

# Public Document Pack



County Hall  
Rhadyr  
Usk  
NP15 1GA

Thursday, 20 December 2018

## Notice of meeting

### Children and Young People Select Committee

Thursday, 3rd January, 2019 at 2.00 pm,  
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.      | Performance Report - Scrutiny of the six month performance reports on Children's Services  | 1 - 14  |
| 4.      | South East Wales Adoption Service - Report on performance 2017/18 and briefing on regional financial policy  | 15 - 26 |
| 5.      | Partnership Agreements with Schools - Scrutiny of the partnership agreement required under the Education Act between the Local Authority and the governing body of schools which agrees their respective functions | 27 - 86 |
| 6.      | School Attainment - To receive the final school results at key stage 4 (include Fisher Family Trust data which maps progress from the end of key stage 2 to the end of key stage 4)                                | 87 - 96 |

**Paul Matthews**

**Chief Executive**

MONMOUTHSHIRE COUNTY COUNCIL  
CYNGOR SIR FYNWY

THE CONSTITUTION OF THE COMMITTEE IS AS FOLLOWS:

County Councillors:

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

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

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

**Added Members  
Non Voting**

Peter Strong NEU  
Leanne Wakerley  
Fay Middleton (Trade Union)

## Public Information

### Access to paper copies of agendas and reports

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### Watch this meeting online

This meeting can be viewed online either live or following the meeting by visiting [www.monmouthshire.gov.uk](http://www.monmouthshire.gov.uk) or by visiting our Youtube page by searching MonmouthshireCC.

### Welsh Language

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

# Aims and Values of Monmouthshire County Council

## Our purpose

Building Sustainable and Resilient Communities

### Objectives we are working towards

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

## Our Values

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

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

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

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

## Monmouthshire Scrutiny Committee Guide

### Role of the Pre-meeting

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

### Questions for the Meeting

#### Scrutinising Performance

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

#### Scrutinising Policy

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

### Questions for the Committee to conclude...

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

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

### General Questions....

#### Empowering Communities

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

### *Service Demands*

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

### *Financial Planning*

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

### *Making savings and generating income*

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



**SUBJECT: Performance report Q2 2018/19 – Children’s Social Services**  
**MEETING: Children and Young People Select Committee**  
**DATE: 3<sup>rd</sup> January 2019**  
**DIVISIONS/WARDS AFFECTED: All**

## **1. PURPOSE**

- 1.1 To present the committee with latest, quarter 2 2018/19, 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 The report card explains Children’s social services key process and performance during the first half of 2018/19 alongside benchmarking of performance in 2017/18. This comprises of data from the measurement framework introduced in 2016/17 as part of the Social Services and Well-being Act and further information that is used to evaluate performance. Children’s services performance against the full set of measures from the framework is summarised in the how we are performing section.
- 3.2 The performance measures are a blend of quantitative (numerical) data and qualitative data which includes asking children and parents about their experience of social services and whether this has contributed to improving their well-being. The qualitative measures within the framework are derived from questionnaires to children and parents that social services are supporting. During September questionnaires are posted to recipients and further responses are being encouraged to provide a higher return rate.
- 3.3 Welsh Government have again not published local authority level performance data for 2017/18. Wales level means and quartile data for 2017/18 has been published and is included in this report. Qualitative benchmarking data for 2017/18 has not been published.
- 3.4 There are ongoing discussions and workshops on revising the standards and measures as part of the Social Services and Well-being Act performance framework in the future.

## **4. REASONS:**

- 4.1 To ensure that members have an understanding of current Children’s Social Services performance and how we compared during 2017/18.

## **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 2018/19 Quarter 2 Performance Report

Corporate Plan Goal Contributed to : Best possible start in life

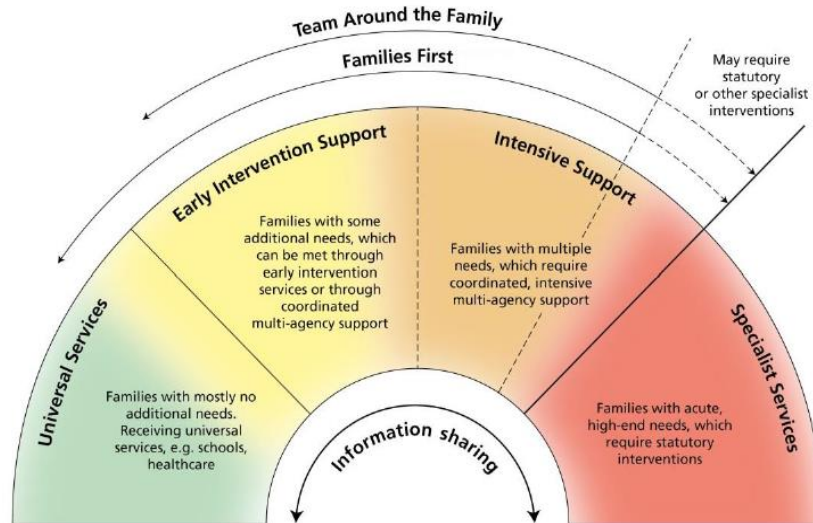
**Why we focus on this**

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 vision for Children's social services in Monmouthshire is 'It is our priority to ensure that we will find safe and appropriate ways to work with families to help them meet their children's needs, including their need to be protected from harm. We will, whenever it is safe to do so, always look for ways to support children and young people to remain with their birth family or extended family and avoid the need for children and young people to become looked after.'

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.

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**What progress are we making?**



**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. It draws on the significant evidence that exists that shows that preventing the emergence of problems rather than tackling their consequences offers a 'triple dividend' in terms of improving social outcomes, reducing costs to the state, and strengthening prospects for growth.

In Monmouthshire, the delivery model for pre-statutory threshold support has been realigned from a service predominantly focussed on co-ordinating the activity of other services, to one which delivers family intervention. This has been situated within a wider service network with a single referral and intervention pathway in order to ensure that families get the right support first time.

The Building Strong Families Team delivers programmes of direct work with families. The team supported 44 families in quarter 1 and the same number during quarter 2. During the six month period, 27 cases were closed, of which, 13 to be stepped up to statutory services and 9 closed with a successful outcome.

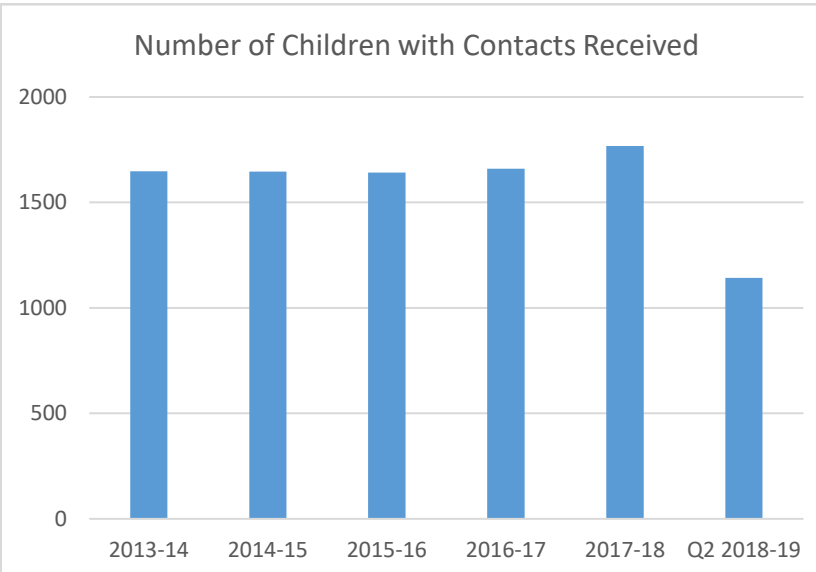


Chart 1: Number of children that Children's Services have received contacts on

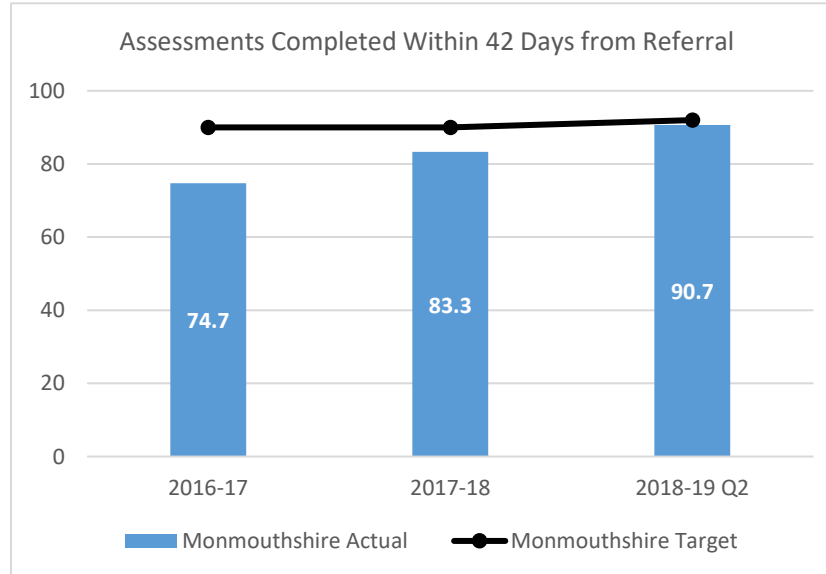


Chart 2: Assessments completed within 42 working days from referral against target

### Front Door

Children's Services received 2,311 contacts on 1,142 children during the first six months of 2018/19. The number of children that Children's Services have received contacts on had remained fairly constant until a rise was noted in 2017/18. Based on the first six months of the year the number of children is expected to increase this year (see chart 1). The increase is consistent with national picture. Locally, more robust processes at the front door mean more work such as checks are being done early. This allows prompt decision making and screening so that less children are being allocated. The average caseload of the Early Help and Assessment Team was 196 children in 2017/18 which has decreased to 174 on average over the first six months of this year.

Contacts are most commonly received from police, within the local authority and health. Decisions on what, if any, action is required should be taken within 24 hours and was in 96.2% of cases. 832 children and families received advice or assistance at the front door and 530 children progressed either to assessment and if required to child protection strategy discussion.

During 2017/18, the timeliness of children's assessments was agreed as an area requiring improvement. Further improvement is planned this year with the target increased to 92%. So far during 2018/19, 90.7% of assessments were completed on time (see Chart 2).

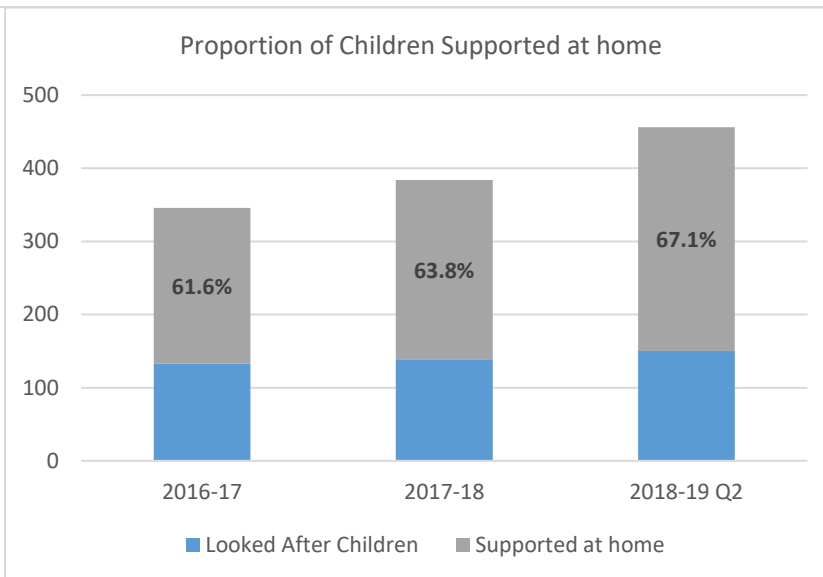


Chart 3: The proportion of children supported at home

### 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 almost one third of children have parents experiencing mental ill health and a quarter have parents with substance misuse issues. 1 in 5 children have experienced domestic abuse within their families.

Stepping in early to support children is important in helping children stay in their families. An increasing proportion of children are supported to remain living within their family (measure 25), at 67.1% (see chart 3).

Children’s questionnaire responses indicate that 70% of children feel they have had the right information or advice when they needed it and that 77% feel their views about their care and support have been listened to. 54% of parents felt actively involved in all decisions about how their child’s/children’s care and support was provided.

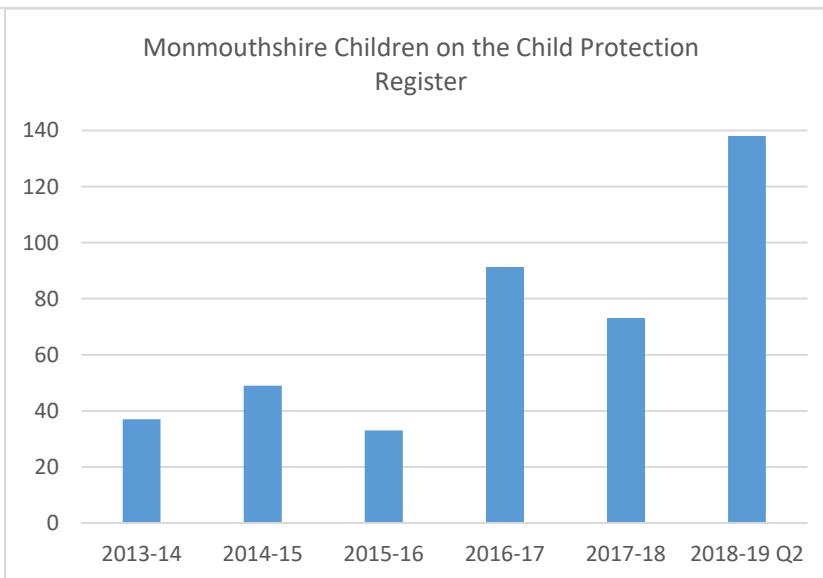
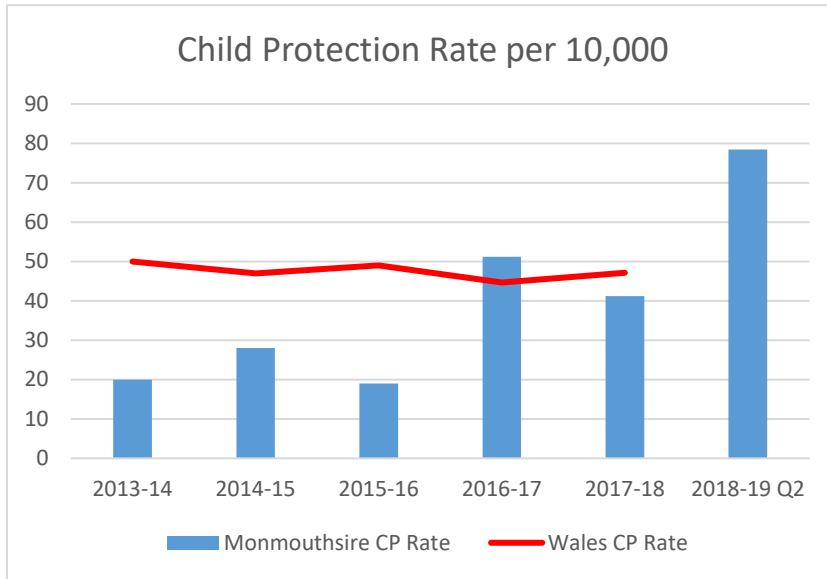


Chart 4: Number of children on the Child Protection Register

### Child Protection

The number of children on the child protection register has increased substantially by the end of quarter 2. At the end of 2017/18, 73 children were listed on the child protection register, this has increased to 138 at the end of September 2018 (see chart 4). Chart 5 shows the rate of children on the child protection register compared to the rate across Wales. The increase in numbers within Monmouthshire during the first six months of the year takes the rate some way above that of Wales at the end of 2017/18.

105 children were registered during the first 6 months compared to 114 during the whole of last year. Meanwhile, 41 children were deregistered between April and September this year, compared to 132 during the whole of 2017/18. This demonstrates both an increase in children becoming registered and a decrease in the number being deregistered.



**Chart 5: Rate of children on the Child Protection Register per 10,000 child population**

Of the 105 children added to the child protection register during the first six months of the year, 5.7% had a prior registration which ended in the preceding 12 months (measure 27).

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 41 children deregistered during the year, they spent on average 261 days on the register (measure 28), well within the 12 month target.

Of the children deregistered during the year, 20% went on to be looked after.

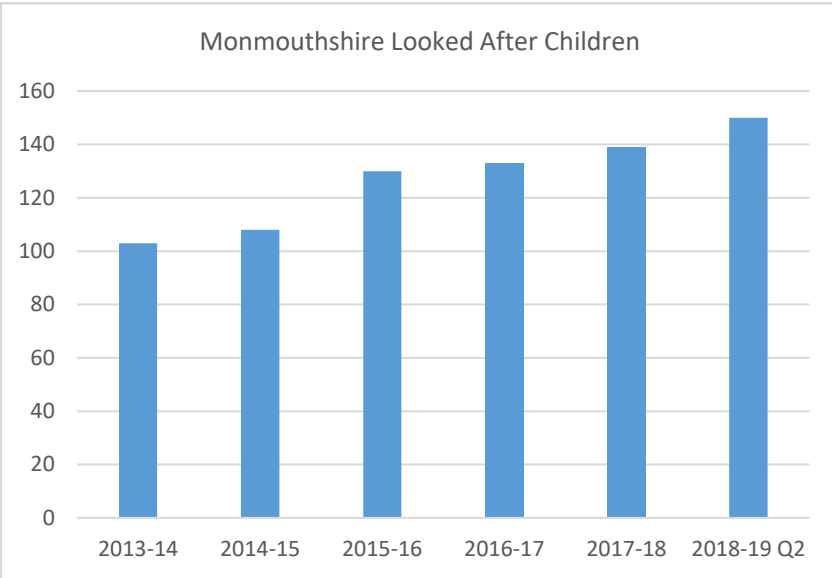


Chart 6: Number of Monmouthshire Looked after Children

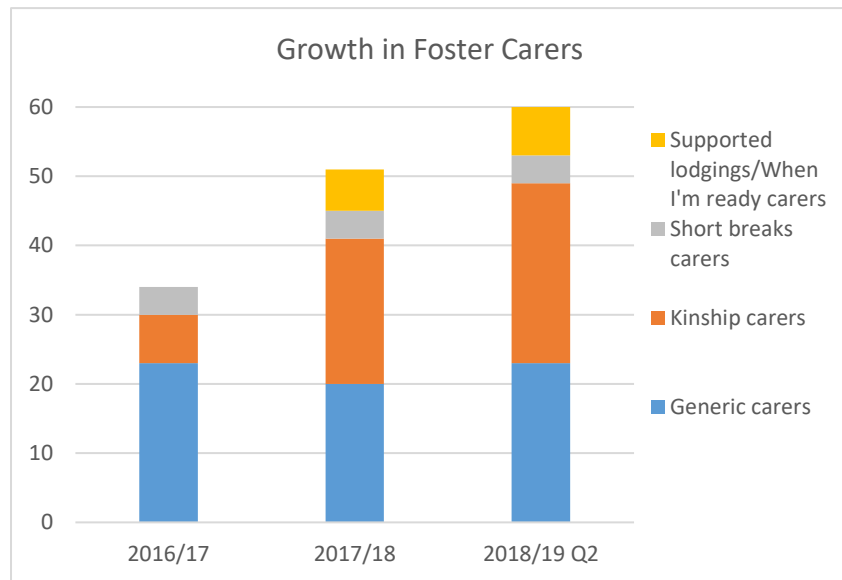


Chart 7: Number of Monmouthshire foster carers by type

### Looked After Children

The number of looked after children has increased from 139 at the end of 2017/18 to 150 at the end of quarter 2 continuing the upward trend (see chart 6) which is broadly consistent with the Welsh picture.

Monmouthshire looked after children are fairly evenly divided between male and female and as seen across the UK, the largest single group is aged between 10 and 15.

Monmouthshire is aiming to attract more foster carers to offer placements to looked after children. During 2017/18, the overall number of foster carer number



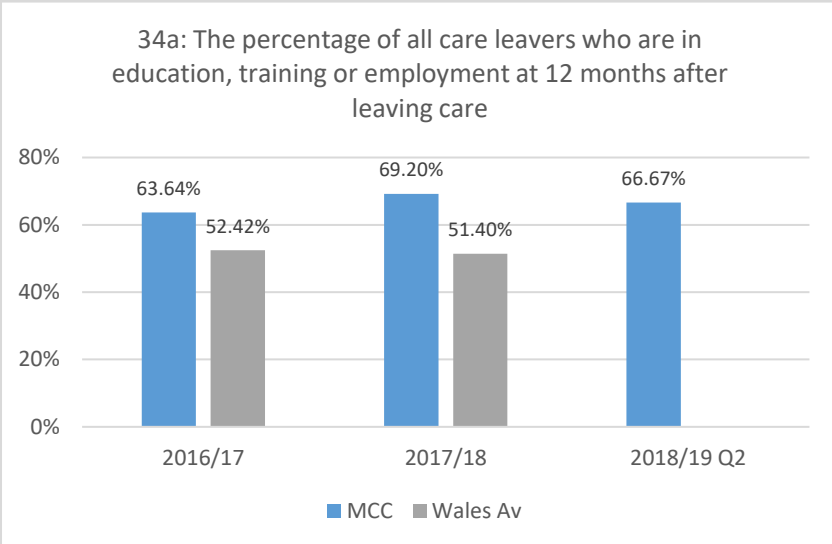
increased from 34 to 51, mostly due to an increase in kinship carers (friends or relatives caring for specific children) and supported lodgings carers (for young people leaving care). The increase in kinship carers is important as generally children benefit from being placed within their extended family. By the end of quarter 2 there was an increase to 60 foster carers, again the highest increase was in kinship carers followed by generic foster carers (see chart 7).

The local authority must promote the health and well-being of looked after children. Two thirds of looked after children were recorded as having a dental check within 3 months of becoming looked after (measure 30). All looked after children were registered with a GP within 10 days of entering a placement (measure 31).

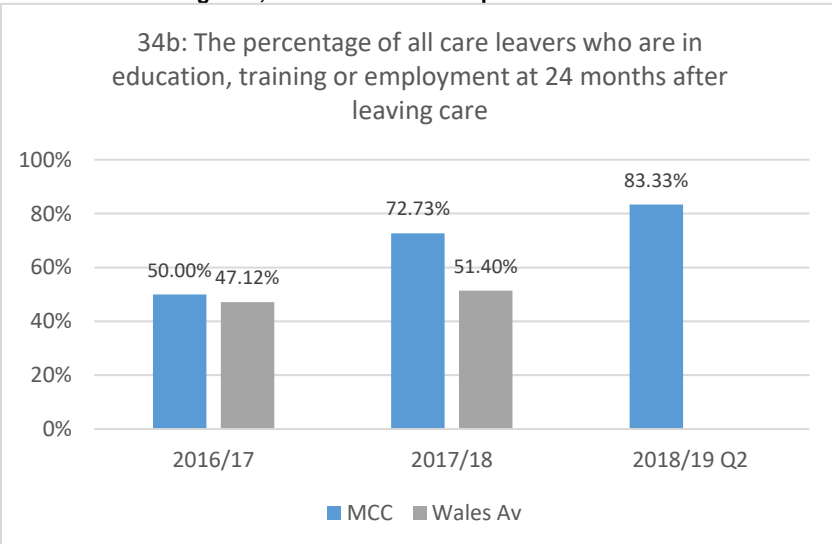
Looked after children benefit from stability and where possible placement and school moves are minimised. During the first half of the year 1% of looked after children have experienced a change of school for non-transitional reasons during the year (measure 32).

The percentage of looked after children who experienced 3 or more placements during the year (measure 33) is currently at 3.3% which is fairly consistent with last year although an increase is often seen towards the end of the year.

So far this year 7 children and young people have left care, the majority through virtue of their age.



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



**Chart 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 60 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, two thirds are engaged in education, training or employment (measure 34a). Of those who left care 24 months ago, 83% are engaged in education, training or employment (measure 34b). Charts 8 and 9 shows Monmouthshire’s current and previous year’s performance is 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.

Of the 16 and 17 year old children who replied to the questionnaire, 58% agreed they had ‘had advice, help and support that will prepare me for adulthood’.

|   |  |
|---|--|
| Service Comments                            | <p>Over the last period the service has continued to develop services to support families at an earlier stage. This gives families a good opportunity to get the support they need at an earlier stage and can also indicate in a timely way where additional services might be required. During the next period we will increase our partnership working to further develop coordinated early intervention pathways at all areas of the windscreen.</p> <p>The Early Help and Assessment Team continues to provide appropriate advice and support at the 'statutory front door' of children's services, and we have ensured that our systems and processes are adequate to manage increased demand. The proportion of children going on to have an allocated social worker has decreased, but for those children who do, their needs are often seen as more complex or deep-rooted. Robust decision making at the front-door along with earlier and more focussed interventions for children are seen currently as contributing to the increase in registration rates. The upward trend in children needing children protection or looked after services continues to put pressure on the service. We are confident, never-the-less that the thresholds for intervening are sound and reflective of real risks and needs within their families. The numbers of children being supported at home has increased and this period has seen the launch of our Edge of Care service to help ensure that wherever possible and safe, children can remain at home. Similarly, there are a significant number of children who are 'looked after' but who we continue to support living with parents, or with family members. The overall increase in both numbers of generic foster carers and kinship carers is a real achievement. Moving forward we will continue to ensure that our permanency planning, service developments and commissioning strategies accurately reflect the needs of children who are on the children protection register and those who are looked after.</p> <p>Turning to our questionnaire feedback the responses continue to show that communication is one of our key areas for further improvement. We recognise that though proportionally a small number, respondents can feel excluded from key decisions which affect them. This can be affected by other issues such as parents' experiences with the court system. We continue to ensure that parents, children and young people are involved through in all aspects of our service through a variety of mechanisms such as LAC reviews, child protection core groups, what matters conversations, and through specific engagement events and activities.</p> <p><b>Jane Rodgers</b></p> |
| 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.  |
| What we have spent on this objective        | <p>The 2018/19 net (direct) budget for Children Services is £11.5m, over half of which relates to looked after children, in particular, placements for looked after children.</p> <p>The reported position at the Month 2 was an overspend of £282,000</p>   |

**Quantitative Performance Measures:**

| Performance Indicators   | 2016/17<br>Actual | 2017/18<br>Actual | 2018/19<br>Q2 | 2018/19<br>Target | Performance<br>Against<br>Target | Performance<br>Trend | 2017/18<br>Wales<br>Av | 2017/18<br>Quartile |
|--|-------------------|-------------------|---------------|-------------------|----------------------------------|----------------------|------------------------|---------------------|
| Number of Looked After Children  | 133               | 139               | 150           | N/A               | N/A                              | ↑                    | N/A                    | N/A                 |
| Number of Children on the Child Protection Register  | 91                | 73                | 138           | N/A               | N/A                              | ↑                    | N/A                    | N/A                 |
| 24: The percentage of assessments completed for children within statutory timescales                   | 74.69%            | 87.31%            | 90.65%        | 92%               | ✘                                | ↑                    | 88.00%                 | Middle              |
| <i>Numerator: Number of assessments for children completed within statutory timescales</i>             | 611               | 688               | 320           |                   |                                  |                      |                        |                     |
| <i>Denominator: Number of assessments for children completed during the year</i>                       | 818               | 788               | 353           |                   |                                  |                      |                        |                     |
| 25: The percentage of children supported to remain living within their family                          | 61.56%            | 63.80%            | 67.11%        | 70%               | ✘                                | ↑                    | 68.40%                 | Bottom              |
| <i>Numerator: The number of children supported to remain living within their family</i>                | 213               | 245               | 306           |                   |                                  |                      |                        |                     |
| <i>Denominator: The number of children supported at 31 March</i>                                       | 346               | 384               | 456           |                   |                                  |                      |                        |                     |
| 26: The percentage of looked after children returned home from care during the year                    | 14.44%            | 13.81%            | 0%            | 15%               | ✘                                | ↓                    | 10.50%                 | Top                 |
| <i>Numerator: Number of looked after children who return home from care during the year</i>            | 26                | 25                | 0             |                   |                                  |                      |                        |                     |
| <i>Denominator: Number of looked after children during the year</i>                                    | 180               | 181               | 157           |                   |                                  |                      |                        |                     |
| 27: The percentage of re-registrations of children on local authority Child Protection Registers (CPR) | 2.38%             | 5.26%             | 5.71%         | <8%               | ✓                                | ↓                    | 5.4%                   | 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               | 105           |                   |                                  |                      |                        |                     |
| 28: The average length of time for all children who were on the CPR during the year                    | 230               | 227               | 261           | <= 270 days       | ✓                                | ↑                    | 249                    | 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 | <b>10721</b>  |         |     |     |        |        |  |
| <i>Denominator: Number of children who were removed from the CPR during the year</i>   | 68     | 132    | <b>41</b>     |         |     |     |        |        |  |
| 29a: Percentage of children achieving the core subject indicator at key stage 2  | 68.75% | 68.75% | <b>N/A</b>    | Not Set | N/A | N/A | 60.20% | Top    |  |
| <i>Numerator: The number of children who achieved the core subject indicator at key stage 2</i>  | 11     | 11     |               |         |     |     |        |        |  |
| <i>Denominator: The number of children who need care and support and are in the final year of key stage 2</i>  | 16     | 16     |               |         |     |     |        |        |  |
| 29b: Percentage of children achieving the core subject indicator at key stage 4  | 29.41% | 6.67%  | <b>N/A</b>    | Not Set | N/A | N/A | 9.50%  | Middle |  |
| <i>Numerator: The number of children who achieved the core subject indicator at key stage 4</i>  | 5      | *      |               |         |     |     |        |        |  |
| <i>Denominator: The number of children who need care and support and are in the final year of key stage 4</i>  | 17     | *      |               |         |     |     |        |        |  |
| 30: The percentage of children seen by a registered dentist within 3 months of becoming looked after   | 56.52% | 75.86% | <b>66.67%</b> | 80%     | ✘   | ↓   | 58.40% | Top    |  |
| <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     | *             |         |     |     |        |        |  |
| <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     | *             |         |     |     |        |        |  |
| 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%   | <b>100%</b>   | 100%    | ✓   | -   | 90.90% | Top    |  |
| <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     | <b>36</b>     |         |     |     |        |        |  |
| <i>Denominator: Number of looked after children at 31 March who had a placement start during the year</i>  | 60     | 56     | <b>36</b>     |         |     |     |        |        |  |
| 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%  | <b>1.03%</b>  | 12.7%   | ✓   | ↑   | 11.50% | Middle |  |

|  |        |        |               |      |   |   |        |        |  |
|--|--------|--------|---------------|------|---|---|--------|--------|--|
| <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      | *             |      |   |   |        |        |  |
| <i>Denominator: The number of children of compulsory school age looked after at 31 March</i>   | 86     | 95     | *             |      |   |   |        |        |  |
| 33: The percentage of looked after children on 31 March who have had three or more placements during the year  | 5.26%  | 5.76%  | <b>3.30%</b>  |      |   |   |        |        |  |
| <i>Numerator: The number of children looked after at 31 March who had three or more separate placements during the year</i>  | 7      | 8      | 5             | 6.5% | x | ↓ | 9.60%  | Top    |  |
| <i>Denominator: The total number of children who were looked after at 31 March</i>   | 133    | 139    | 150           |      |   |   |        |        |  |
| 34: The percentage of all care leavers who are in education, training or employment at:<br>a) 12 months after leaving care   | 63.64% | 69.23% | <b>66.67%</b> |      |   |   |        |        |  |
| <i>Numerator: Number of care leavers who were engaged in education, training or employment 12 months after they left care</i>  | 7      | 9      | *             | 75%  | x | ↓ | 51.40% | Top    |  |
| <i>Denominator: The number of young people who became care leavers during 2016-17</i>  | 11     | 13     | *             |      |   |   |        |        |  |
| 34: The percentage of all care leavers who are in education, training or employment at:<br>b) 24 months after leaving care   | 50.00% | 72.73% | <b>83.33%</b> |      |   |   |        |        |  |
| <i>Number of care leavers who were engaged in education, training or employment 24 months after they left care</i>   | *      | 8      | 5             | 75%  | ✓ | ↑ | 51.40% | Top    |  |
| <i>Denominator: The number of young people who became care leavers during 2015-16</i>  | *      | 11     | 6             |      |   |   |        |        |  |
| 35: The percentage of care leavers who have experienced homelessness during the year   | 5.45%  | 9.62%  | <b>1.70%</b>  |      |   |   |        |        |  |
| <i>Numerator: The number of care leavers who have experienced homelessness during the year</i>   | *      | 5      | *             | 0%   | x | ↑ | 9.40%  | Middle |  |
| <i>Denominator: The number of care leavers aged 16 to 24 on 31 March</i>   | *      | 52     | *             |      |   |   |        |        |  |

\*Numerator and denominator removed due to low numbers

**Qualitative Performance Measures:**

**Children and parents responses to questionnaires:**

It is now a requirement of the performance framework measuring the effectiveness of the Social Services and Well Being Act that children and parents are asked to complete questionnaires in order to provide feedback on their views of the service they receive.

During September questionnaires are posted to recipients. Further questionnaires are to be made available at visits and reviews to encourage a higher return rate.

2017/18 children’s responses are based on 67/237 questionnaire responses (29% response rate) and parents 41/204 responses (20% response rate).

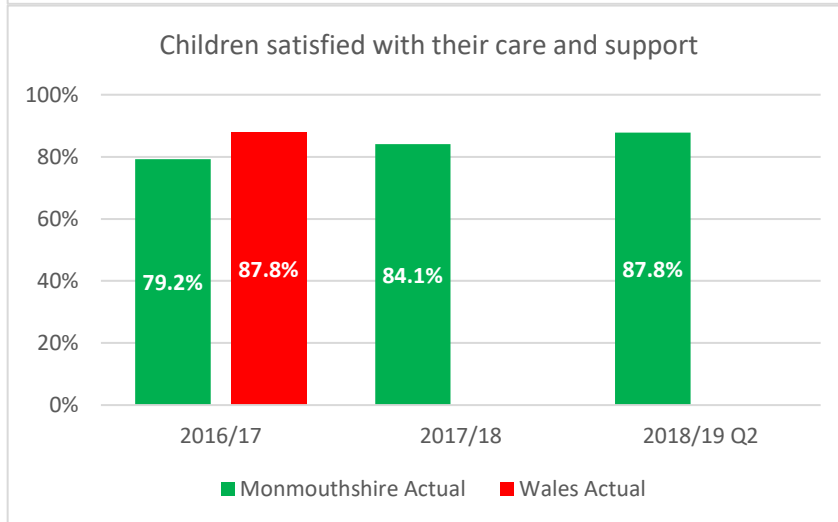
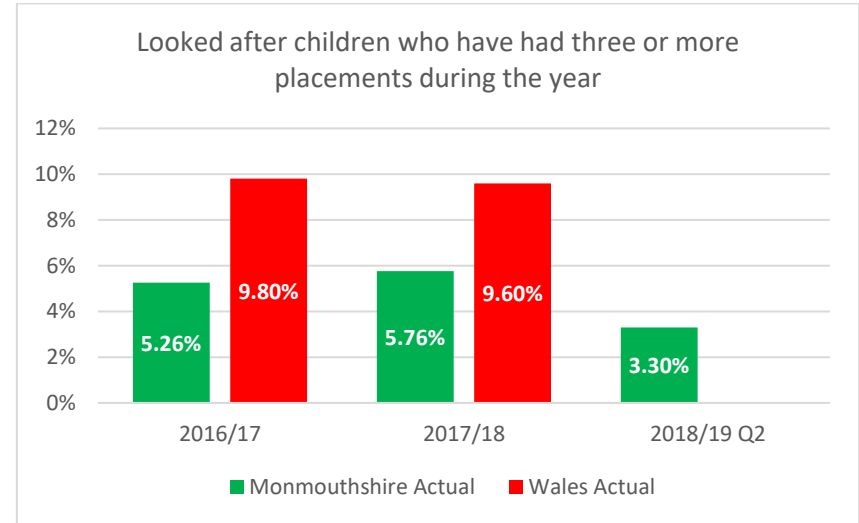
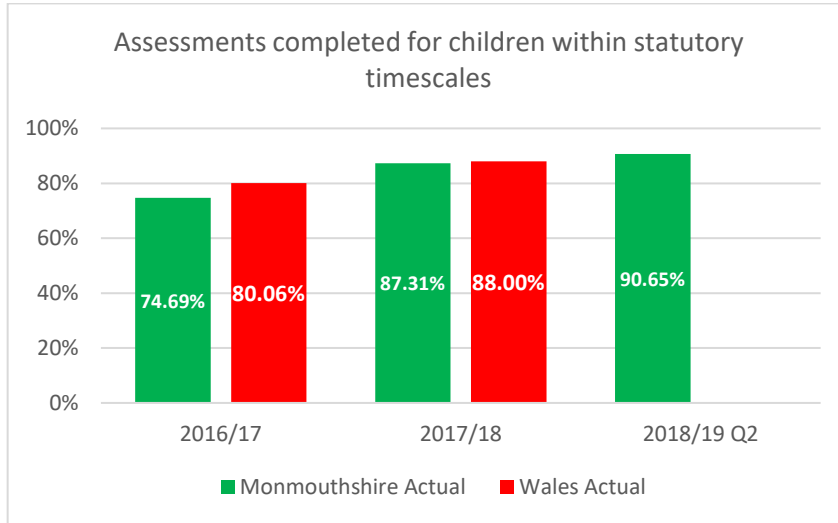
2018/19 Q2 children's responses are based on 52/288 questionnaire responses (18% response rate) and parents 41/264 responses (16% response rate).

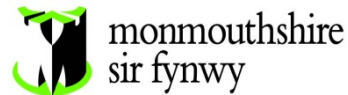
| Children’s Questionnaire   | 2016/17 | 2017/18 | 2018/19 Q2   | 2018/19 Q2 | 2018/19 Q2 |
|--|---------|---------|--------------|------------|------------|
|  | Actual  | Actual  | Yes          | Sometimes  | No         |
| I live in a home where I am happy  | 80.4%   | 77.3%   | <b>82.7%</b> | 13.5%      | 3.8%       |
| I am happy with the people that I live with  | 80.0%   | 79.4%   | <b>80.8%</b> | 17.3%      | 1.9%       |
| I can do the things I like to do   | 60%     | 59.7%   | <b>63.5%</b> | 28.8%      | 7.7%       |
| I feel I belong in the area where I live   | 71.4%   | 69.4%   | <b>74.5%</b> | 13.7%      | 11.8%      |
| I am happy with my family, friends and neighbours  | 79.6%   | 83.6%   | <b>81.6%</b> | 16.3%      | 2.0%       |
| I feel safe  | 90.2%   | 87.7%   | <b>90.0%</b> | 6.0%       | 4.0%       |
| I know who to contact about my care and support  | 89.4%   | 75%     | <b>69.4%</b> | 20.4%      | 10.2%      |
| I have had the right information or advice when I needed it  | 77.3%   | 77.6%   | <b>70.2%</b> | 25.5%      | 4.3%       |
| My views about my care and support have been listened to   | 69.6%   | 62.1%   | <b>76.7%</b> | 18.6%      | 4.7%       |
| I have been able to use my everyday language   | 98%     | 93.8%   | <b>96.1%</b> | 2.0%       | 2.0%       |
| I was treated with respect   | 87.8%   | 79.4%   | <b>86.3%</b> | 11.8%      | 2.0%       |
| I am happy with the care and support I have had  | 79.2%   | 84.1%   | <b>87.8%</b> | 8.2%       | 4.1%       |
| If you are aged 16 or 17 years old: I have had advice, help and support that will prepare me for adulthood | 57%     | 62.5%   | <b>58.8%</b> | 23.5%      | 17.6%      |

| Parents Questionnaire  | 2016/17 | 2017/18 | 2018/19 Q2   | 2018/19 Q2 | 2018/19 Q2 |
|--|---------|---------|--------------|------------|------------|
|  | Actual  | Actual  | Yes          | Sometimes  | No         |
| I have been actively involved in all decisions about how my child’s/children’s care & support was provided | 63.9%   | 75%     | <b>53.7%</b> | 24.4%      | 22.0%      |

### National Performance Indicators – How we compare:

Limited comparable data for 2017/18 was released at the end of November 2018 and has been used below to show how our current performance compared to Wales in 2017/18. Below are the indicators of Children’s Services which are also included in the Public Accountability Measures set by Data Unit Wales:





**SUBJECT: South East Wales Adoption Service Report 2017/2018**

**MEETING: Children And Young People's Select Committee**

**DATE: 3<sup>rd</sup> January 2019**

**DIVISION/WARDS AFFECTED: All**

## 1. PURPOSE

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

## 2. RECOMMENDATIONS

- 2.1 It is recommended that Members scrutinize the progress of NAS and how SEWAS is performing in comparison to other regions and make any appropriate recommendations to the Executive.

## 3. KEY ISSUES

- 3.1 The National Adoption Service (NAS) was launched in November 2014 with a remit of expectations to:
- Eradicate drift for children in care
  - Eliminate waiting lists for training and assessment of adopters
  - Improve the matching process for children
  - Allay adoption breakdowns by improving adoption support
  - Streamline the process to ensure better linking for children
  - Provide a wide choice of placements through increased use of Voluntary Adoption Agencies(VAA)
  - Ensuring consistent delivery across Wales

### National Adoption Agency

- 3.2 A small central team is headed by the Director of Operations, Suzanne Griffiths. The national team provides national direction, development and coordination to all the regions, as follows:-
- South East Wales Adoption Team (SEWAS) (Blaenau Gwent, Caerphilly, Torfaen, Newport, Monmouthshire)
  - Western Bay (WB) (Bridgend, Neath Port Talbot, Swansea).
  - Vale, Valley's Cardiff (VVC) (Cardiff, Vale, Merthyr Tydfil, RCT, Vale of Glamorgan).
  - North Wales (NW) (Anglesey, Conwy, Denbighshire, Flintshire, Gwynedd)

- Mid and West Wales (MWW) (Carmarthen, Ceredigion, Pembrokeshire, Powys).

3.3 Each region is responsible for:

- Placing children for adoption (Local Authority)
- Recruits and assesses adopters
- Offers counselling to birth parents
- Offers advice to adopted adults
- Provides post adoption support
- Matches children with adopters
- Has links with voluntary adoption agencies, health and education

3.4 Each Local Authority (LA) identifies children for whom adoption is considered the best plan. Child Care Social Workers in all LA's manage the court proceedings and work with SEWAS colleagues to match children to adopters who can meet their needs.

### National Progress

3.5 The key aims of the National Adoption Service are essentially that children are found adoptive homes that meet their needs and the adoption process is completed in a timely manner to avoid drift for children. The emphasis on collaboration is working well and the five regions in Wales are becoming a constructive network to improve performance and promote best practice. Arguably, performance has improved across all the regions and although not always consistent due to extenuating circumstances, there is no doubt that regionalisation is improving outcomes for children.

3.6 Adoption services in Wales have continued to see an increase in demand for adoption placements with Placement Orders and 'Should be placed' decisions continuing at the higher level that began to emerge in mid-2016. There is a growing gap between the level of adopters being recruited and the number of children becoming available for adoption. To effectively place more children and impact on the level of children who wait, including those that wait the longest, adopter recruitment needs to increase.

3.7 Within this context, however, there have been in-year improvements in the average timeframes for children placed and in the approval of adopters. There is also improvement in the availability of life journey materials for children; this has met the current benchmark for the first time. There is also an increase in new demand for post adoption support in some regions. There are regional variations in all aspects of performance.

### SEWAS Progress

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

3.9 Life Journey Work continues to be a fluctuating area of performance. For this reporting period, there was an improvement; however, Quarter 1 and 2 this year is showing a dip

in performance. SEWAS has used the National Adoption Team funding to recruit a Life Journey Work Co-ordinator, who will liaise with Local Authority social workers to implement the best practice guide.

3.10 The pressure area for 2017/18 was a shortage of adopters per ratio of children referred to the service. There has been investment in recruitment and assessment and staffing resources in an attempt to bridge the gap. The national shortage of adopters is impacting on all the regions, this coupled with the increased complexities of children being referred is contributing to the pressure of placing children in a timely manner with the right adopters. SEWAS have the added benefit of psychology input 31 hours per week and is building on improving the experience for adopters by investing in additional training, pre and post approval adoption support and work with panel. Getting the experience right is essential in the competitive area of adoption recruitment and the challenge going forward is how we can maintain those service in the current financial climate.

National Performance Framework - Performance Evidence

3.11 There is a national performance framework set by the Welsh Government. For the purpose of this report I have highlighted the salient measures that relate to improving outcomes for adopted children, as follows:

**Figure 1**

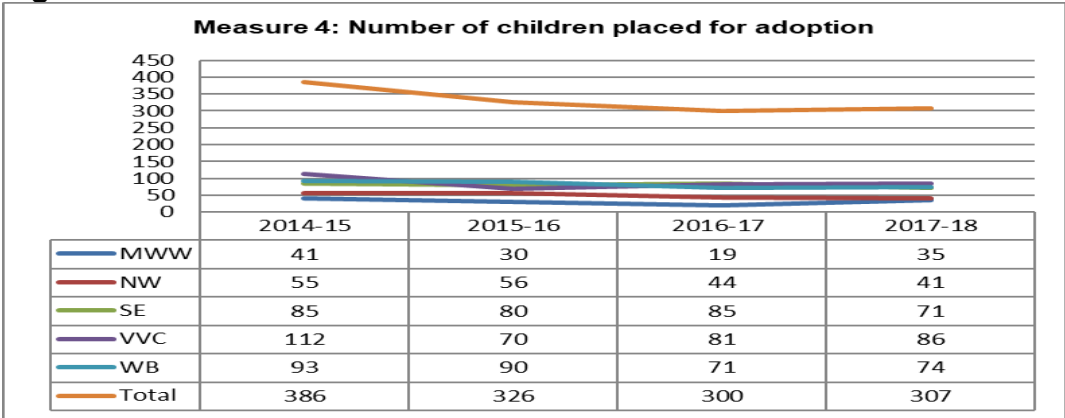


Figure 1 shows the number of children in Wales who were placed for adoption for this reporting period of 17/18. SEWAS shows a decline which is likely to be linked to a shortage of adopters available to meet the needs of our harder to place children.

**Figure 2**

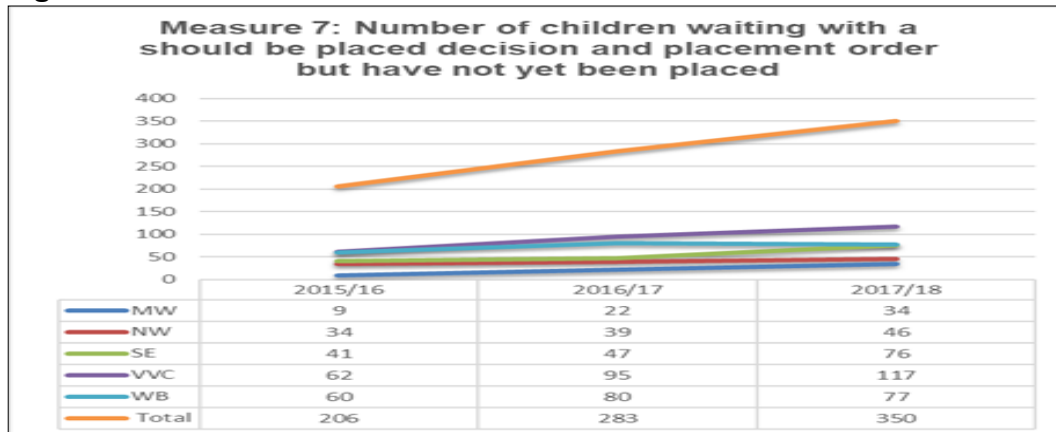


Figure 2 shows an increase in children waiting for adoption placements during this reporting period, which again is likely to be linked to a national shortage of adopters.

**Figure 3**

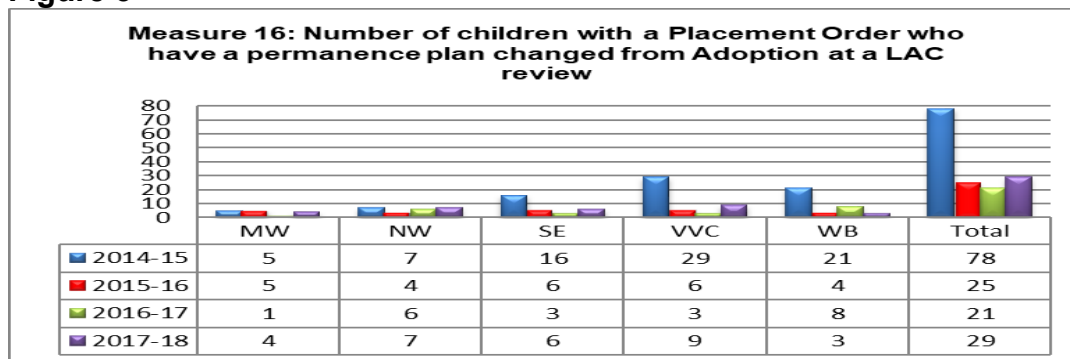


Figure 3 shows the number of children who had their plan for adoption changed.

There was a small increase in the number of SEWAS children that had their adoption plan changed at their care and support plan review but there is an overall downward trend in this. This can be because an adoption placement cannot be found but can be for other reasons too. For example there has been occasion when children have formed good attachments to their foster carers and the foster carer has made an application for a Special Guardianship Order.



**Figure 4**

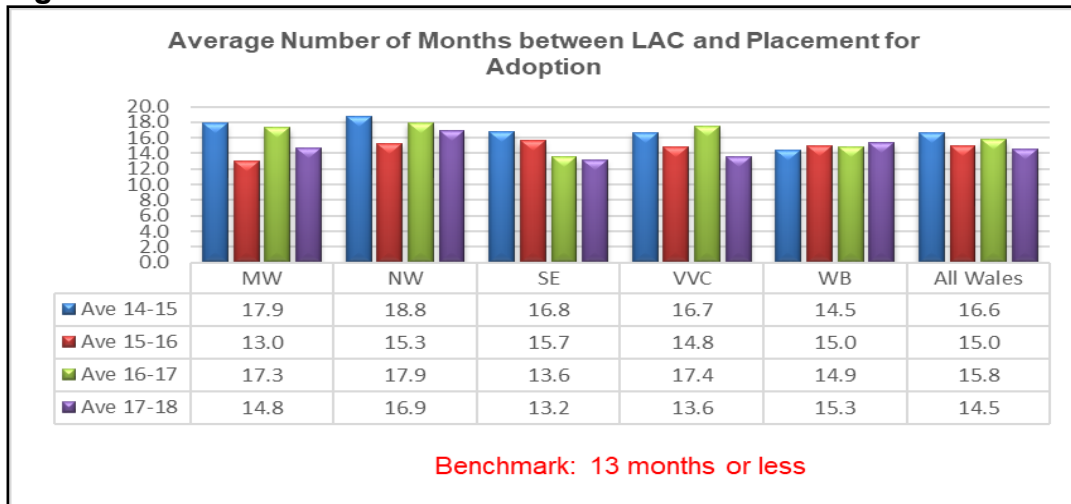


Figure 4 shows the average numbers of months between children becoming looked after to being placed for adoption. SEWAS is showing a consistent improvement. The Benchmark is 13 Months and although slightly above the benchmark we are higher than the national average of 14.5 Months.

**Figure 5**

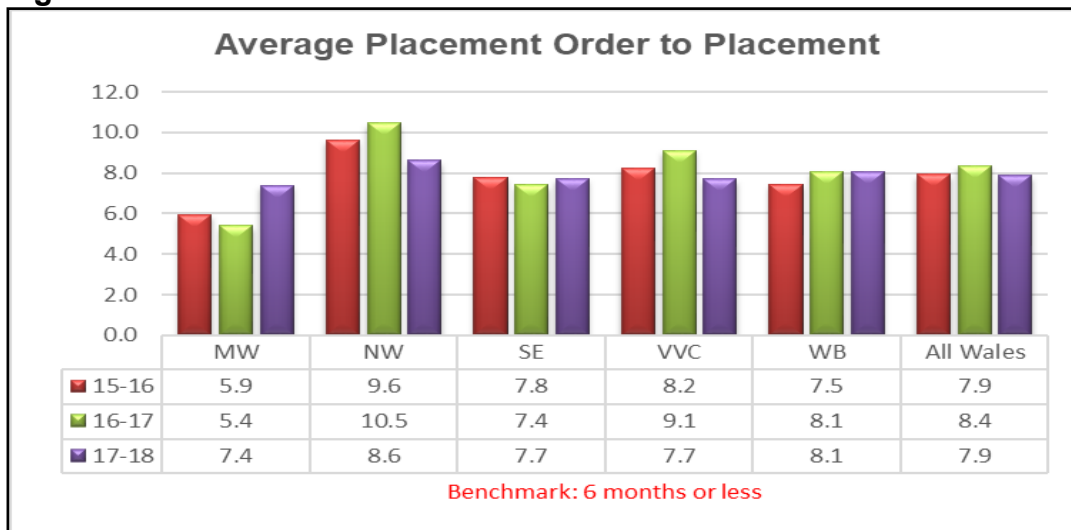


Figure 5 shows the average time from Placement Order to Adoption Placement (Placement Order is a legal order granted by the court at the end of Court Proceedings for Children to allow a child to be placed for adoption ) The Benchmark is 6 months. This has been achieved for 35% of children in the SEWAS region for this reporting period. The following characterise those situations where placements took longer in SEWAS this year:

- Complex children, particularly complex health needs, older children and sibling groups;
- A small number of adoption breakdowns where the child was subsequently been placed again with another adopter.

**Figure 6**

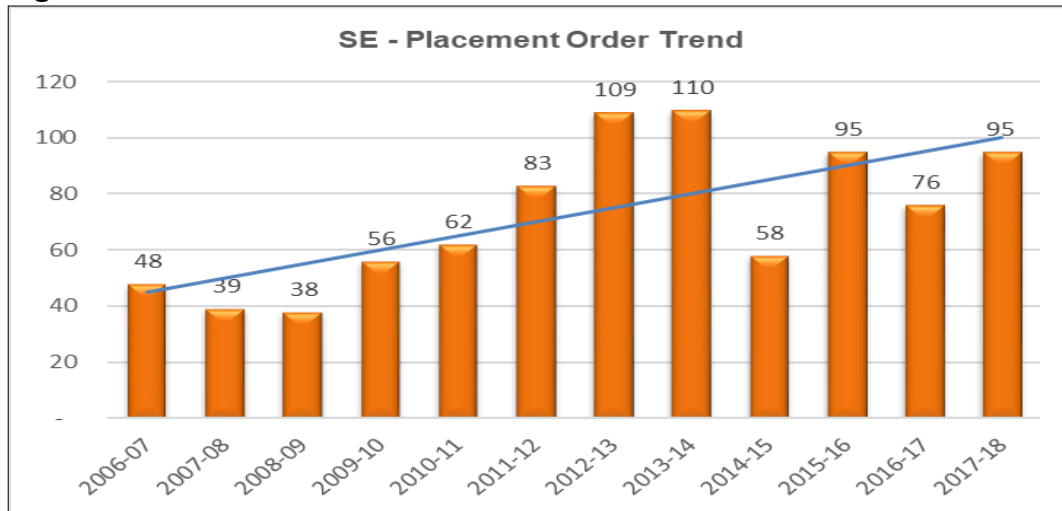


Figure 6 shows the number of placement orders granted in the SEWAS region for this reporting period. The number of placement orders granted in the SEWAS local authorities increased last year to 95. The figure for 2014/15 was comparatively low compared to previous year peaks due to case law interpretation. The last 3 years highlight a more consistent pattern of placement orders being granted.

**Figure 7**

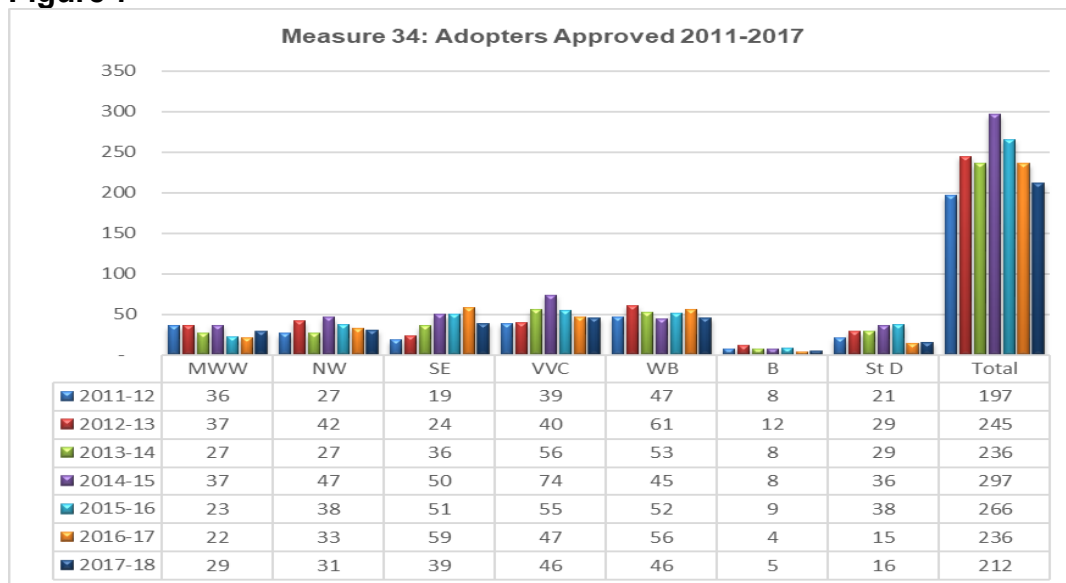


Figure 7 shows the number of adopters approved. For this reporting year the number of adoption approvals was very disappointing. Recruitment dipped as a result of a recruitment pause the previous year when there were more adopters available to meet the needs of children referred to the service.

**Figure 8**

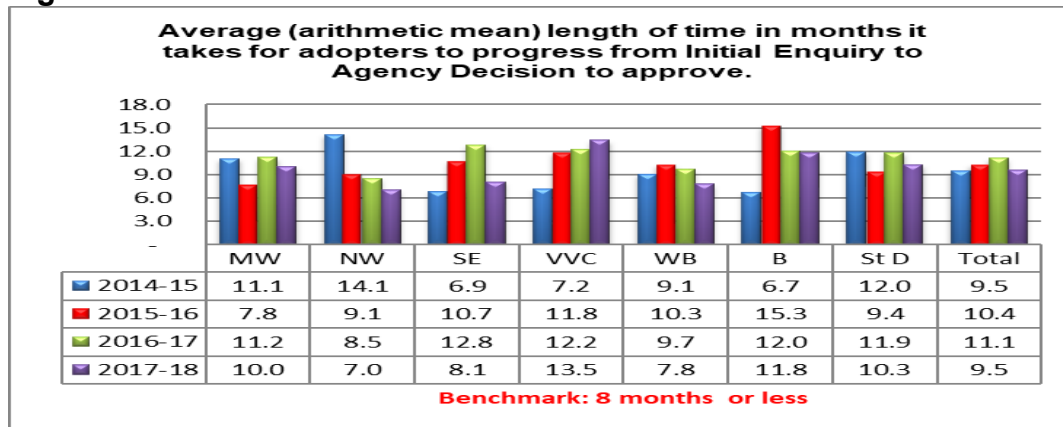


Figure 8 shows the length of time in months it takes for adopters to progress from initial inquiry to approval. SEWAS' performance on this measure is in line with the national trend and is close to benchmark.

**Figure 9**

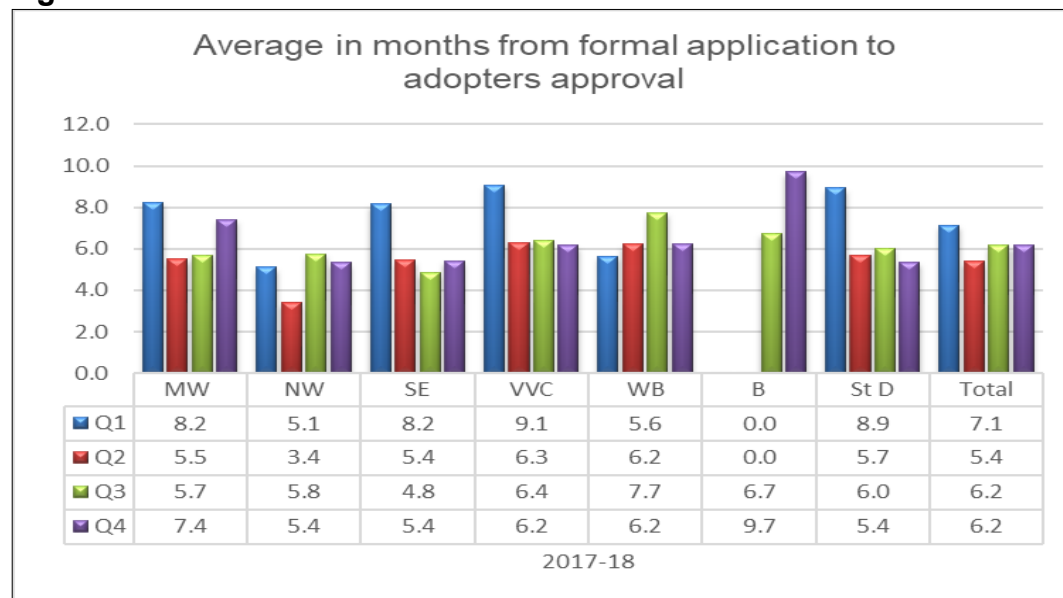


Figure 9 shows the average time in months from formal application to approval. SEWAS' performance in respect of formal application to adopt to being approved is good. An overall average of 5.4 months over the year, lower than the Welsh Government guidance that says this stage should take 6 months on which the NAS benchmark is based. For the last 3 quarters, SEWAS was within benchmark for this measure which is very positive.

**Figure 10**

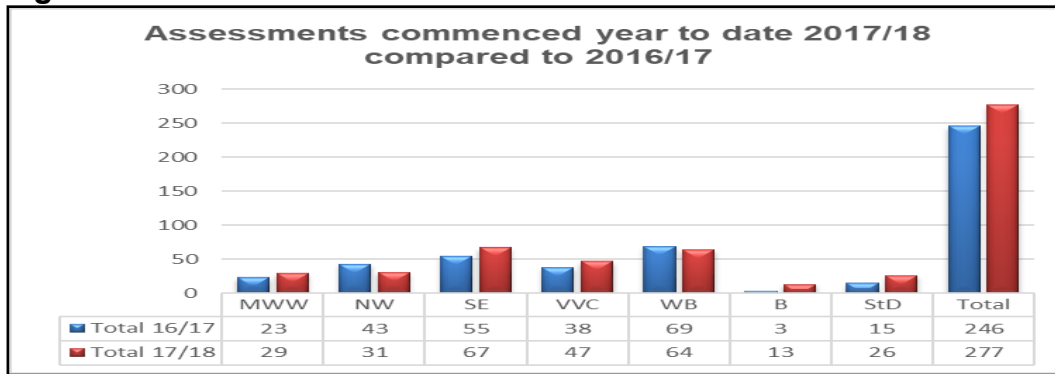


Figure 10 shows the number of adoption assessments started for this reporting period. SEWAS commenced 67, more assessments than last year. This increase will make a contribution to closing the gap for the number of children waiting to be adopted but bigger increases are needed.

**Figure 11**

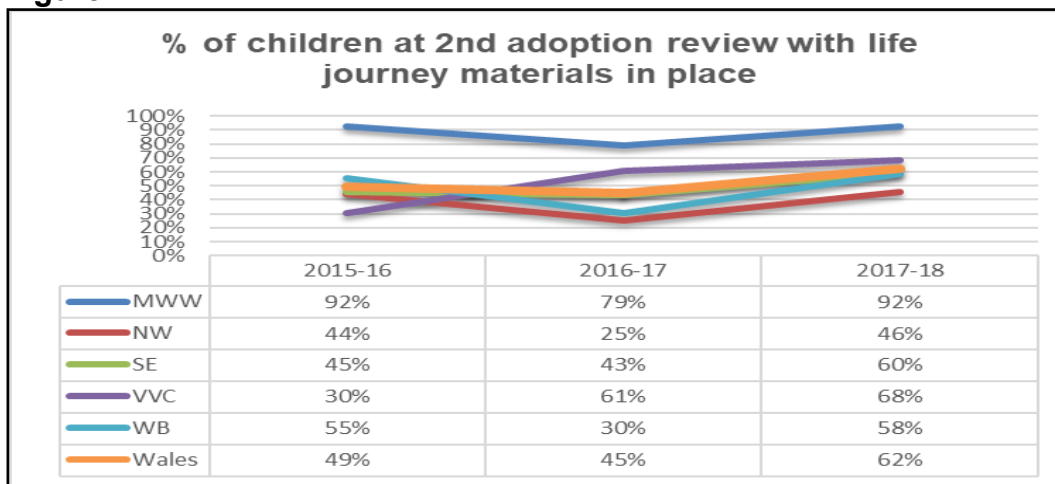
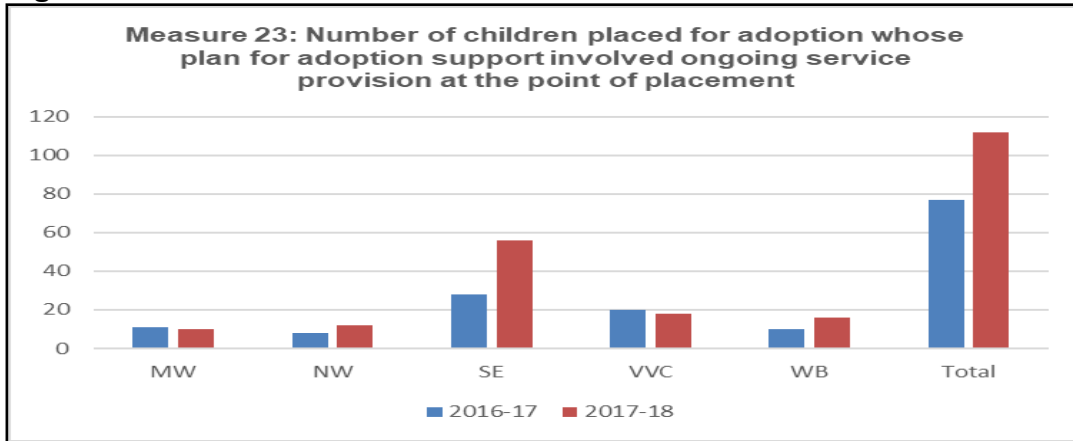


Figure 11 shows the % of children who have had their life journey materials by their 2<sup>nd</sup> Adoption review. Nationally, the whole year averages shows that 62% of children placed this year had their life journey materials by the 2<sup>nd</sup> review; in the year of 2014/15 this was 24% so there has been considerable improvement.

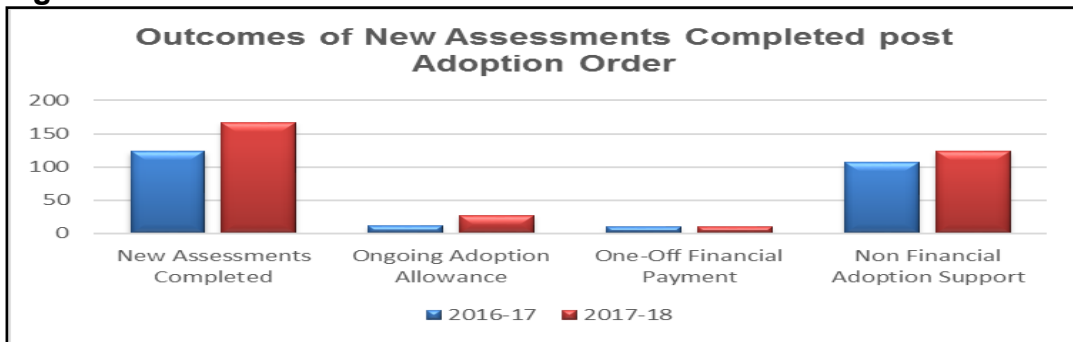
There is ongoing quarterly and regional variation in the performance measure of life journey materials being presented by the second adoption review but SEWAS has improved further with a whole year average of 60%. There were, however, 17 SEWAS children placed with adopters where these materials were not available by the second adoption review. The National Adoption Service has secured financial resource from Welsh Government to support the regions to improve performance in this area of work.

**Figure 12**



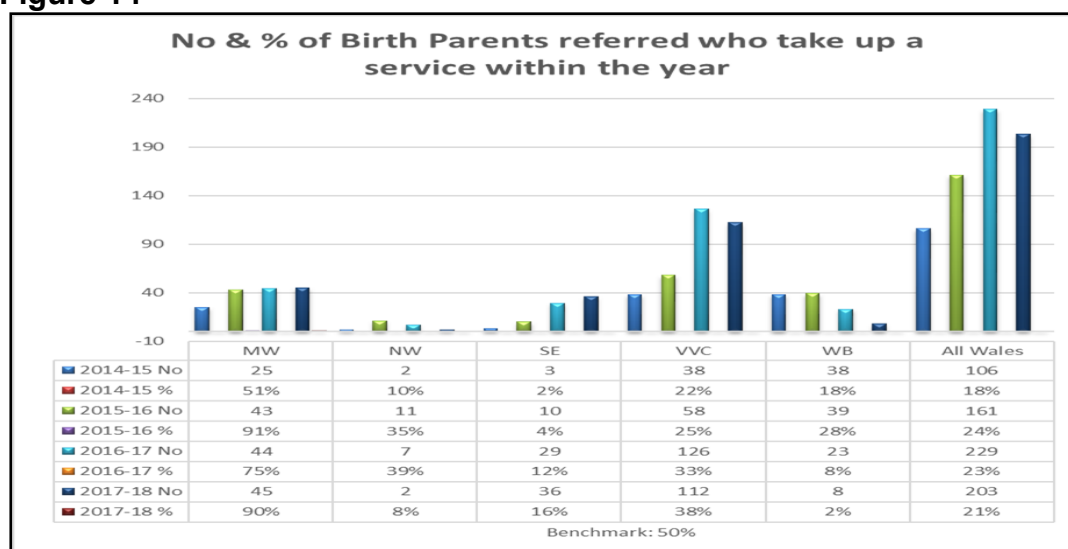
Again this year all the children placed by SEWAS, 100%, had had their need for adoption support services met. The increase in ongoing services being provided is likely attributed to the drive to improve adoption support and the sometimes complicated nature of the children’s care history who are referred to the service.

**Figure 13**



SEWAS saw a similar level of post adoption support being sought and completed marginally more assessments in the year. 64 new requests for post adoption support were received during 2017/18. The majority of these assessments completed resulted in practical or therapeutic support being provided.

**Figure 14**



Birth parent support is increasing nationally at 21%. SEWAS has increased year on year, but nowhere near the benchmark of 50%. The increase is likely to be linked to birthparents being able to access a direct referral route to SEWAS. However there is still a reluctance to engage with services with some parents.

During 2017/18 SEWAS:

- facilitated more than 820 active letterbox contact with birth parents. Letter box contact is usually agreed in the courts proceeding to enable birth parents to have an update on children who are adopted
- provided a service to 70 birth parents
- received 9 birth sibling requests for support
- received 32 requests for access to birth records compared to 64 last year. There is no particular reason for the reduction, adults will refer when they are ready
- received 9 requests for intermediary / tracing support compared to 20 last year, again there is no particular reason for the reduction. Advice is available when they are ready

### Local information in respect number of Placement Orders granted

|               | 2014 – 15 | 2015 – 16 | 2016 – 17 | 2017 - 18 |
|---------------|-----------|-----------|-----------|-----------|
| Blaenau Gwent | 8         | 19        | 15        | 10        |
| Caerphilly    | 7         | 13        | 15        | 25        |
| Monmouthshire | 5         | 7         | 7         | 5         |
| Newport       | 14        | 31        | 23        | 32        |
| Torfaen       | 23        | 17        | 16        | 26        |
| <b>Total</b>  | <b>57</b> | <b>87</b> | <b>76</b> | <b>95</b> |

### 3.12 Key Messages in relation to children

- 71 children were placed in their new adoptive home, a reduction on the number placed in 2016/17 and the previous years when it was 81, 70 and 112.
- 73 children had their adoption orders granted.

- a further 76 children, with the legal authority to be placed for adoption, were waiting to be matched or placed with their new family at the end of the year reporting year
- The children placed for adoption in SEWAS were on average placed within 13.2 months from becoming looked after. This is on the benchmark of 13 months and one of the better averages amongst the National Adoption Service regions.
- At an average of 7.9 months, the time from placement order to placement is improving although the benchmark is 6 months or less.

### 3.13 Key messages in relation to Adopters

- The number of adopters being approved in SEWAS has fallen, 39 in 2017/18 compared to 59 the year before. This is not sufficient to meet the need for placements.
- The Service invested in recruitment during this reporting period (17/18), therefore, more assessments of adopters were commenced by SEWAS, an increase of 12 to 67. The investment is starting to 'bear fruit' in quarter 1 2018/19 with 18 approvals.
- The average time from enquiry to approval for a SEWAS adopter reduced by 4 months to 8.1 months with the time frame from formal application to approval is 5.4 months. Both are below the national averages and in line with the Welsh Government guidelines which is very positive

### 3.14 Key messages in relation to Adoption Support

More SEWAS children had an ongoing adoption support service in place at the point of placement, 79% compared to 33% last year. SEWAS saw a similar level of post adoption support being sought. 64 new requests for post adoption support were received during 2017/18, 18 of which were still in progress at the end of the year. The majority of these assessments completed resulted in practical or therapeutic support being provided. SEWAS had the second highest level of post adoption requests of all the NAS regions which is positive in respect of children and adopters getting the support they need.

- 3.15 In SEWAS, 60% of children placed this year had their life journey materials by the 2nd review, an improvement from 43% last year. This figure tends to fluctuate and is difficult to maintain due to it being a local authority social worker role and the competing demands they face. SEWAS will recruit a Life Journey Work Coordinator to support local authority social workers in the completion of this work. This will include implementing a timescale flow chart, quality assurance and reaching out to foster carer groups and adopters to ensure that they all play a part in raising standards.

## **4.0 EQUALITY AND FUTURE GENERATIONS EVALUATION (INCLUDES SOCIAL JUSTICE, SAFEGUARDING AND CORPORATE PARENTING)**

- 4.1 As this is a performance report and not a decision, an evaluation has not been completed. Safeguarding responsibilities are fulfilled by robust assessment processes and checks. All SEWAS Social Workers have completed updated safeguarding training and comply with looked after children procedures until the final adoption order is made. Post order SEWAS offer a range of life long support and training if required. Each Local Authority complies with their corporate parenting responsibility by investing in the regional service. This is monitored routinely by Heads of Service and the National Adoption Service Central team to ensure that the service is delivering on the key themes of the Social Care and Well Being Act.

## **5.0 OPTIONS APPRAISAL**

5.1 This report is a detailed performance report and not a decision, therefore an options appraisal is not applicable.

## **6.0 EVALUATION CRITERIA**

6.1 Please see the key issues section of this report which outlines the national performance framework set by the Welsh Government.

## **7.0 REASONS**

7.1 To provide a clear summary of the performance of SEWAS in relation to the National Performance Framework in line with duties and responsibilities.

## **8.0 RESOURCE IMPLICATIONS**

8.1 There is a partnership agreement in place for the provision of the South East Wales Adoption Service. Each Local Authority contributes proportionally to their Looked After Children population. Financial risks are managed by the management committee represented by the Heads of Service from each Local Authority. Additional resources for the improvement of services are considered on merit and financial affordability.

## **9.0 CONSULTEES**

National Adoption Service Central Team.

## **10.0 BACKGROUND PAPERS**

None identified.

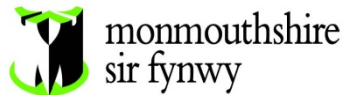
## **11.0 AUTHOR:**

Sue Radford  
Service Manager (South East Wales Adoption Service)

## **12.0 CONTACT DETAILS:**

Tel: 01495 357895  
E-mail: Susan.Radford@blaenau-gwent.gov.uk





|                                 |   |
|---------------------------------|---|
| <b>SUBJECT:</b>                 | <b>MAINTAINED SCHOOLS PARTNERSHIP AGREEMENT</b> |
| <b>MEETING:</b>                 | <b>CYP SELECT</b>                               |
| <b>DATE:</b>                    | <b>3<sup>rd</sup> January 2019</b>              |
| <b>DIVISION/WARDS AFFECTED:</b> | <b>ALL</b>                                      |

## 1. PURPOSE:

The purpose of the report is to provide members with an opportunity to contribute to the development of the Statutory Partnership Agreement and influence the way in which the Council works with schools and governing bodies.

## 2. RECOMMENDATIONS:

It is recommended that as part of the consultation process Members offer a view on the document and in doing so contribute to the development of the Statutory Partnership Agreement.

## 3. KEY ISSUES:

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

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

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

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

For schools providing secondary education the Agreement must include

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

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

#### **4. OPTIONS APPRAISAL**

##### **Option 1: Do Nothing**

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

There is a risk that the roles and responsibilities of the partners will not be clearly defined, resulting in blurring of accountabilities that may inhibit the required improvements in educational standards and non-compliance with the Maintained Schools (Partnership Agreements) (Wales) Regulation 2007.

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

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

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

#### **5. EVALUATION CRITERIA**

The Partnership Agreement captures the way in which the local authority and schools work in partnership. It should ensure effective working across a broad range of areas and there are no simple quantitative measures of this. The evaluation of the effectiveness of the agreement will be through the successful delivery and operation of the items listed in paragraph 3.1 above. It is not proposed that a specific evaluation be produced annually, however the agreement will be

evaluated at the end of the agreement and can be scrutinised by the committee at any time during its operation that will run from 2018 until 2021.

**6. REASONS:**

The Maintained Schools Partnership Agreement is a statutory document designed to enhance and sustain partnership working between the LA and schools.

The Agreement provides a formal, legal basis that will make clear the roles of the LA and schools by setting out how the LA and governing body of a school will discharge their respective functions on specified matters. By setting out in one document, the matters on which the LA and a school must agree, the Partnership Agreement provides a firm basis for working together and promoting higher standards in schools.

**7. RESOURCE IMPLICATIONS:**

There are no financial implications associated with the report

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

The significant equality impacts identified in the assessment (Appendix 1) are summarised below for members' consideration:

**Complete**

The actual impacts from this report's recommendations will be reviewed every **xxx** years and criteria for monitoring and review will include:

**Complete**

**9. CONSULTEES:**

- Directorate Management Team - December 2018. No comments and supportive of the document
- Monmouthshire Association School Governors – May 2018. The meeting did not like the format of the Agreement and commented that the document should include the difference between the Governors responsibilities and Headteachers. However, this is not the purpose of the document or the legislative requirement. The document outlines responsibilities of LA and Governing Body / School Leadership Team.
- Headteachers Meeting – March 2018. The document has also been circulated via email inviting comments from Head teachers. Two head teachers responded and their comments have been included within the attached document.

**10. BACKGROUND PAPERS: Page 29**

- 11. AUTHOR:**  
Cath Saunders, Governance Manager, CYP
  
- 12. CONTACT DETAILS:**  
Tel: 07595647637  
E-mail: [cathsaunders@monmouthshire.gov.uk](mailto:cathsaunders@monmouthshire.gov.uk)

|  |  |
|--|--|
| <p><b>Name of the Officer</b> completing the evaluation<br/>Cath Saunders</p> <p><b>Phone no:</b> 07595647637<br/><b>E-mail:</b> cathsaunders@monmouthshire.gov.uk</p> | <p><b>Please give a brief description of the aims of the proposal</b></p> <p>To enhance and sustain partnership working between the Local Authority and Schools.</p> |
| <p><b>Name of Service</b></p>  | <p><b>Date Future Generations Evaluation form completed</b></p> <p>November 2018</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**

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

| Well Being Goal  | Does the proposal contribute to this goal?<br>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><b>A prosperous Wales</b><br/>Efficient use of resources, skilled, educated people, generates wealth, provides jobs</p>                                 | <p>Yes – The Partnership Agreement will help raise standards of achievement</p>           | <p>N/A</p>  |
| <p><b>A resilient Wales</b><br/>Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)</p> | <p>N/A</p>  | <p>N/A</p>  |

| <b>Well Being Goal</b>  | <b>Does the proposal contribute to this goal?<br/>Describe the positive and negative impacts.</b> | <b>What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?</b> |
|---|---|--|
| <b>A healthier Wales</b><br>People's physical and mental wellbeing is maximized and health impacts are understood   | Yes - The Partnership Agreement will help raise standards of achievement                          | N/A  |
| <b>A Wales of cohesive communities</b><br>Communities are attractive, viable, safe and well connected   | Yes -   | N/A  |
| <b>A globally responsible Wales</b><br>Taking account of impact on global well-being when considering local social, economic and environmental wellbeing                                | Yes -   | N/A  |
| <b>A Wales of vibrant culture and thriving Welsh language</b><br>Culture, heritage and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation | Yes -   | N/A  |
| <b>A more equal Wales</b><br>People can fulfil their potential no matter what their background or circumstances   | Yes - The Partnership Agreement will help raise standards of achievement                          | N/A  |

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

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

| 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>       | Yes   | N/A   |
|  <p>Collaboration</p> <p>Working together with other partners to deliver objectives</p>             | Yes - The Agreement is to highlight statutory responsibilities of the Governing Body and the Local Authority to raise standards of achievement  | N/A   |
|  <p>Involvement</p> <p>Involving those with an interest and seeking their views</p>                 | Yes - Headteachers and Monmouthshire Association of School Governors have been consulted on this document. Following Cabinet approval the Agreement will be sent to all Governing Bodies with a recommendation to adopt | N/A   |
|  <p>Prevention</p> <p>Putting resources into preventing problems occurring or getting worse</p>     | Yes – the Partnership Agreement clarifies statutory roles and responsibilities  | N/A   |
|  <p>Integration</p> <p>Considering impact on all wellbeing goals together and on other bodies</p> | Yes – Partnership Agreement will support the improvement of children and young people’s learning and wellbeing  |   |

**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](mailto: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                           | The proposal has an equally positive outcome for all groups.                    |   |   |
| Disability                    | The proposal has an equally positive outcome for all groups.                    |   |   |
| Gender reassignment           | The proposal has an equally positive outcome for all groups.                    |   |   |
| Marriage or civil partnership | N/A   |   |   |
| Pregnancy or maternity        | N/A   |   |   |
| Race                          | The proposal has an equally positive outcome for all groups.                    |   |   |
| Religion or Belief            | The proposal has an equally positive outcome for all groups.                    |   |   |
| Sex                           | The proposal has an equally positive outcome for all groups.                    |   |   |



| <b>Protected Characteristics</b> | <b>Describe any positive impacts your proposal has on the protected characteristic</b> | <b>Describe any negative impacts your proposal has on the protected characteristic</b> | <b>What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?</b> |
|----------------------------------|--|--|--|
| Sexual Orientation               | The proposal has an equally positive outcome for all groups.                           |  |  |
| Welsh Language                   | The proposal has an equally positive outcome for all groups.                           |  |  |

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>

|                     | <b>Describe any positive impacts your proposal has on safeguarding and corporate parenting</b> | <b>Describe any negative impacts your proposal has on safeguarding and corporate parenting</b> | <b>What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts?</b> |
|---------------------|--|--|---|
| Safeguarding        | The proposal has an equally positive outcome for all groups                                    |  |   |
| Corporate Parenting | The proposal has an equally positive outcome for all groups                                    |  |   |

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

- This is a statutory requirement in line with Section 197 of the Education Act 2002. It is a Wales only provision in which Welsh Ministers require all Local Authorities in Wales to enter into individual Partnership Agreements with the Governing Bodies of schools they maintain.

**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 is a statutory requirement on the Local Authority, it will have an equally positive impact on all and will enhance and sustain existing partnership working between the LA and Governing Bodies and will provide clarity on expectations of each other.

There is a requirement for the Partnership Agreement to be reviewed every 5 years.

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**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: | January 2024 |
|--|--------------|

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   |
|-------------|--|-----------------|--|
|             | <i>e.g. budget mandate, DMT, SLT, Scrutiny, Cabinetetc</i> |                 | <i>This will demonstrate how we have considered and built in sustainable development throughout the evolution of a proposal.</i> |
|             |  |                 |  |
|             |  |                 |  |

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monmouthshire  
sir fynwy

**MONMOUTHSHIRE COUNTY COUNCIL  
AND  
MAINTAINED SCHOOLS PARTNERSHIP  
AGREEMENT  
SEPTEMBER 2018 TO SEPTEMBER  
2021**

**October 2018**

**Review date October 2021**

## **The Maintained Schools (Partnership Agreements) (Wales) Regulations 2007**

Section 197 of the Education Act 2002 requires local authorities to enter into a partnership agreement with the governing body of each school maintained by the Council (LA). The 2007 Regulations impose duties upon all Councils in Wales and governing bodies of schools maintained by them, including maintained nursery schools, but excluding pupil referral units, to enter into Partnership Agreements. In the case where the Council and governing body cannot reach agreement then the Council is entitled to draw up a statement setting out how it and the governing body are to discharge their respective functions.

The agreement must set out how the Council and a governing body will carry out their respective functions in relation to a school. The purpose of partnership agreements is therefore to sustain and enhance existing partnership working between councils and school governing bodies.

There are 11 statutory functions, which will form the mandatory element of the Agreement. In addition, this partnership agreement contains a number of non-statutory functions as recommended by Welsh Government.

|    | <b>Statutory Functions</b>  | <b>Non Statutory Functions</b>   |
|----|---|--|
| 1  | Agreeing Targets<br>1.1 Pupil progress<br>1.2 Attendance  | 1.3 Targets for Exclusion  |
| 2  | Targets for learner participation and attainment for schools and sixth form   |  |
| 3. | Monitoring, Challenge, Support and Intervention<br>3.1 Action the Council will take to monitor schools<br>3.2 Factors the Council will take into account in identifying schools giving cause for concern<br>3.3 Support the Council will offer to schools giving cause for concern, to turn them around | 3.5 Providing, maintaining and using data<br>3.6 Council role in supporting school staff development |

|    |   |  |
|----|---|--|
|    | <p>and to prevent them from becoming failing schools</p> <p>3.4 Support the Council will provide to schools in need, or in special measures, or requiring significant improvement</p>     |  |
| 4  | <p>4.1 Responsibility of the school and council for governor support and training</p> <p>4.2 The reports that the governing body provides to the Council on its discharge of function</p> |  |
| 5  | <p>Responsibility of the school and the Council for</p> <p>5.1 the control of school premises and</p> <p>5.2 their maintenance and repairs</p>  | <p>5.3 Building developments on school sites</p> <p>5.4 Caretaker properties</p>   |
| 6  | <p>Roles of school and council to develop effective transition</p> <p>6,2 from KS2 to KS3</p>   | <p>Roles of school and Council to develop effective transition:</p> <p>6.1 nursery school to primary school</p> <p>6.3 Foundation phase/ KS1 to KS2</p> <p>6.4 KS3 to KS 4</p> <p>6.5 KS4 to Post 16</p> |
| 7  | Health and Safety matters   |  |
| 8  |   | Council support for school staff appointments and redundancies   |
| 9  |   | Complaints and disciplinary matters  |
| 10 | Policy on provision for pupils with ALN   |  |
| 11 |   | Communication / consultation arrangements – minimize bureaucratic burdens on schools   |

## **Council / LA Schools Partnership Agreement**

This agreement sets out how Monmouthshire County Council (the Council) and maintained school governing bodies will carry out their respective functions in relation to schools. The purpose of the agreement is to sustain and enhance partnership working between the Council and its schools to raise standards, improve wellbeing and deliver the Council's vision for education.

The governing body of a maintained school is responsible for the conduct and standards of the school. The Council shares responsibility for standards in schools, for school improvement (including the use of statutory powers of intervention), for the organisation of schools and for the overall provision of education services in Monmouthshire.

**The Council recognises the significant role that Headteachers, school leadership teams and all school staff play in the provision of education in Monmouthshire. However, the partnership agreement sets out respective responsibilities of the Council and governing bodies only. Headteacher, senior school management team and school staff responsibilities form a partnership agreement between the governing body (and other relevant body in the case of voluntary aided and voluntary controlled schools) and school employees**

This Partnership Agreement applies to all maintained schools. Governing bodies of Voluntary Aided and Foundation Schools will have additional responsibilities in relation to governance, admissions, staffing and buildings and will have a relationship with the Diocese or Trust. Voluntary Aided Schools (VA) Schools are distinct from community schools in that the governing body is both the employer and the admissions authority. The premises are held in trust by a foundation, usually a church and the governing body employs the staff and is responsible for the religious education. Due regard will, therefore, need to be taken of the responsibilities of the governing body of a VA school in respect of the Government of Maintained Schools Regulations (2005) and the Staffing of Maintained Schools (Wales) Regulations (2006) and of the particular role of foundation governors in this context.

### **The Essential Duties of the Partners.**

Each maintained school is under the direction of its governing body, which is required to conduct the school with a view to promoting high standards.

The Governing Bodies of all schools must exercise their functions with a view to fulfilling a largely strategic role in the running of the school. Governing Bodies should establish the strategic framework by:

- Setting aims and objectives for the school



- Adopting policies for achieving those aims and objectives
- Setting targets for achieving those aims and objectives.

Individual governors have a responsibility to ensure that they have an understanding of the legislation and role of the governing body and governors. Governors should act at all times with honesty and integrity.

The governing body should be ready to explain its actions and decisions to staff, pupils, parents and anyone with a legitimate interest in the school.

Governing bodies in consultation with the schools senior leadership team are expected to:

- Agree the aims and values of the school;
- Agree policies relating to the aims, purpose and practices of the school;
- Influence and approve the School Improvement Plan and improve and monitor the allocation and expenditure of the budget of the school;
- Ensure that the delivery of the appropriate Curriculum and that there are sufficient staff to teach it;
- Monitor and review the schools progress;
- Ensure individual pupils' needs are met, including additional needs;
- Recruitment and selection staff and ensure effective arrangements for the management of staff;
- Agree and monitor its budget;
- Provide parents with information about the school;
- Produce action plans for improvement following school inspections;
- Establish and maintain positive links with the local business community and the wider community
- Promote the effectiveness of the governing body; and,
- Support the day-to-day operational decisions taken by the Head teacher.

The essential education duties and responsibilities of the council:

- Strategic management of education;
- School improvement and tackling low achievement through:-
  - o Monitoring performance, agreeing targets, challenge, intervention and support;
  - o Contribution to school improvement and management of national strategies;
- Statutory functions in respect of Special Educational Needs;
- Education welfare and education of excluded pupils and other pupils unable to attend school;
- Statutory duty to provide Counselling for 11-18 year olds including provision for year 6 pupils
- Provision of Youth Service
- Access (including Admissions) and school transport;
- Strategic Planning of School places – sufficiency, suitability and condition;
- Strategic capital investment and
  - Strategic education management (capital and revenue).

- Engagement with SEWC to ensure effective direction of Education Achievement Service (EAS) to help raise standards.

The essential education duties and responsibilities rest within the remit of the Chief Officer Children and Young People and with the relevant Head of Service in his absence.

### **Community maintained, Foundation, Voluntary Aided and Voluntary Controlled Schools**

The respective functions of the Council and governing Bodies vary according to the school category. The main differences are summarised below:

|  | <b>Staffing</b>   | <b>Admissions</b> | <b>School Premises and Capital</b>  |
|--|---|-------------------|---|
| <b>COMMUNITY AND COMMUNITY SPECIAL</b> | For schools with delegated budgets, the governing body has responsibility for staff recruitment, pay, discipline and dismissal. Some obligations remain with the Council e.g. statutory redundancy pay. | Council           | Premises owned by Council<br>Capital funding provided by Council.                         |
| <b>VOLUNTARY CONTROLLED</b>            | As Community and Community Special Schools  | Council           | Premises held on trust by a foundation.<br>Capital funding provided by Council.           |
| <b>FOUNDATION</b>                      | Staff employed by governing body.   | Governing Body    | Premises held on trust by a foundation.<br>Capital funding provided by Council.           |
| <b>VOLUNTARY AIDED</b>                 | Staff employed by governing body.   | Governing Body    | Premises held on trust by a foundation.<br>Capital funding provided by Council and or WG. |

The Council commissions' statutory school improvement functions such as monitoring, support, challenge and intervention through the South East Wales Education Achievement Service. The Council monitors work carried out by the EAS

very closely. However, under these commissioning arrangements, accountability for effective school improvement remains with the Council.

Each school has an allocated Challenge Adviser who delivers the statutory school improvement function on behalf of the council.

The school's Challenge Adviser will work closely with the Governing Body, the Headteacher and the Schools SLT to deliver effective school improvement functions in inverse proportion to the success of the school.

A dedicated Principal Challenge Adviser within the EAS is allocated to work closely with the Head of Standards and Achievement to keep the performance of schools under review.

The Council works closely with EAS to ensure that a differentiated programme of challenge, support, monitoring and intervention is delivered to schools in Monmouthshire.

The School Standards and Organisation Act (Wales) 2103 and the National Model for Regional working underpins operational arrangements across Monmouthshire and the EAS.

DRAFT

## **1. Targets for pupil progress, attendance and exclusions**

### **Pupil Progress (Statutory Function)**

There are a number of statutory performance indicators determined by the Welsh Government that must be reported on each year. These underpin the core functions of the Council to promote standards, continuous improvement and best practice. In addition, the Council has a number of local indicators used to monitor performance. The Council relies on governing bodies to forward their targets so that what is reported to WG is based on actual and reliable data of performance at school level.

Targets must:

- Provide appropriate challenge for all children and young people
- Be based on reliable and secure evidence of performance and prior attainment of children and young people individually and as a cohort; and
- Inform the school improvement process.

### **Council responsibilities**

- Promote standards, continuous improvement, best practice across all school, challenging underperformance where appropriate;
- Agree targets with governing bodies for pupil attainment at the end of each key stage against a range of WG specified indicators and non-specified targets identified by the school to reflect their contextual priorities
- Facilitate training for governors and school staff on raising attainment and sharing good practice;
- Promote school-to-school working and support.
- Through EAS, provide differentiated support, challenge and intervention to schools for raising attainment in line with the Council's policy for monitoring, support and intervention in schools.
- Monitor and work with partners to reduce the number of young people becoming NEET (Not in Education, employment or training) leaving Year 11

### **Governing Body responsibilities in consultation with the senior leadership team**

- Approve appropriate, sufficiently challenging and ambitious targets;
- In line with statutory processes and guidance, agree targets with the Council by 31<sup>st</sup> December each year, and use the performance data to support school improvement initiatives;
- Ensure that whole school targets are provided to the Council electronically within the agreed timescales.
- Continuously monitor, discuss and analyses performance to review targets for improvement;
- Ensure consistent focus on delivery of agreed targets.
- Ensure that key personnel attend relevant timely professional development activities;
- Publish school performance data via the school prospectus and Governors annual report to parents in line with statutory requirements,
- Ensure that individual pupil data is shared using the appropriate electronic system in a timely manner.

- Engage with school networks for improvement and actively contribute to Cluster working.

## **Attendance (Statutory Function)**

### **Council responsibilities**

- Approve whole Council targets for attendance at Primary and Secondary phase.
- Discuss targets with Head teachers for attendance against a range of national indicators and local performance indicators using latest available quartile data
- Monitor, analyse and discuss attendance data with partners to secure improvements to attendance levels;
- Set 3 year rolling targets with schools, to be reviewed annually;
- Monitor discuss and analyse attendance data for schools on the Councils agreed electronic system;
- Undertake register inspections in schools
- Provide data on progress to EAS challenge advisor as part the programmed meeting cycle.
- Provide advice to schools on attendance data;
- Facilitate training for governors and school staff on raising attendance and sharing good practice;
- Provide support, guidance and intervention for schools to improve attendance;
- Implement statutory changes to the law e.g. fixed penalty notices.

### **Governing Body responsibilities in consultation with the senior leadership team**

- Ensure that systems are in place and used for the school to enter data on the register;
- Ensure that the school provides data for the Council weekly for secondary and half termly for primary schools.
- Agree and provide 3 year rolling targets in an electronic format to the Council within agreed timeframes;
- Monitor, discuss and analyse attendance data to support targeted interventions to raise attendance at schools;
- Implement Council and national policies in accordance with the prescribed timeframes.
- To ensure that a pupil who transfers schools is enrolled immediately following admission by the local authority.

## **Exclusions (non- statutory function)**

### **Council responsibilities**

- Approve whole Council targets for reducing exclusion for all schools;
- Provide training, advice and support on the correct use of the exclusion process and the promotion of alternative strategies to exclusion, including managed move meetings;
- Support schools in setting appropriate and realistic targets for the reduction of exclusions;

- Support schools in carrying out managed moves as a recognised strategy for managing behaviour in line with principles of Welsh Government managed move guidance
- Support governing bodies in their consideration of exclusions and provide further support once the decision is made to exclude; and,
- Collate and report exclusions statistics as required to the Welsh Government
- Support schools by providing outreach behaviour support, respite care and highly effective interventions to minimise exclusions

### **Governing Body responsibilities in consultation with the senior leadership team**

- Work with the Council to ensure that governors have a correct understanding of the use of exclusions and the procedures involved through relevant training.
- Ensure that exclusion data is monitored regularly and school have in place arrangements to minimise exclusions.
- Ensure that all incidents of exclusions are recorded immediately on the school's database and report all exclusions within one day to the Councils Lead Officer for Exclusions;
- Ensure that accurate information is transferred to a pupil's new school via the agreed transfer system in accordance with relevant guidelines and timeframes set;

## **2. Targets for Learner Participation and Attainment for Schools**

The targets below are aggregated from individual pupil level targets and capture the Council's ambition for all learners in Monmouthshire over that last three years. Welsh Government have indicated that current targets 2018/19, should only be used to support self-evaluation and should not be aggregated up to a school, local authority or regional measure of performance.

The requirements to set targets for learner participation remain unchanged

| Foundation Phase |             |             |             |             |            |             |             |             |             |
|------------------|-------------|-------------|-------------|-------------|------------|-------------|-------------|-------------|-------------|
| Non- FSM Pupils  | 2017 Actual | 2018 Target | 2019 Target | 2020 Target | FSM Pupils | 2017 Actual | 2018 Target | 2019 Target | 2020 Target |
| FPI O5+          |             |             |             |             | FPI O5+    |             |             |             |             |

|                                   |  |  |  |  |                                   |  |  |  |  |
|-----------------------------------|--|--|--|--|-----------------------------------|--|--|--|--|
| LLC English O5+                   |  |  |  |  | LLC English O5+                   |  |  |  |  |
| LLC Welsh (1st) O5+               |  |  |  |  | LLC Welsh (1st) O5+               |  |  |  |  |
| Math Development O5+              |  |  |  |  | Math Development O5+              |  |  |  |  |
| Personal & Social Development O5+ |  |  |  |  | Personal & Social Development O5+ |  |  |  |  |
| FPI O6+                           |  |  |  |  | FPI O6+                           |  |  |  |  |
| LLC English O6+                   |  |  |  |  | LLC English O6+                   |  |  |  |  |
| LLC Welsh (1st) O6+               |  |  |  |  | LLC Welsh (1st) O6+               |  |  |  |  |
| Maths Development O6+             |  |  |  |  | Maths Development O5+             |  |  |  |  |
| Personal & Social Development O6+ |  |  |  |  | Personal & Social Development O5+ |  |  |  |  |

| Key Stage 2                  |             |             |             |             |                              |             |             |             |             |
|------------------------------|-------------|-------------|-------------|-------------|------------------------------|-------------|-------------|-------------|-------------|
| Non FSM Pupils               | 2017 Actual | 2018 Target | 2019 Target | 2020 Target | FSM Pupils                   | 2017 Actual | 2018 Target | 2019 Target | 2020 Target |
| CSI L4+                      |             |             |             |             | CSI L4+                      |             |             |             |             |
| English L4+                  |             |             |             |             | English L4+                  |             |             |             |             |
| Welsh (1 <sup>st</sup> ) L4+ |             |             |             |             | Welsh (1 <sup>st</sup> ) L4+ |             |             |             |             |
| Maths L4+                    |             |             |             |             | Maths L4+                    |             |             |             |             |
| Science L4+                  |             |             |             |             | Science L4+                  |             |             |             |             |
| Welsh (2 <sup>nd</sup> ) L4+ |             |             |             |             | Welsh (2 <sup>nd</sup> ) L4+ |             |             |             |             |
| CSI L5                       |             |             |             |             | CSI L5                       |             |             |             |             |
| English L5+                  |             |             |             |             | English L5+                  |             |             |             |             |
| Welsh (1 <sup>st</sup> ) L5+ |             |             |             |             | Welsh (1 <sup>st</sup> ) L5+ |             |             |             |             |
| Maths L5+                    |             |             |             |             | Maths L5+                    |             |             |             |             |

|                              |  |  |  |  |  |                              |  |  |  |  |
|------------------------------|--|--|--|--|--|------------------------------|--|--|--|--|
| Science L5+                  |  |  |  |  |  | Science L5+                  |  |  |  |  |
| Welsh (2 <sup>nd</sup> ) L5+ |  |  |  |  |  | Welsh (2 <sup>nd</sup> ) L5+ |  |  |  |  |
|                              |  |  |  |  |  |                              |  |  |  |  |

| Key Stage 3                  |             |                    |                    |                    |  |                              |             |                    |                    |                    |
|------------------------------|-------------|--------------------|--------------------|--------------------|--|------------------------------|-------------|--------------------|--------------------|--------------------|
| Non- FSM Pupils              | 2017 Actual | 2018 School Target | 2019 School Target | 2020 School Target |  | FSM Pupils                   | 2017 Actual | 2018 School Target | 2019 School Target | 2020 School Target |
| CSI L5+                      |             |                    |                    |                    |  | CSI L5+                      |             |                    |                    |                    |
| English L5+                  |             |                    |                    |                    |  | English L5+                  |             |                    |                    |                    |
| Welsh (1st) L5+              |             |                    |                    |                    |  | Welsh (1st) L5+              |             |                    |                    |                    |
| Maths L5+                    |             |                    |                    |                    |  | Maths L5+                    |             |                    |                    |                    |
| Science L5+                  |             |                    |                    |                    |  | Science L5+                  |             |                    |                    |                    |
| Welsh (2 <sup>nd</sup> ) L5+ |             |                    |                    |                    |  | Welsh (2 <sup>nd</sup> ) L5+ |             |                    |                    |                    |
| CSI L6+                      |             |                    |                    |                    |  | CSI L6+                      |             |                    |                    |                    |
| English L6+                  |             |                    |                    |                    |  | English L6+                  |             |                    |                    |                    |
| Maths L6+                    |             |                    |                    |                    |  | Maths L6+                    |             |                    |                    |                    |
| Science L6+                  |             |                    |                    |                    |  | Science L6+                  |             |                    |                    |                    |
| Welsh (2 <sup>nd</sup> ) L6+ |             |                    |                    |                    |  | Welsh (2 <sup>nd</sup> ) L6+ |             |                    |                    |                    |

| Key Stage 4     |             |                    |                    |                    |  |            |             |                    |                    |                    |
|-----------------|-------------|--------------------|--------------------|--------------------|--|------------|-------------|--------------------|--------------------|--------------------|
| Non- FSM Pupils | 2017 Actual | 2018 School Target | 2019 School Target | 2020 School Target |  | FSM Pupils | 2017 Actual | 2018 School Target | 2019 School Target | 2020 School Target |
|                 |             |                    |                    |                    |  |            |             |                    |                    |                    |



|   |  |  |  |  |   |  |  |  |  |
|---|--|--|--|--|---|--|--|--|--|
| Level 2 inclusive                               |  |  |  |  | Level 2 Inclusive                               |  |  |  |  |
| GCSE A*-C English                               |  |  |  |  | GCSE A*-C English                               |  |  |  |  |
| GCSE A*-C Maths                                 |  |  |  |  | GCSE A*-C Maths                                 |  |  |  |  |
| GCSE A*-C Maths Numeracy                        |  |  |  |  | GCSE A*-C Maths Numeracy                        |  |  |  |  |
| GCSE A*-C Science 1 <sup>st</sup> Qualification |  |  |  |  | GCSE A*-C Science 1 <sup>st</sup> Qualification |  |  |  |  |
| GCSE A*-C Science 2 <sup>nd</sup> Qualification |  |  |  |  | GCSE A*-C Science 2 <sup>nd</sup> Qualification |  |  |  |  |
| Level 1 Threshold                               |  |  |  |  | Level 1 Threshold                               |  |  |  |  |
| Level 2 Threshold                               |  |  |  |  | Level 2 Threshold                               |  |  |  |  |
| Welsh Bacallaureate Level 1                     |  |  |  |  | Welsh Bacallaureate Level 1                     |  |  |  |  |
| Welsh Bacallaureate Level 2                     |  |  |  |  | Welsh Bacallaureate Level 2                     |  |  |  |  |

### Targets For Learner Participation

| Pupil Attendance |                |                         |                         |                         |
|------------------|----------------|-------------------------|-------------------------|-------------------------|
|                  | 2016/17 Actual | 2017/2018 School Target | 2018/2019 School Target | 2019/2020 School Target |
| Primary          | 95.6           | 96.2                    | 96.2                    | 96.2                    |
| Secondary        | 95.0           | 95.2                    | 95.25                   | 95.3                    |

| Pupil Exclusions |         |         |         |         |
|------------------|---------|---------|---------|---------|
|                  | 2016/17 | 2017/18 | 2018/19 | 2019/20 |
|                  |         |         |         |         |

|                  | Total Days | Total Days | Total Days | Total Days |
|------------------|------------|------------|------------|------------|
| <b>Primary</b>   | 185        | 150        | 100        | 50         |
| <b>Secondary</b> | 520.5      | 345        | 320        | 250        |
| <b>Special</b>   | 113        | 100        | 80         | 50         |

**3. Mo  
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**Challenge, Support and Intervention.**

**Monitoring schools (statutory function)**

The Council has a statutory role in monitoring the quality of education provision and standards of performance in all educational establishments. In 2012 the Council commissioned the Education Achievement Service (EAS) to deliver these functions to schools on their behalf. Whilst the EAS has no statutory responsibilities, it undertakes a broad range of school improvement activities on behalf of the statutorily accountable Council and is commissioned and funded in part by the Council to contribute to the raising of standards wellbeing in accordance with the Council's vision.

The EAS produces, in collaboration with the Local Authority a business plan and an annex with specific priorities pertaining to Monmouthshire on an annual basis. The plan is scrutinised by CYP Select and agreed by the Cabinet.

This National Categorisation System takes account of a range of school performance indicators to determine an overall support category. The system is based on a model that evaluates how well a school is meeting national priorities which determines the support category for the school. The category for each school is discussed and agreed with the local authority.

The categorisation colour indicates the level of support a school requires – green, yellow, amber or red (with the schools in the green category needing the least support and those in the red category needing the most intensive support). Each school will receive a tailored programme of support, challenge and intervention based on this category.

The EAS outlines the categorisation process and arrangements for monitoring, evaluation and challenge for schools in each support category through the SEWC Peer Review Programme and Schools Causing Concern Protocol. In addition to the national categorisation model, the Council has developed processes to address the agreed wellbeing priority; these include attendance/absence, fixed and permanent exclusions and anti-bullying and discriminatory incidents.

The EAS and local authority, working in partnership with schools, play a key role in monitoring the quality of education provision and standards of performance and in providing support necessary to improve the school and achieve the Council's vision

for Education. This process will be school led and will feature school to school support and cluster collaboration where this adds value.

However, the Council has a statutory responsibility for intervening where necessary when the school presents as a cause for concern, where there are concerns about school standards and/or leadership, or where urgent health and safety issues are apparent. The School Standards Organisation (Wales) Act 2013 details the six grounds for intervention.

Where the Council is satisfied that one or more of Grounds 1 to 6 exist, the authority may give a warning notice to the governing body of the school which the governing body has a statutory duty to accept. Further, where a school is judged to require significant improvement or special measures, the Council has the power to intervene in order to bring about the required improvement.

The use of these statutory powers is applied in exceptional circumstances. Moreover, the Council's statutory role of monitoring will be effectively discharged through professional dialogue, close partnership work with the school, the commissioned EAS, and in the case of schools with a religious character, the relevant Diocesan Director of Education.

### **Council responsibilities**

- The Council will agree strategic priorities that will be included in the EAS Business Plan;
- The production, analysis and timely distribution of a range of school performance information including academic standards, attendance, inclusion and financial information;
- Sharing of analysis and commentary on performance including the identification of issues and their relative significance through the meetings Challenge Adviser reports and correspondence with schools;
- Monitoring of progress towards agreed performance targets;
- Evaluation of school documentation as appropriate to the monitoring activity;
- Evaluation of a range of reports from agencies such as Estyn and audit reports when required;
- Commissioning whole school reviews in collaboration with the school/ governing body to review areas requiring improvement and provide support
- Agreeing a programme of Council commissioned targeted support in individual schools which is based on data analysis and is inversely proportional to success;
- Supporting a programme of moderation activities, usually cluster based, to establish consistency in teacher assessment and understanding of end of key stage teacher assessment levels in relation to pupils' work;
- Promoting a programme of professional development for practitioners and school leaders this is the professional Learning Offer from the EAS;
- Implement the agreed Regional Schools Causing Concern Protocol
- Promote school to school improvement networks and initiatives which reduce dependence on Council and EAS support - see above comment linked to building capacity and resilience

## **Governing Body responsibilities in consultation with the senior leadership team**

- Develop effective self – evaluation (SER) and monitoring processes as a means of identifying strengths and areas of improvement;
- Discuss and evaluate aspects of school provision with Officers and Challenge Advisors;
- Ensure that the school has an up to date and School Improvement Plan (SIP) meeting statutory requirements in place by 1<sup>st</sup> September each year improvement, implement and monitor the action plan;
- Monitor, review and update the SIP on a regular basis
- Update the SER at regular intervals to reflect progress and emerging priorities
- Provide a range of data for relevant audiences/ meetings.
- Attend meetings at the request of the Director;
- Evaluate the performance of all staff, including induction arrangements for newly qualified teachers in line with local and national arrangements;
- Provide, in an electronic format, all relevant policies and key documents in a timely manner to the Council in accordance with the list published by Estyn.
- Consider and develop proposals that enhance opportunities for school-to-school support and collaboration where this enables the sharing of good practice and effective deployment of resources.
- Participate in the cluster working and other self-development networks that reduce dependence on Council and EAS support.

## **Identifying and Responding to Schools Causing Concern (Statutory Function)**

The Council has a duty of care for all its schools and will provide support for its schools relative to their need. This will necessitate a differentiated programme of support, delivered in partnership with the school and EAS and supportive of identified need. This work is commissioned through the EAS.

The national categorisation model identifies the nature and extent of the differentiated programme of support to schools dependent on their needs.

The Council and EAS are mindful of the criteria provided by Estyn through the inspection framework relating to schools causing concern and of its duties as described in legislation for schools in need of significant improvement and schools requiring special measures and the specific arrangements for managing schools causing concern.

### **Support the Council will offer to schools giving cause for concern.**

The Council has agreed a regional EAS Schools Causing Concern Protocol that details the arrangements governing the Council's work with schools causing concern. This is aligned to the Welsh Government statutory guidance for schools and local authorities in respect of schools causing concern.

As such, the full implementation and close monitoring of the School's Intervention Plan (support plan, or Post Inspection Action Plan dependent upon the circumstances and category of support required) is a central feature of the work that the school, the Council and EAS will undertake to secure the required improvement.

Support Plans are required when the school is judged to be a school that is presenting as a cause for concern (SCC) , is usually categorised as red (but not always), and/or schools requiring significant improvement or special measures are required either as recognised by Estyn or by the Council and EAS.

A Support Plan is agreed by the Local Authority and is monitored through regular meetings with the Headteacher, Chair of Governors, Principle Challenge Adviser, Head of Service and Chief Officer for Children and Young People Directorate (or representative), as well as by the Executive Member for Children and Young People in the Council.

The regionally agreed protocol for Schools Causing Concern and the termly School Causing Concern Risk Register meetings guide operational activity and support for schools presenting as such.

### **Council Responsibilities**

- Ensure all schools fully understand the nature and extent of support they will receive in order for them to improve. Support may be through an Education Improvement Board and/or an Intervention Board approach. Regional policies will guide all activity in this area of work.
- Through the EAS, assist the school Governing body and Headteacher in drawing up an action plan and approve it prior to submission to Estyn. This may be a Post Inspection Action Plan or a Support Plan as appropriate.
- Ensure these plans set out the nature and extent of support to be provided by the EAS, the LA and other providers. It will include the LAs plans of support for the school and detail the half-termly monitoring schedule.
- The Challenge Adviser will produce a progress report on behalf of the LA prior to any Estyn re-visit and after Intervention Panel meetings.
- The Challenge Adviser will update the Plans and provide an up-dated progress report to the Chief Officer Children and Young People
- The Chief Officer Children and Young People will work closely with the Challenge Adviser to coordinate LA based support such as Finance, HR, Governor Support, premises and ALN.
- The Intervention Panel will monitor the progress by schools in addressing concerns raised and/or progress towards Estyn recommendations
- The Council may consider using its powers of intervention in order to improve the school. Should this be the case, the Council will advise the school in writing that statutory powers to address the needs of a school causing concern are to be invoked, explaining reasons for the intervention and actions arising.
- Should statutory powers of Council intervention be invoked, the Council will monitor progress half-termly through the agreed process.
- The Council will lift the conditions pertinent to the warning notice when the required improvements have been made by the school.

- The Council will inform the school and Governing Body and Welsh Government in writing when the Warning Letter is to be lifted.

### **Governing Body responsibilities in consultation with the senior leadership team**

- Work with LA and EAS to produce an effective School Improvement Plan, which will be reported to the full Governing Body.
- Explore and engage in all available options to build capacity including school to school support or the sharing of resources in accordance with the Council's vision.
- Establish a rigorous monitoring system to ensure that the action plan is operational with the agreed timescales and the school make the required progress.
- Provide regular updates in line with the Plan to the LA on progress made, identifying any barriers to the successful implementation of actions to achieve the desired outcomes.
- The Chair of Governors and Headteacher will attend regular meetings of the Intervention Panel to evidence progress made by the school.
- The Chair of Governors and Headteacher will report progress against the action plan and any areas of slippage to the Governing Body along with the recommended remedial actions.
- Should the Council issue a Warning Notice to Improve to the school and implement certain interventions, the Governing Body will comply in full with the conditions as set out in the Warning Notice.
- The Chair of Governors shall make all school Governors aware of the Warning Letter and its full contents. The Chair of Governors will make all school Governors aware of the interventions that the Council is invoking. The Governing Body shall comply with all interventions as listed.

The Chief Officer Children and Young People will meet all school Governors to fully explain the contents of the Warning Letter and respond to any questions.

### **Providing, Maintaining and Using Data**

The Council will provide services working in partnership with schools and outside agencies to promote the effective and efficient use of Capita SIMS and the provision of support for both statutory and non-statutory data.

### **Council responsibilities**

- Advice on compliance with the GDPR and Freedom of Information Acts
- Provision of advice and support to schools on the use of Capita SIMS and ONE;
- Provision of data via the school to school (s2s) website;
- Advice on hardware specification requirements to host SIMS software;
- Installation of Capita Sims/ ONE upgrades and patches as required;
- The administration and management of performance data;
- The administration of standardised assessment programme(s) where appropriate

- Compliance with GDPR and Freedom of Information for all data that is held by the Council.
- Provide relevant and agreed data to regional partners.
- Analyse school and setting data to determine quality, standards and to identify emerging trends

### **Governing Body responsibilities in consultation with the senior leadership**

- Ensure the School complies with any statutory obligations relating to information or data e.g. Freedom of Information Act; GDPR
- Ensure the school enters and maintains all pupil data in a secure, timely and accurate manner on the school information management system including LAC, ALN status, religion, ethnicity, language, and other vulnerable groups;
- At least annually and upon admission to the school to verify with parents/ carers pupils' personal details including legal and preferred names and maintain accurate addresses (pupils and other contacts);
- Ensure that anti-discriminatory monitoring and analysis by minority group type (e.g. religion, ethnicity, language) is recorded accurately and in a timely manner and returned to the LA every half term;
- Ensure the school maintains its computer systems, taking reasonable precautions against malicious software hackers. This includes using only software which is current, supported by its supplier and properly licensed and implementing suitable protocols around the use of personal devices

### **Supporting Staff Development to achieve School Improvement and High Standards.**

As part of its regular programme of work and in conjunction with the EAS, the Council will monitor and support effective staff development and performance management. The Council is clear that the quality of support to develop the quality of teaching and learning is a fundamental aspect of the school improvement agenda. Whilst the prime responsibilities for development rest with the Governing Body, the Council and EAS also have a role in promoting school to school sharing of best practice, helping schools and clusters to create effective development opportunities and being consistent in their commitment to build self-reliant and self-improving networks of schools.

### **Council responsibilities**

- Ensure effective Performance Management arrangements are in place for all Headteachers;
- Through the EAS, support schools in making effective use of the school and cluster EIG, PDG and other grants to address priority areas and bring about sustainable improvements;
- Through Challenge Adviser visits and school financial, monitoring, evaluate the use of the grant and its impact on pupil outcomes and wellbeing;

- Provide schools with authority wide performance priorities and strategic objectives to secure further improvement e.g. reduce the FSM/ non FSM achievement gap, improve L2+, reading, writing and maths in combination and standards in KS3 and KS4;
- Through the EAS, offer a suitable range of professional development opportunities through the Professional Learning Offer and bespoke packages of support including early intervention and catch up strategies;
- Keep governors informed of school performance and school performance priorities across the LA;
- Liaise with schools and the EAS to secure an appropriate level of delegated grant funding for schools,
- Ensure all schools are aware of LA priorities through regular discussion at Headteacher meetings;
- Provide opportunities for sharing and promotion of best practice between schools in partnership with the EAS
- Provide a suitable range of support and development programmes to support inclusion and ALN;
- Evaluate the impact of the support to schools and identify priority areas for development

### **Governing body responsibilities**

- Ensure that performance management and other systems are appropriate and comply in full with statutory requirements including those for the Headteacher
- Explore and establish relevant cluster based staff development opportunities
- Ensure all staff have opportunities within and beyond the school to share and access best practice to develop their skills and knowledge
- Ensure all staff have opportunities within and beyond the school to share and access best practice to develop their skills and knowledge
- Evaluate the impact of staff development on school improvement standards and value for money
- Provide regular opportunities for dissemination of skills and expertise derived from staff development.

## **5. Governing Body Training and Reports**

Responsibility of the school and Council for governor support and training (Statutory function)

Although the governing body of a maintained school is responsible for the conduct and standards of the school, the Council shares responsibility for standards and discharges strategic responsibilities for the overall provision of education services within Monmouthshire. In discharging some of its Governors Support functions the Council commissions the EAS to fulfil the delivery of the Governor Support service.

Governing bodies need, therefore, to have regard to the roles and responsibilities of the Council in the way in which they conduct themselves and in the decisions that



they take. The role of the Governor is demanding but can be a crucial factor in building school capacity and improving school performance. As illustrated by this Partnership Agreement, Governors fulfil an essential role and it is incumbent upon the Council to help ensure that they have access to the support and training needed to be effective and to play their part in delivering the Council's vision for Education as part of a self-improving system less dependent on Council intervention

### **Council responsibilities, some of which are discharged to the EAS to deliver on its behalf**

- Provide advice and guidance to governing bodies on their role and responsibilities in respect of the discharge of their duties and aligned to identified training needs;
- Provide appropriate bespoke support and challenge for all schools
- Support Governors in the development of school to school support and self-improving Governor networks
- Maintain and share sources of best practice via publications i.e. various guidance booklets, handbook;
- Devise and coordinate an annual governor training programme that includes the mandatory element of induction, chair, clerk and data sessions where necessary as well as legislative updates and topical issues as identified in the Monmouthshire governor training needs;
- Recruit, train, support and performance manage all Clerks to Governing Bodies;
- Support the Monmouthshire Association of School Governors and termly governor meetings with the Chief Officer CYP and his representatives
- Facilitate all Local Authority governor recruitment and appointment processes;
- Support schools with the recruitment and appointment process for Parent Governors.
- Establish governing bodies, prepare and update the Instrument of Government;
- Ensure appropriate arrangements are in place to facilitate DBS checks;
- Maintain a record of attendance at training and development events;
- Enable governing bodies to undertake annual self-evaluation of its performance and impact in order to further improve governance
- Provide advice and support in respect of legal issues as required. Where the advice is not taken, the governing body are responsible for any resultant costs.
- Seek to maintain a very low governor turnover rate;
- Ensure that all secondary schools have an Associate Pupil Governor on the governing body
- To liaise with Diocesan Authorities re specific areas of governance in the Voluntary Aided and Voluntary Controlled Schools.

### **Governing Body responsibilities**

- The Governing Body must provide the following reports to the Council on the discharge of its function:
  - Signed minutes for all meetings of the full governing body and all committees, statutory and non-statutory;
  - Targets for pupil performance and attendance;
  - School self-evaluation
  - School Development plan

- Annual finance report
- Annual Health and Safety report
- Private fund account statement
- Governors annual report to parents
- Post inspection action plan following Estyn inspection
- Governing bodies must make available to the Council on request copies of all statutory and non-statutory policies and document (full list Governors Wales website)
- Information regarding any incidents that have to be recorded e.g., racial, substance misuse, bullying and child protection
- The Governing Body must respond to written concerns raised by the Council regarding the performance of the school or the Headteacher and notify the Council of any action the governing body proposes to take in light of such reports.
- To consider how Governors can best contribute to School performance and identify the knowledge and skills which will support their development.
- Build relationships with cluster and network Governors to share experiences and good practice.
- Identify the skills and abilities needed by the Governing body to fulfil their obligations under this Partnership Agreement through the self-evaluation toolkit,
- Ensure appropriate governing body consideration of their obligations as detailed in this partnership agreement including performance, wellbeing, financial management, pay policy and complaints procedures,
- To promote attendance of governors at training courses;
- To ensure that appropriate agenda items and documents are received in accordance with the timeframes prescribed by the EAS governor support function;
- As part of self-evaluation identify training needs of individual governors and the governing body as a whole and arrange support/ training as appropriate;
- Facilitate the induction of new governors;
- Ensure that the attendance/ disqualification of governors is managed in accordance with regulations and,
- Notify the LA of the named governors for ALN, Health and Safety, Safeguarding and Governor Training

## **6 Responsibility of the school and Council for Premises and Buildings**

It is the responsibility of the Governing Body to ensure a safe and secure working environment for school staff and pupils; as detailed in Section 40, schedule 13 of the Schools Standards and Framework Act 1998. The Control of School Premises (Wales) Regulation 2008 set out the arrangements for the control of school premises.

In delivering our vision for education and promoting wellbeing, we are clear that School premises must be viewed as a resource not only for pupils but also for the wider community. The role of schools is integral to community provision. Schools are expected to promote and maximise availability for community use; including

continued use and further development of school buildings within the local community to cost effectively increase levels of community activity. The Council and schools will seek out opportunities to develop their community role. This will help improve pupils' attainment and instill a sense of ownership and engagement with the school amongst parents/ guardians, carers and the wider community.

The Council and schools will give priority to activities that support and promote pupils' learning, health, well-being, and that of the wider community generally. Examples include sporting activities, homework and after-school clubs/other study support activities, basic skill development sessions/ courses, adult education, youth service activities and family learning opportunities.

The Council also encourages multi-agency use of school facilities in each community so that adults, children and young people will have better access to local services such as primary health, social services, childcare, early learning and other leisure and community learning activities.

### **Council responsibilities**

- Strategic and operational investment into the school estate- both capital and revenue;
- Monitoring the effectiveness of the school estate, particularly with reference to changes to: school capacity calculations and plans in terms of room usage and development; management of surplus and sufficiency issues in line with the provision of pupil places; suitability and condition of premises; and, facilities management in terms of repairs, maintenance, Health and Safety/ Fire Risk Assessment action planning and resolution;
- Producing, reviewing and administering the Division of Responsibilities Guidance, linked to ensuring appropriate financial accountability for property maintenance- along with the timely resolution of property-based issues
- Undertaking annual facilities reviews in informing minor and planned work programming;
- Provision of directions and advice about the use of school premises,
- Provision of health and safety advice and monitoring.
- Managing school capacities, planning reductions of surplus places to reflect pupil projections and to ensure sufficiency of school places;
- Support the engagement of partners such as Early Years providers in Community Schools:
- Seeking to avoid any conflict with activities already planned by the school for that academic year;
- Issue any tenancy agreements and or licenses to occupy premises as required; and,
- Support in the drafting of agreements for the use of school premises

### **Governing Body responsibilities in consultation with Senior Leadership Team**

- Control over the occupation and use of the school premises for all categories of school, both during and outside of school hours (subject to any provisions of a school's trust deed conferring rights on trustees or others). This does not include caretaker houses;
- Developing arrangements to make premises available for community use outside of school hours;
- Seeking Council advice on transfer of control agreements giving third parties control of premises to promote community use;
- Recognise the legal right of the Council to make directions in accordance with Council policies about community use;
- Comply with the Councils' policy for the use of and charging for school premises.

### **Repairs and Maintenance of School Premises**

School premises and building stock must be maintained to an acceptable level in order to complement education provision and ensure an effective and appropriate teaching and learning environment. Where a significant improvement is made to a school and/ or additions to a building or school site, capital monies prioritised and allocated by the Council may assist.

For maintenance and repair work, guidance on responsibilities is detailed in the document on division of responsibilities between the local authority and schools.

### **Council responsibilities**

- Producing, reviewing and administering the Division of Responsibilities Guidance linked to ensuring appropriate financial accountability for property maintenance - along with the timely resolution of property-based issues;
- Undertaking annual facilities reviews in informing minor and planned work programming;
- Facilities management in terms of Health and Safety/ Fire Risk Assessment action resolution;
- Provide clear advice on School obligations for property maintenance
- Provide advice and support to schools on the expenditure and management of their delegated budget for property maintenance.
- Manage, monitor, deliver and inform the direction of future capital investment into the school estate, via both the Council's Capital Programme and Welsh Government's Future Schools Programme
- To undertake a rolling programme of condition surveys also assessing suitability of buildings;
- Issue specific advice on School Asbestos Management, ensuring Asbestos Registers are in place, communicated and monitored.

### **Governing Body responsibilities in consultation with the senior leadership team**

- To be aware of the Governing Body's responsibilities for maintenance as detailed in the Council's division of responsibility document.
- Responsibility for all repairs as detailed in the division of responsibility document;
- Ensuring that emergency repairs are dealt with promptly to prevent the problem from escalating and costs rising;
- To undertake routine building maintenance to secure acceptable standards of accommodation for teaching and learning.
- To maintain the asbestos register and to ensure that all staff and contractors are made aware of the asbestos register.
- Ensuring contractors sign the asbestos register before undertaking any work.
- To consult the Council before progressing any proposals for new build or structural change to the school premises.
- To advise the Council in the event of a caretaker's house becomes vacant or the caretaker's contact terminating

## **7. Effective Transition Arrangements**

Effective transition of pupils between each key phase of learning has been recognised by Welsh Government, Estyn, and Councils as having a major impact on the wellbeing and standards of achievement of all pupils. This is crucial when pupils transfer between schools and other learning providers and particularly for vulnerable pupils and those with ALN

The following provides an outline of the roles of schools and the Council, working in partnership, to ensure effective management of transition between the key stages.

### **Roles of school and Council to develop effective transition for pupils from nursery school to primary**

Children enter the Foundation Phase from the age of 3. The school's Governing Body are responsible for ensuring that an effective transition plan is in place in line with the Monmouthshire School Admissions process and ensuring appropriate links with non-maintained and early years settings, in providing effective transition opportunities.

#### **Council responsibilities**

- Publish an Admissions Policy compliant with legislation for Nursery and Statutory Education;
- Strategic management of school places;
- Undertake annual assessments of school capacities to determine admission numbers;
- Facilitate the Monmouthshire Admissions Forum and strategic support for voluntary aided arrangements;
- Administer the published Admission arrangements, in line with the School Admissions Code (2013);
- Publish an annual composite prospectus for parents / carers setting out the determined admission arrangements and process to apply for school places

- Publish and advise parents who have been refused a place, of their legal right to appeal and present the case for refusal at Appeals Panel hearings;
- For community maintained schools, process school admission requests in accordance with the Council's admission policy within the required timeframes detailed within the Council's Policy;
- Share admission/ pupil data and transfer information with schools;
- Administer in-year transfers in line with the Council's Policy, ensuring the relevant processing timescales and requirements are met
- Provide training for Foundation Phase pedagogy and philosophy;
- Provide specialist support, advice and guidance to pre-school settings and schools for pupils with additional learning needs;

### **Governing Body responsibilities in consultation with senior leadership team**

- Following notification from the Local Authority of a new admission, ensure enrollment is managed promptly and in line with the Council policy;
- Provide the Council with up-to-date information on pupil movement and changes to numbers on roll;
- Provide the Council with up to date information on class organization.
- Provide the Council with regular updates on changes to pupil information i.e. a change of address
- Where the Council is unable to offer a school place at the preferred school, support the decision that has been made by the Council where determined in line with the agreed admissions policy.
- Provide the Council with supportive information in respect of school admissions appeal hearings, whereby the team are arguing on behalf of the school;
- Establish links with feeder schools, Flying Start settings and non-maintained settings;
- Follow best practice to ensure a smooth transition;
- Provide information about the child, including interests and areas for development, to the relevant school;
- Use pupil portfolios, if appropriate, to individualise each pupils progress, including like and dislikes.
- Set up visits to build up personal relationships;
- Invite parents to events;
- Provide parents with an information pack;
- Promote self-confidence and positive attitudes to learning in all children.
- In addition to the above, Governors of Foundation, Voluntary Aided and Voluntary Controlled schools must provide timely admission information to the Council.

### **Roles of school and council to develop effective transition for pupils from Key Stage 2 to Key Stage 3 (statutory function)**

- Publish an Admissions Policy compliant with legislation for Statutory Education;

- Publish an annual composite prospectus for parents / carers setting out the determined admission arrangements and process to apply for school place
- Facilitate the Monmouthshire Admissions Forum and strategic support for voluntary aided arrangements;
- Undertake annual assessments of school capacities to determine admission numbers
- Strategic management of school places
- Administer the published Admissions arrangements, in line with the School Admissions Code (2013);
- Publish and advise parents who have been refused a place, of their legal right to appeal and present the case for refusal at Appeals Panel hearings;
- For community maintained schools, process school admission requests in accordance with the Council's admission policy within the required timeframes detailed within the Council's Policy;
- Share admission/ pupil data and transfer information with schools; Administer in-year transfers in line with the Council's Policy, ensuring the relevant processing timescales and requirements are met;
- Work with clusters of schools to develop, monitor and review transition plans and practice to ensure transition is managed effectively;
- Facilitate the transfer of performance, attendance and other appropriate information in order that secondary schools meet the needs of learners;
- Support and develop curricular initiatives which create continuity of experiences for learners moving across phases and via the EAS professional learning offer to enable schools to access a range of programmes to support effective teaching and learning
- Provide targeted support through agreed plans in partnership the commissioned EAS where there are significant challenges in raising standards;
- Facilitate through the commissioned EAS cross phase cluster assessment and moderation meetings and to promote the sharing of subject expertise and continuity in curriculum planning from key stage 2 to key stage 3.
- Use data tools such as the NEET Early Identification Tool to identify learners needing support and where appropriate provide additional support via Youth Service.

### **Governing body responsibilities in consultation with the senior leadership team**

- Following notification from the Local Authority of a new admission, ensure enrollment is managed promptly and in line with the Council policy;
- Provide the Council with up-to-date information on pupil movement and changes to numbers on roll;
- Provide the Council with up to date information on class organization.
- Provide the Council with regular updates on changes to pupil information i.e. a change of address

- Where the Council is unable to offer a school place at the preferred school, support the decision that has been made by the Council where determined in line with the agreed admissions policy.
- Provide the Council with supportive information in respect of school admissions appeal hearings, whereby the team are arguing on behalf of the school;
- Produce a transition plan in accordance with Welsh Government guidance;
- Identify and develop cluster based models for transition as part of the School Development Planning process;
- Recognise and secure the school's obligations to provide a transition plan for every pupil progressing to secondary education
- Ensure continuity and progression in the delivery and planning of the curriculum across key stages;
- Ensure proper availability and use of pupil transfer data;
- Identify and target specific support at those pupils considered vulnerable.
- Ensure parents/carers are fully informed of the transfer process;
- Monitor and evaluate the impact if improved transition arrangements on learners' progress and standards.
- Provide opportunities to maximise seamless transition for the pupil and their parents/carers.

### **Roles of school and council to develop effective transition for pupils from Key Stage 3 to Key Stage 4 (non-statutory function)**

#### **Council responsibilities**

- Through the EAS, work with schools, and other relevant agencies, coordinate the production of an options menu for 14-16 opportunities;
- Through the EAS, Support and develop curricular activities which create continuity of experiences for learners moving across phases and offer advice support to individual needs and priorities; and,
- Provide targeted support through agreed plans in partnership the commissioned EAS where there are significant challenges in raising standards;
- Use a range of data tools, such as the NEET Early Identification Tool, to identify learners needing support at the earliest opportunity and where appropriate, provide additional support via Youth Service.

#### **Governing Body responsibilities in consultation with the senior leadership team**

- Make available a full options menu of qualifications and learning opportunities in line with statutory requirements;
- Ensure effective arrangements so that parents are fully involved in discussion and decisions relating to options
- Encourage the planning of an individual learning pathway for each pupil entering year 10 and have mechanisms in place to support and amend this pathway choice;
- Ensure continuity and progression in the delivery and planning of curriculum across key stages 3 and 4; and,
- Identify, target and provide specific support for all pupils considered to be vulnerable



## **Roles of school and council to develop effective transition for pupils from Key Stage 4 to post 16 provision (non-statutory function)**

### **Council responsibilities**

- Work with schools, the FE sector and other relevant agencies to coordinate the production of a post 16 prospectus of opportunities on an annual basis;
- Facilitate and promote a preventative agenda to reduce levels of NEET;
- Promote relationships between the school, careers' service and the pupil that is central to maintaining in education or training particularly for those learners who are likely to reject formal learning post 16;
- Encourage post 16 providers to offer access to ongoing support and coaching for young people with the aim of improving retention or providing direction into better-matched provision

### **Governing Body responsibilities in consultation with the senior leadership team**

- Make available access for pupils in years 10 and 11 to independent careers advice and guidance. This should include collective information sessions on post 16 opportunities as part of delivered curriculum and one to one interviews with careers professionals at the request of the pupil;
- Arrange access for all pupils to Careers Wales Online through school IT systems and local authority information centres;
- Arrange access for all pupils in year 10 and 11 to the full options menu at post 16 across the authority area which includes information on possible access routes to the FE sector and training providers;
- Provide access to a trained Learning Coach for pupils as a source of guidance and learning support;
- Encourage the planning of an individual learning pathway from each pupil from year 10 onwards and have mechanisms in place to support and amend the pathway choice;
- Liaise with relevant agencies and the voluntary sector in identifying year 10 and 11 pupils unlikely to continue in education or training post 16 prior to the end of formal education and adopt strategies that forge links between these pupils and these groups;
- Promote access to HE and FE institutions, training providers and employers through programmes of visits, careers fairs etc. and strive to provide pupils with the maximum amount of information on post 16 opportunities.
- Work with other schools to share resources and improve access to post 16 opportunities.
- Continue to monitor and track individual and groups of post 16 pupils in the same way as pre-16 pupils

## **8. Wellbeing**

### **Commitment to Secure Wellbeing**

The Council and all Governing Bodies have signed up to a vision statement for education which includes a collective commitment to provide children and young people with the best possible start in life to help them achieve better outcomes. The wellbeing of children and young people has a direct and tangible impact on their achievements in school.

Monmouthshire County Council and schools recognise that the inclusion of a commitment to secure wellbeing as a core element of our vision statement for education represents a significant challenge and unavoidable obligation. In partnership with schools, the Council will seek to evaluate the effectiveness of the impact of approaches and interventions to promote children and young people's well-being

The following accountabilities have been drafted to reflect progress to date in developing our response to the many challenges involved in promoting, evaluating and monitoring wellbeing. However, a key accountability of the Council and Governing Body will be to continue to work together to identify, develop and implement the improvements necessary to secure wellbeing.

### **Council responsibilities**

- Develop, in partnership with schools, a comprehensive strategy and advice to schools on measures to promote good wellbeing.
- The Council will work with schools to establish a framework to map how aspects of learner well-being are explicitly promoted through the curriculum and how the community, outside agencies and partners can help augment school provision to provide comprehensive and meaningful experiences to promote well-being.
- The Council will work with schools to create a Good Practice Guide for schools that will:
  - capture the extent of what is already being done to promote well-being across all aspects of school life;
  - analyse the quality of provision that is intended to promote well-being at a universal whole-school level as well as identify what is in place to support vulnerable groups and individuals;
  - map the extent that families/carers, communities, partners, outside agencies and the voluntary sector are utilised by schools to promote learner well-being and provide preventative and supportive services;
  - Evaluate improvements in learner well-being using a range of qualitative and quantitative measures.
  - Identify needs at a whole authority level as well as at an individual school level so that targeted support can be provided
  - Regularly review arrangements to promote wellbeing in partnership with schools.

## **Governing Body responsibilities in consultation with the senior leadership**

- To work with the Council to develop policies and advice to establish arrangements to promote wellbeing
- Ensure the school develops best practice to promote well-being
- Work collaboratively to secure effective partnership with parents and carers
- Work collaboratively with partners, agencies and wider stakeholders to secure effective practice in promoting well-being.
- Identify and target specific support for pupils who are considered vulnerable
- Operate a system which monitor and evaluates the impact of approaches and interventions to promote well-being
- Work with the Council and school networks to develop initiatives to promote wellbeing

## **9. Safeguarding**

All education providers must ensure that they have effective systems in place to keep learners safe by creating a safe learning environment, identifying where there are child welfare concerns and taking action to address them, where appropriate, in partnership with other agencies and through the development of children's understanding, awareness and resilience through the curriculum

The following accountabilities have been drafted to reflect the requirements that are set out in the Welsh Government Guidance "Keeping Learners Safe" (KLS) 158/2015 January 2015

### **Council responsibilities**

- Ensure that an appropriate senior officer is designated to have lead responsibility for discharging its safeguarding duties in education, with a particular focus on child protection
- Allocate resources to support the work of the South East Wales Safeguarding Children Board (SEWSCB)
- Ensuring senior officers represent the authority on the SEWSCB and that the authority makes an effective contribution to planning coordinated services to meet the needs of children
- Work with other agencies to put in place and support effective partnership working
- Allocate resources to enable the authority and maintained schools to discharge their responsibilities for safeguarding children satisfactorily
- Effective liaison with the appropriate diocesan authorities in respect of arrangements for aided schools in the area
- Monitor the compliance of maintained schools with KLS guidance, and bring any deficiencies to the attention of the governing body of the school, advising upon the action needed to remedy them

- Resolve inter-agency problems as soon as they are identified
- Play a full part in child practice reviews, review, revise procedures where appropriate, and disseminate information about relevant findings.
- Ensure that safeguarding training which meets SEWSCB standard is delivered to all staff and available for governors.
- Maintain a record known as the safeguarding matrix to include KLS minimum data
- Provide model policies for child protection for schools in line with relevant guidance
- Oversee the management of allegations of abuse and liaise with relevant agencies
- Meet with schools Designated Safeguarding Leads (DSL's) on a termly basis
- Safeguard and promote the welfare of children who have not been allocated a school place, home educated or are excluded from school, including those being educated in pupil referral units, alternative provision or via the home tuition service
- Have in place arrangements for overseeing allegations of abuse against members of staff in the authority and schools in line with Safeguarding in Education: Handling Allegations of Abuse against School Staff (009/2014)
- Work with schools and SEWSCB partner agencies to ensure that allegations are dealt with quickly, fairly and consistently, and that appropriate referrals are made to the DBS and EWC

#### **Governing body responsibilities in consultation with the senior leadership team**

- Governing bodies are accountable for ensuring effective policies and procedures are in place to safeguard and promote the welfare of children in accordance with relevant guidance, and monitoring its compliance with them.
- Appoint a designated governor for child protection and safeguarding
- Governing bodies should ensure that the child protection policy and procedures are in accordance with local authority guidance and locally agreed interagency procedures that are inclusive of service that extend beyond the school day, reviewed at least annually, made available to parents or carers on request and provided in a format appropriate to the understanding of all children.
- Review the safeguarding data at on a termly basis to ensure compliance with safeguarding requirements to include training safe recruitment and policy adoption
- Ensure that all staff and volunteers undertake appropriate timely child protection training which is kept up to date with refresher training
- Ensure that the Chair of Governors and the Designated Safeguarding Governor attend safeguarding training.
- Consider attendance of full governing body training on child protection
- Ensure that any deficiencies in child protection are rectified
- Observe the statutory child protection processes and procedures

#### **10. Health and Safety Matters (statutory function)**

The Council recognizes and accepts its responsibilities under the Health Safety at Work etc. Act 1974 and other safety related legislation, to conduct its affairs so that risks to the health and safety of employees and other people who may be affected by work activities are properly managed and controlled.

The Council has delegated responsibility for the implementation of its health and safety policy to the Chief Officer for Children and Young People, Heads of service and other managers, including head teachers, in respect of work activities they control.

This element of the partnership agreement sets out how the Council implements this policy and outlines the responsibilities of governing bodies and school managers. It should be noted that Voluntary Aided and Foundation schools are given the same level of support as maintained and voluntary controlled schools, even though these governing bodies have the responsibilities as the employer under Health and Safety law. However, although the Council provides support to Voluntary aided and foundation schools, the legal responsibility under Health and Safety Law remains with the school governing body.

### **Council responsibilities**

- The Council will take all reasonable steps to meet its legal duties paying particular attention to:
  - Ensuring workplaces, equipment, articles and substances are safe and without risks to health;
  - Ensuring appropriate information, instruction, training and supervision is provided
- The Chief Officer for CYP has overall responsibility for health and safety in schools and is responsible for ensuring that schools and Governing Bodies are supported to:-
  - Identify, eliminate or manage hazards/ risks
  - Record and investigate all accidents and dangerous occurrences to prevent recurrence,
  - Ensure agreed remedial actions are implemented and monitored,
  - Access specific Health and Safety training
  - Establish effective emergency procedures
- The Council will support the accreditation and training of Employee Safety Representatives
- The annual School Health and Safety report will be received, considered and responded to as necessary and shared with Governors in a timely manner
- The Council will make available to schools an appointed person to provide advice and guidance as necessary.
- The Council will encourage schools to work in clusters and networks to share Health and Safety expertise and to minimise duplication of effort as part of its commitment to support a self-improving schools system.

## **Governing body responsibilities in consultation with the senior leadership team**

- School Governing Bodies share, with the Council, responsibility for Health and Safety. Governors are required to establish Health and Safety Policies and Procedures including the adoption and implementation of a school Health and Safety Policy Statement.
- The statement should address arrangements to ensure the health and safety of all pupils, staff, contractors and visitors to the school the health and safety of pupils, staff and others involved in school visits, trips and events.
- The Governing Body is required to conform to the requirements of the Health and Safety at Work Act 1974, and subsequent health and safety legislation and the Regulatory Reform (Fire Safety Order) 2005
- Ensure that appropriate Health and Safety Policies and Procedures are in place in relation to their accountabilities as detailed in this document. These should be reflected in the School Health and Safety Policy Statement.
- Consider and implement arrangements required because of new legislation that has implications for educational establishments as advised by the Council.
- Participation in health, safety, and fire safety training courses for School Governors.
- Nomination of a Governor with specific responsibility for Health and Safety support the Head teacher in the preparation of an annual Health and Safety Report to the Governing Body.
- Whilst the number of decisions taken on health and safety matters has increased with local management, the ultimate responsibility for health and safety rests with the Local Authority.
- Governing bodies must comply insofar as it is within their power to do so, with the Councils Policy on Health and Safety.
- Ensure that appropriate health and safety considerations are managed when procuring services from other companies/ organisations
- Governing bodies will seek opportunities to work in clusters to share Health and Safety expertise and knowledge.
- Consult with Employee Safety Representatives
- When directly employing maintenance contractors the school as the client must ensure they comply with the Construction Design and Management Regulations

## **11 Council support for school staff appointments and redundancies (non statutory function)**

### **Recruitment**

For Headteacher and Deputy Headteacher appointments, the Chief Officer for CYP or their representative is entitled to attend relevant meetings of the selection panel to offer professional advice and consideration of their availability should be a key consideration when agreeing dates. The Governing Body has an obligation to consider the Director's advice before making a decision. The School's Challenge Adviser will also attend to offer professional advice and challenge to the selection panel. The selection panel has an obligation to consider this advice.

## **Council responsibilities**

- Provide guidance on appointment of Headteacher and Deputy Headteacher and other school based staff appointments
- Receive notification of Headteacher vacancies and discuss options with Governing Body
- Allocate professional support to Governing Body for HT appointments
- Offer advice to the Governing Body regarding recommended HT appointments in advance of any decision being confirmed.

## **Governing body responsibilities in consultation with the senior leadership team (where appropriate)**

- Apply Council Guidelines for staff recruitment.
- Notify the Chief Officer CYP of any Headteacher or Senior Leadership Team vacancy,
- Consider all options and opportunities to respond to the vacancy before replacement.
- Ensure involvement of the Chief CYP or his/her representative in any Headteacher recruitment process
- Ensure Job description and Person Specification reflects the Council's vision for Education and the commitment to a self-improving school system.
- Ensure that all posts are advertised in accordance with the adopted policy
- Ensure involvement of at least one Governor trained in recruitment.

## **School staff redundancies**

The Council does not delegate redundancy funding to schools; the funding of redundancy payments and pension release costs are subject to arrangements outlined in the School Redundancy Policy and there being

- A genuine redundancy situation
  - The governing body followed their school policy and the advice of council officers and
  - Has the approval of the Chief Officer Children and Young People.
- The Council's People Services Team\* will provide advice and guidance to Governing Bodies and members of staff prior to, during and following a redundancy situation arising. This will include advice on the application of Schools redundancy policy if adopted by the Governing Body.
  - People Services\* will liaise with all schools to seek suitable alternative employment for employees under notice of redundancy.
  - Authorise redundancy decisions and payments where appropriate
  - The Council will support the Governing Body prior to and at employment tribunal stage where necessary, to include Human resources\* and Legal services\* support providing their advice has been adhered to. In the case of Voluntary Aided Schools where the governing body are the employer, the Council will liaise with the relevant authority.

*\*Where a Governing Body has opted to receive HR Support from an external provider they should seek advice, support and guidance from that provider.*

## **Managing Staff Attendance**

All employees of the school have a role to play in minimising their own sickness absence. The primary responsibility for monitoring and controlling absence on a day-to-day basis, for those staff employed by the Governing Body, rests with the Head teacher

### **Council responsibilities**

- Develop and review policies and consult with Trade Unions prior to the implementation of any changes.
- Arrange appropriate training for all Head teachers/ Line Managers involved in the management of attendance
- In liaison with Health and Safety promote Occupational Health initiatives
- Provide advice and support to the Head teacher and the Governing Body where appropriate on the management of sickness absence cases.

### **Governing Body in consultation with senior leadership team**

- Adopt a school policy for managing sickness absence
- Consider the Council advice on managing sickness absence
- Consider how absence from the classroom might impact on the formulation and implementation of the SDP
- Ensure that at full Governing Body meetings, the Head teacher's report for Governors includes an item on staff attendance so that implications for learners and expenditure on cover can be considered
- Ensure the Head teacher is effectively implementing healthy working practices and discharging any statutory responsibilities in relation to achieving a satisfactory work life balance for all staff

## **12. Complaints and Disciplinary Matters (Non Statutory function)**

All schools will seek specific Council advice on complaints and disciplinary matters in the following instances

- all complaints which are potentially of a safeguarding / child protection nature
- all disciplinary matters which could necessitate the suspension of a member of staff;
- all disciplinary matters which could potentially be gross misconduct;
- any disciplinary or capability matter which relates to the Head teacher
- all complaints and disciplinary matters which move to the stage of being heard by the Governing Body i.e. Stage B where complaints are progressed to the Chair of Governors.

People Services may attend, as the Chief Officers representative, meetings of the Staff Disciplinary and Dismissal and Appeal Committee to provide advice to the



Committee in accordance with the statutory guidance contained within Welsh Government Circular no 002/2013

Voluntary Aided and Voluntary Controlled schools will also need to liaise with the relevant body.

**In all the above, the Council will:**

- Provide advice and guidance in the application of the disciplinary procedures, schools complaints procedure and Welsh Government Guidance on Complaints
- Provide advice and guidance on the investigatory process; this is provided via the EAS governor services in respect of complaints under the school's complaints procedure and at stage B.
- Provide guidance, advice and training on the protocols relating to allegations of a safeguarding/ child protection nature;
- People Services attend (as Chief Officer's representative) at disciplinary hearings/ meetings of the staff disciplinary and dismissal committee (and disciplinary and dismissal appeals committee) to provide advice to the disciplining officer/ committee where requested/ appropriate;
- Support the school prior to and at employment tribunal stage where necessary, to include People Services and legal support provided their advice is adhered to.
- The Council will work with all other relevant bodies in respect of Voluntary Aided and Voluntary Controlled schools

**Governing Bodies will:**

- Publish complaints procedure,
- Ensure all parents are made aware of and are able to access the schools complaints procedure.
- Produce a school Disciplinary Procedure
- Ensure participation in appropriate Training by Governors.
- Fulfil employer obligation for triggering Disciplinary Procedures,
- Ensure access to and consideration of professional advice in dealing with disciplinary procedures.
- Ensure Chief Officer is notified of any potential disciplinary or capability matter involving the Head teacher,
- Ensure early advice concerning which Governors should or should not be involved in the investigation of any disciplinary matter to ensure availability of "untainted" Governors to deal with final stage procedures and appeals.
- Ensure that there is a robust school safeguarding policy.  
Refer any potential safeguarding issue to the Chief Officer at the earliest opportunity.

**13 Policy of Provision for Pupils with Additional Learning Needs**

The Council will support schools in their statutory duty by providing advice and support.

The Council has a responsibility to ensure that resources are being used effectively. It will work closely with schools in monitoring provision made for children with Special

Educational Needs/Additional Learning Needs (SEN/ALN) and ensure full accountability for all resources.

The Council recognises that for some children with severe, complex or profound needs, supplementary provision may be required either through a Statement of SEN, a School Action Plus Resource Assist agreement (SAPRA), placement in an SNRB, or additional resources. SEN Statements are for those with the most complex needs and these children are a small proportion of the totality of children with SEN.

Following the introduction of the Additional Learning Needs and SENTW Act, the Council will work in partnership with schools to provide clear advice, training, access to appropriate provision and professional support to enable schools and Governing Bodies to discharge their duties in full.

In partnership with schools, the Council will evaluate the impact of interventions in improving outcomes and wellbeing of pupils with ALN. Opportunities for cluster-based initiatives to share resources, build capacity and facilitate school-to-school support will be pursued, developed and evaluated.

### **Council responsibilities**

- The Council will provide a clear policy framework for schools and will manage the support and placement of those pupils whose needs cannot be met in mainstream school.
- The Council will agree arrangements to meet the needs of pupils with Additional Learning Needs within mainstream settings where appropriate. This will include suitable strategies and policies to support schools.
- The Council will provide advice and training to Schools on The ALN and SENTW (Wales) Act, the Code of Practice ALN policy and legislative changes as appropriate
- The Council will fulfil its statutory obligations regarding the outcomes of SENTW appeals and secure appropriate provision as directed.
- The Council will promote:-
  - Access for all pupils to a broad and balanced curriculum within mainstream settings wherever possible
  - Challenging educational experiences of a high quality
  - Defined teaching objectives with intended outcomes for each child, based on the early assessment of need, supported by early intervention
  - A suitably differentiated curriculum and support where appropriate
  - Partnership working with other agencies;
  - Effective opportunities for parents to support their children with additional learning needs; and,
  - Cluster and school network based solutions to build capacity and ALN provision.

### **Governing Body should in consultation with senior leadership**

- Produce an SEN/ALN policy (statutory duty) and have due regard for the Special Educational Needs Code of Practice for Wales;

- Meet their statutory responsibilities for Special Educational needs (SEN) identified in the Education Act 1996 and subsequent ALN legislation as advised by the Council.
- Take all reasonable steps to meet the needs of pupils with Additional Learning Needs within a mainstream setting wherever possible
- Report to parents on the effectiveness of their SEN/ALN policy through the Governors Annual Report to parents ;
- Ensure that the school has a Special Educational Needs Co-ordinator (SENCo) or Additional Learning Needs Coordinator (ALNco) who is suitable experienced, is aware of his/her duties, and has the time to perform these accordingly;
- Work collaboratively to secure effective partnership with other agencies and relevant stakeholders to provide inclusive and supportive environments that cater for individual children and young people's needs and offer them an equal opportunity to achieve their potential;
- Operate a system for assessing, tracking and recording the progress of each pupil and ensuring this is shared appropriately with relevant professionals.
- Ensure that all additional resource made available to the school to support pupils with identified additional learning needs is used effectively to meet these needs
- Maintain and up to date ALN Provision Map including the delegation of additional resources and ALN proportion of the school's delegated budget
- Follow the graduated response to meeting the needs of pupils with ALN Explore and embrace cluster-based opportunities to share resources and enhance provision for pupils with ALN.

#### **14. Finance**

The Council's Scheme for Financing Schools provides details of the underlying principles for the local management of schools. The document covers the financial and managerial responsibilities of governing bodies and the Council in accordance with the School Funding (Wales) Regulations 2010.

Section 4 of the scheme confirms how surplus and deficit budgets are dealt with. The details behind the specific guidance outline in the Scheme for financing schools, including financial regulations and standing orders, form part of this partnership agreement to ensure the Council and its schools work closely to identify and resolve any emerging financial problems/ issues.

The Governing Body must set a budget by 31<sup>st</sup> May each year. Officers from CYP Finance work closely with any school holding a balance that is in excess of the maximum detailed within the Scheme for Financing Schools, which is presently 5% of the school budget share. This involves each school with an excessive balance receiving a formal letter requesting plans of the intended use of the surplus.

Where a school is unable to set or balance a budget, the Council will work closely with the governing body and Headteacher to provide appropriate advice, guidance and support to ensure that it is able to plan appropriately to bring the budget back in balance.

#### **Council responsibilities**

- Produce, maintain and update a Scheme for school Financial Management.

- Undertake Section 151 responsibilities to ensure financial probity in all financial matters at school level.
- Establish appropriate arrangements to monitor school finances and transactions
- Ensure arrangement to train governors in their financial management accountabilities.
- Trigger interventions in accordance with the relevant Scheme in response to any breach of that Scheme or the Council's Financial Regulations.
- Approve and monitor as necessary School budget recovery plans.
- Provide a schedule and costs for optional services provided under Service Level Agreements
- Through Challenge Adviser visits and electronic systems, monitor and evaluate the impact of grant spend on pupil outcomes and wellbeing.
- Keep governors informed of school performance and school performance priorities across the LA,

### **Governing Body responsibilities in consultation with the senior leadership team**

- Ensure compliance with the Council's Scheme for School Financial Management and Financial Regulations.
- Agree, minute and set a balanced budget for the school by 31 May in accordance with the relevant regulations.
- Seek advice and support where necessary to secure a balanced budget.
- Ensure external advice on pay progression in relation to SLT members and that national pay requirements are adopted.
- Ensure regular reports on financial performance of the school are reported to the full Governing Body.
- Support the Headteacher and SLT in pursuing opportunities for cluster or school network proposals to pool budgets, share resources and build capacity in accordance with the Education vision of the Council.
- Consider and determine those Council services, which will be purchased through SLA, including staffing and Health and Safety implications.
- Ensure compliance with the Councils procurement framework

## **15. Partnership for Improvement**

### **Collaboration to Deliver our Vision**

The Council, its schools and the EAS are committed to working together to provide the highest standards of education in Monmouthshire. This entails developing new initiatives, reducing dependencies, demonstrating resilience and building upon our successes through partnership and innovation.

### **Councils Responsibilities**

- Engage with EAS to collaborate, share resources and identify best practice within Monmouthshire and across the region

- Advocate and support initiatives that promote school-to-school working to build capacity within Monmouthshire and reduce dependency
- Promote and support school based collaborations and sharing of resources.
- Monitor support and challenge Cluster Improvement Plans,
- Provide additional opportunities for linking schools with post 16 providers

### **Governing Body responsibilities in consultation with the senior leadership team**

- Support Headteacher and SLT proposals for collaborative working.
- Regularly consider school initiatives to promote school-to-school support.
- Consider SLT proposals to share resources and talent where this increases capacity and impact and reduce dependency.
- Invite and explore opportunities to establish lead practitioner schools / departments as part of the School Improvement model.
- Positively challenge the SLT to create and champion cluster working and involvement in self-improving networks.
- The Governing Body need to promote their understanding of the national drive in achieving a self-improving system across the education community
- Consider Cluster based Governor Collaborations.

## **16. Communication and Consultation Arrangements.**

This section sets out the regular meetings hosted by the Council, to which Governors, Head teachers or their representatives are invited. For all groups requiring representatives from different sectors or clusters, the Council will seek nominations for representatives through the primary and secondary Head teacher meetings.

### **Chief Officer CYP meetings with Headteachers**

Half- termly meetings will be held with Headteachers to discuss emerging issues, progress and to consult on new policies and strategies. Additionally, the meetings will share identified good practice within Monmouthshire , new information such as developments in teaching and learning, new legislation, Welsh Government guidance, new policy/ procedures affecting schools, presentations from Council Officers e.g. People Services on appropriate topics. The meetings will have a particular focus on measures, which will support school self-improvement and capacity building consistent with the Council's vision. These meetings will usually last a half day.

### **Membership**

All Schools (Head teacher or their representatives)

Council representation will be through the Chief Officer CYP and members of the Directorate Management Team, with appropriate additional advisers and Council Officers depending on the topics to be covered.

- Procedures : All meetings will be formally set with dates for the academic year

- An agenda will be set following consultation and circulated 5 days before the meeting
- Formal apologies for absence will be recorded
- Items for inclusion on the agenda should be forwarded to the Chief Officer CYP Business Support Officer
- The Chief Officer CYP will chair meetings
- Formal minutes will be taken and will be shared within 5 days of the meeting
- Head teacher representation will be expected at these meetings, although each Head teacher may delegate to their senior management team members as appropriate. Where schools are unable to be represented, the Chief Officer will be advised so that alternative arrangement for briefings can be put into place. Attendance and representation by every school will be key to ensure good levels of communication and positive engagement in the further development of Monmouthshire's education services.
- Where subgroups are established these will report to Head teacher meetings on their work.

### Schools Budget Forum

The Schools Forum (Wales) Regulation 2003 required each Council to establish a Schools Budget Forum. The Schools Budget Forum is key to developing informed and confident dialogue between the Council and schools on budgetary issues, including schools' funding level for the coming year, pressures on future years' budgets, changes to local funding formula and reviewing contracts/service level agreements to schools.

Forums have been set up to represent the views of schools and other interested bodies, on the Council's schools' budget and other matters related to school funding. The Forum is a consultative and advisory body, and not a decision making one.

The membership of the Monmouthshire Schools Budget Forum as approved by Cabinet on 4<sup>th</sup> June 2014 is as below

| Sector              | Number of members | Headteacher or other staff representatives | Governors | Non-school representatives |
|---------------------|-------------------|--|-----------|----------------------------|
| Primary             | 7                 | 4  | 3         |                            |
| Secondary           | 6                 | 2  | 4         |                            |
| Special             | 1                 | 1  |           |                            |
| Pupil Referral Unit | 1                 | 1  |           |                            |
| Union Rep           | 1                 |  |           | 1                          |
| Diocesan Rep        | 1                 |  |           | 1                          |

|                      |           |          |          |          |
|----------------------|-----------|----------|----------|----------|
| Cabinet Member       | 1         |          |          | 1        |
| Select Committee Rep | 1         |          |          | 1        |
| Chief Officer or Rep | 1         |          |          | 1        |
| <b>Total</b>         | <b>20</b> | <b>8</b> | <b>7</b> | <b>5</b> |

The Forum meets at least once a term and the Forum constitution, agenda, minutes and papers are available on request. The views of the Budget Forum are presented to Council as part of the budget setting process.

### **Admission Forum**

The Education (Admission Forums) (Wales) Regulations (2003), requires the Council to establish an Admission Forum. The role and function of the Forum is to consider, discuss, monitor and consult on policy, procedural development and support the Council in taking key decisions in line with the development and delivery of the admissions process within Monmouthshire.

The membership of the Admission Forum is shown below-

| <b>GROUP</b>  | <b>RANGE</b> | <b>NUMBER</b> | <b>NOMINATOR</b>                         |
|---|--------------|---------------|--|
| Members or Officers of the Authority                      | 1-5          | 4             | Authority                                |
| Members nominated by Church in Wales                      | 1-3          | 1             | Diocesan Authority                       |
| Members nominated By R.C Church                           | 1-3          | 1             | Diocesan Authority                       |
| Community and Voluntary Controlled Schools representation | 1-3          | 2             | Authority via Headteacher Groups         |
| Schools voluntary aided                                   | 1-3          | 1             | Diocesan Authority                       |
| Parent Governor   | 1-3          | 2             | Parent Governors (Governors Association) |

|                          |         |   |                   |
|--------------------------|---------|---|-------------------|
| Community representation | Up to 3 | 3 | Community Council |
|--------------------------|---------|---|-------------------|

The Forum must appoint a Chair and Vice Chair, who may or may not be members of the forum, and nominated by the Forum itself. At any meeting where both the chair and Vice Chair are absent, the Forum shall elect, from the core members present, a person to take the chair for that meeting only.

The Council shall appoint a Clerk, who is not a member, for the Council's School Admission Forum. The Clerk will circulate the agenda and documents relevant to the meeting to members.

### **Other meetings likely to involve Schools**

School representatives are invited to attend a number of other groups. The requirements for task and finish groups and other sub-groups may be revised during the course of this Partnership Agreement in response to national and local policy developments.

Groups currently include:

- Monmouthshire Association of School Governors (MASG)
- Standing Advisory Council on Religious Education (SACRE)
- ALN panel
- Joint Advisory Group Trade Union

### **Communication with Schools from Council**

Formal papers, e.g. new policies

- No policy change will be made without first going through formal consultation with schools, Council staff and where appropriate wider council services, other agencies and voluntary groups.
- A copy will be sent to the school email address.
- A further copy will be placed on the Hub and shared with Governor Support for timely onward distribution to Governing bodies.

Please note:

Employment policies which are commended to governing bodies for adoption are not subject to the consultation processes outlined above. These will continue to be a subject consultation with the relevant recognised trade unions and head teachers via HR Business Partners. Schools are required to advise the LA of any decision by the governing body regarding adoption of HR Policies.



## **Full public consultation documents**

In many cases, it will be appropriate for a policy document to have been worked up in a small group or working party and shared at the appropriate Head teacher meeting before being considered a suitable draft for wider and formal consultation.

- Copies will be emailed to the Chair of Governors and Head teacher of each school
- The formal consultation group for public documents will automatically include the following circulation list:
  - Chairs of Governors
  - Head teachers
  - Recognised Trade Unions representing education based staff
  - SACRE
  - The local Roman Catholic and Church of Wales Archdiocesan Offices
  - South East Wales Directors of Education
  - Youth Forum
  - Chair of Monmouthshire Association of School Governors
  - South Wales Race Equality Council (SWREC)
  - EAS
  - And to any other relevant group as and when required
- Changes to policies that involve parents directly (such as the Council Admission policy, Home to School Transport policy and School Attendance policy) will be published on the Council's internet site for the period of the consultation
- Formal consultation with children and young people will be encouraged. This is facilitated on relevant documents through school councils, youth service and the youth forum.

At the close of the consultation period, a summary concluding statistical and formal analysis will be included in the covering report to the final policy document. This evidence will be used to inform final policy or decision-making processes.

## **Policy adoption**

The usual process for policy adoption is as follows:

- Policy considered at CYP Directorate Management Team
- Policy shared with Head teachers and Chairs of Governors
- Policy shared with Senior Leadership Team
- Policy scrutiny at the CYP Scrutiny Committee
- Policy endorsement by Cabinet.
- Policy distributed to SEWEAS Governor Support function for inclusion in school governing bodies agendas for consideration of adoption.

## **Written, email and telephone correspondence with schools**

The Council and schools can expect professional correspondence from each other at all times.

### **Information to parents**

Published booklets and leaflets will be issued bilingually in English and Welsh, with any ethnic minority language available as required. We will also ensure that braille, large print or audio versions are available on request. The council will also make all published information to parents through the Councils website.

### **Council Staff Visits to Schools**

All visits

- Will usually be pre-arranged formally by telephone or email/letter and will always be prearranged if staff observation in schools is the purpose.
- Will be formally recorded either as a record or report of the visit and the outcomes or actions required being noted or a formal letter will follow which outlines these points
- Any subsequent action required by the Council staff and the relevant information or update will be provided to the school in writing within 10 working days.

### **Monitoring of statutory functions**

As more statutory responsibilities are delegated to schools, the Council is required to fulfil a monitoring role and will request that schools submit termly returns within specified timeframes to a nominated officer.

### **Formal Complaints**

The Council has an agreed compliments and complaints policy. Full details of this policy is accessed via the Councils website.

Each Governing Body must adopt its own complaints policy.

If the complaint is about a Council issue or member of staff:

Complaints can be made either verbally or in writing to the member of staff who has the best understanding of the issues involved – this would normally be the service manager for the relevant area. If this is not appropriate, or if the issue is not resolved at that stage, the complaint would be dealt with by the relevant Head of Service.

NB there are specific separate arrangements in place for exclusion and admission appeals and ALN provision.

If the complaint is about an individual school or a member of their staff/ pupil,

Complaints should in the first instance be made to the Head teacher of the relevant school, and dealt with in accordance with the school's complaint policy, and subsequently escalated to the Chair of Governors if required. A complainant may

request the Chief Officer CYP or relevant Diocesan authority to review the procedure used to reach a decision. However, the Chief Officer CYP or relevant Diocesan authority may not review the decision itself or act as an appeal mechanism.

## **Public Relations**

The council receives numerous press enquiries on a daily basis. It is the role of the Communications Team within the council to monitor and manage all enquiries regarding council services. The Councils Communications team can provide support and guidance to schools on responding to media enquiries and can help with proactive media coverage.

## **Assembly Member and Member of Parliament: Visits and Invitations**

Any visits to schools by Assembly Members, Members of Parliament and Royal dignitaries should be notified by the Head teacher or Governing Body the Chief Officer CYP well in advance of the visit. The Chief Officer will notify the relevant personnel within the Council of the proposed visit so that appropriate protocol may be implemented.

## **17. Revision of Partnership Agreement**

This Partnership Agreement is for the period September 2018 to August 2021 with a review commencing in September 2020.

The Regulations relevant to Partnership Agreements stipulate the circumstances when a review of agreements may be triggered. These are:

- If a school goes into special measures or the need for significant improvements are identified by inspection;
- The Council uses its power to appoint additional governors;
- The Minister for Education and Skills directs the closure of a school;
- Statutory proposals are made and come into effect leading to:
  - o Changes to the National Model for school improvement in Wales
  - o Amalgamations
  - o Changes to ALN/SEN provision
  - o Alterations from single sex education to co-education or vice versa
  - o Change of language medium of the school
  - o Introduction of language medium to the school
  - o Introduction or ending of boarding provision
- Where a Council makes, or Minister approves school reorganisation proposals which could mean the establishment, alteration or discontinuance of schools
- If the Council uses its power to suspend the governing body's right to a delegated budget;
- Where consistent and upheld complaints by stakeholders are made against the school.

Where a review is triggered under any of the above circumstances, the Council will complete the review within 6 months and revise the Partnership Agreement if necessary. A review may therefore lead to:

- No change
- Amendment of the Agreement or statement
- Replacement with a new Agreement or statement
- The Council drawing up a statement if the school did not agree to changes to an Agreement.

When reviewing an Agreement due to one of the circumstances listed above, if another circumstance comes to light, this circumstance will be reviewed together with the first circumstance. The Council and school will then have one year from the date of the second circumstance occurring to carry out the review. If during this year, a third or more circumstances occur, the Council and school would have one year from the date of the later circumstance to carry out the review. If following a review, no change is made to the Agreement; up to four years may elapse after the circumstance which triggered the review took place before the Council and school have to review the Agreement of statement again.

## Monmouthshire

### Key Stage 4 / Key Stage 5 Performance

December 2018

**Purpose: To inform Scrutiny Members of pupil performance at Key Stage 4 and Key Stage 5**

At Key Stage 4, a range of performance measures are used to evaluate and compare the full range of achievement within and across local authorities. These include the following broad measures and individual subjects.

- Level 2 threshold including English or Welsh first language and best of mathematics/numeracy (L2+)
- Level 2 threshold (L2)
- Level 1 threshold (L1)
- Capped Points 9 (CP9)
- A\*-C in English or Welsh first language GCSE
- A\*-C in mathematics/numeracy GCSE
- A\*-C in science GCSE

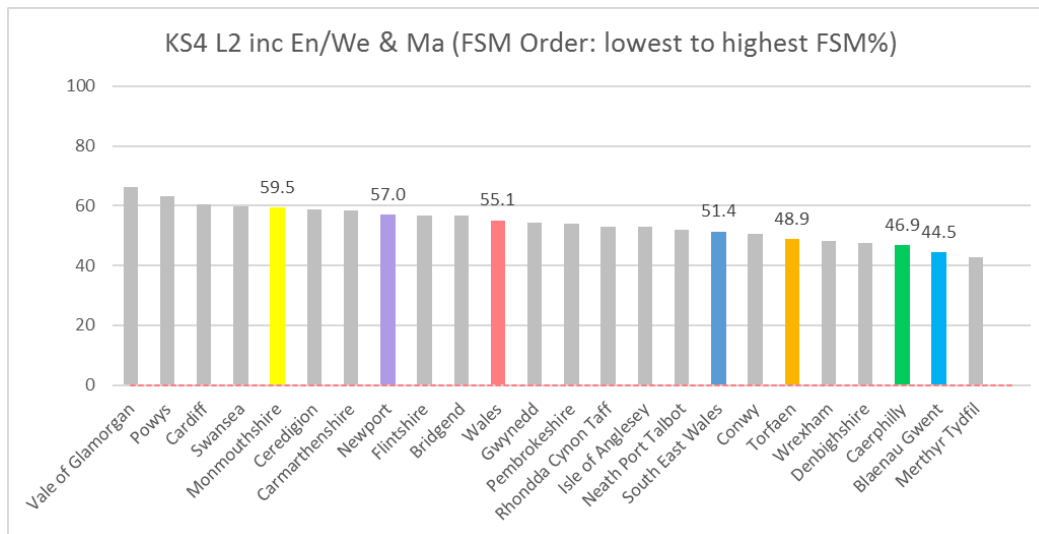
#### **Update on changes in accountability frameworks at Key Stage 4**

In agreement with LA Directors the EAS offered a series of workshops for elected members in each LA, in September 2018. These described changes to examination arrangements at key stage 4.

As with 2017-18 there are significant revisions to examinations that means they focus in part on different skill sets and knowledge than in previous years. The region continues to work with schools to track individual pupil performance over time. This will mean that school leaders and our local authorities are supported in gauging where schools are progressing well or where they may need additional support.

Communications from the examination awarding body and the regulator indicated that this variability was to be expected, and this is reflected in regional results. As in previous years we have been talking to post-16 providers to ensure that no learner is disadvantaged and that they are provided with appropriate pathways following results.

The proportion of pupils achieving the Level 2 threshold inclusive of English/Welsh first language and mathematics has declined by 7.5pp from 67.0% in 2017 to 59.5% in 2018. The Wales figure has improved by 0.5pp to 55.1%.



### Performance against Targets

When comparing results against June predictions, all of the four secondary schools in the region reported performance below their June estimates, only Chepstow was within 5pp of this estimate.

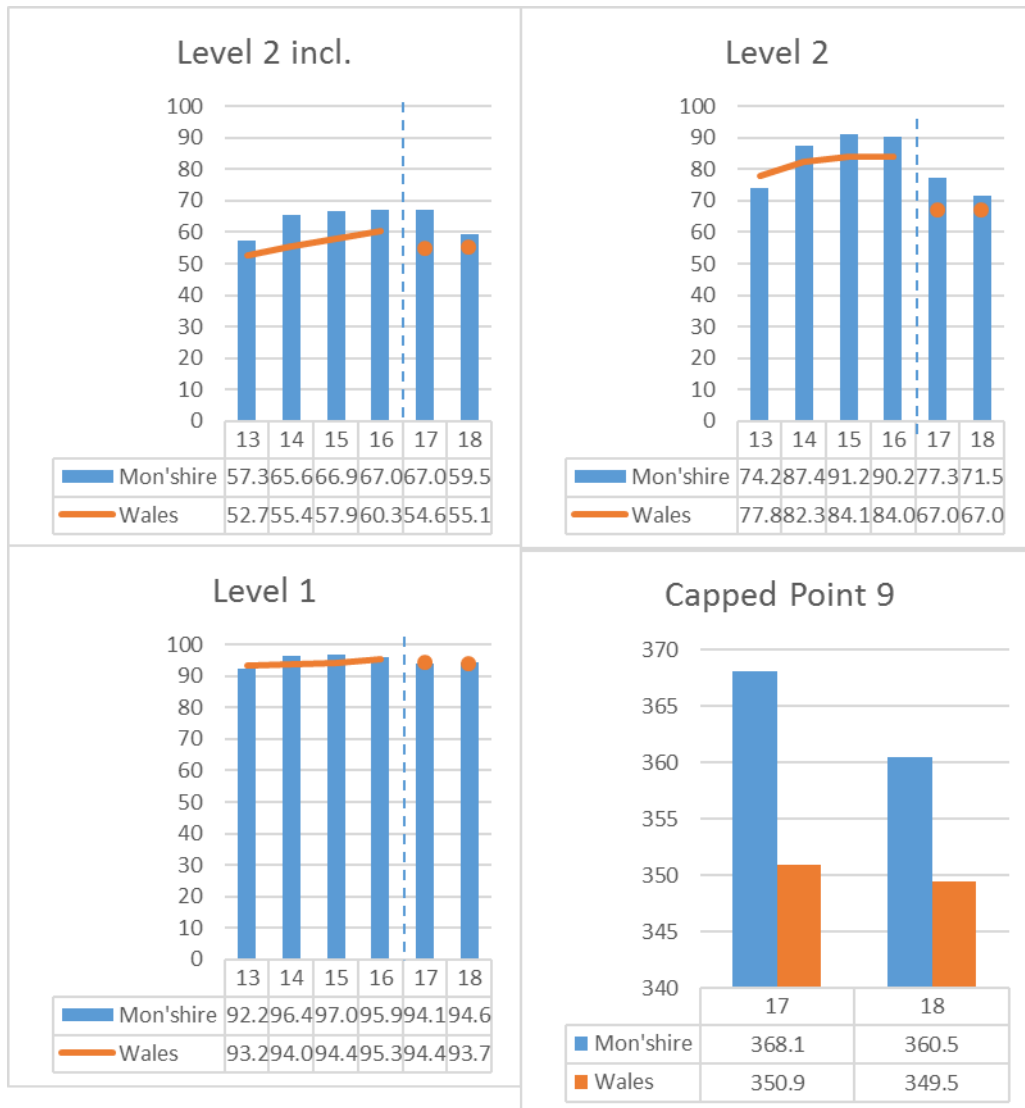
### FSM L2 inclusive threshold

L2 inclusive threshold performance of FSM pupils in 2018 has declined by 10 pp to 17.9%. In comparison, the national FSM average improved by 0.8 pp from 28.6% to 29.4%. The FSM/non FSM gap has increased from 43.7 pp to 48.0 pp.

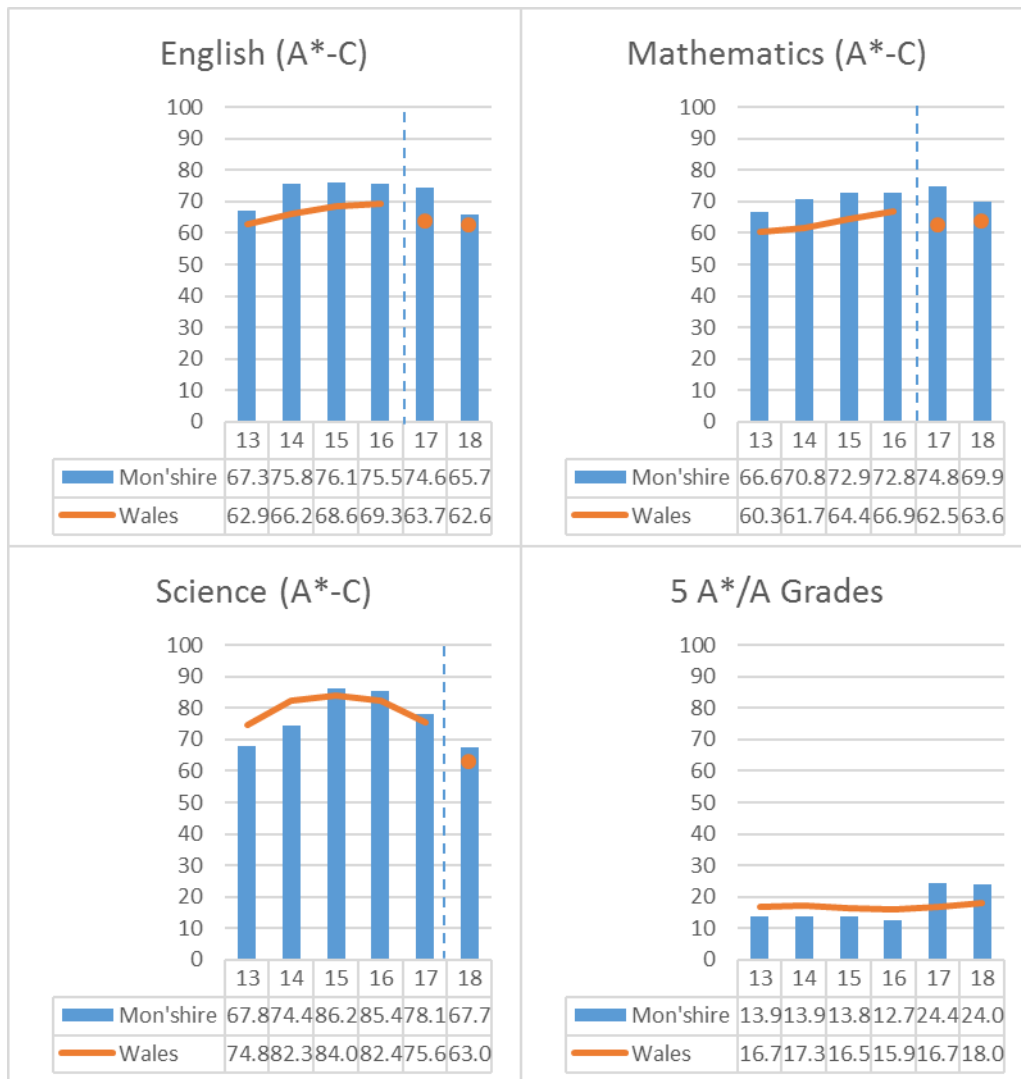
Only King Henry VIII reported improved FSM performance this year.

Note: Science figures prior to 2018 include BTECs, from 2018 onwards the figures will be for GCSE science only. These changes have had an impact on both L2 science outcomes and also the overall Level 2 Threshold.

All indicators are above the national average, despite a decline at L2 inc, L2 and Capped Point 9.



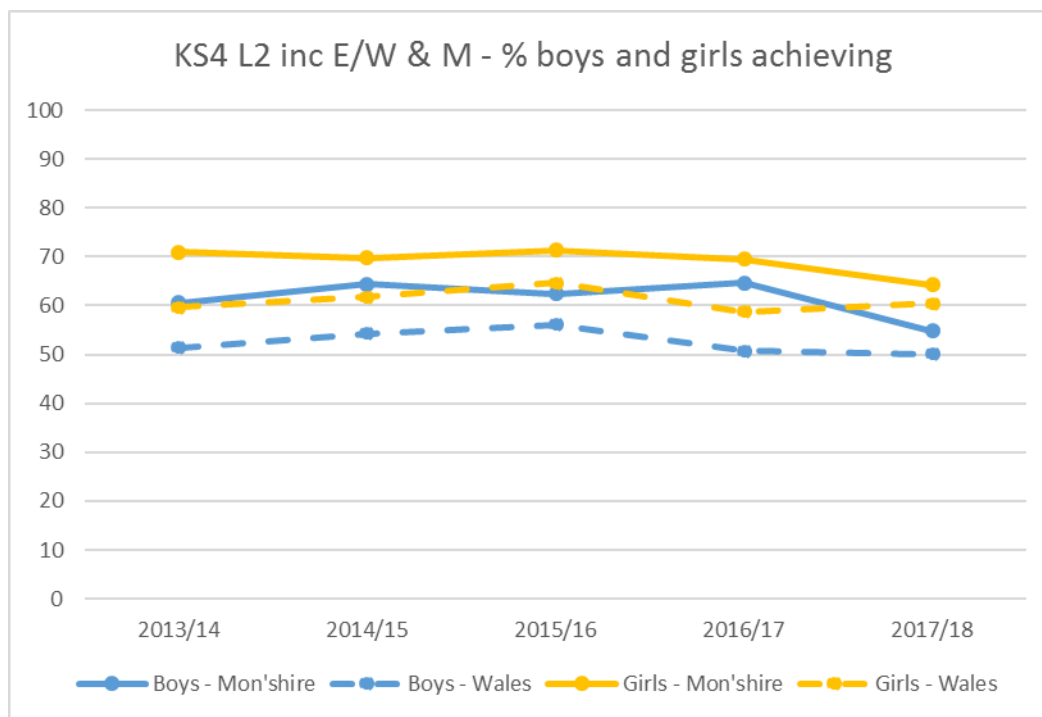
There were declines in all subjects and the 5A\*/A indicator. All indicators remain above the national average.





## Gender Differences

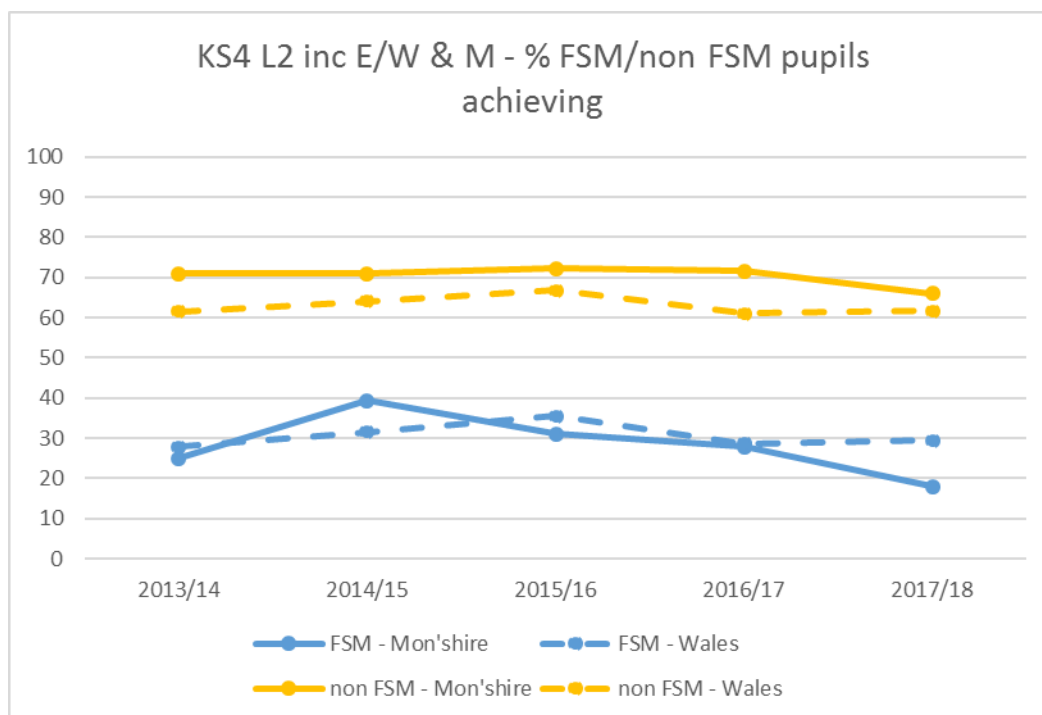
The gender gap widened in 2018 for the Level 2 threshold inclusive of English/Welsh first language and mathematics from a 4.9 points gap in 2017 to a 9.4 points gap in 2018. The gap is still narrower than across Wales. The gap has widened due to a larger decline in boys' performance compared to girls' performance.



| KS4 L2 inc E/W & M<br>(% achieving)        | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 |
|--|---------|---------|---------|---------|---------|
| Boys - Mon'shire                           | 60.6    | 64.4    | 62.4    | 64.6    | 54.8    |
| Boys - Wales                               | 51.4    | 54.3    | 56.1    | 50.7    | 50.1    |
| Girls - Mon'shire                          | 71.0    | 69.7    | 71.3    | 69.5    | 64.2    |
| Girls - Wales                              | 59.7    | 61.8    | 64.7    | 58.8    | 60.5    |
| Difference (boys% -<br>girls%) - Mon'shire | -10.4   | -5.3    | -8.9    | -4.9    | -9.4    |
| Difference (boys% -<br>girls%) - Wales     | -8.3    | -7.5    | -8.6    | -8.1    | -10.4   |

## Performance of eFSM / non-eFSM Pupils

The FSM/non FSM gap widened in 2018 for the Level 2 threshold inclusive of English/Welsh first language and mathematics from a 43.7 points gap in 2017 to a 47.9 points gap, above the Wales average of 32.2 points, which remained stable. The gap has increased over the past few years, and the gap has widened this year due to the larger decrease in FSM pupil performance than non FSM pupil performance.



| KS4 L2 inc E/W & M (% achieving)        | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 |
|---|---------|---------|---------|---------|---------|
| FSM - Mon'shire                         | 25.0    | 39.4    | 31.0    | 27.9    | 17.9    |
| FSM - Wales                             | 27.8    | 31.6    | 35.6    | 28.6    | 29.5    |
| non FSM - Mon'shire                     | 71.0    | 71.0    | 72.2    | 71.6    | 65.8    |
| non FSM - Wales                         | 61.6    | 64.1    | 66.8    | 61.0    | 61.7    |
| Difference (FSM% -non FSM%) - Mon'shire | -46.0   | -31.6   | -41.2   | -43.7   | -47.9   |
| Difference (FSM% -non FSM%) - Wales     | -33.8   | -32.5   | -31.2   | -32.4   | -32.2   |

## LA Rankings

Monmouthshire's ranking declined for L2 inc performance, L1 and Capped Point 9.

|      | L2 inclusive | L2 | L1 | Capped Point 9 |
|------|--------------|----|----|----------------|
| 2018 | 5            | 6  | 11 | 7              |
| 2017 | 1            | 2  | 14 | 3              |

| L2 inc Eng/Wel & Mat |      | Level 2 Threshold  |      | Level 1 Threshold  |      | Capped Points 9 Score |       |
|----------------------|------|--------------------|------|--------------------|------|-----------------------|-------|
| Vale of Glamorgan    | 66.3 | Ceredigion         | 75.3 | Carmarthenshire    | 96.1 | Vale of Glamorgan     | 377.1 |
| Powys                | 63.1 | Vale of Glamorgan  | 75.1 | Vale of Glamorgan  | 95.8 | Ceredigion            | 373.7 |
| Cardiff              | 60.4 | Powys              | 74.8 | Gwynedd            | 95.7 | Cardiff               | 366.0 |
| Swansea              | 59.8 | Carmarthenshire    | 72.3 | Powys              | 95.5 | Swansea               | 364.6 |
| Monmouthshire        | 59.5 | Cardiff            | 72.0 | Swansea            | 95.5 | Powys                 | 363.6 |
| Ceredigion           | 58.6 | Monmouthshire      | 71.5 | Isle of Anglesey   | 95.3 | Carmarthenshire       | 363.1 |
| Carmarthenshire      | 58.4 | Swansea            | 70.4 | Ceredigion         | 95.2 | Monmouthshire         | 360.5 |
| Newport              | 57.0 | Bridgend           | 69.9 | Rhondda Cynon Taff | 94.7 | Gwynedd               | 359.5 |
| Flintshire           | 56.6 | Gwynedd            | 69.4 | Flintshire         | 94.7 | Bridgend              | 357.2 |
| Bridgend             | 56.6 | Flintshire         | 69.2 | Bridgend           | 94.6 | Flintshire            | 352.2 |
| Wales                | 55.1 | Wales              | 67.0 | Monmouthshire      | 94.6 | Wales                 | 349.5 |
| Gwynedd              | 54.5 | Isle of Anglesey   | 66.0 | Cardiff            | 94.2 | Isle of Anglesey      | 349.1 |
| Pembrokeshire        | 53.9 | Neath Port Talbot  | 65.5 | Wales              | 93.7 | Rhondda Cynon Taff    | 348.0 |
| Rhondda Cynon Taff   | 53.1 | Rhondda Cynon Taff | 64.2 | Blaenau Gwent      | 93.3 | Conwy                 | 342.5 |
| Isle of Anglesey     | 53.0 | Newport            | 64.1 | Conwy              | 93.3 | Neath Port Talbot     | 341.3 |
| Neath Port Talbot    | 52.0 | Conwy              | 64.1 | Neath Port Talbot  | 92.9 | Pembrokeshire         | 336.1 |
| South East Wales     | 51.4 | Pembrokeshire      | 62.4 | Wrexham            | 92.5 | Newport               | 336.0 |
| Conwy                | 50.7 | Wrexham            | 62.2 | South East Wales   | 92.2 | South East Wales      | 333.2 |
| Torfaen              | 48.9 | South East Wales   | 61.8 | Caerphilly         | 92.1 | Wrexham               | 332.7 |
| Wrexham              | 48.2 | Denbighshire       | 60.1 | Pembrokeshire      | 91.8 | Torfaen               | 327.7 |
| Denbighshire         | 47.5 | Caerphilly         | 59.7 | Newport            | 91.4 | Caerphilly            | 327.2 |
| Caerphilly           | 46.9 | Merthyr Tydfil     | 58.1 | Torfaen            | 91.1 | Denbighshire          | 323.2 |
| Blaenau Gwent        | 44.5 | Torfaen            | 57.9 | Merthyr Tydfil     | 90.9 | Blaenau Gwent         | 318.7 |
| Merthyr Tydfil       | 42.7 | Blaenau Gwent      | 56.7 | Denbighshire       | 87.0 | Merthyr Tydfil        | 317.9 |

## Individual Schools

The table below presents the individual schools' data in order of Free School Meal eligibility (lowest to highest). The estimated benchmark position is also highlighted.

| Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|-----------|-----------|-----------|-----------|
|-----------|-----------|-----------|-----------|

| School          | % L2 E,W+M |      |      | % L2 |      |      | % L1 |      |      | Capped |       |
|-----------------|------------|------|------|------|------|------|------|------|------|--------|-------|
|                 | 2016       | 2017 | 2018 | 2016 | 2017 | 2018 | 2016 | 2017 | 2018 | 2017   | 2018  |
| Monmouth        | 69.7       | 74.0 | 69.4 | 96.7 | 79.9 | 75.9 | 99.6 | 97.2 | 98.4 | 378.5  | 373.1 |
| Caldicot        | 69.7       | 66.2 | 47.7 | 88.7 | 81.6 | 68.3 | 97.7 | 93.0 | 97.5 | 370.1  | 356.2 |
| Chepstow        | 62.9       | 69.8 | 66.4 | 88.8 | 73.6 | 74.3 | 95.8 | 97.7 | 97.1 | 369.3  | 373.7 |
| King Henry VIII | 71.2       | 62.3 | 63.7 | 95.3 | 80.1 | 79.6 | 98.8 | 97.9 | 98.1 | 383.4  | 393.1 |
| Monmouthshire   | 67.0       | 67.0 | 59.5 | 90.2 | 77.3 | 71.5 | 95.9 | 94.1 | 94.6 | 368.1  | 360.5 |
| Wales           | 60.3       | 54.6 | 55.1 | 84.0 | 67.0 | 66.9 | 95.3 | 94.4 | 93.6 | 350.9  | 350.0 |

| School          | English (A*-C) |      |      | Maths (A*-C) |      |      | % L2 Science |      |      |
|-----------------|----------------|------|------|--------------|------|------|--------------|------|------|
|                 | 2016           | 2017 | 2018 | 2016         | 2017 | 2018 | 2016         | 2017 | 2018 |
| Monmouth        | 78.7           | 80.7 | 74.7 | 75.8         | 79.9 | 77.6 | 84.0         | 83.9 | 73.5 |
| Caldicot        | 79.6           | 73.1 | 56.8 | 73.3         | 70.6 | 59.8 | 84.2         | 76.6 | 61.3 |
| Chepstow        | 71.3           | 82.2 | 74.3 | 72.7         | 76.7 | 73.6 | 91.6         | 73.6 | 73.6 |
| King Henry VIII | 78.2           | 68.5 | 67.5 | 77.1         | 79.5 | 80.3 | 94.1         | 84.2 | 74.5 |
| Monmouthshire   | 75.5           | 74.6 | 65.7 | 72.8         | 74.8 | 69.9 | 85.4         | 78.1 | 67.7 |
| Wales           | 69.3           | 63.7 | 62.6 | 66.9         | 62.5 | 63.5 | 82.4         | 75.6 | 63.0 |

## Free School Meal Benchmark Summary

When FSM benchmark data is used to compare the performance of similar schools, the number of Monmouthshire schools above the median has increased in L2 inc, Capped Point 9, English, mathematics and science since 2016. In this time the number of schools in the bottom quarter has increased for L2, Capped Point 9, mathematics and science.



Individual school benchmark performance is presented in Appendix A.

## Welsh Government Modelled Expectation

In 2018, none of the schools in Monmouthshire schools achieved L2 + results above their WG modelled estimates.

| School          | 2018 L2+ results | WG modelled estimate | Difference |
|-----------------|------------------|----------------------|------------|
| Caldicot        | 47.7             | 67.2                 | -19.5      |
| Chepstow        | 66.4             | 73.4                 | -7.0       |
| King Henry VIII | 63.7             | 69.5                 | -5.8       |
| Monmouth        | 69.4             | 71.5                 | -2.1       |

## LA – Key Stage 5 (Monmouthshire LA Schools only)

### Performance Data

**Note: Welsh Government are considering new performance measures for future years, which have yet to be decided**

|                  | Percentage of students achieving the level 3 threshold<br>(a volume of qualifications at Level 3 equivalent to the<br>volume of 2 A levels at grades A*-E) |                     |                        |            |
|------------------|--|---------------------|------------------------|------------|
|                  | 2017   | Results Day<br>2018 | 1st Prov<br>SSSPs 2018 | Difference |
| Monmouthshire    | 97.3   | 98.3                | 98.7                   | 0.5        |
| South East Wales | 96.4   | 96.3                | 96.2                   | -0.2       |
| Wales            | <b>97.1</b>  |                     | <b>97.6</b>            | <b>0.5</b> |

*Cohort size 2017 = 381, Cohort size 2018 = 416*

- When vocational qualifications are taken into account and the Welsh Government's main indicator of post-16 performance, the Level 3 threshold, is considered, performance increased from 97.3% to 98.7%.
- This 0.5pp increase is in contrast to a slight decrease across the EAS region, but matches the 0.5pp increase across Wales.

## Appendix A – Key Stage 4, School Benchmark Quarter Performance

| Subject, AOL or Key Indicator                       | School Name                   | 2015/16            |         | 2016/17            |         | 2017/18            |         |
|---|-------------------------------|--------------------|---------|--------------------|---------|--------------------|---------|
|   |                               | % Pupils Achieving | Quarter | % Pupils Achieving | Quarter | % Pupils Achieving | Quarter |
| Level 2 threshold including English/Welsh and Maths | Caldicot School               | 69.7               | 2       | 66.2               | 3       | 47.7               | 4       |
|   | Chepstow Comprehensive School | 62.9               | 4       | 69.8               | 1       | 66.4               | 1       |
|   | King Henry VIII Comprehensive | 71.2               | 1       | 62.3               | 2       | 63.7               | 2       |
|   | Monmouth Comprehensive School | 69.7               | 3       | 74.0               | 1       | 69.4               | 2       |
| Level 2 threshold                                   | Caldicot School               | 88.7               | 3       | 81.6               | 2       | 68.3               | 4       |
|   | Chepstow Comprehensive School | 88.8               | 3       | 73.6               | 3       | 74.3               | 3       |
|   | King Henry VIII Comprehensive | 95.3               | 2       | 80.1               | 1       | 79.6               | 1       |
|   | Monmouth Comprehensive School | 96.7               | 1       | 79.9               | 2       | 75.9               | 4       |
| Level 1 threshold                                   | Caldicot School               | 97.7               | 4       | 93.0               | 4       | 97.5               | 4       |
|   | Chepstow Comprehensive School | 95.8               | 4       | 97.7               | 4       | 97.1               | 3       |
|   | King Henry VIII Comprehensive | 98.8               | 3       | 97.9               | 3       | 98.1               | 3       |
|   | Monmouth Comprehensive School | 99.6               | 3       | 97.2               | 4       | 98.4               | 3       |
| Capped Points (Capped Points 9 from 2016/17)        | Caldicot School               | 348.2              | 4       | 370.1              | 4       | 356.2              | 4       |
|   | Chepstow Comprehensive School | 352.3              | 4       | 369.3              | 3       | 373.7              | 2       |
|   | King Henry VIII Comprehensive | 364.4              | 2       | 383.4              | 2       | 393.1              | 1       |
|   | Monmouth Comprehensive School | 372.6              | 2       | 378.5              | 3       | 373.1              | 4       |
| English   | Caldicot School               | 79.6               | 2       | 73.1               | 3       | 56.8               | 4       |
|   | Chepstow Comprehensive School | 71.3               | 4       | 82.2               | 1       | 74.3               | 2       |
|   | King Henry VIII Comprehensive | 78.2               | 2       | 68.5               | 3       | 67.5               | 2       |
|   | Monmouth Comprehensive School | 78.7               | 3       | 80.7               | 2       | 74.7               | 2       |
| Mathematics (Combined Mathematics from 2016/17)     | Caldicot School               | 73.3               | 3       | 70.6               | 4       | 59.8               | 4       |
|   | Chepstow Comprehensive School | 72.7               | 3       | 76.7               | 1       | 73.6               | 1       |
|   | King Henry VIII Comprehensive | 77.1               | 2       | 79.5               | 1       | 80.3               | 1       |
|   | Monmouth Comprehensive School | 75.8               | 3       | 79.9               | 1       | 77.6               | 2       |
| Science   | Caldicot School               | 84.2               | 3       | 76.6               | 4       | 61.3               | 4       |
|   | Chepstow Comprehensive School | 91.6               | 3       | 73.6               | 3       | 73.6               | 2       |
|   | King Henry VIII Comprehensive | 94.1               | 2       | 84.2               | 2       | 74.5               | 2       |
|   | Monmouth Comprehensive School | 84.0               | 4       | 83.9               | 3       | 73.5               | 4       |