An overview of how the EAS supports Caerphilly Local Authority (LA) to deliver their school improvement function?

Caerphilly LA Scrutiny Committee
20 May 2024

Cyflwyno gwelliant ysgol mewn partneriaeth |
Delivering school improvement through partnership working

Overview of the session

- Regional Context

- Governance and Funding Model

- How does the LA ensure that the EAS meets the needs of Caerphilly schools and local priorities?

- EAS Staffing and Delivery Model in Caerphilly LA

Regional Context

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

EAS Vision and Values

EAS Vision

Supporting and enabling schools and education settings to thrive as effective learning organisations, learning from each other and the wider educational community.

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

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.

The Region

73,542

Number of pupils of compulsory school age within the region in 2021

19.4% of all pupils in Wales.

24%

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

This level of eligibility is the second highest of the four regional consortia with Central South Consortium highest with 24.6% (PLASC, 2023)

236

maintained schools in the region
(which includes 4 pupil referral units)

16.1% of all maintained schools in Wales

21 Welsh medium primary schools

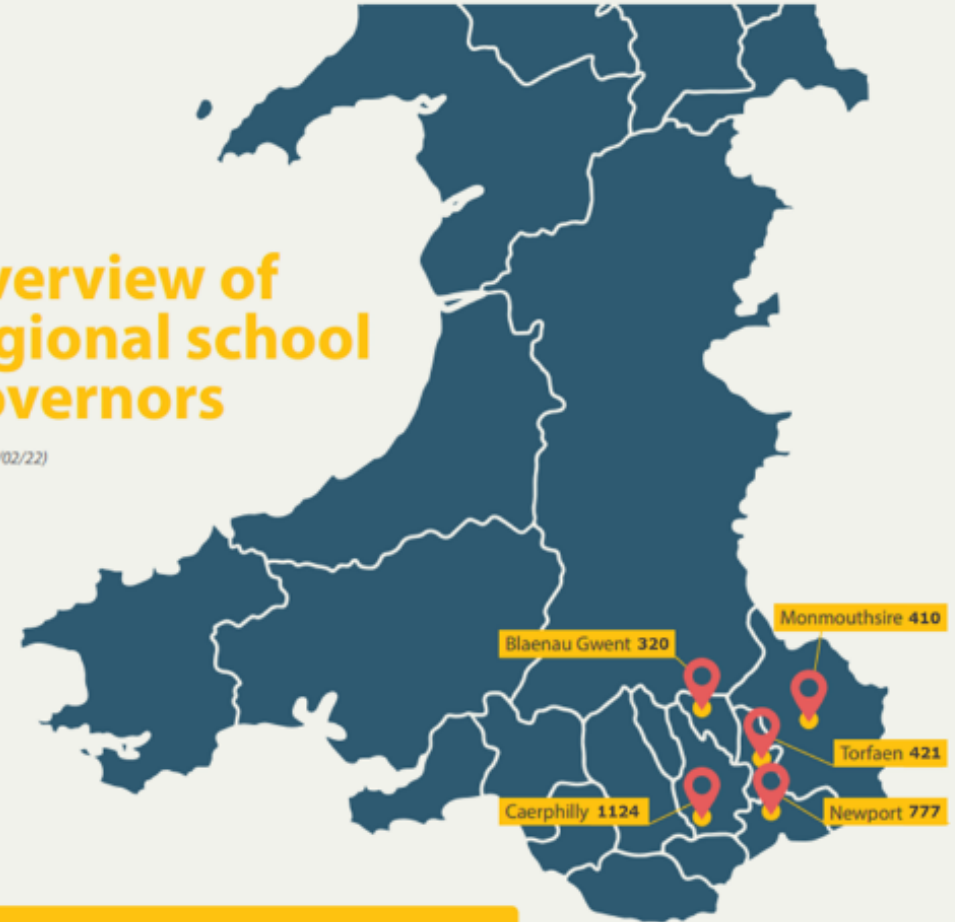**3** Welsh medium secondary schools

17 Roman Catholic schools

11 Church in Wales schools

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

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

(2011 Census, ONS)

13.2% The percentage of pupils aged 5 or over from an ethnic minority background

Overview of regional school governors

(As at 15/02/22)

Monmouthsire **410**

Blaenau Gwent **320**

Torfaen **421**

Caerphilly **1124**

Newport **777**

EAS Region Total **3,052**

CAERPHILLY CAERFFILI

EAS

Caerphilly LA

	Caerphilly
24.9%	Free School Meals
14	Non-maintained nursery settings
63	Primary (11 Welsh medium, 1 Roman Catholic)
6	Infant
4	Junior
11	Secondary (1 Welsh medium)
1	Special
1	Pupil referral unit
1	3-18
Regional school / PRU staffing	
1,580	Teaching staff
1,416	Support staff

	EAS Region
24.8%	Free School Meals
81	Non-maintained nursery settings
1	Nursery
181	Primary
6	Infant
4	Junior
32	Secondary (1 Welsh medium, 1 Roman Catholic)
6	Special
2	Pupil referral service
2	Pupil referral unit
2	3-16
1	3-18
Regional school / PRU staffing	
5,012	Teaching staff
4,679	Support staff

Who is the Education Achievement Service (EAS)?

- The EAS is a service that was set up by the 5 Councils in South-East Wales in September 2012 in response to the requirements of the Welsh Government's National Model for Regional Working.

- The EAS is co-owned by the 5 Councils, who took the decision to set it up as a not-for-profit Company.

- The EAS is subject to a strict governance model and is held to account through this mechanism.

- There is a legal agreement in place with the 5 Councils called the CAMA (Collaboration and Members Agreement) that sets out how we work, how we are funded and how we agree and allocate funding.

- The EAS receives funding, in the form of grants and core funding from each LA on an annual basis.

- The EAS Business Plan sets out how we deliver our services so that they meet the local needs of each LA.

EAS Staffing Structure
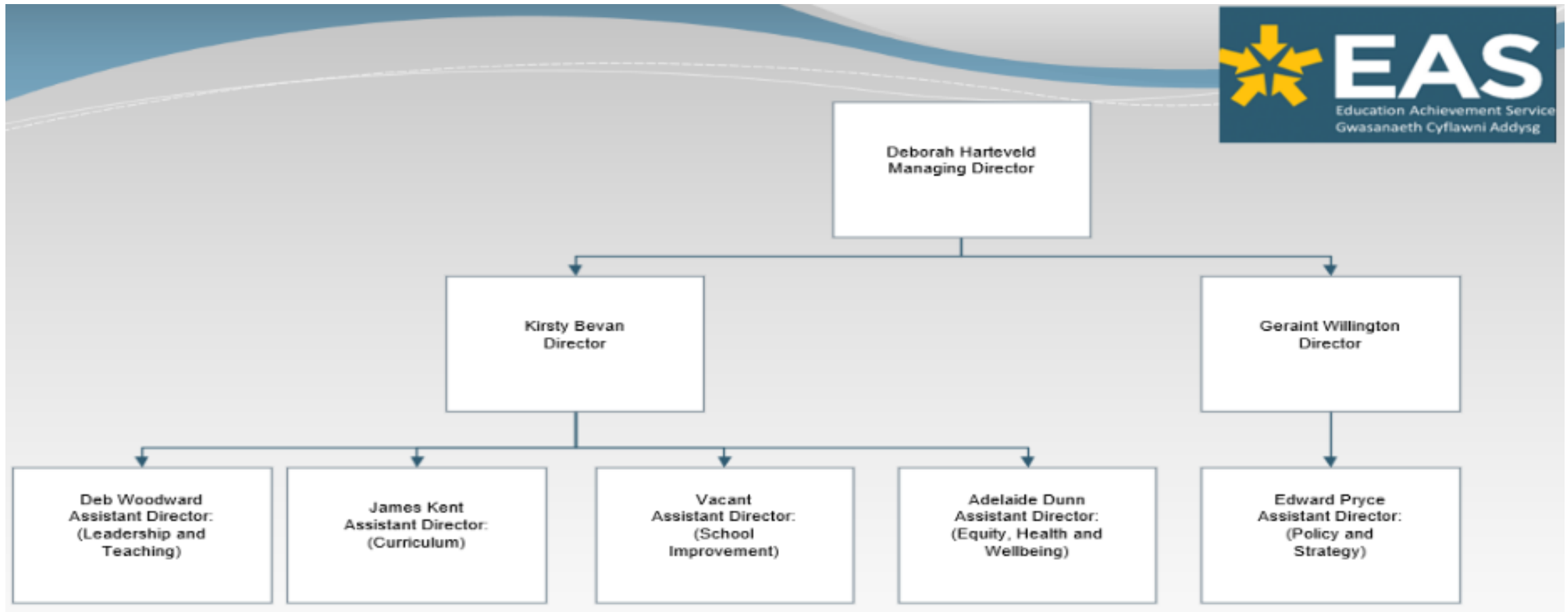
- Currently 64.7 FTE staff employed within the EAS. In 2012 there were 135 FTE staff within the service.
- Annual re-structures / staffing changes have ensured delivery model remains fit for purpose.

The EAS Funding Model

- All staff working in School Improvement from each of the 5 LAs were TUPE transferred across to the EAS in 2012.

- When the EAS was set up it was funded in the following way:

  - **Core funding** from each LA based upon an agreed funding model by the 5 Councils
  - **Traded Income** from schools for services
  - **Grants and Service Level Agreements**

LA Contributions 2012 to 2025

	EAS 'As Is' Model Aug 2012	2013/14	2014/15 (funding levels set by WG, based on RSG formula to LA)	2020-21	2021-22	2022-23	2023-24	2024-25	% Movement 2012 to 2023/24
	£	£	£	£	£	£	£	£	%
Blaenau Gwent CBC	454,853	423,953	417,511	358,985	351,805	350,046	315,042	283,537	-37.66%
Caerphilly CBC	1,187,541	1,133,580	1,169,666	1,005,705	985,591	980,663	882,597	794,337	-33.11%
Monmouthshire CC	591,619	468,403	481,642	414,127	405,844	403,815	363,434	327,090	-44.71%
Newport CC	1,095,407	926,421	934,254	803,293	787,227	783,291	704,962	634,466	-42.08%
Torfaen CBC	940,858	760,016	600,536	516,355	506,028	503,498	453,148	407,833	-56.65%
Total	4,270,278	3,712,371	3,603,609	3,098,465	3,036,496	3,021,313	2,719,182	2,447,264	
Total Efficiencies								1,823,014	-36.32%
Total Staff FTE	135.10	132.60	125.46	66.07	63.30	63.77	64.77	63.17	-53.24%
Inflation rate % (Average for calendar year) *	2.8%	2.6%	1.5%	0.9%	2.6%	9.1%	8.4%	tbc	35.6%
If at the 2012 level funding continued at the rate of inflation		4,389,846	4,503,982	4,933,262	4,977,662	5,107,081	5,571,825	6,039,858	
Difference between current and inflationary commissioned income								3,592,595	246.80%

LA Contributions 2012 to 2025

2) Delegation from EAS budget to schools to enable schools to support other schools

	2013/14	2014/15	2020/21	2021/22	2022/23	2023/24
	£	£	£	£	£	£
SIPs / s2s	116,550	120,000	385,007	831,397	946,033	912,950
NMS	-	-	14,000	14,000	20,400	26,000
Total	**116,550**	**120,000**	**399,007**	**845,397**	**966,433**	**938,950**

3) Summary of grants received from WG overtime

	2013/14	2014/15	2020/21	2021/22	2022/23	2023/24
No of Grants / Initiatives within grants	x6	x12	x64	x55	x39	x33
	£	£	£	£	£	£
Total £	18,984,000	26,156,000	52,641,140	60,998,552	59,981,918	34,634,866
Delegation* £	16,635,000	23,990,000	49,633,262	58,247,845	57,084,917	31,681,599
Delegation %	87.6%	91.7%	94.3%	95.5%	95.2%	91.5%

Info as at 24th Apr 24

4) Reduction in income to the EAS overtime which was previously generated through a trading model with schools (funding model inherited in 2012)

	2013/14	2014/15	2020/21	2021/22	2022/23	2023/24
	£	£	£	£	£	£
Income generated from PL deliver	£1,247,884	£1,089,664	£0	£0	£0	£0

EAS Governance Model

EAS Company Board

Membership: Cabinet Members from each LA (Non-Education Portfolio)

EAS Managing Director, Company Secretary

Non-Executive Members:
Non-Executive Directors: x 4

Regional Lead Chief Executive, Regional Lead Education Director

Joint Executive Group (JEG)

Membership: Cabinet Members from each LA: (Education Portfolio holders; LA Directors / Chief Education Officers), Managing Director EAS, Diocesan Director representative

EAS Audit and Risk Assurance Committee

2 Elected Members from each LA, Managing Director EAS
Company Secretary EAS,

Adviser: Audit Officer TCBC

Directors / Chief Education Officer Group

Membership: Each LA Director / Chief Education Officer, Managing Director EAS

All minutes from the Company Board, Audit and Risk Assurance Committee and the Joint Executive Group are available on the EAS website.

Governance Groups: Joint Executive Group (JEG)

The Joint Executive Group (JEG) has members who hold cabinet responsibility for education across the 5 local authorities. They might be considered the 'customer' of EAS as they represent the local authorities who originally set up the company to deliver school improvement provision.

They are there to:

- Make sure that the best outcomes are achieved for learners across SE Wales
- Ensure the realisation of the business plan which has been agreed to meet these outcomes
- Provide recommendations, challenge and support to improve outcomes further
- Make decisions around key aspects such as regional grants and ongoing governance
- Keep their respective council informed and provide two-way communication about EAS
- Act as the local authority shareholder at the AGM

They expect:

- The EAS company board to review their recommendations
- EAS management to provide the right information to allow them to make informed decisions and then to act on their recommendations

Governance Groups: Company Board

The Company Board is responsible for the performance of EAS. They provide strategic governance and set the vision, mission and values of the company whilst holding overall accountability for its success. They agree the strategy and delegate the delivery of this to the Managing Director.

They are there to:

- Appoint and monitor the performance of the Managing Director
- Act as a 'critical friend' and ensure that all possibilities and perspectives have been examined
- Oversee all operational aspects of the company and ensure that it remains on track, remains compliant with all aspects of company law, approving the staffing and delivery structure to deliver the business plan, and the setting and monitoring of financial budgets specific to that of the company

They expect:

- The JEG to agree and communicate business plans, provide oversight and scrutiny and to communicate effectively with their local authorities. The JEG should not become involved with operational aspects of EAS
- The management team to carry out all operational aspects as agreed and to supply the board with clear information as required to allow them to provide effective governance

Governance Groups: Audit and Risk Assurance Committee

An additional layer of support for the board is provided by ARAC. They take responsibility for aspects of compliance (although final accountability will rest with the EAS Board)

This includes:

- Monitoring and reviewing all aspects of finance including internal audits and recommending terms of engagement of external auditors
- All aspects of risk management
- Compliance with law and regulations including HR, Welsh language, technology, conflicts of interest, health and safety and governance
- Reporting on impact and value for money

Governance Groups: EAS Management Team

The management team is there to deliver the strategy which will provide support and challenge to schools in order to improve learner outcomes

This includes:

- Agreeing the strategy and formulating the associated business plan
- Delivering the business plan and monitoring outcomes
- Leading the company to satisfy the needs of all key stakeholders
- Recruiting, developing and monitoring the performance of staff to ensure that a high quality service is delivered

They expect:

- The Company Board to provide scrutiny and challenge to the expectations of JEG, oversee what they are doing and provide strategic guidance and challenge which will help them to succeed and which recognise the delivery challenges faced
- JEG to provide high expectations of performance, feedback on key issues and to provide additional challenge around business plans which will be picked up by the company board

EAS Business Plan 2022-2025

- The Business Plan is created using the priorities from each LA, using a thorough consultation process with a wide range of partners.

- Final agreement of the plan is given by JEG members.

- Regular progress reports are given to JEG and Company Board.

- Multiple reports are provided to Caerphilly LA throughout the year that are nuanced to their local priorities and schools.
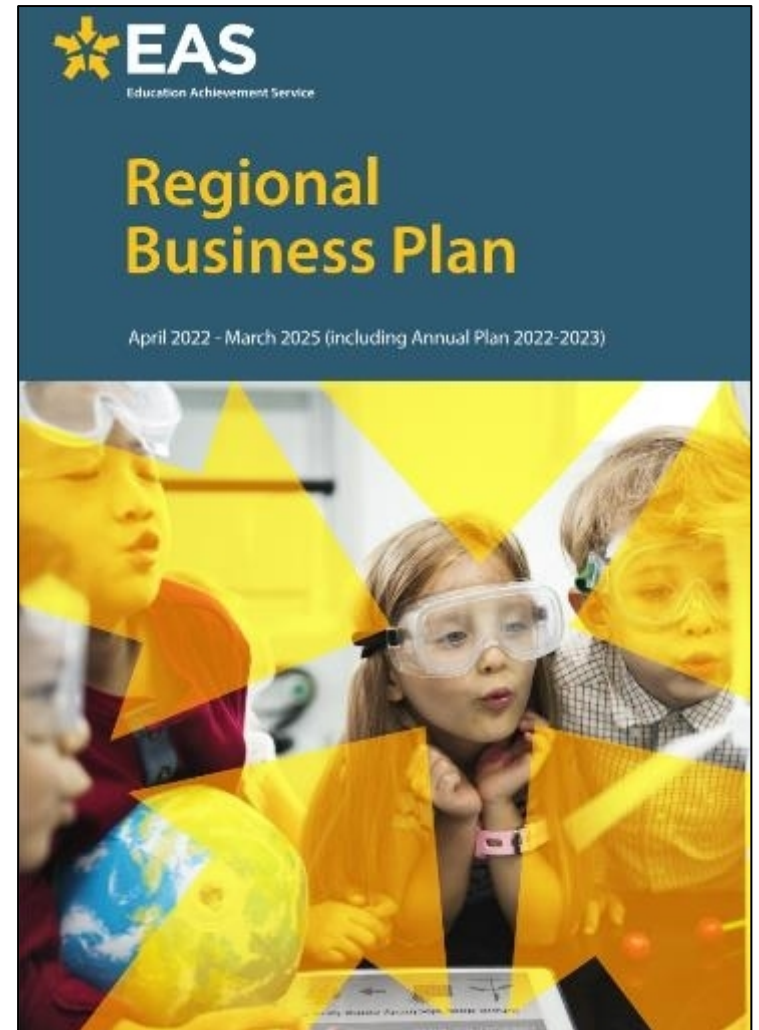
EAS Business Plan priorities

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.

EAS
Education Achievement Service
Gwasanaeth Cyflawni Addysg

Regional Business Plan 2023-2025

June 2023 - March 2025

EAS Business Plan priorities

Regional Business Plan 2023-2025
June 2023 - March 2025

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.

EAS Business Plan priorities

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

The success criteria is what we need to demonstrate impact against.

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.

Caerphilly LA: Local priorities

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). **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.	- 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.

Caerphilly LA: Local priorities

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.

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.

How does the EAS capture the impact of its work in Caerphilly schools?

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?

Intent, Implementation and Impact (III) approach

What?
- What are to we trying to do?

Where?
- Where are we?

How?
- How will we know?

Practitioner Impact Pathway
What opportunities are there to capture impact?

Tools to help capture impact

- EAS PL planning document
- Success Criteria – all PL planning, NOAs, professional learning calendar, PL offer
- Pulse points – short questionnaires/ polls
- Attendance & Engagement data (during)
- Stats and Stories capture tool and Evaluation capture 1

- Engagement data (programme end point)
- Stats and Stories capture tool
- End of programme participant questionnaire - Evaluation capture 2
- Evaluative Impact Report (EIR) Practitioner Learner Experiences
- Supported Self Evaluation tools (SSEF / EIR)

- Triangulated questionnaires: Participant , Line Manager / Headteacher / SIP
- Evaluative Impact Report
- Supported Self Evaluation tools (SSEF/EIR)
- Case Study – sampling tool
- Stats and Stories capture tool
- Evaluation capture 3
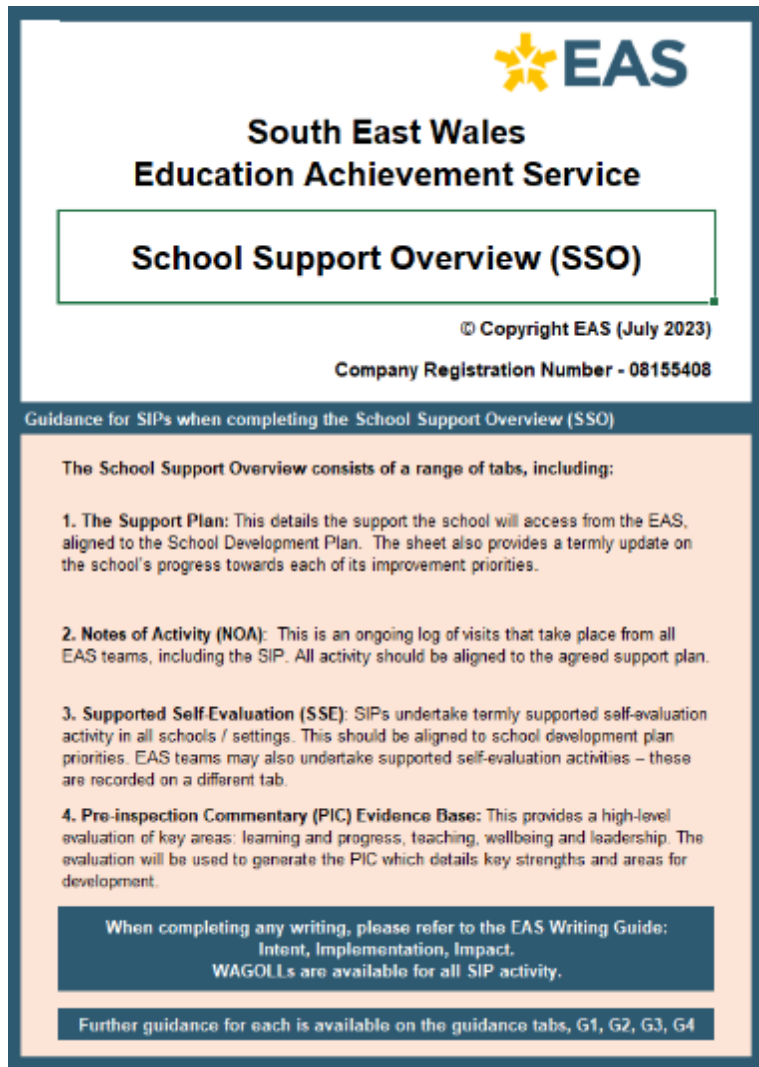
Timescale – post intervention / support (approximately 12months +)

Timescale – duration of the intervention / support

Timescale – post intervention / support (approximately 6-12months)

Practitioner Learning Experience → **Practitioner knowledge/ skills** → **Practitioner Practice/ Behaviour change**

Organisational Outcomes

Learner Progress

Practitioner Outcomes

How does the EAS capture its work in Caerphilly schools?

School Support Overview includes:
- School Support Plan
- Notes of activity
- Termly Supported Self-Evaluation
- Evidence base for Pre-inspection Commentary
- School on a page, to include all professional learning activity.

Impact of professional learning: Video examples

Term	LA	School / Governing Body	Purpose/focus of the recording	Youtube Hyperlink (Eng)
Spring 2024	Caerphilly	Cwmcarn Primary	Provision for and progress of disadvantaged learners.	https://youtu.be/v8IcpqtGfgs
Spring 2024	Caerphilly	Idris Davies Cluster	Promoting Cluster collaboration amongst Governing Bodies	https://youtu.be/hstVDUQPAEc
Spring 2024	Caerphilly	Blackwood Primary	Developing the Outdoors for Authentic learning	https://youtu.be/SVzezSF01Zw
Autumn 2023	Caerphilly	Risca Primary	Effective learning environments and pedagogy	https://youtu.be/fQAZQqtvR48
Autumn 2023	Caerphilly	Hendre Infants	Effective outdoor learning	https://youtu.be/esWmZ6zb_gg
Autumn 2023	Caerphilly	Tiddlers Wrap Around	Observations to inform planning.	https://youtu.be/oJ_Gor8O2-8
Summer 2023	Caerphilly	Lewis Girls Secondary School	Developing pupil independence through the school's 'learning fit' approach	https://youtu.be/vouTTzIT4LQ
Summer 2023	Caerphilly	Heolddu Comprehensive	Using Walthrus and an instructional coaching tool to improve the quality of teaching and learning	https://youtu.be/LX3XI0f2PKM

Impact of professional learning: Short story examples

Evaluative Impact Report:

School Improvement

Caerphilly

Evaluative Impact Report: Caerphilly Local Authority Termly Theme

Autumn 2023

Date of the report	January 2024
Link to Business Plan priorities	**School Improvement:** Provide support to schools and education settings which is aligned to their needs. Create and facilitate collaborative networks of professional practice.
Element of bespoke support	Universal, targeted, and intensive provision provided by SIPs.
Focus for the Evaluation	How do schools and settings ensure learners in early years make strong progress over time?

Background and Context (Intent):

This report provides the Local Authority with a clear and evidenced-based picture of provision and progress in early years in schools and settings and looks at how this supports learners to make strong progress. It also notes strengths and areas for development to inform a wider discussion about where good practice exists which can be shared across all schools. Working with the LA, the EAS will aim to improve provision and progress in early years settings and schools across the borough.

The focus was developed following a series of professional discussions with schools where heads noted the impact of Covid and the cost-of-living crisis on some young children's learning and development. High-quality early education is essential to children's development. The experiences, knowledge and skills needed for life-long learning, active citizenship and future employment start in early years.

For the purpose of this thematic review early years is defined as nursery aged children (3-4 years inclusive of rising 3's) and reception children.

Although Action Short of Strike was a limiting factor in the systematic gathering of evidence for this report, a minority of schools nevertheless shared practice in early years. This was supplemented by information from recent Estyn reports from early years settings and EAS knowledge of working directly with the early years settings in Caerphilly. This provided a wide enough sample to inform this report.

Across Caerphilly there are 69 schools which provide education for early years learners. Federations have been considered as separate schools. 13 settings deliver early education in funded non-maintained settings in Caerphilly. Of these, 7 deliver through the medium of

How does Caerphilly LA hold the EAS to account?

Meetings with Schools

Multi-agency Meetings
Team Around the School Meetings
SDP Professional Discussions
Outcomes and information from these meetings, along with the NOA for each school will feed into monthly meetings.

Monthly EAS and LA Partnership Meetings

LA Meetings

Wider Group Meetings
ALN and Inclusion
Scrutiny Meetings

Outcomes and information from these meetings will feed into monthly meetings.

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Overview of information exchange 2022-2023

Planned schedule of information shared from EAS to LAs

The following table captures the information that the EAS will share with each local authority on a systematic basis (process dependent). This overview is based upon current agreed regional processes and school improvement protocols. Where changes occur to the agreed approaches then the table will be updated accordingly.

Much of this information will also be shared with EAS governance groups, usually as appendices to reports and usually at LA or regional level, as appropriate.

Item / Document	Frequency	Distribution method	Suggested suitability / usage
1. Notes of Action: all EAS activity	Real time	Hwb	LA Officers
2. Access to grant profiles for all schools in each LA	Real time for current year Archived previous years	Uploaded into the specific LA folder on Hwb	LA Officers / Elected Members
3. Partnership Meetings: NOAs, nominated schools, SCC impact capture, overview of professional discussions	Monthly	Uploaded into the specific LA folder on Hwb	LA Officers
4. School on a page overview	Updated termly	Uploaded into the specific LA folder on Hwb	LA Officers / TBC
5. Overview of EAS activity and update on LA priorities	Termly (first 2 weeks of each term – retrospective view)	Uploaded into the specific LA folder on Hwb	LA Officers / Elected Members
6. Overview of cluster conversations (cluster, LA and regional level)	LA and regional; Bi-annual updates	Uploaded into the specific LA folder on Hwb	LA Officers / Elected Members / Headteachers / Governors
7. LA Stats and Stories	Termly (first 2 weeks of each term – retrospective view)	Uploaded into the specific LA folder on Hwb	LA Officers / Elected Members / Headteachers / Governors

Overview of Information Exchange

EAS Staffing and Delivery Model in Caerphilly LA

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

How does the EAS support the LA to know its schools and support them?

- Universal Activity Overview.
- Termly supported self-evaluation activity aligned to the school's own evaluation calendar.
- Additionally, schools/settings will receive bespoke support in line with SDP priorities.
- SIPs can provide or broker targeted support.
- All combined SIP activity provides a forensic overview of the school.
- All SIP activity is detailed in the Note of Action (NOA).
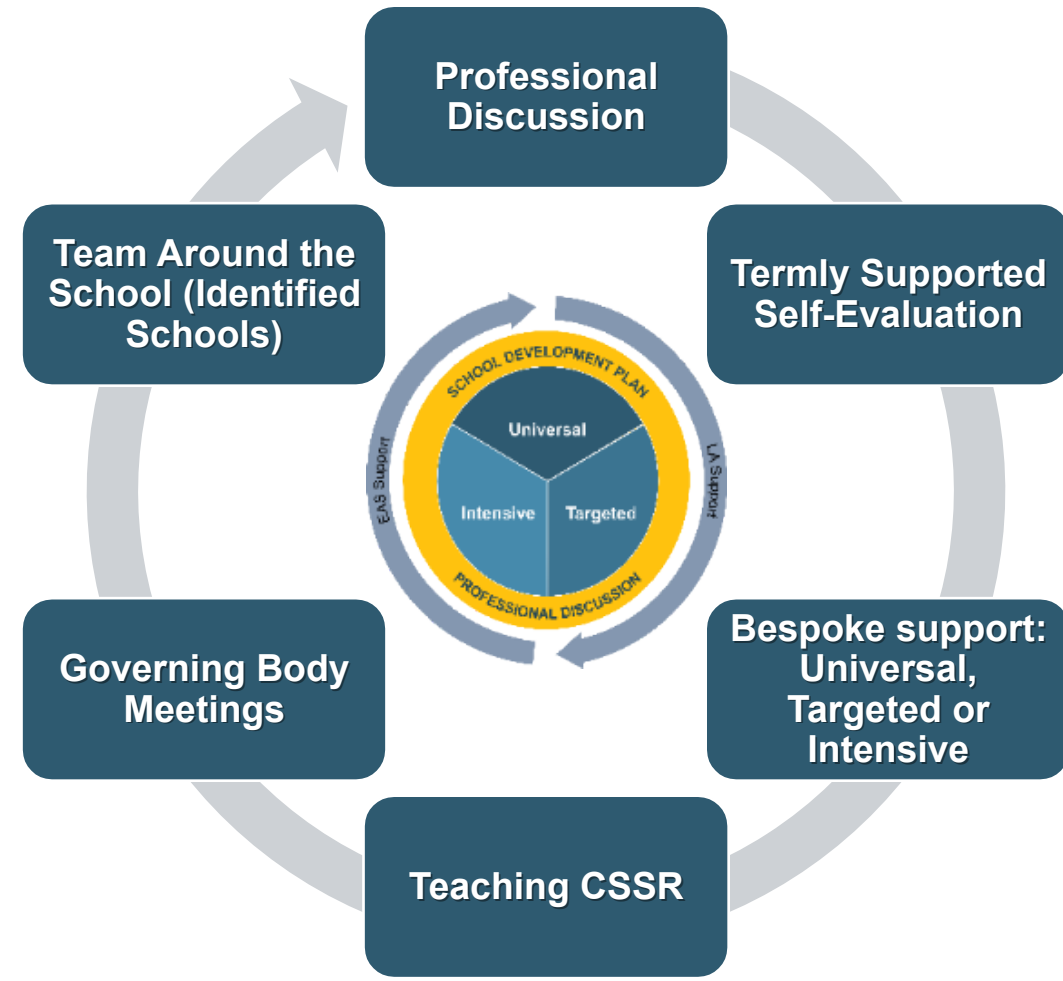
Improvement Partner workforce: Context overtime

Towards a school-led system

Central team of Challenge Advisers

School Improvement Partners from within and beyond the region

Significant financial investment and transparency

Support for a school requiring higher levels of support from a range of providers

LNS holistic support for schools requiring higher levels of support

Enhanced the credibility of those providing support and challenge to schools

'Now is not the time to lose your nerve but to renew your efforts.'
Steve Munby: October 2020

Joined-up support which has increased the capacity and credibility of the school improvement offer

Central team of subject advisers

CfW LNS Model delivered by schools, coordinated by small team

Expansion of practitioner networks and equity of access to reform experiences

Use of expertise from secondary schools outside the region

Expanded S2S capacity at secondary school level

CAERPHILLY CAERFFILI   EAS

Team Around the School (TAS) Approach

Regional Approach
Team Around the School

2022 -2023 (updated June 2023)

- In place for all schools in Caerphilly requiring additional support.

- Schools meet regularly with the LA and EAS to consider school improvement activity through an appropriate balance of support and challenge.

- The approach focuses on working with the school to problem solve and be solution focused, based on the school's needs.

Team Around the Cluster Approach

- Caerphilly has 2 link EAS Principal School improvement partners.
- Each cluster will be supported by School Improvement Partners and EAS team members to ensure the EAS and the LA knows its schools and clusters well and that they are effectively supported.
- Additional support / brokerage of support for schools.

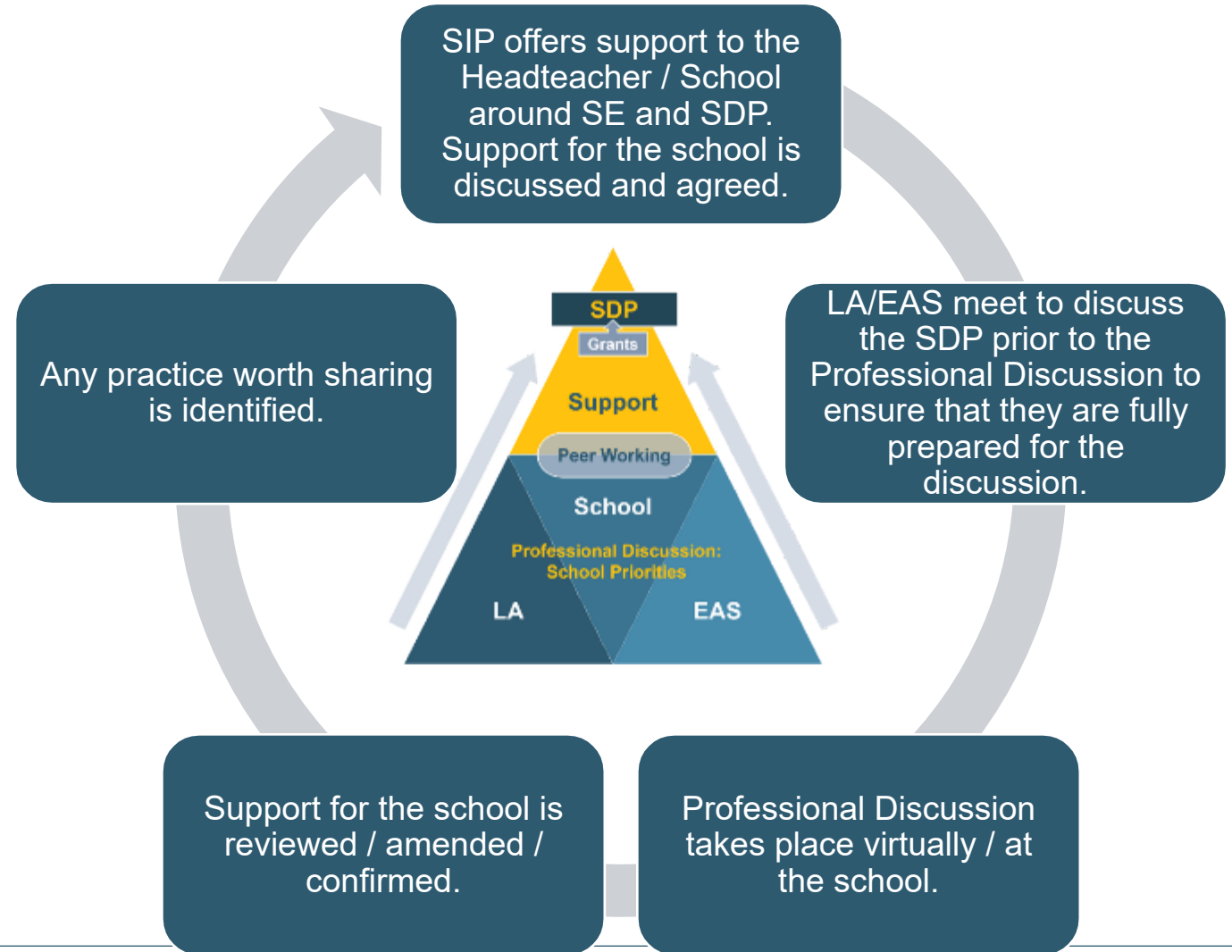**Cluster Support could include:**
- Cluster INSET
- Attendance at Cluster Meetings
- Support for Curriculum Design, Progression and Assessment within and across AOLEs
- Development of a Teaching and Learning Strategy and related professional learning across the cluster.
- Development of a cluster strategy and related professional learning for talking all aspects of poverty.
- Governor Professional Learning.
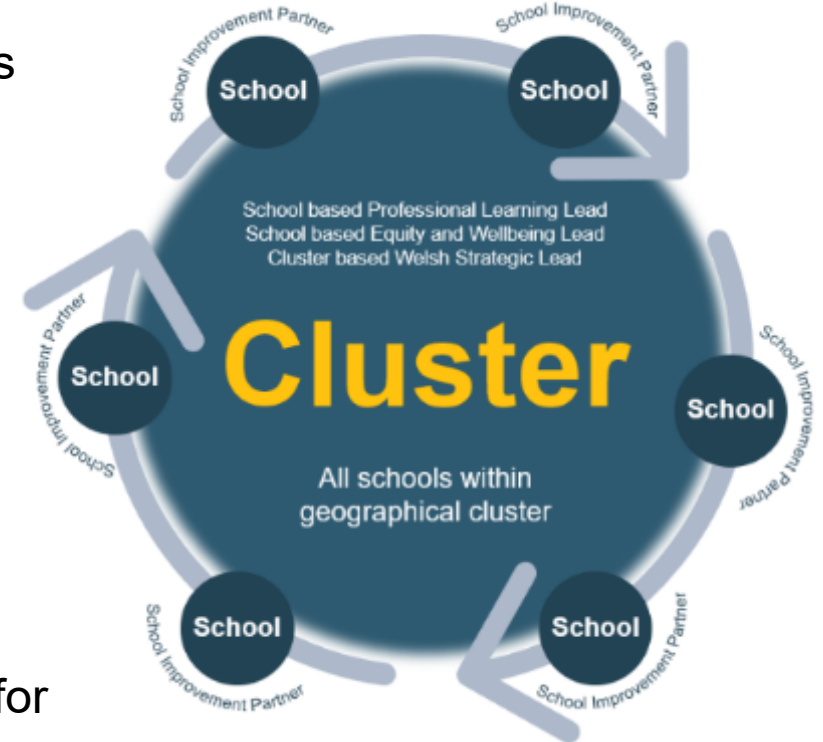
Professional Discussions

- Schools will take part in a discussion during the academic year.

- Supports schools to share the priorities arising from their self-evaluation processes.

- The discussion also helps to determine the ongoing support needs of the school from both the LA and EAS and identify where practice is worth sharing.

- The planning meeting will support the LA and EAS to understand the priorities across schools and settings, at a local and regional level.

SIP offers support to the Headteacher / School around SE and SDP. Support for the school is discussed and agreed.

Any practice worth sharing is identified.

LA/EAS meet to discuss the SDP prior to the Professional Discussion to ensure that they are fully prepared for the discussion.

Support for the school is reviewed / amended / confirmed.

Professional Discussion takes place virtually / at the school.

SDP

Grants

Support

Peer Working

School

Professional Discussion: School Priorities

LA   EAS

Regional Support Model: School led professional learning

What are your support needs as a school. What do you need from both the LA and the EAS?

Curriculum for Wales

Health, Wellbeing and Equity

Professional Learning: Leadership and Pedagogy

School Improvement

EAS Partner Schools

School Development Plan

Bespoke support

Targeted Support

Universal Offer

EAS Regional PL Offer

LA Support

Partnership Professional Discussion: SDP and SE Focus
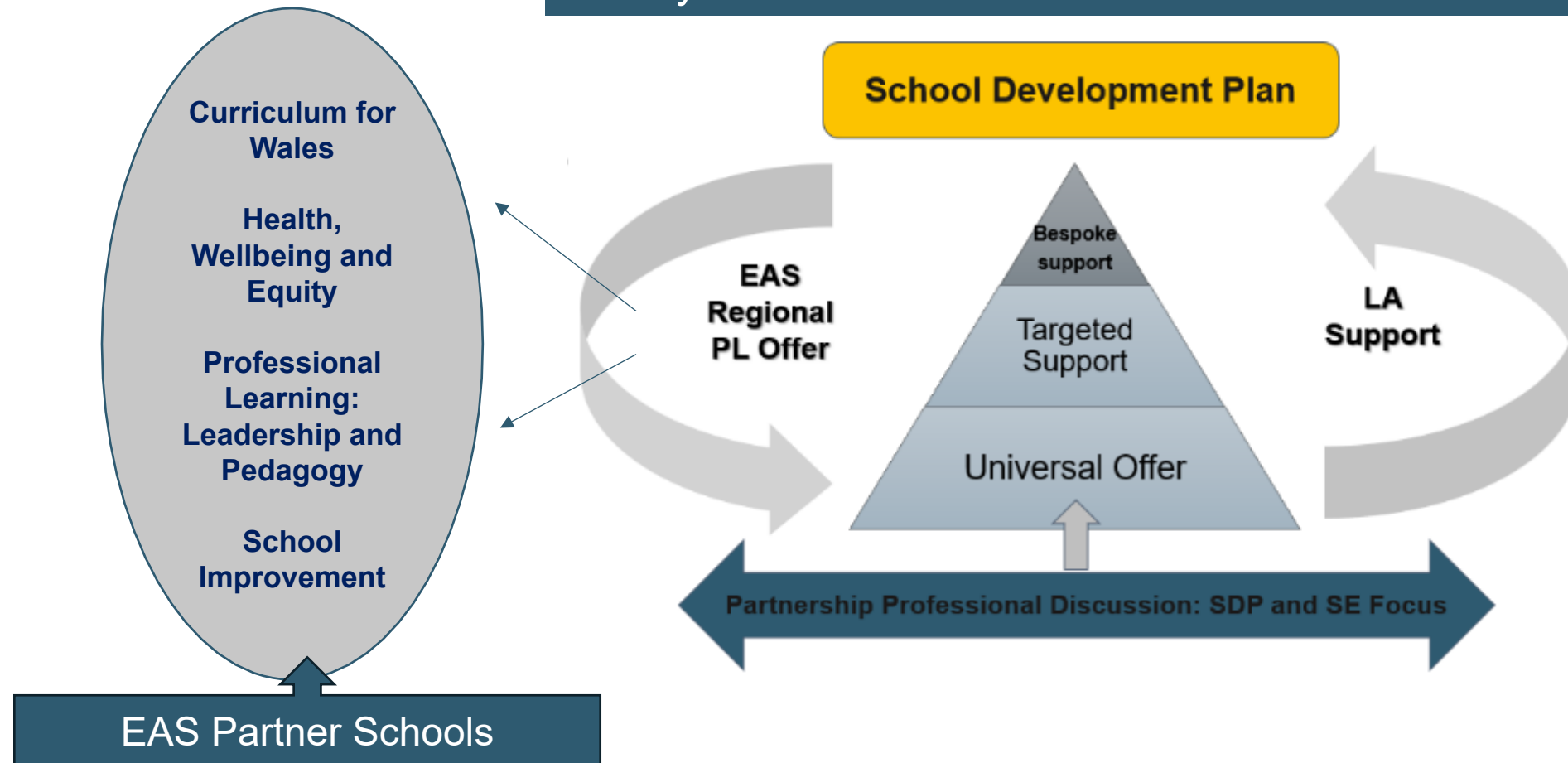
PL Brochure: EAS PL Offer (SOSS)

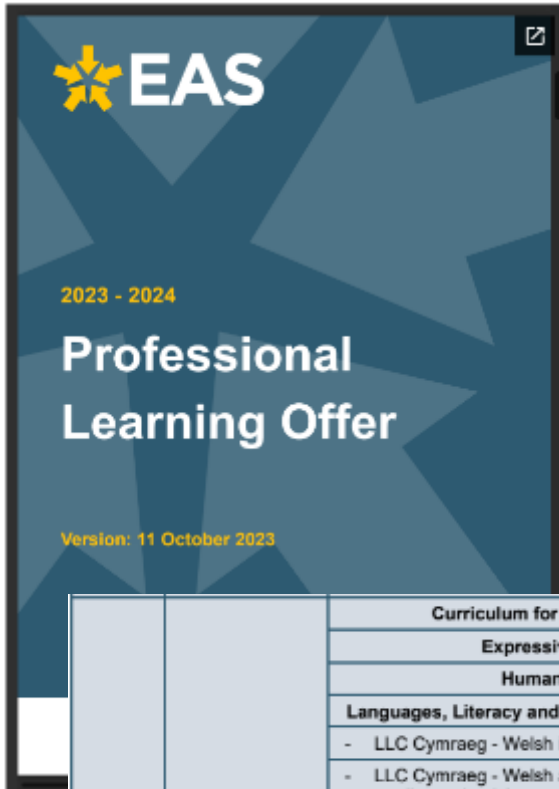Our professional learning, networking opportunities and guidance provide schools and settings with a range of support across the Health and Wellbeing Area of Learning and Experience and the cross-cutting themes of Human Rights, Diversity, and Careers and work-related experiences.

A range of professional learning, networking opportunities and guidance is also available to schools to support in developing their approaches to improve the outcomes of vulnerable and disadvantaged learners within their communities, including support for tackling aspects of poverty, family and community engagement and teaching and learning.
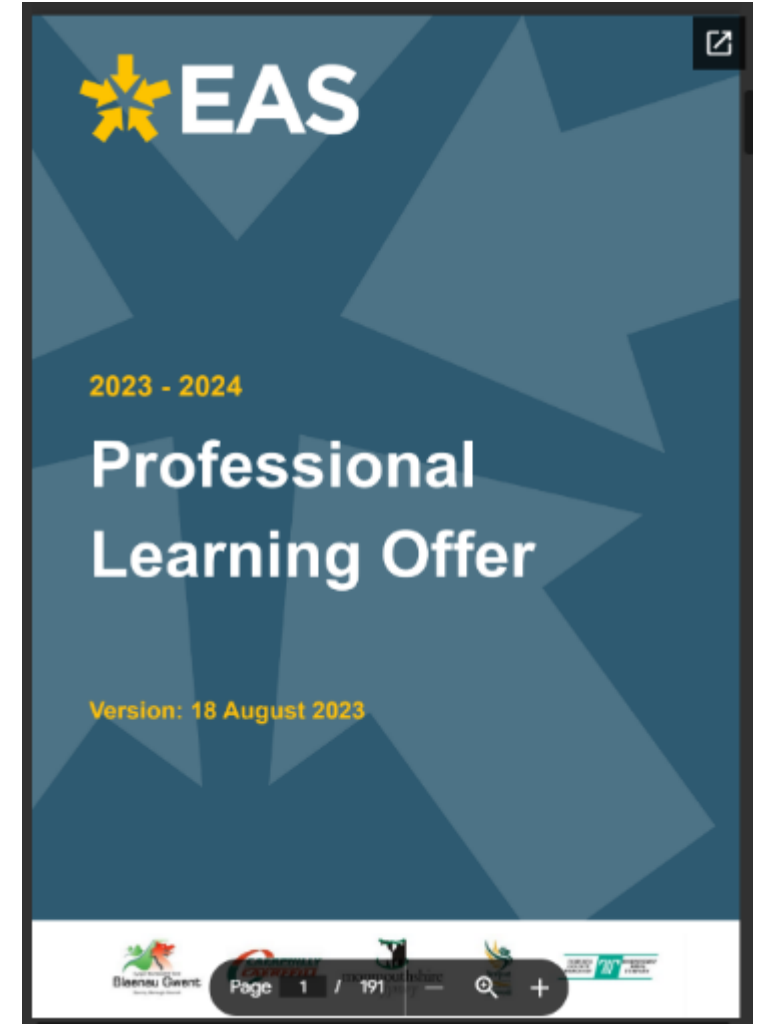
Professional Learning Offer

Link to Current Live Version

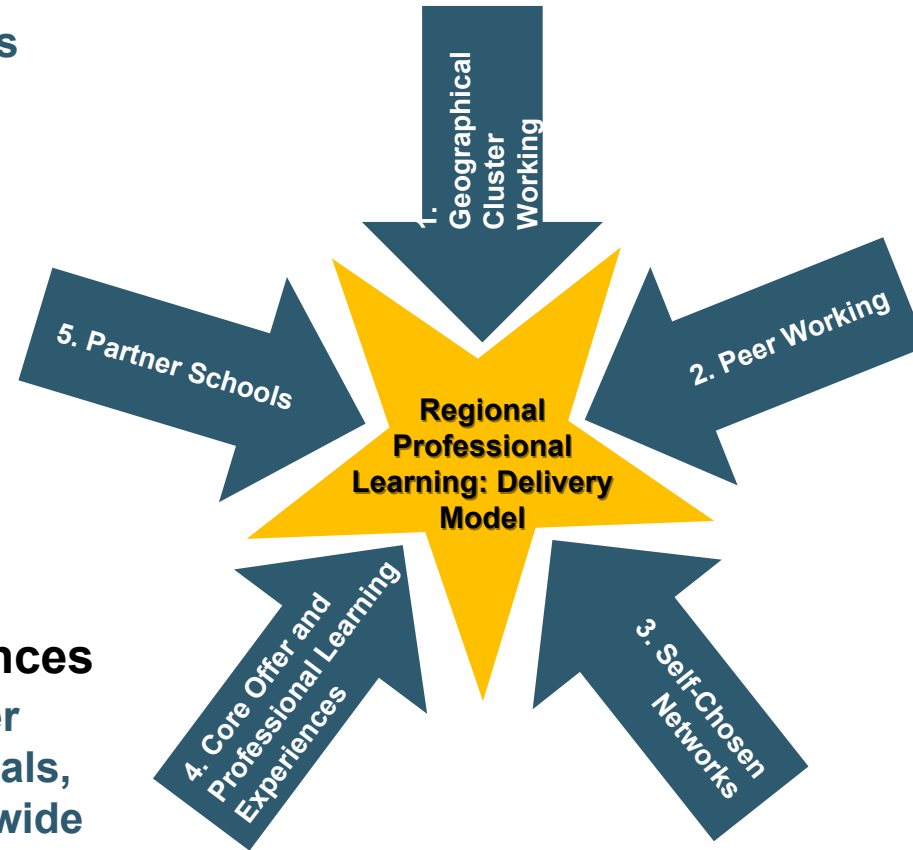Supplementary Offer includes partner school offers

Delivery of professional learning for a school or cluster within Caerphilly LA

5. EAS Partner Schools

Where schools engage with schools across or beyond the region to develop practice in teaching, learning and leadership

1. Geographical Cluster Working

Working together to secure collective accountability of learner progress

2. Peer Working

Working together and learning with colleagues to secure improvements in teaching, learning and leadership that secures improved outcomes for all learners

4. Core Offer and Professional Learning Experiences

The EAS professional learning offer provides opportunities for individuals, school, clusters, to engage with a wide range of PL which is underpinned by the aims of the National Mission.

3. Self-Chosen Networks

Where schools engage with networking opportunities, practitioners are able to share and develop practice to improve leadership, teaching and learning within their own contexts, particularly within the secondary phase

Central diagram: Regional Professional Learning: Delivery Model, with arrows labelled 1. Geographical Cluster Working, 2. Peer Working, 3. Self-Chosen Networks, 4. Core Offer and Professional Learning Experiences, 5. Partner Schools

Partner Schools: Caerphilly Schools

Partner School Model 2023/25
Expression of Interest Information Pack
Summer 2023

Professional Learning Support School

- Bedwas High School
- Blackwood Primary
- Glyn-Gaer Primary
- Graig-Y-Rhacca Primary
- Graig-Y-Rhacca Primary
- Heolddu Comprehensive
- Lewis Girls' School
- Nant-Y-Parc Primary
- Newbridge School
- Penllwyn Primary
- Pentwynmawr Primary
- Rhiw Syr Dafydd Primary
- Risca Primary
- St Gwladys Bargoed School
- St James' Primary
- Trinity Fields
- White Rose Primary
- Ysgol Gyfun Cwm Rhymni
- Ysgol Gymraeg Caerffili
- Ystrad Mynach Primary

School To School

- Bedwas Infants
- Blackwood Primary
- Hendredenny Park Primary
- Lewis Girls' School
- Markham Primary
- Nant-Y-Parc Primary
- Nant-Y-Parc Primary
- Nant-Y-Parc Primary
- Penllwyn Primary
- Rhiw Syr Dafydd Primary
- Risca Primary
- St Cenydd School

Curriculum

Provider	Area
Nant-Y-Parc Primary	Careers-Work Related
Ysgol Gymraeg Caerffili, Ysgol Penalltau	Cymraeg / Literacy
Bedwas High School, Hengoed Primary, Heolddu Comprehensive, Lewis Girls' School	Design and Technology
Llancaeach Junior, Nant-Y-Parc Primary	Digital Competence
Newbridge School	Drama
Blackwood Primary, Nant-Y-Parc Primary, Risca Primary	Early Years (N-Y2)
Heolddu Comprehensive, Lewis Girls' School, Risca Primary, Newbridge School	English / Literacy
Rhiw Syr Dafydd Primary	Film-digital media-dance
Newbridge School	Geography
Bedwas High School, Blackwood Primary, Heolddu Comprehensive, Rhiw Syr Dafydd Primary, St Gwladys Bargoed School, Ysgol Gyfun Cwm Rhymni	Global Futures / International Languages
Gilfach Fargoed Primary, Lewis Girls' School, St Gwladys Bargoed School	Health and Wellbeing AoLE
Penllwyn Primary	Humanities
Gilfach Fargoed Primary, St Gwladys Bargoed School, Ysgol Penalltau, Newbridge School	Mathematics
Ysgol Gymraeg Y Castell	More Able and Talented Learners
Blackwood Comprehensive	RADY
Bedwas High School, Hengoed Primary, Tir-Y-Berth Primary	Science
Ysgol Gyfun Cwm Rhymni, Ysgol Gymraeg Cwm Gwyddon	Siarter Iaith
Glyn-Gaer Primary, Hendre Junior, Llancaeach Junior	Welsh (English Medium) / Bilingualism

EAS Partner Schools

EAS Supporting Our Schools - Partner Schools

Blackwood Primary

🟢 🟣 🔴 ⌃

EAS Partner School Role(s)

🟢 - School to School

🟣 - Professional Learning Support School

🔴 - Early Years (N-Y2) | Global Futures / International Languages

School Context 🔗

NOR: 410   **FSM:** 33.6%   **ALN:** School Action (1.2%), School Action+ (5.1%), Statemented (0.2%), Individual Development Plan (0.0%)

No of Teaching Staff: 17.2   **No of Teaching Assistants:** 12.5

School Contact Details

School website: https://www.blackwoodprimary.org

Contact details: Blackwood Primary School , Apollo Way ,Blackwood, NP12 1WA

Telephone: 01495 224111   Email: blackwoodprimary@sch.caerphilly.gov.uk

Estyn Inspection Information: Inspection | Estyn (gov.wales)

School to School

As an experienced head teacher and distributed senior leadership team, we have the capacity to support a school with leadership including governance and support for teaching and learning. Our governing body is a strength of the school. They are fundamental in the process of self evaluation and support the school through an established committee structure and carefully designed governor days. PL is important to the school and the governing body is included within this process. Support for teaching and learning would need to be discussed at an individual school basis. We have a distributed leadership model that would provide the opportunity to support schools in a bespoke way

Professional Learning: Leadership and Teaching

Blackwood Primary School is committed to providing the best learning experiences for our children in a no blame, risk taking culture where staff are encouraged to engage in research, professional enquiry and use external expertise. Staff view Professional Learning as an entitlement that supports and builds coherence linked to pedagogy and curriculum design. Leaders consolidate what has been learned in a culture that encourages staff to use PL opportunities to evaluate and improve approaches to teaching and learning.

PL is planned through a combination of whole staff, phase, team and individual foci. Strong links with EAS have provided opportunities to work with different models of research. As a result staff value the professional learning that has an impact on their teaching. Leaders within the school recognise the importance of providing time and resources to enable effective professional learning and the senior leadership team and governors are committed to supporting all staff with their engagement in continuous professional development. We have a wealth of experience on which we are able to support colleagues through our extensive work as a PL regional and lead school over time and contribute to the regional professional learning offer for teaching assistants , teachers and leaders.

Curriculum : Early Years

The pedagogy of the Foundation Phase has been the main driver for the curriculum from nursery to year 6 at Blackwood Primary School. A strong focus for curriculum reform has been working on effective pedagogy to support independent learning for all pupils. Staff have worked over several years to ensure that pupils have the opportunity to apply, use, consolidate and extend skills using a blended learning approach. The learning environment at Blackwood Primary School is a key enabler for the curriculum. It has been developed in such a way that encourages pupils to be independent, to have a say in their own learning and to take increasing responsibility for it. The areas within the learning environment have been designed to allow all pupils to experience authentic learning opportunities both indoors and outdoors.

The role of the adult is extremely important when facilitating effective learning opportunities. Highly effective whole school PL has driven planning and assessment to support staff with progression throughout the school. We are able to offer support for nursery to year 2 but can also demonstrate how this pedagogy can be effective to embed real life skills up to year 6.

Curriculum: Global Future / International Languages

Blackwood Primary School recognises the importance of developing international language skills in line with the objectives of the Curriculum for Wales. We are committed to collaboration with other schools in the EAS and beyond to share resources, knowledge, and expertise. Our International Languages lead ensures that we offer our pupils a wide range of languages and increased exposure to different cultures and ways of thinking. We believe that this is an important step towards creating a more inclusive learning environment that values all forms of communication.