

Agenda

Cabinet

Dyddiad: Dydd Mercher, 18 Mawrth 2020

Amser: 4.00 pm

Lleoliad: Ystafell Bwyllgora 1 - Canolfan Ddinesig

At: Cynghorwyr: J Mudd (Cadeirydd), Councillor R Jeavons, P Cockeram, G Giles, D Harvey, D Mayer, Councillor R Truman, D Davies and M Rahman

Eitem

Wardiau Dan Sylw

- 1 Ymddiheuriadau dros Absenoldeb
- 2 Datganiadau o ddiddordeb
- 3 Cofnodion y Cyfarfod Diwethaf (*Tudalennau 3 - 16*)
- 4 Rhaglen Waith (*Tudalennau 17 - 52*)
- 5 EAS Cynllun Busnes 2020/21 (*Tudalennau 53 - 102*)
- 6 Categoriiddio Cenedlaethol Ysgolion (*Tudalennau 103 - 112*)
- 7 Rhaglen Waith (*Tudalennau 113 - 120*)

Mae'r dudalen hon yn wag yn

Minutes



Cabinet

Date: 12 February 2020

Time: 4.00 pm

Present: Cllrs Jane Mudd (Chair); P Cockeram, D Davies, G Giles, D Harvey, R Jeavons; D Mayer, M Rahman, R Truman

In attendance: Ms S Davies; Mrs B Owen; Mr G Price; Mr M Rushworth.

Part 1

1 Apologies for Absence

No apologies received.

2 Declarations of Interest

There were no Declarations of Interest.

3 Minutes

The minutes of the meeting held on 15 January 2020 were confirmed as a true record.

4 Capital Strategy and Treasury Management Strategy

The Leader presented the report and confirmed it contained the Capital Strategy and Treasury Management Strategy and that both strategies require approval by full Council. The report confirmed:

- (i) the capital programme, as part of the Capital Strategy and,
- (ii) the various borrowing limits and other indicators as part of the Treasury Management Strategy.

The Capital Strategy sets out the long-term context (10 years) in which capital decisions are made and demonstrates that the local authority:

- takes capital/investment decisions in line with service objectives;
- gives consideration to both risk/reward and impact;
- takes account of stewardship, value for money, prudence, sustainability and affordability.

The capital plans of the Authority are inherently linked with treasury management activities it undertakes, hence the Treasury Management Strategy is included alongside the Capital Strategy report. The report notes that the revenue impact of both strategies is included within the associated revenue budget report. Appendices to the report included:

- Appendix 1 – details of the current capital programme;
- Appendix 2 - the longer-term Capital Strategy, and,
- Appendix 3 - the Treasury Strategy and Management.

The Leader focused firstly on the Capital Strategy 2019/20 to 2028/29 that provides an update of the Council's Capital Strategy and is in line with the requirement placed on Local Authorities by the Prudential Code for Capital Finance in Local Authorities (2017) to determine a Capital Strategy.

The Leader reported that the CIPFA Code requires local authorities to determine their Treasury Management Strategy Statement (TMSS) and Prudential Indicators (PIs) on an annual basis; this requires approval by full Council following a recommendation from Cabinet. The Leader confirmed this will be kept under review and updated and brought to Council as necessary.

Key areas include:

- (i) current 5-year capital programme to 2022/23 extended to 2024/25 for those approved projects that span beyond the current programme and its cost of financing;
- (ii) the longer-term projection for capital financing costs.

In terms of the 5 year capital programme – the Leader confirmed that in February 2018 Cabinet approved a new 5-year capital programme from 2018/19 to 2022/23 – paragraph 13 of the report refers. The Leader explained the Capital Strategy outlines the process by which projects are approved onto the capital programme, ensuring they meet key service priorities and, in overall terms, keep within the affordability headroom.

In 2020/21, the Council has capital schemes of £44.6m. Over the 5 year programme ending 2024/25, the programme is ambitious with:

- c£186m of already approved projects;
- c£16m of further capital headroom for further projects, totalling £202m.
- The Council is investing over c£70m in its schools, in its historical and cultural assets such as the Transporter Bridge, supporting city centre redevelopment, providing modern, fit for the future 'neighbourhood hubs' and creating capacity in its recycling and waste facilities. Progress is being made in the delivery of these.

The capital financing costs are shown in table 2 of the report; the costs are included in the Council's MTFP, which the Leader confirmed in the current funding climate/uncertainty and continued increase on service demands, is challenging. The report noted that costs will continue to increase into the medium to long term. Compared to comparative authorities, the percentage of the capital costs as a proportion to the Council's total net revenue is very high, showing the need to maintain a sustainable level of spending on capital to keep the costs down. Further work is planned by finance colleagues to inform this issue.

The report confirmed that capital expenditure funded by debt increases the need to undertake external borrowing. The Council is committed and has a requirement to be a net borrower for the long term; to ensure this borrowing is affordable and sustainable, Council is required to set an affordable borrowing limit - shown in Table 3 of the report. Factors included in arriving at these borrowing limits include:

- Current external borrowing requirement coming from the capital programme and bringing forward a limited amount of early borrowing to replace internal borrowing where appropriate;
- Ability to undertake borrowing for onward loans to third parties for regeneration purposes, clearly subject to strict due diligence;
- Flexibility to borrow for investment/income generating/commercialisation opportunities (subject to governance arrangements).

Section 6 of the Capital Strategy details the commercial activities of the Council, including the approval of a £50m investment fund for investments in commercial properties, which is built into the borrowing limits set out in the report. This fund has not yet been utilised and the future use of the fund requires review, primarily due to the interest rate increase in borrowing and recent guidance from CIPFA for Authorities pursuing property fund investments.

With regard to Treasury Strategy and Management, the Leader confirmed the Council is involved in two types of treasury activity which are controlled primarily via the Council's Treasury Management Strategy and in line with the regulations associated with that Strategy, these are:

- (i) Borrowing long-term for capital purposes and short term for temporary cash flow;
- (ii) Investment of surplus cash.

In terms of the Council's borrowing strategy, the Leader confirmed the Council has significant long term borrowing requirements but in recent years the strategy has been able to fund its capital expenditure from reducing investments rather than undertaking more expensive additional borrowing.

As of 31 March 2019, the Council had internal borrowing of c£84m; the Leader was pleased to confirm this gave a saving of c£2.5m in interest costs.

The Leader further confirmed the capacity for being internally borrowed has been reached and borrowing requirements will need to come from new external loans. In addition, as the Council reduces its reserves, primarily by drawing down on its PFI reserves, it will need to replace this lower headroom for internal borrowing with new external borrowing too. This is an important and significant issue and as recommended in the Capital Strategy, the Council needs to maintain a sustainable level of capital spending.

In terms of investments - both the CIPFA Code and Welsh Government Guidance require the Authority to invest its funds prudently, and to have regard to the security and liquidity of its investments before seeking the highest rate of return, or yield. The authority's objective when investing money is to strike an appropriate balance between risk and return, minimising the risk of incurring losses.

Given the increasing risk and very low returns from short-term unsecured bank investments, the Authority aims to diversify into higher yielding asset classes during 2020/21. This is especially the case for the £10M that is available for longer term investment. This diversification will represent a change in strategy over the coming year.

The Leader concluded by confirming the Strategies are very comprehensive and confirmed the report provides a useful summary of the key messages.

The Leader invited comments from her Cabinet colleagues:

The Deputy Leader (CM for City Services) referred to page 57 of the report - Interest rate forecast - and enquired if the base rate on borrowing forecast is likely to change. The Head of Finance reported that no further information had been received since writing the report and it is generally forecast that rates will be lower for longer (although he stressed this cannot be construed as giving advice on this matter).

The CM for Social Services flagged up an early warning that schemes financed by the Disability Facilities Grant Scheme are becoming very expensive and the signs are the fund will not be able to cope with the extra costs.

Decision:

Cabinet agreed to recommend to Council for approval:

- i) the Capital Strategy (Appendix 2), including the current capital programme within it (shown separately in Appendix 1), its associated Prudential Indicators and the borrowing requirements/limits needed to deliver the current capital programme, noting the increased revenue costs in the MTFP for the increased borrowing;

- ii) the Treasury Management Strategy and Treasury Management Indicators, the Investment Strategy and the Minimum Revenue Provision (MRP) for 2020/21 (Appendix 3);
- iii) note the comments made by Audit Committee on 29 January 2020 (paragraph 6 and 7).

5 Revenue Budget and MTFP: Final Proposals

The Leader presented the report to Cabinet and confirmed it included the consultation results from the draft budget set out in the December 2019 meeting and the current position on the Council's funding envelope following receipt of the draft Revenue Support Grant for 2020/21.

In light of the above, Cabinet needs to agree the final budget proposals, including a recommended Council Tax level. The Council Tax level will be reviewed and agreed at full Council at its meeting on Thursday 27 February 2020.

The draft budget was based on a number of assumptions, the key one being the Revenue Support Grant Settlement but also, for example, on such things as provision levels for pay increases and contract price increases.

The Leader confirmed that since the draft budget was published the Authority has had:

- confirmation of the Revenue Support Grant;
- confirmation of levy amounts;
- confirmation of the UK minimum wage increase (which affects a number of key social care contract prices);
- national pay negotiations for Local Government staff have continued;
- a couple of new budget savings proposals have also been confirmed which do not require wider public consultation and are being implemented under Head of Service delegations.

The position at today's date and how the position has changed since the draft budget reported in December 2019 is shown in Table 2 of the report. In summary:

- there was a budget gap of c£5.6m at that time;
- the better than expected Revenue Support Grant gave c£7.3m more funding than initially assumed;
- savings of c£5.2m already identified in December 2019 and a further two proposals amounting to £300k have been identified;
- consideration and approval by Cabinet of further cost pressures of £1.8m (shown in Table 1) and taken the opportunity to stop the reliance on reserves to balance the budget.

The cost pressures and new savings are detailed within the cost pressures and savings appendices of the report which has resulted in today's position of a balance in hand of £3.9m

In considering what to do with the balance in hand, Cabinet considered the budget consultation feedback – both on the draft proposals themselves and the associated draft fairness and equalities impact assessments (FEIA's). Where needed, the FEIA's have been updated and Cabinet have considered these in coming to its final decision.

The Leader was pleased to see the work that the Fairness Commission had done on developing a new matrix to aid their response to the consultation.

The Leader thanked her Cabinet colleagues for the attention paid to the consultation process and the diligence given to the responses received; the Leader also thanked all those who responded to the

consultation. Details of the exercise and the volume of responses received are included in section 6 of the report; the Leader noted the following:

- 3,800 public responses, the highest received to date;
- A successful public event held in the Newport Centre;
- Feedback from a number of organisations representing user groups and interested parties as well as internal Council groups such as Scrutiny Committees as well as the Council's Fairness Commission.

The Leader went on to speak about the final budget decisions and confirmed Cabinet had considered all the feedback and advice and the following final proposals on how to utilise the balance in hand of £3.9m, and the Council Tax level have been made:

In terms of investment the Cabinet proposes to invest:

- £1.4m further in school budgets;
 - £250k further in the Council's ICT budgets to accelerate modern ways of working and digitisation;
 - £70k in management development training to help prepare the Council for on-going challenges;
 - £292k in foster care fees to bring the Council's fees closer to that of the best paying Gwent Council levels and create the foundation to attract and retain these valuable partners in Children's social care;
 - £90k in the education department to strengthen governance arrangements with schools;
 - £120k in the city's youth services (the Leader confirmed the youth council will be consulted on how best to utilise this funding);
 - *£80k in supporting bringing empty homes back into use by way of Council Tax reductions using the Council's discretionary powers (the Leader confirmed a detailed policy will be developed to support this);
 - *£60k in discretionary rates relief for community and youth groups across the city where they use their own premises (the Leader confirmed a detailed policy will be developed to support this.
 - £210k in city centre cleansing and safety initiatives;
 - £193k into the benefits' service.
- * The Leader confirmed that work will begin to build on the above two investments (marked *) as quickly as possible to provide the best possible support to businesses. Already in place is the Welsh Government funded business rate relief schemes (small businesses and the high street reliefs). Further work will be carried out to see what assistance can be developed with regard to business rates such as a hardship fund or a specific relief.

The Leader confirmed the following amendments to the existing proposals:

- Delete the draft saving of £75k from the Barnardos' contract and maintain the current level of preventative work from this partnership;
- Delete the draft saving of £475k from using existing capital reserves to fund 2019/20 capital spend. This will enhance the Council's capital spend headroom in the future (this links back to discussions on the previous report);
- Delete the draft saving of £45k in 2020/21 and in future years from stopping the Post-16 Transport Support for schoolchildren;
- Reduce the social care voluntary grants draft saving by £22k and not including the reductions shown for People First and MIND;

- Reduce the proposed Council Tax increase to 6.95% - a Band A-C weekly increase of between £1.00 and £1.33 per week. Two thirds of households fall into these bands. This is the Council Tax required which underpins the overall budget and will have to be agreed at the Council meeting on the 27 February.

The Leader gave some further detail on the budget proposals:

In respect of schools, section 4 of the report deals with schools' funding. The draft budget allocated new, additional funding of c£4.4m to schools. The draft settlement allocated permanent funding for currently one-off funded base costs and together the schools' budget would have seen an increase of c£9m – or 9.4%.

Only £4.4m is new and additional funding. The £4.4m is the calculated cost increases for 2020/21, including costs of new schools and growing pupil numbers, and therefore it maintains schools' current position, but does not worsen or enhance it.

Schools are currently overspending significantly on their budgets – at c£3.5m based on latest estimates and on this basis, schools would have no reserves at the end of the financial year, in total. There is therefore no flexibility for further overspending to be funded from school's own reserves and it would fall on the Council's general budget and other reserves to fund any further overspending. The Leader confirmed there are no unallocated reserves with which to do this.

The additional funding of £1.4m will assist schools in operating within their funding but is incumbent on schools to deliver their own cost saving plans in addition to this. It also anticipates increases in specific grants to schools; schools must operate within their funding next year and make inroads into recovering from deficit, where deficit exists.

The Council has recognised the financial pressures in schools by initially allocating the full amount of their assessed cost increases next year and now providing even further funding.

Moving on to Council Tax. The Leader stated that it is well known that Newport's Council Tax is low compared to nearly all other Welsh Councils and indeed, across the UK. However, this does have consequences on the Council's finances:

- The current year budget is c£8.3m below its Standard Spending Assessment level – that amount calculated by Welsh Government for the Council to deliver services based on their standard level of Council Tax;
- In terms of ranking in Wales on its budget position against the standard spending assessment – Newport City Council is 19th worst funded currently;
- Newport has the second lowest level of Council Tax in Wales.

Until this year, the Revenue Support Grant, which funds about 75% of the Council's net budget spend has not been increasing. At the same time, the budget has had to accommodate pricing increases (inflation) and increased demand on the budget, particularly in social care and schools. In this context, the Council's relatively low Council Tax is very challenging when it aspires to provide the best support it can for the most vulnerable in society and a growing population.

The Council has made significant savings over many years to balance the Council's budget as well as increasing Council Tax. The budget for 2020/21 is balanced through c£4.3m of additional Council Tax income and £6k of savings. The increase in the city's Council Tax since 2015/16 has been lower than approximately half of the other Councils in Wales.

The increase announced today will:

- Still place Newport amongst the lowest Council Tax Councils in Wales;

- The budget will still be lower than the Council's Standard Spending Assessment – by c£9.2m as the standard rate of Council Tax assumed in calculating the Council's Standard Spending Assessments went up by 7.1%;
- In cash terms, the increase represents a weekly increase of:
 - £1.00 for a Band A household;
 - £1.16 for Band B household and,
 - £1.33 for Band C household.
 - The Leader confirmed help is available through the Council Tax Reduction Scheme for those households that qualify for the reduction;
- The increase will allow the Council to invest in services:
 - £10.5m into schools
 - £4m into social care, and,
 - £800k to deliver the promises set out in the Corporate Plan.

The Leader stated that this balanced budget has been put together in the best interests of the citizens of Newport.

The Leader invited comments from her Cabinet colleagues.

Cabinet members agreed that more funding is required from UK and Welsh Governments in order to provide the correct level of services expected by the people of Newport; schools must stay within their allocated budgets. All thanked colleagues and staff for the work undertaken to reach a balanced budget.

The Chief Executive thanked Cabinet for taking this longer term view and confirmed she totally supports Cabinet in taking forward these proposals and their willingness to look at future priorities and investment to reduce the longer term pressures.

The Leader thanked officers, cabinet member colleagues, partners and the citizens of Newport for their contribution throughout the budget process.

The report asked Cabinet to:

In respect of the budget proposals and medium term projections (section 3-6)

1. note the formal consultation on the budget as outlined in section 6 and the feedback received, shown in appendices 1 to 4b.
2. note the equalities impact assessment summary on the budget proposals, shown in appendix 9.
3. review all draft budget proposals (appendix 5 - 6), as summarised within the medium term financial projections (appendix 7) and allocate the financial flexibility shown in table 3. In doing so, agree the implementation of the resulting full three-year savings programme, including all budget investments and saving options.
4. agree the 2020/21 fees and charges of the council shown in appendix 11.

In respect of the overall revenue budget and resulting council tax 20/21 (section 7 and 8)

5. note the Head of Finance's recommendations that minimum General Fund balances be maintained at £6.5million, the confirmation of the robustness of the overall budget underlying the proposals, and the adequacy of the general reserves in the context of other earmarked reserves and a revenue budget contingency of £1.5million.
6. note the current level of council tax for Newport City Council and the monetary value of various percentage increase and how this compares to levels of council tax at other councils as shown in table 5.
7. recommend an overall net budget for the Council and resulting council tax to full Council, noting that a formal resolution including the Police and Crime Commissioner for Gwent and Community Councils' precepts will be presented to Council on the 27 February.
8. approve expenditure and use of reserves in line with summary shown in appendix 10b, noting they are based on detailed proposals reviewed by Cabinet in their December 2019 meeting.

Decision:

All of the above proposals were agreed by Cabinet. Cabinet agreed further changes as follows:

Investment of:

- £1.4m further in school budgets;
- £250k further in the Council's ICT budgets to accelerate modern ways of working and digitisation;
- £70k in management development training to help prepare the Council for on-going challenges;
- £292k in foster care fees to bring the Council's fees closer to that of the best paying Gwent Council levels and create the foundation to attract and retain these valuable partners in Children's social care;
- £90k in the education department to strengthen governance arrangements with schools;
- £120k in the city's youth services. The Leader confirmed the youth council will be consulted on how best to utilise this funding;
- £80k in supporting bringing empty homes back into use by way of Council Tax reductions using the Council's discretionary powers. The Leader confirmed a detailed policy will be developed to support this;
- £60k in discretionary rates relief for community and youth groups across the city where they use their own premises. The Leader confirmed a detailed policy will be developed to support this.
- £210k in city centre cleansing and safety initiatives;
- £193k in the benefits' service.

Agreed that the following changes will be made to existing proposals:

- Delete the draft saving of £75k from the Barnardos' contract and maintain the current level of preventative work from this partnership;
- Delete the draft saving of £475k from using existing capital reserves to fund 2019/20 capital spend. This will enhance the Council's capital spend headroom in the future;
- Delete the draft saving of £45k in 2020/21 and in future years from stopping the Post-16 Transport Support for schoolchildren;

- Reduce the social care voluntary grants draft saving by £22k and not including the reductions shown for People First and MIND;
- Reduce the Council Tax increase recommendation to Council to 6.95%.

Decision:

Cabinet recommended the budget, in line with the agreed changes noted above, is put to Council for consideration and decision at the next meeting to be held on Thursday 27 February 2020.

6 Key Stage 4 Outcomes: Summer 2019

The Leader introduced the report and confirmed that a Key Stage 4 outcome report is reported to Cabinet each year. 2019 marks the first set of data released in line with the interim performance measures, therefore, it has not been possible to make comparisons to previous attainment. The Leader outlined the interim performance measures:

The Capped Nine measure:

- Literacy
- Numeracy
- Science
- 6 GCSEs or equivalent
- Literacy
- Numeracy
- Science
- Welsh Baccalaureate Skills Challenge Certificate

The Leader confirmed the interim performance measures are based on a points score:

- In the Capped Nine score the equivalent of 9 Grade C GCSEs is 360 points
- A line of best fit in terms of individual schools with the region has been produced based on attainment and Free School Meals percentage of each school.

The Leader introduced the Cabinet Member for Education and Skills to speak in more detail to the report.

Councillor Giles confirmed the report is for information only and details the summer 2019 outcomes of Key Stage 4 learners in Newport's schools.

The interim performance measures work on a point score system, rather than reporting the percentage of learners who attained a particular standard, and focus on the individual schools rather than aggregating data to a local authority level.

The report includes a line of best fit based on the performance of all schools across the South East Wales Consortium. Based on the line of best fit, there are a number of Newport schools that performed in line with, or better than, the modelled expectation in summer 2019. These include St Joseph's RC High, Llanwern High, Bassaleg School, St Julian's School and Newport High. The Cabinet Member said it is important to consider that some Newport schools serve diverse populations, including a significant number of learners who may speak English as an additional language or have high rates of mobility in and out of the city, so direct comparison of performance between schools is not always appropriate.

The report includes a table that demonstrates the difference in performance of learners who are eligible for free school meals against those who are not eligible. It is a priority of the Council's Education Service to reduce the gap in the performance of these two groups of learners. However, when analysing this table it is important to note the cohort sizes of the two groups of learners. Some schools have a much smaller

percentage of learners who are eligible for free school meals compared to others. Again, this difference in cohort size means that it is not appropriate to compare the gap in performance between schools.

The Cabinet Member stressed it is important to note that this performance data is only one measure that is used to assess how well a school is doing.

National categorisation informs the amount of external support a school needs to improve:

- Red categorisation schools receive up to 25 days of support;
- Amber categorisation schools receive up to 15 days of support;
- Yellow categorisation schools receive 10 days of support and,
- Green categorisation schools receive 4 days support from the EAS.

Notable changes in categorisation this year are:

- Llanwern High has changed from a red to amber categorisation - the Cabinet Member expressed her congratulations and thanks to the Head Teacher of Llanwern High for this attainment, and,
- The John Frost School has changed from amber to yellow categorisation.

The report noted that Ysgol Gyfun Gwent Is Coed and St Joseph's High school remain as green categorisation schools.

Those schools that remain red or are categorised as amber are making progress but still require the higher levels of support from the EAS.

During the last academic year, Llanwern High was removed from the Estyn statutory category of 'significant improvement' due to the positive progress the school had made. In addition, Bassaleg School received a positive Estyn Inspection where it achieved four good and one excellent judgement. Estyn invited Bassaleg School to prepare a case study on its work around involving vulnerable groups in student representation and its personal and social education and tutorial programme for sharing on Estyn's website. The Cabinet Member confirmed she and Councillor Mark Spencer (Armed Forces Champion) had visited Bassaleg School earlier in the day to celebrate the support the school gives to children whose parents are in the armed forces.

Attendance is another important indicator of school performance. In 2018/19, no Newport secondary schools were placed in the bottom quarter for their attendance rate, when compared to similar schools. In 2018/19, secondary school attendance in Newport was ranked 7th out of the 22 local authorities in Wales. Newport has improved by 15 ranking places over the last four years, and in 2018/19 three Newport secondary schools were in the highest quartile for their attendance rate; this is something to be celebrated.

The Cabinet Member congratulated all education staff for the support given to all schools and congratulated the secondary schools on their successes over the last year.

The Leader was pleased to hear about the schools' improvement and thanked all stakeholders for the level of commitment provided to education in Newport.

Decision:

Cabinet agreed the content of the report.

7 Brexit Update

The Leader presented the report that provided Cabinet with an update on the Brexit preparations being undertaken by the Council and confirmed it is a follow up to the report that was presented to Cabinet in October 2019.

The report confirmed that on 31st January the UK formally left the European Union and has entered into an 11-month Transition Period.

It is anticipated that there will be no significant changes to how businesses in Newport/UK trade with the EU or in relation to the movement of people between the EU and the UK and the way in which services are delivered in the Council.

It will be important that the Welsh Government, Welsh Local Government Association and councils have their voices heard on the potential opportunities, risks and impacts to businesses and residents living in Newport and Wales.

The UK has until 1st July 2020 to extend the transition period beyond the 31st December 2020 (*there is the potential to extend this up to 31st December 2022*). However, at this stage the UK Government have stated that they will not look to extend the deadline beyond this year.

If no trade deal is agreed and in place by the end of 2020, the UK will have to fall back on World Trade Organisation terms and will result in a No-deal Brexit.

The Leader confirmed the Council's officers continue to monitor the potential risks and impacts on the delivery of services in Newport through the Officer Brexit Task & Finish Group led by the Director of Place.

Cabinet Members and Officers from the Task & Finish Group are also representing the Council at Welsh Local Government Association (WLGA), Welsh Government (WG) and other pan-Wales/regional meetings on Brexit.

The Council's Brexit risk continues to be monitored through the Council's Corporate Risk Register which is reported to Cabinet and Audit Committee every quarter.

Since the last report, the following activities have been undertaken by the Council:

The Council's Registrar Service has launched an ID verification service to support EU Settled Status (EUSS) applications.

- Home Office figures (September 2019) show that 2,290 EUSS applications had been concluded for EU residents in Newport.
- The Council are co-ordinating a weekly drop in provision for EU Nationals in partnership with all voluntary sector services funded to support applications to the EUSS.

In December 2019 the Council received £80k Food Poverty Grant from the WLGA/Welsh Government to help tackle food related poverty that may be caused as a result of Brexit.

- This funding will be used to target areas of need through the Council's Hubs and will also be available to local charities, third sector organisations and community groups to make bids for funding to enable them to deliver their initiatives and provide long term benefits to the city.

The Council received £45k through the WLGA for the Homelessness Prevention Grant Programme which will enable the Council to develop a Welcome to Newport App for migrants wishing to access information about Newport, maintain secure tenancies, to provide Homeless Information Cards that will enable homeless migrants on where and how to access local services, and deliver training to staff to support the homeless that have no recourse to public funds.

The Council's Economic Development team have been engaging with local businesses in Newport and assisting them to access Brexit related information and guidance.

Communication arrangements to provide information to councillors, staff, residents, communities and businesses that could be affected by Brexit will continue throughout 2020 alongside regular Cabinet reports.

The table attached in Appendix 1 of the report provides full details across the areas covered by the Task & Finish Group.

The Leader welcomed comments from her Cabinet colleagues.

Councillor Truman mentioned Newport is a very busy Port Authority and it is important to get the best deal possible for companies that trade with Europe.

The report sought Cabinet's agreement to accept the contents of the report and to receive regular updates as progress is made through the transition period.

Decision:

Cabinet agreed to accept the report and for Cabinet/Cabinet Members to receive updates from officers as part of their portfolio.

8 Economic Growth Strategy

The Leader presented the report and confirmed the Newport Economic Growth Strategy was adopted in 2015. The Strategy gave commitment to a 10-year vision and framework for building Newport's economy through:

- a. Delivering shared prosperity;
- b. Creating an excellent economic environment, and,
- c. Moving Newport up the value chain.

A number of outcomes and aims were agreed to ensure that people in Newport can achieve their potential; Newport has a competitive environment; Newport is a better place to live, and, Businesses in Newport have the opportunity to prosper.

The Leader confirmed that whilst these outcomes and aims remain relevant, after five years there is a need to revisit the Strategy and ensure it remains fit for purpose and aligns with the Council's wider strategic objectives.

Newport as a City has changed since 2015 and is now a more competitive city; has growing influence in high value sectors; benefits from a rapidly expanding tourist sector and is home to the brand new International Convention Centre for Wales; provides greater training and development opportunities for future workers, and, is embracing new regional partnerships and the Council's commitments in the Newport Well-being Plan.

The report confirms that the 2015 Strategy has had a number of successes in delivering economic growth including:

- An 11.7% increase in FTE gross weekly wages;
- A 14.9% increase in business start-up rates;
- A 1.7m increase in visitor numbers, and,
- A £405m increase in Newport GVA.

However, the report recognises that there is still some work to do on, reducing the gender pay gap; improving the public perception of Newport, and, encouraging and supporting self-employed residents.

The Leader confirmed the updated Strategy acknowledges the city's strengths and challenges and proposes new aims to support the original outcomes. These include, but are not limited to things such as: increasing the percentage of Newport residents with NVQ level 4 and above; addressing skill shortages in key sectors, including digital, hospitality and construction; supporting the delivery of more Grade A office space and co-working accommodation as well as delivering sustainable and good quality homes; developing a carbon reduction programme for the organisation with a carbon neutral vision, and, sustaining the City Centre as an attractive place to live, work and visit.

All of these intended aims are captured within the detailed delivery plan which is contained within the updated Strategy document.

The Leader welcomed comments from her Cabinet colleagues.

Cabinet colleagues agreed that:

- Newport is the Gateway to Wales and has everything required to provide a good quality of life for its citizens and visitors.
- Positivity rather than negativity is now required to build on Newport's reputation and to instil greater local and civic pride;
- Increase in house prices is an indicator of people wanting to live in Newport;
- Tourism is on the increase as evidenced in a presentation made at the Caerleon Ward Meeting held on 11th February. An exhibition is also currently running focusing on the historic Living Levels and the people that live in the Levels – the exhibition is on show at the Riverfront and Cardiff Bay;
- Achieving fantastic rates for those not in Education, Employment or Training (NEETS) – this is all about ensuring a brighter future for Newport's young people;

The Leader concluded by agreeing with all her colleagues' comments and highlighted how important destination management is to the value of the economy in Newport. She went on to say that Newport is largely a rural community with a large urban core with attractions such as the sea wall, the wetlands, the living levels, etc., which are all important to the wellbeing of Newport's citizens.

The Leader confirmed she has visited the housing schemes that are contributing to the mixed city centre environment together with the other great opportunities developing within the centre, including the new hotel and also, schemes that are ongoing that will deliver high level office accommodation. The Leader is also very proud of the market arcade project and whilst a very challenging project she was pleased to see that the scaffolding has been erected and the arcade's regeneration is underway.

The Leader attended a 'meet your business neighbour' event recently in liaison with Torfaen Council where over 100 businesses were represented; the event included a range of people/businesses and showcased the value within the region of entrepreneurship and creativity; an event that demonstrated businesses want to be open for business in Newport.

The Leader confirmed she is confident that the refreshed Strategy reflects what the Council needs to do to encourage and sustain economic growth in the city for the benefit of all residents, partners and businesses for the next 5 years and had no hesitation in recommending that the updated Strategy is approved. The Leader thanked the team for the fantastic work done on this and for the great vision in bringing the Strategy forward.

Cabinet was asked to agree to the proposal to proceed with adopting the updated Economic Growth Strategy to ensure that Newport continues to meet current needs and facilitates opportunities for growth and investment until 2025.

Decision:

Cabinet agreed to adopt the updated Economic Growth Strategy.

9 Cabinet Work Programme

The Leader presented the Cabinet Work Programme.

Decision:

Cabinet agreed the updated programme.

10 Date of Next Meeting

The next meeting will take place on Wednesday 18th March 2020, at 4.00 pm in Committee Room 1, at the Civic Centre, Newport.

Mae'r dudalen hon yn wag yn



Report

Cabinet

Part 1

Date: 18 March 2020

Subject Quarter 3 Corporate Risk Register Update

Purpose To present an update of the Corporate Risk Register for the end of quarter 3 (31st December 2019).

Author Head of People and Business Change

Ward All

Summary The Council's Risk Management Strategy and Risk Register enables the Council to effectively identify, manage and monitor those risks to ensure that the Council realises its Corporate Plan and ensure service delivery is provided to its communities and citizens.

The Corporate Risk Register has 12 risks, which are considered to have a significant impact on the achievement of the Council's objectives and warrant monitoring by the Council's Senior Leadership Team and Corporate Management Team. At the end of quarter 3, we have identified 7 high level risks (risk scores 15 to 25); 5 medium risks (risk scores 5 to 14) as outlined in the report.

Proposal Cabinet is asked to consider the contents of the quarter 3 update of the Corporate Risk Register.

Action by Senior Leadership Team and Heads of Service

Timetable Immediate

This report was prepared after consultation with:

- Senior Leadership Team (SLT)
- Corporate Management Team

Signed

Background

The Wellbeing of Future Generations (Wales) Act 2015, requires Newport City Council to set Wellbeing Objectives in its Corporate Plan 2017-22. With any Corporate Plan there will be risks that may prevent the Council from achieving its objectives. The Council's Risk Management Strategy and Corporate Risk Register enables the Council to effectively identify, manage and monitor those risks to ensure that the Council realises its Plan and ensure service delivery is provided to its communities and citizens.

Summary of risks in this report

At the end of quarter 3 (31st December 2019) there were 12 corporate risks which consisted of 7 High risks (15 to 25); 5 Medium Risks (5 to 14) as outlined in Appendix 1. The quarter 2 reports were presented to Cabinet in December 2019 and Audit Committee in January 2020 respectively. In comparison to quarter 2 there were no new risks, however 1 risk has reduced from a high to a medium risk. The risk mitigation actions identified for each risk is imperative for outlining how these risks are managed and enable the Council achieve its objectives. We would like to highlight the following risk for Cabinet's attention:

- **Brexit** - At the end of Quarter 3 the overall Brexit risk has reduced to 12. This is based upon the Withdrawal Agreement being approved and the risk of the UK leaving the EU on the 31st January 2020 without a deal being mitigated. The Council will continue to monitor the future negotiations between EU-UK and the ongoing preparations being made by the Council in preparation of the Transition deadline date of 31st December 2020.

Appendix 2 of this report is the Council's Corporate Risk Register.

Financial Summary

There are no direct costs associated with this report.

Risks

| Risk | Impact of Risk if it occurs* (H/M/L) | Probability of risk occurring (H/M/L) | What is the Council doing or what has it done to avoid the risk or reduce its effect | Who is responsible for dealing with the risk? |
|--|--------------------------------------|---------------------------------------|---|--|
| The Council does not achieve its objectives as corporate level risks are not adequately managed and monitored. | M | L | Risk Management Strategy has been adopted and mechanisms are in place to identify, manage and escalate emerging and new risks / mitigation strategies. Audit Committee oversight of risk management process. | Directors, Heads of Service and Performance Team |

* Taking account of proposed mitigation measures

Links to Council Policies and Priorities

Corporate Plan 2017-22

Service Plans 2019/20

Options Available and considered

1. To consider the contents of the Corporate Risk Register and to continue monitoring progress of actions taken to address the risks identified in the report.
2. To request further information or reject the contents of the risk register

Preferred Option and Why

To consider the contents of the Corporate Risk Register and monitor the progress of actions taken to address the risks identified in the report. This will give the Cabinet sufficient assurance and oversight of the main overarching risks that the council faces in delivering the objectives of the Corporate Plan.

Comments of Chief Financial Officer

There are no direct financial implications arising from this report. The corporate risk register forms an important part of the governance and budget setting arrangements for the council and the risk register is used to guide the internal audit plan.

Comments of Monitoring Officer

There are no specific legal issues arising from the report. As part of the Council's risk management strategy, the corporate risk register identifies those high-level risks that could impact upon the Council's ability to deliver its corporate plan objectives and essential public services. Although Audit Committee are responsible for reviewing and assessing the Council's risk management, internal control and corporate governance arrangements, the identification of corporate risks within the risk register and monitoring the effectiveness of the mitigation measures are matters for Cabinet.

Comments of Head of People and Business Change

Risk Management in the Council is a key area to implementing Wellbeing of Future Generations Act (Wales) 2015. Effective monitoring and reporting against the Council's Corporate Risk Register is essential in minimising and preventing the likelihood and impact of risks against our objectives. The recent changes made to our risk management processes and system will ensure officers at all levels of the organisation have greater control and oversight of their risks taking the necessary action to mitigate their impact and escalate where necessary to senior management.

Comments of Cabinet Member

The Chair of Cabinet is consulted on the corporate risk register and has agreed that this report goes forward to Cabinet for consideration, including the Audit Committee comments.

Local issues

None.

Scrutiny Committees

Audit Committee have a role in reviewing and assessing the risk management arrangements of the Authority. The quarter 2 risk update was presented to the Audit Committee in January 2020. There were no recommendations raised for Cabinet although in discussing the proposed Risk Policy the Committee suggested more clarity around reporting of risk ownership within the Register. As a result, this has now been included in the risk register report. Audit Committee will be presented with a copy of the Quarter 3 risk update in March 2020.

Equalities Impact Assessment

Not applicable.

Children and Families (Wales) Measure

Not applicable.

Wellbeing of Future Generations (Wales) Act 2015

Risk management is a key area to implementing the Wellbeing of Future Generations Act (Wales) 2015. The council must ensure that it considers risks in the short, medium and longer term and that it manages risks in a manner that protects current service delivery and communities as well as considering the longer term impact. It supports the delivery of the wellbeing objectives that are identified in the council's Corporate Plan by considering the risks to delivering these objectives and by defining and monitoring actions to mitigate those risks.

The Corporate Risk Register helps the council to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs by considering the sustainable development principle set out in the Wellbeing of Future Generations (Wales) Act 2015.

Crime and Disorder Act 1998

Not applicable.

Consultation

As above, the Risk Register is also considered by Audit Committee.

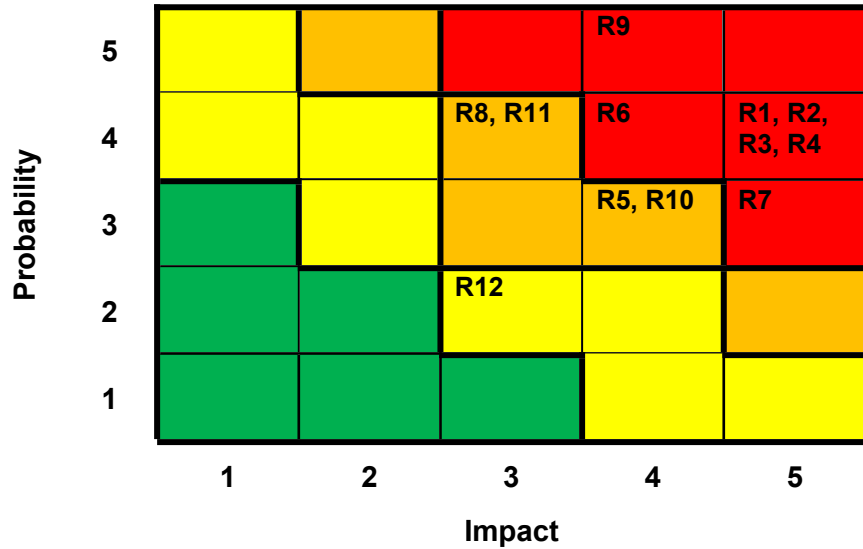
Background Papers

Corporate Risk Register, Cabinet 20th December 2019

Corporate Risk Register, Audit Committee 29th January 2020

Dated: February 2020

Appendix 1 - Quarter 2 Corporate Risk Heat Map



| Corporate Risk Heat Map Key | |
|--|---|
| R1 – Balancing the Council’s Medium Term budget | R7 – City centre security and safety |
| R2 – Stability of social services providers | R8 – Climate change |
| R3 – Highways network | R9 – Demand for ALN and SEN support |
| R4 – Schools finance and cost pressures | R10 – Newport Council’s property estate |
| R5 – Brexit - Decision to leave the European Union | R11 – In year financial management |
| R6 – Educational out of county placements | R12 - Safeguarding |

Risk Score Profile between Quarter 4 2018/19 and Quarter 3 2019/20

Tudalen 22

| Risk Position | Risk No. - Description | Risk Score Quarter 4 2018/19 | Risk Score Quarter 1 2019/20 | Risk Score Quarter 2 2019/20 | (Current) Risk Score Quarter 3 2019/20 | Target Risk Score |
|---------------|---|------------------------------|------------------------------|------------------------------|--|-------------------|
| R1 | Balancing the Council's Medium Term budget. | 20 | 20 | 20 | 20 | 10 |
| R2 | Stability of Social Services Providers | 20 | 20 | 20 | 20 | 6 |
| R3 | Highways Network | 20 | 20 | 20 | 20 | 9 |
| R4 | Schools Finance / Cost Pressures | - | 20 | 20 | 20 | 6 |
| R5 | Brexit - Decision to leave the European Union | 12 | 16 | 16 | 12 | 10 |
| R6 | Educational Out of County Placements | - | 16 | 16 | 16 | 8 |
| R7 | City Centre Security and Safety | 15 | 15 | 15 | 15 | 8 |
| R8 | Climate Change | 12 | 12 | 12 | 12 | 10 |
| R9 | Demand for ALN and SEN support | - | 12 | 20 | 20 | 12 |
| R10 | Newport Council's Property Estate | 12 | 12 | 12 | 12 | 9 |
| R11 | In year financial management | 4 | 8 | 12 | 12 | 6 |
| R12 | Safeguarding | 6 | 6 | 6 | 6 | 4 |

Glossary

This document provides an explanation of terminology used in this report and supporting documents.

Risk Appetite – the amount of risk that Newport City Council is willing to seek or accept in the pursuit of the Council's long term objectives.

Inherent Risk Score – The level of risk in the absence of any existing controls and management action taken to alter the risk's impact or probability of occurring.

Residual Risk Score – The level of risk where risk responses i.e. existing controls or risk mitigation actions have been taken to manage the risk's impact and probability.

Target Risk Score – The level of risk (risk score) that Newport City Council is willing to accept / tolerate in managing the risk. This is set in line with the Council's overall risk appetite.

Risk Mitigation Action – Actions identified by the Risk Owner to respond to the risk and reduce the impact and probability of the risk of occurring.

Risk Mitigation Action (Red Progress Score) – Significant issue(s) have been identified with the action which could impact on the ability of the action meeting its completion date. Immediate action / response is required resolve its status.

Risk Mitigation Action (Amber Progress Score) – issue(s) have been identified that could have a negative impact on the action achieving its completion date. Appropriate line manager(s) should be informed and where necessary action taken.

Risk Mitigation Action (Green Progress Score) – The action is on course for delivering to the agreed completion date and within the agreed tolerances.

How the Council Assesses Risk

An assessment of the likelihood and impact of risk is important to measure, compare and monitor risks to ensure efficient use of resources and effective decision making. This assessment is carried out using the risk matrix as described below.

Risk Assessment Matrix

A Corporate Risk Register will contain the high level risks for the whole authority. In order to differentiate between these high level risks a 5x5 risk assessment matrix will be applied. The matrix is shown below and further detail is included in appendix 3.

Risks are scored using the scoring system for probability and impact and assigned a rating based on the tolerances set out in the matrix below

| Score | Description | Impact Measures | | | | | | |
|------------------------------|-----------------|---|--|--|--|---|--|--|
| | | Strategic / Policy | Operational / Business Continuity | Financial | Governance / Legal / Regulatory | Health & Safety | Reputational | Project Delivery / Savings / Benefits |
| 5 Tudalen 24 ⁴ | Severe | Failure of a key strategic objective | Serious organisational / service failure that has direct impact on stakeholders including vulnerable groups. Service disruption over 5+ days. | <u>Corporate / Project</u> Unplanned and/or additional expenditure disturbance. Capital > £1M Revenue >£1M | Legislative / Regulatory breach resulting in multiple litigation / legal action taken on the Council (linked to Financial / Reputational Impacts). | Multiple major irreversible injuries or deaths of staff, students or members of public. (Linked to Financial / Reputational Impacts) | Severe and persistent National media coverage. Adverse central government response, involving (threat of) removal of delegated powers. Officer(s) and / or Members forced to Resign. | Project status is over 12 months from anticipated implementation date. Project(s) do not deliver the major benefits / savings identified in business case. This is linked to Financial / Strategic / Reputational Impacts |
| | Major | Severe constraint on achievement of a key strategic objective | Loss of an important service(s) for a short period that could impact on stakeholders. Service disruption between 3-5 days. | <u>Corporate / Project</u> Unplanned and/or additional expenditure disturbance. Capital > £0.5M - £1.0M Revenue >£0.5M-£1M | Serious legislative breach resulting in intervention, sanctions and legal action. (Linked to Financial / Reputational Impacts) | Major irreversible injury or death of staff, student or member of public. (Linked to Financial / Reputational Impacts) | Adverse publicity in professional / municipal press, affecting perception / standing in professional /local government community Adverse local and social media publicity of a significant and persistent nature. | Project status is 6 to 12 months over from anticipated implementation date. Project(s) do not deliver major benefits / savings identified in business case. This is linked to Financial / Strategic / Reputational Impacts |
| | Moderate | Noticeable constraint on achievement of a key strategic objective / Service Plan objective. | Loss and/or intermittent disruption of a service between 2-3 days. | <u>Corporate / Project</u> Unplanned and/or additional expenditure disturbance. Capital = £0.25M - £0.5M Revenue = £0.25M to £0.5M Revenue = £0.25M to £0.5M | Significant legislative breach resulting in investigation. (Linked to Financial / Reputational Impacts) | Major reversible injury to staff, student or member of public. Not life threatening. (Linked to Financial / Reputational Impacts) | Adverse local publicity / local public opinion including social media. Statutory prosecution of a non-serious nature. | Project status is 1 to 6 months over from anticipated implementation date. There is significant reduction on delivery of benefits / savings identified in business case. This is linked to Financial / Strategic / Reputational impacts. |

| Score | Description | Impact Measures | | | | | | |
|------------|-------------|--|--|--|---|---|---|---|
| | | Strategic / Policy | Operational / Business Continuity | Financial | Governance / Legal / Regulatory | Health & Safety | Reputational | Project Delivery / Savings / Benefits |
| 2 | Low | Constraint on achievement of Service Plan objective that does not impact on Corporate Strategy | Brief disruption of service that has a minor impact on the delivery of a service. Service disruption 1 day. | Corporate / Project Unplanned and/or additional expenditure disturbance. Capital = £0.1M - £0.25M Revenue = £0.1M - £0.25M | Moderate impact leading to warning and recommendations. | Some minor reversible injuries. (Linked to Financial / Reputational Impacts) | Contained within Directorate Complaint from individual / small group, of arguable merit | Project status is 1 to 4 weeks over from anticipated implementation date. There is minor reduction on delivery of benefits / savings identified in business case. This is linked to Financial / Strategic / Reputational impacts. |
| Tudalen 25 | Very Low | Constraint on achievement of Service / Team Plan objective | Minor disruption of a non-critical service. | Corporate / Project Unplanned and/or additional expenditure disturbance. Capital < £100k Revenue <£100k | No reprimand, sanction or legal action. | Some superficial injuries. (Linked to Financial / Reputational Impacts) | Isolated complaint(s) that are managed through the corporate complaints process and service area. | Project status is 1 week over from anticipated implementation date. There is insignificant / no impact on delivery of benefits / savings identified in business case. This is linked to Financial / Strategic / Reputational impacts. |

| Score | Probability | Criteria |
|-------------|--------------------|---|
| 5 | Very likely 75% + | <p>Systematic Risks – Local evidence indicating very high probability of occurrence if no action / controls are in place. Risk is highly likely to occur daily, weekly, monthly, quarterly.</p> <p>Emerging Risks – National and Global evidence indicating very high probability of occurrence on local communities if no action / controls are taken. Risks are highly likely to occur within the next 5 years.</p> |
| 4 | Likely 51-75% | <p>Systematic Risks – Local evidence indicating high probability occur in most circumstances with near misses regularly encountered e.g. once or twice a year.</p> <p>Emerging Risks – National and Global evidence indicating high probability of occurrence on local communities if no action / controls are taken. Risks are likely to occur within the next 5-10 years.</p> |
| Tudaløen 26 | Possible 26-50% | <p>Systematic Risks – Local evidence indicating distinct possibility with circumstances regularly encountered and near misses experienced every 1-3 years.</p> <p>Emerging Risks – National and Global evidence indicating distinct probability of occurrence on local communities if no action / controls are taken. Risks are likely to occur within the next 10-15 years.</p> |
| | Unlikely 6-25% | <p>Systematic Risks – Local evidence indicating low to infrequent near misses experienced every 3 + years.</p> <p>Emerging Risks – National evidence indicating low probability of occurrence on local communities if no action / controls are taken. Risks are likely to occur within the next 16-25 years.</p> |
| 1 | Very Unlikely | <p>Systematic Risks – Local evidence indicating risk has rarely / never happened or in exceptional circumstances.</p> <p>Emerging Risks – National evidence indicating very low probability of occurrence on local communities if no action / controls are taken. Risks are likely to occur within the next 16-25 years.</p> |

Systematic Risks – Risks that are known or are becoming part of social, cultural, economic and environmental systems that govern our lives.

Emerging Risks – Risks that are further away, less defined and early stage of being known about.



NCC Corporate Risk Register

2019/20 Quarter 3 Update

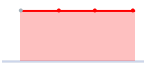
Balancing the Council's Medium Term Budget

| | |
|----------------------------|---|
| Short Description | To meet the Council's requirement of reducing the gap between Council spend and Budget allocation over the next 3-5 years |
| Risk Owner | Owen James |
| Overseeing Officer | <ul style="list-style-type: none"> ▪ Chief Executive ▪ Head of Finance ▪ Strategic Director - People ▪ Strategic Director - Place |
| Lead Cabinet Member(s) | <ul style="list-style-type: none"> ▪ Leader of the Council |
| Linked Theme | |
| Linked Corporate Objective | |

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Balancing the Council's Medium Term Budget

31 DEC 19

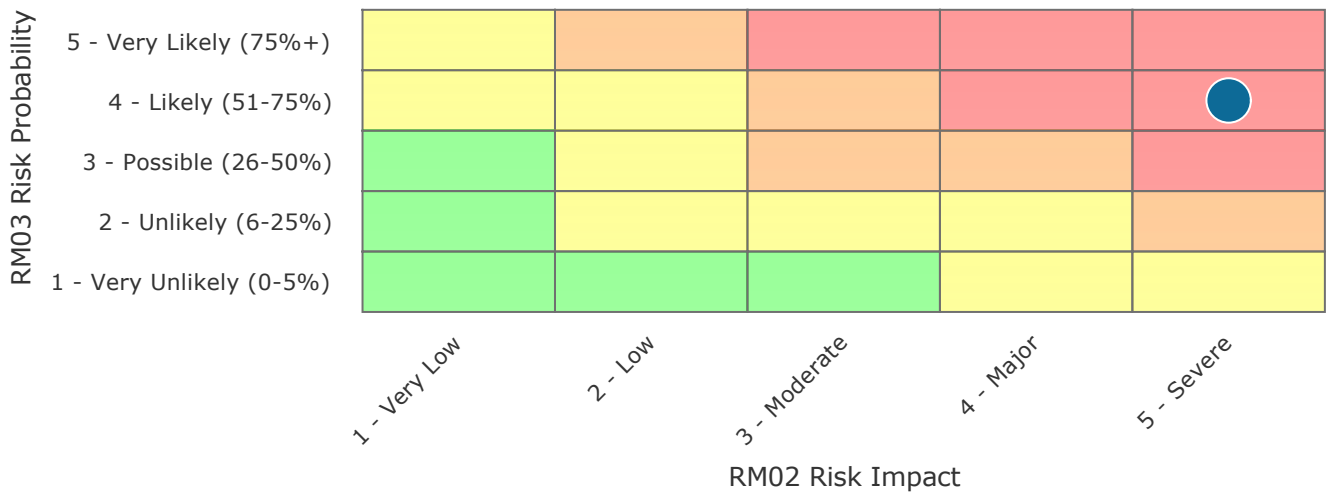





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Inherent Risk Score

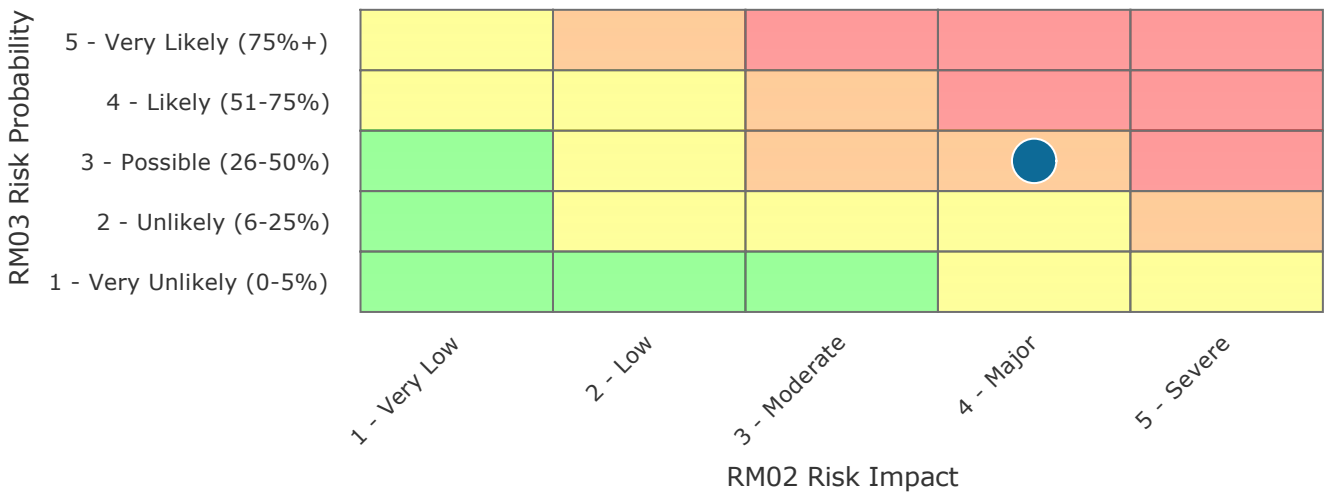
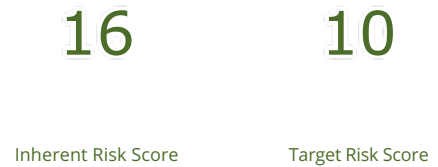
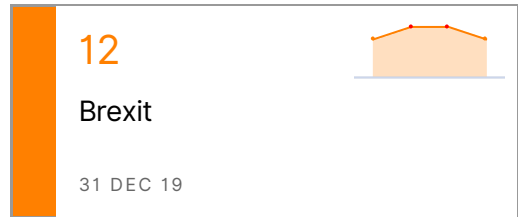
Target Risk Score



| Action Name | Action Description | % Complete | Dec 2019 |
|---|---|------------|----------|
|  Balancing the 2020-21 remaining gap | Budget proposals to identify savings for the remainder of the budget gap need to be identified by Senior Leadership Team and Corporate Management Team. These are to be assessed by informal cabinet prior to the December Cabinet meeting when consultation on the savings will begin. | 90% | ★ |
|  SLT and CMT to identify savings to reduce the budget gap over the medium term | Senior Leadership Team and Corporate Management Team to identify savings to reduce the budget gap circa £30million over the medium term. | 33% | ▲ |
|  To update SLT on Medium Term Financial Position | Following meetings with Heads of service and Directors on review of their pressures, an update on the Medium Term Financial Plan (MTFP) will be provided to SLT for review, discussion and actions to follow. | 100% | ✔ |

Brexit

| | |
|----------------------------|---|
| Short Description | The UK will be leaving the European Union on the 31st January 2020. The UK will enter a transition arrangement which should be concluded by 31st December 2020. If no trade agreement and resolutions to the UK-EU future relationship is approved, the UK will have to fall back onto World Trade Organisation arrangements which could have a financial and operational impact on the Council and businesses which operate in the city. |
| Risk Owner | Rhys Cornwall |
| Overseeing Officer | <ul style="list-style-type: none"> ▪ Chief Executive ▪ Strategic Director - People ▪ Strategic Director - Place |
| Lead Cabinet Member(s) | <ul style="list-style-type: none"> ▪ Leader of the Council |
| Linked Theme | |
| Linked Corporate Objective | |



| Action Name | Action Description | % Complete | Dec 2019 |
|--|---|------------|----------|
| <input checked="" type="checkbox"/> Civil Contingencies - Arrangements to escalate and report on Brexit | Civil Contingencies - To provide regular updates to the Council and Brexit Task & Finish Group on Regional and National wide Brexit preparations. Regular updates from the Gwent Local Resilience Forum which includes local authorities, Police, Fire, Health as well as Welsh Government, Welsh Local Government Association (WLGA) and other strategic group updates will be included as part of this process. | 80% | ★ |
| <input checked="" type="checkbox"/> Finance - Monitoring of impact on Finance and Supplies & Services | Finance - The Council will closely monitor its financial position as part of its annual budget setting process and Medium Term Financial Planning. For Council activities and services which are European Union (EU) funded there is ongoing discussions with the Welsh Government to put in arrangements after 2021. The Council will be liaising with its strategic partners (Newport Norse / Shared Resource Service (SRS) / Newport Live) to assess the impact on its supplies and services. Also across the Council, service areas are being asked to identify their high risk / key contracts and to obtain the necessary assurances of any Brexit impact which could affect the availability and cost of supplies or services. " | 70% | ● |
| <input checked="" type="checkbox"/> Governance - Arrangements to manage Brexit in NCC | Governance - To establish Task & Finish group arrangements in Newport Council to manage the impacts of Brexit including liaison with Welsh Government, WLGA, Statutory partners e.g. Civil Contingencies and our third party providers. Regular updates will be provided to the Senior Leadership Team (SLT) and Cabinet on the Council's Brexit preparations. | 80% | ★ |
| <input checked="" type="checkbox"/> Regulatory Services - BREXIT Compliance with Trading Standards legislation | The Council' Regulatory Services (Trading Standards and Licensing) will receive advice and guidance from the Food Standards Agency Wales and Department for Environment, Food and Rural Affairs (DEFRA) and work closely with Association of British Ports (ABP) to manage any impact on the service. | 100% | ★ |
| <input checked="" type="checkbox"/> Staffing - Support provided to EU Members of Staff | Staffing - The Council will need to capture information on the number of existing staff members which are from the EU and ensure necessary arrangements are in place for new starters in the Council. Long term, the Council will monitor and liaise with service areas and partners on the impact of Brexit on resources and skill issues / opportunities as a result of leaving the EU. Guidance and advice will also need to be available to EU staff members on completing any residency applications. " | 80% | ★ |

City Centre Security & Safety

| | |
|----------------------------|---|
| Short Description | Significant incidents of deliberate acts that pose hazards to people in surrounding areas; structural damage; business continuity; damage/disruption to infrastructure and utilities; and reputational and economic impact. |
| Risk Owner | Rhys Cornwall |
| Overseeing Officer | <ul style="list-style-type: none"> Strategic Director - Place |
| Lead Cabinet Member(s) | <ul style="list-style-type: none"> Cabinet Member for City Services |
| Linked Theme | <ul style="list-style-type: none"> Theme : Thriving City |
| Linked Corporate Objective | <ul style="list-style-type: none"> Well-being Objective 2 |

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City Centre Security & Safety

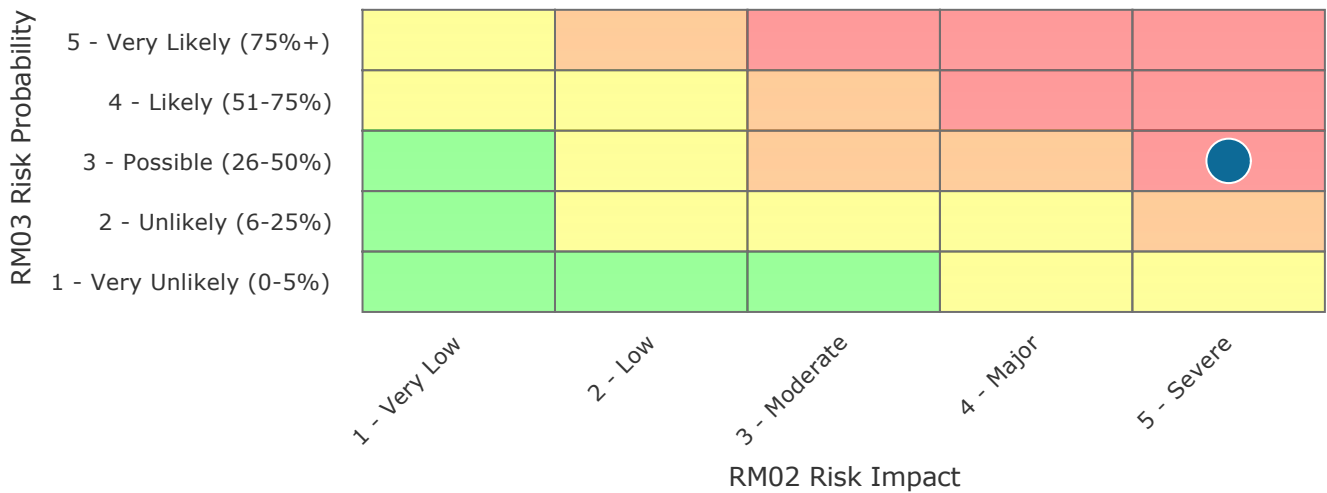
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8

Inherent Risk Score

Target Risk Score



| Action Name | Action Description | % Complete | Dec 2019 |
|--|--|------------|---|
|  City Centre Training to Businesses | Training for those businesses operating within the city centre that may be affected by significant incidents – Gwent Police will lead on the training with the use of NCC channels to promote and raise initial awareness of the scheme. | 0% | |
|  Co-ordinated evacuation arrangements | Co-ordinated evacuation arrangements for the city centre – NCC will be working with all partner organisations such as the emergency services and private business within the city centre to construct a co-ordinated evacuation system. | 0% | |
|  Secure Vehicle / Pedestrian Separation | Secure vehicle access and pedestrian separation. – City Services are currently working on a plan to identify what mitigation measures can be put in place around the city centre to protect densely populated areas. | 62% |  |


Climate Change

| | |
|----------------------------|--|
| Short Description | Scientific evidence indicates that the global climate is warming and is changing the environment that we live in Wales and in Newport. The cause of this change is through emissions produced by industry, vehicles, households and businesses. Newport has 11 Air Quality Management Areas which monitor air quality and since they were in place we have been in breach. |
| Risk Owner | Ben Hanks |
| Overseeing Officer | <ul style="list-style-type: none"> Head of Regeneration, Investment and Housing Strategic Director - Place |
| Lead Cabinet Member(s) | <ul style="list-style-type: none"> Deputy Leader and Cabinet Member for Equalities and Assets |
| Linked Theme | <ul style="list-style-type: none"> Theme : Modernised Council Theme: Resilient Communities (Community) Theme : Thriving City |
| Linked Corporate Objective | <ul style="list-style-type: none"> Well-being Objective 2 Well-being Objective 3 |

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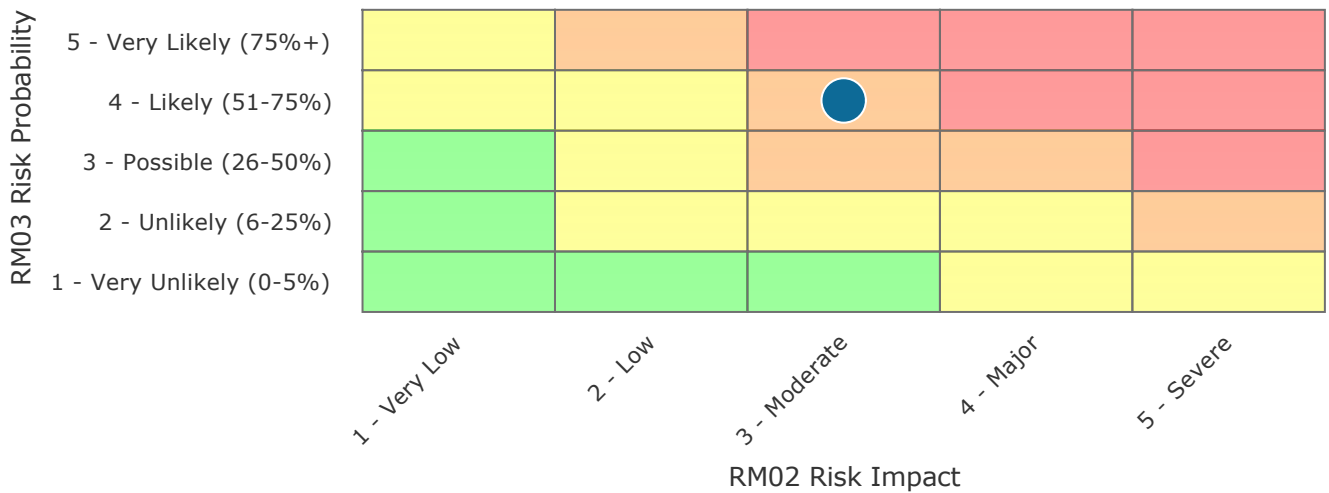
Climate Change

31 DEC 19



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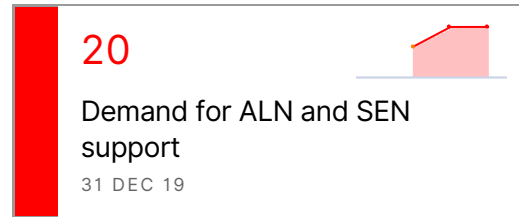
Inherent Risk Score Target Risk Score



| Action Name | Action Description | % Complete | Dec 2019 |
|--|---|------------|----------|
| <input checked="" type="checkbox"/> Develop Local Air Quality Management Statutory Action Plan | Develop Local Air Quality Management Statutory Action Plan and ensure it is formally adopted and implemented. | 100% | ★ |
| <input checked="" type="checkbox"/> Finalise and publish Carbon Management Plan. | Finalise and publish the council's Carbon Management Plan. | 100% | ★ |
| <input checked="" type="checkbox"/> Investigate Opportunities to Improve Domestic Energy Efficiency and Relieve Fuel Poverty | Investigate opportunities to improve domestic energy efficiency and relieve fuel poverty in Newport. | 14% | ★ |
| <input checked="" type="checkbox"/> Review Public Transport Access for Proposed Housing Developments | Review proposed housing developments for access to public transport. | 75% | ★ |

Demand for ALN and SEN support

| | |
|----------------------------|---|
| Short Description | Funding to cover Additional Learning Needs (ALN) and Special Education Needs (SEN) provision across the city is insufficient and does not meet the demand of increasing need. |
| Risk Owner | Katy Rees |
| Overseeing Officer | <ul style="list-style-type: none"> Chief Education Officer Strategic Director - People |
| Lead Cabinet Member(s) | <ul style="list-style-type: none"> Cabinet Member for Education and Skills Cabinet Member for Education and Young People |
| Linked Theme | <ul style="list-style-type: none"> Theme : Aspirational People |
| Linked Corporate Objective | <ul style="list-style-type: none"> Well-being Objective 1 Well-being Objective 3 |

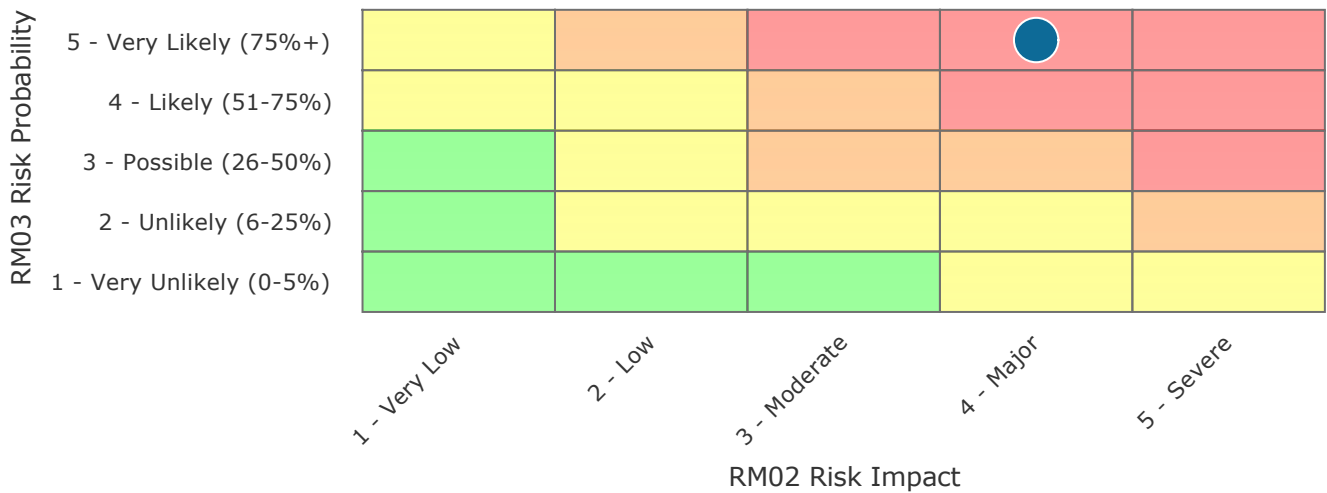







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Inherent Risk Score

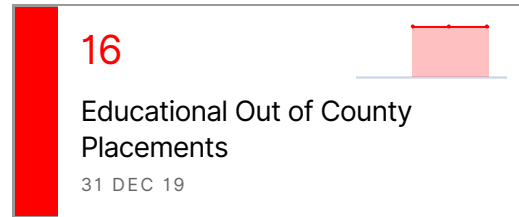
Target Risk Score



| Action Name | Action Description | % Complete | Dec 2019 |
|--|---|------------|----------|
|  Devise a funding formula in liaison with Secondary and Primary Schools across all settings | Devise a funding formula in liaison with Secondary and Primary Schools which is used across all settings for pupils agreed 0-25 years. To monitor the impact and ongoing situation with the funding model. Impact - ALN Implementation Group will meet regularly to agree a funding formula acceptable for all schools and settings | 75% | ★ |
|  Estyn Rec 5 - Ensure Appropriate Welsh Medium Provision is in Place for ALN Pupils | (Estyn Rec 5) Ensure that Welsh Medium (WM) provision is established to support pupils with Additional Learning Needs Good quality ALN provision will be created to support pupils attending WM schools. The permanent location for the new Welsh-medium primary school will include provision for a Learning Resource Base. | 50% | ● |
|  Revise School ALN Review Format in line with the Excellence in Teaching and Leadership... | Revise School ALN Review Format in line with the Excellence in Teaching and Leadership Framework (ETLF) | 100% | ✔ |
|  To further the implementation of the Additional Learning Needs (ALN) and Educational Tribunal... | To further the implementation of the Additional Learning Needs (ALN) and Educational Tribunal Act 2018. | 75% | ★ |
|  Undertake a review of ALN Panel process. | Undertake a review of ALN panel process and its membership to ensure decisions are robust, consistent and transparent. Impact - ALN Panel will have appropriate membership and decisions will be robust and consistent. | 75% | ★ |

Educational Out of County Placements

| | |
|----------------------------|---|
| Short Description | Limited access to Newport City Council (NCC) provision for pupils who require complex and specialist placements which results on a reliance on Out of County (OOC) placements both day and residential. |
| Risk Owner | Katy Rees |
| Overseeing Officer | <ul style="list-style-type: none"> Chief Education Officer Strategic Director - People |
| Lead Cabinet Member(s) | <ul style="list-style-type: none"> Cabinet Member for Education and Young People |
| Linked Theme | <ul style="list-style-type: none"> Theme : Aspirational People |
| Linked Corporate Objective | <ul style="list-style-type: none"> Well-being Objective 1 |

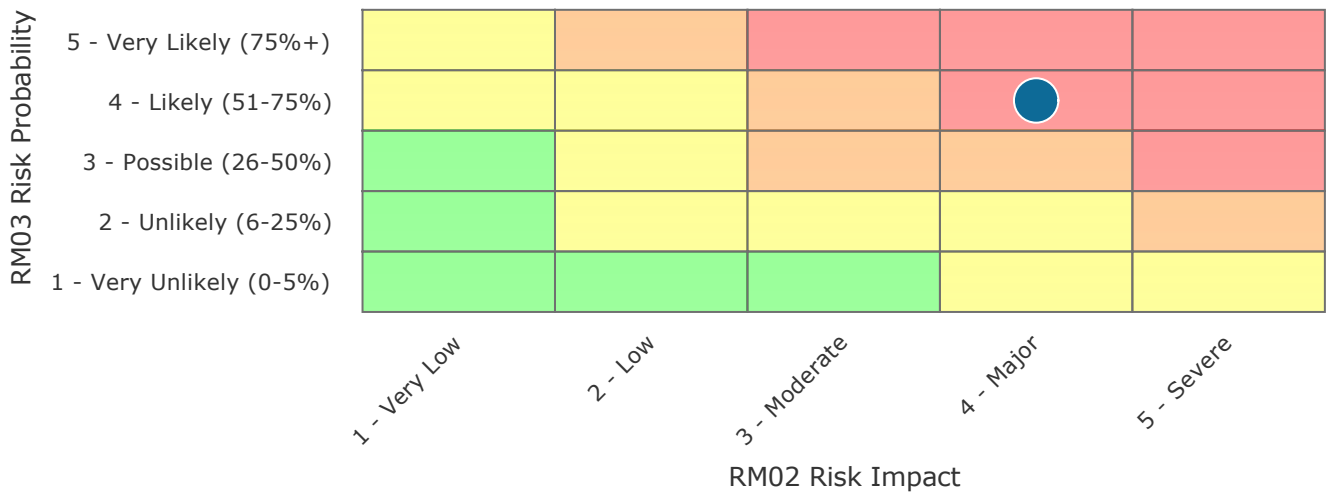






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Inherent Risk Score

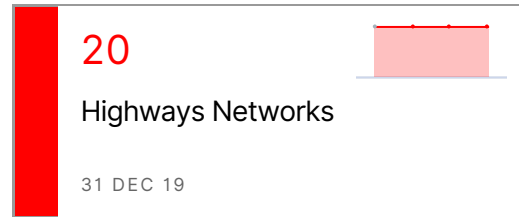
Target Risk Score



| Action Name | Action Description | % Complete | Dec 2019 |
|---|--|------------|----------|
|  Analysis of SEN trends to inform provision required | Undertake a review of Newport provision for pupils aged 0-25 years to ascertain uptake of placements and future requirements based on data trend analysis and local knowledge | 75% | ★ |
|  Review ALN Key Stage 2 to Key Stage 4 SEBD and ASD provision | Review Additional Learning Needs (ALN) Key Stage 2 (KS2) to Key Stage 4 (KS4) Social, Emotional and Behavioural Difficulties (SEBD) and Autistic Spectrum Disorder (ASD) provision | 75% | ★ |
|  To continue to redevelop and extend provision within the city to accommodate a greater range... | To continue to redevelop and extend provision within the city to accommodate a greater range of needs, ensuring that pupils are placed where their learning is best supported. | 75% | ★ |
|  Work in collaboration with Social Services to review current OOC placements | Pupils will be identified appropriately for moving into local accommodation and will have appropriate educational provision made available. | 75% | ★ |

Highways Networks

| | |
|----------------------------|---|
| Short Description | Failure to recognise current levels of under investment in the whole life of the city's highway network assets in the medium to long term will continue to compound existing maintenance backlog figures. |
| Risk Owner | Paul Jones |
| Overseeing Officer | <ul style="list-style-type: none"> Strategic Director - Place |
| Lead Cabinet Member(s) | <ul style="list-style-type: none"> Cabinet Member for City Services |
| Linked Theme | <ul style="list-style-type: none"> Theme : Thriving City |
| Linked Corporate Objective | <ul style="list-style-type: none"> Well-being Objective 2 Well-being Objective 3 |

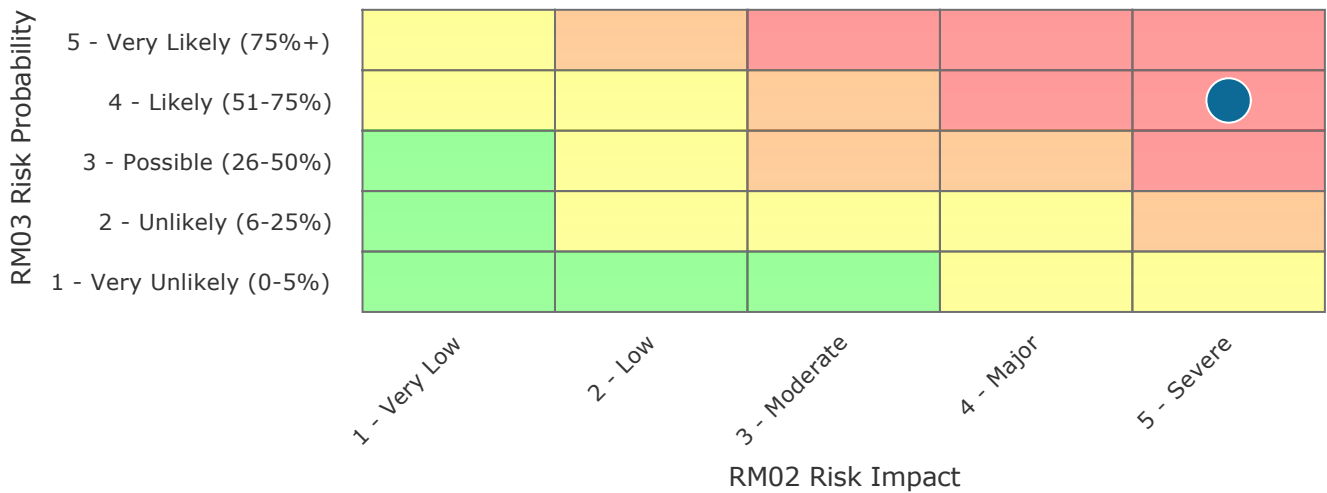





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9

Inherent Risk Score

Target Risk Score



| Action Name | Action Description | % Complete | Dec 2019 |
|---|--|------------|----------|
|  Active lobbying to WG, WLGA, and CSS(W) to recognise funding gap to address backlog | We have identified that there is a maintenance backlog of approximately £90m for Newport. But the level of funding to maintain these assets is not sufficient to meet this. The under investment is not unique to Newport and other authorities in Wales are facing the same issues. Therefore, we (alongside other local authorities) are lobbying the Welsh Government, Welsh Local Government Association and County Surveyors Society Wales CSS(W) to increase and/or make more capital funding available to decrease this gap. This action will be ongoing and will not result in direct action completion. | 59% | ★ |
|  Develop and implement the Council's Highways Asset Management Strategy / Plan | The Council is developing the Highways Asset Management Strategy and Highways Asset Management Plan. This plan will be implemented in 2019/20 and will enable the Council to actively manage its highways infrastructure. Implementation of the plan will enable the Council to undertake: risk based assessment and management of its infrastructure; calculating future funding requirements to maintain agreed levels of service; risk based evidence to identify and deliver improvements to assets identified below required standards. | 80% | ★ |
|  Reactive Highways inspection and repair service. | The Council's Highways inspectors undertake daily checks of the Council's highways assets to determine their condition. The Council also operates a system for members of the public to report assets e.g. potholes, road signs, grass verges etc on the public highway that consider in poor condition. Risk based inspections are completed and regime of reactive work is undertaken to mitigate the risk of third party claims, and maintenance of the highway under Section 41 of the Highways Act. | 75% | ★ |

In Year Financial Management

| | |
|----------------------------|---|
| Short Description | This relates to the in year management of budgets and risk profiling of service areas / activities that are forecasting end of year overspends. |
| Risk Owner | Owen James |
| Overseeing Officer | <ul style="list-style-type: none"> ■ Chief Executive ■ Head of Finance ■ Strategic Director - People ■ Strategic Director - Place |
| Lead Cabinet Member(s) | <ul style="list-style-type: none"> ■ Leader of the Council |
| Linked Theme | |
| Linked Corporate Objective | |

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In Year Financial Management

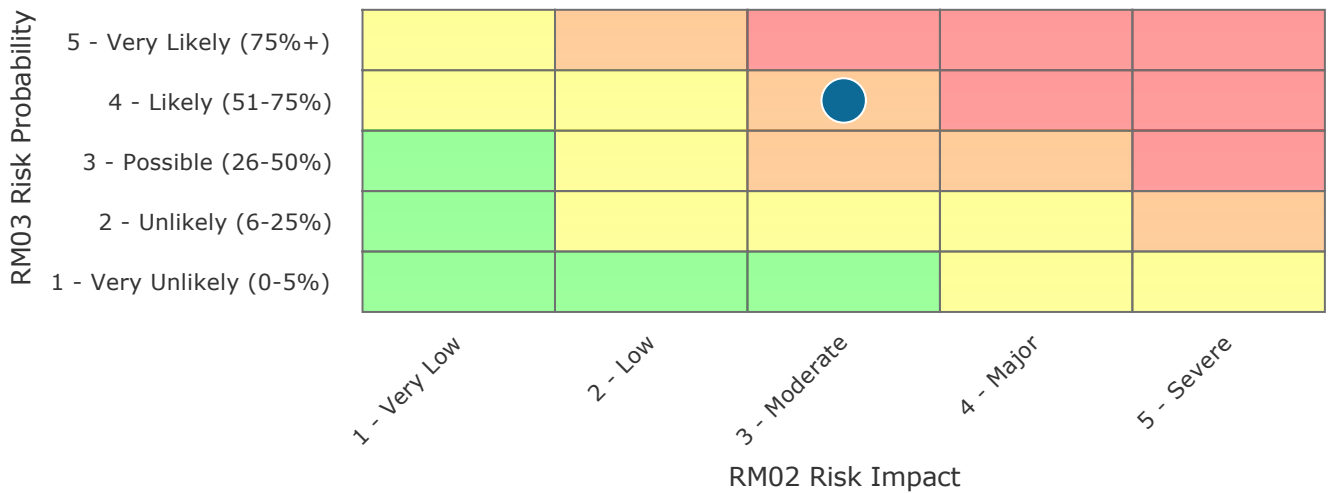
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6

Inherent Risk Score

Target Risk Score



| Action Name | Action Description | % Complete | Dec 2019 |
|--|--|------------|----------|
|  All service areas to maintain robust financial management | All service areas to maintain robust financial management and understand the risks associated delivery of savings and achievability of the savings. | 75% | ● |
|  Cabinet Member and Senior Officers to manage / mitigate any projects not achieving savings | There are currently a number of undelivered savings of as at Quarter 1 figures circa £209k in 2019/20 and £91k from 2018/19. Cabinet Member, Senior Officers, Corporate Management Team and Heads of Service to manage and mitigate the risks of not delivering these savings. | 93% | ● |
|  Cabinet Member and Senior Officers to reduce overspending in Social Care | There are significant overspends within Children and Adult Services for Quarter 1 circa £3million. Cabinet Member, Senior Officers are required to review their actions to reduce this overspend and mitigate against further risks. | 50% | ▲ |

Newport Council's Property Estate

| | |
|----------------------------|--|
| Short Description | NCC has a significant property estate covering over 170 buildings (circa) such as the Civic Centre, Telford Depot, schools etc. The Council has to ensure the estate is maintained to required standards to enable access, safety, security and in the long term sustainable for staff and residents to use. |
| Risk Owner | Ben Hanks |
| Overseeing Officer | <ul style="list-style-type: none"> ▪ Chief Executive ▪ Head of People & Business Change ▪ Head of Regeneration, Investment and Housing ▪ Strategic Director - Place |
| Lead Cabinet Member(s) | <ul style="list-style-type: none"> ▪ The Deputy Leader and Cabinet Member for Assets and Member Development |
| Linked Theme | <ul style="list-style-type: none"> ▪ Theme : Modernised Council |
| Linked Corporate Objective | |

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Newport Council's Property Estate

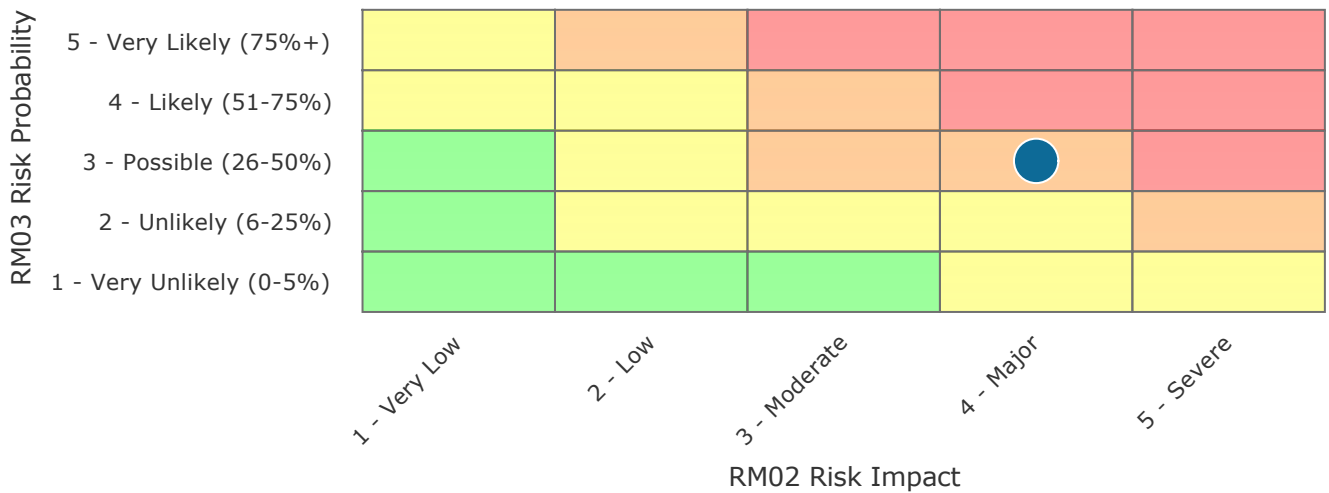
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16

Inherent Risk Score

9

Target Risk Score



| Action Name | Action Description | % Complete | Dec 2019 |
|--|---|------------|----------|
| <input checked="" type="checkbox"/> Delivery of the Annual Capital Maintenance Programme | The delivery of the Council's annual Capital maintenance programme to maintain and improve the Council's property estate. | 75% | ★ |
| <input checked="" type="checkbox"/> Develop a balanced strategy for the future of the Civic Centre | In response to financial, environmental, legal sustainability and social pressures we need to develop a balanced strategy for the future preservation and transformation of the Civic Centre. | 20% | ● |

Safeguarding Risk

| | |
|----------------------------|---|
| Short Description | To ensure the Council safeguards adults, children and carers as part of its statutory duty. |
| Risk Owner | Mary Ryan |
| Overseeing Officer | <ul style="list-style-type: none"> ▪ Chief Education Officer ▪ Chief Executive ▪ Head of Adult and Community Services ▪ Head of Children and Family Services ▪ Strategic Director - People ▪ Strategic Director - Place |
| Lead Cabinet Member(s) | <ul style="list-style-type: none"> ▪ Cabinet Member for Social Services |
| Linked Theme | <ul style="list-style-type: none"> ▪ Theme: Resilient Communities (Social Care) |
| Linked Corporate Objective | <ul style="list-style-type: none"> ▪ Well-being Objective 3 |

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Safeguarding Risk

31 DEC 19

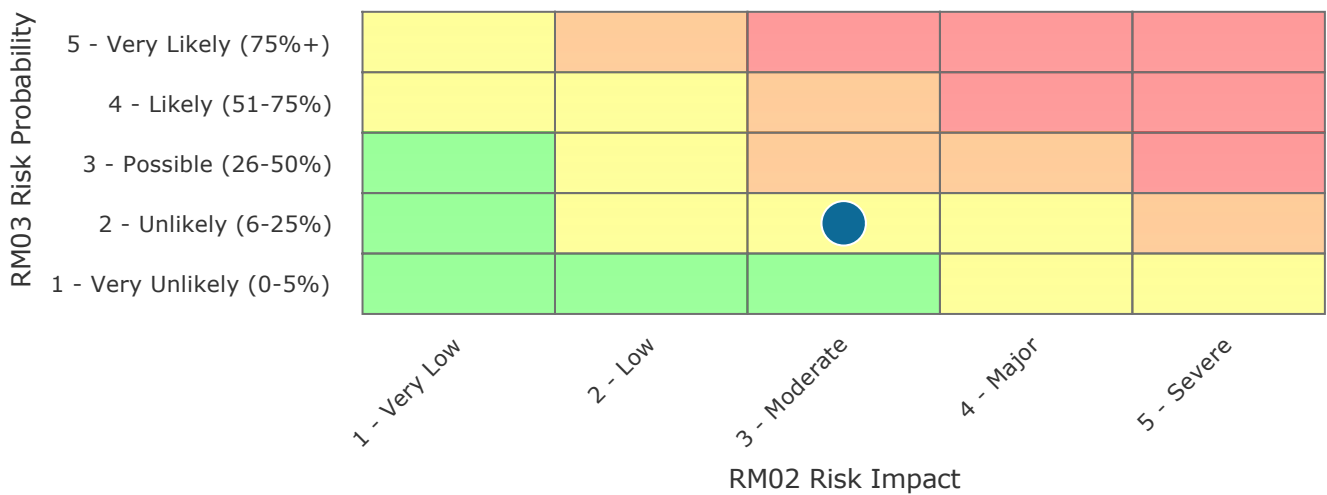


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Inherent Risk Score

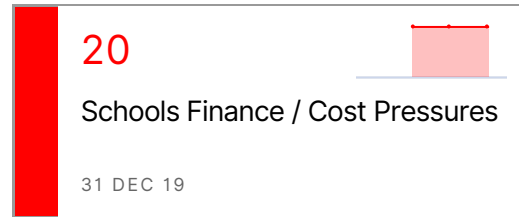
Target Risk Score



| Action Name | Action Description | % Complete | Dec 2019 |
|--|--|------------|----------|
| <input checked="" type="checkbox"/> All education Services staff to have completed relevant safeguarding training | All staff are appropriately trained to facilitate safeguarding arrangements. | 92% | ★ |
| <input checked="" type="checkbox"/> Contribute towards the All Wales Adult Safeguarding Guidance | To contribute towards the new All Wales Adult / children Safeguarding Guidance. | 90% | ★ |
| <input checked="" type="checkbox"/> Development of Safeguarding Champions across the Council. | Establish Safeguarding Complete Champions within each service area and roll out a training schedule for Members and Council employees | 100% | ★ |
| <input checked="" type="checkbox"/> Embed the implementation of the new national 'safeguarding toolkit' for schools. | All schools have effective safeguarding processes in place | 30% | ★ |
| <input checked="" type="checkbox"/> Empower Citizens Through the Adult Safeguarding Process | To continue to support and empower citizens through the adult safeguarding process. | 97% | ★ |
| <input checked="" type="checkbox"/> Establish a robust review process for DOLS | To establish a robust review process for Deprivation of Liberty Safeguards (DOLS) assessments for Newport Citizens. | 40% | ★ |
| <input checked="" type="checkbox"/> Evaluate & Refine the Model of Adult Protection | Continue to evaluate and refine the model of adult protection to include consideration to manage the increasing demands of the service and improve practitioner knowledge under the new legislation (Part 7 Social Services & Well Being Act). Evaluation review of the 6 month Safeguarding Hub. The pilot will be compiling data to evidence if the HUB model has improved processes and increased efficiency. | 100% | ★ |
| <input checked="" type="checkbox"/> Improve links to information and advocacy to citizens | To improve links to information and advocacy to ensure citizens are fully informed and supported throughout the safeguarding process. | 100% | ★ |
| <input checked="" type="checkbox"/> To implement new processes for Liberty Protection Safeguards. | Mental capacity Act requires the authority to implement the deprivation and liberty safeguards for citizens of Newport. We have an established regional and local process to delivery on DoLS. However, the legislation changes in October 2020 requiring the Council to have processes in place for the new LPS Liberty Protection Safeguards. This action is to implement the new process for the Council. | 0% | |

Schools Finance / Cost Pressures

| | |
|----------------------------|--|
| Short Description | In year cost pressures of schools are not met resulting in increased deficit budgets |
| Risk Owner | Sarah Morgan |
| Overseeing Officer | <ul style="list-style-type: none"> Strategic Director - People |
| Lead Cabinet Member(s) | <ul style="list-style-type: none"> Cabinet Member for Education and Skills Cabinet Member for Education and Young People |
| Linked Theme | <ul style="list-style-type: none"> Theme : Aspirational People |
| Linked Corporate Objective | <ul style="list-style-type: none"> Well-being Objective 1 |

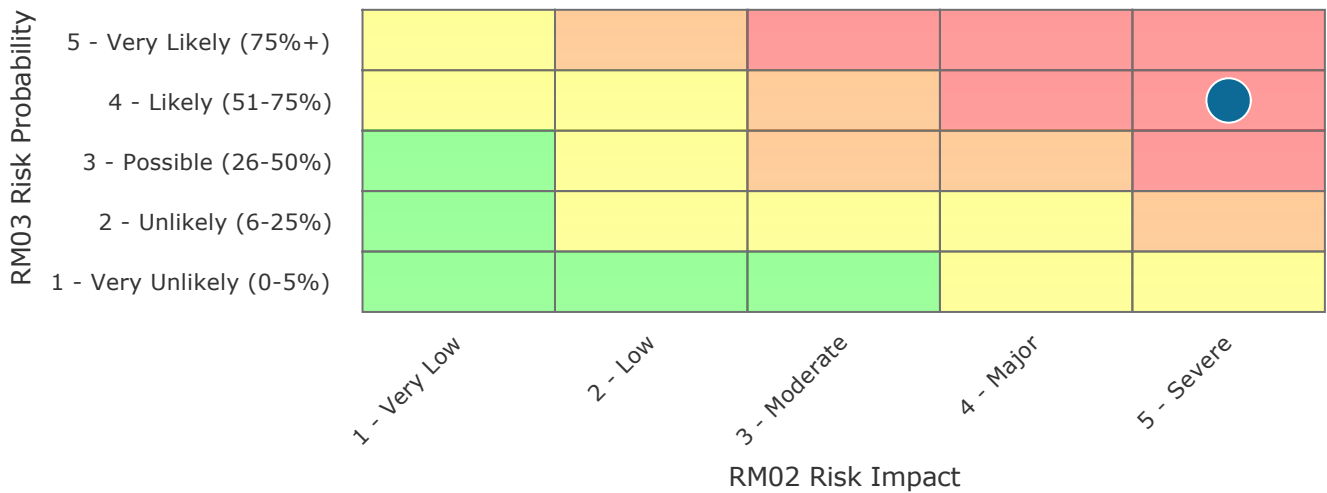


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Inherent Risk Score

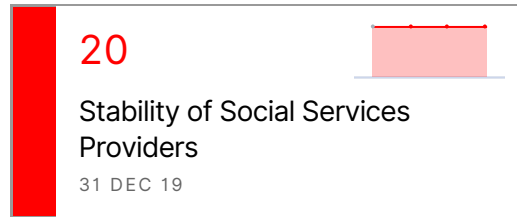
Target Risk Score



| Action Name | Action Description | % Complete | Dec 2019 |
|--|--|------------|----------|
| <input checked="" type="checkbox"/> Managing School Budget | The local authority will monitor school budgets to ensure that Headteachers and Governing Bodies are: a) Maintaining a balanced budget; b) Addressing in year overspends to reduce the risk of moving in to deficit positions; c) Where deficit budgets occur, deficits are licensed with full recovery plans. d) Where in year deficits are still arising following substantial review, further mitigation may be through the medium term financial plan. | 15% | ▲ |
| <input checked="" type="checkbox"/> Supporting / challenging schools to address overspending & deficit budgets | Develop and work through a new schools budget monitoring process to consider how secondary schools need to be supported / challenged to address in year overspending and deficit budgets. | 51% | ▲ |

Stability of Social Services Providers

| | |
|----------------------------|--|
| Short Description | The Council requires support from external providers to deliver care packages for children and adults (residential / Non Residential). The current marketplace for external providers is volatile due to the increasing costs to provide care, maintain homes, staffing meeting legislative and regulatory requirements. |
| Risk Owner | Jenny Jenkins |
| Overseeing Officer | <ul style="list-style-type: none"> Head of Adult and Community Services Strategic Director - People |
| Lead Cabinet Member(s) | <ul style="list-style-type: none"> Cabinet Member for Social Services |
| Linked Theme | <ul style="list-style-type: none"> Theme: Resilient Communities (Social Care) |
| Linked Corporate Objective | <ul style="list-style-type: none"> Well-being Objective 3 |

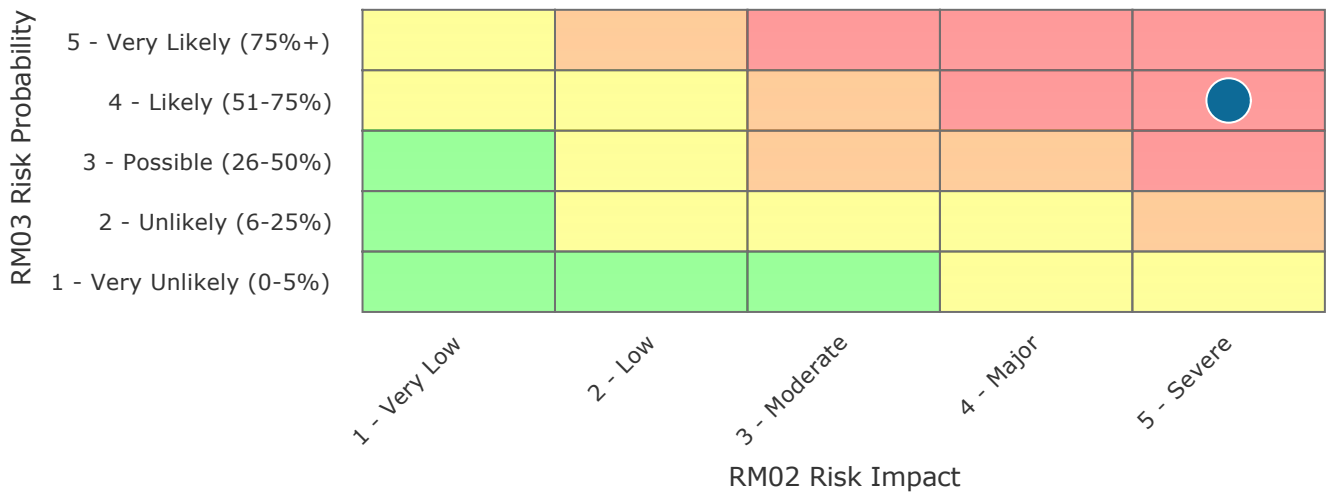


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6

Inherent Risk Score

Target Risk Score



| Action Name | Action Description | % Complete | Dec 2019 |
|---|--|------------|----------|
| <input checked="" type="checkbox"/> BAU - Compliance monitoring and review of Commissioned Services | Business as Usual (BAU) - To ensure commissioned services are subject to ongoing contract management processes that monitor compliance and review quality and cost. | 70% | ★ |
| <input checked="" type="checkbox"/> BAU - Continue to provide and develop in house provision | Business as Usual (BAU) - To continue to provide and develop in house provision where appropriate and cost effective. | 50% | ★ |
| <input checked="" type="checkbox"/> BAU - Develop Regional and Collaborative Commissioning Initiative | Business as Usual (BAU) - To develop Regional and collaborative commissioning initiatives to deliver consistency and efficiencies. | 45% | ★ |
| <input checked="" type="checkbox"/> BAU - Development of the People Commissioning function | Business as Usual (BAU) - To further develop the People Commissioning function to oversee all commissioning and contractual activity within the Directorate. | 55% | ★ |
| <input checked="" type="checkbox"/> BAU - Management of the local market of Social Care contracts | Business as Usual (BAU) - To manage the local market to ensure sufficient capacity, diversity and skill through provider engagement and consultation around strategic priorities, service principles and fee setting. | 50% | ★ |
| <input checked="" type="checkbox"/> BAU - Undertake Evidence Based Commissioning | Business as Usual (BAU) - To undertake evidence based commissioning through robust needs analysis and adherence to commissioning strategies to ensure services reflect community needs and offer sufficient market capacity. | 35% | ★ |
| <input checked="" type="checkbox"/> BAU - Work with partners to develop common contracts and monitoring protocols | Business as Usual (BAU) - Work with Aneurin Bevan University Health Board (ABUHB) and Local Authority partners to develop common contracts and monitoring protocols. | 80% | ★ |
| <input checked="" type="checkbox"/> Develop a Gwent Care Academy | Develop a Gwent Care Academy to offer qualifications for care staff and embed the principles of Regulation and Inspection of Social Care (RISCA) where all care staff are required to register. | 90% | ★ |

Mae'r dudalen hon yn wag yn

Report

Cabinet Meeting

Part 1

Date: 18 March 2020

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

Purpose This report seeks agreement from members for the EAS Business Plan and the Local Authority Annex 2020-2021

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

Ward All

Summary This report asks for members to consider the EAS Business Plan and Newport LA Annex 2020-2021. Through this activity members will ensure that the plan promotes appropriate support and challenge for schools in Newport to continue to improve and that areas that have been identified as requiring improvement within Newport are addressed.

Proposal Members are requested to:

- Ensure that the Business Plan and accompanying Annex document enables appropriate support and challenge for schools and that it addresses the areas for improvement that have been identified within Newport's education strategic plans.; and
- Approve the EAS Business Plan 2020-2021 and the Newport Local Authority (LA) Annex 2020-2021

Action by The Education Achievement Service in partnership with the LA

Timetable The Business Plan and related LA Annex will commence from 1 April 2020

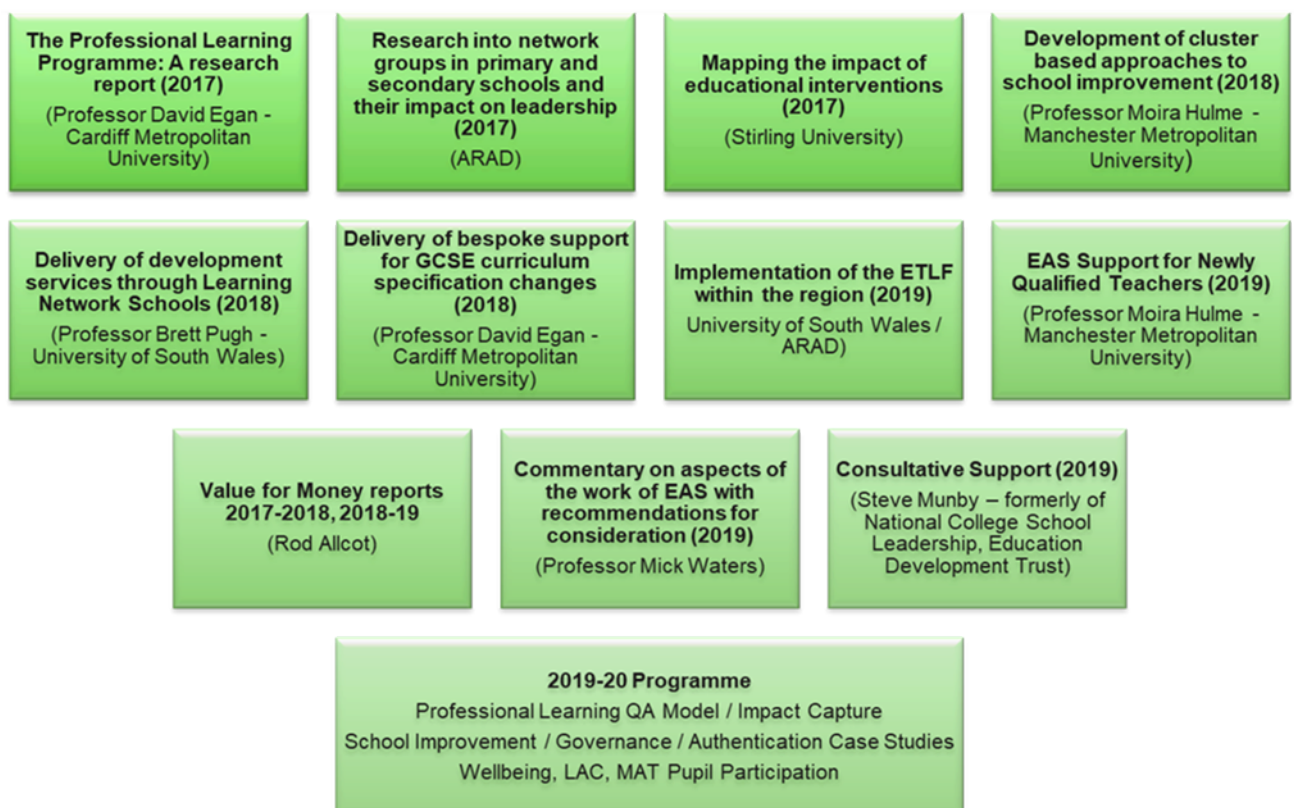
This report was prepared after consultation with:

- Sarah Morgan (Chief Education Officer)
- Performance Scrutiny Committee - Partnerships

Signed

1. Background and Report

- 1.1. 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.
- 1.2. 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.



- 1.3. 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.
- 1.4. 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.

1.5. 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

1.6. 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

1.7. 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.

1.8. 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.

1.9. 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 |

1.11. 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 |

1.12. 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.

2. Financial Implications

- 2.1 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.
- 2.2 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.
- 2.3 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.
- 2.4 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.

- 2.5 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.

3. Risks

3.1 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.
- 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.

- 3.2 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.

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

Comments of Chief Financial Officer

The indicative contribution of £803,293 is included within the revenue budgets for 2020/21, therefore there are no additional financial pressures arising from this report.

Comments of Monitoring Officer

There are no specific legal issues arising from the Report. The EAS Business Plan reflects national priorities and standards for educational improvement and the final Business Plan will be approved as an EAS strategic document by the Company Board and the Joint Executive Group. The draft Business Plan has already been the subject of extensive consultation with key stakeholders, including Performance Scrutiny Committee (Partnerships). Cabinet are being asked to confirm that the specific elements of the plan, as set out in the Newport Annex, properly reflect and are correctly aligned to the priorities for school improvement as set out in the Education Strategic Plan and Estyn performance reports

Comments of Head of People and Business Change

Newport City Council recognises that it is our duty to work with partners including the EAS to provide future generations with the skills and knowledge they need to play a full and active role in their communities and wider society. Both Newport's and the nation's economic prosperity, social cohesion, fairness and wellbeing are built on the foundations of a strong and successful education system.

There are no staffing implications as a result of the EAS Business Plan 2020-2021.

As required the Well-being of Future Generations (Wales) Act 2015 has been considered in this report. There is no requirement to complete a Fairness & Equality Impact Assessment.

Comments of Cabinet Member

The strategic priorities for Newport identified within the EAS Business Plan for 2020/21 align with the recommendations of the 2018 Newport Education Services Estyn report and dovetail with key objectives of teams within Newport City Council Education Services.

I note that consultation has taken place with a range of stakeholders including Local Authority and Diocesan Directors, regional head teacher and governor strategy groups and teachers from across the region. I am particularly pleased that the consultation process includes the views of school councils across the region and that the voices of children and young people in our schools are being included in this process.

The Local Authority annexe identifies that around half of Newport secondary schools are categorised as red or amber. Supporting Newport secondary schools so they require less external input remains a priority for the Local Authority and is identified within the strategic priorities contained in the EAS Business Plan.

Local issues

Not Applicable

Scrutiny Committees

This report was examined by Partnerships Scrutiny in February 2020

Equalities Impact Assessment and the Equalities Act 2010

The Equality Act 2010 contains a Public Sector Equality Duty which came into force on 06 April 2011. The Act identifies a number of 'protected characteristics', namely age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation; marriage and civil partnership. The new single duty aims to integrate consideration of equality and good relations into the regular business of public authorities. Compliance with the duty is a legal obligation and is intended to result in better informed decision-making and policy development and services that are more effective for users. In exercising its functions, the Council must have due regard to the need to: eliminate unlawful discrimination, harassment, victimisation and other conduct that is prohibited by the Act; advance equality of opportunity between persons who share a protected characteristic and those who do not; and foster good relations between persons who share a protected characteristic and those who do not. The Act is not overly prescriptive about the approach a public authority should take to ensure due regard, although it does set out that due regard to advancing equality involves: removing or minimising disadvantages suffered by people due to their protected characteristics; taking steps to meet the needs of people from protected groups where these differ from the need of other people; and encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Children and Families (Wales) Measure

Although no targeted consultation takes place specifically aimed at children and young people, consultation on planning applications and appeals is open to all of our citizens regardless of their age. Depending on the scale of the proposed development, applications are publicised via letters to neighbouring occupiers, site notices, press notices and/or social media. People replying to consultations are not required to provide their age or any other personal data, and therefore this data is not held or recorded in any way, and responses are not separated out by age.

Wellbeing of Future Generations (Wales) Act 2015

All local authorities have a long-term duty to develop a prosperous Wales by developing skilled and well-educated population in an economy which generates wealth and provides employment opportunities. Enabling and facilitating academic attainment for all learners provides a foundation for access to employment and helps break a cycle of deprivation.

Furthermore, regardless of the socio-economic demographic of an individual school community, all schools will be challenged and supported to improve pupil attainment with a view to create "more equal wales" that enables pupils to fulfil their potential no matter what their background or circumstances. A specific focus of the draft EAS Business Plan is improving the attainment of vulnerable learners and closing the gap in attainment between those learners eligible for free school meals and those not eligible for free school meals. Improvement of pupil outcomes is supported by collaboration of schools, the Local Authority and the regional school improvement service (EAS) including the involvement of pupils, teachers, governors and wider community members in the planning and implementation of school improvement initiatives.

Crime and Disorder Act 1998

Section 17(1) of the Crime and Disorder Act 1998 imposes a duty on the Local Authority to exercise its various functions with due regard to the likely effect of the exercise of those functions on, and the need to do all that it reasonably can to prevent, crime and disorder in its area.

Consultation

The EAS Business Plan is currently undergoing consultation with all Local Authorities within the South East Wales Consortium (SEWC)

Dated: 12th February 2020



EAS

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

Education Achievement Service for South East Wales: Business Plan (2020-2021)

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

The Education Achievement Service (EAS) Business Plan has undergone a thorough consultation process. The consultees are listed below:

- EAS staff
- Directors of Education (within South East Wales) and Diocesan Directors
- Regional Joint Executive Group
- EAS Company Board
- EAS Audit and Risk Assurance Committee
- Individual local authority education scrutiny committees
- Regional Headteacher Strategy Group
- All Headteachers from within the region
- All Chairs of Governors from within the region
- School Councils from within the region
- All school based Professional Learning Leads

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 Harteveld</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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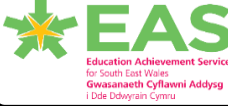

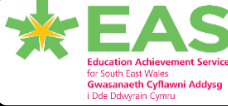




Section 1: Regional context

Why the EAS? Why this model?

The centralised model of service delivery that has been adopted across the South East Wales region has enabled efficiencies to be realised, economies of scale to be secured, particularly in relation to avoiding duplication of functions and the ability to secure a range of educational expertise within the region. The talent and expertise that resides in schools within and beyond the region is incentivised and used effectively to support professional learning and school improvement activity.

“The regional approach to deployment of resources allows economies of scale to be achieved; and the impact on service delivery of reduced EAS resources is being mitigated by a concerted effort to build compensatory capacity within schools to allow the quality of support to schools to be maintained.” (EAS Value for Money Report 2018/2019)

Key regional facts and figures

| | |
|---|--|
|  <p>Education Achievement Service for South East Wales Gwasanaeth Cyflawni Addysg I Dde Ddygrain Cymru</p> | <p>The number of pupils of compulsory school age within the region in 2019 was 72,698. This represents 19% of all pupils in Wales.</p> |
|  <p>Education Achievement Service for South East Wales Gwasanaeth Cyflawni Addysg I Dde Ddygrain Cymru</p> | <p>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).</p> |
|  <p>Education Achievement Service for South East Wales Gwasanaeth Cyflawni Addysg I Dde Ddygrain Cymru</p> | <p>There are 20 Welsh medium primary schools, 3 Welsh medium secondary, 17 Roman Catholic and 11 Church in Wales schools within the region.</p> |
|  <p>Education Achievement Service for South East Wales Gwasanaeth Cyflawni Addysg I Dde Ddygrain Cymru</p> | <p>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).</p> |
|  <p>Education Achievement Service for South East Wales Gwasanaeth Cyflawni Addysg I Dde Ddygrain Cymru</p> | <p>The percentage of pupils of compulsory school age who are eligible for free school meals (FSM) is 19.2%. This level of eligibility is the joint highest of the four regional consortia with Central South Consortium (PLASC, 2019).</p> |
|  <p>Education Achievement Service for South East Wales Gwasanaeth Cyflawni Addysg I Dde Ddygrain Cymru</p> | <p>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).</p> |
|  <p>Education Achievement Service for South East Wales Gwasanaeth Cyflawni Addysg I Dde Ddygrain Cymru</p> | <p>The percentage of pupils aged 5 or over from an ethnic minority background is 10.8%.</p> |
|  <p>Education Achievement Service for South East Wales Gwasanaeth Cyflawni Addysg I Dde Ddygrain Cymru</p> | <p>Based on local authority reported numbers (Summer 2019), 1024 children in the region are looked after (LAC) by a local authority and attend a school in the region.</p> |

Overview of school numbers in the region

Caerphilly (19.7% FSM)

- 14 Non-maintained Nursery Settings
- 63 Primary (11 Welsh medium, 1 Roman Catholic)
- 6 Infant
- 4 Junior
- 11 Secondary (1 Welsh medium)
- 1 Special
- 1 Pupil Referral Unit
- 1 3-18



Blaenau Gwent (22.7% FSM)

- 2 Non-maintained Nursery Settings
- 19 Primary (1 Welsh medium, 3 Roman Catholic)
- 2 Secondary
- 2 Special
- 2 3-16



Monmouthshire (11.3% FSM)

- 27 Non-maintained Nursery Settings
- 30 Primary (2 Welsh medium, 6 Church in Wales, 2 Roman Catholic)
- 4 Secondary
- 1 Special
- 1 Pupil Referral Service



Newport (19.4% FSM)

- 24 Non-maintained Nursery Settings
- 2 Nursery
- 43 Primary (3 Welsh medium, 2 Church in Wales, 6 Roman Catholic)
- 9 Secondary (1 Welsh medium, 1 Roman Catholic)
- 2 Special
- 1 Pupil Referral Unit



Torfaen (22.0% FSM)

- 15 Non-maintained Nursery Settings
- 25 Primary (3 Welsh medium, 3 Church in Wales, 3 Roman Catholic)
- 6 Secondary (1 Welsh medium, 1 Roman Catholic)
- 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 |

Overview of regional school governors*

| Local Authority | Number of school governors* |
|-----------------|-----------------------------|
| Blaenau Gwent | 323 |
| Caerphilly | 1076 |
| Monmouthshire | 461 |
| Newport | 822 |
| Torfaen | 405 |
| EAS | 3087 |

* Correct as at 4.02.2020

Section 2: Overview

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

The EAS is a not for profit limited company that is owned by the five local authorities 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), pupil referral units and funded non-maintained nursery settings on behalf of each local authority. This plan supports the role that local authorities have in delivering their statutory functions, 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 and Welsh in Education
- 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 and a move towards the creation of a self-improving school system. The EAS remains committed to supporting the development of a skilled bilingual workforce in both Welsh and English medium schools. This approach is enabling teachers and leaders to learn from each other, from within and outside the region, 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. 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.

A summary of these bilingual 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.

Delivery of Professional Learning for a school, cluster or at regional level

5. Learning Networks Schools (LNS)

Where schools engage with schools across or beyond the region to develop practice in teaching, learning and leadership

LNS offer a range of support in specialist areas such as curriculum development (Areas of Learning and Experience (AoLEs)), or key themes such as well-being, teaching and learning or aspects of leadership. Schools can access support in a specific subject area such as Languages, Literacy and Communication (LLC), Welsh or Science, Technology, Engineering and Maths (STEM). Additionally, LNS can be provided to support individual schools in their improvement journey in all relevant aspects of school improvement.

1. Geographical Cluster Working

Working together to secure collective accountability of learner progress

A cluster-based professional learning lead organises and co-ordinates support for, and access to, professional learning. Each school has a regionally funded professional learning lead who co-ordinates this work at school level. The cluster-based lead provides schools within the cluster with updates and development materials to support all key priorities,

to include: Schools as Learning Organisations (SLOs), Professional standards for teaching and leadership, Excellent Teaching and Learning Framework (ETLF). This work is disseminated to all schools / practitioners through their nominated school lead. 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.

4. Core Offer and Professional Learning (PL) Experiences

The EAS PL offer provides opportunities for individuals, school, clusters, to engage with a wide range of PL which is underpinned by the aims of the National Mission

EAS core staff and schools provide access to a wide range of professional learning opportunities that support the realisation of the National Mission, promoting the enabling objectives. The PL offer is underpinned by the National Approach to Professional Learning (NAPL) and encourages leaders, teachers, teaching assistants and governors to engage in a range of PL opportunities within and beyond the region. As well as having opportunities to engage with international best practice and research.

Regional Professional Learning: Delivery Model

1. Geographical Cluster Working

5. Learning Network Schools

2. Peer Working

Working together and learning with colleagues to secure improvements in teaching, learning and leadership that secures improved outcomes for all learners

3. Self-Chosen Networks

Where schools engage with networking opportunities, practitioners are able to share and develop practice to improve leadership, teaching and learning within their own contexts, particularly within the secondary phase

The EAS supports school leaders to develop well designed, well managed, rigorous peer review that involves senior leaders, middle leaders and teachers in one of the most valuable and impactful activities that schools in a mature, sector-led system can undertake. Adopting this approach helps to build a culture of trust-based accountability, backed up by a focus on tangible improvement, and a commitment to school to-school support.

The region provides funded opportunities for schools and settings to network in self-chosen triads / small groups on an annual basis. Bids, which are agreed by members of the Headteacher Strategy Group need to reflect regional priority areas identified within the EAS Business Plan and must include an element of action-based research. Each networking group submits an evaluation at the end of the project. Good practice is captured and shared.

4. Core Offer and Professional Learning Experiences

Wherever possible, resources are available in a digital format to enable schools to use these for staff professional learning.

What is the delivery model for services across the region?

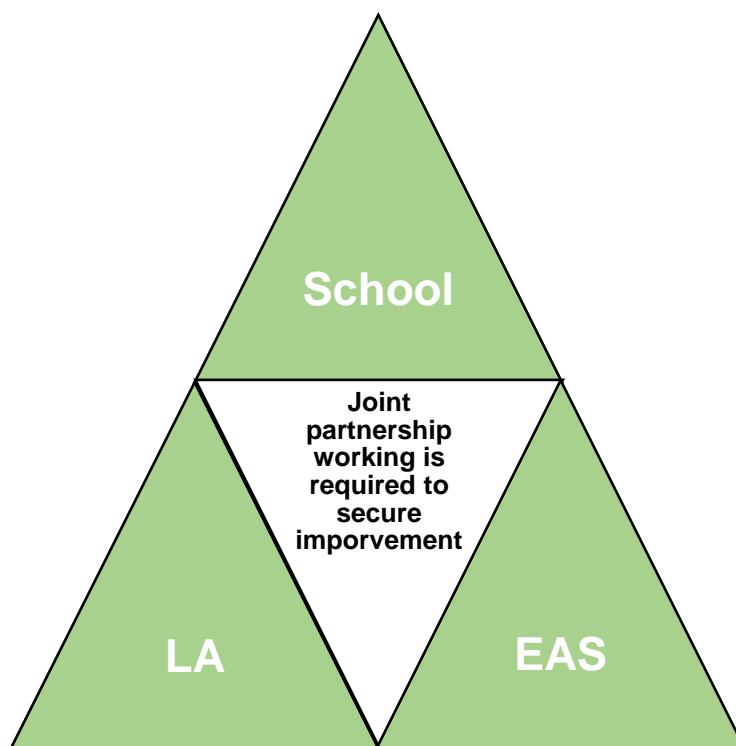
The EAS offers a comprehensive Professional Learning Offer (PLO) to all schools and settings across the region. For the past three years the region has funded schools to deliver a large proportion of the professional learning activity much of which is offered on a cluster basis and can therefore be delivered through the medium of Welsh or English. 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 ensuring provision is available through the medium of Welsh and English.

The cluster-based professional learning lead also provides schools within the cluster with updates and bilingual development materials to support all key priorities within the National Mission, to include: Curriculum for Wales, 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 key information with regards to the new Curriculum for Wales. The EAS organises regular briefing sessions with professional learning leads, headteachers, chairs of governors, local authority partners and middle tier organisations 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 and /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 and are reported to local authorities.

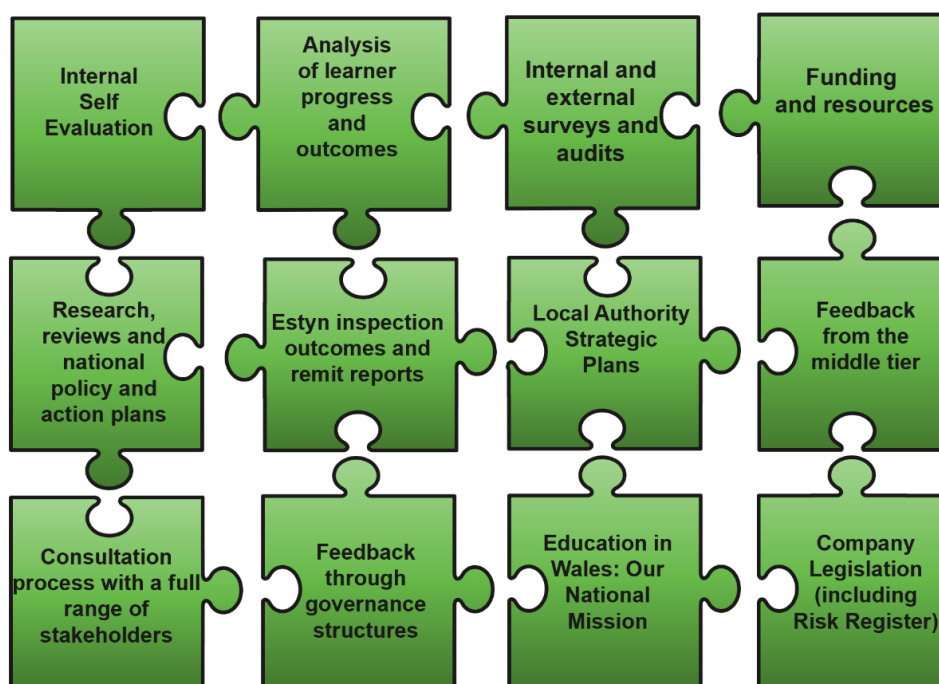
The EAS can offer advice, support and guidance that promote improved outcomes in schools and settings, whilst local authorities retain the statutory responsibility for schools and school improvement. For sustained school improvement to happen it is essential that the culture and recognition for change is embedded and well understood within each school and that all partners work together, recognising that each (school, LA and EAS) has its role to play in securing improvements.



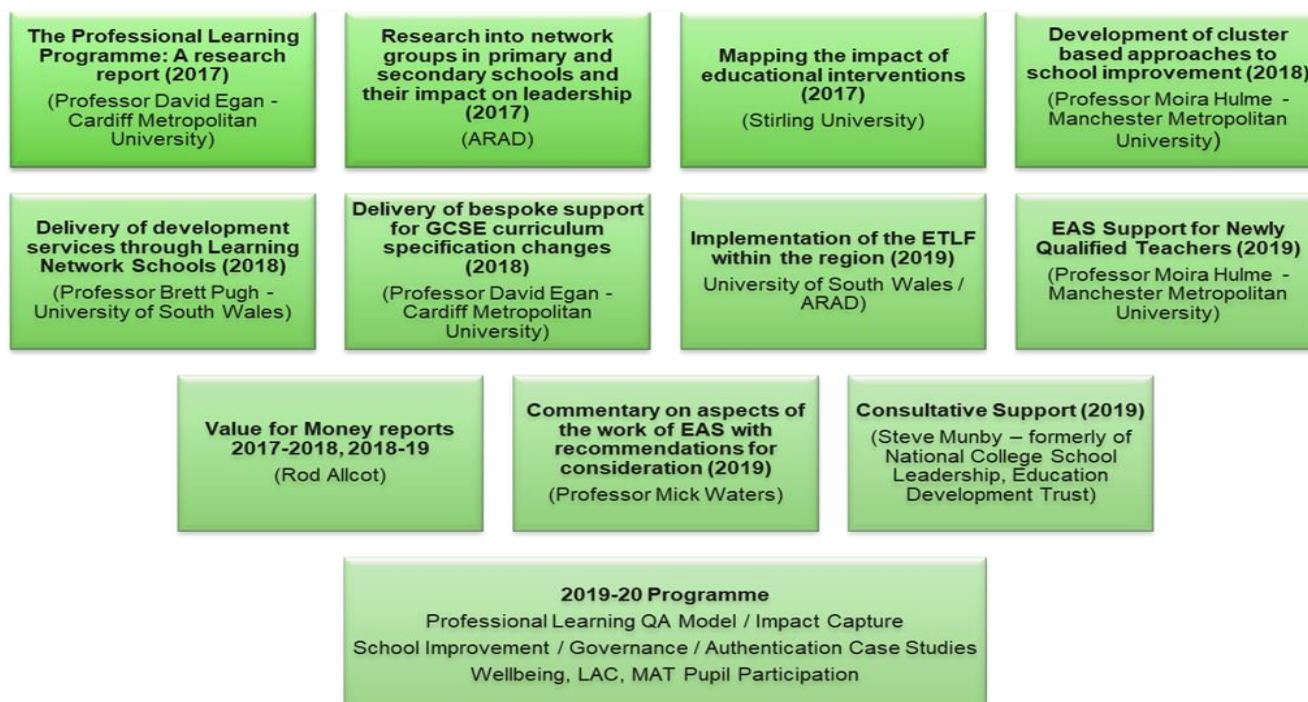
Section 3: Business Plan 2019/2020

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 implement the curriculum for Wales and to continue to build upon the self-improving system within and across schools and settings. 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 (facilitated via grants from Welsh Government):



“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).

How has the EAS reported on the progress and impact of the previous Business Plan in 2019/2020 to its local authority partners?

The EAS has been held to account on a regular basis through its governance structure of which local authorities are represented on all groups, including the Joint Executive Group, the EAS Company Board and the EAS Audit and Risk Assurance Committee. Throughout 2019/2020 there have been regular impact reports on the progress of the Business Plan to these groups. These reports have also been made available to each local authority in a timely manner to enable local authority officers to keep all elected members fully apprised of the impact of the work of the EAS.

These include: reports on pupil outcomes and progress (including vulnerable learners), 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.

There have been regular quality assurance meetings between local authority Directors of Education and senior EAS officers to discuss the quality of service that has been provided by the EAS and the pace of progress of schools causing concern. The meetings have been an effective mechanism enabling clear lines of accountability and communication so that timely action is taken by all parties.

In addition, each local authority has received a termly overviews that contain the impact and engagement of schools in EAS support and professional learning. The quantity of information that is supplied to each local authority on the impact of the work of the EAS is too great to contain within this plan but it can be found in the documents mentioned above and the supporting documents referenced at the end of this plan.

Key facts and figures in 2019/2020

The following facts and figures are a snapshot of a few of the successes achieved during 2019/2020:



As a result of internal self-evaluation, we 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.



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.



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.



Work in partnership with local authorities to support school leaders to address the actions, as appropriate, contained within the Welsh in Education strategy and Cymraeg 2040: Welsh language strategy.



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.



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.



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.

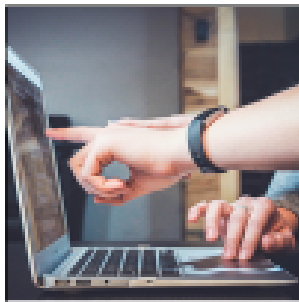


As a result of internal self-evaluation, we need to work with local authorities and schools to:

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.



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 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.


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.

| Local Authority | 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 |

| Local Authority | 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 vulnerable learners across all phases of education, with particular focus on more able pupils in receipt of free school meals* | 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 |

| Local Authority | Strategic priorities for 2020/2021 | Main link(s) to improvement strands within the Business Plan |
|---|---|--|
| <p>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 local authorities, 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 local authority strategic plans to maximise the impact on learner outcomes.

EAS Business Plan 2020/2021

The actions below have been developed in collaboration with our key 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. These actions are complemented by a regional professional learning offer for school staff and governors.

| | |
|---|--|
| 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>1.1 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>1.2 Curriculum for Wales</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. • Review the regional Welsh language strategy in collaboration with school leaders and other partners, considering the findings in future delivery models. <p>1.3 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 | |

1.4 Teaching and Learning

- Identify and share effective whole school strategies for teaching and learning from within and beyond the region to increase expectations around achieving excellent outcomes for learners.
- 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.
- Continue to work in partnership with key partners, to include Welsh Government and Higher Education Institutions to offer a programme of professional learning to develop staff proficiency in the Welsh language.

1.5 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.

1.6 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.

1.7 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

1.8 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.
- Work in partnership with local authorities to support school leaders to address the actions, as appropriate, contained within the Welsh in Education strategy and Cymraeg 2040: Welsh language strategy.

1.9 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 national mentoring and coaching programme to develop and support school leaders and governors.

1.10 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.

1.11 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.

1.12 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.

1.13 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.

Improvement Strand 2

Strong and inclusive schools committed to excellence, equity and wellbeing

- 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.

What will the EAS do?

- 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 extend the use of first hand evidence within schools to support and challenge the progress that is made by vulnerable learners.
- 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.
- Will work in partnership with local authorities to analyse attendance and exclusions data and support school leaders to share effective practice and to improve outcomes, as appropriate.
- 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.

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

- 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.
- Extend the RADY programme for identified secondary schools and their feeder primary schools.

Improvement Strand 3

Robust assessment, evaluation and accountability mechanisms, supporting a self-improvement system

- 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.

What will the EAS do?

- Provide schools with a range of targeted support focussed on school development priorities in line with their current support level.
- Implement the regional approach to schools causing concern in partnership with local authorities and Diocesan Directors that includes regular schools causing concern meetings and regional schools causing concern register to monitor and increase the progress that schools make.
- Where concerns arise in any school or setting the EAS will share relevant information with local authorities and Diocesan Directors to inform next steps and where appropriate this may include the use of 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 local authorities 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, improvement planning processes and effective strategies for formative and summative assessment.
- 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 focused 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 local authorities, as appropriate, in the delivery of their statutory functions for SACRE and the development of individual Welsh in Education Strategic Plans.

Supporting a self-improvement system

- 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 for all learners.

Specific focus on improving the outcomes of Vulnerable Learners

- Improve the analysis of progress data that pertains to 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 research from the Education Endowment Foundation.
- Refine the role of the Wellbeing and Equity LNS to become more focused on an area of work.
- To continue grant discussion meetings with local authority partners to focus on provision and progress of vulnerable learners.

Improvement Strand 4

EAS Business Development

- 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.

What will the EAS do?

- Continue to refine the business model for the EAS to ensure that it aligns to and addresses regional priorities and national priorities.
- 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.
- Embed performance management processes and extend the professional learning opportunities for staff that meet individual and service needs.
- 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, to include the development of a regional pupil forum.
- 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:

| | | |
|--|---|---|
| <p>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.</p>  | <p>Through self evaluation many schools are making good progress in achieving the milestones set out within the nationally agreed documentation for the realisation of the new curriculum for Wales.</p> | <p>Nearly all secondary schools who have engaged with the programme for cross curriculum skills development and have improved their provision as a result with impact evident through a range of first-hand evidence.</p>  |
| <p>Nearly all schools maximise their capped 9 performance through a focus on breadth and quality of provision for all learners. A majority of schools perform in line with modelled outcomes based on FSM eligibility.</p>  | <p>The quality of SDPs within the secondary phase continue to improve with many schools using improved self-evaluation activity to inform improvement priorities. Many make at least good progress.</p> | <p>Bespoke and school led peer review models demonstrate impact on improving the quality of teaching and learning in identified schools.</p> |
| <p>The model for delivery of governor training will be reviewed and revised enabling more governors to undertake professional learning on a cluster basis.</p>  | <p>All schools causing concern will be held to account for the pace of progress and where this is too slow appropriate action will be taken or advised in a timely way.</p> | <p>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.</p> |
| <p>A broader range of evaluation strategies will be developed and used that do 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.</p> | <p>A regional professional learning programme and talent management framework will be implemented enabling a more strategic approach to identifying, developing and retaining good quality leaders within the region.</p> | <p>EAS governance arrangements will be strengthened through the appointment of additional non-executive directors to broaden the breadth and balance of skills on the company board.</p> |
| <p>Nearly all schools are demonstrating progress against the national language charter framework objectives.</p> | <p>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.</p>  | <p>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.</p> |
| <p>An online resource to support teaching and learning will be developed to exemplify and share best practice across the region.</p> | <p>Challenge Advisers will use a wider range of first-hand evidence to support schools in promoting improved progress and outcomes for all learners, including vulnerable groups.</p> | <p>The EAS will achieve the Investors in People Award and will demonstrate strong progress against the outcomes of the EAS learning organisation survey.</p> |
| <p>Through the review of the Regional Welsh Language Strategy good progress has been made in addressing the actions, as appropriate, contained within the Welsh in Education strategy and Cymraeg 2040: Welsh language strategy.</p>  | <p>All schools and settings engaged in the pilot pedagogy programme will have developed a bespoke teaching and learning strategy for their school that is beginning to improve the quality of teaching and learning and reduce within school variation.</p> | <p>An online resource for Health and Wellbeing, bespoke to each local authority will enable schools to be signposted to effective provision, promoting improved pupil outcomes for vulnerable learners.</p> |
| | | <p>The delegation rate to schools is maintained at 94%.</p> |

Section 4: Delivery arrangements for 2020/2021

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.

How will the EAS held to account for the delivery and impact of the Business Plan?

The 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. In addition, the progress made towards the implementation of key actions will be reported at each meeting of the Joint Executive Group and Company Board.

This year the EAS will report additional information on a termly basis, as opposed to only mid-year, to both the Joint Executive Group and local authorities around the progress and impact of its work in support of each local authority strategic objective and their related success criteria and also the progress schools are making towards their individual targets. This approach will be aligned to the national changes in the accountability system.

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.

Consortium funding

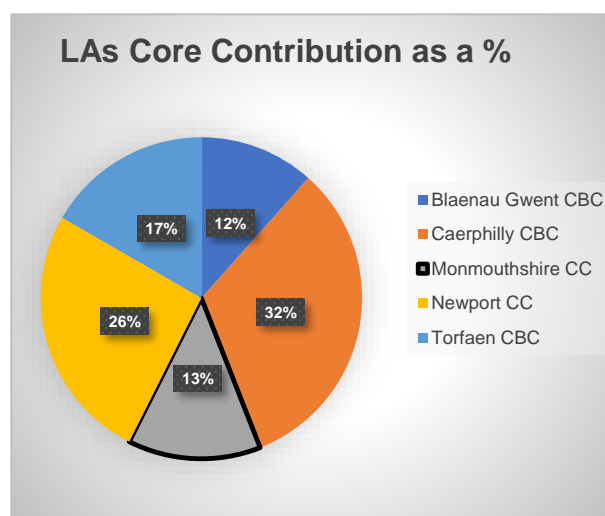
The EAS is funded on an annual basis from three sources: Local authority core contributions, regional school improvement grants and a service level agreement for governor support services. A spending plan accompanies the Business Plan which is intrinsically linked to all actions contained within it. 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.

| Grant Name | Grant Total | Amount delegated to schools | Delegation* | 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.

Section 5: 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 EAS Business Plan 2019/2020

Mae'r dudalen hon yn wag yn

EAS Business Plan Consultation 2020

Feedback and actions taken



Actions taken following the EAS Business Plan Consultation Process January 2020

The Education Achievement Service (EAS) Business Plan has been through a thorough consultation process prior to the publication of the final version. The consultation timeframe was from January 17th, 2020 to February 21st, 2020. The consultees and number of returns are listed below:

| Consultee Group | Number of possible responses | Number of written responses received within the agreed timescale |
|--|------------------------------|---|
| Directors of education (within South East Wales) and diocesan directors (x3) | 8 | 2 (In addition, the draft plan was discussed during a Directors meeting) |
| Regional Joint Executive Group | 5 | 0 (In addition, the draft plan was discussed during the JEG meeting) |
| EAS Company Board (Directors / Non-Executive Directors) | 8 | 3 (In addition, the draft plan was discussed during the Board meeting) |
| EAS Audit and Risk Assurance Committee | 10 | 2 |
| All Headteachers | 234 | 4 |
| All Chairs of Governors | 221 | 4 |
| School Councils from within the region | 234 | 25 |
| Professional Learning Leads within each school | 234 | 0 |
| EAS staff feedback | 72 | 7 (In addition, the draft plan was discussed during team meetings and drafting sessions) |
| Welsh Government Education Department | 1 | 0 |

Individual local authority education scrutiny/select committee dates where the business plan was discussed:



Actions taken following the EAS Business Plan Consultation Process January 2020

| BG | CCBC | MCC | NCC | TCC |
|--------------------------------|--------------------------------|-------------------------------|-------------------------------|--------------------------------|
| 26 th February 2020 | 24 th February 2020 | 28 th January 2020 | 5 th February 2020 | 13 th February 2020 |

Executive summary of the updates to the final version of the Business Plan following consultation

| Section of the Plan | Changes made to the final version following feedback |
|--------------------------------|--|
| Title of the document | <ul style="list-style-type: none"> The title of the Business Plan is now: Education Achievement Service for South East Wales: Business Plan. |
| Section 1 | <ul style="list-style-type: none"> An additional section has been added: Why the EAS? Why this model? Key regional facts and figures have been updated into an infographic approach and the details around Welsh medium, Church in Wales and Roman Catholic schools has been added at regional and local authority level. |
| Section 2 Tudalen 93 | <p>Added to the section:</p> <ul style="list-style-type: none"> The EAS remains committed to supporting the development of a skilled bilingual workforce in both Welsh and English medium schools. 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 and can therefore be delivered through the medium of Welsh or English. The overview of professional learning has been added. The 'triangle' diagram has been updated to include: 'Joint partnership working is required to secure improvement' A section entitled has been added: How has the EAS reported on the progress and impact of the previous Business Plan in 2019/2020 to its local authority partners? |
| Section 3 | <ul style="list-style-type: none"> The research section has been updated and now reads: The EAS Business Plan priorities continues to be shaped using the outcomes of external reviews and research (facilitated via grants from Welsh Government). The title and contents of the document on page 12 have been reviewed and updated and a new title has been written: Key facts and figures in 2019/2020 - The following facts and figures are a snapshot of a few of the successes achieved during 2019/2020. <p>Updates and additional actions added:</p> <ul style="list-style-type: none"> Will work in partnership with local authorities to analyse attendance and exclusions data and support school leaders to share effective practice and to improve outcomes, as appropriate. |

Actions taken following the EAS Business Plan Consultation Process January 2020

| | |
|--------------------|--|
| Tudalen 94 | <ul style="list-style-type: none"> • Refine and enhance the communication and marketing strategy to ensure appropriate stakeholder engagement, to include the development of a regional pupil forum.’ • Review models focusing on improving the quality of teaching and learning that build mutual and reciprocal peer support and challenge to achieve increased levels of excellence across schools. • Identify and share effective whole school strategies for teaching and learning from within and beyond the region to increase expectations around achieving excellent outcomes for learners. • Extend the RADY programme for identified secondary schools and their feeder primary schools. • Provide professional learning to all schools and settings to promote effective self-evaluation, improvement planning processes and effective strategies for formative and summative assessment. • To extend the use of firsthand evidence within schools to support and challenge the progress that is made by vulnerable learners. • Review the regional Welsh language strategy in collaboration with school leaders and other partners. • Work in partnership with local authorities to support school leaders to address the actions, as appropriate, contained within the Welsh in Education strategy and Cymraeg 2040: Welsh language strategy. • Continue to work in partnership with key partners, to include Welsh Government and Higher Education Institutions to offer a programme of professional learning to develop staff proficiency in the Welsh language. • Through the review of the Regional Welsh Language Strategy good progress has been made in addressing the actions, as appropriate, contained within the Welsh in Education strategy and Cymraeg 2040: Welsh language strategy. |
| Section 4 | <ul style="list-style-type: none"> • The title of the section has been updated and now reads: How will the EAS held to account for the delivery and impact of the Business Plan? <p>Additional information has been added:</p> <ul style="list-style-type: none"> • This year the EAS will report additional information on a termly basis, as opposed to only mid-year, to both the Joint Executive Group and local authorities around the progress and impact of its work in support of each local authority strategic objective and their related success criteria and also the progress schools are making towards their individual targets. This approach will be aligned to the national changes in the accountability system. • The ambitions for 2020/21 have all been reviewed and updated. |
| LA Annex documents | <ul style="list-style-type: none"> • All suggested updates have been actioned. |

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

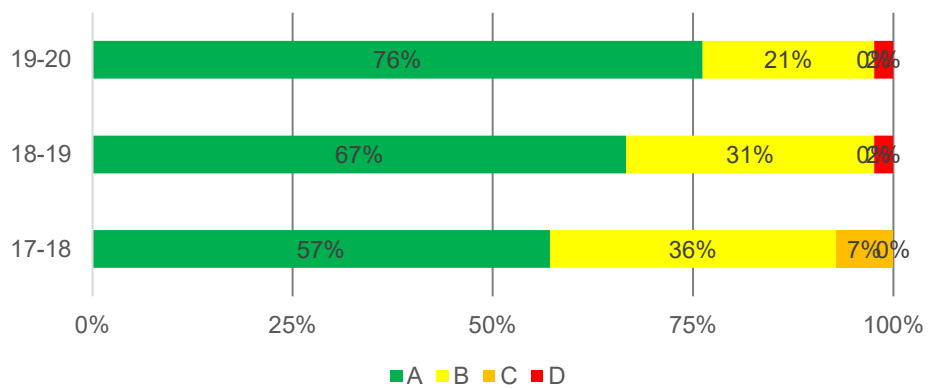
| Step 2 - Primary | | Numbers of Schools | | | | Percentage of Schools | | | |
|------------------|-------|--------------------|----|----|-----|-----------------------|----|-----|-----|
| | | D | C | B | A | D | C | B | A |
| Newport | 17-18 | 0 | 3 | 15 | 24 | 0% | 7% | 36% | 57% |
| | 18-19 | 1 | 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% |

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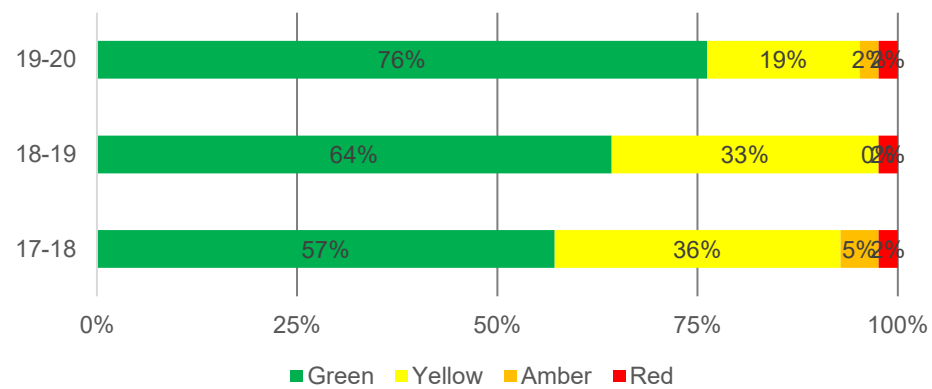
| Step 3 - Primary | | Numbers of Schools | | | | Percentage of Schools | | | |
|------------------|-------|--------------------|-------|--------|-------|-----------------------|-------|--------|-------|
| | | Red | Amber | Yellow | Green | Red | Amber | Yellow | Green |
| Newport | 17-18 | 1 | 2 | 15 | 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% |

Please note that Step 1 is no longer used, Step 2 is Leadership and Step 3 is Overall Support Category

Primary Step 2 - Newport



Primary Step 3 - Newport



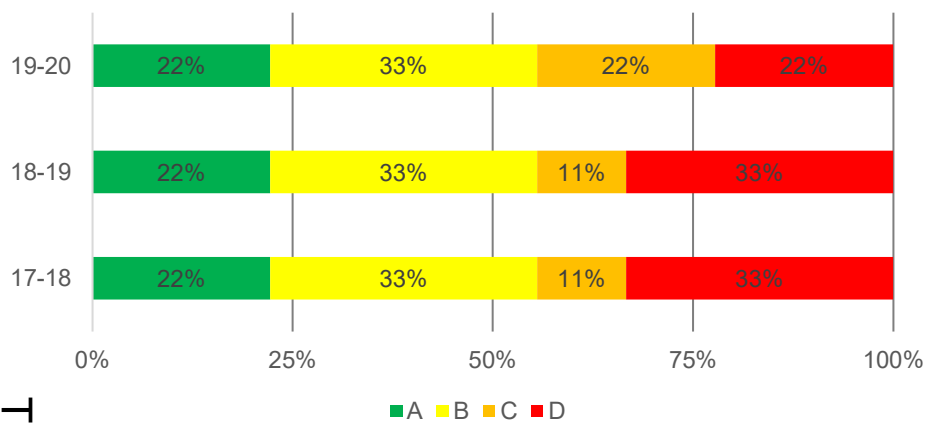
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| Step 2 - Secondary | | Numbers of Schools | | | | Percentage of Schools | | | |
|--------------------|-------|--------------------|----|----|---|-----------------------|-----|-----|-----|
| | | D | C | B | A | D | C | B | A |
| Newport | 17-18 | 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% |

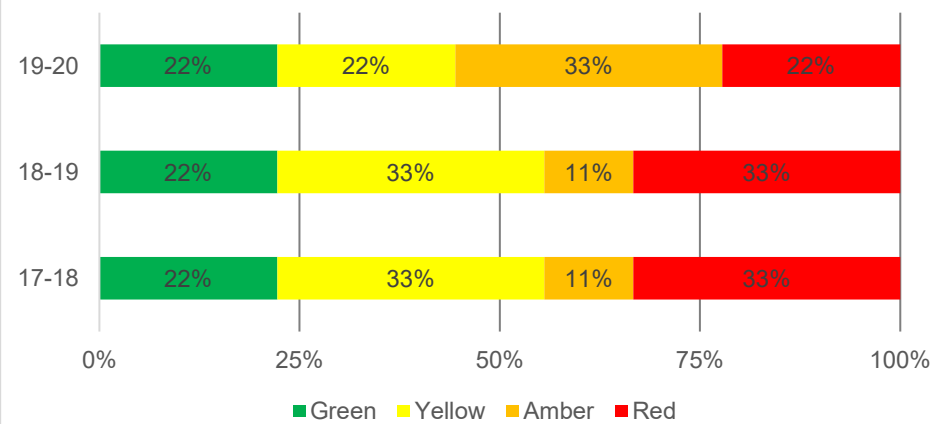
| Step 3 - Secondary | | Numbers of Schools | | | | Percentage of Schools | | | |
|--------------------|-------|--------------------|-------|--------|-------|-----------------------|-------|--------|-------|
| | | Red | Amber | Yellow | Green | Red | Amber | Yellow | Green |
| Newport | 17-18 | 3 | 1 | 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 |

Tudalen 99

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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 |

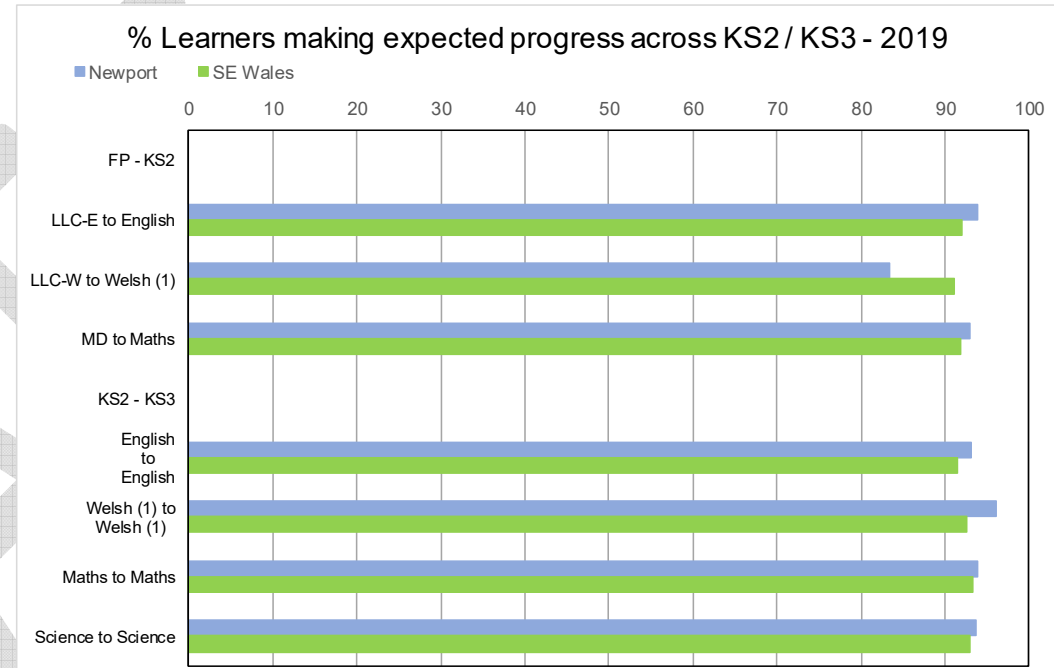
* 2019 KS2 English cohort excludes Welsh Medium pupils to more accurately match the FP English cohort.

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 | |
| Tudalwerry High School | |

The content of this LA Annex has been agreed by:

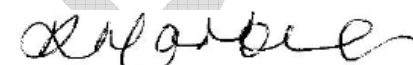
LA Director / Chief Education Officer:

Ms Sarah Morgan

Cabinet Member for Education:

Cllr Gail Giles

EAS Managing Director



Ms. Debbie Hartevelde



Report

Cabinet

Part 1

Date: 18 March 2020

Subject Outcome of Newport School Categorisation

Purpose Inform Cabinet of School National Categorisation

Author Chief Education Officer

Ward All

Summary This report details the outcome of the National school categorisation process for the academic year 2019/20

Proposal Cabinet are asked to:

1. To acknowledge the position regarding National Categorisation.
2. To consider any issues arising that the Cabinet may wish to draw to the attention of the Chief Education Officer

Action by Chief Education Officer

Timetable Not applicable

This report was prepared after consultation with:

- Cabinet Member for Education and Skills
- Chief Education Officer
- Chief Financial Officer
- Monitoring Officer
- Head of People and Business Change

Signed

Background

National School Categorisation

The Minister for Education and Skills announced the introduction of the National School Categorisation System in September 2014. The system, which covers both primary schools and secondary schools, has evolved over subsequent years.

In 2017-2018, Welsh Government has removed the data-driven judgement that places schools into a standards group as part of Step 1. Discussion around the school's self-evaluation process and report will now be the central feature of the model going forward, with a school's data forming the starting point of discussions within the school, and with their Challenge Adviser, about their capacity to improve in relation to the effectiveness of leadership, teaching and learning.

The Process

The following terminology is used to describe the outcomes of each step of the categorisation process:

Step 1: no **standards group** is published

Step 2: the outcome is a judgement about a school's **improvement capacity** (A-D)

Step 3: leads to a **support category** for each school (green, yellow, amber, red)

As Step 1 is not published, the national school categorisation matrix is not used in the identification of a school's support category.

As the national school categorisation matrix is not applied, the identification of a school's support category will not generate any potential rare exceptions. Contextual factors that may require further consideration to be given to establishing the most appropriate support category, are taken into account.

Schools will need to demonstrate that:

- Pupils, including those in the identified groups, make good progress;
- The school's capacity to secure further improvement is at least good.

Other circumstances which may affect the school's support category

A range of other risks where they occur are considered when making a judgement about a school's improvement capacity and a decision about their support category.

Performance of e-FSM pupils

The performance of eFSM pupils is taken into account giving consideration to the school's support category. Consideration should be given to performance over time (3 years minimum.)

New and amalgamated Schools

For new and amalgamated schools any available performance data is used to inform discussions as part of Step 2 of the process – the self-evaluation of the school's capacity to improve.

Changes to a school's support category in year

The National School Categorisation process is carried out on an annual basis. The outcomes are communicated to the Welsh Government each year for publication following national verification in January. However, it is possible for each region to review a school's categorisation at any point during the year in response to changes in circumstance. These changes will not be published nationally.

Circumstances that may necessitate a review include:

- Schools that are making very good progress.
- Schools that become subject to a higher degree of risk

Schools in inspection follow up

The National School Categorisation system is not contingent on the outcomes of an individual school's inspection. Where school self-evaluation and monitoring of schools' performance are effective this should result in appropriate action that will support a school's self-improvement and avoid the need for inspection follow-up activity. However, where a school requires follow-up as a result of inspection the associated degree of risk, and the need to provide evidence of a school's progress against its recommendations, is weighed carefully when determining a judgement about a school's improvement capacity and making a decision about its support category.

Schools requiring significant improvement or special measures

In normal circumstances the improvement capacity of a school requiring **significant improvement or special measures** will not normally be higher than D and the support category red in the first instance. As a school addresses the recommendations from its inspection, evidence about its progress should be weighed carefully and professional judgement applied when reviewing the school's support category.

Schools requiring Estyn review

Local authorities and consortia need to be satisfied that appropriate arrangements are in place to support schools requiring Estyn review and to monitor and report their progress. When agreeing a school's improvement capacity and support category consideration should be given to the inspection's recommendations and degree of risk. Professional judgement should be applied when reviewing a school's support category taking account of evidence about a school's progress as it addresses the inspection's recommendations.

Step Two: Self-evaluation and capacity to self-improve in relation to leadership and teaching and learning

Step two consists of a judgement (A–D) based on the school's capacity to self-improve. Schools where the judgement is A show the greatest capacity to improve, along with the ability to support other schools. Those where the judgement is D require the most support. The process of coming to a judgement on the school's capacity to bring about improvement begins with the school's self-evaluation. This is discussed by the regional consortium's challenge adviser with the school's leaders and governors. The judgement should reflect the considered view of the Headteacher, governors and the challenge adviser and be supported by evidence. Learners' performance and the judgement about the capacity to improve should be closely aligned.

This judgement indicates the degree of confidence in the school's capacity to drive forward its own improvement. As such, it is a key element in the decision about the level of support the school will require at step three. The national system is intended to strengthen schools' capacity to bring about their own improvement and to contribute to system-wide change.

Challenge advisers should be assured that all school leaders use performance data robustly and effectively. This includes governors, Headteachers, middle leaders and subject leaders. There must be evidence of the effective and timely use of accurate data at individual learner, class, group, cohort, subject and whole-school level, including careful consideration of ALN and eFSM learners.

Step 3: The Categorisation and level of support, challenge and intervention

The outcomes of step one and step two will be combined to determine the school's support category (step three of the process). The final categorisation will be based on a colour coding system and this will be discussed with the school and agreed with the local authority. The categorisation colour indicates the level of support a school requires – green, yellow, amber or red (with the schools in the green category needing the least support and those in the red category needing the most intensive support). Each school will receive a tailored programme of support, challenge and intervention based on this category. The support category is published annually on the My Local School website (<http://mylocalschool.wales.gov.uk>).

The level of support available for each category is as follows:

- Green support category - up to 4 days of challenge adviser time.
- Yellow support category - up to 10 days of challenge adviser time.

- Amber support category - up to 15 days of challenge adviser time.
- Red support category - up to 25 days of challenge adviser time.

Each challenge adviser will determine the nature of the bespoke support package to be provided to each school according to need. This support will be aligned to the school’s own development plan, through a single plan of support.

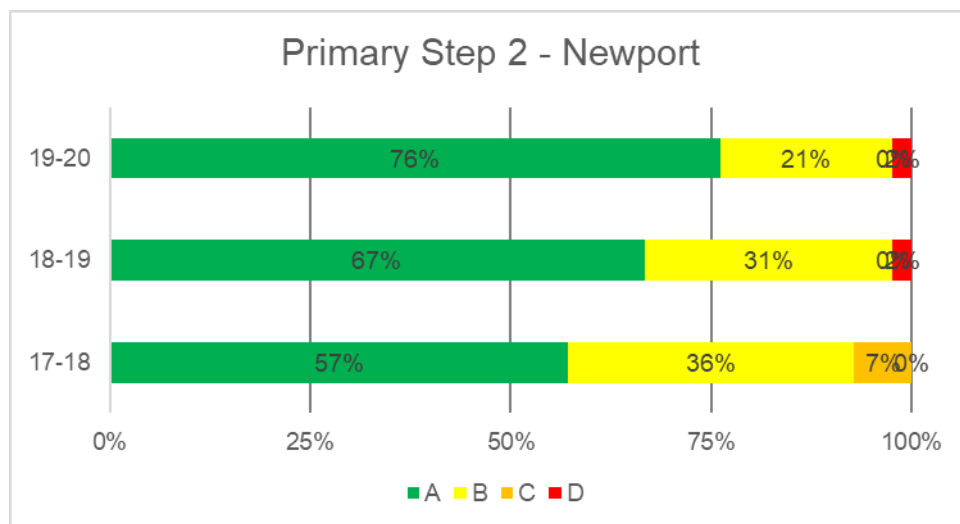
Peer Review

All schools across the region were offered the opportunity to participate in a peer review process. This had previously only been available to schools categorised as green.

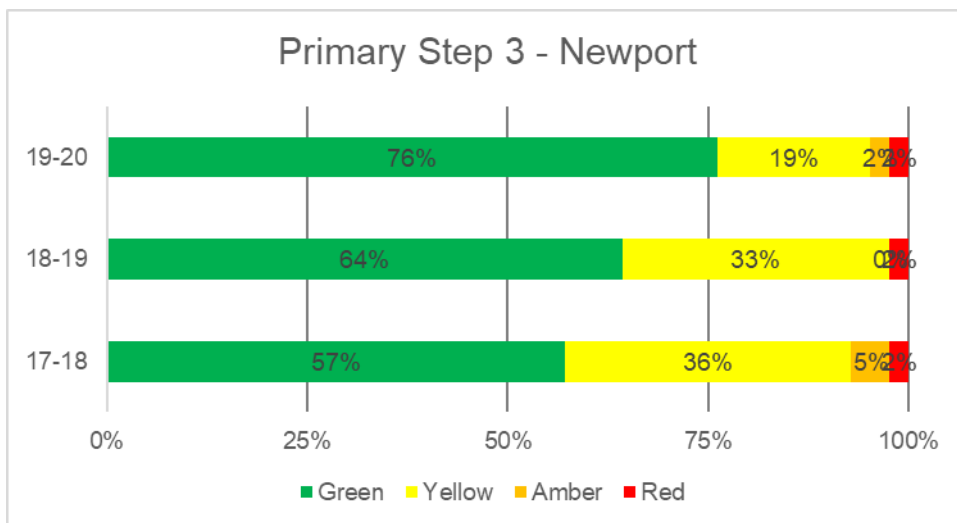
Primary School Categories 2019/20

There are no national averages readily available for Step 2 data, and no Step 1 data used for categorisation this year. The chart below shows that during the past three years, the proportion of schools in the green category has increased for Step 2, and is now 76%.

| PRIMARY | | Numbers of Schools | | | | Percentage of Schools | | | |
|---------|-------|--------------------|-------|--------|-------|-----------------------|-------|--------|-------|
| | | Red | Amber | Yellow | Green | Red | Amber | Yellow | Green |
| Step 3 | 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% |
| Step 2 | 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% |



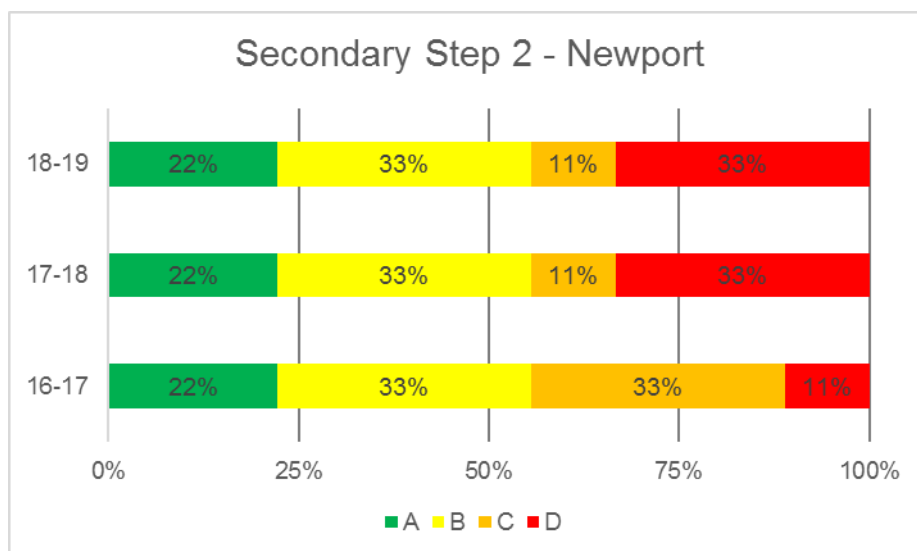
At Step 3, the proportion of schools in the green category is above both the regional and the national average, and the proportion in the red category is in line with the national average and below the regional average.



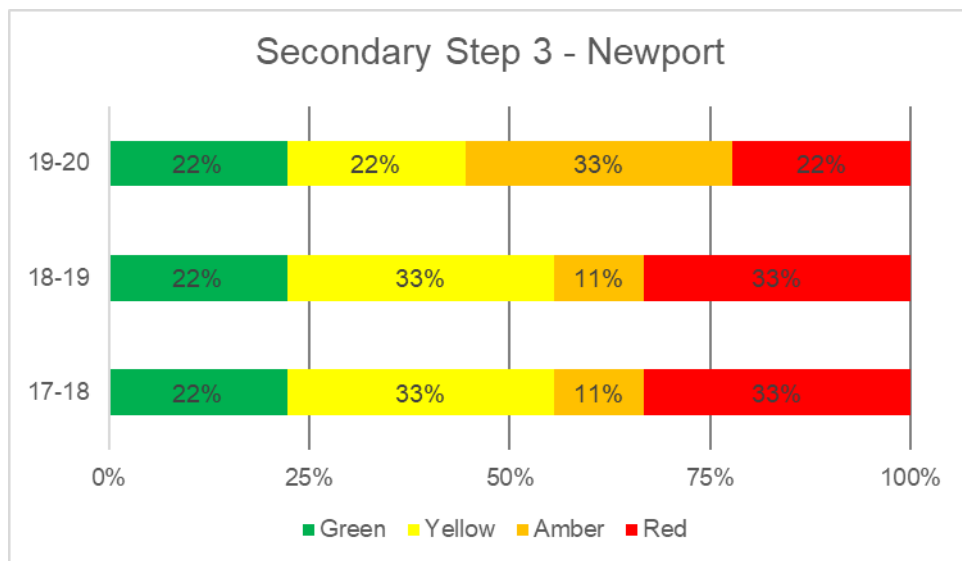
Secondary School Categories 2019/20

The chart below shows that during the past three years, the proportion of schools in the green category has remained at 22% for Step 2.

| SECONDARY | | Numbers of Schools | | | | Percentage of Schools | | | |
|-----------|-------|--------------------|-------|--------|-------|-----------------------|-------|--------|-------|
| | | Red | Amber | Yellow | Green | Red | Amber | Yellow | Green |
| Step 3 | 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% |
| Step 2 | 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% |



For Step 3, the proportion of schools in the green category remains stable at 22%, which is lower than the national average but higher than the regional average. The percentage of schools in the red category has fallen to 22%, which is higher than the national average but lower than the regional average.



Annex 1 – Newport School Categorisation 2019/20 Academic Year

| School name | Step 2 | Step 3 |
|---|--------|--------|
| Alway Primary | B | Yellow |
| Bassaleg School | A | Green |
| Bridge Achievement Centre | C | Amber |
| Caerleon Comprehensive School | C | Amber |
| Caerleon Lodge Hill Primary School | A | Green |
| Charles Williams Church in Wales Primary School | A | Green |
| Clytha Primary School | A | Green |
| Crindau Primary School | A | Green |
| Eveswell Primary School | A | Green |
| Fairoak Nursery | A | Green |
| Gaer Primary School | A | Green |
| Glan Usk Primary School | A | Green |
| Glasllwch C.P. School | A | Green |
| High Cross Primary | B | Amber |
| Jubilee Park Primary | A | Green |
| Kimberley Nursery | B | Yellow |
| Langstone Primary School | A | Green |
| Llanmartin Primary School | B | Yellow |
| Llanwern High School | B | Amber |
| Lliswerry High School | C | Amber |
| Lliswerry Primary School | B | Yellow |
| Maes Ebbw Special | B | Yellow |
| Maesglas C.P. School | B | Yellow |
| Maindee C.P. School | A | Green |
| Malpas C.I.W. Primary | D | Red |
| Malpas Court Primary School | A | Green |
| Malpas Park Primary School | A | Green |
| Marshfield Primary School | A | Green |
| Millbrook Primary School | A | Green |
| Milton Primary School | B | Yellow |
| Monnow Primary School | A | Green |
| Mount Pleasant Primary | A | Green |
| Newport High School | D | Red |
| Pentrepoeth C.P. School | A | Green |
| Pillgwenlly C.P. School | A | Green |
| Ringland Primary | A | Green |
| Rogerstone Primary School | A | Green |
| Somerton Primary School | A | Green |
| St Andrew's Primary School | A | Green |
| St David's R.C. Primary School | A | Green |
| St Gabriel's R.C. Primary School | B | Yellow |

| | | |
|----------------------------------|---|--------|
| St Joseph's R.C. Primary School | A | Green |
| St Julian's Primary School | A | Green |
| St Julian's School | D | Red |
| St Mary's R.C. Primary School | A | Green |
| St Michael's R.C. Primary School | A | Green |
| St Patrick`s R.C. Primary School | A | Green |
| St Woolos Primary School | A | Green |
| St. Joseph's R.C. High School | A | Green |
| The John Frost School | B | Yellow |
| Tredegar Park Primary | B | Yellow |
| YG Bro Teyrnnon | B | Yellow |
| Ysgol Bryn Derw | B | Yellow |
| Ysgol Gyfun Gwent Is Coed | B | Yellow |
| Ysgol Gymraeg Casnewydd | A | Green |
| Ysgol Gymraeg Ifor Hael | A | Green |

Financial Summary

This report is for information only.

Risks

This report is for information only.

Links to Council Policies and Priorities

Corporate Plan

Education Service Plan

Wellbeing of Future Generation (Wales) Act 2015

Options Available and considered

Not applicable. This report is for information only.

Preferred Option and Why

Not applicable. This report is for information only.

Comments of Chief Financial Officer

There are not financial implications to this report.

Comments of Monitoring Officer

There are no specific legal issues arising from the Report

Comments of Head of People and Business Change

Newport City Council recognises that it is our duty to provide future generations with the skills and knowledge they need to play a full and active role in their communities and wider society. Both Newport's and the nation's economic prosperity, social cohesion and wellbeing are built on the foundations of a strong and successful education system. The National School Categorisation system for 2019/20 plays a major part in school improvement and delivering the best outcomes for young people. It is based on supported self evaluation (step 2) in partnership between the EAS, schools and the local authority. The results of self evaluation then influence the level of assistance the school receives, in terms of support, challenge and intervention. The intention is to maximise the school's capacity to drive forward its own improvement. Positive comparisons within the region and nationally reflect the strong work already underway in Newport schools but also show the challenges faced by a small number of schools and this is recognised in their greater need for external support.

There are no direct human resources implications identified in this report.

Comments of Cabinet Member

The increased number of primary schools in the green category once again is excellent and to be congratulated. In addition, The John Frost School has moved into a yellow category and the number of secondary schools in the red category has reduced with Llanwern High School moving out of an Estyn category. This is very pleasing. We will ensure that schools in a red category continue to receive the necessary support and expertise to secure progress. Meanwhile, the drive for continued improvement in every school continues.

Local issues

Not applicable.

Scrutiny Committees

This report has been provided to People Performance Scrutiny as an information report.

Equalities Impact Assessment and the Equalities Act 2010

The Equality Act 2010 contains a Public Sector Equality Duty which came into force on 06 April 2011. The Act identifies a number of 'protected characteristics', namely age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation; marriage and civil partnership. The new single duty aims to integrate consideration of equality and good relations into the regular business of public authorities. Compliance with the duty is a legal obligation and is intended to result in better informed decision-making and policy development and services that are more effective for users. In exercising its functions, the Council must have due regard to the need to: eliminate unlawful discrimination, harassment, victimisation and other conduct that is prohibited by the Act; advance equality of opportunity between persons who share a protected characteristic and those who do not; and foster good relations between persons who share a protected characteristic and those who do not. The Act is not overly prescriptive about the approach a public authority should take to ensure due regard, although it does set out that due regard to advancing equality involves: removing or minimising disadvantages suffered by people due to their protected characteristics; taking steps to meet the needs of people from protected groups where these differ from the need of other people; and encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

An FEIA has not been prepared as this report is for information only.

Children and Families (Wales) Measure

This report is for information only and is based on the outcomes of the National Categorisation process.

Wellbeing of Future Generations (Wales) Act 2015

All local authorities have a long-term duty to develop a prosperous Wales by developing skilled and well-educated population in an economy which generates wealth and provides employment opportunities. Enabling and facilitating academic attainment for all learners provides a foundation for access to employment and helps break a cycle of deprivation.

Furthermore, regardless of the socio-economic demographic of an individual school community, all schools will be challenged and supported to improve pupil attainment with a view to create "more equal wales" that enables pupils to fulfil their potential no matter what their background or circumstances.

Improvement of pupil outcomes is supported by collaboration of schools, the Local Authority and the regional school improvement service (EAS) including the involvement of pupils, teachers, governors and wider community members.

Crime and Disorder Act 1998

Section 17(1) of the Crime and Disorder Act 1998 imposes a duty on the Local Authority to exercise its various functions with due regard to the likely effect of the exercise of those functions on, and the need to do all that it reasonably can to prevent, crime and disorder in its area.

Consultation

Not applicable

Background Papers

Not applicable

Dated: 13th March 2019

Report

Cabinet

Part 1

Date: 18 March 2020

Subject Cabinet Work Programme

Purpose To report and agree the details of the Cabinet's Work Programme.

Author Cabinet Office Manager

Ward All Wards

Summary The purpose of a work programme is to enable Cabinet to organise and prioritise the reports and decisions that are brought to each meeting. Effective forward planning by Cabinet also impacts positively upon the Council's other Committees, in particular Scrutiny, because work needs to be coordinated on certain reports to ensure proper consultation takes place before a decision is taken.

The current work programme runs to June 2020, but it is a working document. It is important that the work programme is owned and prioritised by Cabinet Members directly, so each month the Cabinet Office Manager brings a report updating Cabinet on any changes, so that the revised programme can be formally approved.

The updated work programme is attached at Appendix 1.

Proposal To agree the updated work programme.

Action by Cabinet Office Manager

Timetable Immediate

This report was prepared after consultation with:

- Chief Officers
- Monitoring Officer
- Head of Finance
- Head of People and Business Change

Background

The purpose of a work programme is to enable Cabinet to organise and prioritise the reports and decisions that are brought to each meeting. Effective forward planning by Cabinet also impacts positively upon the Council's other Committees, in particular Scrutiny, because work needs to be coordinated on certain reports to ensure proper consultation takes place before a decision is taken.

The Wales Audit Office's Corporate Assessment of Newport City Council, published in September 2013, highlighted the need to "strengthen committee work programming arrangements to ensure they are timely, meaningful, informative, transparent, balanced, monitored, and joined up". Since that report was published, these monthly reports have been introduced to provide Cabinet with regular updates on its work programme, and the opportunity to comment upon and shape its priorities as an executive group. The Democratic Services team have also been working to improve the links between this and other work programmes under its management (e.g. Council, Scrutiny, Audit) to ensure the various programmes are properly coordinated.

The current work programme runs to June 2020, but it is a working document. It is important that the work programme is owned and prioritised by Cabinet Members directly, so each month the Cabinet Office Manager brings a report updating Cabinet on any changes, so that the revised programme can be formally approved.

The updated work programme is attached at Appendix 1.

Financial Summary

There is no direct cost to adopting a programme of work.

Risks

| Risk | Impact of Risk if it occurs* (H/M/L) | Probability of risk occurring (H/M/L) | What is the Council doing or what has it done to avoid the risk or reduce its effect | Who is responsible for dealing with the risk? |
|---|--------------------------------------|---------------------------------------|--|---|
| No action taken | M | L | Work programming arrangements are in place to ensure they are timely, meaningful, informative, and transparent, balanced, monitored, and joined up. | Head of Democratic Services |
| The process is not embraced by report authors and members | M | M | If there is proliferation of unplanned or late items, the opportunity to ensure work programming is timely, meaningful, informative, and transparent, balanced, monitored, and joined up will diminish | Head of Democratic Services |

Links to Council Policies and Priorities

These proposals will help the Council provide the best possible service to members and will provide information to the public and elected members.

Options Available and considered

- To adopt the process and adopt or amend the work programme
- To consider any alternative proposals raised by Cabinet members
- To take no action

Preferred Option and Why

To adopt the proposals which should help to ensure work programming arrangements are timely, meaningful, informative, and transparent, balanced, monitored, and joined up.

Comments of Chief Financial Officer

There are no financial implications in adopting a programme of work.

Comments of Monitoring Officer

There are no legal implications in adopting a programme of work.

Staffing Implications: Comments of Head of People and Business Change

There are no specific staffing implications in adopting a programme of work.

Comments of Cabinet Member

The Chair has approved the report for consideration by cabinet.

Local issues

There are no local issues as this report relates to the Council's processes

Scrutiny Committees

Monthly update reports allow the Scrutiny and Cabinet work programmes to be better coordinated. The Scrutiny team and Members are currently developing new ways of working through the new Committees, and continually reviewing the work programmes to focus more on risk, and ensure all scrutiny activity has a defined purpose and constructive outcome.

Equalities Impact Assessment and the Equalities Act 2010

This does not apply to this procedural report.

Children and Families (Wales) Measure

This procedural report does not impact on Children and Young People although certain reports contained in the programme may do and will need appropriate consultation and comment when they are presented to cabinet.

Wellbeing of Future Generations (Wales) Act 2015

This is a procedural report but reports contained within the programme will need to show how consideration has been given to the five things public bodies need to think about to show they have applied the sustainable development principle put into place by the Act.

Crime and Disorder Act 1998

This does not apply to this procedural report

Consultation

As set out above

Background Papers

[Newport City Council Corporate Assessment](#), Wales Audit Office (September 2013)

[Newport City Council – Corporate Assessment Follow Up 2015](#), Wales Audit Office (May 2015)

Dated: 3 March 2020

Mae'r dudalen hon yn wag yn

NEWPORT CITY COUNCIL: CABINET/COUNCIL WORK PROGRAMME 2019/20

| MEETING | AGENDA ITEMS | LEAD OFFICER |
|------------------------------|--|-----------------------|
| CABINET 19-JUN-19 | Treasury Management Year End Report | HoF |
| | Corporate Risk Register Update | HP&BC |
| | Forecast Numbers of LAC | SD People |
| | Work Programme | COM |
| CABINET 17-JUL-19 | Revenue Budget Monitor | HoF |
| | Capital Budget Monitor | HoF |
| | Commercial Property Fund Investment Guidelines | HoF |
| | Brexit Update | HP&BC |
| | Welsh Language Annual Report | HP&BC |
| | Performance Update – Early Year End PI Analysis | HP&BC |
| | Work Programme | COM |
| | PSB Summary Document (for information/awareness) | HP&BC |
| COUNCIL 23-JUL-19 | NNDR Relief Scheme Treasury Management Year End Report | |
| COUNCIL 10-SEP-19 | Appointment on Interim Chief Executive/Head of Paid Service Scrutiny Annual Report PSPO Newport Arcade | |
| CABINET 18-SEP-19 | Capital Programme Monitoring July 2019 | HoF |
| | Revenue Budget Monitor July 2019 | HoF |
| | WAO Annual Improvement Report | HP&BC |
| | Strategic Equality Plan Annual Report | HP&BC |
| | Corporate Risk Register Update (Quarter 1) | HP&BC |
| | Sustainable Travel Strategy | HoL&R |
| | Work Programme | COM |
| CABINET 16-OCT-19 | Corporate Plan Annual Report | HP&BC |
| | Brexit Update Report | SD - Place |
| | WAO Report – Corporate Safeguarding | HP&BC |
| | WAO Certificate of Compliance 1 | HP&BC |
| | Annual Report on Compliments, Comments and Complaints Management 2019 | Customer Services Mgr |
| | Work Programme | COM |
| CABINET 13-NOV-19 | Revenue Budget Monitor | HoF |
| | Capital Budget Monitor | HoF |

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|------------------------------------|---|-------------|
| | Work Programme | COM |
| | PSB Summary Document (for information/awareness) | HP&BC |
| COUNCIL 26-NOV-19 | Democratic Services Annual Report Standards Committee Annual Report Strategic Equality Plan Annual Report | |
| CABINET 20-DEC-19 | Revenue Budget and MTFP: Draft Proposals | HoF |
| | Treasury Management 6 monthly Report | HoF |
| | Corporate Risk Register Update (Quarter 2) | HP&BC |
| | WAO Certificate of Compliance 2 | HP&BC |
| | Revised Contract Standing Orders | HoF |
| | Director of Social Services Annual Report | SD - People |
| | Work Programme | COM |
| CABINET 15-JAN-20 | Mid-Year Performance Analysis 2019/20 | HP&BC |
| | Revenue Budget Monitor | HoF |
| | Capital Budget Monitor | HoF |
| | Information Station Regeneration | HoRIH |
| | Part 2 Presentation – City Centre Regeneration | SD - Place |
| | PSB Summary Document (for information/awareness) | HP&BC |
| | Work Programme | COM |
| COUNCIL 28-JAN-20 | Mayoral Nomination 2020/21 Council Schedule of Meetings Revised Contract Standing Orders Treasury Management 6 monthly report Council Tax Reduction Scheme Director of Social Services Annual Report | |
| CABINET 12-FEB-20 | Capital Strategy and Treasury Management Strategy | HoF |
| | Revenue Budget and MTFP: Final Proposals | HoF |
| | Key Stage 4 Outcomes – Summer 2019 | CEdO |
| | Brexit Update | SD - Place |
| | Economic Growth Strategy | SD - Place |
| | Work Programme | COM |
| COUNCIL 27-FEB-20 | Budget and Medium Term Financial Plan Capital Strategy and Treasury Management Strategy National Non-Domestic Rates: Discretionary Relief: High Street Relief Scheme 2020-21 | |
| CABINET 18-MAR-20 | Corporate Risk Register Update (Quarter 3) | HP&BC |
| | EAS Business Plan 2020/21 | CEdO |
| | National Categorisation of Schools | CEdO |
| | Work Programme | COM |

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|------------------------------------|---|----------|
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| CABINET 08-APR-20 | Pay and Reward Policy | HP&BC |
| | 2020 - 2024 Strategic Equalities Plan 2020-24 | HP&BC |
| | Annual Corporate Safeguarding Report | HC&YPS |
| | Band B: Capital Investment of Schools | CEdO |
| | 21 st Century School programme | CEdO |
| | Local Toilets' Strategy | HL&R |
| | Work Programme | COM |
| | PSB Summary Document (for information/awareness) | HP&BC |
| | | |
| COUNCIL 28-APR-20 | IRP Annual Report NNDR Rate Relief Pay and Reward Policy Strategic Equalities Plan 2020-24 | |
| | | |
| CABINET 06-MAY-20 | Risk Management Policy | HP&BC |
| | Performance Policy | HP&BC |
| | WAO report - Anti-Social Behaviour | HP&BC |
| | Destination Management Plan | SD Place |
| | Work Programme | COM |
| | | |
| COUNCIL 12-MAY-20 | AGM | |
| | | |
| CABINET 03-JUN-20 | Revenue Budget Outturn 2019/20 | HoF |
| | Corporate Risk Register Update (Quarter 4) | HP&BC |
| | Work Programme | COM |
| | | |

Mae'r dudalen hon yn wag yn