

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

## EAS Business Plan 2022-2025

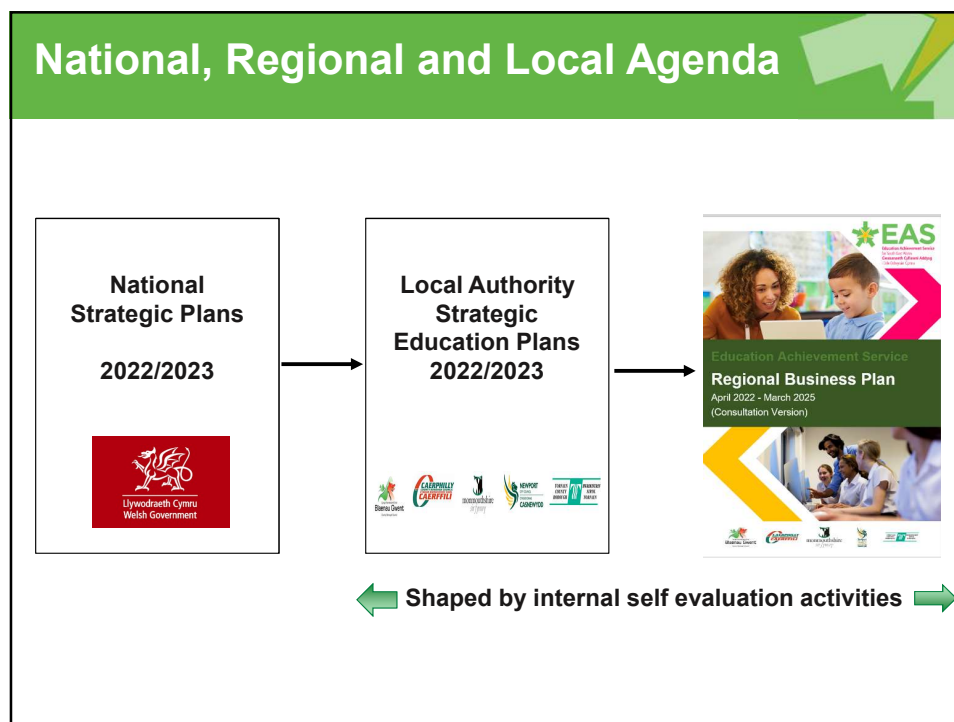
### January 2022

Optional Presentation to accompany Scrutiny Reports

## Overview

- We have reviewed how we have written the Business Plan. Taken advice and guidance and consulted widely through visioning sessions.
- Want to be held to account for delivery and feel that the focus is more succinct.
- Very conscious that we have a role to play in supporting LA and school priorities, also aware of our circle of influence and how the EAS can support improvements.
- We have 'loosely' used the 'Theory of Change' approach to help us articulate the changes and impact we want to make.
- Important to highlight the connections and actions needed to enable improvements in engagement, behaviours etc. to be realised.
- The fundamentals will not change: LA Strategic Plans / Priorities drive the local need, reporting principles and governance.
- Accompanying the final version will be detailed delivery plans and our SE processes.
- Consultation process enables changes to be made.
- **Initial feedback from other stakeholders and what the EAS will change in the final version.**



## Consultation and Visioning Sessions

- As part of the consultation process for the EAS Business Plan 2022-2025, invitations were sent to a wide range of key partners (Headteachers, Governors, Members of the Joint Executive Group) to join in a session (a mix of virtual and in person) to share their views on the Vision for the EAS in 2025.
- A separate session was held for LA Directors, LA School Improvement Leads and senior EAS staff to discuss the same theme.

**Feedback from session with Directors and School Improvement Leads**

**5 key priorities for us as a group are:**

1. Renewal and reform – Renaissance
2. Roles and responsibilities – principles of how we work together with efficiency and positivity
3. Vision for recovery, practical, help LAs to share practice
4. Shaping the future
5. Continued investment in leadership, including governance – long term gain

## Consultation and Visioning Sessions

### Group A:

- A dynamic, adapting curriculum that addresses need and context
- Clear, consistent direction
- Everyone on the same page
- Same vision
- Bottom up – top down
- Ethos of action, research, enquiry at all levels
- Global links and Progression 3-18

### Group C:

- Regional shared vision
- Shared resources and support, equity, transparency between networks
- Confident workforce
- Professional respect
- Agreed, clear, purposeful accountability
- Collaboration – lessons learned
- Support / trust – hand in hand
- Knowing schools well

### Group B:

- Shared Vision – buy in from all
- Professional Trust / Wellbeing
- Communication
- Supportive accountability
- What good looks like?
- Relevant, adaptive PL for all practitioners
- Facilitate 'Big Picture' thinking
- Research, enquiry, support
- Workload reduction / wellbeing

### Group D:

- Fully funded professional support
- Trust and clarity across the organisation
- Over communication and solution focused
- Alignment and leaving no one behind
- Growing / embedding CfW
- Excitement / confident with in the profession
- Empowerment: learners, teachers
- Shared purpose across the tiers
- Effective capacity across the tiers
- Progression across the stages
- Appropriate accountability and challenge

## What are we all aiming to achieve?

- Maybe the collective vision is too difficult to achieve, however it is important for the EAS to know what we are contributing towards.
- LA Priorities and priorities within SDPs

### 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

- The EAS vision for 2025 is something that we believe we are able to influence.
- All of our activities will contribute to us supporting schools to become effective learning organisations, therefore improving outcomes for learners over time.

### 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 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.
- **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.

## What will the EAS do to support schools to achieve the vision and evidence impact?

- These are the focus areas of support that we will deliver.
- These activities are broken down into an annual summary within the BP and are accompanied by detailed delivery plans.
- Our work in these areas will generate an evidence base that will contribute to our reporting processes.

Activities	<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.		

## Terminology: Impact / Success Criteria / Expected Outcomes

- The high level statements below are our success criteria.
- Reporting on these enables us to capture a wide variety of data / information e.g. engagement, changes in individual behaviours and practices, changes in system behaviour / leadership and in time, learner outcomes.

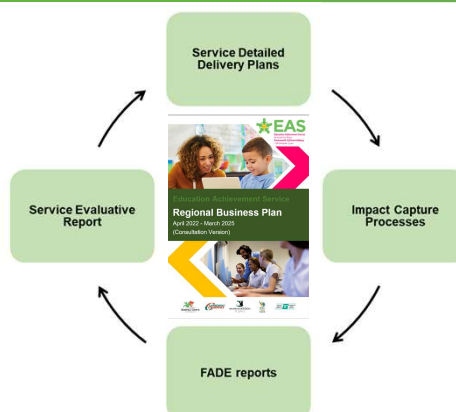
If schools and educational settings have the capacity to secure improvement and engage with the support available from the EAS this is the expected impact:

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.

Through the delivery of the agreed activities, evaluative reports will be systematically reported through to JEG (an LAs) focussed upon the progress that is being made towards the statements above.

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

- The EAS will report on the progress it is making towards **the impact statements** within the Business Plan.
- FADE reports will be linked to each activity area: School Improvement, Leadership and Teaching, Curriculum for Wales, Health Wellbeing and Equity and School Governors.
- Reporting on these enables us to capture a wide variety of data / information e.g. engagement, changes in individual behaviours and practices, changes in system behaviour / leadership and in time, learner outcomes.



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		

## What are the foundations that enable activities to take place?

**The EAS needs to have the following elements in place to enable the activities to take place. 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 needs to be in place?

**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.

## Business Plan on a Page

SE Wales Vision	<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>		
EAS Vision	<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>		
Impact	The EAS provides support to enable leaders, governors and education practitioners to develop their knowledge, skills and behaviours to positively impact practice, providing improved 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.
Outputs	Guidance reports, Policies and processes, External research and review resources and guidance	EAS Website, Case studies, Our Schools Site	Impact capture reports, Meeting minutes, Partnership documents
Activities	<b>School Improvement:</b> Bespoke support to schools and education settings which is aligned to their needs. Create and facilitate collaborative networks for professional practice.	<b>Leadership and teaching</b> Professional learning and support for the development of leadership teaching across the entire workforce.	<b>Curriculum for Wales</b> Professional learning and support for Curriculum for Wales.
		<b>Health, Wellbeing and Equality</b> Professional learning and support with a particular focus on vulnerable and disadvantaged groups.	
	<b>Governors:</b> Provide a broad range of professional learning and support.		

**Business Plan 2022-2025**

**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 prioritise the wellbeing and professional learning of staff.
- Our work is planned and managed to deliver the best for our schools and education settings.

↑

**Contribute to this**

↑

**Aiming for this**

↑

**Report against these**

## Annual Activities 2022-2023

**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.



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## Early Feedback from key stakeholders










## Feedback

Feedback	What the EAS will change in response for the final version of Business Plan 2022-2025
A request for further detail on measuring impact, with explicit success criteria on how this impact is measured.	<ul style="list-style-type: none"> <li>• Within the draft document there are 4 high level impact statements, detailing our expected impact by 2025. Success criteria will be developed, aligned to these high level activities</li> <li>• We will then report to local authorities on progress towards success criteria in a variety of ways, including: <ul style="list-style-type: none"> <li>• Monthly Partnership Meetings</li> <li>• Termly Overviews</li> <li>• Case studies</li> <li>• Scrutiny Reports, bespoke to LAs</li> <li>• EAS Governance Reports</li> </ul> </li> <li>• In order to report the impact for each local authority using existing and refined processes we will provide a broad range of quantitative and qualitative impact information in the form of 'Stats and Stories'</li> </ul>
A request to ensure that the plan adequately addresses the Covid context?	<ul style="list-style-type: none"> <li>• The EAS has now reviewed the high level actions within the draft business plan to ensure they fully align with the Covid Recovery Agenda.</li> <li>• The Covid context is addressed through the Health, Wellbeing and Equity section of the plan. Internal detailed delivery plans will provide the specific actions required.</li> </ul>
A request to ensure all language is accessible by all	<ul style="list-style-type: none"> <li>• Following additional feedback from other stakeholders we will also undertake a further review the accessibility of the language in Business Plan to ensure clarity.</li> </ul>

## Clear Success Criteria: Examples

- Schools and educational settings will engage in a professional discussion with the EAS and LA so that priorities are based on effective evaluations and that they are able to access the right support they need to make improvements.
- School Improvement Partners will work alongside schools and educational settings to undertake a range of activities to enable them to know schools and educational settings well.
- All schools are developing as effective learning organisations.
- All schools have CFW as a priority within their SDPs, addressing mandatory aspects of the curriculum, ensuring statutory compliance of the curriculum.
- Schools and educational settings will engage with CFW professional learning and support, sharing practice so that they are well prepared for implementation.
- All schools and educational settings engaged in the RADY programme regularly attend network meetings, sharing impact on their practice and behaviours such as changes in attitudes to learning, engagement of disadvantaged families/carers and ultimately improved learner outcomes.

**How will we report on progress towards the success criteria?**



### Monthly Partnership Meetings

#### Termly reporting

Termly Overviews and LA 'Stats and Stories' to include contextualised data.

#### Scrutiny Reports

Bespoke to LAs

#### Governance Reports

'Stats and Stories' 2021-2022 – Blaenau-Gwent	
<p><b>Blaenau-Gwent Priorities 2021-2022:</b></p> <ul style="list-style-type: none"> <li>Minimise the impact of COVID-19 on learner development and progress, including improving the digital competency of all learners and staff in the wider Blaenau Gwent school community.</li> <li>Ensure high quality leadership and teaching that secures good progress for all learners, particularly the vulnerable and those who are eFSM.</li> <li>Improve wellbeing for learners at all stages of development.</li> <li>Secure strong progress in skills, particularly in English and mathematics at key stages 3 and 4.</li> <li>Support schools who are identified as causing concern through regional protocols to secure improvement, in conjunction with the EAS.</li> </ul>	
School Improvement	
<p><b>System Leadership:</b> 6 Headteachers in Blaenau Gwent are engaging in system leadership across the region as School Improvement Partners, compared to 4 the previous year</p>	<p><b>Estyn:</b> There are 2 schools in an Estyn follow up category compared to 2 in 2020/21. Both schools receive their visits from Estyn in the next two weeks.</p>
<p><b>Case Studies:</b> 5 schools in Blaenau Gwent have contributed to school improvement case studies on turnaround leadership and the success of the Learning Network. School provision: St Mary's RC Primary, Pen-y-Cwm Special School, Ebbw Fawr Learning Community, Cwm Primary and Glanhowy Primary</p>	<p><b>Headteachers:</b> Nearly all (24) Headteachers shared good practice in distance and blended learning as part of their own Celebrate, Share, Support, Refine (CSSR) process. Schools presented their practice at a regional conference. St Illyd's and Tredegar presented on both community engagement and supporting pupil wellbeing.</p>
<p><b>Wellbeing:</b> Whilst there have been limited face to face visits in schools in BBBC as a result of individual schools' risk assessments, virtual meetings between headteachers and school improvement partners, focusing on wellbeing have continued to take place for all schools.</p>	<p><b>System Leadership:</b> 5 Schools in Blaenau Gwent are providing holistic support for leadership and teaching to other schools: Glanhowy Primary, St Illyd's Primary, Ebbw Fawr Learning Community, Tredegar School, Pen-y-Cwm Special School</p>
<p><b>Professional Discussions:</b> 6 Primary, 1 Secondary setting (as part of one of the 3-16 schools) have been held, ensuring that the schools' settings have the support they need to secure improvement.</p>	<p><b>Recruitment of Leaders:</b> The EAS has supported/ is supporting Headteacher recruitment in 6 schools, with a further 2 DHT/IAHT appointment processes supported, securing effective leaders</p>
<p><b>Rapid School Improvement:</b> Sofrydd Primary School has secured rapid school improvement, working with Learning Network Schools in other LAs. Glyncoed Primary has also secured strong progress in distance and blended learning working with Langstone Primary.</p>	
Leadership Teaching and Learning	
<p><b>System Leadership:</b> 5 schools lead professional learning, supporting teaching and leadership across the EAS (11% of schools across the region).</p>	<p><b>PL Leads:</b> Every school and setting is funded to develop the professional learning lead role, supporting the realisation of the Curriculum for Wales.</p>
<p><b>Headteacher Qualification:</b> Over last 3 years, 9 of 59 candidates achieved were from Blaenau Gwent (442 across Wales). 3 of the 9 have secured headship.</p>	<p><b>Coaching and Mentoring:</b> 19 leaders (19% of the regional total) have trained as National Facilitator Coaches to support the National Leadership Development Programmes in 2021/22.</p>
<p><b>Senior Leadership:</b> Across the region, 199 (530 across Wales) senior leaders have accessed the senior leader programme, 19 (10%) were from Blaenau Gwent.</p>	<p><b>Middle Leadership:</b> Across the region 603 middle leaders (1400 across Wales) have accessed the middle leader programme, with 104 (17%) from Blaenau Gwent.</p>
<p><b>Professional Enquiry:</b> Every cluster is engaged in the National Professional Enquiry project focusing on one of five themes 'Assessment and Progression', 'Re-imagining schooling', 'Inclusion', 'Pedagogy and Learning', 'Leadership'. One school represents the LA in the national Evidence Informed Profession Project.</p>	<p><b>Middle Leadership:</b> The National Middle Leadership Development Programme was jointly facilitated in Abertillery Learning Community.</p>
<p><b>International Leadership:</b> 6 of 32 pilot schools have engaged in the International Agile Leadership pilot: St Joseph's RC Primary, Glyncoed Primary, Bro Helyg, Georgetown Primary, St Mary's RC Primary, Ysgol Gyfun Tredegar. A further 4 schools begin cohort 2: St Mary's Church in Wales Primary, Willowtown, Delgion and Blaen-y-Cwm.</p>	<p><b>Teaching and Learning:</b> The Curriculum for Wales 'Teaching and Learning Group' has enhanced schools' ability to network and share practice, with 43 members from Blaenau Gwent, out of 380.</p>
<p><b>ITE:</b> Initial Teacher Education Lead Schools: Tredegar comprehensive, ITE Clinical practice /associate/ partner schools: Tredegar Comprehensive and St Illyd's Primary School, Brynbach, Blaen-y-cwm, Beaufort Hill.</p>	<p><b>Coaching and Mentoring:</b> 11 leaders have engaged in the National Coaching and Mentoring Programme (6% of the total participant population). Tredegar Comprehensive and St Illyd's Primary School jointly facilitate the programme across the region.</p>
<p><b>NQTs:</b> Over the last year 15 NQTs successfully passed induction. 13 schools are currently supporting 23 Newly Qualified Teachers through the process.</p>	<p><b>Future Leaders:</b> Tredegar Comprehensive has been part of the Regional Talent Management Framework Pilot.</p>

'Stats and Stories' 2021-2022 – Blaenau-Gwent	
<p><b>Blaenau-Gwent Priorities 2021-2022:</b></p> <ul style="list-style-type: none"> <li>Minimise the impact of COVID-19 on learner development and progress, including improving the digital competency of all learners and staff in the wider Blaenau Gwent school community.</li> <li>Ensure high quality leadership and teaching that secures good progress for all learners, particularly the vulnerable and those who are eFSM.</li> <li>Improve wellbeing for learners at all stages of development.</li> <li>Secure strong progress in skills, particularly in English and mathematics at key stages 3 and 4.</li> <li>Support schools who are identified as causing concern through regional protocols to secure improvement, in conjunction with the EAS.</li> </ul>	
Curriculum for Wales	
<p><b>Support for others:</b> 6 Blaenau Gwent Schools provide professional learning support to other schools across the EAS region in a variety of curriculum areas as Learning Network Schools.</p>	<p><b>Assessment:</b> All clusters are engaged in the developing school and cluster-based approaches to progression and assessment, to support the development of their assessment strategy.</p>
<p><b>Curriculum Design:</b> 3 (of 43) practitioners engaged in the Curriculum Design Programme (Lucy Crehan), which supports developing approaches based on focus and coherence Ebbw Fawr, Glyncoed and Rhos Y Fedwen</p>	<p><b>Curriculum Design:</b> All clusters are represented in the Curriculum for Wales Teaching and Learning development group which is supporting them to network with other schools and share approaches to curriculum design and developing pedagogical approaches.</p>
<p><b>Planning:</b> Most schools are utilising the SDP guidance provided by the EAS to support them in realising CFW</p>	<p><b>Curriculum Design:</b> 2 Secondary (or all-through schools) engaged in Secondary Design Network, supporting schools to share approaches to professional learning and curriculum design (Ebbw Fawr and Tredegar Comp.</p>
Health, Wellbeing and Equity	
<p><b>Wellbeing:</b> All schools and settings receive funding for a Wellbeing Lead. 6 schools attend these regularly.</p>	<p><b>ACEs:</b> All schools engaged in Adverse Childhood Experiences (ACE) awareness training and as a result are in a position to draft their tiered approach to Provision.</p>
<p><b>RADY:</b> 5 schools are part of Raising the Achievement of Disadvantaged Youngsters' professional learning programme. Ebbw Fawr welcomed a RADY Consultant to review their work and follow up visits are to be scheduled to evaluate impact.</p>	<p><b>A Listening to Learners:</b> session was held at Abertillery Learning Community. Learners from all secondary year groups participated and the feedback was very positive regarding Wellbeing Support available to them.</p>
<p><b>Grants:</b> All secondary sectors made effective use of the Recruit Recover Raise Standards (RRRS) Grant.</p>	<p>Tredegar Comprehensive, Cwm Primary School and St Joseph's RC Primary school are all Lead Wellbeing and Equity Schools. They support our work across the region.</p>
<p>All schools and settings have access to SEAL Community as the region funds their subscription costs. This will support leaders to shape their Health and Wellbeing Curriculum Offer.</p>	
Governors (Improve the quality of leadership)	
<p><b>Governor PL:</b> Of the 186 Blaenau Gwent Governors that completed a virtual training evaluation, 87% agreed (55% strongly) that the sessions were helpful and informative, and that the information was provided in a clear and precise manner.</p>	<p><b>Governor PL:</b> Of the 27 Blaenau-Gwent Governors that attended the regional Virtual Governor Conference and completed an evaluation, 93% agreed (63% strongly) that the conference was informative and will help them in their role as a governor.</p>
<p><b>Governor PL:</b> Attendance at virtual professional learning opportunities, including the conference has overall been over 80% higher than physical training in previous years.</p>	<p><b>Governor PL:</b> Of the Blaenau-Gwent Governors that attended, 83% said they would attend a Virtual Regional Conference again, with a further 17% saying they would 'maybe' attend again. None said they would not.</p>
<p><b>SLA:</b> During the year, a total of 130 virtual meetings were supported, an (5.4 per school), well above the legal minimum of 3.</p>	<p><b>Networking:</b> Over 50% of Blaenau-Gwent Secondary Chairs / Vice-Chairs of Governors regularly attend termly network meetings</p>
<p><b>Bespoke Support:</b> The EAS has provided bespoke support has been provided for the appointment of LA Additional Governors and LA nominated Chair of Governors.</p>	<p><b>SLA:</b> For the 25% of Blaenau-Gwent schools that at some point during the year had more than 3 vacancies, notifications were sent to the Chair of Governors, prior to the subsequent meeting.</p>

## Consultation Process

EAS Staff  
Directors of Education  
Diocesan Directors  
JEG  
Company Board  
ARAC  
Headteachers  
Chairs of Governors  
EAS Supporting School Trade Union Group  
LA Scrutiny Committees  
School Councils

Process ends on February 11<sup>th</sup>: [EAS Business Plan 2022/2025](#)

### Next Steps:

1. SEWC Planning Day – further consultation
2. LA Strategic Priorities finalised
3. Detailed Delivery Plans to be finalised
4. Consultation responses taken into consideration in the final version of the plan