

Agenda



Pwyllgor Craffu ar Berfformiad – Partneriaethau

Dyddiad: Dydd Mercher, 10 Gorffennaf 2019

Amser: 5.00 pm

Lleoliad: Ystafell Bwyllgora 1 - Canolfan Ddinesig

At: Cynghorwyr: M Rahman (Cadeirydd), D Davies, Y Forsey, J Hughes, S Marshall, R Mogford, T Suller, K Whitehead and M Spencer

| Eitem | Wardiau Dan Sylw |
|-------|---|
| 1 | <u>Ymddiheuriadau</u> |
| 2 | <u>Datganiadau o Fuddiant</u> |
| 3 | <u>Gwasanaeth Cyflawni Addysg - Gwerth am Arian, Blwyddyn Ariannol 2018-19 (Tudalennau 3 - 40)</u> |
| 4 | <u>Adroddiad Blynyddol y Bwrdd Partneriaeth Rhanbarthol 2018-2019 (Tudalennau 41 - 72)</u> |
| 5 | <u>Casgliad Adroddiadau Pwyllgorau</u> Yn dilyn cwblhau adroddiadau'r Pwyllgor, gofynnir i'r Pwyllgor ffurfioli ei gasgliadau, argymhellion a sylwadau ar eitemau blaenorol ar gyfer gweithredu. |
| 6 | <u>Adroddiad Cynghorydd Craffu (Tudalennau 73 - 80)</u> a) Diweddariad o'r Flaenraglen Waith - Atodiad 1 |

Mae'r dudalen hon yn wag yn

Scrutiny Report

Performance Scrutiny Committee - Partnerships

Part 1

Date: 10 July 2019

Subject **Education Achievement Service, Value for Money, Financial Year 2018-19**

Author Scrutiny Adviser

The following people have been invited to attend for this item:

| Invitee: | Area / Role / Subject |
|------------------------------|--|
| James Harries | Strategic Director - People |
| Sarah Morgan | Chief Education Officer |
| Andrew Powles | Deputy Chief Education Officer |
| Geraint Willington | Education Achievement Service (EAS) Director – Resources, Business and Governance |
| Hayley Davies-Edwards | Education Achievement Service (EAS) Principal Challenge Adviser for Newport |

Section A – Committee Guidance and Recommendations

1 Recommendations to the Committee

The Committee is asked to:

1. Consider the information provided within the submission of evidence in **Appendix A** together with the externally commissioned Education Achievement Service (EAS) Regional Value for Money (VfM) report 2018-2019 in **Appendix 1**.
2. Consider how Scrutiny should be involved in the future monitoring of value for money outcomes, and;
3. Determine if it wishes to make any comments to the Cabinet Member and / or the EAS.

2 Context

Background

- 2.1 The EAS is the school improvement service for the five Local Authorities in the region (Blaenau Gwent, Caerphilly, Monmouthshire, Newport and Torfaen). The role of the EAS is to support, monitor and challenge schools with the purpose of raising education standards in South East Wales.
- 2.2 Newport City Council makes an annual contribution to the commissioning of the EAS. The EAS has provided Value for Money reports to each of the local authorities across the Region for the last three years. In Newport last year's EAS Value for Money Report was considered by this Committee at its meeting on 20 June 2018 and were previously reported to the Learning Caring and Leisure Scrutiny Committee. ***(Links to the Report and Minutes of the Performance Scrutiny Committee – Partnerships Meeting held on 20 June 2018 are provided in the Background Papers in Section 7 of this report.)***
- 2.3 The EAS is reporting Value for Money on a regional level set against the previous year's Business Plan and consequently, the external report upon Regional Value for Money Evaluation for 2018-19 is being submitted to the Committee together with an explanatory submission of Evidence from the EAS.
- 2.4 For Members' information, EAS Reports upon Newport's performance are reported to the Performance Scrutiny Committee – People for scrutiny, including reports upon: Education and Pupil Performance; School Attendance; Special Educational Needs and Performance; Exclusions Monitoring; Key Stage 4/5 Pupil Performance Data, and National Categorisation of Schools. The EAS Principal Challenge Adviser for Newport attends to answer the Committee's questions on these reports.

3 Information Submitted to the Committee

- 3.1 The following information has been submitted to the Committee for consideration:
 - **Appendix A - Submission of Evidence – Education Achievement Services, Value for Money, Financial Year 2018-19**
 - **Appendix 1 - Regional Value for Money Evaluation 2018-19 by External Consultant**

4. Suggested Areas of Focus

4.1 Role of the Committee

The role of the Committee in considering the report is to consider:

- Whether the information presented provides the Committee with evidence of the impact of the EAS providing measurable value for money?
- How should scrutiny be involved in monitoring of the value for money of the EAS collaboration?
- Assess and make comment on:
 - Whether the consortium is providing value for money?
 - The progress being made since the previous year's Value for Money report?
 - How well the consortium is working together to deliver Value for Money?
- Conclusions:
 - What was the overall conclusion on the information contained within the reports?
 - Is the Committee satisfied that it has had all of the relevant information to base a conclusion?
 - Do any areas require a more in-depth review by the Committee?
 - Do the Committee wish to make any Comments / Recommendations to the Cabinet?

4.2 Suggested Lines of Enquiry

In evaluating whether the EAS is providing Value for Money in the 2018-19 Report attached as **Appendix A**, the Committee may wish to consider:

- What accounts for the percentage of "Green" Primary schools increasing from 45% in 2018 to 54% in 2019, and the percentage of "Red" Primary schools decreasing from 5% in 2018 to 2% in 2019 across the EAS area?
- What accounts for the percentage of "Green" Secondary Schools increasing from 8% in 2018 to 17% in 2019, and the percentage of "Red" Secondary Schools decreasing from 28% in 2018 to 20% in 2019 across the EAS?
- While there has been improvement, why is the percentage of "Red" Secondary Schools at 20% for 2019 across the EAS still almost double the Wales Average figure of 11% for the same year and how is this being addressed?
- Why is there such a difference in the performance of primary schools and secondary schools across the region and how is this being addressed?
- Whether there is a correlation between the amount of funding / grants and performance?
- How are resources targeted to improve schools, in particular, those in "Red" and Special Measures?
- Whether National Categorisation for 2019 varies much across the 5 Local Authority Areas: for primary schools, and; for secondary schools.
- How does EAS performance compare with that of neighbouring regional education improvement services?
- Whether the report contains sufficient information to demonstrate that the EAS Consortium is providing Value for Money.

4.3 Wellbeing of Future Generations (Wales) Act

The Committee's consideration of the Education Achievement Service's Value for Money Report 2018-19 should consider how the Consortium is maximising its contribution to the five ways of working. The following are examples of the types of questions to consider:

| 5 Ways of Working | Types of Questions to consider: |
|--|---|
| Long-term The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs. | What long term trends will impact upon the service delivery? |
| | How will changes in long term needs impact upon the service delivery in the future? |
| Prevention Prevent problems occurring or getting worse. | What issues are facing the Consortium's service users at the moment? |
| | How is the Consortium addressing these issues to prevent a future problem? |
| Integration Considering how public bodies' wellbeing objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies. | Are there any other organisations providing similar / complementary services? |
| | How does the Consortium's performance upon service delivery impact upon the services of other public bodies and their objectives? |
| Collaboration Acting in collaboration with any other person (or different parts of the organisation itself). | Who has the Consortium been working with to deliver the service? |
| | How is the Consortium using knowledge / information / good practice of others to inform / influence delivery? |
| Involvement The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves. | How has the Consortium sought the views of those who are impacted by its service delivery? |
| | How has the Consortium taken into account diverse communities in decision making? |

Section B – Supporting Information

5 Additional Data and Analysis

5.1 The following is an extract from the minutes of the Committee meeting held on 20 June 2018, when the Committee received the EAS Value for Money Financial Year 2017-18 report:

"The EAS Company Secretary presented an overview of the report to the Committee. The Education Achievement Service (EAS) provides a Regional Business Plan on an annual basis. Alongside this the EAS provides a mid-year review on progress towards the plan and the Annex for NCC. In addition, a number of reports were provided to Members throughout the year to enable scrutiny in a number of key areas. The EAS had provided Value for Money (VfM) reports to all local authorities across the region for the last 2 years. The EAS would be reporting VfM on a regional level set against the previous year Business Plan.

Members asked the following:

- With regard to Value for Money, a Member was concerned at the number of Red Schools in the categorisation table on page 40. Members were advised that 25 days are allocated in Challenge Advisor time to schools, which might be partially driven by categorisation, partially by inspection. A bespoke detailed support plan was delivered in partnership with*

the Local Authority. Advisers could also come to the school to coach a Head teacher or spend time with middle leaders. A fund had also been created to bring in Head teachers from another local authority.

The Chief Education Officer advised that to ensure EAS was delivering, trends and Challenge Advisor reports were examined by the Local Authority to get a feel if they were written accurately and appropriate for the school. She advised she was looking for pace, progress and impact, and if progress was not happening quickly enough she would question EAS and ask them to change what they were doing. She would also consider whether the school was accessing the appropriate training and consider warning notices.

The Principle Challenge Advisor advised the Committee that schools causing concern were held on a statutory register and have intervention plan monitoring to provide a forensic view of the impact, which adds value and things improved with the frequency of checking.

- Members referred to the regional report received with no breakdown of how many schools in Newport are in the red category and asked why there had been a move towards regional value for money rather than value for money in individual authorities. Members were advised that previously there had been a breakdown for local authorities, however an external consultant recommended a regional value for money report as resources are shared and balanced out and so it was more meaningful to look regionally.*
- A Member enquired whether there was an area of most concern which was a Cluster of Red schools. Members were advised that there was not a cluster of red schools and advised there were a number of reasons why schools are in red measures. The common factor is usually that leadership needs to be improved.*

The Chief Education Officer advised that she is focussed on making sure that Newport schools were receiving the support needed and it is consistently being tracked.

- Members asked whether best practice was being shared. It was advised that there was a matrix of learning network schools that lead in particular areas. Schools volunteer to take the lead in an area they have strength in. Challenge Advisors use intelligence to share across the region. Everyone has the opportunity to share expertise and that way each local authority area gets something in return.*
- Comment was made about the public perception of schools in red measures and whether it had a negative effect on children entering those schools. It was advised that the EAS are aware of the consequences of colours of categorisations, however if a school needed the highest level of support then 25 days need to be allocated. It was also advised that this year the EAS were trying to change the culture. 120 learning network schools across the region were far more than what the EAS was set up to do. This had not just been limited to green and yellow schools, but was open to red measure schools as well. The Chief Education Officer made the final decision whether a school could cope with extra demands, as they don't want to burden schools.*
- It was queried whether Newport schools were getting value for money when there were different challenges in Blaenau Gwent and Torfaen schools. It was advised that Newport have the best outcomes in primary schools in the region. Newport schools have also been given as examples of good practice in schools in the Gloucester and Bristol area. Gaer Primary school is improving and the partnership work which helped had been praised. Value for Money report examines all outcomes as well as systems leadership. Since 2014 there had been massive changes.*
- Members asked if there was any update on GEMS. It was advised that funding for GEMS had recently been confirmed by Welsh Government however other Local Authorities had*

not been as fortunate so as a result less money may be going into the budget. If the total funding was reduced then a redesign of the service may be considered.

- *Members referred to the decrease in funding on pages 37-38 which indicated that the EAS was delivering its services to all schools across the region whilst spending less and asked whether there was any correlation between the reduction in funding to the spikes in regional level performance. It was advised that there was a funding jump between 2016-17 from the Welsh Government, however it ended in 2017-18 and there had been a further 10% reduction in the last 2 years from the EIG, however, it would be difficult to prove a direct link academically. The Chief Education Officer advised that the biggest impact on performance was teaching in the classroom and leadership, which needed to be tackled and addressed.*

The EAS Company Secretary advised that they had aimed to protect delegation to schools without a reduction in service. He advised that if grants continued to decrease then it could start to impact a year or two down the line.

- *Members referred to increase in the number of green schools in the categorisation figures on page 40 and asked to what extent the increase was down to support from EAS rather than a national trend and whether the EAS anticipated this to level off. Members were advised that it was unsure whether this was due to a national trend, but there was a good correlation between schools in green measures and outcomes in inspections. There were schools that were currently yellow that were likely to become green in the next round, however a few green schools could become yellow due a change in their circumstances.*
- *A Member asked whether EAS had undertaken any comparison with neighbouring improvement services and if not whether this was likely to change. It was advised that information was currently not available to share, while outcomes can be compared but some neighbouring services were not ready to share finance comparisons as each was in a slightly different position. The EAS Company Secretary advised that Welsh government were interested in considering national Value for Money, which would be likely to move towards comparison of consortia. The Chief Education Officer advised that on a termly basis Challenge Review meetings for each consortium were held. There were also meetings with the Managing Directors and Local Authority representatives together. It was thought that 94% delegation was the highest in Wales but the figure could not be proved yet without the sharing of financial data.*
- *Members referred to the grant figures in the report and asked for a breakdown of grants, where they came from and what the biggest wins had been for the EAS in the past year. The EAS Company Secretary advised that all grant funding came from Welsh Government although through 36 different grant lines with various conditions attached. The grant was paid to Torfaen as the regional banker and then notionally to the local authorities but passported to the EAS. The Challenge Adviser added that the partnership between Newport and the EAS was excellent and that statutory powers were used well, with good communication between them before exercising powers. There was variation in all regions for how statutory powers were used.*
- *Members raised concern over the impact of funding decreasing year on year on the future service provision. The Challenge Adviser clarified that if the EAS got to the point where the capacity of the team was reduced as well as the expertise then that would be a genuine red risk, but that was not currently the position. It was advised that this issue is high on the EAS agenda and reports were shared.*
- *A Member commented that the consultant had not looked at the risk register however in Newport's inspection the risk had a good result and this was key information that should be looked at.*

- *There was discussion about Head Teachers managing their schools budget. It was clarified that as with many senior roles it was a requirement of the Head Teacher's Job Description and that they were accountable for everything including finance although they had close links with the Finance Team and their Governing Body received budget proposals and had a key role in determining how the budget was allocated.*
- *A Member asked what support was provided to Governing Body Finance Sub-Committees. It was explained that training offered is included in the Cluster Training Menu options.*
- *It was asked what would be the general priorities for the EAS moving forward if things became difficult. Members were advised that the core business plan need to be delivered as the national agenda for Wales and the EAS business plan. The Joint Education Group (JEG) Committee commissioners signed off the business plan, so the EAS would work with JEG members to decide upon would get signed off.*

The Chair thanked the invitees for attending.

Conclusions:

The Committee made the following comments:

- *Following the responses provided to its questions, the Committee accepted that the performance / categorisation of schools was one element of the Value for Money report upon the EAS Service, and that the biggest impact on performance was teaching in the classroom and leadership. However, it expressed concern that for the EAS Region the number of Secondary and Primary schools in the Red category was above the Wales Average.*
- *While they were concerned about the negatives associated with being categorised as a Red school, the Committee was satisfied that appropriate resources and extra support were being provided accordingly.*
- *The Committee welcomed the recognition of the importance of and the involvement of pupils to ensure pupil voice in Schools.*
- *Whilst the Committee was satisfied with the Value for Money of the EAS at this time despite the reduced funding, it expressed concern the future reductions in funding may have an impact on value for money and service delivery.*
- *The Committee welcomed the evidence of a good partnership between the EAS and the Local Authority and were assured by the presentation upon the collaborative approach.*
- *The Committee requested that a report upon Value for Money be included in the Annual Forward Work Programme for consideration in 12 months' time as a separate report, but at the same Committee as the EAS Governor Support Report would be scheduled.*
- *The Committee would welcome the inclusion of comparative information upon other regional improvement services in future reports, when shared.*
- *The EAS should promote to Green Schools that it is open to them to request a Challenge Advisor attends to present the report to the Governing Body."*

6 Links to Council Policies and Priorities

- Newport City Council's Corporate Plan and Wellbeing Objectives:

| | | | | |
|-----------------------------------|--|---|--|--|
| Well-being Objectives | Promote economic growth and regeneration whilst protecting the environment | Improve skills, educational outcomes & employment opportunities | Enable people to be healthy, independent & resilient | Build cohesive & sustainable communities |
| Corporate Plan Commitments | Thriving City | Aspirational People | | Resilient Communities |
| Supporting Function | Modernised Council | | | |

7. Background Papers

- [The Essentials - Wellbeing of Future Generation Act \(Wales\)](#)
- [Corporate Plan](#)
- [EAS Website](#)
- [Agenda and Minutes](#) of Performance Scrutiny Committee – Partnerships 20 June 2018
- [Agenda and Minutes](#) of Learning, Caring and Leisure Scrutiny Committee 22 March 2017

Report Completed: June 2019

Submission of Evidence to Scrutiny - EAS Value for Money 2018-19

Author Geraint Willington, Director – Resources, Business and Governance, EAS

Date 20 June 2019

Background

The VFM report for 2018-2019 (Appendix A) focusses on the delivery of the regional service and the regional impact set against a number of criteria.

Members will note that the report does not break down individual LA detail. The VFM report focuses entirely on the impact of the regional service on a number of measurable outcomes that are contained within the commissioned regional Business Plan. All LAs will have received a number of detailed reports in previous meetings and through LA scrutiny committees such as: LA Outcomes, Categorisation, Estyn Inspection outcomes which has specific LA detail.

The report has been written by an external consultant, Rod Alcott. This is the second year that this consultant has reviewed the VFM of the EAS. The report has been sectioned to include the following elements:

- Executive Summary
- Recommendations
- Economy: Spending less
- Efficiency: Spending well
- Effectiveness: Spending wisely
- Equity: Spending fairly
- Sustainability: Spending for the long term
- Conclusion
- Appendix: Pen Portrait

The report

The full content of the regional school improvement VFM 2018/2019 report can be found in Appendix 1.

What is Value for Money?

VfM or cost effectiveness, is a measure of how well resources are being used to achieve intended outcomes. Good value for money is the optimal use of resources to achieve intended outcomes. VfM is usually measured by considering:

- **Economy:** minimising the cost of resources used while having regard to quality (inputs) – spending less;
- **Efficiency:** the relationship between outputs and the resources used to produce them – spending well; and
- **Effectiveness:** the extent to which objectives are achieved (outcomes) – spending wisely.

Whilst the above represent the traditional method of measuring VfM it is also possible to include two further dimensions:

- **Equity:** the extent to which services are available to and reach all people that they are intended to – spending fairly. Equity is sometimes included within considerations

Submission of Evidence to Scrutiny - EAS Value for Money 2018-19

Author Geraint Willington, Director – Resources, Business and Governance, EAS

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of effectiveness but is treated separately here to highlight its importance to the work of EAS; and

- **Sustainability:** an increasingly standard consideration within the context of the Well Being of Future Generations Act (WCFG) – spending for the long term.

External Judgement of the EAS

Assessing the performance of EAS against the criteria outlined above the conclusion is that:

EAS is providing good value for money in terms of those aspects that are within its control – notably economy, efficiency, equity and sustainability. However, collective action involving EAS, its constituent local authorities and school leaders is required to address concerns over educational outcomes across the region and those schools that are underperforming.

This conclusion has been arrived at because:

- *Economy:* EAS is delivering its services to all schools across the region while continuing to spend less.
- *Efficiency:* The regional approach to deployment of resources allows economies of scale to be achieved; and the impact on service delivery of reduced EAS resources is being mitigated by a concerted effort to build compensatory capacity within schools to allow the quality of support to schools to be maintained.
- *Effectiveness:* Overall, educational outcomes are not improving at the desired rate in all schools, particularly within identified schools within the secondary phase, and this needs to be addressed through acceptance of collective responsibility and accountability to improve performance.
- *Equity:* A comprehensive programme designed to better equip schools to support vulnerable learners has been established across the region, based upon cluster working and reinforced by the distribution of wellbeing grants to every cluster.
- *Sustainability:* EAS has an agreed Medium Term Financial Plan that sets out a sustainable approach to financial management in the future and is concentrating upon preparing schools to meet the challenges of curriculum reform, based upon a robust regional delivery network for professional learning that is intended to ensure that pupils needs will be met in the future and the workforce are well prepared and informed on all aspects of the reform agenda.

The report notes that; “While maintaining the quality of support to schools is essential, effectiveness depends upon what this support achieves. The overriding purpose of EAS, as set out in its mission statement, is to *‘transform the educational outcomes and life chances for all learners across South East Wales’*.”

Consequently, assessment of effectiveness must relate to its contribution in bringing about this desired transformation. One approach to this assessment is to look at educational outcomes as measured by categorisation outcomes, Estyn inspection outcomes and pupil outcomes. However, it must be recognised from the outset that these outcomes cannot be achieved by any one organisation or programme of support. They require collaboration and a collective effort for which there is a collective responsibility and accountability. In relation to this report this collective responsibility and accountability extends to Welsh Government, EAS, Local Authorities and schools.

Submission of Evidence to Scrutiny - EAS Value for Money 2018-19

Author Geraint Willington, Director – Resources, Business and Governance, EAS

Date 20 June 2019

The report concludes that; “While the report is written in discrete sections, to mirror the constituent parts of a VfM evaluation, it is important to recognise that discrete does not mean unconnected. On the contrary, achieving value for money requires delivery strands to complement and reinforce one another to create a coherent and consistent overall approach that makes the best use of resources.

For EAS this coherence and consistency comes from its ever-evolving approach to supporting the emergence of a self-improving system based on cluster working. This approach runs as a consistent theme throughout the report as illustrated by the following examples:

- Financial underpinning through maximisation of delegation rates and remodeled approaches to cluster funding.
- The development of a Wellbeing and Equity Strategy centred around a cluster-based approach.
- The creation of Learning Schools Networks and enhanced peer working arrangements.
- A professional Leadership offer that emphasises collaboration and shared development in a cluster-based context

The above demonstrates that the approach adopted by EAS is consistently centred around attempting to create additional capacity in schools, utilise external support and research to shape service delivery, focus sharply on interventions that provide support and challenge to underperforming schools and to ensure that the demands of curriculum reform can be met in a sustainable way that does not compromise current provision. In financially constrained times, with impending major curriculum reform, this would appear to represent a very sensible use of resources.

The report notes two recommendations for consideration:

1. Further develop and refine the current approach to VfM evaluation in FADE reporting.
2. Consider whether there are cost-effective ways to secure the involvement of Head Teachers in further developing the annual VfM report for 2019-20.

These recommendations will be accepted in full and will be implemented within the current business planning cycle.

Mae'r dudalen hon yn wag yn

Regional Value for Money (VfM) Evaluation 2018-2019

Education Achievement Service (EAS)

Report Author: Rod Alcott (External Consultant)
Date of final report: 24 May 2019

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Executive Summary

Value for Money (VfM), or cost effectiveness, is a measure of how well resources are being used to achieve intended outcomes. Good value for money is the optimal use of resources to achieve intended outcomes. VfM is usually measured by considering:

- **Economy:** minimising the cost of resources used while having regard to quality (inputs) – spending less;
- **Efficiency:** the relationship between outputs and the resources used to produce them – spending well; and
- **Effectiveness:** the extent to which objectives are achieved (outcomes) – spending wisely.

While the above represent the traditional method of measuring VfM it is also possible to include two further dimensions:

- **Equity:** the extent to which services are available to and reach all people that they are intended to – spending fairly. Equity is sometimes included within considerations of effectiveness but is treated separately here to highlight its importance to the work of EAS; and
- **Sustainability:** an increasingly standard consideration within the context of the Well Being of Future Generations Act (WBFG) – spending for the long term.

Assessing the performance of EAS against the criteria outlined above the conclusion is that:

EAS is providing good value for money in terms of those aspects that are within its control – notably economy, efficiency, equity and sustainability. However, collective action involving EAS, its constituent local authorities and school leaders is required to address concerns over educational outcomes across the region and those schools that are underperforming.

This conclusion has been arrived at because:

- *Economy:* EAS is delivering its services to all schools across the region while continuing to spend less.
- *Efficiency:* The regional approach to deployment of resources allows economies of scale to be achieved; and the impact on service delivery of reduced EAS resources is being mitigated by a concerted effort to build compensatory capacity within schools to allow the quality of support to schools to be maintained.
- *Effectiveness:* Overall, educational outcomes are not improving at the desired rate in all schools, particularly within identified schools within the secondary phase, and this needs to be addressed through acceptance of collective responsibility and accountability to improve performance.
- *Equity:* A comprehensive programme designed to better equip schools to support vulnerable learners has been established across the region, based upon cluster working and reinforced by the distribution of wellbeing grants to every cluster.

- *Sustainability*: EAS has an agreed Medium Term Financial Plan that sets out a sustainable approach to financial management in the future and is concentrating upon preparing schools to meet the challenges of curriculum reform, based upon a robust regional delivery network for professional learning that is intended to ensure that pupils needs will be met in the future and the workforce are well prepared and informed on all aspects of the reform agenda.

Recommendations

The VfM report for 2017-18 contained a small number of recommendations and progress against these recommendations is summarised below:

1. Develop a framework for on-going analysis of VfM throughout the year that enables EAS to form a clear judgement on whether VfM is being secured. The approach needs to be one that embeds VfM as part of an on-going process throughout the year, rather than a one-off retrospective review annually. Such an approach will require:
 - ensuring VfM is considered in the planning, implementation, monitoring and evaluation of service delivery;
 - including VfM analysis within the self-evaluation process;
 - including VfM review within a forward work programme for all governance groups;

Progress: A framework has been established through inclusion of VfM considerations within the on-going Focus, Analysis, Delivery, Evaluate (FADE) approach to self-evaluation. This provides a suitable platform for future development and refinement of the approach that includes the necessary increased consistency and enhanced rigour. No evidence is available regarding forward work programmes for governance groups.

2. Develop a robust Medium-Term Financial Strategy (MTFS) that:
 - provides a clear and concise view of future sustainability and the decisions that need to be made to balance the financial implications of objectives and policies against constraints in resources; and
 - forms the pivotal link that translates the organisation's ambitions and constraints into deliverable options for the future.

Progress: A robust MTFS that is closely aligned to the Business Plan has been developed and shared with governance groups

3. Work with other consortia to develop a national framework for assessing VfM at a regional level to encourage the sharing of good practice and ensure consistency of approach.

Progress: This requires a national approach and there is no evidence available regarding the development of a national framework.

Recommendations from 2018-19 VfM Review:

1. Further develop and refine the current approach to VfM evaluation in FADE reporting by ensuring that:
 - FADE reports include (or are accompanied by) resource and cost data;
 - intended outcomes for specific strands of work are attributable to that specific intervention and do not include organisation wide aspirations such as improve performance at KS4;
 - a robust and rigorous mechanism is developed for identifying the impact of specific interventions on the promotion of high standards and improved outcomes; and
 - individual strands of work are evaluated for VfM as part of a formative process that is brought together mid-year and later at the end of the year in an organisation wide summative evaluation.

2. Consider whether there are cost-effective ways to secure the involvement of Head Teachers in further developing the annual VfM report for 2019-20.

The main body of this report sets out the evidence that underpins the VfM evaluative statements contained in the executive summary.

***Economy:* EAS is delivering its services to all schools across the region while continuing to spend less:**

The amount of money available to EAS to spend on resources in 2018-19 was less than in previous years. Both core funding from the constituent local authorities, based on a WG driven formula, and grant funding have reduced. Income from trading services has ceased as the result of a conscious decision that charging schools for services runs counter to the philosophy of the organisation.

Trading income derived from EAS selling their services to schools either through training or intensively supporting schools/departments in need of support. EAS does not intend reverting back to being a trading organisation because it is felt that this compromises their legitimacy, is not in line with the changing national agenda and is at odds with the strategic direction set by the Company Board.

The extent of the reduction in core funding, grant funding and trading income is shown below. There has been an agreed 7.8% reduction in LA funding over the past 3 years which along with the elimination of, trading income, has resulted in a reduction in total core funding of some £1.2m or 27% in absolute terms between 2015-16 and 2018-19; although in real terms, when inflation and pay awards are taken into account, the reduction has been in excess of 30%. Over the same time period the small reduction in the amount of grant money

received from the Welsh Government has resulted in EAS having £1.9m or 3.3% less, in total, available in absolute terms.

| | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|------------------------------|--------------------|--------------------|--------------------|--------------------|
| LA Funding | £3,481,085 | £3,376,653 | £3,275,353 | £3,209,847 |
| Trading Income | £924,853 | £601,974 | £447,460 | £0 |
| Total Core Funding | £4,405,938 | £3,978,627 | £3,722,813 | £3,209,847 |
| Grants | £52,703,146 | £56,082,261 | £52,033,572 | £51,991,066 |
| Total | £57,109,084 | £60,060,888 | £55,756,385 | £55,200,913 |
| Delegated to Schools | £47,413,811 | £50,384,126 | £46,481,315 | £48,886,304 |
| Delegation Percentage | 90% | 90% | 89% | 94% |
| Residual Income ¹ | £7,687,144 | £7,668,633 | £7,278,655 | £6,314,609 |

However, if increases in the rate of delegation to schools are taken into account then residual income spent on running the organisation, including staffing costs, fell by some £0.96m or 13.24% from 2017-18 to 2018-19

The evidence clearly demonstrates that EAS is spending less than in previous years and that the rate of reduction is accelerating, while the overall number of schools being supported has remained largely static.

However, spending less is not in itself proof of providing VfM. Delivering VfM also requires the reduced spending to be used efficiently to maintain the quality of service being offered to schools across the region. The next section of the report will look at the evidence around how well resources have been deployed.

Efficiency: The regional approach to deployment of resources allows economies of scale to be achieved; and the impact on service delivery of reduced EAS resources is being mitigated by a concerted effort to build compensatory capacity within schools to allow the quality of support to schools to be maintained.

The centralised model of service delivery that has been adopted across the region has enabled efficiencies to be realised and economies of scale to be secured, particularly in relation to avoiding duplication of functions. Some illustrative examples of this are:

- the reduced cost of financial management resulting from centralising the function within EAS rather than having it duplicated across the five constituent local authorities; and
- centralising governor support within EAS rather than having it replicated across five local authorities.

¹ Residual Income is after distribution of Minority Ethnic Achievement Grant (MEAG) and Gypsy Traveller Children Grant

EAS recognises that the role of Governors is integral to the leadership capacity within each school and that it is therefore critical that governing bodies are well informed so that they can effectively discharge their role of challenge and support. In relation to the provision of governor support it is worth noting that EAS remains the only consortium to include Governor Support Officers, who work in partnership with Challenge Advisers to strengthen governance.

The Governor Support Service is provided through a Service Level Agreement (SLA) that schools can opt into if they so choose. It is significant to note that the take up for the Clerking SLA across the region has increased to 99%; a level of elective engagement that would appear to suggest that it represents good value for money.

This perception of good value for money is further strengthened by the results from a survey, to consider the impact of the EAS Training programme and the Professional Clerking Service, that was undertaken in July 2018. 541 Governors completed the Online Governor Support Survey. The survey revealed that out of the governors surveyed:

- 93% agreed that they are satisfied with the overall service provided for the last 4 years;
- 93% agreed that training has made them more effective and helped them understand their role more clearly;
- 92% agreed that the training helped them understand their strategic role;
- 91% agreed they were more confident to challenge and to monitor progress;
- 95% agreed they are confident to challenge the Headteacher's report; and.
- 80% agreed that they understood the priorities and outcomes of Pupil Deprivation Grant (PDG).

EAS is addressing the lower confidence of Governors when it comes to understanding PDG through training sessions provided by the Strategic Lead for Equity and Wellbeing. These sessions are designed to enable governors to develop their knowledge and understanding of:

- the current national and regional agenda regarding Wellbeing and Equity and Grants available to schools;
- the terms and conditions of each grant;
- how to evaluate grant expenditure within their schools; and
- how they can challenge their schools on the progress of vulnerable learners.

2019-20 will see further development of the support service for Governors through the introduction of two options for the SLA to ensure the service meets the needs of governing bodies throughout the region:

- Option 1: Local Authority (LA) Statutory Service and Clerking Service
- Option 2: LA Statutory Service and Clerking Service with Statutory Committee Support

From October 2018 the provision of a specialised Human resources (HR) service across the region, that was previously contracted out to a local authority, has been brought in to EAS. The service has a dedicated resource through the appointment of a Regional Specialist HR Senior Officer. The service has provided the following support across the region:

- Training for Headteachers and leadership teams
- Training and support on capability procedure
- Governor training
- Training for EAS staff

The aim of the service is to ensure that:

- the appointment process for Headteachers is suitably robust;
- school leaders are effectively implementing processes to deal with underperformance of staff;
- governors are suitably trained to manage statutory processes; and
- processes for performance management of staff and leaders are effectively implemented.

EAS will review the implementation of its programme of support and evaluate its impact as part of its mid-year review of the Business Plan in the autumn of 2019.

Curriculum expertise is another area where savings can be achieved through the employment of one person to provide expert support in a specific area of the curriculum, as opposed to each local authority having to employ its own dedicated resource. The development of Learning Network Schools has further accelerated this process of securing efficiency savings through allowing one school to provide support in a specific curriculum area to a number of participant schools across the region, rather than needing a Network School per local authority. The gain in this example can be qualitative as well as quantitative. It might allow the only school within the region that has the level of expertise that is ideally required to be used, rather than potentially diluting quality through the need to identify one Network School per authority.

Centralised delivery that eliminates duplication also allows efficiencies to be realised in terms of staffing levels; while centralised administration of grants to schools, as opposed to administration per authority, has enabled school budgets across the region to benefit from receipt of an ever-increasing proportion of Welsh Government grants, as the delegation rate to schools has risen from 90% to 94%.

Centralised financial management, governor support services, curriculum expertise and grant administration are specific examples of the potential for efficiency gains. However, in more general terms, efficiency savings will be realised across the region for as long as there is no duplication of school improvement services from the £3m EAS receives from its partner LAs and the funding that LAs retain.

Reduced spending has inevitably resulted in a considerable reduction in staffing numbers, with the number of Full Time Equivalent (FTE) staff reducing from 107 in 2015-16 to 77 in 2018-19, representing a 28% reduction. FTE numbers are projected to continue to fall to 72 in 2019-20, taking the total reduction in FTE staff reduction to 35 over the period 2015-16 to 2019-20, representing a reduction of approximately one third in staffing levels.

However, effective resource management is about more than cost saving through staffing reductions. The challenge for EAS has been to manage the reduction in such a way as to mitigate the impact on service delivery. Throughout the process EAS has recognised the need to be flexible in its approach to ensure it remains fit for purpose and able to deliver its Business Plan priorities. With this in mind a balanced approach has been taken to ensure key posts are retained to enable continuity of delivery with minimum disruption to the support provided to schools. In particular re-structuring has been designed to ensure continuation of the progress that has been made in developing a self-improving system across the region and extending the collaborative opportunities for schools so that they are able to meet the demands of the reform agenda.

EAS has also realised the necessity for emerging structural arrangements to facilitate effective succession planning and the need to streamline and strengthen the SMT and SLT structures to ensure maximum value for money is achieved.

To ensure the continued effective delivery of school improvement services, in the face of staffing reductions, EAS has recognized the need to ensure that systems are in place to support schools to work collaboratively and become partners in a self-improving system in which school leaders have the skills, capacity and commitment to continually learn and improve their practice.

Fundamental to this approach has been the development of a Professional Learning programme designed to support improvement and development in schools to help them fully engage and prepare for curriculum reform. As part of this programme EAS provided funding of £ 5,822 pounds to each non pioneer school with the expectation that this would help fund a Professional Learning Lead in each school. Postholders would then contribute to the development of professional learning to support schools in preparing for curriculum reform, developing the use of the new professional teaching and leadership standards and developing Schools as Learning Organisations.

In carrying out their role it is expected that Professional Learning Leads will:

- promote effective teaching and learning strategies in preparation for curriculum reform across the school and relevant wider networks;
- develop professional values and dispositions;
- develop professional learning through effective collaboration and development of innovations across the school and wider school community; and
- lead, develop and enhance professional learning of other staff.

As of November 2018, 482 school leaders from across the region had participated in formal leadership programmes provided by EAS. The Professional Learning programme includes

the provision of mentor support for leadership in secondary schools, the delivery of services through the development of school-based networks, the development of cluster-based approaches to school improvement and the introduction, facilitation and support of peer working arrangements.

Mentor support for secondary schools entails a range of supportive interventions designed to increase leadership capacity and secure an effective rate of improvement. These interventions include the allocation of:

- mentors for Headteachers in identified schools;
- mentors for Deputy Headteachers in identified schools;
- a mentor for a Chair of Governors in an identified school;
- a mentor for newly appointed Headteacher in an identified school; and
- experienced acting Headteachers to identified schools.

Mentors are professionals who have been chosen and allocated on the basis of their proven leadership abilities and come from schools both within and outside the region. Their role is to provide a balance of support and challenge that builds leadership capacity as a pre-requisite for securing future improvement. However, raising standards will be dependent upon capable leaders engaging with the range of professional school improvement services being provided by EAS.

EAS commitment to capacity building through mentor support is demonstrated by the spending of some £167,000 to fund this programme in 2018-19. In value for money terms the test of the effectiveness of this spend will be the extent to which outcomes improve over time in the schools that have been the recipients of this resource expenditure.

The importance attached to capacity creation through collaboration is reflected in the EAS Business Plan for 2018-19 where *'Supporting collaboration and a self-improving system'* is an identified priority accompanied by a mid-year (November 2018) progress judgement of *'Satisfactory progress - many aspects addressed but still significant work to do in important areas'*.

The Learning Networks that have been established across the region comprise:

- Learning Network Schools who are funded to provide support to the participant schools through a series of activities; and
- Participant Schools who are the schools that are benefiting from engagement; they are the schools that will do most, although not all, of the learning from the experience. Participant Schools are generally not funded.

Currently across the region there are 61 primary Learning Network Schools and 17 secondary schools who deliver up to 46 different options for professional learning within the secondary phase.

Between January and April 2018, the University of South Wales (USW) undertook an independent research project looking at the delivery of development services through

learning networks. In their final report they stated that *'delivering development services through Learning Schools Networks is an effective strategy for adding-value, accelerating improvement and building confidence, thereby establishing a sustainable self-improving system'*.

While the report acknowledges that there are a small number of areas for development and stresses the need for consistency of approach, it also highlights the large number of ways in which the programme works well. These are identified as:

- *Network and Participant Schools understand their role and take ownership of it. Senior leadership teams are engaged.*
- *There is rigorous selection of Network Schools and clarity that they have the capacity to support without detriment to their own standards.*
- *There is transparency with Network and Participant Schools and EAS carrying out diagnostic and support planning phases.*
- *Schools have established improvement networks and share resources.*
- *There is a clear process for capturing impact in short and medium term.*
- *There is a clear understanding of how the programme fits within the wider school-to-school EAS programmes*

In addition to the research undertaken by USW, EAS also commissioned a research team from the Education and Social Research Institute of Manchester Metropolitan University (MMU) to evaluate the development of cluster-based school improvement. The aim of the project was to assess the extent to which the potential rewards of the cluster approach initiated in South East Wales in 2017 had been achieved across the region in the first year of the programme. MMU reported their findings to EAS in August 2018.

The background to the research project was the introduction by EAS, in May 2017, of a cluster-based model of school improvement. The aims of the cluster-based approach were to develop a more socially inclusive curriculum and identify more effective models for the professional development of the teacher workforce. The school-cluster model was intended to become the 'anchor' for professional practice and capacity building that occupied an important strategic role in the regional approach to delivering a self-improving system.

In its final report MMU concluded that the following benefits had been realised from cluster working in 2017-18:

- *Some clusters have engaged in joint practice development to improve experiences of transition and are developing common school policies.*
- *Cluster working is supporting the development of a collaborative culture across institutional and stage boundaries.*
- *Cross-phase cluster working is promoting collective responsibility for outcomes by focusing attention on the progression of learning.*
- *Distributed leadership of cluster activity can provide rich professional development opportunities that support professional renewal and the development of adaptive expertise.*

- *Close cluster working has provided opportunities for enhanced peer support and reciprocal learning among senior colleagues at different stages of headship.*

In addition to Learning Network Schools and cluster arrangements EAS has also been engaged in building school leadership capacity through other forms of peer working arrangements. One strand of this work was the bringing together of Headteachers to form peer review teams for school categorisation in the summer and autumn terms in 2018. Participating schools received funding of £500 per school, amounting to a total expenditure of £46,500 across the 93 schools that opted to engage with this approach as opposed the alternative of draft categorisation by the Challenge Adviser.

An evaluative survey was conducted of participating Headteachers which elicited 41 responses (44% response rate). One striking aspect of the responses was that 36 out of 39 respondents either 'strongly agreed' or 'agreed' that *'the process of working in the peer review group had enhanced their strategic leadership and professional skills'*

In addition to the school categorisation peer review process EAS commissioned Professor Mick Waters to provide a commentary on their approach to peer working. One of Professor Waters' recommendations was that *'The skills of school evaluation and review need to be learned and developed over time and EAS should think of developing several models of peer review across the region so that those involved are taking part in an action research programme rather than a training programme. This could be a fundamental turning point for school improvement and emerging models could be a prototype for development in other regions.'*

As a result, EAS has been exploring different Peer Working Models from January 2019 through a programme entitled: *'A collaborative leadership approach to school improvement - Action research into effective models for peer working and review.'* The programme has taken the form of conducting a pilot of six models of peer working involving 44 schools. These models can be summarised as:

- Secondary School Pedagogy Programme
- Cluster Working
- Self-Chosen Existing Secondary Networks
- Raising the Attainment of Disadvantaged Youngsters (RADY)
- Secondary schools with common priorities
- Sharing Practice Within and Outside the Region

It is expected that each group will submit a report by the 30th June 2019 as part of an evaluation of the programme, scheduled to be completed by 10th July, which will address a number of key questions in order to shape further work on peer review:

- How effectively did each model work?
- What did we learn about the peer review process?
- How do we keep improvements going?

- In what way do head teachers need support in such programmes?
- Was the investment worth it?
- If so, what is needed in the next phase?

Switching from a centrally delivered support programme to a cluster-based approach requires switching financial resources out from the centre into schools, so that schools have the time, money and people in place to support their own improvement and improvement in other schools.

The most obvious manifestation of this, across the region, has been the increase in the rate of delegation to schools of grant funding received from the Welsh Government. The rate has increased from 89% in 2017-18 to 94% in 2018-19 resulting in an additional £2.4m being allocated directly to schools.

However, it is important to note that not only has the delegation rate increased but also the way in which it is allocated has been refined to ensure its distribution more closely reflects the commitment to support cluster working. Thus in 2018-19 some £1.5m of grant funding was allocated on a cluster basis as opposed to individual schools. This grant funding was used to provide support to a number of cluster-based approaches including:

- Looked After Children (LAC)
- Wellbeing
- More Able and Talented (MAT)
- Modern Foreign Languages (MFL)

The rationale behind this is that pooling financial resources on a cluster basis can lead to more efficient use of the money. The use of LAC monies can serve as an illustration of the efficiency benefits that can be derived from a cluster-based allocation of grant money.

Historically schools were allocated circa £1,150 for every LAC pupil. Thus, in a cluster with a combined total of 30 LAC pupils, distributed unevenly across the cluster, an individual school with two LAC pupils would receive £2,300 – an amount with which they could do very little. However, allocation on a cluster basis would see the cluster receive circa £34,500 which could permit the appointment of a LAC teacher for the cluster. It is worth noting that this approach to cluster funding is entirely consistent with the recommendation to EAS in the August 2018 report on cluster working from Manchester Metropolitan University (MMU) to ‘*Sustain and extend funding to allow school clusters to mature and plan more effectively*’.

Effectiveness: Overall, educational outcomes are not improving at the desired rate in all schools, particularly within identified schools within the secondary phase, and this needs to be addressed through acceptance of collective responsibility and accountability to improve performance

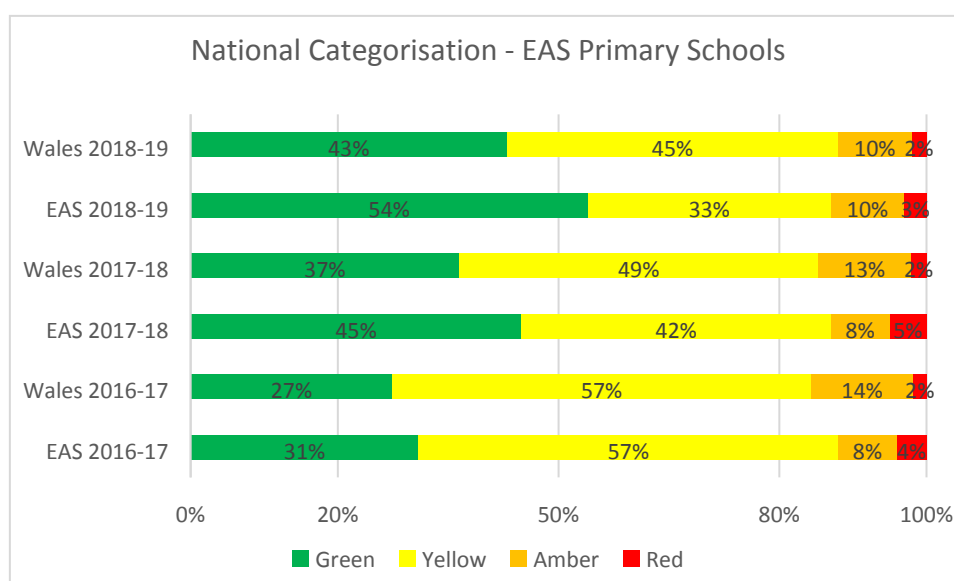
While maintaining the quality of support to schools is essential, effectiveness depends upon what this support achieves. The overriding purpose of EAS, as set out in its mission statement, is to ‘*transform the educational outcomes and life chances for all learners across South East Wales*’.

Consequently, assessment of effectiveness must relate to its contribution in bringing about this desired transformation. One approach to this assessment is to look at educational outcomes as measured by categorisation outcomes, Estyn inspection outcomes and pupil outcomes. However, it must be recognised from the outset that these outcomes cannot be achieved by any one organisation or programme of support. They require collaboration and a collective effort for which there is a collective responsibility and accountability. In relation to this report this collective responsibility and accountability extends to Welsh Government, EAS, Local Authorities and schools

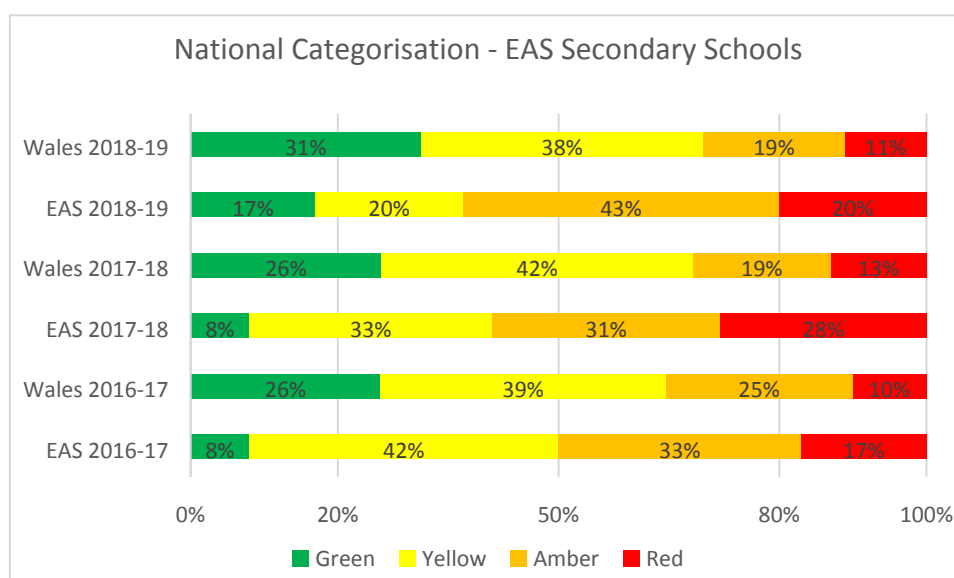
Categorisation:

The National School Categorisation System was introduced in September 2014. The system places schools into four categories green, yellow, amber and red in descending order of the amount of support they are judged to require. Thus, green schools are judged to require the least support and red schools the most support. The system is not purely data driven, it also considers the quality of leadership and teaching and learning in schools. The model was jointly constructed between Welsh Government and the four regional consortia.

The categorisation outcomes go through a rigorous moderation process that allows valid comparison to be made within the region over time and between regional and national outcomes. The picture for schools in the region is illustrated below:



The above table illustrates that the combined percentage of primary schools in the green and yellow categories has remained consistent over the last three years and is now broadly in line with the Wales average. However, within this picture of consistent performance it is worth noting that the percentage of primary schools in the green category has risen by 23 percentage points over the last three years resulting in the extent to which the percentage of green schools in the region exceeds the Wales average increasing from 4 percentage points to 11 percentage points.



The above table illustrates that the percentage of secondary schools in the green and yellow categories has fallen from 50% in 2016 to 37% in 2019. This is despite an increase from 8% to 17% for schools in the green category; an improvement that has narrowed the gap between schools in that category across the region and those across Wales. However, the gap between secondary schools in the green and yellow categories across the region and schools across Wales has widened over the three-year period.

Another measure of school improvement is Estyn inspection outcomes across the region. In September 2017 Estyn introduced a new framework for judging school performance based upon assessments across the following five categories:

- Leadership and management
- Care, support and guidance
- Teaching and learning experiences
- Well-being and attitudes to learning
- Standards of achievement

For each category school performance is judged to be either excellent, good, adequate or unsatisfactory. As part of the new framework no overall judgement is arrived at and no assessment is made of prospects for future improvement. This marked divergence from the previous approach means that valid comparisons cannot be made with past judgements. While valid historical or trend comparisons cannot yet be made it is still possible to make comparisons between the judgements arrived at across the region compared with those across Wales; and between primary schools and secondary schools.

In terms of these comparisons the following picture emerges for 2017-19 based on the inspection of 47 primary schools and 9 secondary schools:

- Of the 47 primary schools inspected, 36 were judged to be either excellent or good in every category.
- Every primary school inspected in 2018-19 was judged to be either excellent or good in terms of well-being and attitudes to learning.

- Of the 9 secondary schools inspected, 4 were judged to be either adequate or unsatisfactory in every category.
- 8 out of the 9 secondary schools were placed in a follow-up category.

While this picture of inspection outcomes is a snapshot based upon a relatively small sample, particularly in the case of secondary schools, it does serve to further highlight the differentiation in performance between primary schools and secondary schools across the region.

In addition to the support provided to maintained schools EAS also provides support to 82 Non-Maintained Settings (NMS), which provide education for children before compulsory school age, across the region. These settings are subject to inspection (formerly by Estyn and currently jointly by Estyn and Care Inspectorate Wales (CIW)) with judgements made about performance. Under the joint inspection regime Estyn leads on the quality and standards of education and CIW focuses on childcare, with both aspects covered in a single report. The move to joint inspection has been accompanied by a revised inspection framework that makes historical comparison or trend analysis of specific areas of provision very difficult. However, the one constant measure is the proportion of setting that are placed in a follow up monitoring category as a result of inspection. A summary of performance, based upon this measure, over the last five years is shown below:

| Year | No. Inspections | No. Monitoring | %Estyn Monitoring |
|--------------|-----------------|----------------|-------------------|
| 2014/15 | 21 | 0 | 0.0% |
| 2015/16 | 17 | 1 | 5.9% |
| 2016/17 | 12 | 2 | 16.7% |
| 2017/18 | 7 | 1 | 14.3% |
| 2018/19 | 12 | 3 | 25.0% |
| Total | 69 | 7 | 10% |

The table clearly shows that performance in some 90% of settings was judged to be of a standard that required no follow-up monitoring. It is also worth noting that 3 out of the 7 settings that were placed in a follow-up category have subsequently been removed meaning that only 4 or 6% of settings remain in a follow-up category.

In keeping with the EAS practice of fostering school to school support, settings who have good and excellent inspections are invited to share in network meetings; and support from one lead setting has resulted in another setting being removed from Estyn monitoring.

As stated earlier, in addition to looking at school-based measures, one fundamental indicator of effectiveness is pupil outcomes and a summary of the data relating to these outcomes is presented below.

Foundation Phase²:

² Comparison with the rest of Wales is no longer possible for Foundation Phase, Key Stage 2 and Key Stage 3 because the Welsh Government ceased publishing benchmarking information after 2017

Regional performance in the Foundation Phase Indicator (FPI) has exceeded the all-Wales average for each of the last five years. In 2018 the gap had grown to +3.4pp – representing the largest margin achieved over the 5-year period.

The percentage of schools in 2017 placed in top 25% of similar schools (34.4%) and in the top 50% of similar schools (66.1%) for the FPI are both above expectation. The percentage of schools in the bottom 25% of schools (10.6%) is also significantly lower than expectation.

Key Stage 2:

Regional performance in the Core Subject Indicator (CSI) has also exceeded the all-Wales average for each of the last five years. In 2018 the gap was +1.2pp representing the second largest margin achieved over the 5-year period.

The percentage of schools in 2017 placed in top 25% of similar schools (31.6%) and in the top 50% of similar schools (57.3%) for the CSI are both above expectation. The percentage of schools in the bottom 25% of schools (18.2%) is also slightly lower than expectation.

Key Stage 3:

In 2018 performance in the Core Subject Indicator (CSI) was above the all-Wales average for the first time in the last 5 years. This was the result of performance across the region improving at a faster rate over the 5-year period (+9.5pp) than across Wales as a whole (+7.1pp).

The percentage of schools in 2017 placed in top 25% of similar schools (37.1%) and in the top 50% of similar schools (57.1%) for the CSI are both above expectation. The percentage of schools in the bottom 25% of schools (14.3%), is much lower than expectation.

Key Stage 4:

Performance in the Level 2 threshold including English/Welsh and mathematics (L2 inc E/W and M) has been below the national average every year for the last five years. The relative gain achieved in 2017 when the gap narrowed to -1.7pp was reversed in 2018 with the gap increasing to -3.7pp which was slightly higher than the average gap over the period of -3.2pp.

The percentage of schools in 2018 for the L2 inclusive threshold, placed in top 25% of similar schools³ (20%), is lower than 2017 and lower than expectation (7 schools out of 35). The percentage of schools in the top 50% of schools is 45.7%, slightly lower than expected (16 schools), and in the bottom 25% of schools the figure of 28.6% is the same as 2017, and slightly higher than expected (10 schools).

When looking at school performance at the L2 inclusive threshold against Welsh Government Modelled Estimates⁴, nine schools in the region performed above or in line with

³ All secondary schools are placed in one of 5 Free School Meal (FSM) groupings based on the average percentage of pupils entitled to FSM over a three-year period. Similar schools are those in the same grouping, for example FSM between 10% and 15%.

⁴ Model 2b estimates show how a particular cohort of pupils would be predicted to perform in future assessments, given the prior-attainment and characteristics of pupils in the cohort

prediction. This is an improvement on 2017 when only five schools performed above modelled estimates. Five schools reported performance more than 10% below their modelled estimates and fifteen schools reported performance within 5% of their modelled estimates, either below or above.

In summary, and as illustrated in the table below, attainment at Foundation Phase and Key Stage 2 has been above the national average for each of the last 5 years. Between 2015-18 over 90% of pupils across the region made the expected progress between KS2 and KS3, resulting in attainment at Key Stages 3 rising above the national average for the first time. However, attainment at KS4 remains a cause for concern.

| | | 2014 | 2015 | 2016 | 2017 | 2018 |
|-----------------------------------|-------|------|------|------|------|------|
| Foundation Phase FPI | EAS | 88.2 | 88.0 | 88.8 | 89.2 | 86.0 |
| | Wales | 85.2 | 86.8 | 87.0 | 87.3 | 82.6 |
| KS2 CSI | EAS | 87.0 | 88.1 | 89.9 | 90.2 | 90.7 |
| | Wales | 86.1 | 87.7 | 88.6 | 89.5 | 89.5 |
| KS3 CSI | EAS | 79.0 | 82.2 | 83.8 | 86.4 | 88.5 |
| | Wales | 81.0 | 83.9 | 85.9 | 87.4 | 88.1 |
| KS4 L2 Threshold E/W/M | EAS | 52.2 | 55.1 | 55.5 | 52.9 | 51.4 |
| | Wales | 55.4 | 57.9 | 60.3 | 54.6 | 55.1 |

In all regions there will be some schools that perform less well than others and this is something that regional consortia have to address. EAS is attempting to address the problem of underperforming schools across the region through its Schools Causing Concern (SCC) process. While both primary and secondary schools can be a cause for concern, it has to be recognised that on all outcome measures; categorisation, inspection judgements and Key Stage results, the performance of secondary schools across the region is significantly below that of primaries.

SCC are placed on the Schools Causing Concern Register which is used regularly to review the actions taken by local authorities, EAS and religious authority (as appropriate) for each school identified at risk to ensure that appropriate support and challenge has been provided to secure the necessary pace of improvement and to improve regional consistency, particularly in the use of statutory powers. Schools listed on the register are agreed by local authority Directors of Education and the EAS Managing Director. The Headteacher and Governing Body are notified in writing if their school is placed on the Schools Causing Concern Register, this letter will note the reasons why the school is included and the support that both the local authority and EAS will provide. This information will already be included on the school's support or intervention plan.

The register considers a range of criteria to identify schools at risk including:

- pace of progress against current school support or intervention plan;
- national categorisation outcomes (3-year period);

- current Estyn category (e.g. statutory category / remaining in a category for a longer than anticipated period of time);
- pupil outcomes for relevant age phase including a comparison to Welsh Government modelled estimates at KS4;
- information provided through the target setting and progress towards targets process;
- attendance (Benchmarks over a 3-year period);
- exclusions; and
- any other LA specific concerns linked to: Finance, Safeguarding, Human Resources, Additional Learning Needs.

The register is reviewed on a half termly basis by senior officers within the local authorities and EAS to ensure that levels of support and challenge are consistent. Progress of schools will also be discussed at the meetings with all Cabinet Members for Education on a termly basis. Following these meetings schools will be notified if there are any changes to their inclusion on the register or any updates regarding support.

The composition of the register as of autumn 2018 can be summarised as

- In total there are now 28 schools on the register. Of these 19 are secondary schools. This reflects both outcomes in the sector and the greater risk associated with underperformance in secondary schools.
- Of these 28 schools, 3 have been added, during the year.
- 18 schools have been removed from the register as they have made sufficient progress for their inclusion to be no longer warranted.

While the fact that the number of schools being removed exceeds the number being added is positive overall, this cannot mask concerns over secondary school performance across the region. Secondary schools account for 32 (13.5%) of the 238 schools across the region but 19 (68%) of schools on the SCC register. This means that over half (59%) of secondary schools are on the SCC register.

EAS has identified the following potential causes for underperformance at secondary school level across the region and the slow progress in addressing it:

- Agreed actions are not carried out in a timely manner by EAS and/or LA e.g. Schools Causing Concern Register actions.
- EAS and LA staff do not demonstrate a united front when dealing with schools, particularly those that give cause for concern.
- Schools are not held to account in a timely manner.
- There is not consistent application of agreed regional protocols.
- Timely consideration is not given to the use of LA Statutory Powers e.g. low standards, attendance, exclusions, leadership

- Limited impact of the work of EAS in schools where underperformance in leadership is not challenged effectively.

This list of potential inhibiting factors reinforces the earlier point that achieving better outcomes requires acceptance of collective responsibility and accountability for improving performance. This collective responsibility and accountability extend to the role of EAS, its constituent local authorities, school leaders and governors. Within this context of joint working the primary role of EAS is to provide support and challenge through the work of its Challenge Advisors and to support improvement in school leadership through its extensive programmes of professional development that are covered in more detail elsewhere in this report.

While work on SCC is included here in relation to improving outcomes it could be included in the following section on equity because, as last year's VfM report noted..... *'equity demands that all pupils are able to achieve their potential irrespective of their background, personal circumstances or the school they attend.....One of the biggest barriers to equity is variability in school performance and the aim has to be that all pupils attend a good school'*.

Equity: A comprehensive programme designed to better equip schools to support vulnerable learners has been established across the region, based upon cluster working and reinforced by the distribution of wellbeing grants to every cluster

As stated earlier, the overriding purpose of EAS, as set out in its mission statement, is to *'transform the educational outcomes and life chances for all learners across South East Wales'*. In considering equity then the crucial word in that mission statement is the word *'all'*. Equity in education has two dimensions. The first is fairness which basically means making sure that personal and social circumstances, for example, gender, socio-economic status or ethnic origin, should not be an obstacle to *all* learners achieving their educational potential. The second is inclusion, in other words ensuring a basic minimum standard of education for *all*.

In keeping with its mission statement to ensure equity EAS has appointed an Equity and Well-being Lead and developed a Wellbeing and Equity Strategy. This strategy sets out how it will support schools and clusters to build capacity to provide high quality support and resources to ensure all pupils have equal access and that those requiring support, receive appropriate provision.

One way in which EAS is proactively working to implement this strategy, to ensure the needs of all learners are met, is through The Cluster Wellbeing and Equity project. This project provides an opportunity for clusters to develop the Wellbeing agenda and to appoint Wellbeing leads within their own schools and within the cluster. The project involves both termly network meetings and the provision of training and is funded by EAS, based on the cluster funded formula model. This formula sets out conditions that have to be met in order for funding to be accessed, including the stipulation that the grant must be used in a sustainable way and must be focussed on developing the capacity of the cluster to implement the agreed wellbeing strategy. To date only one cluster has not engaged in the regional Wellbeing Network Meetings.

In addition to attending the Network meetings many clusters are using their Wellbeing and Equity grants to finance the release of staff to attend the Adverse Childhood Experiences (ACE) 'train the trainer' programme. This training is designed to encourage schools to become trauma aware and to consider their provision for supporting such vulnerable learners.

Other examples of how the grants are being used to equip schools to deliver enhanced provision and support for vulnerable learners include:

- 35 schools engaging with the 'National Nurturing School Programme', including three clusters who are working together on this project. The National Nurturing Schools Programme is a programme that allows staff to develop personally and professionally whilst embedding a nurturing culture throughout their schools, enhancing teaching and learning, promoting healthy outcomes for children and young people. This is achieved by focusing on emotional needs and development as well as academic learning in a whole school environment. The programme is based on the six principles of nurture that have successfully underpinned nurture groups for over 40 years.
- 39 schools engaging with the regional Family and Community Network meetings. These have been focussed around the Welsh Government Family and Community Engagement (FaCE) toolkit. This toolkit is designed to provide practical support for schools to help them develop and strengthen their approach to FaCE. The emphasis is on engagement that helps families to actively support their child's learning, with a focus on how to engage with families of children who are currently underperforming, children from deprived backgrounds, and those receiving less support for their learning at home.
- 17 schools engaging with the Families Connect Programme, facilitated by Save the Children. Families Connect focuses on supporting parents and children to learn together. It helps parents to support their children's learning in three key areas:
 - Literacy and language development
 - Numeracy
 - Emotional development
- 39 schools engaging with, and regularly attending, the More Able and Talented (MAT) network meetings. These are focused on developing school to schoolwork by encouraging schools to lead meetings, showcasing their work and sharing the impact it has had upon their MAT learners.
- 6 MAT Learning Network Schools have been identified; three Secondary and three Primary schools. The direction of their work consists of:
 - school to school support via a self-referral system;
 - leading presentations at network meetings; and
 - participating in research work to inform future regional workings e.g. transition of more able learners, identifying 'most able' learners.

While the above serves to illustrate the extensive work being undertaken to better equip schools to support vulnerable learners it is too early in the programme to generate any longitudinal evidence of impact.

Currently, the most commonly used method for measuring the impact of poverty on attainment is the performance of pupils in receipt of Free School Meals (FSM). The percentage of pupils aged 5-15 eligible for FSM (PLASC 2018) in the region was 18.4%, which is above the Welsh average of 17.4%, and the second highest of the regional consortia, second to Central South Consortia (CSC).

FSM pupil performance across the region is adequate. Performance of both FSM and non-FSM pupils at foundation phase, key stage 2 and key stage 3 was higher than the Wales average last year, except for KS3 English and Maths, which were comparable. The gap between FSM and non-FSM pupils is narrower than the national gap at each phase. The gap widens as pupils progress through each phase.

L2 inclusive threshold performance of FSM pupils in 2018 has declined by 2.2pp since 2017 to 24.3%. In comparison, the Wales FSM average improved by 0.9pp to 29.5%, therefore the gap between FSM performance across the region and that across Wales is now 2.0pp. In terms of comparison with non-FSM pupils the gap narrowed in 2018 at KS2, KS3, but widened at FP and KS4.

Another commonly used indicator for assessing outcomes for vulnerable pupils is that of outcomes for Looked After Children (LAC). The performance of LAC learners has declined in primary schools, and remains below all pupils' performance, with the gap widening at both FP and KS2. At key stage 3 performance of LAC learners has improved considerably since 2015 and the gap between these pupils and all pupils is narrowing. Performance of LAC learners at key stage 4 between 2015 and 2018 improved for L2+ measure, but declined for core subjects, which was also mirrored by performance of non-LAC pupils. Numbers are very low across the region (between 40 and 80 pupils at each Key stage per year), so results can be volatile.

In terms of measuring the success of the EAS programme for improving support for vulnerable pupils it is too early to expect significant improvement in end of Key Stage outcomes. Given that, compared to their peers, vulnerable pupils have historically been more likely to miss school and more likely to exhibit challenging behaviour when in school, then attendance and exclusion rates might, in the short to medium term, be valid measures of success. To create a reliable evidence base for measuring success using the criteria of attendance and exclusion rates, it might be necessary to collect this information as a discrete data set based upon the identification of vulnerable pupils.

Sustainability: EAS has an agreed Medium Term Financial Plan (MTFP) that sets out a sustainable approach to financial management in the future and is concentrating upon preparing schools to meet the challenges of curriculum reform based upon a robust regional delivery network for professional learning that is intended to ensure that pupils needs will be met in the future and the workforce are well prepared and informed on all aspects of the reform agenda.

In the context of service provision by EAS, sustainability or spending for the long term, has two fundamental dimensions. These dimensions relate to both ensuring the availability of future resources to enable services to continue to be delivered in the longer term and ensuring that current spending is directed towards meeting future needs.

In terms of ensuring the availability of future resources to enable services to continue to be delivered EAS has engaged in a significant financial planning and management exercise to develop an agreed MTFP. The MTFP is designed to ensure that:

- A. funding priorities align with the delivery priorities of the organisation as set out in the regional school improvement business plan;
- B. services can continue to be delivered in the face of financial pressures;
- C. the risk to service delivery in the future is minimised;
- D. progress that has been made in creating a self-improving system across the region becomes embedded;
- E. the delegation rate into school budgets is maximised; and
- F. collaborative opportunities for schools are extended to enable them to meet the demands of the curriculum reform agenda.

In relation to the final bullet in the list above there is clear recognition that those charged with meeting the needs of the curriculum reform agenda will require extensive support if it is to be successfully addressed. To this end EAS has embarked upon an extensive professional leadership programme. This programme comprises:

- Curriculum reform Support Programme activity sessions to support dissemination and discussion in schools. Over 300 teachers attended the sessions and 100% of partner (non-pioneer) schools have now engaged with the Curriculum Reform Support Programme.
- The awarding of a contract to the University of Stirling to develop a Cluster-based approach to professional enquiry CCPE (Critical Collaborative Professional Enquiry). The purpose of the project is for participants to develop the skills to complete professional enquiries across their cluster that will enable teachers to alter aspects of their practice on the basis of their research and evaluate the impact on pupil learning/outcomes. 29 of 35 clusters have engaged with the project.
- Working in partnership with Welsh Government to run a series of seminars with Headteachers to explain, in an appropriate level of detail, the structure of the new curriculum and how the different structural components of the new curriculum will align.
- Engaging with regional schools in the Schools as Learning Organisations (SLO) development. A representative school from each LA was involved in shaping the self-review survey tool that will support schools in reviewing how well they are developing as a learning organisation. The region has representation on the National SLO Implementation group and as a result has worked closely with 10 regional pilot schools that have been trialling the latest version of the SLO snapshot survey tool. The final SLO survey tool became available to all school across Wales from the beginning of April 2019. Across the region, during the spring term, the 32 Professional

Learning cluster lead schools delivered over 40 workshops to all Headteachers and professional learning leads to enable them to prepare their own staff for engaging with the SLO survey in April 2019.

- The professional learning team has worked in partnership with schools to develop a programme to support the roll-out of the Excellence in Teaching and Leadership Framework (ETLF) for practitioners at different leadership and teaching milestones. The programmes have been designed to support individuals from Newly Qualified Teachers (NQTs) to Headteachers to be able to reflect against the professional teaching and leadership standards. This supports teachers in being able to identify their strengths and areas for development and, as a result, their relevant professional learning needs. The programmes also support schools in understanding how to use the frameworks to support self-evaluation and improvement planning processes and as a result, further develop staff understanding of the Professional Teaching and Leadership Standards. There has been a high level of engagement with the programme as the following summary illustrates:
 - Most schools (200+) engaged in familiarisation sessions
 - 18/21 red or amber Secondary schools are engaging with the ETLF Headteacher & Deputy Headteacher (HT/DH) professional learning programme. The schools that have not engaged to date have booked on to future cohorts.
 - 188 HT/DH participants, from 136 schools have started ETLF HT/DH programmes across 8 cohorts. Another 4 cohorts will begin at the end of spring term 2019 and run over summer term 2019. Total capacity for this programme will then have been 12 cohorts for 360 participants.
 - 32 schools are leading the ETLF professional learning programmes across the region. In addition to this, 7 schools host 'pedagogy in practice' learning visits to support the ETLF teacher programme.
 - The ETLF 'online school' has been established and contains access to completed forms for school to use to support their own self-evaluation and is used as part of the ETLF PL programmes for Headteachers.
 - An ETLF online system trial for Challenge Advisors to support them in their work began in January 2019 and was reviewed at the end of Spring term 2019.

Once again it is worth noting that this approach to developing professional leadership is entirely consistent with the recommendation to EAS in the August 2018 report on cluster working from Manchester Metropolitan University (MMU) to '*Continue to support the development of collaborative leadership capacity through the provision of rich professional learning opportunities and coordinated cross-network activity.*'

Conclusion:

While the report is written in discrete sections, to mirror the constituent parts of a VfM evaluation, it is important to recognise that discrete does not mean unconnected. On the contrary, achieving value for money requires delivery strands to complement and reinforce

one another to create a coherent and consistent overall approach that makes the best use of resources.

For EAS this coherence and consistency comes from its ever-evolving approach to supporting the emergence of a self-improving system based on cluster working. This approach runs as a consistent theme throughout the report as illustrated by the following examples:

- Financial underpinning through maximisation of delegation rates and remodeled approaches to cluster funding.
- The development of a Wellbeing and Equity Strategy centred around a cluster-based approach.
- The creation of Learning Schools Networks and enhanced peer working arrangements.
- A professional Leadership offer that emphasises collaboration and shared development in a cluster-based context

The above demonstrates that the approach adopted by EAS is consistently centred around attempting to create additional capacity in schools, utilise external support and research to shape service delivery, focus sharply on interventions that provide support and challenge to underperforming schools and to ensure that the demands of curriculum reform can be met in a sustainable way that does not compromise current provision. In financially constrained times, with impending major curriculum reform, this would appear to represent a very sensible use of resources.

Appendix

Pen Portrait: Rod Alcott

Rod Alcott is a former senior manager with the Wales Audit Office who has become a self-employed education and local government consultant. Between 2014 and 2016 he was appointed to two Ministerial Education Recovery Boards (Blaenau Gwent and Monmouthshire) and was Chair of the independently established Powys Education Recovery Board. In 2016 he was appointed to succeed Robert Hill as Chair of the Education Development Board for Cardiff. Between 2016 and 2017 he carried out two National Studies for the Welsh Government under contract to the Welsh Local Government Association. The first of these was a study into the role of School Business Managers in school improvement across Wales and the second was a study into the role of Pupil Referral Unit Management Committees across Wales.

Scrutiny Report

Performance Scrutiny Committee- Partnerships

Part 1

Date: 10 July 2019

Subject **Regional Partnership Board Annual Report 2018-19**

Author Scrutiny Adviser

The following people have been invited to attend for this item:

| Invitee: | Designation |
|--------------|---|
| Phil Diamond | Regional Partnership Board Regional Team |
| James Harris | Strategic Director - People |

Section A – Committee Guidance and Recommendations

1. Recommendations to the Committee

The Committee is asked:

- a) To consider the Regional Partnership Board Annual Report 2018-19 and evaluate progress against the Board's strategic priorities;
- b) To determine whether it wishes to make any comments to the Regional Partnership Board.

2 Context

Background

- 2.1 The Social Services and Wellbeing (Wales) Act places a statutory duty on Local Authorities and Health Boards to produce a Regional Area Plan setting out how the priorities identified in the statutory regional population needs assessment (PNA) in relation to people requiring care and support, will be delivered in partnership and through integrated working.
- 2.2 The Gwent Regional Partnership Board (RPB) was established to deliver this Welsh Government (WG) Legislation across the Gwent footprint to discharge the duties within the Act for the five Gwent Local Authorities and Aneurin Bevan University Health Board (ABUHB). The RPB is required to prepare and publish a plan setting out the range and level of services it proposes to provide, in response to the population needs assessment. Area Plans must include the specific services planned in response to each core theme identified in the population assessment.
- 2.3 The Committee received the Regional Area Plan 2018-2019 as an Information Report last year. *(A link to the Plan is included in Section 7 of this report in the Background Papers for Members' information.*
- 2.4 Subsequently the Committee at its meeting on 3 April 2019 also considered a Summary Update upon the 2018-19 Regional Area Plan, which included Action Plans for each of the following Core Themes:
- Children and Young People;
 - Older People;
 - Health and Physical Disabilities
 - Mental Health;
 - Learning Disability;
 - Sensory Loss and Impairment;
 - Carers;
 - Autism.

(A link to the Agenda and Minutes of the Committee Meeting held on 3 April 2019 is included in Section 7 of this report in the Background Papers for Members' information.)

- 2.5 The Partnership Arrangements Regulations require Regional Partnership Boards to prepare a report on the extent to which the board's objectives have been achieved, which must be submitted to Welsh Ministers annually.
- 2.6 The report must be published and should include:
- Members of the Regional Partnership Board.
 - Information on how the board has met its objectives, including relevant supporting management information (e.g. financial and other progress reports).
 - Details of the partnership arrangements in place to respond to the joint population assessment and priority areas, including any supporting groups or structures.
 - How the board has engaged directly with service users, or groups representing service users (e.g. citizen panels).
 - Information on how the partnership arrangements have contributed to improved outcomes and delivery of services to respond to the joint population assessment and priority areas (including information on how resources have been effectively utilised).

- Information on the statutory provision used - e.g. Section 33 agreement (NHS (Wales) Act 2006), or informal arrangement underpinned by a written agreement.

(A link to the Welsh Government Social Services and Well-being (Wales) Act 2014: Part 9 Statutory Guidance (Partnership Arrangements) is included in Section 7 of this report in the Background Papers for Members' information.)

2.7 The Committee is requested to consider the statutory Annual Report 2018-19 required by Welsh Government in Appendix A and assess the progress against the Board's strategic priorities:

- Dementia Friendly Communities;
- Adverse Childhood Experiences;
- Mental Health Employment;
- Learning Disabilities;
- Young Carers;
- Mental Health;
- Autism

3 Information Submitted to the Committee

3.1.1 The following is attached to for the Committee's consideration:

Appendix A - Regional Partnership Board Annual report 2018-19

4. Suggested Areas of Focus

4.1 Role of the Committee

The role of the Committee in considering the report is to:

- Assess how effectively the Regional Partnership Board has performed against the Strategic Priorities reported in its Annual Report 2018-19;
- Assess and make comment on:
 - The progress being made by the Regional Partnership in delivering the strategic priorities;
 - How effectively the Regional Partners worked together in collaboration to deliver the strategic priorities to date;
 - What mitigating actions have been put in place to address risks and not achieving strategic priorities;
 - What barriers are there to delivering the strategic priorities;
 - What specific projects or programmes are being delivered by the Transformation Fund in Newport?
- In drawing its conclusions, the Committee should assess:
 - What was the overall conclusion on the information contained within the reports?
 - Is the Committee satisfied that it has had all of the relevant information to base a conclusion on the delivery of the Board's Strategic Priorities?
 - Does the Committee wish to make any Comments to the Partnership Board upon the progress of delivering the strategic priorities in the Annual Report and views for improvement?
 - What future scrutiny activity should be undertaken?

4.2 Suggested Lines of Enquiry

In evaluating the delivery of the Regional Partnership Board's Strategic Priorities in its Annual Report 2018-19, the Committee may wish to explore some of the following areas of focus, which have been adapted from the Welsh Government Guidance on Scrutiny of the Public Services Board:

1. To what extent has the Board's strategic priorities been delivered within the timescales specified?
How much progress has been made towards delivery of the strategic priorities reported in the Annual Report? How far have the Regional Partnership's expectations been met?
2. How effectively has the Regional Partnership worked together to achieve its strategic priorities? What lessons have been learned as a result of progress to date and how will they be fed back?
3. What have been the resource implications of delivering on the strategic priorities? How has working as a partnership maximised the resources available?
4. How has delivery as a partnership impacted on the delivery of the strategic priorities in line with the five ways of working from the Well-being of Future Generations (Wales) Act? What difference has working in partnership made to delivery?
5. What unintended consequences have arisen from delivering the strategic priorities? What are the main factors that have impacted upon delivery?
6. How is service user experience being used to assess performance of the Partnership Board's delivery? What other methods are being used to evaluate effectiveness and impact of the strategic priorities in the Annual Report?

4.3 Wellbeing of Future Generations (Wales) Act

The Committee's consideration of the Regional Partnership Board's Annual Report 2018-19 should consider how the Partnership is maximising its contribution to the five ways of working. The following are examples of the types of questions to consider:

| 5 Ways of Working | Types of Questions to consider: |
|--|--|
| Long-term The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs. | What long-term trends have impacted upon the delivery of the Partnership's Strategic Priorities? |
| | How have changes in long-term needs impacted upon the delivery of the Board's Strategic Priorities? |
| Prevention Prevent problems occurring or getting worse. | What issues are facing the Partnership Board's service users at the moment? |
| | How is the Partnership Board addressing these issues to prevent a future problem? |
| Integration Considering how public bodies' wellbeing objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies. | Are there any other organisations providing similar / complementary services? |
| | How does the Partnership Board's performance upon the delivery of their Strategic Priorities impact upon the services of other public bodies and their objectives? |
| Collaboration Acting in collaboration with any other person (or different parts of the organisation itself). | Who has the Partnership Board been working with to deliver the Strategic Priorities ? |
| | How has the Partnership used knowledge / information / good practice of others to inform / influence delivery of the Strategic Priorities? |
| Involvement The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves. | How has the Partnership sought the views of those who are impacted by the delivery of the Strategic Priorities? |
| | How has the Partnership taken into account diverse communities in decision making? |

Section B – Supporting Information

5 Supporting Information

- 5.1 The Characteristics of Effective Partnership Scrutiny set out in the Guidance for Local Authority Scrutiny Committees on the scrutiny of Public Services Boards issued by Welsh Government in August 2017 can equally be applied to the scrutiny of other Partnerships and states that:

“Research into the practice of collaborative or joint scrutiny in England and Wales identifies that arrangements are effective when they demonstrate the following characteristics:

Characteristics of effective partnership scrutiny:

- Scrutiny regards itself as a form of ‘critical friendship with positive intent’ in which scrutiny practitioners act as advocates for the success of joint working.
- Collaborative performance is evaluated from the citizen’s perspective.
- Strong efforts are made to understand the complexity of partnership arrangements and to facilitate learning about the culture and assumptions of different organizations.
- Scrutiny creates positive expectations by focussing on issues regarded as useful to the partnership or where there is consensus that ‘things need to change’.
- Scrutiny demonstrates intellectual independence and investigative rigour in all of its activities.
- Scrutiny demonstrates a positive impact by developing clear, timely, evidence-based recommendations aimed at enhancing collaborative performance.
- Scrutiny critically evaluates its own performance utilising partnership perspectives.

(A link to the full Welsh Government Guidance is included in Section 7 of this report in the Background Papers for Members’ information.)

6 Links to Council Policies and Priorities

- Newport City Council’s Corporate Plan and Wellbeing Objectives:

| | | | | |
|-----------------------------------|--|---|--|--|
| Well-being Objectives | Promote economic growth and regeneration whilst protecting the environment | Improve skills, educational outcomes & employment opportunities | Enable people to be healthy, independent & resilient | Build cohesive & sustainable communities |
| Corporate Plan Commitments | Thriving City | Aspirational People | | Resilient Communities |
| Supporting Function | Modernised Council | | | |

7 Background Papers

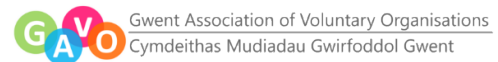
- [Social Services and Well-being \(Wales\) Act 2014: Part 9 Statutory Guidance \(Partnership Arrangements\)](#)
- [Report and Minute](#) of Performance Scrutiny Committee - Partnerships on 3 April 2019
- [Regional Area Plan 2018-19](#) - Gwent Regional Partnership Board
- Gwent Regional Partnership Board [Website](#)
- [The Essentials - Wellbeing of Future Generation Act \(Wales\)](#)
- [Welsh Government Guidance for Local Authority Scrutiny Committees on the Scrutiny of Public Services Boards](#) (Issued August 2017)
- [Corporate Plan 2017-22](#)

Report Completed: June 2019



Regional Partnership Board Annual Report 2018/19

An integrated system of health, care and wellbeing for Gwent



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Foreword



It is hard to believe that this is now the third Annual Report produced by the Gwent Regional Partnership Board, and that we are in the third year since the Social Services & Wellbeing Act became law. It has certainly made a difference to the way that we work, with both ‘regional’ and ‘partnership’ becoming an integral part of how we work in health and social care nowadays.

However, Welsh Government continue to raise the bar, and the challenge is now to make full use of the two year Transformation Grant funding from Welsh Government to deliver systemic change – at pace and scale.

Further detail of the transformation funding work streams in Gwent are outlined in this report, but the fact is that we have had £13.4 million to affect a lasting change to the health and social care landscape in our region.

There has been a logical progression to take forward our agreed principles of care close to home (outlined in previous year reports) to have four major areas of work.

Firstly there is the development of Integrated Wellbeing Networks, connecting up all those prevention and early intervention projects and groups – from the health and care sector, but also much wider to housing, education, communities and leisure – so that collectively those working in these fields are addressing wellbeing in the broadest sense – what really matters to people.

Secondly, there is looking at the right skill mix and the right support when people come to our primary care services – GP practices, health centres and the like – recognising that this is the ‘open access’ point where people bring their health and wellbeing concerns. We need to have the right people in the right place with the right skills to meet the presenting needs – recognising that what comes across the surgery door is not all about medical issues. To that end, we are learning from the Compassionate Communities approach in South West England, and looking to scale this for our population needs.

Thirdly, we know that many people come to the hospital front door who don’t need to be there – partly because they don’t know about other service support, or because it is ‘what we have always done’. So the Home First work stream looks to work at that hospital front door to prevent unnecessary admissions and help with any discharge problems.

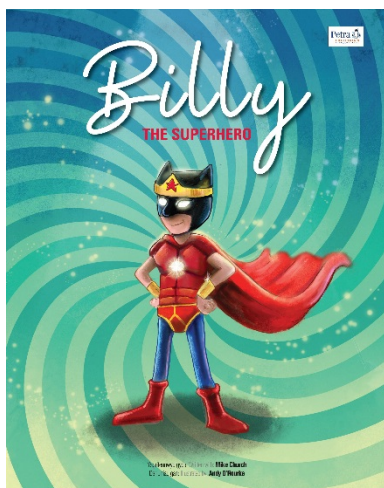
Fourthly, we know that our services around Child and Adolescent Mental Health (CAMHS) have some real bottlenecks and capacity issues, often meaning that

people have to wait for a service that may not be most suitable by the time they can access it. Hence our 'Iceberg' model looks to strengthen and improve early intervention work, with a single point of access approach to co-ordinate the most appropriate support in the best way.

Finally, we know that people are our most important and valuable resource, and we need to support them in using their initiative and skills, give them support they need to work differently (and more collaboratively), so we have a major transformation project around staff and organisational development.

We have made progress in my time as chair of the RPB – but there is still much to be done, and we know that Ministers and the public will be looking at what we do and want to see the difference that regional partnership working can make. It is a major challenge, but one that we are ready to embrace, and I have to thank all my colleagues on the Gwent RPB for their constructive and wholehearted involvement in this work.

Phil Robson, Chair of Regional Partnership Board



1. *Highlights of the Year – Perspectives from Partners*

View from Local Authority Elected Member:

'The RPB agenda continues to be a very challenging one – and we have had some lively and positive discussions. All of us I think have 'found our feet' more, and the conversations are frank and honest, with everyone having a full part to play. As an RPB we do have a scrutiny role, on behalf of our respective partner organisations, but we all see the need to work together. We were pleased to discuss fully and then endorse a strong Gwent regional transformation grant bid, and we can see that work is now stepping up. As politicians we have to engage fully with Welsh Government so that they know what the key issues are in terms of work on the ground rather than at the theoretical level – as it is we who have accountability to our citizens.'

View from Provider Forum member:

'Gwent is one of the only RPBs to my knowledge that has a regional provider forum. Usually the provider forum (at least with regard to regulated services) are held locally, if at all, and are subdivided across care home providers, domiciliary care agencies etc. The Gwent approach requires more input and support, but I feel it has really helped to improve understanding and cooperation across providers and helped the RPB to take a more genuinely regional approach. The team also support the provider representatives by emailing information to all providers, as a result of which they are probably better informed about what is happening in Gwent RPB than their counterparts elsewhere.'

View from Director of Social Services:

'The Transformation Fund has meant more resource to RPB – alongside more funding through ICF. It means that the RPB has a busy and demanding agenda, with more interest from national and regional organisations wanting to 'link up' with us. We have had to look at different ways of working as the regional approach is here to stay'

View from Local Health Board Executive

'The RPB range and spectrum of work has continued to grow – and we are seeing more Welsh Government (and others) interest in what we are doing in Gwent. It does mean that we have to be open and honest with each other, and we will not agree on everything. However some good joint working is going ahead, and there is a high level commitment to the RPB. One challenge we now face is how we also connect with Public Service Boards and their work on wellbeing so that we get the best outcomes for citizens.'

View from Citizen Member:

'Having been attending RPB meetings for a couple of year snow I can see that there is a really big agenda and a lot that the RPB has to cover. Discussions are open and honest – and it is positive that as citizens, we can make comment and seek clarification. It is certainly challenging – but also very interesting, and the conversations are certainly lively, with everyone able to contribute.'

2. Key Achievements against strategic priorities



Dementia Friendly Communities

- 9676 NEW DEMENTIA FRIENDS DURING 2018/19 (OVER 25,000 SINCE STARTING WORK)
- 31 NEW DEMENTIA CHAMPIONS TO DELIVER TRAINING
- OVER 10 NEW SCHOOLS AWARDED DEMENTIA KITEMARK



Adverse Childhood Experiences

- 202 SCHOOLS RECEIVED ACE AWARENESS TRAINING (83% OF ALL SCHOOLS/SETTINGS)
- OVER 900 POLICE OFFICERS AND 250 STAFF FROM PARTNER AGENCIES RECIVED TRAINING



Mental Health Employment

- 401 PEOPLE SUPPORTED THROUGH ICF PROJECT WITH 56 PEOPLE ENTERING EMPLOYMENT (14%)
- 6 INDIVIDUALS SUPPORTING 2 SOCIAL ENTERPRISES
- 20 PEER MENTORS IN VOCATIONAL PATHWAY



Learning Disabilities

- 135 SKILLS 4 WORK SESSIONS WITH 80% IN TRAINING AND 19 PEOPLE GAINED EMPLOYMENT
- 189 PEOPLE DEVELOPING ACTIVE SOCIAL LIVES VIA MY MATES
- 49 PEOPLE GAINED VOLUNTEERING EXPERIENCES



Young Carers

- 20 SCHOOLS WORKING TOWARDS YOUNG CARERS IN SCHOOLS ACCREDITATION AND 161 STAFF RECEIVED TRAINING
- OVER 60% INCREASE IN NUMBER OF YOUNG CARERS IDENTIFIED IN SCHOOLS



Mental Health

- OVER 80% OF ACCEPTED REFERRALS TO PRIMARY CARE MENTAL HEALTH TEAM SERVICE (PCMHS) SEEN FOR INITIAL ASSESSMENT WITHIN 28 DAYS
- OVER 80% OF PATIENTS ASSESSED BY THE SERVICE REQUIRING SUPPORT, RECEIVE FIRST SESSION WITHIN 28 DAYS.



A number of strategic priorities for the Gwent RPB were set out in the annual report of 2018/19, and so this section sets out how these have been progressed in 2019/20.

| Partnership | Task | Outcome Position |
|---|--|---|
| Children & Families Partnership | Implement a Gwent wide scheme to create ACE aware organisations, and work in partnership with Gwent Police and Public Health Wales | Programme established, with Gwent Police support provided and ACE awareness raining rolling out across organisations – including schools |
| Adults Strategic Partnership | Develop new integrated care pathways for older adults with complex needs | Work has been taken forward including a review of the Gwent Frailty programme, and the development of the Home First transformation proposals, that were initiated in November 2018. This service spans Gwent local authority areas and supports admission prevention and speedier discharge. |
| Children & Families Partnership and LD & MH Strategic Partnership | Review and redesign services for children with complex needs including Child and Adolescent Mental Health Services (CAMHS) | Review went forward and led to the development of an integrated early intervention approach that formed one of the core components of the Gwent transformation fund proposals – termed the Iceberg model. |

Autistic Spectrum Disorder

- 100% OF PEOPLE ON DIAGNOSTIC PATHWAY FELT LISTENED TO AND CONCERNS WERE UNDERSTOOD
- 93% RATED DIAGNOSTIC GROUP AS GOOD OR EXCELLENT POST DIAGNOSIS

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|--|---|--|
| Adults Strategic Partnership | Develop and deliver a regional strategic dementia action plan to meet the needs of people living with dementia | A multi-agency ICF proposal was developed and approved to undertake a mapping review of all dementia services and this has informed targeted IC dementia funding proposal, including a consortium approach to flexible respite with 4 third sector partners. |
| Carers Partnership | Enable Carers to become a priority focus for the wider primary care team including GP's, pharmacists and social prescribers | A carers GP project has been initiated, working with third sector partners, to ensure carer information board and carer champions across every GP surgery in Gwent. This has taken heed of learning from both dementia champion work and the Young cares in schools programme rolling out with Carers Trust. |
| Health, Social Care & Housing Partnership | Work collaboratively with housing to plan and design new models of accommodation | A comprehensive study of the housing aspirations of older people has been taken forward through a public health consultant from ABUHB/PHW. This reported to HSC&GH partnership in April 2019, and involved work with partners in Gwent and the wider UK. Recommendations are now being considered by all partners for future planning. |
| Workforce Development Board | Develop a wellbeing and integrated care workforce for Gwent by piloting a Gwent Academy model | The Academy approach has changed to a career college consortium approach, working with local FE providers to ensure that courses are aligned to new care registration requirements; that career pathways are mapped out and developed; that learning placements are expanded and consistent; that recruitment events are set up and that information provided is accurate and up to date. This is a major project that has been linked to the SCW 'We care' attraction and recruitment campaign. |
| Adults Strategic Partnership Regional Joint Commissioning Group | Consider a new funding framework to shift resources from secondary to primary and community care, and maximise pooled budgets | A section 33 agreement for care home placements for older adults has been finalised and signed off by statutory partners. Work on a common care home contract and |

APPENDIX A

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| | | <p>specification is being rolled out across all partners as old contracts draw to a close. A common fees methodology process is also being developed working on a co-production basis with providers.</p> <p>The need to address primary and community care support is the focus of one of the Gwent transformation proposals linked to Compassionate communities work, with training in Care Navigation taken forward across GP practice and front line services across the region over the last year.</p> |
| All Partnerships | Implement WCCIS and pilot new technologies to support community diagnosis, treatment and care | All partners are now signed up to WCCIS and rollout has proceeded according to plan. Steps are well advanced for the only local authority partner not signed up to WCCIS to join in a managed way. |
| Health, Social Care & Housing Partnership | Develop an effective and integrated estates strategy for an integrated system of health, care and wellbeing | The ABUHB high level estates strategy has been shared with local authority and RSL partners through the HSC&H strategic partnership, and initial planning on consortium/locality basis is underway to maximise best use of ICF capital availability. Mapping of all older persons accommodation in the region has been done on GIS and shared across all RSL partners |

Planning is important but it is outcomes for citizens that are the true benchmark of whether integrated working is effective.

From the **Integrated Autism Service**:

From a parent supporting their daughter in diagnostic appointments: *"Every aspect of this service is done well. My two daughters were diagnosed in their late twenties. I am on the waiting list to be assessed myself. I only wish this service was available when my daughters were young, as I brought them up with no help or support. I sincerely hope this service continues to help other families and individuals"*

From **Frailty Service**:

'89 year old male (PD) – living at home with his wife, Referred by Physio on WAST FRS vehicle as an urgent same day response. Gentleman had fallen and his wife couldn't pick him up. WAST response lifted PD into chair. Gentleman stuck in chair as completely immobile and wife and Private Agency carers couldn't move him. WAST was considering Hospital admission.

He was seen within two hours of referral by Frailty Occupational Therapist. He was assessed with a stand aid that O/T had taken with her.

Following practice with the O/T & wife same day, PD managed to start transferring safely with assistance of wife and also was able to transfer using stand aid with Private Agency carers.

Follow up visits provided by Frailty Physiotherapist. – Stair lift assessed and to be fitted.

Referred to Attic Project from Care & Repair who are undertaking general house decluttering, sorting damp issue in house to assist with chest infections, sorting uneven floors to prevent falls.

PD is on course to reach his goals and hospital admission has been prevented'

3. The Regional Partnership Board – How We Work

This section of the Annual Report sets out the high level priorities of the Regional Partnership and Area Plan and governance arrangements in place.

The Board purpose as set out in the Terms of Reference are:

'The Greater Gwent Health, Social Care and Well-being Partnership Board is a key partnership body; established to lead and guide the implementation of the Social Services and Well Being (Wales) Act 2014 in the Greater Gwent area (covering the areas of Blaenau Gwent, Caerphilly, Monmouthshire, Newport and Torfaen), sitting within the footprint of the Aneurin Bevan University Health Board area'

These priorities and objectives are included within the Area Plan.

The long term priorities of the RPB are:

- To improve health and wellbeing outcomes and reduce inequalities in the region
- To improve care, treatment and support, ensuring people have more say and greater control
- To provide information and advice, to help people sustain good health & well-being
- To provide co-ordinated, person centred care, treatment and support
- To make more effective use of resources, skills and expertise
- To align or integrate functions and resources, where integration adds value to citizens

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In order to deliver RPB priorities and the objectives of the Area Plan, there is a framework of thematic integrated partnerships, which also have oversight of the relevant programmes of work and projects under ICF

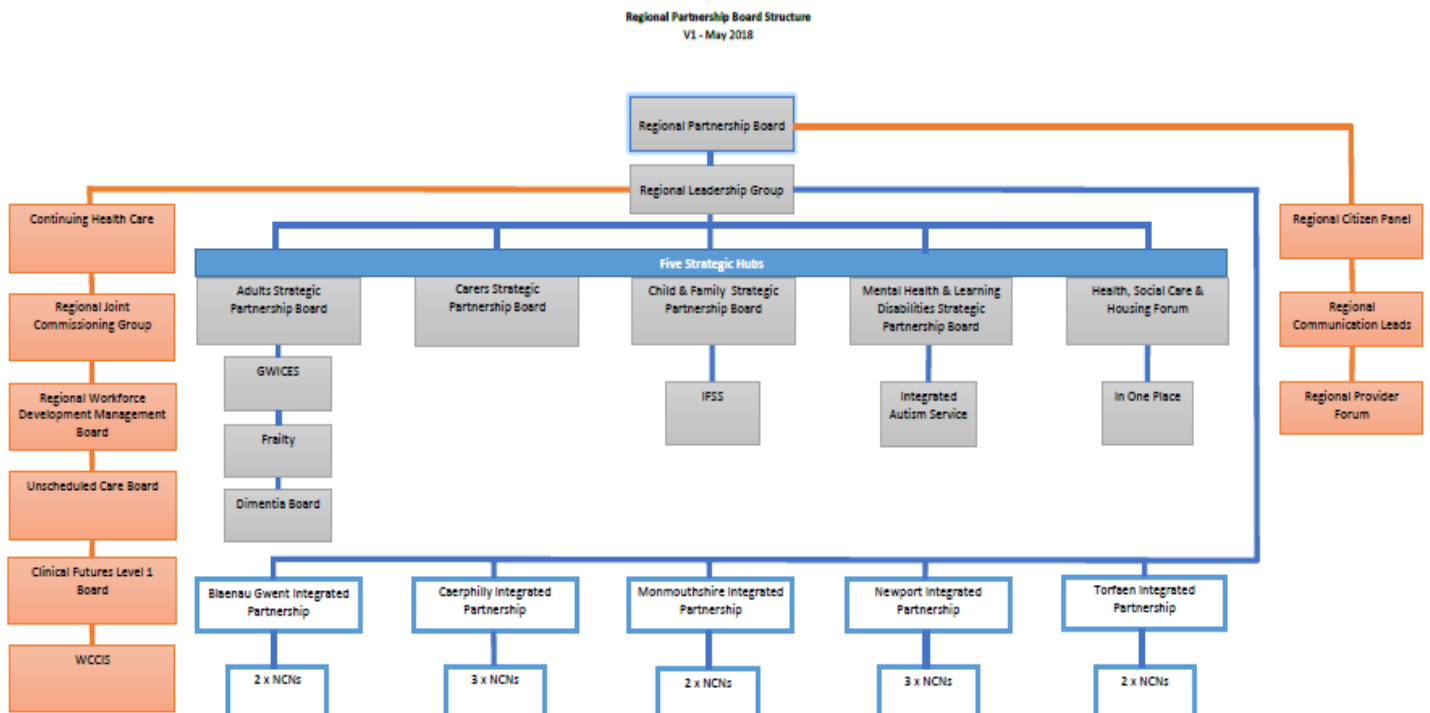
The thematic partnerships each have a strategic work programme, which is translated at a local level via the 'Integrated Partnership Boards' and Neighbourhood Care Networks.

There are also some groups that usefully have a reporting link to Leadership Group and RPB as informing the 'whole picture' of health and social care, but which have a specific Health Board accountability – and these would include:

- The Continuing Health Care (or long term care) Board,
- The Clinical Futures level 1 Programme Board,
- The Unscheduled Care Board,

There are also some other functional groups, set out in the SSWB Act as required at regional level. This include:

- The regional citizens panel (including carers), with two representatives to RPB
- The value based provider forum, to connect to the RPB directly – having two elected representatives to sit on the Board
- A regional joint commissioning group



The Gwent Area Plan sets out the vision for an integrated system of health, care and wellbeing across Gwent. Collaborative leadership from Health, Local Government, and Third sector colleagues has driven the development of the plan. It is ambitious, and it sets a clear route map for the delivery of an integrated model of health care and wellbeing across Gwent. The Regional Partnership Board (RPB) will provide leadership and oversight on the delivery of the plan, supported by appropriate governance and performance management systems.

The Plan is structured around the statutory core themes identified in Area Plan guidance and priority population groups, where a step change in the pace of transformation is required, these are **older adults, children and young people, carers**; and people with **mental health and learning disabilities**. Underpinning these strategic groups are work streams on **housing, workforce, finance and assistive technology**. The plan will be delivered through the structure set out above comprising **regional activity** (strategic partnerships) **local activity** (5 x integrated boards) and **locality models** (NCN's).

Challenges for the RPB going forward

Integrated working, and the bringing together of different organisations to work with common purpose, is challenging and this is something that the RPB continues to have to work through.

An increased level of funding from Welsh Government comes to RPB's to determine best use, and often this funding is short term in nature – for one or two years. This is against a backdrop of continued pressure on local authority budgets and cuts having to be made to front line services.

'Getting used to the rules' that WG attach to funding streams has means that there can be work done on proposals (in particular for ICF) that doesn't meet requirements, or which duplicates other work – and as an RPB, there is a need to be better and smarter in communicating both needs and opportunities, as well as what is already being done.

The RPB is – by statutory requirement – a large body, and this can make discussion difficult and decision making unwieldy – there is a need to develop agreed mechanisms to respond positively and quickly to WG, regional and local requests.

Connection between the RPB and other collaboration and integration bodies – such as Public Service Boards, Area Planning Board (covering substance misuse), Area Safeguarding Board and others – is still very much a work in progress,. Communication from WG is not always consistent and mirrors the diversity of partners in the RPB, so this has led to misunderstandings and tested relationships at times.

The increasing rate of requests from WG for information and input to national events, workshops and meetings also places demand on RPB resources – and this is a process that will need careful management going forward.

So, there are still significant challenges to be faced, with the knowledge that demands will continue to increase.

4. Partnerships, Priorities and Progress Against Regional Area Plan

This section of the annual report sets out key work taken forward through each of the partnerships under the RPB and key outcomes in the year in relation to delivering the Regional Area Plan.

Adults Strategic Partnership

Area Plan Outcomes

- To improve emotional well-being for older people by reducing loneliness and social isolation with earlier intervention and community resilience
- To improve outcomes for people living with dementia and their carers
- Appropriate housing and accommodation for older people

Progress

- Work has been taken forward including a review of the Gwent Frailty programme, and the development of the Home First transformation proposals, that were initiated in November 2018. This service spans the 5 Gwent local authority areas and supports admission prevention and speedier discharge
- A section 33 agreement for care home placements for older adults has been finalised and signed off by all statutory partners, and work on a common care home contract and specification is being rolled out across all commissioning partners as

old contracts draw to a close. A common fees methodology process is also being developed working on a co-production basis with providers.

- The need to address primary and community care support is the focus of one of the Gwent transformation proposals linked to Compassionate Communities work, with training in Care Navigation taken forward across GP practice and front line services across the region over the last year
- Domiciliary Care: developed programme approach to improving the way that domiciliary care is commissioned, as well as developing strategic and practical approaches to tackling long standing recruitment and retention issues in the sector. This has included a partnership approach with service providers including Coleg Gwent, a significant ICF allocation to stimulate innovation and new approaches to commissioning, as well as a range of approaches to recruitment and retention including improving communications, recruitment practice, a schools programme, access to placements, curriculum content and exploring ways to overcome barriers to entry such as the cost of driving and transport.

Challenges

- The increasing need to support people living with dementia and their carers especially with community support and earlier intervention
- Domiciliary care market place requires innovative solutions to long term recruitment
- Continued pressure to reduce length of hospital stays for older people and return safely back home with sustainable support

Children & Families Strategic Partnership

Area Plan Outcomes

- To improve outcomes for children and young people with complex needs through earlier intervention, community based support and placements closer to home
- To ensure good mental health and emotional well-being for children young people through effective partnership working (priority under Mental Health core theme).

Progress

- Reviewed and redesigning services for children with complex needs including Child and Adolescent Mental Health Services (CAMHS), which led to the development of an integrated early intervention approach that formed one of the core components of the Gwent transformation fund proposals – termed the Iceberg model
- Adverse Childhood Experience (ACE) Programme established with Gwent Police with ACE awareness training rolling out across organisations including 202 schools (83% of schools and settings) with the expectation that nearly all schools and settings will have received training by July 2020; as well as the development a two day Train the Trainer programme ‘Creating an ACE Friendly School’.
- Enhancing support and services for Looked After Children and children at the edge of care through development of ‘MYST’ services across the region – My Support

Team. Integrated referrals process for Children and Young People Primary Care Mental Health Support Service (PCMHSS) enabling the child or young person to access the agency best placed to provide support. This process is in place in Newport and Monmouthshire, with roll out to the other three boroughs throughout 2019.

- Mental health workers have been employed to support schools in ensuring good mental health and wellbeing for all pupils.
- Specialist Child and Adolescent Mental Health Service (S-CAMHS) has been the focus to decrease waiting times and increase the numbers of children and young people accessing support. The service reports that average waiting times for S-CAMHS is 2 weeks from referral to assessment and 24 hours for urgent/emergency referrals

Challenges

- Ensuring the children and young people agenda is highlighted in a crowded health and social care agenda
- Consistent provision of support across the region and parity of service

MH & LD strategic partnership including Regional Integrated Autism Service - key priority areas

Area Plan Outcomes

- To improve emotional well-being and mental health for adults and children through early intervention and community support
- Increased understanding and awareness of mental health amongst the public to reduce stigma and help people to seek support earlier
- To support people with learning disabilities to live independently with access to early intervention services in the community; and greater public awareness and understanding of people with learning disabilities needs
- To provide more timely diagnosis of Autistic Spectrum Disorder and access to support services and information and advice

Progress

- In conjunction with colleagues in Gwent Police there are now mental health professionals based within Gwent Police's control room which allows front line officers to talk to a mental health professional when they are supporting an individual they believe is experiencing a mental health crisis.
- A 6 month pilot has been undertaken where a mental health clinician has been based within the GP 'Out of Hours' centre at peak times. The clinician has offered advice and signposting over the phone which has improved patient experience and system efficiency. Due to the success of the pilot this provision has now been extended.
- Using Integrated Care Funding third sector and statutory agencies have been working together to deliver supported employment and vocational opportunities for both people with a Learning Disability and people with mental health needs. This includes the development of over 20 Peers Mentors with a mental health need working across the region.

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- Via working in partnership individuals with a Learning Disability who were previously supported within ABUHB residential provision have been able to move to their own home that is providing increased independence, greater opportunities for community participation and enhanced well-being.
- Integrated Autism Service: A regional Integrated Autism Service (IAS) has now been established providing diagnostic assessment and interventions for individuals with Autistic Spectrum Disorder across Gwent.
- The 'My Mates' initiative has been implemented across the Gwent region and now has 189 members. My Mates is supporting individuals to have an active social life and develop networks of support which sit outside of services.
- A conveyance service has been established to ensure that individuals experiencing a mental health crisis have access to safe and timely transport across the region.
- A review and analysis of Mental Health and Housing provision has been undertaken and a number of recommendations that been made that will provide greater opportunities for agencies to work together to deliver improved mental health and housing outcomes for the people of Gwent.

Challenges

- Alignment of partners' strategic priorities and resources to deliver most effective support with whole system cultural and practice change
- Finding a collaborative way to support those with complex needs
- Making the links between strategic housing services, RSLs, Supporting People and statutory and third sector mental health and learning disability providers
- Demand/capacity for autism support – number of referrals accepted outstrips capacity of service to diagnose
- Short term intervention not always sufficient and temporary nature of funding and service structure affects sustainable services

Carers strategic partnership

Area Plan Outcomes

- Support carers to care through flexible respite, access to accurate information, peer to peer support and effective care planning
- Improve well-being of young carers and young adult carers through an increased public understanding (this is a priority highlighted in Together For Mental Health)

Progress

- Young Carers in Schools Programme (YCiSA) - 13 schools involved and reporting increased identification of young carers
- Rollout of small grants scheme – 114 recipients during 2017/18 and extended to include Young Carers during 2018/19
- Across ABUHB, level 1 'Carer awareness' training to 467 staff and 393 staff completed training, evidenced through their reviews. An e-learning package has been developed with SSIA
- Torfaen Young Carers over 300 activities and Adults Carer worker taken ahead

Challenges

- Respite is critical for carers and needs to be available in a timely and flexible way (formal, informal) especially in crisis situations
- The process for recording formal carers assessments needs to be managed to enable key access to services, recognising that informal support methods are often used to achieve prevention.
- People often do not recognise themselves as carers, so use of the word 'carer' across all ages allied to the perception of carers roles makes it difficult for carers to be identified which impacts on delivering the carers agenda

5. Formal partnerships – Part 9 Requirements, and new initiatives

This section of the report considers the formal partnership arrangements required under Part 9 of the Social Services and wellbeing Act and any key milestones within the year.

Pooled budgets for care homes: The region has picked up the challenge of developing a Pooled Fund (Section 33) Agreement and has made significant progress. To date all partners 'signed up' to a comprehensive work plan for 2018/19 which builds directly upon the progress made against the requirements of Part 9 of the SSWBA. This includes:

- An agreed Section 33 Agreement to manage the pooled fund for care homes for older people on behalf of the Gwent Regional Partnership
- Agreed regional financial and commissioned services position statements which will translate into a Regional Market Position Statement and Gwent Commissioning Strategy
- An agreed regional Common Contract for the provision of care home services for older people in Gwent
- An agreed work programme which will ensure that the region will fully comply with Part 9 of the SSWBA

Extend Dementia Awareness:

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A Dementia Roadmap Website has been developed, funded by local GP's through the Neighbourhood Care Networks. This is coordinated by the Gwent Association of Voluntary Organisations. The website provides a one stop shop for information and advice to support people living with dementia and their carers. An example can be found at:

<https://wales.dementiaroadmap.info/torfaen/#.W2QOO8uWzIU>

In partnership with Gwent Police a regional missing persons protocol has been developed 'Herbert Protocol' which sets out safeguards to reduce the risk of people living with dementia going missing; and simple steps that can be taken if a person goes missing

w.gwent.police.uk/news/article/article/gwent-partners-will-use-herbert-protocol-to-help-locate-people-with-dementia-who-go-missing-1/

The Welsh Ambulance Services NHS Trust was recently named Dementia Friendly Organisation of the Year at the prestigious Alzheimer's Society Dementia Friendly Awards in London. They were deemed to have an outstanding level of investment into improving the lives of people living with dementia, and they engaged with a number of people living with dementia in Gwent to develop dementia informed practices and that contributed to this accolade.

The Alzheimer's Society confirmed they are impressed with the way that DFC has been developed in Gwent and the scale of the take up of the initiative. They have reported on the genuine collaboration between all sectors to ensure needs are met and that all are pulling in the same direction as a result of the high-level accountability through the multi-agency Boards. They reported that they feel they are listened to and treated as an equal partner on the Dementia Board and that there is a high level of openness and transparency in decision making.

Future Opportunities for scaling services

Two of the design principles identified in 'A Healthier Wales: Our Plan for Health and Social Care' are for services to be scalable and transformative. There is potential for the governance structure, principles and ways of working adopted by Gwent in delivering Dementia Friendly Communities to be scaled up and rolled out more widely to effectively deliver a similar model in other areas. This initiative can make a real difference and improve well-being outcomes for people with dementia and their carers and if supported well provides a sustainable approach to become a social movement.

A regional approach to Careers in Care

One of the priorities for the Gwent Region is ensuring that there is a suitably qualified work force, especially front-line social care staff working in the domiciliary or residential care settings, so that they fully engage in the community agenda, understanding the important role they have in building community resilience and contributing to a preventative approach. Gwent RPB has established a Regional Career College Consortium for Health and Social Care Programme with 6 strands: Governance, Developing Provider Relationships and Qualifications, Marketing, Engagement and Communication, Finance, Employability Officer and Related Work Programmes.

In addition to the usual partners on the RPB, Coleg Gwent, Career Wales and

private social care providers are working in partnership to help deliver this programme. Coleg Gwent are taking an active role in this partnership and are keen to work with the Gwent RPB to develop training and development programmes to meet any skill deficits in social and health care as well as the community development deficits and develop guidance on the learning and best practice in setting up a social care and health course to specifically target the skillset deficit. A programme approach is being implemented and some key actions already being addressed include:

- Working with the private care sector to develop an offer for students which supports a time specific, paid work placement once qualified.
- Develop relationships with local primary schools to raise the profile and understanding of Health and Social Care to educate and inspire younger children to think about health and social care.
- Develop relationships with local secondary schools to promote health and social care as a valuable career choice. This links to the wider intergenerational strategy being developed by the Ffrind I Mi initiative.
- Develop a database of students at enrolment and subsequent destination data to better understand why students decide not to enter the Health and Social Care sector once qualified.
- Improve the image of working in health and social care in the region, support regional recruitment initiatives, and stream line application processes so they are more user friendly.

In December 2018 the Regional Consortium launched a Health and Social Care book for younger children 'Billy the Superhero'. This book is an innovative way of introducing the topic of health and social care to young children, to encourage them to reach their potential and spark interest into health and social care as rewarding careers. Copies of the book are available from Petra Publishing:

caerphillypn@btconnect.com

Gwent Frailty Programme: The Frailty Programme looked to create an integrated model of care that is community based. It aimed to recognise interrelated factors such as:

- Medical condition
- Related health issues
- Well being
- Practical living factors such as housing, income, safety, transport
- Personal/social factors i.e. isolation, family, living conditions. confidence
- Family and formal care services.

In 2017/18 it was agreed that the Frailty came directly under the RPB structure, through the Adults Strategic Partnership, with regular report on activity, in line with other integrated work streams.

ICF – Integrated Care Fund

This has grown nationally to £89 million for 2019-20, and of this Gwent has a regional allocation of £16.038 million revenue for next year. There are now three ICF funding streams:

- ICF Revenue: funding for additional and/or alternative models of delivery

- ICF Dementia: a specific funding stream supporting implementation of the Dementia Action Plan
- ICF Capital: funding for accommodation led solutions for the priority areas identified above

Regional Commissioning

The Regional Commissioning Group has completed the first phase of its work and has now agreed a second phase work programme. The terms of reference and membership has also been refreshed. The overarching aim of the RCG is: *'to support and enable people to live where they want to live and to establishing what matters to them as the starting point'*. Key Requirements

- Work with the care market(s) to elicit change
- Work with commissioners to change commissioning practice
- Work with staff to change culture and practice
- Work to have a clear communication strategy and message shared by all commissioners

The RCG has a cross-cutting function across the regional strategic partnerships and is available to undertake work on their behalf and on behalf of the Regional Leadership Group and Partnership Board. The RCG also provides oversight of regional commissioning programmes across the region and an information and good practice sharing forum across the regional partnerships. The RCG is also available to provide specialist technical advice to partners on commissioning related activity.

Progress to date

- Section 33 Pooled Fund Arrangement signed by all parties
- Market Position Statement completed
- Common regional contract agreed and in process of implementation
- Common Specification for care home accommodation functions agreed
- Common fee methodology out for consultation
- Common contract performance management tool in development based on specification

Going forward, the RCG Work Programme 2019/20 will cover:

- Part 9 SSWB Act Accommodation Services for Older People
- Regional Programme for Domiciliary Care Services
- Regional Mental Health and Learning Disability Services
- Regional Adult Advocacy Services
- Regional Children's Services

Carers and small grant scheme

The small grant scheme is an initiative developed by the Gwent Carers Partnership to support life alongside caring. The scheme was introduced to reflect a gap in provision of financial support that was available and to help support carers alongside their caring role enabling carers to request financial assistance under four categories of funding up to a maximum of £500.

In 2018/19 a total of 206 applications were received of which 22 were unsuccessful. In 2017/18, 146 applications were received compared to 216 this year, an increase of

70 applications. This increase in 2018/19 reflects the greater emphasis on awareness of the scheme and the associated additional funding attributed to meet this demand. This year the scheme was also extended to include applications from young/young adult carers. Greater awareness of the scheme has resulted in the increase in numbers applying for the scheme, but the partnership has noted that wider advertising and awareness is needed going forward.

Case Study

Carer A provides care for her 77-year-old mother who has stage 4 COPD, diabetes, arthritis, high blood pressure, macular degeneration and partial sight in the other eye. As a result of these conditions carer A's mother is housebound, suffers with poor appetite, fatigue, confusion & poor mobility. Carer A requested funding to access complimentary therapies available to her via a hospice support service.

Response: having the grant awarded has allowed me to have quality 'time out' and the therapy sessions have made an immense difference to my overall well-being"

Integrated Family Support Services (IFSS)

Integrated Family Support Services (IFSS) provides targeted support and help connect children and adult services, focusing on the family as a unit. IFSS work with families to help them to make positive changes, so that any concerns are lessened and children can stay safely at home.

In the ABUHB region, Newport City Council are the lead organisation and coordinate operations across the region, and revenue is funded from all 5 local authorities to deliver the service. The pooling of funds for IFST is a requirement under Part 9 of SSWB Act, and these arrangements were in place prior to the Act implementation date of 6th April 2016.

Over the past two years the 5 LAs have reviewed all approaches to interventions for Edge of Care services. This included a review of the efficacy of our previous IFST provision. There was concern and potential risk of having parallel services with duplication for families. All IFSTs have evolved the original model of support to more effectively meet the needs of families experiencing parental substance misuse, domestic violence and parental mental ill health. The 5 Gwent LAs have different structures with set ups which vary for family support, intensive interventions, family contact, preventions and edge of care services. The previous IFST provision had been overtaken with the developments of improved edge of care services using the best elements of the IFST model but moving away from some of the less useful aspects. The 5 LAs all offer intensive family support with a mixture of models and staffing including a range of workers; and with a range of partners rooted in research and evidence based practice. This includes health colleagues, consultant social workers, specialist domestic abuse workers as well as social workers and family support workers. The 5 LAs all take a role with the Children and Families Partnership Board and work together as appropriate; for example on recent ICF bids to further develop family support interventions. As outlined in Part 9 of the SSWB Act, the 5 LAs work together to share practice and collaborate with training and expertise.

6. Forward Board priorities – meeting the challenge of ‘Healthier Wales’

This section of the Annual Report gives a final summary of the progress that the RPB considers has been made in the last year. It also consider the priorities it will be focusing on in the following year and beyond.

Our Gwent Transformation Model

The RPB has grown in maturity and status over the last year, with a step change in the extent of shared decision making and the emergence of a clear programme of change to deliver ‘A Healthier Wales’. In particular the ICF and Transformation programmes have demonstrated an effective approach to collaborative decision making and delivery at pace of large scale change programmes.

To enable the RPB to oversee service transformation and the successful delivery of ‘A Healthier Wales’ development sessions are held on a regular basis to support members to build trust, enable critical challenge and scrutiny. To help us to continue this the Board have mandated a programme of organisational development to be facilitated by the Bevan Commission and Social Care Wales, with Phase 1 commencing July-November 2019. This work will co create with the RPB an options

paper to set out potential options for future service delivery models, which will be effective and sustainable in the specific Gwent context.

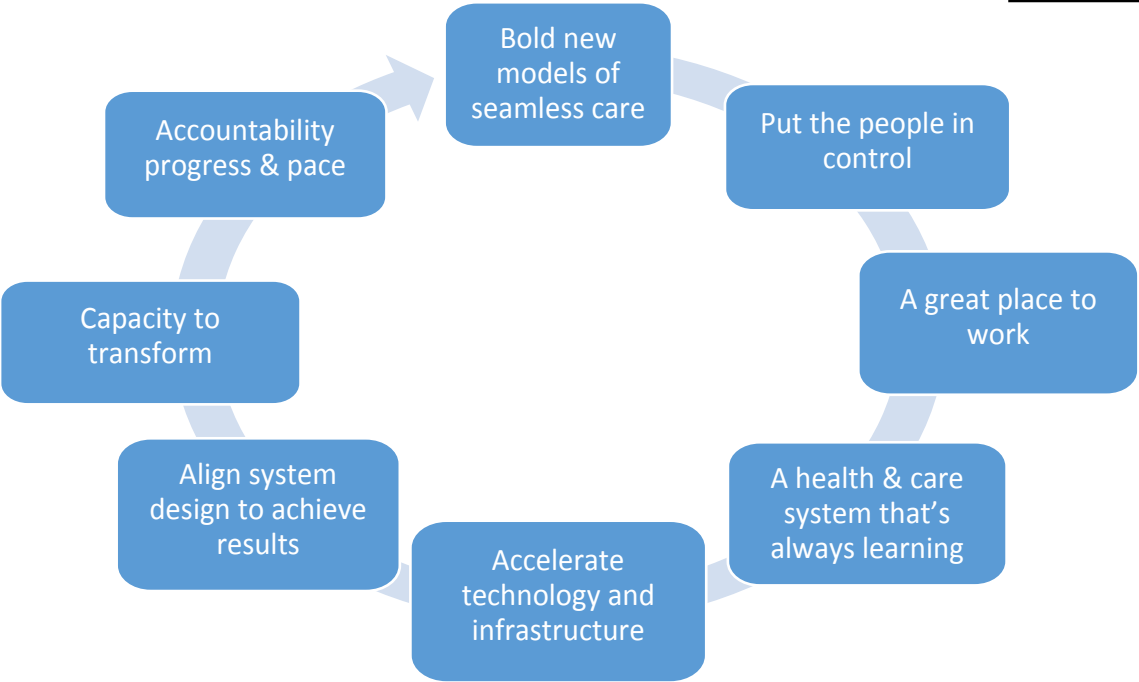
In Gwent, we are proud of our transformational programme, which was co-produced by RPB members and is designed to deliver more seamless models of care closer to home. The programme places a strong emphasis on creating integrated services and creating sustainability in our workforce. Early successes include the introduction of a Single Point of Access for families of children with complex needs, the development of a Gwent Compassionate Communities model, and a new integrated model of hospital discharge.

Through our Social Value Forum, and Leadership structure the third sector are equal partners in the planning and delivery of services, with strong representation at Board and Strategic Board. Specific work has been led to develop a robust social value forum in Gwent that members are proud of and actively engaged in; *'It is true to say that the Gwent Social Value has been inclusive, trying to foster a culture of openness and transparency'* (SVF Member)

Next Steps

- Continued delivery of the transformation programme at pace, with strong emphasis on sustainability of the new models.
- Commence work with Bevan Commission/ Social Care Wales on an Options Paper for the future delivery model for the RPB (Report to be received by November 2019)
- Implementation of Research Innovation Improvement and Communications Hub (RIIC) July-September
- Commission external evaluation of each of the transformation programmes (April 2019)
- Support the development of the Integrated Partnership Boards to strengthen place based planning, commissioning and delivery
- Agree at least 2 pilot sites to test the agreed place based methodology (December 2019)
- Consideration of alignment of improvement resources to ensure tested models can be funded and upscale through an approach to maximise ICF/Transformation funding (ongoing)

The overall aspirations from the Gwent RPB for transformation are set out in the diagram below.



Annexe 1

Register of RPB monthly meetings

| Meeting date | Meeting type | Key topics covered |
|-----------------------------|--------------|---|
| 3 rd May 2018 | Business | OT presentation, WCCIS, ICF update, Frailty. Pooled budgets for care homes, Area Plan, DToC work streams, Integrated Wellbeing Network update. Parliamentary review |
| 12 th July 2018 | Business | People First - self advocacy presentation; WCCIS; Parliamentary Review of Health & Social Care, ICF update, HSC&H partnership report, commissioning work streams, RPB annual report |
| 6 th Sept 2018 | Development | Transformation Proposals – the Gwent offer, ICF capital proposals – sign off |
| 19 th Sept 2018 | Business | ICF Update, Transformation Grant, Winter Plan, WCCIS, Frailty review, Updated RPB terms of reference |
| 8 th Nov 2018 | Business | LD & MH partnership update, Frailty, WAO feedback on ICF, Healthier Wales, ICF update, WCCIS implementation plan, Home to Home survey, Social Care Wales report, Winter plan – sign off, Loneliness & Social isolation consultation |
| 10 th Jan 2019 | Development | Review of journey so far, Principles for joint working, Transformation and Area Plan |
| 24 th Jan 2019 | Business | Integrated Autism Service presentation, Carers partnership update, Healthier Wales, ICF update, WCCIS, Pooled fund and Care home contract, Forward development sessions |
| 14 th March 2019 | Business | Clinical Futures presentation, ICF update, Healthier Wales, regional commissioning – pooled funds and advocacy, Frailty, WCCIS |

Annexe 2

Membership of the Regional Partnership Board

The required membership of the Regional Partnership Board is set out in statutory guidance as Part 9 of the Social Services and Wellbeing (Wales) Act. It is to include local authority elected members from each local authority in the Board area, the Directors of Social Services for each local authority in the Board area, Independent Members of the Local Health Board, Chief Executive and senior Directors of the Area Local Health Board, and Chairs of Community Voluntary Councils (CVC's) in the Board area.

The Board also has the flexibility to co-opt additional members should they wish. The current RPB membership as of March 2019, is set out below:

| | | |
|---------------------|---------------------------|-------------------------------|
| Phil Robson | Independent Member | ABUHB (RPB Chair) |
| Anne Lloyd | Independent Member | ABUHB |
| Kateja Dew | Independent Member | ABUHB |
| Richard Bevan | Board Secretary | ABUHB |
| Cllr Richard Clarke | Executive Member | Torfaen (RPB Vice-chair) |
| Cllr John Mason | Executive Member | Blaenau Gwent |
| Cllr Carl Cuss | Executive Member | Caerphilly |
| Cllr Penny Jones | Executive Member | Monmouthshire |
| Cllr Paul Cockeram | Executive Member | Newport |
| Judith Paget | Chief Executive | ABUHB |
| Nick Wood | Chief Operating Officer | ABUHB |
| Sarah Aitken | Director of Public Health | ABUHB |
| Damien McCann | Director, Social Services | Blaenau Gwent |
| Dave Street | Director, Social Services | Caerphilly |
| Claire Marchant | Director, Social Services | Monmouthshire (to May 2018) |
| Julie Boothroyd | Director, Social Services | Monmouthshire (from May 2018) |
| James Harris | Director, Social Services | Newport |
| Keith Rutherford | Director, Social Services | Torfaen |
| Andrew Belcher | Mirus | Provider Rep |
| Melanie Minty | Care Forum Wales | Provider Rep |
| Chris Hodson | | Citizen Rep |
| Lorraine Morgan | | Citizen Rep |
| Edward Watts | Chair, GAVO | Third Sector Rep |
| Steve Brooks | Chair, TVA | Third Sector Rep |

Scrutiny Report

Performance Scrutiny Committee – Partnerships

Part 1

Date: 10 July 2019

Subject Scrutiny Adviser Report

Author Scrutiny Adviser

The following people have been invited to attend for this item:

| Invitee: | Role |
|-----------------------------------|--|
| Meryl Lawrence (Scrutiny Adviser) | Present the Committee with the Scrutiny Adviser Report for discussion and update the Committee on any changes. |

Section A – Committee Guidance and Recommendations

Recommendations to the Committee

The Committee is asked to:

1. Committee's Work Programme:

Consider the Committee's Forward Work Programme Update (**Appendix 1**);

- *Are there any amendments to the topics scheduled to be considered at the next two Committee meetings?*
- *Are there any additional invitees that the Committee requires to fully consider the topics?*
- *Is there any additional information that the Committee would like to request?*

2. Action Sheet

As the previous Committee Meeting was only held on 26 June 2019, the Minutes and Action Sheet will be reported to the subsequent Committee Meeting, with Actions being followed up meanwhile.

3. Information Reports

None.

4. Scrutiny Letters / Public Services Boards Minutes

None.

2 Context

Background

- 2.1 The purpose of a forward work programme is to help ensure Councillors achieve organisation and focus in the undertaking of enquiries through the Overview and Scrutiny function. Effective work programming is essential to ensure that the work of Overview and Scrutiny makes a positive impact upon the Council's delivery of services.
- 2.2 Further information about the work programming process, including the procedures for referring new business to the programme, can be found in our Scrutiny Handbook on the Council's Scrutiny webpages (www.newport.gov.uk/scrutiny).
- 2.3 The Centre for Public Scrutiny's Good Scrutiny Guide recognises the importance of the forward work programme. In order to 'lead and own the process', it states that Councillors should have ownership of their Committee's work programme, and be involved in developing, monitoring and evaluating it. The Good Scrutiny Guide also states that, in order to make an impact, the scrutiny workload should be co-ordinated and integrated into corporate processes, to ensure that it contributes to the delivery of corporate objectives, and that work can be undertaken in a timely and well-planned manner.

Forward Work Programme Update

- 2.4 The Committee's work programme was set in June 2019, including estimated timescales for when the reports will be considered by the Committee. This programme is then managed and implemented by the designated Scrutiny Adviser for this Committee under the direction of the Committee Chairperson.
- 2.5 Attached as **Appendix 1** is the Committee's Forward Work Programme Update:

The Committee is asked to consider

- *Any amendments to the topics scheduled to be considered at the next Committee meeting?*
- *Are there any additional invitees that the Committee requires to fully consider the topics?*
- *Is there any additional information that the Committee would like to request?*

The Committee agreed to keep a degree of flexibility within its work programme to enable the Committee to respond to urgent / emerging issues. This item is an opportunity for the Committee members to raise any suggested amendments to the Work Programme.

Action Sheet – Previous Minutes

- 2.6 As the previous Committee Meeting was only held on 26 June 2019, so the Minutes and Action Sheet will be reported to the subsequent Committee Meeting.
- 2.7 Any actions that do not have a response will be included on the Action Sheet at the next meeting to ensure that the Committee can keep track of outstanding actions.

Information Reports

- 2.8 None.

Scrutiny Letters / Public Services Board Minutes

- 2.9 None.

3 Information Submitted to the Committee

- 3.1 The following information is attached:

Appendix 1: The Committee's Forward Work Programme Update

4. Suggested Areas of Focus

Role of the Committee

The role of the Committee in considering the report is to:

- **Forward Work Programme Update - Appendix 1**

Consider:

- Are there any amendments to the topics scheduled to be considered at the next two Committee meetings?
- Are there any additional invitees that the Committee requires to fully consider the topics?
- Is there any additional information that the Committee would like to request?

- **Action Sheet – previous Committee Meeting**

As the previous Committee Meeting was only held on 26 June 2019, the Minutes and Action Sheet will be reported to the subsequent Committee Meeting, with Actions being followed up meanwhile.

- **Information Reports**

None.

- **Scrutiny Letters / Public Services Board Minutes**

None.

Section B – Supporting Information

5 Supporting Information

- 5.1 The Corporate Assessment, and the subsequent [follow up assessment](#) provide background information on the importance of good work programming. Specific reference is made to the need to align the Cabinet and Scrutiny work programmes to ensure the value of the Scrutiny Function is maximised.
- 5.2 The latest Cabinet work programme was approved by the Cabinet on a monthly basis for the next 12 months and includes the list of reports scheduled for consideration. Effective forward planning by both Cabinet and Scrutiny needs to be coordinated and integrated in relation to certain reports to ensure proper consultation takes place before a decision is taken. A link to the Cabinet work programme is provided [here](#) to the Committee as part of this report, to enable the Committee to ensure that the work programmes continue to reflect key decisions being made by the Cabinet.

6. Links to Council Policies and Priorities

- 6.1 Having proper work programming procedures in place ensures that the work of Overview and Scrutiny makes a positive impact upon the Council's delivery of services, contributes to the delivery of corporate objectives, and ensures that work can be undertaken in a timely and well-planned manner.
- 6.2 This report relates to the Committee's Work Programme, Actions from Committee's and Information Reports that support the achievement of the Scrutiny Committee, in accordance with the Law and Regulation Service Plan, Objectives, Actions and Measures and the Wellbeing objectives:

| | | | | |
|-----------------------------------|--|---|--|--|
| Well-being Objectives | Promote economic growth and regeneration whilst protecting the environment | Improve skills, educational outcomes & employment opportunities | Enable people to be healthy, independent & resilient | Build cohesive & sustainable communities |
| Corporate Plan Commitments | Thriving City | Aspirational People | | Resilient Communities |
| Supporting Function | Modernised Council | | | |

7 Wellbeing of Future Generation (Wales) Act

7.1 The Wellbeing of Future Generations Act 2015 which came into force in April 2016 sets the context for the move towards long term planning of services.

7.2 General questions

- How is this area / policy affected by the new legislation?
- How will this decision / policy / proposal impact upon future generations? What is the long term impact?
- What evidence is provided to demonstrate WFGA has been / is being considered?
- Evidence from Community Profiles / other data?
- Evidence of links to Wellbeing Assessment / Objectives / Plan?

7.3 Wellbeing Goals

- How are the Wellbeing goals reflected in the policy / proposal / action?
 - *A prosperous Wales*
 - *A resilient Wales*
 - *A healthier Wales*
 - *A more equal Wales*
 - *A Wales of cohesive communities*
 - *A Wales of vibrant culture and thriving Welsh language*
 - *A globally responsible Wales*

7.4 Sustainable Development Principles

- Does the report / proposal demonstrate how as an authority we are working in accordance with the sustainable development principles from the act when planning services?
 - **Long Term**
The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs
 - **Prevention**
How acting to prevent problems occurring or getting worse may help public bodies meet their objectives
 - **Integration**
Considering how the public body's well-being objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies
 - **Collaboration**
Acting in collaboration with any other person (or different parts of the body itself) that could help the body to meet its well-being objectives
 - **Involvement**
The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves.

8 Background Papers

- [The Essentials - Wellbeing of Future Generation Act \(Wales\)](#)
- [Corporate Plan 2017 - 2022](#)
- The Corporate Assessment and [follow up assessment](#).
- [Reports and Minutes of One Newport Public Services Board Meetings](#)

Report Completed: July 2019

Mae'r dudalen hon yn wag yn

Appendix 1

**Performance Scrutiny Committee – Partnerships
– Forward Work Programme Update**

| Wednesday, 9 October 2019 at 5pm | | |
|--|---|---|
| Topic | Information Required / Committee's Role | Invitees |
| Regional Transformation Grant | To monitor progress upon Regional Transformation Grant projects of the Gwent Regional Partnership Board | Strategic Director – People Head of Adult and Community Services Head of Children and Young People Services Representatives from the Regional Partnership Board. |
| Integrated Care Fund Capital and Revenue Projects | To monitor progress upon Integrated Care Fund Capital and Revenue Projects | Strategic Director – People Head of Adult and Community Services Head of Children and Young People Services Representatives from the Regional Partnership Board. |
| Shared Resource Services | The Committee received a performance update in April 2019 and requested an updated Action Plan to monitor progress in 6 months. | SRS Chief Officer Head of People and Business Change Digital Services Manager Digital Information Project Officer |

| Wednesday, 4 December 2019 at 5pm | | |
|---|---|--|
| Topic | Information Required / Committee's Role | Invitees |
| National and Regional Adoption Service | Consider the Annual Report of the National and Regional Adoption Service and determine if it wishes to make any comments. | Strategic Director – People Head of Children and Young People Services Regional Adoption Service Representative. |
| Update upon Developing Regional Fostering Arrangements | Consider the report upon the development of regional fostering services and determine if it wishes to make any comments. | Strategic Director – People Head of Children and Young People Services. |

Appendix 1

**Performance Scrutiny Committee – Partnerships
– Forward Work Programme Update**

| Scrutiny Committee Briefings | | |
|-------------------------------------|---|---|
| Topic: | | Timescale: |
| Newport LIVE | Overview of the partnership arrangements. | To be arranged (following postponement from 27 Sept due to the number of apologies received) |
| NORSE | Overview of the partnership arrangements. | |
| Wastesavers | Overview of the partnership arrangements. | To be arranged |