

**SUBJECT: EDUCATION ACHIEVEMENT SERVICE (EAS) BUSINESS PLAN (2021-2022)****MEETING: Cabinet****DATE: 3 March 2021****DIVISION/WARDS AFFECTED: All****1. PURPOSE:**

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

**2. RECOMMENDATIONS:**

2.1. It is recommended that Cabinet approve the EAS Business Plan 2020-2021.

**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. In previous years the Business Plan has been accompanied by a LA Annex document. At a recent meeting of the Joint Executive Group it was agreed that the production of LA Annex documents would be paused for this year (2021/2022) as a result of changes to the accountability arrangements and the lack of available data / information e.g. categorisation, target setting. However, the main Business Plan will continue to contain LA specific priorities.

3.3. The EAS is required to submit an annual overarching regional Business Plan. This document contains the main priorities that the EAS believe will be relevant to focus upon in the next iteration of the regional Business Plan for 2021-2022. It is challenging to try to predict the way in which society will be operating from summer 2021 with regards to managing the spread of coronavirus. The priorities contained within this document assume that the EAS will build upon the learning and momentum from the past few months.

3.4. However, this plan will also need to consider how schools and settings will operate in a COVID-19 recovery phase and the support that will be required. Consideration will also be given to the priorities that were set and agreed prior to the pandemic in the previous Business Plan 2020-2021 depending on their relevance in the current climate.

3.5. The EAS will work collaboratively with local authority partners, schools and settings to implement the Business Plan. It is critically important that the EAS remains sensitive and responsive to the needs of the school workforce and will continue to be a highly supportive, reflective and responsive organisation.

- 3.6. 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.
- 3.7. 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.
- 3.8. The timing, delivery and focus of the support will be carefully considered considering the challenges that are likely to continue into the summer and autumn terms 2021.
- 3.9. 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.
- 3.10. Please note that a mid-year evaluation of the current revised Covid Business Plan (2019/20) 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 (created in January 2021).
- 3.11. The delivery model for the Business Plan is on a regional basis, the needs of each school and setting within Monmouthshire will continue to be met through bespoke work in line with their improvement priorities, both virtually and when safe to do so physically.
- 3.12. 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
- 3.13. 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.
- 3.14. 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.
- 3.15. 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.
- 3.16. The Business Plan has been through a 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)

3.17. The final version of the Business Plan will be supported by a range of supporting documents:

- Detailed Business Plan 2021–2022
- Regional Grant Mapping Overview 2021–2022
- Regional Self-Evaluation Report (Executive Summary)
- EAS Risk Register (Executive Summary)
- Regional Professional Learning Offer 2021–2022
- Local Authority Strategic Education Plans

3.18. The regional priorities and actions contained within this plan will support the implementation of each of the strategic priorities (that fall within the remit of the EAS) that have been identified by Monmouthshire County Council. The EAS will continue to work in partnership with local authorities to support additional local priorities, as appropriate, and those that arise from the changing local and national situation.

3.19. The improvements that are required at regional and local authority level require a strong commitment of partnership-working to be successful. Where local authorities and the EAS work in close partnership, there is evidence, that rapid and sustainable school improvement can be achieved. This joined up approach will be even more critical as we work in partnership to support schools and settings during this challenging time.

### 3.21 Monmouthshire Strategic Priorities 2021/22

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.

### **Regional Priorities 2021-2022**

3.22 The EAS will endeavour to be a professional partner working with schools and settings. All schools and settings will be entitled to a range of professional learning and bespoke support which aligns to their school improvement priorities. Full consideration will be

given to the current climate in which schools and settings are operating. Within this context the priorities of the EAS will be to:

1. To ensure that the wellbeing support for practitioners and learners in schools and settings is paramount.
2. Provide bespoke support to schools and settings in line with agreed school improvement priorities that reflect the current situation and positions of schools and settings.
3. Provide support to continue to improve the quality of teaching and learning, including continued use of blended learning approaches, particularly in identified secondary schools.
4. Continue to provide support to school leaders on the identification and support for specific groups of disadvantaged and vulnerable learners including those who have been disproportionately affected by school closures.
5. Provide professional learning and bespoke support and guidance to schools and settings to help them realise Curriculum for Wales, as appropriate.
6. Provide access to a range of regional and national professional learning, including access to coaching and mentoring, for all educational practitioners in schools and settings that is appropriate to their role and responsibility in line with professional standards.
7. Consolidate, promote and further develop the regional school and practitioner networks, enabling effective routes of communication and support.
8. Continue to support the development of leaders at all levels in schools and settings.
9. Further build the capacity of governing bodies through the regional professional learning offer and bespoke support, as appropriate.
10. Further develop a culture around accountability that identifies and values a broad spectrum of characteristics of effective schools and settings.
11. Embed the EAS internal evaluation model, continue to welcome external challenge and support, ensure the effective and efficient support to schools and settings and adhere to legislative requirements that fully supports the wellbeing of staff.

### **Ambitions for 2021-22**

3.23 Working in partnership with local authorities, schools and setting the ambitions for 2021/22 and beyond are challenging to capture without having clarity around the changing nature of the pandemic and the effect it will have on schools and settings. In this regard, the ambitions below need to be read within the context they have been derived:

- The EAS has placed wellbeing at the forefront of its work and has provided a range of professional learning to schools and settings that has provided support to the social and emotional needs of the workforce and learners.
- There is a clear strategy to improve the quality of distance and blended learning experiences for learners. There has been good engagement in the regional strategy and many opportunities have been provided for schools to share to develop more effective teaching across and within schools and settings.

- Schools and settings receive the right type of support, as appropriate to help them make appropriate progress against their school improvement priorities.
- Most schools can identify and provide the most appropriate support to specific groups of disadvantaged and vulnerable learners, including those who have been disproportionately affected by school closures, to help them to progress.
- A regional strategy developed in collaboration with practitioners provides a coherent approach to improve progress in literacy, numeracy, digital and personal and social skills of learners who have been disproportionately affected by the pandemic, for example pupils eligible for free school meals.
- The quality and impact of the provision for professional learning for educational practitioners and governors is good and those schools that have engaged are able to evidence the impact of this.
- Refined and extended networks ensure effective collaboration and communication to support school improvement.
- A range of professional learning and bespoke support provided to schools and settings helps them realise Curriculum for Wales.
- Working with schools and local authorities, a regional model of support will be developed and implemented, focusing on accurate self-evaluation using a broad range of characteristics, aligned to school improvement priorities.
- Evaluations of the impact of regional policies and practices developed since the start of the pandemic will be used to inform future ways of working and curriculum design.
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## Risks

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

- Full use is not made of consultation events to help shape the direction of the Business Plan to ensure collective regional ownership of priorities and actions for improvement.
- Uncertain financial grant projections may destabilise the ability to deliver the agreed business plan.
- The uncertainty surrounding the pandemic and the effect this will have on schools and settings.

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 The EAS is subject to a robust governance model that is underpinned by a Collaboration and Members agreement (CAMA) and Articles of Association. Ensuring that the EAS provides value for money is of utmost importance. As recipients of public funding, it is important that budgets are allocated wisely. We will endeavour to deliver even better value for money through achieving financial balance and delivering services within the constraints of our budget, making further efficiency savings wherever possible and ensuring delegation rates to schools are maximised.
- 5.2 The EAS is funded on an annual basis from three sources: Local authority core contributions, regional school improvement grants and a service level agreement for governor support services. A spending plan will accompany the Business Plan and will be intrinsically linked to all actions contained within it. A detailed overview of the regional distribution of all grants will be available for all schools to view and compare allocations and rates of delegation through the regional grant monitoring tool.
- 5.3 Delegation rates to schools has increased to 94.4%, in 2019/2020, whilst the EAS staff profile has reduced by 53.1% since 2012.
- 5.4 The local authority's indicative core contribution for 2021/22 are as follows: Monmouthshire LA's contribution for 2021/22 is £405,844 compared with £414,127 in 2020/21 and £420,218 in 2019/20.
- 5.5 At the time of writing this report, there is uncertainty with regards to the regional grant funding from WG for 2021/2022. As a result of the pandemic, it is likely that there will 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 has been through a 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
- CYP Select Committee
- 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 (Post Covid Recovery: April 2021-March 2022) (Final)

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