

Appendix A Improvement Objective 1:

MCC Improvement Objective 1: We will improve at all key stages of education	
Council Priority: Education	Single Integrated Plan Outcome: People have access to practical and flexible learning
What the Single Integrated Plan identifies that we will contribute to	Why have we chosen this?
<p>We will provide practical and flexible learning by:</p> <ul style="list-style-type: none"> • Redesigning our schools and making them fit for purpose • Offering a more flexible education system that meets the needs of pupils, their families and employers • Improving access to education for vulnerable groups • Addressing key factors to underachievement 	<p>Education is one of the four priorities for the council. We are working to improve performance at all key stages. While at a headline level our key stage results are amongst the best in Wales we still need to narrow the gap in attainment between those who receive free school meals and those who don't.</p>

What will we do?	Timescale/ milestone	How we will measure success	What have we done?	What difference has it made?	Progress
Continue to commission and monitor the regional Education Achievement Service (EAS) to challenge, support and develop teachers to continuously raise standards in the classroom and create a culture that nurtures excellence.	December 2016	<p>Measure: Results at Foundation Phase, Key stage 2, Key stage 3 and Key stage 4.</p> <p>Measure: Percentage of schools in the top quartile across all key stages</p> <p>Measure: Reduction in using the powers available to us under the School Standards Act.</p>	The relationship with the EAS has matured and the quality assurance of processes is more robust and provides a better understanding of the challenge and support needed to schools and the authority. The authority / EAS has implemented an annual stocktake process which now covers all key stages from 2015, which should show the benefit in 2016.	<p>Performance in 2015:</p> <p>The Foundation Phase Indicator performance was 91.8% and continues the upward trend by 0.6 percentage points, placing Monmouthshire 2nd in Wales (we were 1st in the previous year).</p> <p>At KS 2 we achieved 92.5% in the CSI and were placed 1st in Wales. The previous year we achieved 89.5%.</p>	On target

What will we do?	Timescale/ milestone	How we will measure success	What have we done?	What difference has it made?	Progress
				<p>At key stage 3 we achieved 90.8% in the CSI, whereas in the previous year we achieved 84.2%. We now rank 2nd in Wales and achieved our highest position over the past 5 years.</p> <p>The provisional key stage 4 level 2 inclusive result was 66.8% (via the SSP report as opposed to 66.9% recorded on EAS monitoring) against a result of 65.6% in the previous year. We have achieved a provisional 1st position in Wales.</p> <p>At Foundation Phase 23% of schools were in the top quartile and 62% above the median. In the year before 35% were in the top quartile. Fewer schools are now in the lowest quartile</p> <p>At key stage 2 in 2015 32% of schools were in the top quartile and 61% above the median. In the previous year 16% of schools were in</p>	

What will we do?	Timescale/ milestone	How we will measure success	What have we done?	What difference has it made?	Progress
				<p>the top quartile, showing 100% improvement.</p> <p>At key stage 3 in 2015 25% of schools were in the top quartile and 75% were above the median. In the year before no schools were in the top quartile and 50% were in the lowest quartile.</p> <p>At key stage 4 level 2 inclusive in 2015 50% of schools were in the top quartile and 100% were above the median.</p> <p>At key stage 4 CSI 50% of schools were in the top quartile and 50% were above the median. In the previous year only 25% of schools were in the top quartile and 75% were above the median</p> <p>In 2015 we gave 3 warning notices which were all withdrawn without revoking our powers of intervention. In the previous year we invoked our powers of</p>	

What will we do?	Timescale/ milestone	How we will measure success	What have we done?	What difference has it made?	Progress
				intervention in two schools and these are both still in place.	
Develop robust assessment processes to make sure that we can intervene at the earliest possible opportunity with corrective actions that will achieve the best outcomes for all learners.	December 2016	<p>Measure: Percentage of pupils achieving the core subject indicator at all key stages:</p> <ul style="list-style-type: none"> i) not eligible for free school meals ii) eligible for free school meals. 	<p>We have introduced termly monitoring of progress against targets to identify concerns and instigate support to schools at the earliest opportunity. The interrogation goes down to pupil level data.</p> <p>Also, we have refocused the use of the Pupil Deprivation Grant (PDG) to ensure its wider use for vulnerable pupils and so we have broadened the scope from the restricted focus on fsm alone.</p> <p>This is in addition to the improvements highlighted in the entry above, which in this context has led to a greater understanding of the impact of fsm eligibility on pupil performance.</p>	<p>Pupil performance 2015:</p> <p>Foundation Phase performance for non fsm was 92.9% as opposed to 92.2% in the previous year. The results for pupils e fsm was 82.9% and in the year before it was 82.7%</p> <p>Key Stage 2 non fsm performance was 93.8% and in the previous year was 92.2%. The e fsm result for 2015 was 81.9% and in the year before was 70.0%</p> <p>At Key stage 3 the non fsm result in 2015 was 93.6% and in the year before was 86.9%. For e fsm the result was 62.3% and in the previous year was 66.3.</p> <p>At key stage 4 Level 2 inclusive the non fsm performance in 2015 was</p>	Overall on target

What will we do?	Timescale/ milestone	How we will measure success	What have we done?	What difference has it made?	Progress
				<p>70.7% and in the previous year it was 70.6%. For e fsm pupils, in 2015 the result was 39.4% and was 25.0% the year before.</p> <p>For key stage 4 CSI the 2015 result for non fsm pupils was 67.5% and in the previous year it was 65.6%. For e fsm pupils the result in 2015 was 33.3% and in the previous year it was 22.5%.</p>	
Continue to deliver our Post-Inspection Action Plan to develop services and governance arrangements which address the recommendations made by Estyn in 2012.	December 2015	Milestone: The authority will no longer be in Estyn special measures.	<p>The Post-Inspection Action Plan (PIAP) has been delivered on across the six recommendations given by Estyn in the initial judgement. This culminated into a recent Estyn inspection visit in November 2015.</p> <p>Improvement against the issues identified through these recommendations will continue to be monitored.</p>	Estyn feedback out of the November 2015 monitoring visit was extremely positive on the improvements made by the authority against the issues raised in the inspection.	On target
Deliver, through the 21 st century schools programme two new	Raglan Primary - September	Measure: Number of school builds completed and occupied on time.	The new School at Raglan has been occupied since September 2015. The first	Plaza teaching at the new Raglan primary has been positively greeted by staff,	On target for Raglan

What will we do?	Timescale/ milestone	How we will measure success	What have we done?	What difference has it made?	Progress
secondary schools and a primary school. We will identify future priorities for new schools through the Education Review.	2015 Caldicot Secondary and Monmouth Comprehensive - March 2017		health check of the school in November 2015 identified a number of defects which are being dealt with by the contractor within the agreed period. A start on site for Caldicot school was made in July 2015 with the main project work commencing in January 2016. For Monmouth the start on site was made in October 2015, with the main project starting in March 2016. All elements of the projects are on programme, but as revised programmes. Costs are being monitored due to industry inflation.	parents and pupils. No difference can be shown for Caldicot and Monmouth schools until their final completion and occupancy.	Behind target on the original programmes for the secondary phase build
Restructure the provision for children and young people with Additional Learning Needs to achieve sustainable, flexible and responsive services that are inclusive for all and delivered at the point of need.	March 2017	Milestone: ALN Hubs are in Place. Measure: Number of statements and SAPRA agreements.	In this context ALN Hubs means regional provision in the North and South of the county. This milestone is not likely to be secured until 2017 and currently is in mid consultation. We are at the point we would expect to be.	The Authority issued 8 statements in the year 2015 from January to November (11 months completed) giving a reduction from 31 issued last year. The number of de-statements for the half year 2015/16 was 53 (an exception due to a large	On target

What will we do?	Timescale/ milestone	How we will measure success	What have we done?	What difference has it made?	Progress
				<p>number of year 11 leavers). The number of statements held was 353 reduced from 401 in the first quarter of the year (which includes the year 11 leavers).</p> <p>SAPRA's will be counted by the Authority at the end of the financial year via School Action (SA) and School Action Plus (SA+).</p>	
<p>Invest in ICT, enabling schools to maximise the impact of technology to create immersive and inclusive classrooms which support the learning needs of students across the whole curriculum.</p>	<p>December 2016.</p>	<p>Milestone: Funding is secured and a project plan for roll-out completed.</p>	<p>The Council agreed funding for the business case on this on 30/07/15.</p> <p>Phase 1 of this investment provides for the upgrade of the current infrastructure and equipment in schools. However, the delay in schools signing up to an SLA has had an impact on the rollout of phase 1. It is hoped to get as much as possible in place and working before the end of March, however, it won't be fully complete until the summer</p>	<p>SIMS particularly was on target at the half year point and has been trialled in the classroom at Shirenewton Primary School. Experience to date shows that teachers have saved time using this method to carry out the target setting process.</p>	<p>Behind target</p>

What will we do?	Timescale/ milestone	How we will measure success	What have we done?	What difference has it made?	Progress
			<p>2016. Nonetheless, the SLA agreement will be fully operational from the 1st April 2016. Phase 1 is for Equipment, infrastructure and PSBA upgrades.</p> <p>Rollout plan – A rollout plan for phase 1 work is currently being compiled, and the draft priority list for schools has been revised to take account of the condition and suitability of the current wi-fi and equipment, along with the readiness of schools to work with the SRS to minimise disruption when the installations are being completed.</p> <p>Technicians to implement Phase 1 – A recruitment process has been undertaken and 2 technicians have been appointed to begin the wi-fi and laptop audits and upgrades. They will start work in January. The wi-fi</p>		

What will we do?	Timescale/ milestone	How we will measure success	What have we done?	What difference has it made?	Progress
			<p>work itself will be undertaken by a contractor.</p> <p>Equipment upgrade - A tender has been undertaken and orders have been raised for replacement laptops where current ones are not upgradable.</p> <p>SIMS trainer - An appointment has been made for an additional SIMS trainer to start in January, working with schools to deliver SIMS in the classroom and SIMS training for school staff.</p> <p>PSBA upgrades to the broadband –upgraded lines will be in place April/ May 2016, but this is far later than we had hoped for.</p> <p>Phase 2 - Implementation of the new SLA from April 1st 2016 – A recruitment of additional technicians and</p>		

What will we do?	Timescale/ milestone	How we will measure success	What have we done?	What difference has it made?	Progress
			network staff for the operation of the new SLA will begin in the new year 2016, in readiness for the 1 st April.		

How will we know the difference it has made	2013/14 (12/13 Academic Year)	2014/15 (13/14 Academic Year)	2015/16 Target (14/15 Academic Year)	2015/16 (14/15 Academic Year)
Percentage of pupil attendance in primary schools	94.4%	95.8%	95.8%	95.8%
Percentage of pupil attendance in secondary schools	93.5%	94.6%	94.5%	94.8%
The percentage of pupils achieving the Foundation Phase indicator: i) Pupils not eligible for free school meals ii) Pupils receiving free school meals	i) 91.9% ii) 74.6%	i) 92.2% ii) 82.7%	i) 94.3% ii) 94%	i) 92.9% ii) 82.9%
The percentage of pupils achieving the Key Stage 2 Core Subject Indicator: i) Pupils not eligible for free school meals ii) Pupils receiving free school meals	i) 91.2% ii) 75.8%	i) 92.2% ii) 70%	i) 92.8% ii) 87.5%	i) 93.8% ii) 81.9%
The percentage of pupils achieving the Key Stage 3 Core Subject Indicator: i) Pupils not eligible for free school meals ii) Pupils receiving free school meals	i) 83.7% ii) 59.6%	i) 86.9% ii) 66.3%	i) 90% ii) 72%	i) 93.6% ii) 62.3%
The percentage of all pupils achieving Key Stage 4 Level 2 Threshold including English or Welsh and Maths i) Pupils not eligible for free school meals ii) Pupils receiving free school meals	i) 61.6% ii) 26.7%	i) 70.6% ii) 25%	i) 75.5% ii) 35%	i) 70.7% ii) 39.4%

The percentage of schools performing above the median for: i) Foundation Phase Indicator ii) Key Stage 2 Core Subject Indicator iii) Key Stage 3 Core Subject Indicator iv) Key Stage 4 Level 2 Threshold including English and mathematics	i) 64.5% (20/31) ii) 48.4% (15/31) iii) 50% (2/4) iv) 50% (2/4)	i) 67.7% (21/31) ii) 41.9% (13/31) iii) 25% (1/4) iv) 75% (3/4)	i) 100% (31/31) ii) 67.7% (21/31) iii) 100% (4/4) iv) 75% (3/4)	i) 61.3% (19/31) ii) 61.3% (19/31) iii) 75% (3/4) iv) 100% (4/4)
The number of children with: i) Statements of Special Educational Need ii) School Action Plus Resource Assist (SAPRA)	i) 425 ii) 0	i) 399 ii) 0	Shifting balance from statements to SAPRA	i) 353 ii) 47
Longer Term Measures	2013/14	2014/15	2015/16	
Percentage of pupils leaving education, training and worked based learning without a recognised qualification	0.4%	0.1%	Reported at year end	
Percentage of pupils who have been looked after leaving education, training and worked based learning without a recognised qualification	0%	0.3%	Reported at year end	
Percentage of 16 year olds who are not in education, employment or training	2.8%	1.7%	2.1% Provisional indication from Careers Wales	
Partners we are working with?				
Education Achievement Service (EAS) and The Welsh Government.				

Appendix B Outcome Agreement Themes 1, 3 and 5:

Outcome Agreement Theme	Theme 1: Improving school attainment
Monmouthshire Theme(s)	People have access to practical and flexible learning People in Monmouthshire benefit from education, training and skills development
Wales Programme for Government Theme & Outcome	Education: Improving school attainment
MCC Projected Score at half year 2015/16	Partially Successful - 1 point. This is based on cautious assessment at September 2015 and prior to the positive feedback given by Estyn in their inspection visit in November anticipating the authority will be taken out of Special Measures
Why we have chosen this Objective?	
<p>The gap in educational attainment between children from our vulnerable families and the rest of Monmouthshire must be narrowed. School must become much more than a building that delivers academic education and must consider how our education system can help develop the skills needed for our local economy to encourage our young people to stay local. Schools must prepare children and young people with skills for life and help them to be part of society.</p> <p>Schools are well placed to identify and support families who are struggling. The needs of the parents and families are complex, but creating opportunities for parents to learn and develop good parental skills are essential. Such opportunities for parents will improve their children's social and emotional development and give them a good start in life.</p> <p>We want all families in Monmouthshire to benefit from positive environments to nurture their children to grow, develop and prosper. We also recognise the importance of play in children's lives, for both its recreational value and for the important part that it plays in children's physical and emotional health and well-being and also in their personal development. Play provides a platform for children to learn, to have fun and to develop friendships with other children in a variety of settings from the school playground to formal open spaces and the wider physical environment.</p>	

What will success look like?

The Performance Indicators will show the difference we are making. In order to access practical and flexible learning our Single Integrated plan identifies we need:

- To redesign our schools and make them more fit for purpose.
- To offer a more flexible education system that meets the needs of the pupil, their families and employers.
- Improved access to education for vulnerable groups.
- To address key factors to underachievement
- Improved 'life skills' to be taught to young people, for example how to get mortgages and how to budget

To ensure children and young people have access to flexible and appropriate play opportunities

During the term of the agreement we will:	What have we done so far?	What difference has it made so far?	Progress
<p>Deliver our 21st Century Schools programme in line with funding arrangements with the Welsh Government</p>	<p>The new School at Raglan has been occupied since September 2015. The first health check of the school in November 2015 identified a number of defects which are being dealt with by the contractor within the agreed period.</p> <p>A start on site for Caldicot school was made in July 2015 with the main project work commencing in January 2016. For Monmouth the start on site was made in October 2015, with the main project starting in March 2016. All elements of the projects are on programme, but as revised programmes. Costs are being monitored due to industry inflation.</p>	<p>Plaza teaching at the new Raglan primary has been positively greeted by staff, parents and pupils.</p> <p>No difference can be shown for Caldicot and Monmouth schools until their final completion and occupancy.</p>	<p>On target for Raglan</p> <p>Behind target on the original programmes for the secondary phase build</p>

During the term of the agreement we will:	What have we done so far?	What difference has it made so far?	Progress
<p>Implement and assure our Safeguarding Policy to ensure compliance in all maintained and non-maintained education settings.</p>	<p>A Monmouthshire Safeguarding and Child Protection Policy is in place and embedded across the Council's services. Compliance with the council's policy is monitored through a range of methods and reporting to SLT and full Council on a 6-monthly basis. A range of key actions have been implemented to support and monitor compliance with the policy including audits, training and improved recruitment processes. In addition, a whole authority corporate group has been put in place to give a strategic lead on safeguarding and to monitor progress of activities and impact made.</p> <p>Members now consider safeguarding in all its key decisions and this includes pre-decision scrutiny. All decision reports to Select, Cabinet and Council include an impact statement regarding any implications the decision might have on safeguarding and/or corporate parenting. Alongside this change a Cabinet member champions safeguarding across the organisation. Corporate safeguarding arrangements are currently being audited by the Internal Audit Service. The results will be shared within the corporate group and through the political</p>	<p>There is increased cross directorate and political involvement with safeguarding supported by strong leadership. This means that safeguarding is increasingly understood as 'everybody's responsibility'. An overarching Monmouthshire Safeguarding and Child Protection Policy is in place to give clear guidance for all settings detailing roles and responsibilities in safeguarding and child protection. An audit programme is in place to ensure that individual settings adhere to the requirements of the policy and provide information regarding how they meet their child protection and safeguarding responsibilities in practice. This has led to increased challenge and development of safeguarding practices at a service unit level; as a result, individual children and young people are kept safer. There is a system in place to maintain central oversight of safe recruitment and an increased focus on developing safe work force practices. New employees understand right from the start that safeguarding children is integral to the authority's values and is elementary within their work.</p> <p>There is a robust system in place within the authority to respond to any concerns arising from professional allegations or organised abuse. This ensures that people working with children and young people are suitable and do not pose a risk. Monmouthshire staff are informed regarding their individual responsibilities to report any concerns and are trained in how to recognise basic signs and symptoms of abuse.</p>	<p>On target</p>

During the term of the agreement we will:	What have we done so far?	What difference has it made so far?	Progress
	<p>structure. The council ensures internal challenge to Directorate and service areas through the service improvement planning process.</p>	<p>The recent CSSIW inspection confirmed that child protection processes safeguard children. We are gaining confidence in self-evaluating safeguarding using a wide range of sources to assist with on-going improvement at a whole authority level. We have been able to use self-evaluation and our analysis of operational and higher level information to identify aspects of family need and vulnerability and have used this to identify areas for improvement in services and practice.</p>	
<p>Re balance the relationship we have with our schools to ensure we provide an appropriate level of challenge and support. We will determine in consultation with the Education Achievement Service (EAS), the level of informal / formal intervention to be used in each school. This will be based on school performance and could be formal warning notices, removal or replacement of</p>	<p>Working with the EAS we have fully implemented the national model for school improvement to inform the support and intervention needed in schools. This incorporates three steps. In addition we have revised and implemented our policy for working with schools causing concern.</p> <p>The three steps are: Step 1 on performance and standards, Step 2 on self evaluation /capacity to self improve, leadership and the quality of teaching and learning, Step 3 on the categorisation and level of support, challenge and intervention.</p>	<p>This model uses categories, steps and traffic light colours. A higher category number / letter reflects a higher performing school and the level of concern ranges from Green as lesser to Red as higher concern.</p> <p>The position at the half year 2015/16 continues from the end of 2014/15 and cannot potentially change until moderation in January 2016.</p> <p>For step 1: 8 schools were in category 1, 14 schools in category 2, 9 schools in category 3 and no primary schools in category 4.</p> <p>For step 2: 4 schools were in category A, 13 schools in B, 12 schools in C and 2 in D.</p> <p>For step 3 the overall categorisation for the primaries shows that 3 schools were in Green, 14</p>	<p>On target in implementing the new framework</p>

During the term of the agreement we will:	What have we done so far?	What difference has it made so far?	Progress
governors or governing bodies, withdrawal of delegated financial and or staffing powers		<p>were in yellow, 12 in Amber and 2 in Red.</p> <p>For the secondary schools, for step 1: 2 schools were in category 2, 1 in category 3 and 1 in category 4. For step 2: 3 schools were in category B and 1 school in C. For step 3 as the overall intervention, 3 schools were in Yellow and 1 school was in Amber.</p> <p>For the Pupil Referral Unit (PRU) and Mounton House, the PRU was B in step 2 and in an overall category of Yellow, whereas Mounton House was D and in Red. These do not have standards categorisations.</p> <p>All schools that have received follow up Estyn inspection visits have been removed from monitoring after the revisit.</p> <p>Since the previous update at the end of March 2015 only one school has been placed in a category of needing improvement and is now subject to Estyn monitoring. We issued two schools with a warning notice, but both have now been removed and we haven't invoked our powers of intervention in any schools.</p>	
Strengthen service planning and review Children and Young Peoples services under a refreshed service planning	All service plans have been updated quarterly via the Hub as expected. Check-in, Check-out appraisals have been completed and regular 1/1 appraisals	All managers' service plans align with corporate plans. Informal feedback from the recent Estyn monitoring visit in November 2015 indicated that self evaluation is satisfactory and that planning and performance management is good in the CYP Services / the authority. In general the feedback	On target

During the term of the agreement we will:	What have we done so far?	What difference has it made so far?	Progress
<p>and performance management framework. Implement this under more robust management to ensure the outcomes</p>	<p>completed also.</p> <p>CYP DMT has adopted a more structured regime in its meetings to manage the directorate's business. This has ensured a more robust approach to business planning, monitoring and reviewing performance and securing intervention in services as needed.</p> <p>The corporate Policy & Performance unit have appraised the service plans across the authority to test their robustness across a number of specifications and have worked closely with the CYP directorate to support their performance planning and performance management.</p>	<p>was that performance management overall has improved significantly since the November 2012 inspection.</p>	
<p>Continue our support to schools to improve ICT provision. Particularly, we will develop a data system to give teachers more immediate availability to data so that they can readily assess every pupil's performance. This will help schools in tracking individual pupil progress and in identifying any concerns due to variations in performance</p>	<p>The key point of this activity is to ensure robust target setting and timely and appropriate intervention to help pupils achieve their best performance.</p> <p>The practice in target setting procedures has been a concern over the past years and last year this was reviewed with the EAS to determine one overall target to replace the previous separate minimum and challenging targets.</p> <p>However, an improved ICT platform is crucial to delivering on the overall objective.</p>	<p>The authority is working with the EAS and schools to ensure a focus on pupil tracking and in instigating appropriate pupil support. This is for all pupils, but will ensure a focus on narrowing the gap between efsm and non fsm pupil performance.</p> <p>So far SIMS particularly has been trialled in the classroom at Shirenewton Primary School. Experience to date shows that teachers have saved time using this method to carry out the target setting process.</p>	<p>Overall is Behind target</p>

During the term of the agreement we will:	What have we done so far?	What difference has it made so far?	Progress
<p>so that we can give more effective support.</p>	<p>So far all schools have access to a pupil tracking system on site, but we want to provide access to a classroom system. The Council agreed funding for the business case on this on 30/07/15.</p> <p>Phase 1 of this investment provides for the upgrade of the current infrastructure and equipment in schools. However, the delay in schools signing up to an SLA has had an impact on the rollout of phase 1. It is hoped to get as much as possible in place and working before the end of March, however, it won't be fully complete until the summer 2016. Nonetheless, the SLA agreement will be fully operational from the 1st April 2016. Phase 1 is for Equipment, infrastructure and PSBA upgrades.</p> <p>Rollout plan – A rollout plan for phase 1 work is currently being compiled, and the draft priority list for schools has been revised to take account of the condition and suitability of the current wi-fi and equipment, along with the readiness of schools to work with the SRS to minimise disruption when the installations are being completed.</p> <p>Technicians to implement Phase 1 – A recruitment process has been undertaken and 2 technicians have been appointed to begin the wi-fi and laptop audits and</p>		

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	<p>upgrades. They will start work in January. The wi-fi work itself will be undertaken by a contractor.</p> <p>Equipment upgrade - A tender has been undertaken and orders have been raised for replacement laptops where current ones are not upgradable.</p> <p>SIMS trainer - An appointment has been made for an additional SIMS trainer to start in January, working with schools to deliver SIMS in the classroom and SIMS training for school staff.</p> <p>PSBA upgrades to the broadband – upgraded lines will be in place April/ May 2016, but this is far later than we had hoped for.</p> <p>Phase 2 - Implementation of the new SLA from April 1st 2016 – A recruitment of additional technicians and network staff for the operation of the new SLA will begin in the new year 2016, in readiness for the 1st April.</p>		

How much did we do?	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Target	2015/16 Actual	RAG Trend	Comment
The percentage of all pupil attendance in schools: Primary Schools: (i) Attendance Secondary Schools: (ii) Attendance	i) 94.7 ii) 93.2	i) 94.4 ii) 93.4	i) 95.8 ii) 94.5	i) 95.8 ii) 94.5	i) 95.8 ii) 94.8	i) maintained/ met target ii) improved / above target	
How well did we do it?	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Target	2015/16 Actual	RAG Trend	Comment
The percentage of pupils achieving the Foundation Phase indicator: i) All pupils ii) Pupils receiving free school meals	i) 86.8 ii) 72.9	i) 89.5 ii) 74.6	i) 91.2 ii) 82.7	i) 94.2 ii) 94	i) 91.8 ii) 82.9	i) improved/ missed target ii) improved / missed target	
The percentage of pupils achieving the Key Stage 2 Core Subject Indicator: i) All pupils ii) Pupils receiving free school meals	i) 86.3 ii) 62.3	i) 89.3 ii) 75.8	i) 89.5 ii) 70	i) 92.2 ii) 87.5	i) 92.5 ii) 81.9	i) improved/ above target ii) improved / missed target	
The percentage of all pupils achieving Key Stage 4 Level 2 Threshold including English or Welsh and Maths i) All pupils ii) Pupils receiving free school meals	i) 56.3 ii) 25.7	i) 57.3 ii) 26.7	i) 65.6 ii) 25	i) 70.5 ii) 35	i) 66.9 ii) 39.4	i) improved/ missed target ii) improved / above target	
The percentage of schools in the 3rd						(lower is better)	

quartile of the national standards framework (i) Foundation Phase (ii) Key Stage 2 core subject indicator (iii) Key Stage 3 core subject indicator (iv) Key Stage 4 level 2 including English and Maths	i)29.0 ii)35.5 iii)50.0 iv)50.0	i)19.3 ii)32.3 iii)0 iv)0	i)16.1 ii)38.7 iii)25.0 iv)25.0	i)6.5 ii)9.7 iii)25.0 iv)0.0	i)29 ii)25.8 iii)25.0 iv)0.0	i) declined/ missed target ii)improved/ missed target ii) maintained/ met target iii)improved/ met target	
The percentage of schools in the 4 th quartile of the national standards framework (i)Foundation Phase (ii) Key Stage 2 core subject indicator (iii) Key Stage 3 core subject indicator (iv)Key Stage 4 level 2 including English and Maths	(i)16.1 (ii)22.6 (iii)25.0 (iv)25.0	(i)16.1 (ii)19.3 (iii)50 (iv)50	i)16.1 ii)19.3 iii)50.0 iv)0.0	i)6.5 ii)9.7 iii)0.0 iv)0.0	i)9.7 ii)12.9 iii)0.0 iv)0.0	(lower is better) i) improved /missed target ii) improved /missed target iii) improved /met target iii) unchanged/ met target	
Is anyone better off?	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Target	2015/16 Actual	RAG Trend	Comment
Percentage of pupils leaving education, training and worked based learning without a recognised qualification	0.1	0.4	0.1	0.0	Reported at year end only	improved/ missed target	
Percentage of pupils who have been looked after leaving education, training and worked based learning without a recognised qualification	0	0	0	0	Reported at year end only	Unchanged/ hit target	

Percentage of 16 year olds who are not in education, employment or training (NEET)	3.8	2.8	1.7	2.8	2.1% Provisional indication from Careers Wales	(lower is better) Declined/missed target	
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Outcome Agreement Theme	Theme 3: Poverty and material deprivation
Monmouthshire Theme(s)	People are confident, capable and involved & Our County Thrives
Wales Programme for Government Theme & Outcome	Poverty and material deprivation
MCC Projected Score 2015/16	<p>Fully Successful – 2 points as based on data available at quarter 2. Some data is only available annually, including on wage levels in the County and so this may impact on the scoring level of this theme.</p> <p>The Acorn service has continued to provide evidence based parenting programmes across the county. Reported parenting skills and confidence for parents on the Acorn project are above targets, but remain below the levels achieved in the previous year. The Enterprise strategy is being delivered providing a programme of business support, networking and facilitation and new businesses supported to start up is projected to meet targets. Anti-poverty programmes continue to be delivered and work is underway to complete an antipoverty action plan. The Flying Start Scheme, including parenting programmes and early language development continue to be delivered. The measurement of the scheme as part of theme has been updated to better reflect what the service is trying to achieve. Compared to 2014/15 there has been a reduction in 2 and 3 year olds on the flying start team who are reaching or close to their development milestones.</p>

Why we have chosen this objective

Our Single Integrated plan identifies:

To better support our families we need:

- To support our families earlier to prevent them becoming more vulnerable.
- Better co-ordinated support which can react more quickly.
- Good access to financial support and advice.

To access practical and flexible learning we need:

- Improved access to parenting skills.
- Improved access to education for vulnerable groups.

To enable business and enterprise to prosper in Monmouthshire, we need:

- Better paid local employment opportunities.
- To build on the services already being provided by Monmouthshire Enterprise and its partners to support the growth of new and existing enterprises.

During the term of the agreement we will:	What have we done so far?	What difference has it made so far?	Progress
<p>Deliver the Flying Start Scheme, including parenting programmes and early language development</p>	<p>102 children have benefitted from Flying Start nursery provision in 2015/16.</p> <p>The Incredible years Infant and Toddler programmes continue to be delivered each term in each of the three Flying Start areas of Abergavenny, Caldicot and Monmouth.</p> <p>Early language development support to eligible young children continues to be provided. Children in receipt of the support now also receive an early language play plan within their childcare setting.</p>	<p>At quarter 2 2015 70% of children on the flying start scheme reached or were close to their development milestones at 2 years, which is below the target of 86% and performance achieved in the previous year.</p> <p>79% of children on the Flying Start scheme reached or were close to their development milestones at 3 years. This is below the target of 85% and performance achieved in the previous year.</p> <p>Any decline in assessment scores can be due to a range of factors, individual child</p>	<p>Behind Target</p>

During the term of the agreement we will:	What have we done so far?	What difference has it made so far?	Progress
		development, family background or lack of engagement in the programme. Also, this can be influenced by new children entering the programme in expansion areas, here they may have received an assessment without any prior intervention.	
Deliver the Acorn Project to families in need, including parenting support and early years support.	<p>The service has continued to provide evidence based parenting programmes across the county for children from birth to 12 years with 7 in total completed so far in the year.</p> <p>The service has continued to offer bespoke packages of care in the community to families with children 0-3 years.</p> <p>So far this year 10 informal structured parenting groups have been delivered.</p> <p>The project offers childcare alongside all programmes to encourage attendance.</p>	<p>By the second quarter 2015/16 88% of parents reported an improvement in parenting skills and 86% reported improved confidence in supporting their children after receiving Acorn Project support. This was above the targets set but a decline from performance achieved in the previous year.</p> <p>100% of parents reported an improvement in their child's development.</p>	On target
Continue to assist pre start and existing business in Monmouthshire to access support through Monmouthshire Enterprise and other partners.	<p>Monmouthshire Business and Enterprise continue to enhance their work with partners to develop a pipeline for pre-start businesses in Monmouthshire and to support the growth of existing businesses. This is evidenced by 57 business start-ups so far in 2015/2016 which is on track against the annual target of 75.</p> <p>The fourth Monmouthshire Business Awards took place in October 2015</p>	<p>So far assistance from Monmouthshire Business Enterprise and partners has helped create 87.5 jobs. It has also safeguarded 121 jobs. Four larger pipeline projects that are being supported when completed will increase the number of jobs created. Some of these may be completed following the end of the year and would therefore be included in next years jobs created figures.</p> <p>There were a total of 99 entrants for 11 award categories at the business awards. The</p>	On target

During the term of the agreement we will:	What have we done so far?	What difference has it made so far?	Progress
		Awards promoted new and existing business success and Monmouthshire as the place to set up business.	
Develop an Enterprise Strategy	<p>The Monmouthshire Business Growth and Enterprise Strategy is being delivered focused on three strategic priorities:</p> <ul style="list-style-type: none"> • Supporting business growth • Encouraging inward investment • Growing Entrepreneurs <p>Specific progress includes:</p> <ul style="list-style-type: none"> • Appointment of a Business and Enterprise Manager, Strategic Investment and Funding Manager and SMART communities & Digital Access Manager. • Development of a Business Growth & Enterprise web portal, providing a toolkit for businesses at: www.monmouthshire.biz • Development of an Action Plan for Growing Entrepreneurship. • Continued promotional activity to support the Super-connected Cities voucher Scheme, the WG ICT exploitation programme and the new WG Superfast Business Wales face to face support programme. 	<p>The strategy provides a programme of business support, networking and facilitation which will help unlock the potential for growth in the County.</p> <p>In total 60 Expressions of Interest to the Super-connected Cities Voucher Scheme have now been received, with 27 vouchers being awarded.</p> <p>Through the continued roll out of high-speed broadband there has been an increase in the total number of premises with access to high-speed broadband to 32,900.</p>	On target
Develop and implement an anti-poverty strategy	We have developed an Anti-Poverty Programme of Intent which highlights the key anti-poverty themes of the Single Integrated Plan. We have nominated a corporate champion, established	This is on-going work that enables us to map provision and develop partnerships with the community, service providers, the third sector and employers. It ensures that tackling poverty	On target

During the term of the agreement we will:	What have we done so far?	What difference has it made so far?	Progress
	<p>governance arrangements and set key performance indicators to measure progress:</p> <ul style="list-style-type: none"> ○ Preventing Poverty ○ Helping People into Work ○ Jobs Creation ○ Mitigating the Impact of Poverty <p>We have consulted with the Chairs of the Key LSB partnership groups and have set up a Tackling Poverty Group to review, implement and monitor the Tackling Poverty Action Plan.</p> <p>We continue to deliver three of Welsh Government's flagship programmes responding to the anti-poverty agenda:</p> <p><i>Flying Start</i> supports families with children under 4 years of age in selected areas (based on deprivation) of Abergavenny, Caldicot, Chepstow and Monmouth.</p> <p><i>Families First</i> which has been re-commissioned to focus on needs and directly aligns to the Single Integrated Plan. Our Projects include:</p> <ul style="list-style-type: none"> ● <i>Acorn Project and Watch, Wait and Wonder</i> ● Joint Assessment Family Framework ● Face 2 Face Counselling ● School / Home Family Support 	<p>is a cross-cutting theme as set out in the Single Integrated Plan and directed through the Local Service Board Partners.</p> <p>In relation to children and young people, the Flying Start and Families First programmes work closely together to ensure seamless universal support for all children (0-4) and not just those living in designated Flying Start areas.</p> <p>Increasingly, Families First and Supporting People commissioners are working together to ensure a joined up approach and increasing awareness of the range of projects that exist to prevent and mitigate the impact of poverty.</p> <p>This approach is helping to ensure alignment of tackling poverty programmes and linking closely to statutory services and the third sector.</p>	

During the term of the agreement we will:	What have we done so far?	What difference has it made so far?	Progress
	<ul style="list-style-type: none"> • Families Matter Project • Inclusive Projects aimed at working with children with disabilities <p>Supporting People projects provide advice and support to vulnerable adults to live independently in their own homes as well as supported living projects, hostels and safe accommodation.</p>		

How much did we do?	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Target	2015/16 Actual	RAG & Trend	Comment
Number of children benefitting from Flying Start nursery provision	82	119	158	150	102	N/A	This indicator records the actual numbers eligible for Flying Start sessions on the register. In this sense the number is subject to fluctuations and the authority has no control over it. The measure therefore gives context but doesn't measure how many engage in the programme.
Percentage of Flying Start funded childcare sessions attended	73%	70%	69%	75%	72%	Improved/ below target	This measure will supplement the above measure to capture the number of funded sessions that are actually attended by eligible children.

Number of new business start-ups where assistance was provided by Monmouthshire Enterprise and Partners	60	103	122	75	57	On target	The 2015/16 target is based on external market factors that influence development times for projects and knowledge of existing pipeline projects.
How well did we do it?	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Target	2015/16 Actual	RAG & Trend	Comment
Percentage of children on the Flying Start scheme reaching, exceeding or within one age band below the developmental norm at 24 months	85%	80%	85%	86%	70%	Declined/below target	Any child scoring below in their SoGS will receive a Play Plan when childcare commences.
Percentage of Acorn Project parents who report improved parenting skills	79%	88%	90%	85%	88%	Declined/on target	In 2013-14, 133/151 parents who returned the distance travelled questionnaires showed a positive impact. In 2014-15 this figure was 202/224. So far in 2015-16 the figure is 52/59 parents.
Is anyone better off?	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Target	2015/16 Actual	RAG & Trend	Comment
Percentage of Acorn project parents who report improved confidence as a parent	79%	83%	92%	83%	86%	Declined/on target	In 2013-14, 126/155 parents who returned the distance travelled questionnaires showed a positive impact. In 2014-15 the figure was 240/262. So far in 2015-16 the figure is 51/59 parents
Percentage of children on the Flying Start scheme aged 23-25 months who were more than one age interval below the	63%	71%	80%	65%			Some of the children assessed at 2 years of age may not continue to be with the programme at 3 years of age and therefore this reduces the number of children picked up

developmental norm who show an improvement at 35 – 37 months							in the indicator. Due to this, the measure has been replaced in 2015/16 with the measure below.
Percentage of eligible children reaching, exceeding or within one age band below the developmental norm at 36 months	92%	80%	81%	83%	79%	Declined/ Below target	Replacement measure
Proportion of children living in low income families	12.5% (2011 data)	11.9% (2012 data)	Not available	12.2%			The latest available data produced by HMRC is for 2012. Based on available data there has been an improvement (decline) from 13.1% in 2010 to 11.9% in 2012
Average wage levels in the county (gross weekly pay by workplace)	£438	£427	£466	£475		N/A	

Outcome Agreement Theme	Theme 5: Improving early years' experiences
Monmouthshire Theme(s)	Theme : Our County Thrives
Wales Programme for government theme & outcome	Theme: The Culture and Heritage of Wales Outcome: Improving early years' experiences <i>The focus for Monmouthshire, as part of this outcome, is access to physical activity and play for children and young people.</i>
MCC Projected Score 2015/16	Fully Successful – 2 points - based on data available at quarter 2. Data that is only available annually, on participation in sport and swimming, may impact on the scoring level of this theme. The school sport survey was completed again in 2015. The outcome of the survey shows an increase in children in Monmouthshire who are physically active (Hooked on sport for life) from 42% in 2013 to 49% in 2015. Work has continued in line with targets to encourage young people to become ambassadors for sport and achieving the In-sport Awards for inclusive sport provision. The swimming pathway plan is helping drive the achievement of key targets related to swimming, working towards

	every child being a swimmer. Data from the Summer of 2015 shows 75% of children swimming 25 metres at Key Stage 2. A review of all play delivery is being completed, implementing work following the Monmouthshire Play sufficiency audit is currently behind target. The Childcare Sufficiency assessment in 2015 has highlighted there is sufficient childcare of all types in all areas of Monmouthshire.
Why we have chosen this objective	
To access practical and flexible learning our Single Integrated plan identifies we need:	
<ul style="list-style-type: none"> • To explore inter-generational connections to support young people. • To ensure children and young people have access to flexible and appropriate play opportunities. 	

During the term of the agreement we will:	What have we done so far?	What difference has it made so far?	Progress
Develop a Monmouthshire Walking and Cycling strategy	<p>The cycling strategy is still in draft and being developed alongside the strategic cycling group and Welsh Cycling strategy. This is being further developed in line with the Active Travel (Wales) Bill. As part of the act a consultation is underway on the walking & cycling "Existing Routes Maps" in the County which cycling group members are contributing to.</p> <p>This will link to the Walking Product Development Strategy which helps promote the County as a walking destination. Further work is being undertaken linking cycling and walking as part of the realignment of the Creating an Active Monmouthshire group with the Single Integrated Plan outcomes.</p> <p>Walking and cycling projects have also</p>	<p>The Walking Product Development Strategy is being implemented with partners. The walking toolkit has been launched which provides practical advice and guidance to support volunteer groups</p> <p>The establishment and consultation on "Existing Route Maps" highlights routes that are fit for everyday walking & cycling journeys and views on these routes and walking and cycling in Monmouthshire. www.monmouthshire.gov.uk/active-travel-act</p>	On target

During the term of the agreement we will:	What have we done so far?	What difference has it made so far?	Progress
	been included in the Community Infrastructure levy draft plan.		
Implement a MCC Aquatic Pathway to develop swimming	A 50 week swimming lesson plan for all 4 leisure centres continues to be provided as part of the Aquatic Plan. There has been an increase in swimming memberships, including junior swimming lessons.	The pathway plan is helping drive the achievement of key targets related to swimming and is working towards every child being a swimmer. Data from the Summer of 2015 shows 75% of children swimming 25 metres at Key Stage 2 with a greater number of children being tested. This rate is a decrease from the 76% achieved in the summer of the previous year.	Behind target
Complete an individual school sport survey with every Primary and Secondary School and use the findings to plan future service priorities.	<p>The findings from the survey in 2013 were used to plan future service priorities and develop the 5x60 scheme.</p> <p>The survey was completed again in 2015 with a high response rate from every primary and secondary school in Monmouthshire.</p>	<p>The outcome of the school sport survey in 2015 showed an increase in children in Monmouthshire who are physically active (Hooked on sport for life) from 42% in 2013 to 49% in 2015. The Wales average in 2015 was 48%.</p> <p>The findings from the 2015 survey will again be used to plan future service priorities and develop the 5x60 scheme.</p>	On target
Encourage young people to become ambassadors for sport inspiring future generations.	There are currently 8 young ambassadors at silver, gold and platinum levels helping to promote, lead and inspire other young people in Monmouthshire to participate in sport. A further 67 bronze ambassadors are expected to be recruited in October 2015.	A total of 400 volunteer hours were delivered which would have cost an equivalent of approximately £4,000.	On target

During the term of the agreement we will:	What have we done so far?	What difference has it made so far?	Progress
Work towards achieving bronze and then silver In-sport Award for inclusive sport provision, including accreditation with community clubs.	<p>In 2014 Monmouthshire Council's leisure services have achieved the bronze award for inclusive sport provision from Disability Sport Wales. Work is continuing to achieve the next stage, the silver award.</p> <p>Currently 18 community sports clubs have achieved Insport accreditation (which supports the development of inclusive thinking, planning, and delivery by the club) with work continuing with a further 7 clubs.</p>	The bronze award recognises the progress and commitment made by the Council in providing inclusive sport facilities and opening up opportunities for disabled people to participate in sport.	On target
Complete a Monmouthshire Play sufficiency audit and address areas of improvement for play provision identified	<p>The action plan developed as a result of the play sufficiency audit is being taken forward. The action plan is due to be reviewed and refreshed reflecting the statutory play duty and areas identified in the audit. The Review of Play Sufficiency Assessment is due to be completed by March 2016 and will be presented through select committee and cabinet in March/April 2016.</p> <p>An externally facilitated review of all our play delivery is being undertaken, particularly focussed on direct play delivery. A Review of staffed play provision (Summer Play schemes) has been completed by Torfaen Play Service and will be report to Children & Young People Select Committee in November. Consultations are in progress with Town and Community Councils who fund the existing scheme, with a view to developing</p>	The play sufficiency audit has allowed the identification of priority areas for improvement in order to secure sufficient play opportunities. This will be built on by the review to deliver a sustainable play service.	Behind target

During the term of the agreement we will:	What have we done so far?	What difference has it made so far?	Progress
	<p>a new delivery model for 16/17. A Play Sufficiency Action Plan 15/16 has also been prepared and the plan and review are due to be considered in January by cabinet.</p>		
<p>Take forward actions related to childcare and associated play from the Monmouthshire Childcare Sufficiency assessment and continue to assess demand and requirements through annual Childcare Sufficiency Refresh and Action Plan Update</p>	<p>A <u>Childcare Sufficiency Assessment (CSA)</u> 2014-17 was produced and published in April 2014, including a gap analysis and action plan.</p> <p>A Childcare Sufficiency Assessment Refresh was produced and submitted to Welsh Government in April 2015. The Refresh showed there no obvious childcare gaps in any area of Monmouthshire. However, It did show there are some areas without Welsh medium childcare provision and the demand is being assessed by the authority.</p> <p>An analysis of progress against the original action plan shows that all targets for 2014-15 have been met and we are on target to meet all targets by March 2017. There is an updated action plan in the CSA Refresh which builds on the progress to date.</p> <p>In 2015/16 so far, significant developments include a holiday club and an after school</p>	<p>The assessment refresh in 2015 highlighted there is sufficient childcare across a number of levels in all areas of Monmouthshire and the number of places is being maintained. The latest data shows a 21% childcare vacancy rate.</p>	<p>On target</p>

During the term of the agreement we will:	What have we done so far?	What difference has it made so far?	Progress
	club in identified areas of need.		

How much did we do?	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Target	2015/16 Actual	RAG & Trend	Comment
Number of young people aged 11-25 who are young ambassadors for sport	29	71	80	75	8	On target (projection)	A further 67 bronze young ambassadors will be recruited in October 2015.
Number of community sports clubs achieving in-sport accreditation	12	14	16	18 (2 further clubs)	18	On target (projection)	This includes 16 existing clubs who have retained their accreditation in the year and 2 new clubs have achieved the standards.
The number of childcare places available, relevant to uptake	5361 Places 27% vacancy rate	5624 Places 24% vacancy rate	5544 Places 21% vacancy rate	Maintain an appropriate level of places and vacancy rate	Available April 2016		An appropriate level of places has been maintained, as has a healthy vacancy rate. Take up of places has increased slightly leading to an associated drop in the vacancy rate. The 2014/15 actual figure relates to data produced in April 2015. The 2015/16 data will not be available until the Childcare Sufficiency Assessment is completed in April 2016.
Complete play sufficiency audit and take forward actions identified	Carried out the audit work	Audit and action plan completed.	Funding secured for 2 play areas in Monmouth	Develop one further destination play area with a range of accessible	Funding has been secured and consultation on the development	Behind target	Funding has been secured for the development of two destination play areas in Monmouth. The design is being consulted on with local children. The consultation on the

				play equipment	s is ongoing.		developments is taking a little longer than anticipated These aren't likely to be developed in the current financial year.
How well did we do it?	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Target	2015/16 Actual	RAG & Trend	Comment
Number of volunteer hours delivered by young ambassadors for sport	410	960	1310	1200	400	On target	Bronze young ambassadors recruited in October 2015 will deliver further volunteer hours – this is expected to achieve the target.
Number of visits per 1000 of the population to leisure centres where the visitor will be participating in physical activity	6852	8099	7893	7600	3,556 (7,112 – full year projection)	Behind target	Half year visitor numbers indicate a decrease for the whole year to 7112 per 1000 population. Although visits are expected to increase in the next 6 months due to seasonal club bookings. The target for the year was set lower based on the impact of the new school rebuilding on Monmouth leisure centre.
Is anyone better off?	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Target	2015/16 Actual	RAG & Trend	Comment
Percentage of young people who participate in physical activity 5x60 scheme	40%	41%	42%	43%	Produced Annually		Data is for academic years, for example 2014/15 data is autumn term 2014 to summer term 2015. 2015/16 data will not be available until Summer 2016.
Percentage of children swimming 25 metres at Key Stage 2	72%	76%	75%	78%	Produced Annually		Data is for academic years. 2015/16 data will not be available until Summer 2016. This rate is down on the 76% achieved in 2013/14
Percentage of children who are physically active (hooked on sport for life)	Baseline set in 2013/14	42% Wales Average	Bi annual	48% Above Wales average	49%	Improved/ on target	The target was to maintain physical activity above the Wales average for the bi annual survey completed in 2015 which was

		40%					48%, therefore this has been met. Further information is available in a Monmouthshire summary
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Appendix C National Indicators: Key Education Indicators:

Monmouthshire Summary - Children & Young People						Latest Data:			
Indicator Name	Reported	2011/12	2012/13	2013/14	2014/15	DoT	Target	RAG	Yearly Trend
Standards									
Foundation Phase	Ac Year								
% pupils achieving the Foundation Phase Indicator at the expected level	Annually	86.8	89.5	91.2	91.8	↑	94.2		
% pupils achieving the Foundation Phase Indicator at the expected level +1	Annually	21.9	23.8	33.8	36.5	↑	37	NA	
Foundation Phase Indicator FSM Gap (Non FSM - FSM)	Annually	16	17.3	9.2	10	↓	0.3	NA	
Foundation Phase Indicator Gender Gap (Boys - Girls)	Annually	4.3	3.4	6.2	6.4	↓	NA	NA	
% pupils achieving the expected level in Language Literacy and Communication	Annually	90.8	92.4	93.4	93.3	↓	95		
% pupils achieving the expected level in Mathematical Development	Annually	91.4	91.5	93.3	93.9	↑	95.4		
% pupils achieving the expected level in Personal & Social Development	Annually	92.7	95.9	97.2	97.6	↑	97.9		
Key Stage 2	Ac Year								
% pupils achieving the Core Subject Indicator at the expected level	Annually	86.3	89.3	89.5	92.5	↑	92.2		
% pupils achieving the Core Subject Indicator at the expected level +1	Annually	29.6	30.2	36	43.1	↑	41.2	NA	
Core Subject Indicator FSM Gap (Non FSM - FSM)	Annually	26.6	15.5	22.2	11.9	↑	5.3	NA	
Core Subject Indicator Gender Gap (Boys - Girls)	Annually	6.3	2.8	4.4	4.2	↑	NA	NA	
% pupils achieving the expected level in English	Annually	89.1	90.6	90.8	93.4	↑	93		
% pupils achieving the expected level in Mathematics	Annually	90.2	92.3	91.4	94.7	↑	94		
% pupils achieving the expected level in Science	Annually	93.2	93.5	93.9	95.2	↑	95		
Key Stage 3	Ac Year								
% pupils achieving the Core Subject Indicator at the expected level	Annually	77.7	80.3	84.2	90.8	↑	88.3		
% pupils achieving the Core Subject Indicator at the expected level +1	Annually	27.8	34.1	45	58.2	↑	53	NA	
Core Subject Indicator FSM Gap (Non FSM - FSM)	Annually	31.4	24.1	20.6	31.3	↓	18	NA	
Core Subject Indicator Gender Gap (Boys - Girls)	Annually	14.9	11.1	9.5	6.2	↑	NA	NA	
% pupils achieving the expected level in English	Annually	84.5	87	89.2	93.7	↑	91.7		
% pupils achieving the expected level in Mathematics	Annually	84.5	86.5	87.7	92	↑	92.9		
% pupils achieving the expected level in Science	Annually	86.8	91.3	93	94.9	↑	95.2		
Key Stage 4	Ac Year								
% pupils achieving the Level 2 Threshold including English and Mathematics	Annually	56.3	57.3	65.6	66.8	↑	70.5		
Level 2 Threshold inc. FSM Gap (Non FSM - FSM)	Annually	34.8	35	46	31.2	↑	40.5	NA	
Level 2 Threshold inc. Gender Gap (Boys - Girls)	Annually	14	11.4	10.4	6	↑	NA	NA	
% pupils achieving the Level 2 Threshold	Annually	74.1	74.2	87.4	88.3	↑	89.3		
% pupils achieving the Level 1 Threshold	Annually	92.5	92.2	96.4	96.9	↑	97.4		
% pupils achieving the Core Subject Indicator	Annually	54	53.4	60.9	63.2	↑	67.7		
Average Capped Point Score	Annually	328.6	329.2	351.2	353	↑	NA		
Average Wider Point Score	Annually	464	473	526	500	↓	NA		
Inclusion	Ac Year								
% Primary Attendance	Annually	94.7	94.4	95.8	95.8	→	95.8		
% Primary Attendance - eFSM pupils	Annually	91.9	91.8	93.9	Jan. '16	↑	94	NA	
% Primary Attendance - LAC	Annually	96.4	95.9	96.9	Jan. '16	↑	96.9	NA	
% Secondary Attendance	Annually	93.2	93.4	94.6	94.8	↑	94.6		
% Secondary Attendance - eFSM pupils	Annually	87.8	88.3	90.4	Dec. '16	↑	90.6	NA	
S% econdary Attendance - LAC	Annually	90.5	93.3	94.1	Dec. '16	↑	94.1	NA	
Days lost to Fixed Term Exclusions - Primary	Annually	137	50.5	60	41	↑	NA	NA	
Days lost to Fixed Term Exclusions - Secondary	Annually	633	481	277.5	371.5	↓	NA	NA	
Days Lost to Fixed Terms Exclusions - eFSM pupils - Primary	Annually	NA	22	19.6	23	↓	NA	NA	
Days Lost to Fixed Terms Exclusions - eFSM pupils - Secondary	Annually	NA	48.5	91.5	133.5	↓	NA	NA	
Days Lost to Fixed Term Exclusions - LAC - Primary	Annually	0	7.5	5.5	Apr. '16	↑	NA	NA	
Days Lost to Fixed Term Exclusions - LAC - Secondary	Annually	12	16.5	16	Apr. '16	↑	NA	NA	

Monmouthshire Summary - Children & Young People								Latest Data:			
Indicator Name	Reported	2011/12	2012/13	2013/14	2014/15	Previous	Current	DoT	Target	RAG	Yearly Trend
ALN	Financial Year										
Number of pupils with Statements of SEN	Quarterly	484	462	425	399	401	353	↑	NA	NA	
Number of pupils with School Action Plus Resource Assist	Quarterly	0	0	0	0	0	47	↑	NA	NA	
Number of tribunal appeals	Quarterly	6	4	2	1	1	1	→	NA	NA	
Number of Statements issued within 26 weeks without exceptions	Quarterly	100	100	100	100	100	100	→	NA		
Number of Statements issued within 26 weeks with exceptions	Quarterly	42.9	55.6	57.1	64.5	66.7	66.7	↑	NA		
Outcome Measures	Financial Year										
Leaving school without qualifications - all pupils	Annually	0.1	0.1	0.4	0.1	0.4	0.1	↑	0	NA	
Leaving school without qualifications - LAC	Annually	0	0	0	0	0	0	→	0	NA	
16 year olds not in Education, Employment or Training	Annually	3.8	3.8	2.8	1.7	2.8	1.7	↑	2.8		
18-24 year olds claiming Job Seeker's Allowance	Quarterly	8.6	6.2	5.2	3.4	2.5	2.6	↓	NA		
Resource Management	Financial Year										
Schools in deficit	Quarterly	23.7% (9)	13.5% (5)	16.6% (6)	13.9% (5)	13.9% (5)	13.9% (5)	→	0	NA	
Deficit Balance (£000)	Quarterly	490	390	457	482	482	381	↑	0	NA	
Schools in surplus	Quarterly	76.3% (29)	86.5% (32)	83.4% (30)	86.1% (31)	86.1% (31)	86.1% (31)	→	100	NA	
Surplus Balance (£000)	Quarterly	1,516	1,629	1,444	1,622	1,622	931	↓	NA	NA	
CYP variation to budget	Quarterly	1.6% overspent	1.6% overspent	0.3% overspent	On Budget	On Budget	0.5% overspent (£273k)	↓	On Budget	NA	
Days lost per FTE to sickness - CYP	Quarterly	NA	13	9.92	7.3	7.3	1.26	↑	NA	NA	
Days lost per FTE to sickness - School based staff	Quarterly	NA	10.55	10.91	9.22	9.22	2.46	↑	NA	NA	

Appendix C National Indicators: Key Children's Services Indicators:

How much did we do?										
Ref	Description	2012/13 Actual	2013/14 Actual	2014/15 Actual	Q2 2015/16	2014/15 Wales Av	2014/15 Quartile in Wales	Direction of travel	2015/16 Target	Target Met
SCC/041(a) (NSI)	The percentage of eligible, relevant and former relevant children that have pathway plans as required	68.4% 54/79	73.3% 44/60	98% 50/51	100%	91.2%	Lower Middle	↑	98%	✓
SCC/001(b)	For those children looked after whose second review (due at 4 months) was due in the year, the percentage with a plan for permanence at the due date	100%	100%	100%	100%	94.7%	Top	-	100%	✓
SCC/013(a)i	The percentage of open cases of children with an allocated social worker - on the child protection register	100%	100%	100%	100%	99.9%	Top	-	100%	✓
SCC/013(a)ii	The percentage of open cases of children with an allocated social worker -children looked after	100%	100%	99.8%	100%	95.1%	Lower Middle	-	100%	✓
SCC/013(a)iii	The percentage of open cases of children with an allocated social worker - children in need	82.0%	79.0%	80.6%	71.5%	77.7%	Upper Middle	↓	77.5%	✘
LAC	Number of children looked after at the end of the period	102	103	108	121	N/A	N/A	N/A	N/A	N/A
CPR	Number of children on the child protection register at the end of the period	55	37	49	41	N/A	N/A	N/A	N/A	N/A

How well did we do it?

Ref	Description	2012/13 Actual	2013/14 Actual	2014/15 Actual	Q2 2015/16	2014/15 Wales Av	2014/15 Quartile in Wales	Direction of travel	2015/16 Target	Target Met
SCC/011(b) (NSI)	The percentage of initial assessments that were completed during the year where there is evidence that the child has been seen alone by the Social Worker.	22.4% 81/362	33.2% 93/280	57.4% 213/371	43.2% 64/148	44.8%	Top	↓	60%	✘
SCC/033(d) (NSI)	The percentage of young people formerly looked after with whom the authority is in contact at the age of 19.	88.9% 8/9	92.3% 12/13	88.9% 8/9	100% 3/3	93.3%	Bottom	↑	100%	✔
SCC/025 (PAM)	The percentage of statutory visits to looked after children due in the year that took place in accordance with regulations.	66.9%	65.3%	84.5%	80.6%	87.7%	Bottom	↓	90%	✘
SCC/045 (PAM)	The percentage of reviews of looked after children, children on the Child Protection Register and children in need carried out in line with the statutory timetable	59.5%	86.1%	93.9%	84.7%	88.9%	Upper Middle	↓	95%	✘
SCC/001(a)	The percentage of first placements of looked after children during the year that began with a care plan in place	Not submitted 2012/13	83.0% 44/53	100% 37/37	93.3% 28/30	92.2%	Top	↓	100%	✘
SCC/006	The percentage of referrals during the year on which a decision was made within 1 working day	93.9% 399/425	99.0% 411/415	99.2% 478/482	97.5% 159/163	97.0%	Lower Middle	↓	99.2%	✘
SCC/011(a)	The percentage of initial assessments that were completed during the year where there is evidence that the child has been seen by the Social Worker	85.6% 310/362	95.7% 268/280	97.3% 361/371	92.6% 137/148	78.0%	Top	↓	97.5%	✘
SCC/014	The percentage of initial child protection conferences due in the year which were held within 15 working days of the strategy discussion	84.8% 56/66	93.4% 57/61	75% 57/76	90.5% 38/42	92.6%	Bottom	↑	93.2%	✘
SCC/015	The percentage of initial core group meetings due in the year which were held	34.0% 16/47	96.2% 51/53	87.1% 54/62	97.4% 38/39	91.1%	Bottom	↑	91.5%	✔

How well did we do it?

	within 10 working days of the initial child protection conference									
SCC/016	The percentage of reviews of child in need plans carried out in accordance with the statutory timetable.	19.5% 89/456	57.5% 104/181	85.2% 190/223	59.5% 72/121	77.9	Lower Middle	↓	86%	✘
SCC/021	The percentage of looked after children reviews carried out within statutory timescales during the year	100% 296/296	99.6% 284/285	100% 281/281	100% 172/172	95.5%	Top	-	100%	✓
SCC/034	The percentage of child protection reviews carried out within statutory timescales during the year	90.5% 181/200	93.9% 155/165	95.5% 126/132	91.1% 72/79	98.0	Bottom	↓	100%	✘
SCC/042(a)	The percentage of initial assessments completed within 7 working days	76.5% 277/362	76.4% 214/280	76.8% 285/371	82.6% 123/149	75.9%	Lower Middle	↑	82.2%	✓
SCC/042(b)	The average time taken to complete initial assessments that took longer than 7 working days to complete	20 1643/84	20 1298/66	21 1,842/86	23 607/26	20.5%	Lower Middle	↓	15	✘
SCC/043(a)	The percentage of required core assessments completed within 35 working days	81.3% 74/91	86.7% 78/90	84.7% 138/163	77.0% 57/74	80.7%	Upper Middle	↓	86.7%	✘
SCC/043(b)	The average time taken to complete those required core assessments that took longer than 35 days	78 1326/17	66 794/12	56 1405/25	63 1075/17	62.5%	Lower Middle	↓	54	✘

Is anyone better off?

Ref	Description	2012/13 Actual	2013/14 Actual	2014/15 Actual	Q2 2015/16	2014/15 Wales Av	2014/15 Quartile in Wales	Direction of travel	2015/16 Target	Target Met
SCC/002 (NSI)	The percentage of children looked after at 31 March who have experienced one or more changes of school, during a period or periods of being looked after, which were not due to transitional arrangements, in the 12 months to 31 March	10.2% 6/59	11.0% 8/73	21.4% 15/70	10.3% 7/68	13.5%	Bottom	↑	10%	✘
SCC/004 (NSI)	The percentage of children looked after on 31 March who have had three or more placements during the year	2.0 2/101	10.7% 11/103	1.9% 2/108	1.7% 2/121	9.0%	Top	↓	6%	✓
SCC/033(e) (NSI)	The percentage of young people formerly looked after with whom the authority is in contact, who are known to be in suitable, non-emergency accommodation at the age of 19.	100% 8/8	91.7% 11/12	87.5% 7/8	33% 1/3	93.1%	Bottom	↓	100% 8/8	✘
SCC/033(f) (NSI)	The percentage of young people formerly looked after with whom the authority is in contact, who are known to be engaged in education, training or employment at age 19.	25.0% 2/8	58.3 7/12	25% 2/8	33% 1/3	59.5%	Bottom	↑	75% 6/8	✘
SCC/037 (NSI)	The average external qualifications point score for 16 year old looked after children, in any local authority maintained learning setting	269 1614/6	222 1773/8	308 2156/7	232 2088/9	276	Upper Middle	↓	147	✓
SCC/010	The percentage of referrals that are re-referrals within 12 months	16.2% 69/425	13.3% 55/415	13.5% 65/482	17.2% 28/163	21.1%	Top	↓	12-30%	✓
SCC/035	The percentage of looked after children eligible for assessment at the end of Key Stage 2 achieving the Core Subject Indicator, as determined by Teacher Assessment	80% 4/5	0% 0/3	66.7% 2/3	57.1% 4/7	60.0%	Upper Middle	↓	57% 4/7	✓
SCC/036	The percentage of looked after children eligible for assessment at the end of Key Stage 3 achieving the Core Subject Indicator, as determined by Teacher Assessment	33.33 2/6	50.0% 3/6	57.1% 4/7	66.7% 4/6	43.1%	Top	↑	66% 4/6	✓