

Public Document Pack



County Hall
Rhadyr
Usk
NP15 1GA

Wednesday, 13 February 2019

Notice of meeting

Children and Young People Select Committee

Thursday, 21st February, 2019 at 10.00 am,
Council Chamber, County Hall, The Rhadyr, Usk, NP15 1GA

Please note that a pre meeting will be held 30 minutes prior to the start of the meeting for members of the committee.

AGENDA

| Item No | Item | Pages |
|---------|--|-----------|
| 1. | Apologies for Absence | |
| 2. | Declarations of Interest | |
| 3. | Public Open Forum | |
| 4. | Reconfiguration of the Sensory and Communication Support Service (SENCOM): Roger Thurlbeck, Head of SENCOM | 1 - 10 |
| 5. | Mounton House: Proposed Change to Funding Formula | 11 - 28 |
| 6. | EAS Business Plan: Helen Power, EAS | 29 - 80 |
| 7. | School Categorisation Report: Helen Power, EAS | 81 - 88 |
| 8. | Play Action Plan and Play Sufficiency Assessment | 89 - 102 |
| 9. | Confirmation of Minutes | 103 - 124 |
| 10. | Actions Arising from previous meeting | 125 - 126 |
| 11. | Children and Young People Select Committee Forward Plan | 127 - 130 |
| 12. | Council and Cabinet Work Planner | 131 - 156 |
| 13. | Date and time of the next meeting: 4th April 2019 | |

Paul Matthews

Chief Executive

MONMOUTHSHIRE COUNTY COUNCIL
CYNGOR SIR FYNWY

THE CONSTITUTION OF THE COMMITTEE IS AS FOLLOWS:

County Councillors:

L.Brown
M.Groucutt
L.Jones
D. Jones
M.Lane
M. Powell
T.Thomas
J.Watkins
S. Woodhouse

**Added Members
Members voting on Education Issues
Only**

Annette Daly
Vacant Seat (Roman Catholic Church)
Michael Fowler (Co-opted Member)
Vacant Seat (Co-optee)

**Added Members
Non Voting**

Peter Strong NEU
Leanne Wakerley
Fay Middleton (Trade Union)

Public Information

Access to paper copies of agendas and reports

A copy of this agenda and relevant reports can be made available to members of the public attending a meeting by requesting a copy from Democratic Services on 01633 644219. Please note that we must receive 24 hours notice prior to the meeting in order to provide you with a hard copy of this agenda.

Watch this meeting online

This meeting can be viewed online either live or following the meeting by visiting www.monmouthshire.gov.uk or by visiting our Youtube page by searching MonmouthshireCC.

Welsh Language

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.

Aims and Values of Monmouthshire County Council

Our purpose

Building Sustainable and Resilient Communities

Objectives we are working towards

- Giving people the best possible start in life
- A thriving and connected county
- Maximise the Potential of the natural and built environment
- Lifelong well-being
- A future focused council

Our Values

Openness. We are open and honest. People have the chance to get involved in decisions that affect them, tell us what matters and do things for themselves/their communities. If we cannot do something to help, we'll say so; if it will take a while to get the answer we'll explain why; if we can't answer immediately we'll try to connect you to the people who can help – building trust and engagement is a key foundation.

Fairness. We provide fair chances, to help people and communities thrive. If something does not seem fair, we will listen and help explain why. We will always try to treat everyone fairly and consistently. We cannot always make everyone happy, but will commit to listening and explaining why we did what we did.

Flexibility. We will continue to change and be flexible to enable delivery of the most effective and efficient services. This means a genuine commitment to working with everyone to embrace new ways of working.

Teamwork. We will work with you and our partners to support and inspire everyone to get involved so we can achieve great things together. We don't see ourselves as the 'fixers' or problem-solvers, but we will make the best of the ideas, assets and resources available to make sure we do the things that most positively impact our people and places.

Monmouthshire Scrutiny Committee Guide

Role of the Pre-meeting

1. Why is the Committee scrutinising this? (background, key issues)
2. What is the Committee's role and what outcome do Members want to achieve?
3. Is there sufficient information to achieve this? If not, who could provide this?
 - Agree the order of questioning and which Members will lead
 - Agree questions for officers and questions for the Cabinet Member

Questions for the Meeting

Scrutinising Performance

1. How does performance compare with previous years? Is it better/worse? Why?
2. How does performance compare with other councils/other service providers? Is it better/worse? Why?
3. How does performance compare with set targets? Is it better/worse? Why?
4. How were performance targets set? Are they challenging enough/realistic?
5. How do service users/the public/partners view the performance of the service?
6. Have there been any recent audit and inspections? What were the findings?
7. How does the service contribute to the achievement of corporate objectives?
8. Is improvement/decline in performance linked to an increase/reduction in resource? What capacity is there to improve?

Scrutinising Policy

1. Who does the policy affect ~ directly and indirectly? Who will benefit most/least?
2. What is the view of service users/stakeholders? Do they believe it will achieve the desired outcome?
3. What is the view of the community as a whole - the 'taxpayer' perspective?
4. What methods were used to consult with stakeholders? Did the process enable all those with a stake to have their say?
5. What practice and options have been considered in developing/reviewing this policy? What evidence is there to inform what works?
6. Does this policy align to our corporate objectives, as defined in our corporate plan?
7. Have all relevant sustainable development, equalities and safeguarding implications been taken into consideration? For example, what are *the procedures that need to be in place to protect children?*
8. How much will this cost to implement and what funding source has been identified?
9. How will performance of the policy be measured and the impact evaluated.

Questions for the Committee to conclude...

Do we have the necessary information to form conclusions/make recommendations to the executive, council, other partners? If not, do we need to:

- (i) Investigate the issue in more detail?
- (ii) Obtain further information from other witnesses – Executive Member, independent expert, members of the local community, service users, regulatory bodies...
- (iii) Agree further actions to be undertaken within a timescale/future monitoring report...

General Questions....

Empowering Communities

- How are we involving local communities and empowering them to design and deliver services to suit local need?
- Do we have regular discussions with communities about service priorities and what level of service the council can afford to provide in the future?

Service Demands

- How will policy and legislative change affect how the council operates?
- Have we considered the demographics of our council and how this will impact on service delivery and funding in the future?

Financial Planning

- Do we have robust medium and long-term financial plans in place?
- Are we linking budgets to plans and outcomes and reporting effectively on these?

Making savings and generating income

- Do we have the right structures in place to ensure that our efficiency, improvement and transformational approaches are working together to maximise savings?
- How are we maximising income? Have we compared other council's policies to maximise income and fully considered the implications on service users?
- Do we have a workforce plan that takes into account capacity, costs, and skills of the actual versus desired workforce?

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**Gwasanaethau Cymorth
Cyfathrebu a Synhwyrdd**

**Sensory & Communication
Support Service**

Monmouthshire Children and Young People Select Committee January 2019

Roger Thurlbeck
Head of Sensory and Communication Support Service

Sensory and Communication Support Service (SenCom)

- ▶ Communication Intervention Team - ComIT
- ▶ Hearing Impairment Service - HIS
- ▶ Vision Impairment Service - VIS

Caseload 2017-18

| | Overall | Monmouthshire |
|-----------------|----------------|----------------------|
| ▶ ComIT | 768 | 99 |
| ▶ HIS | 1308 | 225 |
| ▶ VIS | 366 | 43 |
| ▶ Totals | 2442 | 367 |

Three Year Trends - Monmouthshire

| | ComIT | |
|-------------|-------------|-------------|
| 2015/ 16 | 2016/ 17 | 2017/ 18 |
| 106 | 248 | 99 |

| | HIS | |
|-------------|-------------|-------------|
| 2015/ 16 | 2016/ 17 | 2017/ 18 |
| 187 | 175 | 225 |

| | VIS | |
|-------------|-------------|-------------|
| 2015/ 16 | 2016/ 17 | 2017/ 18 |
| 45 | 44 | 43 |

Costs

- ▶ For 2019/20 the cost of SenCom will be £1,659,646
- ▶ In 2018/19 the cost was just over £2.2 million
- ▶ Monmouthshire County Council contribute 13.1% of the budget which for 2019/20 will be £296,471

Newport Withdrawal

- ▶ Newport contribute 26.6% of SenCom Budget which for 2019/20 would have been £601,684 .
- ▶ 91% of SenCom budget is salary or fixed costs.
- ▶ £100,000 will come from none fixed costs.
- ▶ Just over £500,000 will be a reduction in staffing.

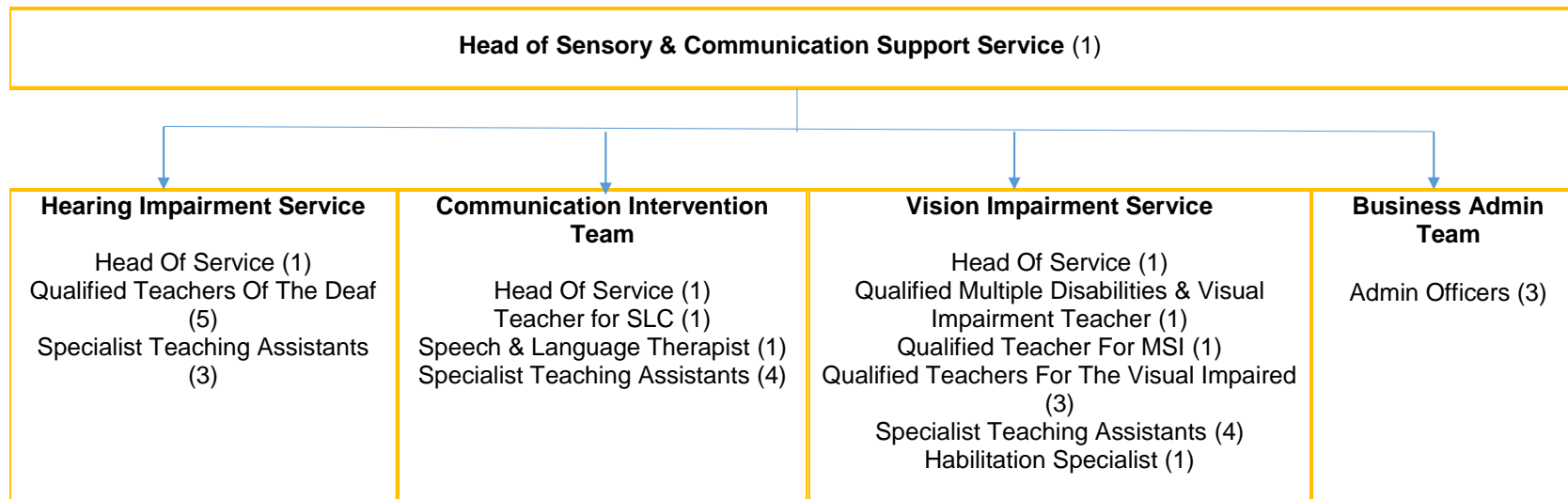
Newport Withdrawal

- ▶ Will be a reduction of 16 staff (11.3 FTE)
- ▶ 7 staff will TUPE to Newport
- ▶ 6 Staff are to have compulsory redundancy
- ▶ 3 Staff have requested voluntary redundancy

SenCom Going Forward

Sensory & Communication Support Service Draft Structure: As Of April 2019

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As Of April 2019

| HIS | ComIT | VIS | Business Admin |
|-------------------------------------|-------------|-----------------|----------------|
| 7.98FTE (9) -4 | 5.64 (7) -4 | 9.24FTE (11) -7 | 1.75FTE (4) -1 |
| 25.61FTE Posts (31) -16 (-11.3 FTE) | | | |

For Comparison:

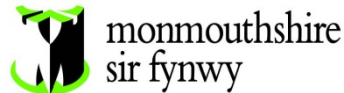
As Of September 2018

| HIS | ComIT | VIS | Business Admin |
|---------------------|--------------|---------------|----------------|
| 10.95FTE (13) | 8.08FTE (11) | 13.79FTE (18) | 3.27FT (5) |
| 37.09FTE Posts (47) | | | |

Risk Factors

- ▶ Change in staffing for schools and families
- ▶ Loss of experience within the service
- ▶ A greater need to prioritise caseload
- ▶ Resilience to fluctuation of caseload
- ▶ Staff morale and wellbeing.

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| | |
|---------------------------------|--|
| SUBJECT: | CONSULTATION ON THE PROPOSED CHANGES TO MOUNTON HOUSE SPECIAL SCHOOL FUNDING FORMULA. |
| MEETING: | CYP SELECT COMMITTEE |
| DATE: | 21ST FEBRUARY 2019 |
| DIVISION/WARDS AFFECTED: | ALL |

1. PURPOSE:

The purpose of this report is to seek the view of the CYP Select members regarding the consultation on the proposed changes to the funding formula for Mouton House Special School.

2. RECOMMENDATIONS:

To scrutinise the proposal and to provide feedback for the consultation.

3. KEY ISSUES:

Background

- 3.1 The funding formula for schools is regularly reviewed for schools to ensure that the funds are distributed fairly.
- 3.2 The consultation document attached in appendix 1 identifies the issues with the current formula and the reasons to make the changes.
- 3.3 The consultation document details the list of consultees this includes all elected members.
- 3.4 The consultation period is for 4 weeks and closes on 22nd February 2019 (noon).
- 3.5 The Headteacher has met with the CYP finance manager to discuss the proposal.
- 3.6 At the time of writing this paper no responses have been received, however all responses up to the closing date will be included in the cabinet paper for the meeting on 6th March 2019.

4. OPTIONS APPRAISAL

This option was put forward given the recent reduction in pupil numbers at the school. The alternative would be to reduce funding for all Monmouthshire schools via a formula change, however all other schools are not facing the same reduction in pupil number and therefore this proposal was considered the preferable one.

5. REASONS:

Due to the reduction in pupil numbers this proposal seeks to reduce the funding for Mounton House Special School in line with this reduction.

6. RESOURCE IMPLICATIONS:

There will be a saving of £275,000 which will not be re distributed to other schools, but will be used as a saving to offset the shortfall in the 2019-20 Monmouthshire County Council Budget.

7. WELLBEING OF FUTURE GENERATIONS IMPLICATIONS (INCORPORATING EQUALITIES, SUSTAINABILITY, SAFEGUARDING AND CORPORATE PARENTING):

This is included in appendix 4.

8. CONSULTEES:

All Headteachers
Chairs of Governing Bodies
Members of the School Budget Forum
Senior Leadership Team
Departmental Management Team
Diocesan Directors
All Elected Members.

9. BACKGROUND PAPERS:

Funding formula – Monmouthshire
The Schools Budget Share (Wales) Regulations 2010.

10. AUTHOR:

Nikki Wellington

11. CONTACT DETAILS:

Tel: 01633 644549 E-mail: nicolawellington@monmouthshire.gov.uk

MONMOUTHSHIRE LOCAL EDUCATION AUTHORITY
CHILDREN AND YOUNG PEOPLE DIRECTORATE
CONSULTATION DOCUMENT – CHANGES TO THE FUNDING
FORMULA FOR SCHOOLS.

- This document forms part of the consultation process on the proposed changes to the funding formula which delegates funding to schools within Monmouthshire.
- The relevant Welsh Government legislation that Monmouthshire Local Education Authority is bound by is:

The Schools Budget Share (Wales) Regulations 2010.

CONSULTATION DOCUMENT

**CHANGES TO THE DELEGATION OF FUNDING FOR SCHOOLS WITHIN
MONMOUTHSHIRE.**

Date of Issue: **25th January 2019**

Action Required: **Consultation closes noon on the 22nd February 2019.**

Title of Document: The Review of Funding for Schools in Monmouthshire Consultation Document.

Audience: All Head teachers of Monmouthshire Schools, Chairs of Governing Bodies of Monmouthshire Schools, The Schools Budget Forum, the Senior Leadership Team, the Departmental Management Team of the Children and Young People Directorate, Diocesan Directors of Education, and All Elected Members.

Overview: This document details the background that gave rise to the review of the current consultation on Schools funding and then outlines the new proposals for the distribution of this funding.

Action Required: A proforma (Appendix 2) is enclosed for your response. The completed form should be sent to the address below by the consultation closing date of **noon on the 22nd February 2019**

Responses to: Nikki Wellington

Finance Manager
Children and Young People Directorate
Monmouthshire County Council
@Innovation House
PO Box 106
Caldicot
Monmouthshire
NP26 9AN
e-mail: nicolawellington@monmouthshire.gov.uk

Further Information: Enquiries about this consultation document should be directed to **Nikki Wellington**

Nikki Wellington
Tel: 01633 644549 / 07766 504389
e-mail: nicolawellington@monmouthshire.gov.uk

Additional Copies: These can be obtained from Nikki Wellington (telephone number and e-mail address above)

Related Documents: The Schools Budget Shares (Wales) Regulations 2010

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| 2 Issues with Current Arrangements | 4 |
| 3 Proposal | 4 |

Appendix 2 – Current and proposed funding from the Section 52.

Appendix 3 – Response proforma.

1. Background

- 1.1 The school budget forum reviews the funding formula for school regularly to ensure that the funding is distributed to schools in the fairest way.
- 1.2 Following a meeting of the School Budget Funding Forum on the 24th January 2019, members agreed to consult on the funding formula for Mounton House Special School.

2. Issues with current arrangements

- 2.1 The current formula provides funding for both day and residential pupils attending the school. The current placement funding is 42, this includes capacity for 18 residential pupils.
- 2.2 Currently there are 21 pupils on role with 1 pupil being residential. Of these pupils 5 are Monmouthshire pupils.
- 2.3 The funding formula was last reviewed in 2015 this was following the reduction of the number of pupils on role at that time. At this time there were 42 pupils on role.

3. Proposal.

- 3.1 The proposal is to change the formula to fund on a lower number of pupils to reflect the actual numbers on roll. This will equate to a reduction of £275,000.
- 3.2 Appendix 1 details the current and proposed funding, while the reduction has been assumed as a lump sum in emotional and behavioural difficulties, it will be the decision of the Governing Body as to where the savings are made. This is based on the funding for 2018-19.
- 3.3 The reduction in funding would not be redistributed to other schools it would be used as a saving to close the gap on the wider Monmouthshire County Council budget for 2019-20.
- 3.4 The local authority will work closely with the Governing Body to achieve the savings. All Monmouthshire policies will be followed and advice will be provided by employee services, finance and any other relevant officers.
- 3.5 The consultation closes noon on the 22nd February 2019. The consultation questions are listed below and a proforma to respond is attached in appendix 2.
 - **Question 1 – Do you agree with the current proposal?**
 - **Question 2 – If you do not agree please provide details of how the saving of £275,000 should be made from school budgets.**

Appendix 3

MONMOUTHSHIRE COUNTY COUNCIL
CHILDREN AND YOUNG PEOPLE DIRECTORATE
CONSULTATION PROFORMA FOR SCHOOLS FUNDING FORMULA

Deadline for replies: 22nd February 2019 (noon)

| | |
|-------------------------------|---|
| Contact Name: | Nicola Wellington |
| Organisation: | Monmouthshire County Council |
| Address (including postcode): | @Innovation House Wales 1 Business Park Magor NP26 9AN |

E- mail: Nicolawellington@monmouthshire.gov.uk

Phone number: 01644 644549

It would be helpful if you could comment as fully as possible when answering the question, as this will help the consultation process. Please return your completed proforma to:

Nikki Wellington, Finance Manager CYP, Children and Young People Directorate, Monmouthshire County Council, @ Innovation House, PO Box 106, Caldicot Monmouthshire NP26 9AN .

Telephone number 01633 644549

nicolawellington@monmouthshire.gov.uk

Responses to this consultation will be made public. The name and organisation will be made public along with the response, unless you indicate otherwise, as this gives credibility to the consultation exercise.

Please tick the box if you want us to keep your response confidential

If you are responding on behalf of a group or organisation could you please tick the box below which best describes you as a respondent:

| | | |
|--|--------------------------|----------------------|
| LEA Member or Officer | <input type="checkbox"/> | <input type="text"/> |
| School Governor or Governing Body (please specify) | <input type="checkbox"/> | <input type="text"/> |
| Diocesan Body | <input type="checkbox"/> | <input type="text"/> |
| Head teacher | <input type="checkbox"/> | <input type="text"/> |

Teaching Union (please specify)

Other Organisation (please specify)

Q1 – Do you agree with this proposal?

Q2. - If you do not agree with this proposal, do you have any other suggested method of reducing school budgets by £275,000.



monmouthshire
sir fynwy

Future Generations Evaluation (includes Equalities and Sustainability Impact Assessments)

| | |
|--|--|
| <p>Name of the Officer Nikki Wellington</p> <p>Phone no: 01633 644549 E-mail: nicolawellington@monmouthshire.gov.uk</p> | <p>Please give a brief description of the aims of the proposal</p> <p>CONSULTATION ON THE PROPOSED CHANGES TO MOUNTON HOUSE SPECIAL SCHOOL FUNDING FORMULA.</p> |
| <p>Name of Service CYP Finance</p> | <p>Date Future Generations Evaluation 13th February 2019</p> |

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NB. Key strategies and documents that may help you identify your contribution to the wellbeing goals and sustainable development principles include: Single Integrated Plan, Continuance Agreement, Improvement Plan, Local Development Plan, People Strategy, Asset Management Plan, Green Infrastructure SPG, Welsh Language Standards, etc



- 1. Does your proposal deliver any of the well-being goals below?** Please explain the impact (positive and negative) you expect, together with suggestions of how to mitigate negative impacts or better contribute to the goal.

| Well Being Goal | Does the proposal contribute to this goal? Describe the positive and negative impacts. | What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts? |
|--|--|--|
| <p>A prosperous Wales Efficient use of resources, skilled, educated people, generates wealth, provides jobs</p> | <p>The proposal will reduce funding by £275,000, while the Governing Body are responsible for finding the savings the amount required to be found will have an impact on staffing in the school.</p> | <p>All adult: pupil ratios will be maintained, the school has seen a large reduction in pupil numbers and therefore staffing will need to be reduced to reflect this. Any staffing changes will be make in</p> |

| Well Being Goal | Does the proposal contribute to this goal? Describe the positive and negative impacts. | What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts? |
|---|---|--|
| | | accordance with our protection of employment policy. |
| A resilient Wales Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change) | | |
| A healthier Wales People's physical and mental wellbeing is maximized and health impacts are understood | There may be a negative impact on staff where posts are made redundant. This may impact on the wellbeing of those staff. The loss of staff may also impact on pupils who have built up relationships with those staff. | All policies will be followed to protect employment. If compulsory redundancies are required then staff will be supported appropriately. All pupils will be supported appropriately by staff in the school and the wider education directorate. |
| A Wales of cohesive communities Communities are attractive, viable, safe and well connected | | |
| A globally responsible Wales Taking account of impact on global well-being when considering local social, economic and environmental wellbeing | | |
| A Wales of vibrant culture and thriving Welsh language Culture, heritage and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation | | |
| A more equal Wales People can fulfil their potential no matter what their background or circumstances | | |

2. How has your proposal embedded and prioritised the sustainable governance principles in its development?

| Sustainable Development Principle | Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why. | Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts? |
|---|---|---|
|  <p>Long Term</p> <p>Balancing short term need with long term and planning for the future</p> | <p>Pupil numbers have reduced over a number of years and the trend has been that these continue to reduce. The longer term need is to balance the wider finances for Monmouthshire County Council to maintain funding to continue services in the future. A large part of the funding for schools is based on pupil numbers and therefore this needs to distribute fairly across all schools.</p> | |
|  <p>Collaboration</p> <p>Working together with other partners to deliver objectives</p> | | |
|  <p>Involvement</p> <p>Involving those with an interest and seeking their views</p> | <p>The consultation document has gone to a large number of consultees, including the Headteacher and Chair of Governors all these views will be considered when making the proposal to Cabinet.</p> | |

| Sustainable Development Principle | Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why. | Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts? |
|---|--|---|
|  <p>Prevention</p> <p>Putting resources into preventing problems occurring or getting worse</p> | <p>The saving being made will support the wider Monmouthshire County Council budget position, this will allow services to continue and make best use of resources.</p> | |
|  <p>Integration</p> <p>Considering impact on all wellbeing goals together and on other bodies</p> | <p>The impact on well-being of staff and pupils has been detailed above, all policies will be followed and pupils and staff will be supported appropriately.</p> | |

3. Are your proposals going to affect any people or groups of people with protected characteristics? Please explain the impact, the evidence you have used and any action you are taking below. For more detailed information on the protected characteristics, the Equality Act 2010 and the Welsh Language Standards that apply to Monmouthshire Council please follow this link: <http://hub/corporatedocs/Equalities/Forms/AllItems.aspx> or contact Alan Burkitt on 01633 644010 or alanburkitt@monmouthshire.gov.uk

| Protected Characteristics | Describe any positive impacts your proposal has on the protected characteristic | Describe any negative impacts your proposal has on the protected characteristic | What has been/will be done to mitigate any negative impacts or better contribute to positive impacts? |
|---------------------------|---|---|---|
| | | | |

| Protected Characteristics | Describe any positive impacts your proposal has on the protected characteristic | Describe any negative impacts your proposal has on the protected characteristic | What has been/will be done to mitigate any negative impacts or better contribute to positive impacts? |
|-------------------------------|---|---|---|
| Age | | Where compulsory redundancies are being considered there could be a greater impact on the employment opportunities of some staff. | All protection of employment policies will be followed to ensure the greatest opportunities for all. |
| Disability | | Pupils attending the school will have a statement of additional needs, the pupils may be impacted with the loss of staff that they are familiar with. | Adult: pupil ratios will be maintained and all pupils will be supported though the transition. |
| Gender reassignment | | | |
| Marriage or civil partnership | | | |
| Pregnancy or maternity | | | |
| Race | | | |
| Religion or Belief | | | |
| Sex | | | |
| Sexual Orientation | | | |
| Welsh Language | | | |

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4. Council has agreed the need to consider the impact its decisions has on important responsibilities of Corporate Parenting and safeguarding. Are your proposals going to affect either of these responsibilities? For more information please see the guidance <http://hub/corporatedocs/Democratic%20Services/Safeguarding%20Guidance.docx> and for more on Monmouthshire's Corporate Parenting Strategy see <http://hub/corporatedocs/SitePages/Corporate%20Parenting%20Strategy.aspx>

| | Describe any positive impacts your proposal has on safeguarding and corporate parenting | Describe any negative impacts your proposal has on safeguarding and corporate parenting | What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts? |
|---------------------|---|---|--|
| Safeguarding | | | |
| Corporate Parenting | | | |

5. What evidence and data has informed the development of your proposal?

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Pupil numbers at the school, budget information for both wider Monmouthshire and education. Funding and budget projections for Moun-ton House Special school. Staffing numbers at the school.

6. **SUMMARY:** As a result of completing this form, what are the main positive and negative impacts of your proposal, how have they informed/changed the development of the proposal so far and what will you be doing in future?

The main negative impact will be the possible loss of posts at the school. All policies will be followed to offer the staff the maximum opportunities going forward.

7. **ACTIONS:** As a result of completing this form are there any further actions you will be undertaking? Please detail them below, if applicable.

| What are you going to do | When are you going to do it? | Who is responsible | Progress |
|--------------------------------------|------------------------------|--------------------|----------|
| Cabinet – paper recommending changes | 6 th March 2019 | Nikki Wellington | |
| | | | |
| | | | |

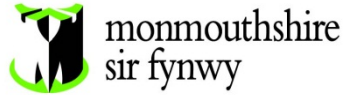
8. MONITORING: The impacts of this proposal will need to be monitored and reviewed. Please specify the date at which you will evaluate the impact, and where you will report the results of the review.

| | |
|--|----------------|
| The impacts of this proposal will be evaluated on: | September 2020 |
|--|----------------|

9. VERSION CONTROL: The Future Generations Evaluation should be used at the earliest stages of decision making, and then honed and refined throughout the decision making process. It is important to keep a record of this process so that we can demonstrate how we have considered and built in sustainable development wherever possible.

| Version No. | Decision making stage | Date considered | Brief description of any amendments made following consideration |
|-------------|-----------------------|----------------------------|--|
| 1.0 | Cabinet | 6 th March 2019 | |
| | | | |
| | | | |

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SUBJECT: EDUCATION ACHIEVEMENT SERVICE (EAS) BUSINESS PLAN (2019-2021) and LOCAL AUTHORITY ANNEX 2019-2020 (Draft for consultation)

MEETING: Children and Young People's Select Committee
DATE: 21 February 2019
DIVISION/WARDS AFFECTED: All

1. PURPOSE:

1.1. This report asks for members to consider the full contents of the draft EAS Business Plan 2019-2020 and the Local Authority Annex 2019-2020, as part of the regional consultation process. Through this activity members will ensure that the plan enables appropriate support for schools to improve and that all pupils reach their potential across Monmouthshire.

2. RECOMMENDATIONS:

2.1. Members are asked to take the opportunity to comment on the contents of the Business Plan as part of the consultation process, and provide a written response as appropriate.

2.2. Members are asked to consider the main strengths and areas for development within Monmouthshire, as detailed in LA Annex and to consider how LA services can be aligned to meet the ambitious targets within the Business Plan, therefore ensuring all pupils meet their full potential.

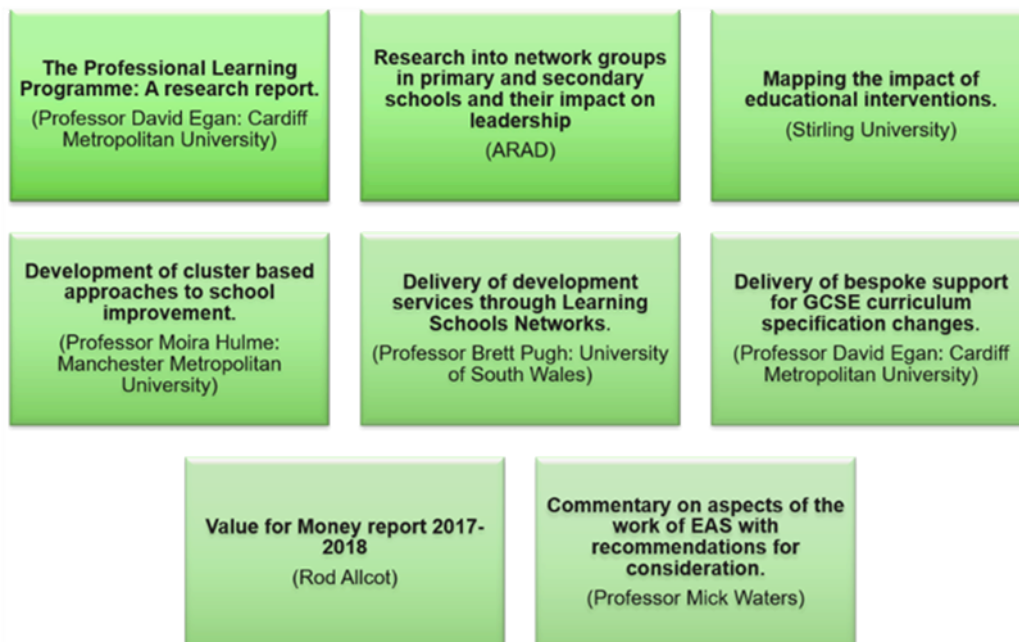
3. KEY ISSUES:

3.1. The EAS is required to submit an annual overarching regional Business Plan with accompanying annexes for each of the five Local Authorities (LAs). This Business Plan (2019–2020) outlines the programme of work that is required to continue to accelerate outcomes and provision for children and young people in settings and schools in South East Wales. The plan focuses on the need to raise aspiration and accelerate improvement in pupil outcomes, improve the quality of teaching and leadership, support schools to realise the national reform agenda and to continue to build upon the self-improving system within and across schools and settings.

3.2. Priorities for the Business Plan have been derived from Local Authority Strategic Plans, the progress that has been made towards the previous Business Plan, areas that have been identified as requiring improvements through internal self-evaluation processes, external research and feedback from Estyn. The delivery model for the Business Plan is on a regional basis, the needs of each school and trends within each LA are met through bespoke work with each school. This Business Plan addresses Monmouthshire local authority strategic priorities that fall within the remit of the work of the EAS.

3.3. The delivery model for the Business Plan is on a regional basis, the needs of each school and trends within Monmouthshire are met through bespoke work with each school. The EAS offers a wide range of bespoke support that is based upon best practice.

3.4. The EAS Business Plan priorities continues to be shaped using the outcomes of external reviews and research:



3.5. Please note that a mid-year evaluation of the current business plan has been submitted to each of the EAS governance groups and has been available for local authorities to share as appropriate within their own democratic processes. School and aggregate LA performance data has been presented to this committee in previous reports and this business plan has been informed by that data analysis.

3.6. The Business Plan is in the consultation process. The Consultees are noted below:

- Education Achievement Service Staff
- SEWC Directors and Diocesan Directors
- Regional Joint Executive Group
- Education Achievement Service Company Board
- Education Achievement Service Audit and Risk Assurance Committee
- Individual Local Authority Education Scrutiny Committees
- Regional Headteacher Strategy Group
- Regional Governor Strategy Group
- Pupil Consultation

3.7. Advice and guidance have also been sought from the following people:

- Sir Alasdair MacDonald (Adviser to Cabinet Secretary for Education for vulnerable learners)

3.8. The final version of the Business Plan will be supported by a range of supporting documents:

- Local Authority Annex documents 2019 – 2020
- Detailed Business Plan 2019–2020
- Regional Grant Mapping Overview 2019–2020
- Regional Self-Evaluation Report (Executive Summary)
- EAS Risk Register (Executive Summary)
- Regional Professional Learning Offer 2019–2020
- Local Authority Strategic Education Plans

3.9. The regional focus for improvements (these are also focus areas for all schools within Monmouthshire) for 2019/2020, will be to secure further improvement in the following areas:

- To provide schools and settings access to a wide range of professional learning and advice and guidance to support: the successful realisation of the curriculum and wider reform agenda, the implementation of the Professional Standards for Leaders and Teachers and the implementation of the national self-evaluation framework.
- To facilitate and quality assure effective professional learning opportunities to enable the sharing of best practice within and beyond the region, ensuring all schools and settings have access to evidence-based research to continually improve their practice and aim for excellence.
- To continue to raise aspiration, improve pupil outcomes (particularly for vulnerable groups of learners: FSM, gender, EAL, more able (MA) and LAC) and reduce the variance within and across schools, settings and LAs.
- To accelerate improvement in schools and settings where improvement remains too slow by ensuring earlier intervention and support and supporting the use of local authority statutory powers to accelerate progress.
- To provide a range of professional learning and bespoke support to reduce the variance within and across identified schools and to improve the quality of leadership, teaching and learning, particularly within the secondary phase across all departments.
- Supporting schools to ensure pupils make appropriate progress in literacy, numeracy and digital skills at all phases.
- To embed and refine the regional Equity and Wellbeing Strategy to improve regional multi agency working, to reduce duplication and to simplify the support offer to schools and settings for disadvantaged learners.
- To further develop the regional strategy to develop a self-improving system through the cluster, networks, learning network schools and peer working models.
- To work with other middle tier partners to implement the new arrangements for accountability and to ensure a streamlined approach to the reform agenda.

The Regional Ambition is, by 2021 that:

3.10. Working with our key partners we will aim to transform the educational outcomes and life chances for all learners across South East Wales. We will do this by:

- Ensuring successful learning experiences and high levels of wellbeing particularly for those facing the greatest challenges;
- Building effective networks of professionals, across the five Local Authorities and beyond and working together to improve leadership, teaching and learning; and
- Attracting and retaining a team of outstanding people who embed our core values in their work and share a passion for excellence.

3.11. This Business Plan addresses each local authority strategic priority that are indicated with *. These priorities fall within the remit of the work of the EAS. Additionally, the EAS will work in partnership with Monmouthshire LA to support additional local authority priorities, as appropriate.

3.12. The EAS will support the LA in their statutory responsibility of securing that their education and training functions are exercised with a view to promoting high standards and promoting the fulfilment of learning potential.

3.13. The improvements that are required at regional and local authority level require a strong commitment of partnership-working to be successful. Where local authorities and the EAS work in close partnership there is evidence, particularly with regards to schools causing concern, that rapid and sustainable school improvement can be achieved.

3.14. Monmouthshire Strategic Priorities (as provided by the LA):

| Strategic priorities for 2019/2020 | Main link (s) to the improvement strands within the Business Plan |
|--|--|
| Improve outcomes of vulnerable groups, including FSM learners, particularly at key stage 4.* | Improvement Strand: 1, 2 and 3 |
| Reduce variance in outcomes, teaching and leadership, particularly at key stage 4, using the Excellence in Teaching and Learning Framework as a tool for improvement.* | Improvement Strand: 1, 2 and 3 |
| Strengthen leadership capacity in identified schools.* | Improvement Strand: 1 and 2 |
| Secure appropriate progress for learners across the full range of cognitive abilities of pupils.* | Improvement Strand: 1, 2 and 3 |
| Reduce the amount of fixed term exclusions. | Improvement Strand: 1, 2 and 3 |

3.15. Each improvement strand within this plan now has a specific emphasis on the work of the EAS in promoting improved outcomes for vulnerable learners, in particular those in receipt of FSM. These strategies are based on a wide range of research evidence. It will be important that all other stakeholders, including Monmouthshire LA and schools, have their own specific strategies to support vulnerable learners.

LA Annex Documents

3.16. Each LA Annex contains an overview of the performance and the main areas for development at a LA level. A summary of the schools that require the highest levels of support, inspection outcomes and an overview of categorisation for the LA. Pupil progress information is included for the first time. The EAS will work closely with all key partners to ensure the realisation of this Business Plan. The implementation of the tiers, noted below, are embedded in the way in which we will continue to work across the sectors.

How does the EAS support schools to identify and address their school improvement priorities?

3.17. Through regional funding the EAS has invested in building the capacity of schools and educational settings within the region over the last five years to enable more collaborative ways of working. This approach is enabling teachers and leaders to learn from each other, to try out new approaches and to engage with educational research as the backdrop for improvement. Across the region there are now a variety of ways in which the EAS supports and challenges school improvement. The impact and effectiveness of the strategies are reviewed regularly through both internal and external processes. A summary of these supporting strategies are below:

- The role of the Challenge Adviser in supporting, brokering and challenging the pace of progress schools make in addressing their identified school priorities;
- The role of EAS Officers (including subject specific support, support for governors, Wellbeing and Equity) in supporting, brokering and challenging the pace of progress schools make in addressing their identified school priorities;
- Access to funded school networks (Learning Network Schools) that support all aspects of professional development and school improvement focused on improving the quality of leadership and teaching and learning;
- Access to a wide range of professional learning, some with accreditation options, for teaching assistants, teachers, school leaders and governors.
- Peer working and peer reviews;
- The use of trained and accredited coaches and mentors for teachers and leaders, sourced from within and beyond;
- Access to eLearning materials and high-quality resources.

Risk Implications

3.18. There are several risks that have been identified as potential barriers to the successful implementation of the Business Plan priorities, these are noted below:

- Full use is not made of consultation events to help shape the direction of the Business Plan to ensure collective regional ownership of priorities and actions for improvement;
- The work of the EAS in improving outcomes for learners (particularly vulnerable learners) will not be optimised unless there is engagement with all key partners across LAs to ensure effective joint targeting of resources;
- A lack of clarity about respective roles of the EAS and LA partners in the school improvement agenda;

- Schools / settings that require improvement are not: identified at an earlier enough stage, accessing /engaging / receiving the most appropriate or effective support, are not held to account in a timely manner using the most appropriate strategies;
- Agreed actions are not carried out in a timely manner by identified parties;
- There is not consistent application of agreed regional protocols;
- LA statutory powers are not utilised in a consistent, appropriate and timely way; and
- Uncertain financial projections to enable more effective long term planning.

4. REASONS:

4.1. The South East Wales Consortium is required to submit to the Welsh Government a three-year business plan that will be updated annually. This plan and the Blaenau Gwent LA Annex cover the period 2019-2020. This meets the requirements set out in the Welsh Government's National Model for Regional Working. The business plan addresses all aspects in support of improvements across the school and settings in Blaenau-Gwent.

5. RESOURCE IMPLICATIONS:

5.1. The EAS has a robust governance model that is underpinned by the Collaboration and Members agreement (CAMA). The EAS is funded on an annual basis from three sources, illustrated below. A detailed spending plan will accompany the final Business Plan which is intrinsically linked to all actions contained within it. A detailed overview of the regional distribution of grants is shared with all stakeholders on a termly basis.

5.2. The EAS was set up originally to be reliant on three funding streams to remain financially viable: core funding from councils, grant funding (this includes a contribution from the regional Education Improvement Grant (EIG) and other Welsh Government Grants and income generated from trading services to schools, which due to the notion of a self-improving school system has now been successfully eradicated as an income stream.

5.3. The EAS continues to be hampered by short term grant awards from Welsh Government but working with you we will continue to make the best use of this funding in a suboptimal environment. We continue to manage staff changes and are now some 44% smaller in payroll staff than when we started in 2012. Whilst this has been effectively managed to date it continues to be a contributing factor in increased cash contributions to the pension fund to meet the pension liability (circa £170k is required in each of the next two financial years).

5.4. Over the past three financial years, the EAS has been able to contribute to the efficiency savings of Councils by reducing the core funding commitment by 8%. Following a recent meeting of the EAS Company Board the funding profile for 2019/20 was discussed. Taking all factors into consideration, the Company Board agreed that it could offer a 2% efficiency saving on last year's core funding contribution for 2019/20 as was indicated in our indicative figure last year. Monmouthshire's contribution for 2019/20 is: £420,218.

5.5. These efficiencies have been thought through carefully in what will be a challenging financial climate for the EAS. This offer of efficiency has been derived in good faith and has been based upon indicative information to date. The EAS will need to implement a change management programme to enable a balanced budget to be set for the coming financial year.

5.6. It is important to note that for the EAS to continue to provide a regional service there needs to be a consistent regional percentage reduction, as in previous years. The alternative to this would be an unworkable two-tier approach to the delivery of the Business Plan priorities across the region and to schools within individual Local Authorities.

6. WELLBEING OF FUTURE GENERATIONS IMPLICATIONS (INCORPORATING EQUALITIES, SUSTAINABILITY, SAFEGUARDING AND CORPORATE PARENTING)

6.1. High Quality education is a fundamental pre-requisite of ensuring future local and national prosperity through the provision of an informed and well-educated workforce and society. The Local Authority's statutory role to monitor and evaluate school performance and the quality of provision, coupled with its statutory powers of intervention in schools causing concern is fundamental to ensuring that all schools provide high quality education provision.

7. CONSULTEES:

7.1. The Business Plan and the regional Professional Learning Offer is currently in the consultation process. The Consultees are noted below:

- Education Achievement Service Staff
- SEWC Directors and Diocesan Directors
- Regional Joint Executive Group
- Education Achievement Service Company Board
- Education Achievement Service Audit and Risk Assurance Committee
- Individual Local Authority Education Scrutiny Committees
- Regional Headteacher Strategy Group
- Regional Governor Strategy Group
- Pupil Consultation

8. BACKGROUND PAPERS:

8.1. The South-East Wales Regional Mission: Business Plan (2019-2020) (First Draft for Consultation)



20190117 EAS
Business Plan 2019 I

8.2. Draft LA Annex Document 2019/2020



LA Annex 2019-20 -
Monmouthshire.pdf

9. **AUTHOR:** Debbie Harteveld (Managing Director EAS)

CONTACT DETAILS: **Tel:** 01443 863145
 E-mail: debbie.harteveld@sewaleseas.org.uk



**DRAFT FOR
CONSULTATION**

**The South East Wales
Regional Mission:
Business Plan
(2019-2020)**

**“Transforming pupil
outcomes, creating capacity
through networks, enabling
excellence in teaching and
leadership”**



The final version of the Business Plan will be available in both Welsh and English

The Education Achievement Service (EAS) Business Plan has been through a thorough consultation process prior to the publication of the final version. The consultees are listed below:

- EAS staff
- Directors of education (within South East Wales) and diocesan directors
- Regional joint executive group
- EAS company board
- EAS audit and risk assurance committee
- Individual local authority education scrutiny committees
- Regional headteachers strategy group
- Regional governor strategy group
- Sample of teachers from within the region
- Pupil consultation group

In addition to regionally commissioned external research, comments / advice has also been sought from:

- Sir Alasdair MacDonald (Adviser to the Cabinet Secretary for Education)

This Business Plan has been agreed by each local authority Director of Education / Chief Education Officer, the Joint Executive Group and the Company Board:

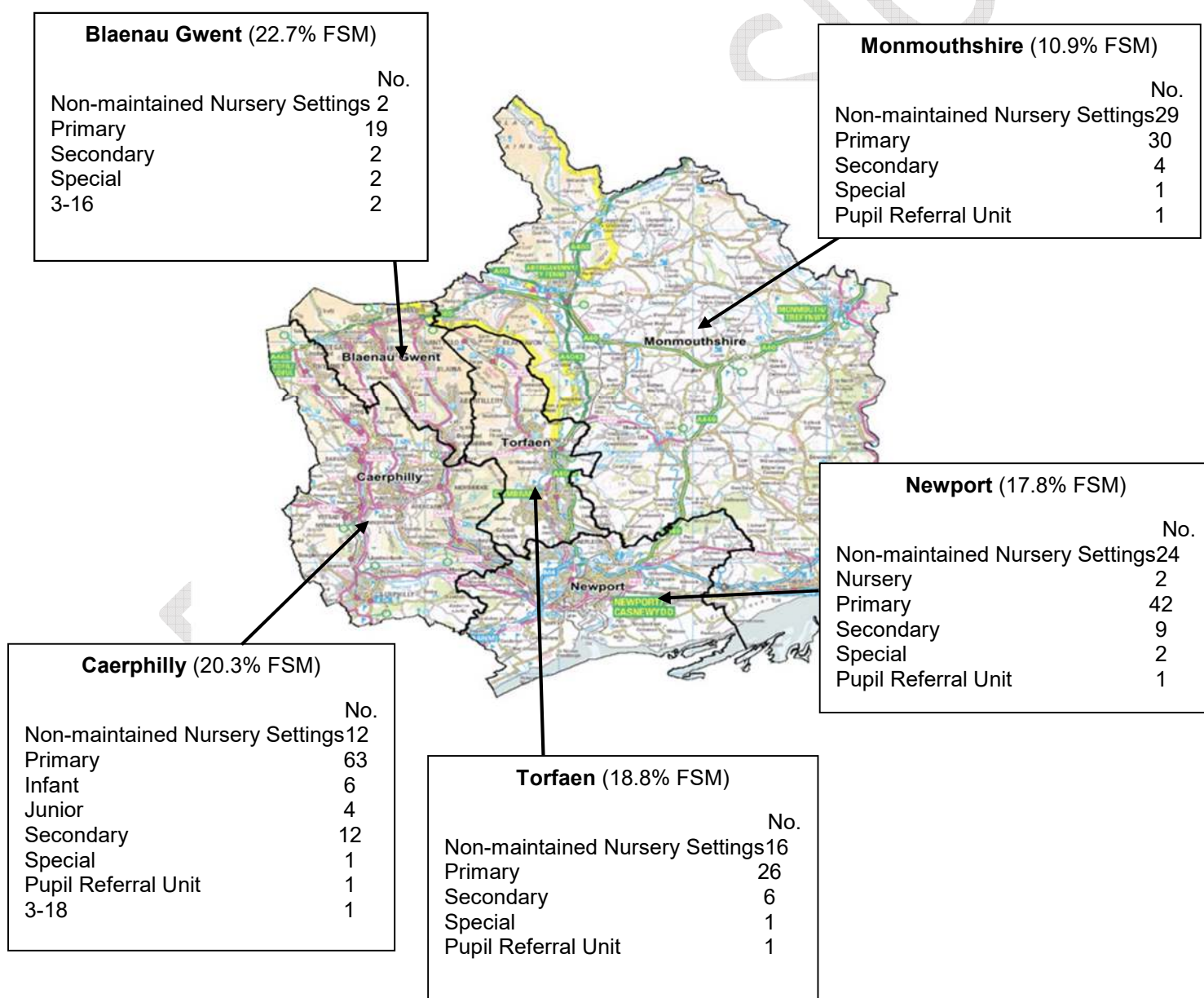
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|--|--|
| <p>Cllr R Jeavons</p> <p>Chair of Education Achievement Service Company Board</p> | |
| <p>Cllr D Yeowell</p> <p>Chair of Joint Executive Group</p> | |
| <p>Ms D Harteveld</p> <p>Managing Director, Education Achievement Service</p> | |
| <p>Mrs Lynette Jones</p> <p>Lead Director on behalf of South East Wales Directors Group</p> | |

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Section 1: Regional context

The EAS is the school improvement service for the five local authorities (LAs) in South East Wales (Blaenau Gwent, Caerphilly, Monmouthshire, Newport and Torfaen). The number of pupils of compulsory school age in 2018 was 71,970. This represents 19% of all pupils in Wales. There are 234 maintained schools in the region, 15% of all maintained schools in Wales (EAS figure correct from September 2018, Wales figure from PLASC, 2018). The percentage of pupils of compulsory school age who are eligible for free school meals (FSM) is 18.4%, which is higher than the national figure of 17.4%. This level of eligibility is the second highest of the four regional consortia (PLASC, 2018). In the region, 10% of people aged three and over say that they can speak Welsh compared to the Wales average of 19% (2011 Census, ONS). The percentage of pupils aged 5 or over from an ethnic minority background is 10.3%, an increase from 9.7% in 2017. This is a similar rate of increase to that nationally (11.0% from 10.1%). As of PLASC 2018, 983 children in the region are looked after (LAC) by an LA and attend a school in the region. This represents 15% of looked after children in Wales.



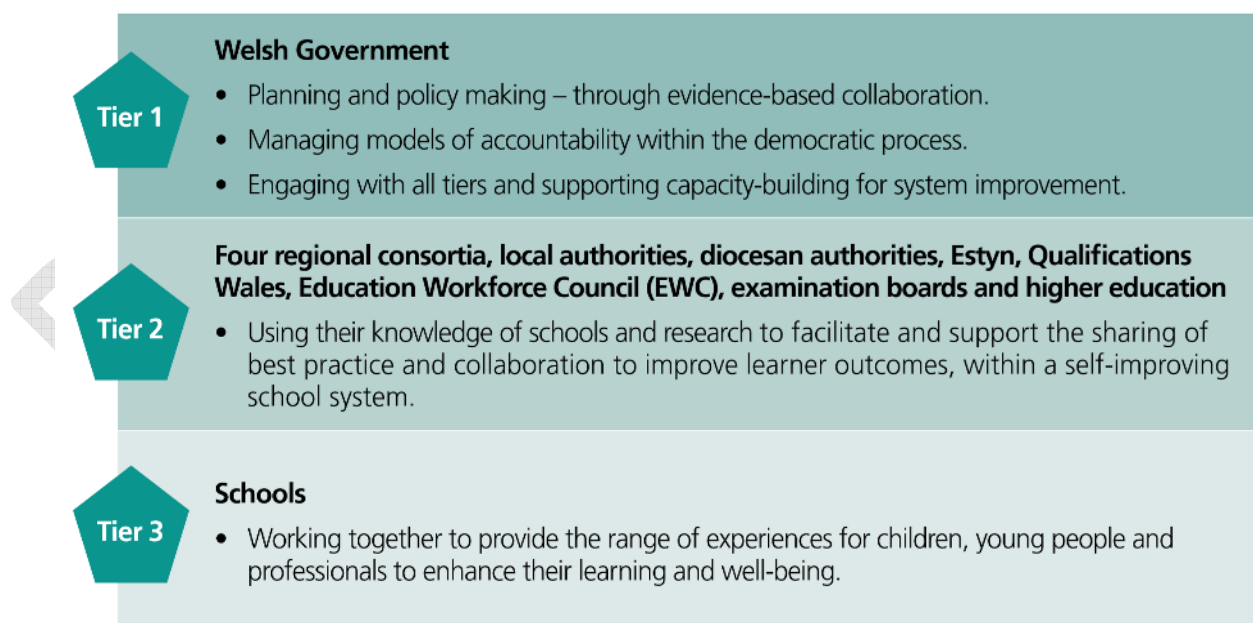
Section 2: Overview

What does the EAS do on behalf of, and in partnership with, LAs and other organisations?

The EAS is a not for profit limited company that is owned by the five LAs in South East Wales. The EAS delivers, through an agreed Business Plan, a wide range of school improvement services to all schools (all key stages), pupil referral units and funded non-maintained nursery settings on behalf of each LA. This plan supports the role LAs have in delivering their statutory function, addressing their individual improvement priorities and promoting improved pupil outcomes. This Business Plan encompasses delivery across the following aspects:

- Monitor, challenge, support and intervention
- Curriculum, assessment and accountability reform
- Data collation, analysis and support (school, LA, region)
- Professional Learning: Teaching and Leadership
- Professional Learning: Teaching Assistants / Higher Level Teaching Assistants
- Equity and wellbeing
- Literacy, numeracy and digital
- Welsh language development
- Core and non-core subjects
- Support for governing bodies including professional learning
- National strategies, to include: Lead Creative Schools, Global Futures
- Specialist HR support
- Initial Teacher Education / Graduate Teacher Programme

The EAS will work closely with all key partners to ensure the realisation of the Business Plan and to have maximum impact in delivery. The implementation of the tiers, noted below, are embedded in the way in which we will continue to work across the sectors.



How does the EAS support schools and settings to identify and address their improvement priorities?

Regional investment in building the capacity of schools and educational settings over the last five years have enabled more collaborative ways of working. This approach is enabling teachers and leaders to learn from each other, to try out new approaches and to engage with educational research as the backdrop for improvement. Across the region there are now a variety of ways in which the EAS supports and challenges school improvement. The impact and effectiveness of the strategies are reviewed regularly through both internal and external processes.

A summary of these supporting strategies is:

- The role of the challenge adviser in supporting, brokering and challenging the pace of progress schools make in addressing their identified school priorities;
- The role of EAS officers (including subject specific support, support for governors, wellbeing and equity) in supporting, brokering and challenging the pace of progress schools make in addressing their identified school priorities;
- Access to funded school networks that support all aspects of professional development and school improvement focused on improving the quality of leadership and teaching and learning;
- Access to a wide range of professional learning, some with accreditation options, for teaching assistants, teachers, school leaders and governors;
- Peer working and peer reviews;
- The use of trained and accredited coaches and mentors for teachers and leaders, sourced from within and beyond; and
- Access to eLearning materials and high-quality resources.

Regional delivery models

EAS organises most of the professional learning offer on a cluster basis. Each cluster has an assigned lead for professional learning, who organises and co-ordinates support for and access to professional learning across the cluster. Each school has a regionally funded professional learning lead, who co-ordinates this work on a school basis. Support via the numerous learning network schools is also organised on a geographical basis to support this delivery model.

The cluster-based professional learning lead also provides schools within the cluster with updates and development materials to support all key priorities within the National Mission, to include: Schools as Learning Organisations, Professional standards for teaching and leadership/Excellence in Teaching and Leadership Framework. This work is disseminated to all schools / practitioners through their nominated professional learning leads.

Each cluster also has a linked curriculum pioneer school, that supports regional delivery of key information and latest drafts/key messaging with regards to the new Curriculum for Wales. EAS organises regular briefing sessions with professional learning leads, headteachers, chairs of governors and LA partners to ensure consistency of messaging, understanding and respective roles and responsibilities in key areas of work.

Section 3: Business Plan 2019/2020: Introduction

This Business Plan (2019/2020) outlines the programme of work that is required to continue to accelerate outcomes and provision for children and young people in settings and schools in South East Wales. The plan focuses on the need to raise aspiration and accelerate improvement in pupil outcomes, improve the quality of teaching and leadership, support schools to realise the national reform agenda and to continue to build upon the self-improving system within and across schools and settings.

Priorities for the Business Plan have been derived from LA Strategic Plans, the progress that has been made towards the previous Business Plan (as noted in the regional self-evaluation document), and areas that have been identified as requiring improvements through internal self-evaluation processes, external research and feedback from Estyn.



The EAS Business Plan priorities continues to be shaped using the outcomes of external reviews and research:





LA education strategic priorities 2019/20 (provided by each LA)


This Business Plan addresses each local authority strategic priority that are indicated with *. These priorities fall within the remit of the work of the EAS. Additionally, the EAS will work in partnership with LAs to support additional local priorities, as appropriate.

The improvements that are required at regional and local authority level require a strong commitment of partnership-working to be successful. Where local authorities and the EAS work in close partnership, there is evidence, particularly with regards to schools causing concern, that rapid and sustainable school improvement can be achieved.

| LA | Strategic priorities for 2019/2020 | Main link(s) to improvement strands within the Business Plan |
|---|--|--|
|  <p>Blaenau Gwent</p> | Improve Language, Literacy and Communication, through the acceleration of the acquisition of early language skills, in the Foundation Phase. * | Improvement Strand: 1 and 2 |
| | Improve the performance of pupils eligible for free school meals in English and mathematics at all key stages. * | Improvement Strand: 1, 2 and 3 |
| | To establish a baseline of post-16 attainment, value added from key stage 4 and positive destinations going forward. * | Improvement Strand: 3 |
| | Reduce persistent absenteeism, particularly in secondary schools, and so improve secondary attendance. | Improvement Strand: 2 and 3 |
| | Reduce the number of pupils who are electively home educated and, consequently, reduce the number of pupils who become NEETS. | Improvement Strand: 3 |
|  <p>Caerphilly</p> | Improve key stage 4 performance. * | Improvement Strand: 1, 2 and 3 |
| | Improve the performance of pupils eligible for free school meals. * | Improvement Strand: 1, 2 and 3 |
| | Improve the quality of leadership in the secondary phase in order to improve the rate of progress. * | Improvement Strand: 1 and 2 |
| | Reduce number of days lost to exclusions. | Improvement Strand: 1, 2 and 3 |
| | Improve attendance. | Improvement Strand: 1, 2 and 3 |

| | | |
|---|---|--------------------------------|
| Monmouthshire  | Improve outcomes of vulnerable groups, including FSM learners, particularly at key stage 4. * | Improvement Strand: 1, 2 and 3 |
| | Reduce variance in outcomes, teaching and leadership, particularly at key stage 4, using the Excellence in Teaching and Learning Framework as a tool for improvement. * | Improvement Strand: 1, 2 and 3 |
| | Strengthen leadership capacity in identified schools. * | Improvement Strand: 1 and 2 |
| | Secure appropriate progress for learners across the full range of cognitive abilities of pupils. * | Improvement Strand: 1, 2 and 3 |
| | Reduce the amount of fixed-term exclusions. | Improvement Strand: 1, 2 and 3 |

| | | |
|--|--|--------------------------------|
| Newport  | Improve outcomes for FSM learners. * | Improvement Strand: 1, 2 and 3 |
| | At key stage 4, develop senior and middle leadership improvement in the wider foundation subjects so that: professional learning, levels of accountability, curriculum development, teaching and learning and outcomes are consistent with those of the core subjects. * | Improvement Strand: 1, 2 and 3 |
| | Develop a robust individual school additional learning needs review framework. | Improvement Strand: 2 |

| | | |
|---|---|--------------------------------|
| Torfaen  | Improve the performance of FSM pupils across all key performance indicators. * | Improvement Strand: 1, 2 and 3 |
| | Reduce the gender gap in key performance indicators, in particular boys' underperformance at key stage 4. * | Improvement Strand: 1, 2 and 3 |
| | Reduce the level of variability in key stage 4 outcomes between the highest and lowest performing secondary schools in the authority. * | Improvement Strand: 1, 2 and 3 |
| | Reduce the level of variability in the quality and impact of leadership at all levels in secondary schools in the authority. * | Improvement Strand: 1 |
| | Develop a clear oversight of the standards of wellbeing of vulnerable learners across all settings in the author. | Improvement Strand: 2 |

Each improvement strand within this plan now has a specific emphasis on the work of the EAS in promoting improved outcomes for vulnerable learners, in particular those in receipt of FSM. These strategies are based on a wide range of research evidence. It will be important that all other stakeholders, including schools and LAs, have their own specific strategies to support and promote improved outcomes for vulnerable learners.

Regional priorities for 2019/2020

The focus for improvement for 2019/2020 will be to secure further improvements in the following areas:

- To provide schools and settings access to a wide range of professional learning and advice and guidance to support: the successful realisation of the curriculum and wider reform agenda, the implementation of the Professional Standards for Teaching and Leaders and the implementation of the national self-evaluation framework;
- To facilitate and quality assure effective professional learning opportunities to enable the sharing of best practice within and beyond the region, ensuring that all schools and settings have access to evidence-based research to continually improve their practice and aim for excellence;
- To continue to raise aspiration, improve pupil outcomes (particularly for vulnerable groups of learners: FSM, gender, English as an additional learning, more able and looked after children) and reduce the variance within and across schools (particularly within the secondary phase), settings and LAs;
- To accelerate improvement in schools and settings where improvement remains too slow, particularly in the secondary phase, by ensuring earlier intervention and support and supporting the use of local authority statutory powers to accelerate progress;
- To provide a range of professional learning and bespoke support to reduce the variance within and across identified schools, particularly within the secondary phase, and to improve the quality of leadership, teaching and learning, particularly within the secondary phase across all departments;
- Supporting schools to ensure that pupils make appropriate progress in literacy, numeracy and digital skills at all phases;
- To embed and refine the regional Equity and Wellbeing Strategy to improve regional multi-agency working, to reduce duplication and to simplify the support offer to schools and settings for disadvantaged learners;
- To further develop the regional strategy to develop a self-improving system through the cluster, networks, learning network schools and peer working models; and
- To work with other middle-tier partners to implement the new arrangements for accountability and to ensure a streamlined approach to the reform agenda.

The regional ambition by 2021: Working with our key partners, we will aim to transform the educational outcomes and life chances for all learners across South East Wales. We will do this by:

- Ensuring successful learning experiences and high levels of wellbeing, particularly for those learners facing the greatest challenges;
- Building effective networks of professionals across the five local authorities and beyond, and working together to improve leadership, teaching and learning; and
- Attracting and retaining a team of outstanding people who embed our core values in their work and share a passion for excellence.

The South East Wales Regional Mission: Business Plan (2019/2020)

The actions contained within the plan align with the Welsh Government strategic document Education in Wales: Our National Mission (Action Plan 2017/2021), is based upon findings from educational research and best practice and address the priorities in each LA strategic plan. Each improvement strand details actions that will support the successful realisation of the new national transformational curriculum and assessment arrangements.

| | |
|--|--|
| Improvement Strand 1 | <p>i) Developing a high-quality education profession</p> <p>ii) Inspirational leaders working collaboratively to raise standards</p> |
| What actions will the EAS take? | |
| <p>A. Developing a high-quality education profession</p> <ul style="list-style-type: none"> • Embed the principles of the national approach to professional learning in all regional programmes; • Provide a coordinated regional support programme that is guided by national direction for all aspects of curriculum reform, to include supporting schools to develop as 'Learning Organisations'. Ensure that this is communicated effectively to all key professionals; • Provide bespoke professional learning opportunities for headteachers, senior leaders, teachers and support staff on the Excellence in Teaching and Leadership Framework to support the implementation of the Professional Standards and to support ongoing improvement in the quality of leadership, teaching and pupil outcomes; • Implementation of the regional strategies for: Welsh language development, literacy, numeracy and digital skills, Foundation Phase, science, technology, engineering and mathematics (STEM), global futures, and post-16; • Extend the support and development opportunities for core and non-core departments within the secondary phase to improve outcomes, the quality of teaching and leadership and reduce variance within and across schools; • Deliver, quality assure and review the impact of the following regional and national programmes: pathways for learning support workers (to include the delivery of the accreditation programme for higher level teaching assistants) and the regional programme for newly qualified teachers; and • Develop programmes for different pathways into teaching and continue to support the programmes for initial teacher education through existing and new partnerships with higher education institutions. <p>B. Inspirational leaders working collaboratively to raise standards</p> <ul style="list-style-type: none"> • Provide an extensive portfolio of leadership development opportunities (endorsed, as appropriate, by the National Academy for Educational Leadership) that meet the needs of all sectors, delivered in partnership with higher education institutions, consortia and other middle-tier organisations; • Deliver in partnership with consortia, higher education institutions and LAs the National Professional Qualification for Headship (NPQH) to provide more effective preparation for headship; • Planned opportunities will be provided for identified leaders to: experience levels of leadership that they have been unable to access in their own schools; experience | |

leadership in a different context other than their own; break down barriers between phases and different contexts;

- Identify and develop a growing regional cohort of aspirational leaders, current serving headteachers and experienced headteachers to expand system wide leadership opportunities;
- In partnership with consortia and higher education institutions, provide a mentoring and coaching programme to develop and support school leaders and governors;
- Offer a more flexible service level agreement to governing bodies that includes: a comprehensive professional learning programme for governors; access to the regional excellence in governance framework, to include a robust system to evaluate governing body effectiveness; support and mentor arrangements for governing bodies in need of improvement; and,
- Provide a range of professional learning opportunities and support for school leaders from the regional specialist HR service plan (in partnership with LA HR services) that support the implementation of the Professional Standards for Teaching and Leadership.

C. Specific focus on improving the outcomes for vulnerable learners

- Facilitate half-termly professional learning sessions with the nominated school leads for vulnerable learners in each secondary school, with a focus on improving identification, tracking and target setting, provision and pace of progress for vulnerable learners;
- Utilise cross regional and wider experience of effective practice to share successful strategies on what works to improve provision and outcomes in different contexts, ensuring that the Education Endowment Foundation Toolkit is understood and utilised across the region;
- Provide access to online resources, guidance documents and resource frameworks to support strategic planning and to make best use of grant funding to improve the progress of groups of that vulnerable learners;
- Ensure that all regionally led professional learning and induction programmes include opportunities to develop an understanding of poverty and disadvantage and the role schools have in raising achievement for vulnerable learners; and
- Embed the professional learning opportunities for governors on challenging the use and impact of the pupil development grant and other allocated resource on the progress and outcomes of vulnerable learners.

How will we know if we have made progress by March 2020?

A. Developing a high-quality education profession

- All schools will have engaged with the consultation and have a good understanding of the draft Curriculum for Wales and are actively implementing their professional learning plans to prepare the workforce utilising national and regional support materials;
- All regional professional learning will be underpinned by the characteristics of the regional professional learning model and national approach to professional learning;
- Most schools across the region will have engaged with the regional professional learning offer to support the development of their school as a learning organisation effectively utilising outcomes to inform self-evaluation;
- Nearly all clusters provide high-quality professional learning to support the implementation of the regional approach to the Professional Standards for Teaching and Leadership and

all related milestone delivery programmes that enables a school to improve the quality of leadership, teaching and pupil outcomes;

- Where schools engage well with the broad professional learning offer they will be suitably equipped with a range of strategies to secure improved outcomes for learners;
- Where schools (particularly secondary schools) engage well with bespoke and wider regional professional learning for the development of teaching and leadership the school will be better placed to reduce within-school variation and ensure all pupils make appropriate progress;
- The majority of clusters have had a member of staff trained through the Welsh in a year sabbatical scheme and are having impact on their school and beyond;
- All Welsh medium schools and nearly all English medium schools are demonstrating appropriate progress against the National Language Charter framework objectives;
- All secondary schools and an increasing proportion of primary schools are engaging with the Global Futures initiative;
- Partner link schools continue to support the delivery of initial teacher education, in partnership with relevant higher education institutions to realise the new pathways into teacher training from 2019 onwards; and
- A robust regional quality assurance and longitudinal impact model for all professional learning will be implemented.

B. Inspirational leaders working collaboratively to raise standards

- Where leaders engage fully in the regional leadership programmes they will have developed skills and knowledge for their current roles and future leadership aspirations;
- Where leaders engage with the range of professional learning that includes peer working, leadership shadowing, and coaching and mentoring within and outside of the region, leaders can share and develop practice to improve leadership, teaching and learning within their own contexts, particularly within the secondary phase;
- A regional system of identification, tracking and professional learning support for aspirational leaders will be implemented enabling leaders to secure timely professional learning opportunities and experiences so that they are able to progress through the leadership milestones over time;
- A cross regional and higher education partnership approach to coaching and mentoring will be created to support all professional learning programmes to develop and support school leaders and governors;
- Where schools engage with specialist HR support, including professional learning opportunities, this will enable leaders to effectively implement the Professional Standards for Teaching and Leadership through appropriate performance management arrangements;
- Leadership recruitment processes have been revised, and updated assessment methods are being implemented by governing bodies across the region to support quality appointments to headteacher and deputy headteacher posts; and
- Where governing bodies engage in professional learning, on line self-evaluation or bespoke support programmes they have increased their ability to undertake their role in challenging and supporting school leaders to secure improvement.

C. Specific focus on improving the outcomes for vulnerable learners

- Where school leaders and governors engage well with the regional provision for raising the achievement and engagement of vulnerable pupils, they will be better equipped with relevant strategies to deliver their school improvement priorities.

Improvement Strand 2

Strong and inclusive schools committed to excellence, equity and wellbeing

What will the EAS do (in addition to the specific actions contained within all other strands)?

- The Business Plan will consider the outcomes of all regionally commissioned research and wider evidence to ensure that the priorities and actions taken are well informed, to improve the progress and provision for vulnerable learners;
- Embed and refine the regional Equity and Wellbeing Strategy to improve regional multi-agency working, to reduce duplication and to simplify the professional learning and support to schools and settings;
- To implement, refine and monitor the impact of the regional strategies for looked after children and more able;
- Provide a comprehensive programme of professional learning for all schools and settings that is additional, different and complementary to individual LA offers;
- Provide bespoke resource and a bespoke professional learning programme for raising achievement for vulnerable learners nominated lead in all secondary schools for 2019/2020;
- Implement a pilot project with RADY (Raising Achievement of Disadvantaged Youngsters) in secondary schools to improve the provision for vulnerable learners;
- Support the implementation of the regional wellbeing audit tool to support school self-evaluation activity and further improve the progress and provision for wellbeing in all settings;
- Work with a research partner establish the impact of wellbeing strategies, and develop guidance and case studies materials to support improvement across schools;
- Support individual LA policies and procedures for attendance and exclusions, as appropriate; and
- Work in partnership with LA inclusion and/or wellbeing officers and the regional officer for additional learning needs transformation, as appropriate, to implement the regional strategies.

How will we know if we have made progress by March 2020?

- National, regional and individual school-based research will be utilised to inform planning, provision and evaluating the impact of all intervention programmes in most schools;
- Many secondary schools will submit good-quality grant plans, with the majority making an improvement in the achievement and engagement of vulnerable pupils in line with school targets;
- Where schools (particularly secondary schools) engage with the regional professional learning offer for wellbeing and equity, they will be appropriately supported to develop and implement a bespoke wellbeing and equity strategy (to include the wellbeing toolkit and support linked to the adverse childhood experience agenda), which will better inform their direction of work to identify and track the progress of all vulnerable learners and measure the impact of interventions;
- Where secondary schools engage well with the regional SEREN programme learners will have improved opportunities to attend a Sutton Trust university; and
- Where schools adopt the principles within the regional strategy for looked after children and known adopted pupils, they will have increased understanding and awareness of the strategies that can be used to improve the outcomes and progress for identified learners.

What will the EAS do?

A. Assessment, evaluation and accountability mechanisms

- Implement the agreed regional intervention framework and associated strategies for schools causing concern;
- Provide robust, timely information and support in schools and settings where improvement remains too slow, therefore sharing relevant information with LAs and Diocesan Directors to inform, as appropriate, the use of LA statutory powers to accelerate progress;
- Review and revise the regional strategy for target setting and further develop the use of pupil progress data at school, LA and regional level;
- Provide structured support and professional learning opportunities for school leaders and the wider educational workforce to meet the assessment demands in line with current and new accountability arrangements within the reform agenda;
- Support the development and piloting of the national self-evaluation framework and further develop the 'single plan' approach with all schools to ensure that there are robust processes for self-evaluation in schools and settings;
- Professional learning will support the school self-evaluation processes so that school development plan priorities will reflect LA improvement priorities, as appropriate. The progress towards school priorities will be monitored on at least a termly basis and where there are concerns, these will be raised with the LA as appropriate and support modified / accelerated if required;
- Expand the range of school information that is used for accountability purposes at school, LA and regional level;
- Issue 'Professional Advice' based upon a sound evidence base to LAs and diocesan directors on a regular basis for consideration; and
- Support and advise LAs in the delivery of their statutory functions for SACRE and the development of individual Welsh and education strategic plans.

B. Supporting a self-improvement system

- Based upon the outcomes of recent external research, continue to invest and support the learning network school strategy and the cluster-based approaches to capacity building professional learning and accountability;
- Pilot a range of peer working models for developing effective school leadership and pedagogy to include: Primary/secondary interface and core and non-core departments within the secondary phase;
- Further develop networks of professional practice that provide opportunities for self-chosen school networks based upon common improvement needs and opportunities to engage in an action research-based methodology to support their work;
- In line with regional and national developments refine the provision, delivery approaches, impact capture and engagement of school-based Professional Learning; and
- Commission a range of bespoke evaluations, giving consideration to findings and recommendations from the commissioned services and other available reports and remits so that the EAS continues to utilise a wide range of evidence to gain maximum impact on accelerating priority areas.

C. Specific focus on improving the outcomes for vulnerable learners

- Extend access to the network of schools that support professional learning and guidance for to improve the progress and provision for all vulnerable groups;
- Challenge Advisers will use range of performance data and pupils' prior performance information to support school level discussions around the target setting process and to ensure appropriate challenge and provision for all groups of learners;
- EASi overviews will be updated to include vulnerable groups' analysis (gender, FSM, looked after children, special educational needs, more able, English as an additional language, British minority ethnic) to assist with school self-evaluation activity;
- Progress of vulnerable learners / other groups (as appropriate) will be discussed through education improvement boards / intervention meetings and challenged where required; and
- Establish a new forum, to include a wider group of regional stakeholders to review and approve schools' grant planning.

How will we know if we have made progress by March 2020?

A. Assessment, evaluation and accountability mechanisms

- All challenge advisers will implement effectively the intervention framework and associated strategies, ensuring that nearly all schools are equipped to make at least strong progress in a timely manner against the priorities in their school development plans;
- Where schools, particularly secondary schools, engage well with support, there will be less schools requiring the highest levels of support overtime;
- The effective implementation of the schools causing concern strategy provides robust, timely information and support in schools and settings where improvement remains too slow. LAs receive valuable and relevant information to inform the timely use of their statutory powers;
- Effective support to identify and enable underperformance in leadership to be addressed is provided;
- Where schools that require high levels of support (particularly within the secondary phase) engage well with advice and support they are enabled to set aspirational individual pupil targets, accurately track pupil progress over time and secure strong progress for nearly all pupils overtime;
- Where schools that require high levels of support (particularly within the secondary phase) engage well with advice and support, they are enabled to secure robust, purposeful processes for self-evaluation, which inform accurate school improvement priorities leading to reduced within-school variation and improved outcomes for learners over time; and
- Where LAs engage well with the support and advice provided for the Welsh in education strategic plans and SACRE, it will assist them in to meet their statutory requirements and the priorities within the plans.

B. Supporting a self-improving system

- A refined impact capture model for the work of the learning network schools and the role of clusters will be developed building on the commissioned research undertaken in 2018/19 to ensure value for money;
- Where schools secure the services of the EAS governor support agreement they will be provided with appropriate support and advice to enable them to implement their statutory functions; and

- Where schools engage with the range of networking opportunities that includes peer and cluster working within and outside of the region, practitioners are able to share and develop practice to improve leadership, teaching and learning within their own contexts, particularly within the secondary phase.

C. Specific focus on improving the outcomes for vulnerable learners

- Where schools (particularly within the secondary phase) engage well with advice and support they are enabled to set aspirational individual pupil targets for vulnerable learners, accurately track pupil progress and secure strong progress for pupils' overtime; and
- All secondary school pupil development grant plans will be agreed by a professional partner approval panel to ensure a wider stakeholder engagement and ownership of this process.

Improvement Strand 4

EAS Business Development

What will the EAS do?

- Continue to refine the business model for the EAS that aligns to the priorities identified within the regional and the national reform agenda;
- Work with key partners to secure a more sustainable funding model for the EAS that aligns fully with the service workforce plan and the updated Collaboration and Members Agreement;
- Maintain a high-quality, well informed, flexible and motivated workforce that embody the values and visions of the EAS in their work with schools;
- Further develop the effectiveness of the EAS company board through induction of new non-executive directors and the implementation of actions agreed through recent professional development;
- To ensure transparency of funding streams through publication of the regional grant mapping tool on a regular basis with the aim of maximising delegation rates to schools and settings;
- Further develop the regional grant mapping tool to enable more efficient and effective interrogation of data, impact capture and value for money at school, LA and regional level;
- Enhance the current value for money model further exploring best practice models;
- Refine internal self-evaluation processes so that they focus more fully on the impact of the work of service teams in schools and settings on improving outcomes, provision and leadership;
- Improve availability, accessibility and efficiency of performance data and wider intelligence to better support effective self-evaluation activity and improve service delivery;
- Embed and promote the communication and marketing strategy ensuring a holistic approach to stakeholder engagement;
- Collaborate fully with other consortia and middle-tier organisations to realise efficiencies in programme development, delivery and sharing of best practice.

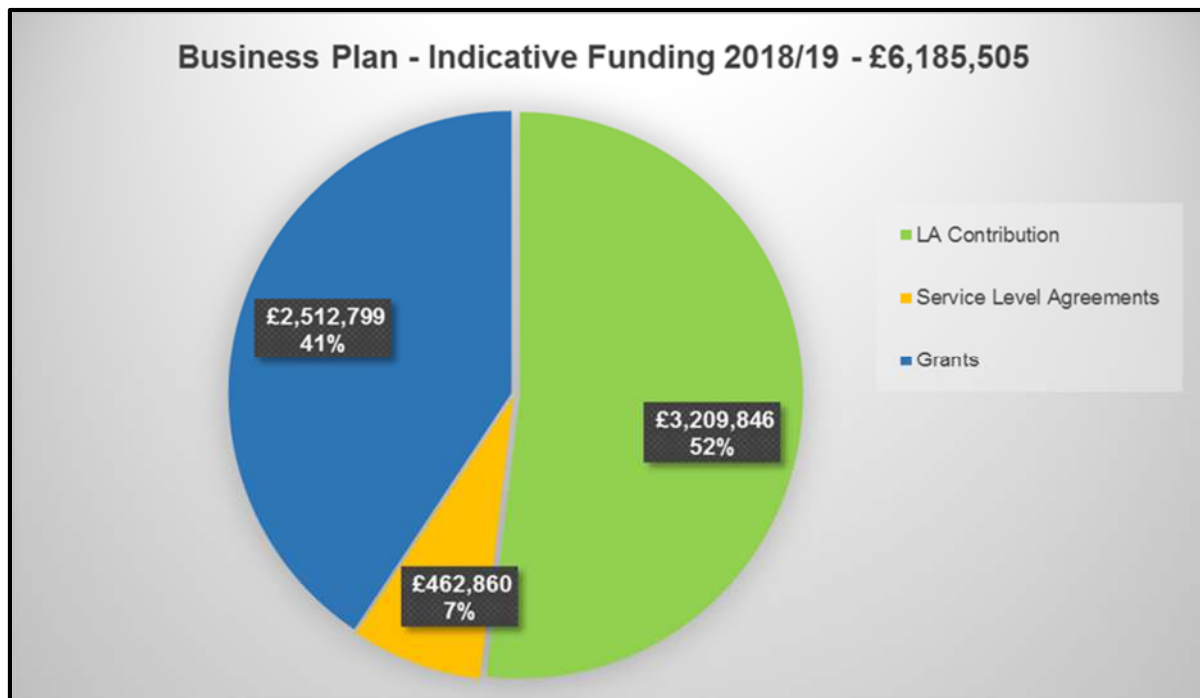
How will we know if we have made progress by March 2020?

- The business model, workforce plan and financial planning processes are refined so that they better reflect the priorities and resources required to continue to deliver an effective and efficient service that positively impacts on the progress towards the priorities within the plan and delivers value for money;
- Internal business intelligence databases will better support self-evaluation processes, enabling more informative and timely analysis to EAS staff and to LAs to better evaluate the impact of work in schools and to inform improvement priorities;
- A 3-year indicative funding model will have been agreed with the 5 LAs which ensures the core funding model is appropriately balanced and the collaboration and members agreement will reflect the actions that will be undertaken in the event of a change management processes having to be evoked;
- The company board and the audit and risk assurance committee will continue to undertake a programme of professional development and self-evaluation to ensure that the challenge and support that is provided enables the most effective delivery of the Business Plan and of statutory obligations;
- The regional grant mapping tool will be improved to enable easier analysis at school, LA and regional level of the impact of the resource linked to expected outcomes and to inform value for money judgements and improvement priorities;
- The communication and marketing strategy will be embedded with the internet, intranet and, where applicable, social media platforms well established to ensure better promotion of services and updates and engagement our stakeholders; and
- National approaches to programmes established through collaboration with other consortia. Cost comparisons with other consortia or similar organisations reviewed and strategies implemented. MTFP updated.

* Further details can be found in the Detailed Delivery Document and the Professional Learning Offer 2019/2020.

Section 4: Governance and funding

The EAS is subject to a robust governance model that is underpinned by the Collaboration and Members agreement (CAMA). The EAS is funded on an annual basis from three sources, illustrated below. A detailed spending plan accompanies the Business Plan which is intrinsically linked to all actions contained within it. A detailed overview of the regional distribution of grants is shared with all stakeholders on a termly basis.



(This diagram will be updated to reflect 2019/2020 when confirmed)

Monitoring and evaluation

The annual reporting activity through each of the governance groups is agreed in advance. Progress on the implementation and impact of the Business Plan will be reported formally at a mid-year basis to the Joint Executive Group and Company Board; this will include an evaluation of the regional plan and of each individual LA annex document. These reports, as in previous years, will be suitable for scrutiny activity at LA and national level.

Throughout the year there will be many interim impact reports associated with the implementation streams within the Business Plan which will be reported through each of the governance groups, though individual LA committees (as requested) and though Challenge and Review events with Welsh Government officials. These include: reports on pupil outcomes and progress, progress on schools causing concern, regular updates on outcomes/impact from regional / LA self-evaluation activity and regional strategies, feedback from external reviews, annual regional value for money report, Managing Director's Annual Report, outcomes from regional school and governor surveys.

The EAS will engage fully in the emerging national arrangements for evaluation and accountability.

Risks associated with the delivery of the Business Plan

There are several risks that have been identified as potential barriers to the successful implementation of the Business Plan priorities; these are noted below:

- Full use is not made of consultation events to help shape the direction of the Business Plan to ensure collective regional ownership of priorities and actions for improvement;
- The work of the EAS in improving outcomes for learners (particularly vulnerable learners) will not be optimised unless there is engagement with all key partners across LAs to ensure effective joint targeting of resources;
- A lack of clarity about respective roles of the EAS and LA partners in the school improvement agenda;
- Schools / settings that require improvement are not: identified at an early-enough stage, accessing /engaging / receiving the most appropriate or effective support, are not held to account in a timely manner using the most appropriate strategies;
- Agreed actions are not carried out in a timely manner by identified parties;
- There is not consistent application of agreed regional protocols;
- LA statutory powers are not utilised in a consistent, appropriate and timely way; and
- Uncertain financial projections to enable more effective long-term planning.

Section 5: Additional supporting documents

| Ref | Document |
|-----|---|
| 1 | Local Authority Annex documents 2019–2020 |
| 2 | Detailed Business Plan 2019–2020 |
| 3 | Regional Grant Mapping Overview 2019–2020 |
| 4 | Regional Self-Evaluation Report (Executive Summary) |
| 5 | EAS Risk Register (Executive Summary) |
| 6 | Regional Professional Learning Offer 2019–2020 |
| 7 | Local Authority Strategic Education Plans |
| 8 | The Wellbeing of Future Generations Act |

Glossary of terminology used for describing proportions:

| | |
|--------------------|--------------------------|
| Nearly all | with very few exceptions |
| Most | 90% or more |
| Many | 70% or more |
| A majority | over 60% |
| Half | 50% |
| Around half | close to 50% |
| A minority | below 40% |
| Few | below 20% |
| Very few | less than 10% |

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Local Authority Specific Annex 2019-2020

Local Authority: Monmouthshire

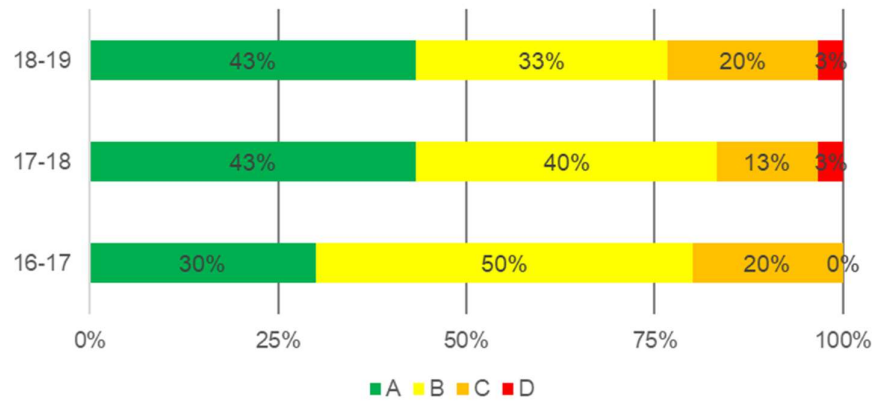
Summary of National Categorisation of schools in the Local Authority in 2015-2016, 2016-2017 and 2017-2018

| Step 2 – Primary | | Number of Schools | | | | Percentage of Schools | | | |
|------------------|-------|-------------------|----|-----|-----|-----------------------|-----|-----|-----|
| | | D | C | B | A | D | C | B | A |
| Monmouthshire | 16-17 | 0 | 6 | 15 | 9 | 0% | 20% | 50% | 30% |
| | 17-18 | 1 | 4 | 12 | 13 | 3% | 13% | 40% | 43% |
| | 18-19 | 1 | 6 | 10 | 13 | 3% | 20% | 33% | 43% |
| South East Wales | 16-17 | 5 | 19 | 108 | 64 | 3% | 10% | 55% | 33% |
| | 17-18 | 3 | 18 | 84 | 88 | 2% | 9% | 44% | 46% |
| | 18-19 | 6 | 16 | 65 | 105 | 3% | 8% | 34% | 55% |

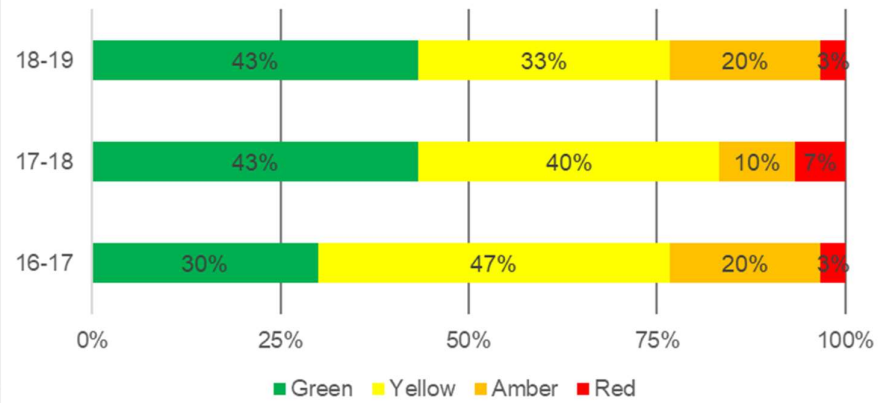
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| Step 3 - Primary | | Number of Schools | | | | Percentage of Schools | | | |
|------------------|-------|-------------------|-------|--------|-------|-----------------------|-------|--------|-------|
| | | Red | Amber | Yellow | Green | Red | Amber | Yellow | Green |
| Monmouthshire | 16-17 | 1 | 6 | 14 | 9 | 3% | 20% | 47% | 30% |
| | 17-18 | 2 | 3 | 12 | 13 | 7% | 10% | 40% | 43% |
| | 18-19 | 1 | 6 | 10 | 13 | 3% | 20% | 33% | 43% |
| South East Wales | 16-17 | 8 | 16 | 112 | 60 | 4% | 8% | 57% | 31% |
| | 17-18 | 9 | 16 | 81 | 87 | 5% | 8% | 42% | 45% |
| | 18-19 | 6 | 19 | 63 | 104 | 3% | 10% | 33% | 54% |

Primary Step 2 - Monmouthshire



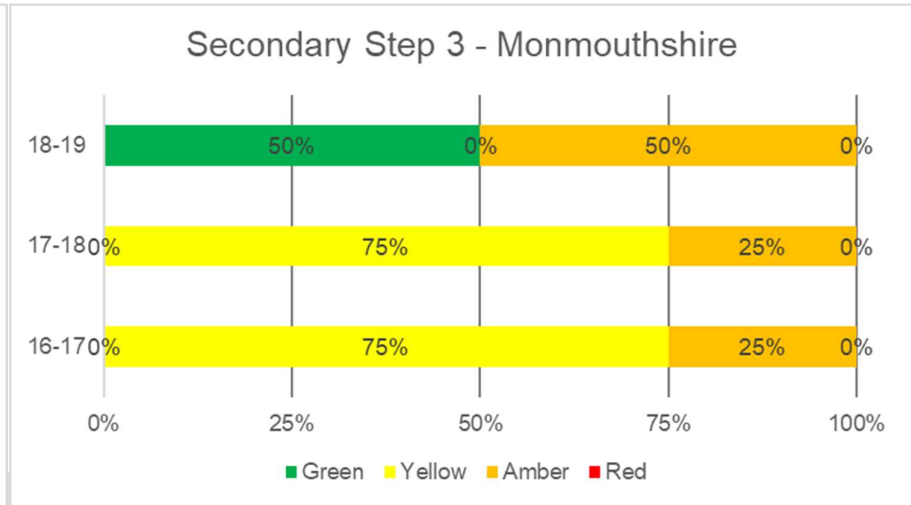
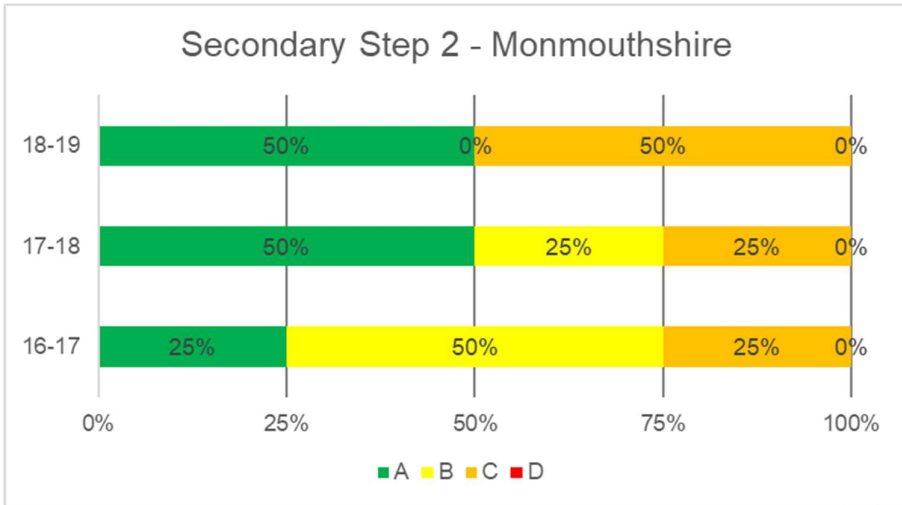
Primary Step 3 - Monmouthshire



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| Step 2 – Secondary | | Number of Schools | | | | Percentage of Schools | | | |
|--------------------|-------|-------------------|----|----|---|-----------------------|-----|-----|-----|
| | | D | C | B | A | D | C | B | A |
| Monmouthshire | 16-17 | 0 | 1 | 2 | 1 | 0% | 25% | 50% | 25% |
| | 17-18 | 0 | 1 | 1 | 2 | 0% | 25% | 25% | 50% |
| | 18-19 | 0 | 2 | 0 | 2 | 0% | 50% | 0% | 50% |
| South East Wales | 16-17 | 6 | 9 | 17 | 4 | 17% | 25% | 47% | 11% |
| | 17-18 | 8 | 10 | 13 | 5 | 22% | 28% | 36% | 14% |
| | 18-19 | 6 | 15 | 8 | 6 | 17% | 43% | 23% | 17% |

| Step 3 – Secondary | | Number of Schools | | | | Percentage of Schools | | | |
|--------------------|-------|-------------------|-------|--------|-------|-----------------------|-------|--------|-------|
| | | Red | Amber | Yellow | Green | Red | Amber | Yellow | Green |
| Monmouthshire | 16-17 | 0 | 1 | 3 | 0 | 0% | 25% | 75% | 0% |
| | 17-18 | 0 | 1 | 3 | 0 | 0% | 25% | 75% | 0% |
| | 18-19 | 0 | 2 | 0 | 2 | 0% | 50% | 0% | 50% |
| South East Wales | 16-17 | 6 | 12 | 15 | 3 | 17% | 33% | 42% | 8% |
| | 17-18 | 10 | 11 | 12 | 3 | 28% | 31% | 33% | 8% |
| | 18-19 | 7 | 15 | 7 | 6 | 20% | 43% | 20% | 17% |



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LA schools currently in any Estyn follow-up category

| Phase | School | Date of last inspection | Date report published | Follow-up status of last inspection |
|---------|-------------------|-------------------------|-----------------------|-------------------------------------|
| Primary | Raglan Primary | Nov-16 | Jan-17 | Estyn Monitoring |
| Primary | Magor CiW Primary | May-17 | Jul-17 | Significant Improvement |
| Primary | Durand Primary | Jan-18 | Mar-18 | Estyn Monitoring |

| Phase | School | Date of last inspection | Date report published | Follow-up status of last inspection |
|-----------|-----------------|-------------------------|-----------------------|-------------------------------------|
| Secondary | Chepstow School | Sep-17 | Nov-17 | Estyn Monitoring |

| Phase | School | Date of last inspection | Date report published | Follow-up status of last inspection |
|-------|-------------------|-------------------------|-----------------------|-------------------------------------|
| PRU | Monmouthshire PRU | Apr-18 | Jul-18 | Estyn Monitoring |

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High Level Pupil Progress Analysis by Local Authority - 2018 - FP to KS2 / KS2 to KS3

LA/Region: **Monmouthshire**

Progress of pupils between FP and KS2

Matching

| Subject | Matched Cohort | 2+ levels of progress | 1 level of progress | 2014 FP cohort | 2018 KS2 cohort | % of FP cohort matched | % KS2 cohort matched |
|---------------|----------------|-----------------------|---------------------|----------------|-----------------|------------------------|----------------------|
| LLC - Welsh | 49 | 93.9 | 6.1 | 51 | 51 | 96.1 | 96.1 |
| LLC - English | 777 | 94.7 | 4.5 | 831 | 848 | 93.5 | 91.6 |
| Mathematics | 827 | 94.2 | 5.1 | 882 | 899 | 93.8 | 92.0 |

* 2018 KS2 English cohort excludes Welsh Medium pupils to more accurately match the FP English cohort.

Progress of pupils between KS2 and KS3

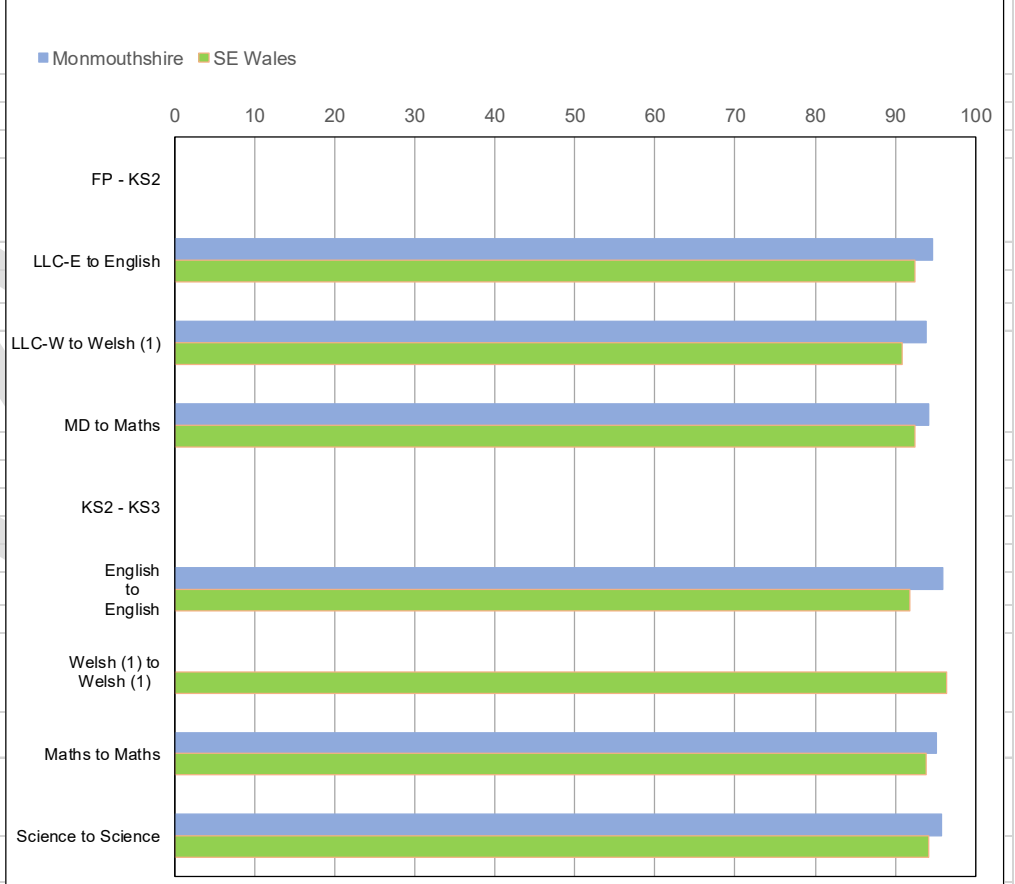
Matching

| Subject | Matched Cohort | 2+ levels of progress | 1 level of progress | 1+ levels of progress | 2015 KS2 cohort | 2018 KS3 cohort | % KS2 cohort matched | % KS3 cohort matched |
|-----------------|----------------|-----------------------|---------------------|-----------------------|-----------------|-----------------|----------------------|----------------------|
| Welsh 1st Lang. | 0 | - | - | - | 35 | 0 | 0.0 | - |
| English | 703 | 50.5 | 45.4 | 95.9 | 893 | 814 | 78.7 | 86.4 |
| Mathematics | 703 | 65.3 | 29.9 | 95.2 | 893 | 814 | 78.7 | 86.4 |
| Science | 703 | 60.9 | 34.9 | 95.7 | 893 | 814 | 78.7 | 86.4 |

Summary

| | | | | |
|--|--------------------|------------------------|----------------|--------------------|
| FP to KS2 Expected Progress (2 'Levels') | LLC-E to English | LLC-W to Welsh (1) | MD to Maths | |
| | 94.7 | 93.9 | 94.2 | |
| KS2 to KS3 Expected Progress (2 Levels) | English to English | Welsh (1) to Welsh (1) | Maths to Maths | Science to Science |
| | 95.9 | - | 95.2 | 95.7 |

% Learners making expected progress across KS2 / KS3 - 2018



LA summary and issues

- Improve outcomes of vulnerable groups, including eFSM learners, particularly at KS4
- Reduce variance in outcomes, teaching and leadership, particularly at KS4, using the ETLF as a tool for improvement
- Strengthen leadership capacity in identified schools
- Reduce the amount of fixed term exclusions
- Secure appropriate progress for learners across the full range of cognitive abilities of pupils

Attendance/Exclusions

- There has been a decrease in primary attendance of 0.6pp since 2015, but an increase in secondary attendance. Both figures remain above that of Wales
- There has been an increase in unauthorised absence at primary schools, but a slight decrease at secondary schools. Both figures are lower than Wales.

Exclusion figures are reported by LA

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- There has been a large increase in exclusions of 5 days or fewer at both primary and secondary level. There has been a decrease in exclusions of 6 days or more at both primary and secondary level.
- There was 1 permanent exclusion in 2017/18 from primary schools.
- There have been 6 permanent exclusions at secondary level since 2014/15, 5 in 2015/16 and 1 in 2016/17, but none in 2017/18.

Inspection/Categorisation

- Under the old framework, the percentage of schools judged at least Good for current performance since the 2014/15 school year was 50%. 55% of schools were judged Good or better for prospects for improvement. Under the new framework, the percentage of schools judged at least Good for Standards of achievement was 80%. 40% of schools were judged Good or better for Well-being and attitudes to learning.
- The percentage of primary schools categorised green has remained stable in 2018/19, however the percentage of schools in the amber / red categories has increased from 17% to 23%. Only one primary school is now categorised as red. Two secondary schools are now categorised as green, compared with none the previous year. However one secondary schools remains amber and one has moved from yellow to amber. (provisional and confidential).

Schools requiring Improvement 2018-2019 (Amber and Red Overall Categories of support)

The information below indicates the schools in the overall category of Amber or Red in the Local Authority in the academic year 2018-2019, that will require additional support. The support is in line with the guidance within the National Categorisation System and within the SEWC Intervention Framework 2018-2019. Each of these schools have a detailed Intervention or Support Plan, the progress each school makes over the next academic year will be captured through regular Education Improvement Boards (EIBs) or Intervention Meetings.

| Schools requiring Amber levels of support | Schools requiring Red levels of support |
|---|---|
| Castle Park Primary | Llantilio Pertholey VC Primary |
| Caldicot School | |
| Chepstow School | |
| Durand Primary | |
| Poytre Fawr Primary | |
| Magor VA CiW Primary | |
| Rogiet Primary | |
| St Mary's RC Primary | |

The content of this LA Annex has been agreed by:

LA Director / Chief Education Officer:

Mr Will McClean

Cabinet Member for Education:

Cllr Richard John

EAS Managing Director



Ms. Debbie Harteveld

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South East Wales Education Achievement Service Business Plan (first draft) 2019-2020
Cynllun Busnes Gwasanaeth Cyflawni Addysg De Ddwyrain Cymru (drafft cyntaf) 2019-2020

Consultation feedback form

Ffurflen Adborth Ymgynghoriad

| | |
|--|--|
| Feedback received from: <i>Y sawl sy'n rhoi adborth:</i> | |
| Date of feedback: <i>Dyddiad yr adborth:</i> | |

This feedback form is designed to capture the views from key partners in South East Wales in the shaping of the EAS Business Plan for the region for the next year.

Mae'r ffurflen adborth hon wedi'i dylunio i gofnodi safbwyntiau partneriaid allweddol yn Ne-ddwyrain Cymru er mwyn llunio Cynllun Busnes y GCA ar gyfer y flwyddyn nesaf.

Please provide your feedback as appropriate on each section:

Nodwch eich sylwadau ar bob adran:

| | |
|--|--|
| Section 1 and Section 2 Regional Context and Overview Adran 1 ac Adran 2 <i>Cyd-destun Rhanbarthol a Throsolwg</i> | |
| Section 3 The South-East Wales Regional Mission: Business Plan 2019-20 Adran 3 <i>Cenhadaeth Rhanbarth De-Ddwyrain Cymru: Cynllun Busnes 2019-20</i> | |
| Section 4 Delivery arrangements Adran 4 Trefniadau cyflwyno | |
| Any other comments <i>Unrhyw sylwadau eraill</i> | |

Thank you for your time in completing this document all of your comments will be considered. Please return to joanne.hughes@sewaleseas.org.uk by 8th February 2019.

Diolch am dreulio'r amser i gwblhau'r ffurflen hon; caiff pob un o'ch sylwadau eu hystyried. Dychwelwch hon at joanne.hughes@sewaleseas.org.uk erbyn 8 Chwefror 2019.

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Local Authority Specific Annex 2019-2020

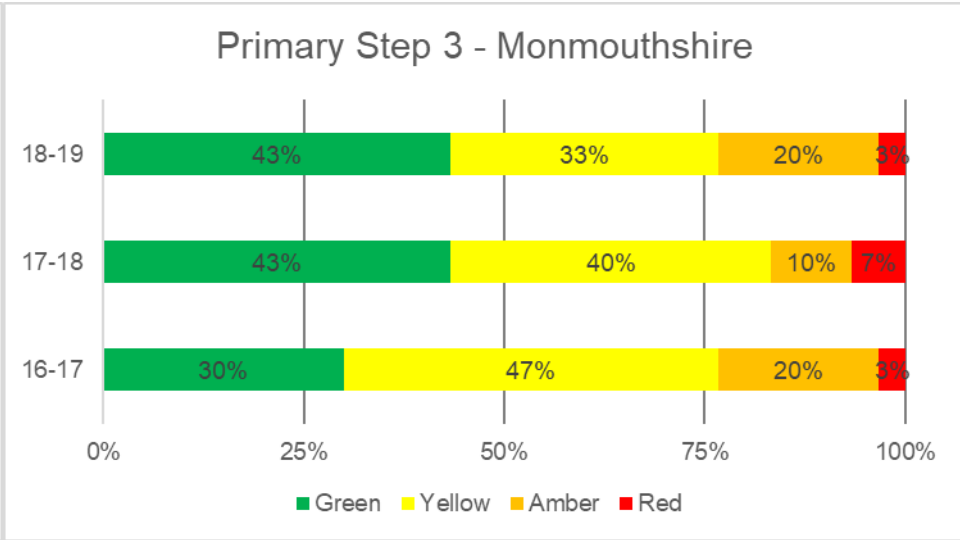
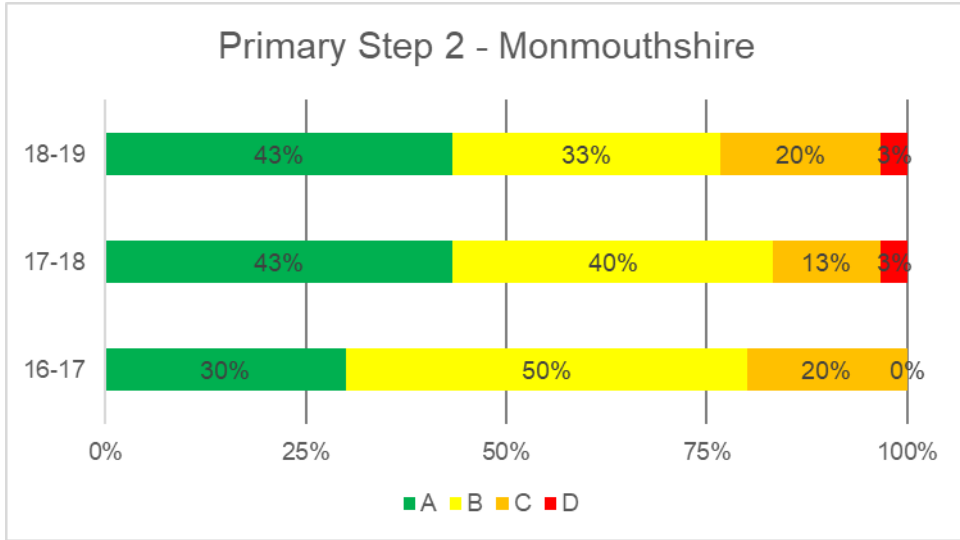
Local Authority: Monmouthshire

Summary of National Categorisation of schools in the Local Authority in 2015-2016, 2016-2017 and 2017-2018

| Step 2 – Primary | | Number of Schools | | | | Percentage of Schools | | | |
|------------------|-------|-------------------|----|-----|-----|-----------------------|-----|-----|-----|
| | | D | C | B | A | D | C | B | A |
| Monmouthshire | 16-17 | 0 | 6 | 15 | 9 | 0% | 20% | 50% | 30% |
| | 17-18 | 1 | 4 | 12 | 13 | 3% | 13% | 40% | 43% |
| | 18-19 | 1 | 6 | 10 | 13 | 3% | 20% | 33% | 43% |
| South East Wales | 16-17 | 5 | 19 | 108 | 64 | 3% | 10% | 55% | 33% |
| | 17-18 | 3 | 18 | 84 | 88 | 2% | 9% | 44% | 46% |
| | 18-19 | 6 | 17 | 64 | 105 | 3% | 9% | 33% | 55% |

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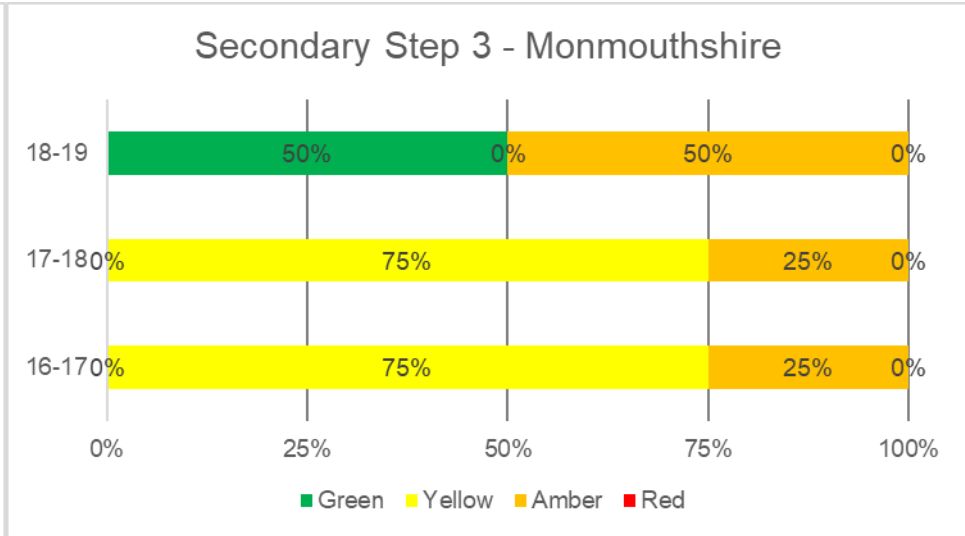
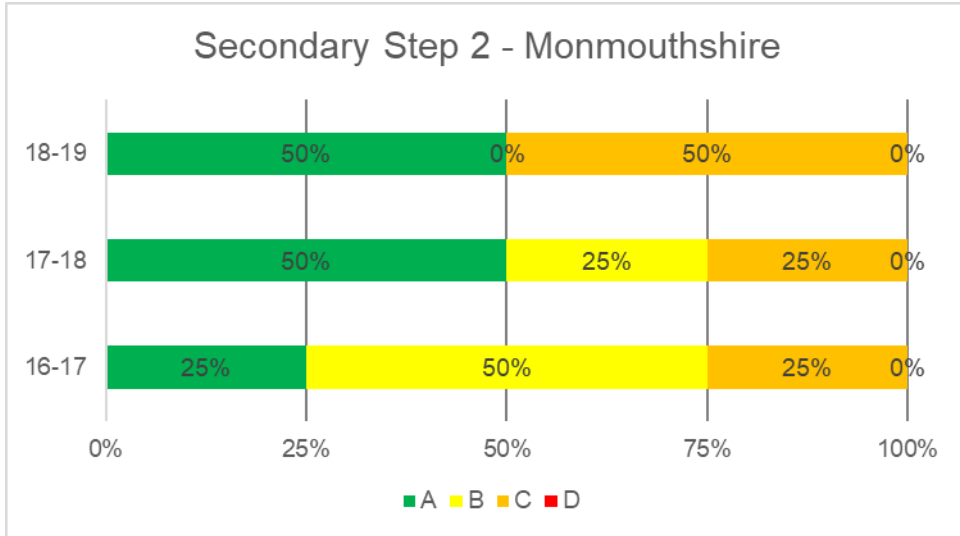
| Step 3 - Primary | | Number of Schools | | | | Percentage of Schools | | | |
|------------------|-------|-------------------|-------|--------|-------|-----------------------|-------|--------|-------|
| | | Red | Amber | Yellow | Green | Red | Amber | Yellow | Green |
| Monmouthshire | 16-17 | 1 | 6 | 14 | 9 | 3% | 20% | 47% | 30% |
| | 17-18 | 2 | 3 | 12 | 13 | 7% | 10% | 40% | 43% |
| | 18-19 | 1 | 6 | 10 | 13 | 3% | 20% | 33% | 43% |
| South East Wales | 16-17 | 8 | 16 | 112 | 60 | 4% | 8% | 57% | 31% |
| | 17-18 | 9 | 16 | 81 | 87 | 5% | 8% | 42% | 45% |
| | 18-19 | 6 | 19 | 63 | 104 | 3% | 10% | 33% | 54% |



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| Step 2 – Secondary | | Number of Schools | | | | Percentage of Schools | | | |
|---------------------------|-------|--------------------------|----|----|---|------------------------------|-----|-----|-----|
| | | D | C | B | A | D | C | B | A |
| Monmouthshire | 16-17 | 0 | 1 | 2 | 1 | 0% | 25% | 50% | 25% |
| | 17-18 | 0 | 1 | 1 | 2 | 0% | 25% | 25% | 50% |
| | 18-19 | 0 | 2 | 0 | 2 | 0% | 50% | 0% | 50% |
| South East Wales | 16-17 | 6 | 9 | 17 | 4 | 17% | 25% | 47% | 11% |
| | 17-18 | 8 | 10 | 13 | 5 | 22% | 28% | 36% | 14% |
| | 18-19 | 6 | 15 | 8 | 6 | 17% | 43% | 23% | 17% |

| Step 3 – Secondary | | Number of Schools | | | | Percentage of Schools | | | |
|---------------------------|-------|--------------------------|-------|--------|-------|------------------------------|-------|--------|-------|
| | | Red | Amber | Yellow | Green | Red | Amber | Yellow | Green |
| Monmouthshire | 16-17 | 0 | 1 | 3 | 0 | 0% | 25% | 75% | 0% |
| | 17-18 | 0 | 1 | 3 | 0 | 0% | 25% | 75% | 0% |
| | 18-19 | 0 | 2 | 0 | 2 | 0% | 50% | 0% | 50% |
| South East Wales | 16-17 | 6 | 12 | 15 | 3 | 17% | 33% | 42% | 8% |
| | 17-18 | 10 | 11 | 12 | 3 | 28% | 31% | 33% | 8% |
| | 18-19 | 7 | 15 | 7 | 6 | 20% | 43% | 20% | 17% |



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LA schools currently in any Estyn follow-up category

| Phase | School | Date of last inspection | Date report published | Follow-up status of last inspection |
|---------|-------------------|-------------------------|-----------------------|-------------------------------------|
| Primary | Durand Primary | Jan-18 | Mar-18 | Estyn Monitoring |
| Primary | Deri View Primary | Oct-18 | Dec-18 | Estyn Monitoring |

| Phase | School | Date of last inspection | Date report published | Follow-up status of last inspection |
|-----------|-----------------|-------------------------|-----------------------|-------------------------------------|
| Secondary | Chepstow School | Sep-17 | Nov-17 | Estyn Monitoring |
| Secondary | Caldicot School | Oct-18 | Dec-18 | Estyn Monitoring |

| Phase | School | Date of last inspection | Date report published | Follow-up status of last inspection |
|-------|-------------------|-------------------------|-----------------------|-------------------------------------|
| PRU | Monmouthshire PRU | Apr-18 | Jul-18 | Estyn Monitoring |

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High Level Pupil Progress Analysis - 2018 - FP to KS2 / KS2 to KS3

LA/Region: **Monmouthshire**

Progress of pupils between FP and KS2

| Subject | Matched Cohort | 2+ levels of progress | 1 level of progress | Matching | | | |
|---------------|----------------|-----------------------|---------------------|----------------|-----------------|---------------------------|----------------------------|
| | | | | 2014 FP cohort | 2018 KS2 cohort | %age of FP cohort matched | %age of KS2 cohort matched |
| LLC - Welsh | 49 | 93.9 | 6.1 | 51 | 51 | 96.1 | 96.1 |
| LLC - English | 777 | 94.7 | 4.5 | 831 | 848 | 93.5 | 91.6 |
| Mathematics | 827 | 94.2 | 5.1 | 882 | 899 | 93.8 | 92.0 |

* 2018 KS2 English cohort excludes Welsh Medium pupils to more accurately match the FP English cohort.

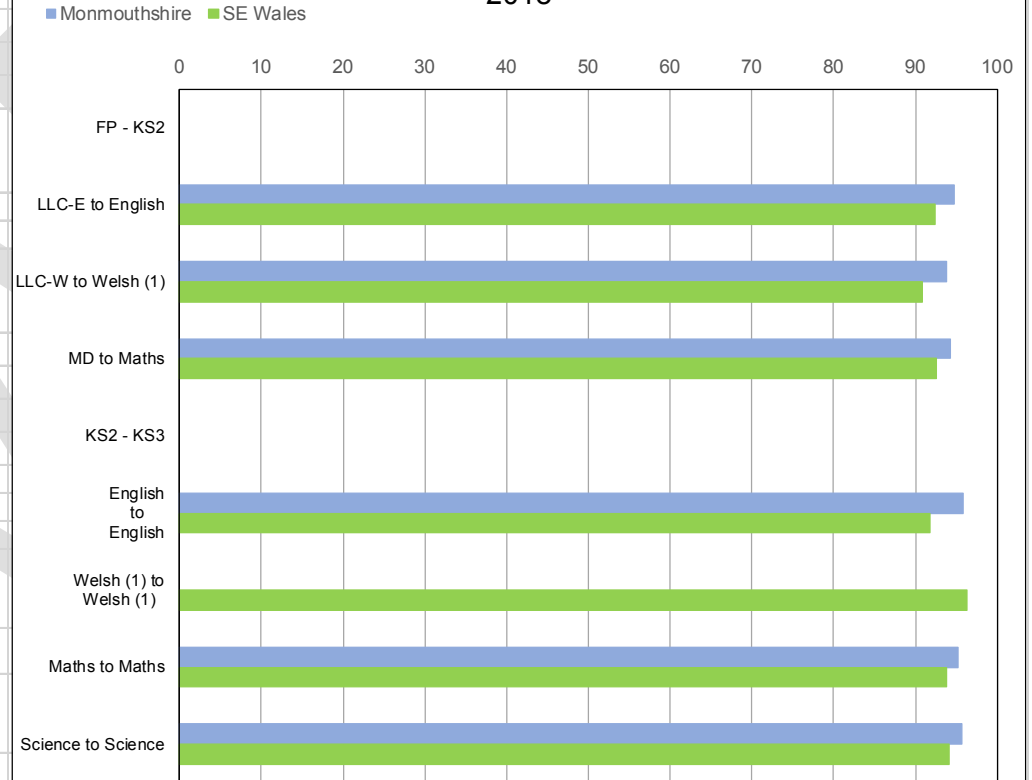
Progress of pupils between KS2 and KS3

| Subject | Matched Cohort | 2+ levels of progress | 1 level of progress | 1+ levels of progress | Matching | | | |
|-----------------|----------------|-----------------------|---------------------|-----------------------|-----------------|-----------------|----------------------------|----------------------------|
| | | | | | 2015 KS2 cohort | 2018 KS3 cohort | %age of KS2 cohort matched | %age of KS3 cohort matched |
| Welsh 1st Lang. | 0 | - | - | - | 35 | 0 | 0.0 | - |
| English | 703 | 50.5 | 45.4 | 95.9 | 893 | 814 | 78.7 | 86.4 |
| Mathematics | 703 | 65.3 | 29.9 | 95.2 | 893 | 814 | 78.7 | 86.4 |
| Science | 703 | 60.9 | 34.9 | 95.7 | 893 | 814 | 78.7 | 86.4 |

Summary

| | | | | |
|--|--------------------|------------------------|----------------|--------------------|
| FP to KS2 Expected Progress (2 'Levels') | LLC-E to English | LLC-W to Welsh (1) | MD to Maths | |
| | 94.7 | 93.9 | 94.2 | |
| KS2 to KS3 Expected Progress (2 Levels) | English to English | Welsh (1) to Welsh (1) | Maths to Maths | Science to Science |
| | 95.9 | - | 95.2 | 95.7 |

% Learners making expected progress across KS2 / KS3 - 2018



Key Points:

From FP to KS2, approximately 19/20 learners make expected or greater progress. From KS2 to KS3 similar progress continues.

FP to KS2 A higher proportion of learners, than across the region as a whole, make at least expected progress in English, Welsh (1st) and mathematics

KS2 to KS3 A higher proportion of learners make at least expect progress in English
 A slightly higher proportion of learners make at least expect progress in mathematics
 A higher proportion of learners make at least expect progress in science

LA summary and issues

- Improve outcomes of vulnerable groups, including eFSM learners, particularly at KS4
- Reduce variance in outcomes, teaching and leadership, particularly at KS4, using the ETLF as a tool for improvement
- Strengthen leadership capacity in identified schools
- Reduce the amount of fixed term exclusions
- Secure appropriate progress for learners across the full range of cognitive abilities of pupils

Attendance/Exclusions

- There has been a decrease in primary attendance of 0.6pp since 2015, but an increase in secondary attendance. Both figures remain above that of Wales
- There has been an increase in unauthorised absence at primary schools, but a slight decrease at secondary schools. Both figures are lower than Wales.

Exclusion figures are reported by LA

- There has been a large increase in exclusions of 5 days or fewer at both primary and secondary level. There has been a decrease in exclusions of 6 days or more at both primary and secondary level.
- There was 1 permanent exclusion in 2017/18 from primary schools.
- There have been 6 permanent exclusions at secondary level since 2014/15, 5 in 2015/16 and 1 in 2016/17, but none in 2017/18.

Inspection/Categorisation

- Under the old framework, the percentage of schools judged at least Good for current performance since the 2014/15 school year was 50%. 55% of schools were judged Good or better for prospects for improvement. Under the new framework, the percentage of schools judged at least Good for Standards of achievement was 80%. 40% of schools were judged Good or better for Well-being and attitudes to learning.
- The percentage of primary schools categorised green has remained stable in 2018/19, however the percentage of schools in the amber / red categories has increased from 17% to 23%. Only one primary school is now categorised as red. Two secondary schools are now categorised as green, compared with none the previous year. However one secondary schools remains amber and one has moved from yellow to amber. (provisional and confidential).

Schools requiring Improvement 2018-2019 (Amber and Red Overall Categories of support)

The information below indicates the schools in the overall category of Amber or Red in the Local Authority in the academic year 2018-2019, that will require additional support. The support is in line with the guidance within the National Categorisation System and within the SEWC Intervention Framework 2018-2019. Each of these schools have a detailed Intervention or Support Plan, the progress each school makes over the next academic year will be captured through regular Education Improvement Boards (EIBs) or Intervention Meetings.

| Schools requiring Amber levels of support | Schools requiring Red levels of support |
|---|---|
| Castle Park Primary | Llantilio Pertholey VC Primary |
| Caldicot School | |
| Chepstow School | |
| Durand Primary | |
| Poytre Fawr Primary | |
| Magor VA CiW Primary | |
| Rogiet Primary | |
| St Mary's RC Primary | |

The content of this LA Annex has been agreed by:

LA Director / Chief Education Officer:

Mr Will McClean

Cabinet Member for Education:

Cllr Richard John

EAS Managing Director



Ms. Debbie Hartevelde

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Monmouthshire Scrutiny Report: National School Categorisation 2017-18

Report Submitted by: *Helen Power, EAS Principal Challenge Adviser*

Report Written by: *Helen Power, EAS Principal Challenge Adviser and Sarah Jones, EAS Head of Learning & Business Intelligence*

Purpose of report: To inform Scrutiny members of the new national school categorisation system and Monmouthshire school categorisations.

National School Categorisation

The Minister for Education and Skills announced the introduction of the National School Categorisation System in September 2014. The system, which covers both primary schools and secondary schools, has evolved over subsequent years.

From 2017-2018, Welsh Government removed the data-driven judgement that placed schools into a standards group as part of Step 1. Discussion around the school's self-evaluation and school development planning has become the central feature of the model. The school's data remains as a starting point for discussions within the school, and with the Challenge Adviser, about their capacity to improve in relation to leadership, teaching and learning.

The Process

The following terminology is used to describe the outcomes of each step of the categorisation process:

Step 1: no **standards group** is published for 2018-2019

Step 2: the outcome is a judgement about a school's **improvement capacity** (A-D)

Step 3: leads to a **support category** for each school (green, yellow, amber, red)

Other circumstances which may affect the school's support category

A range of other risks where they occur are considered when making a judgement about a school's improvement capacity and a decision about their support category.

Performance of e-FSM pupils

The performance of eFSM pupils is taken into account giving consideration to the school's support category. Consideration should be given to performance over time (3 years minimum.)

New and amalgamated Schools

For new and amalgamated schools any available performance data is used to inform discussions as part of Step 2 of the process – the self-evaluation of the school's capacity to improve.

Changes to a school's support category in year

The National School Categorisation process is carried out on an annual basis. The outcomes are communicated to the Welsh Government each year for publication following national verification in January. However, it is possible for each region to review a school's categorisation at any point during the year in response to changes in circumstance. These changes will not be published nationally.

Circumstances that may necessitate a review include:

- Schools that are making very good progress.

- Schools that become subject to a higher degree of risk

Schools in inspection follow up

The National School Categorisation system is not contingent on the outcomes of an individual school's inspection. Where school self-evaluation and monitoring of schools' performance are effective this should result in appropriate action that will support a school's self-improvement and avoid the need for inspection follow-up activity. However, where a school requires follow-up as a result of inspection the associated degree of risk, and the need to provide evidence of a school's progress against its recommendations, is weighed carefully when determining a judgement about a school's improvement capacity and making a decision about its support category.

Schools requiring significant improvement or special measures

In normal circumstances the improvement capacity of a school requiring **significant improvement or special measures** will not normally be higher than D and the support category red in the first instance. As a school addresses the recommendations from its inspection, evidence about its progress should be weighed carefully and professional judgement applied when reviewing the school's support category.

Schools requiring Estyn review

Local authorities and consortia need to be satisfied that appropriate arrangements are in place to support schools requiring Estyn review and to monitor and report their progress. When agreeing a school's improvement capacity and support category consideration should be given to the inspection's recommendations and degree of risk. Professional judgement should be applied when reviewing a school's support category taking account of evidence about a school's progress as it addresses the inspection's recommendations.

Step Two: Self-evaluation and capacity to self-improve in relation to leadership and teaching and learning

Step two consists of a judgement (A–D) based on the school's capacity to self-improve. Schools where the judgement is A show the greatest capacity to improve, along with the ability to support other schools. Those where the judgement is D require the most support. The process of coming to a judgement on the school's capacity to bring about improvement begins with the school's self-evaluation. This is discussed by the regional consortium's challenge adviser with the school's leaders and governors. The judgement should reflect the considered view of the Headteacher, governors and the challenge adviser and be supported by evidence. Learners' performance and the judgement about the capacity to improve should be closely aligned.

This judgement indicates the degree of confidence in the school's capacity to drive forward its own improvement. As such, it is a key element in the decision about the level of support the school will require at step three. The national system is intended to strengthen schools' capacity to bring about their own improvement and to contribute to system-wide change.

Challenge advisers should be assured that all school leaders use performance data robustly and effectively. This includes governors, Headteachers, middle leaders and subject leaders. There must be evidence of the effective and timely use of accurate data at individual learner,

class, group, cohort, subject and whole-school level, including careful consideration of ALN and eFSM learners.

Step 3: The Categorisation and level of support, challenge and intervention

The outcomes of step one and step two will be combined to determine the school's support category (step three of the process). The final categorisation will be based on a colour coding system and this will be discussed with the school and agreed with the local authority. The categorisation colour indicates the level of support a school requires – green, yellow, amber or red (with the schools in the green category needing the least support and those in the red category needing the most intensive support). Each school will receive a tailored programme of support, challenge and intervention based on this category. The support category is published annually on the My Local School website (<http://mylocalschool.wales.gov.uk>).

The level of support available for each category is as follows:

- Green support category - up to 4 days of challenge adviser time.
- Yellow support category - up to 10 days of challenge adviser time.
- Amber support category - up to 15 days of challenge adviser time.
- Red support category - up to 25 days of challenge adviser time.

Each challenge adviser will determine the nature of the bespoke support package to be provided to each school according to need. This support will be aligned to the school's own development plan, through a single plan of support.

Peer Review

In 2018-19 all schools across the region were offered the opportunity to participate in a peer review process. This had previously only been available to schools previously categorised as green. In total 99 schools opted to be part of this programme. These schools were grouped into peer review groups of 3-4 schools, where colleague headteachers undertook the national categorisation process, during a peer review day. The group were supported by the school's challenge adviser, who completed the National Categorisation report and a link challenge adviser was also present, to ensure consistency across groups.

Regional Standardisation and Moderation Process

As part of the national process, a Regional Moderation Board (RMB) meeting took place in December. This group included the senior leaders in the consortium overseeing the work with each local authority, a representative Director / Chief Education Officer from within the region and Headteacher representation from primary, secondary and special schools. The RMB considered 35 categorisation reports from across the Consortium for a range of schools including: from each of the four judgements about improvement capacity; each of the four support categories; where consideration had been given to more than one support category. The RM also considered the 2 schools, from across the region that had submitted an F1 Disagreement Form.

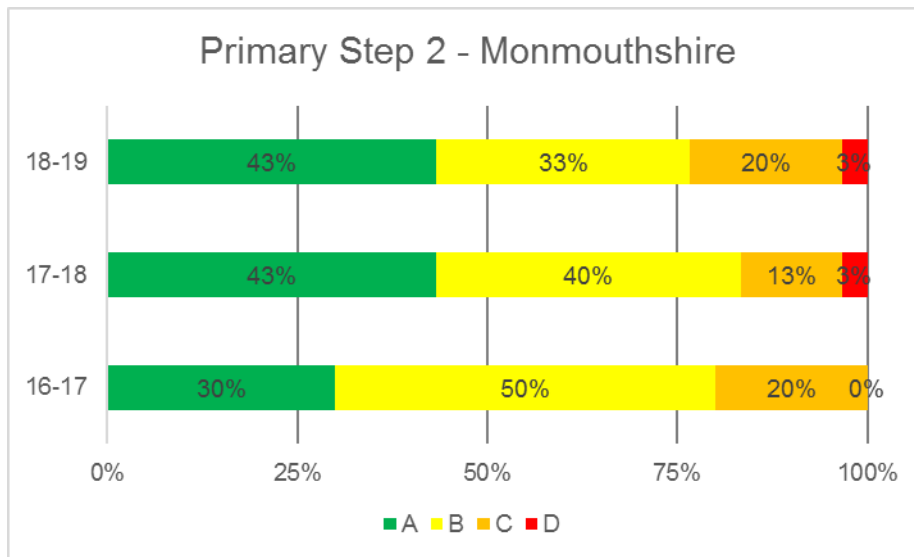
National Verification Process

A national verification process took place in January, undertaken by the Quality and Standardisation Group. This group was chaired and organised by a Director of Education/Chief Education Officer, nominated by ADEW; four nominated regional representatives, a representative from WG and Trade Union representatives (as observers). This group sampled the outcomes of the regional moderation process to verify its consistency, quality and rigour.

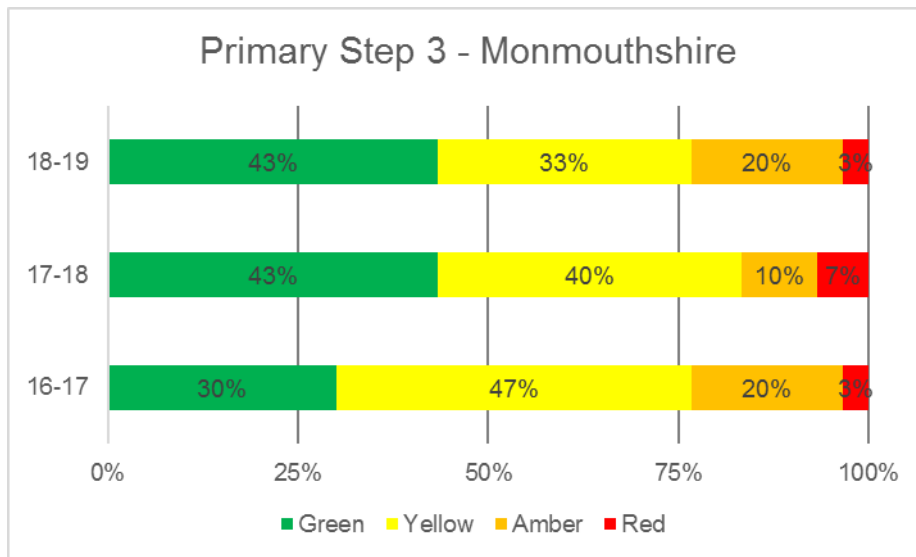
Primary School Categories 2018/19

There are no national averages readily available for Step 1 and Step 2 data, and no Step 1 data used for categorisation this year. The chart below shows that during the past three years, the proportion of schools in the green category has increased for Step 2, and is now 43%.

| | | Numbers of Schools | | | | Percentage of Schools | | | |
|--------|-------|--------------------|---------|---------|---------|-----------------------|---------|---------|---------|
| | | Red | Amber | Yellow | Green | Red | Amber | Yellow | Green |
| Step 3 | 16-17 | 1 | 6 | 14 | 9 | 3% | 20% | 47% | 30% |
| | 17-18 | 2 | 3 | 12 | 13 | 7% | 10% | 40% | 43% |
| | 18-19 | 1 | 6 | 10 | 13 | 3% | 20% | 33% | 43% |
| | | D | C | B | A | D | C | B | A |
| Step 2 | 16-17 | 0 | 6 | 15 | 9 | 0% | 20% | 50% | 30% |
| | 17-18 | 1 | 4 | 12 | 13 | 3% | 13% | 40% | 43% |
| | 18-19 | 1 | 6 | 10 | 13 | 3% | 20% | 33% | 43% |
| | | Group 4 | Group 3 | Group 2 | Group 1 | Group 4 | Group 3 | Group 2 | Group 1 |
| Step 1 | 16-17 | 0 | 2 | 11 | 17 | 0% | 7% | 37% | 57% |



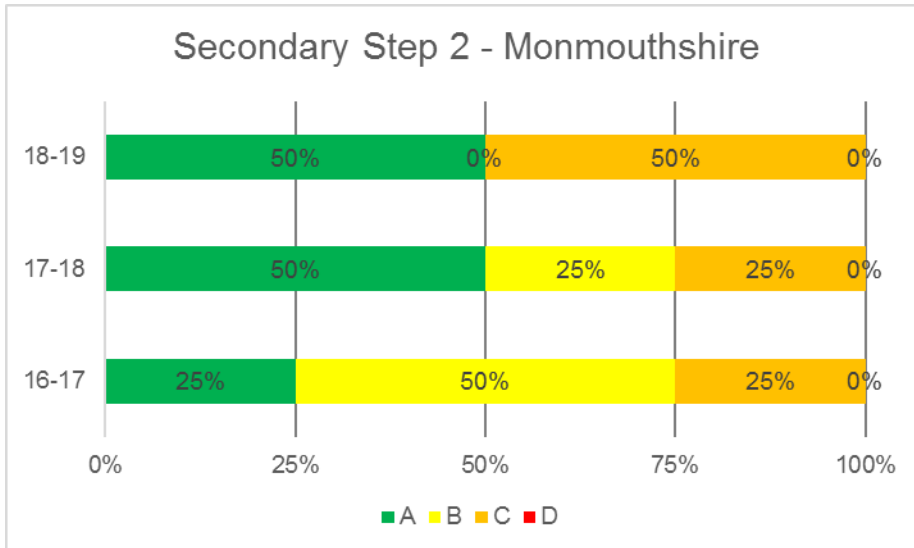
At Step 3, the proportion of schools in the green category is below the regional average and in line with the national average, and the proportion in the red category is in line with the regional averages and above the national average.



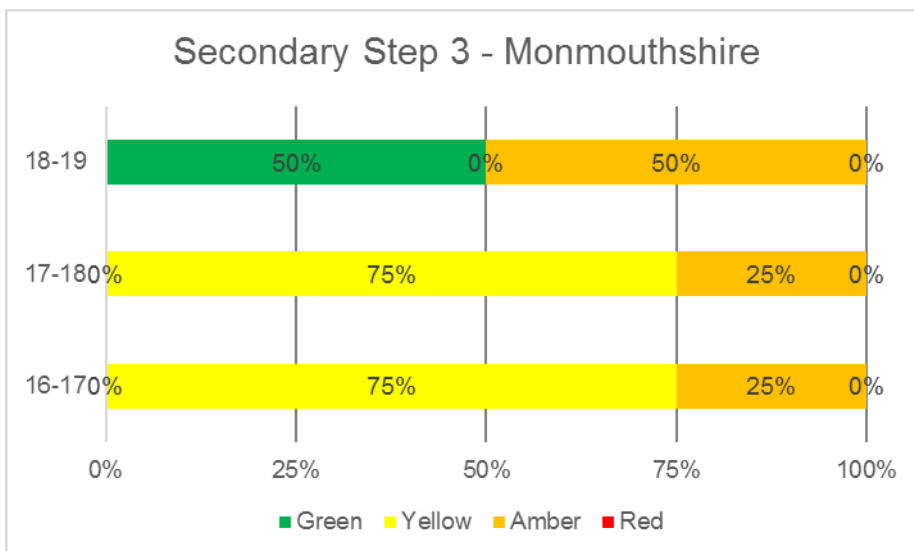
Secondary School Categories 2018/19

The charts below show that during the past three years, the proportion of schools in the green category has increased for Step 2. As there are only 4 secondary schools in Monmouthshire, this increase relates to two schools.

| | | Numbers of Schools | | | | Percentage of Schools | | | |
|--------|-------|--------------------|---------|---------|---------|-----------------------|---------|---------|---------|
| | | Red | Amber | Yellow | Green | Red | Amber | Yellow | Green |
| Step 3 | 16-17 | 0 | 1 | 3 | 0 | 0% | 25% | 75% | 0% |
| | 17-18 | 0 | 1 | 3 | 0 | 0% | 25% | 75% | 0% |
| | 18-19 | 0 | 2 | 0 | 2 | 0% | 50% | 0% | 50% |
| | | D | C | B | A | D | C | B | A |
| Step 2 | 16-17 | 0 | 1 | 2 | 1 | 0% | 25% | 50% | 25% |
| | 17-18 | 0 | 1 | 1 | 2 | 0% | 25% | 25% | 50% |
| | 18-19 | 0 | 2 | 0 | 2 | 0% | 50% | 0% | 50% |
| | | Group 4 | Group 3 | Group 2 | Group 1 | Group 4 | Group 3 | Group 2 | Group 1 |
| Step 1 | 16-17 | 0 | 0 | 3 | 1 | 0% | 0% | 75% | 25% |



For Step 3, there are two secondary schools in the green category, but no schools in the red category. Two schools are amber.



Annex 1 – Monmouthshire School Categorisation 2018/19 Academic Year

| School name | Step 2 | Step 3 |
|--|--------|--------|
| Archbishop Rowan Williams CIW School | B | Yellow |
| Caldicot School | C | Amber |
| Cantref Primary School | A | Green |
| Castle Park Primary School | C | Amber |
| Chepstow Comprehensive School | C | Amber |
| Cross Ash C.P. School | A | Green |
| Deri View Primary School | B | Yellow |
| Dewstow Primary School | B | Yellow |
| Durand Primary School | C | Amber |
| Gilwern C.P. School | A | Green |
| Goytre Fawr Primary School | C | Amber |
| King Henry VIII Comprehensive | A | Green |
| Kymin View Primary | A | Green |
| Llandogo C.P. School | B | Yellow |
| Llanfihangel Crucorney C.P. School | A | Green |
| Llanfoist Fawr Primary School | A | Green |
| Llantilio Pertholey CIW Primary School | D | Red |
| Magor V.A. Primary School | C | Amber |
| Monmouth Comprehensive School | A | Green |
| Monmouth PRU | B | Yellow |
| Mounton House | B | Yellow |
| Osbaston CIW Primary School | B | Yellow |
| Our Lady & St Michael's School | B | Yellow |
| Overmonnow C.P. School | A | Green |
| Pembroke Primary School | B | Yellow |
| Raglan V.C. Primary School | B | Yellow |
| Rogiet C.P. School | C | Amber |
| Shirenewton Primary School | A | Green |
| St Mary's R.C. Primary School | C | Amber |
| The Dell Primary School | A | Green |
| Thornwell Primary School | A | Green |
| Trellech C.P. School | B | Yellow |
| Undy C.P. School | A | Green |
| Usk CIW Primary School | A | Green |
| Ysgol Gymraeg Y Fenni | B | Yellow |
| Ysgol Gymraeg Y Ffin | A | Green |

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| | |
|---------------------------------|---|
| SUBJECT: | PLAY ACTION PLAN AND PLAY SUFFICIENCY ASSESSMENT |
| MEETING: | Children and Young People Select |
| DATE: | 21 February 2019 |
| DIVISION/WARDS AFFECTED: | All |

1. PURPOSE:

- 1.1 To advise members of the timescale for the submission of the play sufficiency assessment and to present progress on the assessment and the proposed action plan for 2019/20.

2. RECOMMENDATIONS:

- 2.1 To receive and scrutinise an update of progress on the play sufficiency assessment and the proposed action plan for 2019/20
- 2.2 To note the intention to report the results of the assessment and progress in delivery of the action plan to a future meeting for scrutiny by this Committee.

3. KEY ISSUES:

Background

- 3.1 Statutory Play Sufficiency Assessments (PSA) were undertaken in 2013 & 2016. The duty on local authorities is to undertake a full review of the PSA every three years. The updated PSA is required to be submitted to Welsh Government by 31 March 2019 having been approved by Cabinet or in a final version timetabled to be so approved.
- 3.2 **“Wales: A Play Friendly Country”** is statutory guidance to local authorities on assessing and securing sufficient play opportunities for children in their areas. It gives detail to the duty under Section 11 of the Play Opportunities, Children and Families (Wales) Measure 2010.
- 3.3 In summary, the statutory requirements are that a local authority
 - must assess the sufficiency of play opportunities in its area; and
 - must secure sufficient play opportunities in its area for children, so far as reasonably practicable, having regard to its assessment.
- 3.4 In addition to undertaking a full review every three years, local authorities are required to produce a progress report and update the Play Action Plan on an annual basis.
- 3.5 The guidance provides the following internationally recognised definition of play:

“Play encompasses children’s behaviour which is freely chosen, personally directed and intrinsically motivated. It is performed for no external goal or reward, and is a fundamental and integral part of healthy development – not only for individual children, but also for the society in which they live”.

3.6 Play is defined for the purposes of the measure as including (but not limited to) “any recreational activity”. This recognises that children enjoy and benefit from taking part in a wide range of activities that are, in the main, organised by adults for children. These can include junior and youth clubs; leisure centre and sporting activities; cultural and arts activities; indoor play centres and events organised for children and their families. These recreational activities may offer a combination of adult led organised activities, and opportunities for freely chosen and child led play.

3.7 Welsh Government sees the range of play opportunities for children covered under the measure as being:

- Freely chosen play – with or without adult supervision/facilitation.
- Structured recreational activities – in the main led by adults, with predefined rules.

These opportunities can be available in a range of spaces and settings and any setting may afford both opportunities for freely chosen play and structured recreational activities.

3.8 The matters to be taken into account in the PSA, each of which is assessed against fixed criteria set out in the guidance (in total 102 criteria), are broad in their scope impacting widely across the authority’s activities:

Matter A: Population

Matter B: Providing for diverse needs

Matter C: Space Available for Children to Play (open spaces; outdoor unstaffed designated play spaces)

Matter D: Supervised provision (play work provision; structured recreational activities)

Matter E: Charges for play provision

Matter F: Access to space/provision & Information; publicity and events

Matter G: Securing & Developing the Play Workforce

Matter H: Community engagement and participation

Matter I: Play within all relevant policy and implementation agendas (education/schools; town & country planning; traffic & transport; early years plans; family policy & initiatives; inter-generational policy and initiatives; health and safety)

Detailed assessment against the criteria is currently underway.

3.9 Based on a review of the 2013 PSA and advice shared across the Regional Play Sufficiency Assessment Network, supported by Play Wales, the approach adopted for the 2016 PSA was to identify fewer, better-focussed and more integrated themes/actions. This approach, founded on a view that a strategic approach was more likely to support partnership progress, has proved sound and so it is proposed to adopt the same approach to the 2019 review. The proposed approach is therefore to refine and reflect progress and ambition against the core actions set in 2016 rather than fundamentally change direction. This intent will be tested through internal and external consultations in the coming weeks.

Proposed action areas

3.5 Inevitably, with pressure on resources and no dedicated budget or play coordinator progress has been challenging. However, through partnership working, especially with Town and Community Councils, and support across the authority good progress has been achieved in some areas. At this stage, the proposal is to retain the five action areas to focus further action over the next PSA period:

3.5.1 Space for play – Identified in 2016 as, the overall approach to fixed play provision and the opportunities for play within open spaces; including fully assessing the condition of and demand for existing provision and identifying new opportunities; the application of play space standards / developer contributions; the potential for multi-use spaces / natural play etc. through integration of a wider “green infrastructure” approach.

Progress includes:

- a more integrated and innovative approach to multi-use spaces / natural play etc. in new development;
- a new destination play area at Caldicot Castle County Park;
- extensive consultations to agree the location of a new destination play area in Monmouth; and,
- supporting the provision of enhanced indoor play facilities at Monmouth Leisure Centre.

Further actions include:

- extending the new approach to development to include a review of existing fixed play provision through play value / inclusive play assessments;
- a pilot project looking to rationalise the fixed play provision in specific areas in Monmouth;
- seeking to address the issues identified in the Bulwark and Thornwell play research pilot, including the use of school grounds; and,
- extending this approach to other communities.

Previous consultations identified the limiting factors for outdoor play as including local environmental quality, traffic and perceived safety and the Bulwark and Thornwell play research pilot has also highlighted the need to adopt a broad community based approach in the next PSA period to secure increased play opportunities.

3.5.2 Supervised provision – Identified in 2016 as, working with partners to develop the community play framework for open access play provision; including assessing the impact of the changes; seeking to develop the model and engage new partners and exploring the potential for further inclusive community based provision including at other times of the year.

Progress includes:

- the open access community play model to provide free inclusive summer play opportunities successfully developed and delivered since 2016 through partnership working and funding from Town & Community Councils, Families First Funding and Play Opportunity Grant;
- the Partnership & Engagement Team supporting community led 'playing out' sessions; and,
- Youth Service staff achieved a play work level 3 qualification

The future opportunities include:

- building on the "food and fun" provision via the School Holiday Enrichment Programme (SHEP) and bilingual playschemes pilots both proposed for 2019;
- enhancing the inclusive aspects of the schemes; and,
- to work to secure wider community provision, and provision beyond the summer holidays.

3.5.3 Providing for diverse needs – Identified in 2016 as, adopting a more integrated approach across the authority to join up provision and ensure the needs of children with disabilities and/or families with diverse needs are better supported to access play opportunities.

Progress includes inclusive provision at the open access playschemes for children with disabilities and working with colleagues in leisure, education and social services to further develop our wrap around provision, such as access to the Monmouthshire Games.

Future actions include addressing the needs of children with more complex needs where an inclusive setting is not appropriate, further developing the wrap around provision and to improve our engagement with parents and schools to ensure that we can offer a more bespoke package to those children most in need.

3.5.4 Policy Integration – Identified in 2016 as, supporting the Play Strategy Group, to develop into the implementation group for the play action plan, involving a wide range of internal and external partners; including identifying better links and integration with other programmes and partnerships e.g. the Creating an Active and Healthy Monmouthshire strategy.

Progress includes the integration of the Play Strategy Group with the Children and Young Peoples Sub Group of the Creating an Active and Healthy Monmouthshire partnership. Future actions include maintaining close engagement with internal and external partners and enhancing links with the wider youth offer.

3.5.5 Engagement and Information – Identified in 2016 as, recognising that the existing information base is not adequate to fully understand the demand for, and sufficiency of, play opportunities and that the level of work required to remedy this had proved beyond the current PSA process. Tasking the Play Strategy Group to identify a practical and economic way forward to remedy this; including working with Town and Community Councils; sharing existing data, building a fuller picture of existing provision; and utilising existing mechanisms to engage with children and young people.

This action has proved a harder one to address. The key area to progress is gathering more local intelligence and children’s views. Recently completed is child led research on play in the Bulwark and Thornwell neighbourhoods of Chepstow led by the Community and Partnership team with participation from Thornwell Primary School, Pembroke Primary School and Chepstow Comprehensive. This project, a first for Monmouthshire (and possibly Wales), has produced rich information on play including views from children, parents and community. A toolkit will be prepared to support rolling out this approach to other communities. The results of a Year 5 Play survey completed by Monmouthshire primary schools using an all Wales “Play Wales” approach are being analysed and will feed into the PSA.

The proposed focus for the next PSA period is to support a roll out of the Chepstow pilot project or similar community based approaches to inform future actions and initiatives.

3.6 Members views on the suggested action areas and proposed focus for the new PSA / Action plan period would be most welcome.

4. EQUALITY AND FUTURE GENERATIONS EVALUATION (INCLUDES SOCIAL JUSTICE, SAFEGUARDING AND CORPORATE PARENTING):

4.1 The statutory matters mean that the PSA will include an assessment of the extent that play opportunities are inclusive and recognises the positive impact that securing sufficient and accessible play opportunities can have on children, families and communities. The provision of free open access play contributes to the Social Justice Strategy.

4.2 The safeguarding responsibilities of the Authority and partners for children and young people are fully integrated into the identification of appropriate actions and reflected in the PSA and guidance.

5. OPTIONS APPRAISAL

| Option | Benefits | Risks | Comments |
|--|--|--|--|
| Do nothing | <ul style="list-style-type: none"> None identified | <ul style="list-style-type: none"> Lack of direction and vision in delivery No access to play opportunity grant Loss of existing relationships / partnerships | Not fulfilling statutory requirements to have a Play Sufficiency Assessment and a Play Action Plan |
| Review Play Sufficiency Assessment and prepare new action plan | <ul style="list-style-type: none"> Provides direction and vision in delivery Allows access to play opportunity grant | <ul style="list-style-type: none"> Lack of buy in from partners | Meets statutory requirements to have a Play Sufficiency Assessment and a Play Action Plan |

| | | | |
|--|---|--|--|
| | <ul style="list-style-type: none"> • Supports existing relationships | | |
|--|---|--|--|

6. EVALUATION CRITERIA

- 6.1 Assessment criteria for the PSA measures are set out in Statutory Guidance / the PSA Toolkit prepared by Play Wales on behalf of Welsh Government and the requirement to undertake an annual review.

7. REASONS:

- 7.1 “Wales: A Play Friendly Country” is Statutory Guidance to Local Authorities on assessing for and securing, as far as is reasonably practicable, sufficient play opportunities for children in their area by addressing the defined measures set out in legislation.
- 7.2 The provision of sufficient play opportunities for children contributes to wellbeing objectives and the corporate plan: Providing children and young people with the best possible start in life – enabling children to be active and participate in play, particularly outside is important, not just to obesity but also for broader child development

8. RESOURCE IMPLICATIONS:

- 8.1 There is no dedicated play budget so provision depends on partnership working. The substantial financial support from Town and Community Councils, from the Welsh Government Families First Fund and when available Play Opportunity Grant with support from voluntary sources has enabled the successful delivery of the summer play schemes. Play Opportunities Grant has been made available on occasions by Welsh Government but not consistently and usually as underspend towards the year end. Whilst the grant is welcome and has been well used to improve play opportunities its timing and uncertainty mitigates against fully strategic spend.
- 8.2 Play Opportunities Grant of £10K will be available towards the PSA review process in the remainder of 18/19.
- 8.3 There are no other direct resource implications associated with the PSA. Having an up to date PSA and Action Plan is a pre-requisite for accessing any Play Opportunities Grant, and positions the authority and its partners to seek external funding for specific initiatives / actions in the plan.

9. CONSULTEES:

Enterprise DMT; Chief Officer, Children and Young People; Community and Partnership Development Manager

10. BACKGROUND PAPERS:

Appendix 1: Future Generations Evaluation

11. AUTHORS:

Mike Moran, Community Infrastructure Coordinator

Matthew Lewis, Green Infrastructure and Countryside Officer

12. CONTACT DETAILS:

Tel: 07894 573834 E-Mail: mikemoran@monmouthshire.gov.uk

Tel: 01633 644855 E-mail: matthewlewis@monmouthshire.gov.uk

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Future Generations Evaluation

(includes Equalities and Sustainability Impact Assessments)

| | |
|---|---|
| <p>Name of the Officer completing the evaluation</p> <p>Matthew Lewis Green Infrastructure & Countryside Manager</p> <p>Phone no: 01633 644855 E-mail: matthewlewis@monmouthshire.gov.uk</p> | <p>Please give a brief description of the aims of the proposal</p> <p>Play Action Plan and Play Sufficiency Assessment</p> |
| <p>Name of Service</p> <p>Tourism, Leisure, Culture & Youth</p> | <p>Date Future Generations Evaluation form completed</p> <p>19 November 2018 (revised 7 February 2019)</p> |

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Does your proposal deliver any of the well-being goals below? Please explain the impact (positive and negative) you expect, together with suggestions of how to mitigate negative impacts or better contribute to the goal.





| Well Being Goal | How does the proposal contribute to this goal? (positive and negative) | What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts? |
|--|---|---|
| <p>A prosperous Wales Efficient use of resources, skilled, educated people, generates wealth, provides jobs</p> | <p>Positive – Access to good quality play opportunities contributes to education, particularly the foundation phase</p> | <p>The actions proposed to review the PSA and deliver the Play Action Plan are intended to support the delivery of good quality play opportunities</p> |
| <p>A resilient Wales Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)</p> | <p>Positive – play opportunities extend across all open spaces and include those for environmentally focused play.</p> | <p>The actions proposed to review the PSA and deliver the Play Action Plan will help identify such opportunities and potential for partnership delivery</p> |

Appendix 1


| Well Being Goal | How does the proposal contribute to this goal? (positive and negative) | What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts? |
|---|---|---|
| <p>A healthier Wales People's physical and mental wellbeing is maximized and health impacts are understood</p> | <p>Positive – Play is essential for the growth of children's cognitive, physical, social and emotional development</p> | <p>The actions proposed to review the PSA and to deliver the Play Action Plan are intended to support the delivery of good quality play opportunities</p> |
| <p>A Wales of cohesive communities Communities are attractive, viable, safe and well connected</p> | <p>Positive – Play contributes not only to children's lives but to the well-being of their families and communities and looking at a community based delivery model for staffed play provision would further contribute to this.</p> | <p>The actions proposed are intended to support the delivery of good quality play opportunities and the delivery of the community open access play model</p> |
| <p>A globally responsible Wales Taking account of impact on global well-being when considering local social, economic and environmental wellbeing</p> | <p>Positive - Children's right of play is enshrined in the United Nations Convention on the Rights of the Child, which Welsh Government has formally adopted.</p> | |
| <p>A Wales of vibrant culture and thriving Welsh language Culture, heritage and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation</p> | <p>Positive – recreational activities form part of play opportunities. Negative- insufficient overall information base on Welsh Language play provision / demand</p> | <p>The proposed pilot Welsh Language play schemes in Abergavenny and Caldicot will help better understand demand and opportunities for Welsh Language provision</p> |
| <p>A more equal Wales People can fulfil their potential no matter what their background or circumstances</p> | <p>Play is established as one of children's rights, internationally and by Welsh Government. Access to good quality play provision can be a way of reducing inequalities between children and so reducing poverty of experience for all children.</p> | <p>The review of the PSA and the Play Action Plan helps ensure a more integrated approach across the authority to provide for diverse needs and to seek to better understand demand, existing provision and opportunities</p> |

2. How has your proposal embedded and prioritised the sustainable governance principles in its development?

Appendix 1

| Sustainable Development Principle | How does your proposal demonstrate you have met this principle? | What has been done to better to meet this principle? |
|--|--|---|
|  <p>Long-term Balancing short term need with long term and planning for the future</p> | <p>Access to good quality play opportunities is a long term investment in children, families and communities. However short term pressures e.g. changes in the operating environment requiring changes in the delivery model require different approaches.</p> | <p>The delivery of the PSA actions are intended to provide a clearer and longer term focus and an attempt has been made to make these actions more strategic and integrated to support this.</p> <p>Progress against these long term ambitions will now be reviewed as part of the review of the PSA.</p> |
|  <p>Collaboration Working together with other partners to deliver objectives</p> | <p>Partnership working is central to the delivery of play opportunities.</p> | <p>The proposed actions include partnership delivery such as with the Chepstow cluster schools on the Chepstow play project and with Town and Community Councils</p> |
|  <p>Involvement Involving those with an interest and seeking their views</p> | <p>Children's views are central to the proposed Thornwell and Bulwark play assessment which will has been pupil led and designed</p> | <p>We hope subject to funding to produce a toolkit to enable this approach to be more easily replicated</p> |
|  <p>Prevention Putting resources into preventing problems occurring or getting worse</p> | <p>Actions are intended to support the longer term focus set out in the PSA/play action plan.</p> | |

Appendix 1

| Sustainable Development Principle | How does your proposal demonstrate you have met this principle? | What has been done to better to meet this principle? |
|--|--|--|
|  <p>Positively impacting on people, economy and environment and trying to benefit all three</p> | <p>As securing play opportunities contributes positively to children, families and communities it is inherently impacting on people, economy and environment as reflected in the breadth of the statutory measures to be addressed in the PSA.</p> | |

3. Are your proposals going to affect any people or groups of people with protected characteristics? Please explain the impact, the evidence you have used and any action you are taking below.

| Protected Characteristics | Describe any positive impacts your proposal has on the protected characteristic | Describe any negative impacts your proposal has on the protected characteristic | What has been/will be done to mitigate any negative impacts or better contribute to positive impacts? |
|-------------------------------|---|---|---|
| Age | The target ages for play opportunities are under 18 year olds and for staffed play provision principally aged 5 to 12 | | |
| Disability | The community play delivery model provides inclusive play opportunities and the PSA will review the accessibility/inclusivity of play provision to inform future improvements | | |
| Gender reassignment | | | |
| Marriage or civil partnership | | | |
| Race | | | |
| Religion or Belief | | | |

Appendix 1

| Protected Characteristics | Describe any positive impacts your proposal has on the protected characteristic | Describe any negative impacts your proposal has on the protected characteristic | What has been/will be done to mitigate any negative impacts or better contribute to positive impacts? |
|---------------------------|--|---|---|
| Sex | | | |
| Sexual Orientation | | | |
| Welsh Language | The proposed pilot Welsh Language play schemes in Abergavenny and Caldicot will help better understand demand and opportunities for Welsh Language provision | | |

4. Council has agreed the need to consider the impact its decisions has on the following important responsibilities: Social Justice, Corporate Parenting and Safeguarding. Are your proposals going to affect any of these responsibilities?

| Page 101 | Describe any positive impacts your proposal has | Describe any negative impacts your proposal has | What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts? |
|---------------------|--|---|--|
| Social Justice | The provision of free open access play opportunities including the proposed School Holiday Enhancement Programme pilot all address reducing inequalities in access to play, and economic | | |
| Safeguarding | Safeguarding requirements are a fundamental component of staffed play provision. | | The safeguarding responsibilities of the Authority and partners for children and young people are fully integrated into the identification of appropriate actions and reflected in the play action plan. |
| Corporate Parenting | Looked after children have been supported to access the open access play provision | | Supporting looked after children to access the volunteering / employment opportunities through eh open access play scheme |

5. What evidence and data has informed the development of your proposal?

Appendix 1

The Monmouthshire Play Sufficiency Assessment and Action Plan 2016 and subsequent reviews
The Welsh Government / Play Wales Play Sufficiency Assessment Toolkit 2018
Welsh Government offer of Play Opportunity Grant 2018/19
Evaluation of Open Access Play Scheme

6. **SUMMARY: As a result of completing this form, what are the main positive and negative impacts of your proposal, how have they informed/changed the development of the proposal so far and what will you be doing in future?**

The positive impact that securing sufficient and accessible play opportunities can have on children, families and communities.
The positive impact in providing for diverse needs.
The challenges of better understand demand, existing provision and opportunities including for disabled children.
Developing mechanisms to engage with children and young people. .

7 **Actions. As a result of completing this form are there any further actions you will be undertaking? Please detail them below, if applicable.**

| What are you going to do | When are you going to do it? | Who is responsible | Progress |
|---|------------------------------|---|-------------|
| Report to CYP Select | February 2019 | Matthew Lewis / Mike Moran / Play Strategy Group (Children & Young People's sub group of the CAAHM partnership) | In progress |
| Future review of PSA / Play Action Plan | By March 2019 | | |
| Report to Cabinet | April 2019 | | |

8. **Monitoring: The impacts of this proposal will need to be monitored and reviewed. Please specify the date at which you will evaluate the impact, and where you will report the results of the review.**

| | |
|---|---|
| The impacts of this proposal will be evaluated on: | Impacts will be re-evaluated when presenting the completed annual review of the PSA /play action plan |
|---|---|

Public Document Pack Agenda Item 9

MONMOUTHSHIRE COUNTY COUNCIL

Minutes of the meeting of Children and Young People Select Committee held at Council Chamber, County Hall, The Rhadyr, Usk, NP15 1GA on Thursday, 24th January, 2019 at 10.00 am

PRESENT: County Councillor M.Groucutt (Chairman)

County Councillors: L.Brown, D. Jones, M.Lane, M. Powell, T.Thomas, J.Watkins and S. Woodhouse

Also County Councillors: P. Murphy, R. John, A. Easson, R. Harris and R. Roden

OFFICERS IN ATTENDANCE:

| | |
|------------------|---|
| Will McLean | Chief Officer for Children and Young People |
| Mark Howcroft | Assistant Head of Finance |
| Nikki Wellington | Finance Manager |
| Wendy Barnard | Democratic Services Officer |

ALSO IN ATTENDANCE:

| | |
|-----------------|--|
| Mike Fowler | Parent Governor Representative |
| Leanne Wakerley | Chair, Monmouthshire Association of School Governors |
| Peter Strong | NEU |
| Fay Middleton | NASUWT |

APOLOGIES:

County Councillor L.Jones

1. Declarations of Interest

Item 6: Revenue Budget Proposals - County Councillor A. Easson declared a personal non-prejudicial interest as a Governor of Ysgol Gymraeg Y Ffin.

The Chair welcomed Cabinet Members County Councillor P. Murphy (Resources) and County Councillor R. John (Children and Young People) to the meeting.

2. Public Forum

No members of the public were present.

3. Discussion on reconfiguration of SENCOM with Head of Sensory and Communication Support Services, Roger Thurlbeck

Select Committee Members were advised by the Chair that the Head of Sensory and Communication Support Services was unwell and consequently unable to attend the meeting today as planned. The Chair asked that an invitation is extended to Mr. Thurlbeck to attend the next meeting on 21st February 2019.

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The Chief Officer, Children and Young People provided a brief presentation and Members noted that the service supports 367pupils (mainly hearing impairment). Numbers of visually impaired has remained stable and need for communications support has declined.

Monmouthshire contributes 13.1% to the SENCOM budget (just under £300,000 next year).

Regarding risk factors that are key for Monmouthshire pupils, it is likely that there will be consequences for service users relating to change in staffing and reliance on expertise. Another risk is that the service itself will be losing expertise. It is calculated that there will be a loss of resilience to flex response across the four authorities. There is also likely to be an impact on staff in terms of staff morale and wellbeing.

Member scrutiny:

The Chair invited questions as follows:

- It was queried what the mechanism is to stop further withdrawal, to stop other partners leaving and also how the new provision fits with the more demanding requirements of the ALN Bill. The Chief Officer, Children and Young People explained that the four remaining partners are completely committed, and it is likely that they will consider strengthening collaborative governance in due course. Regarding the ALN Bill, the Association of Directors of Education Wales group will be meeting to consider a response to the proposed legislation and code of practice. It is thought there will be more regional based working especially looking at higher tier intervention.
- A Member received confirmation that the staffing table in the material provided refers to Gwent. It was confirmed that staff work across the region.
- It was queried if there are talks with Newport City Council in respect of possibly reversing the decision. It was confirmed that the remaining partners are always working together. Torfaen is leading and responsible for staff terms and conditions. Collaboration is welcomed and the four remaining partners would have to consider this together.

Committee Conclusion:

It was agreed to invite the Head of Sensory and Communication Support Services to the next meeting. The Chief Officer, Children and Young People was thanked for stepping in at short notice to enable discussion.

4. Capital Strategy Assessment and Capital Budget Proposals 2019/20

Purpose:

1. Chartered institute of Public Finance and Accountancy (CIPFA) produced a revised regulatory Code in December 2017, which included a need for local authorities to produce a Capital Strategy. The requirements were staggered with an aim for reporting compliance during 2018/19 with a full Capital Strategy implemented for 2019/20. This report concentrates on the former in evaluating the governance, planning and priority setting involved in presenting 2019-20 capital budget proposals and the 3 years thereafter making up the collective capital medium term financial plan.
2. CIPFA report that a Capital Strategy should be tailored to individual circumstances and consequentially don't volunteer a prescriptive format. The overall intent is that any

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Capital Strategy should allow Members to understand how stewardship, value for money, prudence, sustainability and affordability will be secured. The overall purpose of a capital strategy being to provide opportunity for engagement with Full Council to ensure overall strategy, governance procedures and risk appetite are fully understood by all elected members

3. The code, in describing the Capital Strategy, reports it can be delegated to Cabinet (or similar body) with Full Council being responsible. MCC's approach is to report budget setting process through Cabinet, with consideration and approval of the future capital programmes resting with full Council. The Council's Constitution is consistent with compliance requirements. It is anticipated that the actual resulting capital strategy will be reconciled and consistent with a wider financial strategy and both available for consideration during Spring cycle of meetings.

Key Issues:

Children and Young People Select Committee to consider and provide feedback upon the budget assumptions, pressures and savings proforma affecting this Select portfolio area.

1. That Cabinet considers the capital strategy requirements and assesses the preparedness of current practices to satisfy capital strategy compliance obligations for onward endorsement to Council as part of capital strategy report in January 2019.

2. That Cabinet considers the annual core capital programme identified in Appendix 2 for 2019-20, together with the additions proposed in paras 6.14 to 6.18, and issues its draft capital budget proposals for 2019/20 to 2022/23 for consultation purposes.

3. That Cabinet reaffirms the principle that during the financial year, any new schemes volunteered can only be added to the programme if the business case demonstrates that they are self-financing or if the scheme is deemed a higher priority than current schemes in the programme and therefore displaces it.

4. When considering the relative merits of projects and potential displacement, that Cabinet consider the indicative priority matrix supplied in para 4.15, either endorsing or amending it for onward consideration by full Council.

5. That Cabinet considers the extent of proposed sale of assets captured in exempt Appendix 5, in order to support the capital programme, and that once agreed, no further options are considered for these assets.

6. That Cabinet note the potential forecast of capital receipt levels, prior to the consideration of using £75,000 of receipts balance to afford condition survey work to update historic condition survey information and a ceiling of capital receipts funding of £300k to assist with the business case affordability of

Severn View Residential Home replacement. Any excess of capital receipts generated thereafter is proposed to be applied by Treasury colleagues in a fashion that will mitigate minimum revenue provision costs and interest payments, to assist with revenue budget management. This is a change in capital receipt strategy to that applied in earmarking receipt generation to afford Members tranche A Future Schools aspirations. This will mean that any further school redevelopment will need to derive a greater extent of revenue headroom to afford the prudential borrowing financing of such developments.

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Capital Strategy Summary Considerations

7. The Capital Strategy sets out the council's approach to capital investment over a longer timeframe than is traditional in the 4 year medium term financial plan and will provide a framework through which our resources, and those matched with key partners, are allocated to help meet strategic priorities.

It is about planning, prioritisation, management and funding and is more informed by the council's consideration of:

- Corporate Plan
- Asset Management Plan
- Commercial Investments Strategy
- Treasury Management

Member Scrutiny:

The Assistant Head of Finance/ Deputy Section 151 Officer presented the report and invited questions and comments from the Select Committee as follows:

- In response to a query on pressures, it was answered that the figures are in respect of liability related to assets held. The capital programme of £40million annually was highlighted; the 2 largest items being school replacement. Other infrastructure items (e.g. highways maintenance, Disabled Facility Grant) have been kept at historic levels. The list is useful in the event that money becomes available. It is proposed that any extra money is used for the £80million highways maintenance scheme. The sewerage treatment work is also highlighted as a priority. Priorities for schools are the Band B 3-19 replacement of King Henry VIII Comprehensive School. The Cabinet Member for Resources referred to the development of a new Local Development Plan (LDP) that will include consideration of sufficient primary and secondary school places. The Cabinet Member noted that Welsh Government will now contribute 65%.
- A Member commented that there is a low amount earmarked for property maintenance and expressed concern that problems could be stored up for the future and that there would be a noticeable contrast between schools with outstanding maintenance issues and the new schools.
- Regarding 21st C Schools, an update was provided by the Chief Officer, Children and Young People that the new team should be in place before half term, the first 21st C Schools Board has met and will have overview of all schools estates to meet the needs of future learners in the longer term.

5. Revenue Budget Proposals 2019/20

Committee Conclusion:

The Chair, on behalf of the committee was pleased to receive the report and noted that no objections were raised. The Assistant Head of Finance/ Deputy Section 151 Officer was thanked for the report.

Purpose:

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1. The backing main report is being shared with all Select Committee members so that they can understand the holistic budget position being considered by Cabinet. The holistic nature of that report recognises that savings proposals should not be viewed in isolation, and may be necessary to allow other service priorities to be maintained.
2. Subsequent to the consultation process and feedback from individual Select Committees and other representative groups on particular proposals, the resulting report will be provided to full Council in their consideration of settling a balanced budget for 2019/20.
3. This abridged report seeks to ensure that all proposals have a designated scrutiny oversight, and the tables below highlight those illustratively earmarked to the Scrutiny role of Children and Young People Select Committee for specific feedback.

Key Issues:

1. It is recommended that Select Committee consider specifically the table of pressure and savings, with a view to providing pertinent feedback on the adoption or otherwise of such by full Council in its subsequent consideration.

Member Scrutiny:

The Cabinet Member for Resources presented the Revenue Budget proposals. Following on from this, questions and comments were invited

- In response to a question, the Chief Officer acknowledged that the increase in teachers' pensions employer contributions from 16% to 23% (potentially £112,000 additional per month) represent a significant pressure. There is frequent contact with Welsh Government and Welsh Local Government Association to seek an update. Schools are reassured that they will receive the funding but the risk is being held centrally. Welsh Government has confirmed it will fund the teachers' pay award for this and next year.
- The possibility of appealing against rates increases at the new schools was raised. It was explained that the increases are due to the valuation of the two new schools. The authority appeals valuations and was successful last year in saving £100,000. The Member suggested that schools should have discounted business rates. It was confirmed that there is a national policy and no local discretion.
- The Chair expressed concern about a potential reduction of the Specific Learning Difficulties (SpLD) service budget in favour of delegating funding to schools and training being provided on general literacy provision. Under the Equality Act 2010, Dyslexia is listed as a disability and invited comment. The Chief Officer explained that the proposal is to reshape as an advisory service with two members of staff to work with schools to support the pupils. This is similar to the model provided by other authorities. Schools will be consulted on whether the costs will remain in the Individual Schools Budget.
- A Member commented on the specialist intervention provided that has aided pupil progression and expressed concern about adding to the significant demands on class teachers. The Member questioned how pupils will continue to receive the same support and how this will be monitored. The Chief Officer confirmed that support for teachers will be unchanged as per the Welsh Government model. Children with statements will continue to receive the same support. The priority is to ensure that support for teachers continues. Declaring an interest as a School Governor at Ysgol Gymraeg Y Ffin and as a Member of Monmouthshire Association of School Governors, County Councillor A. Easson commented that the proposal is for a reduction of days and it will be difficult to

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deliver the service. The Chief Officer and Cabinet Member were asked to note this point.

- A Member drew attention to school transport from Ysgol Gymraeg Y Ffin to Ysgol Gyfun Gwynllyw and Ysgol Gwent Is Coed and sought reassurance that the budget pressure wouldn't adversely impact on provision of transport to either school. The Chief Officer confirmed there is no charge for transport to Welsh medium schools. There will be more pupils to be transported to Ysgol Gwent Is Coed in future and in time a larger bus may be required.
- The Chair raised the increased cost of foster carers to bring the authority into line with other areas, also the provision of therapeutic fostering support for more difficult young people and the continuation of use of agencies. It was questioned if these items added together, will cause a pressure on the budget. A written response will be provided to the Select Committee. Reassurance was provided that whilst it has been difficult to attract sufficient foster carers, the increase to a Gwent-wide rate will allow access to a larger pool of foster carers, better service for users, better terms for foster carers and less use of fostering agencies. The ability to care for children in their own community was welcomed.
- The Chief Officer, Children and Young People referred to Project 5 developed on a regional basis, and now known as MyST (My Support Team) which provides intensive fostering support for young people in settings outside the county. This will be grant funded for two years.
- A Member asked about the Additional Learning Needs (ALN) Review including Mounton House Special School, and queried the budget proposal. The Chief Officer explained that the funding is based on the number of pupils on roll and the value of the Age Weighted Pupil Unit. The school has been funded as if school is full and this year it is proposed to fund on pupil numbers closer to those in school to a value of £275,000. This is under consultation.
- Assurances were provided that there is sufficient staff to supervise at Mounton House Special School. It was confirmed that the ALN Review will return to the Children and Young People Select Committee before being considered by Cabinet.

Committee Conclusion:

It was agreed to approve the report recommendations with the amendment:

In the absence of the Senior Officer from Social Care, that questions about additional possible budget pressures around the costs of fostering are sent to the Chair as a written answer for the Chair to circulate to members of the committee and also to add that individual points that have been raised are specifically addressed when this issue goes forward to the all member seminar and finally to Cabinet.

6. Month 7 Revenue and Capital Monitoring Report

Purpose:

The purpose of the report is twofold,

- to provide all Members with holistic information on the revenue and capital outturn position of the Authority at the end of reporting period 2 which represents

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the financial outturn position for the 2018/19 financial year based on October inclusive activities.

- to be considered by Select Committees as part of their responsibility to:
 - assess whether effective budget monitoring is taking place,
 - monitor the extent to which budgets are spent in accordance with agreed budget and policy framework,
 - challenge the reasonableness of projected over or underspends, and
 - monitor the achievement of predicted efficiency gains or progress in relation to savings proposals.

Recommendations Proposed To Cabinet

1. That Members consider a net revenue forecast of £316,000 surplus, and approves the local education authority costs of compromise agreements being borne by the corporate redundancy budget rather than Children and Young People Directorate.
2. That they also recognise circa £1.3m extra capital resourcing provided recently and note that the revenue forecast is predicated on capitalising £444k expenditure accordingly, a decision that still needs to be considered by full Council in February 2019.
3. That Members note the 86% delivery of the budget setting savings agreed by full Council previously and a need for remedial action/savings in respect of £727k savings reported as delayed or unachievable by service managers.
4. That Members consider the capital outturn spend of £40.8m, introducing a £1m anticipated overspend and the presumption made around financing.
5. That members note the anticipated use of reserve funding predicted at outturn and the low level of earmarked reserves, which will notably reduce the flexibility the Council has in re-engineering services and facilitating change to mitigate the challenges of scarce resources going forward.
6. Members note the extent of movements in individual budgeted draws on school balances, and reported recovery plan intentions as a consequence of their approving changes to Fairer Funding guidelines since month 2

Member scrutiny:

The Assistant Head of Finance/ Deputy Section 151 Officer presented the report and drew the Select Committee's attention to the colour coded sections that highlight the Committee's portfolio. The Finance Manager, Children and Young People provided commentary on the Month 7 Budget position. Questions were invited from Select Committee Members as follows:

The Chair reminded the Select Committee Members that it was important to compare the effectiveness of services last year with this year, and look for new pressures and to consider if there are enough funds.

- A Member asked when the ALN Review will be completed and also enquired if there was a shortfall in funding from outside authorities using Mounton House services. The Chief Officer clarified that the ALN Review will be brought back to this Committee in February. Regarding recruitment, it is a matter of striking a balance on the amount that we charge. There are reducing pupil numbers in terms of income received from other authorities. There is some ability to flex

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costs but teacher ratios and property costs have to be adhered to. As pupil numbers decrease the cost per pupil to other authorities rises. We need to be mindful of excessive costs that could discourage buy in from other authorities. The position is regularly reviewed.

- A question was asked why the budgets of the four comprehensive schools move frequently between surplus and deficit. It was responded that circumstances such as staffing changes can impact unexpectedly. Specifically, it was confirmed that the costs at Chepstow School are well controlled and the reduction in surplus was due to unplanned circumstances. The authority is aware of the position and the costs; help is being provided to prepare for future pressures.
- The Chair asked if there have been any unexpected pressures in year. It was responded that generally, Children's' Services, school balances, the unknown quantity of the Alternate Delivery Model, the change in Management Support for SRS and the Council's staffing remain pressures and make forecasting difficult.

In Children and Young People Directorate, the Chief Officer explained that balancing investment in schools and services, standards and outcomes are the priority. Unknown pressures related to the building projects, staffing and supply costs remain.

- The Chair referred to capitalising expenditure due to be considered by full Council in January 2019. The report will be considered by Full Council in February 2019.

Committee Conclusions:

The Committee accepted the report recommendation as presented and thanked the officers for their participation.

7. Confirmation of Minutes

The minutes of the last meeting held on 29th November 2018 were confirmed and signed by the Chair as a true record subject to the addition of Mike Fowler to the list of those present.

8. Actions arising from the minutes

The action list from the last meeting was noted.

The Chair reported that he had written the letters requested at the last meeting to Kirsty Williams AM, Cabinet Secretary for Education, in relation to best practice for refugee children. She responded that she is aware of the good practice and thanked the Select Committee for drawing this to her attention:

With regard to the request for additional time in external exams for refugee children, it was suggested that the WJEC should be contacted. This has been done.

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Regarding the Partnership agreement between the local authority and its governing bodies, a meeting has been arranged with representatives of the Monmouthshire Association of School Governors to resolve some aspects. It is hope to report back developments in February 2019.

9. Children and Young People Select Forward Work Plan

The following additions were suggested:

- Chief Officer's Annual Report before April
- Review of admissions and catchment – feedback from Members welcomed
- A special meeting was proposed on School Transport and Family Support Services for mid-January 2019 but has not taken place.
- New Curriculum: Suggest EAS present information in April 2019
- Options for Mounton House Special School– moved to February 2019
- Nursery provision (30 hours offer) for March/April invite Newport who administer process
- Play Sufficiency Assessment: Feedback in February or March
- Young People's Mental Health Support in Schools: Chair to liaise with Chief Officer
- Report on standards in schools: February 2019

10. Council and Cabinet Work Planner

The Council and Cabinet Work Planner was noted.

11. To confirm the date and time of the next meeting as 21st February 2019 at 10.00am

The meeting ended at 12.10 pm

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MONMOUTHSHIRE COUNTY COUNCIL

**Minutes of the meeting of Children and Young People Select Committee held
at The Council Chamber, County Hall, The Rhadyr, Usk, NP15 1GA on Thursday, 3rd
January, 2019 at 2.00 pm**

PRESENT: County Councillor M. Groucutt (Chairman)

County Councillors: D. Jones, M. Powell and T. Thomas

County Councillor R. Harris, P. Jones and V. Smith attended the meeting by invitation of the Chair.

Mr. P. Strong NEU

Ms. L. Wakerley (Monmouthshire Association of School Governors)

OFFICERS IN ATTENDANCE:

| | |
|------------------|--|
| Julie Boothroyd | Chief Officer Social Care, Safeguarding and Health |
| Will McLean | Chief Officer for Children and Young People |
| Cath Saunders | Children and Young People Directorate |
| Jane Rodgers | Head of Children's Services |
| Richard Jones | Performance Manager |
| Sian Schofield | Management Information Officer |
| Hazel Ilett | Scrutiny Manager |
| Richard Williams | Democratic Services Officer |

INVITED GUEST:

Ms. S. Radford - Service Manager South East Wales Adoption Service)

APOLOGIES:

County Councillors L. Brown, and S. Woodhouse

Mr. M Fowler (Parent Governor Representative)

1. Declarations of Interest.

County Councillor M. Groucutt declared a personal, non-prejudicial interest pursuant to the Members' Code of Conduct in respect of agenda item 5 – Partnership Agreements with schools, as he is a school governor at Llantilio Pertholey Primary School and King Henry VIII Comprehensive School.

County Councillor M. Powell declared a personal, non-prejudicial interest pursuant to the Members' Code of Conduct in respect of agenda item 5 – Partnership Agreements with schools, as she is a school governor at King Henry VIII Comprehensive School.

County Councillor T. Thomas declared a personal, non-prejudicial interest pursuant to the Members' Code of Conduct in respect of agenda item 5 – Partnership Agreements with schools, as he is a school governor at Ysgol Gymraeg Y Fenni.

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County Councillor D. Jones declared a personal, non-prejudicial interest pursuant to the Members' Code of Conduct in respect of agenda item 3 – Performance report on Children's Services and agenda item 6 – School Attainment, as he is a governor at Ysgol Gymraeg Y Fenni and Llanvihangel Crucorney Primary School.

County Councillor R. Harris declared a personal, non-prejudicial interest pursuant to the Members' Code of Conduct in respect of agenda item 4 – South East Wales Adoption Service and agenda item 5 – Partnership Agreements with Schools, as he is a County Council member of the Fostering Panel and a governor at Deri View and Llantilio Pertholey Primary Schools.

County Councillor P. Jones declared a personal, non-prejudicial interest pursuant to the Members' Code of Conduct in respect of agenda item 4 – South East Wales Adoption Service, as she is a member of the Gwent Adoption Panel.

Ms. L. Wakerley declared a personal, non-prejudicial interest pursuant to the Members' Code of Conduct in respect of agenda item 5 – Partnership Agreements with Schools, as she is the Chair of Governors at Trellech Primary School.

Mr. P. Strong declared a personal, non-prejudicial interest pursuant to the Members' Code of Conduct in respect of agenda item 6 – School Attainment, as he is employed at Caldicot School as an Exams Invigilator.

2. Performance Report - Scrutiny of the six month performance reports on Children's Services.

Context:

To scrutinise quarter 2 2018/19, performance of Children's Social Services.

Key Issues:

The report card explains Children's Social Services key process and performance during the first half of 2018/19 alongside benchmarking of performance in 2017/18. This comprises of data from the measurement framework introduced in 2016/17 as part of the Social Services and Well-being Act and further information that is used to evaluate performance.

The performance measures are a blend of quantitative and qualitative data which includes asking children and parents about their experience of social services and whether this has contributed to improving their well-being. The qualitative measures within the framework are derived from questionnaires to children and parents that social services are supporting. During September, questionnaires are posted to recipients and further responses are being encouraged to provide a higher return rate.

Welsh Government has not published local authority level performance data for 2017/18. Wales level means and quartile data for 2017/18 has been published and is

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included in this report. Qualitative benchmarking data for 2017/18 has not been published.

There are ongoing discussions and workshops on revising the standards and measures as part of the Social Services and Well-being Act performance framework in the future.

Member Scrutiny:

- With regard to Children on the Child Protection Register, there are variances in numbers of children coming onto the register. The Authority is undertaking some focussed work for families early on with a view to obtaining early identification of any potential risks. There has been an increased number of contacts. There are fewer children coming into the system but these children tend to have more complex needs and often have vulnerable issues that need to be addressed. The correct support is then identified and provided to these children.
- Children coming onto the Child Protection Register or who require Looked After services, generally, there tends to be more complexity with the family dynamic of these children. It can take some time for these children to recover from the trauma that they have experienced. Specialised services and finely tuning the services required helps the children in their recovery but recovery can take some time.
- There are some Looked After Children in the system that have parents who were also Looked after Children or had been in receipt of services provided by Children's Social Services. When assessments are undertaken of Looked After Children, this is one of the issues that is also investigated.
- Monmouthshire's Looked After child rate remains low across Wales and the Authority is in keeping with other comparable local authorities. The general trend across Wales is increasing in rate. Greater Gwent is a region within Wales where the rate has outstripped other regions.
- In terms of Monmouthshire's Child Protection rates, there has been a significant increase in the rate. However, this can be a temporary situation and such 'spikes' can occur at various stages with an overall upward trend. Large sibling groups can affect the data from month to month.
- Monmouthshire's Looked After Children numbers remain below the Wales average. However, Child Protection numbers have increased above the Wales average.
- In response to a question raised regarding whether the Directorate has adequate resources to deal with the increases identified in the report, it was noted that there are enough resources to respond to the requirements coming through. However, this can have an implication with a view to resources having to be stretched at times. Statutory responsibilities are met and the Directorate responds to where the highest need is required.

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- On behalf of the Select Committee, the Chair congratulated staff within Children's Services for improving the number of assessments completed on time up to 90%.
- The process that underpins the work undertaken by Children's Services with children and families is multi-agency focussed. Children's Services is one of the key partners around two regional boards that look at wider inter agency work, e.g., The Children and Families Partnership Board and the South East Wales Children Board.
- With regard to kinship foster carers, if there is a kinship arrangement in place, the kinship carer will go through the same assessment and panel process as a generic foster carer.

Committee's Conclusion:

- The Select Committee noted the report and thanked officers for sharing the complexities of looking after children within the County.
- Reassurance was noted that adequate resources are in place within the Children's Services Department.

3. South East Wales Adoption Service - Report on performance 2017/18 and briefing on regional financial policy.

Context:

To scrutinise the performance of the South East Wales Adoption Service (SEWAS) and the National Adoption Service (NAS) for 2017/18. The report is required in line with the Regulations as set out in The Local Authority Adoption Service (Wales) Regulations 2007 and the Adoption and Children Act 2002 (Joint Adoption Arrangements) (Wales) Directions 2005.

Key Issues:

The National Adoption Service (NAS) was launched in November 2014 with a remit of expectations to:

- Eradicate drift for children in care.
- Eliminate waiting lists for training and assessment of adopters.
- Improve the matching process for children.
- Allay adoption breakdowns by improving adoption support.
- Streamline the process to ensure better linking for children.
- Provide a wide choice of placements through increased use of Voluntary Adoption Agencies (VAA).
- Ensuring consistent delivery across Wales.

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The key aims of the National Adoption Service are essentially that children are found adoptive homes that meet their needs and the adoption process is completed in a timely manner to avoid drift for children. The emphasis on collaboration is working well and the five regions in Wales are becoming a constructive network to improve performance and promote best practice. Performance has improved across all the regions and although not always consistent due to extenuating circumstances, regionalisation is improving outcomes for children.

The South East Wales Adoption Service (SEWAS) is one of the larger regions and has a high level of demand for services. Overall, the Looked After Children population for the region rose by 19% in recent years, with significant increases in Monmouthshire and Blaenau Gwent a contributory factor. The ethos of SEWAS reflects that of the National Service, in that the overarching goal is to improve outcomes for children. There have been improvements in some of the performance measures, but clearly more work to do.

Member Scrutiny:

- Many children referred to the SEWAS in recent years have complex needs, often with a history of trauma. Preparation work has to be undertaken and support provided before these children can be placed with their adopted parents.
- The assessment process is very stringent. The assessing social worker will outline the criteria with prospective adopters to ascertain which child would be suited to their family life.
- Matching meetings are held which also follow a very stringent process to ensure that the most suitable adopter is identified for the child. The child's social worker is invited to these meetings to provide input.
- The regional service being provided is working very well and has been a considerable benefit to Monmouthshire in driving up standards and practice and in understanding the needs of adopted children and parents.
- The final decision regarding placement of a child will come to Monmouthshire County Council.
- The Adoption Panel comprises of a variety of people with the relevant experience within this field. The process is very detailed and robust covering every aspect with a view to ensuring the correct match is made for the child.

Committee's Conclusion:

- The Select Committee noted the report.
- Select Committee had been made aware of the complexities involved within this service and congratulated the Service for the positive work being undertaken.

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- Good collaboration existed between the local Authority and the South East Wales Adoption Service.

4. Partnership Agreements with Schools - Scrutiny of the partnership agreement required under the Education Act between the Local Authority and the governing body of schools which agrees their respective functions.

Context:

To scrutinise the development of the Statutory Partnership Agreement and influence the way in which the Council works with schools and governing bodies.

Key Issues:

The Partnership Agreement includes those statutory functions that must be included, which are:

- How the local Authority will promote high standards and support schools, in particular, those giving cause for concern, in special measures or requiring significant improvement and the factors the local Authority will take into account in identifying schools giving cause for concern.
- The support the local Authority will provide for governing bodies where the authority has exercised its powers of intervention or suspended the right to a delegated budget, and in instances where an inspection of a school causes concern or the local Authority appoints additional governors.
- Responsibility of the local Authority to provide governors with support.
- The reports which the governing body provides to the local Authority on discharge of its functions.
- The responsibility of the school and local Authority for Health and Safety matters and their duties to employees and other persons in respect of these matters.
- The responsibility of the school and local Authority for the control of school premises and their maintenance and repairs and how the governing body may exercise its powers to provide community facilities.
- The local Authority duties regarding the defrayment of expenses and maintaining schools.

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In addition, for schools providing primary education the Agreement must include:

- The exercise by the local Authority and governing body of functions that will promote high standards and secure effective transition of pupils from Key Stages 2 to 3.
- Local Authority target setting in relation to education plans and governing body target setting in relation to pupil performance and absence.

For schools providing secondary education the Agreement must include:

- The exercise by the local Authority and governing body of functions that will promote high standards and secure effective transition of pupils from Key Stages 2 and 3 and from key Stages 3 to 4.
- Local Authority target setting in relation to education plans and governing body target setting in relation to absence.

Head teachers and the Monmouthshire Association of School Governors have been consulted on the Partnership Agreement and views and comments will be included in the final document that will be submitted to Cabinet in due course.

Options Appraisal:

Option 1: Do Nothing:

This option had been discounted, as it is a legislative requirement to have a partnership Agreement in place.

Option 2: Local Authority drafts Partnership Agreement for Governing Bodies to agree.

This is the preferred option, as it is a legal requirement to have a Partnership Agreement in place as defined by the Education Act 2002.

However, if the local Authority fails to reach an agreement with a school governing body, the local Authority may draw up a statement establishing how it and the governing body are to discharge their respective functions in relation to the school.

Member Scrutiny:

- The Maintained Schools Partnership Agreement was a positive document which was needed as it establishes the expectations of schools and the local Authority. However, there were some concerns raised by the Monmouthshire Association of School Governors regarding the responsibility outlined in the document for governing bodies and the lack of acknowledgement of the professional staff within schools in some areas.
- The relationship between school governors and head teachers / senior leadership teams is important. It was considered that the document required

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some further work to incorporate the views expressed by the Monmouthshire Association of School Governors.

- Concern was expressed that some prospective school governors might consider the document to be overwhelming in its current form with regard to the responsibility requirements outlined and therefore, might decide not to pursue taking up the role of a school governor.
- In response to a question raised regarding suspension of staff when child protection / safeguarding issues are raised, it was noted that in these circumstances, all head teachers will contact the Local Authority Lead for Safeguarding and Education to discuss the incident / referral / allegation that has been made. It is important that the Authority takes care of any allegation made of a professional nature. This would then escalate up into a process set down by the All Wales Child Protection schedules. Therefore, the Authority has to work via this process.
- In response to questions raised in respect of the Partnership Agreement, it was noted that:
 - The responsibilities in consultation with Senior Leadership Team was included in the document. This was also on the recommendation of some head teachers. Head teachers are clear on what they have to report to the governing bodies.
 - The document outlines the responsibilities for governing bodies and the local Authority.
- The Partnership Agreement is drawn up on the basis of Welsh Government guidance and is being used by local Authorities across the Education Achievement Service (EAS) region. However, there is a need to explore accountability.
- It is the governing body who runs a school and the head teacher is employed to do this.
- This document is a significant re-fresh of the original Partnership Agreement.
- Work is required with a view to ensuring that governing bodies understand the depths of their responsibility as school governors.
- Monmouthshire's Partnership Agreement is in accordance with other nearby local authorities' Partnership Agreements.
- The Partnership Agreement also needs to be proof read before being finalised.
- It was noted that there is one trade union representative seat on the Schools Budget Forum. The Chief Officer for Children and Young People stated that he

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would check to see whether a trade union representative is regularly attending this meeting. Also, whether the procedure for election and re-election is being undertaken.

Committee's Conclusion:

- The Partnership Agreement required further work in light of the views expressed.
- Governing bodies have statutory duties to uphold.
- Statute is clear that governing bodies need to establish positive relationships with their respective local authorities.
- It was proposed that a meeting be established between Officers and Monmouthshire Association of School Governors, which will be chaired by County Councillor M. Groucutt with a view to reviewing the Partnership Agreement.

Upon being put to the vote, the following votes were recorded:

| | |
|---------------------------|-----|
| In favour of the proposal | - 4 |
| Against the proposal | - 0 |
| Abstentions | - 0 |

The proposition was carried.

We resolved that a meeting be established between Officers and Monmouthshire Association of School Governors, which will be chaired by County Councillor M. Groucutt with a view to reviewing the Partnership Agreement.

5. School Attainment - To receive the final school results at key stage 4 (include Fisher Family Trust data which maps progress from the end of key stage 2 to the end of key stage 4).

Context:

To scrutinise pupil performance at Key Stage 4 and Key Stage 5.

Key Issues:

The Select Committee received a presentation and report in respect of pupil performance within Monmouthshire at Key Stages 4 and 5.

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Member Scrutiny:

- Btec qualifications will still be counted but only 40% of a pupil's overall qualifications that needs to be achieved to get to the thresholds can be a Btec qualification.
- Moving to a two year linear examination process is more onerous on students who are having to perform in an examination environment at the end of the two year study period. Previously, classroom based assessments with coursework made it easier for schools to support FSM children with their studies.
- With regard to the trajectory of Monmouthshire's FSM cohort from foundation phase through to Key Stage 4, the gap between FSM children and non-FSM children is around 10% at Foundation Phase and is 47.9% at Key Stage 4. Therefore, something significant happens during this period which needs to be addressed, not only in school but via a multi-agency approach outside of school.
- The Authority is working closely with schools to ensure that they are providing all learners with the opportunity to follow a curriculum that meets their needs.
- With regard to the Level 2 inclusive, in the previous four years Monmouthshire has been the highest performing Authority for three of those four years.
- With regard to students residing in Monmouthshire but receive their education via Welsh medium or faith schools out of County, the outcomes of these children are not captured as this information is compiled at a school level within that local authority.
- In response to a question raised regarding issues around the language of teaching and the effect that this might have on some children, in particular FSM children, it was noted that, on occasions, there can be a middle class bias in terms of the teaching in secondary schools. The emergence of the new Excellence in Teaching and Leadership Framework helps to structure and provide professional development in a more systematic way.

Committee's Conclusion:

- The data shows that Monmouthshire's secondary schools are addressing the needs of a wide ranging group of young people.
- However, there are issues that require further attention and it was being demonstrated that the Authority is in the process of addressing issues that require further attention.

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- The Authority is ensuring that its schools hold themselves to account and is working with schools.

We resolved that the School Attainment report be presented to Cabinet and that the Authority does not overlook the areas of weakness outlined in the report.

The meeting ended at 4.12 pm.

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Children and Young People Select Committee

Action List

24th January 2019

| Minute Item: | Subject | Officer / Member | Outcome |
|---------------------|---|--------------------------------|--|
| 4. | Discussion on reconfiguration of SENCOM | Wendy Barnard | Head of SENCOM to be invited to 21 st February 2019 meeting |
| 6. | Revenue Budget Proposals | Mark Howcroft/Jane Rodgers | The increased cost of foster carers in line with other areas, provision of therapeutic fostering support and the continued use of agencies. It was questioned if these items added together, will cause a pressure on the budget. A written response will be provided to the Select Committee Chair. |
| 8. | Partnership Agreement with Schools. | Hazel Ilett / Richard Williams | That a meeting be established between Officers and Monmouthshire Association of School Governors, which will be chaired by County Councillor M. Groucutt with a view to reviewing the Partnership Agreement. |

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Monmouthshire's Scrutiny Forward Work Programme 2019

| Children and Young People's Select Committee | | | | |
|---|--|--|--|-------------------------|
| Meeting Date | Subject | Purpose of Scrutiny | Responsibility | Type of Scrutiny |
| 21st February 2019 | Play Action Plan and Play Sufficiency Assessment | Advise members of the timescale for the submission of the play sufficiency assessment and to present progress on the assessment and the proposed action plan for 2019/20 | Matthew Lewis | |
| | Sensory and Communication Support Service, SENCOM | Discussion on reconfiguration of SENCOM (Roger Thurlbeck, Head of SENCOM to attend) | Will McLean | |
| | Mounton House: Proposed change to funding formula | To scrutinise proposed change to funding formula | Will McLean Nikki Wellington | |
| | EAS Business Plan | To seek members views on the draft EAS Business Plan | Helen Power, EAS | |
| | School Categorisation Report | Inform Scrutiny members of Monmouthshire school categorisations and standards in schools | Helen Power, EAS | |
| 4th April 2019 | New Curriculum | Information for Scrutiny Members | EAS | |
| | Nursery Provision (30 Hours Offer) | Information for Scrutiny Members | Newport City Council to be invited as administrators of the scheme | |
| | Chief Officer's Annual Report | Scrutiny of Self-evaluation report | Will McLean | |
| | School Transport | To scrutinise the safeguarding arrangements of home to school transport | | |

Monmouthshire's Scrutiny Forward Work Programme 2019

Future Agreed Work Programme Items: Dates to be determined

- **2nd Phase Family Support Review**
- **School Placement Capacity** ~ numbers in the south of the county considering the new housing developments planned.
- **Verbal update report on Free School Meal assessment (via the Benefits Team).**
- **Additional Learning Needs** - Review and provision/ALN Bill/Readiness and training
- **Schools in terms of outcomes** - quality indicators from new inspection framework/how categorisation works and actions taken to support improvement/EIB and Intervention Monitoring/ Donaldson Report on Successful Futures. Review of 21st Century Schools. Vulnerable Pupil report expected New Year.
- **Service Pressures** for the council and schools.
- **Inclusion updates** - wellbeing/attitudes to learning/supporting the pupil voice
- **Non-maintained/Early Years** - provision/outcomes/childcare offer
- **National Categorisation/Estyn outcomes** -Progress towards addressing recommendations
- **Post 16 education provision/Apprenticeships/Engagement and progression**
- **Welsh Education Strategic Plan** - annual update
- **Childcare sufficiency** - annual update
- **Children's Mental Health and Counselling Services/ YP Mental Health Support in Schools** - (Chair liaise with Chief Officer)
- **Well-being reporting (obesity, eating disorders etc)**
- **Young Carers Strategy** ~ Implementation of the first year
- **Flying Start** ~ presentation for information
- **Family Support Services** - discussion on Family Support Services and the recently implemented Edge of Care Team and BASE. Support for Foster Carers (was scheduled for special meeting mid-January 2019)
- **Review of admissions and catchment**

Joint Scrutiny with Children and Young People's Select Committee:

- ✓ **"Information, Advice and Assistance Service** ~ responsibility of the Social Services and Well-being Act 2014 ~ (January/February 2018)
- ✓ **The implementation of the Social Services and Well-being Act 2014** ~ (October 2017)

Monmouthshire's Scrutiny Forward Work Programme 2019

- ✓ **Mental Health and Learning Disabilities** ~ linked to implications of the DOLS (Deprivation Liberty Safeguards) Grant
- ✓ **Well-being** ~ responsibilities of the Social Services and Well-being Act 2014 around connected communities and meeting needs

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Cabinet, Council and Individual Cabinet Member Decisions (ICMD) Forward Plan

Monmouthshire County Council is required to publish a forward plan of all key decisions to be taken. Council and Cabinet items will only be considered for decision if they have been included on the planner no later than the month preceding the meeting, unless the item is considered urgent.

| Committee / Decision Maker | Meeting date / Decision due | Subject | Purpose | Author | Date item added to the planner | Date item originally scheduled for decision |
|----------------------------|-----------------------------|--|---|--------------------------|--------------------------------|---|
| Cabinet | 06/11/19 | Long Term Household Recycling | | Roger Hoggins | 29/01/19 | |
| Cabinet | 02/10/19 | Usk Town Strategy | | Frances Williams | 29/01/19 | |
| Cabinet | 06/06/19 | Budget Monitoring report - month 12 (period 3) - outturn | The purpose of this report is to provide Members with information on the forecast outturn position of the Authority at end of month reporting for 2018/19 financial year. | Joy Robson/Mark Howcroft | 17/04/18 | |
| Cabinet | 03/04/19 | Speed Management | | Roger Hoggins | 29/01/19 | |
| Cabinet | 03/04/19 | LPD issues objectives and vision | | Mark Hand | 29/01/19 | |
| Cabinet | 03/04/19 | Digital Deprivation | | | 29/01/19 | |
| Cabinet | 03/04/19 | Welsh Church Fund Working Group | The purpose of this report is to make recommendations to Cabinet on the Schedule of Applications 2018/19, meeting 9 held on the 7th March 2019. | Dave Jarrett | 17/04/18 | |
| ICMD | 02/04/19 | Consolidated Traffic Order | | Roger Hoggins | 29/01/19 | |

| | | | | | | |
|---------|----------|--|---|----------------|----------|--|
| ICMD | 27/03/19 | Weekend Traffic Orders | | Roger Hoggins | 29/01/19 | |
| ICMD | 27/03/19 | Future Housing Management Register | | Mark Hard | 29/01/19 | |
| ICMD | 27/03/19 | Youth Support Grant Additional Funding | Cllr Richard John | Hannah Jones | 21/01/19 | |
| ICMD | 13/03/19 | Restructure of Housing Options Scheme | | Ian Bakewell | 04/02/19 | |
| ICMD | 13/03/19 | Restructure of Housing Options Scheme | | Ian Bakewell | 04/02/19 | |
| ICMD | 13/03/19 | PSPO Consider Condition of all MCC car parks | | Andrew Mason | 08/01/19 | |
| Council | 07/03/19 | Road Safety Strategy | | Rogger Hoggins | 29/01/19 | |
| Council | 07/03/19 | Final Budget Proposals | | Peter Davies | 11/09/18 | |
| Council | 07/03/19 | Treasury Management Strategy 2019/20 | To accept the annual treasury Management | Peter Davies | 11/09/18 | |
| Council | 07/03/19 | Council Tax Resolution 2019/20 | To set budget and Council tax for 2019/20 | Ruth Donovan | 11/09/18 | |

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| Cabinet | 06/03/19 | 2019/20 Education and Welsh Church Trust Funds Investment and Fund Strategies | The purpose of this report is to present to Cabinet for approval the 2019/20 Investment and Fund Strategy for Trust Funds for which the Authority acts as sole or custodian trustee for adoption and to approve the 2018/19 grant allocation to Local Authority beneficiaries of the Welsh Church Fund. | Dave Jarrett | 17/04/18 | |
| ICMD | 27/02/19 | ESTABLISHMENT OF URBAN AND PHYSICAL REGENERATION TEAM | | Cath Fallon | 29/01/19 | |
| Council | 21/02/19 | Addressing our lack of a five year housing land supply: a review of Monmouthshire's approach to unallocated housing sites | | Mark Hand | 29/01/19 | |
| Council | 21/02/19 | REGENERATION OF SEVERNSIDE & THE FUTURE ROLE OF CALDICOT TOWN TEAM. | | Cath Fallon | 29/01/19 | |
| Council | 21/02/19 | Capitalisation of Revenue Costs | | Mark Howcroft | 29/01/19 | |
| Cabinet - Special | 20/02/19 | Final Revenue and Capital Budget Proposals | | Peter Davies | 20/09/18 | |
| ICMD | 13/02/19 | Lido facility in Bailey Park | | Deb Hill Howells | 21/01/19 | |
| ICMD | 13/02/19 | Prohibition of waiting at anytime, Lansdown Road, Abergavenny | | Paul Keeble | 15/01/19 | |

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| Cabinet | 06/02/19 | Local Housing Market Assessment | | Mark Hand | 29/01/19 | |
| Cabinet | 06/02/19 | Welsh Church Fund Working Group | The purpose of this report is to make recommendations to Cabinet on the Schedule of Applications 2018/19, meeting 8 held on the 17th January 2019. | Dave Jarrett | 17/04/18 | |
| ICMD | 30/01/19 | Data Protection & GDPR Officer for Schools | | Sian Hawyard | | |
| ICMD | 30/01/19 | Social Care & Health Senior Leadership Review Follow up | | Tyrone Stokes | | |
| Council | 17/01/19 | Council Tax Reduction Scheme 2018/19 | | Ruth Donovan | 11/09/18 | |
| ICMD | 16/01/19 | IN-HOUSE SENIOR CARE & SUPPORT WORKER RE-GRADING | | Colin Richings | 31/12/18 | |
| ICMD | 16/01/19 | DOMESTIC ASSISTANT POST RE-GRADE | | Sian Gardner | 31/12/18 | |

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| ICMD | 16/01/19 | Monmouthshire LDP Sustainability Appraisal Scoping Report and Habitats Regulations Appraisal Initial Screening | | Mark Hand/Rachel Lewis | 21/12/18 | |
| ICMD | 16/01/19 | LOCAL GOVERNMENT (WALES) ACT 1994 | THE LOCAL AUTHORITIES (PRECEPTS) (WALES) REGULATIONS 1995 | Jonathan S Davies | 18/12/18 | |
| Cabinet | 09/01/19 | Final Draft Budget Proposals or recommendation to Council. | | Joy Robson | 17/04/18 | |
| Cabinet | 09/01/19 | Welsh Church Fund Working Group | The purpose of this report is to make recommendations to Cabinet on the Schedule of Applications 2018/19, meeting 7 held on the 13th December 2018. | Dave Jarrett | 17/04/18 | |
| Cabinet | 09/01/19 | Budget Monitoring report - month 7 (period 2) | The purpose of this report is to provide Members with information on the forecast outturn position of the Authority at end of month reporting for 2018/19 financial year. | Joy Robson/Mark Howcroft | 17/04/18 | |
| Cabinet | 19/12/18 | Gwent Homelessness Strategy | Moved to Council 13 December | Steve Griffiths | 05/11/18 | |
| Cabinet | 19/12/18 | Draft Revenue Capital Budget Proposals | To outline the proposed capital budget for 2019/20 and indicative capital budgets for the 3 years 2020/21 to 2022/23 | Joy Robson/Peter Davies | 19/09/18 | |

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| Council | 13/12/18 | Gwent Homelessness Strategy | | Steve Griffiths | 13/11/18 | |
| Council | 13/12/18 | Capital Budget Report on 3rd Lane on Wye Bridge | Defer to December | Paul Keeble | 20/09/18 | |
| Council | 13/12/18 | Final approval of MonLife and MonLife Plus | | Tracey Thomas | 09/08/18 | |
| ICMD | 12/12/18 | PROHIBITION OF WAITING AT ANY TIME (CHAPEL ROAD, STANHOPE STREET, CANTREF ROAD, AVENUE ROAD, HAROLD ROAD) ABERGAVENNY | | Paul Keeble | 21/11/18 | |
| ICMD | 12/12/18 | Local Government (Wales) Act 1994 The Local Authorities (Precepts)9wlaes) Regulations 1995 | | Jonathan S Davies | 20/11/18 | |
| Cabinet | 05/12/18 | Implementation of NJC revised payspine April 2019 | | | 09/10/18 | |
| Cabinet | 05/12/18 | LA and Schools Partnership Agreement | | Cath Saunders | 26/09/18 | |
| Cabinet | 05/12/18 | Corporate Plan: Progress Report | | Matthew Gatehouse | 10/07/18 | |
| Cabinet | 05/12/18 | Reorganisation of ALN and Inclusion Services update | Cabinet consider objections received on the Reorganisa | Debbie Morgan | 25/05/18 | |

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| Cabinet | 05/12/18 | Welsh Church Fund Working Group | The purpose of this report is to make recommendations to Cabinet on the Schedule of Applications 2018/19, meeting 6 held on the 25th October 2018. | Dave Jarrett | 17/04/18 | |
| Cabinet | 05/12/18 | Council Tax Base 2019/20 and associated matters | To agree the Council Tax Base figure for submission to the Welsh Government, together with the collection rate to be applied for 2019/20 and to make other necessary related statutory decisions | Sue Deacy/Ruth Donovan | 17/04/18 | |
| Cabinet | 05/12/18 | Reviews of Fees and Charges | To review all fees and charges made for services across the Council and identify proposals for increasing them in 2019/20 | Mark Howcroft | 17/04/18 | |
| ICMD | 28/11/18 | Panel Fees for Foster Carers | | Jane Rodgers | 17/10/18 | |
| ICMD | 14/11/18 | Review of Mardy Local Lettings Policy | | Ian Bakewell | 24/10/18 | |
| ICMD | 14/11/18 | Rural Allocations Policy | | Shirley Wiggam | 23/10/18 | |
| ICMD | 14/11/18 | Social Housing Grant Programme | | Shirley Wiggam | 23/10/18 | |
| ICMD | 14/11/18 | Family Support within 'Statutory' Children's Services - Re-design of the Contact Service | | Jane Rodgers | 17/10/18 | |
| ICMD | 14/11/18 | Proposal to extend supporting people contracts in 2019/20 | | Chris Robinson | 10/09/18 | |
| Cabinet | 07/11/18 | Targeted Regeneration Investment Programme, The Cross, Caldicot | | Cath Fallon | 12/10/18 | |

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| Cabinet | 07/11/18 | 21st Century Schools - Band B project Team | | Will Mclean | 12/10/18 | |
| Cabinet | 07/11/18 | Cadetship Programme | | Tracey Harry | 20/09/18 | |
| Cabinet | 07/11/18 | Structure Report | | Roger Hoggins | 20/09/18 | |
| Cabinet | 07/11/18 | Project 5: Development of a Therapeutic Foster Care Service for Complex Young People | | Jane Rodgers | 30/08/18 | |
| Cabinet | 07/11/18 | MTFP and Budget Process for 2019/20 to 2022/23 | To outline the context and process within which the MTFP over the next 4 years and the budget for 2019/20 will be developed. | Joy Robson | 17/04/18 | |
| Council | 25/10/18 | Statement of Gambling Policy and proposals for Casinos | | Linda O'Gorman | 10/09/18 | |
| Council | 25/10/18 | County Hall Accommodation | Seeking approval to undertake borrowing to fund the refurbishment works to County Hall | Deb Hill-Howells | 17/07/18 | |
| Council | 25/10/18 | Proposal to create a development company | | Deb Hill-Howells | | |
| ICMD | 24/10/18 | Additional Service Offer at Usk Hub | To seek approval for the development of a business case to site a Post Office within Usk Hub following the announcement of the planned closure of the current facility on Bridge Street | Matt Gatehouse / Richard Drinkwater | 04/10/18 | |
| ICMD | 10/10/18 | Register of Priority Services | | Ian Hardman | 18/09/18 | |

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| ICMD | 10/10/18 | Joint Heritage Services with Torfaen | | Mark Hand | 05/09/18 | |
| ICMD | 10/10/18 | Extension of Lease for Gilwern Library | To seek approval to extend the council's lease of space within Gilwern Community Centre for the continued provision of a library service beyond the end of the current agreement which expires in March 2019 | Matthew Gatehouse | 03/08/18 | |
| Cabinet | 03/10/18 | Welsh Church Funding Working Group | The purpose of this report is to make recommendations to Cabinet on the Schedule of applications 2018/19, Meeting 5 held on the 20th September 2018. | Dave Jarrett | 17/04/18 | |
| ICMD | 26/09/18 | Joint Heritage Services with Torfaen | DEFERRED TO 10 OCTOBER | Mark Hand | 05/09/18 | |
| ICMD | 26/09/18 | Amendments to cemeteries management practice to withdraw burial plot reservations. | | Deb Hill-Howells | 17/07/18 | 12/09/18 |
| Council | 20/09/18 | Abergavenny Hub | Final business case to proceed with the creation of a Hub at Abergavenny Town Hall | Deb Hill Howells | 17/07/18 | |
| Council | 20/09/18 | A40 Wyebridge Highway Improvement Scheme | | Paul Keeble | 12/07/18 | |
| Council | 20/09/18 | Well-being Objectives and Statement Annual Report 2017/18 | For Council to approve the Annual Report 2107/18 on MCCs wellbeing objectives and statement | Richard Jones | 30/05/18 | |
| Council | 20/09/18 | Fairtrade | | Hazel Clatworthy | 24/05/18 | |
| Council | 20/09/18 | MCC Audited Accounts 2017/18 (formal approval | To present the audited Statement of Accounts for 2017/18 for approval by Council | Joy Robson/Mark Howcroft | | |

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| Council | 20/09/18 | ISA 260 report - MCC Accounts - attachment above | To provide external audits report on the Statement of Accounts 2017/18 | WAO | | |
| Council | 20/09/18 | J Block Proposals | | Deb Hill-Howells | | |
| Council | 17/09/18 | Monmouthshire Citizen Advice Bureau Annual Report | To provide members with an opportunity to discuss the work and ask questions of the Chief Executive of CAB Monmouthshire which provides advice to local people and its contribution to the council's purpose of building sustainable and resilient communities. | Matt Gatehouse | 05/10/18 | |
| ICMD | 12/09/18 | Colleague Volunteering Pilot | To seek approval to establish a Colleague Volunteering Pilot for 30 staff across directorates. | Owen Wilce | | |
| Cabinet | 05/09/18 | NEET | | Hannah Jones | 09/08/18 | |
| Cabinet | 05/09/18 | Management of obstructions in the public highway | For Cabinet to approve recommendations made by Strong Communities Select on 30th July | Roger Hoggins | 09/08/18 | |
| Cabinet | 05/09/18 | ICM Phase 2 Implementation of Family Support Services - post statutory threshold | | Jane Rodgers | 01/08/18 | |
| Cabinet | 05/09/18 | Targeted Regeneration Investment - South Monmouthshire | | Cath Fallon | 13/07/18 | |
| Cabinet | 05/09/18 | Childcare Offer | | Rebecca Davis | 12/06/18 | |
| Cabinet | 05/09/18 | Welsh Church Fund Working Group | The purpose of this report is to make recommendations to Cabinet on the Schedule of Applications 2018/19, meeting 4 held on the 26th July 2018 | Dave Jarrett | 17/04/18 | |

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| Cabinet | 05/09/18 | Recommendations on the review of ALN & Inclusion Services | Cabinet to receive recommendations based on the cons | Debbie Morgan | 25/05/01 | |
| Cabinet | 05/09/18 | Regional Safeguarding Board Annual Report | Deferred | Claire Marchant | | |
| Cabinet | 05/09/18 | S106 Procedure Note and S106 Guidance Note | DEFERRED from May | Mark Hand | | |
| ICMD | 22/08/18 | Anti-Social Behaviour, Crime and Policing Act 2014 | | Andrew Mason | 03/08/18 | |
| ICMD | 08/08/18 | Children's Services – Supporting First Years in Practice | | Jane Rodgers | 19/07/18 | |
| ICMD | 08/08/18 | Safeguarding Business Support Update | | Diane Corrister | 19/07/18 | |
| ICMD | 08/08/18 | Financial Systems support team - change of role and job description | | Ruth Donovan | 03/07/18 | |
| Council | 26/07/18 | Shadow Board recruitment for the ADM | | Cath Fallon | 15/06/18 | |
| Council | 26/07/18 | Stock Transfer – Promises Kept/Missed & Added Value | PRESENTATION ONLY | Ian Bakewell | 08/06/18 | |
| Council | 26/07/18 | Audit Committee Annual Report | | Wendy Barnard | 24/05/18 | |

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| Council | 26/07/18 | Strategic Development Plan (SDP) Responsibility Audit | DEFERRED | Mark Hand | 09/05/18 | |
| Council | 26/07/18 | Chief Officer Annual Report | | Claire Marchant | | |
| Council | 26/07/18 | Safeguarding Evaluative Report | | Claire Marchant | | |
| ICMD | 25/07/18 | Private Sector Housing Loan Schemes - Change of Terms. | | Steve Griffiths | 21/06/18 | |
| Cabinet | 25/07/18 | Youth Enterprise | | | 20/06/18 | |
| Cabinet | 25/07/18 | Borough Theatre | | | 20/06/18 | |
| Cabinet | 25/07/18 | Events | | | 20/06/18 | |
| Cabinet | 25/07/18 | Month 2 Budget Report | | | 20/06/18 | |
| ICMD | 25/07/18 | Housing Renewal Policy | | Ian Bakewell | 17/05/18 | |
| ICMD | 25/07/18 | B&B Policy | | Ian Bakewell | 17/05/18 | |

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| ICMD | 25/07/18 | 'Disposal of land adjacent to A40 at Monmouth for highway improvements' | DEFERRED from June | Gareth King/Cllr P Murphy | 03/05/18 | 13/06/18 |
| Cabinet | 25/07/18 | Resource Strategy | To comprise Commercial; Procurement; People; Digital; Financial strategies | Peter Davies | 23/04/18 | |
| Cabinet | 25/07/18 | Budget Monitoring report - Month 2 (period 1) | The purpose of this report is to provide Members with information on the forecast outturn position of the Authority at end of month reporting for 2018/19 financial year. | Joy Robson/Mark Howcroft | 17/04/18 | |
| Cabinet | 25/07/18 | The delivery of budget savings for 2018/19. | To provide Cabinet with a level of comfort and reassurance around the delivery of Budget savings for 2108/19 | Peter Davies | 15/04/18 | |
| ICMD | 25/07/18 | Care Homes Fees – Fair Rate for Care Exercise | Cllr P Jones | Nicola Venus- Balgobin | | |
| ICMD | 11/07/18 | FLOOD and Water Management Act 2010 - Schedule 3 IMPLEMENTATION of the Sustainable Drainage Systems (SuDS) Approving Body (SAB) | | Paul Keeble | 22/06/18 | |
| ICMD | 11/07/18 | RECRUITMENT OF BSSG ADMIN OFFICER | | Christian Schmidt | 22/06/18 | |
| ICMD | 11/07/18 | Workforce Update Report - Children's Services | DEFERRED | Claire Robins | 07/06/18 | |
| Cabinet | 04/07/18 | Disposal of Land between Llanishen and Trellech | To declare approx 36 acres of land between Llanishen and Trellech surplus to requirements and to seek consent for its disposal | Gareth King | 15/06/18 | |
| Cabinet | 04/07/18 | Care Leavers Report | | Ruth Donovan | 07/06/18 | |

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| Cabinet | 04/07/18 | Restructure of attractions services in TLCY | | Tracey Thomas | 07/06/18 | |
| Cabinet | 04/07/18 | Review of ALN & Inclusion Services | Cabinet to consider the results of the statutory consultat | Debbie Morgan | 25/05/18 | |
| Cabinet | 04/07/18 | School Meal Debt Management | | Roger Hoggins | 17/05/18 | |
| Cabinet | 04/07/18 | Draft NEET Reduction Strategy | | Hannah Jones | 08/05/18 | |
| Cabinet | 04/07/18 | Inspire Programmes (Inspire2Achieve and Inspire2Wo | DEFERRED | Hannah Jones | 08/05/18 | |
| Cabinet | 04/07/18 | Welsh Church Fund Working Group | The purpose of this report is to make recommendations to Cabinet on the Schedule of Applications 2018/19, meeting 3 held on the 21st June 2018. | Dave Jarrett | 17/04/2018 | |
| Cabinet | 04/07/18 | Crick Road Business Case | ITEM DEFERRED | Colin Richings | | |
| Cabinet | 04/07/18 | The Knoll, Section 106 funding, Abergavenny | DEFERRED from June | Mike Moran | | 07/03/18 |
| Cabinet | 04/07/18 | Chippenham Mead Play Area | DEFERRED from 6/6/18 | Mike Moran | | |
| ICMD | 27/06/18 | REALLOCATION OF SECTION 106 FUNDING, MONMOUTH | | Mike Moran | 08/06/18 | |

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| ICMD | 27/06/18 | Definitive Map Modification Order Section 53 (C) (i) Wildlife & Countryside Act 1981 Restricted Byway (53-16) Great Panta Devauden | | Paul Keeble/Cllr B Jones | 31/05/18 | |
| ICMD | 27/06/18 | Planning advice charges for LDP candidate sites. | | Mark Hand | 24/05/18 | Report deleted from Planner 7/6/18 |
| ICMD | 27/06/18 | Early help Duty and Assessment – Hierarchy Update – Service Manager | | Claire Robins | 24/05/18 | |
| Council | 21/06/18 | Corporate Parenting Strategy | | Claire Marchant | 07/06/18 | |
| Council | 21/06/18 | Plastic Free County | | Hazel Clatworthy | 24/05/18 | |
| Council | 21/06/18 | Joint Scrutiny of the City Deal | | Hazel Ilett | 30/04/18 | |
| ICMD | 13/06/18 | Housing Restructure | | Ian Bakewell | 17/05/18 | |
| ICMD | 13/06/18 | Re-fit Cymru programme | To seek approval to enter into a contract with Local Partnerships to utilise their framework to access energy efficient technologies. | Deb Hill Howells/Phil Murphy | 10/05/18 | |
| ICMD | 13/06/18 | Supporting People contract procurement exemptions | | Chris Robinson | 10/04/18 | |
| ICMD | 13/06/18 | Children with Disability - Hierachy Update | | Claire Robins | 05/03/18 | 15/02/2018 Report deleted from planner |

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| Cabinet | 06/06/18 | Twr Mihangel Section 106 Funding | | Mike Moran | 18/05/18 | |
| Cabinet | 06/06/18 | Section 106 Off-Site Play Contributions | | Mike Moran | 18/05/18 | |
| Cabinet | 06/06/18 | ADM Update | | Tracey Thomas | 18/05/18 | |
| Cabinet | 06/06/18 | Proposed 25 year lease of Former Park Primary , Abergavenny, to Abergavenny Community Trust | | Nicola Howells | 15/05/18 | |
| Cabinet | 06/06/18 | Council Response to the LGR Green Paper | | Matt Gatehouse | 14/05/18 | |
| Cabinet | 06/06/18 | Revenue and Capital Monitoring 2017/18 Outturn Forecast Statement | To provide Members with information on the outturn position of the Authority for the 2017/18 year. | Mark Howcroft | 17/04/18 | 09/03/18 |
| Cabinet | 06/06/18 | Welsh Church Fund Working Group | The purpose of this combined report is to make recommendations to Cabinet on the Schedule of Applications 2018/19, meeting 1 held on 19th April and meeting 2 held on 10th May 2018 | Dave Jarrett | 17/04/18 | |
| Cabinet | 06/06/18 | Corporate Parenting Strategy | | Jane Rodgers | 22/03/18 | |
| Cabinet | 06/06/18 | Welsh Language Monitoring Report | Moved to Strong Communities Select | Alan Burkitt | | 07/03/18 |
| Cabinet | 06/06/18 | Kerbcraft Update | DEFERRED from May | | | |

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| ICMD | 23/05/18 | Creation of an Asset Officer Post, Estates | | Deb Hill Howells/Cllr P Murphy | 03/05/18 | |
| ICMD | 23/05/18 | Letting of Penarth Farm, Llanishen | | Gareth King/Cllr P Murphy | 03/05/18 | |
| ICMD | 23/05/18 | High Street Rate Relief Scheme for 2018/19 | To adopt the scheme of 2018/19 in accordance with Welsh Government Guidance | Ruth Donovan | 26/04/18 | 07/03/18 |
| ICMD | 23/05/18 | Proposed 30mph Speed Limit, Llandeenny Road, Llandeenny, Mill | | Paul Keeble/Cllr B Jones | 25/04/18 | |
| ICMD | 23/05/18 | Transfer to Torfaen - Assessment of free school meal entitlement for MCC | | Nikki Wellington/Cllr Murphy | 10/04/18 | |
| Council | 10/05/18 | Strategic Asset Management Plan | | Peter Davies | 23/04/18 | |
| Council | 10/05/18 | To agree update on the Safeguarding Policy | | Cath Sheen | 16/04/18 | |
| Council | 10/05/18 | Local Development Plan Delivery Agreement | | Mark Hand | 11/04/18 | |
| Council | 10/05/18 | Boundary Review | | John Pearson | | |
| ICMD | 09/05/18 | Rural Programmes Team – ICT and Finance Apprentice Post | | Michael Powell | 23/04/18 | |

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| ICMD | 09/05/18 | GDPR Data Protection Policy | | Rachel Trusler | 20/04/18 | |
| ICMD | 09/05/18 | Trellech Speed Limits | | Paul Keeble | 18/04/18 | |
| ICMD | 09/05/18 | Civil Parking Enforcements | Moved from Cabinet 11/04/18 | Paul Keeble | 13/04/18 | |
| ICMD | 09/05/18 | PROHIBITION OF WAITING AT ANY TIME (CHAPEL ROAD, STANHOPE STREET, CANTREF ROAD, AVENUE ROAD, HAROLD ROAD) ABERGAVENNY | | Paul Keeble/Cllr B Jones | 13/04/18 | |
| ICMD | 09/05/18 | Creation of fixed term Senior Planning Policy Officer Post for 3.5 years | | Mark Hand/Cllr Greenland | 12/04/18 | |
| ICMD | 09/05/18 | Amendment to existing fixed term Senior Landscape and Urban Design Officer post to make it a permanent post; | | Mark Hand/Cllr Greenland | 12/04/18 | |
| ICMD | 09/05/18 | Creation of fixed term Apprentice Planner post (exact job title tbc) | | Mark Hand/Cllr Greenland | 12/04/18 | |
| ICMD | 09/05/18 | Re-evaluation of Post of Lead - Community Improvement Supervisor | | Nigel Leaworthy | 10/04/18 | |
| ICMD | 09/05/18 | Supporting People contract procurement exemptions | DEFERRED TO 13 JUNE | Chris Robinson | 15/02/18 | |
| ICMD | 09/05/18 | Adoption of highway management plan including appointment of Highway Asset inspector and changes to Asset Planning Officer posts | | Paul Keeble | | 09/03/18 |

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| Cabinet | 02/05/18 | Adoption of Road Safety Strategy | | Paul Keeble | | |
| Cabinet | 02/05/18 | Social Justice Strategy | | Cath Fallon | | |
| Council | 19/04/18 | Bryn Y Cwm Change of name | | Matt Gatehouse | 21/03/18 | |
| Council | 19/04/18 | Council Diary 2018/19 | | John Pearson | 12/03/18 | 12/03/18 |
| Council | 19/04/18 | Sale of old County Hall Site | | Roger Hoggins | 16/02/18 | |
| Council | 19/04/18 | Chief Officer Report CYP | | Will Mclean | 25/01/18 | |
| ICMD | 18/04/18 | Communities for Work | | Hannah Jones | 22/03/18 | |
| ICMD | 18/04/18 | Disposal of easement at Wonastow Road | | Ben Winstanley | 14/03/18 | |
| Cabinet | 11/04/18 | Tree Policy | | Roger Hoggins | 19/02/18 | |
| Cabinet | 11/04/18 | VAWDASV | | Joe Skidmore | 08/02/18 | |

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| Cabinet | 11/04/18 | Disposal of County Hall | | Roger Hoggins | | |
| Cabinet | 11/04/18 | Welsh Church Fund Working Group | The purpose of this report is to make recommendations to Cabinet on the Schedule of Applications 2017/18, meeting 6 held on the 22nd February 2018 | Dave Jarrett | | |
| ICMD | 28/03/18 | Property Maintenance Framework Agreement | | Phil Kenney/P Murphy | 06/03/18 | |
| ICMD | 28/03/18 | Children's Services Business Support Team - Hierachy Update | | Claire Robins | 05/03/18 | |
| ICMD | 28/03/18 | Social Care & Health - Business Support Post | | Claire Robins | 05/03/18 | |
| ICMD | 28/03/18 | Staffing Restructure of SCH Workforce Development Team | | Sian Sexton | 05/03/18 | |
| ICMD | 28/03/18 | Operational Changes to Trading Standards | | Gareth Walters/Sara Jones | 27/02/18 | |
| ICMD | 28/03/18 | Section 106 Major Maintenance Capital for the repairs to the footbridge over the Gavenny at Penyval, | | Nigel Leaworthy | | |
| Council | 19/03/18 | City Deal Business Plan | | Paul Matthews | | |
| Council | 19/03/18 | LDP | | Mark Hand | | |

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| ICMD | 14/03/18 | Future of Melin Private Leasing Scheme | | Ian Bakewell | 15/02/18 | |
| ICMD | 14/03/18 | 2nd Phase Families Support Review | | Claire Marchant | | |
| ICMD | 14/03/18 | Award Garden Waste Contract | | Carl Touhig | | |
| ICMD | 14/03/18 | S106 Transport Projects | | Richard Cope | | |
| Cabinet | 07/03/18 | 2018/19 Education and Welsh Church Trust Funds Investment and Fund strategies | To present to Cabinet for approval the 2018/19 Investment Fund Strategy for Trust Funds for which the authority acts as sole or custodian trustee for adoption and to approve the 2017/18 grant allocation to LA beneficiaries of the Welsh Church Fund | Dave Jarrett | | |
| Cabinet | 07/03/18 | Corporate Parenting Strategy | | Claire Marchant | | |
| Cabinet | 07/03/18 | EAS Business Plan | | Will Mclean | | |
| Cabinet | 07/03/18 | Proposed changes to the schools mfunding formula for the funding of building maintenance costs | To seek approval to reduce the funding of building maintenance costs for our new schools | Nikki Wellington | | |
| Cabinet | 07/03/18 | Replacement document management system for revenues | | Ruth Donovan | | |
| Cabinet | 07/03/18 | Review of Additional Learning Needs and inclusion services | To seek cabinet approval to commence the statutory consultation process associated with proposed changes to ALN and Inclusion Services | Matthew Jones | | |

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| Cabinet | 07/03/18 | Turning the World Upside Down | DEFERRED | Claire Marchant | | |
| Cabinet | 07/03/18 | Whole Authority Risk Assessment | | Richard Jones | | |
| Council | 01/03/18 | Treasury Strategy | | Peter Davies | 08/02/18 | |
| Council | 01/03/18 | Approval of public service board well-being plan | | Matt Gatehouse | | |
| Council | 01/03/18 | Area Plan - Population Needs Assessment | | Claire Marchant | | |
| Council | 01/03/18 | Council Tax Resolution 2018/19 | | Ruth Donovan | | |
| Council | 01/03/18 | Pooled fund for care homes | | Claire Marchant | | |
| Council | 01/03/18 | Social Justice Policy | ITEM DEFERRED | Cath Fallon | | |
| Cabinet | 28/02/18 | Borough Theatre | | Tracey Thomas | 19/02/18 | |
| ICMD | 28/02/18 | Recruitment for Maternity Cover: Development Management Team | | Phil Thomas | 08/02/18 | |

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| ICMD | 28/02/18 | Restructure of Mental health Social Work Staffing | | John Woods | 08/02/18 | |
| ICMD | 28/02/18 | Staffing Restructure of Adult Disability Service | | John Woods | 08/02/18 | |
| Cabinet | 28/02/18 | Final Budget Proposals | | Peter Davies | | |
| ICMD | 28/02/18 | Charges in relation to the delivery of the auths private water supply responsibilities | | Huw Owen | | |
| ICMD | 28/02/18 | Fixed Penalty Notice charges for fly tipping offences | | Huw Owen/Sara Jones | | |
| ICMD | 28/02/18 | Gypsy and Traveller Pitch allocation policy report | | Steve Griffiths | | |
| ICMD | 28/02/18 | Re-designation of Shared Housing | | Ian Bakewell/Greenland | | |
| ICMD | 28/02/18 | Removal of under 18 burial charges | | Deb Hill Howells | | |
| Council | 21/02/18 | Widening of Investment definition | | Mark Howcroft | 29/01/19 | |
| Council | 15/02/18 | Active Travel Plan and Civil Parking Enforcement | | Roger Hoggins | | |

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| Council | 15/02/18 | Corporate Plan | | Kellie Beirne | | |
| Council | 15/02/18 | Pay Policy | | Sally Thomas | | |
| ICMD | 14/02/18 | All Wales Play opportunities grant | | Matthew Lewis/Cllr Greenland | | |
| ICMD | 14/02/18 | Development Management Enhanced Services proposals | | Phil Thomas | | |
| ICMD | 14/02/18 | Loan to Foster Carers | | Jane Rodgers | | |
| ICMD | 14/02/18 | Personal Transport Budgets | | Roger Hoggins | | |
| ICMD | 14/02/18 | Public Health Wales Act - Intimate Piercing | | David Jones | | |
| ICMD | 14/02/18 | Residents only parking permit scheme Usk View, Merthyr Road, Abergavenny | | Paul Keeble | | |
| ICMD | 14/02/18 | Usk in Bloom | | Cath Fallon | | |
| ICMD | 08/02/18 | Fixed Penalty Notice charges for fly tipping offences | | Huw Owen | | 03/01/18 |

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| Cabinet | 06/02/18 | Future Options for Mounton House School | | Will Mclean | 27/09/18 | |
| ICMD | 31/01/18 | Seasonal Garden Waste Collections | | Carl Touhig | | |
| ICMD | 31/01/18 | Staffing changes in Policy and Governance | | Matt Gatehouse | | |
| Cabinet | 29/01/18 | ADM | | Kellie Beirne | | |
| Cabinet | 29/01/18 | Corporate Plan | | Kellie Beirne | | |
| Council | 18/01/18 | Council Tax Reduction Scheme 2018/19 | | Ruth Donovan | | |
| Council | 18/01/18 | Response to Older Adults Mental Health Consultation | | Claire Marchant | | |
| ICMD | 17/01/18 | Local Government (Wales) Act 1994 The Local Authorities (Precepts) Regulations 1995 | | Joy Robson/Mark Howcroft | | |
| ICMD | 17/01/18 | Supporting People Programme Grant Spendplan 2018-19 | | Chris Robinson | | 03/01/18 |
| ICMD | 17/01/18 | Trainee Accountant Regrade | | Tyrone Stokes | | |

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| Cabinet | 10/01/18 | Budget Monitoring Report | The purpose of this report is to provide members with information on the forecast outturn position of the authority at end of month reporting for 2016/17 financial year | Joy Robson/Mark Howcroft | | |
| Cabinet | 10/01/18 | Chepstow Cluster - proposed distribution of Section 106 monies | To agree the distribution of section 106 to the cluster | Nikki Wellington | | |
| Cabinet | 10/01/18 | Re-Use Shop at Ilanfoist Household Recycling Centre | | Roger Hoggins | | |
| Cabinet | 10/01/18 | Management of obstructions in the public highway | | Roger Hoggins | | |
| Cabinet | 10/01/18 | Welsh Church Fund Working Group | The purpose of this report is to make recommendations to Cabinet on the Schedule of Applications 2017/18, meeting 5 held on the 14th December 2017 | Dave Jarrett | | |
| Cabinet | | Play Efficiency | | | 29/01/19 | |
| | | Museums (need workshop first) | | Frances Williams | 29/01/19 | |
| | | LDP | | Mark Hand | 29/01/19 | |
| Council | | Growth Option | | Mark Hand | 29/01/19 | |
| Council | | Future Econ | | | 29/01/19 | |
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