

Agenda



Pwyllgor Craffu ar Berfformiad – Partneriaethau

Dyddiad: Dydd Mercher, 5 Chwefror 2020

Amser: 5.00 pm

Lleoliad: Ystafell Bwyllgora 1 - Canolfan Ddinesig

At: Cynghorwyr: J Clarke, M Spencer, S Marshall, C Jenkins, M Linton, J Hughes, R Mogford, T Suller and K Whitehead

Eitem

Wardiau Dan Sylw

- 1 Ymddiheuriadau
- 2 Datganiadau o Fuddiant
- 3 Cynllun Busnes y Gwasanaeth Cyflawniad Addysg 2020-21
(Tudalennau 3 - 52)
- 4 Casgliad Adroddiadau Pwyllgorau
Ar ôl cwblhau adroddiadau'r Pwyllgor, bydd y Pwyllgor gofyn iddo ffurfioli ei gasgliadau, ei argymhellion a sylwadau ar eitemau blaenorol ar gyfer gweithredu.

Person cyswllt: Cynghorydd Craffu

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E-bost: Scrutiny@newport.gov.uk

Dyddiad cyhoeddi: Dydd Mercher, 29 Ionawr 2020

Mae'r dudalen hon yn wag yn

Scrutiny Report

Performance Scrutiny Committee - Partnerships

Part 1

Date: 5 February 2020

Subject **Education Achievement Service (EAS) Business Plan 2020-2021**

Author Scrutiny Adviser

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

Invitee:	Designation:
Ed Pryce	Assistant Director Policy and Strategy, Education Achievement Service (EAS)
Hayley Davies-Edwards	Principal Challenge Adviser, Education Achievement Service (EAS)
Sarah Morgan	Chief Education Officer
Andrew Powles	Deputy Chief Education Officer

Section A – Committee Guidance and Recommendations

1 Recommendations to the Committee

The Committee is asked to:

- 1.1 Consider the contents of the Business Plan as part of the consultation process (**Appendix 1**);
- 1.2 Consider the main strengths and areas for development within Newport, as detailed in the LA Annex (**Appendix 2**);
- 1.3 Determine if it wishes to make any comments to the Cabinet to be considered together with the Draft EAS Business Plan 20-21.

2 Context

Background

- 2.1 The EAS is the school improvement service for the five Local Authorities in the consortium (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 The Education Advisory Service (EAS) is required to submit an annual overarching regional Business Plan with accompanying annexes for each of the five Local Authorities (LAs). This Business Plan (2020-21) outlines the programme of work that is required to continue to accelerate outcomes for children and young people across all schools in South East Wales. The plan focuses on the urgent need to raise aspiration and accelerate improvement in pupil outcomes, improve the quality of teaching and leadership and build a self-improving system within and across schools and settings. The priorities for the Business Plan 2020-2021 have been derived from the progress that has been made towards the previous Business Plan and progress made across the region with the areas that have been identified as requiring improvements through self-evaluation processes and feedback from Estyn on the inspection of the EAS.

Previous Consideration of EAS Business Plan

- 2.2 Previously, the Education Advisory Service Business Plan for 2019-20 was reported to this Committee on 6 March 2019 and the Committee's comments were forwarded to the Cabinet when the EAS Business Plan was considered at its meeting on 13 March 2019.
- 2.3 **Partnership Committee Terms of Reference**
At the AGM meeting of Council held on 16 May 2017 a new Scrutiny Committee Structure was agreed including the Performance Scrutiny Committee – Partnerships, the remit of which includes:

Holding partnerships to account for their performance.

To include - EAS, Newport Live, Norse, SRS and Joint Commissioning arrangements:

- Performance of the partners against agreed objectives;
- Effectiveness of governance structures;
- Undertake formal consultation on key documents as required.

The Committee should include questions on how the consortium is working together to create and implement its Business Plan 2020-21

3 Information Submitted to the Committee

- 3.1 The following information is attached for the Committees consideration:

Appendix A - Submission of Evidence to Scrutiny - Managing Director EAS;

Appendix 1 – Draft EAS Business Plan 2020-21;

Appendix 2 - Newport Local Authority Specific Annex 2020-21.

4. Suggested Areas of Focus

Role of the Committee

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

- Consider and provide comments on the Business Plan as part of the consultation process;
- Consider the **main strengths** and **areas for development** within Newport, as detailed in the Local Authority Annex and to consider how Local Authority services can be aligned to meet the ambitious targets within the Business Plan, therefore ensuring all pupils meet their full potential;
- Consider how well the Consortium is working in partnership on a regional level.

Suggested Lines of Enquiry

4.1 In considering / evaluating the EAS Business Plan, the Committee may wish to consider focusing questions on:

- How the Consortium sets targets and whether they are robust and achievable?
- Where targets are not met in the previous year, what is the process that the Consortium uses to reset them for future years?
- What barriers and challenges to improving performance does the Consortium encounter and how will these be addressed?
- How will progress against the Business Plan be monitored and scrutinised?
- What are the resource implications of delivering on the plan and how does collaborative working as a consortium maximise the resources available?
- What is the process for the approval of the final Business Plan by each LA Partner?
- How does the Consortium work together as partners to mitigate risks to delivery of the Business Plan?

4.2 Wellbeing of Future Generation (Wales) Act

The Committee's consideration of the Draft EAS Business Plan 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 will impact upon the delivery of the EAS Business Plan?
	How will changes in long term needs impact upon the EAS Business Plan 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 the delivery of the Business Plan impact upon the services of other public bodies and their objectives?

<p style="text-align: center;">Collaboration</p> <p>Acting in collaboration with any other person (or different parts of the organisation itself).</p>	Who will the Consortium work with to deliver the Business Plan ?
	How is the Consortium using knowledge / information / good practice of others to inform / influence the Business Plan?
<p style="text-align: center;">Involvement</p> <p>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.</p>	How has the Consortium sought the views of those who are impacted by the delivery of the Business Plan?
	How has the Consortium taken into account diverse communities in decision making?

4.3 Estyn Inspections

In May 2016, Estyn inspected the school improvement services provided by the EAS. In September 2017, Estyn visited the EAS to review the progress made by the consortium in relation to the recommendations identified in the inspection. A summary of the judgments made by [Estyn's 2017 Inspection Report](#) upon the progress made towards the recommendations made in their 2016 Report, is set out below:

Recommendation	Estyn Progress Judgement
R1 Consider the use of a wider range of performance indicators at school and regional level to ensure that the progress of all groups of learners is challenged and supported	Satisfactory Progress
R2 Improve consistency in the quality of evaluation of school improvement activities throughout the service	Strong Progress
R3 Identify and manage risks more effectively	Very Good Progress

In evaluating progress for each recommendation Estyn considered the following questions and Members of the Committee may wish to focus on these areas in formulating their questions:

- Has the consortium understood the reasons behind the recommendation?
- Has the consortium taken reasonable action to address the recommendation successfully, taking into account its starting point, the time between inspection and follow-up visit as well as the complexity of the issues to be addressed?
- Has the consortium been appropriately supported in addressing the recommendations by its partner local authorities?
- Has the consortium ensured that changes arising from its progress in addressing each recommendation have become embedded enough within its working practices to secure sustained improvement?

Section B – Supporting Information

5 Links to Council Policies and Priorities

5.1 The Council's Corporate Plan 2017 – 2022; **Building on Success - Building a Better Newport** sets out the following:

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			

The **Aspirational People Commitments** within the Corporate Plan that relate to this report are as follows:

Ref No.	Commitment:
6	The Newport Children's Charter sets out our commitment to children and families, including headlines commitments to children in care and care leavers
7	Three new state of the art schools will be built, tangibly improving student choice and the educational offer in the city.
8	The annual Newport Work Discovery week is established bringing together residents, employers and the public sector to connect and raise aspirations. The council commits to 15 apprenticeships per year as part of this city-wide drive.
9	Increasing educational and social care capacity, so that fewer than ten children will be educated out of the city, and the number of out of county social care placements will reduce by 25%
10	Newport will improve the number of pupils achieving at least five GCSEs A*-C including English and Maths in line with the Welsh average.

6. Background Papers

- [The Essentials – Well-being of Future Generation \(Wales\) Act](#)
- [Corporate Plan 2017-22](#)
- [Report and Minutes of the Performance Scrutiny Committee – Partnerships on 6 March 2019](#)
- [EAS Website](#)
- [Estyn's 2017 Inspection Report](#)
- Welsh Government action plan for Education in Wales: [Education in Wales: Our National Mission 2017 - 21](#)
- [Report to Annual Council 16 May 2017 upon New Scrutiny Committee Structure](#)
(Item 10 of Report refers.)

Report Completed: 21 January 2020

Mae'r dudalen hon yn wag yn

Submission of Evidence to Scrutiny - EAS Business Plan 2020-21

Author Debbie Hartevelde, Managing Director, Education Achievement Service (EAS)

Date 17 January 2020

1. Background and Report

- 1.1. This report asks for members to consider the full contents of the draft EAS Business Plan 2020-2021 (**Appendix 1**) and the Local Authority Annex 2020-2021 (**Appendix 2**), as part of the regional consultation process. Through this activity members will ensure that the plan enables appropriate support for schools to improve and that all pupils reach their potential across Newport.
- 1.2. The EAS is a not for profit limited company that is owned by the five LAs in South East Wales. The EAS delivers, through an agreed Business Plan, a wide range of school improvement services to all schools (all key stages, including all through schools and special schools), pupil referral units and funded non-maintained nursery settings on behalf of each LA. This plan supports the role LAs have in delivering their statutory function, addressing their individual improvement priorities and promoting improved pupil outcomes.
- 1.3. The EAS is required to submit an annual overarching regional Business Plan with accompanying annexes for each of the five Local Authorities (LAs). This Business Plan (2020–2021) outlines the programme of work that is required to continue to improve outcomes and provision for children and young people in settings and schools in South East Wales. The plan focuses on the need to raise aspiration and accelerate improvement in pupil outcomes, improve the quality of teaching and leadership, support schools to realise the national reform agenda and to continue to build upon the self-improving system within and across schools and settings.
- 1.4. Priorities for the Business Plan have been derived from Local Authority Strategic Plans, the progress that has been made towards the previous Business Plan, areas that have been identified as requiring improvements through internal self-evaluation processes and external research.
- 1.5. Members are asked to take the opportunity to comment on the contents of the Business Plan as part of the consultation process and provide a written response as appropriate.
- 1.6. Members are asked to consider the main strengths and areas for development within Newport, as detailed in LA Annex and to consider how LA services can be aligned to meet the ambitious targets within the Business Plan, therefore ensuring all pupils meet their full potential.
- 1.7. Please note that a mid-year evaluation of the current business plan (2019/20) has been submitted to each of the EAS governance groups and has been available for local authorities to share as appropriate within their own democratic processes (created in

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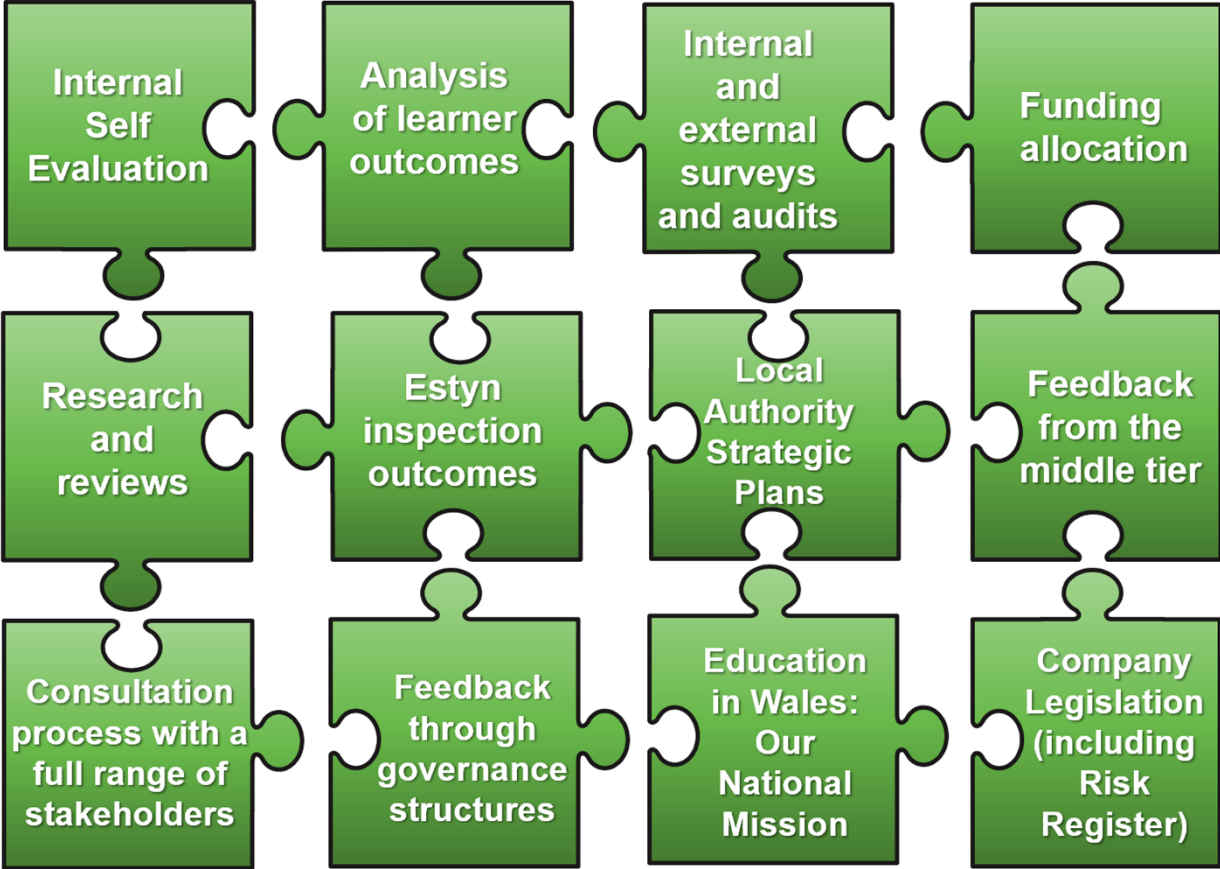
November 2019). Within the context of evolving accountability arrangements school and where appropriate under Welsh Government guidance aggregate LA performance data has been presented to this committee in previous reports and this business plan has been informed by that data analysis.

- 1.8. The delivery model for the Business Plan is on a regional basis, the needs of each school and trends within Newport are met through bespoke work with each school. Regional investment in building the capacity of schools and educational settings over the last five years have enabled more collaborative ways of working. This approach is enabling teachers and leaders to learn from each other, to try out new approaches and to engage with educational research as the backdrop for improvement. Across the region there are now a variety of ways in which the EAS supports and challenges school improvement.
- 1.9. The EAS offers a comprehensive Professional Learning Offer (PLO) to all schools and settings across the region. For the past three years the region has funded schools to deliver a large proportion of the professional learning activity much of which is offered on a cluster basis. Each cluster has an assigned lead for professional learning who organises and co-ordinates support for, and access to professional learning across each of the clusters. In addition, each school has a regionally funded professional learning lead who co-ordinates this work at school level.
- 1.10. All schools are provided with a bespoke support package that compliments the priorities identified within their own School Development Plans (SDPs) in line with the levels of support they require. The support levels are informed by the national categorisation process, Estyn inspection outcomes or local intelligence. There is a degree of flexibility within the deployment model to allow for in-year changes in circumstances. The progress schools are making towards their priorities within their SDPs and against their local targets are captured on a termly basis are reported to local authorities
- 1.11. For sustained school improvement to happen it is essential that the culture for change is embedded and that all partners work together recognising that each partner (school, LA and EAS) has its role to play in securing improvements.
- 1.12. Priorities for the Business Plan have been derived from LA Strategic Plans, the progress that has been made towards the previous Business Plan (as noted in the regional self-evaluation document), and areas that have been identified as requiring improvements. A wide range of information has been reviewed to formulate the priorities within this Business Plan:

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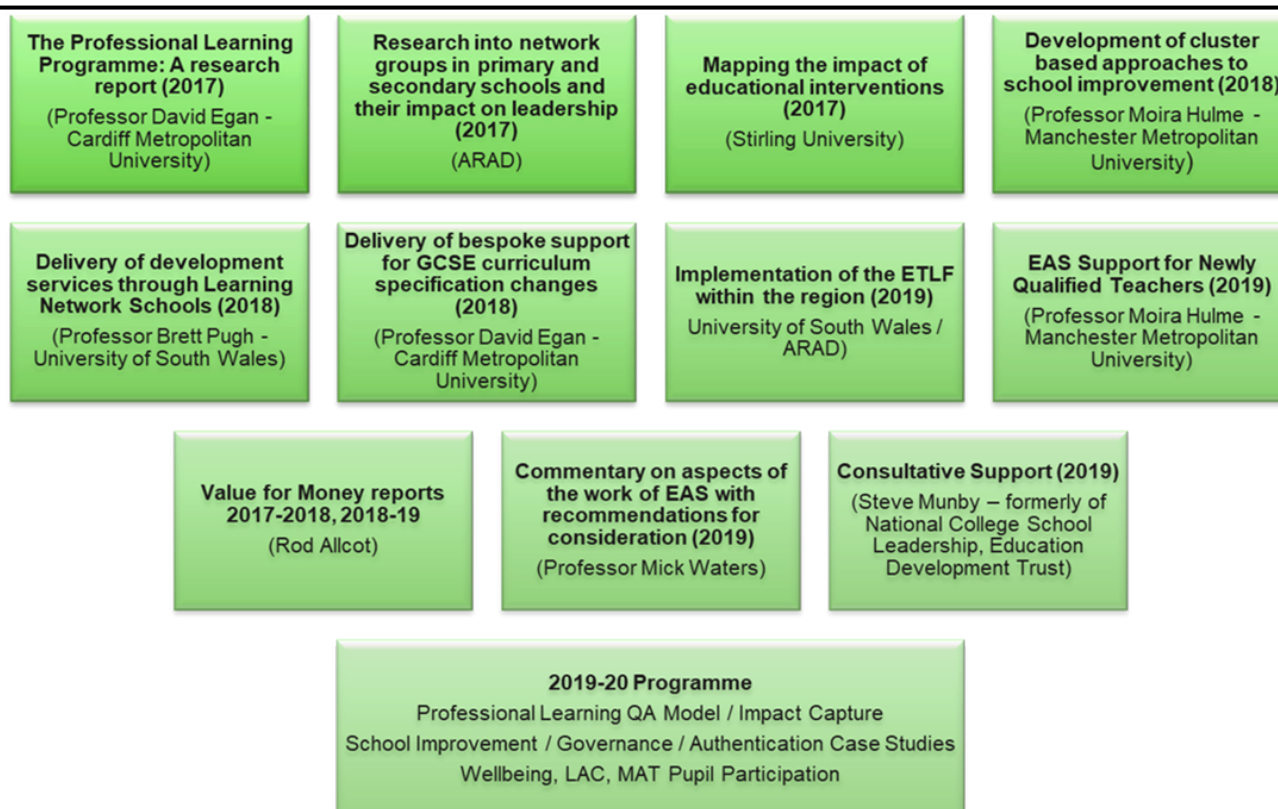


1.13. A wide range of research has also been undertaken to assist with refining the regional delivery model:

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1.14. The Business Plan is in the consultation process. The Consultees are noted below:

- EAS staff
- Directors of Education (within South East Wales) and Diocesan Directors
- Regional Joint Executive Group (JEG)
- EAS Company Board
- EAS Audit and Risk Assurance Committee
- Individual local authority education scrutiny committees
- Regional headteachers strategy group
- Regional governor strategy group
- Sample of teachers from within the region
- Sample of school councils from within the region

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

- Local Authority Annex documents 2020 – 2021
- Detailed Business Plan 2020–2021
- Regional Grant Mapping Overview 2020–2021
- Regional Self-Evaluation Report (Executive Summary)
- EAS Risk Register (Executive Summary)
- Regional Professional Learning Offer 2020–2021
- Local Authority Strategic Education Plan

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- 1.16. This Business Plan addresses each local authority strategic priority that are indicated with *. These priorities fall within the remit of the work of the EAS. Additionally, the EAS will work in partnership with Newport LA to support additional local authority priorities, as appropriate.
- 1.17. The EAS will support the LA in their statutory responsibility of securing that their education and training functions are exercised with a view to promoting high standards and promoting the fulfilment of learning potential.
- 1.18. Newport Strategic Priorities 2020/21 (as provided by the LA):

Strategic priorities for 2020/2021	Main link (s) to the improvement strands within the Business Plan
Improve provision and outcomes for FSM learners in all key stages.*	Strands 1, 2 and 3
Reduce variance in outcomes, teaching. and leadership, particularly at key stage 4. *	Strands 1, 2 and 3
Ensure a consistent approach to ALN provision, in line with the requirements of the Additional Learning Needs and Education Tribunal (Wales) Act 2018 through the implementation of a Leadership/ALN Review framework in collaboration with Local Authority inclusion services.	Strand 2
Reduce persistent absenteeism, particularly in secondary schools, and so improve secondary attendance.*	Strand 2

1.19.

1.20. EAS Improvement Strands:

Improvement Strand	Description
1	i) Developing a high-quality education profession ii) Inspirational leaders working collaboratively to raise standards
2	Strong and inclusive schools committed to excellence, equity and wellbeing
3	Robust assessment, evaluation and accountability mechanisms, supporting a self-improvement system
4	EAS Business Development

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- 1.21. Each improvement strand within this plan has a specific emphasis on the work of the EAS in promoting improved outcomes for vulnerable learners, in particular those in receipt of FSM and specific actions that are undertaken to improve secondary schools. These strategies are based on a wide range of research evidence. It will be important that all other stakeholders, including Newport LA and schools, have their own specific strategies to support vulnerable learners.
- 1.22. The actions contained within the plan align with the Welsh Government strategic document Education in Wales: Our National Mission (Action Plan 2017-2021), are based upon findings from educational research and best practice and address the priorities in each local authority strategic plan.
- 1.23 As a result of internal self-evaluation we still need to work with local authorities to:
- Ensure that schools that require the highest levels of support and / or in Statutory Categories secure improvement within an acceptable timescale (within 2 years) to reduce their support level and / or be removed from a statutory category.
 - Consider a more strategic approach to identifying the next group of headteachers in the region. Further develop the executive headship role so that the very best leaders can make an impact in more than one school.
 - Provide effective intervention, challenge, support and capacity-building. Continue to be clear about the bottom lines for intervention and continue to refuse to compromise when children are losing out on a good education. In most cases the focus should be on capacity-building.
 - Develop a talent management and leadership framework that focuses on middle leadership development on individual schools and clusters rather than mixed cohorts
 - Retain a high bar for the identification of those who can provide support for other schools, continuing to focus on quality and ensuring due diligence and brokering the best from within and outside the region.
 - Continue to build the capacity of governing bodies within the region by revising the delivery model for governor training, aligned to the cluster model and provide bespoke professional learning to secondary governing bodies to enable them to undertake their roles effectively.
 - Further strengthen the governance arrangements by appointing high quality non-executive directors who can provide additional expertise and independent external challenge.
 - Improve the quality of teaching and learning, to include skills development, in identified secondary schools in order to secure improved learner progress, outcomes and engagement in learning, particularly for vulnerable learners.
 - Retain a high bar for the identification of those who can provide support for other schools, continuing to focus on quality and ensuring due diligence and brokering the best from within and outside the region

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1.24 As a result of internal self-evaluation, we still need to work with local authorities and schools to:

- Continue to develop bespoke and school led peer review models focussing on improving the quality of teaching and learning that build mutual and reciprocal peer support and challenge.
- Continue to be clear about what the role of EAS is around the wellbeing and equity agenda. Continue to champion and to integrate the work and to stay focused on EAS priorities.
- Develop a boarder range of evaluation strategies that identifies that does not focus solely on end of key stage outcomes but looks at a range of teaching and leadership behaviours that would be a result of a support or intervention strategy.
- Further strengthen the governance arrangements by appointing high quality non-executive directors who can provide additional expertise and independent external challenge.
- Continue to promote succession planning within EAS and to empower the broader leadership team, especially when it comes to exposure to governance and to the production of strategic reports.

1.25 As a result of internal self-evaluation, we still need to work with local authorities and schools to:

- Secure the effective implementation of curriculum for Wales in all schools and settings. Engage in consultations that support the reform agenda.
- Engage in two pilot programmes for schools causing concern and the implementation of the National Resource for School Improvement.
- Design and deliver national professional learning.
- Ensure that elected members are fully apprised of changes to accountability arrangements.
- To secure an indicative 3-year grant funding model.

LA Annex Documents

1.26 Each LA Annex (**Appendix 2**) contains an overview of national categorisation for the LA, a summary of the schools in any Estyn follow-up category, aggregate pupil progress information, attendance / exclusion information and a summary of key performance areas.

1.27 The improvements that are required at regional and local authority level require a strong commitment of partnership-working to be successful. Where local authorities and the EAS work in close partnership, there is evidence, particularly with regards to schools causing concern, that rapid and sustainable school improvement can be achieved.

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How does the EAS support schools to identify and address their school improvement priorities?

1.28 Regional investment in building the capacity of schools and educational settings over the last five years have enabled more collaborative ways of working. This approach is enabling teachers and leaders to learn from each other, to try out new approaches and to engage with educational research as the backdrop for improvement. Across the region there are now a variety of ways in which the EAS supports and challenges school improvement. The impact and effectiveness of the strategies are reviewed regularly through both internal and external processes. A summary of these supporting strategies are below:

- The role of the challenge adviser in supporting, brokering and challenging the pace of progress schools make in addressing their identified school priorities;
- The role of EAS officers (including subject specific support, support for governors, wellbeing and equity) in supporting, brokering and challenging the pace of progress schools make in addressing their identified school priorities;
- Access to funded school networks that support all aspects of professional development and school improvement focused on improving the quality of leadership and teaching and learning;
- Access to a wide range of professional learning, some with accreditation options, for teaching assistants, teachers, school leaders and governors;
- Peer working and peer reviews;
- The use of trained and accredited coaches and mentors for teachers and leaders, sourced from within and beyond; and
- Access to eLearning materials and high-quality resources.

Working in partnership with local authorities, schools and setting the ambitions for 2020/21 and beyond are:

- Overall the number of schools requiring the highest levels of support continues to decrease and when a school is placed within a statutory category it will be removed within an acceptable timeframe agreed with the LA.
- All schools and settings engaged in the pilot programme will have developed a bespoke teaching and learning strategy for their schools.
- Nearly all secondary schools have engaged with a PL programme for cross curriculum skills development and have improved their provision as a result.
- Nearly all schools have wellbeing and equity as a key area within their SDPs and will poverty proof the cost of the school day.
- The quality of SDPs within the secondary phase continue to improve with many being at least good
- Nearly all schools maximise their capped 9 performance through a focus on breadth and quality of provision for all learners.
- All school leadership teams and the majority of middle leaders and teachers will have engaged with the PL programme to support the implementation of the curriculum for Wales.
- Nearly all schools will develop as effective learning organisations.

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- Nearly all schools are demonstrating progress against the national language charter framework objectives.
 - A regional professional learning programme and talent management framework will be implemented to identify and track aspirational leaders.
 - The region has a comprehensive leadership development pathway for aspiring and existing leaders.
 - All secondary schools causing concern will be held to account by each LA for the pace of progress and where this is too slow appropriate action will be taken.
 - The model for delivery of governor training will be reviewed and revised.
 - Worked collaboratively with middle tier partners to support the realisation of the national mission.
 - A majority of Chairs and Vice Chairs of governors within the secondary phase will be better equipped to support and challenge the pace of improvement within their schools.
 - The revised learning network schools model will be implemented focusing on quality and ensuring due diligence and brokering the best from within and outside the region.
 - Bespoke and school led peer review models demonstrate impact on improving the quality of teaching and learning in identified schools.
 - An online resource to support teaching and learning will be developed to exemplify and share best practice across the region.
 - A LA based online resource for Health and Wellbeing will be created for schools to signpost to a range of provision and partners.
 - A boarder range of evaluation strategies will be developed and used that does not focus solely on end of key stage outcomes but looks at a range of teaching and leadership behaviours that would be seen as a result of a support or intervention strategy
 - The delegation rate to schools is maintained at 94%.
 - Governance arrangements will be strengthened, and additional non-executive directors will be appointed to the company board.
 - Succession planning within the broader leadership team of the EAS is improved with team members having more exposure to governance meetings and to the production of strategic reports.

2. Risks**2.1 Newport LA Risks**

- Provision and outcomes for FSM learners in all key stages do not improve with sufficient pace
- Variance in outcomes, teaching. and leadership, particularly at key stage 4, is not reduced
- A consistent approach to ALN provision, in line with the requirements of the Additional Learning Needs and Education Tribunal (Wales) Act 2018 through the implementation of a Leadership/ALN Review framework in collaboration with Local Authority inclusion services, is not developed and embedded into day-to-day practice.

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- Persistent absenteeism, particularly in secondary schools, is not reduced sufficiently to have a positive impact on secondary attendance.

These risks are mitigated through the identification of priorities as seen in the priority areas above and within the detailed within the EAS Business Plan, Newport LA Service Plans and the Education Strategic Plan.

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

- Full use is not made of consultation events to help shape the direction of the Business Plan to ensure collective regional ownership of priorities and actions for improvement;
- The work of the EAS in improving outcomes for learners (particularly vulnerable learners) will not be optimised unless there is engagement with all key partners across LAs to ensure effective joint targeting of resources;
- A lack of clarity about respective roles of the EAS and LA partners in the school improvement agenda;
- Schools / settings that require improvement are not: identified at an earlier enough stage, accessing /engaging / receiving the most appropriate or effective support, are not held to account in a timely manner using the most appropriate strategies;
- Agreed actions are not carried out in a timely manner by identified parties;
- There is not consistent application of agreed regional protocols;
- LA statutory powers are not utilised in a consistent, appropriate and timely way; and
- Uncertain financial projections to enable more effective long term planning.

3. Resource Implications

3.1 The EAS is subject to a robust governance model that is underpinned by a Collaboration and Members agreement (CAMA) and Articles of Association. Ensuring that the EAS provides value for money is of utmost importance. As recipients of public funding it is important that budgets are allocated wisely. We will endeavour to deliver even better value for money through achieving financial balance and delivering services within the constraints of our budget, making further efficiency savings wherever possible and ensuring delegation rates to schools are maximised.

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

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- 3.3 Delegation rates to schools has increased to 94% whilst the EAS staff profile by 48% since 2012. An element of the EAS was originally set a trading income target of £1.25m from schools to enable balanced year end account position. This has now been totally eradicated from income dependency and schools are no longer charged for any training or services provided in line with the business plan.
- 3.4 Local authority funding for consortium working is underpinned by the National Model for Regional Working, published by the Welsh Government in 2014. The model recommended a core funding allocation of £3.6m for the EAS. The current LA core contribution is based on these figures less year on year efficiencies of £1.17m since 2012 agreed in collaboration with the 5 local authorities. The local authorities' indicative figures for 2020/21 are as follows: Newport LA's contribution for 2020/21 is £803,293, compared with £815,526 in 2019/20.
- 3.5 The Collaboration and Members Agreement (CAMA) details the procedure that needs to be followed for all school improvement grants received into the region. All grants are approved by local authority Chief Education Officers / Directors of Education with a follow up ratification from JEG members. Historically there were two main grants received into the region from Welsh Government. Pupil Development Grant (PDG) and Education Improvement Grant (EIG). The latter has been re-designated as the Regional Consortia School Improvement Grant (RCSIG) and includes specific initiatives to support the objectives within the 'Education in Wales: Our National Mission'. In addition to the two main grants, two small regional indicative grants were received for SEREN learners.

4. Consultation

4.1. The Business Plan is in the consultation process. The Consultees are noted below:

- EAS staff
- Directors of Education (within South East Wales) and Diocesan Directors
- Regional Joint Executive Group (JEG)
- EAS Company Board
- EAS Audit and Risk Assurance Committee
- Individual local authority education scrutiny committees
- Regional headteachers strategy group
- Regional governor strategy group
- Sample of teachers from within the region
- Sample of school councils from within the region

5. Background Papers

5.1. The South-East Wales Regional Mission: Business Plan (2020-2021) (First Draft for Consultation)

5.2. Draft LA Annex Document 2020/2021

Mae'r dudalen hon yn wag yn



EAS

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

The South East Wales Regional Mission: Business Plan (2020-2021)

“Transforming pupil outcomes, creating capacity through networks, enabling excellence in teaching and leadership”

The final version of the Business Plan and all accompanying documents will be available in both Welsh and English. There will be a detailed delivery plan and a regional professional learning offer that supports the actions contained within this plan.

The Education Achievement Service (EAS) Business Plan will go through a thorough consultation process prior to the publication of the final version. The consultees are listed below:

- EAS staff
- Directors of Education (within South East Wales) and Diocesan Directors
- Regional Joint Executive Group (JEG)
- EAS Company Board
- EAS Audit and Risk Assurance Committee
- Individual local authority education scrutiny committees
- Regional headteachers strategy group
- Regional governor strategy group
- Sample of teachers from within the region
- Sample of school councils from within the region

The final version of the Business Plan will be formally agreed by each local authority Director of Education / Chief Education Officer, the Joint Executive Group and the Company Board:

<p>Cllr K Preston</p> <p>Chair of Education Achievement Service Company Board</p>	
<p>Cllr D Yeowell</p> <p>Chair of Joint Executive Group</p>	
<p>Ms D Hartevelde</p> <p>Managing Director, Education Achievement Service</p>	
<p>Mr Will McClean</p> <p>Lead Director on behalf of South East Wales Directors Group</p>	

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Section 1: Regional context

The EAS is the school improvement service for the five local authorities (LAs) in South East Wales (Blaenau Gwent, Caerphilly, Monmouthshire, Newport and Torfaen). The number of pupils of compulsory school age in 2019 was 72,698. This represents 19% of all pupils in Wales. There are 234 maintained schools in the region, 16% of all maintained schools in Wales (EAS figure correct from September 2019, Wales figure from PLASC, 2019). The percentage of pupils of compulsory school age who are eligible for free school meals (FSM) is 19.2%, which is higher than the national figure of 18.3%. This level of eligibility is the joint highest of the four regional consortia with Central South Consortium (PLASC, 2019). In the region, 10% of people aged three and over say that they can speak Welsh compared to the Wales average of 19% (2011 Census, ONS). The percentage of pupils aged 5 or over from an ethnic minority background is 10.8%, an increase from 10.3% in 2018. This is a similar rate of increase to that nationally (11.4% from 11.0%). Based on local authority reported numbers (Summer 2019), 1024 children in the region are looked after (LAC) by an LA and attend a school in the region. From 2019, looked after children are no longer being recorded in the PLASC return so there can be no comparison against Wales, however this is an increase regionally from 983 children in 2018.

Schools

Blaenau Gwent (22.7% FSM)	
2	Non-maintained Nursery Settings
19	Primary
2	Secondary
2	Special
2	3-16

Monmouthshire (11.3% FSM)	
27	Non-maintained Nursery Settings
30	Primary
4	Secondary
1	Special
1	Pupil Referral Service

Caerphilly (19.7% FSM)	
14	Non-maintained Nursery Settings
63	Primary
6	Infant
4	Junior
11	Secondary
1	Special
1	Pupil Referral Unit
1	3-18

Newport (19.4% FSM)	
24	Non-maintained Nursery Settings
2	Nursery
43	Primary
9	Secondary
2	Special
1	Pupil Referral Unit

Torfaen (22.0% FSM)	
15	Non-maintained Nursery Settings
25	Primary
6	Secondary
1	Special
1	Pupil Referral Service

Overview of regional school staffing		
Local Authority	Number of Teaching Staff	Number of Support Staff
Blaenau Gwent	511	575
Caerphilly	1,519	1,366
Monmouthshire	679	642
Newport	1,427	1,283
Torfaen	773	751
EAS	4,909	4,617

Section 2: Overview

What does the EAS do on behalf of, and in partnership with, LAs and other organisations?

The EAS is a not for profit limited company that is owned by the five LAs in South East Wales. The EAS delivers, through an agreed Business Plan, a wide range of school improvement services to all schools (all key stages, including all through schools and special schools), pupil referral units and funded non-maintained nursery settings on behalf of each LA. This plan supports the role LAs have in delivering their statutory function, addressing their individual improvement priorities and promoting improved pupil outcomes. This Business Plan encompasses delivery across the following aspects:

- Monitor, challenge, support and intervention
- Curriculum, assessment and accountability reform
- Data collation, analysis and support (school, LA, region)
- Professional Learning: Teaching and Leadership
- Professional Learning: Teaching Assistants / Higher Level Teaching Assistants
- Equity and wellbeing
- Literacy, numeracy and digital
- Welsh language development
- Core and non-core subjects
- Support for governing bodies including professional learning
- National strategies, to include: Lead Creative Schools, Global Futures
- Specialist HR support
- Initial Teacher Education / Graduate Teacher Programme

How does the EAS support schools and settings to identify and address their improvement priorities?

Regional investment in building the capacity of schools and educational settings over the last five years have enabled more collaborative ways of working. This approach is enabling teachers and leaders to learn from each other, to try out new approaches and to engage with educational research as the backdrop for improvement. Across the region there are now a variety of ways in which the EAS supports and challenges school improvement. The impact and effectiveness of the strategies are reviewed regularly through both internal and external processes.

A summary of these supporting strategies is:

- The role of the challenge adviser in supporting, brokering and challenging the pace of progress schools make in addressing their identified school priorities;
- The role of EAS officers (including subject specific support, support for governors, wellbeing and equity) in supporting, brokering and challenging the pace of progress schools make in addressing their identified school priorities;
- Access to funded school networks that support all aspects of professional development and school improvement focused on improving the quality of leadership and teaching and learning;
- Access to a wide range of professional learning, some with accreditation options, for teaching assistants, teachers, school leaders and governors;
- Peer working and peer reviews;
- The use of trained and accredited coaches and mentors for teachers and leaders, sourced from within and beyond; and
- Access to eLearning materials and high-quality resources.

Regional delivery model

Regional investment in building the capacity of schools and educational settings over the last five years have enabled more collaborative ways of working and a move towards the creation of a self-improving school system. This approach is enabling teachers and leaders to learn from each other, to try out new approaches and to engage with educational research as the backdrop for improvement. Across the region the ways in which the EAS supports and challenges school improvement has developed over the past 6 years. The impact, effectiveness and value for money of regional strategies are reviewed regularly through both internal and external processes. The region has commissioned several external reviews over the past 3 years that have helped to shape future direction based upon effective principles of a self-improving system.

The EAS offers a comprehensive Professional Learning Offer (PLO) to all schools and settings across the region. For the past three years the region has funded schools to deliver a large proportion of the professional learning activity much of which is offered on a cluster basis. Each cluster has an assigned lead for professional learning who organises and co-ordinates support for, and access to professional learning across each of the clusters. In addition, each school has a partially funded professional learning lead who co-ordinates this work at school level. Support via the numerous funded learning network schools is also organised on a geographical basis to support this delivery model.

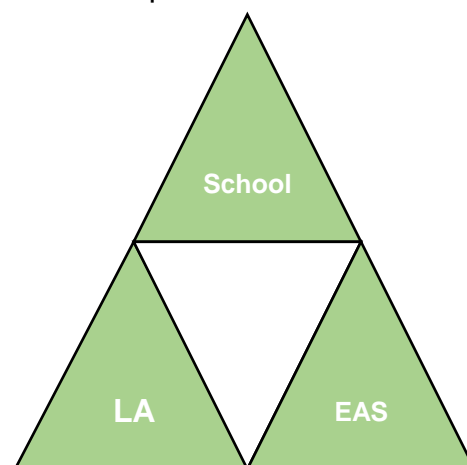
The cluster-based professional learning lead also provides schools within the cluster with updates and development materials to support all key priorities within the National Mission, to include: Schools as Learning Organisations and the Professional standards for teaching and leadership. This work is disseminated to all schools / practitioners through their nominated professional learning leads.

Each cluster also has a linked curriculum pioneer school, that supports regional delivery of key information and latest drafts/key messaging with regards to the new Curriculum for Wales. EAS organises regular briefing sessions with professional learning leads, headteachers, chairs of governors and local authority partners to ensure consistency of messaging, understanding and respective roles and responsibilities in key areas of work.

All schools are provided with a bespoke support package that compliments the priorities identified within their own School Development Plans (SDPs) in line with the levels of support they require. The support levels are informed by the national categorisation process, Estyn inspection outcomes or local intelligence. There is a degree of flexibility within the deployment model to allow for in-year changes in circumstances. The progress schools are making towards their priorities within their SDPs and against their local targets are captured on a termly basis are reported to local authorities.

The EAS can offer advice, support and guidance that promote improved outcomes in schools and settings, whilst LAs retain the statutory responsibility for schools and school improvement.

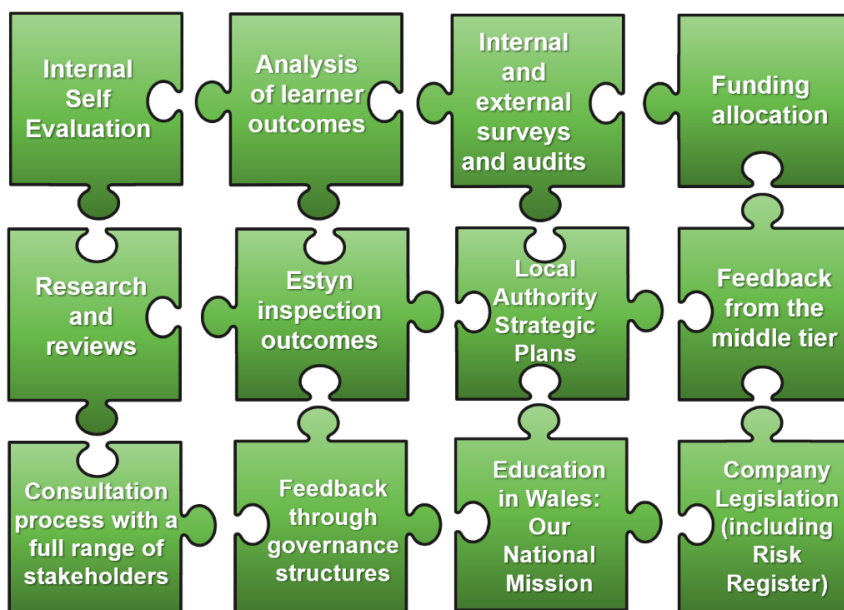
For sustained school improvement to happen it is essential that the culture for change is embedded and that all partners work together recognising that each partner (school, LA and EAS) has its role to play in securing improvements.



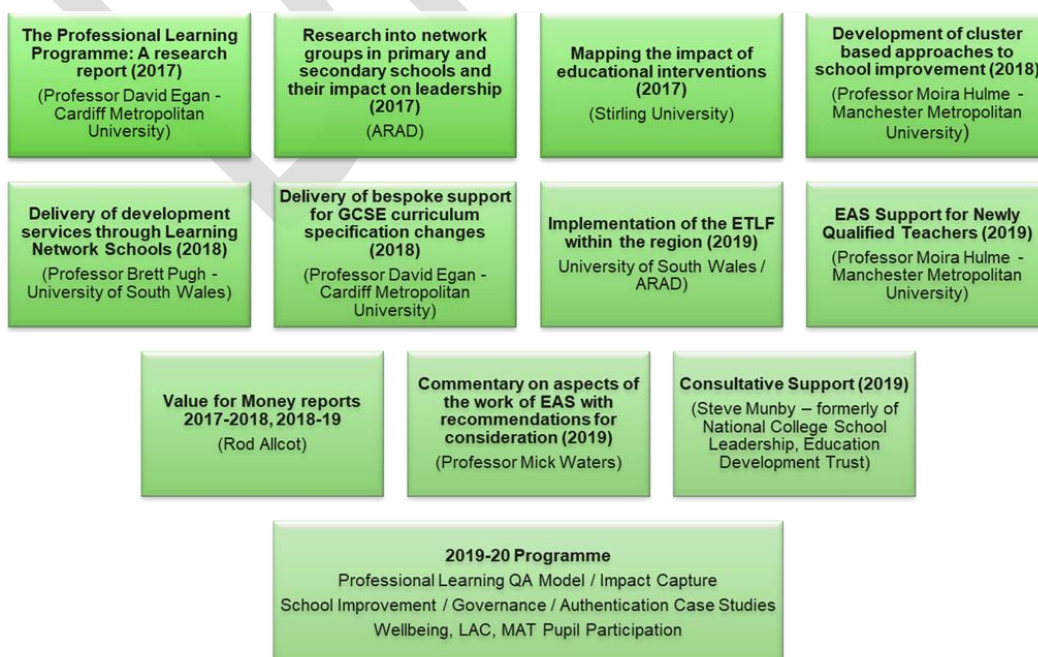
Section 3: Business Plan 2019/2020: Introduction

This Business Plan (2019/2020) outlines the programme of work that is required to continue to accelerate outcomes and provision for children and young people in settings and schools in South East Wales. The plan focuses on the need to raise aspiration and accelerate improvement in pupil outcomes, improve the quality of teaching and leadership, support schools to realise the national reform agenda and to continue to build upon the self-improving system within and across schools and settings.

Priorities for the Business Plan have been derived from LA Strategic Plans, the progress that has been made towards the previous Business Plan (as noted in the regional self-evaluation document), and areas that have been identified as requiring improvements. A wide range of information has been reviewed to formulate the priorities within this Business Plan:



The EAS Business Plan priorities continues to be shaped using the outcomes of external reviews and research:



“Systems and processes, these are excellent. The Business Planning processes are consultative and transparent. The Hwb system enables data and information to be held in one place and is significantly reducing bureaucracy and workload, whilst enabling a clear record to be kept of actions and impact. Grant planning is transparent and clear.”


“EAS welcomes external challenge and is not resting on its success. It is keen to bring in external expertise to review its progress and to learn from elsewhere. External reviews from Manchester Metropolitan University, Cardiff Metropolitan University, Professor Mick Waters and others have helped to keep EAS on the front foot and to be thinking strategically about further improvement.”




(Dr. Steve Munby: Review of EAS current practice and direction of travel (October 2019)).

Local authority education strategic priorities 2020/21 (provided by each local authority)


This Business Plan addresses each local authority strategic priority that are indicated with *. These priorities fall within the remit of the work of the EAS. Additionally, the EAS will work in partnership with LAs to support additional local priorities, as appropriate.

The improvements that are required at regional and local authority level require a strong commitment of partnership-working to be successful. Where local authorities and the EAS work in close partnership, there is evidence, particularly with regards to schools causing concern, that rapid and sustainable school improvement can be achieved.

LA	Strategic priorities for 2020/2021	Main link(s) to improvement strands within the Business Plan
Blaenau Gwent 	Accelerating early language acquisition skills between the ages of 3 to 7.*	1, 2 and 3
	To increase value-added progress in English and maths between key stage 2 and 3 and particularly between key stage 3 and key stage 4.*	1, 2 and 3
	To increase attainment in English and maths in key stage 3 at Level 6+.*	1, 2 and 3
	To improve attainment in English and maths (maths in particular) at level 2 in key stage 4*	1, 2 and 3
	To improve value-added progress for our most vulnerable learners, particularly between key stage 3 and key stage 4.*	1, 2 and 3

LA	Strategic priorities for 2020/2021	Main link(s) to improvement strands within the Business Plan
Caerphilly 	Improve outcomes at Key Stage 4 with particular focus on standards in the English language and Capped 9 measures. *	1, 2 and 3
	Further improve the quality of leadership across all phases of education. *	1 and 3
	Increase the number of pupils achieving 3 A-A* at Key Stage 5. *	1 and 3
	Improve attainment and progress of all learners in receipt of free school meals across all phases of education, with particular focus on the more able. *	2
	Further improve pupils' acquisition digital competency skills *	1 and 3
Monmouthshire 	Strengthen leadership and teaching and learning capacity in identified schools to ensure that all pupils make appropriate progress from their starting points. *	1, 2 and 3
	Improve the outcomes for all vulnerable learners, particularly those eFSM, at the secondary stages (key stages 3 and 4) and at the higher levels. *	1, 2 and 3
	Reduce variance in outcomes between schools and departments particularly at key stage 4. *	1, 2 and 3
	Work with all stakeholders to develop effective mechanisms to help reduce the amount of exclusions.	2
Newport 	Improve provision and outcomes for FSM learners in all key stages.*	1, 2 and 3
	Reduce variance in outcomes, teaching, and leadership, particularly at key stage 4. *	1, 2 and 3
	Ensure a consistent approach to ALN provision, in line with the requirements of the Additional Learning Needs and Education Tribunal (Wales) Act 2018 through the implementation of a Leadership/ALN Review framework in collaboration with Local Authority inclusion services.	2
	Reduce persistent absenteeism, particularly in secondary schools, and so improve secondary attendance.*	2

LA	Strategic priorities for 2020/2021	Main link(s) to improvement strands within the Business Plan
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<p>Torfaen</p>  <p>TORFAEN COUNTY BOROUGH BWRDEISTREF SIROL TORFAEN</p>	<p>Improve the progress that FSM pupils make across all key stages, particularly key stage 4 by ensuring LA services compliment and support regional provision. *</p>	<p>1, 2 and 3</p>
	<p>Ensure all of Torfaen schools have a clear strategy for improving the quality of teaching and learning particularly in secondary schools to reduce within school variation so all pupils, including boys and vulnerable learners, make appropriate progress over time. *</p>	<p>1, 2 and 3</p>
	<p>Reduce the level of variability in the quality and impact of leadership at all levels in secondary schools in the authority to secure good and sustained pupil outcomes. *</p>	<p>1, 2 and 3</p>

Each improvement strand within this plan has a specific emphasis on the work of the EAS in promoting improved outcomes for vulnerable learners, in particular those in receipt of FSM and specific actions that are undertaken to improve secondary schools.

These strategies are based on a wide range of research evidence. It will be important that all other stakeholders, including schools and LAs, have their own specific strategies to support and promote improved outcomes for learners. The EAS will endeavour, as appropriate, and within available resources to support LA strategic plans to maximise the impact on learner outcomes.

Summary of progress 2019/20

90% of schools felt that the role of EAS is clear and there is a clear vision for school improvement



Designed and developed a grant planning toolkit with **100%** engagement from schools

6,035 twitter followers



52 current serving headteachers undertaking the role of Challenge Advisers

94% delegation rate to schools = £45.92M

87% of Seren learners went to Oxbridge or Sutton Trust universities

55 HLTAs have achieved the qualification

52 schools engaged in the more able and talented network meetings



69 schools within the region are providing support to other schools across the region

All secondary schools have a partially funded lead for vulnerable learners and professional learning

208 NQTs have successfully completed induction across the region

Peer working models continue to be developed

All schools engaged in the regional offer to support curriculum for Wales

1111 professional learning opportunities have been offered to support the teaching and leadership standards



92% of schools and settings received ACE awareness training with 1707 teachers noting that the training informed their provision within the classroom



All school clusters engaged in Wellbeing Network meetings

Between 2017/2018 and 2018/2019 there have been increases in the % of schools judged to be good or excellent in each of the 5 inspection areas by at least **11%**

29 NPQH candidates successfully gained the qualification

194 schools have engaged with the SLO portal

35 schools received the Seren Foundation Grant

221 learners completed the Seren Programme in 2018 with an increase in 2019 of 285 learners engaged

Overall the number of schools requiring the highest levels of support continue to **decrease**



Over the past 3 years the number of acting headteachers has **decreased**

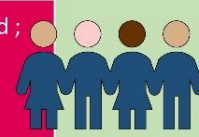


All secondary schools PDG plans have been agreed through professional panels

156 self chosen networks of schools

All PDG grant plans are linked to Sutton trust toolkit

1588 governing body meetings clerked ; **615** governors attended professional learning and an additional 114 online induction sessions.



*further detail is contained within the mid and end of year review of the 2019/2020 Business Plan

As a result of internal self-evaluation, we still need to work with local authorities and schools to:

Continue to develop bespoke and school led peer review models focussing on improving the quality of teaching and learning that build mutual and reciprocal peer support and challenge.



Continue to be clear about what the role of EAS is around the wellbeing and equity agenda. Continue to champion and to integrate the work and to stay focused on EAS priorities.



Develop a boarder range of evaluation strategies that identifies that does not focus solely on end of key stage outcomes but looks at a range of teaching and leadership behaviours that would be a result of a support or intervention strategy.



Further strengthen the governance arrangements by appointing high quality non-executive directors who can provide additional expertise and independent external challenge.



Continue to promote succession planning within EAS and to empower the broader leadership team, especially when it comes to exposure to governance and to the production of strategic reports.

As a result of internal self-evaluation we still need to work with other regions, Welsh Government and middle tier partners to:

Secure the effective implementation of curriculum for Wales in all schools and settings. Engage in consultations that support the reform agenda.



Engage in two pilot programmes for schools causing concern and the implementation of the National Resource for School Improvement.

Design and deliver national professional learning.

Ensure that elected members are fully apprised of changes to accountability arrangements.

To secure an indicative 3-year grant funding model.

As a result of internal self-evaluation, we still need to work with local authorities and schools to:

Ensure that schools that require the highest levels of support and / or in Statutory Categories secure improvement within an acceptable timescale (within 2 years) to reduce their support level and / or be removed from a statutory category



Consider a more strategic approach to identifying the next group of headteachers in the region. Further develop the executive headship role so that the very best leaders can make an impact in more than one school.



Provide effective intervention, challenge, support and capacity-building. Continue to be clear about the bottom lines for intervention and continue to refuse to compromise when children are losing out on a good education. . In most cases the focus should be on capacity-building



Develop a talent management and leadership framework that focuses on middle leadership development on individual schools and clusters rather than mixed cohorts.



Retain a high bar for the identification of those who can provide support for other schools, continuing to focus on quality and ensuring due diligence and brokering the best from within and outside the region.



Continue to build the capacity of governing bodies within the region by revising the delivery model for governor training, aligned to the cluster model and provide bespoke professional learning to secondary governing bodies to enable them to undertake their roles effectively.



Further strengthen the governance arrangements by appointing high quality non-executive directors who can provide additional expertise and independent external challenge.



Improve the quality of teaching and learning, to include skills development, in identified secondary schools in order to secure improved learner progress, outcomes and engagement in learning, particularly for vulnerable learners.



Retain a high bar for the identification of those who can provide support for other schools, continuing to focus on quality and ensuring due diligence and brokering the best from within and outside the region



Business Plan 2020/2021

The actions below have been developed in collaboration with our partners, linked to each local authority strategic priorities. They represent the key priorities for the region to deliver in 2020/21. However, they are not exhaustive, and we recognise the importance of continuing to deliver our core business to a high standard.

Improvement Strand 1	<p>i) Developing a high-quality education profession</p> <p>ii) Inspirational leaders working collaboratively to raise standards</p> <ul style="list-style-type: none"> • Developing all staff and leaders to have the right knowledge and skills to do their job effectively so that pupils make good progress over time. • Developing leaders and providing them with the opportunity to learn with and from others.
What will the EAS do?	
<p>Quality assurance and impact of all professional learning</p> <ul style="list-style-type: none"> • Continue to provide schools with guidance to complete, publish and evaluate the impact of their Professional Learning Plan. • Pilot the regional model for quality assuring all professional learning to capture impact. <p>Curriculum Reform</p> <ul style="list-style-type: none"> • Provide all schools with access to the national professional learning programmes, for all staff, to support the implementation of the curriculum for Wales. This will be jointly delivered with regional Innovation schools and Professional Learning schools. • Provide schools with examples of effective school development actions for curriculum reform and support schools to implement these. • Encourage all schools to be research informed by creating a network of lead enquirers from Professional Learning schools to develop the capacity for professional enquiry in all schools. • Use the outcomes of the engagement visits completed by Estyn to support the development of a set of common expectations around the implementation of the curriculum for Wales. <p>Schools as Learning Organisations</p> <ul style="list-style-type: none"> • Design and facilitate professional learning that encourages schools to develop as effective learning organisations. This will include a range of approaches such as e-learning, school to school working and research. • Provide a coordinated programme of support to ensure all schools develop as effective learning organisations e.g. how to use the survey to inform school development priorities. • Support the remaining schools who have yet to engage the schools as learning organisation (SLO) survey. • Share case studies where schools and clusters are effectively developing as learning organisations. • Provide support and guidance to schools about how to use the SLO survey to inform school development priorities <p>Teaching and Learning</p> <ul style="list-style-type: none"> • Identify and share effective whole school strategies for teaching and learning from within and beyond the region. • Support schools to use a range of first-hand evidence to improve the quality of teaching and learning through a modelled, shared and guided approach. • Identify and work with effective leaders, teachers and teaching assistants across the region from all phases to share best practice that captures the progress of learners. This will include 	

the development of a regional online resource that will include pupils work, portfolios, film clips of teachers, learners and leaders.

- Provide a range of delivery models and access to a wider range of professional learning across all areas of learning to support schools to improve the quality of teaching and learning within and beyond the region.
- Identify and share through planned professional learning, successful examples of provision, teaching and application of skills that evidences pupil progression across all phases from within and beyond the region.

Professional learning teaching assistants

- Provide a professional learning offer that supports teaching assistants whether new to the role, a practicing teaching assistant or as an experienced higher-level teaching assistant.

Professional Learning for statutory induction

- Continue to refine and develop the induction support for Newly Qualified teachers, including the role of the school-based induction mentor, the role of the external verifier and the support provided beyond the statutory induction period. Strengthen partnership working with HEI institutions to offer joint induction support for early career entry.

Initial Teacher Education

- Continue to work with higher education partners, cross regional partners and schools in developing and delivery of all routes into initial teacher education.

Inspirational leaders working collaboratively to raise standards

National professional learning offer for leaders

- Provide a professional learning offer in partnership with higher education institutions and other regions to support leaders at all levels in all schools and settings through a nationally endorsed range of programmes: Middle leadership, senior leadership, aspiring headteacher / preparation for NPQH, NPQH, New and Acting headteachers, experienced headteachers.

Identifying, recruiting and retaining effective leaders

- Identify aspirational leaders and provide them with bespoke professional learning and a range of leadership experiences that supports them to develop an individual professional learning journey, particularly within the Welsh medium and secondary sectors.
- Work with local authorities and governing bodies to explore a range of leadership models e.g. Executive headship
- Regional specialist HR will work with local authorities to review and revise senior leadership recruitment processes to include using evaluations from a range of stakeholders and professional learning for appointment panel members.
- In partnership with other regions and higher education institutions, provide a mentoring and coaching programme to develop and support school leaders and governors.

Governors as leaders

- Review and refine the Governor Support Clerking Service Level Agreement, to ensure that it supports effective governance.
- Review and refine the delivery model for professional learning (not including the mandatory training) for governors using the cluster-based 'train the trainer' approach.
- Further develop online resources for governors, including tools to assist with self-evaluation.
- Provide opportunities for collaborative professional learning for school leaders and governors.

- Identify governors who can undertake a range of roles within and beyond their own school, providing bespoke professional learning to strengthen and build capacity within the region.
- Explore and encourage peer support arrangements for governing bodies to secure improvement.

Specialist HR

- Work with local authorities to complement existing services.
- Provide specialist HR professional learning for school leaders to include the implementation of the Professional Standards for Teaching and Leadership and managing performance.

Targeted support for the secondary phase (in addition to above)

- Review and refine the current model for the development of teaching and learning strategies in identified schools, use the outcomes to engage a further cohort of secondary schools.
- Continue to provide a range of strategies to support leadership of teaching and learning e.g. school to school, research informed approaches
- Continue to provide professional learning for Chairs and Vice Chairs of governors in secondary schools focussing on improving the quality of leadership and teaching and learning.
- Support schools to explore a range of models to help them prepare for the implementation of curriculum for Wales.
- Review and refine co-ordinated Challenge Adviser and subject specific support and delivery in identified schools e.g. intensive block time, challenge adviser and school to school model
- Supporting schools to ensure that curriculum pathways provide an appropriate choice for all learners.

Specific focus on improving the outcomes of Vulnerable Learners

- Design and facilitate professional learning for specialist teaching assistants in partnership with local authorities and settings.
- Review and refine the secondary Vulnerable Learner Lead programme, sharing effective practice across selected clusters and primary schools.
- Design and facilitate national online resources to complement the middle leadership programme for more able and Seren school leads.
- Evaluate the current range of enhanced curriculum opportunities funded via the pupil development grant and share best practice across the secondary phase.
- Capture best practice of a range of curriculum offers that are provided in PRU provisions.

<p>Improvement Strand 2</p>	<p>Strong and inclusive schools committed to excellence, equity and wellbeing</p> <ul style="list-style-type: none"> • Providing schools with support, guidance and professional learning to ensure all learners (including all known groups of vulnerable learners) attend school every day, engage well in their learning, receive the correct support and challenge in supportive and inclusive learning environments.
<p>What will the EAS do?</p>	
<ul style="list-style-type: none"> • To provide a programme of professional learning through a 'Train the Trainer' approach that provides the foundations of universal provision across all schools and settings. This will include strategy development and professional learning for: FSM learners, LAC learners, Known Adopted learners, Young Carers, More and Most Able Learners and those who have English as an additional language. • Embed the regional Equity and Wellbeing Strategy (which encompasses strategies for all vulnerable learners) to further develop multi-agency working, to build on the universal provision for all schools and settings. • To create an online interactive curriculum tool that captures the resources available to support schools in shaping their provision for Health and Wellbeing at a local and regional level. • To co-construct a professional learning programme in partnership with local authorities on 'Improving pupil engagement and behaviours in learning' based upon the principles of adverse childhood experiences agenda. • Review and extend the network of schools engaged with the 'Raising the achievement of disadvantaged youngsters' programme. • To improve pupil voice and pupil participation across the region in partnership with the School and Super Ambassador Programme to influence school and regional priorities. • To introduce a revised regional approach to improve the monitoring and impact of the pupil development grant that includes a professional panel attended by local authority officers. • Work with local authorities to ensure that local authority strategic plans for vulnerable learners are complimented by the regional strategy. • Attendance and exclusions • To support the Regional Transformation Officer to update stakeholders on ALN Reform and support the shaping of a professional learning programme to meet the changing requirements of ALN Reform. • To continue to support schools and settings with the planning, monitoring and evaluating of grant plan expenditure. Continue to provide schools with guidance to complete, publish and evaluate the impact of the Pupil Development Grant. 	
<p>Targeted support for the secondary phase (in addition to above)</p>	
<ul style="list-style-type: none"> • Design and facilitate a pilot programme to enhance the use of Form Group time in Secondary Schools. • To engage with Career Wales to design a programme that offers learners career advice from year seven onwards in order to map their flightpaths to their desired destinations. 	

<p>Improvement Strand 3</p>	<p>Robust assessment, evaluation and accountability mechanisms, supporting a self-improvement system</p> <ul style="list-style-type: none"> • Providing support for schools to use a wide range of evidence to accurately assess where they are, where they want to be and how they will get there through continuous self-improvement.
<p>What will the EAS do?</p>	
<ul style="list-style-type: none"> • Provide schools with a range of targeted support focussed on school development priorities in line with their current support level. • Focus support will be brokered between the EAS, LA and school leaders. • Implement the regional approach to schools causing concern in partnership with LAs that includes regular schools causing concern meetings and regional schools causing concern register to monitor the progress that schools make. • Where concerns arise in any school or setting the EAS will share relevant information with LAs and Diocesan Directors to inform next steps and where appropriate this may include the use of LA statutory powers to accelerate progress. • Working alongside key partners including Estyn, Welsh Government, Local Authorities and school leaders, pilot an approach to supporting schools causing concern to identify appropriate and timely support and intervention in order to accelerate progress. • Embed the regional strategy for target setting with a key focus on the school's context at a local level, and further develop the use of pupil progress data at school level in line with the national guidance. • Provide professional learning opportunities for schools, governing bodies and LAs to understand the changing assessment and accountability arrangements within the reform agenda. • Support the piloting of the national evaluation and improvement resource (NEIR) in identified regional schools and ensure key learning is shared with all schools and settings. • Provide professional learning to all schools and settings to promote effective self-evaluation and improvement planning processes. • Formally monitor and evaluate the quality and impact of self-evaluation and development planning for all schools and settings to secure improvement in progress and attitudes of learners, the quality of teaching and learning and the quality of leadership. • Further develop the regional approach of 'School on a page' so that a broader range of information is used for accountability purposes focussed on pupils' wellbeing and attitudes to learning, the standards achieved and progress made by all pupils including those in vulnerable groups, the quality of teaching and learning in schools and settings as well as the quality of leadership. • Provide ongoing professional learning for elected members on how they can use this broader range of school information to hold schools to account more effectively, promoting cultural and behavioural change. • Support and advise LAs in the delivery of their statutory functions for SACRE and the development of individual Welsh and education strategic plans. <p>Supporting a self-improvement system</p> <ul style="list-style-type: none"> • Refine the Learning Network Schools approach to reflect new and emerging service priorities. • Refine and extend the peer working models for school leaders with a focus on improving the quality of teaching and learning. • Provide further opportunities for schools to develop self-chosen networks of professional practice, based upon common improvement needs. • Commission a range of evaluative research reports in priority areas to provide recommendations to further develop key areas of service delivery. 	

Targeted support for the secondary phase (in addition to above)

- Refine and extend the peer working programme to include middle leaders, to support a broad range of subjects across the curriculum in the secondary phase.
- Explore external systems that will support schools to set targets, track pupil progress, measure value added performance and engagement in learning.
- Provide guidance and support for schools to set appropriate local targets in line with school development priorities whilst retaining the focus on individual pupil level target setting.
- Support schools' engagement with consultations regarding reforms to key stage 4 qualifications.
- Collaborate with schools and other sectors to share and analyse outcome and destination data at key stage 5.

Specific focus on improving the outcomes of Vulnerable Learners

- Continue to refine the grant planning system and the processes in place to support the planning, reviewing and evaluating of impact of expenditure in line with the EEF
- Refine the role of the Wellbeing and Equity LNS to become more focused on an area of work
- To continue grant discussion meetings with LA partners to focus on provision and progress of vulnerable learners.
- To support all secondary schools to have a Wellbeing Equity Section on their SDP.

Improvement Strand 4	EAS Business Development <ul style="list-style-type: none">• Developing systems and processes that enable the company to effectively and efficiently support schools and settings promoting improved pupil outcomes.• Develop a workforce that embodies the core values and mission of the EAS.• Ensure the EAS adheres to legislative requirements.
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What will the EAS do?

- Continue to refine the business model for the EAS to ensure that it aligns to the regional priorities for national reform.
- Work with key partners to deliver a more sustainable funding model that aligns with the workforce plan and secures an updated Collaboration and Members Agreement.
- Maintain a high-quality, well informed, flexible and motivated workforce that represent our values and vision.
- Ensure the effectiveness of the company board and the audit and risk assurance committee, through appropriate professional learning.
- Continue to develop the regional grant mapping tool to enable more efficient and effective interrogation of data, impact capture and value for money at school, LA and regional level.
- To continue to publish the regional grant allocations and maximise delegation rates to schools.
- Ensure that systems and processes are in place to enable the effective delivery of the Governor Support Service Level Agreement.
- Refine the value for money model, further exploring access to comparative data.
- Enhance the use of self-evaluation processes to ensure our work has impact on improving outcomes, provision and leadership.
- Ensure the efficient delivery of accurate performance data and wider intelligence to support effective self-evaluation and service delivery.
- Refine and enhance the communication and marketing strategy to ensure appropriate stakeholder engagement.
- Continue to engage with other consortia and middle-tier organisations, such as Estyn, to realise efficiencies in programme development and delivery.

Working in partnership with local authorities, schools and setting the ambitions for 2020/21 and beyond are:

Ambitions for 2020/21

Overall the number of schools requiring the highest levels of support continues to decrease and when a school is placed within a statutory category it will be removed within an acceptable timeframe agreed with the LA 

All schools and settings engaged in the pilot programme will have developed a bespoke teaching and learning strategy for their schools

Nearly all secondary schools have engaged with a PL programme for cross curriculum skills development and have improved their provision as a result 

The quality of SDPs within the secondary phase continue to improve with many being at least good

Bespoke and school led peer review models demonstrate impact on improving the quality of teaching and learning in identified schools.

Nearly all schools have wellbeing and equity as a key area within their SDPs and will poverty proof the cost of the school day

Nearly all schools will develop as effective learning organisations

Nearly all schools maximise their capped 9 performance through a focus on breadth and quality of provision for all learners

All school leadership teams and the majority of middle leaders and teachers will have engaged with the PL programme to support the implementation of the curriculum for Wales

Governance arrangements will be strengthened, and additional non-executive directors will be appointed to the company board

The model for delivery of governor training will be reviewed and revised 

A regional professional learning programme and talent management framework will be implemented to identify and track aspirational leaders 

The region has a comprehensive leadership development pathway for aspiring and existing leaders

Nearly all schools are demonstrating progress against the national language charter framework objectives.

All secondary schools causing concern will be held to account by each LA for the pace of progress and where this is too slow appropriate action will be taken

Worked collaboratively with middle tier partners to support the realisation of the national mission

A broader range of evaluation strategies will be developed and used that does not focus solely on end of key stage outcomes but looks at a range of teaching and leadership behaviours that would be seen as a result of a support or intervention strategy

A majority of Chairs and Vice Chairs of governors within the secondary phase will be better equipped to support and challenge the pace of improvement within their schools 

Succession planning within the broader leadership team of the EAS is improved with team members having more exposure to governance meetings and to the production of strategic reports

An online resource to support teaching and learning will be developed to exemplify and share best practice across the region

A LA based online resource for Health and Wellbeing will be created for schools to signpost to a range of provision and partners

The revised learning network schools model will be implemented focusing on quality and ensuring due diligence and brokering the best from within and outside the region.

The delegation rate to schools is maintained at 94%

Section 4: Governance and funding

The EAS is subject to a robust governance model that is underpinned by a Collaboration and Members agreement (CAMA) and Articles of Association. Ensuring that the EAS provides value for money is of utmost importance. As recipients of public funding it is important that budgets are allocated wisely. We will endeavour to deliver even better value for money through achieving financial balance and delivering services within the constraints of our budget, making further efficiency savings wherever possible and ensuring delegation rates to schools are maximised.

Consortium funding

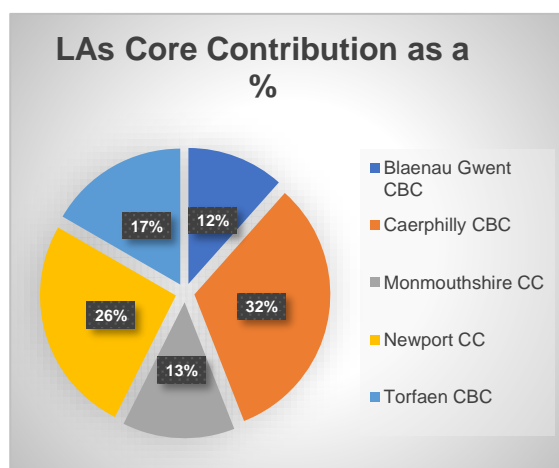
The EAS is funded on an annual basis from three sources: Local authority core contributions, regional school improvement grants and a service level agreement for governor support services. A spending plan accompanies the Business Plan which is intrinsically linked to all actions contained within it.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

Delegation rates to schools has increased to 94% whilst the EAS staff profile by 48% since 2012. An element of the EAS was originally set a trading income target of £1.25m from schools to enable balanced year end account position. This has now been totally eradicated from income dependency and schools are no longer charged for any training or services provided in line with the business plan.

Local authority contributions

Local authority funding for consortium working is underpinned by the National Model for Regional Working, published by the Welsh Government in 2014. The model recommended a core funding allocation of £3.6m for the EAS. The current LA core contribution is based on these figures less year on year efficiencies of £1.17m since 2012 agreed in collaboration with the 5 local authorities. The local authorities' indicative figures for 2020/21 are as follows:

Local Authority	£
Blaenau Gwent CBC	358,985
Caerphilly CBC	1,005,705
Monmouthshire CC	414,127
Newport CC	803,293
Torfaen CBC	516,355
Total	3,098,465



In terms of the above £0.357m of this figure is used to secure capacity within the Challenge Adviser team from current serving headteachers and £0.2m of this figure is used to secure service level agreements and venue costs sourced through local authorities.

Regional school improvement grants

The Collaboration and Members Agreement (CAMA) details the procedure that needs to be followed for all school improvement grants received into the region. All grants are approved by local authority Chief Education Officers / Directors of Education with a follow up ratification from JEG members.

Historically there were two main grants received into the region from Welsh Government. Pupil Development Grant (PDG) and Education Improvement Grant (EIG). The latter has been re-designated as the Regional Consortia School Improvement Grant (RCSIG) and includes specific initiatives to support the objectives within the 'Education in Wales: Our National Mission'. In addition to the two main grants, two small regional indicative grants were received for SEREN learners.

Included in the Regional Consortia School Improvement Grant are two historic grants that require match funding* from the LAs to facilitate the grant offer. These figures are included in the following table alongside the delegation** rate per key area of grant.

Grant Name	Grant Total	Amount delegated* to schools	Delegation* Rate	Regionally Retained
	Indicative Calculation 2020/21			
	£	£		£
Regional Consortia School Improvement Grant (RCSIG)				
- Education Improvement Grant	24,930,697	23,133,194	93%	1,797,503
- Professional Learning for Teachers	2,231,515	2,231,515	100%	0
- Other grant initiatives	3,527,764	2,658,940	75%	868,824
Pupil Development Grant (PDG)	18,064,750	18,064,750	100%	0
PDG (Lead Regional PDG Adviser)	100,000	0	0%	100,000
Seren Pre 16	98,400	98,400	100%	0
Seren Post 16	55,000	55,000	100%	0
Total	49,008,126	46,241,799	94.4%	2,766,327

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

The following circumstances will not be classed as delegated:

- Staff seconded from the LA or the consortium to a school(s) or a cluster(s).
- Staff working wholly or partly in schools and paid for from a local authority or consortium retained budget.
- Staff or services that form part of an SLA – this type of activity will be classed as non-delegated.
- Monies delegated from the consortium to a local authority.

Several factors including funding, delivery of the business plan, workload, and the expectation placed by LAs, EAS, WG on the benefit of the grants has led to an enhanced live common school and cluster grant planning tool being proposed for 2020/21. This school planning tool delivers on

each of these factors. WG Hwb will be used as the host and accessible to key staff within the individual school, LA and the EAS.

The tool has been designed to capture all grant costs associated with the national mission, provide transparency on school and regional spend, report on intended impact and outcome of the grant including direct reference to the Sutton Toolkit. The tool also can cross reference to the school development plan and the one plan approach will be piloted with several schools in 2020/21. To further strengthen the transparency every school across the region will have live access to the individual grants delegated to each and every school.

Governor Support Service Level Agreement

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

The optional clerking service is provided through an annual service level agreement with an option to buy into a clerking service and then additionally a statutory committee clerking service. Only one school opted not to buy into the clerking service in 2019/20. The indicative funding for 2020/21 is £0.388m.

Monitoring and evaluation

The annual reporting activity through each of the governance groups is agreed in advance. Progress on the implementation and impact of the Business Plan will be reported formally at a mid-year basis to the Joint Executive Group and Company Board; this will include an evaluation of the regional plan and of each individual local authority annex document. These reports, as in previous years, will be suitable for scrutiny activity at local authority and national level.

Throughout the year there will be many interim impact reports associated with the implementation streams within the Business Plan which will be reported through each of the governance groups, though individual LA committees (as requested) and through evaluation and improvement events with Welsh Government officials, These include: reports on pupil outcomes and progress, progress on schools causing concern, regular updates on outcomes/impact from regional / local authority self-evaluation activity and regional strategies, feedback from external reviews, annual regional value for money report, Managing Director's Annual Report, outcomes from regional school and governor surveys.

The financial accounts are reported to both the company board on a quarterly basis and through the Audit and Risk Assurance Committee on a termly basis. The final year end accounts are externally audited and reported in line with the 2016 UK Corporate Governance Code. In compliance with the Companies Act these accounts are reported and approved at the Annual General Meeting by the Joint Executive Members who are shareholders of the EAS.

Additional supporting documents

This Business Plan is supported by the following documents:

- Local Authority Annex documents 2020 – 2021
- Detailed Business Plan 2020–2021
- Long term overview 2021-2023
- Regional Grant Mapping Overview 2020–2021
- Regional Self-Evaluation Report (Executive Summary)
- EAS Risk Register (Executive Summary)
- Regional Professional Learning Offer 2020–2021
- Local Authority Strategic Education Plans
- Mid-year and final year review of Business Plan 2019/2020

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Local Authority Specific Annex 2020-2021

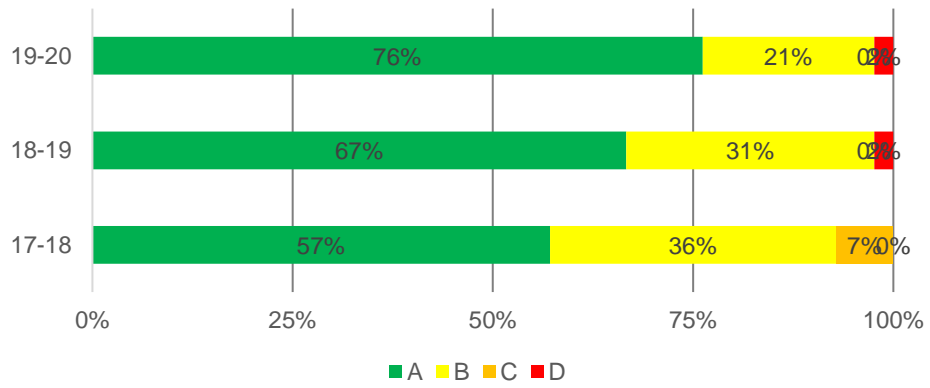
Local Authority: Newport

Summary of National Categorisation of schools in the Local Authority in 2017-2018, 2018-2019 and 2019-2020

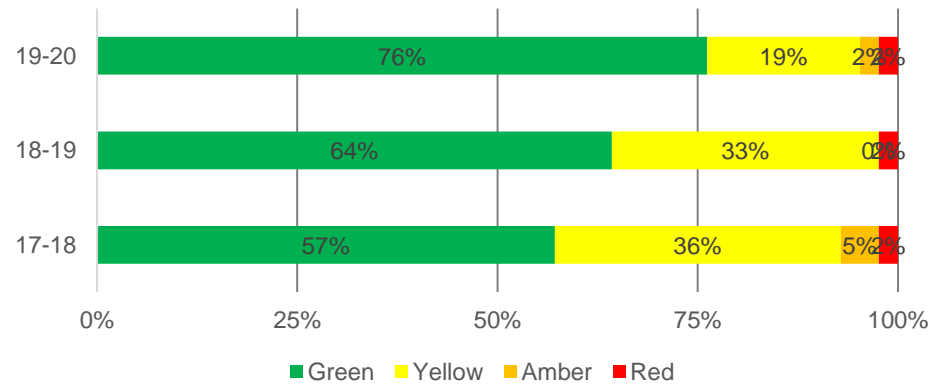
Step 2 - Primary		Numbers of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Newport	17-18	0	3	15	24	0%	7%	36%	57%
	18-19	1	0	13	28	2%	0%	31%	67%
	19-20	1	0	9	32	2%	0%	21%	76%
South East Wales	17-18	2	17	83	88	1%	9%	44%	46%
	18-19	5	16	63	105	3%	8%	33%	56%
	19-20	6	11	55	117	3%	6%	29%	62%

Step 3 - Primary		Numbers of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Newport	17-18	1	2	15	24	2%	5%	36%	57%
	18-19	1	0	14	27	2%	0%	33%	64%
	19-20	1	1	8	32	2%	2%	19%	76%
South East Wales	17-18	8	14	81	87	4%	7%	43%	46%
	18-19	5	18	62	104	3%	10%	33%	55%
	19-20	6	13	54	116	3%	7%	29%	61%

Primary Step 2 - Newport



Primary Step 3 - Newport



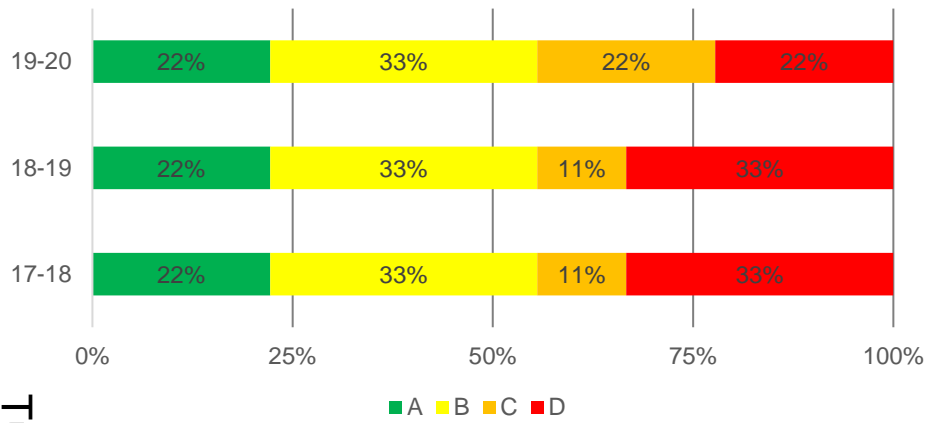
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Step 2 - Secondary		Numbers of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Newport	17-18	3	1	3	2	33%	11%	33%	22%
	18-19	3	1	3	2	33%	11%	33%	22%
	19-20	2	2	3	2	22%	22%	33%	22%
South East Wales	17-18	6	14	7	6	18%	42%	21%	18%
	18-19	5	14	7	6	16%	44%	22%	19%
	19-20	7	8	10	7	22%	25%	31%	22%

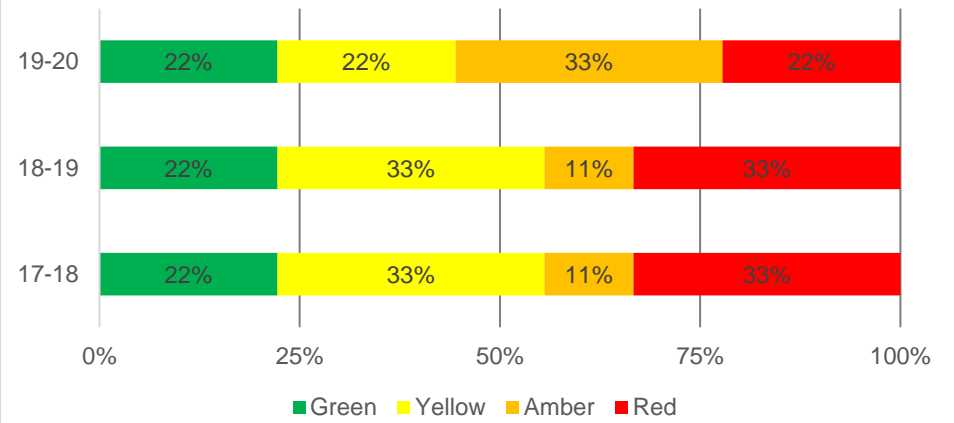
Step 3 - Secondary		Numbers of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Newport	17-18	3	1	3	2	33%	11%	33%	22%
	18-19	3	1	3	2	33%	11%	33%	22%
	19-20	2	3	2	2	22%	33%	22%	22%
South East Wales	17-18	9	9	12	3	27%	27%	36%	9%
	18-19	6	14	6	6	19%	44%	19%	19%
	19-20	9	8	8	7	28%	25%	25%	22%

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Secondary Step 2 - Newport



Secondary Step 3 - Newport



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LA schools currently in any Estyn follow-up category

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection
Primary	Malpas CiW Primary	Nov-19	Jan-19	Special Measures

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection
Secondary	St Julians School*	Dec-14	Dec-14	Special Measures
Secondary	Newport High	Nov-17	Jan-18	Special Measures

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection
PRU	Bridge Achievement Centre	Mar-18	May-18	Special Measures

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High Level Pupil Progress Analysis - 2019 - FP to KS2 / KS2 to KS3

LA/Region: Newport

Progress of pupils between FP and KS2

Subject	Matched Cohort	2+ levels of progress	1 level of progress
LLC - Welsh	90	83.3	16.7
LLC - English	1766	93.9	5.6
Mathematics	1859	92.9	6.8

Matching

2015 FP cohort	2019 KS2 cohort	%age of FP cohort matched	%age of KS2 cohort matched
98	98	91.8	91.8
1871	2001	94.4	88.3
1969	2001	94.4	92.9

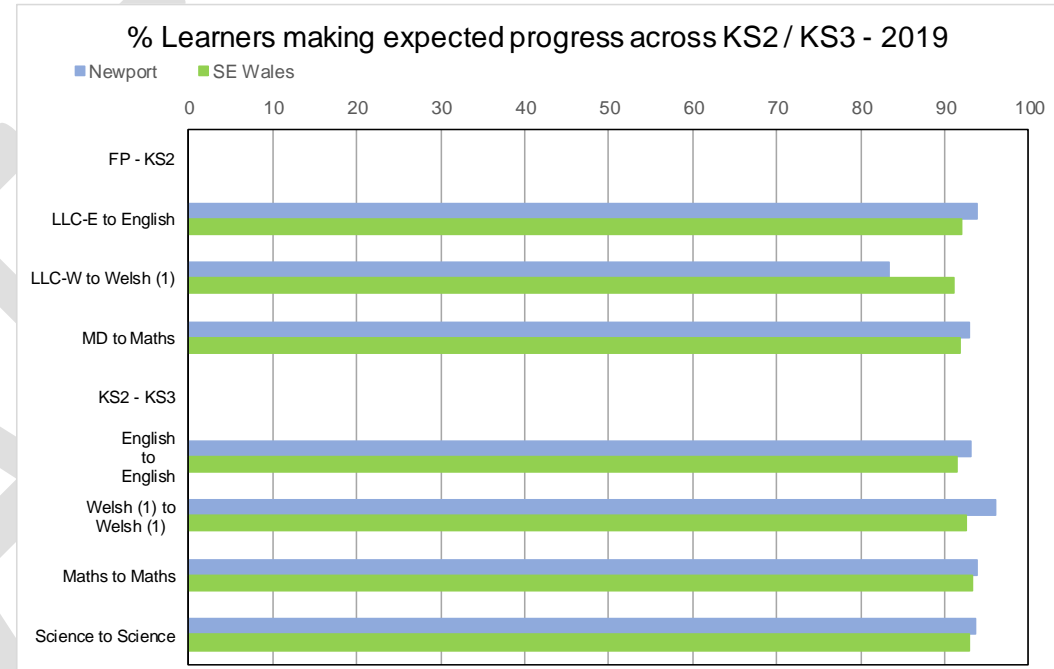
* 2019 KS2 English cohort excludes Welsh Medium pupils to more accurately match the FP English cohort.

Progress of pupils between KS2 and KS3

Subject	Matched Cohort	2+ levels of progress	1 level of progress	1+ levels of progress
Welsh 1st Lang.	75	34.7	61.3	96.0
English	1665	46.2	46.8	93.0
Mathematics	1666	54.1	39.7	93.8
Science	1666	53.5	40.2	93.7

Matching

2016 KS2 cohort	2019 KS3 cohort	%age of KS2 cohort matched	%age of KS3 cohort matched
74	76	101.4	98.7
1727	1756	96.4	94.8
1727	1756	96.5	94.9
1727	1756	96.5	94.9



Summary

FP to KS2 Expected Progress (2 'Levels')	LLC-E to English	LLC-W to Welsh (1)	MD to Maths	
	93.9	83.3	92.9	
KS2 to KS3 Expected Progress (1 Level)	English to English	Welsh (1) to Welsh (1)	Maths to Maths	Science to Science
	93.0	96.0	93.8	93.7

LA summary and issues

- Improve provision and outcomes for FSM learners in all key stages.
- Reduce variance in outcomes, teaching, and leadership, particularly at key stage 4.
- Ensure a consistent approach to ALN provision, in line with the requirements of the Additional Learning Needs and Education Tribunal (Wales) Act 2018 through the implementation of a Leadership/ALN Review framework in collaboration with Local Authority inclusion services.
- Reduce persistent absenteeism, particularly in secondary schools, and so improve secondary attendance.

Attendance/Exclusions

- There has been an increase in attendance at both primary and secondary level since 2016. Both primary and secondary attendance is marginally above that of Wales.
- Unauthorised absence at primary schools has remained fairly stable around 1.8%, and at secondary schools around 2.2%. Both figures are higher than Wales.

Exclusion figures are reported by LA

- There has been an increase in the number of exclusions of 5 days or fewer at primary level, but a decrease at secondary level. The number of exclusions of 6 days or more at primary level has remained constant and has declined at secondary level.
- There was 1 permanent exclusion in 2019 in primary schools (compared to 5 for the 3 years previously combined).
- There were 18 permanent exclusions in 2019 in secondary schools (compared to 28 for the previous 3 years combined: 2015/16 – 9; 2016/17 – 9; 2017/18 – 10).

Inspection/Categorisation

- The percentage of schools judged at least Good for Standards of achievement was 85%. 80% of schools were judged Good or better for Well-being and Attitudes to Learning.
- The percentage of primary schools categorised green has continued to increase in 2019/20, but the percentage of schools in the amber / red categories has marginally risen from 2018/19. There are now 2 primary schools in the amber or red category. Two secondary schools remain categorised as red, and three schools are now categorised as amber.

Schools requiring Improvement 2019-2020 (Amber and Red Overall Categories of support)

The information below indicates the schools in the overall category of Amber or Red in the Local Authority in the academic year 2019-2020, that will require additional support. The support is in line with the guidance within the National Categorisation System and within the SEWC Intervention Framework 2019-2020. Each of these schools have a detailed Intervention or Support Plan, the progress each school makes over the next academic year will be captured through regular Education Improvement Boards (EIBs) or Intervention Meetings.

Schools requiring Amber levels of support	Schools requiring Red levels of support
Bridge Achievement Centre	Malpas CIW Primary
Caerleon Comprehensive	Newport High
High Cross Primary	St Julian's School
Llanwern High School	
Tidaris High School	

The content of this LA Annex has been agreed by:

LA Director / Chief Education Officer:

Ms Sarah Morgan

Cabinet Member for Education:

Cllr Gail Giles

EAS Managing Director



Ms. Debbie Harteveld