

CHILDREN, YOUNG PEOPLE AND EDUCATION CABINET BOARD

***Immediately Following Scrutiny Committee on
THURSDAY, 26 JANUARY 2017***

COMMITTEE ROOMS 1/2 - PORT TALBOT CIVIC CENTRE

PART 1

1. To agree the Chairman for this Meeting
2. To receive any declarations of interests from Members
3. To receive the Minutes of the previous Children, Young People and Education Cabinet Board held on the 5 January 2017 *(Pages 3 - 6)*
4. To receive the Forward Work Programme 2016/17 *(Pages 7 - 8)*

To receive the reports of the Head of Participation

5. Education through Regional Working (ERW) Business Plan 2017-20 (Draft) *(Pages 9 - 130)*
6. Childcare Facilities within Schools in Neath Port Talbot *(Pages 131 - 140)*

To receive the Reports from the Head of Transformation

7. NPT Draft Response to the Welsh Government Consultation Document 'Reform of School Governance: Regulatory Framework' *(Pages 141 - 202)*

8. Pupil Attendance Update (*Pages 203 - 210*)

To receive the Report of the Head of Children and Young People Services

9. Agreement of the proposals for the updating and implementation of the Route 16 (16 and Leaving Care) Team Financial Policy (*Pages 211 - 252*)

To receive the Report of the Head of Corporate Strategy and Democratic Services

10. Children's Services Annual Staff Survey (*Pages 253 - 292*)
11. Any urgent items (whether public or exempt) at the discretion of the Chairman pursuant to Statutory Instrument 2001 No 2290 (as amended)

S.Phillips
Chief Executive

Civic Centre
Port Talbot

Friday, 20 January 2017

Cabinet Board Members:

Councillors: P.A.Rees and P.D.Richards

Notes:

- (1) *If any Cabinet Board Member is unable to attend, any other Cabinet Member may substitute as a voting Member on the Committee. Members are asked to make these arrangements direct and then to advise the committee Section.*
- (2) *The views of the earlier Scrutiny Committee are to be taken into account in arriving at decisions (pre decision scrutiny process).*

EXECUTIVE DECISION RECORD

CABINET BOARD – 5 JANUARY 2017

CHILDREN, YOUNG PEOPLE AND EDUCATION

Cabinet Members:

Councillors: P.A.Rees (Chairperson) and P.D.Richards

Officers in Attendance:

A.Jarrett, J.Hodges, J.Burge, Mrs.K.Gilbert and Mrs.J.Woodman-Ralph

1. **APPOINTMENT OF CHAIRPERSON**

Agreed that Councillor P.A.Rees be appointed Chairperson for the meeting.

2. **MEMBER'S DECLARATION**

Councillor P.A.Rees	Report of the Director of Social Services, Health and Housing re: Hillside Secure Children's Home CSSIW Inspection and Estyn Inspection as he is Chair of Governors at Cefn Saeson Comprehensive School.
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3. **MINUTES OF THE PREVIOUS CHILDREN, YOUNG PEOPLE AND EDUCATION CABINET BOARD HELD ON THE 1ST DECEMBER 2016**

Noted by Committee.

4. **FORWARD WORK PROGRAMME 2015/16**

Noted by Committee

5. **ANNUAL PUPIL PERFORMANCE REPORT 2015/16**

Decision:

That the report be noted.

6. **ESTABLISHMENT OF A TEMPORARY GOVERNING BODY FOR THE PROPOSED NEW ALL THROUGH SCHOOL REPLACING DYFFRYN COMPREHENSIVE SCHOOL AND GROES PRIMARY SCHOOL**

Decisions:

1. That approval be granted to establish a temporary governing body for the proposed new 3–16 all through school replacing Groes Primary and Dyffryn Comprehensive (Upper and Lower) Schools as detailed in the circulated report;
2. That a staff governor be appointed to the temporary governing body;
3. That Parent governors be appointed to the temporary governing body by the current primary and comprehensive schools governing bodies, with a minimum of two from each of the existing schools;
4. That a teacher governor be appointed from each school and one staff governor appointed by Dyffryn Comprehensive School;
5. That the appointment of LA Governor Representatives be deferred to enable a request to be made to the candidates of which there are more than vacancies, to provide written information/submissions not exceeding 500 words by the 16 January 2017 to enable the Cabinet Board at a future meeting to decide, as required by the Council's policy of December 2012 who in the opinion of the Cabinet Board will make the most significant contribution to the management of the school.

Reason for Decisions:

To ensure the Local Authority complies with legislative requirements for the establishment of a new school.

Implementation of Decisions:

The decisions will be implemented after the three day call in period.

7. **NEATH PORT TALBOT DRAFT YOUNG CARERS STRATEGY
(2016 - 19)**

Decision:

That approval be granted to undertake the 90 day public consultation for the Draft Neath Port Talbot Young Carers Strategy 2016 – 2019 commencing 1 February 2017.

Reason for Decision:

To build on the achievements of the previous Neath Port Talbot Carers Strategy documents. The draft document aims to continue to provide strategic direction for services for Young Carers and Young Adult Carers from 2016-2019.

Implementation of Decision:

The decision will be implemented after the three day call in period.

Consultation:

The draft strategy is subject to public consultation to provide Young Carers and other stakeholders the opportunity to examine the strategy and give comments. The final version of the strategy will reflect the consultation feedback.

8. **HILLSIDE SECURE CHILDREN'S HOME - CSSIW INSPECTION**

Decision:

That the report be noted.

9. **HILLSIDE SECURE CHILDREN'S HOME - ESTYN INSPECTION**

Decision:

That the report be noted.

CHAIRPERSON

Children, Young People and Education Cabinet Board – Forward Work Programme (DRAFT)
2016/2017 FORWARD WORK PLAN (DRAFT)

CHILDREN, YOUNG PEOPLE AND EDUCATION CABINET BOARD

Meeting Date and Time	Agenda Items	Type (Decision, Monitoring or Information)	Rotation	Contact Officer/ Head of Service
2nd Mar 17	Children's			
	P.I. Data – Quarter 3 (Including Monthly Key Priorities Indicators)	Monitoring	Quarterly	David Harding/AJT
	Hillside Fees and Charges Report	Decision	Annual	Mark Larazus/Nick Jarman
	Hillside Secure Centre Placement Fees17/18	Information	Annual	Mark Larazus/Nick Jarman
	Hillside Education Provision Contract	Decision	Annual	Mark Larazus/Nick Jarman
	Education			
	P.I. Data – Quarter 3	Monitoring	Quarterly	Carl Glover/CM
	Schools Admissions Policy 18/19 (Results of Consultation)	Decision	Annual	Helen Lewis/ Andrew Thomas
	Performance Data and Commentary ERW Local Categorization	Monitoring	Annual	Helen Morgan-Rees/Betsan O'Connor
	Home to School Transport Policy (Outcomes from Consultation)	Decision	Annual	Chris Millis
	School Terms and Holiday Dates 19/20 (Permission to Consult)	Decision	Annual	Helen Lewis/ Andrew Thomas
	WESP (retuning from consultation)	Decision	Annual	C.Millis/M.Daley

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NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Children and Young People Cabinet Board

26th January 2017

Report of the Head of Participation - C. Millis

Matter for Information

Wards Affected:

All Wards

Education through Regional Working (ERW) Business Plan 2017-20 (draft)

Purpose of the Report

1. The purpose of this report is to inform Members of the draft ERW Business Plan 2017-20

Executive Summary

2. ERW is an alliance of 6 local authorities governed by a legally constituted joint committee. Its aim is to implement the agreed regional strategy and business plan to support school improvement. ERW's vision is for a consistently high performing school network across the region with every school a good school offering high standards of teaching under good leadership resulting in all learners achieving their maximum potential.

Background

3. The ERW plan is a three year plan 2017-20 designed and delivered by the six constituent local authorities of ERW. It will be formally discussed and agreed by the Joint Committee in February 2017.

There are three priority outcomes –

- Leading learning
- Teaching and learning
- Support for learning

In addition, the region is working to reduce the impact of poverty on attainment and embed a self-improving system of school led improvement.

Standards are good and improving, when compared with other regions, with performance on all indicators improving at a sustainable and consistent pace. Overall, the region performs well with pupils in receipt of free school meals more likely to perform well in ERW than in other regions.

4. The ERW strategy sets the following expectations and priority outcomes:

Improve the quality of leadership and its impact on outcomes;

Improve the quality of teaching and learning experiences and its impact on outcomes

Reduce the impact of poverty on attainment, support vulnerable learners and ensure all learners reach their potential

Deliver high quality and bespoke support, challenge and intervention to schools

To maintain an effective and efficient organisation to support the core business of ERW.

The ERW Strategy also sets out ERW's mission to:

“Build school capacity through support, challenge and intervention to become self-improving, resilient organisations which continually improve outcomes for learners”

through ensuring effective performance in all schools across the region, managing and deploying well trained challenge advisers to challenge performance and broker bespoke support

The region is committed to working within the co-constructed National Model, and to respond to the most recent amendments.

Our collaboration locally within education services across six local authorities over the last five years has led to significant improvements in our way of working and is having significant positive impact. The region wants to further maximise our collaborative advantage in order to make the best use of our resources to influence learner outcomes. This year we will review opportunities to better use our resources beyond school improvement. We also want to continue to play a national role with other regions to deliver nationally.

Strengthening our governance arrangements and challenging each other at local authority level have been key characteristics of our work during the last few years. This robust discussion means that we have come to a consensus on the future goals and arrangements. All stakeholders, specifically LAs, are aware of what their contribution has to be to show continued improvements regionally.

An improved digital infrastructure within which to work has made our work increasingly efficient. The detailed use of data and its analysis is enabling us to better target and impact on outcomes. Our evidence clearly demonstrates the impact of multi-agency working on attendance and outcomes in all key stages and post-16. This is clearly articulated in our regional strategy. We will this year strengthen the infrastructure regionally to share information more easily so that our analysis of the bespoke needs of schools are better captured and planned for. This will enable us to drive better collaboration between schools and to enable schools to undertake some functions that traditionally would have been centrally led and delivered. Using Welsh Government's "Hwb" infrastructure to enable schools to better engage with us is part of our strategy.

However, despite having regional KS4 outcomes above the Welsh average for over five years, we recognise that the pace of improvement on the most significant indicators at all key stages is not consistent across the region and therefore not good enough. The support and intervention we have been able to give each other within and across local authorities has enabled us as a region to have no LA in follow up. This way of working is having a very positive effect with significant improvements made.

Financial Impact

5. There are no financial impacts associated with this report.

Equality Impact Assessment

6. There are no equality impacts associated with this report.

Workforce Impacts

7. There are no workforce impacts associated with this report.

Legal Impacts

8. There are no legal impacts associated with this report.

Risk Management

9. There are no risk management issues associated with this report.

Consultation

10. There is no requirement under the Constitution for external consultation on this item.

Recommendations

11. That members note the ERW Business Plan

Reasons for Proposed Decision

12. N/A

Implementation of Decision

13. N/A

Appendices

14. ERW Business Plan

List of Background Papers

15. ERW Business Plan 2016-19

Officer Contact

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Business Plan

(Business planning arrangements)

2017 – 2020

(This document is final, but pending typesetting and presentation process)

This Business Plan outlines all the arrangements for delivering ERW's strategic vision and coordinating the contribution of LAs, schools, strategic partners.

This is a live document and may be amended as required to meet our priorities. Specifically, there will be annual updates; quarterly financial updates; and progress updates against actions.

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Contents

Foreword

Introduction

- Vision
- Mission Statement
- Regional and National Priorities

Governance and Business planning framework

- Planning and accountability structure
- Risk Register
- Democratic Accountability and Scrutiny Framework
- Value for Money Framework
- Roles and responsibilities
- Quality calendar
- Self-evaluation precis

Level 1 Priorities and Plan for 2016 – 2019

- Leading learning
- Teaching and learning
- Support for learning
- School Improvement
- Effective Organisation
- LA Responsibilities to ERW

Outcomes

- Targets
- Success criteria

Annex

- Annex 1 – LA Annexes
- Annex 2 – QA Calendar
- Annex 3 – Level 2 Business Plans

Foreword

As a Joint Committee, we fully support the priorities and actions noted in this document. We recognise the contribution of school leaders and teachers across the region in sustaining and improving outcomes for learners.

We recognise that we will have to continue to make difficult decisions regionally and locally in order to implement some of the high aspirations. Following our steady but sustainable improvements over the last three years, we feel that we have a strong, motivated and dextrous team across the region ready to empower learners to achieve the best they can.

We know that our best performing schools are continuing to improve. As we work to strengthen the resilience of all schools and the capacity for self-improvement within schools, we are building a self-improving system and creating the climate for further collaboration and cooperation between schools.

We are committed to ongoing improvement, responding to recommendations from Estyn and the WAO. We know that we must continue to improve between and in- school and LA variation, enhance digital competence and deliver a consistently a bespoke high quality menu of support to schools.

We will support leadership at all levels within schools and develop further expertise and capacity where and when it is required. As a region, we will enable and encourage schools to collaborate effectively. In order that school improvement and pupil performance is sustained and improved.

This past year we are proud of the work schools have done together to impact on pupil outcomes and the work we have done jointly with other regions to reduce duplication and share expertise. We are committed to collaboration with other regions.

We are eager to be at the forefront of change. These next three years will be exciting and innovative for education as we implement significant curricular changes and our school staff will need to be dextrous and skilled to respond to the challenges of implementation.

As members of the Joint Committee and representing our respective Local authorities, we the undersigned endorse this plan as a joint statement of intent for the coming three years.

Councillor Ali Thomas, Leader, Chair of Joint Committee	Neath Port Talbot County Borough Council	Electronic signatures
Councillor Ellen ap Gwynn, Leader, Vice Chair of Joint Committee	Ceredigion County Council	Electronic signatures
Councillor Emlyn Dole, Leader	Carmarthenshire County Council	Electronic signatures
Councillor Jamie Adams, Leader	Pembrokeshire County Council	Electronic signatures
Councillor Barry Thomas, Leader	Powys County Council	Electronic signatures
Councillor Rob Stewart, Leader	City and County of Swansea	Electronic signatures

Introduction

This section introduces the region and outlines ERW's vision for improvement. It shares the regional mission statement and explains how it will enhance and develop the National Model of School Improvement, deliver Welsh Government's priorities in Qualified for Life:

We are committed to work with colleagues in other regions and support the principle of a self-improving system for Wales.

The ERW Business Planning arrangements are at three levels and this document is the level 1 plan (see page 16). This document should be considered with all relevant level 2 and 3 plans and the 6 LA annexes.

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The ERW strategy sets the following expectations and priority outcomes:

1. Improve the quality of leadership and its impact on outcomes;
2. Improve the quality of teaching and learning experiences and its impact on outcomes
3. Reduce the impact of poverty on attainment, support vulnerable learners and ensure all learners reach their potential
4. Deliver high quality and bespoke support, challenge and intervention to schools
5. To maintain an effective and efficient organisation to support the core business of ERW.

The ERW Strategy also sets out ERW's mission to:

“Build school capacity through support, challenge and intervention to become self-improving, resilient organisations which continually improve outcomes for learners”

through ensuring effective performance in all schools across the region

<https://hwbwave15.sharepoint.com/sites/ERW/Central%20Team/Forms/AllItems.aspx?id=%2Fsites%2FERW%2FCentral%20Team%2FBusiness%20Plan%20and%20Strategies%2FStrategies>

Developing and delivering the National Model of School Improvement in ERW

The region is committed to working within the co-constructed National Model, and to respond to the most recent amendments.

Our collaboration locally within education services across six local authorities over the last five years has led to significant improvements in our way of working and is having significant positive impact. The region wants to further maximise our collaborative advantage in order to make the best use of our resources to influence learner outcomes. This year we will review opportunities to better use our resources beyond school improvement. We also want to continue to play a national role with other regions to deliver nationally.

Strengthening our governance arrangements and challenging each other at local authority level have been key characteristics of our work during the last few years. This robust discussion means that we have come to a consensus on the future goals and arrangements. All stakeholders, specifically LAs, are aware of what their contribution has to be to show continued improvements regionally.

An improved digital infrastructure within which to work has made our work increasingly efficient. The detailed use of data and its analysis is enabling us to better target and impact on outcomes. Our evidence clearly

demonstrates the impact of multi-agency working on attendance and outcomes in all key stages and post-16. This is clearly articulated in our regional strategy. We will this year strengthen the infrastructure regionally to share information more easily so that our analysis of the bespoke needs of schools are better captured and planned for. This will enable us to drive better collaboration between schools and to enable schools to undertake some functions that traditionally would have been centrally led and delivered. Using Welsh Government's "Hwb" infrastructure to enable schools to better engage with us is part of our strategy.

However, despite having regional KS4 outcomes above the Welsh average for over five years, we recognise that the pace of improvement on the most significant indicators at all key stages is not consistent across the region and therefore not good enough. The support and intervention we have been able to give each other within and across local authorities has enabled us as a region to have no LA in follow up. This way of working is having a very positive effect with significant improvements made.

Our own self-evaluation tells us that we have become more rigorous and robust in the implementation of the school categorisation system.

The arrangements for our core visits in the Autumn and Spring are clearer and more consistently delivered. Our knowledge of schools is more consistent across the region and as a consequence we are able to provide better quality and better focused support, challenge and intervention earlier in schools that demonstrate underperformance and with greater impact. Schools tell us that the support is better focused and targeted to need. We will also focus on rewarding our best teachers whilst tackling underperformance so that learners get good teaching every day. Supporting teachers will be a key priority for us, using our capacity to give useful tools and resources to teachers, so that they can better focus on learner needs. This is especially important as we tackle the link between poverty and educational attainment, and focus on supporting boys to benefit consistently from a good quality education system and good teaching.

We will continue to work productively with external partners to bring about improvement. We are working well with higher education partners to support improvement in initial teacher training and early support for teachers in their careers. Our partnership with the University of Wales Trinity St David is already overcoming some sectoral boundaries previously hindering effective transition between the student experience and the classroom.

We are dovetailing resources and avoiding unnecessary duplication so that schools get resources that are helpful in a timely way.

Successful actions and initiatives that bring about improvement are shared across Wales and other regions so that further improvement can be sought by sharing and working with others.

Regional Priorities and National Priorities

ERW is confident in tackling identified challenges and building on our strengths. This requires prioritising the most important aspects of our work and targeting the necessary support to both schools and learners in a timely way. Responding proactively to the objectives set out in Qualified for Life 2¹ and the curricular changes ahead in response to Successful Futures will require a significant focus on workforce support and development. The Professional learning and the Furlong recommendations are welcomed. These key drivers of education in Wales currently, reflect well the direction in which ERW has been steered in recent years. As a region we are strengthening existing partnerships with higher education and supporting school staff to rebuild confidence and morale whilst re-skilling for a digital future.

The self-improving system for education will require these strategic partnerships to work together creatively so that the system shapes its own dextrous workforce. We are already working with other regions and ADEW to shape a national narrative and system to help ourselves. Already our workforce research is informing the way we plan to support teachers through the professional learning.

Raising standards of teaching for all will be a key priority for the region. We strive for every teacher to be a good teacher over time, and for pupils to receive good or better teaching every day in every lesson.

“The quality of teaching in a school has a direct impact on the standards that pupils achieve. It is the single most important factor in helping pupils to achieve their potential.”

Estyn Annual Report 2015-16

We therefore need to consistently and with a common approach recognise and reward the increasing excellence by some teachers, as well as tackle underperformance, across our six local authorities. The proportion of adequate or unsatisfactory teaching is increasing at a quicker pace than the proportion of excellent teaching. Estyn also reports that ‘improving teaching’ is one of the most common recommendations in school inspections. In ERW the percentage of schools with this as a recommendation is nearly 10%. This is an important aspect for us to consider, even in good or better schools, where inter department and inter school variation affect the standards of teaching.

We are committed to supporting performance management systems and CPD for teachers and professional learning. Supporting and delivering effective and high quality professional learning to support teachers and school leaders will dovetail with our work on improving teaching. ERW will support teachers to strive for excellence and support teachers with new areas of work and curricular changes. We know that most of our teachers are good, and teach well consistently. We must support all teachers to become consistently good and better. Work on the new teacher standards will enable us.

We are committed to leading a changing climate in education, in light of the new Successful Futures curriculum and as the role of technology in pedagogy becomes increasingly essential. Raising our digital competency across all areas of delivery is key to more efficient and effective working.

¹ <http://gov.wales/docs/dcells/publications/141001-qualified-for-life-en.pdf>

We will work to demonstrate improved use of skills in line with the requirements of the new GCSEs and PISA. We will engage with schools through EIG funded programmes to prioritise and focus our work in the right areas. Supporting the delivery and implementation of the Digital Competence Framework will become a priority as will be upskilling staff. As a region, we need to capitalise on the current infrastructure for digital learning as means of engaging pupils and teachers in learning opportunities. We will work on maximising our use of the technology and skills available to enhance pedagogy and school improvement.

Building our capacity to lead the most effective departments and subject areas will mean additional support where we have identified areas for development. The changes to science for example will lead to a retraining programme in some schools, making sure all staff have the skills for future curriculum delivery.

This year again, we accelerated the pace of improvement for e-fsm learners significantly. Nevertheless, we also recognise the need to improve the attainment of specific groups of learners. For those in receipt of FSM we will support schools to make best and targeted use of the additional resources for these pupils. Other learners living in poverty, including rural poverty need our support.

In addition, we will encourage schools where interventions to reduce the impact of poverty on educational outcome are working well, and capitalise on their experiences to support others.

We also raise standards and tackle risk of underachievement for pupils from ethnic minority backgrounds in particular those learning English (and /or Welsh) as an additional language (EAL). Specialist advice, support, guidance, continuing professional development and training is a pivotal element of this work to make sure that pupils from ethnic minority backgrounds are: fully included and happy in school; attend school regularly; have their language and learning needs appropriately assessed and met; achieve within the National Curriculum (NC) at levels in line with their starting point/fluency in English; and achieve their individual academic potential. This means that we need to make sure that all schools know their pupils well, and support them accordingly.

Our evaluation of successful strategies tells us that differentiation in teaching is variable and that we need to focus on improving this so that all learners perform well. Our More Able and Talented pupils do not consistently gain access to the right support to enable this to flourish. This will be a task for the life of this Business Plan.

Supporting the development of Welsh medium education with appropriate access to bespoke data analysis for core visits and high quality resources at all key stages will be a priority early in the year. This will enable our teachers to have improved access and consistent access to resources they need to support learners.

Our role in fully embedding the LNF across all key stages in welcomed and will be planned in line with the work already underway at a regional level. Securing a good foundation for learners in the Foundation Phase to build the literacy and numeracy skills will be prioritised. We know that our work in this area has impacted on engagement of pupils in learning and raised aspirations.

Annually, towards the end of May, ERW will refresh its self-evaluation report. This takes account of the recommendations from key reviews and the useful feedback from inspection, audit and regulatory bodies as well as the findings of our own quality cycle and data analysis.

Sustained planning and improvement over three years is a goal which we aim to deliver in the second part of the plan. This section outlines the internal and organisational ways that ERW must strengthen accountability,

communication, systems and processes to enable greater efficiency and yield to learner outcomes. Identifying how we deliver value for money in improving learner outcomes is key to a successful partnership with schools and others.

Qualified for Life 2, WG's mission document for the next few years gives us a clear steer to help deliver our vision. This plan commits us to five Improvement Objectives, which will focus our activities on:

- Wellbeing and equity,
- Curriculum and Assessment,
- Pedagogy (teaching),
- Leadership and
- A self-improving system

For each of the 5 objectives, developments have been continuously taking place over recent years. None of the areas are new, but they are being linked as we move forward into a model of improvement which cuts across all tiers, and which will require effective collaboration across all three tiers – Welsh Government, local and regional services and at school level.

In particular, ERW is keen to make greater contribution to the work on equity and wellbeing and securing pupils preparedness and readiness to learn. Building every teacher's capacity and resilience of responding consistently to the needs of all learners will be a challenge for the region, especially as we need to maintain and enhance the standards across the region.

Regionally, our arrangements for moderating and standardising teachers' assessments are good and have been shared nationally. Our steps to secure robust support for the workforce in schools as they manage significant change is moving ahead. Within this context, we will balance this with reducing teacher workload and bureaucracy. A clear plan of action on workload and work/life balance of teachers is planned.

ERW notes in this document how we will support and engage in the implementation of key government policies. We want to support our regional workforce, to regain confidence in teaching as a profession through effective support and challenge; we want to build leadership capacity from the inside out and work together to capitalise on the region's strengths to share this together; we seek a rich curriculum with valued outcomes for all. This picture will change, as we await the implications, we are committed to change for improvement.

By 2021, all schools in Wales will be planning and delivering a curriculum defined as including all of the learning experiences and assessment activities focussed on creating

- ambitious, capable learners who are ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

This vision is echoed by UNESCO in 2004 and these educational and social values are already adhered to in most developed countries. In order to achieve this goal, we will have a teaching profession working to a set of professional standards which develops evidence based outstanding pedagogy through professional learning, innovation, leadership and collaboration. Schools will be vibrant learning organisations working

together within and influencing a self-improving system to the benefit of all. Educational inequities will be addressed and reduced within and between schools. Learners will benefit from an all age learning continuum. We will need to focus on how we teach and not just the what. Finally, all schools will be moving towards being engaged in a Successful Futures network

Successful Futures means...

Moving from a curriculum that is...	To a curriculum that is...	Realised by professionals who...
Dominated by content with unclear sense of purpose	Driven by the four purposes and outcomes for learners	Have the competence, freedom and confidence to decide what and how learners learn
Layered with competing skills frameworks	Focused on skills	Know and understand well the requirements of a literate, numerate and digitally competent workforce
Imposed on schools from outside	Determined at school level	Lead change and improvement at every level of school life
Assessment undermined by accountability processes	Assessed for and as learning	Assess progress well, and report on progress with high reliability
Reported as levels and numbers	Reported as individual progress against skills and purposes	
Unable to supply teachers and head teachers with the necessary professional learning opportunities	Supplying ongoing, high quality professional learning to all practitioners.	Have access to high quality professional learning throughout their careers. Are themselves collaborative, innovative, reflective learners
Stifling creativity, and therefore affecting morale and workload	Enterprising and creative, creating teachers who are engaged in design and delivery	Are free to think creatively and innovate in a professional capacity.
Based on a compliance model following fragmented national policies	Cognisant and reflecting "systemness" – (Fullan 2015)	See and understand the vision strategy and synergy of policy translated in leadership and classroom practice.

The ultimate goal here is to positively impact upon the education system in Wales through;

- fostering motivation of teachers and students
- supporting continuous improvement through evidence based professional learning
- developing the architectural structures for a self-improving school system

Our internal organisational improvement priorities are focused on consistency, communication and securing value for money whilst raising standards for learners. This year we will focus on using our increased capacity for communications and marketing to make sure that our messages of support, improvement and strategy are focused and consistently clear.

The collaborative climate re-emphasised in the Future Generation Act supports ERW's approach to strong partnerships. Our governance and delivery model is about strengthening partnerships. Genuine co-operation from Welsh Government will enable us to be more effective in delivering key priorities.

We have worked well with other regions to tackle difficult issues. It is envisaged that we can further work to overcome common challenges.

A separate joint plan is monitored by the MDs as to how we deliver the actions jointly agreed. These include

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Governance and Business Planning Framework

This section explains how ERW's governance operates and how the delivery of the Business Plan will be implemented and governed. It also includes the latest update to the region's value for money framework. This section also sets out the accountability arrangements including managing risk and scrutiny.

Planning and Evaluation Cycle

Review +
Strategy
**Joint
Committee**

Strategy
Erw + LA Level 1
**Executive
Board**

Evaluate
**Executive
Board**

Review

Planning

Review
Level 2
Priority Boards

Planning
Level 2
Priority Boards

Implementation
Level 3
Workstreams

Op. effect.

Leading Learning

School Imp.

Support Learning

T and L

Op. effect.

Leading Learning

School Imp.

Support Learning

T and L

The Accountability Process



ERW's Business Planning Framework and supporting accountability system is illustrated below. There are three levels of planning cascading from the ERW strategy.

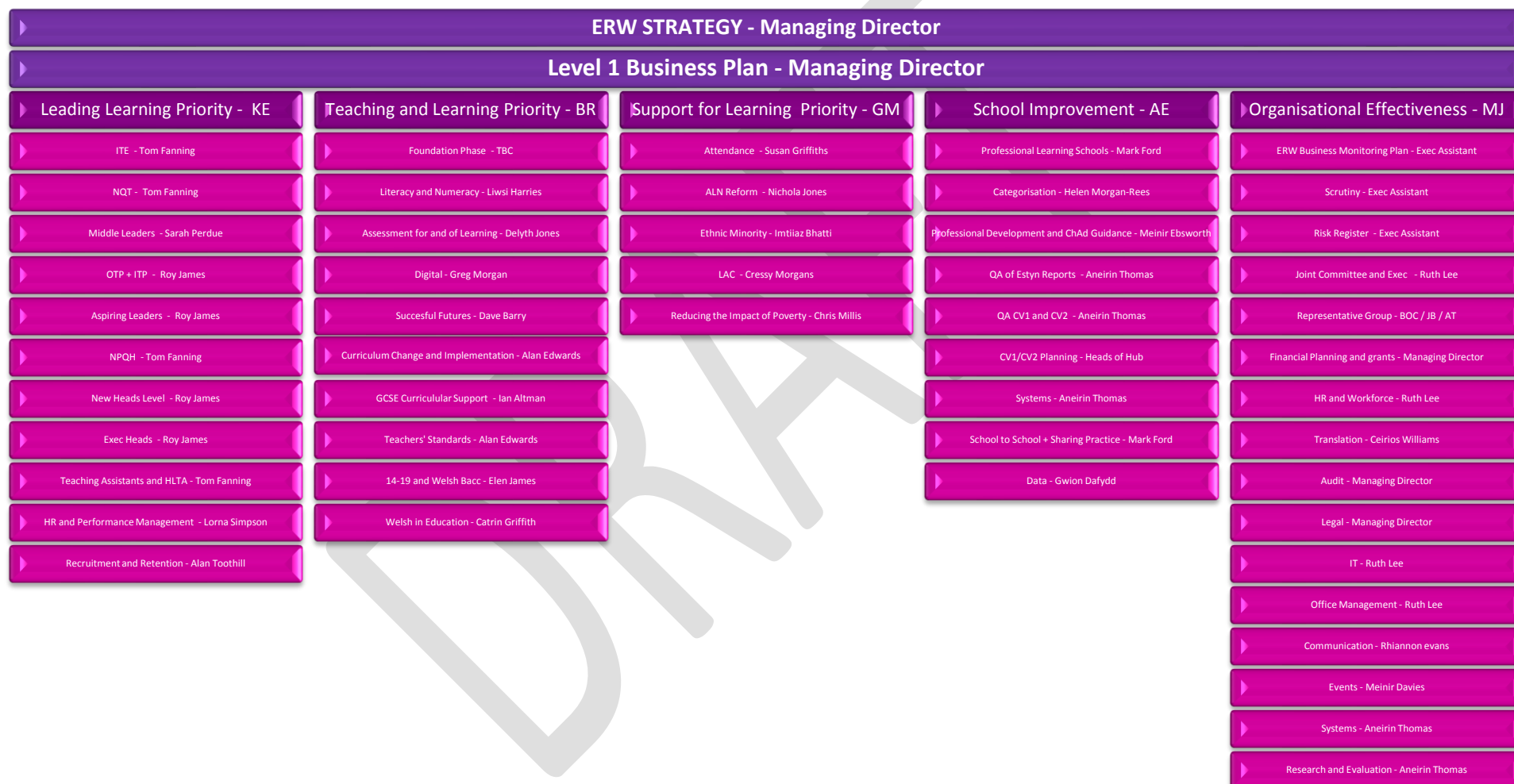
ERW Business Planning Framework.

Level 1, 2 and 3 overview

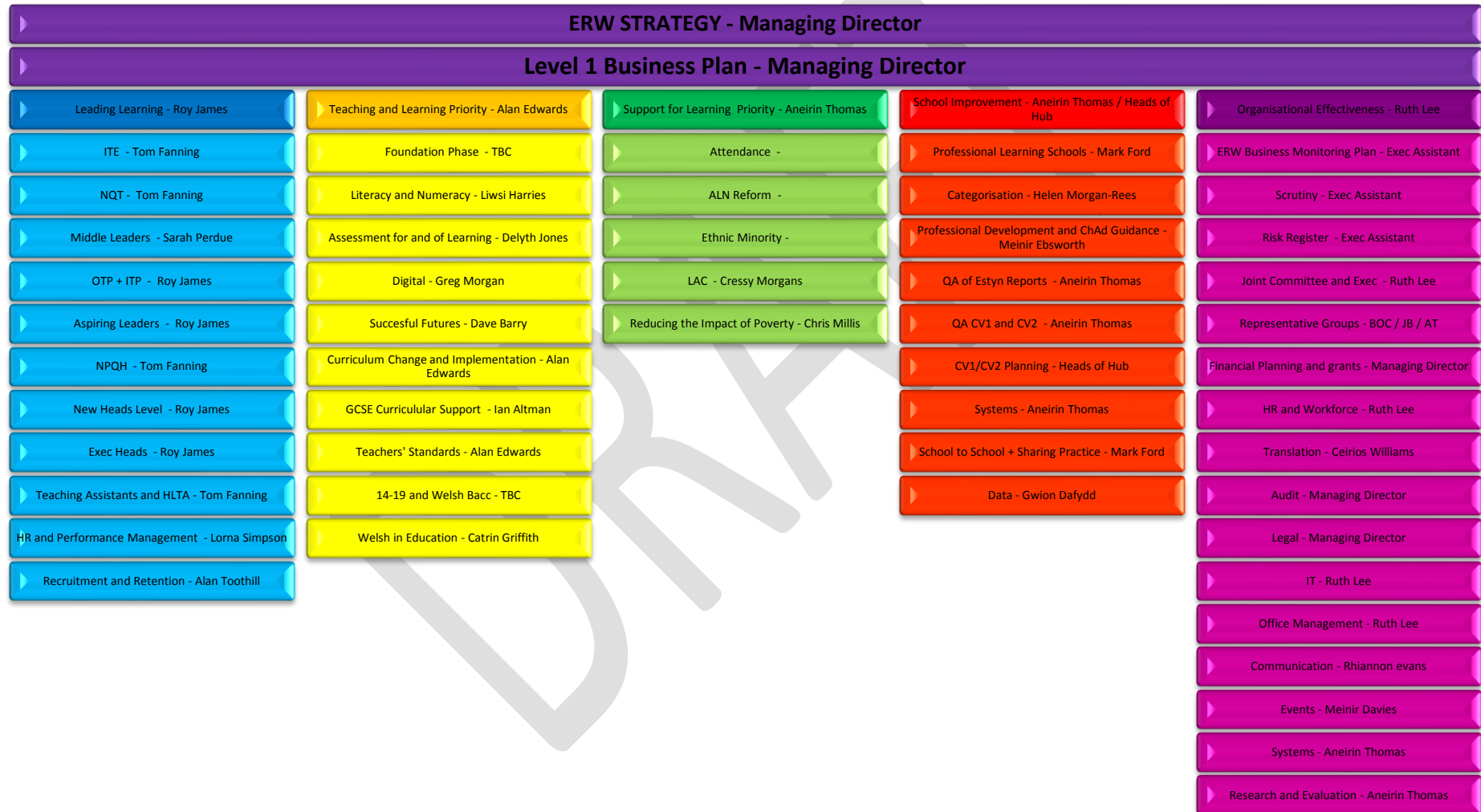


ERW Business Planning Framework.

Executive Responsibilities



ERW Business Planning Framework. Strategic Responsibilities



Accountability

ERW STRATEGY - JOINT COMMITTEE				
Level 1 Business Plan - EXECUTIVE BOARD				
Leading Learning Priority Board	Teaching and Learning Priority Board	Support for Learning Priority Board	Strategy Group	Advisory Board
ITE - Tom Fanning	Foundation Phase - TBC	Attendance - Susan Griffiths	Professional Learning Schools - Mark Ford	ERW Business Monitoring Plan - Exec Assistant
NQT - Tom Fanning	Literacy and Numeracy - Liwsi Harries	ALN Reform - Nichola Jones	Categorisation - Helen Morgan-Rees	Scrutiny - Exec Assistant
Middle Leaders - Sarah Perdue	Assessment for and of Learning - Delyth Jones	Ethnic Minority - Imtiaz Bhatti	Professional Development and ChAd Guidance- Meinir Ebsworth	Risk Register - Exec Assistant
OTP + ITP - Roy James	Digital - Greg Morgan	LAC - Cressy Morgans	QA of Estyn Reports - Aneirin Thomas	Joint Committee and Exec - Ruth Lee
Aspiring Leaders - Roy James	Successful Futures - Dave Barry	Reducing the Impact of Poverty - Chris Millis	QA CV1 and CV2 - Aneirin Thomas	Representative Group - BOC / JB / AT
NPQH - Tom Fanning	Curriculum Change and Implementation - Alan Edwards		CV1/CV2 Planning - Heads of Hub	Financial Planning and grants - Managing Director
New Heads Level - Roy James	GCSE Curricular Support - Ian Altman		Systems - Aneirin Thomas	HR and Workforce - Ruth Lee
Exec Heads - Roy James	Teachers' Standards - Alan Edwards		School to School + Sharing Practice - Mark Ford	Translation - Ceirios Williams
Teaching Assistants and HLTA - Tom Fanning	14-19 and Welsh Bacc - TBC		Data - Gwion Dafydd	Audit - Managing Director
HR and Performance Management - Lorna Simpson	Welsh in Education - Catrin Griffith			Legal - Managing Director
Recruitment and Retention - Alan Toothill				IT - Ruth Lee
				Office Management - Ruth Lee
				Communication - Rhiannon Evans
				Events - Meinir Davies
				Systems - Aneirin Thomas
				Research and Evaluation - Aneirin Thomas

Risk Register

ERW's risk register has evolved in line with Internal Audit expectation and feedback from Estyn and the WAO. From April 2015, the register has formed part of the Business Planning framework. It informs the Self Evaluation and annual refresh of the Business Plan

The Managing Director takes responsibility for coordinating and managing the risk register, however, named LAs or individuals will be noted as owners, and will be responsible for mitigating actions in conjunction with ERW's central team. The register is monitored quarterly. Each Hub QA and LA Directors must take responsibility for accuracy and ownership for local risks.

ERW has identified the process of taking action to mitigate risk and managing risks between the LA and the region as a key area to strengthen and to build on the current position. Quarterly updates are made bringing together the risks of the six LAs and ERW to make sure that the processes are effectively working together rather than avoiding or missing issues.

The risk register is a standing agenda item on both Executive Board and Joint Committee.

The format of the register will allow for the following stages to take place in terms of mitigation.

- Terminate
- Tolerate – accept e.g. WG use of grants
- Transfer to 3rd party / LA
- Treat – mitigate, reduce to acceptable level.

The ERW register is split into three sections

1. Corporate risks
2. Operational school improvement risks, by local authority
3. Financial risk

Effective management of the region's risk will enable us to support the organisation's objectives, make effective use of resources and deliver outcomes as intended. Effective planning to mitigate risks will maximise opportunities and protect ERW's reputation and assets.

Democratic Accountability and Scrutiny Framework

The cross region forward work programme has enabled the region to build on the most effective scrutiny practices across the six LAs. From April 2015, a structured framework has been established to strengthen arrangements.

In ERW's organisational design all roads lead to local democratic accountability and scrutiny. All work streams and activity both locally and regionally are led by the Joint Committee and are accountable locally. We think this is critically important because the resources and statutory duties currently lie with the LA.

An annual **Regional Forward Work Programme** for scrutiny is in place and embedded. This includes pupil performance data as early as possible; progress of ERW Business Plan priorities; ERW governance & categorisation. The regional FWP is coordinated centrally, and overseen by the Managing Director and a group of scrutiny officers from the six LAs. It has been agreed by the Joint Committee, Executive Board and Scrutiny officers to work towards a common strategy, plan and approach whilst working within local arrangements and schedules.

The Regional Forward Work programme will:

- provide elected members with the required oversight and scrutiny locally;
- secure the effective coordination of regional work
- make sure that the local statutory responsibility for school improvement, and the work of locally employed officers is overseen locally;
- not add to the bureaucratic burden and the work of both officers and members, and minimise the risk of duplicating roles;
- enhance all members' information on the region's work;
- allow high quality challenge and focused accountability of the region's work and
- build on best practice

A **twice yearly seminar for Chairs and Vice Chairs** is also in place and has a clear role and function. The work is coordinated by City and County of Swansea. The **Scrutiny Councillor Group** write a letter to the chair of the Joint Committee after every meeting.

The work programme for 2017 – 2020 aims to:

- build on existing effective practice across the six authorities;
- support members by providing high quality, accurate and consistent information on school performance as well as ERW's performance;
- enable members to be fully informed and therefore be in a better position to challenge and question the region's performance as well as focusing on their individual authority;
- provide a stable foundation on which to evolve an increasingly common approach across the region;
- sharing best practice – calling schools to scrutiny where necessary; targeted investigations on key issues.
- Shared area on ERW Intranet to share practice and resources. Specifically, investigations which have cross LA impact will be shared.

Additional engagement of elected members:

- We will also provide a seminar to all elected members in the region annually on ERW's work, highlighting the context in each Local Authority;
- Develop an information pack for elected members;
- Engage portfolio holders in Hub QA.

DRAFT

Value for Money Framework

Following establishing a draft framework against which to measure value for money during 2014-15. ERW has reviewed working arrangements and sought to value the efficiencies made as well as judge the impact on outcomes over all. The framework has been enhanced, with additional fields and further information.

This year we will enhance the work further and include a work plan for value for money. We have selected five areas of focus. Each level 2 and 3 plan will include a judgement on Value for Money.

The evaluation of a range of information and evidence enables us to come to a judgement on the effectiveness and value for money provided by ERW. This means that we need to assess whether or not we have obtained maximum benefit from the goods and services both acquired and provided within the resources available. In addition, we need to judge whether strategies and interventions have been more successful than if implemented differently.

There are a range of aspects contributing to the judgement. The framework has seven aspects contributing to the judgement. Economy, efficiency, added value, collaborative advantage, effectiveness, sustainability and quality.

Economy – minimising the resources used

Efficiency – relationship between output from services and the resources used to produce them

Effectiveness – relationship between outcomes and impact

Sustainability – including succession planning and professional development and capacity building

Collaborative advantage – making the most effective use of each other's combined capacity

Added value - Gaining more than the optimum expectation.

Quality -Securing better quality and a focus on improvement.

All Value for money reports are reported within the ERW governance structure and inform the self-evaluation, risk register and financial planning.

During 2017-2018 ERW will look at the following 5 items:

- The impact of increased digital working on travel and subsistence and stationery
- Comparisons with other regions.
- Workforce planning.
- The collaborative advantage of regional working to support vulnerable learners
- The impact of collaboration on school outcomes

LA Roles and Responsibilities

The implementations of ERW's work streams for the next three years requires each Local Authority to maintain its commitment to ERW of securing a full complement² of Challenge Advisers who meet the required National Standards and adhere to ERW's Code of Conduct.

In order to deliver the priorities, set out in its Business Plan and Strategy, ERW and the constituent six local authorities have established a small number of working groups to support delivery.

The aim is to illustrate how this structure supports the effective delivery and accountability of the region's work and supports the dual accountability of each individual to the Local Authority Director and the Managing Director. Responsibilities set out here should be reflected in the performance management and appraisal systems of each employing Local Authority.

LA Directors should

- make sure that those representing authorities are the right individuals and fully contribute to the work of the group;
- utilise internal performance management arrangements to hold staff to account for regional roles and responsibilities;
- make sure the full complement of Challenge Advisers is provided to ERW.

ERW Quality Assurance Calendar 2015 – 2017

To develop and implement consistent quality assurance processes and improvement arrangements across the region, whilst securing consistent quality of service delivery to schools as set out in Ladder of Support and ERW Business Plan.

The purpose of the ERW Quality Calendar is:

- to safeguard and raise the academic standards of pupils in all schools across ERW;
- to assure the quality of the support opportunities that ERW offers to schools;
- to promote continuous and systematic improvement across ERW;
- to ensure that information provided by ERW is accurate and of a high quality to inform self-evaluation and on-going improvement;

See Annex for the full Quality Assurance Calendar

Self-evaluation Precis

Main strengths and areas for improvement.

For further details, see Self-Evaluation Report. This section includes a precis of the main issues.

Precis

Outcomes continue to improve at a faster pace than the Wales average, specifically the outcomes for efsm learners. At KS4 standards in ERW are better than the national average and when set in context.

Schools receive consistently high levels of challenge. However, further work is required to make sure that all support brokered and provided for schools is fully recognised and makes significant impact. This is especially true in schools where progress is slow.

Overall, across the scope of the region's work, strengths clearly outweigh areas for improvement. The good self-knowledge of the organisation and its track record of responsive and quick systems and infrastructure improvement, lead to the prospects for further improvement being good.

Performance

Strengths

- **KS4 – L2+** has been the highest in Wales for the past 3 years and is above the expected outcome contextually **with accelerated improvement over the past 2 years including eFSM**.
- **KS4 – L2** Highest in Wales for the past three years with a steady improving profile.
- Good performance overall on **higher outcomes** across all key stages
- **Attendance** – 2014 saw the largest increase since records began in the primary and secondary sectors, with attendance at 94.9% and 93.7% respectively (secondary now at 94.0% in 2015) Attendance of eFSM pupils is also stronger in ERW than nationally.

Areas Requiring Further Improvement

- **Continue to reduce variation between the performance of targeted groups of learners whilst continuing to improve overall performance; (boys, efsm).** Regional strategies have been successful in bringing about improvement in these areas, this work now needs to be shared more explicitly and systematically. The most effective schools are sharing their work, but ERW can do more to make sure that the school requiring improvement are directed towards these schools. Targeted focused interventions led by the region have worked well, however, increasingly directed monitoring of specific schools is necessary to make sure that leaders are maintaining agreed strategies.
- **Accelerate the pace at which standards are raised and improve attitudes to learning at KS4 in rural schools.** The region has initiated greater leadership development capacity across the region and specifically to the three rural authorities. It is too early to measure the impact. In addition, the region has commissioned research to identify the actual challenges to these schools to help identify further solutions. Strategic interventions at Senior officer levels in most LAs are contributing to the work to tackle this area of work. In addition, a national recruitment and retention campaign to respond to the difficulty in recruiting to leadership role is under way.

Services

Strengths

- ERW knows well the strengths and weaknesses of its schools and takes care to provide support which meets the needs of schools whilst also maintaining professional dialogue with school leaders. Core visits are the mainstay of this work and are appropriately challenging.
- Thorough and systematic analysis of data enables the region to identify the appropriate differentiated support to be offered regionally, locally or at an individual school level.
- Challenge to schools in need of change is good and consistent.
- The region is pro-active, and foresees changes to curriculum and practice and provides support accordingly. Future planning for workforce needs is good and innovative. Similarly, the region is responsive to school requests and external feedback which ensure the support offered is fit for purpose and current.

- ERW is creating the appropriate conditions for a resilient self-improving system by investing in schools, building leadership capacity and enabling schools to develop support between themselves. Embedding the principles of school led system in all its core work.

Areas Requiring Further Improvement

- **A relentless focus on building leadership capacity.** The region has to build resilience in school leadership for the near future and medium to long term. School improvement strategies, whether externally driven or as part of a move towards a self-improving system have to be based on highly effective leadership teams in schools. The region is well placed to continue to give professional learning and leadership development the necessary priority. The role of pioneer schools in leading this work regionally and nationally will become increasingly important.
- A **very** few schools' capacity to self-improve with support is not recognised quickly enough. As a result, the impact of support and intervention takes longer to impact on outcomes for learners. A review of the most successful strategies has led to a changing approach in a few schools, this is mostly led to increased roles for successful head teachers to help coach through and build capacity as well as establish relevant systems and structures.
- The rate of progress within a few secondary schools within the region is too slow. Individualised interventions are in place, at LA and ERW level, and working well and building a track record of improvement in the majority of settings. **Nevertheless, there are a very few schools causing significant concern.** Strategies plans to guide the balance of intervention between LA and region have been established with a clear mandate and sign up from elected members and Chief Execs to bring about improvement. On rare occasions, a strong formative assessment of school needs is not followed up quickly or rigorously enough.
- Provide more effective feedback on the quality of schools' self-evaluation processes and strategic planning. Most challenge advisers are addressing this well through monitoring visits. However, the rigour of feedback is inconsistent. As expectations are raised, a clear focus on the relevance and implementation of plans is key. In a self-improving system, the increased need to make the right judgement and give correct advice on important school improvement systems are increasingly important.
- **Make sure that the improvements and changes in focus in support for school improvement for governors are widely understood and continue to be relevant.** ERW's support and role in facilitating the strengthening of governors to and school improvement is adequate but the current work underway will build capacity in governing bodies sustainably and to focus activities on statutory responsibility and pupil performance.

Leadership

Strengths

- Distributive leadership and joint ownership of regional vision and outcomes across six local authorities from elected members to operational staff, and a direct consequential impact on activities, financial planning and pupil performance;

- Relevant and purposeful regional strategic planning encompassing useful alignment of national priorities and pressures and local democratic accountability – and an impact directly on outcomes and actions achieved;
- Mainstreaming and strategic planning, decision making and financial arrangements to support climate of change leading to self-improving system;
- A well informed focused culture of continuous self-improvement and a responsive approach to evaluating and improving services to schools.

Areas Requiring Further Improvement

- **Continue to plan strategically to meet the recruitment challenges, especially in school leadership.** A plan for 2016-17 to work nationally to tackle the recruitment and retention problems facing the region. the support of HE and other regions. Maturing partnerships with a wide range of stakeholders are well placed to support this work.
- **Make greater use of research to monitor the impact of strategies on outcomes and to better understand the context of the region, and to use the strategies to influence WG priorities.** Evaluation and reviewing impact of strategies used by the region is a priority as differentiation of impact is emerging as a shortcoming. As well as evaluating its own work more robustly, ERW has commissioned key areas of research externally. In addition, systematic ways of sharing and evaluating impact between schools will better inform the self-improving system strategy of the region.
- **Continue to ensure that value for money is maintained by having very few schools or provisions in need of significant support and increase the proportion of schools that best fit A and B type characteristics for leadership and quality of teaching (using the national categorisation system).** Enabling schools and school improvement professionals to continue to learn and develop the necessary skills to lead improvement are key to overcoming key hurdles to improvement. This is especially acute in a minority of our secondary schools where improvement is not good enough. This work is ongoing but its impact is not measurable as yet.
- Improve strategic planning, especially the link between the LA plans and those of the region. This is largely met through new Business Planning arrangements.
- **Further improvements in Communication systems and the analysis of communications.** Despite a clear step change and improved arrangements, further improvements are necessary. Refining the use of the sophisticated feedback on our communications needs further analysis and work so that we reduce furthermore the issues and missed opportunities related to communications.
- **Build on the increasing track record of working strategically with other regions.** Already a joint plan is in place, and is reviewed regularly by MDs. Our collective work has the potential to better inform and influence national policy.
- **Strengthen and make permanent the capacity of the Central Team.** The embedding and stabilising of the Central Team is necessary to guide the further improvements across the region.

Priorities

This section outlines ERW's priorities for school improvement and improving learner outcomes. It provides oversight of the previous year and set targets for the next two years... The region's priorities are grouped into 5 strategic themes:

ERW will:

1. improve the quality of **leadership** and its impact on outcomes;
2. improve the quality of **teaching and learning experiences** and its impact on outcomes
3. reduce the impact of poverty on attainment, support vulnerable learners and **ensure all learners reach their potential**
4. deliver **high quality and bespoke support**, challenge and intervention to schools
5. To maintain an **effective and efficient organisation** to support the core business of ERW.

Business Plan (Level 1) 2017-18		
Managing Director: Betsan O'Connor		
Your Evaluation of the Service Position and the end of 2016-17		
Good		
What arrangements are in place to enable you to conduct a self-evaluation?		
The ERW quality calendar informs the annual self-evaluation report (next due May 2017)		
Performance Against Objectives for Last year		
No.	2015-16 Objective	Status
1	improve the quality of leadership	Fully Acheived
2	improve the quality of teaching and learning	Fully Acheived
3	Support for learning	Partially Achieved
4	reduce the impact of poverty on attainment,	Partially Achieved
Achievements		
<ul style="list-style-type: none"> Level 2+ 64% Estyn judged Good for school improvement and leadership 		

Issues			
Issue Ref	Description	Action Taken	Issue Result
Issue 1	Capacity	Changes to Legal Agreement	Remains an Issue
Issue 2	Compliance	Clear guidance	Remains an Issue

Business Plan Objective 1				
	Business Plan Objective	improve the quality of leadership and its impact on outcomes		
	Measures of Success	See success criteria at Level 3 plans		
	Responsible Officer	ROY James – Head of Leadership		
	Start Date	April 2017	End Date	March 2018
Action Description		Responsible Officer	Target Date	
✓ Prioritise high quality, effective professional learning opportunities for school leaders, teachers and support staff		Roy James		
✓ Build the capacity to develop a mentoring and coaching programme for leaders to develop the skills that are necessary to support each other to bring about a change in practice				
✓ Build the skills and resilience within schools to become self-improving				
Wellbeing of Future generations (Wales) Act 2015:				
From March 2017 the Local Authority will be required to set annual Wellbeing objectives that are designed to maximise our contribution to achieving the seven wellbeing goals stated in the Act. Public Service Boards (Currently Local Service Board) will then be required to produce a Local Well-being Plan (a five year plan) by March 2018. In preparation for implementation of the Act can you please consider how your objective would help the LA meet each of the Wellbeing Goals.				

Please indicate which of the Well-being Goals this objective will help achieve.	<input checked="" type="checkbox"/>	A prosperous Wales	<input type="checkbox"/>	A Wales of cohesive communities
	<input checked="" type="checkbox"/>	A resilient Wales	<input checked="" type="checkbox"/>	A Wales of vibrant and thriving Welsh Language
	<input type="checkbox"/>	A healthier Wales	<input checked="" type="checkbox"/>	A globally responsible Wales
	<input checked="" type="checkbox"/>	A more equal Wales		
Sustainable Development Principle – The Act places a duty on the Council to carry out sustainable development. There are 5 things that we need to think about to show that we have applied the Sustainable Development Principle to our work. Please consider how you have thought about the following when setting your objective.				
Long term: How will this meet Long Term needs	Building skills and resilience in workforce			
Prevention of problems occurring	Ensuring skills and capacity are in the workforce			
Integration: The impact on other wellbeing goals or objectives.				
Collaboration helping to meet objectives	Engagement with 6 LAs and other 3 regions			
Involvement: Engagement				
Further information and the essentials guide can be found at http://gov.wales/topics/people-and-communities/people/future-generations-bill/?lang=en				

Business Plan Objective 2					
	Business Plan Objective	improve the quality of teaching and learning experiences and its impact on outcomes			
	Measures of Success	See success criteria at Level 3 plans			
	Responsible Officer	Alan Edwards , Head of Teaching and Learning			
	Start Date	April 2017	End Date	March 2018	
Action Description		Responsible Officer	Target Date	Finance Source	
<ul style="list-style-type: none"> ✓ lead strategies to develop literacy, numeracy, digital and the wider skills of learners ✓ improve the quality and consistency of teaching, 		Alan Edwards			
Wellbeing of Future generations (Wales) Act 2015: From March 2017 the Local Authority will be required to set annual Wellbeing objectives that are designed to maximise our contribution to achieving the seven wellbeing goals stated in the Act. Public Service Boards (Currently Local Service Board) will then be required to produce a Local Well-being Plan (a five year plan) by March 2018. In preparation for implementation of the Act can you please consider how your objective would help the LA meet each of the Wellbeing Goals.					
Please indicate which of the Well-being Goals this objective will help achieve .		<input checked="" type="checkbox"/>	A prosperous Wales	<input type="checkbox"/>	A Wales of cohesive communities
		<input checked="" type="checkbox"/>	A resilient Wales	<input checked="" type="checkbox"/>	A Wales of vibrant and thriving Welsh Language
		<input checked="" type="checkbox"/>	A healthier Wales	<input checked="" type="checkbox"/>	A globally responsible Wales
		<input checked="" type="checkbox"/>	A more equal Wales		

Sustainable Development Principle –

The Act places a duty on the Council to carry out sustainable development. There are 5 things that we need to think about to show that we have applied the Sustainable Development Principle to our work. Please consider how you have thought about the following when setting your objective.

Long term: How will this meet Long Term needs	Engaging young people in learning opportunities
Prevention of problems occurring	Resilience in teachers and improved consistency in teaching
Integration: The impact on other wellbeing goals or objectives.	
Collaboration helping to meet objectives	Collaboration and sharing between regions.
Involvement: Engagement	

Further information and the essentials guide can be found at

<http://gov.wales/topics/people-and-communities/people/future-generations-bill/?lang=en>

Business Plan Objective 3				
	Business Plan Objective	reduce the impact of poverty on attainment, support vulnerable learners and ensure all learners reach their potential		
	Measures of Success	See success criteria at Level 3 plans		
	Responsible Officer	Aneirin Thomas, Head of Support and Performance		
	Start Date	April 2017	End Date	March 2018
Action Description		Responsible Officer	Target Date	Finance Source
<ul style="list-style-type: none"> ✓ reduce the impact of poverty n attainment and improve outcomes for disadvantaged learners and other vulnerable groups of learners ✓ Enable schools to build capacity and expertise in supporting all learners, but especially those who need additional care, support and guidance. ✓ To make sure that all learners have the conditions within which to succeed 		Aneirin Thomas		
Wellbeing of Future generations (Wales) Act 2015:				
<p>From March 2017 the Local Authority will be required to set annual Wellbeing objectives that are designed to maximise our contribution to achieving the seven wellbeing goals stated in the Act. Public Service Boards (Currently Local Service Board) will then be required to produce a Local Well-being Plan (a five year plan) by March 2018. In preparation for implementation of the Act can you please consider how your objective would help the LA meet each of the Wellbeing Goals.</p>				

Business Plan Objective 4			
Please indicate which of the following business plan objectives will help achieve the following business plan objective	Business Plan Objective	<input type="checkbox"/> A prosperous Wales <input checked="" type="checkbox"/> high quality and bespoke support, challenge and intervention to schools	<input checked="" type="checkbox"/> A Wales of cohesive communities
		<input type="checkbox"/> A resilient Wales	<input type="checkbox"/> A Wales of vibrant and thriving Welsh Language
		<input checked="" type="checkbox"/> A healthier Wales	<input type="checkbox"/> A globally responsible Wales
		<input checked="" type="checkbox"/> A more equal Wales	
Sustainable Development Principle – The Act places a duty on the Council to carry out sustainable development. There are 5 things that we need to think about to show that we have applied the Sustainable Development Principle to our work. Please consider how you have thought about the following when setting your objective.			
Long term: How will this meet Long Term needs			
Prevention of problems occurring		Reducing the impact off poverty on attainment	
Integration : The impact on other wellbeing goals or objectives.			
Collaboration helping to meet objectives		Securing best practice from across Wales to support improvement and strategies	
Involvement: Engagement			
Further information and the essentials guide can be found at http://gov.wales/topics/people-and-communities/people/future-generations-bill/?lang=en			

Measures of Success	See success criteria at Level 3 plans		
Responsible Officer	Aneirin Thomas, Helen Morgan Rees, Meinir Ebbsworth, Andi Morgan		
Start Date	April 2017	End Date	March 2018
Action Description	Responsible Officer	Target Date	Finance Source
<ul style="list-style-type: none"> ✓ Deliver a consistent school improvement service that will focus on improving the standards achieved by all learners through robust and consistent challenge and support ✓ Support schools to utilise resources effectively and to improve provision and capacity and its impact on outcomes ✓ Implement a clear and transparent system to broker differentiated professional support to schools according to need and greatest challenges ✓ broker school led support and intervention programmes at a peer to peer, department to department, school to school support according to the area of need that has been identified within the school 	Aneirin Thomas		
Wellbeing of Future generations (Wales) Act 2015: From March 2017 the Local Authority will be required to set annual Wellbeing objectives that are designed to maximise our contribution to achieving the seven wellbeing goals stated in the Act. Public Service Boards (Currently Local Service Board) will then be required to produce a Local Well-being Plan (a five year plan) by March 2018. In preparation for implementation of the Act can you please consider how your objective would help the LA meet each of the			

Wellbeing Goals.				
Please indicate which of the Well-being Goals this objective will help achieve.	<input type="checkbox"/>	A prosperous Wales	<input type="checkbox"/>	A Wales of cohesive communities
	<input checked="" type="checkbox"/>	A resilient Wales	<input type="checkbox"/>	A Wales of vibrant and thriving Welsh Language
	<input type="checkbox"/>	A healthier Wales	<input type="checkbox"/>	A globally responsible Wales
	<input type="checkbox"/>	A more equal Wales		
Sustainable Development Principle – The Act places a duty on the Council to carry out sustainable development. There are 5 things that we need to think about to show that we have applied the Sustainable Development Principle to our work. Please consider how you have thought about the following when setting your objective.				
Long term: How will this meet Long Term needs				
Prevention of problems occurring		Building capacity and skills in ChAd team and in schools.		
Integration : The impact on other wellbeing goals or objectives.				
Collaboration helping to meet objectives		Enabling collaboration and sharing between LAs and regions		
Involvement: Engagement				
Further information and the essentials guide can be found at http://gov.wales/topics/people-and-communities/people/future-generations-bill/?lang=en				
Business Plan Objective 5				
	Business Plan Objective	To maintain an effective and efficient organisation to support the core business of ERW		
	Measures of Success	See success criteria at Level 3 plans		

Responsible Officer		Ruth Lee		
Start Date		April 2017	End Date	March 2018
Action Description		Responsible Officer	Target Date	Finance Source
<ul style="list-style-type: none"> Support effective planning, financial, risk, communication, administrative and accountability arrangements for ERW evaluate the effectiveness of the interventions and support that is being implemented using a range of information including the use of performance data, lesson observations, book scrutiny, academic research and interviews – so as to influence and inform improvement Securing the necessary capacity, efficiency and effectiveness across the organisation 		Ruth Lee		
Wellbeing of Future generations (Wales) Act 2015: From March 2017 the Local Authority will be required to set annual Wellbeing objectives that are designed to maximise our contribution to achieving the seven wellbeing goals stated in the Act. Public Service Boards (Currently Local Service Board) will then be required to produce a Local Well-being Plan (a five year plan) by March 2018. In preparation for implementation of the Act can you please consider how your objective would help the LA meet each of the Wellbeing Goals.				
Please indicate which of the Well-being Goals this objective will help achieve.	<input checked="" type="checkbox"/>	A prosperous Wales	<input type="checkbox"/>	A Wales of cohesive communities
	<input checked="" type="checkbox"/>	A resilient Wales	<input type="checkbox"/>	A Wales of vibrant and thriving Welsh Language
	<input type="checkbox"/>	A healthier Wales	<input type="checkbox"/>	A globally responsible Wales

	<input type="checkbox"/>	A more equal Wales	
Sustainable Development Principle – The Act places a duty on the Council to carry out sustainable development. There are 5 things that we need to think about to show that we have applied the Sustainable Development Principle to our work. Please consider how you have thought about the following when setting your objective.			
Long term: How will this meet Long Term needs	Effectiveness and Value for Money for the whole organisation		
Prevention of problems occurring			
Integration : The impact on other wellbeing goals or objectives.	Securing a happy and efficient workforce.		
Collaboration helping to meet objectives			
Involvement: Engagement			
Further information and the essentials guide can be found at http://gov.wales/topics/people-and-communities/people/future-generations-bill/?lang=en			

OUTCOMES

Expected Outcomes

	Target 2015-16	Achieved 2015-16	Target 2016-17	Achieved 2016-17	Target 2017-18	Achieved 2017-18
Lev2 +	60%	63%	66%		67%	
KS3	82%	86.8%	87%		87%	
KS2	85%	88.3%	88%		88%	
FP	85%	85.9%	86%		86%	
Efsm Lev2+	32%	34.8%	35%		37%	
Leadership group A primary	25%	29%	27%		40%	
Leadership group A secondary	25%	37.5%	40%		45%	

Performance Indicators for 2017 + 2018

2017	TARGETS	2018	TARGETS
Powys	72.2	Powys	73.3
Ceredigion	70.8	Ceredigion	71.9
Pembrokeshire	66.7	Pembrokeshire	67.7
Carmarthenshire	66.4	Carmarthenshire	67.4
Swansea	63.9	Swansea	64.9
NPT	60.9	NPT	61.8
ERW	66.0	ERW	67.0

Success Criteria

This section draws together all the success criteria that ERW expect over the next three years. Each work stream has identified challenging and aspirational questions

- Literacy and Numeracy
- Digital Learning
- Reducing the impact of poverty on attainment (Poverty)
- Professional Learning (and Leadership)
- Self-Improving School System
- Curriculum Support (14-19, FP, GCSE, Welsh Bac, PISA)
- Governor Support
- Welsh in Education
- HR
- MEAG
- Teacher assessment
- Monitoring, support, challenge, intervention (and categorisation) MSCI
- Safeguarding
- Support for Learning
- Schools Causing Concern
- Quality Assurance
- Attendance

Key:

✓ Yes, working well

? Not clear on impact and evidence

✓ Yes, continuing our work

✗ Further work required

2015 – 2016

- Are learners developing their literacy and numeracy skills at and above expected levels? ✓
- Do ERW schools have the capacity to deliver and drive improvement in literacy and numeracy? ✓
- Is numeracy being as well developed across all subjects as literacy? ✓
- Are schools being provided with the correct and necessary support to help them improve? ✓
- Are we challenging pupil progress sufficiently to ensure all pupils make good or better progress in their literacy and numeracy skills? ✓
- Is our bespoke and central training fit for purpose? ✓

2016 – 2017

- Is the LNF embedded in our schools?
- Are all green and yellow schools engaging in supportive arrangements where they can build their own capacity whilst supporting others?
- Are we strengthening the index of excellence by including specific practice in relation to literacy and numeracy development? ✓
- Are we effectively Quality Assuring the work of subject specialist officers across all LAs? ✓

2017 – 2018

- Are schools well supported by each other for Literacy and Numeracy?
- Have standards in literacy and numeracy accelerated at a quicker pace than in the previous three years and at a faster pace than other regions?
- Are our learners better able to engage with further learning because of improved literacy and numeracy skills?

2018 – 2019

- Are literacy and numeracy strategies well supported by digital learning?
- Do our schools now feel equally confident in literacy and numeracy?
- Have the resources and support provided by or facilitated through ERW gained impact on teacher standards?

2015 – 2016

- Are learners able to apply their ICT skills successfully in context across the curriculum? ✓
- Are teachers and support staff fully equipped to support learners to develop and use their ICT skills for learning? ✓
- Do ERW schools have the capacity to deliver and drive improvement in ICT for learning?
- Are learners able to keep themselves safe online? ✓
- Are schools being provided with the correct and necessary support to help them improve? ✓
- Are we challenging pupil progress sufficiently to ensure all pupils make a good or better progress in their ICT skills? ✓
- Is our bespoke and central training fit for purpose? ?

2016 – 2017

- Do ERW monitor and support eSafety practices in schools? ✓
- Do ERW schools engage with the 360 degrees Safe Cymru Framework, to ensure pupils, staff, parents and governors are as safe online, as possible? ✓
- Are we strengthening the index of excellence by including specific practice in relation to Digital Competence use and development? ✓
- Are all ERW schools fully aware of the potential afforded by the variety of online tools provided by Hwb? ✓
- Have ERW schools identified individuals to be responsible for Digital Competence and are these colleagues being supported appropriately? ✓
- Are appropriate Level 2 qualifications being supported appropriately across ERW and are standards in L2 qualifications improving over the past 3 years? ✓

2017 – 2018

- Are schools well supported by each other, with school to school networks such as Hwb Centres of Excellence, Digital Pioneer Schools, 360 safe Cymru Schools, subject PLCs, etc, being developed and used to their full potential?
- Are ERW schools continuing to engaging with the National Digital Competence Framework?
- Are ERW schools being supported appropriately in their engagement with the Digital Competence Framework?
- Is the schools' engagement with Hwb having a positive effect on standards across the curriculum?

2018 – 2019

- Is school to school support and challenge developing the Digital Competence of both pupils and staff?
- Are all ERW schools fully engaged with the National Digital Competence Framework?
- Is the challenge provided by ERW in schools engagement with the Digital Framework at an appropriate level?
- Is the schools' engagement with the Digital Competence Framework having a positive effect on standards at all stages of pupil progress?
- Are all members of staff developing the competence and confidence to allow pupils to develop their digital competence?
- Do all ERW schools have robust eSafety procedures in place to ensure all pupils and staff are safeguarded appropriately when working online?

2015 – 2016

- Are pupils on FSM showing accelerated progress to reduce the impact of poverty on attainment? ✓
- Do we have a common Vulnerable Assessment Profile across the region? ✗
- Has good practice in transition at all phases been identified and signposted? Learners make informed choices that raise aspiration in family. ✓
- Do we have a common data toolkit that identifies successful schools in closing the gap? ✓
- To reduce the number of young people who are NEET across the ERW region on leaving Year 11 to 3.5% of cohort ?

2016 – 2017

- Has attainment by 15 year olds eligible for FSM of the level 2 inclusive of E/W and Maths raised to 30% by 2016. ✓
- Do schools take a central role in coordinating and planning early interventions within the community, working with all agencies? ✓
- Do all schools self-evaluate; plan and deliver the appropriate curriculum for all learners. ✓
- To reduce the number of young people who are NEET across the ERW region on leaving Year 11 to 3.3% of cohort. ✓
- Have we improved our knowledge and intervention to support rural poverty? ✓

2017 – 2018

- Do learners from deprived backgrounds benefit from the highest teaching and learning?
- Do successful schools have active and effective leadership and deploy staff appropriately and effectively to tackle poverty.
- To raise attainment by 15 year olds eligible for FSM of the level 2 inclusive of E/W and Maths to 40% by 2016.
- To reduce the number of young people who are NEET across the ERW region on leaving Year 11 to 3.1% of cohort.

2018 – 2019

- Have we supported identified schools (rural) to use effective strategies to improve outcomes?
- Have we made sure that all PDG money is used effectively to gain as much impact as possible?
- Have we used the research on rural poverty to support interventions in schools?
- Have we built the capacity of leaders to better respond to reducing the impact of poverty?

2015 – 2016

- Have we organised an appropriate training programme? ✓
- Are governors confident in their role? ?
- Is there a high quality training programme and support package being delivered consistently across the region? ✓
- Are governors in key roles aware of their responsibilities and able to deliver in a safe and effective way? ✓
- Do governors fully understand the national categorisation of schools and the impact of their role? ✓

2016 – 2017

- Have we have targeted the appropriate resource according to need?
- Has the training and support impacted upon the ability of governors to challenge and offer support to their schools?
- Is communication effective between governor support and school improvement?
- Are we confident that governors are well informed and fulfilling statutory duties?
- How well does the school to school support extend to governor support?

2017 – 2018

- Are governors confident in supporting performance management?
- Has the general support for governors been appropriate to meet needs?

2018 – 2019

- Are governors better placed to be resilient?
- Are governors contributing to schools leadership judgement on categorisation?

2015 – 2016

- Are schools well equipped to meet the necessary changes to the curriculum? ✓
- Are our advisers fully informed and able to advise schools on recent and proposed curricular changes? ✓
- Are we prepared for the changes to the GCSEs for 2015/2016? ✓
- Are all schools effectively implementing the statutory requirements for foundation phase? ✓
- Is there a reduction in the gender and FSM gap in performance? ✓ fsm ✓ gender
- Are Challenge Advisers effectively brokering support from subject specialists and lead schools, to target and drive school improvement? ✓

2016 – 2017

- Do we have effective systems to identify and share best practice across all key stage, particularly in Foundation Phase? ✓
- Do we have confident schools taking risks to strive for excellence? ✓
- Are we effectively quality assuring the work of Challenge Advisers and subject specialists across all LAs? ✓
- Have we provided support for 14 – 19? Welsh Baccalaureate? GCSE? ✓

2017 – 2018

- Are schools well supported by each other?
- Are we enhancing the effective practice embedded in Foundation Phase?
- Have standards in all subjects and phases accelerated at a quicker pace than in the previous 3 years and at a faster pace than other regions?
- Are our learners better able to engage with further learning because of their improved literacy and numeracy skills?

2018 – 2019

- Have ERW schools become confident to support each other in non-core subjects?
- Have we continued to support core subjects well?
- Have the perceptions of school leaders of the support received from ERW continued to improve?

2015 – 2016

- Have we organised an appropriate training programme? ✓
- Are Leaders of assessment confident in their role? ✓
- Are schools fulfilling their statutory duty? ✓
- Is there a high quality training programme and support package being delivered consistently across the region to support and enable schools to standardise and moderate well? ✓
- Do governors understand their critical role in supporting and challenging their school to raise standards and making sure assessment is fair and robustly moderated? ✗
- Are we confident about the impact of accurate teacher assessment? ✗

2016 – 2017

- Have we organised an appropriate training programme? ✓
- Are Leaders of assessment confident in their role? ✓
- Is there a high quality training programme and support package being delivered consistently across the region to support and enable schools to standardise and moderate well? ✓
- Has the training and support impacted upon the ability of schools and their leaders of assessment to challenge and offer support to their peer schools? ✓

2017 – 2018

- Have we organised an appropriate training programme?
- Are leaders of assessment confident in their role?
- Does cluster moderation provide rigorous process of challenge?
- Does the workforce have confidence in the TA system?
- Have regional systems to moderate and standardise TAs, increased resilience in schools to assess confidently and consistently?
- Have we built effective assessment skills and confidence to prepare for successful futures?

2018 – 2019

- Do we have evidence of secure and accurate teacher assessment?
- Have we organised an appropriate training programme?
- Are Leaders of assessment confident in their role?
- Is there a high quality training programme and support package being delivered consistently across the region to support and enable schools to standardise and moderate well?

2015 – 2016

- Have all relevant practitioners working in the Foundation Phase been trained? ✓
- Has Foundation Phase training and guidance had a direct impact on the raising of standards in teaching and learning? ✓
- Have the highest achieving schools in regards to standards and pedagogy been identified and are they being used to support teams and sharing good practice school to school? ✓
- Is there accurate standardisation and moderation across the region? ✓

2016 – 2017

- Are teachers in Reception and Yr 2 classes all using the Foundation Phase Pupil Profile successfully?
- Can pupils develop literacy and numeracy skills above expected levels?
- Are Foundation Phase pupils able to use Literacy and Numeracy skills across all Areas of Learning?
- Is there effective use of outdoor provision in developing children's Literacy and Numeracy skills?

2017 – 2018

- Is tracking of pupils of FPP used effectively to identify ALN and MAT pupils from an All Wales baseline?
- Is early identification used effectively to support all learners with learning differences?
- Foundation Phase pupils able to use Literacy and Numeracy skills across all Areas of Learning?

2018 – 2019

- Have we embedded the best practice in Foundation Phase for ALN, MAT, efsm pupils?
- Have we strengthened literacy, numeracy and digital competence?
- Is tracking of FPP used to target clusters of schools to provide support to groups of learners at risk of not reaching the expected outcome?
- Is the variation of Foundation Phase practice and delivery reduced across the region?
- Are case studies and Professional Learning Schools used across the region to support quality Foundation Phase practice?

2015 – 2016

- Has the rollout of the Index of Excellence in all secondary schools in the region been implemented, to include effective monitoring? ✓
- Second core visit – has sustaining teaching and learning as a focus for second core visit found that all schools are engaged in school to school support? (100% of schools to receive entitlement according to agreed ERW guidance) ✓
- School self-evaluation & Improvement planning – do all SER and SIP to comply with WG legislation? ✓
- Are schools fully engaged in the process of developing a self-improving system across the region? ✓
- Do we have successful pathfinders which can share effective strategies for the next two years? ✓
- Are we able to evidence improved outcomes due to effective school to school support? ✓
- Is morale enhanced? ✓

2016 – 2017

- Have we seen improvements to the index profile of secondary schools and successfully rolled out to all primary schools? ✓
- Second Core Visit – have we maintained focus on teaching and learning and support between schools? ✓
- Is the proportion of brokered support between schools increasing at the planned pace? ✓
- Are all green and yellow schools engaging in supportive arrangements where they can build their own capacity whilst supporting others? ✓
- Are we strengthening the index of excellence and maintaining its focus? ✓

2017 – 2018

- Have we secured a bespoke plan for CV1 and CV2 which supports a self-improving system?
- Are schools well supported by each other?
- Are the few schools not engaged with others supported and facilitated to engage?
- Have standards accelerated at a quicker pace than in the previous three years and at a faster pace than other regions?

2018 – 2019

- Have we secured a bespoke plan for CV1 and CV2 which supports a self-improving system?
- Are schools well supported by each other?
- Are the few schools not engaged with others supported and facilitated to engage?
- Have standards accelerated at a quicker pace than in the previous three years and at a faster pace than other regions?
- Is our support menu based largely on school to school support?

2015 – 2016

- Is the national categorisation system consistently implemented across the region by suitably trained and effective Challenge Advisers? As a consequence, is challenge, support and intervention for schools robust, appropriate and credible? ✓
- Is school to school support increasing and recognised as an important part of school improvement and for developing leadership skills in schools across the phases? ✓
- Has Challenge Adviser training and self-analysis led to all meeting the national standards and providing high quality support to schools? ✓
- Are pre-inspection reports to Estyn accurate, fair and objective? ✓

2016 – 2017

- Have we completed a thorough forward look on categorisation? ✓
- Have we shared our best practice with other regions? ✓
- Is the national categorisation system fully embedded and consistent across the region? ✓
- Do we have a clear judgement on each PRU and Special Schools which leads to support? ✓
- Is our analysis of Rhwyd data enabling us to better focus support and resources? ✓

2017 – 2018

- Is the national categorisation system fully embedded and consistent across the region?
- Is school to school support embedded across the region? Do schools benefit from this support while developing their own leadership skills in providing systemic change?
- Does our three year analysis reflect well what we expected?
- Has our bespoke approach for CV1 and CV2 supported schools equally well as previously?

2018 – 2019

- Are we only focused on those schools which require significant support and intervention?
- Are our most resilient schools supporting and monitoring others facilitating their improvement?
- Do all secondary schools causing concern now receive the support required without fail?

Work stream: Professional Learning and Leadership

What will success look like?

2015 – 2016

- Are the pilot Professional Learning Schools are developing effectively in supporting ITET students? ✓
- Have the LA training programmes for NQTs been evaluated and reviewed? ✓
- Is a suitable modular middle leader programme being delivered and accessed through UWTSD? Is regional guidance for middle leader training at LA and school level available, supported by signposting to examples of good practice? ✓
- Are effective OTP and ITP programmes are being delivered (OLEVI/UWTSD)? ✓
- Have pilot programmes for secondary aspiring senior leaders and Headteachers have been completed and reviewed? ✓
- Will the content of the revised national NPQH programme be delivered effectively to meet specific LA needs across the region? ✓
- Have bespoke professional learning events for Headteachers have been planned, delivered, evaluated and reviewed? ✓

2016 – 2017

- Is an increasing number of Professional Learning Schools evident? ✓
- Is a consistent and effective NQT professional learning programme being successfully delivered across the three hubs within the region? ✓
- Are the aspiring secondary senior leaders and Headteachers programmes being delivered effectively across all hubs in the region? ✓
- Are newly appointed/acting/new Primary Headteachers able to access effective practical training across the region? ✓
- Can Challenge Advisers access appropriate professional learning at national and regional levels? ✓

2017 – 2018

- Is an increasing number of Professional Learning Schools evident? ✓
- Is a consistent and effective NQT professional learning programme being successfully delivered across the three hubs within the region? ✓
- Are the aspiring secondary senior leaders and Headteachers programmes being delivered effectively across all hubs in the region? ✓
- Are newly appointed/acting/new Primary Headteachers able to access effective practical training across the region? ✓
- Can Challenge Advisers access appropriate professional learning at national and regional levels? ✓

2018 – 2019

- Are Professional Learning Schools effective in sharing excellent practice?
- Is the regional NQT programme for induction and mentoring consistent and effective in developing teachers new to the profession?
- Do the OTP and ITP programmes continue to successfully deliver high quality modules that develop good and excellent teachers across the region?
- Are we recruiting and retaining sufficient school leaders?

What will success look like?

2015 – 2016

- Have we given schools suitable data and information in order to compare their performance in Welsh and through the medium of Welsh? ✓
- Have we provided high quality resources to schools? ✓
- Have we developed a regional language charter? ✓
- Has Welsh GCSE improved outcomes following interventions to support the new programme of study? ✓

2016 – 2017

- Are secondary schools getting high quality support for Welsh as a subject? ✓
- Are schools better placed to deliver the new curriculum and the use of Welsh as a consequence of the support we have provided? ✓
- Have we consistently built on our regional coordination of the WESPs and welsh in education? ✓
- Have the LAs continued to increase the proportion of pupils staying in Welsh education? ✓

2017 – 2018

- Have we facilitated a common approach to supporting Welsh medium schools?
- Have we supported well Welsh first language and Welsh second language as subjects?
- Is the support for GCSE welsh gaining impact on outcomes?
- Has the region contributed to Successful Futures and the Welsh Language element of the new curriculum

2018 – 2019 *

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Work stream: Minority Ethnic Pupils

What will success look like?

2015 – 2016

- Are pupils Minority Ethnic showing accelerated progress to narrow the gap at all levels? ✓
- What does good practice look like? ✓
- Are schools aware of which family of schools they belong to on the basis of minority ethnic pupils? ✓
- To narrow the attainment gap at the end of KS4 by 2016 (individual LA determined) ✓
- Working group identifying good practice material and resources used in individual LAs. Good practice identified developed to support strategic management of ethnic minority pupils as well as teaching and learning in schools. Materials to be put on the website ✓
- Initial data trawl taken place to identify schools and attainment of ethnic minority pupils across LAs. Working group to identify key criteria for identifying families of schools wider than attainment ✓

2016 – 2017

- Do schools take a central role in coordinating and planning early interventions within the community, working with all agencies?
- Do all schools self-evaluate; plan and deliver the appropriate curriculum for all learners. ✓
- To continue to narrow the attainment gap at the end KS4 by 2017 (individual LA determined) ✓

2017 – 2018

- Do all learners from deprived backgrounds benefit from the highest teaching and learning?
- All successful schools have active and effective leadership and deploy staff appropriately and effectively to support attainment of minority ethnic groups.
- Have we shared the best practice in supporting ME pupils?
- Have we used our data analysis to best plan to support all learners?
- Do the Business Plan actions enable the region to deliver the best support to schools for MEAG pupils?

2018 – 2019 *

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What will success look like?

2015 – 2016

- Do we have an effective platform to ensure that we have sight of reports in all Local Authorities? ✓
- Have we organised an appropriate training programme for Challenge Advisers? ✓
- Are QA procedures clear and effectively communicated to all Hub leads? ✓
- Are QA procedures adhered to in all LAs? ✗
- Have the termly QA reports been completed by the Heads of Hub? ✗
- Do we have an effective QA calendar that incorporates all QA activity over two years? ✓
- Have we provided feedback on reports to LAs?

2016 – 2017

- Is the online platform used consistently by all? ✓
- Has the online system led to consistency of practice? ✓
- Is unsatisfactory practice challenged? ✓
- Is the QA calendar followed and actioned by all? ✓
- Have the termly QA reports been completed by the Heads of Hub? ✓

2017 – 2018

- Is the online platform used consistently by all and led to clear, consistent improvement?
- Has the online system led to consistency of practice and quality improvement?
- Is unsatisfactory practice challenged and support provided?
- Is the QA calendar followed and actioned by all?
- Have the termly QA reports been completed by the Heads of Hub?

2018 – 2019

- Is the online platform used consistently by all?
- Has the online system led to consistency of practice?
- Is unsatisfactory practice challenged?
- Is the QA calendar followed and actioned by all?
- Have the termly QA reports been completed by the Heads of Hub?

2015 – 2016

- Have we circulated the agreed 2015/16 Model Teachers' Pay Policy to all schools in the region? ✓
- Has a detailed project plan been developed for the Raising Standards and Rewarding Excellence programme across the region? ✓
- Have we developed a model Performance Capability Policy that will be used as a basis for delivering appropriate training to school leaders and governors across the region? ✓

2016 – 2017

- Have we circulated the agreed 2016/17 Model Teachers' Pay Policy to all schools in the region? ✓
- Has the Raising Standards and Rewarding Excellence training programme begun to be delivered across the region? ✓
- Has professional HR support been planned for those schools identified as having the greatest need, through the menu of support? ?
- Have we developed a work plan to address the future HR training and development needs of the region's school leaders and governors? x
- Have we identified opportunities to remove unnecessary duplication of local authority HR policy and process development across the region? x

2017 – 2018

- Have we reviewed and evaluated the performance management and performance capability training?
- Have the region's school leaders and governors become more confident in tackling underperformance?
- Are schools better placed to suspect and challenge teacher underperformance and take appropriate action?
- Do we have a suite of high quality HR toolkits (including policies and procedures), which are available to all schools in the region?

2018 – 2019

- Is there a high quality HR training programme being delivered consistently to school leaders and governors across the region?
- Have schools across the region become more confident in supporting each other in tackling underperformance and implementing performance management?
- Overall, are the region's school leaders and governors more proficient in managing HR issues?
- Have we worked in partnership with other regional consortia in order to remove unnecessary duplication of HR work programmes?

2015 – 2016

- Have we communicated the region's collaborative stance on attendance?
- Have we provided schools with resources and support?
- Have we delivered a single guidance across all six LAs?

2016 – 2017

- Has the attendance group further strengthened inter LA collaboration and consistency? ✓
- Have we continued to improve attendance for vulnerable groups? ✓
- Have all LAs improved attendance in-line with expectation? ✓

2017 – 2018

- Have improvements in attendance led to improvements in standards?
- Have all best practice strategies been shared via Professional Learning Schools?

2018 – 2019 *

DRAFT

Local Authority Business Plan Annex

Carmarthenshire Our vision is for

A Carmarthenshire that enables people to live healthy and fulfilled lives by working together to build strong, bilingual and sustainable communities.

<p>Local Authority Single Plan Priority</p>	<ul style="list-style-type: none"> • Supporting disadvantaged children to build their resilience through targeted intervention programmes • Getting more children and young people more physically and creatively active, more often in order to improve their health and well-being • Ensuring continuous improvement in education outcomes • Successfully introducing and translating the new national curriculum and qualifications into an inspiring and engaging local curriculum • Developing a self-improving school system making every school a good and improving school • Continuing to improve school attendance. • Ensuring a range of youth support services to foster the engagement of young people in education, work and community life • Continuing to improve the condition, suitability and resource efficiency of our school network through the Modernising Education Plan by. • Further developing Welsh medium and bilingual education provision • Develop an Inclusive Society • Protecting and safeguarding children and adults from harm
<p>ERW Expectation of Local</p>	<ul style="list-style-type: none"> • Make sure full capacity of Challenge Advisers is provided

Authorities	<ul style="list-style-type: none"> • Full attendance at Challenge Adviser Training • No duplication of resources or training • EIG spend in-line with Business Plan priorities
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Irreducible Minimum	FTE	Additional Capacity	School Causing Concern	
12.5	7.5	Literacy and Numeracy officers EAL Officers Digital Officers Foundation Phase Officers Data Officers	Queen Elizabeth High Emlyn Dyffryn Taf KS3/4 Teaching and Learning Centre	Bro Banw Ffairfach
Significant Risks		Local Authority Support	Responsibility	
<ul style="list-style-type: none"> • Capacity of Challenge Adviser Team • Poor knowledge of schools impacting on categorisation and inspection outcomes. • Variability in work of individual Challenge Advisers • Hub Lead does not maintain register and risks are not mitigated. LA does not escalate to local registers to manage issues 		Challenge capacity of Challenge Adviser team.	Gareth Morgans	

ERW Business Plan Priorities	Note of Instruction from Local Authority	Identified in ERW Level 3 Plan
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Leading Learning	<ul style="list-style-type: none"> To review and consider the workload and wellbeing of school leaders and implement changes to ensure a better work/life balance. 	
Teaching and Learning	<ul style="list-style-type: none"> Improve outcomes at the end of the Foundation Phase especially in English. At Key Stage 3, through ERW Challenge Adviser Core Visits continue to secure further improvements in core areas especially in Welsh. At Key Stage 4 through Challenge Adviser Core Visits provide detailed feedback to all schools on areas to develop/improve. Review outcomes/ performance /teaching of Welsh as a subject and develop a plan to respond to any issues identified 	
Supporting Learning	<ul style="list-style-type: none"> Continue to improve the performance of e-fsm learners at all key stages. 	
School Improvement	<ul style="list-style-type: none"> Work with school leaders and Governing Bodies to reduce the number of schools in ESTYN follow-up categories. 	
Other area	<ul style="list-style-type: none"> Support with developing the new national curriculum and qualifications into an inspiring and engaging local curriculum. 	

Ceredigion

Local Authority Single Plan Priority	<ul style="list-style-type: none"> Supporting families to thrive and reach their potential Achievement in formal education is above or at the national average, with children and young people being provided with a rich and increasingly varied learning experience Ceredigion remains a stronghold of Welsh language and the majority of children have good English and Welsh language skills There is a strong tradition of volunteering in Ceredigion which benefits children, young people and their families Ceredigion is a very low crime area and crime continues to decrease Ceredigion has the lowest teenage conception rate in Wales The strength of family support is significant, as many parents are dependent on grandparents to take childcare responsibilities to enable them to continue working
ERW Expectations of Local Authorities	<ul style="list-style-type: none"> Make sure full capacity of Challenge Advisers is provided Full attendance at Challenge Adviser Training No duplication of resources or training EIG spend in-line with Business Plan priorities

Irreducible Minimum	FTE	Additional Capacity	School Causing Concern	
6	5.6	Literacy and Numeracy officers	Aberaeron	Cei Newydd
		EAL Officers	Bro Teifi	Llanfarian
		Digital Officers	Penglais	Myfenydd
		Foundation Phase Officers		Llannon
		Data Officers		
Significant Risks		Local Authority Support	Responsibility	

<ul style="list-style-type: none"> • Difficulty in recruiting school leaders. • Insufficient monitoring and support to schools causing concern • Failure to raise standards for eFSM pupils. 	On-going induction for new Chief Education Officer	Barry Rees
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ERW Business Plan Priorities	Note of Instruction from Local Authority	Identified in ERW Level 3 Plan
Leading Learning	<ul style="list-style-type: none"> • Improve leadership quality and resilience in Ceredigion schools by: • developing leadership at all levels; • continuing to reduce the number of interim heads; and • improving conditions for leadership, particularly in smaller schools. 	
Teaching and Learning	<ul style="list-style-type: none"> • Maintain high performance throughout the Key Stages, particularly current and proposed headline indicators at Key Stage 4 by strongly supporting teaching and learning, including: • continued support for the new GCSE specifications; • continued support to improve the provision of literacy and numeracy; • Improving the ICT skill baseline of all teaching and support staff to support schools in the continued roll-out of the Digital Competency Framework • Introducing a mechanism of evaluating the effectiveness of post-16 provision in schools, including the use of ALPS. 	
Supporting Learning	<ul style="list-style-type: none"> • continued support for vulnerable groups of pupils. 	
School Improvement	<ul style="list-style-type: none"> • 	
Other area		

Local Authority Business Plan Annex

Neath Port Talbot

Local Authority Single Plan Priority	<ul style="list-style-type: none"> Raise educational standards and attainment for all young people Safer, brighter futures Better schools, brighter prospects
Local Authority Expectation from ERW	<ul style="list-style-type: none"> Make sure full capacity of Challenge Advisers is provided Full attendance at Challenge Adviser Training No duplication of resources or training EIG spend in-line with Business Plan priorities Reduce exclusion rates.

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Irreducible Minimum	FTE	Additional Capacity	School Causing Concern	
9	8	Literacy and Numeracy officers EAL Officers Digital Officers Foundation Phase Officers Data Officers	Dyffryn Cymer Afan	Maesmarchog Taigrwaith Eastern Primary Llangiwg Llansawel
Significant Risks		Local Authority Support	Responsibility	
<ul style="list-style-type: none"> Two schools in special measures High proportion of schools in Estyn follow up. Challenges of deprivation and disadvantage are increasing 		Request from Director for peer review	Aled Evans	

ERW Business Plan	Note of Instruction from Local Authority	Identified in ERW
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Priorities		Level 3 Plan
Leading Learning	<ul style="list-style-type: none"> Further develop NPT's leadership programme to ensure that it improves the quality of middle leadership in secondary schools and continues to increase and improve the quality of leadership within the primary sector. 	
Teaching and Learning	<ul style="list-style-type: none"> To advise and facilitate cluster based literacy developments aimed at improving pupils' writing skills and ensure that they are well placed for the demands of KS3 and 4 curriculum. Willing to consider a pilot approach. Provide support to English departments in order that they are able to effectively deliver the new English GCSE syllabus, ensuring that NPT pupils are equipped as well as possible with the skills needed to succeed at examination. Improve the quality and accuracy of assessment and target setting. 	
Supporting Learning	<ul style="list-style-type: none"> Ensure that current rate of improvement in the performance of e-fsmpupils is accelerated, particularly at key stage 4 	
School Improvement		
Other area		

Local Authority Business Plan Annex

Pembrokeshire

Local Authority Single Plan Priority	<ul style="list-style-type: none"> Children, Young People and families have the opportunity to fulfil their learning potential and to live healthy and happy lives
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	<ul style="list-style-type: none"> Access to quality learning and training opportunities
ERW Expectation of Local Authorities	<ul style="list-style-type: none"> Make sure full capacity of Challenge Advisers is provided Full attendance at Challenge Adviser Training No duplication of resources or training EIG spend in-line with Business Plan priorities Improve attendance for all pupils, especially secondary

Irreducible Minimum	FTE	Additional Capacity	School Causing Concern	
8	5.8	Literacy and Numeracy officers EAL Officers Digital Officers Foundation Phase Officers Data Officers	Bro Gwaun Greenhill Milford Haven Pembroke Sir Thomas Picton Tasker Milward	Haverfordwest VC St Mary's Catholic
Significant Risks		Local Authority Support	Responsibility	

<ul style="list-style-type: none"> • KS4 performance • Attendance in secondary schools • School in Estyn follow-up • Poor knowledge of schools impacting on categorisation and inspection outcomes. • Local School Improvement risks not mitigated at LA level 	<p>Peer review</p> <p>Additional training for targeted Challenge Advisers.</p>	Kate Evan-Hughes
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ERW Business Plan Priorities	Note of Instruction from Local Authority	Identified in ERW Level 3 Plan
Leading Learning	<ul style="list-style-type: none"> • Enhance the skills and accountability of Middle leaders in secondary schools • Further develop Senior Leadership skills and capacity at all levels across our schools • Develop an Executive Headship model in support of raised standards? 	
Teaching and Learning	<ul style="list-style-type: none"> • Further improve standards at Key Stage 4 (with a focus on attainment at the L2i) • Digital competency – enhance the capacity of schools to engage and deliver the Digital Competency Framework in support of raised standards and enhanced teaching and learning provision. 	
Supporting Learning	<ul style="list-style-type: none"> • Further improve performance of eFSM learners at all Key Stages 	
School Improvement	<ul style="list-style-type: none"> • Schools Causing Concern: Maintain a relentless focus on improvement within our current 'Schools Causing Concern' through monitoring, review and evaluation of progress against bespoke Action Plan content. 	
Other area		

Powys	
Local Authority Single Plan Priority	<ul style="list-style-type: none"> Transforming learning and skills All children and young people are supported to achieve their potential
ERW Expectations of Local Authorities	<ul style="list-style-type: none"> Make sure full capacity of Challenge Advisers is provided Full attendance at Challenge Adviser Training No duplication of resources or training EIG spend in-line with Business Plan priorities

Irreducible Minimum	FTE	Additional Capacity	School Causing Concern	
10.3	9	Literacy and Numeracy officers EAL Officers Digital Officers Foundation Phase Officers Data Officers	Bro Hyddgen Builth Wells HS Caereinion HS Llandrindod HS Maesydderwen HS Llanfyllin HS Newtown HS	Cefnlllys Primary Leighton Primary Llanbister Primary
Significant Risks		Local Authority Support	Responsibility	
<ul style="list-style-type: none"> High proportion of schools in Estyn follow up/Progress of schools in follow up activity 			Ian Roberts	

- Variable school performance at GCSE
- Insufficient, monitoring and support to schools causing concern
- Difficulty in recruiting school leaders

ERW Business Plan Priorities	Note of Instruction from Local Authority	Identified in ERW Level 3 Plan
Leading Learning	<ul style="list-style-type: none"> • Develop and implement a leadership programme to include early identification and development of future/aspiring leaders to ensure recruitment problems are alleviated 	
Teaching and Learning	<ul style="list-style-type: none"> • Provide specific subject support to improve key stage 4 outcomes in identified schools. • Improve provision and outcomes for pupils eligible for Free School Meals (eFSM) 	
Supporting Learning	<ul style="list-style-type: none"> • Review EOTAS provision, building on best practice across the region 	
School Improvement	<ul style="list-style-type: none"> • Improve the performance of secondary schools to ensure schools meet modelled expectations and those causing concern including those in Estyn follow up activity make rapid and sustained improvement 	
Other area		

Local Authority Business Plan Annex

Swansea

Local Authority Single Plan Priority	<ul style="list-style-type: none"> • People learn successfully • Attendance • School achievement (school readiness & child poverty)
ERW Expectation of Local Authorities	<ul style="list-style-type: none"> • Make sure full capacity of Challenge Advisers is provided • Full attendance at Challenge Adviser Training • No duplication of resources or training • EIG spend in-line with Business Plan priorities

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Irreducible Minimum	FTE	Additional Capacity	School Causing Concern	
12.5	8.8	Literacy and Numeracy officers EAL Officers Digital Officers Foundation Phase Officers Data Officers	Birchgrove Bishop Vaughan Morriston	Gors
Significant Risks		Local Authority Support	Responsibility	
<ul style="list-style-type: none"> • High proportion of schools placed in follow up. • School categorisation results in increase of amber /red schools. • Inconsistency in support to schools through variability in work of Challenge Advisers. • Failure to address or implement areas of ERW BP 		Transition for new Chief Edcaton Officer	Lindsey Harvey	

ERWBusiness	Note of Instruction from Local Authority	Identified in ERW Level 3 Plan
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PlanPriorities		
Leading Learning	<ul style="list-style-type: none"> • 	
Teaching and Learning	<ul style="list-style-type: none"> • Improve Literacy at primary phase • Improve results Core Subject at key stage 4 	
Supporting Learning	<ul style="list-style-type: none"> • Level 2 EOTAS • EAL Support at primary phase • Governor Support 	
School Improvement		
Other area	<ul style="list-style-type: none"> • Improve eFSM performance at key stage 4 	

Annex 2: Quality Assurance Calendar

The ERW 2 Year Cycle for ensuring quality and consistency

Year 1

2017 2018	Operational through Strategy Group – ongoing QA activity	Activity / Analysis	Output Activity	Report to
Apr	<p>On-going live monitoring and feedback of CV2 reports through Rhwyd</p> <p>Monitoring and feedback of LA reports to Estyn</p> <p>Quarterly monitoring of Monitor Risk Register</p>		Financial Plan Review	

May

On-going live monitoring and feedback of CV2 reports through Rhwyd

Production of Challenge Adviser Self-evaluation for June

Annual collation of all QA activity in Self Evaluation Report

Collation of recommendations from scrutiny

Review of CV1 and Categorisation

Annual Self Evaluation Report

Regional scrutiny seminar to include review of CV1 and categorisation.

Delivery Board

Exec

Joint Committee

Jun

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On-going live monitoring and feedback of CV2 reports through Rhwyd

Monitoring and feedback of LA reports to Estyn

Roll out of Challenge Adviser Self Evaluation

Monitor Risk Register

Analysis of FPh / KS2&3 findings; correlation with tests.

Value For Money review

Estyn inspection findings analysis. Proportion of schools in follow-up

QA of Estyn reports

Annual teacher assessment

Quarter 1 BP actions update

Annual evaluation against ChAds standards by advisers

Delivery Board

Exec

Challenge and review

		<p>verification programme</p> <p>Head of Hub Quality Report for CV2 (QA3)</p>		
<p>Jul</p> <p>Page 91</p>	<p>On-going live monitoring and feedback of CV2 reports through Rhwyd</p> <p>Review of Challenge Adviser Handbook and Guidance.</p>	<p>Analysis of reports, CV2 findings</p> <p>Quality and impact of KS4 Support programme</p> <p>ERW Position re A Level</p> <p>ERW Position RE GCSE</p>	<p>CV2 findings – full analysis.</p> <p>Analysis of impact of menu of support.</p> <p>Accounts on view for public Inspection for 20 days. Draft financial statements to each Director of Finance</p> <p>Effective planning and scheduling for September</p> <p>Challenge Adviser training for the year scheduled and planned</p>	<p>Exec</p> <p>Joint Committee - finance only</p>

Aug

Preparation for CV1

Revised and updated handbook available on ERW website

Sep

On-going live monitoring and feedback of CV1 reports through Rhwyd

Estyn inspection findings analysis.

QA of Estyn reports

Collation of recommendations from scrutiny.

ERW Primary Data Pack V1 and ERW Secondary Data Pack V1 released for Individual schools Las and ERW

Analysis of performance for KS4 in target schools.

ERW JOINT Committee to approve and publish accounts together with an audit certificate(End Sept)

Annual Governance Statement

Risk Register update

Quarter 2 BP actions

Regional scrutiny seminar agenda to include review of CV2, unverified data and emerging findings

Full report on impact of KS4 intervention programme.

Joint Committee

Regional Scrutiny Seminar

Oct

On-going live monitoring and feedback of CV1 reports through Rhwyd

Monitoring and feedback of LA reports to Estyn

Monitor Risk Register

Staff Performance Management

ERW Secondary Data Pack V2

Annual Questionnaire for Heads

Delivery Board

Exec Board

Nov

On-going live monitoring and feedback of CV1 reports Rhwyd

ERW level data analysis for Challenge and Review

Regional School Categorisation Moderation for Primary

QA report of quality of Governor Support Training

Challenge and review

Dec

On-going live monitoring and feedback of CV1 reports through Rhwyd

Monitoring and feedback of LA reports to Estyn

Monitor Risk Register

Estyn inspection findings analysis.

Analysis of reports, CV1 findings

Impact of PDG funding

ERW Primary Data Pack V2 and ERW Secondary Data Pack V3

Secondary Quartile Summary

Regional School Categorisation Moderation for Secondary

Value For Money review

Quarter 3 BP actions

Risk Register Update

CV1 findings – full analysis.

Impact of PDG funding report based on findings from CV1

Delivery Board

Exec Board

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Jan

On-going live monitoring and feedback of CV2 reports through Rhwyd

National School Categorisation verification

WG publish categorisation on My Local School

Maths KS4 early entry analysis for target schools.

Draft BP ready

Delivery Board

		Head of Hub Quality Report for CV1 (QA3)		
Feb	<p>On-going live monitoring and feedback of CV2 reports through Rhwyd</p> <p>Monitoring and feedback of LA reports to Estyn</p> <p>Monitor Risk Register</p>	Estyn inspection findings analysis.		Joint Committee
Mar	On-going live monitoring and feedback of CV2 reports through Rhwyd	<p>Staff Performance Management</p> <p>English KS4 early entry analysis for target schools</p>	<p>Q4 BP actions</p> <p>End of year statement</p> <p>End of year review of BP</p>	Challenge and review

Feb

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Mar

Year 2

2018 2019	Operational through Strategy Group – ongoing QA activity	Activity / Analysis	Output Activity	Report to
Apr	On-going live monitoring and feedback of CV2 reports through Rhwyd		Financial Plan Review	
Page 96	Monitoring and feedback of LA reports to Estyn			
	Monitor Risk Register			
May	On-going live monitoring and feedback of CV2 reports through Rhwyd	Annual collation of all QA activity in Self Evaluation Report	Annual Self Evaluation Report	Delivery Board
	Production of Challenge Adviser Self-evaluation for June	Collation of recommendations from scrutiny	Regional scrutiny seminar to include review of CV1 and categorisation.	Exec
		Review of CV1 and Categorisation		Joint Committee

<p>Jun</p>	<p>On-going live monitoring and feedback of CV2 reports through Rhwyd</p> <p>Monitoring and feedback of LA reports to Estyn</p> <p>Roll out of Challenge Adviser Self Evaluation</p> <p>Monitor Risk Register</p>	<p>Analysis of FPh / KS2&3 findings; correlation with tests.</p> <p>Value For Money review</p> <p>Estyn inspection findings analysis.</p> <p>QA of Estyn reports</p> <p>Annual teacher assessment verification programme</p> <p>Head of Hub Quality Report for CV2 (QA3)</p>	<p>Quarter 1 BP actions update</p> <p>Annual evaluation against ChAds standards by advisers</p>	<p>Delivery Board</p> <p>Exec</p> <p>Challenge and review</p>
<p>Jul</p>	<p>On-going live monitoring and feedback of CV2 reports through Rhwyd</p>	<p>Analysis of reports, CV2 findings</p> <p>Quality of KS4 Support</p>	<p>CV2 findings – full analysis.</p> <p>Analysis of impact of menu of support.</p>	<p>Exec</p> <p>Joint Committee -</p>

Review of Challenge Adviser Handbook and Guidance.

programme
ERW Position re A Level
ERW Position RE GCSE

Accounts on view for public Inspection for 20 days. Draft financial statements to each Director of Finance

Effective planning and scheduling for September

Challenge Adviser training for the year scheduled and planned

finance only

Preparation for CV1

Revised and updated handbook available on ERW website

On-going live monitoring and feedback of CV1 reports through Rhwyd

Estyn inspection findings analysis.
QA of Estyn reports
Collation of recommendations from scrutiny.

ERW JOINT Committee to approve and publish accounts together with an audit certificate(End Sept)

Annual Governance Statement

Risk Register update

Joint Committee

Regional Scrutiny Seminar

		<p>ERW Primary Data Pack V1 and ERW Secondary Data Pack V1 released for Individual schools Las and ERW</p> <p>Analysis of performance for KS4 in target schools.</p>	<p>Quarter 2 BP actions</p> <p>Regional scrutiny seminar agenda to include review of CV2, unverified data and emerging findings</p> <p>Full report on impact of KS4 intervention programme.</p>	
<p>Oct</p> <p>Page 99</p>	<p>On-going live monitoring and feedback of CV1 reports through Rhwyd</p> <p>Monitoring and feedback of LA reports to Estyn</p> <p>Monitor Risk Register</p>	<p>Staff Performance Management</p> <p>ERW Secondary Data Pack V2</p>	<p>Annual Questionnaire for Heads</p>	<p>Delivery Board</p> <p>Exec Board</p>
Nov	<p>On-going live monitoring and feedback of CV1 reports</p>	<p>ERW level data analysis for Challenge and Review</p> <p>Regional School Categorisation Moderation for Primary</p>	<p>QA report of quality of Governor Support Training</p>	<p>Challenge and review</p>

<p>Dec</p> <p>Page 100</p>	<p>On-going live monitoring and feedback of CV2 reports through Rhwyd</p> <p>Monitoring and feedback of LA reports to Estyn</p> <p>Monitor Risk Register</p>	<p>Estyn inspection findings analysis.</p> <p>Regional School Categorisation Moderation for Primary</p> <p>Analysis of reports, CV1 findings</p> <p>Impact of PDG funding</p> <p>ERW Primary Data Pack V2 and ERW Secondary Data Pack V3</p> <p>Secondary Quartile Summary</p> <p>Value For Money review</p>	<p>Quarter 3 BP actions</p> <p>Risk Register Update</p> <p>CV1 findings – full analysis.</p> <p>Impact of PDG funding report based on findings from CV1</p>	<p>Delivery Board</p> <p>Exec Board</p>

		Head of Hub Quality Report for CV1 (QA3)		
Jan Page 101	On-going live monitoring and feedback of CV2 reports through Rhwyd	National School Categorisation verification WG publish categorisation on My Local School Maths KS4 early entry analysis for target schools.	Draft BP ready	Delivery Board
Feb	On-going live monitoring and feedback of CV2 reports through Rhwyd Monitoring and feedback of LA reports to Estyn	Estyn inspection findings analysis.		Joint Committee

	Monitor Risk Register			
Mar	On-going live monitoring and feedback of CV2 reports through Rhwyd	Staff Performance Management English KS4 early entry analysis for target schools	Q4 BP actions End of year statement End of year review of BP	Challenge and review

TEMPLED CYNLLUN LEFEL 2 – 2017-18

LEVEL 2 PLAN TEMPLATE – 2017-18

Maes Area	Improve the quality of leadership experiences and its impact on outcomes.
Perchennog Plan Owner	Roy James, Head of Leadership
Aelodau'r Tim: Team Members:	RJ, TF, SL, MF, LS, AT
Gweledigaeth Our vision	ERW strives to delivers a single consistent and integrated professional school improvement service for children and young people aged 3-19 in a range of settings within the six Local Authorities. ERW's vision is for a consistently high performing school network across the region with every school a good school offering high standards of teaching with all learners achieving their maximum potential.
Beth mae ysgolion / ALL yn ei feddwl amdanom ni? (ee. Holiadur Prifathrawon/ Holiadur Lles/ Llais y Dysgwr/ Adborth wrth defnyddwyr gwasanaeth ayb)	Feedback from most aspects of the Leadership work stream is generally positive. The ITE & NPQH are currently under reform and we will need to work closely with the HEIs to further evaluate

What do schools / LAs / other stakeholders think about us? (e.g. Headteacher Questionnaire/ Wellbeing Survey/ Learner Voice/ Feedback from service users etc.)	the impact of the ITE provision. The formation of the proposed National Academy of Education Leadership will facilitate the delivery of our Leadership work streams through the promotion of closer collaboration between all 4 Regions.
Dewis Blaenoriaethau Choosing Priorities	
Beth yw ein prif lwyddiannau? (ystyriwch Gynllun Busnes llynedd) What are our main successes? (Consider last year's Business Plan)	<ul style="list-style-type: none"> • ERW's Core Visits has been used effectively by many schools and supported their Leadership aspirations to identify key areas for improvement. • The effective support provided for all candidates on the HLTA, NQT, Middle & Aspiring Leaders, NPQH programs. The work for new, existing and executive heads. remains a priority and will continue to be so for the coming years.
Nodwch unrhyw feysydd na chwblhawyd yn ystod y flwyddyn ddiwethaf a fydd angen derbyn sylw yn y cynllun newydd. Are there any actions that are incomplete from 2015-16 that should be carried forward to 2016-17?	The work of developing existing & executive head teacher
Sut ydych yn cynllunio i ddarparu gwerth am arian yn eich maes? How do you plan to provide value for money in your area?	<ul style="list-style-type: none"> • Ensure all support to schools identifies clear actions for improvement with a specific focus on improving the quality of leadership to sustain improvements and embed change. • Monitor effectively the impact of school leadership in raising standards of provision and outcomes for pupils. • Ensure effective practice identified is shared well across the region. • Make good use of QA processes to monitor the quality and

			impact of leadership upon pupil outcomes. <ul style="list-style-type: none">• Ensure effective collaboration across all 6 LAs continues to avoid duplication.• Ensure regional training is developed jointly to minimize the use of resources.			
Prif Ddangosyddion						
Headline Indicators						
	Mesur Perfformiad Performance Measure	2015-16	Targed 16-17 Target	Targed 17-18 Target		Targed 18-19 Target
Fph	Foundation Phase Outcome Indicator	85.9%	86%	86%		86%
KS2	Core Subject Indicator	88%	88%	88%		88%
KS3	Core Subject Indicator	85.6	86%	86%		86%
KS4	Level 2 Inclusive	64%	65%	66%		67%
Cynllun Gweithredu 2016-17						
Operational Plan 2016-17						
Gweithred Cynllun Busnes Lefel 1: Level 1 Business Plan Objective:			1. Improve the quality of Leadership experiences and its impact on outcomes. 2. Reducing the impact of poverty 3. Improve communication 4. Using digital systems to facilitate the delivery of the work stream.			
	Camau Gweithredu	Targed perfformiad /	Swyddog Cyfrifol	Cychwyn	Cwblhau	Ffynhonnell gyllid Finance

	Actions	Allbwn Performance Target / Expected Output	Responsible Officer	Start	Completion	Source
1	Offer Aspiring Secondary HT programme across the consortium to address demand.	Training accessible for all staff across the region in both languages.	Ian Thompson			
2	Complete pilot of Aspiring Primary HT programme and refine.	Refined programme translated and resource available in both languages.	Tom Fanning		Feb 2017	
3	Offer Aspiring Primary HT programme across the consortium to address demand.	Training to be accessible for all staff across the region.	Tom Fanning	Feb 2017		
4	Through the National Leadership Academy (NLA), establish a national network aiming to specifically meet the professional learning needs of those in EHT roles – experienced and newly appointed.	National network created via the 4 Regions, meeting the needs of those in EHT posts.	Roy James	Dec '16	Apr '18	
5	Develop strategies to build capacity for school improvement and effective succession planning to release the	Strategies developed within EHT's schools to build capacity for	Roy James	Dec '16	Apr '17	

	potential within EHT's schools.	school improvement and effective succession planning.				
6	Identify and meet with key staff within each authority for development of HLTA support staff.	Working group for Teaching Assistants established.	Tom Fanning	January 2017		
7	Develop understanding and audit of provision training of Teaching Assistants.	Audit of current provision and opportunity for sharing best practice	Tom Fanning	Spring 2017	May 2017	
8	Deliver training on performance management and performance capability, linked to the New Deal entitlement, for school leaders, governors and local authority representatives	<p>School leaders, governors and local authority representatives are:</p> <ul style="list-style-type: none"> • aware of the performance management and capability processes; • confident in dealing with performance management 	HR Working Group	April 2017	March 2018	None

		<p>and capability issues;</p> <ul style="list-style-type: none"> • aware of the importance of linking performance management objectives to whole-school aims (e.g. reducing the impact of poverty on educational outcomes) 				
9	Implement the work plan developed to address the future HR training and development needs of school leaders and governors	School leaders and governors feel more confident and informed when dealing with HR issues	HR Working Group	April 2017	Ongoing	None
10	Audit the involvement of schools in the ITE, to include specifically schools on the Pilot Programme.	<p>Register of TSD partner schools and level of engagement.</p> <p>Register of Pioneer</p>	Roy James, Tom Fanning	December 2016	Feb 2017	

		schools involved in ITE.				
11	Attend and engage with the national review of ITE. Ensure the needs of the region are taken into account. Ensure appropriate resources and opportunities	ERW at forefront of ITE developments.	Roy James, Tom Fanning	November 2016		
12	To improve the quality and consistency of middle leadership training across ERW and to signpost further professional development opportunities for aspiring senior leaders. Ensure that middle leaders are clear as to what excellent looks like.	Provision of high quality courses. Collaboration with colleagues in ITT Mentoring and professional learning schools. Collaboration with UWTSD for short course accredited route	Sarah Perdue Tom Fanning UWTSD Dave Barry			none
13	To develop a new and aspiring middle leader network facilitated by HWB, to include all New Deal Pioneer Schools.	HWB network set up and joined by course delegates. Resources shared on HWB	Sarah Perdue / Dave Barry			none
14	To improve the system for schools to access the course for their new and aspiring middle leaders by	Event distributed to all schools via flyer	Meinir Davies Sarah Hughes			none

	updating the website and using a flyer with a clear explanation of selection process.		Sarah Perdue			
15	Identify HT new to post both permanent and acting. LA to identify and appoint Mentors.	Audit of all New and Acting HT across the region.	Tom Fanning		October 2016	
16	LA to provide initial training in local arrangements. Including introduction to support officers. (finance, HR, H&S etc).	LA provide effective induction of New HT	Tom Fanning, LA Leads	Autumn 2016	Dec 2016	
17	Provide 4 day training programme including opportunity for networking beyond local LA and consortium.	Training to be accessible for all new HT across the region.	Tom Fanning	January 2017	July 2017	
18	NPQH applications endorsed, candidates informed, timetable and expectations communicated.	Process identifies and assesses appropriate candidates for programme. Endorsement process effective.	TF. Endorsing Officers LM	19/09/2016	14/10/2016	
19	NPQH personnel recruited and trained, venues and Timetable confirmed.	Professional development of Experienced HT's. Effective administration of	TF. LA Leads.	14/10/2016		

		process, timetables and venues				
20	Leads of Literacy, Numeracy & behaviour from 6 LA meet to draft NQT training Materials.	Training Programme for all NQT in place.	TF. LM. Leads for Lit, Num, Behaviour/ALN	Summer 2016	01/09/2016	
21	Prepare and publish role and responsibility descriptors for all in NQT programme.	Roles, responsibilities and programme outline published.	TF. LM	01/09/2016	01/09/2016	
22	Identifying schools where further OPT/ITP programmes can be delivered.	Further OPT/ITP schools established.	Roy James & Mark Ford	March '17	June '17	
23	Dovetail OPT/ITP into School to School Support Framework and determine its presence in Dolen.	School to School effectively supporting the OPT/ITP programmes.	Roy James & Mark Ford	Jan '17	March '17	
24	Create a website #DiscoverTeachinginWales to promote the teaching profession and encourage more people to opt for teaching as a career or return to teaching.	Website designed, established and regularly updated. High stakeholder satisfaction.	Alan Tootill Rhiannon Evans Emma Jones Website designer	October 2016	February 2017	Recruitment and Retention budget
25	Create a Welsh and English TV advertisement to promote the	Contract awarded, advert produced	Alan Tootill	November 2016	February 2017	Recruitment and Retention budget

	teaching profession and encourage more people to opt for teaching or return to teaching.	and broadcast. High stakeholder satisfaction.	Rhiannon Evans Media company			
26	Undertake a pilot Wellbeing project with six schools across the region.	Schools chosen and project undertaken. Positive impact expressed through feedback.	Roy James Alan Tootill	January 2017	March 2017	WG "Schools' Workload Projects" funding
27	Produce guidance for governors when recruiting senior leaders to ensure there is a minimum quality standard for candidate packs.	Guidance produced. Standard of recruitment packs raised.	Lorna Simpson Alan Tootill	November 2016	January 2017	
28	Ensure all secondary schools are well supported and challenged to improve the quality of middle & senior leadership and teaching and learning. Ensure that all leaders are clear as to what excellent looks like.	Improved quality of middle leadership in targeted schools Improved quality of teaching and learning in targeted schools Improved outcomes for pupils, especially eFSM pupils.	Alan Edwards Ian Altman	April 2017	April 2018	Curriculum and Assessment grant
29	Work effectively as four consortia to secure a positive implementation of Successful Futures and embed the use of the	Effective work with four consortia leads to a well-developed national project and	Alan Edwards David Barry	April 2017	April 2018	SF grant

	4 core purposes in all schools across Wales	successful implementation of SF				
30	Ensure all work within the Teaching and Learning work strand is focused on reducing the impact of poverty.	Improved outcomes for vulnerable learners	Alan Edwards Level 3 T & L plan owners	April 2017	April 2018	Curriculum and Assessment grant

TEMPLED CYNLLUN LEFEL 2 – 2017-18 LEVEL 2 PLAN TEMPLATE – 2017-18	
Maes Area	Improve the quality of teaching and learning experiences and its impact on outcomes

Perchennog Plan Owner	Alan Edwards (Head of Teaching and Learning)
Aelodau'r Tim: Team Members:	Ian Altman, Greg Morgan, Leaders of Learning, Subject Specialists, Teaching and Learning delivery
Gweledigaeth Our vision	ERW strives to delivers a single consistent and integrated professional school improvement service for children and young people aged 3-19 in a range of settings within the six Local Authorities. ERW's vision is for a consistently high performing school network across the region with every school a good school offering high standards of teaching with all learners achieving their maximum potential.
Beth mae ysgolion / ALI yn ei feddwl amdanom ni? (ee. Holiadur Prifathrawon/ Holiadur Lles/ Llais y Dysgwr/ Adborth wrth defnyddwyr gwasanaeth ayb) What do schools / LAs / other stakeholders think about us? (e.g. Headteacher Questionnaire/ Wellbeing Survey/ Learner Voice/ Feedback from service users etc.)	<p>Feedback from the secondary networks is continuously very positive leading to facilitating the creating and sharing of resources across first and second language specifications.</p> <p>Questionnaire return from spring 2016 shows that support has been well received and is having a positive impact on learners in most schools where support was provided. Leaders of Learning provide strong guidance and support for middle leaders. As a result, middle leaders in nearly all schools are becoming effective and accurate in their self-evaluation and departmental planning.</p> <p><i>"ERW provides good support and guidance for schools in key areas such as learning and teaching, Foundation Phase, core</i></p>

	<p><i>subjects, literacy, numeracy, statutory assessment, qualification changes and school leadership.” Estyn, June 2016</i></p> <p>Training to improve the quality of continuous provision has had good feedback from mist attendees and subsequent monitoring visits demonstrate improved provision in most targeted schools. However, quality and delivery of support is provided is varied across the region.</p>
<p>Dewis Blaenoriaethau</p> <p>Choosing Priorities</p>	
<p>Beth yw ein prif lwyddiannau? (ystyriwch Gynllun Busnes llynedd)</p> <p>What are our main successes? (Consider last year's Business Plan)</p>	<p>The effective support provided for all schools to support the implementation of the PoS.</p> <p>The high quality support provided by LoL to all schools to support the implementation of the new GCSEs. As a result most targeted schools demonstrated improved pupil outcomes.</p> <p>The development of a regional literacy, numeracy and Foundation Phase support programme has led to greater consistency and improved quality of support to schools.</p> <p>The regions diagnostic tool has been used effectively by many schools and supported them well to identify key areas for improvement.</p>
<p>Nodwch unrhyw feysydd na chwblhawyd yn ystod y flwyddyn ddiwethaf a fydd angen derbyn sylw yn y</p>	<p>Developing Numerical Reasoning</p>

cynllun newydd.					
Are there any actions that are incomplete from 2015-16 that should be carried forward to 2016-17?					
Sut ydych yn cynllunio i ddarparu gwerth am arian yn eich maes?					
How do you plan to provide value for money in your area?		Ensure effective collaboration across all 6 LAs continues to avoid duplication. Ensure regional training is developed jointly to minimise the use of resources.			
		Monitor effectively the impact of support to schools in raising standards of provision and outcomes for pupils.			
		Ensure all support to schools identifies clear actions for improvement with a specific focus on improving the quality of leadership to sustain improvements and embed change.			
		Ensure effective practice identified is shared well across the region.			
		Make good use of QA processes to monitor the quality and impact of all support provided.			
Prif Ddangosyddion					
Headline Indicators					
	Mesur Perfformiad Performance Measure	2015-16	Targed 16-17 Target	Targed 17-18 Target	Targed 18-19 Target
Fph	Foundation Phase Outcome Indicator	85.9%	86%	86%	86%

KS2	Core Subject Indicator	88%	88%	88%	88%	
KS3	Core Subject Indicator	85.6	86%	86%	86%	
KS4	Level 2 Inclusive	64%	65%	66%	67%	
Cynllun Gweithredu 2016-17						
Operational Plan 2016-17						
Gweithred Cynllun Busnes Lefel 1: Level 1 Business Plan Objective:			1. Improve the quality of teaching and learning experiences and its impact on outcomes 2. Deliver high quality and bespoke support , challenge and intervention to schools 3. Reducing the impact of poverty (mandatory) 4. Improve communication (mandatory) 5. Using digital systems to facilitate the delivery of the work stream – see guide (mandatory)			
	Camau Gweithredu Actions	Targed perfformiad / Allbwn Performance Target / Expected Output	Swyddog Cyfrifol Responsible Officer	Cychwyn Start	Cwblhau Completion	Ffynhonnell gyllid Finance Source
1	Ensure all schools are provided with effective challenge and support to improve moderation processes and increase the accuracy of Teacher	Improved accuracy of Teacher Assessment Improved	Alan Edwards Delyth Jones	April 2017	July 2017	Curriculum and Assessment grant

	Assessment	confidence in teachers for moderation process Reduced workload and higher impact for teachers				
2	Ensure all schools are effectively challenged and supported to improve the quality of assessment for learning whilst reducing workload and expectations of marking for teachers	High impact of marking in targeted schools Reduced workload for teachers when marking	Alan Edwards Delyth Jones	April 2017	April 2018	Curriculum and Assessment grant
3	Provide high quality support for all schools to implement the new Welsh Baccalaureate	Schools feel well supported Teachers confidence improved All pupils effectively support by teachers to achieve in Welsh Bac	Alan Edwards Elen James	April 2017	July 2017	Welsh Bac Grant
4	Monitor the effectiveness of 14 – 19 officers in supporting and challenging schools to secure the best outcomes for all pupils	Good support for schools and pupils	Alan Edwards Elen James	April 2017	July 2017	Curriculum and Assessment grant

	including recuing the impact of poverty for pupils.	Reduce the impact of poverty Improved pupil outcomes				
5	Ensure high quality challenge and support for all schools to improve the quality of teaching and learning of Welsh to enable all pupils, especially e-FSM pupils, to make good progress in developing their Welsh.	Improved pupil outcomes in Welsh 1 st and 2 nd Language Development of a Welsh continuum in teaching overtime.	Alan Edwards Catrin Griffiths	April 2017	April 2018	Curriculum and Assessment grant WESP
6	Ensure that all schools are better informed, have a better understanding and are more proactive in the delivery of the 2017-2020 WESPs – in accordance with WG priorities LA's to meet annual targets in line with WG outcomes LA leaders of Welsh in Education	LA's to meet annual targets in line with WG outcomes	Alan Edwards Catrin Griffith	April 2017	April 2018	WESP

7	Ensure all secondary schools are well supported and challenged to improve the quality of middle leadership and teaching and learning.	<p>Improved quality of middle leadership in targeted schools</p> <p>Improved quality of teaching and learning in targeted schools</p> <p>Improved outcomes for pupils, especially eFSM pupils.</p>	<p>Alan Edwards</p> <p>Ian Altman</p>	April 2017	April 2018	Curriculum and Assessment grant
8	Ensure high quality support for all schools in implementing the new GCSEs	<p>All schools feel well supported</p> <p>High quality resources available for schools</p> <p>Improved pupil outcomes, especially eFSM pupils.</p>	<p>Alan Edwards</p> <p>Ian Altman</p>	April 2017	April 2018	Curriculum and Assessment grant
9	Ensure the regional support programme for literacy and numeracy continues to identify and provide high quality bespoke support for targeted	<p>High quality training programme delivered across all 6 LAs</p> <p>LA officers provide</p>	<p>Alan Edwards</p> <p>Liws Harries</p>	April 2017	July 2018	Curriculum and Assessment grant

	schools	<p>effective support to targeted schools</p> <p>Improved outcomes for pupils, especially eFSM pupils.</p>				
10	<p>Improve the quality of teaching and learning of literacy, numeracy and digital competence in schools across the region with a particular focus on oracy, numerical reasoning and improving outcomes for eFSM pupils.</p>	<p>High quality support and identification of targeted schools</p> <p>Improve pupil outcomes</p>	<p>Alan Edwards</p> <p>Liws Harries</p>	April 2017	April 2018	Curriculum and Assessment grant
11	<p>Ensure high quality support for all schools to implement curriculum change</p>	<p>High quality support as and when required for schools</p>	<p>Alan Edwards</p> <p>Ian Altman</p>	April 2017	April 2018	Curriculum and Assessment grant
12	<p>Ensure all schools are well supported to develop and implement Successful Futures</p>	<p>All schools aware of development of SF</p> <p>AoLEs developed and trailed successfully</p> <p>High quality support for schools</p>	<p>Alan Edwards</p> <p>David Barry</p>	April 2017	April 2018	SF grant

13	Work effectively as four consortia to secure a positive implementation of Successful Futures and embed the use of the 4 core purposes in all schools across Wales	Effective work with four consortia leads to a well-developed national project and successful implementation of SF	Alan Edwards David Barry	April 2017	April 2018	SF grant
14	Provide high quality support for all schools to raise awareness of and support the implementation of the Teacher Standards.	All schools and staff fully aware of new TS Successful implementation of new TS	Alan Edwards	April 2017	April 2018	SF grant
15	Ensure all work within the Teaching and Learning work strand is focused on reducing the impact of poverty.	Improved outcomes for vulnerable learners	Alan Edwards Level 3 T & L plan owners	April 2017	April 2018	Curriculum and Assessment grant
16	Ensure all Teaching and Learning working groups and staff make best use of digital resources to improve the quality of support to schools and impact of meetings.	Improved use of digital resources Reduced use of paper in all meetings Improved digital competence of all	Alan Edwards Level 3 T & L plan owners	April 2017	April 2018	Curriculum and Assessment grant

		staff				
17	Provide high quality support for schools to improve the quality of provision and its impact on outcomes in Foundation Phase.	Improved quality of provision and improved outcomes for pupils in Foundation Phase	Alan Edwards Foundation Phase Team	April 2017	August 2017	Curriculum and Assessment grant

TEMPLED CYNLLUN LEFEL 2 – 2017-18

LEVEL 2 PLAN TEMPLATE – 2017-18

Maes Area	Reduce the impact of poverty on attainment, support vulnerable learners and ensure all learners reach their potential
Perchennog Plan Owner	Gareth Morgans and Aneirin Thomas
Aelodau'r Tim: Team Members:	Aneirin Thomas, Gareth Morgan, Cressy Morgan, Susan Griffiths, Chris Millis, Nichola Jones, Gillian Evans, Keith Bralstaff, Rebecca Williams
Gweledigaeth Our vision	ERW strives to deliver a single consistent and integrated professional school improvement service for children and young people aged 3-19 in a range of settings within the six Local Authorities. ERW's vision is for a consistently high performing

	school network across the region with every school a good school offering high standards of teaching with all learners achieving their maximum potential.
Beth mae ysgolion / ALI yn ei feddwl amdanom ni? (ee. Holiadur Prifathrawon/ Holiadur Lles/ Llais y Dysgwr/ Adborth wrth defnyddwyr gwasanaeth ayb) What do schools / LAs / other stakeholders think about us? (e.g. Headteacher Questionnaire/ Wellbeing Survey/ Learner Voice/ Feedback from service users etc.)	
Dewis Blaenoriaethau Choosing Priorities	
Beth yw ein prif lwyddiannau? (ystyriwch Gynllun Busnes llynedd) What are our main successes? (Consider last year's Business Plan)	The region has been successful in its bid for the ALN innovation fund that will drive improvement for 2017 onwards. Planning for Level 3 has provided increased focus for activity.
Nodwch unrhyw feysydd na chwblhawyd yn ystod y flwyddyn ddiwethaf a fydd angen derbyn sylw yn y cynllun newydd. Are there any actions that are incomplete from 2015-16 that should be carried forward to 2016-17?	There needs to be an improved and focused approach to coordinating the work of the Support for Learning Priority Board.
Sut ydych yn cynllunio i ddarparu gwerth am arian yn eich maes?	<ul style="list-style-type: none"> Resources will be developed in order to reduce duplication in schools. As a result, there will be time savings for LAs resulting in reduction in staffing costs.

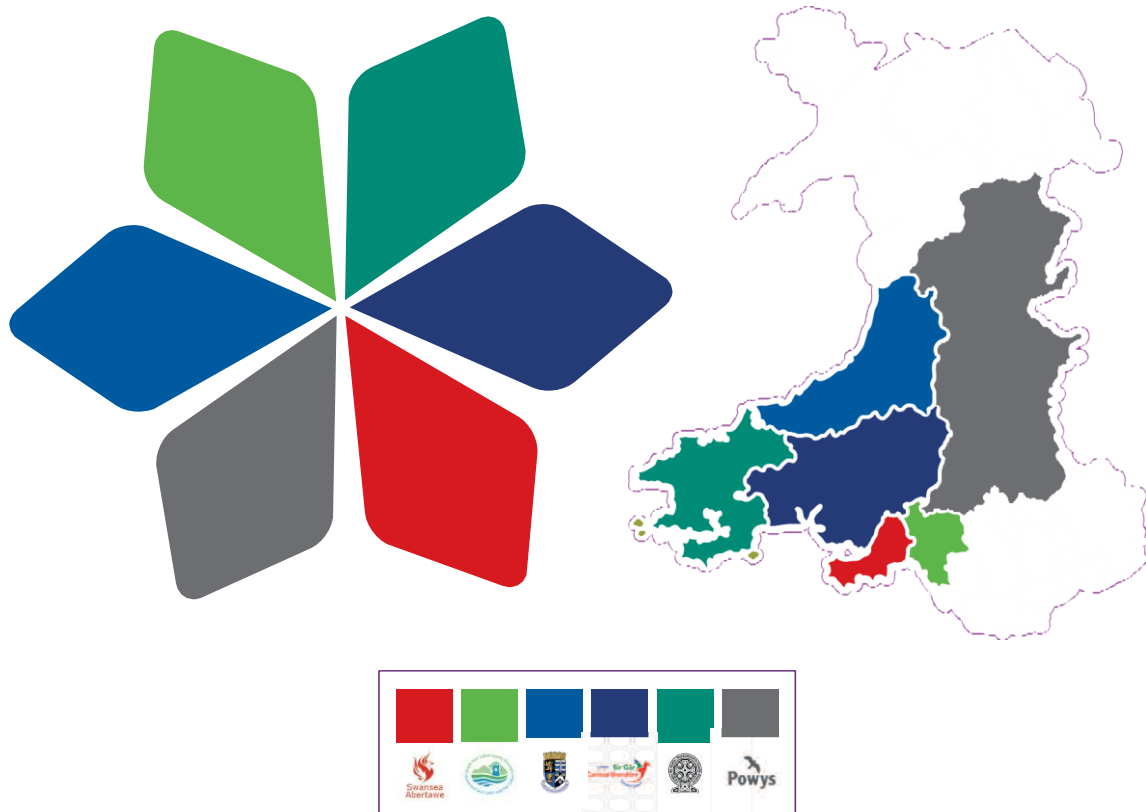
How do you plan to provide value for money in your area?			<ul style="list-style-type: none">• All resources will be quality assured to ensure that materials and system produced will result in improved outcomes for learners and teaching staff.• The resources produced will provide a valuable and sustainable repository for schools which can be updated with minimal input.• There will be significant advantages in economy as a result of LAs working collaboratively to share best practice.• The sharing of quality assured resources will result in better focus on improvement and improved outcome for pupils.		
Prif Ddangosyddion					
Headline Indicators					
	Mesur Perfformiad Performance Measure	2015-16	Targed 16-17 Target	Targed 17-18 Target	Targed 18-19 Target
Fph	Foundation Phase Outcome Indicator	85.9%	86%	86%	86%
KS2	Core Subject Indicator	88%	88%	88%	88%
KS3	Core Subject Indicator	85.6	86%	86%	86%
KS4	Level 2 Inclusive	64%	65%	66%	67%
Cynllun Gweithredu 2016-17					
Operational Plan 2016-17					

Gweithred Cynllun Busnes Lefel 1: Level 1 Business Plan Objective:			5. Improve the quality of teaching and learning experiences and its impact on outcomes 6. Reduce the impact of poverty on attainment, support vulnerable learners and ensure all learners reach their potential 7. Reducing the impact of poverty (mandatory) 8. Improve communication (mandatory) 9. Using digital systems to facilitate the delivery of the work stream – see guide (mandatory)			
	Camau Gweithredu Actions	Targed perfformiad / Allbwn Performance Target / Expected Output	Swyddog Cyfrifol Responsible Officer	Cychwyn Start	Cwblhau Completion	Ffynhonnell gyllid Finance Source
1	To review current Local Authority SEN systems, processes and provision and create Information Card for each LA.	There is a consistent/common ALN approach/system across the region where parents/ carers have the same experience across the 6 LAs.	Rebecca Williams	April 2017	April 2018	ALN Innovation Fund
2	Raising awareness about services and ALN reform	All stakeholders are aware of the proposed reforms and the services available to support children/young	Mark Sheridan	April 2017	April 2018	ALN Innovation Fund

		<p>people.</p> <p>There is a simple, clear, bilingual website for learners/parents signposting services and provision available.</p>				
3	Transition planning- identify best practice and develop as a common approach.	<p>Research based evidence available to support service development and improvement in readiness for ALN Reform.</p> <p>Effective transition arrangements are in place which are well managed and understood by all partners.</p> <p>Data is used effectively to support service improvement.</p>	Keith Belstaff	April 2017	April 2018	ALN Innovation Fund
4	New approach to efficient and effective use of the ALNCoS and cluster working	<p>Baseline of ALNCo qualifications and recommendations for future qualifications/minimum training</p>	Nichola Jones	April 2017	April 2018	ALN Innovation Fund

		<p>Piloting of deployment of ALNCo across federation of schools</p> <p>Piloting ALNCOs/ specialised services and health to deliver within a cluster of schools</p>				
5	Welsh Language Resources	<p>Detailed review of current resources and their effectiveness.</p> <p>Development of resources to support specialists/ALNCOs are available in Welsh and English</p>	ALN Priority Board	April 2017	April 2018	ALN Innovation Fund
6	Outreach support- good practice case studies	<p>Specialist/bespoke ALN support provided to mainstream schools by special schools/units</p> <p>Upskilling ALNCOs and mainstream staff</p>	Gillian Evans	April 2017	April 2018	ALN Innovation Fund
7	The development of a consistent approach to the use of data for target setting and to continue to	Improvement in attendance across the	Susan Griffiths	April 2017	April 2018	EIG

	integrate the ERW non-attendance processes in each authority.	consortium				
8	Improved performance of E fsm pupils	Schools will have greater challenge to demonstrate that the PDG spend is impacting directly on e- fsm learners	Chris Millis	April 2107	April 2018	EIG
9	Improved provision and support for Special Schools	Greater support packages, categorisation for special schools	Sue Painter	April 2017	April 2018	EIG



NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Children, Young People and Education Cabinet Board

26th January 2017

Report of the Head of Participation Chris Millis

Matter for Decision

Wards Affected:

All Wards

CHILDCARE FACILITIES WITHIN SCHOOLS IN NEATH PORT TALBOT

Purpose of the Report

1. The purpose of this Report is to present the current situation with regard to childcare facilities located on school sites. The Report updates Members and seeks authorisation to continue to regularise the position of childcare settings on school sites.

Included within this Report is a list of childcare provisions currently occupying surplus space within schools throughout the County Borough.

Executive Summary

2. This Report seeks to gain authorisation for the development of childcare facilities on school sites and to allocate delegated powers to the Head of Participation to authorise childcare developments on school sites. This is reported to Members on an annual basis.

Background

The Local Authority has a statutory duty to provide sufficient childcare places for those parents and carers who want them. This duty came into effect in April 2008 and forms part of the statutory duties imposed on all local authorities set out by the Childcare Act 2006.

The Early Years and Childcare Unit are currently undertaking a new Childcare Sufficiency Assessment. This assessment will inform the Unit of any unmet demand for childcare and also allow the Unit to plan and prepare for implementing new Welsh Government initiatives such as the thirty hour childcare offer. The 30 hour childcare offer will consist of part time foundation phase education and childcare for all working parents of three and four year olds.

Early indications are that more out of school childcare places will be required so that the Authority can meet demand from working parents when this initiative is further rolled out following the pilot period. It is envisaged that the thirty hour offer will be fully implemented by September 2020.

It is the aim of the Early Years and Childcare Unit to utilise existing childcare services initially but where there is need school buildings will be used to ensure sufficient childcare places for the 30 hour offer.

There are different types of childcare currently located in schools and these include:

Full Day Care – facilities that provide childcare for children under eight for a continuous period of four hours or more in any day in premises which are not domestic.

Out of School Care – the total care is for more than two hours in any day and for more than five days in a year. It is intended for children who attend school and may include breakfast clubs, after school clubs and holiday play clubs.

Sessional Day Care – facilities that provide day care for children under eight for a session which is less than a continuous period of four hours in any day. These may include playgroups and Welsh medium Cylchoedd Meithrin. Sessional childcare can also include a wraparound facility for children attending part time nursery education who can be cared for in a

childcare setting, either on a school site or in the community but linked to the school, for the remainder of the school day.

Some of the childcare settings located on school sites are funded by the Welsh Government Initiative Flying Start, whilst some others are funded through the Welsh Government's Out of School Childcare Grant.

Flying Start is targeted at 0-3 year olds in the most disadvantaged communities in Wales. It aims to create positive outcomes in the medium and long term. It is a prescriptive programme, based on international evidence of what works. The Council has been informed by Welsh Government that it has been allocated indicative funding for Flying Start until March 2017.

What it means in practice:

- Free quality part-time childcare for 2-3 year olds
- An enhanced Health Visiting service
- Access to Parenting Programmes
- Access to Language and Play sessions.

These are universally available to all children aged 0-3 and their families in the areas in which it operates.

Due to various reasons, it has become more viable to develop childcare facilities in school with surplus capacity. This helps maximise the use of Local Authority buildings as well as maximising use of the educational portfolio. This has many benefits for both the school and the children and families who use the childcare facility. Having onsite childcare facilities in schools ensures the continuity for young children and their families, and the schools get to know the children and families earlier which means better planning for better results.

The Out of School Childcare Grant is utilised to meet any unmet demand identified in the Childcare Sufficiency Assessment including holiday clubs, after school clubs and also raising the profile of the Family Information Service.

Financial Impact

There are no financial implications for the Council in relation to this report.

Equality Impact Assessment

3. An Equality Impact Assessment has not been carried out for the purpose of this report.

Workforce Impacts

There are no workforce impacts or implications for the Council in relation to this report.

Legal Impacts

There are no legal impacts or implications for the Council in relation to this report.

Risk Management

4. This Report seeks to minimise the risk to the Council by continuing to support Governing Bodies of Schools and also supporting the Local Authority in meeting the statutory duties placed on it in the Childcare Act 2006.

Consultation

There is no requirement under the Constitution for external consultation on this item.

Recommendations

5.
 1. It is recommended that Members agree in principle to the authorising of the development of childcare facilities on school sites with the terms and conditions to be agreed by the Head of Property and Regeneration;

2. For the Head of Participation to be granted delegated authority to develop childcare facilities on school sites;
3. That reports are submitted to Members on an annual basis.

Reasons for Proposed Decision

6. To support the Governing Bodies of Schools in supporting the request for childcare facilities to be developed on school sites. Thus also supporting the Local Authority in meeting the statutory duties placed on it in the Childcare Act 2006. This will in turn support the Child Poverty agenda in enabling parents the time to enter training or employment opportunities, or to access employment or training within the childcare sector.

Implementation of Decision

7. That the decision is proposed for immediate implementation.

Appendices

8. Childcare Facilities in Schools Updated List January 2017

Officer Contact

9. Chris Millis Head of Participation, Telephone 01639 763226 email c.d.millis@npt.gov.uk
10. Neil Thomas Participation Co-Ordinator, Telephone 01639 686376 email n.g.thomas@npt.gov.uk
11. Mrs Nicola Hire – Early Years and Childcare Development Co-Ordinator
12. Tel: 01639 873016 Email - n.hire@npt.gov.uk

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Appendix A

Childcare Facilities in Schools

Updated List January 2017

Flying Start Childcare Facilities

SCHOOL	TYPE OF FACILITY	RUN BY	OPERATING TIMES	USEAGE OF ROOM	LOCATION
Melin Primary School (infant)	Flying Start Playgroup	Private	42 weeks of the year	Exclusive use	Demountable
Brynhyfryd Primary School	Flying Start Playgroup	Private	42 weeks of the year	Shared use	Demountable
Awel y Mor Primary School	Flying Start Playgroup	Private	42 weeks of the year	Exclusive use	Classroom
Sandfields Primary School	Flying Start Playgroup	Voluntary managed	42 weeks of the year	Exclusive use	Classroom
Traethmelyn Primary School	Flying Start Playgroup	Private	CLOSED	Shared use	Classroom
Cymer Afan Primary	Flying Start Playgroup	Private	42 weeks	Shared use	Classroom
YGG Gwaun Cae Gurwen	Flying Start Playgroup/Wrap Around	Voluntary Managed	42 weeks	Exclusive use	Classroom
Blaengwrach Primary School	Flying Start Playgroup	Voluntary Managed	Still in Development	Sole use	Demountable

Generic Childcare Facilities (Non Flying Start Funded)

SCHOOL	TYPE OF FACILITY	RUN BY	OPERATING TIMES	USEAGE OF ROOM	LOCATION
Alltwn Primary School	Full Day Care	Private	All year	Shared	Demountable
Blaenbaglan Primary School	After School Club/Holiday Club	Private	All year	Shared	School Hall
Catwg Primary School	After School Club/Holiday Club	Voluntary Managed	All Year	Shared use	School Hall
Coedffranc Primary School	After School Club	School run	Term time only	Shared use	Classroom
Creunant Primary School	Full Day Care	Voluntary Managed	All year	Exclusive use	Classroom
Cwmnedd Primary School	After School Club	Private	CLOSED	Exclusive use	Demountable
Tywyn Primary School	After School Club / Holiday Club	Voluntary managed	All year	Shared use	School Hall
YGG Blaendulais	Wrap around childcare	Voluntary managed	Term time only	Shared use	Classroom
YGG Y Wern	After School Club/Holiday Club	Voluntary Managed	All year	Shared use	School Hall
Llangatwg Community School	Full Day Care	Private	CLOSED	Exclusive use	Demountable
Ysgol Gymraeg	After school club	Private	Term time only	Shared use	School library

Pontardawe					
Neath Abbey Infants	Wrap around/ after school club	School run	CLOSED	Shared use	Classroom
Tonnau Primary	Full Day Care	Private	All Year	Shared use	Community room
Wauanceirch Primary School	Full Day Care	Private	In development	Shared use	Classroom
Baglan Primary School (Lower)	After school club	Private	In development	Shared use	Classroom

Mixed Economy Settings partially funded by Flying Start

SCHOOL	TYPE OF FACILITY	RUN BY	OPERATING TIMES	USEAGE OF ROOM	LOCATION
Melin Primary School (junior)	Mixed Economy	Private	42 weeks of the year	Shared use	Classroom
Croeserw Primary School	Mixed Economy	Social Enterprise	42 weeks of the year	Exclusive use	Demountable
Glyncorrwg Primary School	Mixed Economy	Social Enterprise	42 weeks of the year	Exclusive use	Demountable
Gnoll Primary School	Full Day Care /Mixed economy	Private	All year	Exclusive use	Classroom
Penafan Primary School	Full Day Care/Mixed economy Flying Start	Private	Term time only	Exclusive use	Classroom
Rhydyfro Primary School	Mixed Economy Flying Start	Private	42 weeks of the year	Shared use	Classroom
YGG Gwaun	Mixed Economy	Voluntary	42 weeks	Exclusive use	Classroom

Cae Gurwen	Flying Start	Managed			
Ysgol Gymraeg Pontardawe	Mixed Economy Flying Start	Voluntary managed/ Cylch Meithrin	Term time only	Exclusive use	Classroom

Voluntary Aided School Childcare Facilities

SCHOOL	TYPE OF FACILITY	RUN BY	OPERTAING TIMES	USEAGE OF ROOMS	LOCATION
Alderman Davies School	After School Club – also query over wrap around	School	Term time only	Shared	Classroom
Bryncoch Church in Wales School	After School Club	Private	Term time only	Shared	School Hall

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Children, Young People and Education Cabinet Board

26th January, 2016

Report of the Head of Transformation – Andrew Thomas

Matter for decision

Wards Affected: All

NPT DRAFT RESPONSE TO THE WELSH GOVERNMENT CONSULTATION DOCUMENT 'REFORM OF SCHOOL GOVERNANCE: REGULATORY FRAMEWORK'

Purpose of the Report

1. To seek Members views regarding a draft response (attached) to the above consultation prior to submission as a final response to Welsh Government.

Background

2. Welsh Government are currently consulting over proposals to revise and update a number of Regulations surrounding school governance and the work and constitution of governing bodies.
3. The current set of Regulations have, with some modification and updating, by in large been in operation since the late 1980s when Local Management of Schools (LMS) and the creation of governing bodies were first introduced. The proposals contained within the current consultation document are the most far reaching since then.
4. The consultation document is 52 pages in length containing some 81 questions for consideration.

5. This is a public consultation and open to any interested party to respond to by the closing date of 17th February, 2017. All Neath Port Talbot Schools have been encouraged to consider the proposals and submit a response as they feel appropriate. Given the size of the consultation document, officers produced a summarised briefing paper of the main aspects of the proposals to assist schools and all chairs and vice-chairs of governing bodies have been briefed at the autumn term meeting with the Director of Education and Senior Management Team and again encouraged governing bodies to submit individual responses. Officers will also be attending an all Wales consultation event for Governor Support Officers with Welsh Government officials who drafted the proposals in order to provide a joint local authority response.
6. Neath Port Talbot officers and the education senior management team have considered the consultation document in its entirety and have drafted a response to each question asked by Welsh Government for Members views and consideration prior to a final response being prepared for submission on behalf of the Council. A copy of the draft response is enclosed with this report as Appendix A with individual responses highlighted in red.

Consultation Response

7. Whilst Members' views are sought on any of the responses prepared by officers contained with Appendix A; for ease of reference highlighted below are the areas of significant change that have been identified from the consultation document together with a proposed response:

Q1 asks whether there is agreement with the proposal to introduce skilled governing bodies. Officers recommend agreement to this proposal given the significant responsibility that is now placed upon governing bodies in terms of school improvement, raising standards, finance and HR matters to name a few. Having skilled or experienced governors in these fields can only add value to the contribution of the whole governing body.

Q5 relates to the proposal to separate parent governors into two categories of elected and appointed parent governors. The proposal is that elected parents should not outnumber appointed governors. Officers recommend that the Council disagrees with this and that the proposal should be the other way around in that appointed parents should not outnumber elected parents on the basis of democracy.

Q7 proposes to amalgamate the category of teacher and staff (non-teaching) governor into one category and for all school staff to vote jointly on nominations. Officers recommend that the Council disagrees with this proposal as the two categories represent very different groups of employees and should remain distinct. It is acknowledged that the proposals will allow for more than one governor within this category, however, an election held amongst school staff might result in the outcome of two employees of the same category being elected rather than one from each.

Q8 proposes to restrict the number of LA governors to just one per governing body. Officers recommend that the Council disagrees with this proposal as the LA has an important role to play in school improvement and this includes the appointment of suitably experienced LA governors who, in the opinion of the LA, will contribute the most to the school.

Q18 asks whether the proposed minimum size for governing body membership is supported. If implemented the minimum number of governors (excluding the Headteacher) could be as low as six. Whilst the proposals allow for governing bodies to set their own minimum and maximum numbers it is not conceivable how or why any governing body could operate with such a low number, therefore, officers recommend that the Council disagrees with this proposal.

Q21 & Q22 seeks views on the process involved in removing governors at times where there are too many on a particular governing body. This circumstance would occur if and when the introduction of these the new Regulations were to be introduced. There would be a requirement to remove large numbers of both LA and community governors if the proposal contained within the consultation document are implemented. The proposed method of reducing surplus governors will involve individual governing bodies conducting rounds of voting in respect of each category of governorship following discussions and consideration of the skills that individuals are able to offer the governing body. Officers recommend that the Council disagrees with this proposal given that governors provide their time voluntary within their local community, and the process of conducting discussions and voting one (or many) of their number off the governing body who may have given many years of dedicated service is disrespectful and degrading.

Q24 asks whether governors should be permitted to sit on an unlimited number of governing bodies in place of two being the maximum limit

currently. Officers recommend that a maximum limit should be retained, however, raised to three or four governing bodies at most.

Q30 seeks support for the proposal to elect chairs and vice chairs for individual terms of office of up to four years at a time. Officers recommend that the Council disagrees with this proposal as the annual election of chair and vice is a simple process that is not overly bureaucratic and generally takes a matter of minutes at the annual general meeting.

Q55 & Q57 proposes to include an independent person and for the Chief Education Officer to be included on all Headteacher/Deputy Headteacher appointment panels and both to be provided with an equal right to vote. Officers recommend that the Council agrees with both proposals as i) the Chief Education Officer is currently offered to attend such appointments and provided with a vote at most schools in Neath Port Talbot already, and ii) the appointment of a Headteacher and Deputy Headteacher at a school is the most important appointment that can be made within a school and appointment panels should welcome input from skilled professionals in this area.

Q72 seeks support that the proposals to place a focus on skilled governors and changing constitutional requirements will not be a cost to governing bodies. Officers recommend that whilst the Council should support a focus on skilled governors the Regulatory changes proposed to governing body constitutions will have a consequential impact on every governing body throughout Wales. It will be rural and remote schools where these proposals will have the most significant impact as they will find it particularly difficult in identifying and attracting the skilled, professional and independent governors proposed throughout the consultation document. Officers are therefore recommending that the Council disagrees with this proposal on account of the difficulties constitutional change is expected to cause in terms of time, effort and cost.

Q81 asks for any other comments to the consultation document. It is the opinion of officers that Headteachers should not be a full voting members of a governing body. There should be a requirement for Headteachers to attend meetings as an ex-officio officer and to provide regular updates and reports to governors and of course be subject to scrutiny, however, the decision-making process should be that of governors alone. This is the system that operates in the majority of other public service organisations where the role of the Headteacher is analogous to that of a chief executive or director and where that head of the organisation is required to report to their board or committee as

a paid official without voting on their own recommendations or proposals. Officers recommend that this proposal be included as part of the response to the consultation document.

Financial Impact

8. Whilst there will be a financial impact associated with the implementation of the new Regulations if approved by Welsh Government, there is no financial impact associated with this particular report.

Equality Impact Assessment

9. Having considered the Council's screening assessment guidance produced to assist the Council in discharging its Public Sector Equality Duty under the Equality Act 2010 it has been determined that this report does not require an equalities impact assessment.

Workforce Impacts

10. There are no workforce or staffing issues directly associated with this report.

Legal Impacts

11. There is no legal impact associated with this report.

Risk Management

12. There is no risk associated with this report.

Consultation

13. There is no requirement under the Constitution for external consultation on this item.

Recommendations

That Members consider the draft response prepared by Officers as detailed in Appendix A to this report and approve for submission to the Welsh Government.

Reason for Proposed Decision

To enable the Council to submit a formal response to the Welsh Government consultation document 'Reform of School Governance: Regulatory Framework'.

Implementation of Decision

14. The decision is proposed for implementation after the three day call in period.

Appendices

15. Appendix A: NPT Draft Response to the Welsh Government Consultation Document: Reform of school governance regulatory framework.

List of Background Papers

16. None.

Officer Contact

17. John Burge, Manager of the School and Family Support Team

Tel: 763599

Email: j.burge@npt.gov.uk

Appendix A

NPT DRAFT RESPONSE

All responses are: AGREE/DISAGREE OR NEITHER AGREE OR DISAGREE

Number: WG30066



Welsh Government
Consultation Document

Reform of school governance: regulatory
framework

Proposals to revise and consolidate the school governance
regulatory framework

Date of issue: 11 November 2016
Action required: Responses by 17 February 2017

Mae'r ddogfen yma hefyd ar gael yn
Gymraeg. This document is also available
in Welsh.

Reform of school governance: regulatory framework

Overview

This consultation seeks stakeholder views on proposals to revise and consolidate the school governance regulatory framework in Wales. This involves the revocation and remaking of the following regulations which are referred to as “the Existing Regulations” in this document:

- The School Government (Terms of Reference) (Wales) Regulations 2000
- The New Maintained Schools (Wales) Regulations 2005
- The Government of Maintained Schools (Wales) Regulations 2005
- The Governor Allowances (Wales) Regulations 2005
- The Staffing of Maintained Schools (Wales) Regulations 2006
- The Changing of School Session Times (Wales) Regulations 2009
- The Federation of Maintained Schools (Wales) Regulations 2014.

How to respond

Responses to this consultation should be e-mailed/posted to the address below to arrive by **17 February 2017** at the latest.

Further information and related documents

Large print, Braille and alternative language versions of this document are available on request.

School Governors’ guide to the law

<http://gov.wales/topics/educationandskills/schoolshome/fundingschools/school-governance/schoolgovguide/?lang=en>

The consultation documents can be accessed from the Welsh Government’s website at www.gov.wales/consultations

Contact details

For further information:

School Governance and Organisation Branch
Schools Effectiveness Division
Education Directorate
Welsh Government
Cathays Park
Cardiff
CF10 3NQ
email: SMED2@wales.gsi.gov.uk

Data protection

How the views and information you give us will be used

Any response you send us will be seen in full by Welsh Government staff dealing with the issues which this consultation is about. It may also be seen by other Welsh Government staff to help them plan future consultations.

The Welsh Government intends to publish a summary of the responses to this document. We may also publish responses in full. Normally, the name and address (or part of the address) of the person or organisation who sent the response are published with the response. This helps to show that the consultation was carried out properly. If you do not want your name or address published, please tell us this in writing when you send your response. We will then blank them out.

Names or addresses we blank out might still get published later, though we do not think this would happen very often. The Freedom of Information Act 2000 and the Environmental Information Regulations 2004 allow the public to ask to see information held by many public bodies, including the Welsh Government. This includes information which has not been published. However, the law also allows us to withhold information in some circumstances. If anyone asks to see information we have withheld, we will have to decide whether to release it or not. If someone has asked for their name and address not to be published, that is an important fact we would take into account. However, there might sometimes be important reasons why we would have to reveal someone's name and address, even though they have asked for them not to be published. We would get in touch with the person and ask their views before we finally decided to reveal the information.

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Introduction

1. There are around 23,000 school governors in Wales who give their time, experience and expertise voluntarily to help our schools. Governing bodies have a vital and demanding role to play in the success of our schools by setting the strategic direction of their school and holding the head teacher to account for the school's educational and financial performance.
2. In addition to their core functions regarding school performance, governing bodies have a further range of functions and responsibilities including the appointment and disciplining of staff. The nature and extent of school governing bodies' functions and responsibilities mean that the role of school governor is both challenging and demanding.
3. In order for governing bodies to function effectively we believe that skills must be the fundamental consideration when all categories of governor are being appointed. In addition, governing bodies must have the flexibility to ensure that they have the full range of skills required to enable successful governance of their school.

Why are we proposing changes to the school governance structure?

4. In his report on the *Future Delivery of Education Services in Wales*¹ Robert Hill described the quality and skills of school governing bodies as variable. This was consistent with the Welsh Government's Schools Challenge Cymru initiative which also raised concerns about the quality of school governors.
5. Successive annual reports by Her Majesty's Inspector for Education & Training in Wales (Estyn) have also found school governance to be variable, although the latest reports show some general improvement in the level of challenge offered by governing bodies. This more recent improvement may be due to the recent introduction of mandatory training for school governors².
6. In its report "*Step Change – A new approach for schools in Wales*"³ the CBI stressed that "*the focus for composition of governing bodies must be skills - ensuring the right people with the right skills are in place is the key to effectiveness*". The Report concluded "*More freedom should be given to governing bodies to determine composition based on skills, rather than representative roles such as parent governor, LA governor or staff governor*".

¹ <http://gov.wales/docs/dcells/consultation/130621-delivery-of-education-report-en.pdf>

² The Government of Maintained Schools (Training Requirements for Governors)(Wales) Regulations 2013 : <http://www.legislation.gov.uk/wsi/2013/2124/contents/made> as amended by the Federation of Maintained Schools Regulations 2014 at: <http://www.legislation.gov.uk/wsi/2014/1132/contents/made> the Government of Maintained Schools (Training Requirements for Governors)(Wales) (Amendment) Regulations 2014 : <http://www.legislation.gov.uk/wsi/2014/2225/contents/made> and the Government of Maintained Schools (Training Requirements for Governors)(Wales) (Amendment) Regulations 2016 : <http://www.legislation.gov.uk/wsi/2016/137/contents/made>.

³ <http://www.cbi.org.uk/cbi-prod/assets/File/pdf/step-change-a-new-approach-to-schools-in-wales.pdf>

7. The CBI recommended therefore that the restrictions on representation on governing bodies should be relaxed and action should be taken to ensure more volunteers from the business community can serve as governors.

8. The Task and Finish Group on school governance, established by a previous Minister for Education & Skills to consider the fitness for purpose of the school governance framework in Wales, concluded that governing bodies need to be more skilled in their governance role and also need to be able to recruit more widely so that the very best individuals participate in governing schools.

9. The Group recommended a shift from the current stakeholder model to a “Stakeholder Plus” approach to governance. This approach would retain the valuable contribution made by the variety of stakeholders in the current school governance model, but the ‘Plus’ aspect would allow governing bodies the flexibility and freedom to recruit additional governors on the basis of skills need.

10. In its response to the Hill report the Group concluded that there needed to be amongst other matters:

- *More of an emphasis on the skills governors need to discharge their responsibilities rather than who they represent*
- *Greater clarity about the roles and accountabilities of governing bodies.*

Our proposals – an overview

11. We are seeking to revise the legislative framework within which school governance operates to provide school governing bodies with the flexibility to appoint governors with the skills they require to be an effective governing body, and to constitute themselves to meet the particular needs of their schools.

12. Our proposals will:

- Revise and update the school governance and staffing regulatory framework so that all maintained school governing bodies in Wales are best placed to ensure the effective governance and success of their schools
- Consolidate and simplify the current legislative framework by ensuring that there is a single, consistent approach to school governance across all maintained schools in Wales.

13. All maintained school governing bodies are within scope, including federated governing bodies and the temporary governing bodies of new schools.

14. We also propose that changes to the timings of the start and finish of the school day for community, voluntary controlled, community special and maintained nursery schools may take effect at the beginning of a school term instead of having to wait until the beginning of a school year.

15. A draft of our proposed Government and Staffing of Maintained Schools (Wales) Regulations 2017 which will revise and consolidate the school governance framework is attached at Annex A. We refer to these draft Regulations as the “New Regulations” in this document.

16. The questions raised throughout this document are for completion in the accompanying questionnaire at Annex B.

17. We explain our proposals for the revision of each of the existing sets of Regulations which make up the current school governance framework in Parts 1 to 7 of this document. We deal first with the sets of Regulations to which the most fundamental changes are being made, rather than keeping to the order in which they were made. We also refer at the beginning of each Part to the provisions in the New Regulations at Annex A which will replace each set of the Existing Regulations.

18. Part 8 discusses the consequential and other amendments which need to be made to various sets of other regulations as a result of the New Regulations.

19. Part 9 asks for views on proposed implementation timescales.

20. Part 10 asks for views on the draft regulatory impact assessment which is at Part 2 of Annex C, as well as views on the draft Equality Impact Assessment at Annex D, Children’s Rights Impact Assessment at Annex E and the draft Welsh Language Impact Assessment at Annex F.

Part 1: Proposed changes to the Government of Maintained Schools (Wales) Regulations 2005 (the 2005 Regulations)

Proposals are for some or all of the following Parts and Schedules of the New Regulations at Annex A to replace the 2005 Regulations:

- *Part 4 “Categories of governors” and Schedules 2,3 and 4*
- *Part 5: Chapter 1 “Composition of governing body: non federated schools”*
- *Part 5: Chapter 3 “Qualifications and tenure of office” and Schedule 5*
- *Part 5: Chapter 4 “Instrument of government, school councils and charitable status”*
- *Part 5: Chapter 5 “Appointment, functions and removal of officers”*
- *Part 5: Chapter 6 “Meetings and proceedings of the governing body”*
- *Part 5: Chapter 7 “Committees of governing bodies”*
- *Part 5: Chapter 8 “Restrictions on persons taking part in proceedings of the governing body or its committees” and Schedule 6.*

Membership of governing bodies

Overview

1. The 2005 Regulations that govern the constitution and membership of school governing bodies have been in place since 2005 and are not sufficiently flexible at present, focusing more on who governors represent rather than the skills they possess. The number of governors is currently determined by the number of pupils in a school and whether the school is a secondary or primary school, which means that some governing bodies are considered too large to be effective.

2. These arrangements are inflexible and do not allow governing bodies to constitute themselves in a way that is tailored to the specific identified needs of their school.

3. The revisions we propose to make to the governance framework will allow governing bodies to be smaller and more skills focussed.

Skilled Governing Bodies

4. We want to ensure that all school governors who are appointed to their posts have the skills necessary to be “up to” the demands of their role. This may include relevant experience as well as formally recognised skills; for example, a person with experience in the business community could be viewed as having the skills necessary to be a school governor.

5. Therefore, we are consulting on making it a requirement that all appointed governors have – in the opinion of the person or body making the appointment – the skills required to contribute to the effective governance and success of their school. This is known as “the Skills Criteria”.

6. Governing bodies will be expected to undertake a skills audit to identify any skills gaps and appoint on that basis.

Q.1 Do you agree with our plans for skilled governing bodies? AGREE

Q.2 Do you think that the “Skills Criteria” is appropriately defined? AGREE

Changes to categories of governor

7. The 2005 Regulations created 11 categories of school governor in Wales, although not all categories of governor are required for each type of school. For example, voluntary aided schools do not have community governors.

8. The 11 categories are:

- Parent governors
- Teacher governors
- Staff governors
- Local authority governors
- Community governors
- Additional community governors
- Foundation governors
- Partnership governors
- Sponsor governors
- Representative governors
- Associate pupil governors - although these “pupil governors” do not have a vote and may be excluded from some governing body meetings.

9. We propose to change this so that we have 8 categories of governor, namely:

- Parent governors (which includes both parent governors who are elected by other parents and parent governors who must be appointed by a school governing body)
- Staff governors (covering what is currently known as teacher governors and staff governors)
- Local authority governors
- Community governors
- Foundation governors
- Partnership governors
- Pupil governors – who will continue to not have a vote and may be excluded from some governing body meetings
- A new category of “co-opted” governors, who are appointed by a governing body due to their skills and experience.

10. We look in more detail at these proposed categories below.

Parent Governors

11. Currently, parent governors are elected by other parents at a school. Where governing bodies are unable to fill a parent governor post they may make an appointment “in lieu” of a governor being elected.

12. We propose that governing bodies will have two categories of parent governors - those who are elected and those who are appointed in their own right for the skills they can provide. As we still wish to allow governing bodies to appoint a parent governor “in lieu” of a governor being elected, there will be three ways in which a parent may become a governor:

- i) By being elected by other parents
- ii) By being appointed ‘in lieu’ of an elected parent governor. For example, where there are insufficient numbers standing for election or no parent stands for election
- iii) By being appointed from the outset to the post of ‘appointed parent governor’.

13. The membership proposals are that there must be at least two parent governors – one elected (category i) or appointed in lieu (category ii) and one appointed in their own right (category iii) above. The number of parent governors appointed under category iii must at least equal the combined number of parent governors under categories i and ii.

14. Parent governors who are appointed to their post under category (ii) or (iii) must, in the opinion of the school governing body, fulfil the Skills Criteria. They may also be removed from the governing body using the process set out in the new Regulations. This is discussed at paragraphs 93-95 below, and is very similar to the removal process for appointed parent governors in the 2005 Regulations.

15. Parent governors who are elected to their post by other parents at a school will not be subject to the Skills Criteria. We intend to use guidance to illustrate the demands of the role to encourage parents with the appropriate skills to stand for election.

16. When appointing parent governors “in lieu” under category ii, the 2005 regulations currently set the criteria that the person must be the parent of a registered pupil or the parent of a child of compulsory school age. The new regulations apply this same criteria to appointed parent governors under category iii, and also extend the criteria to allow parents of former registered pupils at the school to be appointed either in lieu of an elected parent governor (ii) or as an appointed parent governor (category iii).

17. We propose that the current reasons why a person may not become a parent governor are extended, so that a person is disqualified if they work at the school irrespective of the hours they work, even if they are a parent of a pupil at the school.

18. This will mean that a person may not become a parent governor if they are:

- An elected member of the local authority
- Employed by the local authority in connection with its education functions
- Working at the school irrespective of the number of hours worked or whether they are a parent of a registered pupil in the school.

Q.3 Do you agree with the proposal to have appointed parent governors who are appointed for the skills they can offer? AGREE

Q.4 Do you agree with the proposal to allow parents of former pupils at the school to be appointed as parent governors under category (ii) or (iii)? **DISAGREE. The category is 'Parent Governor'. There are other categories of governor that would be more suited for 'former' parents to be appointed into.**

Q.5 Do you agree that it should be mandatory for the number of elected parent governors not to outnumber appointed parent governors? **DISAGREE. The proposal should be the other way around in that the number of appointed parents should not outnumber the number elected parents on the basis of democracy.**

Q.6 Do you agree that a person should be disqualified from becoming a parent governor if they work at the school, irrespective of the hours they work and even if they are a parent of a pupil at the school? **AGREE.**

Staff Governors

19. The 2005 Regulations have both teacher and staff governor categories for all except nursery schools. We propose to amalgamate these categories to have a single category of staff governor for all school governing bodies, as all staff at a school have a role to play in contributing to their school's success.

20. Membership proposals are for there to be at least 1 staff governor, who will be elected by all school staff.

21. As staff governors are elected to their post they will not be subject to the Skills Criteria. We intend to use guidance to illustrate the demands of the role to encourage staff with the appropriate skills to stand for election.

22. The current disqualification provisions in the 2005 Regulations whereby a teacher or staff governor has to leave their post as soon as they cease to work at the school will apply to the amalgamated category of staff governor.

Q.7 Do you agree with our proposals for staff governors, including amalgamating the categories of teacher and staff governor? **DISAGREE. The two categories represent very different groups of employees and should remain distinct. It is acknowledged that the proposals will allow for more than one governor within this category, however, an election held amongst school staff might result in the outcome of two employees of the same category being elected rather than one from each.**

Local Authority Governors

23. There will continue to be local authority governors who are appointed by the maintaining local authority.

24. Membership proposals are for the number of local authority governors to be restricted to 1.

25. As local authority governors are appointed to their post, the local authority which appoints them must be of the opinion that the prospective governor

fulfils the Skills Criteria. They may be removed from the governing body by the local authority which appointed him or her.

26. In order to ensure that staff and local authority interests are not over represented on governing bodies we propose to retain an equivalent to the current disqualification criteria in the 2005 Regulations, whereby a person can not continue in office or be appointed as a local authority governor if they are eligible to be a staff governor.

Q.8 Do you agree with our proposals for local authority governors ?
DISAGREE. The LA has an important role to play in school improvement and this includes the appointment of suitably experienced LA Governors who, in the opinion of the LA, will contribute the most to the school.

Q.9 Would you wish to see any other category of person disqualified from becoming a local authority school governor, for example an elected local authority member? NEITHER AGREE OR DISAGREE.
None of the available options apply to this Yes/No question. The response would be NO.

Community Governors

27. Governing bodies of community, voluntary controlled and foundation schools will continue to have community governors, but membership proposals are for there to be only one per governing body.

28. Voluntary aided schools will continue not to have community governors.

29. As with other appointed governors the focus for appointment of community governors will be on the skills they can offer the governing body rather than who they are and who they might represent. Therefore, community governors must fulfil the Skills Criteria in the opinion of the school governing body which appoints them. They may also be removed from the governing body using the process set out in regulations.

Q.10 Do you agree with our proposals for community governors?
AGREED, subject to the introduction of the new category of Co-opted Governor.

Foundation Governors

30. Voluntary aided, voluntary controlled and foundation schools with a foundation will continue to have foundation governors.

31. Membership proposals are for voluntary aided schools to have two more foundation governors than the combined number of all other categories of governor.

32. Voluntary controlled and foundation schools with a foundation will have a minimum of two foundation governors. They may have more, but the total number of foundation governors must not exceed one third of total governor numbers (when rounded up or down to the nearest whole number).

33. As foundation governors are appointed to their post, we propose that the person or body who makes the appointment must be of the opinion that the prospective governor fulfils the Skills Criteria. As is currently the case, foundation governors may be removed from the governing body by the body responsible for making the appointment.

34. Voluntary and foundation schools have a distinct ethos which we believe foundation governors should be able to support. Therefore, we also propose that the person or body making the appointment must be of the opinion that the prospective foundation governor is capable of achieving the purposes for which they were appointed.

Q.11 Do you agree with our proposals for foundation governors? AGREE subject to the skills audit criteria that is referred to is drawn up by individual governing bodies and not the appointing body.

Partnership governors

35. There will continue to be partnership governors for foundation schools without a foundation who are appointed by a governing body either following nomination or directly where there are insufficient eligible nominees.

36. Membership proposals are for appropriate foundation schools to have a minimum of two partnership governors. They may have more, but the total number of partnership governors must not exceed one third of total governor numbers (when rounded up or down to the nearest whole number).

37. No person will be eligible for nomination or direct appointment unless – in the opinion of the person or body nominating or appointing them - they fulfil the Skills Criteria.

38. In the rare cases in which a governing body rejects a nomination for partnership governor the governing body will have to inform the person or body who made the nomination of their decision along with the nominated person who has been rejected and the local authority.

Q.12 Do you agree with our proposals for partnership governors? NEITHER AGREE OR DISAGREE.

Pupil Governors

39. There continues to be provision for pupils to elect up to 2 pupils from years 11 to 13 to be appointed as pupil governors on a school's governing body; the elected pupils do not need to fulfil the Skills Criteria and – as is currently the case - may be removed by the governing body.

40. The title of this category of governor has been shortened to “pupil governor” to avoid confusion with “associate members”, who are discussed at paragraphs 46-52 below. Pupil governors will continue to be able to participate in certain committees of the governing body where most of the day-to-day work of the governing body takes place; if the governing body agrees, they may also have a vote. However, pupil governors will continue not to be able to participate in committees dealing with such matters as staffing

issues or pupil discipline.

Co-opted Governors

41. We propose to have a new category of “co-opted governor” to give governing bodies the flexibility to ensure that they can fill any “skills gaps” which may be identified, and so enable governing bodies to carry out their role more effectively.

42. Membership proposals are that all governing bodies must have at least one co-opted governor, although they may have more. We wish to encourage governing bodies to regularly carry out a “skills audit” so that any missing skills amongst the existing body may be identified, and co-opted governors appointed to fill these skills gaps. They may be removed by the governing body following the process set out in the New Regulations.

43. These governors may be drawn from the business community (as recommended by the CBI in their report “*Step Change - A new approach for schools in Wales*”), or from any other walk of life. They will fulfil the Task & Finish Group’s recommendation of a shift from the current stakeholder model of school governance to a “Stakeholder Plus” approach, as governing bodies will have the flexibility and freedom to recruit additional governors purely on the basis of the skills they require to govern effectively.

44. As co-opted governors need not have direct links with a school, we propose that a governing body must be satisfied prior to appointment that a co-opted governor not only meets the Skills Criteria, but also has the primary aim of wanting the school to secure the best possible outcomes for its pupils (this latter criterion together with the Skills Criteria is referred to as the “Co-opted Criteria” in this document). We think that the latter criterion provides a necessary “connection” to a school while still allowing co-opted governors to be drawn from as wide a “pool” as possible.

Q.13 Do you agree with our proposals for co-opted governors; will they give governing bodies the flexibility needed to fill any “skills gaps”? AGREE

Q.14 Do you agree that co-opted governors ought to fulfil the “Co-opted Criteria”, rather than simply the “Skills Criteria”? DISAGREE. All governors should be subject to the same aim of ‘wanting the school to secure the best possible outcomes for its pupils’, not just one category of governor.

Removal of certain categories of school governor

45. As the eligibility criteria for co-opted governors are – necessarily – drawn widely, we believe that it is no longer necessary to have separate provision for the categories of additional community, sponsor and representative governors. The people who are currently appointed to these roles could fall within the scope of the new “co-opted” category provided they have the necessary skills to fulfil the Co-opted Criteria.

Q.15 Do you agree that it is no longer necessary to have the categories of additional community, sponsor and representative governors? AGREE

Associate Members of committees

46. The 2005 Regulations currently enable “*such other persons as the governing body or committee may determine*” to attend a committee meeting (Please see regulation 59(1)(d)). We know that governing bodies have used this provision to invite specialists such as auditors and HR specialists to specific committee meetings.

47. We propose to keep this provision, but also to allow non-governors to be appointed to committees of a governing body on a more settled basis. These persons will be known as “associate members”, and will have whatever specialised skills and experience may be needed by the governing body to “plug” any skills gaps on a committee and so enable the governing body to better carry out their governance role. They will be members of the committees to which they are appointed, but not members of the governing body.

48. Unlike persons who may currently be invited to attend committee meetings under the 2005 Regulations we propose that a governing body may appoint an individual as an associate member to attend all meetings of a specified committee for between 1 to 4 years. This has the benefit of providing continuity for the governing body and a defined role for the associate member.

49. We think that associate members could be particularly useful where specialised knowledge is required. For example, to recruit a qualified auditor as an associate member on a finance committee could be invaluable for some governing bodies. Such an associate member would have the right set of skills to understand the

nature of the work carried out by that committee - and the experience to help a governing body to take any necessary actions.

50. However, associate members are not governors and so usually will not have voting rights on a committee unless the governing body decide to give them such rights at the time of their appointment.

51. Given that associate members are not governors, the governing body is able to remove them at any time.

52. The eligibility criteria needed to be an associate member are that:

- I. The governing body believes that the associate member’s skills and experience are such that they should be invited to join the meetings of a specific committee or committees of the governing body
- II. The associate member would not be disqualified from being a governor
- III. The associate member is not a registered pupil at the school.

Q.16 Do you agree with our proposals for “associate members” who are appointed to specific committee(s)? AGREE

Composition of governing bodies

53. We believe that the current school governance framework is too onerous and overly complicated. We wish to bring flexibility and consistency so that governing bodies can choose a membership that suits the particular needs of their schools, and that the same “core” requirements apply to all schools no matter what their size.

54. There are additional requirements for voluntary and foundation schools due to their special nature which are discussed below at paragraphs 60 to 65.

Core requirements for all schools.

55. We propose that for all schools except voluntary aided a governing body must contain the following 7 “core” governors:

- At least one appointed parent governor - there may be more but more than one will not count towards the “core” requirement. These governors are appointed in their own right and not because there are insufficient parents to fill elected parent governor vacancies
- At least one elected parent governor - there may be more but more than one will not count towards the “core” requirement. There cannot be more elected parent governors than appointed parent governors
- At least one staff governor - there may be more but more than one will not count towards the “core” requirement
- The head teacher – unless he/she resigns their position
- One local authority governor but no more
- One community governor but no more
- At least one co-opted governor; there may be more but more than one will not count towards the “core” requirement.

56. In the case of voluntary aided schools the core requirement will be 6 governors rather than 7. This is because voluntary aided schools do not have community governors.

57. Pupil governors and associate members do not count towards the core governor membership. Neither do any governors appointed by the local authority under section 6, or Welsh Ministers under section 13, of the School Standards and Organisation Act 2013.

58. For all categories of school other than voluntary or foundation our proposals mean that the membership of governing bodies may be as small as 7.

59. We do not intend to set a maximum number of governors for any category or size of school. All governing bodies are free to have greater numbers of parent, staff and co-opted governors should they wish to do so.

Additional requirements: voluntary controlled schools

60. In addition to the “core” requirements voluntary controlled schools must have at least 2 foundation governors. There may be more but the total number of foundation governors must not exceed one third of the total number of governors in other categories when rounded up or down to the nearest whole number. This is a reduction in current numbers of foundation governors set out in the 2005 Regulations.

61. This means that the minimum number of governors for a voluntary controlled school will be 9. As for all schools, there is no limit on the total number of school governors but the number of foundation governors must comply with the above requirements.

Additional requirements: voluntary aided schools

62. In addition to the “core” requirements voluntary aided schools must have foundation governors that outnumber the total of all other categories of governors by two, but no more.

63. The minimum number of governors for a voluntary aided school will therefore be 14, as the “core” requirement for voluntary aided schools is 6. As for all schools, there is no limit on the total number of school governors but the number of foundation governors must comply with the above requirements.

Additional requirements: foundation schools

64. In addition to the “core” requirements a foundation school with a foundation must have at least two foundation governors or two partnership governors if the school has no foundation. There may be more, but the total number of foundation or partnership governors must not exceed one third of the total numbers of governors in other categories.

65. The minimum number of governors for a foundation school would therefore be 9. As for all schools, there is no limit on the total number of school governors but the number of foundation or partnership governors must comply with the above requirements.

Q.17 Do you agree in general with our proposals for the membership of governing bodies? DISAGREE. The introduction to this consultation states the proposals will “consolidate and simplify the current framework... to bring consistency”. The composition and membership criteria is unnecessarily overly complex.

Q.18 Do you agree the suggested minimum size for governing bodies?

DISAGREE. The Minimum numbers need to be higher; otherwise there is the possibility of governing bodies of community schools being as low as 6 in number if the Headteacher were to resign as a governor. Whilst the proposals allow for governing bodies to set their own minimum and maximum numbers it is not conceivable how or why any governing body could operate with such a low number.

No maximum numbers of governors

66. As explained above, in order to give schools as much flexibility as possible we do not wish to set a maximum total number of governors for any type of school – this would be for the governing body to determine.

67. Indeed, we propose to enable even greater flexibility by allowing governing bodies to vary the numbers of parent (both elected and appointed), staff and co-opted governors provided the “core” governor requirements are met. However, there is no obligation on governing bodies to adopt this flexibility if they do not wish to do so.

68. The Instrument of Government (IoG) will need to set out the agreed maximum and minimum numbers of parent, staff and co-opted governors which a governing body may have as well as total maximum and minimum governor numbers. If a governing body does not want flexibility of governor numbers, then the IoG will simply set out the “static” number of governors in each category and the total number of governors on the governing body.

69. We believe that having such flexibility is of benefit as it enables a governing body to vary governor numbers within the agreed maximum and minimum without having to change their IoG. The proposals will also allow a variance in numbers within a single category of parent, staff or co-opted governor.

70. For example, a governing body of a community school may decide that its minimum total membership should be 9 and its maximum membership 12.

71. The governing body’s IoG could be drafted in such a way as to allow membership of between 9 and 12 governors, made up from a combination of 1 or 2 elected parent governors, 1 or 2 appointed parent governors, 1 or 2 staff governors, the mandatory 1 community and local authority governor, the head teacher and between 1 and 5 co-opted governors. However, the governing body’s total membership would never exceed 12 governors at any one time.

72. Voluntary controlled and foundation schools have additional requirements for either foundation or partnership governors; they will have the flexibility to vary their numbers of these governors provided the minimum number of such governors never fall below the “core” requirement of 2 and maximum numbers do not exceed one third of the total number of governors. This is discussed in paragraphs 60-61 and 64- 65 above.

73. Voluntary aided schools must always have only two more foundation governors than the total number of governors in all other categories. Numbers of foundation governors for voluntary aided schools will therefore need to reflect any variations in numbers of parent, staff and co-opted governors.

74. If a governing body wished to change the agreed maximum and minimum numbers of governors in a particular category, or the maximum and minimum total number of governors, then the IoG would require amendment. The procedure to amend the content of IoGs remains virtually unchanged from that in the 2005 Regulations.

75. The governing body would not need to have the maximum number of governors when they reconstitute under the New Regulations. They could start with a smaller sized governing body and enlarge it by appointing extra governors as and when needed.

76. For example, a large secondary school governing body may set out in the IoG that it may have up to 3 elected parent governors, up to 4 appointed parent governors; up to 2 staff governors and up to 8 co-opted governors (plus the head teacher, one community and one local authority governor) – giving a maximum of 20 governors.

77. Initially the governing body may consider a total membership of 12 is adequate to fulfil their governance responsibilities, made up from 2 elected and 2 appointed parent governors, one staff governor and 4 co-opted governors, plus the head teacher, one community and one local authority governor. However, if the school had to establish a disciplinary and dismissal committee and did not have sufficient impartial governors amongst their initial membership they could appoint additional governors from the parent and co-opted categories. In theory an additional staff governor could be used, but we believe most schools would not opt to have a staff governor on a disciplinary committee as it could cause problems amongst the staff.

78. Having this flexibility also means that should governors be suspended but not removed from office, the governing body may appoint more governors to ensure it continues to operate effectively, provided maximum numbers in the IoG are not exceeded. A new governor who is appointed to ensure the effective operation of the governing body need not necessarily be from the same category as that of the suspended governor.

Q.19 Do you agree that there should be no upper limit on the size of a governing body? AGREE

Q.20 Do you support the flexibility of being able to have minimum and maximum numbers of parent, staff and co-opted governors (and potentially foundation and partnership governors, subject to the constraints detailed in paragraphs 72-73) provided this is reflected in the IoG? AGREE

Surplus Governors

79. A school may have more governors than is provided for in its IoG. For example, following transition to the new governing body constitution, governing bodies may have more governors than is required or provided for in their revised IoG.

80. Under the 2005 Regulations if there is a surplus of governors and insufficient numbers resign, then they cease to hold office on a seniority basis i.e. governors who have been in post for the shortest length of time in each category are first to be removed.

81. In order for governing bodies to ensure they retain governors with the best skills to enable the efficient governance and success of the school, we are proposing that in future governing bodies are given discretion to decide for themselves who they retain and who should cease to hold office, using the Skills Criteria as the basis for that decision. The only exception will be the removal of surplus foundation governors, which is discussed at paragraph 85.

82. We propose the new Regulations will provide that:

- The governing body must hold a vote on who should cease to hold office in respect of each category in which there are surplus governors
- Governors must not vote in respect of their own category
- No governor is to cease to hold office until all the votes in all categories have been cast.

83. This process will ensure that no category of governor will be disadvantaged by being the first to be considered for removal if there are several categories with surplus governors.

84. No decision to remove excess governors will have effect unless the matter is specified as an item of business on the agenda for the meeting where votes will be taken.

85. Any decision regarding the removal of surplus foundation governors is to be taken by the person/body responsible for appointing the foundation governors. The decision on which governors to retain and who should cease to hold office must be taken on the basis of who best fulfils the Skills Criteria, as well as their ability to secure the purposes for which they were appointed as a foundation governor.

Q.21 Do you agree with the proposal that the basis for the removal of surplus governors should be the extent to which they meet the skills criteria? DISAGREE. See comments for Q22.

Q.22 Do you have any views on whether the vote to remove surplus governors should be conducted by secret ballot? NEITHER AGREE OR DISAGREE. None of the available options apply to this Yes/No question. The response would be Yes. Governors provide their time voluntary within their local community and the process of conducting discussions and voting one (or many) of their number

off the governing body who may have given many years of dedicated service is disrespectful and degrading. During the transition period of this change to governance regulations if there are surplus governors in a particular category then they should all be required to stand down for a fresh election/appointment to be made to the required number. Those standing down should be eligible to stand again if they so wish.

Appointments, qualifications, tenure of office, resignation and removal of governors

Notification of appointments

86. We want to remove the current requirement for the clerk to give notice of forthcoming governor vacancies to the person or body responsible for appointing governors. Those who are responsible for appointing governors should know when their governors' terms of office end, so we believe this requirement is overly bureaucratic.

Q.23 Do you agree with our proposal regarding the notification of appointments? AGREE

Qualifications

87. We are removing the requirement that a person can be a governor in no more than two schools. This will allow persons who meet the Skills Criteria – and the Co-opted Criteria in the case of co-opted governors – to be appointed as governors on more than two school governing bodies. This may be particularly useful for small rural schools which sometimes struggle to appoint governors with appropriate skills.

Q.24 Do you agree with our proposal to end the restriction on persons being governors in more than two schools? DISAGREE. This may attract individuals to governing bodies for the purpose of promoting their own agenda's or to simply 'looking good' on their CVs. The Council believes that a maximum limit should be retained, however, raised from the current two to no more than three or four governing bodies at most.

Tenure of office

88. Currently all governors, except foundation governors and ex officio governors⁴, have a four year term of office. We propose to change this so that – provided a school's IoG allows it – a governor may usually be appointed or elected for a term of between 1-4 years.

89. Governing bodies will also be able to specify that varying terms of office apply to the same category of governor. We believe that giving governing bodies this flexibility will give them, and the new governor(s), an opportunity to assess whether the arrangement is working. It also means that new governors will not be 'put off' by immediately having a four year term of office. The only governors for whom governing bodies may not set terms of office are:

- I. "Ex officio" governors
- II. Foundation or partnership governors where the terms of their school's trust or foundation deed means that the governing body may not specify their term of office.

90. Should it be necessary to suspend governors then, provided their LoG allows and maximum membership numbers are not exceeded, governing bodies will be able to recruit more governors for shorter periods of 1 year plus to "plug" the operational gap left by the suspension.

91. Other requirements will be:

- Additional governors or interim executive board members appointed to the governing body of a school causing concern under the School Standards and Organisation (Wales) Act 2013 will continue to hold office for a period determined by the appointer
- Parent governors of nursery schools will no longer have two year terms of office – like other parent governors they can be given a term of office from 1- 4 years
- Associate members appointed to committees can have a term of office ranging from 1-4 years. They may also be re-appointed for further terms of office, removed by the governing body at any time (without the need for a governing body to go through the process set out in the regulations to remove governors) and may be disqualified from office for the same reasons that apply to governors.

Q.25 Do you agree with governors and associate members being appointed for between 1- 4 years? DISAGREE. The appointment period should be as low as 6 months – 4 years.

Q.26 Do you agree that a governing body should set the term of office for all governors except:

- i. *ex-officio governors*
- ii. *foundation and partnership governors where the terms of their school's trust or foundation deed means that that the governing body may not specify their term of office?*

DISAGREE. The governing body should set the term of office for ALL categories of governor, excluding ex-officio governors but including foundation and partnership governors.

Q.27 Do you have concerns that the requirement for all governors to undertake mandatory governor training means that a minimum term of 1 year is too short? NEITHER AGREE OR DISAGREE. None of the available options apply to this Yes/No question. The response would be NO.

Resignation

92. All governors can offer their resignation at any time including a head teacher. A new provision has been introduced which will allow a head teacher to withdraw his/her resignation at any time.

Removal of governors

93. The principle set out in the 2005 school governance regulations - that only those persons or bodies who appoint governors may remove them – will remain. Elected parent and staff governors cannot be removed.

94. In the New Regulations a governing body will be able to remove appointed parent governors; community governors; co-opted governors; pupil governors, and partnership governors (although the persons nominating the partnership governors may request their governors be removed and must give their reasons for doing so to the Clerk).

95. The process for removal of governors mainly remains as set out in the 2005 Regulations with one change relating to partnership governors. If a governing body receives a request to remove a partnership governor from the person who nominated them, the governing body must consider the reasons given and allow the governor concerned an opportunity to respond to the proposed removal.

Q.28 Do you have any concerns with keeping a similar governor removal process to that in the 2005 Regulation? If so, why?

NEITHER AGREE OR DISAGREE. None of the available options apply to this Yes/No question. The response would be NO.

Meetings and proceedings

Convening of meetings where removal of a governor is to be considered

96. Under the 2005 Regulations at least 7 days notice must be given of a meeting where removal of a governor is to be considered by a governing body. Consideration of the governor's removal must also be an item on the agenda for that meeting.

97. We propose that these requirements will continue for all categories of governor who may be removed by a governing body under the new Regulations. This will include appointed parent governors, community governors, co-opted governors, partnership governors and pupil governors. We believe this will give adequate time for governors whose removal is to be discussed to prepare for the meeting.

98. The convening of meetings for removal of surplus governors (which will be decided on skills rather than seniority) will also follow this process. Where there is a surplus in the number of foundation governors the excess governors are to be resolved by the persons or body responsible for appointing the foundation governors.

Q.29 Do you have any comments about these proposals on removal of governors? ***NEITHER AGREE OR DISAGREE. None of the***

available options apply to this Yes/No question. The response would be NO.

Chair and Vice Chair

99. Under current arrangements a chair and vice chair must be elected each year.

100. In the New Regulations we are proposing that the governing body may elect a chair and vice chair for between 1- 4 years, provided that the term of office does not exceed the period which the chair or vice chair has left to serve as a governor. For example, a governor who has a two year term of office remaining cannot be a chair for longer than that period. Only governors who neither are paid to work at the school nor are pupils at the school may act as chair.

Q.30 Do you support the proposal to elect chairs and vice chairs for up to a 4 year period? **DISAGREE. The annual election of a Chair and Vice-chair is a simple process that is not overly bureaucratic and generally takes a matter of minutes at the annual general meeting and so should remain as it is now.**

Electronic communication, minutes and papers

101. We think it would be useful for governing bodies to have the option of using electronic methods of communication such as video conferencing in certain circumstances. This will enable governors who would otherwise be unable to attend the governing body meeting in person - perhaps because of transport difficulties - to participate and count towards the meeting's quorum. However, an actual meeting would still need to take place i.e. fully "virtual" meetings where no governors physically meet up is not within scope of the proposals.

102. We also believe that the current method of recording minutes and keeping paper records is time consuming and outdated. We propose that the clerk can send papers out electronically to all governors, store governing body documents electronically and produce electronic minutes.

103. Under these arrangements any amendments made by the chair must be 'tracked' and kept as a record which will remove the need for the chair to sign every page of the minutes. Electronic versions of minutes may also be sent to the local authority provided that all parties agree this arrangement.

104. The requirement that governing body papers, agendas, minutes etc. must be made available for inspection at the school will remain. However, it will now be possible to provide electronic versions of these documents.

105. With the exception of video conferencing, these new arrangements on electronic communication, minutes and papers will also apply to committees of governing bodies.

106. We do not think that committees need to be able to use video conferencing as their meetings are usually smaller than that of a full governing body and so are easier to re-arrange if some members are unable

to attend.

Q.31 Do you support these proposals on electronic communication, minutes and record keeping? AGREE.

Committees of governing bodies

Associate members

107. The new Regulations will provide that associate members:

- May be appointed to governing body committees
- May have terms of office ranging from 1-4 years as agreed by the governing body
- Will have their voting rights determined by the governing body
- May be removed from office by a resolution of the governing body at any time.

Q.32 Do you have any views on the proposals regarding committees of the governing body and associate members? NEITHER AGREE OR DISAGREE. None of the available options apply to this Yes/No question. The response would be Yes. Terms of office should range from 6 months – 4 years.

Staff disciplinary and dismissal committee and appeals committee

108. All staff disciplinary and dismissal committees and appeal committees dealing with child harm⁵ allegations against members of staff in a school must have an independent non governor member with automatic voting rights.

109. We wish to extend this arrangement to cover all staff disciplinary cases that are dealt with by the governing body's disciplinary and dismissal committee. We consider that introducing persons with expertise and an independent perspective will be invaluable to governors, who are responsible for making decisions about discipline and possible dismissal.

110. The independent person may be somebody identified by the governing body or local authority and may also be an associate member.

111. As previously discussed in paragraph 47 above, "associate members" are not governors; they are invited by the governing body to attend various committees and have their voting rights determined by the governing body on appointment.

112. As associate members are appointed to serve on committees on a relatively "settled" basis, we think it may be useful for governing bodies to be able to appoint an associate member as the independent person on a staff disciplinary committee, rather than the governing body having to go to the trouble of finding an independent person to sit on disciplinary/dismissal committees. *(Please note that we do not propose to allow associate members to be appointed as independent investigators in cases of allegations of harm to*

a pupil).

113. We appreciate the importance of ensuring that all independent persons – whether or not they are associate members - are truly independent. Therefore we propose to extend the criteria currently set out in regulation 55(4A) of the 2005 Regulations which an individual must satisfy to be deemed “independent”, so that the governing body must also be of the opinion that the individual who they wish to appoint as the independent person will:

- Act fairly and impartially
- May be reasonably perceived as being able to act fairly and impartially.

114. For example, a governing body must agree two of their governors to be members of the staff disciplinary and dismissal committee. Under the New Regulations they also require an independent person to make up the membership of the committee. They may decide to appoint a head teacher from a neighbouring local authority area to be an associate member and consequently the designated “independent person” on the staff disciplinary and dismissal committee. If that head teacher only ever attends disciplinary committee meetings of the governing body and does not attend any other committee meetings or meetings of the governing body – then we believe they may be considered to be sufficiently independent.

115. Appointment as an independent person will automatically bring with it a right to vote at the committee.

116. We still wish to retain the flexibility to allow governing bodies to appoint “independent persons” who are not associate members should they wish to do so.

Q.33 Do you agree that all staff disciplinary committees should have an independent person? AGREE.

Q.34 Do you agree with our proposals to extend the criteria by which an individual will be deemed to be “independent”? AGREE.

Q.35 Do you agree that associate members should be able to be independent persons, provided they fulfil the independence criteria discussed in paragraph 113? DISAGREE. Independent persons should be truly independent of every aspect of the governing body’s work.

Part 2: Proposed changes to the Federation Of Maintained Schools (Wales) Regulations 2014 (the 2014 Regulations)

Proposals are for some or all of the following Parts and Schedules of the New Regulations at Annex A to replace the 2014 Regulations:

- *Part 4: “Categories of governor” and Schedules 2,3 and 4*

- *Part 5: Chapter 2 “Composition of governing body: federated schools”*
- *Part 5: Chapter 3 “Qualifications and tenure of office”*
- *Part 5: Chapter 4 “Instrument of government, school councils and charitable status”*
- *Part 5: Chapter 5 “Appointment, functions and removal of officers”*
- *Part 5: Chapter 6 “Meetings and proceedings of the governing body”*
- *Part 5: Chapter 7 “Committees of governing bodies”*
- *Part 5: Chapter 8 “Restrictions on persons taking part in proceedings of the governing body or its committees”*
- *Part 6: Chapter 1 “Establishing or joining a federation” and Schedule 7*
- *Part 6: Chapter 2 “Information and funding federations”*
- *Part 6: Chapter 3 “Federated schools leaving a federation”*
- *Part 6: Chapter 4 “Dissolution of federations”;*

Overview

1. We propose that the governance structure of federations is as similar as possible to that of an equivalent “single” school. For example, the governing body of a federation of voluntary aided schools will be very like the governing body of a single voluntary aided school.
2. We intend to keep the provision whereby federation may only take place between schools of the same general category. For example, foundation schools may federate only with other foundation schools and community schools may only federate with other community schools.
3. Voluntary schools may also federate only with each other; we intend to continue to allow voluntary aided schools to federate with voluntary controlled schools.
4. Categories of school governor and changes to terms of office will reflect those in “single” schools, as will changes to requirements regarding committees of a governing body including staff disciplinary and appeals committees. Federated governing bodies will also be able to appoint associate members to their committees.
5. However, there will be some differences in the governance structure for “single school” governing bodies when compared with federated governing bodies. These are discussed below.

Q.36 Do you agree with the principle of the governance structure of federations being similar to that of an equivalent “single” school? AGREE.

Membership of federated governing bodies

Skilled federated governing bodies

6. We believe that federated governors should represent the interests of the federation and all of its pupils, not only the interests of a

specific school.

7. As a result, the Skills Criteria (or Co-opted Criteria in the case of co-opted governors) will be revised so that all governors who are appointed to a federated governing body must also have, in the opinion of the person or body appointing them, the skills to contribute to the effective governance and success of the federation.

Q.37 Do you agree with these proposals for revision of the skills and Co-opted Criteria for federations? AGREE.

Governors of federated governing bodies

Parent Governors

8. We are proposing that it will no longer be necessary to have a parent governor from every school within a federation unless the Instrument of Government provides otherwise.

9. Instead, the new requirement will be that there is a minimum of one elected and one appointed parent governor to represent the interests of all parents in the federation. The elected parent governor could come from any of the schools in the federation, whilst the appointed parent governor may be a parent of a current or former pupil at any of the schools within the federation and will be appointed for the skills they can offer.

10. Should the governing body of a federation choose to have parent governors from each school they may do so but, as with “single” schools, the number of elected parent governors cannot outnumber appointed parent governors.

Q.38 Do you agree with these proposals for parent governors of a federation? DISAGREE. There should be a requirement for each school within the federation to have a parent governor as part of the governing body.

Staff Governors

11. Under the 2014 Regulations teacher and staff governors only hold office for a period of 2 years. Any teacher or staff governor who has held office for a two year period is disqualified from standing in the elections seeking their replacement.

12. Also, the schools from which the teacher or staff governors come cannot put forward members of their staff to fill the vacancies which arise once those governors' terms of office comes to an end. This arrangement helps prevent larger schools which federate with smaller schools from dominating the teacher/staff governorships.

13. We wish to continue with this disqualification for the amalgamated category of staff governor, except that the two year ban is reduced to one year to coincide with the new policy of allowing governors to be given a one year

terms of office. However, if no staff governor stands for election from the “eligible” schools in the federations

then the school that has provided a staff governor in the past year may put forward a nomination. This is to ensure there is staff governor representation on the governing body.

14. If the governing body wishes to have more than one staff governor they may do so.

Q.39 Do you agree with this proposal for staff governors of a federation?

DISAGREE. One of the main advantages of federations is to allow staff to move between schools within the federation easily upon direction of the Headteacher. Therefore, teachers/staff governors are better placed to represent all the schools within the federation so there should be no ineligible school or individual.

Local authority governors

15. The new requirement is for there to be only one local authority governor in a federation. Therefore if the federation include schools in different local authority areas the local authorities will have to agree which one will supply the local authority governor.

Q.40 Do you agree with this proposal for local authority governors of a federation? **DISAGREE. This is too few in number.**

Community governors

16. As with single schools, there will be one community governor unless a federation is made up from only voluntary aided schools in which case there will be no community governors.

Q.41 Do you agree with this proposal for community governors of a federation? **DISAGREE. This is too few in number.**

Foundation governors

17. The requirements for foundation governors in federations of voluntary controlled or voluntary aided schools are the same as for equivalent single schools.

18. In the case of federations of voluntary controlled schools of 3 or more our proposals for minimum numbers of foundation governors mean that not every school will necessarily have a foundation governor as the minimum number is 2. (Governors are appointed to represent the interests of the federation as whole, not individual schools).

19. However, we believe that this will not be an issue. The IoG may provide for more foundation governors to be appointed if the governing body thinks it necessary to have foundation governors from every school within the federation. As for single schools, the total number of such governors must not exceed one third of the total number of governors when rounded up or down to the nearest whole number.

20. For a federation consisting of only voluntary aided schools, or “mixed” federations of voluntary controlled and voluntary aided schools, the requirement for foundation governors to outnumber the total of all the other governors by two will mean this issue should not arise for even the largest of federations with 6 schools.

Q.42 Do you agree with these proposals for foundation governors?

AGREE.

Partnership governors

21. In the case of federations of foundation schools containing at least 1 foundation school which appoints partnership governors (because it does not have a foundation) the minimum number of partnership or partnership and foundation governors is 2, which may mean that not every school within the federation will necessarily have a partnership or foundation governor. (Governors are appointed to represent the interests of the federation as whole, not individual schools).

22. As with federations of voluntary controlled schools we believe this should not be an issue, as the instrument of government may provide for more partnership or partnership+ foundation governors to be appointed if necessary. As for single schools, the total number of such governors must not exceed one third of the total number of governors when rounded up or down to the nearest whole number.

Q.43 Do you agree with these proposals for partnership governors?

AGREE.

Pupil governors

23. As for single schools, there continues to be provision for pupils to elect up to 2 pupils from years 11 to 13 to be appointed as pupil governors on a federation’s governing body.

Co-opted governors and associate members

24. In the same way as single schools, federated governing bodies will have the new category of co-opted governor and the ability to appoint associate members to their committees.

25. Federated governing bodies will no longer have sponsor, representative or additional community governors.

Composition of federated governing bodies

Overview

26. As for single schools, we believe that the current school governance framework for federations is too onerous and overly complicated.

27. We wish to bring flexibility so that federated governing bodies can choose a membership that suits the particular needs of their schools, and that the same “core” requirements apply to all federations no matter what their size. We also wish to bring consistency, so we propose that the composition of a federated

governing body is as similar as possible to that of an equivalent single school.

28. There are additional requirements for federations of voluntary and foundation schools which are discussed below at paragraph 31. These requirements are consistent with additional requirements for single voluntary and foundation schools.

Core governor requirements for all federated governing bodies

29. We propose that for all federations except those containing only voluntary aided schools, a governing body must contain the following 7 “core” governors:

- At least one appointed parent governor
- At least one elected parent governor
- At least one staff governor
- The head teacher of the federation – unless he/she resigns their position. (For those federations which continue to have head teachers for each school the current situation will continue to apply whereby the head teacher of each federated school will be a governor unless he or she resigns)
- One local authority governor but no more
- One community governor but no more
- At least one co-opted governor.

30. In the case of a federation containing only voluntary aided schools the core requirement will be 6 categories of governor rather than 7. This is because voluntary aided schools do not have community governors.

Additional requirements for voluntary and foundation schools

31. In addition to the core governor requirements federations of voluntary and foundation schools must have comparable numbers of foundation or partnership governors to equivalent single schools. This means:

- Federations of voluntary controlled or foundation schools must have at least two foundation governors or partnership governors in the case of foundation schools without a foundation. There may be more, but the total number of foundation governors must not exceed one third of the total number of other governors
- Federations of voluntary aided schools must have a sufficient number of foundation governors to outnumber the total of all the other governors by two, but no more
- In the case of “mixed” federations containing voluntary controlled and voluntary aided schools, foundation governors must also outnumber all other governors by two.

Q.44 Do you agree with our proposals for the membership of federated governing bodies? DISAGREE. See comments as part of Q38-41.

No maximum numbers of governors

32. As with single schools, under the proposed new arrangements the loG for a federation may specify minimum and maximum total governor numbers as well as minimum and maximum numbers in the categories of parent, staff and co-opted governor.

33. Voluntary controlled and foundation schools may also have maximum and minimum numbers for foundation or partnership governors, subject to the same rules as apply to single schools.

34. This will enable federated governing bodies to adapt more easily to the changing needs of their schools without always having to amend their loG.

Q.45 Do you agree that there should be no upper limit on the size of a federated governing body? AGREE.

Q.46 Do you support the flexibility of being able to have minimum and maximum numbers of governors in a federation, provided this is reflected in the loG? If not, why not? AGREE.

Federation of new schools

35. Our proposal is for temporary governing bodies of all new schools that wish to federate or will be federated by the local authority to replicate - as far as possible - the governance structure of a single temporary school governing body.

36. For example, the temporary governing body of a community school that wishes to federate or will be federated by the local authority will be the same as the temporary governing body of a new community school that is not being federated. Our proposals for temporary governing bodies of single schools are at Part 3 of this document.

37. Where there are two or more new schools who wish to federate and the local authority wants to have a single temporary governing body, that temporary governing body must also be as similar as possible to that of the equivalent category of single school. For example, a temporary governing body of two or more new voluntary aided schools wishing to federate will have the same governance structure as that of a single temporary voluntary aided school.

38. Where a new voluntary controlled school wants to federate with a new voluntary aided school a single temporary governing body will be made up from a "core" of:

- a) 2 appointed parent governors
- b) 1 appointed staff governor
- c) The proposed head teacher of the federation
- d) 1 local authority governor
- e) 1 community governor
- f) At least 1 co-opted governor

39. In addition, there must be such number of foundation governors as will outnumber the total of the other governors in (a) – (f) above by two.

Q.47 Do you agree with these proposals for federation of new schools?
DISAGREE. There should be representatives of parents from all schools within the federation.

Other changes

40. All other changes to the school governance framework for single schools which are being consulted on in Part 1 of this document will apply to federations. This includes proposals on:

- Surplus governors
- Appointments, disqualification, terms of office and removal of governors
- Meetings and proceedings
- Committees (including staff disciplinary and dismissal committees).

Q.48 Do you support these changes for federations? **AGREE**

Part 3: Proposed changes to the New Maintained Schools (Wales) Regulations 2005 (the 2005 Regulations)

Proposals are for some or all of the following Parts and Schedules of the New Regulations at Annex A to replace the 2005 Regulations:

- Part 7: Chapter 1 “Definitions that apply for the purposes of Part 7”;
- Part 7: Chapter 2 “Incorporation of temporary governing bodies”;
- Part 7: Chapter 3 “Categories of temporary governors”;
- Part 7: Chapter 4 “Constitution of temporary governing bodies”;
- Part 7 : Chapter 5 “Tenure and qualifications of temporary governors”;
- Part 7: Chapter 6 “General conduct of new schools”;
- Part 7: Chapter 7 “Officers, meetings, proceedings, committees and conflicts of interest”
- Part 7: Chapter 8 “Transition from a temporary governing body to a governing body”.

Overview

1. We propose to update the 2005 Regulations so that they take into account our proposed revision of the governance structure of all maintained schools in Wales which is set out in Part 1 of this document.

2. Where possible the membership and constitution of a temporary governing body for a new school will reflect the proposed membership and constitution of an equivalent established school. For example, the temporary governing body of a voluntary aided school will be very similar to the governing body of an established voluntary aided school.

3. However, due to the temporary nature of new school governing bodies there will be some differences with established school governing bodies. The most notable differences are set out below.

Differences in temporary school governing bodies

4. As is currently the case, all parent and staff governors will be appointed.

5. There will be no pupil governors or associate members. This is because temporary governing bodies manage the process of setting up a new school; once the school is incorporated and open to pupils the temporary governing body is replaced with an established body. Also, the transitory nature of a temporary governing body means that the need to provide long term stability of membership on committees by having associate members is not so acute.

6. The person or body responsible for appointing temporary governors in the 2005 Regulations will continue to have this responsibility. Temporary governing bodies will have the responsibility of appointing the new category of co-opted governor.

7. Head teachers may not have been appointed yet, but for the purposes of calculating governing body numbers it will continue to be assumed that a head teacher is a member of the temporary governing body.

8. In addition to the “experience criteria” in regulation 19 of the 2005 Regulations, the person or body making the appointment must also be of the opinion that the temporary governor fulfils the Skills Criteria – or Co-opted Criteria in the case of co-opted governors.

Q.49 Do you agree with the differences in governors & membership for temporary school governing bodies? AGREE

Q.50 Do you agree that appointed governors should also fulfil the Skills Criteria (or Co-opted Criteria in the case of co-opted governors)? AGREE

Committees of temporary governing bodies

9. The new proposals for proceedings, quorums, minutes etc., of governors in respect of meetings of established governing bodies and committees set out in Part 1 of this document will also apply to temporary governing bodies.

10. Whilst a temporary governing body will not have associate members they will still be required to have an independent person with voting rights for all staff disciplinary committees and head/deputy head teacher appointment panels.

Q.51 Do you agree with these proposals regarding committees of temporary governing bodies? AGREE

Part 4: Proposed changes to the Staffing of Maintained Schools (Wales) Regulations 2006 (the 2006 Regulations)

Proposals are for some or all of the following Parts of the New Regulations at Annex A to replace the 2006 Regulations:

- Part 8: Chapter 1 “ General responsibility for the staffing of maintained schools”;
- Part 8: Chapter 2 “ Staffing matters: community, voluntary controlled, community special and maintained nursery schools”;
- Part 8: Chapter 3 “ Staffing matters: foundation and voluntary aided schools”;
- Part 8: Chapter 4 “Staffing matters: new schools”.

Overview

1. We propose to update the 2006 Regulations so that, where appropriate, staffing matters may benefit from some of the same changes that we are proposing for school governing bodies in Part 1. For example, there will be a right to use electronic means of record keeping and communication.
2. However, we also propose to make some specific changes to the staffing aspects of the 2006 Regulations so that they better reflect the needs of governing bodies and their schools. These proposals are discussed below.

Staff disciplinary and dismissal procedures

3. Regulation 7A of the 2006 Regulations provide, in certain circumstances, for the appointment of an independent investigator to investigate an allegation that a member of school staff has harmed a registered pupil.
4. As with the criteria for “independent persons” on staff disciplinary and dismissal committees, we propose to extend the current criteria in regulation 7A(11) of the 2006 Regulations which prospective independent investigators must satisfy in order to be deemed “independent”, so that the governing body must also be of the opinion that the individual who they wish to appoint as the independent investigator will:
 - Act fairly and impartially; or
 - May be reasonably perceived as being able to act fairly and impartially.
5. Currently, where an independent investigation has been carried out the head teacher receives a copy of the investigation report from the governing body prior to their formal consideration and determination of the matter - unless he or she is the subject of the allegations.

6. We propose to extend the reasons why a head teacher may not receive a copy of the report to include where the head is a witness to the incident or incidents on which the allegations of harm are based. This is because having access to the report may “taint” any evidence given by the head to the governing body during the determination process.

7. Please note that one of the key changes proposed for the 2005 Regulations is for all disciplinary and dismissal committees (not just those dealing with allegations of child harm) to have an independent non governor with full voting rights, who may be an associate member. This is discussed in more detail at paragraphs 108 to 116 of Part 1 above.

Q.52 Do you agree with our proposals to extend the criteria which a prospective independent investigator must satisfy to be deemed “independent”? AGREE, however, the new Associated Member should not be included as ‘independent’.

Q.53 Do you agree that a head teacher should not receive a copy of the investigation report where he or she is a witness to the alleged incident in which the pupil was harmed? AGREE

Appointment of head and deputy headteachers

Requirement to advertise head teacher vacancies

8. We have received anecdotal evidence that some schools do not advertise headship vacancies promptly and at reasonable intervals until a suitable applicant is found. This may be in order to give temporary “acting” head teachers time to pass the head teacher examinations so that they may apply for the permanent post.

9. We believe that by not advertising promptly and securing a properly qualified head teacher at the earliest opportunity standards of educational attainment and pupil well being may suffer. Therefore, we propose to introduce a requirement that governing bodies must advertise a head teacher vacancy as soon as it is reasonably practicable, and not less than twice a school year until such time as the vacancy is filled.

Q.54 Do you agree with our proposals regarding the advertising of head teacher vacancies? AGREE, however, further detail is required around the detail of the proposed requirement to advertise a Headship a minimum of twice during the school year. How will this work when a vacancy may occur late in the school year? The new Regulations should also clarify whether the term ‘advertise in publications circulating throughout England and Wales’ within the Regulations, includes the sole use of the internet rather than the traditional form of advertising within a paper-based publication.

Independent person

10. Appointing a head teacher is one of the most important decisions a governing body will have to make for the success of the school. Our anecdotal evidence is that whilst governing bodies accept that they have

responsibility for this process, they may be daunted and overwhelmed with the procedure as they may not have the necessary skills to make the selection and interview process as rigorous as it ought to be.

11. In order to help governors we are proposing to amend the constitution of the appointment panel so that it must include at least one independent person who would have an automatic vote at the selection panel.

12. The intention is that this person would have the right skills and experience to help the governing body draw out candidates' strengths and weaknesses at interview

to ensure the right person is appointed. This could be another long standing, experienced head teacher from a successful school in the same or another town or local authority area, or a former head teacher. The decision would be one for the governing body with advice and support from the local authority.

13. In order to qualify as an "independent person" an individual must satisfy the same "independence" criteria as an independent investigator (This is discussed in paragraph 4 above). An associate member may be appointed as the independent person on the appointment panel provided he or she satisfies these criteria. *(Please note that we do not propose to allow associate members to be independent investigators).*

Q.55 Do you support this proposal to have an independent person on head and deputy head teacher selection panels? AGREE.

Q.56 Do you agree with our proposal that an associate member may be an independent person, provided he or she meets the "independence" criteria? DISAGREE. The independent person should be truly independent of the governing body, as per the current criteria that LA officers, parents and those employed by the school are not independent in this respect.

Local authority Chief Education Officer (CEO)

14. We are proposing that the local authority's CEO (or representative), who currently has the right to attend all teacher appointment and dismissal panels in an advisory role, is given the right to vote on all sift and appointment panels involving the appointment of head and deputy head teachers.

15. Our anecdotal evidence is that many governing bodies already give the CEO's representative a vote anyway as their experience and impartiality can be invaluable to governors.

Q.57 Do you agree with our proposal to give the CEO of the appropriate local authority voting rights? AGREE.

Diocesan authority representatives

16. In voluntary aided schools diocesan authorities currently have the same advisory rights on all appointment and dismissal panels as the CEO of the local authority.

17. Where these schools are appointing head teachers or deputy head teachers we are also proposing to give the diocesan authority representative on head and deputy head teacher sift and appointment panels an automatic vote.

18. In voluntary controlled schools and foundation schools with a religious ethos the 2006 Regulations currently enable governing bodies to grant to the diocese the same advisory rights on appointment and dismissal panels as are granted to the CEO of the local authority. To make arrangements equitable, we are proposing that the governing body may decide to grant their diocesan representative voting rights on head and deputy head teacher sift and appointment panels.

Q.58 Do you agree with our proposals to give diocesan authority representatives voting rights? AGREE.

Membership of head and deputy head teacher appointment panels

19. Mainly due to our proposals above, we are proposing changes to the membership of a head teacher or deputy head teacher appointment panel.

20. In the case of community, community special, maintained nursery schools and foundation schools without a religious ethos the committee will be made up from between 5 and 7 members comprising:

- At least 1 independent person, although the governing body may appoint a maximum of 2 if they believe it to be necessary;
- The local authority CEO or representative; and
- At least 3 governors. There may be more providing the maximum membership of 7 is not exceeded.

21. In the case of voluntary aided schools the committee will be made up from between 7 and 9 members comprising:

- At least 1 independent person, although the governing body may appoint a maximum of 2 if they believe it to be necessary;
- The local authority CEO or representative;
- The appropriate diocesan officer;
- At least 4 governors. There may be more providing the maximum membership of 9 is not exceeded.

22. In the case of voluntary controlled schools and foundation schools with a religious ethos:

- Where the governing body has decided to give the diocesan officer a vote the membership of the committee will be the same as for voluntary aided schools; and
- Where the governing body has decided NOT to give the diocesan officer a vote the membership of the committee will be the same as

for community schools.

23. As is currently the case, the majority of members on the selection panel must be governors. Only governors who are neither paid to work at the school nor are pupils at the school may chair the selection panel. Independent persons, the local authority's chief education officer and the diocesan officer are also prohibited from chairing a selection panel.

Q.59 Do you agree with our proposals for the size and membership of head and deputy head selection panels? AGREE.

Whole governing body appointment panel for head teachers and deputy head teachers in voluntary aided schools

24. Current regulations permit the whole governing body of a voluntary aided school to take part in the selection of head or deputy head teachers in lieu of an appointment panel.

25. We believe that having to take account of the views of a large number of people during an interview is an unwieldy arrangement which could affect the robustness of the process.

26. Therefore, we propose that voluntary aided schools should no longer be able to have the whole governing body as an appointment panel. Instead, the arrangements for voluntary aided schools discussed in paragraph 21 must always apply.

27. When the appointment under consideration is that of a head teacher for a school of Roman Catholic religious orders we propose that – as well as interviewing candidates who are proposed by the Major Superior – the selection panel may also interview such other applicants as they deem suitable.

Q.60 Do you support these proposals to end whole governing body appointment panels and allow selection panels to interview all suitable applicants for the post of head teacher? AGREE

Voluntary aided and foundation schools – duty to inform local authorities

28. We appreciate that governing bodies of these schools are the employer of the staff.

29. However, given the important role that local authorities have for educational standards and attainment of pupils in all categories of school - and their responsibility for maintaining and funding all schools - we are proposing that voluntary aided and foundation schools have a new duty applied to them whereby the local authority must be informed in writing whenever a governing body suspends or dismisses a member of staff and the reasons for it.

30. Similarly, whenever a head teacher suspends a member of staff the

local authority must be informed.

31. These duties currently apply to all other categories of school, and we believe it is equitable for voluntary aided and foundation schools to have the same requirements applied to them.

Q.61 Do you support our proposals that the local authority must be informed whenever staff are suspended or dismissed from voluntary aided and foundation schools? AGREE

Part 5: Proposed changes to the Education (Terms of Reference) Wales Regulations 2000 (the 2000 Regulations)

Proposals are for the following Part of the New Regulations at Annex A to replace the 2000 Regulations:

- Part 3: “Terms of reference: governing bodies and head teachers”;

Overview

1. The 2000 Regulations define the role of the governing body and head teacher. Generally, they give the governing body a broadly strategic role in the running of the school with the head teacher being responsible for the day to day running and organisation.
2. We believe that our proposals for better skilled governing bodies – which will also have the flexibility to respond to the changing requirements of their schools - mean that the role played by governing bodies should be strengthened.
3. We want to be clear that a major part of a governing body’s strategic role is to include the setting of the strategic direction and ethos of the school as well as effective management of the school’s budget.
4. We also consider that giving governing bodies the role of ‘critical friend’ to the head teacher and being able to offer “constructive criticism” is not appropriate or helpful. Governors should be working in partnership with and supporting head teachers but should also be holding them to account for their school’s performance. This includes ensuring challenging targets are set to achieve school improvement.

The role of the governing body

5. We therefore propose that the New Regulations will strengthen the role of the governing body to include:
 - a) Ensuring the strategic direction and ethos of the school are clearly defined;
 - b) Ensuring the head teacher performs his/her responsibilities so as to

- raise the educational performance of the school; and
- c) Ensuring the sound proper and effective use of the school's budget and other resources.

6. The governors' role in setting the strategic direction will still include the functions currently set out in the 2000 Regulations of setting the policies, aims and objectives of the school as well as setting the targets by which those aims and objectives will be measured.

7. The governing body will continue to monitor and review those targets and consider any advice offered by the head teacher.

Q.62 Do you agree with our proposals to strengthen the role of the governing body? AGREE

The role of the headteacher

8. As we are strengthening the role of governing bodies, we also propose to amend the role of head teacher to make his or her relationship with the governing body as clear as possible.

9. We propose that a head teacher is responsible for the educational performance of their school as well as the school's internal organisation, management and control.

10. We also propose that the head teacher will be accountable to the governing body for the performance of all of his or her responsibilities including raising the educational performance of the school, and will be obliged to comply with **any** reasonable direction of the governing body.

11. The head will also remain responsible for school curriculum policy, and must continue to report annually to the governing body on the progress made towards achieving the school's aims, objectives and targets.

12. While the head teacher will be able to offer advice to the governing body, he or she will not be directly responsible for formulating the school's strategic direction, ethos, aims, objectives or policies, or for setting school targets.

Q.63 Do you agree with our proposals to amend the role of the head teacher? AGREE

Part 6: Proposed changes to the Governor Allowances (Wales) Regulations 2005 (the Allowances Regulations)

Proposals are for the following Part of the New Regulations at Annex A to replace the Allowances Regulations:

- Part 9: “Allowances”.

1. The Allowances Regulations enable allowances to be paid to governors and non governor members of committees by the governing bodies of maintained schools with delegated budgets.

2. Local authorities are also authorised to pay allowances to governors and non governor members of committees whenever schools do not have a delegated budget, as well as to persons who represent the local authority at a further or higher education institution or on the governing body of an independent or special school which is maintained by the local authority.

3. The New Regulations make a technical update to how the maximum allowances for travel and subsistence may be calculated by providing that the rate is to be set in accordance with Part 8 of the Local Government (Wales) Measure 2011.

Part 7: Proposed changes to the Changing of School Session Times (Wales) Regulations 2009 (the 2009 Regulations)

Proposals are for the following Part of the draft Regulations at Annex A to replace the 2009 Regulations:

- Part 10: “ Changing of school session times”

1. At present the 2009 Regulations enable governing bodies of community, community special, maintained nursery and voluntary controlled schools to implement changes to the start or end of the school day at the beginning of a new school year in September.

2. Local authorities may also implement changes to the start and finish of a school day for all schools where those changes are needed to promote sustainable modes of transport, or improve the efficiency or efficacy of travel arrangements made under the Learner Travel (Wales) Measure 2011. However, these changes may also only be made at the beginning of a new school year.

3. We believe these requirements are too restrictive.

4. We are therefore proposing that these schools and local authorities may implement such a change at the beginning of any school term, provided they have consulted appropriately and given at least three months notice to parents and staff.

Q.64 Do you agree with our proposals to enable changes to the start and finish of the school day to be made at the beginning of any school term? AGREE

Part 8: Proposed modifications and amendments to regulations

Proposals are for the following Parts of the New Regulations at Annex A to modify or make amendments to other Regulations:

- Part 11: “Modification to the Schools Councils (Wales) Regulations 2005” and Schedule 8; and
- Part 12: “Amendment to Regulations”

1. Revising and consolidating the school governance regulatory framework in accordance with the New Regulations at Annex A means that changes are required to other subordinate legislation.

2. Part 11 and Schedule 8 modify the School Councils (Wales) Regulations 2005⁶ so that they apply to the governing body of a federation and its members.

3. Part 12 makes consequential amendments to update various references in other regulations to the Existing Regulations, so that they refer to the appropriate provisions in the New Regulations at Annex A. The regulations for which these updates are made include:

- i. The School Councils (Wales) Regulations 2005;
- ii. The School Governance (Transition from an Interim Executive Board) (Wales) Regulations 2012⁷;
- iii. The Government of Maintained Schools (Training Requirements for Governors) (Wales) Regulations 2013⁸;
- iv. The Government of Maintained Schools (Clerk to a Governing Body) (Wales) Regulations 2013;⁹
- v. The education (School Development Plans) (Wales) Regulations 2014¹⁰; and
- vi. The Government of Maintained Schools (Change of Category) (Wales) Regulations 2015¹¹.

4. The Collaboration between Education Bodies (Wales) Regulations 2012¹² (“the Collaboration Regulations”) provide for collaboration by way of joint committee between governing bodies, further education institutions and local authorities.

Consequential amendments to update references to the Existing Regulations are also being made to these Regulations.

5. The Collaboration Regulations are also amended to enable electronic record and minute keeping by joint committees, and to clarify that governing bodies may delegate their functions in respect of appointment of school staff – other than the appointment of head and deputy head teachers – to joint committees of education bodies.

6. The regulations make consequential amendments to The Education (Pupil

Referral Units) (Application of Enactments) (Wales) Regulations 2007¹³ and The Education (Pupil Referral Units) (Management Committees etc.) (Wales) Regulations 2014¹⁴. However, these changes give no additional responsibilities in respect of the management of a PRU, nor do these changes confer additional financial obligations. The ability to produce meeting notes electronically may even result in a small saving.

Q65: Do you agree with our proposals to amend the Collaboration between Education Bodies (Wales) Regulations 2012 to enable electronic record and minute keeping and clarify delegation of functions, as described in paragraph 5. AGREE

Q66: Do you agree with our proposals to amend the Education (Pupil Referral Units) (Application of Enactments) (Wales) Regulations 2007 and the Education (Pupil Referral Units) (Management Committees etc.) (Wales) Regulations 2014? AGREE

Part 9: Timescales for implementation, including the making of Instruments of Government (IoG)

Please see Part 2 of the New Regulations at Annex A for proposals on commencement of those Regulations, including transitional and savings provisions.

Overview

1. Our expectation is that the majority of school governing bodies will begin to operate in accordance with the New Regulations at the same time. We propose that this will be one year after the New Regulations come into force.
2. Local authorities will need to secure the making of IoGs which conform with the New Regulations within this implementation timeframe. The timeframe is discussed in more detail below.

Proposed implementation timeframe

3. We propose to defer the coming into force date of the New Regulations for six months e.g. if the regulations are made on 1 June 2017 they would not come into force until 1 December 2017.
4. Unless the circumstances described in paragraphs 7-9 below apply, we then propose to give local authorities and governing bodies a further year to carry out all necessary changes so that all governing bodies begin to operate under the New Regulations at the same time.
5. In the example used above this means that governing bodies - supported by their local authority – will have the period from 1 June 2017 to 1 December 2018 in which to draft revised IoGs which comply with the new Regulations. The revised IoGs will take effect from the 1 December 2018.

6. This will give local authorities and governing bodies a total “run in” time of 18 months to familiarise themselves with the New Regulations and ensure that all schools have new IoGS in place in readiness for the 1 December 2018.

7. However, if an established governing body varies its IoG after the coming into force date - 1 December 2017 in the above example - it must be constituted and operating in accordance with the New Regulations from the date that the variation has effect if this is before 1 December 2018.

8. Similarly, if a temporary governing body becomes an established governing body after the coming into force date – 1 December 2017 in the above example - it also must operate under the New Regulations from the incorporation date of the new school if this is before 1 December 2018. Where a temporary governing body is established after the coming into force date then it will operate under the New Regulations from the outset.

9. In the case of federations, if a group of schools decide to federate or are federated by the local authority after the coming into force date on the 1 December 2017, or a federation varies its IoG¹⁵, then the federation must operate under the New Regulations from the incorporation date of the new federation - or the date on which the variation takes effect - rather than wait until 1 December 2018.

Q.67 Are these proposals for implementation acceptable and workable for school governing bodies and local authorities? AGREE, providing a clear guidance document and new model Instrument of Government templates are produced by Welsh Government to assist schools and LAs with implementation.

Transitional and savings provisions for staff disciplinary and dismissal committees and head/deputy headteacher selection panels

10. We appreciate that there may be some instances where a governing body begins either a staff disciplinary or dismissal process or a head or deputy head teacher selection process under the current regulatory framework, but does not manage to complete that process before the New Regulations are implemented.

11. We propose that if this happens there will be a further 6 month period in which that disciplinary or selection process may be completed using the existing regulatory requirements. If the process is completed before the end of the 6 month period, the new regulatory requirements will apply from the date of completion. For example, the final date by which all schools must operate within the New Regulations is 1st December 2018. If a governing body begins a disciplinary or headship appointment in November 2018. It will have until May 2019 to complete the process before transition to the new arrangements must take place.

Q:68 Do you agree with our proposals to allow a further 6 months for completion of staff disciplinary & dismissal and head & deputy head teacher selection processes under the current regulatory framework?
AGREE

Part 10: Regulatory impact assessment (RIA)

Overview

1. As well as consulting on the draft New Regulations we are also consulting on a draft regulatory impact assessment (RIA) which sets out our predicted costs to the Welsh Government, local authorities and governing bodies for implementing the New Regulations. The draft RIA is attached at Part 2 of the Explanatory Memorandum and RIA at Annex C.

2. The RIA contains 3 options:

- Option 1 – do nothing
- Option 2 – do minimum and update statutory guidance
- Option 3 – make the new Regulations.

3. Option 3 is the preferred option. We invite views on the estimated costs of this option for local authorities, school governing bodies, the Welsh Government & other bodies below. (Estimated costs associated with this option are summarised in a table in paragraph 146 of the RIA.)

4. We also invite views on our estimate of the only quantifiable benefit of this option to governing bodies at paragraph 125 of the RIA.

Costs to local authorities

5. We have estimated the costs to local authorities of making the required changes to each school's Instrument of Government, and advising schools on the changes and how they will be affected. Paragraphs 37 to 56 of the RIA set out our assumptions and explains how we have estimated the costs associated with this provision.

6. Local authorities usually will have 18 months to change the Instrument of Government for their schools so that they are all operating within the new governance structure one year after the new Regulations come into force – see Part 9 of this document for details of this timeframe.

7. We do not think that there will be any further costs to local authorities as a result of the new Regulations. Paragraphs 57 to 59 of the RIA explain why we are of this view.

Q.69: Do you agree with our estimated costs for local authorities to change the Instruments of Government for their schools, and give advice and support to governing bodies to prepare them for being constituted under the new Regulations? **DISAGREE. The estimate time commitment**

to prepare, support and implement the new Regulations has been grossly underestimated. This is a significant additional piece of work and will have a consequential financial cost to each LA far greater than estimated.

Q.70 Do you agree that there will be no further costs to local authorities as a result of the new Regulations? DISAGREE. In addition to the cost concern expressed in Q69, the new Regulations will generate additional work and cost in respect of assisting governing bodies to identify and nominate independent governors/new associate members/co-opted governors and the new requirement of advertising nationally twice per year for Headteacher vacancies.

Benefits to local authorities

8. We believe that there will no notable monetary benefits to local authorities as a result of the New Regulations. Paragraphs 61-62 of the RIA explain why we are of this view.

Q.71 Do you agree that there will be no notable monetary benefits to local authorities as a result of the new Regulations? AGREE.

Costs to school governing bodies

A focus on skilled governors and changes to constitutional requirements
9. We believe that placing a focus on school governors being recruited, appointed and retained on the basis of their skills will not be of cost to school governing bodies. Similarly, changing constitutional requirements to give governing bodies the flexibility to be smaller and more agile should not be of cost. Paragraphs 64 to 72 of the RIA explain why we are of this view.

Q.72 Do you agree that placing a focus on skilled governors - and changing constitutional requirements so that governing bodies may be more flexible - will not be of cost to governing bodies? DISAGREE. Whilst the Council supports a focus on skilled governors the Regulatory changes proposed to governing body constitutions will have a consequential impact on every governing body throughout Wales. It will be rural and remote schools where these proposals will have the most significant impact as they will find it particularly difficult in identifying and attracting the skilled, professional and independent governors proposed throughout the consultation document. Therefore, the Council disagrees with this proposal on account of the difficulties constitutional change is expected to cause in terms of time, effort and cost.

Independent person on staff disciplinary and dismissal committees

10. We have also estimated the costs of our proposals for schools to have an independent person with full voting rights on all staff disciplinary and dismissal committees and appeal committees.

11. This arrangement is already well established for committees dealing with allegations of child harm; we are seeking to extend this to give governors the

same level of support when dealing with other gross misconduct matters. Paragraphs 79 to 96 of the RIA sets out our assumptions and explains how we have estimated the costs associated with this provision.

Q.73 Do you agree with our estimated costs for governing bodies to have an independent person for all staff disciplinary and dismissal committees?

DISAGREE. The Welsh Government estimated number of Staff Disciplinary and Dismissal Committees and subsequent Appeal Committees has been wholly underestimated at approximately 48 a year throughout Wales. The SDDC and SDDAC in addition to disciplinary matters are also required to consider all potential redundancy and sickness dismissal matters. Statutory redundancy procedures require a series of meetings between the governing body (SDDC) and trades unions to consult on proposals, identify individuals for redundancy and allow for representations to be made. In Neath Port Talbot alone the number of meetings held by these committees last year to consider discipline, redundancy and ill-health dismissal matters was 60+. Given that the Regulations require all SDDC and SDDAC meetings include an independent governor the number of independent governors needed and number of meetings required to attend will be significantly more than first estimated and therefore grossly under estimated in terms of potential maximum cost.

Independent person on head teacher and deputy head teacher appointment panels

12. Our final major costed proposal for governing bodies is for the provision of an independent person with experience and expertise on all head teacher and deputy head teacher appointment panels.

13. We informally requested information from all local authorities on the numbers of head and deputy head teacher appointments that were made in 2014/15, and based our estimated costs on the responses we received. Paragraphs 97 to 113 of the RIA explain in more detail how we have estimated the costs associated with this provision.

Q.74 Do you agree with our estimated costs for governing bodies to have an independent person for head teacher and deputy head teacher appointment panels? NEITHER AGREE OR DISAGREE.

Other possible costs to governing bodies

14. We do not think that there will be any further costs to governing bodies as a result of the New Regulations. This includes having to advertise head teacher vacancies at reasonable intervals and at least twice a year until the vacancy is filled, clarifying and strengthening the role of governing bodies, updating the way in which governors' allowances are calculated and allowing changes to be made to school session times at the beginning of a term, as set out at paragraphs 114 to 120 of the RIA.

Q.75 Do you agree that there will be no further costs to governing bodies as a result of the new Regulations? DISAGREE. There will be an additional cost to governing bodies in advertising at least twice a year

Headteacher posts nationally where vacancies occur. Also see response to Q72.

Benefits to governing bodies

15. As explained in paragraphs 121-122 of the RIA, many of the changes brought about by the New Regulations will not bring advantages which are quantifiable in monetary terms for governing bodies.

16. However, we believe there will be a small monetary benefit to governing bodies if they are able to keep records and communicate electronically, as explained in paragraphs 123 to 125 of the RIA.

Q.76 Do you agree with our views on benefits to governing bodies?
AGREE.

Costs and benefits to the Welsh Government and other bodies

17. We have set out our estimate of costs and an explanation of non-monetary benefits to the Welsh Government at paragraphs 129 to 133 of the RIA.

18. We have explained why we do not think that the New Regulations will have costs implications for other bodies (such as diocesan authorities) - as well as the potential non-monetary benefits for these bodies - at paragraphs 134 to 140 of the RIA.

Q.77 Do you agree with our estimate of costs and benefits to the Welsh Government and other bodies? **NEITHER AGREE OR DISAGREE.**

Analysis of other effects and impacts including on matters of equality

19. We have analysed the possible effect of the New Regulations on equality of opportunity, the Welsh language, sustainable development and the rights of the child at paragraphs 141 to 144 of the RIA.

Q.78 Do you agree with our analysis of the possible effects of the new Regulations on the four areas mentioned above? **NEITHER AGREE OR DISAGREE**

Q.79 An Equalities Impact Assessment (EIA) is attached at Annex D. We would welcome your views on the EIA and the potential impact of all of our proposals on:

- ***Disability***
- ***Race***
- ***Gender and gender reassignment***
- ***Age***
- ***Religion and belief and non-belief***

- **Sexual orientation**
- **Human rights.**

NEITHER AGREE OR DISAGREE

Q.80 A Children's Rights Impact Assessment (CRIA) is attached at Annex E. We would welcome your views on the CRIA and the potential impact of our proposals on children. NEITHER AGREE OR DISAGREE

Q.81 We have asked a number of questions about our proposals for school governance and the new Regulations, including requesting feedback on the RIA, EIA and CRAI. If you have any related issues or comments in addition to these questions, please use this space to report them. It is the opinion of Neath Port Talbot County Borough Council that Headteachers should not be a full member of the governing body with a vote. There should be a requirement for Headteachers to attend meetings as an ex-officio officer and to provide regular updates and reports to governors and of course be subject to scrutiny, however, the decision-making process should be that of governors alone. This is the system that operates in the majority of other public service organisations where the role of the Headteacher is analogous to that of a chief executive or director and where that head of the organisation is required to report to their board or committee as a paid official without voting on their own recommendations or proposals.

Additional information

The proposed revision of the constitution and membership of governing bodies focuses on the skills and experiences that governors and proposed governors can offer, and will give governing bodies the flexibility to have a governing body that suits the needs of individual schools. Updates to staffing requirements will help ensure that staff disciplinary hearings are impartial, and that the best candidates are picked to become head and deputy head teachers.

Proposals are also for all of the Existing Regulations which currently provide for the school governance regulatory framework to be consolidated into one single, accessible set.

A draft of our proposed revision and consolidation of the Existing Regulations is called "The Government and Staffing of Maintained Schools (Wales) Regulations 2017" and is attached at Annex A.

- The School Government (Terms of Reference)(Wales) Regulations 2000; <http://www.legislation.gov.uk/secondary/2000/3027>

As amended by:

- The Education Act 2002 (Transitional Provisions and Consequential Amendments) (Wales) Regulations 2005:

<http://www.legislation.gov.uk/2005/2913>

- The School Teacher Appraisal (Amendment) (Wales)

Regulations <http://www.legislation.gov.uk/2009/2159>

- The School Teacher Appraisal (Wales) Regulations

2011 <http://www.legislation.gov.uk/2011/2940>

- The New Maintained Schools (Wales) Regulations 2005;

<http://www.legislation.gov.uk/secondary/2005/2912>

As amended by:

- The Local Education Authorities and Children's Services Authorities (Integration of Functions) (Subordinate Legislation) (Wales) Order 2010:

<http://www.legislation.gov.uk/2010/1142>

- The Government of Maintained Schools (Wales) Regulations 2005;

<http://www.legislation.gov.uk/wsi/2005/2914/contents/made>

As amended by:

- The Schools Councils (Wales) Regulations 2005

<http://www.legislation.gov.uk/secondary/2005/320>

- The Staffing of Maintained Schools (Wales) Regulations

2006: <http://www.legislation.gov.uk/2006/873>

- The Staffing of Maintained Schools (Miscellaneous Amendments) (Wales) Regulations 2007:

<http://www.legislation.gov.uk/2007/944>

- The Education (Miscellaneous Amendments Relating to Safeguarding Children)(Wales) Regulations 2009:

<http://www.legislation.gov.uk/2009/2544>

- The Federation of Maintained Schools and Miscellaneous Amendments (Wales) Regulations 2010:

<http://www.legislation.gov.uk/secondary/2010/638>

- The Local Education Authorities and Children's Services Authorities (Integration of Functions) (Subordinate Legislation) (Wales) Order 2010:

<http://www.legislation.gov.uk/2010/1142>

- The Children and Families (Wales) Measure 2010 (Commencement No. 2, Savings and Transitional Provisions) Order 2010:

<http://www.legislation.gov.uk/2010/2582>

- The Children and Families (Wales) Measure 2010 (Commencement No. 2, Savings and Transitional Provisions) (Amendment) and (Consequential Amendments) Order 2011:

<http://www.legislation.gov.uk/wsi/2011/577/contents/made>

- The Government of Maintained Schools (Training Requirements for Governors)(Wales) Regulations 2013:

<http://www.legislation.gov.uk/2013/2124>

- The Staffing of Maintained Schools (Amendment) Regulations

2014: <http://www.legislation.gov.uk/2014/1609>

- The Enterprise and Regulatory Reform Act 2013 (Consequential Amendments) (Bankruptcy) and the Small Business, Enterprise and Employment Act 2015 (Consequential Amendments) Regulations 2016:

<http://www.legislation.gov.uk/uksi/2016/481/contents/made>

- The Governor Allowances (Wales) Regulations

2005; <http://www.legislation.gov.uk/2005/2915>

As amended by:

- The Local Education Authorities and Children's Services Authorities (Integration of Functions) (Subordinate Legislation) (Wales) Order 2010:

<http://www.legislation.gov.uk/2010/1142>

- The Staffing of Maintained Schools (Wales) Regulations

2006; <http://www.legislation.gov.uk/2006/873>

As amended by:

- The Staffing of Maintained Schools (Miscellaneous Amendments)

(Wales) Regulations 2007:

<http://www.legislation.gov.uk/2007/944>

- The Education (Miscellaneous Amendments Relating to Safeguarding Children)(Wales) Regulations 2009:

<http://www.legislation.gov.uk/2009/2544>

- The Staffing of Maintained Schools (Wales)(Amendment) Regulations 2009:

<http://www.legislation.gov.uk/2009/2708>

- The Staffing of Maintained Schools (Wales)(Amendment No. 2) Regulations 2009:

<http://www.legislation.gov.uk/2009/3161>

- The Local Education Authorities and Children's Services Authorities (Integration of Functions) (Subordinate Legislation) (Wales) Order 2010:

<http://www.legislation.gov.uk/2010/1142>

- The Staffing of Maintained Schools (Amendment) Regulations 2014:

<http://www.legislation.gov.uk/2014/1609>

- Social Services and Well-being (Wales) Act 2014 (Consequential Amendments) (Secondary Legislation) Regulations 2016:

<http://www.legislation.gov.uk/2016/211>

- The Changing of School Session Times (Wales) Regulations 2009;

<http://www.legislation.gov.uk/2009/572>

As amended by:

- The Local Education Authorities and Children's Services Authorities (Integration of Functions) (Subordinate Legislation) (Wales) Order 2010:

<http://www.legislation.gov.uk/2010/1142>

- The Federation of Maintained Schools (Wales) Regulations 2014.

<http://www.legislation.gov.uk/2014/1132>

As amended by:

- The Staffing of Maintained Schools (Amendment) Regulations 2014:

<http://www.legislation.gov.uk/2014/1609>

- The Enterprise and Regulatory Reform Act 2013 (Consequential Amendments) (Bankruptcy) and the Small Business, Enterprise and Employment Act 2015 (Consequential Amendments) Regulations 2016:

<http://www.legislation.gov.uk/uksi/2016/481/contents/made>

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NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Children, Young People and Education Cabinet Board

26th January, 2016

Report of the Head of Transformation – Andrew Thomas

Matter for information

Wards Affected: All

PUPIL ATTENDANCE UPDATE

Purpose of the Report

1. To provide Members with information and data in relation to Neath Port Talbot pupil attendance covering the autumn term period 2016/17.

Background

2. This report provides Members with details of the latest available data up to and including December, 2016.

Attendance Data

3. As of the end of December, 2016, attendance in both the primary and secondary sectors was slightly higher than for the whole of the 2015/16 academic year. The primary sector stood at 94.83% (+0.29%) with the secondary sector at 93.36% (+0.04%). However, like-for-like by comparing just the autumn term of 2016 with the autumn term of 2015 the data for the same periods shows attendance is lower across the two sectors by 0.28% in the primary sector and 0.93% in the secondary sector.

4. During the autumn term 16 primary schools increased their attendance compared with the same period the previous year, with 41 reporting a decrease. In the secondary sector 2 schools increased their attendance with 7 reporting a decrease. [Note: for the purpose of statistical reporting, the data for Ysgol Bae Baglan as an all-through school has been disaggregated into both the primary and secondary sectors.] A list of the individual school data comparing the two autumn terms is provided in Appendix A to this report.
5. Analysis of the data confirms what was already known that during November and December attendance was affected particularly hard by illness across a significant number of schools. In December alone at one school illness accounted for almost 9% of possible pupil attendance, with the whole-school attendance rate being 89.55%. Recorded illness during the month of December across both the sectors was practically double that of recorded illness just two months previous during October.
6. The secondary sector in particular was affected in December by illness with attendance almost 3% lower than it was compared to December 2015. The primary sector saw a decrease of just over 1% comparing the same period.
7. This sharp increase in sickness amongst pupils has been reflected across schools in neighbouring authorities who are also reporting higher than usual absences. There is early evidence to suggest that school staff absence was also affected due to illness during the same period.
8. Since the Christmas break and the start of the new term anecdotal evidence seems to suggest that whilst there remain small pockets of pupils reporting with illness, absence has overall returned to near normal levels. January's data will not be available to verify this until mid-February.

Ensuring Improvement

9. There continues to be an emphasis at both local authority and school level on the priority of increasing pupil attendance. At the autumn term meeting of the Chair and Vice-chair of Governors with the Senior Management Team of the Education Directorate the Director of Education and Cabinet Member once again renewed their plea to governors for pupil attendance to remain a focused priority of all schools and at individual governing body meetings.

10. During the autumn term the Manager of the School and Family Support Team met with primary and secondary headteacher's at the respective LLAN and NAASH meetings to discuss strategies to improve attendance. Aside from the notable increase during November/December referred to above, schools have been asked to concentrate efforts on reducing use of the 'I' (illness) code by not readily and always accepting at face value notification that a pupil is too unwell to attend school. Members have previously been informed that reported illness amongst Neath Port Talbot pupils is one of the highest in Wales. It is readily accepted that on occasion pupils suffer illness and often this spreads quickly amongst other pupils in the same class. However, we also know that since schools have taken a tougher stance on the authorisation of holidays during term-time the number of pupils reporting as ill has increased dramatically. When a parent contacts a school to report an absence of a child, if a school accepts illness as the reason for the absence then the school is deemed to have accepted and approved the absence. As a measure to reduce the growing number of reported illness absences schools have been asked to consider challenging the reason for absence where there are patterns of similar absence i.e., regular Monday's or Friday's recorded as being ill or by asking for medical evidence for reasons of illness that are regular or recurring. By robustly challenging absence more, whilst maintaining a sympathetic and empathetic view on those genuinely presenting as being ill, it is hoped attendance can improve further.
11. The Education Welfare Service continues to work closely with both schools and parents to identify the cause of individual pupil absence with the aim of early intervention when and where needed. Schools are encouraged to correctly code absences to allow for effective data tracking. Regular meetings are scheduled between Education Welfare Officers and key school staff to discuss individual pupil cases and provide advice, support and to determine appropriate course of actions. Education Welfare Officers will often attend at the home of the pupil to make enquiries as to the reason for the absence from school in an effort to assist and facilitate an early return to school and discuss with parents various strategies to encourage and improve regular attendance.

Fixed Penalty Notices

12. Where the examples described above have been unsuccessful the Council has the available option of issuing parents with a fixed penalty notice or the commencement of prosecution via Court. Having undertaken an exercise to evaluate the effectiveness of fixed penalty

notices and Court action in terms of whether this improves attendance, the evidence clearly demonstrates an increase in attendance in nearly all instances. In a number of cases attendance was seen to rise by 40-50 percentage points per pupil.

13. For the current academic year to date 74 fixed penalty notices have been issued. A total of 73 penalty notices were issued during the 2015/16 academic year. Of the 73 penalty notices issued last year 20 resulted in action being taken via Court for non-payment. The 74 penalty notices issued during the autumn term 2016/17 have either been paid in full or currently the majority are still within the time limit to allow for payment. Court action is currently being pursued in one case for non-payment.
14. Members will continue to be provided with regular reports on pupil attendance and the work being undertaken to improve the operation of the Education Welfare Service during the autumn term.

Financial Impact

15. There is no financial impact associated with this proposal.

Equality Impact Assessment

16. Having considered the Council's screening assessment guidance produced to assist the Council in discharging its Public Sector Equality Duty under the Equality Act 2010 it has been determined that this report does not require an equalities impact assessment.

Workforce Impacts

17. There are no workforce or staffing issues directly associated with this report.

Legal Impacts

18. There is no legal impact associated with this report.

Risk Management

19. Members have previously determined that they wish to include the monitoring of pupil attendance as a regular activity within their on-going work programme. Such scrutiny maintains a high-level focus on attendance amongst schools within the County Borough whilst

comparing internal pupil attendance with that of other Authorities across Wales.

Consultation

20. There is no requirement under the Constitution for external consultation on this item.

Recommendations

21. That Members note the contents of this report.

Appendices

22. Appendix A: List of schools with individual attendance rates.

List of Background Papers

23. None.

Officer Contact

24. John Burge, Manager of the School & Family Support Team
Tel: 763599 Email: j.burge@npt.gov.uk

APPENDIX A

Primary Schools	To 31/12/16	To 31/12/15	
Blaengwrach Primary	95.30%	95.97%	-0.67%
Blaenhonddan Primary	95.41%	95.92%	-0.51%
Bryncoch CIW Primary	94.48%	95.74%	-1.26%
Brynhyfryd Primary	91.98%	94.15%	-2.17%
Catwg Primary	94.47%	96.61%	-2.14%
Central Primary	94.70%	94.88%	-0.18%
Cilffriw Primary	95.62%	94.62%	1.00%
Coed Hirwaun Primary	96.18%	96.41%	-0.23%
Coedffranc Primary	94.84%	94.63%	0.21%
Creunant Primary	96.02%	96.17%	-0.15%
Croeserw Primary	94.79%	95.44%	-0.65%
Crymlyn Primary	95.47%	96.78%	-1.31%
Crynallt Primary	94.48%	95.04%	-0.56%
Cwmafan Primary	94.06%	94.90%	-0.85%
Cwmnedd Primary	94.66%	94.55%	0.12%
Cymer Afan Primary	94.98%	94.23%	0.75%
Eastern Primary	93.45%	95.66%	-2.21%
Glyncorrwg Primary	96.01%	95.92%	0.09%
Gnoll Primary	94.27%	94.85%	-0.58%
Godre'rgraig Primary	94.51%	94.79%	-0.28%
Groes Primary	94.82%	94.72%	0.10%
Llangiwr Primary	94.68%	95.34%	-0.66%
Llansawel Primary*	93.42%	93.58%	-0.16%
Maesmarchog Primary	97.05%	95.73%	1.32%
Melin Primary	94.29%	95.13%	-0.84%
Pen Afan Primary	93.86%	95.01%	-1.15%
Rhos Primary	95.59%	96.75%	-1.17%
Rhydyfro Primary	93.85%	94.75%	-0.89%
Sandfields Primary	93.97%	94.70%	-0.73%
St Joseph's Infant	94.35%	95.42%	-1.08%
St Joseph's Junior	95.51%	96.80%	-1.29%
St Joseph's Primary	94.88%	95.97%	-1.10%
St Therese's Primary	94.44%	95.58%	-1.13%
Tairgwaith Primary	95.08%	94.85%	0.22%
Tonnau Primary	94.03%	95.97%	-1.93%
Tywyn Primary	95.47%	94.97%	0.49%
Waunceirch Primary	94.52%	94.52%	0.00%
YGG Blaendulais	96.00%	96.32%	-0.32%
YGG Castell-nedd	95.13%	95.40%	-0.27%
YGG Cwmllynfell	94.12%	94.99%	-0.86%
YGG Cwmnedd	94.94%	94.70%	0.24%
YGG GCG	95.01%	96.95%	-1.93%
YGG Pontardawe	95.12%	95.18%	-0.06%
YGG Rhosafan	95.00%	95.45%	-0.45%
YGG Trebannws	96.00%	94.97%	1.03%
YGG Tyle'r Ynn	95.22%	95.75%	-0.53%
YGG Y Wern	95.40%	95.56%	-0.16%
Ynysfach Primary	94.73%	95.73%	-0.99%

Ynysmaerdy Primary	94.97%	95.73%	-0.77%
Ysgol Bae Baglan	94.06%	94.03%	0.02%
Neath Port Talbot	94.83%	95.29%	-0.46%

*Includes Traveller Unit

Schools	To 31/12/16	To 31/12/15	
Cefn Saeson	93.56%	94.58%	-1.02%
Cwmtawe	93.85%	94.46%	-0.61%
Cymer Afan	93.01%	92.43%	0.58%
Dwr y Felin	93.88%	94.56%	-0.68%
Dyffryn School	92.81%	94.31%	-1.50%
Llangatwg	93.29%	93.73%	-0.44%
St Joseph's RC	92.29%	92.53%	-1.34%
Ysgol Bae Baglan	91.96%	92.81%	-0.85%
Ystalyfera	95.05%	94.96%	0.09%
Neath Port Talbot	93.36%	94.05%	-0.69%

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NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

CHILDREN, YOUNG PEOPLE AND EDUCATION CABINET BOARD

26th January 2017

REPORT OF THE HEAD OF CHILDREN AND YOUNG PEOPLE SERVICES - A. JARRETT

MATTER FOR DECISION

Agreement of the proposals for the updating and implementation of the Route 16 (16 and Leaving Care) Team Financial Policy

WARDS AFFECTED: ALL

1. Purpose of Report

The purpose of this report is to seek agreement for the implementation of the updated and amended Route 16 (16+ and Leaving Care) Team Financial Policy to come into effect from 1st April 2017. This forms part of the saving proposals required to set a balanced budget for 2017/18 and to fulfil our duties under the Social Services and Well-being Act 2014.

2. Executive Summary

Neath Port Talbot County Borough Council currently provides a comprehensive and generous financial support package for young people in and leaving Local Authority Care. With due consideration to the need to reduce expenditure, whilst continuing to meet our statutory duties and duty of care, it is proposed that the existing policy is

amended and updated in line with the requirements of the Social Services and Well-being Act 2014.

3. **Background**

The current financial policy was approved by Cabinet on the 14th September 2006 and has not been subject to review or update since this time. The policy requires review to ensure that we meet our legislative duties under the Social Services and Well-being Act 2014 and are able to do so within budget constraints.

Current support provided -

Maintenance Allowance is currently paid to category 1 and 2 young people at a baseline rate of £60.50 when they are living independently. In addition, we have paid a **Participation Premium** of £12.10 per week for young people in training, education and voluntary or unpaid employment. However, it is noted that such young people will continue to be entitled to an Education Maintenance Allowance, benefits or a training allowance, and will be supported to access such funds by their allocated Social Worker or YPA. In addition, the Local Authority supports with enrolment fees on discretionary basis.

One option that is proposed, is that the participation premium is no longer provided.

Setting up Home Payments (Leaving Care Grant) are provided on the basis of assessed need and the maximum grant payable is £1,750.00. This may be paid in instalments or (exceptionally) in a lump sum. This is not an entitlement and is available to support independent living, accommodation costs, furniture, and appliances. I note that some people may not need this money and may never access this grant. We are not proposing any changes to this grant.

Utilities Allowance of £15 per week is currently provided to assist young people in paying for basic household amenities, such as gas and electric. This is paid in

addition to the £60.50 weekly maintenance allowance. We are not proposing any changes to this allowance.

Housing and Accommodation Support is currently provided to young people aged 16-17 who live independently and therefore they are not yet entitled to associated benefits. The Local Authority pays reasonable rental rates and may assist with a bond (accessed from the Setting Up Home Grant) if this is unavailable via the Bond Board. We are not proposing any changes to this support.

Higher Education Support is provided by assisting young people to access their maintenance payment, WAG grant loans (such as the WAG Learning Grant and Child Care Grant), bursaries, allowances (such as the Disabled Students Allowance and Parents Learning Allowance) and / or part time work. In addition, the participation premium and utilities allowance was provided. It is proposed under the new policy that the participation premium is stopped. However, utilities and vacation accommodation costs and discretionary payments to meet course requirements (e.g. books and essential equipment) will remain available. Young Persons Advisors will also continue to assist young people in accessing all other entitlements as outlined above.

When I'm Ready Payments of £189.00 per week are also made to Foster Carers who agree to continue to care for Looked After Children beyond their 18th birthday under an Excluded License Agreement. Historically, such placements would have become Supported Lodgings Arrangements when the child turned 18 and the carers payments would reduce to . This scheme allows for improved payments post 18 and the aim is for an increased likelihood of young people remaining in stable placements beyond this birthday. In addition, such placements are required to meet fostering regulations and have greater responsibilities. No changes are being made to this scheme, which is supported by national guidance (When I'm Ready 2016). If further information is needed about this scheme, please contact route16admin@neath-porttalbot.gov.uk for a copy of the associated policy.

Reconnect to Care is the policy whereby young people (who were previously category 1-3 and are now between the ages of 21 and 25) can be re-opened to have

a Pathway Assessment, Plans, and Reviews in relation to their Education and Training needs. Following an Initial Assessment by a Social Worker the Team Manager has discretion to support with college or university fees, fees for work based training, maintenance allowances, accommodation costs, study and work based items (tools, books, and so on). It is not proposed that this policy be changed in any way. If further information is needed about this scheme, please contact route16admin@neath-porttaleb.gov.uk for a copy of the associated policy.

Transition Support is provided for young people who are awaiting support from other processes. For example, if young people are awaiting benefits, community care provision, their first wage packet, or student loans. This may include one off grants for housing deposits, the first month rent, books and equipment, travel or removal costs. We are not proposing any changes to this discretionary support.

Emergency Payments are provided to category 3-6 care leavers. Small payments may cover monies for matters such as food and electricity, in an emergency. We are not proposing any changes to this discretionary support.

Other Miscellaneous and Discretionary Payments include 18th birthday payments (equivalent of birthday allowance in foster care), maternity payments (of £500 for young people under 18 who cannot claim the maternity grant), gym passes, and enrolment fees for college where young people live independently. No changes are proposed to the financial support in these areas. For detail of what support is available please refer to the draft financial policy.

Young People from Elsewhere / Living Elsewhere will receive financial support from the Local Authority who last cared for them at the rate agreed by that authority. The Local Authority where the child lives will support to allocate a YPA, assess, and review the plans. However, financial arrangements are agreed between the two Local Authorities. We are not proposing any changes to this support.

Qualification Payments are currently provided when young people attain new qualifications. Such payments are made for GCSEs at grades B-G (£20), GCSEs grades A or A8 (£30), AS Levels (£30), A Levels (£50), GNVQs (£30), Diplomas (£30 per annum and £100 on completion), Degrees (£30 per annum and £250 on completion), and Masters (£30 per annum and £400 on completion). This money is

paid for each award received. Therefore, a young person who has 10 B's at GCSE would receive £200. In addition, young people in higher education also receive all grants, bursaries, maintenance payments, and participation allowances throughout their course. It is proposed that qualification payments are reduced under the new policy.

I have tried to include the changes we are proposing above. However, for ease of reading I would outline the following as a summary of proposed changes –

- The Participation Premium would be removed.
- The Qualification Payments would be revised.

4. **Financial Impact**

Route 16 currently supports 182 young people, of which at least 137 could be eligible to receive participation payments if they engage with education or training. This would equate to a £64650 per year.

According to data gathered earlier this year, we have an average of 106 young people in education or training, 50 of which could be eligible for participation allowance at a cost of £31460.

These savings are based on a maximum number of people engaged in training or education and is subject to flux due to the changing circumstances of our client group.

In 2015/2016 Route 16 spent:

£82000 on Weekly Maintenance Allowances including utilities and participation allowance

£9500 education costs

Route 16 were over budget by £41,672 for the financial year 2015/2016. It was on this basis that the decision was made for proportionate cost saving methods to be considered within the updated Financial Policy.

Following a change of management and the implementation of closer budgetary oversight, resulting in more focused and stream-lined spending within the team, Route 16 is currently on target to be under budget by £60,083 for the financial year 2016/2017.

5. **Equality Impact Assessment**

The Equality Act 2010 requires public bodies to “pay due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and
- foster good relations between persons who share a relevant protected characteristics and persons who do not share it.”

The full assessment has been undertaken to assist the Council in discharging its Public Sector Equality Duty under the Equality Act 2010 and with due consideration to the current service group. The protected characteristics of this group are subject to change. Please see EIA attached.

6. **Workforce Impacts**

After consideration this is not applicable.

7. **Legal Impacts**

Under the Social Services and Wellbeing (Wales) Act 2014 (referred to as 'The Act' throughout) Route 16 offer support to young people who are (or have been Looked After) within 6 main "categories" –

1. Looked After Children (aged 16-18);
2. Care Leavers (under 18);
3. Care Leavers (18-25);
4. Young Persons who Reconnect to Care (for education or training);
5. Young Persons who were previously under a Special Guardianship Order;
and
6. Young Persons who were Looked After for less than 13 weeks.

The rights of young people (and powers of the Local Authority) vary under these categories. I note that Social Workers and Young Persons Advisors (in the team) assist with a range of transitions and fulfil the following broad functions under the Act –

1. To provide advice (including practical advice) and support;
2. To participate in assessment and preparation of pathway plans;
3. To participate in reviewing the pathway plan;
4. To liaise with the local authority in implementing the pathway plan;
5. To coordinate the provision of services and take reasonable steps so that care leavers make use of services;
6. To keep informed about care leavers' progress and wellbeing;
7. To keep full, accurate and up to date records of contacts with the care leaver and services provided;
8. Budget holding and financial assistance (accommodating and maintaining care leavers);

9. Education, training, and employment support; and

10. Specialist support (for disabled young people, unaccompanied asylum seeking children, and care leavers in the youth justice system).

(Part 6 Codes: WAG 2014)

479. Young people need to know what practical and financial support they will receive from their local authorities. Each authority should, therefore, have a written policy they give to looked after children and care leavers, detailing the financial support they will receive when they participate in any further or higher education. Information about the financial support each care leaver can expect, as set out in their responsible authority's policy, should be complemented by information setting out what support the young person will be entitled to from the universal student funding sources.(p101)

Social Services and

Well-being (Wales) Act 2014

Part 6 Code of Practice (Looked After and Accommodated Children)

8. **Risk Management**

If the current policy is not updated that we are at risk of not adhering to our statutory responsibilities and the Route 16 service is at risk of not being able to provide services in line with legislation within budgetary constraints.

9. **Consultation**

Following the decision of Cabinet to approve consultation on the proposals for the updated Financial Policy a 60 day consultation period on the proposed policy took place from 8th November 2016. A detailed consultation plan was developed, to ensure that all stakeholders had the opportunity to comment, with particular consideration to current and future recipients of Route 16 Support.

In line with the Consultation Plan, Consultation Booklets were sent out to all identified stakeholders including the 190 young people open to Route 16. To date, no consultation booklets have been returned. Discussions with individual worker's indicate that the booklets have been received and support offered to complete them has been offered.

Consultations documents were also sent to professional stakeholders, including IRO Service, Looked After Children Education, Looked After Children Team, The Fostering Team and Dewis.

Three open access consultation sessions for professionals and young people were held across the Local Authority. The only attendee was the Assistant Manager: Student Support (Student Services) representing NPTC Group.

Feedback provided by a representative on behalf of NPT and Afan Colleges.

Feedback provided verbally at consultation session on the 28th November 2016 and transcribed from notes:

NPTC Group representative advised that, speaking as a representative of the college, she and her colleagues recognised that financial pressures on the Local Authority and the need to make continued savings, they felt that it would be inappropriate and punitive to withdraw the qualification rewards payments in their entirety. Representative noted that LAC and Care Leavers continue to achieve less well academically than their counterparts (put in reference) and that academic and vocational achievements are often made in spite of disadvantageous circumstances. The financial rewards provided by Route 16 are not only monetary payments but a recognition of these achievements, of the distance travelled by the young person and a symbol of our support.

Representative stated that they recognised that the current Qualification Payments needed to be revised as they were significantly above that which a 'normal family' would be able to provide. Representative suggested that the payments were retained but at a lower rate that would be more sustainable and reasonable given the current economic climate. This should also reduce the sense of indignation from young people who are coming through a system where a precedent has been set in terms of financial reward provision.

Given that no booklets have been returned, no contact made with the Team to raise any objections (directly or indirectly) and the lack of engagement with the open access consultation sessions, we can therefore assume there are no other matters of dissent.

With due regard to NPTC Group's feedback, a revised list of Qualification Payments has been provided for consideration. This will form an addendum to the Financial Policy if approved.

Given that the team is projected to be under budget for this financial year, and with due consideration to the EIA, CYPE may wish to consider the retention of the Participation Premium as an incentive for young people to engage in education, employment and training. I have provided scope for this to be considered within the recommendations.

Assuming CYPE approve the proposed Policy, a letter confirming the changes will be sent out to all affected individuals to give them due notice of the changes prior to the Policy coming into effect on the 1st April 2017. Should the decision be that we proceed with withdrawing the Participation Premium, I respectfully request that Participation Premium continues to be paid to those young people already in receipt of this payment until the end of this academic year (no later than 22nd July 2017) to allow them time to budget for the changes.

This item has been included in the Forward Work Programme.

10. **Recommendation**

It is requested that members consider approval for one of the following options –

(1) The revised Route 16 Financial Policy with the Participation Premium retained and amended Qualification payments for implementation from 1st April 2017.

(2) The revised Route 16 Financial Policy and amended Qualification Payments to include the removal of the Participation Premium from Financial Policy from 1st April 2017, with the Participation Premium being retained for a transition period of no more than 4 months (the end of the 2017 academic year) to allow for young people to prepare for the reduction in income

(3) The revised Route 16 Financial Policy and amended Qualification Payments to include the removal of the Participation Premium for implementation from 1st April 2017.

11. **Reason for Proposed Decision**

To enable the Local Authority to adhere to its statutory obligations.

12. **Implementation of Decision**

The decision is proposed for implementation for the three day call in period.

13. **Appendices**

Appendix 1: Draft Route 16 Financial Policy – section for additional consideration in italics

Appendix 2: Draft Qualifications Payments

Appendix 4: EIA Full Assessment

14. **List of Background Papers**

CYPE Report - Consultation on proposals for the updating and amendment of the Route 16 (16 and Leaving Care) Team Financial Policy dated 3rd November 2016.

15. **Officer Contract**

Rebecca Jones – Team Manager. Route 16

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Andrew Jarrett – Head of Service

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FINANCIAL SUPPORT POLICY

For eligible, relevant and former relevant young people

The purpose of this policy is to set out the financial arrangements for eligible, relevant and former relevant young people. This policy does not apply to eligible young people who remain in foster care or residential placement.

Former relevant young people will receive financial support through employment, benefit or training allowances. They may also receive additional assistance from Neath Port Talbot as outlined further in this policy.

All on-going financial support will be set out in the young person's pathway plan and approved by the team manager.

It will be clear to the young person and to anyone reading the plan what financial support will be given.

Payments made under leaving care legislation will not affect other benefits young people may be entitled to such as education maintenance allowance and disability living allowance /personal independence payment.

The value of the weekly maintenance payments will be set out in this policy and reviewed on an annual basis.

A financial needs assessment must be completed with the young person as part of the pathway assessment and prior to any payments being approved.

ELIGIBLE AND RELEVANT CHILDREN AND YOUNG PEOPLE (Category One and Two – Social Services and Well-being Act 2014)

For the purposes of this policy, Eligible young people refers to Looked After Children who are residing in supported accommodation, Supported Lodgings or independent accommodation. Eligible young people in foster care will continue to be supported through fostering payments. Eligible young people residing with parents under Placement with Parent regulations will be supported by the parent with whom they are living.

Weekly Maintenance Allowance (WMA)

A baseline figure is set for a weekly maintenance allowance. Young people earning more than £75 per week will have their maintenance payments reduced by 20% of their net income.

Maintenance payments will be expected to cover the following costs :-

- *Food*
- *Clothing*
- *Personal Toiletries*
- *Utilities*
- *Leisure activities*
- *Transport*

(Refer to Discretionary payments for additional payments).

Support with accommodation costs

Eligible Children

If an eligible child is living in independent or semi-independent accommodation, their financial support will be in line with those payable to relevant children.

Payments can be made either via BACS directly to the young person's bank account or in person in cash.

Young care leavers age 16-17 (Relevant young people) who move into independent living will have their accommodation costs paid by NPT.

In the rare cases where it is deemed appropriate for a 16 or 17 year old LAC or relevant Young Person to move into their own property - Due to our statutory duty to provide accommodation, NPT will pay the bond for a property that is deemed appropriate and where the rent falls within Housing Benefit rates. NPT will also be liable for the rent until the young person turns 18 years old, when the tenancy will transfer to their name and they will need to fund the rent themselves or via Housing Benefit. The bond must be paid directly to the landlord and confirmation provided that the bond will be held in a Deposit Protection Fund. Registration details for the deposit are to be provided to NPT. Written agreement must be in place with the landlord or agent that the bond is to be returned to Route 16.

Accommodation should be suitable and subject to the accommodation suitability checklist being completed by the YPA with the YP. Funding will be agreed once suitability has been confirmed.

For Former Relevant young people moving into privately rented accommodation, the cost of a bond or deposit should be secured from a bond board or via Housing Options. In exceptional circumstances a cash bond or deposit can be paid from the young person's setting up home grant inline with the process outlined above. The bond will be paid back into the young person's setting up home grant at the end of the tenancy.

An inventory of the property must be carried out by the Social Worker or YPA in the case of privately rented properties. This must be signed by the young person and the

landlord and a copy placed on the young person's file. This should be referred to in the event that the landlord wishes to make a claim against the bond.

Payments will normally be made direct to the landlord and must be supported by invoices.

Even where Relevant children are entitled to claim benefit e.g. lone parents and young people with disabilities, they cannot claim housing benefit and therefore the local authority will be responsible for accommodation costs. An additional WMA top-up payment will be paid to these young people where their income level falls below that of other relevant children.

Service charge

Young people under the age of 18 who are residing in supported lodgings or supported accommodation will be responsible for paying their own service charge from their WMA.

Utility allowance

The utility allowance is paid to young people living independently where they are responsible for paying their own fuel bills. This may be paid in the form of tokens.

18th Birthday payments

If a young person is residing in supported accommodation, independent living or supported lodgings when they reach the age of 18 years old, they will be provided with the equivalent birthday allowance of a young person in foster care. This can be provided in cash, vouchers or gifts as appropriate. If it is not deemed appropriate for the young person to receive this due to their personal circumstances then the money can be held for them.

Maternity Payment

Pregnant young women unable to claim a Maternity Grant, due to being unable to claim benefits in their own right until after the birth of their baby, will be entitled to a maternity allowance from the Authority of £500.00.

(This will be payable from three months prior to the birth of the baby). This payment is to be revised each year to allow for inflationary increases.

Reconnect to care

If a young person approaches the Local Authority for support under Reconnect to Care then Social Work Duty will undertake an Initial Assessment to determine what level of support the young person should receive. This support will be agreed through the management chain and will be subject to regular review. (Please see separate policy for more information)

When I am Ready

The financial arrangements relating to the When I am Ready Scheme and Post 18 Living Arrangements are contained within the When I am Ready Financial Arrangements document.

FORMER RELEVANT CHILDREN (Category Three – Social Services and Well-being Act 2014)

When a care leaver reaches the age of 18 years, maintenance and accommodation payments cease. The young person will be supported to access the benefit system including housing benefit. Applications for benefits should be made 4 – 6 weeks prior to the young person attaining the age of 18 years old to ensure there is no delay to payment commencing.

Where a young person experiences a period without income due to benefit delays, an interim benefit payment of £25 per week will be made.

Wherever possible, repayments should be made to the Local Authority when backdated benefit money is received.

Supported Lodgings Payments - housing benefit and top up

Where a young person is residing in Supported Lodgings paid for by NPT Local Authority, it is the expectation that the young person will apply for Housing Benefit, if eligible, and that the Local Authority will be responsible for paying only the top up where applicable.

Young people will be expected to make a minimum £15 per week contribution towards their Supported Lodgings placement. (*Supported Lodgings Guidance 4C's*)

Emergency Accommodation

In rare, crisis situations, when a young person requires emergency accommodation, this must be sourced via Housing Options. It is their legal duty to provide this accommodation, as care leavers have Priority Need status, and once they have accepted a duty they have to follow strict guidelines in order to assess the young person's housing need and support the young person on to suitable accommodation. (Housing Act 2014)

Only if a young person has no other form of accommodation available to them, as Housing Options have discharged their duty and all other viable options have been explored, would a case be put forward for Route 16 to fund the use of B&B on a short term, discretionary basis. This would require Team Manager or Principal Officer approval.

Further education

Young people in full-time education or training post 18, who are unable to claim benefits, will continue to receive financial assistance until their course is complete.

Young people aged 19 and over may claim a Welsh Government Learning Grant.

Enrolment Fees

Route 16 will pay for the college Enrolment fee for young people who are not residing with their parents. There is an expectation that where a young person resides with someone with PR (or formerly with PR) then they will financially support them. Where this is not possible, support will be considered on a case by case basis and will be at the discretion of the management team.

Higher education

Young people aged 18 and over in Higher Education will be supported to claim all applicable Welsh Government grants, student loans and a higher education bursary as well as any other assistance available from the Local Education Authority and other bodies.

As they are unable to claim benefits NPT will pay a weekly maintenance allowance and utility payment, if applicable. NPT will also pay accommodation costs during term holidays.

Educational Trips

For looked after children in foster care, the holiday allowance should also cover the cost of school trips. Carers must ensure that children in foster care are afforded the opportunity to take part in school trips although it is recognised that this does not include carers funding expensive school trips abroad. (Please see Fostering Financial Policy)

For other young people, education trips should be funded via the Learning Support Fund. Where this is not applicable, funding for compulsory , educational trips will be provided by Route 16.

Participation Premium

A Participation Premium of £12.10 per week is paid to young people engaged in non-compulsory education and training to include Further and Higher Education, unpaid training and unpaid work experience or volunteer work. Payment is dependent upon satisfactory engagement with the identified programme.

The premium will be paid at a weekly amount for participation in full-time education (more than 16 hours per week), or a daily rate for part-time education (fewer than 16 hours per week) as agreed in the Pathway Plan. The premium will be paid for term time only for those engaged in education.

Setting up Home Payments (Leaving Care Grant)

- Setting up home-up payments are for the purpose of establishing a young person in independent accommodation and purchasing furniture, appliances etc.
- The Setting Up Home grant is discretionary and allocation of funds is based on circumstances and need. Payments should not be viewed as an entitlement for all care leavers irrespective of need.
- A maximum grant is payable to each care leaver. This will not be paid in full to any young person when they first leave care and some young people may never need the whole amount.
- Payment will be agreed, according to the type of accommodation and associated initial needs.
- Where a young person is likely to be in temporary accommodation, some leaving care grant should be held in reserve so that money is available when the young person has a permanent home of their own. There will also be cases where a young person fails in their first attempt at independent living and a reserve fund is necessary so that they can start again.
- Payments should be made based on individual needs as assessed in the individual Pathway Plan.
- The maximum level of grant as at 1st April 2016 has been set at **£1,750**. VAT may be reclaimed on purchases made by the authority on behalf of a young person.
- The grant may be paid in installments or, exceptionally, as a lump sum at any time between the ages of 16 –21 (25 for those in Higher Education) however planning for the use of the grant, if required, should take place well in advance of the young person's 21st birthday. The grant shall be utilized to purchase required items and will not be provided in cash.

- A list of items purchased from the grant with the signature of the young person confirming receipt must be kept on the young person's file.

When a young person moves into their first tenancy, they will be supported to purchase basic food, hygiene and cleaning products for the home to a maximum value of £50.

DRAFT

Identification

Route 16 will purchase the first post 16 years passport, a copy of their birth certificate and a provisional driving license for young people. Young people will be expected to pay for replacements if they lose these items.

Eye Tests and Glasses

Young people qualify for a free NHS-funded sight test and an NHS optical voucher which provides help with the cost of glasses or contact lenses, if:

- They are aged 16, 17 or 18 and are in full-time education
- receive Income Support
- receive Income-based Jobseeker's Allowance (not Contribution-based)
- receive Income-based Employment and Support Allowance
- are awarded Universal Credit
- are entitled to, or named on, a valid NHS tax credit exemption certificate
- are named on a valid NHS certificate for full help with health costs (HC2)

Looked after and relevant young people will be entitled to the basic costs of glasses. Additional costs for designer frames etc will be met by the young person.

Former relevant young people who do not meet the criteria above will be expected to purchase their own glasses via their income source.

Gym Passes

Young people residing in NPT will be provided with a gym pass via the service level agreement with Celtic Leisure. Where Looked after children reside out of county in residential or foster care their health and leisure costs should be met via their placement.

Where Relevant and Former relevant young people reside out of county and are not in a financial position to fund gym or leisure centre membership, there should be exploration of any subsidised membership schemes via the Jobcentre, Local Authority or Youth Service in their area. Where no such scheme exists, the young person will be provided with basic gym membership to be reviewed on a monthly basis.

Computers/Laptops

All foster carers would have access to a computer that young people can use in order to complete any college or school work. In addition, it is recommended that young people are supported to save their pocket money, or use their birthday and Christmas present allowances, towards expensive items such as laptops.

Route 16 have a small number of refurbished laptops that we are able to loan to young people for the purpose of completing coursework. These remain the property of Route16 and would need to be returned to the team. Young people will be expected to sign an agreement in relation to this.

Driving lessons

For young people who are or who have the prospect of working, need to drive for that purpose, and have the means to obtain and maintain a vehicle, support will be given to apply to charitable sources for funding to access a course of driving lessons. If these funding streams are not available, Route 16 will fund a set of ten driving lessons from an approved instructor following the young person successfully passing the Theory and Hazard Perception Test. The young person will be expected to fund the Theory and Practical tests.

DISCRETIONARY PAYMENTS

There may be *exceptional* circumstances where one off payments may need to be made to young people. Approval for these payments should always be sought in advance and are at the discretion of the Team Manager.

Examples where discretionary payments may be considered are:

Housing deposits (where they cannot be secured from a bond board)

Books and equipment related to the course curriculum (where grants are not available)

Travel or removal costs to another area to take up education or employment

In exceptional circumstances food, electricity and gas can be purchased for a young person.

QUALIFYING CHILDREN

Care leavers aged 16+ qualifying under Section 24 of The Children Act 1989, as amended by The Children (Leaving Care) Act 2000. **(Category Six – Social Services and Well-being Act 2014)**

Discretionary payments will be available in exceptional circumstances for young people who are not relevant/former relevant but qualify under the Act. These payments will not be greater than those made to Relevant Children or Former Relevant Children. Young people in this category will normally be eligible for welfare benefits on the same basis as other young people of their age.

Young people who qualify under Section 24 are:

- (a) Young people who have been in the care of this local authority but fail to reach the criteria to be eligible
- (b) Others, e.g. those who have been subject of Special Guardianship Orders.

Savings and capital from any other source will be disregarded.

NPT CHILDREN LIVING ELSEWHERE

If any of Neath Port Talbot's Eligible or Relevant young people move to a different Authority area, it is the YPA's responsibility to inform the Local Authority in which they are now living. NPT remains financially responsible for these young people.

Young People living in NPT where NPT is not the Responsible Authority

It is the responsibility of the Local Authority which last looked after the young person (the responsible authority) to notify NPT that they are living in this area. The responsible authority remains financially responsible for that young person.

FINANCIAL PAYEMENT RATES 2014/15	
Maintenance (baseline)	£60.50 per week
Utilities Allowance	£15 per week

YOUNG PERSONS STATUS	PAYMENTS PAYABLE
In Government training scheme.	Maintenance allowance
In further education or training	Maintenance allowance and utilities if applicable

REVIEW OF POLICY

This policy will be reviewed on an annual basis prior to the start of each financial year.

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These payments are to be made annually via Form D and directly paid into the young person's bank account. In exceptional circumstances payments may be made via petty cash.

QUALIFICATION	PAYMENT
GCSE (A-G)	£5
AS level	£10
A level	£15

FURTHER EDUCATION COURSES

GNVQ	£25
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All equivalent courses to GNVQ such as Modern apprenticeship see above.
Pre Vocational courses to receive £25 upon completion

HIGHER EDUCATION

DIPLOMA OR EQUIVALENT	£50 for the Attainment of the National Diploma
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DEGREE OR EQUIVALENT	£100 for the Attainment of the degree.
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MASTERS DEGREE	£150 for the Attainment of the Masters degree.
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Equality Impact Assessment (EIA) Report Form

This form should be completed for each Equality Impact Assessment on a new or existing function, a reduction or closure of service, any policy, procedure, strategy, plan or project which has been screened and found relevant to Equality and Diversity.

Please refer to the 'Equality Impact Assessment Guidance' while completing this form. If you would like further guidance please contact the Corporate Strategy Team or your directorate Heads of Service Equality Champion.

Where do you work?
Service Area: Route 16
Directorate: CYPS

(a) This EIA is being completed for a...

Service/ Proposal	Policy/ Function	Procedure	Project	Strategy	Plan
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(b) Please name and describe below...

Route 16 Financial Policy - Neath Port Talbot County Borough Council currently provides a comprehensive and generous financial support package for young people in and leaving Local Authority Care. With due consideration to the need to reduce expenditure, whilst continuing to meet our statutory duties and duty of care, it is proposed that the existing policy is amended and updated in line with the requirements of the Social Services and Well-being Act 2014.

(c) It was initially screened for relevance to Equality and Diversity on 27th October 2016

(d) It was found to be relevant to...

Age.....	<input checked="" type="checkbox"/>	Race	<input type="checkbox"/>
Disability.....	<input type="checkbox"/>	Religion or belief.....	<input type="checkbox"/>
Gender reassignment	<input type="checkbox"/>	Sex	<input type="checkbox"/>
Marriage & civil partnership	<input type="checkbox"/>	Sexual orientation.....	<input type="checkbox"/>
Pregnancy and maternity	<input type="checkbox"/>	Welsh language	<input type="checkbox"/>

(e) Lead Officer

Name: Rebecca Jones

Job title: Manager

Date: 11th January 2017

(f) Approved by Head of Service

Name: Andrew Jarrett

Date: 18th January 2017

Section 1 – Aims (See guidance):

Briefly describe the aims of the function, service, policy, procedure, strategy, plan, proposal or project

What are the aims?

To provide a coherent and clear Financial Policy for Route 16 which adheres to our legislative responsibilities and meets the needs of our client group

Who has responsibility?

Director of Social Services- Head of Children's Service – Principal Officer (Fostering and LAC) – Team Manager (Route 16) – Route 16 Team

- **Who are the stakeholders?**
- Young People aged 14 and over
- Foster Carers
- Supervising Social Workers
- Independent Reviewing Officers
- Existing Service Users and their families
- Local Comprehensive Schools
- Local Colleges
- Local Universities
- Supported Lodgings providers
- Dewis
- Housing
- Potential Service Users and their families
- Social Work teams
- CSSIW
- Elected Members
- Leader, Chief Executive and Corporate Directors
- Local AM's and MP's
- Trade Union
- Social Landlords
- CAB
- Local and Regional Media
- Wider community in NPT
- Community Councils
- NPTCBC Staff
- NPT Local Service Board
- Other LA's

Section 2 - Information

(a) Service Users

Please tick what information you know about your service users and provide details / evidence of how this information is collected.

Age.....	X	Race.....	X
Disability.....	X	Religion or belief.....	X

Gender reassignment	X	Sex	X
Marriage & civil partnership	X	Sexual orientation.....	X
Pregnancy and maternity	X	Welsh language	X

What information do you know about your service users and how is this information collected?

182 open cases. 90 female. 92 male.

All the variables above are covered in the assessment process. The following basic information is saved on the EDF – Age, gender, race, marital status, religion, pregnancy/parent and disability. Sexual orientation and gender reassignment are discussed during assessment. The Welsh Language active offer is in place.

Education and employments status (particular relevance for this matter)

Not in education, training or employment – NEET(fit for work) – 25% In custody 3% Disabled/unfit for work 2%

Full time parent 8%

In education training or employment - University 5.5% Further Education 25% Employed 13% Work training Scheme 4% Pre-Voc course 3% In education (school) 9% Apprenticeships 2.5%

Any Actions Required?

To ensure that a copy of the policy is available in Welsh upon request.

CYPE to consider if Participation Premium should be retained as an incentive to reduce NEET figures and encourage young people into education and employment, despite the potential cost to the Local Authority.

What information do you know and how is this information collected?

- **Attainment gap regarding GCSE's between Care Leavers and the rest of the population has widened by 6% since 2008 (Department for Education, 2013)**
- **2016: 38.7% of all 19 yr old Care Leavers in Wales were classed as NEET (StatsWales 2016) – this is over twice the level of their peers (19% - gov.wales)**

Comparable financial support provided by neighbouring Welsh Local Authorities. Information collected from direct discussion with relevant Team Managers.

Support provided by other Local Authorities

Local Authority	Financial incentives	Rewards	WMA - university
			All LA pay for non-term time accommodation in line with the Social Services and Well-being Act 2014 and provide a Higher Education Bursary as required by Welsh

			Government (a total of £2000 over the duration of the course)
NPT	Yes - £12.10 pw	Yes	Yes - £60.50 pw plus £15 utilities
BCBC	No	No	Accommodation paid for and WMA £44.30 pw
Newport	No	No	No
Ceredigion	No	No	Holiday time only - £57 pw. All accommodation paid for.
RCT	No	No	No
CCBC	No	No	Tuition fees paid and accommodation 52 weeks per year. No WMA.
Powys	No	No	Accommodation costs met which include the £2000 HE Bursary Holiday allowance £300 per year Clothing - £400 per year No WMA
Glamorgan	No	No	Accommodation paid (full year) WMA - £57.90 per week
Torfaen	No	No	WMA provided £58 per week
Swansea	No	No	Means tested based on accommodation costs and out-goings.
Any Actions Required? No.			

(b) General
Section 3 – Impact

(a) Impact on Protected Characteristics

Please consider the possible impact on people with different protected characteristics. This could be based on service user information, data, consultation and research or professional experience (e.g. comments and complaints).

	Positive	Negative	Neutral	Needs further investigation
Age	➡ <input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Disability	➡ <input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Gender reassignment	➡ <input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Marriage & civil partnership	➡ <input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Pregnancy and maternity	➡ <input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Race	➡ <input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Religion or belief	➡ <input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Sex	➡ <input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Sexual orientation	➡ <input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Welsh language	➡ <input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

Thinking about your answers above, please explain (in detail) why this is the case. Include details of any consultation (and/or other information) which has been undertaken to support your view.

The Policy is applicable to young people who are open to Route 16. The reduction in qualification payments and the removal of the participation premium will therefore have a negative impact on young people coming through the service in the future compared to those young people who have received the service to date.

No evidence has been found of a similar incentive or reward scheme running in other Local Authorities so they will not be disadvantaged compared to their counterparts in other areas. In addition, a number of incentive schemes now run (EMA and training allowance for example) which will reduce the impact of the removal of the participation premium.

If members were minded to retain the Participation premium, this will be honoured, and a paragraph has been included in the proposed policy in italic for consideration.

(b) Impact on the Welsh Language

What is the likely impact of the policy on:

- **Opportunities for people to use Welsh**
- **The equal treatment of the Welsh and English languages**

Please give details

The Council's ethos to eliminate discrimination, harassment and victimisation as well as to advance equality of opportunity between different groups permeates its plans and policies.

The policy will be made available in Welsh upon request in accordance with the Council's requirements under the Welsh Language Standards.

Could the policy be developed to improve positive impacts or lessen negative impacts?

Please give details

Policy can be translated into Welsh upon request.

Actions (to increase positive/mitigate adverse impact). To ensure that a copy of the policy is available in Welsh upon request.

Section 4 - Other Impacts:

Please consider how the initiative might address the following issues.

You could base this on service user information, data, consultation and research or professional experience (e.g. comments and complaints).

(a) Equalities

Public Sector Equality Duty (PSED)

- to eliminate discrimination, harassment and victimisation;
- to advance equality of opportunity between different groups; and
- to foster good relations between different groups

Please explain any possible impact on meeting the Public Sector Equality Duty

It is acknowledged that there are negative impacts on a particular group of people as a result of these proposals as compared to the same group in previous years.

- young people in continuing education, training or unpaid employment post 16
- young people who achieve academic qualifications

Given the noted attainment gap between LAC and Care Leavers and the general population and the significantly higher number of Care Leavers who are NEET, then consideration may be given to the retention of the Participation Premium at this time, to continue to act as an incentive to engagement.

What work have you already done to improve the above?

Review of the decision to remove the qualification payment – the proposal now is to provide qualification payments at a lower rate.

Provide options for CYPS to consider in respect of the removal of the Participation Premium

Actions (to mitigate adverse impact or to address identified gaps in knowledge).

Review of the decision to remove the qualification payment – the proposal now is to provide qualification payments at a lower rate.

Proposal for consideration to be given to the following options –

- the Participation Premium to be retained within the Financial Policy
- the Participation Premium to be removed from Financial Policy from 1st April 2017 but retained for a transition period of no more than 4 months (the end of the 2017 academic year) to allow for young people to prepare for the reduction in income
- the Participation Premium to be removed from Financial Policy from 1st April 2017

(b) Reduce Social Exclusion and Poverty

Please explain any possible impact

Risks: The removal of the participation premium may act as a disincentive to young people accessing training/education.

The removal of the qualification payment may act as a disincentive to young people accessing training/education.

The removal of the participation premium will reduce the income of young people in education/training by £12.10 per week (term time only) which may increase financial hardship.

Maximum loss of income for a young person in education - £459.80 per year

Maximum loss of income for a young person in education/unpaid employment - £629.20 per year

What work have you already done to improve the above?

Review of the decision to remove the qualification payment – the proposal now is to provide qualification payments at a lower rate.

Provide options for CYPS to consider in respect of the removal of the Participation Premium

Actions (to mitigate adverse impact or to address identified gaps in knowledge).

The previous section summarises the potential impacts of the proposals and identifies the mechanisms by which any such impacts will be identified, monitored and minimised.

(c) Community Cohesion

Is the initiative likely to have an impact on Community Cohesion?

The policy is unlikely to have a significant impact on Community Cohesion. The new Policy is clearer in respect of what the LA has a legal and statutory duty to provide and the amounts. There is greater scope for discretionary support to be provided, including the provision of driving lessons to increase mobility and improve the employment options of young people.

Actions (to mitigate adverse impact or to address identified gaps in knowledge).

The previous section summarises the potential impacts of the proposals and identifies the mechanisms by which any such impacts will be identified, monitored and minimised.

What consultation and engagement has been undertaken (e.g. with the public and/or members of protected groups) to support the views in section 3 and 4?

Following the decision of Cabinet to approve consultation on the proposals for the updated Financial Policy a 60 day consultation period on the proposed policy took place from 8th November 2016. A detailed consultation plan was developed, to ensure that all stakeholders had the opportunity to comment, with particular consideration to current and future recipients of Route 16 Support.

In line with the Consultation Plan, Consultation Booklets were sent out to all identified stakeholders including the 190 young people open to Route 16. To date, no consultation booklets have been returned. Discussions with individual worker's indicate that the booklets have been received and support offered to complete them has been offered.

Consultations documents were also sent to professional stakeholders, including IRO Service, Looked After Children Education, Looked After Children Team, The Fostering Team and Dewis.

Three open access consultation sessions for professionals and young people were held across the Local Authority.

Any actions required (to mitigate adverse impact or to address identified gaps in knowledge)

With due regard to feedback (see below), a revised list of Qualification Payments has been provided for consideration. This will form an addendum to the Financial Policy if approved.

Assuming CYPE approve the proposed Policy, a letter confirming the changes will be sent out to all affected individuals to give them due notice of the changes prior to the Policy coming into effect on the 1st April 2017. I also respectfully request that participation allowance continues to be paid to those young people already in receipt of this payment until the end of this academic year (no later than 22nd July 2017) to allow them time to budget for the changes.

Section 6 – Post Consultation

What was the outcome of the consultation?

The only attendee was the Assistant Manager: Student Support (Student Services) representing NPTC Group.

Feedback provided on behalf of NPT and Afan Colleges. Feedback provided verbally at consultation session on the 28th November 2016 and transcribed from notes:

NPTC Group representative advised that, speaking as a representative of the college, she and her colleagues recognised that financial pressures on the Local Authority and the need to make continued savings, they felt that it would be inappropriate and punitive to withdraw the qualification rewards payments in their entirety. Representative noted that LAC and Care Leavers continue to achieve less well academically than their counterparts (put in reference) and that academic and vocational achievements are often made in spite of disadvantageous circumstances. The financial rewards provided by Route 16 are not only monetary payments but a recognition of these achievements, of the distance travelled by the young person and a symbol of our support.

Representative stated that they recognised that the current Qualification Payments needed to be revised as they were significantly above that which a 'normal family' would be able to provide. Representative suggested that the payments were retained but at a lower rate that would be more sustainable and reasonable given the current economic climate. This should also reduce the sense of indignation from young people who are coming through a system where a precedent has been set in terms of financial reward provision.

Given that no booklets have been returned, no contact made with the Team to raise any objections (directly or indirectly) and the lack of engagement with the open access consultation sessions, we can therefore assume there are no other matters of dissent.

Section 7 - Monitoring arrangements:

Please explain the arrangements in place (or those which will be put in place) to monitor the impact of this function, service, policy, procedure, strategy, plan or project:

Monitoring arrangements:

The policy will require review on an annual basis to ensure that it continues to meet the needs of the service and client group.

Actions: Review to be undertaken by Team Manager and due process followed should amendment or updating be required.

Section 8 – Outcomes:

Having completed sections 1-5, please indicate which of the outcomes listed below applies to your initiative (refer to guidance for further information on this section).

Outcome 1: Continue the initiative...

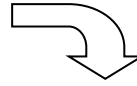
X

Outcome 2: Adjust the initiative...

X (see proposed
adjustments covered in the
body of the form)

Outcome 3: Justify the initiative...

Outcome 4: Stop and remove the initiative...



For outcome 3, detail the justification for proceeding here

Section 9 - Publication arrangements:

Information on the publication arrangements for equality impact assessments is available in the guidance notes

Action Plan:

Objective What are we going to do and why?	Who will be responsible for seeing it is done?	When will it be done by?	Outcome How will we know we have achieved our objective?	Progress
Policy to be implemented on 1st April 2017.	Route 16 Team manager subject to CYPE approval	1st April 2017	Policy will be in place	
Policy to be available on line and with the option of translation provided.	Route 16 Team Manager to forward to appropriate person	1st April 2017	Policy will be available on line	
Letters outlining changes to be sent out to all affected persons if required.	Route 16 Team Manager	1st March 2017	Letters will be sent out in good time to provide notice to young people impacted by changes	

*** Please remember to be ‘SMART’ when completing your action plan.**

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Children, Young People and Education Cabinet Board

26th January 2017

Report of the Head of Corporate Strategy and Democratic Services – Karen Jones

Matter for INFORMATION

Wards Affected: ALL

CHILDREN'S SERVICES ANNUAL STAFF SURVEY

Purpose of Report

1. To present the findings of the 2016 survey of the Children and Young People Workforce.

Background

2. As part of the improvement programme for Children and Young People Services, an annual staff survey has been introduced.

The survey provides an additional means for people working within the service to put forward their views about the environment within which they are working. The results, when considered alongside the range of other workforce data that has been developed over the period, provides a right insight into morale within the service and should be used to inform the next set of improvement actions.

Financial Impact

3. The survey has been administered in-house and there have been no additional financial impacts associated within this work. It is well evidenced that the ability to recruit and retain a sufficient, quality workforce has significant positive financial impacts on the Council's revenue budget.

Equality Impact Assessment

3. The social workforce is predominantly female so this work is important in identifying gender-based issues that may warrant attention. The survey also provides some data on other protected characteristics, although caution should be exercised in attempting more detailed breakdown by these groups as the numbers would be too small to draw inference. They can however, provide a useful insight that might suggest further investigations would be beneficial.

Workforce Impacts

4. Sustaining a sufficient, quality workforce is fundamental to the effective delivery of Children and Young People workforce. The survey offers an important opportunity for the voices of staff working within the service to be captured and considered as part of the improvement journey.

Legal Impacts

5. The Council has statutory duties to deliver effective social services functions. Sustaining the workforce is fundamental to the discharge of these legal duties.

Recommendation

6. That Members note the report.

Appendices

7. Children and Young People Services Moral & Retention Questionnaire

List of Background Papers

8. None

Officer Contact

9. Karen Jones, Head of Corporate Strategy and Democratic Services, tel no: 01639 763284 or email: k.jones3@npt.gov.uk

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Children and Young People Services Morale & Retention Questionnaire

Final Report

December 2016

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- 1.0 Introduction
- 2.0 Questionnaire objectives
- 3.0 Methodology
- 4.0 Responses
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- 6.0 Conclusions
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- Appendix 2 - Comparison of results from each year from 2012 to 2016
- Appendix 3 - Responses broken down by staff group/category
- Appendix 4 - Linear Responses – 3 biggest pressures
- Appendix 5 - Linear Responses – 3 biggest positives of your role
- Appendix 6 - Linear Responses – Additional Comments

1.0 Introduction

- 1.1 The 2016 annual Children and Young People Services (CYPS) staff survey has taken place. It offers information about the direction of travel in relation to staff retention and morale issues within the service.
- 1.2 The Communications and Engagement Strategy for 'Safer, Brighter Futures' (the Council's transformation priority programme for delivering better outcomes for Children and young People) has stipulated that this should be an annual survey.
- 1.3 This edition of the survey marks the completion of six years of information gathering in this area. The survey offers an instant picture at the time it was run, but its real value is in the comparison of the past five years of data which provides a good source of information about the service's improvement journey in relation to workforce issues and should be considered alongside the wider range of workforce information that has been developed over the period,

including the outcomes of staff supervision, appraisal, sickness absence and other statistical information, team meetings, all staff meetings and other information

- 1.4 This report looks at the responses for 2016 and compares the results year on year (since 2012) to determine if there is any evidence of improvement / decline in specific areas of the service.

2.0 Questionnaire objectives

The objectives of this questionnaire were to capture information relating to staff retention and morale in CYPS and highlight any factors which might have influenced these.

- 2.1 The purpose of the 2016 survey was:
- To track how things have changed since the 2012, 2013, 2014, 2015 surveys
 - To find out which areas are showing improvement and identify where further improvements are needed
 - To provide a picture of staff opinions to help us improve workforce issues and ultimately the service

3.0 Methodology

- 3.1 A self-completion questionnaire, originally developed in 2011 was made available via Objective, the Council's online consultation portal.
- 3.2 In order to maintain its impartiality, ownership of the questionnaire sits with Corporate Strategy and Democratic Services.
- 3.3 The link to complete the online survey was promoted through the Council's corporate staff newsletter 'In the Loop'. It was also emailed to CYPS staff from the Corporate Communications email address and cascaded to teams via CYPS Principal Officers (POs).
- 3.4 Staff were asked to complete and submit the questionnaire electronically and were guaranteed anonymity. An option for respondents to include their name and contact information was given for those who wished to speak in confidence to someone about their answers to the survey or any of the issues raised in it.

3.5 The Questionnaire

- 3.5.1 The questionnaire (see Appendix 1) contains a number of sections covering the following areas:
- Section 1 – Overall satisfaction & morale
 - Section 2 – The Council
 - Section 3 – My Team
 - Section 4 – Training and Development
 - Section 5 – Pay, Benefits and Recognition
 - Section 6 – Work Environment & Support

Section 7 – Communications within the service

Section 8 – Space for additional comments

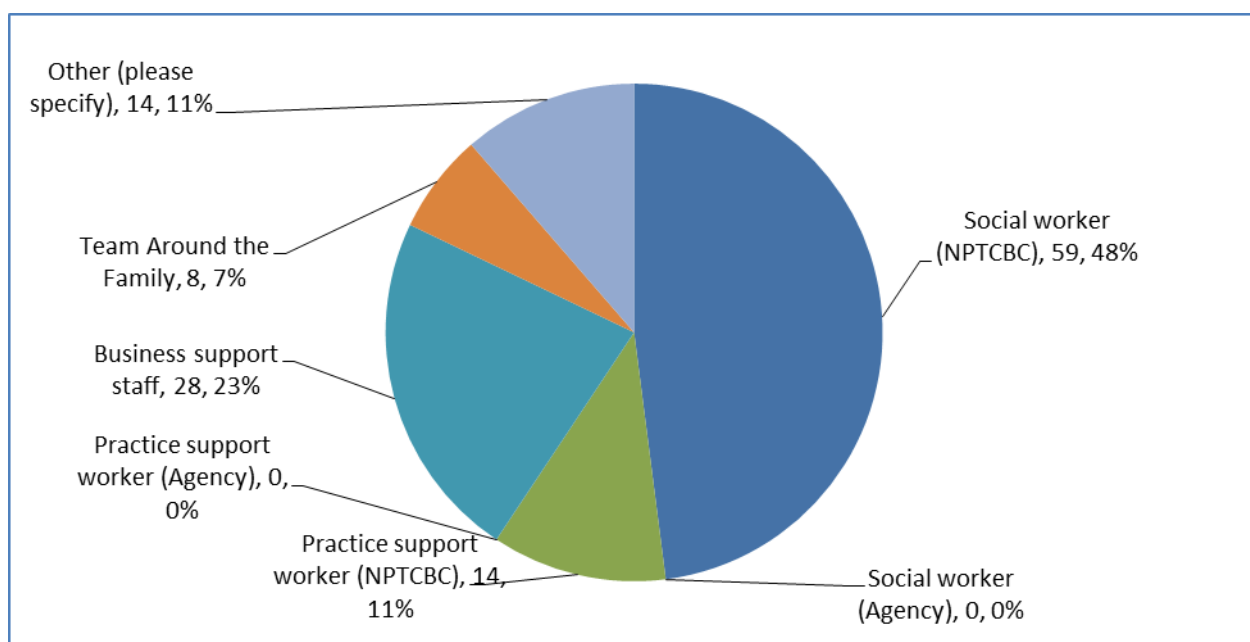
- 3.5.2 For most of the questions respondents were given a statement and asked to indicate whether they strongly agreed, agreed, disagreed, strongly disagreed or if they felt the question was not applicable or did not wish to answer.

3.6 Timing

- 3.6.1 An email from the Head of Children and Young People Services incorporating a link to the online survey, was sent to all staff on the 17th October 2016. Reminder emails were also sent to CYPS staff on 3rd and 10th November respectively. In addition, the link to complete the online survey was promoted through the Council's corporate staff newsletter 'In the Loop' on 31st October 2016.
- 3.6.2 The survey closed on Friday 18th November 2016.

4.0 Who answered the survey?

- 4.1 At the time of this report there are 268 staff working for CYPS (215 social care staff and 53 administrative staff)
- 4.2 A total of 121 completed and partially completed questionnaires were received that were admissible - a response rate of approximately 45.1%. There were a further 14 responses from staff who are not employed or located in the service (see 4.4 and 4.5).
- 4.3 The respondents can be categorised as follows:



- 4.4 Of those who placed themselves in the 'other' category 1 from the Conference Team, 1 Social Worker for Western Bay Adoption, 2 Principal Officers, 1 Quality

Assurance, 1 Education, 1 Young Persons Advisor – Route 16, 1 Fostering Team Manager and 2 IRO's.

4.5 A comparison between all of the responses from 2012 to 2016 can be found in Appendix 2, a breakdown of responses by staff group can be found in Appendix 3.

4.7 It is useful to note that in relation to the length of service, more than half (51%) of those who responded in 2016 have been with the Council for more than 5 years.

5.0 **Summary of Main Findings**

5.1 **Areas showing significant improvement**

5.1.1 The latest edition of the survey reaffirms some of the patterns that were detected in previous responses since 2012. However, there are a number of areas which have shown a marked improvement since 2012. The most notable improvements are:

In 2016...

• 81.82% strongly agreed or agreed with the statement 'I feel valued at work' compared with 76.13% in 2015 and 48.80% in 2012	↑ 33.02%
• 81.82% strongly agreed or agreed with the statement 'In my workplace, my general welfare is considered to be important' compared with 77.27% in 2015 and 57.00% in 2012	↑ 24.82%
• 70.25% strongly agreed or agreed with the statement 'In this Council, there are good career pathways available' compared with 64.78% in 2015 and 41.80% in 2012	↑ 28.45%
• 85.95% strongly agreed or agreed with the statement 'I feel I can approach senior management if I want to' compared with 81.81% in 2015 and 59.30% in 2012	↑ 26.65%
• 71.90% strongly agreed or agreed with the statement 'The council understands what is going on in our service' compared with 68.18% in 2015 and 45.40% in 2012	↑ 26.50%
• 88.43% strongly agreed or agreed with the statement 'I receive regular 1-2-1 supervision with my manager/supervisor' compared with 87.50% in 2015 and 55.80% in 2012	↑ 32.63%
• 82.64% strongly agreed or agreed with the statement 'There is someone at work who encourages my development' compared with 72.72% in 2015 and 56.50% in 2012	↑ 26.14%
• 85.12% strongly agreed or agreed with the statement 'I receive the training I need to effectively carry out my job' compared with 81.82% in 2015 and 51.70% in 2012	↑ 33.42%
• 59.50% strongly agreed or agreed with the statement 'I receive regular appraisals' compared with 39.77% in 2015 and 23.50% in 2012	↑ 36.00%
• 53.72% strongly agreed or agreed with the statement 'My appraisals help me in planning for the future' compared with 36.36% in 2015 and 27.10% in 2012	↑ 26.62%
• 79.34% strongly agreed or agreed with the statement 'I receive	↑ 26.62%

recognition for work well done' compared with 76.13% in 2015 and 53.00% in 2012	
• 86.78% strongly agreed or agreed with the statement 'My workload is manageable' compared with 73.86% in 2015 and 57.80% in 2012	↑ 28.98%
• 80.99% strongly agreed or agreed with the statement 'when dealing with difficult cases or information, I have access to the appropriate support or de-briefing' compared with 75.00% in 2015 and 57.80% in 2012	↑ 23.19%
• 83.47% strongly agreed or agreed with the statement 'I am kept up to date with changes in legislation and policies, which are relevant to how I carry out my job' compared with 81.82% in 2015 and 54.20% in 2012	↑ 29.27%
• 81.80% strongly agreed or agreed with the statement 'My views are asked for' compared with 78.41% in 2015 and 51.80% in 2012	↑ 29.19%

5.2 Areas showing a decline

5.2.1 Only one area has declined since 2012. This is as follows:

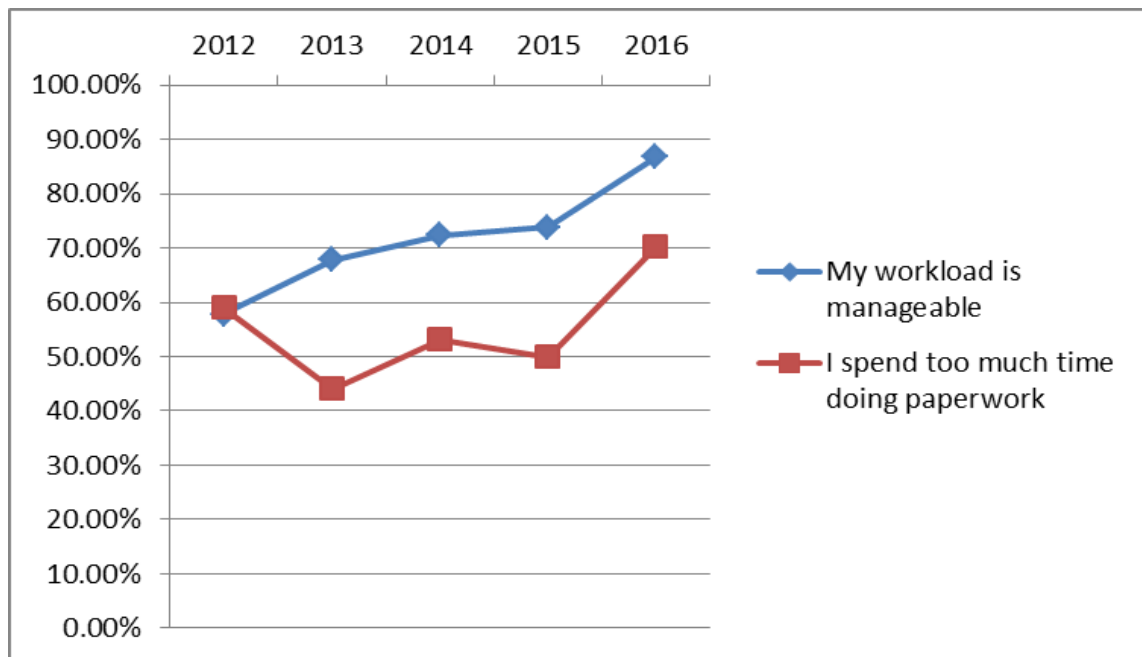
• 70.25% strongly agreed or agreed with the statement 'I spend too much time doing paperwork' compared with 50% in 2015 and 59.06% in 2012 (20.25% increase from 2015).	↑ 11.19%
---	-----------------

5.3 Workload

5.3.1 In 2012, responses indicated that **workload** was an issue of concern for staff. However, this is the area that has shown significant improvement over the past 5 surveys (an increase of 28.98% in those who strongly agreed or agreed in 2016 compared to 2012).

5.3.2 What is concerning this year and what appears to be at odds with "My workload is manageable" is the significant increase this year of "I spend too much time doing paperwork". Of the 85 respondents (70.25% of the total sample) who agreed or strongly agreed to the statement:

- 51 (86.44%) are Social Workers
- 10 (71.43%) are Practice Support Worker
- 7 (26.92%) are Business Support Staff
- 7 (87.50%) are Team Around the Family
- 10 (71.43%) were Other.



5.3.3 Of the 16 (13% of the total sample) respondents who still do not feel that their workload is manageable:

- 8 (13.56%) are Social Workers
- 3 (11.54%) are Business Support Staff
- 1 (12.5%) is Team Around the Family
- 4 (28.7%) Other.

5.3.4 Section 8 of the survey respondents were asked to list the 3 biggest pressures in their job. When pooling all of the responses, the top 3 were related to:

- 1st – Time (57 occurrences)
- 2nd – Paperwork (24 occurrences)
- 3rd – Caseload (12 occurrences)

5.3.5 Section 9 of the survey allowed respondents to list the 3 biggest positives in their job. When pooling all of the responses, the top 3 were related to:

- 1st – Team (66 occurrences)
- 2nd – Support (55 occurrences)
- 3rd – Management (41 occurrences)

5.4 Overall satisfaction and morale

5.4.1 In 2016...

- 93.39% of respondents indicated that they **enjoy their work**. A high percentage (84.30%) also agreed that their **job is fulfilling**.
- 80.00% of respondents feel that their **knowledge and skills are fully utilised**
- 95.14% of respondents feel their **job is important**.
- 81.82% feel **valued at work**.

- 5.4.2 81.82% agreed that in the workplace, their general welfare is considered important. Of these
- 51 were NPTCBC social workers (representing 86.44% of NPTCBC social workers who responded to this question)
 - 11 were NPTCBC PSWs (representing 78.57% of NPTCBC PSWs who responded to this question)
 - 16 were Business Support staff (representing 61.53% of Business Support staff who responded to this question)
 - 6 were TAF (75% of the TAF staff who responded to the question)
 - 8 were Other (57.14% of the other staff who responded to the question)
- 5.5 The Council
- 5.5.1 84.30% of the respondents feel that they are **kept informed about what is going on in the Council** and what it is trying to achieve. This is an improvement on 2012 of 9.9%. Since 2011 a number of measures have been introduced to improve communications within CYPS including:
- Weekly Children's Services Management Group Meetings
 - A dedicated CYPS Children's Improvement Plan area on the intranet
 - A 'Safer, Brighter Futures' area on the website
 - An annual Staff Development Day
 - Regular items in the Council's corporate staff newsletter 'In the Loop'
- 5.5.2 87.60% feel they know how their work contributes to the success or failure of the Council. This has also demonstrated an improvement since 2012.
- 5.5.3 70.25% agree that there are **good career pathways available in this Council**. Of these:
- 45 were NPTCBC social workers (representing 76.27% of the NPTCBC social workers who responded to this question)
 - 8 were NPTCBC PSWs (representing 57.14% of the NPTCBC PSWs who responded to this question)
 - 17 were Business Support Staff (representing 65.38% of the Business Support Staff who responded to this question)
- 5.5.4 However, almost a quarter (24.79%) disagree that there are good career pathways available in this Council.
- 5.5.5 85.95% agree that they feel **able to approach senior management if they want to**.
- 5.5.6 The majority of respondents (71.90%) feel that **the Council understands what is going on in their service** (this has shown a marked improvement since 2012).
- 5.5.7 In 2014 two new questions were added to the survey, 'I feel that the Director of Social Services, Health and Housing is accessible' and 'I feel that the Head of CYPS is accessible'. This year, 81.51% of respondents agree that the Director of Social Services, Health and Housing is accessible. 76.03% of respondents agree that the Head of CYPS is accessible.

5.6 My Team

- 5.6.1 On the whole responses to questions about teams were positive. 96.69% feel **trusted to do their job**, 85.95% agreed that on the whole **their team works well together**, 94.21% feel that **their manager always treats them with respect** and 86.78% feel that their **colleagues are committed to doing quality work**.
- 5.6.2 72.73% feel that if there is ever conflict amongst colleagues, management will address the issue (this has improved by 14.53% since 2012).

5.7 Training and Development

- 5.7.1 85.12% of respondents feel that they **receive the training** they need to effectively carry out their job and this was reflected in the additional comments, for example:
- 5.7.2 59.50% said that they receive **regular appraisals** (a significant improvement since 2012 of 36%) and 82.64% feel that there is someone in work who encourages their development.

5.8 Pay, Benefits and Recognition

- 5.8.1. 52.89% of the respondents feel that they **receive a fair wage** for the work they do compared with just 43.50% in 2012. Of these:
- 35 were NPTCBC Social Workers (representing 59.32% of NPTCBC Social Workers who responded to this question)
 - 4 were NPTCBC PSWs (representing 28.57% of NPTCBC PSWs who responded to this question)
 - 14 were Business Support Workers (representing 53.85% of Business Support Workers who responded to this question)
- 5.8.2 47.93% do not feel that there are **other benefits** (apart from pay) that they can access as a member of staff here. Of these:
- 22 were NPTCBC Social Workers (representing 37.29% of NPTCBC Social Workers who responded to this question)
 - 8 were NPTCBC PSWs (representing 57.14% of NPTCBC PSWs who responded to this question)
 - 3 were Business Support Workers (representing 11.53% of Business Support Workers who responded to this question)
- 5.8.3 85.12% of the respondents feel that they are **encouraged to show initiative**.

5.9 Work Environment & Support

5.9.1 81.82% of respondents agreed that they are satisfied with their **current working environment**.

5.9.2 80.99% of respondents feel that they have access to **support or de-briefing when dealing with difficult cases or information**. Of these:

- 50 were NPTCBC Social Workers (representing 84.75% of NPTCBC Social Workers who responded to this question)
- 13 were NPTCBC PSWs (representing 92.86% of NPTCBC PSWs who responded to this question)
- 15 were Business Support Workers (representing 57.69% of Business Support Workers who responded to this question)

However, only 7.44% did not feel that they could access such support as 11.57% felt that this question did not apply to them.

5.10 Communications within the service

5.10.1 When presented with the statement **I am kept informed of what's going on in my directorate** 83.47% of respondents agreed. This has improved since 2012 ↑ by 12.37%.

5.10.2 Over three quarters (76.86%) of the respondents feel that their **views are listened to**, only 14.05% disagreed with this statement.

5.10.3 There has been an increase (from 28.41% in 2015 to 40.5% in 2016) in the number of respondents who think that they **are not consulted about changes planned for the service before they happen**. This can be broken down to:

- NPTCBC Social Workers who disagreed/strongly disagreed increased by 6.52%
- Personal Support Workers who disagreed/strongly disagreed increased by 12.85%
- Business Support who disagreed/strongly disagreed increased by 20.05%
- In 2015, TAF was aggregated into Other so a comparison between 2015 and 2016 cannot be made, however, of the 8 respondents who identified themselves as working in the TAF team, 5 (62.50%) disagreed/strongly disagreed with the statement that they are consulted over changes planned for the service.
- Other increased by 20.78% over 2015 (would have included TAF)

5.11 Other Issues

5.11.1 Participants were invited to make additional comments as part of the survey. There were 18 respondents who completed this section. There were no discernible patterns of comment that merit inclusion within this report, other than a small number of comments directed at the adoption service. The previous survey indicated that there was some dissatisfaction with changes that had been introduced to the adoption service. Those results were produced shortly after a major service change which had resulted in the creation of the Western Bay Adoption Service. Following the survey further examination of the issues raised

was undertaken by senior managers and there is work in progress to address the matters that have been identified. This survey confirms that position.

6.0 Conclusions

6.1 In most of the areas that the survey focuses on, the year on year comparison paints a very encouraging picture. Even though there are still some areas for improvement since 2012, the general direction of travel is positive.

6.2 It is important to note, that there has been a significant improvement in 98% of the measures since 2012, however, there are a number of areas where responses have plateaued or are just below 2014 levels, namely:

• My job is fulfilling: 84.30% in 2016 compared to 89.78% in 2015 and 85.12% in 2014	↓ 5.48%
• I am kept informed about what is going on in the council and what it's trying to achieve: 84.30% in 2016 compared to 85.11% in 2015 and 85.11% in 2014	↓ 4.48%
• My colleagues are committed to doing quality work: 86.78% in 2016 compared to 94.31% in 2015 and 93.62% in 2014	↓ 7.53%
• I am kept informed about how well CYPS is performing: 82.64% in 2016 compared to 90.91% in 2015 and 85.11% in 2014.	↓ 8.27%

6.3 One area for improvement is ensuring that staff are engaged, consulted and involved with planned changes to the service. There was a 6.41% decline overall between 2015 and 2016, but when you look at the different team areas this decline increases to around 20% (not including the TAF results).

6.4 Management need to investigate why staff believe that they spend too much time completing paperwork (see 5.2.1), especially with Social Workers (87.44% agreed/strongly agreed) and Personal Support Workers (71.43% agreed/strongly agreed).

Staff Questionnaire

The aim of this questionnaire is to establish issues affecting staff retention & morale in Children & Young People Services.

Instructions

We will preserve your anonymity for this survey (unless you choose to leave contact details at the end). However, in order for the data to be useful we need to know what staff group you work in and your length of service.

What staff group do you work in?

- | | |
|----------------------------------|--------------------------|
| Social Worker (NPTCBC) | <input type="checkbox"/> |
| Social Worker (Agency) | <input type="checkbox"/> |
| Practice support worker (NPTCBC) | <input type="checkbox"/> |
| Practice support worker (Agency) | <input type="checkbox"/> |
| Business support staff | <input type="checkbox"/> |
| Other (please specify) | <input type="checkbox"/> |

What is your length of service?

- | | |
|----------------------|--------------------------|
| Up to 1 year | <input type="checkbox"/> |
| Between 1 - 3 years | <input type="checkbox"/> |
| Between 3 - 5 years | <input type="checkbox"/> |
| Between 5 - 10 years | <input type="checkbox"/> |
| Over 10 years | <input type="checkbox"/> |

Please complete the survey by clicking the boxes and pressing the 'submit' button.

If you wish to make any additional comments, please do so in the text box at the end of the questionnaire.

Thank you

Questionnaire

Key to employee ratings:

- 1 = Strongly agree
- 2 = Agree
- 3 = Disagree
- 4 = Strongly disagree
- 5 = Not applicable or do not wish to answer

1. Overall satisfaction & morale

I enjoy my work	1	2	3	4	5
My job is fulfilling	1	2	3	4	5
My knowledge and skills are fully utilised	1	2	3	4	5
I feel my job is important.	1	2	3	4	5
I feel valued at work	1	2	3	4	5
In my workplace, my general welfare is considered to be important	1	2	3	4	5
Concern is shown for my health and safety at work	1	2	3	4	5
This is a good Council to work for	1	2	3	4	5
At present, I am not looking for work outside this Council	1	2	3	4	5

2. The Council

I am kept informed about what's going on in the Council and what it is trying to achieve	1	2	3	4	5
I know how my work contributes to the success or failure of the Council.	1	2	3	4	5
In this Council, there are good career pathways available.	1	2	3	4	5
The Council understands what's going on in our service	1	2	3	4	5
I feel I can approach senior management if I want to	1	2	3	4	5
I feel that the Director of Social Services, Health and Housing is accessible	1	2	3	4	5
I feel that the Head of CYPS is accessible	1	2	3	4	5

3. My Team

I am trusted to do my job	1	2	3	4	5
Team meetings are held regularly	1	2	3	4	5
Team meetings are useful and productive	1	2	3	4	5

On the whole, my team works well together	1	2	3	4	5
My colleagues are committed to doing quality work	1	2	3	4	5
If there is ever conflict amongst colleagues, management will address the issue	1	2	3	4	5
My manager always treats me with respect	1	2	3	4	5
I receive regular one-to-one supervision with my manager/supervisor	1	2	3	4	5
I can ask for advice and support from my manager/supervisor	1	2	3	4	5

4. Training & Development

There is someone at work who encourages my development.	1	2	3	4	5
I receive the training I need to effectively carry out my job	1	2	3	4	5
I receive regular appraisals	1	2	3	4	5
My appraisals help me in planning for the future	1	2	3	4	5

5. Pay, benefits and recognition

I feel that I receive a fair wage for the work I do	1	2	3	4	5
Apart from my pay, there are other benefits I can access as a member of staff here	1	2	3	4	5
I feel that I am encouraged to show initiative	1	2	3	4	5
I receive recognition for work well done	1	2	3	4	5

In the box below, please list (in order of importance) what you think the 3 biggest pressures in your job are:

1 st
2 nd
3 rd

6. Work environment & support

I am satisfied with my current working environment	1	2	3	4	5
I have the tools, equipment & information to do my job	1	2	3	4	5
My fixed centre of work is about to change and I understand why this needs to happen	1	2	3	4	5
My fixed centre of work is about to change and I am comfortable with this	1	2	3	4	5
My work load is manageable	1	2	3	4	5
I spend too much time doing paperwork	1	2	3	4	5
When dealing with difficult cases or information, I have access to the appropriate support or de-briefing	1	2	3	4	5

7. Communications in the Service

I am kept informed of what's going on in my directorate	1	2	3	4	5
I am kept informed about how well Children & Young people Services is performing	1	2	3	4	5
I am kept up to date with changes in legislation and policies which are relevant to how I carry out my job	1	2	3	4	5
I know what is expected of me in my role	1	2	3	4	5
My views are asked for	1	2	3	4	5
My views are listened to	1	2	3	4	5
When changes are planned for my service, I am consulted about them first	1	2	3	4	5

If you wish to make any additional comments, please do so in the text box below:

--

If you would like to speak in confidence to someone more fully about your answers to this survey or any of the issues raised in it, please leave your name and telephone number / email and someone will contact you.

--

Thank you for your time

CYPS Staff Survey

Comparison of results from 2012 - 2016

Q		2012	2013	2014	2015	2016
	Response rate	93 (100%)	84 (100%)	94 (100%)	88 (100%)	121 (100%)

1	What staff group do you work in?	2012	2013	2014	2015	2016
	➤ Social worker (NPTCBC)	40 (43%)	30 (35.71%)	30 (31.91%)	39 (44.32%)	59 (48.76%)
	➤ Social worker (Agency)	5 (5.4%)	1 (1.19%)	1 (1.06%)	0 (0.00%)	0 (0.00%)
	➤ Practice support worker (NPTCBC)	14 (15.1%)	10 (11.90%)	14 (14.89%)	10 (11.36%)	14 (11.57%)
	➤ Practice support worker (Agency)	1 (1.1%)	0 (0.00%)	0 (0.00%)	1 (1.14%)	0 (0.00%)
	➤ Business support staff	33 (35.5%)	31 (36.90%)	29 (30.85%)	27 (30.68%)	26 (21.49%)
	➤ Other (please specify)	4 (4.3%)	12 (14.29%)	20 (21.28%)	11 (12.50%)	14 (11.57%)
	2016 breakdown of those who answered 'other': <ul style="list-style-type: none"> • Conference Team • Social Worker for Western Bay Adoption • Principal Officer Children's Services • Team Manager • Principal Officer • Quality Assurance • Education • Young Persons Advisor – Route 16 • Young Persons Advisor • Fostering Team manager • IRO 					

2	What is your length of service?	2012	2013	2014	2015	2016
	➤ Up to 1 year	28 (30.1%)	16 (19.05%)	9 (9.57%)	7 (7.95%)	15 (12.40%)
	➤ Between 1 - 3 years	7 (7.5%)	16 (19.05%)	23 (24.47%)	19 (21.59%)	23 (19.01%)
	➤ Between 3 - 5 years	13 (14%)	4 (4.76%)	9 (9.57%)	8 (9.09%)	21 (17.36%)
	➤ Between 5 - 10 years	21 (22.6%)	16 (19.05%)	22 (23.40%)	21 (23.86%)	21 (17.36%)
	➤ Over 10 years	24 (25.8%)	32 (38.10%)	31 (32.98%)	33 (37.50%)	41 (33.88%)

Overall satisfaction & morale

3	I enjoy my work	2012	2013	2014	2015	2016
	➤ Strongly agree	14 (16.3%)	34 (40.48%)	36 (38.30%)	34 (38.64%)	45 (37.19%)
	➤ Agree	56 (65.1%)	45 (53.57%)	52 (55.32%)	48 (54.55%)	68 (56.20%)
	Total strongly agree and/or agree	81.4%	94.05%	93.62%	93.19%	93.39%
	➤ Disagree	12 (14%)	4 (4.76%)	5 (5.32%)	3 (3.41%)	4 (3.31%)
	➤ Strongly disagree	1 (1.2%)	1 (1.19%)	1 (1.06%)	1 (1.14%)	2 (1.65%)
	➤ Do not wish to answer/ skipped Q	3 (3.5%)	0 (0.00%)	0 (0.00%)	2 (2.27%)	2 (1.65%)

4	My job is fulfilling	2012	2013	2014	2015	2016
	➤ Strongly agree	10 (11.6%)	26 (30.95%)	25 (26.60%)	23 (26.14%)	35 (28.93%)
	➤ Agree	49 (57%)	47 (55.95%)	55 (58.51%)	56 (63.64%)	67 (55.37%)
	Total strongly agree and/or agree	68.6%	86.90%	85.12%	89.78%	84.30%
	➤ Disagree	20 (23.3%)	8 (9.52%)	10 (10.64%)	5 (5.68%)	13 (10.74%)
	➤ Strongly disagree	4 (4.7%)	3 (3.57%)	3 (3.19%)	2 (2.27%)	3 (2.48%)
	➤ Do not wish to answer/ skipped Q	10 (3.4%)	0 (0.00%)	1 (1.06%)	2 (2.27%)	3 (2.48%)

5	My knowledge and skills are fully utilised	2012	2013	2014	2015	2016
	➤ Strongly agree	13 (15.1%)	23 (27.38%)	25 (26.60%)	22 (25.00%)	32 (26.67%)
	➤ Agree	41 (47.7%)	36 (42.86%)	49 (52.13%)	51 (57.95%)	64 (53.33%)
	Total strongly agree and/or agree	62.8%	70.24%	78.72%	82.95%	80.00%
	➤ Disagree	25 (29.1%)	22 (26.19%)	14 (14.89%)	9 (10.23%)	18 (15.00%)
	➤ Strongly disagree	6 (7%)	3 (3.57%)	4 (4.26%)	4 (4.55%)	1 (0.83%)
	➤ Do not wish to answer/ skipped Q	1 (1.2%)	0 (0.00%)	2 (2.13%)	2 (2.27%)	5 (4.17%)

6	I feel my job is important	2012	2013	2014	2015	2016
	➤ Strongly agree	28 (32.6%)	42 (50.00%)	48 (51.06%)	48 (54.55%)	65 (53.72%)
	➤ Agree	54 (62.8%)	39 (46.43%)	44 (46.81%)	35 (39.77%)	50 (41.32%)
	Total strongly agree and/or agree	95.4%	96.43%	97.87%	94.32%	95.14%
	➤ Disagree	4 (4.7%)	2 (2.38%)	2 (2.13%)	1 (1.14%)	5 (4.13%)
	➤ Strongly disagree	0 (0.00%)	0 (0.00%)	0 (0.00%)	2 (2.27%)	0 (0.00%)
	➤ Do not wish to answer / skipped Q	0 (0.00%)	1 (1.19%)	0 (0.00%)	2 (2.27%)	1 (0.83%)

7	I feel valued at work	2012	2013	2014	2015	2016
	➤ Strongly agree	8 (9.3%)	18 (21.43%)	19 (20.21%)	24 (27.27%)	38 (31.40%)
	➤ Agree	34 (39.5%)	42 (50.00%)	46 (48.94%)	43 (48.86%)	61 (50.41%)
	Total strongly agree and/or agree	48.8%	71.43%	69.15%	76.13%	81.82%
	➤ Disagree	23 (26.7%)	19 (22.62%)	18 (19.15%)	13 (14.77%)	14 (11.57%)
	➤ Strongly disagree	13 (15.1%)	4 (4.76%)	8 (8.51%)	6 (6.82%)	3 (2.48%)
	➤ Do not wish to answer/ skipped Q	8 (9.3%)	1 (1.19%)	3 (3.19%)	2 (2.27%)	5 (4.13%)

8	In my workplace, my general welfare is considered to be important	2012	2013	2014	2015	2016
	➤ Strongly agree	8 (9.3%)	15 (17.86%)	19 (20.21%)	27 (30.68%)	34 (28.10%)
	➤ Agree	41 (47.7%)	44 (52.38%)	50 (53.19%)	41 (46.59%)	65 (53.72%)
	Total strongly agree and/or agree	57.0%	70.24%	73.40%	77.27%	81.82%
	➤ Disagree	24 (27.9%)	17 (20.24%)	18 (19.15%)	12 (13.64%)	11 (9.09%)
	➤ Strongly disagree	5 (5.8%)	5 (5.95%)	5 (5.32%)	4 (4.55%)	7 (5.79%)
	➤ Do not wish to answer/ skipped Q	8 (9.3%)	3 (3.57%)	2 (2.13%)	4 (4.55%)	4 (3.31%)

9	Concern is shown for my health and safety at work					
		2012	2013	2014	2015	2016
	➤ Strongly agree	8 (9.3%)	16 (19.05%)	20 (21.28%)	23 (26.14%)	36 (29.75%)
	➤ Agree	42 (48.8%)	42 (50.00%)	52 (55.32%)	51 (57.95%)	65 (53.72%)
	Total strongly agree and/or agree	58.1%	69.05%	76.60%	84.09%	83.47%
	➤ Disagree	24 (27.9%)	18 (21.43%)	15 (15.96%)	6 (6.82%)	9 (7.44%)
	➤ Strongly disagree	7 (8.1%)	5 (5.95%)	6 (6.38%)	3 (3.41%)	6 (4.96%)
	➤ Do not wish to answer/ skipped Q	5 (5.8%)	3 (3.57%)	1 (1.06%)	5 (5.68%)	5 (4.13%)

The Council

10	This is a good Council to work for					
		2012	2013	2014	2015	2016
	➤ Strongly agree	7 (8.1%)	12 (14.29%)	17 (18.09%)	22 (25.00%)	45 (38.14%)
	➤ Agree	43 (50%)	46 (54.76%)	59 (62.77%)	56 (63.64%)	61 (50.41%)
	Total strongly agree and/or agree	58.1%	69.05%	80.85%	88.64%	87.60%
	➤ Disagree	22 (25.6%)	12 (14.29%)	5 (5.32%)	2 (2.27%)	2 (1.65%)
	➤ Strongly disagree	4 (4.7%)	5 (5.95%)	3 (3.19%)	2 (2.27%)	4 (3.31%)
	➤ Do not wish to answer/ skipped Q	10 (11.6%)	9 (10.71%)	10 (10.64%)	6 (6.82%)	9 (7.44%)

11	At present, I am not looking for work outside this Council					
		2012	2013	2014	2015	2016
	➤ Strongly agree	17 (19.8%)	20 (23.81%)	33 (35.11%)	39 (44.32%)	54 (44.63%)
	➤ Agree	40 (46.5%)	33 (39.29%)	35 (37.23%)	28 (31.82%)	41 (33.88%)
	Total strongly agree and/or agree	66.3%	63.10%	72.34%	76.14%	78.51%
	➤ Disagree	16 (18.6%)	11 (13.10%)	13 (13.83%)	10 (11.36%)	10 (8.26%)
	➤ Strongly disagree	5 (5.8%)	7 (8.33%)	7 (7.45%)	5 (5.68%)	9 (7.44%)
	➤ Do not wish to answer/ skipped Q	8 (9.3%)	13 (15.48%)	6 (6.38%)	6 (6.82%)	7 (5.79%)

12	I am kept informed about what is going on in the Council and what it is trying to achieve					
		2012	2013	2014	2015	2016
	➤ Strongly agree	8 (9.3%)	11 (13.10%)	18 (19.15%)	22 (25.00%)	26 (21.49%)
	➤ Agree	56 (65.1%)	47 (55.95%)	62 (65.96%)	56 (63.64%)	76 (62.81%)
	Total strongly agree and/or agree	74.4%	69.05%	85.11%	88.64%	84.30%
	➤ Disagree	17 (19.8%)	20 (23.81%)	11 (11.70%)	3 (3.41%)	13 (10.74%)
	➤ Strongly disagree	4 (4.7%)	4 (4.76%)	1 (1.06%)	1 (1.14%)	5 (4.13%)
	➤ Do not wish to answer/ skipped Q	1 (1.2%)	2 (2.38%)	2 (2.13%)	6 (6.82%)	1 (0.83%)

13	I know how my work contributes to the success or failure of the Council					
		2012	2013	2014	2015	2016
	➤ Strongly agree	7 (8.1%)	17 (20.24%)	22 (23.40%)	19 (21.59%)	37 (30.58%)
	➤ Agree	56 (65.1%)	46 (54.76%)	51 (54.26%)	57 (64.77%)	69 (57.02%)
	Total strongly agree and/or agree	73.2%	75.00%	77.66%	86.36%	87.60%
	➤ Disagree	18 (20.9%)	17 (20.24%)	14 (14.89%)	9 (10.23%)	10 (8.26%)
	➤ Strongly disagree	1 (1.2%)	3 (3.57%)	2 (2.13%)	0 (0.00%)	3 (2.48%)
	➤ Do not wish to answer skipped Q	4 (4.7%)	1 (1.19%)	5 (5.32%)	3 (3.41%)	2 (1.65%)

14	In this Council, there are good career pathways available					
		2012	2013	2014	2015	2016
	➤ Strongly agree	7 (8.1%)	4 (4.76%)	7 (7.45%)	12 (13.64%)	17 (14.05%)
	➤ Agree	29 (33.7%)	35 (41.67%)	46 (48.94%)	45 (51.14%)	68 (56.20%)
	Total strongly agree and/or agree	41.8%	46.43%	56.38%	64.78%	70.25%
	➤ Disagree	37 (43%)	26 (30.95%)	19 (20.21%)	12 (13.64%)	21 (17.36%)
	➤ Strongly disagree	5 (5.8%)	11 (13.10%)	10 (10.64%)	9 (10.23%)	9 (7.44%)
	➤ Do not wish to answer/ skipped Q	8 (9.3%)	8 (9.52%)	12 (12.77%)	10 (11.36%)	6 (4.96%)

15	I feel I can approach senior management if I want to					
		2012	2013	2014	2015	2016
	➤ Strongly agree	12 (14%)	17 (20.24%)	31 (32.98%)	29 (32.95%)	41 (33.88%)
	➤ Agree	39 (45.3%)	45 (53.57%)	43 (45.74%)	43 (48.86%)	63 (52.07%)
	Total strongly agree and/or agree	59.3%	73.81%	78.72%	81.81%	85.95%
	➤ Disagree	21 (24.4%)	13 (15.48%)	9 (9.57%)	5 (5.68%)	6 (4.96%)
	➤ Strongly disagree	6 (7%)	4 (4.76%)	10 (10.64%)	6 (6.82%)	9 (7.44%)
	➤ Do not wish to answer/ skipped Q	8 (9.3%)	5 (5.95%)	1 (1.06%)	5 (5.68%)	2 (1.65%)

16	The council understands what is going on in our service					
		2012	2013	2014	2015	2016
	➤ Strongly agree	6 (7%)	4 (4.76%)	8 (8.51%)	11 (12.50%)	20 (16.53%)
	➤ Agree	33 (38.4%)	38 (45.24%)	55 (58.51%)	49 (55.68%)	67 (55.37%)
	Total strongly agree and/or agree	45.4%	50.00%	67.02%	68.18%	71.90%
	➤ Disagree	28 (32.6%)	27 (32.14%)	20 (21.28%)	9 (10.23%)	21 (17.36%)
	➤ Strongly disagree	7 (8.1%)	7 (8.33%)	7 (7.45%)	6 (6.82%)	4 (3.31%)
	➤ Do not wish to answer/ skipped Q	12 (14%)	8 (9.52%)	4 (4.26%)	13 (14.77%)	9 (7.44%)

New	I feel that the Director of Social Services Health and Housing is accessible					
		2012	2013	2014	2015	2016
	➤ Strongly agree	n/a	n/a	22 (23.40%)	18 (20.45%)	32 (26.89%)
	➤ Agree	n/a	n/a	51 (54.26%)	52 (59.09%)	65 (54.62%)
	Total strongly agree and/or agree	n/a	n/a	77.66%	79.54%	81.51%
	➤ Disagree	n/a	n/a	11 (11.70%)	5 (5.68%)	11 (9.24%)
	➤ Strongly disagree	n/a	n/a	5 (5.32%)	2 (2.27%)	6 (5.04%)
	➤ Do not wish to answer/ skipped Q	n/a	n/a	5 (5.32%)	11 (12.50%)	5 (4.20%)

New	I feel that the Head of CYPS is accessible					
		2012	2013	2014	2015	2016
	➤ Strongly agree	n/a	n/a	20 (21.28%)	16 (18.18%)	37 (30.58%)
	➤ Agree	n/a	n/a	46 (48.94%)	51 (57.95%)	55 (45.45%)
	Total strongly agree and/or agree	n/a	n/a	70.22%	76.13%	76.03%
	➤ Disagree	n/a	n/a	11 (11.70%)	6 (6.82%)	15 (12.40%)
	➤ Strongly disagree	n/a	n/a	8 (8.51%)	3 (3.41%)	4 (3.31%)
	➤ Do not wish to answer/ skipped Q	n/a	n/a	9 (9.57%)	12 (13.64%)	10 (8.26%)

My Team

17	I am trusted to do my job	2012	2013	2014	2015	2016
	➤ Strongly agree	20 (23.3%)	35 (41.67%)	48 (51.06%)	39 (44.32%)	61 (50.41%)
	➤ Agree	50 (58.1%)	44 (52.38%)	39 (41.49%)	44 (50.00%)	56 (46.28%)
	Total strongly agree and/or agree	81.4%	94.05%	92.55%	94.32%	96.69%
	➤ Disagree	13 (15.1%)	4 (4.76%)	4 (4.26%)	2 (2.27%)	1 (0.83%)
	➤ Strongly disagree	2 (2.3%)	0 (0.00%)	2 (2.13%)	1 (1.14%)	0 (0.00%)
	➤ Do not wish to answer/ skipped Q	1 (1.2%)	1 (1.19%)	1 (1.06%)	3 (3.41%)	3 (2.48%)

18	Team meeting are held regularly	2012	2013	2014	2015	2016
	➤ Strongly agree	15 (17.4%)	26 (30.95%)	29 (30.85%)	27 (30.68%)	46 (38.02%)
	➤ Agree	50 (58.1%)	36 (42.86%)	46 (48.94%)	46 (52.27%)	61 (50.41%)
	Total strongly agree and/or agree	75.5%	73.81%	79.79%	82.95%	88.43%
	➤ Disagree	16 (18.6%)	10 (11.90%)	7 (7.45%)	8 (9.09%)	7 (5.79%)
	➤ Strongly disagree	3 (3.5%)	11 (13.10%)	6 (6.38%)	5 (5.68%)	3 (2.48%)
	➤ Do not wish to answer/ skipped Q	2 (2.3%)	1 (1.19%)	6 (6.38%)	2 (2.27%)	4 (3.31%)

19	Team meetings are useful and productive	2012	2013	2014	2015	2016
	➤ Strongly agree	11 (12.8%)	22 (26.19%)	22 (23.40%)	17 (19.32%)	33 (27.27%)
	➤ Agree	52 (60.5%)	42 (50.00%)	44 (46.81%)	55 (62.50%)	64 (52.89%)
	Total strongly agree and/or agree	73.3%	76.19%	70.21%	81.82%	80.17%
	➤ Disagree	17 (19.8%)	8 (9.52%)	18 (19.15%)	8 (9.09%)	13 (10.74%)
	➤ Strongly disagree	1 (1.2%)	6 (7.14%)	4 (4.26%)	1 (1.14%)	6 (4.96%)
	➤ Do not wish to answer/ skipped Q	5 (5.8%)	6 (7.14%)	6 (6.38%)	7 (7.95%)	5 (4.13%)

20	On the whole, my team works well together	2012	2013	2014	2015	2016
	➤ Strongly agree	21 (24.4%)	37 (44.05%)	39 (41.49%)	42 (47.73%)	48 (39.67%)
	➤ Agree	47 (54.7%)	38 (45.24%)	50 (53.19%)	38 (43.18%)	56 (46.28%)
	Total strongly agree and/or agree	79.1%	89.29%	94.68%	90.91%	85.95%
	➤ Disagree	11 (12.8%)	5 (5.95%)	1 (1.06%)	5 (5.68%)	5 (4.13%)
	➤ Strongly disagree	2 (2.3%)	4 (4.76%)	1 (1.06%)	1 (1.14%)	4 (3.31%)
	➤ Do not wish to answer/ skipped Q	5 (5.8%)	0 (0.00%)	3 (3.19%)	2 (2.27%)	8 (6.61%)

21	My colleagues are committed to doing quality work	2012	2013	2014	2015	2016
	➤ Strongly agree	28 (32.6%)	39 (46.43%)	49 (52.13%)	43 (48.86%)	63 (52.07%)
	➤ Agree	43 (50%)	39 (46.43%)	39 (41.49%)	40 (45.45%)	42 (34.71%)
	Total strongly agree and/or agree	82.6%	92.86%	93.62%	94.31%	86.78%
	➤ Disagree	4 (4.7%)	5 (5.95%)	2 (2.13%)	0 (0.00%)	4 (3.31%)
	➤ Strongly disagree	1 (1.2%)	1 (1.19%)	0 (0.00%)	0 (0.00%)	6 (4.96%)
	➤ Do not wish to answer/ skipped Q	10 (11.6%)	0 (0.00%)	4 (4.26%)	5 (5.68%)	6 (4.96%)

22	If there is ever conflict amongst colleagues, management will address the issue	2012	2013	2014	2015	2016
	➤ Strongly agree	9 (10.5%)	22 (26.19%)	24 (25.53%)	25 (28.41%)	38 (31.40%)
	➤ Agree	41 (47.7%)	30 (35.71%)	47 (50.00%)	42 (47.73%)	50 (41.32%)
	Total strongly agree and/or agree	58.2%	61.90%	75.53%	76.14%	72.73%
	➤ Disagree	25 (29.1%)	15 (17.86%)	12 (12.77%)	5 (5.68%)	18 (14.88%)
	➤ Strongly disagree	4 (4.7%)	6 (7.14%)	5 (5.32%)	5 (5.68%)	7 (5.79%)
	➤ Do not wish to answer/ skipped Q	12 (16.0%)	7 (8.1%)	11 (13.10%)	6 (6.38%)	8 (6.61%)

23	My manager always treats me with respect					
		2012	2013	2014	2015	2016
	➤ Strongly agree	27 (31.4%)	34 (40.48%)	40 (42.55%)	44 (50.00%)	69 (57.02%)
	➤ Agree	43 (50%)	36 (42.86%)	37 (39.36%)	36 (40.91%)	45 (37.19%)
	Total strongly agree and/or agree	81.4%	83.34%	81.91%	90.91%	94.21%
	➤ Disagree	4 (4.7%)	4 (4.76%)	4 (4.26%)	4 (4.55%)	1 (0.83%)
	➤ Strongly disagree	4 (4.7%)	1 (1.19%)	10 (10.64%)	1 (1.14%)	2 (1.65%)
	➤ Do not wish to answer/ skipped Q	8 (9.3%)	9 (10.71%)	3 (3.19%)	3 (3.41%)	4 (3.31%)

24	I receive regular one-to-one supervision with my manager/supervisor					
		2012	2013	2014	2015	2016
	➤ Strongly agree	17 (19.8%)	25 (29.76%)	30 (31.91%)	39 (44.32%)	63 (52.07%)
	➤ Agree	31 (36%)	29 (34.52%)	38 (40.43%)	38 (43.18%)	44 (36.36%)
	Total strongly agree and/or agree	55.8%	64.28%	72.34%	87.50%	88.43%
	➤ Disagree	22 (25.6%)	16 (19.05%)	17 (18.09%)	5 (5.68%)	6 (4.96%)
	➤ Strongly disagree	12 (14%)	12 (14.29%)	7 (7.45%)	5 (5.68%)	2 (1.65%)
	➤ Do not wish to answer/ skipped Q	4 (4.7%)	2 (2.38%)	2 (2.13%)	1 (1.14%)	6 (4.96%)

25	I can ask for advice and support from my manager/supervisor					
		2012	2013	2014	2015	2016
	➤ Strongly agree	31 (36%)	40 (47.62%)	41 (43.62%)	44 (50.00%)	71 (58.68%)
	➤ Agree	43 (50%)	34 (40.48%)	36 (38.30%)	37 (42.05%)	41 (33.88%)
	Total strongly agree and/or agree	86%	88.10%	81.92%	92.05%	92.56%
	➤ Disagree	6 (7%)	3 (3.57%)	5 (5.32%)	3 (3.41%)	1 (0.83%)
	➤ Strongly disagree	1 (1.2%)	4 (4.76%)	6 (6.38%)	1 (1.14%)	4 (3.31%)
	➤ Do not wish to answer/ skipped Q	5 (5.8%)	3 (3.57%)	6 (6.38%)	3 (3.41%)	4 (3.31%)

Training and Development

26	There is someone at work who encourages my development					
		2012	2013	2014	2015	2016
	➤ Strongly agree	12 (14.1%)	18 (21.43%)	18 (19.15%)	24 (27.27%)	46 (38.02%)
	➤ Agree	36 (42.4%)	30 (35.71%)	49 (52.13%)	40 (45.45%)	54 (44.63%)
	Total strongly agree and/or agree	56.5%	57.14%	71.28%	72.72%	82.64%
	➤ Disagree	28 (32.9%)	25 (29.76%)	12 (12.77%)	18 (20.45%)	13 (10.74%)
	➤ Strongly disagree	3 (3.5%)	6 (7.14%)	4 (4.26%)	4 (4.55%)	4 (3.31%)
	➤ Do not wish to answer/ skipped Q	6 (7.1%)	5 (5.95%)	11 (11.70%)	2 (2.27%)	4 (3.31%)

27	I receive the training I need to effectively carry out my job					
		2012	2013	2014	2015	2016
	➤ Strongly agree	7 (8.2%)	12 (14.29%)	13 (13.83%)	20 (22.73%)	43 (35.54%)
	➤ Agree	37 (43.5%)	41 (48.81%)	58 (61.70%)	52 (59.09%)	60 (49.59%)
	Total strongly agree and/or agree	51.7%	63.10%	75.53%	81.82%	85.12%
	➤ Disagree	33 (38.8%)	21 (25.00%)	16 (17.02%)	9 (10.23%)	11 (9.09%)
	➤ Strongly disagree	4 (4.7%)	4 (4.76%)	1 (1.06%)	3 (3.41%)	3 (2.48%)
	➤ Do not wish to answer/ skipped Q	4 (4.7%)	6 (7.14%)	6 (6.38%)	4 (4.55%)	4 (3.31%)

28	I receive regular appraisals					
		2012	2013	2014	2015	2016
	➤ Strongly agree	3 (3.5%)	6 (7.14%)	5 (5.32%)	11 (12.50%)	30 (24.79%)
	➤ Agree	17 (20%)	23 (27.38%)	31 (32.98%)	24 (27.27%)	42 (34.71%)
	Total strongly agree and/or agree	23.5%	34.52%	38.30%	39.77%	59.50%
	➤ Disagree	35 (41.2%)	28 (33.33%)	29 (30.85%)	23 (26.14%)	22 (18.18%)
	➤ Strongly disagree	20 (23.5%)	15 (17.86%)	22 (23.40%)	20 (22.73%)	13 (10.74%)
	➤ Do not wish to answer/ skipped Q	10 (11.8%)	12 (14.29%)	7 (7.45%)	10 (11.36%)	14 (11.57%)

29	My appraisals help me in planning for the future					
		2012	2013	2014	2015	2016
	➤ Strongly agree	4 (4.7%)	6 (7.14%)	5 (5.32%)	11 (12.50%)	22 (18.18%)
	➤ Agree	19 (22.4%)	24 (28.57%)	30 (31.91%)	21 (23.86%)	43 (35.54%)
	Total strongly agree and/or agree	27.1%	35.71%	37.23 %	36.36%	53.72%
	➤ Disagree	29 (34.1%)	18 (21.43%)	20 (21.28%)	19 (21.59%)	22 (18.18%)
	➤ Strongly disagree	10 (11.8%)	10 (11.90%)	14 (14.89%)	9 (10.23%)	9 (7.44%)
	➤ Do not wish to answer/ skipped Q	23 (27.1%)	26 (30.95%)	25 (26.60%)	28 (31.82%)	25 (20.66%)

Pay, benefits and recognition

30	I feel that I receive a fair wage for the work I do					
		2012	2013	2014	2015	2016
	➤ Strongly agree	2 (2.4%)	5 (5.95%)	5 (5.32%)	7 (7.95%)	9 (7.44%)
	➤ Agree	34 (41%)	42 (50.00%)	40 (42.55%)	36 (40.91%)	55 (45.45%)
	Total strongly agree and/or agree	43.5%	55.95%	47.87%	48.86%	52.89%
	➤ Disagree	34 (41%)	23 (27.38%)	27 (28.72%)	26 (29.55%)	37 (30.58%)
	➤ Strongly disagree	15 (18.1%)	9 (10.71%)	13 (13.83%)	10 (11.36%)	16 (13.22%)
	➤ Do not wish to answer/ skipped Q	1 (1.2%)	5 (5.95%)	9 (9.57%)	9 (10.23%)	4 (3.31%)

31	Apart from my pay, there are other benefits I can access as a member of staff here					
		2012	2013	2014	2015	2016
	➤ Strongly agree	1 (1.2%)	2 (2.38%)	3 (3.19%)	6 (6.82%)	9 (7.44%)
	➤ Agree	29 (34.9%)	25 (29.76%)	36 (38.30%)	35 (39.77%)	54 (44.63%)
	Total strongly agree and/or agree	36.1%	32.14%	41.49%	46.59%	52.07%
	➤ Disagree	42 (50.6%)	35 (41.67%)	33 (35.11%)	27 (30.68%)	30 (24.79%)
	➤ Strongly disagree	4 (4.8%)	12 (14.29%)	10 (10.64%)	9 (10.23%)	9 (7.44%)
	➤ Do not wish to answer/ skipped Q	7 (8.4%)	10 (11.90%)	12 (12.76%)	11 (12.50%)	19 (15.70%)

32	I feel that I am encouraged to show initiative					
		2012	2013	2014	2015	2016
	➤ Strongly agree	9 (10.8%)	15 (17.86%)	13 (13.83%)	16 (18.18%)	35 (28.93%)
	➤ Agree	43 (51.8%)	47 (55.95%)	53 (56.38%)	61 (69.32%)	68 (56.20%)
	Total strongly agree and/or agree	62.6%	73.81%	70.21%	87.50%	85.12%
	➤ Disagree	25 (30.1%)	13 (15.48%)	13 (13.83%)	4 (4.55%)	10 (8.26%)
	➤ Strongly disagree	2 (2.4%)	4 (4.76%)	4 (4.26%)	3 (3.41%)	1 (0.83%)
	➤ Do not wish to answer/ skipped Q	4 (4.8%)	5 (5.95%)	11 (11.70%)	4 (4.55%)	7 (5.79%)

33	I receive recognition for work well done					
		2012	2013	2014	2015	2016
	➤ Strongly agree	6 (7.2%)	13 (15.48%)	18 (19.15%)	16 (18.18%)	33 (27.27%)
	➤ Agree	38 (45.8%)	41 (48.81%)	48 (51.06%)	51 (57.95%)	63 (52.07%)
	Total strongly agree and/or agree	53.0%	64.29%	70.21%	76.13%	79.34%
	➤ Disagree	29 (34.9%)	19 (22.62%)	13 (13.83%)	10 (11.36%)	12 (9.92%)
	➤ Strongly disagree	5 (6%)	7 (8.33%)	6 (6.38%)	6 (6.82%)	7 (5.79%)
	➤ Do not wish to answer/ skipped Q	5 (6%)	4 (4.76%)	9 (9.57%)	5 (5.68%)	6 (4.96%)

34	Please list (in order of importance), what you think the 3 biggest pressures in your job are
	See Linear responses (Appendix 4)

Work environment and support

35	I am satisfied with my current working environment					
		2012	2013	2014	2015	2016
	➤ Strongly agree	13 (15.7%)	13 (15.48%)	20 (21.28%)	26 (29.55%)	32 (26.45%)
	➤ Agree	45 (54.2%)	45 (53.57%)	47 (50.00%)	52 (59.09%)	67 (55.37%)
	Total strongly agree and/or agree	69.9%	69.05%	71.28%	88.64%	81.82%
	➤ Disagree	19 (22.9%)	19 (22.62%)	15 (15.96%)	1 (1.14%)	15 (12.40%)
	➤ Strongly disagree	5 (6%)	5 (5.95%)	11 (11.70%)	6 (6.82%)	7 (5.79%)
	➤ Do not wish to answer/ skipped Q	1 (1.2%)	2 (2.38%)	1 (1.06%)	3 (3.41%)	0 (0.00%)

36	I have the tools, equipment and information to do my job					
		2012	2013	2014	2015	2016
	➤ Strongly agree	11 (13.3%)	12 (14.29%)	24 (25.53%)	18 (20.45%)	34 (28.10%)
	➤ Agree	45 (54.2%)	47 (55.95%)	51 (54.26%)	59 (67.05%)	65 (53.72%)
	Total strongly agree and/or agree	67.5%	70.24%	79.79%	87.50%	81.82%
	➤ Disagree	24 (28.9%)	18 (21.43%)	13 (13.83%)	10 (11.36%)	13 (10.74%)
	➤ Strongly disagree	0	4 (4.76%)	3 (3.19%)	0 (0.00%)	5 (4.13%)
	➤ Do not wish to answer/ skipped Q	3 (3.6%)	3 (3.57%)	3 (3.19%)	1 (1.14%)	4 (3.31%)

37	My fixed centre of work has changed in the last year and I understand why this needed to happen					
		2012	2013	2014	2015	2016
	➤ Strongly agree	9 (10.8%)	2 (2.38%)	14 (14.89%)	2 (2.27%)	N/A
	➤ Agree	43 (51.8%)	8 (9.52%)	22 (23.40%)	13 (14.77%)	N/A
	Total strongly agree and/or agree	62.6%	11.90%	38.30%	17.04%	N/A
	➤ Disagree	7 (8.4%)	11 (13.10%)	4 (4.26%)	7 (7.95%)	N/A
	➤ Strongly disagree	0	2 (2.38%)	1 (1.06%)	3 (3.41%)	N/A
	➤ Does not apply / Do not wish to answer/ skipped Q	24 (28.9%)	61 (72.62%)	53 (56.38%)	63 (71.59%)	N/A

38	My fixed centre of work has changed in the last year and I am comfortable with this					
		2012	2013	2014	2015	2016
	➤ Strongly agree	11 (13.3%)	2 (2.38%)	14 (14.89%)	2 (2.27%)	N/A
	➤ Agree	39 (47%)	9 (10.71%)	18 (19.15%)	11 (12.50%)	N/A
	Total strongly agree and/or agree	60.3%	13.09%	34.04%	14.77%	N/A
	➤ Disagree	8 (9.6%)	9 (10.71%)	5 (5.32%)	9 (10.23%)	N/A
	➤ Strongly disagree	1 (1.2%)	1 (1.19%)	0 (0.00%)	3 (3.41%)	N/A
	➤ Does not apply / Do not wish to answer/ skipped Q	24 (28.9%)	63 (75.00%)	57 (60.64%)	63 (71.59%)	N/A

39	My workload is manageable					
		2012	2013	2014	2015	2016
	➤ Strongly agree	5 (6%)	5 (5.95%)	6 (6.38%)	10 (11.36%)	24 (19.83%)
	➤ Agree	43 (51.8%)	52 (61.90%)	62 (65.96%)	55 (62.50%)	81 (66.94%)
	Total strongly agree and/or agree	57.8%	67.85%	72.34%	73.86%	86.78%
	➤ Disagree	23 (27.7%)	24 (28.57%)	22 (23.40%)	16 (18.18%)	12 (9.92%)
	➤ Strongly disagree	8 (9.6%)	1 (1.19%)	4 (4.26%)	4 (4.55%)	4 (3.31%)
	➤ Do not wish to answer/ skipped Q	4 (4.8%)	2 (2.38%)	0 (0.00%)	3 (3.41%)	0 (0.00%)

40	I spend too much time doing paperwork					
		2012	2013	2014	2015	2016
	➤ Strongly agree	20 (24.1%)	12 (14.29%)	21 (22.34%)	19 (21.59%)	36 (29.75%)
	➤ Agree	29 (34.9%)	25 (29.76%)	29 (30.85%)	25 (28.41%)	49 (40.50%)
	Total strongly agree and/or agree	59.06%	44.05%	53.19%	50.00%	70.25%
	➤ Disagree	18 (21.7%)	20 (23.81%)	24 (25.53%)	30 (34.09%)	29 (23.97%)
	➤ Strongly disagree	0	6 (7.14%)	5 (5.32%)	2 (2.27%)	0 (0.00%)
	➤ Do not wish to answer/ skipped Q	16 (19.3%)	21 (25.00%)	15 (15.96%)	12 (13.64%)	7 (5.79%)

41	When dealing with difficult cases or information, I have access to the appropriate support or de-briefing					
		2012	2013	2014	2015	2016
	➤ Strongly agree	5 (6%)	14 (16.67%)	13 (13.83%)	20 (22.73%)	35 (28.93%)
	➤ Agree	43 (51.8%)	39 (46.43%)	47 (50.00%)	46 (52.27%)	63 (52.07%)
	Total strongly agree and/or agree	57.8%	63.10%	63.83%	75.00%	80.99%
	➤ Disagree	14 (16.9%)	11 (13.10%)	15 (15.96%)	6 (6.82%)	7 (5.79%)
	➤ Strongly disagree	5 (6%)	4 (4.76%)	3 (3.19%)	2 (2.27%)	2 (1.65%)
	➤ Does not apply / Do not wish to answer/ skipped Q	16 (19.3%)	16 (19.05%)	16 (17.02%)	14 (15.91%)	14 (11.57%)

Communications in the service

42	I am kept informed of what's going on in my directorate					
		2012	2013	2014	2015	2016
	➤ Strongly agree	11 (13.3%)	7 (8.33%)	17 (18.09%)	20 (22.73%)	29 (23.97%)
	➤ Agree	48 (57.8%)	48 (57.14%)	60 (63.83%)	57 (64.77%)	72 (59.50%)
	Total strongly agree and/or agree	71.1%	65.47%	81.91%	87.50%	83.47%
	➤ Disagree	20 (24.1%)	23 (27.38%)	9 (9.57%)	7 (7.95%)	13 (10.74%)
	➤ Strongly disagree	2 (2.4%)	3 (3.57%)	2 (2.13%)	0 (0.00%)	3 (2.48%)
	➤ Do not wish to answer/ skipped Q	2 (2.4%)	3 (3.57%)	6 (6.38%)	4 (4.55%)	4 (3.31%)

43	I am kept informed about how well CYPS is performing					
		2012	2013	2014	2015	2016
	➤ Strongly agree	7 (8.4%)	8 (9.52%)	20 (21.28%)	20 (22.73%)	24 (19.83%)
	➤ Agree	42 (50.6%)	54 (64.29%)	60 (63.83%)	60 (68.18%)	76 (62.81%)
	Total strongly agree and/or agree	59%	73.81%	85.11%	90.91%	82.64%
	➤ Disagree	28 (33.7%)	14 (16.67%)	7 (7.45%)	5 (5.68%)	12 (9.92%)
	➤ Strongly disagree	2 (2.4%)	5 (5.95%)	1 (1.06%)	0 (0.00%)	3 (2.48%)
	➤ Do not wish to answer/ skipped Q	4 (4.8%)	3 (3.57%)	6 (6.38%)	3 (3.41%)	6 (4.96%)

44	I am kept up to date with changes in legislation and policies, which are relevant to how I carry out my job.					
		2012	2013	2014	2015	2016
	➤ Strongly agree	4 (4.8%)	6 (7.14%)	9 (9.57%)	16 (18.18%)	26 (21.49%)
	➤ Agree	41 (49.4%)	42 (50.00%)	54 (57.45%)	56 (63.64%)	75 (61.98%)
	Total strongly agree and/or agree	54.2%	57.14%	67.02%	81.82%	83.47%
	➤ Disagree	29 (34.9%)	22 (26.19%)	17 (18.09%)	8 (9.09%)	13 (10.74%)
	➤ Strongly disagree	2 (2.4%)	3 (3.57%)	6 (6.38%)	1 (1.14%)	2 (1.65%)
	➤ Do not wish to answer/ skipped Q	7 (8.4%)	11 (13.09%)	8 (8.51%)	7 (7.95%)	5 (4.13%)

45	I know what is expected of me in my role					
		2012	2013	2014	2015	2016
	➤ Strongly agree	13 (15.7%)	18 (21.43%)	29 (30.85%)	22 (25.00%)	38 (31.40%)
	➤ Agree	56 (67.5%)	53 (63.10%)	52 (55.32%)	56 (63.64%)	73 (60.33%)
	Total strongly agree and/or agree	83.2%	84.53%	86.17%	88.64%	91.74%
	➤ Disagree	11 (13.3%)	8 (9.52%)	6 (6.38%)	7 (7.95%)	5 (4.13%)
	➤ Strongly disagree	0 (0.00%)	2 (2.38%)	5 (5.32%)	1 (1.14%)	3 (2.48%)
	➤ Do not wish to answer/ skipped Q	3 (3.6%)	3 (3.57%)	2 (2.13%)	2 (2.27%)	2 (1.65%)

46	My views are asked for					
		2012	2013	2014	2015	2016
	➤ Strongly agree	3 (3.6%)	10 (11.90%)	17 (18.09%)	14 (15.91%)	24 (19.83%)
	➤ Agree	40 (48.2%)	36 (42.86%)	46 (48.94%)	55 (62.50%)	74 (61.16%)
	Total strongly agree and/or agree	51.8%	54.76%	67.02%	78.41%	80.99%
	➤ Disagree	28 (33.7%)	26 (30.95%)	17 (18.09%)	12 (13.64%)	12 (9.92%)
	➤ Strongly disagree	4 (4.8%)	5 (5.95%)	7 (7.45%)	3 (3.41%)	6 (4.96%)
	➤ Do not wish to answer/ skipped Q	8 (9.6%)	7 (8.33%)	7 (7.45%)	4 (4.55%)	5 (4.13%)

47	My views are listened to					
		2012	2013	2014	2015	2016
	➤ Strongly agree	4 (4.8%)	7 (8.33%)	14 (14.89%)	12 (13.64%)	25 (20.66%)
	➤ Agree	35 (42.2%)	32 (38.10%)	42 (44.68%)	56 (63.64%)	68 (56.20%)
	Total strongly agree and/or agree	47%	46.43%	59.57%	77.28%	76.86%
	➤ Disagree	26 (31.3%)	31 (36.90%)	21 (22.34%)	9 (10.23%)	17 (14.05%)
	➤ Strongly disagree	5 (6%)	5 (5.95%)	9 (9.57%)	3 (3.41%)	6 (4.96%)
	➤ Do not wish to answer/ skipped Q	13 (15.7%)	9 (10.71%)	8 (8.51%)	8 (9.09%)	5 (4.13%)

48	When changes are planned for my service, I am consulted about them first					
		2012	2013	2014	2015	2016
	➤ Strongly agree	2 (2.4%)	3 (3.57%)	6 (6.38%)	9 (10.23%)	17 (14.05%)
	➤ Agree	14 (16.9%)	19 (22.62%)	29 (30.85%)	41 (46.59%)	44 (36.36%)
	Total strongly agree and/or agree	19.3%	26.19%	37.23%	56.82%	50.41%
	➤ Disagree	44 (53%)	38 (45.24%)	31 (32.98%)	15 (17.05%)	37 (30.58%)
	➤ Strongly disagree	10 (12%)	16 (19.05%)	13 (13.83%)	10 (11.36%)	12 (9.92%)
	➤ Do not wish to answer/ skipped Q	13 (15.7%)	8 (9.52%)	15 (15.96%)	13 (14.77%)	11 (9.09%)

Responses broken down by staff group/category

What is your length of service?

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Up to 1 year	7 (11.86%)	0	3 (11.54%)	2 (25%)	3 (21.43%)
Between 1 – 3 yrs	14 (23.73%)	2 (14.29%)	2 (7.69%)	2 (25%)	3 (21.43%)
Between 3 – 5 yrs	11 (18.64%)	0	6 (23.08%)	2 (25%)	2 (14.29%)
Between 5 – 10 yrs	8 (13.56%)	4 (28.57%)	9 (34.62%)	0	0
Over 10 years	19 (32.20%)	8 (57.14%)	6 (23.08%)	2 (25%)	6 (42.86%)
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)

Overall satisfaction and morale

I enjoy my work

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Strongly Agree	21 (35.59%)	4 (28.57%)	9 (34.62%)	4 (50%)	7 (50%)
Agree	35 (59.32%)	7 (50%)	15 (57.69%)	4 (50%)	7 (50%)
Disagree	2 (3.39%)	1 (7.14%)	1 (3.85%)	0	0
Strongly Disagree	1 (1.69%)	2 (14.29%)	0	0	0
N/A Skipped Question	0	0	1 (3.85%)	0	0
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)

My job is fulfilling

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Strongly Agree	17 (28.81%)	4 (28.57%)	4 (15.38%)	2 (25%)	8 (57.14%)
Agree	34 (57.63%)	6 (42.86%)	15 (57.69%)	6 (75%)	6 (42.86%)
Disagree	7 (11.86%)	2 (14.29%)	4 (15.38%)	0	0
Strongly Disagree	0	2 (14.29%)	1 (3.85%)	0	0
N/A Skipped Question	1 (1.69%)	0	2 (7.69%)	0	0
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)

My knowledge and skills are fully utilised

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Strongly Agree	16 (27.12%)	3 (21.43%)	5 (19.23%)	2 (25%)	6 (42.86%)
Agree	32 (54.24%)	9 (64.29%)	13 (50%)	4 (50%)	6 (42.86%)
Disagree	9 (15.25%)	1 (7.14%)	6 (23.08%)	1 (12.50%)	1 (7.14%)
Strongly Disagree	0	0	0	0	1 (7.14%)
N/A Skipped Question	2 (3.39%)	1 (7.14%)	2 (7.69%)	1 (12.50%)	0
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)

I feel my job is important

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Strongly Agree	37 (62.71%)	5 (35.71%)	7 (26.92%)	6 (75%)	10 (71.43%)
Agree	22 (37.29%)	7 (50%)	15 (57.69%)	2 (25%)	4 (28.57%)
Disagree	0	2 (14.29%)	3 (11.54%)	0	0
Strongly Disagree	0	0	0	0	0
N/A Skipped Question	0	0	1 (3.85%)	0	0
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)

I feel valued at work

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Strongly Agree	20 (33.90%)	4 (28.57%)	7 (26.92%)	2 (25%)	6 (35.71%)
Agree	30 (50.85%)	6 (42.86%)	13 (50%)	6 (75%)	6 (42.86%)
Disagree	6 (10.71%)	3 (21.43%)	2 (7.69%)	0	3 (21.43%)
Strongly Disagree	0	0	3 (11.54%)	0	0
N/A Skipped Question	3 (5.08%)	1 (7.14%)	1 (3.85%)	0	0
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)

In my workplace, my general welfare is considered to be important

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Strongly Agree	19 (32.20%)	4 (28.57%)	1 (3.85%)	1 (12.50%)	5 (35.71%)
Agree	32 (54.24%)	7 (50%)	15 (57.69%)	5 (62.50%)	6 (42.86%)
Disagree	6 (10.17%)	1 (7.14%)	4 (15.38%)	1 (12.50%)	2 (14.29%)
Strongly Disagree	1 (1.69%)	1 (7.14%)	5 (19.23%)	0	1 (7.14%)
N/A Skipped Question	1 (1.69%)	1 (7.14%)	1 (3.85%)	1 (12.50%)	0
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)

Concern is shown for my health and safety at work

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Strongly Agree	16 (27.12%)	4 (28.57%)	10 (38.46%)	1 (12.50%)	5 (35.71%)
Agree	35 (59.32%)	7 (50%)	10 (38.46%)	5 (62.50%)	8 (57.14%)
Disagree	5 (8.47%)	1 (7.14%)	1 (3.85%)	1 (12.50%)	1 (7.14%)
Strongly Disagree	2 (3.39%)	1 (7.14%)	3 (11.54%)	0	0
N/A Skipped Question	1 (1.69%)	1 (7.14%)	2 (7.69%)	1 (12.50%)	0
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)

This is a good council to work for

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Strongly Agree	24 (40.68%)	4 (28.57%)	11 (42.31%)	1 (12.50%)	5 (35.71%)
Agree	30 (50.85%)	5 (35.71%)	11 (42.31%)	6 (75%)	9 (64.29%)
Disagree	1 (1.69%)	0	0	1 (12.50%)	0
Strongly Disagree	1 (1.69%)	3 (21.43%)	0	0	0
N/A Skipped Question	3 (5.08%)	2 (14.29%)	4 (15.38%)	0	0
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)

At present, I am not looking for work outside this council

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Strongly Agree	31 (52.54%)	6 (42.86%)	10 (38.46%)	2 (25%)	5 (35.71%)
Agree	17 (28.81%)	2 (14.29%)	9 (34.62%)	4 (50%)	9 (64.29%)
Disagree	5 (8.47%)	1 (7.14%)	2 (7.69%)	2 (25%)	0
Strongly Disagree	2 (3.39%)	3 (21.43%)	4 (15.38%)	0	0
N/A Skipped Question	4 (6.78%)	2 (14.39%)	1 (3.85%)	0	0
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)

The Council

I am kept informed about what's going on in the Council and what it is trying to achieve

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Strongly Agree	15 (25.42%)	1 (7.14%)	4 (15.38%)	2 (25%)	4 (28.57%)
Agree	40 (67.80%)	8 (57.14%)	17 (65.38%)	3 (37.50%)	8 (57.14%)
Disagree	3 (5.08%)	3 (21.43%)	3 (11.54%)	3 (37.50%)	1 (7.14%)
Strongly Disagree	1 (1.69%)	1 (7.14%)	2 (7.69%)	0	1 (7.14%)
N/A Skipped Question	0	1 (7.14%)	0	0	0
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)

I know how my work contributes to the success or failure of the Council

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Strongly Agree	20 (33.90%)	2 (14.29%)	8 (30.77%)	4 (50%)	3 (21.43%)
Agree	35 (59.32%)	7 (50%)	14 (53.85%)	3 (37.50%)	10 (71.43%)
Disagree	4 (6.78%)	4 (28.57%)	0	1 (12.50%)	1 (7.14%)
Strongly Disagree	0	1 (7.14%)	2 (7.69%)	0	0
N/A Skipped Question	0	0	2 (7.69%)	0	0
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)

In this Council there are good career pathways available

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Strongly Agree	10 (16.95%)	1 (7.14%)	2 (7.69%)	1 (12.50%)	3 (21.43%)
Agree	35 (59.32%)	7 (50%)	15 (57.69%)	3 (37.50%)	8 (57.14%)
Disagree	10 (16.95%)	2 (14.29%)	4 (15.38%)	3 (37.50%)	2 (14.29%)
Strongly Disagree	3 (5.08%)	4 (28.57%)	1 (3.85%)	1 (12.50%)	0
N/A Skipped Question	1 (1.69%)	0	4 (15.38%)	0	1 (7.14%)
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)

I feel I can approach senior management if I want to

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Strongly Agree	21 (35.59%)	2 (14.29%)	10 (38.46%)	2 (25%)	6 (42.86%)
Agree	33 (55.93%)	7 (50%)	12 (46.15%)	5 (62.50%)	6 (42.86%)
Disagree	3 (5.08%)	2 (14.29%)	0	0	1 (7.14%)
Strongly Disagree	1 (1.69%)	3 (21.43%)	3 (11.54%)	1 (12.50%)	1 (7.14%)
N/A Skipped Question	1 (1.69%)	0	1 (3.85%)	0	0
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)

The Council understands what's going on in our service

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Strongly Agree	11 (18.64%)	1 (7.14%)	4 (15.38%)	1 (12.50%)	3 (21.43%)
Agree	35 (59.32%)	7 (50%)	17 (65.38%)	3 (37.50%)	5 (35.71%)
Disagree	9 (15.25%)	2 (14.29%)	1 (3.85%)	4 (50%)	5 (35.71%)
Strongly Disagree	1 (1.69%)	1 (7.14%)	2 (7.69%)	0	0
N/A Skipped Question	3 (5.08%)	3 (21.43%)	2 (7.69%)	0	0
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)

I feel that the Director of Social Services, Health and Housing is accessible

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Strongly Agree	17 (28.81%)	2 (14.29%)	9 (34.62%)	1 (12.50%)	3 (21.43%)
Agree	31 (52.54%)	7 (50%)	12 (46.15%)	6 (75%)	9 (64.29%)
Disagree	6 (10.17%)	2 (14.29%)	1 (3.85%)	1 (12.50%)	1 (7.14%)
Strongly Disagree	2 (3.39%)	3 (21.43%)	1 (3.85%)	0	0
N/A Skipped Question	3 (5.08%)	0	3 (11.54%)	0	1 (7.14%)
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)

I feel that the Head of CYPS is accessible

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Strongly Agree	24 (40.68%)	2 (14.29%)	7 (26.92%)	1 (12.50%)	3 (21.43%)
Agree	24 (40.68%)	5 (35.71%)	12 (46.15%)	5 (62.50%)	9 (64.29%)
Disagree	8 (13.56%)	3 (21.43%)	1 (3.85%)	2 (25.00%)	1 (7.14%)
Strongly Disagree	0	3 (21.43%)	1 (3.85%)	0	0
N/A Skipped Question	3 (5.08%)	1 (7.14%)	5 (19.23%)	0	1 (7.14%)
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)

My Team

I am trusted to do my job

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Strongly Agree	32 (54.24%)	6 (42.86%)	10 (38.46%)	6 (75%)	7 (50%)
Agree	24 (40.68%)	8 (57.14%)	15 (57.69%)	2 (25%)	7 (50%)
Disagree	0	0	0	0	0
Strongly Disagree	0	0	0	0	0
N/A Skipped Question	3 (5.08%)	0	1 (3.85%)	0	0
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)

Team Meetings are held regularly

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Strongly Agree	24 (40.68%)	4 (28.57%)	5 (19.23%)	7 (87.50%)	6 (42.86%)
Agree	33 (55.93%)	9 (64.29%)	11 (42.31%)	1 (12.50%)	7 (50%)
Disagree	1 (1.69%)	1 (7.14%)	4 (15.38%)	0	1 (7.14%)
Strongly Disagree	0	0	3 (11.54%)	0	0
N/A Skipped Question	1 (1.69%)	0	3 (11.54%)	0	0
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)

Team Meetings are useful and productive

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Strongly Agree	19 (32.20%)	2 (14.29%)	4 (15.38%)	4 (50%)	4 (28.57%)
Agree	32 (54.24%)	7 (50%)	14 (53.85%)	4 (50%)	7 (50%)
Disagree	6 (10.17%)	3 (21.43%)	1 (3.85%)	0	3 (21.43%)
Strongly Disagree	0	2 (14.29%)	4 (15.38%)	0	0
N/A Skipped Question	2 (3.39%)	0	3 (11.54%)	0	0
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)

On the whole, my team works well together

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Strongly Agree	27 (45.76%)	6 (42.86%)	6 (23.08%)	3 (37.50%)	6 (42.86%)
Agree	25 (42.37%)	5 (35.71%)	16 (61.54%)	4 (50%)	6 (42.86%)
Disagree	3 (5.08%)	0	0	1 (12.50%)	1 (7.14%)
Strongly Disagree	2 (3.39%)	1 (7.14%)	1 (3.85%)	0	0
N/A Skipped Question	2 (3.39%)	2 (14.29%)	3 (11.54%)	0	1 (7.14%)
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)

My colleagues are committed to doing quality work

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Strongly Agree	34 (57.63%)	7 (50%)	9 (34.62%)	5 (62.50%)	8 (57.14%)
Agree	21 (35.59%)	3 (21.43%)	9 (34.62%)	3 (37.50%)	6 (42.86%)
Disagree	1 (1.69%)	1 (7.14%)	2 (7.69%)	0	0
Strongly Disagree	1 (1.69%)	2 (14.29%)	3 (11.54%)	0	0
N/A Skipped Question	2 (3.39%)	1 (7.14%)	3 (11.54%)	0	0
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)

If there is ever conflict amongst colleagues, management will address the issue

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Strongly Agree	19 (32.20%)	5 (35.71%)	8 (30.77%)	2 (25%)	5 (35.71%)
Agree	24 (40.68%)	5 (35.71%)	11 (42.31%)	5 (62.50%)	5 (35.71%)
Disagree	9 (15.25%)	3 (21.43%)	2 (7.69%)	1 (12.50%)	3 (21.43%)
Strongly Disagree	3 (5.08%)	1 (7.14%)	3 (11.54%)	0	1 (7.14%)
N/A Skipped Question	4 (6.78%)	0	2 (7.69%)	0	0
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)

My manager always treats me with respect

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Strongly Agree	37 (62.71%)	7 (50%)	12 (46.15%)	6 (75%)	7 (50%)
Agree	19 (32.20%)	7 (50%)	10 (38.46%)	2 (25%)	7 (50%)
Disagree	1 (1.69%)	0	0	0	0
Strongly Disagree	1 (1.69%)	0	1 (3.85%)	0	0
N/A Skipped Question	1 (1.69%)	0	3 (11.54%)	0	0
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)

I receive regular one-to-one supervision with my manager/supervisor

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Strongly Agree	37 (62.71%)	7 (50%)	11 (42.31%)	6 (75%)	6 (42.86%)
Agree	17 (28.81%)	7 (50%)	10 (38.46%)	1 (12.50%)	7 (50%)
Disagree	2 (3.39%)	0	0	0	0
Strongly Disagree	1 (1.69%)	0	3 (11.54%)	0	0
N/A Skipped Question	2 (3.39%)	0	2 (7.69%)	1 (12.50%)	1 (7.14%)
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)

I can ask for advice and support from my manager

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Strongly Agree	40 (67.80%)	7 (50%)	11 (42.31%)	7 (87.50%)	6 (42.86%)
Agree	15 (25.42%)	7 (50%)	10 (38.46%)	1 (12.50%)	8 (57.14%)
Disagree	1 (1.69%)	0	0	0	0
Strongly Disagree	1 (1.69%)	0	3 (11.54%)	0	0
N/A Skipped Question	2 (3.39%)	0	2 (7.69%)	0	0
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)

Training and Development

There is someone at work who encourages my development

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Strongly Agree	25 (42.37%)	4 (28.57%)	10 (38.46%)	1 (12.50%)	6 (42.86%)
Agree	26 (44.07%)	6 (42.86%)	10 (38.46%)	5 (62.50%)	7 (50%)
Disagree	7 (11.86%)	3 (21.43%)	2 (7.69%)	0	1 (7.14%)
Strongly Disagree	0	1 (7.14%)	3 (11.54%)	0	0
N/A Skipped Question	1 (1.69%)	0	1 (3.85%)	2 (25%)	0
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)

I receive the training I need to effectively carry out my job

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Strongly Agree	28 (47.46%)	1 (7.14%)	7 (26.92%)	2 (25%)	1 (12.50%)
Agree	26 (44.07%)	9 (64.29%)	13 (50%)	5 (62.50%)	1 (12.50%)
Disagree	4 (6.78%)	3 (21.43%)	1 (3.85%)	1 (12.50%)	4 (50%)
Strongly Disagree	1 (1.69%)	1 (7.14%)	1 (3.85%)	0	1 (12.50%)
N/A Skipped Question	0	0	4 (15.38%)	0	1 (12.50%)
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)

I receive regular appraisals

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Strongly Agree	15 (25.42%)	2 (14.29%)	8 (30.77%)	1 (12.50%)	4 (28.57%)
Agree	19 (32.20%)	5 (35.71%)	9 (34.62%)	1 (12.50%)	8 (57.14%)
Disagree	11 (18.64%)	3 (21.43%)	3 (11.54%)	4 (50%)	1 (7.14%)
Strongly Disagree	6 (10.17%)	3 (21.43%)	3 (11.54%)	1 (12.50%)	0
N/A Skipped Question	8 (13.56%)	1 (7.14%)	3 (11.54%)	1 (12.50%)	1 (7.14%)
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)

My appraisals help me in planning for the future

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Strongly Agree	9 (15.25%)	1 (7.14%)	6 (23.08%)	2 (25%)	4 (28.57%)
Agree	20 (33.90%)	6 (42.86%)	10 (38.46%)	1 (12.50%)	6 (42.86%)
Disagree	10 (16.95%)	3 (21.43%)	4 (15.38%)	2 (25%)	3 (21.43%)
Strongly Disagree	2 (3.39%)	3 (21.43%)	3 (11.54%)	1 (12.50%)	0
N/A Skipped Question	18 (30.51%)	1 (7.14%)	3 (11.54%)	2 (25%)	1 (7.14%)
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)

Pay, benefits and recognition

I feel I receive a fair wage for the work I do

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Strongly Agree	5 (8.47%)	1 (7.14%)	1 (3.85%)	1 (12.50%)	1 (7.14%)
Agree	30 (50.85%)	3 (21.43%)	13 (50%)	4 (50%)	5 (35.71%)
Disagree	18 (30.51%)	3 (21.43%)	9 (34.62%)	3 (37.50%)	4 (28.57%)
Strongly Disagree	5 (8.47%)	7 (50%)	2 (7.69%)	0	2 (14.29%)
N/A Skipped Question	1 (1.69%)		1 (3.85%)	0	2 (14.29%)
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)

Apart from my pay, there are other benefits I can access as a member of staff here

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Strongly Agree	5 (8.47%)	0	2 (7.69%)	0	2 (14.29%)
Agree	24 (40.68%)	4 (28.57%)	16 (61.54%)	4 (50%)	6 (42.86%)
Disagree	18 (30.51%)	3 (21.43%)	3 (11.54%)	4 (50%)	2 (14.29%)
Strongly Disagree	4 (6.78%)	5 (35.71%)	0	0	0
N/A Skipped Question	8 (13.56%)	2 (14.29%)	5 (19.23%)	0	4 (28.57%)
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)

I feel that I am encouraged to show initiative

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Strongly Agree	17 (28.81%)	3 (21.43%)	8 (30.77%)	3 (37.50%)	4 (28.57%)
Agree	33 (55.93%)	9 (64.29%)	13 (50%)	4 (50%)	9 (64.29%)
Disagree	8 (13.56%)	0	1 (3.85%)	1 (12.50%)	0
Strongly Disagree	0	1 (7.14%)	0	0	0
N/A Skipped Question	1 (1.69%)	1 (7.14%)	4 (15.38%)	0	1 (7.14%)
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)

I receive recognition for work well done

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Strongly Agree	18 (30.51%)	3 (21.43%)	7 (26.92%)	2 (25%)	3 (21.43%)
Agree	33 (55.93%)	5 (35.71%)	12 (46.15%)	6 (75%)	7 (50%)
Disagree	5 (8.47%)	2 (14.29%)	2 (7.69%)	0	3 (21.43%)
Strongly Disagree	2 (3.39%)	2 (14.29%)	3 (11.54%)	0	0
N/A Skipped Question	1 (1.69%)	2 (14.29%)	2 (7.69%)	0	1 (7.14%)
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)

Work environment and support

I am satisfied with my current working environment

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Strongly Agree	20 (33.90%)	3 (21.43%)	6 (23.08%)	1 (12.50%)	2 (14.29%)
Agree	30 (50.85%)	9 (64.29%)	14 (53.85%)	5 (62.50%)	9 (64.29%)
Disagree	8 (13.56%)	1 (7.14%)	2 (7.69%)	2 (25%)	2 (14.29%)
Strongly Disagree	1 (1.69%)	1 (7.14%)	4 (15.38%)	0	1 (7.14%)
N/A Skipped Question	0	0	0	0	0
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)

I have the tools equipment and information to do my job

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Strongly Agree	18 (30.51%)	3 (21.43%)	7 (26.92%)	2 (25%)	4 (28.57%)
Agree	30 (50.85%)	7 (50%)	18 (69.23%)	3 (37.50%)	7 (50%)
Disagree	7 (11.86%)	1 (7.14%)	0	2 (25%)	3 (21.43%)
Strongly Disagree	3 (5.08%)	1 (7.14%)	0	1 (12.50%)	0
N/A Skipped Question	1 (1.69%)	2 (14.29%)	1 (3.85%)	0	0
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)

+My workload is manageable

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Strongly Agree	13 (22.03%)	2 (14.29%)	6 (23.08%)	1 (12.50%)	2 (14.29%)
Agree	38 (64.41%)	12 (85.71%)	17 (65.38%)	6 (75%)	8 (57.14%)
Disagree	7 (11.86%)	0	0	1 (12.50%)	4 (28.57%)
Strongly Disagree	1 (1.69%)	0	3 (11.54%)	0	0
N/A Skipped Question	0	0	0	0	0
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)

I spend too much time doing paperwork

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Strongly Agree	28 (47.46%)	2 (14.29%)	0	2 (25%)	4 (28.57%)
Agree	23 (39.98%)	8 (57.14%)	7 (26.92%)	5 (62.50%)	6 (42.86%)
Disagree	8 (13.56%)	4 (28.57%)	12 (46.15%)	1 (12.50%)	4 (28.57%)
Strongly Disagree	0	0	0	0	0
N/A Skipped Question	0	0	7 (26.92%)	0	0
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)

When dealing with difficult cases or information I have access to the appropriate support or de-briefing

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Strongly Agree	23 (39.98%)	3 (21.43%)	2 (7.69%)	3 (37.50%)	4 (28.57%)
Agree	27 (45.76%)	10 (71.43%)	13 (50%)	4 (50%)	9 (64.29%)
Disagree	5 (8.47%)	1 (7.14%)	1 (3.85%)	0	0
Strongly Disagree	0	0	1 (3.85%)	1 (12.50%)	0
N/A Skipped Question	4 (6.78%)	0	9 (34.62%)	0	1 (7.14%)
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)

Communications in the Service

I am kept informed of what's going on in my directorate

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Strongly Agree	15 (25.42%)	2 (14.29%)	7 (26.92%)	1 (12.50%)	4 (28.57%)
Agree	38 (64.41%)	8 (57.14%)	15 (57.69%)	3 (37.50%)	8 (57.14%)
Disagree	3 (5.08%)	4 (28.57%)	1 (3.85%)	3 (37.50%)	2 (14.29%)
Strongly Disagree	1 (1.69%)	0	2 (7.69%)	0	0
N/A Skipped Question	2 (3.39%)	0	1 (3.85%)	1 (12.50%)	0
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)

I am kept informed about how well CYPs is performing

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Strongly Agree	13 (22.03%)	1 (7.14%)	6 (23.08%)	1 (12.50%)	3 (21.43%)
Agree	38 (64.41%)	9 (64.29%)	17 (65.38%)	4 (50%)	8 (57.14%)
Disagree	2 (3.39%)	4 (28.57%)	1 (3.85%)	2 (25%)	3 (21.43%)
Strongly Disagree	1 (1.69%)	0	0		0
N/A Skipped Question	5 (8.47%)	0	0	1 (12.50%)	0
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)

I am kept up to date with changes in legislation and policies which are relevant to how I carry out my job

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Strongly Agree	13 (22.03%)	2 (15.38%)	6 (23.08%)	1 (12.50%)	4 (28.57%)
Agree	39 (66.10%)	10 (75.92%)	14 (53.85%)	3 (37.50%)	9 (64.29%)
Disagree	7 (11.86%)	1 (7.69%)	1 (3.85%)	3 (37.50%)	1 (7.14%)
Strongly Disagree	0	0	2 (7.69%)	0	0
N/A Skipped Question	0	0	3 (11.54%)	1 (12.50%)	0
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)

I know what is expected of me in my role

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Strongly Agree	25 (42.37%)	2 (14.29%)	6 (23.08%)	2 (25%)	3 (21.43%)
Agree	31 (52.54%)	10 (71.43%)	16 (61.54%)	5 (62.50%)	11 (78.57%)
Disagree	2 (3.39%)	2 (14.29%)	0	1 (12.50%)	0
Strongly Disagree	0	0	3 (11.54%)	0	0
N/A Skipped Question	1 (1.69%)	0	1 (3.85%)	0	0
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)

My views are asked for

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Strongly Agree	15 (25.42%)	2 (14.29%)	3 (11.54%)	1 (12.50%)	3 (21.43%)
Agree	35 (59.32%)	7 (50%)	17 (65.38%)	6 (75%)	9 (64.29%)
Disagree	5 (8.47%)	3 (21.43%)	2 (7.69%)	1 (12.50%)	2 (14.29%)
Strongly Disagree	2 (3.39%)	1 (7.14%)	3 (11.54%)	0	0
N/A Skipped Question	2 (3.39%)	1 (7.14%)	1 (3.85%)	0	0
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)

My views are listened to

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Strongly Agree	16 (27.12%)	2 (14.29%)	3 (11.54%)	1 (12.50%)	3 (21.43%)
Agree	33 (59.93%)	7 (50%)	16 (61.54%)	5 (62.50%)	7 (50%)
Disagree	8 (13.56%)	2 (14.29%)	2 (7.69%)	1 (12.50%)	4 (28.57%)
Strongly Disagree	0	1 (7.14%)	4 (15.38%)	0	0
N/A Skipped Question	2 (3.39%)	2 (14.29%)	1 (3.85%)	1 (12.50%)	0
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)

When changes are planned for my service, I am consulted about them first

	Social worker NPTCBC	PSW NPTCBC	Business Support	TAF	Other
Strongly Agree	10 (16.95%)	2 (14.29%)	2 (7.69%)	0	3 (21.43%)
Agree	21 (35.59%)	4 (28.57%)	11 (42.31%)	3 (37.50%)	5 (35.71%)
Disagree	20 (33.90%)	1 (7.14%)	7 (26.92%)	4 (50%)	5 (35.71%)
Strongly Disagree	2 (3.39%)	5 (35.71%)	3 (11.54%)	1 (12.50%)	1 (7.14%)
N/A Skipped Question	6 (10.17%)	2 (14.29%)	3 (11.54%)	0	0
	59 (100%)	14 (100%)	26 (100%)	8 (100%)	14 (100%)