

# Public Document Pack



County Hall  
Rhadyr  
Usk  
NP15 1GA

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.      | <b>EAS Business Plan</b><br>To scrutinise the EAS Business Plan. | 1 - 18 |

**Paul Matthews**  
Chief Executive

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# EAS

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

## EAS Business Plan 2022-2025

### January 2022

Optional Presentation to accompany Select Committee  
Report

# Overview

- We have reviewed how we have written the Business Plan. Taken advice and guidance and consulted widely through visioning sessions.
- Want to be held to account for delivery and feel that the focus is more succinct.
- Very conscious that we have a role to play in supporting LA and school priorities, also aware of our circle of influence and how the EAS can support improvements.
- We have 'loosely' used the 'Theory of Change' approach to help us articulate the changes and impact we want to make.
- Important to highlight the connections and actions needed to enable improvements in engagement, behaviours etc. to be realised.
- The fundamentals will not change: LA Strategic Plans / Priorities drive the local need, reporting principles and governance.
- Accompanying the final version will be detailed delivery plans and our SE processes.
- Consultation process enables changes to be made.

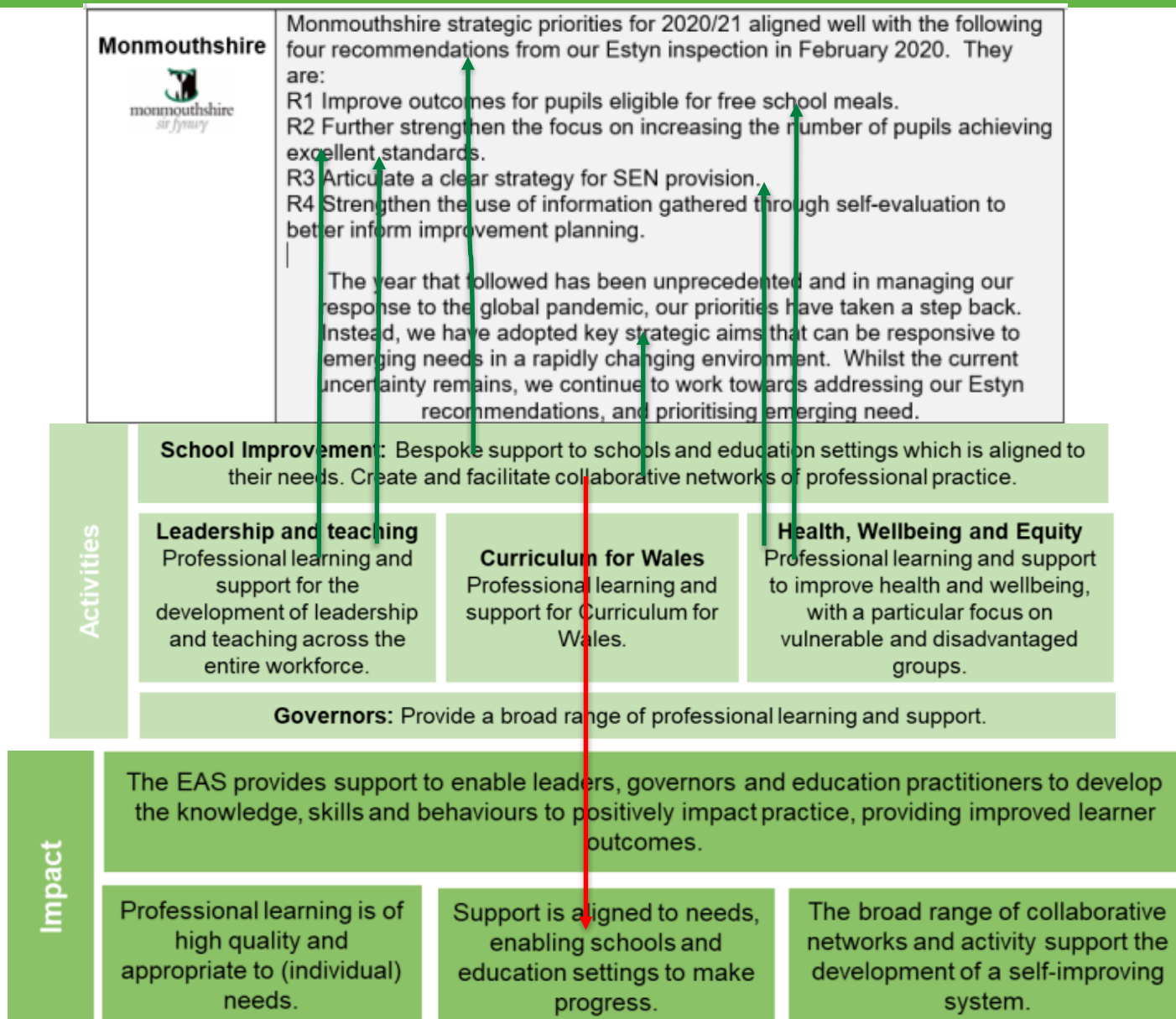
# National, Regional and Local Agenda



← Shaped by internal self evaluation activities →

# Local Agenda: Meeting the needs of LAs

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# Consultation and Visioning Sessions

- As part of the consultation process for the EAS Business Plan 2022-2025, invitations were sent to a wide range of key partners (Headteachers, Governors, Members of the Joint Executive Group) to join in a session (a mix of virtual and in person) to share their views on the Vision for the EAS in 2025.
- A separate session was held for LA Directors, LA School Improvement Leads and senior EAS staff to discuss the same theme.

## **Feedback from session with Directors and School Improvement Leads**

### **5 key priorities for us as a group are:**

1. Renewal and reform – Renaissance
2. Roles and responsibilities – principles of how we work together with efficiency and positivity
3. Vision for recovery, practical, help LAs to share practice
4. Shaping the future
5. Continued investment in leadership, including governance – long term gain

# Consultation and Visioning Sessions

## Group A:

- A dynamic, adapting curriculum that addresses need and context
- Clear, consistent direction
- Everyone on the same page
- Same vision
- Bottom up – top down
- Ethos of action, research, enquiry at all levels
- Global links and Progression 3-18

## Group C:

- Regional shared vision
- Shared resources and support, equity, transparency between networks
- Confident workforce
- Professional respect
- Agreed, clear, purposeful accountability
- Collaboration – lessons learned
- Support / trust – hand in hand
- Knowing schools well

## Group B:

- Shared Vision – buy in from all
- Professional Trust / Wellbeing
- Communication
- Supportive accountability
- What good looks like?
- Relevant, adaptive PL for all practitioners
- Facilitate 'Big Picture' thinking
- Research, enquiry, support
- Workload reduction / wellbeing

## Group D:

- Fully funded professional support
- Trust and clarity across the organisation
- Over communication and solution focused
- Alignment and leaving no one behind
- Growing / embedding CfW
- Excitement / confident with in the profession
- Empowerment: learners, teachers
- Shared purpose across the tiers
- Effective capacity across the tiers
- Progression across the stages
- Appropriate accountability and challenge



# What are we all aiming to achieve?

- Maybe the collective vision is too difficult to achieve, however it is important for the EAS to know what we are contributing towards.
- LA Priorities and priorities within SDPs

**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

- The EAS vision for 2025 is something that we believe we are able to influence.
- All of our activities will contribute to us supporting schools to become effective learning organisations, therefore improving outcomes for learners over time.

## EAS Vision 2025

### **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*

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 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.
- **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.

# What will the EAS do to support schools to achieve the vision and evidence impact?

- These are the focus areas of support that we will deliver.
- These activities are broken down into an annual summary within the BP and are accompanied by detailed delivery plans.
- Our work in these areas will generate an evidence base that will contribute to our reporting processes.

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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.

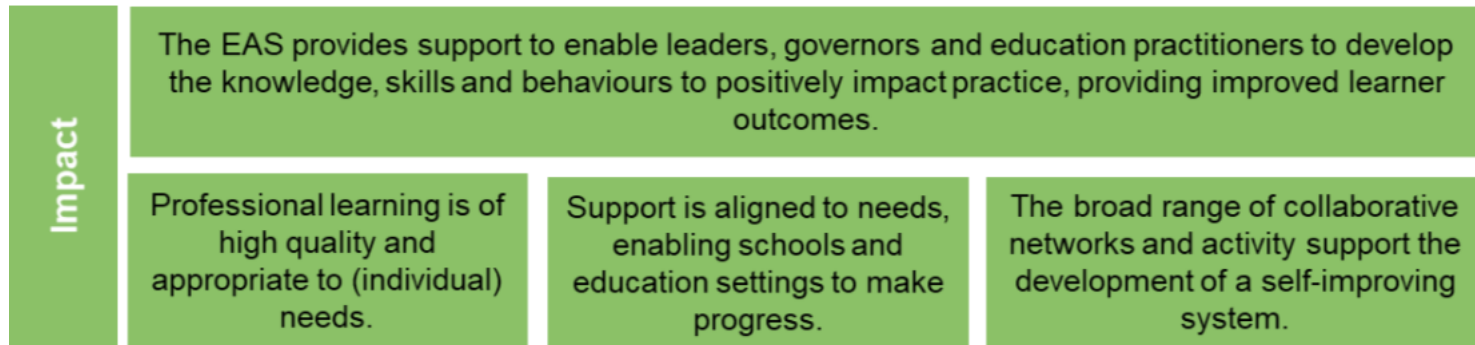
**Governors:** Provide a broad range of professional learning and support.

# Terminology: Impact / Success Criteria / Expected Outcomes

- The high level statements below are our success criteria.
- Reporting on these enables us to capture a wide variety of data / information e.g. engagement, changes in individual behaviours and practices, changes in system behaviour / leadership and in time, learner outcomes.

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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:



Through the delivery of the agreed activities, evaluative reports will be systematically reported through to JEG (an LAs) focussed upon the progress that is being made towards the statements above.

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

- The EAS will report on the progress it is making towards **the impact statements** within the Business Plan.
- FADE reports will be linked to each activity area: School Improvement, Leadership and Teaching, Curriculum for Wales, Health Wellbeing and Equity and School Governors.
- Reporting on these enables us to capture a wide variety of data / information e.g. engagement, changes in individual behaviours and practices, changes in system behaviour / leadership and in time, learner outcomes.



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

|                |                              |                             |                           |
|----------------|------------------------------|-----------------------------|---------------------------|
| <b>Outputs</b> | 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    |                             |                           |

# What are the foundations that enable activities to take place?

**The EAS needs to have the following elements in place to enable the activities to take place. 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 needs to be in place?



## 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.



# Business Plan on a Page

|                 |   |  |  |
|-----------------|---|--|--|
| SE Wales Vision | <p><b>All young people are confident, ambitious, resilient and have a love of lifelong learning and realise their full potential.</b><br/> <i>The SE Wales Vision is currently under development</i></p>              |  |  |
| EAS Vision      | <p><b>Supporting and enabling schools and education settings to thrive as effective learning organisations.</b><br/> <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>  |
| Outputs         | <p>Governance reports and processes<br/>External research and review<br/>PL resources and guidance</p>  | <p>EAS Website<br/>Case studies<br/>Supporting Our Schools Site</p>                                | <p>Impact capture reports<br/>Meeting minutes<br/>Partnership documentation</p>  |
| Activities      | <p><b>School Improvement:</b> Bespoke support to schools and education settings which is aligned to their needs. Create and facilitate collaborative networks and professional practice</p>                           |  |  |
|                 | <p><b>Leadership and teaching</b><br/>Professional learning and support for the development of leadership and teaching across the entire workforce.</p>   | <p><b>Curriculum for Wales</b><br/>Professional learning and support for Curriculum for Wales.</p> | <p><b>Health, Wellbeing and Equality</b><br/>Professional learning and support to improve health and wellbeing with a particular focus on vulnerable and disadvantaged groups.</p> |
|                 | <p><b>Governors:</b> Provide a broad range of professional learning and support.</p>  |  |  |

## Business Plan 2022-2025



### 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.
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- 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 ensure the wellbeing and professional learning of staff.
- Our work is planned and managed to deliver the best for our schools and education settings.

Contribute to this

Aiming for this

Report against these

# Annual Activities 2022-2023

## 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.

# Consultation Process

EAS Staff  
Directors of Education  
Diocesan Directors  
JEG  
Company Board  
ARAC  
Headteachers  
Chairs of Governors  
EAS Supporting School Trade Union Group  
LA Scrutiny Committees  
School Councils

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Process ends on February 11<sup>th</sup> : [EAS Business Plan 2022/2025](#)

## Next Steps:

1. SEWC Planning Day – further consultation
2. LA Strategic Priorities finalised
3. Detailed Delivery Plans to be finalised
4. Consultation responses taken into consideration in the final version of the plan

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