

## SERVICE PLAN - 2021/22 FINANCIAL YEAR

### 1. Service Area

#### EDUCATION

### 2. Responsible Chief Officer

**DERMOT MCCHRYSTAL, CHIEF OFFICER, EDUCATION**

### 3. Purpose of the Service Area

**We will focus on high quality education, play, youth and sport provision for every individual child and young person supported by excellent professional development of our workforce, and strong partnership working and leadership across the borough.**

**We want every young person to have the knowledge, skills and qualifications that will give them the best chance of success, so that they are prepared to take their place in society as a healthy, happy, contributing and confident citizen.**

**We will support all of our community to raise everyone's aspirations for all children and young people and expectations of what they can achieve.**

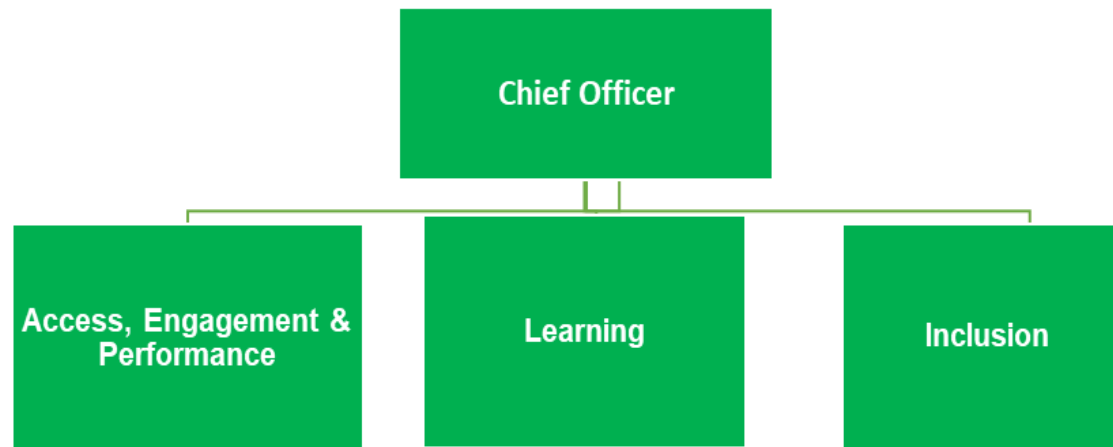
### 4. Long Term Vision / Ambition for the services provided and / or the residents who receive them

We will ensure:

1. Children are supported by the best possible provision from their pre-school years until they leave school so they can fulfil their potential.
2. Every child and young person, whatever their need or vulnerability, will be entitled to a tailored learning programme that makes the most of his or her ability, develops their resilience and promotes personal well-being.
3. That we support the development of a high-quality education profession and play/ youth and sport support teams. A range of professional learning opportunities are linked to the new professional standards for teachers and others in the educational workforce, that will focus on the essential elements of successful teaching and ensuring all staff are prepared for changes in the curriculum, accountability and assessment and changes in ALN legislation.
4. We develop and support inspirational leaders that collaboratively to raise standards in schools through our work with the EAS, supporting innovation in practice in Torfaen and across the region. We will continue to improve the quality of leadership, teaching and learning, particularly within our secondary schools.
5. We further develop strong and inclusive schools committed to excellence, equity and well-being as we support the implementation of the ALN Act.
6. We implement robust assessment, evaluation and accountability arrangements supporting a self-improving system across our schools and within our Service area. We will ensure schools, members and the public have access to accurate and timely information on how well schools and the Service are improving outcomes for children and young people.
7. That appropriate support arrangements are in place for the development of a 'world-class curriculum' which will help raise standards for all learners throughout Torfaen and Wales.
8. That a range of support, guidance and training is put into place to prepare schools to meet curriculum and assessment demands, in line with new accountability arrangements.

9. The regional approach to developing a self-improving system through the cluster, networks and peer-review model is embedded effectively and leads to measurable outcomes for learners and schools.
10. Head teachers are supported by the local authority, in taking the leading role in shaping education and associated policy areas. The Service will also seek children and young people's views in all new service developments and feedback on our performance to the Youth Forum.
11. We explore with schools and other stakeholders, how structural collaborations between schools can be further developed, including but not limited to, sharing staff across schools / clusters, federations of more than two schools and the role of executive heads going forward.
12. We devise a response to the continuing challenges in the current public health crisis with schools to support further periods of blended learning as required, appropriate support for learners who have missed significant amounts of education and provide a range of support to promote wellbeing for pupils and staff.
13. We work closely with Leisure Trust colleagues and other agencies to agree appropriate wellbeing outcome measures to inform service planning.

## 5. Service Area Team Structure / Groupings



## 6. Challenges currently facing the Chief Officer / Service Area

	Challenges	Proposed Actions
<b>overarching statement ... raising educational attainment</b>		
1	<p>Improving schools' performance - Continue to support all education establishments during the pandemic and through recovery</p>	<p>Working closely with colleagues in Torfaen schools and the EAS:</p> <ul style="list-style-type: none"> <li>• Fully implement all remaining actions from the Partner Review conducted with Welsh Government in 20-21 incorporating these actions within this service plan (termly progress reports against Partner Review actions will be additionally reported on through to the end of school year 2020/21). These actions include: <ul style="list-style-type: none"> <li>○ The establishment of a headteachers' strategic group</li> <li>○ Agree an engagement strategy with schools to support effective communication with headteachers and governors</li> <li>○ Agree clear processes for the resolution of operational difficulties with clear escalation routes as required</li> </ul> </li> <li>• Working with the EAS, support all schools in further developing their blended learning offer, ensure systems are in place in each school to improve engagement where needed and build consistency in the quality of offer between schools.</li> <li>• Working with Corporate Finance and SRS colleagues establish a new strategic schools ICT plan with appropriate funding to ensure continuity of support for learners and schools over the next four years.</li> <li>• In collaboration with the EAS and other LAs in the region, establish an assessment protocol to establish a baseline position for learners current standards in skills (particularly literacy) to help inform provision of support over the year ahead.</li> <li>• Further develop "Wider Group Meetings" with representation from all Council Services that deliver services to schools with a focus on identifying best practice, supporting schools in difficulty and resolving operational delivery issues where needed.</li> <li>• Develop a relevant and purposeful professional learning programme for elected members in collaboration with the EAS.</li> <li>• Make wider use of stakeholder feedback and information analysis to better inform service self-evaluation to inform next steps in planning support and intervention.</li> <li>• Develop our in-house professional learning offer for LA staff, informed by updated WorkSmart/ performance management process</li> <li>• Work in conjunction with the Regional ALN transformation lead and colleagues across the region to develop and build capacity in schools in preparation for the ALN Transformation</li> <li>• Review the Educational Welfare Service's process around records of consultation</li> <li>• Support work around the Early Years Integration work to map Early Years (Early Intervention) in the 0 to 7 years age range</li> <li>• Ensure childcare sufficiency planning is maintained and completed as required, particularly in light of the impact of Covid on the sector</li> </ul>
	<b>Challenges</b>	<b>Proposed Actions</b>

## 6. Challenges currently facing the Chief Officer / Service Area

	Challenges	Proposed Actions
<b>overarching statement ... raising educational attainment</b>		
2	Promoting Inclusion and implementing the new ALN Act	<ul style="list-style-type: none"> <li>• Implementation of the ALN and Education Tribunal Act including:               <ul style="list-style-type: none"> <li>• Oversee implementation of the new requirements detailed in the ALN Code for the following age groups of learners in maintained schools: Nursery years -1,-2; Years 1, 3,5 7 and 10 where these pupils currently have special educational provision via school action or school action plus but do not have a statement.</li> <li>• <i>At the time of writing, the LA is seeking urgent clarification from WG about a number of commencement orders that have recently been issued that appear to contradict earlier expectations – this plan will be updated as required once the clarification is provided.</i></li> <li>• Ensure all maintained education setting shave access to support and materials to ensure their compliance with the administration of the new processes.</li> <li>• Further develop robust identification and transition processes for Early years pupils in non-maintained settings who have ALN – working closely with EY colleagues.</li> <li>• Review the remit of current Resource Bases with the schools involved to determine continuing support needs and extent of the provision on offer in light to changes elsewhere in the “system” i.e. continued increase in children presenting with more complex needs and the planned expansion of Crownbridge.</li> <li>• Review the impact of current of the Torfaen Autism Support Service.</li> <li>• Roll out Trauma Informed Schools training to all schools in March 2021 and review impact with health colleagues.</li> <li>• Extend support to schools to support the development of their own Wellbeing offer (23 currently engaged).</li> <li>• Working closely with Health and other agencies together with schools, coordinate support for the promotion of enhanced wellbeing across schools in the Borough.</li> </ul> </li> </ul>
3	Early Intervention and support for PSB outcomes (objective 3)	<ul style="list-style-type: none"> <li>• Take direction from the PSB on updating the action plan for Objective 3 in the Public Service Board Wellbeing Plan. We are currently in discussion with Public Health Colleagues around how we can ensure the current well-being plan supports and compliments the outcomes intended for “Building a Healthier Gwent”. We are in discussion with Public Service Board colleagues on how this work will proceed as the PSB moves to a regional footprint.</li> <li>• Accelerate the work to create a wellbeing offer as part of the T22 early intervention work and report back to the T22 Board and Chief Executive early in the Autumn.</li> <li>• Finalise the Wellbeing Offer online tool currently in development.</li> <li>• Establish the Torfaen Leisure Partnership Board and work with TLT to agree an updated suite of wellbeing measures.</li> </ul>

## 7. Proposed change activities arising from self-evaluation

	Team	Change Activity	timescale	Well-being assessment	Key decision
<b>overarching statement ... raising educational attainment</b>					
1	Inclusion	Develop robust identification and transition processes for Early years pupils in non-maintained settings who have ALN working in conjunction with the <b>Early Years' Service</b>	<p><b>2021/22</b></p> <p><b>Process piloted for September 2021 and in place for implementation in 2022.</b></p>		
2	Inclusion	Implementation of the ALN and Education Tribunal Act in line with the Welsh Government and Regional Implementation Plan	<p><b>3 YEAR PLAN set by welsh government</b></p> <p><b>1<sup>st</sup> year implementation pupil in maintained schools Nursery years - 1, -2 and Year 1, Year 3, Year 5, Year 7 and Year 10 who have special educational provision via school action or school action plus who do not have a statement</b></p>		
3	Inclusion	Review specialist provision available and determine what specialist provision is needed. Accurate data sets to be available to determine the provision needed in Torfaen for pupils with identified ALN.	<b>2021/22 year</b>		
4	Learning	Embed actions contained within the Council's Partnership Review	<b>Ongoing</b>		

5	Learning	<p>Continue to support all education establishments during the pandemic through clear and concise communication and guidance regarding:</p> <ul style="list-style-type: none"> <li>• Blended learning</li> <li>• Support and deployment of service support staff to learning establishments</li> <li>• Embed collaborative meetings with heads, unions and staff from across the Council</li> </ul> <p>Embed regular, ongoing wellbeing checks with team colleagues, in addition to monthly one to one meetings to raise any concerns or barriers to working from home/new ways of working.</p>	Ongoing		
6	Learning	Review and implement new ways of working in a timely manner across all aspects of the Council and service to ensure effective levels of school and learner support	Summer 2021		
7	Learning	Work in conjunction with ALN transformation lead and SEWC to develop and build capacity in schools in preparation for the ALN Transformation. Develop policies and procedures in line with the new ALN Code and ALN Bill. Move from statements of SEN to Individual Development Plans (IDP).	Summer 2021		
8	Learning	Review in collaboration with the schools, Education Welfare Service and other related services the process around records of consultation with a view to standardisation.	July 2021		

## 8. Key Performance Measures & Targets

	Performance measures	Actual at end of 2019/20	Target for 2020/21	Actual 2020/21	Target for 2021/22
	<b>Learning</b>				
1	<b>Further measures to be developed throughout 2021/22, once further guidance is provided from WG on how they want school performance/absence target setting defined and measured, going forward</b>				
2	Number of schools in green, yellow, amber and red	74.19% green/yellow (22 prim/1 sec)  6.45% red (1 prim/1 sec)	90% green or yellow  0% red	77.42% green/yellow (23 prim/1 sec)  12.9% red (1 prim/3 sec)	tbc  tbc

Inclusion					
3	New LA Individual Development Plans for target groups completed to timescales	N/A – new measure for 2021/22	N/A – new measure for 2021/22	N/A – new measure for 2021/22	100%
<b>9. Very High &amp; High Risks for the Service Area</b>					
	Risk	Likelihood	Impact	Level	Treat or Tolerate
1	N/A – There are currently no very high/high risks identified for the Education Service Area for 21/22				

