monmouthshire
sir fynwy

MEMBERS OF THE ECONOMY AND DEVELOPMENT SELECT COMMITTEE ARE INVITED TO ATTEND THE MEETING TO SCRUTINISE AGENDA ITEM 4.

PLEASE NOTE THAT THERE WILL BE A PRE-MEETING FOR MEMBERS OF THE CHILDREN AND YOUNG PEOPLE SELECT COMMITTEE AT 1.30PM. MEMBERS OF THE ECONOMY AND DEVELOPMENT SELECT COMMITTEE ARE INVITED TO ATTEND THIS MEETING REGARDING AGENDA ITEM 4.

**County Hall
The Rhadyr
Usk
NP15 1GA**

15th June 2015

Notice of Special Meeting:

Children and Young People Select Committee

**Tuesday 23rd June 2015 at 2.00pm
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.

Item No	Item
1.	Apologies for absence.
2.	Declarations of Interest.
3.	Public Open Forum.
4.	To undertake pre-decision scrutiny of a report on ICT in Schools (copy attached). **Children and Young People and Economy and Development Select Committees.**
5.	To monitor the Council's performance in Safeguarding Children in Monmouthshire (copy attached).

6.	To scrutinise the following Education Performance Reports (copies attached):
	
	    - Attainment at Key Stages 4 and 5.
	    - Attainment by Specific Groups of Pupils.

7.	To nominate a Member of the Children and Young People Select Committee to be the Committee's representative on the School Budget Finance Forum.
8.	To note the date and time of the next meeting of the Children and Young People Select Committee: Thursday 9th July 2015 at 4.00pm.

**Paul Matthews,
Chief Executive**

Children and Young People Select Committee

County Councillors:

P.R. Clarke
P.S. Farley
L. Guppy
R.G. Harris
M. Hickman
S.G.M. Howarth
D.W. H. Jones
P. Jones (Chairman)
M. Powell

Added Members
Voting on Education Issues Only

Canon Dr. S. James (Church in Wales)
Vacancy (Catholic Church)
Mr. M. Fowler (Parent Governor Representative)
Mr. C. Robertshaw (Parent Governor Representative)

Added Members
Non-Voting

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

Economy and Development Select Committee

County Councillors:

D.L.S. Dovey
D.L. Edwards
D.J. Evans
R.J.C. Hayward
S. Jones
J.L. Prosser
A.C. Watts
S. White
A. Wintle

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
- Maintaining locally accessible services

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 goal

REPORT

SUBJECT:	**ICT in Schools Investment**
MEETING:	**CYP Select Committee (& Economy and Development Select Members)**
DATE:	**23rd June 2015**
DIVISION/WARDS AFFECTED: All	

1.   PURPOSE:

1.1   The purpose of this report is to present the Outline Business Case for investing in the upgrade and renewal of the ICT infrastructure in schools, enhancing the teaching and learning experience and bringing schools up to a common standard in line with WG and 21st century schools aspirations.

2.   RECOMMENDATIONS:

2.1   That CYP Select receive this report and the draft Outline Business Case.

2.2   That CYP Select Committee endorse the proposed ICT investment of £885,775 into Monmouthshire schools.

3.   KEY ISSUES:

3.1   Last year the Authority launched its vision for ICT through its iCounty Strategy which provides a direction of travel for Monmouthshire in relation to its digital ambitions.

3.2   The Authority's 21st Century Schools programme sets out a vision for ICT where ICT 'contributes sustainable and meaningful change to teaching and learning in Monmouthshire schools that will prepare students for further education, training and to live and work in a digital world'.

3.3   In order to achieve this vision the Authority's schools need a sustainable, resilient and robust ICT platform that meets the needs of the 21st teaching and learning environment.

3.4   There needs to be a more coherent, structured and strategic approach to ICT provision in Monmouthshire schools. Schools in the primary sector particularly have spread in different directions in terms of kit, support, knowledge, aspiration, expertise and understanding.

3.5   There has been varying investment in ICT improvements in schools in recent years, with some schools using their delegated budgets to benefit from improved infrastructure, together with enhanced connectivity and

peripherals. However, primary schools in particular are suffering from a lack of investment in ICT. This is impacting on how technology can be used to effectively delivery teaching and learning in schools, and ultimately on the level of digital expertise and knowledge when children move up into secondary education and careers.

3.6   An outline business case has been prepared that proposes a single model and specification for ICT provision that will enable a consistent and adequate standard of technology and support, with all the efficiencies that this brings.

3.7   The proposed investment looks to address the following issues currently being faced by schools:

(a)   Migrating all schools up to the state of the art and secure SRS data centre in Blaenavon, such as to remove the reliance that schools have currently on their local server infrastructures. This removes the risk of data or information loss should schools servers fail, whilst offering a robust and resilient school ICT network. The SIMS system (School Information Management System), the curriculum network and the administrative network are currently located on ageing servers. Migration to newer and more powerful servers would significantly improve performance and accessibility.

(b)   To put in place a baseline standard of connectivity for primary schools of 100MB, in line with WG aspirations. The level of connectivity in many schools does not adequately support the effective delivery of teaching and learning in the school environment. Whilst a handful of schools have 100 MB PSBA (Public Sector Broadband) lines, the majority of primary schools are still connected via 10 MB PSBA lines, with a small number receiving even poorer connectivity. Upgrading these to 100 MB PSBA lines would significantly improve speed and resilience of internet and network access to those schools.

(c)   To provide a secure and consistent wireless infrastructure in each school. There is currently considerable variability in coverage of wireless connectivity in our schools and rolling out wireless infrastructure across schools to achieve optimum saturation throughout the school estate would give secure on-line access to more teachers and children, more areas of the school and for a wider range of purposes.

(d)   To rollout SIMS in the classroom, together with associated training. Teachers are suffering from not having SIMS in the classroom. The aspiration is to have SIMS from anywhere via MCC security enabled equipment. It will improve efficiency and effectiveness tenfold and is an essential requirement in 21st century education.

(e)   To undertake a baseline refresh of core ICT hardware in schools. ICT devices in schools are not standardised and are of variable age and quality. Some are so old that they cannot be supported and are a significant number of PC's which are running on the out-dated

Windows XP operating system. The SRS are gathering an inventory of equipment across schools currently to determine the investment required to bring equipment up to date.

3.8 The single model and specification for ICT provision proposed will enable a consistent and adequate standard of technology and support, with all the efficiencies that this brings.

3.9 The investment proposed is predicated on all schools signing up to SLAs which would ensure that the SRS ICT support model is adequately funding such as to ensure the provision of the necessary high levels of support. A draft SLA, provided in appendix 2, has been revised and updated to ensure that performance standards are maintained, with appropriate escalation procedures to address any performance issues.

3.10 Implementation is proposed to be undertaken in two phases. The first phase, which upgrade the existing ICT infrastructure (Wi-Fi, networks, equipment, servers and internet connections) and ensures all schools have an equal baseline ICT provision would be completed in a 6-9 month period following agreement being secured from all schools and resources being put in place by the SRS. The second phase consists of the migration of schools up to the SRS in Blaenavon. It is anticipated that this second phase will be completed by late 2017.

3.11 The level of ICT connectivity in schools and the need to use ICT to raise standards in education has been raised in a number of the councils plans and strategies including the Improvement Plan, The CYP Chief Officer report, the iCounty strategy, the Authority's strategic risk register and it is also an integral part of the delivery of 21st century schools capital programme.

4. REASONS:

4.1 Primary schools currently have a disparate selection of equipment and connectivity and it's not possible to provide a common standard of service provision. This business case outlines proposed investment that would deliver a sustainable, resilient and robust ICT platform that meets the needs of the 21st teaching and learning environment.

4.2 The issues outlines in this report have been identified within the Improvement Plan and also highlighted at the Digital Programme Board who requested an Outline Business Case be developed showing the options and costs to remedy the situation.

5. RESOURCE IMPLICATIONS:

5.1 Total investment of £885,775 is being proposed to allow the upgrade and installation of infrastructure, equipment and connectivity in schools and at the SRS. A full breakdown of the one-off costs is provided in the Outline Business Case in appendix 1.

5.2 A range of potential funding options have been identified that includes

(a) Review the capital programme to identify and displace other items and use the funding released
(b) Utilise underspends that result from the 21st century schools capital budget
(c) Fund from existing earmarked reserves – notably IT reserve/Priority investment reserve
(d) Prudentially borrow and to manage the resultant revenue budget impact as part of forward MTFP process

5.3 The proposed funding solution is from prudential borrowing, with an element of the funding potentially being funded from earmarked reserves to cover any immediate in-year revenue implications.

5.4 Schools would be required to sign up to the SLA for a minimum three-year period to ensure that income is secured to allow the SRS to provide the required level of ICT support services. Schools would also be required to fund their ongoing hardware replacement and refresh programmes.

6. CONSULTEES:

SLT
Digital Programme Board
All Schools
School Governor Chairs

7. BACKGROUND PAPERS:

Appendix 1 – Outline Business case – ICT in Schools
Appendix 2 – Draft Service Level Agreement

8. AUTHOR:
Sian Hayward – Digital and ICT Manager

9. CONTACT DETAILS:

Tel: 01633 344309 / 07825 450791
Email: **sianhayward@monmouthshire.gov.uk**

Monmouthshire County Council

Outline Business Case for an Investment in Schools ICT

1. The Vision for ICT and Digital in Schools

Monmouthshire launched its vision for ICT through its [iCounty Strategy](#) which provides a direction of travel for Monmouthshire in relation to its digital ambitions .

The 21st century schools programme links into the iCounty strategy as we recognise that we can't ignore digital in education, both in terms of teaching and learning. We know that in order to prepare our young people for future careers they must be digitally skilled and enabled to find employment, particularly in the digital industries. This in turn will stimulate the local economy. There is a drive for a technology rich learning offer in Monmouthshire's Improvement Plan, and the CYP Chief Officer report explicitly mentions the need for SIMS in the classroom.

In order to achieve the vision we need a sustainable, resilient and robust ICT platform that meets the needs of the 21st teaching and learning environment. Having a school without proper digital capacity and capability would be like trying to teach using candles, slate and chalk.

1.1. What is the problem facing us?

There hasn't been a coherent, structured and strategic approach to ICT provision in Monmouthshire education. As a result, schools in the primary sector particularly have spread in 32 different directions in terms of kit, support, knowledge, aspiration, expertise and understanding. This makes it almost impossible for the SRS or external suppliers to operate efficient and effective support mechanisms and to ensure a common standard of ICT provision for all of our children to move up to secondary education.

A single model and specification for ICT provision will enable a consistent and adequate standard of technology and support, with all the efficiencies that this brings. More importantly it will mean that teachers won't need to worry about back-office wires and kit; they can instead spend their time and effort making sure that children aren't disadvantaged by a lack of ICT knowledge and can keep up to pace with technology rather than running to catch up.

The lack of a basic standard of ICT across schools has been highlighted in Monmouthshire risk register and is related to Estyns recommendations in relation to school standards.

Welsh Government aspire to us having 100MB broadband lines in all schools (a number of primary schools currently have less than 10MB) in order to cope with future ICT demands. We believe that all schools must have a standard level of connectivity to meet the aspiration of WG, the Local Authority and schools as well as to future proof the demands for digital learning.

1.2. Where are we falling short of this standard?

We are currently falling short of the basic ICT standard across primary education. There are several contributory factors to the decline in ICT capability and capacity in schools, including –

- A lack of strategic direction for ICT in education, with schools having disparate and uncoordinated approaches to ICT provision.
- A lack of clarity between the investment responsibilities of the Local Authority and schools delegated budgets.
- Budget constraints leading schools to juggle their investment priorities within delegated budgets.

All of the above have resulted in the overall ICT provision and support at risk of failure with the following specific issues being experienced -

- Many schools have local servers, and there isn't sufficient resilience in place to ensure that if a server broke down they would have any form of ICT service at all. There is a distinct possibility for loss of data and information should the servers fail. Though information is manually backed up at school level it is a world away from the level of security operated by the SRS data centre.
- Many schools are not connected to corporate e-mail and the security that comes with it, so data can be compromised. Teachers don't have access to networked e-mail so are unable to communicate safely and effectively with their colleagues across Monmouthshire schools. Teachers are using personal email accounts to transfer school related data to one another.
- Broadband capacity is too small in many schools – It's like trying to get to Cardiff in the rush hour using a country lane because the motorway is closed.
- The internet connection isn't fast enough to support the number of people using it, so we will need to upgrade it further to make it future proof and fit for purpose.
- There are a vast variety of PC's, laptops and tablets being used in schools – some of which are nearing obsoletion. It's almost impossible to support this existing equipment, and a disproportionate amount of time is spent at schools bandaging up equipment instead of providing support to teaching in the classroom.
- There is inconsistent, inefficient and ineffective ICT support to schools. The SRS technician and support model is significantly under-funded, and without investment schools cannot be adequately supported in the classroom day-to-day. It's the same story at the engine room in the SRS which is also under-funded and under-resourced with insufficient technicians to provide adequate support.
- Teachers are suffering from not having SIMS in the classroom. The aspiration is to have SIMS from anywhere via MCC security enabled equipment. It will improve efficiency and effectiveness tenfold and is an essential requirement in 21st century education.

2. Solutions.

2.1 Monmouthshire recognises that the current state of play with ICT is not enhancing the learning and teaching environment. Our children are reaching secondary education with different experiences of ICT within their primary school.

The Digital Programme Board has previously discussed that investment will be necessary to bring schools up to a standard level of infrastructure and connectivity and has requested more detail in an Outline Business Case. An enhanced level of support and maintenance would be provided through a SLA with the SRS.

This solution will have some compelling benefits, bringing a consistent standard level of ICT provision along with some central funding to bring the infrastructure up to a base line standard.

2.2 This option would provide the following –

- Reliable baseline 21st C ICT infrastructure and connectivity to facilitate more effective and efficient use of ICT in teaching and learning allowing teachers to concentrate on their jobs and have peace of mind about the ICT that runs in the background
- The ability for ICT technicians to concentrate on providing support to teachers and classrooms rather than on repairing failing kit
- A baseline of hardware and software provision within all schools which supports digital development within the educational settings
- Risk mitigation around IT security, downtime and speed
- Access to SIMS in the classroom for teachers
- Access to a secure networked e-mail accounts
- Provide staff with necessary training around ICT and SIMS
- Access to the curriculum and admin (including MCC intranet) to support the daily management of schools from the same laptop without having to switch to another network.
- Capacity and reliability will enable the introduction of new technologies and initiatives to enhance teaching and learning.

Taking this option will bring benefits in two phases as follows-

2.3 *Phase 1* - A one-off capital investment to upgrade the existing ICT infrastructure (Wi-Fi, networks, equipment, servers and internet connections) and ensure all schools have an equal baseline ICT provision.

This will give each school –

- A 100mb connection in the primary sector and 1GB for secondary schools. For non-technical people this is a 'dual carriageway' connection which will be big enough to cope with any level of demand for the foreseeable future.
- Internet Connectivity – to be monitored and upgraded as required
- A one-off upgrade & refresh programme to ensure a consistent standard across schools, following an equipment audit.
- A standard quality for network access, systems and equipment
- A standardised approach to the delivery platforms for both education and management of the pupils and of the school estates.
- System to enable secure and robust access by tablet and mobile devices to education systems ICT Strategy development across schools

2.2 *Phase 2* – Migration of schools up to the SRS in Blaenavon

All schools will be migrated up to the SRS data centre. This will mean schools will be connected to, hosted and supported by the SRS data centre, increasing resilience and data security.

3. Alternative Solutions

There are of course alternative solutions to the problem as follows, and Cabinet will be presented with an options appraisal of all 3 solutions in order for them to make an informed choice.

3.1 Do nothing –

We could keep things as they are, but schools, and notably primaries, will continue to fall further and further behind as they struggle to upgrade and support their ICT infrastructure and networks using their existing delegated budgets.

The variety of equipment and connectivity means that children are arriving in secondary education with different experiences of ICT, and not all are on a level playing field in terms of skills and abilities. The transition from primary to secondary education will remain problematic.

There will be a direct impact on the ability to raise standards of teaching and learning without the associated ICT enablement. ICT is the 4th utility, and we wouldn't be expecting any variance in the electricity supply between schools, with some using candles to teach, so why would we allow it to happen for ICT?

The security and data risks would continue to be an issue with the potential for a loss of data and reputation as well as financial penalties.

Schools will incur costs (often as an emergency outlay) as their kit fails and needs replacing, and it will impact upon education standards as well as budgets. Schools will be unable to take advantage of economies of scale for procurement, and they may have to pay a premium to have equipment replaced at short notice.

3.2 Fully outsource schools ICT provision-

This option would require schools to enter into individual or collective procurement exercise to externalise ICT provision. A full specification would be required to ensure that all requirements are covered for infrastructure, functionality and security. It is likely that a full tender exercise would be needed to meet procurement requirements.

This option would provide all the benefits within a tender specification, which as a minimum must include –

- A reliable baseline 21st C ICT infrastructure and connectivity to facilitate more effective and efficient use of ICT in teaching and learning allowing teachers to concentrate on their jobs and have peace of mind about the ICT that runs in the background
- Technician support in the classroom.

- Baseline of hardware and software provision within all schools which supports digital development within the educational settings
- Risk mitigation around IT security, downtime and speed
- Access to SIMS in the classroom for teachers
- Staff training

This option would not provide the following –

- Access to the curriculum and admin (including MCC intranet) to support the daily management of schools from the same laptop without having to switch to another network.
- Access to a secure networked MCC e-mail accounts
- Locally based technician support
- The costs of server and network replacements
- The costs of OVS licences
- Contract performance monitoring from within central education
- The same level of data security and resilience as per the SRS option
- Line rental

Outsourced schools would still require some services from the SRS e.g. internet and networks as the authority. This will incur an additional charge to the external supplier fees.

4. Resource Implications –

The proposed solution requires a one-off capital investment of circa £890,000 to bring equipment and infrastructure up to a common standard. Monmouthshire's Digital Board has recognised the need for an investment in schools ICT in order to enable 21st century teaching and learning. The Board has recommended that central capital funding be applied for from reserves or through borrowing to meet this cost.

We need to be clear that no matter where individual schools are on their ICT journey, or how creative they have been with budgets, the intended and proposed baseline is for every school. Digital enablement applies across all schools and the current discrepancies in provision cannot be allowed to continue. The one-off funding will therefore be applied only if all schools sign up to a SLA for ongoing ICT services with the SRS.

One –off capital investment costs	
Item	**Expenditure**
VRF	£6,000
Router	£36,000
Cabling	£1,550
Wireless AP's (including installation)	£60,875

Estimated cost of in-stock wireless AP following check	(£41,700)
Wireless AP installation	£8,750
Network Cabinet	£16,500
PSBA Upgrade – Installation one-off fee	£160,890
PSBA excess installation charge*	£100,000
PC/Laptop Refresh/Upgrade	£143,700
PC/Laptop Allowance (up to £5k)	£55,810
Deployment Server	£22,400
Airwatch	£15,000
Implementation technicians (2 year)	£300,000
Total estimated cost of one off investment	**£885,775**

*Excess charges may apply for PSBA installation costs where the premises are more than a standard distance from the exchange. An initial estimate based on previous installations is in the region of £100k.

Capital funding for the one-off investment costs

Cabinet approval will be required for funding through one or more of the following funding options-

Funding Option	Comment
Review the capital programme to identify and displace other items and use the funding released	Will require a review of capital programme and the re-prioritisation of available capital.
Utilise underspends from 21st century schools capital budget	Identified underspends have been allocated to King Henry School and would need to be re-prioritised for use by the ICT project.
Fund from existing reserves – IT reserve/Priority investment reserve	The available reserves are insufficient to cover the full investment requirement. Utilisation of these reserves will bring the accompanying risk of the inability to manage essential ICT infrastructure and project investments overall for MCC in the future
Prudentially borrow and manage revenue budget impact as part of forward MTFP process	Will necessitate the borrowing and repayment of the investment from revenue budgets, with an estimated annual repayment of £50k. Revenue funding of this will need to be managed through the MTFP process

3. Funding ongoing maintenance and support costs through a SLA

3.1 The proposed option requires an upgrade to the level of resource and service provided under the SLA agreement. There is absolutely no point in upgrading the infrastructure if there are insufficient technicians in the engine room and in the classroom to provide support. Schools will be required to pay into an SLA each year to secure and retain sufficient investment into the SRS to recruit the right levels of support, experience and expertise to meet the specific requirements of the schools through the SLA.

The new SLA will have more in it, including items previously paid for by the school –

- OVS licences (providing the full Microsoft Office suite, antivirus and email services)
- A centrally hosted and managed service where the school won't have to worry about failing servers
- A full backup and security service and remote access to school based systems
- Increased technician support in the classroom which can be enhanced by using the cluster model of service delivery if required.

A robust SLA agreement has been written which will ensure the delivery of quality support and service, with clear performance standards and protocols.

3.2 The table below shows indicative all-inclusive annual costs for schools. These costs below will need some fine tuning as we are waiting for some external costs to be confirmed (e.g. PSBA)

Category	Current Technician SLA	Current Hosting SLA	Proposed Totally Inclusive (Technician SLA	Difference (includes OVS and PSBA line rental)
Group 1 Primary	£2,400	£1,000	£5,200	£1,800
Group 2 Primary	£4,950	£2,500	£10,050	£2,600
Group 3 Primary	£7,000	£3,500	£14,000	£3,500
Secondary	£32,000	N/A	£53,750	£21,750
Special School	Group 3			
Pupil Referral Unit	Group 1			

3.3 For simplicity and fairness the SLA will be split into 3 simple charges for a Small (Band 1), Medium (Band 2), or Large (Band 3) school. This banding mechanism will even out the varying costs of e.g. PSBA line rental and ensure a simple and easy charge mechanism across bandings.

N.B.Schools will need to develop their own internal equipment refresh strategy as this isn't covered in the SLA. The SRS will provide support to build the strategy, but equipment purchases must be managed within existing school budgets

4. How would we monitor performance within the SLA?

4.1 It is essential that arrangements are made for a consistent qualitative level of response and support via a SLA. In order to achieve this the SRS will agree a SLA with schools and ensure that -

- SLA performance is regularly reviewed
- There are appropriate resources, skills and expertise within the SRS to meet the needs of 21st Century ICT enriched teaching and learning environment
- The SLA has clear, formalised annual costs
- There is appropriate scope for recourse to address lack of performance or delivery
- There is a continual refresh and renewal programme for back office equipment

4.2 Strategic monitoring will be undertaken through the following routes -

- The SRS will hold regular reviews with schools, and will clearly outline an escalation process in order to monitor and resolve any performance issues.
- The Local Authority will have a role in monitoring overall performance, from within the Central Education service
- Through the SRS/MCC account management function at local authority level.
- Schools themselves will need to monitor the performance against the core SLA

The SRS is committed to this service provision, and the SLA will outline the performance standards they need to adhere to. It is difficult for the SRS to work with the current mix of connectivity and dying kit in schools. The new arrangements with secure, robust, infrastructure will enable them to provide a more effective service as they won't be fire-fighting with infrastructure that fails suddenly or can't cope with the demand.

Schools may require additional functionality over and above that provided through the SLA, and an additional charge will need to be made for this.

5. The Outline Plan

5.1 The following is an outline of the tasks and target completion dates for the project. Schools have requested a detailed plan showing the rollout priorities. At this stage an accurate and credible schedule isn't possible as e.g. the PSBA rollout plan will not be available until the order is placed. What we propose instead is that we provide details of the current equipment and connectivity for each school in a cluster and facilitate discussion and negotiation with cluster reps for them to take control of rollout priorities rather than the SRS impose prioritisation.

Tasks	Target Completion Dates
Building the foundations –	
Finalising the SLA	04/06/15
Outline Business case for the investment	05/06/15
Costs, SLA, Draft OBC to schools	12/06/15
Pre-decision scrutiny	23/06/15
Gaining formal collective approval from schools	24/07/15
Gaining cabinet approval from MCC	15/07/15

Establish the project Board / User & Comms	30/09/15
Implementing phase 1 -	
Equipment Refresh	30/03/16
PSBA order/install	30/03/16
Prioritisation list	17/07/15
Recruitment of technicians	18/09/15
Airwatch install	30/03/16
Wi-Fi refresh	30/03/16
Folder install	30/09/15
SIMS in the classroom (training)	30/03/16
SIMS in the classroom rollout	30/03/15
OVS Licences	31/12/15
Charging regimes start	01/04/16
Implementing phase 2 -	
Internet upgrade	
Migration phased rollout start	30/09/15
Migration phased rollout complete	30/09/17

.

Outline Business Case author – Sian Hayward digital and Technology Manager

Contact details sianhayward@monmouthshire.gov.uk Tel: 079719893998

Appendix 2 – Draft Service Level Agreement

Shared Resources Service

Monday, June 15, 2015

Table of Contents

Document information

Document Name	SRS Schools SLA
Document Owner	Steve Jeynes Assistant Director stevejeynes@sharedresourceservicewales.gov.uk
Document Version	1.00

1   Purpose of the Service

To provide a comprehensive managed ICT service to schools which includes school based devices as well as a managed network.

To provide advice and guidance on all ICT issues whether operational or strategic.

To provide the service using professional, experienced and well established team within the Shared Resource Service (SRS).

2   Overview

The Shared Resource Service (SRS) is a collaborative ICT provision in South Wales that provides ICT services to a number of public sector organisations. The SRS has two strands to service provision.

- The first is a physical presence in Blaenavon that houses a state of the art data centre capability that is used by the wider Welsh Public Sector.
- The second is an integrated ICT team that provides services to a number of Public Sector "partner" organisations.

SRS Physical Presence

The SRS is at the forefront of data centre services for Wales and already provides services to Gwent Police, Torfaen CBC, Monmouthshire CBC, NWIS and Swansea University. The list of organisations will grow over the coming months and years as the implementation plans are fleshed out across the Public Sector for delivering the CIO for Wales' Welsh Public Sector Data Centre Strategy.

Integrated ICT Service Provision

The Shared Resource Service (SRS) is a collaborative ICT provision that covers Gwent Police, Monmouthshire County Council and Torfaen County Borough Council. The SRS is underpinned with a MOU that enables a single management structure across the board. The model is one that is encouraged through the Welsh Public Sector ICT Strategy.

There have been many benefits realised over the last two years through the physical provision and the integrated team working. These include financial and non-financial benefits and this strategy aims to build on that and drive the further integration of the individual organisational systems into single SRS wide systems in support of the wider Welsh Public Sector ICT Strategy. The delivery of this strategy will realise further benefits across all areas whilst retaining the links with the individual organisational strategies and will enable the SRS to deliver positive step changes in performance to the organisations. This strategy will require a significant amount of buy in from the Chief Executives and the SRS board Members to support the SRS COO and Senior Management Team.

3   Duration of the Agreement

The agreement is for three years. The specification may be subject to change, providing a relevant period of notice.

4   Service Options and Charges

4.1   Overview

The SRS is a not for profit public sector shared service at the forefront of data centre and ICT services for Wales and already provides ICT services to Gwent Police Authority, Torfaen County Borough Council and Monmouthshire County Council.

The aim through this SLA is to deliver high levels of support that provides each school with a guaranteed level of service. Your school will be allocated a service delivery manager who will keep in regular contact with you to ensure that you are satisfied with the overall service and who will offer appropriate advice and guidance.

Services	Comments
Service Management	*Service Delivery / Account Management*
Regular SLA Visits	*MCC Primary Schools – eventual move to call logging*
Permanent Onsite Technician	*MCC Secondary Schools*
Fault Call Logging	*Self Service fault/request logging service*
Telephone Support	*Service Desk Support - Incident/Problem Management*
Remote Support	*Service Desk Support - Incident/Problem Management*
Managed Infrastructure	*When hosted in SRS Data Centre*
Hardware / Equipment Support	*Warranty and Repair – where economically viable. The SRS cannot be responsible for supporting old/aged equipment*
Software Support	*Install, patches and upgrades where supported versions exist. Centralised software deployment will be possible for centrally hosted schools with an SCCM distribution server*
Procurement Services	*Back Office procurement of equipment, software and services*
Project Support	*Support and deliver ICT projects*
Strategy (technology)	*Advice & guidance re: technologies*
SIMS Support	*Maintenance, Support and Training*
Equipment Refresh	*Will support in developing a refresh programme – equipment will need to be funded by the school*
Proactive Monitoring Service	*Network and Server monitoring. For centrally hosted schools this will also include monitoring for file servers and quota limits*
Secure Equipment Disposal	*Subject to a charge processed via Back Office*

Services	Comments
ICT Training	*Available via the SRS ICT Trainer upon request*
Apple Support (iPads, Apple TV, Macs)	*Where schools have Apple support with a 3rd party provider, the SRS will take on the support. This will be subject to a planning session with the school and if necessary, the 3rd party provider to ensure a properly planned transition. It is advised that schools do not cancel 3rd party support without consultation with SRS and a plan being in place for transition.*
New Apple Implementation	*For new Apple implementations, the SRS will advise schools on the appropriate solution and this will need to be planned with the school, SRS and any 3rd party providers.*
Google Chromebook Support	*Currently being developed within the team. It is advised that schools speak to SRS of they are planning an implementation*
Information Security and Data Protection	*Providing advice and guidance*
CCTV Monitoring	*Can be arranged at an additional cost to schools*
Annual Equipment Audit	*To aid school asset recording and budget planning for refresh programmes*

Hosted Services (for migrated schools)
Print Management in conjunction with Ricoh
BYOD networks
Pin Safe Secure Remote Access (small license cost per user paid by schools)
AirWatch Mobile Device Management (MDM) (licenses funded by schools)
FOLDR remote access to file shares (licences funded by schools)

Excluded Services
Installation (fixing or attachment of equipment such as projectors and whiteboards)
Installation of network ports and running network cabling e.g. for installation of wireless access points
Asbestos Management
Any type of electrical work
Access to ceiling spaces
Whiteboard and projector training
Bespoke training e.g. cashless catering, iPads
Media, studio, recording equipment support and training
Other 3rd party hardware training e.g. Apple Services/Hardware

Excluded Services
Digital Signage Screen Configuration & Content
Photocopier contracts

4.2 Service Description

4.2.1 Primary / Secondary School Support – Management & Work Planning

Primary Schools

Management and work planning of school technicians will be undertaken by the SRS.

Secondary Schools

Management and work planning of the school technician will be undertaken jointly by both SRS and the school.

*** N.B. The SRS will endeavour to provide emergency support/cover to schools for the following circumstances, however permanent onsite cover cannot be guaranteed.

• Holidays

• Training

• Sickness (greater than 1 day absence)

This is a value added service, and is not guaranteed under the core service.***

4.2.2 Cluster Support Model

The primary/secondary school technicians based within the cluster will provide a proactive and responsive 1st and 2nd line support function. They will be expected to maintain up to date IT documentation and asset inventory and will be expected to provide a high level of customer service.

4.2.3 Roles and Responsibilities – School Based Technicians

The primary school technicians are not based permanently within primary schools however they provide support as a single team and work is scheduled through SLA visits. The SRS use a call logging system called Service Point which is due to be implemented for schools and will negate the need for fault sheets to be completed before a visit. Once the new call logging system is implemented for schools they will be expected to log faults and requests through the call logging self-service system and training for this will be provided. The SRS will require that all faults and requests are logged this

way so that an audit trail will exist and can form part of the reporting and monitoring of service standards.

The primary school technician will be responsible for the following:

- Adding/deleting users
- Set up email accounts
- Changing passwords
- Provide monitoring of storage allocation
- Assist in the restoration of lost files where backups exist (local servers)
- Assisting troubleshooting of network issues/network patching
- Client antivirus subject to schools funding the licences
- Installation of service packs, upgrades and patches for desktop hardware. This will be centrally automated and managed remotely when schools are hosted in the Data Centre using an SCCM distribution server at school
- Workstation/laptop/Apple support
- Printer system support – Classroom and staff printers and troubleshooting where economically viable
- Incident Management – break/fix response
- Application installation and deployment which can be automated using SCCM for centrally hosted schools using an SCCM distribution server
- Advice and support for peripherals, software and hardware

As part of our quality assurance, all technicians are signed up to Torfaen County Borough Council's Code of Conduct and operate in-line with the policies and procedures of the Authority and subject to Disclosure and Barring Checks (DBS). The SRS promotes excellent service delivery to our customers.

It is important to note that both Primary and Secondary Technicians form part of the Education Team within SRS and are able to call upon other members of the team and other teams within the SRS for support when required. This is a value added service the SRS are able to offer.

4.2.4 Resolution Service

There is a call logging system (Service Point) that will negate the need for fault sheets to be completed before a visit. Once the new call logging system is implemented for schools they will be expected to log faults and requests through the call logging self-service system (training for this will be provided).

The SRS will require that all faults and requests are logged this way so that an audit trail will exist and can form part of the reporting and monitoring of service standards.

The following table identifies the response/fix times the SRS will work towards when the call logging system is used:

Priority	Response	Fix	Description
0	Immediate	Immediate	Resolved at first point of contact
1	1 hr.	4 hrs.	Major Incident affecting whole school or a number of schools
2	2 hrs.	8 hrs.	Fault affecting a single or small number of users or items of equipment
3	4 hrs.	3 w/days	Request for service - not a fault
4	4 hrs.	10 w/days	Back Office - request for quotation

For the resolution of infrastructure faults (network or server) either locally at the school or centrally based at the Data Centre the response and fix times may be different if the service is provided by an external supplier.

Back Office requests for quotations – the SRS operates under the financial procedures of the local authority and as such, any request for quotations, goods and services demonstrate best value so multiple quotations will need to be sought. If the value of goods or services is expected to exceed £25,000 then a mini tender will be required and will be completed by the local authority procurement team.

4.2.5 Service Delivery Management

Service Delivery Management will provide the school with the management control to ensure all services are delivered to the school to an appropriate level of quality and within the service level targets agreed. There must be a nominated point of contact at the school to be the contact point for service management. We believe this will provide continuity between the service and management of on-going support. The Escalation Process is detailed in this SLA.

4.2.6 Remote Support

In certain circumstances the SRS are able to provide support for hardware and software remotely. This functionality is dependent a number of factors such as hardware and software revision levels as well as network and switching. Where possible, the SRS will try to support you remotely however a visit by the technician may be necessary. Remote tasks include:

- Manage devices remotely e.g. wireless access points, firewalls, switches, workstations

- File restores

- Account and password resets

- Windows updates, patches and software deployment.

4.2.7 Software Support

We will try at all times to resolve core curriculum application problems, in conjunction with your school software strategy. We will endeavour to work within the parameters of any scheme of work whenever possible, and take into consideration any issues regarding Administration, Internet and Email. We will, in conjunction with your school, seek to resolve issues outside our normal service parameters with a 'best endeavour' approach as a value added service. Software needs to be compatible with both the devices it needs to run on and the version of the Windows operating system supported.

4.2.8 Hardware Support

Hardware support is included to give a one-stop shop approach for your school. The school technician (primary or secondary) will be responsible for dealing with hardware failures and troubleshooting hardware related issues and will determine the economic viability of the repair required.

While there is no limit set on the number of times a particular device is looked at, age and state of the hardware will be considered to determine whether it is economical to continue to make repairs. If it is not economical to make a repair then the school technician will inform you. The technician will always use any available warranty that exists on a device before advising if a replacement is needed.

It is important to note that with the increasing number of tablet devices now used within schools which are commonly 'sealed' units, any repair will most likely have to be undertaken by the manufacturer or a specialist repair service. If equipment requires this type of repair then the school technician will inform you. If the device is not covered by warranty, the repair costs will need to be covered by the school. SRS would encourage the protection of such devices with appropriate cases, etc. to minimise avoidable, accidental damage.

As with any blanket approach to hardware support there has to be some limitations, please see below. If items are covered with warranty and are supported by the SRS then the technician will assist in processing the warranty repairs.

4.2.9   Limited Hardware Support (out of warranty)

Schools are required to keep their equipment inventory up to date. The SRS will work with schools to develop their equipment refresh programme but will not fund the replacement equipment. Hardware support is limited to equipment in warranty and excludes non-proprietary kit and internal parts e.g. laptop hard drives and memory.

Areas that may incur additional charges are;

•   All printers

•   MFDs/photocopiers

•   Uninterruptible power suppliers

•   Projectors

•   Signage screens/wall boards

•   Visualisers

•   Tablets/iPads

•   Iris cameras/cameras

•   Audio and visual equipment

•   Interactive whiteboards, peripherals and VGA cables.

4.2.10 Wear & Tear, Damage from improper use

Any form of damage arising from improper use, malicious damage or wear and tear is not covered. At some point a device may have to be recognised as being beyond economic repair, this would occur if the necessary parts are no longer available. SRS will advise the customer accordingly and await further instructions.

4.2.11 Network Infrastructure

Active hardware fault support will include arrangement of replacement units via manufacturer warranty where it exists. Where possible, a loan unit may be provided where spare equipment exists and a quote for a replacement unit will be issued for hardware out of manufacturer's warranty. Loan units will be provided for a maximum of 30 days and on the basis that the school places an order and funds the replacement. In the event that the school claims against insurance for damage incurred from natural disasters such as flooding or power surge from lightning, then the SRS will assist in identifying equipment damaged and sourcing prices and quotations for the replacement. If the equipment is based at the school then the schools insurance will need to apply.

4.2.12 Server Infrastructure

Currently, a large number of primary schools each have a server infrastructure on site at the school. The SRS are developing a plan for the phased migration of these school infrastructures to the data centre in Blaenavon. This will put schools on the same platform as Secondary Schools.

Where migration has taken place, the school will be connected to the data centre in Blaenavon for file storage, backups, printing, application delivery, email and Internet services. This is managed by the SRS with some delegated responsibilities to the school technician.

Where a primary school is not migrated and has its own server infrastructure onsite the school technician is able to provide limited support however this will be based on age and state of equipment.

It is important to note that wherever possible, the SRS, through the wider resources available to it, endeavour to assist in restoring 'normal' service within the school.

4.2.13 SRS Maintenance

From time to time, it may be necessary to upgrade the existing systems via fixes, patches or upgrades distributed by the 3rd party software vendors. If this type of work is required, the SRS will endeavour to provide this type of maintenance either in the data centre or remotely utilising remote monitoring services wherever possible or during planned school visits. This applies to non-chargeable vendor upgrades only. Any specific upgrades to school equipment where there is a charge will need to be funded by the school. The SRS will assist and support where possible.

Where systems need to be taken down and become unavailable the school will be notified in advance of the work taking place.

4.2.14 Asset Register

The school is responsible for maintaining their own asset register of school-owned equipment. The school can request assistance from the school technician in compiling and updating the school asset register when required. The school is responsible for upgrade and renewal of this equipment.

4.2.15 First and Second Line Support

Primary Schools

First and second line support will primarily be delivered by the school technician in conjunction with the Service Desk with support from the Education Team based in Blaenavon.

Secondary Schools

First and second line support will primarily be delivered through the onsite school technician in conjunction with the Service Desk with support from the Education Team based in Blaenavon.

Cluster Model

Where the Cluster Model of working has been implemented both the Primary School Technician and the Secondary School Technician will be permanently based within the cluster and will work together and provide resilience for each other in delivering first and second line support in conjunction with the Service Desk with support from the Education Team based in Blaenavon.

4.2.16 Third Line Support

Third line support will primarily be delivered by SRS Education Team staff based in Blaenavon in conjunction with the school technician. Management and allocation of these resources will be managed via the call logging system and the Team Leaders where appropriate. SRS technical support staff have specialisation and accreditation in a wide range of technologies including HP, Cisco and Microsoft among many others.

As part of third line support, a site visit may be required to resolve a fault if the school technician is unable to resolve.

This may include:

- Network trouble shooting
- Fault diagnosis
- Installation and support for core software e.g. SIMS
- Advice and assistance with other software
- Internet connectivity troubleshooting
- Routine network administration tasks
- PSBA connection into the school.

The school technician's role is to provide proactive and responsive ICT support, advice and maintain up to date ICT documentation while sustaining a high level of customer service.

4.2.17 Back Office Procurement

The SRS will provide a procurement service for your ICT equipment and services however the SRS is subject to the Councils 'Standing Orders and Procurement Regulations' and must work within these guidelines.

Wherever possible, the SRS Back Office will use public sector frameworks that have been established – the Value Wales Framework is an example. Based on the value of an order, more than one quotation may be required and if the value is greater than £25,000 then a mini tender process will need to be completed by the Councils procurement department.

While quotations can be provided within one to two weeks, they will often only be valid for 30 days. If an order is raised after a quotation has expired then fresh quotations will be required.

4.2.18 Year End Ordering

The SRS encourages its customers to spend their budgets consistently throughout the year however in most cases schools do not follow this practise and will have budget they wish to spend on ICT equipment in March prior to the Financial Year End. Unfortunately, given the requirement to get quotations and sometimes the long lead times on delivery from manufacturers it is not always possible to have the goods onsite for 'goods receipting' by the 31st March (Financial Year End). This situation often results in disappointment for the customer.

4.2.19 SRS Performance

The SRS has identified a number of key performance indicators that will be used to measure performance against the SLA. Targets for the KPI's will be agreed with schools and Sch01 will require that schools use the Service Point call logging system.

Reference	Frequency	Description	Metric	Target
SCH01	Monthly	Service Desk Calls / Self Service Calls	% calls responded to within timescales % calls resolved within timescales	
SCH02	Monthly	System Availability	% network availability in 'core' hours % email availability in 'core' hours % storage availability in 'core' hours % internet availability in 'core' hours	
SCH04	Termly	Primary School SLA	% SLA visits completed (Primary Schools only	
SCH07	Annual	Improvement	% customer satisfaction	

The Service Delivery Manager will share Service Delivery Reports with the school once a year. These meetings will provide an opportunity to review the service metrics, identify any problems and issues being encountered and agree resolutions and actions going forward. These meetings will also provide the school with opportunity to discuss and develop schools ICT planning. The schedule of these reviews will be agreed with the School as the SLA is put in place.

4.2.20 Performance Monitoring

Performance will be monitored through:

- SRS monitored standards via the Assistant Director SRS

- Central MCC ICT Digital Board

The Assistant Director SRS will be responsible for monitoring the Service Level Agreement and for delivery of the service. The SRS will inform schools of any changes that may affect their responsibility within the agreement and any other matters that schools may find of interest related to the service.

4.2.21 ICT Development & Change Management Service

Any request for changes must be logged via the Service Desk and will be allocated a specific call number. Changes will be classified in two categories:

- Minor changes - For example; day to day changes that could impact on the stability of the systems and networks, such as opening network ports and changes to configurations. These are not perceived to pose any great level of risk to the service and will be managed in accordance with standard procedures
- Major change - This constitutes a level of change that may fundamentally impact the service or be an additionally chargeable cost. Examples of this would be project changes such as operating system roll-out, additions of a new PC suite or rolling alternative wireless technology. Such changes will be logged in the SRS Change Management System.

On receipt of a request for major change, SRS will undertake a risk assessment – reporting to the School within 10 working days with an analysis of the change requested including impact on service, risks, costs and timeframes. The Service Delivery Manager will share the SRS Change Management procedure with you.

A historic trail of all change requests and the results of their implementation will be held within the SRS. The information will be available on request. Change releases will be managed through the change workflow process. This will ensure that any and all change releases are made at a time appropriate to, and agreed in advance with the school.

4.2.22 SRS Hours of Operation

The Service Desk and SRS operate between 8am to 5pm Mondays to Fridays excluding Bank Holidays.

Secondary School Technicians based at the school will operate with agreement of the school with some degree of flexibility between the school, SRS and the technician.

5 Costs

5.1 Cost of Service

The cost of the service is as follows and the SLA will rise in line with MCC MTFP inflation rates:

Category	Current Technician SLA	Current Hosting SLA	Proposed Totally Inclusive (Technician SLA)	Difference (includes OVS & PSBA Line Rental)
Group 1 Primary	£2,400	£1,000	£5,200	£1,800
Group 2 Primary	£4,950	£2,500	£10,050	£2,600
Group 3 Primary	£7,000	£3,500	£14,000	£3,500
Secondary	£32,000	N/A	£53,750	£21,750
Special School	Group 3			
Pupil Referral Unit	Group 1			

The following will apply:

- The SLA agreement to cover a 3 year period
- All schools are required to sign up to the agreement for a 3 year period
- An annual increase in line with MCC MTFP inflation rates.

5.2 How Will Schools Be Charged

Payment for the service provided will be charged to schools via an internal budget transfer. Schools must note that on signing to receive the service, they also authorise for the transfer to be completed.

6 Schools Responsibilities

To deliver our service commitment to the school, there are a number of procedural issues that we require schools to observe:

- Ensure that appropriate staff members attend training to attain a level of ICT competence in the use of standard equipment and software including Monmouthshire Induction Training
- Where upgrades/patches require exclusive access to systems, schools should ensure staff members are logged out of the system
- The school will be expected to raise service desk calls through the self service facility in Service Point
- Adhere to SRS and MCC ICT and security policies

- Notify SRS of any planned changes in business process likely to increase the throughput, capacity and volume in a prompt and accurate manner
- Where required, define business data security and retention requirements applicable to the school
- Be as accommodating as possible with regard to providing access to your site for technicians/engineers where necessary
- Procure ICT equipment to SRS standards and where possible through the SRS Back Office
- No other personnel other than SRS authorised agents or personnel/companies approved/agreed by SRS to provide support and maintenance for ICT equipment for the duration of the SLA
- Ensure all equipment required to be supported is refreshed on a regular basis (every 3 or 4 years) – the SRS will assist schools with developing a refresh programme. There will be occasions when due to the age of equipment it becomes uneconomically viable for repair or support.

7   Making an Enquiry or a Complaint

Complaints and enquiries can be made to the SRS Service on Monday to Friday from 8.00am - 5.00pm.

Messages will be taken and conveyed where necessary and responses made within 24 hours. School contacts will always be given the name of the officer dealing with the request.

	Contact Name	Contact Details
1	Team Leader	
2	Sarah Stephens **Education Services Manager**	sarahstephens@sharedresourceservicewales.gov.uk 01633 644365 / 07767 003037
3	Steve Jeynes **Assistant Director**	stevejeynes@sharedresourceservicewales.gov.uk 07980 682069
4	Sian Hayward **Digital & Technology Manager**	sianhayward@monmouthshire.gov.uk 01633 644309 / 07971 893998

7.1   Non-Performance Penalties

If the school feels that the performance of the SRS has not met expectations then this should be escalated within the escalation process described in this SLA.

If after escalation the performance has not improved then the school should escalate to the Education Department and/or the MCC Digital Board who will review the SRS performance. The Education Department/MCC Digital Board may initiate penalties if performance does not improve within a given period of time.

Non-Performance Penalties will only be considered when all escalation processes have been exhausted.

monmouthshire
sir fynwy

SUBJECT:	Providing Members with an evaluation of the effectiveness of safeguarding within Monmouthshire
MEETING:	Children and Young People's Select Committee
DATE:	23rd June 2015
DIVISION/WARDS AFFECTED: All	

1. PURPOSE:

To provide members with information and analysis regarding the safeguarding of children and young people. Comprehensive strategic and operational information is provided via a suite of four cross referenced reports:

i. **Strategic Report for Safeguarding April 2015**; this provides an evaluative overview for Members on progress, areas for further work and includes case studies. **Pages 1-5 of this report will enable Members to obtain a good summary of the current safeguarding agenda.**

ii. **Safeguarding Report Card April 2015**; this provides detailed evidence and analysis for Members wishing to review safeguarding performance in more depth.

iii. **Service Improvement Plan for Safeguarding 2015 – 2016**; this is the annual plan for the safeguarding unit and lists the priorities and actions for the year.

iv. **Children's Services Improvement Plan 2015 – 2016**; this contains the priorities and actions for Children's Services, including the actions in response to the CSSIW inspection.

2. RECOMMENDATIONS:

2.1   That the Select Committee scrutinises the attached reports which reflect the progress made and provide a basis for challenge, identifying any areas requiring further scrutiny.

3. KEY ISSUES:

3.1   Safeguarding children and young people is a key responsibility for the Council. These duties apply to all officers and members of council and include the specific child protection duties carried out via Children's Services; the corporate parenting responsibilities of the Council and the whole authority duty to ensure children are safeguarded across all services areas.

3.2   In November 2012 Estyn carried out an inspection of the Local Authority and found that the arrangements for safeguarding were unsatisfactory. A monitoring visit in February 2014 found that whilst the Local Authority had made some good initial progress the shortcomings identified in the strategic management of safeguarding had not been addressed well enough. This judgement was echoed by a Welsh Audit Office inspection in March 2014. It was partly as a result of this that the current suite of reports were commissioned to ensure that Members had access to comprehensive and thoughtful analysis of the state of safeguarding in Monmouthshire.

3.3 CSSIW carried out inspections of Monmouthshire Children's Services in April and November 2014. Whilst confirming that children involved in the child protection process were safeguarded, CSSIW did identify some key deficits and areas for improvement including the consistency and quality of management oversight within Children's Services and the effective embedding of performance management and quality assurance arrangements.

4. REASONS:

4.1 Safeguarding and child protection concerns some of the most vulnerable children in Monmouthshire. This is an important opportunity for select to consider the current arrangements for safeguarding.

5. RESOURCE IMPLICATIONS:

None directly from this report

6. SUSTAINABLE DEVELOPMENT AND EQUALITY IMPLICATIONS:

6.1 These reports focus on enhancing safeguarding of children and young people. No negative implications have been identified and if there are actions that subsequently require decision, EQIAs will be undertaken at that stage.

7. SAFEGUARDING AND CORPORATE PARENTING IMPLICATIONS

7.1 Throughout the reports consideration has been given to how the Local Authority promotes safeguarding and corporate parenting.

8. CONSULTEES:

Simon Burch – Chief Officer Health & Social Care
Tracy Jelfs – Head of Children's Services

9. BACKGROUND PAPERS: None other than referenced.

10. AUTHOR:

Jane Rodgers, Safeguarding and Quality Assurance Manager

11. CONTACT DETAILS:

E-mail: janerodgers@monmouthshire.gov.uk

![monmouthshire sir fynwy logo]

SUBJECT: Review of School Examination Performance at Key Stages 4 and 5 and Specific Pupils Groups across all Key Stages during academic year 2013/14
MEETING: Children and Young People Select Committee
DATE: 23 June 2015
DIVISION/WARDS AFFECTED: ALL

1.   PURPOSE:

1.1   To provide Members of Children and Young People's Select Committee with a summary of:
- performance of pupils at the end of Key Stages 4 and 5
- a breakdown of performance all key stages for the following groups:
  - Girls and Boys;
  - Pupils who are eligible for free school meals (eFSM);
  - Pupils who are looked after by a Local Authority (LAC);
  - Pupils for whom English is an additional language (EAL) and;
  - Pupils with Additional Learning Needs (ALN)

2.   RECOMMENDATIONS:

2.1   It is recommended that Members scrutinise the information in this report and, if required, the attached appendices A and B in order to review the progress made in key areas of educational performance and challenge performance issues arising from it.

3.   KEY ISSUES:

3.1   A summary follows which draws together the headline findings of the wider reports attached as appendices A and B.

Key Stage 4

3.2   Key stage 4 results indicate that Monmouthshire schools made good progress in 2014 with significant increases in all indicators. One out of four targets for the main combination indicators of level 2 inclusive, level 2, level 1 and Core Subject Indicator was met or exceeded and three were not met.

3.3   As has already been reported the proportion of pupils achieving the Level 2 threshold inclusive of English/Welsh and mathematics has improved from 57.3% in 2013 to 65.6% in 2014, placing Monmouthshire first in Wales for this indicator. Results for all key stage 4 indicators are at their highest ever levels and this is reflected in the highest Welsh rankings ever achieved.

3.4   Monmouthshire remains ranked below third (its comparable position in eFSM eligibility) in Wales for Level 1 Threshold, Level 2 Threshold and Capped Points Score and is ranked below the

majority of its 'family' of similar Local Authorities for these indicators. Despite these relatively disappointing comparative positions these indicators have seen a significant uplift in ranking between 2013 and 2014 of between 6 and 13 places.

3.5   Below the local authority level, individual schools have made positive progress with only one of four schools being placed below the median across half of the indicators show. This represents a significant improvement on last year when three out of four schools were below the median. This marks good progress towards the Local Authority's target of all secondary schools performing above the median.

3.6   Whilst localised improvements have been seen there remains work for all of the secondary schools to ensure that they are successful across the full range of indicators. For example two schools were below the median for Level 2 Threshold and three out of four schools performed below the median for Level 1 Threshold and Average Capped Points Score. This focus on improvement outside the 'Gold Standard' of Level 2 inclusive will ensure that pupils achieve across the curriculum.

Key Stage 5

3.7   Performance at Key Stage 5 improved marginally in 2013/14 with 95.3% of pupils attaining the level 3 threshold but there has been no upward trend in the past five years. Results are largely cohort led and therefore volatile. It is consistently worse than performance across Wales and the majority of the similar Local Authorities although the number of pupils taking the exams at key stage 5 has been increasing.

Pupil Group Performance

Eligible for Free School Meals

3.8   The difference in outcomes for those who are eligible for free school meals (eFSM) and those who are not is significant and increases throughout the key stages. Across Wales and across all key stages the performance gap is closing. In Monmouthshire 82.7% of eFSM pupils achieve the Foundation Phase indicator, at this stage the gap is the narrowest at 9.5%.

3.9   From 2009/10 until 2012/13 there had been a narrowing of the gap at Key Stage 2 at a rate faster than the Welsh position. However in 2013/14 performance fell back and the gap is now greater in Monmouthshire than across Wales.

3.10   At Key Stage 3 Monmouthshire has continued its trend of closing the gap although it should be noted that whilst narrower than the comparative Welsh position the gap of 20.6% is significant given pupils will be starting their first formal exam diet at the next stage.

3.11   At Key Stage 4 level 2 inclusive, the Monmouthshire difference is at its greatest and remains larger than across Wales as a whole. The wider gap in 2013/14 can be attributed to the big gain in the attainment of pupils not eligible for free school meals.

3.12   The performance gap at all levels remains a challenge and continues to be an area of focus for ongoing intervention in order to address this. Schools are utilising the Pupil Deprivation Grant funding to support interventions for pupils who are eligible for free school means in conjunction with support from EAS implementation strategies. It is likely that the impact of this is yet to be seen.

Gender

3.13   The gender performance gap is more pronounced in Monmouthshire than across Wales as a whole. This gap is narrowing at KS3 and at KS4, where the gap is widest but increased at Foundation Phase and Key Stage 2 in the last year.

3.14   Performance of girls is generally better than boys in Monmouthshire and across Wales at all Key Stages at expected and higher levels. This is particularly significant in terms of literacy where the performance gap widens as pupils progress through the key stages. Comparatively the gender performance gap is much less significant for numeracy, science and Personal and Social Development (PSD) and is more in line with the performance gap seen across Wales.

Children Looked After

3.15   The disparity between the achievements of children who are looked after in comparison with achievements of all pupils in Monmouthshire is significant. Historically performance is volatile, largely due to small cohort sizes of pupils with wide ranging abilities and educational needs.

English and an Additional Language

3.16   The difference in performance between pupils with English as an additional language (EAL) and those for whom English is the main language is largely similar across all key stages. This is largely dependent on the level of acquisition of English at the point at which pupils enter the school and at which key stage. It can be noted that pupils with EAL fare as well or better than their peers who speak English as their first language.

Additional Learning Needs

3.17   There has been a slight decline last year at Key Stages 2, 3 and 4 (for Level 2 inclusive) although Monmouthshire has seen overall performance improvement across all Key Stages over the last three years. This overall improvement has largely matched or exceeded that across Wales. In 2014, the performance of pupils with ALN in Monmouthshire slightly exceeded that seen across Wales for most Key Stages and Indicators.

4.   REASONS:

4.1   To ensure that Members are able to understand and scrutinise performance and hold officers to account.

4.2   The improvement of educational outcomes and closing the performance gap remains central to the Local Authority's vision of sustainable and resilient communities.

5.   RESOURCE IMPLICATIONS:

None.

6.   SUSTAINABLE DEVELOPMENT AND EQUALITY IMPLICATIONS

This report does not propose a change of policy or service delivery.

7.   CONSULTEES

CYP Directorate Management Team

8.   BACKGROUND PAPERS

A Report on the Quality of Local Authority Education Services for Children and Young People. Estyn, Feb. 2013.

Analysis of School Examination Results at the End of Key Stages 4 and 5 2013/14 (appendix A)

Analysis of Teacher Assessments and Examination Results from Foundation Phase to Key Stage 4 – Specific Pupil Group Performance 2013/14 (appendix B)

9.   AUTHORS:

Matthew Lloyd

10.   CONTACT DETAILS:
Tel: 01633 644949
Mob: 07816955174
E-mail: matthewlloyd@monmouthshire.gov.uk

4

MONMOUTHSHIRE COUNTY COUNCIL

**ANALYSIS OF SCHOOL EXAMINATION RESULTS
AT THE END OF KEY STAGES 4 & 5 2013/14**

MAY 2015

1

1 Introduction

1.1 Background

At key stage 4, schools report upon a number of performance indicators based upon GCSE or Level 2 equivalent courses such as BTEC, Welsh Baccalaureate or other vocational courses for example. These indicators are used to evaluate and compare the full range of achievement within and across Local Authorities. As with Key Stages 2 and 3, the core subjects are English, mathematics and science. Pupils who attain the Core Subject Indicator (CSI) have achieved a GCSE grade A*-C or Level 2 Equivalent in English, mathematics and science.

Schools will also report on:

- the percentage of pupils attaining the Level 2 Threshold, which relates to those who attain 5 or more GCSE grades A* to C or equivalent;
- the percentage of pupils attaining the Level 1 Threshold, which relates to those who attain 5 of more GCSE grades A* to G or equivalent and;
- Level 2 Threshold including English and mathematics, which relates to those who attain 5 or more GCSE grades A* to C or equivalent, 2 of which must be English and mathematics
- the Capped Points Score which relates to the average points score from the 8 best results per pupil.

At Key Stage 5, schools report upon attainment at A Level or Level 3 equivalent courses; specifically:

- Level 3 Threshold, which relates to those who attain 2 or more A Level grades A to E or equivalent and;
- The Average Wider Points Score, which relates to the average points score per pupil; this reflects the wider range of qualifications studied

Benchmarking

At Key Stage 4, schools are benchmarked within common bands of free school meal eligibility. These are: 0-10%; 10-15%; 15-20%; 20-30% and; above 30% eligibility for free school meals. In Monmouthshire, one school (Monmouth Comprehensive) is within the 0-10% band and the other three are within the 10-15% FSM eligibility band. All schools' results across Wales within each band are used to derive quartile boundaries. These are used to compare school performance based upon free school meal eligibility. Detailed benchmarked performance per school can be found on page 18 of this report.

Monmouthshire, due to its free school meal eligibility, should be placed at third or better in Wales for all indicators. It is also useful to benchmark Monmouthshire's performance against those Local Authorities that are similar to it, as advised by the Office for National Statistics.

3

2.   Key Stage 4

2.1 Key Stage 4 CSI

Performance for CSI has improved from 49.5% in 2010 to 60.9% in 2014 (469 / 770 pupils). This is an improvement of 11.4%. In Monmouthshire, the level of improvement has been 6.8% greater than across Wales over this period.

Performance improved by 7.5% in 2014 compared to 2013. This is the largest year on year increase in performance that has occurred but fell short of the 69.5% target (535 / 770 pupils).
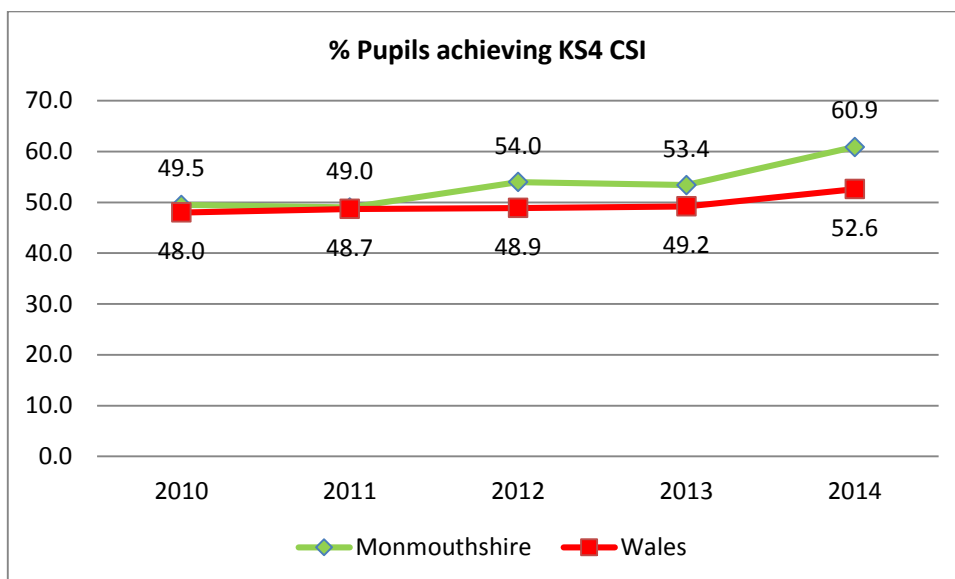
% Pupils achieving KS4 CSI

In 2014, 3 out of 4 schools made significant improvement in performance in this area and 1 school saw a slight decline in performance. This was reflected in the free school meal benchmarked performance as shown below. Whilst this is a marked improvement, there is more improvement to be made in order to see at least 100% of schools above the median.

Monmouthshire Benchmark Quarter Performance KS4 CSI

4
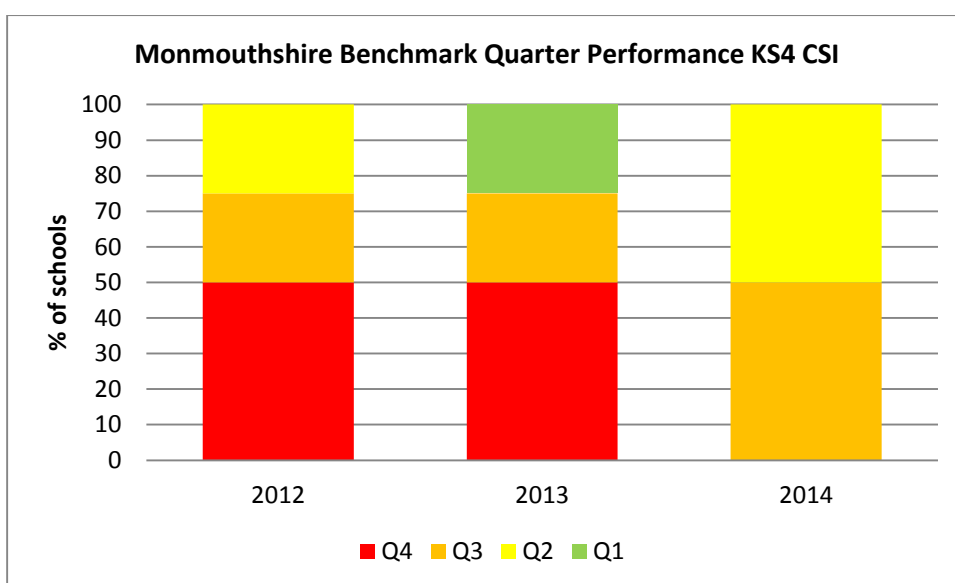
Monmouthshire should perform within the top three Authorities in Wales. In 12/13, Monmouthshire was ranked 4th in Wales for this indicator and has moved to first in Wales in 13/14 for the first time. Monmouthshire's rank in Wales for this measure is therefore higher than our family of statistically similar Authorities (indicated in grey below).
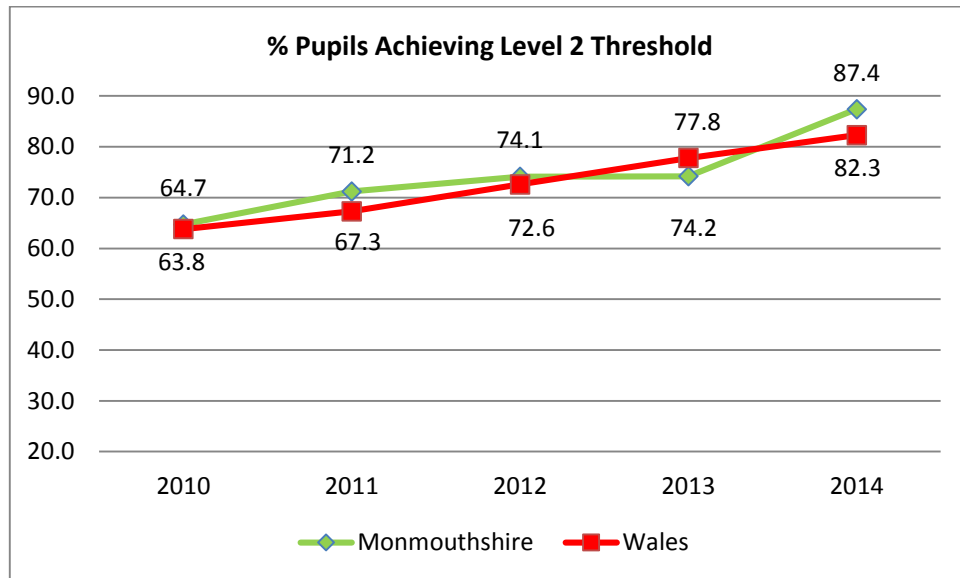
KS4 CSI local authority ranking based on performance

Pos	LA	CSI
1	Monmouthshire	60.9
2	Gwynedd	60.5
3	The Vale of Glamorgan	60.1
4	Ceredigion	59.8
5	Flintshire	58.3
6	Powys	56.2
7	Carmarthenshire	56.1
8	Swansea	56
9	Bridgend	54.5
10	Denbighshire	54
11	Neath Port Talbot	53.7
12	Conwy	52.7
	Wales	52.6
13	Isle of Anglesey	52.5
14	Torfaen	52.2
15	Newport	51.4
16	Cardiff	51.2
17	Pembrokeshire	49.7
18	Rhondda Cynon Taff	48.7
19	Wrexham	47.8
20	Caerphilly	47.8
21	Merthyr Tydfil	46.7
22	Blaenau Gwent	38.6

Percentage of pupils achieving KS4 Core Subject Indicator 2014 by Unitary Authority
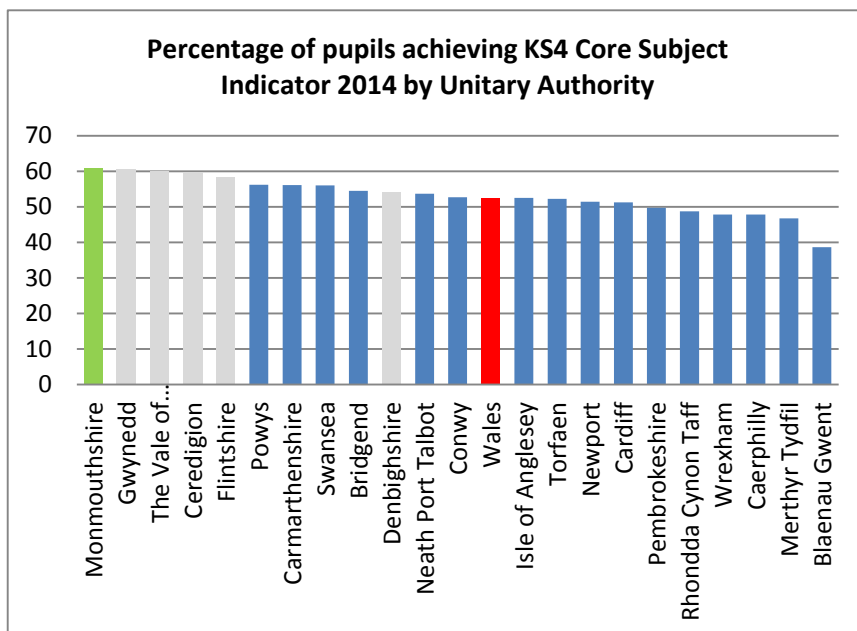
2.2 Key Stage 4 Individual Subject Performance at the Level 2 Threshold

Performance has also improved in the core subjects in 13/14, with all schools above the median for English and 75% above the median for mathematics, with one school in the top quarter for each. Performance in science is weaker, with no schools above the median and half in the bottom quarter. **Individual school benchmark performance is presented on page 18**.
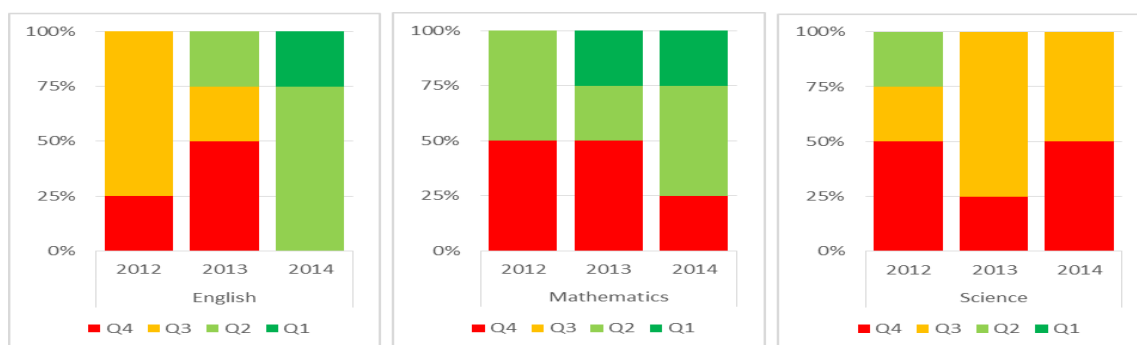
Monmouthshire is now ranked first in Wales for English and mathematics, up from 4th last year. <mark>The ranking for science has fallen from 19th in 2013 to worst in Wales in 2014.</mark>

5

2.3 Key Stage 4 Level 2 Threshold including English and Mathematics

Performance has improved from 50.7% in 2010 to 65.6% (505 / 770 pupils) in 2014. This is an improvement of 14.9%. In Monmouthshire, the level of improvement has been 8.9% greater than across Wales over this period.

Performance improved by 8.3% in 2014 compared to 2013. This is the largest year on year increase in performance that has occurred for this indicator but this fell short of the 67% target (516 / 770 pupils).

Monmouthshire should perform within the top three Authorities in Wales. In 2013, Monmouthshire was ranked 5th in Wales for this indicator and has moved to first in Wales in 2014 for the first time.
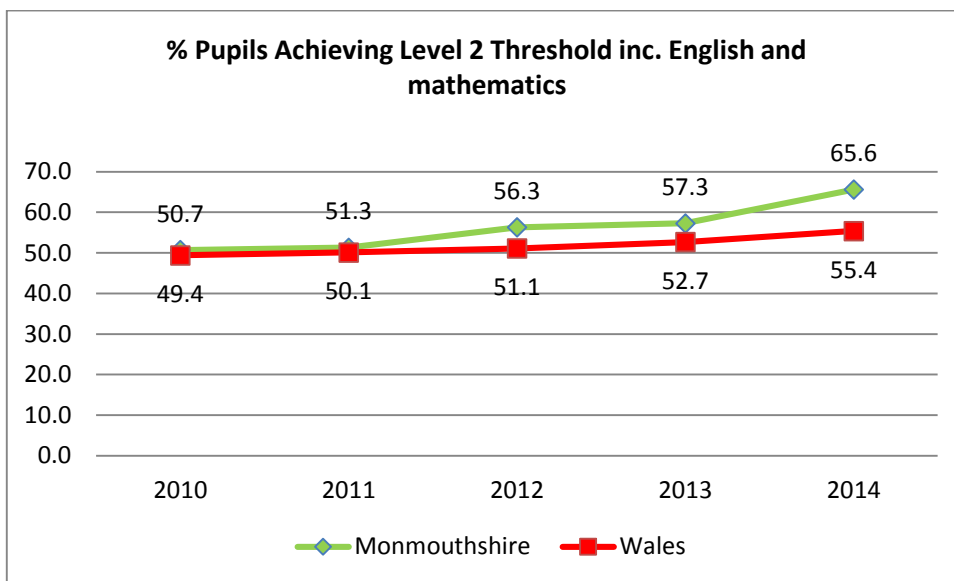
In 2014, 3 out of 4 schools made significant improvement in performance in this area and 1 school maintained its performance. This was reflected in the free school meal benchmarked performance as shown below, with 75% of schools above the median.
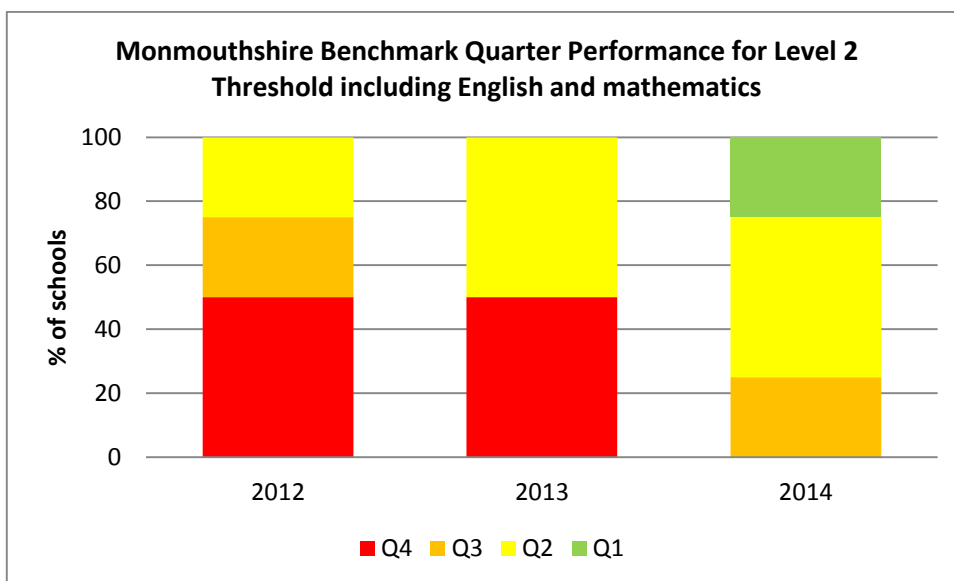
6

Monmouthshire should perform within the top three Authorities in Wales. In 2013, Monmouthshire was ranked 5th in Wales for this indicator and has moved to first in Wales in 2014 for the first time. Monmouthshire's rank in Wales for this measure is therefore higher than our family of statistically similar Authorities (indicated in grey below).

KS4 L2inc local authority ranking based on performance

	LA	L2inc
1	Monmouthshire	65.6
2	The Vale of Glamorgan	62.2
3	Flintshire	61.9
4	Ceredigion	61.4
5	Gwynedd	61.1
6	Powys	59.6
7	Swansea	59.1
8	Carmarthenshire	58.7
9	Neath Port Talbot	55.8
10	Denbighshire	55.6
11	Conwy	55.5
	Wales	55.4
12	Bridgend	54.8
13	Cardiff	54
14	Isle of Anglesey	53.8
15	Torfaen	53.4
16	Pembrokeshire	53.2
17	Newport	52.8
18	Wrexham	51
19	Rhondda Cynon Taff	50.5
20	Caerphilly	50
21	Merthyr Tydfil	48.9
22	Blaenau Gwent	41.8

Percentage of pupils achieving Level 2 Threshold including English and mathematics 2014 by Unitary Authority

7
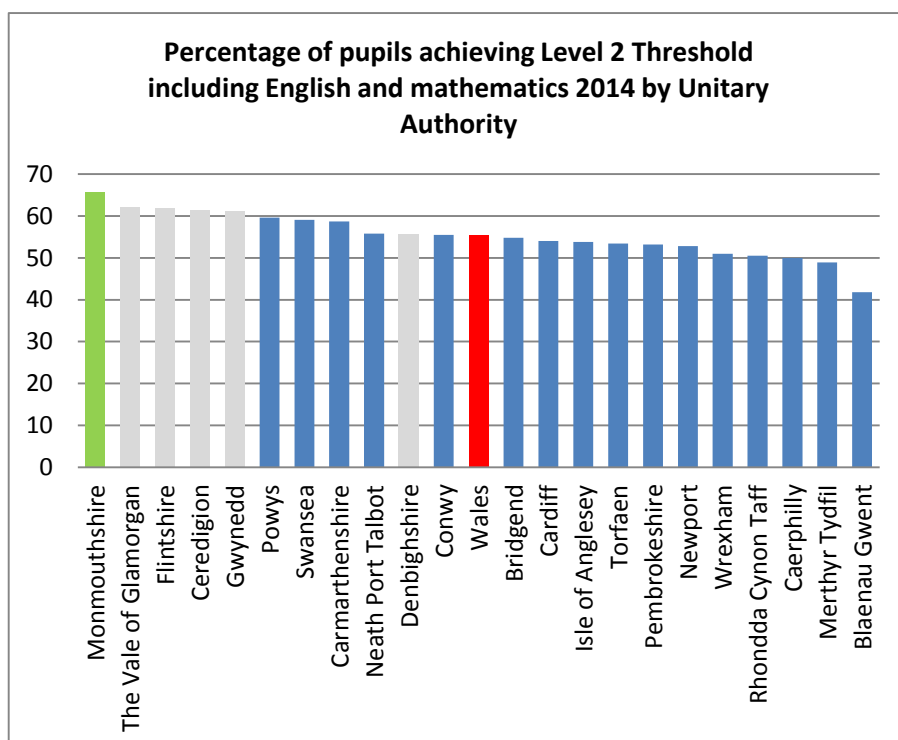
2.4 Key Stage 4 Level 2 Threshold

Performance has improved from 64.7% in 2010 to 87.4% in 2014 (673 / 770 pupils). This is an improvement of 22.7%. In Monmouthshire, the level of improvement has been 4.2% greater than across Wales over this period.

Performance improved by 9.6% in 2014 compared to 2013. This is the largest year on year increase in performance that has occurred and exceeded the target of 86.5% (666 / 770 pupils).

% Pupils Achieving Level 2 Threshold

Monmouthshire: 64.7 (2010), 71.2 (2011), 74.1 (2012), 77.8 (2013), 87.4 (2014)
Wales: 63.8 (2010), 67.3 (2011), 72.6 (2012), 74.2 (2013), 82.3 (2014)

In 2014, all schools made significant s in performance in this area. However, only 3 out of 4 schools improved their benchmark position to above the median.
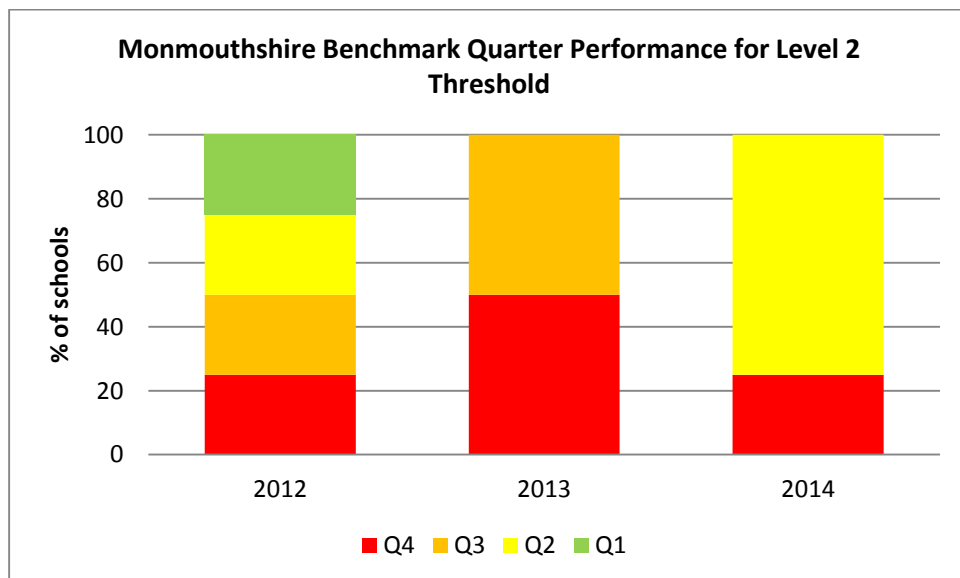
Monmouthshire Benchmark Quarter Performance for Level 2 Threshold

Monmouthshire should perform within the top three Authorities in Wales. In 2013, Monmouthshire was ranked 16th in Wales for this indicator and has moved to 5th in Wales in 13/14; this is the highest ranking for at least 6 years. Monmouthshire's rank in Wales for this measure is below 3 of the 5 statistically similar Authorities (indicated in grey below).

KS4 L2 local authority ranking based on performance

	LA	Level 2
1	Neath Port Talbot	89.4
2	Denbighshire	88.8
3	Ceredigion	88.1
4	Gwynedd	87.7
5	Monmouthshire	87.4
6	The Vale of Glamorgan	87
7	Powys	86.5
8	Conwy	85.8
9	Isle of Anglesey	85.6
10	Swansea	85.4
11	Carmarthenshire	84.7
12	Rhondda Cynon Taff	84.6
13	Newport	83.6
14	Pembrokeshire	83.1
15	Flintshire	82.7
16	Torfaen	82.3
	Wales	82.3
17	Merthyr Tydfil	82
18	Bridgend	79.6
19	Cardiff	76
20	Caerphilly	74.1
21	Wrexham	73.9
22	Blaenau Gwent	73.3

Percentage of pupils achieving Level 2 Threshold 2014 by Unitary Authority
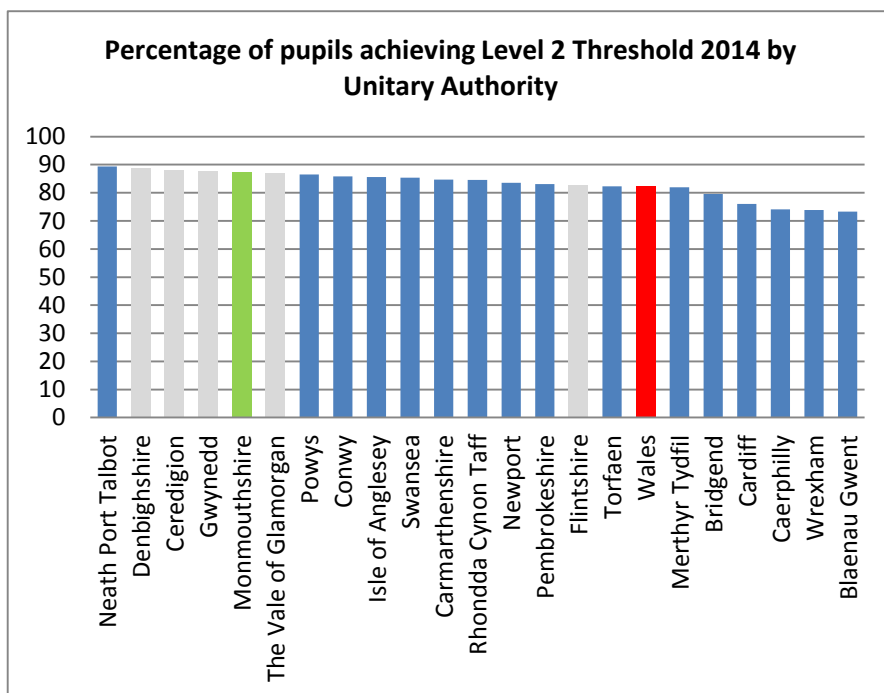
2.5 Key Stage 4 Level 1 Threshold

Performance has improved from 91.4% in 2010 to 96.4% in 2014 (742 / 770 pupils). This is an improvement of 5%. In Monmouthshire, the level of improvement has only been 0.7% greater than across Wales over this period and indeed fell below the level in Wales in 2013. The overall trend seen here is very similar to that of the Level 2 Threshold and Average Capped Point Score.

Performance improved by 4.2% in 2014 compared to 2013. This is the largest year on year increase in performance that has occurred but fell short of the 98% target (755 / 770 pupils).
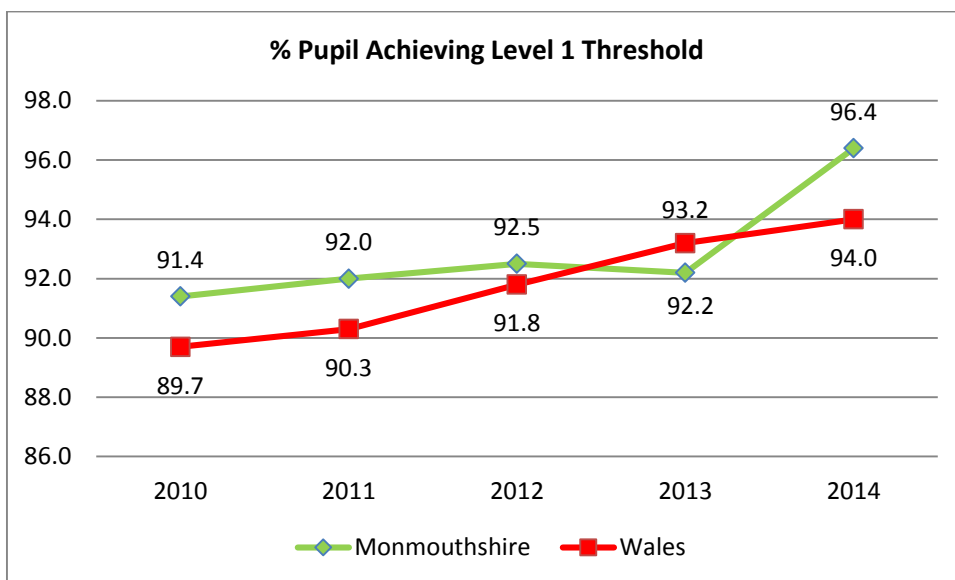
In 2014, all schools saw improvement in performance in this area, 2 significantly so. This is reflected in the free school meal benchmarked performance below. Whilst it is clear that good progress has been made, with 75% of schools below the median, further significant improvement is required.
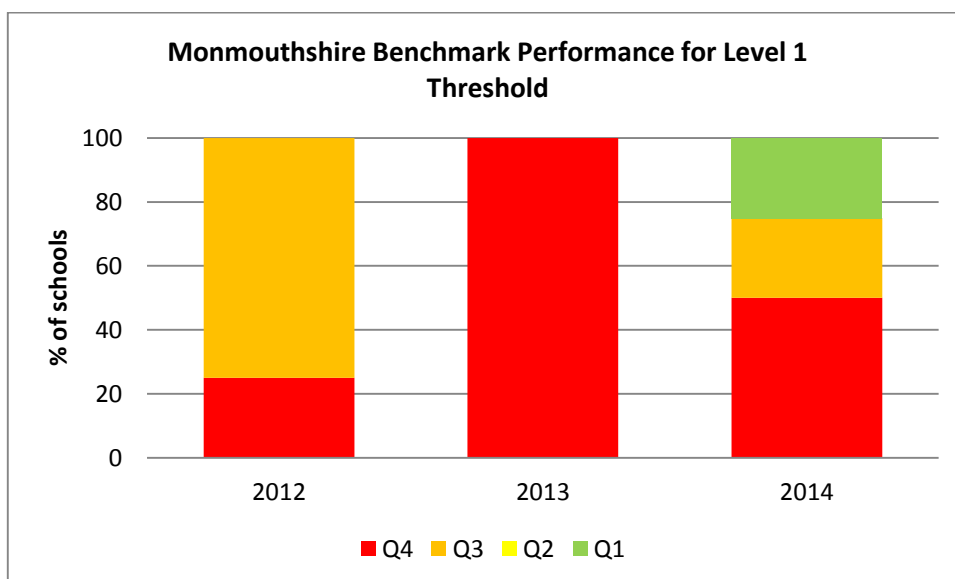
Monmouthshire should perform within the top three Authorities in Wales. In 2013, Monmouthshire was ranked 18th in Wales for this indicator and has moved to 5th in Wales in 2014; this is the highest ranking for at least 6 years. Monmouthshire's rank in Wales for this measure is below 2 of the 5 statistically similar Authorities (indicated in grey below).

**KS4 L1 local authority ranking based on performance**

	LA	Level 1
1	Gwynedd	97.2
2	Ceredigion	97.1
3	Neath Port Talbot	96.6
4	Powys	96.4
5	Monmouthshire	96.4
6	Isle of Anglesey	96
7	Carmarthenshire	95.7
8	Conwy	95.6
9	Swansea	95.5
10	Merthyr Tydfil	95.4
11	Denbighshire	95.2
12	Torfaen	95.2
13	Pembrokeshire	94.8
14	Flintshire	94.1
15	The Vale of Glamorgan	94
	Wales	94
16	Caerphilly	93.6
17	Bridgend	93.4
18	Newport	93.4
19	Rhondda Cynon Taff	93.2
20	Cardiff	93.2
21	Wrexham	93.1
22	Blaenau Gwent	90

Percentage of pupils achieving the Level 1 Threshold 2014 by Unitary Authority
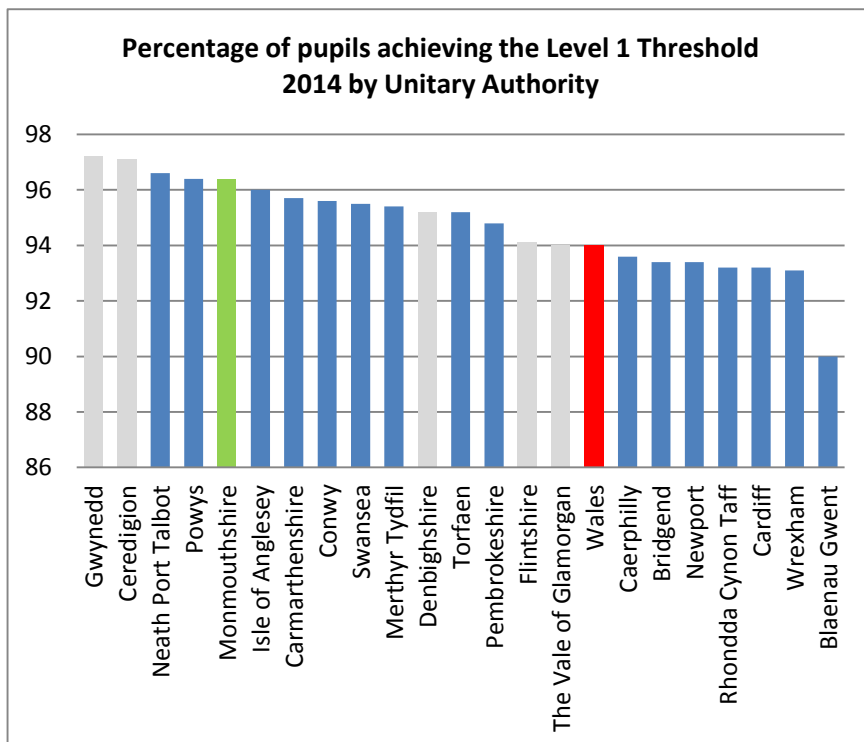
2.6 Key Stage 4 Average Capped Points Score

Performance has improved from a CPS of 311.1 in 2010 to 351.2 in 2014 (a 12.9% increase). In Monmouthshire, the level of improvement has only been 2.2% greater than across Wales over this period and indeed fell below the level in Wales in 2013. The overall trend seen here is very similar to that of the Level 2 and Level 1 Thresholds as all are reflective of the wider range of study beyond the core subjects.

Performance improved by 40.1 points in 2014 compared to 2013. This is the largest year on year increase in performance that has occurred. Targets for this measure are not set.
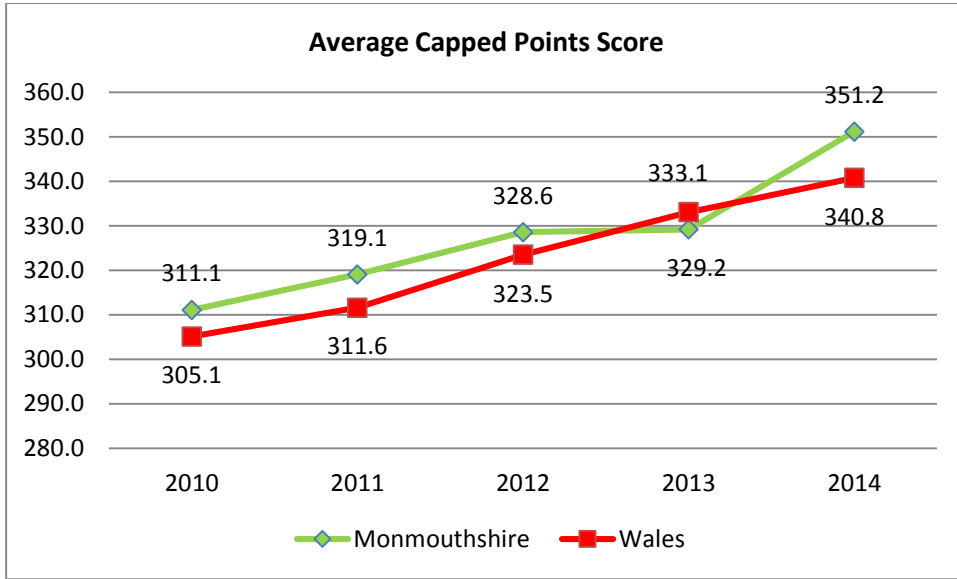
In 2014, all schools made some progress in performance in this area. However, only two schools made sufficient progress two move up a quartile and 2 remained in the bottom quartile. Whilst it is clear that some progress has been made, with 75% of schools below the median, further significant improvement is required.
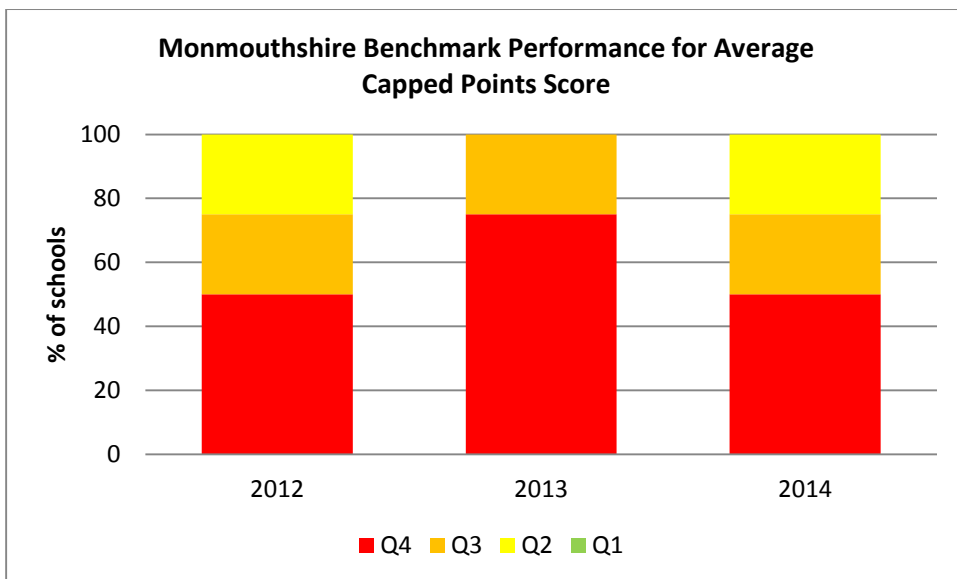
Monmouthshire should perform within the top three Authorities in Wales. In 2013, Monmouthshire was ranked 14th in Wales for this indicator and has moved to 8th in Wales in 2014; this is the equal highest ranking for at least 6 years. Monmouthshire's rank in Wales for this measure is below 3 of the 5 statistically similar Authorities (indicated in grey below).

KS4 CPS local authority ranking based on performance

	LA	CPS
1	Gwynedd	362.2
2	Ceredigion	360.3
3	Isle of Anglesey	357.2
4	Carmarthenshire	352.3
5	Denbighshire	351.8
6	Powys	351.6
7	Neath Port Talbot	351.4
8	Monmouthshire	351.2
9	The Vale of Glamorgan	349.8
10	Swansea	349.7
11	Conwy	346
12	Pembrokeshire	344.3
13	Flintshire	341.5
	Wales	340.8
14	Merthyr Tydfil	339.7
15	Newport	339.6
16	Torfaen	337.8
17	Rhondda Cynon Taff	336.5
18	Bridgend	334.1
19	Cardiff	331.3
20	Wrexham	329.3
21	Caerphilly	326.3
22	Blaenau Gwent	316.3

Average Capped Points Score 2014 by Unitary Authority

13
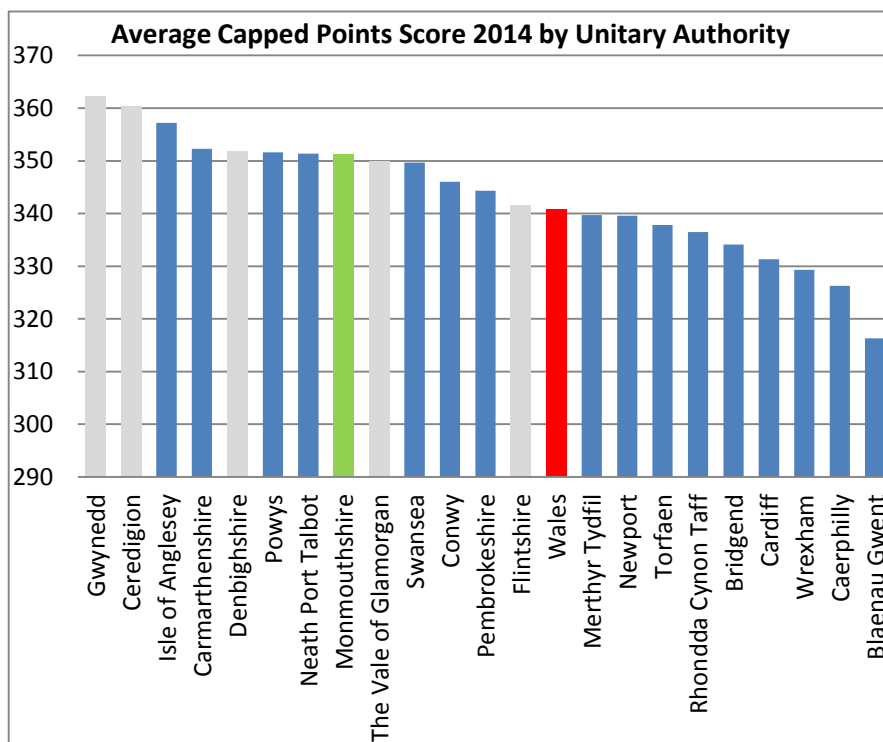
3. Key Stage 5

The actual size of each cohort (the number of pupils) varies from year to year, but there has been a general upward trend over the last four years. The table below shows the numbers of pupils entering qualifications equivalent to 2 A levels in Monmouthshire school sixth forms:

KS5	2011	2012	2013	2014
Number of pupils entering equivalent to 2 A Levels	338	380	377	401

3.1 Key Stage 5 Level 3 Threshold

Performance has declined from 95.9% in 2010 to 95.3% in 2014 (382 / 401 pupils). This is a decline of 0.6%. In Monmouthshire, performance has tended to be largely without trend and would appear to be largely cohort led. However, it is clear that performance is consistently worse than across Wales.

Performance improved by 0.6% in 2014 compared to 2013.
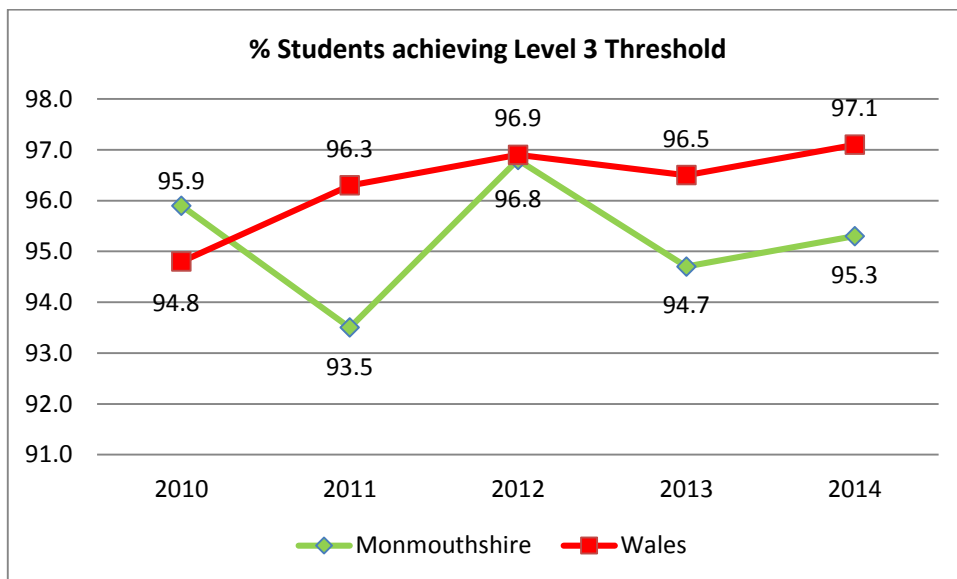
In 2013, Monmouthshire was ranked 20th in Wales for this indicator and has moved to 19th in Wales in 2014. Monmouthshire's rank in Wales for this measure is consistently low and below all other statistically similar Authorities (indicated in grey below).

14

KS5 L3 local authority ranking based on performance

Pos	LA	L3
1	Torfaen	99
2	Powys	98.8
3	The Vale of Glamorgan	98.7
4	Merthyr Tydfil	98.7
5	Ceredigion	98.6
6	Carmarthenshire	98.6
7	Isle of Anglesey	98.3
8	Gwynedd	98.2
9	Denbighshire	98.1
10	Neath Port Talbot	97.8
11	Flintshire	97.1
	Wales	97.1
12	Pembrokeshire	96.9
13	Swansea	96.8
14	Caerphilly	96.8
15	Cardiff	96.8
16	Bridgend	96.6
17	Conwy	96.1
18	Rhondda Cynon Taff	96
19	Monmouthshire	95.3
20	Newport	94.5
21	Wrexham	90.3
22	Blaenau Gwent	n/a

Percentage of students achieving the Level 3 Threshold 2014 by Unitary Authority
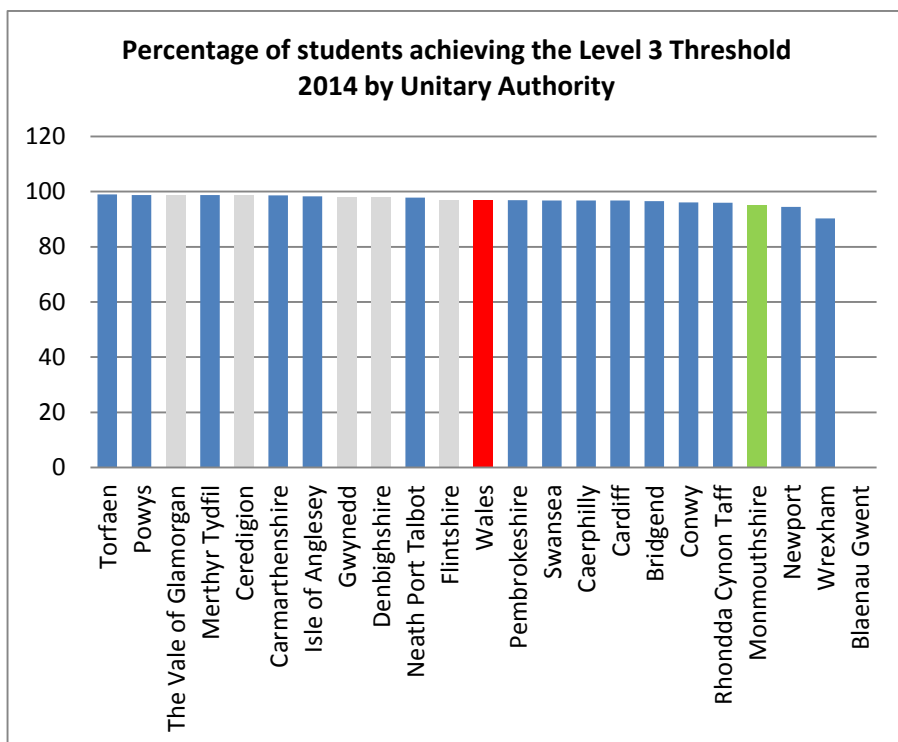
3.2 KS5 Average Wider Points Score

In Monmouthshire, performance has tended to be largely without trend and would be appear to be largely cohort led. However, performance has consistently been below that seen across Wales and gap has widened in the last 5 years.

Average Wider Points Score

15
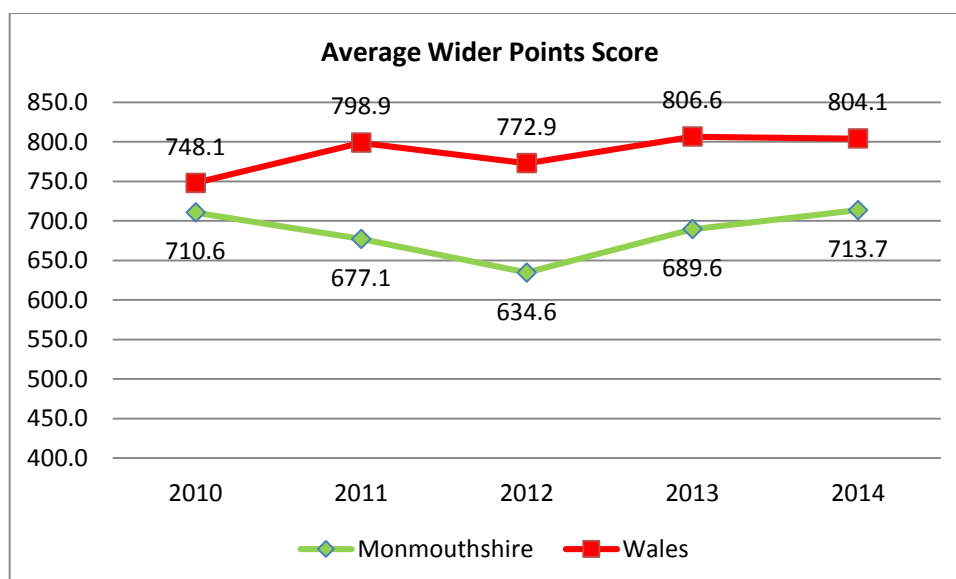
In 2013, Monmouthshire was ranked 19th in Wales for this indicator and has moved to 18th in Wales in 2014. Monmouthshire's rank in Wales for this measure is consistently low and below 4 out of 5 statistically similar Authorities (indicated in grey below).

KS5 AWPS local authority ranking based on performance

Pos	LA	AWPS
1	The Vale of Glamorgan	923.3
2	Powys	898.7
3	Cardiff	885
4	Gwynedd	883.7
5	Isle of Anglesey	875.9
6	Ceredigion	865.1
7	Neath Port Talbot	865
8	Pembrokeshire	858.4
9	Torfaen	837.4
10	Carmarthenshire	834.2
11	Newport	833.9
12	Conwy	829.5
13	Bridgend	805.8
	Wales	804.1
14	Caerphilly	784.4
15	Merthyr Tydfil	755.8
16	Flintshire	750
17	Rhondda Cynon Taff	718.3
18	Monmouthshire	713.7
19	Wrexham	696.4
20	Denbighshire	691.4
21	Swansea	690.8
22	Blaenau Gwent	13.8

Level 3 Average Wider Points Score 2014 by Unitary Authority
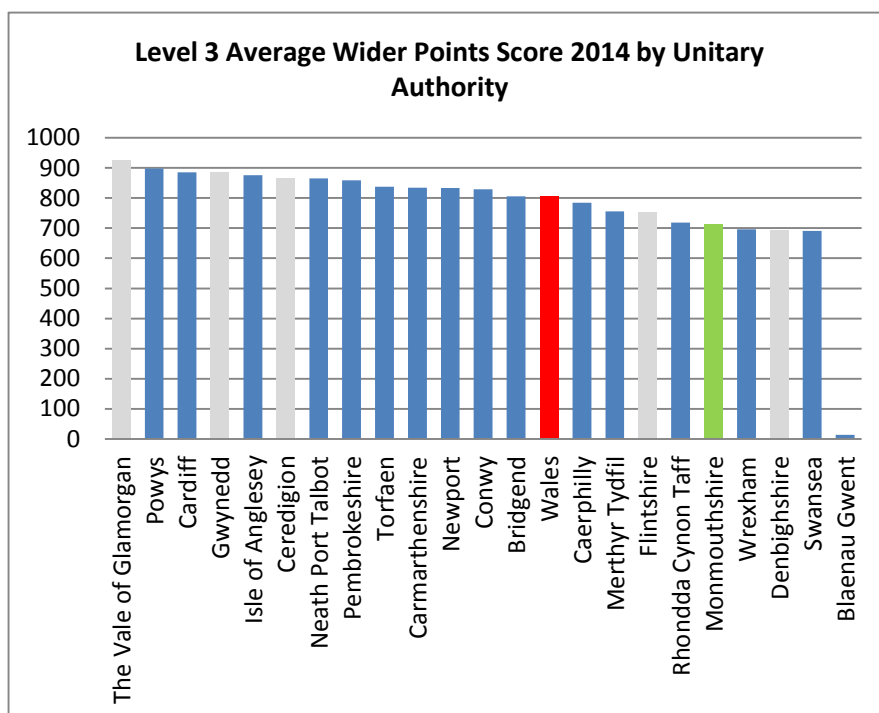
4. Conclusion

Key Stage 4

Key stage 4 results indicate that Monmouthshire schools made good progress in 2014 with significant increases in all indicators. One out of four targets for the main combination indicators was met or exceeded and three were not met.

The proportion of pupils achieving the Level 2 threshold inclusive of English/Welsh and mathematics has improved from 57.3% in 2013 to 65.6% in 2014, placing Monmouthshire first in Wales for this indicator. Results for all indicators are at their highest ever levels and this is reflected in the highest Welsh rankings ever achieved. Monmouthshire remains ranked below third in Wales for Level 1 Threshold, Level 2 Threshold and Capped points Score and is ranked below the majority of its 'family' of similar Local Authorities for these indicators. However, these indicators have seen a significant uplift in ranking between 2013 and 2014 of between 6 and 13 places.

In 2014, half of the indicators show 3 out of 4 schools performing above the median. This represents a significant improvement on last year when 3 out of 4 schools were below the median for all indicators bar two and marks good progress towards the Local Authority's target of all secondary schools performing above the median.

Despite all schools, by and large, achieving good progress for all indicators, half of schools performed below the median for Level 2 Threshold; 3 out of 4 schools performed below the median for Level 1 Threshold and Average Capped Points Score and; all schools performed below the median in Level 2 science.

Monmouthshire continues to be less successful, when compared to other similar Local Authorities, in getting pupils to achieve the performance thresholds that encompass the wider range of qualifications away from the focus of the core subjects of English, mathematics and science.

Key Stage 5

Performance at Key Stage 5 is largely cohort led and therefore volatile. However, it is consistently worse than performance across Wales and worse than all or the majority of the similar Local Authorities.

17

Appendix 1 – School Benchmark Quarter Performance

Subject, AOL or Key Indicator	School Name	2011/12		2012/13		2013/14	
		% Pupils Achieving	Quarter	% Pupils Achieving	Quarter	% Pupils Achieving	Quarter
Level 2 threshold including English/Welsh and Maths	Caldicot School	59.77	2	64.71	2	64.42	2
	Chepstow Comprehensive School	56.47	3	60.25	2	70.73	1
	King Henry Viii Comprehensive	48.63	4	49.75	4	60.00	3
	Monmouth Comprehensive School	61.81	4	57.14	4	70.88	2
Level 2 threshold	Caldicot School	73.83	3	77.21	4	90.87	2
	Chepstow Comprehensive School	84.12	1	80.12	3	93.50	2
	King Henry Viii Comprehensive	56.83	4	59.11	4	75.76	4
	Monmouth Comprehensive School	84.65	2	83.46	3	93.49	2
Level 1 threshold	Caldicot School	94.14	3	91.91	4	99.52	1
	Chepstow Comprehensive School	94.71	3	94.41	4	95.93	4
	King Henry Viii Comprehensive	89.07	4	90.64	4	96.97	3
	Monmouth Comprehensive School	97.24	3	96.62	4	97.70	4
Capped Points Score	Caldicot School	323.03	4	330.57	4	358.45	3
	Chepstow Comprehensive School	330.53	3	333.44	4	346.46	4
	King Henry Viii Comprehensive	311.04	4	309.69	4	335.22	4
	Monmouth Comprehensive School	361.34	2	354.84	3	370.74	2
Core Subject Indicator	Caldicot School	58.98	2	63.24	1	58.17	3
	Chepstow Comprehensive School	51.76	3	52.80	3	63.41	2
	King Henry Viii Comprehensive	46.99	4	42.86	4	55.15	3
	Monmouth Comprehensive School	59.06	4	54.89	4	68.58	2
English	Caldicot School	67.19	3	73.16	2	75.00	2
	Chepstow Comprehensive School	67.06	3	65.22	4	77.24	1
	King Henry Viii Comprehensive	60.66	4	67.00	3	76.36	2
	Monmouth Comprehensive School	75.59	3	66.92	4	79.31	2
Mathematics	Caldicot School	68.75	2	71.69	1	69.71	2
	Chepstow Comprehensive School	67.06	2	71.43	2	77.24	1
	King Henry Viii Comprehensive	55.19	4	58.62	4	61.82	4
	Monmouth Comprehensive School	66.93	4	68.42	4	77.78	2
Science	Caldicot School	71.09	3	73.53	3	70.19	4
	Chepstow Comprehensive School	75.29	2	74.53	3	86.18	3
	King Henry Viii Comprehensive	51.37	4	47.78	4	58.79	4
	Monmouth Comprehensive School	72.44	4	77.07	3	85.82	3

18

Appendix B

MONMOUTHSHIRE COUNTY COUNCIL

ANALYSIS OF TEACHER ASSESSMENTS AND EXAMINATION RESULTS
FROM FOUNDATION PHASE TO KEY STAGE 4

SPECIFIC PUPIL GROUP PERFORMANCE 2013/14

June 2015

1

CONTENTS

3

1. **Foundation Phase**

1.1 Foundation Phase Performance of Boys and Girls

Foundation Phase Indicator Attainment - Boys and Girls
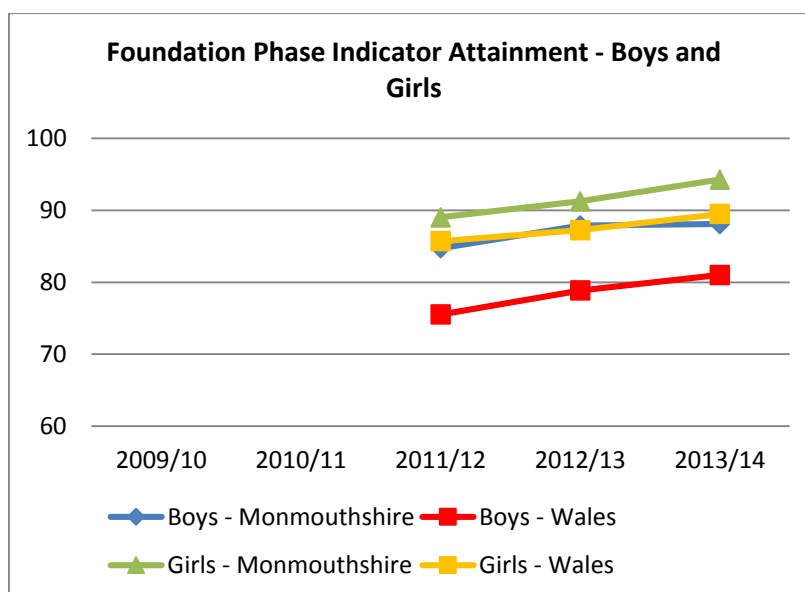
Girls in Monmouthshire continued to outperform boys at the expected Foundation Phase Outcome level 5 and above (FPO5+) in Literacy, Language and Communication (LLC), Mathematical Development (MTD), Personal and Social Development (PSD) and the Foundation Phase Indicator (FPI) in 2014. The attainment of boys and girls has generally continued to improve; however, there is an overall decline in performance of boys for MTD.

Similarly, girls outperformed boys in LLC and PSD at the higher levels of Foundation Phase Outcome 6 and above (FPO6+). However, boys outperformed girls (by 3.3%) at the higher level in MTD at FPO6+.

The rate of improvement in LLC, MTD and PSD for both boys and girls is higher than across Wales.

1.2 Foundation Phase Indicator - Free School Meal Pupil Performance

Performance of pupils who are eligible for free school meals (eFSM) has improved, particularly in the last year. However, performance at 82.7% last year, fell short of the 87.5% target. Performance of eFSM pupils has also improved across Wales but not as quickly as in Monmouthshire.

Foundation Phase Indicator Performance - eFSM vs Non eFSM
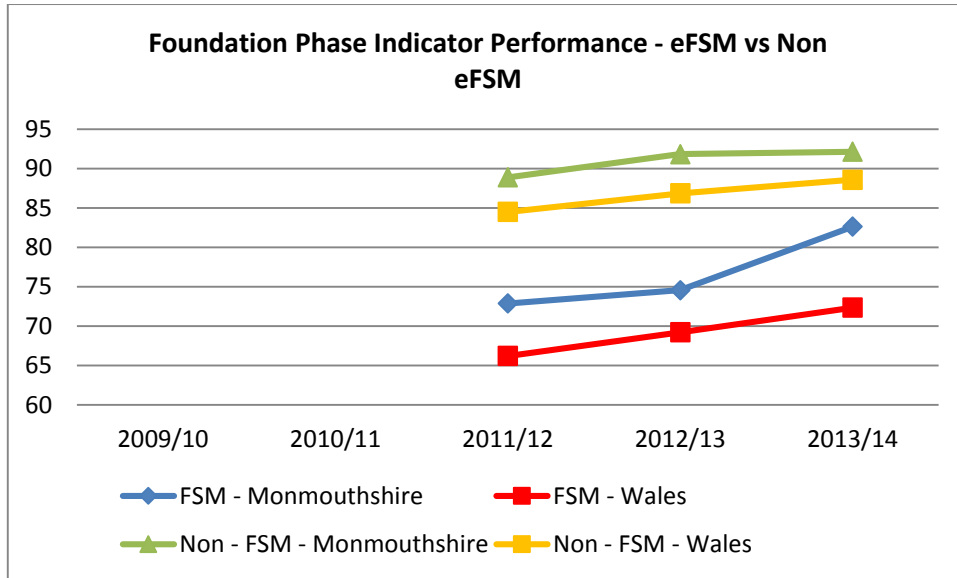
The percentage of FSM pupils achieving FPI has improved by 9.8% for Monmouthshire over the last three years.

1.3 Foundation Phase Indicator - Free School Meal Pupil Performance Gap

The gap between performance of eFSM pupils and those who are not has fallen sharply to only 9.5% in 2013/14. The eFSM performance gap is consistently smaller than seen across Wales. With the exception of 2011, the performance gap for this indicator has been smaller than across Wales.

The performance gap seen at the end of Foundation Phase is the least pronounced across all of the Key Stages

Foundation Phase Indicator Performance Gap between eFSM and Non eFSM
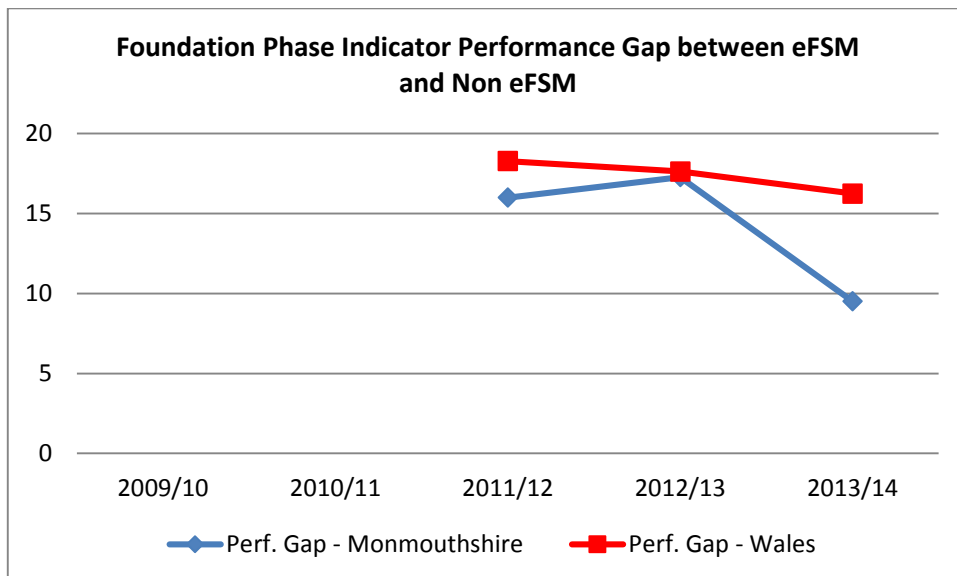
1.4 Foundation Phase Indicator – Performance of Looked After Children (LAC)

The number of LAC is generally low: 5 in 2012 and 2014 and 7 in 2013. This can lead to some volatility in performance over time, particularly as these children often experience additional challenges to their educational success. However, the attainment of LAC at the end of the Foundation Phase has steadily increased year on year and the gap in performance between LAC and all pupils closed to 11.2% in 2013/14.

It is not possible to benchmark this performance nationally as the attainment of LAC is not collected at a national level at the end of the Foundation Phase.

Foundation Phase Indicator Performance - Looked After Children
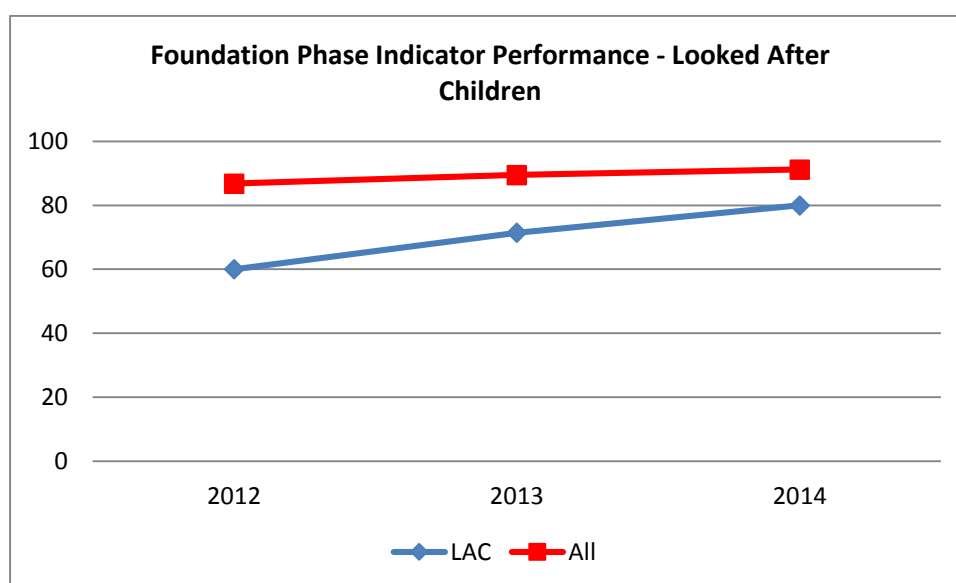
1.5 Foundation Phase Indicator – Performance of Pupils with English as an Additional Language

Performance of pupils with English as an Additional Language (EAL) has largely been close to performance of all pupils. However, performance of pupils with EAL fell below the overall end of Foundation Phase performance by 6.5%. This recovered to 5.5% gap in 2013/14.

Foundation Phase Indicator - Performance of Pupils with EAL

6
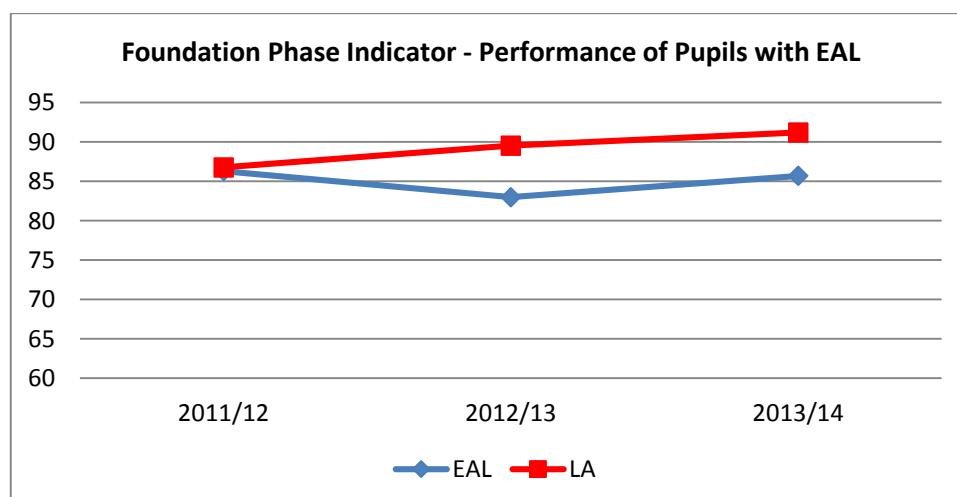
1.6 Foundation Phase Indicator – Performance of Pupils with Additional Learning Needs.

Pupils with Additional Learning Needs (ALN) ordinarily perform below the level of those without. However, the performance of pupils with ALN has steadily improved. In 2011/12, 43.2% of pupils with ALN achieved the Foundation Phase Indicator and in 2013/14 this had risen over 10% to 54.3%. Pupils with ALN in Monmouthshire perform in line with those across Wales. In 2013/14, performance in Monmouthshire exceeded the Welsh performance.
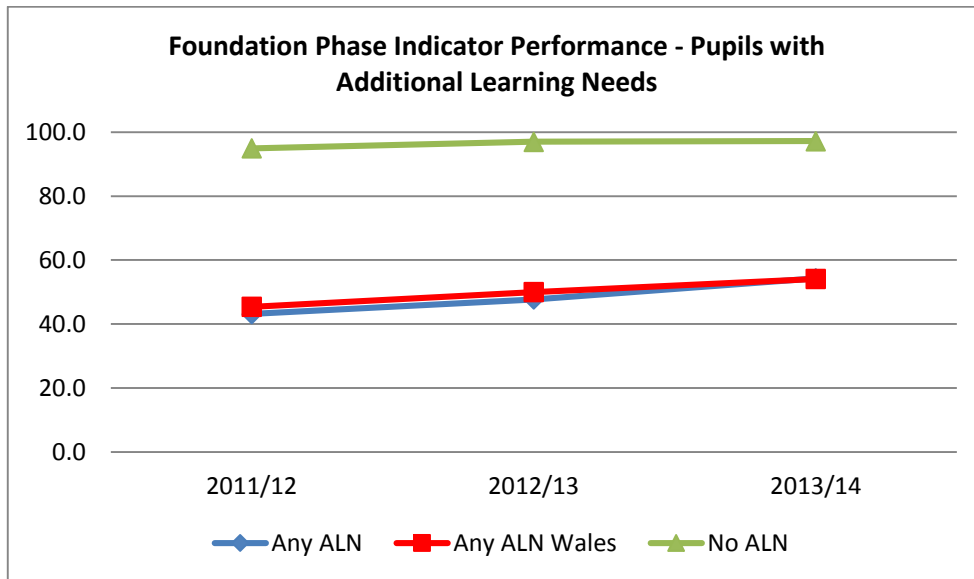
The overall trend of improvement in performance for pupils with ALN is largely mirrored by the performance at each of the stages of the SEN Code of Practice: School Action (SA); School Action Plus (SA+) and; Statemented.
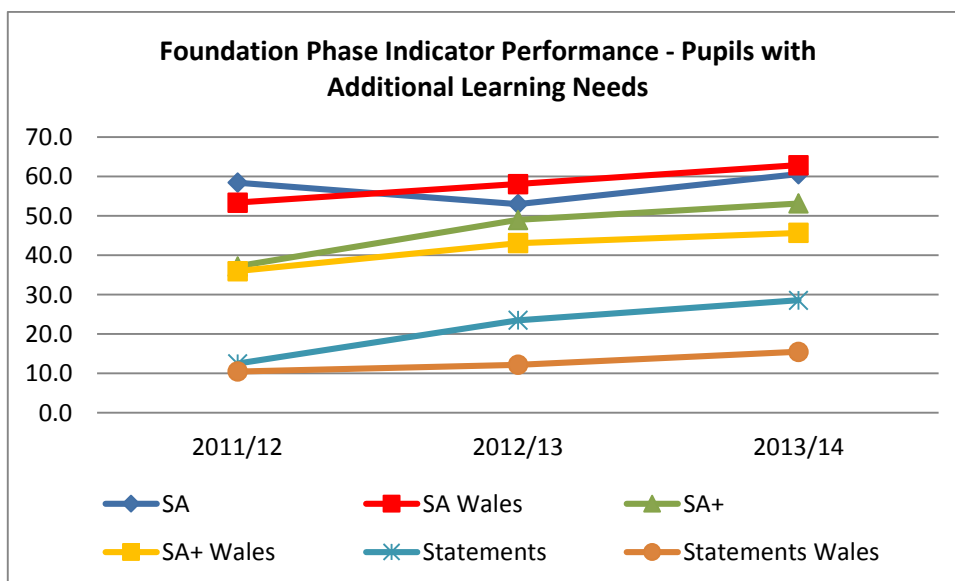
Performance of pupils at SA, SA+ and with Statements of SEN has steadily improved and, by and large, exceeded the performance seen across Wales.

2. <u>Key Stage 2</u>

2.1   Key Stage 2 Core Subject Indicator (CSI) Performance of Boys and Girls
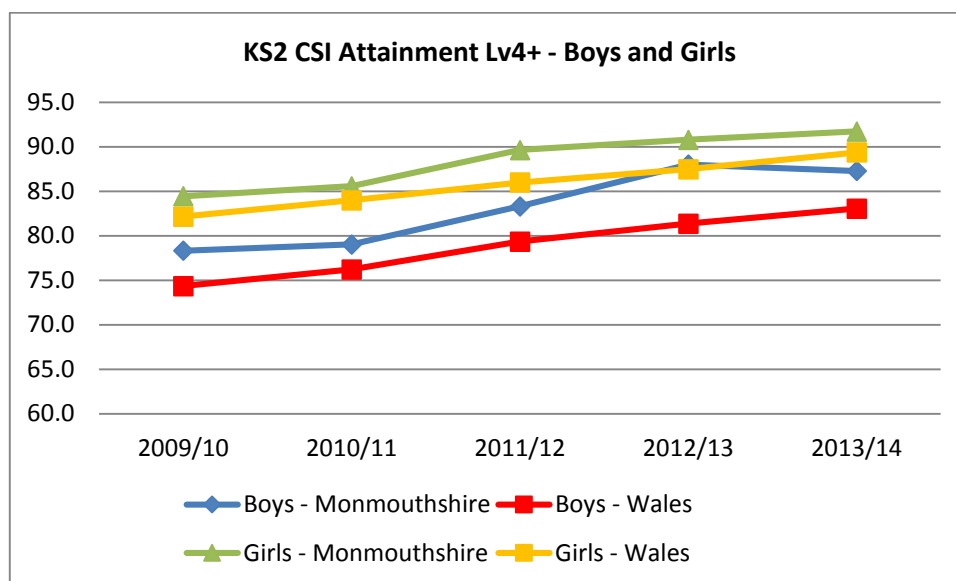
Girls in Monmouthshire continue to outperform boys at the expected level 4 and above (Lv4+) in English, although the performance gap is narrowing. Performance at Lv4+ in mathematics and science is very similar for boys and girls, However, in 2014, girls narrowly outperformed boys in all core subjects. Achievement at the higher level 5 and above (Lv5+) shows that girls ordinarily outperform boys in English by 6% to 11%. However, boys ordinarily outperform girls at the higher levels for mathematics by 3% to 6%.

The performance of boys and girls has largely improved steadily across all core subjects at Lv4+ and Lv5+. However, boys' performance at the expected Lv4+ has stagnated and declined in the last year.

2.2   Key Stage 2 Core Subject Indicator – Free School Meal Pupil Performance

Performance of pupils who are eFSM has improved steadily from 56.7% to 70% between 2010 and 2014, an improvement of 13.3%. This is greater than the rate of improvement across Wales for the same period, which saw an 11.2% improvement. However, there was a downturn in performance last year of just under 6% which then fell 9% short of the target of 79%.

8

Key Stage 2 CSI Performance - eFSM vs Non eFSM
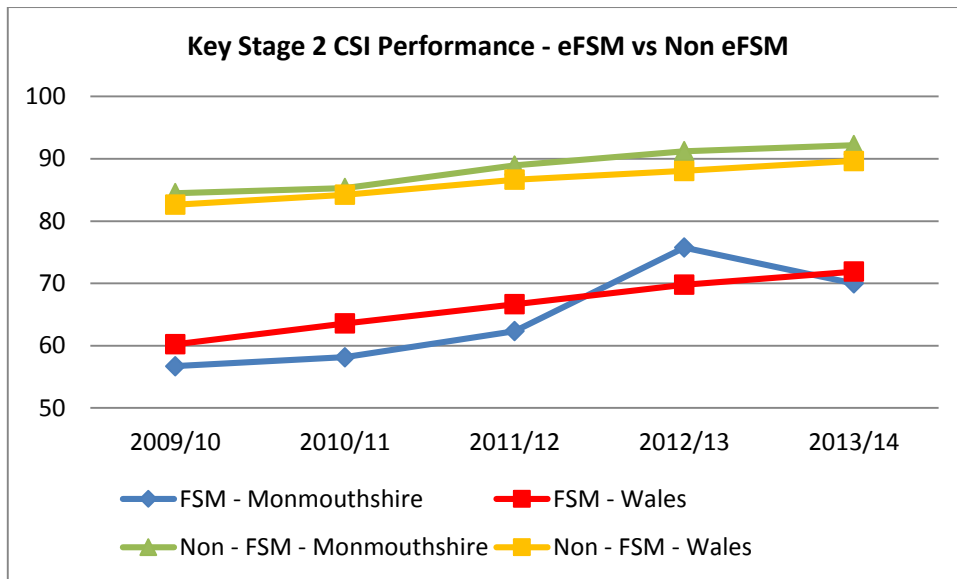
Performance for this indicator exceeded that across Wales for the first time in 2012/13 and saw a 13.4% improvement on 2011/12.However, performance in 2013/14 saw performance fall below the Welsh average once again.

2.3   Key Stage 2 CSI – Free School Meals Performance Gap

The performance gap between eFSM and Non eFSM pupils has fallen steadily in Monmouthshire and across Wales. However, this gap has been greater in Monmouthshire than across Wales until 2012/13, when the performance gap fell below that across Wales for the first time. The performance gap for 2012/13 in Monmouthshire was 15.5% compared to 18.3% across Wales. Last year, the performance gap rose to 22.2% in Monmouthshire whilst the gap across Wales fell once again to 17.7%.

Key Stage 2 CSI Performance Gap between eFSM and Non eFSM
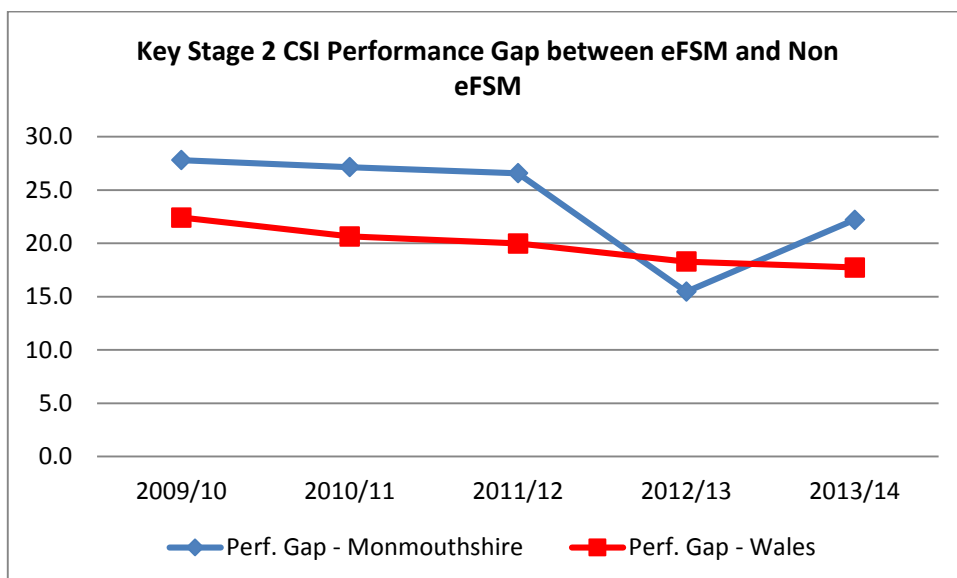
2.4 Key Stage 2 CSI – Performance of Looked After Children (LAC)

The number of LAC is ordinarily very low. This can lead to some volatility in performance over time, particularly as these children often experience additional challenges to their educational success. For example only 1 pupil failed to achieve the CSI last year.

Key Stage 2 CSI - Performance of LAC
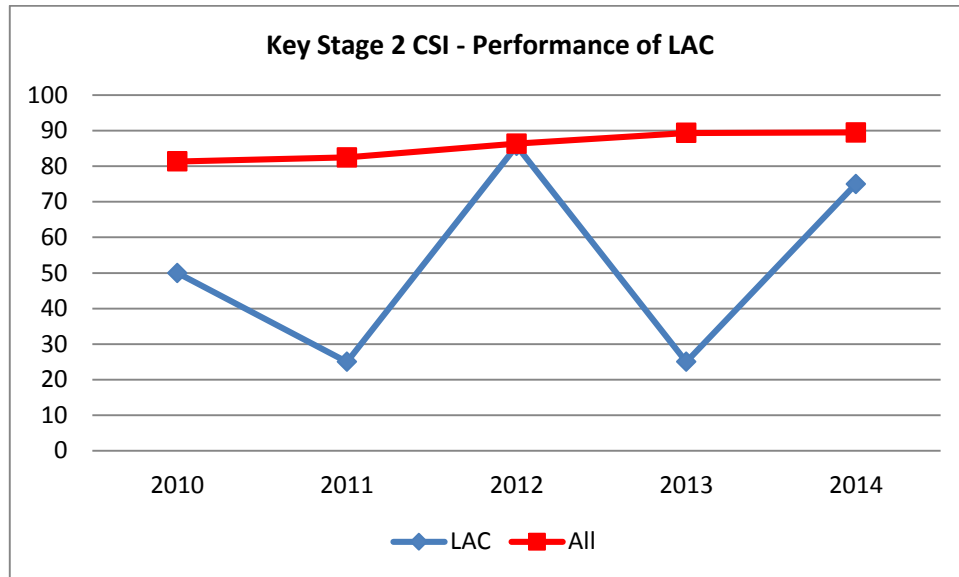
2.5 Key Stage 2 CSI – Performance of Pupils with English as an Additional Language

Performance of pupils with EAL has largely mirrored that across the LA. However, performance of pupils with EAL fell slightly below the overall end of Key Stage 2 performance by 2.6% in 2012/13 and has remained at a similar level in 2013/14.

Key Stage 2 CSI - Performance of Pupils with EAL
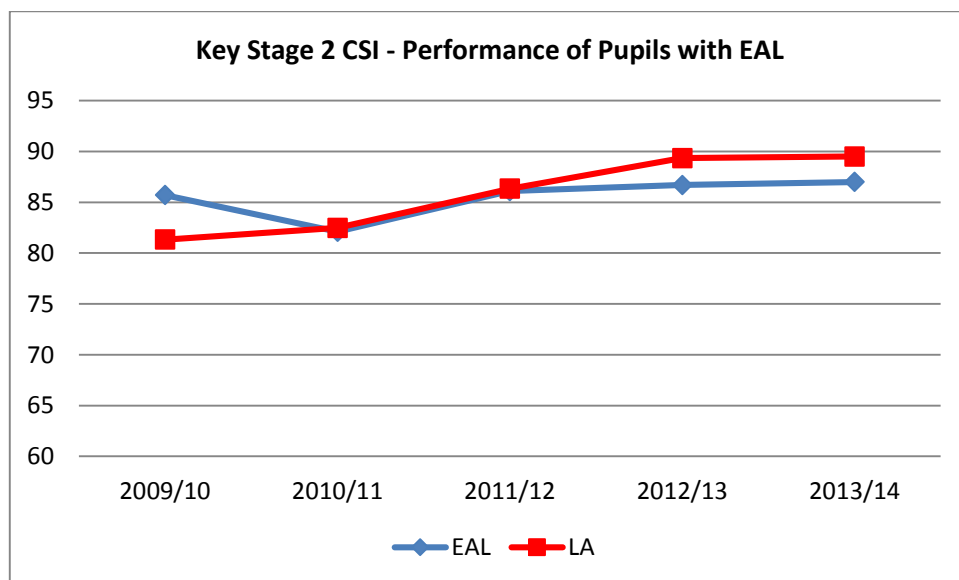
2.6 Key Stage 2 – Performance of Pupils with Additional Learning Needs.

Performance of pupils with ALN at the end of Key Stage 2 has steadily improved and maintained in 2013/14 at a level greater than that seen across Wales. In 2013/14, 59.4% of pupils with ALN achieved the Key Stage 2 Core Subject Indicator having been assessed at the expected level or above for English, mathematics and science.
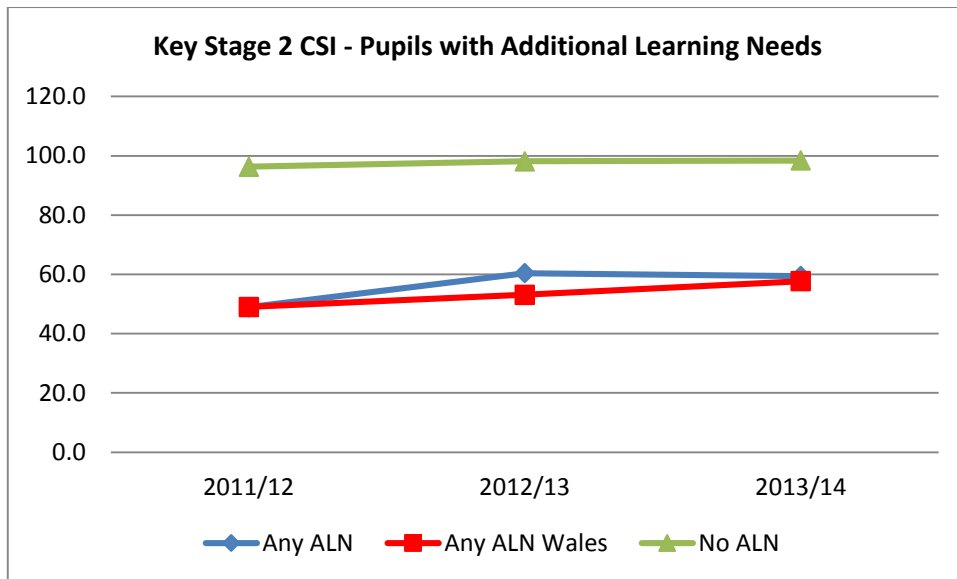
**Key Stage 2 CSI - Pupils with Additional Learning Needs**

The overall trend of improvement in performance for pupils with ALN is largely mirrored by the performance at each of the stages of the SEN Code of Practice (COP). The rate of improvement in Monmouthshire has more or less matched that across Wales.

There has been a downturn in the performance of those pupils at School Action Plus only in the last year. There has been a steady increase in performance at School Action and for those pupils with Statements of SEN. Monmouthshire pupils perform better than the Welsh average at all stages of the SEN COP, but markedly so at School Action Plus.

Key Stage 2 CSI - Pupils with Additional Learning Needs
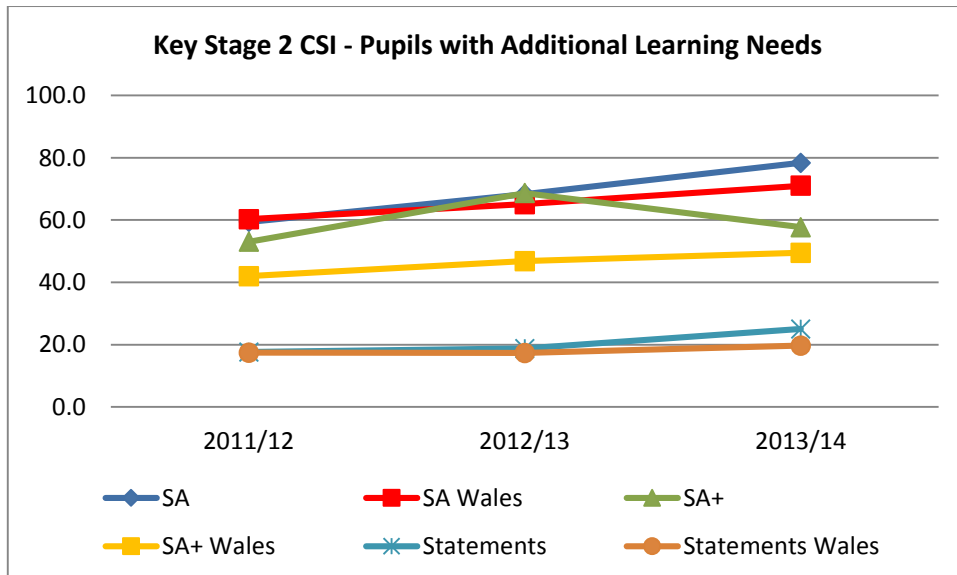
3. <u>Key Stage 3</u>

3.1   Key Stage 3 Core Subject Indicator (CSI) Performance of Boys and Girls
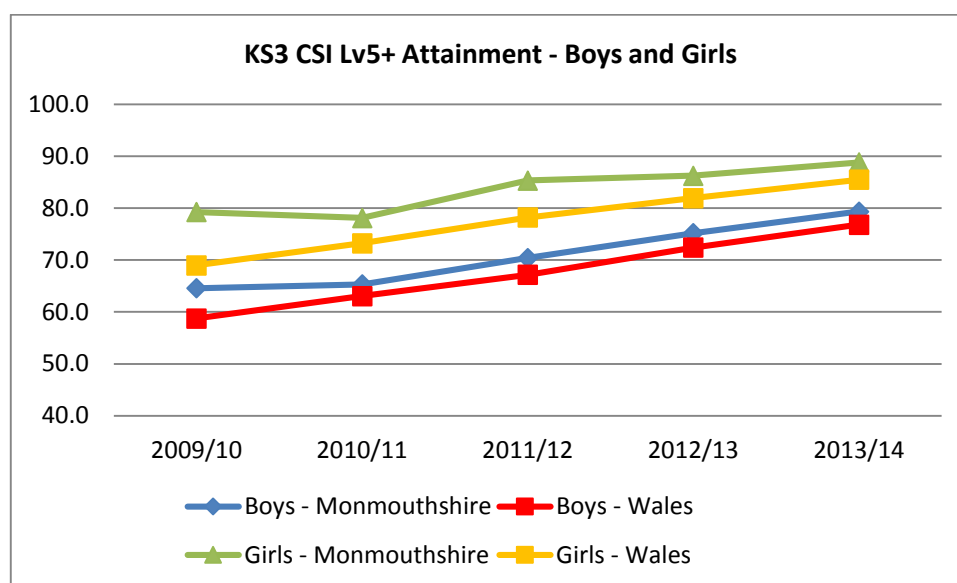
Girls in Monmouthshire continued to outperform boys quite significantly in attainment of the CSI at the end of Key Stage 3. However, that performance gap has narrowed markedly in the last three years from 14.9% to 9.5%. The gap across Wales has narrowed from 11% to 8.7% in the last three years. The gender performance gap at Key Stage 3 is consistently wider in Monmouthshire than it is across Wales.

Girls consistently outperform boys across all core subjects at the expected level 5+ (Lv5+) from 2009/10 to 2013/14. Over this period, the performance gap has closed to 7.8% from 16.9% in English and from 8.5% to 6.1% science at Lv5+ but is widening in mathematics to a level of 7.8% from 5.3%.

Achievement at the higher level 6 and above (Lv6+) shows that girls ordinarily outperform boys significantly in English. This performance gap has widened from 17.5% to 24.2% in the last 5 years.

Girls also outperform boys at Lv6+ in mathematics and science but the gap is narrower.

The performance of boys and girls has largely improved steadily across all core subjects at Lv5+ and Lv6+ and largely exceeds the performance across Wales.

### 3.2   Key Stage 3 Core Subject Indicator – Free School Meal Pupil Performance

Performance of pupils who are eFSM has improved steadily and has almost doubled from 37% in 2009/10 to 66.3% in 2013/14, a 29.3% improvement. This is greater than the rate of improvement across Wales for the same period, which saw a 23.5% improvement. However, the gap in performance still remains considerable.

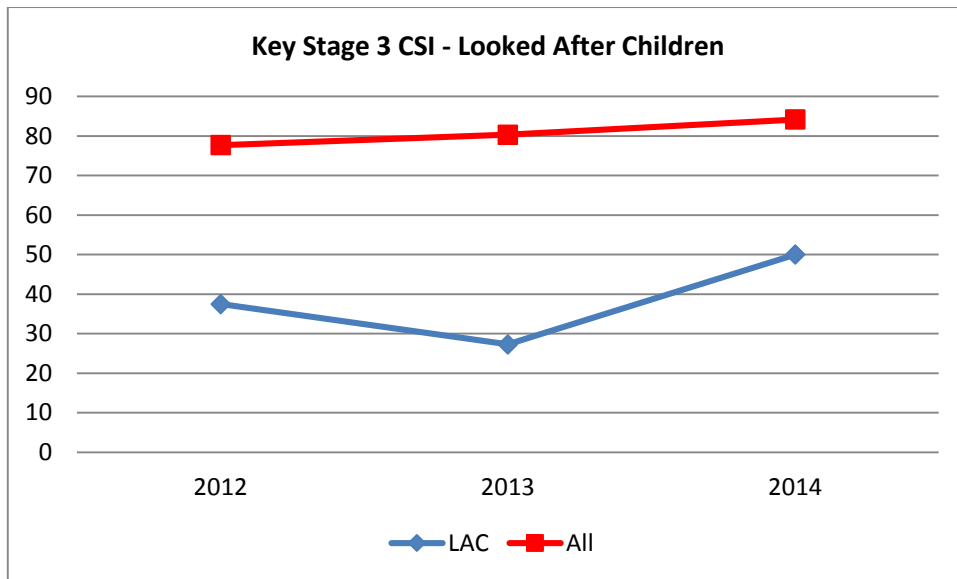**Key Stage 3 CSI Performance - eFSM vs Non eFSM**
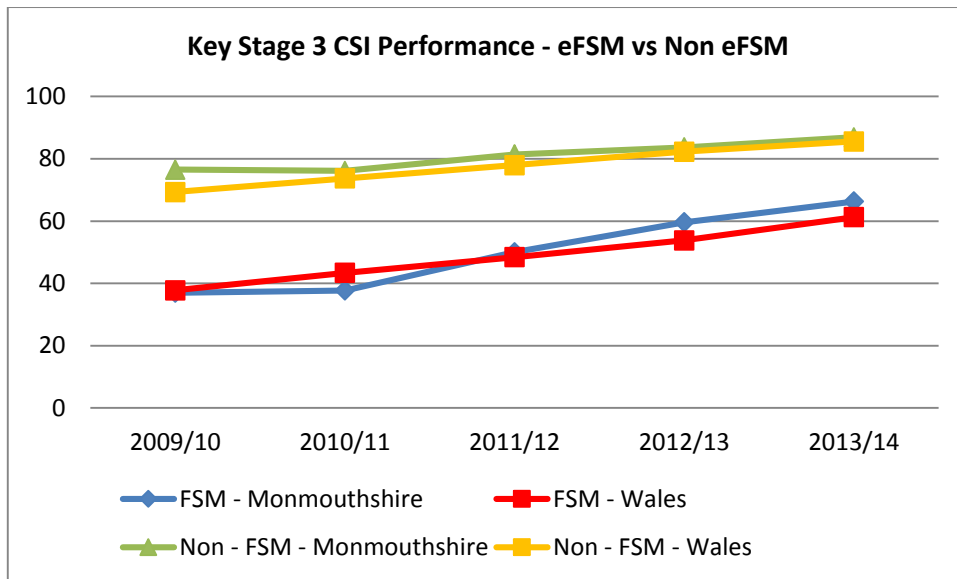
3.3   Key Stage 3 CSI – Free School Meals Performance Gap

The performance gap between eFSM and Non eFSM pupils has fallen steadily in Monmouthshire and across Wales. This gap has been greater in Monmouthshire than across Wales until 2012/13, when the performance gap fell below that across Wales for the first time. The performance gap for 2012/13 in Monmouthshire was 24.1% compared to 28.5% across Wales. Last year, the performance gap fell to 20.6% in Monmouthshire whilst the gap across Wales fell once again to 24.3%. This still represents a significant performance gap and higher than at Key stage 2 and Foundation Phase.

**Key Stage 3 CSI Performance Gap between eFSM and Non eFSM**
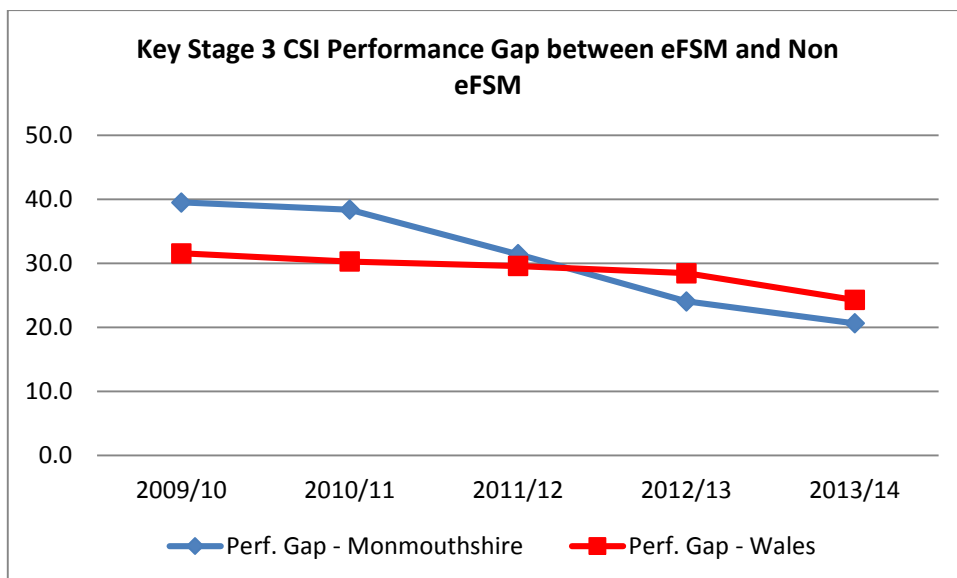
3.4 Key Stage 3 CSI – Performance of Looked After Children (LAC)

The number of LAC is ordinarily very low. This can lead to some volatility in performance over time, particularly as these children often experience additional challenges to their educational success. However, at the end of Key Stage 3, LAC in Monmouthshire schools perform significantly below the overall level consistently.

13

Key Stage 3 CSI - Looked After Children

3.5 Key Stage 3 CSI – Performance of Pupils with English as an Additional Language

Performance of pupils with EAL has largely mirrored that across the LA. However, performance of pupils with EAL fell well below the overall end of Key Stage 2 performance by 24.2% in 2013/14. This can be attributed to a very small cohort.
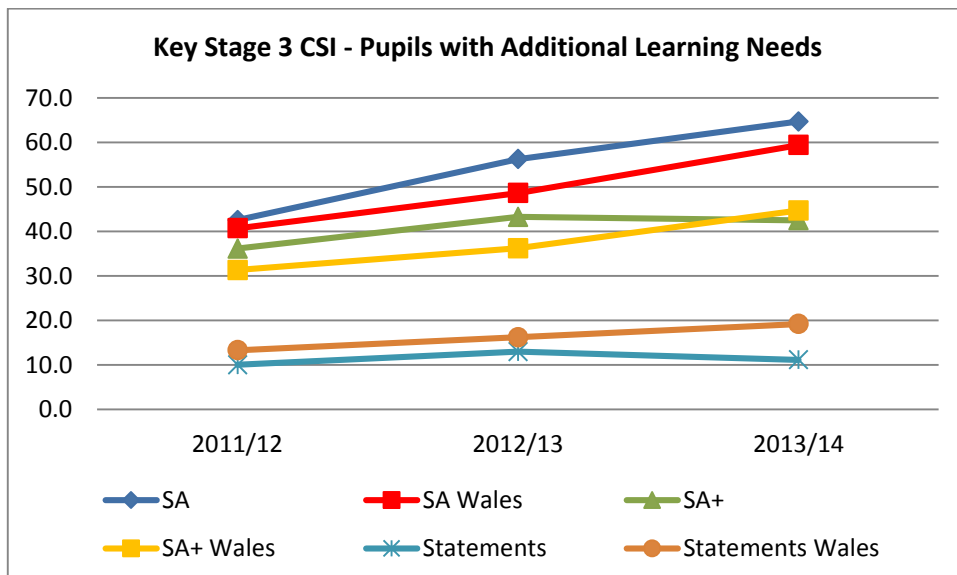
Key Stage 3 CSI - Performance of Pupils with EAL
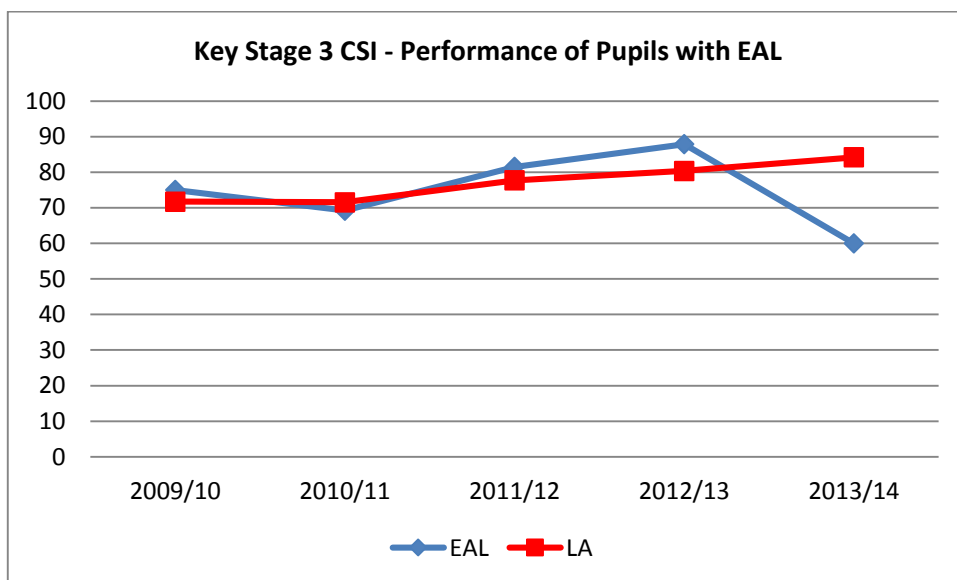
3.6 Key Stage 3 – Performance of Pupils with Additional Learning Needs.

Performance of pupils with ALN at the end of Key Stage 3 has improved over the last three years and maintained at a level greater than that seen across Wales until last year when performance fell to 45%, 4.2% below the performance across Wales. Pupils with ALN do not succeed as well as those pupils at the end of Key Stage 2 or Foundation Phase.
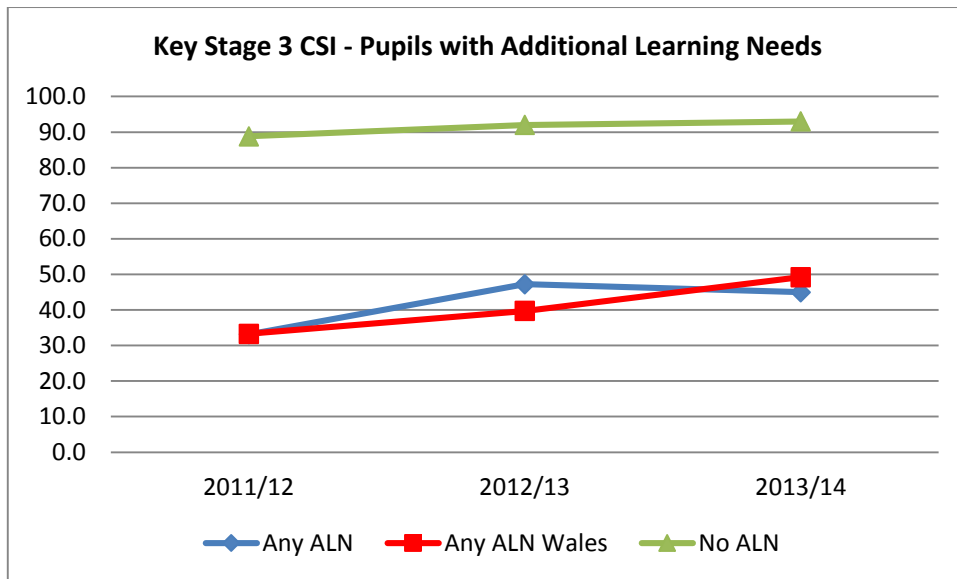
14

Key Stage 3 CSI - Pupils with Additional Learning Needs

Legend: Any ALN, Any ALN Wales, No ALN

The overall trend of improvement in performance for pupils with ALN is largely mirrored by the performance at each of the stages of the SEN Code of Practice (COP). The rate of improvement in Monmouthshire has more or less matched that across Wales. However, children with Statements of SEN perform consistently worse than their counterparts across Wales.

There has been a downturn in the performance of those pupils at School Action Plus only in the last year. There has been a steady increase in performance at School Action. Pupils with Statements of SEN have seen very slightly increased performance over three years but a downturn in the last year whilst, across Wales, pupils with Statements of SEN have seen a continued improvement. In 2013/14, only pupils at School Action performed better than their peers across Wales.

Key Stage 3 CSI - Pupils with Additional Learning Needs

Legend: SA, SA Wales, SA+, SA+ Wales, Statements, Statements Wales

15

4. <u>Key Stage 4</u>

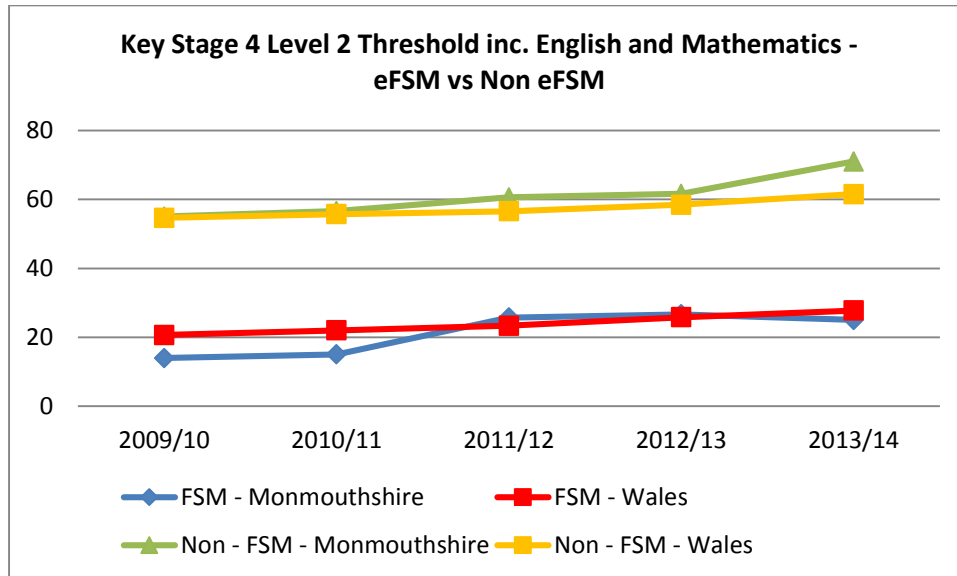### 4.1 Level 2 Threshold inc. English and Mathematics (Lv2inc) Performance of Boys and Girls
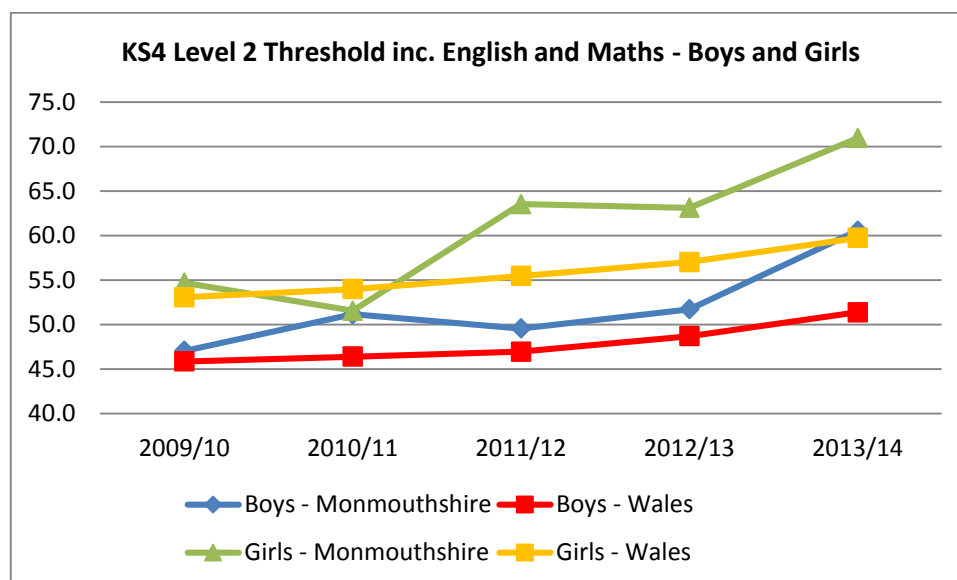
Girls in Monmouthshire continue to quite significantly outperform boys in attainment of the 5 GCSEs A* to C including English and mathematics at the end of Key Stage 4. However, that performance gap has narrowed slightly in the last three years from 14% to 10.4%. The gap across Wales has remained relatively consistent and was 8.4% in 2013/14. The gender performance gap at the end Key Stage 4 for Lv2inc is consistent with the gap at the end of Key Stage 3 for CSI and has been more significant for the last 2 years for LV2inc.

Girls significantly outperform boys in attaining Level 2 (Lv2) English (grade A* to C*) although that gap has closed slightly, from 22.9% to 19.2% in the last three years. The gender performance gap across Wales is also significant albeit slightly narrower over the last 5 years, being between 17% and 18%.

Girls outperform boys relatively slightly in the attainment of Lv2 mathematics and science and last year, the gender performance gap was 2.5% and 5.3%. These trends compare similarly with those seen across Wales albeit that the gender performance gap is almost negligible for mathematics.
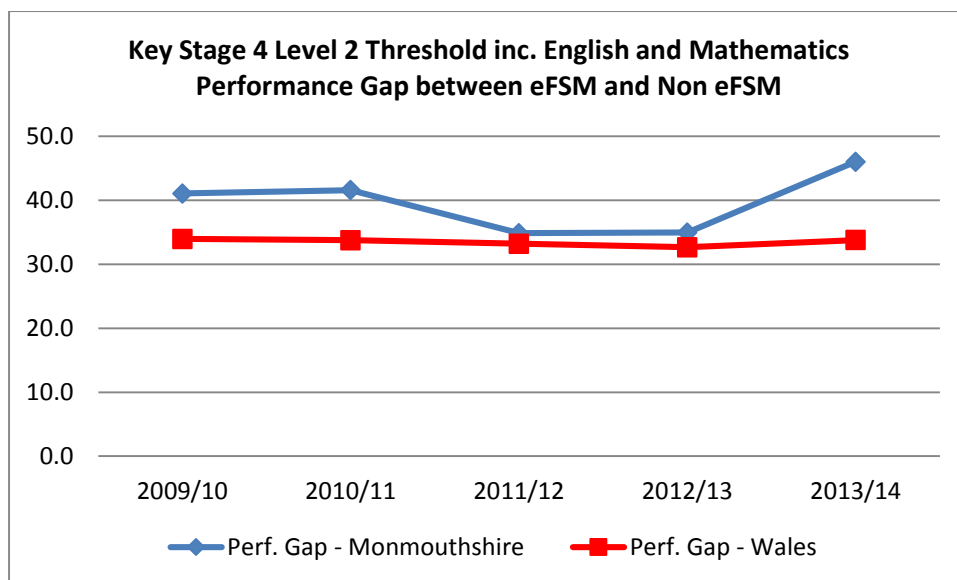
4.2 Key Stage 4 Level 2 Threshold including English and Mathematics – Free School Meal Pupil Performance

The performance of eFSM in attaining Level 2 Threshold including English and Mathematics is significantly below that of those pupils who are not eligible. In Monmouthshire, performance has improved from 13.9% to 25% between 2010 and 2014, an increase of 11.1%. However, this fell 11% short of the 36% target. In the same period, performance across Wales has improved slowly but consistently from 20.7% to 27.8%, 4% less than the increase seen in Monmouthshire. eFSM performance for this is indicator consistently low and below that of eFSM pupils attaining FPI, KS3 CSI or KS3 CSI.

Key Stage 4 Level 2 Threshold inc. English and Mathematics - eFSM vs Non eFSM

4.3 Key Stage 4 Level 2 Threshold inc English and Maths - Performance Gap Between Pupils Entitled and Not Entitled to FSM

The performance differential in Monmouthshire is very significant and has consistently been greater than that across Wales, where the differential has remained fairly constant in the last 5 years, between 33% and 34%. However, in 2014 the performance gap widened significantly to 46%, 12.2% worse than across Wales and the widest recorded performance gap.

Key Stage 4 Level 2 Threshold inc. English and Mathematics Performance Gap between eFSM and Non eFSM

4.4 Key Stage 4 Level 2 Threshold inc. English and Mathematics – Performance of Looked After Children (LAC)

The number of LAC is ordinarily very low. This can lead to some volatility in performance over time, particularly as these children often experience additional challenges to their educational success e.g. in the last two years the percentage of pupils with Statements of

SEN has been 64% and 45%. At the end of Key Stage 4, LAC in Monmouthshire schools perform significantly below the overall level consistently.
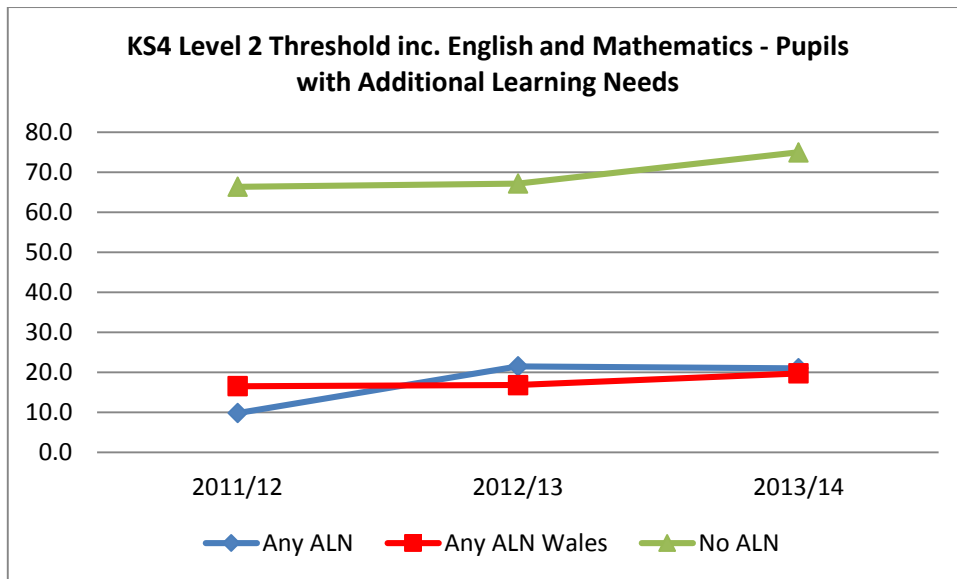
KS4 Level 2 Threshold inc. English and Mathematics - Looked After Children

4.5 Key Stage 4 Level 2 Threshold inc. English and Mathematics – Performance of Pupils with English as an Additional Language
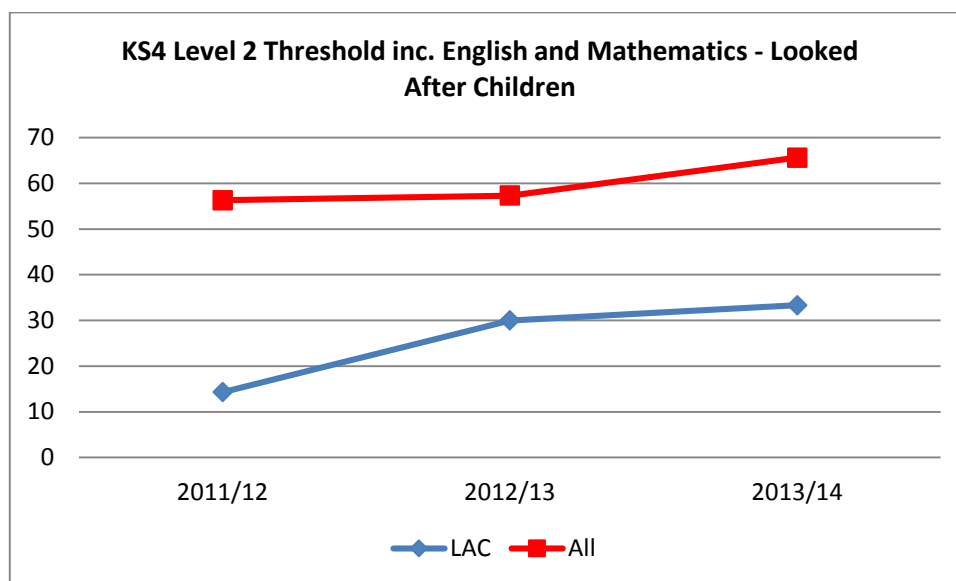
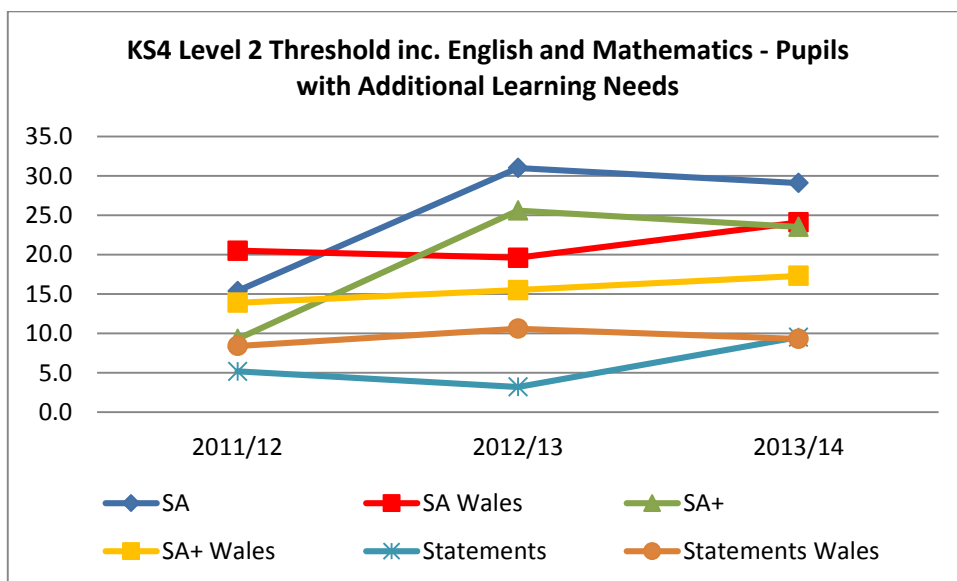Performance of pupils with EAL has largely mirrored that across the LA.

KS4 Level 2 Threshold inc. English and Mathematics - Performance of Pupils with EAL
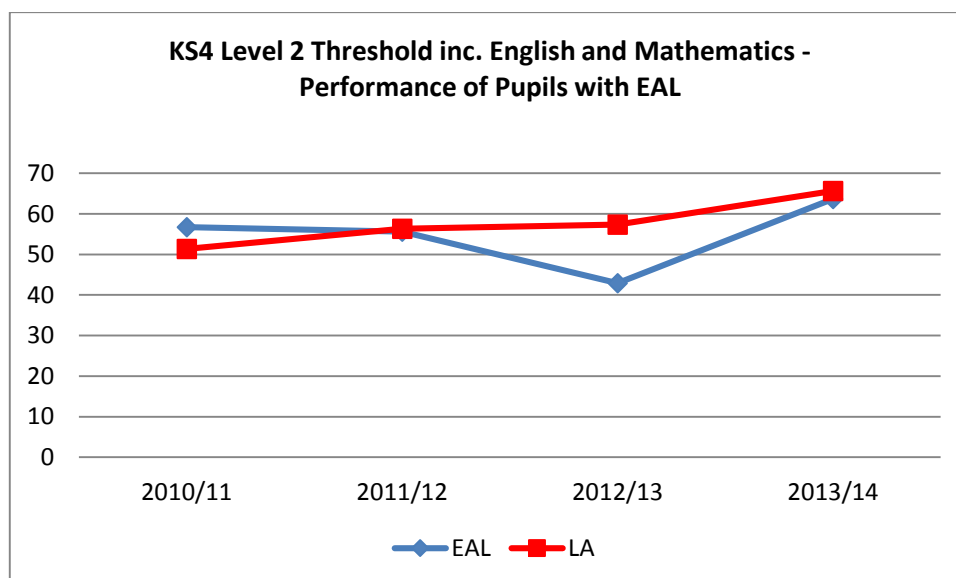
4.6 Key Stage 4 Level 2 Threshold inc. English and Mathematics – Performance of Pupils with Additional Learning Needs.

Performance of pupils with ALN at the end of Key Stage 4 attaining the Lv2inc indicator has been similar to that seen across Wales over the last two years. Pupils with ALN generally do not succeed as well as those ALN pupils at the end of Key Stage 3 or Key Stage 2 attaining CSI.

KS4 Level 2 Threshold inc. English and Mathematics - Pupils with Additional Learning Needs
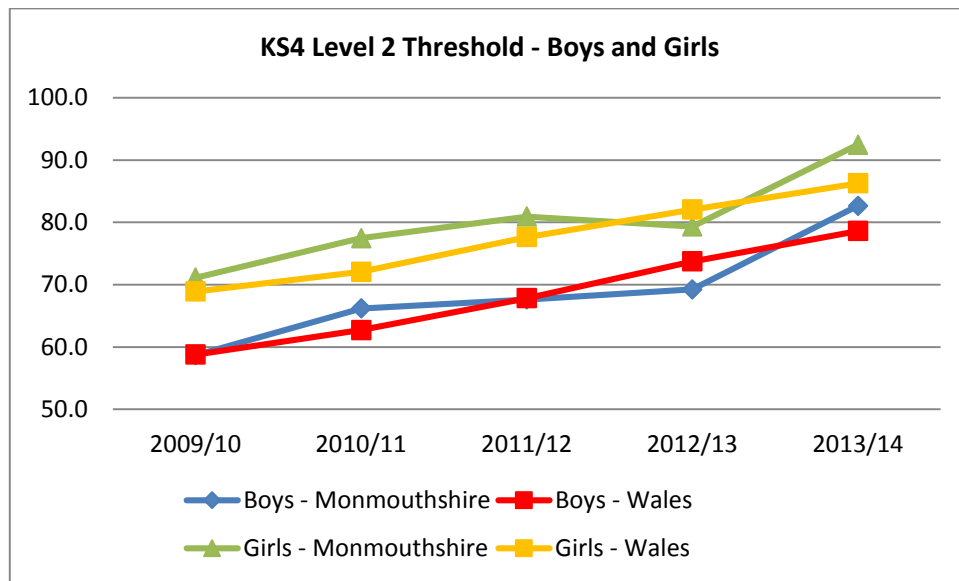
Legend: Any ALN, Any ALN Wales, No ALN

The overall trend of improvement in performance for pupils with ALN is largely mirrored by the performance at each of the stages of the SEN Code of Practice (COP). For the last two years, the performance of pupils at SA and SA+ has exceeded that of their peers across Wales.

There has been a downturn in the performance of those pupils at SA and SA+ only in the last year. Pupils with Statements of SEN have seen very slightly increased performance over three years, matching the performance of Statemented pupils across Wales in 2014.

KS4 Level 2 Threshold inc. English and Mathematics - Pupils with Additional Learning Needs

Legend: SA, SA Wales, SA+, SA+ Wales, Statements, Statements Wales

19

4.7 Level 2 Threshold (Lv2) Performance of Boys and Girls

KS4 Level 2 Threshold - Boys and Girls

Girls in Monmouthshire continue to quite significantly outperform boys in attainment of the 5 GCSEs A* to C at the end of Key Stage 4. However, that performance gap has narrowed slightly in the last three years from 13.3% to 9.8%. The gap across Wales has narrowed consistently over the last 5 years from 10.1% to 7.7%. The gender performance gap at the end Key Stage 4 is consistent with the gap at the end of Key Stage 3 for CSI.

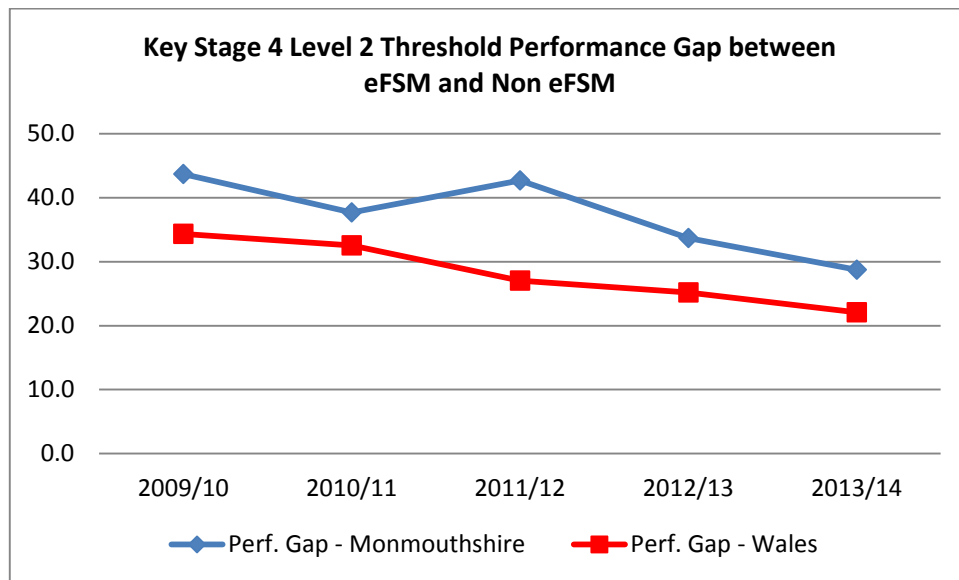## 4.8 Level 2 Threshold (Lv2) – Free School Meal Pupil Performance

The performance of eFSM in attaining Level 2 Threshold is significantly below that of those pupils who are not eligible. In Monmouthshire, performance has improved significantly from 25.6% to 62.5% between 2010 and 2014, an increase of 36.9%. However, this fell 28.7% short of the non eFSM performance. In the same period, performance across Wales has improved from 35.3% to 65.3%, 6.9% less than the increase seen in Monmouthshire.
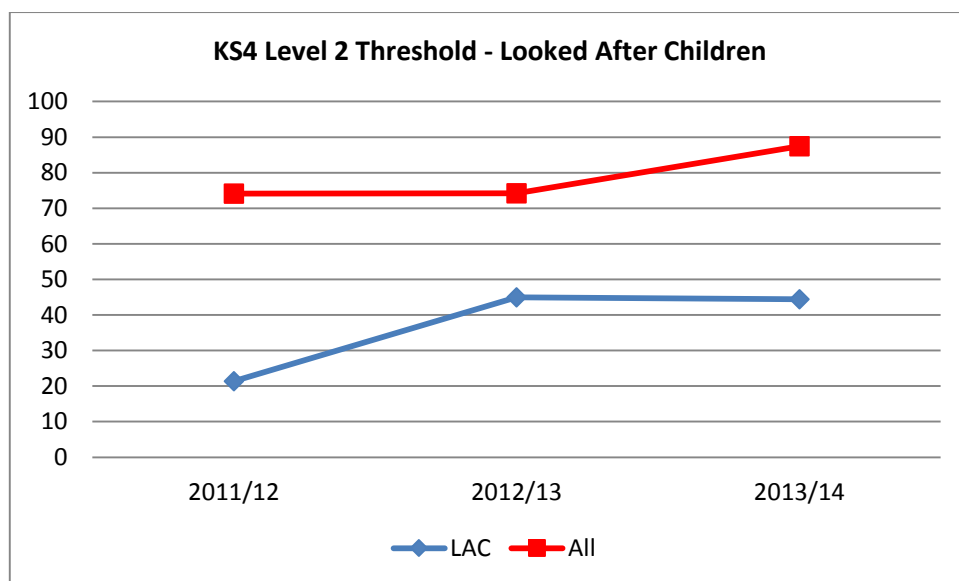
Key Stage 4 Level 2 Threshold Performance - eFSM vs Non eFSM
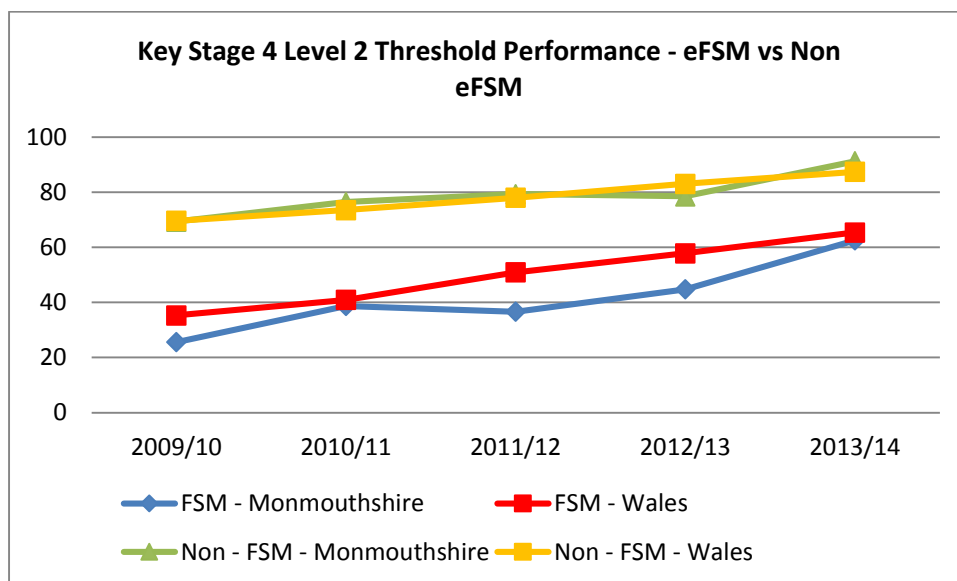
4.9 Key Stage 4 Level 2 Threshold - Performance Gap Between Pupils Entitled and Not Entitled to FSM

The performance differential in Monmouthshire is significant and has consistently been greater than that across Wales. Despite a generally consistent trend of narrowing the performance gap in Monmouthshire, it remains significant in 2014 at 28.7%; 6.6% more than across Wales.

Key Stage 4 Level 2 Threshold Performance Gap between eFSM and Non eFSM

	2009/10	2010/11	2011/12	2012/13	2013/14

Perf. Gap - Monmouthshire ◆   Perf. Gap - Wales ■

4.10 Key Stage 4 Level 2 Threshold – Performance of Looked After Children (LAC)

The performance of LAC for this indicator is similar to that for Lv2inc, albeit that greater numbers of pupils attain this threshold. The gap, however, remains significant and widened in the last year. It should be noted that these small cohorts are often biased through additional educational challenges.

KS4 Level 2 Threshold - Looked After Children

	2011/12	2012/13	2013/14

◆ LAC   ■ All

21

4.11 Key Stage 4 Level 2 – Performance of Pupils with English as an Additional Language

Performance of pupils with EAL has largely mirrored that across the LA. However, last year 100% of the small cohort of pupils with EAL achieved their Level 2 Threshold.

KS4 Level 2 Threshold - Performance of Pupils with EAL
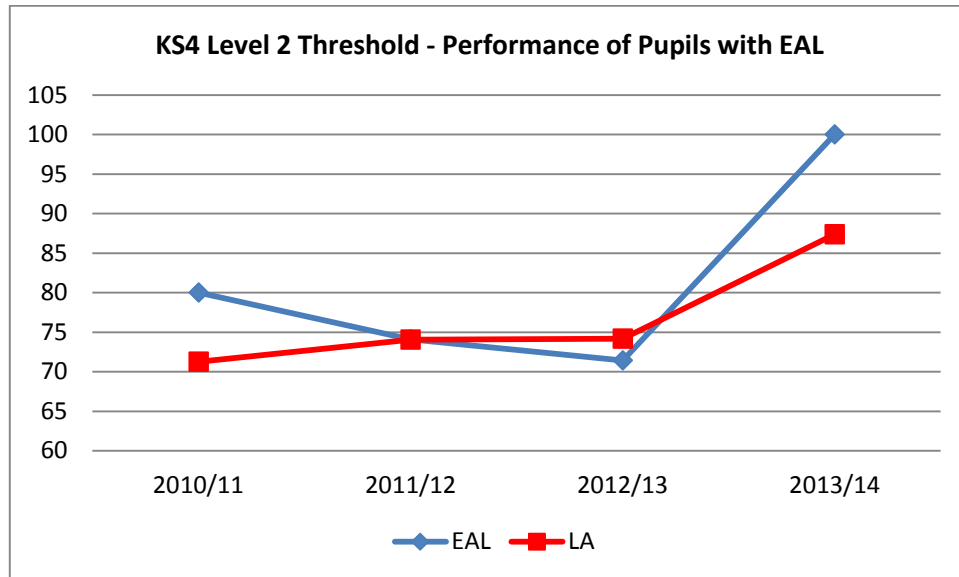
4.12 Key Stage 4 Level 2 – Performance of Pupils with Additional Learning Needs.

Performance of Pupils with ALN has improved in terms of their attaining 5 GCSEs A* to C over the last three years and in 2014, exceeded the performance across Wales, when nearly two thirds (64.1%) of pupils on the SEN register achieved the Level 2 Threshold. In 2012, only 37.2% of SEN pupils achieved the Level 2 Threshold.
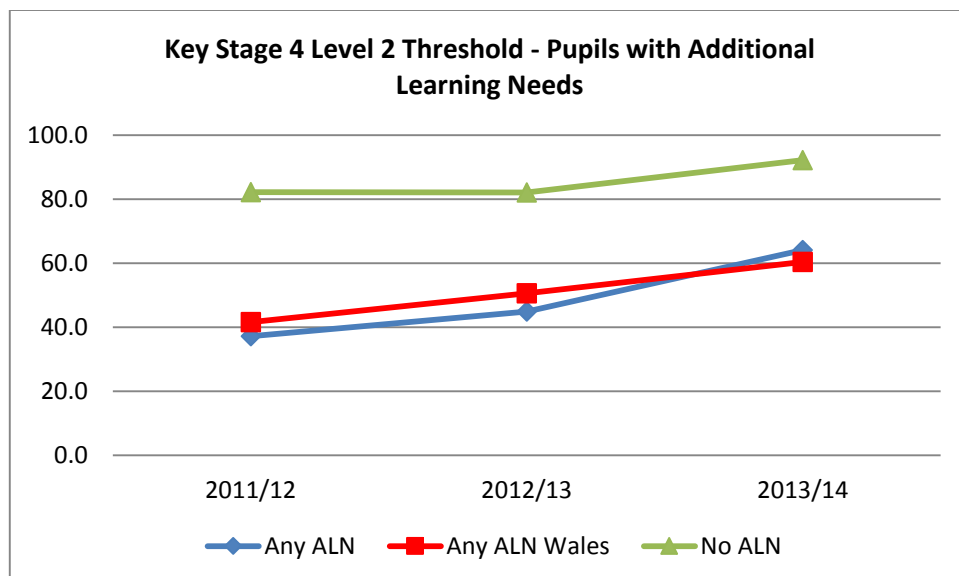
**Key Stage 4 Level 2 Threshold - Pupils with Additional Learning Needs**

The overall trend of improvement in performance for pupils with ALN is largely mirrored by the performance at each of the stages of the SEN Code of Practice (COP). The rate of improvement in Monmouthshire has either matched or exceeded that across Wales.

The performance of pupils at SA and SA+ has improved significantly and now exceeds the performance across Wales. In 2014, 80% of pupils at SA achieved 5 GCSEs A* to C and 73.5% of SA+ achieved the same. Over a third of pupils with Statements of SEN (35.7%) achieved the Level 2 Threshold.

Key Stage 4 Level 2 Threshold - Pupils with Additional Learning Needs
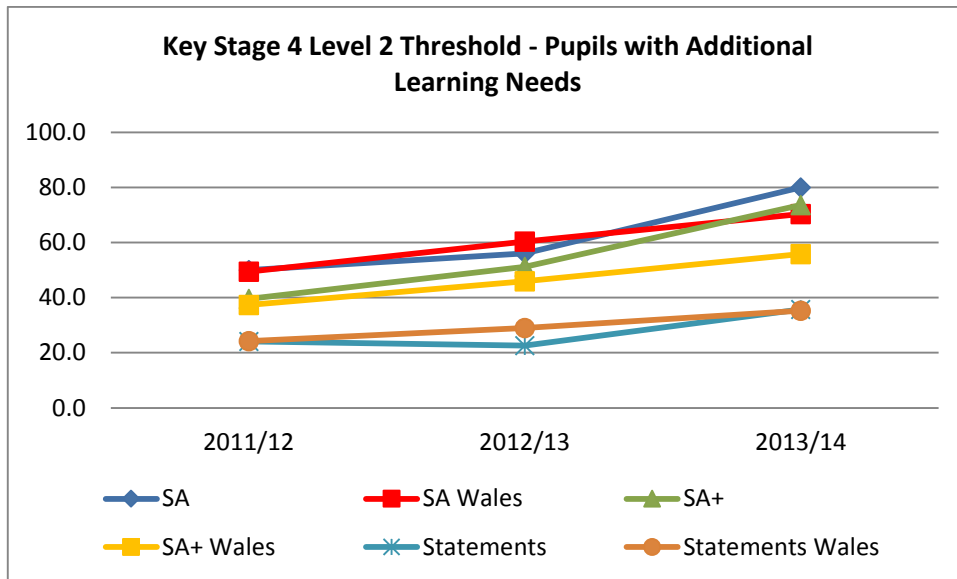
4.13   Level 1 Threshold (Lv1) Performance of Boys and Girls

Level 1 Threshold - Boys and Girls
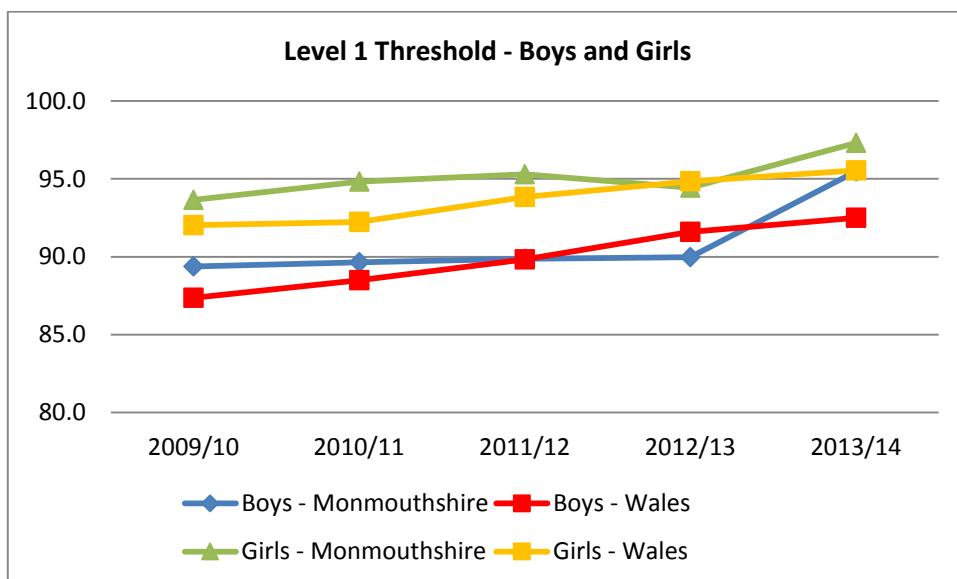
Girls in Monmouthshire continue to outperform boys in attainment of the 5 GCSEs A* to G at the end of Key Stage 4. However, that performance gap is less significant than or other Threshold indicators and has narrowed significantly in the last year to 1.8%. The gap across Wales has narrowed consistently over the last 5 years from 4.7% to 3.1%.

4.14 Level 1 Threshold (Lv1) – Free School Meal Pupil Performance

The performance of eFSM in attaining Level 1 Threshold is significantly below that of those pupils who are not eligible. In Monmouthshire, performance has improved from 70.9% to

83.8% between 2010 and 2014, an increase of 12.9%. However, this fell 15% short of the non eFSM performance. In the same period, performance across Wales has improved from 78.3% to 87.8%, 3.4% less than the increase seen in Monmouthshire.

Key Stage 4 Level 1 Threshold Performance - eFSM vs Non eFSM
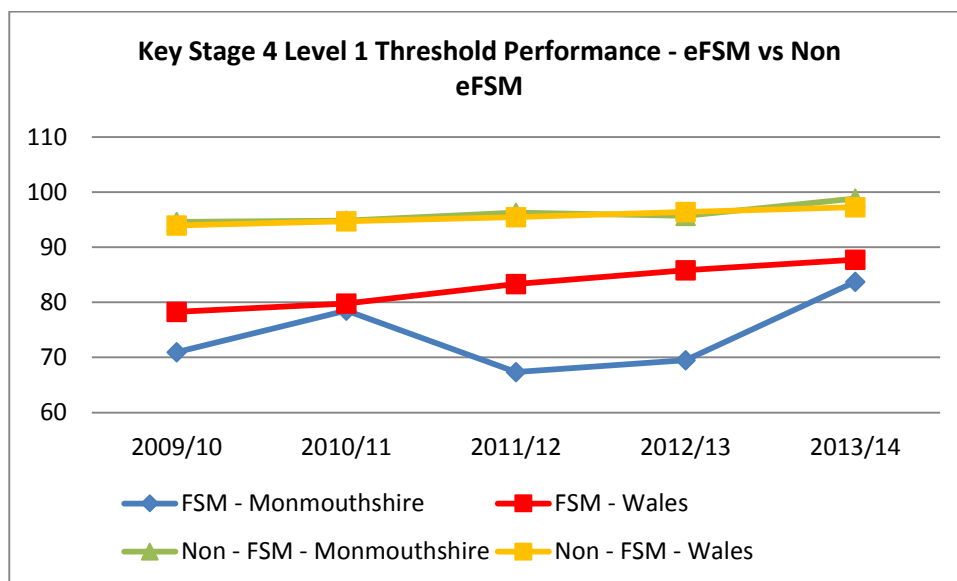
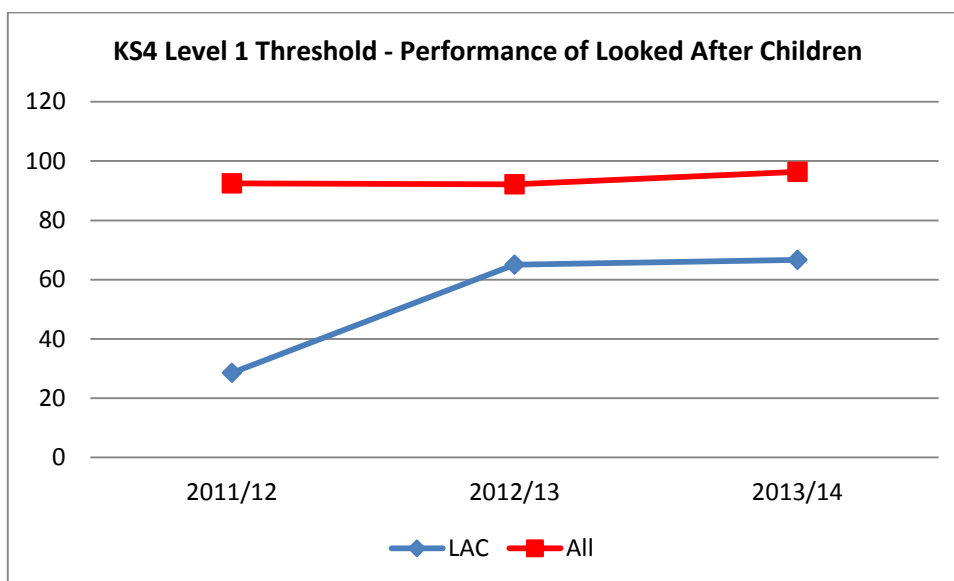### 4.15 Key Stage 4 Level 1 Threshold - Performance Gap Between Pupils Entitled and Not Entitled to FSM

The performance differential in Monmouthshire has consistently been greater than that across Wales. However, despite an overall narrowing the performance gap in Monmouthshire, it remains significant in 2014 at 15.1%; 5.6% greater than across Wales.

Key STage 4 Level 1 Threshold Performance Gap Between eFSM and Non eFSM
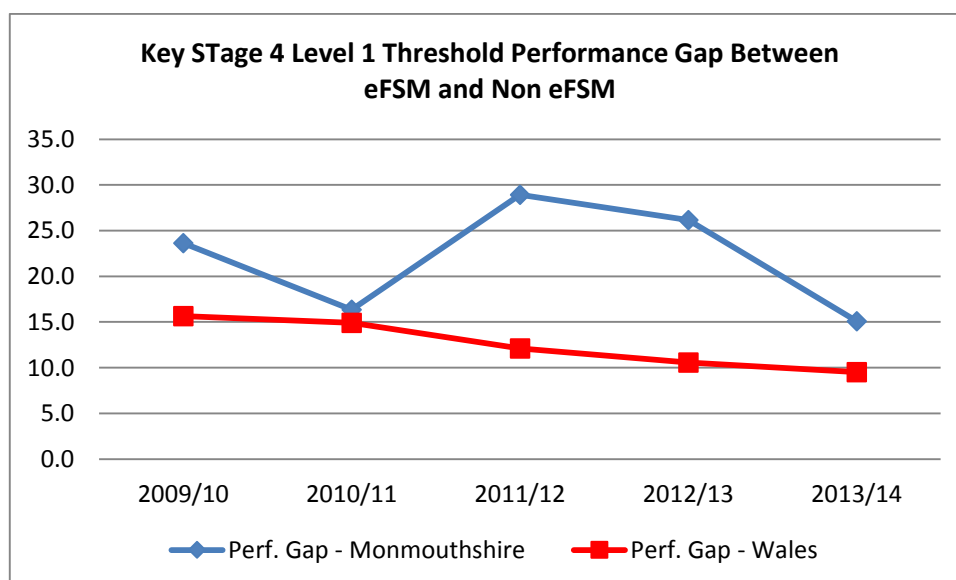
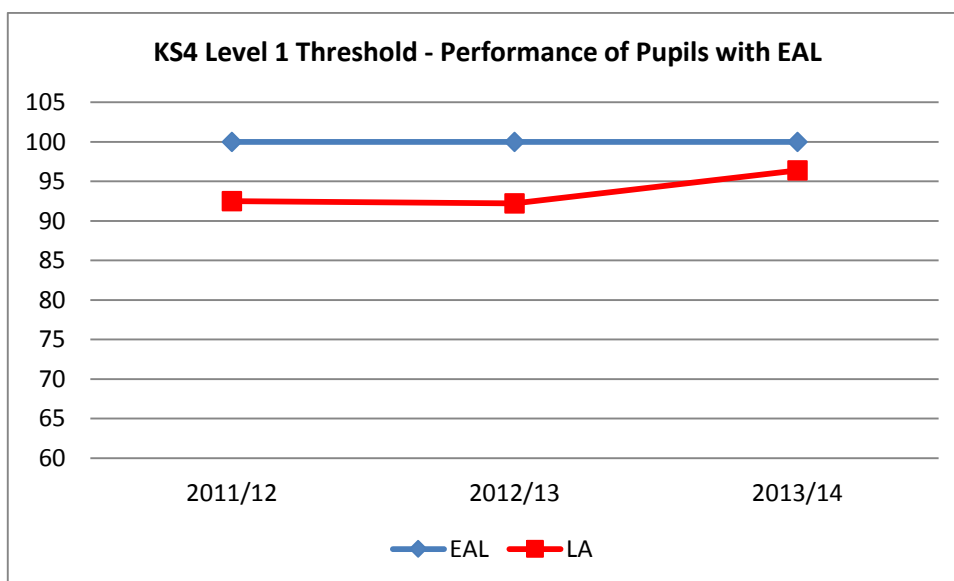### 4.16 Key Stage 4 Level 1 Threshold – Performance of Looked After Children (LAC)

The performance of LAC for this indicator is similar to that for Lv2inc and Lv2, albeit that greater numbers of LAC pupils attain this threshold. The gap, however, remains significant

and widened slightly in the last year. It should be noted that these small cohorts are often biased through additional educational challenges.

KS4 Level 1 Threshold - Performance of Looked After Children

4.17 Key Stage 4 Level 1 Threshold – Performance of Pupils with English as an Additional Language

Performance of pupils with EAL has consistently been excellent in attainment of 5 GCSEs A* to G; 100% of pupils have achieved this for the last three years.

**KS4 Level 1 Threshold - Performance of Pupils with EAL**

4.18 Key Stage 4 Level 1 Threshold – Performance of Pupils with Additional Learning Needs.

Performance of Pupils with ALN has improved in terms of their attaining 5 GCSEs A* to G over the last three years and in 2014, only fell 0.1% of the 86.4% attainment rate across Wales. In 2012, only 68%% of SEN pupils achieved the Level 1 Threshold.
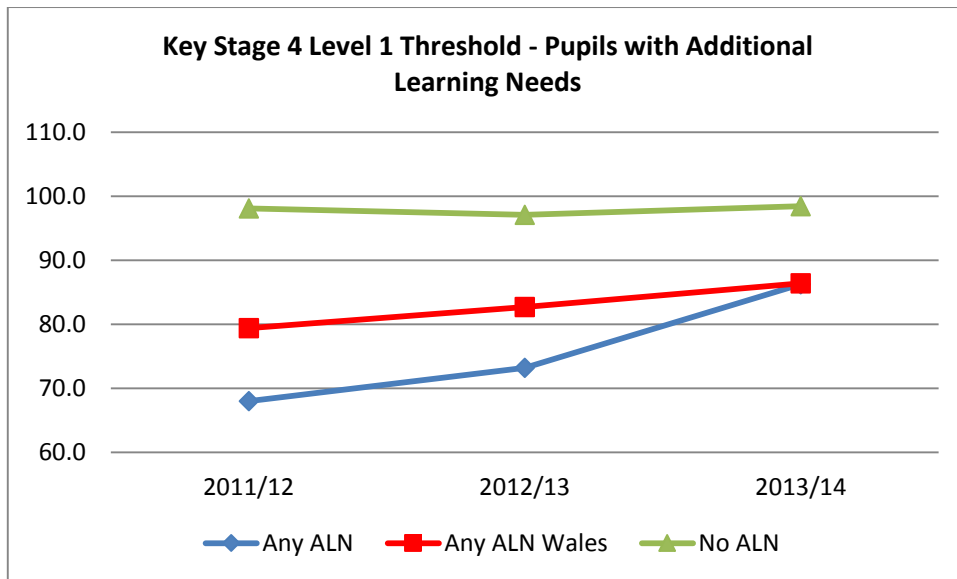
Key Stage 4 Level 1 Threshold - Pupils with Additional Learning Needs

The overall trend of improvement in performance for pupils with ALN is largely mirrored by the performance at each of the stages of the SEN Code of Practice (COP). The rate of improvement in Monmouthshire has either matched or exceeded that across Wales.

The performance of pupils at SA has improved and, at 96.4%, now exceeds the performance across Wales. The performance of pupils at SA+ and those having Statements of SEN has improved significantly. In 2014, 94.1% of pupils at SA+ and two thirds of Statemented pupils achieved 5 GCSEs A* to G. Across Wales, only 83.3% of SA+ and 61.4% of Statemented pupils achieved this.

Key Stage 4 Level 1 Threshold - Pupils with Additional Learning Needs
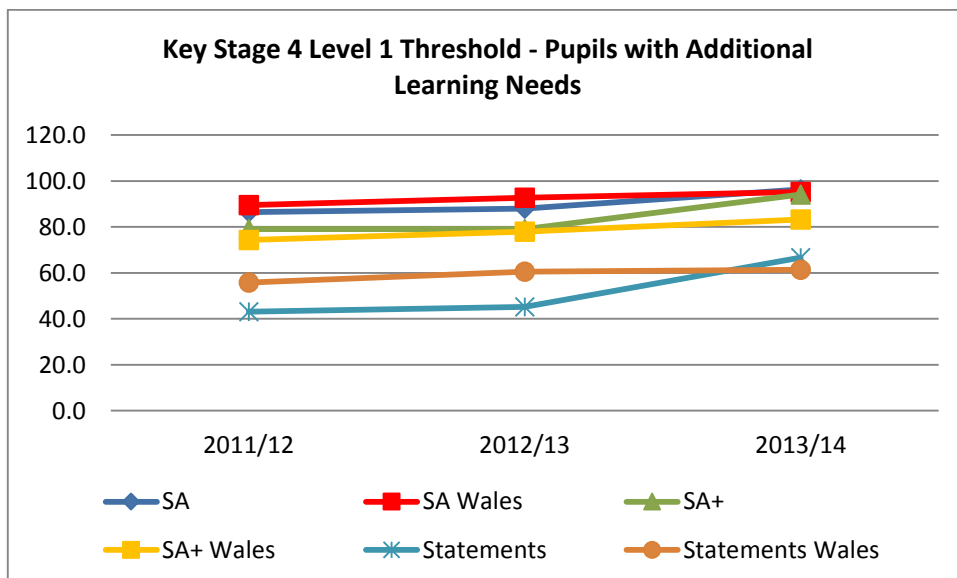
5. **Conclusion**

- Performance of girls is generally better than boys in Monmouthshire and across Wales across all Key Stages at expected and higher levels. This is particularly significant in terms of Literacy where the performance gap widens as pupils progress through the Key Stages.
- In Monmouthshire the gender performance gap is much less significant for numeracy and science / PSD than in literacy and is more in line with the performance gap seen across Wales.
- The gender performance gap is more pronounced in Monmouthshire than across Wales as a whole. This performance gap is narrowing in Monmouthshire at KS3 and at KS4, where the gap is widest but increased at Foundation Phase and Key Stage 2 in the last year.

- The difference in outcomes for those who are eFSM and those who are not is significant and develops throughout the Key Stages. This difference in outcomes is generally falling steadily across Wales at all Key Stages for most indicators. However, this is only reflected in Monmouthshire at Foundation Phase and Key Stage 3 albeit that the performance gap still remains significant at Key Stage 3. Key Stages 2 and 4 have seen a steady narrowing of the gap until last year which saw a significant widening of the gap once again. At Key Stage 4, the Monmouthshire difference in outcomes remains significantly greater than across Wales as a whole.
- The performance of eFSM pupils at all Key Stages failed to achieve targets in 2014.
- The performance gap at KS2 to KS4 is significant and continues to be an area of focus for ongoing intervention in order to address this. Schools are utilising newly available Pupil Deprivation Grant funding to support interventions for pupils who are eFSM in conjunction with support from EAS implementation strategies. It is likely that the impact of this is yet to be seen.

- The disparity between the achievements of Monmouthshire LAC in comparison with achievements of all pupils in Monmouthshire is significant. Historically performance is volatile, largely due to small cohort sizes of pupils with wide ranging abilities and educational needs.

- The difference in performance between pupils with English as an additional language and those for whom English is the main language is largely similar across all key stages. This is largely dependent on the level of acquisition of English at the point at which pupils enter the school and at what stage. By and large, pupils with EAL fare as well or better than their peers who speak English as their first language.

- Pupils with ALN in Monmouthshire have seen improved performance across all Key Stages over the last three years, although there has been a slight decline last year at Key Stages 2, 3 and 4 (for Lv2inc). This overall improvement has largely matched or exceeded that across Wales. In 2014, the performance of pupils with ALN in Monmouthshire slightly exceeded that seen across Wales for most Key Stages and Indicators.

27

- In terms of pupils with ALN, pupils at School Action and School Action Plus fare the best in Monmouthshire in comparison to their peers across the country, consistently exceeding the performance seen across Wales.
- Pupils with Statements of SEN in Monmouthshire also do comparatively well, particularly at Foundation Phase, Key Stage 2 and Key Stage 4.

- Most pupils in Monmouthshire within groups that are conventionally more vulnerable in terms of educational outcomes do comparatively well. This is with the exception of those pupils who are eFSM at the later Key Stages. Although the performance gap has been closing, in many cases it remains significant and has increased in the last year. For example, in 2014, pupils who were non eFSM were almost three times more likely to achieve the 'gold standard' Level 2 Threshold including English and mathematics indicator.

28