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County Hall
Rhadyr
Usk
NP15 1GA

Monday, 20 January 2020

Notice of meeting

Children and Young People Select Committee

**Tuesday, 28th January, 2020 at 10.00 am,
Council Chamber, County Hall, The Rhadyr, Usk, NP15 1GA**

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

AGENDA

Item No	Item	Pages
1.	Apologies for Absence	
2.	Declarations of Interest	
3.	Public Open Forum	
4.	Scrutiny of the 2020/21 draft budget proposals Scrutiny of the draft Capital and Revenue proposals for 2020-21 within the context of the 4 year Medium Term Financial Plan.	1 - 50
5.	Children's social services performance reporting Reporting of performance of Children's social services for 2019-20 (6 monthly)	51 - 66
6.	Progress Update on Key Stage 4 Outcomes Scrutiny of school performance at key stage 4.	67 - 76
7.	Education Achievement Service Business Plan Scrutiny of the EAS Business Plan	77 - 122
8.	Attainment Strategies Discussion with Chepstow Comprehensive on their success strategies for improving the performance of pupils in receipt of free school meals. Discussion on the challenges of being a school on the periphery of Wales.	

9.	Budget Monitoring report - Month 7 Budget monitoring report for quarterly scrutiny.	123 - 158
10.	To confirm the minutes of the previous meeting	159 - 164
10.1.	Joint Adults and Children and Young People Select Committees - 5th September 2019	165 - 168
11.	Children and Young People Select Committee Forward Work Plan	169 - 172
12.	Council and Cabinet Work Plan	173 - 188
13.	To confirm the date and time of the next meeting as 17th March 2020	

Paul Matthews

Chief Executive

MONMOUTHSHIRE COUNTY COUNCIL
CYNGOR SIR FYNWY

THE CONSTITUTION OF THE COMMITTEE IS AS FOLLOWS:

County Councillors:

L.Brown
M.Groucutt
L.Jones
D. Jones
M.Lane
M. Powell
T.Thomas
J.Watkins
P. Strong NEU
F. Middleton
Thomas
Harris

Added Members
Members voting on Education Issues
Only

Annette Daly
Vacant Seat (Roman Catholic Church)
Vacant Seat (Co-optee)

Added Members
Non Voting

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Welsh Language

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

Aims and Values of Monmouthshire County Council

Our purpose

Building Sustainable and Resilient Communities

Objectives we are working towards

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

Our Values

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

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

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

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

Monmouthshire Scrutiny Committee Guide

Role of the Pre-meeting

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

Questions for the Meeting

Scrutinising Performance

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

Scrutinising Policy

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

Questions for the Committee to conclude...

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

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

General Questions....

Empowering Communities

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

Service Demands

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

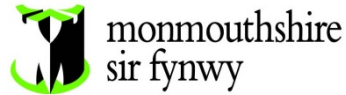
Financial Planning

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

Making savings and generating income

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

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SUBJECT:	DRAFT REVENUE BUDGET PROPOSALS 2020/21
MEETING:	CHILDREN AND YOUNG PEOPLE'S SELECT COMMITTEE
DATE:	28th January 2020
DIVISION/WARDS AFFECTED:	All

1. PURPOSE:

- 1.1 To present the draft revenue budget proposals for financial year 2020/21 for scrutiny and for the Select Committees to offer their views on the proposals during the consultation period which extends to 31st January 2020.

2. RECOMMENDATION FOR SELECT COMMITTEES:

- 2.1 To request the select committees scrutinise the 2020/21 draft budget proposals within the context of the 4 year Medium Term Financial Plan (MTFP) and the Corporate Plan and offer their recommendations on the proposals to Cabinet for their consideration.

3. RECOMMENDATIONS FOR CABINET:

- 3.1 That Cabinet approves the release of its draft budget proposals for 2020/21 for consultation purposes.
- 3.2 That Cabinet approves that the consultation period, including the opportunity to present alternative proposals that have been assessed for Future Generations and equality implications, ends on 31st January 2020.
- 3.3 That Cabinet receives a verbal update at the meeting on the provisional settlement from Welsh Government, noting that the draft budget proposals are predicated on a 1% increase in Aggregate External Financing (AEF) together with teachers pay and pension increases fully funded by Welsh Government.
- 3.4 That Cabinet recognises unavoidable pressures of some £9.742 million that need to be provided for within the 2020/21 budget.
- 3.5 That Cabinet confirms its intention to fully fund all pay related pressures insofar as they impact schools and to accommodate significant demand pressures caused in particular by increasing numbers of looked after children and pupils with additional learning needs.
- 3.6 That Cabinet proposes a Council Tax rise of 4.95% for financial year 2020/21.
- 3.7 That Cabinet recognises that the budget proposal remains un-balanced at this stage. There is a remaining savings gap of £1.178m to address.

4. KEY ISSUES:

4.1 It is well trailed nationally that local government funding has been challenged for a number of years. Monmouthshire, in keeping with all other Councils in Wales has had to make significant adjustments year on year to its cost base to ensure that the service offer has remained relevant and appropriate for the citizens of the county. Members of all parties are nonetheless familiar with having to take decisions that they would prefer not to but with this as a context a reasonable and pragmatic approach has been taken. Financial year 2020/21 will continue this approach.

4.2 For some years now the Council has successfully accommodated the ongoing and significant financial, demographic and demand-led pressures. This alongside its commitments to deliver the goals and objectives set out in its Corporate Plan. The Corporate Plan outlines the priorities of the Administration and these, in summary, are illustrated later in the report.

4.3 This budget proposals continue to support the priorities of the Administration. Specifically it seeks to recognise:

- a) All pay and pension related spending pressures in our schooling system
- b) The increasing demand on schools and the Local Education Authority of pupils with additional learning needs
- c) The increasing demand being placed on our children's social services in respect of looked after children and for whom the Council acts as corporate parent
- d) The growing impact of an ageing population and adults with disabilities on our adult social services

The budget proposals see a continuation of our preparedness to challenge all services to sustain themselves rather than to see the closure of services that matter to citizens. There is an acknowledgement that when things close they never return and it is better to scale back rather than absolutely withdraw. This is a feature of a number of proposals for change that make up these proposals.

4.4 The challenges facing the authority now and into the future should not be underestimated. The 2019/20 in-year forecast exhibits significant pressures within and across services. A recovery plan is in place and that will look to arrest the current over spend on services through significant one-off recovery of VAT, additional in-year grant and funding received and flexible use of capital receipts to fund revenue costs associated with service reform.

4.5 For 2020/21 and in overall terms there are some £9.742 million of new unavoidable pressures that need to be accommodated as part of the 2020/21 budget and these are detailed in appendices 1 and 2. The pressures significantly present themselves in:

- a) Adult and children's social care (£5.5m)
- b) Children with additional learning needs (£1.5m)
- c) Teachers pay and pension increases - £1.2m over and above the 1% pay award assumption modelled

4.6 It is never popular to charge for services but the reality is that we need to do so. We are proposing increases in a number of areas. Likewise increasing Council Tax is never popular but with national funding not keeping pace with demands on local authorities, local taxation is by default having to shoulder a greater proportion of our overall funding.

4.7 This budget proposal assumes a council tax rise of 4.95% for 2020/21 (1% higher than the original modelling assumption signalled in our report of 18th September 2019), and a Council Tax rise of 3.95% for the remaining years of this Council. For a current Band D property of £1,316 (Council only element excluding community council or Police levy), this would illustratively be an additional £65.12 a year or £1.25 a week for 2020/21.

Purpose and Priorities

4.8 Monmouthshire County Council’s Corporate Plan sets out the things we will be working on in the medium term. The plan sets out our five Organisational Goals (also our well-being objectives) supported by the 22 commitments to action we will make and the ways in which they will be measured in the run-up to 2022. This plan has been developed and aligned to the direction set in the Public Service Board objectives. The Plan is underpinned by a clear policy framework that sets out in more detail our work to enable the delivery of the plan. The aspiration and objectives set for Monmouthshire by the PSB and Council are:

Purpose: Building Sustainable and Resilient Communities	
<i>Public Service Board Well-being Objectives</i>	<i>Monmouthshire County Council Goals & Well-being Objectives</i>
Provide children and young people with the best possible start in life	The best possible start in life
Respond to the challenges associated with demographic change	Lifelong well-being
Protect and enhance the resilience of our natural environment whilst mitigating and adapting to the impact of climate change	Maximise the potential of the natural and built environment
Develop opportunities for communities and businesses to be part of an economically thriving and well-connected county.	Thriving and well-connected county
	Future - focussed Council

4.9 The budget proposals contained within this report have sought to ensure these key outcomes and priorities can continue to be pursued as far as possible within a restricting resource base. This does not, however, mean that these areas will not contribute to meeting the financial challenges. The aim is to make sure everything is efficient so that as broad a range of service offer, in line with those functions that matter most to our communities, can be maintained. Chief Officers in considering the proposals and strategy above have also been mindful of the whole authority risk assessment.

4.10 In assessing the affordability considerations of the corporate plan, an exercise which is iterative and ongoing, confirmation has been received at this stage that commitments to delivering the Corporate Plan for 2020-21 will either be met from existing budgets or are contained within the draft budget proposals. This work will continue as programmes of work develop and affordability considerations are more clearly understood and considered.

4.11 The following table demonstrates the links at a summary level that have been made with the 5 priorities, Corporate Plan and the strategic risks:

Proposal	Link to Goals and Well Being Objectives in the Corporate Plan	Link to Whole Authority Risk assessment
<p>Schools budgets will see a cash increase and with all pay and pension increases being fully funded.</p> <p>Education and school budgets will see additional resources going into the budget for children with additional learning needs.</p>	<p>Best possible start in life Thriving and well connected County</p>	<p>Budget proposals are mindful of the risk in the register around children not achieving their full potential</p>
<p>Social care budgets will see additional resources going into the budget for Children's and adults social services to meet the pressures in these areas.</p>	<p>Lifelong well being</p>	<p>These proposals seeks to address the risks around more people becoming vulnerable and in need and the needs of children with additional learning needs not being met</p>
<p>The drive for service efficiencies savings has continued and a few focused service reviews have enabled saving to be identified e.g. Household recycling and waste collection review, Myst project and practice change in social care.</p>	<p>Further reviews have enabled frontline services to transform the way they do things whilst still delivering the goals of the Corporate plan and therefore contributing to the creation of sustainable and resilient communities.</p>	<p>Addresses risks around the ability to sustain our priorities within the current financial climate</p>
<p>The need to think differently about what income can be generated has been a clear imperative in working up the proposals. Clear examples are the income opportunities from implementing the Commercial Strategy and the business plans within Tourism, Leisure and Culture.</p>	<p>Being able to generate further income streams responds to the consultation responses in previous years regarding a preference for this compared to services cuts and contributes to the aims of creating a sustainable and resilient communities.</p>	

4.12 A mid-term review of the commitments in the Corporate Plan is being undertaken to ensure that the aspirations and activity set remain relevant, that they are deliverable with the resources we have available and ensure they reflect the latest thinking on issues of importance to our communities. The mid-term review of the Corporate Plan will be presented to Council in the New Year and ahead of the final budget proposals and the council tax resolution being approved in March. With the need for budget to be policy led, this will afford a further opportunity to assess the affordability considerations of the Corporate Plan for the remaining two years of the administration.

Budget Process so far

4.13 Cabinet received a report on the MTFP and budget process at their meeting of 18th September 2019. The report outlined the assumptions that were being used in the construction of the budget for 2020/21 and the MTFP.

4.14 As a reminder the following assumptions had been used initially for the 2020/21 budget:

- Council Tax – 3.95% for 2020/21, 3.95% for rest of MTFP
- Other external income – 0%, individual services to determine price increases
- Pay inflation – 1% for 2020/21 and the rest of MTFP
- Non pay inflation – 0%
- Vacancy factor – 2% (except schools)
- Superannuation – 24.1% rising 1% for each year of the MTFP
- Teachers superannuation – 23.6%
- Aggregate External Finance – 1% reduction and full funding of teachers pay and pension increases

4.15 The above assumptions and modelling at that time led to a gap of £5.39 million in 2020/21 rising to a gap of £21.07 million over the medium term. Further work was then being undertaken to assess service based pressures both in the current year budget and any new pressures arising. Savings and income generation proposals were also being worked up and reviewed in order to close the gap between available resources and demand for resources.

4.16 It should be acknowledged this year that receipt of the provisional settlement announcement from Welsh Government is delayed until 16th December 2019 with the final settlement now due in early March 2020. This has adversely impacted on financial planning arrangements and where levels of comfort or certainty are needed around core funding from Welsh Government. However, following advice and analysis provided by WLGA subsequent to UK Government’s one year spending review announcement, and discussions with other local authorities in Wales, the AEF assumption has been improved from a -1% to +1% which it is felt is prudent based on information received. A verbal update will be provided to Cabinet on the outcome of the provisional settlement when this paper is considered.

4.17 A high level summary of the draft proposals and the resultant budget shortfall of £1.178m still to be addressed is shown below. Pressures of £9.742m and savings of £7.981m are summarised in appendix 1 and each is supported by a detailed mandate in appendix 2.

BUDGET PROGRESS TO DATE	£'000	£'000
Gross Expenditure		231,533
Inflationary Pressures	1,554	

Specific Pressures	9,742	
	11,296	11,296
Sub Total Expenditure		242,829
Gross Income		(231,533)
<u>Inflationary Savings</u>		
Council tax additionality (3.95% original)	(2,136)	
<u>Savings Proposals</u>		
Service efficiencies	(3,832)	
Welsh Government settlement funding implications	(2,080)	
Income generation increase	(1,034)	
Council tax additionality (extra + 1%)	(831)	
Full cost treasury adjustment	(204)	
	(7,981)	(10,117)
Sub Total Income		(241,651)
Savings still to be identified		<u>1,178</u>

Pressures

4.18 The work on pressures has highlighted that a number of significant pressures (£9.74m) need to be taken into account in next year's budget. A summary table of pressures is provided below and further information on the individual pressures is provided in summary in Appendix 1 and in detail in appendix 2. The main pressures principally relate to areas outside of the control of the Authority, and most notably:

- Funding Children's Services looked after children pressures (LAC) – £2.89m
- Sustaining the model of delivery within adult social care, including recent demand pressures with adults with disabilities – £2.47m
- Children with additional learning needs demand pressures – £1.47m
- Teachers pay and pension increases - £1.18m over and above the 1% pay award assumption modelled

4.19 It is noticeable that there are a limited number of pressures identified for years 2 to 4 of the MTFP against service directorates, however it is common for them to be recognised closer to the year in question and this needs to be borne in mind when considering the remaining gap in the MTFP. However, as part of the report presented to Cabinet on 19th September 2019 the provision made for "unidentified pressures" has been increased from £2.5m to £5m per annum and to recognise the level of pressures having to be accommodated as part of the budget process and following a review of such historic pressures.

Pressures by Directorate	2020/21 £000	2021/22 £000	2022/23 £000	2023/24 £000
Children & Young People	2,650	0	0	0
Social Care & Health	5,505	141	40	0
Enterprise	764	204	0	0
Resources	245	8	6	5
Chief Executives Unit	221	0	0	0
Corporate Costs & Levies	313	4,666	4,807	5,000
Appropriations	44	381	113	0
Totals	9,742	5,400	4,966	5,005

4.20 Previously agreed savings that have been identified as not achievable have also been recognised as pressures in the model together with significant current year budget overspends that look set to continue into 2020/21 and to the extent that they can't be mitigated. In previous budgets directorates have been asked to manage these pressures within services, however given the level of savings already being delivered by some service areas a decision has been taken to recognise these significant demand-led pressures in the budget for 2020/21 to mitigate this risk.

Saving Proposals for 2020/21

4.21 After several years of taking significant resource out of the budget the means of achieving further savings becomes increasingly more challenging. The significant in-year over spend, whilst being managed via a recovery plan, sees significant pressures carried through into 20/21 and with this already challenging backdrop has made the budget challenge even more acute.

4.22 The draft proposals in total bring forward savings of £7.98m. The notable savings proposals include:

- Assumptions around the increase in core funding (AEF) from Welsh Government, including full funding of teachers pay and pension increases (£2.08m)
- Opportunity taken from revised guidance from Welsh Government that allows the Authority to make flexible use of capital receipts to capitalise revenue costs relating to service reform (£1.15m)
- Income generation resulting from new charges and increases in existing fees and charges (£1.03m)
- A 2% (£830k) saving against Individual Schools budgets, alongside full funding of pay and pension pressures. A loan facility is also being offered to schools to more effectively repay deficit school balances. Schools will still receive a year-on-year cash increase in their school budgets. Support will however continue to be provided to schools to identify opportunities to generate savings.
- An increase in the increase in council tax for modelling purposes of 1% to 4.95% (£509k)
- Resulting from a review of earmarked reserves a planned reduction and release from the Treasury Equalisation reserve (£400k)
- A freeze in the employer pension contribution for the next two years (£370k)
- An increase in council tax income resulting from an increase in the number of housing completions forecast (£322k)
- A reduction in treasury budgets as a result of updates to the MTFP (£204k)
- Savings within Children's Services through reduced legal costs brought about by investment in in-house childcare solicitors (£100k) and resulting from increased and ongoing investment in the Myst project (£250k).

4.23 Work continues to develop ideas and proposals such that they can be brought into the budget once they are sufficiently progressed. The mid-term review of the Corporate Plan being presented to Council in the New Year will also need consider any policy changes needing to be considered to put services on a more sustainable footing for the future.

4.24 All proposals have been considered and tested through an initial process of independent challenge by officers and Cabinet Members. A summary of all the proposals are shown in the table below. The savings proposals are contained in summary in appendix 1 and in detail in appendix 2.

Savings by Directorate	2020/21 £000	2021/22 £000	2022/23 £000	2023/24 £000
Children & Young People	(830)	0	0	0
Social Care & Health	(1,013)	(105)	0	0
Enterprise	(579)	0	0	0
Resources	(321)	(24)	(23)	0
Chief Executives Units	(163)	(1)	0	0
Corporate Costs & Levies	(370)	0	0	0
Appropriations	(1,758)	453	(2)	(241)
Financing	(2,948)	0	0	0
Totals	(7,981)	323	(25)	(241)

Treasury Impact

- 4.25 The draft capital budget proposals and MTFP are being considered as a separate report on this agenda and for the purposes of establishing the revenue impact of the capital MTFP, the current summary position in the capital report has been taken.
- 4.26 The Treasury budgets continue to be closely monitored throughout the year, and any changes in the following will be considered at final budget stage: a review of the current year underspend, the profile of capital expenditure and potential slippage, a review of maturing debt over the medium term and the balance between the level of fixed and variable rate debt in the Council's portfolio. The balance of risk is an important consideration in this review as are the principles of security, liquidity and yield when considering any investment strategies.

Council Tax

- 4.27 The Council Tax increase in the budget has been modelled as 4.95% for 2020/21 (3.95% original MTFP modelling assumption + 1%) and 3.95% per annum across the MTFP as a planning assumption. The Council tax base report was approved via Individual Cabinet Member decision on 18th December 2019 and concluded an assessment of collection rates and growth in properties. Overall, the Council Tax base calculated for 2020/21 has risen by 0.51% compared to 2019/20. This increase takes into account the anticipated changes in dwellings. The estimated additional income of £322k derived from this and changes to CTRS (Council Tax Reduction Scheme) projections has been incorporated within the MTFP as part of the budget process.

Summary position

- 4.28 In summary, the 2020/21 budget gap is now **£1.178m**, if all the savings proposals contained in the Appendix 2 are approved. Clearly there is a gap still to meet and further work is progressing to bring forward measures and further savings proposals to balance to budget if further funding is not made available through the provisional and final settlement.

Services	Adjusted Base 2019/20 £000	Indicative Base 2020/21 £000	Indicative Base 2021/22 £000	Indicative Base 2022/23 £000	Indicative Base 2023/24 £000
Children & Young People	51,215	53,389	53,837	54,338	54,795
Social Care & Health	46,334	51,132	51,546	51,969	52,357
Enterprise	19,881	20,501	20,929	21,323	21,721
Resources	7,648	7,732	7,828	7,956	8,108
Chief Executive's Unit	4,637	4,757	4,824	4,893	4,963
ADM	3,465	3,566	3,677	3,790	3,905
Corporate Costs & Levies	22,112	22,092	26,713	31,485	36,485
Sub Total	155,292	163,169	169,353	175,753	182,334
Transfers to reserves	341	143	195	188	63
Transfers from reserves	(275)	(347)	(302)	(164)	(139)
Treasury	6,436	5,092	5,678	6,032	6,141
Appropriations Total	6,502	4,888	5,572	6,056	6,065
Total Expenditure Budget	161,794	168,057	174,925	181,809	188,398
Aggregate External Financing (AEF)	(93,229)	(93,229)	(93,229)	(93,229)	(93,229)
Council Tax (MCC)	(54,087)	(56,223)	(58,444)	(60,753)	(63,153)
Council Tax (Gwent Police)	(11,779)	(11,779)	(11,779)	(11,779)	(11,779)
Council Tax (Community Councils)	(2,699)	(2,699)	(2,699)	(2,699)	(2,699)
Contribution to/(from) Council Fund	0	0	0	0	0
EBP		0	0	0	0
Disinvestment		(2,948)	(2,948)	(2,948)	(2,948)
Sub Total Financing	(161,794)	(166,879)	(169,099)	(171,408)	(173,808)
(Headroom)/Shortfall	(0)	1,178	5,826	10,401	14,590

Reserves strategy

- 4.29 Earmarked reserve usage over the MTFP period is projected to decrease the balance on earmarked reserves from £5.48 million in 2019/20 to £5.28 million at the end of 2021/22. Taking into account that some of these reserves are specific, for example relating to joint arrangements or to fund capital projects, this brings the usable balance down to £4.5 million. The general fund reserve is sustained at its current level of £7 million. Separate to this locally managed school budgets carry a net deficit balance of £0.23 million.
- 4.30 The previously approved Reserves strategy sought to ensure that earmarked reserves are not used to balance the budget for ongoing expenditure and that they are instead used to the best effect and impact on one off areas of spend to help the authority transform itself within the new resource levels available to it. The final budget report will contain an assessment of the adequacy of reserves, however, at this stage limited use is being made of reserves.

Next Steps

- 4.31 The information contained in this report constitutes the draft budget proposals that are now made available for formal consultation. Cabinet are interested in consultation views on the proposals and how the remaining gap may be closed. This is the opportunity for Members, the public and community groups to consider the budget proposals and make comments on them. Cabinet will not however, be prepared to recommend anything to Council that has not been subject to a Future Generations Assessment and Equality Impact Assessment and therefore a deadline to receive alternative proposals has been set as 31st January 2020.

- 4.32 Public consultation (to include the formal requirement to consult businesses) and Select Committee Scrutiny of Budget proposals, will take place between the 20th December 2019 and the 31st January 2020.
- 4.33 In the past extensive community engagement had been undertaken around the budget. However, such a large scale public engagement will not be undertaken as budget proposals that see substantive or material service developments will have undergone their own consultation process.
- 4.34 There will however be an opportunity for the community to provide consultation responses via meetings with various consultative fora outlined below and via the website and social media where details of the proposals and consultation events will be published.

School Budget forum – 16th January 2020
Head Teachers conference – 16th January 2020
Unions Joint Advisory Group (JAG) – 20th January 2020
Youth Conference – 24th January 2020
Abergavenny 50+/Access for All group – date to be confirmed
Evening events in north and south of the county – dates to be confirmed

Town and community council cluster meetings:

Chepstow– 15th January 2020
Monmouth – 21st January 2020
Caldicot –23rd January 2020
Usk – 28th January 2020

North Monmouthshire Area Committee – 22nd January 2020

- 4.35 The scrutiny of the budget proposals are key areas of this part of the budget process. The following dates have been set for Select committees:

Adults – 21st January 2020
Strong Communities – 23rd January 2020
Children and Young People – 28th January 2020
Economy and Development – 30th January 2020

- 4.36 Final budget proposals following consultation and receipt of the final settlement will go to a special Cabinet on 19th Feb 2020 and approval of Council Tax and final budget proposals will then take place at Full council on 5th March 2020.

4 OPTIONS APPRAISAL

- 4.1 Directorates are required to consider and outline the options that have been considered for each of the budget savings proposals and pressures identified in this report. The detail is contained in the Appendices.

5 EVALUATION CRITERIA

- 5.1 The means of assessing whether the final budget put in place for 2020/21 has been successfully implemented is undertaken throughout the year via regular budget monitoring and periodic reports to Cabinet and then to Select committees for scrutiny. In

addition regular monitoring of the performance of the Council against service business plans and the Corporate Plan takes place. Taken together these arrangements enable the Council to evaluate its success and progress against its longer term plans within the resources available.

6 REASONS:

6.1 To agree budget proposals for 2020/21 for consultation purposes

7. RESOURCE IMPLICATIONS:

7.1 As identified in the report and appendices

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

8.1 The future generation and equality impacts of the savings proposals have been initially assessed per budget saving mandate in appendix 3. An overall future generation and equality impact evaluation of the all the proposals has also been undertaken and is contained in appendix 4. This overall evaluation is an early one, applying to budget proposals only at this pre-consultation, pre-decision stage. This analysis will continue to evolve and be updated throughout public consultation and scrutiny.

8.2 The impact on services has been kept to a minimum. Some negative impacts have been identified and a number of mitigating actions are in place or have been identified. Consultation requirements have been identified and are ongoing.

8.3 The actual future generations and equality impacts from the final budget report's recommendations will also be reviewed and monitored during and after implementation.

9. CONSULTEES:

SLT
Cabinet
Head of Legal Services

10. BACKGROUND PAPERS:

Appendix 1: Summary of budget savings and pressures
Appendix 2: Directorate savings and pressure proposals
Appendix 3: Future Generations Evaluations
Appendix 4: Future Generations Evaluation for the overall budget

11. AUTHOR:

Peter Davies
Chief Officer for Resources (acting S151 officer)

12. CONTACT DETAILS:

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Children & Young People Select Committee: Individual mandates for Pressures and Savings

Pressure Title:	Pay award and teachers pension contributions	Lead/Responsible Officer:	Nikki Wellington
Your Ref No:	PCYP004	Directorate:	CYP
Version No:	0.1	Section:	Support Services
Date:	11/12/2019		

1. Pressure Description

Why is this pressure required?

Following a recent valuation of the teachers' pension, the employers contribution is anticipated to increase from 16.5% to 23.6%. Full funding was provided to schools for 2019-20 and the proposal is to fully fund the additional 5 months of pressure from April 2020 to August 2020. This will ensure that school budgets have been afforded the full pressure in their budgets. In addition to this the average pay increase for our teachers was 2.7% which is above the funding already provided in the medium term financial plan. Therefore the proposal is to provide additional funding to ensure that the pay award is met in full.

Show how the budget pressure has been evidenced and will increase the current service budget. This must cover each year implicated. This section must also cover any other efficiency that will arise from the pressure.

What is the evidence for the pressure? How has it been estimated?

The evidence is the national teachers pay award and pension increases. This has been used to estimate the costs for each school.

Service area	Current Budget £	Proposed Cash Pressure £	Proposed non cash efficiencies	Target year				Total pressure proposed
				20/21	21/22	22/23	23/24	
Pension pressure	£784,000	£689,000		£689,000				£689,000
Teachers Pay award	£0	£491,000		£491,000				£491,000

2. Objectives of Investment

What are the objectives of investing in the identified pressure?

The objective is to ensure that schools receive adequate funding to be able pay the pension increase and meet the pay award for teaching staff.

Expected positive impacts

- Meet the pension pressure in full
- Meet the pay award in full
- Maintain current staffing ratios.

Expected negative impacts

- The increased pressure of the service will continue to add to the pressure on the wider budgets of MCC and may lead to savings to be met elsewhere.

3. Actions required to minimise the pressure

Describe the key activities that will be undertaken to minimise the investment required and the action holders. This includes any actions contributed to by other services. Give the timescales to complete the work. This must also factor in any business activities that will need to be done differently or cease in order to achieve the proposal.

Action	Officer/ Service responsible	Timescale
Both these pressure are as a result of national decisions and therefore they need to be met. MCC, along with all the Local Authorities in Wales will continue to lobby Welsh Government for funding to meet these.		

4. Additional skills/ business needs

Describe any additional skills, resource and capability needed in order to carry out the proposed successfully. For example new expertise etc.

Any additional capability required	Where will this come from	Any other resource/ business need (non-financial)
None		

5. Consultation

Have you undertaken any initial consultation on the need for this pressure to be included in the MTFP?		
Name	Organisation/department	Date
No		

Will any further consultation be needed?		
Name	Organisation/ department	Date
Headteachers	MCC Heads Meetings	16 th January 2020

6. Measuring performance on the proposal

How do you intend to measure the impact of the investing in the pressure identified? This will include budget measures and further possible measures that cover process, staff and customers. Targets need to be set over the duration of the proposal where appropriate.

Focus - Budget/Process/Staff/Customer	Indicator	Target 2020/21	Target 2021/22	Target 2022/23	Target 2023/24
School budgets	Level of school balances for 2020-21				

7. Key Risks and Issues

Are there any potential barriers and risks that will need to be managed in delivering the outcomes expected from investing in the pressure identified, including any negative impacts identified in section 1 that need to be accounted for. Also, set out the steps that will be taken to mitigate these risks.

Barrier or Risk	Strategic/ Operational	Reason why identified (evidence)	Risk Level (High, Medium or Low) Based on a score assessing the probability & impact	Mitigating Actions
Risk costs will continue to increase.	Operational	Budget pressures in recent years	Medium	Request for funding from Welsh Government.

8. Assumptions

Describe any assumptions made that underpin the justification for the option.

Assumption	Reason why assumption is being made (evidence)	Decision Maker
Pension contribution remains static	The fund has just been valued and therefore it is assumed that the valuation accounts for current and known future pressures	National decision
Pay award remains at 2.7%	Awarded on a national basis annually from 1 st September. Future pay award is not known	National decision.

9. Monitoring the pressure proposal

The pressure proposal will be monitored through directorate budget monitoring. This will lead into corporate budget monitoring. In addition, the action plan, performance measures and the risk assessment must be transferred into the service plans for the business area in order to monitor and challenge the delivery of the pressure proposal, including the performance being achieved and the level of impact.

Pressure Title:	Additional Learning Needs	Lead/Responsible Officer:	Jacky Elias
Your Ref No:	PCYP001	Directorate:	CYP
Version No:	0.1	Section:	Additional Learning Needs
Date:	04/12/2019		

1. Pressure Description

Why is this pressure required?

The budgets for Additional Learning Needs has seen a substantial pressure in demand for support for pupils. This demand includes requests to support pupils from an earlier age and pupils that are continuing their education into post 16.

The pressures are detailed below:

- £338,000 for placements in independent schools
- £41,000 for placements in other Local Authority schools
- £529,000 for supporting pupils in Monmouthshire schools.
- £298,000 Recoupment income for Mounton House

The pressure for independent school is a combination of both increase in placement costs and the number of pupil attending these settings. The latest data indicates there have been 4 new placements from September, with another 4 forecast to start before Christmas. Three have seen changes in their provision which has resulted in additional costs.

The pressure for other Local Authorities schools is a result of 10 new pupils and 9 pupils changing their provision.

ALN colleagues have worked with schools to look at the resources available and the provision, examples of this is small group provision as opposed to one to one support where appropriate. Schools are already required to use 5% of their delegated budgets to support pupils with additional learning needs and this pressure is in addition to this.

In addition to the above, there is a pressure of £298,000 for the recoupment income for Mounton House. This will be a result of less pupils being admitted as a result of the designation of the school and the proposal to close the school on the 31st August 2020.

Show how the budget pressure has been evidenced and will increase the current service budget. This must cover each year implicated. This section must also cover any other efficiency that will arise from the pressure.

What is the evidence for the pressure? How has it been estimated?

The evidence is the pupil information updated monthly. The estimate is based on the annual forecast for each of these pupils.

Service area	Current Budget £	Proposed Cash Pressure £	Proposed non cash efficiencies	Target year				Total pressure proposed
				20/21	21/22	22/23	23/24	
Independent Schools	£1,450,638	£338,000		£338,000				£338,000
Other LA's	£1,528,750	£41,000		£41,000				£41,000
School Action Plus	£648,000	£529,000		£529,000				£529,000
Recoupment Income	£1,140,024	£298,000		£298,000				£298,000

2. Objectives of Investment

What are the objectives of investing in the identified pressure?

The objective in investing in these pressures is to allow the pupils currently receiving funding for support to continue to receive that support.

Expected positive impacts

- Maintaining pupils in their current placements.
- Supporting our school to continue to meet the needs of pupils with Additional Learning Needs.
- Maintaining the education standards for these pupils.

Expected negative impacts

- The increased pressure of the service will continue to add to the pressure on the wider budgets of MCC and may lead to savings to be met elsewhere.

3. Actions required to minimise the pressure

Describe the key activities that will be undertaken to minimise the investment required and the action holders. This includes any actions contributed to by other services. Give the timescales to complete the work. This must also factor in any business activities that will need to be done differently or cease in order to achieve the proposal.

Action	Officer/ Service responsible	Timescale
The service is currently being reviewed, this review has recommended the closure of Mounton House and the establishment of inclusion centres at our secondary schools	Jacky Elias / Richard Austin	Completed in September 2020.
Review of the delegated funding to schools for Additional Learning Needs with a proposal to increase the delegation	Jacky Elias / Nikki Wellington	Completed in September 2020.

4. Additional skills/ business needs

Describe any additional skills, resource and capability needed in order to carry out the proposed successfully. For example new expertise etc.

Any additional capability required	Where will this come from	Any other resource/ business need (non-financial)
None		

5. Consultation

Have you undertaken any initial consultation on the need for this pressure to be included in the MTFP?

Name	Organisation/department	Date
No		

Will any further consultation be needed?

Name	Organisation/ department	Date
Review of delegated ALN funding for schools	Schools / Cabinet	January/February 2020

6. Measuring performance on the proposal

How do you intend to measure the impact of the investing in the pressure identified? This will include budget measures and further possible measures that cover process, staff and customers. Targets need to be set over the duration of the proposal where appropriate.

Focus - Budget/Process/Staff/Customer	Indicator	Target 2020/21	Target 2021/22	Target 2022/23	Target 2023/24
Additional Learning Needs	No budget overspend for 2020 / 21				

7. Key Risks and Issues

Are there any potential barriers and risks that will need to be managed in delivering the outcomes expected from investing in the pressure identified, including any negative impacts identified in section 1 that need to be accounted for. Also, set out the steps that will be taken to mitigate these risks.

Barrier or Risk	Strategic/ Operational	Reason why identified (evidence)	Risk Level (High, Medium or Low) Based on a score assessing the probability & impact	Mitigating Actions
Risk costs will continue to increase.	Operational	Budget pressures in recent years	High	Challenge of budget pressures. Working with schools to maintain support in schools. Train and up skill staff to provide support. Working with schools to look to delegate greater funding for schools to control to meet need.

8. Assumptions

Describe any assumptions made that underpin the justification for the option.

Assumption	Reason why assumption is being made (evidence)	Decision Maker
Pupil Numbers	This assumes that the relative pupil numbers will remain relatively static.	Jacky Elias
Placement costs	This assumes that the placement costs will remain static and the proportion of pupils attending each provision also remain static	Jacky Elias

9. Monitoring the pressure proposal

The pressure proposal will be monitored through directorate budget monitoring. This will lead into corporate budget monitoring. In addition, the action plan, performance measures and the risk assessment must be transferred into the service plans for the business area in order to monitor and challenge the delivery of the pressure proposal, including the performance being achieved and the level of impact.

Pressure Title:	ALN transport including Post 16	Lead/Responsible Officer:	Jacky Elias
Your Ref No:	PCYP002	Directorate:	CYP
Version No:	0.1	Section:	ALN
Date:	04/12/19		

1. Pressure Description

Why is this pressure required?

This pressure reflects the increased costs in providing transport for pupils with Additional Learning Needs, both in compulsory education and those continuing post 16.

Show how the budget pressure has been evidenced and will increase the current service budget. This must cover each year implicated. This section must also cover any other efficiency that will arise from the pressure.

What is the evidence for the pressure? How has it been estimated?

This is based on current pupil numbers and forecast numbers of pupils in 2020-21. It is the forecast pupils with an estimated cost of the routes

Service area	Current Budget £	Proposed Cash Pressure £	Proposed non cash efficiencies	Target year				Total pressure proposed
				20/21	21/22	22/23	23/24	
ALN transport – Compulsory Education	£1,184,351	£217,000		£217,000				£217,000
Post 16 transport costs	£55,000	£47,000		£47,000				£47,000

2. Objectives of Investment

What are the objectives of investing in the identified pressure?

The objective in investing in these pressures is to allow the pupils currently receiving funding for support to continue to receive that support.

Expected positive impacts

- Maintaining pupils in their current placements.
- Supporting our school to continue to meet the needs of pupils with Additional Learning Needs.
- Maintaining the education standards for these pupils.

Expected negative impacts

- The impact on the increase pressure will have on the wider Monmouthshire budgets, requiring other services to make savings.

3. Actions required to minimise the pressure

Describe the key activities that will be undertaken to minimise the investment required and the action holders. This includes any actions contributed to by other services. Give the timescales to complete the work. This must also factor in any business activities that will need to be done differently or cease in order to achieve the proposal.

Action	Officer/ Service responsible	Timescale
Review of the current transport arrangements to see if a more economic model can be developed.	Jacky Elias	1 st and 2 nd quarter 2020
Review of the current risk assessments for pupils to see if efficiencies can be made from sharing transport rather than transporting in individual taxis.	Jacky Elias	1 st and 2 nd quarter 2020

4. Additional skills/ business needs

Describe any additional skills, resource and capability needed in order to carry out the proposed successfully. For example new expertise etc.

Any additional capability required	Where will this come from	Any other resource/ business need (non-financial)
Support to work with ALN team to risk assess those pupils and to make recommendations regarding arrangements	Consultancy / external support	

5. Consultation

Have you undertaken any initial consultation on the need for this pressure to be included in the MTFP?		
Name	Organisation/department	Date
No		

Will any further consultation be needed?		
Name	Organisation/ department	Date
	When the arrangements are finalised then parents and schools will need to be told the effect on their children	August 2020

6. Measuring performance on the proposal

How do you intend to measure the impact of the investing in the pressure identified? This will include budget measures and further possible measures that cover process, staff and customers. Targets need to be set over the duration of the proposal where appropriate.

Focus - Budget/Process/Staff/Customer	Indicator	Target 2020/21	Target 2021/22	Target 2022/23	Target 2023/24
Budget	Reduction in budget Spend	£0 overspend			
Customer	Parents satisfied with new arrangements	Number of comments / complaints			

7. Key Risks and Issues

Are there any potential barriers and risks that will need to be managed in delivering the outcomes expected from investing in the pressure identified, including any negative impacts identified in section 1 that need to be accounted for. Also, set out the steps that will be taken to mitigate these risks.

Barrier or Risk	Strategic/ Operational	Reason why identified (evidence)	Risk Level (High, Medium or Low) Based on a score assessing the probability & impact	Mitigating Actions
Arrangements cannot be changed to reduce the costs.	Operational	The budget pressure has been increasing in recent years.	High	Review of the transport provided and the current policy to ensure that the best use of resources.

8. Assumptions

Describe any assumptions made that underpin the justification for the option.

Assumption	Reason why assumption is being made (evidence)	Decision Maker
Pupil number remain static	This pressure only includes the current pupil known about. If there were an increase in the number of pupils this may lead to increased costs.	Jacky Elias / Matt Jones
Routes remain the same	It is assumed that the routes will remain as current, should the number of routes increase or change this may result in additional costs.	Jacky Elias / Matt Jones

9. Monitoring the pressure proposal

The pressure proposal will be monitored through directorate budget monitoring. This will lead into corporate budget monitoring. In addition, the action plan, performance measures and the risk assessment must be transferred into the service plans for the business area in order to monitor and challenge the delivery of the pressure proposal, including the performance being achieved and the level of impact.

Proposal Title	Individual Schools Budget – saving	Lead/Responsible Officer:	Nikki Wellington
Your Ref No:	CYP001	Directorate:	CYP
Version No:	0.1	Section:	Finance
Date:	02/12/19		

Version	Date	Changes Made
0.11	02/12/19	Initial Mandate
2		
3		
4		

Brief Summary (Please include a brief description of the proposal being explored)

The proposal is to reduce the Individual Schools Budget by 2%, (£830,000). This reduction is applied prior to the additional pension costs and pay award has been provided to the schools. Furthermore, this saving excludes funding used to support pupils with additional learning needs.

Once the pressures have been afforded the overall budget would increase by £1,591,437 but this would see a real term pressure on the ISB of £830,764 which would result in schools having to save on average 2%

Please answer the following questions and provide as much information as you have available at this stage of the proposals development. It is appreciated that further information will be developed prior to final approval of submitted proposals.

Question	Y/ N	Comments/Impact
Does this proposal align with the MCC Corporate Plan ?	Y	The proposed saving excludes the funding for our most vulnerable learners and affords the schools the pressures for the increased pension and the payroll costs
Has this proposal been included in your current Service/Business Improvement Plans?	N	At the point of writing the business plans this proposal was not considered.
Has a Future Generation Evaluation been commenced?	N	
How will this proposal address MCC's Climate Emergency commitment?		This will not address the climate change emergency.
Is an Option Appraisal required?	N	

(Please refer to MCC Standard Option Appraisal Process/Template)																																					
What is the impact of this proposal on other services?		<p>Whilst we do not foresee any specific impacts on other services there are risks associated with reducing the ISB.</p> <p>There is a significant likelihood that Governing Bodies will apply even more rigorous budget monitoring and seek to make other efficiencies through different procurement routes such as grounds maintenance and technology support from the SRS.</p> <p>There is a risk (unquantified at the moment) that a reduction in the ISB could lead to a reduction in staffing levels and greater workload issues for remaining staff.</p>																																			
What other services will affect this proposal?		None																																			
Will this proposal require any amendments to MCC policy?	Y	<p>Two amendments to the funding formula are required as a part of this support package.</p> <p>i) There is a requirement to re-enable the authority to make loans to schools</p> <p>ii) The policy needs to be amended to ensure that the costs of detriment protection are met by the schools rather than the local authority</p>																																			
Will this proposal have any staffing implications?	Y	As a result of this there may be a need for schools to make staff redundant. However it will be the Governing Body that would need to decide how to make the savings.																																			
Will this project have any legal implication for the authority?	N	None																																			
Will this proposal have any financial benefit?	Yes	<table border="1"> <thead> <tr> <th>Description</th> <th>Remainder of 19/20</th> <th>20/21</th> <th>21/22</th> <th>22/23</th> <th>23/24</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>ISB saving</td> <td></td> <td>£830K</td> <td></td> <td></td> <td></td> <td>£830K</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Additional Comments:</p>	Description	Remainder of 19/20	20/21	21/22	22/23	23/24	Total	ISB saving		£830K				£830K																					
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Will this proposal require investment to implement?	No	<table border="1"> <thead> <tr> <th>Investment Description</th> <th>Description</th> <th>Remainder of 19/20</th> <th>20/21</th> <th>21/22</th> <th>22/23</th> <th>Total</th> <th>Source of funding</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Investment Description	Description	Remainder of 19/20	20/21	21/22	22/23	Total	Source of funding																											
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		<p>Additional Comment:</p> <p>None required.</p>																									
Has this proposal considered the opportunities for external funding?	N	<p>The funding of schools is a statutory requirement of local authorities. Schools attract additional grant funding outside of the ISB, primarily through the funding flows through the Education Achievement Service (EAS).</p>																									
Will this proposal have any non-financial impacts?		<table border="1"> <thead> <tr> <th>Ref</th> <th>Benefit</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>In seeking to mitigate the reduction in the ISB schools could collaborate to reduce their costs. Examples include, but are not limited to the use of shared Headteacher posts and shared support services.</td> </tr> <tr> <td>2</td> <td></td> </tr> <tr> <td>3</td> <td></td> </tr> <tr> <td>4</td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Ref</th> <th>Disadvantage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Possible increased redundancy costs.</td> </tr> <tr> <td>2</td> <td>Possible staffing reductions</td> </tr> <tr> <td>3</td> <td></td> </tr> <tr> <td>4</td> <td></td> </tr> </tbody> </table> <p>Additional Comment:</p>						Ref	Benefit	1	In seeking to mitigate the reduction in the ISB schools could collaborate to reduce their costs. Examples include, but are not limited to the use of shared Headteacher posts and shared support services.	2		3		4		Ref	Disadvantage	1	Possible increased redundancy costs.	2	Possible staffing reductions	3		4	
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Has a risk analysis been completed for this proposal? (Please refer to MCC Strategic Risk)		<p>Main Risks</p> <table border="1"> <thead> <tr> <th>Ref</th> <th>Risk</th> <th>RAG Rating</th> <th>Mitigation</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>Possibility that needs and capabilities of learners are not sufficiently addressed and consequently, they do</td> <td>Amber</td> <td>Working with schools to help to make the savings required. This will include support from the</td> </tr> </tbody> </table>						Ref	Risk	RAG Rating	Mitigation	7	Possibility that needs and capabilities of learners are not sufficiently addressed and consequently, they do	Amber	Working with schools to help to make the savings required. This will include support from the												
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Management Policy)		<table border="1"> <tr> <td></td> <td>not achieve to their highest potential</td> <td></td> <td>EAS to advise Headteachers.</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>		not achieve to their highest potential		EAS to advise Headteachers.																										
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<p>Will consultation and engagement be required for this proposal?</p>	<p>N</p>																															
<p>Will this proposal require procurement of goods, services or works?</p>	<p>N</p>																															
<p>Has a timeline been considered for this proposal?</p>	<p>Y</p>	<table border="1"> <thead> <tr> <th>Ref</th> <th>Activity</th> <th>Start</th> <th>Complete</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Ref	Activity	Start	Complete													<p>Additional Comments: This will form part of the budget consultations for the local authority but will also be communicated direct to schools via our usual meetings</p>													
Ref	Activity	Start	Complete																													
<p>What evidence/data has been gathered to date to inform this Proposal?</p>		<p>The ISB for the current financial year (2019-20) increased to fully fund the pay award and the increase in the pension costs. This did result in an uplift for the ISB in absolute terms to afford the increasing costs.</p> <p>This proposal will still afford schools the funding for the pay award and pension but see a reduction on the total funding excluding the funding for additional learning needs.</p>																														

		<p>The detail for a sample of individual schools is outlined below, these are all based on January 2019 pupil numbers:</p> <p>Monmouth Comprehensive:</p> <p>Pressure for pension and pay £246,551 Increased funding to meet pressure £246,551 2% saving required by school £99,175</p> <p>King Henry School:</p> <p>Pressure for pension and pay £185,878 Increased funding to meet pressure £185,878 2% saving required by school £74,140</p> <p>Chepstow School:</p> <p>Pressure for pension and pay £120,779 Increased funding to meet pressure £120,779 2% saving required by school £65,089</p> <p>Caldicot School:</p> <p>Pressure for pension and pay £219,014 Increased funding to meet pressure £219,014 2% saving required by school £92,939</p> <p>A N Other 210 Primary School:</p> <p>Pressure for pension and pay £32,308 Increased funding to meet pressure £32,308 2% saving required by school £13,263</p>																				
<p>Will support services be on required for this proposal?</p>		<table border="1" data-bbox="491 1155 1366 1301"> <thead> <tr> <th>Ref</th> <th>Support Service</th> <th>Activity</th> <th>Internal/External</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>Additional Comment:</p> <div data-bbox="491 1330 1366 1469" style="border: 1px solid black; height: 60px;"></div>	Ref	Support Service	Activity	Internal/External																
Ref	Support Service	Activity	Internal/External																			
<p>Will this proposal impact on the authorities built assets?</p>	<p>Y</p>	<p>There may be a choice made by some schools not to spend allocated funding on maintenance issues this could present a risk of deterioration in assets.</p>																				
<p>Will this proposal present any collaboration opportunities?</p>	<p>Y</p>	<p>There will be opportunities for schools to collaborate to share costs were applicable.</p>																				
<p>Will this project benefit from digital intervention?</p>	<p>N</p>																					
<p>How will the impact of this</p>		<p>The proposal will be measured by monitoring the school budgets and the impact it has on the deficits both collectively and for individual schools.</p>																				

proposal be measured?		There will be an ongoing monitoring on the outcomes achieved by all schools and whether this reduction has a detrimental impact.
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Proposal Title	Managing the budget pressure within Children's Services	Lead/Responsible Officer:	Jane Rodgers
Your Ref No:	CSCH006	Directorate:	SCH
Version No:	1	Section:	Children's Services
Date:	4/12/19		

1. Proposal Description Please include a brief description of the proposal being explored and the core objectives. Please also include supporting evidence for the identified saving and/or pressure

There is a projected £2.6M overspend for 2019/20 which will continue into 2020/21, as a result of increasing demand, with the LAC population rising from 173 at the start of this financial year (1st April 2019) to 197 at month 7 (31st October 2019). During the year we have had 4 new high cost residential placements, and the average LAC annual unit cost has increased to £44,000, with the annual unit cost for a residential placement at £300,000.

With the increase in demand not only drives up the provision costs, but also all the support costs such as contact, legal, staffing and transportation, all of which are in overspend situations as at month 7 2019/20.

However, the present 2019/20 overspend projection has been offset by some one-off in-year funding of £234,000 from the Intermediate Care Fund and £90,000 from Transformation funding derived from Health, which makes the 2019/20 projected overspend £2,924,000 going into 2020/21. Please see the risks section as a decision has been taken not to recognise these one off funding streams as a pressure on the premise that further negotiations can be had with Health to access equivalent amounts in 2020/21.

This mandate proposes how operational activity might effect a *best case scenario* on the budget pressure through:

1. High Cost Placement Review and Progression work to look at individual cases where there may be opportunity to get both better outcomes for the child / young person AND generate cash savings.
2. Reduction in legal costs through reducing the need to send work to private practice and reducing the reliance on Counsel in Court, estimated by Matt Phillips the Head of Law at a saving of £100,000

A worst and most likely case scenario is also considered in section 7.

In addition we are adding in the MyST team and bringing forward the £184,000 pressure from 2021/22 to 2020/21. We are also proposing to add a further £103,000 to this pressure to increase the staffing structure to create additional capacity within the MyST team to:

- Take on new cases as demand grows to avoid expensive out of county residential placements, which is a cost avoidance strategy and;
- Identify and bring back suitable current out of county placements to reduce costs, as part of the high cost placement review.

Therefore the total additional cost pressure for MyST for 2020/21 will be £287,000.

A table below illustrates the value of this combined mandate: -

2019/20 Current overspend at month 7	£2,600,000
MyST pressure	£287,000
LESS Legal savings	(£100,000)
MyST/High cost placement review	(£250,000)
TOTAL	£2,537,000

2. Budget Impact In this section please include the savings and pressures identified and the overall budget impact resulting from this proposal. This must cover each year implicated.

Service area	Current Budget £	Proposed Cash Pressure £	Proposed Cash Efficiencies £	Target year				Total Budget Change Proposed
				20/21	21/22	22/23	23/24	
Children's		2,887,000		2,887,000				

MyST/High Cost Placement Review			(250,000)	(250,000)				2,537,000
Legal			(100,000)	(100,000)				

3. External Funding: Has this proposal considered the opportunities for external funding? If yes, what funding avenues have been identified?

Funding Identified	Source	Current status (i.e. confirmed, in application, etc)

4. Corporate Alignment: How does this proposal contribute and align with the current Corporate Plan objectives and have the relevant evaluations been considered and completed? Please consider any implications this proposal may have on our current policies.

Question	Y/N	Comments/Impact
Does this proposal align with the MCC Corporate Plan?	Y	Supporting Looked After Children get the best start in life
Has this proposal been included in your current Service/Business Improvement Plans?	Y	
Has a Future Generation Evaluation been commenced?	Y	
How will this proposal address MCC's Climate Emergency commitment.?	Neutral	
Is an Option Appraisal required? (Please refer to MCC Standard Option Appraisal Process/Template)	N	
Will this proposal require any amendments to MCC policy?	N	

5. Additional Impacts What are the expected impacts of implementing this proposal? Please include the potential impact on other service areas

Description	Who is effected?	Is this impact positive or negative?

6. Additional Considerations:

Question	Y/N	Comments/Impact
Will this proposal have any staffing implications?	N	
Will this project have any legal implication for the authority?	Yes	Yes through identified changes within legal services

7. Key actions required to deliver this proposal

Describe the key activities that will be undertaken to deliver the proposal and the responsible action holders. This includes any actions contributed to by other services (i.e. Finance/HR/DPO/Procurement/Legal etc.). Give the

timescales to complete the work. This must also factor in any business activities that will need to be done differently or cease in order to achieve the proposal.

Action	Officer/ Service responsible	Timescale
Operational activity regarding the care and progression planning for individual children and young people monitored through monthly meetings	Jane Rodgers	As per individual case
Restructure and recruitment within legal services	Matt Phillips	
Negotiate with Health for similar funding of £324,000 obtained in 2019/20	Julie Boothroyd	

8. Additional skills/ business needs

Describe any additional skills, resource and capability needed in order to carry out the proposal successfully. For example new expertise that will require additional investment etc.

Any additional capability required	Where will this come from	Any other resource/ business need (non-financial)
Business and Practice support for high cost placement review work	In-house	

9. Consultation

Describe any initial consultation that has been undertaken in order to inform this proposal and any further consultation that will be required throughout proposal delivery

Consultee	Description	Date (delivered/planned)

10. Key Risks and Issues

Are there any potential barriers and risks that will need to be managed in delivering the outcomes expected from investing in the pressure identified, including any negative impacts identified in section 3 that need to be accounted for. Also, set out the steps that will be taken to mitigate these risks.

Barrier or Risk	Strategic/ Operational	Reason why identified (evidence)	Risk Level (High, Medium or Low) Based on a score assessing the probability & impact	Mitigating Actions
LAC continues to increase at current trend	Operational	If the LAC population increases by the current trend this will mean an increase in 25 children	Pressure plus unit LAC cost @ 25 children equates to 25 at £44,000 = £1,100,000 MEDIUM RISK (worst case scenario)	ACT, BSF and full range of family support offer at all tiers as per CS plan Increase fostering Sufficiency
A new cohort of children with complex needs continue to require placements	Operational	There are at least 6 children with complex and escalating needs whom we are attempting to maintain within current placements through	Pressure remains the same £2,537,000 MEDIUM RISK	MyST deployed in preventing placement breakdown for children with complex and escalating needs ACT deployed in preventing placement breakdown for children with complex and escalating needs

		intensive support and increased support plans	(most likely scenario)	System in place to track and identify this cohort of children i.e. with complex / escalating need so that a preventative approach can be adopted as early as possible.
High cost placement review and progression work is not achieved in some or all of cases.	Operational	Risks / barriers are identified within each case and are highly dependent on a range of case related issues including: <ul style="list-style-type: none"> - Availability of appropriate alternate provision - Best interests of children 	Pressure remains the same MEDIUM RISK at £250,000	Continue to implement high cost placement progression and review work
Obtain £324,000 of similar funding for 2020/21	Strategic	We have been successful in obtaining one off funding in 2019/20, decision taken to work on obtaining similar funding for 2020/21	HIGH RISK at £324,000	Negotiate with Health to obtain funding similar to that of 2019/20
All 4 of the above happen			VERY WORST CASE SCENARIO will cost £4,211,000 LOW RISK	

11. Assumptions

Describe any assumptions made that underpin the justification for the option.

Assumption	Reason why assumption is being made (evidence)	Decision Maker
Negotiation of additional funds from Health for 2020/21	Based on one off funds in 2019/20 successfully obtained	Peter Davies

12. Measuring and monitoring performance

How do you intend to measure the impact of this proposal? This will include budget measures and further possible measures that cover process, staff and customers. Targets need to be set over the duration of the proposal where appropriate.

Focus - Budget/Process/Staff/Customer	Indicator	Target 2020/21	Target 2021/22	Target 2022/23	Target 2023/24
Reduction in residential placements					
Reduction in cases going out to private law					
Reduction in legal spend on counsel					

The proposal will be monitored through directorate budget monitoring. This will lead into corporate budget monitoring. In addition, the action plan, performance measures and the risk assessment must be transferred into the service plans for the business area in order to monitor and challenge the delivery of the pressure proposal, including the performance being achieved and the level of impact.

13. Additional considerations:

Question	Y/N	Comments/Impact
Will this proposal require procurement of goods, services or works?	N	
Will this proposal impact on the authorities built assets?	N	
Will this proposal present any collaboration opportunities?	Y	With health, education, potentially housing, potentially SP
Will this project benefit from digital intervention?	N	

Ref	Children & Young People	2020/21 Pressure £000	2020/21 Saving £000
PCYP004	Teachers Pension Scheme - increased pension contribution rate	689	
	CYP Teachers pay increase (2.7% less 1%) - Apr to Aug '20	491	
PCYP001	ALN - Mouton House recoupment income shortfall	298	
	ALN - increased placements and increased cost of placements at Independent Schools	338	
	ALN - increased cost of placements at other Local Authorities	41	
	ALN - pressures arising from Authority supporting more children to remain in LA schools	529	
PCYP002	ALN transport pressures	217	
	ALN transport pressures - post 16	47	
CYP001	CYP - 2% reduction in Individual School Budgets		(830)
	CYP Totals	2,650	(830)

Ref	Social Care & Health	2020/21 Pressure £000	2020/21 Saving £000
CSCH006	Myst project - increased investment and impact of ICF funding ceasing	287	
	Childrens Services Looked After Children (LAC) pressure	2,600	
	LAC savings - reduced legal costs		(100)
	LAC savings - additional investment in Myst project		(250)
	SCH Totals	2,887	(350)

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monmouthshire
sir fynwy

Future Generations Evaluation (Includes Equalities and Sustainability Impact Assessments)

<p>Name of the Officer Nikki Wellington</p> <p>Phone no: 01633 644549 E-mail: nicolawellington@monmouthshire.gov.uk</p>	<p>Please give a brief description of the aims of the proposal</p> <p>To decrease the Individual Schools Budgets by 2% £830,000 excluding the Additional Learning Needs funding and to fund the pressures for both the pay awards and pension increase.</p>
<p>Name of Service CYP Finance</p>	<p>Date Future Generations Evaluation 9th December 2019</p>

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

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




Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
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Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
<p>A prosperous Wales Efficient use of resources, skilled, educated people, generates wealth, provides jobs</p>	<p>The individual schools budgets will be increased to afford the pay award and pension pressures. In addition to this the additional learning need funding in schools budgets will be protected from making any savings. The saving will be calculated on the remaining part of the budget.</p>	<p>All headteachers and governing bodies will be fully consulted at an early stage. The LA will work closely with all schools to ensure that they can model the impact of these savings and minimise the risk for staffing reductions. Should there be a requirement for redundancies then the protection of employment policy will be followed to allow staff all opportunities to obtain alternative employment.</p>
<p>A resilient Wales Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)</p>		
<p>A healthier Wales People's physical and mental wellbeing is maximized and health impacts are understood</p>	<p>The additional learning needs funding in school budgets will be protected allowing schools to still support their vulnerable pupils.</p>	<p>With any cuts in budgets there will be uncertainty regarding the impact on staffing. All staff will be fully supported to allow the best opportunities to obtain alternative employment.</p>
<p>A Wales of cohesive communities Communities are attractive, viable, safe and well connected</p>	<p>The additional learning needs funding in school budgets will be protected allowing schools to still support their vulnerable pupils. This will allow those pupils to continue to be taught in their local schools if it can meet need.</p>	

Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
A globally responsible Wales Taking account of impact on global well-being when considering local social, economic and environmental wellbeing		
A Wales of vibrant culture and thriving Welsh language Culture, heritage and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation		
A more equal Wales People can fulfil their potential no matter what their background or circumstances		

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

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p>Long Term</p> <p>Balancing short term need with long term and planning for the future</p>	<p>The schools budgets will be funded for the pay award and pension increases. This will allow schools to plan how to make the saving required.</p>	<p>The negative impact is that staffing in some school may need to be reduced. In all schools the statutory minimum levels of staffing will be maintained and this is funded via the funding formula. The LA will model with all schools a 3 year budget plan to see the impact of this and to allow schools to make the necessary changes. Schools in a deficit will be supported to produce a recovery pan, allowing up the 3 years to bring the budget back into balance.</p>
 <p>Collaboration</p> <p>Working together with other partners to deliver objectives</p>		
 <p>Involvement</p> <p>Involving those with an interest and seeking their views</p>	<p>All headteachers and governing bodies will be consulted on the proposals. All the views will be heard during the budget consultations.</p>	<p>The results of the consultation will be heard as part of the wider Monmouthshire proposals.</p>

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p>Prevention</p> <p>Putting resources into preventing problems occurring or getting worse</p>	<p>The pension and pay award pressures will be met and fully funded as part of the budget for 20-21. The funding for additional learning needs is also protected from any cuts.</p>	
 <p>Integration</p> <p>Considering impact on all wellbeing goals together and on other bodies</p>		<p>Where there are staffing implications, all staff will be supported through the process to allow them the best opportunities to obtain alternative employment.</p>

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

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Age		<i>The protection of employment policy will be followed when looking at any impact of redundancies, however this may impact greater on those staff who are at the start of their careers.</i>	<i>People Services will work closely with staff to ensure that they have the greatest opportunity to obtain alternative employment.</i>
Disability	<i>All funding for pupils with additional learning needs will be protected.</i>		
Gender reassignment			
Marriage or civil partnership			
Pregnancy or maternity			
Race			
Religion or Belief			
Sex		<i>The majority of staff working in our schools are female and many are working part time. This will have a greater impact on this characteristic than others.</i>	<i>People Services will work closely with staff to ensure that they have the greatest opportunity to obtain alternative employment.</i>

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

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

	Describe any positive impacts your proposal has on safeguarding and corporate parenting	Describe any negative impacts your proposal has on safeguarding and corporate parenting	What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts?
Safeguarding	<i>All safeguarding policies will be followed by schools.</i>		
Corporate Parenting			

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

Funding formula Pay award data Pension data Medium Term Financial plan for Monmouthshire

Current school budgets
 3 year plans
 Recovery plans
 Month 7 balances for schools.

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

The negative impact is that as a result of this saving staffing may need to be reduced in schools. The pay award and pension costs will be funded, but schools will be asked to find a saving of 2%. In the larger secondary schools the impact may be afforded from non-pay costs, but with the majority of the primary schools it is likely that staffing will be impacted.

The decision regarding how the funding for each school is the responsibility of the Governing Body, and therefore it will be for the Governing Body and the Headteacher to decide how the proposed funding reductions will be afforded in each school.

In addition to this, all funding for pupils with additional learning needs will be protected and therefore the staff that are employed to support those pupils will also be protected.

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

What are you going to do	When are you going to do it?	Who is responsible	Progress
Assess the impact on school budgets	June 2020	Nikki Wellington	

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

The impacts of this proposal will be evaluated on:	May 2020 and continuing via the 2020-21 monitoring process.
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9. VERSION CONTROL: The Future Generations Evaluation should be used at the earliest stages of decision making, and then honed and refined throughout the decision making process. It is important to keep a record of this process so that we can demonstrate how we have considered and built in sustainable development wherever possible.

Version No.	Decision making stage	Date considered	Brief description of any amendments made following consideration
1.0	Initial draft	9 th December 2019	



Name of the Officer completing the evaluation Jane Rodgers/Ty Stokes Phone no: E-mail: janerodgers@monmouthshire.gov.uk	Please give a brief description of the aims of the proposal Pressure with the Children's budget due to increased demand, with an increase in LAC population in 2019/20 and high cost placement care packages, with resultant knock on cost increases for staffing, legal, contact and transportation costs.
Name of Service Children's Services	Date Future Generations Evaluation form completed 5 th December 2019






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

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

Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
A prosperous Wales Efficient use of resources, skilled, educated people, generates wealth, provides jobs	Ensure there is adequate budgetary provision to meet the needs of the children population within Monmouthshire.	N/A
A resilient Wales Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)	N/A	N/A

Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
A healthier Wales People's physical and mental wellbeing is maximized and health impacts are understood	Ensure we can support the needs of the children that require Local Authority provision to best meet not only their needs, but give them to best possible start and chance in their future.	Establish services and practices that underpin delivery and a balanced approach to meet the child and service needs, and meet the core principles of the Authority.
A Wales of cohesive communities Communities are attractive, viable, safe and well connected	Try to maintain children to remain within their communities, family and where ever possible.	Recruitment and marketing to grow our in house foster care provision, and support so we can increase our offer to those carers.
A globally responsible Wales Taking account of impact on global well-being when considering local social, economic and environmental wellbeing	Helps to better develop communities and support services users to remain in their communities for longer	N/A
A Wales of vibrant culture and thriving Welsh language Culture, heritage and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation	Offer all the support requires to children to thrive in all areas, especially sport, art and recreational activities	Work with all groups and our internal partners especially Leisure colleagues to have a positive impact on children we support.
A more equal Wales People can fulfil their potential no matter what their background or circumstances	Focus on supporting all children to achieve what matters to them and access services to achieve their personal goals and outcomes	N/A

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

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p>Long Term</p> <p>Balancing short term need with long term and planning for the future</p>	Offering a support package to remain within their Community where appropriate. If services are not available locally, to try and reduce the need to move out of the Community or retain links.	N/A
 <p>Collaboration</p> <p>Working together with other partners to deliver objectives</p>	With care providers, Health, third sector and voluntary organisations, as well as internal partners to meet the needs of children.	N/A
 <p>Involvement</p> <p>Involving those with an interest and seeking their views</p>	Help to secure services being received.	N/A
 <p>Prevention</p> <p>Putting resources into preventing problems occurring or getting worse</p>	To promote health and well-being, independence and a sense of purpose and achievement.	N/A
 <p>Integration</p> <p>Considering impact on all wellbeing goals together and on other bodies</p>	A more cohesive approach to delivering care with the child at the centre.	N/A

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

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Age	N/A	N/A	N/A
Disability	Help to maintain services to meet their personal outcomes	Without further investment the disabled Children's budget will remain in an overspend situation	Review of care provision, ensuring the best services at the right price
Gender reassignment	Ensure service provision meets the needs of children under gender reassignment	N/A	N/A
Marriage or civil partnership	N/A	N/A	N/A
Pregnancy or maternity	N/A	N/A	N/A
Race	N/A	N/A	N/A
Religion or Belief	N/A	N/A	N/A

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Sex	N/A	N/A	N/A
Sexual Orientation	N/A	N/A	N/A
Welsh Language	N/A	N/A	N/A

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

	Describe any positive impacts your proposal has on safeguarding and corporate parenting	Describe any negative impacts your proposal has on safeguarding and corporate parenting	What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts?
Safeguarding	At the forefront when working with our child population		

Corporate Parenting	Ensure we can carry out our duties under Corporate Parenting effectively		
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5. What evidence and data has informed the development of your proposal?

- Demands and the reasons during the current 2019/20 financial year
- Activity data for 2019/20 and prior

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

This section should give the key issues arising from the evaluation which will be included in the Committee report template.

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

What are you going to do	When are you going to do it?	Who is responsible	Progress

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

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

Version No.	Decision making stage	Date considered	Brief description of any amendments made following consideration
1	DMT	5/12/19	

SUBJECT: Performance report Q2 2019/20 – Children’s Social Services
MEETING: Children and Young People Select Committee
DATE: 28th January 2020
DIVISIONS/WARDS AFFECTED: All

1. PURPOSE

- 1.1 To present the committee with latest, quarter 2 2019/20, performance of Children’s Social Services.

2. RECOMMENDATIONS

- 2.1 That Members use this report to scrutinise how well the authority is performing and seek clarity from those responsible on whether performance can improve in any areas of concern identified.

3. KEY ISSUES

- 3.1 This report card sets out the performance of Children’s social services during the first half of 2019/20 alongside the latest available performance benchmarking data. This comprises of quantitative (numerical) performance data from the performance measurement framework introduced in 2016/17 as part of the Social Services and Well-being Act and further information that is used to evaluate performance.
- 3.2 This year the Statutory Director of Social Services Annual Report, presented to the committee in September 2019, took a different approach. The report combined evidence from a range of sources including performance data and stories to provide an extensive analysis of performance covering many aspects of Social Services. This report continues to build on this approach of utilising wider evidence sources to assess performance so far during 2019/20, alongside performance measures set in the framework.
- 3.3 Since 2016/17 annual questionnaires, set under the performance measurement framework, have been sent to children and parents that social services are supporting asking them about their experience of social services. It has been advised that there is no longer a requirement to complete these in this set format for 2019/20. Understanding children and parents experience of children services and the impact this has had on their well-being remains imperative. The Annual Directors Report set out a range of evidence that is currently utilised to achieve this and some further examples are included in the report. The service are currently exploring a more interactive, engaging model that will enhance the ability of children to share in their own words their experience.
- 3.4 Welsh Government have again not published local authority level performance data for 2018/19. Wales level means and quartile data for 2018/19 have been published and are included in this report. Qualitative benchmarking data for 2018/19 was not published by Welsh Government for a second year.
- 3.5 Officers have continued to participate in ongoing discussions and workshops with Welsh Government on revising the standards and measures as part of the Social Services and Well-being Act performance framework in the future. In the summer of 2019 Welsh Government consulted on a revised code of practice for measuring the

performance of social services. This included; how local authorities performance should be measured, the quality standards that all local authorities should be working towards and a new performance and improvement framework that local authorities will be required to collect. The outcome of which is likely to change the mechanism and information we are required to utilise to give account of our performance in future. While this work continues nationally, we continue to develop our approaches and the information we utilise locally in Monmouthshire to assess our performance and understand the impact on the lives of people we support, as exemplified by the Annual Directors Report.

4. REASONS:

- 4.1 To ensure that members have an understanding of current Children's Social Services performance and how we compared during 2018/19.

5 RESOURCE IMPLICATIONS

- 5.1 None

6 WELL-BEING OF FUTURE GENERATIONS IMPLICATIONS (INCORPORATING EQUALITIES, SUSTAINABILITY, CORPORATE PARENTING AND SAFEGUARDING)

- 6.1 There are no specific implications identified as a result of this report although some of the performance indicators relate to our safeguarding and corporate parenting responsibilities.

7. AUTHORS:

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Children's Social Services 2019/20 Quarter 2 Performance Report

Corporate Plan Goal Contributed to : Best possible start in life

Why we focus on this

The Social Services and Well-being (Wales) Act 2014 came into force in April 2016 and is transforming the way care and support is delivered. The Act is ambitious in its desire to change the way in which we provide Social Services with a focus on improving the well-being of people who come to Social Services for support. The Act shares similar principles with a number of key national, regional and local strategies which all influence our direction of travel, in particular, the Well-being of Future Generations (Wales) Act 2015, A Healthier Wales, and Monmouthshire's Corporate plan.

Monmouthshire Social Services has, over the last few years, been developing a model of delivery which is based around a relational and strengths based approach. We want to help people to take control of their own lives and that any contact with us enhances the opportunity for greater wellbeing.

Children Services have completed a 3 year improvement programme (2016-2019) which concentrated on, securing stability in the workforce, developing a delivery model of practice, commissioning and service critical issues, the service is now moving onto a further 2 year programme (2019-2021). The focus will be on practice development and will shape the way we work with families over the next number of years. The importance of relationships and how we work with families to support their strengths, manage risks and achieve good enough outcomes will be key indicators of success.

The Act introduced a performance measurement framework for local authorities in relation to their social services functions. This framework forms the basis of information in the report, supported by further data and information that is used to evaluate performance. The information is used to assess how we are progressing in delivering against the quality standards as set by the Social Services & Wellbeing Act.

What progress are we making?

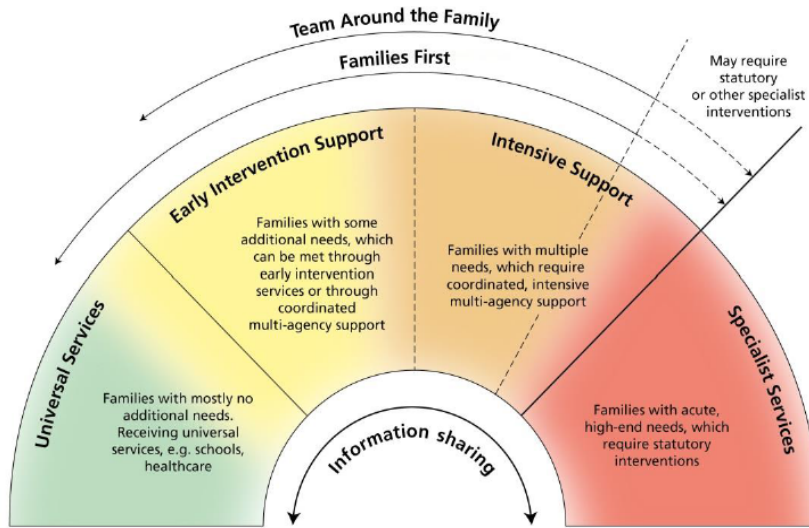


Figure 1: The spectrum of services for children

Prevention and Early Intervention

The importance of preventive work and early intervention is well-recognised and is a fundamental principal of the Act. The Act clearly aligns itself with the belief that the provision of early intervention and preventive services will ultimately contribute to the prevention, delay or reduction of people needing care and support, including children suffering abuse and neglect.

There has been a real focus in the last year in Children’s Services to implement a co-ordinated approach to early intervention and prevention. Early help and support services are developing well. Such services enable the earlier identification of a family’s strengths and needs and can support positive family change including signposting of families to universal provision.

Preventative resources in Children’s Services have been joined up and targeted through the ‘Building Stronger Families’ offer. Practitioners now work directly with families to support them in setting and working towards their own family goals and aspirations.

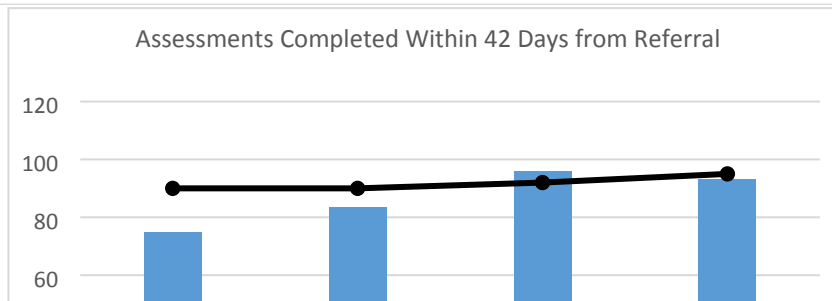
An Early Help Panel has been established, this helps families get the right help when they need it and for agencies to understand each other’s ‘service offers’ better. SPACE (Single point of Access for Children’s wellbeing) has been integrated into the Early Help panel to support children, young people and their families with positive mental health and well-being.

An Edge of Care Team has been established and is now fully implemented to support families and to help ensure that wherever possible and safe, children can remain at home.

We are measuring the outcomes of all our preventative and family support services to understand where there is a case for increasing the resource. Work is ongoing to ensure Step up Step down and early help statutory interventions are working well and to evaluate performance.

Front Door

Children’s services received 2,551 contacts on 1,262 children in the first two quarters of the year, an increase on the 2,311 contacts on 1,142 children received in the same period last year. An increase in



activity and complexity were particularly noted during the summer months which coincided with staff leave, putting pressure on services. Contacts are most commonly received from police, education and health. 486 children and families received advice or assistance followed by case closure at the front door.

The percentage of assessments completed on time (measure 24) improved during 2018/19 so that Monmouthshire was amongst the top performers in Wales. There has been a slight reduction in timeliness so far this year, in part due to an increase in activity at the front door (see figure 2).

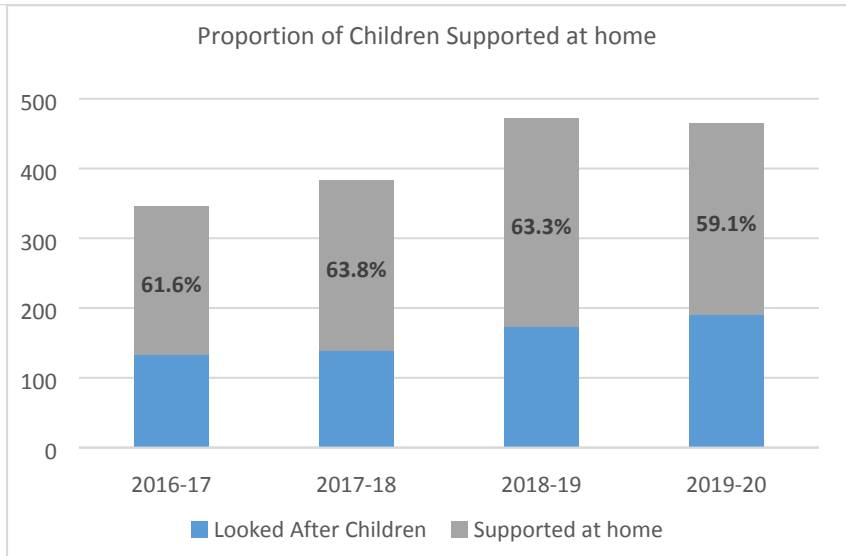


Figure 3: The proportion of children supported at home

Children Receiving Care and Support

Following an assessment care and support may be arranged if a child or family required additional support. This is set out in a care and support plan which is reviewed to ensure it remains appropriate.

The recently completed census of children receiving care and support in Monmouthshire shows that over a third of the children supported have parents experiencing mental ill health and almost one quarter have parents with substance misuse issues. This remains broadly consistent with last year.

The Edge of Care service aims to help ensure that wherever possible and safe, children can remain at home. However, against an increase in the number of Looked After Children (LAC), the percentage of children supported at home (measure 25), has decreased so far in 2019/20 (see figure 3).

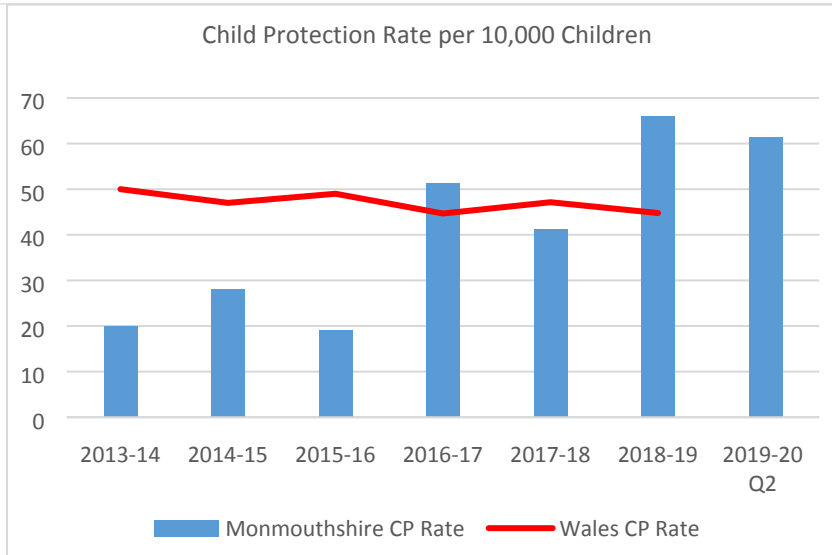


Figure 4: The rate of children on the child protection register

Child Protection

The number of children on the child protection register in Monmouthshire increased substantially from 73 to 116 at the end of 2018/19, this is contrary to the overall Welsh trend which showed a 5% decrease during the same period. The increase during 2018/19 meant the rate per 10,000 child population exceeded the Wales rate at the same point in time (see figure 4). Children are mostly commonly registered under the categories of neglect or emotional abuse, this is also the case across Wales.

At the end of September 2019 there were 108 children on the register, which, while a decrease, remains above the most recently published Welsh rate.

We are conscious there could be some false lows from previous practice. An increase in demand could possibly be due to greater safeguarding awareness and how we respond to risk and need. The outcomes of the children on the child protection register will always be the priority.

69 children were registered during the first 6 months of 2019/20 compared to 105 during the same period last year. Meanwhile, 77 children were deregistered between April and September this year, compared to 41 during same period last year.

Of the children added to the child protection register during the first six months of the year, 2.9% had a prior registration ending in the preceding 12 months (measure 27). This is a broadly positive indication that previous child protection interventions have been effective.

Children have regular reviews while on the child protection register at which the plan is reviewed and the child's continued registration is considered. The children deregistered during the period spent an average of 269 days on the register (measure 28).

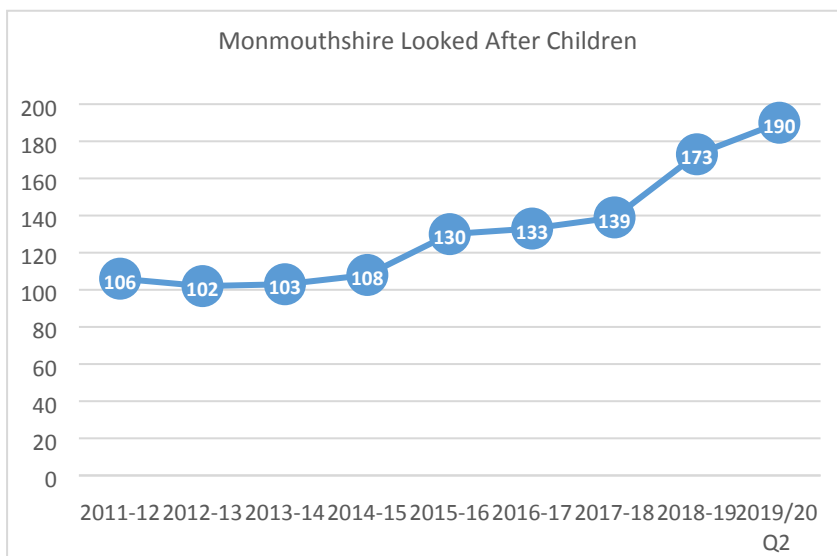


Figure 5: Number of Monmouthshire Looked after Children

Looked After Children

The number of looked after children in Monmouthshire has increased from 173 at the end of 2018/19 to 190 at the end of September 2019 continuing the upward trend (see figure 5). On average across Wales there was an increase in the number of looked after children of 7% during 2018/19, in Monmouthshire there was a 24% increase (see rates of look after children in figure 6).

Of the 190 looked after children at the end of September, 44 were placed with their own parents and 40 cared for by extended family members or friends. This is 44% of the total LAC population and is significant, as generally children benefit from being placed within their extended family or existing social networks.

Whilst we develop interventions to address early identification, and manage appropriately pre- and post-statutory intervention with families, the growing numbers mean that services are under pressure. Work is underway to maximise the opportunities to reduce the current trends, Welsh Government recently carried out a Looked after Children's review across Wales. As part of this we have submitted plans to reduce the numbers of children being looked after. This relies heavily on all parts of the system being geared to support the plans for reduction.

Monmouthshire is aiming to attract more foster carers to offer placements to looked after children. Active campaigns are being run to increase the rates of in house foster carers. During 2018/19, the overall number of foster carers increased from 51 to 65 (see figure 7). By the end of quarter 2 there was an increase to 71 foster carers which includes kinship carers (friends or relative caring for a specific child). Although this is a positive increase, the increasing number of looked after children means that demand remains high and therefore recruitment campaigns are continuing.

The local authority must promote the health and well-being of looked after children and has a responsibility as Corporate Parents to ensure that all Looked After Children within our County have the opportunity to live a safe, happy, healthy and fulfilling life. A care leavers consultation event has been held, the outcomes of which have been used to formulate an action plan for the corporate parenting panel. One of the outcomes following the care leavers

BEST POSSIBLE START IN LIFE



65 foster carers
providing homes
 for children and young people

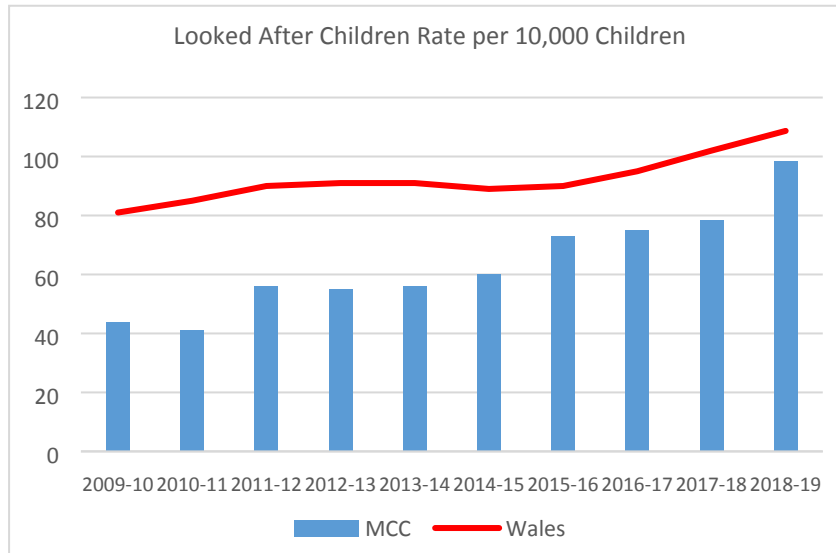


Figure 6: The rate of looked after children

consultation event is care leavers residing in Monmouthshire now have access to a free leisure pass.

So far in 2019/20 just under half of looked after children were recorded as having a dental check within 3 months of becoming looked after (measure 30). While 92% of looked after children were registered with a GP within 10 days of entering a placement (measure 31).

Looked after children benefit from stability and where possible placement and school moves are minimised. The percentage of looked after children moving schools was in the top quartile in Wales last year and remain low at 2.7% so far this year (measure 32).

The percentage of looked after children who experienced 3 or more placements during the year (measure 33) is currently at 4.2%. Placement moves happen for a variety of reasons and can be in order to find the most appropriate placement. The increase in foster carers is key to ensuring there is not only enough capacity but also the most appropriate placement available for children.

There are varying and individual reasons for children leaving care and it isn't always possible for children to return home. At quarter 2, 11 children returned home from care, exceeding the total for the whole of last year (measure 26).

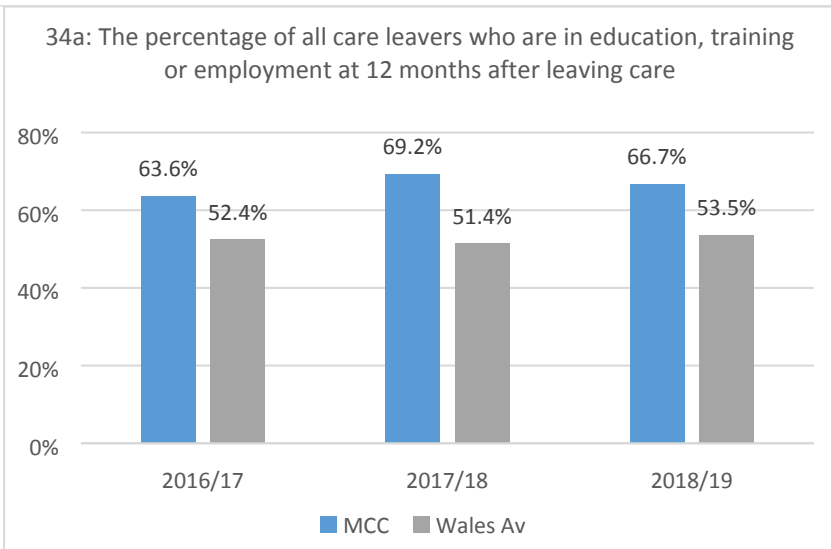


Figure 8: The percentage of care leavers in education, training or employment at 12 months after leaving care, Monmouthshire compared with Wales

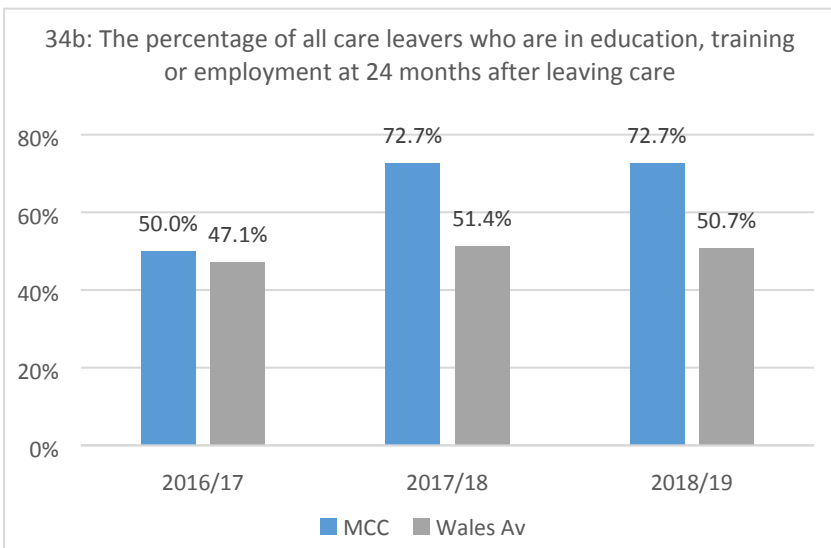


Figure 9: The percentage of care leavers in education, training or employment at 24 months after leaving care, Monmouthshire compared with Wales

Care Leavers

Local authorities have a responsibility to assist children to prepare for, and transition to, leaving care. At the end of quarter 2 there were a total of 58 care leavers ranging from 16 year olds preparing to leave care to care leavers aged over 21 and still in education.

Of the care leavers who left care 12 months ago, half are engaged in education, training or employment (measure 34a). Of those who left care 24 months ago, one third are engaged in education, training or employment (measure 34b), the numbers of care leavers included in this indicator at quarter 2 is low and will increase throughout the remainder of the year. Charts 8 and 9 shows Monmouthshire's previous performance has been consistently higher than Welsh averages.

Of all care leavers, 1.7% have experienced homelessness at some point during the year (measure 35). As to be expected, the reasons for care leavers becoming homeless are varied and can be complex.

As the recent Corporate Parenting Annual Report to council details, despite the many adversities and challenges care leavers have faced, there are many notable recent achievements to celebrate, including securing apprenticeships, University degrees and participating in volunteering programs.

Service
Comments**Head of Service Comments:**

The report highlights that the service remains under pressure in terms of the numbers of children and families who require our support. We have continued to respond to this pressure, expanding and developing services particularly through our family support offer so that the right help is provided at the right level of intensity. Early evaluation of our family support services indicates clear and positive outcomes for families (for example our Achieving Change team is currently working with 50 plus children on the 'edge of care' to enable them to remain living safely with their parents).

The coherency and range of family support services, together with our focus on strengths based practice within a risk assessment framework, continues to provide confidence within the service that whenever it is safe to do so children are supported within their own homes and communities. Never-the-less, the number of looked after children remains higher than we would wish, particularly in light of the national drive towards addressing the rates of looked after children across Wales. Consequently, over the next year as well as continuing to embed preventative services, we are expanding our offer to ensure that children are equally supported to leave care safely. Our 'Families Together' mini-team will be working specifically to support this endeavour. Our rates of children exiting care so far this year are an early indication of positive movement on this front.

Aiming to enhance our in-house fostering provision remains a high priority at a corporate level and has seen Monmouthshire lead the way in terms of the quality of its marketing and recruitment campaigns. Progress remains slow but steady and it is hoped that the *20 for 20 reasons to foster* will create an additional boost and impetus. Reducing our reliance on private and independent fostering services is a cornerstone to our aspirations of reducing the overspend within children's services, whilst at the same time achieving the best possible outcomes for children. The introduction of our therapeutic fostering service (MyST) working intensely with a small cohort of our most vulnerable and complex young people similarly speaks to this agenda.

The children's services workforce remains its most valuable resource and asset. Our approach to workforce planning and long-term sustainability remains proactive resulting Monmouthshire Children's Services maintaining a positive position comparatively within Wales regarding levels of sickness absence, use of agency workers and labour turnover. Over the next 18 months we will continue to focus on practice development supporting and enabling practitioners across all of children's services to support families using strengths based approaches.

Jane Rodgers

Collaboration/ Partners we are working with	Gwent Police, Education, Youth Offending Service, Action for Children, Aneurin Bevan University Health Board and South East Wales Adoption Service.
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What we have spent on this objective

The 2019/20 net budget for Children Services is £11.9m, over half of which relates to looked after children, in particular, placements for looked after children.

At month 2 Children's Services are forecasting a £2.069m overspend, experiencing significant demands placing pressure on the placement budget, plus the knock on effect in the associated legal and transport provision to support care packages and the need to cover internal staff shortages.

How are we performing?

Performance Measures:

Performance Indicators	2016/17 Actual	2017/18 Actual	2018/19 Actual	2019/20 Q2	2019/20 Target	Performance Against Target	Performance Trend	2018/19 Wales Av	2018/19 Quartile
Number of Looked After Children	133	139	173	190	N/A	N/A	N/A	N/A	N/A
Number of Children on the Child Protection Register	91	73	116	108	N/A	N/A	N/A	N/A	N/A
24: The percentage of assessments completed for children within statutory timescales	74.69%	87.31%	95.9%	93.2%	95%	x	↓	88.9%	Top
<i>Numerator: Number of assessments for children completed within statutory timescales</i>	611	688	720	234					
<i>Denominator: Number of assessments for children completed during the year</i>	818	788	751	251					
25: The percentage of children supported to remain living within their family	61.56%	63.80%	63.35%	59.1%	65%	x	↓	64.7%	Middle
<i>Numerator: The number of children supported to remain living within their family</i>	213	245	299	275					
<i>Denominator: The number of children supported at 31 March</i>	346	384	472	465					
26: The percentage of looked after children returned home from care during the year	14.44%	13.81%	4.55%	5.4%	15%	x	↑	9.6%	Bottom
<i>Numerator: Number of looked after children who return home from care during the year</i>	26	25	9	11					
<i>Denominator: Number of looked after children during the year</i>	180	181	198	205					
27: The percentage of re-registrations of children on local authority Child Protection Registers (CPR)	2.38%	5.26%	3.49%	2.9%	<8%	✓	↓	5.1%	Middle
<i>Numerator: Number of re-registrations of children on the CPR during the year</i>	*	6	6	*					
<i>Denominator: Total number of registrations on CPR during the year</i>	*	114	172	*					
28: The average length of time for all children who were on the CPR during the year	230	227	260	269	≤ 270 days	✓	↓	253	Middle
<i>Numerator: The total number of days each child had been on the CPR if they were removed from the CPR during the year</i>	15,660	29,946	33,794	20,693					
<i>Denominator: Number of children who were removed from the CPR during the year</i>	68	132	130	77					
29a: Percentage of children achieving the core subject	68.75%	68.75%	69.57%	N/A	Not Set	N/A	N/A	58.3%	Top

indicator at key stage 2									
<i>Numerator: The number of children who achieved the core subject indicator at key stage 2</i>	11	11	16	N/A					
<i>Denominator: The number of children who need care and support and are in the final year of key stage 2</i>	16	16	23	N/A					
29b: Percentage of children achieving the core subject indicator at key stage 4	29.41%	6.67%	11.11%	N/A					
<i>Numerator: The number of children who achieved the core subject indicator at key stage 4</i>	5	*	*	N/A	Not Set	N/A	N/A	10.9%	Middle
<i>Denominator: The number of children who need care and support and are in the final year of key stage 4</i>	17	*	*	N/A					
30: The percentage of children seen by a registered dentist within 3 months of becoming looked after	56.52%	75.86%	73.33%	47.6%					
<i>Numerator: The number of children who became looked after during the year who have been seen by a dentist within 3 months</i>	13	22	22	10	80%	x	↓	59.5%	Middle
<i>Denominator: The number of children who became looked after during the year who should have been seen by a dentist within 3 months</i>	23	29	30	21					
31: The percentage of children looked after at 31 March who were registered with a GP within 10 working days of the start of their placement	98.33%	100%	100%	91.7%					
<i>Numerator: Number of children looked after at 31 March who were registered with a GP within 10 working days of the start of their placement</i>	59	56	74	66	100%	x	↓	90.6%	Top
<i>Denominator: Number of looked after children at 31 March who had a placement start during the year</i>	60	56	74	72					
32: The percentage of looked after children who have experienced 1 or more changes of school, during a period or periods of being looked after, which were not due to transitional arrangements, in the year to 31 March	8.14%	9.47%	5.26%	2.7%					
<i>Numerator: The number of children of compulsory school age looked after at 31 March who have had one or more changes of school, which were not due to transitional arrangements</i>	7	9	6	*	10.0%	✓	↓	10.0%	Top
<i>Denominator: The number of children of compulsory school age looked after at 31 March</i>	86	95	114	*					

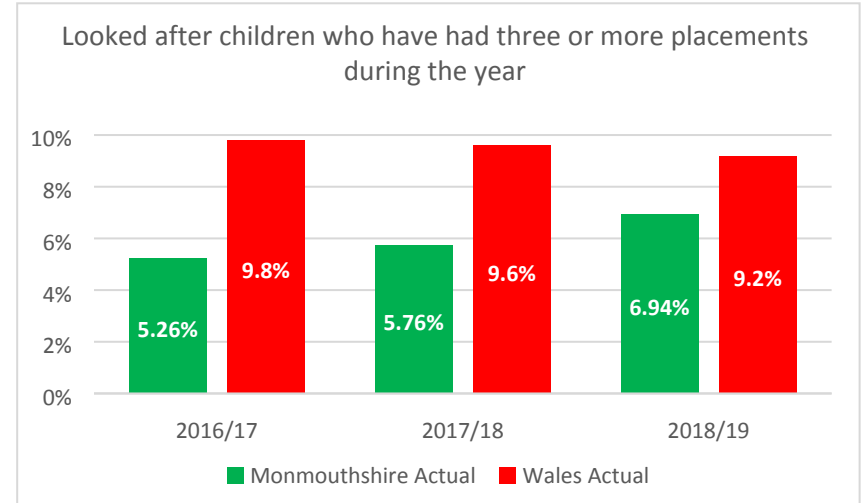
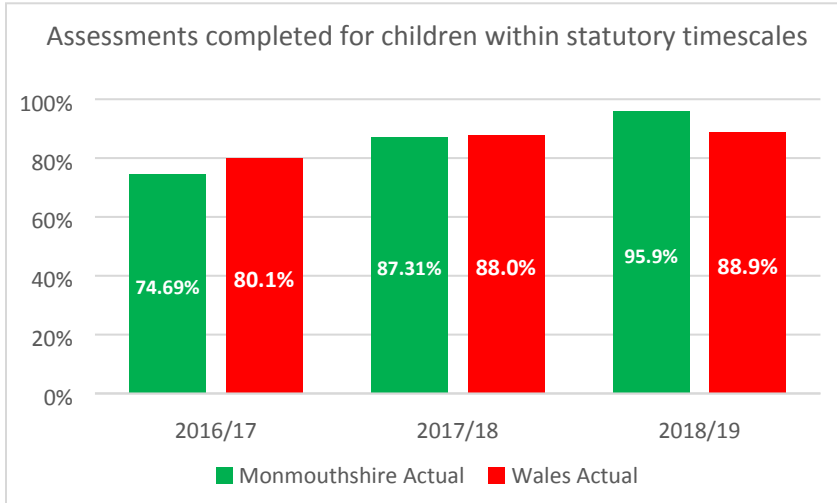
33: The percentage of looked after children on 31 March who have had three or more placements during the year	5.26%	5.76%	6.94%	4.2%					
<i>Numerator: The number of children looked after at 31 March who had three or more separate placements during the year</i>	7	8	12	8	6.5%	x	↓	9.2%	Top
<i>Denominator: The total number of children who were looked after at 31 March</i>	133	139	173	190					
34: The percentage of all care leavers who are in education, training or employment at: a) 12 months after leaving care	63.64%	69.23%	66.67%	50.0%					
<i>Numerator: Number of care leavers who were engaged in education, training or employment 12 months after they left care</i>	7	9	6	*	75%	x	↓	53.5%	Top
<i>Denominator: The number of young people who became care leavers during 2016-17</i>	11	13	9	*					
34: The percentage of all care leavers who are in education, training or employment at: b) 24 months after leaving care	50.00%	72.73%	72.70%	33.3%					
<i>Number of care leavers who were engaged in education, training or employment 24 months after they left care</i>	*	8	8	*	75%	x	↓	50.7%	Top
<i>Denominator: The number of young people who became care leavers during 2015-16</i>	*	11	11	*					
35: The percentage of care leavers who have experienced homelessness during the year	5.45%	9.62%	3.64%	1.7%					
<i>Numerator: The number of care leavers who have experienced homelessness during the year</i>	*	5	*	*	0%	x	↑	11.5%	Top
<i>Denominator: The number of care leavers aged 16 to 24 on 31 March</i>	*	52	*	*					

*Numerator and denominator removed due to low numbers

How do we compare other areas

National Performance Indicators – How we compare:

Limited comparable data for 2018/19 was released, what is available has been used to show how our current performance compared to Wales in 2018/19. Below are the indicators of Children’s Services which are also included in the Public Accountability Measures set by Data Cymru.



Report for Scrutiny

KS4 (FINAL)

2018-19

Monmouthshire

Purpose of this Report: To inform members of Welsh Government policy changes in relation to KS4 interim performance measures.

Introduction and Context

The Welsh Government has been developing new evaluation and improvement arrangements to replace parts of the current accountability system. These arrangements have been co-constructed with colleagues in schools, Estyn, local government, regional consortia, and taken international research into consideration. They have been carefully developed to ensure that they align with and help support the realisation of the new curriculum and associated reforms.

The new arrangements will support the aim of raising standards, reducing the attainment gap, and delivering an education system that is a source of national pride and public confidence.

The arrangements are based on the following four key principles. They will be:

- fair – they will promote equity, inclusion, choice, individual pathways to learning and never losing sight of the learner;
- coherent – allowing each part of the system to work together without overlapping, with clear roles and responsibilities;
- proportionate – ensuring that the implementation of the new arrangements and process is manageable and makes a difference;
- transparent – recognising the breadth of learning experience across schools and the value added by teacher in class

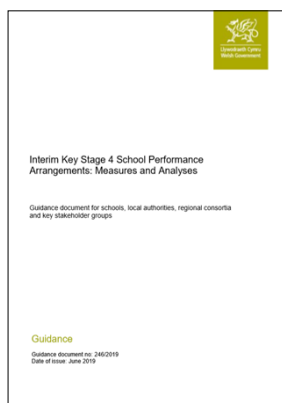
Over the next three years, there will be an evolving programme of future developments, making the transition between the current system and the future plans. The process of developing the new Evaluation and Improvement arrangements by 2022 will evolve in a planned way to support schools and others to build a self – improving system and plan for sustained improvements.

In May 2018, the Minister for Education announced the introduction of a suite of interim Key Stage 4 performance measures that were developed through collaboration with head teachers and key stakeholders. The new measures, based on points scores, were designed to remove the historic emphasis on the Level 2 threshold measure and the narrow focus on borderline C/D grade learners that past use of threshold measures has cultivated. Instead, they reflect a school average of all individual learners' points' scores, rather than a percentage attaining a minimum threshold level.

The measures have been designed to help broaden learner choice, valuing individual learner needs and achievement. This will help better capture the progress of every learner. Whilst the interim measures are broader in order to achieve this goal, existing

curriculum requirements and expectations of provision remain. There will continue to be headline measures on literacy, numeracy and science.

Interim Key Stage 4 School Performance Arrangements



In June 2019, the guidance document for schools, local authorities, regional consortia and key stakeholder groups was issued, on the Interim Key Stage 4 School Performance Arrangements: Measures and Analyses.

Guidance document no: 246/2019 Date of issue: June 2019

Reporting against the interim performance measures will commence in September 2019.

It is understood that the interim measures will not significantly change the systemwide behaviours. However, schools should not be placed under disproportionate scrutiny on the basis of one or two measures in isolation, as we move to a system that values a much wider range of factors in assessing a school's effectiveness in best providing for individual learners' needs.

There is an expectation that local authorities and regional consortia support schools to make appropriate decisions about their curriculum to avoid narrowing choice for learners.

As a minimum, there is an expectation that most learners will study:

- both a Welsh/English language and literature qualification;
- both mathematics and mathematics - numeracy GCSEs;
- and either three separate science GCSEs or a double award GCSE.

The best interest of the learner must always be the main factor in any decision about the qualifications chosen and learners' choices must not be dictated by changes to performance measures.

Over the next six months, Welsh Government will commission an independent research project to review the performance measurement system. Decisions on future indicators, and the associated systems that will supersede the interim arrangements, will be informed by this research, in conjunction with the responses received in response to a full consultation with schools and key stakeholders.

Interim Performance Measures: Basic principles

Cohort being measured

The cohort measured will remain as Year 11 learners. All Year 11 learners on the school's roll will be included in Key Stage 4 (KS4) results data with the exception of those identified as:

- NEWBES (New to the English or Welsh based Education System within the last two academic years); or
- FEWBES (From an English or Welsh based Education System but with qualifications that are not counted in Wales KS4 performance data).

Whilst such learners can be excluded from the figures, this will mean they will be excluded from all the KS4 performance data measures at a school level.

Qualifications that can be included in KS4 performance data

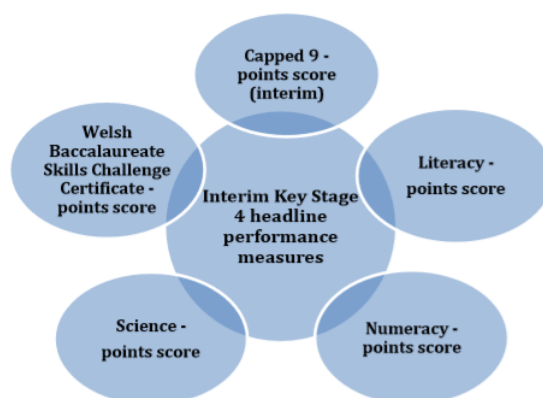
All qualifications approved or designated for delivery in Wales continue to count towards KS4 performance measures, other than where particular subject requirements are specified.

Only the first complete awarding of a qualification can be included in the measures, irrespective of whether a better grade is subsequently achieved for the same qualification by a learner. This change encourages schools to enter learners when schools are confident, they are ready to gain their best possible result. It does not prevent a learner resitting should a school or learner wish to attempt to improve their results, but the resit result would not count towards school performance measures, even if the outcome is higher.

Overview of headline measures

The interim performance measures are made up of five headline measures, all based on points scores:

1. Capped 9 measure (interim)
2. Literacy measure
3. Numeracy measure
4. Science measure
5. Welsh Baccalaureate Skills Challenge Certificate measure



Capped 9 Measure

No*	Slot	Requirement	
1	Literacy slot	Subject specific requirements** (GCSEs only)	Best result of first awarding of: Welsh first language or English language or Welsh literature or English literature
2	Numeracy slot		Best result of first awarding of: mathematics – numeracy or mathematics
3	Science slot		Best result of first awarding of (currently limited to awards in the WJEC suite of science GCSE qualifications available to learners): biology, chemistry, physics, science (double award) applied science (double award) and applied science (single award)
4	'Other six' (GCSEs or equivalent volume of qualifications)	Best six remaining qualification awards***	All qualifications approved/designated for pre-16 delivery in Wales can count, subject to usual discounting rules and excluding Essential Skills Wales qualifications. The Welsh Baccalaureate Skills Challenge Certificate qualification can count towards one of these slots where it features in a learner's best remaining awards.
5			
6			
7			
8			
9			

*Each slot is the equivalent of one GCSE in size.

The literacy, numeracy and science slots are also standalone performance measures.

**Where multiple awards can count, the best grade achieved by a learner is taken. Only the result for the first complete awarding of that qualification is considered when identifying the best grade.

*** There is no cap on total volume of non-GCSEs contributing to the 'Other six' slots.

Use of Data

In order to support robust and rigorous self-evaluation WG are making changes to the information they provide to schools in the All Wales Core Data Sets (AWCDS) to reflect the interim KS4 performance measures. The information should not be considered in isolation and is by no means an exhaustive list of what schools should be looking at. It should be considered alongside schools' own data (including, for example, learner participation, learner characteristics, prior attainment, socioeconomic background etc.), to enable a thorough evaluation of performance. Data is only a small part of what should be considered in evaluating how effective a school is.

The data pack will only tells part of the story; it is for each school, supported by their local authority and regional consortia, to consider it alongside other evidence and local knowledge in order to inform school self-evaluation, target setting and planning.

National benchmarking data was previously provided to allow a comparison with other schools in similar socio-economic circumstances to encourage collaboration. However, the way in which benchmarking has been used has instead driven competition between schools and local authorities rather than collaboration. It will, therefore, no longer be provided.

In its place, Welsh Government will be providing a range of new analyses to enable schools to look at data from a range of angles and taking into account the performance of all learners. These will be released during the autumn term 2019, with the first release scheduled for mid-October 2019.

In line with the move away from threshold measures, WG will no longer be providing analyses on the percentage of learners achieving: individual subjects, including the Welsh Baccalaureate at Foundation or National, or threshold performance measures, namely the Core Subject Indicator (CSI) or Level 2 threshold.

The exceptions to this are the Level 2 inclusive (L2+) and Level 1 threshold measures – the requirement for schools to set targets for KS4 learners against these measures has remained in legislation for the 2018/19 academic year. Therefore, in order to assist individual schools with monitoring progress against targets, WG will provide schools with their Level 2 inclusive and Level 1 attainment data, in addition to the new interim measures. Two versions of the Level 2 inclusive measure will be provided: one with and one without Welsh or English literature qualifications being able to contribute towards the literacy component.

Some examples of the type of questions schools should be asking when looking at the data provided include:

- What are our stronger and weaker subjects / performance indicators?
- What are the trends for subjects / performance indicators?
- Is our performance higher, the same as, or lower than, expected?
- How different were actual outcomes from those expected (a little, a lot)? If there is a notable difference – what might have caused this?
- Are there any contextual factors that have affected performance for this indicator / subject?
- How does the performance of boys compare to that of boys in similar schools?
- How does the performance of girls compare to that of girls in similar schools?
- How does the performance of FSM learners compare to that of their counterparts in similar schools?
- Are there trends over time indicated for boys' / girls' performance?
- How does our school performance compare with our statistical family, the local authority and Wales? What are the similarities? What are the differences?
- Are some family schools more consistent in having higher outcomes?
- What might account for these e.g. have any specific strategies or curricular arrangements been implemented in the school?
- Are there trends over time to grade distributions?
- How do the grade distributions compare across subjects within the school, and with other schools in the family?
- Are there trends in the performance of the lower, middle or upper third?
- How do the average points scores for each third compare with the modelled points scores?
- What proportion of the school's cohort is included within each national third?
- How does that pattern compare across the family and with the local authority?

- How does the proportion of the school's Capped 9 Points Score (interim) ('other six' slots only) that is made up of non-GCSEs compare to that of similar schools?
- What could be the reasons for this?

Welsh Government, Estyn and WLGA Letter on Evaluation and Improvement Arrangements, 16 July 2019

Chairs of Scrutiny, Cabinet Members, Directors of Education, Chief Executive Officers, Managing Directors of Regional Education Consortia

This joint communication from Welsh Government, the WLGA and Estyn to Chairs of Scrutiny, Cabinet Members, Directors of Education, Chief Executive Officers, Managing Directors of Regional Education Consortia, stated that:

“It is counter-productive for schools to be placed under disproportionate pressure on the basis of individual measures. It is not in the interest of school improvement and risks undermining the ongoing change in culture that we are working together to achieve. We expect local authorities and regional consortia to support schools to make appropriate decisions about their curriculum to avoid narrowing choice for learners.

Collectively, we have agreed that this is the right approach to take and strongly advise you to **use a broad range of un-aggregated data and information** to enable you to discharge your duties when reporting on school performance. Evaluating the performance of individual schools rather than generating aggregated data at local authority level will be more helpful to supporting and challenging individual schools with their improvement.”

The content of this scrutiny report is therefore intended to be used within the context of a wider range of information and a range of regional processes that the local authority will use to evaluate individual school performance, and therefore support and challenge more appropriately to secure improvement.

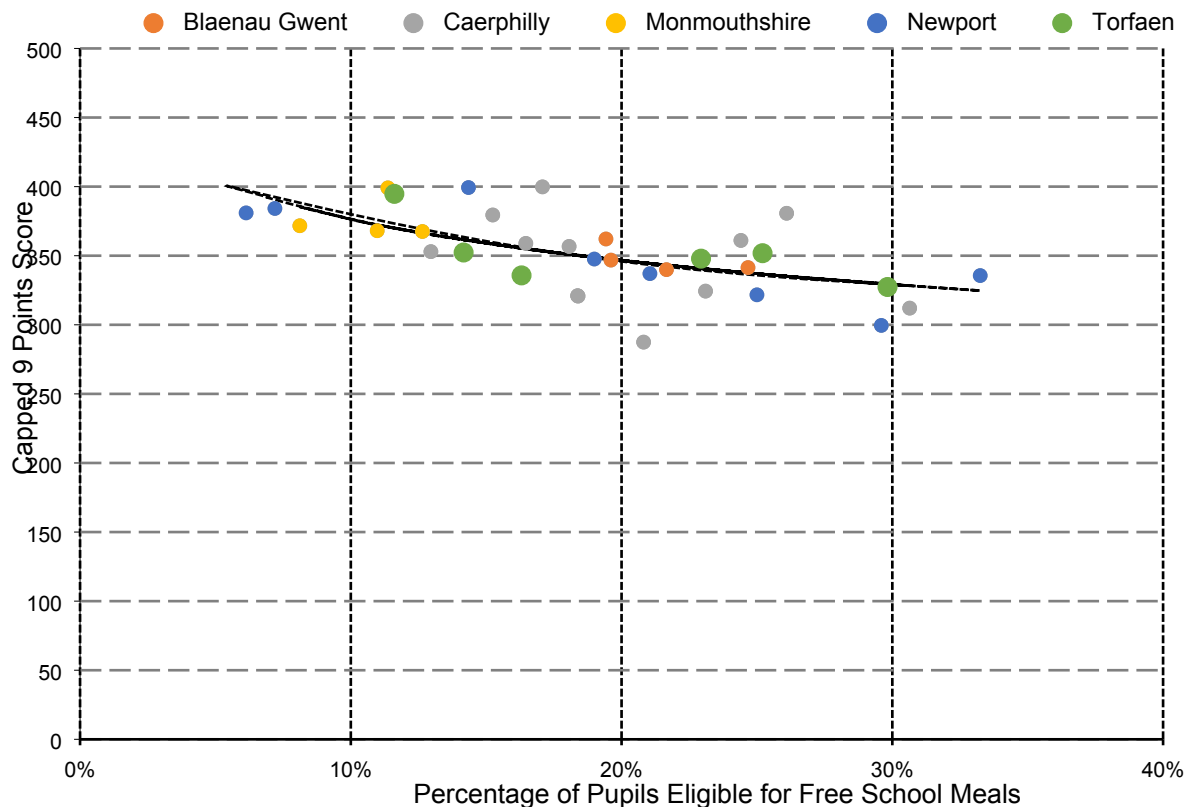
For example, for 2018-2019, the region is implementing a protocol for reviewing School Development Plans. The school development plan (SDP) is the school's strategic plan for improvement. It should set out the actions a school will take to improve learner outcomes based on whole school self-evaluation, using a range of performance information. This regional review and evaluation process will support schools to ensure that the processes for school improvement planning are effective. It will support national reform and target setting arrangements.

Capped 9 Performance Overview

The charts below provide an overview of performance across all schools in the regions (anonymised and non-aggregated).

Each dot on a chart represents a single school within the region. Each chart is organised by the FSM % of each school (PLASC 2019), so that the schools serving our least disadvantaged communities are on the left, and those serving our most disadvantaged are on the right.

The single line through each chart is the 'line of best fit' across the region. If schools are on or around the line, then they are performing in line with expectation (for the region). Schools that are well above the line are performing well above expectation for that particular year. Schools that are well below the line, are performing well below expectation.



The table below provides a regional overview of performance for the new interim measures. This enables members to familiarise themselves with school level regional performance.

The table is sorted from highest performing Capped 9 to lowest performing. Each row represents a single school. Please note though that the school's FSM % is provided to provide some context.

School	LA	FSM - 3 year RA	Capped Point 9	Average points for best of Literature or first Language Welsh or English GCSE	Average points for best of Mathematics or Mathematics - Numeracy GCSE	Average points for best Science GCSE	Average points for Welsh Baccalaureate Skills Challenge Certificate
			399.8	42.7	44.1	42.1	38.9
			399.3	43.3	43.9	43.6	40.5
King Henry VIII Comprehensive	M	11.4	399.1	43.7	45.5	44.0	40.5
			394.8	43.6	40.4	42.5	37.0
			384.2	42.5	41.1	41.6	38.6
			381.0	41.6	44.0	43.5	38.6
			380.7	40.8	39.1	38.6	41.3
			379.5	37.4	38.4	39.1	40.4
Monmouth Comprehensive	M	8.1	371.7	41.2	40.7	40.7	42.8
Caldicot School	M	11.0	368.1	39.8	37.4	37.6	40.8
Chepstow Comprehensive	M	12.6	367.5	41.2	41.6	37.6	42.8
			362.1	39.2	36.1	36.4	36.8
			361.1	37.3	38.1	37.3	39.1
			358.9	37.5	38.3	33.2	37.7
			356.7	41.8	35.7	40.1	41.3
			352.9	42.3	39.5	38.0	38.1
			352.3	41.9	38.4	39.1	36.9
			351.8	34.5	35.3	37.2	35.1
			347.9	38.0	38.6	36.7	33.5
			347.6	37.0	36.0	34.8	36.0
			346.8	38.2	30.7	27.7	38.1
			341.4	34.6	33.5	27.3	36.9
			339.9	37.4	35.5	36.5	38.0
			337.0	36.3	33.9	29.4	36.2
			335.8	38.1	35.3	32.8	32.0
			335.6	34.7	34.6	34.1	29.8
			327.4	33.8	31.6	34.0	36.2
			324.4	36.2	34.9	35.1	34.7
			321.7	37.4	34.1	31.2	31.8
			321.1	36.4	34.2	32.9	38.5
			320.8	35.7	36.1	36.5	33.0
			312.1	31.8	31.6	27.6	32.7
			299.6	33.7	30.8	26.6	32.6
			287.5	35.6	32.7	29.9	36.5
Highest			399.8	43.7	45.5	44.0	42.8
Median			352.1	37.8	36.1	36.6	37.4
Lowest			287.5	31.8	30.7	26.6	29.8

The table below provides a regional overview of performance for the Capped 9 only, split by FSM / non FSM. The table remains sorted from highest performing Capped 9 overall to lowest performing. Each row represents a single school.

School	LA	FSM - 3 year RA	Cohort non FSM	Cohort FSM	Capped Point 9			
					All Pupils	non FSM	FSM	Diff.
					399.8	413.6	317.4	-96.2
					399.3	403.1	373.3	-29.8
King Henry VIII Comprehensive	M	11.4	139	12	399.1	407.1	306.6	-100.5
					394.8	398.3	362.2	-36.1
					384.2	394.3	226.4	-167.9
					381.0	386.4	277.0	-109.4
					380.7	390.1	352.7	-37.4
					379.5	393.2	321.2	-72.1
Monmouth Comprehensive	M	8.0	221	24	371.7	379.9	296.1	-83.8
Caldicot School	M	10.4	222	18	368.1	377.5	251.9	-125.5
Chepstow Comprehensive	M	11.8	132	19	367.5	384.2	309.4	-74.9
					362.1	374.7	325.5	-49.8
					361.1	368.8	316.7	-52.1
					358.9	369.0	311.0	-58.0
					356.7	369.8	287.4	-82.3
					352.9	362.4	273.6	-88.8
					352.3	359.8	310.7	-49.1
					351.8	362.8	311.0	-51.8
					347.9	355.6	284.8	-70.8
					347.6	356.3	303.8	-52.5
					346.8	357.1	302.1	-55.0
					341.4	354.0	301.4	-52.5
					339.9	359.4	263.9	-95.5
					337.0	351.5	273.4	-78.1
					335.8	351.6	260.8	-90.8
					335.6	363.6	284.1	-79.5
					327.4	339.0	304.0	-35.0
					324.4	355.4	252.0	-103.4
					321.7	334.8	270.4	-64.4
					321.1	329.7	286.8	-42.9
					320.8	353.8	303.0	-50.7
					312.1	328.4	251.6	-76.7
					299.6	316.1	260.0	-56.1
					287.5	311.4	213.3	-98.1
Highest					399.8	413.6	373.3	-29.8
Median					352.1	362.6	298.8	-71.5
Lowest					287.5	311.4	213.3	-98.1

Meaningful evaluation of the outcomes at individual school level have taken place across the autumn term in dialogue between Local Authorities, EAS and school leaders. Support for individual schools will continue to be provided in line with the National Categorisation system.

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

MEETING: Children and Young People's Select Committee
DATE: 28 January 2020
DIVISION/WARDS AFFECTED: All

1. PURPOSE:

1.1. This report asks for members to consider the full contents of the draft EAS Business Plan 2020-2021 and the Local Authority Annex 2020-2021, as part of the regional consultation process. Through this activity members will ensure that the plan enables appropriate support for schools to improve and that all pupils reach their potential across Monmouthshire.

2. RECOMMENDATIONS:

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

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

3. KEY ISSUES:

3.1. This report asks for members to consider the full contents of the draft EAS Business Plan 2020-2021 and the Local Authority Annex 2020-2021, as part of the regional consultation process. Through this activity members will ensure that the plan enables appropriate support for schools to improve and that all pupils reach their potential across Monmouthshire.

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

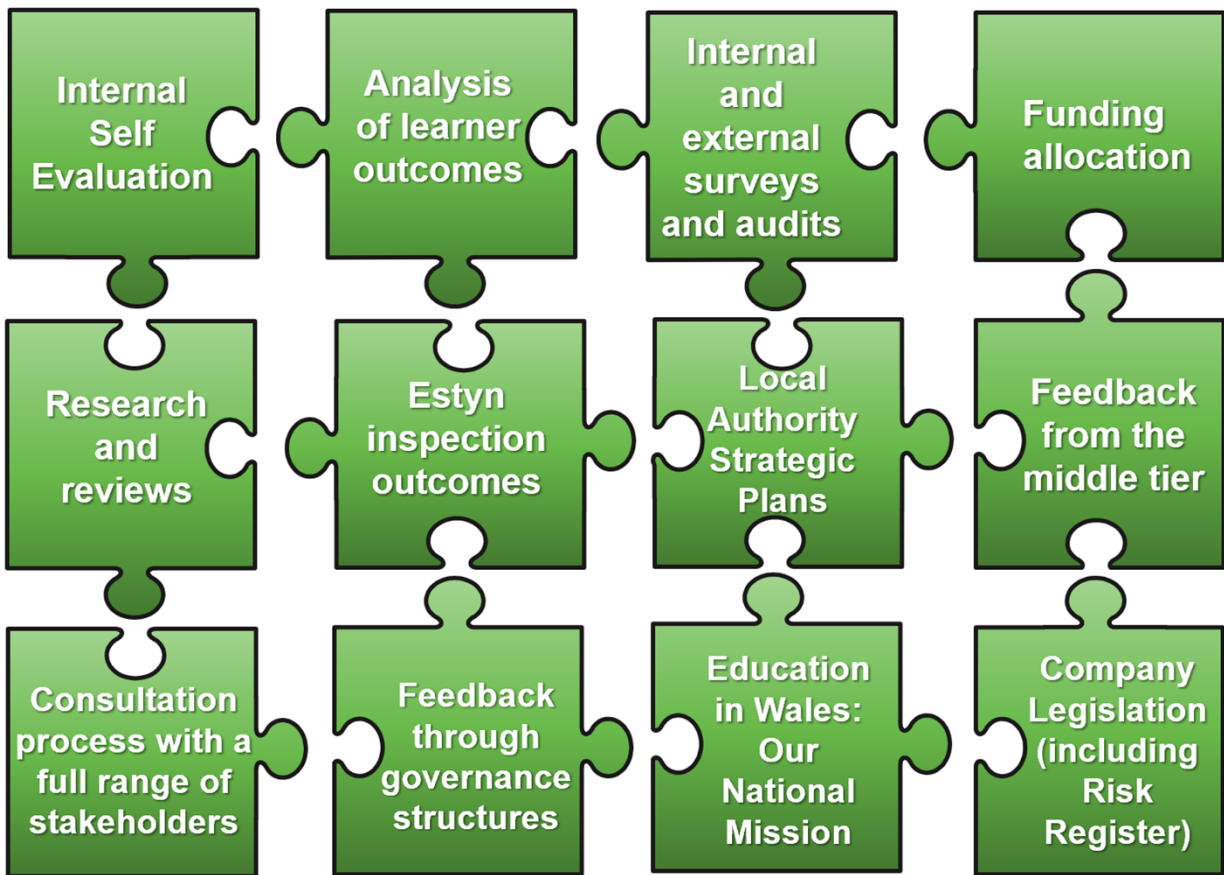
3.3. The EAS is required to submit an annual overarching regional Business Plan with accompanying annexes for each of the five Local Authorities (LAs). This Business Plan (2020–2021) outlines the programme of work that is required to continue to improve outcomes and provision for children and young people in settings and schools in South East Wales. The plan

focuses on the need to raise aspiration and accelerate improvement in pupil outcomes, improve the quality of teaching and leadership, support schools to realise the national reform agenda and to continue to build upon the self-improving system within and across schools and settings.

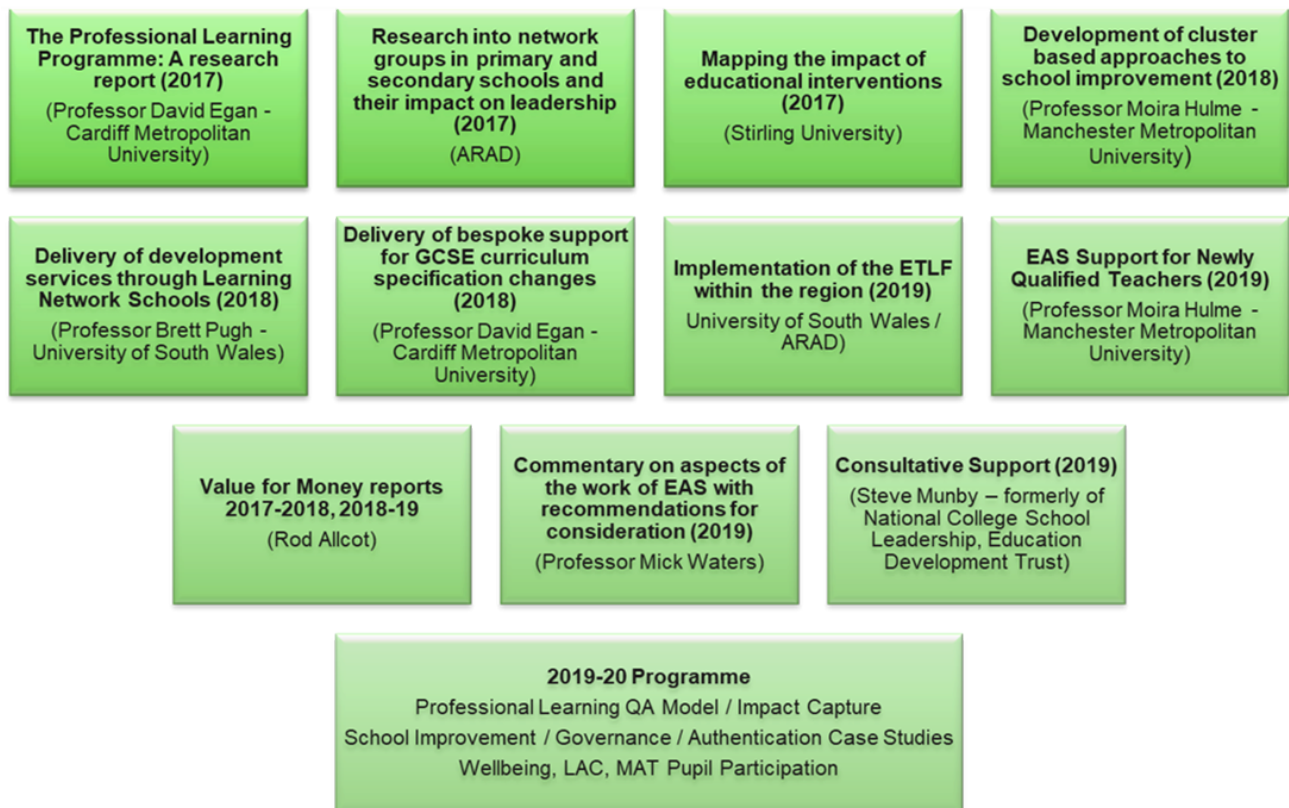
- 3.4. Priorities for the Business Plan have been derived from Local Authority Strategic Plans, the progress that has been made towards the previous Business Plan, areas that have been identified as requiring improvements through internal self-evaluation processes and external research.
- 3.5. Members are asked to take the opportunity to comment on the contents of the Business Plan as part of the consultation process and provide a written response as appropriate.
- 3.6. Members are asked to consider the main strengths and areas for development within Monmouthshire, as detailed in LA Annex and to consider how LA services can be aligned to meet the ambitious targets within the Business Plan, therefore ensuring all pupils meet their full potential.
- 3.7. Please note that a mid-year evaluation of the current business plan (2019/20) has been submitted to each of the EAS governance groups and has been available for local authorities to share as appropriate within their own democratic processes (created in November 2019). Within the context of evolving accountability arrangements school and where appropriate under Welsh Government guidance aggregate LA performance data has been presented to this committee in previous reports and this business plan has been informed by that data analysis.
- 3.8. 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. Regional investment in building the capacity of schools and educational settings over the last five years have enabled more collaborative ways of working. This approach is enabling teachers and leaders to learn from each other, to try out new approaches and to engage with educational research as the backdrop for improvement. Across the region there are now a variety of ways in which the EAS supports and challenges school improvement.
- 3.9. The EAS offers a comprehensive Professional Learning Offer (PLO) to all schools and settings across the region. For the past three years the region has funded schools to deliver a large proportion of the professional learning activity much of which is offered on a cluster basis. Each cluster has an assigned lead for professional learning who organises and co-ordinates support for, and access to professional learning across each of the clusters. In addition, each school has a regionally funded professional learning lead who co-ordinates this work at school level.
- 3.10. All schools are provided with a bespoke support package that compliments the priorities identified within their own School Development Plans (SDPs) in line with the levels of support they require. The support levels are informed by the national categorisation process, Estyn inspection outcomes or local intelligence. There is a degree of flexibility within the deployment model to allow for in-year changes in circumstances. The progress schools are making towards their priorities within their SDPs and against their local targets are captured on a termly basis are reported to local authorities

3.11. For sustained school improvement to happen it is essential that the culture for change is embedded and that all partners work together recognising that each partner (school, LA and EAS) has its role to play in securing improvements.

3.12. Priorities for the Business Plan have been derived from LA Strategic Plans, the progress that has been made towards the previous Business Plan (as noted in the regional self-evaluation document), and areas that have been identified as requiring improvements. A wide range of information has been reviewed to formulate the priorities within this Business Plan:



3.13. A wide range of research has also been undertaken to assist with refining the regional delivery model:



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

- EAS staff
- Directors of Education (within South East Wales) and Diocesan Directors
- Regional Joint Executive Group (JEG)
- EAS Company Board
- EAS Audit and Risk Assurance Committee
- Individual local authority education scrutiny committees
- Regional headteachers strategy group
- Regional governor strategy group
- Sample of teachers from within the region
- Sample of school councils from within the region

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

- Local Authority Annex documents 2020 – 2021
- Detailed Business Plan 2020–2021
- Regional Grant Mapping Overview 2020–2021
- Regional Self-Evaluation Report (Executive Summary)
- EAS Risk Register (Executive Summary)
- Regional Professional Learning Offer 2020–2021
- Local Authority Strategic Education Plan

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

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

3.18 Monmouthshire Strategic Priorities 2020/21 (as provided by the LA):

Strategic priorities for 2020/2021	Main link (s) to the improvement strands within the Business Plan
Strengthen leadership and teaching and learning capacity in identified schools to ensure that all pupils make appropriate progress from their starting points. *	1, 2 and 3
Improve the outcomes for all vulnerable learners, particularly those eFSM, at the secondary stages (key stages 3 and 4) and at the higher levels. *	1, 2 and 3
Reduce variance in outcomes between schools and departments particularly at key stage 4. *	1, 2 and 3
Work with all stakeholders to develop effective mechanisms to help reduce the amount of exclusions.	2

3.19 EAS Improvement Strands:

Improvement Strand	Description
1	i) Developing a high-quality education profession ii) Inspirational leaders working collaboratively to raise standards
2	Strong and inclusive schools committed to excellence, equity and wellbeing
3	Robust assessment, evaluation and accountability mechanisms, supporting a self-improvement system
4	EAS Business Development

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

3.21 The actions contained within the plan align with the Welsh Government strategic document Education in Wales: Our National Mission (Action Plan 2017-2021), are based upon findings from educational research and best practice and address the priorities in each local authority strategic plan.

3.22 As a result of internal self-evaluation we still need to work with local authorities to:

- Ensure that schools that require the highest levels of support and / or in Statutory Categories secure improvement within an acceptable timescale (within 2 years) to reduce their support level and / or be removed from a statutory category.
- Consider a more strategic approach to identifying the next group of headteachers in the region. Further develop the executive headship role so that the very best leaders can make an impact in more than one school.
- Provide effective intervention, challenge, support and capacity-building. Continue to be clear about the bottom lines for intervention and continue to refuse to compromise when children are losing out on a good education. In most cases the focus should be on capacity-building.
- Develop a talent management and leadership framework that focuses on middle leadership development on individual schools and clusters rather than mixed cohorts
- Retain a high bar for the identification of those who can provide support for other schools, continuing to focus on quality and ensuring due diligence and brokering the best from within and outside the region.
- Continue to build the capacity of governing bodies within the region by revising the delivery model for governor training, aligned to the cluster model and provide bespoke professional learning to secondary governing bodies to enable them to undertake their roles effectively.
- Further strengthen the governance arrangements by appointing high quality non-executive directors who can provide additional expertise and independent external challenge.
- Improve the quality of teaching and learning, to include skills development, in identified secondary schools in order to secure improved learner progress, outcomes and engagement in learning, particularly for vulnerable learners.
- Retain a high bar for the identification of those who can provide support for other schools, continuing to focus on quality and ensuring due diligence and brokering the best from within and outside the region

3.23 As a result of internal self-evaluation, we still need to work with local authorities and schools to:

- Continue to develop bespoke and school led peer review models focussing on improving the quality of teaching and learning that build mutual and reciprocal peer support and challenge.
- Continue to be clear about what the role of EAS is around the wellbeing and equity agenda. Continue to champion and to integrate the work and to stay focused on EAS priorities.
- Develop a boarder range of evaluation strategies that identifies that does not focus solely on end of key stage outcomes but looks at a range of teaching and leadership behaviours that would be a result of a support or intervention strategy.
- Further strengthen the governance arrangements by appointing high quality non-executive directors who can provide additional expertise and independent external challenge.
- Continue to promote succession planning within EAS and to empower the broader leadership team, especially when it comes to exposure to governance and to the production of strategic reports.

3.24 As a result of internal self-evaluation, we still need to work with local authorities and schools to:

- Secure the effective implementation of curriculum for Wales in all schools and settings. Engage in consultations that support the reform agenda.

- Engage in two pilot programmes for schools causing concern and the implementation of the National Resource for School Improvement.
- Design and deliver national professional learning.
- Ensure that elected members are fully apprised of changes to accountability arrangements.
- To secure an indicative 3-year grant funding model.

LA Annex Documents

- 3.25 Each LA Annex contains an overview of national categorisation for the LA, a summary of the schools in any Estyn follow-up category, aggregate pupil progress information, attendance / exclusion information and a summary of key performance areas.
- 3.26 The improvements that are required at regional and local authority level require a strong commitment of partnership-working to be successful. Where local authorities and the EAS work in close partnership, there is evidence, particularly with regards to schools causing concern, that rapid and sustainable school improvement can be achieved.

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

- 3.27 Regional investment in building the capacity of schools and educational settings over the last five years have enabled more collaborative ways of working. This approach is enabling teachers and leaders to learn from each other, to try out new approaches and to engage with educational research as the backdrop for improvement. Across the region there are now a variety of ways in which the EAS supports and challenges school improvement. The impact and effectiveness of the strategies are reviewed regularly through both internal and external processes. A summary of these supporting strategies are below:
- The role of the challenge adviser in supporting, brokering and challenging the pace of progress schools make in addressing their identified school priorities;
 - The role of EAS officers (including subject specific support, support for governors, wellbeing and equity) in supporting, brokering and challenging the pace of progress schools make in addressing their identified school priorities;
 - Access to funded school networks that support all aspects of professional development and school improvement focused on improving the quality of leadership and teaching and learning;
 - Access to a wide range of professional learning, some with accreditation options, for teaching assistants, teachers, school leaders and governors;
 - Peer working and peer reviews;
 - The use of trained and accredited coaches and mentors for teachers and leaders, sourced from within and beyond; and
 - Access to eLearning materials and high-quality resources.

Working in partnership with local authorities, schools and setting the ambitions for 2020/21 and beyond are:

- Overall the number of schools requiring the highest levels of support continues to decrease and when a school is placed within a statutory category it will be removed within an acceptable timeframe agreed with the LA.

- All schools and settings engaged in the pilot programme will have developed a bespoke teaching and learning strategy for their schools.
- Nearly all secondary schools have engaged with a PL programme for cross curriculum skills development and have improved their provision as a result.
- Nearly all schools have wellbeing and equity as a key area within their SDPs and will poverty proof the cost of the school day.
- The quality of SDPs within the secondary phase continue to improve with many being at least good
- Nearly all schools maximise their capped 9 performance through a focus on breadth and quality of provision for all learners.
- All school leadership teams and the majority of middle leaders and teachers will have engaged with the PL programme to support the implementation of the curriculum for Wales.
- Nearly all schools will develop as effective learning organisations.
- Nearly all schools are demonstrating progress against the national language charter framework objectives.
- A regional professional learning programme and talent management framework will be implemented to identify and track aspirational leaders.
- The region has a comprehensive leadership development pathway for aspiring and existing leaders.
- All secondary schools causing concern will be held to account by each LA for the pace of progress and where this is too slow appropriate action will be taken.
- The model for delivery of governor training will be reviewed and revised.
- Worked collaboratively with middle tier partners to support the realisation of the national mission.
- A majority of Chairs and Vice Chairs of governors within the secondary phase will be better equipped to support and challenge the pace of improvement within their schools.
- The revised learning network schools model will be implemented focusing on quality and ensuring due diligence and brokering the best from within and outside the region.
- Bespoke and school led peer review models demonstrate impact on improving the quality of teaching and learning in identified schools.
- An online resource to support teaching and learning will be developed to exemplify and share best practice across the region.
- A LA based online resource for Health and Wellbeing will be created for schools to signpost to a range of provision and partners.
- A boarder range of evaluation strategies will be developed and used that does not focus solely on end of key stage outcomes but looks at a range of teaching and leadership behaviours that would be seen as a result of a support or intervention strategy
- The delegation rate to schools is maintained at 94%.
- Governance arrangements will be strengthened, and additional non-executive directors will be appointed to the company board.
- Succession planning within the broader leadership team of the EAS is improved with team members having more exposure to governance meetings and to the production of strategic reports.

Risks

3.28 Monmouthshire LA Risks

- Leadership and teaching and learning capacity in identified schools, is not strengthened sufficiently to ensure that all pupils make appropriate progress from their starting points.
- Outcomes for all vulnerable learners, particularly those eFSM, at the secondary stages (key stages 3 and 4) and at the higher levels, are not improved sufficiently.
- There remains excessive variance in outcomes between schools and departments particularly at key stage 4.
- Effective mechanisms to help reduce the amount of exclusions, are not put in place.

These risks are mitigated through the identification of priorities as seen in the priority areas above and within the detailed within the EAS Business Plan, Monmouthshire LA Service Improvement Plan and the Education Strategic Plan.

3.29 Regional Risks: As part of the internal EAS risk management process several aspects have been identified as potential barriers to the successful implementation of this Business Plan. These clearly set out the elements that will be important to ensuring optimum impact of the work of the EAS in partnership with LAs. These are:

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

4. REASONS:

4.1. The South East Wales Consortium is required to submit to the Welsh Government a three-year business plan that will be updated annually. This plan and the Monmouthshire LA Annex cover the period 2020-2021. This meets the requirements set out in the Welsh Government's National Model for Regional Working. The business plan addresses all aspects in support of improvements across the school and settings in Monmouthshire.

5. RESOURCE IMPLICATIONS:

5.1 The EAS is subject to a robust governance model that is underpinned by a Collaboration and Members agreement (CAMA) and Articles of Association. Ensuring that the EAS provides value for money is of utmost importance. As recipients of public funding it is important that budgets are allocated wisely. We will endeavour to deliver even better value for money through achieving financial balance and delivering services within the constraints of our

budget, making further efficiency savings wherever possible and ensuring delegation rates to schools are maximised.

- 5.2 The EAS is funded on an annual basis from three sources: Local authority core contributions, regional school improvement grants and a service level agreement for governor support services. A spending plan accompanies the Business Plan which is intrinsically linked to all actions contained within it. A detailed overview of the regional distribution of all grants is available for all schools to view and compare allocations and rates of delegation through the regional grant monitoring tool.
- 5.3 Delegation rates to schools has increased to 94% whilst the EAS staff profile by 48% since 2012. An element of the EAS was originally set a trading income target of £1.25m from schools to enable balanced year end account position. This has now been totally eradicated from income dependency and schools are no longer charged for any training or services provided in line with the business plan.
- 5.4 Local authority funding for consortium working is underpinned by the National Model for Regional Working, published by the Welsh Government in 2014. The model recommended a core funding allocation of £3.6m for the EAS. The current LA core contribution is based on these figures less year on year efficiencies of £1.17m since 2012 agreed in collaboration with the 5 local authorities. The local authorities' indicative figures for 2020/21 are as follows: Monmouthshire LA's contribution for 2020/21 is £414,127, compared with £420,218 in 2019/20.
- 5.5 The Collaboration and Members Agreement (CAMA) details the procedure that needs to be followed for all school improvement grants received into the region. All grants are approved by local authority Chief Education Officers / Directors of Education with a follow up ratification from JEG members. Historically there were two main grants received into the region from Welsh Government. Pupil Development Grant (PDG) and Education Improvement Grant (EIG). The latter has been re-designated as the Regional Consortia School Improvement Grant (RCSIG) and includes specific initiatives to support the objectives within the 'Education in Wales: Our National Mission'. In addition to the two main grants, two small regional indicative grants were received for SEREN learners.

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

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

7. CONSULTEES:

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

- EAS staff
- Directors of Education (within South East Wales) and Diocesan Directors
- Regional Joint Executive Group (JEG)
- EAS Company Board
- EAS Audit and Risk Assurance Committee
- Individual local authority education scrutiny committees
- Regional headteachers strategy group
- Regional governor strategy group
- Sample of teachers from within the region
- Sample of school councils from within the region

8. BACKGROUND PAPERS:

8.1. The South-East Wales Regional Mission: Business Plan (2020-2021) (First Draft for Consultation)

8.2. Draft LA Annex Document 2020/2021

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

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EAS

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

The South East Wales Regional Mission: Business Plan (2020-2021)

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

The final version of the Business Plan and all accompanying documents will be available in both Welsh and English. There will be a detailed delivery plan and a regional professional learning offer that supports the actions contained within this plan.

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

- EAS staff
- Directors of Education (within South East Wales) and Diocesan Directors
- Regional Joint Executive Group (JEG)
- EAS Company Board
- EAS Audit and Risk Assurance Committee
- Individual local authority education scrutiny committees
- Regional headteachers strategy group
- Regional governor strategy group
- Sample of teachers from within the region
- Sample of school councils from within the region

The final version of the Business Plan will be formally agreed by each local authority Director of Education / Chief Education Officer, the Joint Executive Group and the Company Board:

<p>Cllr K Preston</p> <p>Chair of Education Achievement Service Company Board</p>	
<p>Cllr D Yeowell</p> <p>Chair of Joint Executive Group</p>	
<p>Ms D Hartevelde</p> <p>Managing Director, Education Achievement Service</p>	
<p>Mr Will McClean</p> <p>Lead Director on behalf of South East Wales Directors Group</p>	

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Section 1: Regional context

The EAS is the school improvement service for the five local authorities (LAs) in South East Wales (Blaenau Gwent, Caerphilly, Monmouthshire, Newport and Torfaen). The number of pupils of compulsory school age in 2019 was 72,698. This represents 19% of all pupils in Wales. There are 234 maintained schools in the region, 16% of all maintained schools in Wales (EAS figure correct from September 2019, Wales figure from PLASC, 2019). The percentage of pupils of compulsory school age who are eligible for free school meals (FSM) is 19.2%, which is higher than the national figure of 18.3%. This level of eligibility is the joint highest of the four regional consortia with Central South Consortium (PLASC, 2019). In the region, 10% of people aged three and over say that they can speak Welsh compared to the Wales average of 19% (2011 Census, ONS). The percentage of pupils aged 5 or over from an ethnic minority background is 10.8%, an increase from 10.3% in 2018. This is a similar rate of increase to that nationally (11.4% from 11.0%). Based on local authority reported numbers (Summer 2019), 1024 children in the region are looked after (LAC) by an LA and attend a school in the region. From 2019, looked after children are no longer being recorded in the PLASC return so there can be no comparison against Wales, however this is an increase regionally from 983 children in 2018.

Schools

Blaenau Gwent (22.7% FSM)	
2	Non-maintained Nursery Settings
19	Primary
2	Secondary
2	Special
2	3-16

Monmouthshire (11.3% FSM)	
27	Non-maintained Nursery Settings
30	Primary
4	Secondary
1	Special
1	Pupil Referral Service

Caerphilly (19.7% FSM)	
14	Non-maintained Nursery Settings
63	Primary
6	Infant
4	Junior
11	Secondary
1	Special
1	Pupil Referral Unit
1	3-18

Newport (19.4% FSM)	
24	Non-maintained Nursery Settings
2	Nursery
43	Primary
9	Secondary
2	Special
1	Pupil Referral Unit

Torfaen (22.0% FSM)	
15	Non-maintained Nursery Settings
25	Primary
6	Secondary
1	Special
1	Pupil Referral Service

Overview of regional school staffing		
Local Authority	Number of Teaching Staff	Number of Support Staff
Blaenau Gwent	511	575
Caerphilly	1,519	1,366
Monmouthshire	679	642
Newport	1,427	1,283
Torfaen	773	751
EAS	4,909	4,617

Section 2: Overview

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

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

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

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

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

A summary of these supporting strategies is:

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

Regional delivery model

Regional investment in building the capacity of schools and educational settings over the last five years have enabled more collaborative ways of working and a move towards the creation of a self-improving school system. 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 the ways in which the EAS supports and challenges school improvement has developed over the past 6 years. The impact, effectiveness and value for money of regional strategies are reviewed regularly through both internal and external processes. The region has commissioned several external reviews over the past 3 years that have helped to shape future direction based upon effective principles of a self-improving system.

The EAS offers a comprehensive Professional Learning Offer (PLO) to all schools and settings across the region. For the past three years the region has funded schools to deliver a large proportion of the professional learning activity much of which is offered on a cluster basis. Each cluster has an assigned lead for professional learning who organises and co-ordinates support for, and access to professional learning across each of the clusters. In addition, each school has a partially funded professional learning lead who co-ordinates this work at school level. Support via the numerous funded learning network schools is also organised on a geographical basis to support this delivery model.

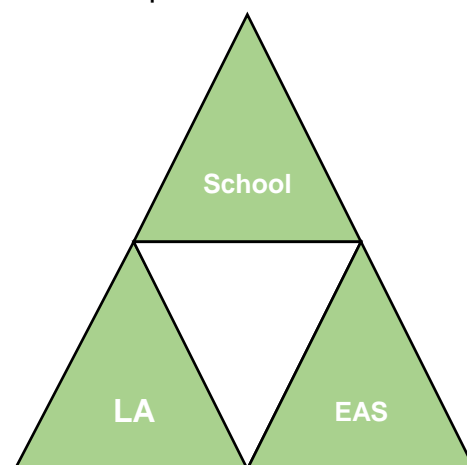
The cluster-based professional learning lead also provides schools within the cluster with updates and development materials to support all key priorities within the National Mission, to include: Schools as Learning Organisations and the Professional standards for teaching and leadership. This work is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

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

All schools are provided with a bespoke support package that compliments the priorities identified within their own School Development Plans (SDPs) in line with the levels of support they require. The support levels are informed by the national categorisation process, Estyn inspection outcomes or local intelligence. There is a degree of flexibility within the deployment model to allow for in-year changes in circumstances. The progress schools are making towards their priorities within their SDPs and against their local targets are captured on a termly basis are reported to local authorities.

The EAS can offer advice, support and guidance that promote improved outcomes in schools and settings, whilst LAs retain the statutory responsibility for schools and school improvement.

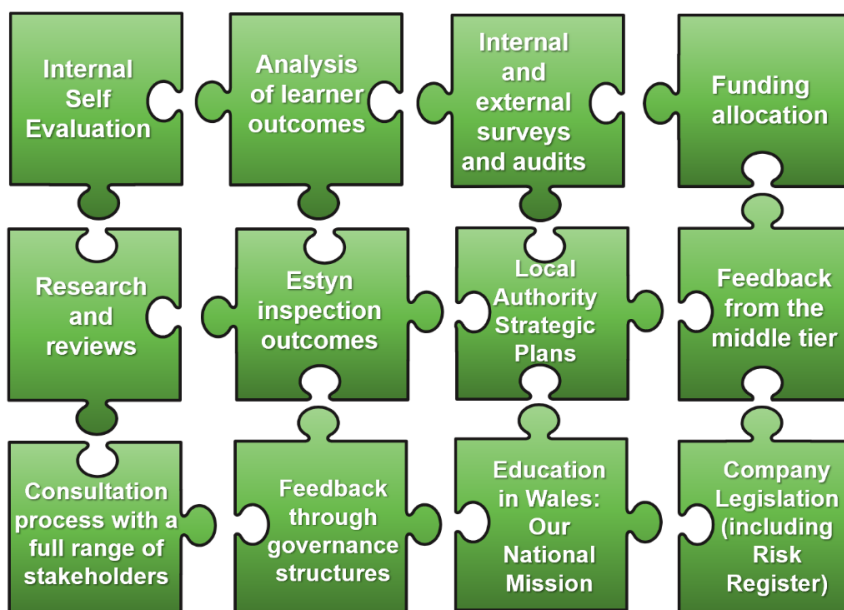
For sustained school improvement to happen it is essential that the culture for change is embedded and that all partners work together recognising that each partner (school, LA and EAS) has its role to play in securing improvements.



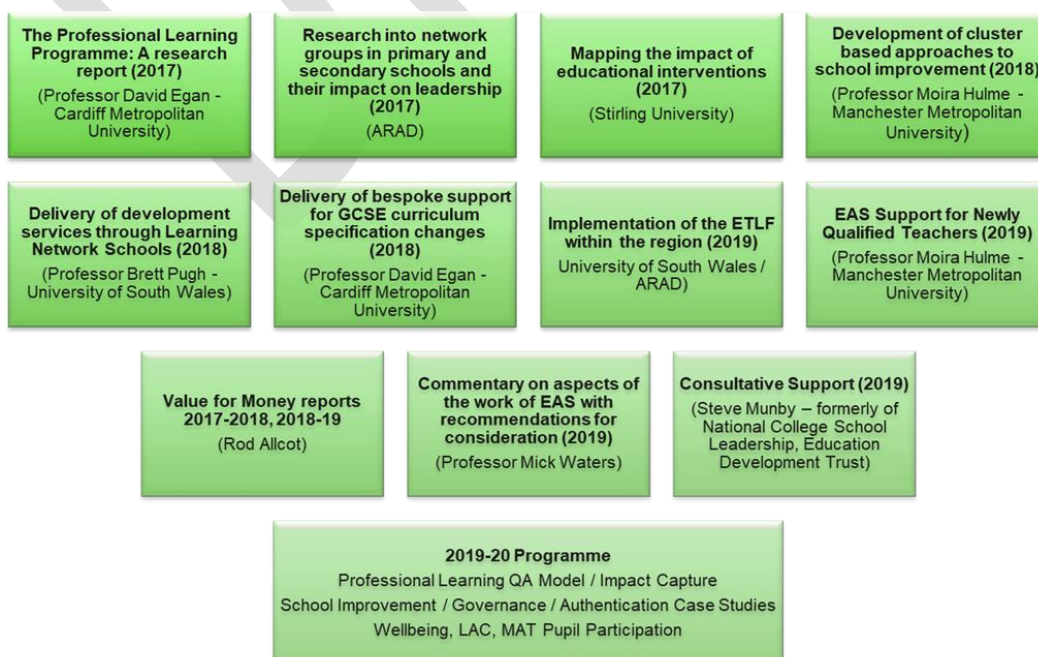
Section 3: Business Plan 2019/2020: Introduction

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

Priorities for the Business Plan have been derived from LA Strategic Plans, the progress that has been made towards the previous Business Plan (as noted in the regional self-evaluation document), and areas that have been identified as requiring improvements. A wide range of information has been reviewed to formulate the priorities within this Business Plan:



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



“Systems and processes, these are excellent. The Business Planning processes are consultative and transparent. The Hwb system enables data and information to be held in one place and is significantly reducing bureaucracy and workload, whilst enabling a clear record to be kept of actions and impact. Grant planning is transparent and clear.”


“EAS welcomes external challenge and is not resting on its success. It is keen to bring in external expertise to review its progress and to learn from elsewhere. External reviews from Manchester Metropolitan University, Cardiff Metropolitan University, Professor Mick Waters and others have helped to keep EAS on the front foot and to be thinking strategically about further improvement.”




(Dr. Steve Munby: Review of EAS current practice and direction of travel (October 2019)).

Local authority education strategic priorities 2020/21 (provided by each local authority)


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

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

LA	Strategic priorities for 2020/2021	Main link(s) to improvement strands within the Business Plan
Blaenau Gwent  Blaenau Gwent County Borough Council	Accelerating early language acquisition skills between the ages of 3 to 7.*	1, 2 and 3
	To increase value-added progress in English and maths between key stage 2 and 3 and particularly between key stage 3 and key stage 4.*	1, 2 and 3
	To increase attainment in English and maths in key stage 3 at Level 6+.*	1, 2 and 3
	To improve attainment in English and maths (maths in particular) at level 2 in key stage 4*	1, 2 and 3
	To improve value-added progress for our most vulnerable learners, particularly between key stage 3 and key stage 4.*	1, 2 and 3

LA	Strategic priorities for 2020/2021	Main link(s) to improvement strands within the Business Plan
Caerphilly 	Improve outcomes at Key Stage 4 with particular focus on standards in the English language and Capped 9 measures. *	1, 2 and 3
	Further improve the quality of leadership across all phases of education. *	1 and 3
	Increase the number of pupils achieving 3 A-A* at Key Stage 5. *	1 and 3
	Improve attainment and progress of all learners in receipt of free school meals across all phases of education, with particular focus on the more able. *	2
	Further improve pupils' acquisition digital competency skills *	1 and 3
Monmouthshire 	Strengthen leadership and teaching and learning capacity in identified schools to ensure that all pupils make appropriate progress from their starting points. *	1, 2 and 3
	Improve the outcomes for all vulnerable learners, particularly those eFSM, at the secondary stages (key stages 3 and 4) and at the higher levels. *	1, 2 and 3
	Reduce variance in outcomes between schools and departments particularly at key stage 4. *	1, 2 and 3
	Work with all stakeholders to develop effective mechanisms to help reduce the amount of exclusions.	2
Newport 	Improve provision and outcomes for FSM learners in all key stages.*	1, 2 and 3
	Reduce variance in outcomes, teaching, and leadership, particularly at key stage 4. *	1, 2 and 3
	Ensure a consistent approach to ALN provision, in line with the requirements of the Additional Learning Needs and Education Tribunal (Wales) Act 2018 through the implementation of a Leadership/ALN Review framework in collaboration with Local Authority inclusion services.	2
	Reduce persistent absenteeism, particularly in secondary schools, and so improve secondary attendance.*	2

LA	Strategic priorities for 2020/2021	Main link(s) to improvement strands within the Business Plan
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<p>Torfaen</p>  <p>TORFAEN COUNTY BOROUGH BWRDEISTREF SIROL TORFAEN</p>	<p>Improve the progress that FSM pupils make across all key stages, particularly key stage 4 by ensuring LA services compliment and support regional provision. *</p>	<p>1, 2 and 3</p>
	<p>Ensure all of Torfaen schools have a clear strategy for improving the quality of teaching and learning particularly in secondary schools to reduce within school variation so all pupils, including boys and vulnerable learners, make appropriate progress over time. *</p>	<p>1, 2 and 3</p>
	<p>Reduce the level of variability in the quality and impact of leadership at all levels in secondary schools in the authority to secure good and sustained pupil outcomes. *</p>	<p>1, 2 and 3</p>

Each improvement strand within this plan has a specific emphasis on the work of the EAS in promoting improved outcomes for vulnerable learners, in particular those in receipt of FSM and specific actions that are undertaken to improve secondary schools.

These strategies are based on a wide range of research evidence. It will be important that all other stakeholders, including schools and LAs, have their own specific strategies to support and promote improved outcomes for learners. The EAS will endeavour, as appropriate, and within available resources to support LA strategic plans to maximise the impact on learner outcomes.

Summary of progress 2019/20

90% of schools felt that the role of EAS is clear and there is a clear vision for school improvement



Designed and developed a grant planning toolkit with **100%** engagement from schools

6,035 twitter followers



52 current serving headteachers undertaking the role of Challenge Advisers

94% delegation rate to schools = £45.92M

87% of Seren learners went to Oxbridge or Sutton Trust universities

55 HLTAs have achieved the qualification

52 schools engaged in the more able and talented network meetings



69 schools within the region are providing support to other schools across the region

All secondary schools have a partially funded lead for vulnerable learners and professional learning

208 NQTs have successfully completed induction across the region

Peer working models continue to be developed

All schools engaged in the regional offer to support curriculum for Wales

1111 professional learning opportunities have been offered to support the teaching and leadership standards



92% of schools and settings received ACE awareness training with 1707 teachers noting that the training informed their provision within the classroom



All school clusters engaged in Wellbeing Network meetings

Between 2017/2018 and 2018/2019 there have been increases in the % of schools judged to be good or excellent in each of the 5 inspection areas by at least **11%**

29 NPQH candidates successfully gained the qualification

194 schools have engaged with the SLO portal

35 schools received the Seren Foundation Grant

221 learners completed the Seren Programme in 2018 with an increase in 2019 of 285 learners engaged

Overall the number of schools requiring the highest levels of support continue to **decrease**



Over the past 3 years the number of acting headteachers has **decreased**

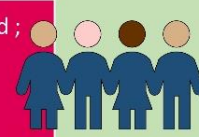


All secondary schools PDG plans have been agreed through professional panels

156 self chosen networks of schools

All PDG grant plans are linked to Sutton trust toolkit

1588 governing body meetings clerked ; **615** governors attended professional learning and an additional 114 online induction sessions.



*further detail is contained within the mid and end of year review of the 2019/2020 Business Plan

As a result of internal self-evaluation, we still need to work with local authorities and schools to:

Continue to develop bespoke and school led peer review models focussing on improving the quality of teaching and learning that build mutual and reciprocal peer support and challenge.



Continue to be clear about what the role of EAS is around the wellbeing and equity agenda. Continue to champion and to integrate the work and to stay focused on EAS priorities.



Develop a boarder range of evaluation strategies that identifies that does not focus solely on end of key stage outcomes but looks at a range of teaching and leadership behaviours that would be a result of a support or intervention strategy.



Further strengthen the governance arrangements by appointing high quality non-executive directors who can provide additional expertise and independent external challenge.



Continue to promote succession planning within EAS and to empower the broader leadership team, especially when it comes to exposure to governance and to the production of strategic reports.

As a result of internal self-evaluation we still need to work with other regions, Welsh Government and middle tier partners to:

Secure the effective implementation of curriculum for Wales in all schools and settings. Engage in consultations that support the reform agenda.



Engage in two pilot programmes for schools causing concern and the implementation of the National Resource for School Improvement.

Design and deliver national professional learning.

Ensure that elected members are fully apprised of changes to accountability arrangements.

To secure an indicative 3-year grant funding model.

As a result of internal self-evaluation, we still need to work with local authorities and schools to:

Ensure that schools that require the highest levels of support and / or in Statutory Categories secure improvement within an acceptable timescale (within 2 years) to reduce their support level and / or be removed from a statutory category



Consider a more strategic approach to identifying the next group of headteachers in the region. Further develop the executive headship role so that the very best leaders can make an impact in more than one school.



Provide effective intervention, challenge, support and capacity-building. Continue to be clear about the bottom lines for intervention and continue to refuse to compromise when children are losing out on a good education. . In most cases the focus should be on capacity-building



Develop a talent management and leadership framework that focuses on middle leadership development on individual schools and clusters rather than mixed cohorts.



Retain a high bar for the identification of those who can provide support for other schools, continuing to focus on quality and ensuring due diligence and brokering the best from within and outside the region.



Continue to build the capacity of governing bodies within the region by revising the delivery model for governor training, aligned to the cluster model and provide bespoke professional learning to secondary governing bodies to enable them to undertake their roles effectively.



Further strengthen the governance arrangements by appointing high quality non-executive directors who can provide additional expertise and independent external challenge.



Improve the quality of teaching and learning, to include skills development, in identified secondary schools in order to secure improved learner progress, outcomes and engagement in learning, particularly for vulnerable learners.



Retain a high bar for the identification of those who can provide support for other schools, continuing to focus on quality and ensuring due diligence and brokering the best from within and outside the region



Business Plan 2020/2021

The actions below have been developed in collaboration with our partners, linked to each local authority strategic priorities. They represent the key priorities for the region to deliver in 2020/21. However, they are not exhaustive, and we recognise the importance of continuing to deliver our core business to a high standard.

Improvement Strand 1	<p>i) Developing a high-quality education profession</p> <p>ii) Inspirational leaders working collaboratively to raise standards</p> <ul style="list-style-type: none"> • Developing all staff and leaders to have the right knowledge and skills to do their job effectively so that pupils make good progress over time. • Developing leaders and providing them with the opportunity to learn with and from others.
What will the EAS do?	
<p>Quality assurance and impact of all professional learning</p> <ul style="list-style-type: none"> • Continue to provide schools with guidance to complete, publish and evaluate the impact of their Professional Learning Plan. • Pilot the regional model for quality assuring all professional learning to capture impact. <p>Curriculum Reform</p> <ul style="list-style-type: none"> • Provide all schools with access to the national professional learning programmes, for all staff, to support the implementation of the curriculum for Wales. This will be jointly delivered with regional Innovation schools and Professional Learning schools. • Provide schools with examples of effective school development actions for curriculum reform and support schools to implement these. • Encourage all schools to be research informed by creating a network of lead enquirers from Professional Learning schools to develop the capacity for professional enquiry in all schools. • Use the outcomes of the engagement visits completed by Estyn to support the development of a set of common expectations around the implementation of the curriculum for Wales. <p>Schools as Learning Organisations</p> <ul style="list-style-type: none"> • Design and facilitate professional learning that encourages schools to develop as effective learning organisations. This will include a range of approaches such as e-learning, school to school working and research. • Provide a coordinated programme of support to ensure all schools develop as effective learning organisations e.g. how to use the survey to inform school development priorities. • Support the remaining schools who have yet to engage the schools as learning organisation (SLO) survey. • Share case studies where schools and clusters are effectively developing as learning organisations. • Provide support and guidance to schools about how to use the SLO survey to inform school development priorities <p>Teaching and Learning</p> <ul style="list-style-type: none"> • Identify and share effective whole school strategies for teaching and learning from within and beyond the region. • Support schools to use a range of first-hand evidence to improve the quality of teaching and learning through a modelled, shared and guided approach. • Identify and work with effective leaders, teachers and teaching assistants across the region from all phases to share best practice that captures the progress of learners. This will include 	

the development of a regional online resource that will include pupils work, portfolios, film clips of teachers, learners and leaders.

- Provide a range of delivery models and access to a wider range of professional learning across all areas of learning to support schools to improve the quality of teaching and learning within and beyond the region.
- Identify and share through planned professional learning, successful examples of provision, teaching and application of skills that evidences pupil progression across all phases from within and beyond the region.

Professional learning teaching assistants

- Provide a professional learning offer that supports teaching assistants whether new to the role, a practicing teaching assistant or as an experienced higher-level teaching assistant.

Professional Learning for statutory induction

- Continue to refine and develop the induction support for Newly Qualified teachers, including the role of the school-based induction mentor, the role of the external verifier and the support provided beyond the statutory induction period. Strengthen partnership working with HEI institutions to offer joint induction support for early career entry.

Initial Teacher Education

- Continue to work with higher education partners, cross regional partners and schools in developing and delivery of all routes into initial teacher education.

Inspirational leaders working collaboratively to raise standards

National professional learning offer for leaders

- Provide a professional learning offer in partnership with higher education institutions and other regions to support leaders at all levels in all schools and settings through a nationally endorsed range of programmes: Middle leadership, senior leadership, aspiring headteacher / preparation for NPQH, NPQH, New and Acting headteachers, experienced headteachers.

Identifying, recruiting and retaining effective leaders

- Identify aspirational leaders and provide them with bespoke professional learning and a range of leadership experiences that supports them to develop an individual professional learning journey, particularly within the Welsh medium and secondary sectors.
- Work with local authorities and governing bodies to explore a range of leadership models e.g. Executive headship
- Regional specialist HR will work with local authorities to review and revise senior leadership recruitment processes to include using evaluations from a range of stakeholders and professional learning for appointment panel members.
- In partnership with other regions and higher education institutions, provide a mentoring and coaching programme to develop and support school leaders and governors.

Governors as leaders

- Review and refine the Governor Support Clerking Service Level Agreement, to ensure that it supports effective governance.
- Review and refine the delivery model for professional learning (not including the mandatory training) for governors using the cluster-based 'train the trainer' approach.
- Further develop online resources for governors, including tools to assist with self-evaluation.
- Provide opportunities for collaborative professional learning for school leaders and governors.

- Identify governors who can undertake a range of roles within and beyond their own school, providing bespoke professional learning to strengthen and build capacity within the region.
- Explore and encourage peer support arrangements for governing bodies to secure improvement.

Specialist HR

- Work with local authorities to complement existing services.
- Provide specialist HR professional learning for school leaders to include the implementation of the Professional Standards for Teaching and Leadership and managing performance.

Targeted support for the secondary phase (in addition to above)

- Review and refine the current model for the development of teaching and learning strategies in identified schools, use the outcomes to engage a further cohort of secondary schools.
- Continue to provide a range of strategies to support leadership of teaching and learning e.g. school to school, research informed approaches
- Continue to provide professional learning for Chairs and Vice Chairs of governors in secondary schools focussing on improving the quality of leadership and teaching and learning.
- Support schools to explore a range of models to help them prepare for the implementation of curriculum for Wales.
- Review and refine co-ordinated Challenge Adviser and subject specific support and delivery in identified schools e.g. intensive block time, challenge adviser and school to school model
- Supporting schools to ensure that curriculum pathways provide an appropriate choice for all learners.

Specific focus on improving the outcomes of Vulnerable Learners

- Design and facilitate professional learning for specialist teaching assistants in partnership with local authorities and settings.
- Review and refine the secondary Vulnerable Learner Lead programme, sharing effective practice across selected clusters and primary schools.
- Design and facilitate national online resources to complement the middle leadership programme for more able and Seren school leads.
- Evaluate the current range of enhanced curriculum opportunities funded via the pupil development grant and share best practice across the secondary phase.
- Capture best practice of a range of curriculum offers that are provided in PRU provisions.

Improvement Strand 2	<p>Strong and inclusive schools committed to excellence, equity and wellbeing</p> <ul style="list-style-type: none"> • Providing schools with support, guidance and professional learning to ensure all learners (including all known groups of vulnerable learners) attend school every day, engage well in their learning, receive the correct support and challenge in supportive and inclusive learning environments.
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What will the EAS do?

- To provide a programme of professional learning through a ‘Train the Trainer’ approach that provides the foundations of universal provision across all schools and settings. This will include strategy development and professional learning for: FSM learners, LAC learners, Known Adopted learners, Young Carers, More and Most Able Learners and those who have English as an additional language.
- Embed the regional Equity and Wellbeing Strategy (which encompasses strategies for all vulnerable learners) to further develop multi-agency working, to build on the universal provision for all schools and settings.
- To create an online interactive curriculum tool that captures the resources available to support schools in shaping their provision for Health and Wellbeing at a local and regional level.
- To co-construct a professional learning programme in partnership with local authorities on ‘Improving pupil engagement and behaviours in learning’ based upon the principles of adverse childhood experiences agenda.
- Review and extend the network of schools engaged with the ‘Raising the achievement of disadvantaged youngsters’ programme.
- To improve pupil voice and pupil participation across the region in partnership with the School and Super Ambassador Programme to influence school and regional priorities.
- To introduce a revised regional approach to improve the monitoring and impact of the pupil development grant that includes a professional panel attended by local authority officers.
- Work with local authorities to ensure that local authority strategic plans for vulnerable learners are complimented by the regional strategy.
- Attendance and exclusions
- To support the Regional Transformation Officer to update stakeholders on ALN Reform and support the shaping of a professional learning programme to meet the changing requirements of ALN Reform.
- To continue to support schools and settings with the planning, monitoring and evaluating of grant plan expenditure. Continue to provide schools with guidance to complete, publish and evaluate the impact of the Pupil Development Grant.

Targeted support for the secondary phase (in addition to above)

- Design and facilitate a pilot programme to enhance the use of Form Group time in Secondary Schools.
- To engage with Career Wales to design a programme that offers learners career advice from year seven onwards in order to map their flightpaths to their desired destinations.

Improvement Strand 3

Robust assessment, evaluation and accountability mechanisms, supporting a self-improvement system

- Providing support for schools to use a wide range of evidence to accurately assess where they are, where they want to be and how they will get there through continuous self-improvement.

What will the EAS do?

- Provide schools with a range of targeted support focussed on school development priorities in line with their current support level.
- Focus support will be brokered between the EAS, LA and school leaders.
- Implement the regional approach to schools causing concern in partnership with LAs that includes regular schools causing concern meetings and regional schools causing concern register to monitor the progress that schools make.
- Where concerns arise in any school or setting the EAS will share relevant information with LAs and Diocesan Directors to inform next steps and where appropriate this may include the use of LA statutory powers to accelerate progress.
- Working alongside key partners including Estyn, Welsh Government, Local Authorities and school leaders, pilot an approach to supporting schools causing concern to identify appropriate and timely support and intervention in order to accelerate progress.
- Embed the regional strategy for target setting with a key focus on the school's context at a local level, and further develop the use of pupil progress data at school level in line with the national guidance.
- Provide professional learning opportunities for schools, governing bodies and LAs to understand the changing assessment and accountability arrangements within the reform agenda.
- Support the piloting of the national evaluation and improvement resource (NEIR) in identified regional schools and ensure key learning is shared with all schools and settings.
- Provide professional learning to all schools and settings to promote effective self-evaluation and improvement planning processes.
- Formally monitor and evaluate the quality and impact of self-evaluation and development planning for all schools and settings to secure improvement in progress and attitudes of learners, the quality of teaching and learning and the quality of leadership.
- Further develop the regional approach of 'School on a page' so that a broader range of information is used for accountability purposes focussed on pupils' wellbeing and attitudes to learning, the standards achieved and progress made by all pupils including those in vulnerable groups, the quality of teaching and learning in schools and settings as well as the quality of leadership.
- Provide ongoing professional learning for elected members on how they can use this broader range of school information to hold schools to account more effectively, promoting cultural and behavioural change.
- Support and advise LAs in the delivery of their statutory functions for SACRE and the development of individual Welsh and education strategic plans.

Supporting a self-improvement system

- Refine the Learning Network Schools approach to reflect new and emerging service priorities.
- Refine and extend the peer working models for school leaders with a focus on improving the quality of teaching and learning.
- Provide further opportunities for schools to develop self-chosen networks of professional practice, based upon common improvement needs.
- Commission a range of evaluative research reports in priority areas to provide recommendations to further develop key areas of service delivery.

Targeted support for the secondary phase (in addition to above)

- Refine and extend the peer working programme to include middle leaders, to support a broad range of subjects across the curriculum in the secondary phase.
- Explore external systems that will support schools to set targets, track pupil progress, measure value added performance and engagement in learning.
- Provide guidance and support for schools to set appropriate local targets in line with school development priorities whilst retaining the focus on individual pupil level target setting.
- Support schools' engagement with consultations regarding reforms to key stage 4 qualifications.
- Collaborate with schools and other sectors to share and analyse outcome and destination data at key stage 5.

Specific focus on improving the outcomes of Vulnerable Learners

- Continue to refine the grant planning system and the processes in place to support the planning, reviewing and evaluating of impact of expenditure in line with the EEF
- Refine the role of the Wellbeing and Equity LNS to become more focused on an area of work
- To continue grant discussion meetings with LA partners to focus on provision and progress of vulnerable learners.
- To support all secondary schools to have a Wellbeing Equity Section on their SDP.

Improvement Strand 4	EAS Business Development <ul style="list-style-type: none">• Developing systems and processes that enable the company to effectively and efficiently support schools and settings promoting improved pupil outcomes.• Develop a workforce that embodies the core values and mission of the EAS.• Ensure the EAS adheres to legislative requirements.
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What will the EAS do?

- Continue to refine the business model for the EAS to ensure that it aligns to the regional priorities for national reform.
- Work with key partners to deliver a more sustainable funding model that aligns with the workforce plan and secures an updated Collaboration and Members Agreement.
- Maintain a high-quality, well informed, flexible and motivated workforce that represent our values and vision.
- Ensure the effectiveness of the company board and the audit and risk assurance committee, through appropriate professional learning.
- Continue to develop the regional grant mapping tool to enable more efficient and effective interrogation of data, impact capture and value for money at school, LA and regional level.
- To continue to publish the regional grant allocations and maximise delegation rates to schools.
- Ensure that systems and processes are in place to enable the effective delivery of the Governor Support Service Level Agreement.
- Refine the value for money model, further exploring access to comparative data.
- Enhance the use of self-evaluation processes to ensure our work has impact on improving outcomes, provision and leadership.
- Ensure the efficient delivery of accurate performance data and wider intelligence to support effective self-evaluation and service delivery.
- Refine and enhance the communication and marketing strategy to ensure appropriate stakeholder engagement.
- Continue to engage with other consortia and middle-tier organisations, such as Estyn, to realise efficiencies in programme development and delivery.

Working in partnership with local authorities, schools and setting the ambitions for 2020/21 and beyond are:

Ambitions for 2020/21

Overall the number of schools requiring the highest levels of support continues to decrease and when a school is placed within a statutory category it will be removed within an acceptable timeframe agreed with the LA



All schools and settings engaged in the pilot programme will have developed a bespoke teaching and learning strategy for their schools

Nearly all secondary schools have engaged with a PL programme for cross curriculum skills development and have improved their provision as a result



The quality of SDPs within the secondary phase continue to improve with many being at least good

Bespoke and school led peer review models demonstrate impact on improving the quality of teaching and learning in identified schools.

Nearly all schools have wellbeing and equity as a key area within their SDPs and will poverty proof the cost of the school day

Nearly all schools will develop as effective learning organisations

Nearly all schools maximise their capped 9 performance through a focus on breadth and quality of provision for all learners

All school leadership teams and the majority of middle leaders and teachers will have engaged with the PL programme to support the implementation of the curriculum for Wales

Governance arrangements will be strengthened, and additional non-executive directors will be appointed to the company board

The model for delivery of governor training will be reviewed and revised



A regional professional learning programme and talent management framework will be implemented to identify and track aspirational leaders



The region has a comprehensive leadership development pathway for aspiring and existing leaders

Nearly all schools are demonstrating progress against the national language charter framework objectives.

All secondary schools causing concern will be held to account by each LA for the pace of progress and where this is too slow appropriate action will be taken

Worked collaboratively with middle tier partners to support the realisation of the national mission

A broader range of evaluation strategies will be developed and used that does not focus solely on end of key stage outcomes but looks at a range of teaching and leadership behaviours that would be seen as a result of a support or intervention strategy

A majority of Chairs and Vice Chairs of governors within the secondary phase will be better equipped to support and challenge the pace of improvement within their schools



Succession planning within the broader leadership team of the EAS is improved with team members having more exposure to governance meetings and to the production of strategic reports

An online resource to support teaching and learning will be developed to exemplify and share best practice across the region

A LA based online resource for Health and Wellbeing will be created for schools to signpost to a range of provision and partners

The revised learning network schools model will be implemented focusing on quality and ensuring due diligence and brokering the best from within and outside the region.

The delegation rate to schools is maintained at 94%

Section 4: Governance and funding

The EAS is subject to a robust governance model that is underpinned by a Collaboration and Members agreement (CAMA) and Articles of Association. Ensuring that the EAS provides value for money is of utmost importance. As recipients of public funding it is important that budgets are allocated wisely. We will endeavour to deliver even better value for money through achieving financial balance and delivering services within the constraints of our budget, making further efficiency savings wherever possible and ensuring delegation rates to schools are maximised.

Consortium funding

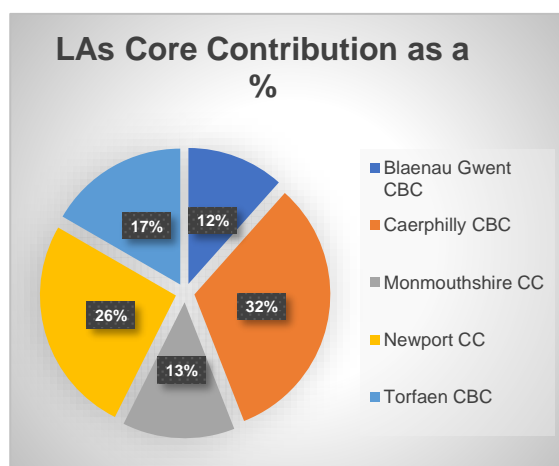
The EAS is funded on an annual basis from three sources: Local authority core contributions, regional school improvement grants and a service level agreement for governor support services. A spending plan accompanies the Business Plan which is intrinsically linked to all actions contained within it. A detailed overview of the regional distribution of all grants is available for all schools to view and compare allocations and rates of delegation through the regional grant monitoring tool.

Delegation rates to schools has increased to 94% whilst the EAS staff profile by 48% since 2012. An element of the EAS was originally set a trading income target of £1.25m from schools to enable balanced year end account position. This has now been totally eradicated from income dependency and schools are no longer charged for any training or services provided in line with the business plan.

Local authority contributions

Local authority funding for consortium working is underpinned by the National Model for Regional Working, published by the Welsh Government in 2014. The model recommended a core funding allocation of £3.6m for the EAS. The current LA core contribution is based on these figures less year on year efficiencies of £1.17m since 2012 agreed in collaboration with the 5 local authorities. The local authorities' indicative figures for 2020/21 are as follows:

Local Authority	£
Blaenau Gwent CBC	358,985
Caerphilly CBC	1,005,705
Monmouthshire CC	414,127
Newport CC	803,293
Torfaen CBC	516,355
Total	3,098,465



In terms of the above £0.357m of this figure is used to secure capacity within the Challenge Adviser team from current serving headteachers and £0.2m of this figure is used to secure service level agreements and venue costs sourced through local authorities.

Regional school improvement grants

The Collaboration and Members Agreement (CAMA) details the procedure that needs to be followed for all school improvement grants received into the region. All grants are approved by local authority Chief Education Officers / Directors of Education with a follow up ratification from JEG members.

Historically there were two main grants received into the region from Welsh Government. Pupil Development Grant (PDG) and Education Improvement Grant (EIG). The latter has been re-designated as the Regional Consortia School Improvement Grant (RCSIG) and includes specific initiatives to support the objectives within the 'Education in Wales: Our National Mission'. In addition to the two main grants, two small regional indicative grants were received for SEREN learners.

Included in the Regional Consortia School Improvement Grant are two historic grants that require match funding* from the LAs to facilitate the grant offer. These figures are included in the following table alongside the delegation** rate per key area of grant.

Grant Name	Grant Total	Amount delegated* to schools	Delegation* Rate	Regionally Retained
	Indicative Calculation 2020/21			
	£	£		£
Regional Consortia School Improvement Grant (RCSIG)				
- Education Improvement Grant	24,930,697	23,133,194	93%	1,797,503
- Professional Learning for Teachers	2,231,515	2,231,515	100%	0
- Other grant initiatives	3,527,764	2,658,940	75%	868,824
Pupil Development Grant (PDG)	18,064,750	18,064,750	100%	0
PDG (Lead Regional PDG Adviser)	100,000	0	0%	100,000
Seren Pre 16	98,400	98,400	100%	0
Seren Post 16	55,000	55,000	100%	0
Total	49,008,126	46,241,799	94.4%	2,766,327

**Delegation: This refers to funding which gives freedom of choice to a school in how it is used. It must however be spent in accordance with, and in the spirit of, the core purpose of the grant and the individual school development plan.

The following circumstances will not be classed as delegated:

- Staff seconded from the LA or the consortium to a school(s) or a cluster(s).
- Staff working wholly or partly in schools and paid for from a local authority or consortium retained budget.
- Staff or services that form part of an SLA – this type of activity will be classed as non-delegated.
- Monies delegated from the consortium to a local authority.

Several factors including funding, delivery of the business plan, workload, and the expectation placed by LAs, EAS, WG on the benefit of the grants has led to an enhanced live common school and cluster grant planning tool being proposed for 2020/21. This school planning tool delivers on

each of these factors. WG Hwb will be used as the host and accessible to key staff within the individual school, LA and the EAS.

The tool has been designed to capture all grant costs associated with the national mission, provide transparency on school and regional spend, report on intended impact and outcome of the grant including direct reference to the Sutton Toolkit. The tool also can cross reference to the school development plan and the one plan approach will be piloted with several schools in 2020/21. To further strengthen the transparency every school across the region will have live access to the individual grants delegated to each and every school.

Governor Support Service Level Agreement

The EAS has responsibility for providing a Governor Support service to all schools in the region. The service provides support to school governing bodies, headteachers, and individual governors. This includes advice, guidance, training, and an optional clerking service in order to support governing bodies to deliver their responsibilities.

The optional clerking service is provided through an annual service level agreement with an option to buy into a clerking service and then additionally a statutory committee clerking service. Only one school opted not to buy into the clerking service in 2019/20. The indicative funding for 2020/21 is £0.388m.

Monitoring and evaluation

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

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

The financial accounts are reported to both the company board on a quarterly basis and through the Audit and Risk Assurance Committee on a termly basis. The final year end accounts are externally audited and reported in line with the 2016 UK Corporate Governance Code. In compliance with the Companies Act these accounts are reported and approved at the Annual General Meeting by the Joint Executive Members who are shareholders of the EAS.

Additional supporting documents

This Business Plan is supported by the following documents:

- Local Authority Annex documents 2020 – 2021
- Detailed Business Plan 2020–2021
- Long term overview 2021-2023
- Regional Grant Mapping Overview 2020–2021
- Regional Self-Evaluation Report (Executive Summary)
- EAS Risk Register (Executive Summary)
- Regional Professional Learning Offer 2020–2021
- Local Authority Strategic Education Plans
- Mid-year and final year review of Business Plan 2019/2020

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Local Authority Specific Annex 2020-2021

Local Authority: Monmouthshire

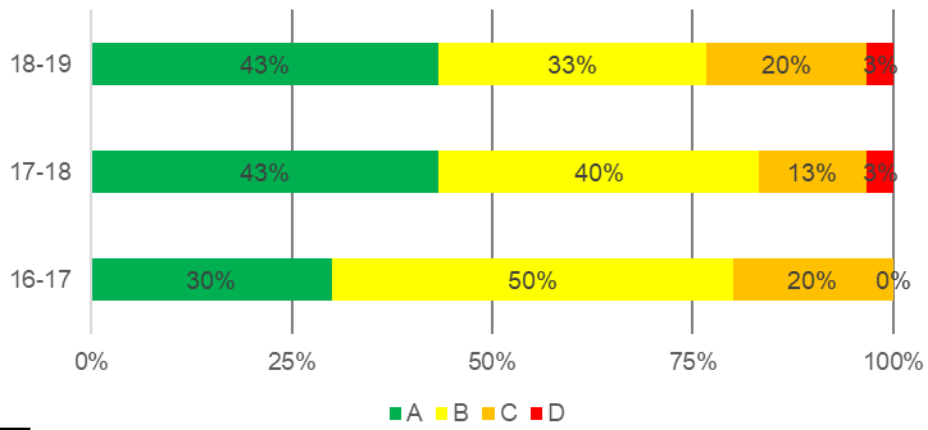
Summary of National Categorisation of schools in the Local Authority in 2016-2017, 2017-2018 and 2018-2019

Please note pages 1-4 will be updated with 2019-20 national categorisation when published by WG on 31 January 2020

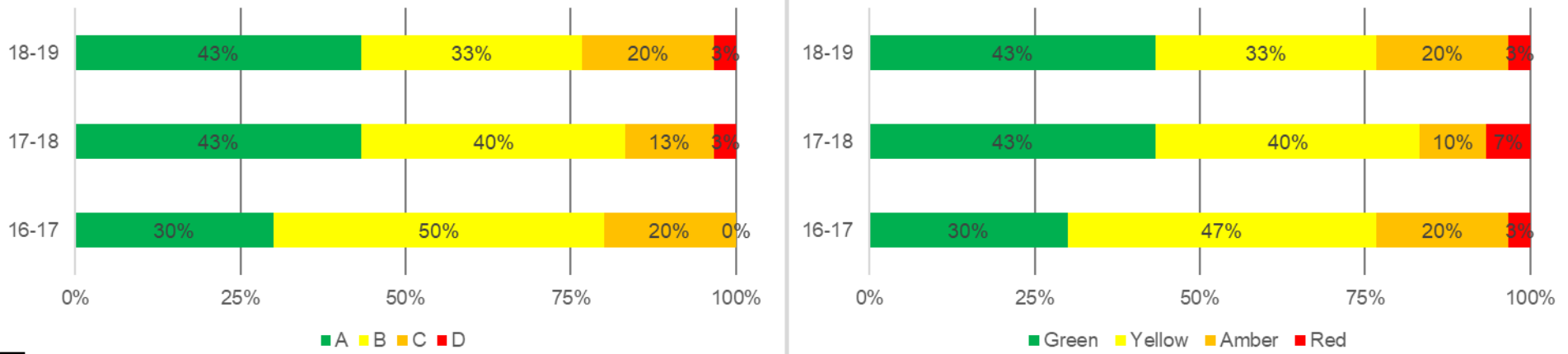
Step 2 – Primary		Number of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Monmouthshire	16-17	0	6	15	9	0%	20%	50%	30%
	17-18	1	4	12	13	3%	13%	40%	43%
	18-19	1	6	10	13	3%	20%	33%	43%
South East Wales	16-17	5	19	108	64	3%	10%	55%	33%
	17-18	3	18	84	88	2%	9%	44%	46%
	18-19	6	17	64	105	3%	9%	33%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

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

Primary Step 2 - Monmouthshire



Primary Step 3 - Monmouthshire



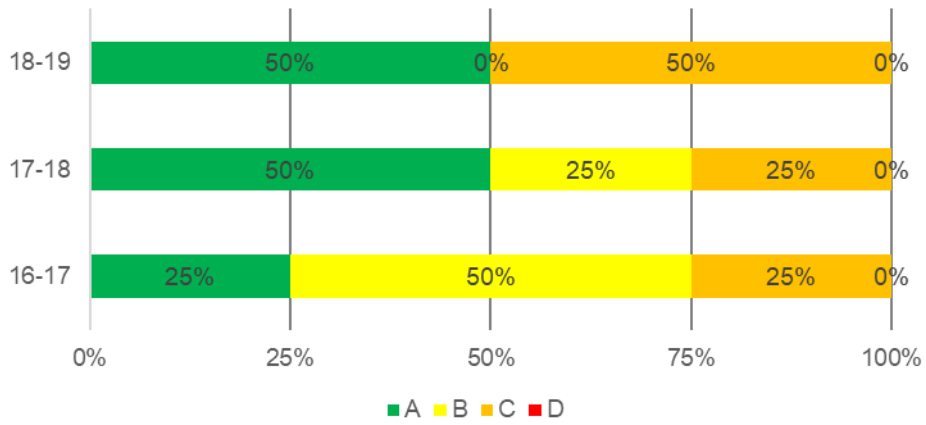
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Step 2 – Secondary		Number of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Monmouthshire	16-17	0	1	2	1	0%	25%	50%	25%
	17-18	0	1	1	2	0%	25%	25%	50%
	18-19	0	2	0	2	0%	50%	0%	50%
South East Wales	16-17	6	9	17	4	17%	25%	47%	11%
	17-18	8	10	13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

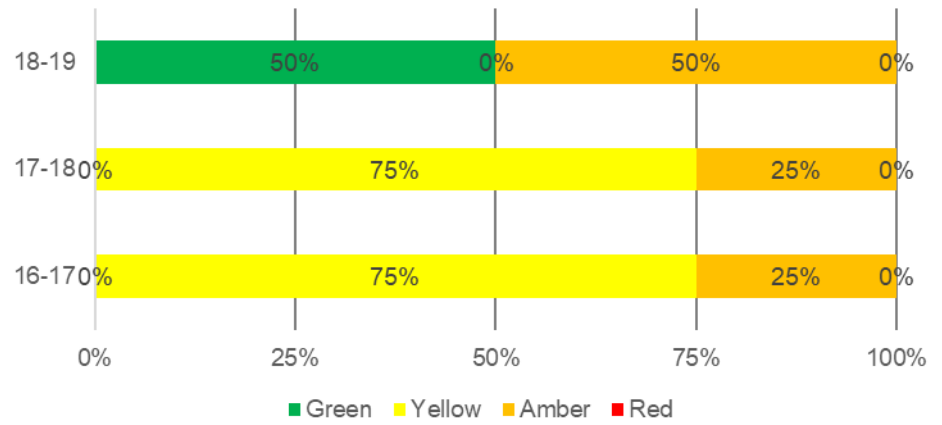
Step 3 – Secondary		Number of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Monmouthshire	16-17	0	1	3	0	0%	25%	75%	0%
	17-18	0	1	3	0	0%	25%	75%	0%
	18-19	0	2	0	2	0%	50%	0%	50%
South East Wales	16-17	6	12	15	3	17%	33%	42%	8%
	17-18	10	11	12	3	28%	31%	33%	8%
	18-19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

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Secondary Step 2 - Monmouthshire



Secondary Step 3 - Monmouthshire



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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	Deri View Primary	Oct-18	Dec-18	Estyn Review
Primary	Goytre Fawr Primary	May-19	Jul-19	Estyn Review

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

High Level Pupil Progress Analysis - 2019 - FP to KS2 / KS2 to KS3

LA/Region: Monmouthshire

Progress of pupils between FP and KS2

Subject	Matched Cohort	2+ levels of progress	1 level of progress
LLC - Welsh	43	93.0	7.0
LLC - English	795	93.7	6.2
Mathematics	839	93.0	7.0

Matching

2015 FP cohort	2019 KS2 cohort	%age of FP cohort matched	%age of KS2 cohort matched
44	44	97.7	97.7
869	915	91.5	86.9
913	915	91.9	91.7

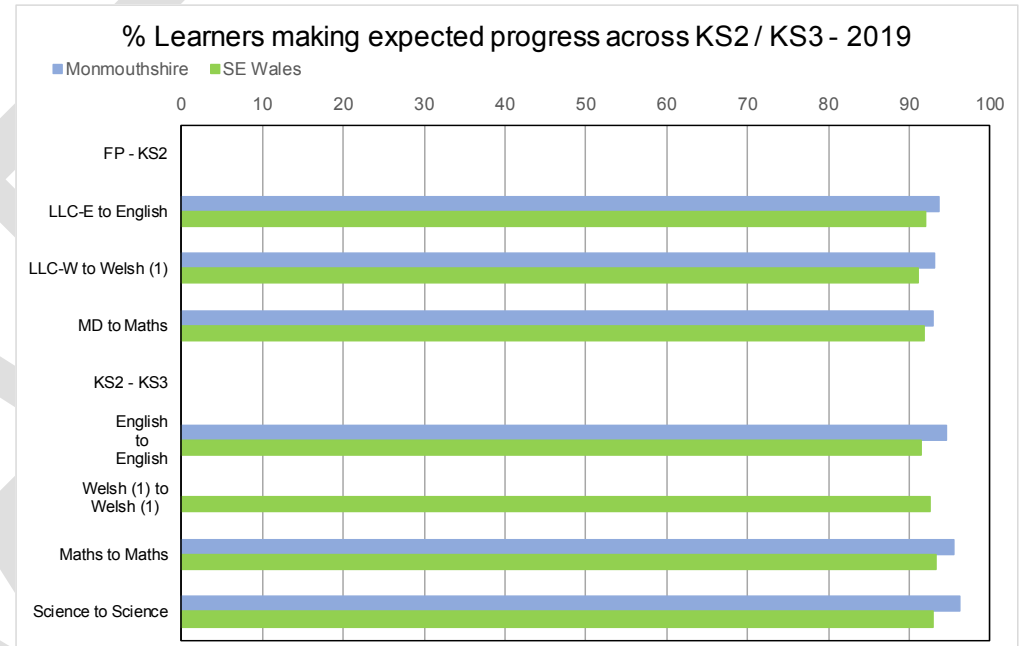
* 2019 KS2 English cohort excludes Welsh Medium pupils to more accurately match the FP English cohort.

Progress of pupils between KS2 and KS3

Subject	Matched Cohort	2+ levels of progress	1 level of progress	1+ levels of progress
Welsh 1st Lang.	0	-	-	-
English	688	51.7	42.9	94.6
Mathematics	689	61.7	33.8	95.5
Science	689	67.6	28.6	96.2

Matching

2016 KS2 cohort	2019 KS3 cohort	%age of KS2 cohort matched	%age of KS3 cohort matched
41	0	0.0	-
883	796	77.9	86.4
883	796	78.0	86.6
883	796	78.0	86.6



Summary

FP to KS2 Expected Progress (2 'Levels')	LLC-E to English	LLC-W to Welsh (1)	MD to Maths	
	93.7	93.0	93.0	
KS2 to KS3 Expected Progress (1 Level)	English to English	Welsh (1) to Welsh (1)	Maths to Maths	Science to Science
	94.6	-	95.5	96.2

LA summary and issues

- Strengthen leadership and teaching and learning capacity in identified schools to ensure that all pupils make appropriate progress from their starting points.
- Improve the outcomes for all vulnerable learners, particularly those eFSM, at the secondary stages (key stages 3 and 4) and at the higher levels.
- Reduce variance in outcomes between schools and departments particularly at key stage 4.
- Work with all stakeholders to develop effective mechanisms to help reduce the amount of exclusions.

Attendance/Exclusions

- There has been a decrease in primary attendance of 0.3pp since 2016, but an increase in secondary attendance. Both figures remain above that of Wales.
- There has been an increase in unauthorised absence at primary schools, but a slight decrease at secondary schools since 2016. Both figures are lower than Wales.

Page 119 Exclusion figures are reported by LA

- There has been a decrease in the number of exclusions of 5 days or fewer at primary level, but a substantial increase in the number at secondary level. There has been a rise in the number of exclusions of 6 days or more at both primary and secondary level.
- There were no permanent exclusions in 2018/19 from primary schools.
- There have been 2 permanent exclusions in 2018/19 (compared to 6 since 2015/16: 5 in 2015/16; 1 in 2016/17, but none in 2017/18).

Inspection/Categorisation

- The percentage of schools judged at least Good for Standards of achievement was 83%. 67% of schools were judged Good or better for Well-being and attitudes to learning.
- The percentage of primary schools categorised green has remained stable in 2019/20. There are now no primaries in the red category, and the proportion of primaries in the amber category remain stable. Only one secondary school is now categorised as green, compared with two the previous year. However only one secondary school remains in amber, and one has moved from amber to yellow. There are no red secondaries.

Schools requiring Improvement 2019-2020 (Amber and Red Overall Categories of support)

The information below indicates the schools in the overall category of Amber or Red in the Local Authority in the academic year 2019-2020, that will require additional support. The support is in line with the guidance within the National Categorisation System and within the SEWC Intervention Framework 2019-2020. Each of these schools have a detailed Intervention or Support Plan, the progress each school makes over the next academic year will be captured through regular Education Improvement Boards (EIBs) or Intervention Meetings.

Schools requiring Amber levels of support	Schools requiring Red levels of support
Castle Park Primary	None
Chepstow School	
Deri View Primary	
Durand Primary	
Landogo Primary	
Llantilio Pertholey VC Primary	
Rogiet Primary	
St Mary's RC Primary	

The content of this LA Annex has been agreed by:

LA Director / Chief Education Officer:

Mr Will McClean

Cabinet Member for Education:

Cllr Richard John

EAS Managing Director



Ms. Debbie Hartevelde

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REPORT

SUBJECT	REVENUE & CAPITAL MONITORING 2019/20 FORECAST OUTTURN STATEMENT – MONTH 7
DIRECTORATE	Resources
MEETING	Children & Young People Select Committee
DATE	28th January 2020
DIVISIONS/ WARD AFFECTED	All Authority

1. PURPOSE

- 1.1 The purpose of this report is to provide CYP Select Members with information on the revenue and capital outturn position of the Authority, accommodating capital slippage and approved reserve usage.
- 1.2 This report will also be considered by Select Committees as part of their responsibility to,
 - assess whether effective budget monitoring is taking place,
 - monitor the extent to which budgets are spent in accordance with agreed budget and policy framework,
 - challenge the reasonableness of projected over or underspends, and
 - monitor the achievement of predicted efficiency gains or progress in relation to savings proposals.

2. RECOMMENDATIONS PROPOSED TO CABINET

- 2.1 That Members consider a net revenue forecast of £3.99m deficit, and the one off adjustments designed to return a balanced position (£245k surplus) prior to the end of March 2020.
- 2.2 That Members note the 85% delivery of the budget setting savings agreed by full Council previously and a need for remedial action/savings in respect of circa 15% savings (£994k) reported as delayed or unachievable by service managers.
- 2.3 That Members consider the capital outturn spend of £39.38m, introducing a £384k anticipated underspend, and the presumptions made around net financing consequences as per para 4.4.
- 2.4 Members note the extent of movements in reserve usage, including individual budgeted draws on school balances, and their effect on current prudent financial planning assumptions (para 5.2 onwards).

3. REVENUE MONITORING ANALYSIS

3.1 Increasingly Scrutiny Committee feedback is that monitoring reports are getting more involved, detailed and as a result more difficult to follow. This isn't particularly unusual in periods of increasing service overspends and pressures and the consequential need for remedial savings to compensate for agreed savings not likely to be made. Further clarification has been requested to understand how best monitoring could be enhanced, but as an interim step, the ordering of the report has been altered in an attempt to provide a clearer holistic revenue and overall savings position and better organise Scrutiny Committee portfolio matters within the commentary for each Committee.

3.2 Overall Revenue Position

Table 1: Council Fund 2019/20 Outturn Forecast Summary Statement at Month 7 (Period 2)

Service Area	Initial 2019-20 Annual Budget	Virements to budget Mth2	Virements to budget Mth 3-7	Revised Annual Budget	Revised Forecast Outturn	Forecast Over/ (Under) @ Outturn based on Month 7 Activity	Forecast Over/ (Under) @ Outturn based on Month 2 Activity
	£'000	£'000	£'000	£'000	£'000	£'000	£'000
	(+ net exp,-net income)	(+ net exp, -net income)	(+ net exp, -net income)	(+ net exp, - net income)	(+ net exp, -net income)	(+ deficit, - surplus)	(+ deficit, - surplus)
Adult Services	7,644	0	17	7,661	7,872	211	186
Children Services	11,937	0	22	11,959	14,733	2,774	2,296
Community Care	22,610	0	32	22,642	23,318	676	2
Commissioning	1,604	0	74	1,678	1,626	-52	1
Partnerships	418	0	0	418	418	0	0
Public Protection	1,458	0	0	1,458	1,482	24	6
Resources & Performance	573	0	-42	531	532	1	-3
Total Social Care & Health	46,244	0	103	46,347	49,981	3,634	2,488
Individual School Budget	44,508	0	125	44,633	44,495	-138	0
Resources	1,252	0	0	1,252	894	-358	-359
Standards	5,429	0	0	5,429	6,796	1,367	701
Total Children & Young People	51,189	0	125	51,314	52,185	871	342
Business Growth & Enterprise	1,590	0	126	1,716	1,659	-57	-7
Operations	15,498	0	999	16,497	16,745	248	77
Planning & Housing	2,193	0	-244	1,949	2,262	313	4
Tourism Life & Culture (Monlife)	3,324	0	141	3,465	3,574	109	260

Total Enterprise	22,605	0	1,022	23,627	24,240	613	334
Legal & Land Charges	701		0	701	763	62	20
Governance, Democracy and Support	3,952	0	-16	3,936	3,984	48	10
Total Chief Executives Unit	4,653	0	-16	4,637	4,747	110	30
Finance	2,630	0	-73	2,557	2,510	-47	-123
Information Communication Technology	2,640		185	2,825	2,780	-45	-68
People	1,647	0	60	1,707	1,713	6	2
Future Monmouthshire	-14		-20	-34	145	179	207
Commercial and Corporate Landlord Services	622	0	187	809	811	2	-124
Total Resources	7,525	0	339	7,864	7,959	95	-106
Precepts and Levies	19,240	0	0	19,240	19,060	-180	-181
Coroners Service	117			117	145	28	29
Archives Service	182			182	182	0	0
Corporate Management (CM)	158	0		158	162	4	54
Non Distributed Costs (NDC)	595	0	0	595	675	80	62
Strategic Initiatives	442	0	0	442	0	-442	-442
Borrowing Cost Recoupment	-1,455		1,455	0	0	0	0
Insurance	1,400	0	-17	1,383	1,432	49	0
Total Corporate Costs & Levies	20,679	0	1,438	22,117	21,656	-461	-478
Net Cost of Services	152,895	0	3,011	155,906	160,768	4,862	2,610
Fixed Asset disposal costs	119	0	-28	91	91	0	0
Interest and Investment Income	-206	0	0	-206	-318	-112	-34
Interest payable & Similar Charges	4,130	0	84	4,214	4,062	-152	-153
Charges required under regulation	5,202	0	512	5,714	5,687	-27	49
Borrowing Cost Recoupment			-3,425	-3,425	-3,425	0	
Contributions to Reserves	444	0	-103	341	341	0	0
Contributions from Reserves	-789	0	-51	-840	-840	0	0
Appropriations	8,900	0	-3,011	5,889	5,598	-291	-138
General Government Grants	-62,548		0	-62,548	-62,548	0	0
Non Domestic rates	-30,682		0	-30,682	-30,682	0	0

Council Tax	-75,124	0	0	-75,124	-75,591	-467	0
Council Tax Benefits Support	6,559		0	6,559	6,442	-117	-58
Financing	-161,795	0	0	-161,795	-162,379	-584	-58
Net Council Fund (Surplus) / Deficit	0	0	0	0	3,987	3,987	2,414

- 3.3 This outturn forecast presents a significant and increased overspend. The pressure areas remain those that have been highlighted in previous reports e.g. additional learning needs, social care generally and children's services specifically, passenger transport, car parking, Monlife and authority wide savings held against Future Monmouthshire no longer anticipated to be apportioned to services to deliver.
- 3.4 A comparison of the Net Council fund line against previous years' activity indicates the significance of the variance,

Net Council Fund Surplus	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15
	£'000	£'000	£'000	£'000	£'000	£'000
Period 1	2,414 deficit	379 deficit	164 deficit	1,511 deficit	867 deficit	219 deficit
Period 2	3,987 deficit	766 surplus	62 deficit	839 deficit	1,066 deficit	116 deficit
Period 3				79 surplus	162 deficit	144 deficit
Outturn		49 surplus	652 surplus	884 Surplus	579 surplus	327 surplus

- 3.5 Discussion amongst SLT has identified a limited opportunity for immediate in year recovery action and any such action is already factored into the forecast, so their focus has been upon mitigating the bottom line effect. The Council anticipates one off windfalls in respect of vat receipt from HMRC, an in year grant contribution from WG, and has received guidance from WG concerning a capitalisation directive and the ability to have flexible use of capital receipts to meet the costs associated with service reform.

Explanation of Capitalisation Directive eligibility

- 3.6 The direction correspondence reminds that local authorities cannot borrow to finance the revenue costs of service reform. Local authorities can only use capital receipts from the disposal of property plant and equipment assets received in the years in which this flexibility is offered.
- 3.7 Welsh Ministers believe that individual authorities and groups of authorities are best placed to decide which projects will be most effective for their areas. The key criterion to use when deciding whether expenditure can be funded by the capital receipts flexibility is that it is forecast to generate ongoing savings or reduce revenue costs or pressures over the longer term to an authority, or several authorities, and/or to another public body.

3.8 Welsh Government guidance indicates a wide range of projects that could generate qualifying expenditure and the list below is not prescriptive. Examples of projects include:

- Preparatory work necessary to support local authority mergers as part of the programme to reform local government in Wales;
- Sharing back-office and administrative services with one or more other council or public sector body;
- Investment in service reform feasibility work, e.g. setting up pilot schemes;
- Collaboration between local authorities and central government to free up land for economic use;
- Funding the cost of service reconfiguration, restructuring or rationalisation (staff or non-staff), where this leads to ongoing efficiency savings or service transformation;
- Sharing Chief Executives, management teams or staffing structures;
- Driving a digital approach to the delivery of more efficient public services and how the public interacts with constituent authorities where possible;
- Aggregating procurement on common goods and services where possible, either as part of local arrangements or using the National Procurement Service, Crown Commercial Services or other central purchasing bodies which operate in accordance with the Wales Procurement Policy Statement;
- Improving systems and processes to tackle fraud and corruption in line with the Local Government Fraud and Corruption Strategy – this could include an element of staff training;
- Setting up alternative delivery models to deliver services more efficiently and bring in revenue (for example, through selling services to others); and
- Integrating public facing services across two or more public sector bodies (for example children’s social care, trading standards) to generate savings or to transform service delivery.
- Investment which supports economic growth projects which are also designed to reduce revenue costs or pressures over the longer term, across one or more local authorities and/or other public sector bodies.

3.9 Officers have drawn up the following draft list of expenditure that accords with Welsh government guidance

		£'000	Justification
Children & Young People			
Mounton House Recoupment	Income reduction caused by reduced demand for service following anticipated closure	300	Service reconfiguration
Preparing for new ALN bill		121	Service reform
Revision to Education Psychology service to cover early years and wellbeing in schools		40	Service reconfiguration
SEND ALN portal costs		17	Driving a digital approach
Social Care & Health			
Joint Local authority working (GWICES, Sc. 33, Frailty, regional safeguarding board, Gwent foster fee		113	Integrated services

harmonisation & care home pooling			
IT scheme costs		50	Driving a digital approach
“Turning World Upside Down” on boarding		183	Service reconfiguration
Chief Executives and Resources			
Redundancy costs associated with Council Tax service redesign and merger with TCBC provision		26	Service restructuring
Atebion Procurement Review		16	Investment in service reform feasibility work
Digital programme office – recharge time to facilitate new Wales wide Social Care IT system		38	Driving a digital approach
Market Hall Income loss whilst facility being renovated		56	Service/facility transformation
Shared Chief internal Auditor provision		36	Shared staffing structure
Provision of My Mon app, chat bot and contact Centre refinements		25	Driving a digital approach
Digital programme office recharge in respect of improving efficiency of local authority services		305	Driving a digital approach
Enterprise			
City Deal 10 authority collaboration, annual revenue contribution		62	Integrated services
Project Gwrdd residual waste partnership contribution		35	Integrated services
Facilitating waste polypropylene bag roll out		10	Service reconfiguration
Apprentice, graduate, intern coordinator post		14	Service reconfiguration
Highways restructure redundancy cost		39	Service restructuring
Car parking redundancy cost		30	Service restructuring
Waste recycling review – agency, vehicle hire, additional staff costs		249	Service reconfiguration
Waste – HWRC permit introduction facilitation		40	Service reconfiguration

Introduction of Waste re-use shop		30	Service reconfiguration
Waste officer recharge in respect of facilitating above		80	Service reconfiguration
Shared PTU management with Newport bus		38	Shared staffing structure
Staff costs of PTU core strategic board		69	Service reconfiguration
TOTAL		2,022	

3.10 The addition of such costs to the capital programme still requires full Council approval. This approval will be requested as part of the revenue outturn and accounts closure process. Their effect together with other use of one off funding to mitigate the bottom line position would illustratively provide the following revised forecast outturn.

		£'000
Net Council Fund forecast in year deficit		3,987
Less WG ad hoc contribution to afford pay, already provided for in full.		(310)
Less one off VAT receipt – Ealing judgement, decision to exempt Leisure services income, claims cover period Jan 07 – Mar 19 and total £2.1m, and settlement range is anticipated to be between £1.7m -£2.1m		(1,900)
Less capitalisation directive		(2,022)
Revised Surplus		(245)

3.11 Overall 2019/20 Budget Savings Progress

This section monitors the specific savings initiatives and the progress made in delivering them during 2019-20 as part of the MTFP budgeting process.

In summary they are as follows,

Disinvestment by Directorate 2019-20	2019/20 Budgeted Savings	Value of Saving forecast at Month 7	Delayed Savings	Savings deemed Unachievable YTD
REVENUE MONITORING 2019-20	£000	£000	£000	£000
Children & Young People	(1,234)	(1,208)	0	(26)
Social Care & Health	(1,246)	(1,115)	(90)	(41)
Enterprise	(1,480)	(930)	(152)	(399)
Resources	(1,342)	(1,236)	(106)	0
Chief Executives Units	(106)	(46)	(60)	0
Corporate Costs & Levies	0	0	0	0
Appropriations	(282)	(162)	0	(120)
Financing	(756)	(756)	0	0
DIRECTORATE Totals	(6,446)	(5,453)	(408)	(586)

- 3.12 Anticipated mandated saving performance has changed materiality from month 2 and is running at 85% of budgeted levels (down 3%), largely the consequence of anticipated delayed savings £408k (was £39k at month 2), being more significant than the favourable movement in those savings deemed unachievable, month 7 indicates £586k being deemed potentially unachievable (was £709k at month 2).
- 3.13 The emphasis of reporting savings is based on whether the saving is forecast to be achieved, even if not manifest in Directorate management reports yet. Consequently, the savings appendix (appendix 2) also has a traffic light system to indicate whether savings are likely to be achieved or have justifiable reasons explaining delayed implementation.
- 3.14 In a new attempt to give practical effect to an aspiration of Scrutiny Committee members to derive a simpler presentation that only captures their portfolio area, appendix 1 provides a more detailed commentary of the main pressures and underspends.

Appendix 1 Children & Young People Select Revenue Monitoring

However, the situation is by definition complicated and will not be balanced within Select portfolios appreciating the overall budget is managed holistically, and it is necessary to give Select members the same quality of information as Cabinet to be able for them to take an informed view on the robustness of Cabinet budget management activities which remains a fundamental purpose of the report.

4 CAPITAL POSITION

4.1 The summary forecast Capital position at outturn is as follows,

MCC CAPITAL BUDGET MONITORING 2019-20 at Month 7 by SELECT COMMITTEE						
SELECT PORTFOLIO	Forecast Spend at Outturn	Slippage Brought Forward	Total Approved Budget 2019/20	Forecast Capital Slippage to 2020/21	Revised Capital Budget 2019/20	Capital Expenditure Variance
	£000	£000	£000	£000	£000	£000
Children & Young People	3,267	2,219	3,852	201	3,651	(384)
Economy & Development	18,495	465	18,495	0	18,495	0
Adult	319	0	490	171	319	0
Strong Communities	17,297	7,165	18,697	1,400	17,297	0
Capital Schemes Total 2019-20	39,378	9,849	41,534	1,772	39,762	(384)

4.2 Capital expenditure at month 7 is forecast to underspend by £384k at month 7 primarily at Caldicot (£208k) and Monmouth (£176k) 21c Schools due to Asbestos environmental removal costs being lower than expected as well as reduced snagging expenditure.

Slippage to 2020/21

4.3 Total Provisional Slippage at Month 7 is £1,772k (an increase of £633k since month 2). This comprises,

- Car Park redevelopment costs of £1,000k including the County Hall car park £688k; Granville Street Car Park £162k and £150k for general car park upgrades delayed due to a County wide car park review.
- Crick Road Care Home project exhibits £171k slippage following a review of the construction timescales
- £365k slippage is evident in S106 schemes due to £164k worth of contract delays in the Clydach Gorge, Environmental surveys and Planning considerations
- The deferral of new ALN Provision at Overmonnow School (£201k) due to the schemes' project costs being under review.
- It is anticipated that costs in respect of following schemes will also fall into 2020-21; Abergavenny Community Hub (£124k), Property Maintenance schemes (£99k) and £13k for an IT improvement scheme within financial systems.

Capital Financing and Receipts

4.4 Given the anticipated capital spending profile reported in para 4.1, the following financing mechanisms are expected to be utilised.

MCC CAPITAL FINANCING BUDGET MONITORING 2019-20 at Month 7 by FINANCING CATEGORY						
CAPITAL FINANCING SCHEME	Annual Financing	Slippage Brought Forward	Total Approved Financing Budget 2019/20	Provisional Budget Slippage to 2020/21	Revised Financing Budget 2019/20	Forecast Capital Financing Variance 2019/20
	£000	£000	£000	£000	£000	£000
Supported Borrowing	2,403	0	2,403	(0)	2,403	0
General Capital Grant	3,681	0	3,681	0	3,681	0
Grants and Contributions	2,169	0	2,194	(25)	2,169	0
S106 Contributions	1,321	1,316	1,662	(341)	1,321	0
Unsupported borrowing	24,784	6,956	26,299	(1,131)	25,168	(384)
Earmarked reserve & Revenue Funding	343	169	447	(104)	343	0
Capital Receipts	3,010	1,409	3,181	(171)	3,010	0
Interest Free Financing	1,667	0	1,667	0	1,667	0
Capital Financing Total 2019-20	39,378	9,850	41,534	(1,772)	39,762	(384)

Useable Capital Receipts Available

- 4.5 In the table below, the effect of the changes to the forecast capital receipts on the useable capital receipts balances available to meet future capital commitments is shown. The table also models the anticipated use of capitalisation directive in current year and next year (captured from 2020-21 capital budget proposals). Both of which still require endorsement by Members.

Movement in Available Useable Capital Receipts Forecast at outturn

TOTAL RECEIPTS	2019/20	2020/21	2021/22	2022/23
	£000	£000	£000	£000
Balance b/f 1 st April	4,581	6,531	10,224	10,865
Add:				
Receipts received in year	1,468			
Receipts forecast received	5,416	6,713	1,098	1,300
Deferred capital receipts	98	100	102	104
Less:				
Receipts to be applied	(3,010)	(1,704)	(559)	(559)
Anticipated capitalisation directive application	(2,022)	(1,416)		
Set aside	0	0	0	0
Predicted Year end receipts balance	6,531	10,224	10,865	10,710

- 4.6 At Month 7, a total of £171k of Capital receipts will be slipped which relates to the new Crick Road Care Home project due to the contractors starting later in this financial year due to a delay in awarding the contract. This project has a 3-year project timeframe ending 2020-21, and condenses a very significant build programme into last financial year. Much of the project spend is underpinned by grant funding which disappears if not drawn down in full by end of next financial year. This places additional significance upon the quality and extent of project management within the Social Care Directorate to ensure sufficient eligible expenditure is incurred within necessary timescales.

5 RESERVES

- 5.1 The Council has unallocated reserves in the form of Council fund balance and school reserves. Realistically the level of surplus/deficit affecting Council Fund will commonly fluctuate before the end of the year, but for estimating purposes we will commonly presume services' activities will be influenced to avoid material adverse effect. It also has earmarked reserves that are created for a specific purpose.
- 5.2 Revenue and Capital monitoring reflects an approved use of reserves. A specific analysis is undertaken at every formal periodic monitoring exercise to establish whether reserve cover conveyed to services by members will be fully utilised within the financial year. Where it is apparent this is not the case, both the reserve movement budget in appropriations budget and the expenditure within service directorate is adjusted. This is to prevent any imbalance in the bottom line position for net cost of services.

The table overleaf provides summary analysis of reserve balances based on approvals and progress anticipated through the revenue and capital monitoring exercise.

Account	Balance brought forward	Slippage usage from 2018-19	2019-20 anticipated net movements	Balance carried forward
	(-surplus)/ deficit			(-surplus)/ deficit
Council Fund (Authority)	-7,111,078		0	-7,111,078
School Balances	232,404		650,241	882,645
Sub Total Council Fund	-6,878,674	0	650,241	-6,228,433
<i>Earmarked Reserves:</i>				
Sub-Total Invest to Redesign	-1,083,167	0	-73,113	-1,156,280
Sub-Total IT Transformation	-479,139	129,675	62143	-287,321
Sub-Total Insurance and Risk Management	-1,018,744	0	0	-1,018,744
Sub-Total Capital Receipt Generation	-278,880	24,735	118,566	-135,579
Sub Total Treasury Equalisation	-990,024	0	0	-990,024
Sub-Total Redundancy and Pensions	-332,835	0	88,038	-244,797
Sub-Total Capital Investment	-643,337	0	15999	-627,338
Sub-Total Priority Investment	-405,000	0	300,000	-105,000
	-5,231,127	154,410	511,633	-4,565,083
<i>Other Earmarked Reserves:</i>				
Museums Acquisitions Reserve	-52,885		0	-52,885
Elections Reserve	-83,183		-35,000	-118,183
Grass Routes Buses Reserve	-151,084		-5,000	-156,084
Youth Offending Team	-150,000		0	-150,000
Building Control trading reserve	-14,490		0	-14,490
Outdoor Education Centres Trading Reserve	0		0	0
CYP maternity	-135,795		135795	0
Plant & Equipment reserve (Highways)	-33,541		0	-33,541
Homeless Prevention Reserve Fund	-49,803		0	-49,803
Solar Farm Maintenance & Community Fund	-41,000		-23,000	-64,000
Newport Leisure Park Reserve	-61,899		0	-61,899
Castlegate Reserve	-79,500		0	-79,500
Local Resilience Forum Reserve (Gwent PCC Tfr)	-115,090		0	-115,090
Rural Development Plan Reserve	-413,190		0	-413,190
Sub-Total Other Earmarked Reserves	-1,381,460	0	72,795	-1,308,665
Total Earmarked Reserves	-6,612,587	154,410	584,428	-5,873,748
Total useable revenue reserves	-13,491,261	154,410	1,234,669	-12,102,182

Schools Reserves

- 5.3 Each of the Authority's Schools is directly governed by a Board of Governors, which is responsible for managing their school's finances. However, the Authority also holds a key responsibility for monitoring the overall financial performance of schools.

The net effect of an individual school's annual surplus or deficit is shown in a ring-fence reserve for the particular school. Details of which for each school are included in Appendix 3 based on their latest anticipation supplementing their statutory section 52 budget submissions at end May 2019.

- 5.4 In summary form the anticipated outturn school balances are predicted to be,

	Opening Reserves 2019-20 (surplus) / deficit	Forecast in year usage 2019-20	Forecast outturn position 2019-20
Combined balance	£232,404	£650,241	£882,645

In the last forecasting period (month 2) the use of reserves was £618,034, the current forecast indicates that this will increase to £650,241, leaving a deficit balance of £882,645.

- 5.5 15 schools started 2019-20 year in deficit. 14 were anticipated to end the year in deficit at month 2. Indications are 16 schools will end the year in deficit based on month 7 forecasts, with Pembroke Primary and Overmonnow Primary schools no longer anticipating coming out of deficit. The deficit position remains particularly acute for the 4 secondary schools. Monmouth Comprehensive is particularly significant at forecast £480k, however there is an agreed recovery plan in place and the school is following this. King Henry is currently developing a sustainable recovery plan and this will be agreed in the New Year. Chepstow School had a recovery plan previously, and this saw the school return to a surplus budget. The school is currently in a deficit budget, but has recently agreed a further recovery plan. Caldicot School also has agreed a recovery plan and are meeting the balances agreed.
- 5.6 The local authority has funded teachers' pay award for last 2 years and recent teachers' pensions fund rate changes has been afforded by WG grant. School balances have been declining over a number of years and for the year end 2018-19, balances were in a collective deficit. This forecast deficit has increased in the current financial year which is a concern. Schools are working closely with the Local Authority to minimise any overspends and agree recovery plans. Details of any individual schools' movements are provided in the movement on reserve shown in appendix 3. The current arrangement allows for deficit budget planning irrespective of the collective position where an appropriate recovery plan was provided and agreed at the same time as a deficit budget. Five schools are in the process of agreeing recovery plans, in the majority of cases a slightly extended period of time has been allowed for this due to changes in the leadership or where the deficit is not material or improving.
- 5.7 This position is a concern to the Local Authority, if the deficit balances for schools continue to increase this could over time have an impact on the overall reserves for MCC. To help manage this situation Cabinet is considering the offer of a loan to schools as part of the draft budget proposals for 2020-21. Should it be approved there will be strict criteria around the offer, including the criteria that schools who take a loan cannot enter a deficit

position and must be able to manage the repayments from the funding delegated to the school.

- 5.8 Members should maintain a heightened focus around those schools exhibiting red in the traffic light assessment in appendix 3. Irrespective of the actions of the Executive, Scrutiny functions (CYP Select and Audit) to ensure that school maintain balances which are within the tolerance agreed in a recovery plan.

6 REASONS

- 6.1 To improve budget monitoring and forecasting information being provided to Senior Officers and Members.

7 RESOURCE IMPLICATIONS

- 7.1 The Council's operating model particularly around social care isn't a sustainable model. That isn't unique to Monmouthshire, but is perhaps more acute given poor annual settlement awards. Management have addressed such pressures and un-achievability of savings through their 2020-21 budget proposals, and accommodation of circa £9.7m pressures.
- 7.2 In the short term to avoid the Council fund balance falling below acceptable financial planning parameters (4-6% of net expenditure), the Council is intent to utilise one-off funding to assist with its bottom line outturn position in the form of additional WG grant, use of capital receipts and VAT recovery from HMRC from the implementation of Ealing ruling to treat previously standard rated services as an exempt supply.
- 7.3 It will be increasingly difficult to find additional remedial savings through the year in addition to those required to allow a balanced budget to be established every February. This volatility risk would be traditionally mitigated by a heightened accountability culture whereby service managers are reminded of the need to comply within the budget control totals established by members, and are more responsible for any variances to SLT and Cabinet and equally for Select Committees to exhibit a more focussed reflection upon the adequacy of budget monitoring being applied. Members may wish to re-enforce such accountabilities and review any remedial action proposed by service managers to resolve adverse situations.

8 EQUALITY AND SUSTAINABLE DEVELOPMENT IMPLICATIONS

- 8.1 The decisions highlighted in this report have no equality and sustainability implications.

9 CONSULTEES

Strategic Leadership Team
All Cabinet Members
All Select Committee Chairs
Head of Legal Services

10 BACKGROUND PAPERS

None

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Appendices (attached below)

Appendix 1 Children & Young People Select Revenue Monitoring

Appendix 2 Mandated Savings Progress Report

Appendix 3 School Reserves

Children & Young People Select Portfolio Revenue Monitoring Commentary **(Net £3,610k overspend)**

1.1 Social Care & Health (£2.774m overspend)

This can be a fairly volatile area to manage budget wise, with individual placements potentially having a significant effect. In comparison to 2018-19 activity which was £1.45m overspend, the 2019-20 forecast indicates a worsening position. The service concludes pressures resulting from a greater volume of placements and related staff and transport costs. To assist members in more detailed understanding of the forecast the comparative volume of placements between 2018-19 and 2019-20 is,

2019/20					
Service Area	Current Activity M7	Current Cost to M7	Average Annual Cost of Support	Assumed Activity	Year End Forecast
		£	£		£
In-house Fostering LAC	83	609,497	12,443	83	1,032,807
External Placements LAC	65	2,560,479	78,283	68	5,323,248
External Placements Non LAC	4	279,503	110,284	4	441,135
YP Accommodation - LAC	18	293,389	25,760	18	463,677
CAOs/SGOs Non LAC	56	262,599	7,990	56	447,434
2018/19					
Service Area			Average Annual Cost of Support	Activity at year end	Year End Outturn
			£		£
In-house Fostering LAC			13,187	61	804,426
External Placements LAC			73,791	55	4,058,498
External Placements Non LAC			74,837	3	224,511
YP Accommodation - LAC			27,135	23	624,094
CAOs/SGOs Non LAC			7,439	53	394,281

This suggests the main reasons for increased costs are a forecast increase in the volume of looked after children placements (up 35 cases on 2018-19 outturn but with limited variation in average unit costs between years) and in respect of non-looked after placements, there is more limited case volume volatility but a far higher average unit cost in 2019-20.

However, the range of annual unit costs incurred per case can be highly variable depending upon the complexity of the presentation. To provide some context to the average unit costs table above, the range of unit costs per service activity is also provided as comparison for 2019-20.

2019/20			
Service Area	Annual Equivalent - Individual Placement Cost Range (Lowest/Highest)		Notes
	£	£	
In-house Fostering LAC	11,752	33,800	Only one carer paid £33,800 (transferred from an IFA)
External Placements LAC	31,652	308,508	
External Placements Non LAC	49,017	138,922	
YP Accommodation - LAC	7,320	171,600	
CAOs/SGOs Non LAC	577	14,508	Costs are after deduction of child-related benefits
2018/19			
Service Area	Annual Equivalent - Individual Placement Cost Range (Lowest/Highest)		Notes
	£	£	
In-house Fostering LAC	12,150	33,800	Only one carer paid £33,800 (transferred from an IFA)
External Placements LAC	31,565	308,056	
External Placements Non LAC	48,950	136,037	
YP Accommodation - LAC	3,219	199,892	
CAOs/SGOs Non LAC	4,773	12,096	Costs are after deduction of child-related benefits

Youth offending team partnership (breakeven) – this partnership is managed as a “trading entity such that any over or underspends accrue to a specific earmarked reserve. No variation in revenue budget activity is foreseen at month 2.

1.2 The 2019-20 budget process calculated that Children’s services would receive £41k from Welsh Government disaggregating £2.3m of additional resourcing notified by WG ministers. To date the service reports not having received such. Colleagues have been requested to confirm directly with Welsh Government whether such resourcing will be forthcoming.

1.3 Social Care & Health Director’s Perspective

We are predicting a £3.635M overspend, after accounting for a one off £738K Social Care Workforce and Sustainability Grant from Welsh Government, use of Intermediate Care Funding to the tune of £234K and savings deducted from the budget totalling £1.246M as part of the budget setting process. In real terms the overspend position, if not for this one off funding, would be £4.7M.

The Adult Services division is forecast to overspend by £837K, with continued demand for domiciliary care placing pressure on Care at Home services and an emerging pressure of £1.2M within the Adult with Disabilities service. At the 31st October 2019, 773 weekly care hours were awaiting brokerage from reablement which presented a reduced spend on the domiciliary care budget, but hides the additional need for residential and nursing placements, especially with the increased capital threshold limit, and that domiciliary care is being accommodated within the internal care at home division. The Adults with Disabilities budget, which caters for younger adults with learning and physical disabilities, have seen an increased need for placements, with 8 this year and in total 36 in excess of £1,000 per week. The demand on the Adults with Disabilities services stems from a variety of reasons such as an ageing carer population now requiring the cared for person to have services, a move towards independence and demand for residential and/or college placements, coupled with transitional movement of clients from Children’s to Adults as they move

through the care system. The largest bulk of the directorate budgeted savings have been levied against the Adults budget which, at this early stage of the financial year, are mainly predicted to be met.

At month 2 Children's Services are forecasting a £2.774M overspend, experiencing significant demands placing pressure on the placement budget, plus the knock on effect in the associated legal and transport provision to support care packages and the need to cover internal staff shortages. Since the start of this financial year there has been a 14% increase in LAC numbers, increasing from 173 to 197 at the end of October 2019. With the increased demand comes added pressures on other services such as legal and transport provision, contact and staffing, with extended reliance on agency staffing as a consequence.

Public Protection continues to strive to remain within its budget allocation, predicting a £24K overspend at month 7, mainly as a result of an inability to meet the 2% staff efficiency saving on its employee budgets.

2.1 Children and Young People (net £871k overspend)

Service colleagues report a surplus within **Schools budget division** caused by an excess of ad hoc WG funding to assist with Teacher pension funding totalling **£138k surplus**. Similarly, **Resources division** indicates **£247k surplus** reflecting a reduced use of the CYP school redundancy budget (£100k surplus) and an adhoc release of reserve funding back into the main revenue budget activity (£135k benefit). These savings are not sufficient to compensate **Standards division overspend of £1.37m**, up £646k since month 2. The overspend is the consequence of reduced recoupment income for Mounton House (£300k shortfall), A shortfall in breakfast club activities caused by increase in cost and reduction in income (£120k), increased out of county placement costs (£380k) and additional support to schools (£531k). The pressure on ALN budgets is set to continue given impending widened statutory definition of additional learning needs.

2.2 The 2019-20 budget process assigned £1.2m savings to Children & Young People Directorate. All are anticipated to be achieved, other than the following exception.

- Children and Young People Directorate colleagues reported a £26k shortfall in anticipated income from breakfast club income.

2.3 Children & Young People Director's Perspective

The Directorate's Month 7 position is a forecasted overspend of £870,892 against the budget, which is an increase on the month 2 forecast overspend of £479,689.

The majority of this additional overspend is due to the Additional Learning Needs (ALN) Budget, which continues to remain under significant pressure and has an increased overspend of £626,625 on the Month 2 position. This is largely due to the following-

- School Action Plus: £306,065 of the overspend relates to early identification of additional needs, as a result of the ALN Act. This continues to challenge the Welsh Government's assumption that the Act is cost neutral.








- Independents: £310,915 of the overspend is due to increased placement costs.














We have identified areas within the Directorate where we have been able to make savings, which has reduced the overall overspend. This includes £113,000 for Post 16 Pension grant from Welsh Government and £51,000 relating to teachers pay award. Both of the above have already been funded via the Medium Term Financial Plan. An additional £100,000 for School based redundancies, taking the total saving to £200,000 in year. This is due to lower than anticipated redundancy costs.

Where appropriate all schools requiring a recovery plan have met to agree a plan. These plans will be closely monitored to ensure that the actions are taken to meet the requirements of the plan.









Savings Matrix






Disinvestment by Directorate 2019-20	2019/20 Budgeted Savings	Value of Saving forecast at Month 7	Delayed Savings	Savings deemed Unachievable YTD
REVENUE MONITORING 2019-20	£000	£000	£000	£000
Children & Young People	(1,234)	(1,208)	0	(26)
Social Care & Health	(1,246)	(1,115)	(90)	(41)
Enterprise	(1,480)	(930)	(152)	(399)
Resources	(1,342)	(1,236)	(106)	0
Chief Executives Units	(106)	(46)	(60)	0
Corporate Costs & Levies	0	0	0	0
Appropriations	(282)	(162)	0	(120)
Financing	(756)	(756)	0	0
DIRECTORATE Totals	(6,446)	(5,453)	(408)	(586)










Children & Young People		2019/20 Budgeted Savings	Value of Saving forecast at Month 7	Delayed Savings	Savings deemed Unachievable	Traffic Light based Risk Assessment	ASSESSMENT of Progress
		£000	£000	£000	£000	£000	
CYP 1	Federated school model	(23)	(23)				Saving achieved
CYP 3	Investigate options to revise running and budgeting of Gwent Music - Schools	(40)	(40)				Close working with Gwent Music has identified where the savings can be achieved
CYP 4	Fees and charges - Before School Club - Schools. Residual effect of 2018-19 budget proposal, reflecting 5 months activity at £1 pd	(72)	(46)		(26)		Lower take up of paid childcare element has resulted in a shortfall on the income
CYP 6	Continuation of inclusion review (incl Mounton Hse)	(275)	(275)				Full savings have been achieved
CYP 7	Nursery Provision, double counting topped up schools Jan 19 - March, already provided every Sept	(40)	(40)				Full savings have been achieved
CYP 11	Teachers Pension Scheme - increased rates - prudent assumption of funding from WG at 60%	(475)	(475)				Grant income has been received to offset this
CYP 11	Teachers Pension Scheme - increased rates - prudent assumption of funding from WG at 40%	(309)	(309)				Grant income has been received to offset this
CHILDREN & YOUNG PEOPLE Budgeted Savings Total 2019-20		(1,234)	(1,208)	0	(26)		






Social Care & Health		2019/20 Budgeted Savings	Value of Saving forecast at Month 7	Delayed Savings	Savings deemed Unachievable	Traffic Light based Risk Assessment	ASSESSMENT of Progress
		£000	£000	£000	£000	£000	
SCH 1	Practice change- continue the transformation of practice. Early help, reablement, better life planning and realigning provision to meet personal outcomes .	(536)	(536)				
SCH 2	Fairer charging weekly threshold increases from £70 to £80 generating income following means test	(129)	(129)				
SCH 3	Respite Care - income generation from Fairer charging threshold.	(9)	(9)				
SCH 4	Increase income budget for Mardy Park to reflect additional income from new sc33 agreement	(36)	(36)				
SCH 5	Adults transport budget realignment as people use own transport solutions	(15)	(15)				
SCH 6	Realign Drybridge Gardens budget , based on M5 underspend position	(11)	(11)				
SCH 7	Reduce Individual support service (ISS) staffing costs following end of current two year detriment	(6)	(6)				
SCH 8	Efficient rota management @Budden Crescent following recent review	(20)	(20)				
SCH 9	Continuing Health Care (CHC) Adult - Health recoupment	(100)	(100)				
SCH 10	Budget to represent care home fee income from property sales	(160)	(160)				
SCH 11	Additional charges recovered from property	(90)	0	(90)			Awaiting Counsel direction
SCH 12	Children, Welsh government (WG) additional grant funding for Looked after children (LAC)	(41)	0		(41)		Due to extra demand and the cost involved £41K goes very little way if any to
SCH 13	Discretionary fees & charges uplift	(93)	(93)				
SOCIAL CARE & HEALTH Budgeted Savings Total 2019-20		(1,246)	(1,115)	(90)	(41)		



Enterprise		2019/20 Budgeted Savings	Value of Saving forecast at Month 7	Delayed Savings	Savings deemed Unachievable	Traffic Light based Risk Assessment	ASSESSMENT of Progress
		£000	£000	£000	£000	£000	
18-19	OPS Grounds/waste - 1 year freeze of Head of waste p	40	40				Achieved
18-19	OPS Highways - displace core costs with grant	200	200				Achieved
ENT001	PLANHOUS – Development Mgt – Increased income from discretionary services	(13)	(13)				Achieved
ENT002	PLANHOUS - Development Mgt Press notice savings	(5)	(5)				Achieved
ENT003	OPS - Waste - Move to Re-usable bags for recycling. V	(45)	0	(45)			Cabinet decision to phase in this change so this saving is not achievable this year.
ENT004	OPS - Waste - Move to plastic bags instead of starch for food waste £30k per annum. Bags are going into Energy from Waste (EfW) regardless and contractor wants us to use plastic as easier to reprocess	(30)	(30)				Achieved
ENT005	Household waste recycling centre Day closures – Usk 2 days, Troy 2 days, Llanfoist 1 day, Five Lanes 1 day, circa £72k consequence	(72)	(60)	(12)			Only 10 out of 12 mths savings achieved due to delays
ENT008	OPS - Waste - Issue “Tax Disc” style permits to all residents with council tax to reduce cross border traffic of waste	(24)	(20)	(4)			Only 10 out of 12 mths savings achieved due to delays
ENT009	OPS Grounds/waste - Head of waste post, permanent removal from base.	(40)	(40)				Achieved
ENT010	OPS - Car Parks - Increase in charges - 10%	(90)	(30)	(60)			Only 3 months of savings currently achievable due to the length of consultation processes.
ENT014	OPS - Car Parks - Identifying additional car parking sites. Severn Tunnel Junction (requires investment)	(15)	0	(15)			The plans for Severn Tunnel Junction have changed dramatically so this income will not be achievable this year.







Enterprise		2019/20 Budgeted Savings	Value of Saving forecast at Month 7	Delayed Savings	Savings deemed Unachievable	Traffic Light based Risk Assessment	ASSESSMENT of Progress
		£000	£000	£000	£000	£000	
ENT015	OPS - Car Parks - changing charging times 08.00-18:00	(3)	(1)	(2)			Only 3 months of savings currently achievable due to the length of consultation processes.
ENT016	OPS - Car Parks - Charging On a Sunday	(20)	(6)	(14)			Only 3 months of savings currently achievable due to the length of consultation processes.
ENT010-017	First year implementation costs of car parking proposals	106	106				Achieved
ENT018	OPS - Releasing spare budget funding from 18-19 Pay	(30)	(30)				Achieved
ENT019	OPS - Highways - Generate additional turnover through expansion of workforce to undertake more private/grant work. Would require additional investment.	(50)	(50)				Achievable
ENT020	OPS – Highways – Review of disposal of Highways arisings	(25)	(25)				Still undertaking review into proposal to achieve this. Delay could affect ability to fully meet target, although Highways will look at other means to manage shortfall.
ENT021	OPS - Streetlighting - rearranging of the funding of previous LED SALIX Loans	(38)	(38)				Achieved
ENT022	OPS - PTU Dynamic purchasing system (DPS) Retendering Savings.	(194)	0		(194)		Early indications are that the changes required to make this saving will happen too late in the year to have any benefit in 19/20

Enterprise		2019/20 Budgeted Savings	Value of Saving forecast at Month 7	Delayed Savings	Savings deemed Unachievable	Traffic Light based Risk Assessment	ASSESSMENT of Progress
		£000	£000	£000	£000	£000	
ENT023	ECO - Community & Pships - Staff and Supplies & servi	(30)	(30)				Achieved
ENT024	ADM/MONLIFE savings	(205)	0		(205)		Net saving based on benefits gained by Mon Life moving into charity status (NNDR/Gift Aid/Vat), as this is no longer going ahead the savings are unachievable.
ENT025	ADM/MONLIFE fees & charges uplift	(59)	(59)		0		Achieved
ENT025	Discretionary fees & charges uplift	(27)	(27)				Achieved
ENT026	Headroom to capitalise Highways expenditure	(812)	(812)				Achieved
ENTERPRISE Budgeted Savings Total 2019-20		(1,480)	(930)	(152)	(399)		

Chief Executive's Unit		2019/20 Budgeted Savings	Value of Saving forecast at Month 7	Delayed Savings	Savings deemed Unachievable	Traffic Light based Risk Assessment	ASSESSMENT of Progress
		£000	£000	£000	£000	£000	
CEO001	GOVDEMSUP - Releasing budget saving on Wales local government association (WLGA) Subscription	(3)	(3)				Achieved
CEO002	GOVDEMSUP - Reduction in annual grant provided to Monmouth CAB (1k), releasing budget saving (3k)	(1)	(1)				Achieved
CEO003	GOVDEMSUP - Additional Income from Caldicot Hub - Desk Leasing Scheme	(2)	(2)				Achieved
CEO004	GOVDEMSUP - Policy - Net Staff Savings from not filling admin post	(3)	(3)				Achieved
CEO005	GOVDEMSUP - Community Hubs - Cross-subsidy with new income from Com Ed external	(25)	(25)				Achieved
Page 149 CEO006	GOVDEMSUP – Contact Centre – Integrated Customer Communications	(60)	0	(60)			Delays in restructuring the service and increases in calls have meant that any potential savings have been negated by the requirement to bring in agency staff to cover staff sickness and vacant posts. This saving will not be made this financial year
CEO007	GOVDEMSUP - Members - Chairman's charity - Reduce/remove MCC Subsidy	(8)	(8)				Achieved
CEO008	GOVDEMSUP – Make wider use of Chairmans car to enable a release of a pool car within MCC	(3)	(3)				Achieved
CEO009	Discretionary fees & charges uplift	(1)	(1)				Achieved
CHIEF EXECUTIVES' UNIT Budgeted Savings Total 2019-20		(106)	(46)	(60)	0		

Resources		2019/20 Budgeted Savings	Value of Saving forecast at Month 7	Delayed Savings	Savings deemed Unachievable	Traffic Light based Risk Assessment	ASSESSMENT of Progress
		£000	£000	£000	£000	£000	
RES001	CORPLLORD Estates RE-FIT Energy Savings (net after funding repayments)	(25)	(25)				Achieved
18-19	RES (Procurement - supplementary duplicate payment review) - one off saving in 18-19 - needs to come back out	25	25				Achieved
RES002	Central Services Recharge to Monlife (gross, £143k pressure accomodated in 2018-19 budget)	(704)	(704)				As MonLife is now staying in-house this has been offset with an opposite pressure so nil effect.
RES003	Commercial property income - additional acquisitions - rental income above borrowing and other costs	(400)	(400)				Achieved
RES004	Commercial property income - Castlegate - create sinking fund through wider reserve replenishment from one-off VAT savings to afford release of annual net income to revenue account	(170)	(114)	(56)			Saving assumed 100% rental, currently we have some vacant units that are not producing any income so an element of saving will be delayed until we fill all our units.

Resources		2019/20 Budgeted Savings £000	Value of Saving forecast at Month 7 £000	Delayed Savings £000	Savings deemed Unachievable £000	Traffic Light based Risk Assessment £000	ASSESSMENT of Progress
RES005	Further Travel cost reduction (10%) to be allocated via Future Mon	(50)	0	(50)	0		<p>Total saving forecast be achieved by 31st March 2020.</p> <p>Measures currently being implemented to reduce travel expenses across the authority comprise:</p> <p>Accommodation Review including reallocation of Social Care from Magor to Usk</p> <ul style="list-style-type: none"> • Accommodation rationalisation • Area based working • Route optimisation • Pool car review • Digital enabling for members and officers, including, Skype, laptops, smart phones, tablets, mobile apps etc. • Refocus on agile working and the ability to work seamlessly from any location.
RES006	Discretionary fees & charges uplift	(18)	(18)				Achievable
RESOURCES Budgeted Savings Total 2019-20		(1,342)	(1,236)	(106)	0		

Corporate Costs & Levies		2019/20 Budgeted Savings £000	Value of Saving forecast at Month 7 £000	Delayed Savings £000	Savings deemed Unachievable £000	Traffic Light based Risk Assessment £000	ASSESSMENT of Progress
		0					
CORPORATE COSTS Budgeted Savings Total 2019-20		0	0	0	0		
Appropriations		2019/20 Budgeted Savings £000	Value of Saving forecast at Month 7 £000	Delayed Savings £000	Savings deemed Unachievable £000	Traffic Light based Risk Assessment £000	ASSESSMENT of Progress
APP001	Interest Receivable	(162)	(162)				
APP002	Minimum revenue provision (MRP) savings from capital receipts set aside - to be confirmed	(120)	0		(120)		The proposal involved use of Crick Road receipt, however legal agreement fetters its use until drainage solution secured
APPROPRIATIONS Budgeted Savings Total 2019-20		(282)	(162)	0	(120)		
Financing		2019/20 Budgeted Savings £000	Value of Saving forecast at Month 7 £000	Delayed Savings £000	Savings deemed Unachievable £000	Traffic Light based Risk Assessment £000	ASSESSMENT of Progress
FIN001	Council tax base increase - further increase anticipated beyond CT1 taxbase	(40)	(40)				
FIN001	Council Tax Reduction Scheme activity saving	(110)	(110)				
FIN002	Anticipated "floor" change to Aggregate external funding (AEF) (0.5% improvement)	(468)	(468)				
FIN003	Final "floor" change to 0.3%	(138)	(138)				
FINANCING Budgeted Savings Total 2019-20		(756)	(756)	0	0		

Appendix 3

Individual Schools Reserves

	Opening Balance 2019-20 (surplus)/ deficit	Estimated usage based on Month 7 (surplus)/ deficit	Forecast Closing Balance 2019-20 (surplus)/ deficit	Recovery Plan Yr end Target 2019-20 (surplus)/ deficit
<u>Abergavenny cluster</u>				
E003 King Henry VIII Comprehensive	82,797	136,804	219,601	71,901
E073 Cantref Primary School	(88,391)	(412)	(88,803)	
E072 Deri View Primary School	(80,000)	7,056	(72,944)	
E035 Gilwern Primary School	(55,251)	(9,228)	(64,479)	
E037 Goytre Fawr Primary School	(2,737)	(24,932)	(27,669)	
E093 Llanfoist Fawr Primary School	(14,342)	(7,522)	(21,864)	
E044 Llantillio Pertholey CiW Primary School (VC)	9,643	15,542	25,185	25,185
E045 Llanvihangel Crucorney Primary School	(34,341)	(2,003)	(36,344)	
E090 Our Lady and St Michael's RC Primary School (VA)	14,170	(28,628)	(14,458)	
E067 Ysgol Cymraeg Y Fenni	(51,306)	48,616	(2,690)	

		Opening	Estimated	Forecast		Recovery	
		Balance	usage	Closing		Plan	
		2019-20	based on	Balance		Yr end	
		(surplus)/	Month 7	2019-20		Target	
		deficit	(surplus)/	(surplus)/		2019-20	
		deficit	deficit	deficit		(surplus)/	
						deficit	
<u>Caldicot cluster</u>							
E001	Caldicot School	65,013	120,372	185,385		188,407	
E068	Archbishop Rowan Williams CiW Primary School (VA)	(73,406)	(10,903)	(84,309)			
E094	Castle Park Primary School	23,772	(26,923)	(3,150)		(1,422)	
E075	Dewstow Primary School	(108,642)	20,258	(88,384)			
E034	Durand Primary School	(29,087)	16,493	(12,594)			
E048	Magor CiW Primary School (VA)	54,651	(15,949)	38,702		13,348	
E056	Rogiet Primary School	(20,015)	19,982	(33)			
E063	Undy Primary School	129,534	3,008	132,542		126,424	
E069	Ysgol Cymraeg Y Ffin	32,979	30,280	63,259		Pending	

		Opening	Estimated	Forecast		Recovery	
		Balance	usage	Closing		Plan	
		2019-20	based on	Balance		Yr end	
		(surplus)/	Month 7	2019-20		Target	
		deficit	(surplus)/	(surplus)/		2019-20	
		deficit	deficit	deficit		(surplus)/	
						deficit	
<u>Chepstow cluster</u>							
E002	Chepstow School	(50,661)	216,054	165,393		165,393	
E091	Pembroke Primary School	13,239	(989)	12,250		(209)	
E057	Shirenewton Primary School	(132,093)	41,810	(90,283)			
E058	St Mary's Chepstow RC Primary School (VA)	63,593	(6,463)	57,130		Pending	
E060	The Dell Primary School	(16,389)	(3,560)	(19,949)			
E061	Thornwell Primary School	53,722	(48,779)	4,943		(645)	

65
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	Opening	Estimated	Forecast		Recovery
	Balance	usage	Closing		Plan
	2019-20	based on	Balance		Yr end
	(surplus)/	Month 7	2019-20		Target
	deficit	(surplus)/	(surplus)/		2019-20
	deficit	deficit	deficit		(surplus)/
	deficit	deficit	deficit		deficit
Monmouth cluster					
E004 Monmouth Comprehensive	538,326	(58,749)	479,577		487,767
E032 Cross Ash Primary School	(54,150)	11,616	(42,534)		
E092 Kymin View Primary School	(5,607)	(23,245)	(28,852)		
E039 Llandogo Primary School	83,516	94,142	177,658		(1,141)
E074 Osbaston CiW Primary School (VC)	(6)	27,411	27,405		Pending
E051 Overmonnow Primary School	18,473	602	19,075		Pending
E055 Raglan CiW Primary School (VC)	108,451	(59,955)	48,496		64,622
E062 Trellech Primary School	(71,983)	29,864	(42,119)		
E064 Usk CiW Primary School (VC)	(9,911)	(22,096)	(32,007)		

		Opening	Estimated	Forecast		Recovery	
		Balance	usage	Closing		Plan	
		2019-20	based on	Balance		Yr end	
		2019-20	Month 7	2019-20		Target	
		(surplus)/	(surplus)/	(surplus)/		2019-20	
		deficit	deficit	deficit		(surplus)/	
		deficit	deficit	deficit		deficit	
Special Schools							
E020 Mouton House Special School		(141,505)	66,950	(74,555)		4,947	
E095 PRU		(19,652)	93,717	74,065		Pending	

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Monmouthshire Select Committee Minu

Meeting of Children and Young People Select Committee held at The Council Chamber, County Hall, The Rhadyr, Usk, NP15 1GA on Tuesday, 12th November, 2019 at 10.00 am

Councillors Present

County Councillor T.Thomas (Chairman)
County Councillor L.Jones (Vice Chairman)

County Councillors: L.Brown, M.Groucutt,
D. Jones, M.Lane, M. Powell, J.Watkins

Mr. P. Strong – NEU
Mrs. M. Harris – Association of School Governors

Also in attendance County Councillor R. Harris

Officers in Attendance

Jane Rodgers, Head of Children's Services
Nikki Wellington, Finance Manager
Hazel Ilett, Scrutiny Manager

APOLOGIES: Ms. F. Middleton (NASUWT) and Ms. Thomas (Church in Wales)

1. Declarations of Interest.

None.

2. Public Open Forum.

No members of the public were present.

3. Scrutiny of the performance of safeguarding children.

The report was being brought to the Children and Young People's Select Committee in order that they could evaluate the progress of the council's key safeguarding priorities during 2018/19 and the effectiveness overall of safeguarding in Monmouthshire. The report highlighted risks and mitigations and outlined key actions for further improvement. The lead officer explained that having reported on a six monthly basis following previous unsatisfactory audits and the authority being taken into 'special measures', the council has much greater confidence in the journey undertaken and that the future reporting arrangements are to be annual. The committee heard that the outcome of a recent Wales Audit Office inspection will be reported in the near future. The lead officer discussed the performance of the council in detail, referring to Appendix 2 of the report, the key points included:

- Safeguarding should be embedded within every council service and a self-assessment is currently being undertaken within each directorate.
- The council is well aware of emerging risks on safeguarding, key examples being modern day slavery and child sexual exploitation and how other council

departments such as licensing have a key role in ensuring safeguarding of children and adults.

- External commissioned services remain a challenge as every service commissioned needs to be thoroughly checked, so in terms of self-evaluation scoring, the score is lower until we have really made sure every department has done that and internal audit have verified that is the case.

Challenge:

- The committee acknowledges the tremendous strides that have been made since the time that safeguarding was deemed inadequate. Last year, a joint inspection by Estyn, the Care in Wales and Wales Audit Office concluded that safeguarding practice was robust, but that work needed to continue with some departments who may not have an obvious connection with safeguarding. I would like some reassurance that we are doing this and that now that we have better systems in place, we are revisiting the old system to see if things have slipped through the net.

There are lots of layers as to how we reassure ourselves we have the right checks in place. I can reassure you that the employment checks are in place and the safer recruitment process ensures that people we employ have the correct checks in place. We've not taken our focus off that. The element we are acknowledging is still transitional and is therefore reflected through our scoring, is the training aspect. All departments are completing SAFE self-assessments and must comply with the safeguarding programme, so our self-evaluation score is an acknowledgment that in terms of a cross-council approach with this system, we're still not there. We are currently reliant on the SAFE'S and the safeguarding leads in the department undertaking more manual systems until we are fully automated. It's a reflection of the work we need to do around this.

- There are concerns in relations to community delivered services, having attended a community-led mother and toddler group last year where it was evident that any adult could come to the group. In addition, the head of the centre had not been trained on safeguarding. I followed it up a few months later and this person still had not been trained. How proactive are we as a council in going into communities and advising that people need training?

This is a really good question. There are our directly run services, then there are those where we have a tentative relationship and we take some responsibility even though our role is less clear. It really is a case of how good the relationships are. We need each directorate to identify groups in communities and make the right connections. The work around volunteering has brought much more control to some of these activities, but this is a prime example of where every officer needs to be able to be vigilant and every elected member and to highlight to us these cases, in line with our statutory responsibilities.

- This leads on to the issue of elected member training. Do you need to work with group leaders to ensure that every member is trained?

We do, but there are still members who have not been trained and it's very difficult, but the responsibilities for members are statutory and therefore, they should all attend mandatory training.

- In terms of staff training, 48% of workforce have not been trained and this is a concern. When are we expecting 100% of staff to have completed the training?
The figures do not represent the very latest position and we need to review this and assess the less obvious people who may need the training.
- Appendix 3 mentions deadlines in terms of safeguarding actions and it seems most of the actions are anticipated to be completed by March 2020. Would it be possible for the committee to receive an interim report in April 2020 to review progress made (bearing in mind that reports will now be annually)?
It is true that most actions are scheduled for completion in March 2020 and by then, we should have a progress report against each action, with outcomes, but the data won't have been validated, so we wouldn't be in a position to do a full report until November 2020, but we could prepare an interim report on the key areas.
- The report discusses 'managing allegations' and suspensions. I have concerns around suspensions in terms of recent case law stating that suspensions are not a neutral act. In recognising that the decision to suspend is not taken lightly, the suspension process is extremely costly and highly upsetting, so I'm concerned as to whether schools have adequate guidance on the advised approach, to ensure everyone is acting in accordance with the law.
I understand your points made around suspension. We have a process that supports employees and there's a risk assessment to guide those decisions, but it is hard to generalise as each case is unique. There is a clear process and schools are supported as opposed to being left alone to make that decision. We have regional guidance that we work to.
- We are unsure whether level 1 training for school governors is enough and would ask that you review training for governors.
- Clarity on whether the 'Prevent Strategy' training covers all types of extreme behaviour, which was confirmed to be the case.

Outcome and Chair's Conclusion:

The committee were satisfied with the progress outlined in the report and agreed the following outcomes:

- The recent WAO review would be reported to the committee when published.
- Progress report in April 2020 to review progress on key actions, together with a summary of the self-assessments undertaken in each of the directorates.
- We request officers work with the political group leaders to ensure that all elected members are trained.
- We request that officers provide clarification for schools on the process around suspension.
- The committee will scrutinise the next annual report in November 2020.

4. To scrutinise the proposed changes to the School Funding Formula as part of the formal consultation process.

The report was brought to the committee to seek the views of members on the proposed changes to the funding formula for all schools, whilst this is under consultation. The lead officer advised that this review is a regular review in order to ensure the fairest distribution of funding to schools. The Schools Funding Forum had requested a working group review the formula and having undertaken the review, the forum has made the recommendations outlined in paragraph 3.2 of the report. The officer explained that the rationale for the recommendations is outlined in section 3 of the consultation document attached in appendix 1 of the report.

The committee were advised that there were no proposals to reduce the overall funding, but that the recommendations outlined in the report proposed a redistribution of funds in a fairer way. The views of the select committee would be taken into account with the consultation responses when the Executive make a decision.

Challenge:

- My first question is around equity. I'm keen for everyone to be treated equally and I believe that whenever we get an opportunity to consider funding, we should address inequality and disadvantage. Some schools have to spend a lot of resources on addressing inequality, so I would be reassured if we could somehow acknowledge the effect of deprivation.
It is difficult, it's essentially the same pot of money and we are just redistributing it in a fairer way, but we will consider this. There are Welsh Government grants that address deprivation and the pupil deprivation grants that go to schools are one of these, but we will take tis into account.
- Please can you offer more explanation into the rationale for the changes, the justification and explain the impacts on schools?
The officer described in detail the rationale for the recommendations, explaining that some schools received funding streams for services they no longer administered and that through consultation, the feedback of each school had been taken into account in making the recommendations.

Outcome and Chair's Conclusion:

The committee supported the proposals to change the schools funding formula in line with the findings and recommendations of the Schools Funding Forum's review. They acknowledged that the overall funding for schools is not being reduced, but that funds are being distributed in a fairer way. The committee requested:

- The officer considers how best to reflect the issue of deprivation.
- The Service Level Agreement on payroll is emailed to the committee.

The chair reminded the committee that all elected members can feed their individual comments through via the consultation process.

5. To confirm the minutes of the previous meeting.

There were some amendments to be made in terms of attendance at the meeting and it was requested that Democratic Services revisit the attendance sheet and make the necessary amendments. Co-opted members Peter Strong, Fay Middleton and Maggie Harris were in attendance but are not listed. In addition, Councillor Paul Pavia is listed as a member of the committee when he is not a member and attended in an observing capacity.

6. Children and Young People Select Committee Forward Work Plan.

The Scrutiny Manager discussed the forward plan and this was agreed by the committee.

7. Council and Cabinet Work Plan.

Noted.

8. Next Meeting: Tuesday 17th December 2019 at 10.00am.

Noted.

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Monmouthshire Select Committee Minutes

**Meeting of Joint Select Committee held
at Council Chamber, County Hall, The Rhadyr USK - County Hall, The Rhadyr, Usk on Thursday,
5th September, 2019 at 10.00 am**

Councillors Present

County Councillor Tudor Thomas (Chairman)
County Councillor Frances Taylor (Vice
Chairman)

County Councillors: L.Brown, R. Edwards,
M.Groucutt, R. Harris, D. Jones, M.Lane,
T.Thomas, S. Woodhouse and P. Clarke

Officers in Attendance

Will McLean, Chief Officer for Children and Young
People
Matthew Gatehouse, Head of Policy and
Governance
Julie Boothroyd, Chief Officer Social Care,
Safeguarding and Health
Richard Jones, Performance Manager
Eve Parkinson, Head of Adult Services
Jane Rodgers, Head of Children's Services
Sophie Cook, Business Support

APOLOGIES: County Councillors A.Davies, M. Powell and M Fowler (Parent Governor Representative)

1. Election of Chair

Nominations for chair were sought. Cllr Tudor Thomas was the sole nominee and was duly elected to the position of chair.

2. Appointment of Vice-Chair

Nominations for vice-chair were sought. Cllr Frances Taylor was the sole nominee and was duly elected to the position of chair.

3. Declarations of Interest

There were no declarations of interest

4. Public Open Forum

No members of the public addressed the Committee as part of the public open forum.

5. Corporate Plan: To hold Cabinet Members to account on performance and alignment of service delivery to the Corporate Plan

3. Corporate Plan Goals and National Performance Measures

- The report was introduced by the Performance Manager. It was explained that the report covers the 22 things that Council has committed to delivering by 2022 as part of its five well-being objectives within the Corporate Plan.
- The report covers progress against the objectives of greatest relevance to the Adult and Children and Young People Select Committees and shows how they contribute to the national goals set out under the Well-Being of Future Generations Act. There are assessments against the overall objectives and the individual steps in the report.

Members Challenge

- There was challenge about process for determining the level of assessment. It was explained that these judgements were arrived at using the council's self-evaluation framework. Each action of assessed and then the assessment of individual actions was aggregated to give an overall assessment which acts as a higher level summary judgement.
- The assessed level of performance of 'adequate' assigned to the Best Possible Start in Life goal was challenged. Members heard that while Foundation Phase and Key Stage 4, were not where we had wanted to be in 2018, the overall performance at foundation phase remained high while improvement has been made in levels 2 and 3 at expected level and expected level +1. Members were reminded that a report on Mounton House would be coming back to the committee later in September. Members also heard that there had not been a reduction in LEA funding for teaching assistants and will remain so where children present with a clear assessed level of need.
- Members asked whether there were problems in links between education and health in the area of young peoples' mental health. Member heard about the 'Iceberg Model' of provision for early assessment and intervention which has been funded from the transformation fund.
- Members sought further detail about why performance in 2018 was not at the expected level and were reminded that this data has been scrutinised over the course of the past twelve months in a number of arenas. Members also heard from the Cabinet Member who explained some of the activity that had been delivered to support vulnerable learners for targeted support in year 11.
- A challenge was raised about whether the corporate plan could be amended to support Mounton House School. The Cabinet member responded that Cabinet will ensure that pupils with social, emotional and behavioural difficulties and ensure they are educated in the most appropriate environment.
- Members challenged the assessment of objective on Lifelong Well-being as 'good', for example there are fewer young people participating in sporting activity. Members heard from the Cabinet member that we have a responsibility to make opportunities available, for example through our leisure centres which have been maintained, and in some cases upgraded and also run events such as the Monmouthshire Games.
- Members challenged the decision to keep tourism, leisure and culture services in house following the amount of resource used to prepare the business case. Members heard from the Cabinet Member that the authority should not be afraid to innovate and try different things but sometimes you pursue options, weight them up and decide not to take a certain path. The example of Monmouth Leisure Centre was cited as an example of how services can thrive in-house.
- Members raised a question about whether cabinet members were as challenging on officers as they could be. The Cabinet for Social Care and Safeguarding responded that challenge does take place and that more feedback from selects would be welcomed and reminded committee that Cabinet is also held to account in full council. The Cabinet member for Children and Young People also made reference to regular meetings with the Education Achievement Service and Schools to challenge performance and ensure focus on learner outcomes.
- There was challenge about the selection of measures chosen to evidence progress. Members heard that there were a broad range of measures drawn from national frameworks prescribed by Welsh Government and service business plans and included based on their relevance to the corporate plan.

Outcomes

- That the committee express a concern to Cabinet members that a judgement of 'good' can sometimes been applied too soon when we are still in the process of change and before improvements have become evident.
- That scrutiny chairs have an opportunity to sit with the performance team to ensure an understanding of how the evaluation scores is applied and how the evidence leads to judgements using the self-evaluation framework
- The Committee wish to see evidence, where it is available, that additional money put in to support vulnerable learners is having the desired effect.

6. Chief Officer, Social Care, Safeguarding and Health, Annual Report: Scrutiny of the Annual Report (Annual Report can be accessed by clicking "Go to this Sway" in the cover report).

- This is a new approach to the annual report. The headings used are standard across Wales, however the Chief Officer explained that she used Microsoft Sway to produce a more interactive document while contained a broad range of evidence supplied by all sections of the workforce to give evidence to illustrate how the six quality standards outlined in the report are met. These are supplementary to the core narrative produced by the Chief Officer.
- The Chief Officer talked through the chapter headings and highlighted a number of specific sections.

Members Challenge

- There was challenge around how members will know what the differences are when they look back on progress this time next year and whether this format made scrutiny more difficult. Members heard that the report contains a mix of quantitative and qualitative evidence. Conventional measures are still part of the report and can be found via a link. It was also explained that the embedded slide decks and short films can be shared easily with the community and service users. Sway also has tools which make the content more accessible
- The committee wanted a more detailed explanation about the work taking place to turn around the current rising numbers in childrens' services. It was explained that social workers can refer to a specialist team to get a focused intervention which should turnaround a case. This is an intensively resourced team that work with small numbers of people and works to keep children within a family.
- Members sought an explanation about the links between poverty and those entering the care system. It was explained that there is a correlation between the data, however while poverty can place incredible pressure on families there is not a proved causal link. Some of these issues are also inter-generational.
- There was a challenge whether the broad priorities made it harder to see the detail of what was being delivered and for members to hold officers to account, for example fostering. It was explained that there is a huge amount of detail and this has been lifted into broad themes but the detail beneath these is covered within the report with even more details available in teams service plans
- Members challenged the level of delayed transfers of care and the difficulties of providing services in some areas and whether this resulted in a postcode lottery. It was explained that the situation is more problematic that in previous years. There are links to difficulties with the independent market for domiciliary care where it is more difficult to secure provision. These areas have been targeted with specific projects, for example 'Turning the World Upside Down'.
- Members challenged whether the fee levels paid by local authorities to private care providers created a risk that care providers were not sustainable; sought assurance that

providers are economically sound and the impact on people if they go out of business. Members heard that officers meet with providers in each locality on a regular basis to explore recruitment, retention and viability. The ongoing work as part of the Turning the World Upside Down project which will mean commissioning in a placed based way which makes the sector more sustainable and recognises the different costs in different parts of the county.

Outcomes

- Members requested that the measures and targets be included as an appendix to make them more accessible with clear links to the standards when this is taken to council.
- Members identified that training may need to be provided on Sway if this is to be used more in future
- Members asked whether it was possible to gather further data on the socio-economic background of children going into care to better understand the links between care and poverty
- The current situation with delayed transfers of care was noted and full report on domiciliary care will be brought to the next full meeting of Adult Select Committee
- The chair will write to the Cabinet Member ask for any further reflections

The meeting ended at 4.25 pm

Monmouthshire's Scrutiny Forward Work Programme 2020-21

Children and Young People's Select Committee					
Meeting Date	Subject	Purpose of Scrutiny	Responsibility	Type of Scrutiny	
28th January 2020	Scrutiny of the 2020/21 draft budget proposals	Scrutiny of the draft Capital and Revenue proposals for 2020-21 within the context of the 4 year Medium Term Financial Plan.	Peter Davies	Budget Scrutiny	
	Children's social services performance reporting	Reporting of performance of Children's social services for 2019-20 (6 monthly)	Richard Jones Julie Boothroyd	Performance Monitoring	
	Short Break				
	Progress Update on Key Stage 4 Outcomes	Scrutiny of school performance at key stage 4.	Will Mclean	Performance Monitoring	
	Education Achievement Service Business Plan	Scrutiny of the EAS Business Plan	EAS	Performance Monitoring	
	Attainment Strategies	Discussion with Chepstow Comprehensive on their success strategies for improving the performance of pupils in receipt of free school meals. Discussion on the challenges of being a school on the periphery of the Wales.	Matthew Simms, Head teacher of Chepstow Comprehensive School	Policy Development	
	Budget Monitoring report - Month 7	Budget monitoring report for quarterly scrutiny.	Mark Howcroft	Budget Monitoring	
17th March 2020	Progress on Curriculum Reform	Update report on progress in delivering reform.	Will Mclean	Performance Monitoring	
	Additional Learning Needs Update	Performance report on Additional Learning Needs Strategy.	Will Mclean	Performance Monitoring	
	School Development Plan Outcomes		Will Mclean	Performance Monitoring	
	Youth Offending Service Review	To consider the self-evaluation of the Youth Offending Service in response to the new National Standard.	Chick Chesney Jane Rodgers	Performance Monitoring	
28th April 2020	To be confirmed				

Monmouthshire's Scrutiny Forward Work Programme 2020-21

Future Agreed Work Programme Items:

Schools items:

- **FSM performance** ~ Chair and Vice Chair to visit Chepstow Comp to discuss and report back to CYP – Will to arrange
- **Chair's School visits** ~ Ysgol Y Ffin
- **Chepstow Comp** (implications of Wyedean)
- **Welsh Medium Education ~ Welsh Education Strategic Plan** – annual update. New school in Monmouth.
- **Additional Learning Needs** and financial pressures
- **Inclusion updates** – wellbeing/attitudes to learning/supporting the pupil voice
- **Post 16 education provision/Apprenticeships/Engagement and progression**
- **EAS Business Plan 2020-2021 and the Professional Learning Offer 2020-2021 ~ 28th January 2020**
- **Looked After Children Grant** ~ schools input
- **New Curriculum Update and Pioneer schools** ~ Primary and secondary to discuss from a school's perspective ~ November 2019
- **National Categorisation/Estyn outcomes** -Progress towards addressing recommendations

Non-education issues:

- **Support for Foster Carers** ~ Edge of Care Team and BASE. Bringing in Foster Carers
- **Engage with the Youth Forum** ~ Discuss their priorities and key concerns
- **Young Carers Strategy Update**
- **Childcare sufficiency** – annual update
- **Well-being reporting (obesity, eating disorders etc)**
- **Family Support Services ~ Young People's Mental Health Support in Schools:** Chair to liaise with Chief Officer
- **Children with Complex Needs and play provision.**

Suggestions from the Chief Officer:

- **ADL Transformation** ~ new legislation and practice early next year. Regional leads to provide and input. Readiness assessments
- **Ongoing Transformation between health board and regional partnership boards.** Intermediate Care funding and in particular, supporting wellbeing needs.

Monmouthshire's Scrutiny Forward Work Programme 2020-21

- **Inclusion in schools (primary and secondary), Behaviour policy. CAMS support ~ early presentation.**
- **Risk areas, financial position and budgetary pressures, Schools Finance Forum work**
- **2 years' delivery plan for Children's Services ~ understanding good practice and the significant drivers on schools and social services**
- **Chief Officer Annual Reports and Corporate Parenting**

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

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

Committee / Decision Maker	Meeting date / Decision due	Subject	Purpose	Author	Date item added to the planner	Date item originally scheduled for decision
Council	14/05/2020	LDP Preferred Strategy	Endorsement of final preferred strategy	Mark Hand	19/09/19	
Cabinet	03/06/20	Budget Monitoring report - month 12 (period3) - outturn	The purpose of this report is to provide Members with information on the forecast outturn position of the Authority at end of month reporting for 2019/20 financial year	Mark Howcroft	18/04/19	
Cabinet	01/04/20	Welsh Church Fund Working Group	The purpose of this report is to make recommendations to Cabinet on the Schedule of Applications 2019/20, meeting 9 held on 5th March 2020.	Dave Jarrett	18/04/19	
Council	05/03/20	Strategic Equality Plan		Alan Burkitt	26/09/19	
Council	05/03/20	Council Tax Resolution	To set budget and Council Tax	Ruth Donovan	18/04/19	
Council	05/03/20	Constitution Review		Matt Phillips	14/08/19	
Cabinet	04/03/20	Budget Monitoring report month 10		Mark Howcroft	18/04/19	
Cabinet	04/03/20	2019/20 Education and Welsh Church Trust Funds Investment and Fund Strategies	The purpose of this report is to present to Cabinet for approval the 2019/20 Investment and Fund Strategy for Trust Funds for which the Authority acts as sole or custodian trustee for adoption and to approve the 2018/19 grant allocation to Local Authority beneficiaries of the Welsh Church Fund	Dave Jarrett	18/04/19	

Cabinet	19/02/20	Consideration of Final Revenue and Capital Budget Proposals		Peter Davies	03/10/19	
Cabinet	12/02/20	Strategic Review of Outdoor Education		Marie Bartlett	18/10/20	
Cabinet	12/02/20	Welsh Church Fund Working Group	The purpose of this report is to make recommendations to Cabinet on the Schedule of Applications 2019/20, meeting 8 held on 23rd January 2020.	Dave Jarrett	18/04/19	
Council	16/01/20	Council Tax Reduction Scheme		Ruth Donovan	18/04/19	
Council	16/01/20	Mid Term Review of the Corporate Plan		Peter Davies	26/09/19	
Council	16/01/20	Local Development Plan Preferred Strategy		Mark Hand	06/09/19	
Council	16/01/20	Constitution Review		Matt Phillips	14/08/19	
Council	16/01/20	Safeguarding - Annual Report to Council		Jane Rodgers	20/06/19	
Council	16/01/20	Proposed Development Company		Deb Hill-Howells	16/09/19	

ICMD	29/01/20	Various roads, county wide Amendment No. 1 of consolidation order 2019 (part 2)		Paul Keeble	13/01/20	
ICMD	15/01/20	Archaeology Planning Advice	Adoption post-guidance	Mark Hand	19/09/19	
ICMD	15/01/20	SPG S106 guidance note	To clarify how S106 contributions are calculated	Mark Hand	01/05/19	
Cabinet	08/01/20	Ethical Employment code of practice - Approval Paper Draft		Scott James	08/11/19	
Cabinet	08/01/20	Rights of Way Improvement Plan (ROWIP) review/ Policy Statement - Results of statutory consultation and proposed Final Plan	To seek approval of the Review of the ROWIP and associated policies	Matt Lewis	18/07/19	
Cabinet	08/01/20	Welsh Church Fund Working Group	The purpose of this report is to make recommendations to Cabinet on the Schedule of Applications 2019/20, meeting 7 held on 5th December 2019	Dave Jarrett	18/04/19	
Cabinet	08/01/20	Budget Monitoring report - month 7 (period 2)	The purpose of this report is to provide Members with information on the forecast outturn position of the Authority at end of month reporting for 2019/20 financial year.	Mark Howcroft	18/04/19	
Cabinet	08/01/20	Redundancy implications within MonLife		Marie Bartlett	07/11/20	
Cabinet	08/01/20	Homelessness Report		Deb Hill-Howells	07/11/19	
Cabinet	08/01/20	Primary School Places Reiview in Caldicot		Matthew Jones	02/10/19	

Cabinet	20/12/19	ARUP Report		Cath Fallon	07/11/19	
Cabinet	20/12/19	Draft Revenue and Capital Budget Proposals		Peter Davies	26/09/19	
Cabinet	20/12/19	Tree management Strategy Update		Carl Touhig	16/09/19	
Cabinet	20/12/19	Green Infrastructure Strategy	To approve the Green Infrastructure Strategy	Matt Lewis	18/07/19	
Cabinet	20/12/19	Road Safety Strategy		Frances O'Brien	16/09/19	
Cabinet	20/12/19	Home to School Transport Policy		Frances O'Brien	16/09/19	
Cabinet	20/12/19	Long Term Household Recycling		Carl Touhig	29/01/19	
Cabinet	20/12/19	Statutory consultation to establish a new Welsh Medium Primary School in Monmouth		Debbie Morgan	15/08/19	
IMCD	18/12/19	Council Tax Base 2020/21 and associated matters	To agree the Council Tax Base figure for submission to the Welsh Government, together with the collection rate to be applied for 2020/21 and to make other necessary related statutory decisions	Sue Deacy/Ruth Donovan	18/04/19	

ICMD	18/12/19	SPG Landscape	To provide guidance on landscape character to inform planning decisions	Mark Hand/Amy Longford	02/05/19	
ICMD	18/12/19	SPG archaeology	To identify three new Archaeologically Sensitive Areas	Mark Hand/Amy Longford	01/05/19	
ICMD	27/11/19	Museum Review	To seek agreement to implement a staffing restructure and new public opening hours following a review of the Museums Service	Matthew Lewis		
ICMD	27/11/19	Infill SPG		Phil Thomas	06/11/19	
ICMD	27/11/19	Structure Change - Outdorr Education Service		Ian Saunders	08/11/19	
ICMD	27/11/19	Strategic Lead for Youth Enterprise & Skills		Cath Fallon	06/11/19	ITEM WITHDRAWN
ICMD	27/11/19	New Posts within MonLife		Marie Bartlett	01/11/19	ITEM WITHDRAWN
ICMD	27/11/19	LANDSCAPE SPG		Andrew Nevill	31/10/19	
ICMD	27/11/19	Sale of land at Llanvair Discoed for use as garden land'	To seek consent to dispose of two sections of land in Llanvair Discoed to current occupiers for use as garden land'	Gareth King/Cllr P Murphy	31/10/19	
ICMD	27/11/19	Infill Development Supplementary Planning Guidance	For adoption post-consultation	Mark Hand	19/09/19	

ICMD	13/11/19	CYP staffing structure – ALN Team		Nikki Wellington		
ICMD	13/11/19	MONLIFE AMENDMENTS TO TEAM CONFIGURATIONS		Marie Bartlett		
Cabinet	06/11/19	Climate Emergency Action Plan	Deferred	Matt Gatehouse	16/09/19	
Cabinet	06/11/19	Welsh Church Fund Working Group	The purpose of this report is to make recommendations to Cabinet on the Schedule of Applications 2019/20, meeting 5 held on 19th September 2019 and meeting 6 held on 24th October 2019	Dave Jarrett	18/04/19	
Cabinet	06/11/19	Section 106 Funding – The Hill, Abergavenny		Mike Moran	20/02/19	
Cabinet	06/11/19	Caldicot Leisure Centre		Ian Saunders	16/09/19	
Cabinet	06/11/19	Economic Growth		Cath Fallon	16/09/19	
Cabinet	06/11/19	Section 106 Funding – Penperlleni		Mike Moran	20/02/19	
Cabinet	06/11/19	Croesonen S106 Off-Site Recreation Funding		Mike Moran	30/09/19	
Cabinet	06/11/19	Monmouth S106 Off-Site Recreation Funding		Mike Moran	30/09/19	

Council	24/10/19	Corporate Parenting Annual Report		Jane Rodgers	28/08/19	
Council	24/10/19	Re-appointment of Monmouthshire Local Access Forum	To secure the appointment of members to the Monmouthshire Local Access Forum (LAF) for its next 3 year period	Matt Lewis	18/07/19	
Council	24/10/19	Change to Terms of Reference of PSB Select	To approve a wider remit for the PSB Select Committee to enable it to focus on broader public service activity within Monmouthshire	Hazel Ilett	01/08/19	
Council	24/10/19	National Development Framework		Mark Hand	06/09/19	
Council	24/10/19	Modern Day Slavery & Exploitation Protocol		Dave Jones	11/09/19	
ICMD	23/10/19	Museums - Collections rationalisation	Cllr Paul Jordan	Rachael Rogers	07/08/19	
ICMD	23/10/19	SPG S106 guidance note	To clarify how S106 contributions are calculated	Mark Hand	01/05/19	deferred to 27/11/19
ICMD	09/10/19	VARIOUS ROADS, COUNTY WIDE AMENDMENT NO.1 OF CONSOLIDATION ORDER 2019		Paul Keeble	20/09/19	
ICMD	09/10/19	Archaeology Planning Advice	Endorsement to consult on this advice note, which includes designating new Archaeologically sensitive Areas	Mark Hand	19/09/19	
ICMD	09/10/19	Planning Report		Rachel Lewis	11/09/19	

ICMD	09/10/19	Planning Services - Annual Performance Report 2018/19		Phil Thomas	11/09/19	
Council	19/09/19	Capital Strategy Approval		Mark Howcroft	09/08/19	
Council	19/09/19	Rights of Way Orders Decision Making	To review rights of way order decision making and remove the need for objected public rights of way Section 53 Wildlife and Countryside Act and 1980 Highway Act applications to be approved by ICMD	Matt Lewis	18/07/19	
Council	19/09/19	MCC Audited Accounts and ISA 260	To notify Council of completed Audit process and resultant accounts - To go to Audit Committee	Mark Howcroft	18/04/19	
Council	19/09/19	SE Wales Strategic Development Plan		Mark Hand	18/06/19	
Council	19/09/19	Corporate Plan Annual Report		Richard Jones	19/06/19	
Council	19/09/19	Director of Social Services Annual Report		Julie Boothroyd	04/06/19	
Council	19/09/19	MonLife		Tracey Thomas	03/05/19	
Cabinet	18/09/19	Decision on the closure of Mounton House School	Special Meeting	Matthew Lewis	20/05/19	
Cabinet	18/09/19	VAT Management arrangements		Peter Davies	08/08/19	

Cabinet	18/09/19	MTFP and Budget Process	To outline the context and process within which the MTFP over the next 4 years and the budget will be developed.	Mark Howcroft	18/04/19	
ICMD	11/09/19	Proposed acquisition of MOD railway line.		Deb Hill Howells/ P Murphy	222/08/19	
ICMD	11/09/19	Property Appreciation	Equity Release Scheme	Ian Bakewell	07/08/19	
ICMD	11/09/19	SPG Landscape	To provide guidance on landscape character to inform planning decisions	Mark Hand/Amy Longford	02/05/19	WITHDRAWN
ICMD	11/09/19	Skills @ Work Programme	To seek approval for Monmouthshire's approach to delivering this pan-Wales, fully funded, scheme designed to enhance skills and increase productivity in the workplace, providing opportunities for employers in all sectors to gain accredited qualifications for their workforce	Richard Drinkwater/Nikki Jones	05/08/19	
ICMD	11/09/19	SPG archaeology	To identify three new Archaeologically Sensitive Areas	Mark Hand/Amy Longford	01/05/19	WITHDRAWN
ICMD	11/09/19	Sale of land for Garden use Llanfair Discoed	To seek consent for the sale of the section of the land at Llanfair Discoed to the existing leaseholder for use as garden land.	Gareth King/Cllr P Murphy	08/08/19	
Cabinet	04/09/19	Public Services Ombudsman Annual Report		Paul Matthews	07/08/19	
Cabinet	04/09/19	Sec 106 Funding; Countryside Sites	To seek approval for section 106 expenditure on various countryside sites	Matthew Lewis	18/07/19	
Cabinet	04/09/19	Digital Infrastructure Action Plan		Cath Fallon	01/04/19	

Cabinet	04/09/19	Windows 10 Laptop Replacement	This report seeks funding for the replacement or upgrade of workplace laptop stocks, bringing them up to a minimum of Windows 10 operating system and meeting our ICT security requirements	Sian Hayward	01/08/19	
Cabinet	04/09/19	Digital Infrastructure Action Plan		Cath Fallon	08/05/19	
Cabinet	04/09/19	School Partnership Agreement		Cath Sheen	01/07/19	
Cabinet	04/09/19	Restructure of Resources Directorate	deferred	Peter Davies	07/06/19	
Cabinet	04/09/19	Brexit Preparedness		Cath Fallon		
ICMD	21/08/19	Modern Day Slavery and Exploitation Protocol'		David Jones	01/08/19	
ICMD	21/08/19	Insourcing of Engineering Design Service	DEFERRED	Paul Keeble	01/08/19	
ICMD	21/08/19	MonLife - Learning Staffing Establishment	To approve an adjustment to the staffing establishment in order to provide business support to the MonLife Learning Manager to deliver additional courses to a range of groups and individuals	Matt Lewis	18/07/19	
ICMD	07/08/19	EMERGENCY PLANNING – BUSINESS CONTINUITY MANAGEMENT POLICY STATEMENT .		Julia Detheridge	10/07/19	
ICMD	07/08/19	Collaborative Heritage Services Provision		Amy Longford		

ICMD	07/08/19	Rural Landscape Development Officer	DEFERRED	Desiree Mansfield	03/07/19	
ICMD	07/08/19	Collaborative Heritage Services		Amy Longford	11/07/19	
Cabinet	31/07/19	SPG Affordable Housing commuted sums pre consultation	To revise guidance on affordable housing contributions, specifically to amend when commuted sums are required on small scale developments	mark Hand	01/05/19	
Cabinet	31/07/19	Apprentice, Graduate and Intern Strategy		Hannah Jones	07/06/19	
Cabinet	31/07/19	Restructure of Enterprise Directorate		Frances O'Brien	07/06/19	
Cabinet	31/07/19	Section 106 monies concerning Gilwern Primary School		Matthew Jones	12/07/19	
Cabinet	31/07/19	2. Section 106 monies concerning Ysgol Gymraeg Y Fenni		Matthew Jones	12/07/19	
Cabinet	31/07/19	Welsh Church Fund Working Group	The purpose of this report is to make recommendations to Cabinet on the Schedule of Applications 2019/20, meeting 4 held on 18th July 2019	Dave Jarrett	18/04/19	
Cabinet	31/07/19	Budget Monitoring report - month 2 (period 1)	The purpose of this report is to provide Members with information on the forecast outturn position of the Authority at end of month reporting for 2019/20 financial year.	Mark Howcroft	18/04/19	
ICMD	24/07/19	Proposed disposal of land and foul drainage easement' to Edenstone Homes at Penlanlas Farm, Old Hereford Road, Abergavenny.	Cllr P Murphy	Ben Thorpe	20/06/19	

ICMD	24/07/19	The expansion of the Shared Service to include Revenues		Ruth Donovan	18/06/19	
ICMD	24/07/19	The Social Housing Grant Programme		Louise Corbett	02/05/19	deferred
ICMD	24/07/19	SPG S106 guidance note	To clarify how S106 contributions are calculated	Mark Hand	01/05/19	deferred
ICMD	24/07/19	SPG Infill Development	To provide planning guidance for dealing with infill and backland development	Mark Hand/David Wong	01/05/19	
Council	18/07/19	Statement of Accounts	The purpose of this report is to volunteer a pilot change in the approval process for Statement of Accounts, recognising earlier publication deadlines are not conducive with existing meeting cycles.	Mark Howcroft	09/07/19	
Council	18/07/19	Audit Committee Annual Report		Phillip White	10/06/19	
ICMD	10/07/19	Proposed disposal of land and foul drainage easement' to Edenstone Homes at Penlanlas Farm, Old Hereford Road, Abergavenny.	Cllr P Murphy	Ben Thorpe	20/06/19	
ICMD	10/07/19	PTU Structure		John McConnachie		
ICMD	10/07/19	Collections Review		Rachael Rogers	27/03/19	
Cabinet	03/07/19	Replacement LDP Issues, Vision and Objectives		Rachel Lewis	11/06/19	

Cabinet	03/07/19	Social Justice Strategy Annual Update		Cath Fallon	08/05/19	
Cabinet	03/07/19	Welsh Church Fund Working Group	The purpose of this report is to make recommendations to Cabinet on the Schedule of Applications 2019/20, meeting 1 & 3 held on 11th April and 20th June 2019	Dave Jarrett	18/04/19	
Cabinet	03/07/19	LDP Growth Options	From ICMD	Mark Hand	01/05/19	
Cabinet	03/07/19	Guaranteed Interview Scheme for Service Leavers, Veterans and Spouses		Joe Skidmore	07/06/19	
ICMD	26/06/19	Training/PTU Structure		John McConnacie	14/05/19	
ICMD	26/06/19	SWTRA agreement signature - May 19	Jane Pratt	Roger Hoggins	04/06/19	
ICMD	26/06/19	Household Waste Duty of Care Fixed Penalty Notices	Sara Jones	Huw Owen	04/06/19	
ICMD	26/06/19	LDP Growth Options	Going to Cabinet 3 July	Mark Hand	01/05/19	
ICMD	12/06/19	PROPOSED 30 MPH SPEED LIMIT STATION ROAD AND OLD TRAP ROAD, GILWERN	DEFERRED PENDING FURTHER WORK ON COSTINGS	Paul Keeble	02/05/19	
ICMD	12/06/19	Interim arrangements - transfer of the GIS from SRS	to outline the interim arrangements for provision of the GIS function in collaboration with Newport City Council	Sian Hayward	16/05/19	

ICMD	12/06/19	Non Domestic Rates application for hardship relief	To determine whether it is appropriate to give discretionary rate relief on the grounds of hardship to a ratepayer in Monmouth town	Ruth Donovan	23/05/19	
ICMD	12/06/19	Structural Changes in Policy and Governance Section		Matt Gatehouse/P Jordan	02/05/19	
ICMD	12/06/19	Volunteering Update	DEFERRED	Cath Fallon	08/05/19	
ICMD	12/06/19	Eco-Flexi Statement of Intent	To scrutinise the Council's "Statement of Intent" regarding access to Energy Company	Steve Griffiths	01/05/19	
ICMD	12/06/19	Training/PTU Structure	DEFERRED TO 26/6	John McConnacie/Bryan Jones	14/05/19	
ICMD	12/06/19	Monmouthshire Local Toilet Strategy	From Cabinet Planner	Dave Jones	21/05/19	
Cabinet	05/06/19	Welsh Church Fund Working Group	The purpose of this report is to make recommendations to Cabinet on the Schedule of Applications 2019/20, meeting 2 held on 16th May 2019	Dave Jarrett	18/04/19	
Cabinet	05/06/19	Revenue and Capital Monitoring Outturn	To provide Members with information on the outturn position of the Authority for the financial year	Mark Howcroft	18/04/19	
Cabinet	05/06/19	Local Toilet Strategy		Dave Jones	06/03/19	
Cabinet	05/06/19	Section 106 funding – Forensic Science Laboratory Site, Chepstow		Mike Moran	20/02/19	

Cabinet	05/06/19	LDP Issues, Objectives & Vision		Mark Hand		
ICMD	22/05/19	SWTRA Agreement - Singature & Seal		Roger Hoggins	02/05/19	
ICMD	22/05/19	APPEARANCE OF LOCAL AUTHORITIES IN LEGAL PROCEEDINGS		Matt Phillips/ Paul Jordan	30/04/19	
ICMD	22/05/19	(ENRaW) Funding: Gwent Green Grid Partnership		Matthew Lewis	24/04/19	
ICMD	22/05/19	PROPOSED PROHIBITION OF WAITING AT ANY TIME, NEWTOWN ROAD, PENPERLLEN.		Paul Keeble	18/04/19	
ICMD	22/05/19	PROPOSED PROHIBITION OF WAITING AT SPECIFIED TIMES ONLY, LAUNDRY PLACE, ABERGAVENNY		Paul Keeble	18/04/19	
Council	16/05/19	Chief Officer CYP Annual Report		Will Mclean	26/03/19	
Council	16/05/19	Proposed Off-Road Cycling Centre, Llanfoist		Mike Moran	20/02/19	
Council	16/05/19	Speed Management		Roger Hoggins	29/01/19	
ICMD	08/05/19	Delivering Excellence in Children's Service: Establishment update in line with setting the structure for 2019/20.	To establish a fit for purpose structure for Children's Services for the forthcoming financial year of 2019/2020 and beyond.	Jane Rodgers	17/04/19	

ICMD	08/05/19	Museum Service Interim Reduction in hours		Matt Lewis	11/04/19	
Cabinet	01/05/19	Cabinet to agree to commence statutory consultation to open a new Welsh Medium Primary School in Monmouth.	Deferred to ?	Debbie Morgan	05/03/19	
Cabinet	01/05/19	Recruitment & Selection Policy		Sally Thomas	26/02/19	
Cabinet	01/05/19	Play Sufficiency Audit and Action Plan 2019		Mike Moran	20/02/19	
Cabinet	01/05/19	Proposed changes to the membership of the school budget finance forum	This paper is to propose changing the membership of the school budget forum to allow wider representation	Nikki Wellington	15/02/19	