

Monmouthshire County Council Chief Officer's Report; Children and Young People

Thursday 4th June 2020, Monmouthshire County Council



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Purpose

- The purpose of this Chief Officer's report is to inform Council of the progress that the education system has made in the past twelve months.
- This reporting period includes the examination and assessment period that ended in August 2019. This is the first year of the new accountability framework where local authority outcomes are not aggregated, this means that the report of the end of key stage outcomes will look very different to previous years.
- Reports of end of key stages outcomes are routinely taken to the Children and Young People Select Committee every year to allow greater scrutiny (Foundation phase to key stage 3 – 17th September 2019 & Key stage 4 – 28th January 2020).
- The report seeks to provide members with an assurance of the progress schools are making in their improvement journey and the progress that individual learners are making.



Why are we here? *Our purpose*

How do we do it? *Our Plans*

Our purpose

- 'Building sustainable and resilient communities'

Monmouthshire's Wellbeing Plan

- 'Provide children and young people with the best possible start in life'

Monmouthshire's Corporate Plan

- 'The best possible start in life'

The Chief Officer's Report

- Reviews the past year and identifies priorities for the coming year

The EAS Business Plan

- Captures the regional ambition and delivery; aligning to Monmouthshire's priorities for the year

Service Improvement Plans

- Sets out the delivery of the priorities



The shape of our place

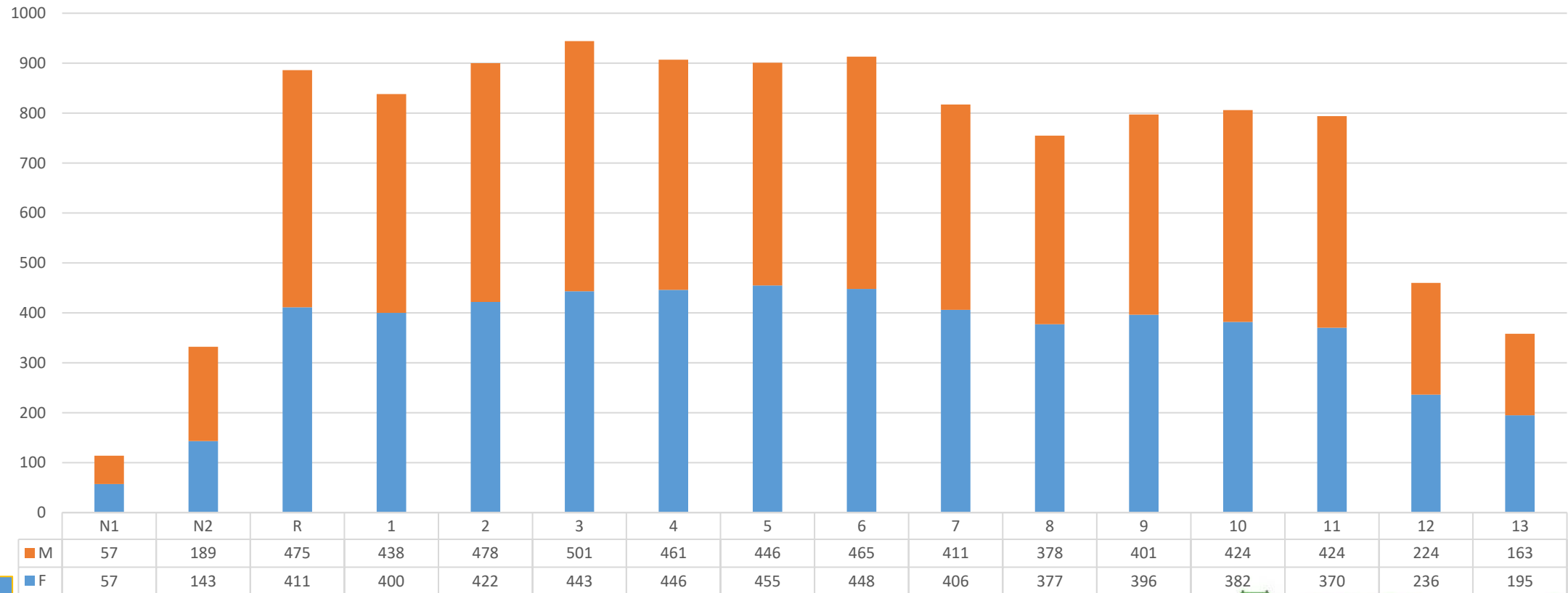


- # pupils
 - 6313 Primary (39 in Special Needs Resource Bases (SNRB))
 - 4718 Secondary (53 in SNRBs)
 - 15 Special
 - 15 Pupil Referral Unit (PRU)
- # schools
 - 30 Primary
 - 4 Secondary
 - 12 Maintained nurseries
 - 25 Non-maintained settings
 - 1 Special (*until August 2020*)
 - 1 PRU
- # Staff
 - 165 (99 *full time equivalents (fte)*) Internal
 - 1,899 (1046.19 *fte*) School based



Age & Gender Population Profile

PLASC 2020 - Pupil Numbers by Gender



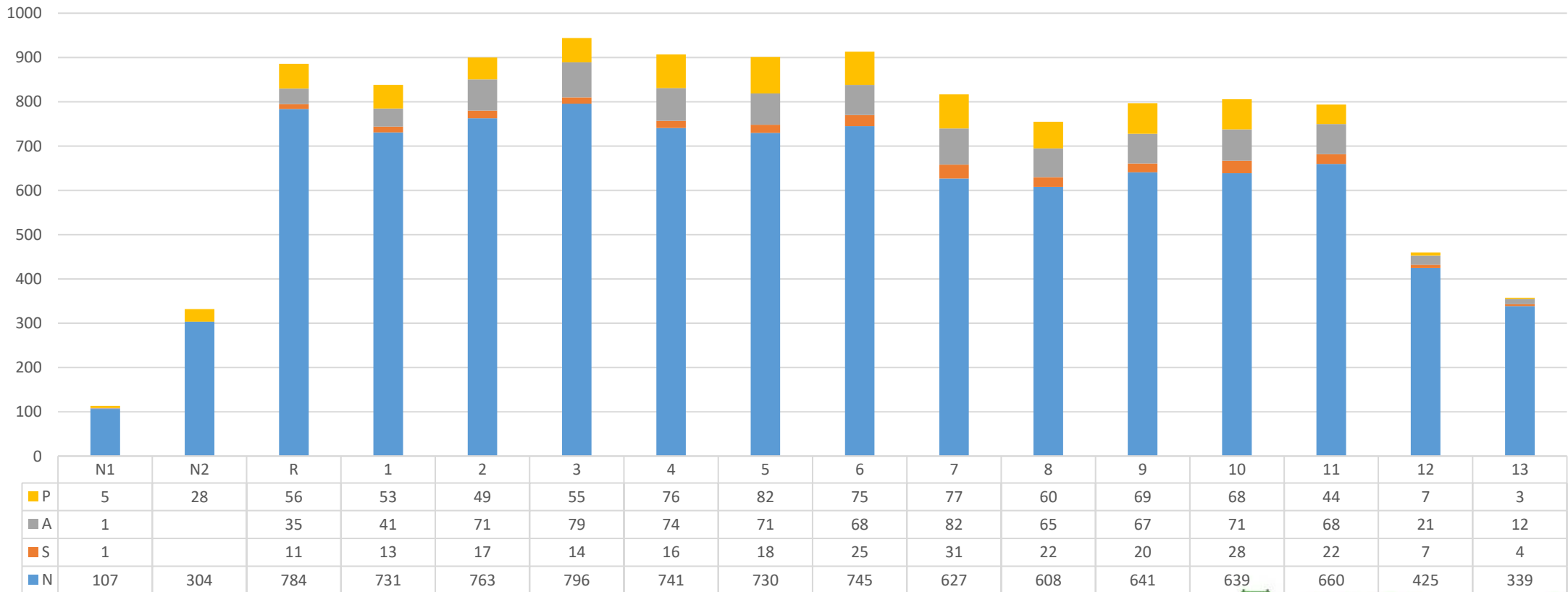
Male

Female



ALN Population Profile

PLASC 2020 - Pupil Numbers by SEN Type



Statement

School Action Plus

School Action

No Additional Need



Chief Officer's Reflections on 2019/20

This is the fourth Chief Officer's report that I have written during my time at Monmouthshire. In many ways it has been the hardest to write. Not because the outcomes that have been achieved in our schools are not at our expected level or because we have seen our direction of travel (and improvement) nudged off course but because many of the traditional measures of success are no longer used. As the government has sought to introduce a new accountability framework that does not focus on 'high stakes' end of phase assessment.

For 2019/20 we have had to recast our reporting of school performance and how we provide assurance to Members and our broader stakeholders. For some this may be a step too far, an erosion of accountability but in fact it is an enabling tool that allows us to focus on the experiences of learners in our schools and to use different measures such as progress rather than simply end of key stage outcome measures. This allows us to ask better questions about the standards of teaching and learning in our schools.

This year represented another key step in the changing education system in Wales as we make our contribution to ensuring that the '*National Mission*' becomes a reality.

Local authorities and their partners in the middle tier are a key part of that reforming agenda and we have sought to be an effective and supportive conduit between the aspirations of the reform agenda, key stakeholders and delivery at a school level.



Chief Officer's Reflections on 2019/20

2019/20 was a year that saw the education system in Monmouthshire reach some important platforms.

- There has been sustained performance at a high level in a range of measures across our schools and improvements in identified schools. This gives me confidence that many of our schools are on a secured and continuous improvement journey.
- The authority has a strong track record in moving schools through the *Schools Causing Concern* process and securing sustained improvements
- Outcomes of Estyn inspections are improving as the proportion of good or better judgements increase and adequate decreases. However, I know that there are still not enough excellent judgements.
- Schools engage positively with the authority – there is a real sense of a shared purpose and authenticity
- There has been successful development of cluster working, promoting a collective responsibility for learners
- The relationship with the region is strengthened and closer than ever – this understanding allows us to maximise impact in our schools
- Schools are beginning to be self sustaining in supporting their own development
- Our leaders are now contributing to and supporting leadership across the region, we are becoming a contributor not solely a beneficiary of collaborative working



Chief Officer's Reflections on 2019/20

Estyn's Inspection of Monmouthshire County Council February 2020

The inspection in Monmouthshire concluded that the authority's education service does not give cause for significant concern and there are a number of positives within the report and the summary of the report draws these out. In particular, it recognises the vision and focus of leaders in ensuring the 'best possible start in life' alongside high expectations for all learners. It also identifies the commitment to partnership that has resulted in a good track record of improvement. Furthermore, it recognises the distance travelled since 2012 particularly regarding safeguarding where it notes the authority's exemplar safeguarding procedures. Estyn has asked the authority produce a case study in this area, for publication, setting out its safeguarding processes and the impact these have had.

There are, of course, areas for development and the report clearly identifies these. The report identifies the lack of 'excellent' judgements for standards, the performance of children eligible for free school meals and a lack of clarity in how we plan to strengthen further our services for learners with special educational needs. The report identifies that at times the self-evaluation undertaken needs to be diagnostic and more detailed to help inform improvements.

These areas for development led Estyn to include four recommendations for the authority:

- R1 Improve outcomes for pupils eligible for free school meals
- R2 Further strengthen the focus on increasing the number of pupils achieving excellent standards
- R3 Articulate a clear strategy for SEN provision
- R4 Strengthen the use of information gathered through self-evaluation to better inform improvement planning



Chief Officer's Reflections on 2019/20

In 2019/20 we again saw our children attend our schools more often than other authorities. With attendance rates of 95.4% for our primary schools and 95.0% for our secondaries we know that our children have the opportunity to experience excellent teaching and learning – it remains our key role to ensure that they do experience this..

Lessons learnt:

The 'Areas of focus' in the 2018/19 Chief Officer's Report were not sufficiently specific. In 2020/21 we will utilise the C-SMART approach; all targets and aspirations will be *Challenging, Specific, Measurable, Achievable, Relevant* and *Timed*.



Areas of focus for 2019/20

Where we will focus our work	How will we know we have been successful?	Have we been successful?
<p>Improve outcomes of vulnerable groups, including FSM learners, particularly at key stage 4</p>	<p>Across all four secondary schools FSM performance improves</p>	<p>There has been an improvement in the attainment gap across the Capped 9, L2 (inc. Lit) and L1 benchmarks however, all of these are still great than the Welsh 'gap'. This must remain an area of focus.</p>
<p>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.</p>	<p>Outcomes in all key accountability measures improve</p>	<p>Across the four compulsory key stages of education mathematics and science perform in line with expectation when compared to the regional performance. However, there remains too much variation across schools and across phases.</p>
<p>Strengthen leadership capacity in identified schools.</p>	<p>Leadership is more stable in Monmouthshire schools and does not feature as an area of concern in future school based accountability models</p>	<p>Yes, we have seen significant developments in the leadership cadre across Monmouthshire. We have committed to ensuring that new models of school leadership are considered and have seen successful appointments to executive headship in four schools. Two within the authority, one where the leadership capacity is brought in from another authority and another where we support another school.</p>



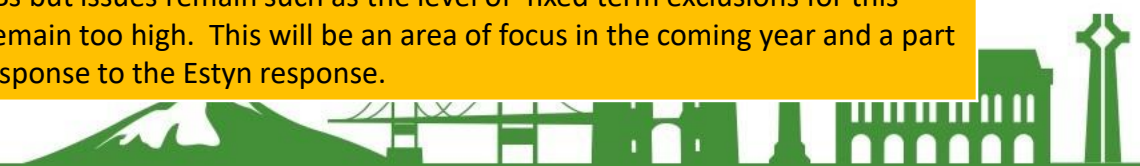
Areas of focus for 2019/20

Where we will focus our work	How will we know we have been successful?	Have we been successful?
<p>Secure appropriate progress for learners across the full range of cognitive abilities of pupils.</p>	<p>In a range of measures we will be able to track the progress of individual learners and groups of learners. These should reflect appropriate rates of progress across their learning stages.</p>	<p>All Early Years learners with and their families are effectively supported to make successful transition into school, this is a key foundational process. Analysis of progress of pupils with additional learning needs shows that most pupils make appropriate progress in relation to their needs. Many learners from vulnerable groups make good progress in our schools. Progress for English as an acquired language (EAL), Gypsy Roma Travellers (GRT) and Children who are looked after (LAC) learners compares well with regional and national averages. For example, over the last three years all Year 11 LAC pupils and young carers have achieved a recognised qualification and L1 performance has been 100% for two of these years.</p> <p>The progress of pupils in the PRU is good and in line with expectations, this is because for the last three years, attainment in English and mathematics in combination has been at least 58%.</p> <p>The progress of pupils towards achieving higher levels at the end of the Foundation Phase, Key Stage 2 and Key Stage 3 compares well with regional and national averages and continues the three-year trend. However, the proportion of pupils achieving 5 A*/A grades in 2019 is slightly lower than in the two previous years</p>
<p>Reduce the amount of fixed-term exclusions.</p>	<p>The number of fixed term exclusion will reduce</p>	<p>No – there was a sharp rise in the number of fixed term exclusions at the secondary phase in 2018-19 (the reporting period for this measure). This sustained increase led to the development of PRU ‘in-reach’ services across all secondary schools.</p>



Areas of focus for 2019/20

Where we will focus our work	How will we know we have been successful?	Have we been successful?
<p>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</p>	<p>There are a range of indicators that can be used to capture progress in these areas.</p> <ul style="list-style-type: none"> • Estyn Inspection Outcomes • Engagement with wider stakeholders and partners • Extra-curricular activities 	<p>Yes, school inspection reports between September 2017 and August 2019 say that many pupils enjoy coming to school and have positive attitudes to learning, and they feel safe in school.</p> <p>Estyn also reported that many children are active participants in decision making in the school and can evidence improvements that have taken place because of their input.</p> <p>All Monmouthshire schools participate in the Healthy Schools programme and 97% have achieved Phase 3 and four schools achieving the National Quality Award.</p> <p>An increasing number of schools (22) participate in the Daily Mile scheme in partnership with sports development.</p> <p>Overall, childhood obesity levels in Monmouthshire show a three-year improving trend, remaining below the rate across the ABHB region and Wales during this period.</p>
<p>Promote equity in our schooling system for all learners especially our most vulnerable</p>	<p>Learners with additional learning needs and other specific cohorts of learners are well supported within our education system.</p>	<p>Whilst the progress of many groups is strong the performance of our learners eligible for free school meals is still not at the level we want it to be. This will remain a focus for us. For learners with ALN we see them make good progress in out SNRBs but issues remain such as the level of fixed term exclusions for this cohort remain too high. This will be an area of focus in the coming year and a part of the response to the Estyn response.</p>



Areas of focus for 2019/20

Where we will focus our work	How will we know we have been successful?	Have we been successful?
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 play a key part in the preparations regionally and the plans will be timely and appropriate	<p>Yes, the ALN team have been a key part of the regional preparations and developments for the new legislation. Recent confirmation from the Welsh Government that the implementation will retain its original timeline ensure that this will remain a focus for us.</p> <p>Key developments have been the development of the Additional Learning Needs Coordinators (ALNCOs) network across the County and the development of the SNRB network to capitalise on expertise in the County. This was recognised by Estyn.</p>
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)	The completion of the relevant developmental documentation will be completed in line with the programme outline.	The delivery of this complex project has inevitably been constrained recently by some of the changes brought about by COVID-19. However, the key strands of work; the Outline Business Case (OBC) and the statutory consultations regarding the governance of the new school are progressing to new deadlines. The programme will completed its combined OBC and Strategic Outline Case (SOC) in the autumn of 2020, inline with funding expectations
Review of the Catchment and Nearest School Policy	The catchment, admissions and transport policies are fit for purpose	We concluded a review of the Monmouth and King Henry VIII Secondary School catchment area in March 2019 (Cabinet April 3 rd 2019). There remain areas of the County that require catchment reviews but these are unable to be progressed at the moment.



Understanding the performance of our schools

Triangulating achievement and attainment, Estyn and categorisation



Changes to accountability

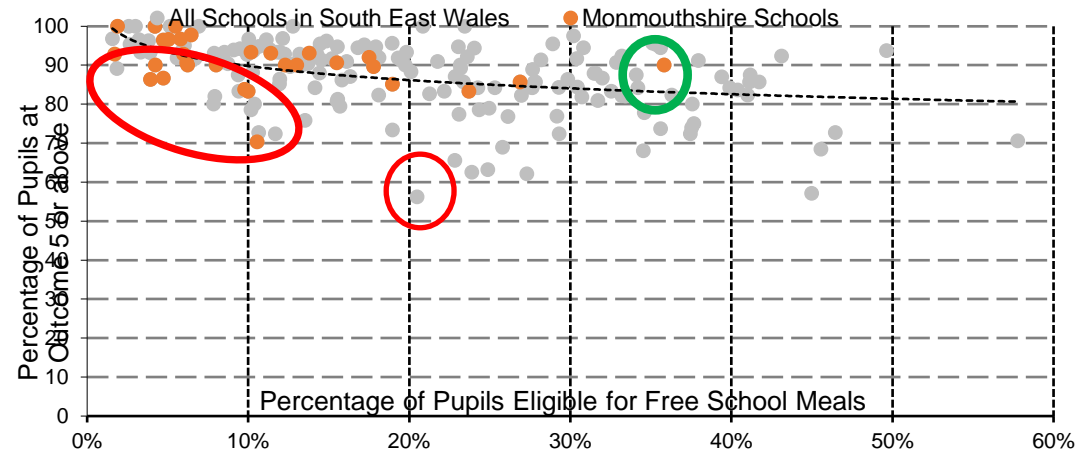
Communication from the Welsh Government, the WLGA and Estyn to Chairs of Scrutiny, Cabinet Members, Directors of Education, Chief Executive Officers, Managing Directors of Regional Education Consortia, stated that:

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

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

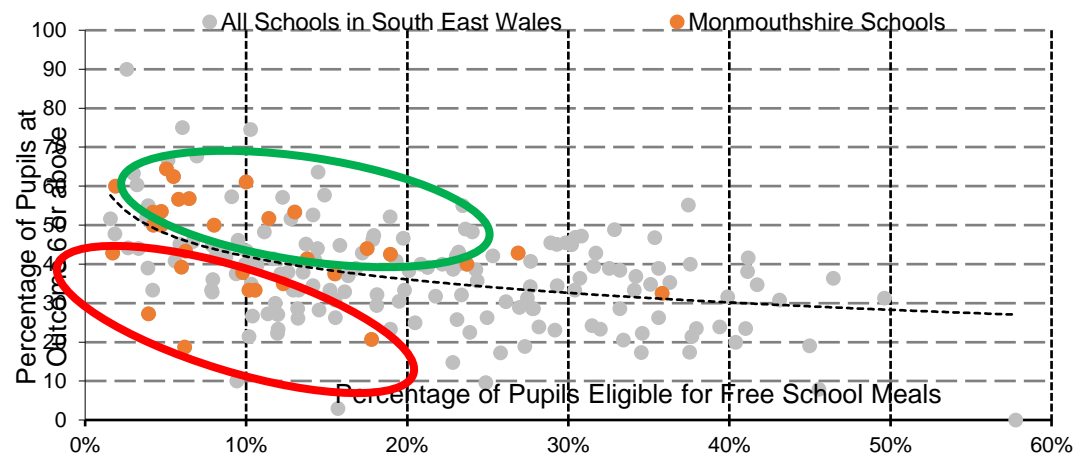


Foundation Phase Language, literacy and communication (LLC)– Outcome 5 & Outcome 6



Overall performance at Outcome 5+ (O5+) is slightly above the region as a whole.

- For Monmouthshire schools that are relatively more disadvantaged (>20% FSM), there are very few schools below expectation.
- There is one school with a low level of FSM (10%) where attainment is > 10% away from the expectation.



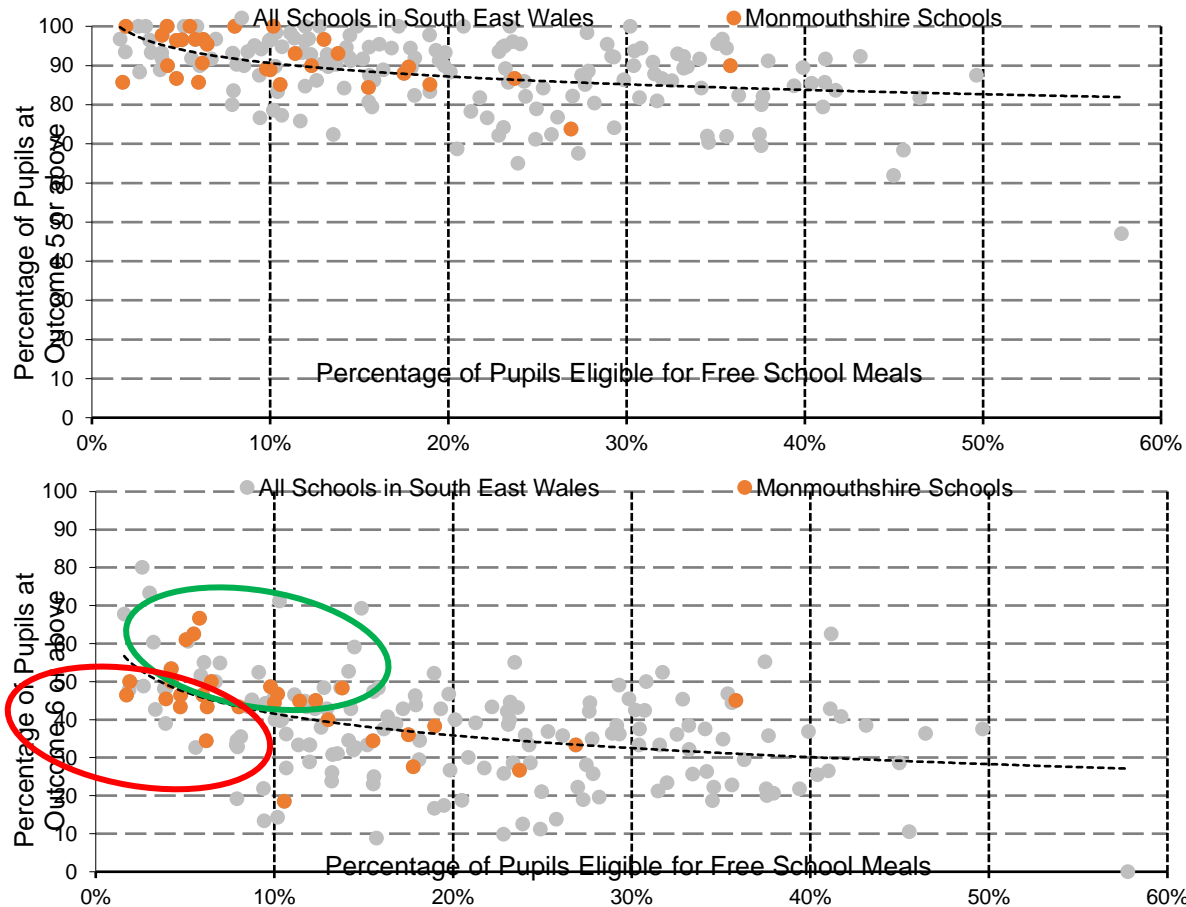
Overall performance at Outcome 6+ (O6+) is in-line with the region as a whole.

- Variability in individual school performance increases significantly at O6+, but this is in line with variability across the region as a whole.
- There are schools, with FSM in the range 0-20%, where performance is significantly below expectation.

Full details of FP to KS3 can be found in Select report 17th September 2019



Foundation Phase Mathematical Development (MD) – Outcome 5 & Outcome 6



- Overall performance at Outcome 5+ is slightly above the region as a whole, particularly for less disadvantaged schools.
- There is one school in the 20-30% FSM range where attainment is >10% away from the expectation.
- Overall performance at Outcome 6+ is in-line with the region as a whole.
- Variability in individual school performance increases at O6+, but this variability is less than the variability across the region as a whole.
- There are however 4 schools, with FSM in the range 0-25%, where performance is below expectation, one significantly.

Full details of FP to KS3 can be found in Select report 17th September 2019



In order to make this year's report more succinct I have included the full range of performance outcome tables at Appendix 1.

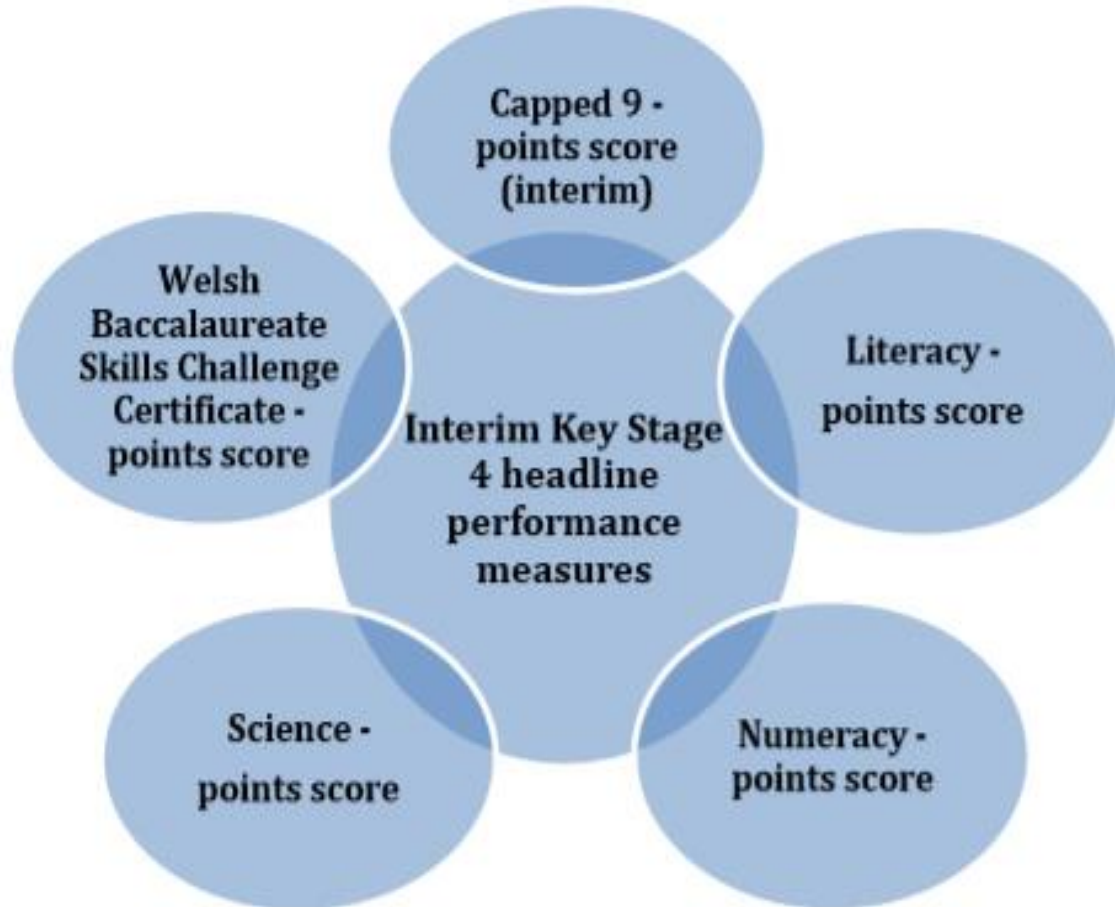


Key stage 4 – families of schools

For every school in Wales a data pack is produced that compares schools from a similar ‘family’. This is based upon: % eligible for Free School Meals; % living in areas classed in the most 20% deprived areas in Wales; % with special educational needs; % whose first language is not English or Welsh



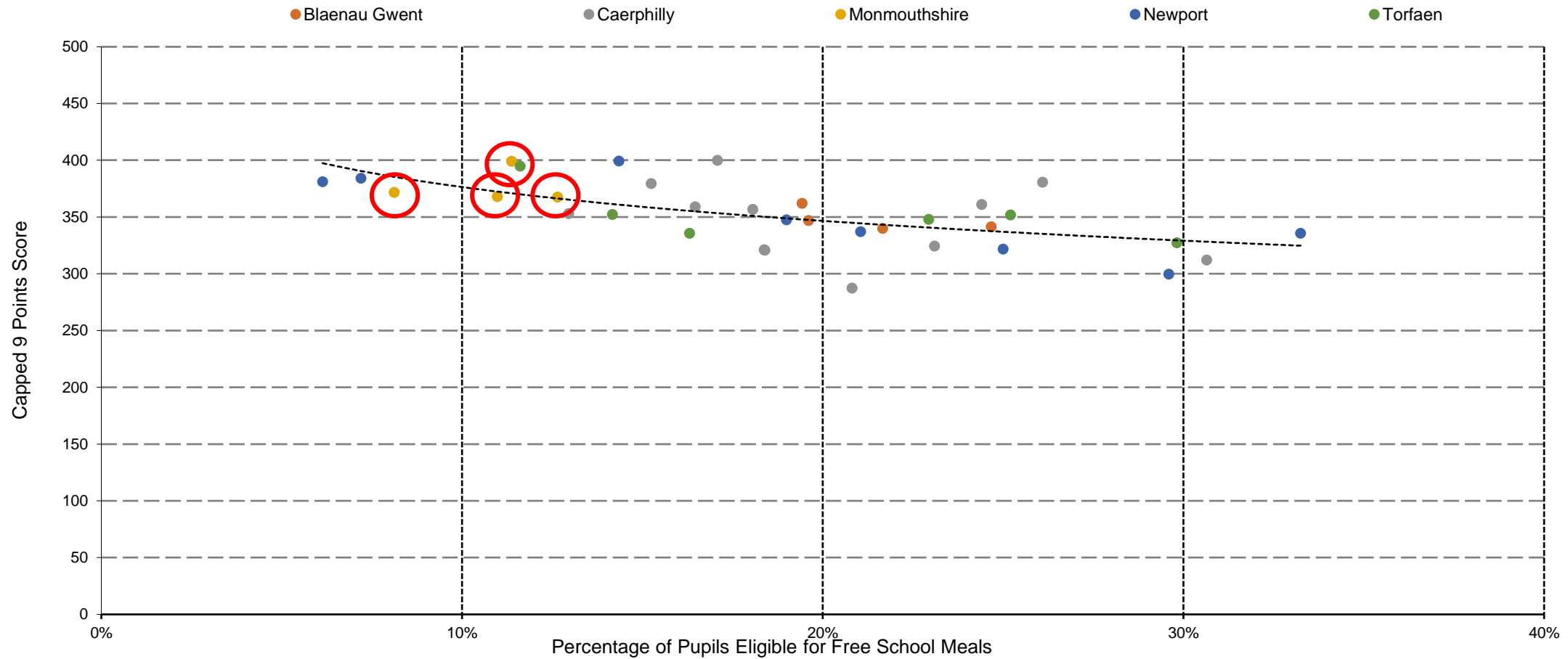
The new family of measures



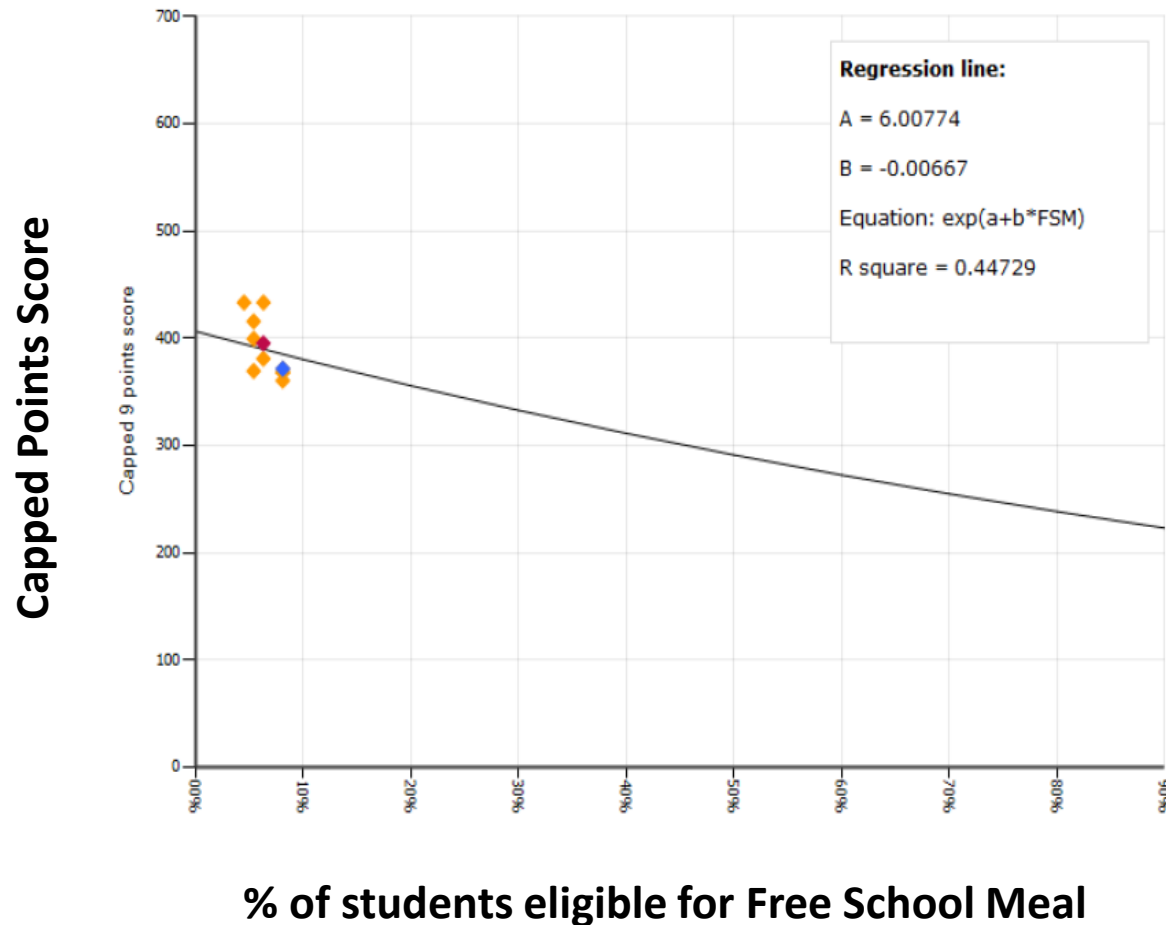
No*	Slot	Requirement	
1	Literacy slot	Subject specific requirements** (GCSEs only)	Best result of first awarding of: Welsh first language or English language or Welsh literature or English literature
2	Numeracy slot		Best result of first awarding of: mathematics – numeracy or mathematics
3	Science slot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



Key Stage 4 – Capped 9: the regional picture



Comparing 'like' schools



- Every school still receives a data pack – *'All Wales Core Data Set'*
- This reports on key indicators and will continue to do so. It will include both in year performance and trend
- Key part of the analysis is comparison against a family of schools
- There is a 'placing' of schools in a ranked family
- The line of regression indicates an 'appropriate' level of performance



Performance against the family of schools

Indicator	Above	Inline	Below
Capped 9 (interim)	1	0	3
Literacy points score	1	0	3
Numeracy points score	2	1	1
Science points score	1	0	3
Welsh Baccalaureate	4	0	0
5 A*/A	2	0	2



Standards across the system

Strengths

Foundation Phase

- Expected level +1
- Gender gap
- eFSM gap

Key Stage 2

- Expected level +1
- Gender gap
- eFSM gap
- Progress at expected level
- Many eFSM learners make expected progress

Key Stage 3

- Strong overall performance
- Expected level +1 and +2
- Gender gap
- Improving eFSM performance
- eFSM gap the same as Wales
- eFSM progress in Science and English

Key Stage 4

- Performance across all benchmarks
- Performance across all of the point score indicators
- Performance of both boys and girls continues to be above the Wales average.
- Some indications of improved eFSM performance but still significant work required.



Standards across the system – Areas for development in identified schools

Foundation Phase

- Improve provision and outcomes for girls at O5+ and O6+
- Improve LLC & PSD outcomes and provision for boys at O6+
- Improve the progress and outcomes for eFSM learners

Key Stage 2

- Accelerate the progress of eFSM learners
- Improve the progress and outcomes for eFSM learners

Accelerate the progress that is made by vulnerable learners across KS3 and KS4 so that they compare more favourably to non-FSM learners in a number of indicators.

Key Stage 3

- Improve the progress and outcomes for eFSM learners
- Improve the performance of boys in English at L6+

Key Stage 4

- Increase the percentage of pupils achieving at least 5A*/A
- Improve the progress and outcomes for eFSM learners, closing the gap between FSM and non-FSM Capped 9 scores (interim)



Categorisation & Estyn outcomes

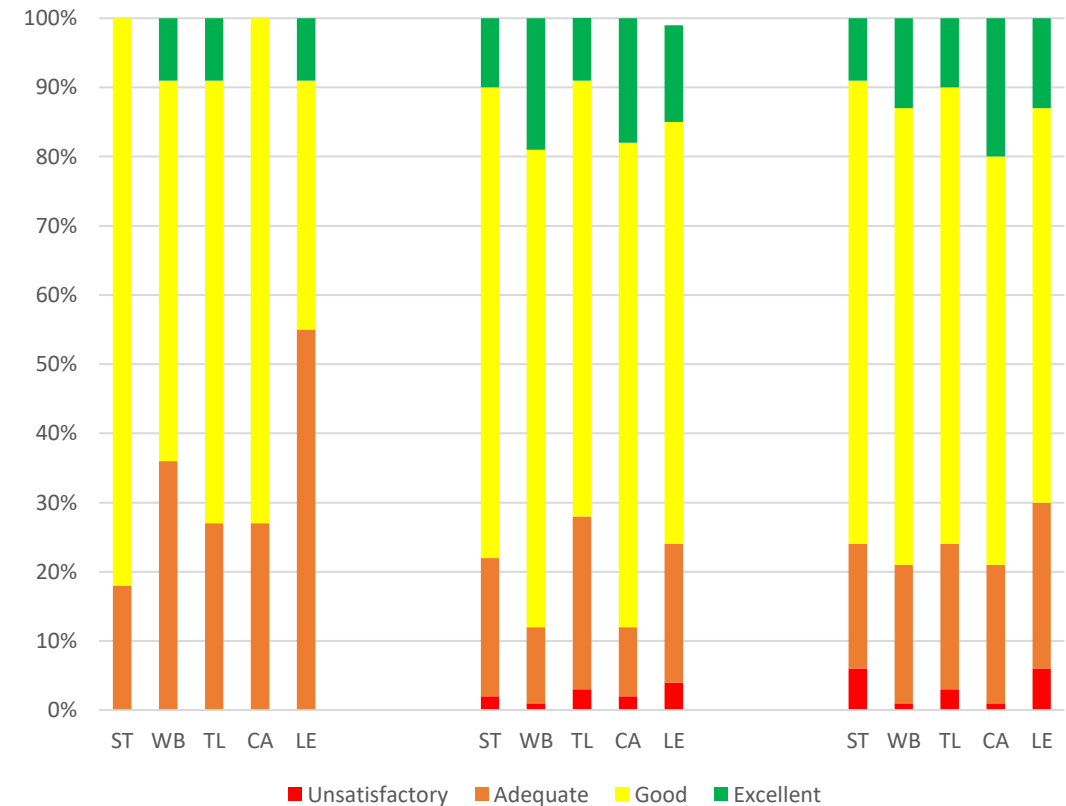
In 2014 Monmouthshire had only 3 green schools and two red schools.

In 2020 we have the highest ever number of green primaries (47%) and a green secondary (25%).

78% of all schools are yellow or green.

There are no red schools in Monmouthshire in 2020

Comparative Estyn Performance over the last 2 years



Primary Attendance

- Monmouthshire's primary attendance was 95.4% in 2018/19. This was an increase of 0.2 percentage points on 2017/18.
- 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	2014 /15	2015/ 16	2016/ 17	2017/ 18	2018/19
Ceredigion	95.7 %	95.4%	95.3%	95.0%	95.2%
Pembrokeshire	95.0 %	95.0%	94.9%	94.8%	95.0%
Monmouthshire	95.8 %	95.7 %	95.6%	95.2%	95.4%
Powys	95.6 %	95.7%	95.4%	95.0%	95.2%
Vale of Glamorgan	95.3 %	95.3%	95.1%	94.7%	94.7%
Wales	94.9 %	94.9%	94.9%	94.5%	94.6%



Secondary Attendance

- Monmouthshire's secondary attendance was 95.0% in 2018/19. This is a rise of 0.2 percentage points on 2017/18.
- 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 1.2 percentage points above the Welsh average in 2018/19. Monmouthshire was the top performing Welsh Local Authority in 2018/19. Monmouthshire has consistently been in the top 2 performing Local Authorities in 4 of the last 5 years.

Statistical neighbour	2014/15	2015/16	2016/17	2017/18	2018/19
Powys	94.6%	94.9%	94.5%	94.5%	94.0%
Ceredigion	94.5%	94.6%	94.9%	94.5%	94.3%
Pembrokeshire	93.2%	93.3%	93.8%	93.7%	93.8%
Vale of Glamorgan	94.7%	95.0%	95.0%	94.5%	94.7%
Monmouthshire	94.6%	94.7%	95.0%	94.8%	95.0%
Wales Average	93.8%	94.2%	94.1%	93.8%	93.8%



Primary Exclusions 2018/19

- Fixed term exclusion rates in primary schools increased slightly, by 2.5 days from 151.5 days to 154 days
- The number of pupils excluded from primary schools decreased from 49 in 2017/18 to 38 in 2018/19, a fall of 22.4%. The number of episodes lost due to fixed term exclusion also fell from 112 in 2017/18 to 95 in 2018/19, a fall of 15.2%.
- There is no national comparative data available and comparisons are difficult as there is a variation in provision across Local Authorities.
- Just over a third 34.2% of the primary aged pupils who were subject to FTE in 2018/19 came from 3 schools. These 3 schools accounted for 45.2% of all episodes of FTE and 54.54% of the total number of days lost to FTE.
- In one of these schools a pupil who was fixed term excluded is now in specialist provision and officers and support services worked closely with schools to provide support and intervention. Another child underwent a successful managed move to a neighbouring school.
- The number of pupils that have been excluded from primary provision has doubled since 2012/13 and the number of episodes has increased from 34 to 95 over the same period. The days lost per episode has increased from 1.49 to 1.62.
- This is an area in which we need to develop provision. The development of primary intervention strategies and provision is being actively worked on. The aim is to enable schools to meet a wider range of pupils' needs particularly where underlying factors can result in challenging behaviour being presented in an educational context.
- During the above period (2012/13 to 2018/19) the number of children being supported by the Pupil Referrals Service at Primary phase has increased from 4 to 14.
- There were not any (0) primary permanent exclusions in 2018/19



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	49	112	151.5	3.1	1.35
2018/2019	0	38	95	154	4.05	1.62



Secondary Exclusions

- There was 1 secondary permanent exclusion in 2018/19.
- Fixed term exclusion rates in secondary schools rose considerably from 495 days to 779 days a rise of 57.3%.
- The number of pupils excluded from secondary schools increased from 146 in 2017/18 to 205 in 2018/19 a rise of 40.4%. The number of episodes lost due to fixed term exclusion also increased from 335 in 2017/18 to 522 in 2018/19 a rise of 55.8%.
- 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 22 young people in 2018/19.
- The number of pupils that have been excluded from secondary provision has increased by 69.4% since 2012/13 and the number of episodes has increased by 146% over the same period.
- PRU outreach provision has been agreed and has been fully operation in 2 secondary schools since September 2019 and will be in place in each secondary school by September 2020.
- 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 2018/19) the number of children being supported by the Pupil Referrals Service at Secondary phase has increased from 24 to 32.



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	0	146	335	495	3.4	1.48
2018/2019	1	205	522	779	3.8	1.49



Leadership – the key aspect of improved school performance



- In many areas Monmouthshire has had to seek new leadership capability and talent
- Between 2016 and by September 2020 – 20 new headteachers (56%)
- Sometimes this has been achieved through active engagement with headteachers
- Schools have progressed under new leaders
- New headteachers in schools causing concern are making immediate impact
- Innovative models of delivery
 - Intra-authority federations
 - Inter-authority federations



Safeguarding

- The local authority has clear corporate policies and procedures, which set out well the responsibilities of all staff as well as those with lead safeguarding roles.
- The role of the Whole Authority Safeguarding Group (WASG) provides an effective forum within which safeguarding is monitored, managed and evaluated.
- The establishment of strong working relationships across the local authority for the effective delivery of safeguarding
- We have continued to develop strong working arrangements between the authority and schools to ensure that learners are safe and their wellbeing is supported.
- The local authority has a robust quality assurance process for safeguarding. The SAFE process is embedded in policy and practice and is supported and monitored via the Safeguarding and Quality Assurance Unit and WASG.
- Safe recruitment procedures are robust – for both paid and unpaid workers.



Finances 2019/2020

Schools

- At the start of the year (1/4/2019) the schools had a deficit balance of -£232k.
- There were 15 schools in a deficit, 3 secondary and 12 primary.
- Year end collective deficit of £435k (month 10 forecast £879k).
- 18 schools in a deficit, 4 secondary, 13 primary and the pupil referral service.

Corporate Finances

- Year end corporate overspend of £480k (month 10 forecast £947k).
- The main pressures remain:
 - 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.



Emerging Risks

- The next year presents some unparalleled risks for the directorate and for our schools:
 - The ongoing COVID-19 pandemic will present challenges to schools and learners. The significant time away from school will have affected the learning trajectory of many learners and this is not likely to be a uniform impact with disadvantaged pupils likely to be impacted upon more significantly.
 - At the moment students are learning through a range of distance or remote learning approaches. These have evolved since the closure of schools on the 20th March and are now more sophisticated but their impact is invariably untested as yet.
 - As this paper is being prepared we do not know what the return to school will look like in Wales however, any return to school is likely to be heavily phased and a blended approach to learning (both physical attendance at school and distance learning approaches) is likely to be in place for an extended period.
 - The examination system will have undergone significant change for the 2020 & 2021 cohorts. In 2020 candidates will have 'centre assessed grades' a process whereby individual examination centres (schools) submit outcomes to the examination board. The challenge for 2021 is likely to be even greater.
 - Because of these unprecedented times there will be significant changes to the way in which performance information is used in future years.



Emerging Risks

- Notwithstanding the direct risks associated with COVID-19 there continue to be a range of factors that the system will need to address if we are to be well placed to continue to deliver an excellent education for our learners.
 - The development and roll out of significantly increased professional learning to prepare for the launch of the new curriculum in **2022** could be impacted by reductions in regional grants
 - The timeline for the implementation of the new ALN and Tribunal Act remains in place and as before the pandemic – this will present significant challenges



The next period:

- Improving the rates of progress:
 - Of different groups of children; eFSM and ALN in particular
 - Of our schools and the very best schools in Wales – aiming to be consistently above family average in key interim measures in many of our schools
- Provision fit for the future for our most vulnerable learners
 - Maximise the investment in the SNRBs that exist in the county
 - Define, discover, design and deliver new services for our learners with the most complex needs
- Providing schools with greater support to meet the needs of future generations
 - The delivery of the new curriculum and its delivery through schools will force the Authority to think about its role differently.
 - Shape our county's response to the changing world in which we live
 - Provide better, earlier interventions to support vulnerable learners
- Delivering Excellence
 - Our schools achieve excellent judgements across all inspection areas and deliver excellent teaching and learning from embedded highly effective provision



Areas of focus for 2020/21

Where we will focus our work	Driver for change	Linked Risks	Milestones	How will we know we have been successful?
<p>1. Ongoing focus on Vulnerable learners and their progress in their learning</p>	<ul style="list-style-type: none"> • 22 for 22 • 2018/19 outcomes remain too variable and eFSM performance is not at the expected level • Estyn Recommendation - R1. 	<ul style="list-style-type: none"> • The impact of the COVID-19 pandemic • The eFSM cohort is not a homogenous group, as individuals they have other challenges and learning needs 	<ul style="list-style-type: none"> • Literature review • Engagement with eFSM learners to understand barriers to learning • Engagement with school leaders and partners to establish and implement the most effective interventions • Development of renewed strategy for eFSM learners 	<ul style="list-style-type: none"> • The performance of vulnerable learners improves and the performance gap between learners decreases • Individual learners achieve outcomes inline with expectations
<p>2. Continue to raise standards in education including STEM subjects. Our schools are above the average in their family</p>	<ul style="list-style-type: none"> • 22 for 22 • 2018/19 outcomes remain too variable and eFSM performance is not at the expected level • Estyn Recommendation - R1 & R2. 	<ul style="list-style-type: none"> • The impact of the COVID-19 pandemic • The ability to ascertain the quality and quantity of learning being undertaken 	<ul style="list-style-type: none"> • Continue to focus with school leaders on setting the highest expectations for learners • Work with partners to develop approaches to distance learning that maximise impact and minimise the impact of deprivation 	<ul style="list-style-type: none"> • There will be improved performance across a range of indicators, particularly in STEM Subjects, and the majority of schools will be above the regional comparative and in the top third of schools.



Areas of focus for 2020/21 (Contd.)

Where we will focus our work	Driver for change	Linked Risks	Milestones	How will we know we have been successful?
<p>3. Clearly define the future for ALN in Monmouthshire and establish a viable strategy to deliver a highly effective service</p>	<ul style="list-style-type: none"> • 22 for 22 • The MCC provision needs to be update to improve learner experiences and prepare for the new legislation • Estyn Recommendation - R3. 	<ul style="list-style-type: none"> • The impact of the COVID-19 pandemic • The preparation for the new legislation • External market place 	<ul style="list-style-type: none"> • Literature review • Engagement with ALN learners • Engagement with school leaders and partners to establish most effective approach • Continued professional development for January 2021 • Development of the profession across Monmouthshire • Development of renewed strategy for ALN learners scrutinised and agreed 	<ul style="list-style-type: none"> • There is a secure pathway for all ALN learners from early identification to the end of their education. • Provision is secure for a range of learners • All schools are better placed to deliver improved learning experiences for all learners through a programme of professional development
<p>4. More learners achieve excellent standards</p>	<ul style="list-style-type: none"> • 22 for 22 • Estyn Recommendation - R2. 	<ul style="list-style-type: none"> • The impact of the COVID-19 pandemic 	<ul style="list-style-type: none"> • Continued high expectations for all learners across all settings • Engagement with learners • Engagement with school leaders and partners to establish most effective approach • Engagement with partners across the region and beyond 	<ul style="list-style-type: none"> • The numbers of learners achieving the highest levels across all key stages increases and learners make strong progress from their own starting points

Areas of focus for 2020/21 (Contd.)

Where we will focus our work	Driver for change	Linked Risks	Milestones	How will we know we have been successful?
5. Review of all self-evaluation activity and improvement planning, particularly the use of data to inform future decisions in all areas.	Estyn Recommendation – R4.	Without clarity of evaluation and clear understanding as to the drivers of performance we will not plan effectively for future improvements	Review of all planning and evaluation activities to be undertaken and taken to Children and Young People’s Select Committee	There is a clear link between evidenced evaluative activity across all aspects of the service and better improvement planning for the service
6. Conclude key access arrangements: Review of the Catchment and Nearest School Policy and a review of Home to School Transport	<ul style="list-style-type: none"> • 22 for 22 • As the County sees development we need to ensure our schooling provision is appropriate 	<ul style="list-style-type: none"> • The impact of the COVID-19 pandemic in undertaking meaningful public engagement • If we do not conclude catchment reviews there is a risk to managing admissions to secondary schools • The costs associated with home to school transport are significant and we should seek to minimise these costs • The lack of viable alternatives to bus transport negates the opportunity for learners to use active travel safely 	To be determined when regulation around consultations become clearer during the pandemic response	A review of the Home to School Transport policy is concluded promoting active travel to school and a safe infrastructure Costs associated with Home to School Transport are managed Relevant and necessary catchment reviews are completed and actioned in alignment with the Code of Practice.
7. Progress the Abergavenny School reprovision	22 for 22	<ul style="list-style-type: none"> • The impact of the COVID-19 pandemic in undertaking meaningful public engagement 	To be determined when regulation around consultations become clearer during the pandemic response Autumn submission of OBC	The plans for the development of the Abergavenny 4-19 school are submitted approved in a timely manner. The statutory consultation has concluded

Providing the detail

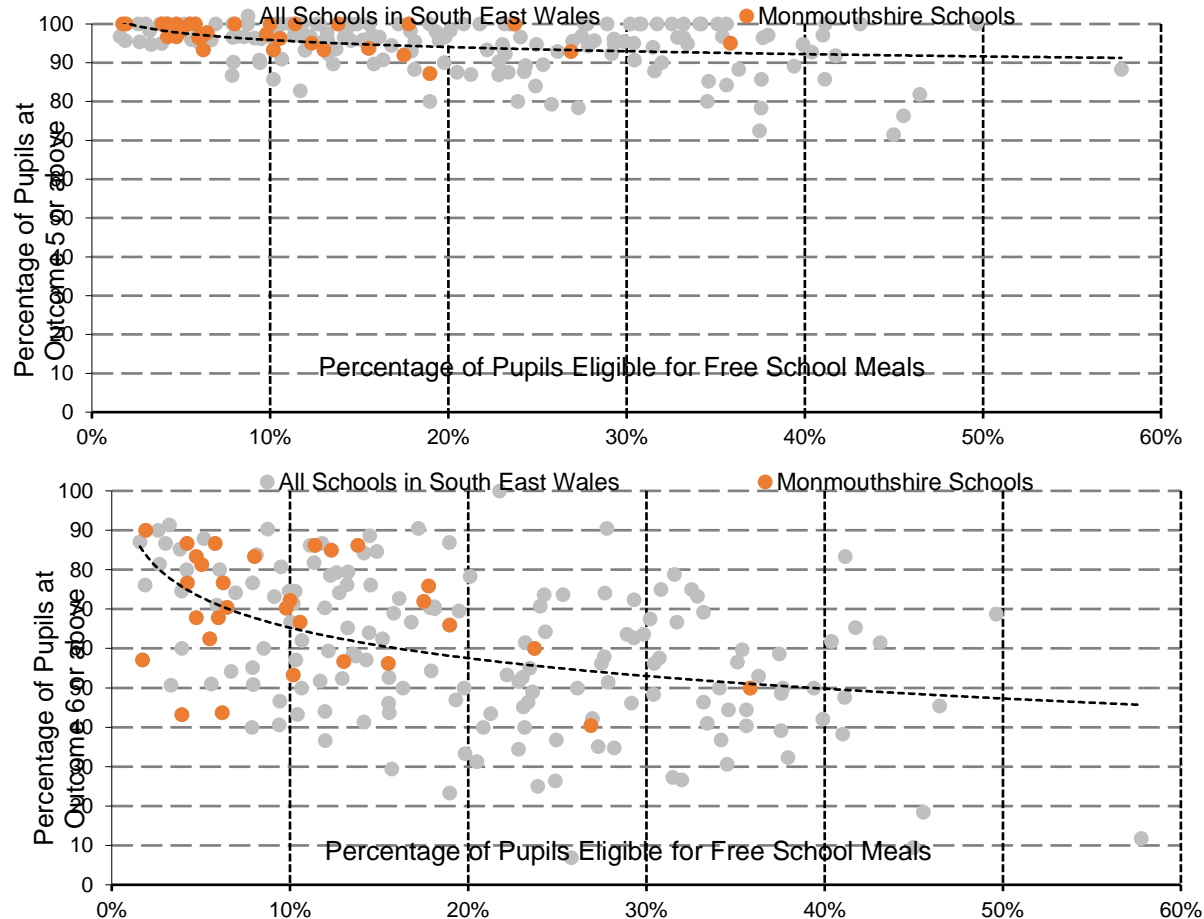
- The 'Areas for Focus' have been set out at a very high level however, they cover the range of areas that have emerged from our ongoing self evaluation and the Estyn inspection of February 2020.
- The details of actions, milestones, owners & risks can be found in the CYP Service Improvement Plans (SIPs).
- The key developments that feature in response to the Estyn recommendations will be taken through to Children and Young People Select on a timely basis.



Appendix 1: Data sets for Foundation Phase to Key Stage 3



Foundation Phase Personal and social development, wellbeing and cultural development (PSB) – Outcome 5 & Outcome 6

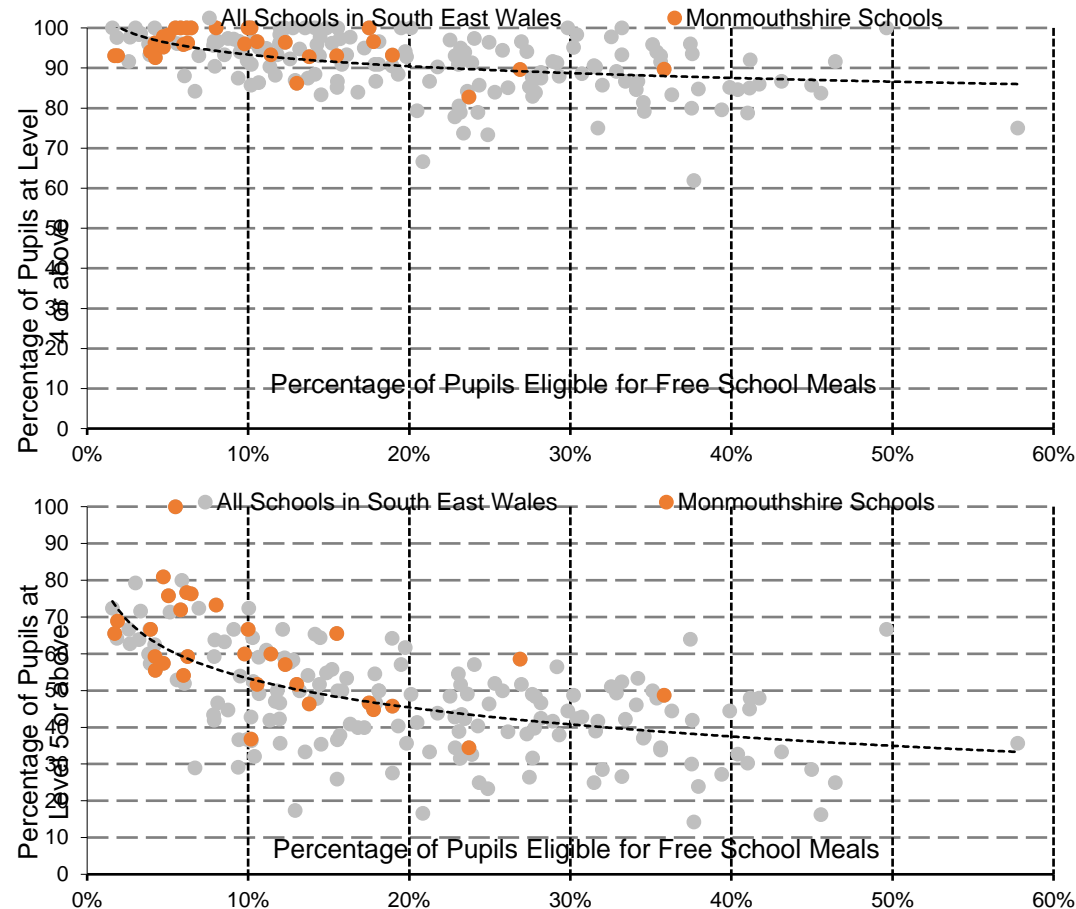


- Overall performance at Outcome 5+ is well above the region as a whole.
- There are more schools than expected where 100% of learners achieve Outcome 5+
- Overall performance at Outcome 6+ is also above the region as a whole.
- Performance at Outcome 6+ is significantly more variable, but this variability is in line with the region as a whole.
- There are however a number of schools, particularly in the range of 0-20% where performance is significantly below expectation.

Full details of FP to KS3 can be found in Select report 17th September 2019



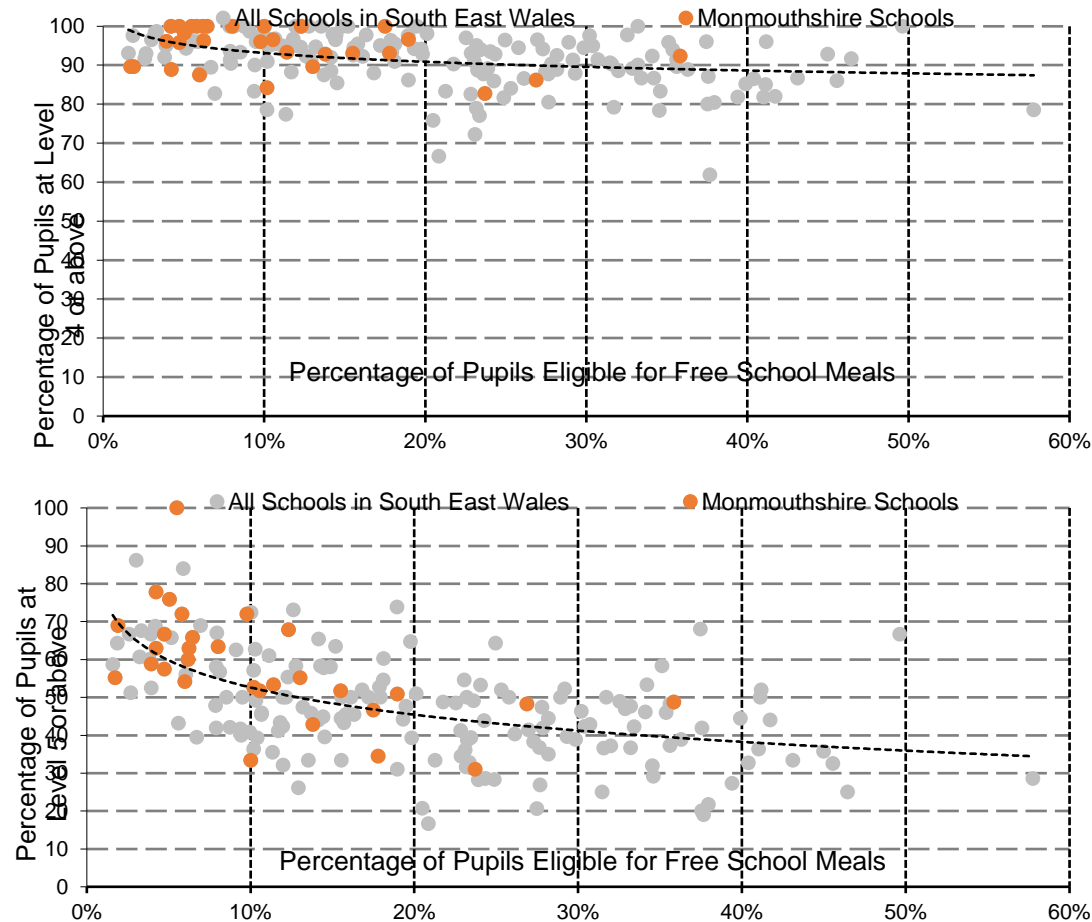
Key Stage 2 English– Level 4 & 5



- Overall performance at Level 4+ (L4+) is above the region as a whole, particularly for those schools with <20% FSM.
- Overall performance at Level 5+ (L5+) is also above the region as a whole.
- There are however 2 schools, with FSM in the range 0-30%, where performance is below expectation, but not to a significant extent.



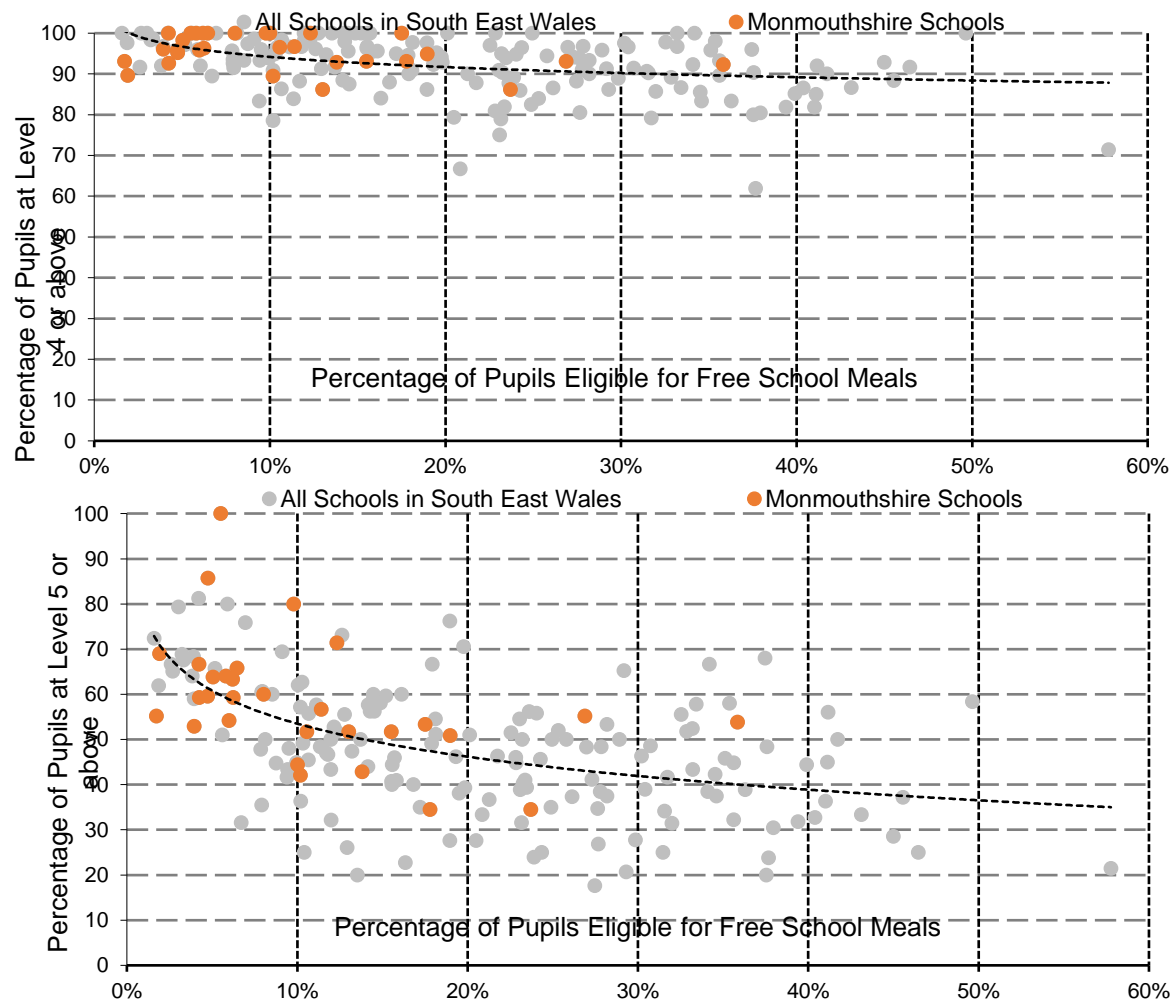
Key Stage 2 Maths– Level 4 & 5



- Overall performance at Level 4+ is above the region as a whole, particularly for those schools with <20% FSM.
- Overall performance at Level 5+ is also above the region as a whole.
- There are a few schools, with FSM in the range 0-30%, where performance is below expectation, one to a significant extent.



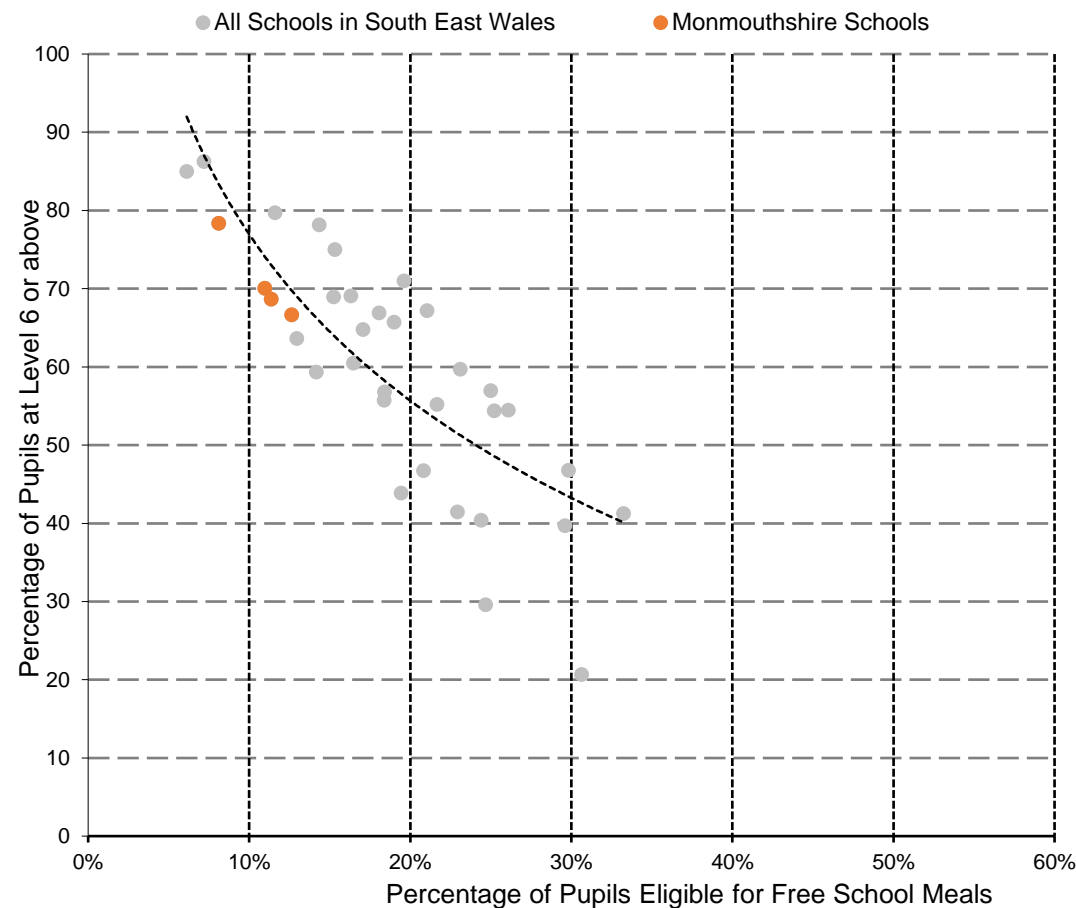
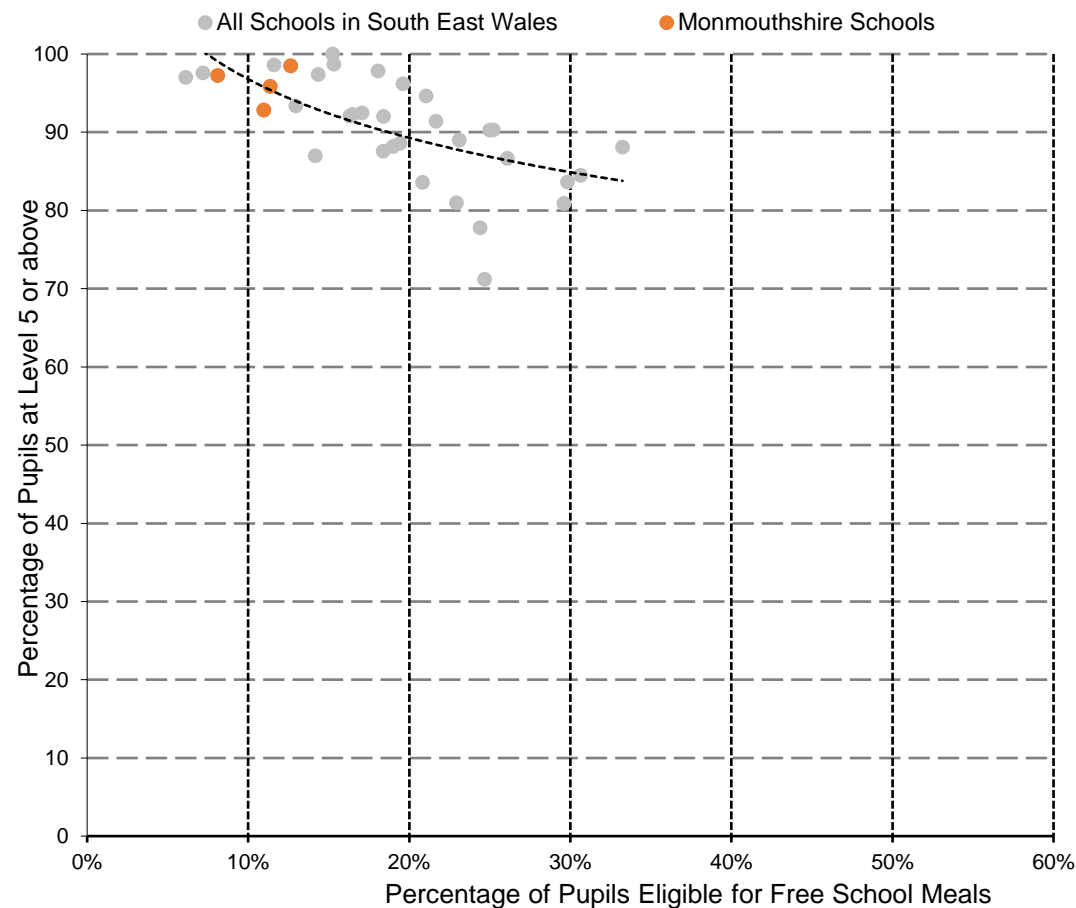
Key Stage 2 Science – Level 4 & 5



- Overall performance at Level 4+ is above the region as a whole, particularly for those schools with <20% FSM.
- Overall performance at Level 5+ is also above the region as a whole.
- There are however a few schools, with FSM in the range 0-30%, where performance is below expectation, but not to a significant extent.



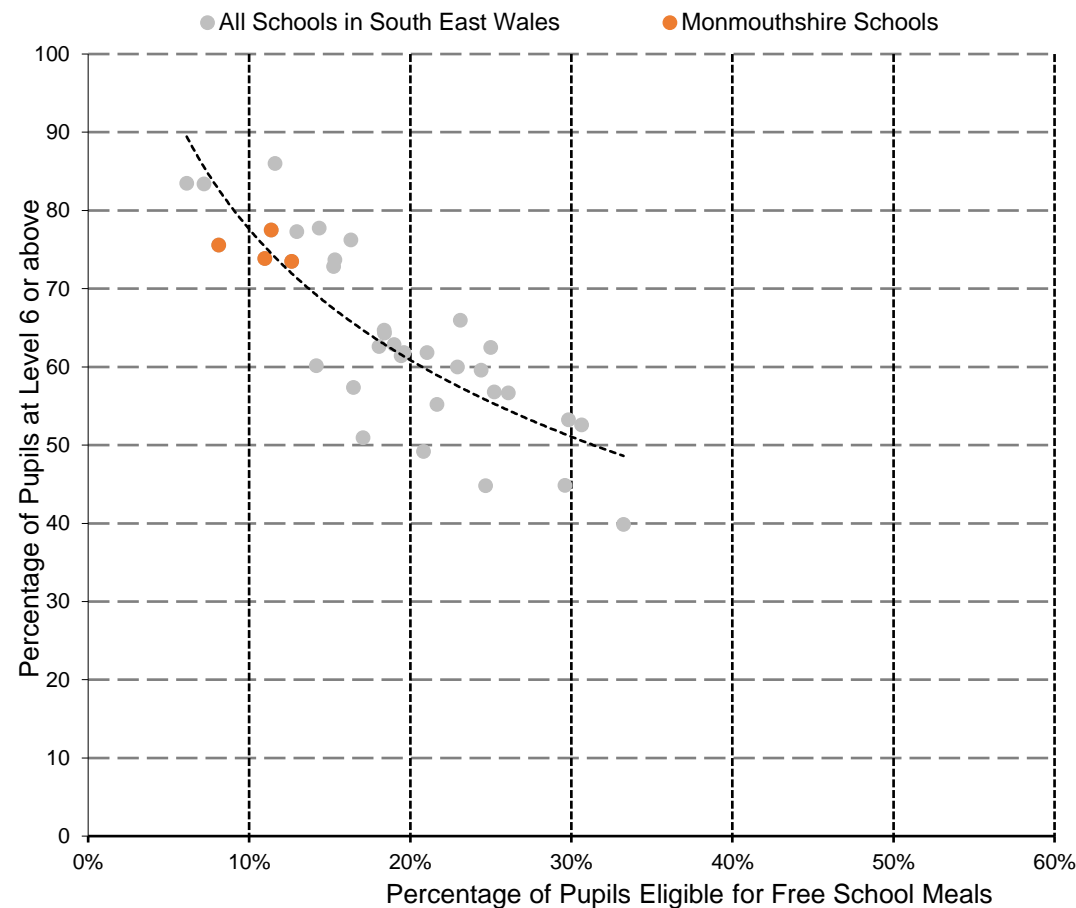
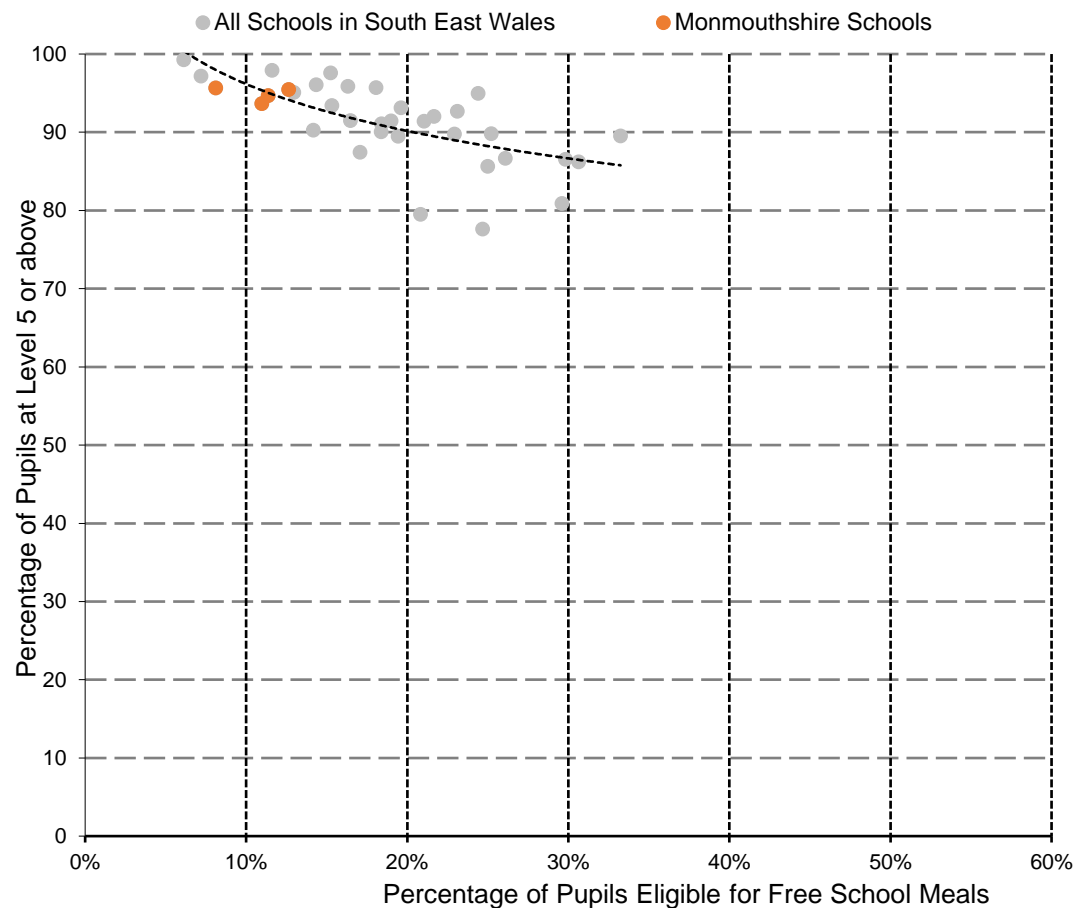
Key Stage 3 English – Level 5 & 6



Full details of FP to KS3 can be found in Select report 17th September 2019



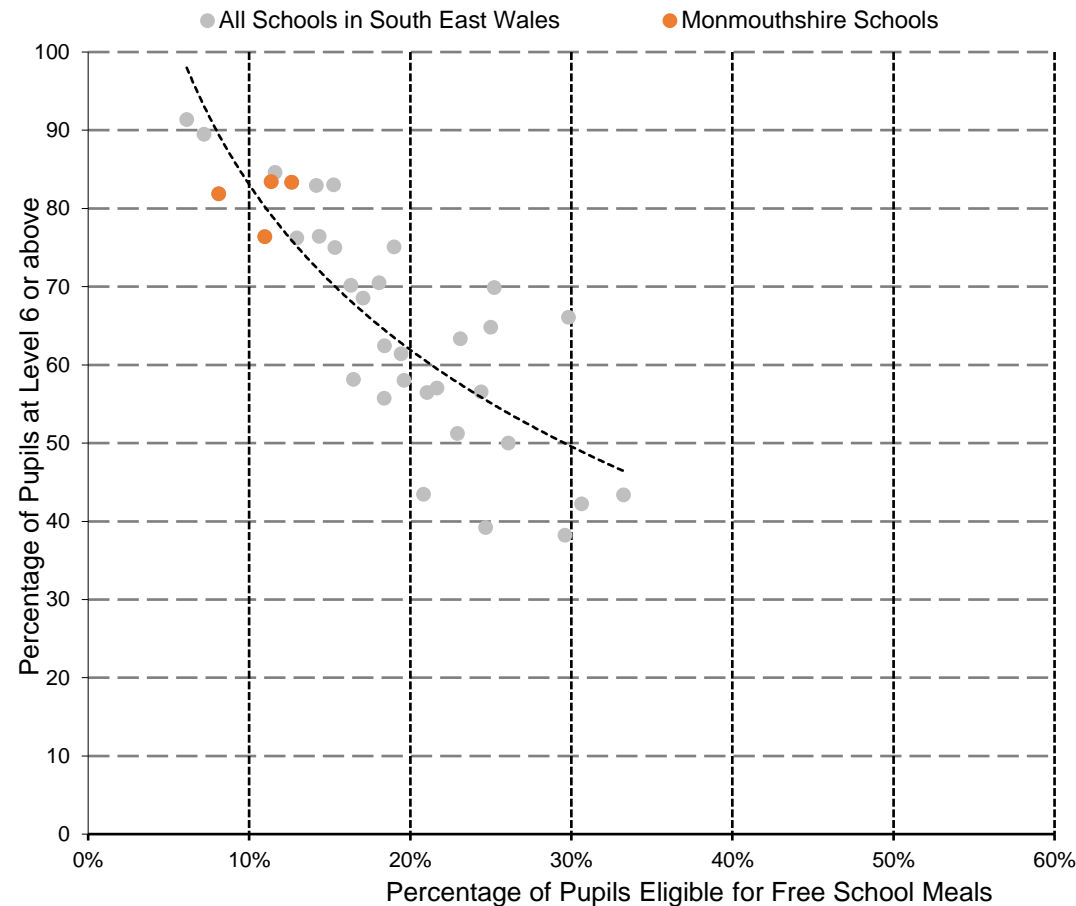
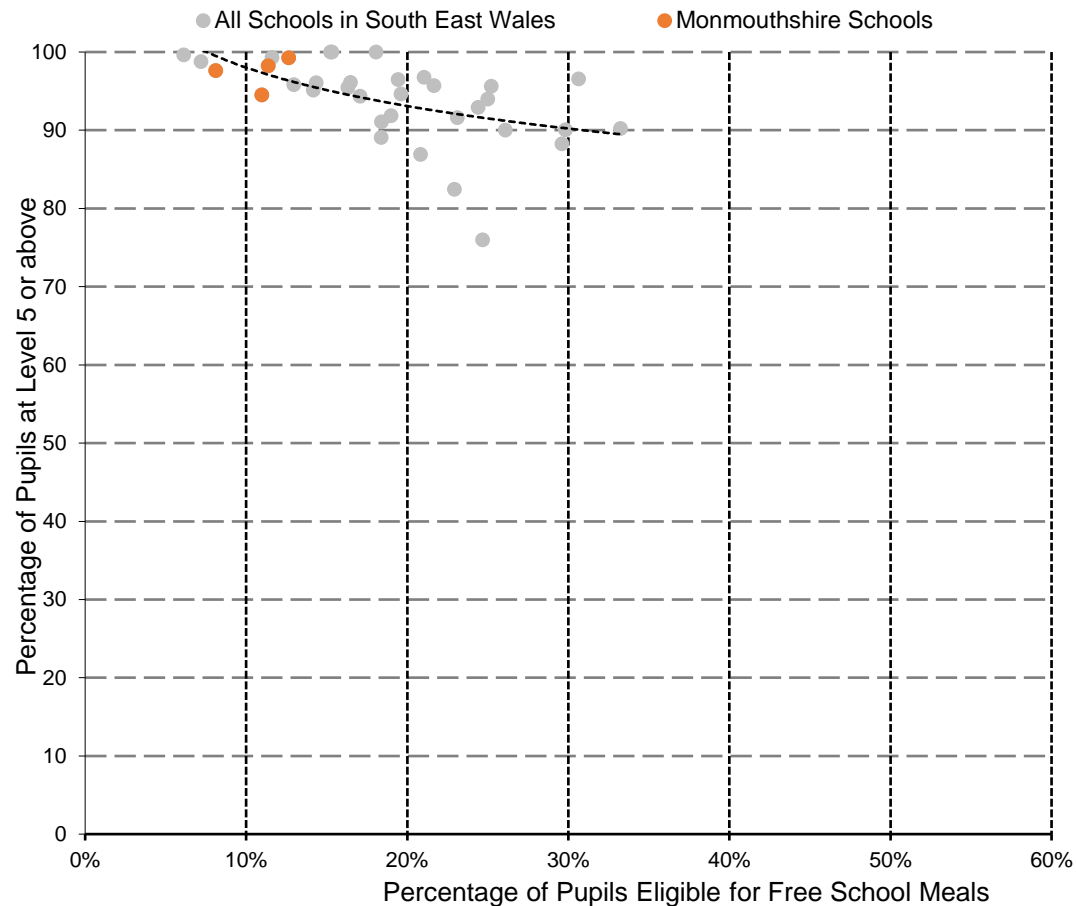
Key Stage 3 Maths – Level 5 & 6



Full details of FP to KS3 can be found in Select report 17th September 2019



Key Stage 3 Science – Level 5 & 6



Full details of FP to KS3 can be found in Select report 17th September 2019

