

# Chief Officer's Report

---

CHILDREN AND YOUNG PEOPLE'S DIRECTORATE

MONMOUTHSHIRE COUNTY COUNCIL

19<sup>TH</sup> APRIL 2018

A solid green horizontal bar at the bottom of the page.

# Purpose

---

The purpose of this annual Chief Officer's report is to inform Council of the progress that the education system has made in the past twelve months since the last report. This reporting period includes the examination period that ended in August 2017.

The report is not limited to analysis of school based outcomes but is intended to offer a broader view of the services that we offer our children in Monmouthshire. However, it will identify areas where there are concerns in school based performance.

Detailed reports of outcomes at all key stages are taken to the Children and Young People Select Committee and the analysis and debate at those meetings has been reflected in this report.

# A reminder of our purpose

---



- **Be ready for school** [*Early Years / Flying Start*]
- **Be in school** [*Access, getting to school, attendance*]
- **Be well behaved and ready to learn** [*Exclusions, youth support services, partnership work, EAL, LAC*]
- **Be well taught** [*Standards, ALN, teaching and learning*]

Context: change and  
direction

---

# Perfect Storm

---



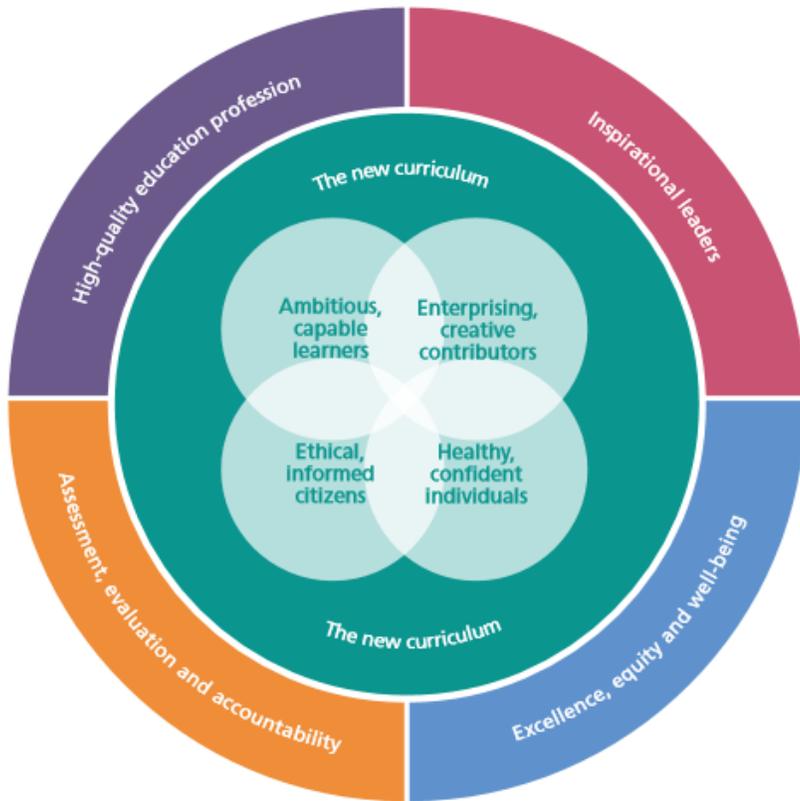
- Financial Pressures
  - Local Authority
  - School Based
- Reforming system
- Changing world; economy and student needs

# The national perspective

---

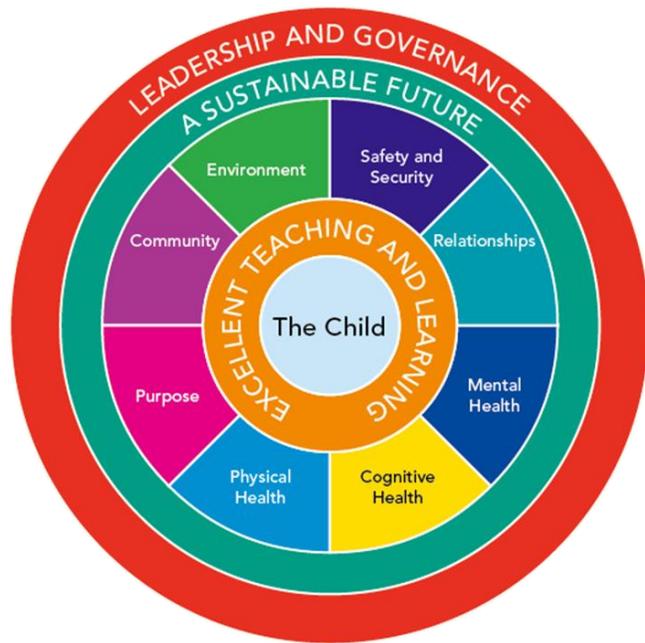
Change is ever present in Wales' education system:

- The New Curriculum
- New Initial Teacher Education
- Workforce standards
- Leadership Standards
- National Academy Education Leadership
- New focus on wellbeing and equity
- Assessment and accountability reform (new qualifications)



# Monmouthshire's Vision

---



- The Child is at the centre of all we do and guides and drives our activity;
- All learners, in all settings, should receive excellent teaching and learning – this is the foundation of our activity
- Wellbeing is critical to allowing our learners to succeed – without wellbeing they will not maximise the benefits of the teaching and learning we can offer
- The system must be sustainable
- Collectively we must lead the system with each element reinforcing the delivery for our learners

1	<b>Clear and compelling vision</b>	LA needs to co-ordinate and provide strategic push. Role for the LA as objective facilitator. Opportunity to focus on place and local context. LA can help to get roles clear.
2	<b>Trust and high social capital</b>	LA needs to model effective relationships and partnership working. Local democratic mandate can help to sustain relationships founded on shared desire to find solutions.
3	<b>Engagement from majority of schools and academies</b>	LA needs to be the honest broker. Compelling vision can get schools on board. LA role to reach out to schools, academies and MATs with offer for all local children.
4	<b>Leadership from key system leaders</b>	LA has opportunity to engage key leaders and facilitate discussions. Development of system leadership capacity can be a key purpose of local school improvement system.
5	<b>Crucial convening and facilitative role for the LA</b>	LA able to bring the intelligence from across the local school improvement system, utilise existing expertise and capacity, and support evaluation processes.
6	<b>Sufficient capacity for school-to-school support</b>	LA needs to support the local partnership to identify local capacity and broker from outside where needed. LA can help map future capacity, encourage school leaders, and commission system leader development programmes.
7	<b>Effective links with regional partners</b>	LA needs to engage effectively with regional and sub-regional partners on behalf of and alongside the local school improvement system.
8	<b>Sufficient financial contributions</b>	LA needs to support the development of the partnership with funding and/or capacity.
9	<b>Structures to enable partnership activity</b>	LA needs to work with schools to develop a multi-tiered structure that will work in their local context. LA can ensure that local school improvement system is high quality and credible.

# Monmouthshire's 22 for 22

The Council invests in future schools	<ul style="list-style-type: none"> <li>• Conclude comprehensive redevelopment of secondary school with community leisure facilities in Monmouth</li> <li>• Commence Abergavenny school redevelopment</li> <li>• Develop 'Band C' proposals for the provision of secondary learning in the Chepstow area</li> </ul>	Cabinet Member for Children and Young People
The Council has a plan for raising standards in schools	<ul style="list-style-type: none"> <li>• Continue to raise standards in education including STEM subjects</li> <li>• Ongoing focus on Vulnerable learners</li> <li>• Convening school industry partnership</li> </ul>	Cabinet Member for Children and Young People
The Council carries out a strategic education review	<ul style="list-style-type: none"> <li>• Implement the findings of the ALN review</li> <li>• Review of the Catchment and Nearest School Policy</li> <li>• Review of Home to School Transport</li> <li>• Review and develop leadership structures across schools</li> </ul>	Cabinet Member for Children and Young People  Cabinet Member for Operations

Progress against last  
year's priority areas

---

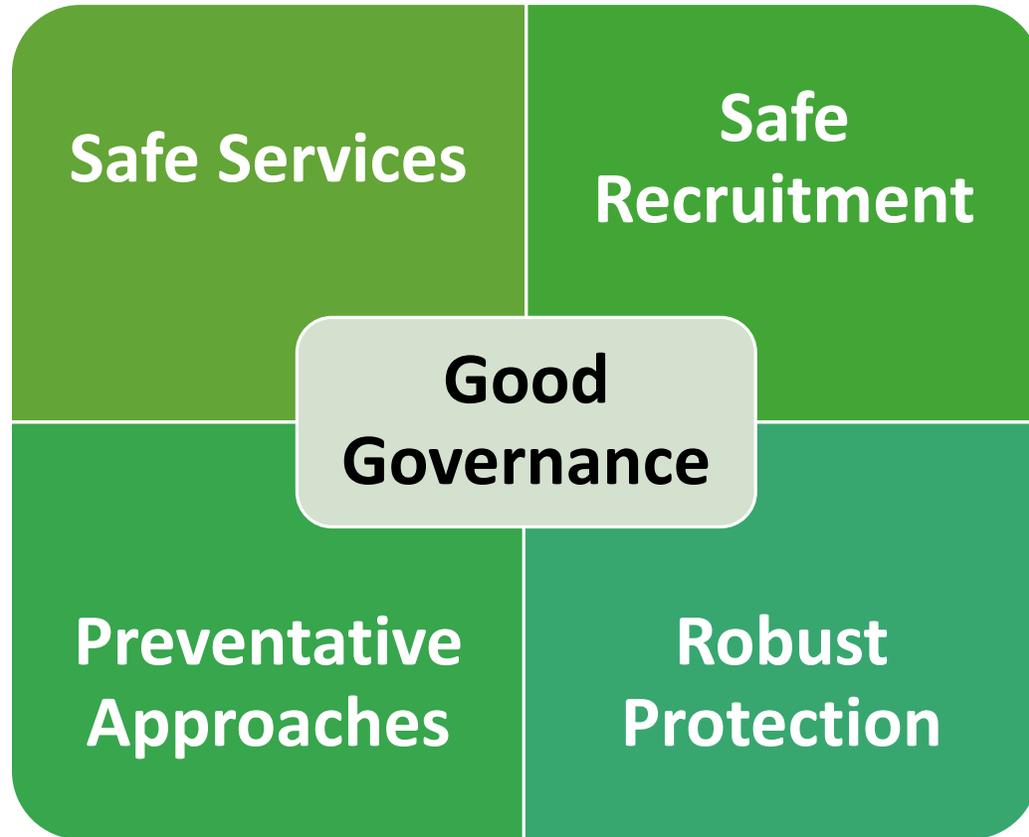
# What we said we would do

Areas of specific focus	How did we do?
Focus on the attainment at the expected level plus one in our primary settings: this will provide the basis for higher levels of attainment in the later stages.	Achieved
Work closely with our secondary schools to ensure they are prepared for the new examination requirements	Achieved
Conclude the independent review of ALN and inclusion provision across the County.	Achieved
Develop a broader offer across schools and youth support services to effectively tackle Adverse Childhood Experiences	Working towards
The CYP Directorate will become one of the key participants in the wider Public Service Board approach to reducing childhood obesity.	Working towards
Seeking specific expertise to develop our collaborative working across geographical and age based clusters	Achieved
Work with all schools to ensure that Monmouthshire is ready to deliver the Successful Futures framework	Achieved and ongoing
Work closely with schools and wider partner agencies to reduce the number of exclusions	Not achieved

# Safeguarding and wellbeing

---

# Safeguarding



- Safeguarding is a key concern for CYP services.
- In our school settings it can range from ensuring the security of a school site to PREVENT anti-radicalisation and everything in between.
- CYP is a key part of the Whole Authority Safeguarding Group (WASG) and works to the same framework to assess the effectiveness of its arrangements.
- The Lead Officer Safeguarding in Schools (LOSIE) is a key role in developing safeguarding in Monmouthshire.
- Every two years all of our schools complete a SAFE, this is then tested in association with the LOSIE.
- We have had four letters from Estyn regarding in the past 18 months.
- We are always learning and developing our practice, this year the safe recruitment of volunteers in our schools was a risk but through string partnership working we now have a complete record of all volunteers across 34 schools.

# Wellbeing

---



- Young people’s wellbeing is a key focus for the MCC Wellbeing Plan which has the stated aim of ‘giving every young person the best start in life’
- The Wellbeing wheel is designed to allow MCC to map our interventions with children and their families and allow us to understand their impact and benefits.
- The wellbeing of children and young people has a direct and tangible impact on their achievements in school.
- We are working closely with colleagues in Social Services’ early help team to strengthen our preventative working. The MCC Youth Service are also a critical part of these interventions. It is a clear aim to further improve this relationship in the next year.
- All of our schools are significantly investing in wellbeing support for their learners. A key part of this is the development of the Emotional Literacy Support Assistant (ELSA) a programme of development led by MCC Educational Psychologists.
- Wellbeing is the key focus for our partnership activity in CYP; this operates at all levels from pan-Gwent Children and Families Partnership through to the PSB, its Programme Board and most recently the Children’s and Young People’s Strategic Partnership.

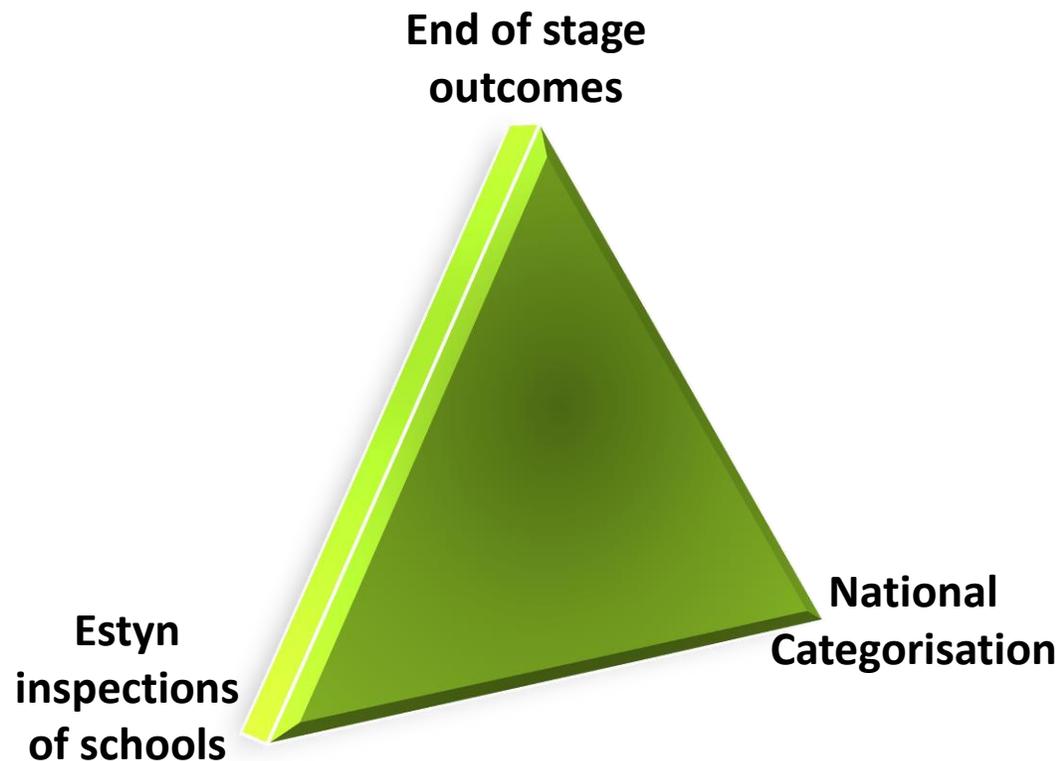
**Wellbeing of staff....**

# School Performance 2016/17

---

# Triangulation of standards in our schools

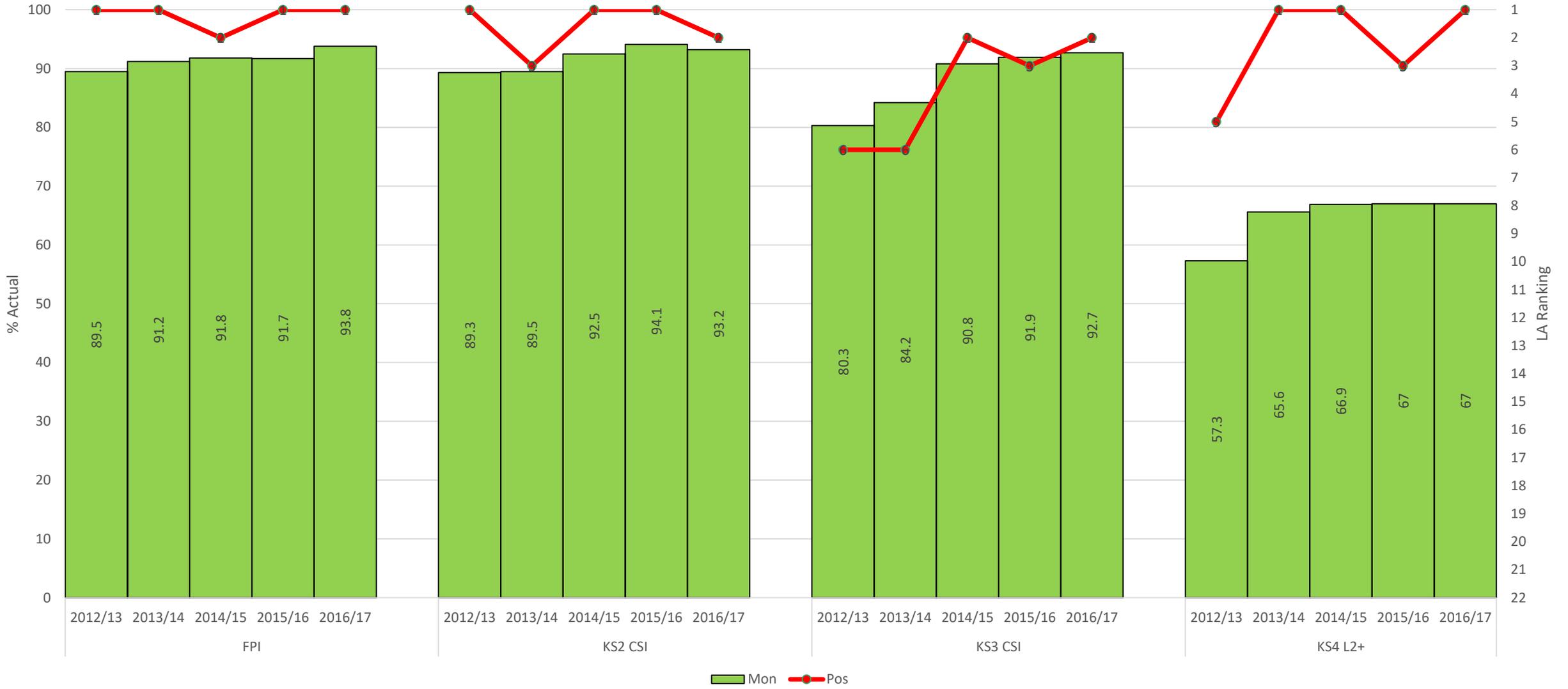
---



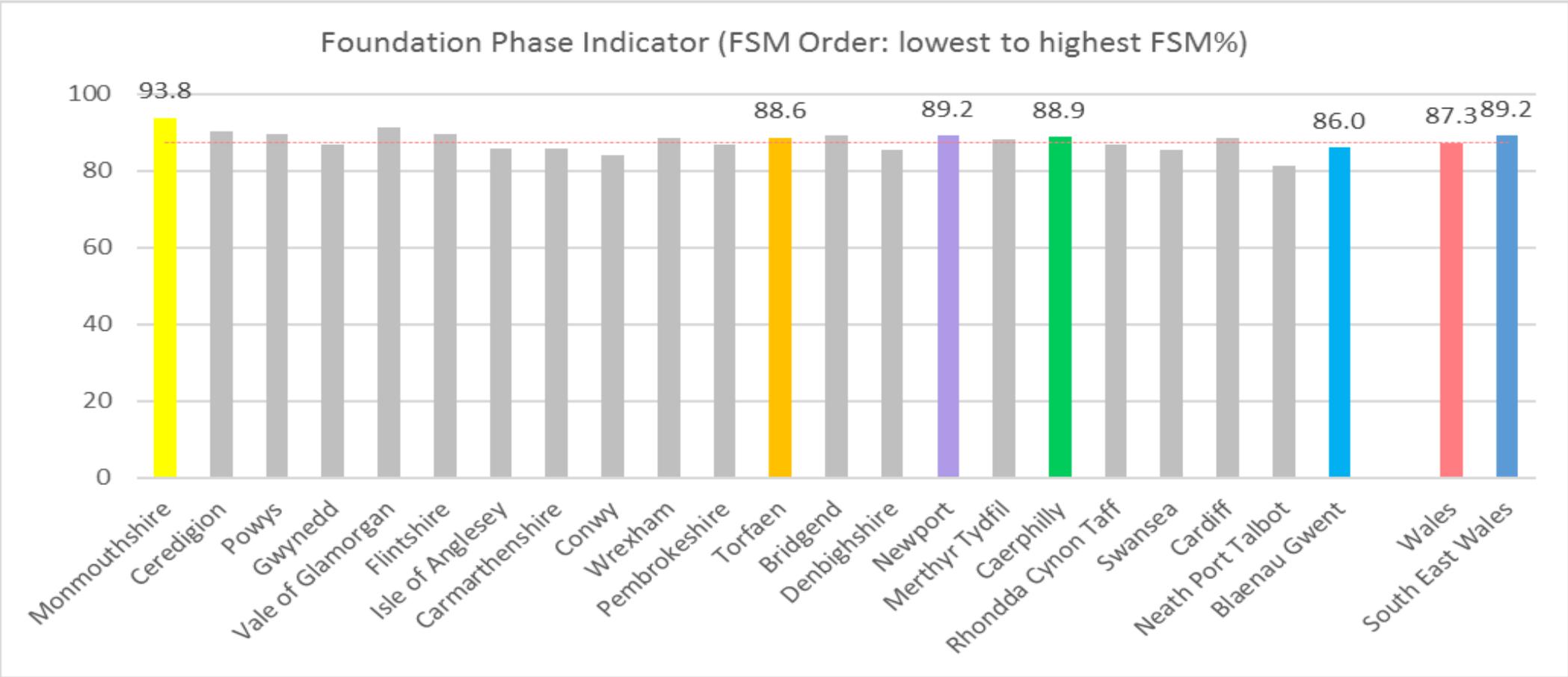
- **End of stage outcomes [annual assessment]:**
  - Expected Level
  - Expected Level +1
  - eFSM Gap
- **National Categorisation [Annual assessment]:**
  - Standards
  - Leadership
- **Estyn Outcomes [rolling programme of school inspection]:**
  - Outcomes
  - Prospects for improvement
  - Teaching and Leadership

# Headline Indicators

## Monmouthshire Actual & LA Rank



# Foundation Phase - FPI



# Indicator Movements

Outcome 5+	FPI	LLC English	LLC Welsh	Mathematical Development	PSD
MCC 2017	93.8 ↑	94.7 ↑	98.1 ↑	94.4 ↑	97.9 ↑
Target	<b>94.1</b>	<b>94.6</b>	<b>94.4</b>	<b>95.0</b>	<b>97.6</b>
MCC 2016	91.7	93.1	93.8	93.8	96.6
Wales 2017	87.3	88.1	90.9	90.3	94.7

Outcome 6+	LLC English	LLC Welsh	Mathematical Development	PSD
MCC 2017	49.6 ↑	50.0 ↑	47.3 ↓	75.7 ↑
Target	<b>48.7</b>	<b>50.00</b>	<b>47.8</b>	<b>72.4</b>
MCC 2016	47.3	45.3	47.3	70.4
Wales	38.1	38.1	38.7	61.3

# The National Perspective

	FPI	LLC English	LLC Welsh	Mathematical Development	PSD
<b>2017</b>	<b>1</b> ↔	<b>1</b> ↔	<b>1</b> ↑	<b>1</b> ↑	<b>1</b> ↑
<b>2016</b>	<b>1</b> ↑	<b>1</b> ↑	<b>7</b> ↑	<b>2</b> ↔	<b>3</b> ↓
<b>2015</b>	<b>2</b> ↓	<b>2</b> ↓	<b>16</b> ↓	<b>2</b> ↓	<b>1</b> ↓

In 2017, most pupils at the end of the Foundation Phase achieved the expected outcome 5+ in the Foundation Indicator. This is 6.3 pp above the national Wales average and continues the improving trend of the last five years. In this indicator, Monmouthshire is ranked 1<sup>st</sup> in 2017. Monmouthshire has been ranked 1<sup>st</sup> in three of the previous four years and 2<sup>nd</sup> in the fourth year.

Performance at the end of the Foundation Phase for LLCE, MD and PSD is higher than in 2016 continuing an overall upward trend and as a result, Monmouthshire is ranked 1<sup>st</sup> in Wales for all three indicators for the second time in the last five years. During this period, performance in all three has been consistently 3<sup>rd</sup> or above.

# Foundation Phase: Gender Differential and FSM Performance

---

## Gender

The gap between girls and boys achieving the FPI is significantly smaller than the gap across Wales nationally in 2017. This is due to a significant improvement (5.0pp) in boys' performance and a slight decline in girls' performance (1.0pp) compared to the previous year. The gap in performance in Monmouthshire is the smallest when compared to other similar local authorities in 2017.

Although the gap in performance between boys and girls in LLCE in 2017 is smaller than 2016, it is greater than the average across Wales in favour of girls. Overall, the gap has increased over the last five years because girls' performance has increased at a faster rate than boys' performance. Performance in LLCW has been variable over the last five years due to fluctuating and small numbers of pupils in each cohort.

## FSM

FSM pupils' performance increased by 8.3 percentage points to 84.9%. The performance of non FSM pupils also rose to 94.8%, a 0.9 percentage point increase. The scores of non FSM pupils has risen steadily over the past 3 years, with a 1.0 percentage point gain between 2015 and 2016 also. Due to the significant increase in FSM pupils' performance in 2017, the attainment gap between FSM and non FSM closed from 17.3 in 2016 to 9.9 this year. Over a 5 year period from 2013, the attainment gap has ranged from 9.5 to 17.3, with 2017's 9.9 being the 2<sup>nd</sup> lowest score over the period.

For schools' FSM performance, there was a full range of scores from 100% to 0% - this is consistent with the previous 2 years also. Non FSM schools performance ranged from 100% to 77.8%, this is the narrowest the gap between scores has been for 3 years, up over 4.0 percentage points from 2016.

# Foundation Phase Conclusions

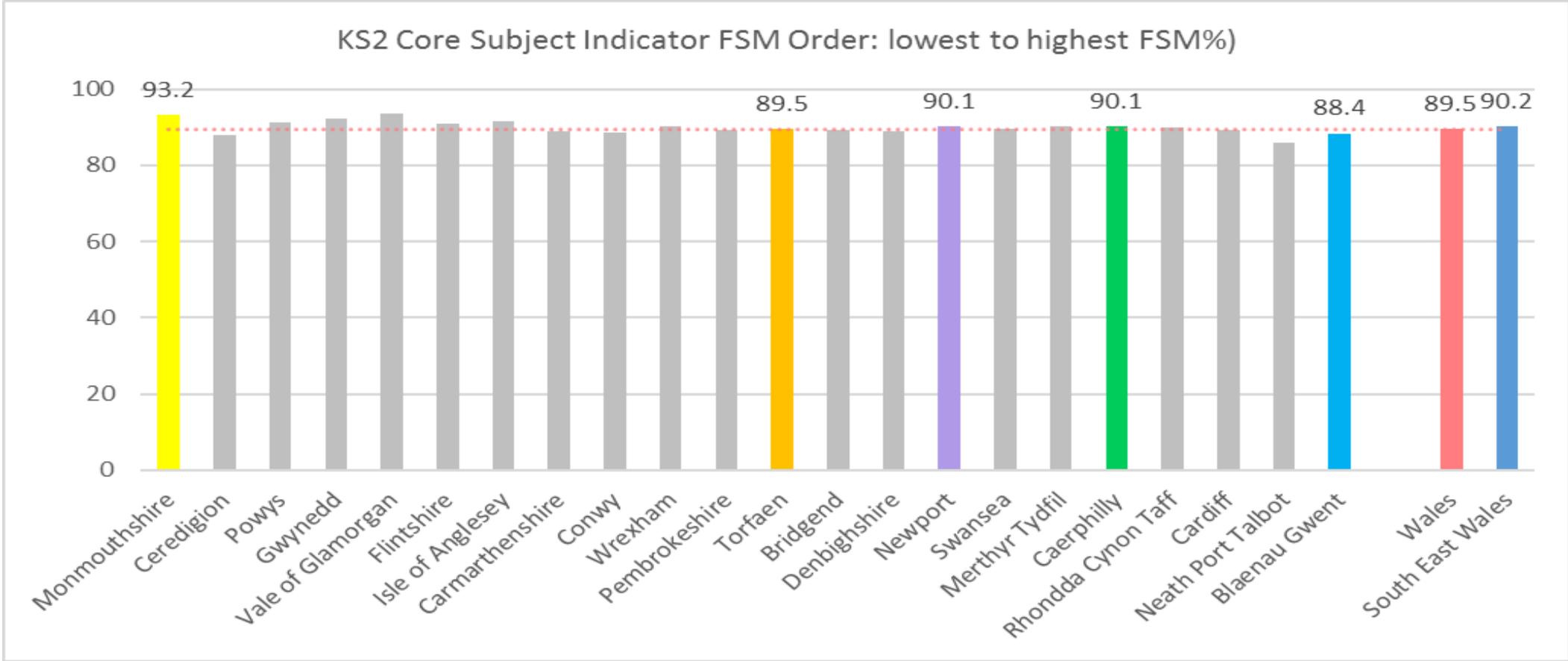
---

Our schools have successfully implemented the revised Foundation Phase framework, consistently improved outcomes and maintained Monmouthshire's position as one of the highest performing local authorities. Overall, performance at the higher level continues to improve with over 47% of learners achieving Outcome 6+.

Schools have closed the gap in attainment between boys and girls in the FPI through the development of stimulating learning environments and delivery of rich learning experiences that engage and challenge both boys and girls. The performance of FSM pupils has increased through targeted intervention and tracking. As a result, the gap has closed to less than 10 percentage points.

From summer 2018, schools will use the new Foundation Phase Framework to assess learner outcomes. Given this is the first year for the new measures and the uncertainties surrounding this, we expect to see a decline in performance overall and in line with performance across Wales, particularly at the higher levels. Our challenge will be to maintain our current ranking during this period of transition. In order to secure further improvements going forward, schools will need to continue to develop and embed effective Foundation Phase practice, ensuring continuity and progression in skills development and sharing good practice within and across schools.

# Key Stage 2



# Indicator Movements

Level 4 +	CSI	English	Welsh (First Language)	Mathematics	Science
MCC 2017	93.2 ↓	95.3 ↓	86.8 ↓	94.5 ↓	95.3 ↓
Target	<b>92.7</b>	<b>94.5</b>	<b>84.2</b>	<b>94.2</b>	<b>95.3</b>
MCC 2016	94.1	95.9	95.1	95.2	97.2
Wales 2017	89.5	91.1	91.6	91.6	92.2

Level 5 +	English	Welsh (First Language)	Mathematics	Science
MCC 2017	56.4 ↑	44.7 ↑	57.4 ↑	57.3 ↑
Target	<b>54.3</b>	<b>31.6</b>	<b>55.5</b>	<b>56.5</b>
MCC 2016	54.1	36.6	54.8	54.6
Wales 2017	44.7	41.5	47.0	46.4

# The National Perspective

	CSI	English	Welsh (first language)	Maths	Science
<b>2017</b>	<b>2 ↓</b>	<b>1 ↔</b>	<b>21 ↓</b>	<b>2 ↓</b>	<b>1 ↔</b>
<b>2016</b>	<b>1 ↔</b>	<b>1 ↑</b>	<b>6 ↑</b>	<b>1 ↔</b>	<b>1 ↔</b>
<b>2015</b>	<b>1 ↑</b>	<b>2 ↑</b>	<b>20 ↑</b>	<b>1 ↑</b>	<b>1 ↑</b>

Performance in 2017 in the KS2CSI declined by 0.9pp compared to the previous year. This is because outcomes for all core subject indicators are lower than in 2016, particularly in Welsh language. As a result, Monmouthshire's ranking dropped to 2<sup>nd</sup> in Wales. Monmouthshire has been ranked 1<sup>st</sup> for this indicator for three out of the last five years.

The rate of improvement in the KS2CSI in Monmouthshire over the last five years has been slower than the national average. Similarly, the rate of improvement in Monmouthshire has been slower than in Powys and the Vale of Glamorgan during the same period.

There has been a decline in performance for all core indicators at level 4+ compared to 2016. In English, the overall decline is due to a fall of 1pp in oracy and 1.2pp in reading. Although English and science outcomes are below 2016, they are the strongest subjects in 2017 and both are ranked 1<sup>st</sup> in Wales.

Performance in mathematics has declined by 0.7 pp and is now ranked 2<sup>nd</sup> in Wales. Welsh first language is the weakest core subject in 2017 with a decline of 8.3 pp compared to the previous year and as a result it is now ranked 21<sup>st</sup> in Wales.

# Key Stage 2: Gender Differential and FSM Performance

---

## Gender:

The gap in performance in the KS2CSI in 2017 is very small and in favour of boys for the first time over the last five years. This is because boys have improved at a faster rate than girls have during this period and as a result, outcomes are 5.6pp higher than in 2013 compared to a 2.1pp increase for girls.

The gap in performance between boys and girls in Monmouthshire for the KS2 CSI has been consistently smaller than the Wales average for the last five years.

The gap in performance at level 5+ has increased for English, mathematics and science and reduced for Welsh compared to 2016.

Boys' performance in English is significantly below that of girls in 2017. When considering the three elements of oracy, reading and writing that contribute to overall performance in English at level 5+, girls' attainment is higher in both reading and writing compared to boys. As a result, the gap has increased by 7.8pp compared to a 0.9pp increase across Wales.

## FSM:

Both FSM and non FSM pupil performance dropped at KS2 in 2017 compared to 2016, however both performance scores were higher than those seen in 2015. FSM performance dropped by 1.6 percentage points to 84.0%, whereas scores of non FSM pupils dropped by 1.1 percentage points. The attainment gap widened slightly by 0.4 to 10.2 in 2017, the 2<sup>nd</sup> lowest score achieved within the last 4 years.

In terms of schools, the range of scores widened for non FSM pupils, with the lowest score achieved dropping from 87.5% in 2016 to 83.3% in 2017. The top score achieved remains at 100%. For FSM pupils, as seen for Foundation Phase the range of scores remain at 100% to 0%.

# Key Stage 2 Conclusions

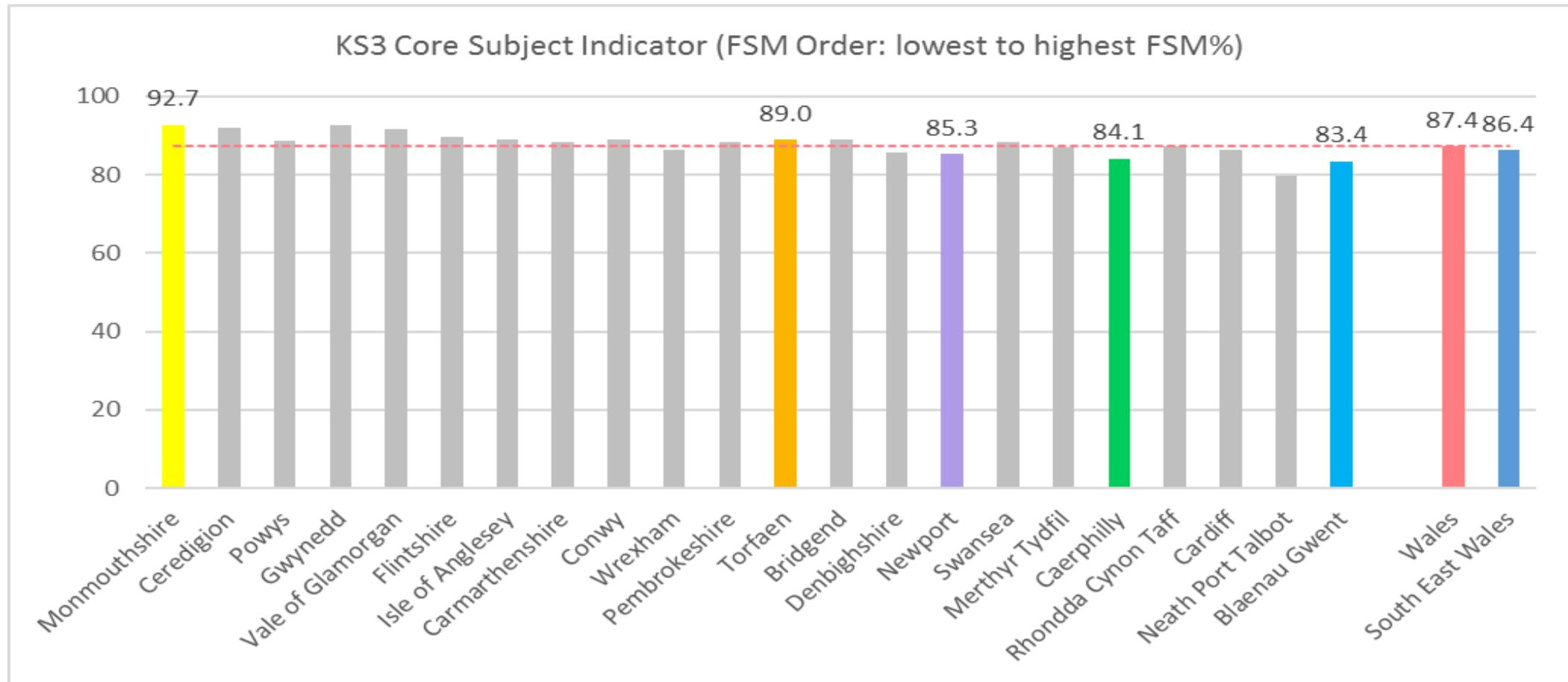
---

Performance across our schools has improved consistently and has been amongst the highest in Wales for almost all indicators at level 4+. However, 2017 saw a slight decline in performance and ranking. Performance in Welsh first language declined significantly due to a wide variation between schools. In contrast, performance at the higher levels continue to improve and build on FP outcomes across all indicators.

Schools have continued to close the gap in performance between boys and girls through the continued implementation of innovative curriculum provision that engages both boys and girls in almost all areas apart from English reading and writing. The performance of FSM learners is improving overall because of a greater focus on tracking and the implementation of suitable interventions.

Our challenge will be to continue to increase the proportion of learners achieving level 5+ and to secure more learners attaining level 6+ through effective cluster collaborative arrangements and the sharing of good practice and expertise between primary and secondary schools. The implementation of Donaldson across our schools will be a significant step towards achieving these higher levels and our Pioneer schools are taking the lead in supporting the roll out across all four clusters.

# Key Stage 3



# Indicator Movements

Level 5 +	CSI	English	Mathematics	Science
MCC 2017	92.7 ↑	94.5 ↑	94.5 ↑	97.0 ↑
Target	<b>94.9</b>	<b>95.1</b>	<b>95.2</b>	<b>96.3</b>
MCC 2016	91.9	94.2	93.6	95.1
Wales 2017	87.4	90.5	90.8	93.5
Level 6 +	English		Mathematics	Science
MCC 2017	71.4 ↓		75.3 ↑	78.7 ↑
Target	<b>70.9</b>		<b>75.1</b>	<b>74.2</b>
MCC 2016	72.7		74.5	76.5
Wales 2017	58.7		66.5	65.6
Level 7 +	English		Mathematics	Science
MCC 2017	31.9 ↑		40.5 ↑	39.9 ↑
MCC 2016	24.7		38.8	34.1
Wales 2017	20.7		30.8	26.5

# The National Perspective

	CSI	English	Maths	Science
<b>2017</b>	2 ↑	2 ↔	2 ↑	1 ↑
<b>2016</b>	3 ↓	2 ↓	3 ↑	6 ↓
<b>2015</b>	2 ↑	1 ↑	4 ↑	4 ↑

At 92.7%, performance in the KS3 CSI in 2017 continues the improving trend of the last five years. The rate of improvement for this indicator has been faster than the average across Wales during the same period and as a result, Monmouthshire is 2<sup>nd</sup> in Wales in 2017.

Monmouthshire level 5+ outcomes in core subjects have improved consistently since 2013, remaining above the Wales average throughout.

Performance in English level 6+ decline by 1.3pp in 2017 compared to the previous year. However overall the five-year trend for this indicator shows an improvement of 22.5 pp since 2013.

Performance at level 6+ in mathematics and science improved by 0.8pp and 1.7pp respectively in 2017. This continues the upward trajectory of the last five years where outcomes in mathematics have improved by 20.7pp and in science by 34.6pp since 2013.

Outcomes for all subject indicators are higher than other similar authorities and the Wales average in 2017.

# Key Stage 3: Gender Differential and FSM Performance

---

## Gender:

The gap between the performance of boys and girls in the KS3 CSI in 2017 is the narrowest for five years. During this period, the performance of both groups has increased year on year, however, the boys' rate of improvement has been faster and consequently the gender gap has reduced.

The gender gap in Monmouthshire has been consistently below the Wales average since 2013 and in 2017, it is the narrowest compared to other similar local authorities.

At the same time, the gender differences have decreased for all core subjects and all gender gaps are narrower than the Wales average and in comparison with other similar authorities. The smallest gap is in mathematics (-1.4pp) and the highest in English (-2.8pp) and both in favour of girls.

The gender gap in English has decreased again continuing the trend of the last four years. However, in 2017, the gap has narrowed because the performance of girls is 2.9pp lower than in 2016 and boys' performance in 2017 is only 0.2pp higher than the previous year.

Gender differences in mathematics and science have increased in 2017. This is because the performance of boys has declined compared to the previous year and girls have continued to improve.

## FSM

FSM pupil performance rose by 2.8 percentage points in 2017 to continue its upward trend since 2015. Non FSM performance has also seen a rise each year since 2014, with a 0.3 percentage point most recently in 2017 compared to the previous year. The attainment gap is the narrowest it has been since 2014, at 18.8 – this is due to the rising scores of FSM pupils, alongside the smaller increases seen by non FSM pupils.

When looking at schools, the top scores achieved by FSM pupils have increased for the past 3 years, jumping from 85.7% to 2016 to 91.7% in 2017. However, the scores were more bunched in 2016 with the gap in ranges widening from 5.7 to 16.7 in 2017. For non FSM pupils, both the lowest and highest scores remain above 90.0%, with the highest score rising by 1.1 percentage points to 96.3%. However as seen for FSM pupils, the lowest score has declined from 94.3% in 2016 to 91.9% in 2017.

# Key Stage 3 Conclusions

---

We have seen an improving five-year trend in performance level 5+ at the end of key stage 3 and as a result, Monmouthshire is now amongst the highest performing for all key indicators for the first time during that period. During this time, schools have systematically developed and implemented effective cluster working between the secondary school and feeder primary schools. This has involved sharing good practice across phases, holding regular moderation sessions and lesson observations and agreeing shared expectations for all pupils on transfer from primary to secondary school. Gains at both level 6+ and level 7+ show a significant five year upward trend. Improving performance at the higher levels will be a continuing priority to secure improving future outcomes at the end of key stage 4.

Secondary schools are increasingly building on learning at the end of the primary phase to provide suitable stimulating opportunities to engage and challenge more learners. Consequently, performance for both groups has increased although at a faster rate for boys. As a result, the gap in attainment between boys and girls in the KS3 CSI has closed. Similarly, increased tracking of FSM pupils supported by timely and effective interventions is reducing the attainment gap between FSM and non-FSM and it is now the narrowest for four years.

Secondary schools are engaging well with Pioneer schools to implement Donaldson and at the same time reviewing and redesigning the KS3 curriculum to reflect the new GCSE specifications as they are introduced and extending many elements into the KS2 curriculum in partnership with cluster primary schools.

# Key Stage 4

2017 saw the first tranche of new examinations and accountability measures introduced in Wales.

English language replaced English literature in the L2+ indicator

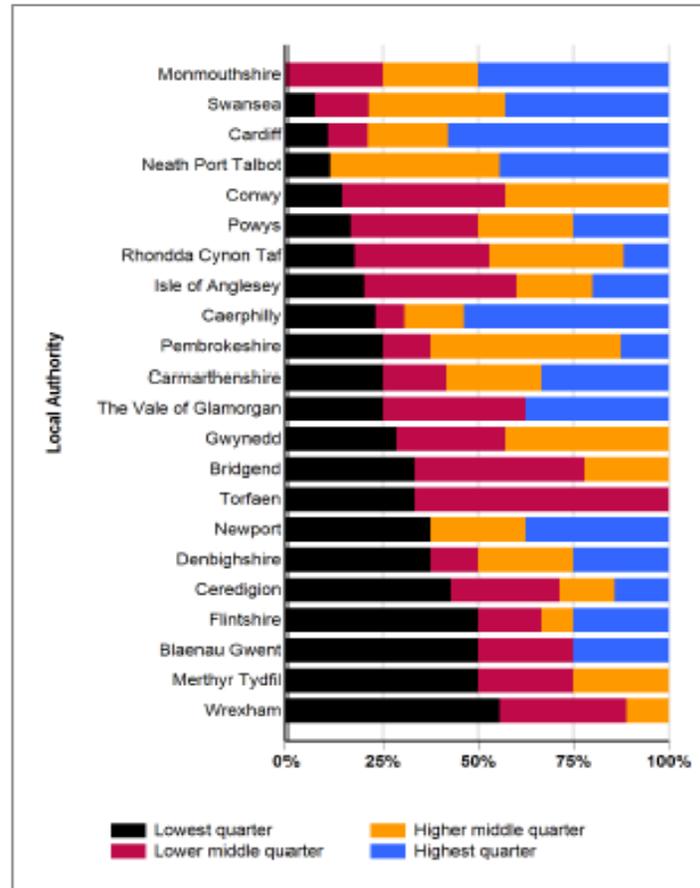
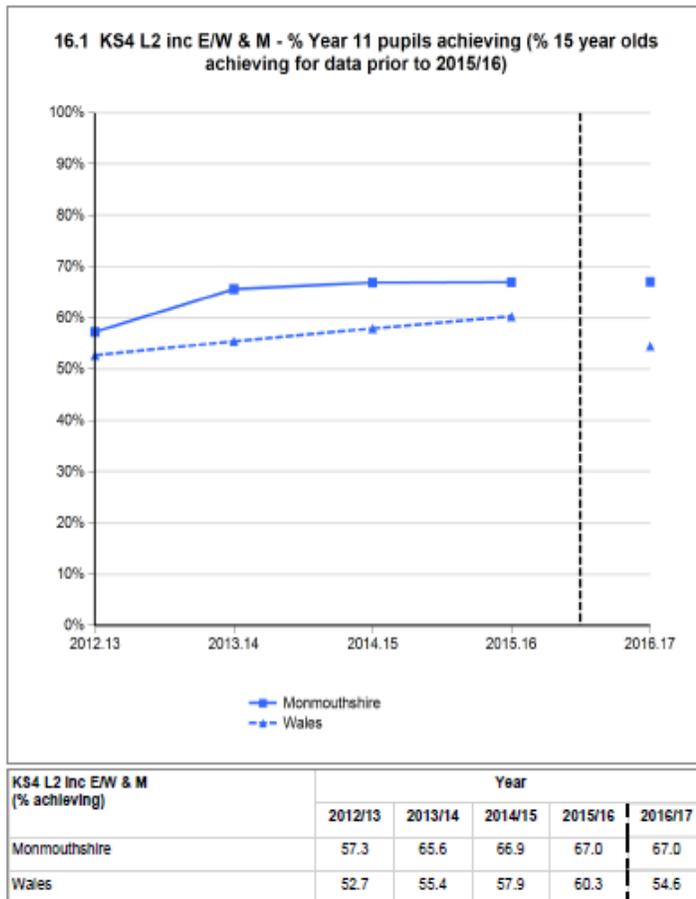
A new Maths paper; numeracy was introduced

Vocational qualifications or equivalents could only make up 40% of the key *Level 2 inclusive of English / Maths* indicator

The new exams were based upon 'linear' examination structures rather than modular and coursework based assessments

	2015/16	2016/17	Difference
Isle of Anglesey	58.8	50.5	-8.3
Gwynedd	65.9	58.1	-7.8
Conwy	55.9	53.8	-2.1
Denbighshire	58.7	50.0	-8.7
Flintshire	61.5	57.0	-4.6
Wrexham	55.3	49.3	-6.0
Powys	65.3	62.2	-3.1
Ceredigion	70.3	62.4	-8.0
Pembrokeshire	59.3	55.3	-4.0
Carmarthenshire	65.1	57.2	-7.9
Swansea	64.7	57.8	-6.9
Neath Port Talbot	60.9	51.4	-9.5
Bridgend	61.7	53.0	-8.7
Vale of Glamorgan	67.1	60.4	-6.7
Rhondda,Cynon,Taf	56.6	49.8	-6.7
Merthyr Tydfil	53.9	42.4	-11.5
Cardiff	62.5	58.5	-4.1
Caerphilly	53.0	49.9	-3.1
Blaenau Gwent	48.2	41.1	-7.2
Torfaen	53.5	51.2	-2.2
Monmouthshire	67.0	67.0	0.0
Newport	57.3	55.5	-1.8
Wales	60.3	54.6	-5.6

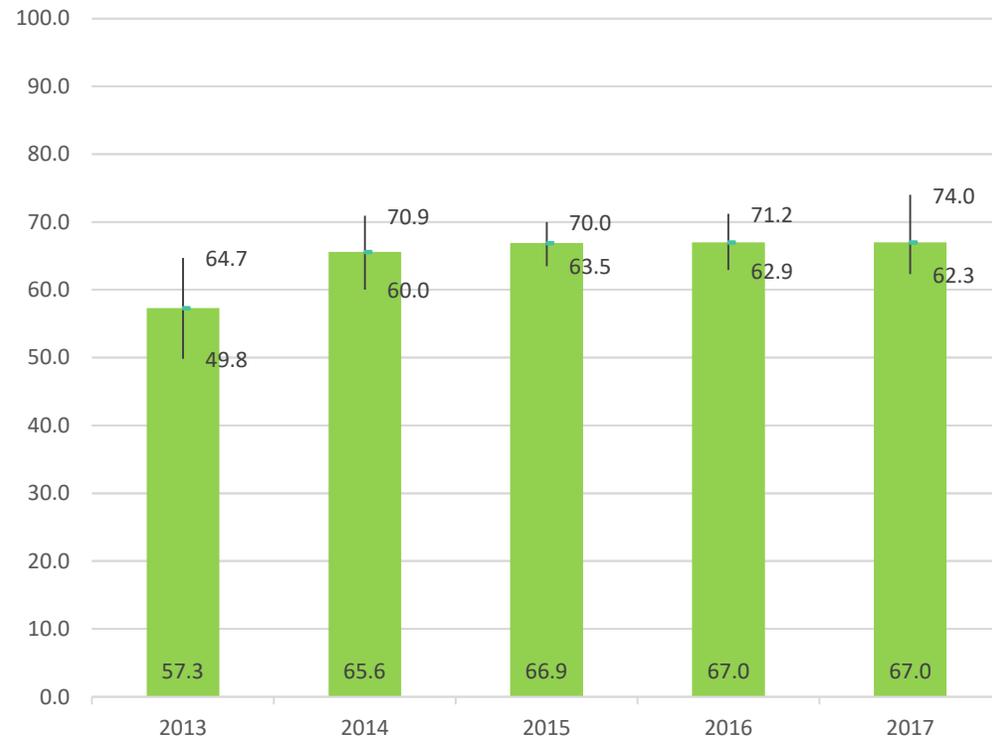
# KS4: L2+ (Overall performance and Benchmark Quartiles)



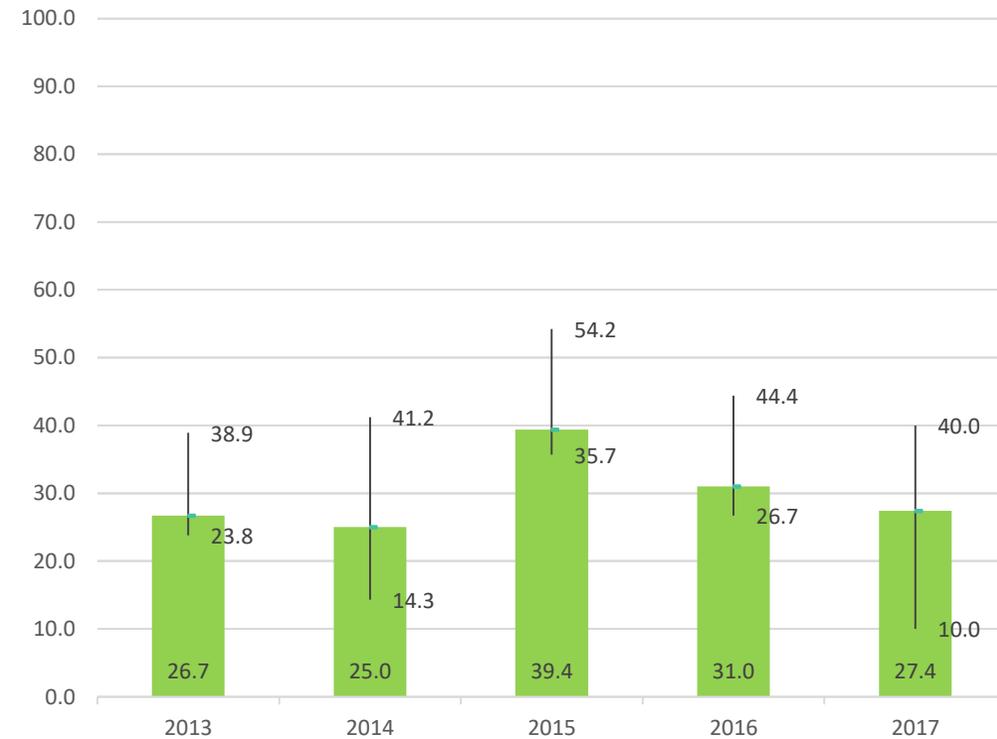
The Level two inclusive indicator was, in 2017, still the gold standard measure of attainment at the end of Key Stage 4. Monmouthshire achieved a county wide average of 67% , the highest in Wales and 4.6% higher than the next authority. Two Monmouthshire schools (Monmouth and Chepstow) placed in the top benchmark quartile of similar schools, King Henry VIII placed in the second quartile and Caldicot the lower middle.

# School variability & FSM Performance

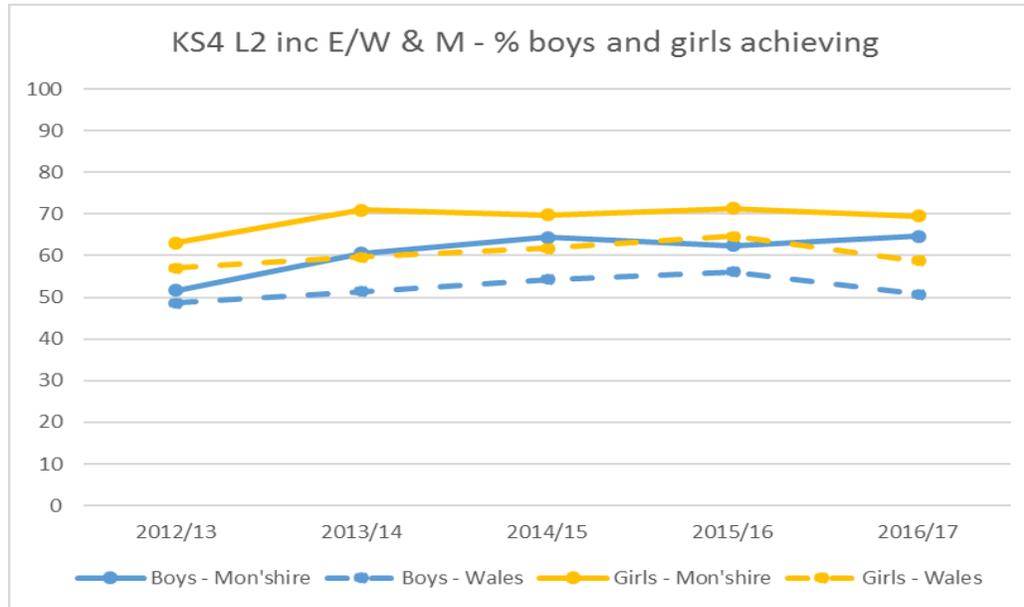
L2+ - All Pupils



L2+ - FSM Pupils



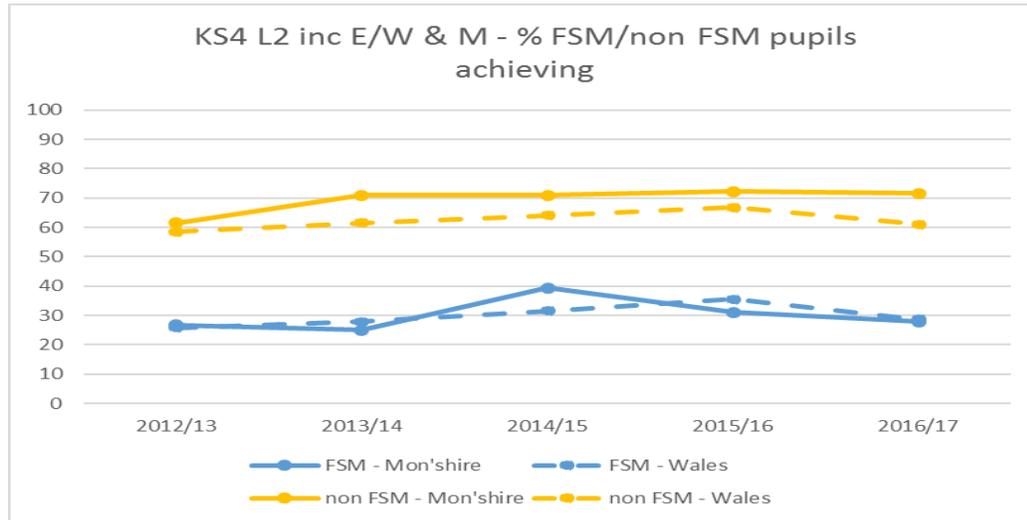
# KS4 L2+: Gender differentials



KS4 L2 inc E/W & M (% achieving)	2012/1 3	2013/1 4	2014/1 5	2015/1 6	2016/1 7
Boys - Mon'shire	51.7	60.6	64.4	62.4	64.6
Boys - Wales	48.7	51.4	54.3	56.1	50.7
Girls - Mon'shire	63.1	71.0	69.7	71.3	69.5
Girls - Wales	57.0	59.7	61.8	64.7	58.8
Difference (boys% - girls%) - Mon'shire	-11.4	-10.4	-5.3	-8.9	-4.9
Difference (boys% - girls%) - Wales	-8.3	-8.3	-7.5	-8.6	-8.1

The gender gap narrowed in 2017 for the Level 2 threshold inclusive of English/Welsh first language and mathematics from a 8.9 points gap in 2016 to a 4.9 points gap in 2017. The gap is now narrower than across Wales. This gap has narrowed due to a decline in girls' performance compared to an improvement in boys'.

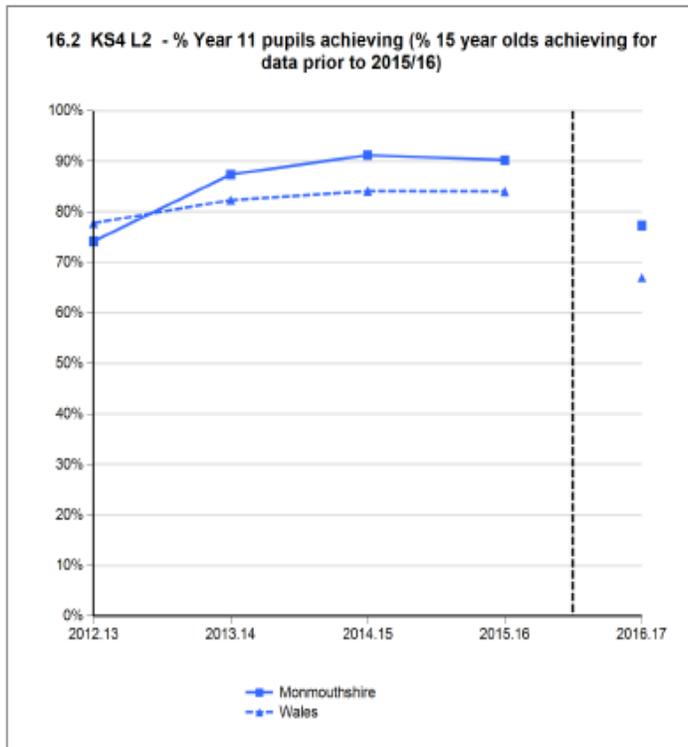
# KS4 L2+: FSM Differential



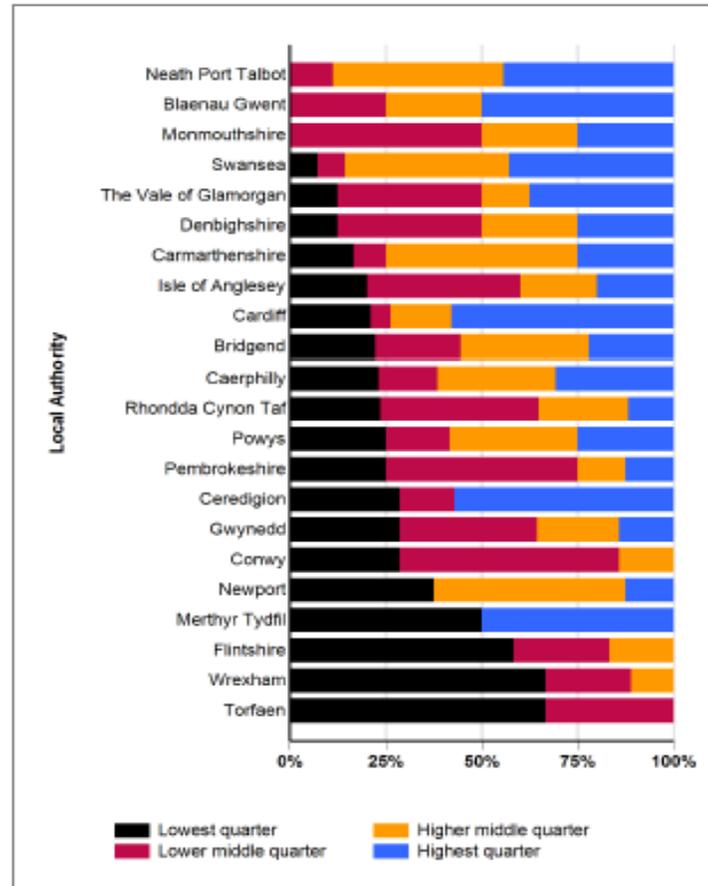
KS4 L2 inc E/W & M (% achieving)	2012/13	2013/14	2014/15	2015/16	2016/17
FSM - Mon'shire	26.7	25.0	39.4	31.0	27.9
FSM - Wales	25.8	27.8	31.6	35.6	28.6
non FSM - Mon'shire	61.6	71.0	71.0	72.2	71.6
non FSM - Wales	58.5	61.6	64.1	66.8	61.0
Difference (FSM% -non FSM%) - Mon'shire	-34.9	-46.0	-31.6	-41.2	-43.7
Difference (FSM% -non FSM%) - Wales	-32.7	-33.8	-32.5	-31.2	-32.4

The FSM/non FSM gap widened in 2017 for the Level 2 threshold inclusive of English/Welsh first language and mathematics from a 41.2 points gap in 2016 to a 43.7 points gap, above the Wales average of 32.4 points. The gap has fluctuated over the past few years, and the gap has widened this year due to the larger decrease in FSM pupil performance than non FSM pupil performance.

# KS4: L2 (Overall performance and Benchmark Quartiles)

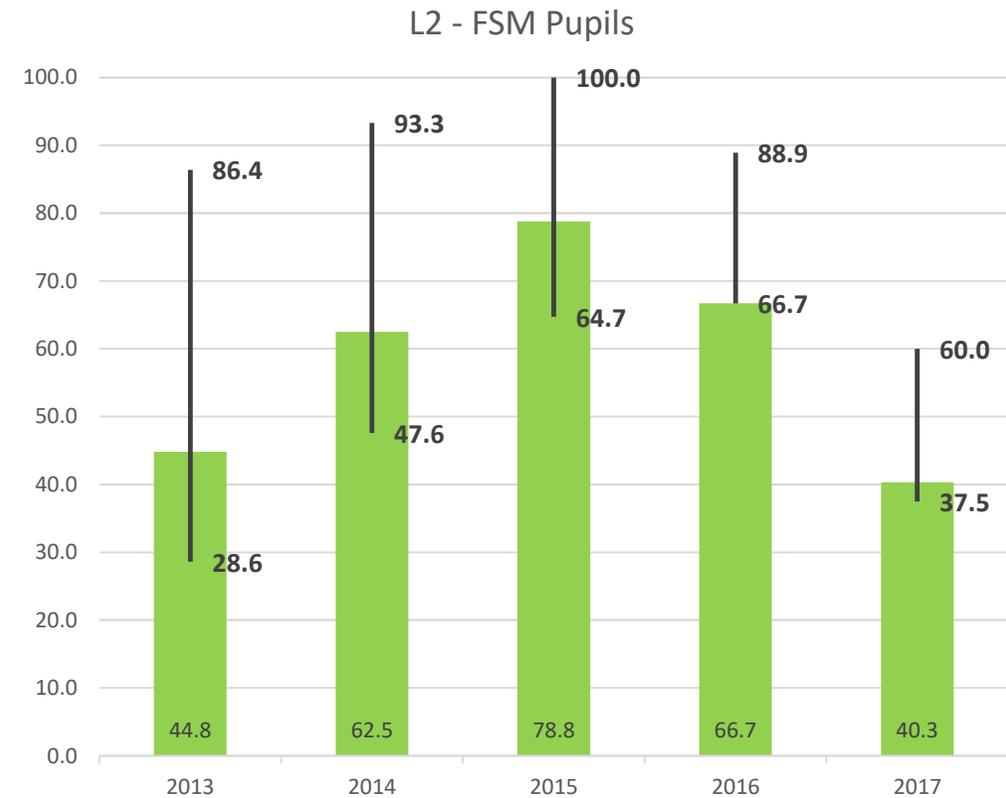
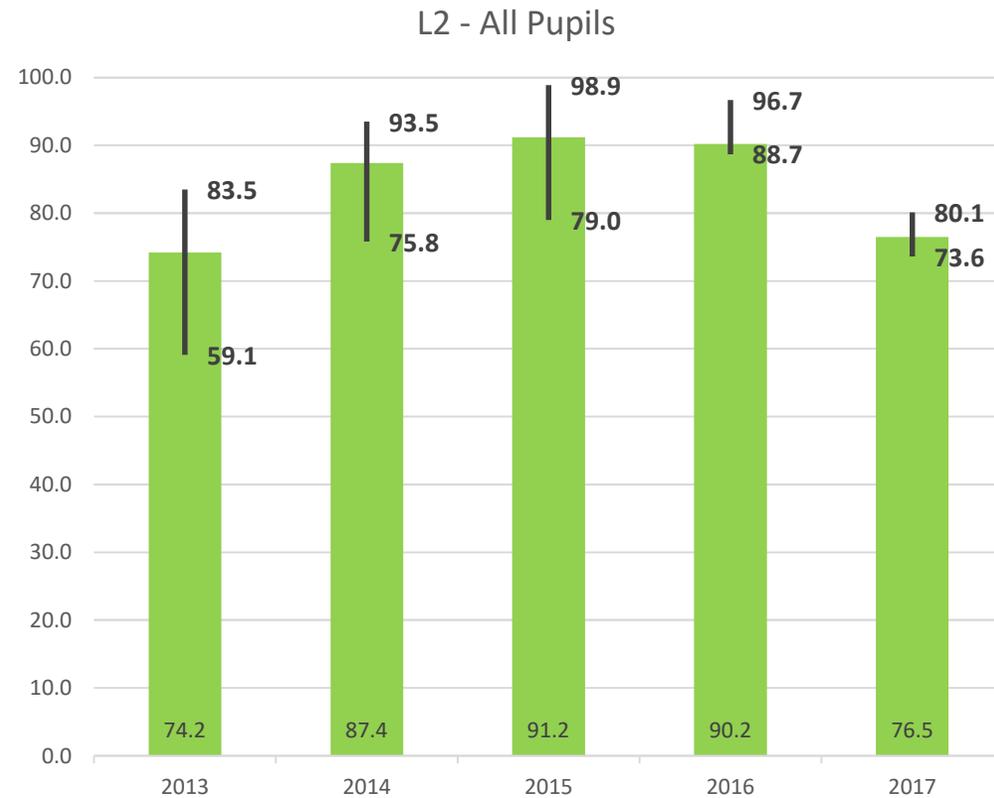


KS4 L2 (% achieving)	Year				
	2012/13	2013/14	2014/15	2015/16	2016/17
Monmouthshire	74.2	87.4	91.2	90.2	77.3
Wales	77.8	82.3	84.1	84.0	67.0

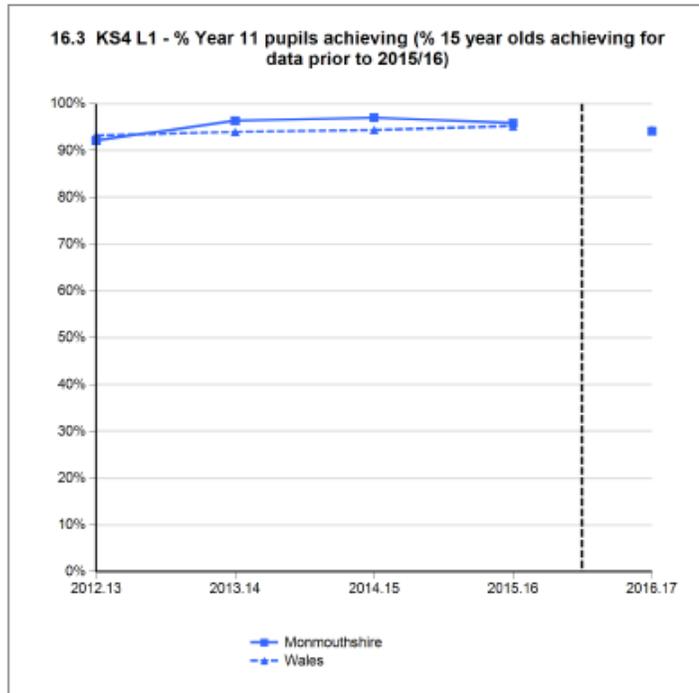


At 77.3%, Monmouthshire is the highest performing authority in the EAS region for L2 and 11.5pp higher than the next highest authority. However, L2 performance in 2017 is 12.9pp lower than in 2016 and is similar to the dip in other regional authorities. But less than the Welsh reduction of 17pp. Monmouthshire was ranked second in Wales for this indicator. King Henry VIII is the highest performing school in Monmouthshire for this indicator at 80.1% with Chepstow being the lowest at 73.3%.

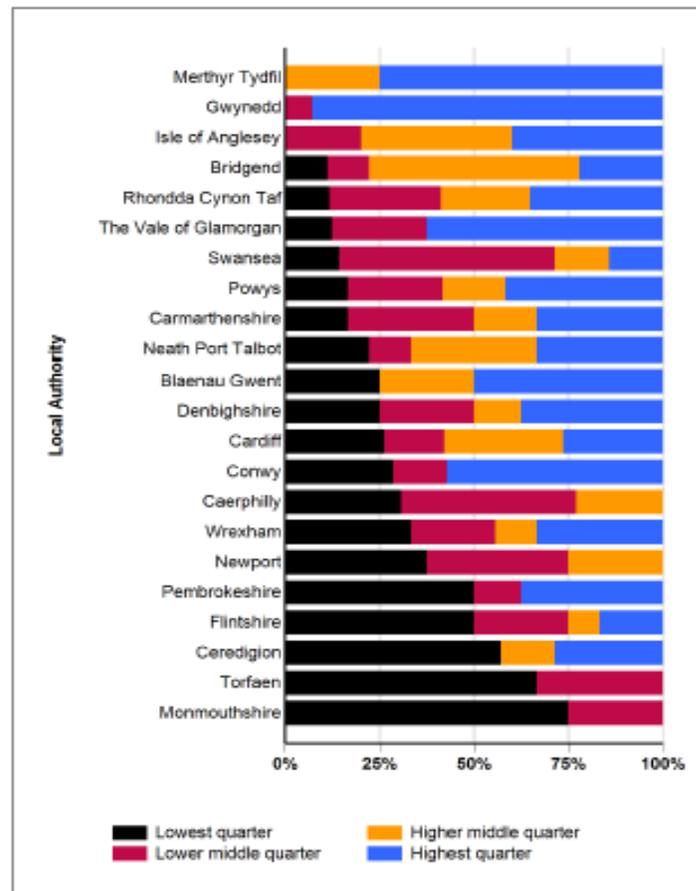
# Variability & FSM Performance



# KS4: L1 (Overall performance and Benchmark Quartiles)

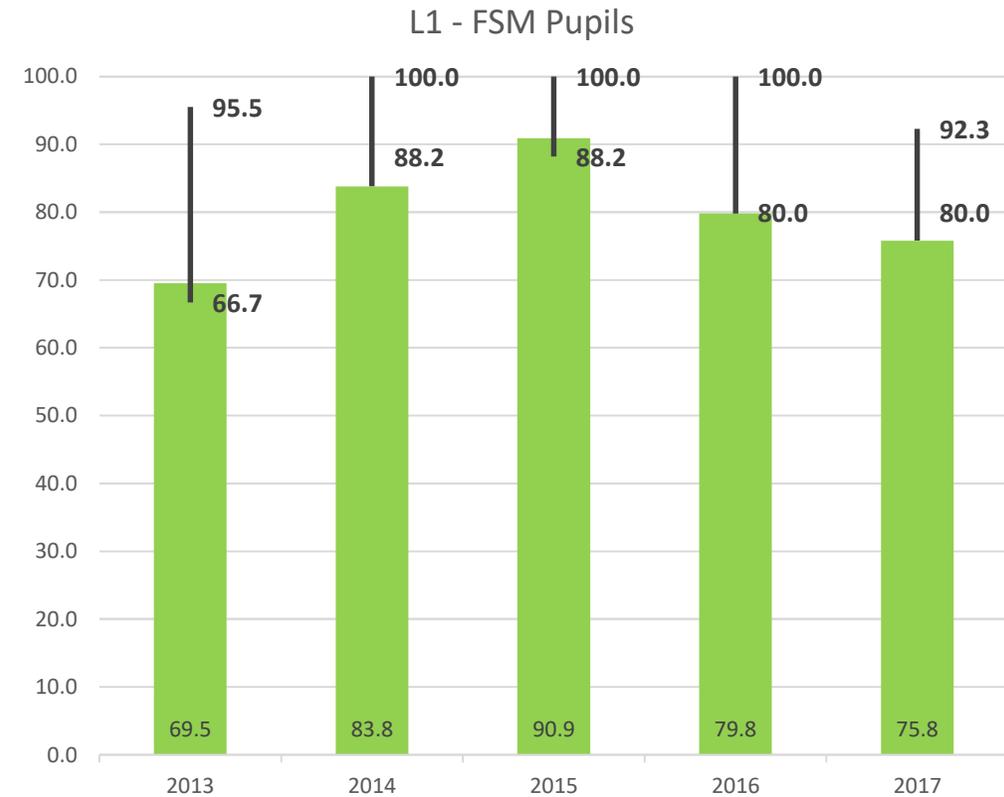
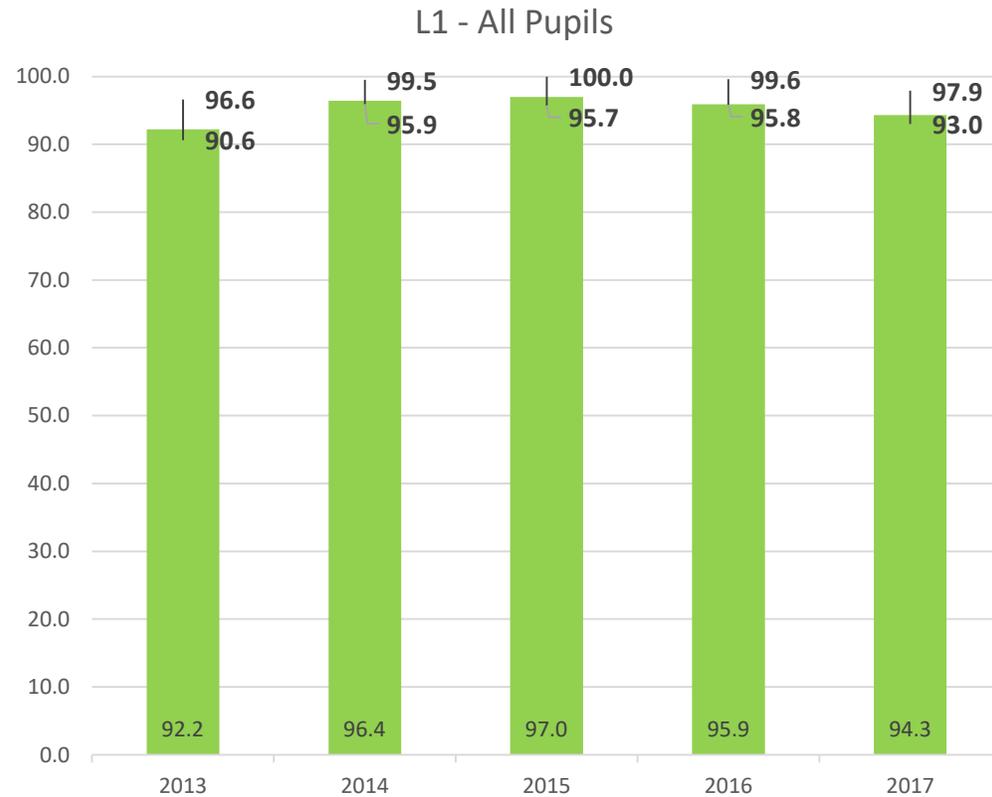


KS4 L1 (% achieving)	Year				
	2012/13	2013/14	2014/15	2015/16	2016/17
Monmouthshire	92.2	96.4	97.0	95.9	94.1
Wales	93.2	94.0	94.4	95.3	94.4

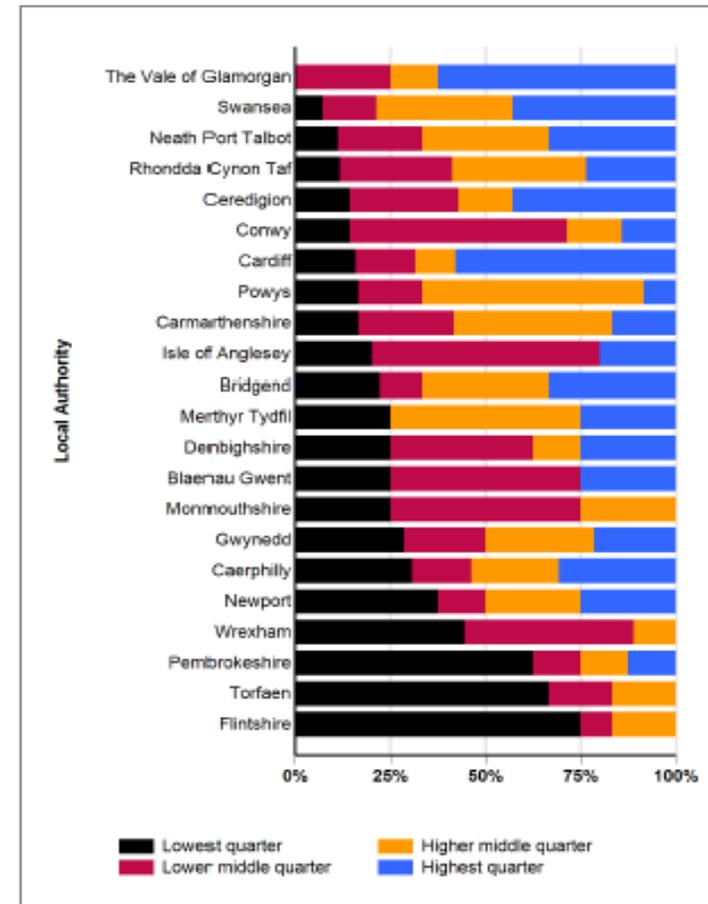
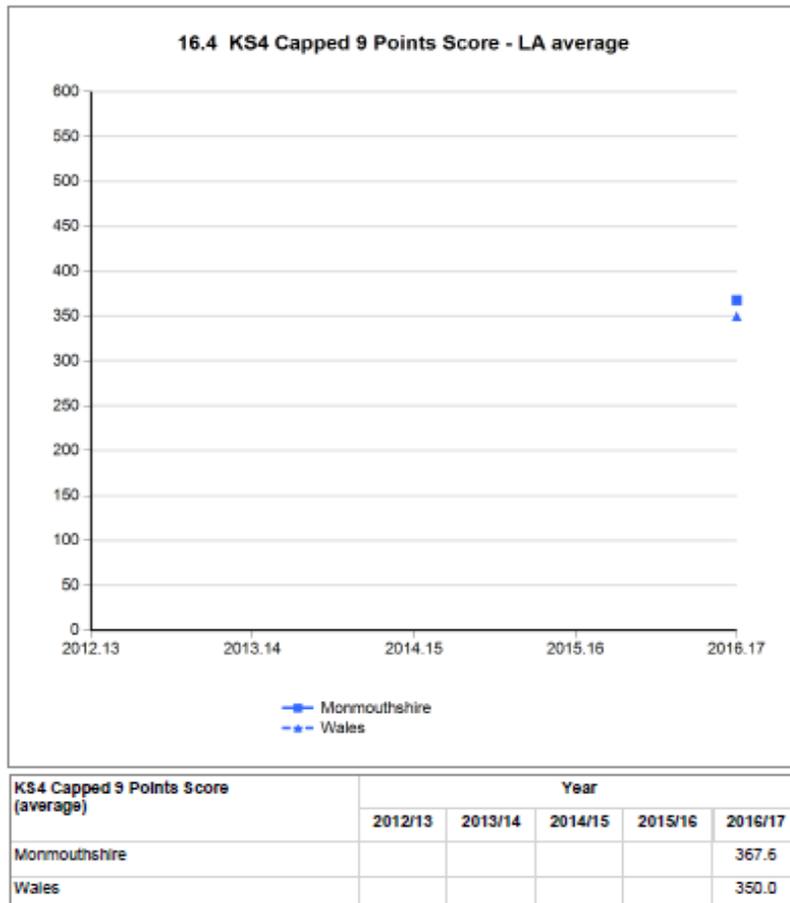


Monmouthshire has the highest outcome for this indicator across the region at 94.1%. This is consistent with the position in 2016, although overall performance has dipped by -1.8pp compared to 2016. Caldicot is the lowest performing school for this indicator at 93.0%, a drop of -4.7pp compared to the previous year; however, this is +7.4pp above their original target. Performance in the remaining three schools ranges between 97.2% and 97.9% with King Henry VIII being the highest.

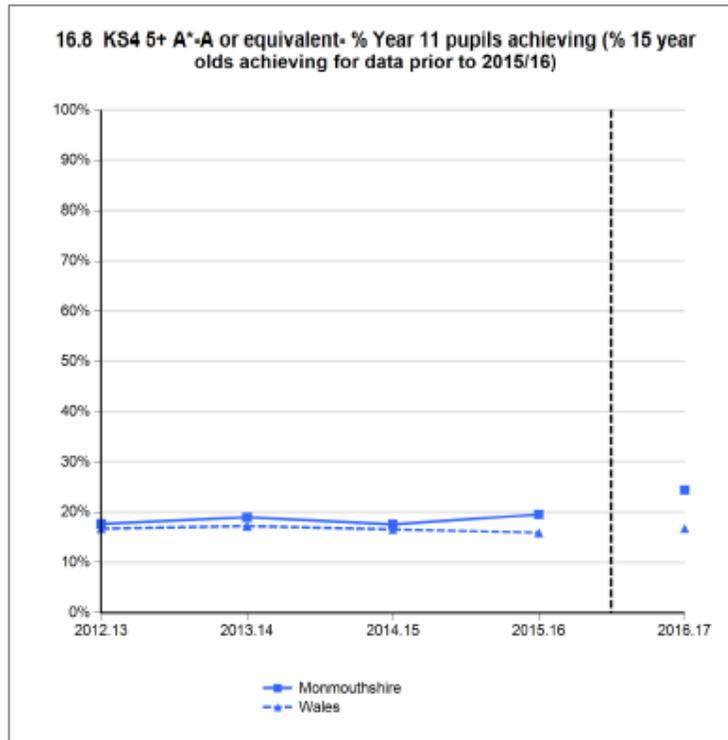
# Variability & FSM Performance



# KS4: Capped 9 (Overall performance and Benchmark Quartiles)



# KS4: 5 A\*/A



KS4 5+ A*-A or equivalent (% achieving)	Year				
	2012/13	2013/14	2014/15	2015/16	2016/17
Monmouthshire	17.6	19.0	17.6	19.5	24.4
Wales	16.7	17.3	16.6	15.9	16.8

- Excellent performance at the very highest levels
- 24.4% of pupils achieved 5 A\*/A grades
- Second highest in Wales and rate of improvement greater than the rest of Wales for the last two years.

# Challenges remain

Home UK World Business Politics Tech Science Health Family & Education Entertainment

Wales Wales Politics North West North East Mid South West South East Cymru Local

## Social mobility: Affluent areas 'failing' poorer children

🕒 2 hours ago | [Wales politics](#)

[f](#) [t](#) [m](#) [✉](#) [Share](#)

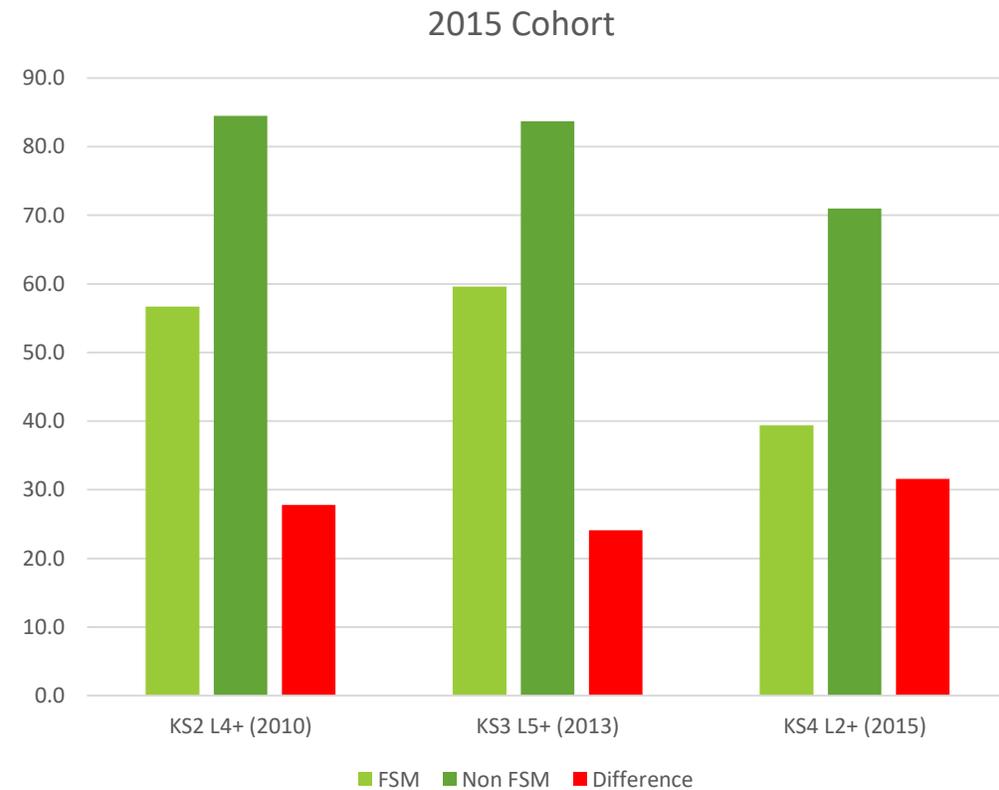
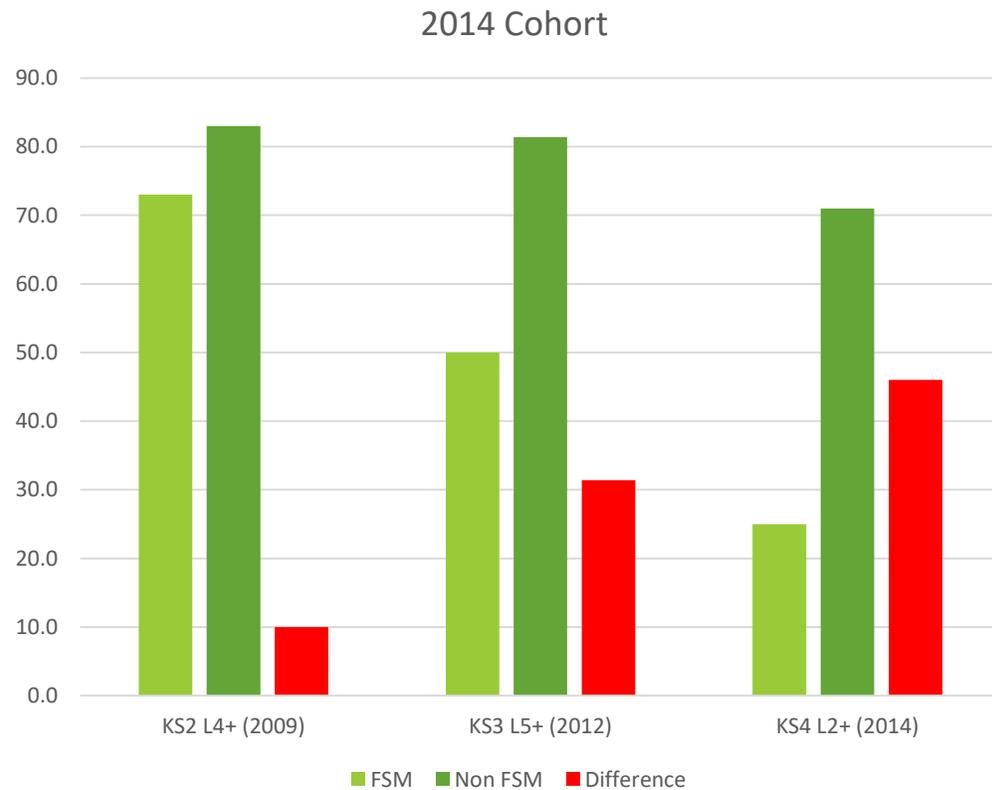


28<sup>th</sup> November's BBC lead item cited Monmouthshire's KS4 attainment gap.

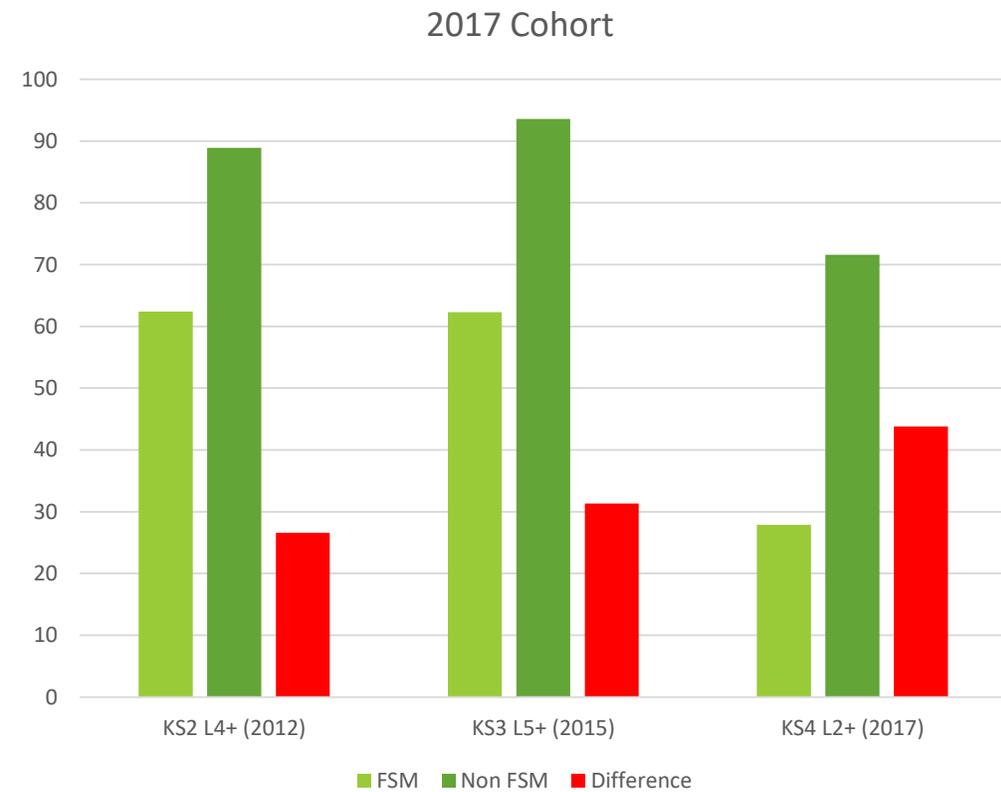
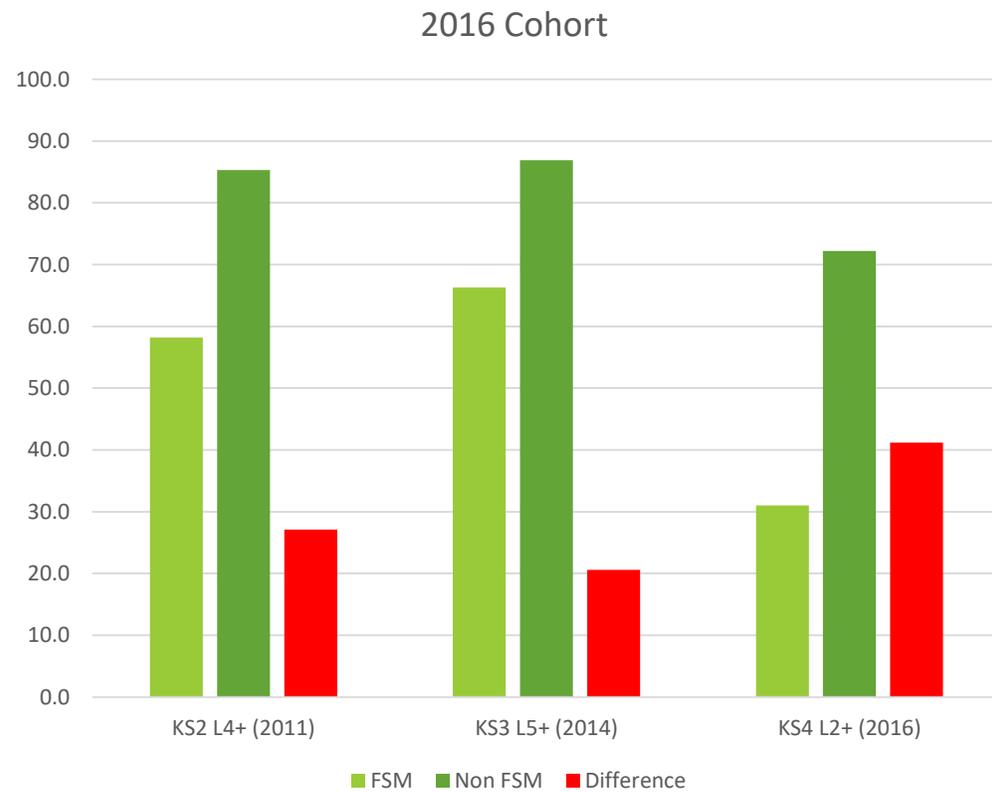
Fuller coverage of the report captured a broader position including a range of indicators

Monmouthshire the third best county for social mobility behind the Vale and Ceredigion

# What happens at secondary?



# What happens at secondary?



# Schools' Categorisation

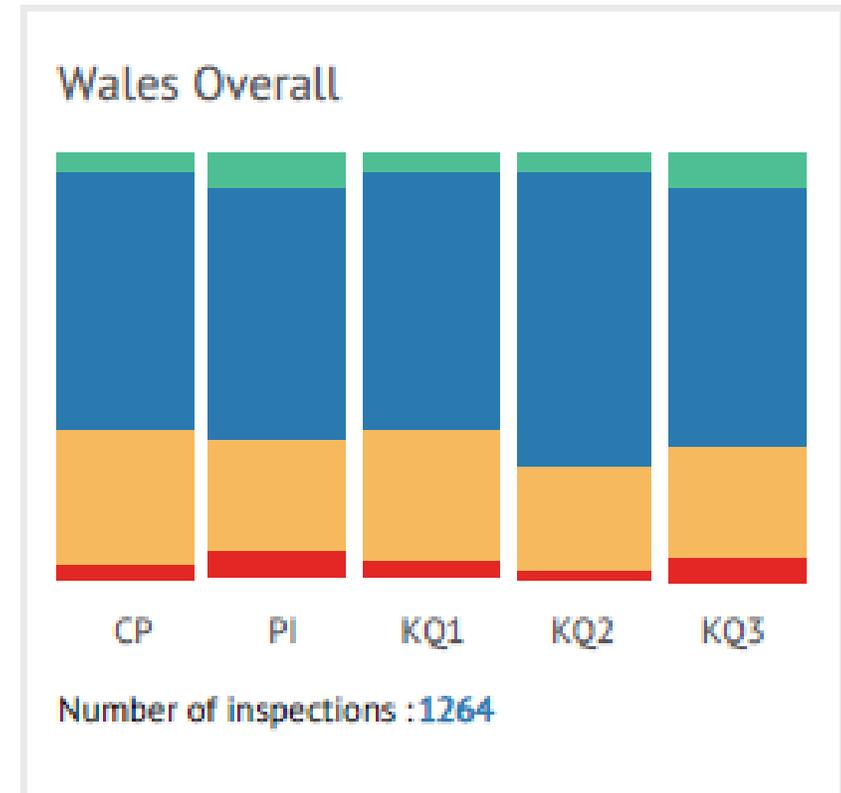
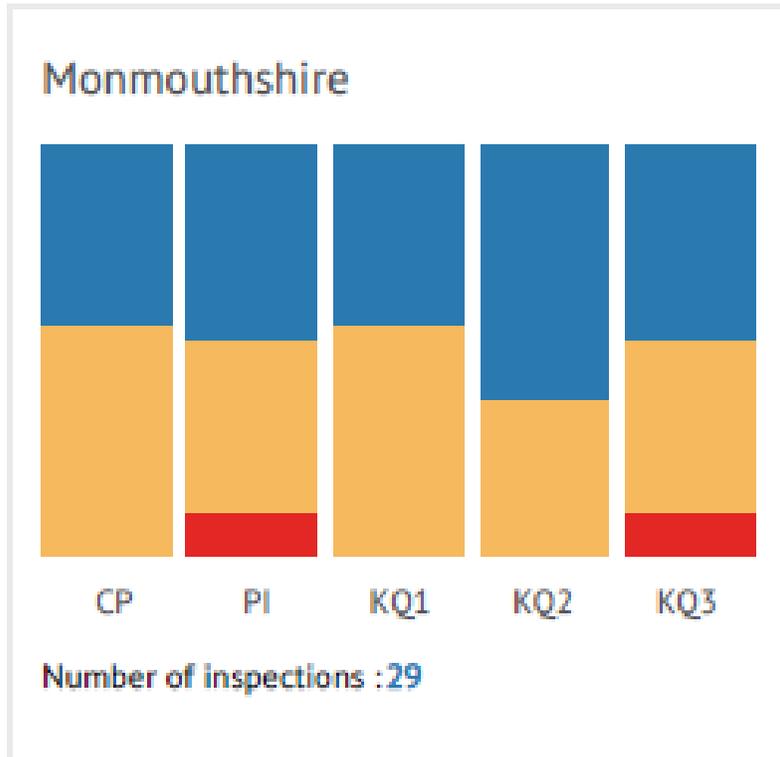
---



- Strong progress in growing the number of green schools
  - 3 (2014/15) to 13 (2017/18)
- Need to continue to focus on the progression of yellow schools – risk of perpetually yellow
- Amber reducing and converting to yellow: 13 in 2014/15 to 4 in 2017/18
  - Mounon House likely to be yellow next year – just out of SI
- Still stubborn red school
  - Magor: In Estyn Significant Improvement, Categorised Red for 2 years, SCC, warning notice, additional governors

# Estyn Outcomes (previous inspection framework)

---



# New Estyn Challenges

---

The new Estyn Framework is providing a different challenge to our schools.

We have had three schools (two primary and one secondary) inspected under the new framework and similarly to schools across the EAS region we are finding it challenging to access the highest grading:

**Excellent** – Very strong, sustained performance and practice

**Good** – Strong features, although minor aspects may require improvement

**Adequate and needs improvement** – Strengths outweigh weaknesses, but important aspects require improvement

**Unsatisfactory and needs urgent improvement** – Important weaknesses outweigh strengths



# Attendance and inclusion

---

# Exclusions

	2011 /12	2012/1 3	2013/ 14	2014/1 5	2015/ 16	2016/ 17
<b>Total number of Primary Days lost to FTE</b>	137	50.5 ↓	60 ↑	41 ↓	106 ↑	185 ↑
<b>Rate of Total primary FTE per 1000 pupils</b>	26.1	9.6 ↓	11.3 ↑	7.7 ↓	19.9 ↑	34.2 ↑
<b>Total number of Secondary Days lost to FTE</b>	636	481 ↓	277.5 ↓	371 ↑	475.5 ↑	520.5 ↑
<b>Rate of Total Secondary FTE per 1000 pupils</b>	154.9	119.4 ↓	72.4 ↓	95 ↑	123.5 ↑	132.8 ↑

There are significant pressures on schools and the PRUs due to the lack of local specialist SEBD/ASD provision.

Of the 185 days lost to FTE in 2016/17 160.5 of the 185 days lost to FTE were as a result of 8 schools. Of the pupils in these 8 schools, 3 pupils have subsequently been placed in specialist out county provision for Significant ALN needs; e.g. Behaviour, ASD, Behaviour/ASD; 2 pupils are awaiting finalisation of out county specialist placement ASD, Behaviour; 1 pupil has been managed move to a new school, Statemented for behaviour; 1 pupil had already been managed moved to a new school Statemented for behaviour and 1 school had an influx of challenging pupils both statemented for behaviour

Given that the PRU at primary operates on an outreach basis, there is little choice but for head teachers other than to issue a fix term exclusion if behaviours are a significant issue

There were also 2 permanent exclusions this year for the same pupil who requires specialist provision.

Secondary permanent exclusions fell from 5 in 2015/16 to 1 in 2016/17

Secondary fixed term exclusions rose slightly from 475.5 days to 520.5 days in 2016/17. Within 1 secondary school rates of FTE fell whilst in the other 3 schools rates of FTE rose. Referrals to the Pupil Referral Service rose considerably last year. There were local factors with some significant episodes of FTE being attributed to a few pupils.

By disaggregating the pupils with highest days lost to FTE (these 18 pupils accounted for 208 days FTE) the number of days lost to FTE would fall to 312.5 days.

# Attendance – Primary Schools

Statistical Neighbour	2010 /11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Monmouthshire	94.4 %	94.7%	94.4%	95.8%	95.8%	95.7%	95.6%
Powys	93.6 %	94.6%	94.2%	95.6%	95.6%	95.7%	95.4%
Ceredigion	94.3 %	94.9%	94.3%	94.6%	95.7%	95.4%	95.3%
Pembrokeshire	93.2 %	93.9%	93.5%	94.8%	95%	95%	94.9%
Vale of Glamorgan	93.7 %	94.5%	94.2%	95.3%	95.3%	95.3%	95.1%
Wales Average	93.3 %	93.8%	93.7%	94.8%	94.9%	94.9%	94.9%

Monmouthshire has had the highest primary attendance data in Wales for the past 4 years. Robust targets are set in conjunction with our primary schools using national quartile data.

Monmouthshire compares very favourably with its statistical neighbours and other Local Authorities within the SEWC region. All schools are set challenging targets that are above the median. The robust target setting and half termly tracking of attendance has resulted in improved outcomes.

There was a small fall of 0.1% last year as there was some illness in the primary sector in a specific region in the local authority. National data shows that 67% 20/30 of our primary schools were above the median quartile.

Pupils whose attendance under 80% is tracked and schools are advised accordingly, these cases are prioritised by Education Welfare Officer for involvement. Discussions would be held with school to ascertain what interventions have been undertaken to address non-attendance.

# Attendance – Secondary Schools

	2011/ 12	2012/ 13	2013/1 4	2014/ 15	2015/ 16	2016/17
Monmouthshire	93%	93.4 %	94.5%	94.6%	94.7%	95.0%
Powys	92.9%	93.2 %	94.3%	94.6%	94.9%	94.5%
Ceredigion	93.7%	93.6 %	94.5%	94.5%	94.6%	94.9%
Pembrokeshire	92.6%	92.2 %	93.4%	93.2%	93.3%	93.8%
Vale of Glamorgan	92.7%	93.3 %	94.2%	94.7%	95.0%	95.0%
All Wales	92.2 %	92.6 %	93.6%	93.8%	94.2 %%	94.1%

Monmouthshire has had one of highest secondary attendance rates in Wales for the past 4 years.

Robust targets are set in conjunction with our primary schools using national quartile data. Monmouthshire compares very favourably with its statistical neighbours and other Local Authorities within the SEWC region.

All schools are set challenging targets that are above the median. The robust target setting and half termly tracking of attendance has resulted in an increasing trend of improved attendance.

Overall attendance rates were at 95% in 2016/17 this include our special school. If this was disaggregated then the LAs figure would have been 95.1%.

National data shows that 100% 4/4 of our secondary schools were above the median quartile.

# Risks and opportunities

---

## Additional Learning Needs:

1. Implementation of the outcomes of the ALN Review
2. Risk around ALN and the volatility of this budget.
3. Compliance with statutory requirements e.g. Annual reviews/Casework for Tribunals and the demands of the new legislation

## School Reform and development:

4. Delivery of the Welsh in Education Strategic Plan
5. Completion of defects at Caldicot School and to continue to deliver Monmouth Comprehensive / Leisure Project.
6. Making sure that Caldicot School is working / delivering with regards to management and educational outcomes.
7. Development of the intelligent client for 21<sup>st</sup> C Schools Programme Band B (from pre-school requirements) – management of risk and expectation.

## Financial Pressures:

8. Impact of budget position in schools in particular the impact of the EIG reduction. Risk around the reduction in EIG, in our primary schools this will lead to possible redundancies for non-teaching staff and we will potentially see an increase in pupil:teacher ratios. In secondary schools we may see a reduction in interventions.
9. The risk that more schools will go into a deficit, also that the collective deficit will grow.

## Broader areas:

10. Staff Wellbeing
11. Preparedness for the new curriculum
12. Focus on FSM learners
13. Continued delivery of improving outcomes for all learners
14. Population development and growth across the County and ensuring suitable school places

# Areas of focus for 2018/19

Where we will focus our work	Driver for change	Linked Risk	How will we know we have been successful?
Conclude comprehensive redevelopment of secondary school with community leisure facilities in Monmouth	22 for 22	School Reform and development	School will open on time and on budget with a successful change management programme
Ongoing focus on Vulnerable learners	22 for 22 16/17 outcomes for some groups of learners are not good enough	FSM Learners' outcomes are not improving as quickly as we wish	Across all four secondary schools FSM performance improves
Continue to raise standards in education including STEM subjects	22 for 22 16/17 outcomes for some groups of learners are not good enough	Improving outcomes for all learners	Outcomes in all key accountability measures improve
Review and develop leadership structures across schools	22 for 22 Schools are dynamic organisations and leadership is critical to their success – we need to ensure we have a developed model for leadership development	That we do not have sufficient excellent leadership across all of our schools There will remain financial pressures in the	

# Areas of focus for 2018/19 (Contd.)

Where we will focus our work	Driver for change	Linked Risk	How will we know we have been successful?
Implement the findings of the ALN review	22 for 22 The MCC provision needs to be update to improve learner experiences and prepare for the new legislation	Financial risk Implementation of the ALN Review Changing legislative requirements	The consultation will be completed and pending outcomes a further decision taken by Cabinet to implement the changes
Review of the Catchment and Nearest School Policy	22 for 22 As the County sees development we need to ensure our schooling provision is appropriate	Population change and growth Financial pressures	The catchment, admissions and transport policies are fit for purpose
Review of Home to School Transport	22 for 22	Financial pressure Population change	Transport policies are affordable, sustainable and focused on active travel

# Conclusions

---

- Last year's report identified that the next step in developing performance and system impact would be the hardest to take.
- In 2016/17 we built a strong foundation and as we enter the examination season we will see how strong the foundations are.
- Reform in the Welsh Education system is advancing on many fronts, this will impact on our learners and we have to prepare our schools, and professional colleagues to ensure this is a positive impact.
- We cannot lose sight of the importance of early years education and interventions and we hope to commence the 30 hour child care offer in January 2019.
- The work that our colleagues do in non-statutory settings such as Flying Start, Families First and the Youth Service provides huge support for learners before, during and after their school careers.
- There remains a challenging path where expectations are higher and resources often scarce but we are well placed to meet the needs of our young people.