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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.

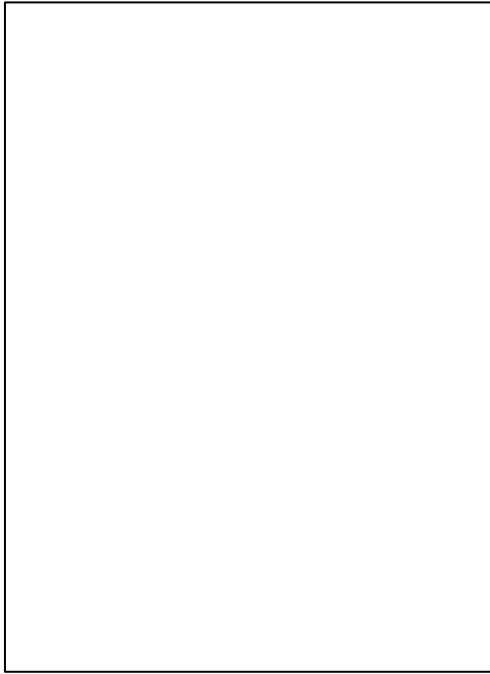
Item No	Item	Pages
4.	EAS Business Plan To scrutinise the EAS Business Plan.	1 - 18

Paul Matthews
Chief Executive

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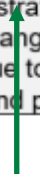
Monmouthshire



Monmouthshire strategic priorities for 2020/21 aligned well with the following four recommendations from our Estyn inspection in February 2020. They are:

- R1 Improve outcomes for pupils eligible for free school meals.
- R2 Further strengthen the focus on increasing the number of pupils achieving excellent standards.
- R3 Articulate a clear strategy for SEN provision
- R4 Strengthen the use of information gathered through self-evaluation to better inform improvement planning.

The year that followed has been unprecedented and in managing our response to the global pandemic, our priorities have taken a step back. Instead, we have adopted key strategic aims that can be responsive to emerging needs in a rapidly changing environment. Whilst the current uncertainty remains, we continue to work towards addressing our Estyn recommendations, and prioritising emerging need.















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.





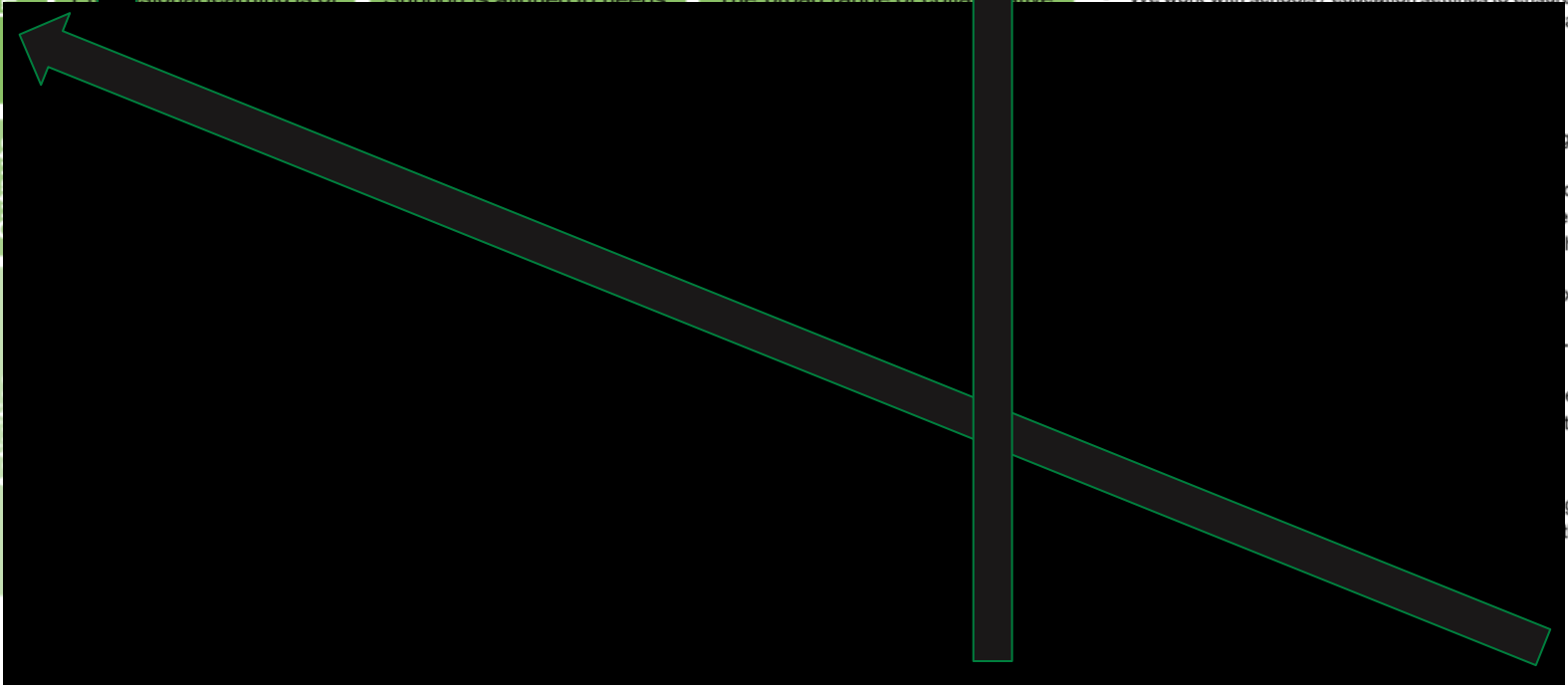




SE Wales Vision	<p>All young people are confident, ambitious, resilient and have a love of lifelong learning and realise their full potential. <i>The SE Wales Vision is currently under development</i></p>
EAS Vision	<p>Supporting and enabling schools and education settings to thrive as effective learning 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... Support is aligned to needs... The broad range of collaborative...</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 evaluation.



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 g of staff.
 the best for our schools

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.