

Caerphilly County Borough Council - Integrated Impact Assessment

This integrated impact assessment (IIA) has been designed to help support the Council in making informed and effective decisions whilst ensuring compliance with a range of relevant legislation, including:

- Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011
- Socio-economic Duty – Sections 1 to 3 of the Equality Act 2010
- Statutory Consultation v Doctrine of Legitimate Expectation and Gunning Principles
- Well-being of Future Generations (Wales) Act 2015
- Welsh Language (Wales) Measure 2011

PLEASE NOTE: Section 3 *Socio-economic Duty* only needs to be completed if proposals are of a strategic nature or when reviewing previous strategic decisions. See page 6 of the Preparing for the Commencement of the Socio-economic Duty Welsh Government Guidance.

1. Proposal Details

Lead Officer	Head of Service	Service Area & Department	Date
Keri Cole	Keri Cole	Education	07/04/25

What is the proposal to be assessed? <i>Provide brief details of the proposal and provide a link to any relevant report or documents.</i>
<p>In 2012, the Education Achievement Service (EAS) was established as the regional school improvement service for South East Wales Consortium (SEWC).</p> <p>In July 2023, Welsh Government (WG) commissioned a review of the Middle Tier. This review was led by Professor Dylan Jones, supported by the ISOS Partnership. As part of this review, many Headteachers were interviewed alongside local authority and consortia based staff on the current arrangements.</p>

In January 2024, the initial findings of the review indicated strong support for a move away from consortia based arrangements in favour of a strengthened relationship between schools and LAs. The strength of support for this move was sufficient across Wales that the Minister was minded to ask local authorities to begin developing detailed transition plans.

Caerphilly chose to do this work by directly engaging 22 Headteachers from a range of schools, geographies and disciplines and cocreating a potential model for a new arrangement. These meetings focused on three key areas:

- Governor support
- School improvement partnerships
- Professional learning model

The LA met with the Headteacher Group four times and there was excellent engagement from all involved. Headteachers offered individual, group and cluster based responses to all of the issues that had been raised. A draft way forward was agreed with primary Headteachers on 21st May and Secondary Headteachers on 23rd May, 2024.

Whilst there was strong alignment between primary and secondary sectors on the first three issues, a phase specific model was proposed for professional learning. The output from those discussions has directly shaped the model that has subsequently been designed and ensures the greatest impact in terms of outcomes and value for money.

Governor Support Services

Headteachers were very clear and united in the view that governor support services should be provided by the local authority. Headteachers indicated their desire for consistency in practice and training in the role with opportunities for links with HR, Complaints and Finance to ensure better integration and enable thorough preparation for panels and hearings.

Headteachers asked that mentoring be available for Chairs of Governors and panels, especially in contentious situations and the need for this service to be bilingual in Welsh medium schools was also stressed. The current quality of administration to governing bodies was acknowledged. These views were echoed through consultations with representatives from governing bodies and trade unions.

School Improvement Partners

Headteachers agreed that it was fundamental that the local authority knew its schools exceptionally well in order that early intervention and appropriate intervention could be made. The local authority has a statutory responsibility to monitor, support, challenge and intervene in schools as appropriate, and should have absolute confidence in the intelligence on our schools to be able to do so without any surprises.

Headteachers were united in the view that there should be core local authority advisers (title to be confirmed) to oversee clusters and to have a holistic understanding of the challenges. These 'advisers' would support and monitor progress of schools causing concern, or those requiring short interventions.

The advisers would oversee co-ordinated support for new Headteachers and contribute to cluster working where needed. They would ensure that where schools were accessing support, it was effective. They would identify and collate areas of good practice into a directory of support within a range of aspects. They would also have wider roles e.g. Post 16, links to WESP etc.

The Headteachers acknowledged that School improvement partnerships must be a good match so that trust can be established and maintained. There should be continuity and the partner must be both skilled and credible. They should have expertise in the particular area, e.g., 3-18, Special schools and should be Welsh speaking to work with Welsh medium schools. School self-evaluation activities should be purposeful and in line with SDP priorities.

Those Headteachers with a proven track record as SIPs should be able to continue to offer support within and beyond this local authority. Some schools in the borough would continue to benefit from working with Headteachers and schools outside the county.

School to school support will continue exactly as it does currently but within Caerphilly as opposed to part of the four LA partnership. However, this support could extend to other regions.

There must be a clear understanding of the expectations of all involved in any of these processes. (A school improvement partnership agreement is the working title for this aspect).

Representatives from governing bodies have been consulted on all aspects and have shown support for the proposal.

Professional Learning

A professional learning offer will be accessed from the four LA partnerships and supported by a national centralised offer. There will be school to school work across the Borough and it will be an integral part of the school improvement partnerships. A further report on the detail of this arrangement will follow.

Secondary Headteachers believe very strongly that there should be a focus on subject specialism. This would be characterised by regional networks of leads and teachers where good practice could be shared. This would be further supported by links to the examination boards. Alongside these activities, the role of advisory teachers should be explored where excellent practitioners could be seconded part-time to coach others. It would be important to balance time away from pupils with expert subject and pedagogical support.

Continued partnership working across our region will continue to collaborate on where appropriate e.g. SENCOM, GEMS, Safeguarding Board, SACRE.

Complete Proposal

Based on the preceding information, the complete proposal is therefore as follows:

- Caerphilly to serve notice to withdraw from EAS in August 2025 (with the notice period being two years)
- Migrate Governor Support Services from the EAS back in house and deliver directly
- Migrate the School Improvement Partner functions back in house taking back control of the key component of improving schools
- Continue to access a professional learning offer from the partnership of the four LAs, albeit with a smaller, most cost effective ask.
- Complement the new EAS professional learning offer with the emerging national professional learning offer from Welsh Government.
- Work with Headteachers to identify further opportunities to support school on school improvement within Caerphilly and to support any other partners who require assistance.

Conclusion

The Local Authority is committed to the planning and implementation of the recommendations of the Middle Tier Review and welcomes the honest, open and transparent consultation to date.

It is vital that the successes of the current system are used as a strong foundation for future development and that managing change carefully ensures unwavering focus in regard to continued school improvement.

2. Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011

(The Public Sector Equality Duty requires the Council to have “due regard” to the need to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity between different groups; and foster good relations between different groups). Please note that an individual may have more than one protected characteristic.

<u>Protected Characteristics</u>	Does the proposal have any positive, negative or neutral impacts on the protected characteristics and how?	If there are negative impacts how will these be mitigated?	What evidence has been used to support this view?
Age (<i>people of all ages</i>)	The review is looking to bring the school improvement model back in-house, and at this stage no impact has been identified. As the proposal is developed, should anything arise, this IIA will be updated to reflect the impacts.	This impact assessment will be kept under review in light of further consultation and further data.	https://www.gov.wales/review-roles-and-responsibilities-education-partners-wales-and-delivery-school-improvement-html
Disability (<i>people with disabilities/ long term conditions</i>)	The review is looking to bring the school improvement model back in-house, and at this stage no impact has been identified. As the proposal is developed, should anything arise, this IIA will be updated to reflect the impacts.	This impact assessment will be kept under review in light of further consultation and further data.	https://www.gov.wales/review-roles-and-responsibilities-education-partners-wales-and-delivery-school-improvement-html
Gender Reassignment (<i>anybody whose gender identity or gender expression is different to the sex they were assigned at birth</i>)	The review is looking to bring the school improvement model back in-house, and at this stage no impact has been identified. As the proposal is developed, should anything arise, this IIA will be updated to reflect the impacts.	This impact assessment will be kept under review in light of further consultation and further data.	https://www.gov.wales/review-roles-and-responsibilities-education-partners-wales-and-delivery-school-improvement-html

Appendix 1

<p>Marriage or Civil Partnership <i>(people who are married or in a civil partnership)</i></p>	<p>The review is looking to bring the school improvement model back in-house, and at this stage no impact has been identified. As the proposal is developed, should anything arise, this IIA will be updated to reflect the impacts.</p>	<p>This impact assessment will be kept under review in light of further consultation and further data.</p>	<p>https://www.gov.wales/review-roles-and-responsibilities-education-partners-wales-and-delivery-school-improvement-htm</p>
<p>Pregnancy and Maternity <i>(women who are pregnant and/or on maternity leave)</i></p>	<p>The review is looking to bring the school improvement model back in-house, and at this stage no impact has been identified. As the proposal is developed, should anything arise, this IIA will be updated to reflect the impacts.</p>	<p>This impact assessment will be kept under review in light of further consultation and further data.</p>	<p>https://www.gov.wales/review-roles-and-responsibilities-education-partners-wales-and-delivery-school-improvement-htm</p>
<p>Race <i>(people from black, Asian and minority ethnic communities and different racial backgrounds)</i></p>	<p>The review is looking to bring the school improvement model back in-house, and at this stage no impact has been identified. As the proposal is developed, should anything arise, this IIA will be updated to reflect the impacts.</p>	<p>This impact assessment will be kept under review in light of further consultation and further data.</p>	<p>https://www.gov.wales/review-roles-and-responsibilities-education-partners-wales-and-delivery-school-improvement-htm</p>
<p>Religion or Belief <i>(people with different religions and beliefs including people with no beliefs)</i></p>	<p>The review is looking to bring the school improvement model back in-house, and at this stage no impact has been identified. As the proposal is developed, should anything arise, this IIA will be updated to reflect the impacts.</p>	<p>This impact assessment will be kept under review in light of further consultation and further data.</p>	<p>https://www.gov.wales/review-roles-and-responsibilities-education-partners-wales-and-delivery-school-improvement-htm</p>
<p>Sex <i>(women and men, girls and boys and those who self-identify their gender)</i></p>	<p>The review is looking to bring the school improvement model back in-house, and at this stage no impact has been identified. As the proposal is developed, should anything arise, this IIA will be updated to reflect the impacts.</p>	<p>This impact assessment will be kept under review in light of further consultation and further data.</p>	<p>https://www.gov.wales/review-roles-and-responsibilities-education-partners-wales-and-delivery-school-improvement-htm</p>

Sexual Orientation <i>(lesbian, gay, bisexual, heterosexual, other)</i>	The review is looking to bring the school improvement model back in-house, and at this stage no impact has been identified. As the proposal is developed, should anything arise, this IIA will be updated to reflect the impacts.	This impact assessment will be kept under review in light of further consultation and further data.	https://www.gov.wales/review-roles-and-responsibilities-education-partners-wales-and-delivery-school-improvement-html
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3. Socio-economic Duty (Strategic Decisions Only)

(The Socio-economic Duty gives us an opportunity to do things differently and put tackling inequality genuinely at the heart of key decision making. Socio-economic disadvantage means living on a low income compared to others in Wales, with little or no accumulated wealth, leading to greater material deprivation, restricting the ability to access basic goods and services)

Please consider these additional vulnerable groups and the impact your proposal may or may not have on them:

- *Single parents and vulnerable families*
- *People with low literacy/numeracy*
- *Pensioners*
- *Looked after children*
- *Homeless people*
- *Carers*
- *Armed Forces Community*
- *Students*
- *Single adult households*
- *People misusing substances*
- *People who have experienced the asylum system*
- *People of all ages leaving a care setting*
- *People living in the most deprived areas in Wales (WIMD)*
- *People involved in the criminal justice system*

<u>Socio-economic Disadvantage</u>	Does the proposal have any positive, negative or neutral impacts on the following and how?	If there are negative impacts how will these be mitigated?	What evidence has been used to support this view?
Low Income / Income Poverty <i>(cannot afford to maintain regular payments such as bills, food, clothing, transport etc.)</i>	The review is looking to bring the school improvement model back in-house, and at this stage no impact has been identified. As the proposal is developed, should anything arise, this IIA will be updated to reflect the impacts.	This impact assessment will be kept under review in light of further consultation and further data.	https://www.gov.wales/review-roles-and-responsibilities-education-partners-wales-and-delivery-school-improvement-html

Appendix 1

<p>Low and/or No Wealth <i>(enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provisions for the future)</i></p>	<p>The review is looking to bring the school improvement model back in-house, and at this stage no impact has been identified. As the proposal is developed, should anything arise, this IIA will be updated to reflect the impacts.</p>	<p>This impact assessment will be kept under review in light of further consultation and further data.</p>	<p>https://www.gov.wales/review-roles-and-responsibilities-education-partners-wales-and-delivery-school-improvement-html</p>
<p>Material Deprivation <i>(unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, hobbies etc.)</i></p>	<p>The review is looking to bring the school improvement model back in-house, and at this stage no impact has been identified. As the proposal is developed, should anything arise, this IIA will be updated to reflect the impacts.</p>	<p>This impact assessment will be kept under review in light of further consultation and further data.</p>	<p>https://www.gov.wales/review-roles-and-responsibilities-education-partners-wales-and-delivery-school-improvement-html</p>
<p>Area Deprivation <i>(where you live (rural areas), where you work (accessibility of public transport) Impact on the environment?)</i></p>	<p>The review is looking to bring the school improvement model back in-house, and at this stage no impact has been identified. As the proposal is developed, should anything arise, this IIA will be updated to reflect the impacts.</p>	<p>This impact assessment will be kept under review in light of further consultation and further data.</p>	<p>https://www.gov.wales/review-roles-and-responsibilities-education-partners-wales-and-delivery-school-improvement-html</p>
<p>Socio-economic Background <i>(social class i.e. parents education, employment and income)</i></p>	<p>The review is looking to bring the school improvement model back in-house, and at this stage no impact has been identified. As the proposal is developed, should anything arise, this IIA will be updated to reflect the impacts.</p>	<p>This impact assessment will be kept under review in light of further consultation and further data.</p>	<p>https://www.gov.wales/review-roles-and-responsibilities-education-partners-wales-and-delivery-school-improvement-html</p>
<p>Socio-economic Disadvantage <i>(What cumulative impact will the proposal have on people or groups because of</i></p>	<p>The review is looking to bring the school improvement model back in-house, and at this stage no impact has been identified.</p>	<p>This impact assessment will be kept under review in light of further consultation and further data.</p>	<p>https://www.gov.wales/review-roles-and-responsibilities-education-partners-wales-and-delivery-school-improvement-html</p>

<i>their protected characteristic(s) or vulnerability or because they are already disadvantaged)</i>	As the proposal is developed, should anything arise, this IIA will be updated to reflect the impacts.		
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4. Corporate Plan – Council’s Well-being Objectives

(How does your proposal deliver against any/all of the Council’s Well-being Objectives? Which in turn support the national well-being goals for Wales as outlined in the Well-being of Future Generations (Wales) Act 2015. Are there any impacts (positive, negative or neutral? If there are negative impacts how have these been mitigated?) [Corporate Plan](#)

Objective 1 - Enabling our Children to Succeed in Education	The decision to review the arrangement for the regional school improvement service is based on the need to facilitate the changes in the delivery of school improvement services locally. There is the scope moving forward to the delivery phase to ensure that the work of the service is closely aligned to the corporate plan priority of Enabling our Children to Succeed in Education.
Objective 2 - Enabling our Residents to Thrive	N/A
Objective 3 - Enabling our Communities to Thrive	N/A
Objective 4 - Enabling our Economy to Grow	N/A
Objective 5 - Enabling our Environment to be Greener	N/A






4a. Links to any other relevant Council Policy
<i>(How does your proposal deliver against any other relevant Council Policy?)</i>
Welsh Education Strategic Plan Welsh in English Medium Schools Pursuing Excellence Together



17512 Education
Strategy E May 2023.1

5. Well-being of Future Generations (Wales) Act 2015 – The Five Ways of Working (ICLIP)

(Also known as the sustainable development principles. The Act requires the Council to consider how any proposal improves the economic, social, environmental and cultural well-being of Wales using the five ways of working as a baseline)

<u>Ways of Working</u>	How have you used the Sustainable Development Principles in forming the proposal?
Long Term 	The decision to review the arrangement for the current school improvement model is based on the need to facilitate the changes in the delivery of school improvement services locally and as set following Welsh Government's Middle Tier Review.
Prevention 	The decision to review the arrangement for the current school improvement model is based on the need to facilitate the changes in the delivery of school improvement services locally. This change will have minimal impact on sustainable development as at this stage the change is around the delivery mechanism rather than services.
Integration 	The decision to review the arrangement for the current school improvement model is based on the need to facilitate the changes in the delivery of school improvement services locally. There is the scope moving forward to the delivery phase to ensure that the work of the service is closely aligned to the corporate plan priority of Enabling our Children to Succeed in Education.
Collaboration 	The decision to review the arrangement for current school improvement model is driven by the national agenda set by the Welsh Government following their middle tier review. This involved extensive consultation with stakeholders during the development phase.
Involvement 	The decision to review the arrangement for the current school improvement model is driven by the national agenda set by the Welsh Government following their middle tier review. We will involve schools in due course and where relevant.

6. Well-being of Future Generations (Wales) Act 2015

<u>Well-being Goals</u>	Does the proposal maximise our contribution to the Well-being Goal and how?
<p>A Prosperous Wales <i>An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work</i></p>	<p>This proposal to review the current School Improvement model will have minimal impact on a prosperous Wales as at this stage the change is around the delivery mechanism rather than services. Long term there may be scope for assisting with developing skills and reduced travel. This may be offset by revised staffing structures.</p>
<p>A Resilient Wales <i>A nation which maintains and enhances a biodiverse natural environment healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for climate change)</i></p>	<p>This proposal to review the current School Improvement model will have minimal impact on a resilient Wales.</p>
<p>A Healthier Wales <i>A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood</i></p>	<p>This proposal to review the current School Improvement model will have neutral impact on a healthier Wales. The proposal may have a negative impact on staff.</p>
<p>A More Equal Wales <i>A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio-economic background and circumstances)</i></p>	<p>This proposal to review the current School Improvement model will have a neutral impact on a more equal Wales.</p>
<p>A Wales of Cohesive Communities <i>Attractive, viable, safe and well-connected communities</i></p>	<p>This proposal to review the current School Improvement model will have neutral impact on a Wales of cohesive communities.</p>
<p>A Wales of Vibrant Culture and Thriving Welsh Language <i>A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation</i></p>	<p>This proposal to review the current School Improvement model will have neutral impact on a Wales of vibrant culture and thriving Welsh language. The Council is responsible for the delivery of the Welsh Education Strategic Plan.</p>

<p>A Globally Responsible Wales <i>A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being</i></p>	<p>This proposal to review the current School Improvement model will have a neutral impact on a globally responsible Wales.</p>
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7. Welsh Language (Wales) Measure 2011 and Welsh Language Standards

(The Welsh Language Measure 2011 and the Welsh Language Standards require the Council to have ‘due regard’ for the positive or negative impact a proposal may have on opportunities to use the Welsh language and ensuring the Welsh language is treated no less favourably than the English language) [Policy Making Standards - Good Practice Advice Document](#)



Requirement	Does the proposal have any positive, negative or neutral impacts on the following and how?	If there are negative impacts how will these be mitigated?	What evidence has been used to support this view? e.g the WESP, TAN20, LDP, Pupil Level Annual School Census
<p>Links with Welsh Government’s Cymraeg 2050 Strategy and CCBC’s Five Year Welsh Language Strategy 2022-2027 and the Language Profile</p>	<p>The review is looking to bring the school improvement model back in-house, and at this stage no impact has been identified.</p> <p>As the proposal is developed, should anything arise, this IIA will be updated to reflect the impacts.</p>	<p>This impact assessment will be kept under review in light of further consultation and further data.</p>	<p>https://www.gov.wales/review-roles-and-responsibilities-education-partners-wales-and-delivery-school-improvement.html</p>
<p>Compliance with the Welsh Language Standards. <i>Specifically Standards 88 - 93</i></p>	<p>The review is looking to bring the school improvement model back in-house, and at this stage no impact has been identified.</p> <p>As the proposal is developed, should anything arise, this IIA will be updated to reflect the impacts.</p>	<p>This impact assessment will be kept under review in light of further consultation and further data.</p> <p>Should the model be moved in-house, the Welsh translation team and budget</p>	<p>https://www.gov.wales/review-roles-and-responsibilities-education-partners-wales-and-delivery-school-improvement.html</p>

	Should the model change, compliance with the Welsh Language Standards will need to be considered.	will need reviewing to meet increased demand.	
Opportunities to promote the Welsh language <i>e.g. status, use of Welsh language services, use of Welsh in everyday life in work / community</i>	<p>The review is looking to bring the school improvement model back in-house, and at this stage no impact has been identified.</p> <p>As the proposal is developed, should anything arise, this IIA will be updated to reflect the impacts.</p> <p>Should the model change, compliance with the Welsh Language Standards will need to be considered, in particular actively promote opportunities to access Welsh medium services and correspond with Welsh speaking members of school-based staff.</p>	This impact assessment will be kept under review in light of further consultation and further data.	https://www.gov.wales/review-roles-and-responsibilities-education-partners-wales-and-delivery-school-improvement.html
Opportunities for persons to use the Welsh language <i>e.g. staff, residents and visitors</i>	<p>The review is looking to bring the school improvement model back in-house, and at this stage no impact has been identified.</p> <p>As the proposal is developed, should anything arise, this IIA will be updated to reflect the impacts.</p> <p>Should the model change, compliance with the Welsh Language Standards will need to be considered, in particular actively promote opportunities to access Welsh medium services and correspond with Welsh speaking members of school-based staff.</p>	This impact assessment will be kept under review in light of further consultation and further data.	https://www.gov.wales/review-roles-and-responsibilities-education-partners-wales-and-delivery-school-improvement.html

<p>Treating the Welsh language no less favourably than the English language</p>	<p>The review is looking to bring the school improvement model back in-house, and at this stage no impact has been identified.</p> <p>As the proposal is developed, should anything arise, this IIA will be updated to reflect the impacts.</p> <p>Should the model change, compliance with the Welsh Language Standards will need to be considered, in particular actively promote opportunities to access Welsh medium services and correspond with Welsh speaking members of school-based staff.</p>	<p>Continue to provide the same level of service and support to what the current school improvement model delivers, and aim to maintain and increase that support, in particular Welsh-medium support including resources and tools/templates.</p>	<p>https://www.gov.wales/review-roles-and-responsibilities-education-partners-wales-and-delivery-school-improvement.html</p>
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7a. Having considered the impacts above, how has the proposal been developed so that there are positive effects, or increased positive effects on (a) opportunities for persons to use the Welsh language, and (b) treating the Welsh language no less favourably than the English language.

There will be no change to the current delivery.

8. Data and Information

(What data or other evidence has been used to inform the development of the proposal? Evidence may include the outcome of previous consultations, existing databases, pilot projects, review of customer complaints and compliments and or other service user feedback, national and regional data, academic publications and consultants' reports etc.)

Data/evidence <i>(Please provide link to report if appropriate)</i>	Key relevant findings	How has the data/evidence informed this proposal?
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<p>This proposal is being developed in light of the Middle Tier Review undertaken by Welsh Government to seek possibilities and opportunities.</p> <p>Review of roles and responsibilities of education partners in Wales and delivery of school improvement arrangements: letter to the minister [HTML] GOV.WALES</p>		
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<p>Were there any gaps identified in the evidence and data used to develop this proposal and how will these gaps be filled? <i>Details of further consultation can be included in Section 9.</i></p>
<p>Not applicable at this stage</p>

9. Consultation

(In some instances, there is a legal requirement to consult. In others, even where there is no legal obligation, there may be a legitimate expectation from people that a consultation will take place. Where it has been determined that consultation is required, [The Gunning Principles](#) must be adhered to. [Consider the Consultation and Engagement Framework](#). Please note that this may need to be updated as the proposal develops and to strengthen the assessment.

<p>Briefly describe any recent or planned consultations paying particular attention to evidencing the Gunning Principles.</p>
<p>Caerphilly chose to do this work by directly engaging 22 Headteachers from a range of schools geographies and disciplines and cocreating a potential model for a new arrangement. These meetings focused on three key areas. The LA met with the Headteacher Group four times and there was excellent engagement from all involved. Headteachers offered regular individual, group and cluster based responses to all of the issues that had been raised.</p> <p>The proposal has been shared with the Chairs of Governors with positive feedback received supporting this. Throughout the process there has been ongoing consultation with officers from WG, SEWC and ADEW.</p>

10. Monitoring and Review

How will the implementation and the impact of the proposal be monitored, including implementation of any amendments?	This will be included in the Education MER Cycle and the Education Service Improvement Plan will be updated as needed.
What are the practical arrangements for monitoring?	The Headteacher Consultation Group will continue to provide feedback on the proposal and views will also be sought from the Governors network.
How will the results of the monitoring be used to develop future proposals?	Results will be presented at SMT for debate and identified options.
When is the proposal due to be reviewed?	Half termly.
Who is responsible for ensuring this happens?	Paul Warren

11. Recommendation and Reasoning

<input checked="" type="checkbox"/>	Implement proposal with no amendments
<input type="checkbox"/>	Implement proposal taking account of the mitigating actions outlined
<input type="checkbox"/>	Reject the proposal due to disproportionate impact on equality, poverty and socio-economic disadvantage

Have you contacted relevant officers for advice and guidance?

Yes

12. Reason(s) for Recommendation

(Provide below a summary of the Integrated Impact Assessment. This summary should be included in the "Summary of Integrated Impact Assessment" section of the Corporate Report Template. The Integrated Impact Assessment should be published alongside the Report proposal).

The local authority should the proposal be accepted the LA will work closely with Headteachers and other stakeholders to ensure a smooth transition to the new model. This model will be evaluated carefully and consistently to monitor the impacts of the actions taken on the needs of learners and staff.

The LA remains committed to pursuing excellence together in all aspects of educational provision, and in securing high quality teaching and learning for every child and young person.

13. Version Control

(The IIA should be used in the early stages of the proposal development process. The IIA can be strengthened as time progresses to help shape the proposal. The Version Control section will act as an audit trail to evidence how the IIA has been developed over time)

Version No.	Author	Brief description of the amendments/update	Revision Date
1	Keri Cole	First draft of Integrated Impact Assessment	07/04/2025

Integrated Impact Assessment Author

Name:	Keri Cole
Job Title:	Director of Education
Date:	07/04/2025

Head of Service Approval

Name:	Keri Cole
Job Title:	Director of Education
Date:	07/04/2025
Signature	