

Chief Officer's Report

Children and Young People's Directorate

2018/19



Purpose

- The purpose of this annual Chief Officer's report is to inform Council of the progress that the education system has made in the past twelve months since my last report.
- This reporting period includes the examination period that ended in August 2018, this is the second year of the 'new GCSEs'.
- The report is not limited to analysis of school based outcomes but is intended to offer a broader view of the services that we offer our children in Monmouthshire. However, it will identify area where there are concerns in school based performance.
- Detailed reports of outcomes at all key stages are taken to the Children and Young People Select Committee.



Our Context

PLASC 2019 - NUMBER OF BOYS & GIRLS

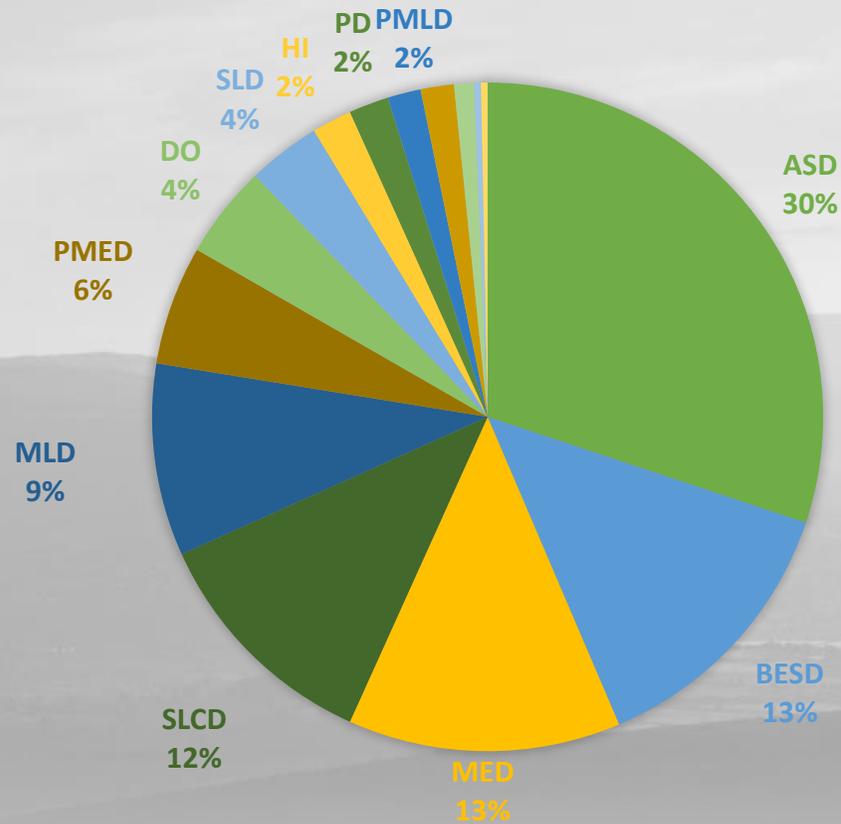


PLASC 2019 - NUMBER OF EFSM & NON-FSM



Our Additional Learning Needs Population (statements)

SEN CATEGORY - PLASC 2019



- ASD – Autistic Spectrum Disorder
- BESD – Behaviour Emotional Social Difficulties
- MED- Medical needs
- SLCD – Speech, language and communication difficulties
- MLD – Moderate Learning Difficulties
- PMED – Physical and / or Medical Educational Difficulties
- DO – Down’s Syndrome
- SLD – Severe Learning Difficulty
- HI – Hearing Impairment
- PMLD – Profound and Multiple Learning Difficulties
- VI – Visually Impaired
- DYSL – Dyslexia
- DYSP – Dyspraxia
- GLD – General Learning Difficulties



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Chief Officer's Reflections on 2018/19

In each of the last three years I have presented my 'Annual Report' to Council. Its earliest iterations were a definite attempt to provide all councillors with a clear understanding of where Monmouthshire's education system was. They were unashamedly focused on outcomes and reported every indicator and variance they could. This year's report sees a step away from that model. I still want Council to be fully informed of those areas where we have work to do but I also want to reflect on the system as a whole. The section on student outcomes focuses on strengths as well as areas for improvement. Much of the comparative detail across local authorities is no longer available but all the detailed reports have been presented to Children and Young People's Select Committee.



Chief Officer's Reflections on 2018/19

The last year has, in many ways, been the most challenging year since I took up the post in 2016. This report is an opportunity for me to share my review of the last year with the Council to ensure that all members have a open and honest view of what has happened in the last twelve months.

Student outcomes in 2018 moved away from the previous near continuous progress that had been seen in the last three years. In particular Foundation Phase and Key Stage 4 were not at the levels that we expect. For the first time since its introduction our primary schools saw a fall in the Foundation Phase Indicator. This was largely due to a realignment of assessments to the Literacy and Numeracy Framework. Where we had hoped to progress from our position of strength in 2017 (the first year of the new GCSEs) we saw a fall in one of the key indicators; the level 2 inclusive. However, performance in the 'new' measure, the 'Capped 9' was stronger and Monmouthshire was the only Gwent authority to perform above the Welsh average.

The Categorisation process in 2019 was also more challenging than previous years. Within the primary sector there was more volatility than we have previously seen. While we saw some schools continue their improvement (several made progress) we saw more schools needing greater levels of support. At the secondary stage two of our schools are now 'Green', this represents 1/3 of all green secondary schools in the region.

The Capped 9 will become the core accountability measure. It will consist of 9 GCSEs or equivalents and must include best of English [lit or language]/ Maths [numeracy or maths] / Science



Chief Officer's Reflections on 2018/19

Delivering excellent outcomes is only part of the role of our schools and the wide range of services that Monmouthshire offers to its children and young people. In 2018/19 we again saw our children attend our schools more often than other authorities. With attendance rates of 95.2% for our primary schools and 94.8% for our secondaries we know that our children are well supported to learn.

2018/19 has also seen another trend emerge, a pattern of higher fixed term exclusions from our schools. When talking to all of our Headteachers we hear that behaviour is becoming more challenging. This will always have a cause; it may be an underlying additional learning need, it could be linked to childhood trauma or the effects of events at home. We need to work closely with colleagues across all services so we can provide the right type of support for these learners. This has been a feature of our ALN & Inclusion Review.

In preparation for implementing the ALN and Tribunal Act. Significant work has been undertaken to streamline Statutory ALN Service functions. This includes the creation of electronic, paperless files for all pupils with statements. Regional Transformation leads are actively working with school clusters and Additional Learning Needs Coordinators (ALNCos) to ensure they are fully prepared for the implementation for the Act.

2018/19 has also been a year of significant change in our school leadership. We have seen 50% of our secondary Headteachers move on to new opportunities and the last year has seen 30% of our primary Headteachers (9 schools) appoint or be in the market for new leaders. While some of this turnover is a consequence of people reaching the end of their careers we also have to recognise that the role is becoming more demanding and that the resilience of our school leaders (and all staff) is something we need to support and promote.



Chief Officer's Reflections on 2018/19

It would be remiss of any Chief Officer not to comment on the significant changes that are happening across the education system in Wales. The 30th April saw the publication of the new curriculum. It is the cornerstone of the Welsh Government's 'National Mission' and will no doubt prove to be a huge opportunity for our schools to change the way we teach our children. This level of change will also bring challenges and it is, and will be, critical that Monmouthshire responds as a whole education system not as individual schools to ensure that there is equity across our County.

The last year has also seen the emergence of a more involved partnership arena. Of course we have some partners who are a key part of our school improvement journey. The Education Achievement Service (EAS) are a critical part of our relationships with schools. We are evolving the relationship with the EAS to ensure that their focus is clearly on the concerns that are identified in the system. It remains a close and effective relationship which has brought challenge but also support. The Directorate continues to be supported by our External Reference Group (ERG) who provide advice and challenge on a termly basis.

The funding of wellbeing and mental health initiatives by the Welsh Government's transformation funding has been led by the regional Children and Families Partnership. In the coming years we will need to ensure that we maximise our involvement in this work to ensure that our young people gain the most benefit. The development of the 'iceberg model' where support happens earlier and there is a lesser reliance upon 'specialists' will require significant development time and investment.



How have we done: areas of focus for 2018/19

Where we will focus our work	Driver for change	Linked Risk	How will we know we have been successful?	How have we done?
Conclude comprehensive redevelopment of secondary school with community leisure facilities in Monmouth	22 for 22	School Reform and development	School will open on time and on budget with a successful change management programme	Caldicot and Monmouth Schools are now open and operational. External works at Monmouth will be concluded by the summer
Ongoing focus on Vulnerable learners	22 for 22 16/17 outcomes for some groups of learners are not good enough	FSM Learners' outcomes are not improving as quickly as we wish	Across all four secondary schools FSM performance improves	FSM outcomes at Key Stage 4 are still an area of significant concern
Continue to raise standards in education including STEM subjects	22 for 22 16/17 outcomes for some groups of learners are not good enough	Improving outcomes for all learners	Outcomes in all key accountability measures improve	Outcomes at Key Stage 2,3 & 5 are strong but in 2018 outcomes in the Foundation Phase and KS 4 are not where we expect them to be
Review and develop leadership structures across schools	22 for 22 Schools are dynamic organisations and leadership is critical to their success – we need to ensure we have a developed model for leadership development	That we do not have sufficient excellent leadership across all of our schools There will remain financial pressures in the		We have established our first formal federation across schools with an Executive Headteacher and agreed a new Executive Headteacher appointment in a secondary school

How have we done: areas of focus for 2018/19 (Contd.)

Where we will focus our work	Driver for change	Linked Risk	How will we know we have been successful?	How have we done?
Implement the findings of the ALN & Inclusion review	22 for 22 The MCC provision needs to be update to improve learner experiences and prepare for the new legislation	Financial risk Implementation of the ALN & Inclusion Review Changing legislative requirements	The consultation will be completed and pending outcomes a further decision taken by Cabinet to implement the changes	Partial implementation of the ALN & Inclusion Review. Second phase in progress with consideration of Mounton House Special School and further reforms
Review of the Catchment and Nearest School Policy	22 for 22 As the County sees development we need to ensure our schooling provision is appropriate	Population change and growth Financial pressures	The catchment, admissions and transport policies are fit for purpose	First phase completed in April 2019 with changes made to Monmouth and Chepstow's catchment areas and revisions to the admission policy
Review of Home to School Transport	22 for 22	Financial pressure Population change	Policies are affordable, sustainable and focused on active travel	Work is ongoing

‘Change is the only constant in life’

The Welsh education system continues its path of reform as set out in the ‘National Mission’ document.

Curriculum

- On the 30th April the new Curriculum for Wales was published for an extended consultation period prior to its implementation in 2022. Its development has been led by Pioneer Schools and experts.

Accountability

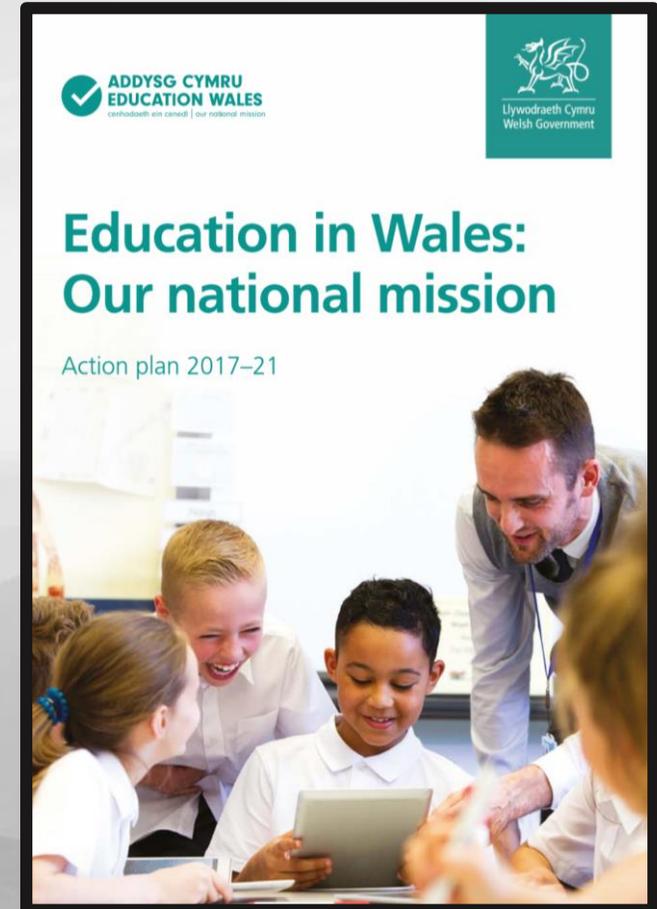
- Alongside the new curriculum there have been steps taken to move away from a ‘high stakes’ accountability framework to a more constructive system which is based on formative not summative assessment and school led priorities. Changes to the categorisation process should also be expected in the next year.

Inspection

- Estyn inspection of schools not in a follow up category will be paused for a year to allow schools to prepare for its implementation. The Welsh Government has also announced significant grant funding to support professional learning in this crucial phase.

Additional Learning Needs

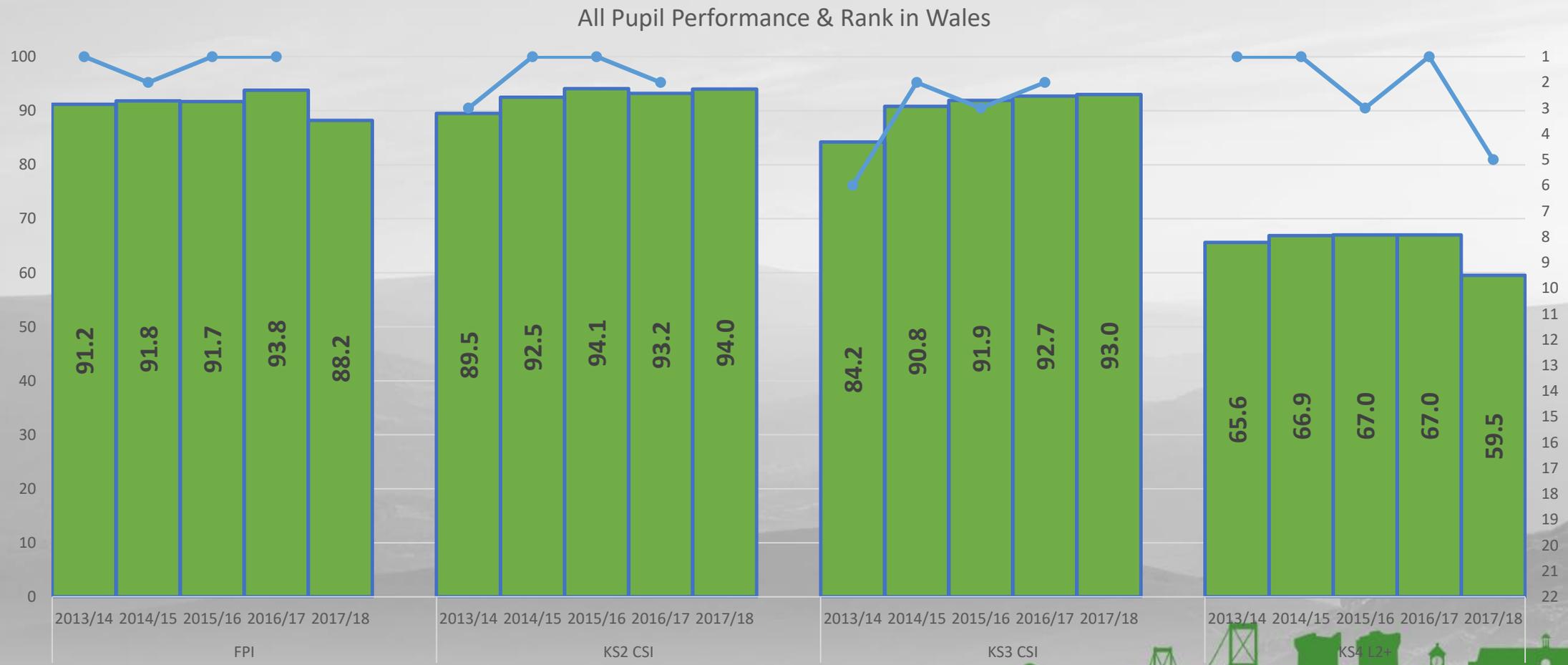
- The Additional Learning Needs and Education Tribunal (Wales) Act is designed to strengthen provision across Wales for all learners with ALN, in all language settings. The local authority will continue to work collaboratively with key partners over the next academic year to implement ALN transformation programmes in readiness for the implementation of the new ALN Code from September 2020.



Student Outcomes



The big picture



Outcomes: at a glance

2018 Educational Attainment

- Attainment at Foundation Phase and Key Stage 3 is much higher than the Wales average, **however the rates of improvement are slower than Wales.**
- Attainment at Key Stage 2 is also higher than the Wales average, but the rate of improvement since 2016/17 is faster than Wales.
- Attainment at Key Stage 4 is higher than the Wales average, **but shows a slower rate of improvement than that across Wales.**
- Attainment at Key Stage 5 has been above the Wales average since 2014/15, and the rate of improvement has been higher than that across Wales since 2014/15.

Attainment by Gender

- Between 2014/15 and 2017/18 the gender gap narrowed at Key Stage 2 and Key Stage 3. The gender gap remains significantly below the Wales gender gap for all key stages.
- **The gender gap widened for all key stages between 2016/17 and 2017/18, due to a decline in boys' performance at all key stages, significantly at FP and Key Stage 4.**
- Performance of both boys and girls at each key stage remains significantly above the Wales average.

Attainment by Free School Meals (FSM)

- FP performance of FSM pupils in 2017/18 is above the Wales average, and the gap between FSM and non FSM pupils has narrowed since 2016/17, and is roughly in line with 2014/15. It is narrower than the Wales gap.
- KS2 performance of FSM pupils in 2017/18 is higher than the Wales average, but the gap has narrowed since 2014/15 and remains narrower than for Wales.
- **KS3 performance of FSM pupils in 2017/18 is below the Wales average. There's been a slight narrowing of the gap since 2014/15, but the gap is still wider than across Wales.**
- **At KS4, the 2017/18 L2 incl, performance of FSM pupils was significantly below the Wales average. The FSM/non FSM gap has substantially widened since 2014/15, and is wider than the Wales average.**

Outcomes, expected levels +1: at a glance

2018 Educational Attainment – Expected Level + 1

- The proportion of pupils achieving the FPI+1 fell by 4.7pp between 2014/15 and 2017/18, and by 8.4pp from 2016/17.
- The proportion of pupils achieving the CSI+1 at KS2 rose by 5.8pp between 2014/15 and 2017/18, and by 0.2pp from 2016/17.
- The proportion of pupils achieving the CSI+1 at KS3 rose by 2.8pp between 2014/15 and 2017/18, and fell by 4.2pp from 2016/17.
- The proportion of pupils achieving 5A*/As rose by 6.4pp between 2014/15 and 2017/18, but fell by 0.5pp from 2016/17. The proportion of pupils achieving 5A*/As remains above that for Wales, and the gap between Monmouthshire and Wales had risen to 5.0pp in 2017/18.

Attainment by Gender – Expected Level + 1

- The gender gap between boys and girls achieving the FPI+1 fell by 4.4pp between 2014/15 and 2017/18, and by 7.1pp from 2016/17.
- The gender gap between boys and girls achieving the CSI+1 at KS2 fell by 3.7pp between 2014/15 and 2017/18, and by 5.0pp from 2016/17.
- The gender gap between boys and girls achieving the CSI+1 at KS3 rose by 0.8pp between 2014/15 and 2017/18, and by 4.3pp from 2016/17.
- The gender gap between boys and girls achieving 5A*/As at KS4 rose by 1.2pp between 2014/15 and 2017/18, but fell by 1.1pp from 2016/17.
- Across all key stages, boys' and girls' performance declined or remained constant compared to 2016/17, except for KS2, where boys improved slightly.

Attainment by Free School Meals (FSM) – Expected Level + 1

- The gap between FSM and non-FSM pupils achieving the FPI+1 fell by 10.4pp from 2016/17, and by 16.4pp from 2014/5.
- The gap between FSM and non-FSM pupils achieving the CSI+1 at KS2 rose by 4.9pp from 2016/17, and had risen by 5.7pp from 2014/15.
- The gap between FSM and non-FSM pupils achieving the CSI+1 at KS3 dropped by 2.0pp from 2016/17, and rose by 1.5pp from 2014/15.
- The gap between FSM and non-FSM pupils achieving 5A*/As at KS4 fell by 1.4pp from 2016/17, and had risen by 3.6pp from 2014/15.



Foundation Phase

Strengths

Attainment in the FPI has declined in 2018 due to the realignment of the Foundation Framework to the LNF. The resultant dip in Monmouthshire is greater than across Wales and the region.

The proportion of pupils achieving the FPI+1 has fallen by 4.7pp over the last four years.

Attainment in PSD at O5+ is lower than the previous year.

The gender gap increased to 7pp in the FPI in 2018. This is because the performance of boys in LLCE has declined compared to girls.

The gender gap at O6+ is much more significant, especially in LLCE and PSD.

The performance of FSM pupils continues to be below that of non-FSM pupils. Over the last five years, there has been little improvement in reducing the gap between FSM and non-FSM pupils.

Areas for improvement

Historically performance in the Foundation Phase has been strong with attainment consistently above the Wales average.

The performance of both boys and girls is significantly above Wales, continuing the trend of the last five years.

At O6+, the gender gap has fallen by 4.4pp over the last four years.

Performance of FSM pupils in the Foundation Phase in 2018 is above the Wales average.

The gap between FSM and non-FSM learners is smaller than the Wales gap in 2018 and continues the trend of previous years.

The gap between FSM and non-FSM pupils achieving the FPI expected level +1 has closed significantly over the last five years.



Key Stage 2

Strengths

Performance at the end of Key Stage 2 continues the improving trend of the last five years. Over 95% of pupils achieved a L4+ in a core subject.

Attainment at the expected level +1 in the Key Stage 2 CSI is higher than the Wales average and the rate of improvement since 2017 is faster than Wales.

Girls continue to outperform boys in the KS2 CSI expected and expected +1. However, the gap in Monmouthshire has been consistently smaller than across Wales during this period.

The proportion of pupils attaining the KS2 CSI has increased significantly over the last four years.

Over the last five years, the gap in performance between FSM and non-FSM pupils at the end of key stage 2 has closed significantly. As a result, it is narrower than for Wales.

Attainment of FSM pupils is higher than the Wales average.

The overall rate of improvement for non-FSM pupils for the KS2 CSI expected and expected +1 has been faster in Monmouthshire than across Wales since 2014.

Nearly all pupils make 2+ levels of progress between FP and KS2. This is a higher proportion than across the region as a whole

Areas for improvement

Valued added data shows a positive profile for most groups of pupils at the end of Key Stage 2 for nearly all groups of pupils. However, the progress made by FSM pupils is significantly below the average rate across the LA.



Key Stage 3

Strengths

Attainment at the end of Key Stage 3 is above Wales and continues the trend of the last five years. However, across most indicators the rate of improvement between 2015 and 2018 is slower in Monmouthshire than nationally and as a result, the gap in attainment is closing.

Girls continue to outperform boys at both L5+. However, the gap has narrowed over the last four years and has remained below the Wales gap.

The performance of both boys and girls is above the national average.

Overall, the performance of pupils achieving the KS3 CSI has improved over the last three years.

The majority of pupils make 2+ levels of progress between Key Stage 2 and 3 in mathematics and science

Areas for improvement

Attainment of FSM pupils at the end of KS3 is below the Wales average.

Overall the gap between FSM and non-FSM pupils continues to be greater than across Wales and is now the second highest in the last five years.

The gap between these two groups at the end of Key Stage 3 is twice as large as at the end of the Foundation Phase and Key Stage 2.

Girls continue to outperform boys at L6+ and over the last three years, the gap has widened.

Just over half of pupils make 2+ levels of progress in English between Key stage 2 and 3.



Key Stage 4

Strengths

Attainment in 2018 at the end of Key Stage 4 continues to be above Wales for all indicators.

Monmouthshire outcomes have been above Wales across L2+ and L2 since 2014.

Attainment at L1 Threshold has been above the Wales average for four out of the last five years.

Performance in five A*/A remained consistent with 2017 and is above the Wales average in 2018. The gap between performance in Monmouthshire and Wales has increased for this indicator.

Performance of both boys and girls at each key stage remains significantly above the Wales average.

Areas for improvement

Over the last three years, outcomes in Monmouthshire show a slower rate of improvement compared to the rate across Wales. As a result, the gap in outcomes has closed.

A* - C performance in core subjects in 2018 are lower than in 2017.

The gender gap widened in 2018 due to an overall decline in the performance of boys.

At the end of Key Stage 4, the attainment of FSM pupils in 2018 for the Level 2 Threshold including English/Welsh and mathematics is significantly below the Wales average.

The FSM/non FSM gap has substantially widened since 2015. In 2018, the gap is greater than the gap across Wales.

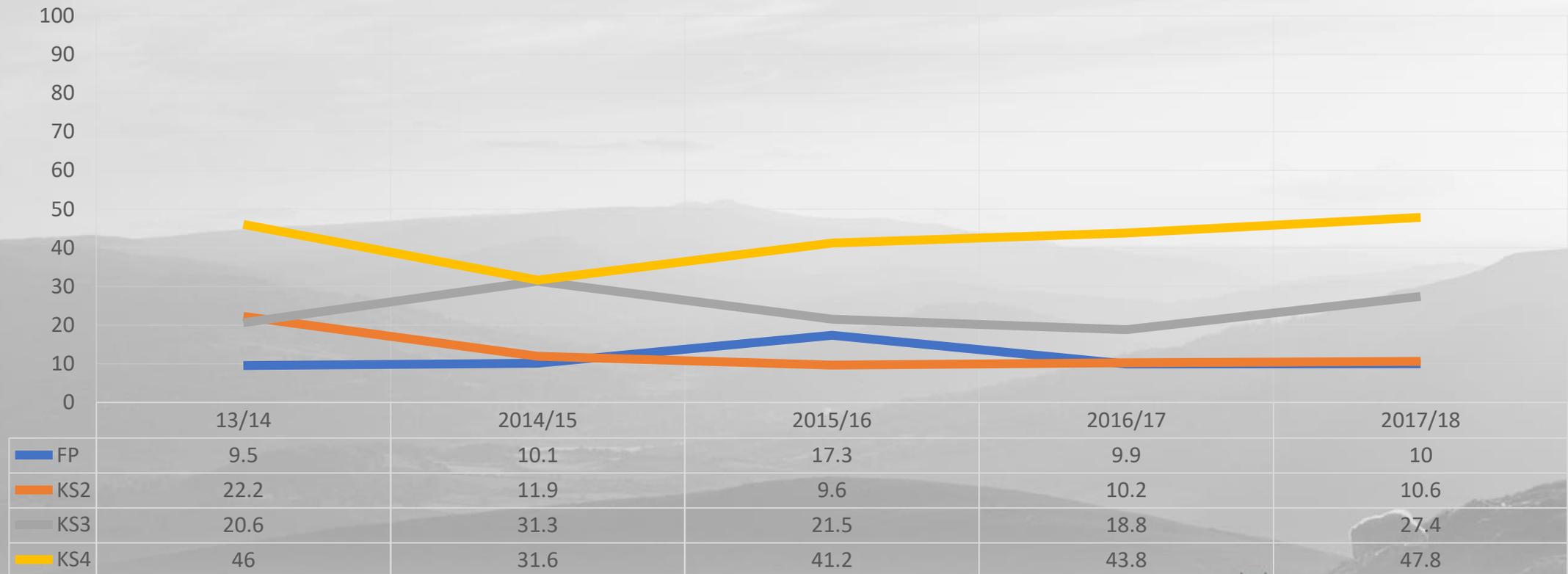
Value added data shows a positive profile for most groups of pupils. However, progress for pupils eligible for FSM is significantly below national.

Pupil progress is mostly at, or above, national averages across the four secondary schools although, the link between progress and attainment is less secure.



The eFSM Challenge

FSM GAP (NONFSM - FSM)



Asking more difficult questions

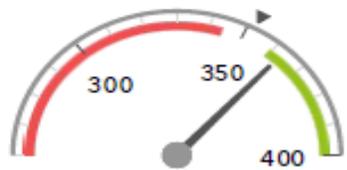
Attainment

LA KS4 Attainment 2018 - Actual results

766 pupils

Capped 9 Point Score

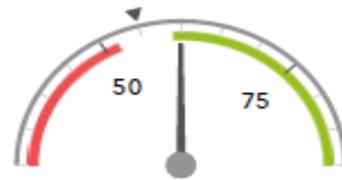
363 pts +



Significantly above the national average (352) ◀

% Level 2 Threshold Inclusive

60% + ↓



Significantly above the national average (55%) ◀

KS4 attainment gauges

Compares attainment to the national average. Statistical significance is indicated for both the attainment gap (green = above, red = below) and for changes in attainment since the previous reporting year's result (up = rise, down = fall)

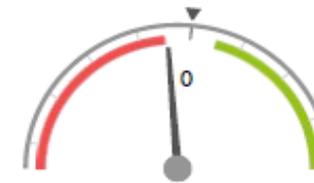
Achievement

LA KS4 Progress 2018 - Contextual Value Added

646 matched pupils

Capped 9 Point Score

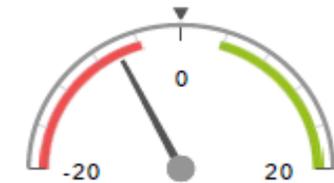
-4.5 pts



In line with the national average (0) ◀

% Level 2 Threshold Inclusive

-6% - ↓



Significantly below the national average (0%) ◀

Progress (achievement) gauges

VA or CVA progress compares attainment of each individual pupil with that of similar pupils nationally. Statistical significance and trend indicated. Matched pupils only (pupils with KS2 prior attainment) are included within progress.

Priorities for improvement across the age range

Foundation Phase - Priorities for Improvement

- Boys performance in LLC
- Attainment at expected level +1
- Performance of FSM pupils

Key Stage 2 – Priorities for improvement

- Progress of FSM pupils in relation to their individual starting points.

Key Stage 3 – Priorities for improvement

- Performance of FSM pupils
- Performance of boys at the higher levels
- Progress of pupils in English between KS2 and 3.

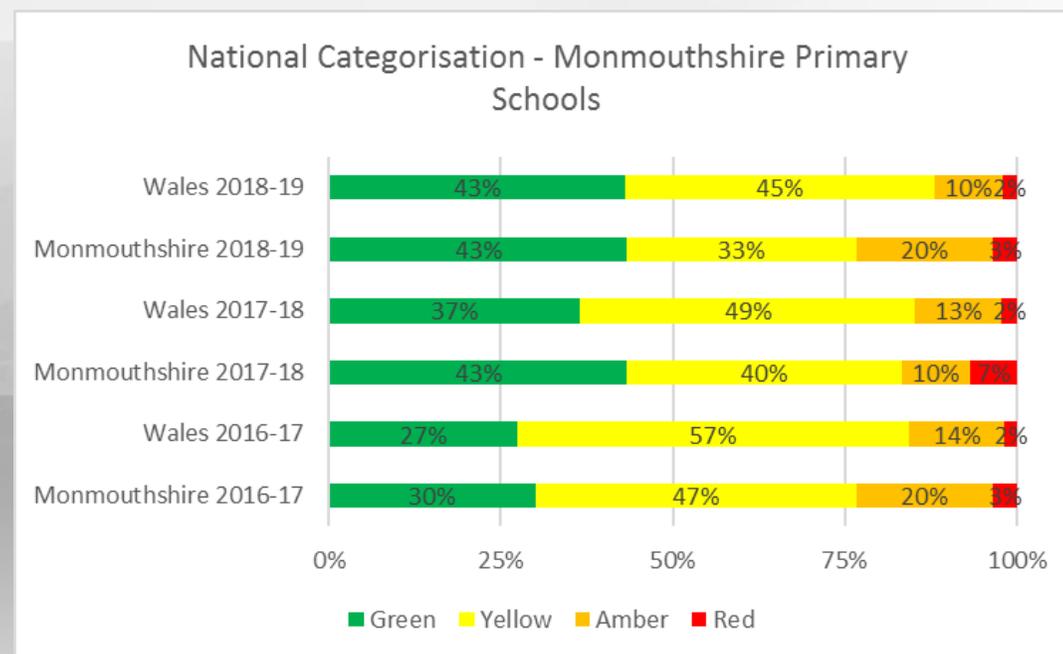
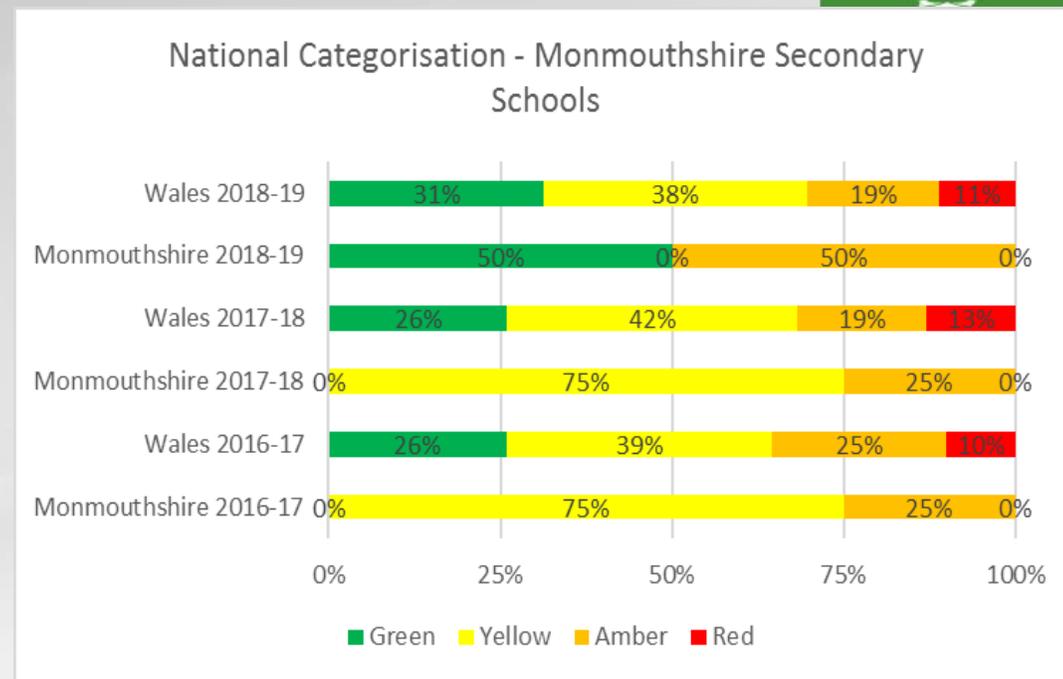
Key Stage 4 – Priorities for Improvement

- Attainment of FSM pupils
- Progress of pupils between the end of Key Stage 2 / Key Stage 4 and Key Stage 3 / Key Stage 4.



Categorisation of schools

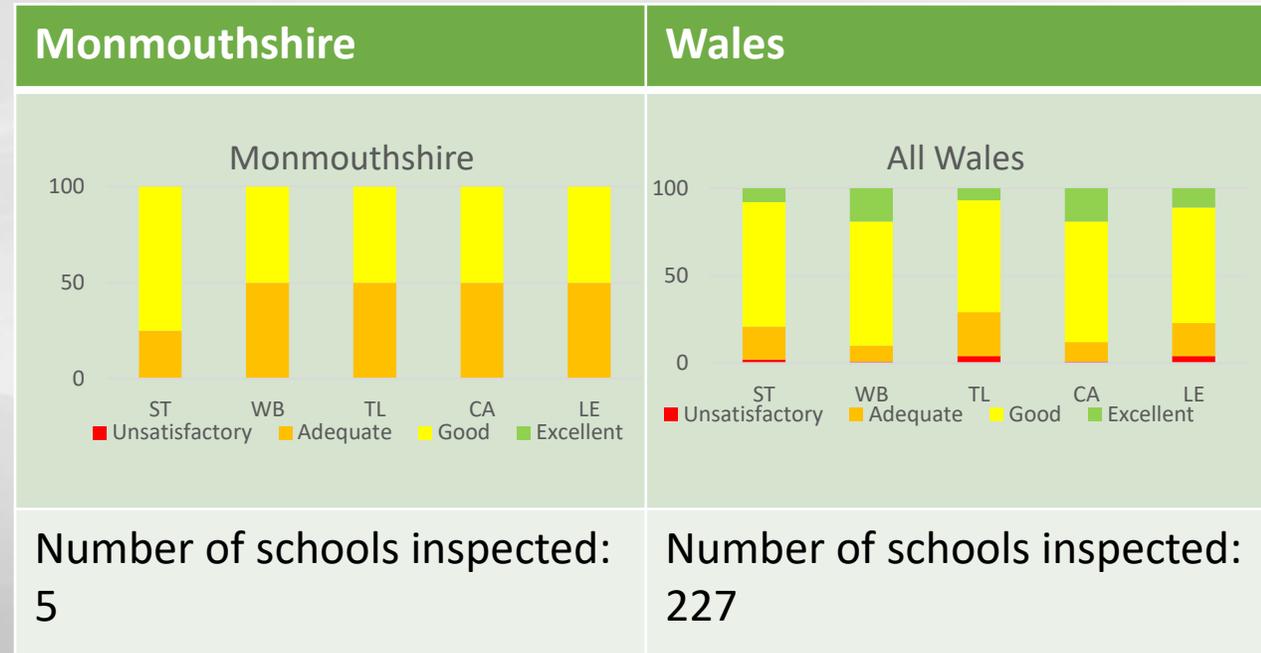
- There are 4 categories for schools: Green, Yellow, Amber and Red.
- For secondary schools, 2 schools are now Green in 2018/19, 2 schools are Amber. There were no schools in the Yellow or Red categories.
- For primary schools, there were more schools in the Amber category, but fewer in the Yellow and Red categories. Percentage of schools in the Green category this year is comparable to Wales.



Estyn Outcomes

Between 2017 and 2018, Estyn inspected five schools and identified 60% of schools inspected as requiring follow-up. All schools in follow-up in are in Estyn review.

There were no schools placed in the category of requiring significant improvement or special measures during the same period.



Understanding the Estyn Position

- **Between September 2017 and August 2018:**
- There are no schools judged as being unsatisfactory for any indicator and is in line with other similar authorities.
- However, there are no excellent judgments for any indicator in Monmouthshire and this does not compare well to national outcomes or other similar authorities. This continues the trend seen in the previous Estyn Framework.
- The proportion of schools judged to be good for standards in Monmouthshire is above the national average, comparable with Powys but below Ceredigion.
- The proportion of schools judged good or better is lower than the national average and other similar authorities for all other indicators.
- In contrast, the proportion of schools judged to be adequate is significantly higher than other similar authorities and across Wales.
- The overall profile for Monmouthshire, based on the schools inspected during this period indicates that too few schools are judged good or better when compared to national outcomes and other similar authorities.
- Although not all Monmouthshire schools were not inspected during this period, the profile between 2014 - 2017 shows that there are no excellent judgements and that the proportion of unsatisfactory judgements is above the national profile in two inspection areas.



School Attendance



Primary Attendance

- Monmouthshire's primary attendance was 95.2% in 2017/18. This was a fall of 0.4 percentage points on 2016/17. This fall is attributed to health issues in the region; e.g. measles, scarlet fever.
- Despite this fall, attendance rates in Monmouthshire of primary aged pupils (4-11 years) have been consistently high over the past 5 years when compared with the rest of Wales. When using Welsh Government statistical data releases to compare our performance with our statistical neighbours the following table shows that Monmouthshire has had the best primary attendance over the last 5 years.

Statistical Neighbour	2013/14	2014/15	2015/16	2016/17	2017/18
Ceredigion	94.6%	95.7%	95.4%	95.3%	95.0%
Pembrokeshire	94.8%	95.0%	95.0%	94.9%	94.8%
Monmouthshire	95.8%	95.8%	95.7%	95.6%	95.2%
Powys	95.6%	95.6%	95.7%	95.4%	95.0%
Vale of Glamorgan	95.3%	95.3%	95.3%	95.1%	94.7%
Wales	94.8%	94.9%	94.9%	94.9%	94.5%



Secondary Attendance

- Monmouthshire's secondary attendance was 94.8% in 2017/18. This is a fall of 0.2 percentage points on 2016/17.
- Despite this fall, attendance rates in Monmouthshire of secondary aged pupils (11-16 years) have been consistently high over the past 5 years when compared with the rest of Wales.
- When using Welsh Government statistical data releases to compare our performance with our statistical neighbours the following table shows that Monmouthshire has had the best secondary attendance in 3 of the last 5 years.
- Monmouthshire's secondary attendance is 1.0 percentage points above the Welsh average in 2017/18. Monmouthshire was the top performing Welsh Local Authorities in 2017/18. Monmouthshire has consistently been in the top 2 performing Local Authorities in 5 of the last 6 years.

Statistical neighbour	2013/14	2014/15	2015/16	2016/17	2017/18
Powys	94.3%	94.6%	94.9%	94.5%	94.5%
Ceredigion	94.5%	94.5%	94.6%	94.9%	94.5%
Pembrokeshire	93.4%	93.2%	93.3%	93.8%	93.7%
Vale of Glamorgan	94.2%	94.7%	95.0%	95.0%	94.5%
Monmouthshire	94.5%	94.6%	94.7%	95.0%	94.8%
Wales Average	93.6%	93.8%	94.2%	94.1%	93.8%



Exclusions



Primary Exclusions

- Fixed term exclusion rates in primary schools fell slightly, falling by 17 days from 184.5 days to 167.5 days, a small fall of 9.2%.
- Despite the total number of days falling slightly, the number of pupils excluded from primary schools increased from 29 in 2016/17 to 52 in 2017/18, a rise of 79%. The number of episodes lost due to fixed term exclusion also increased from 95 in 2016/17 to 119 in 2017/18, a rise of 25.2%.
- There is no national comparative data available and comparisons are difficult as there is a variation in provision across Local Authorities.
- Just over half, 53.8% of the primary aged pupils who were subject to FTE in 2017/18 came from 4 schools. These 4 schools accounted for 75.6% of all episodes of FTE and 66.6% of the total number of days lost to FTE.
- In two of these schools pupils who were fixed term excluded are now in specialist provision and officers and support services worked closely with schools to provide support and intervention.
- The number of pupils that have been excluded from primary provision has increased by 173.7% since 2012/13 and the number of episodes has increased by 250% over the same period. However the days lost per episode has fallen slightly by 6%.
- Monmouthshire is aware that this is an area where there is a need to develop provision and the development of primary intervention strategies and provision is being actively worked on as part of the ALN and Inclusion review. This will enable schools to meet a wider range of pupil need where underlying factors such as additional learning needs and in some cases home circumstances can result in challenging behaviour being presented in an educational context.
- During the above period (2012/13 to 2017/18) the number of children being supported by the Pupil Referrals Service at Primary phase has increased from 4 to 23.
- There was 1 primary permanent exclusion in 2017/18. This resulted in the Local Authority having to put in place bespoke provision until a placement, which met the child's complex needs, was secured.



Primary Exclusions

	Permanent Exclusions	Pupils subject to FTE	Episodes of FTE	Days lost due to FTE	Days lost to FTE per Pupil	Days lost to FTE per episode
2012/2013	0	19	34	50.5	2.68	1.49
2013/2014	0	21	40	60	2.86	1.5
2014/2015	1	20	25	41	2.05	1.64
2015/2016	0	22	67	111	5.04	1.66
2016/2017	1	29	95	184.5	6.36	1.94
2017/2018	1	52	119	167.5	3.22	1.4



Secondary Exclusions

- There were not any secondary permanent exclusions in 2017/18. (There was 1 permanent exclusion but this was 1 overturned on appeal to an independent panel but reinstatement was not directed). This resulted in the Local Authority providing some interim provision and facilitating a transfer to a new school.
- Fixed term exclusion rates in secondary schools fell slightly, falling by 27.5 days from 522.5 days to 495 days, a small fall of 5.2%.
- Despite the total number of days falling slightly, the number of pupils excluded from secondary schools increased from 134 in 2016/17 to 146 in 2017/18 a rise of 8.9%. The number of episodes lost due to fixed term exclusion also increased from 331 in 2016/17 to 335 in 2017/18, a rise of 1.2%.
- There is no national comparative data available and comparisons are difficult as there is a variation in provision across Local Authorities.
- The Local Authority worked closely with school to provide both support and challenge and the PRU provided full time provision for 15 young people who were at risk of permanent exclusion in 2017/18.
- The number of pupils that have been excluded from secondary provision has increased by 20.66% since 2012/13 and the number of episodes has increased by 58% over the same period. However the days lost per episode has fallen by 34.8%.
- Monmouthshire is aware that this is an area where there is a need to develop earlier intervention and expansion of the PRU provision has been agreed as part of the of the ALN and Inclusion review. PRU outreach provision has been agreed and will be placed in each secondary school.
- This will enable schools to provide earlier intervention and enable a more proactive response rather than provide when the pupil is at risk of permanent exclusion or has been permanently excluded from school.
- During the above period (2012/13 to 2017/18) the number of children being supported by the Pupil Referrals Service at Secondary phase has increased from 19 to 24. However more of these are now on roll and require full time provision.



Secondary Exclusions

	Permanent Exclusions	Pupils subject to FTE	Episodes of FTE	Days lost due to FTE	Days lost to FTE per Pupil	Days lost to FTE per episode
2012/2013	1	121	212	481	3.97	2.27
2013/2014	0	100	188	278.5	2.78	1.48
2014/2015	0	117	245	371.5	3.17	1.52
2015/2016	5	127	288	475.5	3.74	1.65
2016/2017	2	134	331	522.5	3.9	1.58
2017/2018	1 (but this was overturned on appeal)	146	335	495	3.4	1.48



Our Broader Work

Supporting our Children pre-school and in their wider lives

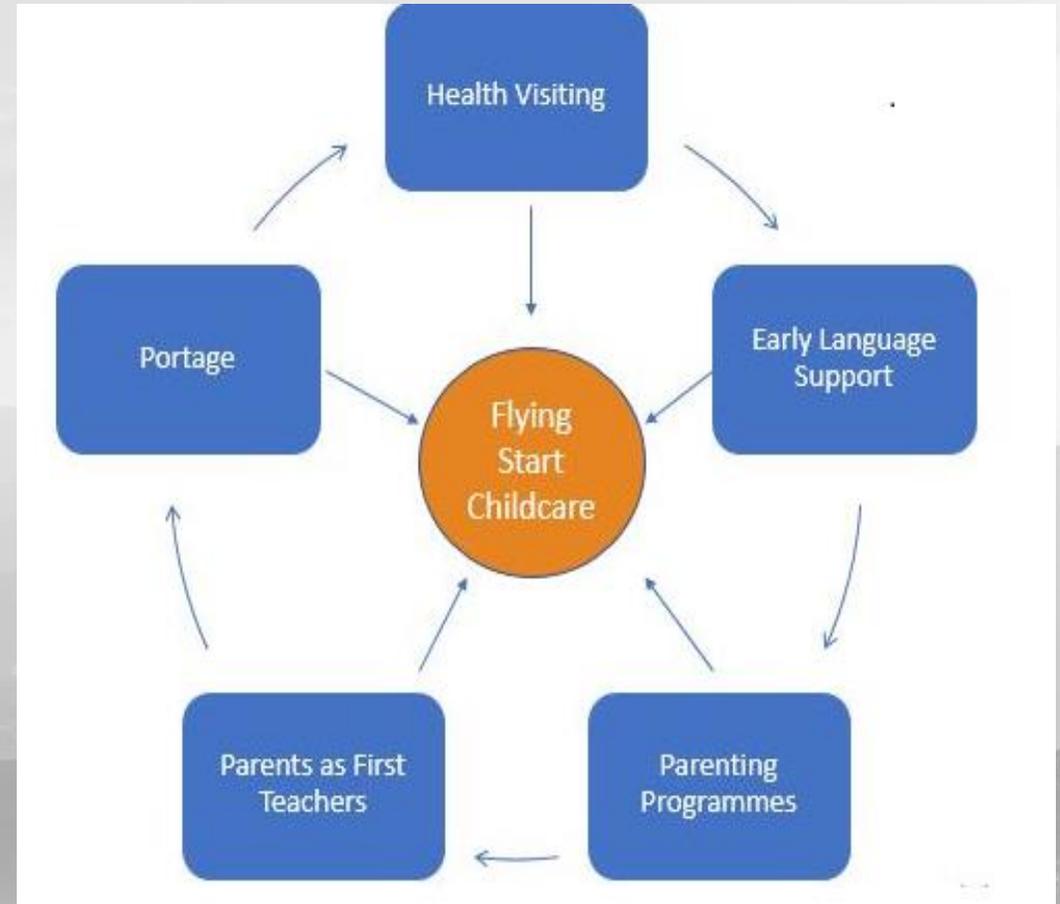


Early Years:

The building blocks of future success (Flying Start)

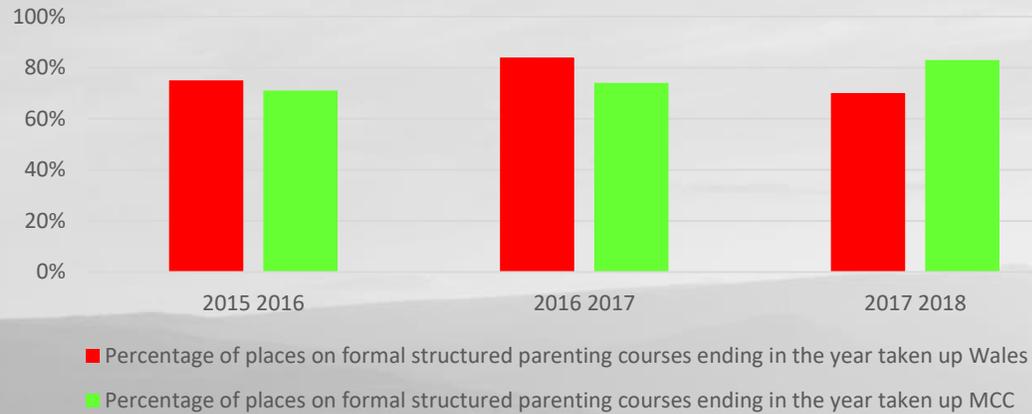
Our work with the early years focuses on speech, language and communication. The academic research shows that:

- At 3 years of age, poorer children are estimated to be an average of 9 months behind their more affluent peers.
- By 4 years of age, a child in a professional family has experienced 45 million words. A child in a family receiving income benefits has experienced 13 million words.
- Two thirds 2/3 of 7 to 14 year olds with serious behaviour problems have language impairment.
- 50 – 90% of children with persistent speech, language and communication difficulties will go onto have reading difficulties

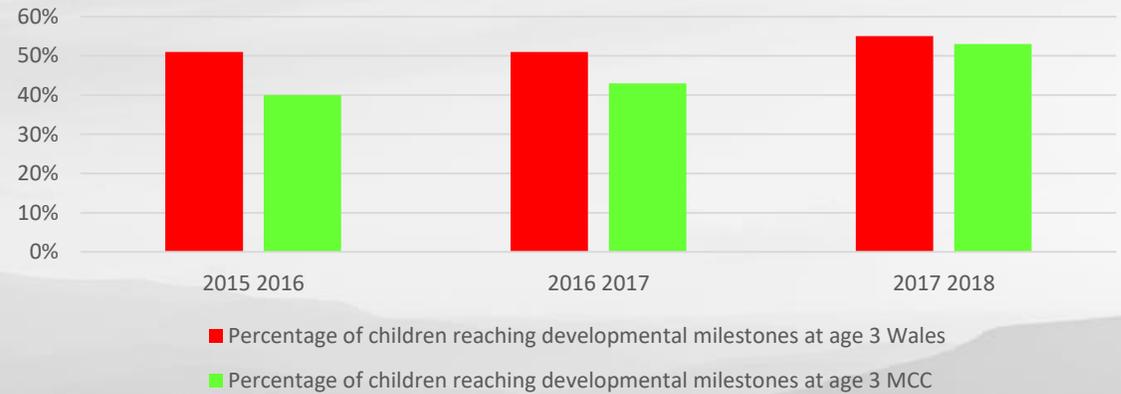


Early Years – Flying Start

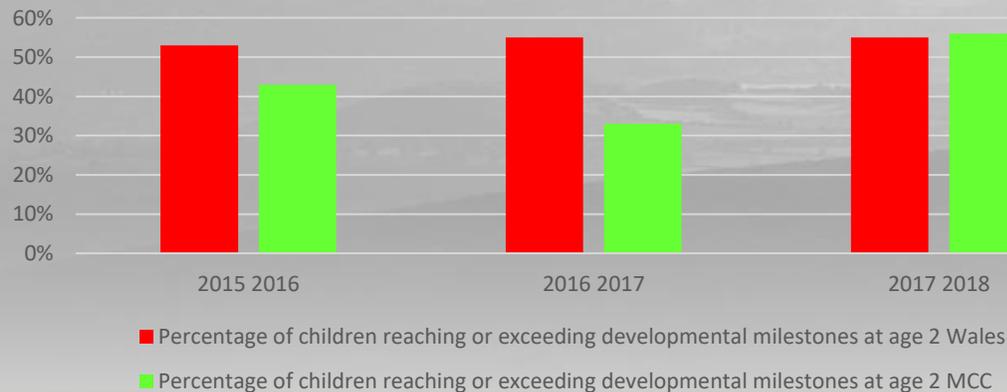
Comparison of uptake of Flying Start formal structured parenting courses - Wales and Monmouthshire (2015 to 2018)



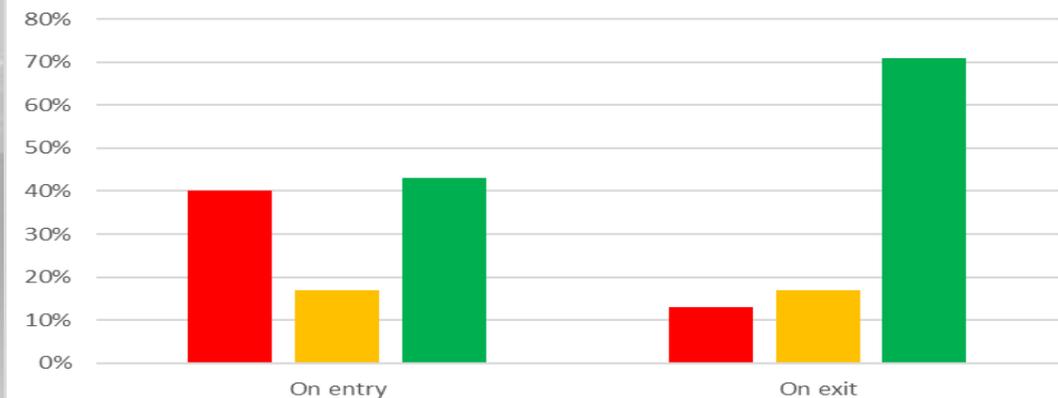
Comparison of children reaching or exceeding developmental milestones at 3 years - Wales and Monmouthshire (2015 to 2018)



Comparison of children reaching or exceeding developmental milestones at 2 years - Wales and Monmouthshire (2015 to 2018)



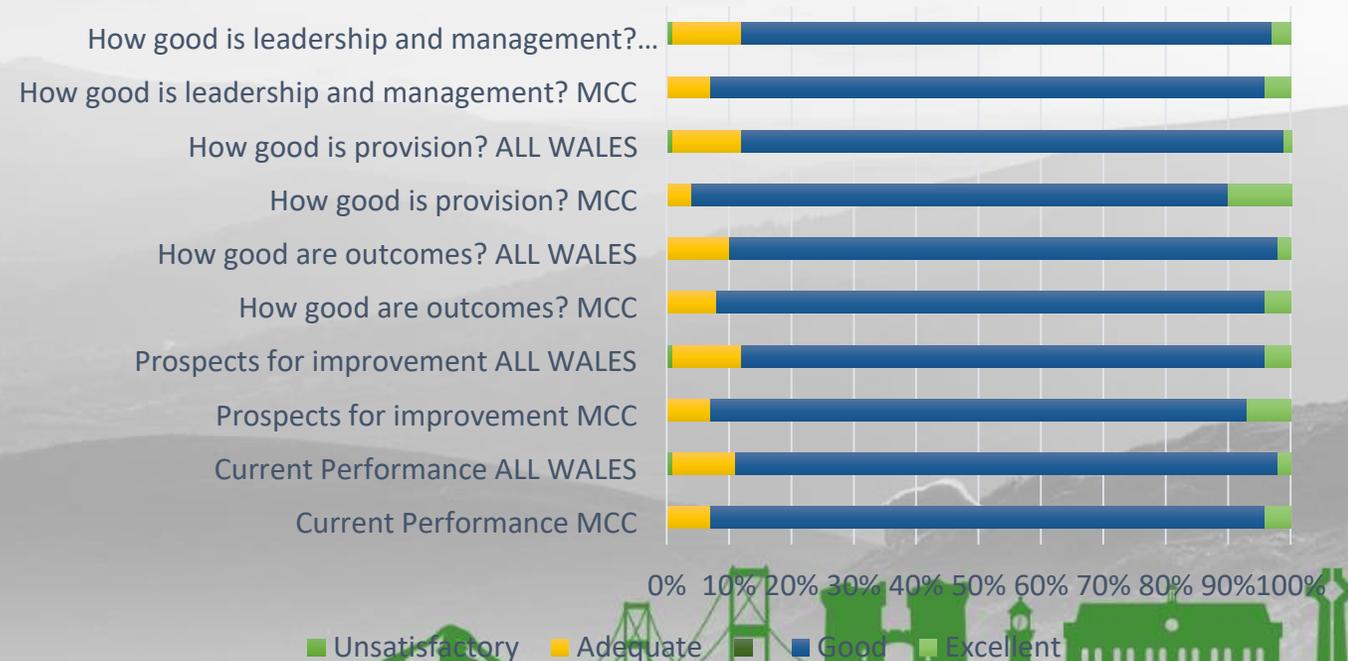
All Children 2018-19 - Wellcomm Assessments



Non-maintained Early Years Education

- Evaluation of Estyn inspections of non-maintained settings over the last 5 years demonstrates that Monmouthshire non-maintained settings are performing better than the rest of Wales.
- 93% of Monmouthshire settings have achieved at least good for current performance, as opposed to 89% across Wales as a whole. 4% were categorised as excellent, which is double the national average.
- Prospects for improvement are also significantly higher in Monmouthshire, with 86% good and 7% excellent, compared to the All Wales figures of 84% good and 4% excellent.
- 11% of Monmouthshire settings inspected during this period were reported as achieving excellence for Key Question 2 – How good is provision?
- No Monmouthshire settings were reported as unsatisfactory in any area.
- Since January 2019, there has been a change to the way non-maintained FPN providers are inspected. Estyn and Care Inspectorate Wales (CIW) now jointly inspect non-maintained nursery settings. Estyn and CIW inspectors will work together to evaluate a setting, with Estyn leading on the quality and standards of education and CIW focusing on childcare.

Estyn Outcomes Non-Maintained Settings 2013/14 to 2017/18 Comparison of Monmouthshire with All Wales Data



Early Years:

The delivery of the Welsh Government's 30 hour childcare offer

- Childcare Engagement Officer has been in post since January 2019
 - A range of posters, leaflets and social media have been produced to promote the Childcare Offer
 - Newport CC opened for MCC applications on 27th November (2 weeks later than planned)
 - Funding has been provided to eligible families since 7th January 2019, as planned
 - We currently have 90 childcare providers registered to provide the Childcare Offer for Monmouthshire families. These are spread across the different types of childcare as follows:
- Childminders – 27 registered
 - Day nurseries and playgroups – 37 registered
 - Out of county providers – 26 registered
 - During the spring term, a total of 507 applications were received
 - 469 of these applications were approved, 22 were refused as parents weren't eligible and 16 are awaiting further information to confirm eligibility
 - A further 67 applications have been received to date for the summer term and 43 of these have been approved



Youth Services:

To support young people's social, emotional and intellectual development through the Youth Work curriculum

This year the work of the Youth Service and its partners has seen:

- Young people have accessed positive experiences and opportunities that are safe, fun and enjoyable
- Young people gained knowledge and develop skills and confidence
- Young people choose to be involved and work on things that are important to them
- Young people accessed a range of opportunities and support methods to meet their needs, where discrimination is challenged
- Young people's views, experiences and ideas were listened to and valued
- Young people had opportunities to work with others and make a difference
- Young people made a difference to the way plans and decisions are made
- Young people were informed about the ways their ideas have been used and why
- Young people were given information that is good quality, clear and accessible and enables them to make informed decisions



Youth Services:

To support young people's social, emotional and intellectual development through the Youth Work curriculum

- Open access youth clubs and centres continued to operate around the county, including after-school clubs lunchtime clubs and Welsh language provision.
- Offered school holiday provision outside of term time, including running educational trips and visits
- Took part in reduce work to identify need, offer opportunities and tackle youth ASB
- Co-ordinated and supported a raft of community events
- Increased its volunteering offer both in D of E and service-wide
- Supported the election of a new board for E2C, whose members in turn represented on the regional youth forum, the Wales Youth Parliament and the British Youth Council.
- Facilitated a record breaking number of returns for the Make Your Mark survey, and discussed the results in the Youth Conference with over 40 young people from each secondary school attending.
- Facilitated a Local Democracy Day for young people to get a chance to meet and quiz local councillors
- Became number 1 in Wales for D of E enrolments and completions of awards
- Extended the pilot of the Year 6 transition programme in the south of the county
- Supported the delivery of Cycle Training Monmouthshire in primary schools across the county
- Delivered a range of workshops to young people in secondary schools around issues such as LGBT awareness, confidence, self-esteem, body image, safeguarding and healthy eating.
- Offered one to one and small group support to young people identified as at risk or vulnerable.
- Continued to run the GIRL project in some areas of the county
- Developed our equality work in secondary schools and the community, which resulted in the group facilitating Monmouthshire's first ever Youth Pride which was attended by over 750 people. The group also won a V Award for Equality & Diversity work.
- Expanded on last year's triathlon by opening up a second day to 11 primary schools to aid with transition from Year 6 to Year 7.
- Expanded on last year's summer camp by opening up to two schools during the one week.
- Piloted Welsh language provision in Caldicot School
- Developed a Youth ASB role to work alongside partners to identify and support the reduction in Youth ASB across the county.
- Coordinated an activity day for LAC children from Monmouthshire.

Supporting young people into education, employment and training

Impact	Measure/Outcome
<p>Improve the number of all Year 11,12 and 13 leavers moving into education, employment or training in line with Careers Wales 5 tier model</p>	<p>NEET data release in April for 2017. Y11: 1.4% (10) NEET school leavers Y12: 1.4% (7) NEET school leavers Y13: 2.1% (8) NEET school leavers No local authority target set for 2017. NEET Strategy, including targets for 2018-20, was approved July 2018.</p>
<p>Improve the number of young people in tier 1, 2 and 3 moving into education, employment or training.</p>	<p>Destination results for 2018 are not released until 22nd May 2019. Number of young people in each tier between April 2018 and March 2019. Tier 1: April = 14, March 15 Tier 2: April = 42, March 42 Tier 3: April = 12, March 3 Information Sharing Protocols for the KIT group, which is responsible for monitoring Tier sizes, are currently being updated to be compliant with GDPR. Next Steps Days held in July 2018 providing transition support to 23 young people without destinations. 16 young people engaged on college visits as part of the Next Steps process. EPC met with LACE coordinator to put in place additional transition support for LAC pupils.</p>

Supporting young people into education, employment and training

Impact	Measure/Outcome
<p>Inspire2Achieve: To reduce the number of young people becoming NEET by:</p> <ul style="list-style-type: none"> -gaining qualifications -entering training or education -reducing the risk of NEET <p>Inspire2 Work: To support NEET young people in:</p> <ul style="list-style-type: none"> -gaining qualifications -entering education/training -entering employment 	<p>Outcomes achieved April 18 – March 19:</p> <p>Number of young people:</p> <ul style="list-style-type: none"> -enrolled onto the programme = 116 -gaining qualifications upon leaving = 19 -entering training or education upon leaving = 36 -reducing the risk of NEET upon leaving = 67 <p>Number of young people:</p> <ul style="list-style-type: none"> -enrolled onto the programme = 71 -gaining qualifications upon leaving = 28 -entering education/training upon leaving = 7 -entering employment upon leaving = 33 <p>Good performance from both programmes to date.</p>
<p>Support NEET Care Leavers in securing and sustaining work placements, traineeships and apprenticeships.</p>	<p>Supported 11 Care Leavers during this period exploring employment opportunities and college courses.</p>
<p>Delivery Work Based Learning programme to NEET young people aged 16-18</p>	<p>15 young people engaged in Engagement/Traineeship programme through work based learning</p> <p>12 young people achieved qualifications</p> <p>10 young people secured work placements</p> <p>4 young people progressed onto apprenticeships/employment</p> <p>6 progressed to another training provider</p>

Early help panel

The Early Help Panel has been in place since 1st January 2018. In the last year it has seen:

- Qtr 1 – April - June 2018 – 176
- Qtr 2 – July - Sept 2018 – 168
- Qtr 3 – Oct - Dec 2018 – 170
- Qtr 4 – Jan – March 2019 – 248

The role of the panel is to meet as a multidisciplinary team and assess the most appropriate packages for support for children and their families

'...Conversations there absolutely reinforced for me the value of a multi-agency approach in ensuring that families get the right help, first time and I was impressed both by the 'hard stuff' – the excellent organisation and professionalism of the process – and by the 'softer stuff' – the clear trust and good working relationships that have developed between partners that enables effective multi-agency working....'



Ref no	Year: 2018-19	Year To Date		
		No. of Successful Participants	No. Ending Intervention	%
2.1	Number and % of participants whose financial situation has stabilised or improved	0	0	0%
2.2	Number and % of primary school children who have improved their school attendance	3	3	100%
2.3	Number and % of secondary school children (up to the age of 16 years at the point of entry) who have improved their school attendance	7	14	50%
2.4	Number and % of children who improve their speech, language and communication skills	20	23	87%
2.5	Number and % of participant parents with improved ability to support their child's learning and development needs.	488	546	89%
2.6	Number and % of participants with improved emotional/mental wellbeing	588	689	85%
2.7	Number and % of individuals that report an improvement in own resilience	159	174	91%
2.8	Number and % of families that report an improvement in family resilience	217	241	90%
2.9	Number and % of families affected by disability that report an improvement in family resilience	31	32	97%
2.10	Number and % of families that report they feel they can contribute to changes to their lifestyle/behaviours	166	186	89%
2.11	Number and % of individuals that report improved family relationships	486	575	85%
2.12	Number and % of participant parents completing 75% or more of sessions of an evidence-based parenting programme.	393	468	84%
2.13	Number and % of participant parents benefitting from an evidence-based parenting programme	393	468	84%
2.14	Number and % of parents benefitting from a parenting intervention	280	355	79%

Finances

Schools

- At the start of the year the schools had a surplus balance of £175k.
- There were 12 schools in a deficit, 3 secondary, 8 primary and our special school.
- Month 10 forecast (January) forecasts a collective deficit of £657k.
- 15 schools in a deficit, 3 secondary, 11 primary and the pupil referral service.
- The early indication is that the schools deficit balance will reduce, in the main this is due to grant income. The latest forecast indicates a deficit of £250k.

Corporate Finances

- The month 10 (January) forecast indicated an overspend position of £506k.
- The main pressures are:
 - Reduction in ALN income from other LA's.
 - Support for pupils to remain in their local school.
 - This remains a key area of focus as we further develop the inclusion review.



Areas of focus for 2019/20

From our agreed work with the EAS:

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

From our broader work we will:

- Enhance the wellbeing of children and young people to become healthy confident learners who feel safe, secure and are emotionally robust and develop key attitudes to learning and behaviour which will help them to learn throughout their life
- Promote equity in our schooling system for all learners especially our most vulnerable
- Fully participate in regional preparations for the implementation of the ALN & Tribunal Act and maximise the role and contribution of ALNCOs across clusters and the broader county

We will also:

- Accelerate the development of the Abergavenny Educational investment by completing the Full Business Case (FBC) and aligning other strategic plans such as the Welsh in Education Strategic Plan (WESP)
- Continue the catchment reviews and ensure that the school estate is appropriately sized and located

Conclusions

2018/19 has been an important year for the CYP Directorate. In many ways the questions prompted by the summer's outcomes have been of benefit as we have been forced to ask different questions of our schools and school improvement partner.

In a plethora of areas, curriculum and ALN to name just two, the continuing reform agenda will inevitably continue to ask questions of the system at a school, cluster, authority and regional level, we will have to be prepared to embrace these new expectations.

However, as we look across the outcome indicators and the level of performance in Monmouthshire schools it would be wrong to think that this is not a schooling system that continues to provide our youngsters with a strong start in their lives.

Finances will continue to be a challenge for some of our schools in the medium term and we will look to support them by working alongside them to construct stable future financial plan.

Colleagues continue to develop partnerships with other agencies to provide us with more insight into how we can support our children and young people. Our support for them and those professionals who work with them has to be a key focus in future years.

The accountability framework that we use to hold our schools to account, and that lets us give account of what we achieve is changing and this summer will see us report on the '*Capped 9*' as the main indicator for the first time. Our commitment to a broad curriculum should stand us in good stead.

Whilst there will always be improvements that can be made and practice will always evolve I am confident that our leadership across our schools remains committed and in a strong position to deliver the aspirations of the Welsh Government, and our local aspirations as set out in our Wellbeing Plan and Corporate Plans.

