

# Public Document Pack



Neuadd Y Sir  
Y Rhadyr  
Brynbuga  
NP15 1GA

Dydd Mawrth, 31 Mawrth 2020

Annwyl Cynghorydd

## **PENDERFYNIADIAU AELOD CABINET UNIGOL**

Hysbysir drwy hyn y caiff y penderfyniadau dilynol a wnaed gan aelod o'r cabinet eu gwneud **Dydd Mercher, 8fed Ebrill, 2020,**.

### **AGENDA**

1. CYDWEITHIO GWASANAETH COFRESTRU SIR FYNWY

**AUTHOR:**

Jennifer Walton, Registration Service Manager

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2. GWARANTU CYFWELIADAU I YMADAWYR GOFAL

**AUTHOR: AUTHOR: Gareth James – Apprentice, Graduate and Intern Coordinator**

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3. CYNLLUN BUSNES 2020-21 Y GWASANAETH CYFLAWNI ADDYSG (EAS) AC ATODIAD AWD 2020-21.

**AUTHOR:** Debbie Hartevelde (Managing Director EAS)

**Presenting:** Edward Pryce (Assistant Director, EAS)

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Yr eiddwch yn gywir,

**Paul Matthews**

**Prif Weithredwr**

**PORTFFOLIOS CABINET**

<b>Cynghorydd Sir</b>	<b>Maes Cyfrifoldeb</b>	<b>Gwaith Partneriaeth ac Allanol</b>	<b>Ward</b>
P.A. Fox (Arweinydd)	<b>Strategaeth a Chyfeiriad Awdurdod Cyfan</b> CCR Cyd Gabinet a Datblygu Rhanbarthol; Trosolwg Sefydliad; Gweithio Rhanbarthol; Cysylltiadau Llywodraeth; Bwrdd Gwasanaethau Cyhoeddus; WLGA	Cyngor WLGA WLGA Bwrdd Cydlynu Gwasanaethau Cyhoeddus	Porthysgewin
R.J.W. Greenland (Dirprwy Arweinydd)	<b>Menter</b> Cynllunio Defnydd Tir; Datblygu Economaidd; Twristiaeth; Rheoli Datblygu; Rheoli Adeiladu; Tai a Digartrefedd; Hamdden; Ieuencid; Addysg Oedolion; Addysg Awyr Agored; Hybiau Cymunedol; Gwasanaethau Diwylliannol	Cyngor WLGA Twristiaeth Rhanbarth y Brifddinas	Devauden
P. Jordan	<b>Llywodraethiant</b> Cefnogaeth y Cyngor a Phenderfyniadau Gweithrediaeth; Craffu; Safonau Pwyllgor Rheoleiddiol; Llywodraethiant Cymunedol; Cefnogaeth Aelodaeth; Etholiadau; Hyrwyddo Democratiaeth ac Ymgysylltu: Y Gyfraith; Moeseg a Safonau; Perfformiad Awdurdod Cyfan; Cynllunio a Gwerthuso Gwasanaeth Awdurdod Cyfan; Cydlynu Corff Rheoleiddiol		Cantref
R. John	<b>Plant a Phobl Ifanc</b> Safonau Ysgolion; Gwella Ysgolion; Llywodraethiant Ysgolion; Trosolwg EAS; Blynyddoedd Cynnar; Anghenion Dysgu Ychwanegol; Cynhwysiant; Cwricwlwm Estynedig; Derbyniadau; Dalgylchoedd; Cynnig Ôl-16; Cydlynu gyda Choleg Gwent.	Cyd Grŵp Addysg (EAS) CBAC	Llanfihangel Troddi
P. Jones	<b>Gofal Cymdeithasol, Diogelu ac Iechyd</b> Plant; Oedolion; Maethu a Mabwysiadu; Gwasanaeth Troseddu Ieuencid; Cefnogi Pobl; Diogelu Awdurdod Cyfan (Plant ac Oedolion); Anableddau; Iechyd Meddwl; Iechyd Cyhoeddus; Cydlynu Iechyd.		Rhaglan
P. Murphy	<b>Adnoddau</b> Cyllid; Technoleg Gwybodaeth (SRS); Adnoddau Dynol; Hyfforddiant; Iechyd a Diogelwch; Cynllunio Argyfwng; Caffaeliad; Archwilio; Tir ac Adeiladau (yn cynnwys Stadau, Mynwentydd, Rhandiroedd, Ffermydd); Cynnal a Chadw Eiddo; Swyddfa Ddigidol; Swyddfa Fasnachol	Consortium Prynu Prosiect Gwyrdd Cymru	Caerwent

S.B. Jones	<b>Gweithrediadau Sir</b> Cynnal a Chadw Priffyrdd, Rheoli Trafnidiaeth, Traffig a Rhwydwaith, Rheolaeth Stad; Gwastraff yn cynnwys Ailgylchu; Cyfleusterau Cyhoeddus; Meysydd Parcio; Parciau a Gofodau Agored; Glanhau; Cefn Gwlad; Tirluniau a Bioamrywiaeth; Risg Llifogydd.	SEWTA Prosiect Gwyrdd	Goetre Fawr
S. Jones	<b>Cyfiawnder Cymdeithasol a Datblygu Cymunedol</b> Ymgysylltu â'r Gymuned; Amddifadedd ar Arwahanrwydd; Diogelwch y Gymuned; Cydlyniaeth Gymdeithasol; Tlodi; Cydraddoldeb; Amrywiaeth; Y Gymraeg; Cysylltiadau Cyhoeddus; Safonau Masnach; Iechyd yr Amgylchedd; Trwyddedu; Cyfathrebu		Llanofor

# Nodau a Gwerthoedd Cyngor Sir Fynwy

## Ein diben

Adeiladu Cymunedau Cynaliadwy a Chydnerth

### Amcanion y gweithiwn tuag atynt

- Rhoi'r dechrau gorau posibl mewn bywyd i bobl
- Sir lewyrchus a chysylltiedig
- Cynyddu i'r eithaf botensial yr amgylchedd naturiol ac adeiledig
- Llesiant gydol oes
- Cyngor gyda ffocws ar y dyfodol

## Ein Gwerthoedd

**Bod yn agored.** Rydym yn agored ac yn onest. Mae pobl yn cael cyfle i gymryd rhan mewn penderfyniadau sy'n effeithio arnynt, dweud beth sy'n bwysig iddynt a gwneud pethau drostynt eu hunain/eu cymunedau. Os na allwn wneud rhywbeth i helpu, byddwn yn dweud hynny; os bydd yn cymryd peth amser i gael yr ateb, byddwn yn esbonio pam; os na allwn ateb yn syth, byddwn yn ceisio eich cysylltu gyda'r bobl a all helpu - mae adeiladu ymddiriedaeth ac ymgysylltu yn sylfaen allweddol.

**Tegwch.** Darparwn gyfleoedd teg, i helpu pobl a chymunedau i ffynnu. Os nad yw rhywbeth yn ymddangos yn deg, byddwn yn gwrando ac yn esbonio pam. Byddwn bob amser yn ceisio trin pawb yn deg ac yn gyson. Ni allwn wneud pawb yn hapus bob amser, ond byddwn yn ymrwymo i wrando ac esbonio pam y gwnaethom weithredu fel y gwnaethom.

**Hyblygrwydd.** Byddwn yn parhau i newid a bod yn hyblyg i alluogi cyflwyno'r gwasanaethau mwyaf effeithlon ac effeithiol. Mae hyn yn golygu ymrwymiad gwirioneddol i weithio gyda phawb i groesawu ffyrdd newydd o weithio.

**Gwaith Tîm.** Byddwn yn gweithio gyda chi a'n partneriaid i gefnogi ac ysbrydoli pawb i gymryd rhan fel y gallwn gyflawni pethau gwych gyda'n gilydd. Nid ydym yn gweld ein hunain fel 'trefnwyr' neu ddatrysyr problemau, ond gwnawn y gorau o syniadau, asedau ac adnoddau sydd ar gael i wneud yn siŵr ein bod yn gwneud y pethau sy'n cael yr effaith mwyaf cadarnhaol ar ein pobl a lleoedd.

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<b>SUBJECT:</b>	<b>MONMOUTHSHIRE REGISTRATION SERVICE COLLABORATIVE WORKING</b>
<b>MEETING:</b>	<b>Individual Cabinet Member Decision – County Cllr Sara Jones</b>
<b>DATE:</b>	<b>8<sup>th</sup> April 2020</b>
<b>DIVISION/WARDS AFFECTED:</b>	<b>All of Monmouthshire</b>

## 1. PURPOSE:

- 1.1 To approve the Monmouthshire Registration Service collaborative working agreement between Monmouthshire and the four other Districts making up the former 'Gwent' area, namely Blaenau Gwent, Caerphilly, Newport and Torfaen.

## 2. RECOMMENDATIONS:

- 2.1 That the Monmouthshire Registration Service collaborative working agreement (Memorandum of Understanding), attached as Appendix One, is approved and implemented.
- 2.2 That the agreement is reviewed and impact assessed by the Superintendent Registrar of Monmouthshire, and the other Districts, monthly for six months following implementation.
- 2.3 That performance under the new arrangement is incorporated into the Registration Services annual report to Strong Communities Select Committee – the first one being in May 2021 – to allow Member scrutiny of how the Memorandum of Understanding (MoU) is operating.

## 3. KEY ISSUES:

- 3.1 Monmouthshire County Council has responsibility to register all births and deaths which take place within the District of Monmouthshire.
- 3.2 In accordance with the Births and Deaths Registration Act 1953, births and deaths have to be registered in the district in which they occur ("the Event District"). However, a declaration of particulars can also be attested at any other register office and that District then sends the declaration to the Event District to enable them to complete the registration.
- 3.3 Aneurin Bevan Health Board released plans to build a new hospital in Torfaen, potentially moving the majority of births and acute care from the current main care centres of Royal Gwent Hospital and Nevill Hall Hospital. The impact upon our Registration Service would be to potentially move the demand for appointments.

- 3.4 The MoU, attached at Appendix One, has been prepared and has incorporated the following :-
- advice from the General Register Office (GRO)
  - discussions between Proper Officers and Superintendent Registrars
  - advice from other departments, including Legal Services, regarding implementation and approval.
- 3.5 A Working Protocol has been agreed by the partner Districts, and approved by GRO, which outlines the practical implementation of the MoU. The partnership working will start with a phased approach, with the first phase involving birth registrations only. This will then be assessed to understand the benefits and pitfalls before considering increasing the scope to include death registrations.
- 4. EQUALITY AND FUTURE GENERATIONS EVALUATION, (includes social justice, safeguarding and corporate parenting):**
- 4.1 The completed 'Equalities & Future Generations Evaluation' form is provided at Appendix Two, attached.
- 4.2 The Collaborative working agreement provides the public with greater access and choice to register events at a Register Office which is most convenient to them. The impact will be monitored and reviewed with partners and stakeholders. An assessment will also be reported to Strong Communities Select Committee in May 2021, as part of the annual performance report for 2020/21.
- 5. OPTIONS APPRAISAL:** The options considered are as follows:
- 5.1 Take no action and allow Informants to continue with the current situation of travelling to the 'event' district, or attesting a declaration at a local office, and waiting for the registration to take place. The changes in Health Board provision might have implications for staff levels.
- 5.2 Implement the attached MoU. The MoU enables registrations to take place in any of the five registration districts, without using the declaration process, for the convenience of the customer. The Councils agree that the Registrars and Deputy Registrars employed and appointed by them, to discharge registration functions under the 1953 Act, shall be authorised to act as Deputy Registrars in any of the other Council districts. For the purposes of partnership working, the district in which the birth took place is referred to as the "Event" district. The other districts within the partnership will then be the "Registering" districts. This option will proactively improve residents choice and experience of registration.



**6. EVALUATION CRITERIA:**

- 6.1 A progress report setting out the impact of the partnership working on customer behaviour and appointment demand will be prepared annually, but in the meantime will be reviewed monthly. As per 2.3 above, scrutiny of the operation of the MoU will be included in a performance report to Strong Communities Select Committee in May 2021.

**7. REASONS:**

- 7.1 To make proactive changes to the Registration Service, within the boundaries of current legislation, to improve the customer experience and maintain appointment availability. This is the first agreement of this kind within Registration within England and Wales, and is supported by the Governing Body, the GRO.

**8. RESOURCE IMPLICATIONS:**

- 8.1 It is anticipated that the scheme will be funded within the existing budget. No fees, payments or charges shall be due from any Council to another in relation to the provision of the registration services under the MOU.

**9. CONSULTEES:**

Social Care & Health DMT  
General Register Office  
Proper Officers and Registration Service Managers/Superintendent Registrars of Blaenau Gwent, Caerphilly, Newport and Torfaen

**10. BACKGROUND PAPERS:**

Llanfrechfa Grange plans

**9. AUTHOR:**

Jennifer Walton, Registration Service Manager

**10. CONTACT DETAILS:**

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**E-mail:** JenniferWalton@monmouthshire.gov.uk

**Appendices**

Appendix One Memorandum of Understanding  
Appendix Two 'Equalities & Future Generations Evaluation' form

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**Memorandum of Understanding between: Blaenau Gwent, Caerphilly, Monmouthshire, Newport, Torfaen (“the Councils”) for the provision of statutory registration duties**

1.	Background	<p>The Councils are all registration authorities for the purposes of the Births and Deaths Registration Act 1953 (as amended) (“the 1953 Act”) and have appointed registrars and deputy registrars for the purpose of discharging their functions in relation to the registration of births and deaths under the 1953 Act.</p> <p>In accordance with the 1953 Act, births and deaths have to be registered in the district in which they occur (“the Event District”). However, a declaration can also be made at any other register office and that District then sends the declarations to the Event District to enable them to complete the registration.</p> <p>The Councils have each agreed to work collaboratively to enable births and deaths to be registered at any register office within their areas. To this end, they have agreed to their registration officers providing reciprocal services for each other in connection with the discharge of their functions under the 1953 Act, upon the terms and conditions contained in this Memorandum of Understanding (“MOU”).</p> <p>This MOU is entered into in pursuance of the Councils statutory powers under the Local Authorities (Goods and Services) Act 1970, section 101, section 112 and section 113 of the Local Government Act 1972 and all other powers thereby enabling</p> <p>The operational arrangements for the implementation of this MOU are set out in the Working Protocol attached at Appendix A. This Working Protocol can be amended at any time by agreement between the Councils, provided that it complies at all times with the terms and conditions of this MOU.</p>
2.	Purpose of the MOU	<p>This MOU only relates to registration events that occur within the councils’ areas, comprising the registration districts of each of the Councils.</p> <p>The MOU enables registrations to take place in any of the five registration districts, without using the declaration process, for the convenience of the customer.</p> <p>The Councils agree that the registrars and deputy registrars employed and appointed by them to discharge registration functions under the 1953 Act shall be authorised to act as Deputy Registrars in any of the other Council districts.</p> <p>For the purposes of partnership working, the district in which the birth took place is referred to as the “Event” district. The other districts within the partnership will then be the “Registering” districts.</p>

3.	Payment arrangements	<p>No fees, payments or charges shall be due from any Council to another in relation to the provision of the registration services under this MOU.</p> <p>In addition to registering the event, the registering District will issue any certificates requested at the time of registration. Payment for these certificates will be paid to and retained by the issuing Council.</p> <p>Further certificates required after registration will be issued by the Event District and payment will be made to that Council.</p> <p>Payments for any updates to the record will be made to the Event Council.</p>
4.	Appointment of Deputy Registration Officers	<p>Each Council hereby agrees that the registration officers employed and appointed by them to discharge registration functions under the 1953 Act are authorised to act as deputy registration officers in any of the other Council districts in accordance with section 113 (1) of the Local Government act 1972.</p> <p>Each Council hereby agrees that the registration officers employed by the other Councils are appointed as deputy registration officers for their respective districts at all times when they are carrying out registration services on their behalf under this MOU.</p> <p>Deputy Registrars and Deputy Superintendent Registrars in Registering Districts, when they are carrying our registrations functions on behalf of Event Districts under this MOU, shall be treated as officers of the Event District for the purposes of discharging their functions under the 1953 Act, in accordance with Section 113(2) of the Local Government Act 1972.</p> <p>The Councils confirm that they have consulted with their staff about the arrangements under this MOU for them to undertake registration services on behalf of the other Councils, in accordance with the requirements of section 113 of the local government Act 1972.</p> <p>The Councils shall give notice to the General Register Office (“GRO”) about the appointment of their staff as Deputy Registrars and Deputy Superintendent Registrars for the other registration districts in accordance with this MOU.</p> <p>Names of staff employed as Registration Officers by the councils will be shared and all registration districts will liaise and agree on training and competence matters in accordance with the Working Protocol.</p>
5.	Post Registration Duties	<p>Registration districts agree to manage any post registration duties in accordance with the attached working protocol.</p>

6.	Secure Stock and Register Pages	<p>Registering District registration officers will utilise their own security stock. They will receipt the associated fee income from sale of certificates in their cashbook.</p> <p>Register pages and associated documents will be held securely and in a way to ensure data protection requirements are met.</p> <p>Transfer and custodial arrangements of register pages are detailed in the working protocol.</p>
7.	Access to RON	<p>All five districts, through GRO, will provide password protected access to Registration Online (“RON”) for all designated staff working within the scope of this MOU. Such staff will adhere to the RON access and security protocols. Districts will notify each other of all starters, leavers and staff on long term absence for any reason operating within the scope of this MOU.</p> <p>If RON is off-line nationally or locally Registration Officers will revert to manual registration processes (as per the working protocol) for the duration of the outage.</p>
8.	Customer Appointments	<p>Appointments to register within the scope of this arrangement must be booked through the usual booking arrangements of each District in accordance with GRO statutory and recommended guidelines.</p>
9.	Review	<p>The scope of this Agreement will be reviewed annually by the registration service Proper Officers for the Councils on the anniversary of its commencement.</p> <p>For ad hoc and other operational and/or business continuity and/or pandemic reasons all parties can use this Agreement to review and maintain service delivery.</p> <p>Quarterly operational reviews will take place and the Working Protocol will be reviewed quarterly by the Registration Service Managers for the Councils.</p>
10.	Interpretation of Circulars and Instructions	<p>Interpretation of GRO Circulars and Instructions affecting the scope of this Agreement will be jointly agreed between the Superintendent Registrars for the Councils. Any disagreement regarding interpretation will be dealt with under the dispute resolution procedures in paragraph 14 but, in the event that the matter is not resolved, may be referred to the GRO for further advice.</p>
11.	Complaints & Feedback	<p>All complaints concerning registrations carried out by the Registering District within the scope of this MOU will be dealt with by the Council for the Registering District. This will be in accordance with its complaints procedure and in consultation as appropriate with the Registration Service Manager for the Event District. All customer comments/feedback received about registrations carried out within the scope of this MOU will be exchanged between the event and registering Councils.</p>

12.	Standards of Service Delivery & Monitoring	<p>All registrations carried out by the Registering Districts within the scope of this MOU will be conducted in accordance with agreed policies, procedures and customer service standards.</p> <p>If issues arise, the Event District has the right at any time to monitor the conduct and performance of any Registration Officer carrying out registrations within the scope of this MOU. The scope of the monitoring shall be agreed between the relevant service managers and set out in the Working Protocol PROVIDED THAT the monitoring arrangements are in accordance with, and do not prejudice, any of the rights and obligations of the Registering District or their officers under their respective contracts of employment.</p>
13.	Disciplinary Matters	<p>Any disciplinary matters relating to Registering District staff as a result of their work carried out on behalf of the Event District will be covered by their contracts of employment and will be dealt with by the Registering District as the employing council under their existing procedures. In the event of alleged misconduct, managers from the relevant districts will co-operate fully in connection with any related disciplinary or capability proceedings.</p> <p>Nothing in this Agreement shall prejudice the rights or ability of the employing Council to terminate the employment of any member of staff in accordance with the terms of their contracts of employment.</p>
14.	Disputes	<p>The Councils shall attempt in good faith to negotiate a settlement to any dispute between them arising out of or in connection with the MOU within 14 working days of any Council notifying the others of the dispute. If the dispute or difference is not resolved by negotiation, then any Council may escalate the dispute to the Proper Officer of each Council, who shall meet to try to resolve the matter.</p> <p>If the dispute or difference is not resolved as a result of such meeting, this failure shall be without prejudice to the right of any Council subsequently to refer any dispute or difference to litigation, but the Councils agree that before resorting to litigation alternative dispute resolution in accordance with this MOU shall have first taken place</p>
15.	Liability and Indemnity	<p>All Councils shall indemnify and keep indemnified the others against all actions, proceedings and costs, claims, demands, liabilities, losses and expenses whatsoever arising in tort (including negligence), default or breach of this MOU to the extent that any such loss or claim is due to the breach of this agreement, negligence, wilful default, fraud of itself or its employees or any of its representatives save to the extent that the same is directly caused by or directly arises from the negligence, breach of this agreement or applicable by law by the other party.</p> <p>None of the Councils shall be liable to the others (as far as permitted by law) for indirect or consequential loss or damage</p>

		<p>in connection with the agreement which shall include, without limitation, any loss of or damage to profit, revenue, contracts, anticipated savings, goodwill or business opportunities whether direct or indirect.</p> <p>Each Council shall at all times take all reasonable steps to minimise and mitigate any loss or damage for which it is entitled to bring a claim against any of the other Councils pursuant to this MOU.</p> <p>For the avoidance of doubt, the Registering District (as the employing Council) shall fully and properly indemnify the Event District for any losses, cost or expenses which may be incurred as a consequence of any act or omission on the part of their registration staff when discharging functions and carrying out registration services on behalf of the Event District under this MOU. This paragraph does not apply to statutory corrections procedures.</p> <p>Without prejudice to the indemnities set out above, the Registering District shall take out and maintain proper indemnity insurance in respect of all claims of whatever nature arising out of the performance of the services under this MOU by their registration staff.</p>
16.	Duration of Agreement and Termination	This MOU will commence on (DATE). Any of the Councils may withdraw from this MOU at any time by giving not less than 6 months written notice to the others. The remaining Councils may elect to continue with this MOU as between themselves or the MOU may be terminated by mutual consent.
17.	No Partnership or Agency	Nothing in this MOU is intended to, or shall be deemed to, establish any partnership or joint venture between any of the Councils, constitute any agency, nor authorise any Council to make or enter into any commitments for or on behalf of any other Council.
18.	Freedom of Information	All Councils acknowledge that each is subject to the requirements of the Freedom of Information Act 2000 and the Environmental Information Regulations 2004. All Councils agree to assist and co-operate with each other to comply with these information disclosure requirements.
19.	Data Protection	All Councils shall comply with any notification requirements and will duly observe all their obligations under the Data Protection Act 2018 and General Data Protection Regulations, which arise in connection with the MOU. Registering Districts shall ensure that all officers undertaking work on behalf of the Event District are fully aware of their legal and contractual obligations for managing information responsibly and the contractual and criminal penalties which may arise as a result of the negligent handling or deliberate misuse of such data.
20.	Data Sharing	As per the working protocol.
21.	Variation	No variation of this MOU shall be effective unless it is in writing and signed by the Councils.
22.	Entire Agreement	The Councils intend that this MOU is legally binding and agree that it constitutes the entire agreement between the Councils

		and supersedes and terminates all previous drafts, agreements, arrangements and understandings between them, whether written or oral, relating to its subject matter.
23.	Third party rights	The Councils do not intend that the provisions of this MOU shall be enforced by any third party pursuant to the Contracts (Rights of Third Parties) Act 1999
24.	Governing law	This MOU shall be governed and construed in accordance with the laws of England and Wales and the Councils irrevocably consent to the exclusive jurisdiction of the English and Welsh Courts in all matters regarding this MOU.

<b>Memorandum of Understanding Authorisation</b>			
It is hereby agreed that the above arrangements are acceptable			
1. Signed:		2. Signed:	
Date:		Date:	
Name:		Name:	
Position:		Position:	
On behalf of: ..... Council Registration Service		On behalf of: ..... Council Registration Service	
3. Signed:		4. Signed:	
Date:		Date:	
Name:		Name:	
Position:		Position:	
On behalf of: ..... Council Registration Service		On behalf of: ..... Council Registration Service	
5. Signed:			
Date:			
Name:			
Position:			
On behalf of: ..... Council Registration Service			





## Future Generations Evaluation (includes Equalities and Sustainability Impact Assessments)

<p><b>Name of the Officer</b> completing the evaluation Jennifer Walton</p> <p><b>Phone no:</b> 01873 735435 <b>E-mail:</b> jenniferwalton@monmouthshire.gov.uk</p>	<p><b>Please give a brief description of the aims of the proposal</b></p> <p>To increase availability to the public to register at their local office, and reduce barriers to timely registrations.</p>
<p><b>Name of Service</b></p> <p>Registration Service</p>	<p><b>Date Future Generations Evaluation form completed</b></p> <p>12<sup>th</sup> March 2020</p>

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**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**


**↑ 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?
<p><b>A prosperous Wales</b> Efficient use of resources, skilled, educated people, generates wealth, provides jobs</p>	<p>Families will be able to attend their local office to complete a registration that has occurred within the greater 'Gwent' area, rather than travelling to the event district or waiting a longer time through the declaration process.</p>	<p>Clear communication to the Local Health Board and all stakeholders of the changes.</p>
<p><b>A resilient Wales</b> Maintain and enhance biodiversity and ecosystems that support resilience and</p>	<p>This should positively impact on families travelling less distance to be able to register.</p>	

<b>Well Being Goal</b>	<b>Does the proposal contribute to this goal? Describe the positive and negative impacts.</b>	<b>What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?</b>
can adapt to change (e.g. climate change)		
<b>A healthier Wales</b> People's physical and mental wellbeing is maximized and health impacts are understood	No impact	
<b>A Wales of cohesive communities</b> Communities are attractive, viable, safe and well connected	Registration can take place within the District rather than travelling elsewhere.	
<b>A globally responsible Wales</b> Taking account of impact on global well-being when considering local social, economic and environmental wellbeing	Less impact on climate by reducing travel, postage, and increasing individual choice of where to attend for appointments.	
<b>A Wales of vibrant culture and thriving Welsh language</b> Culture, heritage and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation	Registrations can take place bilingually in any District so no impact.	
<b>A more equal Wales</b> People can fulfil their potential no matter what their background or circumstances	No impact	

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?
 <p>Long Term</p> <p>Balancing short term need with long term and planning for the future</p>	<p>This plan is groundbreaking in terms of registration, it is the first agreement of this size, and is a better model for the customer, also helping to future-proof the service.</p>	
 <p>Collaboration</p> <p>Working together with other partners to deliver objectives</p>	<p>The agreement is to set a collaborative working agreement between the 5 districts which make up the greater 'Gwent' area.</p>	
 <p>Involvement</p> <p>Involving those with an interest and seeking their views</p>	<p>The General Register Office and all Districts have considered and collaborated on the new arrangements and consider it to have very positive benefits to residents.</p>	
 <p>Prevention</p> <p>Putting resources into preventing problems occurring or getting worse</p>	<p>Partnership working will improve the current situation.</p>	

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?
 <p>Considering impact on all wellbeing goals together and on other bodies</p>	<p>There are only positive impacts, this simplifies the registration procedure for the Local Health Board and other stakeholders for example Funeral Directors.</p>	

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](mailto: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	Easier access by using local office to register.		
Disability	Improved access by being able to use a local office.		
Gender reassignment	No change to current provision.		

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?
Marriage or civil partnership	No change to current provision		
Pregnancy or maternity	No change to current provision		
Race	No change to current provision		
Religion or Belief	No change to current provision		
Sex	No change to current provision		
Sexual Orientation	No change to current provision		
Welsh Language	All offices have the same requirement and provision readily available.		

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	No change in service	<i>Safeguarding is about ensuring that everything is in place to promote the well-being of children and vulnerable adults, preventing them from being harmed and protecting those who are at risk of abuse and neglect.</i>	
Corporate Parenting	No change in service		

## 5. What evidence and data has informed the development of your proposal?

In accordance with the Births and Deaths Registration Act 1953, births and deaths have to be registered in the district in which they occur (“the Event District”). However, a declaration of particulars can also be attested at any other register office and that District then sends the declaration to the Event District to enable them to complete the registration.

Aneurin Bevan Health Board released plans to build a new hospital in Torfaen, potentially moving the majority of births and acute care from the current main care centres of Royal Gwent Hospital and Nevill Hall Hospital. The impact upon our Registration Service would be to potentially move the demand for appointments.

The Collaborative working agreement provides the public with greater access and choice to register events at a Register Office which is most convenient to them. The impact will be monitored and reviewed with partners and stakeholders. An assessment will also be reported to Strong Communities Select Committee in May 2021, as part of the annual performance report for 2020/21.

The options considered are as follows:

- 1 Take no action and allow Informants to continue with the current situation of travelling to the ‘event’ district, or attesting a declaration at a local office, and waiting for the registration to take place. The changes in Health Board provision might have implications for staff levels.
- 2 Implement the attached Memorandum of Understanding. The MoU enables registrations to take place in any of the five registration districts, without using the declaration process, for the convenience of the customer. The Councils agree that the Registrars and Deputy Registrars employed and appointed by them, to discharge registration functions under the 1953 Act, shall be authorised to act as Deputy Registrars in any of the other Council districts. For the purposes of partnership working, the district in which the birth took place is referred to as the “Event” district. The other districts within the partnership will then be the “Registering” districts. This option will proactively improve residents choice and experience of registration.

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?

This is a customer based plan, improving access and availability of our service & future proofing our service for changes in healthcare.

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
<b>Continuous Monitoring</b>	<b>Business plan, quarterly.</b>	<b>JW</b>	
<b>Reporting</b>	<b>Member reporting, starting May 2021</b>	<b>JW</b>	

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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: **May 2021 to Strong Communities Meeting**

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
	<i>e.g. budget mandate, DMT, SLT, Scrutiny, Cabinetetc</i>		<i>This will demonstrate how we have considered and built in sustainable development throughout the evolution of a proposal.</i>






**SUBJECT: GUARANTEED INTERVIEWS FOR CARE LEAVERS**

**MEETING: CABINET**

**DATE: 01/04/2020**

**DIVISION/WARDS AFFECTED: All**

**1 PURPOSE:**

- 1.1 To request approval to add a guaranteed interview scheme to the application process for care leavers

**2. RECOMMENDATIONS:**

- 2.1 To approve the proposal and introduce a Guaranteed Interview Scheme (GIS) for care leavers, as long as they meet the basic criteria on the person specification/job description.

**3. KEY ISSUES:**

- 3.1 In 2015 Children’s Commissioner for Wales produced a report ‘Hidden Ambitions’ asking Welsh Government, local authorities and charities to pledge their support to make sure that young people leaving care have the right support to realise their ambitions.
- 3.2 July 2019 the Apprentice, Graduate and Intern (AGI) Strategy was approved by Cabinet. Priority 4 of the strategy is about Improving access, equality, and equity of opportunity for underrepresented groups.
- 3.3 Priority 9 of the Corporate Parenting Strategy (2018 – 2021) states that all care leavers are supported in education, training and employment.

**4. EQUALITY AND FUTURE GENERATIONS EVALUATION (INCLUDES SOCIAL JUSTICE, SAFEGUARDING AND CORPORATE PARENTING):**

- 4.1 Summarised below for Members’ consideration from Future Generations Evaluation located in Appendix 1: It is anticipated that by introducing a GIS for care leavers will have a positive impact on a number of the wellbeing goals. In particular it will impact on the goal of ‘A more equal Wales’ by providing an equal chance for those individuals within the care system and ensuring that young people leaving care have the right support to realise their ambitions.

**5. OPTIONS APPRAISAL:**

- 5.1 An options appraisal has been undertaken in Table One below.

**Table One: Options Appraisal**

Option	Benefits	Risks
Do nothing	None identified	Care leavers go unsupported and may not receive the same access

		to opportunities and support as others not in the care system
Add as a guaranteed interview	Improving access, equality, and equity of opportunity to underrepresented groups	Positive action

**6. EVALUATION CRITERIA**

6.1 An evaluation assessment has been included in Appendix 2 for future evaluation of whether the decision has been successfully implemented.

**7. REASONS:**

7.1 At full council held Oct 24th 2019, care leavers were heard and they felt there were a shortage of apprenticeships and opportunities. It was felt that there wasn't enough support to care leavers when it came to apprenticeship support and subsequent job opportunities when they finish. The care leavers also felt that the local authority has a duty to support them when looking for work and felt that by having a guaranteed interview for vacancies (as there is for people with disabilities and ex armed forces) this would go some way to ensuring they have the same access to opportunities.

7.2 As part of our corporate parenting role to guarantee interviews for Care Leavers for MCC vacancies, in supporting them to secure employment within the authority.

**8. RESOURCE IMPLICATIONS:**

8.1 There are no cost implications.

**9. CONSULTEES:**

**10. BACKGROUND PAPERS**

Future Generations Evaluation (Appendix 1)  
Evaluation Criteria (Appendix 2)

**11. AUTHOR:**

Gareth James – Apprentice, Graduate and Intern Coordinator

**12. CONTACT DETAILS:**

Email: [garethjames@monmouthshire.gov.uk](mailto:garethjames@monmouthshire.gov.uk)  
Tel: 07970641774

APPENDIX 1



monmouthshire  
sir fynwy

## Equality and Future Generations Evaluation

<b>Name of the Officer:</b> Gareth James <b>Phone no:</b> 01633 644344 <b>E-mail:</b> <a href="mailto:garethjames@monmouthshire.gov.uk">garethjames@monmouthshire.gov.uk</a>	<b>Please give a brief description of the aims of the proposal</b> To introduce a Guaranteed Interview Scheme (GIS) Care Leavers
<b>Name of Service area:</b> Employment and Skills	<b>Date</b> 01/04/2020

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1. 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	This proposal will have a positive impact across all the protected characteristics. This proposal is an example of "positive action" as defined in the Equality Act 2010 and is designed to provide an opportunity to those persons leaving the care system. There are no identified inequality implications either intended or unintended as a result of this proposal.	There are no identified inequality implications either intended or unintended as a result of this strategy	Monitoring will be undertaken on applicants for roles within the Local Authority to ensure the successful implementation of this proposal
Disability			
Gender reassignment			
Marriage or civil partnership			
Pregnancy or maternity			
Race			
Religion or Belief			
Sex			




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?
Sexual Orientation			
Welsh Language			
Poverty			



**2. 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. There's no need to put something in every box if it is not relevant!

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?
<p><b>A prosperous Wales</b> Efficient use of resources, skilled, educated people, generate wealth, provides jobs</p>	<p>In 2015 Children's Commissioner for Wales produced a report 'Hidden Ambitions' asking Welsh Government, local authorities and charities to pledge their support to make sure that young people leaving care have the right support to realise their ambitions. With the support of the GIS young people will have the same support as their peers and can go on to gain employment and training.</p> <p>July 2019 the Apprentice, Graduate and Intern (AGI) Strategy was approved by Cabinet. Priority 4 of the strategy is about Improving access, equality, and equity of opportunity for underrepresented groups.</p> <p>Priority 9 of the Corporate Parenting Strategy (2018 – 2021) states that all care leavers are supported in education, training and employment.</p>	<p>Promotion of vacancies within MCC shall be promoted through Careers Wales, MCC Youth Enterprise projects – I2A, I2W and CFW+ and other relevant partnership networks.</p>

<b>Well Being Goal</b>	<b>Does the proposal contribute to this goal? Describe the positive and negative impacts.</b>	<b>What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?</b>
<b>A resilient Wales</b> Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)	N/A	N/A
<b>A healthier Wales</b> People's physical and mental wellbeing is maximized and health impacts are understood	There are a number of young people in or have left the care system who have been subject to many ACE's having the support of the GIS and support in breaking barriers into breaking negative cycles will have an impact on both their physical and mental well-being.	Closer working with Social Services, Long Term Support teams and support from Employment and Skills Team initiatives with employment/training and qualification support.
<b>A Wales of cohesive communities</b> Communities are attractive, viable, safe and well connected	N/A	N/A
<b>A globally responsible Wales</b> Taking account of the impact on global well-being when considering local social, economic and environmental wellbeing	As above.	N/A
<b>A Wales of vibrant culture and thriving Welsh language</b> Culture, heritage and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation	This proposal will take into consideration any individual who wishes to communicate in their language of choice and will actively encourage and support the diversity of individuals coming through this scheme.	N/A
<b>A more equal Wales</b> People can fulfil their potential no matter what their background or circumstances	This proposal speaks heavily to this Goal in providing an equal chance for those individuals within the care system - As corporate parents to care leavers, it's our job to make sure that these young people are ready for what's next, know they're supported as they take those first steps into independence, and to help them access the same opportunities as their peers have – without worrying that if they make a mistake, they won't get another chance.	Support with Employment and Skills Team.

**3. 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?
 <p>Balancing short term need with long term and planning for the future</p> <p><b>Long Term</b></p>	<p>This proposal seeks to consider the long term outcomes and employability of care leavers in providing them with equal opportunities in securing meaningful and flexible employment.</p>	<p>N/A</p>
 <p>Working together with other partners to deliver objectives</p> <p><b>Collaboration</b></p>	<p>Working with employers and key agencies such as JCP, Employment and Skills projects, Schools, PRS, Children’s Services, Social Services and others to ensure care leavers have the support required. Any apprentice taken through the authority will have the full support of AGI coordinator and buddy throughout the duration of their apprenticeship.</p>	<p>Full support of AGI coordinator and network of peer mentors already participating in apprenticeships.</p>
 <p>Involving those with an interest and seeking their views</p> <p><b>Involvement</b></p>	<p>Integral to the development and ongoing review of this proposal is: listening to young people’s voices, Care leavers were heard in October 2019 at a full council meeting and it was highlighted that they felt more support was required. Listening to key partners such as children’s services to the barriers that their care leavers face is also integral to supporting this principle.</p>	<p>Peer apprenticeship network supported through AGI Strategy.</p>

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?
 <p><b>Prevention</b></p> <p>Putting resources into preventing problems occurring or getting worse</p>	<p>This proposal will support care leavers to gain meaningful employment within the county. By finding employment this will reduce numbers in unemployment help raise self-esteem and confidence and bring with it the expertise and life opportunities that would otherwise go unsupported</p>	<p>Employment and skills team Youth Service and other employment and support partner networks.</p>
 <p><b>Integration</b></p> <p>Considering the impact on all wellbeing goals together and on other bodies</p>	<p>This proposal will strengthen our relationship with care leavers and their support networks, in terms of employability and recruitment, and the Local Authority itself.</p>	<p>Employer Partnership Network meetings.</p>

**4. Council has agreed the need to consider the impact its decisions has on the following important responsibilities: Social Justice, Corporate Parenting and Safeguarding. Are your proposals going to affect any of these responsibilities?**

	Describe any positive impacts your proposal has	Describe any negative impacts your proposal has	What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts?

Social Justice	By implementing the GIS this will contribute to MCC Social Justice Strategy under the section of <i>'Putting social justice and equitable economic prosperity at the heart of what we do'</i>  Provide access to the labour market for people with disabilities and care leavers;		
Safeguarding	We will need to follow our Safer Recruitment protocol to ensure all appropriate safeguarding measures are taken.	.	
Corporate Parenting	This proposal has the potential to integrate care leavers into our workforce in a meaningful and practical way. Giving the opportunity for those with a disadvantaged background to be recruited with an understanding employer who is aware of the issues/challenges they face.		

**5. What evidence and data have informed the development of your proposal?**

In 2015 Children's Commissioner for Wales produced a report 'Hidden Ambitions' asking Welsh Government, local authorities and charities to pledge their support to make sure that young people leaving care have the right support to realise their ambitions. With the support of the GIS young people will have the same support as their peers and can go on to gain employment and training.

July 2019 the Apprentice, Graduate and Intern (AGI) Strategy was approved by Cabinet. Priority 4 of the strategy is about Improving access, equality, and equity of opportunity for underrepresented groups.

Priority 9 of the Corporate Parenting Strategy (2018 – 2021) states that all care leavers are supported in education, training and employment.

At full council held Oct 24th 2019, care leavers were heard and they felt there were a shortage of apprenticeships and opportunities. It was felt that there wasn't enough support to care leavers when it came to apprenticeship support and subsequent job opportunities when they finish. The care leavers also felt that the local authority has a duty to support them when looking for work and felt that by having a guaranteed interview for vacancies (as there is for people with disabilities and ex armed forces) this would go some way to ensuring they have the same access to opportunities.

**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 proposal makes a strong positive contribution towards a More Equal Wales, a Prosperous Wales and a Healthier Wales, there are no negative impacts on the wellbeing goals or ways of working. By adding a GIS for care leavers we would be Improving access, equality, and equity of opportunity to underrepresented groups adding to the work of the MCC AGI/Corporate parenting and Social Justice Strategy.

**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
All relevant policies and procedures will be updated to reflect proposed changes	June 2020	HR/People Services

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**8. VERSION CONTROL: The Equality and Future Generations Evaluation should be used at the earliest stage, such as informally within your service, and then further developed throughout the decision making process. It is important to keep a record of this process to demonstrate how you have considered and built-in equality and future generations considerations wherever possible.**

Version No.	Decision-making stage	Date considered	Brief description of any amendments made following consideration
1	SLT	27/02/2020	Fully supported by SLT

## APPENDIX 2

### Appendix 2 - Evaluation Criteria – Cabinet, Individual Cabinet Member Decisions & Council

Title of Report:	GUARANTEED INTERVIEWS FOR CARE LEAVERS
Date decision was made:	27/02/2020
Report Author:	Gareth James

What will happen as a result of this decision being approved by Cabinet or Council?
Care leavers will be given guaranteed interviews for vacancies as long as they meet the Basic Criteria for the advertised post.
12 month appraisal

What benchmarks and/or criteria will you use to determine whether the decision has been successfully implemented?
The following criteria will determine whether the decision has been successfully implemented: <ul style="list-style-type: none"><li>• Setting up and managing a comprehensive quality monitoring system for vacancies filled by Care Leavers.</li><li>• Developed partnerships with key stakeholders to support Monmouthshire's Care Leavers</li></ul>
12 month appraisal

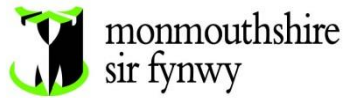
What is the estimate cost of implementing this decision or, if the decision is designed to save money, what is the proposed saving that the decision will achieve?

There are no cost implications to adding a guaranteed interview scheme

12 month appraisal

Any comments

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

**MEETING: Cabinet**

**DATE:**

**DIVISION/WARDS AFFECTED: All**

## 1. PURPOSE:

1.1. This report seeks agreement from members for the EAS Business Plan 2020-2021 and the Local Authority Annex 2020-2021.

## 2. RECOMMENDATIONS:

2.1. It is recommended that Cabinet approve the EAS Business Plan 2020-2021 and the Local Authority (LA) Annex 2020-2021.

## 3. KEY ISSUES:

3.1. Members will ensure that the Business Plan and accompanying Monmouthshire LA Annex enables appropriate support and challenge for schools and that it addresses the areas for improvement that have been identified within Monmouthshire's education strategic plans.

## 4. REASONS:

4.1. The South East Wales Consortium is required to submit to the Welsh Government a three-year business plan that will be updated annually. This plan and the Monmouthshire LA Annex cover the period 2020-2021. This meets the requirements set out in the Welsh Government's National Model for Regional Working. The business plan addresses all aspects in support of improvements across the school and settings in Monmouthshire.

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

4.3. Monmouthshire Strategic Priorities 2020/21 (as provided by the LA):

Strategic priorities for 2020/2021	Main link (s) to the improvement strands within the Business Plan
------------------------------------	---

Strengthen leadership and teaching and learning capacity in identified schools to ensure that all pupils make appropriate progress from their starting points. *	1, 2 and 3
Improve the outcomes for all vulnerable learners, particularly those eFSM, at the secondary stages (key stages 3 and 4) and at the higher levels. *	1, 2 and 3
Reduce variance in outcomes between schools and departments particularly at key stage 4. *	1, 2 and 3
Work with all stakeholders to develop effective mechanisms to help reduce the amount of exclusions.	2

#### 4.4 EAS Improvement Strands:

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

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

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

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

- Ensure that schools that require the highest levels of support and / or in Statutory Categories secure improvement within an acceptable timescale (within 2 years) to reduce their support level and / or be removed from a statutory category.
- Consider a more strategic approach to identifying the next group of headteachers in the region. Further develop the executive headship role so that the very best leaders can make an impact in more than one school.
- Provide effective intervention, challenge, support and capacity-building. Continue to be clear about the bottom lines for intervention and continue to refuse to compromise when children are losing out on a good education. In most cases the focus should be on capacity-building.

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

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

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

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

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

## Risks

4.10 Monmouthshire LA Risks

- Leadership and teaching and learning capacity in identified schools, is not strengthened sufficiently to ensure that all pupils make appropriate progress from their starting points.
- Outcomes for all vulnerable learners, particularly those eFSM, at the secondary stages (key stages 3 and 4) and at the higher levels, are not improved sufficiently.
- There remains excessive variance in outcomes between schools and departments particularly at key stage 4.
- Effective mechanisms to help reduce the amount of exclusions, are not put in place.

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

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

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

## 5. RESOURCE IMPLICATIONS:

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

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

5.3 Delegation rates to schools has increased to 94% whilst the EAS staff profile by 48% since 2012. An element of the EAS was originally set a trading income target of £1.25m from



schools to enable balanced year end account position. This has now been totally eradicated from income dependency and schools are no longer charged for any training or services provided in line with the business plan.

- 5.4 Local authority funding for consortium working is underpinned by the National Model for Regional Working, published by the Welsh Government in 2014. The model recommended a core funding allocation of £3.6m for the EAS. The current LA core contribution is based on these figures less year on year efficiencies of £1.17m since 2012 agreed in collaboration with the 5 local authorities. The local authorities' indicative figures for 2020/21 are as follows: Monmouthshire LA's contribution for 2020/21 is £414,127, compared with £420,218 in 2019/20.
- 5.5 The Collaboration and Members Agreement (CAMA) details the procedure that needs to be followed for all school improvement grants received into the region. All grants are approved by local authority Chief Education Officers / Directors of Education with a follow up ratification from JEG members. Historically there were two main grants received into the region from Welsh Government. Pupil Development Grant (PDG) and Education Improvement Grant (EIG). The latter has been re-designated as the Regional Consortia School Improvement Grant (RCSIG) and includes specific initiatives to support the objectives within the 'Education in Wales: Our National Mission'. In addition to the two main grants, two small regional indicative grants were received for SEREN learners.

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

- a. High Quality education is a fundamental pre-requisite of ensuring future local and national prosperity through the provision of an informed and well-educated workforce and society. The Local Authority's statutory role to monitor and evaluate school performance and the quality of provision, coupled with its statutory powers of intervention in schools causing concern is fundamental to ensuring that all schools provide high quality education provision.

## **7. CONSULTEES:**

- a. The Business Plan is currently in the consultation process. The Consultees are noted below:
- EAS staff
  - Directors of Education (within South East Wales) and Diocesan Directors
  - Regional Joint Executive Group (JEG)
  - EAS Company Board
  - EAS Audit and Risk Assurance Committee
  - Individual local authority education scrutiny committees
  - Regional headteachers strategy group
  - Regional governor strategy group
  - Sample of teachers from within the region

- Sample of school councils from within the region

**8. BACKGROUND PAPERS:**

- a. The South-East Wales Regional Mission: Business Plan (2020-2021) (First Draft for Consultation)
  
- b. Draft LA Annex Document 2020/2021

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

**Presenting:** Edward Pryce (Assistant Director, EAS)  
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# **EAS Business Plan Consultation 2020**

## **Feedback and actions taken**



## Actions taken following the EAS Business Plan Consultation Process January 2020

The Education Achievement Service (EAS) Business Plan has been through a thorough consultation process prior to the publication of the final version. The consultation timeframe was from January 17<sup>th</sup>, 2020 to February 21<sup>st</sup>, 2020. The consultees and number of returns are listed below:

Consultee Group	Number of possible responses	Number of written responses received within the agreed timescale
Directors of education (within South East Wales) and diocesan directors (x3)	8	2 (In addition, the draft plan was discussed during a Directors meeting)
Regional Joint Executive Group	5	0 (In addition, the draft plan was discussed during the JEG meeting)
EAS Company Board (Directors / Non-Executive Directors)	8	3 (In addition, the draft plan was discussed during the Board meeting)
EAS Audit and Risk Assurance Committee	10	2
All Headteachers	234	4
All Chairs of Governors	221	4
School Councils from within the region	234	25
Professional Learning Leads within each school	234	0
EAS staff feedback	72	7 (In addition, the draft plan was discussed during team meetings and drafting sessions)
Welsh Government Education Department	1	0

Individual local authority education scrutiny/select committee dates where the business plan was discussed:



## Actions taken following the EAS Business Plan Consultation Process January 2020

BG	CCBC	MCC	NCC	TCC
26 <sup>th</sup> February 2020	24 <sup>th</sup> February 2020	28 <sup>th</sup> January 2020	5 <sup>th</sup> February 2020	13 <sup>th</sup> February 2020

### Executive summary of the updates to the final version of the Business Plan following consultation

Section of the Plan	Changes made to the final version following feedback
<b>Title of the document</b>	<ul style="list-style-type: none"> <li>The title of the Business Plan is now: Education Achievement Service for South East Wales: Business Plan.</li> </ul>
<b>Section 1</b>	<ul style="list-style-type: none"> <li>An additional section has been added: Why the EAS? Why this model?</li> <li>Key regional facts and figures have been updated into an infographic approach and the details around Welsh medium, Church in Wales and Roman Catholic schools has been added at regional and local authority level.</li> </ul>
<b>Section 2</b>	<p>Added to the section:</p> <ul style="list-style-type: none"> <li>The EAS remains committed to supporting the development of a skilled bilingual workforce in both Welsh and English medium schools.</li> <li>For the past three years the region has funded schools to deliver a large proportion of the professional learning activity much of which is offered on a cluster basis and can therefore be delivered through the medium of Welsh or English.</li> <li>The overview of professional learning has been added.</li> <li>The 'triangle' diagram has been updated to include: 'Joint partnership working is required to secure improvement'</li> <li>A section entitled has been added: How has the EAS reported on the progress and impact of the previous Business Plan in 2019/2020 to its local authority partners?</li> </ul>
<b>Section 3</b>	<ul style="list-style-type: none"> <li>The research section has been updated and now reads: The EAS Business Plan priorities continues to be shaped using the outcomes of external reviews and research (facilitated via grants from Welsh Government).</li> <li>The title and contents of the document on page 12 have been reviewed and updated and a new title has been written: Key facts and figures in 2019/2020 - The following facts and figures are a snapshot of a few of the successes achieved during 2019/2020.</li> </ul> <p>Updates and additional actions added:</p> <ul style="list-style-type: none"> <li>Will work in partnership with local authorities to analyse attendance and exclusions data and support school leaders to share effective practice and to improve outcomes, as appropriate.</li> </ul>

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<p>Page 40</p>	<ul style="list-style-type: none"> <li>• Refine and enhance the communication and marketing strategy to ensure appropriate stakeholder engagement, to include the development of a regional pupil forum.’</li> <li>• Review models focusing on improving the quality of teaching and learning that build mutual and reciprocal peer support and challenge to achieve increased levels of excellence across schools.</li> <li>• Identify and share effective whole school strategies for teaching and learning from within and beyond the region to increase expectations around achieving excellent outcomes for learners.</li> <li>• Extend the RADY programme for identified secondary schools and their feeder primary schools.</li> <li>• Provide professional learning to all schools and settings to promote effective self-evaluation, improvement planning processes and effective strategies for formative and summative assessment.</li> <li>• To extend the use of firsthand evidence within schools to support and challenge the progress that is made by vulnerable learners.</li> <li>• Review the regional Welsh language strategy in collaboration with school leaders and other partners.</li> <li>• Work in partnership with local authorities to support school leaders to address the actions, as appropriate, contained within the Welsh in Education strategy and Cymraeg 2040: Welsh language strategy.</li> <li>• Continue to work in partnership with key partners, to include Welsh Government and Higher Education Institutions to offer a programme of professional learning to develop staff proficiency in the Welsh language.</li> <li>• Through the review of the Regional Welsh Language Strategy good progress has been made in addressing the actions, as appropriate, contained within the Welsh in Education strategy and Cymraeg 2040: Welsh language strategy.</li> </ul>
<p><b>Section 4</b></p>	<ul style="list-style-type: none"> <li>• The title of the section has been updated and now reads: How will the EAS held to account for the delivery and impact of the Business Plan?</li> </ul> <p>Additional information has been added:</p> <ul style="list-style-type: none"> <li>• This year the EAS will report additional information on a termly basis, as opposed to only mid-year, to both the Joint Executive Group and local authorities around the progress and impact of its work in support of each local authority strategic objective and their related success criteria and also the progress schools are making towards their individual targets. This approach will be aligned to the national changes in the accountability system.</li> <li>• The ambitions for 2020/21 have all been reviewed and updated.</li> </ul>
<p><b>LA Annex documents</b></p>	<ul style="list-style-type: none"> <li>• All suggested updates have been actioned.</li> </ul>

## Local Authority Specific Annex 2020-2021

### Local Authority: Monmouthshire

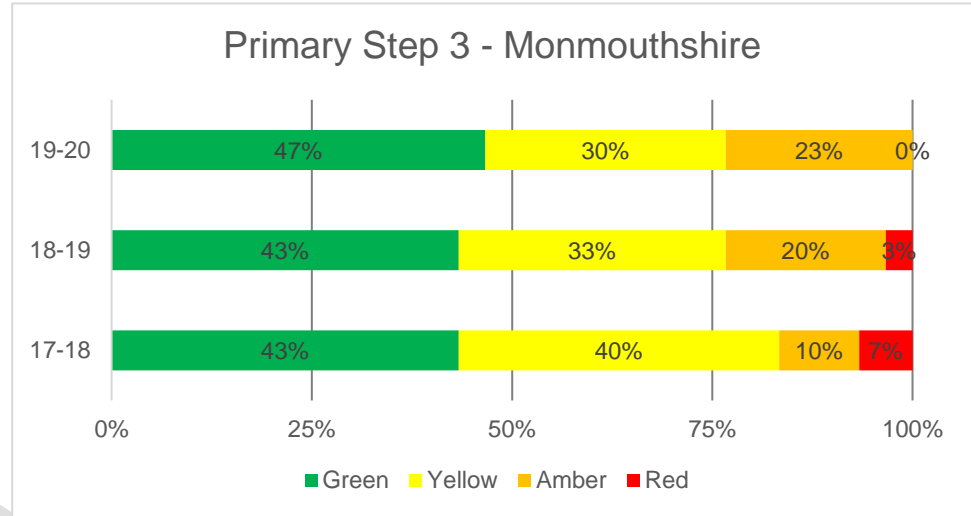
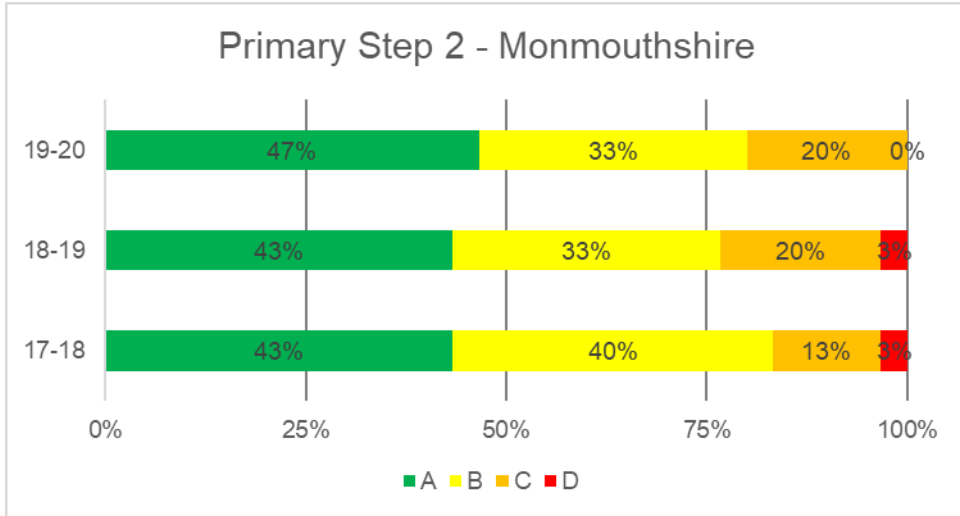
#### Summary of National Categorisation of schools in the Local Authority in 2016-2017, 2017-2018 and 2018-2019

Step 2 – Primary		Numbers of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Monmouthshire	17-18	1	4	12	13	3%	13%	40%	43%
	18-19	1	6	10	13	3%	20%	33%	43%
	19-20	0	6	10	14	0%	20%	33%	47%
South East Wales	17-18	2	17	83	88	1%	9%	44%	46%
	18-19	5	16	63	105	3%	8%	33%	56%
	19-20	6	11	55	117	3%	6%	29%	62%

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Step 3 – Primary		Numbers of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Monmouthshire	17-18	2	3	12	13	7%	10%	40%	43%
	18-19	1	6	10	13	3%	20%	33%	43%
	19-20	0	7	9	14	0%	23%	30%	47%
South East Wales	17-18	8	14	81	87	4%	7%	43%	46%
	18-19	5	18	62	104	3%	10%	33%	55%
	19-20	6	13	54	116	3%	7%	29%	61%

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



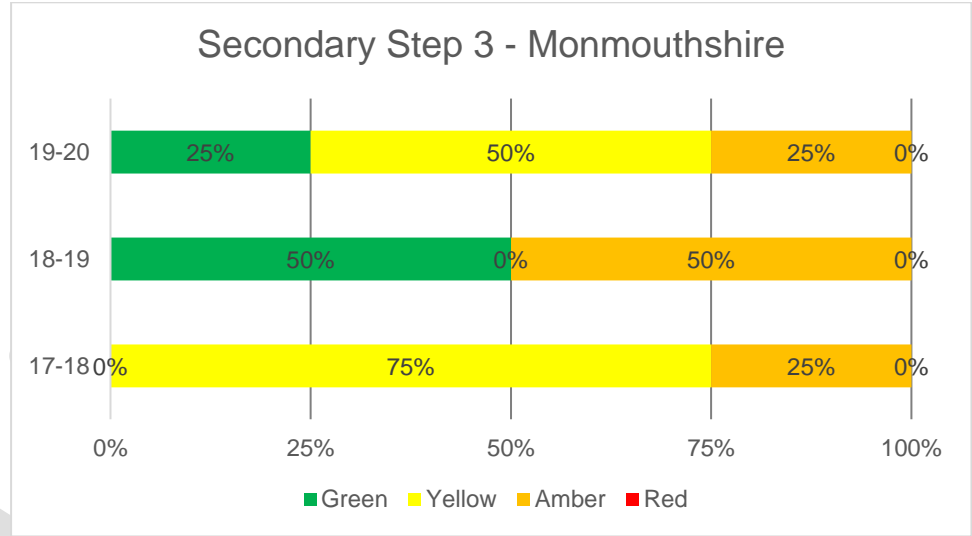
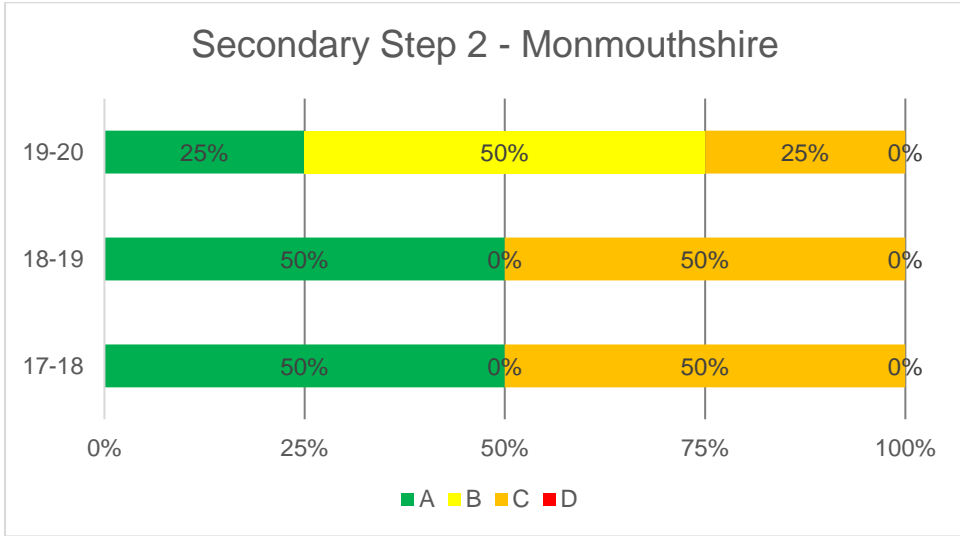
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Step 2 – Secondary		Numbers of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Monmouthshire	17-18	0	2	0	2	0%	50%	0%	50%
	18-19	0	2	0	2	0%	50%	0%	50%
	19-20	0	1	2	1	0%	25%	50%	25%
South East Wales	17-18	6	14	7	6	18%	42%	21%	18%
	18-19	5	14	7	6	16%	44%	22%	19%
	19-20	7	8	10	7	22%	25%	31%	22%

Step 3 – Secondary		Numbers of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Monmouthshire	17-18	0	1	3	0	0%	25%	75%	0%
	18-19	0	2	0	2	0%	50%	0%	50%
	19-20	0	1	2	1	0%	25%	50%	25%
South East Wales	17-18	9	9	12	3	27%	27%	36%	9%
	18-19	6	14	6	6	19%	44%	19%	19%
	19-20	9	8	8	7	28%	25%	25%	22%

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**LA schools currently in any Estyn follow-up category**

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection
Primary	Deri View Primary	Oct-18	Dec-18	Estyn Review
Primary	Goytre Fawr Primary	May-19	Jul-19	Estyn Review

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection
Secondary	Chepstow School	Sep-17	Nov-17	Estyn Review
Secondary	Caldicot School	Oct-18	Dec-18	Estyn Review

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

LA/Region: Monmouthshire

## Progress of pupils between FP and KS2

Subject	Matched Cohort	2+ levels of progress	1 level of progress
LLC - Welsh	43	93.0	7.0
LLC - English	795	93.7	6.2
Mathematics	839	93.0	7.0

## Matching

2015 FP cohort	2019 KS2 cohort	%age of FP cohort matched	%age of KS2 cohort matched
44	44	97.7	97.7
869	915	91.5	86.9
913	915	91.9	91.7

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

## Progress of pupils between KS2 and KS3

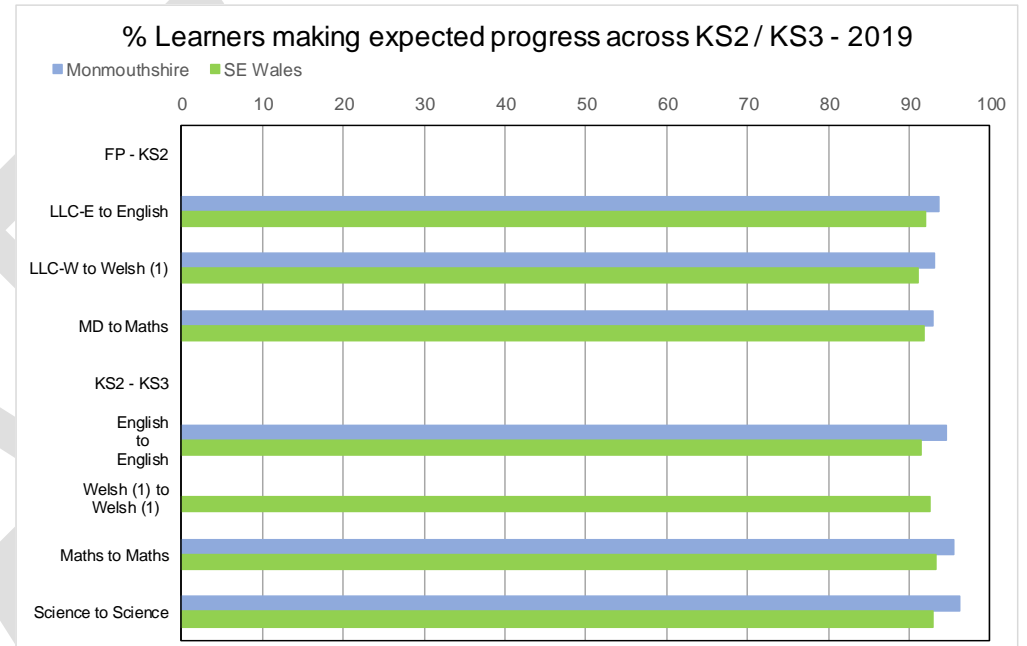
Subject	Matched Cohort	2+ levels of progress	1 level of progress	1+ levels of progress
Welsh 1st Lang.	0	-	-	-
English	688	51.7	42.9	94.6
Mathematics	689	61.7	33.8	95.5
Science	689	67.6	28.6	96.2

## Matching

2016 KS2 cohort	2019 KS3 cohort	%age of KS2 cohort matched	%age of KS3 cohort matched
41	0	0.0	-
883	796	77.9	86.4
883	796	78.0	86.6
883	796	78.0	86.6

## Summary

FP to KS2 Expected Progress (2 'Levels')	LLC-E to English	LLC-W to Welsh (1)	MD to Maths	
	93.7	93.0	93.0	
KS2 to KS3 Expected Progress (1 Level)	English to English	Welsh (1) to Welsh (1)	Maths to Maths	Science to Science
	94.6	-	95.5	96.2



## LA summary and issues

- Strengthen leadership and teaching and learning capacity in identified schools to ensure that all pupils make appropriate progress from their starting points.
- Improve the outcomes for all vulnerable learners, particularly those eFSM, at the secondary stages (key stages 3 and 4) and at the higher levels.
- Reduce variance in outcomes between schools and departments particularly at key stage 4.
- Work with all stakeholders to develop effective mechanisms to help reduce the amount of exclusions.

## Attendance/Exclusions

- There has been a decrease in primary attendance of 0.3pp since 2016, but an increase in secondary attendance. Both figures remain above that of Wales.
- There has been an increase in unauthorised absence at primary schools, but a slight decrease at secondary schools since 2016. Both figures are lower than Wales.

## Exclusion figures are reported by LA

- There has been a decrease in the number of exclusions of 5 days or fewer at primary level, but a substantial increase in the number at secondary level. There has been a rise in the number of exclusions of 6 days or more at both primary and secondary level.
- There were no permanent exclusions in 2018/19 from primary schools.
- There have been 2 permanent exclusions in 2018/19 (compared to 6 since 2015/16: 5 in 2015/16; 1 in 2016/17, but none in 2017/18).

## Inspection/Categorisation

- The percentage of schools judged at least Good for Standards of achievement was 83%. 67% of schools were judged Good or better for Well-being and attitudes to learning.
- The percentage of primary schools categorised green has remained stable in 2019/20. There are now no primaries in the red category, and the proportion of primaries in the amber category remain stable. Only one secondary school is now categorised as green, compared with two the previous year. However only one secondary school remains in amber, and one has moved from amber to yellow. There are no red secondaries.

## Schools requiring Improvement 2019-2020 (Amber and Red Overall Categories of support)

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

Schools requiring Amber levels of support	Schools requiring Red levels of support
Castle Park Primary	None
Chepstow School	
Deri View Primary	
Durand Primary	
Landogo Primary	
Lantilio Pertholey VC Primary	
Rogiet Primary	
St Mary's RC Primary	

The content of this LA Annex has been agreed by:

**LA Director / Chief Education Officer:**

\_\_\_\_\_  
Mr Will McClean

**Cabinet Member for Education:**

\_\_\_\_\_  
Cllr Richard John

**EAS Managing Director**

  
\_\_\_\_\_  
Ms. Debbie Hartevelde

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# EAS

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

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

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

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

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

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

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

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## Section 1: Regional context

### Why the EAS? Why this model?

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

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

### Key regional facts and figures



The number of pupils of compulsory school age within the region in 2019 was 72,698. This represents 19% of all pupils in Wales.



There are 234 maintained schools in the region, 16% of all maintained schools in Wales (EAS figure correct from September 2019, Wales figure from PLASC, 2019).



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



There are 234 maintained schools in the region, 16% of all maintained schools in Wales (EAS figure correct from September 2019, Wales figure from PLASC, 2019).



The percentage of pupils of compulsory school age who are eligible for free school meals (FSM) is 19.2%. This level of eligibility is the joint highest of the four regional consortia with Central South Consortium (PLASC, 2019).



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



The percentage of pupils aged 5 or over from an ethnic minority background is 10.8%.



Based on local authority reported numbers (Summer 2019), 1024 children in the region are looked after (LAC) by a local authority and attend a school in the region.

**Overview of school numbers in the region**

**Caerphilly (19.7% FSM)**

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



**Blaenau Gwent (22.7% FSM)**

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



**Monmouthshire (11.3% FSM)**

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



**Newport (19.4% FSM)**

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



**Torfaen (22.0% FSM)**

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



**Overview of regional school staffing**

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

**Overview of regional school governors\***

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

\* Correct as at 4.02.2020

## Section 2: Overview

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

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

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

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

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

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

A summary of these bilingual supporting strategies is:

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

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

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# Delivery of professional learning for a school, cluster or at regional level



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



## What is the delivery model for services across the region?

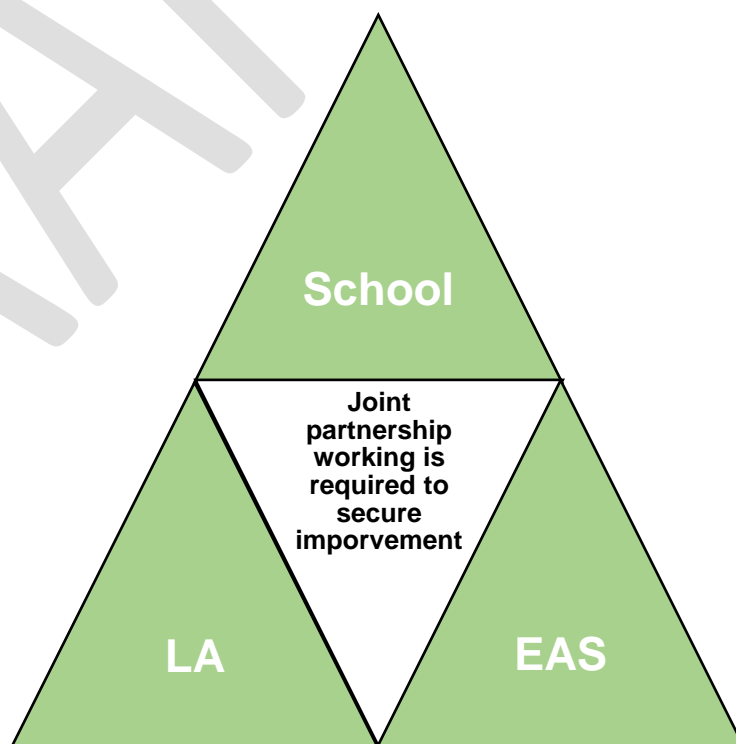
The EAS offers a comprehensive Professional Learning Offer (PLO) to all schools and settings across the region. For the past three years the region has funded schools to deliver a large proportion of the professional learning activity much of which is offered on a cluster basis and can therefore be delivered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

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

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

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

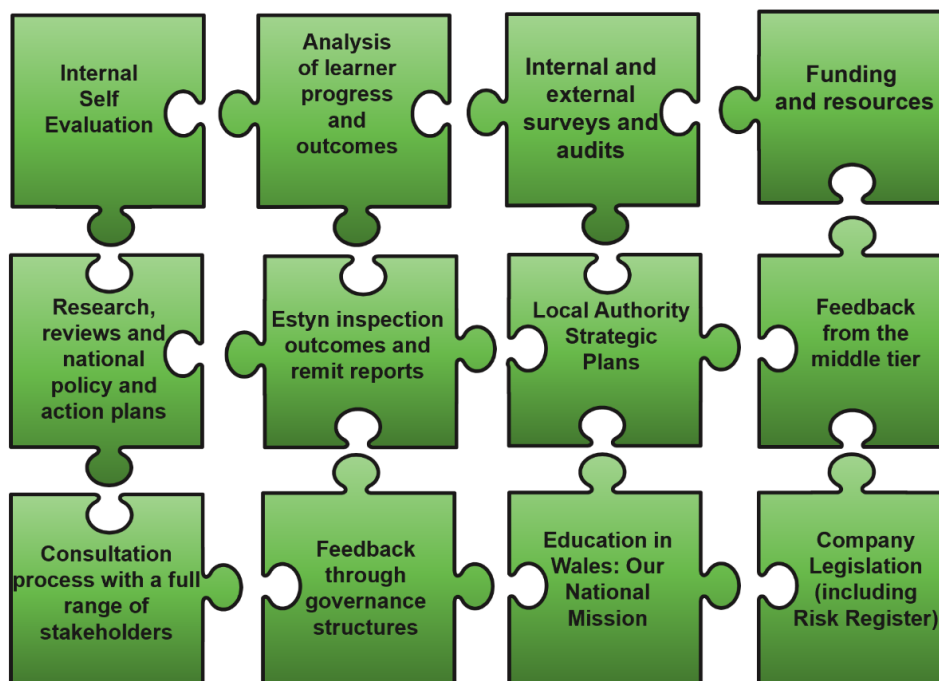
The EAS can offer advice, support and guidance that promote improved outcomes in schools and settings, whilst local authorities retain the statutory responsibility for schools and school improvement. For sustained school improvement to happen it is essential that the culture and recognition for change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



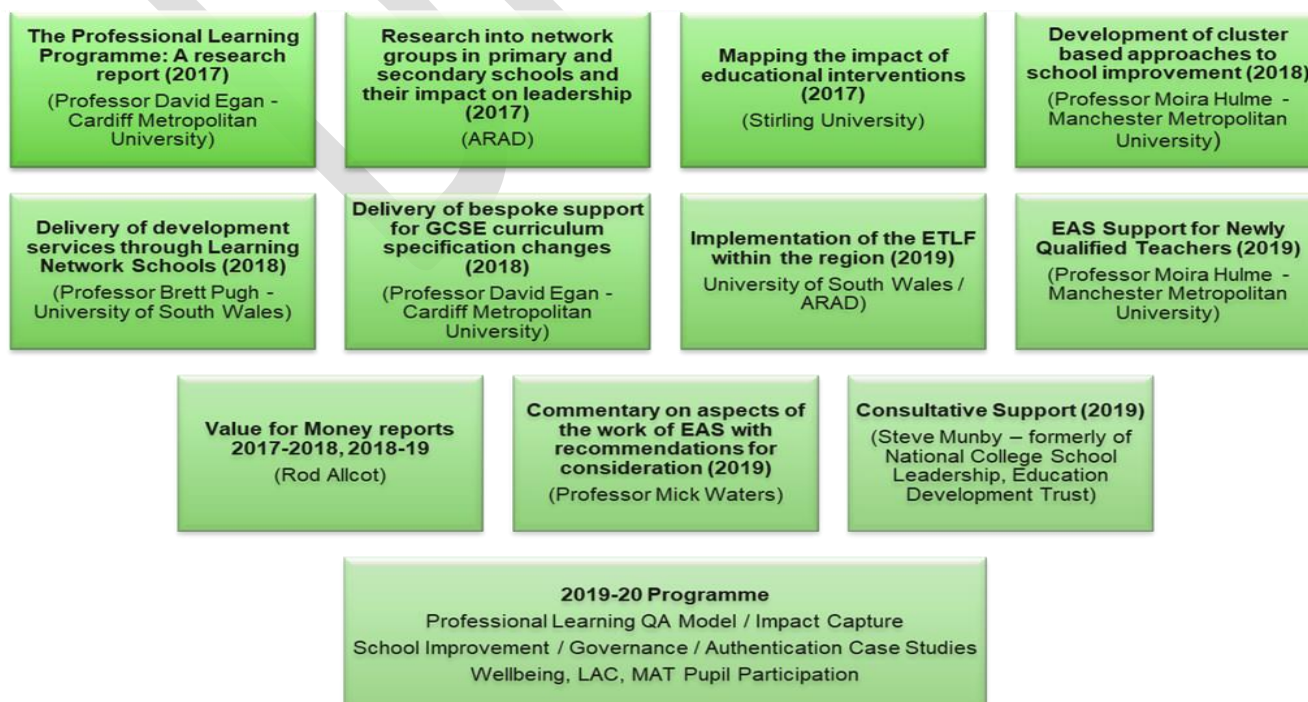
## Section 3: Business Plan 2019/2020

### Introduction

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



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



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

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

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

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

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

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

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

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

## Key facts and figures in 2019/2020

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





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

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



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



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



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



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



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



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



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



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

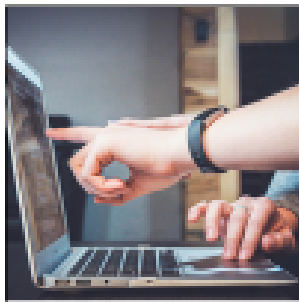


As a result of internal self-evaluation, we need to work with local authorities and schools to:

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



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



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



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

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

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



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

Design and deliver national professional learning.


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

To secure an indicative 3-year grant funding model.




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

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


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

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



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



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

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

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

## EAS Business Plan 2020/2021

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

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

## Teaching and Learning

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

## Professional learning teaching assistants

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

## Professional Learning for statutory induction

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

## Initial Teacher Education

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

## Inspirational leaders working collaboratively to raise standards

## National professional learning offer for leaders

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

## Identifying, recruiting and retaining effective leaders

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

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

### **Governors as leaders**

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

### **Specialist HR**

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

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

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

### **Specific focus on improving the outcomes of Vulnerable Learners**

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

## Improvement Strand 2

### Strong and inclusive schools committed to excellence, equity and wellbeing

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

### What will the EAS do?

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

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

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



## Improvement Strand 3

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

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

### What will the EAS do?

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

### Supporting a self-improvement system

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

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

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

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

### **Specific focus on improving the outcomes of Vulnerable Learners**

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

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## Improvement Strand 4

### EAS Business Development

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

### What will the EAS do?

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The delegation rate to schools is maintained at 94%.

## Section 4: Delivery arrangements for 2020/2021

### Governance and funding

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

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

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

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

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

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

### Consortium funding

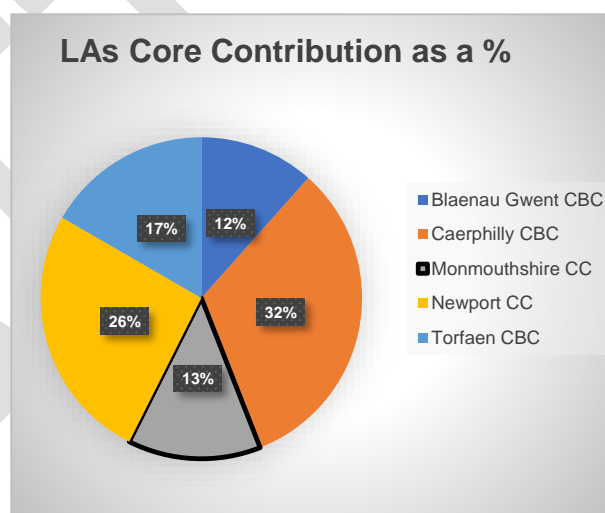
The EAS is funded on an annual basis from three sources: Local authority core contributions, regional school improvement grants and a service level agreement for governor support services. A spending plan accompanies the Business Plan which is intrinsically linked to all actions contained within it.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

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

## Local authority contributions

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

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



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

## Regional school improvement grants

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

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

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

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

The following circumstances will not be classed as delegated:

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

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

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

## Governor Support Service Level Agreement

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

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

## Section 5: Additional supporting documents

**This Business Plan is supported by the following documents:**

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

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