

# Impact Assessment

## Reduction in Secondary Strategy Investment and Associated Consultancy Support



06/01/2023

Reference: 7837-1016-1819-1253

Impact Assessments (IA) are a process of assessing how our proposals and decisions might impact upon different types of people and communities and developing proposals in line with relevant legislation.

**This is a legal requirement, and ensures the Council considers key legislation, including Equalities, Welsh language, Future Generations, Socio-economic Duty and Risk when developing proposals.**

**It will also help the Council make the best possible decisions for the people of Powys.**

# 1. Proposal Information

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<b>Head of service</b>	Georgina Bevan, Head of Education
<b>Portfolio holder</b>	Pete Roberts, portfolio holder for Cabinet Member for a Learning Powys
<b>Proposal title</b>	Reduction in Secondary Strategy Investment and Associated Consultancy Support
<b>Description of proposal</b>	Annual reduction in Secondary Strategy growth funding and removal of associated consultancy support. Following the demise of ERW, and effective succession planning, it was agreed that a permanent Secondary Improvement Team would be appointed in September 2022. There will be a reduction in the need for external consultant support for secondary schools, as the team will be to provide bespoke school improvement support and facilitate effective collaboration through school-to-school working. Therefore, it will be possible to reduce the allocated growth funding by an annual amount of £50,000 over the next two years and removal of £50,000 in associated consultancy support. There should be no negative impact as a result of this change.

## 2. Savings and Consultation requirements

### Profile of savings delivery

2022-23	2023-24	2024-25	2025-26	2026-27	2027+	Total savings
£NaN	£NaN	£NaN	£NaN	£NaN	£NaN	£150,000

### Further information

Growth funding was awarded to Education to support the implementation of the Secondary Improvement Strategy and there has been spend on external consultancy support. Work is moving forward at pace, and the reduction of external support, combined with the increased school-to-school collaboration, means that a portion of the allocated growth funding can continue to be returned annually over the next two financial years and some consultancy spend can be removed in 2023-24.

## Consultation requirements

Consultation required?	No
Justification	There is no reduction in service or provision.

## 3. Impact on other service areas, geographical areas and data protection

### 3a. Impact on other service areas

### 3b. Impact on geographical locations

The entire county

### 3c. Data protection impact assessment

Will the proposal involve processing the personal details of individuals?	No
Is Powys County Council the data controller?	No
Further information	No processing of personal details of individuals is included in the proposal.

## 4. Impact on Vision 2025

### 4a. The economy

Impact	None
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### 4b. Health and care

Impact	None
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#### 4c. Learning and skills

<b>Impact</b>	The implementation of the Secondary School Improvement Strategy and the introduction of the new Secondary School Improvement Team has enabled more bespoke support including joint delivery of cluster INSET days, in line with the National Mission. Furthermore, subject specific networks have been developed as part of the Mid-Wales Education Partnership to facilitate more effective school to school working.
<b>Impact rating</b>	Good
<b>Mitigation</b>	The robust approach to the implementation of the strategy is increasing the pace by which leadership, teaching and learning and the curriculum, and its implementation, will address the seven dimensions for Schools as Learning Organisations [SLO].
<b>Mitigated impact rating</b>	Very good

#### 4d. Residents and communities

<b>Impact</b>	None
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#### 4e. Evidence

The implementation of the Secondary School Improvement Strategy and the introduction of the Secondary School Improvement Team, mean that it is possible to reduce the amount of external support required, which in turn results in the reduction of investment required.

### 5. Impact on well-being goals including Welsh language and equalities

#### 5a. A prosperous Wales

<b>Impact</b>	None
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#### 5b. A resilient Wales

<b>Impact</b>	None
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## 5c. A healthier Wales

<b>Impact</b>	None
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## 5d. A Wales of cohesive communities

<b>Impact</b>	None
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## 5e. A globally responsible Wales

<b>Impact</b>	None
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## 5f. A Wales of vibrant culture and thriving Welsh language

### Using Welsh

<b>Impact</b>	One of the guiding principles of the Secondary School Improvement Strategy is to ensure that 'Welsh-medium provision...is accessible and provides a full curriculum in Welsh'. The removal of this consultancy element reduces the finance available to secure additional secondary school support to be delivered through the medium of Welsh.
<b>Impact rating</b>	Good
<b>Mitigation</b>	Enhanced collaborative working with the Mid Wales Education Partnership (MWEP) and between Welsh Medium schools will ensure that 'Welsh-medium provision...is accessible and provides a full curriculum in Welsh' is progressed at increased pace.
<b>Mitigated impact rating</b>	Very good

### Promoting Welsh

<b>Impact</b>	The removal of the consultancy element reduces the finance available to secure bespoke secondary school support to be delivered through the medium of Welsh.
<b>Impact rating</b>	Neutral

<b>Mitigation</b>	<p>Enhanced collaborative working with the Mid Wales Education Partnership (MWEP) and between Welsh Medium schools will ensure that 'Welsh-medium provision...is accessible and provides a full curriculum in Welsh' is progressed at increased pace.</p> <p>The Mid Wales Education Partnership provides a fully bilingual school improvement service across the partnership region. This means that the authority has direct access to bilingual support staff without the additional cost of having to bring in external consultants who will not have had the opportunity to build an ongoing relationship with the staff they are supporting.</p>
<b>Mitigated impact rating</b>	Very good

## Sports, Art & Recreation

<b>Impact</b>	None
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## 5g. A more equal Wales

### Age

<b>Impact</b>	The Secondary Improvement Strategy supports all learners aged 11-18.
<b>Impact rating</b>	Good
<b>Mitigation</b>	Not specified

### Disability

<b>Impact</b>	The Secondary Improvement Strategy supports all learners aged 11-18.
<b>Impact rating</b>	Good
<b>Mitigation</b>	Successful implementation of the Secondary Improvement Strategy will ensure that 'all children and young people in Powys should experience high-quality education and develop the knowledge, skills and attributes that will enable them to become personally fulfilled, successful, economically productive, socially responsible and globally-engaged citizens.'
<b>Mitigated impact rating</b>	Very good

### Gender Reassignment

<b>Impact</b>	The Secondary Improvement Strategy supports all learners aged 11-18.
<b>Impact rating</b>	Good
<b>Mitigation</b>	Successful implementation of the Secondary Improvement Strategy will ensure that 'all children and young people in Powys should experience high-quality education and develop the knowledge, skills and attributes that will enable them to become personally fulfilled, successful, economically productive, socially responsible and globally-engaged citizens.'
<b>Mitigated impact rating</b>	Very good

### Marriage or Civil Partnership

<b>Impact</b>	None
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### Race

<b>Impact</b>	The Secondary Improvement Strategy supports all learners aged 11-18.
<b>Impact rating</b>	Very good
<b>Mitigation</b>	Successful implementation of the Secondary Improvement Strategy will ensure that 'all children and young people in Powys should experience high-quality education and develop the knowledge, skills and attributes that will enable them to become personally fulfilled, successful, economically productive, socially responsible and globally-engaged citizens.'
<b>Mitigated impact rating</b>	Very good

### Religion or Belief

<b>Impact</b>	The Secondary Improvement Strategy supports all learners aged 11-18.
<b>Impact rating</b>	Good
<b>Mitigation</b>	Successful implementation of the Secondary Improvement Strategy will ensure that 'all children and young people in Powys should experience high-quality education and develop the knowledge, skills and attributes that will enable them to become personally fulfilled, successful, economically productive, socially responsible and globally-engaged citizens.'

<b>Mitigated impact rating</b>	Very good
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## Sex

<b>Impact</b>	The Secondary School Improvement Strategy will support learners aged 11-18.
<b>Impact rating</b>	Good
<b>Mitigation</b>	Successful implementation of the Secondary Improvement Strategy will ensure that 'all children and young people in Powys should experience high-quality education and develop the knowledge, skills and attributes that will enable them to become personally fulfilled, successful, economically productive, socially responsible and globally-engaged citizens.'
<b>Mitigated impact rating</b>	Very good

## Sexual Orientation

<b>Impact</b>	The Secondary School Improvement Strategy supports all learners aged 11-18.
<b>Impact rating</b>	Good
<b>Mitigation</b>	Successful implementation of the Secondary Improvement Strategy will ensure that 'all children and young people in Powys should experience high-quality education and develop the knowledge, skills and attributes that will enable them to become personally fulfilled, successful, economically productive, socially responsible and globally-engaged citizens.'
<b>Mitigated impact rating</b>	Very good

## Pregnancy and Maternity

<b>Impact</b>	None
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## Socio-economic Duty

<b>Impact</b>	The Secondary Improvement Strategy is one of several key policy initiatives, which together aim to support learners from socio-economic disadvantaged backgrounds.
<b>Impact rating</b>	Good



<b>Mitigation</b>	Successful implementation of the Secondary Improvement Strategy will ensure that 'all children and young people in Powys should experience high-quality education and develop the knowledge, skills and attributes that will enable them to become personally fulfilled, successful, economically productive, socially responsible and globally-engaged citizens.'
<b>Mitigated impact rating</b>	Very good

## 5h. Evidence

The Mid Wales Education Partnership provides a fully bilingual school improvement service across the partnership region. This means that the authority has direct access to bilingual support staff without the additional cost of having to bring in external consultants who will not have had the opportunity to build an ongoing relationship with the staff they are supporting.

Through effective collaboration with schools and other regions, the Secondary School Improvement Team provide subject specific pedagogical support inline with Estyn recommendations and the National Mission.

## 6. Impact on key guiding principles & workforce

### 6a. Sustainable development principles

#### Long-term

<b>Impact</b>	The Secondary Improvement Strategy supports all learners aged 11-18 and introduces a sustainable and long-term approach to secondary schools in Powys.
<b>Impact rating</b>	Good
<b>Mitigation</b>	Through the introduction of the Secondary School Improvement Team, Post-16 pedagogical and leadership support is currently being provided. This support has strengthening support for more vulnerable learners e.g. ALN and more able and talented learners, whilst establishing effective links to life-long learning with key stakeholders including external providers and employers.
<b>Mitigated impact rating</b>	Very good

## Collaboration

<b>Impact</b>	The Secondary Improvement Strategy supports all learners aged 11-18 and is building on effective links with key stakeholders including external providers and employers.
<b>Impact rating</b>	Good
<b>Mitigation</b>	Successful implementation of the Secondary Improvement Strategy and implementation of the Post-16 Transformation programme will ensure that 'all children and young people in Powys should experience high-quality education and develop the knowledge, skills and attributes that will enable them to become personally fulfilled, successful, economically productive, socially responsible and globally-engaged citizens.'
<b>Mitigated impact rating</b>	Very good

## Involvement (including Communication and Engagement)

<b>Impact</b>	None
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## Prevention

<b>Impact</b>	None
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## Integration

<b>Impact</b>	None
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## 6b. Impact on the workforce

<b>Impact</b>	None
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## 6c. Impact on payroll

<b>Impact</b>	None
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## 6d. Welsh language impact on staff

<b>Impact</b>	None
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## 6e. Impact on apprenticeships

<b>Impact</b>	None
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## 6f. Evidence

The implementation of the Secondary School Improvement Strategy and the introduction of the Secondary School Improvement Team means that it is possible to reduce the amount of external consultancy support required, which in turn results in the reduction of investment required but strengthens the capacity of the service.

Through effective collaboration with schools and other regions, the Secondary School Improvement Team provide subject specific pedagogical support inline with Estyn recommendations and the National Mission.

## 7. Likelihood and risks

### Risk 1

<b>Description</b>	Progress against the Secondary School Improvement Strategy does not continue at the same pace resulting in the inability to release the allocated funding as anticipated.				
<b>Likelihood score</b>	2	<b>Impact score</b>	3	<b>Risk rating</b>	6.0
<b>Mitigation</b>	Progress is monitored and supported through the existing operational and strategic Secondary School Improvement Strategy boards.				
<b>Residual likelihood score</b>	2	<b>Residual impact score</b>	2	<b>Residual risk rating</b>	4.0

## 8. Overall summary and judgement

### Outline assessment

The implementation of the Secondary School Improvement Strategy and the introduction of the Secondary School Improvement Team, mean that it is possible to reduce the amount of external support required, which in turn results in the reduction of investment required. Furthermore, through effective succession planning, the expertise of the permanent Secondary School Improvement Team is ensuring that there is appropriate levels of support available to all schools and a more cohesive approach to service delivery.

<b>Cabinet reference</b>	
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## 9. Additional evidence

Transforming Education Strategy

Secondary School Improvement Strategy

## 10. Ongoing monitoring arrangements and governance

### Monitoring arrangements

The proposal will be monitored via the strategic Secondary School Improvement Strategy board and the existing budget monitoring mechanisms.

<b>Review date</b>	17/12/2023
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