53% of people the coordinators worked with reported improved well-being while 79% of partners stated that the coordinator has helped them to support others in the community.

One attendee of the Stroke Support Group, established through the coordinator, commented "*Coming here makes me feel better and I wouldn't miss it for the world*."

Another said:

> "*It has been the best thing that has happened to me since having the stroke, the welcome friends made and the purpose has given me a reason for getting up in the morning and something to look forward to*."

In a further example a person had been in regular contact with the integrated team telephoning twelve times in a six month period. Despite being provided with lots of information and advice about opportunities, it seems none were able to meet the person's outcomes. The practitioner subsequently described how this person appeared to be heading towards a traditional care package which would have had a financial cost to the authority and could have led to further dependency.

Through the community coordinator, a role was developed which enabled this individual to begin to feel well through helping others. Since the role was created there has been no further contact with the integrated team – a care package seems to have been avoided.

Cooking up an Opportunity

M is in his 60s and lives alone in his own home. He has one son who lives in London, and is his main carer. M's son was worried that he lacked motivation and was spending too much time alone. M is a retired chef and catering lecturer who enjoys food and cooking. He was very willing to share his skills with others.

M visited the lunch club run by a local church. He now volunteers there each Thursday morning peeling and slicing carrots and potatoes, returning to the hall at the end of the lunch to polish glasses and cutlery. He cooked and carved turkey for 80 people for the Christmas lunch at the lunch club.

M has agreed to provide cookery lessons to the staff at a local homecare agency. The staff are required to prepare meals in a very short time, and often they only have a microwave and a toaster to cook with. This can be quite difficult, and the agency manager was looking for someone to provide training. M also plans to create a photographic cook book from his menu so that staff can receive this as part of a training manual during their induction process.

M has also agreed to assist the Macmillan coordinator with the set-up of a men's group in the local library.

Through Community Coordination M has been supported to become involved in his local community again. He is using his valuable skills to help others, and is becoming more active and less isolated through volunteering. The link with the homecare agency is particularly exciting as members of the community will benefit greatly from M's extensive knowledge and expertise in cookery. M's son is also very pleased that he is getting out and becoming more active. He feels better knowing that there is someone local who can help his dad stay active and well.

National Outcomes:

- I am happy and do the things that make me happy
- I am healthy and active and do things to keep myself healthy

3. People are empowered to find their own solutions

65% of people said they felt supported by the coordinator.

A newcomer to the area described how the community coordinator had helped him establish a clear sense of purpose and social belonging. He reported improved self-esteem, a reduction in social isolation and making new friends after the coordinator involved him in the development of the *Men's Shed* project. He stated how positive this had been:

> *"(Through) Information dissemination, therefore giving grounding – as my role became apparent in the community; to a sense of purpose and social belonging."*

This was consistent with feedback from a family member:

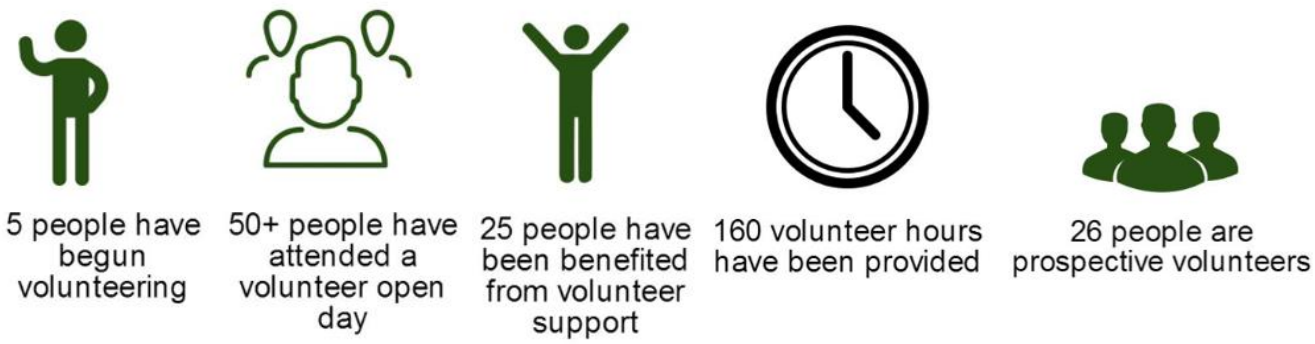
> *"Our community coordinator has supported my father to access local activities which has really helped him to be more motivated, confident to meet new people and empowered him to continue with these activities enriching his life."*

Partners have also responded positively, a Police Community Support Officer writing:

> *"Whenever [the coordinator] and I met we would talk about gaps in the provision for isolated people. [They] have implemented so many projects that make a difference to the quality of life of people in the community."*

People want to be active participants not passive recipients

At the mid-point of the pilot it was clear that success was greatest when people were provided with opportunities to contribute. To develop this potential, more formal support for individual contribution through volunteering was introduced. In partnership with Bridges Community Centre a volunteer coordinator was appointed, funded through a successful bid to the Intermediate Care Fund.



This local experience and learning is supported by a wealth of national evidence that contribution through volunteering is a key element of helping people to stay well:

> *"Through years of successful work, we know by investing in people through the power of volunteering the service can make a tangible difference; improving health and well-being, building stronger more cohesive communities and achieving lasting results. Those working in adult social care believe that everyone can play a role in their community and should have a chance to participate." Volunteering Matters (formerly Community Service Volunteers)*[3]

National Outcomes:

- I do the things that matter to me
- I engage and make a contribution to my community
- I feel valued in society
- I contribute to my social life and can be with the people I choose

4. People are supported to identify, use and develop their social capital

47% of people reported an improved sense of purpose after working with a coordinator. There are no specific questions in the methodology that measure social capital.

One of the key ways in which social capital has been unlocked is through the small local enterprise coordinator. The coordinator works with people who have ideas to develop small enterprises in their community that would benefit others, to help bring concepts to life and sustain them through advice and or opportunities to connect with others who can offer support, guidance or resources.

Through the Rogiet Community Café story (see below) it is shown how social capital that lay dormant was brought to life and grew. The support of the coordinator was integral to releasing this latent energy as summarised by the one of the founders of the café:

> *"I don't know what she does but I talk to her and she sows seeds in my head and they grow in my sleep…She believes in us, she believes that we can do more than we think we can and then we believe it too."*

Rogiet Community Café

Two residents of Rogiet were sad about what they felt was the decline of their community which had once been a vibrant place with local shops a pub and a heart. The small post office was closing and due to be replaced with a bi-weekly van service.

The friends began talking to the small local enterprise coordinator who describes her role as to "listen, challenge, mentor and ask: *is there a market? how do you know? do you have the skills? what do you need to make this work?"* The coordinator's objective was to promote natural connections, using the community as a resource and being a resource to the community.

A steering group was formed who began to explore the idea of a community shop and set about researching the idea. They sent questionnaires out to assess the market and had around 200 responses. People were concerned about the closure of the post-office and about the lack of places where people could get together.

Lack of suitable venues was a potential barrier. An opportunity arose to use the community church hall. Monmouthshire Housing Associated awarded a small grant, the local authority gifted a food hygiene course, the group created an on-line presence and logo and Roget Community Café was born. Posters were printed and the café officially opened in October 2015.

Since opening: the local nursery group have begun using it; local craft people have stalls there; Police and Community Support Officers are on hand with monthly surgeries, a national supermarket has offered time and supplies and the co-op is also donating milk. The team of volunteers has grown from four to ten people.

You can watch a short film about the café at
https://www.youtube.com/watch?v=ACkQzNBJDVg&feature=youtu.be

The community café shows just how much the community wants to help when it is asked; that a prudent person centred approach can be a more effective and cheaper way of working and that it can grow the community's social capital.

National Outcomes:

- I engage and make a contribution to my community
- I feel valued in society

5. People are supported to develop non-traditional, person centred support

The small local enterprise coordinator is in touch with 42 enterprises across the county. She has worked closely with 27 of these either in creating the enterprise or helping it towards sustainability. People involved with these organisations have all either had contact with social care and health services at some point or are providing support to people with physical and/or mental health needs. There are a further 14 enterprises at the development stage.

People will volunteer to build better communities

Community coordinators are also working with existing organisations to deliver non-traditional support as evidenced from this quote from Macmillan Cancer Support:

"I have benefitted from (the coordinator's) experience of working with the community, (the coordinator) has helped me to share information with other organisations. We are working together to support someone…to improve a difficult situation and reduce social isolation. We are working together to deliver a winter wellness event offering advice, guidance and workshops around well-being."

National Outcomes:

- I get the right care and support as early as possible
- My individual circumstances are considered

6. People live the life of their choosing within their local community

59% of people reported less social isolation, 53% reported improved self-esteem and 88% reported they have more company and met new friends

One of the people attending the Shared Reading Group wrote

"It is stimulating and starts me thinking of new ideas. I enjoy the contact with different people whom I would not otherwise meet".

People make people happy

Comments from the group are incredibly positive as to the benefits people are receiving. Others attending the group indicated that without it they would have been at home or had nothing to do.

These are pre-cursors of social isolation that has the potential to lead people towards day centres and other traditional social care models run by the local authority. However there are also individuals attending groups who indicate that they would still have a very full-life without the groups suggesting a diversity of attendance.

Musical Connections

D met the community coordinator during summer 2015. She is a lady in her mid-nineties who lives locally to the resource centre. D doesn't receive any support from social services and has quite a supportive family, but was beginning to feel as though she needed something to occupy her time. After meeting with her, the coordinator learned that over the years she had enjoyed volunteering; specifically playing the piano for a range of audiences including people with dementia:

"There is nothing like music to evoke memories from the past and if I can help people remember the past, that's what I will do."

Through the support of the coordinator D began to volunteer at the resource centre to play piano for the people attending on Wednesdays. This began in November and over time, D who would have previously been at home by herself, become a member of the resource centre family.

In December, she and the community coordinator performed together at the local Action Fifty Plus Christmas Party. This was D's first public performance in years and after a series of rehearsals, D felt comfortable enough to play in front of the group. Following this, D and the coordinator performed at the day centre Christmas celebrations also. In December, BBC Wales filmed D. The focus of the broadcast was to share positive stories of contribution in older age. Through this and the weekly volunteer sessions at the centre, she has not only become a symbol of wellness-through-contribution but also contributes towards local culture change; inspiring older people, irrespective of age or ability to give back to their community and feel well. During 2016, D plans to alternate days at the centre in order for a wider range of attendees to hear her play.

Six months ago, D was relatively well, but beginning to feel the pressures of loneliness at home. Now after investing in the wellbeing of others, D shares how she feels better and happy that she is able to contribute to her local community.

National Outcomes:

- I speak for myself and contribute to the decisions that affect my life, or have someone who can do it for me

7. People are in control of their lives

71% of people feel listened to

People can only be in control of their lives if a number of things are in place. They must be empowered, well-informed and able to live the life of their choosing. This outcome then is an amalgam of those that have gone before.

National Outcomes:

- I speak for myself and contribute to the decisions that affect my life, or have someone who can do it for me
- Less social isolation

Differences between localities

As the learning pilot progressed and coordinators established many positive relationships with communities, links to existing and new well-being opportunities were created. Examples include introducing people to the older persons' youth group, knit and natter, shared reading and the creation of a Men's Shed, Women Starting Over group and Stroke Support.

In many of the individual stories it was apparent that new and existing community groups were a vital part of the support network. The ability of the coordinator to connect people to groups seemed to make the real difference and led to a more sustainable longer term relationship developing.

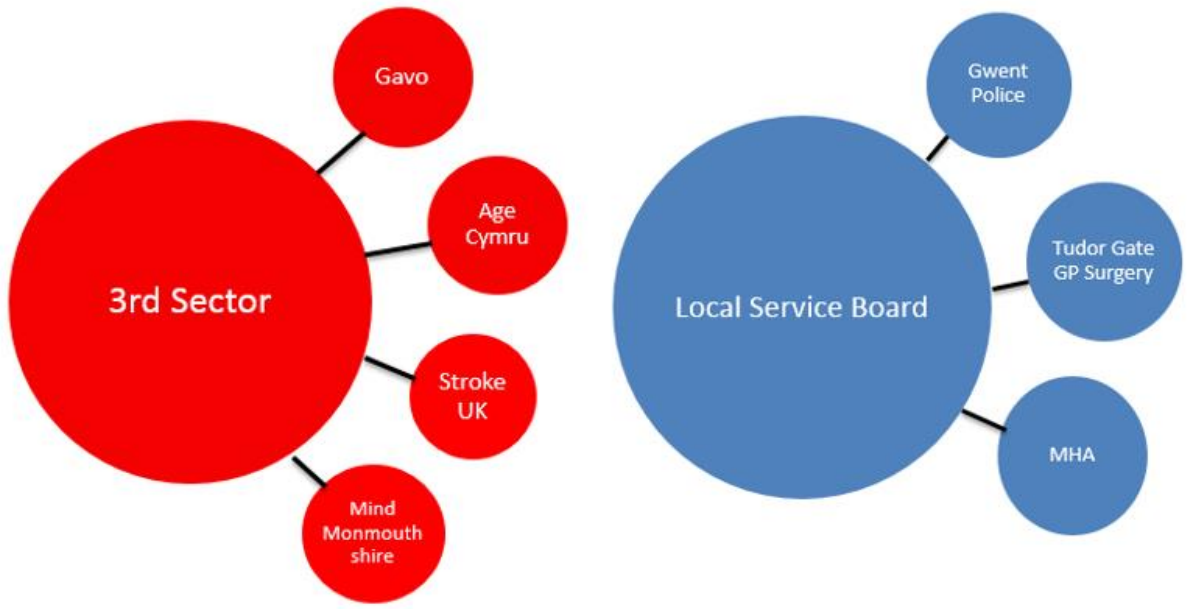
These groups are far more prevalent in Abergavenny with a greater success in that area and this appears to have been a factor in helping people connect with others. That is not to say the pilot in Caldicot was without successes – with around one in every five people the coordinator worked with connecting up to groups such as U3A.

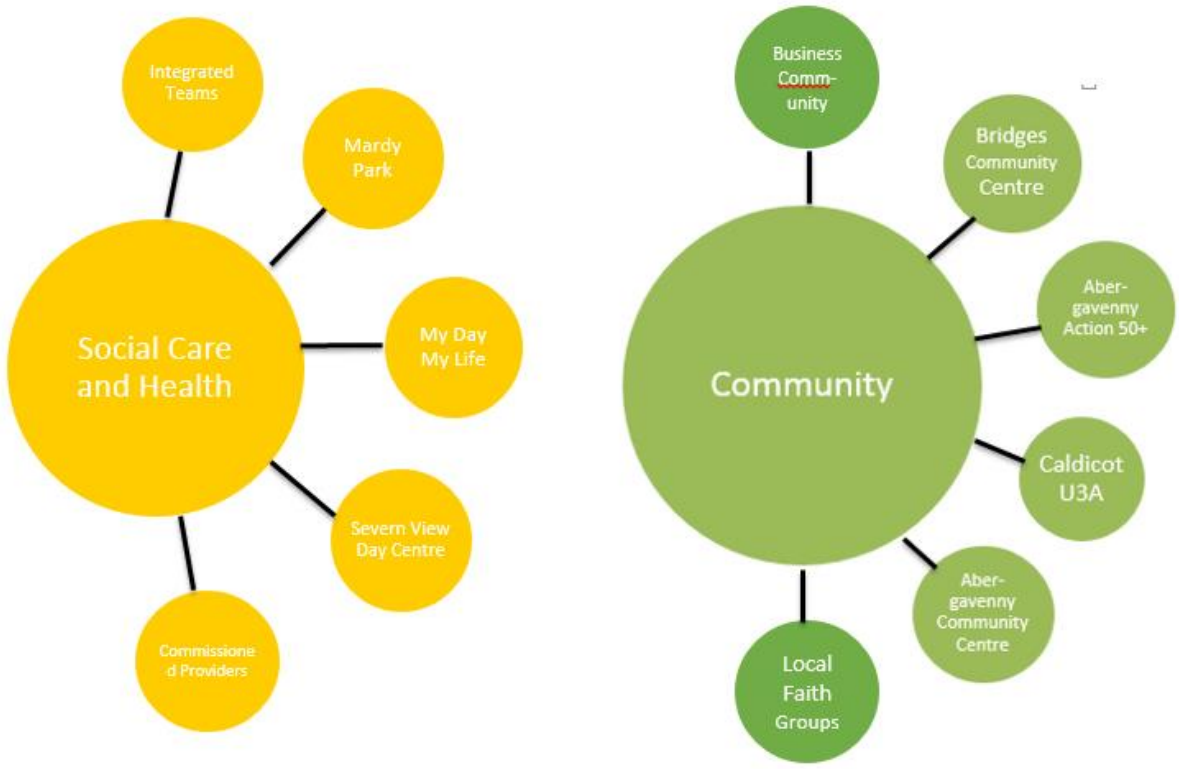
Shared community space was sparse in Caldicot when compared with some of the other larger communities in Monmouthshire, also highlighted in the Rogiet case study. Opportunities in Caldicot are less well-developed although they are emerging, for example through the creation of the Town Team. The experience of the learning pilot has been that the social capital in this part of the county is evolving rather than established when compared with Abergavenny.

An associated factor is that each coordinator brought different skills, knowledge and experience to the role. This in turn would have had a bearing on the impact of the role within localities although this cannot easily be measured.

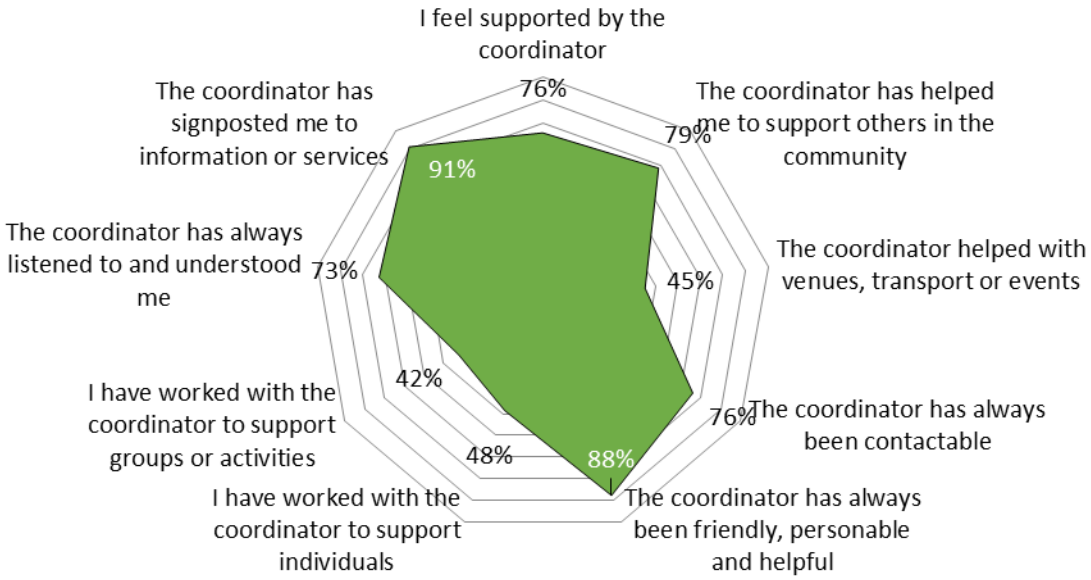
Response from Partners and other professionals

Engaging with a range of partners allowed coordinators to identify need, provide information and advice, map and make use of local resources, support individuals and groups and develop events and other opportunities at a community level. Some of these partnerships and connections are shown in the diagram below:





Qualitative feedback from partners has been incorporated into the analysis above. The following chart summarises quantitative evidence to illustrate where partners judged the approaches to have had greatest impact. There were 33 responses to this questionnaire. More positive responses are signified by a shaded area closer to the edge of the diagram.



Learning

We have learned that working alongside individuals can be a fragile and nuanced process requiring not only the traditional interpersonal skills of reflective and active listening, but those that enable us to arrive at bespoke solutions based upon **interdependency and friendship**.

We recognise that natural associations and connections provide a structure of support for people to live enjoyable and fulfilled lives. Our experience has been that in bringing people together via shared interests/circumstances they begin to support one another independently of external support or interventions. In other words **people make people happy**.

We have learned that the need to be occupied, attached and included are fundamental to an individual's well-being. We understand **that people want to be active participants not passive recipients** as it is through contribution and involvement that people achieve a greater sense purpose and identity.

We have learned that **people will volunteer to build better communities**. When we have the right conversations with the right people it is possible to recalibrate relationships, craft new opportunities and develop new responses.

We have learned that the wider community is already part of the solution but that **one size does not fit all**, people are different, and communities are different so our solutions will have to be different.

The evaluation questionnaires included an opportunity for people to offer suggestions about how the approach could be improved. Themes included the need to improve partners understanding of the role and the need to find a wider range of ways to share information, avoiding an over-reliance on e-mails.

Demand Management

It was initially envisaged, by the end of the learning pilot, coordinators would be supporting around 40 people per year to develop community connections in place of traditional social care services. It was expected that through these new methodologies, the authority would be able to help individuals identify and achieve personal outcomes, the progress towards which we could measure through the use of a shared agreement.

In reality people who were *"just coping"* or *"could go either way"* as identified in the original business case have been difficult to engage. Contact with established local entities such as businesses, libraries, GP's and U3A resulted in very few connections. When people were identified they generally said they were doing okay, were already engaged in the community through existing groups/activities, or were not interested in engaging.

As a result the main source of referrals for more intensive one-to-one support, originated from integrated teams and consisted largely of individuals already receipt of services or at risk of becoming dependent on services. Working with this group it became apparent that the opportunities to support people in different ways was impeded by a number of internal and external influences rather than lack of opportunity.

This can perhaps better be described in terms of an 'anatomy of dependence' or a combination of key elements which impacted on a person's intrinsic motivation to accept alternatives to the traditional services provided. Some of the elements we identified are shown below, a full overview can be found in the appendices[4].

These factors help to explain why, despite providing a range of information and support, people who have been supported historically via a traditional care management/ commissioned service approach do not or indeed cannot reintegrate into the community. It should be remembered that user satisfaction with traditional services is very high in Monmouthshire – consistently over 90% of people report they are happy with their services5. Once in receipt of a traditional service people are very reluctant to see it taken away.

The impact of historic and traditional practice and provision has been recognised and a range of approaches across assessment, care management and direct care developed in line with the "anatomy of resilience" model.[6] The impact that the specific methodologies of community coordination and small local enterprise can have on building that resilience should continue to be considered when shaping the future of social care provision across the county.

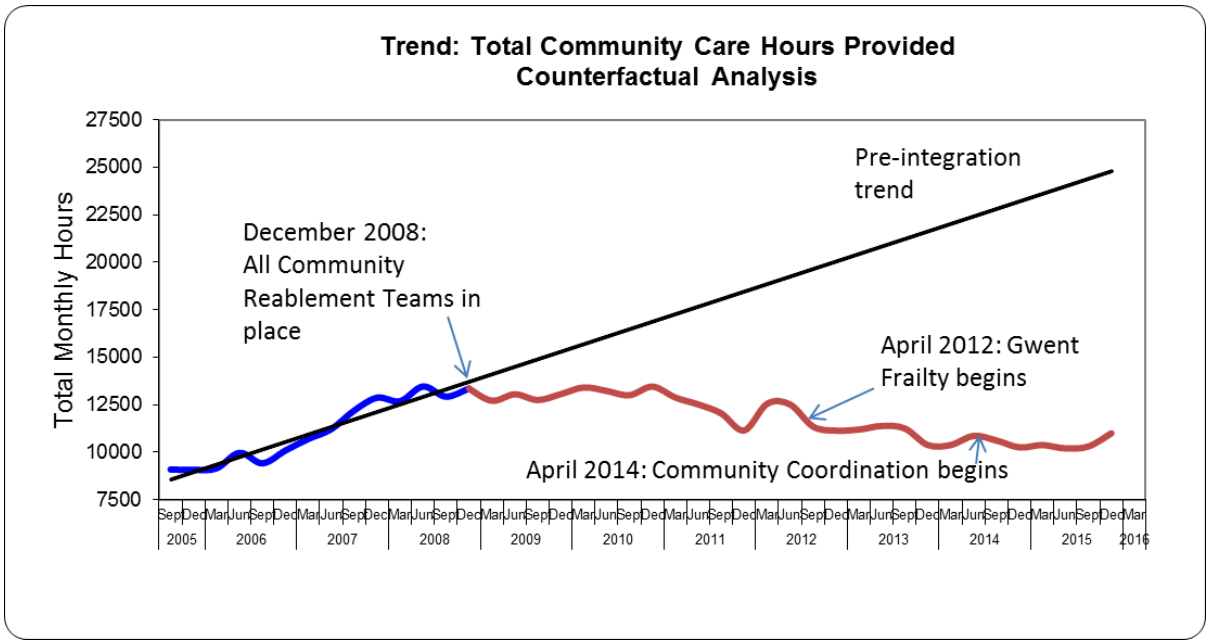
Financial Benefits

The initial business case was based on estimates of how the approaches would reduce the pressures forecasted to fall on to community care budgets in future. The business case recognised that it would not be possible to separate out the impact of community coordination and the development of small local enterprise from other elements of the transformation programme happening concurrently.

Reserve budget allocation over the two year learning pilot totalled £391,908. This together with further sources of external funding (notably a successful bid to the Intermediate Care Fund) has given rise to a predicted 2015/16 year end underspend of £57,000. A request has been made to carry this underspend into 2016/17 to mitigate the costs associated with delays in coordinator recruitment. The costs were scheduled to be off-set by the impact of the project in reducing future demand and avoiding the cost pressures associated with this.

During the course of the learning pilot, the directorate began the development of a new database for both adult and children's services. Differences in recording practice mean it has not been possible to produce a reliable figure for cost avoidance from April 2015 onwards. The last available figure was £211,789 which was in-line with the targets set of £123,000 – £246,000.

Overall there has been a decrease of 2.3% in the number of care hours purchased weekly over the period from 2013 (when the business case was agreed) to 10,999 hours in December 2015. This cannot solely be attributed to community coordination and small local enterprise. As has been reported to date, the relative financial benefit of these approaches cannot be isolated from those achieved by other transformation work streams across adult services. It should also be borne in mind that these figures have historically shown month to month fluctuations in the short-term and readers should be wary of attaching too much significance to short term trends.



It is important to highlight that lack of market capacity and above inflation cost increases for commissioned care mean this does not translate proportionately into cost-avoidance. What is important to note is that adult social care has delivered services on-budget and have not needed to make a case for budget increases which could be expected when aligned to the projected rise in demand caused by an ageing population and increased complexity of need.

Conclusions and Recommendations

The purpose of adult social care and health is to "help people live their own lives." Key to this is the ability to intervene at the earliest opportunity and support people to build networks and connections and to find their own solutions to the issues they face.

The intention set out in the original business case was for people to be supported by coordinators in three ways: through the provision of information and signposting, through the provision of information, advocacy, and advice and in the community as an alternative to medium or long term care and support.

As an alternative to care and support for those already in receipt of services the experience and learning of the pilot demonstrated that the pure Local Area Coordination methodology of coordinators

holding caseloads was not feasible. Consequently the numbers of people receiving medium to long term care packages did not decline as modelled in the original business case.

The implementation of the approaches as a learning pilot, together with ongoing review, meant the team were able to evolve the way they were working to areas where it was felt they could have the greatest impact. The original business case was to scale up the project after two years. The learning suggests that it should not be scaled up in its current form.

There is evidence of positive impact on the well-being of individuals and this evaluation includes instances where people have been diverted from a path that would have taken them towards costly statutory services.

There have been a number of successes with new enterprises coming into existence. In some instances, such as the FreeWheelers club, these were successful but short-lived. The benefits in terms of individual personal outcomes cannot be measured through hard-evidence. Case studies, feedback from partners and anecdotal evidence however suggests that there has been a positive impact at community level which in turn led to improvements in individual well-being.

What does appear to have worked well has been to engage people through contribution. People clearly have a need to be involved and to shape the future for themselves and their community rather than be passive recipients of services. The team has worked hard and learned much to inform the wider programme of transformational change developing thinking as to what needs to be in place going forwards to support people to live a life they value, with purpose and meaning.

Preventative approaches comprise a range of elements which, when deployed, developed and adapted to suit a specific community, have the capacity and flexibility to support people at individual and community levels.

These have been effective when rolled out as part of a whole system of service transformation at strategic, operational and individual levels and cannot be considered in isolation either from other approaches or from the communities in which they exist.

Increased resilience and the sustainability of preventative approaches may be gained if Monmouthshire **acts as a place not an organisation** by developing place based wellbeing teams designed to *"develop creative ways of working, which overcome departmental or agency silos in order to make best use of the resources available within the area in question."*[7]

The learning pilot has offered enough positive evidence that further work should be considered to maximise people's individual contribution and to develop community spaces where people can come together to develop friendships and to share experiences and support; with the understanding that, over time well-being at an individual and community level will continue to improve.

It is recommended that the findings from this report are used to develop a model of place-based support which reflects the requirements of the Social Services and Well-being Act and is underpinned by the sustainable development principles of the Well-being of Future Generations (Wales) Act: long-term, integrated, collaborative, preventative and above all one that involves people in co-creating their own solutions.

Appendix 1 – Factors which contribute to a person's "*Anatomy of Dependence*"	
Cycle of dependency	The person remains in a constant cycle of dependency, (crisis ➔ intervention ➔ fix) because the focus is not preventative nor supports the person to anticipate and manage another decline/crisis we constantly perpetuate the cycle and maintain/increase dependency
Service creep	Insidious increase in service provision over time, due to lack of focus on personal outcomes and active measurement
Loss	The persons experience is of wider scale loss - role, identity, familiarity, support, finance
Learned behaviour	The person has been conditioned to think, expect and respond in a service led way. Changing the way that people think, and go about their life requires a significant shift in behaviour. Breaking the pattern of dependence requires a set of attractive alternatives
Unwilling to participate	The person is too entrenched in the current service model, they cannot see or don't want to consider any alternatives. They have their "package for life" it is difficult sometimes impossible to introduce change. The reasons are complex and the result of many issues. At this point it is difficult to introduce the concept and make change. People have become conditioned to receive a package of care.
Lack of motivation	A lack of desire and/or energy (frail) to be interested and committed to consider alternatives. The person does not want to make the effort to change their current life
Confidence	The feeling or belief that the person cannot succeed in doing something for themselves, or rely on someone else to do something for them
Family anxiety	Concerns of the family that the person could lose the services and support they currently receive
Provider collusion	Obvious collusion between the person and the provider in maintaining the current service. Concerns about zero hours contracts, and employment insecurity, creation of co-dependency
Poor models of care	Transactional care provision which does not place the person at the centre. Characterised by inconsistency, unreliability and poor communication leading to stress/distress for the person and their carer
Relationship dynamics	Service provision impacts negatively upon the relationships between family members. Caring becomes an identity for carers not a role. Care commodified by policy agenda
Instability	The health and wellbeing of the person is likely to fail should no preventative work be done
Safeguarding	The person is in a vulnerable position due to living in a high risk situation
Financial advocacy	The person has a lack of access and control of their finance, either physically or mentally
Loneliness	A mismatch of the relationships the person has and those they want.
Rural isolation	The feeling of disconnection experienced by a person as a consequence of living in a rural area

Appendix 2

Evaluation questionnaire: **working with Individuals**

Name (This **will not** be used in public documents)	

How long have you known the community coordinator?
Tell us in your own words what the community coordinator has meant to you?

What effects have you noticed since working with the community coordinator?			
Improved confidence		Less social isolation	
Improved wellbeing		Improved sense of purpose	
Improved self esteem		More company	
Offered information and advice		Made new friends	
Feel supported		Feel listened to	
Other:			

Please tell us how community coordination could be improved

Permission to use this information. Please tick	
I understand that my information **could** be used for evaluation purposes within MCC	
I give permission for the information that I have given to be used in public documents, reports and presentations	
I understand that my personal details (including name, address, D.O.B) **WILL NOT** be used in any public reporting	

Signature	
Date	

Appendix 3

Evaluation Questionnaire – **working in partnership with others.**

Name	
Job title	
Organisation	
How long have you worked with the community coordinator?	
Tell us in your own words what the community coordinator has meant to you	

Please tick the boxes that most apply to the working relationship you have with the community coordinator	
I feel supported by the coordinator	
The coordinator has helped me to support others in the community	
The coordinator helped with venues, transport or events.	
The coordinator has always been contactable	
The coordinator has always been friendly, personable and helpful	
I have worked with the coordinator to support individuals	
I have worked with the coordinator to support groups or activities	
The coordinator has always listened to and understood me	
The coordinator has signposted me to information or services	
Any other points:	

Please tell us in your own words how you think Community Coordination could be improved

Permission to use this information (Please tick)	
I understand that this information **WILL** be used for evaluation purposes within MCC	
I give permission for the information that I have given to be used in public documents, reports and presentations.	
I give permission to quote the above information	

Filmmaking, recording and photography permissions (Please tick)	
I am happy to feature in photographs or video recordings for the purposes of Community Coordination evaluation, if and when required.	

Signature	
Date	

References

[1] In Australia this is called Local Area Coordination, in Monmouthshire we decided to use the name Community Coordination as the acronym LAC was already in common use to describe Looked After Children

[2] It was found that using a formal measurement tool while trying to develop an informal and reciprocal relationship created barriers between coordinators and individuals. A decision was taken to develop a questionnaire that could be completed once a relationship had been established. The limitations of this approach have been recognised. Copies are attached as appendices to the evaluation.

[3] http://volunteeringmatters.org.uk/app/uploads/2015/11/Vol-Social-Action-Health-and-Care-web-version.pdf

[4] See appendix 1 for full complete overview of factors

[5] Monmouthshire County Council, Community Care Questionnaire

[6] "The anatomy of resilience: helps and hindrances as we age A review of the literature" By Imogen Blood, Ian Copeman & Jenny Pannell October 2015

[7] "Ageing Well – a whole system approach - a guide to place based working" Local Government Association August 2012

This page is intentionally left blank

REPORT

SUBJECT:	**PEOPLE AND ORGANISATIONAL DEVELOPMENT STRATEGY: 2014 – 2017 PROGRESS REPORT**
MEETING:	**Cabinet**
DATE:	**13th April 2016**
DIVISION/WARDS AFFECTED:	**Countywide**

1. PURPOSE:

1.1 To present an update of progress for 2015/16 and the plan for 2016-17 for the People and Organisational Development Strategy 2014-17.

2. RECOMMENDATIONS:

2.1 That Cabinet receives an update of progress for 2015/16 against the People and Organisational Development Strategy for 2014-17.

2.2 That Cabinet approves the draft People Services business plan for 2016-17 that contains the Workforce Delivery Plan for the concluding year of the current strategy.

3. KEY ISSUES:

3.1 Modern day local government is moving at pace, and our people and organisation needs to keep up with the changes in order for the Council to support sustainable communities and economies. The People and Organisational Development Strategy 2014-17 was approved by Council in April 2015 and remains true to its core purpose in meeting the rapidly changing demands placed on its workforce.

3.2 This being the ultimate year of implementation, the People Services business plan has evolved and has been refined through learning and experience, as well as sharing working practices with other organisations to ensure that the Workforce Delivery Plan that support delivery of the strategy is robust, sustainable and fit for purpose.

3.3 Whilst we have achieved significant outcomes in the last twelve months, through our collation and review of evidence and demand we are now in a position to present a new way of working across the whole of People Services. We have created an offer to meet the needs of those people both on and off our payroll and organisation, permitting us to future proof our approach.

3.4 A comprehensive progress report (appendix 1) both summarises the outcomes achieved in 2015/16 as well as the next steps in delivering a coherent and cohesive People Services offer to the organisation.

3.5 The progress report highlights how the work programmes have been designed around evidence and feedback from staff and leadership. There have been notable successes around:

a) The Talent Lab, the Authority's Corporate Training Function, went from strength to strength, providing flexible training opportunities that are aligned to training needs identified across the organisation;
b) Senior Leadership Team spending more time out on the frontline to understand the contribution being made by staff across its many services;
c) Responding with action and outcomes to feedback from the staff conference and staff survey;
d) Developing innovative ways of communicating with our workforce and understanding their concerns and issues (e.g. MonMinds staff peer group), as well as providing leadership insights and talks;
e) Developing a network for volunteer co-ordinators, volunteer toolkit and draft volunteer strategy;
f) Providing staff with guidance and support to ensure that they had the tools to do their job;
g) The People Service hub has been developed to connect managers and staff to the guidance and policies needed to help them in their roles.
h) An award winning 'Select the Best' approach to recruitment was developed, as well as enhanced guidance around safe recruitment.
i) The staff performance appraisal framework (Check in Check out) was revised based on feedback.
j) The People Services data dashboard has been enhanced to provide accurate and timely information to managers around sickness data, alongside targeted training, advice and support to managers.

3.6 The business plan for 2016 – 2017 aligns with the iCounty Strategy, draft A County that Serves Strategy, Engagement Strategy, Chief Officer for Enterprise Annual Report, Improvement Plan, Single Integrated Plan and has a strong focus on the Wellbeing and Futures Generation Act.

3.7 A summary of the planned actions for 2016/17 are contained within the business plan (appendix 2). Much of the work programme represents a continuation of the programme of work for 2015/16. However specific regard has been given to feedback and evidence, notably from the Authority's Corporate Assessment.

4. REASONS:

4.1 Our people will always be at the heart of everything we do, they are our greatest resource. The collective purpose, passion and talents of our colleagues are the foundations of our success as a council and county.

4.2 The 'People Services Offer' will allow us to provide our people with a cohesive path through their entire career with the Authority in supporting

Monmouthshire's communities to become resilient and sustainable. It focusses on the way we plan for, support and develop our people.

5. RESOURCE IMPLICATIONS:

5.1 None directly arising from this report.

6. WELLBEING OF FUTURE GENERATIONS IMPLICATIONS (INCORPORATING EQUALITIES, SUSTAINABILITY, SAFEGUARDING AND CORPORATE PARENTING)

6.1 The collective work of People Services and its collaboration with the wider organisation has a positive impact on all of the wellbeing goals, and has been developed collaboratively to help support our colleagues and communities to maximise their contribution to improving social, economic, environmental and cultural wellbeing in Monmouthshire.

6.2 In terms of the People and Organisational Development strategy itself there are no anticipated negative impacts and impacts are significantly positive.

6.3 People Services remain confident that they are delivering a model that is in response to what is required by the organisation, its colleagues and its communities.

7. CONSULTEES:

a) Senior Leadership Team
b) People Programme Board
c) MonMinds Staff Peer Group
d) Feedback from managers, supervisors and our colleagues on and off our payroll.
e) Senior Management Team
f) Economy and development Select Committee

8. APPENDICES

Appendix 1 – People and Organisational Development Strategy – Progress Report 2015/16

Appendix 2 – Draft People Services Business Plan 2016/17

9. BACKGROUND PAPERS:

(a) People and Organisational Development Strategy 2014-17

(b) Draft Monmouthshire "A County That Serves" Volunteering Strategy

10. AUTHOR:

Lisa Knight-Davies – Organisational Development Manager

11. CONTACT DETAILS:

Tel: 07739 720613
Email: lisaknight-davies@monmouthshire.gov.uk

MONMOUTHSHIRE'S
PEOPLE SERVICES

PEOPLE & ORGANISATIONAL STRATEGY

PROGRESS REPORT 2015/16

monmouthshire
sir fynwy

It's even more than the place, it's the people.

Monmouthshire People: Connecting People to Purpose

Our people will always be at the heart of everything we do. The collective purpose, passion and talents of our colleagues, on and off the payroll are the foundations to our success as a council and a county.

We believe that people join public service to make a difference. The purpose of Monmouthshire People, our People & Organisational Development Strategy, is to better enable our people to do exactly that, make a difference.

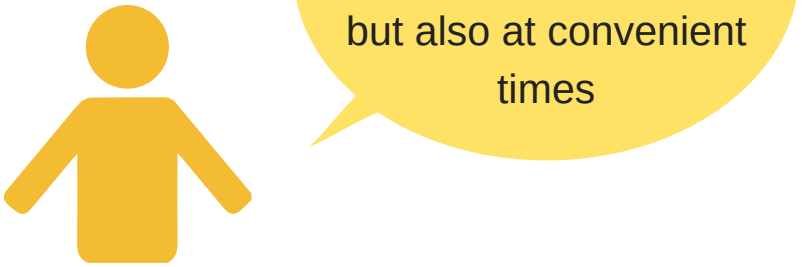
Monmouthshire People has helped us focus our efforts towards engaging, supporting and developing our workforce and ensuring a greater synergy between all facets of people and organisational development.

The purpose of this report is to provide an update on our progress to date in a holistic approach, to share with you the story behind the numbers and to outline the next steps.

We listened; we'll keep listening and making changes.....

When we received responses and equally non-responses to the staff survey, time was spent talking to people and finding out what thoughts sat behind those responses. Hearing "I couldn't be bothered because nothing ever changes" made us sit back and think. Through our work in People & Organisational Development across the Authority we believe we do listen and do change, yet we need to get better at sharing the stories that demonstrates this.

You said.....



To meet the needs of our colleagues and to provide flexible training opportunities, we have been out and about in the county delivering a variety of workshops. These courses, including Leadership Skills, Wellbeing sessions and Confidence Boost workshops, have been facilitated at various locations and times. We even offer 1:1 coaching sessions upon request. Working collaboratively across People Serivces and the wider organisation to deliver training means we can make the most of our shared knowledge and experience to further enhance the training. We continue to respond to both individual and team request and needs in order to provide the best training possible,

We listened; we'll keep listening and making changes.....

You said.....

Staff feel disconnected from Senior Leaders

Members of the Senior Leadership Team (SLT) spent time in service areas that aren't part of their remit to get a better understanding of what happens in other areas of the Council and how decisions made in one area can affect another and what this means to those receiving services. It was an opportunity to share what it feels like working for the organisation, to talk about what gets in the way of doing the job but also what matters to our colleagues most about working for Monmouthshire. We aim to encourage more of our colleagues to do this throughout the year so that they take responsibility for getting to know other parts of the business.

When we do staff surveys lots of people never see or hear about the results

..... You Said

The staff survey responses were brought together in to a one page poster that was distributed throughout the Authority to provide a simple and quick to read update. The results can also be accessed via the Hub.

PEOPLE & ORGANISATIONAL

STRATEGY

monmouthshire sir fynwy

It's even more than the place, it's the people.

2014/15 Staff Survey Responses

719 Responses Received

This is how you all responded out of 5:

Q1: Do you have a clear understanding of what Monmouthshire County Council is trying to achieve? **3.51**

Q2: Do you feel the Authority lives and breathes its corporate values of openness, fairness, flexibility & Teamwork? **3.0**

Q3: Do you understand your purpose and contribution to the Authority? **4.28**

Q4: Do you feel valued & listened to? **3.28**

Q5: Do you feel kept up to date? **3.18**

Q6: Do you feel you are able to share ideas in work & suggest areas for improvement? **3.77**

Q7: Do you have everything you need to do your job effectively (e.g.equipment, IT, policies & procedures)? **3.48**

Q8: Do you feel you have access to training that is relevant and appropriate to your job? **3.92**

Q9: If you have received training in the last 12 months, have you been able to use what you have learnt? **4.06**

Q10: Have you completed your check-in, check-out staff appraisal? **3.76**

Q11: Would you be interested in taking part in volunteering opportunities in Monmouthshire (e.g. events in your town) if the Authority were to provide appropriate incentives? **2.58**

OPENNESS FLEXIBILITY FAIRNESS TEAMWORK

Communication

Livestreaming

In the staff survey we asked the question "Do you feel kept up to date?". The average response to this was 3.18 out of 5. Whilst this is a reasonable response, we still feel that this could be improved. We needed to find new ways of keeping our colleagues up to date and informed. Which is why we introduced interactive, live streamed sessions. These sessions enabled us to share updates and hold discussions on policies, for colleagues to ask questions directly to the People Board. All sessions are stored on the Hub and can be accessed after the event. By utlisising the live streaming functions in the Council Chamber, colleagues didnt even have to leave their desks to be part of the discussions. We will continue to hold these sessions throughout the year.

MonTalks & MonDelivers

Following on from the success of the live streaming sessions, MonTalks and MonDelivers was introduced. The idea around these session was to hold our own version of TEDtalks, to share insights, information and updates. These talks have also had the benefit of giving our colleagues the opportunity to get to know some of our Senior Leadership Team better as well as showing examples of strong female leadership roles.

MonMinds

As the strapline of Monouthshire People states, the aim of the strategy is to continue to "connect people to purpose" by linking our development of people to our core purpose and business approach. Yet how can we do this if we arent continually connecting with staff to discuss their views and what matters to them? This is why Monminds was established, to give staff an opportunity to have a voice and to share their opinions on key issues and activities that affect them.

Monminds has been instrumental in ensuring that the strategy continues to be relatable to our workforce. The strategy was never intended to be static, it is a living and breathing document that continues to adapt and change over time. One of the earlier points made collectively by Monminds was that they do not have time to read the lengthy strategy and all they really wanted to know was what it meant to them. In response to this a one page summary version of the strategy was created and shared across the Authority to provide a clear and easily understandable translation of what the strategy means and why it is important.

Monminds will continue to play a critical role in the People and Organisational Development Strategy through regular meetings to discuss key topics and activities that develop from the 2016//17 Programme Plan. They will help shape how we continue to move forward as an organisation based on the ideas and opinions of our colleagues and our shared purpose and values.

PEOPLE & ORGANISATION STRATEGY

It's even more than the place, it's the people.

Everyone who's part of Monmouthshire makes it a special place to be. Our People & Organisational Strategy 'Monmouthshire People' has been created to keep our people at the heart of everything we do.

OUR FOCUS

- To react and adapt as rapidly as the communities we serve
- To be innovators and problem solvers, continually seeking and responding to challenges

OUR VALUES

- OPENESS
- FAIRNESS
- FLEXIBILITY
- TEAMWORK

PEOPLE

We attract and recruit great people. We retain and develop great people.

We do this by working hard to:

Provide training / learning opportunities, develop people, equip people with the capability to redesign and repurpose services. Create formal work experience and apprentices, to provide mentoring, develop succession planning and widen our award winning recruitment process. Enable us to attract, retain and develop great people who want the opportunity to make a difference.

OUR ENVIRONMENT

We are working towards :

- Policies & Procedure that are timely and relevant
- Mechanisms to enable us to communicate, listen and respond effectively.
- Enhancing volunteer development and co-ordination
- Re-visiting and reminding colleagues that Agile working is about working where our customers are, to have the right equipment whilst recognizing we must meet our customer's needs we are embracing virtual working styles, social media and more near to real-time reporting

Diversity, Inclusion & Wellbeing - Our action on equalities, colleague welfare, managing attendance and introduction of the living wage, are all components of this and we prioritise difference and diversity, enabling people to be their unique selves.

Bringing it all together - We will connect our people to all of the things that matter: one another, purpose and resources, in order to yield improved performance.

Visit www.monmouthshire.gov.uk/monmouthshirepeople
to see details about the People & Organisational Strategy

Staff Conference 2015

The 2015 Staff Conference was held on the 28th September. As with the 2014 conference, it was another packed out event with a large number of our colleagues making the effort to attend.

We listened to the feedback that we received from the 2014 staff conference and held discussions with MonMinds to shape the format for the 2015 event. Whilst colleagues were keen to hear the key messages around issues facing the Authority, they also wanted the opportunity for more interaction and two-way conversations.

The timing of the conference allowed for it to be an opportunity to focus on the significant budgetary pressures and allowed for staff engagement around the proposed budget mandates. It was a useful and informative session and allowed us to capture valuable comments and questions from across the Authority. The main themes were brought together into a one page infographic which was shared after the event.

The feedback identified a need for directorate conferences that feed into the larger staff conference. We have taken that on board and are developing a programme for 16/17 that will include these events.

PEOPLE & ORGANISATIONAL STRATEGY

Staff Conference 2015

Top 5 Positive Themes

Teamwork 27
Team all pulling together

Managers/SLT 18
Supportive

15 **Adult's Social Services**
Integrated Services

Education 14
Results improving

Still have a job 13

Top 5 Negative Themes

36 **Increased workload**
Ability to take time off - less staff, more pressure

Officers Leaving/ Not Replaced 25
Losing expertise/ knowledge

23 **IT**
Still lacking/ complicated/ slow

18 **Budgets**
Limited.
Depth of cuts

Communication 16
Lack of .....

Top 5 Question Themes

MANAGERS/SLT 11
Ratio of senior managers to staff

IT 7
When is it going to improve?

Adult's Social Services 5
What are the next steps for integrated services?

Children's Social Services 5
Level of provision & resources

MERGER 4
Do we have a strategy?

'Felt proud.... Huge challenges but confident Paul & his team will meet them'

A County That Serves: Volunteers

ACTS
Volunteering In Monmouthshire

In the early part of 2015, Owen Wilce was appointed as the Programme Lead for A County That Serves. This programme was put in place to develop and enhance both the opportunities available for volunteering in Monmouthshire and the level of support offered to those who volunteer.

A vast amount of progress has been achieved to date. A comprehensive mapping exercise was undertaken to gain vital insight into the level of volunteering in Monmouthshire and the impact that this was having on the community to better understand how it can be supported and developed.

An online volunteer toolkit has been developed to offer guidance and to set a clear level of standards for volunteers and in the short time this has been live the site has already received over 800 visits.

A Network for Volunteer Coordinators has been established and this has developed into four working groups focusing on Digital Volunteering, Social Isolation, Indirect Volunteering and Safe and Effective Recruitment to discuss areas of best practice and to coordinate support and training around these key aspects. Through the mapping exercise it became clear that training was a key area of need for supporting volunteers and in response to this the training offer has been developed, which includes the creation of the "Leading Volunteers" training workshop.

Another area of success has been in being the only Authority in Wales to achieve coalition status with the Cities of Service programme.

CITIES OF SERVICE .ORG

Please see the Volunteering Strategy 2016-2019 for more in depth information about A County That Serves

Volunteer Mapping

Current Volunteers

Co-ordinators

MCC 58

External 27

Outcomes

Toolkit
100%

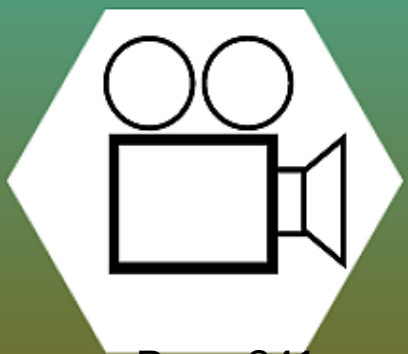
Network
100%

Publicity
80%

Development Priorities

Training

Digital Outcomes

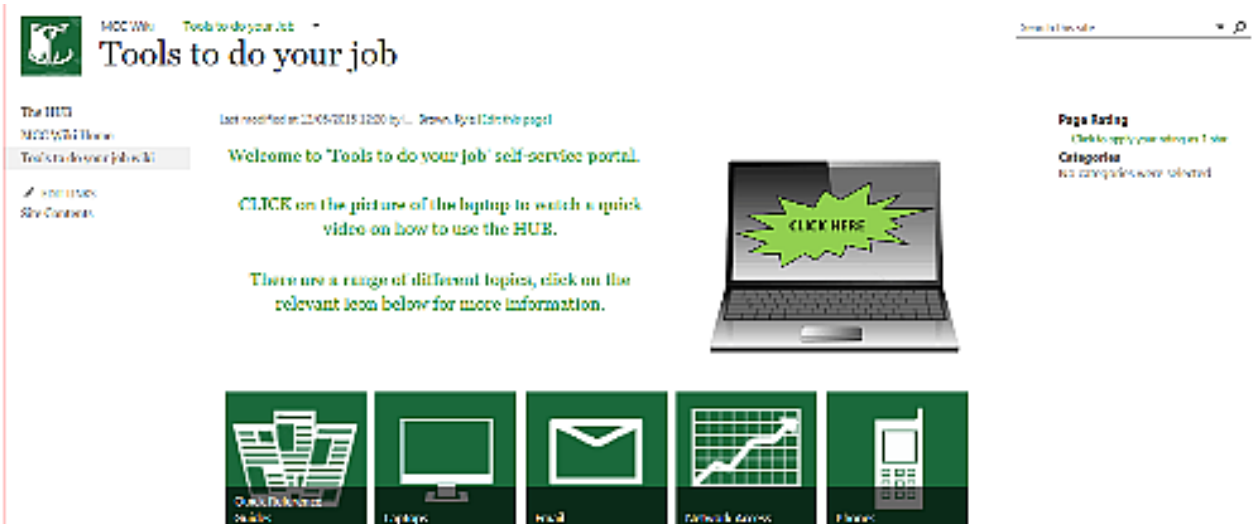


Support and Brokering

Tools to do your job

One of the key questions in the staff survey was "Do you have everything you need to do your job effectively?
IT was a fundamental part of this.

Based on the feedback from the staff survey and conferences, the Digital Projects Team created the "Tools to do your job" help site on the HUB.



The site includes help sections with guidance and support to answer the FAQs. Video tutorials are available to help colleagues with day-to-day activities and colleagues can request replacement equipment through simple request forms.

The Shared Resource Service (SRS) now provide drop-in ICT surgeries on a weekly basis, at various locations to assist with repairs, service desk queries and training.

Equipping are workforce with the IT skills and tools they need is a vital part of ensuring we have connected and agile teams.

Digital Champions

Comments received through staff conferences and the staff survey showed that there was a perception that IT services needed improving. To help with this, the Digital Champions group was formed.

Digital Champions have been established so that service areas and teams have their own representatives who are able to respond and assist with IT-related issues. This means staff have technological expertise on hand for a rapid response and also Digital Champions are able to be the point of call to refer more complex problems to the Shared Resource Services.

The Digital Champions meet on a regular basis to ensure that they have the information and skills needed to keep service areas and teams up to date with IT changes and the new tools that are being made available to them.

With time it is hoped that this connected support of the Digital Champions and the regular SRS ICT surgeries will help resolve some of the perceptions around IT and enable colleagues to make best use of the tools to do their jobs.

Talent Lab

2015/16 was an important year for our Corporate Training team. At the beginning of 2015 permission was given to explore delivering corporate training in a very different way and from this the Talent Lab was born.

Operating as the Talent Lab has enabled the team to work collaboratively with external partnerships to deliver learning. This has allowed us to expand both the variety and frequency of learning opportunities that we provide.

New ways of advertising our events has made it even easier for colleagues on and off our payroll to access training. Part of our ethos has also been to reinvest in those who give their time voluntarily to their communities by offering free places on our courses to volunteers. Using alternative methods for advertising our courses has also allowed us to open up the training to external clients to generate income and expand our networks.

Courses in 2015/16

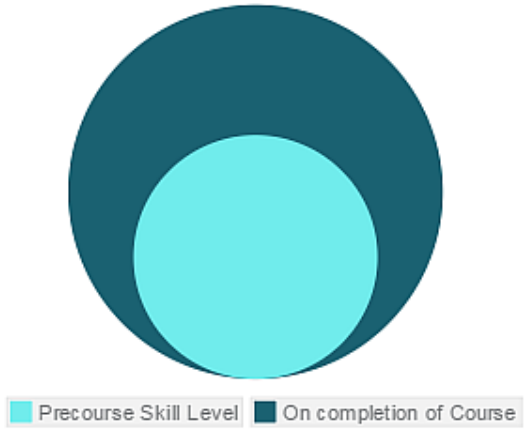
860+ Attendees

RESULT Coaching Programme Update

RESULT Coaching

286 delegates so far

Average increase in skill level of 26%



1 day RESULT course created to provide flexible opportunities

7 RESULT Coaching Refresher & Update workshops held to date

Audio course material created & available online to support learning

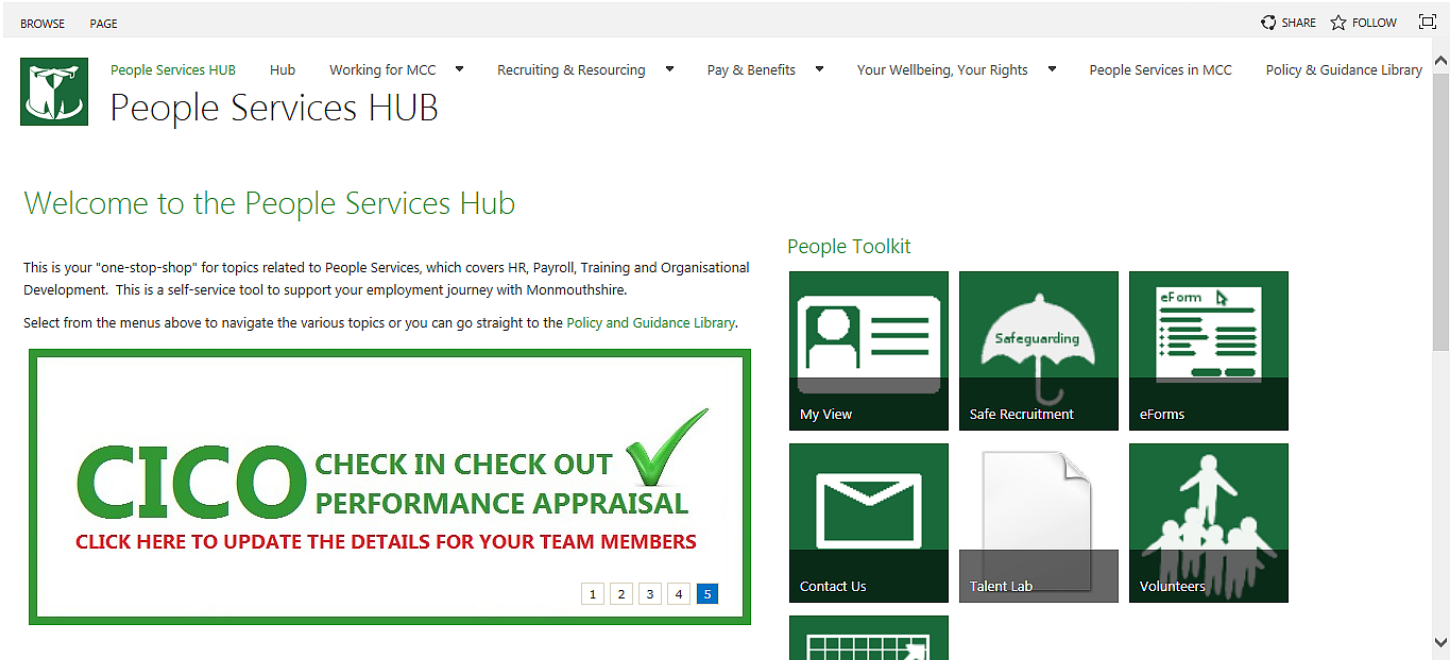
Cost of course per person for internal staff ranges from £75 - £92

Global coaching study by CIPD states the ROI is 7 x Cost of Course

ROI £166,152

People Services HUB

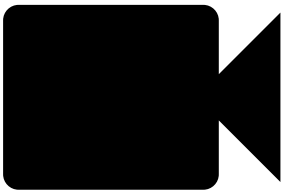
One of the key actions of the People and Organisational Development Strategy, and the programme plan supporting it, focused on providing staff and managers with a toolkit to provide support and a consistent approach across the Authority based upon our shared values . 2015/16 has seen the development of the People Services HUB. which connects managers and staff to the guidance and policies needed to help them in their roles.



The People Services HUB enables access to Frequently Asked Questions on popular topics, advice and support on HR policy, payroll and training information. Part of this online "toolkit" has been to develop key organisational process workflows.

The organisational process workflows clearly outline the key roles that managers are responsible for and helps them understand not only the process but also what is expected from a leadership role. Examples of these process workflows are the Attendance and Wellbeing Workflow and the Safe Recruitment workflow.

These clear and understandable workflows are also supported through the continued development of the 21st Century Future Leaders Coded pathways and through ongoing support, guidance and training provided by People Services as a whole.



Another key aspect of the People Services Hub has been the creation of short video tutorials based on FAQs. This enables staff to access the advice, guidance and training that they need in an easily accessible way at a time that suits them.

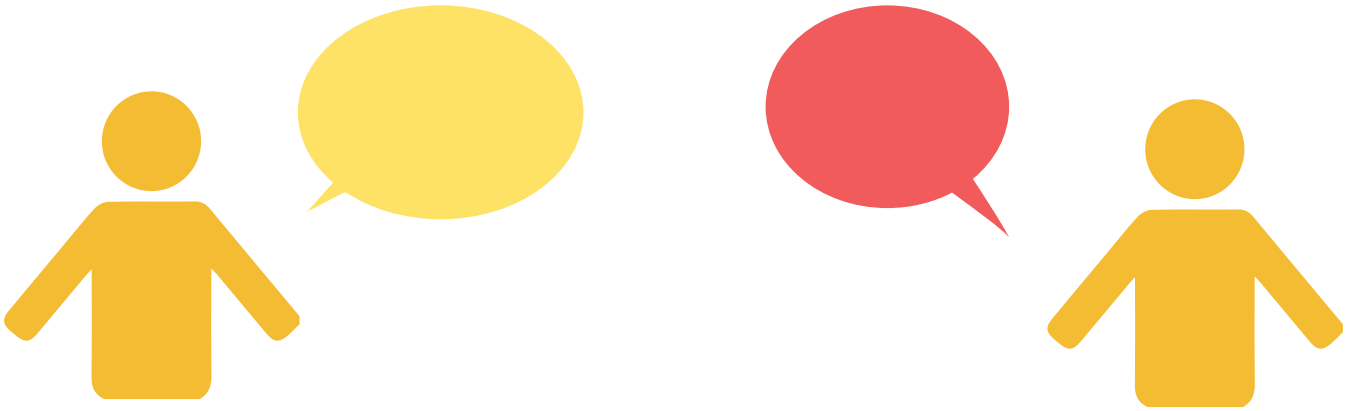
The response to the People Services Hub has been positive and it has received excellent feedback and reviews. Feedback, a clear focus on what matters and our ever increasing connectivity across all of People Services will direct the continued development of the Hub and the tools available within it.

Right Person, Right Role

Attracting the right person to the right role has been a priority for People Services. We want our colleagues to both love and excel in their roles and a big part of this is aligning the right skills and the right behaviours with the right role.

Our award-winning "Select the Best" model ensures a bespoke approach to recruitment and selection rather that a "one size fits all" approach. Our ethos has always been very much about "bringing your whole self to work". Where the more traditional interview process suits some roles, our more in depth model allows us to find out more about individuals and how they react to different situations. Our Safe Recruitment workflow and video help support this and provide the tools to do the job.

Performance Appraisal: Check In Check Out



The introduction of the Check In Check Out performance appraisal during 2014/15 saw us move away from the traditional "tick box exercise" that previously existed and saw a move towards a more "human" approach. It is important that our colleagues to feel supported in their roles and also that they have a clear understanding of their roles and how they fit into the wider organisation and effective, honest 1:1 conversations will help this happen.

Whilst we had positive feedback, conversations held with individual managers and colleagues, and feedback from the Staff Survey and Monminds, highlighted the need for greater clarity and guidance in terms of performance feedback and expectations.

The revised and updated approach has now been developed and further training sessions have been advertised via the Talent Lab. Whilst the changes needed have been minor, the revised approach will provide a clearer process for capturing the advice,support and training requirements that are identified during the performance appraisal conversations. These emerging needs will feed into the wider organisational Training Needs Analysis to ensure a connected proactive approach is maintained and that the impact of the advice, support and training continues to be measured effectively.

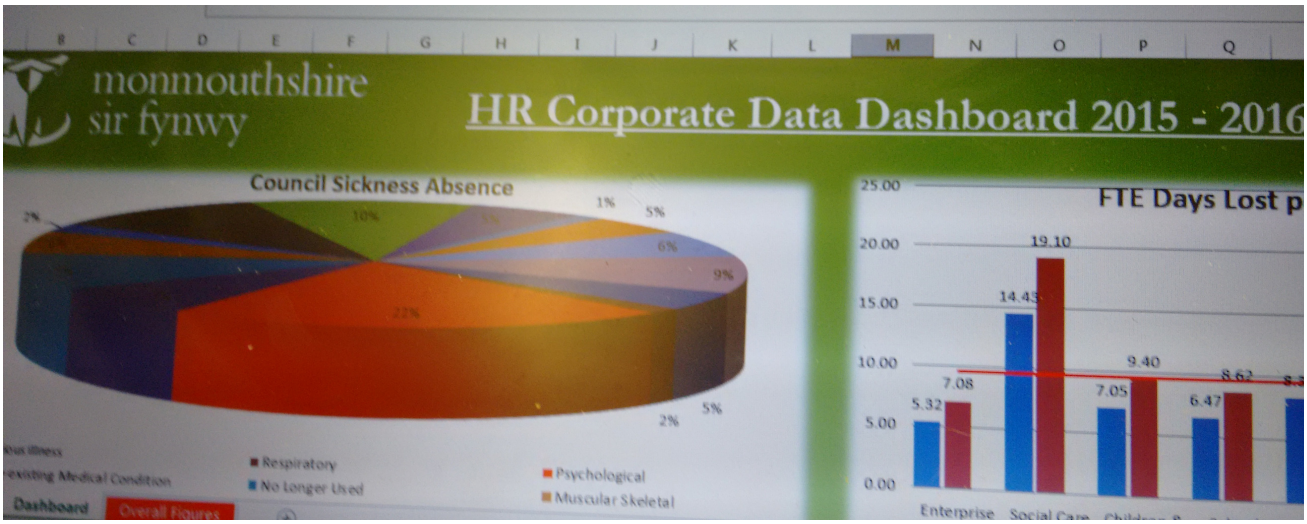
People Services Data

In order to effectively support our organisation, we must first be able to understand it. How "healthy" are our staff and our teams? How well are we meeting the needs of our citizens? How do we know what we need to improve? Utilising the data that we already collect can answer these questions and more.

Data plays a key part in helping us more fully understand emerging needs and sets the direction for our work. This is not about duplication or replacing existing measures. It is about bringing data and information together to provide clear governance and direction to ensure a proactive rather than reactive approach.

A great deal of work has already been undertaken to improve the accuracy of data. The People Services Data Dashboard has been completed and published on the HUB to ensure that HR data is delivered to the organisation in the most effective way. Continued work is ongoing to develop further reporting to equip our colleagues with information they need to lead their teams and services effectively.

People Services Data



One of the greatest areas of work that has taken place to develop the People Services Data Dashboard has been to not only improve the accuracy of sickness data but also to make that data available in a readable and useable format.

Effective monitoring of sickness data is a vital part of leading a team and can be utilised to identify areas where actions can be put in place to assist colleagues and reduce sickness levels through early intervention and support. It also allows us to respond collectively to ensure that the organisation receives the right support in the most practical way possible, whether that be advice or training or a more intensive programme of support.

C.I.C.O
APPRAISAL
OUTCOME
CODED PATHWAYS
BADGED
COMPETENT
SUCCESSION
PRE INDUCTION
DAY ONE CHECK LIST
CORPORATE INDUCTION
ORGANISATIONAL CHART
CONSEQUENCES
THANK YOU'S
COACHING
MENTORING POLICY
ANNUAL EVENTS
CONFERENCE
MINI CONFERENCES
STAFF SURVEY
CUSTOMER & STAFF SATISFACTION
SLT COFFEE MORNINGS
ATTRACT
RECRUIT
ENGAGE
TALENT BANK
SOCIALS
PARTY
CRICKET
(LOTTERY FUNDED)
COMPLIANT
MANDATORY
(CODED PATHWAYS
& SAFEGUARDING)
MONMOUTHSHIRE'S
PEOPLE SERVICES
TALENT
SKILLS
POLICIES
PROCEDURES
ON GOING REVIEW
LIVE FEED
TALKS
MONMINDS
ENGAGEMENT
HUB
SIP
AGE PROFILE
DATA
TEAM MEET
ORGANISATIONAL INTELLIGENCE
PREPARE TO EXIT
MOVE ON
LEGACY
LEARNING

Next Steps……

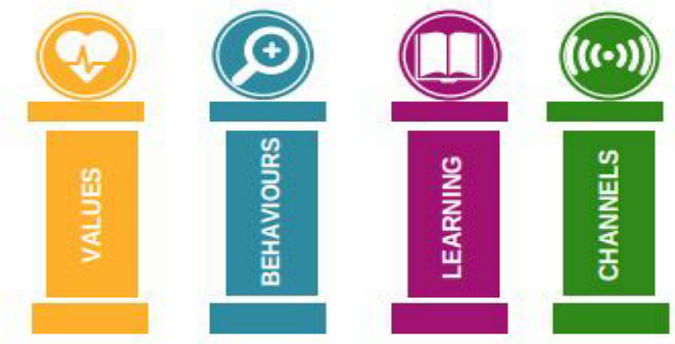
People Services are here to provide the organisation with the system to ensure that all our colleagues have the right support, advice and guidance. it looks to help Monmouthshire deliver great public service. Wherever our colleagues are on their journey within Monmouthshire County Council, we want them to be supported, engaged and encouraged to bring their whole self to work. From recruitment to retirement, our People Services Offer will allow us to provide a cohesive pathway of support, training and engagement throughout their time working within the organisation to enable them to work with purpose and passion to continue to provide services that matter.

Our purpose remains the same, what differs will be how we deliver our service. As individuals, we are all doing great work yet we recognise that we are at our best when we work together, making best use of our shared knowledge and experience with a connected and cohesive approach.

Next Steps.....

Support, Advice & Guidance

Providing our colleagues with the right support, advice and guidance is reliant on accurate, timely data and information so that People Services can design and target its support to meet the needs and priorities of the whole organisation, through to departments, teams and individuals.Based on these priorities we design and deliver a programme of activities and events, including learning, coaching, support and advice.



Equipping our people and organisation to meet the oncoming challenges and opportunities through training and support that embodies the values and behaviours of a 21st Century Council.

We all know what our values are as an Authority. Values are personal to us all and can mean many things to many people. What truly embodies our values is how we behave, our actions. Through comprehensive coded pathways of training we can clearly outline our expectations of the behaviours of both colleagues and leaders that reflect the values of our Organisation. The pathways will include comprehensive programmes of support and training to ensure that our people and organisation are equipped to meet oncoming challenges and opportunities.This support and training will be provided in different locations, at different times, through conferences, workshops and talks. This will include channels such as the support and advice that is now accessible via the People Services Hub to allow managers and staff to self-serve and also online learning materials and video tutorials to allow more flexible access to training.

Next Steps.....

Direction

Our proactive approach as People Services will allow us to clearly align with the strategic direction of our organisation with a clear focus on horizon scanning and future proofing.

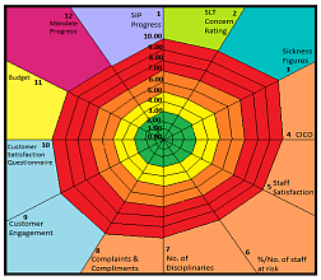
Our work will also be directed by what our colleagues say they need. Staff Performance Appraisal (Check in Check out) will ensure that individual priorities clearly support the organisation's aims and core purpose. Staff should expect to get great feedback on their progress and performance, as well as on their skills, knowledge and behaviours, to ensure they are up to date and on track. Staff should also expect to be able to access the learning they need to perform their roles to the best of their abilities and progress. The Performance Appraisal (Check in Check out) will enable these learning requirements to feed into our forward programme of work.

Consequences

A recurring theme of both staff surveys and staff conferences has been that there is a perception that there are no consequences for our behaviour. Whether that be a well deserved "Thank you" or a clear channel for dealing with poor behaviour. There will be consequences in place to ensure a supportive and proactive approach

Governance

"Demand Drives Design"



In the past, through necessity, our approach has been very reactive in its nature. To best meet the needs of our colleagues and communities a proactive and planned approach is needed based on evidence and data.

As an organisation, we collect a wealth of data and information through many different channels. Our approach will bring this data together into a scorecard based on "Health" measures for the Authority. This will allow us to better understand our teams and services and to make decisions based on areas of concern or risk identified by the data. Regular summary reports will be brought to DMT's/SLT, People Board, Select and Cabinet to allow for collective decisions around the actions to be taken and the level of support and/or intervention required.

Our wider programme of work for 2016/17 is summarised on the following page. Our approach will continue to be targeted and designed to provide the support where it is most needed based on the demand identified by our colleagues, by our priorities and by the data.

Summary of 2016/17 Planned Actions

1. For People Services to work as one such as to provide a cohesive offer to Leadership and the whole organisation
2. To continue to develop accurate and robust systems, data and reporting to ensure a clear baseline of people and organisational data to drive effective decision making
3. To continue review and development of policy work and relevant protocols to ensure the organisation continues to recieve effective support and guidance
4. A continued focus on clear channels and opportunities for staff communications throughout the Authority, including a calendar of events throughout the year
5. To ensure the organisation is equipped with the skills, knowledge and tools needed to to their job.
6. To invest in effective and ongoing engagement with both colleagues and customers
7. To further develop and publish Monmouthshire's approach to service/system intervention, exploring opportunities for management and leadership to self serve
8. To continue to explore promotional and marketing opportunities to utilise the commercial elements of the People Services offer
9. To develop the induction process further to include pre-inductions and departmental inductions to compliment and build upon the current induction programme
10. To continue investment in volunteer development and coordination
11. To develop our recruitment process with a focus on online recruitment, marketing and pre-induction and interview processes
12. To utilise the skills and knowledge that individuals have gained through the RESULT Coaching programme to develop a pool of Coaches and Mentors, including a clear referral process
13. Determine and establish the strategic approach to the organisation's Wellbeing offer
14. To further develop the Colleague and Leaders coded pathways and accompanying training programmes
15. To rollout and evaluate the revised employee performance appraisal system (Check In, Check Out) and capture the emerging training needs and talents to inform training plans and talent management arrangements
16. Continue to review processes around the management of attendance, ensuring we are delivering cost effective solutions to attendance problems
17. Ensuring that the People Services offer remains aligned to emerging work around alternative delivery models (e.g. ADM) and Council of the Future work programme
18. Continue to develop the Authority's People Services management information systems
19. To develop and rollout robust workforce development plans across the Authority
20. To produce a People Services Annual Report and quarterly scorecards to DMTs, SLT and Members as required

Business Plan 2016/19

Service:	**People Services**
Service Manager:	Sally Thomas, Lisa Knight-Davies, John McConnachie, Karen Smith
Directorate:	Enterprise
Head of service	Peter Davies
MCC Priority: *Please choose as appropriate*	Supporting enterprise, entrepreneurship and job creation

Our Purpose *Complete this from the end users' perspective (Customers may be internal or external / Citizens)*
The overarching purpose of people services is working together to offer a supportive service that is accessible and knowlegdgeable that enables our people to succeed and adapt in a changing environment

Evaluation of last years performance

What did we want to achieve?	What have we done so far?	What difference has this made? (Impact based on tangible evidence)
To ensure the team continue to work as one connected team with an agreed purpose and shared values that underpin behaviours. That the purpose of the people services is reviewed, redefined and rearticulated to the organisation with improved communication regarding HR support	Purpose of People Services re-defined in the delivery of our 'People Services Offer' to SLT. Transformation days enabled key members of the Team to develop our agreed purpose so that it aligns with the business needs of the organisation.	People Services approach has been delivered to SMT, SLT, Select Committee and the People Board with positive responses received. We are already seeing the benefits of working in a connected cohesive approach in the development and delivery of the revised performance appraisal (CICO) process and the co-delivered training,
Develop a People Handbook & Toolkit	People Services Hub developed and launched.FAQ's and tutorial videos are included within the HUB Toolkit.	Toolkit is enabling managers and staff to 'self-serve', access to FAQs on popular topics, access advice and support on HR policy, payroll and training information. Feedback so far has been positive
To review processes around the management of attendance, ensuring we are delivering cost effective solutions to attendance problems. Introduce new manament system, process and training to improve sickness management linking with My View Leave Management module for accurate data collection.	People Services Data Dashboard completed and published on the HUB via Finance and Performance Management Tile. Working collaboratively with the Improvement Team to ensure that HR data is delivered to the organisation in the most effective way. My View Training delivered extensively to managers and school staff. Bespoke HR training delivered in specific business areas.	Sickness data is more easily accessible and in a format that makes it easier for effective management of sickness monitoring. Bespoke training is equipping managers with the skills they need to more effectively manage attendance issues.
To arrange organisational learning needs to inform a plan of training to be advertised via the Talent Lab	As well as promoting activites and workshops that are part of the corporate plan, we have also responded to emerging needs offerin bespoke training opportunities.	104 courses/workshops delivered Excess of 860 attendees Average enjoyment level – 94% (at end of qtr3 –Q4 data to follow) Average Perceived Increase in Skills Level – 35% (at end of qtr3 –Q4 data to follow)

Please see the attached progress report plan (to be uploaded to the Hub)

Well-Being and Safeguarding

We recognise all children and young people in Monmouthshire have the right to be safe from harm and deserve the opportunity to realise their full potential as described in the councils Safeguarding and Child Protection Policy. Some adults may also be vulnerable to abuse, including physical, emotional or financial abuse. You're service may be in contact with these people and could play an important part in detecting and reporting abuse.

Briefly describe what the team will do to ensure the service considers safeguarding in its work?
Safeguarding Training continues to be delivered to volunteers. Safe Recruiting policy, protocol and training has been developed and will continue to be promoted to ensure the correct procedures are followed when recruiting to protect vulnerable individuals Relevant Safeguarding training will be accessed as the need is identified within the team.

Market analysis & focus for the year ahead

The main areas that effort will be concentrated on

What currently matters to customers and/or citizens about your service?

To work collectively as one service, to provide a cohesive approach to delivery of service. Consistency of high quality advice , support and guidance, easily accessible learning, time and location are important so that frontline services are not affected negatively, cost is important, how the above relates to work, time,dates,location, not just relevant to MCC,networking with outside companies, agencies,people on and off the payroll. To work collectively as one service, to provide a cohesive approach to delivery of service.

What is the current level of service already provided in the area and who are the main competitors? What is the evidence? (If applicable to your service)

The current level of service provided includes the provision of pay, advice, support,guidance, learning and development to both internal and external customers.

We routinely monitor the level of training service that we provide through feedback forms.

Pre-Course Skill Level	Delegates Gaining New Knowledge and Ideas?	Enjoyment	Ability To Apply Learning within Workplace?	Learning will make me better at my job?	Post- Course Skill Level	% Increase in Skill Level
46%	91%	94%	92%	91%	81%	34.71%

Any external organisation providing these services are a competitor if they could provide the services cheaper and more effectively.

What are the opportunities for your service?

- To further develop services, products and brands to drive enterprise and organisational purpose
- To increase organisational capabilities through our whole service approach to identifying, managing and meeting customer demand to enable us to move towards a proactive delivery approach.
- Opportunities to develop more links with 3rd sector organisations to benefit students, staff and citizens of Monmouthshire via learning and development, coaching and other support methods
- We can provide leaders with the tools, knowledge and guidance needed to effectively carry out their roles.
- We have an opportunity to put the steps in place that will enable the organisation (and other organisations) to have a workforce with the skills, knowledge and attitudes to achieve business purpose.

What are the threats? (This may identify some risks you need to manage as part of the risk register)

The Williams Report and possible amalgamation. This threatens resources but in addition, the ability to deliver the cultural change we are seeking within the organisation.

Current financial challenges in terms of team resources and as an organisation. As the service is a non statutory function the organisation could decide that it no longer wants an internal service.

Strategic direction of MCC could change presenting a threat to our viablity and sustainability over time.

Not adapting quickly enough to business demand/needs & reverting back to a traditional approach to the delivery of People Services

Possiblity of internal or external customers not choosing us as preferred provider

Financial Plan –

Analysis of current finances, future projections and targets and return on investment

The 2016-17 net direct expenditure budget for People Services is as follows:

Cost Centre	Department	Expenditure £000	Income £000	Net Expenditure £000
S216	Corporate Training	143	0	143
S202	Social Care Workforce Development Programme	328	(237)	91
F004	Payroll and HR Administration	624	(52)	572
S500	Human Resources	442	(90)	352
X201	Organisational Development	103	0	103
	TOTALS	1,639	(379)	1,260

Further opportunities will be explored during 2016-17 to exploit income generation potential through SLAs and income generated through external training.

We aim to evaluate & measure the impact of our work in order to identify ROI and measures and targets are contained within the business plan and which hold us to account in delivery of outputs and outcomes.

Summary of 2016/17 Planned Actions

1. For People Services to work as one such as to provide a cohesive offer to Leadership and the whole organisation
2. To continue to develop accurate and robust systems, data and reporting to ensure a clear baseline of people and organisational data to drive effective decision making
3. To continue review and development of policy work and relevant protocols to ensure the organisation continues to recieve effective support and guidance
4. A continued focus on clear channels and opportunities for staff communications throughout the Authority, including a calendar of events throughout the year
5. To ensure the organisation is equipped with the skills, knowledge and tools needed to to their job.
6. To invest in effective and ongoing engagement with both colleagues and customers
7. To further develop and publish Monmouthshire's approach to service/system intervention, exploring opportunities for management and leadership to self serve
8. To continue to explore promotional and marketing opportunities to utilise the commercial elements of the People Services offer
9. To develop the induction process further to include pre-inductions and departmental inductions to compliment and build upon the current induction programme
10. To continue investment in volunteer development and coordination
11. To develop our recruitment process with a focus on online recruitment, marketing and pre-induction and interview processes
12. To utilise the skills and knowledge that individuals have gained through the RESULT Coaching programme to develop a pool of Coaches and Mentors, including a clear referral process
13. Determine and establish the strategic approach to the organisation's Wellbeing offer
14. To further develop the Colleague and Leaders coded pathways and accompanying training programmes
15. To rollout and evaluate the revised employee performance appraisal system (Check In, Check Out) and capture the emerging training needs and talents to inform training plans and talent management arrangements
16. Continue to review processes around the management of attendance, ensuring we are delivering cost effective solutions to attendance problems
17. Ensuring that the People Services offer remains aligned to emerging work around alternative delivery models (e.g. ADM) and Council of the Future work programme
18. Continue to develop the Authority's People Services management information systems
19. To develop and rollout robust workforce development plans across the Authority
20. To produce a People Services Annual Report and quarterly scorecards to DMTs, SLT and Members as required

Planned Actions that will form part of separate business plans:

Planned Action	Strategy/ Business Plan
1. Invest in systems, servers, infrastructures and intelligence to refine datasets, ensuring accuracy and veracity	iCounty
2. Agile Working Evaluation	iCounty
3. Introducing formal work experience and apprenticeship programmes	Business Growth and Enterprise
4. Developing and implementing a policy framework for mentoring	Business Growth and Enterprise
5. Bring together all training functions on a whole authority basis	Budget Mandate

Action	Expected Impact of the Action	Officer Responsible and Timescale	MCC Strategic plan and priority this contributes to	Funding	National Wellbeing Goal this relates to *(from list below where applicable)*	SD principles (X as appropriate)					Q1 Progress Update	Q2 Progress Update	Q3 Progress Update	Q4 Progress Update
						Long-term	integrated	collaborative	involvement	prevention				
1. To continue to work as a connected team throughout People Services and the whole organisation to provide a cohesive offer with clear leadership	Cohesive pathway of support, training and engagement	People Services	People & Organisational Development Strategy iCounty Strategy Entperprise Strategy Enagement Strategy Draft Monmouthshire A County That Serves volunteering		A Prosperous Wales A Resilient Wales A Healthier Wales A Wales of Cohesive Communities A Globally Responsible Wales A Wales of Vibrant Culture and Thriving Welsh Language A More Equal Wales	X	X	X	X	X				
2. Continue to develop accurate and robust systems, data and reporting to ensure a clear baseline of people and organisational data across all baseline activities to enable effective leadership.	Data driven design and decision making	Sally Thomas	People & Organisational Development Strategy		A Prosperous Wales A Resilient Wales A Healthier Wales A Wales of Cohesive Communities A Globally Responsible Wales A Wales of Vibrant Culture and Thriving Welsh Language A More Equal Wales	X	X	X	X	X				
3. To continue analysis of policy work and relevant protocols to ensure the organisation continues to recieve effective support and guidance.	Timely and relevant policies, procedures and protocols	Sally Thomas	People & Organisational Development Strategy		A Prosperous Wales A Resilient Wales A Healthier Wales A Wales of Cohesive Communities A Globally Responsible Wales A Wales of Vibrant Culture and Thriving Welsh Language A More Equal Wales	X	X	X	X	X				
4. Continued focus on clear channels and opportunities for communication	To encourage increased engagement amongst colleagues and allow	Lisa Knight-Davies	People & Organisational Development Strategy		A Prosperous Wales A Resilient Wales A Healthier Wales	X	X	X	X	X				

Action	Expected Impact of the Action	Officer Responsible and Timescale	MCC Strategic plan and priority this contributes to	Funding	National Wellbeing Goal this relates to *(from list below where applicable)*	SD principles (X as appropriate)					Q1 Progress Update	Q2 Progress Update	Q3 Progress Update	Q4 Progress Update
						Long-term	integrated	collaborative	involvement	prevention				
throughout the Authority, including a calendar of events throughout the year.	greater opportunities for knowledge sharing.				A Wales of Cohesive Communities A Globally Responsible Wales A Wales of Vibrant Culture and Thriving Welsh Language A More Equal Wales									
5. Ensure our organisations is equipped with the skills, knowledge and tools need to to their job. This includes the continued development of the People Toolkit, online learning opportunities and the People Handbook.	Skilled, knowledgable and equipped workforce	Sally Thomas	People & Organisational Development Strategy		A Healthier Wales A More Equal Wales A Prosperous Wales A Resilient Wales	X	X	X	X	X				
6. Continue to invest in effective engagement with both colleagues and customers	To ensure that accurate and timely data is available to inform decision making.		People & Organisational Development Strategy		A Prosperous Wales A Resilient Wales A Healthier Wales A Wales of Cohesive Communities A Globally Responsible Wales A Wales of Vibrant Culture and Thriving Welsh Language A More Equal Wales	X	X	X	X	X				
7. To further develop and publish Monmouthshire's approach to service/system intervention and explore electronic opportunities.	Practical and accessible intervention opportunities	Lisa Knight-Davies	People & Organisational Development Strategy		A Prosperous Wales A Healthier Wales A More Equal Wales A Resilient Wales	X	X	X	X	X				
8. To continue to explore promotional and marketing opportunities to utilise the commercial elements of our offer.	Sustainable service	John McConnachie	People & Organisational Development Strategy		A Prosperous Wales A Resilient Wales A Healthier Wales A More Equal Wales	X	X	X	X	X				

Action	Expected Impact of the Action	Officer Responsible and Timescale	MCC Strategic plan and priority this contributes to	Funding	National Wellbeing Goal this relates to *(from list below where applicable)*	SD principles (X as appropriate)					Q1 Progress Update	Q2 Progress Update	Q3 Progress Update	Q4 Progress Update
						Long-term	integrated	collaborative	involvement	prevention				
9. Develop the induction process further to include pre-inductions and departmental inductions to compliment and build upon the organisational, cultural induction.	Engaged and supported workforce	John McConnachie	People & Organisational Development Strategy		A Prosperous Wales A Resilient Wales A Healthier Wales A Wales of Cohesive Communities A Globally Responsible Wales A Wales of Vibrant Culture and Thriving Welsh Language A More Equal Wales	X	X	X	X	X				
10. Continue investment in volunteer development and coordination to contribute to the outcomes of the Draft Monmouthshire A County That Serves volunteering strategy.	People Services accessible to those on and off the payroll	Owen Wilce	People & Organisational Development Strategy Draft Monmouthshire A County That Serves volunteering		A Prosperous Wales A Resilient Wales A Healthier Wales A Wales of Cohesive Communities A Globally Responsible Wales A Wales of Vibrant Culture and Thriving Welsh Language A More Equal Wales	X	X	X	X	X				
11. Continue to develop our recruitment process. Focusing on online recruitment, marketing and pre-induction and interview processes	Right person for right role	Sally Thomas	People & Organisational Development Strategy		A Healthier Wales A Prosperous Wales A More Equal Wales	X	X	X	X	X				
12. To utilise the skills and knowledge that individuals have gained through the RESULT Coaching Programme to develop a pool of Coaches and Mentors. This will include a clear referral process.	Supportive Coaching Culture	John McConnachie	People & Organisational Development Strategy		A Healthier Wales A Prosperous Wales A More Equal Wales A Globally Responsible Wales A Wales of Cohesive Communities	X	X	X	X	X				
13. Determine our strategic approach to the organisation's Wellbeing offer.	Clear Wellbeing offer	Lisa Knight-Davies	People & Organisational Development Strategy		A Healthier Wales A Prosperous Wales A More Equal Wales	X	X	X	X	X				

Action	Expected Impact of the Action	Officer Responsible and Timescale	MCC Strategic plan and priority this contributes to	Funding	National Wellbeing Goal this relates to *(from list below where applicable)*	SD principles (X as appropriate)					Q1 Progress Update	Q2 Progress Update	Q3 Progress Update	Q4 Progress Update
						Long-term	integrated	collaborative	involvement	prevention				
14. Continue to develop the Colleague and Leaders coded pathways and accompanying training plan.	Expected behaviours promoted and demonstrated	John McConnachie	People & Organisational Development Strategy		A Prosperous Wales A Resilient Wales A Healthier Wales A Wales of Cohesive Communities A Globally Responsible Wales A Wales of Vibrant Culture and Thriving Welsh Language A More Equal Wales	X	X	X	X	X				
15. Continue to rollout and evaluate the revised employee performance appraisal system (Check In, Check Out) and the supporting training and capture the emerging needs and talents to inform training plans and Talent Bank.	Clear understanding of into the overall objectives. Monitiored performance. Training needs & skills captured	John McConnachie	People & Organisational Development Strategy		A Healthier Wales A Prosperous Wales A More Equal Wales	X	X		X	X				
16. Continue to review processes around the management of attendance, ensuring we are delivering cost effective solutions to attendance problems.	Effectively managed attendance	Sally Thomas	People & Organisational Development Strategy		A Healthier Wales A Prosperous Wales A More Equal Wales	X	X		X	X				
17. Ensuring that the People Services offer remains aligned with emerging work around alternative delivery models (e.g. ADM) and Council of the Future work programme.	Ensuring that the People Services offer meets the changing demands of the organisation	Peter Davies	People & Organisational Development Strategy		A Prosperous Wales A Resilient Wales A Healthier Wales A Wales of Cohesive Communities A Globally Responsible Wales A Wales of Vibrant Culture and Thriving Welsh Language A More Equal Wales	X	X	X	X	X				
18. Continue to develop the Authority's People	Meeting the needs of staff and leadership.	Karen Smith	People & Organisational		A Prosperous Wales A Resilient Wales	X	X	X	X	X				

Action	Expected Impact of the Action	Officer Responsible and Timescale	MCC Strategic plan and priority this contributes to	Funding	National Wellbeing Goal this relates to *(from list below where applicable)*	SD principles (X as appropriate)					Q1 Progress Update	Q2 Progress Update	Q3 Progress Update	Q4 Progress Update
						Long-term	integrated	collaborative	involvement	prevention				
Services management information systems	Ensuring the most effective and efficient system is developed.		Development Strategy		A Healthier Wales A Wales of Cohesive Communities A Globally Responsible Wales A Wales of Vibrant Culture and Thriving Welsh Language A More Equal Wales									
19. To develop and rollout robust workforce development plans across the Authority	To ensure that suitable plans are in place to meet the specific workforce needs of directorates and the Authority as a whole		People & Organisational Development Strategy		A Prosperous Wales A Resilient Wales A Healthier Wales A Wales of Cohesive Communities A Globally Responsible Wales A Wales of Vibrant Culture and Thriving Welsh Language A More Equal Wales	X	X	X	X	X				
20.To produce a People Services Annual Report and quarterly scorecards to DMTs, SLT and Members as required	To ensure that People Services data is reported to DMTs, SLTs and Members as required in order to drive effective decision making around the workforce.		People & Organisational Development Strategy		A Prosperous Wales A Resilient Wales A Healthier Wales A Wales of Cohesive Communities A Globally Responsible Wales A Wales of Vibrant Culture and Thriving Welsh Language A More Equal Wales	X	X	X	X	X				

Action	Expected Impact of the Action	Officer Responsible and Timescale	MCC Strategic plan and priority this contributes to	Funding	National Wellbeing Goal this relates to *(from list below where applicable)*	SD principles (X as appropriate)					Q1 Progress Update	Q2 Progress Update	Q3 Progress Update	Q4 Progress Update
						Long-term	integrated	collaborative	involvement	prevention				
1. Invest in systems, servers, infrastructures and intelligence to refine datasets, ensuring accuracy and veracity	To ensure that our existing systems and processes are streamlined, efficient and fit for purpose	Sian Hayward	People & Organisational Development Strategy iCounty Strategy		A Prosperous Wales A Resilient Wales A Healthier Wales A Wales of Cohesive Communities A Globally Responsible Wales A Wales of Vibrant Culture and Thriving Welsh Language A More Equal Wales	X	X	X	X	X				
2. Agile Working Evaluation	Assessment of current agile working policy will form the basis for an updated agile working policy and arrangements.	Sian Hayward	People & Organisational Development Strategy iCounty Strategy		A Prosperous Wales A Resilient Wales A Healthier Wales A Wales of Cohesive Communities A Globally Responsible Wales A Wales of Vibrant Culture and Thriving Welsh Language A More Equal Wales	X	X	X	X	X				
3. Introducing formal work experience and apprenticeship programmes	Creation of work experience scheme in conjunction with Job Centre Plus to provide work experience for out of work individuals, helping them to attain basic workplace qualifications. Further exploration of apprenticeship opportunities for young people	Cath Fallon	People & Organisational Development Strategy Enterprise Strategy		A Prosperous Wales A Resilient Wales A Healthier Wales A Wales of Cohesive Communities A Globally Responsible Wales A Wales of Vibrant Culture and Thriving Welsh Language A More Equal Wales	X	X	X	X	X				

Action	Expected Impact of the Action	Officer Responsible and Timescale	MCC Strategic plan and priority this contributes to	Funding	National Wellbeing Goal this relates to *(from list below where applicable)*	SD principles (X as appropriate)					Q1 Progress Update	Q2 Progress Update	Q3 Progress Update	Q4 Progress Update
						Long-term	integrated	collaborative	involvement	prevention				
4. Developing and implementing a policy framework for mentoring	Improving our business mentorship programme and building opportunities to connect more diverse groups	Cath Fallon	People & Organisational Development Strategy Enterprise Strategy		A Prosperous Wales A Resilient Wales A Healthier Wales A Wales of Cohesive Communities A Globally Responsible Wales A Wales of Vibrant Culture and Thriving Welsh Language A More Equal Wales	X	X	X	X	X				
5.Bring together all training functions on a whole authority basis	Integrate training offer as part of Talent Lab	Cath Fallon	People & Organisational Development Strategy Enterprise Strategy		A Prosperous Wales A Resilient Wales A Healthier Wales A Wales of Cohesive Communities A Globally Responsible Wales A Wales of Vibrant Culture and Thriving Welsh Language A More Equal Wales	X	X	X	X	X				

A balanced scorecard to measure service performance / impact (Some standard measures of performance on staff, finance and customers have been included that all services must report)

Staff (Key infrastructure)										
Indicator	**Actual 2013/14**	**Actual 2014/15**	**Actual 2015/16**	**latest Wales Av**	**Target 2016/17**	**Actual 2016/17 Q1**	**Actual 2016/17 Q2**	**Actual 2016/17 Q3**	**Actual 2016/17 Q4**	**Context/ Comment**
Average days lost to sickness absence per FTE employee	2.01	10.6								
Percentage of employees who leave the department	7.5%	11.27%								
Percentage of staff that received a performance review										
Percentage of staff who require safeguarding training who have received it i) level 1 and ii) level 2										

Budget (Key infrastructure)										
Indicator	**Actual 2013/14**	**Actual 2014/15**	**Actual 2015/16**	**latest Wales Av**	**Target 2016/17**	**Actual 2016/17 Q1**	**Actual 2016/17 Q2**	**Actual 2016/17 Q3**	**Actual 2016/17 Q4**	**Context/ Comment**
Forecast overspend or underspend each quarter				-						
Percentage of savings set in budget mandates being achieved (Mandate 29)				-						
Percentage of savings set in budget mandates being achieved (Mandate 32)		31,000		-						

Processes (How Much and How Well?)										
Indicator	**Actual 2013/14**	**Actual 2014/15**	**Actual 2015/16**	**latest Wales Av**	**Target 2016/17**	**Actual 2016/17 Q1**	**Actual 2016/17 Q2**	**Actual 2016/17 Q3**	**Actual 2016/17 Q4**	**Context/ Comment**
Average days lost to sickness absence per FTE employee – Whole Authority	11.9	9.8								
Percentage turnover of local authority employees – Whole authority	6.8	11.88								
Number of employees (Headcount)	4025	3800								
Cost of agency staff – Whole Authority (£'000)	1121	n/a								
Cost of agency staff as a percentage of the total pay bill (%)	1.17	-								
Percentage of staff who have received a performance review				-	100%					
Number of programmes/workshop/activities held	-	-		-						
Number of attendees		-		-						
Average perceived increase in skills/knowledge level as a result of attending training courses	-	-		-	20%					
Average level of enjoyment of training courses	-	-		-	90%					
Average level of new knowledge & ideas gainined from training courses	-	-		-	90%					

Average level of perceived ability to apply the learning from training events	-	-		-	90%					
Average level of perceived effect on work from the learning gained from training courses	-	-		-	90%					

Customers (Outcome / Is anyone better off?)										
Indicator	**Actual 2013/14**	**Actual 2014/15**	**Actual 2015/16**	**latest Wales Av**	**Target 2016/17**	**Actual 2016/17 Q1**	**Actual 2016/17 Q2**	**Actual 2016/17 Q3**	**Actual 2016/17 Q4**	**Context/ Comment**
Number of complaints received										
Number of compliments received										

Impact

Record any further evidence of Impact Made *Social stories, you tube clips, events etc.…*

Risk Register 2016-19

Guidance on MCCs risk process is available on The Hub. In addition to medium term risks affecting the authority you may also identify long term risks to our county and its people. Risk likelihood, impact and Levels are available in the risk matrix, as part of the risk management guidance.

Risk	Reason why identified	Risk Level (Pre – mitigation)				Planned Mitigation	Residual Risk Level (Post – mitigation)				Responsibility Holder	Progress & impact of actions 2016/17 Q1	Progress & impact of actions 2016/17 Q2	Progress & impact of actions 2016/17 Q3	Progress & impact of actions 2016/17 Q4
		Year	Likeli-hood	Imp-act	Risk Level		Year	Likeli-hood	Imp-act	Risk Level					
Uncertainty of Williams Report and possible amalgamation	Threatens resources and affects our ability to deliver effective culture change	16/17 17/18 18/19	Likely	Major	High	Our People Services offer is designed such that it makes it applicable to any organisation, whether that be MCC or a wider organisation. We will continue to develop and iterate the offer to ensure its relevancy	16/17 17/18 18/19				People Services Leads				
Current financial challenges and continued budget cuts	To ensure we can continue to effectively meet the needs of the organisation within resources	16/17 17/18 18/19	Almost Certain	Substantial	High	By working as a cohesive, connected team we will be able to ensure effective use of resources in response to demand. We continue to explore all avenues for income generation and developing the commercial viability of our products	16/17 17/18 18/19				People Services Leads				
Our service is non-statutory and so the organisation could choose an alternative external provider	To ensure that our service continues to be cost effective, competitive and relevant to the organisation	16/17 17/18 18/19	Possible	Major	Medium	Our offer as a service is intrinsically linked to the values and outcomes of our organisation. Demonstrating this through clear governance and measurement will continue to provide confidence that the Authority is receiving a high quality effective and competitely priced service.	16/17 17/18 18/19				People Services Leads				
External customers not renewing Service Level Agreements	Losing external customer would have server budgetary implications so we need to ensure we are providing the service that they need and to a high quality	16/17 17/18 18/19	Possible	Substantial	Medium	We will continue to work closely with our external customers to better understand their needs and how these can best be met. We will continue to respond to feedback to ensure our service is	16/17 17/18 18/19				People Services Leads				

Risk	Reason why identified	Risk Level (Pre – mitigation)				Planned Mitigation	Residual Risk Level (Post – mitigation)				Responsibility Holder	Progress & impact of actions 2016/17 Q1	Progress & impact of actions 2016/17 Q2	Progress & impact of actions 2016/17 Q3	Progress & impact of actions 2016/17 Q4
		Year	Likeli-hood	Imp-act	Risk Level		Year	Likeli-hood	Imp-act	Risk Level					
						relevant and provides demonstratable best value									
Strategic direction of MCC could change	To ensure a continued awareness of strategic direction to remain relevant in our service delivery	16/17 17/18 18/19	Possible	Moderate	Low	Clear governance and a pro-active approach will ensure that demand continues to drive our work. This will enable us to more effectively adapt to changes in strategic direction	16/17 17/18 18/19				People Services Leads				
Capacity of People Services to respond to rapid pace of change	To embrace flexibility in our service provision to continue to provide a relevant and responsive service	16/17 17/18 18/19	Likely	Moderate	Medium	A collective response to demand and further development of service provisions, such as the People Services Toolkit, will ensure the most efficient use of current capacity	16/17 17/18 18/19				People Services Leads				
Risk that IT Systems will not efficiently meet our organisational needs	Data needs to be accurate, timely and relevant. We also need to ensure we are fully utilising the capacity of existing systems	16/17 17/18 18/19	Possible	Substantial	Medium	Extensive work continues to be undertaken to develop and make best use of current IT system. This will continue to be monitored and appropriate alternative providers will be explored if current service is unable to meet our organisational needs.	16/17 17/18 18/19				People Services Leads				
Failure demand for People Services creating increased pressure on already limited capacity	Failure demand needs to be monitored and steps taken to reduce this wherever possible	16/17 17/18 18/19	Possible	Moderate	Low	Clear protocols, workflows and the Toolkit wil give clear guidance and advice at first contact. Responding to both service and individual feedback will ensure that our service continues to adapt and develop to reduce failure demand.	16/17 17/18 18/19				People Services Leads				
Alternative Delivery Model	ADM could effect People Services sturtuce and ability to provide full service. Also workload implications in	16/17 17/18 18/19	Almost Certain	Substantial	High	The needs of the organisation will continue to be assessed as the alternative delivery model progresses to ensure	16/17 17/18 18/19				People Services Leads				

Risk	Reason why identified	Risk Level (Pre – mitigation)				Planned Mitigation	Residual Risk Level (Post – mitigation)				Respon sibility Holder	Progress & impact of actions 2016/17 Q1	Progress & impact of actions 2016/17 Q2	Progress & impact of actions 2016/17 Q3	Progress & impact of actions 2016/17 Q4
		Year	Likeli-hood	Imp-act	Risk Level		Year	Likeli-hood	Imp-act	Risk Level					
	developing and assisting with the ADM					these can still be met. The People Services offer is structured to support an ADM and will be a key part of the development process.									

monmouthshire sir fynwy

Future Generations Evaluation
(includes Equalities and Sustainability Impact Assessments)

Name of the Officer completing the evaluation Lisa Knight-Davies **Phone no: 07814139878** **E-mail: lisaknight-davies@monmouthshire.gov.uk**	**Please give a brief description of the aims of the proposal** **To present a progress report for the People and Organisational Development Strategy.**
Name of Service People Services	**Date Future Generations Evaluation** form completed 8/03/16

1. **Does your proposal deliver any of the well-being goals below?** Please explain the impact (positive and negative) you expect, together with suggestions of how to mitigate negative impacts or better contribute to the goal.

Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
A prosperous Wales Efficient use of resources, skilled, educated people, generates wealth, provides jobs	This People and Organisational Development Strategy aims to bring the many facets of people and organisational development we run and promote into one composite piece. Some of these activities and programmes have achieved great outcomes already, whilst others are a work in progress and that's important because this is a learning process and an investment in continually improving performance. Our people must be enabled with the right tools to operate optimally in what is a permanent state of transition and this is no easily 'measurable' task. The aim is for this strategy to make a key contribution to ensuring people development initiatives support our	Develop bespoke solutions to support both volunteers and staff supporting to improve efficiency and impact measurement.

Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
	core purpose and business approach in a systematic and sustained way. We aim to provide a cohesive People Services Offer that meets the needs of our people before and throughout their journey with Monmouthshire.	
A resilient Wales Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)	The way we support people, our core training and supportive pathways ensures that the appropriate advice, support and guidance is available to help individuals focus on resilience and sustainability. Our Volunteers are active in a variety of different ecological projects across the county from Path care and Bridge surveys, volunteers supported by our countryside department making a positive impact on our county. We have been supporting voluntary groups that have taken ownership of areas in Monmouthshire and are actively reinstating wild flower gardens across the county.	Supporting the collaboration between all parties involved will contribute to future proofing our offer. Sharing expertise, networks and resources will ensure quality is evident.
A healthier Wales People's physical and mental wellbeing is maximized and health impacts are understood	We aim to increase the level of support for volunteers in Monmouthshire, directly improving the experience for the volunteer through leading Volunteers training and the Volunteer Toolkit. The clear guidance ensures that we are supporting volunteers at the same standard across the authority. Within the programme we will use a distance travelled tool to measure the impact of the opportunity on the Volunteer.	The way in which we support our volunteers through regular supervision sessions will allow us to shape the opportunity to the needs of the individual. Setting agreed goals and reinforcing recognition and achievements. Reduction of barriers to participation is a key aim to the programme, allowing more volunteers to be engaged and supported. The level of the support offered will be high and consistent.

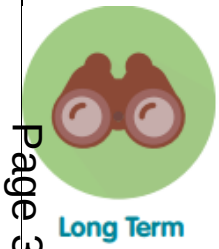
Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
	In 2009 the University of Ulster carried out a study looking at the impact on volunteers' health the research showing that, under certain circumstances, volunteering has a positive effect on volunteers' health. Some of these health benefits found were: - • Volunteering supports mental and physical health by providing stimulation, something to do, exercise, as well as routine and structure in life. • The social aspect of volunteering is highly valued. It provides the opportunity to be socially connected thus buffering the effects of depression, loneliness and social isolation. • Volunteering has a positive effect on attitudes, stress and coping style • Volunteering takes people out of their own environment, helps them to gain perspective and broaden their outlook • The additional benefits in terms of positive outcomes for volunteers are the feel good factor of making a contribution to the lives of others and being appreciated and feeling valued for what they do. Our learning opportunities ensure that managers are able to assess and support colleagues to ensure that their physical and mental wellbeing needs are met. This programme of support includes positive psychology, emotional resilience and mental toughness workshops as well as workshops focusing on identifying signs and symptoms of stress to help early intervention and support. These learning	Wellbeing support and training is available to our colleagues on and off our payroll. Our wellbeing courses have strong emphasis on the benefits of mindfulness and exercise to help ensure our people look after both their mental and physical wellbeing.

Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
	opportunities are also open to volunteers across the Authority to ensure that they have the same access to wellbeing support. We have plans in place to centralise and improve access to individual coaching and counselling services. Not only will this improve access to mental health support, it will also help to reduce the stigma surrounding mental health challenges.	
A Wales of cohesive communities Communities are attractive, viable, safe and well connected	**Additions and updates to the policy suite – volunteering, capability procedure, mentoring and work experience We are working to integrate WFG into these policies e.g. volunteering has strong links with many of the Wellbeing Goals, especially a Wales of Cohesive Communities, and is a good example of working collaboratively.**	The regular organisation of networking opportunities for Volunteers and the staff that support them. This reduces the silo mentality often found, agreeing a common purpose and working cohesively.
A globally responsible Wales Taking account of impact on global well-being when considering local social, economic and environmental wellbeing	As part of the research for this project we have highlighted the Cities of Service impact volunteering model as global best practice. Now achieving coalition status with the Cities of Service programme we are supported globally and learning how being part of a global movement can benefit Monmouthshire. We also feed our learning and achievements into the Cities of Service programme therefore globally we are making an impact on wellbeing through shared learning. Our RESULT Coaching Programme for managers, supervisors and anyone aspiring to leadership roles focuses on decision making	The mentoring we have received through the Cities of Service programme has allowed us to foresee potential concerns. The mentors we have received are four to five years into implementing their models and happy to share their learning. We are also aware that whist Cities of Service provides a platform we acknowledge that one size does not fit all. We will take the learning and create a bespoke adaptable model for Monmouthshire. We continue to provide training that focuses on the triple context within decision making to ensure that consideration is given to all aspects of global well-being.

Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
	within the triple context. By the triple context we mean that decisions take into account, economic, social, environmental and other impacts of decision making on individuals, communities and beyond. This approach to decision making ensures that whilst costs are minimized other impacts are mitigated.	
A Wales of vibrant culture and thriving Welsh language Culture, heritage and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation	We aim to produce our literature and online presence bilingually to promote the Welsh language and conform to the Welsh Language legislation (Welsh Language) (Wales) Measure 2011.and accompanying welsh language standards. Volunteering opportunities within Tourism Leisure and culture are strong and well established from Tourism Ambassadors to Young Ambassadors in sport, museums, libraries etc. We aim to build on this platform to improve participation with volunteers supporting the delivery of welsh language and culture to the citizens in Monmouthshire. The Eisteddfod is located in Abergavenny in 2016 therefore we will be heavily involved in the recruitment and support of volunteers for the event. There are regular opportunities for people to access information bilingually and further opportunities are available on request.	Clear communication within communities is key to developing a vibrant culture, enabling our residents to make impacts on the priorities within their community. For example in Caldicot they have we have just supported a community led fireworks display. Supported by 110 volunteers giving 1400hours delivering an event for 10,000 people.

Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
	Our involvement in this year's Eisteddfod is a great opportunity for us to participate in and promote a thriving welsh culture.	
A more equal Wales People can fulfil their potential no matter what their background or circumstances	Volunteering offers a platform for people to gain new skills and experiences, this can often be a taster or a transitional route into a new career. Within our programme we have equal opportunities guidance within the Volunteer toolkit and follow fair and equal recruitment procedures of our volunteers. Our focus across the whole of People Services is upon supporting and enabling individuals to reach their full potential through support, advice, guidance and training. These opportunities are available to all. We also anticipate that our pathways for colleagues, managers and supervisors can assist with succession training and giving everyone equal access to learning opportunities. We measure the impact of all support to ensure that it is relevant and meeting the needs of each individual. We ensure that we appropriately monitor access to our services via completion of equal opportunities questionnaires linked to protective categories.	All of our policies and procedures are guided by the current local and national equal opportunities guidance and legislation.

2. How has your proposal embedded and prioritised the sustainable governance principles in its development?

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? Describe how.	If not, what has been done to better meet this principle?
 Balancing short term need with long term and planning for the future	With the implementation of the programme and strategy we no longer have a scattergun approach to volunteering in Monmouthshire. With strategic investment and working closely with volunteers and communities to enable our rich social capital. The programme will develop and equip our communities effectively to contribute to their priorities. This in turn contributes to our organisational priority of creating resilient sustainable communities. As the programme is linked to strategy it gives it a solid base and credibility and longevity. The sustainability of the programme is supported by the investment in our volunteers and the staff that support them. This investment is through training for both volunteers and staff also the infrastructure with is focused around the developing Volunteer Toolkit. This toolkit sets out guidance for both volunteers and staff and provides the framework to support both parties. Many current volunteering projects contribute to environmental. Our focus is to provide support advice and guidance that is sustainable and linked to long term priorities. Our approach in terms of data led demand and decision making will enable us to keep up to date with current and future trends within the county and communities so that our ongoing planning is always linked to future demand and anticipated changes.	With the funding for the programme being two years we have the opportunity to build a sustainable programme underpinned by a robust infrastructure of support for Volunteers and community groups. The implementation of a Volunteer toolkit coupled with a training programme will give both staff and volunteer's clear guidance and improved confidence in joint working. The closer we can work with our communities the more strength and positive networks will improve the lives of Monmouthshire residents for the challenging future.

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? Describe how.	If not, what has been done to better meet this principle?
Working together with other partners to deliver objectives	The programme will collaborate firstly with communities and volunteers themselves. Internally within the council by promoting joint working and the Volunteering Managers Network supports this ethos. Our strongest partner in co-delivery is Gwent Assocciation of Voluntary Organisations, our work is aligned and we are planning to co deliver training for volunteers in Monmouthshire. Currently a joint initiative with Community Connections has led to a Volunteer Coordinator being appointed at Mardy Park Resource Centre. We are working with other local authorities and public bodies both locally and nationally for example Aneurin Beavan Health Board. We are currently supporting WCVA with taking Volunteering forward in the public sector. The Cities of Service coalition is global and our mentoring comes from the United States so our collaboration is also global. People Services work in partnership with both internal and external partners. For example we have a range of internal and external partners that assist with the design and delivery of learning interventions. Our combined strategies involve shared priorities with partners and in many areas of People Services work in collaboration with other public and third sector bodies, private companies and individuals.	

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? Describe how.	If not, what has been done to better meet this principle?
Involving those with an interest and seeking their views	The programme involves a variety of groups for development and feedback. We are linked with community networks to better understand priorities. Internally staff have been involved through network groups and other avenues. We continually seek involvement and views through Monminds, the staff conference, staff surveys and individual feedback. We also link in with national bodies like WCVA and SOLACE to better understand and take into account additional perspectives.	
Putting resources into preventing problems occurring or getting worse	Preventative measures can be implemented and supported by our connected programmes of work through early identification of priorities. Our updated People Services offer and method for performance appraisal (check In Check Out) ensures that priorities are established and any barriers and challenges are identified at the earliest opportunity and plans put in place to ensure ongoing and continuous improvement.	

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? Describe how.	If not, what has been done to better meet this principle?
Considering impact on all wellbeing goals together and on other bodies	With the development of MCC's Coaching Model we have ensured that more managers, supervisors and volunteers than ever have undertaken learning and development which is underpinned by our equal opportunities policy, supports the ethos of the Future Generations Act, by ensuring that all business and personal decisions are undertaken within the wider context and recognise the impact on people. Our priorities and actions have clear social, economic and environmental benefit and working with our partners will ensure an integrated approach. The way in which we support individuals and through our collaborative approach both internally and externally will maximise the impact of wellbeing goals.	

2. Are your proposals going to affect any people or groups of people with protected characteristics? Please explain the impact, the evidence you have used and any action you are taking below. For more detailed information on the protected characteristics, the Equality Act 2010 and the Welsh Language Standards that apply to Monmouthshire Council please follow this link: http://hub/corporatedocs/Equalities/Forms/AllItems.aspx or contact Alan Burkitt on 01633 644010 or alanburkitt@monmouthshire.gov.uk

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Age	We aim to engage with all members of the community using a variety of channels without discrimination.		

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Disability	We aim to tailor all opportunities to ensure access for all without discrimination. Meeting the needs of the individual and providing the relevant support where required.		
Gender reassignment	We aim to tailor all opportunities to ensure access for all without discrimination. Meeting the needs of the individual and providing the relevant support where required.		
Marriage or civil partnership	We aim to tailor all opportunities to ensure access for all without discrimination. Meeting the needs of the individual and providing the relevant support where required.		
Pregnancy or maternity	We aim to tailor all opportunities to ensure access for all without discrimination. Meeting the needs of the individual and providing the relevant support where required.		
Race	We aim to tailor all opportunities to ensure access for all without discrimination. Meeting the needs of the individual and providing the relevant support where required.		

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Religion or Belief	We aim to tailor all opportunities to ensure access for all without discrimination. Meeting the needs of the individual and providing the relevant support where required.		
Sex	We aim to tailor all opportunities to ensure access for all without discrimination. Meeting the needs of the individual and providing the relevant support where required.		
Sexual Orientation	We aim to tailor all opportunities to ensure access for all without discrimination. Meeting the needs of the individual and providing the relevant support where required.		
Welsh Language	We aim to set up Welsh speaking volunteering opportunities within the county to add value and better meet the needs of the Welsh speaking residents of Monmouthshire. Access to guidance and training can be available in the Welsh Language upon request.		

4. **Council has agreed the need to consider the impact its decisions has on important responsibilities of Corporate Parenting and safeguarding. Are your proposals going to affect either of these responsibilities?** For more information please see the guidance http://hub/corporatedocs/Democratic%20Services/Safeguarding%20Guidance.docx and for more on Monmouthshire's Corporate Parenting Strategy see http://hub/corporatedocs/SitePages/Corporate%20Parenting%20Strategy.aspx

	Describe any positive impacts your proposal has on safeguarding and corporate parenting	Describe any negative impacts your proposal has on safeguarding and corporate parenting	What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts?
Safeguarding	Safeguarding has been a priority and we have implemented safe recruitment processes and guidance across Monmouthshire. Through the wider training programme, volunteers have undertaken training for Safeguarding Level 1 and POVA for Volunteers in regulated activity. For young people volunteering under 16 we have implemented both safeguarding protocol and bespoke training. Our Safe Recruitment workflow and video help support our approach to safeguarding and provide the tools to do the job.	There is a risk that Safeguarding protocol could be seen as a barrier to Volunteering, however when working with children, young people and vulnerable adults there is little room for negotiation.	
Corporate Parenting		This has not currently implemented but has been highlighted as a potential area for future development.	

5. What evidence and data has informed the development of your proposal?

The very ethos of our approach is based on data and evidence to make informed decisions. The data and evidence has been captured through staff surveys, conferences, service interventions and feedback from managers and colleagues. Monminds continues to provide wider perspectives and keeps us in touch with the thoughts and views of our colleagues.

6. **SUMMARY: As a result of completing this form, what are the main positive and negative impacts of your proposal, how have they informed/changed the development of the proposal so far and what will you be doing in future?**

Our collective work as People Services and our collaboration with the wider organisation has a positive impact on all of the wellbeing goals, and has been developed collaboratively help support our colleagues and communities and to maximise their contribution to improving social, economic, environmental and cultural wellbeing in Monmouthshire. There are no negative impacts. We are confident that we are delivering a model that is in response to what is required by our organisation, our colleagues and our communities.

7. **ACTIONS: As a result of completing this form are there any further actions you will be undertaking? Please detail them below, if applicable.**

What are you going to do	When are you going to do it?	Who is responsible	Progress

8. **MONITORING: The impacts of this proposal will need to be monitored and reviewed. Please specify the date at which you will evaluate the impact, and where you will report the results of the review.**

The impacts of this proposal will be evaluated on:	**1st September 2016**

9. **VERSION CONTROL: The Future Generations Evaluation should be used at the earliest stages of decision making, and then honed and refined throughout the decision making process. It is important to keep a record of this process so that we can demonstrate how we have considered and built in sustainable development wherever possible.**

Version No.	Decision making stage	Date considered	Brief description of any amendments made following consideration

1			

This page is intentionally left blank

REPORT

SUBJECT:	**iCounty Strategy Business Plan**
MEETING:	**Cabinet**
DATE:	**13th April 2016**
DIVISION/WARDS AFFECTED:	**All**

1. PURPOSE:

1.1 The purpose of this report is to present the iCounty Strategy Business Plan for 2016/19, along with a report on MCC's Digital and Technology service and how it aligns with MCC's iCounty, People and Place strategies.

2. RECOMMENDATIONS:

2.1 That cabinet agree the 2016/19 iCounty Business Plan and delivery report.

3. KEY ISSUES:

3.1 Technology is moving at pace, and digital services need to embrace the digital world and harness the benefits to support sustainable communities and economies. In order to ensure that MCC captures the benefits of digitisation the iCounty Strategy was developed in April 2014 and was agreed through the Council's committee approval processes in July 2014.

3.2 This is the second year of implementation, and the business plan has evolved and has been refined through learning and experience, as well as through collaborating with partners and organisations across the UK to ensure the strategy is robust and sustainable.

3.3 MCC has achieved some significant developments since iCounty was first approved, and the foundations have been laid for a sustainable ICT infrastructure, self-build ICT platforms, digital transformation and digital service provision. The attached report outlines MCC's Digital and Technology Business Plan and proposals to achieve sustainable digital services.

4. REASONS:

4.1 In order to ensure that MCC reaps the benefits of technology and digitisation it is essential for the iCounty strategy to be supported by a robust business plan. The plan supports the 3 pillars of iCounty:

a) Improving internal services, data delivery and infrastructure
b) Digitally enabled, inclusive and connected communities

c) Creating products and commercial assets

4.2 The Business Plan also aligns with the People, Asset Management, MTFP and SRS strategies as well as linking in with MCC's Business and Service Improvement Plans.

5. RESOURCE IMPLICATIONS:

5.1 Other than the resources to provide the core Digital Projects Team, this iCounty programme will be measured on a project by project basis with detailed business cases being brought forward for each. It is anticipated that funding will principally be on an 'invest to save' basis. Business cases will be prioritised by return on investment coupled with the optimum customer benefits.

6. CONSULTEES:

Senior Leadership Team
Digital Programme Board
Economy and Development Select Committee
SRS

7. BACKGROUND PAPERS:

a) The iCounty strategy
b) The Digital and Technology Business Plan 2016/19
c) Report on the iCounty Strategy, Digital Business Plan and Digital Roadmap 2016/19
d) The ICT in schools Business Case

8. FUTURE GENERATIONS IMPLICATIONS:

a. The significant equality impacts identified in the assessment are summarised below for members' consideration:
   i. Digitisation will improve accessibility of information for monmouthsires residents and businesses
   ii. The ICT in schools business case will support digital skills, and increase job prospects in digital industries
   iii. Monmouthshires businesses and communities will benefit from the increase in super-fast broadband connectivity.

b. The actual impacts from this report's recommendations will be reviewed every 3 years and criteria for monitoring and review will include: Continuous assessment of the Digital And Technology Business Plan to ensure it aligns with and delivers the iCounty strategy in a sustainable way for future generations.

AUTHOR: Sian Hayward – Digital and Technology Manager

CONTACT DETAILS:

Tel: 01633 344309 / 07825 450791
Email: **sianhayward@monmouthshire.gov.uk**

Appendix 1.

iCounty Strategy, Digital Business Plan and Digital Roadmap 2016/19

1. MCC Digital Strategy

1.1 MCCs Digital direction is based upon its iCounty Strategy and Digital Roadmap which were agreed in July 2014. The strategy consists of three 'pillars' of-

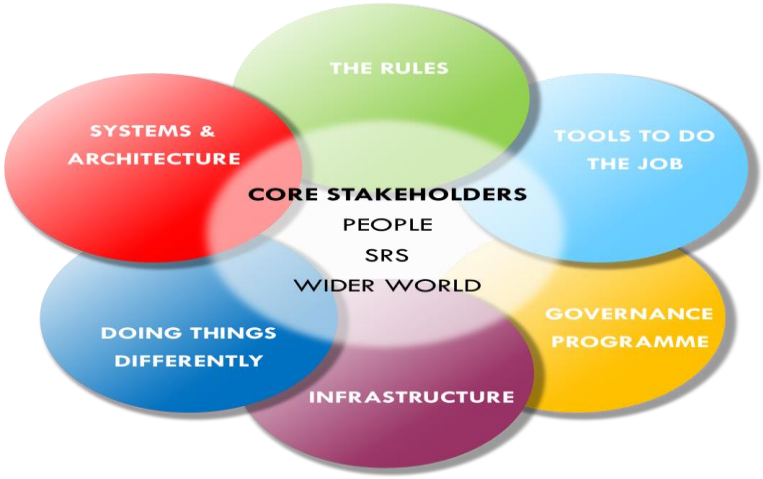
1. **Improving internal systems, data delivery and infrastructure** in order to continually re-invent the services that matter to our communities, and demonstrate the path we are on to becoming an effective and nimble council.
2. **Digitally enabled and connected communities** that recognise the increasing relevance of technology and work with the council to solve problems and improve the quality of life, position people for jobs and stimulate participation in public life
3. **Creating products and commercial assets** that realise potential commercial product offerings and support expansion and creation of local digital clusters.

1.2 The iCounty strategy is part of the council's Pyramid of Plans, and is critical to the delivery of the People, Place and MTF strategies. It needs to link and work in tandem with them. iCounty is also an inextricable part of the Future Generations Act and in developing the council of the future.

2. MCC Digital Business Plan

2.1 The Digital Business Plan for 2016/19 details the practical and operational actions needed to enable delivery of the iCounty Strategy. It is based on the foundation work and evidence gathering that has been undertaken over the last 18 months. This Business Plan mainly relates to the 1st and 3rd pillars of iCounty, although there is a direct link with the 2nd pillars of 'Digitally enabled and connected communities' which sits within the Monmouthshire Business and Enterprise Team and is included in this commentary under Section 4.

2.2 Based on evidence and experience we have split the Business Plan and Roadmap into the following areas, putting people and business services at the heart of the plan–

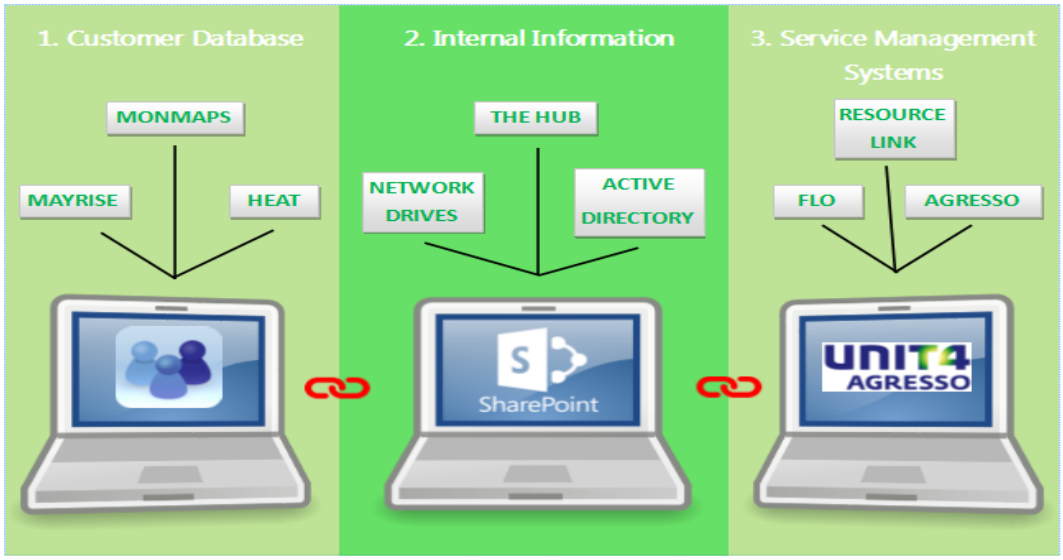


2.3 We have structured it in this way because digitisation has far more to do with the way people behave and work than the actual technology supporting it, and it's critical that we put customers and our service areas at the heart of everything we do. Giving people the tools to capture the efficiencies and connectivity that digitisation can bring will enable them to develop council services of the future in a sustainable way, whilst retaining ownership the future direction. The areas ringed in bold above are the 'people' focused sections.

2.4 Putting people at the heart of digitisation is not possible without linking directly in with the delivery of the People Strategy in order to give people the tools to do their jobs, and the Place strategy for the rationalisation of our buildings and office accommodation.

3. The plan sections

3.1 MONMOUTHSHIRE SYSTEMS ARCHITECTURE



3.2 Monmouthshire has around 80 different applications (I.T. systems), ranging from the very large corporate systems for finance and information management to much smaller, bespoke, and work-management applications.

3.3 Over the last **18 months** we have mapped our current applications to see which ones contain common elements e.g. customer databases, workflow and case management facilities. Some of the applications are nearing the end of their useful life or are based on old, outdated, technology that doesn't 'talk' to - or integrate with - other applications making them hard to administer.

3.1.3 The systems map is called our 'systems architecture' and we are aware that this needs to be updated and rationalised over the next **3 years** to take advantage of more efficient and updated technology and to integrate the systems into single, user friendly ICT platforms. This will be done by -

- Working with the SRS is to integrate our systems architecture with those of our partner organisations and plan for its refresh in tandem with them to create single platforms across several organisations, taking advantage of efficiencies and cost savings.
- Applying an agreed set of core principles for rationalising our systems architecture over the next 3 years as follows:

✓ Collaborate with partners to find the 'best of breed' of available apps balanced with 'good enough to do the job' to avoid unnecessary expense
✓ Wherever possible, work with the People Services OD team to assist with redesigning business areas first, and let business users design the ICT solutions afterwards
✓ Ensure that applications are built or procured using user-centric design principles
✓ Ensure interoperability of applications across the systems architecture
✓ Use Open Data as a standard
✓ Take a modular approach to building applications
✓ Reuse, buy, then build
✓ Cloud first
✓ No lengthy tie-in contracts

3.4 TOOLS TO DO THE JOB

3.2.1 In order to do their jobs people need effective applications with integrated systems architecture, along with the physical equipment to enable them to access information and interact with others wherever they may be working. They also need the skills to enable them to use technology and digitisation effectively.

3.2.2 We have listened to what customers and staff are saying about technology, and this knowledge and evidence has been used to set our direction for the next three years. This is what we have learned –

- Most employees tell us they simply want I.T. to work, and our customers are telling us that they want to transact with us 24/7 in the same way as they do with their banks or Amazon. This sounds simple enough, but to enable this to happen we need to work with our customers and employees to put the right infrastructure in place to enable it to happen, and this will take time and some investment in order to release benefits and savings.
- Our staff are also telling us that we need to communicate more, and let them know of developments in technology that will help them do their jobs as well as better ways of accessing information and self-help facilities.
- Evidence also tells us that many of the technology problems staff report to us are not as a result of faulty equipment and infrastructure, but as a result of a lack of basic ICT skills and knowledge and we need to address this too.
- In addition to having user led technology solutions it's important that any service re-design comes first. This is evidenced by our success within Social Care and Highways where customer and user-centric service re-design was undertaken before technology solutions were built. This was the key success factor for the Flo and Connected Worker apps.

3.2.3 Over the last **18 months** we have:

- Worked with service areas to give them the right tools to do their jobs, based on the way they work. This has enabled people to discharge their job roles effectively whether they are field workers, managers with remote teams, or office based staff with a need for specialist equipment.
- Found an effective 'Mobile Device Management' solution to ensure the integrity and security of any data accessed via mobile devices.
- Set equipment standards to ensure we are only supporting technologies that interact with our core technology platforms, saving money and allowing us to concentrate on problem solving.
- Identified a schedule for the replacement of equipment, based on its age and capacity. We need equipment to be speedily procured and well configured and maintained to ensure people can concentrate on their jobs rather than their equipment.
- Provided an effective Service Desk function backed up by on-site surgeries and engineers to trouble-shoot and mend.
- Provided self-help facilities for accessing information and improving digital expertise for employees via The Hub
- Developed The Hub as a corporate information platform, providing team sites for service areas to work together and share information and best practice. We have also developed areas of the Hub for Performance information and for the People Hub.
- Set up the Digital Champion network

3.2.3 Over the next **3 years** we will develop more tools for people to do their jobs by:

- Working in tandem with Service Areas to assess the ICT implications of changing and modernising their working methods, alongside changes to the systems architecture.

- Working with the Customer Services Programme team to implement customer-centric ICT platforms that support the customer services strategy and channel shift as well as integrate with back office systems, assisting with the systems architecture rationalisation.
- Developing team sites across all services, building on existing successful sites and connecting the whole authority.
- Developing more effective communications on digital issues via newsletters, a Digital Hub site, training videos, 'how to' videos, the Digital Champion network and a 'Call to action for digitisation!' across the council.

3.5 THE RULES

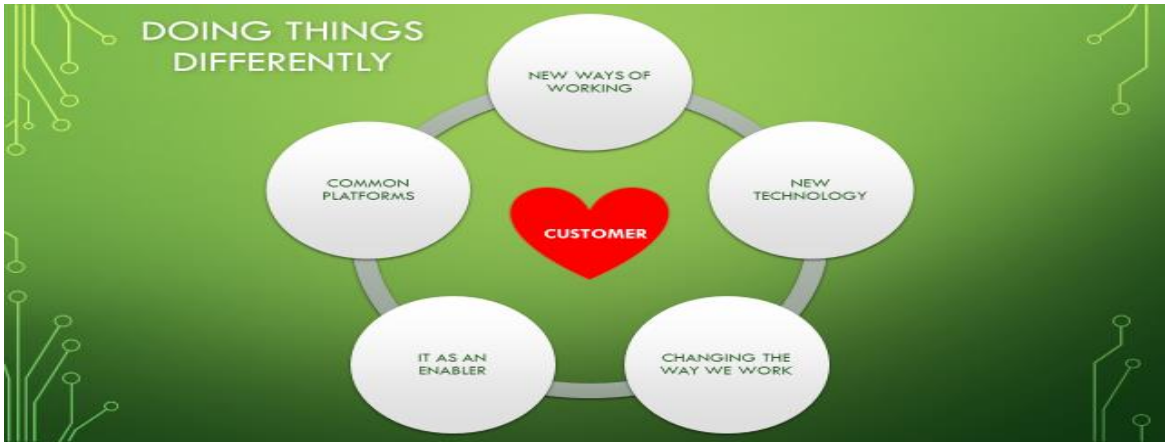
3.3.1 MCC has developed polices for information governance, security, agile working, equipment use and electronic communications. There is some evidence that current rules and policies are not integrated into everyday working life, or that their purpose is not readily understood. These rules are meant to guide people's behavior in relation to security and data integrity, and to protect them from inadvertently releasing the wrong data to the wrong people. There is also a need to ensure the rules enable the council to discharge its safeguarding obligations.

3.3.2 We need buy-in from all of our partners, Members and staff to ensure that policies are fit for purpose, are understood and can be applied across the whole business, whilst recognising there is a balance between getting the job done and safeguarding sensitive information for vulnerable people.

3.3.3 The current policies will be refined and reviewed in **2016/17** to ensure that they are fit for purpose and can flex with business demands and advancements in technology.

3.3.4 In order to simplify the tools we use on an everyday we have agreed principles for the replacement of systems

3.4 DOING THINGS DIFFERENTLY



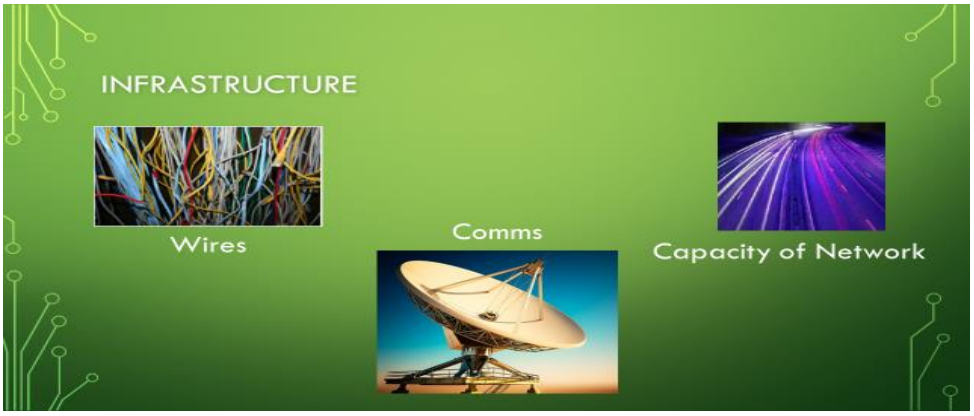
3.4.1There is an imperative for the council to keep pace with the digital revolution, and harness the benefits that it can bring for the council of the future freeing people up to make the biggest impact in their professional skills rather than getting bogged down in administration. Digitisation is no longer a trend but an essential part of daily life, and investing in delivering digitised services will enable us to capture economic as well as improved customer services.

3.4.2 The implementation of the Customer Services Strategy, including channel shift and the review of our systems architecture won't be undertaken by the Digital Projects Team alone. The business comes first, and there is an inextricable link with the OD service and the People Strategy to managing business change and upskill employees to spread their digital knowledge throughout communities.

3.4.2 We have learnt by experience that the most successful digital developments are those driven and owned by users and customers expressing their needs first. This is demonstrated in practice within the Social Care and the Operations teams, where service redesign was undertaken before applying technology solutions. To effectively capture the benefits of digitisation we need to work in partnership with the service areas, the SRS, SRS member organisations and our own OD/HR team. This will be our focus **for 2016/19** and we will -

- Concentrate on putting the customer and business at the heart of our work, implementing the customer services strategy and the ICT strand of channel shift and digital transformation.
- Prioritise the technology projects arising from Service Redesign, budget mandates and customer services projects choosing projects with the best customer benefits and/or the biggest financial savings.
- Work with Service areas to identify areas for automation or for inclusion in the corporate ICT platforms of Connected Worker, Customer Services and SharePoint apps.
- Work with the SRS to help us collaborate and integrate new technologies with the existing ICT infrastructure and systems architecture, and to give us advice and guidance on technology good practice.
- Develop a programme of systems architecture integration with partner organisations, choosing applications where best practice has been demonstrated.
- We will continue to develop integrated council platforms, share our information technology platforms where they are operating best practice and we want to help them when we have knowledge and expertise.

3.5 INFRASTRUCTURE



3.5.1 We absolutely rely on the SRS to provide a robust infrastructure for us to enable the council to work. That's our motto; "I.T. just works!" To do this we need the equipment, networks, communications, internet and all the wires and security to make it work, all of the time.

3.5.2 Over the last **18 months** we have worked with the SRS to review our network and communications infrastructure to ensure it is fit for purpose. We have found areas where investment is needed to upgrade it, particularly in our schools. We have also replaced the servers that hold the council's information to ensure it is safe and secure.

3.5.3 Our focus over the next **3 years** is to -

- Apply 'Cloud First' principles when we are refreshing our systems architecture, reducing the reliance on physical data halls and buildings.
- Upgrade and refresh the whole of the school estate infrastructure with the ICT in schools project.
- Ensure our ICT infrastructure is 'fit for purpose' to improve our own internal mobile communications at the same time as enabling the community to benefit from it.

3.6 MCC DIGITAL GOVERNANCE AND STRUCTURES

3.6.1 MCC has a business plan for implementation of its iCounty strategy, and recognises the importance of owning the governance, process and administration of its digital direction. It puts the customer at the heart of the business and looks at

ICT as an enabler to solve business problems falling out of service redesign. We recognise that simply applying technology to a problem doesn't work without first having analysed the problem we are trying to solve. The implementation of the iCounty strategy is a very large and complex programme of work, set out in this business plan. During the last **18 months** we have –

- *Established A Digital Programme Board* – ensuring iCounty is implemented as intended and managing our own performance as well as that of the SRS
- *Created a Digital Business Plan and roadmap*– this is the operational plan for implementation of the iCounty strategy for 2016/19
- *Set up a Digital Projects function* – which manages the business plan and provides essential digital programme support to the business and operating a relationship and performance management function with the SRS.
- *Linked in with the following key corporate strategies and legislation-*
  The People and Organisational Development Strategy – Flexing and changing digital technology to meet the demands of service redesign as well as modernising the way we work and giving staff the tools to do their jobs.
  The MTFP - Implementing technologies that automate processes and free people up to do their professional jobs at the same time as enabling efficiency savings. We have put in the groundworks for the Customer Services strategy, including the opportunities for channel shift via the web site, creating transactional savings. We have also reviewed the systems architecture and built interoperable apps with automatic e-forms and API's that will reduce license fee expenditure and the costs of supporting and maintaining apps.
  The Whole Authority Asset Management Plan – Linking in with the Councils accommodation and buildings requirements and ensuring that the right technology platforms and infrastructure are in place to make our buildings work.
  The SRS Strategy – Ensuring the SRS strategy aligns with iCounty and the digital strategies of our partners, creating a cohesive and interoperable direction for all partners.
  Future Generations – Ensuring that we harness the benefits of digitisation in providing sustainable services for future generations.

3.6.2 Over the **next 3 years** we will review and flex the governance arrangements to ensure they continue to provide effective performance management and relevant decision making processes.

4 Digitally Enabled and Connected Communities

4.1 Delivery of iCounty is not purely intended to benefit the council itself, but to benefit the communities and businesses of Monmouthshire. To this end the Monmouthshire Business and Enterprise team have achieved the following:

- In March 2015 Cabinet approved the **Broadband in Monmouthshire report** recommending access to ICT transformation funding to undertake digital access and ICT exploitation activities. The following outcomes have since been achieved:
- A **Digital Monmouthshire** web portal has been developed which is hosted as part of the www.monmouthshire.biz offer and also includes a directory of Tech, Digital and Creative businesses in the county; promotion of iCounty, promotion

of Online Council Services and promotion of Free Wi-Fi Public access and broadband guidance for the County.

- A **SMART Communities and Digital Access Manager** has been appointed to drive forward activities associated with the external strand of iCounty until May 2016;
- An £850,000 UK Government funded **infrastructure pilot offering innovative broadband solutions** for 1600 hard to reach Monmouthshire premises is expected to complete in March 2016. Rural properties in targeted areas that can now access a superfast broadband service for the first time have been direct mailed by AB Internet with a short term promotional offer which includes free connections and three months free service.

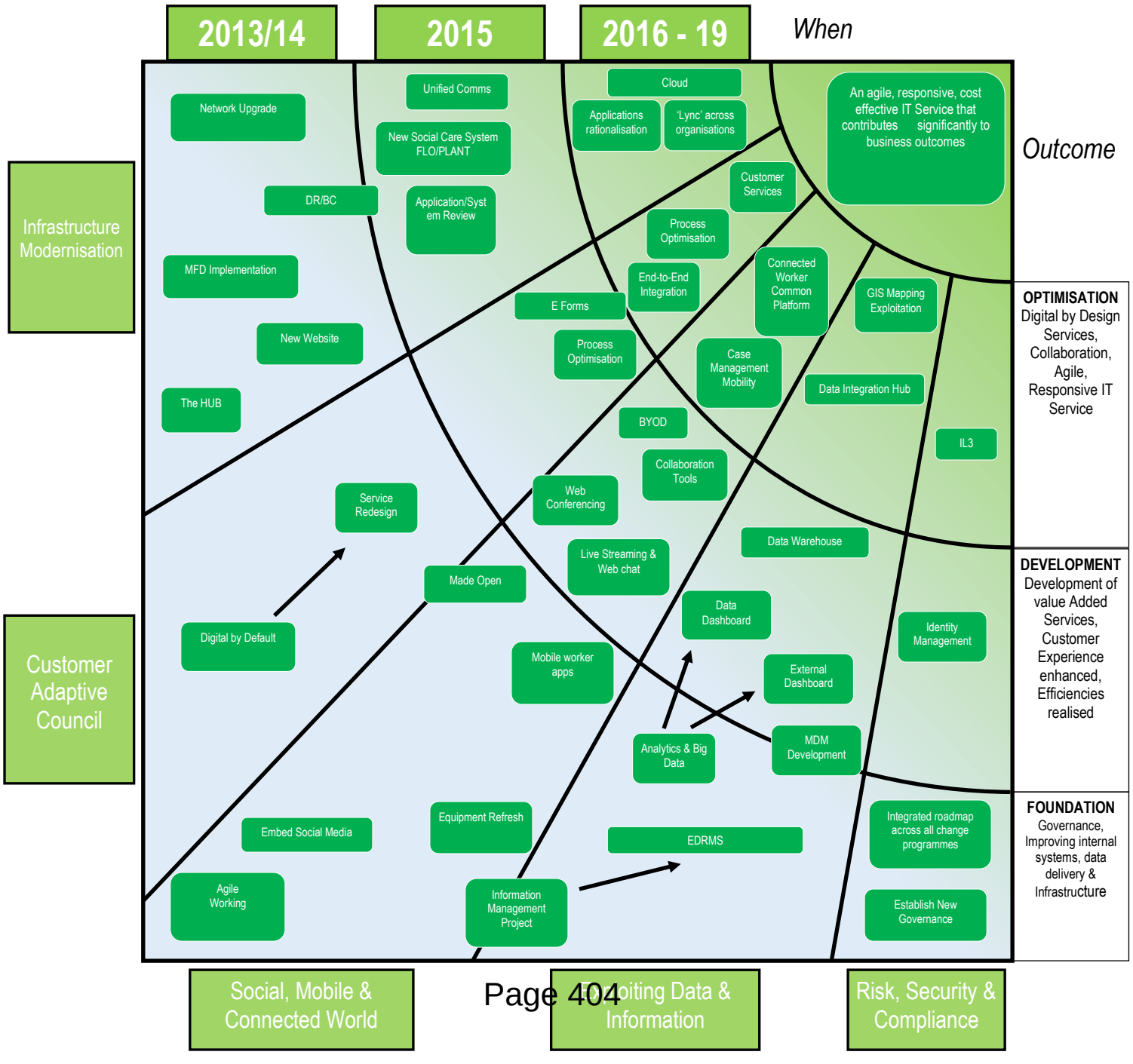
- **36,400 premises are now able to access Superfast Broadband** connections and there is an increased uptake with Monmouthshire's figures now standing at 15%;
- The UK Government's Super-Connected Cities Voucher scheme was closed in October 2015. 60 Expressions of Interest were supported from local businesses and 27 vouchers were awarded (with a cumulative value of £81,000 investment). In January 2016 the Welsh Government extended its Ultrafast Broadband Connection scheme for businesses into Monmouthshire and updated the Access Broadband Cymru grant scheme for residents and businesses. Both of these grant opportunity are now being promoted.
- A web page promoting **Skutrade** has also been launched. Skutrade is a pre-trade cloud based software that enables businesses to know the real-time full costs and profitability of selling products in international markets. Skutrade is being supported by MCC further to a **Cabinet report** presented in July 2015 which stipulates how Skutrade will help deliver the Council's iCounty and Monmouthshire Business Growth and Enterprise strategies by enabling Monmouthshire businesses to have reduced fee access to the platform. A progress update will be provided to the Economy and Development Select Committee at its April 2016 meeting.

5 Creating products and commercial Assets

5.1 Over the last 18 months we have created two self-build applications. One is the Social Care service case management system, Flo, and the other is the Operations service work management application, the Connected Worker. Both of these applications serve different purposes, though have the same features of scalability and integration with the rest of MCC's systems architecture. Both have the potential for commercial viability too, and whilst finalising completion and live launch of the products we have been exploring opportunities for commercialisation with very real potential shown through a re-seller for the Flo application, and through surrounding local authorities for the Connected Worker app.

5.2 Over the next **3 years** the commercial potential will be pursued, covering the initial investment costs of the systems plus income generation through ongoing sales.

6 Our Digital Roadmap



7 In Summary

7.1 Delivery of iCounty is not just about the wires and ICT infrastructure that we have in the SRS and our buildings. It is more about how we can capture the benefits of digitisation to connect people, make work and life easier, and reap the economic bonuses that it can bring. Putting people at the heart of iCounty means that business redesign comes first, and we can use technology as an enabler to make things simpler, faster and cheaper.

7.2 The focus of the business plan therefore centres on people, and helping them to discover how digitisation can transform the way they work and free them up to do the rewarding and interesting parts of their jobs within the community rather than the routine tasks that can be automated.

This page is intentionally left blank

monmouthshire sir fynwy

Future Generations Evaluation
(Includes Equalities and Sustainability Impact Assessments)

Name of the Officer completing the evaluation	**Please give a brief description of the aims of the proposal**
Sian Hayward **Phone no: 07971893998** **E-mail: sianhayward@monmouthshire.gov.uk**	To present the iCounty Strategy 2016/19 Business Plan
Name of Service Digital and Technical	**Date Future Generations Evaluation** form completed

1. **Does your proposal deliver any of the well-being goals below?** Please explain the impact (positive and negative) you expect, together with suggestions of how to mitigate negative impacts or better contribute to the goal.

Well Being Goal	**How does the proposal contribute to this goal? (positive and negative)**	**What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?**
A prosperous Wales Efficient use of resources, skilled, educated people, generates wealth, provides jobs	The themes of the iCounty Strategy are to use technology to increase digital skills in education and stimulate the digital economy in Monmouthshire, generating wealth and jobs.	Every aspect of the iCounty strategy and associated business plans is to develop a sustainable and economically viable digital economy for future generations.
A resilient Wales Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)	Digital economies, including digital infrastructures will enable business and government to communicate without travel and provide information without print and associated consumables, with a positive effect upon climate change. It will also enable businesses to thrive and the economy to improve in digital industries. The use of flexible ICT platforms and a robust and future proof ICT infrastructure and networks will enable businesses and government to provide sustainable, nimble and adaptable services.	

Well Being Goal	How does the proposal contribute to this goal? (positive and negative)	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
A healthier Wales People's physical and mental wellbeing is maximized and health impacts are understood	Digital comms and apps improve the accessibility to information and services in the areas of physical and mental wellbeing	
A Wales of cohesive communities Communities are attractive, viable, safe and well connected	Sharing MCC's robust ICT infrastructure and networks will assist with the connectivity of local businesses and communities, especially in the areas of super- fast broadband and fibre. Supporting schools to increase digital skills will help with the development of the digital economy in Monmouthshire and will support the viability and sustainability of communities.	The iCounty strategy includes the promotion and achievement of super-fast broadband connectivity across rural areas on Monmouthshire. This will better contribute to the positive impacts.
A globally responsible Wales Taking account of impact on global well-being when considering local social, economic and environmental wellbeing	Effective digital government services, communications and infrastructure will enable businesses to grow, people to find information and communicate with each other and stimulate the digital economy and jobs in digital industries.	
A Wales of vibrant culture and thriving Welsh language Culture, heritage and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation	Digital information and services are being improved across our cultural and leisure services, enabling electronic transactions 24/7 through the customer services (channel shift) strategy.	
A more equal Wales People can fulfil their potential no matter what their background or circumstances	Digital services will assist people with protected characteristics to access information and services in our rural community. They will also provide better employment opportunities for people working in digital industries.	

2. How has your proposal embedded and prioritised the sustainable governance principles in its development?

Sustainable Development Principle	How does your proposal demonstrate you have met this principle?	What has been done to better to meet this principle?
Balancing short term need with long term and planning for the future	Technology moves fast, and this business plan will enable a robust digital infrastructure is established supported by a strong digital platforms that can flex and evolve.	Providing a robust ICT infrastructure for both public and business use.
Working together with other partners to deliver objectives	MCC is working closely with its partners the SRS and other local authorities across the country to collaborate on the development and provision of IT applications and infrastructure. This will ensure a sustainable, cost effective, robust, and future proof infrastructure.	We are not just collaborating locally but are working with partners and agencies across the UK and beyond to provide sustainable technology services.
Involving those with an interest and seeking their views	Our stakeholders include employees of MCC, businesses and the general public. In devising this digital and technology strategy we have involved schools, businesses and employees.	
Putting resources into preventing problems occurring or getting worse	Implementation of the ICT strategy will ensure that technology keeps pace and we can build sustainable digital solutions to assist business and community to grow.	
Positively impacting on people, economy and environment and trying to benefit all three	Technology is a vital part of living, learning and working. Implementing the strategy and planning for the next 3 years on a rolling basis will stimulate the digital economy and jobs market at the same time as providing electronic information and services.	

3. ***Are your proposals going to affect any people or groups of people with protected characteristics?*** *Please explain the impact, the evidence you have used and any action you are taking below.*

Protected Characteristics	***Describe any positive impacts your proposal has on the protected characteristic***	***Describe any negative impacts your proposal has on the protected characteristic***	***What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?***
Age	Digital services will assist the elderly to access information and services. Government services can share health, housing and care information for the elderly, enhancing the quality of care. MCC internal digital adult care system will enable workers to have accurate and timely information on client care	No impact	The new social care app, FLO will assist with care of the elderly. Further developments in this system and the sharing of data with other government organisations will further enhance the level of care.
Disability	Digital services will assist people with mobility problems to access information and services.	No impact	
Gender reassignment	No impact	No impact	
Marriage or civil partnership	No impact	No impact	
Race	No impact	No impact	
Religion or Belief	No impact	No impact	
Sex	No impact	No impact	
Sexual Orientation	No impact	No impact	
Welsh Language	Digital communications from MCC systems such as the web site will be provided in English and Welsh	No impact	The Welsh language will continue to be promoted by the Digital Service through all digitally published material.

4. **Council has agreed the need to consider the impact its decisions has on important responsibilities of Corporate Parenting and safeguarding. Are your proposals going to affect either of these responsibilities?** For more information please see the guidance http://hub/corporatedocs/Democratic%20Services/Safeguarding%20Guidance.docx and for more on Monmouthshire's Corporate Parenting Strategy see http://hub/corporatedocs/SitePages/Corporate%20Parenting%20Strategy.aspx

	Describe any positive impacts your proposal has on safeguarding and corporate parenting	**Describe any negative impacts your proposal has on safeguarding and corporate parenting**	**What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts?**
Safeguarding	The provision of digital information services and improved social care apps will assist with the provision of care and information and therefore assist with the safeguarding of vulnerable children and adults. An example of this is sharing information between police, health and care workers in order to provide a more rounded picture of individuals and their care/safety needs.	No negative impacts	We will continue to develop apps and digital services in order to provide accurate information to carers and families, even in people's homes, to assist with speedier service provision and assessment of needs. Security of data will be enabled by simple electronic security on mobile devices and apps.
Corporate Parenting	ICT in schools is being updated and a significant investment over the next two years will enable children to increase their digital skills and teachers to be able to use technology in the classroom for teaching and learning. Learning digital skills will increase job prospects for children and assist with their learning.	No negative impacts	

What evidence and data has informed the development of your proposal?

Evidence collected over the last two years from Government, Partner organisations, MCC's strategies and plans, employees, businesses, communities and the general public and business cases. Evidence gained prior to the user led development of the new Social Care App. ICT in schools business case.

6. SUMMARY: As a result of completing this form, what are the main positive and negative impacts of your proposal, how have they informed/changed the development of the proposal so far and what will you be doing in future?

i. Digitisation will improve accessibility of information for monmouthsires residents and businesses
ii. The ICT in schools business case will support digital skills, and increase job prospects in digital industries
iii. Monmouthshires businesses and communities will benefit from the increase in super-fast broadband connectivity.

7. Actions. As a result of completing this form are there any further actions you will be undertaking? Please detail them below, if applicable.

What are you going to do	When are you going to do it?	Who is responsible	Progress

8. Monitoring: The impacts of this proposal will need to be monitored and reviewed. Please specify the date at which you will evaluate the impact, and where you will report the results of the review.

The impacts of this proposal will be evaluated on:	**04/04/2017**

Business Plan 2016/19

Service:	**Digital and Technology**
Service Manager:	Sian Hayward
Directorate:	Enterprise
Head of service	Peter Davies
MCC Priority: *Please choose as appropriate*	Supporting enterprise, entrepreneurship and job creation

Our Purpose

Complete this from the end users' perspective (Customers may be internal or external / Citizens)

To equip Monmouthshire with the digital expertise and confidence to apply technology in a productive way and drive streamlined, accessible public services.

'IT just works'

Evaluation of last year's performance

What did we want to achieve?	What have we done so far?	What difference has this made? (Impact based on tangible evidence)
ICT Programme management, Governance and business support – 1. Manage the ongoing implementation of iCounty and the Digital roadmap 2. Developing digital ideas, policies & business cases across the business, prioritising them effectively and securing a return on investment of ICT business cases (social and financial)	We have set up the governance arrangements around implementing the ICounty strategy, along with a Digital Board and this business plan.	It has provided a structure from which to work and focus on the right things without being distracted by ICT issues of a lesser priority.
Implement the ICT in schools business case and investment programme	The business case has been approved by council and cabinet and a comprehensive engagement programme with schools has resulted in all but 3 schools signing up to a new Service Level Agreement from April 2016 alongside a comprehensive investment programme.	It's too early to evaluate the difference it has made in schools as the investment programme has yet to be implemented, but positive benefits so far have been in the development of comprehensive SLA and performance management structure.
Further develop the Data Hub enabling the reporting and display of data in an accurate, automated and logical format.	We have developed many more team sites along with the People Hub.	Evidence from Members at Council and Committees has shown that this is an extremely valuable and useful resource to present information in an informative and visual way. The demand for similar data hubs for People Services and finance has proved its worth.
Provide a solution to the central integrated 'employee' database, collating employee data and automating the population of data sets. This will enable accurate records of hierarchy, equipment, office base, licence fees etc. for each post in the organisation.	We commissioned a prototype application to act as a 'middle point' for collation of employee data between existing legacy systems. The prototype failed as it was too complex and required a myriad of complex workflows and design features.	It has enabled us to learn that we need to focus on collaborating across other organisations to develop a shared suite of interoperable ICT platforms rather than attempt to connect our existing 'not fit for purpose' legacy systems architecture. This is now one of the key focus points for this year's plan.

What did we want to achieve?	What have we done so far?	What difference has this made? (Impact based on tangible evidence)
Continue to develop team sites to optimise the sharing of records and data	Demand for more sites to be built has exceeded the resources in place to set them up so there is a backlog of Team Sites to be built.	The usefulness and success of team sites has been proved by the increase in demand for sites. Feedback from existing team site users has been extremely positive and has provided another use for the SharePoint platform.
Support the compilation of the channel shift strategy (renamed Customer Services Strategy), assisting with the digital element of the programme following the business review of customer services.	We have facilitated initial discussions re: building the Services Strategy, and have decided upon a collaborative approach with TCBC to provide a scalable Customer Services Application in line with our ICT strategic principles set.	The App will be implemented in the first quarter of 2016/17 so the benefit will materialise through the year.
Manage the portfolio of ICT business cases– All tied in with the 'human' part of business management and business need.	We have developed a set of principles for ICT business cases which will easily channel technology purchases into towards using interoperable and scalable ICT platforms.	It has enabled the team to concentrate on using standardised council platforms rather than trying to service a myriad of different legacy systems and equipment that won't integrate. This will fall into the Systems Architecture section of this year's plan.
Channel shift – aligned to organisation corporate priorities	Same as Customer Services Strategy above.	Same as Customer Services Strategy above.
Review of systems architecture in MCC, planning the upgrade/renewal/addition/ deletion to the suite to ensure continued efficiency and effectiveness. Build shared and integrated systems and core platforms to avoid duplication and inefficiencies	We have set up a list of all MCC systems along with their licence fees, renewal dates and comments from service areas as to functionality.	This has helped us to deal with prioritisation of systems integration, renewal, interoperability and for forward planning of aligning our systems architecture with the needs of the business. It also has a side effect of helping with FOI requests.
Secure opportunities for collaboration with other LA's for applications and shared approach to ICT and Digital services	We have collaborated on a shared Planning system with TCBC as well as procurement of a Customer Services system called 'My Council Services'. We are also expanding our SharePoint expertise to other LA's and are seeking to share our Social Care and connected Worker platforms with other LAA's	This has had an impact on financial savings on procurement (tender cost avoidance) and licence fees (£70k per annum) as well as sharing expertise and avoided 'reinventing the wheel' for applications procurement and implementation.
Implement a robust MDM system that enables safe and secure BYOD	We have trialled MDM using proprietary security software which was costly and contained more functionality than we required. We learned that	We have learned to the principle of 'good enough' when selecting solutions and are using out of the box Exchange 2013 security settings which negates the need for costly licenced software.

What did we want to achieve?	What have we done so far?	What difference has this made? (Impact based on tangible evidence)
		This will now morph into us providing a standard set of devices which will link to the 'tools to do the job' matrix.
Work with the remote workforce to assess their requirements for access to information via appropriate ICT solutions to get a true 'connected workforce' as opposed to an equipped workforce	We have set up workstations for the remote workforce to access information on working for the council. We have also enabled care workers and the operational teams to use mobile devices to record and access information whilst out in the field. This has enabled work rotas, scheduling, care plans and form filling to be undertaken on site rather than typing up notes at the end of the day.	This has enabled our remote workforce to stay connected to the council, retrieving information, completing forms and planning their work and pay electronically. This represents considerable time and efficiency saving for staff, as well as assisting with lone working and work scheduling issues.
Ensure the whole MCC Asset Estate has adequate information storage, equipment, network and internet connectivity connecting with the Estates strategy	We have reviewed the whole estate to ensure that connectivity is sufficient to undertake data input and retrieval from all areas of the council. In some areas we have increased broadband speed where possible to enable our workforce to stay connected.	The biggest impact has been within shared buildings e.g. hospitals and care homes where different disciplines need to use technology across shared networks. It has increased connectivity and speed in many areas, and has influenced our decisions on location of staff hubs and offices.
Undertake business analysis before entering into an IT solution. Business first with ICT dropping out as the end solution to aid effectiveness and efficiency	We have worked with users on both the Flo and Connected Worker Apps, where we have acted as intermediary between the developers and the users to ensure alignment. We have also worked with service areas assessing their requirements for team sites on SharePoint and the Data Hub and People hub.	It has made a massive difference with users getting involved and building solutions that fit with the way they work. The share pint team sites have been so successful that we have a waiting list of teams wishing to have a site set up. Our use of SharePoint functionality has been identified as innovative and as best practice site by Microsoft.
Provide project liaison and management, working alongside client service areas and our delivery agents in order to assist both sides to co-ordinate and understand their expectations, roles and tasks within a project.	Worked with the service areas for the Connected Worker and Flo apps for both project management and equipment requirements that meet the needs of the job.	Project liaison has been critical in the building of the Connected Worker App, as there was evidence that the SRS and the service area have different expectations of deliverables and project timelines. Care Workers and Operations team members now have the best equipment to undertake their roles rather than the equipment they originally requested that didn't fit with Corporate apps.

Well-Being and Safeguarding

We recognise all children and young people in Monmouthshire have the right to be safe from harm and deserve the opportunity to realise their full potential as described in the councils Safeguarding and Child Protection Policy. Some adults may also be vulnerable to abuse, including physical, emotional or financial abuse. You're service may be in contact with these people and could play an important part in detecting and reporting abuse.

Briefly describe what the team will do to ensure the service considers safeguarding in its work?
The team is responsible for ensuring that information and data is safe and secure. This is particularly important in the areas of Adults and Children's Services Teams as well as ICT in schools. We will continue to ensure that policies and training is in place to protect sensitive data, and also to ensure that integrated systems are in place in order for care professionals to access complete and accurate data relating to vulnerable children and adults. It is critical for us to make sure that the right person gets the right information at the right time, and this is done through good policies, good information management practices and good security on mobile and other devices.

Market analysis & focus for the year ahead *The main areas that effort will be concentrated on*
What currently matters to customers and/or citizens about your service?
Staff just want I.T. that works. People just want the tools to do their jobs. The public are telling us they want simple and easy transactional services.
What is the current level of service already provided in the area and who are the main competitors? What is the evidence? (If applicable to your service)
The current level of service is successful in the areas of Application development and use, and also in the amount of downtime due to inadequate ICT tools. We don't currently have any competitors as such as we have a shared service arrangement with the SRS. What we can compare ourselves with is other Local Authorities. We work with, share information with and collaborate with others, sharing advice and good practice. There is evidence that we are ahead of many other local authorities in terms of ICT provision, and we are learning from others in areas where we don't have good practice.
What are the opportunities for your service?
To rationalise, integrate and interoperate our systems architecture, saving money and making systems more efficient for users To collaborate with other partners in the SRS to rationalise all of our separate systems architectures into one single, efficient council platform To commercialise our self-build apps, including The Connected Worker, Flo & Plant To introduce 'My Council Services' as a crore Council Platform, improving the customer experience and reducing the number of customer databases held in legacy systems To upskill the digital ability and knowledge of our workforce, and pass those skills on to the public and businesses To enable businesses to use the councils ICT infrastructure to enhance their business ability.
What are the threats? (This may identify some risks you need to manage as part of the risk register)
That we are under-resourced and fail to achieve the improvements that we require in our ICT architecture and infrastructure That we are unable to compete with the pace of technological change, making our infrastructure inefficient and unable to support our ambitions

Financial Plan –

The service has a staff budget for 2 full time members of staff and one part time. The service is able to support and facilitate business transformation using digital technology, and financial savings can arise from that.

Digitisation and automation across the Council can create efficiencies and economies, and in order to ensure that we choose the best areas to support we require a business case to be submitted which shows the projected savings and investment requirements for each project. We can support service areas with the business case, ensuring that any ideas are feasible, will work with our ICT infrastructure and using the core ICT platforms we are developing in the council.

Each project approved will need to include any additional resources required to implement the project, including project support staff and developers if needed. The financial savings are attributed to the Service area making the change, and their budgets will be adjusted according to the savings potential in the business case. The Digital and Technology Team do not benefit from the savings, though their costs should be covered by the business case.

Action	Expected Impact of the Action	Officer Responsible and Timescale	MCC Strategic plan and priority this contributes to	Funding	National Wellbeing Goal this relates to *(from list below where applicable)*	SD principles (X as appropriate)					Q1 Progress Update	Q2 Progress Update	Q3 Progress Update	Q4 Progress Update
						Long-term	integrated	collaborative	involvement	prevention				
1. SYSTEMS ARCHITECTURE – Providing integrated, interoperable systems and ICT platforms											*Update by 31 July 2016*	*Update by 31 October 2016*	*Update by 31 Jan 2017*	*Update by 31 March 2017*
Integrate our systems architecture with those of our partner organisations and plan for its refresh in tandem with them to create single, integrated, interoperable ICT platforms across several organisations, taking advantage of efficiencies and cost savings.	Ability to hold single instances of customer data that is shared across integrated and interoperable ICT platforms, creating efficiency savings and a better customer service across multiple organisations in Greater Gwent.	Sian Hayward	iCounty Strategy MTFP People Strategy	Funding set through each change business case and offset by efficiency savings.	*A prosperous Wales* *A resilient Wales* *A More equal Wales* *A Wales of Cohesive Communities*	*x*	*x*	*x*	*x*	*x*				
Manage the Customer Services Programme, developing our systems architecture and making 'My Council Services' a core digital platform for the council.	Implement an integrated, customer-centric ICT platform that supports the customer services strategy, enables 'channel shift', as well as integrating with the council's systems architecture, reducing the reliance on legacy systems.	Sian Hayward	iCounty Whole Place MTFP People Strategy	Funded through efficiency savings or ICT reserve identified in a business case.		*x*	*x*	*x*	*x*	*x*				
2. TOOLS TO DO THE JOB – Working with people to give them the tools they need to dot heri jobs and run their business														
Work in collaboration with council Service Areas to assess the ICT implications of business transformation and integrating solutions with the systems architecture.	Enables the right ICT solution to be applied that suits the business needs rather than ICT driving the business. Service areas 'own' the digital solution for problems in their area as well as the benefits of digitisation. The solution fits in with the Systems Architecture principles ensuring an interoperable, integrated, ICT Platform.	Emma Jackson	iCounty People strategy MTFP Place Strategy	Funded through existing budgets and through business cases for projects.	*A prosperous Wales* *A resilient Wales* *A More equal Wales* *A Wales of Cohesive Communities*	x	x	x	x	x				
Establish standards for equipment, categorised by job role and with a refresh programme.	Staff have the right tools to do the job, and the following benefits are enabled – • Bulk procurement savings • Simpler & cheaper support and maintenance • Integration with CIT platforms and infrastructure • Simplifies user training requirements • Enables efficiency and effectiveness	Emma Jackson	iCounty People Strategy											

Action	Expected Impact of the Action	Officer Responsible and Timescale	MCC Strategic plan and priority this contributes to	Funding	National Wellbeing Goal this relates to *(from list below where applicable)*	SD principles (X as appropriate)					Q1 Progress Update	Q2 Progress Update	Q3 Progress Update	Q4 Progress Update
						Long-term	integrated	collaborative	involvement	prevention				
Develop team sites across <u>all</u> services, building on existing successful sites and connecting the whole authority.	Sharing of team information, increasing efficiency and effectiveness and enabling the information strategy/guidelines to be enforced. Ties in with the People Strategy and staff engagement goals.	Emma Jackson April 2018	People Strategy iCounty Whole place	No funding required										
Develop a communication plan for more effective communications on digital issues, information, policy etc. This is a critical action arising from evidence from staff as well as fielding failure demand.	Reduces failure demand Makes contact with the right person easy to do Reduces misinformation Keeps people informed Gives people digital knowledge and tools Ties in with the People Strategy and staff communications goals.	Emma Jackson April 2017 and ongoing thereafter	People Strategy iCounty	No funding required										
Upskill employees in use of their professional systems as well as the general use of the web, social media & mobile communications.	Enable people to work wherever they need to be, using mobile technology. Reduce the reliance on office space and physical storage. Have a digitally enabled workforce who can upskill friends/family/the community to reap the benefits of the digital age.	Emma Jackson	Whole Place iCounty People Strategy	This will be done within existing budgets & through the digital networks rather than specific training budgets.	*A prosperous Wales* *A resilient Wales* *A More equal Wales* *A Wales of Cohesive Communities*									
3. THE RULES - Providng guidance, policy, standards and principles to help people work more effectively with ICT														
Review and refine existing policies of – Agile working, Information Security, Mobile devices,	Policies are easily understood, are embedded into everyday practice are fit-for-purpose and can flex with business demands and advancements in technology.	Sian Hayward All reviewed in **2016/17**	iCounty People Strategy	No funding required		x				x				
4. DOING THINGS DIFFERENTLY – Transforming the way we work using digital solutions to business problems.														
Prioritise, manage and implement a pipeline of technology projects arising from Service Redesign, Budget Mandates and Customer Services choosing projects with the optimum customer benefits and/or the biggest financial savings.	Makes it easy to prioritise resources in the areas of biggest impact. Ensures digitisation is managed with business transformation informing the ICT solution for optimum ownership and effectiveness.	Emma Jackson	iCounty MTFP	Funding on a project by project based on the business plan.										
Work with Service areas to identify areas for automation via inclusion in the corporate ICT platforms.	Frees people up from administrative tasks and enables them to do their professional duties. Enables efficiency savings through reduction in transaction costs.	Emma Jackson	iCounty People Strategy MTFP	Funding provided by service areas where development										

Action	Expected Impact of the Action	Officer Responsible and Timescale	MCC Strategic plan and priority this contributes to	Funding	National Wellbeing Goal this relates to *(from list below where applicable)*	SD principles (X as appropriate)					Q1 Progress Update	Q2 Progress Update	Q3 Progress Update	Q4 Progress Update
						Long-term	integrated	collaborative	involvement	prevention				
	Reduces data input and increases accuracy and speed.			resource is required.										
Manage the SRS relationship to help us collaborate and integrate new technologies with the existing ICT infrastructure and systems architecture, and to give us advice and guidance on technology good practice.	Provides a fit for purpose ICT infrastructure that supports the core ICT Platforms and mobile ways of working	Sian Hayward	iCounty											
Identify areas where we can use technology to improve our mobile communications and access to information from all mobile devices.	Increases effectiveness for people working remotely. Assists with the Estates strategy, arranging remote working tools and reducing the reliance on office space.	Emma Jackson	iCounty Whole Place People Strategy											
5. INFRASTRUCTURE – Securing robust networks, communications and infrastructure														
Apply 'Cloud First' principles across the MCC systems architecture to replace physical servers over the next 3 years.	Reduce the reliance on physical data halls and buildings, saving money and increasing resilience.	Sian Hayward SRS	iCounty Whole place	Funded by service revenue accounts & rack space income.	*A prosperous Wales* *Globally Responsible Wales*									
Upgrade and refresh the whole of the school estate infrastructure via the ICT in schools project over the next 18 months	Teaching and learning will be enhanced and digital skills increased in schools, enabling future jobs and economic growth in the digital sector.	Sian Hayward SRS March 2018	iCounty Education Strategy Whole Place People Strategy	Funded from reserves as agreed in July 2015.	*A prosperous Wales* *A resilient Wales* *A More equal Wales* *A Wales of Cohesive Communities* *Globally Responsible Wales*									
Consolidating and planning the MCC corporate infrastructure to ensure it is adequate and fit for purpose.	We have good comms and connections													
6. DIGITAL GOVERNANCE & STRUCTURE – Enabling decision making, manageing performance and ensuring authorisation														
Over the **next 3 years** we will review and flex the governance arrangements to ensure they continue to provide effective performance management and relevant decision making processes.		Sian Hayward	iCounty		*A prosperous Wales* *A resilient Wales* *A More equal Wales*									

Action	Expected Impact of the Action	Officer Responsible and Timescale	MCC Strategic plan and priority this contributes to	Funding	National Wellbeing Goal this relates to *(from list below where applicable)*	SD principles (X as appropriate)					Q1 Progress Update	Q2 Progress Update	Q3 Progress Update	Q4 Progress Update
						Long-term	integrated	collaborative	involvement	prevention				
7. **CREATING PRODUCTS AND COMMERCIAL ASSETS – Creating the right ICT platforms that plug the gap in the market and can be commercially viable**														
Over the next **3 years** we will maximise the commercial potential of self-build applications, covering the initial investment costs plus income generation through ongoing sales.			iCounty	Funded from reserves and reimbursed from sales income	*A prosperous Wales* *A resilient Wales*									

balanced scorecard to measure service performance / impact (Some standard measures of performance on staff, finance and customers have been included that all services must report)

Staff (Key infrastructure)										
Indicator	**Actual 2013/14**	**Actual 2014/15**	**Actual 2015/16**	**latest Wales Av**	**Target 2016/17**	**Actual 2016/17 Q1**	**Actual 2016/17 Q2**	**Actual 2016/17 Q3**	**Actual 2016/17 Q4**	**Context/ Comment**
Average days lost to sickness absence per FTE employee	N/A	2	1							
Percentage of employees who leave the department	N/A	0%	0%							
Percentage of staff that received a performance review	N/A	100%	100%							
Percentage of staff who require safeguarding training who have received it i) level 1 and ii) level 2	N/A	N/A	N/A							

Budget (Key infrastructure)										
Indicator	**Actual 2013/14**	**Actual 2014/15**	**Actual 2015/16**	**latest Wales Av**	**Target 2016/17**	**Actual 2016/17 Q1**	**Actual 2016/17 Q2**	**Actual 2016/17 Q3**	**Actual 2016/17 Q4**	**Context/ Comment**
Forecast overspend or underspend each quarter	N/A	0	0	N/A	0					
Percentage of savings set in budget mandates being achieved	N/A	100%	50%	N/A	100%					

Processes (How Much and How Well?)										
Indicator	**Actual 2013/14**	**Actual 2014/15**	**Actual 2015/16**	**latest Wales Av**	**Target 2016/17**	**Actual 2016/17 Q1**	**Actual 2016/17 Q2**	**Actual 2016/17 Q3**	**Actual 2016/17 Q4**	**Context/ Comment**
Integration and interoperability of MCC systems architecture. % Increase in the use of the 3 core ICT platforms of SharePoint, My Council Services and Connected Worker										

Integration of MCC systems architecture with those of the SRS partners, increasing the number of shared apps.										
Income resulting from software sales										
Increase in digital knowledge and expertise in staff (measured by surveys and comments)										
% Increase in the number of e-forms resulting in automation of data entry										
% completion of the ICT in Schools project										
Customer satisfaction with ICT and the SRS service										
Infrastructure performance across the MCC estate										

Customers (Outcome / Is anyone better off?)										
Indicator	**Actual 2013/14**	**Actual 2014/15**	**Actual 2015/16**	**latest Wales Av**	**Target 2016/17**	**Actual 2016/17 Q1**	**Actual 2016/17 Q2**	**Actual 2016/17 Q3**	**Actual 2016/17 Q4**	**Context/ Comment**
Number of complaints received	N/A	0	0	N/A	0					
Number of compliments received	N/A	3	4	N/A	6					

Impact

Record any further evidence of Impact Made *Social stories, you tube clips, events etc.…*

Risk Register 2016-19

Guidance on MCCs risk process is available on The Hub. In addition to medium term risks affecting the authority you may also identify long term risks to our county and its people. Risk likelihood, impact and Levels are available in the risk matrix, as part of the risk management guidance.

Risk	Reason why identified	Risk Level (Pre – mitigation)				Planned Mitigation	Residual Risk Level (Post – mitigation)				Responsibility Holder	Progress & impact of actions 2016/17 Q1	Progress & impact of actions 2016/17 Q2	Progress & impact of actions 2016/17 Q3	Progress & impact of actions 2016/17 Q4
		Year	Likely-hood	Imp-act	Risk Level		Year	Likeli-hood	Imp-act	Risk Level					
Unable to deliver on key aspects of Digital transformation and release efficiencies due to lack of resources to deliver iCounty programmes.	There will be a need for up-front investment to develop key ICT platforms as well as project resource to enable service re-design to take place, releasing efficiencies.	16/17 17/18 18/19	M	H	M	Assess funding on a business case by business case basis, releasing the investment needed to release efficiency savings.	17/18 18/19	L L	M M	L L	Sian Hayward				
Unable to deliver the underlying service and business re-design needed to underpin digital transformation and release savings.	The Digital projects team doesn't have enough resource to facilitate business transformation. Key ICT platforms need ongoing systems administration to maximise the benefits and economies, and the current team doesn't have capacity to do so.	16/17 17/18 18/19	M	H	M	Produce business case for system administrator resource to manage the Corporate Platforms of The Hub, connected Worker and My Customer Services, bringing more services ontot he platforms and releasing savings by automating and integrating systems and processes.	17/18 18/19	L L	M M	L L	Sian Hayward				
Unab;e to deliver on an integrated systems architecture within the Greater Gwent area in order to release effciciency savings and to operate a single back office function.	It will require the implementation of a single systems architecture map identifying the priority systems for integration off a single council platform. It will also require total co-operation of partner organisations in order to make integration possible.	16/17 17/18 18/19	M	M	M	Assist the SRS to develop a single architecture map	16/17 17/18 18/19								
		16/17 17/18 18/19					16/17 17/18 18/19								
		16/17 17/18 18/19					16/17 17/18 18/19								
		16/17 17/18 18/19					16/17 17/18 18/19								
		16/17 17/18 18/19					16/17 17/18 18/19								

This page is intentionally left blank

monmouthshire
sir fynwy

SUBJECT:	**PLAY SUFFICIENCY ASSESSMENT**
MEETING:	**Cabinet**
DATE:	**13 April 2016**
DIVISION/WARDS AFFECTED:	**ALL**

1. PURPOSE:

1.1 To approve the Play Sufficiency Assessment and Action Plan for 16/17 as submitted in draft to Welsh Government by the statutory deadline of 31 March 2016.

2. RECOMMENDATIONS:

2.1 To approve the Play Sufficiency Assessment and Action Plan for 16/17

2.2 To mandate the Play Strategy Group to seek to progress the key actions identified in the Action Pan

3. KEY ISSUES:

3.1 Background

The first statutory Play Sufficiency Assessment (PSA) was completed in 2013 and requires review after three years. The new PSA had to be submitted to Welsh Government by 31 March 2016, having either been approved by cabinet or in a final version timetabled to be so approved. The PSA and action plan was submitted as a final draft subject to cabinet approval which is now sought.

3.2 Statutory Requirements

"Wales: A Play Friendly Country" is Statutory Guidance to Local Authorities on assessing and securing sufficient play opportunities for children in their areas. It was published by Welsh Ministers to give detail to the duty on Local Authorities under section 11, Play opportunities, Children and Families (Wales) Measure 2010. This section of the Measure fully came into effect on 1st July 2014.

In summary the statutory requirements are:

- A local authority must assess the sufficiency of play opportunities in its area
- A local authority must secure sufficient play opportunities in its area for children, so far as reasonably practicable, having regard to its assessment

3.3 Definition of Play

The following internationally recognised definition of play is noted in the guidance: *"Play encompasses children's behaviour which is freely chosen, personally directed and intrinsically motivated. It is performed for no external goal or reward, and is a fundamental and integral part of healthy development – not only for individual children, but also for the society in which they live".*

Play is defined for the purposes of the measure as including (but not limited to) "any recreational activity". This recognises that children enjoy and benefit from taking part in a wide range of activities that are, in the main, organised by adults for children. These can include junior and youth clubs; leisure centre and sporting activities; cultural and arts activities; indoor play centres and events organised for children and their families. These recreational activities may offer a combination of adult led organised activities, and opportunities for freely chosen and child led play.

Welsh Government see the range of play opportunities for children that are covered under the measure as being:

- Freely chosen Play – With or without adult supervision/facilitation.
- Structured recreational activities – in the main led by adults, with predefined rules.

These opportunities can be available in a range of spaces and settings and any setting may afford both opportunities for freely chosen play and structured recreational activities.

3.4 Scope of the Measure

The matters needing to be taken into account in the PSA, each of which are assessed against fixed criteria, are set out in the guidance and are broad in their scope, impacting widely across the authority's activities:

Matter A: Population
Matter B: Providing for diverse needs
Matter C: Space Available for Children to Play
- Open Spaces; Outdoor unstaffed designated play spaces; Playing fields

Matter D: Supervised provision
- Play work provision; Structured recreational activities

Matter E: Charges for play provision
Matter F: Access to space/provision & Information; publicity; events
Matter G: Securing & Developing the Play Workforce
Matter H: Community engagement and participation
Matter I: Play within all relevant policy and implementation agendas
- Education/schools; Town & country planning; Traffic & transport; Health & wellbeing; Child poverty; Early years/childcare and family policy and initiatives; Inter-generational policy and initiatives; Community development; Community Safety; Health and safety

3.5 Policy Context

The Monmouthshire Single Integrated Plan contains the following statement and action:

"We also recognise the importance of play in children's lives, for both its recreational value and for the important part that it plays in children's physical and emotional health and well-being and in their personal development. Play provides a platform for children to learn, to have fun and to develop friendships with other children in a variety of settings from the school playground to formal open spaces and the wider physical environment. Play is a common denominator that should be capable of being enjoyed by all children irrespective of their social or cultural background or the ability of their parents to pay for the opportunity to participate."

"To ensure children and young people have access to flexible and appropriate Play opportunities."

3.6 Progress

The 2013 PSA / Action Plan contained a large number (20+) actions and progress has been mixed in their delivery; in some areas e.g. improving the provision of fixed play equipment in the main towns, good progress is being made, in others much less so. This reflects both the breadth of the actions proposed and the limitations on delivery.

There is no dedicated play budget or dedicated play coordinator / staff and until 2015 there was no single identified lead officer for play (now part of Tourism Leisure and Culture's portfolio). Play Opportunities Grant has been made available on occasions by Welsh Government but not consistently and often at the last minute (six weeks prior to year-end in 2014/15). Whilst the grant has supported improved play opportunities in the County the timing of the grant has tended to mean that physical provision, rather than play programmes have been supported. There was no Play Opportunities Grant in 2015/16.

Despite these constraints there is commitment to delivering improved play opportunities and wide engagement within the relevant partnership group, the Play Strategy Group. The SIP Performance Group assisted the Play Strategy Group in reviewing its terms of reference and it provides the basis for co-operative work to deliver future plans.

Children and Young People's Select Committee on 17 March 2015 considered the draft PSA. The Committee recognised the resource challenge and suggested a focus on a smaller number of achievable objectives as a way forward. The role of Town and Community Councils in understanding local play requirements and the breadth of existing community, youth and school based activity already in place were highlighted and these opportunities have been incorporated into the final action plan.

3.7 Proposed themes / key actions

One of the changes made to the toolkit is a simplification of the approach to identifying actions – based on an assessment of the 2013 PSAs and advice shared across the Regional Play Sufficiency Assessment Network, supported by Play Wales, the view is that fewer, focussed and more integrated themes / actions are more likely to achieve progress especially in times of limited resources. This approach also better reflects the Sustainable Development principles and well-being goals.

The proposed themes / key actions for the 2016/17 action plan are as follows:

Space for play - The desirability of reviewing our overall approach to fixed play provision and the opportunities for play within open spaces; including fully assessing the condition of and demand for existing provision and identifying new opportunities; the application of play space standards / developer contributions; the potential for multi-use spaces / natural play etc. through integration of a wider "green infrastructure" approach.

Supervised provision – Working with partners to develop the recently approved community play framework for open access play provision; including assessing the impact of the changes in staffed play provision in Summer 2016; seeking to develop the model and engage new partner e.g. the environmental sector and "wild play"; and exploring the potential for further inclusive community based provision including at other times of the year.

Providing for diverse needs – Adopting a more integrated approach across the authority to join up provision and ensure the needs of children with disabilities and/or families with diverse needs are better supported to access play opportunities.

Policy Integration – Supporting the Play Strategy Group, which now has new terms of reference to develop into the implementation group for the play action plan, involving a wide range of internal and external partners; including identifying better links and integration with other programmes and partnerships e.g. the Creating an Active and Healthy Monmouthshire strategy; the potential synergies with the alternative delivery model planned for leisure, cultural and youth services e.g. relating to culture and arts. The SIP Performance Group will continue to oversee links and clarity around the PSA and action plan delivery.

Engagement and Information – Recognising that the existing information base is not adequate to fully understand the demand for, and sufficiency of, play opportunities and that the level of work required to remedy this has proved beyond the current PSA process. Tasking the Play Strategy Group to identify a practical and economic way forward to remedy this; including working with Town and Community Councils; sharing existing data, building a fuller picture of existing provision; and utilising existing mechanisms to engage with children and young people. The limited additional consultation that has been possible to support the PSA review suggests that attitudes to play, both of parents and other adults

are identified by children as one of the limiting factors to their play opportunities and broader engagement with children and young people can explore this further.

This last action is central to the foregoing actions - whilst there is significant goodwill about making links to other policy areas the lack of a full understanding of local demand and opportunities is constraining making these real.

4. REASONS:

4.1 "Wales: A Play Friendly Country" is Statutory Guidance to Local Authorities on assessing for and securing, as far as is reasonably practicable, sufficient play opportunities for children in their area by addressing the defined measures set out in legislation.

4.2 The provision of sufficient play opportunities for children contributes to the Single Integrated Plan themes that People are Confident, Capable and Involved and Our County Thrives; supporting families to benefit from positive environments to nurture their children to grow, develop and prosper; and access to flexible and appropriate play opportunities.

5. RESOURCE IMPLICATIONS:

5.1 There are no direct resource implications associated with the PSA. Having an up to date PSA and Action Plan is a pre-requisite for accessing any Play Opportunities Grant, should this be rerun by Welsh Government and positions the authority and its partners to seek external funding for specific initiatives / actions in the plan.

6. SUSTAINABLE DEVELOPMENT AND EQUALITY IMPLICATIONS:

6.1 The statutory matters meant that the PSA includes an assessment of the extent that play opportunites are inclusive and recognises the positive impact that securing sufficient and accessible play opportunities can have on children, families and communities.

6.2 The significant equality impacts identified in the Future Generations evaluation (Appendix 2) are summarised below for members' consideration:

- The positive impact that securing sufficient and accessible play opportunities can have on children, families and communities.
- The positive impact in providing for diverse needs.
- The challenges of better understand demand, existing provision and opportunities including for disabled children and Welsh language play.
- The need to prioritise actions in the Play Action Plan to better understand demand, existing provision and opportunities as set out in 3.7 above.

6.3 The actual impacts from this report's recommendations will be reviewed annually and criteria for monitoring and review will include: The impact of the delivered services to children and communities to ensure there is equality of access and opportunities.

7. SAFEGUARDING AND CORPORATE PARENTING IMPLICATIONS

7.1 The safeguarding responsibilities of the Authority and partners for children and young people are fully integrated into the identification of appropriate actions and reflected in the PSA and guidance.

8. CONSULTEES:

- Children & Young People's Select (17 March 2016)
- Cabinet
- SLT

Play Strategy Group and relevant services across the authority; external consultees including children and young people (using standard Play Wales questionnaire).

9. BACKGROUND PAPERS:

Appendix 1: Play Sufficiency Assessment and Action Plan March 2016 [Final Draft as submitted to Welsh Government]

Appendix 2: Future Generations Evaluation March 2016

Wales – A Play Friendly Country. Statutory Guidance Welsh Government July 2014

10. AUTHOR:

Matthew Lewis,
Green Infrastructure and Countryside Manager
Tourism Leisure & Culture

11. CONTACT DETAILS:

Tel: 01633 344855
E-mail: matthewlewis@monmouthshire.gov.uk

Appendix 1

Play Sufficiency Assessment Form

Llywodraeth Cymru
Welsh Government

FINAL DRAFT VERSION (FOR MCC CABINET DECISION 13 APRIL 2016)

Name of Local Authority: **Monmouthshire County Council**

Name of responsible officer: **Matthew Lewis**

Job title: **Green Infrastructure & Countryside Manager**

Date of completion: **30 March 2016**

Please note that the Play Sufficiency Assessment must be received by the Welsh Government by 31st March 2016

play wales chwarae cymru

Principle Statement

Monmouthshire County Council recognises the value and importance of play in the lives of children and the Authority fully endorses the statement of principle contained in the Single Integrated Plan prepared by the Monmouthshire Local Service Board, which states:

"We also recognise the importance of play in children's lives, for both its recreational value and for the important part that it plays in children's physical and emotional health and well-being and in their personal development. Play provides a platform for children to learn, to have fun and to develop friendships with other children in a variety of settings from the school playground to formal open spaces and the wider physical environment. Play is a common denominator that should be capable of being enjoyed by all children irrespective of their social or cultural background or the ability of their parents to pay for the opportunity to participate."

Context

Since 2015 responsibility for the lead on play policy rests with the Council's Tourism Leisure and Culture Service and within that service the Green Infrastructure and Countryside Manager. The Play Sufficiency Assessment and Action Plan has been prepared with assistance from the Community Infrastructure Coordinator, an existing part time member of staff, and also engaged the members of the Council's Play Strategy Group supplemented by additional input from specialist officers across the Authority. The Cabinet Member for Children and Young Peoples Services has acted as the Lead Member for this piece of work.

The Play Strategy Group has existed in its current form since 1 April 2014 comprising the following membership: Charter Housing Association, Melin Homes, Monmouthshire Housing Association, Clybiau Plant Cymru Kids Club, GAVO, Play Wales, Wales Pre-school Providers Association, Monmouthshire County Lead Cabinet Member, Monmouthshire County Council Officers - Children's Services; Community Focussed Schools; Early Years; Families First; Operations (Grounds and Highways); Planning Policy; Policy and Partnership; Tourism, Leisure & Culture (Sports Development; Leisure Services; Green Infrastructure and Countryside); Youth Service

The Council used contact with children and young people through Youth Services and the 2015 Summer play schemes to obtain

responses to the child questionnaires. We also used existing data to inform certain parts of the audit and action plan, including open space surveys, feedback from the 2015 play schemes, assessments and consultations over the adoption of a new model for the summer play schemes in 2016 (including an independent review of the existing summer play provision and consultations with the parents of disabled children) and data available as part of the Council's ongoing maintenance regime for parks, play areas and open spaces.

The main challenges in undertaking the assessment were the lack of a dedicated Play Officer within the County Council's staffing structure; the lack of specific funding; the timescale for carrying out the assessment and preparing the action plan; and undertaking the review of the play sufficiency assessment at the same time as consulting on the adoption of a new model for summer play schemes for 2016.

The Authority proposes to use the Play Strategy Group as the main means of coordinating action to take forward the identified actions for the action plan. The Play Strategy Group's revised terms of reference (as reviewed in 2015) are:

To undertakes the statutory responsibility for providing play provision in Monmouthshire.

- All members of the Monmouthshire Play Strategy Group have a responsibility to be aware of, informed and guided by the statutory requirements for play.
- The Play Strategy Group will develop a range of quality play provisions for all children and young people in Monmouthshire.
- The Play Strategy Group will hold responsibility for the development of a Play Action Plan, which will highlight the group's contribution to the Monmouthshire Single Integrated Plan.
- The Play Strategy Group will also have the responsibility for monitoring the Play Sufficiency Audit.

Partnership working

To build on the 2013 assessment we have undertaken targeted consultation with the Town and larger Community Councils specifically to consider play scheme play provision in the county and in each of their areas. Torfaen County Borough Council's Play Service also undertook an independent review of our summer play schemes during 2015 which involved extensive consultation including with third sector and other organisations.

The Play Strategy Group includes wider representation of active organisations, including registered social landlords operating in the County and they have been consulted on this review of the play sufficiency assessment and action plan. Consultation and discussion

has also taken place with other Single Integrated Plan partnerships, for example the Monmouthshire Environment Partnership.

The review of the play sufficiency assessment and action plan has also been scrutinised by the Children and Young People Select Committee.

Consultation and participation

We used a child questionnaire as the main means for consulting with children. That questionnaires was based on the standard questions suggested by Play Wales. The views of children were obtained at play sessions held in Summer 2015 and by the Youth Service and particularly focussed on barriers to play. This brought into focus the barriers to greater play including opportunities for play, time for play (including competing demands on children's time) and attitudes to play (of parents and others). We also have available the results of the wider consultations undertaken for the 2013 play assessment which included parents as well as children and young people (and found 78% of respondents said that they did make use of existing play areas/activities in the local community but 73% felt that there were insufficient play opportunities available in their local community).

We have also been consulting, partly in the same time period, on the future of our summer play schemes. We recognise that despite these consultations our overall view of access to play opportunities, how best to better support play and what barriers stop play requires further examination, especially if we are to better relate to other initiatives such as the development of active travel routes on a local scale. Hence an action on obtaining further local data in our towns and rural areas is set out in the attached action plan.

Maximising resources

The financial climate remain very challenging and there is no dedicated play budget within the Council, but there are revenue resources used by the Council in a number of its budgets to support children's access to play opportunities. Play forms an important part of the Council's early years and pre-school provision and it is also an important element of the foundation phase once children enter the formal education structure. The Youth Service has provided inclusive play opportunities. The Sports Development & Leisure services promote recreational and sport involvement and also make specific provision for children with disabilities. Children's Services use their budget to support families with children with disabilities to access suitable play provision

The Council has organised summer holiday play schemes at the four leisure centres in the county and it has also operated a community based play scheme in Bulwark on behalf of Chepstow Town Council – these play schemes are partly funded by contributions from Town and Community Councils in Monmouthshire. The Council intends to adopt a new model for community play in 2016, also supported by funding from Town and Community Councils and working in partnership with other providers, e.g. registered social landlords.

Despite the lack of a dedicated budget resources have been prioritised to support inclusive play opportunities, including retaining and continuing to utilise Families First grant to support inclusive access. Families First funding supported the independent review of Summer play provision carried out by Torfaen Play Service. The Council has sought to deliver its 2013 action plan priority of developing one good quality "destination" play area with a range of accessible play equipment in each of the five towns plus one in the Magor/Undy area – although this target has yet to be fully reached the Council has secured, and continues to work to secure, developer contributions (through Section 106 agreements) to this end. The Council has adopted Green Infrastructure Supplementary Planning Guidance which recognises increasing play opportunities as a benefit and a key design consideration.

Play Opportunity Grant has been successfully received in 13/14, 14/15 and 15/16. In 2015/16 it funded disabilities outdoor play space (Gilwern Outdoor Centre); Inclusive Play sessions (Youth Service & Sports Development); Outdoor Play Equipment (Old Station, Tintern); support for children with complex medical needs. Whilst the Play Opportunities Grant is very welcome its late delivery within the financial year (in February in 2016) has significantly restricted the opportunity to support longer term activities / programmes.

Groundwork Wales has delivered Sustainable Play, funded by Welsh Government's Children and Families Delivery Grant in communities of Monmouthshire during 2015.

The Play Sufficiency Assessment and the Single Integrated Plan

Play is identified in the Single Integrated Plan as a noted above and the plan includes action to ensure children and young people have access to flexible and appropriate play opportunities. The 2013 -16 Outcome Agreement with Welsh Government contained reference to play: Theme 1: Improving school attainment includes "To ensure children and young people have access to flexible and appropriate play opportunities" and Theme 5: Improving early years' experiences - including access to physical activity and play for children and young people; to complete a Monmouthshire Play sufficiency audit and address areas of improvement identified.

The Play Strategy Group's membership and terms of reference were reviewed in January 2015 by the Single Integrated Plan

Performance Group to ensure a robust link to the Single Integrated Plan, clarity of role and reporting. The Play Strategy Group is recognised as one of the key partnerships feeding in to the Single Integrated Plan, so that that progress on the Play Action Plan can be reported to the Local Service Board's Programme Board annually and on an exception basis.

Monitoring Play Sufficiency

The Lead Director and Lead Member for children and young people's services are Sarah McGuinness and Councillor Liz Hacket Pain respectively. The Play Monitoring Group role is taken by the Play Strategy Group (see above for terms of reference) which has a wide membership (see above). The group is facilitated by the Policy and Engagement team. Since reforming with new terms of reference in 2015 the group has met on two occasions and the review of the Play Sufficiency Assessment and Action Plan will help focus its future work. There is much goodwill amongst the group to improve play opportunities in Monmouthshire but the restricted resources and competing demands, both for group members and organisationally, make delivering this a challenge. The Group also has links with other Single Integrated Plan partnerships, notably the Environment Partnership and the Creating and Active and Healthy Monmouthshire Strategy Group and is keen to explore integrated solutions with shared outcomes where possible.

Criteria

This section contains the “matters that need to be taken into account” as set out under section 10 of the Statutory Guidance.

The Criteria column: sets out the data that needs to be available and the extent to which Local Authorities meet the stated criteria.

The RAG status column: provides a drop down box, whereby the Local Authority can show its assessment of whether that criterion is fully met; partially met; or not met. These have been given Red, Amber Green markers, which appear as words in the drop down boxes.

Red, Amber Green (RAG) status is a tool to communicate status quickly and effectively.
RAG status

Criteria fully met.	Fully met
Criteria partially met.	Partially met
Criteria not met.	Not met

The Evidence to support strengths column: should be used to provide the reason for the chosen criteria status and how the evidence is held.
The Shortfall column: should be used to explain the areas in which the Local Authority does not fully meet the criteria.
The Identified Action for Action Plan column: Should be used to show the Local Authority action planning priorities for that Matter.
The General Comments: for each matter should give a clear overview of how the Local Authority complies with the intention and implementation of this matter as set out fully in the Statutory Guidance.

The template should be monitored by the officer who is co-ordinating the Assessment and reviewed on a regular basis by the Play Sufficiency Working Group.

Matter A: Population

The Play Sufficiency Assessment should present data about the number of children living in the Local Authority to enable an assessment of their potential play requirements. The data should provide information about the numbers of children in different categories that may affect their play requirements. The data should also show if the area is classified as one of disadvantage/deprivation and whether a 5 year population projection is available.

RAG Status

Criteria fully met.	
Criteria partially met.	
Criteria not met.	

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
There is data broken down by Lower Super Output Areas (LSOAs)	GREEN	GREEN	Up to date 2011 Census data is kept both at ward and LSOA level by the Council's Planning Policy Section.		Using this data to contribute to better understanding the local demand for, and sufficiency of, play opportunities.
There is up to date data for ages:	AMBER	GREEN	Welsh Government population projections are available based on the 2011 Census. The latest Mid-Year Population Estimates available are for 2014 (published 25/06/2015).		
0-3	AMBER	GREEN	3,481 children aged 0-3		
4-7	AMBER	GREEN	3,927 children aged 4-7		
8-12	AMBER	GREEN	4,902 children aged 8-12		
13-15	AMBER	GREEN	3,308 children aged 13-15		
16-17	AMBER	GREEN	2,484 children aged 16-17		

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
There is an up to date recorded number of disabled children in each age group	AMBER	AMBER	This information is available.		
There is up to date information regarding the number of children for whom Welsh is their first language or attend Welsh medium schools	AMBER	AMBER	Data regarding Welsh being the first language is collected via Pupil Level Annual School Census	This relates to pupils in the school system in Monmouthshire	
There is up to date information regarding other recorded cultural factors, including other language, and gypsy traveller children	AMBER	AMBER	Data regarding Welsh being the first language is collected via Pupil Level Annual School Census	This relates to pupils in the school system in Monmouthshire	

General Comments: Population Measures

How has/will the Local Authority use its population data to plan for sufficient play opportunities locally?

Whilst we hold population data we recognise that this is only one component of better understanding the local demand for, and sufficiency of, play opportunities in our towns and rural areas. We recognise that the level of work required to remedy this has been beyond our capacity / resources within the current Play Sufficiency Assessment process and will require further work, coordinated by the Play Strategy Group, to identify a practical and economic way forward to remedy this.

Matter B: Providing for Diverse Needs

The Play Sufficiency Assessment should present data about how the Local Authority and partners aim to offer play opportunities that are inclusive and encourage all children to play and meet together.

RAG Status:

Criteria fully met.	
Criteria partially met.	
Criteria not met.	

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The play requirements of children living in isolated rural areas are understood and provided for	AMBER	AMBER	The Council maintains a number of playgrounds in isolated rural areas and it has developed MUGAs in some areas to address the needs of children living in rural areas but there are known gaps in provision	There are known gaps in provision where some communities have limited play provision.	Seek to gain a better understanding the local demand for and sufficiency of play opportunities
The play requirements of Welsh language speaking children are understood and provided for	AMBER	AMBER	There is one supervised play provision for Welsh language children – Clwb Carco ASC in Abergavenny (registered with CSSIW). There is also an ASC based at Ysgol Y Ffin in Caldicot but it is not a Welsh medium provision. Groundwork Wales' play sessions are offered bilingually	No specific data exists on the play requirements of Welsh language children	
The play requirements of children from different cultural background are understood and provided for	RED	RED		No separate provision exists to fulfil the play requirements of children from different cultural backgrounds	Adopting a more integrated approach across the authority to join up provision and

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The play requirements and support needs of disabled children are understood and provided for.	AMBER	AMBER	We operate an Extra Hands Scheme providing 1:1 support for children with a disability to enable them to attend After School Clubs and Holiday Clubs. The Council's play schemes are fully inclusive and we have employed support workers to provide access for children with disabilities. The new summer play model (sports camps and community play) developed for 2016 is designed to be inclusive for disabled children.	There is limited play provision for children with disabilities although the play requirements are understood. The supervised play provision for disabled children takes place mainly in the holiday periods and there are some local voluntary support groups. There is a demand for improved accessible play areas for disabled children that has been identified but cannot be fully met due to the lack of dedicated funding – the accessible play area at Bailey Park Abergavenny is well used and this is reflected in the response to the parent questionnaires in 2013. We have used Play Opportunity Grant to help increase provision.	ensure the needs of children with disabilities and/or families with diverse needs are better supported to access play opportunities
Play projects and providers have access to a range of resources which support inclusion	AMBER	AMBER	Play projects run by the Council do have access to a wide range of resources to support inclusion as evidenced by extensive access audits.	Detailed information on this is not held about all projects provided by other agencies and/or the voluntary sector	
There is a well-known and agreed mechanism which is used to identify the need for separate provision for disabled children	AMBER	AMBER	The Council's policy and practice is to support inclusive provision rather than separate provision for disabled children. However, the Council provides specific provision for young		

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
			person with a learning difficulty or disability at the Platform Youth Centre in Usk and additional sessions elsewhere in the county in the holiday periods. In our new community play model our provider Torfaen Play Service will make specific separate provision for the highest tier of disabled children.		
Access audits for all play provision as described in the guidance are undertaken	AMBER	AMBER	Access audits for provision run by the council have been and are undertaken – evidenced documentation available	Detailed information on this is not held about all projects provided by other agencies and/or the voluntary sector	
Designated play space is provided and well maintained on gypsy traveller sites	AMBER	AMBER	The adopted LDP Policy H8 is a criteria based policy for the assessment of proposals for gypsies, travellers and travelling showpeople. Planning permission has been granted for two caravans and an amenity block for one family in the Usk area.	The Council's Gypsy Traveller Accommodation Assessment was submitted to the Welsh Government in February 2016. This provides a broad indication of need which will require future consideration, alongside associated play space provision.	
The requirements of young carers are understood and provided for	AMBER	AMBER	Monmouthshire has a Carers Strategy and there is young carers provision operating in the county delivered by Crossroads Care South East Wales.	Young carers are sometimes extremely difficult to identify, particularly those caring for a family member with substance misuse or mental health issues, or those who are living in an isolated or rural area.	
The requirements of lesbian, gay or bisexual (LGB) children are understood and	AMBER	AMBER	The Youth Service (MYS) staff are trained in aspects of LGBTQ+ and will ensure that young people from this community have access	Although the Council (through MYS) is aware of the requirements of LGBTQ+ children there is no separate	

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
provided for			to provision and support where required.	database that identifies specific requirements.	
The requirements of disabled children are understood and provided for within traffic and transport initiatives	AMBER	AMBER	The Authority runs DDA compliant buses on school and inter school transport and provides public service vehicles and community transport through its Grass Routes scheme - these vehicles are also offered to community groups on a private hire basis. Public service vehicles also provide DDA compliant vehicles on most routes and will have to be fully compliant by 2016. All bus stops in the county have DDA compliant boarding platforms. Some buses have audio announcements and escorts are provided on SEN contracts to education establishments. We have safe routes in the community schemes that encourage walking and cycling for all and all paths are constructed to include compliance with DDA including road crossings	All buses on service routes will be DDA compliant however capacity is not high for wheelchairs on Public service vehicles Some rural areas have poor accessibility and may not be suitable for accessible transport. Safe routes in the community schemes need to be expanded when funding becomes available. Funding is a big issue for all of these outcomes to be met. Reductions in funding streams from Welsh Government and withdrawal of some commercial routes by operators means that this is an ongoing challenge.	

General Comments: Providing for Diverse Needs

How has data been used (or how will the data be used) to address the barriers that children with diverse needs face in accessing inclusive opportunities for playing?

We have identified the need to gain a better understanding the local demand for, and sufficiency of, play opportunities in our towns and rural areas - a process this data will contribute to. As noted in response to Matter A we recognise that the level of work

required to remedy this has been beyond our capacity / resources within the current Play Sufficiency Assessment process but it will be a priority action for the Play Strategy Group.

We have also identified adopting a more integrated approach across the authority to join up provision and ensure the needs of children with disabilities and/or families with diverse needs are better supported to access play opportunities as a further key theme.

Matter C: Space available for children to play: Open Spaces and Outdoor unstaffed designated play spaces

The Local Authority should recognise that all open spaces within their area are potentially important areas where children can play or pass through to reach other play areas or places where they go.

RAG Status

Criteria fully met.	
Criteria partially met.	
Criteria not met.	

Open Spaces

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The Local Authority has undertaken an Open Space Assessment (OSA) that maps areas that are used, or might be used for playing as listed in the Statutory Guidance	GREEN	GREEN	The *Monmouthshire Open Space Study (2008)* identifies standards of provision for public recreation, open space including equipped / designated play space and informal /casual play space. The resulting information is mapped.		Reviewing our overall approach to fixed play provision and the opportunities for play within open

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
					spaces
The Local Authority has undertaken an Accessible Greenspace Study that maps areas that are used for playing	AMBER	GREEN	The Open Space Study also identified amenity greenspace and natural and semi-natural greenspace within all of the County's main settlements. The *Monmouthshire Greenspace Study (2010)* extends the work of the Open Space Study to provide a full survey of the adequacy of greenspace provision in the County, following as far as possible the toolkit methodology developed by CCW. An analysis of greenspace provision within each settlement area is provided in the study which extends to areas used for informal play.		
The Local Authority undertakes access audits at all open spaces and implements proposals to improve access and safety	AMBER	AMBER	Access audits have been undertaken at many open spaces and improvements have been made at a number of sites, but not at all sites		
The Local Authority has developed its own Open Space Standards in accordance with the advice and requirements of Planning Policy Wales	AMBER	AMBER	We currently rely on the NPFA minimum standards that are considered to be appropriate and represent the Council's minimum standards sought across the county	We have not yet developed our own Open Space Standard as recommended in national planning policy	
The Local Authority undertakes and actions Play	AMBER	AMBER	Ad hoc inspections are undertaken with a view to		

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
Space assessments which include actions to make public space clear from hazards			removing hazards and maintaining a safe environment for use by children but no formal assessments are in place		
Brownfield sites owned by the Local Authority are assessed for the potential for the site to be reclaimed to provide for children's play	RED	RED		Currently we do not carry out any assessment of brownfield sites for their play potential (however the number of such sites is limited)	

Outdoor Unstaffed Designated Play Spaces

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The Local Authority keeps an up to date record of all designated play space as described in the Statutory Guidance	AMBER	AMBER	The local authority keeps an up to date record of sites in its ownership	Some play space is owned by other parties – although we know about these sites and where they are we do not keep a full up to date record	Reviewing our overall approach to fixed play provision and the opportunities for play within open spaces
The Local Authority assesses play spaces for play value and potential to increase in play use as set out in the Statutory Guidance	AMBER	AMBER	There is no formal assessment of play value on all sites although the Council is aware of some areas lacking play value as a result of community feedback and regular inspections		
The Local Authority	AMBER	AMBER	The authority has undertaken access audits at many sites,	Some of the existing play spaces have not had proper	

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
undertakes access audits at all designated play spaces and implements proposals to improve access and safety			especially those play spaces that have been upgraded	access audits undertaken	
The Local Authority has developed and agreed a new fixed play provision standard	GREEN	GREEN	The Council designs & installs play areas for new developments to meet National and European standards.		
The Local Authority undertakes and actions play space assessments in designated play spaces	AMBER	AMBER	Some but not all play spaces have been assessed for usage & improvements.	Not all sites have been assessed	
The Local Authority has introduced smoke-free playgrounds	AMBER	GREEN	Smoke free signage, designed by children has been installed on all playgrounds in Council ownership.		
The Local Authority has removed 'no ball games' signs to encourage more children playing in the community	AMBER	AMBER	The authority has removed the majority of "no ball game" signs but a small number still remain	Some "No ball game" signs still exist on a number of County Council sites and some sites operated by other providers	
The Local Authority has erected signs, such as Play Priority Signs to encourage more children playing in the community	RED	RED		No Play Priority or similar signs have been erected	
The Local Authority includes a recognition of the importance of playing fields to	AMBER	GREEN	The Council assesses the importance of children's play in the cases where disposal decisions are made about playing		

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
children's play when any disposal decisions are made			fields – this is also addressed in Equality Impact Assessments		
The Local Authority includes children and their families in any consultations regarding decisions to dispose of playing fields	AMBER	AMBER	There have been very limited cases of the Council disposing of playing fields. Where this has taken place in Govilon & Caldicot consultation has taken place to obtain the views of families		

General Comments: Open Spaces

How has the Local Authority ensured collaboration between Open Space Assessments (OSAs) and Play Sufficiency Assessments to improve spaces for play?

The Open Space Study also identified amenity greenspace and natural and semi-natural greenspace within all of the County's main settlements. The Monmouthshire Greenspace Study (2010) extends the work of the Open Space Study to provide a full survey of the adequacy of greenspace provision in the County, following as far as possible the toolkit methodology developed by CCW. An analysis of greenspace provision within each settlement area is provided in the study which extends to areas used for informal play. An action to reviewing our overall approach on the basis of this and related information is set out below.

Other Comments on Outdoor unstaffed designated play spaces

Through the PSA process we have identified the desirability of reviewing our overall approach to fixed play provision and the opportunities for play within open spaces; including fully assessing the condition of and demand for existing provision and identifying new opportunities; the application of play space standards / developer contributions; the potential for multi-use spaces / natural play etc. through integration of the wider "green infrastructure" approach which the Council has adopted (as set out in our Green Infrastructure Supplementary Planning Guidance).

Matter D: Supervised provision

The Local Authority should aim to offer a range of supervised play provision**.**

RAG Status

Criteria fully met.	
Criteria partially met.	
Criteria not met.	

Play work provision

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The Local Authority keeps an up to date record of all supervised play provision as described in the Statutory Guidance	AMBER	GREEN	The Family Information Service keeps an up to date record of supervised play settings		To develop the community play framework for open access play provision
The Local Authority offers play provision which offers a rich play environment as described in the Statutory Guidance	AMBER	AMBER	The Council has operated five inclusive play schemes during the school summer holidays and has up to date evidenced feedback from children and parents. A new model for community play provision is being developed for summer 2016	The playschemes are only held over a four week period during the school summer holidays.	
The Local Authority ensures that partners are supported to offer rich play environments as described in the Statutory	AMBER	RED	In partnership with Three Counties Community Play, we supported the creation of community led open access play provision in identified wards	Funding for Three Counties Play has come to an end in and, as a result, this could have a negative impact on rich, community led play	

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
Guidance			deprived of play opportunities	environments. Our new community play model is intended to help address this.	
Staffed play provision that the Local Authority provides meets the regulatory requirements and National Minimum Standards	AMBER	GREEN	The summer play schemes have been registered with the CSSIW and meet the National Minimum Standards. The new community play model will not require registration (except that our provider Torfaen Play Service will register the specific provision for the highest tier of disabled children) but will meet national minimum standards.		
Staffed play provision that the Local Authority funds meets the regulatory requirements and National Minimum Standards	AMBER	GREEN	The new community play model (which will involve commissioning an external provider, Torfaen Play Service) will not require registration but will meet national minimum standards.		
Staffed play provision that the Local Authority's partners provide meets the regulatory requirements and National Minimum Standards	AMBER	AMBER	All Groundwork Wales sessions are delivered by qualified play workers in line with CSSIW regulations		
Staffed play provision across the Local Authority works to a recognised quality assurance programme	RED	RED		Not working to a recognised quality assurance programme	
The Local Authority priorities quality issues when engaging with/ commissioning the private sector to deliver	AMBER	AMBER	The Council rarely commissions the private sector to deliver activities for children but in those cases where it has done this (e.g. sports courses, etc.) quality		

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
recreational activities for children.			issues are prioritised.		
The Local Authority provides council premises and space free of charge to organisations which provide free (at the point of access) play provision for children	AMBER	AMBER	The Council does not provide Council premises free of charge but it does provide outdoor space free of charge for play provision e.g. MCC has supported Groundwork Wales by allowing access on land for open access funded play sessions, and some of its leased premises also provide space free of charge.		

Structured recreational activities for children

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The Local Authority is delivering on its responsibility to secure the services set out under Core Aim 4 for sport, leisure and culture	AMBER	AMBER	We continue to work closely with communities, partners and schools to deliver opportunities identified through the Sport Wales School Sport Survey 2015. We will continue to invest in young leadership programmes and training to give young people the opportunity to create sustainable play, sport and physical activities. We will continue to work with our pre-school and after school	The lack of an arts development role inhibits opportunities for children and young person's involvement – there is potential to remedy this through the new delivery model planned for cultural services	To identify how the alternative delivery model planned for leisure, cultural and youth services may positively contribute to improving access to play opportunities.

			providers to identify training and support to be able to offer physical literacy opportunities for our young people.		
The local "Creating an Active Wales" plan is increasing play and recreational activities for children	GREEN	GREEN	Three targets within C&YP section of plan: 1) Increase opportunities for family swimming sessions, particularly for under 5's. 2) Promotion of existing & new activities through media and FIS website. 3) Consult with families on what matters.		
Local Authority Partnership Agreements (LAPAs) are contributing to increasing free play and recreational activities	GREEN	GREEN	Our plan identifies projects to increase opportunities for engagement in sport and physical recreation. Child specific projects emphasis includes providing the skills and confidence from an early age to be physically literate.	The emphasis for 'young people' engagement and delivery of programmes is mainly through core funding and supporting school based programmes (Dragon multi skills and sport & 5x60).	
The sports agenda contributes to the provision of sufficient recreational activities for children	GREEN	GREEN	Through Dragon multi skills & sport programmes we are focussing on the physical competency of a child so that they can develop the appropriate skills at the appropriate stage of their physical development, which can be transferred across sport.	Predominantly delivered through school programmes at ages 7-11 years. Need to develop more community programmes and engagement, e.g. community sport clubs	
The cultural and arts agenda, is contributing to the provision of sufficient recreational activities for children	Not Included	AMBER	The Council's Museum Service (Monmouth Museum, Abergavenny Castle & Chepstow Museum) and its cultural attractions (Caldicot Castle, Shire Hall Monmouth and Old Station Tintern) all provide a variety of opportunities for recreational activities for children.	The lack of an arts development role inhibits opportunities for children and young person's involvement – there is potential to remedy this through the new delivery model planned for cultural services	

			Individual community arts events also make provision e.g. The Wye Valley River Festival.		
The Local Authority Youth Service provides for children's opportunities for leisure and association	AMBER	GREEN	The LA youth service provides regular opportunities for young people aged 11+ to engage in leisure and recreational activities through youth centres; village halls and outreach pop-up sessions. These opportunities are available 50 weeks of the year.		

General Comments: **Supervised play provision**

Where the Local Authority has assessed settings as part of the Childcare Sufficiency Assessments (CSAs), how have these settings been assessed in respect of the quality of play opportunities they provide and offer?

How has provision that is not part of the CSA been assessed in respect of the quality of play opportunities they provide and offer?

A Development Worker is employed to work with Out of School Childcare Settings to provide support and raise standards, as well as to monitor the quality of play provision provided and to provide training, where required, to enhance this provision.

Alongside the PSA process the Council has undertaken a review of its own provision of supervised summer play, informed by the independent review carried out by Torfaen Play Service. As a result a key theme of the play action plan is to work with partners to develop the community play framework for open access play provision; including assessing the impact of the changes proposed for staffed play provision in Summer 2016; seeking to develop the model and engage new partner e.g. the environmental sector and "wild play" and exploring the potential for further inclusive community based provision including at other times of the year.

The Council is also considering an alternative delivery model planned for leisure, cultural and youth services and a further action will be to identify how that may positively contribute to improving access to play opportunities.

Matter E: Charges for play provision

The Local Authority should consider which play opportunities involve a charge and the extent to which the Local Authority takes these charges into account in assessing for sufficient play opportunities for children living in low income families as set out in the Statutory Guidance.

RAG status

Criteria fully met.	
Criteria partially met.	
Criteria not met.	

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The Local Authority keeps records of the number of children living in low income families	AMBER	AMBER	This information is recorded in the Childcare Sufficiency Assessment completed by the FIS every year	Relies on information being readily available via the census or Welsh Government	To enhance our information base, including building a fuller picture of existing provision; To develop the community play framework for open access play provision
The Local Authority keeps records of the number of children living in areas of deprivation	AMBER	AMBER	This information is recorded in the Childcare Sufficiency Assessment completed by the FIS every year	Relies on information being readily available via the census or Welsh Government	
The Local Authority keeps records of the number of children living in rural areas	AMBER	AMBER	This information is accessible via the 2011 Census statistics and Mid-Year Population Estimates 2014 and age breakdowns	The information is not readily available and used as a basis to plan provision of play opportunities	
The Local Authority keeps records of the number of disabled children and those with particular needs.	AMBER	AMBER	Data bases are kept in separate service areas, e.g. Social Services, Education, Leisure Services in relation to play provision		

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The Local Authority records the availability of no cost provision	AMBER	AMBER	The FIS keeps information on all play activities being run whether or not there is a cost	The information depends on play providers returning annual update forms and choosing to advertise with the FIS	
The Local Authority records the provision of no cost / low cost premises used for play provision	AMBER	AMBER	The FIS keeps information on premises that can be used for play on the 'Children's Entertainment' section on the FIS website	This information is only updated on an annual basis and may not be a full list of what is available in Monmouthshire as it is dependent on providers informing the FIS in the first instance.	
The Local Authority records the provisions where grants or subsidies are available for play providers	AMBER	AMBER	Monmouthshire Early Years provide an Out of School Childcare grant for additional support at holiday clubs and after school clubs in Monmouthshire.	There is a limited budget for this provision and it is only available to children with additional needs. The grant funds a 1:1 worker and does not subsidise the place for the child.	
The Local Authority provides subsided transport for children travelling to play opportunities	AMBER	AMBER	We have provided free transport to the Caldicot Playscheme from outlying areas, funded by Community Council grant, but this does not form part of the new community play model	Subsidised transport is not available on a county wide basis – it has been trialled in some areas but was discontinued due to lack of take up	

General Comments: Charge for play provision

How is the Local Authority ensuring that children have access to no or low cost provision?

The Family Information Service (FIS) provides easily accessible information as to play opportunities, although we recognise that it is a partial view as it depends on play providers returning annual update forms and choosing to advertise with the FIS. We have identified a theme for the play action plan as enhancing our information base, including building a fuller picture of existing provision.

The theme to work with partners to develop the community play framework for open access play provision will also extend access to low cost provision.

Matter F: Access to space/provision

The Local Authority should consider all the factors that contribute to children's access to play or moving around their community.

RAG Status

Criteria fully met.	
Criteria partially met.	
Criteria not met.	

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The Local Authority keeps an up to date record of the number of 20 mph zones/school safety zones in residential areas	AMBER	AMBER	MCC Records, School Travel Plans and community travel/transport strategies	Not all of the county is mapped	To improve our information base to fully integrate these measures and to better understand the local barriers to
The Local Authority has	AMBER	AMBER	Completed school travel plans that	Safe Routes to Schools, Safe	

an identified mechanism for assessing the impact of speed reduction and other road safety measures on the opportunity for children to play outside in their communities			informed former Safe Routes to Schools/current Safe Routes in Communities projects have monitoring requirements to assess impact of such interventions. Similarly, MCC's road safety programme over the years has contributed to regional & national data collection on road safety performance	Routes in Communities & general Road Safety Schemes produced benefits & impacts much wider than allowing children to play, so it may be difficult to attribute benefits specifically to play for children. Again not all communities have benefited from the above funding streams, so some benefits not accrued in parts of county. Draft speed management policy being developed which may cover this aspect	play for children and young people so we can increase access to opportunities to play.
The Local Authority has a plan(s) to reduce the negative effect of busy roads and junctions through the introduction of speed reduction measures and provision of safe crossing points/routes for pedestrians and cyclists	AMBER	AMBER	As above, with Safe Routes to Schools, Safe Routes in Communities and Road Safety Schemes	Not all county is covered, and some routes require involvement with other agencies, such as South Wales Trunk Road Agency. (For example, A4042 Goytre, A48 Chepstow, A40 Abergavenny, A40 Monmouth). Route monitoring guidance by WG shortly to be introduced and will evidence this statement	
The Local Authority has a plan(s) to improve walking and cycle access to parks, outdoor play facilities and local leisure centres from residential areas	AMBER	AMBER	As above, with Safe Routes to Schools, Safe Routes in Communities and Road Safety Schemes	Focus on safe routes to schools and safe routes in communities schemes has largely focused on routes to key generators of traffic, i.e. schools, shops, and not covered in equal measure needs for more leisure based activities. Active Travel will help to address this initiative	
There is potential for the Local Authority to	AMBER	AMBER	As above, with Safe Routes to Schools, Safe Routes in Communities and Road	Safe Routes to Schools, Safe Routes in Communities &	

take further action to reduce traffic speed and improve road safety to promote play opportunities			Safety Schemes	general Road Safety Schemes produced benefits & impacts much wider than allowing children to play, so may be difficult to attribute benefits - again not all communities have benefited from the above funding streams, so some benefits not accrued. Again Active Travel plus Speed Management Policy will help address this	
The Local Authority uses road safety grants and/or other funding to support delivery of cycling training for children to national standards	GREEN	GREEN	Cycle Proficiency Training and Bike-It training provided at number of schools in county.	Would need funding to continue to allow for provision at all primary school levels.	
The Local Authority uses road safety grants and/or other funding to provide pedestrian safety training for children	GREEN	GREEN	Kerbcraft Training provided across the county	Would need funding to continue to allow for provision at all primary school levels.	
The Local Authority has an accessible and well-known way of arranging temporary road closures, to support more children to play outside their homes	GREEN	GREEN	Well defined procedures for Street Closures and known by local communities		
The Local Authority refers to *Manual for*	AMBER	GREEN	All new developments are considered under the Manual for Streets and		

Streets when considering new developments and changes to the highway network/urban realm			reference to parking standards. Noting that some highway within the county is responsibility of South Wales Trunk Road Agency who tend to refer to Design Manual for Roads and Bridges and more detailed standards.		
The Local Authority works to nationally recognised good practice guidelines when developing walking and cycling facilities	AMBER	GREEN	All new developments are considered under the Manual for Streets, Active Travel Design Guidance, MCC LDP adopted guidelines, Sustrans Greenway, DfT Local Transport Notes etc. Noting that some highway within the county is responsibility of South Wales Trunk Road Agency which tends to refer to Design Manual for Roads and Bridges and more detailed standards.		
The Local Authority uses child pedestrian road accident casualty data to inform the location and design of interventions which help children get around independently in their communities	AMBER	STATUS	Accident data looks at all age groups and road user types. MCC work jointly with Gwent Police and neighbouring LAs to identify and look to address known accident sites		
The Local Authority considers children's needs to access play opportunities when making decisions about public transport planning and expenditure	AMBER	AMBER	Safe Routes to School and Safe Routes in Communities Scheme	Some decisions regarding public transport planning & expenditure are made at regional level, and as with use of road accident data prioritisation methodology focuses on spatial benefits (around economic & social activities) less towards leisure activities	

Information, publicity and events:

For children and families to take part in play opportunities, recreational activities and events it is necessary for them to know what is available in their area.

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The Local Authority has a clearly identified section on its website which gives information about play opportunities as described in the Statutory Guidance (play areas, play provision, clubs and their accessibility)	AMBER	AMBER	Information about play opportunities is included the local authority's website; the "visit Monmouthshire" website and the Family Information Service (FIS) website. This provides comprehensive information on play provision, clubs etc. but does not include information on play areas.	There is no single "one stop shop" website for families to access the full range of information about play opportunities in the county.	To engage with children and young people and parents to better identify the limiting factors / barriers to access play opportunities and use this information to help inform our future approach to information and publicity.
The Local Authority provides information on access to play opportunities and contact for support if required	AMBER	AMBER	This information is available on a service by service basis and some limited joint publicity is produced for the summer holiday activities	The information is not easy to find for parents looking for information on play opportunities not linked to a specific service	
The Local Authority supports and publicises events which encourage play opportunities and events for children and families	AMBER	AMBER	We support and publicise events on an ad hoc basis. The FIS produces termly flyers advertising play opportunities and events for families. They also advertise specific events on the FIS website and through social media throughout the year. MCC has supported and helped publicise events delivered by	There is no protocol or format available at the moment to produce a comprehensive range of information on children's play. The FIS flyer only includes activities that they are aware off; it relies on services informing them when they hold events.	

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
			Groundwork Wales for children and families.		
The Local Authority publicises information which contributes to positive community attitudes to play	RED	RED	MCC has supported and helped publicise information about workshops delivered by Groundwork Wales which contributes to positive community attitudes to play	We do not systematically publish or publicise such information	
The Local Authority publicises helpful hints and support for parents to help them encourage their children to play	AMBER	AMBER	Information about the importance of play is included on the Parenting Tips section of the Family Information Service website	The information available and its promotion is limited.	
The Local Authority widely uses on-site signposting to safeguard and promote play	AMBER	AMBER	There is some on site signposting at the four skate parks.	On site signposting is not done on a consistent or regular basis to promote play	
The Local Authority engages with the media to encourage the positive portrayal of children playing in the local area	AMBER	AMBER	We do have effective engagement with the media and promote positive portrayals as and when they occur, such as media coverage of the new Gilwern Heaven Scent Garden.	This is not done as part of a planned process	

General Comments: Access to space/provision

How has the Local Authority ensured collaboration to ensure children can move around their communities to increase access to opportunities for playing?

We have a collaborative approach to deliver improved safety and new opportunities for active travel (walking and cycling), including Safe Routes to Schools, Safe Routes in Communities, general road safety measures, including appropriate training and the assessment of new development proposals. However we recognise that we need to improve our information base to fully integrate these measures and to better understand the local barriers to children and young people so we can increase access to opportunities to play.

General Comments: Information, publicity, events

How has the Local Authority positively used information to support access to play provision?

There is positive information available to support access to play, but we recognise that this is spread across a number of platforms and does not include information on play areas. We have identified a desire to engage with children and young people and parents to better identify the limiting factors / barriers to access play opportunities and we plan to use this information to help inform our future approach to information and publicity.

Matter G: Securing and developing the play workforce

The Local Authority should provide information on the organisational structure of the policy area which manages the play agenda and the play workforce.

RAG status

Criteria fully met.	
Criteria partially met.	
Criteria not met.	

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The Local Authority keeps up to date information regarding the workforce across the Local Authority (this should include the number of playworkers, play management structure, qualification levels, training opportunities and volunteers)	AMBER	AMBER	The Council has employed play workers to work on the play schemes and support workers to provide support for children with disabilities – both of these are on a temporary basis during school holiday periods.	The Council does not have a Play Development Officer or any other full time play staff within its workforce. Many of the of play opportunities in the county are delivered by other agencies and by the voluntary sector and with the new community play model for 2016 this trend is likely to increase in the future through a commissioning approach.	To enhance our information base, including building a fuller picture of existing provision and the play workforce; To develop the community play framework for open access play provision;
The Local Authority supports all of the workforce to achieve the qualification level required by the Welsh Government's National minimum Standards	AMBER	AMBER	Youth Service provides core and mandatory training for the youth provisions with which it is involved – this includes clubs run by paid workers & by volunteers. Three Counties Play also provided a variety of training both accredited and non-accredited to align the	The new community play model will work with our provider Torfaen Play Service to provide appropriate training for staff and volunteers delivering the scheme, utilising Torfaen Play's existing model.	

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
			community provisions with the National Minimum standards for open access play (no longer in place).		
The Local Authority supports the workforce to achieve the accepted qualification levels set out by SkillsActive	RED	RED		There is no provision or resources to do this within the Local Authority	
The Local Authority includes playwork within its Workforce Development strategies	RED	RED		The Council does not have a Play Development Officer or any other full time play staff within its workforce.	
The Local Authority supports partners to deliver appropriate training to community groups, parents and volunteers	AMBER	AMBER	Clybiau Plant Cymru Kids Clubs (CPCKC) delivers business health checks and committee skills in voluntary management committees. Three Counties Community Play also provided a variety of training both accredited and non-accredited to align the community provisions with the National Minimum standards for open access play (no longer in place).	This provision whilst valuable only covers a proportion of community groups, parents and volunteers. The new community play model (commissioned via Torfaen Play Service) will provide accredited training for volunteers.	
The Local Authority has undertaken a comprehensive training needs analysis for the play workforce as defined in the toolkit glossary	RED	RED		The Local Authority hasn't undertaken such an analysis	
The Local Authority has a staff development budget ring fenced for play, including playwork	RED	RED		Staff development budgets are devolved to individual services but there is no ring fenced budget for play	

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The Local Authority takes action to expand the variety of learning and development opportunities that are offered to staff	AMBER	AMBER	Training needs are assessed as part of the Employee Review and Development Scheme	The Council does not have a Play Development Officer or any other full time play staff within its workforce.	
There is a comprehensive range of Continuing Professional Development (CPD) opportunities available for playworkers in the area	AMBER	AMBER	The Council works closely with CPCKC to promote CPD to play workers, also providing underpinning knowledge courses, e.g. food hygiene, health & safety, child protection. Three Counties Community Play also provided a variety of training both accredited and non-accredited to align the community provisions with the National Minimum standards for open access play (no longer in place).	The new community play model (commissioned via Torfaen Play Service) will provide accredited training for summer play workers. This provision whilst valuable does not cover all play workers in the area and cannot be classed as comprehensive	
There is a comprehensive range of CPD opportunities for a range of professionals who work with children	AMBER	AMBER	The Council works closely with CPCKC to promote CPD to play workers, also providing underpinning knowledge courses, e.g. food hygiene, health & safety, child protection. Three Counties Community Play also provided a variety of training both accredited and non-accredited to align the community provisions with the National Minimum standards for open access play (no longer in place).	This provision whilst valuable does not cover all play workers in the area and cannot be classed as comprehensive	
Training is available for volunteers and parents to	AMBER	AMBER	Three Counties Community Play and Monmouthshire Youth	Funding for Three Counties Play has come to an end and,	

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
develop their knowledge on skills in play work			Service provided training to volunteers and parents for them to develop their knowledge & skills in playwork.	as a result, this could have a negative impact availability	
Training awareness sessions are available for professionals and decision makers whose work impacts on children's opportunities to play	AMBER	AMBER	Limited awareness raising on the importance of play and the need to provide for improved play opportunities has been provided and the review of the summer play schemes and review of the PSA has provided an opportunity undertake awareness raising with Town and Community Councils and the Authority's Select Committee and Cabinet.	Comprehensive programme required.	

General Comments **Securing and developing the play workforce**

How has the Local Authority met the requirement to undertake or secure the managerial and delivery functions necessary to achieve sufficient play opportunities?

How has the Local Authority ensured it understands and provides for the workforce development needs of the play workforce (as defined in Wales: A Play Friendly Country)?

How has the Local Authority ensured it understands and provides the playwork workforce (as defined in Wales: A Play Friendly Country)?

The Council has identified a lead service and officer for play (Tourism Leisure and Culture Service and the Green Infrastructure and Countryside Manager) and reviewed and confirmed its arrangements to coordinate delivery, via its Play Strategy Group and monitoring to the Local Service Board's Programme Board.

We do not have a Play Development Officer or any other full time play staff within our workforce. Many of the play opportunities in the

county are delivered by other agencies and by the voluntary sector. With the new community play model for 2016 this trend is likely to increase in the future through a commissioning approach. We recognise that our understanding of the wider play workforce is not comprehensive and we will prioritise our approach through building a fuller picture of existing provision and the play workforce. However limited resources mean that difficult decisions will need to be made as to our priorities.

Matter H: Community engagement and participation.

The Local Authority should consult widely with children, their families and other stakeholders on their views on play provision. It should also promote wide community engagement in providing play friendly communities.

RAG Status

Criteria fully met.	
Criteria partially met.	
Criteria not met.	

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The Local Authority promotes initiatives to engage youth groups, school councils, school governing bodies, community groups and other relevant groups in enhancing play opportunities for children in its area.	AMBER	RED	The Council supported Three Counties Community Play in its work with local communities to enhance local play opportunities.	Funding for Three Counties Play came to an end and, as a result, this has had a negative impact on enhancing local play opportunities	To develop the community play framework for open access play provision;
The Local Authority promotes community engagement in: - making space available and	AMBER	RED	The Council supported Three Counties Community Play to consult and engage with local communities through stay and	Funding for Three Counties Play came to an end and, as a result, this has had a negative impact on engagement	

suitable for play - organising play events - positive attitudes towards children and play - training on the importance of play.			play sessions, play networks, cross county events and play events both locally and regionally. We promote positive attitudes towards play and have provided bespoke training on the importance of play on children and young people.		

General Comments **Community engagement and participation.**

How has the Local Authority effectively used existing mechanisms for children's participation and family consultation processes with regards to play?

- The Council has a close working relationship with the Town & Community Councils and the voluntary sector in Monmouthshire in relation to play opportunities – the Town/Community Councils are major contributors to the play schemes and other play provisions;
- Three Counties Community Play has engaged with local communities across Monmouthshire to help set up open access play provisions but this provision has now stopped with the end of funding;
- Clybiau Plant Cymru has engaged with a significant number of the county's Primary Schools to set up provisions, mainly after school/holiday clubs;
- Consultation takes place in respect of improvements to play facilities e.g. the improvement of designated play spaces.

Matter I: Play within all relevant policy and implementation agendas

The Local Authority should examine all its policy agendas for their potential impact on children's opportunities to play and embed targets and action to enhance children's play opportunities within all such policies and strategies.

RAG Status

Criteria fully met.	
Criteria partially met.	
Criteria not met.	

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
There is a named person on the Local Service Board who champions children's play and ensures that the Play Sufficiency Assessment and Action Plan contribute to and are incorporated within the Single Integrated Plan	AMBER	AMBER	Play is identified as a noted above and the Single Integrated Plan includes action to ensure children and young people have access to flexible and appropriate play opportunities. The Play Strategy Group's membership and terms of reference were reviewed in January 2015 by the Single Integrated Plan Performance Group to ensure a robust link to the plan, clarity of role and reporting. The Play Strategy Group is recognised as one of the key partnerships feeding in to the plan, so that that progress on the Play Action Plan can be reported to the Local Service Board's Programme Board annually and on an exception basis.	There is no named person within on the Local Service Board who champions children's play specifically.	Identify a named person on the Local Service Board / Public Service Board

Education and schools

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
Schools ensure that children are provided with a rich play environment for breaks during the school day	GREEN	GREEN	Outdoor areas of schools, particularly the new primary schools built as part of the primary review, offer excellent environments with a rich and varied provision for children to play		Supporting the Play Strategy Group to develop into the implementation group for the play action plan, involving a wide range of internal and external partners; including identifying better links and integration with other programmes and partnerships
Schools provide play opportunities during out of teaching hours	AMBER	GREEN	All schools provide access to play during break and lunch times using a range of equipment and playground markings.		
Schools provide access to school grounds for playing out of school times	AMBER	AMBER	There are play settings on Primary School sites throughout the county & the four secondary sites are dual use		
Schools encourage children to walk and cycle to school	AMBER	AMBER	The vast majority of schools encourage children to cycle to school. However there are a number of schools in rural areas where cycling would not be a feasible option for many children	Schools do participate in the annual “Walk to School” week but no data is currently held on how many schools encourage children to walk to school	
The Local Authority offers guidance to ensure schools understand and ensure that regular outdoor play is not curtailed	AMBER	GREEN	The MCC Food and Fitness Policy has been adopted by 32 / 35 schools in Monmouthshire. This policy has been presented and ratified by individual school Governing Bodies.		

Town and Country Planning

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The Local Development Plan recognises and addresses the outdoor play needs of children of various age groups and abilities	AMBER	AMBER	The adopted LDP contains Policy CRF2 requiring provision of open space in accordance with the Council's adopted standards, including 0.8 hectares children's playing space (0.3 hectares equipped, 0.5 hectares casual) per 1,000 population. The Adopted *Green Infrastructure Supplementary Planning Guidance (SPG)* recognises increasing play opportunities as a benefit and a key design consideration.	The LDP refers to the use of SPG on financial contributions for recreational open space and allotment needs. However, it is considered that provision is generally in accordance with current practice/policy so preparation of this SPG has not been accorded high priority.	Reviewing our overall approach to fixed play provision and the opportunities for play within open spaces

Traffic and Transport

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The local Transport Plan recognises the importance of local streets, roads and walking and cycling route in offering play opportunities for children of different ages and abilities	AMBER	AMBER	The Council's LTP proposed the development of Active Travel Networks in 7 designated settlements, as per Active Travel Design Guidance the development of future network will consider implications of play sufficiency assessments [*The LTP*		To improve our information base to fully integrate these measures and to better understand the local barriers to

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
			guidance made no reference to PSAs, the ATA Design Guidance states that "The network plans and their associated programmes of works therefore need to be integrated with wider strategic plans of the authority and external organisations. These plans might include … play sufficiency assessments"		play for children and young people so we can increase access to opportunities to play.
The local Transport Plan identifies ways of assessing and addressing the needs of all groups including those which are often marginalised.	AMBER	AMBER	The LTP was assessed against equality impact. The Active Travel Network Plans will be developed according to the relevant Design Guidance which refers to legal procedures including Equality Impact Assessments. Any scheme will need to consider needs in its design.		

Health and Wellbeing

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan

The Local Authority plans and agenda to promote health and well-being recognise the importance of play for children's and families' physical health and well-being	AMBER	AMBER	The Local Authority health and well-being plans and agenda recognise the importance of play for the physical and emotional health and well-being of children and families including the Creating an Active and Healthy Monmouthshire Strategy which includes to support children and young people to live active lives, and become active adults.	Although the value and importance of play is recognised there is a lack of resources currently to actively promote play as an important factor in the health and well-being of children and families	Identifying better links and integration with other programmes and partnerships through the Play Strategy Group

Child Poverty

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The Local Authority's tackling poverty agenda and plans recognise the importance of ensuring that play opportunities are available to all families regardless of their income.	GREEN	GREEN	The Local Authority's tackling poverty agenda is embedded within the partnership strategic planning process, the Single Integrated Plan and initiatives such as the Flying Start and Families First programmes. For example, the Families First Programme funds subsidised places for pre-school play and after school/holiday club play for low income families. Community play provision around the county also ensures play provision regardless of income.		Maintaining integration with other programmes and partnerships through the Play Strategy Group; Adopting a more integrated approach across the authority to join up provision and ensure families with diverse needs are better supported to access play opportunities

Early Years/Childcare

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
Early Years, and Flying Start plans and services recognise the importance of play and contribute to the provision of rich play opportunities for younger children	AMBER	AMBER	The Early Years Development Policy deals predominantly with Early Education and promotes the importance of play within education. The fundamental principle of the Foundation Phase Framework is that learning should be active / play based and carried out both indoors and outdoors. It states in Monmouthshire's Service Specification Agreement with Approved Early Education Providers that all children must have access to a stimulating, safe and secure outdoor learning environment during every session.		Maintaining integration with other programmes and partnerships through the Play Strategy Group;
The Childcare Strategy offers guidance to ensure local childcare providers understand the importance of and provide a rich play environment as a routine part of the care they provide	AMBER	AMBER	Monmouthshire has not had a Childcare Strategy document for many years, nevertheless the importance of play is recognised and training and financial support has been put into play settings to improve the quality of this provision. The Out of School Childcare Grant has been utilised to fill any gaps in the market and to improve quality of existing provision.		

Family policy and initiatives

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
Family support initiatives provide up to date information and support for parents to enable them to support their children to play	AMBER	AMBER	The Family Information Service provides family support information via telephone, email, social media, outreach and on the FIS website. There is a parenting advice section which includes information such as 'the benefits of play' 'playing outside' and 'playing outside'. The FIS advertises all forms of play including after school clubs, play schemes, leisure activities, soft play centres and various organised play events and includes as much detail as possible to ensure parents are well informed. The Acorn Project/Flying Start provides up to date information based around Language and Play principles and shares these messages with parents the project works with in groups and one to one at home.	The FIS continues to gather information on Family Support but the capacity of the FIS is limited.	To enhance our information base, including building a fuller picture of existing provision

Inter-generational policy and initiatives

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
There are a range of play based approaches to inter-generational activity	AMBER	AMBER	Family Learning activities within the county have included a range of intergenerational activities.		Maintaining integration with other programmes and partnerships through the Play Strategy Group;
There is a creative approach to inter-generational activity which encourages better interaction between children of different ages	AMBER	AMBER	Family Learning activities have included activities for children of different ages. Groundwork Wales has engaged with parents, family members and community groups.		

Community Development

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The Community Strategy makes a clear statement regarding the rights of children to play within their communities	RED	GREEN	The Single Integrated Plan makes a clear statement recognising the importance of play in children's lives, for both its recreational value and for the important part that it plays in children's physical and emotional health and well-being and in their personal development and that play should be capable of being enjoyed by		Maintaining integration with the Single Integrated Plan through the Play Strategy Group and reporting via the LSB's Performance Board;

			all children irrespective of their social or cultural background or the ability of their parents to pay for the opportunity to participate.		
The Community Strategy supports communities to provide play opportunities for their children	RED	GREEN	The Single Integrated Plan includes action to ensure children and young people have access to flexible and appropriate play opportunities		
The Community Strategy makes a clear statement regarding how providing play opportunities contributes to community cohesion	RED	STATUS	The Single Integrated Plan recognises that play provides a platform for children to learn, to have fun and to develop friendships with other children in a variety of settings from the school playground to formal open spaces and the wider physical environment.		

Community Safety

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The Community Safety Strategy makes a clear statement which recognises the rights of children to play in their communities	Not Included	STATUS	The Community Safety Strategy has been replaced by the Single Integrated Plan which recognises the right to play (as above)		Maintaining integration with the Single Integrated Plan through the Play Strategy Group and reporting via the LSB's Performance
The Community Safety Strategy includes actions which provide a safe	RED	STATUS	The Community Safety Strategy has been replaced by the Single Integrated Plan		

environment for children to play in their communities			which recognises action required to ensure children and young people have access to flexible and appropriate play opportunities (as above)		Board;

Health and Safety

Criteria	RAG Status 2013	RAG Status 2016	Evidence to support strengths	Shortfalls	Identified Actions for action Plan
The Health and Safety policies explicitly recognise the value of children being able to experience risk and challenge	AMBER	AMBER	This is not specifically recognised in the Council's main health and safety policy but is covered in the Council's Trips & Visits Policy under "hazardous pursuits" and "adventurous activities" (which are under current review)		To improve our information base to better understand if the barriers to play opportunities include health & safety & insurance issues.
The Health and Safety policies and procedures incorporate the risk-benefit approach to health and safety assessments as recommended by the Health and Safety Executive (HSE)	AMBER	AMBER	The Council works in line with the All Wales Guidance for Educational Visits, a safety guide for learning outside the classroom which embraces the HSE principles of sensible risk management.		
The Local Authority offers the provision of insurance through the Local Authority scheme to all third sector play providers and community councils	RED	RED	The Council does not offer the provision of insurance through its own scheme and can see difficulties in doing so, particularly the transfer of legal liabilities.		

General Comments: **Play within relevant policy and implementation agendas**

Please use this section to highlight successes of collaboration across policy areas to improve play opportunities.

- Outdoor areas of schools, particularly the new primary schools built as part of the primary review, offer excellent environments with a rich and varied provision for children to play
- The MCC Food and Fitness Policy has been adopted by 32 / 35 schools in Monmouthshire. This policy has been presented and ratified by individual school Governing Bodies.
- The Adopted Green Infrastructure Supplementary Planning Guidance (SPG) recognises increasing play opportunities as a benefit and a key design consideration.
- The Council's Local Transport Plan proposed the development of Active Travel Networks in 7 designated settlements, as per Active Travel Design Guidance the development of future network will consider implications of play sufficiency assessments
- The Family Information Service provides family support information via telephone, email, social media, outreach and on the FIS website. There is a parenting advice section which includes information such as 'the benefits of play' 'playing outside' and 'playing outside'.

Conclusion

The Council's view is that fewer, focussed and more integrated themes / actions are more likely to achieve progress especially in times of limited resources, and better reflects the Sustainable Development principles and Well-being goals.

The proposed themes / key actions for the 2016/17 action plan are as follows:

Space for play - The desirability of reviewing our overall approach to fixed play provision and the opportunities for play within open spaces; including fully assessing the condition of and demand for existing provision and identifying new opportunities; the application of play space standards / developer contributions; the potential for multi-use spaces / natural play etc. through integration of a wider "green infrastructure" approach.

Supervised provision – Working with partners to develop the recently approved community play framework for open access play provision; including assessing the impact of the changes in staffed play provision in Summer 2016; seeking to develop the model and engage new partner e.g. the environmental sector and "wild play"; and exploring the potential for further inclusive community based provision including at other times of the year.

Providing for diverse needs – Adopting a more integrated approach across the authority to join up provision and ensure the needs of children with disabilities and/or families with diverse needs are better supported to access play opportunities.

Policy Integration – Supporting the Play Strategy Group, which now has new terms of reference to develop into the implementation group for the play action plan, involving a wide range of internal and external partners; including identifying better links and integration with other programmes and partnerships e.g. the Creating an Active and Healthy Monmouthshire strategy, the potential synergies with the alternative delivery model planned for leisure, cultural and youth services e.g. relating to culture and arts. The SIP Performance Group will continue to oversee links and clarity around the PSA and action plan delivery.

Engagement and Information – Recognising that the existing information base is not adequate to fully understand the demand for, and sufficiency of, play opportunities and that the level of work required to remedy this has proved beyond the current PSA process. Tasking the Play Strategy Group to identify a practical and economic way forward to remedy this; including working with Town and Community Councils; sharing existing data, building a fuller picture of existing provision; and utilising existing mechanisms to engage with children and young people. The limited additional consultation that has been possible to support the PSA review suggests that attitudes to play, both of parents

and other adults are identified by children as one of the limiting factors to their play opportunities and further engagement with children and young people can explore this further.

This last action is central to the foregoing actions - whilst there is significant goodwill about making links to other policy areas the lack of a full understanding of local demand and opportunities is constraining making these real.

Way forward

The identified themes for action are intended to be long term and whilst they will be kept under review as part of the annual action plan prices it is envisaged they will guide the authority's actions at least until the next 3 year review of the Play Sufficiency Assessment. The Action Plan contains a realistic assessment of what is achievable in the first year of that period given the available resources.

The mechanism for delivery will be the Play Strategy Group, as described above.

Signed: Matthew Lewis

Date: 30 March 2016

Play Sufficiency Action Plan

Llywodraeth Cymru
Welsh Government

FINAL DRAFT VERSION (FOR MCC CABINET DECISION 13 APRIL 2016)

Name of Local Authority:	**Monmouthshire County Council**
Name of responsible officer:	**Matthew Lewis**
Job title:	**Green Infrastructure & Countryside Manager**
Date of completion:	**30 March 2016**

play wales chwarae cymru

Actions to be taken to address the issues / shortcomings recorded in the Play Sufficiency Assessment

Proposed actions for the period of 1st April 2016 – 31st March 2017

(Funding source: funding from Local Authority own budgets and to be included in the Single Integrated Plan).

Matter	Priorities	Targets	Milestones	Resources, including costs	Funding source (new or existing funding streams)
Statutory Guidance-policy framework	Approve PSA and 2016/17 Play Action Plan Maintain and review the Play Action Plan	Approval by Cabinet Complete a rolling review of the Action Plan for 17/18 including report to CYP Select / Cabinet	13 April 2016 by 31 March 2017	GI & Countryside Manager; Community Infrastructure Coordinator with Play Strategy Group	Existing core staff funding
Matter A: Population	Using available data to contribute to better understanding the local demand for, and sufficiency of, play opportunities	To identify a practical and economic way forward; including working with Town and Community Councils; sharing existing data, building a fuller picture of existing provision; and utilising existing mechanisms to engage with children and young people.	by 31 March 2017	Play Strategy Group	Existing core staff funding / investigate funding sources
Matter B: Providing for diverse needs	Seek to gain a better understanding of the local demand for and sufficiency of play opportunities	Adopting a more integrated approach across the authority to join up provision and ensure the needs of children with disabilities and/or families with diverse needs are better supported to access play opportunities	Ongoing; aim to inform the development of the community play model in 2017	Play Strategy Group (Tourism Leisure and Culture; Children Services; Youth Service etc.)	Existing core staff funding / funding from Town & Community Councils / investigate funding sources

Matter	Priorities	Targets	Milestones	Resources, including costs	Funding source (new or existing funding streams)
Matter C: Space available for children to play	Reviewing our overall approach to fixed play provision and the opportunities for play within open spaces	Including fully assessing the condition of and demand for existing provision and identifying new opportunities; the application of play space standards / developer contributions; the potential for multi-use spaces / natural play etc. through integration of the wider "green infrastructure" approach (as set out in our Green Infrastructure Supplementary Planning Guidance).	Detailed timescale and milestones to be developed by Summer 2016	Play Strategy Group (Green Infrastructure & Countryside; Operations; Planning; Sports Development; Community Infrastructure)	Existing core staff funding
Matter D: Supervised provision	To develop the community play framework for open access play provision;	To deliver the 2016 open access summer play scheme (including sports camps and community play schemes) To identify how the alternative delivery model planned for leisure, cultural and youth services may positively contribute to improving access to play opportunities	By Summer 2016 (July/August) By April 2017	Tourism, Leisure & Culture Service (and Torfaen Play Service as contracted provider) Alternative Delivery Model team / Play Strategy Group	Families First Grant / Community & Town Council funding (£60-£70K) Existing core staff funding
Matter E: Charges for play provision	To enhance our information base, including building a fuller picture of existing provision; To develop the community play framework for open access play provision	As Matter A above As Matter D above			
Matter F: Access to space/provision	To improve our information base to fully integrate	To engage with children and young people and parents to better identify			

Matter	Priorities	Targets	Milestones	Resources, including costs	Funding source (new or existing funding streams)
	these measures and to better understand the local barriers to play for children and young people so we can increase access to opportunities to play.	the limiting factors / barriers to access play opportunities and use this information to help inform our future approach to information and publicity (to form part of the approach proposed to Matter A above)			
Matter G: Securing and developing the workforce	To enhance our information base, including building a fuller picture of existing provision and the play workforce; To develop the community play framework for open access play provision;	To form part of the approach proposed to Matter A above As Matter D above			
Matter H: Community engagement and participation	To develop the community play framework for open access play provision;	As Matter D above			
Matter I: Play within all relevant policy and implementation agendas	Identifying better links and integration with other programmes and partnerships through the Play Strategy Group	Identify a named person on the Local Service Board / Public Service Board; Supporting the Play Strategy Group to develop into the implementation group for the play action plan, involving a wide range of internal and external partners; including identifying better links and integration with other programmes and partnerships; Maintaining integration with the Single	by 31 March 2017 Ongoing Ongoing	Play Strategy Group / GI & Countryside Manager	

Matter	Priorities	Targets	Milestones	Resources, including costs	Funding source (new or existing funding streams)
		Integrated Plan through the Play Strategy Group and reporting via the LSB's Performance Board; To improve our information base to better understand if the barriers to play include health & safety & insurance issues (to form part of the approach proposed to Matter A above)			

Appendix 2

monmouthshire sir fynwy

Future Generations Evaluation
(includes Equalities and Sustainability Impact Assessments)

Name of the Officer completing the evaluation Matthew Lewis Green Infrastructure & Countryside Manager **Phone no:** 01633 644855 **E-mail:** matthewlewis@monmouthshire .gov.uk	**Please give a brief description of the aims of the proposal** Play Sufficiency Assessment - To approve the Play Sufficiency Assessment and Action Plan for 16/17
Name of Service Tourism, Leisure & Culture	**Date Future Generations Evaluation** form completed 18 March 2016

1. **Does your proposal deliver any of the well-being goals below?** Please explain the impact (positive and negative) you expect, together with suggestions of how to mitigate negative impacts or better contribute to the goal.

Well Being Goal	How does the proposal contribute to this goal? (positive and negative)	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
A prosperous Wales Efficient use of resources, skilled, educated people, generates wealth, provides jobs	Positive – Access to good quality play opportunities contributes to education, particularly the foundation phase	The actions proposed in the Play Action Plan are intended to support the delivery of good quality play opportunities
A resilient Wales Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)	Positive – play opportunities extend across all open spaces and include those for environmentally focused play.	The actions proposed in the Play Action Plan will help identify such opportunities and potential to partnership delivery

Appendix 2

Well Being Goal	How does the proposal contribute to this goal? (positive and negative)	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
A healthier Wales People's physical and mental wellbeing is maximized and health impacts are understood	Positive – Play is essential for the growth of children's cognitive, physical, social and emotional development	The actions proposed in the Play Action Plan are intended to support the delivery of good quality play opportunities
A Wales of cohesive communities Communities are attractive, viable, safe and well connected	Positive – Play contributes not only to children's lives but to the well-being of their families and communities and looking at a community based delivery model for staffed play provision would further contribute to this.	The actions proposed in the Play Action Plan are intended to support the delivery of good quality play opportunities and the delivery of the new community play model being rolled out in 2016
A globally responsible Wales Taking account of impact on global well-being when considering local social, economic and environmental wellbeing	Positive - Children's right of play is enshrined in the United Nations Convention on the Rights of the Child, which Welsh Government has formally adopted.	
A Wales of vibrant culture and thriving Welsh language Culture, heritage and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation	Positive – recreational activities form part of play opportunities. Negative- insufficient overall information base on Welsh Language play provision / demand	The new staffed play provision model will allow leisure services to offer a wider summer provision based on sports camps in the leisure centres The Play Action Plan includes an action to seek to better understand demand, existing provision and opportunities
A more equal Wales People can fulfil their potential no matter what their background or circumstances	Play is established as one of children's rights, internationally and by Welsh Government. Access to good quality play provision can be a way of reducing inequalities between children and so reducing poverty of experience for all children.	The Play Action Plan includes an action to adopt a more integrated approach across the authority to provide for diverse needs The Play Action Plan includes an action to seek to better understand demand, existing provision and opportunities

Appendix 2

2. How has your proposal embedded and prioritised the sustainable governance principles in its development?

Sustainable Development Principle	How does your proposal demonstrate you have met this principle?	What has been done to better to meet this principle?
Balancing short term need with long term and planning for the future	Access to good quality play opportunities is a long term investment in children, families and communities. However short term pressures e.g. changes in the operating environment requiring changes in the delivery model require different approaches.	The PSA actions are intended to provide a clearer and longer term focus and an attempt has been made to make these actions more strategic and integrated to support this. Progress against these long term ambitions will be reviewed annually as the Play Action Plan is rolled forward.
Working together with other partners to deliver objectives	Partnership working is central to the delivery of play opportunities.	The proposed actions include mandating the Play Strategy Group, which now has new terms of reference to develop into the implementation group for the play action plan, involving a wide range of internal and external partners; including identifying better links and integration with other SIP programmes / partnerships
Involving those with an interest and seeking their views	The review carried out by Torfaen Play Services of staffed play schemes has involved extensive internal and external consultation and further consultations with Town and Community Councils and the Play Strategy Group are underway. Children's views have been sought utilising a standardised approach from Play Wales to inform the PSA and further views will be sought as part of the PSA review. However we recognise that the existing information base is not adequate to fully understand the demand for, and sufficiency of, play opportunities and that the level of work required to remedy this has proved beyond the current PSA process	The Play Action Plan includes an action to seek to better understand demand, existing provision and opportunities, including working with Town and Community Councils; sharing existing data, building a fuller picture of existing provision; and utilising existing mechanisms to engage with children and young people.

Appendix 2

Sustainable Development Principle	How does your proposal demonstrate you have met this principle?	What has been done to better to meet this principle?
Putting resources into preventing problems occurring or getting worse	Seeking to provide a clearer and longer term focus and an attempt has been made to make key actions more strategic and integrated to support this.	
Positively impacting on people, economy and environment and trying to benefit all three	As securing play opportunities contributes positively to children, families and communities it is inherently impacting on people, economy and environment as reflected in the breadth of the statutory measures to be addressed in the PSA.	The Play Strategy Group already involves a wide spread of interests and expertise and this will be supplemented by inviting the participation of other specialists as required to implement the Play Action Plan.

3. **Are your proposals going to affect any people or groups of people with protected characteristics?** Please explain the impact, the evidence you have used and any action you are taking below.

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Age	The target ages for play opportunities are under 18 year olds and for staffed play provision principally aged 5 to 12		Some additional consultation has been undertaken to understand the needs and views of children and young people and further actions are identified in the Play Action Plan

Appendix 2

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Disability	The new community play delivery model will improve inclusive play opportunities. The Play Action Plan includes an action to adopt a more integrated approach across the authority to provide for diverse needs, but it is recognised this is constrained by the need to better understand demand, existing provision and opportunities.	.	The Play Action Plan includes an action to seek to better understand demand, existing provision and opportunities, including working with Town and Community Councils; sharing existing data, building a fuller picture of existing provision; and utilising existing mechanisms to engage with children and young people.
Gender reassignment			
Marriage or civil partnership			
Race			
Religion or Belief			
Sex			
Sexual Orientation			
Welsh Language			Insufficient overall information base on Welsh Language play provision / demand. The Play Action Plan includes an action to seek to better understand demand, existing provision and opportunities

Appendix 2

4. **Council has agreed the need to consider the impact its decisions has on important responsibilities of Corporate Parenting and safeguarding. Are your proposals going to affect either of these responsibilities?** For more information please see the guidance http://hub/corporatedocs/Democratic%20Services/Safeguarding%20Guidance.docx and for more on Monmouthshire's Corporate Parenting Strategy see http://hub/corporatedocs/SitePages/Corporate%20Parenting%20Strategy.aspx

	Describe any positive impacts your proposal has on safeguarding and corporate parenting	**Describe any negative impacts your proposal has on safeguarding and corporate parenting**	**What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts?**
Safeguarding	Safeguarding requirements are a fundamental component of staffed play provision.		The safeguarding responsibilities of the Authority and partners for children and young people are fully integrated into the identification of appropriate actions and reflected in the PSA and guidance.
Corporate Parenting			

5. **What evidence and data has informed the development of your proposal?**

The Monmouthshire Play Sufficiency Assessment 2013
The Welsh Government / Play Wales Play Sufficiency Assessment Toolkit September 2015
A critical review of staffed pay provision in Monmouthshire carried out by Torfaen Play Services August 2015
The Draft Monmouthshire Play Sufficiency Assessment and Action Plan 2016

6. **SUMMARY: As a result of completing this form, what are the main positive and negative impacts of your proposal, how have they informed/changed the development of the proposal so far and what will you be doing in future?**

The positive impact that securing sufficient and accessible play opportunities can have on children, families and communities.

The positive impact in providing for diverse needs.

The challenges of better understand demand, existing provision and opportunities including for disabled children and Welsh language play.

The need to prioritise actions in the Play Action Plan to better understand demand, existing provision and opportunities, including working with Town and Community Councils; sharing existing data, building a fuller picture of existing provision; and utilising existing mechanisms to engage with children and young people. .

7. Actions. As a result of completing this form are there any further actions you will be undertaking? Please detail them below, if applicable.

What are you going to do	When are you going to do it?	Who is responsible	Progress
Ensure identified actions are included in the Play Action Plan for 16/17 and addressed by the Play Strategy Group	April 2016 onwards	Matthew Lewis / Mike Moran / Play Strategy Group	

8. Monitoring: The impacts of this proposal will need to be monitored and reviewed. Please specify the date at which you will evaluate the impact, and where you will report the results of the review.

The impacts of this proposal will be evaluated on:	Impacts will be re-evaluated when presenting monitoring of the play action plan 16/17 to CYP Select and Cabinet

This page is intentionally left blank

monmouthshire
sir fynwy

SUBJECT:	**RECCOMMENDATIONS AND OUTCOMES FROM SELECT COMMITTEES (JANUARY – MARCH 2016)**
MEETING:	**CABINET**
DATE:	**13th April 2016**
DIVISION/WARDS AFFECTED:	**All**

1. PURPOSE:

1.1 The purpose of the report is to provide the Cabinet with a record of the recommendations and outcomes of the Select Committee meetings during January to March 2016).

2. RECOMMENDATIONS:

i) That the Cabinet acknowledge the contribution made by the Council's Select Committees towards policy development and decision-making;

ii) That Cabinet Members familiarise themselves with the outcomes of the Select Committees to ensure they respond appropriately to recommendations and requests made by the Select Committees, in line with the Council's Scrutiny and Executive Protocol.

3. KEY ISSUES:

3.1 Select Committees conduct a variety of important 'critical friend' roles:

i) Reviewing the appropriateness of existing policy and shaping new policy to ensure 'fitness for purpose';

ii) Conducting pre-decision scrutiny, by challenging the rationale for proposed decisions with the decision-maker;

iii) Holding the Cabinet Members and Officers to account for their performance, including their management of budgets and risks;

iv) Engaging with the public to ensure that the Council is delivering effective services which resonate with needs of the public, their communities and local businesses.

3.2 The Select Committees add value by driving improvement in service delivery and through offering constructive challenge to decision makers to ensure decisions are robust. Each Select Committee agrees its forward work programme and undertakes its workload in a flexible manner to ensure diligent scrutiny of key emerging programmes, projects and initiatives. This has led to an increased number of additional Select Committees being called to scrutinise single subjects, sometimes on a recurring basis. The calling of additional meetings is an approach that is favoured over the establishment of numerous task and finish groups, given the ability for

Scrutiny Members to produce quicker outcomes in addition to enabling wider elected Member and public involvement in its meetings.

3.3 In line with the Council's Scrutiny and Executive Protocol, Cabinet Members are invited to Select Committees to be challenged upon their performance and also their rationale for decisions they may make. Outcomes of Select Committees are formally recorded in the minutes of Select Committees following 'summing up' by the Select Committee Chair, who will (if appropriate) write to the relevant Cabinet Member or Chief Officer to advise the Committee's stance on an issue together with any recommendation the Select Committee wishes to make. Discussions are frequently held between the Select Committee Chairs and the relevant Cabinet Member following the meeting, with further scrutiny and requests for information identified.

3.3 Following a self-evaluation of the scrutiny function in 2014 and a corporate assessment in 2015, the Scrutiny Chairs agreed a need to formally document outcomes and recommendations made by Select Committees via a regular report to the Council's Cabinet. The purpose of the report is to demonstrate the valuable contribution made by Scrutiny Members and to ensure that Cabinet Members are aware of the outcomes of Select Committees, in order that they may respond appropriately.

4. REASONS:

4.1 To implement effective corporate governance and decision-making, through ensuring clarity of role, purpose and mutual expectations of the Select Committees and the Cabinet.

5. RESOURCE IMPLICATIONS:

None identified.

6. SUSTAINABLE DEVELOPMENT AND EQUALITY IMPLICATIONS:

None identified.

7. SAFEGUARDING AND CORPORATE PARENTING IMPLICATIONS

None identified.

8. CONSULTEES:

Not required.

9. BACKGROUND PAPERS:

None - Minutes publicly available.

10. AUTHOR:

Hazel Ilett, Scrutiny Manager

11. CONTACT DETAILS:

Tel: 01633 644233 E-mail: Hazelilett@monmouthshire.gov.uk

Record of Recommendations/Outcomes from Select Committees during January and March 2016 (14 meetings)

Economy and Development Select Committee – 5th January 2016 (Call-in)	
Sale of Old County Hall site, Croesyceiliog - Revised bids	The decision had been called in to establish whether the Council was receiving the best value for the County Hall, Croesyceiliog site. Members sought reassurance that the best deal for Monmouthshire had been negotiated, particularly in respect of the value of the land. The committee expressed their concern that there had been a lack of Member input with reference to negotiations. Members requested: • Clarification on the total costs to date for each Council incurred through the disposal and demolition of the site • Confirmation on the amount of the Section 106 agreed The Committee referred the decision to the Cabinet for re-consideration.
Strong Communities Select Committees – 11th January 2016	
Gypsy and Traveller Accommodation Assessment	The Chair advised Members that the Special Select Committee had been convened to consider the draft findings of the Gypsy and Traveller Accommodation Assessment for Monmouthshire, which will be submitted to Cabinet for approval and to Welsh Government. Members concluded that the assessment being undertaken in-house by officers was mutually beneficial to both the community and the Council as a positive relationship was developing which had enabled everyone to have a clearer understanding of Gypsy and Traveller Needs. It was also agreed that the officers should continue to work with Gypsy and Traveller households in Monmouthshire on the next stage of the process.
Pollinator Policy	The Committee have scrutinised the subject over the course of 18 months and have received significant public input into their meetings on various aspects of the policy. The Chair reminded Members that the Committee had scrutinised the Grounds Maintenance Budget in December and that whilst they had agreed with some aspects of the mandate, they had not agreed with the proposal within that mandate for reduced verge maintenance. The Chair advised Members that he believed the wording of the pollinator policy has changed since the Committee last scrutinised the policy and that this only raised further concerns, particularly in relation to the number of verge maintenance cuts the various parts of the county will receive. The Committee received the policy update - monitoring of the policy will be factored into the Committee's future Work Programme.
Children and Young People's Select Committee – 14th January 2016	
Play Opportunities Review	The Committee had scrutinised the Play Opportunities Review report outlining the future delivery model for staffed play provision and had requested a further report, specifically on how safeguarding issues would be addressed. The committee reiterated the significance of ensuring safeguarding issues are addressed. Members heard that Monmouthshire's safeguarding unit had not been consulted (consultation had taken place with Torfaen's safeguarding team) and the Committee concluded it was imperative that the team and the Council's corporate safeguarding group is involved.

	Members requested the locations of inclusive play scheme and how they would service the whole County. The committee agreed to await an evaluation report of summer play schemes in Autumn 2016.
Proposed changes to the funding formula for schools	The Committee supported the first part of the report on schools funding formula, however, they could not agree to support the second part of the report in respect of the funding of the residential element of Mounton House School. The Committee were in unanimous agreement that they could not agree the report deciding the funding formula for Mounton House when the future strategic direction of the school remained unclear. The Committee agreed that the Chair and Vice Chair would visit the school to meet the Executive Head Teacher and the Chair of Governors.
Quarter 2 Performance Report 2015/16: Improvement Objectives and Outcome Agreements	The Committee were satisfied with the directorate's ongoing performance, however, requested the policy and performance Officer provide numerical data in addition to percentages in future reports.
Adults Select Committee – 19th January 2016	
Social Services Act and the implications for Monmouthshire Council	The Chair thanked the Head of Adult Services for the informative report and asked that notes from the recent seminar be circulated**.** Adults Select Committee welcomed the Social Services Act and at this stage were satisfied that senior management were on top of the requirements The Committee would welcome an update no later than January 2017, with the understanding that any problems would be highlighted to the Committee when necessary. Updates regarding the prison dimension would be welcomed sooner.
Review of the Raglan Project	The Committee welcomed the progress on this and the recent positive media coverage. The Chair asked if it was appropriate for Members of the Committee to access the training sessions and it was confirmed that Members would be welcomed.
Supporting People Service's Response and Action Plan	Members recognised that the audit and its recommendations are very recent and the actions proposed are very much 'work in hand'. The Committee accepted the report's recommendations, noting with concern the capacity for delivery. Members were advised that senior management were aware of the issues and were working on them. The Committee acknowledged that system issues were being addressed and would encourage the preparation of desk instructions. The Committee appreciated receipt of the interim report and would look forward to the full report in due course, and would expect to see some account of the issues raised today. The Committee expressed their appreciation for the constant efforts made to manage and provide the service with constraints.

Strong Communities Select Committees – 28th January 2016	
Strategic Equality Plan	The Chair suggested that Welsh Government should be encouraged to take some responsibility for this issue, with training costs provided and agreed to write to the Welsh Government.
Waste Recycling Review	The Chair concluded that whilst Members support the recommendations contained within the report, they would ask officers to consider the following points: • The pilot scheme if not carefully communicated could confuse the public and therefore not demonstrate an accurate reflection of take-up – Members suggested effective communication with the public involved in the pilot should be undertaken in advance to ensure the various methods that will be trialled and the period over which each trial will commence are understood. • Members were opposed to the 4th option, which would involve a vehicle sorting recyclates at the kerbside. Members suggested that whilst they recognise that they quality of recyclates is improved via this type of collection method, they feel it is too burdensome for the public to collect their recyclates in this manner. • Members are opposed to the plastic recycling boxes as the feedback that they have received suggests these are blown away in poor weather conditions and may damage vehicles or property. Members argue that the plastic bags are a better option and ask officers to pursue the potential for these instead of plastic boxes. The Committee agreed that the report should be taken to Cabinet and the pilot be commenced, reporting back to the Select Committee with the outcomes before permanent collection methods are implemented.
Children and Young People's Select Committee – 11th February 2016	
Final Estyn Inspection Feedback	Members were content that progress had been made in terms of the Council having well designed systems and practices in place, however, members acknowledged the need for further work to ensure continuous improvement. The Committee agreed that it is important that information passed to senior management and the Cabinet Member is also received by the scrutiny committee, if the committee is to ensure ongoing improvement. The Chair advised that it is important not to become complacent and highlighted the need for detailed and accurate reports with officers and the Cabinet Member being challenged and held to account. The Committee requested that the Chief Officer and the Cabinet Member maintain ongoing dialogue with the committee to relate information received through meetings with experts, regulators so that the Committee is fully aware of developments and how other authorities may be progressing on similar issues.
National Schools Categorisation Report	The Committee agreed that the evaluation of each school's progress would be a fundamental part of the scrutiny of the EAS. Members recognised that the schools categorisation process is ongoing and that the next report should clearly display further progress. The committee were satisfied with progress thus far, which suggested that the support being provided is effective and that interventions are appropriate. Members felt it disappointing that the media did not always reflect progress made.
Quality Assurance Report EAS	The Committee were satisfied that overall the impact of the EAS work was improving, and improving outcomes from schools had been positive.

	Members felt that the overall balance between support and intervention was appropriate and that challenge had been welcomed by schools. The Committee had noted shortcomings, in terms of the standard of reports form the EAS to the Scrutiny Committee, however, they acknowledged that these were improving. The Committee requested 6 monthly updates on the progress being made within the Red schools. The Chair advised that herself and the Vice Chair would be members of the EAS Risk and Assurance Committee and would be able to provide feedback to Members.
Childhood Obesity Strategy	The Committee suggested there may be benefit in reporting this to full Council and recognised that the implementation of the strategy would fall under some of the Future Generations Act responsibilities, which would be scrutinised by the newly appointed Public Service Board Scrutiny Committee.
Economy and Development Select Committee – 11th February 2016	
Events Strategy	The committee heard that the update on Eisteddfod and Velothon had not been available for the meeting and agreed the item would be deferred.
Investment Property Acquisition Policy	Members agreed the report that recommended that the Council should acquire investment properties to facilitate economic development, to generate a revenue income stream and to secure an appreciating capital asset. The Committee discussed the benefits of investing in and out of Monmouthshire in terms of alignment with corporate strategy, Whole Place and the potential for wider economic benefits for the county. Members also highlighted risks in terms of the limited property availability and the perceived use of public money. Members agreed that the strategy should be pursued in Monmouthshire in the first instance, but should not restrict future wider investment. Members concluded they had every confidence in the abilities of the estates team to deliver the strategy, however, raised their concern that the team may not have the capacity in terms of staff resources to fulfil the expectations identified within the report. The Committee agreed that any future businesses cases should be brought to the committee for pre-decision scrutiny.
Quarter 2 Performance Report: Improvement Objectives and Outcome Agreement	The committee highlighted the importance of senior officers being present for performance reporting and agreed this would be raised with Senior Leadership Team. Members requested reassurance from Chief Officers regarding the underperformance of leisure centres and whether this was expected to improve. Members questioned the targets associated with the 'supper connected voucher scheme' and agreed to table an update to a future meeting on the I-County Strategy, Broadband and the Enterprise Strategy together.
Strategic Risk Assessment 2015	The Committee agreed that the risks facing the authority are appropriately captured and that the level of risk applied is appropriate. The Chair advised that the risk areas are items within the scrutiny work programme and reminded Members that ICT issues would be included within a future agenda.

Children and Young People's Select Committee – 22nd February 2016 (Call-in)	
Proposed changes to the Funding Formula for Schools	The Committee agreed to refer the matter back to the Cabinet for re-consideration given the reasons outlined in the call-in request and highlighted by Members at the meeting regarding the immediacy and extent of the funding reduction, whilst the strategic direction of the school remains unclear. The Committee unanimously agreed that a meeting should be held to discuss the funding reduction further prior to the decision being reconsidered by the Cabinet. Members agreed that the Chair and Vice-Chair of the Select Committee would meet with the Cabinet Member, relevant Officers, the Chair of the Governing Body and the Executive Head Teacher to discuss this in order to prepare a new report on this for future Cabinet decision.
Revenue & Capital Monitoring 2015/16 Month 9 Outturn Report	The Committee agreed to schedule the following update reports at a future meeting: • Monmouthshire Youth Service • Recruitment of Social Workers
Scrutiny of the performance of the South East Wales Adoption Service (SEWAS)	The Chair summed up by noting the recommendations as outlined in the report, with no particular concerns identified at this stage.
Social Services and Wellbeing (Wales) Act 2014	The Committee expressed its support for the Act and agreed they were satisfied that staff were ready for the changes that will occur. The Committee agreed to undertake regular monitoring of the implementation of the act with a progress report to be brought 6 months post implementation. The Chair advised that Members were invited to an 'open afternoon' in which they could meet with staff in order to understand the changes to the service as a result of the implementation of the Act in April 2016.
Strong Communities Select Committees – 25th February 2016	
Community Asset Transfer Request for Drybridge House, Monmouth	The Committee agreed that the Policy should be revisited to include an opportunity for groups to apply for Big Lottery Funding and that Officers and the Cabinet Member explore this matter and bring to Cabinet and Full Council at the earliest opportunity.
Revenue and Capital Monitoring 2015/16 Month 9 Outturn Report	The Committee agreed to defer the item as there was no officer representation available to present the report and answer Members' questions.
Adults Select Committee – 1st March 2016	
Gwent Frailty Programme Section 33 Report	The Committee agreed to accept the report's recommendations and felt satisfied that the Section 33 provision is available. Members recognised that this is a desirable way of working, in that the focus is not on financial gain and statistics, moreover on the impact and outcome for individuals. Members acknowledged that a significant amount of work had been undertaken to assess value for money and the Committee were satisfied to accept the recommendations on this account. The Chair recommended that officers continue to engage with civil servants and others to increase understanding and learning of the model, particularly with those who determine criteria by which the Council will be judged. The Committee agreed to await the WAO report on the Gwent Frailty Programme which will be presented to all five Council's at a single meeting in the Spring.

Revenue and Capital Monitoring 2015/16 Month 9 Outturn Report	The Committee welcomed the report, whilst recognising that there are tough times ahead. Members acknowledged there are contingencies in place and felt this approach reflected the culture of the directorate. Members commended officers who are managing budgets well in difficult times whilst providing a high level of services. Members welcomed the joint working between the directorate and the finance team and the Cabinet Members which is apparent in the sustained efforts to manage the finances of volatile services.
Mardy Park Progress Report	The Committee supported the ongoing progress that has been made on the service re-provision at Mardy Park. The Chair felt that many of the issues discussed transcend discussions also held with the Aneurin Bevan University Health Board on the "Live Now" initiative, which the Select Committee are keen to progress in conjunction with the Health board. The Chair acknowledged that there has been a useful dialogue that is helpfully assisted by the Cabinet Members sharing is effective. The Chair agreed to take forward discussions on "Live Well" with the Health Board and the Leader.
Economy and Development Select Committee – 3rd March 2016	
Contaminated Land Inspection Strategy	Members scrutinised the strategy for identifying potentially contaminated land and prioritising any identified sites for remediation action. The Committee were advised of the work undertaken to date and the options for revising the statutory requirement to produce a Contaminated Land Inspection Strategy. Members requested clarification on sites owned by the Council which may be considered high risk and questioned the position in relation to the land on the Llanfoist School site. Officers agreed to provide further information following the meeting. The committee agreed to favour Option A: Dealing with land contamination through the planning regime.
Monmouthshire Business and Enterprise Performance Report	Members scrutinised the performance report on the activities of Monmouthshire Business and Enterprise, the committee highlighting the importance of promoting Monmouthshire's strategic position to businesses in Bristol. Members raised ongoing concerns in respect of the roll-out of Superfast broadband in the South of the County and agreed to invite British Telecom to the next committee meeting to address the issues with Superfast Cymru. The committee requested an update on the Abergavenny Business Improvement District to a future meeting. Members agreed to table a comprehensive assessment of progress against the Monmouthshire Business Growth and Enterprise Strategy and the Vale of Usk Local Development Strategy at their June meeting.
Revenue and Capital Monitoring 2015/16 Month 9 Outturn Report	The Committee commended the efforts made by the Enterprise directorate to reduce the overspend of over £500,000 to £127,000, despite 14% of the enterprise budget having been reduced. The committee requested early engagement of the alternative service delivery model (joint scrutiny programmed for April and June) and requested an update on the implementation of the Abergavenny hub.

Update on Monmouthshire's Events	Members were provided with an update on the work and achievements of the Events team for 2015-2016 and on the progress of plans for events within 2016-2017. The committee congratulated the team and the volunteers and were content that a vibrancy and economic benefit was being brought to the county by the work of the team. The committee noted that the return on investment of the National Eisteddfod would be significant and welcomed a report on this after the event. The Committee were satisfied that the problems encountered during the Velethon 2015 had been addressed.
Adults Select Committee – 8th March 2016	
Minutes not available	
Children and Young People's Select Committee – 17th March 2016	
Minutes not available	
Strong Communities Select Committees – 17th March 2016	
Minutes not available	

This page is intentionally left blank