

**SUBJECT: Performance Report 2020/21 – Corporate Plan Goals**

**MEETING: Children and Young People Select Committee**

**DATE: 26<sup>th</sup> July 2021**

**DIVISIONS/WARDS AFFECTED: All**

## **1. PURPOSE**

- 1.1 To present 2020/21 performance information under the remit of Children and Young People Select Committee (Corporate Plan Goal A); this includes:
- Progress made in 2020/21 to deliver the commitments set out in the Corporate Plan 2017 – 2022 (appendix 2)

## **2. RECOMMENDATIONS**

- 2.1 Members are invited to scrutinise how well the authority performed in 2020/21 against the goals set in the Corporate Plan.

## **3. KEY ISSUES**

- 3.1 The Corporate Plan sets an ambitious five-year programme aligned to a clear purpose of building sustainable and resilient communities, and identifies five priority goals, which also serve as the council's well-being objectives. Each of the goals includes a number of commitments to action, 22 in total, which the organisation is committed to delivering between now and 2022.
- 3.2 Due to the impact of the pandemic, some of the aims within the plan have been paused or progressed at a slower pace than intended. This has enabled us to divert staff and resources into core services to focus on meeting the needs of the most vulnerable. To ensure accountability through this period, Cabinet developed a Coronavirus Strategy, also known as the *Plan on a Page*. This was approved in May and subsequently updated in July, December and more recently, in June, in response to the changing nature of the response. It contains a purpose, strategic aims and associated actions, and has been monitored by Cabinet throughout the pandemic.
- 3.3 The council has an established performance framework, which is the way in which we translate our vision of '*building sustainable and resilient communities*' into action, and ensures that everyone is pulling in the same direction to deliver real and tangible outcomes; this is shown at appendix 1. Further information on the council's performance framework is available on the intranet Hub.
- 3.4 Appendix 2 provides an update of progress in 2020/21 for the goal in the Corporate Plan that falls under the remit of the committee, Goal A: Best Possible Start in Life. An evaluation of activity and progress made is provided, with a progress rating included for each commitment. The parameters for the ratings are below:

Progressing well:	most actions are underway and making good progress; improvements are becoming evident; most activity has been on schedule
Taking steps:	actions have been started and are making progress, whilst some are not progressing or are yet to begin; some improvement is evident; activity has been on schedule but some are behind schedule

Attention needed: most actions are not making progress; few improvements are evident; most activity has been behind schedule.

No activity: no actions, improvement or activities are evident

The progress on the goal has also been given an indicative overall score based on the council's self-evaluation framework, level 1 – unsatisfactory to level 6 – excellent. These ratings reflect progress against the long term strategic commitments in the Corporate Plan. However, they do not illustrate the significant activities undertaken during 2020/21 to support the pandemic response. The update also includes the performance measures that are being used to track progress, and the contribution of each goal to the national well-being goals and ways of working set out within the Well-being of Future Generations Act.

- 3.5 The performance indicators provide quantitative information to support the analysis of performance and consist of both local and national measures. The council usually undergoes a benchmarking exercise of the national indicators to provide an indication of performance against other local authorities in Wales, however due to the impact of the pandemic, this information is limited for 2020/21 so does not provide adequate detail to support the analysis of performance against the Corporate Plan goals. Data has been gathered internally, where available, and is presented with additional information where figures do not align with previous performance to provide a wider context and explanation.
- 3.6 The Corporate Plan is an ambitious five year programme; some commitments focus on the longer-term future of the county and aim to address complex challenges, in line with the Future Generations Act. This will need to be considered when assessing progress made as the impact of some activity may not be clearly demonstrable over short timescales, and some activity will be in the early stages or not yet started.
- 3.7 The purpose of bringing the information together is to allow Select Committee to understand performance in the context of the commitments made in the Corporate Plan. Committee members are encouraged to utilise their time appropriately and consider the scrutiny already undertaken in service areas, and as prescribed on the committee's work programme. The report may identify further areas of scrutiny that committee may want to consider for inclusion on the forward work programme. As some of the activity detailed cross cuts select committee remits, it is suggested that members particularly focus their scrutiny on the activity relevant to the committee with consideration of its contribution to the objective as a whole.
- 3.8 The council's annual performance report will be presented to Council on 23 September 2021 and published by October 2021, in line with the requirements of the Local Government (Wales) Measure. As well as being presented to select committees, the goals detailed here will be included in this report, and will provide a detailed evaluation of performance in 2020/21 against the Corporate Plan and wider arrangements.

#### **4. REASONS:**

- 4.1 To ensure that members have an understanding of council performance in 2020/21 and can scrutinise how well the authority has performed.

#### **5. AUTHOR:**

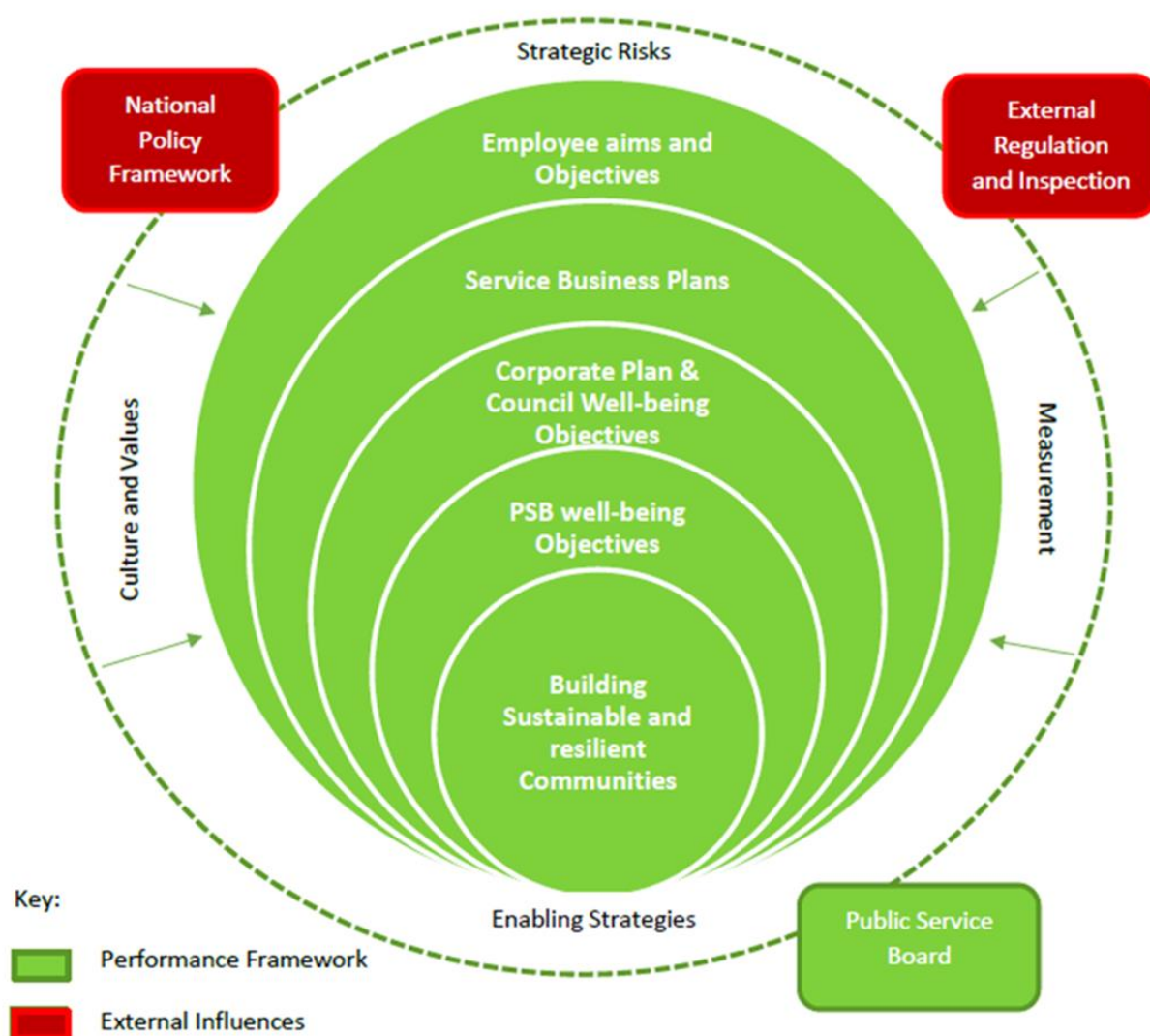
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## Appendix 1 – Monmouthshire County Council Performance Management Framework



Our performance management framework ensures everyone is pulling in the same direction to deliver real and tangible outcomes. Building sustainable and resilient communities is the unifying purpose of the diverse range of services for which we are responsible. We are a partner in the Public Service Board, which is responsible for setting well-being objectives for the county. The council's own well-being objectives are set by the council based on the same well-being assessment as the PSB objectives and forms the backbone of our five organisational goals in the Corporate Plan. Each of our teams has a business plan that aligns to these objectives and we have a range of performance measures that are used to track progress. Our risk management policy enables us to manage strategic risks to delivery of our goals, and the employee aims and objectives show the contribution that individuals make to these objectives and to delivering our vision in accordance with our values.




## Goal A: Best possible start in life

Monmouthshire County Council Goal: A. Best possible start in life	
Why we are focusing on this	Summary – Progress 2020/21
<p>Research shows that improving outcomes for children and young people relies upon a 'life course' approach; each stage of life builds to the next. We will work with children, their families and communities recognising everyone has strengths as well as needs. We will work across professions and agencies and will be led by data and evidence from emerging good practice.</p> <p>As an organisation, we recognise the importance of wellbeing and people's safety and security as a part of that. We will promote safeguarding and ensure that it is everyone's business and encourage active lifestyles for children and young people through a broad range of activities.</p> <p>We will commit to beginning the work necessary to ensure that children and young people choose to attend school in the county.</p> <p>We will invest in all our children's learning and development, ensuring they have the environments, skills and support to flourish and be prepared for the work of the future. We want our children and young people to be industry ready, able to contribute locally and globally, and meet the demands of a rapidly changing world environment.</p>	<p>Progress evaluation: 3 - Adequate</p> <p>The Coronavirus pandemic has caused unprecedented disruption to education throughout 2020/21, resulting in the closure of schools and the transition to remote learning. At the first lock down in March 2020, hubs were established to provide childcare for vulnerable learners and the children of critical workers, with an average of 255 young people attending each day. Where required, mobile broadband units and laptops have been provided for learners to access online resources, and the Education team has worked closely with Social Services colleagues to safeguard vulnerable children and young people.</p> <p>Following the announcement that there will be no GCSE, AS and A Level examinations in Summer 2021, schools have been provided with a range of support to prepare them for the new process for determining students' grade.</p> <p>Throughout the pandemic, safeguarding has remained an essential part of our delivery, and the process for receiving and responding to referrals has not changed. Arrangements have been adjusted and where required, different solutions have been identified. Early help teams in Social Services have worked closely with Education Welfare Officers and the Education Psychology team to prepare specific wellbeing support for vulnerable children.</p> <p>As lock down restrictions have limited direct contact in some areas, many services have become virtual to ensure continued support and assistance is available. Family support has continued with some creative adjustments, such as seeing people outside their homes in gardens. A parent advice line was established, receiving over 400 calls, and Social Work teams have worked closely with Education Welfare Officers and the Education Psychology team to provide wellbeing support for vulnerable children.</p>

## Detailed Progress Update

Commitment to Action	Progress rating	What we said we would do	Progress in 2020/21
<p>THE COUNCIL INVESTS IN FUTURE SCHOOLS</p> 	Taking steps	Conclude comprehensive redevelopment of new secondary school with community leisure facilities in Monmouth ( <i>Completed</i> )	<p>The new 21<sup>st</sup> century school in Monmouth was opened in September 2018, quickly followed by the newly built, state-of-the-art leisure centre.</p> <p>External project managers have been appointed to assist in developing the new Abergavenny School, which will accommodate pupils aged 3 – 19. Engagement with staff and pupils at Deri View Primary School and King Henry VIII School has been done, and concept design work has begun. A tender process is underway, and contractors will shortly be appointed to take the project forward.</p>
		Commence Abergavenny school redevelopment	<p>Work is continuing on reviewing the capacity and pupil projections within the Chepstow area in readiness for Band C and looking at options for developing learning within the Chepstow area.</p>
		Develop 'Band C' proposals for the re-provision of secondary learning in the Chepstow area	
<p>THE COUNCIL HAS A PLAN FOR RAISING STANDARDS IN SCHOOLS</p> 	Taking steps	Continue to raise standards in education and ensure an ongoing focus on vulnerable learners	<p>During school closures, in-school provision continued for vulnerable learners and children of key workers, firstly via childcare hubs, then via face-to-face teaching after the first lock down. At their peak, the hubs provided childcare for over 400 pupils in a day. Special Needs Resources Bases have remained open, and multi-agency meetings have ensured vulnerable pupils are monitored and their needs met.</p> <p>During the winter closures, schools adopted a remote learning approach for the majority of pupils, which was developed into a blended learning approach when restrictions allowed. The Education Team worked closely with schools to deliver professional learning to improve their digital and pedagogical approaches.</p> <p>An Estyn Inspection in February 2020 recognised the clear vision and strong focus on ensuring 'the best possible start in life' in schools, and also identified the commitment to partnership working that resulted in a good</p>

			<p>track record of improvement. There were areas for development clearly identified and Monmouthshire's strategic priorities for 2020/21 aligned well with these. Whilst the current uncertainty remains, work continues to address these recommendations.</p> <p>For learners with limited IT equipment or internet connectivity, mobile broadband units and laptops were provided, and thousands of new devices were given to schools to support blended learning requirements.</p> <p>To support the wellbeing of children and young people, schools have developed a flexible approach to curriculum delivery, with additional support available for those who need it. The Education Psychology Service and Healthy Schools team have provided guidance to support pupils and families during lockdown, and an Educational Psychologist is available for children with particular needs.</p> <p>There were no end of key stage assessments for Foundation Phase, KS2 and KS3 in 2020, and there were a series of process and policy changes for those students at the end of KS4 and sitting AS and A Levels. Following the announcement that there will be no GCSE, AS and A Level exams in Summer 2021, schools have been provided with a range of support to prepare them for the new process for determining students' grade.</p> <p>At the beginning of the pandemic, there were 1355 FSM pupils, which had risen to 1662 pupils by March 2021. To support these children and young people, and their families, 55,000 payments have been made to parents, with a total value of £1.2m.</p> <p>2020 saw the launch of The Compass for Life, which is aimed at helping learners in years five and six to identify their aspirations and the strengths and resilience needed to achieve them. The work is promoted by the Compass for Life Foundation, and sessions have been completed in four</p>
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			primary schools. The response has been exceptional and further schools will receive sessions in the summer term.
		Prepare for the new curriculum in Wales including a focus on the broader skills required by employers.	MCC and EAS continue to work with schools to ensure that they are preparing for the new curriculum and meeting the needs of students. Schools are receiving bespoke support packages that complement the priorities identified within their own School Development plans.
		Strengthen the links between schools, their communities and local businesses to improve the well-being of children and young people <i>(New)</i>	A youth service offer is being provided in Chepstow, supporting young people aged 11+, funded by the Town Council, Monmouthshire Housing Association and Chepstow Action for Youth. Funding was also secured from the WLGA Food Security Grant and MHA 'Pitch Your Project' scheme to run virtual family cookery classes, provided by a local volunteer, and are free to primary school pupils. This activity supports schools to access community opportunities, which has a positive impact on the wellbeing of children and their families.
<p>THE COUNCIL CARRIES OUT A STRATEGIC EDUCATION REVIEW</p> 	Taking steps	Implement the findings and recommendations of the independent Additional Learning Needs Review	<p>The new ALN Strategy identifies four distinct and ambitious work streams, all of which aim to build sustainable and resilient provision, and are now embedded in the business plans of the ALN and Educational Psychology Services. Whilst lockdowns have had an impact on some actions, progress has been made in other areas. The Emotionally Based School Avoidance (EBSA) cross-directorate initiative has been developed as part a whole school, whole authority approach to promoting attendance and well-being in Monmouthshire schools. The Education Psychology Service's training platform has continued to be developed, which provides information on support for well-being, as well as other key issues.</p> <p>The ALN team have been a key part of the regional preparations and developments for the new ALN and Tribunal Act legislation, which will be implemented on 1<sup>st</sup> September 2021. In preparation for the implementation of the Act, all Monmouthshire ALN Coordinators have been provided with an extensive range of training through the regional ALN transformation initiative, and Headteachers have been kept up to date with</p>

			<p>developments associated with ALN implementation through head teacher meetings and targeted communications.</p> <p>Over the last academic year, all Specialist Resource Bases (SRB) have upgraded their sensory resources and provision, and outdoor play equipment, and one SRB has been significantly remodelled to provide an improved learning and play environment. In addition, SRB staff have participated in Attention Autism training, which will form the core intervention for children with ASD, and an SRB Outreach Service pilot was rolled out in the Spring term 2021, which will be evaluated and further developed over the autumn and spring terms.</p>
		Review of Catchment and Nearest School Policy	<p>Reviews and consultations have been carried out on the admissions criteria for school place allocations and secondary school catchment areas. Recommendations from the consultations were implemented with effect from September 2020. The proposed sizing of the new school in Abergavenny has been considered in light of rising numbers of students at King Henry VIII, and housing developments in the area, so there will be further consultation to considering the catchment area.</p>
		Review of Home to School Transport	<p>A review of policies regarding the management of external Home to School transport operators has been carried out and changes implemented. Welsh Government have embarked on a consultation exercise to extend the requirements of the Learner Travel Measure, so the review of wider policies has been delayed.</p>
		Review and develop leadership structures across schools	<p>Leadership structures have been reviewed in two schools to ensure they have the capacity and sustainability to grow and thrive. As a result, a second federation has been successfully established in the county between Kymin View Primary School and Llandogo Primary School, in partnership with the Governing Body in each school. The federation will become fully operational from September 2021.</p>



THE COUNCIL IMPLEMENTS A  
MODEL OF EARLY  
INTERVENTION AND  
PREVENTION FOR CHILDREN  
AND FAMILIES



Taking  
steps

Integrate preventative  
children and family services  
within each locality into one  
prevention focused function

Children's Services have focused on implementing a co-ordinated approach to early intervention and prevention. Early help services assist families to address difficulties as soon as possible, via a well-developed partnership approach, and the range of preventative services has been developed to provide the right help at the right level of intensity, according to the needs of the family. The Achieving Change Together Team is currently working with 50 plus children on the 'edge of care' to enable them to remain living safely with their parents.

As lock down protocol limited direct contact in some areas, many early help and family support services became virtual to ensure continued support and assistance was available throughout. All family support continued with some creative adjustments where appropriate, such as seeing people outside, such as in gardens. However, where it was required for the safety and wellbeing of children, a direct service was provided to families using a risk assessment.



To help alleviate some of the additional pressure caused by the pandemic, a parent advice line was established within two days of the first lock down, and has received over 400 calls in the last 12 months. Social work teams worked closely with Education Welfare Officers and the Education Psychology team to prepare specific wellbeing support for vulnerable children out of the school hubs.

Provide services that meet  
mental health and emotional  
well-being

Extensive support was provided to children with disabilities, in partnership with Action For Children, for families at risk of breakdown. Salaried carers were asked to provide day respite to those families in most need, and a summer play-scheme was provided at three sites across the county for additional support.

The 2020 School Health Research Network survey identified that students' health behaviours have worsened since the last survey in 2018, including student levels of life satisfaction, alcohol misuse, and sex and relationships.

		<p>Monmouthshire's Youth Council, Engage 2 Change, (E2C) is a group of young people aged 11-18 from across Monmouthshire who meet to represent the views of their peers, with a view to inform decisions that affect the county's young people. E2C has developed a Monmouthshire-specific ballot, which highlights local issues raised by young people, and the 2020 top priority was Sex Education eXplained. E2C is working with the Youth Service and schools to address the issue of relationships and sexuality, and is helping to develop a programme for KS3 and 4 pupils.</p> <p>Friday Friendlies are a series of online webinars designed and directed by E2C to give young people the opportunity to talk, gain new knowledge and influence change with decision makers. To date, six remote Friday Friendlies have been held, and discussions include the budget, bullying, votes at 16, mental health, LGBT history and gender equality.</p> <p>The Shift project, funded through the WG Youth Support Grant, supported 100 young people who had poor mental health and emotional wellbeing through a mix of face to face and digital work. During their time on the project, over 80% of young people felt an improvement in their wellbeing. A specific offer for young people aged 18+ has also been developed.</p>
	Promote active lifestyles for children and young people through a broad range of activities including sport, exercise and the natural environment	<p>There has been a focus on improving and expanding the active travel offer within the county, and part of this work has concentrated on providing a safer network for children and young people to actively travel to school. Initial funding of £49k was allocated to identify new routes and routes for improvement in Chepstow and Abergavenny, which has been increased to £71k to expand the project to all four secondary schools. This work has provided valuable information to support future funding bids in terms of the physical infrastructure changes that can be made as part of our overall network.</p>

			<p>During the Easter holidays, outdoor open access play sessions were delivered on four sites in the county, attracting 1,100 attendances over a seven day period. Summer provisions for children consisted of MonLife activity hubs at each of the four leisure centres in the county, which received a total of 4,170 attendances, an average of 166 children per day, and supported 124 vulnerable pupils and 76 pupils eligible for free school meals. In addition to this, teams created 1,500 play packs to children of primary school age. And the Sports Development team responded to the pandemic by delivering a number of virtual programs. This included a cross country event, involving 271 primary school pupils from years 3 – 6 who submitted a running time over a distance of either 1200 and 1600 metres.</p>
		Roll out the 'Children's Voices in Play' toolkit across the county to support the creation of play-friendly communities <i>(New)</i>	<p>The Young People's Voices in Play Toolkit has been developed and was originally due to be introduced to schools during 2020/21. This has been delayed due to the onset of the Covid-19 pandemic and resulting disruption to schools. Roll out of the toolkit will be considered later in the year, depending on the ongoing pandemic disruptions and immediate pressures.</p>
<p>THE COUNCIL ENSURES PERMANENT ACCOMMODATION AND SUPPORT FOR LOOKED-AFTER CHILDREN</p>  	Taking steps	Increase the number of Monmouthshire foster carers	<p>The number of looked after children has been increasing significantly, rising from 173 at the end of 2018/19 to 219 at the end of 2019/2020. At the end of 2020/21, 213 children were looked after, which is still significantly higher than in recent years. All parts of the system are aligned to ensure that only children who need to become looked after do so. Similarly, services are in place to support children being looked after, where this is safe and in their best interests.</p> <p>Active campaigns are being run to increase the rates of in house foster carers, including the 20 for 20 reasons to foster. Seven new foster carers have joined Monmouthshire during 2020/21 as a result of these campaigns, taking the total to 95. The high number of children who are looked after means that demand remains high and therefore, recruitment and retention remains a high priority.</p>

## Well-being of Future Generations Act impact

### Contribution of Council goal to Future Generations Act Well-being Goals

Prosperous Wales	Resilient Wales	Healthier Wales	More equal Wales	Wales of cohesive communities	Vibrant culture and thriving Welsh Language	Globally responsible Wales
✓		✓	✓		✓	

The **long-term** nature of this goal is intrinsic to its success. Working with and **involving** children and young people, as early as possible, to identify their needs will give them the best chance of achieving their maximum potential. **Preventing** problems before they start will provide our young people with the best chance to develop. By focusing on prevention we will aim to reduce the number of children who rely on statutory services and should support them in a way that provides them with a better outcome. Using a **collaborative** approach and aligning services provides a rounded resource, with the right people in the right place at the right time. It also reduces duplication, avoids the need for multiple referrals and provides a complimentary methodology of care that works in harmony for the young person. Overall, this approach **integrates** the needs of our young people, ensuring they have the best opportunity to achieve their goals.

### Measures of progress

Measure	Previous	Latest	Target	Comment
Percentage of children and young people at the end of KS2 in Monmouthshire primary schools who move to a secondary school in the county	78.5%	82.3%	Increase	Latest is summer 2020 data
Percentage of pupils with a statement of special educational learning need who are educated in mainstream setting within the county	62.4%	65.3%	Increase	
Percentage of Year 11 leavers not in education, training or employment (NEET) <sup>i</sup>	1.3%	1.4%	1.0%	Latest is 2020 data; data produced annually by Careers Wales
Percentage of looked after children who experience non-transitional school moves	12.7%	10.9%	<10%	
Percentage of families supported by early help services who report being helped with what matters to them: i) Pre statutory Services	i) 71%	i) 84%	Increase	Pre statutory is early intervention prior to receiving statutory children's social services.

ii) Statutory services	ii) 86%	ii) 87%	Increase	Statutory services is early intervention through prevention into care.
Percentage of children placed with generic/kinship foster carers	36.1%	41.3%	Increase	
Percentage of pupils who take part in sport on three or more occasions per week <sup>ii</sup>	45%	Next survey 2022	Next survey 2022	Previous data - 2018 survey, Sports Wales. Next survey postponed to Spring/Summer 2022
Number of young people trained in the playmaker award	923	950	900	Due to pandemic, approach changed to a combination of face to face & digital delivery

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<sup>i</sup> Careers Wales, Annual Survey of School Leavers <http://destinations.careerswales.com/>

<sup>ii</sup> Sport Wales, School Sport Survey data <http://sport.wales/research--policy/surveys-and-statistics/statistics.aspx>