

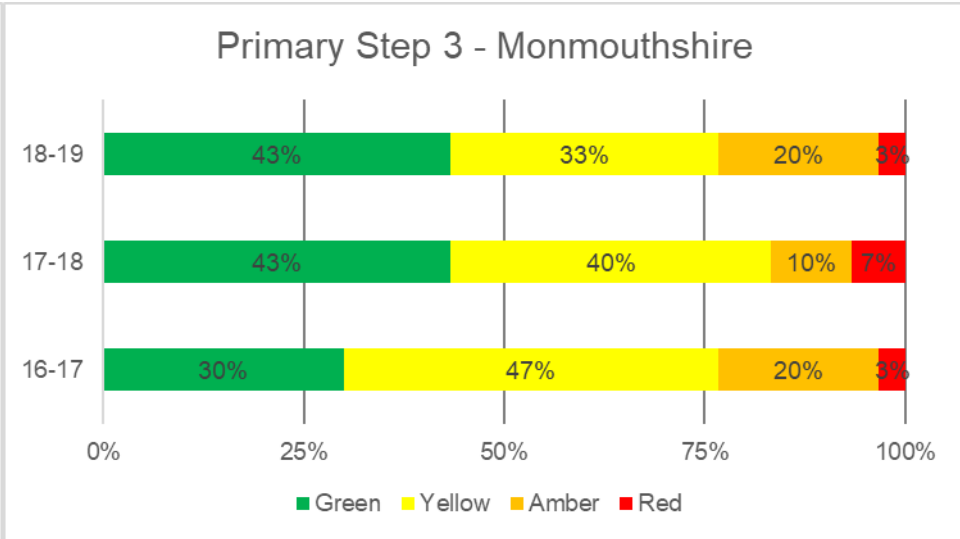
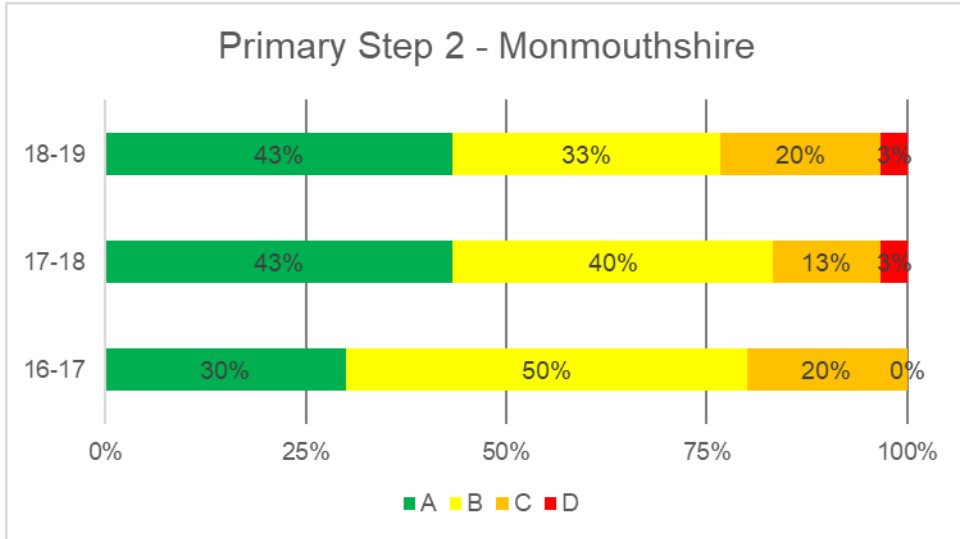
Local Authority Specific Annex 2019-2020

Local Authority: Monmouthshire

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

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

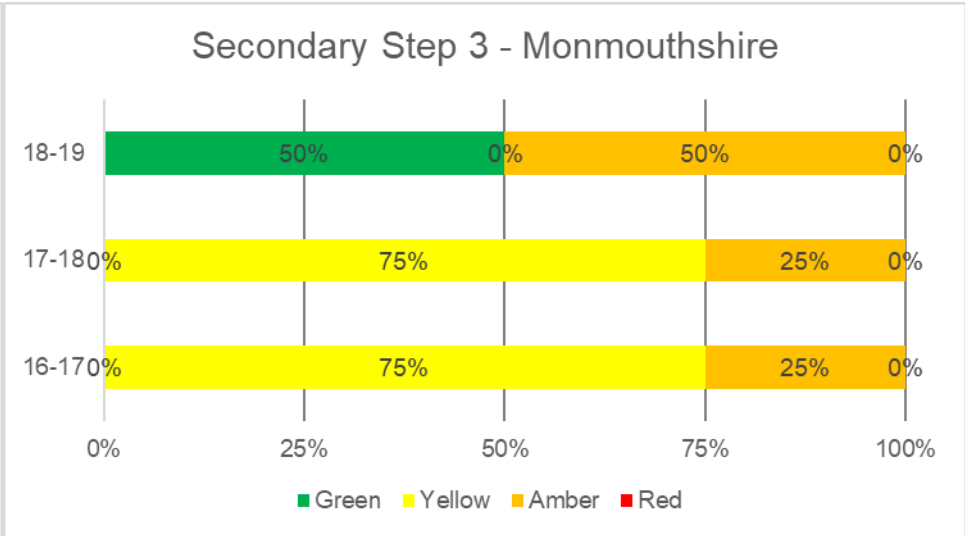
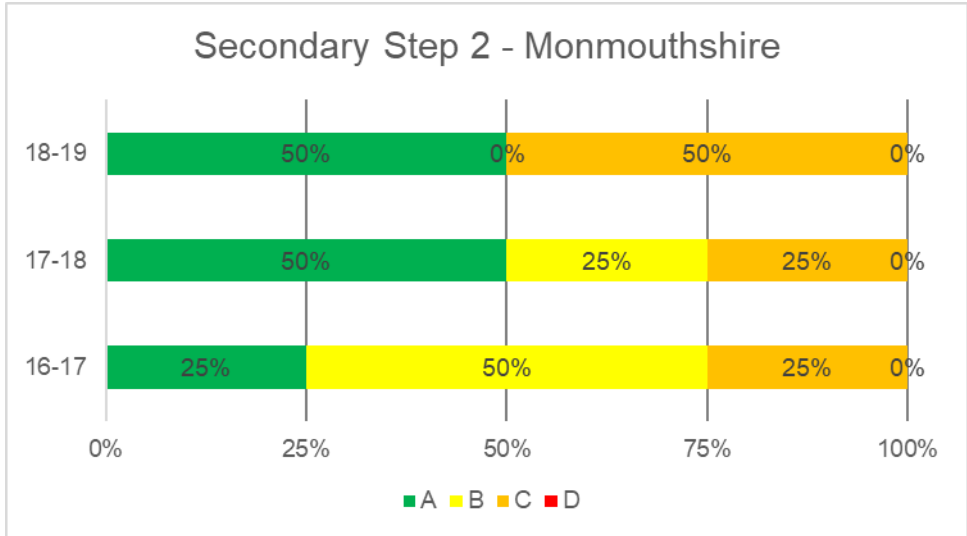
Step 3 - Primary		Number of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Monmouthshire	16-17	1	6	14	9	3%	20%	47%	30%
	17-18	2	3	12	13	7%	10%	40%	43%
	18-19	1	6	10	13	3%	20%	33%	43%
South East Wales	16-17	8	16	112	60	4%	8%	57%	31%
	17-18	9	16	81	87	5%	8%	42%	45%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



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

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



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LA schools currently in any Estyn follow-up category

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

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

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

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

LA/Region: **Monmouthshire**

Progress of pupils between FP and KS2

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

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

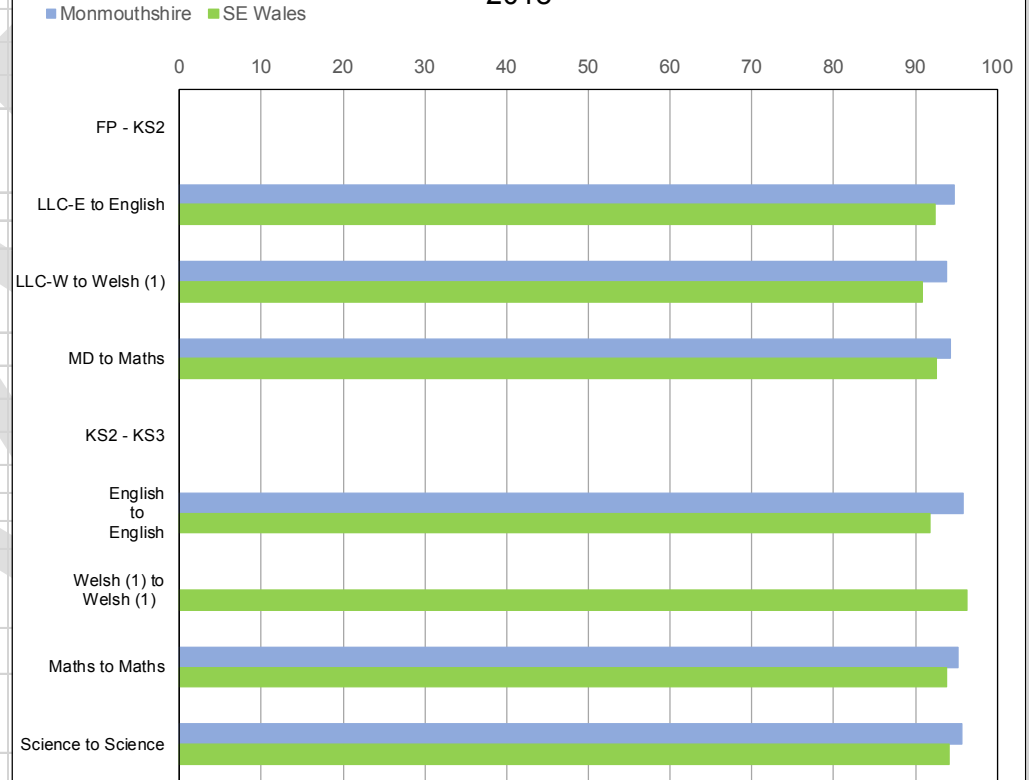
Progress of pupils between KS2 and KS3

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

Summary

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

% Learners making expected progress across KS2 / KS3 - 2018



Key Points:

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

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

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

LA summary and issues

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

Attendance/Exclusions

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

Exclusion figures are reported by LA

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

Inspection/Categorisation

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

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

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

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

The content of this LA Annex has been agreed by:

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