

Children and Young People's Directorate

CHIEF OFFICER'S REPORT 2015/16

TUESDAY 22ND NOVEMBER 2016

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Purpose

- The purpose of this report is to provide Members with an evaluation of the Children and Young People's directorate and the extended schooling system that it works with.
- It will reflect on the progress that our schools have made in the last year at the end of all key stages. This report will focus on the key headline indicator at the end of each stage. The full range of outcome indicators (for the Foundation Stage, Key Stage 2 and Key Stage 3) can be found in papers that have been presented to the Children and Young People Select Committee on the 3rd November.
- The results included in this report for Key Stages four and five are still provisional and there may be some small changes when the numbers are finalised. However, in terms of trend and our high level analysis we believe them to be sufficiently robust for inclusion in this report.
- The report will conclude with a set of objectives for the coming year based on the key areas of focus identified in this report

Changing perspective – the wider picture



*There is more to CYP
than schools and
standards*

A long term programme of wellbeing

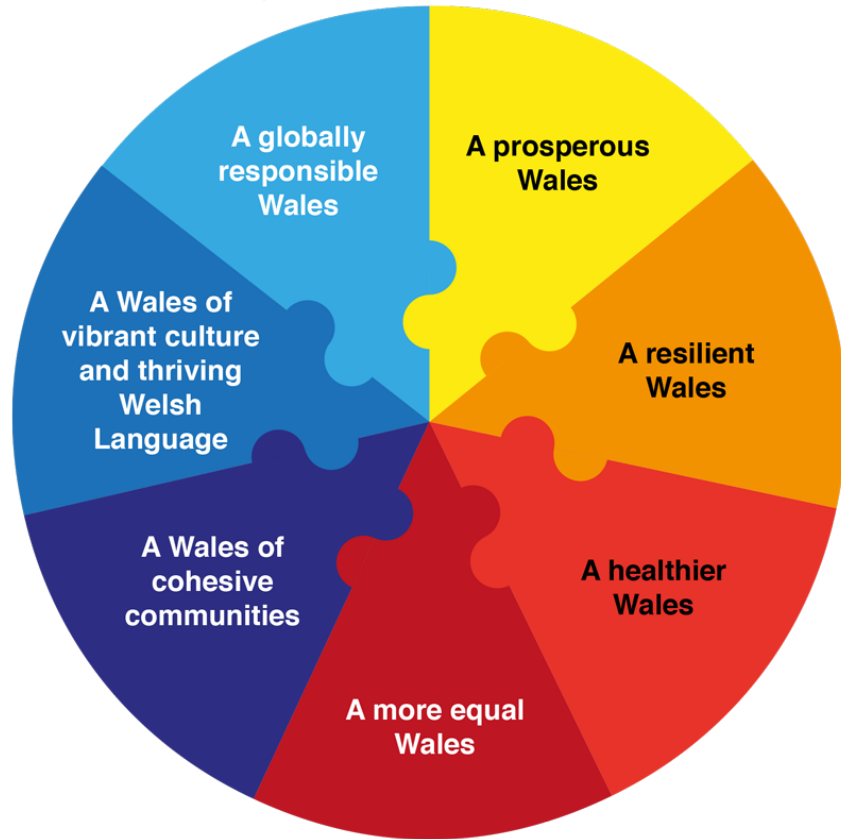


Four Pillars



- **Be ready for school** [*Early Years / Flying Start*]
- **Be in school** [*Access, getting to school, attendance*]
- **Be well behaved and ready to learn** [*Exclusions, youth support services, partnership work, EAL, LAC*]
- **Be well taught** [*Standards, ALN, teaching and learning*]

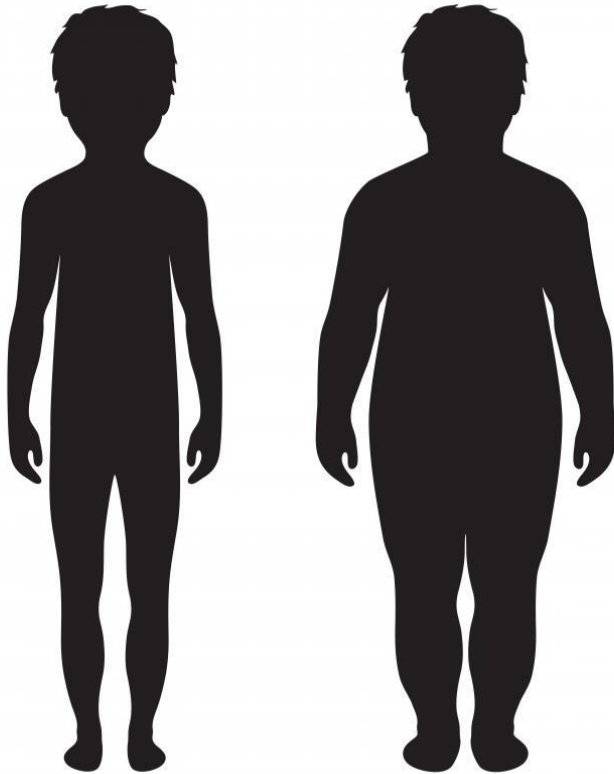
Maximising our contribution



- Preventative
- Collaborative
- Long term
- Integrated
- Participative

The Wellbeing of Future Generations Act speaks directly to the outcomes we are seeking to achieve for our children and young people. We will place the five key principles at the heart of all of our reforms including services for those with Additional Learning Needs, Childhood Obesity and challenging behaviours

e.g. Childhood Obesity



- It is estimated that:
 - Nearly **5,400** (180 classrooms of) children and young people (age 0 -18 years) are **overweight or obese**
- Of whom
 - Approximately **3,000** (100 classrooms) are **obese**

The CYP Directorate will become one of the key participants in the wider Public Service Board approach to reducing childhood obesity. Working with colleagues across agencies we will work to reduce the wide ranging impact of obesity on our young people. We will extend the number of schools who achieve the Healthy Schools standard

Partnership working to address Adverse Childhood Experiences

CHILD MALTREATMENT



Verbal abuse
23%



Physical abuse
17%



Sexual abuse
10%

CHILDHOOD HOUSEHOLD INCLUDED



Parental
separation
20%



Domestic
violence
16%



Mental
illness
14%



Alcohol
abuse
14%



Drug
use
5%



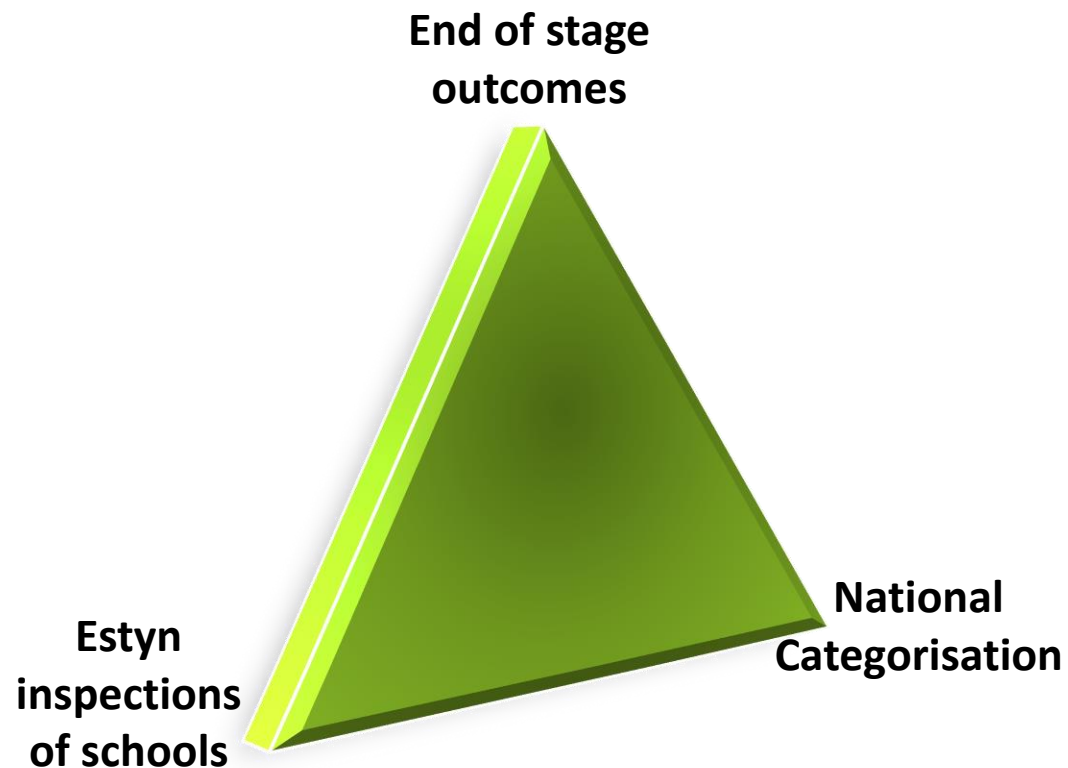
Incarceration
5%

Compared with people with no ACEs, those with 4+ ACEs are:

- 4 times more likely to be a high-risk drinker
- 6 times more likely to have had or caused unintended teenage pregnancy
- 6 times more likely to smoke e-cigarettes or tobacco
- 6 times more likely to have had sex under the age of 16 years
- 11 times more likely to have smoked cannabis
- 14 times more likely to have been a victim of violence over the last 12 months
- 15 times more likely to have committed violence against another person in the last 12 months
- 16 times more likely to have used crack cocaine or heroin
- 20 times more likely to have been incarcerated at any point in their lifetime

Where are our schools?

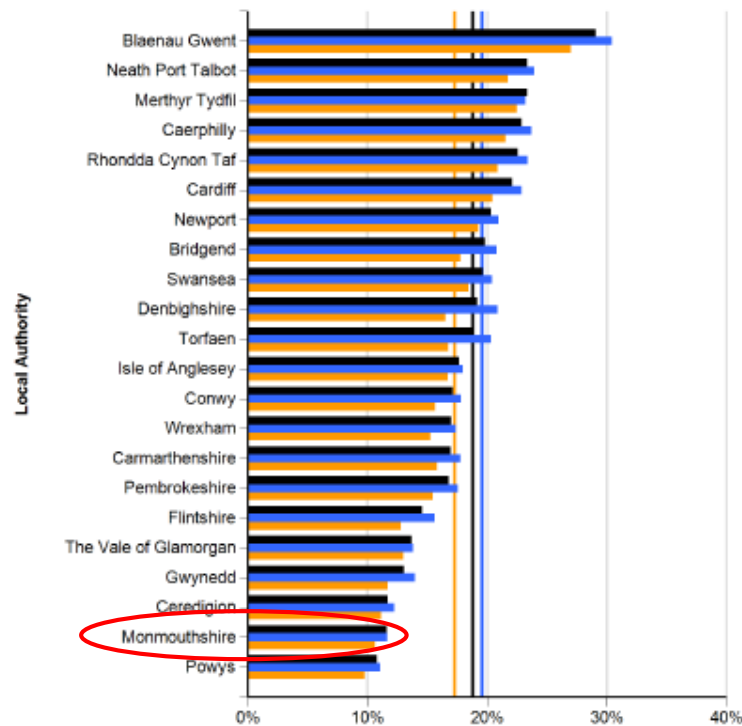
Triangulation of standards in our schools



- **End of stage outcomes [annual assessment]:**
 - Expected Level
 - Expected Level +1
 - Gender Gap
 - eFSM Gap
- **National Categorisation [Annual assessment based on three year rolling data and leadership]:**
 - Standards
 - Leadership
- **Estyn Outcomes [rolling programme of school inspection]:**
 - Outcomes
 - Prospects for improvement
 - Teaching and Leadership

Context – how do we compare ourselves?

1.1 % pupils of statutory school age eligible for FSM 3-year average
LA comparison - 2015/16



- Critical aspect of calibrating our performance is who we measure our progress against.
- Two areas of focus for our schools:
 - Their free school meals group (100% FSM)
 - Their family of schools (FSM / Deprivation /ALN EAL)
- A key development for Monmouthshire is that on the three year rolling average we are now 2nd lowest ranked authority for free school meals a movement from last year when we were ranked twentieth.

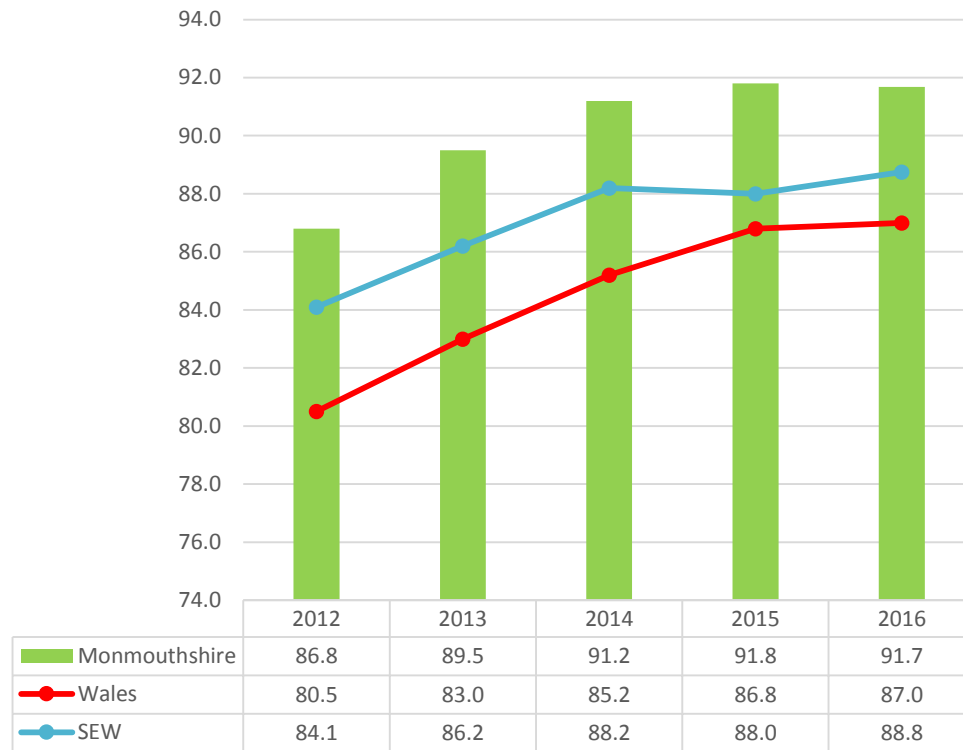
Conversely for all outcome indicators we should look to be in the top two positions in Wales

Foundation Phase at a glance (2016)

Foundation Phase Indicator	LLC – English	LLC – Welsh	Mathematical Development	Physical and Social Development
 1 st	 1 st	 7 th	 2 nd	 3 rd

Foundation Phase Indicator – expected level

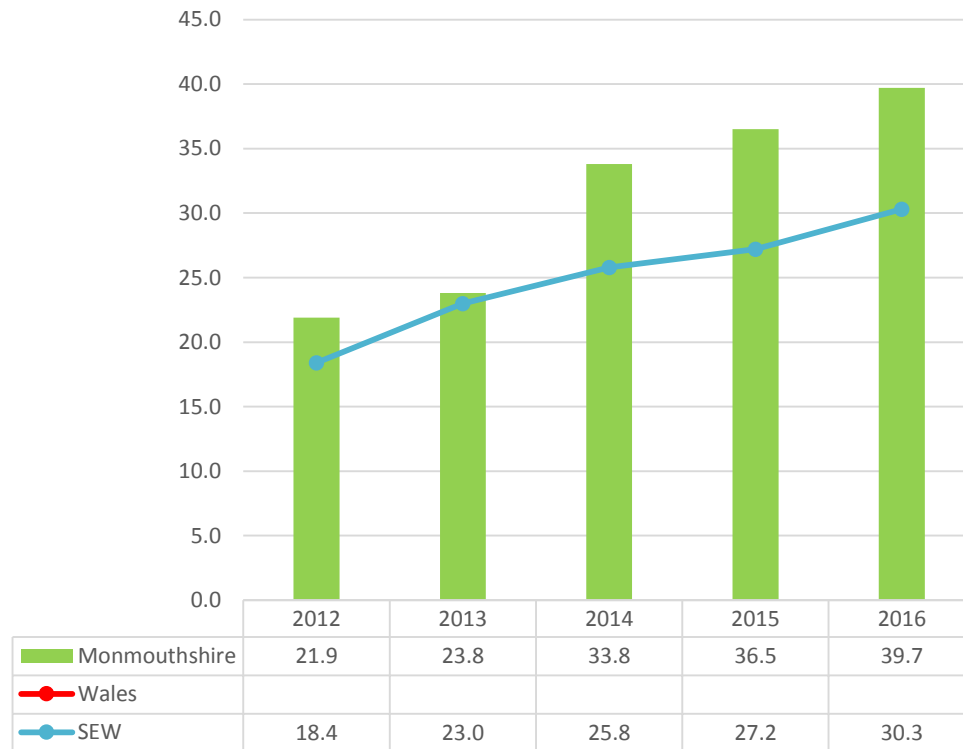
Foundation Phase Indicator - Expected Level



- *eFSM ranking is 2nd therefore the expectation is that our performance is in the top two in Wales*
- 2016 91.7% slight decline from 2015 (-0.1%) but progress from 2015 to 1st in Wales (2015 2nd)
- Very slight declines in FPI, LLC English and Mathematical development at the expected level.
- All targets missed except LLC Welsh

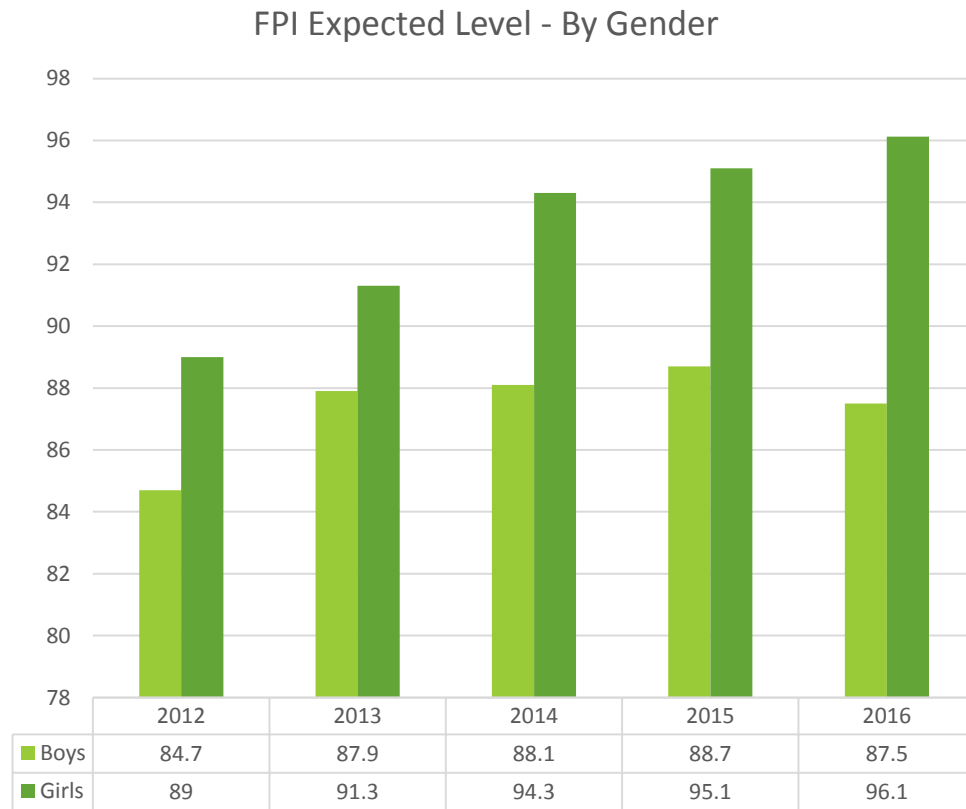
Foundation Phase Indicator – expected level plus 1

Foundation Phase Indicator - Expected Level +1



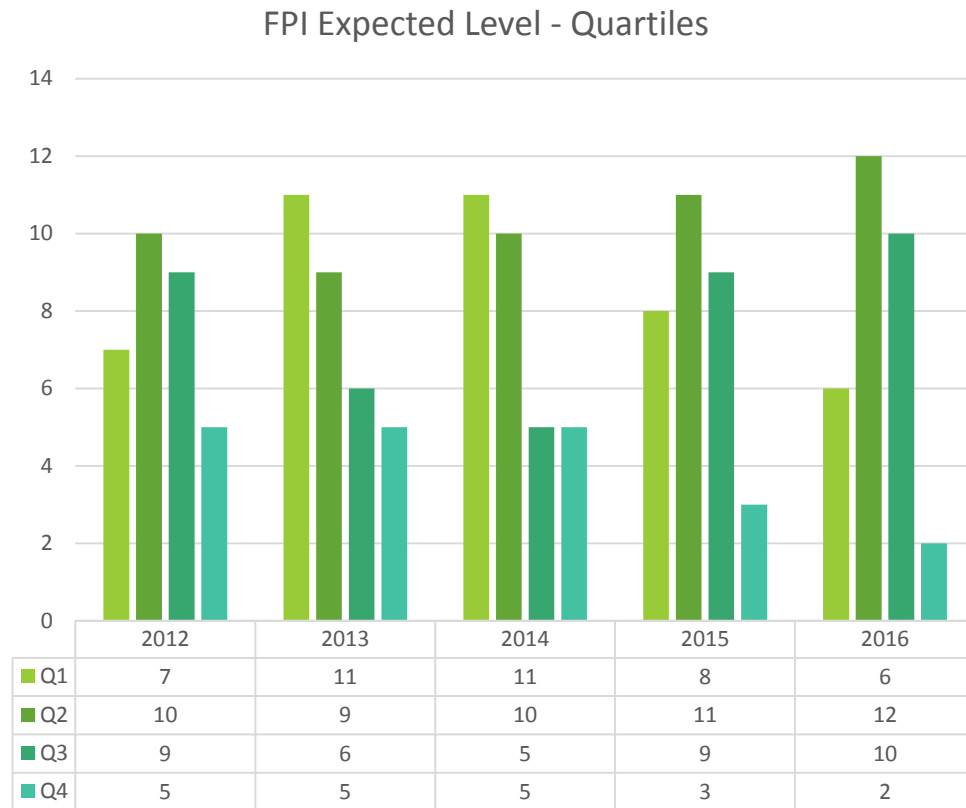
- Performance at the expected level + 1 is showing strong development – 81% increase in number achieving (18 pps)
- Increases in all areas
 - >45% achieving English, Maths and Welsh
 - >70% achieving PSD
- Exceptional development and area for continued focus
- Targets exceeded in all areas except English (very near 0.5%)

Foundation Phase – Gender gap








- Gender gap has increased over the last five years from 4.3% in 2012 to 8.6% in 2016
- Gap has increased and is now higher than the Welsh gap at both the expected and expected +1

Foundation Phase - Quartile performance

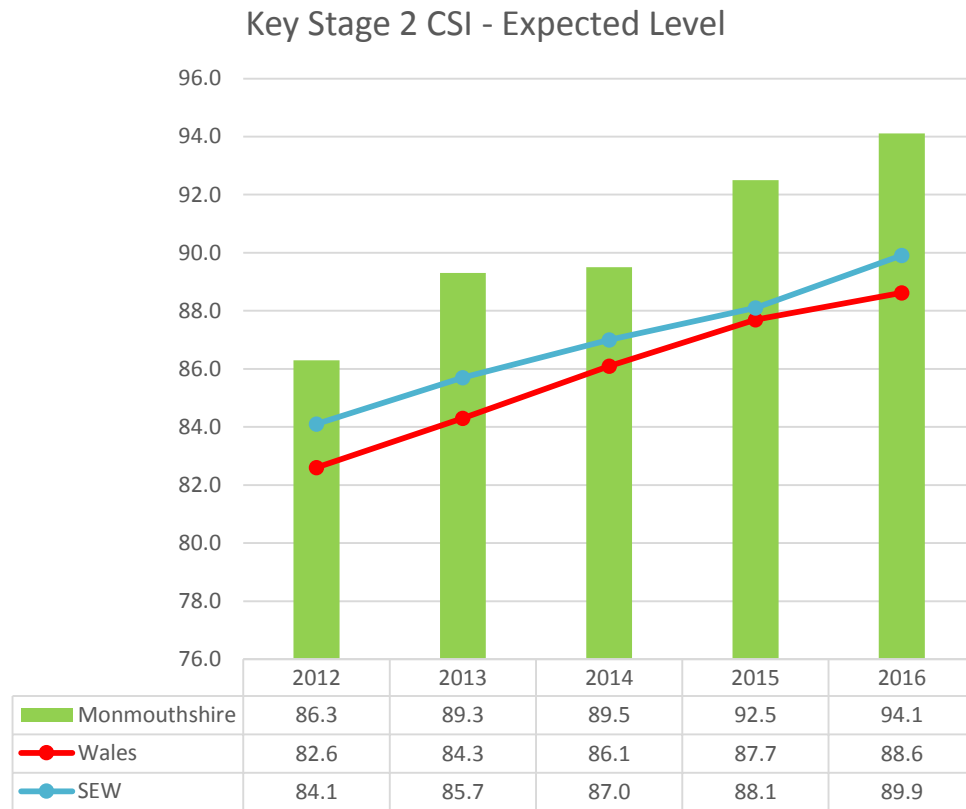


- The WG heat map disguises some of the comparative analysis
- Reduction in the number of schools in Q4 positive
- Too much volatility between Q3 and Q2 – need to understand individual progression
- 5 years net progress of +1 into top quartile – how can we ensure more schools are there?

KS2 at a glance (2016)

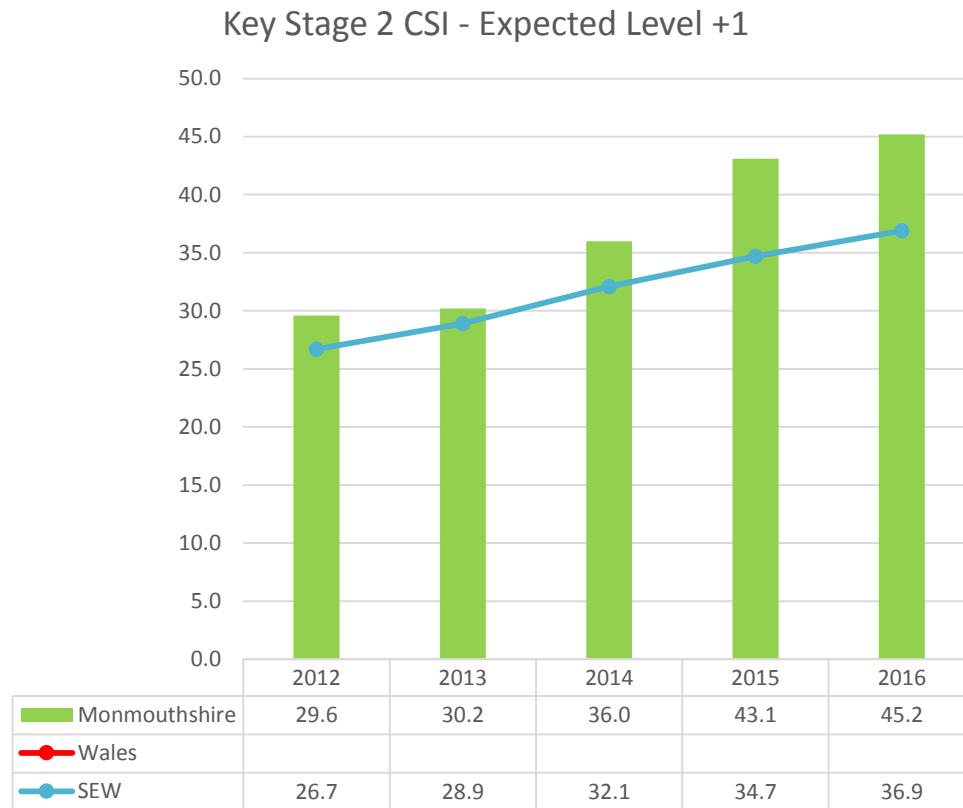
Core Subject Indicator	English	Welsh	Maths	Science
				

KS2 CSI – Expected level



- *eFSM ranking is 2nd therefore the expectation is that our performance is in the top two in Wales*
- Increased performance in 2016 now ranked first in Wales
- Performance at the expected level has increased in all areas
 - English 95.9%
 - Welsh First Lang 95.1%
 - Maths 95.2%
 - Science 97.2%
- Performance exceeded target in all areas.

KS2 CSI – Expected Level +1



- Excellent progress at expected measure +1
 - 15.6 percentage points
 - >50% improvement in 5 years
- English, Maths and Science all >54% achieving
- All above target
- Key question is:
 - how can we sustain?
 - Is there scope at level 6?
 - What does this mean for our secondary settings?

KS2 CSI – Gender gap

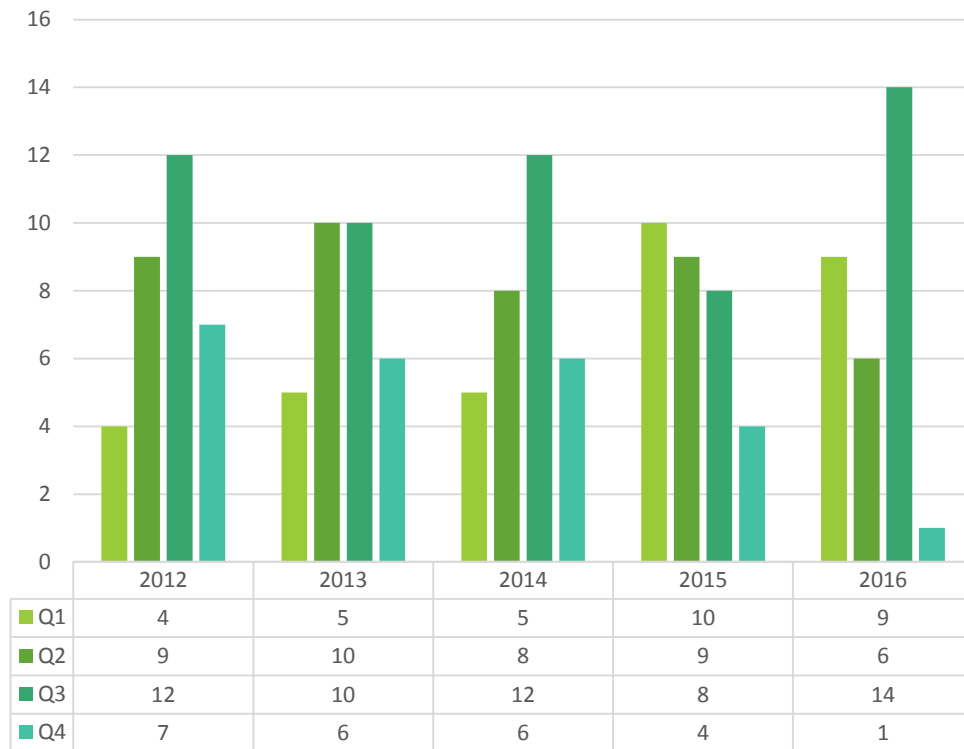
KS2 CSI Expected Level - By Gender



- Area of progress – cf. foundation phase
- Near parity at expected level in 2016 an improvement of 5.1 percentage points since 2012 and 3.7 pp on 2015
- Below gap compared to Wales





KS2 – Quartile Performance

KS2 CSI Expected Level - Quartiles

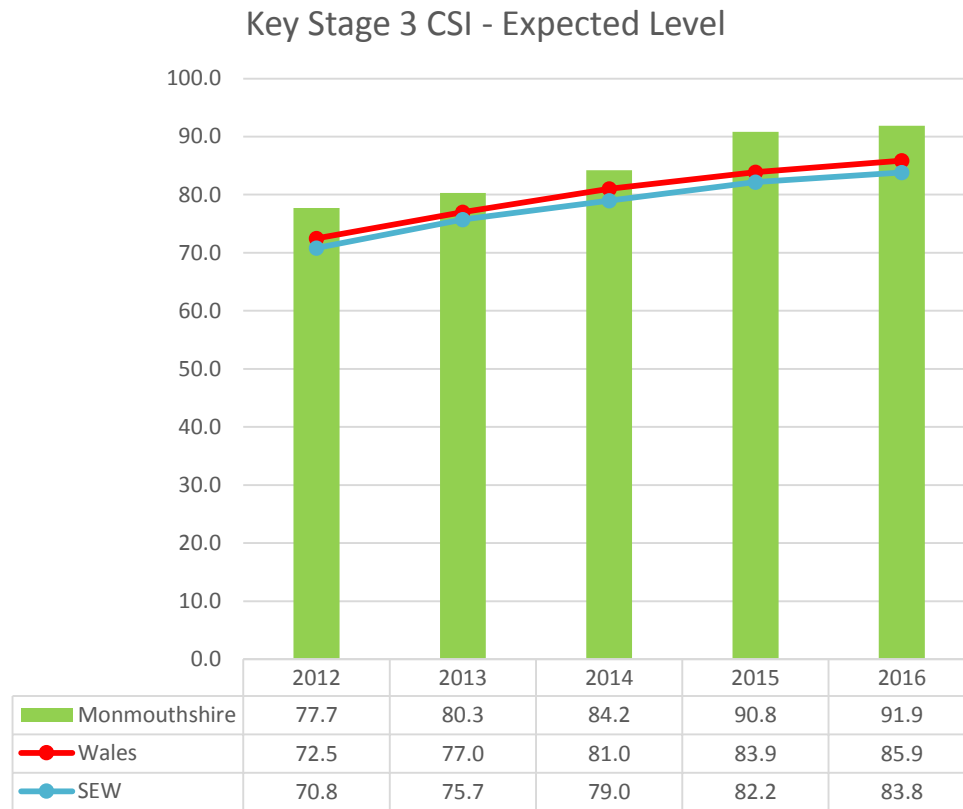


- Real progress in reducing the number of schools in Q4 (7 to 1 over 5 year period)
- Progress at Q1 too – (4 to 9)
- Volatility between Q2 and Q3 – 2016 increase of 4 schools below the median
- Fall from 2015 of 20 above the median

KS3 at a glance (2016)

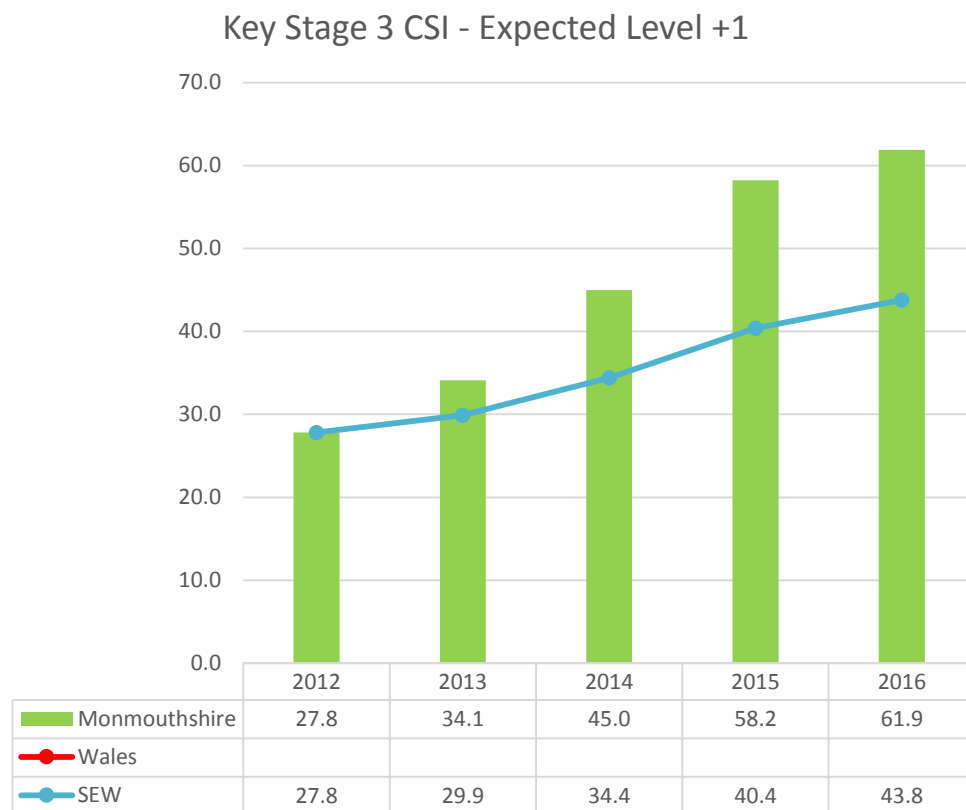
Core Subject Indicator	English	Maths	Science
			

KS3 CSI – Expected level



- *eFSM ranking is 2nd therefore the expectation is that our performance is in the top two in Wales*
- Improved performance again in 2016 – now ranked third in Wales – at our expectation but a place lower than in 2015
- Across the board improvement but below targets (but < 2% below aggregated target)

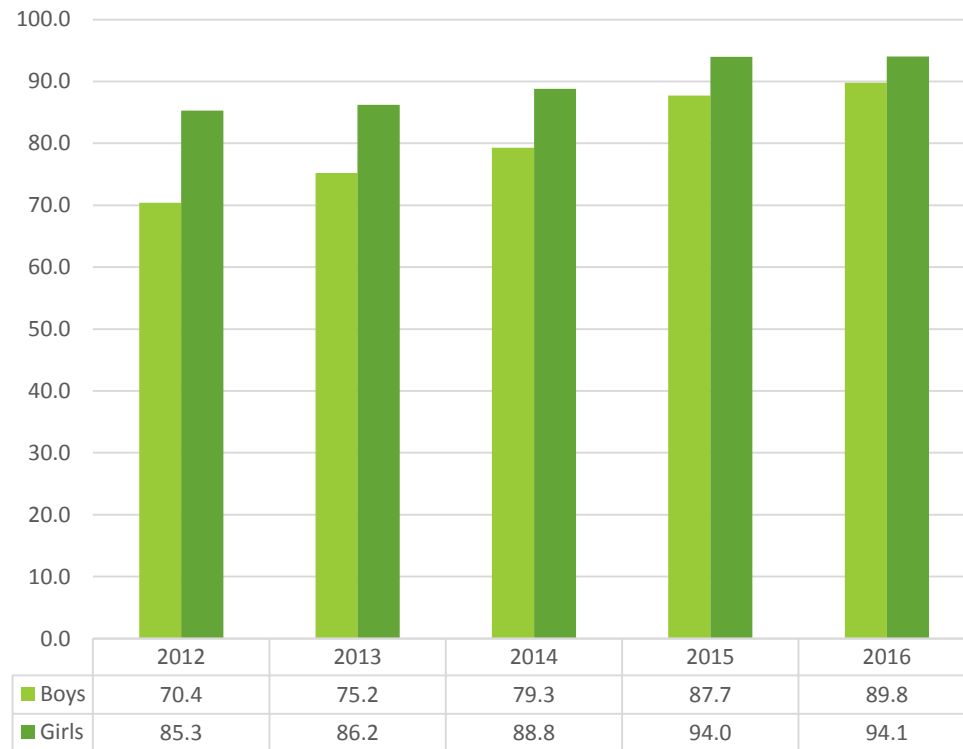
KS3 – Expected Level + 1



- Another area of strength [*level 7*]:
 - English 72.7% / 24.7%
 - Maths 74.5% / 38.8%
 - Science 76.5% / 34.1%
- Targets missed at expected level +1 for English and maths but exceeded for science
- All targets met for expected level +2
- How do we convert this to KS4 outcomes?

KS3 CSI – Gender gap and quartile performance

KS3 CSI Expected Level - By Gender



Level 5

Decreased for all indicators except science. With the exception of science, all subject gender gaps are narrower than the Wales average gender difference.

Level 6

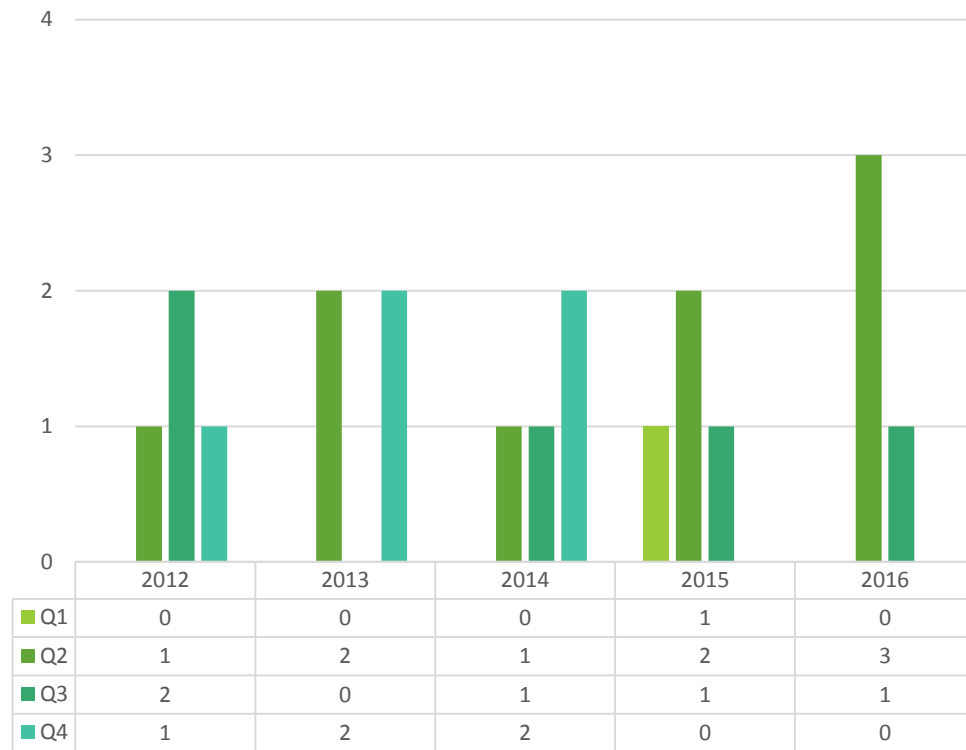
Decreased for all subjects. The gender gaps are narrower than the Wales average gender difference for English and Welsh.

Level 7

Decreased for all subjects, and are narrower than the Wales average gender difference in all subjects except science.

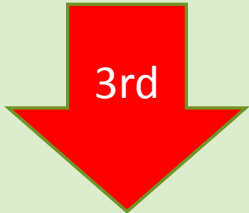
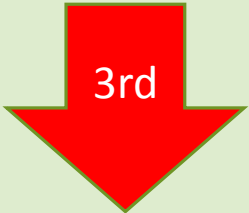




KS3 – Quartile Progress

KS3 CSI Expected Level - Quartiles

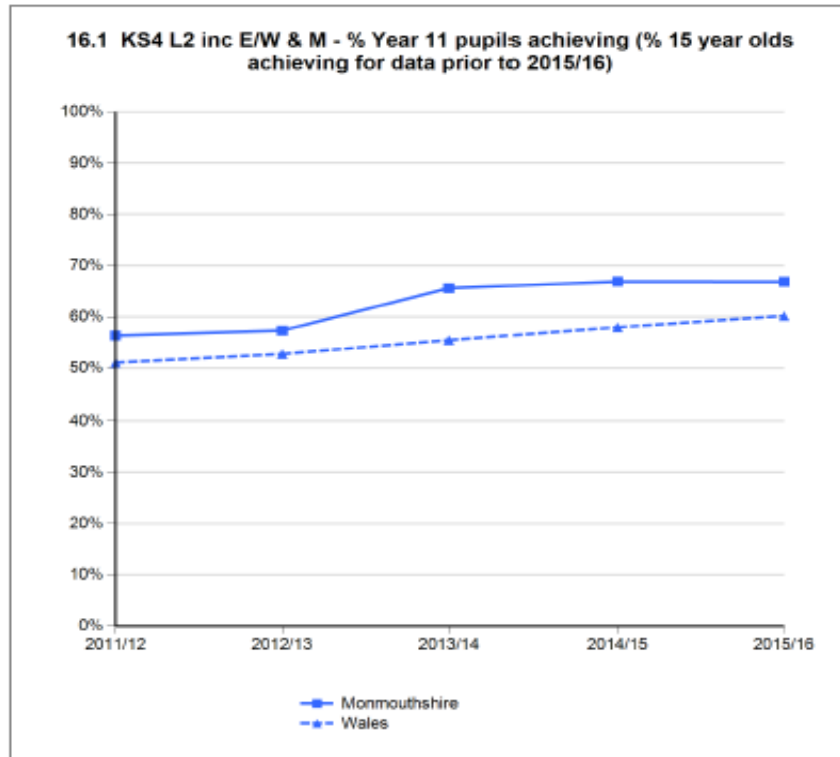


- Progress:
 - More schools above the median than at any time in the last 5 years
 - But none in Q1 anymore
 - None in Q4 since 2014
- How do we convert Q2 to Q1?

KS4 at a glance (2016)

Level 2 Inclusive	Level 2	Level 1
		
5 A*/A	Capped Point Score	No qualifications
		

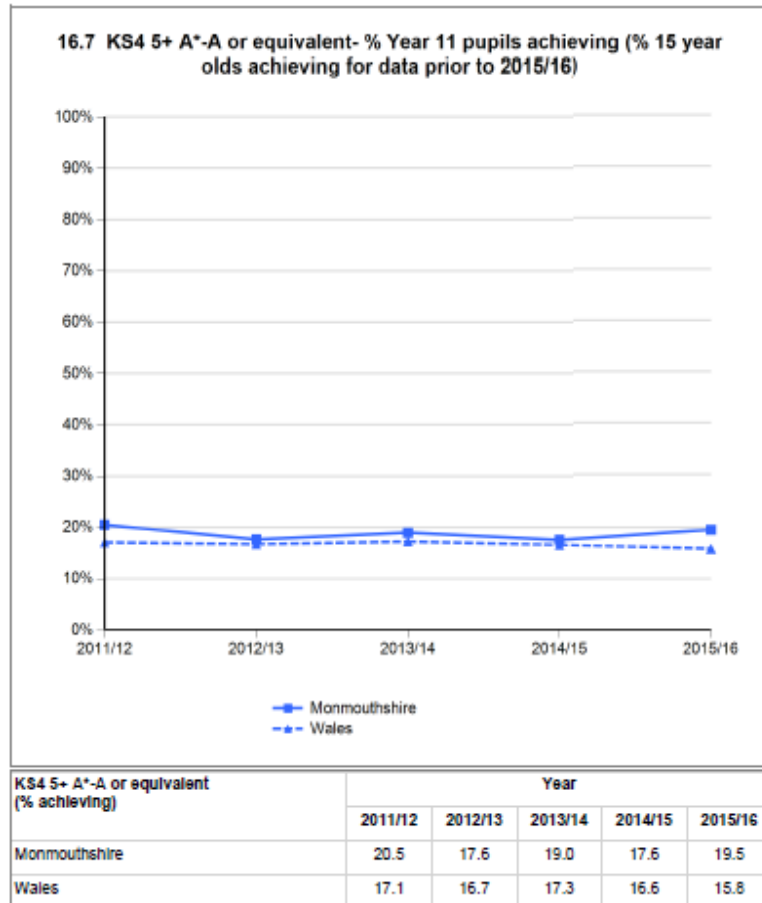
KS4 Level 2 inclusive



KS4 L2 Inc E/W & M (% achieving)	Year				
	2011/12	2012/13	2013/14	2014/15	2015/16
Monmouthshire	56.3	57.3	65.6	66.9	66.8
Wales	51.1	52.7	55.4	57.9	60.2

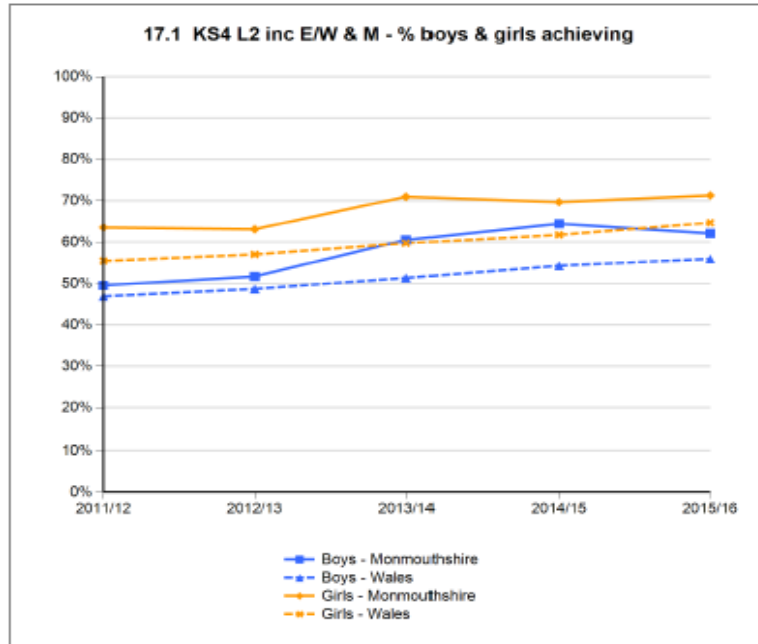
- Remains the 'gold standard' but we have to ensure that in future we have a view across the wide range of indicators at the end of KS4.
- Significant progress in 2013/14 but:
 - failed to move beyond the mid 60%
 - fallen back in comparison to other Local Authorities (had been number 1 for the last 2 years now third)
 - Over the last three years the rate of improvement has been slower in Monmouthshire compared to the rest of Wales

5 A*/A Grades



- Along with the rest of Wales Monmouthshire has seen a decline in the number of children achieving 5 A*/A over the last five years although the local rate has been slower than the national rate.
- In 2016 the numbers in Monmouthshire improved
- The gap between Monmouthshire and the rest of Wales is now 3.7% and we should expect this to grow.
- 50% of our schools experienced a decline in 2016

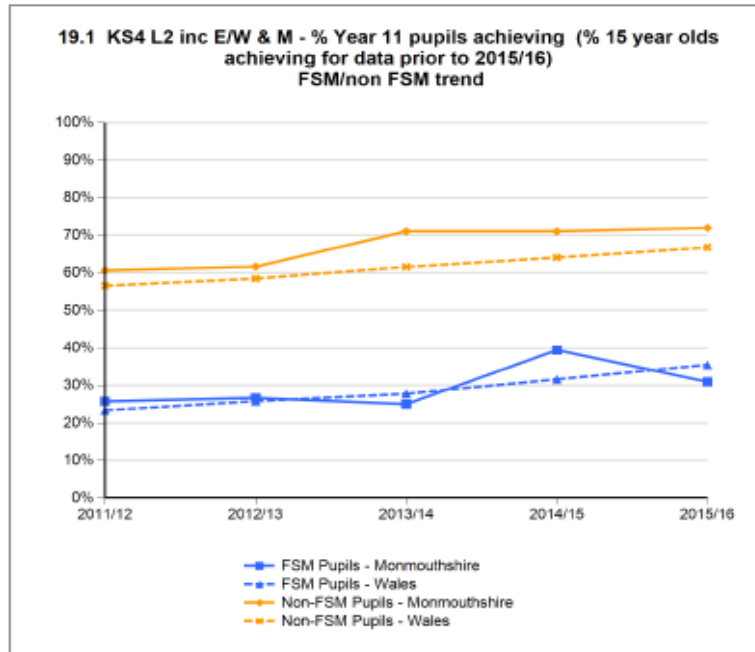
KS4 Level 2 inc. – Gender gap



- The performance of boys compared to girls had been on an improving trajectory since 2011/12 but has worsened in 2016.
- Work with other cohorts has been successful and the gap has closed at the end of KS2 and KS3
- Despite progress in the last two years this year Monmouthshire boys are performing worse than the average girls across Wales – first time in three years

KS4 L2 Inc E/W & M (% achieving)	Year				
	2011/12	2012/13	2013/14	2014/15	2015/16
Boys - Monmouthshire	49.6	51.7	60.6	64.4	62.1
Boys - Wales	46.9	48.7	51.4	54.3	56.0
Girls - Monmouthshire	63.5	63.1	71.0	69.7	71.3
Girls - Wales	55.5	57.0	59.7	61.8	64.7
Difference (boys%-girls%) - Monmouthshire	-14.0	-11.4	-10.4	-5.2	-9.2
Difference (boys%-girls%) - Wales	-8.5	-8.3	-8.4	-7.5	-8.7

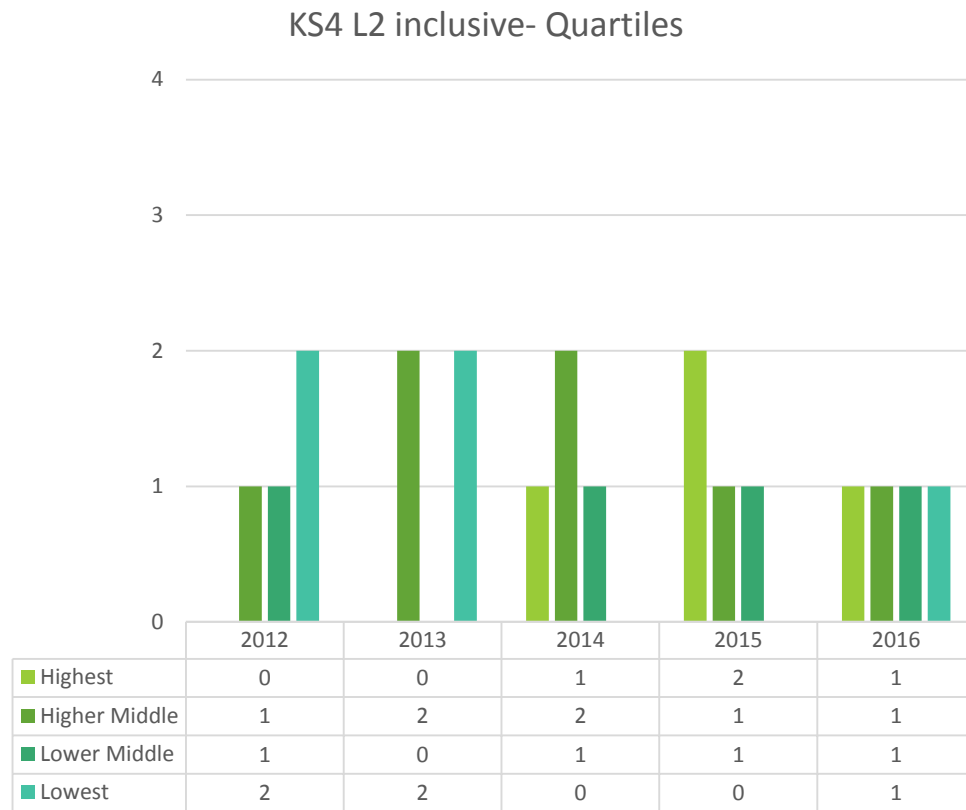
KS4 Level 2 inc. – FSM gap



KS4 L2 inc E/W & M (% achieving)	Year				
	2011/12	2012/13	2013/14	2014/15	2015/16
FSM Pupils - Monmouthshire	25.7	26.7	25.0	39.4	31.0
FSM Pupils - Wales	23.4	25.8	27.8	31.6	35.5
Non-FSM Pupils - Monmouthshire	60.6	61.6	71.0	71.0	72.0
Non-FSM Pupils - Wales	56.6	58.5	61.6	64.1	66.7
Difference (non-FSM%-FSM%) - Monmouthshire	34.9	35.0	46.0	31.6	41.0
Difference (non-FSM%-FSM%) - Wales	33.2	32.7	33.8	32.4	31.3

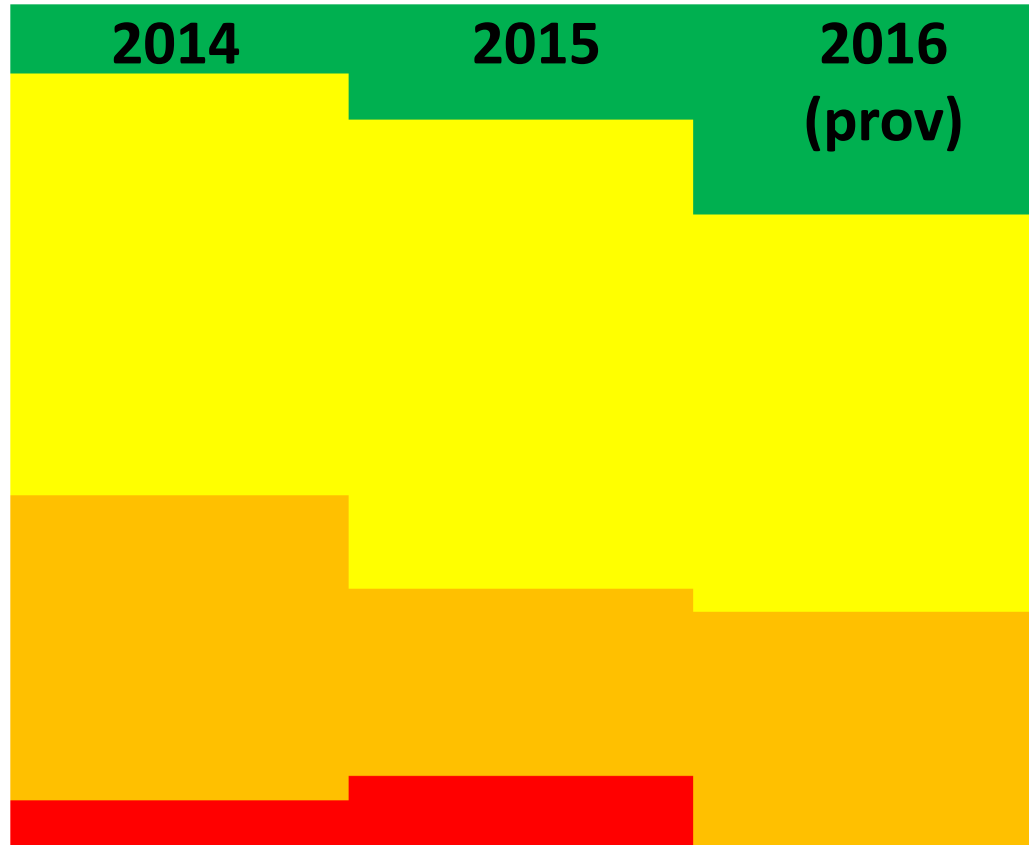
- The attainment of the small cohort of children (84 in 2016) remains an area of significant concern
- Over the last 5 years there has only been a 6% increase in the cohort's performance
- No evidence of the gap being closed in a systematic way year on year.
- As a challenge to our schools and the EAS we need to be clear as to effectiveness of PDG spend in the schools. We should use the evidence presented by the Sutton Trust to better understand the impact of interventions.

KS4 Level 2 inc. – Quartile progression



- Real progress over time but we still have fluctuations
- 50% in Q1 in 2015
- Zero schools in Q4 since 2013 (but one has slipped back this year)
- In 2016 1 in Q1, 1 in Q2, 1 in Q3 and 1 in Q4

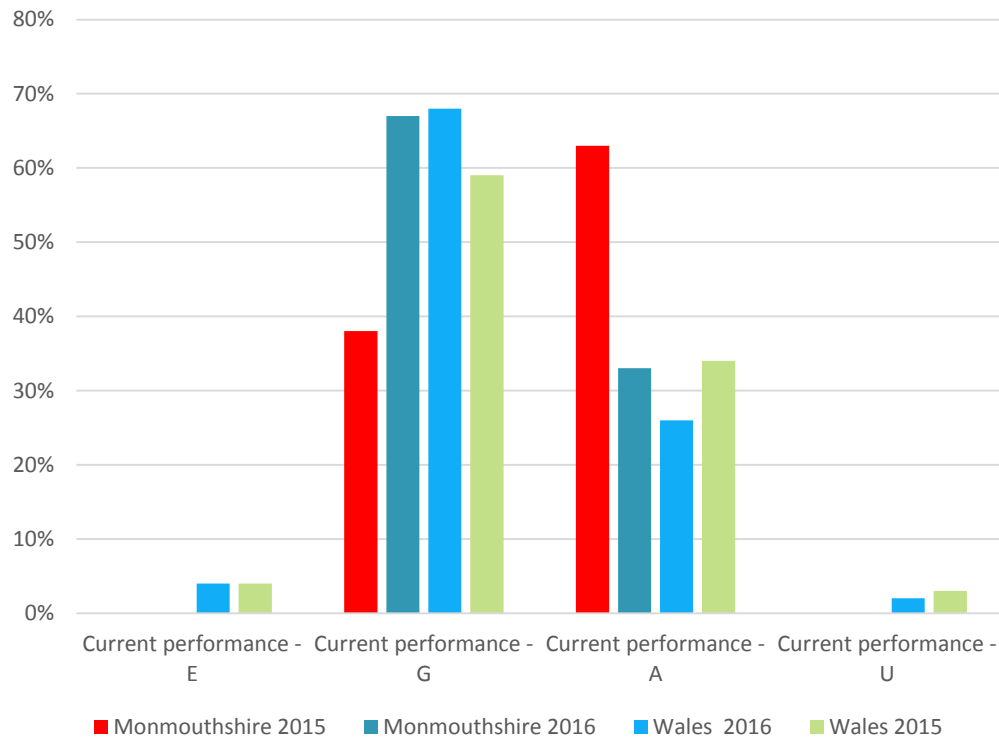
Categorisation of all our schools



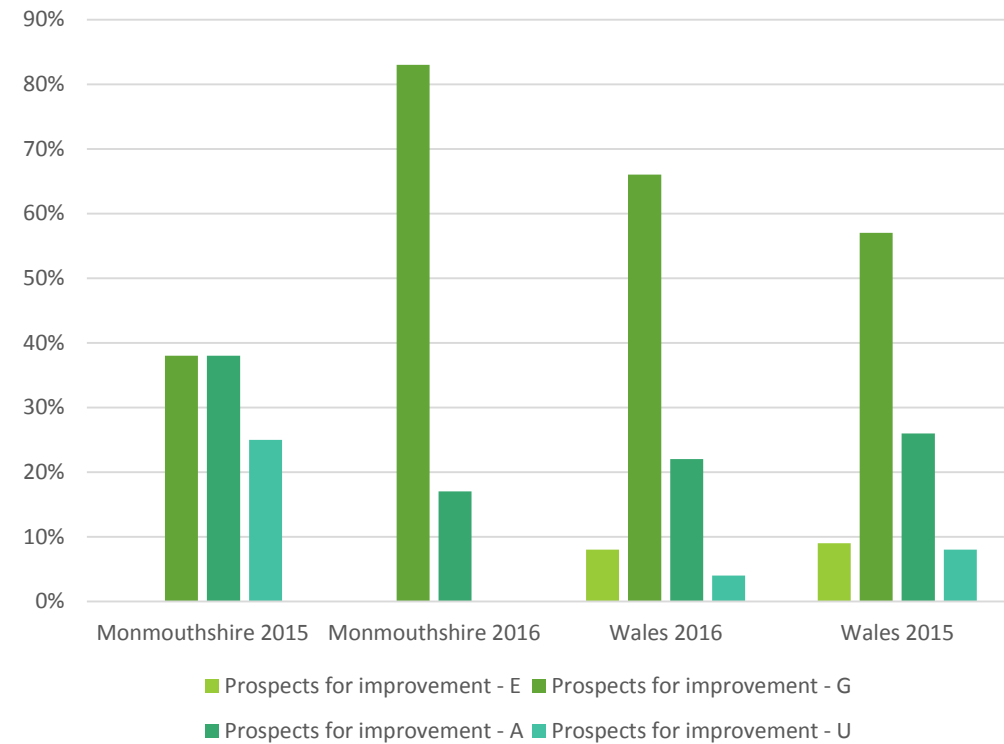
- The categorisation of our schools is part of a National Model designed to identify which of our school are most in need of external support.
- There are three steps in arriving at the overall judgement:
 - Step One: data driven on a three year rolling average
 - Step Two: begins with the schools self-evaluation and then considers wider perspectives
 - Step Three: the combination of steps one and two identifies a 'colour' and a subsequent package of support
- This is the key driver in planning our programmed interventions in schools alongside the EAS

Estyn Outcomes 2014 - 2016

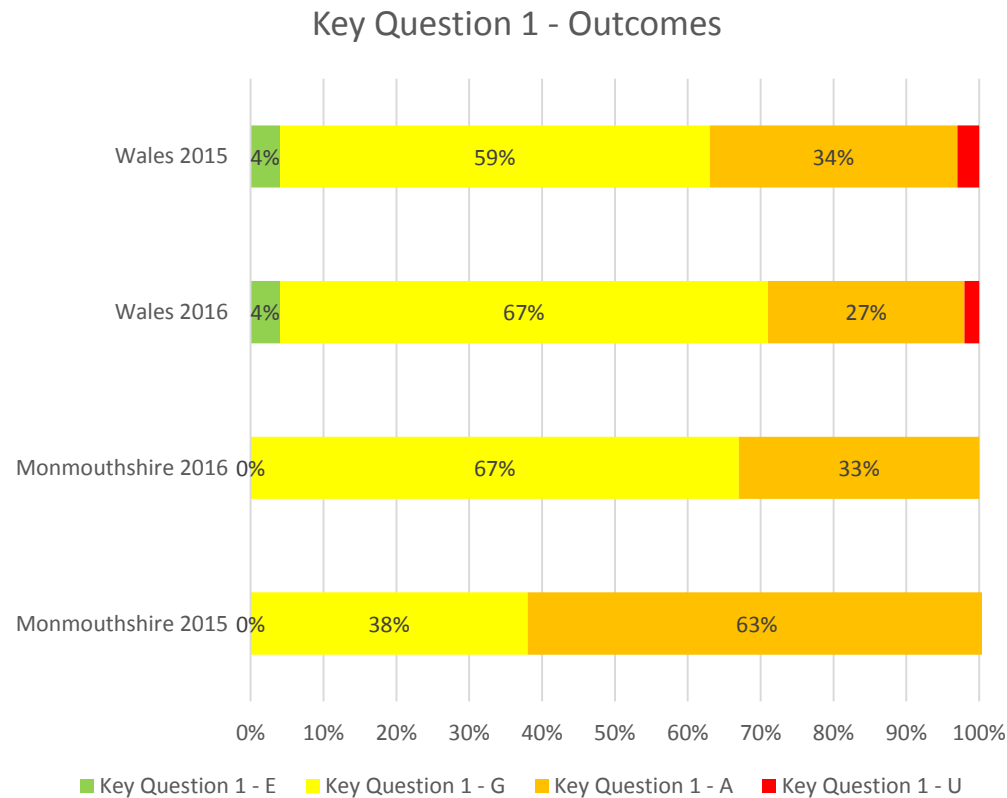
Current Performance



Prospects for Improvement

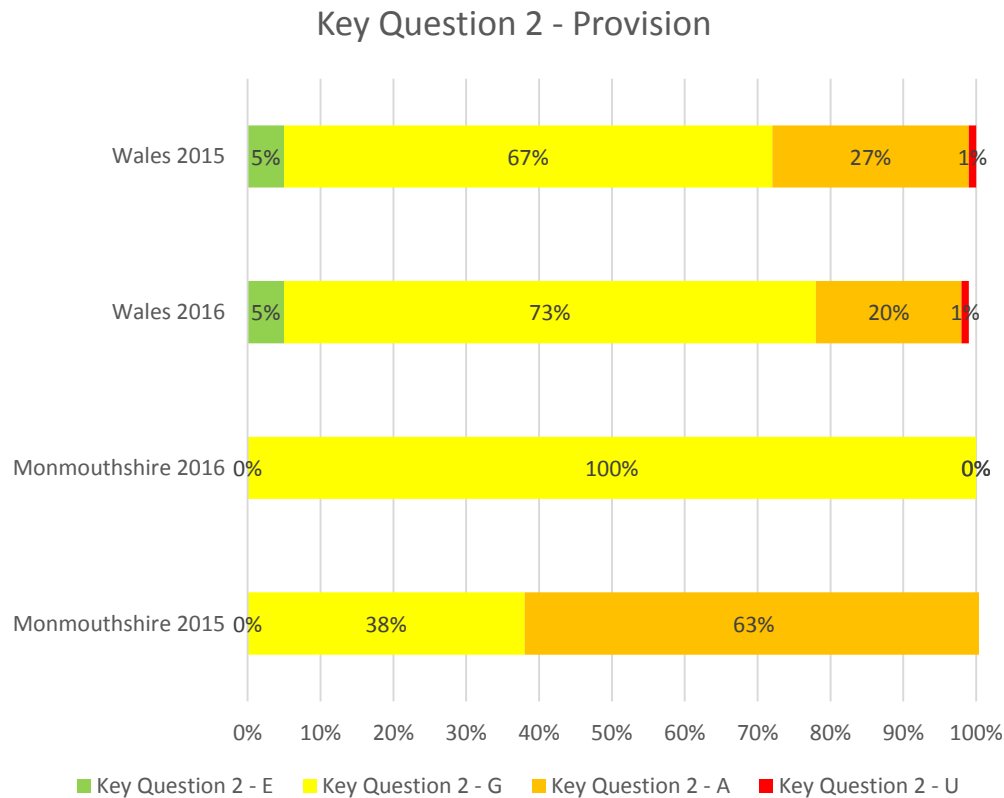


Estyn Key Question Outcomes 2014 – 2016 – Key Question 1; Standards



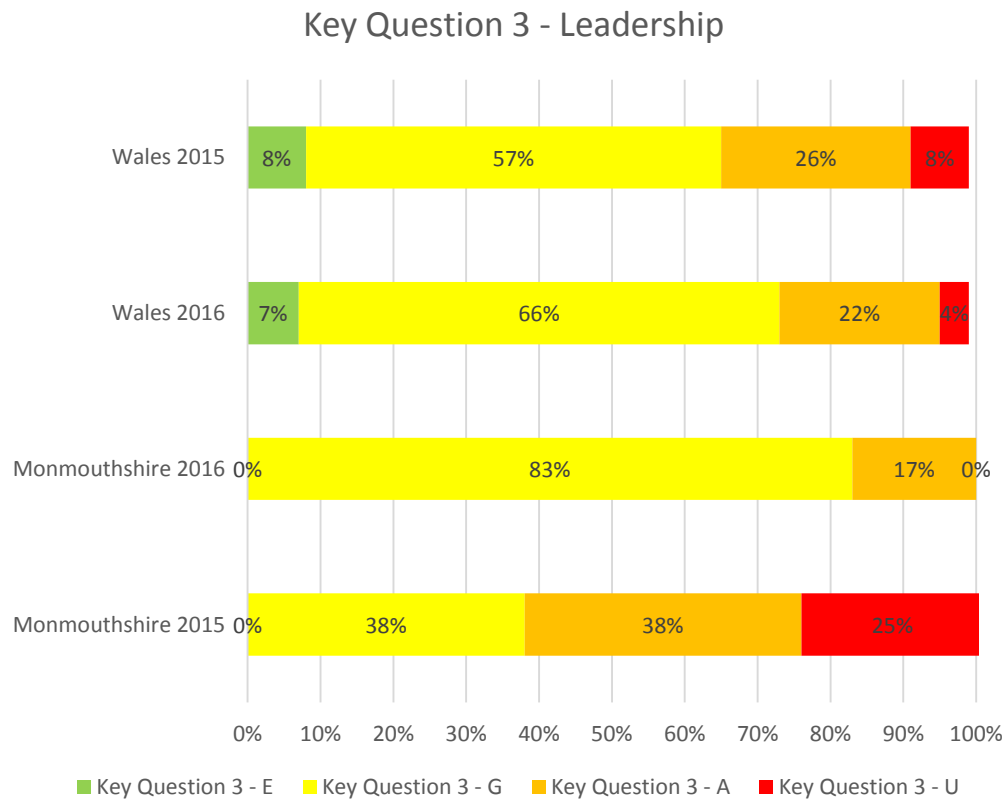
- The Estyn approach to inspecting school is based on a rolling programme of inspections. There for although year on year comparatives are useful different schools are being evaluated every year.
- Compared to the Welsh average over the past two years Monmouthshire has not had any schools judged as having Excellent standards.
- In 2016 the majority (62%) of Monmouthshire Schools had 'good' outcomes which compares positively to 2015 when only a minority did (38%).
- Monmouthshire has not had any unsatisfactory schools for key question one in the last two years

Estyn Key Question Outcomes 2014 – 2016 – Key Question 2; Provision



- Compared to the Welsh average over the past two years Monmouthshire has not had any schools judged as having Excellent provision.
- In 2016 the all of Monmouthshire Schools had 'good' provision which compares positively to 2015 when only a minority did (38%). This also compares positively with the Welsh position of 73%.
- Monmouthshire has not had any unsatisfactory schools for key question two in the last two years.

Estyn Key Question Outcomes 2014 – 2016 – Question 3; Leadership



- Leadership is critical to all aspects of the education system in Monmouthshire.
- In 2015 the majority of schools were judged to have either adequate (39%) or unsatisfactory (25%) leadership. This compared poorly to the Welsh average.
- In 2016 this had improved and many (83%) were judged as having good leadership. This means that Monmouthshire compares favourably to the Welsh average.
- There are no schools in Monmouthshire where leadership has been judged excellent.

Our key challenges:

- To continue to triangulate our evidence:
 - Standards
 - Estyn
 - Categorisation
- Ask what we need in our school system:
 - How many excellent schools?
 - How do schools support each other?
- How can primary good practice be maintained through KS3 and KS4
- How can we design effective improvement pathways for our schools; collectively and individually?
- **What would our standards be if we had excellent teaching and leadership?**



The hardest path



- Move beyond good to excellent – *we should expect to see schools receive ‘excellent’ Estyn judgements*
- More ‘green’ schools – *to provide the bedrock for a strong and self-improving system*
- The median should be our baseline at the expected level
- We will continue to push for increasing numbers of children achieving the higher levels of achievement
- More Q1 performance in our schools
- The highest standards for all groups of learners

Attendance and Exclusions:

BEING IN SCHOOL AND BEING WELL BEHAVED

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Exclusions

	2011/12	2012/13	2013/14	2014/15	2015/16
Total number of Primary Days lost to FTE	137	50.5	60	41	106
Rate of Total primary FTE per 1000 pupils	26.1	9.6	11.3	7.7	19.9
Total number of Secondary Days lost to FTE	636	481	277.5	371	475.5
Rate of Total Secondary FTE per 1000 pupils	154.9	119.4	72.4	95	123.5

Exclusions were too high in 2012 at the time of the original Estyn inspection. The next three years saw efforts to reduce these number and we were successful, particularly at the primary stage. The secondary setting is more complex and the demands can be more pressing. The 2015/16 figure is now nearly at the levels not seen since 2012/13.

Managing these pressures more effectively will be a key part of the ALN and Inclusion review.

Attendance – Primary Schools

Statistical Neighbour	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Powys	93.6%	94.6%	94.2%	95.6%	95.6%	
Ceredigion	94.3%	94.9%	94.3%	94.6%	95.7%	
Pembrokeshire	93.2%	93.9%	93.5%	94.8%	95%	
Vale of Glamorgan	93.7%	94.5%	94.2%	95.3%	95.3%	
Monmouthshire	94.4%	94.7%	94.4%	95.8%	95.8%	95.7%
Wales Average	93.3%	93.8%	93.7%	94.8%	94.9%	

Attendance rates in Monmouthshire have been consistently high over the past 5 years when compared with the rest of Wales but the refined use of data following Estyn's Inspection in 2012, has resulted in a significant rise in primary attendance which has been sustained.

Attendance – Secondary Schools

LA	2011/12	2012/13	2013/14	2014/15	2015/16
Powys	92.9%	93.2%	94.3%	94.6%	94.9%
Ceredigion	93.7%	93.6%	94.5%	94.5%	94.6%
Pembrokeshire	92.6%	92.2%	93.4%	93.2%	93.3%
Vale of Glamorgan	92.7%	93.3%	94.2%	94.7%	95.0%
Monmouthshire	93%	93.4%	94.5%	94.6%	94.7%

Monmouthshire's secondary attendance has again improved by 0.1% in 2015/16. If the SEBD special school is not included in these figures attendance rates would rise by 0.3% and would have resulted in an attendance figure of 94.9% for the Local Authority placing it second in Wales (the inclusive figure shows Monmouthshire as 4th in Wales).

Safeguarding:

'SAFEGUARDING IS PROTECTING CHILDREN AND ADULTS FROM RISK FROM ABUSE AND NEGLECT; PREVENTING IMPAIRMENT OF THEIR HEALTH AND DEVELOPMENT AND ENSURING THEY RECEIVE SAFE AND EFFECTIVE CARE...SO AS TO ENABLE THEM TO HAVE EFFECTIVE LIFE CHANCES'

Resources:

FINANCE AND PHYSICAL ASSETS

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Financial Resources and support services

Achievements:

- Central budgets made a small contribution to reserves
- Mandates for 16-17 on target to be achieved.
- We have designed and delivered the Outstanding Administrator's programme to promote self sufficiency in schools.
- Evolve Policy for risk assessment of school activities
- EVC training for all schools.
- Schools ICT rollout has commenced and schools are now benefiting
- ParentPay rollout enabling parents to pay online simply and securely
- The online portal for admissions is live and proving to be effective

Challenges:

- There are an increasing number of schools in a deficit; we are predicting 7 schools in deficit at the year end.
- The ongoing budget environment remains challenging but schools are now understanding the opportunities that joint working will bring.
- ICT rollout programme has been impacted by hardware and broadband issues.
- The late notification and variability in Welsh Government Grants is often a challenge for schools to manage.

Future Schools Programme

Achievements

- Secured additional funding from WG and MCC
- Projects on time to deliver.
- ICT strategies – forward thinking.
- Creative learning environments.

Challenges

- What is the potential for Monmouthshire in a 'Band B' of funding?
- How can we work across our new and existing estate to build business acumen into our schools and their management?

Objectives for 2016/17

What will we do? (Stage 1 Improvement Plan)

New areas of specific focus

Continue to raise standards across all key stages of education for all pupils: particularly in relation to literacy, numeracy and closing the gap in key stage performance between pupils receiving free school meals and those who do not.

Focus on the attainment at the expected level plus one in our primary settings: this will provide the basis for higher levels of attainment in the later stages.
Work closely with our secondary schools to ensure they are prepared for the new examination requirements

Increase the proportion of pupils with additional learning needs accessing or receiving education within main-stream settings.

- Conclude the independent review of ALN and inclusion provision across the County.
- Develop a broader offer across schools and youth support services to effectively tackle Adverse Childhood Experiences
- The CYP Directorate will become one of the key participants in the wider Public Service Board approach to reducing childhood obesity.

Engage a critical friend to help the authority continue to improve on the performance elements identified in the latest Estyn inspection

Seeking specific expertise to develop our collaborative working across geographical and age based clusters

Invest in ICT so that schools can maximise the impact of technology

Work with all schools to ensure that Monmouthshire is ready to deliver the Successful Futures framework

Build and refurbish our school estate as prioritised so they are fit for learning and teaching.

Work closely with schools and wider partner agencies to reduce the number of exclusions

How did we do against
last year's priorities?

Key priorities for delivery in 2015/16

What	By when?	Did we make it?
Increased performance in the number of children getting five good GCSEs including English and maths at the end of KS4 whilst maintaining a particular focus on performance at the end of KS3	August 2015	-
Closing the gap in attainment between those eligible for free school meals and those who are not	August 2016	x
Continue to reduce the number of schools that are in financial deficit and those with a surplus budget greater than agreed limits	August 2016	x
21 st Century secondary schools programme (First Phase)	September 2015 to September 2017	✓
Strengthen collaborative arrangements to build capacity in all schools and reduce variation between schools in Monmouthshire	September 2017	✓
Production of Digital learning and teaching strategic plan to include SIMS in every classroom	September 2017	✓