EAS
Education Achievement Service
Gwasanaeth Cyflawni Addysg

Regional Business Plan 2023-2025

June 2023 - March 2025

Final version
Last update: 17 July 2023

Foreword

The Educational Achievement Service (EAS) is the school improvement service of the five local authorities in South East Wales: Blaenau Gwent, Caerphilly, Monmouthshire, Newport and Torfaen.

The EAS is owned by the five Councils and operates within a robust governance structure. The EAS board is populated by representative Elected Members from each Council. The EAS has been in operation since September 2012 and has undergone many changes during this period.

Through the commissioning of the three-year regional Business Plan the EAS delivers key school improvement support to all schools and educational settings across the South East Wales region. The EAS endeavours to work in partnership with local authorities, schools and settings and wider stakeholders, ensuring that service delivery remains of a consistently high standard and meets the needs of the system. The service welcomes external expertise and challenge to support continued improvement and will remain agile and responsive to regional need.

EAS Values:

Integrity: Doing what is right and delivering what we promise by providing a high support and high challenge environment.

Innovation: We promise an innovative culture and attitude. We will challenge and aim for excellence in all we do.

Collaboration: We value everyone and work together to achieve our vision.

Contents

Section		Page

1. Introduction

Last year we reviewed how we constructed and communicated our Business Plan. We decided it was timely to review and adapt our processes to make them more accessible to a wider audience. We 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.

The current Business Plan spans three years, 2022-2025, this was agreed by the Joint Executive Group (JEG) and through each Local Authority (LA) Cabinet in the summer term 2022. This document contains the next iteration of this three-year plan and covers the period from June 2023 to April 2025.

This year we have further refined our success criteria so that we can better report on the impact of our work so that it aligns more explicitly to the EAS vision of developing all schools as learning organisations. We have made sure that our own evaluations, trends in school and local authorities needs and priorities, national policy and inspection findings are captured. These directly inform our priorities and success criteria. We have also included a Partnership Annex that is specific to each local authority's needs and priorities for the coming year.

We have prioritised our high level priorities and high-risk areas, and further details and activities are in our Detailed Delivery Plans. We have captured several important 'Assumptions: Processes that should be in place' for each Business Plan priority to ensure this activity is visible in the system. This means that we can make sure we undertake the range of statutory activities on behalf of local authorities as well as measure the penetration of our work and track individuals' and schools' development and engagement.

We fully recognise the strength of our collaboration and partnerships with stakeholders and our role in working increasingly together, so we have identified, as in our monitoring arrangements how we are dependent on effective joint working to succeed.

2. Impact: Key features of school improvement

As we review our work in schools, we are looking for indicators to demonstrate change at leadership and governance levels; improved teaching and learning; school and setting wide improvement in policy and practice; learner progress and growing capacity in the system. Our expectations are clear and set out in the EAS Business Plan success criteria, our vision and values.

The EAS uses three research informed models to consider three important questions that helps frame the Intent, Implementation and Impact approach as outlined below. Each model allows us to use a common language to plan, implement and evaluate the impact of the work of the EAS.

What are we trying to achieve?	→	**Where** are we?	→	**How** will we know?

INTENT

What are we trying to do? What is our intention? This considers what characterises effective school improvement and helps frame clear success criteria to measure impact against.

IMPLEMENTATION

Where are we on this improvement partnership journey? How can we evaluate where we are and where we go next? Where are we in the implementation of our organisational change journey? Is this supporting the school to become an effective learning organisation?

IMPACT

What impact are we having on an individual or organisational improvement journey? What first hand evidence can we use to capture progress and impact of professional learning? How long with this impact take, over what time scales can we expect to see impact? Are schools and settings better placed to lead and evaluate their own progress and plan for ongoing improvement? Is there an improvement in learner outcomes?
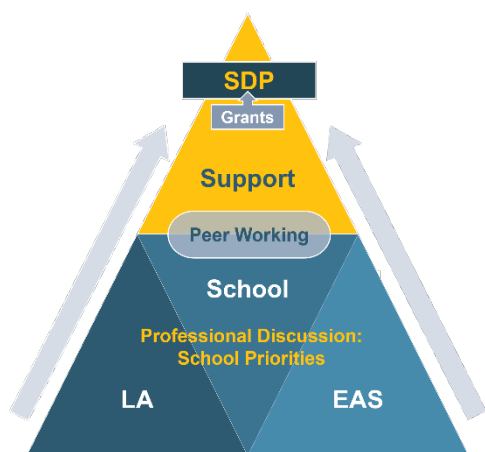
3. School Improvement

In August 2022 Welsh Government published the School Improvement Guidance: Framework for evaluation, improvement and accountability, which aims to:

- strengthen the effectiveness of self-evaluation and improvement planning by schools
- replace the national categorisation system with a similar support process that does not require the publication of school categories
- strengthen and provide clarity about the separation between evaluation / improvement activities and the accountability system
- clearly assign the roles and responsibilities of different bodies in a self-improving system.

This guidance provides a new point of reference for schools, pupil referral units, local authorities, diocesan authorities, regional consortia and Estyn, which outlines Welsh Governments expectations of these organisations in contributing to school improvement, in the context of their wider legal duties.

Within the context of Curriculum for Wales, the Welsh Government guidance aims to foster sustainable school improvement through a clear framework for evaluation, improvement and accountability. The majority of energy and focus in the system should be on delivering school improvement, guided by effective self-evaluation, improvement planning and support in all schools. To be successful, it is crucial that all aspects of the school system are aligned with and support the Curriculum for Wales along with its underlying principles.

The regional model for school improvement has been designed with all partners and includes:

Local authorities and EAS will participate in a professional discussion with schools regarding their priorities for improvement and the progress the school is making towards them.

This process is cyclical and supports schools to determine and / or review their priorities in line with their self-evaluation processes.

The discussion also helps to determine the ongoing support needs of the school from each local authority and EAS and identify practice worth sharing.

All schools can access bespoke support aligned to their needs and priorities within their School Development Plan (SDP) which can be appropriately designed, co-constructed and facilitated in a flexible way.

4. Delivery approach: Universal, Targeted and Intensive

Universal Offer: All schools have access to a universal offer of support from their SIP (School Improvement Partner) and wider teams, focused on the school development plan. Schools have access to a wide range of professional learning opportunities and professional networks across a range of areas to include school leadership, support for teaching and learning and support for wellbeing. This also includes access to support from Professional Learning (PL) and Learning Network Schools (LNS). It is for schools to determine the most appropriate parts of the universal offer that most appropriately meet their needs.
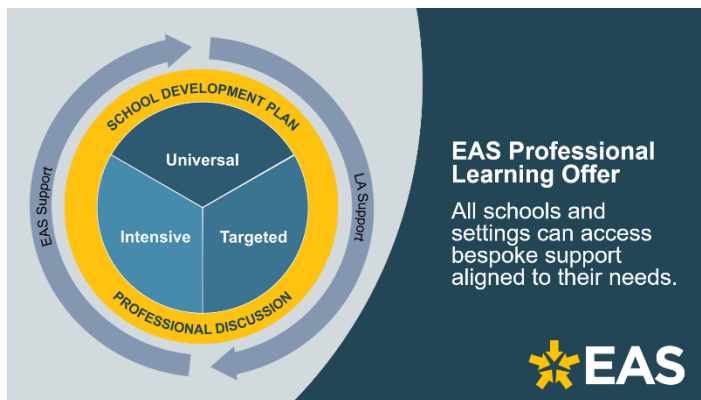

Targeted Offer: This is in addition to the universal offer which is tailored and designed specifically to individual school or cluster needs. This can be brokered through the SIP and could come from the EAS and /or the local authority.

Intensive Offer: This is tailored, ongoing support for a school on an individual basis, with a focus on leadership and improving the quality of teaching and learning. This is coordinated wrap around support, usually provided by a Learning Network School, School to School model and / or intensive support from wider teams. This offer will be differentiated according to need and will usually be over a sustained period. Support will be reduced when improvement is sustained and embedded.

Team Around the Cluster

In line with our vision to support collaboration and innovation, we will enhance our work with clusters of schools and align our resources accordingly. This will further support building capacity to more effectively support the progress that learners make.
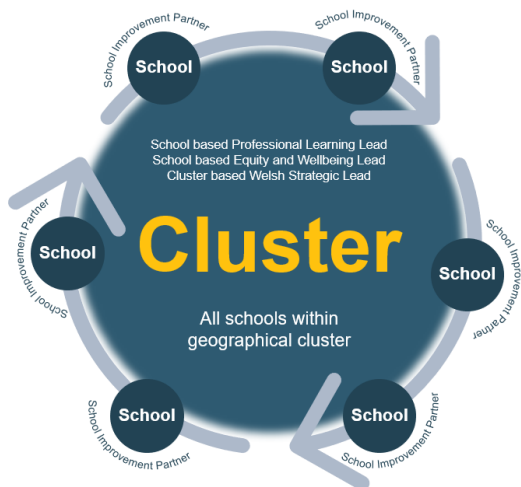
- **Principal School Improvement Partner Cluster Link**
- **Curriculum Partner / Professional Learning Partner Link**
- **Governor Support Link**

5. Self-Evaluation: Progress towards current EAS Business Plan 2022-2023

Evaluation and Impact Summary Report

Context

This summary report provides an easy read overview of the work of the EAS towards achieving the priorities within the Business Plan. A full evaluation of our work is captured in our detailed progress reports. This summary captures where progress has been made and also identifies where further work is needed. As set out in our vision, our role supporting schools is about enabling and collaboration, so that schools have the capacity to provide learners across each local authority with the best education. Our values guide how we do our work, as well as what we do on behalf of the five local authorities as set out in our Business Plan. Our effectiveness as an organisation is judged by how well we implement this plan and impact positively on schools.

In April 2022, at the beginning of this business planning year, a post pandemic response to both policy and practice featured strongly in our plans to ensure we know all schools well. This included support relating to the quality of leadership and teaching and vulnerable groups and wellbeing. Investing time in support for Curriculum for Wales was also a priority. Trade union strike action affected our ability to undertake face-to-face support in many schools from the spring term 2023.

We were aware that this past year would include significant change in policy and practice and that we were coming to the end of one business planning cycle. Therefore, wherever possible significant aspects of our work this year are signalling reforms and refinements which we will take forward in our next stage plans for 2023-25. We recognise that our work together to support and improve schools requires effective partnership working. The close collaboration between the EAS and the local authorities adds value to the impact of our work.

As we review our work in schools, we are looking for indicators to demonstrate how we support and influence change at leadership and governance levels; improved teaching and learning; school and setting wide improvement in policy and practice; learner progress and growing capacity in the system.

Main findings

Good progress has been made against each of the priorities for improvement within the Business Plan. During this period of change and rebuilding across the system, the EAS has successfully enabled longer term solutions and foundations for school / settings support in 2023-2025. These include:

- A clear work programme for School Improvement Partners and a school-to-school approach that is supporting improvements in many schools and providing a more consistent approach;

- Effective support and challenge for Non-Maintained Nursery settings with most making good progress overtime;

- The regional approach to school improvement and the levels of support schools receive is clear, as are the routes to accessing the support. There is a broad universal and targeted offer of professional learning on offer for schools to access.

- There are many examples of schools across the region who have accessed a range of support from the EAS and secured improvements in key areas such as leadership, teaching and learning. These are captured through a well thought out process for the evaluation of our work that is creating a stronger evidence base.

- Capturing the impact of our work in individual schools over a long period of time (up to 5 years). These have shown how the pace of improvements in these schools is affected by the focus and timeliness of interventions by the EAS and by local authorities.

- Improving the arrangements for risk recognition and mitigation at school level (and to support local authorities to identify risks). This has enabled us to intervene earlier in schools where there are multiple indicators of risk. Where there have been effective partnerships with local authorities this has resulted in nearly all of these schools securing improvements.

- Enhancing openness and the transfer of intelligence with local authorities through bespoke reports. This has allowed the content of regular arrangements in local authority partnership meetings to become accessible to more elected members and senior officers.

- Estyn outcomes are comparative to the national average. Of the 36 schools inspected, 47% did not require any follow up (compared with 49% national average), 11% required Estyn Review (14% national), 8% required significant improvement (4% national) and 8% special measures (6% national).

- 58% of schools were asked to provide case studies of best practice (27% national).

- 8 schools were removed from an Estyn category: 1 Estyn Review, 3 Significant Improvement and 4 Special Measures.

- Our support to schools is well received by nearly all school leaders, practitioners and governors and provides good value for money. Both the balance between support and challenge, and the professional learning opportunities available are suitable and are supporting improvement.

Learning: Pupils' standards and progress in learning and skills

This year, the EAS has reviewed aspects of learning in nearly all schools. This has included working with school leaders to evaluate learning using a range of first-hand evidence.

Where specific support has been provided to identified secondary schools, improvements in the school's own accuracy of self-evaluation has ensured that the areas identified for improvement are correctly identified and are being addressed. This has led to a larger proportion of learners making adequate or better progress.

Most schools have intensified their efforts to support vulnerable groups of learners to make sufficient progress in their learning this year. Where school leaders have driven whole school interventions, changes in culture and approaches to support vulnerable learners, progression is stronger.

In a few schools, engaging learners in understanding progression and tracking their own progress is enhancing learning. As school leaders and teachers work together in clusters to better interpret new expectations of evaluating learning, supporting learners to see their own progress is a useful / relevant benchmarking tool.

The development of skills in numeracy, literacy (including Welsh) and digital competence is variable. In the schools where progress is commensurate with age and ability, leaders and teachers are using approaches consistently and to challenge learners. These learners can adapt language to communicate in a range of contexts, can transfer skills between subjects and are increasingly confident. However, in and between school variation undermines the progress of too many pupils. This is especially prevalent in schools where evaluation arrangements are under used.

6. Self-Evaluation: Priorities for 2023-2025

The following priorities have been identified for the next stage of our Business Plan.

Improvement Priorities
a. To know and monitor schools and settings, providing appropriate challenge, bespoke, support and intervention through the regional school improvement model.
b. Review the impact of support in schools causing concern, particularly those who remain in a statutory category for too long, to ensure that the support meets the needs of the school to secure an appropriate rate of improvement.
c. Continue to refine the consistency, usefulness, and accuracy of written reports so that the information we provide to local authorities is accurate and timely, enabling them to monitor and identify shortcomings at an early stage.
d. Capture the impact of our work on: • Supporting schools to become effective learning organisations. • Knowing schools and settings well and providing effective support and challenge. • Supporting schools and settings to develop effective procedures for self-evaluation and improvement planning. • Support for vulnerable learners. • Supporting schools with curriculum reform, with a focus on assessment and progression. • Supporting the use of Welsh as an integral part of Curriculum for Wales. • Supporting effective professional learning at all levels in schools and settings, particularly for leadership and teaching. • Supporting schools and settings to share good practice and learn from each other.
e. Increase the first-hand evidence base that is used to evaluate: • The progress of learners, including all groups of learners overtime. • Teaching and learning experiences. • The effectiveness of leadership and management in securing improvements.
f. Review and refine the regional professional learning offer for teaching to ensure that it offers support and guidance for schools to improve on relevant elements of teaching.
g. Implement a team around the cluster model to support the development and implementation of cluster priorities.
h. Extend opportunities to engage with children and young people on aspects of their learning and priorities, using the findings to shape service delivery.
i. Work with local authority partners to develop a sustainable funding model that enables effective longer-term planning to take place.

7. EAS Business Plan: Success Criteria 2023-2025

In March 2023 the Minister for Education and the Welsh language launched Our national mission: High standards and aspirations for all. This document provides a roadmap that sets out how existing Welsh Government education policies and commitments relate to one another. The Minister sets out his aim and objectives:

"Aim: In Wales, education is our national mission. Together we will achieve high standards and aspirations for all, tackling the impact of poverty on attainment and ambition. All learners, whatever their background, are supported to be healthy, engaged, enterprising and ethical citizens, ready to play a full part in life and work."

Objective 1: Learning for life

Objective 2: Breaking down barriers

Objective 3: A positive education experience for everyone

Objective 4: High-quality teaching and leadership

Objective 5: Community-based learning

Objective 6: Cymraeg belongs to us all

Additionally, in support of the National Mission, Welsh Government have set out eight contributory factors to support schools to navigate the changing education landscape. These factors describe the key attributes that schools that are successfully realising the curriculum will possess. These describe the factors that support reform and which, where absent, are likely to act as barriers to success. The factors cover learner progress and the curriculum itself, as well as wider processes and priorities. The factors are captured below and are interwoven into our priorities for 2023-2025.

1. Enabling all learners, and in particular those from disadvantaged backgrounds, to progress along their own learning pathway and raise their aspirations to achieve their full potential; allied to a range of assessment approaches to understand and support this progress.

2. Co-constructing a curriculum, in line with the Curriculum for Wales Framework, which promotes a broad range of knowledge, skills and experiences (including social and interactional experiences) with a clear understanding of why these matter.

3. Ensuring the school environment supports learners' and practitioners' well-being.

4. Supporting practitioners' understanding of what works in curriculum design by investing in the enquiry and pedagogic skills of all staff.

5. Enabling ambitious professional learning for all practitioners in a school dedicated to being a learning organisation.

6. Embedding reflection, self-evaluation and improvement within schools, with good school leadership as a pre-condition for that.

7. Being at the heart of their communities - building better relationships between schools and families, communities and employers, to support and promote educational achievement and excellent employment, next steps education and training.

8. Listening to children and young people as they engage with their learning and supporting them in achieving their aspirations.

As factors that contribute to curriculum realisation, they should inform schools' understanding about what successful realisation of the Curriculum for Wales is likely to involve, as well as being an important reference for schools when evaluating their own curriculum realisation and deciding where and how they need to improve. They are not designed to be an exhaustive checklist for schools. They do however offer a consistent framework for use across Wales.

The self-evaluation and improvement cycle is central to enabling schools to continually develop and improve their practice: to give all learners the best possible learning experiences and outcomes, whatever their background or circumstance, and in order to achieve high standards and aspirations for all. Welsh Government has co-constructed the National Resource: Evaluation and Improvement to support schools in undertaking robust, evidence-based self-evaluation. Within the School Improvement guidance, Welsh Government recognise the new national priorities which schools must have regard to when setting their improvement priorities which are:

- improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience; and

- reducing the impact of poverty on learners' progression and attainment.

As part of our work to develop a strong approach to evaluation, and in particular the evaluation of learning, the EAS has developed a guide to help identify the wide range of evidence available for review and analysis. This builds on the work to look at the intent, implementation and impact of our interventions. It will support both School Improvement Partners and schools to consider how best to respond to the Welsh Government guidance quoted above. In particular, how to build the enabling conditions around the Curriculum for Wales and define its impact through embedded and accurate reflection and self-evaluation. Our approach to evaluating learning will focus on progress, attainment, wellbeing, social capital and equity and fairness.

8. EAS Business Plan: Activity 2023-2025

This section details the activities that will take place during 2023-2025. Each section has a set of success criteria which contributes to the overarching vision that we have for 2025. The support across each area is interrelated and should not be viewed in isolation, this section will be accompanied by a detailed plan that links to accountability arrangements, timescales and resources.

Priority 1: School Improvement

Priority 2: Leadership and Teaching

Priority 3: Curriculum for Wales

Priority 4: Health Wellbeing and Equity

Priority 5: School Governance

Priority 6: EAS Organisational Foundations

Priority 1: School Improvement

Link to Our National Mission: high standards and aspirations for all.

Objective 1: learning for life: Learning for life so that everyone in Wales learns, and continues to learn, developing their knowledge and skills, and engaging in experiences that are relevant to their lives today and into the future.

Objective 2: breaking down barriers: Breaking down barriers so that excellent education opportunities and outcomes can be achieved by all learners, at all ages, in classrooms, online, and in work. What we will do Through early identification, support and targeted actions, ensure that all learners gain the knowledge, skills and experiences to be an active citizen, including the cross-curricular skills of literacy, numeracy and digital competence.

Objective 6: Cymraeg belongs to us all: Cymraeg belongs to us all: Encourage the use of Welsh across the education system, as an integral part of Curriculum for Wales, our Cymraeg 2050 ambitions and expanding provision post-16 to study through Welsh and opportunities to learn the language as active and engaged citizens.

Link to Contributory Factors: 1, 5, 6, 8

Provide bespoke support to local authorities, schools and educational settings (PRUs and Non-Maintained Nursery settings) that promotes peer collaboration and cluster working through a high support, high challenge model that fosters the development of an effective learning organisation.

Success Criteria	LA Partnership Working
1. Schools and educational settings accessing the universal, targeted or intensive offer, receive timely support aligned to their improvement priorities and demonstrate progress overtime. 2. Self-evaluation activity identifies areas of strength and bespoke support needs for all schools and educational settings enabling the EAS and local authorities to know schools and educational settings well. 3. All schools and educational settings make progress against their inspection recommendations and identified improvement priorities.	• Engage in sessions to review, refine and co-construct regional processes and policies. • Share relevant and appropriate information that supports a holistic view of each school in a timely and systematic way. • Organise Professional Discussions in line with the regional guidance. • Identify schools who require a Team Around the School (TAS) approach in line with the regional guidance. • Document local authority support within the Support Plan and Notes of Activity as appropriate. • Support schools and settings with additional support which is outside the scope of the EAS role and responsibilities. • In partnership with the EAS, review the capacity of Headteachers to work as SIPs to support a self improving system.

Assumptions: Processes that should be in place

- All schools and educational settings engage in professional discussions that enable the sharing of effective practice.
- All schools and educational settings have a bespoke support plan aligned to their identified priorities for improvement which is shared with the governing body on an annual basis.
- All schools and educational settings engage in regular supported self-evaluation activity.
- There are robust performance management arrangements in place for Headteachers.
- Pre-inspection reports are co-constructed with local authorities for schools in statutory categories.
- Monthly partnership meetings are held with local authorities to support accountability arrangements.
- Where appropriate, leaders, schools and educational settings are encouraged to work collaboratively within and beyond their own cluster to support improvement and develop system leadership.

Priority 2: Leadership and Teaching

Provide professional learning and support for the continuous development and growth of leadership and teaching across the entire workforce (Leaders, teachers and teaching assistants), to enable the development of effective learning organisations.

Link to Our National Mission: high standards and aspirations for all.

Objective 4: high-quality teaching and leadership: High-quality teaching and leadership, where everyone benefits from the best professional learning so that they can support the success of all learners, particularly those who are socio-economically disadvantaged.

Objective 6: Cymraeg belongs to us all: Cymraeg belongs to us all: Encourage the use of Welsh across the education system, as an integral part of Curriculum for Wales, our Cymraeg 2050 ambitions and expanding provision post-16 to study through Welsh and opportunities to learn the language as active and engaged citizens.

Link to Contributory Factors: 1,3,5,6

Success Criteria	LA Partnership Working
1. The workforce is supported by a professional learning offer and networking opportunities which promotes continuous learning opportunities and contributes to improvements in teaching and leadership. 2. Schools and educational settings requiring targeted or intensive support, receive timely and appropriate professional learning which leads to improvements in teaching and leadership. 3. Practitioners who access agile leadership and/or coaching and mentoring professional learning develop improved approaches within their own schools and settings and beyond. 4. Effective partnership working reduces the impact of potential recruitment and retention challenges.	• Encourage leaders to engage in regional processes to strengthen accurate self-evaluation and improvement planning and in the regional Celebrate, Share, Support and Refine (CSSR) processes. • Promote the regional teaching and learning offer for all practitioners (Leaders, teachers and teaching assistants). • Provide access to appropriate and relevant data about trends in staffing, particularly recruitment and retention. • Promote the regional Talent Management Approach for all schools and encourage schools, to engage in Initial Teacher Education (ITE) placements, where capacity allows. • Welsh in Education Strategic Plans (WESP) address challenges in recruitment and retention. • Support the work of professional learning and learning network schools. Identify schools that demonstrate any barriers to engagement in the regional professional learning offer. • Encourage appropriate schools to engage in ITE partnership across Wales. • Engage in the endorsement of candidates that meet the Aspiring Headteacher and preparation for National Professional Qualification for Headship (NPQH) threshold.

Assumptions: Processes that should be in place
• All schools access valuable professional learning aligned to their own school priorities. • A sustainable supply of high-quality ITE placements are provided. • All schools have robust statutory induction support for newly qualified teachers (NQTs). • Higher Level Teaching Assistant assessment (HLTA) Status and NPQH assessment processes meet requirements. • All Curriculum for Wales professional learning schools and learning network schools adhere to their annual workplan on behalf of the EAS. • Where appropriate, leaders, schools and educational settings are encouraged to work collaboratively within and beyond their own cluster to support improvement and develop system leadership.

Priority 3: Curriculum for Wales

Provide professional learning and support for schools and educational settings (PRUs and Non-Maintained Nursery Settings) to realise Curriculum for Wales (CfW) and to enable them to become effective learning organisations within and beyond clusters, contributing to wider system improvement and learning.

Link to Our National Mission: high standards and aspirations for all.

Objective 1: learning for life: Learning for life so that everyone in Wales learns, and continues to learn, developing their knowledge and skills, and engaging in experiences that are relevant to their lives today and into the future.

Objective 2: breaking down barriers: Breaking down barriers so that excellent education opportunities and outcomes can be achieved by all learners, at all ages, in classrooms, online, and in work. What we will do Through early identification, support and targeted actions, ensure that all learners gain the knowledge, skills and experiences to be an active citizen, including the cross-curricular skills of literacy, numeracy and digital competence.

Objective 6: Cymraeg belongs to us all: Cymraeg belongs to us all: Encourage the use of Welsh across the education system, as an integral part of Curriculum for Wales, our Cymraeg 2050 ambitions and expanding provision post-16 to study through Welsh and opportunities to learn the language as active and engaged citizens.

Link to Contributory Factors: 1,2,4,5

Success Criteria	LA Partnership Working
1. The workforce is supported by a professional learning offer and networking opportunities for Curriculum for Wales, that supports and contributes to improvements in curriculum design, subject disciplines, teaching, skills development and learning. 2. All schools and educational settings have appropriate arrangements in place to review and evaluate their curriculum provision and its impact on learner progress. 3. Schools and educational settings requiring targeted or intensive support for curriculum implementation, receive timely and appropriate professional learning that enhances provision and learning. 4. The provision for Welsh and bilingualism is developing both strategically and operationally in all English medium schools from the current position.	• Determine where slow progress is undermining schools' ability to deliver the agreed syllabus as part of curriculum for Wales. • Work collaboratively to determine where there may be risks to Welsh in Education delivery targets. • Promote and support the regional and national professional learning offer for curriculum for Wales. • Support the Religion and Values Education (RVE) partner to ensure effective operation of local Standing Advisory Councils for Religion, Values and Ethics (SACs). Identify where mandatory aspects and the agreed syllabus are not yet fully embedded. • Work collaboratively to review the work of schools and educational settings undertaking the role of learning network schools, and their capacity to support a school improving system.

5. Work in clusters is benefiting learners, teachers and the wider system as collaboration and sharing enhances school's own improvement priorities in relation to the developments in curriculum provision.	

Assumptions: Processes that should be in place

- All schools and educational settings have processes in place to ensure that the mandatory aspects of the curriculum for Wales framework support curriculum provision.
- All schools and educational settings follow the agreed syllabus to ensure that the mandatory requirements of RVE and Relationships and Sexuality Education (RSE) are met and support curriculum provision.
- Provision for Welsh enables a progressive pathway to qualifications in Welsh / through the medium of Welsh, including post 16, and opportunities for learners to use Welsh in different contexts in schools and educational settings (formal and informal).
- All Curriculum for Wales professional learning schools and learning network schools adhere to their annual workplan on behalf of the EAS.
- Where appropriate, leaders, schools and educational settings are encouraged to work collaboratively within and beyond their own cluster to support improvement and system leadership.

Priority 4: Health Wellbeing and Equity

Provide professional learning and support for health, wellbeing and equity to improve the outcomes of vulnerable and disadvantaged learners building capacity in all schools supporting the development of effective inclusive learning organisations.

Link to Our National Mission: high standards and aspirations for all.

Objective 3: a positive education experience for all: A positive education experience for everyone, with learners and staff supported in their wellbeing and resilience, which is essential for improving education outcomes and life chances.

Objective 5: community-based learning: Community-based learning, with strong institutions engaging, integrating and being empowered by their communities.

Objective 6: Cymraeg belongs to us all: Cymraeg belongs to us all: Encourage the use of Welsh across the education system, as an integral part of Curriculum for Wales, our Cymraeg 2050 ambitions and expanding provision post-16 to study through Welsh and opportunities to learn the language as active and engaged citizens.

Link to Contributory Factors: 1, 5, 6, 8

Success Criteria	LA Partnership Working
1. All schools and educational settings have an appropriate vision and approach to health, wellbeing and equity. This integrated and responsive approach is reflected in each school's SDP and is having an impact on teaching and learning strategies. 2. Schools and educational settings requiring targeted or intensive support, receive timely and appropriate professional learning in relation to Health, Wellbeing and Equity that supports improvement in the educational attainment and wellbeing outcomes of vulnerable and disadvantaged learners. 3. Professional learning, support and guidance assists schools to develop systems and processes to reduce the impact of poverty on vulnerable and disadvantaged learners. 4. Schools' own evaluations of provision, teaching and learning for vulnerable and disadvantaged learners are appropriately informed by the professional learning provided. As a result, whole school strategic interventions are	• Ensure that the EAS and local authority services are joined up to support the regional provision for Health, Wellbeing and Equity. • Support the review and impact of the use of Pupil Development Grant (PDG). • Identify schools and educational settings who require additional support and share relevant information. • Promote and support the regional and national professional learning offer. • Support the EAS in keeping under review learning network school capacity to support the wider system sharing information where relevant.

responding to learner needs and are improving attitudes to learning and leading to better progress.	

Assumptions: Processes that should be in place

- There are clear roles and responsibilities between the EAS and each local authority for the provision of support for Health, Wellbeing and Equity so that schools and educational settings are clear about where to access support.
- All schools and educational settings comply with the policy directive to prioritise health and wellbeing and community focussed schools in their SDPs.
- All schools and educational settings comply with PDG grant terms and condition requirements.
- All Curriculum for Wales professional learning and learning network schools adhere to their annual workplan on behalf of the EAS.
- Where appropriate, leaders, schools and educational settings are encouraged to work collaboratively within and beyond their own cluster to support improvement and system leadership.

Priority 5: School Governance

Provide a broad range of professional learning, support, advice and guidance, that has a positive impact on developing governance and its role in leading the development of schools as effective learning organisations.

Link to Our National Mission: high standards and aspirations for all.

Objective 3: a positive education experience for all: A positive education experience for everyone, with learners and staff supported in their wellbeing and resilience, which is essential for improving education outcomes and life chances.

Objective 4: high-quality teaching and leadership: High-quality teaching and leadership, where everyone benefits from the best professional learning so that they can support the success of all learners, particularly those who are socio-economically disadvantaged.

Objective 5: community-based learning Objective Community-based learning, with strong institutions engaging, integrating and being empowered by their communities.

Objective 6: Cymraeg belongs to us all Objective Cymraeg belongs to us all: Encourage the use of Welsh across the education system, as an integral part of Curriculum for Wales, our Cymraeg 2050 ambitions and expanding provision post-16 to study through Welsh and opportunities to learn the language as active and engaged citizens.

Link to Contributory Factors: 1, 3, 5, 6, 7, 8

Success Criteria	LA Partnership Working
1. Professional Learning (PL) and networking enables governors to impact positively on school leadership and governance. 2. Governing Bodies accurately evaluate the impact of their work on the development of the school, using the self-evaluation tool to identify their own development needs. 3. Where schools require targeted or intensive support, the Governing Body is supported to understand both the implications and the support available, so that they can demonstrates a positive impact on the leadership of learning. 4. Governing Bodies knowledge and understanding of their school is improved through the provision of the SIP Annual Report detailing the support that is being received by the school. 5. When required, Chairs of Governors engage with advice and support from the Regional Specialist HR service, through the school improvement team, so that they are able to support the development of school leadership.	• Provide local authority specific professional learning for governors. • Communicate support needs for specific governing bodies, to help target professional learning and support. • Encourage governing bodies to engage with the self-evaluation process. • Provide appropriate local authority input into statutory processes as required. • Consider the suitability of any applications for local authority governors, through usual governor appointment processes. • Take action to support recruitment or amend arrangements in governing bodies, where required. • Take action to support the recruitment of governors, amending arrangements in governing bodies, where required.

6. The Service Level Agreement provides a comprehensive range of support services to support governing bodies in meeting their core responsibilities and statutory requirements.	• Ensure that they are satisfied, as per Welsh Government Guidance, that all schools have an adequate complaints procedure.

Assumptions: Processes that should be in place

- All newly appointed governors attend mandatory training within the stipulated timescales and are supported by a mentor from within the governing body. Non-compliance is reported to the relevant chair of governors and LA.
- Where a Governing Body has more than three vacancies for over a term, does not hold three meetings in a year, or does not hold an Annual General Meeting the chair of governors, headteacher and LA are informed.
- All governing bodies have an 'adequate complaints procedure that is publicised' based on revised Welsh Government Guidance (December 2022).

Priority 6: EAS Organisational Foundations

Provide a lean, efficient organisational infrastructure which delivers on our agreed priorities to support all schools and educational settings to be thriving, learning organisations.

Link to Contributory Factors: 5, 6, 8

Success Criteria	LA Partnership Working
1. The financial and operational delivery model enables effective delivery of the regional school improvement model. 2. A balanced year end budget is achieved through effective financial management. 3. Timely progress is made towards the Business Plan priorities demonstrating impact and value for money. 4. Processes for self-evaluation and impact capture are used well to inform strengths and areas for improvement. 5. Processes for performance management and professional learning enable a skilled and effective workforce. 6. The recommendations from the national workload and reducing bureaucracy at joint working group will be implemented across our work with schools and settings. 7. Effective systems enable the collation of a range of information on schools and educational settings to be used to support improvement. 8. Effective partnership working including national and cross regional work contributes to system wide improvement in Wales and beyond.	• Local authorities are committed to financing and supporting a sustainable regional model for school improvement. • Support effective governance arrangements through engagement and attendance. • Engage in consultation and self-evaluation processes, as appropriate.

Assumptions: Processes that should be in place

- The EAS is an agile and responsive organisation providing bespoke and flexible support to local authorities.
- The EAS values and develops transparent and productive relationships with all partners.
- The EAS regular reviews all systems and processes to ensure they consider workload implications.
- A robust governance model is in operation with optimal attendance and engagement.
- The EAS complies with all legal requirements as an employer and as a company.
- The EAS engages in a broad range of internal and external audits that support improvement.

9. EAS Business Plan: LA Partnership Working 2023-2024

LA Partnership Working in Blaenau Gwent 2023-2024

LA Priorities and Success Criteria	EAS targeted actions agreed with LA
- Maximise learning and skills for all to create a prosperous, thriving, resilient Blaenau Gwent. - Respond to the nature and climate crisis and enable connected communities, - An ambitious and innovative council delivering quality services at the right time and in the right place, - Empowering and supporting communities to be safe, independent and resilient.	- Support for becoming a Raising the Achievement of Disadvantaged Youngsters (RADY) local authority. - CSSR approach to be undertaken in identified schools, to establish specific aspects for support. To include all schools with Special Needs Resource Bases. - LA officers to join the CSSR process in schools with Special Needs Resource Bases. - LA officers to join supported self-evaluation activity in identified schools causing concern.

LA Estyn Recommendations

November 2022:
R1 Improve the corporate leadership of education services.
R2 Improve the quality of self-evaluation, strategic planning and performance management.
R3 Accelerate improvements in provision for secondary age pupils in schools causing concern.

LA Education Strategy Priorities

- Improving educational standards and wellbeing for pupils, particularly at KS4.
- Securing quality ALN/Inclusion provision, particularly to support vulnerable groups of learners and those who are eFSM.
- Transforming education in line with responsive school support services and a school estate that is fit for the 21st Century.
- Delivering effective young people and partnership provision, with a focus on lifelong learning and leisure/recreation provision to meet community need.
- Enhancing the performance culture for Education and Leisure that delivers better educational outcomes and improved value for money.

LA Themes			Reporting impact: EAS Stats and Stories		
Autumn 2023	**Spring 2024**	**Summer 2024**	**Autumn 2023**	**Spring 2024**	**Summer 2024**
How effectively do schools plan for the teaching of reading that secures good pupil progress?	How effectively do schools plan for the teaching of reading that secures good pupil progress?	How effectively do schools plan for teaching that secures good progress for vulnerable learners?	What arrangements are schools making to assess and monitor pupil progress and how effectively is this used to plan for improvements in provision and progress?	How effectively do schools plan for the teaching of reading that secures good pupil progress?	How effectively do schools plan for the teaching of reading that secures good pupil progress?

LA Partnership Working in Caerphilly 2023-2024

LA Priorities and Success Criteria	EAS targeted actions agreed with LA
- Equip leaders with the skills to have a significant impact on progress, attainment and provision and wellbeing. - Ensure the effective implementation of Curriculum for Wales. - Improve digital skills for all learners. - Close the gap in attainment between those learners from low-income backgrounds and those who do not live in poverty. - Further improve provision and support for young people (post-16).	- Provide bespoke support for schools working with a school improvement partner (SIP) via the universal, targeted and intensive model. - Provide bespoke support via Partner Schools where required. - Provide support from the curriculum team focusing on Curriculum for Wales and skills. - Undertake cluster professional discussions with all schools. - Undertake CSSRs in identified schools, to establish specific areas for support. - Undertake thematic reviews which provide a position statement on identified areas to include questionnaires, focused visits and feedback from SIPs. - Continue to provide Professional Learning and associated support for the implementation of the Raising the Achievement of Disadvantaged Youngsters programme (RADY). - Tackling Aspects of Poverty (TAP) professional learning (PL) programme to be delivered. - Implement the universal Professional Learning programme, including professional networks, including: - the Governor Pathway professional learning programme in all schools. - leadership and delivery of digital skills. - Welsh. - Progression and assessment. - Continue to support schools to deliver the SEREN programmes. - Continue to support schools to achieve the Cymraeg Campus Award. - Pilot a Governor Professional Learning programme delivered on a cluster basis.
LA Estyn Recommendations	
July 2012: R1 implement improvement strategies and specific actions to improve outcomes for learners especially at key stages 3 and 4; R2 strengthen the level of challenge to its secondary schools; R3 improve the robustness of self-evaluation and target setting; R4 align corporate and partnership strategic planning processes in order to make best use of available resources to improve outcomes for children and young people; and R5 take urgent action to reduce surplus capacity in schools generally and secondary schools in particular.	
LA Education Strategy Priorities	
- Continue to provide robust approaches to safeguarding of children and young people based on emerging needs and demands as an outcome of the Covid-19 pandemic. - Equip leaders with the skills to have a significant impact on progress, attainment and provision and wellbeing. - Ensure the effective implementation of Curriculum for Wales. - Accelerate the progress of vulnerable learners. - Improve pupil attendance and reduce exclusions, with particular focus on vulnerable groups. - Further improve provision and support for young people (post-16) - Close the gap in attainment between those learners from low-income backgrounds and those who do not live in poverty. - Improve digital skills for all learners.	

- Reach the target of 26% of year 1 pupils in Welsh medium by 2031.
- Support pupil wellbeing by improving attitudes to healthy food choices and active fitness.
- Ensure the most vulnerable families including those in poverty, can access support to give their child the best start to their early years.
- Through the Sustainable Communities for Learning Programme ensure that the County Borough provides sufficient school places to meet demand as well as upgrading/replacing school accommodation, as appropriate, so that schools are fit for purpose in the 21st century.

LA Themes			Reporting impact: EAS Stats and Stories		
Autumn 2023	Spring 2024	Summer 2024	Autumn 2023	Spring 2024	Summer 2024
Schools' response to post-covid baseline assessments in Early Years.	Provision for and progress of disadvantaged learners.	Digital skills (update on progress from summer 2023, including a focus on digital qualifications at Key Stage 4).	A position statement on provision for and standards of Welsh in English Medium schools with a focus on opportunities for pupils to develop and use the language outside Welsh lessons.	An overview of how schools have used baseline assessments to address the impact of Covid on Early Years learners, including case studies of a range of schools.	A position statement on provision for and progress of disadvantaged learners, including a focus on how schools track progress and how leaders ensure equity for learners.

LA Partnership Working in Monmouthshire 2023-2024

LA Priorities and Success Criteria	EAS targeted actions agreed with LA
- Pupil independence. - Learning experiences provide increased and beneficial opportunities for pupils to develop independent skills. - Increased levels of pupil independence are noted in CSSR, SSE and Estyn inspections. - Assessment for learning. - All schools have developed effective strategies for AfL that ensure pupils know what they need to do to improve. - Forward feedback is having positive impact on pupils' learning as recognised in CSSR, SSE and Estyn inspections. - Quality of writing - Pupils write at length, with few errors in spelling punctuation and grammar. - The standard of writing is consistent across all areas of the curriculum.	- Implement a PL programme aiming for excellence for all with a focus on AfL and pupil independence particularly for eFSM, ALN and MAT pupils. (R1, R2 and R3)). - Tackling Aspects of Poverty (TAP) professional learning (PL) programme to be delivered in all schools alongside the teaching resource for disadvantaged and vulnerable learners. (R1) - Implement a PL programme on excellence in writing. (R2) - CSSR teaching approach to be undertaken in all schools. - Termly professional discussions in all secondary schools. - Implement the Governor Pathway professional learning programme in all schools.

LA Estyn Recommendations

February 2020:

R1 Improve outcomes for pupils eligible for free school meals.

R2 Further strengthen the focus on increasing the number of pupils achieving excellent standards.

R3 Articulate a clear strategy for SEN provision.

R4 Strengthen the use of information gathered through self-evaluation to better inform improvement planning.

LA Education Strategy Priorities

- Improved school attendance and reduced levels of exclusion which remove barriers to learning for vulnerable pupils.
- The benefits of the new curriculum in Wales are maximised through excellent teaching and learning.
- A truly inclusive educational system that recognises learners' starting points, strengths and educational needs.
- Continue our programme of school modernisation.

LA Themes			Reporting impact: EAS Stats and Stories		
Autumn 2023	**Spring 2024**	**Summer 2024**	**Autumn 2023**	**Spring 2024**	**Summer 2024**
Establishing a clear and detailed baseline of teaching and learning appropriate to all learners.	Professional learning focus on Tackling Aspects of Poverty.	Professional learning focus on pupils' writing.	Report on detailed baseline of teaching and learning appropriate to all learners.	Report on engagement and impact of professional learning for Tackling Aspects of Poverty.	Case studies of the impact of PL on pupils' standards in writing. Review of progress MAT and eFSM pupils.

LA Partnership Working in Newport 2023-2024

LA Priorities	Success Criteria	EAS targeted actions agreed with LA
Newport defines vulnerable pupils as being "those pupils, who are challenged or disadvantaged by poverty and/ or have a learning need, or an equity need". • To improve the overall performance of secondary schools; with a focus on teaching and learning experiences and skills. • To improve the effectiveness of self-evaluation processes and improvement planning, on pupil progress and achievement. • To improve the leadership of learning and teaching, particularly for vulnerable pupils.	• No Newport school are in an Estyn category. • All secondary schools in Newport perform well, when compared to similar schools, in Wales. • The difference in the progress and achievement of eFSM pupils and that of non-eFSM pupils, is not significant. • All schools make effective use of self-evaluation processes, to support, monitor and review the impact of improvement, in improve pupils 'performance and achievement. • All schools make and sustains high quality improvements which have a positive impact on pupils' learning and well-being. • All school has a well articulate vision for teaching and learning which is well understood by stakeholders and implemented by all staff. The school's vision for teaching and learning supports all pupils to make progress in their knowledge, skills and understanding.	• Targeted support for identified secondary schools to implement effective teaching and learning strategies. • Review current curriculum offer in secondary schools, to meet the needs of all learners particularly for vulnerable learners. Providing advice and guidance and sign posting to best practice. • Target CSSR teaching and learning approach in identified schools to evaluate aspects of teaching and provide professional learning on aspect of teaching including differentiation (where appropriate). • Target professional learning around effective self-evaluation and improvement planning. • Promote and implement the governor pathways programme across the city. Identifying and sharing good practice. • Target professional learning to tackle aspects of poverty in identified schools. • Identify and share good practice across the local authority of school's provision for vulnerable pupils. • Strengthen partnership working between the EAS and LA to promote aspects of wellbeing including 'Newport Family and Engagement Network'. • Growing leadership capacity in Welsh medium schools through targeted implementation of the talent management framework.
LA Estyn Recommendations		
November 2018: R1 Improve the overall performance of secondary schools. R2 Establish a coherent strategy across all relevant services to improve the outcomes of pupils eligible for free school meals. R3 Ensure that self-evaluation activities focus on the impact that services have on outcomes and their value for money. R4 Strengthen opportunities at a local authority level for children and young people to influence decisions that affect them. R5 Deliver the strategic plans to develop Welsh-medium education further.		

LA Education Strategy Priorities
1. To improve standards, and progress for all pupils in learning and skills, through high quality teaching and learning experiences and leadership in all schools.
2. To co-ordinate, support and provide a range of services to ensure equity of opportunity and high-quality provision; to prevent the disengagement of vulnerable pupils.
3. To promote the inclusion and well-being of all pupils with a particular focus on supporting those pupils from vulnerable groups and those with ALN to make good progress in learning.
4. To deliver high quality educational facilities and support functions to enable pupils to achieve their potential and support their communities and to expand Welsh medium education provision.
5. To further develop a motivated, capable, and engaged workforce and to ensure the effective use of resources by schools.

LA Themes			Reporting impact: EAS Stats and Stories		
Autumn 2023	Spring 2024	Summer 2024	Autumn 2023	Spring 2024	Summer 2024
Schools approach and provision for tackling aspects of poverty: • Whole school strategy • Self-evaluation • Improvement planning • Planning for learning and teaching • Governor involvement.	Evaluation the quality of teaching; differentiation, to include vulnerable learners.	Evaluation the quality of teaching; independent learning, to include vulnerable learners.	The effectiveness of self-evaluation and school improvement planning.	Whole school approaches to tackling aspects of poverty.	Case studies on quality of effective differentiation; particularly for vulnerable learners.

LA Partnership Working in Torfaen 2023-2024

LA Priorities and Success Criteria	EAS targeted actions agreed with LA
- Estyn Recommendation: Improve outcomes for all learners, particularly in secondary schools. - Ensure leaders facilitate high quality self-evaluation and improvement planning processes. - Ensure all Torfaen schools have a clear strategy for improving the quality of teaching and learning with particular focus on the development of literacy, numeracy, digital, personal and social skills across the curriculum. - Ensure that Curriculum for Wales is effectively implemented. - Develop a shared understanding of learner progression by all stakeholders. - Support schools to raise the rates of attendance and reduce the rates of exclusions	- CSSR Teaching approach to be undertaken in all secondary schools not in Estyn category to establish a baseline for teaching. - CSSR Teaching approach to be undertaken in identified primary schools to establish a baseline for teaching and provide the appropriate follow up support. - Provide professional learning to secondary schools on the development of whole school teaching and learning strategies, where appropriate. - Provide professional learning and follow up support to secondary schools on the development of effective self-evaluation and improvement processes. - Implement the Governor Pathway professional learning programme in all schools. - Provide bespoke professional learning for Chairs and Vice Chairs of Governors in secondary schools and identified primary schools enabling them to have an accurate view of the quality of learning, teaching and leadership. - Quality assure the effectiveness of self-evaluation processes and school improvement planning priorities in all schools, to ensure there is sufficient focus on teaching and learning, leading to strong outcomes. - Undertake thematic reviews which provide a position statement on identified areas to include questionnaires, focused visits and feedback from SIPs.
LA Estyn Recommendations	
March 2022: **R1** Improve outcomes for learners, particularly in secondary schools. **R2** Strengthen performance management. **R3** Strengthen self-evaluation and improvement planning processes and the link between them. **R4** Improve strategic leadership of learning and ALN	
LA Education Strategy Priorities	
Torfaen LA County Plan: - We will raise educational attainment, helping young people and adults to gain the qualifications and skills needed to lead positive lives. - We will encourage and champion children, young people and families so they can thrive. We will tackle inequality by focusing on early identification and prevention activities that support people to live independent and fulfilling lives.	

LA Themes for SSE			Reporting impact: EAS Stats and Stories		
Autumn 2023	**Spring 2024**	**Summer 2024**	**Autumn 2023**	**Spring 2024**	**Summer 2024**
Teaching and Learning: Challenge, differentiation and expectation that meets the needs of all learners.	Teaching and Learning: How effective feedback at improving learning? Does teaching and learning encourage learners to reflect on progress being made?	Learner progress: How good is leaner progress in LLC?	Case studies on how well schools track and analyse performance and progress of vulnerable and disadvantaged learners?	Review of the impact of teaching and learning including a focus on effective challenge, differentiation and expectation in meeting the needs of all learners?	Report on effective feedback and marking to improve learning and how this facilitates learner progress.

Section 10:Delivery arrangements and resources for 2023-2024

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 95.6% in 2022-23, whilst the EAS staff profile has reduced by 52.8% 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 2023-2024

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' contribution figures for 2023-2024 are indicated in the table below. These represents a cut of 10% from the previous year's contribution. Although a balanced budget has been set for 2023-2024 this was achieved under very challenging circumstances. The sustainability of the current EAS delivery model within the current financial model presents challenges that will need to be discussed with partners during this financial year.

Local Authority	£
Blaenau Gwent CBC	£315,042
Caerphilly CBC	£882,597
Monmouthshire CC	£363,434
Newport CC	£704,962
Torfaen CBC	£453,148
Total	**£2,719,182**

Local authorities Core Contribution (%)
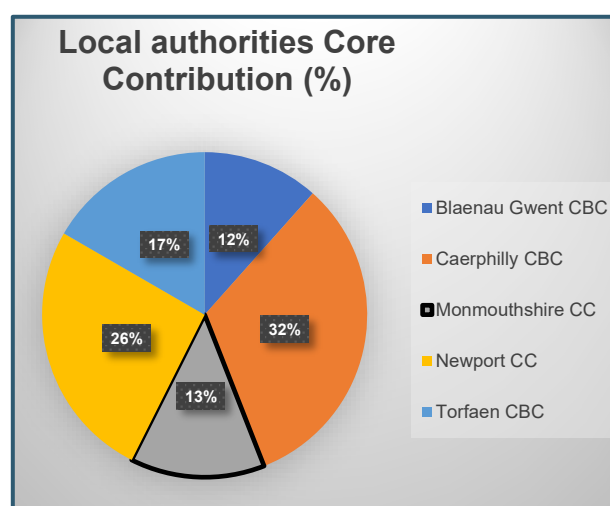
Regional school improvement grants

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	Grant Total	Amount delegated to schools	Delegation* Rate	Regionally Retained
	Indicative Calculation 2023-2024			
	£	£	%	£
Regional Consortia School Improvement Grant				
• Education Improvement Grant	£24,035,173	£22,082,736	91.88%	£1,952,437
• Professional Learning for Teachers	£2,148,925	£2,148,925	100.00%	£0
• Welsh in Education Grant	£681,492	£563,495	82.69%	£117,997
• Other grant initiatives	£5,747,390	£5,185,597	90.23%	£561,793
Pupil Development Grant				
• LAC Only	£1,320,200	£1,235,211	93.56%	£84,989
• Lead Regional PDG Adviser	£100,000	£0	0.00%	£100,000
SEREN				
• Pre 16	£68,600	£68,600	100.00%	£0
• Post 16	£63,565	£55,002	86.53%	£8,563
Total	**£34,165,345**	**£31,339,566**	**91.73%**	**£2,825,779**

*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 clerking service is provided through a service level agreement (SLA) with schools having an option to buy into a clerking service and then additionally a statutory committee clerking service. In 2022 a new 3 year SLA was introduced with 99% of schools opting to buy into the clerking service, with 43% of schools choosing the additional statutory committee service. To embrace the benefits of the virtual world further options were added to include virtual meetings at a reduced cost, in person meeting or a mixture of both. The indicative funding for 2023/24 is £0.382m.