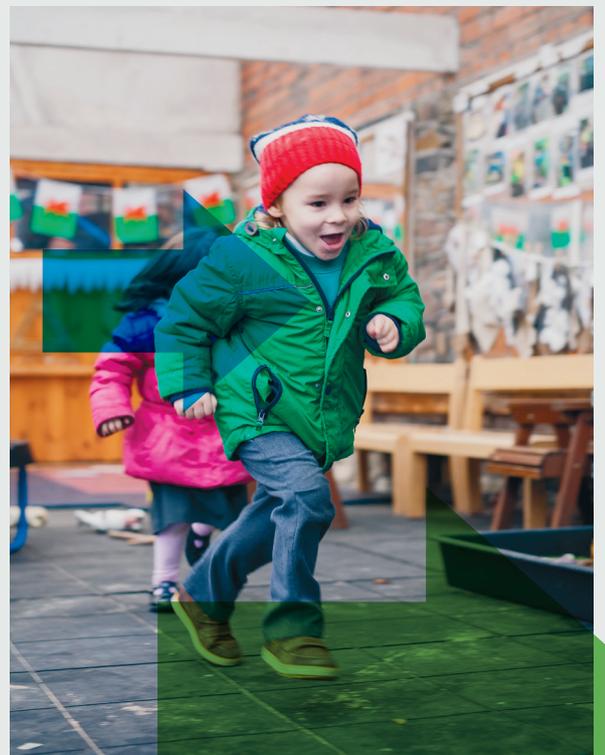


INFORMATION FOR ELECTED MEMBERS

MAY 2017

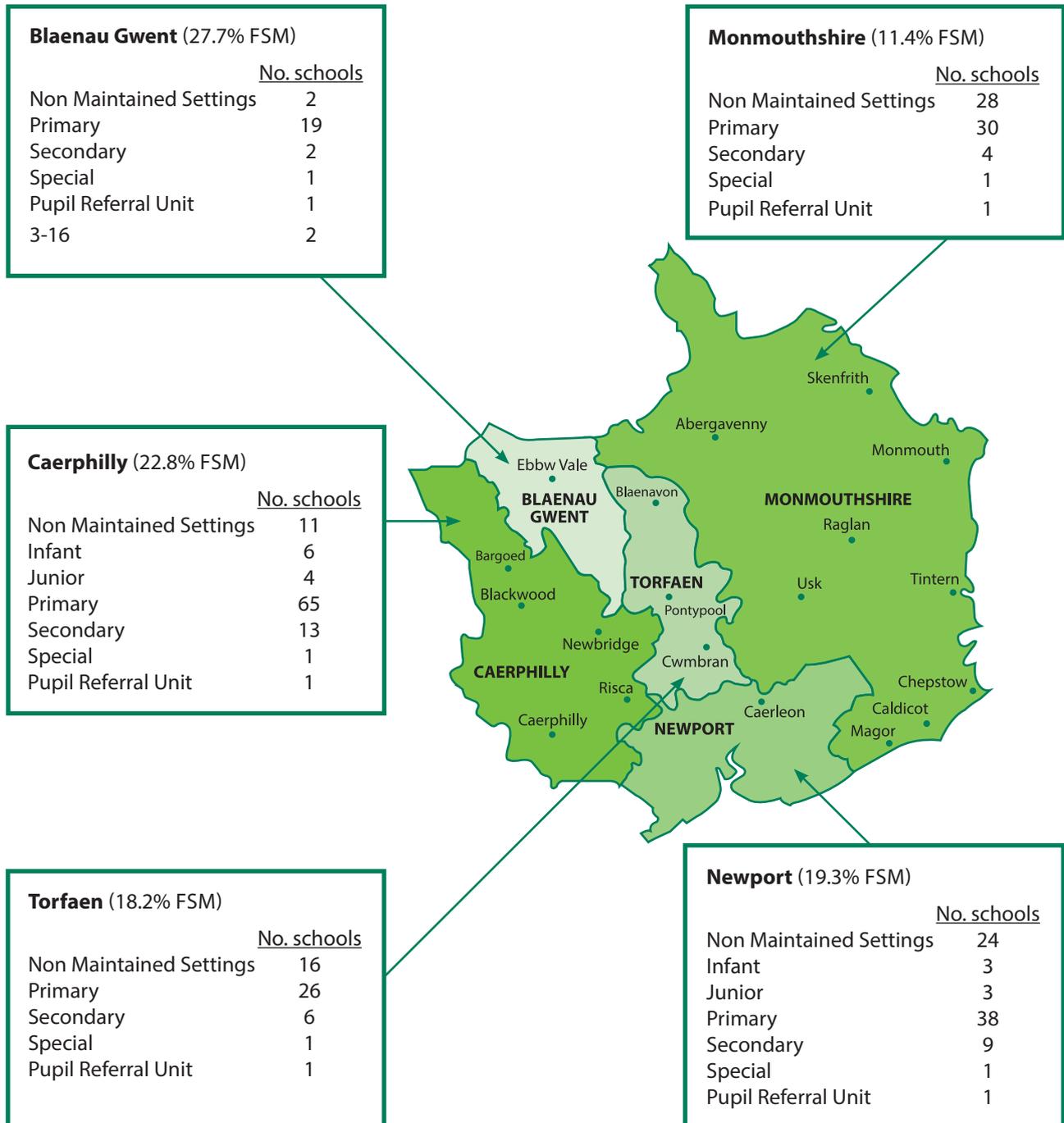
Serving the communities of Blaenau Gwent,
Caerphilly, Monmouthshire, Newport and Torfaen



What is the consortium?

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

There are 238 maintained schools in the region, 15% of all maintained schools in Wales. As of January 2016, these schools served 70,642 pupils of compulsory school age, which was 19% of all pupils in Wales. The percentage of pupils eligible for free school meals was 20.1%, which is higher than the national figure of 18.4%.



What does the consortium do?

The region delivers school improvement based on the Welsh Government National Model for Regional Working.

How the consortium operates and is funded

The core activities undertaken by the EAS on behalf of the Local Authorities are:

- Delivering school improvement – providing appropriate support and challenge, including data analysis, categorisation of schools, ensuring grant funding is used effectively
- Supporting the development of school leadership at all levels
- Supporting the development of Literacy and Numeracy
- Providing challenge to the performance and delivery of the Foundation Phase
- Providing support for appropriate learning pathways, for learners ages 14-19, including revised core GCSEs, the Welsh Baccalaureate, and the 'Seren' project to raise aspirations post-16.
- Supporting strategies for 21st Century Schools
- Enabling the aims of the Welsh Government's Welsh-medium Education Strategy
- Implementing Governor training and advice services including the requirements for mandatory training for governors
- Providing Specialist Human Resource support, advice and guidance
- Offering a comprehensive Professional Learning Office (PLO) to support the development of teaching and leadership

Further details on the model can be found on the Welsh Government Website:

<http://gov.wales/docs/dcells/publications/140217-national-model-for-regional-working-en-v2.pdf>

The EAS operates a 3 year Business Plan, updated annually, which is the regional strategic plan for accelerating educational outcomes across the region. In addition to the main Business Plan each Local Authority has an Annex document that focuses specifically on the areas that require improvement in each Local Authority. The plans undergo robust consultation with key stakeholders and are agreed on an annual basis by each local authority Cabinet.



The Business Plan and all related documents can be found on the EAS website.

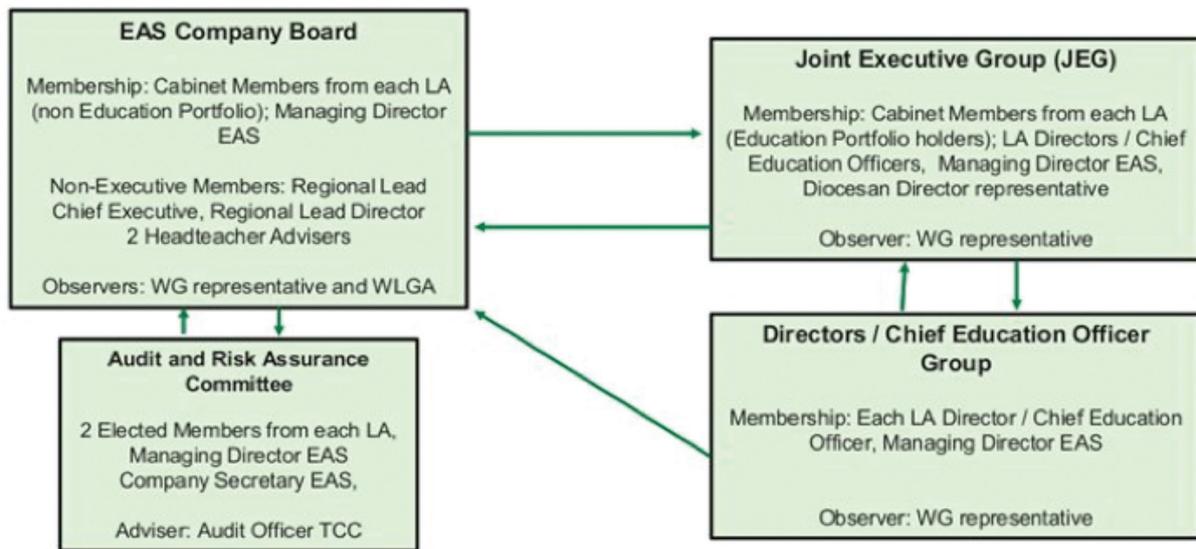
The EAS is funded by the five local authorities, a variety of Welsh Government grants and a small amount of traded services.



How is the consortium governed and held to account?

How is the consortium governed?

The EAS is a company owned jointly owned by the 5 local authorities. The service is accountable to you as elected members representing communities across the region. All minutes from the Company Board, Audit and Risk Assurance Committee and the Joint Executive Group are available on the EAS website. The Governance Structure is illustrated below.



In addition to the formal governance structures there are a broad range of consultative groups, these are illustrated below:



Further information on the current membership of the Governance Committees can be found on the EAS website.

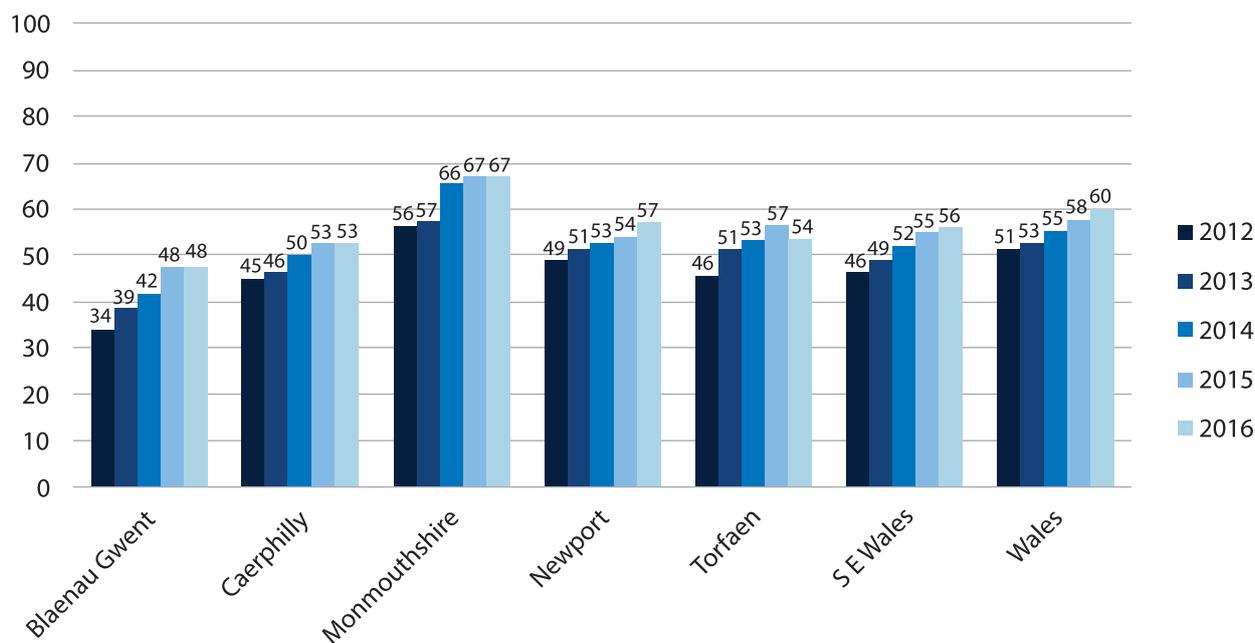
What is the impact to date?

The impact of the work of the EAS is captured systematically through reviews of the Business Plan. A summary of the progress within Outcomes, Provision and Leadership is contained in the EAS Self Evaluation Report, this can be found on the EAS website. A summary is shown below:

Progress in Outcomes:

- Teacher Assessment outcomes at the end of Foundation Phase and Key Stage 2 remain above the national average. Teacher Assessment outcomes at the end of Key Stage 3 (KS3) are despite improvements below the national average and remain adequate.
- There is a regional four-year improving trend in Level 2 inclusive of English / Welsh and mathematics.
- The number of schools with fewer than 40% of pupils achieving the Level 2+ has reduced from twelve in 2012 to one in 2016.
- Performance at the Level 3 threshold in Key Stage 5 (KS5) in 2016 has improved by 2% to 97.6%.

Key Stage 4 L2 inc E/W & M results 2012 - 2016



Progress in Provision:

- The EAS has appropriate differentiated procedures for monitoring, challenging, supporting and intervening in schools which are applied more consistently and have resulted in the majority of schools making good progress.
- The region has made good progress in developing mechanisms to facilitate school to school support in key areas, including leadership, teaching, GCSE support programmes, 21st Century Learning, Post 16 and offers a wide range of professional learning opportunities that align to the Business Plan priorities.



- The EAS provides strong support for the implementation of WG initiatives such as the introduction of the new curriculum for Wales.
- Challenge advisers monitor diligently schools' plans for their use of the Pupil Deprivation Grant. They ensure that the plans meet requirements and focus appropriately on improving' outcomes for vulnerable learners. The provision for these pupils is beginning to improve their outcomes at each key stage.
- There are good arrangements to identify the overall development needs of governors which are effectively met in most cases through a centrally delivered training programme.

Progress in Leadership:

- The EAS Business Plan appropriately sets out the regional strategic vision, aims and priorities aligned closely to WG guidance and key national, regional and local priorities. Through effective communication and consultation arrangements the EAS has shared its intentions and expected outcomes to all stakeholders.
- Self-evaluation and improvement planning processes are becoming increasingly accurate, evaluative and balanced.
- Strategic leadership and management is good with a clearer governance and communication structure which is increasingly effective and understood.

School strategic partnerships are good and continue to improve, in most cases professional relationships with headteachers and governors are good.

The Estyn / Wales Audit Office Inspection, 'A report on the quality of the school improvement services provided by the EAS Consortium' May 2016.

A summary of the findings from the full report is below.

Section	Grade
Support for school improvement	Good
Leadership	Good
Quality improvement	Good
Partnership working	Good
Resource management	Good

Priorities for development

The Business Plan incorporates actions to address the recommendations of the Estyn / Wales Audit Office Inspection, May 2016, namely to:

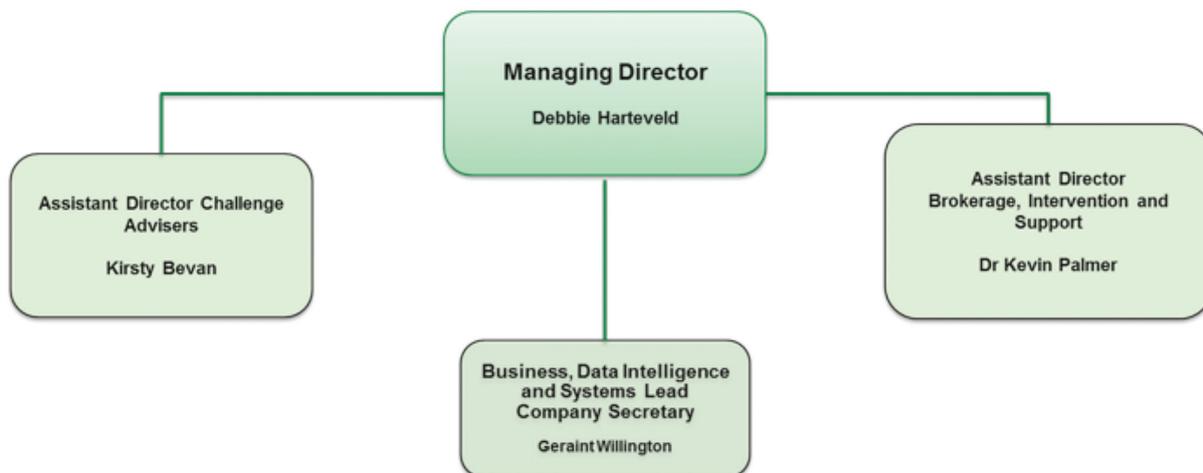
- R1: Consider the use of a wider range of performance indicators at school and regional level to ensure that the progress of all groups of learners is challenged and supported;
- R2: Improve consistency in the quality of evaluation of school improvement activities throughout the service; and
- R3: Identify and manage risks more effectively.

The key priorities for 2017-18 are:

- To raise aspiration, to improve pupil outcomes and reduce variance across schools and LAs, to improve the quality of teaching and leadership and accelerate the progress of those schools in amber and red support categories
- To implement a regional strategy and Professional Learning Offer that is focused on improving the well-being and accelerating outcomes for learners, particularly those facing the challenges of poverty
- To implement a regional strategy and Professional Learning Offer (including Governor Development) to improve the capacity and quality of teaching and leadership across the region
- To refine the Regional Strategy for literacy and numeracy in collaboration with key partners to accelerate outcomes at all key stages
- To lead, support and appropriately challenge schools to implement the Successful Futures agenda and changes to non-core GCSE specifications
- Rationalise the Regional Model for the delivery of the Self-Improving System
- To improve consistency in the quality of evaluation of school improvement activities throughout the service and to improve the efficiency and effectiveness of the service.

Who are the key people in the EAS?

Full staffing structures can be found on the EAS website. The Senior Management Team is shown below:



Our core values

Our core values guide everything we do in our day to day practices and interactions with our key partners, the wider educational community and our employees.

Our core values are:

Excellence	We aim for excellence in teaching, learning, leadership and in all that we do.
Innovation	We face the challenge of radical change with courage, reason and optimism.
Integrity	We act with honesty and transparency at all times and always in the best interests of all learners across our region.
Collaboration	We work in partnership so that, together, we can make a greater difference.
Accountability	We take collective ownership for the quality of our service and for pupil outcomes.

How to obtain further useful Information

We are keen to ensure that we share as much information as possible with elected members.

We regularly provide reports for local authority scrutiny committees and can arrange members' briefings with local authority officers on relevant topics.

You can access further information:

- on our website:  www.sewales.org.uk
- on our Twitter feed:  www.twitter.com/sewalesEAS
- on our Facebook page:  www.facebook.com/sewalesEAS

You can also contact us by:

- Telephone: 01633 415470 (Newport) - 01443 864963 (Tredomen)
- Email: business.support@sewaleseas.org.uk

If you are a school governor you can access information from our Governor Support Service at <https://sewales.org.uk/Governor-Support-Development.aspx>.

We also provide a weekly bulletin for all schools. Elected members can sign up for this by emailing business.support@sewaleseas.org.uk with 'bulletin sign up' as the subject line.