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Wednesday, 12 January 2022

Notice of Reports Received following Publication of Agenda.

Children and Young People Select Committee

Thursday, 20th January, 2022 at 10.00 am,
County Hall, Usk - Remote Attendance

Attached are reports that the committee will consider as part of the original agenda but were submitted to democratic services following publication of the agenda.

Item No	Item	Pages
4.	EAS Business Plan To scrutinise the EAS Business Plan.	1 - 46

Paul Matthews
Chief Executive

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**SUBJECT: EDUCATION ACHIEVEMENT SERVICE (EAS) BUSINESS PLAN 2022-2025
(Consulation Version – Accessible)**

MEETING: Children and Young People’s Select Committee
DATE: 20 January 2022
DIVISION/WARDS AFFECTED: All

1. PURPOSE:

- 1.1. This report asks for members to consider the full contents of the draft EAS Business Plan 2022-2025, as part of the regional consultation process. Through this activity members will ensure that the plan enables appropriate support for schools and settings in Monmouthshire.

2. RECOMMENDATIONS:

- 2.1. Receive the report for information and take the opportunity to comment on the contents of the Business Plan as part of the consultation process.
- 2.2. Consider the main strengths and areas for development within Monmouthshire, and to consider how LA services can be aligned with the priorities contained within the document, therefore ensuring all pupils meet their full potential.

3. KEY ISSUES:

- 3.1. The EAS delivers, through an agreed Business Plan, a wide range of school improvement services to all schools (all key stages, including all through schools and special schools), pupil referral units and funded non-maintained nursery settings on behalf of each LA. This plan supports the role LAs have in delivering their statutory function, addressing their individual improvement priorities and promoting improved pupil outcomes.
- 3.2. Joint Executive Group (JEG) Members agreed that the EAS should move to a 3-year Business Plan model with a detailed annual update for Members to agree as per the requirements within the Collaboration and Members Agreement (CAMA). Prior to the consultation version of the Business Plan being completed a series of ‘Visioning Sessions’ have been held with all key partners invited to attend.
- 3.3. As an organisation we have reviewed how we have written the Business Plan and communicated this to our partners. We decided it was timely to review and adapt this process and to make it more accessible to a wider audience. We have used the ‘Theory of Change’ approach to help us articulate the changes and impact we want to make as the regional school improvement service for South-East Wales and the connections and actions needed that will

allow that change and impact to be successfully achieved. This Business Plan spans a three-year period and will receive annual reviews each year.

- 3.4. However, this plan also considers how schools and educational settings continue to face the challenges of the pandemic. The EAS will remain sensitive and responsive to the needs of the workforce and will continue to be a highly supportive, reflective, and responsive organisation.
- 3.5. The EAS will build upon what has worked well during this period, particularly the aspects of our role that have been successful within the virtual environment. The support that the EAS will offer will fully align to the expectations set by local authorities, Welsh Government (WG) and links to emerging research. The pandemic has reminded us that positive change is and has been possible. Schools, settings and the EAS have seized opportunities to explore innovative ways of working and delivering meaningful learning experiences through a creative blended learning approach. These experiences should be built upon to avoid a 'snap back,' keeping the positive learning that has been developed during this time.
- 3.6. Members are asked to take the opportunity to comment on the contents of the Business Plan as part of the consultation process and provide a written response as appropriate
- 3.7. Please note that a mid-year evaluation of the current revised Covid Business Plan (2021/22) has been submitted to each of the EAS governance groups and has been available for local authorities to share as appropriate within their own democratic processes. Within the context of evolving accountability arrangements and the Covid-19 Pandemic, school and aggregate LA performance data has not been available for presentation to this committee. A separate paper detailing the implications of this has been provided to local authorities.
- 3.8. The delivery model for the Business Plan is on a regional basis, the needs of each school and trends within Monmouthshire will continue to be met through bespoke work with each school, both virtually and when safe to do so physically.
- 3.9. The EAS will offer an evolving Professional Learning Offer (PLO) to all schools and settings across the region, in order to meet development needs as we emerge from the pandemic. We will continue to fund schools (grant permitting) to deliver a large proportion of the professional learning activity, where appropriate virtually.
- 3.10. All schools will continue to be provided with a bespoke support package that compliments the priorities identified within their own School Development Plans (SDPs) in line with the levels of support they require. There is a degree of flexibility within the deployment model to allow for in-year changes in circumstances and to allow for changes in light of the pandemic.
- 3.11. 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.

- 3.12. The talent and expertise that resides in schools within and beyond the region is incentivised and used effectively to support professional learning and school improvement activity. There has been inevitable fragility in the ability of schools to offer support beyond their own settings because of the pandemic, this situation will be managed with sensitivity and will be constantly reviewed.
- 3.13. For sustained school improvement to happen it is essential that all partners work together more closely than ever recognising that each partner (school, LA and EAS) has its role to play in providing support to secure improvements.
- 3.14. The Business Plan is in the consultation process. The draft business plan was created following feedback provided in a broad range of 'Visioning Sessions'. These virtual and physical meetings were offered to a range of stakeholder groups including, headteachers, governors and elected member. Feedback has been incorporated within the plan.
- 3.15. In addition the specific list of consultees are noted below.
- EAS staff
 - Directors of Education (within South East Wales) and Diocesan Directors
 - Regional Joint Executive Group
 - EAS Company Board
 - EAS Audit and Risk Assurance Committee
 - Individual local authority education scrutiny committees
 - All Headteachers from within the region
 - All Chairs of Governors from within the region
 - School Councils from within the region
 - All school based Professional Learning Leads
 - EAS Supporting School Trade Union Group (SSTU Group)
- 3.16. The final version of the Business Plan will be supported by a range of supporting documents:
- Detailed Business Plan 2022–2023
 - Regional Grant Mapping Overview 2022–2023 (to follow once detailed received from WG)
 - Regional Self-Evaluation Report (Executive Summary)
 - EAS Risk Register (Executive Summary)
 - Regional Professional Learning Offer 2022–2023
 - Local Authority Strategic Education Plans

The Theory of Change approach

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

Why?

3.18. “The visions we offer our children shape the future. It matters what those visions are. Often, they become self-fulfilling prophecies. Dreams are maps.” Carl Sagan.

South East Wales Vision 2025

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

EAS Vision 2025

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

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

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

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

3.23. Bespoke support will also be available for schools who require more intensive support. This could include more support from the SIP or the use of a Learning Network School to School Partnership. These activities are explained in detail in the full Business Plan.

School Improvement: Bespoke support to schools and settings aligned to need. Create and facilitate collaborative networks of professional practice.		
Leadership and teaching Professional learning and support for the development of leadership and teaching across the entire workforce.	Curriculum for Wales Professional learning and support for Curriculum for Wales.	Health, Wellbeing and Equity Professional learning and support for health, wellbeing, vulnerable and disadvantaged groups.
Governors: Provide a broad range of professional learning and support for Governors.		

What are the foundations that enable activities to take place?

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

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

What will be the impact?

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

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

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

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

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

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

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

Risks

3.28. In writing this plan we have made the following assumptions. If these are not in place, then they become a risk to the successful delivery of this plan. The EAS risk register will be reviewed and refined following the agreement of the final EAS Business Plan. These are:

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

3.29 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 Plans and the Education Strategic Plan.

3.30 Monmouthshire LA will have its own risks linked to the delivery of the strategic objectives within their corporate 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 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 schools and settings in Monmouthshire.

5. RESOURCE IMPLICATIONS:

5.1. Section 4 of the Business Plan details the EAS activities for 2022-2023 and Section 5 details the governance and financial arrangements. Indicative LA Core Contributions have been added

into this section. The EAS is subject to a robust governance model that is underpinned by the Articles of Association and a Collaboration and Members Agreement (CAMA). These governance documents essentially link the five Local Authorities to the EAS both operationally and through the commissioning of regional school improvement services.

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 this Business Plan which is intrinsically linked to all actions contained within it. A detailed overview of the regional distribution of all grants is available for all schools to view and compare allocations and rates of delegation through the regional grant monitoring tool. As recipients of public funding, it is important that budgets are allocated and spent wisely. The EAS will continually strive to provide value for money through the optimal use of resources to achieve intended outcomes.

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

5.3 The local authority's indicative core contribution for 2022/23 are as follows: Monmouthshire LA's contribution for 2022/23 is £403,815 compared with £405,844 in 2021/22, £414,127 in 2020/21 and £420,218 in 2019/20.

5.4. At the time of writing this report, there is uncertainty with regards to the regional grant funding from WG for 2022/2023. As a result of the pandemic, it is likely that there will continue to be reductions in the regional grant profile. When the grant position has been confirmed the EAS detailed delivery plan will be updated accordingly.

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

6.1. 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:

7.1. 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
- EAS Company Board
- EAS Audit and Risk Assurance Committee
- Individual local authority education scrutiny committees

- All Headteachers from within the region
- All Chairs of Governors from within the region
- School Councils from within the region
- All school based Professional Learning Leads
- EAS Supporting School Trade Union Group (SSTU Group)

8. BACKGROUND PAPERS:

8.1 Education Achievement Service: Regional Business Plan 2022-2025 (Consultation Version – Accessible)

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

Presenting: Edward Pryce (Assistant Director, EAS)
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EAS

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



Education Achievement Service

Regional Business Plan

April 2022 - March 2025

(Consultation Version)



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

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

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

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Section 1: Regional Context

The number of pupils of compulsory school age within the region in 2021 was

73,324

This represents **19.3%** of all pupils in Wales.

There are **237** maintained schools in the region (which includes 4 pupil referral units), **15.8%** of all maintained schools in Wales.

(EAS figure correct from September 2021, Wales figure from Pupil Level Annual School Census (PLASC), 2021)

There are **21** Welsh medium primary schools, **3** Welsh medium secondary, **17** Roman Catholic and **11** Church in Wales schools within the region.

Based on local authority reported numbers (March 2021), **847** children in the region are looked after (LAC) by a local authority and attend a school in the region.

An additional **54** Looked After Children are educated in schools in England.

(This data is no longer collected in PLASC)

The percentage of pupils of compulsory school age who are eligible for free school meals (FSM) is **24.8%**.

This level of eligibility is the second highest of the four regional consortia with Central South Consortium highest with **25.1%**

(PLASC, 2021)

In the region, **10%** of people aged three and over say that they can speak Welsh compared to the Wales average of 19%

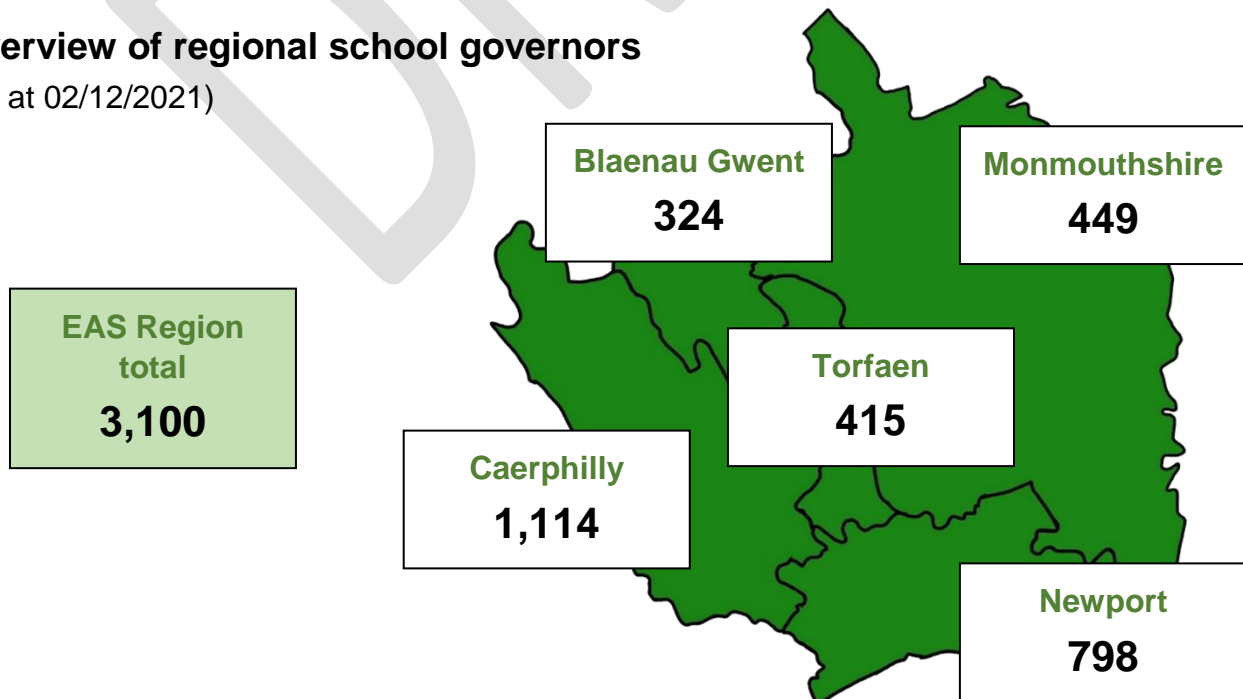
(2011 Census, ONS)

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

11.8%

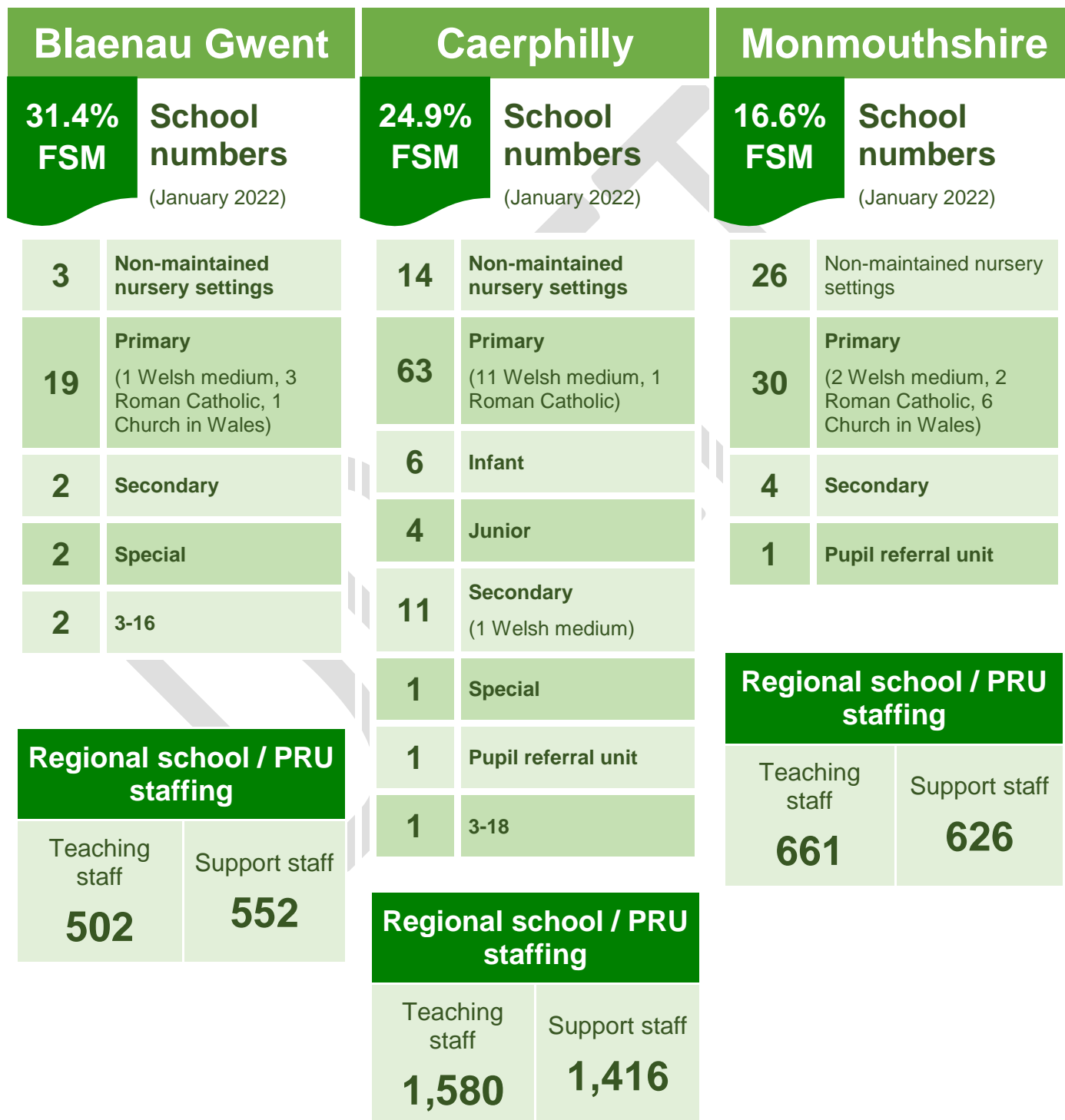
Overview of regional school governors

(As at 02/12/2021)



Overview of school numbers in the region

January 2022





Newport		Torfaen		EAS Region	
23.1% FSM	School numbers (January 2022)	30.0% FSM	School numbers (January 2022)	24.8% FSM	School numbers (January 2022)
23	Non-maintained nursery settings	15	Non-maintained nursery settings	81	Non-maintained nursery settings
1	Nursery		Primary (3 Welsh medium, 3 Roman Catholic, 2 Church in Wales)	1	Nursery
44	Primary (4 Welsh medium, 3 Roman Catholic, 2 Church in Wales)	25	Secondary (1 Welsh medium, 1 Roman Catholic)	181	Primary (21 Welsh medium, 12 Roman Catholic, 11 Church in Wales)
9	Secondary (1 Welsh medium, 1 Roman Catholic)	1	Special	6	Infant
2	Pupil referral service	1	Pupil referral service	4	Junior
1	Pupil referral unit			32	Secondary (3 Welsh medium, 2 Roman Catholic)
Regional school / PRU staffing		Regional school / PRU staffing		Regional school / PRU staffing	
Teaching staff	Support staff	Teaching staff	Support staff	Teaching staff	Support staff
1,508	1,346	761	739	5,012	4,679
				4	Special
				3	Pupil referral service
				2	Pupil referral unit
				2	3-16
				1	3-18

Section 2: Introduction

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

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

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

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Stats and Stories from 2020-2021

<h1>ACE</h1> <p>Nearly all schools are Adverse Childhood Experience (ACE) Aware</p>	<p>Over 90% of leaders agree that the EAS provides high quality professional learning (PL) that supports for Leadership and Teaching, access to inspirational guest speakers, digital support and access to an equitable national leadership offer.</p>	<h1>NPQH</h1> <p>Over the last 3 years 59 people in the EAS region have successfully met NPQH. The average pass rate over the last three years is 76%.</p>	<p>We have connected with more governors than ever across the region, offering a virtual PL programme from Summer 2020. Since then, we have delivered over 130 virtual events for governors, with over 2000 individual attendances.</p>
<p>Governing Body meetings moved online from the end of March 2020. In the subsequent 18 months over 1800 meetings were clerked, an average of 31 each week in term time.</p>	<h1>HLTA</h1> <p>In 2020/2021 58 HLTAs achieved the status, a 98% pass rate, building capacity in schools</p>	<p>The development of a growing bank of case studies evidencing examples of school improvement and turnaround leadership.</p>	<h1>98%</h1> <p>Nearly all (98%) agreed or strongly agreed (46%) that the blended learning masterclass has directly brought about advances in knowledge, skills and/or practice. It has prompted reflection on beliefs and attitudes regarding professional practice.</p>
<h1>Over 500</h1> <p>Since Autumn 2019 across the EAS over 500 participants have accessed the Middle Leadership Development Programme.</p> <p>Nearly 900 evaluative comments have been received about the Professional Learning experience.</p>	<p>Strong Learning Network school to school provision has been secured for schools who require high levels of support. This support is holistic and addresses leadership and improving the quality of teaching.</p>	<p>Sharing of best practice events highlighting key learning and good practice during the pandemic involving international speakers.</p>	
<p>Enhanced schools' ability to network and share practice. CfW Teaching and Learning Development Group has over 380 members and the Progression and Assessment Development Group has 340 members.</p>	<h1>150</h1> <p>schools have accessed the Curriculum for Wales (CfW) Professional Learning programme to support senior leaders and headteachers</p>	<p>Over 100 School Improvement Partners (SIPs) from both within and beyond the region are current serving Headteachers who are contributing to the self-improving system and the Schools as Learning Organisations agenda.</p>	

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

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

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

Section 3: Our Approach

The Theory of Change approach

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

Why? What are we aiming to achieve?

South East Wales Vision 2025

SE Wales Vision	All young people are confident, ambitious, resilient and have a love of lifelong learning and realise their full potential. <i>The SE Wales Vision is currently under development</i>
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In working towards the SE Wales Vision, a strong commitment of partnership working is critical. It is important to recognise that each local authority, school and educational setting will have their own strategic priorities that support the realisation of the regional vision. These will be documented in LA Strategic Plans and School Development Plans.

EAS Vision 2025

EAS Vision	Supporting and enabling schools and education settings to thrive as effective learning organisations. <i>There is an existing vision that is currently under development with all Stakeholders</i>
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In working towards the EAS Vision, it is critical that the EAS Business Plan reflects regional and local needs.

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

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

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

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

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

Activities	School Improvement: Bespoke support to schools and education settings which is aligned to their needs. Create and facilitate collaborative networks of professional practice.		
	Leadership and teaching Professional learning and support for the development of leadership and teaching across the entire workforce.	Curriculum for Wales Professional learning and support for Curriculum for Wales.	Health, Wellbeing and Equity Professional learning and support to improve health and wellbeing, with a particular focus on vulnerable and disadvantaged groups.
	Governors: Provide a broad range of professional learning and support.		

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

What are the foundations that enable activities to take place?

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

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

What will be the impact?

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

Impact	The EAS provides support to enable leaders, governors and education practitioners to develop the knowledge, skills and behaviours to positively impact practice, providing improved learner outcomes.		
	Professional learning is of high quality and appropriate to (individual) needs.	Support is aligned to needs, enabling schools and education settings to make progress.	The broad range of collaborative networks and activity support the development of a self-improving system.

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

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

Outputs	Governance reports	EAS Website	Impact capture reports
	Policies and processes	Case studies	Meeting minutes
	External research and review	Supporting Our Schools Site	Partnership documentation
	PL resources and guidance		

Assumptions

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

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

SE Wales Vision	<p>All young people are confident, ambitious, resilient and have a love of lifelong learning and realise their full potential. <i>The SE Wales Vision is currently under development</i></p>		
EAS Vision	<p>Supporting and enabling schools and education settings to thrive as effective learning organisations. <i>There is an existing vision that is currently under development with all Stakeholders</i></p>		
Impact	<p>The EAS provides support to enable leaders, governors and education practitioners to develop the knowledge, skills and behaviours to positively impact practice, providing improved learner outcomes.</p>		
	<p>Professional learning is of high quality and appropriate to (individual) needs.</p>	<p>Support is aligned to needs, enabling schools and education settings to make progress.</p>	<p>The broad range of collaborative networks and activity support the development of a self-improving system.</p>
Page 2010	<p>Governance reports Policies and processes External research and review PL resources and guidance</p>	<p>EAS Website Case studies Supporting Our Schools Site</p>	<p>Impact capture reports Meeting minutes Partnership documentation</p>
Activities	<p>School Improvement: Bespoke support to schools and education settings which is aligned to their needs. Create and facilitate collaborative networks of professional practice.</p>		
	<p>Leadership and teaching Professional learning and support for the development of leadership and teaching across the entire workforce.</p>	<p>Curriculum for Wales Professional learning and support for Curriculum for Wales.</p>	<p>Health, Wellbeing and Equity Professional learning and support to improve health and wellbeing, with a particular focus on vulnerable and disadvantaged groups.</p>
	<p>Governors: Provide a broad range of professional learning and support.</p>		

Assumptions

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

Foundations

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

Section 4: EAS Business Plan Activities 2022-2023

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

School Improvement: Bespoke support to schools and educational settings aligned to need. Create and facilitate collaborative networks of professional practice.

Universal Provision

- Facilitate professional discussions to identify support aligned to improvement priorities and resource allocation, highlighting good practice to share more widely.
- Undertake supported self-evaluation activities alongside leaders, focusing on the progress of learners including vulnerable groups.
- Provide professional learning for improvement and self-evaluation processes, including supporting the roll out of the National Resource for Evaluation and Improvement.
- Provide opportunities for peer working.
- Work with local authorities to complement existing education HR services and continue to develop a consistent approach to school improvement related HR matters across the region.
- Provide recruitment support for the appointment of Headteachers.
- Provide support as a panel member for Headteacher Performance Management.

Targeted Provision

- Provide additional support to undertake self-evaluation activities alongside leaders.
- Facilitate professional learning or support for specific areas identified by the school or educational setting.
- Facilitate opportunities for peer-to-peer networks.
- Support recruitment at key senior leadership positions.
- Support targeted professional learning for Governing Bodies.
- School Improvement Partners provide enhanced support for new and acting Headteachers.

Bespoke Provision

- Allocate additional EAS support for schools and educational settings requiring higher levels of support.
- Broker EAS school to school intensive support to undertake professional learning and supported self-evaluation activities alongside leaders.
- Working in close partnership with LAs and other partners to monitor the progress schools and or educational settings are making against their identified priorities. Review the impact of support and amend as needed via the Team Around the School and Multi-Agency processes.

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

Universal Provision

- Enable the entire workforce to access professional learning that supports the development of secure high quality teaching and learning and the realisation of the curriculum for Wales.
- Provide support for the leadership of teaching in the development of a whole school teaching and learning strategy, underpinned by the National Professional Teaching and Leading Assisting Teaching Standards.
- Provide practical examples of teaching and learning approaches used successfully in a variety of settings and schools.
- Provide a National Professional Learning offer for statutory induction, including support for Newly Qualified Teachers, School based Induction Mentors, External Verifiers.
- Provide a progressive pathway of professional learning to support the role of Teaching Assistants and Higher Level Teaching Assistants.
- Support leaders to develop their schools as effective learning organisations.
- Continue to offer a national professional leadership development programme, including coaching and mentoring for leaders at all levels.

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

Targeted Provision

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

Bespoke Provision

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

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

Universal Provision

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

Targeted Provision

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

Bespoke Provision

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

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

Universal Provision

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

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

Targeted Provision

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

Bespoke Provision

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

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

Universal Provision

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

Targeted Provision

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

Bespoke Provision

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

EAS Foundations:

Business delivery

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

Staff Development

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

Funding and Resources

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

Section 5: Delivery arrangements and resources for 2022-2023

Governance

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

Consortium funding

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

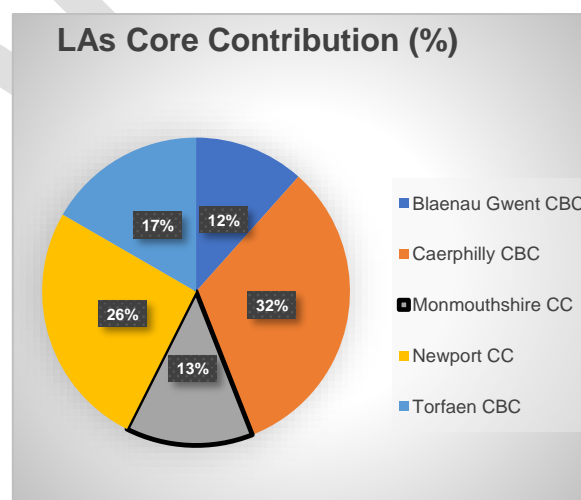
The delegation rate to schools increased to 95.5% in 2021/22, whilst the EAS staff profile has reduced by 53.1% since 2012.

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

Local authority contributions 2022-2023

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

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



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

Regional school improvement grants

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

Grant Name (To be updated when information on grants is received from Welsh Government)	Grant Total	Amount delegated to schools	Delegation* Rate	Regionally Retained
	Indicative Calculation 2022-2023			
	£	£		£
Regional Consortia School Improvement Grant (RCSIG)				
- Education Improvement Grant	tbc	tbc	tbc	tbc
- Professional Learning for Teachers	tbc	tbc	tbc	tbc
- Other grant initiatives	tbc	tbc	tbc	tbc
Pupil Development Grant (PDG)	tbc	tbc	tbc	tbc
PDG (Lead Regional PDG Adviser)	tbc	tbc	tbc	tbc
Seren Pre 16	tbc	tbc	tbc	tbc
Seren Post 16	tbc	tbc	tbc	tbc
Total	TBC	TBC	TBC	TBC

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

Governor Support Service Level Agreement

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

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

Section 6: Additional supporting documents

This Business Plan is supported by the following documents:

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

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EAS

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



Education Achievement Service Regional Business Plan

April 2022 - March 2025

(Consultation Version - Accessible)



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

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

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

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Section 1: Regional Context

Key regional facts and figures

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

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

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

Overview of school numbers in the region Jan 2022

Blaenau Gwent (31.4% FSM)

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

Caerphilly (24.9% FSM)

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

Monmouthshire (16.6% FSM)

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

Newport (23.1% FSM)

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

Torfaen (30.0% FSM)

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

Overview of regional school / PRU staffing

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

Section 2: Introduction

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

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

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

Stats and Stories from 2020-2021

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

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

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

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

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

Section 3: Our Approach

The Theory of Change approach

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

Why? What are we aiming to achieve?

South East Wales Vision 2025

**SE Wales
Vision**

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

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

EAS Vision 2025

EAS Vision

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

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

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

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

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

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

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

Activities:

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

Leadership and Teaching

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

Curriculum for Wales

Professional learning and support for curriculum for Wales.

Health, Wellbeing and Equity

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

Governors: Provide a broad range of professional learning support.

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

What are the foundations that enable activities to take place?

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

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

What will be the impact?

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

Impact:

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

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

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

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

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

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

Outputs:

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

EAS Website
Case studies
Supporting Our Schools Site

Impact capture reports
Meeting minutes
Partnership documentation

Assumptions

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

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

<p>SE Wales Vision</p>	<p>All young people are confident, ambitious, resilient and have a love of lifelong learning and realise their full potential. <i>The SE Wales Vision is currently under development</i></p>		
<p>EAS Vision</p>	<p>Supporting and enabling schools and education settings to thrive ad effective learning organisations. <i>There is an existing vision that is currently under development with all stakeholders</i></p>		
<p>Impact</p>	<p>The EAS provides support to enable leaders, governors and education practitioners to develop the knowledge, skills and behaviours to positively impact practice, providing improved learner outcomes.</p>		
<p>Page 39</p>	<p>Professional learning is of high quality and appropriate to (individual) needs.</p>	<p>Support is aligned to needs, enabling schools and education settings to make progress.</p>	<p>The broad range of collaborative networks and activity support the development of a self-improving system.</p>
	<p>Governance reports Policies and processes External research and review PL resources and guidance</p>	<p>EAS Website Case studies Supporting Our Schools Site</p>	<p>Impact capture reports Meeting minutes Partnership documentation</p>
<p>Activities</p>	<p>School Improvement: Bespoke support to schools and education settings which is aligned to their needs. Create and facilitate collaborative networks of professional practice.</p>		
	<p>Leadership and Teaching Professional learning and support for the development of leadership and teaching across the entire workforce.</p>	<p>Curriculum for Wales Professional learning and support for curriculum for Wales.</p>	<p>Health, Wellbeing and Equity Professional learning and support to improve health and wellbeing, with a practical focus on vulnerable and disadvantaged groups.</p>
<p>Governors: Provide a broad range of professional learning support.</p>			

Assumptions

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

Foundations

- We are passionately committed to Wales – helping our staff, schools and education settings succeed.
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- The way we work is informed, drawing on research from a global perspective.
- We welcome challenge and review and draw on expertise to improve our delivery.
- We have effective systems and processes for self-evaluation, risk and financial management.
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- We communicate clearly.
- We support the wellbeing and professional learning of staff.
- Our work is well planned and managed to deliver the best for our schools and education settings.

Section 4: EAS Business Plan Activities 2022-2023

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

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

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

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

Targeted Provision

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

Bespoke Provision

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

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

Universal Provision

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

Targeted Provision

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

Bespoke Provision

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

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

Universal Provision

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

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

Targeted Provision

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

Bespoke Provision

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

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

Universal Provision

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

Targeted Provision

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

Bespoke Provision

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

EAS Foundations:

Business delivery

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

Staff Development

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

Funding and Resources

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

Section 5: Delivery arrangements and resources for 2022-2023

Governance

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

Consortium funding

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

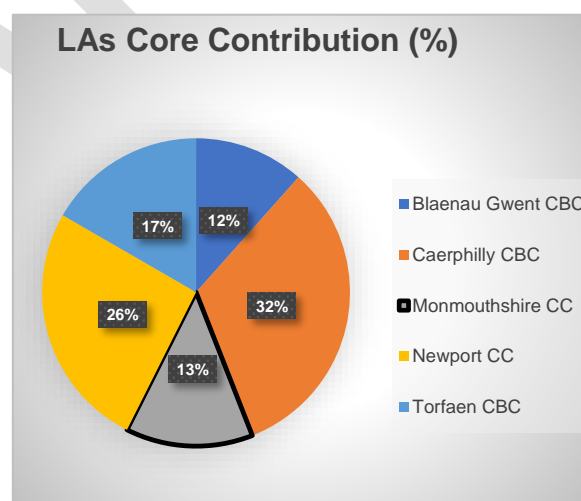
The delegation rate to schools increased to 95.5% in 2021/22, whilst the EAS staff profile has reduced by 53.1% since 2012.

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

Local authority contributions 2022-2023

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

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



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

Regional school improvement grants

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

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

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

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

Governor Support Service Level Agreement

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

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

Section 6: Additional supporting documents

This Business Plan is supported by the following documents:

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

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