



# 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 (Including Annual Plan  
2022-2023)



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.

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

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## Forward

DRAFT

## 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%

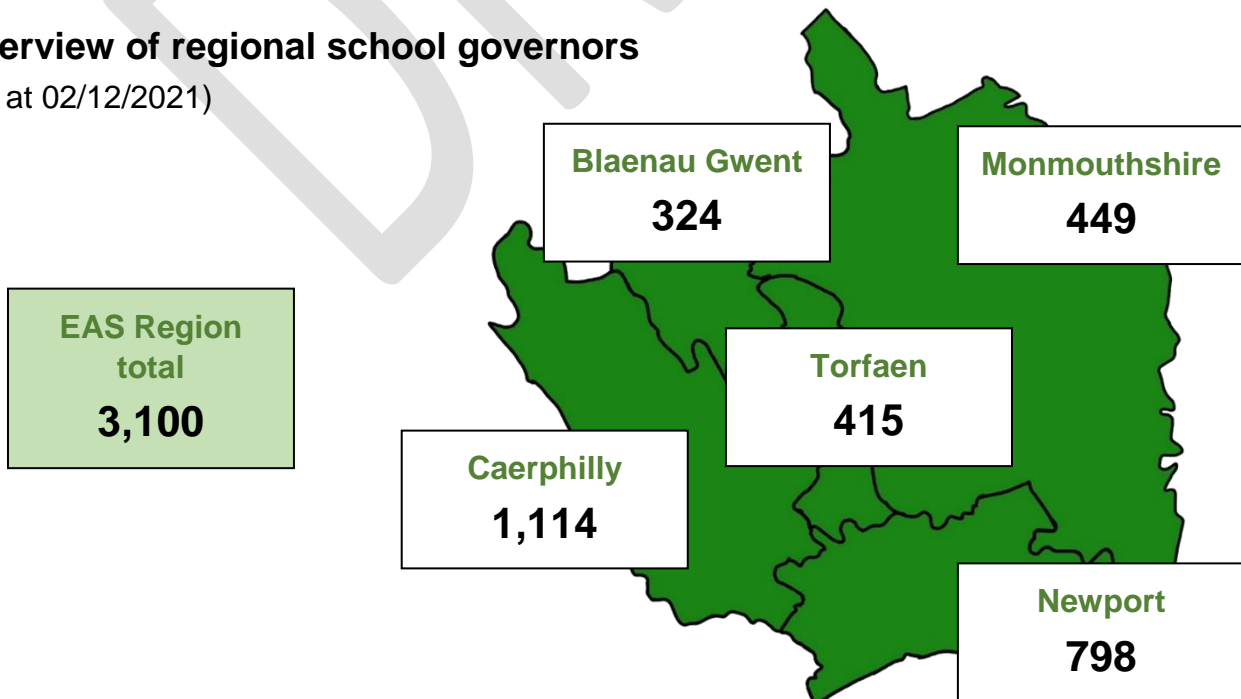
(2011 Census, ONS)

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

**11.8%**

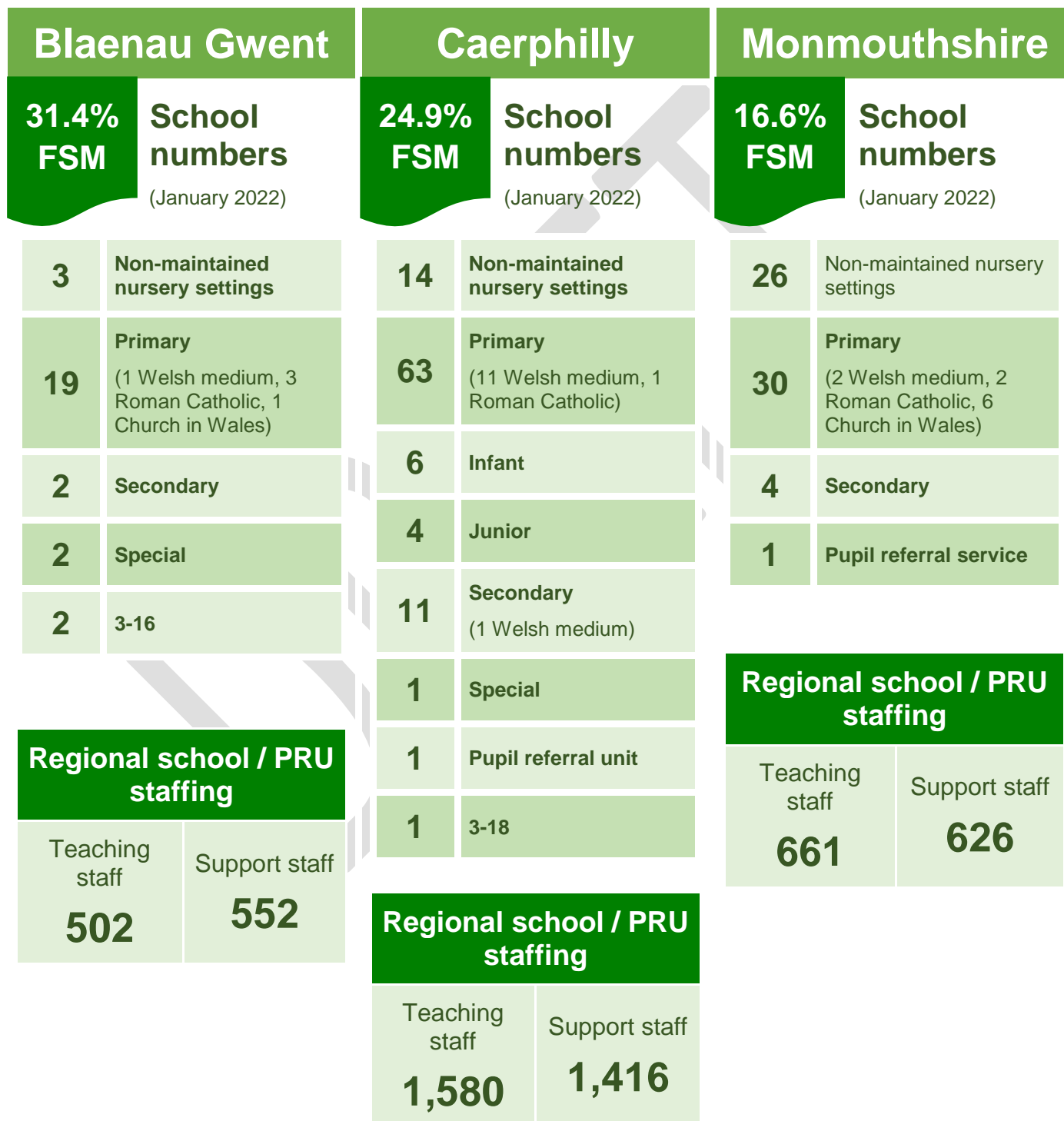
### Overview of regional school governors

(As at 02/12/2021)



## Overview of school numbers in the region

January 2022







Newport		Torfaen		EAS Region	
<b>23.1% FSM</b>	<b>School numbers</b> (January 2022)	<b>30.0% FSM</b>	<b>School numbers</b> (January 2022)	<b>24.8% FSM</b>	<b>School numbers</b> (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, 6 Roman Catholic, 2 Church in Wales)	25	Primary (3 Welsh medium, 3 Roman Catholic, 2 Church in Wales)	181	Primary (21 Welsh medium, 15 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	Special	1	Special	4	Junior
1	Pupil referral unit	1	Pupil referral service	32	Secondary (3 Welsh medium, 2 Roman Catholic)
<b>Regional school / PRU staffing</b>		<b>Regional school / PRU staffing</b>		<b>Regional school / PRU staffing</b>	
Teaching staff	Support staff	Teaching staff	Support staff	Teaching staff	Support staff
<b>1,508</b>	<b>1,346</b>	<b>761</b>	<b>739</b>	<b>5,012</b>	<b>4,679</b>
				6	Special
				2	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 a new 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 evidence suggests that the pandemic has affected some groups of learners more than others:

- Vulnerable or disadvantaged learners, and learners with ALN have not necessarily had access to the support they need; some may have faced challenges with distance learning, and some with readjusting to face-to-face learning. We need also to support those learners whose circumstances have changed during the pandemic, who may not have previously fallen into this category;
- Learners in Early Years education are at a critical stage for language, social, emotional, physical and cognitive development. Pupils risk missing key developmental milestones, which could impact on their emotional wellbeing, communication and learning development. They may have specific challenges in finding a sense of belonging in their schools or settings, or in being away from their families;
- Learners in post-16 and transition and those moving into post-16 provision will be concerned with progressing to their next steps, as well as their longer-term employability and skills. These learners will have experienced particular pressures and uncertainty, and their confidence maybe affected;
- Specific challenges for Welsh immersion learners in English-speaking households, and learners transitioning from Year 6 to Year 7.

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.



## Self-Evaluation: Progress in Key Areas in 2020-2021

ADs to update

Add next steps – strategic against each area

<b>Leadership and Teaching:</b> Professional learning and support for the development of leadership and teaching across the entire workforce.
<b>Next Steps:</b>

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<b>Next Steps:</b>

**ACE**  
 Nearly all schools are Adverse Childhood Experience (ACE) Aware

Over **90%** of leaders agree that the EAS provides high quality professional learning that supports for Leadership and Teaching, access to inspirational guest speakers, digital support and access to an equitable national leadership offer.

**NPQH**  
 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%.

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.

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.

**HLTA**  
 In 2020/2021 58 HLTAs achieved the status, a 98% pass rate, building capacity in schools

The development of a growing bank of case studies evidencing examples of school improvement and turnaround leadership.

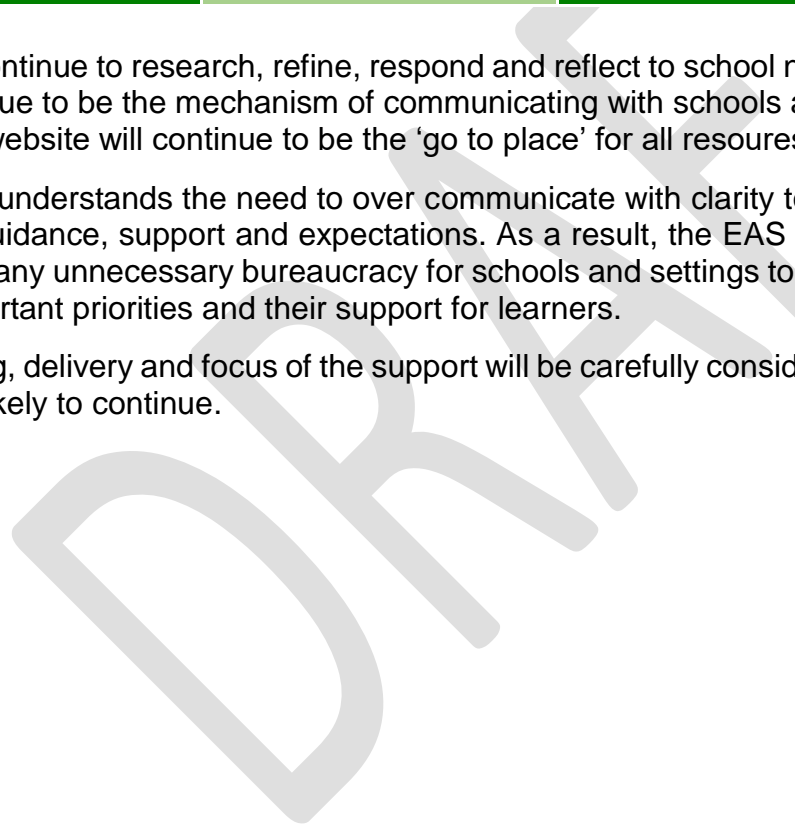
**98%**  
 Nearly all (98%) agreed or strongly agreed (46%) that the blended learning masterclass has directly brought about advances in knowledge, skills and/or practice. It has prompted reflection on beliefs and

<p><b>Over 500</b></p> <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>attitudes regarding professional practice.</p>
<p>Enhanced schools' ability to network and share practice. CfW Teaching and Learning Development Group has over <b>380</b> members and the Progression and Assessment Development Group has 340 members.</p>	<p><b>150</b> schools have accessed the Curriculum for Wales (CfW) Professional Learning programme to support senior leaders and headteachers</p>	<p>Over <b>100</b> 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

<b>SE Wales Vision</b>	<b>All young people are confident, ambitious, resilient and have a love of lifelong learning and realise their full potential.</b> <i>The SE Wales Vision is currently under development</i>
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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

<b>EAS Vision</b>	<b>Supporting and enabling schools and education settings to thrive as effective learning organisations.</b> <i>There is an existing vision that is currently under development with all Stakeholders</i>
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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.

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

<b>Impact</b>	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.

<b>Outputs</b>	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.



<b>SE Wales Vision</b>	<p><b>All young people are confident, ambitious, resilient and have a love of lifelong learning and realise their full potential.</b> <i>The SE Wales Vision is currently under development</i></p>		
<b>EAS Vision</b>	<p><b>Supporting and enabling schools and education settings to thrive as effective learning organisations.</b> <i>There is an existing vision that is currently under development with all Stakeholders</i></p>		
<b>Impact</b>	<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>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>		
<b>Outputs</b>	<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>
<b>Activities</b>	<p><b>School Improvement:</b> Bespoke support to schools and education settings which is aligned to their needs. Create and facilitate collaborative networks of professional practice.</p>		
	<p><b>Leadership and teaching</b> Professional learning and support for the development of leadership and teaching across the entire workforce.</p>	<p><b>Curriculum for Wales</b> Professional learning and support for Curriculum for Wales.</p>	<p><b>Health, Wellbeing and Equity</b> Professional learning and support to improve health and wellbeing, with a particular focus on vulnerable and disadvantaged groups.</p>
	<p><b>Governors:</b> 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.

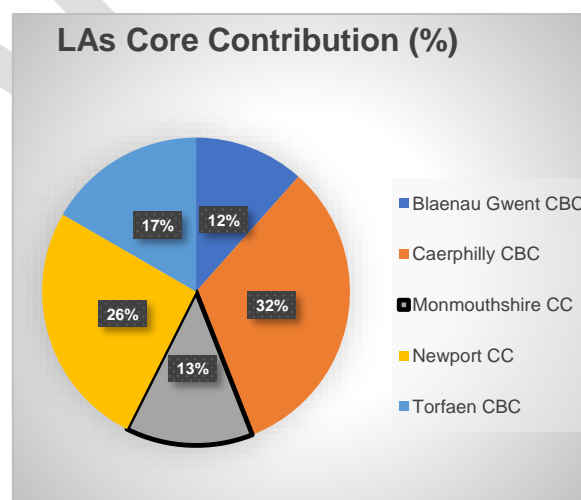
The delegation rate to schools increased to 95.5% in 2021/22, whilst the EAS staff profile has reduced by 53.1% since 2012.

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
<b>Total</b>	<b>£3,021,313</b>



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*	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
<b>Total</b>	<b>TBC</b>	<b>TBC</b>	<b>TBC</b>	<b>TBC</b>

\*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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