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County Hall
Rhadyr
Usk
NP15 1GA

Monday, 5 February 2018

Notice of meeting:

Special Meeting - Children and Young People Select Committee

Tuesday, 13th February, 2018 at 10.00 am,
The 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.	Education Achievement Service (EAS) Business Plan (2018-2020).	1 - 74
4.	Presentation - Chief Officer Self Evaluation Report for Children and Young People.	
5.	Key Stages 4 and 5 Outcomes (report to follow).	
6.	Presentation - Inclusion Review progress to date - February 2018.	75 - 88

Paul Matthews

Chief Executive

MONMOUTHSHIRE COUNTY COUNCIL
CYNGOR SIR FYNWY

THE CONSTITUTION OF THE COMMITTEE IS AS FOLLOWS:

County Councillors:

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

Added Members
Members voting on Education Issues Only

Dr. A. Daly (Church in Wales)
M. Fowler (Parent Governor Representative)
Vacancy (Parent Governor Representative)
Vacancy (Catholic Church)

Added Members
Non Voting

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

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Welsh Language
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Aims and Values of Monmouthshire County Council

Sustainable and Resilient Communities

Outcomes we are working towards

Nobody Is Left Behind

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

People Are Confident, Capable and Involved

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

Our County Thrives

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

Our priorities

- Schools
- Protection of vulnerable people
- Supporting Business and Job Creation
- Maintaining locally accessible services

Our Values

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

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?

3. What outcome do Members want to achieve?

4. Is there sufficient information to achieve this? If not, who could provide this?

5. Discuss the committee's approach:

- 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. 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?

7. How much will this cost to implement and what funding source has been identified?

8. 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…

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monmouthshire
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SUBJECT: EDUCATION ACHIEVEMENT SERVICE (EAS) BUSINESS PLAN (2018-2020) and LOCAL AUTHORITY ANNEX 018-2019 (Draft for consultation)

MEETING: Children and Young People Select Committee
DATE: 13th February 2018
DIVISION/WARDS AFFECTED: All

1. PURPOSE:

1.1. To seek members views on the draft EAS Business Plan 2018-2021 and the Local Authority Annex 2018-2019

2. RECOMMENDATIONS:

2.1. For members to receive the report for information and take the opportunity to comment on the contents of the Business Plan as part of the consultation process.

2.2. For members 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 (2018-2021) outlines the programme of work that is required to continue to accelerate outcomes for children and young people across all schools in South East Wales. The plan focuses on the urgent need to raise aspiration and accelerate improvement in pupil outcomes, improve the quality of teaching and leadership and build a self-improving system within and across schools and settings. The priorities for the Business Plan 2018-2019 have been derived from the progress that has been made towards the previous Business Plan and progress made across the region with the areas that have been identified as requiring improvements through self-evaluation processes and feedback from Estyn on the inspection of the EAS.

3.2. 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.

4. REASONS:

Expected outcomes

4.1. The Business Plan is now in the process of consultation which will last until mid-February 2018. All feedback from the Monmouthshire Scrutiny Committee will be considered and the final plan will be updated and shared with all LAs from March 2018 onwards. The final version of the Business Plan will commence on April 1st 2018.

4.2. The expected outcomes of the EAS Business Plan actions are noted in the success criteria section in Section 3 of the plan. These are ambitious and progress will be mapped against these. In addition, regional and Monmouthshire pupil level targets and attendance targets are noted in Section 6 of the plan and later in this report. Members will be provided with update reports on progress made towards these targets at key points in the year.

Issues and Findings
Progress made towards EAS Business Plan 2017-2018

4.3. The progress made towards the Business Plan and LA Annexes is reported to The Joint Executive Group (JEG) and the EAS Company Board on a biannual basis. This is also complemented by a range of additional reports (such as pupil outcomes, progress towards targets information, regional value for money and progress of schools causing concern) that are shared with the above groups and also LA Education Scrutiny Committees and termly Challenge and Review events with Welsh Government Officers (with the Cabinet Secretary for Education in the autumn term event). This report is not intended to duplicate previous reports that have been provided and reports only against previous Business Plan priorities.

4.4. Section 2 of the Business Plan (Appendix A) highlights a summary of wider regional improvements over the last 12 months.

4.5. Appendix C details the mid-year review of the current Monmouthshire Annex.

4.6. It is important to note that not all actions within the Business Plan will have an immediate impact on end of key stage outcomes. It is also important to note that outcomes cannot be attributed to solely to the work of the regional consortium as other partners in the system also play an important role. The role of school leaders and governing bodies in holding these leaders to account are a key factor in securing school improvement.

Current Business Plan Priority 2017-2018	Progress Judgement (October 2017)
1. Support for School Improvement	Satisfactory Progress
2. Pupil Wellbeing and Equity in Education	Satisfactory Progress
3. Professional Learning: Pedagogy and Leadership	Satisfactory Progress
4. Curriculum and Assessment	Satisfactory Progress
5. Curriculum and Pedagogy: Wider Curriculum and Pioneer Development	Satisfactory Progress

6. The Self-Improving System (SIS)	Strong Progress
7. Wider Regional and EAS Company Developments	Strong Progress

Outcomes from Regional Estyn inspection (May 2016) and progress made towards the recommendations

4.7. In May 2016 Estyn and Wales Audit Office re-visited the region to undertake the inspection of the regional school improvement services provided by the EAS. The structure of the inspection report is based on those aspects of Estyn's Common Inspection Framework that apply to regional consortia, which are covered by five quality indicators, each are graded (Excellent, Good, Adequate or Unsatisfactory). Additionally, an evaluation of standards featured as a performance profile in the context section of the report. A summary of the outcome is below:

Section	Grade
Support for school improvement	Good
Leadership	Good
Quality improvement	Good
Partnership working	Good
Resource Management	Good

4.8. Estyn revisited the EAS in September 2017 to conduct an inspection of the progress the EAS had made towards the recommendations from a good baseline. A summary of the judgements is below:

Recommendation	Estyn Progress Judgement
R1 Consider the use of a wider range of performance indicators at school and regional level to ensure that the progress of all groups of learners is challenged and supported	Satisfactory Progress
R2 Improve consistency in the quality of evaluation of school improvement activities throughout the service	Strong Progress
R3 Identify and manage risks more effectively	Very Good Progress

4.9. The Estyn team considered a range of evidence including the consortium's business planning, evaluations, challenge advisers' reports, target setting procedures, risk assessments and the views of headteachers. Estyn does not plan to make any further follow-up visits to the EAS. Any remaining areas for improvement will be monitored informally by Estyn's regional link inspector and the relevant local authority link inspectors, and considered during future inspections of local government education services.

4.10. Estyn noted in their report that "(EAS) senior managers make honest and accurate evaluations of the strengths and shortcomings in the school improvement activities that they provide for schools. They have a clear understanding of how to link the findings from self-evaluation activities to improvement planning."

4.11. The improvements that are required at regional and LA level will continue to require a strong commitment of partnership working to be successful with Monmouthshire making full use of their statutory powers, as appropriate, and wider support services such as HR to ensure that all schools make improvements at the required pace.

4.12. School leaders in schools in Monmouthshire requiring the most improvement will need to fully engage with the improvements that need to be made and, alongside governing bodies will need to drive forward this change at pace. The EAS will offer support and challenge through this process but will not be able to effect change on a whole level without the commitment from each tier within the system.

Implications

The South-East Wales Regional Mission: Business Plan (2018-2019)

4.13. This Business Plan focuses upon the actions that are required to accelerate improvement across the region and across all schools, PRUs, Special Schools and non-maintained nursery settings in Monmouthshire. Whilst this plan is regional, the bespoke approach at school level and through each individual LA Annex enables all nuances in need to be addressed. The actions contained within the plan align with the Welsh Government strategic document Education in Wales: Our National Mission (Action Plan 2017 – 2021). Further details on delivery can be found in the Detailed Delivery Document and the Professional Learning Offer 2018-2019 (these will be updated and refined following the final version of the attached plan). The content of the Business Plan will be used to populate and report against the regional elements within the Wales Education Report Card.

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

- Local Authority Annex documents April 2018-March 2019
- Detailed Business Plan April 2018-March 2019
- Detailed Resource Overview 2018-2019
- Long Term 3-year Business Plan Overview
- Regional Self-Evaluation Report
- Regional Professional Learning Offer 2018-2019
- EAS Risk Register (Executive Summary)

- Self-Evaluation Timetable 2016-2018

4.15. The focus for improvement for 2018-2019 will continue to secure improvements in the following areas:

- To continue to raise aspiration, improve pupil outcomes, particularly for vulnerable groups of learners (FSM, Gender, EAL, MA and LAC) and reduce the variance within and across schools, settings and LAs.
- To accelerate improvement in schools and settings where progress is too slow by ensuring a more consistent approach is applied to schools causing concern and the use of Local Authority statutory powers to accelerate progress in identified schools.
- To continue to improve the quality of leadership, teaching and learning, particularly within the secondary phase.
- Supporting schools to ensure the effective development of pupil skills at all phases.
- Supporting the national approach and further development of the regional professional learning opportunities to ensure the success, equity and well-being of every learner.
- Preparing schools to meet the curriculum and assessment demands in line with new accountability arrangements.
- Supporting the development of a 'world-class curriculum' that will help raise standards for all in Wales.
- To embed the regional approach to developing a self-improving system.

The Regional Ambition is, by 2021 that:

4.16. 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.

4.17. The delivery elements within the plan are centred around 7 key Improvement Strands: Support for School Improvement, Professional Learning (Teaching and Leadership), Excellence, Equity and Wellbeing, Curriculum, Assessment and Accountability, Supporting Collaboration, Curriculum Reform and EAS Company Developments). Each of these strands detail ‘What we will do’ and a section that will be used to monitor progress against detailed success criteria ‘How will we know we will have made progress by March 2019’

4.18. The EAS has invested in building the capacity of schools and educational settings within the region over the last four 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 a number of well-established networks of professional practice, these will continue to be encouraged and the practice from within them shared.

4.19. The approach to build capacity and schools taking more of a collective ownership for the development of teaching and leadership has been developed further and the cluster model will be embedded over the next few years across the region.

Regional Key Stage Targets 2017-20 and Local Authority Attendance Targets

4.20. The Business Plan targets in Section 6 are derived from the information submitted by all schools across South East Wales during the statutory target setting process in autumn 2017. The target setting process across the region is robust with all LA / school aggregate targets linked to individual pupils.

4.21. To ensure that appropriate aspiration is applied across schools, a joint challenge process has been introduced by LA Officers and EAS staff. This process considers an analysis of projected future performance against previous performance, projected Free School Meal benchmark quarters, FFT estimates and WG modelled expectations.

4.22. The regional and LA targets for 2018 are final and Members will have had involvement with Directors in agreeing these. Targets for 2019 and 2020 remain draft and subject to additional challenge and scrutiny during the next iteration of the process in autumn 2018. **The targets for Monmouthshire schools can be found on pages 2-5 in the LA Annex 2018-2019 (Appendix B)**

LA Annex Documents

4.23. 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 level targets and attendance targets are also included.

A summary of overall pupil performance in Monmouthshire

- Attainment at Foundation Phase is much higher than the Wales average, the rate of improvement is also higher than Wales.
- Attainment at Key Stage 2 and Key Stage 3 is higher than the Wales average and the rate of improvement is higher than Wales from 2014 - 2017.
- Attainment at Key Stage 4 is higher than the Wales average and shows a much faster rate of improvement than that across Wales.
- Attainment at Key Stage 5 has above the Wales average since 2015, and the rate of improvement is higher than that across Wales since 2014.
- The proportion of pupils achieving the FPI+1 rose by 6.3pp between 2014 and 2017, and by 0.4pp from 2016.
- The proportion of pupils achieving the CSI+1 at KS2 rose by 12.7pp between 2014 and 2017, and by 3.6pp from 2016.
- The proportion of pupils achieving the CSI+1 at KS3 rose by 20.1pp between 2014 and 2017, and by 3.1pp from 2016.
- The proportion of pupils achieving 5A*/As rose by 5.5pp between 2014 and 2017, and by 4.9pp from 2016. The proportion of pupils achieving 5A*/As remains above that for Wales, and the gap between Monmouthshire and Wales had risen by 6.0pp between 2014 and 2017

Gender

- Between 2014 and 2017 the gender gap narrowed at all key stages, and is significantly below the Wales gender gap.
- The gender gap narrowed between 2016 and 2017, due to an improvement or hold in boys' performance at all key stages. Girls' performance declined from 2016 at all key stages except KS3.
- At KS2, boys outperformed girls by 0.7pp.
- Performance of both boys and girls at each key stage is significantly above the Wales average.

FSM

- FP performance of FSM pupils in 2017 is above the Wales average, and the gap between FSM and non FSM pupils has remained the same since 2016, but has widened since 2014. It is wider than the Wales gap.
- KS2 performance of FSM pupils in 2017 is higher than the Wales average, and the gap has narrowed considerably since 2014 and is narrower than for Wales.
- KS3 performance of FSM pupils in 2017 is again above the Wales average. There's been a slight widening of the gap since 2014, which is still wider than the gap for across Wales.
- At KS4, the 2017 L2 incl, performance of FSM pupils was below the Wales average. The FSM/non FSM gap has narrowed since 2016, and is wider than the Wales gap.

FSM benchmarking quartiles

- At FP, 80% of schools are above the median for FPI. At KS2, 47% of schools are above the median for CSI. At KS3, 50% of schools are above the median for CSI. At KS4, 75% (3 out of 4 schools) are above the median for L2 inc.
- At KS4, Monmouth and Chepstow are in Quarter 1 for L2 inc, English and maths
- Caldicot is below the median in all three of these measures
- King Henry is below the median in English, but above in maths and L2 inc.

Attendance/Exclusions

- There has been a decrease in primary attendance of 0.2pp since 2014, but an increase in secondary attendance. Secondary remains above that of Wales, (Wales primary not available yet)
- There has been an increase in unauthorised absence at primary schools, but the figure remains stable at secondary schools. Secondary figure is lower than Wales.
- There has been an increase in exclusions of 5 days or fewer at primary level, but a decrease at secondary level. There has been increase in exclusions of 6 days or more at both primary and secondary level.
- There were 2 permanent exclusions in 2016/17 from primary schools, more than the previous three years combined.
- There have been 7 permanent exclusions at secondary level since 2013/14, 1 in 2013/14, 5 in 2015/16 and 1 in 2016/17.

Inspection/Categorisation

- The percentage of schools judged at least Good for current performance has increased since 2014 to 40%. Increase in schools judged at least Good for prospects for improvement has also increased to 40%. There was one unsatisfactory inspection in 2016/17.

- The percentage of primary schools categorised Green has increased to 43% in 2017/18. One secondary school categorised Amber, three Yellow (provisional and confidential).

The Business Plan 2018-2021 is designed to address the areas required improvement noted above.

Risks

4.24. Risks to delivery of the Business Plan occur when the following points are not adhered to:

- There is a lack of clarity about respective roles and statutory responsibilities within the LA and EAS.
- Agreed actions are not carried out in a timely manner by EAS and / or LA e.g. Schools Causing Concern Register actions
- EAS and LA staff do not demonstrate a united front when dealing with schools, particularly those that give cause for concern.
- Schools are not held to account in a timely manner using the existing mechanisms.
- There is not consistent application of agreed regional protocols e.g. meeting deadlines for target setting, elected Members attending selected EIBs
- Timely consideration is not given to the use of LA Statutory Powers e.g. low standards, attendance, exclusions, leadership
- Full use is not made of the training offers to ensure that all Elected Members are up to date with key messages.
- Full use is not made of consultation events to help shape the direction of the EAS.

4.25. Uncertain financial projections make it difficult to fully cost the Business Plan at this stage.

4.26. Continued changes in reporting arrangements and performance measures at KS4 for a number of subjects continues to present risks to LA and regional outcomes.

4.27. Limited impact of the work of the EAS in schools where underperformance in leadership is not challenged effectively.

4.28. The work of the EAS in improving outcomes for vulnerable learners will remain slow unless there is greater engagement with all key partners across LAs to ensure effective joint targeting of resources.

5. RESOURCE IMPLICATIONS:

5.1. The EAS was set up 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 (WG) Grants) and income generated from trading services to schools, which due to the notion of a self-improving school system has reduced overtime.

5.2. By way of context, the EAS has seen funding reductions in each of the areas noted above:

- A reduction in the EIG of 14% (since 2014 and a further potential 11.2% to the regional allocation which would equate to £192k reduction planned for EAS in 2018/2019);
- A reduction in a WG grant to support new GCSE specifications of 50% which equates to £182k; and
- A 92% reduction in trading income equating to £1.15m (since 2012 with a further £100k planned for 2018/2019). We do not intend reverting back to a trading organisation because we feel this compromises our legitimacy and is at odds with the strategic direction Members have asked for.

5.3. The service continues to be hampered by short term, ad hoc grant awards from Welsh Government. The EAS continues to manage staff changes and are now some 40% smaller in payroll staff than when the service started in 2012. Whilst this has been effectively managed to date it has been a contributing factor in increased cash contributions to the pension fund (£170k for the next two financial years). In addition, Members will be aware that the total regional EIG reduction for 2018/19 totals £3.028m. Whilst the detail surrounding this reduction is becoming clearer the regional position is still to be determined.

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 3%. Following a recent meeting of the EAS Company Board the funding profile for 2018/2019 and indicative funding for the following 2 financial years was discussed. Taking all factors into consideration, the Company Board agreed that it can offer a 2% efficiency saving on last year's core funding contribution for 2018/19 and an indicative 2% efficiency for the next 2 financial years.

EAS 'As Is' Model Aug 2012	**2014/15** (funding levels set by WG, based on RSG formula to LA)	**2015/16**	**2016/17**	**2017/18**	**% Movement 2011/12 to 2017/18**	**2018/19** Efficiency Saving
		-3.4%	**-3%**	**-3%**		**2.0%**
591,619	481,642	465,266	451,308	437,769	**-26%**	429,014

5.5. These efficiencies have been thought through carefully in what will be a challenging financial climate for the EAS and councils. It is likely that the EAS will need to implement a change management programme to enable a balanced budget to be set for the coming financial year. Considering this the Company Board will meet early January 2018 to formulate the detailed approach to this and will communicate with JEG Members as necessary.

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

6.1. The EAS have their own Equalities and Welsh Language plans in place. Monmouthshire County Council has therefore not undertaken any specific impact assessment on the EAS Business Plan.

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
- South East Wales Directors / Chief Education Officers and Diocesan Directors
- Joint Executive Group
- Education Achievement Service Company Board
- Education Achievement Service Audit and Risk Assurance Committee
- Circulated to individual Local Authority Education Scrutiny Committees
- Regional Headteacher Strategy Group
- Regional Governor Strategy Group
- Regional Youth Forum

8. BACKGROUND PAPERS:

8.1. EAS Business Plan 2017-2020

20180108 EAS Business Plan 2018 co

8.2. Local Authority Annex 2017-2018

Monmouthshire LA annex.docx

8.3. Mid-Year review Monmouthshire Annex 2017-2018 (for information only)

Review of Monmouthshire LA an

9. AUTHOR:

9.1. Debbie Harteveld (Managing Director EAS)

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

This is the draft version for consultation.

The final plan will be available in both Welsh and English.

The South-East Wales Regional Mission: Business Plan (2018-2021)

"Transforming pupil outcomes, creating capacity through networks, enabling excellence in teaching and leadership."

The Education Achievement Service Business Plan has been though a thorough consultation process prior to agreeing the final version. The list of consultees is listed below:

- Education Achievement Service staff
- SEWC Directors and Diocesan Directors
- 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
- Regional Youth Forum

This Business Plan is the regional strategic plan for accelerating educational outcomes during 2018-2019. It has been agreed by each Local Authority Director of Education / Chief Education Officer, the Joint Executive Group and the Company Board:

Cllr R Jevons Chair of Education Achievement Service Company Board	
Cllr G Giles Chair of Joint Executive Group	
Mrs Lynette Jones Lead Director on behalf of South East Wales Directors Group	
Ms D Harteveld Managing Director, Education Achievement Service	

Draft V3

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Draft V3

1. Regional Context

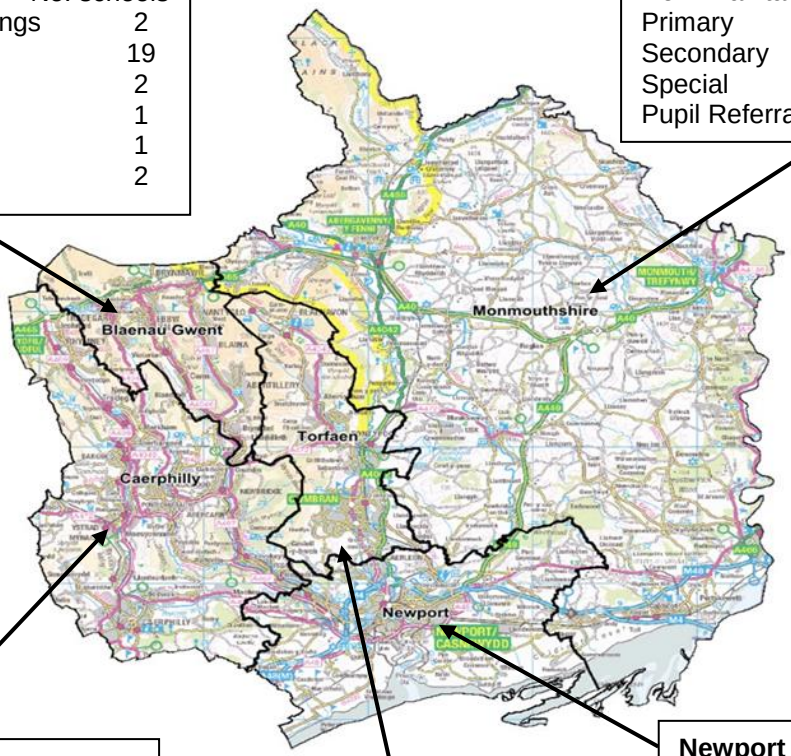
The EAS is the school improvement service for the five Local Authorities (LAs) in South East Wales (Blaenau Gwent, Caerphilly, Monmouthshire, Newport and Torfaen). The number of pupils of compulsory school age in 2017 was 71,234. This represents 19% of all pupils in Wales. There are 240 maintained schools in the region, 16% of all maintained schools in Wales (EAS figure correct from Jan 2018, Wales figure from PLASC, 2017). The percentage of pupils of compulsory school age who are eligible for free school meals (FSM) is 18.5%, which is higher than the national figure of 17.8%. This level of eligibility is the second highest of the four regional consortia (PLASC, 2017). 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 5-15 from an ethnic minority background is 9.7%, an increase from 7.3% in 2013. This is a similar rate of increase to that nationally (10.1% from 8.3%). These overall figures mask significant differences between LAs, with the proportion of ethnic minority pupils in Newport increasing from 23.0% to 23.7% in 2017. As of March 2017, 816 children in the region are looked after (LAC) by a LA and attend a school in the region. This represents 14% of LAC in Wales.

Blaenau Gwent (22.8% FSM)

	No. schools
Non- Maintained Settings	2
Primary	19
Secondary	2
Special	1
Pupil Referral Unit	1
3-16	2

Monmouthshire (10.5% FSM)

	No. schools
Non- Maintained Settings	29
Primary	30
Secondary	4
Special	1
Pupil Referral Unit	1



Caerphilly (21.0% FSM)

	No. schools
Non- Maintained Settings	12
Primary	63
Infant	6
Junior	4
Secondary	12
Special	1
Pupil Referral Unit	1
3-16	1

Torfaen (17.5% FSM)

	No. schools
Non- Maintained Settings	16
Nursery	1
Primary	26
Secondary	6
Special	1
Pupil Referral Unit	1

Newport (18.6% FSM)

	No. schools
Non- Maintained Settings	24
Nursery	2
Primary	42
Secondary	9
Special	2
Pupil Referral Unit	1

2. Introduction

This Business Plan (2018-2021) outlines the programme of work that is required to continue to accelerate outcomes for children and young people across all schools in South East Wales. The plan focuses on the urgent need to raise aspiration and accelerate improvement in pupil outcomes, improve the quality of teaching and leadership and build a self-improving system within and across schools and settings. Priorities for the Business Plan 2018-2019 have been derived from the progress that has been made towards the previous Business Plan, areas that have been identified as requiring improvements through self-evaluation processes and feedback from Estyn on the inspection of the EAS. The improvements that are required at regional and Local Authority level require a strong commitment of partnership working to be successful.

Progress made toward EAS Business Plan 2017-2018

Business Plan Priority	Progress Judgement (October 2017)	Progress Judgement (March 2018) – to be updated
1. Support for School Improvement	Satisfactory Progress	
2. Pupil Wellbeing and Equity in Education	Satisfactory Progress	
3. Professional Learning: Pedagogy and Leadership	Satisfactory Progress	
4. Curriculum and Assessment	Satisfactory Progress	
5. Curriculum and Pedagogy: Wider Curriculum and Pioneer Development	Satisfactory Progress	
6. The Self-Improving System (SIS)	Strong Progress	
7. Wider Regional and EAS Company Developments	Strong Progress	

Outcomes from Regional Estyn inspection (May 2016) and progress made towards the recommendations

In May 2016 Estyn and Wales Audit Office re-visited the region to undertake the inspection of the regional school improvement services provided by the EAS. The structure of the inspection report is based on those aspects of Estyn's Common Inspection Framework that apply to regional consortia, which are covered by five quality indicators, each are graded (Excellent, Good, Adequate or Unsatisfactory). Additionally, an evaluation of standards featured as a performance profile in the context section of the report. A summary of the outcome is below:

Section	Grade
Support for school improvement	Good
Leadership	Good
Quality improvement	Good
Partnership working	Good
Resource Management	Good

Estyn revisited the EAS in September 2017 to conduct an inspection of the progress the EAS had made towards the recommendations. A summary of the judgements is below:

Recommendation	Estyn Progress Judgement
R1 Consider the use of a wider range of performance indicators at school and regional level to ensure that the progress of all groups of learners is challenged and supported	Satisfactory Progress
R2 Improve consistency in the quality of evaluation of school improvement activities throughout the service	Strong Progress
R3 Identify and manage risks more effectively	Very Good Progress

Summary of wider regional improvements 2017-2018

Regional Outcomes
• Teacher Assessment outcomes at the end of foundation phase and key stage 2 at the expected and higher levels are good and continue to improve. Attainment has been above the Wales average since 2013.Teacher Assessment outcomes at the end of key stage 3 are improving but still remain below the Wales average. • The gender gap in both foundation phase and key stage 2 continues to narrow at the expected level and is below the Wales average. At key stage 3, the gender gap is narrowing however remains higher than the Wales average. At the higher levels, gender gaps have widened in foundation phase, key stage 2 and key stage 3. • FSM regional performance at the expected level has continued to improve at foundation phase and key stage 3 but declined at key stage 2 in 2017. Between 2014 and 2017, the gap between the attainment of FSM pupils and non-FSM pupils has narrowed at each of these key stages. • The performance of Looked After Children (LAC) pupils has improved considerably at key stage 3 from 2014. Performance of pupils with Special Educational Needs (SEN) and those with English as an additional language (EAL) has improved since 2014. • At key stage 4, this year it is not possible to meaningfully compare results to previous years. However, performance of the region compared to national performance is still relevant. At the L2+ performance indicator, performance across the region declined by 2.6pp, compared with a decline of 5.7pp across Wales. This has resulted in the gap between regional performance and national performance narrowing to 1.7pp. • At key stage 4, 13 out of 35 (37.1%) schools are placed in benchmark quarter 1 for the L2+ indicator. More schools are now able to predict pupil outcomes with greater accuracy, 19 out of 35 schools had L2+ performance within 5pp of their June progress estimate. • Overall performance at L2 English Language, L2 Welsh Language and A*-C grades in GCSE Science has improved. • Between 2014 and 2017, the gap between attainment of FSM pupils and non-FSM pupils for the L2+ has remained fairly static. The gender gap between girls and boys and the Wales averages are narrowing due to a larger decline in performance of these groups across Wales this year. • Regional performance of learners achieving 5A*/A grades has improved for the first time in 4 years. • Overall performance at the L3 threshold has declined slightly. The performance of boys is at the Wales average, performance of girls is 1.3pp below that of Wales. Performance at A*/A Grades across the region has declined overall between 2016 and 2017 by 2.7pp. • Over the past 4 years, attendance at primary schools has continued to improve. Despite secondary school attendance improving at a slightly faster rate than Wales, it remains below the Wales average. • The percentage of Year 11 leavers known to be NEET (Not in Education, Employment or Training) across the region has reduced at a faster rate of improvement than that made nationally, and is below the Wales average.

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Provision
• There is a clear understanding of the respective roles of the LAs and the EAS in supporting school improvement across the region and the implementation of National Categorisation and the SEWC Intervention Framework of schools across the region has been applied consistently to ensure accurate levels of support are provided. • The EAS has appropriate differentiated procedures for monitoring, challenging, supporting and intervening in schools and non-maintained settings which are applied more consistently and have resulted in the majority of schools and non-maintained settings making good progress. The processes for holding schools in a red category to account have been robust and well understood. • Refined quality assurance protocols across the service are evidencing increasing consistency in practice and highlighting inconsistencies that need to be addressed. • The quality and range of data from pupil level up that the consortium now uses is improving. The process of collecting progress towards pupil level targets now enables the CA team and subject specialist to support and challenge potential underperformance within the academic year. • There is a clear and coherent regional strategy for the self-improving system. The region has made good progress in developing mechanisms to facilitate school-to-school support in key areas including the recent introduction of the Learning Network Schools and cluster working. • The support for new curriculum specifications at key stage 4 in core subjects, Welsh Baccalaureate and the implementation of WG initiatives such as Successful Futures is good. • Challenge advisers monitor diligently schools' plans for their use of the Pupil Development Grant. They ensure that the plans meet requirements and focus appropriately on improving' outcomes for vulnerable learners. The provision for these pupils is beginning to improve their outcomes at each key stage. • There are good arrangements to identify the overall development needs of governors which are effectively met in most cases through a centrally delivered training programme. • Specialist HR support has complemented and enhanced the provision that is already in place in LAs providing support and training for school leaders, disseminating regional policies and protocols.
Leadership
• The Business Plan sets out the regional strategic vision, aims and priorities aligned closely to WG guidance and key national, regional and local priorities with good progress has been made towards recommendations from Estyn. • Self-evaluation and improvement planning processes are accurate, evaluative and balanced. • A wider range of performance indicators at school and regional level are now being used in self-evaluation activity to ensure that the progress of all groups of learners is challenged and supported. • Strategic leadership and management is good with an effective governance and communication structure, which is becoming increasingly effective. • School strategic partnerships are good and continue to improve. • Working practices with LAs are becoming increasingly effective in relation to schools causing concern. • Where warning notices have been issued in LAs linked to standards, most schools have improved their performance. • There are sound financial processes in place and processes to evaluate Value for Money (VFM) have been improved and refined and are now appropriate. • Appropriate partnerships with other consortia have been forged with the main aims to improve provision and to raise standards for learners across the region.

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Regional Priorities for 2018-2019

The focus for improvement for 2018-2019 will focus on continuing to secure improvements in the following areas:

- To continue to raise aspiration, improve pupil outcomes, particularly for vulnerable groups of learners (FSM, Gender, EAL, MA and LAC) and reduce the variance within and across schools, settings and LAs.
- To accelerate improvement in schools and settings where progress is too slow by ensuring a more consistent approach is applied to schools causing concern and the use of Local Authority statutory powers to accelerate progress in identified schools.
- To continue to improve the quality of leadership, teaching and learning, particularly within the secondary phase.
- Supporting schools to ensure the effective development of pupil skills at all phases.
- Supporting the national approach and further development of the regional professional learning opportunities to ensure the success, equity and well-being of every learner.
- Preparing schools to meet the curriculum and assessment demands in line with new accountability arrangements.
- Supporting the development of a 'world-class curriculum' that will help raise standards for all in Wales.
- To embed the regional approach to developing a self-improving system.

The Regional Ambition is, by 2021 that:

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.

A detailed three year overview is available within the additional support documentation.

3. The South-East Wales Regional Mission: Business Plan (2018-2019)

This Business Plan focuses upon the actions that are required to accelerate improvement across the region. Whilst this plan is regional, the bespoke approach at school level and through each individual LA Annex enables all nuances in need to be addressed. The actions contained within the plan align with the Welsh Government strategic document Education in Wales: Our National Mission (Action Plan 2017 – 2021). Further details on delivery can be found in the Detailed Delivery Document and the Professional Learning Offer 2018-2019. The content of the Business Plan will be used to populate and report against the regional elements within the Wales Education Report Card.

Improvement Strand (Link to Education in Wales)	**What will we to do?**	**How will we know we will have made progress by March 2019?** *(These are in addition to the pupil targets at regional and LA level in Section 6 and in Annexes)*
A. Support for School Improvement 1 Developing a high-quality education profession. 2 Inspirational leaders working collaboratively to raise standards.	**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 across schools and LAs through improving the quality of leadership, teaching and learning by:** • Ensuring that all schools and settings receive high quality bespoke support in line with their needs to accelerate progress and improve outcomes. • Further developing pupil level target setting and progress measures for all learners and groups of learners across all key stages using prior attainment information and WG modelled estimates where appropriate. • Collecting progress towards targets information through a differentiated approach, using a range of first hand evidence to verify submitted data. • Challenging the use and impact of early entry using models of best practice. • Supporting and challenging school level planning documents to ensure best use of grant spend so that maximum progress is made by all vulnerable groups of learners. • Reviewing the quality of provision at KS3 across the region, providing support to accelerate improvement, focusing on the development of pupils' skills in literacy, numeracy, IT and reducing within school variation.	• All Challenge Advisers (CAs) will effectively implement the CA work programme for 2018-2019 and the Consortium Intervention Framework will be implemented consistently, ensuring that nearly all schools, including non-maintained settings make at least strong progress against the bespoke actions within support plans. • There will be a more consistent approach to the use of statutory powers across the region through the implementation of the Schools Causing Concern Register meetings. • L2+ regional achievement will be >60%. No secondary school will be below 45% at L2+. Around half of secondary schools will be above or at least in line with WG 2b modelled expectations for L2+. The gap in performance between FSM and non-FSM learners for L2+ will continue to close, with the improvement of FSM learners. • >55% of secondary schools will be within 5% of their target set for the L2+. • Most secondary schools will use early entry appropriately for Y10 and Y11 learners. • Categorisation outcomes will evidence that schools require reduced support levels over time. <45% of secondary schools will require amber or red support levels for 2018-2019 with evidence of reduced levels of within school variation.

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	• Continuing to work closely with LAs, through the implementation of the Schools Causing Concern Risk Register to ensure a more consistent approach to schools causing concern and the use of statutory powers to accelerate progress. • Implementing the regional Foundation Phase action plan in line with WG priorities. • Implementing the Post 16 Learning Action Plan. • Identifying and sharing examples of best practice across the region, focusing on effective support for vulnerable learners and measuring and improving learner well-being.	• The number of schools placed in or remaining in Estyn statutory categories, particularly in the secondary phase, will reduce. • Most Grant Plans (PDG/EIG) meet requirements and focus appropriately on improving outcomes for vulnerable learners. The majority of secondary schools focus appropriately on meeting the target of 60% spend at KS3. • There are increased opportunities for primary and secondary schools to engage in school to school working through cluster working and networking opportunities that impact on pupil outcomes and develop leadership capacity. • Case studies of identified best practice will be created and shared across the region. • The regional approach to consistent target setting at key stage 5 using ALPS will be embedded. • At least satisfactory progress is being made to implementing the actions within the Regional Foundation Phase Action Plan. • At least satisfactory progress is being made to implementing the Post 16 Learning Action Plan.
B. Professional Learning 1 Developing a high-quality education profession. 2 Inspirational leaders working collaboratively to raise standards.	**Review the current regional delivery model for professional learning in line with the national professional learning model so that it remains fit for purpose. Work in collaboration with EWC to ensure maximum impact of the PLP.** **Addressing the quality of teaching to improve learner outcomes by:** • Supporting teachers and school support staff so that they benefit from opportunities to improve the quality of their pedagogy and have opportunities for professional learning in a research-driven culture. • Supporting the adoption and implementation of new professional standards for all education professionals. • Improving the quality and consistency of teaching in the secondary phase by providing	• A further shift in the balance away from centrally delivered programmes so that, during the year, all programmes have school-based components and measurably impact upon classroom practice. • The Excellence in Teaching and Leadership Framework will have been disseminated in nearly all clusters. • Most school leaders will have adopted the ETLF or an equivalent instrument that impacts effectively on improving the quality of teaching across schools. • A minority of secondary schools will improve the profile of teaching from the initial baseline within year one moving towards around half in year two. • There will be an increased take-up on professional learning

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	schools with an initial profile of the quality of teaching which has been derived from a variety of sources and access to appropriate support. • Improving the quality of teaching, especially for the realisation of the new curriculum using the new Excellence in Teaching and Leadership Framework (ETLF). • Providing guidance to ensure that all teachers, including supply teachers, have access to an individual professional learning plan. • Delivering at a regional level the induction programme for Newly Qualified Teachers (NQTs). • Implementing a pilot scheme to prepare Welsh medium graduate support staff for teaching through the medium of Welsh (GTP route / PGCE) concludes with evidence of progression to Initial Teacher Education (ITE). • Supporting LAs in the delivery of the cluster based pilot models for supply teachers and Business Managers. • Supporting the national development and regional delivery of pathways for Learning Support Workers. • Delivering Higher Level Teaching Assistant accreditation as part of the national development pathway for Learning Support Workers. • Collaborating with HEI and ITE providers to ensure high quality initial education and readiness to enter the workforce. • Continuing to work collaboratively with key partners to attract and retain high quality teachers through the #Discover Teaching campaign. **Ensure that Leaders at all levels across the region are well supported to develop and aspire colleagues and to work collaboratively to embed the new curriculum and improve outcomes for our learners by:** • Providing an extensive portfolio of leadership development opportunities available for the regional education community. To include: Middle Leader, Aspiring	programmes for pedagogy and leadership from the current baseline. • A majority of schools will have engaged with teachers having access to individual professional learning plans. • An improved impact capture methodology for professional learning on practice. • Evaluative reports commissioned from Higher Education Institutions demonstrate the positive impact of the induction programme for NQTs. • Increased numbers of applicants and successful candidates for Higher Level Teaching Assistant accreditation from the current baseline. • A majority of schools will have participated in the professional learning programme for Learning Support Workers. • ITE graduates will be better prepared to undertake their NQT process and enter the fully qualified workforce within the region. • A regional succession plan for leadership will be created and agreed by LAs to ensure more effective recruitment and retention of high quality leaders across the region. • Increase take up of NPQH by highest quality candidates and secure more effective conversion from NPQH accreditation to employment as Headteachers within the region.

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	Senior Leader, Aspiring Headteacher, New to Headship, Experienced Headteacher and Executive Headteacher. • Providing secondary school leaders opportunities to experience and learn from a range of successful settings within and beyond the region. • Providing specialist HR training for school leaders in areas such as effective performance management and addressing performance concerns are effectively implemented in schools. • Delivering the National Professional Qualification for Headship (NPQH) to provide more effective preparation for headship. • Embedding the use of the Excellence in Teaching and Leadership Framework across the region to maximise the impact of leadership on standards of teaching and learning. • Developing professional learning programmes that will satisfy accreditation processes of the National Academy for Educational Leadership. • To support the development and implementation of the Associates Programme for the National Academy for Educational Leadership.	
	The Governor Support & Development team will support and develop skilled, focused, effective governing bodies that work in partnership with School Leaders to raise standards by: • Continuing to offer a Professional Learning Offer that includes the EAS Mandatory Training and Strategic Development Programme for Governors. • Making E-Learning available for each priority area from within the professional learning offer for governors. • Providing support to Governing Bodies that require improvement by sharing and promoting best practice.	• Annual questionnaires for stakeholders deem the majority of governing bodies as effective by July 2019 • Increased numbers of governing bodies that complete the online Governing Body Self Evaluation (initial pilot 29%) to increase year on year. • Attendance at Mandatory Training and engagement in online Mandatory E-learning to remain in line with the annual turnover of governors (35% of governor population). • Increase engagement at Link Governor Seminar and on the Link Governor Hwb Network by 20%.

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	• Disseminating the EAS Excellence in Governance Framework to ensure that all Governing Bodies are effectively challenging and supporting schools to improve. • Continuing to develop the effectiveness of priority Link Governors in improving outcomes for groups of learners by providing guidance on: More Able, Pupil Development Grant and Looked After Children. • Providing an effective clerking service to schools.	• Governor awareness of the link role for deprivation via the annual questionnaire will raise from 78% to 82% and the role for More Able and Looked After Children will be no lower than 75%. • Maintain the percentage of governors agreeing that overall, they are satisfied with the service they receive from Governor Support at over 95%.
C. Excellence, Equity and Wellbeing **3** Strong and inclusive schools committed to excellence, equity and well-being.	**Support the national approach and develop regional professional learning opportunities to ensure the success and well-being of every learner by:** • Developing a wellbeing toolkit using a wide range of data for vulnerable groups to identify school, LA and regional needs, sharing and improving practice. • Supporting schools and settings to improve their use of the Pupil Development Grant (PDG) and to develop more integrated approaches to reducing the impact of poverty on outcomes. • Working with key partners such as the Regional Equity and Wellbeing Strategy Group to provide a more coherent approach to the relationship between education provision and other services available to support schools in disadvantaged areas. • Maximising the impact of commissioned research on practice in relation to more vulnerable groups at school, LA and regional level. • Embedding the regional strategy for LAC. • Further refining the collaborative arrangements in place for Pupil Referral Units and Special Schools which are designed to improve the outcomes for these groups of learners. • Supporting schools to improve their work in measuring and improving learner wellbeing.	• A majority of schools in year 1 will utilise the wellbeing toolkit to improve provision and more effective resourcing for vulnerable groups. • The regional More Able Strategy will be understood and implemented over a two-year period by all schools, leading to improved outcomes for learners. • Improved quality in PDG plans, especially in secondary schools with around half of plans in year 1 making the shift to proven approaches that lead to sustainable improvements in outcomes. • Most clusters access and make use, at school level of new professional learning opportunities in relation to ACEs. • An agreed definition of wellbeing will operate across many clusters in year 1. • Improved outcomes based upon the baseline from 2017 and uptake in university placements for learners within the SEREN programme.

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	• Building on the success of the Seren Network to embed the regional strategy to deliver improved outcomes for our more able learners at each key stage. • Expanding professional learning opportunities to enable key school practitioners to become more aware that the effect of Adverse Childhood Experiences (ACEs) can have on learners. • Working closely with key partners to support The Children's Rights Approach to education. • Working with Regional Leads for Additional Learning Needs (ALN) to implement, as appropriate, professional learning for school based practitioners. • By working closely with LAs to support the implementation of Additional Learning Needs (ALN), attendance, exclusion and for those pupils Educated other than at school (EOTAS) strategies at school level.	
D. Curriculum, Assessment and Accountability **4** Robust assessment, evaluation and accountability arrangements supporting a self-improving system.	**Robust delivery of support and challenge for identified departments leading to improvements in provision and outcomes.** **Schools are prepared to meet the curriculum and assessment demands in line with new accountability arrangements.** **Supporting schools to ensure the effective development of pupil skills at all phases.** **In collaboration with key partners refine the regional Welsh medium Education Strategy and continue to deliver on the key principles within the Global Futures Programme.** **To implement the Regional Strategy for Literacy and Numeracy in collaboration with key partners to accelerate outcomes at all key stages.**	• Most departments engage well with the regional support programmes leading to improvements in provision and outcomes. • By March 2019, all schools will have developed understanding of the emerging transformational curriculum coupled with a flexible approach to the changing performance measures. • A majority of schools make effective use of guidance materials for effective skills development at school level. • Increased numbers of practitioners enrolled onto language training events demonstrating improved confidence in language use. • Increased number of clusters with a member of staff trained to Higher Level through the one-year Welsh Language Sabbatical Scheme. • Increased proportion of Welsh medium teachers and support staff trained through the Sabbatical Scheme. • National Language Charter objectives will be met in all schools

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	Refine and develop support for Skills Challenge Certificate/Welsh Baccalaureate.	(Silver Award) according to individual school timetables towards verification. • Cymraeg Campus objectives (Bronze / Silver) met in all participating English medium schools. • Improved standards in Modern Foreign Languages (MFL) and increased numbers of young people choosing to study modern foreign language subjects at GCSE and A level. • Improved learning experiences of modern foreign languages for learners from 7-19. • Outcomes from the Excellence in mathematics and Science National Networks become embedded across the region. • Most schools will implement through their planning recommendations of the regional strategies for Literacy and Numeracy. • Regional average Skills Challenge Certificate results to be in line with the National Average (-4/+2 tolerance).
E. Supporting Collaboration 4 Robust assessment, evaluation and accountability arrangements supporting a self-improving system.	**Ensure that education professionals within the region can thrive in a supportive and collaborative environment to raise standards and ensure that every young person can fulfil their potential. We will achieve this by:** • Prioritising investment in clusters of schools to build capacity encouraging clusters to take collective ownership of outcomes, improve the quality of teaching and learning and develop the new curriculum. • Piloting a cluster based self-assessment and development tool across selected clusters to enable accurate assessment of needs. • Increasing opportunities for university-school engagement to support an increased research-engaged profession. • Supporting schools to develop as learning organisations (SLOs), enabling their capacity to adapt	• A majority of cluster improvement plans are of a good quality focusing on shared data and a common commitment to collective working that enhances transition arrangements for learners. • The self-assessment cluster tool will be used effectively by 3 clusters as a pilot programme in year 1. • At least 12 comprehensive schools and 40 primary schools will have engaged in collaborative work with Higher Education Institutions. • by the end of the summer term 2018 to produce school level research on improving practice. • Outcomes of research will inform future design of provision for Learning network schools, the cluster model and bespoke support for departments. • All schools will have engaged with the SLO model within year 1 and a majority of schools will have completed a self-assessment in

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	quickly and explore new approaches, with a means to improving learning and outcomes for their learners. • Reviewing and refining the Learning Network School approach, the cluster model and the approach to supporting GCSE specification changes in partnership with a Higher Education Institution. • Developing further the school based peer enquiry model. • Working in partnership with Local Authorities to develop a model for school federations. • Continuing to work in partnership with other regions to realise delivery of pan regional plans.	relation to the OECD model for SLOs in year 2 to enable schools to become more effective learning organisations. • A majority of clusters have examples of school based peer enquiry work in relation to curriculum development and professional learning. • Outcomes of pan-regional collaborative programmes covering leadership, pedagogy, assessment, performance measurement and Equity and Wellbeing will inform provision and future planning.
F. Curriculum Reform 	**Support the development of a 'world-class curriculum' that will help raise standards for all in Wales by:** • Working with a partner Higher Education Institution to develop and deliver a focussed programme of professional learning that supports cluster based curriculum development. • Working in partnership with Welsh Government to lead the development of the Humanities Area of Learning and Experience (AoLE). • Continuing to provide support to and monitor the work of pioneer schools, providing opportunities for sharing of learning across the region. • Supporting schools, through effective brokerage in continuing to embed the Digital Competence Framework (DCF) and work realising the strategic aims of cracking the code. • Supporting schools trialling and testing of curriculum; planning and preparation for changes.	• All schools will have a nominated lead practitioner for curriculum design and development, who will have worked through the professional learning programme. • Most clusters will have begun to develop principles for a collaborative approach to curriculum planning. • Humanities Area of Learning and Experience will be developed and tested through professional inquiry, in time for publication in the new Curriculum for Wales in March 2019. • All pioneer schools will pro-actively contribute to national AoLE development and the regional development programme. • DCF school survey to show most schools making good or better progress with implementing DCF. • Many schools will be actively engaged with Hwb platform. • Few schools receive Estyn recommendations to improve provision for ICT. • Many schools will be actively engaged with the 360 audit tool. • Identified clusters engage well with the Coding Club initiative.

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G. Company Development	**To improve the efficiency and effectiveness of the EAS by:** • Engaging fully with all consultation groups to ensure increased engagement with regional strategies. • Using of a wider range of performance indicators at school and regional level to ensure that the progress of all groups of learners is challenged and supported more fully. • Refining the funding processes and budget monitoring systems in line with the workforce strategy and regional need. • Introducing a regional Management Information System to enable more efficient of a range of data. • improving the process to evaluate the effectiveness of grant spend on pupil outcomes. • Ensuring that the EAS remains compliant with current and future legislative changes. • Ensuring governance and accountability structures are robust and that roles and responsibilities between the LA and EAS remain clear. • Engaging with any future changes to the National Model for regional working. • Learning from the other regions and sharing best practice in approaches to accelerating pupil outcomes.	• The EAS remains compliant with Company Law. • There is a sustainable three-year financial plan in place. • Evaluating VFM at individual project level. • The majority of schools audited evidence effective use of grant money which will contribute to improved provision and outcomes for vulnerable learners. • A Management Information system will be implemented from September 2018 enabling a more refined use of data. • Performance Management systems remain robust and self-evaluation processes present an accurate picture of the region. • The governance and accountability structures are robust and roles and responsibilities between the LA and EAS remain clear. • Collaboration and learning from other regions demonstrate an impact on the provision and outcomes within the region.

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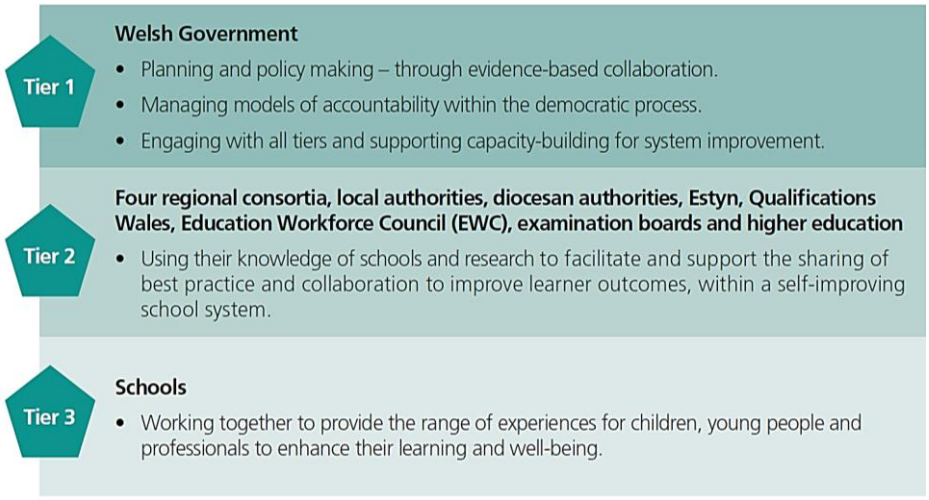
4. National and Regional Implementation Strategies

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 way in which we will continue to work across the sectors.



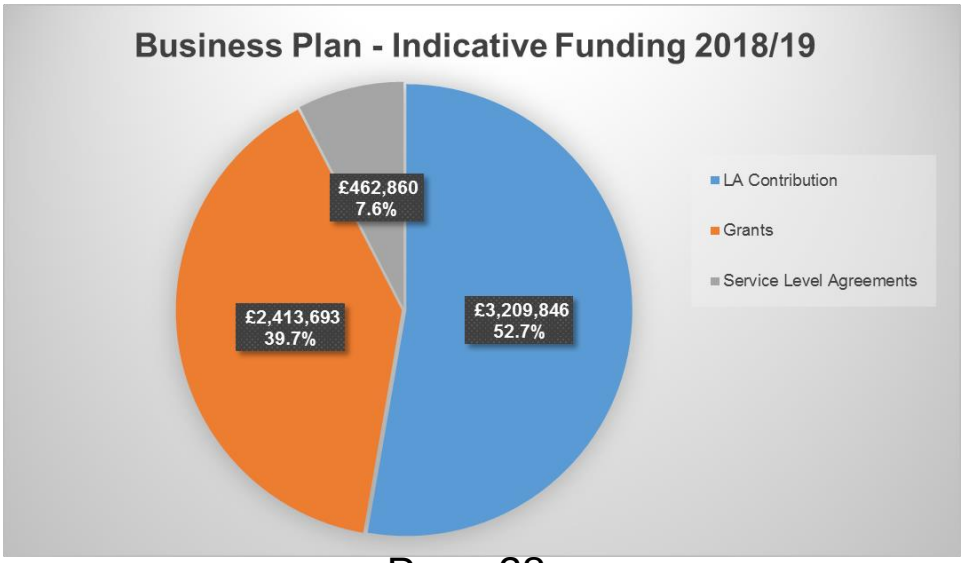
Source: Education in Wales: Our National Mission

The EAS has invested in building the capacity of schools and educational settings within the region over the last four 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 a number of well-established networks of professional practice, these will continue to be encouraged and the practice from within them shared.

The approach to build capacity and schools taking more of a collective ownership for the development of teaching and leadership has been developed further and the cluster model will be embedded over the next few years across the region.

5. Funding Information (indicative – will be updated)

The EAS is funded on an annual basis from three sources as illustrated below. A detailed spending plan accompanies this Business Plan and is intrinsically linked to all actions contained within the Business Plan.



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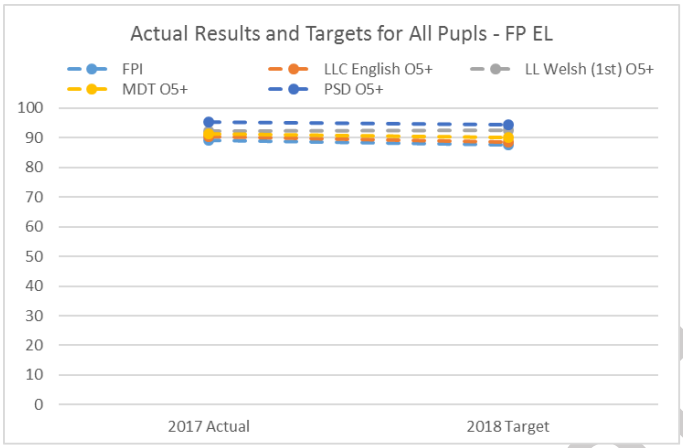
6. Regional Key Stage Targets 2017-20 and Local Authority Attendance Targets

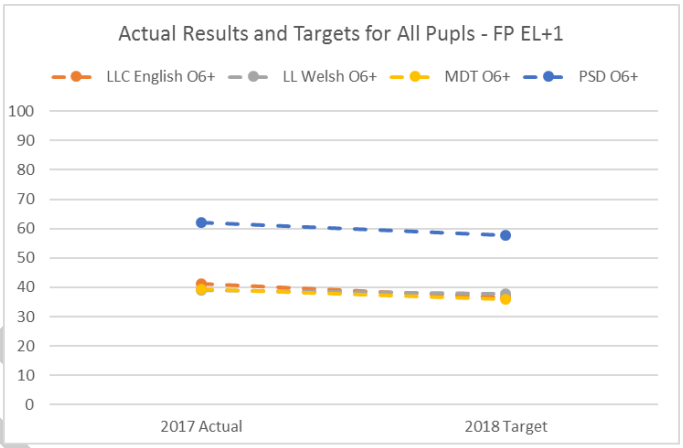
The targets below are derived from the information submitted by all schools across South East Wales during the statutory target setting process in autumn 2017. The target setting process across the region is robust with all LA / school aggregate targets linked to individual pupils.

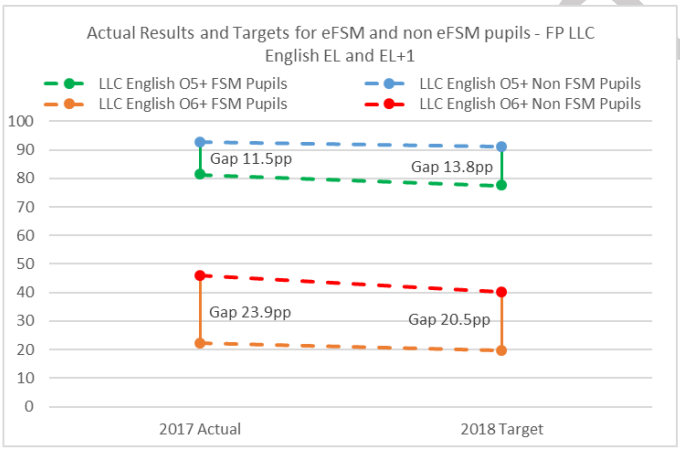
To ensure that appropriate aspiration is applied across schools, a joint challenge process has been introduced by LA Officers and EAS staff. This process considers an analysis of projected future performance against previous performance, projected Free School Meal benchmark quarters, FFT estimates and WG modelled expectations.

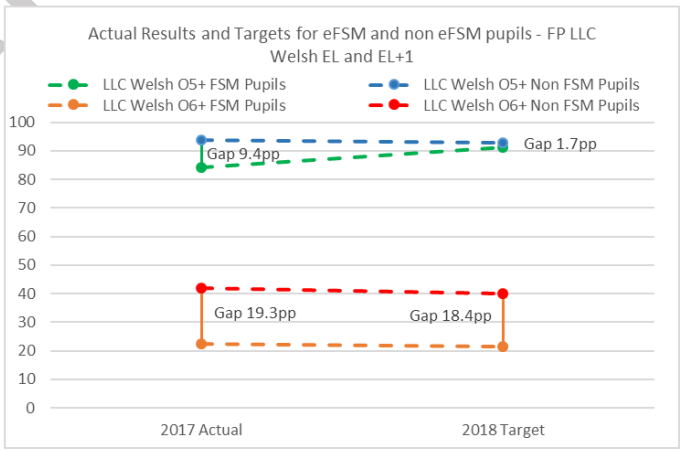
Targets for 2019 and 2020 remain draft and subject to additional challenge and scrutiny during the next iteration of the process in 2018. Individual LA aggregate targets can be found in the accompanying LA Annex documents.

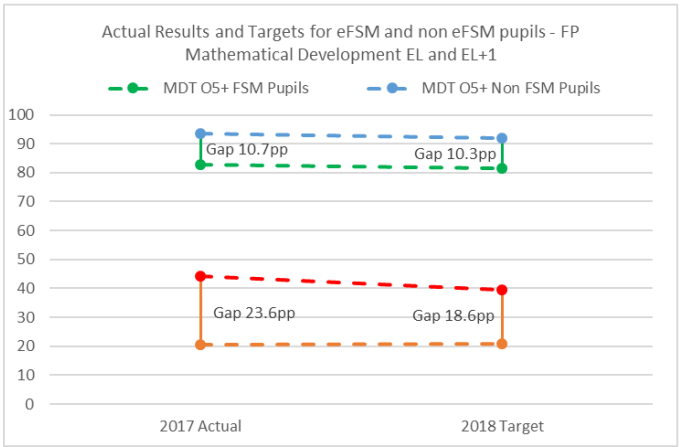
Foundation Phase

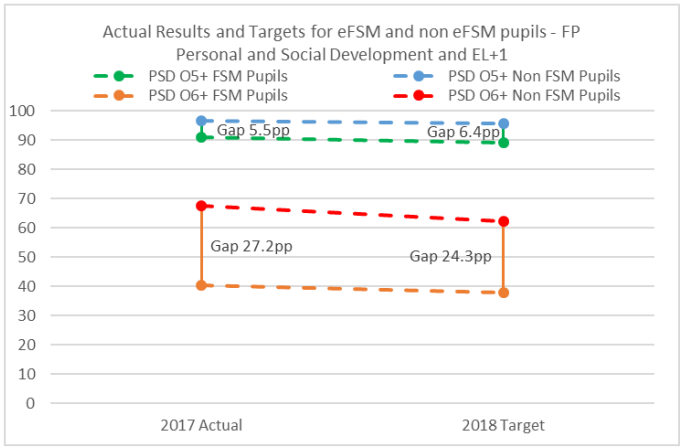




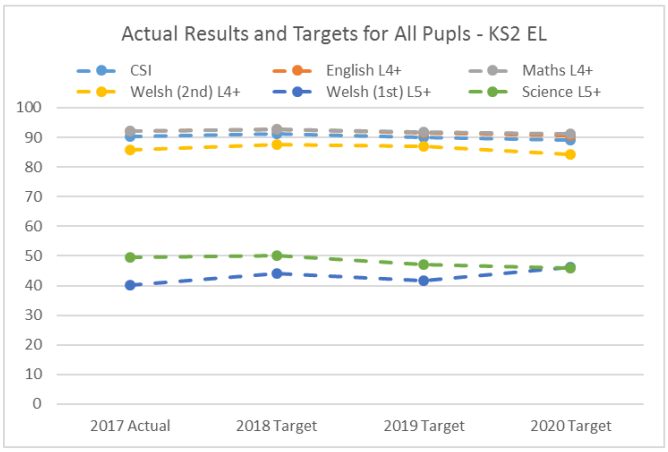








Key Stage 2


Actual Results and Targets for All Pupls - KS2 EL
CSI
English L4+
Maths L4+
Welsh (2nd) L4+
Welsh (1st) L5+
Science L5+
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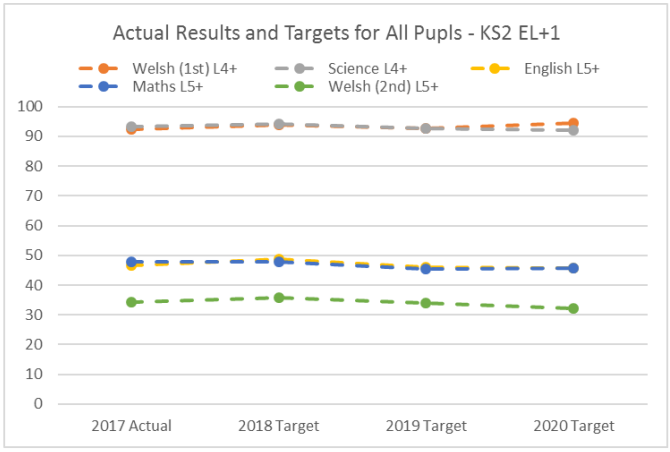
2017 Actual
2018 Target
2019 Target
2020 Target


Actual Results and Targets for All Pupls - KS2 EL+1
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Science L4+
English L5+
Maths L5+
Welsh (2nd) L5+
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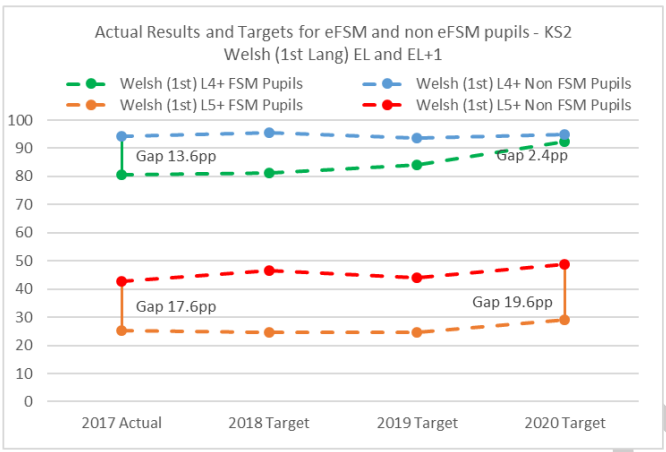
2017 Actual
2018 Target
2019 Target
2020 Target


Actual Results and Targets for eFSM and non eFSM pupils - KS2
Welsh (1st Lang) EL and EL+1
Welsh (1st) L4+ FSM Pupils
Welsh (1st) L4+ Non FSM Pupils
Welsh (1st) L5+ FSM Pupils
Welsh (1st) L5+ Non FSM Pupils
Gap 13.6pp
Gap 2.4pp
Gap 17.6pp
Gap 19.6pp
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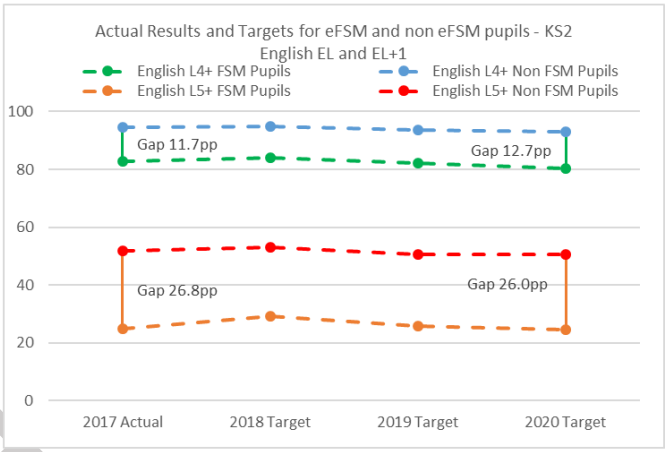
2017 Actual
2018 Target
2019 Target
2020 Target


Actual Results and Targets for eFSM and non eFSM pupils - KS2
English EL and EL+1
English L4+ FSM Pupils
English L4+ Non FSM Pupils
English L5+ FSM Pupils
English L5+ Non FSM Pupils
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Gap 12.7pp
Gap 26.8pp
Gap 26.0pp
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2017 Actual
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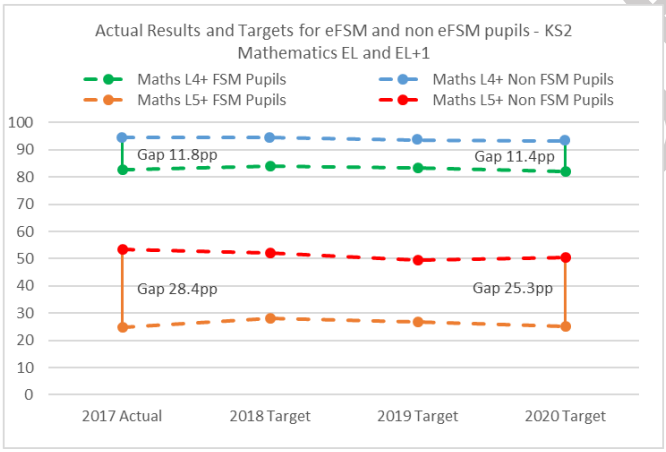
2019 Target
2020 Target


Actual Results and Targets for eFSM and non eFSM pupils - KS2
Mathematics EL and EL+1
Maths L4+ FSM Pupils
Maths L4+ Non FSM Pupils
Maths L5+ FSM Pupils
Maths L5+ Non FSM Pupils
Gap 11.8pp
Gap 11.4pp
Gap 28.4pp
Gap 25.3pp
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2017 Actual
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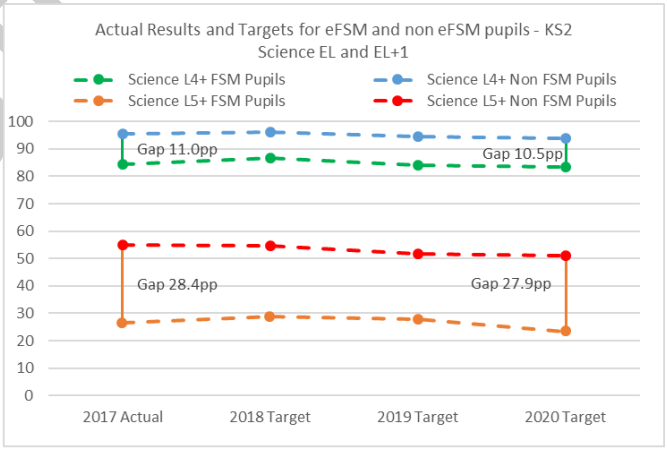
Actual Results and Targets for eFSM and non eFSM pupils - KS2
Science EL and EL+1
Science L4+ FSM Pupils
Science L4+ Non FSM Pupils
Science L5+ FSM Pupils
Science L5+ Non FSM Pupils
Gap 11.0pp
Gap 10.5pp
Gap 28.4pp
Gap 27.9pp
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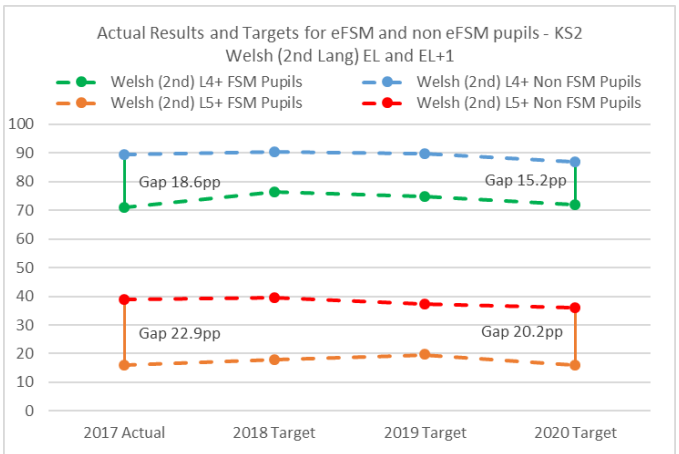
2017 Actual
2018 Target
2019 Target
2020 Target


Actual Results and Targets for eFSM and non eFSM pupils - KS2
Welsh (2nd Lang) EL and EL+1
Welsh (2nd) L4+ FSM Pupils
Welsh (2nd) L4+ Non FSM Pupils
Welsh (2nd) L5+ FSM Pupils
Welsh (2nd) L5+ Non FSM Pupils
Gap 18.6pp
Gap 15.2pp
Gap 22.9pp
Gap 20.2pp
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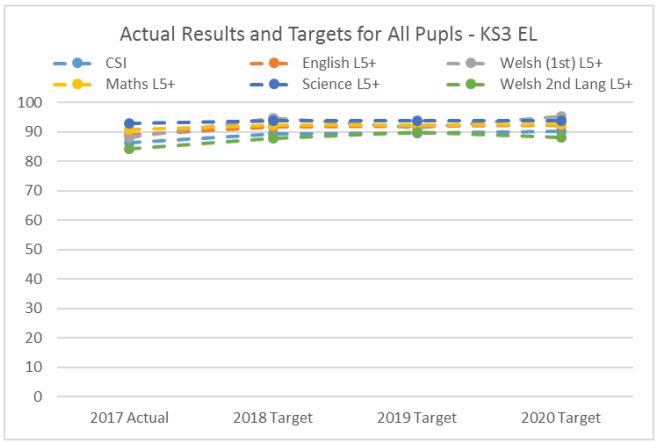
2017 Actual
2018 Target
2019 Target
2020 Target

Key Stage 3


Actual Results and Targets for All Pupls - KS3 EL
CSI
English L5+
Welsh (1st) L5+
Maths L5+
Science L5+
Welsh 2nd Lang L5+
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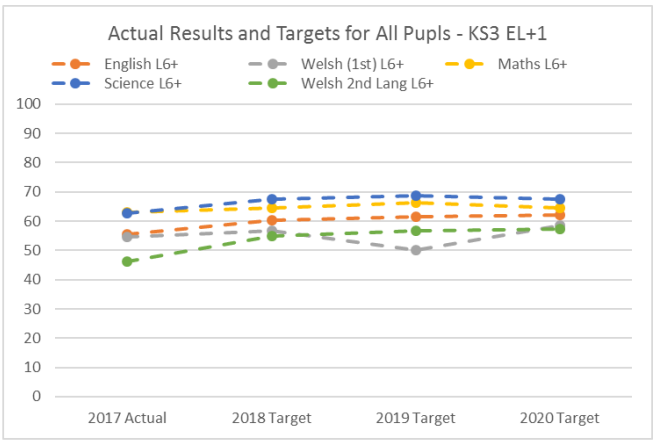
2017 Actual
2018 Target
2019 Target
2020 Target


Actual Results and Targets for All Pupls - KS3 EL+1
English L6+
Welsh (1st) L6+
Maths L6+
Science L6+
Welsh 2nd Lang L6+
100
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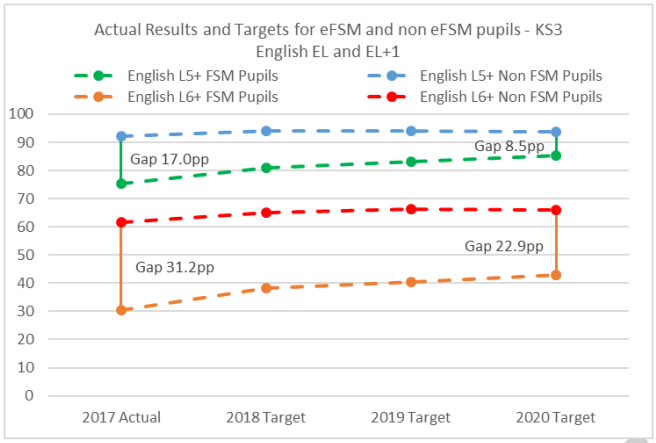
2017 Actual
2018 Target
2019 Target
2020 Target


Actual Results and Targets for eFSM and non eFSM pupils - KS3
English EL and EL+1
English L5+ FSM Pupils
English L5+ Non FSM Pupils
English L6+ FSM Pupils
English L6+ Non FSM Pupils
Gap 17.0pp
Gap 8.5pp
Gap 31.2pp
Gap 22.9pp
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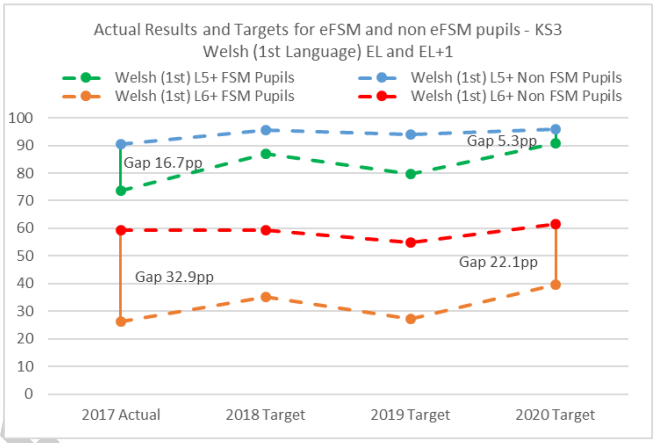
2017 Actual
2018 Target
2019 Target
2020 Target


Actual Results and Targets for eFSM and non eFSM pupils - KS3
Welsh (1st Language) EL and EL+1
Welsh (1st) L5+ FSM Pupils
Welsh (1st) L5+ Non FSM Pupils
Welsh (1st) L6+ FSM Pupils
Welsh (1st) L6+ Non FSM Pupils
Gap 16.7pp
Gap 5.3pp
Gap 32.9pp
Gap 22.1pp
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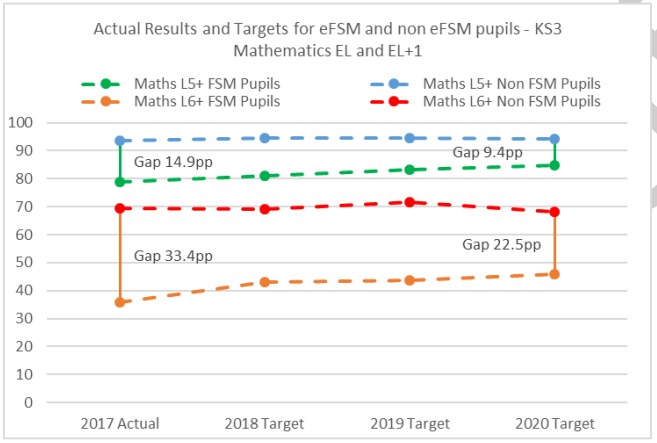
2017 Actual
2018 Target
2019 Target
2020 Target


Actual Results and Targets for eFSM and non eFSM pupils - KS3
Mathematics EL and EL+1
Maths L5+ FSM Pupils
Maths L5+ Non FSM Pupils
Maths L6+ FSM Pupils
Maths L6+ Non FSM Pupils
Gap 14.9pp
Gap 9.4pp
Gap 33.4pp
Gap 22.5pp
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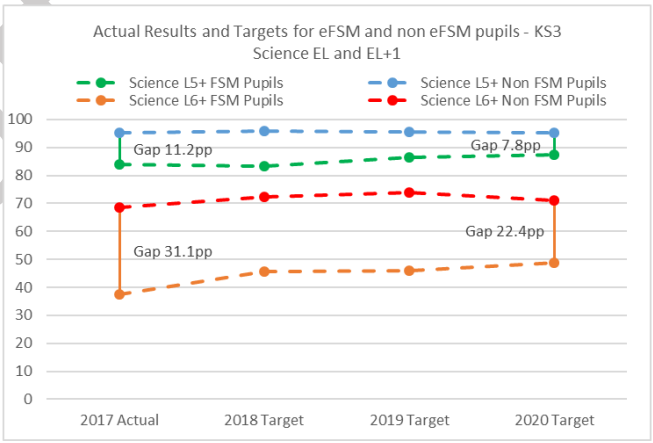
2017 Actual
2018 Target
2019 Target
2020 Target


Actual Results and Targets for eFSM and non eFSM pupils - KS3
Science EL and EL+1
Science L5+ FSM Pupils
Science L5+ Non FSM Pupils
Science L6+ FSM Pupils
Science L6+ Non FSM Pupils
Gap 11.2pp
Gap 7.8pp
Gap 31.1pp
Gap 22.4pp
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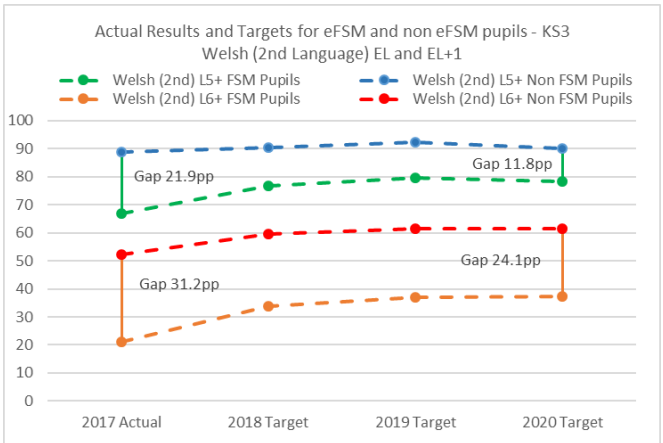
2017 Actual
2018 Target
2019 Target
2020 Target


Actual Results and Targets for eFSM and non eFSM pupils - KS3
Welsh (2nd Language) EL and EL+1
Welsh (2nd) L5+ FSM Pupils
Welsh (2nd) L5+ Non FSM Pupils
Welsh (2nd) L6+ FSM Pupils
Welsh (2nd) L6+ Non FSM Pupils
Gap 21.9pp
Gap 11.8pp
Gap 31.2pp
Gap 24.1pp
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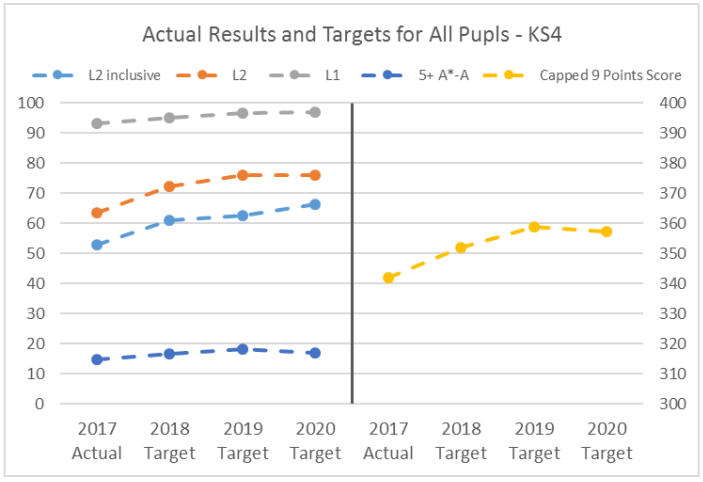
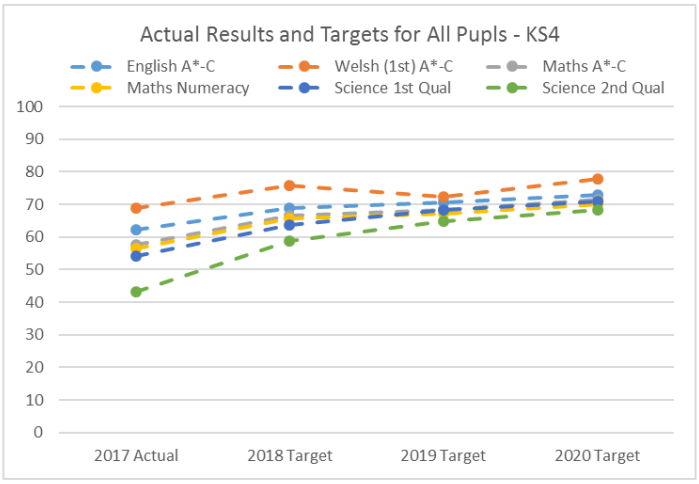
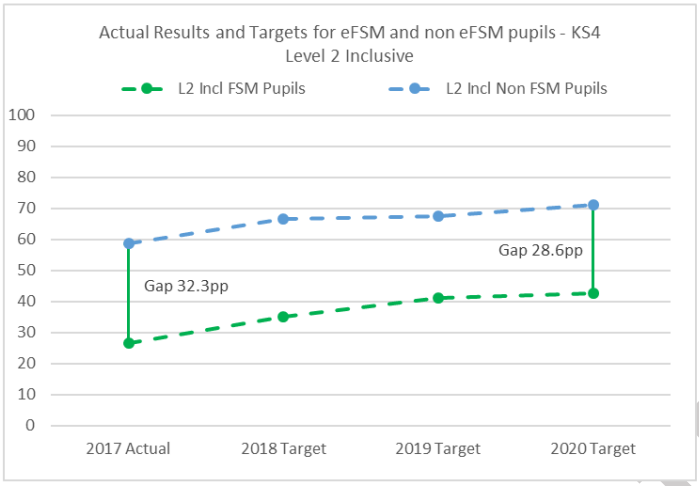
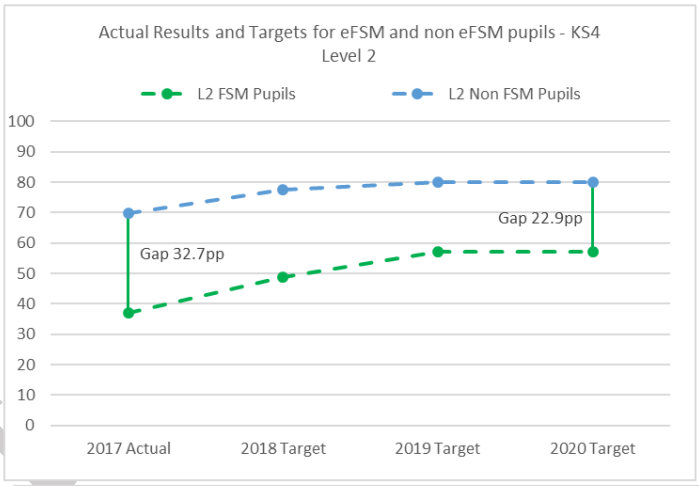
2017 Actual
2018 Target
2019 Target
2020 Target

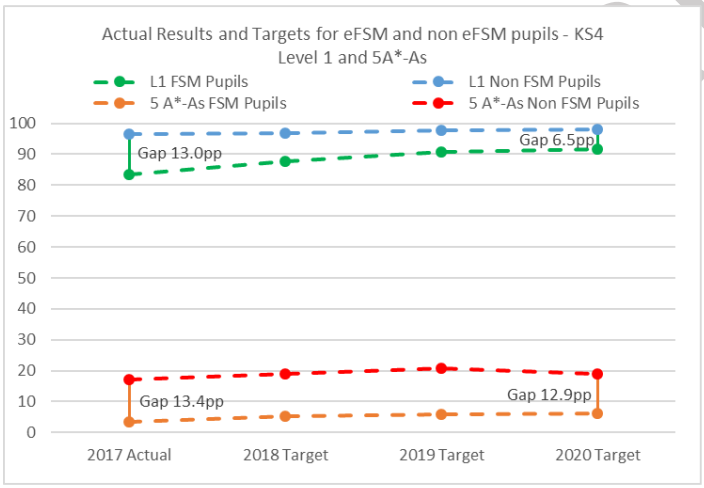
Key Stage 4

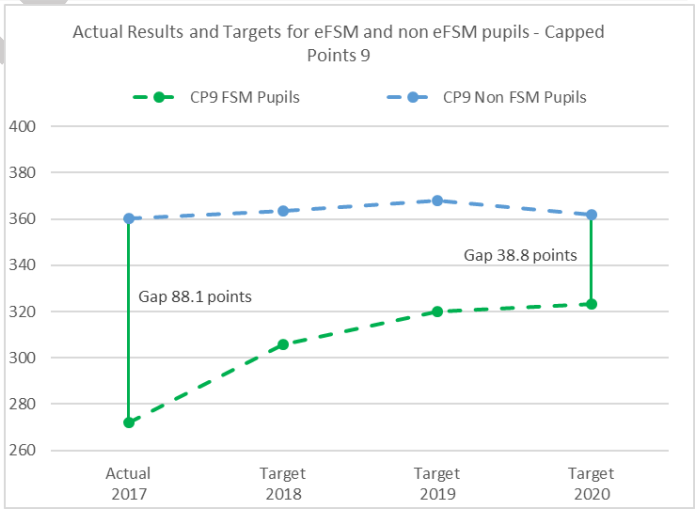












Local Authority Pupil Attendance Targets

Pupil Attendance				
Primary	2017 Actual	2018 Target	2019 Target	2020 Target
Blaenau Gwent	94.6	94.9	95.0	95.1
Caerphilly	94.7	95.1	95.2	95.3
Monmouthshire	95.6	96.2	96.2	96.2
Newport	94.7	94.8	94.9	95.0
Torfaen	94.6	96.0	96.0	96.5

Pupil Attendance				
Secondary	2017 Actual	2018 Target	2019 Target	2020 Target
Blaenau Gwent	93.7	94.5	94.7	95.0
Caerphilly	93.3	94.2	94.3	94.4
Monmouthshire	95.0	95.2	95.25	95.3
Newport	93.6	93.8	94.0	94.1
Torfaen	93.7	95.0	95.0	95.5

7. Additional supporting documents

Ref	Document
1	Local Authority Annex documents 2018-2019
2	Detailed Business Plan April 2018-2019
3	Detailed Resource Overview 2018-2019
4	Long Term 3-year Business Plan Overview 2019 - 2021
5	Regional Self-Evaluation Report
6	EAS Risk Register
8	Self-Evaluation Timetable 2016-2018
9	Regional Professional Learning Offer 2018-2019
10	Estyn Inspection Reports (May 2016 and September 2017)

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8. Glossary of Key Terms

ACE	Adverse Childhood Experience
ALPS	Advanced level performance system (used for A levels)
AoLE	Area of Learning and Experience from the new curriculum
DCF	Digital Competence Framework
EAL	English as an additional language
EAS	Education Achievement Service
eFSM	Eligible Free School Meals
ETLF	EAS Excellence in Teaching and Leadership Framework
EOTAS	Education Other Than At School
EY	Early Years
FP	Foundation Phase (Curriculum year groups Yr 1 and Yr 2)
FSM	Free School Meals
GTP	Graduate Teacher Programme
HEI	Higher Education Institution
HR	Human Resource
ITE	Initial Teacher Education
KS2,3,4	Key Stage 2, 3, 4 (KS2 age 7 – 11 "Juniors", KS3 age 11- 14, KS4 age 14 - 16)
LA	Local Authority
LAC	Looked after Children
LLC	Languages, Literacy and Communication
LLC Cym	Languages, Literacy and Communication - Cymraeg
LLC Eng	Languages, Literacy and Communication - English
MA	More Able learners
MAT	More Able and Talented
MD	Mathematical Development
NC	National Curriculum
NPQH	National Professional Qualification for Headship
NMS	Non- maintained Nursery Setting
PGCE	Post Graduate Certificate in Education
PLASC	Pupil Annual School Census
PLO	Professional Learning Offer
PSD	Personal and Social Development
PSE	Personal and Social Education
PSHE	Personal Social Health Education (also PSCHE including citizenship)
SIS	Self-Improving System
SEN	Special Educational Needs
SEWC	South East Wales Consortium
SEREN	Network of regional hubs designed to support Wales' brightest 6 form students to achieve their academic potential and to gain access to leading universities.
SLO	Schools and Learning Organisations
STEM	Science, Technology, Engineering and Mathematics
VFM	Value for Money
WG	Welsh Government

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Expected National Curriculum Levels	By the end of the Foundation Phase, at the age of seven, pupils are expected to reach Foundation Phase outcome 5 and the more able outcome 6. By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5. By the end of the key stage 3, at the age of fourteen, learners are expected to reach level 5 and the more able to reach level 6 or level 7
Foundation Phase Indicator (FPI)	Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6). The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase: literacy, language and communication in English or Welsh first language; mathematical development; personal and social development, wellbeing and cultural diversity. Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.
Core Subject Indicator (CSI) in key stages 2,3 and 4	The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

Level 1 qualification	The equivalent of a GCSE at grade D to G.
The Level 1 threshold (L1)	Learners must have gained a volume of qualifications equivalent to five GCSEs at grades D to G.
Level 2 qualification	The equivalent of a GCSE at grade A* to C.
The Level 2 threshold (L2)	Learners must have gained a volume of qualifications equivalent to five GCSEs at grade A* to C.
The Level 2 threshold including English or Welsh first language and mathematics (L2+)	Learners must have gained level 2 qualifications in English or Welsh first language and in mathematics as part of their threshold of 5 Level 2 qualifications.
Level 3 qualification	The equivalent of an A level at A* to C
The Level 3 threshold (L3)	Learners must have gained a volume of qualifications equivalent to two A levels at grade A* to E.
The capped average points score (CPS)	Only includes the best nine results (with subject restrictions) for each pupil from all qualifications approved for use in Wales at age 16.

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Local Authority Specific Annex 2018-2019

Local Authority: Monmouthshire

The targets below are derived from pupil level targets submitted by all schools across South East Wales during the statutory target setting process in autumn 2017. The target setting process across the region is robust with all school targets linked to targets for individual pupils and a comprehensive challenge process by Challenge Advisers and quality assurance by Principal Challenge Advisers and Local Authorities including analysis of projected future performance against previous performance, projected Free School Meal benchmark quarters and WG Modelled Expectations.

Targets

Foundation Phase		
All Pupils	**2017 Actual**	**2018 Target**
FPI	93.8	88.0
LLC English O5+	94.7	90.6
LLC Welsh O5+	98.1	93.8
Math Dev.O5+	94.4	90.9
PSD O5+	97.9	95.9
LLC English O6+	49.6	37.9
LLC Welsh O6+	50.0	39.6
Math Dev. O6+	47.3	36.7
PSD O6+	75.7	63.3

FSM Pupils	**2017 Actual**	**2018 Target**
FPI	84.9	78.0
LLC English O5+	85.7	77.0
LLC Welsh O5+	100.0	100.0
Math Dev.O5+	87.1	83.5
PSD O5+	96.8	95.6
LLC English O6+	25.0	20.7
LLC Welsh O6+	33.3	0.0
Math Dev. O6+	23.7	25.3
PSD O6+	60.2	37.4

non-FSM Pupils	**2017 Actual**	**2018 Target**
FPI	94.8	89.1
LLC English O5+	95.7	92.2
LLC Welsh O5+	97.8	93.2
Math Dev.O5+	95.2	91.7
PSD O5+	98.0	96.0
LLC English O6+	52.3	39.8
LLC Welsh O6+	53.3	43.2
Math Dev. O6+	50.1	38.0
PSD O6+	77.5	66.2

FSM/non FSM gap	**2017 Actual**	**2018 Target**
FPI	9.9	11.1
LLC English O5+	10.0	15.2
LLC Welsh O5+	-2.2	-6.8
Math Dev.O5+	8.1	8.2
PSD O5+	1.3	0.4
LLC English O6+	27.3	19.2
LLC Welsh O6+	20.0	43.2
Math Dev. O6+	26.5	12.7
PSD O6+	17.3	28.9

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Key Stage 2				
All Pupils	2017 Actual	2018 Target	2019 Target	2020 Target
CSI	93.2	95.1	92.7	91.8
English L4+	95.3	96.1	94.1	92.9
Welsh (1st) L4+	86.8	94.0	79.2	94.8
Maths L4+	94.5	96.0	94.1	93.1
Science L4+	95.3	97.4	95.3	94.6
English L5+	56.4	56.2	55.1	53.7
Welsh (1st) L5+	44.7	42.0	35.4	48.3
Maths L5+	57.4	54.7	53.3	53.3
Science L5+	57.3	54.1	54.5	55.4
Welsh (2nd) L4+	88.4	91.3	91.5	89.2
Welsh (2nd) L5+	38.5	41.8	42.8	38.1

FSM Pupils	2017 Actual	2018 Target	2019 Target	2020 Target
CSI	84.0	88.3	82.2	76.8
English L4+	88.9	92.6	85.6	78.8
Welsh (1st) L4+	50.0	66.7	40.0	100.0
Maths L4+	88.9	89.4	85.6	81.8
Science L4+	90.1	91.5	88.9	83.8
English L5+	33.3	29.8	28.9	30.3
Welsh (1st) L5+	0.0	33.3	20.0	33.3
Maths L5+	30.9	26.6	30.0	26.3
Science L5+	29.6	26.6	30.0	25.3
Welsh (2nd) L4+	82.3	83.5	78.8	73.1
Welsh (2nd) L5+	17.7	19.8	17.6	21.5

non-FSM Pupils	2017 Actual	2018 Target	2019 Target	2020 Target
CSI	94.2	95.9	93.8	93.6
English L4+	95.9	96.5	95.0	94.6
Welsh (1st) L4+	88.9	95.7	83.7	94.2
Maths L4+	95.1	96.8	95.0	94.5
Science L4+	95.8	98.1	95.9	95.9
English L5+	58.9	59.3	57.9	56.5
Welsh (1st) L5+	47.2	42.6	37.2	50.0
Maths L5+	60.2	57.9	55.8	56.7
Science L5+	60.2	57.3	57.1	59.1
Welsh (2nd) L4+	89.2	92.2	92.8	91.2
Welsh (2nd) L5+	40.9	44.4	45.5	40.1

FSM/non FSM gap	2017 Actual	2018 Target	2019 Target	2020 Target
CSI	10.2	7.6	11.6	16.8
English L4+	7.1	4.0	9.4	15.8
Welsh (1st) L4+	38.9	29.1	43.7	-5.8
Maths L4+	6.2	7.4	9.4	12.6
Science L4+	5.7	6.6	7.1	12.1
English L5+	25.6	29.5	29.0	26.2
Welsh (1st) L5+	47.2	9.2	17.2	16.7
Maths L5+	29.3	31.3	25.8	30.4
Science L5+	30.6	30.7	27.1	33.9
Welsh (2nd) L4+	7.0	8.7	14.0	18.1
Welsh (2nd) L5+	23.2	24.6	27.8	18.6

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Key Stage 3				
All Pupils	**2017 Actual**	**2018 Target**	**2019 Target**	**2020 Target**
CSI	92.7	93.9	95.2	94.2
English L5+	94.5	96.0	96.3	95.7
Welsh (1st) L5+	-	-	-	-
Maths L5+	94.5	95.5	96.4	95.7
Science L5+	97.0	96.8	97.1	96.0
Welsh 2nd Lang L5+	88.8	91.9	92.1	91.2
English L6+	71.4	71.5	70.1	68.2
Welsh (1st) L6+	-	-	-	-
Maths L6+	75.3	77.6	76.2	72.9
Science L6+	78.7	81.8	79.5	73.7
Welsh 2nd Lang L6+	56.1	64.6	58.6	61.0

FSM Pupils	**2017 Actual**	**2018 Target**	**2019 Target**	**2020 Target**
CSI	75.9	80.9	85.7	85.5
English L5+	82.3	88.8	87.9	88.4
Welsh (1st) L5+	-	-	-	-
Maths L5+	79.7	84.3	87.9	91.3
Science L5+	87.3	91.0	91.2	89.9
Welsh 2nd Lang L5+	70.9	77.5	76.9	81.2
English L6+	36.7	47.2	49.5	50.7
Welsh (1st) L6+	-	-	-	-
Maths L6+	48.1	49.4	50.5	52.2
Science L6+	48.1	56.2	51.6	49.3
Welsh 2nd Lang L6+	16.5	36.0	40.7	36.2

non-FSM Pupils	**2017 Actual**	**2018 Target**	**2019 Target**	**2020 Target**
CSI	94.7	95.5	96.5	95.0
English L5+	96.1	96.8	97.5	96.5
Welsh (1st) L5+	-	-	-	-
Maths L5+	96.4	96.8	97.7	96.2
Science L5+	98.2	97.5	98.0	96.6
Welsh 2nd Lang L5+	91.4	93.7	94.1	92.2
English L6+	75.3	74.5	72.9	69.9
Welsh (1st) L6+	-	-	-	-
Maths L6+	78.4	81.0	79.7	75.0
Science L6+	82.1	84.9	83.3	76.1
Welsh 2nd Lang L6+	60.7	68.1	61.0	63.4

FSM/non FSM gap	**2017 Actual**	**2018 Target**	**2019 Target**	**2020 Target**
CSI	18.8	14.6	10.8	9.5
English L5+	13.8	8.1	9.6	8.1
Welsh (1st) L5+	-	-	-	-
Maths L5+	16.6	12.6	9.8	4.9
Science L5+	10.9	6.5	6.8	6.8
Welsh 2nd Lang L5+	20.5	16.2	17.2	11.1
English L6+	38.6	27.3	23.4	19.1
Welsh (1st) L6+	-	-	-	-
Maths L6+	30.3	31.6	29.1	22.8
Science L6+	34.0	28.7	31.6	26.8
Welsh 2nd Lang L6+	44.3	32.2	20.4	27.1

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Key Stage 4				
All Pupils	**2017 Actual**	**2018 Target**	**2019 Target**	**2020 Target**
L2 inclusive	67.0	71.3	72.3	76.3
L2	77.3	78.2	77.6	84.2
L1	94.1	93.6	95.2	97.4
Capped 9 Points Score	368.1	372.4	375.0	395.5
5+ A*-A	24.4	27.3	27.8	27.1
English A*-C	74.6	77.5	78.2	81.8
Welsh (1st) A*-C	0.0	-	-	-
Maths A*-C	69.3	75.9	76.4	81.5
Maths Numeracy	72.0	76.6	77.3	82.5
Science 1st Qual	71.0	71.6	75.3	78.7
Science 2nd Qual	57.0	63.9	69.2	73.2

FSM Pupils	**2017 Actual**	**2018 Target**	**2019 Target**	**2020 Target**
L2 inclusive	27.9	42.5	43.2	53.6
L2	42.6	56.3	54.1	66.7
L1	75.4	81.3	79.7	89.3
Capped 9 Points Score	262.9	300.7	287.7	366.0
5+ A*-A	4.9	7.5	6.8	13.1
English A*-C	36.1	50.0	47.3	57.1
Welsh (1st) A*-C	-	-	-	-
Maths A*-C	36.1	47.5	45.9	66.7
Maths Numeracy	36.1	47.5	45.9	67.9
Science 1st Qual	34.4	41.3	44.6	61.9
Science 2nd Qual	21.3	33.8	40.5	60.7

non-FSM Pupils	**2017 Actual**	**2018 Target**	**2019 Target**	**2020 Target**
L2 inclusive	71.6	75.0	75.2	78.9
L2	81.7	81.1	79.9	86.2
L1	97.3	95.1	96.7	98.4
Capped 9 Points Score	383.6	385.8	386.1	395.9
5+ A*-A	26.6	29.8	29.9	28.6
English A*-C	79.3	81.0	81.3	84.6
Welsh (1st) A*-C	-	-	-	-
Maths A*-C	73.4	79.4	79.4	83.2
Maths Numeracy	76.4	80.3	80.3	84.2
Science 1st Qual	75.5	75.5	78.4	80.6
Science 2nd Qual	61.2	67.7	72.0	74.6

FSM/non FSM gap	**2017 Actual**	**2018 Target**	**2019 Target**	**2020 Target**
L2 inclusive	43.8	32.5	31.9	25.3
L2	39.1	24.9	25.9	19.6
L1	21.9	13.9	17.0	9.1
Capped 9 Points Score	120.6	85.1	98.3	29.9
5+ A*-A	21.7	22.3	23.1	15.6
English A*-C	43.3	31.0	34.0	27.4
Welsh (1st) A*-C	-	-	-	-
Maths A*-C	37.3	31.9	33.5	16.6
Maths Numeracy	40.3	32.8	34.4	16.3
Science 1st Qual	41.1	34.3	33.8	18.7
Science 2nd Qual	39.8	33.9	31.4	13.9

Note: As advised by LA, there are no EOTAS pupils in the Yr11 cohort this year to inform 2018 target setting.

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Primary Attendance

Pupil Attendance				
	2017 Actual	2018 Target	2019 Target	2020 Target
LA	95.6	96.2	96.2	96.2

Secondary Attendance

Pupil Attendance				
	2017 Actual	2018 Target	2019 Target	2020 Target
LA	95.0	95.2	95.25	95.3

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

Step 1 – Primary		Number of Schools				Percentage of Schools			
		Group 4	Group 3	Group 2	Group 1	Group 4	Group 3	Group 2	Group 1
Monmouthshire	15-16	0	4	12	14	0%	13%	40%	47%
	16-17	0	2	11	17	0%	7%	37%	57%
South East Wales	15-16	2	24	90	79	1%	12%	46%	41%
	16-17	2	19	61	113	1%	10%	31%	58%

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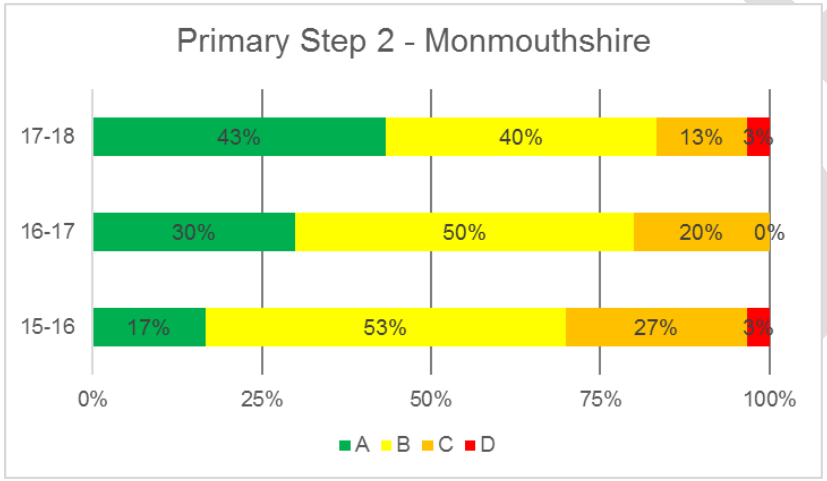
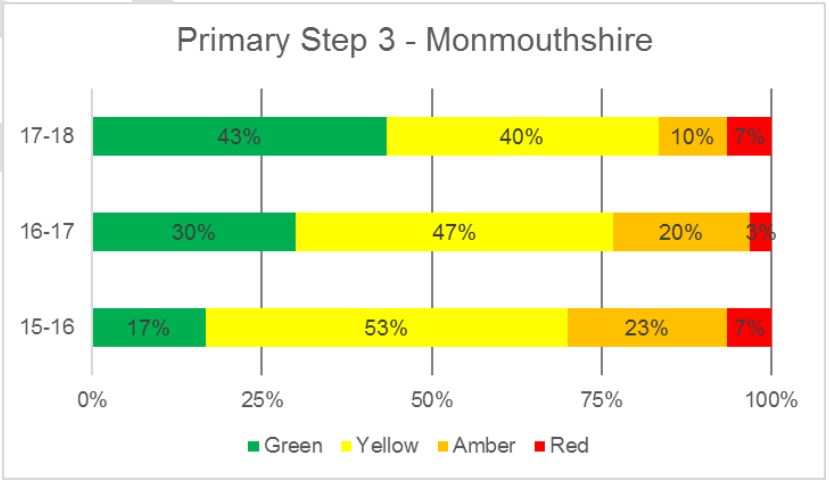
Step 2 – Primary		Number of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Monmouthshire	15-16	1	8	16	5	3%	27%	53%	17%
	16-17	0	6	15	9	0%	20%	50%	30%
	17-18	1	4	12	13	3%	13%	40%	43%
South East Wales	15-16	4	27	113	50	2%	14%	58%	26%
	16-17	2	19	106	63	1%	10%	56%	33%
	17-18	3	17	86	88	2%	9%	44%	45%

Step 3 - Primary		Number of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Monmouthshire	15-16	2	7	16	5	7%	23%	53%	17%
	16-17	1	6	14	9	3%	20%	47%	30%
	17-18	2	3	12	13	7%	10%	40%	43%
South East Wales	15-16	5	29	109	51	3%	15%	56%	26%
	16-17	4	17	110	59	2%	9%	58%	31%
	17-18	9	15	83	87	5%	8%	43%	45%





Step 1 - Secondary		Number of Schools				Percentage of Schools			
		Group 4	Group 3	Group 2	Group 1	Group 4	Group 3	Group 2	Group 1
Monmouthshire	15-16	0	1	2	1	0%	25%	50%	25%
	16-17	0	0	3	1	0%	0%	75%	25%
South East Wales	15-16	3	22	6	4	9%	63%	17%	11%
	16-17	3	19	8	5	9%	54%	23%	14%

Step 2 – Secondary		Number of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Monmouthshire	15-16	0	1	3	0	0%	25%	75%	0%
	16-17	0	1	2	1	0%	25%	50%	25%
	17-18	0	1	1	2	0%	25%	25%	50%
South East Wales	15-16	3	17	15	1	8%	47%	42%	3%
	16-17	6	9	17	4	17%	25%	47%	11%
	17-18	6	12	13	5	17%	33%	36%	14%

Step 3 – Secondary		Number of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Monmouthshire	15-16	0	1	3	0	0%	25%	75%	0%
	16-17	0	1	3	0	0%	25%	75%	0%
	17-18	0	1	3	0	0%	25%	75%	0%
South East Wales	15-16	6	17	12	1	17%	47%	33%	3%
	16-17	6	12	15	3	17%	33%	42%	8%
	17-18	9	12	12	3	25%	33%	33%	8%

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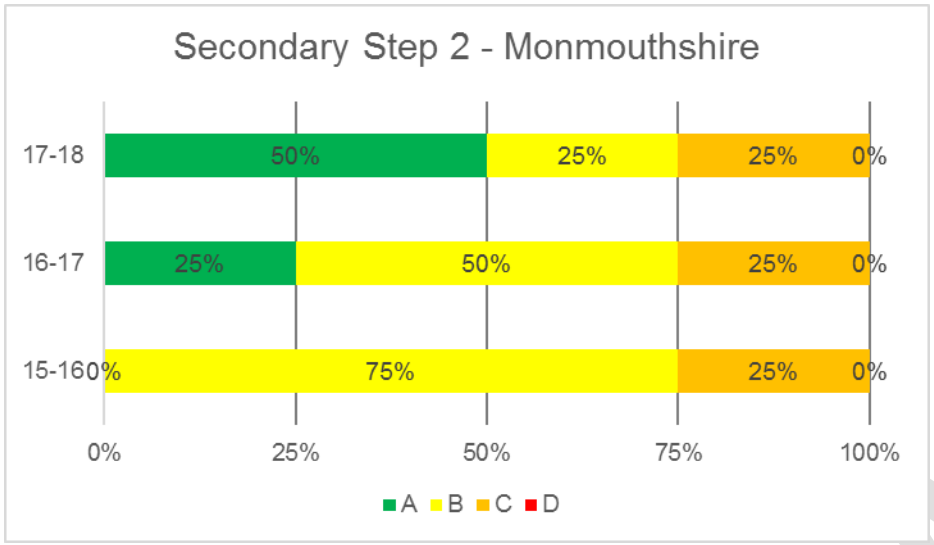

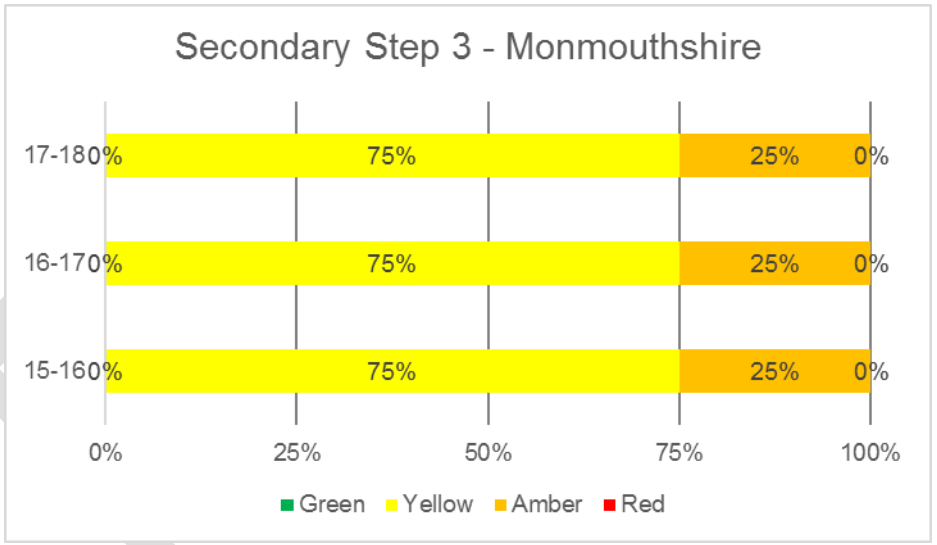

LA schools currently in any Estyn follow-up category

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection
Primary	Llantilio Pertholey CiW Primary	Sep-16	Nov-16	Estyn monitoring
Primary	Raglan Primary	Nov-16	Jan-17	Estyn monitoring
Primary	Magor Primary	May-17	Jul-17	Significant Improvement

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

LA summary and issues

Overall pupil performance

- Attainment at Foundation Phase is much higher than the Wales average, the rate of improvement is also higher than Wales.
- Attainment at Key Stage 2 and Key Stage 3 is higher than the Wales average and the rate of improvement is higher than Wales from 2014 - 2017.
- Attainment at Key Stage 4 is higher than the Wales average and shows a much faster rate of improvement than that across Wales.
- Attainment at Key Stage 5 has above the Wales average since 2015, and the rate of improvement is higher than that across Wales since 2014.
- The proportion of pupils achieving the FPI+1 rose by 6.3pp between 2014 and 2017, and by 0.4pp from 2016.
- The proportion of pupils achieving the CSI+1 at KS2 rose by 12.7pp between 2014 and 2017, and by 3.6pp from 2016.
- The proportion of pupils achieving the CSI+1 at KS3 rose by 20.1pp between 2014 and 2017, and by 3.1pp from 2016.
- The proportion of pupils achieving 5A*/As rose by 5.5pp between 2014 and 2017, and by 4.9pp from 2016. The proportion of pupils achieving 5A*/As remains above that for Wales, and the gap between Monmouthshire and Wales had risen by 6.0pp between 2014 and 2017

Gender

- Between 2014 and 2017 the gender gap narrowed at all key stages, and is significantly below the Wales gender gap.
- The gender gap narrowed between 2016 and 2017, due to an improvement or hold in boys' performance at all key stages. Girls' performance declined from 2016 at all key stages except KS3.
- At KS2, boys outperformed girls by 0.7pp.
- Performance of both boys and girls at each key stage is significantly above the Wales average.

FSM

- FP performance of FSM pupils in 2017 is above the Wales average, and the gap between FSM and non FSM pupils has remained the same since 2016, but has widened since 2014. It is wider than the Wales gap.
- KS2 performance of FSM pupils in 2017 is higher than the Wales average, and the gap has narrowed considerably since 2014 and is narrower than for Wales.
- KS3 performance of FSM pupils in 2017 is again above the Wales average. There's been a slight widening of the gap since 2014, which is still wider than the gap for across Wales.

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- At KS4, the 2017 L2 incl, performance of FSM pupils was below the Wales average. The FSM/non FSM gap has narrowed since 2016, and is wider than the Wales gap.

FSM benchmarking quartiles

- At FP, 80% of schools are above the median for FPI. At KS2, 47% of schools are above the median for CSI. At KS3, 50% of schools are above the median for CSI. At KS4, 75% (3 out of 4 schools) are above the median for L2 inc.
- At KS4, Monmouth and Chepstow are in Quarter 1 for L2 inc, English and maths
- Caldicot is below the median in all three of these measures
- King Henry is below the median in English, but above in maths and L2 inc.

Attendance/Exclusions

- There has been a decrease in primary attendance of 0.2pp since 2014, but an increase in secondary attendance. Secondary remains above that of Wales, (Wales primary not available yet)
- There has been an increase in unauthorised absence at primary schools, but the figure remains stable at secondary schools. Secondary figure is lower than Wales.
- There has been an increase in exclusions of 5 days or fewer at primary level, but a decrease at secondary level. There has been increase in exclusions of 6 days or more at both primary and secondary level.
- There were 2 permanent exclusions in 2016/17 from primary schools, more than the previous three years combined.
- There have been 7 permanent exclusions at secondary level since 2013/14, 1 in 2013/14, 5 in 2015/16 and 1 in 2016/17.

Inspection/Categorisation

- The percentage of schools judged at least Good for current performance has increased since 2014 to 40%. Increase in schools judged at least Good for prospects for improvement has also increased to 40%. There was one unsatisfactory inspection in 2016/17.
- The percentage of primary schools categorised Green has increased to 43% in 2017/18. One secondary school categorised Amber, three Yellow (provisional and confidential).

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Schools requiring Improvement 2017-2018 (Amber and Red Overall Categories of support)

The information below indicates the additional support that will be given to schools in the overall category of Amber or Red in the Local Authority in the academic year 2017-2018. The support is in line with the guidance within the National Categorisation System and within the SEWC Intervention Framework 2017-2018. Each of these schools will 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	Magor CiW Primary School
Chepstow Comprehensive	Llantilio Pertholey VC Primary
Mounton House Special School	
Our Lady and St Michaels Primary	
Raglan VC Primary	

The content of this LA Annex has been agreed by:

LA Director / Chief Education Officer:

Mr Will McClean

Cabinet Member for Education:

Cllr. Liz Hacket-Pain

EAS Managing Director

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Ms. Debbie Harteveld

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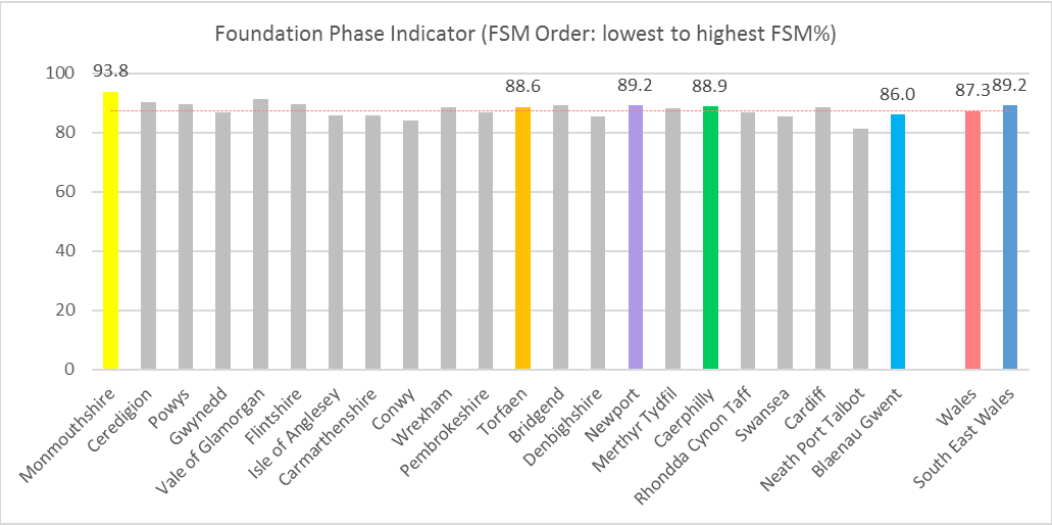
Local Authority Specific Annex 2017-2018

Local Authority: Monmouthshire

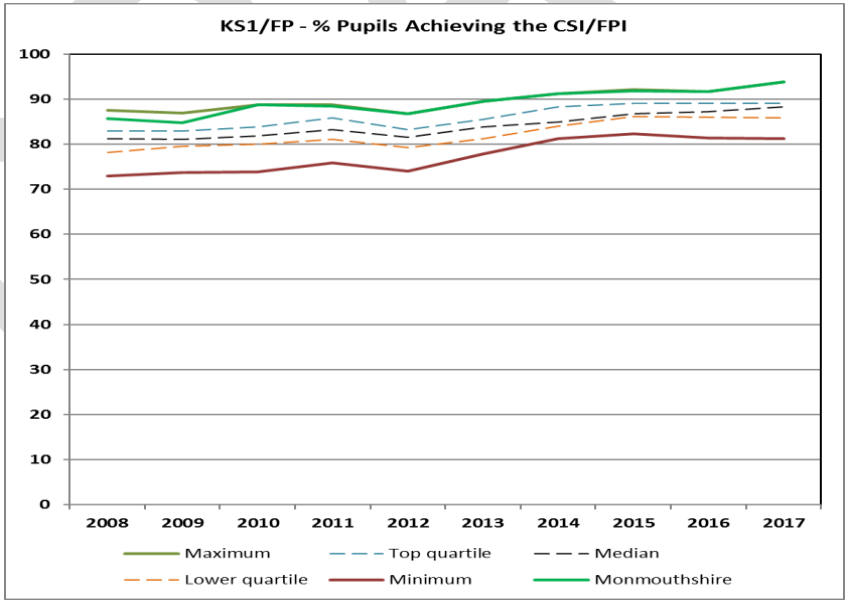
Review of LA level performance set against target and previous performance

Foundation Phase										
All Pupils	**2016 Actual**	**2017 Actual**	**2017 Perf. v Target**	**2017 LA Target**		**FSM Pupils**	**2016 Actual**	**2017 Actual**	**2017 Perf. v Target**	**2017 LA Target**
FPI	91.7	93.8	↓	94.1		**FPI**	76.6	84.9	↑	84.3
LLC English O5+	93.1	94.7	↑	94.6		**LLC English O5+**	80.4	85.7	↑	82.8
LLC Welsh O5+	93.8	98.1	↑	94.4		**LLC Welsh O5+**	77.8	100.0	→	100.0
Math Dev.O5+	93.8	94.4	↓	95.0		**Math Dev.O5+**	82.9	87.1	↑	85.7
PSD O5+	96.6	97.9	↑	97.6		**PSD O5+**	90.1	96.8	↓	98.6
LLC English O6	47.3	49.6	↑	48.7		**LLC English O6**	21.6	25.0	↓	28.1
LLC Welsh O6	45.3	50.0	→	50.0		**LLC Welsh O6**	44.4	33.3	↓	66.7
Math Dev. O6	47.3	47.3	↓	47.8		**Math Dev. O6**	25.2	23.7	↓	31.4
PSD O6	70.4	75.7	↑	72.4		**PSD O6**	55.0	60.2	↑	54.3

Performance in the foundation phase improved from 91.7% in 2016, to 93.8% pupils achieving the foundation phase indicator (FPI) in 2017, an increase of 2.1 percentage points. Monmouthshire currently ranks 1st in Wales for the FPI when compared with other local authorities, which matches the LA's FSM ranking (1st, 2017 PLASC data), and matches the rank position in 2016.



5 Year Performance Summary – FPI / CSI (before 2012)



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Education Achievement Service
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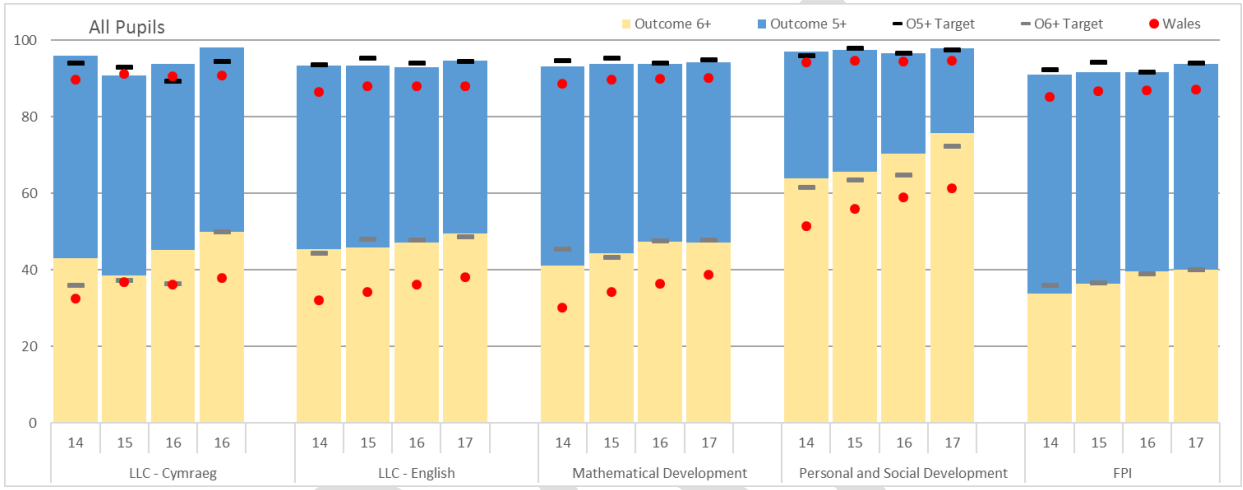
Gwasanaeth Cyflawni Addysg
i Dde Ddwyrain Cymru

There have been improvements in all areas and levels except for mathematical development O6+



Percentage of pupils achieving Outcome 5+:

	FPI	LLC English	LLC Welsh	Mathematical Development	PSD
Monmouthshire 2017	93.8 ↑	94.7 ↑ 1.0	98.1 ↑ 1.0	94.4 ↑	97.9 ↑
Target	94.1	94.6	94.4	95.0	97.6
Monmouthshire 2016	91.7	93.1	93.8	93.8	96.6
Wales 2017	87.3	88.1	90.9	90.3	94.7

Percentage of pupils achieving Outcome 6+:

	LLC English	LLC Welsh	Mathematical Development	PSD
Monmouthshire 2017	49.6 ↑	50.0 ↑	47.3 ↓	75.7 ↑
Target	48.7	50.0	47.8	72.4
Monmouthshire 2016	47.3	45.3	47.3	70.4
Wales 2017	38.1	38.1	38.7	61.3

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EAS Education Achievement Service for South East Wales Gwasanaeth Cyflawni Addysg i Dde Ddwyrain Cymru

Performance in the Foundation Phase Indicator improved by 2.1 percentage points and remains ranked 1st in Wales.

Performance in LLC English improved by 1.6 percentage points at outcome 5+ and 2.3 percentage points at outcome 6+. Performance is ranked 1st in Wales at outcome 5+.

Performance in LLC Welsh has improved by 4.3 percentage points at outcome 5+ and 4.7 percentage points at outcome 6+. Performance is ranked 1st in Wales at outcome 5+.

Performance in mathematical development improved by 0.6 percentage points at outcome 5+, but has remained static at 47.3% at outcome 6+. Performance is ranked 1st in Wales at outcome 5+.

Performance in PSDWCD has improved by 1.3 percentage points at outcome 5+ and 5.3 percentage points at outcome 6+. Performance is ranked 1st in Wales at outcome 5+.

Performance at O5+ is within 1% of the schools' aggregate targets for each area of learning except for LLC Welsh which exceeded target by 3.7 percentage points. At O6+ performance exceeds targets in all subjects except mathematical development.

Gender differences at outcome 5+ (boys' performance – girls' performance):

	FPI		LLC English		LLC Welsh		Mathematical Development		PSD	
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Monmouthshire	-8.6	-2.6	-7.7	-2.4	-5.9	3.3	-8.1	-1.4	-4.9	-0.8
Wales	-8.2	-7.1	-8.3	-7.2	-7.0	-6.0	-5.3	-4.1	-5.3	-5.0

At outcome 5+ gender differences have decreased in all indicators, and at LLC Welsh performance of boys exceeds that of girls. The gender gap is narrower than the national average.

Gender differences at outcome 6+ (boys' performance – girls' performance):

	LLC English		LLC Welsh		Mathematical Development		PSD	
	2016	2017	2016	2017	2016	2017	2016	2017
Monmouthshire	-19.4	-16.4	-24.7	-7.5	-5.6	-5.1	-22.9	-15.6
Wales	-11.7	-12.7	-15.1	-13.7	0.1	-0.9	-18.3	-18.0

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At outcome 6+ gender differences have decreased in all indicators. The gender gap is wider than the national average for LLC English and mathematical development.

Wales rankings:

When compared with other LAs in Wales, performance in Monmouthshire is higher than could be expected for each area of learning. Monmouthshire is ranked first in Wales for each area of learning.

	FPI	LLC English	LLC Welsh	Mathematical Development	PSDWCD
2017	1 ⇨	1 ⇨	1 ⇧	1 ⇧	1 ⇧
2016	1 ⇧	1 ⇧	7 ⇧	2 ⇨	3 ⇩
2015	2 ⇩	2 ⇩	16 ⇩	2 ⇩	2 ⇩

FPI	
Monmouthshire	93.8
Vale of Glamorgan	91.4
Ceredigion	90.2
Powys	89.6
Flintshire	89.5
South East Wales	89.2
Newport	89.2
Bridgend	89.1
Caerphilly	88.9
Torfaen	88.6
Cardiff	88.5
Wrexham	88.4
Merthyr Tydfil	88.1
Wales	87.3
Rhondda Cynon Taff	86.9
Pembrokeshire	86.6
Gwynedd	86.6
Blaenau Gwent	86.0
Isle of Anglesey	85.8
Carmarthenshire	85.6
Swansea	85.5
Denbighshire	85.3
Conwy	84.0
Neath Port Talbot	81.2

LLC - English	
Monmouthshire	94.7
Ceredigion	92.1
Vale of Glamorgan	91.8
Torfaen	90.8
Newport	90.5
South East Wales	90.4
Flintshire	90.3
Wrexham	90.0
Bridgend	90.0
Powys	89.9
Caerphilly	89.6
Cardiff	89.1
Merthyr Tydfil	89.1
Pembrokeshire	88.5
Wales	88.1
Rhondda Cynon Taff	87.7
Blaenau Gwent	86.8
Denbighshire	86.4
Swansea	85.8
Conwy	85.7
Isle of Anglesey	84.1
Neath Port Talbot	82.5
Carmarthenshire	82.1
Gwynedd	57.9

LLC - Welsh	
Monmouthshire	98.1
Blaenau Gwent	96.8
Vale of Glamorgan	96.6
Powys	95.2
Newport	94.5
Bridgend	94.4
Flintshire	94.1
Swansea	93.8
Caerphilly	93.8
Merthyr Tydfil	93.3
South East Wales	92.4
Rhondda Cynon Taff	92.2
Cardiff	92.1
Ceredigion	91.8
Wales	90.9
Denbighshire	90.6
Carmarthenshire	90.5
Isle of Anglesey	90.3
Neath Port Talbot	89.2
Wrexham	88.7
Gwynedd	88.3
Conwy	87.2
Pembrokeshire	86.3
Torfaen	83.8

Math. Dev.	
Monmouthshire	94.4
Vale of Glamorgan	93.7
Ceredigion	92.8
Bridgend	92.3
Flintshire	92.2
Merthyr Tydfil	91.8
Powys	91.6
South East Wales	91.4
Newport	91.3
Caerphilly	91.2
Cardiff	91.2
Wrexham	91.1
Torfaen	90.7
Gwynedd	90.3
Wales	90.3
Rhondda Cynon Taff	90.2
Blaenau Gwent	90.0
Carmarthenshire	89.6
Pembrokeshire	89.3
Isle of Anglesey	89.1
Swansea	89.0
Denbighshire	88.8
Conwy	87.4
Neath Port Talbot	85.4

PSD	
Monmouthshire	97.9
Vale of Glamorgan	96.7
Flintshire	96.1
Ceredigion	96.0
Powys	96.0
Bridgend	95.6
Gwynedd	95.3
South East Wales	95.2
Cardiff	95.1
Wrexham	95.1
Torfaen	95.1
Caerphilly	95.0
Isle of Anglesey	94.9
Merthyr Tydfil	94.8
Carmarthenshire	94.8
Swansea	94.7
Newport	94.7
Wales	94.7
Denbighshire	94.4
Conwy	94.3
Blaenau Gwent	94.2
Rhondda Cynon Taff	93.8
Pembrokeshire	93.4
Neath Port Talbot	91.3

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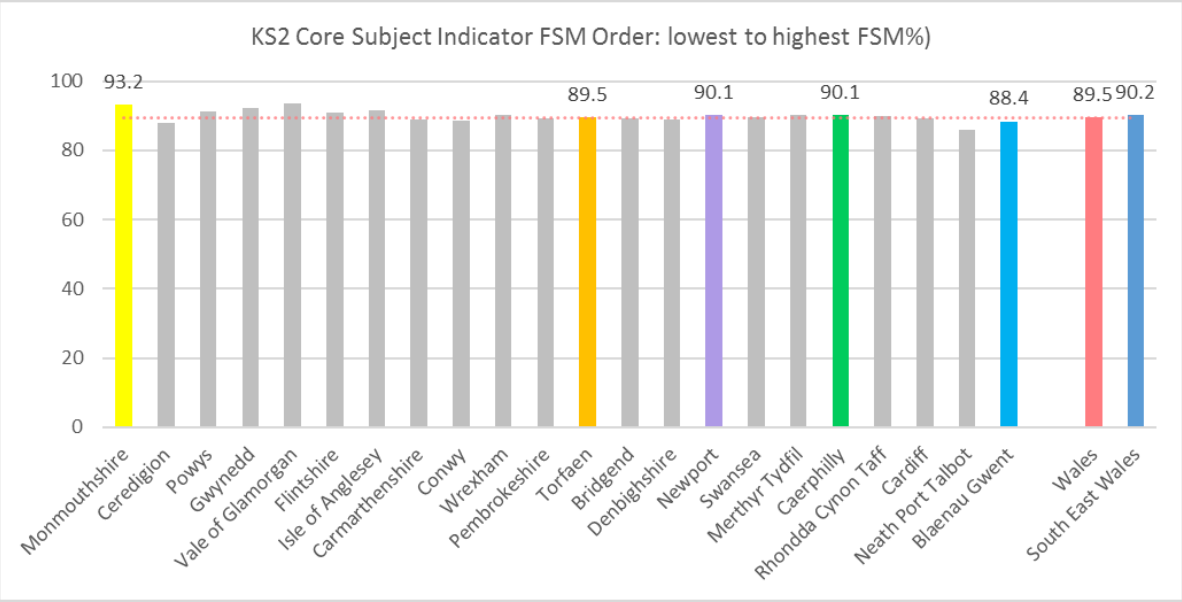
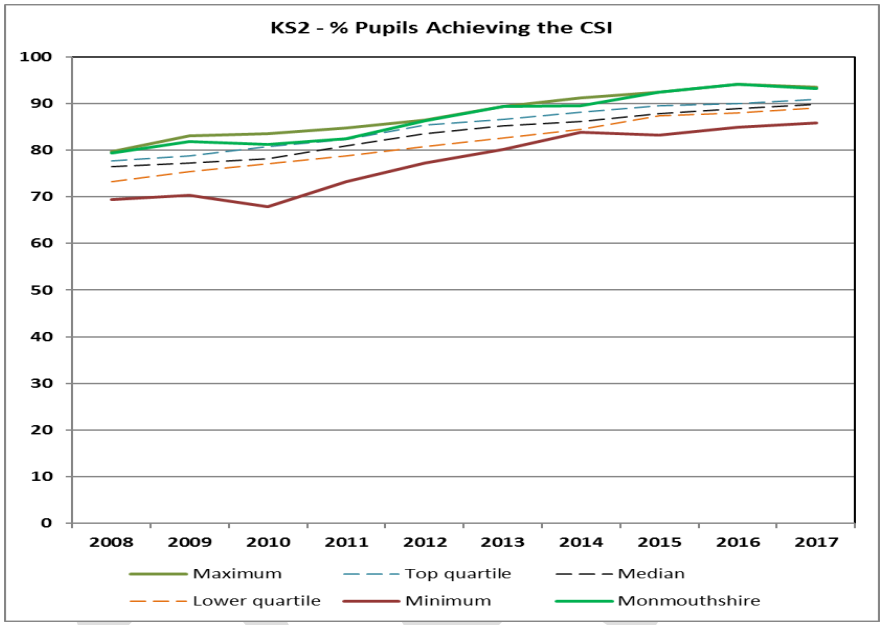
Key Stage 2														
All Pupils	**2016 Actual**	**2017 Actual**	**2017 Perf. v Target**	**2017 LA Target**	**2018 LA Target**	**2019 LA Target**		**FSM Pupils**	**2016 Actual**	**2017 Actual**	**2017 Perf. v Target**	**2017 LA Target**	**2018 LA Target**	**2019 LA Target**
CSI	94.1	93.2	↑	92.7	93.9	93.2		**CSI**	85.6	84.0	↓	85.5	86.0	81.0
English L4+	95.9	95.3	↑	94.5	94.9	94.4		**English L4+**	91.3	88.9	↑	88.2	87.2	83.5
Welsh (1st) L4+	95.1	86.8	↑	84.2	96.2	89.1		**Welsh (1st) L4+**	100.0	50.0	↑	33.3	66.7	66.7
Maths L4+	95.2	94.5	↑	94.2	95.7	94.3		**Maths L4+**	88.5	88.9	↓	89.5	93.0	86.1
Science L4+	97.2	95.3	↑	95.3	96.9	95.2		**Science L4+**	92.3	90.1	↓	92.1	93.0	88.6
English L5+	54.1	56.4	↑	54.3	55.3	51.5		**English L5+**	23.1	33.3	↑	30.3	25.6	24.1
Welsh (1st) L5+	36.6	44.7	↑	31.6	41.5	32.6		**Welsh (1st) L5+**	0.0	0.0	→	0.0	33.3	16.7
Maths L5+	54.8	57.4	↑	55.5	53.3	53.3		**Maths L5+**	28.8	30.9	↑	22.4	23.3	31.6
Science L5+	54.6	57.3	↑	56.5	54.7	54.7		**Science L5+**	27.9	29.6	↑	26.3	25.6	27.8

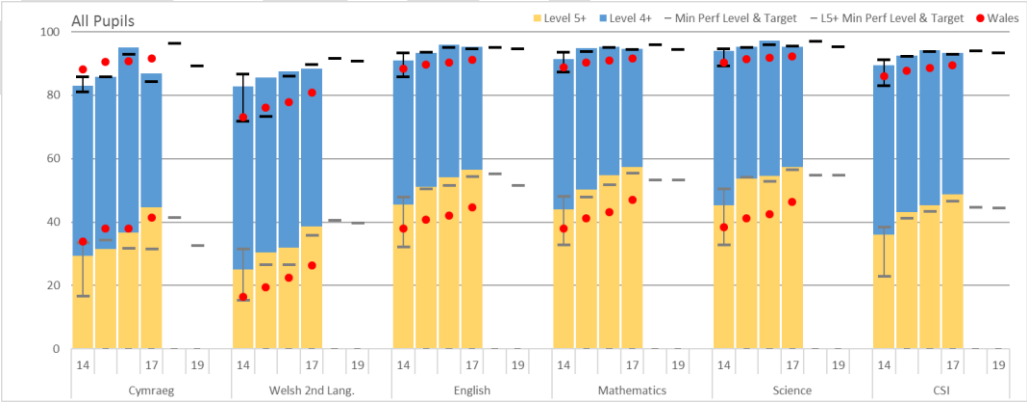
Performance declined in 2017, with 93.2% pupils achieving the core subject indicator (CSI), 0.9 percentage points below 94.1% in 2016. Monmouthshire is ranked 2nd in Wales, which is slightly lower than could be expected given the LA's FSM ranking.



10 Year Performance Summary – Key Stage 2 CSI



Performance at the expected level (4+) has declined in all areas except for Welsh 2nd Language, but were in line or above targets. At the expected level +1 (Level 5+), therehas been improvement in all areas.



monmouthshire sir fynwy

EAS Education Achievement Service for South East Wales Gwasanaeth Cyflawni Addysg i Dde Ddwyrain Cymru

Percentage of pupils achieving level 4+:

	CSI	English	Welsh (First Language)	Mathematics	Science
Monmouthshire 2017	93.2	95.3	86.8	94.5	95.3
Target	92.7	94.5	84.2	94.2	95.3
Monmouthshire 2016	94.1	95.9	95.1	95.2	97.2
Wales 2017	89.5	91.1	91.6	91.6	92.2

Percentage of pupils achieving level 5+:

	English	Welsh (First Language)	Mathematics	Science
Monmouthshire 2017	56.4	44.7	57.4	57.3
Target	54.3	31.6	55.5	56.5
Monmouthshire 2016	54.1	36.6	54.8	54.6
Wales 2017	44.7	41.5	47.0	46.4

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Performance in the CSI has declined by 0.9 percentage points and is ranked 2nd in Wales.

Performance in English at the expected level 4+ has declined slightly by 0.6 percentage points but is ranked 1st in Wales. Performance at the higher level 5+ has improved by 2.3 percentage points.

Performance in Welsh (first language) at the expected level 4+ has declined by 8.3 percentage points and is now ranked 21st in Wales. Performance in Welsh (first language) at the higher level 5+ has improved by 8.1 percentage points.

Performance in mathematics at the expected level 4+ has declined by 0.7 percentage points and is ranked 2nd in Wales. Performance in mathematics at the higher level 5+ has improved by 2.6 percentage points.

Performance in science at the expected level 4+ has declined by 1.9 percentage points but is still ranked 1st in Wales. Performance in science at the higher level 5+ has improved by 2.7 percentage points.

Performance at the expected level 4+ and expected level +1 (5+) for all indicators exceeded all of the school aggregate targets.

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Gender differences at level 4+ (boys' performance – girls' performance):

	CSI		English		Welsh (First Language)		Mathematics		Science	
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Monmouthshire	-0.5	0.6	-0.6	-0.4	7.4	-20.5	-1.0	1.7	-1.4	-0.4
Wales	-5.2	-4.5	-5.6	-5.0	-5.2	-6.0	-3.2	-2.8	-3.6	-3.4

At level 4+ gender differences have decreased in each subject area and are narrower than the national gender differences in all subjects, except for welsh.

Gender differences at level 5+ (boys' performance – girls' performance):

	English		Welsh (First Language)		Mathematics		Science	
	2016	2017	2016	2017	2016	2017	2016	2017
Monmouthshire	-7.2	-15.0	-23.0	-1.7	8.6	-4.3	4.1	-4.1
Wales	-12.0	-12.9	-13.8	-17.3	0.7	-0.8	-3.6	-5.2

At level 5+ gender differences have decreased in Welsh. The gender gap is narrower than the national average in Welsh and science.

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Wales rankings:

A decline in performances have decreased the LA's rankings against other LAs in Wales in CSI, Welsh and mathematics.

	CSI	English	Welsh (first language)	Mathematics	Science
2017	2 ↓	1 →	21 ↓	2 ↓	1 →
2016	1 →	1 ↑	6 ↑	1 →	1 →
2015	1 ↑	2 ↑	20 ↑	1 ↑	1 ↑

CSI	
Vale of Glamorgan	93.5
Monmouthshire	93.2
Gwynedd	92.1
Isle of Anglesey	91.4
Powys	91.2
Flintshire	91.0
Wrexham	90.3
Merthyr Tydfil	90.2
South East Wales	90.2
Newport	90.1
Caerphilly	90.1
Rhondda Cynon Taff	90.0
Wales	89.5
Torfaen	89.5
Swansea	89.5
Cardiff	89.4
Bridgend	89.4
Pembrokeshire	89.2
Denbighshire	88.9
Carmarthenshire	88.8
Conwy	88.4
Blaenau Gwent	88.4
Ceredigion	87.9
Neath Port Talbot	85.9

English	
Monmouthshire	95.3
Vale of Glamorgan	94.2
Gwynedd	93.2
Powys	93.2
Newport	93.0
Isle of Anglesey	92.6
Flintshire	92.6
South East Wales	92.3
Wrexham	92.0
Torfaen	92.0
Caerphilly	91.8
Merthyr Tydfil	91.4
Rhondda Cynon Taff	91.4
Swansea	91.3
Wales	91.1
Bridgend	90.8
Cardiff	90.8
Pembrokeshire	90.7
Denbighshire	90.6
Carmarthenshire	90.2
Conwy	90.2
Ceredigion	89.3
Blaenau Gwent	88.9
Neath Port Talbot	87.4

Welsh 1st Lang.	
Bridgend	98.3
Merthyr Tydfil	97.7
Vale of Glamorgan	96.7
Powys	95.9
Swansea	95.3
Caerphilly	94.7
Neath Port Talbot	93.3
Rhondda Cynon Taff	93.0
Cardiff	92.8
Denbighshire	92.4
South East Wales	92.3
Wales	91.6
Conwy	91.3
Gwynedd	91.1
Carmarthenshire	90.6
Pembrokeshire	90.4
Newport	90.1
Wrexham	89.7
Torfaen	88.9
Blaenau Gwent	88.6
Isle of Anglesey	88.3
Ceredigion	87.2
Monmouthshire	86.8
Flintshire	86.6

Mathematics	
Vale of Glamorgan	94.8
Monmouthshire	94.5
Gwynedd	93.3
Isle of Anglesey	93.1
Flintshire	93.0
Powys	92.8
Wrexham	92.5
Rhondda Cynon Taff	92.2
South East Wales	92.1
Caerphilly	92.1
Newport	91.9
Denbighshire	91.8
Swansea	91.7
Wales	91.6
Cardiff	91.6
Torfaen	91.5
Merthyr Tydfil	91.4
Carmarthenshire	91.4
Bridgend	91.4
Pembrokeshire	91.3
Blaenau Gwent	90.8
Conwy	90.5
Ceredigion	90.5
Neath Port Talbot	87.6

Science	
Monmouthshire	95.3
Vale of Glamorgan	94.9
Powys	94.3
Torfaen	93.8
Isle of Anglesey	93.8
Gwynedd	93.8
Newport	93.4
South East Wales	93.3
Flintshire	93.2
Wrexham	92.9
Caerphilly	92.9
Denbighshire	92.7
Rhondda Cynon Taff	92.6
Swansea	92.4
Wales	92.2
Merthyr Tydfil	92.0
Carmarthenshire	91.7
Cardiff	91.7
Bridgend	91.6
Pembrokeshire	91.5
Conwy	91.2
Blaenau Gwent	91.1
Ceredigion	91.0
Neath Port Talbot	89.4

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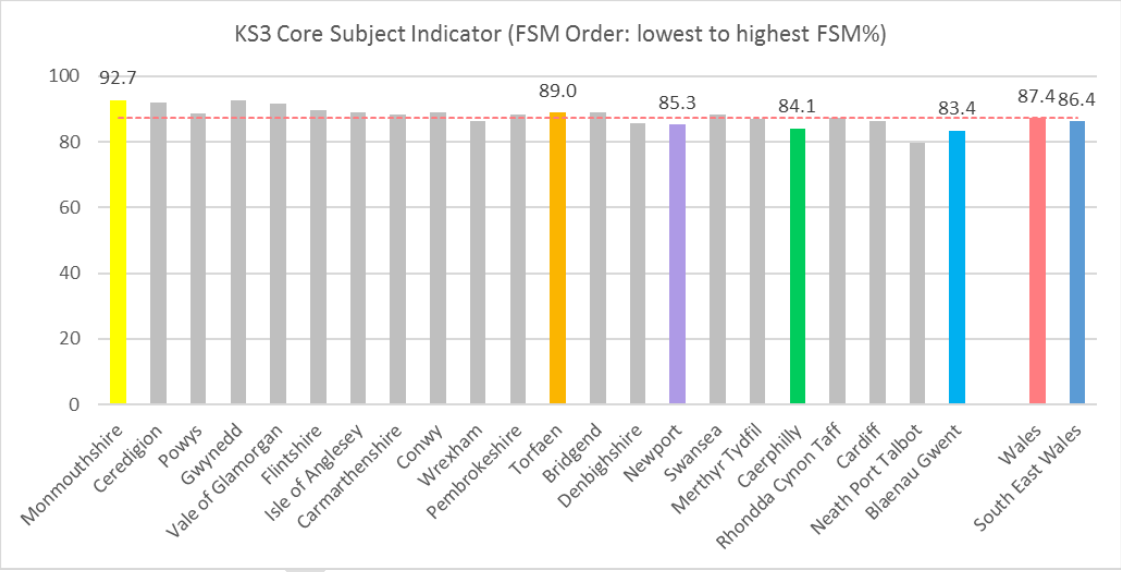
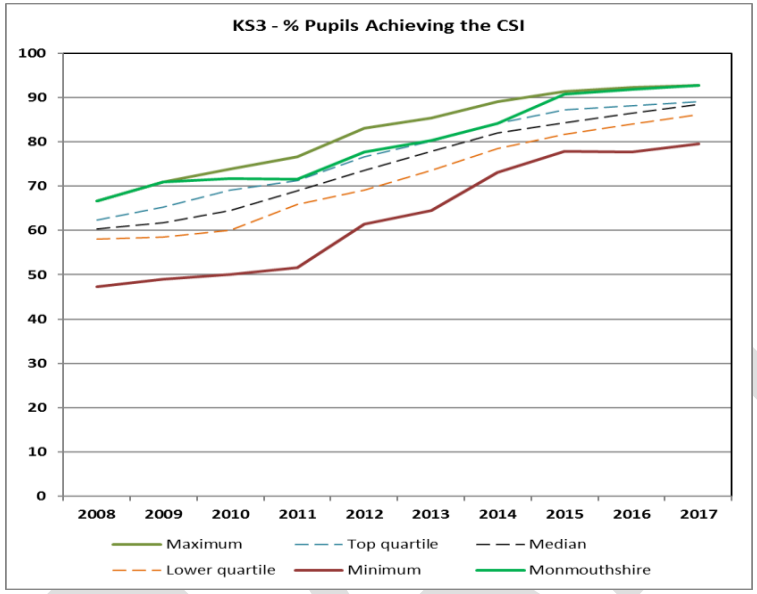
Key Stage 3														
All Pupils	**2016 Actual**	**2017 Actual**	**2017 Perf. v Target**	**2017 LA Target**	**2018 LA Target**	**2019 LA Target**		**FSM Pupils**	**2016 Actual**	**2017 Actual**	**2017 Perf. v Target**	**2017 LA Target**	**2018 LA Target**	**2019 LA Target**
CSI	91.9	92.7	↓	94.9	95.4	75.7		**CSI**	73.1	75.9	↓	81.5	87.1	69.6
English L5+	94.2	94.5	↓	95.1	96.4	97.6		**English L5+**	76.3	82.3	↑	77.8	89.2	92.4
Maths L5+	93.6	94.5	↓	95.2	96.5	97.7		**Maths L5+**	79.6	79.7	↑	77.8	88.2	93.5
Science L5+	95.1	97.0	↑	96.3	97.2	97.8		**Science L5+**	81.7	87.3	↑	80.2	89.2	94.6
English L6+	72.7	71.4	↑	70.9	74.3	77.2		**English L6+**	41.9	36.7	↓	51.9	57.0	64.1
Maths L6+	74.5	75.3	↑	75.1	78.8	82.5		**Maths L6+**	36.6	48.1	↓	53.1	62.4	66.3
Science L6+	76.5	78.7	↑	74.2	77.6	82.0		**Science L6+**	50.5	48.1	↓	55.6	59.1	65.2

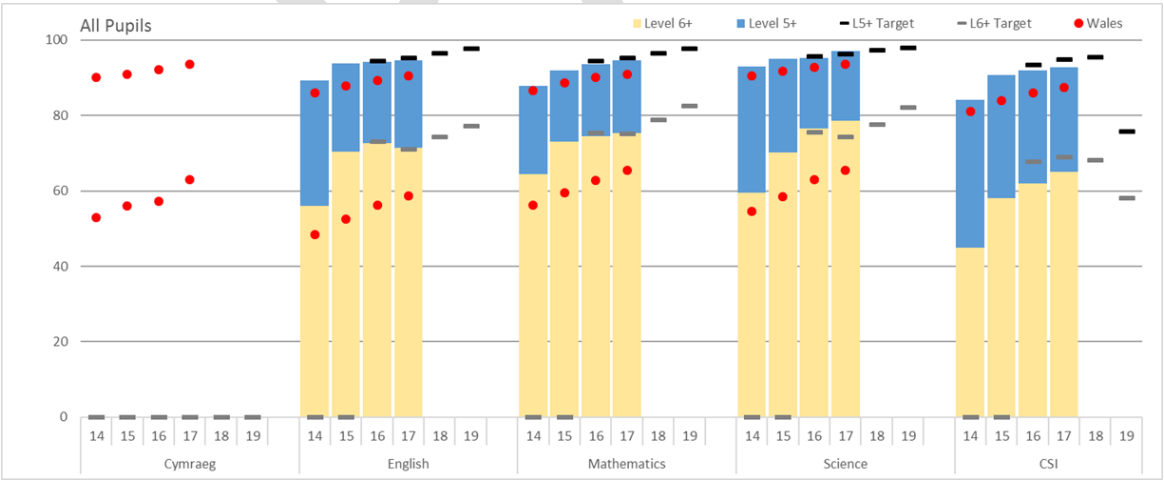
Performance continues to improve, with 92.7% pupils achieving the core subject indicator (CSI), an increase of 0.8 percentage points from 91.9% in 2016. Monmouthshire is ranked 2nd in Wales.



10 Year Performance Summary – Key Stage 3 CSI



Performance has improved across all indicators at expected level 5+, level 6+ and level 7+, except for English L6+.



Percentage of pupils achieving level 5+

	CSI	English	Welsh (First Language)	Mathematics	Science
Monmouthshire 2017	92.7	94.5	-	94.5	97.0
Target	94.9	95.1	-	95.2	96.3
Monmouthshire 2016	91.9	94.2	-	93.6	95.1
Wales 2017	87.4	90.5	93.5	90.8	93.5

Percentage of pupils achieving level 6+

	English	Welsh (First Language)	Maths	Science
Monmouthshire 2017	71.4	-	75.3	78.7
Target	70.9	-	75.1	74.2
Monmouthshire 2016	72.7	-	74.5	76.5
Wales 2017	58.7	58.7	65.5	65.6

Percentage of pupils achieving level 7+

	English	Welsh (First Language)	Maths	Science
Monmouthshire 2017	31.9	-	40.5	39.9
Monmouthshire 2016	24.7	-	38.8	34.1
Wales 2017	20.7	20.7	30.8	26.5

Performance in the CSI has improved by 0.8 percentage points and is ranked 2nd in Wales, up from 3rd in 2016.

Performance in English at the expected level 5+ has improved by 0.3 percentage points and is ranked 2nd in Wales. Performance in English at level 6+ has declined by 1.3 percentage points, but has improved at level 7+ by 7.2 percentage points.

Performance in mathematics at the expected level 5+ has improved by 0.9 percentage points and is ranked 2nd in Wales. Performance in mathematics at level 6+ and level 7+ has improved by 0.8 and 1.7 percentage points respectively.

Performance in science at the expected level 5+ has improved by 1.9 percentage points and is ranked 6th in Wales. Performance in mathematics at level 6+ and level 7+ has improved by 2.2 and 5.8 percentage points respectively.

Performance at the expected Level 5+ was within 2% of school aggregate targets.

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Gender differences at level 5+ (boys' performance – girls' performance):

	CSI		English		Welsh (First Language)		Mathematics		Science	
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Monmouthshire	-4.3	-3.4	-4.9	-2.8	-	-	-2.0	-1.4	-4.7	-1.5
Wales	-7.4	-7.4	-8.0	-7.3	-5.8	-4.9	-3.7	-4.5	-4.4	-4.4

Gender differences have decreased for all indicators. All subject gender gaps are narrower than the Wales average gender difference.

Gender differences at level 6+ (boys' performance – girls' performance):

	English		Welsh (First Language)		Mathematics		Science	
	2016	2017	2016	2017	2016	2017	2016	2017
Monmouthshire	-12.6	-9.4	-	-	-1.7	-4.3	-5.7	-8.9
Wales	-18.4	-18.6	-18.8	-19.2	-5.0	-7.3	-11.0	-12.2

Gender differences have increased for mathematics and science. All subject gender gaps are narrower than the Wales average gender difference.

Gender differences at level 7+ (boys' performance – girls' performance):

	English		Welsh (First Language)		Mathematics		Science	
	2016	2017	2016	2017	2016	2017	2016	2017
Monmouthshire	-6.7	-14.3	-	-	4.1	4.3	-9.9	-12.4
Wales	-11.0	-12.7	-10.5	-12.0	-3.6	-4.1	-8.3	-8.1

Gender differences have increased, and gaps are wider than the Wales average gender difference in all subjects.

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Wales rankings:

Due to performance improvements in 2017, Monmouthshire's ranking has improved for all indicators except English, which has remained the same.

	CSI	English	Mathematics	Science
2017	2 ⇧	2 ⇨	2 ⇧	1 ⇧
2016	3 ⇩	2 ⇩	3 ⇧	6 ⇩
2015	2 ⇧	1 ⇧	4 ⇧	4 ⇧

CSI	
Gwynedd	92.8
Monmouthshire	92.7
Ceredigion	91.9
Vale of Glamorgan	91.8
Flintshire	89.5
Bridgend	89.0
Torfaen	89.0
Conwy	88.9
Isle of Anglesey	88.9
Powys	88.6
Pembrokeshire	88.4
Carmarthenshire	88.4
Swansea	88.2
Rhondda Cynon Taff	87.4
Wales	87.4
Merthyr Tydfil	87.1
South East Wales	86.4
Wrexham	86.3
Cardiff	86.2
Denbighshire	85.6
Newport	85.3
Caerphilly	84.1
Blaenau Gwent	83.4
Neath Port Talbot	79.6

English	
Ceredigion	95.2
Monmouthshire	94.5
Vale of Glamorgan	93.9
Gwynedd	93.6
Isle of Anglesey	92.9
Flintshire	92.5
Powys	92.3
Bridgend	91.6
Conwy	91.2
Swansea	91.2
Pembrokeshire	90.8
Cardiff	90.8
Torfaen	90.7
Merthyr Tydfil	90.7
Wales	90.5
Rhondda Cynon Taff	90.4
Carmarthenshire	90.0
Denbighshire	90.0
Wrexham	89.8
Newport	89.3
South East Wales	89.0
Blaenau Gwent	86.3
Caerphilly	86.2
Neath Port Talbot	85.6

Welsh 1st Lang.	
Pembrokeshire	99.3
Wrexham	96.6
Powys	96.3
Vale of Glamorgan	95.6
Cardiff	95.4
Swansea	95.4
Flintshire	95.1
Isle of Anglesey	95.0
Rhondda Cynon Taff	94.1
Gwynedd	93.7
Wales	93.5
Ceredigion	93.0
Bridgend	92.7
Denbighshire	92.4
Conwy	92.2
Carmarthenshire	92.1
Neath Port Talbot	91.6
Torfaen	89.9
South East Wales	88.0
Caerphilly	86.6
Merthyr Tydfil	-
Blaenau Gwent	-
Monmouthshire	-
Newport	-

Mathematics	
Gwynedd	94.8
Monmouthshire	94.5
Vale of Glamorgan	93.4
Ceredigion	93.3
Flintshire	92.7
Carmarthenshire	92.4
Torfaen	92.4
Conwy	92.1
Bridgend	92.1
Pembrokeshire	91.6
Powys	91.2
Swansea	91.0
Isle of Anglesey	91.0
Wales	90.8
South East Wales	90.7
Rhondda Cynon Taff	90.7
Denbighshire	90.7
Newport	90.6
Cardiff	89.3
Wrexham	89.2
Blaenau Gwent	89.1
Caerphilly	88.9
Merthyr Tydfil	88.6
Neath Port Talbot	84.4

Science	
Monmouthshire	97.0
Gwynedd	96.8
Ceredigion	96.6
Vale of Glamorgan	95.7
Bridgend	95.5
Conwy	95.4
Isle of Anglesey	95.3
Powys	95.2
Torfaen	95.2
Flintshire	95.1
Carmarthenshire	94.1
Denbighshire	93.8
Cardiff	93.7
Wales	93.5
Rhondda Cynon Taff	93.3
South East Wales	93.0
Newport	92.9
Pembrokeshire	92.8
Merthyr Tydfil	92.6
Swansea	91.6
Blaenau Gwent	91.4
Wrexham	91.4
Caerphilly	90.7
Neath Port Talbot	89.0

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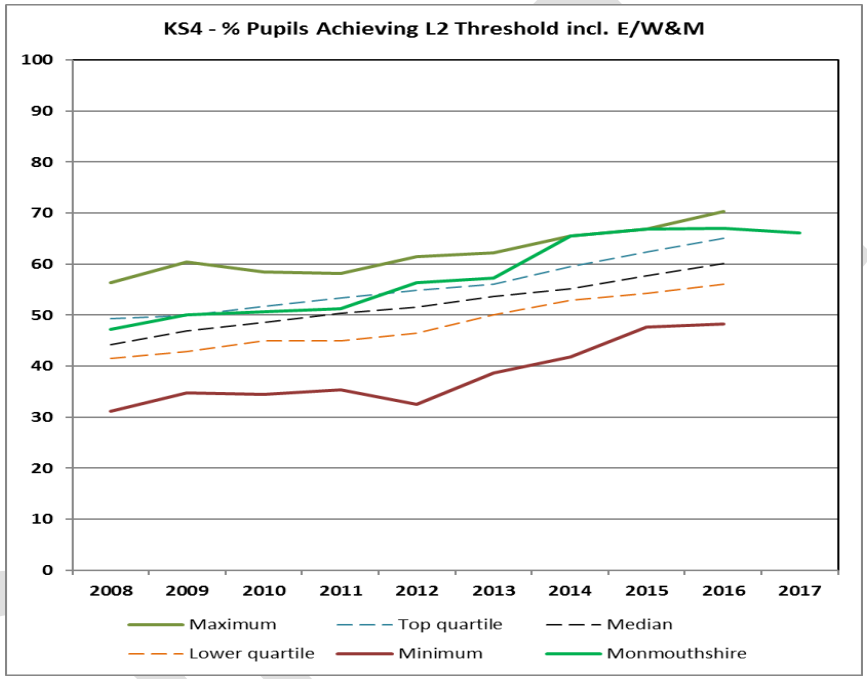
Key Stage 4 (PROVISONAL)

Please note that this section is compiled using provisional data provided by schools on exam results day. This data is subject to a validation process throughout September and October. Final confirmed data is not likely to be available until December 2017. A full analysis will be provided on the final validated data set.



	Cohort Number	% L2 E,W+M		
School	**2017**	**2016**	**2017**	**2017 Target**
Monmouthshire	752	67.0	66.1	69.6
EAS - South East Wales	**6,025**	**55.5**	**52.1**	**59.2**
Wales		**60.3**		

Primary Attendance

Note: 2017 attendance data is available Dec 2017

Pupil Attendance				
	2016 Actual	**2017 Target**	**2018 Target**	**2019 Target**
LA	95.7	96.1	96.15	96.2

Secondary Attendance

Pupil Attendance				
	2017 Actual	**2017 Target**	**2018 Target**	**2019 Target**
LA	95.0	95.0	95.1	95.2

Summary of National Categorisation of schools in the Local Authority in 2014-2015, 2015-2016 and 2016-2017

Step 1 – Primary		Number of Schools				Percentage of Schools			
		Group 4	Group 3	Group 2	Group 1	Group 4	Group 3	Group 2	Group 1
Monmouthshire	14-15	0	8	14	8	0%	27%	47%	27%
	15-16	0	4	12	14	0%	13%	40%	47%
	16-17	0	2	11	17	0%	7%	37%	57%
South East Wales	14-15	7	52	88	49	4%	27%	45%	25%
	15-16	2	25	90	82	1%	13%	45%	41%
	16-17	2	19	63	115	1%	10%	32%	58%

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Step 2 – Primary		Number of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Monmouthshire	14-15	1	12	13	4	3%	40%	43%	13%
	15-16	1	8	16	5	3%	27%	53%	17%
	16-17	0	6	15	9	0%	20%	50%	30%
South East Wales	14-15	9	45	101	44	5%	23%	51%	22%
	15-16	4	29	116	50	2%	15%	58%	25%
	16-17	3	18	109	64	2%	9%	56%	33%

Step 3 - Primary		Number of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Monmouthshire	14-15	1	12	14	3	3%	40%	47%	10%
	15-16	2	7	16	5	7%	23%	53%	17%
	16-17	1	6	14	9	3%	20%	47%	30%
South East Wales	14-15	9	50	100	40	5%	25%	50%	20%
	15-16	5	31	111	52	3%	16%	56%	26%
	16-17	5	18	111	60	3%	9%	57%	31%

Step 1 - Secondary		Number of Schools				Percentage of Schools			
		Group 4	Group 3	Group 2	Group 1	Group 4	Group 3	Group 2	Group 1
Monmouthshire	14-15	1	1	2	0	25%	25%	50%	0%
	15-16	0	1	2	1	0%	25%	50%	25%
	16-17	0	0	3	1	0%	0%	75%	25%
South East Wales	14-15	10	14	10	3	27%	38%	27%	8%
	15-16	3	22	6	4	9%	63%	17%	11%
	16-17	3	19	8	5	9%	54%	23%	14%

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Step 2 – Secondary		Number of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Monmouthshire	14-15	0	1	3	0	0%	25%	75%	0%
	15-16	0	1	3	0	0%	25%	75%	0%
	16-17	0	1	2	1	0%	25%	50%	25%
South East Wales	14-15	0	25	11	1	0%	68%	30%	3%
	15-16	3	18	14	1	8%	50%	39%	3%
	16-17	6	9	17	4	17%	25%	47%	11%

Step 3 – Secondary		Number of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Monmouthshire	14-15	0	1	3	0	0%	25%	75%	0%
	15-16	0	1	3	0	0%	25%	75%	0%
	16-17	0	1	3	0	0%	25%	75%	0%
South East Wales	14-15	5	19	10	3	14%	51%	27%	8%
	15-16	6	18	11	1	17%	50%	31%	3%
	16-17	6	12	15	3	17%	33%	42%	8%

LA schools currently in any Estyn follow-up category

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection	Current Follow-up status
Primary	Magor CiW Primary	01/05/2017	19/07/2017	SI	SI
Primary	Raglan Primary	01/11/2016	06/01/2017	Estyn	Estyn
Primary	Llantilio Pertholey CiW Primary	01/09/2016	29/11/2016	Estyn	Estyn

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Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection	Current Follow-up status
Secondary	Monmouth Comprehensive	01/11/2015	22/01/2016	Estyn	Estyn

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection	Current Follow-up status
Special	Mounton House Special	01/05/2015	15/07/2015	SI	SI

Pupil outcomes

A high-level analysis of pupil outcomes for the Local Authority indicates that the following aspects require improvement over the next phase of the Business Plan:

- Continue to improve the performance of eFSM learners in all Key Stages.
- Continue to improve performance in L2+ at KS4.
- Continue to improve performance in CSI at KS4
- Improve performance at the higher levels across all key stages
- Improve performance A*-A at KS4.
- Improve performance in capped point score

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Schools requiring Improvement 2016-2017 (Amber and Red Overall Categories of support)

The information below indicates the additional support that will be given to schools in the overall category of Amber or Red in the Local Authority in the academic year 2016-2017. The support is in line with the guidance within the National Categorisation System and within the SEWC Intervention Framework 2016-2017. Each of these schools will 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.

School	National Categorisation 2016-2017			Draft National Categorisation 2017-2018 (Confidential)		Overall judgement on progress made against detailed actions *
	Step 1	Step 2	Step 3	Step 2	Step 3	
Our Lady and St Michaels Primary	3	C	Amber	C	Amber	Strong
Llantilio Pertholey VC Primary	2	C	Amber	C	Red	Limited
Castle Park Primary	2	C	Amber	C	Amber	Adequate
Overmonnow Primary	2	C	Amber	B	Yellow	Strong
Raglan VC Primary	1	C	Amber	C	Amber	Adequate
Ysgol Y Ffin Primary Welsh Medium	3	B	Amber	B	Yellow	Strong
Magor CiW Primary School	1	C	Red	D	Red	Unsatisfactory

Local Authority specific activity financial year 2017-2018

The section below indicates additional school improvement activity that will be undertaken in the Local Authority through this financial year (2017-2018). The additional activity is linked to specific need arising from pupil outcomes. The LA contribution to support this aspect of the Annex will be £8,755 for Monmouthshire.

A detailed programme delivery plan is available. Progress towards each of the additional interventions will be measured at the end of each term.

Nature of Additional Activity	Expected Outcomes	Update
Brokering and supporting school to school working to improve outcomes at the higher levels and raise the % of learners achieving 5 A-A* EAS to support MCC secondary schools to work together as a cluster to share practice and strategies. EAS to support MCC secondary schools to broker support from beyond the LA. EAS to support cross phase cluster working with Secondary and the cluster primary schools with a focus on transition and ensuring that pupils achieving expected Level +1 at primary school continue to make good progress at KS3 and KS4.	The % of pupils achieving higher levels at each key stage is in line with targets set for 2017. The % of pupils achieving 5A-A* is in line with the target set for 2017. The 4 secondary schools work successfully in a cluster to share practice for pupils achieving the higher levels. There are effective cluster transition arrangements between primary schools and their linked secondary schools with a focus on sustaining the achievement of pupils at the higher levels	• The % of pupils achieving higher levels at each key stage-summer 2017- is in line with or above targets set for 2017, apart from MD at 06 in foundation phase (47.3% against target of 47.8%) • Performance at 5A*/As has improved from 19.5% in 2016 to 24.2% in 2017. English A*/A performance has improved from 17.4% to 21.4% and maths A*/A performance has improved from 21.7% to 29.8%. • The 4 secondary schools work effectively with the primaries in their clusters to share practice for pupils achieving higher levels. This is done through activities such as joint Y6/7 book scrutinies • Effective transition arrangements exist to sustain focus on achievement at higher levels, Arrangements include comprehensive meetings between Y6 and Y7 staff prior to transfer, events held in the cluster secondary school such as Dragon's Den for Y6 MAT pupils

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The content of this LA Annex has been agreed by:

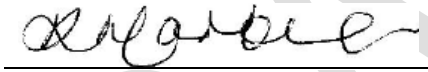
LA Director / Chief Education Officer:

Mr Will McClean

Cabinet Member for Education:

Cllr. Liz Hacket-Pain

EAS Managing Director



Ms. Debbie Harteveld

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Monmouthshire County Council

Inclusion Review – progress to date
February 2018

Aims for the Future

- To secure equality of access to education.
- To deliver high quality and inclusive curriculum for all learners.
- To educate our young people in their local communities where ever possible.
- To support learners and their families across the county.
- To provide opportunities for young people to access support when they need it and return to their community school.
- To meet the need of current and future needs.

- In 2016-17:
  - ✓Monmouthshire had the second lowest proportion of pupils with ALN at 17.4%.
  - ✓However when compared with other similar authorities Monmouthshire had the highest percentage of statements of Special Educational Needs.
  - ✓ This is despite a reduction over a three year period and is above the Wales average.

Needs Analysis – identified learning needs in Monmouthshire 2017

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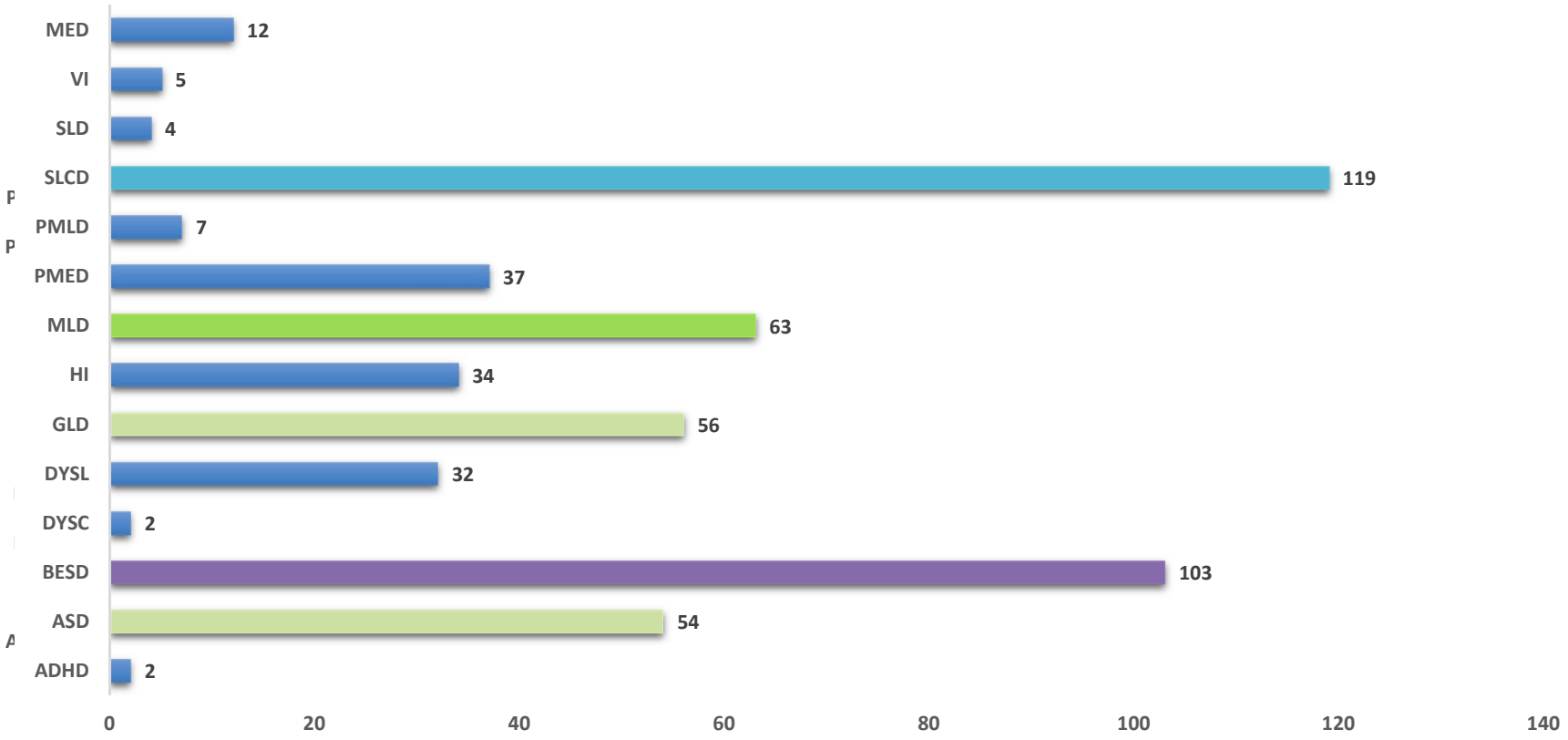
- Data collection for 2017:
- Speech, Language and communication difficulties (SLCD) is the highest need in the county.
- This is followed by Behaviour, emotional and social difficulties (BESD) / and Autistic Spectrum Disorder (ASD).
- There is a relatively high number of young people identified with moderate learning difficulties – but their needs can usually be met in school.

Needs Analysis – identified learning needs in Monmouthshire 2017



Specialist Provision for pupils with Additional Learning Needs in Monmouthshire.

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Monmouthshire has a range of specialist provision for pupils with additional learning needs (ALN) within the county.

This includes:

- 3 Primary Special Needs Resources Bases (SNRB)
- 1 Secondary SNRB
- 1 Pupil Referral Service (PRS)
- 1 Special School for Social, emotional and behavioural difficulties (SEBD)

Specialist Provision for pupils with Additional Learning Needs in Monmouthshire.

Where specialist provision within county is unable to meet the needs of a pupil the Local Authority seeks to secure appropriate provision in a range of out of county settings/schools.

This includes:

- Provision in an SNRB in another local authority
- Provision in a Special School in another local authority
- Provision in an Independent Special School

Proposed New Model.

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- The proposed changes to the current model will:
- support the delivery of the key principles in the Future Generations Act.
- place the child's needs at heart of the provision in alignment with the UN convention on the Rights of the Child.
- address the ten aims of the new Additional Learning Needs Bill and Statutory Code of Practice.

Updated Model.

- Rationalise our resources to prioritise provision so that we can increase the number of children and young people we support for behaviour and inclusion
- Provide more children and young people with suitable provision to meet their needs locally
- Provide timely advice and support to all schools to build skills and capacity to support local provision

Central / Outreach Provision and Overall Principles

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Early Identification, Intervention and Assessment School Based

Advice, bespoke support, outreach and specialist programmes school based

Nurture and Wellbeing – school based with outreach support

CPD / School to School, Building Capacity (outreach EPS PRU and Special School)

Central Team / Costs
Educational Psychologists – 4 FTE – one per cluster
Speech and Language Therapist x 0.5 term time
SpLD 1 x north, 1 x south
Resources

ALN SATELITE PROVISION

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Headteacher 50% ALN Provision

Deputy Headteacher ALNCo
Administrator

Primary
Specialist SNRB South
ASD / SLCD and Assessment
Age 3 to 11
8 FTE Places
1 Teacher, 1 HLTA, 3 TAs

Pembroke Primary Specialist SNRB
South region
Age 3 to 11
24 places

3 Teachers, 2 HLTAs, 5 TAs

Overmonnow Primary
Specialist SNRB
North region
Age 3 to 11
24 Places

3 Teachers, 2 HLTAs, 5 TAs

Primary
Specialist SNRB North
ASD / SLCD and Assessment
Age 3 to 11
8 FTE Places
1 Teacher, 1 HLTA, 3 TAS

South
Specialist
SNRB - SLD
50 places
Year 7 – 11
5 places
Post 16
6 Teachers, 2 HLTAs,
9 TAs

North
Specialist SNRB - SLD
50 places
Year 7 – 11
5 places
Post 16
6 Teachers, 2 HLTAs,
9 TAs

Out of County Specialist Placement

BEHAVIOUR PROVISION

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North Secondary Satellite PRU
1 Teacher,
1 HLTA,
1 Inspire to Achieve
1 Engagement Officers

Inclusion Provision X 4 Local Secondary
6 FTE places
4 Teacher, 4 TA

Primary PRU North
8 FTE places
1 Teacher, 0.5 HLTA
2 TAs

Primary PRU South
8 FTE places
1 Teacher, 0.5 HLTA
2 TAs

Specialist inclusion provision primary
16 FTE places
2 Teachers,
2 HLTAs,
4 TAs

EOTAS
1 FTE Teacher
4 HLTAs

South Secondary Satellite PRU
1 Teacher,
1 HLTA,
1 Inspire to Achieve
1 Engagement Officers

Headteacher 50% SEBD Provision
Deputy Headteacher & ALNCo
PRU Co-odinator (Teacher + TLR)
Administrator

Specialist inclusion provision secondary
16 FTE places
2 Teachers, 1 HLTA,
6 TAs

Out of County Specialist Placement

Next Steps.

- Finalise costs for the proposed Model.
- CYP select committee will play an important part in the consultation process and will be a key partner.
- It is now intended to consult on the final proposals with the full range of consultees as prescribed in the school organisation code July 006-2013

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ANY QUESTIONS