

Education & Children Department's Business Plan

for delivering our Corporate Strategy
and Well-being Objectives

APRIL 2021

'Life is for living, let's start, live and age well in a healthy,
safe and prosperous environment'

carmarthenshire.gov.wales

Cyngor **Sir Gâr**
Carmarthenshire
County Council



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This is a Departmental Business Plan to show at a high level what the department will do to support the Corporate Strategy 2018-23 and the Well-being Objectives we have set. Within this framework we have examined our priorities for 2021/22. The priorities can and will be reviewed and revised due to the ongoing impact of COVID-19 and Brexit.

The Purpose of this Plan

This Departmental Business Plan has been produced to give staff, customers, elected members and partners a guide to the services provided by the department. It translates strategic objectives, to service objectives, to individual staff targets. It provides an open and transparent way of showing what is to be achieved and how we plan to do this.

It shows how resources will be used to achieve objectives and the service implications of budgetary increases or reductions. It shows what we get for what we spend and if we are making the most of what we have. The plan also aims to demonstrate and provide assurance on service standards so that the service can be held to account.

This plan will be supported by more detailed Divisional Plans and Team Plans.

Introduction by Director

2020/2021 was a challenging year for all of us due to the Covid-19 pandemic however we can be proud of what we've achieved as a Department over the last 12 months. We worked as a team, focused on and listened to our children and young people, strived for excellence and acted with integrity- we put Carmarthenshire's core values into practice.

As one Education and Children's Services team we worked effectively to ensure that our children and young people were successfully supported to access their education and all the services they required. I've been impressed by the innovation, perseverance and enthusiasm shown by staff across all divisions and schools to work through challenges and problem-solve together to make sure key services were available to our children, young people and their families.

As we start the recovery phase, we need to consider the effective practices and new methodologies we developed under COVID-19 restrictions; there are many approaches and initiatives which will become part of our new way of working going forward. We need to reflect on 'what's worked well' and how we can make this part of our day to day practice.

We also need to reflect on internal and external reports and reviews and evaluate our performance against the recommendations. e.g. To address recommendations from the [Local authority and regional consortia support for schools and PRUs in response to COVID-19](#) ESTYN report:

REC 3: Develop a coherent approach to improve progress in literacy, numeracy and personal and social skills of vulnerable pupils disproportionately affected by the pandemic, for example pupils eligible for free school meals

REC 4: Establish strategies to monitor and address the long-term impact of the pandemic on the physical and mental health of pupils

REC 5: Create opportunities to take stock and evaluate the impact of policies and practices developed since the start of the pandemic to inform future ways of working and curriculum design

A review of how the Department has responded to the pandemic was commissioned and the recommendations are as follows. We will work to address these as part of this Business Plan.

(Recommendations- to follow)

Therefore the main priorities of the Department for the immediate future are-

1. To realise our revised vision/ambition- ***We will work to support the children and young people of Carmarthenshire. We will achieve this by becoming the best we can be and be highly regarded locally, whilst also earning national and international recognition so that our children and young people are happy, safe, thrive, and fulfil their personal, social and learning potential.***
2. To ensure all our children and young people feel safe and that we focus on their wellbeing.
3. To address the recommendations from key reports in regard to the Department's response to COVID 19.
4. To 'recover' all services to support our aim that our children and young people continue to thrive.
5. To ensure that those most disproportionately affected by the pandemic are provided with the interventions they require to enable us to realise our collective moral purpose- ***Making sure every child and young person is valued and valued equally.***

This Business Plan includes the main priorities for us as a Department for 2021/22. Many actions have been carried forward from last year as they were not fully completed. Each Division has their own detailed Business Plan which reflect this Departmental Plan and document the actions relevant to their respective sections.



Gareth Morgans; Director of Education and Children's Services

How the Department's Services support the Well-being Objectives

Well-Being Objective	Access to Education	Children's Services	Curriculum & Wellbeing	Education & Inclusion Services	Specific focus for 2021/22
Start Well					
1. Help to give every child the best start in life and improve their early life experiences	✓	✓	✓	✓	Expansion of Flying Start
2. Help children and young people live healthy lifestyles	✓	✓	✓	✓	Mental health issues post lockdown
3. Support and improve progress, achievement and outcomes for all learners	✓	✓	✓	✓	Re-engage in learning and regain any learning lost due to COVID
Live Well					
4. Tackle poverty by doing all we can to prevent it, helping people into work and improving the lives of those living in poverty		✓	✓	✓	Poverty
5. Creating more jobs and growth throughout the county					<ul style="list-style-type: none"> • Focus on SME • Foundational economy • Rural regeneration • Pentre Awel
6. Increase the availability of rented and affordable homes					Local housing crisis - escalating costs and second homes
7. Help people live healthy lives (tackling risky behaviour and obesity)					
8. Support community cohesion and resilience		✓			Community cohesion and resilience
Age Well					
9. Support older people to age well and maintain dignity and independence in their later years			✓		
In a Healthy and Safe Environment					
10. Looking after the environment now and for the future					<ul style="list-style-type: none"> • Climate change with particular focus on flooding • Net Zero Carbon
11. Improving the highway and transport infrastructure and connectivity					
12. Promoting Welsh Language and Culture			✓	✓	Supporting national target of a million Welsh speakers
In addition a Corporate Objective					
13. Better Governance and Use of Resources					Embed tackling inequality across all the Council's objectives



[HOS and Well-being Objective Map](#)
[Steps within Well-being Objectives](#)

Departmental Strategy and our High Level Priorities

The Department has produced a 10 Year Strategy, **The future direction of Education Services in Carmarthenshire 2021 – 2031**, which includes our High-Level Priorities. As a Department we have clear priorities focused around 4 key themes, tied into **Wales: Our National Mission**:



A. Developing a high-quality education and children's services profession

(These elements are cross referenced to the **Moving Forward in Carmarthenshire 5 Year Plan, MF5**, and in our Action Plans below)

1. We will ensure that every service self-reflects and self-reviews on a regular basis to ensure continuous positive and sustained change for improvement. **(MF5- 29, 42)**
2. We will ensure that high standards are the norm in every service ensuring satisfied customers who have had their needs met; **(MF5- 29)**
3. We will develop a high-quality workforce by providing effective support and development opportunities for all staff and regular and robust performance management; **(MF5- 93, 97)**
4. We will implement our Welsh in Education Strategic Plan, promoting the benefits of bilingualism and multilingualism, and contribute to the 'A Million Welsh Speakers' challenge; **(MF5- 31, 86)**
5. We will create a self-improving system where every child and young person, in 21st Century learning environments, is engaged and motivated to gain the skills and qualifications they need. **(MF5- 25, 26, 27, 32, 33, 62)**

B. Inspirational leaders working collaboratively to raise standards

1. We will ensure we have well qualified, experienced and inspirational leaders at all levels who work collaboratively for the benefit of our children and young people. **(MF5- 29)**
2. We will ensure we have inspirational and resilient leaders that are well prepared and supported to lead their organisations through the changes ahead. **(MF5- 29, 35, 93)**
3. We will have a self-improving system where leaders ensure that every child and young person is engaged and motivated to gain the skills and qualifications they need. **(MF5- 25, 34, 43)**
4. We will develop a relevant local curriculum, suited to the economic needs of the future, which ensures that our children and young people are both 'Well Educated, Well Informed and Well Qualified' **(MF5- 28, 30, 32, 34, 43)**

C. Strong and inclusive schools and services committed to excellence, equity and well-being

1. We will make sure that all children and young people are respected, safe and live healthy lifestyles and are challenged to achieve the best that they are capable of, while being supported to overcome barriers that inhibit their learning. *(MF5- 28, 42, 70)*
2. We will ensure that we will take account of and respond to the unique challenges that present themselves to individuals or groups of learners. *(MF5- 28, 37, 39, 42, 58, 75)*
3. We will strengthen partnership working to improve the early childhood experiences of our children ensuring a widespread understanding of the importance of the first thousand days in a child's life. *(MF5- 39, 40, 41, 42, 82)*
4. We will help develop robust and resilient families by providing successful programmes of intervention and support *(MF5- 40, 41, 52, 56, 57)*
5. We will review our primary education provision, considering our minimum requirements for a primary school- *(MF5- 36)*
 - *Have sustainable leadership, with leaders who are free to lead and manage, with no Headteacher having a permanent teaching commitment*
 - *Have no more than 2 year groups per teaching class*
 - *Not have teaching classes that span the key stages of the curriculum e.g. the Foundation Phase and Key Stage 2*
 - *Have sufficient pupil numbers to sustain the above structural arrangements*
 - *Be financially viable under the Local Management of Schools (LMS) funding framework and able to operate for the long-term without a budget deficit*
 - *Have outdoor teaching facilities as required for the Foundation Phase and to support other areas of learning and physical well-being*
 - *Be fully inclusive and accessible for all*
 - *Be equipped with modern facilities to support digital learning*
 - *Have a high quality learning environment to support the wellbeing of all learners and to enhance learner progress and their achievements across a wide range of skills and curriculum areas*
6. We will review our Post 16 provision in order to create a sustainable provision and curriculum which meets Carmarthenshire's local needs. *(MF5- 37, 38)*

D. Robust assessment, evaluation and accountability arrangements supporting a self-improving system

1. We will ensure that we track and monitor the progress and performance of our learners and our services using an appropriate suite of indicators *(MF5- 29)*
2. We will ensure regular and robust scrutiny of progress and performance via the Council's systems; *(MF5- 28)*
3. We will continue to improve the progress and achievement of all learners; *(MF5- 28, 34, 38, 39, 42)*
4. We will be a key partner, working for the common good, influencing at a regional and national level and sharing effective practice and learning from others; *(MF5- 34, 43)*
5. We will work towards successful Inspection outcomes *(MF5- 29)*



[Departmental Strategy](#)

Summary Divisional Plans

The Education Department has four Divisions delivering frontline Services to the people of Carmarthenshire. The Summary Divisional Plans are backed by full Divisional Business Plans containing full details within each service area.

The following Summary Divisional Plans are included:

- Access to Education Division
- Children's Services Division
- Curriculum & Well-being Division
- Education & Inclusion Services Division

Access to Education Summary Divisional Plan

Head of Service: Simon Davies

Ref	Key Actions and Measures	By When?	By Who?	WBO Ref
A				
1	We will invest on average £14 million per annum over the next 3 years in major school construction and modernisation projects. (13967)	March 2022	Sara Griffiths	WBO3-C MF5-26 HLP-A5
2	We will consider the delivery of primary education provision in the Ammanford and Llandeilo areas. (13968)	March 2022	Sara Griffiths	WBO3-C MF5-27 HLP-A5
3	We will ensure best use is made of school facilities to support wider community activity. (14031)	March 2022	Sara Griffiths	WBO7-B MF5-30 HLP-B4
4	We will review the MEP, bearing in mind COVID-19 implications, and initiate a new programme.	March 2022	Sara Griffiths	HLP-A5
5	We will ensure the Council fully responds and complies with the requirements of the Welsh Government School Organisation Code to support the attainment of better educational outcomes with specific reference to requirements for rural schools. (13970)	March 2022	Sara Griffiths	WBO3-C MF5-32 HLP-B4
6	We shall consider options to utilise the Welsh Government Mutual Investment Model (MIM) to further develop the education infrastructure through major investment. (13969)	March 2022	Sara Griffiths	WBO3-C MF5-33 HLP-A5
7	We shall review all school pupil admission dates and age-ranges across the County. (13981)	March 2022	Sue John	WBO3-D MF5-36
8	We shall implement a Risk Management approach to prioritise urgent building improvements	March 2022	Sue John	HLP-A5
9	We will complete the Catchment Area Review and implement any policy changes required.	March 2022	Sue John	HLP-A5
10	We will reflect the impact of COVID on new school design e.g. access, materials used, creating flexible spaces, ventilation systems etc.	March 2022	Sara Griffiths	HLP-A5
11	% of schools graded as "Good" or "Satisfactory" for school building condition. (4.3.1.8)	Target not set due to effects of COVID-19	Sue John	WBO3-C

Key Divisional Risks

Risk Ref or New?	Risk Score After control measures	Identified Risk All risks can be profiled in the Divisional Plan. In this departmental plan the Division should identify: 1. Any Risks that it has on the Corporate Risk Register (CR) 2. Significant Risks (scored16+) (3. Service High Risk(scored 12+) – see Divisional Plan)	See row # XX above
EC6	20	Failure to manage the 21st Century School Programme and to invest in infrastructure and reduce the number of surplus places within the schools' system;	A1 - 6
EC16 (CR)	25	Schools do not undertake routine property repair and maintenance using delegated funding or undertake work that is not compliant	A8, A11
EC15	20	Failure to effectively Review School Footprint as part of MEP Programme and reduce the number of non-viable schools.	A4

Children's Services Summary Divisional Plan

Head of Service: Stefan Smith

Ref	Key Actions and Measures	By When?	By Who?	WBO Ref
B				
1	We will implement and monitor the Corporate Parenting Strategy via Corporate Parenting Panel, ensuring the council fulfils its Corporate Parenting role and that our looked after children and care leavers have the opportunity to reach their full potential. <i>(14655)</i>	March 2022	Stefan Smith	WBO1-A MF5-40 HLP-C3
2	We will ensure the Council fully responds and delivers the Childcare Offer of 30 hours of free education and care for working parents in line with Welsh Government guidance. <i>(14648)</i>	March 2022	Stefan Smith	WBO1-A MF5-41 HLP-C3, C4
3	We will continue to develop the Flying Start programme, reflecting the impact of COVID-19, promoting early intervention for disadvantaged families with children (0-3) living in specific deprived communities, ensuring good multi agency support to families. <i>(13930)</i>	March 2022	Stefan Smith	WBO1-A MF5-82 HLP-C3
4	We will continue to transform children's social work practice through a Relationship Based approach that incorporates systemic thinking and the principles of Signs of Safety.	March 2022	Stefan Smith	WBO1-A
5	We will continue effective management oversight and challenge of Assessments and Care and Support plans to ensure they are outcome focused, evidencing the voice of the child, and reflect the underpinning principles of the Social Services and Well-being Act (SSWBA)	March 2022	Stefan Smith	HLP-C1, C4
6	We will ensure the regional threshold and multi-agency child protection arrangements are working effectively.	March 2022	Stefan Smith	WBO1-A HLP-C1
7	The % of child attendance at an allocated Flying Start free childcare placement for eligible 2-3 year olds to prepare for school readiness. <i>(9.1.8.1)</i>	80%	Stefan Smith	WBO1-A HLP-C1, C4
8	The % of unauthorised absence at an allocated Flying Start free childcare placement for eligible 2-3 year olds to prepare for school readiness. <i>(9.1.8.8)</i>	2.75%	Stefan Smith	WBO1-A HLP-C1, C4
9	% of child assessments completed in time. <i>(CH/006a/012/PAM/028)</i>	89.0%	Stefan Smith	WBO1-A HLP-C1
10	The total number of children looked after who have experienced 3 or more placements during the year. <i>(CH/043 PAM/029)</i>	8	Stefan Smith	WBO1-A HLP-C1
11	The percentage of re-registrations of children on local authority Child Protection Registers. <i>(CH/024 - SCC/27)</i>	6.8%	Stefan Smith	WBO1-A HLP-C1
12	The average length of time for all children who were on the Child Protection Registers during the year. <i>(CH/035/036 - SCC/28)</i>	235.1	Stefan Smith	WBO1-A HLP-C1
13	% of children looked children who have experienced one or more change of school which were not due to transitional arrangements. <i>(CH/044 - SCC/32)</i>	4	Stefan Smith	WBO1-A HLP-C1

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EC201 (CR)	25	Failure to safeguard children	B4-5
EC204 (CR)	6	Failure to manage the demand for Child Social Care. * Monitor and report on Social Worker Vacancies and Caseloads quarterly (no specific PIMS Action, this is an on-going task performed by Service Improvement and Support Services Manager)	

Curriculum & Well-being Summary Divisional Plan

Head of Service: Aeron Rees

Ref #	Key Actions and Measures	By When?	By Who?	WBO Ref
C				
1	We will work with the County's schools to move them along the Welsh language continuum and also ensure that individual pupils within relevant schools are provided with opportunities to continue with their Welsh medium education throughout all key stages. <i>(14100)</i>	March 2022	Catrin Griffiths	WBO12-B MF5-31 HLP-A4
2	We will continue with the design of the Carmarthenshire Curriculum in partnership with schools and other providers, framed within the national context. We will pursue opportunities to link corporate and economic strategy with the design of the new curriculum. <i>(13987)</i>	March 2022	Aeron Rees	WBO3-F MF5-34 HLP-B4, D4
3	We will dovetail local opportunities for curriculum enrichment and extension with the national architecture with a view towards developing a Carmarthenshire Learner Offer. <i>(13988)</i>	March 2022	Aeron Rees	WBO3-F MF5-37 HLP-C2, C6
4	We will continue to develop and deliver the six elements of the Youth Engagement and Progression Framework. <i>(13991)</i>	March 2022	Gill Adams	WBO3-G MF5-37 HLP-C2, C6
5	We will implement actions identified in the self-assessment of the Youth Support Services against the National Participation Standards to increase participation which will contribute to improved service outcomes in terms of more effectively engaging those children and young people that are NEET. <i>(13992)</i>	March 2022	Gill Adams	WBO3-G MF5-37 HLP-C2, C6
6	We will ensure continuation of planning and delivery of the local elements of the European Social Fund (ESF) projects. <i>(13993)</i>	March 2022	Gill Adams	WBO3-H MF5-37 HLP-C2, C6
7	We will continue to reconfigure services in support of vulnerable learners, and consider the impact of COVID-19 on them, within the remit of the designated 3rd Tier Manager as part of a more coherent structure. <i>(13995)</i>	March 2022	Aeron Rees	WBO3-G MF5-37 HLP-C2, C6
8	We will continue to extend and develop the Seren More able and Talented Programme to pre-16 learners. <i>(13996)</i>	March 2022	Julian Dessent	WBO3-F MF5-37 HLP-C2, C6
9	We will continue to develop flexible learning opportunities, including on-line and blended learning, to meet the needs of learners not currently engaging Essential Skills and English for Speakers of Other Languages (ESOL) provision. <i>(13997)</i>	March 2022	Tracey Warr	WBO3-H MF5-37 HLP-C2, C6
10	We will work to divert children and young people away from the criminal justice system. We will work to prevent offending and re-offending of children and young people. <i>(13999)</i>	March 2022	Gill Adams	WBO3-G MF5-37 HLP-C2, C6
11	The Music Service will continue to develop the reach of the service and to build on new curriculum initiatives e.g. Music Therapy. <i>(14000)</i>	March 2022	Gareth Kirby	WBO3-F MF5-37 HLP-C2, C6
12	We will implement the agreed development plan for the School Management System to introduce further Local Authority functions including Free School Meals, Additional	March 2022	Glenn Evans	WBO3-D MF5-37 HLP-C2, C6

	Learning Needs, Transport, Elective Home Education, Missing from Education and the Music Service. (14001)			
13	We will work with partners to develop further opportunities for vocational and employment learning pathways where applicable within the County. (13989)	March 2022	Aeron Rees	WBO3-F MF5-38 HLP-C6, D3
14	We shall review current specialist behaviour support services in the County with a view to decentralise, bringing support services into mainstream provision by 2022. (13982)	March 2022	Jo Antoniazzi	WBO3-D MF5-42 HLP-A1, C1, C2, D3
15	We shall work with Public Services Board partners to develop our approach to engagement and participation with children and young people ensuring their voice is listened to as part of public service development. (14115)	March 2022	Sarah Powell	WBO3-B2 MF5-43 HLP-B3, B4, D4
16	We will continue to take forward the Equity Strategy to ensure that every child and young person is valued and valued equally.	March 2022	Aeron Rees	HLP-C1
17	We will continue to research and develop a set of meaningful measures for pupil wellbeing.	March 2022	Glenn Evans	HLP-D1
18	We will increase the number of teachers and support staff who can confidently teach through the medium of Welsh.	March 2022	Catrin Griffiths	HLP-A4
19	% of Year 13 Leavers not in education, employment or training (NEETS). (5.1.0.2)	Target not set due to effects of COVID-19	Gill Adams	WBO3-F MF5-37 HLP-C2, C6
20	% of schools achieving Phase 5 of the Healthy Schools Initiative. (8.3.1.6)	36%	Catrin Rees	WBO2-C HLP-C1, C2
21	% of Year 11 Leavers not in education, employment or training (NEETS). (PAM/009)	Target not set due to effects of COVID-19	Gill Adams	WBO3-F MF5-37 HLP-C2, C6

Key Divisional Risks

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EC2	16	Failure to support schools to remodel curriculum in light of WG reviews;	C2-3
EC4	12	Failure to deliver the Welsh in Education Strategic Plan;	C1

Education & Inclusion Summary Divisional Plan

Head of Service: Aneirin Thomas

Ref #	Key Actions and Measures	By When?	By Who?	WBO Ref
D				
1	Considering the impact of COVID 19, we will support our schools to ensure the wellbeing and progress of all learners, including those who are vulnerable, eligible for free school meals or looked after. (13961)	March 2022	Elin Forsyth	WBO3-A MF5-28 HLP-B4, C1, C2, D2, D3
2	We will access available funding from Welsh Government to implement the <i>Recruit, recover, raise standards: the accelerating learning programme</i> to ensure all learners affected by the pandemic and particularly the most vulnerable, who have been affected the most, catch up in their learning.	March 2022	Elin Forsyth	HLP-D2-3
3	We will continue to improve leadership at all levels across our schools and specialist settings. We will ensure that effective leadership leads to engaging learning experiences, ensuring the progress and development of all children, young people and staff. (13960)	March 2022	Elin Forsyth	WBO3-D HLP-B1-3
4	We shall review and encourage participation in governorship of schools. (13980)	March 2022	Elin Forsyth	WBO3-D MF5-35 HLP-B2
5	We will ensure the Council fully responds and complies with the requirements of the Additional Learning Needs transformation programme . (13939)	March 2022	Rebecca Williams	WBO1-B MF5-39 HLP-C2, C3, D3
6	We will develop and use a more robust competency-based process to recruit school leaders.	March 2022	Julie Stuart	HLP-B2
7	We will work with other Local Authorities on developing a new school improvement partnership to meet our needs.	March 2022	Gareth Morgans	HLP-D4
8	% of authorised absence in secondary schools. (4.1.2.2)	Target not set due to effects of COVID-19	Bethan James	WBO3-B
9	% of authorised absence in primary schools. (4.1.2.3)	As above	Bethan James	WBO3-B
10	The average Caped 9 points score for pupils eligible for Free School Meals . A pupil's best 9 results including specific attainment requirements in English/Welsh, Mathematics–Numeracy, Mathematics and Science, of Year 11 pupils. (4.1.2.4)	As above	Elin Forsyth	WBO4-B MF5-28 HLP-B4, C1, C2, D2, D3
11	% of 17 year olds who enter a volume equivalent to 2 A Levels and who achieve the Level 3 threshold (2 A levels grade A-E). (5.0.2.3)	As above	Elin Forsyth	WBO3-A HLP-D1
12	% of pupil attendance in primary schools. (PAM/007)	As above		WBO3-B
13	% of pupil attendance in secondary schools. (PAM/008)	As above		WBO3-B
14	The average Caped 9 points score, a pupil's best 9 results Including specific attainment requirements in English/Welsh, Mathematics–Numeracy, Mathematics and Science, of Year 11 pupils. (PAM/032)	As above	Elin Forsyth	WBO3-A MF5-37 HLP-C2, C6, D1

15	% of pupils assessed in Welsh at the end of the Foundation Phase. (EDU/033)	As above	Elin Forsyth	WBO12-B MF5-86 HLP-A4, D1
16	% of year 11 pupils studying Welsh (first language). (EDU/034)	As above	Elin Forsyth	WBO12-B MF5-86 HLP-A4, D1

Key Divisional Risks

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CR		Failure to deliver a quality Education Service (divided into Departmental Risks EC1-6, as detailed)	
EC1	9	Failure to raise standards at each key stage and especially the Level 2i indicator;	D1-2
EC3	20	Failure to support the implementation of the ALN reform;	D4
EC5	20	Failure to provide appropriate support for vulnerable learners;	D4
EC7 CR	9	Failure to ensure that schools effectively manage their financial resources and respond to the challenges of reduced funding.	D3
EC13 CR	16	Our ability to recruit and retain high quality and resilient school leaders who can respond to and deal with the transformation of education in Wales.	D5

Well-being of Future Generations Act 2015

This is a new Act introduced by the Welsh Government, which will change aspects of how we work. The general purpose of the Act is to ensure that the governance arrangements of public bodies for improving the well-being of Wales take the needs of future generations into account. The Act is designed to improve the economic, social and environmental well-being of Wales in accordance with sustainable development principles.

A. The Sustainable Development Principle of the Act

The new law states that we must carry out sustainable development, improving the economic, social, environmental and cultural well-being of Wales. **The sustainable development principle** is

‘... the public body must act in a manner which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs.’

B. The Five Ways of Working required by the Act

To show that we have applied the sustainable development principle we must demonstrate the following 5 ways of working:-

1. Looking to the long term so that we do not compromise the ability of future generations to meet their own needs;
2. Taking an integrated approach so that public bodies look at all the well-being goals in deciding on their priorities;
3. Involving a diversity of the population in the decisions that affect them;
4. Working with others in a collaborative way to find shared sustainable solutions;
5. Understanding the root causes of issues to prevent them from occurring.

C. The Seven Well-being Goals of the Act

There are **7 well-being goals** in the Act. Together they provide a shared vision for public bodies to work towards. We must work towards achieving all of them.

Well-being Goals

