

**Integrated Impact Assessment (IIA) Report for the Establishment of a New Regional Education Partnership**

**Service Area:** Achievement and Partnership

**Directorate:** Education

**Q1a**

- New and revised policies, practices or procedures
- Service review, re-organisation or service changes/reductions, which affect the wider community, service users and/or staff
- Efficiency or saving proposals
- Setting budget allocations for new financial year and strategic financial planning
- New project proposals affecting staff, communities or accessibility to the built environment, e.g., new construction work or adaptations to existing buildings, moving to on-line services, changing location
- Large Scale Public Events
- Local implementation of National Strategy/Plans/Legislation
- Strategic directive and intent, including those developed at Regional Partnership Boards and Public Services Boards which impact on a public bodies functions
- Medium to long term plans (for example, corporate plans, development plans, service delivery and improvement plans)
- Setting objectives (for example, well-being objectives, equality objectives, Welsh language strategy)
- Major procurement and commissioning decisions
- Decisions that affect the ability (including external partners) to offer Welsh language opportunities and services

**(b)**

A legal agreement for a new regional education partnership to be known as Partneriaeth. The proposal replaces the existing Joint Committee for Education through Regional Working (ERW) and seeks Cabinet approval for a draft legal agreement to establish a Joint Committee for Partneriaeth on a reduced local authority footprint. The proposal seeks to reduce staffing levels proportionately by scaling down the size of the ERW central team and re-setting the functions Partneriaeth will deliver. The functions of Partneriaeth are mainly described as professional learning to improve education practitioner standards and leadership development. Partneriaeth impacts on service users such as teachers, teaching assistants and leaders (on all levels) in Swansea schools. Partneriaeth provides a service to support and train the education workforce in Swansea and is aligned to national expectations on curriculum and professional standards.

**(c) It was initially screened for relevance on:** 24 September 2021

**(d) Lead Officer**

**(e) Approved by Director of Education**

**Name:** Tracey Meredith  
**Job title:** Chief Legal Officer  
**Date:** 24 September 2021

**Name:** Helen Morgan-Rees  
**Job title:** Director of Education  
**Date:** 24 September 2021

### Section 1 - Aims

**What are the aims of the initiative?** To establish a joint committee for a new regional education partnership to be known as Partneriaeth. The purpose of Partneriaeth is that Swansea, Carmarthenshire and Pembrokeshire Councils work together to improve professional learning for practitioners and leaders in schools in Swansea. By working in collaboration, it is anticipated that the service will be better than that achieved by one council working in isolation.

**Who has responsibility?** Joint Committee with delegated responsibilities to Partneriaeth’s Strategic Group as set out in the legal agreement. Partneriaeth will have a Lead Officer, Lead Director and Lead Chief Executive.

**Who are the stakeholders?** Swansea Council, Swansea Education Directorate, Swansea schools and their practitioners and leaders. Pupils benefit indirectly from this initiative.

### Section 2 - Information about Service Users

- |                                     |                                     |                                       |                                     |
|-------------------------------------|-------------------------------------|---------------------------------------|-------------------------------------|
| Children/young people (0-18).....   | <input type="checkbox"/>            | Sexual orientation .....              | <input type="checkbox"/>            |
| Older people (50+) .....            | <input type="checkbox"/>            | Gender reassignment.....              | <input type="checkbox"/>            |
| Any other age group .....           | <input checked="" type="checkbox"/> | Welsh language .....                  | <input checked="" type="checkbox"/> |
| Future generations (yet to be born) | <input type="checkbox"/>            | Poverty/social exclusion .....        | <input type="checkbox"/>            |
| Disability.....                     | <input type="checkbox"/>            | Carers (including young carers) ..... | <input type="checkbox"/>            |
| Race (including refugees) .....     | <input type="checkbox"/>            | Community cohesion.....               | <input type="checkbox"/>            |
| Asylum seekers.....                 | <input type="checkbox"/>            | Marriage & civil partnership.....     | <input type="checkbox"/>            |
| Gypsies & Travellers.....           | <input type="checkbox"/>            | Pregnancy and maternity .....         | <input type="checkbox"/>            |
| Religion or (non-)belief.....       | <input type="checkbox"/>            |                                       |                                     |
| Sex.....                            | <input type="checkbox"/>            |                                       |                                     |

## Education practitioners and leaders working in schools:

In Swansea there are 94 schools and providers who will benefit from the regional professional learning offer and national leadership development programme delivered by PARTNERIAETH. Swansea schools represent a third of the footprint of PARTNERIAETH where schools/settings are considered. Swansea has 45% of the pupils within the Partneriaeth footprint and around 30% of the teachers within the new regional partnership. The number of teachers across Swansea schools is 1968 and the numbers of newly qualified teachers starting in September for the last three years are 2019 - 90 NQTs, 2020 – 108 NQTs and 2021 – 107 NQTs. Nearly a fifth of teachers in Swansea have been in post for less than nine years. A sixth of teachers in Swansea are aged between 51 and 60 years. In light of recent curriculum reform, there is a clear need to support professional learning for those at the start and end of their teaching careers.

Partneriaeth Totals	Swansea	Carmarthenshire	Pembrokeshire
No. of schools/settings	94	109	61
No. of pupils	21,838	16,296	10,090
No. of teachers (FTE)	1,712	1,431	846

Source: 2021 school census results

In recent years, the uptake from Swansea schools for regional professional learning within Education through Regional Working has exceeded 90% when analysing the proportion of Swansea school event participants. Access to high quality, relevant professional learning opportunities in our region remains a requirement of Partneriaeth's service delivery, albeit on a scaled down footprint. The percentage of teachers proficient in Welsh across Swansea schools is 18.2%. The latest education workforce survey across Swansea schools finds that 21.5% of teachers have no Welsh language skills. As a result, there is a clear need to support the professional learning of teachers for the Welsh language.

The turnover of headteachers in academic year 2021-2022 was nearly 10% across all schools in Swansea. As a result, the demand for leadership training for aspiring headteachers and qualified headteachers remains live. Currently, a quarter of primary schools in Swansea have temporary leadership arrangements in place at either deputy or headteacher level. As a result, the need to develop and grow leadership capacity from middle leadership to senior leadership across Swansea schools is acknowledged.

Engagement with Welsh Government suggests that there is a risk that Swansea practitioners and leaders will receive an inferior professional learning offer compared to peers in other education consortia in Wales if they are not part of a formal partnership that is aligned to national policy and strategy. This initiative mitigates against the risk of disadvantage to education professionals in Swansea working through education reform now and in the future.

### Section 3 – Assessing the Impact

	Potential Impacts	Positive / Negative/Neutral Impact/Needs further investigation	Prompts (not an exhaustive list) <b>Consider:</b>
<b>Race</b>	The proposal provides equal access to teachers and leaders who wish to benefit from professional learning.	Neutral impact	The professional learning for the new Curriculum for Wales and associated professional standards is underpinned by the United Nations Convention Rights of the Child principles.
<b>Disability</b>	The proposal provides equal access to any teacher of school leader to benefit from PARTNERIAETH's professional learning offer	Neutral Impact	Access to appropriate communication methods will be considered in any materials, training sessions or events and adjustments will be made to meet the needs of participants with disabilities.
<b>Carers</b>	N/A	Neutral Impact	N/A
<b>Sex</b>	Although learners in schools are not considered as direct service users, the professional capacity of teachers and teaching assistants in schools has an indirect impact on supporting better understanding, respect and tolerance. Part of the professional learning offer to teachers is on trauma informed teaching. This supports a better understanding on the effects of adverse childhood experiences on learners. The new code and guidance for Relationships and Sexuality Education as part of the new Curriculum for Wales will support respect and	Positive Impact	Gender identity. Effects of Domestic Abuse on learners.

	<b>Potential Impacts</b>	<b>Positive / Negative/Neutral Impact/Needs further investigation</b>	<b>Prompts</b> (not an exhaustive list) <b>Consider:</b>
	dignity. Professional learning will be offered to support this area of the new curriculum.		
<b>Age</b>	15% of Swansea teachers are 50+. This proposal ensures that all teachers are given equal access to a professional learning offer no matter what their age.	Positive impact	Age profile of teachers in Swansea.
<b>Future generations (yet to be born)</b>	Although the proposal does not directly affect children, the capacity of teachers and leaders working in education now and in the future has an indirect impact on future generations. By supplying good quality professional learning now, we can support the needs of learners in schools now and in the future.	Neutral Impact	We must ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs.
<b>Religion &amp; Belief</b>	Building the professional capacity of teachers in respect of Religion, Values and Ethics as well as Relationship and Sexuality Education in the new curriculum supports a wider understanding of ethnicity, religious beliefs and customs. In addition, the education profession's capacity to teach the new curriculum will support mutual respect, tolerance and citizenship.	Positive Impact	Faith Communities Religious festivals/activities
<b>Sexual Orientation</b>	Building the professional capacity of teachers in respect of Religion, Values and Ethics as well as Relationship and Sexuality Education in the new curriculum supports a wider understanding of ethnicity, religious beliefs and customs. In addition, the education profession's capacity to teach the new	Positive Impact	Gay Lesbian Bi-sexual Heterosexual Terminology Confidentiality about sexuality

	<b>Potential Impacts</b>	<b>Positive / Negative/Neutral Impact/Needs further investigation</b>	<b>Prompts</b> (not an exhaustive list) <b>Consider:</b>
	curriculum will support mutual respect, tolerance and citizenship. Although the proposal does not directly affect a service user's sexual orientation, the professional learning offer promotes non-discrimination.		<a href="https://www.stonewall.org.uk/">https://www.stonewall.org.uk/</a>
<b>Gender Reassignment</b>	N/A. The workforce census does not gather information on service users in this category.	Neutral Impact	N/A
<b>Marriage &amp; Civil Partnership</b>	N/A. The workforce census does not gather information on service users in this category.	Neutral Impact	N/A
<b>Pregnancy &amp; Maternity</b>	Any pregnant or new mothers/fathers will be able to access professional learning opportunities through the new partnership.	Positive Impact	Pregnant mothers Those entitled to maternity and paternity leave
<b>Welsh Language</b>	The proposal supports the Council's new Welsh in Education Strategic Plan by focussing on the objective of teaching provision. Any individual who requests professional learning through the medium of Welsh will be supported. Professional learning to support subject teaching in Welsh in Welsh medium and English medium schools will be supported by the education partnership. A collaborative effort between the local and central team of Welsh officers will give good access to professional learning for all progression point expectations in the new curriculum.	Positive Impact	Ensuring equal status of both Welsh and English languages. Availability of and access to services, activities and information. Rights of individuals to ask for WL services. Impact on Welsh speaking communities, including: Positive / negative effects on opportunities to use the WL. Possible changes to number/percentage of Welsh speakers Job opportunities / Staffing changes. Training needs and opportunities Availability of Welsh medium education

	Potential Impacts	Positive / Negative/Neutral Impact/Needs further investigation	Prompts (not an exhaustive list) <b>Consider:</b>
<b>Socio Economic Considerations</b>	A co-ordinated approach within Partneriaeth to reducing the impact of poverty on achievement and attainment will be sustain through professional learning in this area.	Positive Impact	People living in less favourable social and economic circumstances than others in the same society. Disadvantage may be exacerbated by many factors of daily life, not just urban or rural boundaries. The impact on limited incomes are significant but also consideration needs to be given to service accessibility and barriers to participation.
<b>Human Rights</b>	Service users' human rights are not affected by this proposal.	Neutral Impact	None identified
<b>Intersectionality</b>	Service users' rights are unaffected in terms of multiple layers of discrimination.	Neutral Impact	None identified
<b>Community Cohesion</b>	N/A	Neutral Impact	None identified

<b>Human Rights Act 1998</b> <ul style="list-style-type: none"> <li>• Article 2 Right to life</li> <li>• Article 3 Freedom from torture and inhuman or degrading treatment</li> <li>• Article 4 Freedom from Slavery and forced labour</li> <li>• Article 5 Right to liberty and security</li> <li>• Article 6 Right to a fair trial</li> <li>• Article 7 No punishment without law</li> </ul>	<ul style="list-style-type: none"> <li>• Article 8 Respect for private life, family, home and correspondence</li> <li>• Article 9 Freedom of thought, belief and religion</li> <li>• Article 10 Freedom of expression</li> <li>• Article 11 Freedom of Assembly and association</li> <li>• Article 12 Right to marry and start a family</li> <li>• Article 13 Right to access effective remedy if rights are violated</li> <li>• Article 14 Protection from discrimination</li> </ul>
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## **Section 4 - Involvement**

### **What involvement has been undertaken to support your view? How did you ensure this was accessible to all?**

Formal consultation on a central staff re-structure commenced in September and ends on 22 October 2021. The lead authority on employment is Pembrokeshire rather than Swansea. All Partneriaeth Directors have received the formal consultation papers and support the case for change in line with Swansea's Cabinet decision to leave ERW and form a new partnership. All Directors will meet current ERW central staff as part of the formal consultation.

Engagement at a political level through Swansea's Cabinet, existing ERW Joint Committee and a shadow Joint Committee has been appropriate.

Stakeholder engagement on the dissolution of ERW and formation of Partneriaeth has been appropriate via ERW's Headteacher Reference Board, ERW's Directors' Group and Swansea's headteacher consultation fora. The views of Swansea headteachers have been listened to in respect of the size and diversity of the ERW footprint and the need to consider a smaller entity, value for money, transparency, stronger governance on decision making and high quality professional learning. A survey of Swansea headteachers was conducted to understand the functions required of a new regional entity during academic year 2020-2021.

Engagement with Welsh Government has been secured in order to understand the readiness of the new partnership to deliver given national strategic objectives and accompanying work streams. Welsh Government officials and Estyn inspectors have preserved observer status on both ERW Executive Group and ERW Joint Committee. As a result, there has been good engagement at all levels on the case for change into a smaller regional partnership.

### **What did your involvement activities tell you? What feedback have you received?**

Swansea headteacher survey results indicate that a majority of school leaders expect a new regional partnership to deliver the national leadership development programme for Wales in Swansea, for example middle leader, senior leader, aspiring headteacher development programme, and National Professional Qualification for Headship. In addition, survey results in Swansea support the delivery of key functions in relation to professional learning for Curriculum for Wales that is currently delivered by regional consortia across Wales. Swansea headteacher feedback on the footprint of ERW indicates that it is too large and diverse and that the needs of Swansea have not always been met in such a large partnership. As a large urban authority, Swansea's needs differ according to stakeholder feedback. However, there is acknowledgement in survey results that professional entitlement to a development offer should be on a par with the rest of Wales and that an universal requirement to develop the professional learning and enquiry of all Swansea's teachers and teaching assistants from Newly Qualified Teachers (NQTs) to experienced school leaders should be available. Headteachers have been clear that they require value for money and that they



want to receive as much funding as possible. Headteachers are clear that they want transparency on the national work streams and the funding streams that follow national objectives.

### How have you changed your initiative as a result?

The views of a range of stakeholders have been considered when drafting the Legal Agreement for Partneriaeth, for example, principles, values, objectives and governance arrangements reflect feedback received from officers, headteachers and elected Members.

### Section 5

<b>Public Sector Duty – how will the initiative address the below?</b>	
Foster good relations between different groups	The partnership supports collaboration between three councils working together to provide an integrated school improvement service dedicated to professional learning and leadership development. The partnership is a key delivery partner to Swansea’s school improvement team. A clear delineation of roles and responsibilities will support a good relationship. Collaboration between teachers and leaders in other local authorities will be facilitated through joint training and school to school projects.
Elimination of discrimination, harassment and victimisation	The partnership principles within the legal agreement ensure that there is equal access to training provision and that professional learning for the new curriculum is focussed on learner well-being.
Advance equality of opportunity between different groups	The partnership supports equal opportunity for teachers and leaders to access professional learning no matter what education sector or school designation they belong to.
<b>Socio-economic Duty - Describe any issues identified as a result of the initiative for those people experiencing and living in poverty</b>	
a) Communities of place	In Swansea, the effects of poverty on pupils can be profound and in schools with challenging contexts, teachers and leaders are often required to develop specific ways of working to mitigate against the risks of disaffection and disengagement of pupils. The professional learning opportunities offered by Partneriaeth will support effective use of the Pupil Development Grant.
b) Communities of interest	None identified.
<b>How does your proposal ensure that you are working in line with the requirements of the Welsh Language Standards (Welsh Language Measure (Wales) 2011)? (beyond providing services bilingually)</b>	
a) To ensure the Welsh language is not treated less favourably than the English language	Partneriaeth will promote and deliver a service dedicated to promoting equal access to children’s right to be able to speak transactional Welsh by the time they are 16 years old.
b) That every opportunity is taken to promote the Welsh language	Partneriaeth service delivery will be predominantly bi-lingual. The professional learning for Welsh heritage and linguistic identity will be a strong feature of support for curriculum reform.

c) Increase opportunities to use and learn the language in the community	Support for the use of Welsh outside the classroom will be an integral part of Partneriaeth's strategic planning.
<b>United Nations Convention on the Rights of the Child (UNCRC): Many initiatives have an indirect impact on children and you need to consider whether the impact is positive or negative in relation to both children's rights and their best interests</b>	
The initiative has an indirect impact on all children and young people living and learning in Swansea schools. The right to a good education no matter what background is underpinned by good quality teaching and strong leadership in schools. Partneriaeth will focus on building the capacity of the education workforce in Swansea to meet the needs of our diverse cohorts.	
<b>All initiatives must be designed / planned in the best interests of children and young people.</b>	
Please explain how you meet this requirement: The initiative supports a good quality education for all children and young people in Swansea.	
The initiative supports good quality education provision in Swansea schools by offering professional learning to educators that is child-centred, inclusive, participative and linked to professional standards for teachers and leaders in Wales thus promoting:	
<p>Article 3 - All organisations concerned with children should work towards what is best for each child.</p> <p>Article 12 - Respect for the views of the child.</p> <p>Article 18 - Both parents share responsibility for bringing up their children. We should help parents by providing services to support them.</p> <p>Article 28 - Children have a right to an education. Discipline in schools should respect children's human dignity.</p> <p>Article 29 - Education should develop each child's personality and talents to the full.</p> <p>Article 30 - Children have a right to learn and use the language and customs of their families.</p>	

## Section 6 - Sustainable Development

### 6a) The Sustainable Development Principle's Ways of Working

The Five Ways of Working	Examples or summary of how applied
<b>Long term</b> - The importance of balancing short-term needs while safeguarding the ability to also meet long-term needs	Building the capacity of the education workforce in Swansea to focus on a new purpose led, skills focussed, employability minded curriculum supports long term achievement of pupils starting their school careers now and leading to successful occupations in the future.
<b>Prevention</b> - Acting to prevent problems occurring or getting worse	Good quality teaching is a key factor in successful education. If we ensure that Swansea teachers and leaders are given professional and career development that is aligned to national renew and reform policies and strategies, we can sustain a strong workforce to meet the diverse and emerging needs of children across all Swansea schools.
<b>Integration</b> -Considering impacts upon each of the well-being goals, well-being objectives, local well-being objectives, or on the objectives of other public bodies	The initiative supports Swansea's well-being objectives for education and skills in that corporately we want Swansea to be one of the best places in the world for children and young people (CYP) to grow up. We want children to achieve and be resilient so that they go onto further education, employment or training. We want to promote local and global citizenship and learners that are engaged. We want to meet the needs of vulnerable learners and we want CYP to have good Welsh language skills. The objectives above are aligned to curriculum and teaching standards professional learning that will be delivered for Swansea schools by Partneriaeth.
<b>Collaboration</b> - Acting together with other services or external organisation towards our well-being objectives	Partneriaeth will pool resources and work in an integrated fashion with local school improvement teams.
<b>Involvement</b> - Involving people with an interest in achieving the well-being goals (everybody), and ensuring that those people	The governance arrangements for Partneriaeth are outlined in the legal agreement. Part of the governance structure is made up of a stakeholder group to ensure that teachers' and leaders' views in Swansea are represented appropriately.

reflect the diversity of the area served	
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**6b) Contribution to Swansea Council's Well-being Objectives**

<b>Our Corporate Plan's Well-being objectives</b>	<b>Are directly supported by this initiative</b>	<b>Are not directly impacted by this initiative</b>	<b>May be in conflict or adversely impacted by this initiative</b>
Safeguarding People from harm	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Improving Education and Skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tackling Poverty	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Transforming our economy and infrastructure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maintaining and enhancing Swansea's natural resources and biodiversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Transformation and Future Council development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**6c) Thinking about your answers above, does the initiative support our Corporate Plan's Well-being Objectives when considered together?**

Well-being Goal (click to view definition)	Primary Goals - tick if key	Any significant positive and/or negative impacts/contributions considered/mitigated
<u>A Prosperous Wales:</u> 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	<input checked="" type="checkbox"/>	Positive impact on developing a skilled population through providing professional learning for educators working on curriculum design and employability skills.
<u>A Resilient Wales:</u> A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).	<input checked="" type="checkbox"/>	Positive impact on learning about the natural environment and climate change through providing professional development for educators working on a curriculum focussed on ethical, informed citizenship.
<u>A Healthier Wales</u> 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.	<input checked="" type="checkbox"/>	Positive impact on training the education workforce in: <ul style="list-style-type: none"> <li>• Supporting people to act with compassion and facilitating understanding of mental well-being.</li> <li>• Promoting the benefits of physical activity for CYP including active travel.</li> <li>• Enabling places to support the health and well-being of CYP.</li> <li>• Supporting CYP to understand behaviours and choices that benefit future health.</li> </ul>
<u>A More Equal Wales</u> A society that enables people to fulfil their potential no matter what their background or circumstances.	<input checked="" type="checkbox"/>	Positive impact in developing educators to: <ul style="list-style-type: none"> <li>• Ensure equal access to decent jobs and fair work.</li> <li>• Enabling CYP to develop the skills, education and knowledge to be fulfilled.</li> <li>• Giving CYP equal opportunities to participate in decision making.</li> </ul>

		<ul style="list-style-type: none"> <li>• Understanding the causes and symptoms of health inequalities, including Adverse Childhood Experiences and Violence against Women Domestic Abuse and Sexual Violence.</li> </ul>
<u>A Wales of Cohesive Communities</u> Attractive, viable, safe and well-connected communities.	<input type="checkbox"/>	None identified.
<u>A Wales of Vibrant Culture &amp; Thriving Welsh Language</u> A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, sports and recreation.	<input checked="" type="checkbox"/>	Positive impact in developing educators to: <ul style="list-style-type: none"> <li>• Develop skills, increasing opportunities for all and respecting our status as a bilingual nation.</li> <li>• Support CYP to engage with culture in their daily working and recreational lives.</li> <li>• Enable CYP to access and engage with their own and other cultures.</li> </ul>
<u>A Globally Responsible Wales</u> 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.	x <input type="checkbox"/>	Positive impact in developing educators to: <ul style="list-style-type: none"> <li>• Support pupils' sustainable behaviour and making connections.</li> <li>• Ensure pupils know how we use the earth's resources efficiently and contribute to global well-being.</li> </ul>

## Section 7 - Cumulative Impact/Mitigation

**What is the cumulative impact of this proposal on people and/or communities when considering all the impacts identified within the IIA and any other key decisions affecting similar groups/ service users made by the organisation?**

The cumulative impact of the proposal is a better integration of services across three councils than could be expected if one council tried to deliver the same service in isolation. By contributing to a formal partnership, Swansea's school workforce will access similar professional learning opportunities to those on offer in other parts of Wales. Partneriaeth will be a part of cross-consortia collaboration in Wales and demonstrate equal ambition for high quality teaching and leadership learning.

**Any mitigation needed:**

It is important that you record the mitigating actions you will take in developing your final initiative.

Record here what measures or changes you will introduce to the initiative in the final draft, which could:

- reduce or remove any unlawful or negative impact/ disadvantage
- improve equality of opportunity/introduce positive change
- support the Well-being of Future Generations Act (Wales) 2015
- reduce inequalities of outcome resulting from socio-economic disadvantage

<b>Unlawful or Negative Impact Identified</b>	<b>Mitigation / Positive Actions Taken in the initiative (add to action plan)</b>
Quality of professional learning is poor.	Monitor, review and plan through governance groups to improve value for money.
Quality of leadership development is poor.	Monitor, review and plan through governance groups to improve value for money.
Swansea’s share of resource does not reflect the number of learners and schools in Swansea.	Swansea should benefit from approximately 40% of the resources available within the Partnership. Ensure communication, engagement and participation are strong.

**Section 8 - Monitoring arrangements:**

<b>Monitoring arrangements:</b> Monitoring of arrangements will be achieved through the new governance structure outlined in the legal agreement.
<b>Actions (add to action plan):</b>

**Section 9 – Outcomes:**

- Outcome 1: Continue the initiative – no concern
- Outcome 2: Adjust the initiative – low level of concern
- Outcome 3: Justify the initiative – moderate level of concern
- Outcome 4: Stop and refer the initiative – high level of concern.

**Action Plan: Please outline below any actions identified throughout the assessment or any additional data collection that will help you monitor your initiative once it is implemented:**

<b>Action</b>	<b>Dates</b>	<b>Timeframe</b>	<b>Lead responsibility</b>	<b>Progress</b>	<b>Add to Service Plan</b>
Evaluate participation and provision for developing teachers in Swansea via Partneriaeth	Commencement of Partneriaeth formally	December 2021 – December 2022	Head of School Improvement Team and Head of Service	Need to see good engagement from NQT upwards	Include in school improvement plan. Read across to Partneriaeth business plan.
Evaluate participation and provision for developing leaders in Swansea via Partneriaeth	Commencement of Partneriaeth formally	December 2021- December 2022	Head of School Improvement Team and Head of Service	Need to see good engagement from middle leaders upwards	Include in school improvement plan. Read across to Partneriaeth business plan
Ensure that Swansea receives a fair share of available human and fiscal resource available through Partneriaeth	Commencement of Partneriaeth formally	1 September 2021 onwards	Director of Education	Clear budget and financial reports	Scrutinise reports to Directors and Joint Committee. Read across to strategic advisers' planning in Partneriaeth.