

Agenda



Pwyllgor Craffu ar Berfformiad – Partneriaethau

Dyddiad: Dydd Mercher, 2 Chwefror 2022

Amser: 5.00 yp

Lleoliad: Cyfarfod Rhithwir

At: Cynghorwyr: J Clarke (Cadeirydd), F Hussain, M Linton, S Marshall, R Mogford, M Spencer, T Suller, K Whitehead

Eitem	Wardiau Dan Sylw
1	<u>Ymddiheuriadau</u>
2	<u>Datganiadau o ddiddordeb</u>
3	<u>Cynllun Llesiant Casnewydd yn Un 2021-22 Perfformiad Ch2</u> (<i>Tudalennau 3 - 22</i>)
4	<u>Cynllun Busnes Gwasanaethau Cyflawni Addysg (GCA) 2022-25</u> (<i>Tudalennau 23 - 70</i>)
5	<u>Casgliad Adroddiadau Pwyllgorau</u> Following the completion of the Committee reports, the Committee will be asked to formalise its conclusions, recommendations and comments on previous items for actioning.
6	<u>Adroddiad Cynghorydd Craffu</u> (<i>Tudalennau 71 - 76</i>) a) Actions Plan (Appendix 1)
7	<u>Live meeting</u> To view the live meeting please click here

Mae'r dudalen hon yn wag yn



Scrutiny Report

Performance Scrutiny Committee - Partnerships

Part 1

Date: 2nd February 2022

Subject **One Newport Partnership Well-being Plan 2021-22 Q2 Performance**

Author Scrutiny Adviser

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

Invitee:	Area / Role / Subject
Cllr Jane Mudd	Leader of Newport City Council, Chair of One Newport Public Service Board (PSB) and Intervention Lead for the Newport Offer
Bev Owen	Chief Executive of Newport City Council
Will Beer	Intervention Lead for Strong Resilient Communities (NHS Public Health Team Consultant)
Craig Lane	Intervention Lead for Sustainable Travel (Newport Third Sector)
Steve Morgan	Intervention Lead for Green and Safe Spaces (Natural Resources Wales)
Stephen Tiley	Intervention Lead for Right Skills (Gwent Association of Voluntary Organisations (GAVO))

Section A – Committee Guidance and Recommendations

1 Recommendations to the Committee

The Committee is asked:

- To consider the Wellbeing Plan Quarter 2 Performance Dashboards attached to this report and determine if it wishes to make any comments to the One Newport Partnership.
 - **Appendix 1:** The Newport Offer;
 - **Appendix 2:** Strong Resilient Communities;
 - **Appendix 3:** Right Skills;
 - **Appendix 4:** Green and Safe Spaces;
 - **Appendix 5:** Sustainable Travel.

2 Context

Background

One Newport Partnership

- 2.1 One Newport was established as a Public Services Board (PSB) in 2016 under the Well-being of Future Generations (Wales) Act 2015 (WFG Act). In October 2021, new regional PSB arrangements came into being, which established a Gwent Public Services Board. The new Gwent PSB replaced the five former PSBs, including One Newport, which had operated formerly on a local authority footprint in the Gwent area. One Newport is no longer a PSB but is a Local Delivery Group reporting into the Gwent PSB. One Newport will continue to deliver the current Newport Well-being Plan until April 2023. A new Well-being Plan for Gwent will be published in May 2023.

Well-being Plan

- 2.2 The statutory guidance on the Well-being of Future Generations (Wales) Act 2015 (WFG Act) 'Shared Purpose – Shared Future' required One Newport PSB to prepare and publish a Local Well-being Plan by May 2018, which maximised the PSB's contribution to the Well-being Goals for Wales. The Committee received the consultation draft of One Newport's Local Wellbeing Plan on 10 January 2018 and submitted its consultation response. One Newport agreed the final version of the Well-being Plan 2018-23 at its meeting on 1 May 2018. The Scrutiny Committee received the final Plan at its meeting on 20 June 2018 (*A link to the Well-being Plan 2018-23 is provided in Section 7 of this report in the Background Papers*).

One Newport developed the Local Well-being Plan in accordance with the Act's five ways of working of the Sustainable Development Principle.

In the Well-being Plan, One Newport pledged to work differently by:

Working together with local communities towards the common goals and objectives set out in this plan. To work to improve the economic, social, cultural and environmental well-being of the city and to be:

- *Ambitious;*
- *Serious about working in partnership;*
- *Firmly focused on people and their stories;*
- *Focused on integrated well-being outcomes.*

This will be achieved by:

- **Looking to the long term:** *Being aware of and addressing, the well-being of future generations whilst addressing the needs of the people we currently serve.*
- **Prevention:** *Exploring how to break cycles and dig deeper to better understand the causes and effects of key issues that people and communities face. Finding enabling solutions and intervening at the right time to prevent problems getting worse or arising in the future.*
- **Taking an integrated approach:** *Fully considering the connections between the well-being goals, the PSB well-being objectives and the well-being objectives of individual organisations. Taking steps which maximise the collective impact to the well-being goals rather than just meeting the objectives.*
- **Collaborating with others:** *Strengthening joint working across the city's public service. No single organisation is able to improve the economic, social, environmental and cultural well-being of Newport on its own. Taking a collaborative approach ensures that actions are complementary and therefore maximise the collective impact.*
- **Involving People:** *Developing solutions in partnership with local people and communities and ensuring they are involved in the decisions that affect them.*

One Newport's Well-being Objectives published in the Well-being Plan are:

1. Everyone feels good about living, working, visiting and investing in our unique city
2. Everyone has the skills and opportunities they need to develop, prosper, and contribute to a thriving, sustainable city
3. Everyone belongs to resilient, friendly, connected communities and feels confident and empowered to improve their well-being
4. Newport has healthy, safe, and resilient environments with an integrated sustainable travel network

These are revised Objectives, which the One Newport Partnership agreed at its meeting on 8th December 2020. The revisions were made in the light of Covid-19 impacts and advice from the Future Generations Commissioner on setting Well-being Objectives.

Mid-Year / Quarter 2 Performance

- 2.3 One Newport noted the Quarter 2 Update reports from Intervention Leads on progress in delivering the Local Well-being Plan at its meeting on 14 December 2021. *A link to the agenda of the PSB meeting held on 14 December 2020 is provided in Section 7 of this report in the Background Papers.*

- 2.4 One Newport reports progress on delivery of the Well-being Plan to this Scrutiny Committee at the Mid-Year point and Year End.

The Committee is reminded that attendees have been invited as One Newport Partnership Members and scrutiny questions should focus on the Q2 performance dashboards and not on individual organisations.

Performance Reporting

- 2.5 One Newport Partnership has a Delivery and Performance Framework in place to monitor performance and ensure the sustainable development principle (long term; prevention; integration; collaboration; involvement) of the Wellbeing of Future Generations (Wales) Act is being considered in the reporting process.

There are five crosscutting interventions in the Plan, which are reported on a quarterly basis.

3 Information Submitted to the Committee

- 3.1 The following are attached to this report for the Committee's consideration:

The One Newport Partnership Well-being Plan Progress Summaries for Quarter 2:

- **Appendix 1:** The Newport Offer;
- **Appendix 2:** Strong Resilient Communities;
- **Appendix 3:** Right Skills;
- **Appendix 4:** Green and Safe Spaces
- **Appendix 5:** Sustainable Travel;

4. Suggested Areas of Focus

- 4.1 **Role of the Committee**

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

- Take a look back at how the Partnership has performed in its delivery of the Well-being Plan to the end of Quarter 2
- Assess and make comment on:
 - How well the Partnership is delivering as a collaborative partnership on its objectives;
 - How effectively the One Newport partners worked together to deliver the Well-being Plan;
 - Mitigating actions put in place to address risks and not achieving objectives;
 - How the public were engaged with on the Well-being Plan, and how feedback has been used?
- In drawing its conclusions, the Committee should assess:
 - What was the overall conclusion on the information contained within the reports?
 - Is the Committee satisfied that it has had all of the relevant information to base a conclusion on the delivery of the Well-being Plan at the mid-year point?
 - Does the Committee wish to make any Comments to the One Newport Partnership?

4.2 Suggested Lines of Enquiry

Scrutiny's role in receiving the Q2 dashboards is to hold the One Newport Partnership to account for how it is taking steps to meet its objectives within the Well-being plan and ensure that it is demonstrating the sustainable development principle in everything it does.

When considering the Q2 Performance dashboards and determining what questions it may wish to ask of the Partnership, the Committee should consider the following:

1. How much progress has been made towards delivery of the Well-being Plan? How far have the Partnership's expectations been met?
2. How effectively has the partnership worked together to deliver the interventions?
3. Have there been any barriers that have affected delivery of the plan that need further exploration and explanation?
4. Can the One Newport Partnership demonstrate how it is delivering the interventions in accordance with the five ways of working?
5. How has the Partnership evaluated its own progress?
6. What have been the resource implications of delivering on the Well-being Plan? How has working as a partnership maximised the resources available?
7. How effective are Partnership members in challenging each other and engaging in strategic debate?

4.3 Sustainable Development Principle

The Committee's consideration of the Well-Being Plan delivery up to Quarter 2 should consider how the One Newport Partnership is maximising its contribution to the five ways of working. The following are examples of the types of questions to consider:

<u>Long-term</u>	How is the One Newport Partnership thinking long term and seeking to balance short-term needs while safeguarding the ability to also meet long-term needs? What long-term trends will impact upon the delivery of the Well-being Plan?
<u>Prevention</u>	How is the Partnership addressing issues facing Newport communities in order to prevent a future problem? How is the Partnership preventing problems getting worse?
<u>Integration</u>	How are the interventions delivering against all of the Partnership Well-being objectives and how is it considering how its work impacts on each of the well-being goals?
<u>Collaboration</u>	Who has the Partnership been working with to deliver the interventions in the Well-being Plan? How is the Partnership using the knowledge / good practice of others to inform / influence delivery of the Well-being Plan?
<u>Involvement</u>	How is the Partnership involving people with an interest in achieving the well-being goals? How has the Partnership sought the views of those who are impacted by the delivery of the Wellbeing Plan? How has the Partnership taken into account the diverse communities in Newport in its decision making?

Section B – Supporting Information

5 Supporting Information

5.1 The Guidance for Local Authority Scrutiny Committees on the scrutiny of Public Services Boards issued by Welsh Government in August 2017 states that:

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

Characteristics of effective partnership scrutiny:

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

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

6. Impact Assessment:

6.1 Summary of impact – Wellbeing of Future Generation (Wales) Act

The Well-being Plan for Newport 2018-2023 seeks to maximise One Newport’s contribution to the Well-being Goals for Wales: a more prosperous Wales, a resilient Wales, a healthier Wales, a more equal Wales, a Wales of cohesive communities, a Wales of vibrant culture and Welsh language, a globally responsible Wales. The Partnership has four Well-being Objectives listed in paragraph 2.2 above. The objectives were developed to maximise One Newport’s contribution to the seven Well-being Goals for Wales.

6.2 Summary of impact – Socio-economic Duty

While not all One Newport members are subject to the Duty, a session on the Duty has been included in the Board’s Development Programme so that it can be addressed within the work of the interventions.

6.3 Summary of impact – Welsh language

Welsh language is an important part of cultural identity and heritage and is used by many people each day in their homes, their communities and where they work. One Newport’s Right Skills Board will support delivery of the Economy and Skills section of Newport City Council’s Welsh Language Strategy and is establishing a sub-group to support this.

7. Background Papers

- [Agenda for the One Newport Partnership meeting held on 14th December 2021.](#)
- [Newport’s Well-being Plan 2018-23](#)
- [Cynllun Llesiant Casnewydd 2018-23](#)
- One Newport [Board Development Action Plan](#)
- Well-being of Future Generations (Wales) Act 2015 guidance

- [The Essentials](#)
- Shared Purpose: Shared Future – Statutory guidance on the Well-being of Future Generations (Wales) Act 2015
 - [SPSF 1: Core guidance](#)
 - [SPSF 2: Individual role \(public bodies\)](#)
 - [SPSF 3: Collective role \(public services boards\)](#)
- [Guidance for Local Authority Scrutiny Committees on the scrutiny of Public Services Boards](#)

Report Completed: January 2022

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Intervention	Newport Offer		Green	Current progress on target			
			Amber	Progress behind target but still achievable			
Lead	Cllr Jane Mudd and Steve Ward	Reporting Period	Qtr.2 2021-22	Red	Progress well behind target		
Key Achievements & Successes			Key Performance Measures		Target	Actual	RAG
<p>Planning permission approved for the new city centre leisure and well-being centre providing state-of-the-art facilities on the riverfront.</p> <p>City Centre Masterplan continued progress on:</p> <ul style="list-style-type: none"> • Refurbishment of Newport Market as a traditional market alongside flexible-office space. • Refurbishment of Market Arcade. • Creation of new high specification office accommodation in Mill Street. <p>Finalising terms with Tramshed Tech to provide space for start-up businesses in the digital, tech and creative sectors at the former railway station</p> <p>Redevelopment of Olympia House into homes for shared ownership</p> <p>Creation of new homes at Castle View and Upper Dock Street</p> <p>Safer City Centre group tackling key risks in the city centre - anti-social behaviour, aggressive begging, children and alcohol, drug dealing, intoxication, problematic premises, safe travel, street drinking, violent behaviour, waste and accumulations, and perception.</p> <p>Tourism promotion included a regional Social media campaign, an online webinar for the travel trade, targeted leafleting within two hours' drive time of Newport and working with Visit Wales for key destination promotion. Over 5000 downloads of the Newport Guide in the UK in a few months.</p> <p>Funding secured from the Wolfson Foundation to support the development of the Newport Transporter Bridge into a major tourist attraction (in addition to National Heritage Lottery, NCC and Welsh Government funding).</p> <p>The refreshed City of Newport website will provide a first point of contact for those wishing to invest, visit, or seek business support.</p>			<p>New performance indicators to be developed</p> <p>Plans for next quarter and the future</p> <p>Opening of the refurbished Newport Market and Market Arcade</p> <p>Work to begin on the active travel footbridge over the railway line linking Mill Street to the City Centre</p> <p>Opening of the new Mercure Hotel in Chartist Tower</p> <p>Host the ABP Newport Wales Marathon and 10K run. Excellent TV and media coverage will boost the image of the City. Potential £1 million plus spend in the local economy</p> <p>Purple Flag - Newport City Council and Newport NOW will apply to renew the accreditation before the end of the financial year</p> <p>Recommence public perception surveys to set a baseline for Newport Offer work</p> <p>Newport City Council consulting on its climate change plan, working collaboratively with partners and communities to reduce carbon emissions across the city. Climate Change Sub-Group established under Newport Offer to co-ordinate partnership activity</p>				
			Main Risks / Barriers to progress		Status (H/M/L)	Mitigating Actions / Support Req'd	
			Overlap of remit of groups contributing to city development and lack of clarity regarding roles.		M	Mapping and rationalisation of stakeholder groups to clarify roles.	

Mae'r dudalen hon yn wag yn

Intervention	Strong Resilient Communities			Green	Current progress on target																
				Amber	Progress behind target but still achievable																
Lead	Nicola Prygodzicz / CS Tom Harding	Reporting Period	Qtr.2 2021-22	Red	Progress well behind target																
Key Achievements & Successes			Key Performance Measures																		
<p>Integrated Wellbeing Networks - The Pillgwenly Collaborative has brought people together through a range of Wellbeing programmes including the establishment of an Allotment, a Health and Wellbeing Event, Guided walks for 50+ community members, the Pill Connect Website (https://www.pillconnects.com/) and community conversations to establish wellbeing priorities in the area.</p> <p>The Ringland collaborative has also strengthened and promoted various events including a half term program of events at the Community Hub, community gardens at Sterndale Bennet and Cecil Sharp Road, woodland wellbeing activities through Coed lleol and a community conversations engagement group.</p> <p>A second major participatory budgeting programme to support Covid recovery projects commenced. NCC and ABUHB funding of £400k will be allocated by the community, in line with the Community Impact Assessment and wellbeing plan.</p>			<table border="1"> <thead> <tr> <th>Target</th> <th>Actual</th> <th>RAG</th> </tr> </thead> <tbody> <tr> <td>% of people who feel safe in their local area (day/night)</td> <td></td> <td rowspan="6">Delivery plan is under development and measures will be approved through this process</td> </tr> <tr> <td>% who feel able to influence decisions affecting their local area</td> <td></td> </tr> <tr> <td>% people satisfied with their local area as a place to live</td> <td></td> </tr> <tr> <td>% of people who volunteer</td> <td></td> </tr> <tr> <td>% of people who are lonely</td> <td></td> </tr> <tr> <td>Social capital measures for Ringland/Pill in development</td> <td></td> </tr> </tbody> </table>			Target	Actual	RAG	% of people who feel safe in their local area (day/night)		Delivery plan is under development and measures will be approved through this process	% who feel able to influence decisions affecting their local area		% people satisfied with their local area as a place to live		% of people who volunteer		% of people who are lonely		Social capital measures for Ringland/Pill in development	
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<p>Bettws Early Learning Communities - Partners from across the early years system including – NCC, Health, NCH and GAVO are working collaboratively to improve children’s learning outcomes focussing on: improving communication and language; social and emotional development of children. This project complements the Early Years Pathfinder also underway in Bettws.</p>			Plans for next quarter and the future																		
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Digital exclusion limiting participation of worst affected communities in engagement programmes e.g. participatory budgeting	Medium	WG funding secured for work to involve care home residents in the digital PB programme.																			
			Review the SRC intervention plan steps using the new Fairness and Equality Impact Assessment approach																		
			Form a representative ‘steering group’ to ensure fair process in the new participatory budgeting programme. Complete the programme before Mar 21.																		
			Work with Newport Fairness Commission to review the process and outcomes of the participatory budgeting programme (the first Covid programme)																		
			Progress work to initiate a third Integrated Wellbeing Network in Bettws																		
			Complete the evaluation of the Bettws Early Years Pathfinder Report																		

Mae'r dudalen hon yn wag yn

Intervention	Right Skills		Green	Current progress on target	
			Amber	Progress behind target but still achievable	
Lead	Guy Lacey and Stephen Tiley	Reporting Period	Qtr.2 2021-22	Red	Progress well behind target
Key Achievements & Successes			Key Performance Measures		
Step 1 – Development of a Virtual Careers Week for students in Year 9 and above in Newport schools focused on the health, social care and childcare sectors			% of year 11 leavers not in education, employment or training (NEET)	1.8%	To be reported in June 2022
Step 1 – Workshop held with Ash Futures to support the Board in developing actions to address longer term skills needs.			% of year 13 leavers not in education, employment or training (NEET)	2.5%	To be reported in June 2022
Step 1 - USW / CG discussions underway regarding the post-16 curriculum offer in Newport.			RREACH Restart: Individuals receiving support to improve English language skills (ESOL)	April to June 48	52 G
Steps 1 and 2: £800k grant funding secured from the Community Renewal Fund for “Foot in the Door” project to be delivered by Ffilm Cymru. The Newport project will develop skills required by the screen sector, create training and employment opportunities for young people in the city, and support strong working links between the screen sector and education providers locally.			REACH Restart: Individuals provided with employability support	April to June 20	26 G
Step 3 – Funding secured from the Rural Development Fund to deliver carbon literacy training to community councils and groups in rural areas of Newport. This will be a train the trainer model enabling carbon literacy training more widely across Newport.			PIs to be developed for: the number of young people supported through the Foot in the Door programme; numbers enrolled on carbon literacy training		
Step 3 – One Newport Board agreed to establish a sub-group to support promotion of Welsh language skills in the workplace and promotion of Welsh as an employment skill.			Plan for next quarter and the future		
Step 3 – Online content developed for Newport residents by partners to promote learning during Adult Learners Week.			Deliver online careers event for schools focused on the health and social care sector – November 2021		
Main Risks / Barriers to progress	Status (H/M/L)	Mitigating Actions / Support Req	Promote cases studies of successful Newport learners to encourage participation		
Lack of buy in from providers / learners.	M	Identify engagement & communication opportunities.	Develop new actions following the “Futures” workshop		
			Support links between the semi-conductor cluster and schools		
			Develop links with Newport skills-related projects that have secured CRF funding		

Mae'r dudalen hon yn wag yn

Intervention	Green and Safe Spaces		Green	Current progress on target		
			Amber	Progress behind target but still achievable		
Lead	Steve Morgan & Huw Jakeway	Reporting Period	Qtr.2 2021-22	Red	Progress well behind target	
Key Achievements & Successes			Key Performance Measures			
Network workshop (September 2021) created further partnership work, opportunities to collaborate, enthusiasm for this vision across shared goals. Network membership is expanding and diversifying.			% / hectares of accessible green blue space *Green Space Index Fields in Trust	TBD	TBD	
Rapid review of research of <i>Diverse Communities Access to and Usage of Local Green Spaces</i> carried out, with recommendations for Board and Network to take forward.			% Tree canopy cover *UK Ward Canopy Cover WebMap i-Tree	TBD	TBD	
Comms: 5 th e-newsletter due Nov 2021 sharing best practice across Newport, promote work of Green & Safe Network, opportunities to collaborate, latest reports, resources & funding. Ad hoc info sent to Network in between newsletters. Plans to create an easy to understand 1 page version and/or video of G&S aims. Many G&S case studies in Wellbeing Plan annual report 2020-2021.			NCC no. of Pollinator Sites	20	48	Green
1 new Community Green flag award achieved for The Laundry at Tredegar House, 5 other Green Flags retained for another year.			Green & Safe spaces Network members	100	135	Green
			Attendees at the last Network workshop	30	31	Green
Funding secured for a City Centre Green Infrastructure (GI) feasibility study by March 2022, to identify opportunities for GI, engage with partners and businesses, with the intention that GI is part of future placemaking plans.			Green & Safe spaces Newsletter opens	130	210	Green
			Socials (Twitter) followers Tweet impressions & profile visits	150	91	Green
NRW is funding mapping for green roof retrofitting opportunities in urban centre of Newport, to encourage the implementation of green roofs. Dovetails with the GI feasibility study.			Active collaborative projects delivering Green & Safe Vision and Green Infrastructure (GI)	6,000	7,583	Green
Green Infrastructure Assessment (GIA) - a brief has been created to recruit a suitable consultant to work on the GIA / strategy.			Green Flags by 2023:	15	18	Green
NCC Climate Change plan draft incorporates aspects of this intervention, land use considerations and tree planting target. Draft will go out for comment.			Community	8	3	Green
Renewal of the Performance measures for this intervention is almost complete.			Full Award	5	3	Green
Woodland wellbeing sessions planned for Bettws, in NRW woodland, delivered by Coed Lleol, in partnership with NCC North Hub.			No. of plans & strategies Green & Safe Vision / Green Infrastructure (GI) is embedded into	3	3	Green
NRW provided a letter of support for Buglife's bid for a Pollinator Project.			(Q1 2020 vs Q1 2021)			
Reduction of (in green blue space):			Fly tipping incidents	86	54	Green
			Deliberate fire incidents	22	26	Amber
			Other ASB incidents	115	43	Green
Wellbeing of Wales: National Indicators (25, 26, 28, 29, 38, 40, 43, 44) Thriving Places Index - Newport 2021 Place & Environment, Sustainability WIMD - Home Page (gov.wales) Physical Environment						

Main Risks / Barriers to progress	Status (H/M/L)	Mitigating Actions / Support Req'd
Green space not sufficiently protected in the planning process.	Medium	Green Infrastructure (GI) map/database has been used in Local Development Plan. GI Assessment is underway, creating an evidence base for GI Strategy.
Capacity of partners to deliver against ambitions of Green & Safe intervention.	High	Partner organisation reps to raise the importance of Wellbeing Plan/Intervention action delivery at internal business planning meetings.
Covid-19 restrictions.	Medium	Continue online communications to support Green & Safe Network. As restrictions ease build on the strong working relationships created.
Projects being paused during the transition to Gwent PSB.	Medium	Continue working with partner organisations, community groups and Network to deliver Green & Safe whilst supporting Gwent PSB.

Plans for next quarter
Encourage and support Green Flag applications for January 2022.
Continue to Strengthen links with Safer Newport and sub groups
Plan next Network workshop for Feb 2022 to further partnership work and deliver shared goals, continue to expand and diversify network.
Get access to the GI map/database early 2022.
Continue to develop and implement the communication plans.
Continue to strengthen links and opportunities with Housing Associations.
Promote volunteering opportunities via Newsletter.
Explore the rapid review paper recommendations with board and Network.
Share learning with Gwent Green Grid Partnership (GGGP).
Support the woodland wellbeing sessions in Bettws.

October 20

Intervention	Sustainable Travel		Green	Current progress on target	
			Amber	Progress behind target but still achievable	
Lead	Ceri Doyle / Craig Lane	Reporting Period	Q2 2021-22	Red	Progress well behind target

Key Achievements & Successes

STEP 1: PSB to become champions of Sustainable Travel: Gwent Healthy Travel Charter was launched in Nov 2020. 23 organisations have signed up to the charter so far. Partners are working together and sharing best practice to reach the 15 commitments in the charter.

STEP 2: Create an environment where public transport, walking and cycling is prioritised: Sustainable Travel Supplementary Planning Guidance and civil parking enforcement in place. On street bike hire feasibility and scoping work completed. Active travel public awareness campaign launched with an animated video shared via social media. Assessments taking place in relation to expressions of interest received for the School Streets Project Trial. A full review of active travel routes is underway involving consultations with public and other key stakeholders. The second phase of consultation has been completed, as have route audits. The third phase is now underway where people can have their say on proposed routes and fill in short questionnaires on active travel within each ward across the city. Wales Active Travel board also led on a stakeholder workshop in the Newport area.

STEP 3: Encourage the use of ULEV: Mapping is underway to identify the areas of the city which have the highest need for on-street chargers to support a long term rollout. The development of public rapid charger sites is also underway with installations to take place by April 2022. Cardiff Capital Region (CCR) has completed the installation of a rapid charger to support an Electric Taxi trial scheme and another is being considered. A management company has been commissioned by CCR to run the trial.

Main Risks / Barriers	Status	Mitigating Actions
Not utilising the opportunities arising from the M4 commission.	High	SEWTC representative sits on the PSB Sustainable Travel group to ensure PSB is fully engaged in this process.
Lack of continued funding for active travel interventions in schools.	Medium	£203k funding received in 2021-22 for traffic free streets near schools.

Performance Measures		Time-scale	Target	Actual	RAG
Travel Charter	Organisations signed up across Gwent	Nov 2020	15	23	Green
Active Travel	Counter increases on previous year for each quarter	2020-21	Q1	94%	Green
		Q2	52%	Green	
		Q3	17%	Amber	
		Q4	58%	Green	
		Year	47%	Green	
		2021-22	Q1	tbc	
ULEV	ULE buses in service	Dec 2022	30	15	Green
	Charging points installed	Mar 2021	40	46	Green

Plans for next quarter and the future

STEP 1: Partners to work together to implement the commitments in the Gwent Travel Charter. Also Staff questionnaire to be undertaken later in the year.

STEP 2: Over £11m of funding to further improve active travel routes and improvement of bus infrastructure in 2021-22 including the Devon Place active travel bridge due for installation over the xmas period.

STEP 3: Further installation of chargers to support residents and businesses to transition to zero emission vehicles. Sharing of Electric Refuse Vehicles with other Local Authorities to encourage uptake.

On street bike hire scheme not going ahead.

Medium

Funding bid ready for submission. To be submitted once the next round of funding is available later in the year.

Tudalen 22



Scrutiny Report

Performance Scrutiny Committee - Partnerships

Part 1

Date: 2 February 2022

Subject Education Achievement Service (EAS) Business Plan 2022 - 2025

Author Scrutiny Adviser

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

Invitee:	Designation
Ed Pryce	Education Achievement Service (EAS) Assistant Director: Policy and Strategy
Geraint Willington	Education Achievement Service (EAS) Director
Sarah Davies	Principal Challenge Advisor (EAS)
Sarah Morgan	Chief Education Officer
Andrew Powles	Deputy Chief Education Officer

Section A – Committee Guidance and Recommendations

1 Recommendations to the Committee

The Committee is asked to:

- 1.1 Receive the report for information and take the opportunity to comment on the contents of the Business Plan as part of the consultation process; and
- 1.2 Consider the main strengths and areas for development within Newport, and to consider how LA services can be aligned with the priorities contained within the document, therefore ensuring all pupils meet their full potential.
- 1.3 Determine if it wishes to make any comment to the Cabinet on the Business Plan, or any of the specific actions for Newport.

2 Context

Background

- 2.1 The EAS delivers, through an agreed Business Plan, a wide range of school improvement services to all schools (all key stages, including all through schools and special schools), pupil referral units and funded non-maintained nursery settings on behalf of each LA. This plan supports the role LAs have in delivering their statutory function, addressing their individual improvement priorities and promoting improved pupil outcomes.
- 2.2 As an organisation we have reviewed how we have written the Business Plan and communicated this to our partners. We decided it was timely to review and adapt this process and to make it more accessible to a wider audience. We have used the 'Theory of Change' approach to help us articulate the changes and impact we want to make as the regional school improvement service for South-East Wales and the connections and actions needed that will allow that change and impact to be successfully achieved. This Business Plan spans a three-year period and will receive annual reviews each year.
- 2.3 However, this plan also considers how schools and educational settings continue to face the challenges of the pandemic. The EAS will remain sensitive and responsive to the needs of the workforce and will continue to be a highly supportive, reflective, and responsive organisation.

Previous Consideration of EAS Business Plan

- 2.5 Previously, the Education Advisory Service Business Plan for 2021-22 was reported to this Committee on 15 February 2021 following which the Committee's Comments were forwarded to the Cabinet where the EAS Business Plan also considered.

2.3 Partnership Committee Terms of Reference

At the AGM meeting of Council held on 16 May 2017 a new Scrutiny Committee Structure was agreed including the Performance Scrutiny Committee – Partnerships, the remit of which includes:

Holding partnerships to account for their performance.

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

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

The Committee should therefore focus its questioning on how the consortium is working together to create and implement its Business Plan 2022-25

3 Information Submitted to the Committee

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

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

Appendix 1 - Education Achievement Service: Regional Business Plan 2022-2025 (Consultation Version - Accessible).

4. Suggested Areas of Focus

Role of the Committee

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

- Receive the report for information and take the opportunity to comment on the contents of the Business Plan as part of the consultation process; and
- Consider the main strengths and areas for development within Newport, and to consider how LA services can be aligned with the priorities contained within the document, therefore ensuring all pupils meet their full potential.
- Consider how well the Consortium is working in partnership on a regional level.

Suggested Lines of Enquiry

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

- How the Consortium sets priorities and whether they are robust and achievable?
- What barriers and challenges to improving performance does the Consortium encounter and how will these be addressed?
- How will progress against the Business Plan be monitored and scrutinised?
- What are the resource implications of delivering on the plan and how does collaborative working as a consortium maximise the resources available?
- What is the process for the approval of the final Business Plan by each LA Partner?
- How does the Consortium work together as partners to mitigate risks to delivery of the Business Plan?

4.2 **Wellbeing of Future Generation (Wales) Act**

The Committee's consideration of the Draft EAS Business Plan should consider how the Partnership is maximising its contribution to the five ways of working. The following are examples of the types of questions to consider:

5 Ways of Working	Types of Questions to consider:
Long-term The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs.	What long term trends will impact upon the delivery of the EAS Business Plan?
	How will changes in long term needs impact upon the EAS Business Plan in the future?
Prevention Prevent problems occurring or getting worse.	What issues are facing the Consortium's service users at the moment?
	How is the Consortium addressing these issues to prevent a future problem?
Integration Considering how public bodies' wellbeing objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies.	Are there any other organisations providing similar / complementary services?
	How does the Consortium's performance upon the delivery of the Business Plan impact upon the services of other public bodies and their objectives?
Collaboration	Who will the Consortium work with to deliver the Business Plan ?

Acting in collaboration with any other person (or different parts of the organisation itself).	How is the Consortium using knowledge / information / good practice of others to inform / influence the Business Plan?
Involvement The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves.	How has the Consortium sought the views of those who are impacted by the delivery of the Business Plan?
	How has the Consortium taken into account diverse communities in decision making?

Section B – Supporting Information

5 Supporting Information

- 5.1 Our National Mission ([Our national mission | GOV.WALES](#) - the National Education Improvement Strategy (2017-2022))

‘Aim: that every child and young person should benefit from excellent teaching and learning.

To deliver the aims the document sets out four enabling objectives:

1. Professional Learning: The Welsh Government and our strategic partners are committed to supporting teachers through professional learning from the time they decide to become teachers through their whole career.
2. Leadership: The Welsh Government recognises the scale of the challenge headteachers and other leaders face as we seek to realise Curriculum for Wales and address our schools’ needs in relation to COVID-19.
3. Equity, Excellence and Wellbeing: The Welsh Government will work closely with stakeholders to continue to devise and implement a proactive, inclusive education system. In continuing to raise standards for all, we will prioritise support for children and young people who are vulnerable, disadvantaged or have ALN. Through this system, we will quickly identify areas of inequality and adversity and target resources to develop and deliver programmes to alleviate the main causes of inequality and to ensure that those who need help get the support that they need employment.
4. Evaluation, improvement and accountability: The Welsh Government acknowledges the importance of an evaluation, improvement and accountability system that is aligned to the principles of Curriculum for Wales.

6 Links to Council Policies and Priorities

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

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

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

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

7 Impact Assessment:

- **Wellbeing of Future Generation (Wales) Act**
- **Equality Act 2010**
- **Socio-economic Duty**
- **Welsh Language (Wales) Measure 2011**

The council has a number of legislative responsibilities to assess the impact of any strategic decision, proposal or policy on people that may experience disadvantage or inequality. A copy of the relevant EAS Fairness and Equality Impact Assessment (FEIA) has been produced.

7.1 Summary of impact – Wellbeing of Future Generation (Wales) Act

This report content contributes to the Wellbeing Goals. This report is for consultation only and so does not analyse the 5 ways of working in terms of decision making but it does recognise that going forward support is put in place to improve attainment. This must take a long term view as part of its impact on life chances, employment and quality of life. Causes within attainment are complex although one of the main ones is deprivation. The measure that is commonly used to measure deprivation is a pupil's eligibility to receive Free School Meals. The plan will deliver a wide range of school improvement services to all schools (all key stages, including all through schools and special schools), pupil referral units and funded non-maintained nursery settings on behalf of each LA. This will contribute, through schools and partners in the Local Authority to a skilled and well-educated population. High quality education is a fundamental of ensuring future local and national prosperity through the provision of an informed and well-educated workforce and society. The Local Authority's statutory role to support, monitor and evaluate school performance and the quality of provision is essential.

7.2 Summary of impact – Equality Act 2010

The EAS have their own Equalities plan in place. Newport City Council has therefore not undertaken any specific impact assessment on the EAS Business Plan. This equalities assessment is included in the EAS FEIA. The EAS Business Plan delivers school improvement services to all schools and settings. There is no direct work with the public and no direct support for learners with Additional Learning Needs (ALN), as this remains within the remit of the Local Authority. However, descriptions of the range of support and professional learning programmes, to provide a positive impact, including elements on wellbeing and support for schools in developing and inclusive curriculum for all are included.

7.3 **Summary of impact – Socio-economic Duty**

Whilst this section is not applicable, as this Business Plan is not a strategic decision, the plan describes a range of support for schools related to reducing socio-economic impact, particularly for learners who are eligible for Free School Meals (FSM) or those who are looked after (LAC/CLA)

7.4 **Summary of impact – Welsh language**

The EAS has an updated (September 2021) Welsh Language Policy in place and Welsh language support for schools development of the language is included in the plan. Newport City Council has therefore not undertaken any separate impact assessment on the EAS Business Plan.

8. **Background Papers**

- [The Essentials - Wellbeing of Future Generation Act \(Wales\)](#)
- [Corporate Plan 2017-22](#)
- [Report and Minutes of the Performance Scrutiny Committee – Partnerships on 12 March 18](#)
- [EAS Website](#)
- [Estyn's 2017 Inspection Report](#)
- Welsh Government action plan for Education in Wales: [Education in Wales: Our National Mission 2017 - 21](#)
- [Report to Annual Council 16 May 2017 upon New Scrutiny Committee Structures](#)
- [‘Qualified for life’](#) - the national Education Improvement Strategy (2014)

Report Completed: January 2022

Report

Scrutiny Meeting



Part 1

Date: 2 February 2021

Item No:

Subject Education Achievement Service (EAS) Business Plan 2022-2025

Purpose To seek members views on the EAS Business Plan 2022-2025 (Consultation Version – Accessible)

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

Ward All

Summary This document contains the main priorities that the EAS believe will be relevant to focus upon in the next iteration of the regional Business Plan for 2022-2025. The EAS delivers, through this agreed Business Plan, a wide range of school improvement services to all schools (all key stages, including all through schools and special schools), pupil referral units and funded non-maintained nursery settings on behalf of each LA. This plan supports the role LAs have in delivering their statutory function, addressing their individual improvement priorities and promoting improved pupil outcomes. This document contains the main priorities that the EAS believe will be relevant to focus upon in the next iteration of the regional Business Plan for 2022-2025.

Proposal Members are requested to:

- Receive the report for information and take the opportunity to comment on the contents of the Business Plan as part of the consultation process; and
- Consider the main strengths and areas for development within Newport, and to consider how LA services can be aligned with the priorities contained within the document, therefore ensuring all pupils meet their full potential.

Action by The Education Achievement Service in partnership with the LA

Timetable The Business Plan will commence from 1 April 2022

This report was prepared after consultation with:

- Sarah Morgan (Chief Education Officer)

Signed

1. Background and Report

- 1.1 The EAS delivers, through an agreed Business Plan, a wide range of school improvement services to all schools (all key stages, including all through schools and special schools), pupil referral units and funded non-maintained nursery settings on behalf of each LA. This plan supports the role LAs have in delivering their statutory function, addressing their individual improvement priorities and promoting improved pupil outcomes.
- 1.2 Joint Executive Group (JEG) Members agreed that the EAS should move to a 3-year Business Plan model with a detailed annual update for Members to agree as per the requirements within the Collaboration and Members Agreement (CAMA). Prior to the consultation version of the Business Plan being completed a series of 'Visioning Sessions' have been held with all key partners invited to attend.
- 1.3 As an organisation we have reviewed how we have written the Business Plan and communicated this to our partners. We decided it was timely to review and adapt this process and to make it more accessible to a wider audience. We have used the 'Theory of Change' approach to help us articulate the changes and impact we want to make as the regional school improvement service for South-East Wales and the connections and actions needed that will allow that change and impact to be successfully achieved. This Business Plan spans a three-year period and will receive annual reviews each year.
- 1.4 However, this plan also considers how schools and educational settings continue to face the challenges of the pandemic. The EAS will remain sensitive and responsive to the needs of the workforce and will continue to be a highly supportive, reflective, and responsive organisation.
- 1.5 The EAS will build upon what has worked well during this period, particularly the aspects of our role that have been successful within the virtual environment. The support that the EAS will offer will fully align to the expectations set by local authorities, Welsh Government (WG) and links to emerging research. The pandemic has reminded us that positive change is and has been possible. Schools, settings and the EAS have seized opportunities to explore innovative ways of working and delivering meaningful learning experiences through a creative blended learning approach. These experiences should be built upon to avoid a 'snap back,' keeping the positive learning that has been developed during this time.
- 1.6 Members are asked to take the opportunity to comment on the contents of the Business Plan as part of the consultation process and provide a written response as appropriate
- 1.7 Please note that a mid-year evaluation of the current revised Covid Business Plan (2021/22) has been submitted to each of the EAS governance groups and has been available for local authorities to share as appropriate within their own democratic processes. Within the context of evolving accountability arrangements and the Covid-19 Pandemic, school and aggregate LA performance data has not been available for presentation to this committee. A separate paper detailing the implications of this has been provided to local authorities.
- 1.8 The delivery model for the Business Plan is on a regional basis, the needs of each school and trends within Newport will continue to be met through bespoke work with each school, both virtually and when safe to do so physically.
- 1.9 The EAS will offer an evolving Professional Learning Offer (PLO) to all schools and settings across the region, in order to meet development needs as we emerge from the pandemic.

We will continue to fund schools (grant permitting) to deliver a large proportion of the professional learning activity, where appropriate virtually.

- 1.10 All schools will continue to be provided with a bespoke support package that compliments the priorities identified within their own School Development Plans (SDPs) in line with the levels of support they require. There is a degree of flexibility within the deployment model to allow for in-year changes in circumstances and to allow for changes in light of the pandemic.
- 1.11 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.
- 1.12 The talent and expertise that resides in schools within and beyond the region is incentivised and used effectively to support professional learning and school improvement activity. There has been inevitable fragility in the ability of schools to offer support beyond their own settings because of the pandemic, this situation will be managed with sensitivity and will be constantly reviewed.
- 1.13 For sustained school improvement to happen it is essential that all partners work together more closely than ever recognising that each partner (school, LA and EAS) has its role to play in providing support to secure improvements.
- 1.14 The Business Plan is in the consultation process. The draft business plan was created following feedback provided in a broad range of 'Visioning Sessions'. These virtual and physical meetings were offered to a range of stakeholder groups including, headteachers, governors and elected member. Feedback has been incorporated within the plan.
- 1.14 In addition the specific list of consultees are noted below.
 - EAS staff
 - Directors of Education (within South East Wales) and Diocesan Directors
 - Regional Joint Executive Group
 - EAS Company Board
 - EAS Audit and Risk Assurance Committee
 - Individual local authority education scrutiny committees
 - All Headteachers from within the region
 - All Chairs of Governors from within the region
 - School Councils from within the region
 - All school based Professional Learning Leads
 - EAS Supporting School Trade Union Group (SSTU Group)
- 1.15 The final version of the Business Plan will be supported by a range of supporting documents:
 - Detailed Business Plan 2022–2023
 - Regional Grant Mapping Overview 2022–2023 (to follow once detailed received from WG)
 - Regional Self-Evaluation Report (Executive Summary)
 - EAS Risk Register (Executive Summary)
 - Regional Professional Learning Offer 2022–2023
 - Local Authority Strategic Education Plans

The Theory of Change approach

- 1.16 This approach begins with asking why we are doing what we do in the EAS (our vision) and reinforces the need for the development of a collective regional vision, so that we are all clear about what we are trying to achieve and each other's respective roles in this. The EAS will work collaboratively with local authority partners, wider partners and schools and educational settings to implement the Business Plan.

Why?

- 1.17 "The visions we offer our children shape the future. It matters what those visions are. Often, they become self-fulfilling prophecies. Dreams are maps." Carl Sagan.

South East Wales Vision 2025

- 1.18 All young people are confident, ambitious, resilient and have a love of lifelong learning and realise their full potential. (The SE Wales Vision is currently under development)

EAS Vision 2025

- 1.19 Working in partnership with LAs supporting and enabling schools and education settings to thrive as effective learning organisations. (*There is an existing vision that is currently under development with all stakeholders*).

What? What will the EAS do to achieve our vision?

- 1.20 All schools will be able to access a universal offer of professional learning support in each of the following areas: School Improvement, Leadership and Teaching, Curriculum for Wales, Health Wellbeing and Equity and School Governors which are intrinsically linked. As well as a holistic professional learning offer, this will include a set number of days to work with their School Improvement Partner (SIP) and a professional dialogue with the EAS and LA to agree and or amend improvement priorities and support requirements as part of an annual professional discussion.
- 1.21 In addition to the universal offer, schools will be able to access specific and targeted support as determined through ongoing professional discussion with their SIP and in line with their school improvement priorities. This professional learning support may be related to a task and finish activity, an option for further work with their SIP or an option for peer working.
- 1.22 Bespoke support will also be available for schools who require more intensive support. This could include more support from the SIP or the use of a Learning Network School to School Partnership.

School Improvement: Bespoke support to schools and settings aligned to need. Create and facilitate collaborative networks of professional practice.		
Leadership and teaching Professional learning and support for the development of leadership and teaching	Curriculum for Wales Professional learning and support for Curriculum for Wales.	Health, Wellbeing and Equity Professional learning and support for health, wellbeing, vulnerable and disadvantaged groups.

across the entire workforce.		
Governors: Provide a broad range of professional learning and support for Governors.		

These activities are explained in detail in the full Business Plan.

What are the foundations that enable activities to take place?

1.23 The EAS needs to have the following elements in place to enable the activities above. These are the foundations of the organisation:

- Agile, timely and responsive.
- Sensitive, flexible, and empathetic to system needs.
- The way we work is informed, drawing on research from a global perspective.
- Welcome challenge and review.
- Effective systems and processes for self-evaluation, risk, and financial management.
- The operation of a clear and effective governance model.
- Positive relationships with a range of partners and stakeholders.
- Adherence to all legislative requirements.
- Communicate clearly.
- Support the wellbeing and professional learning of staff.
- Work is well-planned and managed to deliver the best for schools and education settings.
- Draw upon expertise to improve our delivery.
- Passionately committed to Wales, helping our staff, schools and education settings succeed.

What will be the impact?

1.24 If schools and educational settings have the capacity to secure improvement and engage with the support available from the EAS this is the expected impact:

- The EAS supports and enables leaders, governors and practitioners to develop knowledge, skills, behaviours that impacts positively on practice and improved learner outcomes.
- Professional learning is of high quality and pertinent to need.
- Support is aligned to need enabling schools and settings to make progress
- The broad range of collaborative networks and activity support the development of a self-improving system.

How will we capture our work and share information with our partners?

1.25 There are many ways of capturing and sharing what the EAS does which are exemplified in this model as outputs.

- EAS Website
- Regional policies and processes
- Case studies
- Regional meeting minutes

- External research and review
- Impact capture reports
- Supporting Our Schools Site
- Partnership documentation
- Professional learning resources and guidance

How will we capture our work and share information with our partners?

- 1.25 There are many ways of capturing and sharing what the EAS does which are exemplified in this model as outputs. The progress on the implementation and impact of the Business Plan will be reported to the Joint Executive Group and Company Board. 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 approach will be aligned to the national changes in the accountability system.

2. Risks

- 2.1 In writing this plan a number of assumptions have been made. If these are not in place, then they become a risk to the successful delivery of this plan. The EAS risk register will be reviewed and refined following the agreement of the final EAS Business Plan. These are:

- Operate with integrity, honesty and objectivity.
- Partners understand our role in the education system.
- Professional learning has a positive impact on practice and behaviour.
- We are one part of the much wider system.
- Schools / education settings positively engage with us.
- Schools / education settings use funding effectively.
- We have the capacity and resources to undertake our activity effectively.
- When the conditions in a school / education setting can secure improvement, readiness for support results in positive change.
- Our partners provide us with timely and appropriate information.
- We work with schools / education settings to ensure priorities for improvement are based on robust, accurate self-evaluation.

- 2.1 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 Plans and the Education Strategic Plan.

- 2.2 Newport LA will have its own risks linked to the delivery of the strategic objectives within their corporate plans.

3. Resource Implications

- 3.1 Section 4 of the Business Plan details the EAS activities for 2022-2023 and Section 5 details the governance and financial arrangements. Indicative LA Core Contributions have been added into this section. The EAS is subject to a robust governance model that is underpinned by the Articles of Association and a Collaboration and Members Agreement (CAMA). These governance documents essentially link the five Local

Authorities to the EAS both operationally and through the commissioning of regional school improvement services.

- 3.2 The EAS is funded on an annual basis from three sources: Local authority core contributions, regional school improvement grants and a service level agreement for governor support services. A spending plan accompanies this 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. As recipients of public funding, it is important that budgets are allocated and spent wisely. The EAS will continually strive to provide value for money through the optimal use of resources to achieve intended outcomes.
- 3.3 The delegation rate to schools increased to 95.5% in 2021/22, whilst the EAS staff profile has reduced by 53.1% since 2012.
- 3.4 The local authority's indicative core contribution for 2022/23 are as follows: Newport LA's contribution for 2022/23 is £783,291, compared to £787,227 in 2021/22, £803,293 in 2020/21 and £815,526 in 2019/20.
- 3.5 At the time of writing this report, there is uncertainty with regards to the regional grant funding from WG for 2022/2023. As a result of the pandemic, it is likely that there will continue to be reductions in the regional grant profile. When the grant position has been confirmed the EAS detailed delivery plan will be updated accordingly.

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
- EAS Company Board
- EAS Audit and Risk Assurance Committee
- Individual local authority education scrutiny committees
- All Headteachers from within the region
- All Chairs of Governors from within the region
- School Councils from within the region
- All school based Professional Learning Leads
- EAS Supporting School Trade Union Group (SSTU Group)

5. Background Papers

- A. Education Achievement Service: Regional Business Plan 2022-2025 (Consultation Version - Accessible).

Mae'r dudalen hon yn wag yn



EAS

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



Education Achievement Service

Regional Business Plan

April 2022 - March 2025

(Consultation Version)



The final version of the Business Plan will be available in both English and Welsh.

The final version of the Business Plan 2022-2025 will be presented for agreement to the Regional Joint Executive Group and then to each LA Cabinet / Executive. The plan will then be submitted to Welsh Government.

Cllr J Wilkins Chair of Education Achievement Service Company Board	
Cllr J Collins Chair of Joint Executive Group	
Ms D Harteveld Managing Director, Education Achievement Service	
Mrs K Cole Lead Director on behalf of South East Wales Directors Group	

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Section 1: Regional Context

The number of pupils of compulsory school age within the region in 2021 was

73,324

This represents **19.3%** of all pupils in Wales.

There are **237** maintained schools in the region (which includes 4 pupil referral units), **15.8%** of all maintained schools in Wales.

(EAS figure correct from September 2021, Wales figure from Pupil Level Annual School Census (PLASC), 2021)

There are **21** Welsh medium primary schools, **3** Welsh medium secondary, **17** Roman Catholic and **11** Church in Wales schools within the region.

Based on local authority reported numbers (March 2021), **847** children in the region are looked after (LAC) by a local authority and attend a school in the region.

An additional **54** Looked After Children are educated in schools in England.

(This data is no longer collected in PLASC)

The percentage of pupils of compulsory school age who are eligible for free school meals (FSM) is **24.8%**.

This level of eligibility is the second highest of the four regional consortia with Central South Consortium highest with **25.1%**

(PLASC, 2021)

In the region, **10%** of people aged three and over say that they can speak Welsh compared to the Wales average of 19%

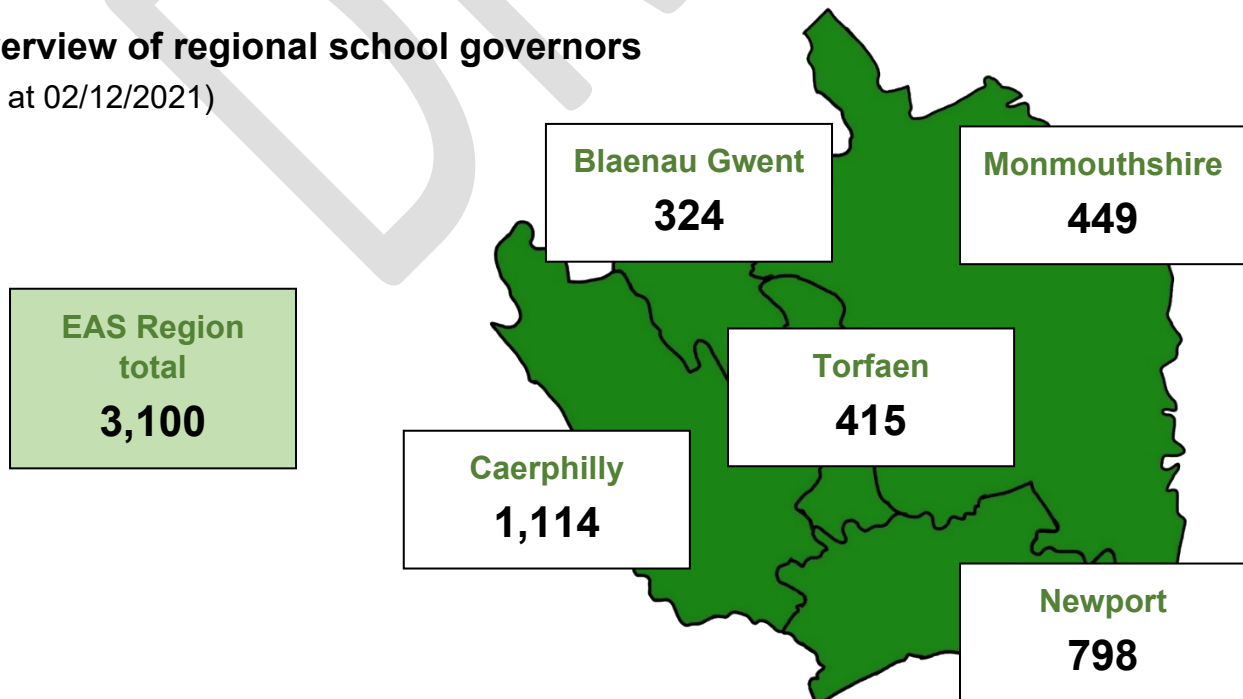
(2011 Census, ONS)

The percentage of pupils aged 5 or over from an ethnic minority background is

11.8%

Overview of regional school governors

(As at 02/12/2021)



Overview of school numbers in the region

January 2022



Blaenau Gwent		Caerphilly		Monmouthshire	
31.4% FSM	School numbers (January 2022)	24.9% FSM	School numbers (January 2022)	16.6% FSM	School numbers (January 2022)
3	Non-maintained nursery settings	14	Non-maintained nursery settings	26	Non-maintained nursery settings
19	Primary (1 Welsh medium, 3 Roman Catholic, 1 Church in Wales)	63	Primary (11 Welsh medium, 1 Roman Catholic)	30	Primary (2 Welsh medium, 2 Roman Catholic, 6 Church in Wales)
2	Secondary	6	Infant	4	Secondary
2	Special	4	Junior	1	Pupil referral unit
2	3-16	11	Secondary (1 Welsh medium)		
		1	Special		
		1	Pupil referral unit		
		1	3-18		
Regional school / PRU staffing		Regional school / PRU staffing		Regional school / PRU staffing	
Teaching staff 502	Support staff 552	Teaching staff 1,580	Support staff 1,416	Teaching staff 661	Support staff 626



Newport		Torfaen		EAS Region	
23.1% FSM	School numbers (January 2022)	30.0% FSM	School numbers (January 2022)	24.8% FSM	School numbers (January 2022)
23	Non-maintained nursery settings	15	Non-maintained nursery settings	81	Non-maintained nursery settings
1	Nursery			1	Nursery
44	Primary (4 Welsh medium, 3 Roman Catholic, 2 Church in Wales)	25	Primary (3 Welsh medium, 3 Roman Catholic, 2 Church in Wales)	181	Primary (21 Welsh medium, 12 Roman Catholic, 11 Church in Wales)
9	Secondary (1 Welsh medium, 1 Roman Catholic)	6	Secondary (1 Welsh medium, 1 Roman Catholic)	6	Infant
2	Pupil referral service	1	Special	4	Junior
1	Pupil referral unit	1	Pupil referral service	32	Secondary (3 Welsh medium, 2 Roman Catholic)
Regional school / PRU staffing		Regional school / PRU staffing		Regional school / PRU staffing	
Teaching staff	Support staff	Teaching staff	Support staff	Teaching staff	Support staff
1,508	1,346	761	739	5,012	4,679
				4	Special
				3	Pupil referral service
				2	Pupil referral unit
				2	3-16
				1	3-18

Section 2: Introduction

As an organisation we have reviewed how we have written the Business Plan and communicated this to our partners. We decided it was timely to review and adapt this process and to make it more accessible to a wider audience. We have used the 'Theory of Change' approach to help us articulate the changes and impact we want to make as the regional school improvement service for South East Wales and the connections and actions needed that will allow that change and impact to be successfully achieved. This Business Plan spans a three-year period and will receive annual reviews each year.

However, this plan also considers how schools and educational settings continue to face the challenges of the pandemic. The EAS will remain sensitive and responsive to the needs of the workforce and will continue to be a highly supportive, reflective, and responsive organisation.

The EAS will build upon what has worked well during this period, particularly the aspects of our role that have been successful within the virtual environment. The support that the EAS will offer will fully align to the expectations set by local authorities, Welsh Government (WG) and links to emerging research. The pandemic has reminded us that positive change is and has been possible. Schools, settings and the EAS have seized opportunities to explore innovative ways of working and delivering meaningful learning experiences through a creative blended learning approach. These experiences should be built upon to avoid a 'snap back,' keeping the positive learning that has been developed during this time.

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Stats and Stories from 2020-2021

<h1>ACE</h1> <p>Nearly all schools are Adverse Childhood Experience (ACE) Aware</p>	<p>Over 90% of leaders agree that the EAS provides high quality professional learning (PL) that supports for Leadership and Teaching, access to inspirational guest speakers, digital support and access to an equitable national leadership offer.</p>	<h1>NPQH</h1> <p>Over the last 3 years 59 people in the EAS region have successfully met NPQH. The average pass rate over the last three years is 76%.</p>	<p>We have connected with more governors than ever across the region, offering a virtual PL programme from Summer 2020. Since then, we have delivered over 130 virtual events for governors, with over 2000 individual attendances.</p>
<p>Governing Body meetings moved online from the end of March 2020. In the subsequent 18 months over 1800 meetings were clerked, an average of 31 each week in term time.</p>	<h1>HLTA</h1> <p>In 2020/2021 58 HLTAs achieved the status, a 98% pass rate, building capacity in schools</p>	<p>The development of a growing bank of case studies evidencing examples of school improvement and turnaround leadership.</p>	<h1>98%</h1> <p>Nearly all (98%) agreed or strongly agreed (46%) that the blended learning masterclass has directly brought about advances in knowledge, skills and/or practice. It has prompted reflection on beliefs and attitudes regarding professional practice.</p>
<h1>Over 500</h1> <p>Since Autumn 2019 across the EAS over 500 participants have accessed the Middle Leadership Development Programme.</p> <p>Nearly 900 evaluative comments have been received about the Professional Learning experience.</p>	<p>Strong Learning Network school to school provision has been secured for schools who require high levels of support. This support is holistic and addresses leadership and improving the quality of teaching.</p>	<p>Sharing of best practice events highlighting key learning and good practice during the pandemic involving international speakers.</p>	
	<p>Enhanced schools' ability to network and share practice. CfW Teaching and Learning Development Group has over 380 members and the Progression and Assessment Development Group has 340 members.</p>	<h1>150</h1> <p>schools have accessed the Curriculum for Wales (CfW) Professional Learning programme to support senior leaders and headteachers</p>	<p>Over 100 School Improvement Partners (SIPs) from both within and beyond the region are current serving Headteachers who are contributing to the self-improving system and the Schools as Learning Organisations agenda.</p>

We will continue to research, refine, respond and reflect to school needs. Our established networks will continue to be the mechanism of communicating with schools and settings. The Supporting our Schools website will continue to be the 'go to place' for all resources and guidance materials.

The EAS understands the need to over communicate with clarity to provide reassurance regarding advice, guidance, support and expectations. As a result, the EAS will work with local authorities to minimise any unnecessary bureaucracy for schools and settings to ensure they are able to focus on their important priorities and their support for learners.

The timing, delivery and focus of the support will be carefully considered in respect of the challenges that are likely to continue.

Section 3: Our Approach

The Theory of Change approach

This approach begins with asking why we are doing what we do in the EAS (our vision) and reinforces the need for the development of a collective regional vision, so that we are all clear about what we are trying to achieve and each other's respective roles in this. The EAS will work collaboratively with local authority partners, wider partners and schools and educational settings to implement the Business Plan.

Why? What are we aiming to achieve?

South East Wales Vision 2025

**SE Wales
Vision**

All young people are confident, ambitious, resilient and have a love of lifelong learning and realise their full potential.

The SE Wales Vision is currently under development

In working towards the SE Wales Vision, a strong commitment of partnership working is critical. It is important to recognise that each local authority, school and educational setting will have their own strategic priorities that support the realisation of the regional vision. These will be documented in LA Strategic Plans and School Development Plans.

EAS Vision 2025

**EAS
Vision**

Supporting and enabling schools and education settings to thrive as effective learning organisations.

There is an existing vision that is currently under development with all Stakeholders

In working towards the EAS Vision, it is critical that the EAS Business Plan reflects regional and local needs.

Wales has an ambition that all schools develop as learning organisations, in keeping with OECD principles. Schools that are learning organisations have the capacity to adapt more quickly and explore new approaches, with a means to improving learning and outcomes for all their learners.

What? What will the EAS do to achieve our vision?

All schools will be able to access a universal offer of professional learning support in each of the following areas: School Improvement, Leadership and Teaching, Curriculum for Wales, Health Wellbeing and Equity and School Governors which are intrinsically linked. As well as a holistic professional learning offer, this will include a set number of days to work with their School Improvement Partner (SIP) and a professional dialogue with the EAS and LA to agree and or amend improvement priorities and support requirements as part of an annual professional discussion.

In addition to the universal offer, schools will be able to access specific and targeted support as determined through ongoing professional discussion with their SIP and in line with their school improvement priorities. This professional learning support may be related to a task and finish activity, an option for further work with their SIP or an option for peer working.

Bespoke support will also be available for schools who require more intensive support. This could include more support from the SIP or the use of a Learning Network School to School Partnership.

Activities	School Improvement: Bespoke support to schools and education settings which is aligned to their needs. Create and facilitate collaborative networks of professional practice.		
	Leadership and teaching Professional learning and support for the development of leadership and teaching across the entire workforce.	Curriculum for Wales Professional learning and support for Curriculum for Wales.	Health, Wellbeing and Equity Professional learning and support to improve health and wellbeing, with a particular focus on vulnerable and disadvantaged groups.
	Governors: Provide a broad range of professional learning and support.		

These activities will be explained in more detail later in the document.

What are the foundations that enable activities to take place?

The EAS needs to have the following elements in place to enable the activities above. These are the foundations of the organisation:

- We are passionately committed to Wales, helping our staff, schools and education settings succeed.
- Agile, timely and responsive.
- Sensitive, flexible, and empathetic to system needs.
- The way we work is informed, drawing on research from a global perspective.
- Welcome challenge and review.
- Effective systems and processes for self-evaluation, risk, and financial management.
- The operation of a clear and effective governance model.
- Positive relationships with a range of partners and stakeholders.
- Adherence to all legislative requirements.
- Communicate clearly.
- Support the wellbeing and professional learning of staff.
- Work is well-planned and managed to deliver the best for schools and education settings.
- Draw upon expertise to improve our delivery.

What will be the impact?

If schools and educational settings have the capacity to secure improvement and engage with the support available from the EAS this is the expected impact:

Impact	The EAS provides support to enable leaders, governors and education practitioners to develop the knowledge, skills and behaviours to positively impact practice, providing improved learner outcomes.		
	Professional learning is of high quality and appropriate to (individual) needs.	Support is aligned to needs, enabling schools and education settings to make progress.	The broad range of collaborative networks and activity support the development of a self-improving system.

How will we capture our work and share information with our partners?

There are many ways of capturing and sharing what the EAS does which are exemplified in this model as outputs.

Outputs	Governance reports	EAS Website	Impact capture reports
	Policies and processes	Case studies	Meeting minutes
	External research and review	Supporting Our Schools Site	Partnership documentation
	PL resources and guidance		

Assumptions

In writing this plan we have made the following assumptions. If these are not in place, then they become a risk to the successful delivery of this plan.

- Operate with integrity, honesty and objectivity.
- Partners understand our role in the education system.
- Professional learning has a positive impact on practice and behaviour.
- We are one part of the much wider system.
- Schools / education settings positively engage with us.
- Schools / education settings use funding effectively.
- We have the capacity and resources to undertake our activity effectively.
- When the conditions in a school / education setting can secure improvement, readiness for support results in positive change.
- Our partners provide us with timely and appropriate information.
- We work with schools / education settings to ensure priorities for improvement are based on robust, accurate self-evaluation.

SE Wales Vision	<p>All young people are confident, ambitious, resilient and have a love of lifelong learning and realise their full potential. <i>The SE Wales Vision is currently under development</i></p>		
EAS Vision	<p>Supporting and enabling schools and education settings to thrive as effective learning organisations. <i>There is an existing vision that is currently under development with all Stakeholders</i></p>		
Tudalen 18 Impact	<p>The EAS provides support to enable leaders, governors and education practitioners to develop the knowledge, skills and behaviours to positively impact practice, providing improved learner outcomes.</p>		
	<p>Professional learning is of high quality and appropriate to (individual) needs.</p>	<p>Support is aligned to needs, enabling schools and education settings to make progress.</p>	<p>The broad range of collaborative networks and activity support the development of a self-improving system.</p>
	<p>Governance reports Policies and processes External research and review PL resources and guidance</p>	<p>EAS Website Case studies Supporting Our Schools Site</p>	<p>Impact capture reports Meeting minutes Partnership documentation</p>
Activities	<p>School Improvement: Bespoke support to schools and education settings which is aligned to their needs. Create and facilitate collaborative networks of professional practice.</p>		
	<p>Leadership and teaching Professional learning and support for the development of leadership and teaching across the entire workforce.</p>	<p>Curriculum for Wales Professional learning and support for Curriculum for Wales.</p>	<p>Health, Wellbeing and Equity Professional learning and support to improve health and wellbeing, with a particular focus on vulnerable and disadvantaged groups.</p>
	<p>Governors: Provide a broad range of professional learning and support.</p>		

Assumptions

- We are able to operate with integrity, honesty and objectivity.
- Partners understand our role in the education system.
- Professional learning has a positive impact on practice and behaviour.
- We are one part of the much wider system.
- Schools / education settings positively engage with us.
- Schools / education settings use funding effectively.
- We have the capacity and resources to undertake our activity effectively.
- When the conditions in a school / education setting can secure improvement, readiness for support results in positive change.
- Our partners provide us with timely and appropriate information.
- We work with schools / education settings to ensure priorities for improvement are based on robust, accurate self evaluation.

Foundations

- We are passionately committed to Wales – helping our staff, schools and education settings succeed.
- We are an agile, timely and responsive organisation.
- We are sensitive, flexible, and empathetic to system needs.
- The way we work is informed, drawing on research from a global perspective.
- We welcome challenge and review and draw on expertise to improve our delivery.
- We have effective systems and processes for self-evaluation, risk, and financial management.
- We operate a clear and effective governance model.
- We have positive relationships with a range of partners and stakeholders.
- We adhere to all legislative requirements.
- We communicate clearly.
- We support the wellbeing and professional learning of staff.
- Our work is well-planned and managed to deliver the best for our schools and education settings.

Section 4: EAS Business Plan Activities 2022-2023

The support across all areas is interrelated and should not be viewed in isolation.

School Improvement: Bespoke support to schools and educational settings aligned to need. Create and facilitate collaborative networks of professional practice.

Universal Provision

- Facilitate professional discussions to identify support aligned to improvement priorities and resource allocation, highlighting good practice to share more widely.
- Undertake supported self-evaluation activities alongside leaders, focusing on the progress of learners including vulnerable groups.
- Provide professional learning for improvement and self-evaluation processes, including supporting the roll out of the National Resource for Evaluation and Improvement.
- Provide opportunities for peer working.
- Work with local authorities to complement existing education HR services and continue to develop a consistent approach to school improvement related HR matters across the region.
- Provide recruitment support for the appointment of Headteachers.
- Provide support as a panel member for Headteacher Performance Management.

Targeted Provision

- Provide additional support to undertake self-evaluation activities alongside leaders.
- Facilitate professional learning or support for specific areas identified by the school or educational setting.
- Facilitate opportunities for peer-to-peer networks.
- Support recruitment at key senior leadership positions.
- Support targeted professional learning for Governing Bodies.
- School Improvement Partners provide enhanced support for new and acting Headteachers.

Bespoke Provision

- Allocate additional EAS support for schools and educational settings requiring higher levels of support.
- Broker EAS school to school intensive support to undertake professional learning and supported self-evaluation activities alongside leaders.
- Working in close partnership with LAs and other partners to monitor the progress schools and or educational settings are making against their identified priorities. Review the impact of support and amend as needed via the Team Around the School and Multi-Agency processes.

Leadership and Teaching: Professional learning and support for the development of leadership and teaching across the entire workforce.

Universal Provision

- Enable the entire workforce to access professional learning that supports the development of secure high quality teaching and learning and the realisation of the curriculum for Wales.
- Provide support for the leadership of teaching in the development of a whole school teaching and learning strategy, underpinned by the National Professional Teaching and Leading Assisting Teaching Standards.
- Provide practical examples of teaching and learning approaches used successfully in a variety of settings and schools.
- Provide a National Professional Learning offer for statutory induction, including support for Newly Qualified Teachers, School based Induction Mentors, External Verifiers.
- Provide a progressive pathway of professional learning to support the role of Teaching Assistants and Higher Level Teaching Assistants.
- Support leaders to develop their schools as effective learning organisations.
- Continue to offer a national professional leadership development programme, including coaching and mentoring for leaders at all levels.

- Identify and develop a sustainable supply of diverse, high-quality, agile leaders to innovate and lead effective 21st century schools.
- Continue to work in partnership with Initial Teacher Education partners in securing high quality teacher education.

Targeted Provision

- Targeted support for the development of whole school teaching and leadership. This may include specific targeted support over a limited time period to include a particular aspect of leadership and/or teaching e.g. targeted support to support assessment across a whole school, support for a group of leaders, Schools as Learning Organisations development.
- Provide a comprehensive package of national and regional professional learning for School Improvement Partners to support them in their system leadership role.

Bespoke Provision

- Intensive and bespoke support exploring all aspects/ relevant needs of teaching and leadership and how the entire workforce supports the improvement journey.

Curriculum for Wales: Professional learning and support for Curriculum for Wales.

Universal Provision

- Provide access to access to national professional learning programmes to realise the Curriculum for Wales.
- Provide access for the entire workforce to collaborative networks of support for Curriculum for Wales and Areas of Learning and Experience (and subject disciplines).
- Provide access to strategic support and professional learning for the development of approaches to bilingualism and the Welsh language.
- Provide access to professional learning to support the development of subject knowledge across the curriculum.
- Provide access to professional learning and guidance to support curriculum design (including progression and assessment), working with a range of international experts.
- Provide access to professional learning for skills development across the curriculum as a feature of high-quality curriculum design.

Targeted Provision

- The School Improvement Partner will work alongside the school or education setting to broker targeted support to meet identified professional learning requirements.

Bespoke Provision

- Allocate additional EAS support for schools and educational settings requiring higher levels of support.
- Broker EAS school to school intensive support to undertake professional learning in Areas of Learning and Experiences (AoLEs) / subject disciplines
- Delivery of specific professional learning activity at a school or cluster level.

Health Wellbeing and Equity: Professional learning and support for health, wellbeing, vulnerable and disadvantaged groups.

Universal Provision

- Support to build the capacity within schools and educational setting to create an effective whole school approach to emotional and mental wellbeing.
- Provide strategic support for the development of approaches to the Health and Wellbeing Area of Learning.
- Support to develop strategic approaches to developing UNCRC and Human Rights.
- Support the development of a tiered approach to the provision and teaching for disadvantaged and vulnerable learners.
- Support the development of provision for learners whose circumstances have changed during the pandemic.

- Support for the development of language, social, emotional, physical and cognitive development in early years for those adversely affected by Covid.
- Offer a tiered approach to the professional learning programme: Raising the Achievement of Disadvantaged Youngsters (RADY).
- Support for the development of strategic approaches to embedding Diversity.
- Work in partnership with local authorities with Inclusions Leads and Looked After Children Education (LACEs) to analyse and use attendance and exclusions data for vulnerable and disadvantaged learners.
- Provide guidance and support for the effective use of the Pupil Development Grant (PDG).
- Deliver the National Programme on Teaching and Learning (Mike Gershon).
- Provide support and guidance for schools to become Family and Community Friendly.

Targeted Provision

- Deliver the Vulnerable Learner Lead Programme.
- Deliver the Wellbeing Lead Professional Learning Programme.
- Provide 'WELL' Toolkit to support schools to review their tiered approach to Wellbeing.
- Continue leadership support for key roles, to include: More Able and Talented (MAT) Lead, Family and Community Engagement (FaCE), Seren Leads.

Bespoke Provision

- Seren Network (secondary only).
- Allocate additional EAS support for schools and educational settings requiring higher levels of support.
- Provide Wellbeing Coaching on a need's basis.

School Governors: A broad range of professional learning and support for school governors.

Universal Provision

- Provide a professional learning programme for Governors, including Welsh Government mandated training, the core role of the governor and support for understanding the role of the governing body and their contribution to school development priorities.
- Provide all governing bodies and individual governors with advice, support and guidance in relation to their roles and responsibilities.
- Provide networking opportunities for groups of governors, to discuss best practice, identify common issues and explore solutions.
- Offer all governing bodies a clerking service through the optional adoption of a Service Level Agreement.
- Continue to provide a range of specialist HR professional learning for governors.

Targeted Provision

- Deliver optional programmes to further develop governors' skills and knowledge, enabling them to deepen their understanding of their role, to effectively support and challenge their schools.
- Provide these programmes as part of a targeted Governor Pathway, aimed at specific groups of governors.
- Provide targeted networking opportunities for specific groups of governors, to address specific issues.

Bespoke Provision

- Provide additional specific professional learning for individual governing bodies, clusters of governing bodies or individual governors.
- Broker support for newly appointed Chairs of Governors, who would benefit from the support of an experienced mentor.
- Provide opportunities for more experienced chairs of governors to further develop their skills and knowledge of governance.

EAS Foundations:

Business delivery

- A clear EAS vision is articulated to schools and partners.
- Review and refine the hybrid working model and develop a balanced approach to Professional Learning delivery that incorporates the benefits of the virtual environment alongside face-to-face delivery where appropriate.
- Embed the EAS evaluation model, continuing to welcome external challenge and support, including engagement with research partners to evaluate current programmes and inform future developments.
- Use the Investors in People (IIP) development programme to support service improvements.
- Continue to develop and refine the broad range of ICT systems that support the business model and review the systems that enable the delivery of support for governors.
- Develop an effective communications strategy that meaningfully engage with all key stakeholders
- Continue to engage with other consortia and middle-tier organisations, such as Estyn, to realise efficiencies in programme development and delivery.
- Support and advise local authorities, as appropriate, in the delivery of their statutory functions for the regional Standing Advisory Councils for Religious Education (SACREs) and the development of individual Welsh in Education Strategic Plans (WESP).

Staff Development

- To maintain high levels of staff morale and wellbeing in the context of reduced funding and workforce planning.
- Implement new performance management processes to reflect individual and service needs.
- Continue to develop collaborative ways in which the EAS team contribute to decision-making processes and are recognised more systematically for their successes.
- Provide all staff with the professional learning opportunities that enable them to undertake their role and develop professionally and personally ensuring all mandatory professional learning is undertaken.
- Recruit, develop and retain a skilled, professional, well informed, and motivated workforce that represents the values and vision of the EAS.

Funding and Resources

- Work with key partners to secure a more sustainable deliverable funding model, aligned with workforce planning.
- Secure an updated Collaboration and Members Agreement (CAMA) with local authority partners, that recognises change management funding.

Section 5: Delivery arrangements and resources for 2022-2023

Governance

The EAS is subject to a robust governance model that is underpinned by the Articles of Association and a Collaboration and Members Agreement (CAMA).

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 this 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.

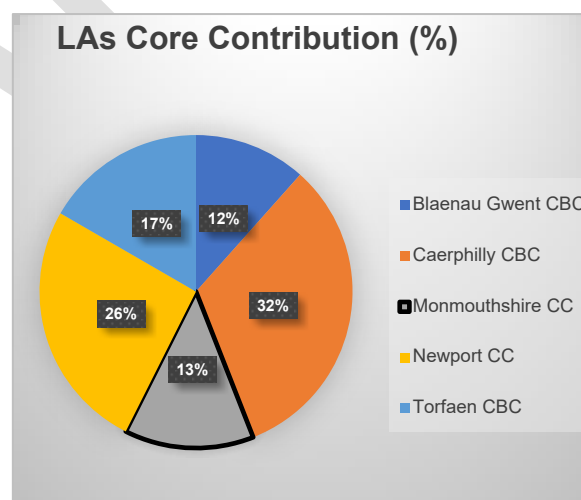
The delegation rate to schools increased to 95.5% in 2021/22, whilst the EAS staff profile has reduced by 53.1% since 2012.

As recipients of public funding, it is important that budgets are allocated and spent wisely. The EAS will continually strive to provide value for money through the optimal use of resources to achieve intended outcomes.

Local authority contributions 2022-2023

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 local authorities' indicative figures for 2022-2023 are as follows:

Local Authority (to be agreed)	£
Blaenau Gwent CBC	£350,046
Caerphilly CBC	£980,663
Monmouthshire CC	£403,815
Newport CC	£783,291
Torfaen CBC	£503,498
Total	£3,021,313



In terms of the above £0.99m of this figure is used to secure capacity within the EAS team from current serving headteachers and schools and £0.18m 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 to be followed for all regional school improvement grants received into the region from Welsh Government. Before the grant can be accepted approval to funding distribution is required from the local authority Chief Education Officers / Directors of Education with a follow up ratification from JEG members.

Grant Name (To be updated when information on grants is received from Welsh Government)	Grant Total	Amount delegated to schools	Delegation* Rate	Regionally Retained
	Indicative Calculation 2022-2023			
	£	£		£
Regional Consortia School Improvement Grant (RCSIG)				
- Education Improvement Grant	tbc	tbc	tbc	tbc
- Professional Learning for Teachers	tbc	tbc	tbc	tbc
- Other grant initiatives	tbc	tbc	tbc	tbc
Pupil Development Grant (PDG)	tbc	tbc	tbc	tbc
PDG (Lead Regional PDG Adviser)	tbc	tbc	tbc	tbc
Seren Pre 16	tbc	tbc	tbc	tbc
Seren Post 16	tbc	tbc	tbc	tbc
Total	TBC	TBC	TBC	TBC

*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.

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 to support governing bodies to deliver their responsibilities.

The optional clerking service is provided through a service level agreement with an option to buy into a clerking service and then additionally a statutory committee clerking service, through a Service Level Agreement (SLA). From 2020 to 2022, 99% of schools opted into the SLA clerking service, with 51% of schools choosing the additional statutory committee service. From April 2022 the service is being offered on a 3-year basis, which aligns with the revised Business Plan approach. The indicative funding for 2022/23 is £0.364m.

Section 6: Additional supporting documents

This Business Plan is supported by the following documents:

- Local Authority Strategic Education Plans
- Regional Grant Mapping Overview 2022–2023 (to follow once detailed received from WG)
- EAS Risk Register (Executive Summary)
- Regional Professional Learning Offer 2022–2023

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Mae'r dudalen hon yn wag yn

EAS - Integrated Impact Assessment

This Fairness and Equality Impact Assessment (FEIA) has been designed to assist to help support the EAS in making informed and effective decisions whilst ensuring compliance with a range of relevant legislation, including:

- Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011
- Welsh Language Standards (Wales) 2015
- Socio-economic Duty – Sections 1 to 3 of the Equality Act 2010
- Well-being of Future Generations (Wales) Act 2015

PLEASE NOTE: Section 3 Socio-economic Duty only needs to be completed if proposals are of a strategic nature or when reviewing previous strategic decisions.

1. Proposal Details			
Lead Officer	SMT Approval	Service Area & Department	Date
Edward Pryce	Geraint Willington	EAS Wide	13/1/2022

Tuedalen 57

Is this proposal a... (please tick relevant box)					
Policy	Strategy / Plan <input checked="" type="checkbox"/>	Practice	Procedure	Restructure	Project

What is the proposal to be assessed? <i>Provide brief details of the proposal and provide a link to any relevant report or documents.</i>
<p>The EAS is required by Welsh Government to submit an annual overarching regional Business Plan on an annual basis. The EAS then delivers, through this plan, a wide range of school improvement services to all schools (all key stages, including all through schools and special schools), pupil referral units and funded non-maintained nursery settings on behalf of each LA. This plan supports the role LAs have in delivering their statutory function, addressing their individual improvement priorities and promoting improved pupil outcomes.</p> <p>As an organisation we have reviewed how we have written the Business Plan and communicated this to our partners. We have used the 'Theory of Change' approach to help us articulate the changes and impact we want to make as the regional school improvement service for South-East Wales and the connections and actions needed that will allow that change and impact to be successfully achieved. This Business Plan spans a three-year period and will receive annual reviews each year.</p> <p>The proposal is for each Local Authority cabinet to approve the business plan (which commences 1 April 2022, following consultation from January to early March) prior to submission to Welsh Government.</p>

2. Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011

(The Public Sector Equality Duty requires the Council to have “due regard” to the need to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity between different groups; and foster good relations between different groups). Please note that an individual may have more than one protected characteristic.

Protected Characteristics	Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?	If there are negative impacts how will these be mitigated?	What evidence has been used to support this view?
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Tudalen 58</p> <p>Age (people of all ages)</p>	<p>Positive</p>		<p>The EAS Business Plan delivers school improvement services to all schools and settings. There is no direct work with the public and no direct support for learners with Additional Learning Needs (ALN), as this remains within the remit of the Local Authority. Descriptions of the range of support and professional learning programmes, including elements on wellbeing and support for schools in developing and inclusive curriculum for all are included.</p>
<p>Disability (people with disabilities/ long term conditions)</p>	<p>Positive</p>		<p>The EAS Business Plan delivers school improvement services to all schools and settings. There is no direct work with the public and no direct support for learners with Additional Learning Needs (ALN), as this remains within the remit of the Local Authority. Descriptions of the range of support and professional learning programmes, including elements on wellbeing and support for schools in developing and inclusive curriculum for all are included.</p>

Gender Reassignment <i>(anybody who's gender identity or gender expression is different to the sex they were assigned at birth)</i>	Neutral		<p>The business plan would have no tangible direct impact on these groups. If there was any impact it would be positive in terms of support for schools in terms of developing an inclusive approach through our professional learning.</p>
Marriage or Civil Partnership <i>(people who are married or in a civil partnership)</i>	Neutral		<p>The business plan would have no tangible direct impact on these groups. If there was any impact it would be positive in terms of support for schools in terms of developing an inclusive approach through our professional learning.</p>
Pregnancy and Maternity <i>(women who are pregnant and/or on maternity leave)</i>	Neutral		<p>The business plan would have no tangible direct impact on these groups. If there was any impact it would be positive in terms of support for schools in terms of developing an inclusive approach through our professional learning.</p>
Race <i>(people from black, Asian and minority ethnic communities and different racial backgrounds)</i>	Positive		<p>The EAS Business Plan delivers school improvement services to all schools and settings. There is no direct work with the public and no direct support for learners with Additional Learning Needs (ALN), as this remains within the remit of the Local Authority. Descriptions of the range of support and professional learning programmes, including elements on wellbeing and support for schools in developing and inclusive curriculum for all are included.</p>

Religion or Belief <i>(people with different religions and beliefs including people with no beliefs)</i>	<p style="text-align: center;">Neutral</p>		<p>The business plan would have no tangible direct impact on these groups. If there was any impact it would be positive in terms of support for schools in terms of developing an inclusive approach through our professional learning.</p>
Sex <i>(women and men, girls and boys and those who self-identify their gender)</i>	<p style="text-align: center;">Neutral</p>		<p>The business plan would have no tangible direct impact on these groups. If there was any impact it would be positive in terms of support for schools in terms of developing an inclusive approach through our professional learning.</p>
Sexual Orientation <i>(lesbian, gay, bisexual, heterosexual)</i>	<p style="text-align: center;">Neutral</p>		<p>The business plan would have no tangible direct impact on these groups. If there was any impact it would be positive in terms of support for schools in terms of developing an inclusive approach through our professional learning.</p>

3. Socio-economic Duty (Strategic Decisions Only)

(The Socio-economic Duty gives us an opportunity to do things differently and put tackling inequality genuinely at the heart of key decision making. Socio-economic disadvantage means living on a low income compared to others in Wales, with little or no accumulated wealth, leading to greater material deprivation, restricting the ability to access basic goods and services)

Please consider these additional vulnerable groups and the impact your proposal may or may not have on them:

- Single parents and vulnerable families
- People with low literacy/numeracy
- Pensioners
- Looked after children (LAC / CLA)
- Homeless people
- Carers
- Armed Forces Community
- Students
- Single adult households
- People misusing substances
- People who have experienced the asylum system
- People of all ages leaving a care setting
- People living in the most deprived areas in Wales (WIMD)
- People involved in the criminal justice system

Socio-economic Disadvantage	Does the proposal have any positive, negative or neutral	If there are negative impacts how will these be mitigated?	What evidence has been used to support this view?
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	impacts on the following and how?		
Low Income / Income Poverty <i>(cannot afford to maintain regular payments such as bills, food, clothing, transport etc.)</i>	Section not applicable, as this Business Plan is not a strategic decision. However the plan describes a range of support for schools related to reducing socio-economic impact, particularly for learners who are eligible for Free School Meals (FSM) or those who are looked after (LAC/CLA)		
Low and/or No Wealth <i>(enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provisions for the future)</i>			
Material Deprivation <i>(unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, hobbies etc.)</i>			
Area Deprivation <i>(where you live (rural areas), where you work (accessibility of public transport)</i>			
Socio-economic Background <i>(social class i.e. parents education, employment and income)</i>			
Socio-economic Disadvantage <i>(What cumulative impact will the proposal have on people or groups because of their protected characteristic(s) or</i>			

vulnerability or because they are already disadvantaged)			
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4. Well-being Objectives

(How does your proposal deliver against regional Councils' Well-being Objectives? Which in turn support the national well-being goals for Wales as outlined in the Well-being of Future Generations (Wales) Act 2015. Are there any impacts (positive, negative or neutral? If there are negative impacts how have these been mitigated?)

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Improving education opportunities for all	<p>The EAS delivers, through an agreed Business Plan, a wide range of school improvement services to all schools (all key stages, including all through schools and special schools), pupil referral units and funded non-maintained nursery settings on behalf of each LA. This plan supports the role LAs have in delivering their statutory function, addressing their individual improvement priorities and promoting improved pupil outcomes. Plan priorities include:</p> <p>Ensuring that the wellbeing of practitioners and learners in schools and settings remains paramount. Regional professional learning will be provided to support the social and emotional needs of the workforce and learners.</p> <p>Continuing to provide support to school leaders on the identification and support for specific groups of disadvantaged and vulnerable learners including those who have been disproportionality affected by school closures.</p>
Enabling employment	Improved educational outcomes are linked to improved employment prospects.
Housing objectives	n/a
Transport / environment impact	n/a
Healthy lifestyle / sustainable development principle within the Well-being of Future Generations (Wales) Act 2015	n/a
Wellbeing objectives	n/a

5. Well-being of Future Generations (Wales) Act 2015 – The Five Ways of Working (ICLIP)

(Also known as the sustainable development principles. The Act requires the Council to consider how any proposal improves the economic, social, environmental and cultural well-being of Wales using the five ways of working as a baseline)

Ways of Working	How have you used the Sustainable Development Principles in forming the proposal?
Long Term	<p>Consider the long-term impact of the proposal on the ability of communities to secure their well-being.</p> <p>This is a three-year business plan with one-year updates as stipulated by Welsh Government. The plan however supports the development of a self-improving school system and all Welsh Government long term strategic objectives in relation to school improvement. Longer term projections are not possible due to significant proportions of EAS work being funded by Welsh Government Regional grants for schools which are only known on a one year basis.</p>
Prevention	<p>Consider how the proposal is preventing problems from occurring or getting worse</p> <p>The plan is designed to support the development and growth of schools, as part of a self improving system.</p>
Integration	<p>Consider how your proposal will impact on other services provided in our communities (these might be Council services or services delivered by other organisations or groups)</p> <p>This Business Plan has been completed in consultation and collaboration with all five Local Authorities, and been informed by a broad ranging consultation exercise. Individual councils will need to consider how the business plan links to other council services</p>
Collaboration	<p>Consider how you are working with Council services or services delivered by other organisations or groups in our communities.</p> <p>This Business Plan has been completed in consultation and collaboration with all five Local Authorities, and been informed by a broad ranging consultation exercise. Individual councils will need to consider how the business plan links to other council services.</p>
Involvement	<p>Consider how you involve people who have an interest in this proposal and ensure that they represent the diversity of our communities.</p> <p>This Business Plan has been completed in consultation and collaboration with all five Local Authorities, and been informed by a broad ranging consultation exercise across all stakeholder groups.</p>

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6. Well-being of Future Generations (Wales) Act 2015

Wellbeing Goals	Does the proposal maximise council's contribution to the Well-being Goals and how?
<p>A Prosperous Wales <i>An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work</i></p>	<p>Efficient use of resources, skilled, educated people generates wealth and provides jobs The plan will deliver a wide range of school improvement services to all schools (all key stages, including all through schools and special schools), pupil referral units and funded non-maintained nursery settings on behalf of each LA. This will contribute, through schools and partners in the Local Authority to a skilled and well-educated population.</p> <p>High quality education is a fundamental of ensuring future local and national prosperity through the provision of an informed and well-educated workforce and society. The Local Authority's statutory role to support, monitor and evaluate school performance and the quality of provision is essential.</p>
<p>A Resilient Wales <i>A nation which maintains and enhances a biodiverse natural environment healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for climate change)</i></p>	<p>Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change) n/a</p>
<p>A Healthier Wales <i>A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood</i></p>	<p>People's physical and mental well-being is maximised and health impacts are understood The EAS has placed wellbeing at the forefront of its work and will continue to provide a range of professional learning to schools and settings that has provided support to the social and emotional needs of the workforce and learners.</p>
<p>A More Equal Wales <i>A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio-economic background and circumstances)</i></p>	<p>People can fulfil their potential no matter what their background or circumstances. This includes the protected characteristics listed in Q2 above. Also consider the cumulative impacts. The plan supports the development of strategies in schools that support equity and equality, including continuing to provide support to school leaders on the identification and support for specific groups of disadvantaged and vulnerable learners including those who have been disproportionality affected by school closures.</p>

Well-being Goals	Does the proposal maximise our contribution to the Well-being Goal and how?
A Wales of Cohesive Communities <i>Attractive, viable, safe and well-connected communities</i>	Communities are attractive, viable, safe and well connected. n/a
A Wales of Vibrant Culture and Thriving Welsh Language <i>A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation</i>	Culture, heritage and the Welsh language are promoted and protected. People are encouraged to participate in sport, art and recreation. All schools are required to promote Welsh culture and heritage through the Cwricwlwm Cymreig and to ensure that pupils are able to learn and practice the Welsh Language. Support for both is a key strand of the business plan.
A Globally Responsible Wales <i>A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being</i>	Taking account of impact on global well-being when considering local social, economic and environmental well-being. Ensuring high quality education is fundamental to securing the economic, social and cultural wellbeing of future generations. The Business Plan focuses support for all schools appropriately schools. The school curriculum includes focus on social, environmental and cultural well-being, and these aspects are support as part of the plan.

7. Welsh Language (Wales) Measure 2011 and Welsh Language Standards

(The Welsh Language Measure 2011 and the Welsh Language Standards require the Councils to have 'due regard' for the positive or negative impact a proposal may have on opportunities to use the Welsh language and ensuring the Welsh language is treated no less favourably than the English language). Whilst not bound by this standard the EAS Welsh Language Policy explains how this duty is complied with to the same level.

Requirement	Does the proposal have any positive, negative or neutral impacts on the following and how?	If there are negative impacts how will these be mitigated?	What evidence has been used to support this view?
Links with Welsh Government's Cymraeg 2050 Strategy and Local Authority's Welsh Language Strategies	The EAS has an updated (September 2021) Welsh Language Policy in place and Welsh language support for schools development of the language is included in the plan.	Positive	EAS Welsh Language Policy (Sept 2021) EAS Welsh Language Strategy included within the Business Plan (2022-2025)
Compliance with the Welsh Language Standards	Promoted through the EAS Welsh Language Policy	Positive	Compliance with the policy Section within the EAS Annual Headteacher / other staff stakeholder survey
Opportunities to promote the Welsh language e.g. status, use of Welsh language services, use of Welsh in everyday life in work / community	Promoted through the EAS Welsh Language Policy. All materials for schools are bilingual.	Positive	Compliance with the policy Section within the EAS Annual Headteacher / other staff stakeholder survey
Opportunities for persons to use the Welsh language e.g. staff, residents and visitors	Promoted through the EAS Welsh Language Policy. All materials for schools are bilingual, and all schools / governors have opportunity for a response by a Welsh speaking member of staff where requested.	Positive	Compliance with the policy Section within the EAS Annual Headteacher / other staff stakeholder survey

<p>Treating the Welsh language no less favourably than the English language</p>	<p>Promoted through the EAS Welsh Language Policy. All materials for schools are bilingual, and all schools / governors have opportunity for a response by a Welsh speaking member of staff where requested.</p>	<p>Positive</p>	<p>Compliance with the policy Section within the EAS Annual Headteacher / other staff stakeholder survey</p>
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7a. Having considered the impacts above, how has the proposal been developed so that there are positive effects, or increased positive effects on (a) opportunities for persons to use the Welsh language, and b) treating the Welsh language no less favourably than the English language.

The EAS Welsh Language Policy (Updated September 2021) describes in full the ways in which the EAS complies with the Welsh Language Measure (2015), including accesses to all materials bilingually, actively promotes the use of the language and offers an ever a range of services and support through the medium of Welsh for those who want it.

8. Data and Information
(What data or other evidence has been used to inform the development of the proposal? Evidence may include the outcome of previous consultations, existing databases, pilot projects, review of customer complaints and compliments and or other service user feedback, national and regional data, academic publications and consultants' reports etc.)

Data/evidence <i>(Please provide link to report if appropriate)</i>	Key relevant findings	How has the data/evidence informed this proposal?
<p>67 What data / evidence was used? Provide links to any reports if appropriate e.g. Household Survey 2017</p> <p>Please note that a mid-year evaluation of the current revised Covid Business Plan (2020/21) has been submitted to each of the EAS governance groups and has been available for local authorities to share as appropriate within their own democratic processes.</p>	<p>What were the key findings? What did the data / evidence used tell you?</p> <p>A full analysis of feedback from consultations will be incorporated into the final plan.</p>	<p>How has the data / evidence available helped inform the proposal? Did it support the proposal and how? If the data / evidence didn't support the proposal why was this?</p> <p>The plan has also been informed by a broad range of visioning sessions available for all stakeholders and is informed by a range of stakeholder surveys whose outcomes have been analysed across 2021-2022.</p>

Were there any gaps identified in the evidence and data used to develop this proposal and how will these gaps be filled?
Details of further consultation can be included in Section 9.

Are there any gaps in the existing data and how will you go about filling these gaps?

No

9. Consultation

(In some instances, there is a legal requirement to consult. In others, even where there is no legal obligation, there may be a legitimate expectation from people that a consultation will take place.

Briefly describe any recent or planned consultations paying particular attention to evidencing the Gunning Principles.

The Business Plan has been through a consultation process. The Consultees are noted below:

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

When were they consulted did the consultation take place at the formative stage and was adequate time given for consultees to consider and respond?

From October – December 2021

Was sufficient information provided to consultees to allow them to make an informed decision on the proposal?

The full draft Business Plan was shared with all consultees.

What were the key findings?

All feedback has been considered and where appropriate incorporated into the final Business Plan.

How have the consultation findings been taken into account?

All feedback has been considered and where appropriate incorporated into the final Business Plan.

10. Monitoring and Review

<p>How will the implementation and the impact of the proposal be monitored, including implementation of any amendments?</p>	<p>For example, what monitoring will be used? How frequent? There are many ways of capturing and sharing what the EAS does which are exemplified in this model as outputs. The progress on the implementation and impact of the Business Plan will be reported to the Joint Executive Group and Company Board. 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 approach will be aligned to the national changes in the accountability system.</p>
<p>What are the practical arrangements for monitoring?</p>	<p>Bi-monthly meetings of EAS Joint Executive Group, Company Board and the Audit and Risk Assurance Committee, all of whom have council representatives. All groups are chaired by an elected member.</p>
<p>How will the results of the monitoring be used to develop future proposals?</p>	<p>In the same way that this business plan has been informed by previous business plans. Through a comprehensive evaluation and subsequent consultation process.</p>
<p>When is the proposal due to be reviewed?</p>	<p>Bi-monthly internally to governance groups.</p>
<p>Who is responsible for ensuring this happens?</p>	<p>Overall EAS Managing Director supported by broader Senior Leadership Team</p>

11. Recommendation and Reasoning

- Implement proposal with no amendments
- Implement proposal taking account of the mitigating actions outlined
- Reject the proposal due to disproportionate impact on equality, poverty and socio-economic disadvantage

12. Reason(s) for Recommendation

(Provide below a summary of the Fairness and Equalities Impact Assessment.)

The EAS is required to submit an annual overarching regional Business Plan on an annual basis. The proposal is for cabinet to approve the business plan (which commenced on 1 April 2022, following consultation from January to early March) prior to submission to Welsh Government.

The plan provides support for school improvement services directly to schools across the region. The plan does not include changes to the services, or delivery methods for any particular group or groups. It is therefore at least neutral in its impact with many positive benefits, particularly in relation to wellbeing goals and support for disadvantaged learners.

13. Version Control

(The IIA should be used in the early stages of the proposal development process. The IIA can be strengthened as time progresses to help shape the proposal. The Version Control section will act as an audit trail to evidence how the IIA has been developed over time)

Version No.	Author	Brief description of the amendments/update	Revision Date
1	Edward Pryce		13/1/2022

Integrated Impact Assessment Author

Name:	Edward Pryce
Job Title:	Assistant Director – Policy and Strategy
Date:	13/1/2022

EAS SMT Approval

Name:	Geraint Willington		
Job Title:	Director		
Signature:		Date:	13/1/2022



Scrutiny Report

Performance Scrutiny Committee – Partnerships

Part 1

Date: 2 February 2022

Subject Scrutiny Adviser Report

Author Scrutiny Adviser

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

Invitee:	Role
Neil Barnett (Scrutiny Adviser)	Present the Committee with the Scrutiny Adviser Report for discussion and update the Committee on any changes.

Section A – Committee Guidance and Recommendations

Recommendations to the Committee

The Committee is asked to:

1. Action Plan

Consider the Actions from previous meetings (**Appendix 1**):

- *Note the responses for the actions;*
- *Determine if any further information / action is required;*
- *Agree to receive an update on outstanding issues at the next meeting.*

2 Context

Background

- 2.1 The purpose of a forward work programme is to help ensure Councillors achieve organisation and focus in the undertaking of enquiries through the Overview and Scrutiny function. Effective work programming is essential to ensure that the work of Overview and Scrutiny makes a positive impact upon the Council's delivery of services.
- 2.2 Further information about the work programming process, including the procedures for referring new business to the programme, can be found in our Scrutiny Handbook on the Council's Scrutiny webpages (www.newport.gov.uk/scrutiny).

- 2.3 The Centre for Public Scrutiny's Good Scrutiny Guide recognises the importance of the forward work programme. In order to 'lead and own the process', it states that Councillors should have ownership of their Committee's work programme, and be involved in developing, monitoring and evaluating it. The Good Scrutiny Guide also states that, in order to make an impact, the scrutiny workload should be co-ordinated and integrated into corporate processes, to ensure that it contributes to the delivery of corporate objectives, and that work can be undertaken in a timely and well-planned manner.

Action Sheet from Previous Meetings

- 2.6 Attached at **Appendix 1** is the Action Sheet from the Committee meetings. The updated completed actions are included in the table.
- 2.7 Any actions that do not have a response will be included on the Action Sheet at the next meeting to ensure that the Committee can keep track of outstanding actions.

3 Information Submitted to the Committee

- 3.1 The following information is attached:

Appendix 1: Action Sheet from Previous Meetings.

4. Suggested Areas of Focus

Role of the Committee

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

- **Action Sheet from Previous Meetings - Appendix 1**
 - Consider the responses to the actions from the meeting;
 - Are you satisfied that you have received the necessary information?
 - Are there any further issues arising from the responses that you would like to raise?
 - For the actions that do not have responses – these actions will be rolled over to the next meeting and reported back to the Committee.

Section B – Supporting Information

5 Supporting Information

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

programme is provided [here](#) to the Committee as part of this report, to enable the Committee to ensure that the work programmes continue to reflect key decisions being made by the Cabinet.

6. Links to Council Policies and Priorities

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

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

7 Wellbeing of Future Generation (Wales) Act

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

7.2 General questions

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

7.3 Wellbeing Goals

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

7.4 Sustainable Development Principles

- Does the report / proposal demonstrate how as an authority we are working in accordance with the sustainable development principles from the act when planning services?

- **Long Term**
The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs
- **Prevention**
How acting to prevent problems occurring or getting worse may help public bodies meet their objectives
- **Integration**
Considering how the public body's well-being objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies
- **Collaboration**
Acting in collaboration with any other person (or different parts of the body itself) that could help the body to meet its well-being objectives
- **Involvement**
The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves.

8 Background Papers

- [The Essentials - Wellbeing of Future Generation Act \(Wales\)](#)
- [Corporate Plan 2017 - 2022](#)
- The Corporate Assessment and [follow up assessment](#).

Report Completed: 2 February 2022

Performance Scrutiny Committee - Partnerships

ACTION SHEET – 20 January 2022

	Agenda Item	Action	Responsibility	Outcome
1	Gwent Local Assessment of Well-being Consultation	The Committee noted the consultation draft of the Gwent Local Assessment of Well-being and concluded by making a number of comments.	Scrutiny / Partnerships	Actioned – Comments from the Committee forwarded to officers on 24th January 2022.
2	Regional Population Needs Assessment – Social Services and Wellbeing Act	The Committee noted the content of the Regional Population Needs Assessment and concluded by making a number of comments.	Scrutiny / Partnerships	Actioned – Comments from the Committee forwarded to officers and partners on 24th January 2022.
3	Regional Population Needs Assessment – Social Services and Wellbeing Act	The Committee requested further information on the Dementia Friends online training session.	Scrutiny / Partnerships	Request forwarded to officers and partners on 24th January 2022. Waiting for details.

Mae'r dudalen hon yn wag yn