

**PLEASE NOTE THAT THERE WILL BE A PRE-MEETING FOR MEMBERS OF THE CHILDREN AND YOUNG PEOPLE SELECT COMMITTEE AND OFFICERS AT 9.30AM**

**PLEASE NOTE THE TIME OF THE MEETING**

County Hall  
The Rhadyr  
Usk  
NP15 1GA

9<sup>th</sup> July 2014

**Notice of Meeting:**

## **Children and Young People Select Committee**

**Thursday 17<sup>th</sup> July 2014 at 10.30am**  
**The Council Chamber, County Hall, The Rhadyr, Usk NP15 1GA**

### **AGENDA**

*The Council welcomes contributions from members of the public through the medium of Welsh or English. We respectfully ask that you provide us with adequate notice to accommodate your needs.*

| <b>Item No</b> | <b>Item</b>  |
|----------------|--|
| 1.             | Apologies for absence.   |
| 2.             | Declarations of Interest.  |
| 3.             | Public Open Forum.   |
| 4.             | Invitation to attend the Children and Young People Select Committee – Outcome of School Improvement Activities in Monmouthshire Schools – Steve Davies, Managing Director of the Education Achievement Service (EAS) for South East Wales. |
| 5.             | Scrutiny of the End of Year Performance Report for 2013/14 on the Improvement Objective and Outcome Agreement. Report by the Policy and Performance Officer (copy attached)  |

|           |   |
|-----------|---|
| <b>6.</b> | Date and time of the next ordinary meeting of the Children and Young People Select Committee: <ul style="list-style-type: none"><li data-bbox="389 271 1422 344">• Thursday 18<sup>th</sup> September 2014 at 2.00 pm in the Council Chamber, County Hall, Usk.</li></ul> |
|-----------|---|

**Paul Matthews,  
Chief Executive**

# Children and Young People Select Committee

## County Councillors:

D. Blakebrough  
P.R. Clarke  
P.S. Farley  
L. Guppy  
D.W. H. Jones  
P. Jones (Chairman)  
M. Powell  
A.C. Watts  
A.E. Webb

## Added Members

### Voting on Education Issues Only

Revd. Dr. S. James (Church in Wales)  
Vacancy (Catholic Church)  
Mrs. A. Lewis (Parent Governor Representative)  
Mrs. S. Ingle-Gillis (Parent Governor Representative)

## Added Members

### Non-Voting

Mr. G. Murphy (NAHT)  
Vacancy (ASCL)  
Vacancy (NUT)  
Vacancy (Free Church Federal Council)  
Vacancy (NASUWT)  
Mr. K. Plow (Association of School Governors)

# Aims and Values of Monmouthshire County Council

## Sustainable and Resilient Communities

### Outcomes we are working towards

#### **Nobody Is Left Behind**

- Older people are able to live their good life
- People have access to appropriate and affordable housing
- People have good access and mobility

#### **People Are Confident, Capable and Involved**

- People's lives are not affected by alcohol and drug misuse
- Families are supported
- People feel safe

#### **Our County Thrives**

- Business and enterprise
- People have access to practical and flexible learning
- People protect and enhance the environment

### Our priorities

- Schools
- Protection of vulnerable people
- Supporting Business and Job Creation

### Our Values

- **Openness:** we aspire to be open and honest to develop trusting relationships.
- **Fairness:** we aspire to provide fair choice, opportunities and experiences and become an organisation built on mutual respect.
- **Flexibility:** we aspire to be flexible in our thinking and action to become an effective and efficient organisation.
- **Teamwork:** we aspire to work together to share our successes and failures by building on our strengths and supporting one another to achieve our goals.

**SUBJECT: End of Year Performance Report for 2013/14 on the Improvement Objective and Outcome Agreement**

**MEETING: Children and young People's Select Committee**

**DATE: 17<sup>th</sup> July 2014**

**DIVISIONS/WARDS AFFECTED: All**

## 1. PURPOSE

1.1 To present the end of year performance against the council's strategic objectives which are under the remit of the Children and Young People's Select Committee:

- Improvement Objective 1 set in the council's Improvement Plan 2013-16  
**We will provide an improved education provision for Monmouthshire**
- Outcome Agreement theme 1 set in Monmouthshire's Outcome Agreement with the Welsh Government for 2013-16  
**Improving school attainment**
- Outcome Agreement theme 5 set in Monmouthshire's Outcome Agreement with the Welsh Government for 2013-16  
**Improving early years' experiences**

## 2. RECOMMENDATIONS

2.1 That members scrutinise the performance achieved and the impact made against the objectives in 2013/14. In doing so, in the light that the objectives continue beyond 2013/14, that members explore any areas of underperformance or areas of concern and seek assurance from responsibility holders that performance will be improved.

## 3. KEY ISSUES

3.1 The Outcome Agreement and the Improvement Objectives have a different focus:

- Improvement Objectives are set annually by the Council to deliver on priorities. In this context, despite that the objectives constitute long term commitments, the specific activities focused are particularly for the year ahead
- The Outcome Agreement is an agreement with the Welsh Government for a three year period and obliges the council to deliver on performance activities and associated targets that contribute to the Wales Programme for Government. The current one covers the period from 2013 to 2016. The council is awarded each year with funding from the Welsh Government based on the performance achieved

3.2 Report cards are given below on the performance achieved. The report card for Improvement Objective 1 and Outcome Agreement theme 1 has been combined in light of the significant level of overlap between the activities covered, but for clarity the activities have been identified by separate references: Improvement Objective (IO) and Outcome Agreement (OA).

However, Outcome Agreement theme 5 is not related to an associated Improvement Objective and so a single scorecard is given.

3.3 Performance against the Improvement Objectives and the Outcome Agreement uses separate evaluation criteria:

The Improvement Objectives use the Council’s self evaluation framework. Performance against them will be reported through the Stage 2 Improvement Plan that will be presented to council in October 2014.

The Outcome Agreement is evaluated using the Welsh Government scoring mechanism and so the assessment made needs to be signed off by the Welsh Government. This is likely to be at the end of the summer 2014.

3.4 The evaluation criteria:

| <b>Outcome Agreement Scoring (using the Welsh government matrix)</b>  |                     |
|---|---------------------|
| <b>Definition</b>   | <b>Points award</b> |
| Fully Successful  | 2                   |
| Partially Successful  | 1                   |
| Unsuccessful  | 0                   |
| To achieve 100% funding for the Outcome Agreement we must achieve at least 8 points from a possible 10 across the 5 themes within the agreement |                     |

| <b>Improvement Objective Scoring (using the council’s self evaluation matrix)</b> |                   |   |
|---|-------------------|---|
| <b>Level</b>  | <b>Definition</b> | <b>Description</b>                                  |
| Level 6   | Excellent         | Excellent or outstanding                            |
| Level 5   | Very Good         | Major strengths                                     |
| Level 4   | Good              | Important strengths with some areas for improvement |
| Level 3   | Adequate          | Strengths just outweigh weakness                    |
| Level 2   | Weak              | Important weaknesses                                |
| Level 1   | Unsatisfactory    | Major weakness                                      |

3.5 The scores show that:

- Improvement Objective 1 has been scored cautiously as Level 3 Adequate - Strengths just outweigh weaknesses
- Outcome Agreement theme 1 has been scored as Partially Successful
- Outcome Agreement theme 5 has been scored as Fully Successful

- 3.6 The scores achieved across all of the five themes in the Outcome Agreement is “Fully Successful” based on scoring 8 points out of a possible 10. This indicates the Council is likely to receive 100% of the funding.

However, the Welsh Government will take into account any monies given to support statutory recommendations made on corporate governance and so, in the event any recommendations are made within the three operative years, this principle will be applied.

- 3.7 Not all performance data has been subject to audit and so figures may be revised before being finally published.

- 3.8 A summary of the main points:

- The latest school sport survey has revealed that 42% of children and young people are “Hooked on sport for life” in Monmouthshire, compared to a Wales average of 40%.
- There are 71 young ambassadors helping to promote, lead and inspire other young people in Monmouthshire to participate in sport. This is just above the target that was set. A total of 960 volunteer hours have been delivered which would have cost an equivalent of £9,600 to deliver
- There continues to be sufficient childcare throughout Monmouthshire. This assessment is based on “maintaining an appropriate level of childcare places” and takes into account the number available and the vacancy rate among them. The actual figure achieved indicates that whereas the number of places has increased, the vacancy rate among them has decreased, so from this we can deduce that there are a greater number being accessed throughout the county
- A number of the activities that we identified in 2013/14 have still not come to full fruition because we needed to set strong foundations in place first, so that developmental and improvement work could happen. This is particularly the case in relation to:
  - Developing a data system to give teachers more immediate availability to data so that they can more readily assess individual pupil performance. Once the pilots underway are completed we will review this work for roll out across schools. The level of impact we can make from this work relies on schools using the system effectively and to achieve this we are relying on the EAS to help us to reinforce this message to schools. At this time, we need to make sure that the EAS understands its role in this activity so that the authority and schools can get the best out of it
  - Reviewing our 21<sup>st</sup> Century Schools development plan on confirmation of the funding arrangements from the Welsh Government. Work is progressing as planned but we can only gauge whether a positive impact has been made on the school life of learners post occupation
  - Developing and embedding a new service planning and performance management framework and culture in the Children and Young People’s

directorate. A great deal of work has been done to strengthen the improvement and performance management approach across CYP services: aligning service planning to corporate priorities and more robustly measuring performance to evaluate the impact made by services. We now need to strengthen self evaluation across services and embed the new staff appraisal process to hold teams and individual team members to account for their contributory performance. We can see and feel the difference this activity has made to the directorate out of the work carried out since the Estyn inspection in November 2012. In addition, work is being done to embed service evaluation across the whole authority

- Re balancing the relationship we have with schools to ensure an appropriate level of challenge and support and in line with this, determining with the EAS the level of informal / formal intervention to be used in each school. A more robust approach has started to take shape and the authority has used its powers of intervention at two schools. There are variances in the level of support and challenge provided via the EAS, but we are working closely with the service to improve this during the next academic year
- Implement a new Safeguarding Policy. Estyn has fed back to the authority on this area of work over the past few months that the activities are progressing strongly, but again, they felt that the authority needs to be more strongly evaluative of the work we are doing
- The data on performance of pupils and schools indicates we still face challenges as we demonstrated through our recently submitted self evaluation in June 2014 in response to two specific recommendations out of the six given by Estyn. The issues are complex and we are working with the EAS and schools to resolve them. These points represent the picture drawn from the data:
  - Over many years we have maintained reasonably high levels of attendance where our schools have been amongst the highest in Wales
  - From 2012 to 2013 we had only slight variations in performance for permanent and fixed term exclusions
  - We still need to unravel and deal with the issues faced over past years in raising achievement at key stage 3 and 4
  - The percentage of schools in the 4th quartile of the national standards framework has decreased since 2012 for the key stage 2 core subject indicator, has increased for the key stage 3 core subject indicator and also for key stage 4 level 2 including English and Maths. It has stayed the same for the Foundation Phase Indicator
  - The gap in performance in the core subject indicator between all pupils and pupils receiving free school meals has slightly increased at the Foundation Phase, but has decreased significantly at key stage 2. It has stayed the same for pupils achieving KS4 Level 2 Threshold including English / Welsh & Maths
  - The percentage of Looked After Children with a Personal Education Plan (PEP) within 20 School Days deteriorated from 81.8% (18/22) in 2012 to 67.5% (27/40) in 2013, however, the percentage who missed more than 25 days at school in a year improved from 18.0% (8/43) to 11.5% (6/52)



- The percentage of pupils leaving education, training and worked based learning without a recognised qualification deteriorated marginally for all pupils from 0.1% in 2012 to 2013 by 0.4%, but for Looked After Children it was maintained at 0.0%
- The percentage of pupils not in education, employment or training (NEET) had remained constant over the previous two years but improved from 2012 at 3.8% to 2.8% in 2013

**4. REASONS:**

- 4.1 To ensure that members have an understanding of performance against the council's strategic activities for improvement so that they can hold officers and the executive to account.
- 4.2 To maximise the revenue funding achieved as part of the Outcome Agreement 2013-16 with the Welsh Government.

**5. AUTHOR:**

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| <b>MCC Improvement Objective 1: We will provide an improved education provision for Monmouthshire</b>      |  |
| <b>Outcome Agreement Theme 1: Improving school attainment</b>  |  |
| <b>Monmouthshire Single Integrated Plan Outcome:</b> People have access to practical and flexible learning |  |
| <b>Council Priority:</b> Education   | <b>Population Outcome:</b> People in Monmouthshire benefit from education, training and skills development   |
| <b>Wales Programme for government strategic theme:</b> Education   | <b>Wales Programme for government outcome:</b> Improving school attainment   |
| <b>Plan Ref</b>  | <b>What the Single Integrated Plan identifies that we will contribute to</b>   |
| IO & OA  | <p>To provide practical and flexible learning we need to:</p> <ul style="list-style-type: none"> <li>• Redesign our schools and make them fit for purpose</li> <li>• Offer a more flexible education system that meets the needs of pupils, their families and employers</li> <li>• Improve access to education for vulnerable groups</li> <li>• Explore inter-generational connections to support young people</li> <li>• Overcome transport as a barrier to further education</li> <li>• Address key factors to underachievement</li> </ul>  |
| <b>What do we want to achieve?</b>   |  |
| IO   | In 2013/14 our focus was on responding to the recommendations made by Estyn during their inspection of our services at the end of 2012. But in addition we set out to review our Youth, Pupil Referral and Additional Learning provisions to ensure that we work more effectively with other agencies to meet all children and young people's needs.   |
| OA   | <p>The Outcome Agreement states as above but additionally re-emphasises key bullets in the Single Integrated Plan</p> <ul style="list-style-type: none"> <li>• To redesign our schools and make them more fit for purpose</li> <li>• To offer a more flexible education system that meets the needs of the pupil, their families and employers</li> <li>• Improved access to education for vulnerable groups</li> <li>• To address key factors to underachievement</li> <li>• Improved 'life skills' to be taught to young people, for example how to get mortgages and how to budget</li> </ul> |

|                                    |   |   |   |
|------------------------------------|---|---|---|
|                                    | <ul style="list-style-type: none"> <li>To ensure children and young people have access to flexible and appropriate play opportunities</li> </ul>  |   |   |
| <b>Why we chose this objective</b> |   |   |   |
| IO                                 | <p>We feel that learning is an absolute priority. But in caring for children and young people we feel this responsibility is wider than learning. Our challenge is to orchestrate our actions and the contributions of everyone who works with us so that we can provide the best support to respond to all children and young people's needs. Within this, we aim to provide an education offer that will stand the test of any measure.</p> <p>Following the Estyn Inspection of 2012 we decided that to respond only to the recommendations contained in our Estyn report was not adequate. We set an action plan that showed clearly how we would respond to the recommendations made, but in addition we felt this gave us an opportunity to make further changes. So we set out our intent to re-cast the whole education service to ensure that all actions sit comfortably within a service framework designed to take us forward over the next decade.</p> |   |   |
| <b>Overall impact score:</b>       |   |   |   |
| IO                                 | <p><b>A cautious score of Level 3 Adequate - Strengths just outweigh weaknesses</b></p> <p>Although the authority still faces challenges in its education provision, given the concerning baseline position at the time of the Estyn inspection in November 2012, we have recently demonstrated to Estyn in its monitoring visit in June 2014 that we are making effective progress and should show promising impact out of the work being done to turn issues around. We realise that we are not yet where we need to be and that there is still a huge amount to do before we can safely say we have secured the necessary impact and therefore proved ourselves. But we are confident that improvement is going in the right direction and gaining momentum.</p>   |   |   |
| OA                                 | <p><b>A cautious Partially Successful - 1 point</b></p>   |   |   |
|                                    | <b>What we said we would do?</b>  | <b>What have we done?</b>   | <b>What difference has it made?</b>   |
| IO                                 | <p>We will continue our support to schools to improve ICT provision. Particularly, we will start developing a data system to give teachers more immediate availability to data so that they can more readily assess every pupils' performance. This will help</p>   | <p>SIMS pupil databases have been migrated to a centrally hosted environment at the SRS Blaenavon.</p> <p>We have rolled out a remote access solution to all secondary schools to allow connection to their SIMS database and existing pupil tracking developed in schools.</p> | <p>SIMS software upgrades have improved by 90% and now take less than a day to implement across all schools.</p> <p>Performance issues have been rectified at the secondary schools to enable the full range of the software functionality.</p> <p>The centrally hosted SIMS solution has negated the need to replace ageing servers in schools and has therefore removed the</p> |

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|  | <p>schools in tracking individual pupil progress, in identifying concerns due to variations in performance and assessing where support and therefore resources are making the best impact.</p> | <p>We have also implemented the SIMS Discover analysis tool in our secondary schools.</p> <p>In the next academic year 2014/15 SIMS access in the classroom, SIMS Discover and a remote access solution will also be rolled out to our primary and special schools. We are currently identifying the baseline infrastructure needs at primary schools with an external provider and the EAS.</p> <p>Pupil Tracking templates have been imported into Primary school SIMS systems for Foundation Phase and Key Stage 2 and have been populated with 2013 target setting data. This work provides <i>opportunity</i> for termly tracking of progress against end of year and end of Key Stage targets for the core subjects, language strands, Core Subject Indicator and the Reading/Writing/Maths combination. The system also records National tests standardised scores. The templates will allow for group analysis – e.g. FSM, ALN, LAC, SEN. The templates for KS3 and KS4 are currently being developed by the EAS and should be completed and imported into schools by September 2014. The extraction of data is being piloted amongst a handful of schools leading up to the end of the summer term with a view to going live in September 2014.</p> | <p>risk of systems not being available.</p> <p>We have reduced the time taken to resolve hardware issues because we can now provide engineer access to databases instantly, instead of them needing to travel to schools to carry out repair work.</p> <p>The System Leaders in the Secondary Schools have shared the view that the new data platforms have facilitated a comparative assessment of the efficiency and effectiveness of prior pupil tracking systems and in going forward, improved data will give better student profiling and so this will lead to a more efficient evaluation of the support mechanisms that work best in supporting learners. This in turn will help to identify where resources can be best targeted.</p> <p>However, we are not expecting to be able to show a huge impact from this work until the systems are piloted, rolled out across all schools and reviewed to gauge success against the anticipated benefits: improving how we set pupil targets, better monitoring of pupils’ attainment and achievement, sooner identification of concerns in individual pupils’ learning and targeting appropriate intervention to address the concerns.</p> <p>The EAS are not enforcing schools to complete termly tracking but are advising on it as good practice, with schools being asked to submit new targets only for the coming year. This poses a risk to the authority in realising the full potential benefits of the systems and is an issue that we will need to sort out with the EAS.</p> |
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| IO | <p>We will review our 21st Century Schools development plan on confirmation of the funding arrangements from the Welsh Government</p> | <p>We are currently at the final stage of obtaining Welsh Government approval for the whole of the 21st Century Schools Development Programme for the four Secondary School and Primary Cluster Projects.</p> <p>As part of this we already have approval for each project within our Band A proposals which includes major investment in Caldicot and Monmouth secondary schools and transformational adaptations to their feeder primary schools. Unlike many other Welsh authorities, we ensured we engaged the views from each group of stakeholders to integrate them within the proposed designs.</p> <p>We have also built a new primary school in Raglan to replace the existing buildings. The new school will open in September 2015. We were one of only 8 Welsh authorities that bid successfully to the Welsh Government for funding. We have finalised the rebuild of Thornwell Primary School and children had access sooner than anticipated.</p> | <p>The 21st Century Schools Development Programme is essential in impacting on both the Welsh Government's and Monmouthshire's vision for education.</p> <p>So far we have worked on securing the funding and on ensuring that all those impacted by the new school builds have fed their views into the school design.</p> <p>For the projects in hand we cannot show any impact yet, but this will be evident out of the post occupation surveys that we want to complete on the schools. Our past experience in measuring this level of impact shows that on average over 54% of staff and pupils in schools refurbished or rebuilt have been satisfied that the programme has made a positive impact on pupil's well being. This average is based on nearly 90% at the highest level to 36% at the lowest level.</p> |
| IO | <p>We will implement our new Safeguarding Policy to ensure compliance in all maintained and non-maintained education settings</p>     | <p>We have prioritised safeguarding out of the authority's Estyn inspection 2012 and subsequent monitoring and are aiming for radical improvement. We have undertaken a wide range of activities to improve safeguarding across the county including putting in place a Safeguarding and Quality Assurance Unit, carrying out audits on the level of safeguarding</p>   | <p>Estyn visited the authority in February and the outcome of their work was <a href="#">reported to council in May</a> 2014. Even though we had made good progress Estyn concluded that the authority is not able to routinely identify how well the actions have made an impact on the safeguarding of all children and young people in Monmouthshire</p>  |

|    |   |   |   |
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|    |   | <p>practiced and putting training in place for staff involved in safeguarding.</p> <p>However, we need to develop our analysis and evaluation of the information gathered around this developmental work to ensure we understand the impact we are making.</p>  |   |
| IO | <p>We will re balance the relationship we have with our schools to ensure we provide an appropriate level of challenge and support. We will determine based on school performance and in consultation with the EAS, the level of informal / formal intervention to be used in each school. This could be formal warning notices, removal or replacement of governors or governing bodies, withdrawal of delegated financial and or staffing powers.</p> | <p>We are working closely with the EAS as an organisation and particularly with the System Leaders to support our schools. We have introduced and implemented robust procedures with the EAS to identify and challenge underperformance in schools.</p> <p>All of our schools have been categorised according to the level of support needed based on an agreed SE Wales Consortium Intervention Framework.</p> <p>All schools categorised as needing particular and critical support have an intervention plan in place agreed between the school, the EAS and us. The progress schools make in addressing their plan is scrutinised and reviewed by us with the EAS and monitored by the Chief Officer and the Cabinet member termly. Where schools do not demonstrate that they have made sufficient progress against their plan we follow a procedure to detail how we will evoke our powers of intervention in accordance with the School Standards Act 2013. Since September 2013 we have issued a warning notice to 2 schools and are in the process of monitoring progress to determine next steps.</p> | <p>As a result of this work we know the strengths and weaknesses of our schools and this has enabled us to effectively target support and intervention to address shortcomings.</p> <p>In November 2012 the EAS judged that 3 primary schools, but no secondary schools, needed critical or intensive support and challenge. Due to greater levels of scrutiny and the increased challenge to schools, in April 2014 this rose to seven in total, made up of 6 primary schools and 1 secondary school. During the same period, the schools within each category changed with 9 primary schools and 2 secondary schools moving up at least one category and requiring less support and 14 primary schools and 3 secondary schools moving down at least one category and needing more support.</p> <p>Since the introduction of the Common Inspection Framework, 19 schools and the PRU have been inspected by Estyn. 7 primary schools and 1 secondary school have been judged to not need follow-up, but 6 primary schools, 2 secondary schools and the PRU have been in Estyn Monitoring with 3 further primary schools needing significant improvement. As a result of our close working with the EAS to provide challenge and support to schools, out of these, 100% of schools re-inspected by Estyn have been removed from monitoring within a year. The PRU has also been removed from monitoring.</p> <p>However, at present it is too early to fully evaluate the impact of</p> |

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|  |  |  | <p>the increased challenge to schools. This is particularly for those in the lowest two categories because by the very nature of those categories, the level of intervention and support is extensive and will be in place over a potentially long period of time.</p> <p>By September 2016 the impact we expect to make is that there will be no Monmouthshire schools needing critical support and that the majority of schools will only require specific and routine support by September 2017.</p>   |
|  | <p>We will review our Children and Young Peoples services under a refreshed service planning and performance management framework. We will implement this under more robust management to ensure the outcomes.</p> | <p>Since we made this statement, we have undertaken a significant amount of work that has been captured through the self evaluation completed in June 2014 for the Estyn monitoring of recommendations 4 and 5:</p> <p>We have set the direction for the CYP directorate via the chief officer report 2014 (leading from the Single Integrated Plan and the council's Improvement Objective for education) we have strengthened the alignment and robustness of the head of service and teams' service plans including performance measurement and risk assessment, we have started to implement the new staff appraisal process stemming out of the service plans and have started a journey of more robust self evaluation.</p> <p>We have increased the range of data that we collate and report and in line with this, we have improved the level of analysis and evaluation of the data to tell us more explicitly what impact we are making and our needs for improvement.</p> | <p>We now have a robust service planning framework which is focused on outcomes for children and young people. All service teams understand the link between their actions, measures and risk assessments and the overall corporate priority / chief officer direction for education. Teams therefore know the priorities for their own services in delivering on this and know how they will measure their impact on achieving the expected outcomes.</p> <p>We now have a framework for rolling out individual appraisals so that every team member will be able to assess and measure the impact of their role on the education priority and learner outcomes. In line with this, senior managers will be able to evaluate the impact of service teams against outcomes and hold individuals to account.</p> |

| What difference has it made– Performance |   | 2011/12  | 2012/13  | 2013/14 Target  | 2013/14 Actual   |
|--|---|--|--|---|--|
|  | How much did we do?   |  |  |   |  |
| IO<br>OA                                 | The percentage of all pupil attendance in schools:<br>Primary Schools:<br>(i) Attendance<br>(ii) Authorised Absence<br>(iii) Unauthorised Absence<br><br>Secondary Schools:<br>(iv) Attendance<br>(v) Authorised Absence<br>(vi) Unauthorised Absence               | (i) 94.4<br>(ii) 5.35<br>(iii) 0.25<br><br>iv) 92.3<br>(v) 7.1<br>(vi) 0.6 | (i) 94.7<br>(ii) 5.1<br>(iii) 0.2<br><br>(iv) 93.2<br>(v) 6.3<br>(vi) 0.5  | (i) 94.9<br>(ii) 4.9<br>(iii) 0.2<br><br>(iv) 93.26<br>(v) 6.24<br>(vi) 0.5 | (i) 94.4<br>(ii) 5.4<br>(iii) 0.2<br><br>(iv) 93.4<br>(v) 6.1<br>(vi) 0.5  |
| IO<br>OA                                 | The percentage of pupil attendance in schools who receive free school meals:<br>Primaries:<br>(i) Attendance<br>(ii) Authorised Absence<br>(iii) Unauthorised Absence<br><br>Secondaries:<br>(iv) Attendance<br>(v) Authorised Absence<br>(vi) Unauthorised Absence | (i) 91.4<br>(ii) 7.7<br>(iii) 0.9<br><br>iv) 86.9<br>(v) 11.5<br>(vi) 1.6  | (i) 92.0<br>(ii) 7.3<br>(iii) 0.7<br><br>(iv) 87.8<br>(v) 10.5<br>(vi) 1.7 | (i) 92.5<br>(ii) 6.9<br>(iii) 0.6<br><br>(iv) 88.2<br>(v) 10.2<br>(vi) 1.6  | (i) 91.8<br>(ii) 7.6<br>(iii) 0.6<br><br>(iv) 88.4<br>(v) 10.3<br>(vi) 1.3 |
| IO                                       | The number of permanent exclusions during the academic year per 1,000 pupils from:<br>(i) Primaries<br>(ii) Secondaries   | (i) 0.0<br>(ii) 0.2  | (i) 0.2 (1 pupil)<br>(ii) 0.0  | (i) 0.0<br>(ii) 0.0   | (i) 0.0<br>(ii) 0.2 (1 pupil)  |
| IO                                       | The percentage of school days lost due to fixed term exclusions:  |  |  |   |  |



|                               |  |   |  |   |  |
|-------------------------------|--|---|--|---|--|
|                               | (i) Primaries<br>(ii) Secondaries  | (i) 0.03<br>(ii) 0.08                             | (i) 0.01<br>(ii) 0.08                        | (i) 0.01<br>(ii) 0.08   | (i) 0.005<br>(ii) 0.064  |
| IO                            | The percentage of Looked After Children with a Personal Education Plan (PEP) within 20 School Days   | 100   | 81.8 (18/22)                                 | 100   | 67.5 (27/40)   |
| IO                            | The percentage of Looked After Children who have missed more than 25 days at school in a year  | N/A   | 18.0 (8/43)                                  | 10.0  | 11.5 (6/52)  |
| <b>How well did we do it?</b> |  | <b>2011/12</b>                                    | <b>2012/13</b>                               | <b>2013/14 Target</b>   | <b>2013/14 Actual</b>  |
| IO<br>OA                      | The percentage of schools in the 3rd quartile of the national standards framework<br>(i) Foundation Phase<br>(ii) Key Stage 2 core subject indicator<br>(iii) Key Stage 3 core subject indicator<br>(iv) Key Stage 4 level 2 including English and Maths | (i)25.8(KS1)<br>(ii)32.3<br>(iii)25.0<br>(iv)25.0 | (i)29.0<br>(ii)35.5<br>(iii)50.0<br>(iv)50.0 | (i)9.7 (3/31)<br>(ii)25.8 (8/31)<br>(iii)25.0 (1/4)<br>(iv)25.0 (1/4)                 | (i) 19.3 (6/31)<br>(ii) 32.3 (10/31)<br>(iii) 0<br>(iv) 0              |
| IO<br>OA                      | The percentage of schools in the 4th quartile of the national standards framework<br>(i) Foundation Phase<br>(ii) Key Stage 2 core subject indicator<br>(iii) Key Stage 3 core subject indicator<br>(iv) Key Stage 4 level 2 including English and Maths | (i)16.1(KS1)<br>(ii)38.7<br>(iii)50.0<br>(iv)50.0 | (i)16.1<br>(ii)22.6<br>(iii)25.0<br>(iv)25.0 | (i)16 (5/31)<br><i>(*revised from 12.9)</i><br>(ii)12.9 (4/31)<br>(iii)0.0<br>(iv)0.0 | (i) 16.1 (5/31)<br>(ii) 19.3 (6/31)<br>(iii) 50 (2/4)<br>(iv) 50 (2/4) |
| IO<br>OA                      | The percentage of all pupils achieving:<br>(i) Foundation Phase indicator<br>(ii) Key Stage 2 core subject indicator   | (i)88.5<br>(ii)82.5                               | (i)86.8<br>(ii)86.3                          | (i)91.0<br>(ii)89.0   | (i)89.5<br>(ii)89.3  |

|          |  |                      |                     |  |                       |
|----------|--|----------------------|---------------------|--|-----------------------|
| IO<br>OA | The percentage of pupils who receive free school meals achieving:<br>(i) Foundation Phase indicator<br>(ii) Key Stage 2 core subject indicator                     | (i)N/A<br>(ii)58.2   | (i)72.9<br>(ii)62.3 | (i)74.6 (*revised from 79.0)<br>(ii)71.6 (* revised from 76.0) | (i)74.6<br>(ii)75.8   |
| IO<br>OA | The percentage of all pupils achieving KS4 Level 2 Threshold including English / Welsh & Maths   | 51.3                 | 56.3                | 65.0   | 57.3                  |
| IO<br>OA | The percentage of pupils who receive free school meals achieving KS4 Level 2 Threshold including English / Welsh & Maths   | 15.1                 | 25.7                | 57.0   | 26.67                 |
|          | <b>Is anyone better off?</b>   | <b>2011/12</b>       | <b>2012/13</b>      | <b>2013/14 Target</b>  | <b>2013/14 Actual</b> |
| IO<br>OA | The percentage of pupils leaving education, training and worked based learning without a recognised qualification:<br>(i) All pupils<br>(ii) Looked After Children | (i) 0.12<br>(ii) 0.0 | (i) 0.1<br>(ii) 0.0 | (i) 0.0<br>(ii) 0.0  | (i)0.4<br>(ii)0.0     |
| IO<br>OA | The percentage of 16 year olds who are Not in Education, Employment or Training (NEET)   | 3.8                  | 3.8                 | 3.3  | 2.8                   |

\*Actual performance across the indicators is based on the previous academic year 2012/13

\*Targets have been revised for the percentage of pupils who receive free school meals achieving the Foundation Phase indicator and Key Stage 2 core subject indicator so that they are in line with more accurately available data systems that track pupil performance

\* The target on the percentage of schools in the 4th quartile of the national standards framework for the Foundation Phase has been revised in line with the moderation of targets

|  | <b>Partners we are working with</b>   |
|--|---|
|  | The key partners we work with are: Schools and their Governing Bodies, the University of Wales, the Education, Achievement Service (EAS), Coleg Gwent, Local Health Board, the Welsh Government, Wilmott Dixon Construction |

## Outcome Agreement theme 5: Improving early years' experiences

|  |   |
|--|---|
| <b>Monmouthshire Single Integrated Plan Theme(s) &amp; Outcome(s) :</b>  | Theme : Our County Thrives<br>Outcome: People have access to practical and flexible learning  |
| <b>Wales Programme for government strategic theme:</b>   | The Culture and Heritage of Wales   |
| <b>Wales Programme for government outcome:</b>   | Improving early years' experiences<br><i>The focus for Monmouthshire, as part of this outcome, is access to physical activity and play for children and young people.</i> |
| <b>MCC Outcome:</b>  | Benefit from education, training and skills development<br>Live healthy and fulfilled lives   |
| <b>MCC Priority:</b>   | Education   |
| <b>MCC Score 2013/14</b>   | <b>Fully Successful – 2 points</b>  |
| <b>Why we have chosen this objective</b>   |   |
| To access practical and flexible learning our Single Integrated plan identifies we need: <ul style="list-style-type: none"> <li>• To explore inter-generational connections to support young people.</li> <li>• To ensure children and young people have access to flexible and appropriate play opportunities.</li> </ul>   |   |
| <b>What will success look like?</b>  |   |
| We recognise the importance of play in children's lives, for both its recreational value and for the important part that it plays in children's physical and emotional health, well-being and also in their personal development. <ul style="list-style-type: none"> <li>• Greater participation levels leading to healthier lifestyles and more active people</li> <li>• Development of swimming techniques as a key life skill, working towards every child being a swimmer</li> <li>• Get every child hooked on sport for life</li> <li>• Developing inclusive sport provision, opportunity and practices which will ensure that disabled people gain access to the level of participation they require.</li> <li>• Sufficient childcare and associated play opportunities are available to meet the requirements of parents, as far as possible</li> </ul> |   |

| During the term of the agreement we will:   | What have we done so far?   | What difference has it made so far?  |
|---|---|--|
| Develop a Monmouthshire Walking and Cycling strategy  | The cycling strategy is being developed alongside the strategic cycling group and Welsh Cycling strategy. This will link to the Walking Product Development Strategy which will be taken forward by the Creating an Active Monmouthshire group.                   | The Cycling strategy and Walking Product Development Strategy are not yet complete to assess impact.   |
| Implement a MCC Aquatic Pathway to develop swimming   | A Monmouthshire Aquatic Pathway has been implemented.<br><br>To progress this, a Strategic Swimming Development Group has also been established.  | The pathway will help drive the achievement of key targets related to swimming, working towards every child being a swimmer  |
| Complete an individual school sport survey with every Primary and Secondary School and use the findings to plan future service priorities   | The survey was completed with a high response rate from every primary and secondary school in Monmouthshire.<br><br>Sport Wales have analysed the survey providing information on physical activity and sport participation levels for children and young people. | The survey has revealed 42% of children and young people are “Hooked on sport for life” in Monmouthshire, compared to a Wales average of 40%. While 55% said they enjoyed PE lessons a lot. Further information is available in a <a href="#">Monmouthshire summary</a> .<br><br>The findings from the survey are being used to inform planning for future service priorities. |
| To encourage young people to become ambassadors for sport inspiring future generations.   | There are 71 young ambassadors helping to promote, lead and inspire other young people in Monmouthshire to participate in sport   | A total of 960 volunteer hours have been delivered which would have cost an equivalent of £9,600 to deliver  |
| To work towards achieving bronze and then silver insport award for inclusive sport provision, including accreditation with community clubs. | Monmouthshire Council’s leisure services achieved the Ribbon award for inclusive sport provision from Disability Sport Wales.   | The Ribbon award recognises the progress and commitment made by the Council in providing inclusive sport facilities and opening up opportunities for disabled people to participate in sport. Work is already underway to achieve the next stage, the bronze award.  |

|  |   |  |   |   |  |  |
|--|---|--|---|---|--|--|
| Complete a Monmouthshire Play sufficiency audit and address areas of improvement for play provision identified   | A play sufficiency audit has been completed that provides an assessment of the quantity and quality of play opportunities in Monmouthshire.                                   |  |   | The audit provides an assessment of the current play provision and identified areas for improvement. As a result an action plan has been agreed that is being taken forward in order to secure sufficient play opportunities.   |  |  |
| Take forward actions related to childcare and associated play from the Monmouthshire Childcare Sufficiency assessment and continue to assess demand and requirements through annual Childcare Sufficiency Refresh and Action Plan Update | The Childcare Sufficiency Assessment (CSA) was refreshed in 2013 which resulted in a revised action plan being put in place. A full CSA was subsequently carried out in 2014. |  |   | The refresh ensures there continues to be sufficient childcare throughout Monmouthshire. Progress has been made against actions in the previous CSA and subsequent refreshes. The number of places has increased slightly, yet the vacancy rate has decreased, so the number of families accessing childcare has increased overall. |  |  |
|  | <b>2012/13 Actual</b>   | <b>2013/14 Actual</b>                            | <b>2013/14 Target</b>                           | <b>2014/15 Target</b>   | <b>2015/16 Target</b>                                  | <b>Comment</b>   |
| <b>How much did we do?</b>   |   |  |   |   |  |  |
| Number of young people aged 11- 25 who are young ambassadors for sport   | 29  | 71   | 70  | 71  | 71   |  |
| Number of community sports clubs achieving insport accreditation   | 12  | 14   | 14<br>(2 further clubs)                         | 16<br>(2 further clubs)   | 18<br>(2 further clubs)                                |  |
| The number of childcare places available, relevant to uptake   | 5361 Places<br>27% <sup>i</sup><br>vacancy rate   | 5624 Places<br>24% <sup>ii</sup><br>vacancy rate | Maintain appropriate level of places            | Maintain appropriate level of places  | Maintain appropriate level of places                   | Appropriate level of places maintained. Based on vacancy by child care type which excludes crèche. |
|  | <b>2012/13 Actual</b>   | <b>2013/14 Actual</b>                            | <b>2013/14 Target</b>                           | <b>2014/15 Target</b>   | <b>2015/16 Target</b>                                  |  |
| Complete play sufficiency audit and take forward actions identified  | Carried out the audit work  | Audit and action plan completed.                 | Complete play sufficiency audit and action plan | Develop one new destination play area with a range  | Develop one further destination play area with a range | Further information is available in the full <a href="#">Audit and action plan</a> .               |

|   |                         |                              |           | of accessible play equipment | of accessible play equipment |   |
|---|-------------------------|------------------------------|-----------|------------------------------|------------------------------|---|
| <b>How well did we do it?</b>   |                         |                              |           |                              |                              |   |
| Number of volunteer hours delivered by young ambassadors for sport  | 410                     | 1010                         | 940       | 1040                         | 1040                         |   |
| Number of visits per 1000 of the population to leisure centres where the visitor will be participating in physical activity | 6852                    | 8099                         | 7060 (5%) | 7130 (1%)                    | 7201 (1%)                    |   |
| <b>Is anyone better off?</b>  |                         |                              |           |                              |                              |   |
| Percentage of young people who participate in physical activity 5x60 scheme <sup>iii</sup>                                  | 39%                     | 40%                          | 40%       | 41%                          | 42%                          |   |
| Percentage of children swimming 25 metres at Key Stage 2  | 72%                     | Not yet available            | 75%       | 78%                          | 78%                          | Data not available until June 2014  |
| Percentage of children who are physically active (hooked on sport for life)   | Baseline set in 2013/14 | 42%<br><br>Wales Average 40% | Baseline  | Completed bi -annually       | Above Wales average          | Further information is available in a <a href="#">Monmouthshire summary</a> . |

<sup>i</sup> These vacancies are based on figures received from Monmouthshire childcare providers in autumn 2012. 2012/13 data updated as part of the CSA 2014-17.

<sup>ii</sup> These vacancies are based on figures received from Monmouthshire childcare providers in Autumn term 2013

<sup>iii</sup> Data is reported to Sport Wales in Academic years, therefore data relates to the previous academic year.