Agenda

NEWPORT
CITY COUNCIL
CYNGOR DINAS
CASNEWYDD

Cabinet

Date: Wednesday, 14 March 2018

Time: 4.00 pm

Venue: Committee Room 1 - Civic Centre

To: Councillors D Wilcox (Chair), P Cockeram, G Giles, D Harvey, R Jeavons, D Mayer, J Mudd, R Truman and M Whitcutt

Item		Wards Affected

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Date of Issue: Thursday 8 March 2018

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Agenda

Cabinet

Dyddiad: Dydd Mercher, 14 Mawrth 2018

Amser: 4 y.p.

Lleoliad: Ystafell Bwyllgor 1 – Y Ganolfan Ddinesig

At: Cynghorwyr: D Wilcox (Cadeirydd), P Cockeram, G Giles, D Harvey, R Jeavons, D Mayer, J Mudd, R Truman a M Whitcutt

Eitem		Wardiau Dan Sylw
1	Agenda yn Gymraeg	
2	Ymddiheuriadau am absenoldeb	
3	Datganiadau o fuddiant	
4	Cofnodion	
5	Cynllun Busnes Gwasanaeth Cyrhaeddiad Addysgol 2018 – 21	Pob Ward
6	Categoreiddio Ysgolion	Pob Ward
7	Cynllun Gweithredu Swyddfa Archwilio Cymru	Pob Ward
8	Rhaglan Waith	Pob Ward

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Minutes

NEWPORT
CITY COUNCIL
CYNGOR DINAS
CASNEWYDD

Cabinet

Date:	14 February 2018
Time:	4.00 pm
Present:	Councillors D Wilcox (Chair), M Whitcutt, P Cockeram, G Giles, D Harvey, R Jeavons, D Mayer, J Mudd and R Truman
In Attendance:	W Godfrey (Chief Executive), M Rushworth (Head of Finance), G Price (Head of Law & Regulation), O James (Assistant Head of Finance), A Garwood-Pask (Senior Finance Business Partner)
Apologies:	Councillors

1   **Apologies for Absence**

None received.

2   **Declarations of Interest**

None declared.

3   **Minutes of the Last Meeting**

The minutes of the meeting held on 17 January 2018 were confirmed as a true record.

4   **Revenue Budget 2018-19 and Medium Term Financial Plan: Final Proposals**

Cabinet received and considered a comprehensive report prepared by the Head of Finance, dealing with the revenue budget, capital budget and Treasury Management.

The Leader thanked the Cabinet and officers for their hard work on the budget. Cabinet had been working on the proposals since last autumn.

The Leader also thanked the public for their responses on the consultation. Over the last few years, the Council had gathered some 5,000 responses to engagement activities. This consultation itself produced a good response rate with 2,680 individual proposal responses, 47 people attended the market event and 75 people attended specific sessions on individual proposals. Responses also came from the Scrutiny Committees, School's Forum and the Fairness Commission. All were included and summarised in the Appendices to this report.

Cabinet had to make difficult decisions within the context of austerity, however the budget was built on recent successes, such as -

Capital Investment in:
▪   Friar's Walk
▪   Investment in key buildings in the city centre through the VVP scheme - £13m

- Significant investment in existing and new schools, including a new Welsh Medium School - £52m

Revenue investment in:
- services which look after the most vulnerable in our society - nearly £9m in our social care budgets over the last 5 years
- our school budgets – increase of around £7m

There was continued improvement in the Council's day to day services and the indicators, audited independently, which measured these. This was whilst still spending some £8m under our Standard Spending Assessment and having the second lowest Council Tax in Wales and one of the lowest in the UK.

The draft proposals included:
- Further capital investment of £70m in our schools.
- Further regeneration projects in the city centre.
- Very significant revenue budget investment in our social care and special education services at £5m.
- Significant investment in schools and funding new schools.

The Leader was pleased to say that the draft revenue budget would be improved even further.

The Leader reminded those present that although the Treasury Strategy would be a Council decision, it had already gone through the Council's Audit Committee review. The strategy would remain as it was now, which was, on borrowing, to remain internally borrowed wherever possible. Additionally, on investments, to invest any surplus funds within the parameters of security, liquidity and return, in that order.

The Council recently considered and approved a change to the Minimum Revenue Provision (MRP) method and this was recommended to carry on into 2018/19.

The report highlighted how the Council could maximise capital expenditure and support the ambitions for the city. This would need to be kept under review, as and when the financial situation changed.

There was £70m in the capital programme to continue the investments in school buildings and officers were working on the detailed developments.

A number of key schemes in the city centre, such as the market arcade and the developments of grade 'A' offices in Mill Street were included. Other projects included the successor to the first Vibrant and Viable Places (VVP) programme which was called Targeted Regeneration Investment (TRI).

The final settlement was confirmed on the revenue budget, following the draft budget, this saw an increased amount of funding allocated to Local Government with an increase of £809k. The increased tax base was finalised and the tax base grew by 1.5% this meant that the funding position improved by nearly £1.4m, compared to the draft budget.

The following comments were highlighted:

- The Cabinet were unanimous in their praise of the Leader's hard efforts in ensuring that the lobbying for local authorities to receive extra funding, the result of which had enabled a more positive outcome during these extremely challenging times. With this in mind, the Cabinet felt that this was worthy of commendation.

- Attention was drawn to the extent of cuts, as referred to in page 99 of the report, where the needs of vulnerable groups demonstrated how impossible it was to balance the priorities.

- It was generally felt that this was one of the most difficult budgets and that all councils within Britain were under the same pressure.

- The Cabinet were positive in their reaction to the savings that could be made to help vulnerable people within the adult and children's social care.

- Additional money for education was welcome and the comments received during the consultation were appreciated. Education was the heart of the Council's services and the people of Newport were valued. The Head Teachers and teaching staff embraced the difficulties and were able to move forward.

- The Cabinet were pleased to note the Fairness Commission's acknowledgement of the hard work put in to the budget on how Newport City Council have moved forward on the consultation process for the budget. This was a reflection of the hard work from officers and Cabinet on the continual improvements to public engagement.

- The Cabinet thanked the members of the public for their responses which were given full consideration.

- Whilst the budget proved to be difficult for officers year on year, the processes in place had taken a lot of effort and staff were thanked for their hard work. There would not be much respite over future years and difficult times were ahead, however there was confidence in the fact there was a competent group of officers within the Council to prepare for the challenges.

Decision:

Cabinet recommended the following for full Council's consideration and decision at their next meeting on 27 February 2018:.

- A Council Tax increase of 4.8% for Newport City Council, to fund a proposed net budget of £274.59m in 2018/19
- The Treasury Management and Annual Investment Strategies, Minimum
- Revenue Provision Policies and Prudential Indicators included in Appendix 9 to the Cabinet paper. (2) Cabinet approved the following recommendations;

  To agree the implementation of the full four year change and efficiency programme, including all budget investments and saving options shown in Appendix 6 and 7 to the Cabinet report, with the following changes

	£k
Reduce council tax from 5% increase to 4.8%	94
Remove Gwent missing children's service saving	20
Fund integrated property unit contract pressure	85
Reduce the Oakland's respite saving from 2 days to 1 day	94
Additional funding to schools	420
	713

- To agree the 2018/19 fees and charges of the council shown in appendix 14 to the Cabinet report.

- To approve expenditure and use of the Invest to Save reserve in line with summary shown in appendix 13c of the Cabinet report

- To agree the capital expenditure budget for 2018/19 to 2022/23 as shown in appendix 8 to the Cabinet report, acknowledging this will be subject to ongoing change through the life of the programme to reflect new schemes within the affordable MTFP.

- To agree to keep future capital expenditure within the budgets set out in the MTFP in relation to minimum revenue provision, while making use of other resources and tools to maximise the capital programme

- To agree additions to the 2017/18 capital programme which includes amounts that span into the new programme, shown in paragraph 11.7 to the Cabinet report.

5   **Work Programme**

The Leader presented the Cabinet Work Programme.

Decision:

To agree the proposed programme.

The meeting terminated at Time Not Specified

Report

Cabinet

Part 1

Date: 14 March 2018

Subject **Education Achievement Service (EAS) Business Plan 2018-2021**

Purpose To agree the Education Achievement Service Business Plan 2018-2021 and the Newport specific Annex 2018-2019

Author Managing Director, Education Achievement Service (EAS)

Ward All

Summary The EAS is required to submit an annual overarching regional Business Plan with accompanying annexes for each of the five Local Authorities (LAs). This Business Plan (2018-2021) outlines the programme of work that is required to continue to accelerate outcomes for children and young people across all schools in South East Wales. The plan focuses on the urgent need to raise aspiration and accelerate improvement in pupil outcomes, improve the quality of teaching and leadership and build a self-improving system within and across schools and settings. The priorities for the Business Plan 2018-2019 have been derived from the progress that has been made towards the previous Business Plan and progress made across the region with the areas that have been identified as requiring improvements through self-evaluation processes and feedback from Estyn on the inspection of the EAS.

Proposal Members are requested to:

- Receive the report for information and take the opportunity to comment on the contents of the Business Plan as part of the consultation process; and
- Consider the main strengths and areas for development within Newport, as detailed in LA Annex and to consider how LA services can be aligned to meet the ambitious targets within the Business Plan, therefore ensuring all pupils meet their full potential.

Action by The Education Achievement Service in partnership with the LA

Timetable The Business Plan and related LA Annex will commence from April 1st 2018

This report was prepared after consultation with:

- Chief Education Officer
- Deputy Chief Education Officer
- Cllr. Gail Giles (Cabinet Member for Education)

Signed: Chief Education Officer

Sarah Morgan.

Background

1.1 The EAS is required to submit an annual overarching regional Business Plan with accompanying annexes for each of the five Local Authorities (LAs). This Business Plan (2018-2021) outlines the programme of work that is required to continue to accelerate outcomes for children and young people across all schools in South East Wales. The plan focuses on the urgent need to raise aspiration and accelerate improvement in pupil outcomes, improve the quality of teaching and leadership and build a self-improving system within and across schools and settings. The priorities for the Business Plan 2018-2019 have been derived from the progress that has been made towards the previous Business Plan and progress made across the region with the areas that have been identified as requiring improvements through self-evaluation processes and feedback from Estyn on the inspection of the EAS.

1.2 The delivery model for the Business Plan is on a regional basis, the needs of each school and trends within Newport are met through bespoke work with each school. The EAS offers a wide range of bespoke support that is based upon best practice

Expected outcomes

1.3 The Business Plan is now in the process of consultation which will last until mid-February 2018. All feedback from the Newport Scrutiny Committee will be considered and the final plan will be updated and shared with all LAs from March 2018 onwards. The final version of the Business Plan will commence on April 1st 2018.

1.4 The expected outcomes of the EAS Business Plan actions are noted in the success criteria section in Section 3 of the plan. These are ambitious and progress will be mapped against these. In addition, regional and Newport pupil level targets and attendance targets are noted in Section 6 of the plan and later in this report. Members will be provided with update reports on progress made towards these targets at key points in the year.

Issues and Findings
Progress made towards EAS Business Plan 2017-2018

1.5 The progress made towards the Business Plan and LA Annexes is reported to The Joint Executive Group (JEG) and the EAS Company Board on a biannual basis. This is also complemented by a range of additional reports (such as pupil outcomes, progress towards targets information, regional value for money and progress of schools causing concern) that are shared with the above groups and also LA Education Scrutiny Committees and termly Challenge and Review events with Welsh Government Officers (with the Cabinet Secretary for Education in the autumn term event). This report is not intended to duplicate previous reports that have been provided and reports only against previous Business Plan priorities.

1.6 Section 2 of the Business Plan (Appendix A) highlights a summary of wider regional improvements over the last 12 months.

1.7 Appendix C details the mid-year review of the current Newport Annex.

1.8 It is important to note that not all actions within the Business Plan will have an immediate impact on end of key stage outcomes. It is also important to note that outcomes cannot be attributed to

solely to the work of the regional consortium as other partners in the system also play an important role. The role of school leaders and governing bodies in holding these leaders to account are a key factor in securing school improvement.

Current Business Plan Priority 2017-2018	Progress Judgement (October 2017)
1. Support for School Improvement	Satisfactory Progress
2. Pupil Wellbeing and Equity in Education	Satisfactory Progress
3. Professional Learning: Pedagogy and Leadership	Satisfactory Progress
4. Curriculum and Assessment	Satisfactory Progress
5. Curriculum and Pedagogy: Wider Curriculum and Pioneer Development	Satisfactory Progress
6. The Self-Improving System (SIS)	Strong Progress
7. Wider Regional and EAS Company Developments	Strong Progress

Outcomes from Regional Estyn inspection (May 2016) and progress made towards the recommendations

1.9   In May 2016 Estyn and Wales Audit Office re-visited the region to undertake the inspection of the regional school improvement services provided by the EAS. The structure of the inspection report is based on those aspects of Estyn's Common Inspection Framework that apply to regional consortia, which are covered by five quality indicators, each are graded (Excellent, Good, Adequate or Unsatisfactory). Additionally, an evaluation of standards featured as a performance profile in the context section of the report. A summary of the outcome is below:

Section	Grade
Support for school improvement	Good
Leadership	Good
Quality improvement	Good
Partnership working	Good
Resource Management	Good

1.10   Estyn revisited the EAS in September 2017 to conduct an inspection of the progress the EAS had made towards the recommendations from a good baseline. A summary of the judgements is below:

Recommendation	Estyn Progress Judgement
R1 Consider the use of a wider range of performance indicators at school and regional level to ensure that the progress of all groups of learners is challenged and supported	Satisfactory Progress
R2 Improve consistency in the quality of evaluation of school improvement activities throughout the service	Strong Progress
R3 Identify and manage risks more effectively	Very Good Progress

1.11 The Estyn team considered a range of evidence including the consortium's business planning, evaluations, challenge advisers' reports, target setting procedures, risk assessments and the views of headteachers. Estyn does not plan to make any further follow-up visits to the EAS. Any remaining areas for improvement will be monitored informally by Estyn's regional link inspector and the relevant local authority link inspectors, and considered during future inspections of local government education services.

1.12 Estyn noted in their report that "(EAS) senior managers make honest and accurate evaluations of the strengths and shortcomings in the school improvement activities that they provide for schools. They have a clear understanding of how to link the findings from self-evaluation activities to improvement planning."

1.13 The improvements that are required at regional and LA level will continue to require a strong commitment of partnership working to be successful with Newport making full use of their statutory powers, as appropriate, and wider support services such as HR to ensure that all schools make improvements at the required pace.

1.14 School leaders in schools in Newport requiring the most improvement will need to fully engage with the improvements that need to be made and, alongside governing bodies will need to drive forward this change at pace. The EAS will offer support and challenge through this process but will not be able to effect change on a whole level without the commitment from each tier within the system.

Implications
The South-East Wales Regional Mission: Business Plan (2018-2019)

1.15 This Business Plan focuses upon the actions that are required to accelerate improvement across the region and across all schools, PRUs, Special Schools and non-maintained nursery settings in Newport. Whilst this plan is regional, the bespoke approach at school level and through each individual LA Annex enables all nuances in need to be addressed. The actions contained within the plan align with the Welsh Government strategic document Education in Wales: Our National Mission (Action Plan 2017 – 2021). Further details on delivery can be found in the Detailed Delivery Document and the Professional Learning Offer 2018-2019 (these will be updated and refined following the final version of the attached plan). The content of the Business Plan will be used to populate and report against the regional elements within the Wales Education Report Card.

1.16   The final version of the Business Plan will be supported by a range of supporting documents:
- Local Authority Annex documents April 2018-March 2019
- Detailed Business Plan April 2018-March 2019
- Detailed Resource Overview 2018-2019
- Long Term 3-year Business Plan Overview
- Regional Self-Evaluation Report
- Regional Professional Learning Offer 2018-2019
- EAS Risk Register (Executive Summary)
- Self-Evaluation Timetable 2016-2018

1.17   The focus for improvement for 2018-2019 will continue to secure improvements in the following areas:
- To continue to raise aspiration, improve pupil outcomes, particularly for vulnerable groups of learners (FSM, Gender, EAL, MA and LAC) and reduce the variance within and across schools, settings and LAs.
- To accelerate improvement in schools and settings where progress is too slow by ensuring a more consistent approach is applied to schools causing concern and the use of Local Authority statutory powers to accelerate progress in identified schools.
- To continue to improve the quality of leadership, teaching and learning, particularly within the secondary phase.
- Supporting schools to ensure the effective development of pupil skills at all phases.
- Supporting the national approach and further development of the regional professional learning opportunities to ensure the success, equity and well-being of every learner.
- Preparing schools to meet the curriculum and assessment demands in line with new accountability arrangements.
- Supporting the development of a 'world-class curriculum' that will help raise standards for all in Wales.
- To embed the regional approach to developing a self-improving system.

The Regional Ambition is, by 2021 that:

1.18   Working with our key partners we will aim to transform the educational outcomes and life chances for all learners across South East Wales. We will do this by:
- Ensuring successful learning experiences and high levels of wellbeing particularly for those facing the greatest challenges;
- Building effective networks of professionals, across the five Local Authorities and beyond and working together to improve leadership, teaching and learning; and
- Attracting and retaining a team of outstanding people who embed our core values in their work and share a passion for excellence.

1.19   The delivery elements within the plan are centred around 7 key Improvement Strands: Support for School Improvement, Professional Learning (Teaching and Leadership), Excellence, Equity and Wellbeing, Curriculum, Assessment and Accountability, Supporting Collaboration, Curriculum Reform and EAS Company Developments). Each of these strands detail 'What we will do' and a section that will be used to monitor progress against detailed success criteria 'How will we know we will have made progress by March 2019'.

1.20   The EAS has invested in building the capacity of schools and educational settings within the region over the last four years to enable more collaborative ways of working. This approach is

enabling teachers and leaders to learn from each other, to try out new approaches and to engage with educational research as the backdrop for improvement. Across the region there are a number of well-established networks of professional practice, these will continue to be encouraged and the practice from within them shared.

1.21 The approach to build capacity and schools taking more of a collective ownership for the development of teaching and leadership has been developed further and the cluster model will be embedded over the next few years across the region.

Regional Key Stage Targets 2017-20 and Local Authority Attendance Targets

1.22 The Business Plan targets in Section 6 are derived from the information submitted by all schools across South East Wales during the statutory target setting process in autumn 2017. The target setting process across the region is robust with all LA / school aggregate targets linked to individual pupils.

1.23 To ensure that appropriate aspiration is applied across schools, a joint challenge process has been introduced by LA Officers and EAS staff. This process considers an analysis of projected future performance against previous performance, projected Free School Meal benchmark quarters, FFT estimates and WG modelled expectations.

1.24 The regional and LA targets for 2018 are final and Members will have had involvement with Directors in agreeing these. Targets for 2019 and 2020 remain draft and subject to additional challenge and scrutiny during the next iteration of the process in autumn 2018. **The targets for Newport schools can be found on pages 2-5 in the LA Annex 2018-2019 (Appendix B).**

LA Annex Documents

1.25 Each LA Annex contains an overview of the performance and the main areas for development at a LA level. A summary of the schools that require the highest levels of support, inspection outcomes and an overview of categorisation for the LA. Pupil level targets and attendance targets are also included.

A summary of overall pupil performance in Newport LA

- Attainment at Foundation Phase and Key Stage 2 has been above the Wales average for over 4 years, and the rate of improvement is higher than for Wales.
- Attainment at Key Stage 3 has been below the Wales average since 2014, although the rate of improvement has been higher than the Wales rate over the 4 years.
- Attainment at Key Stage 4 shows a much faster rate of improvement than that across Wales, and performance was above the Wales average in 2017.
- Attainment at Key Stage 5 has decreased in 2017. Performance remains below that for Wales.
- The proportion of pupils achieving the FPI+1 rose by 6.8pp between 2014 and 2017, and by 1.8pp from 2016.
- The proportion of pupils achieving the CSI+1 at KS2 rose by 5.1pp between 2014 and 2017, and by 2.2pp from 2016.
- The proportion of pupils achieving the CSI+1 at KS3 rose by 17.3pp between 2014 and 2017, and by 7.3pp from 2016.

- The proportion of pupils achieving 5A*/As at KS4 fell by 2.9pp between 2014 and 2017, and rose by 1.8pp from 2016. Both the proportion achieving 5A*/As and the rate of improvement are below that across Wales in 2016.

Gender
- Between 2014 and 2017, the gender gap narrowed at FP. The gender gap in 2017 was below that for Wales.
- At KS2, the gender gap narrowed in this time. The gender gap in 2017 was below that for Wales.
- Between 2014 and 2017, the gender gap narrowed at KS3. The gap was wider than the Wales gender gap in 2017.
- At KS4, the gender gap widened between 2014 and 2017, and in 2017 it was slightly wider than for Wales.

FSM
- At FP and KS2, performance of FSM pupils in 2017 is above or the same as the Wales average, and the FSM/non FSM gap has narrowed or remained stable. The gap remains larger than for Wales at FP.
- At KS3, performance of FSM pupils has been below the Wales average since 2014, but the FSM/non FSM gap has narrowed since 2014. However, it is wider than the gap across Wales.
- At KS4, performance of FSM pupils is on a par with the Wales average. The FSM/non FSM gap widened from 2014, and is larger than across Wales.

FSM benchmarking quartiles
- At FP, 76% of schools are above the median for FPI. At KS2, 58% of schools are above the median for CSI. At KS3, 25% of schools are above the median for CSI. At KS4, 63% (5 out of 8 schools) are above the median for L2 inc.
- At KS4, Caerleon, Lliswerry and St Joseph's are in Quarter 1 for L2 inc and maths for 2017, Caerleon and Lliswerry for English also
- St Julian, Newport High and Llanwern are below the median in L2 inc, English and maths, and were in Quarter 4 for L2 inc
- Bassaleg is in Quarter 2 for these three measures

Attendance/Exclusions
- There has been an increase in attendance at both primary and secondary level since 2014. Secondary figure just below that of Wales, (Wales primary not available yet)
- Unauthorised absence at primary schools has remained stable at 1.8%, but at secondary schools this has decreased to 2%. Secondary figure is higher than Wales.
- There has been decrease in exclusions of 5 days or fewer at secondary level, primary remains stable. There has been a decrease in exclusions of 6 days or more at both primary and secondary level.
- There were 3 permanent exclusions in 2017 in primary schools (compared to 3 for the 3 years previously combined). The breakdown across schools was Alway – 1, Monnow – 1, Ringland – 1.
- There were 9 permanent exclusions in 2017 in secondary schools (there have been 8 or 9 annually since 2014). The breakdown across schools was Bassaleg – 2, Lliswerry – 1, Newport High – 1, St Julians – 2, The John Frost School – 3

Inspection/Categorisation
- The percentage of schools judged at least Good for current performance has decreased since 2014 from 91% to 63%. Increase in schools judged at least Good for prospects for improvement has also decreased to 63%. No unsatisfactory inspections in 2016/17.
- The percentage of primary schools categorised Green has increased to 57% in 2017/18. Three secondary schools categorised Red, one Amber, three Yellow and two Green (provisional and confidential).

The Business Plan 2018-2021 is designed to address the areas required improvement noted above.

1. Financial Summary

2.1   The EAS was set up to be reliant on three funding streams to remain financially viable: core funding from councils, grant funding (this includes a contribution from the regional Education Improvement Grant (EIG) and other Welsh Government (WG) Grants) and income generated from trading services to schools, which due to the notion of a self-improving school system has reduced overtime.

2.2   By way of context, the EAS has seen funding reductions in each of the areas noted above:
- A reduction in the EIG of 14% (since 2014 and a further potential 11.2% to the regional allocation which would equate to £192k reduction planned for EAS in 2018/2019);
- A reduction in a WG grant to support new GCSE specifications of 50% which equates to £182k; and
- A 92% reduction in trading income equating to £1.15m (since 2012 with a further £100k planned for 2018/2019). We do not intend reverting back to a trading organisation because we feel this compromises our legitimacy and is at odds with the strategic direction Members have asked for.

2.3   The service continues to be hampered by short term, ad hoc grant awards from Welsh Government. The EAS continues to manage staff changes and are now some 40% smaller in payroll staff than when the service started in 2012. Whilst this has been effectively managed to date it has been a contributing factor in increased cash contributions to the pension fund (£170k for the next two financial years). In addition, Members will be aware that the total regional EIG reduction for 2018/19 totals £3.028m. Whilst the detail surrounding this reduction is becoming clearer the regional position is still to be determined.

2.4   Over the past three financial years the EAS has been able to contribute to the efficiency savings of Councils by reducing the core funding commitment by 3%. Following a recent meeting of the EAS Company Board the funding profile for 2018/2019 and indicative funding for the following 2 financial years was discussed. Taking all factors into consideration, the Company Board agreed that it can offer a 2% efficiency saving on last year's core funding contribution for 2018/19 and an indicative 2% efficiency for the next 2 financial years.

EAS 'As Is' Model Aug 2012	2014/15 (funding levels set by WG, based on RSG formula to LA)	2015/16	2016/17	2017/18	% Movement 2011/12 to 2017/18	2018/19 Efficiency Saving
		-3.4%	-3%	-3%		2.0%
1,095,407	934,254	902,489	875,415	849,152	-22%	832,169

2.5   These efficiencies have been thought through carefully in what will be a challenging financial climate for the EAS and councils. It is likely that the EAS will need to implement a change management programme to enable a balanced budget to be set for the coming financial year. Considering this the Company Board will meet early January 2018 to formulate the detailed approach to this and will communicate with JEG Members as necessary

Page 17

2. Risks

3.1   Risks to delivery of the Business Plan occur when the following points are not adhered to:

- There is a lack of clarity about respective roles and statutory responsibilities within the LA and EAS.
- Agreed actions are not carried out in a timely manner by EAS and / or LA e.g. Schools Causing Concern Register actions
- EAS and LA staff do not demonstrate a united front when dealing with schools, particularly those that give cause for concern.
- Schools are not held to account in a timely manner using the existing mechanisms.
- There is not consistent application of agreed regional protocols e.g. meeting deadlines for target setting, elected Members attending selected EIBs
- Timely consideration is not given to the use of LA Statutory Powers e.g. low standards, attendance, exclusions, leadership
- Full use is not made of the training offers to ensure that all Elected Members are up to date with key messages.
- Full use is not made of consultation events to help shape the direction of the EAS.

3.2   Uncertain financial projections make it difficult to fully cost the Business Plan at this stage.

3.3   Continued changes in reporting arrangements and performance measures at KS4 for a number of subjects continues to present risks to LA and regional outcomes.

3.4   Limited impact of the work of the EAS in schools where underperformance in leadership is not challenged effectively.

3.5   The work of the EAS in improving outcomes for vulnerable learners will remain slow unless there is greater engagement with all key partners across LAs to ensure effective joint targeting of resources.

3. Consultation

3.1.   The Business Plan and the regional Professional Learning Offer is currently in the consultation process. The Consultees are noted below:

- Education Achievement Service staff
- South East Wales Directors / Chief Education Officers and Diocesan Directors
- Joint Executive Group
- Education Achievement Service Company Board
- Education Achievement Service Audit and Risk Assurance Committee
- Circulated to individual Local Authority Education Scrutiny Committees
- Regional Headteacher Strategy Group
- Regional Governor Strategy Group
- Regional Youth Forum

4. Background Papers

4.1.   Appendix A: EAS Business Plan 2018-2021

20180108 EAS Business Plan 2018 co

4.2. Appendix B: Local Authority Annex 2018-2019

Newport LA annex.docx

5.3 Appendix C: Mid-Year review Newport Annex 2017-2018 (for information only)

Review of Newport LA Annex 1718 .docx

Financial Summary

There are no additional financial implications to this report. The EAS Business Plan will be delivered within the agreed budget.

Risks

A detailed risk register is a supporting document to the Business Plan and is available on the EAS website.

Links to Council Policies and Priorities

The EAS Business Plan is a key driver of the Councils Improvement Plan and the Education Service Plan

Options Available and considered

To note the report and consider any issues arising that cabinet may wish to draw to the attention of the Chief Education Officer or the Cabinet Member for Education and Young People

Preferred Option and Why: N/A

Comments of Chief Financial Officer

There are no additional financial implications to this report. The EAS Business Plan will be delivered within the agreed budget.

Comments of Monitoring Officer

There are no specific legal issues arising from the Report. The draft EAS Business Plan reflects national priorities and standards for educational improvements. The Scrutiny Committee are being invited to comment on the draft Business Plan as part of the wider consultation process, with particular reference to the LA Annex, which relates specifically to the performance of Newport Schools. The final Business Plan will be approved as an EAS strategic document by the Board and the Joint Executive Group, in the light of the consultation comments from key stakeholders.

Comments of Head of People and Business Change

There are no HR and staffing implications in this report.

Comments of Cabinet Member

I fully support the EAS Business Plan 2018-2021 which has been co-constructed with LAs, schools, Governing Bodies and the Joint Executive Group. This is an ambitious plan which is expected to raise attainment in the priority areas of Key Stage 3 and 4 and maintain our high standards achieved in Foundation Phase and Key Stage 2. I am satisfied that the Plan meets local, regional and national requirements.

Local issues: N/A

Scrutiny Committees

This report will be reported to Scrutiny Partnerships Committee.

Equalities Impact Assessment and the Equalities Act 2010

The Equality Act 2010 contains a Public Sector Equality Duty which came into force on 06 April 2011. The Act identifies a number of 'protected characteristics', namely age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation; marriage and civil partnership. The new single duty aims to integrate consideration of equality and good relations into the regular business of public authorities. Compliance with the duty is a legal obligation and is intended to result in better informed decision-making and policy development and services that are more effective for users. In exercising its functions, the Council must have due regard to the need to: eliminate unlawful discrimination, harassment, victimisation and other conduct that is prohibited by the Act; advance equality of opportunity between persons who share a protected characteristic and those who do not; and foster good relations between persons who share a protected characteristic and those who do not. The Act is not overly prescriptive about the approach a public authority should take to ensure due regard, although it does set out that due regard to advancing equality involves: removing or minimising disadvantages suffered by people due to their protected characteristics; taking steps to meet the needs of people from protected groups where these differ from the need of other people; and encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

Children and Families (Wales) Measure

Although no targeted consultation takes place specifically aimed at children and young people, consultation on planning applications and appeals is open to all of our citizens regardless of their age. Depending on the scale of the proposed development, applications are publicised via letters to neighbouring occupiers, site notices, press notices and/or social media. People replying to consultations are not required to provide their age or any other personal data, and therefore this data is not held or recorded in any way, and responses are not separated out by age.

Wellbeing of Future Generations (Wales) Act 2015

All local authorities have a duty to strive to develop a "Prosperous Wales" by developing "skilled and well-educated population in an economy which generates wealth and provides employment opportunities." Furthermore, regardless of the socio-economic demographic of an individual school community, all schools will be challenged and supported to improve pupil attainment with a view to create "more equal wales" that enables pupils to fulfil their potential no matter what their background or circumstances.

Crime and Disorder Act 1998

Section 17(1) of the Crime and Disorder Act 1998 imposes a duty on the Local Authority to exercise its various functions with due regard to the likely effect of the exercise of those functions on, and the need to do all that it reasonably can to prevent, crime and disorder in its area.

Consultation

The EAS Business Plan has been developed in consultation with a wide range of key stakeholders, feedback has informed the final version of the plan:

- Education Achievement Service staff
- South East Wales Directors / Chief Education Officers and Diocesan Directors
- Joint Executive Group
- Education Achievement Service Company Board
- Education Achievement Service Audit and Risk Assurance Committee
- Circulated to individual Local Authority Education Scrutiny Committees
- Regional Headteacher Strategy Group
- Regional Governor Strategy Group
- Regional Youth Forum

Background Papers

- Appendix 1 - Supporting Evidence EAS Business Plan 2018-2021
- Appendix 2 - EAS Business Plan 2018-2021
- Appendix 3 - LA Annex 2018-19

Dated: 22nd February 2018

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Submission of Evidence to Scrutiny – EAS Business Plan 2018-2021

Author	Debbie Harteveld, Managing Director, Education Achievement Service (EAS)
Date	8 February 2018

1.Background

1.1 The Education Achievement Service (EAS) is required to submit an annual overarching regional Business Plan with accompanying annexes for each of the five Local Authorities (LAs). This Business Plan (2018-2021) outlines the programme of work that is required to continue to accelerate outcomes for children and young people across all schools in South East Wales. The plan focuses on the urgent need to raise aspiration and accelerate improvement in pupil outcomes, improve the quality of teaching and leadership and build a self-improving system within and across schools and settings. The priorities for the Business Plan 2018-2019 have been derived from the progress that has been made towards the previous Business Plan and progress made across the region with the areas that have been identified as requiring improvements through self-evaluation processes and feedback from Estyn on the inspection of the EAS.

1.2 The delivery model for the Business Plan is on a regional basis, the needs of each school and trends within Newport are met through bespoke work with each school. The EAS offers a wide range of bespoke support that is based upon best practice.

Expected outcomes

1.3 The Business Plan **(Appendix 2)** is now in the process of consultation which will last until mid-February 2018. All feedback from the Newport Scrutiny Committee will be considered and the final plan will be updated and shared with all LAs from March 2018 onwards. The final version of the Business Plan will commence on April 1st 2018.

1.4 The expected outcomes of the EAS Business Plan actions are noted in the success criteria section in Section 3 of the plan. These are ambitious and progress will be mapped against these. In addition, regional and Newport pupil level targets and attendance targets are noted in Section 6 of the plan and later in this report. Members will be provided with update reports on progress made towards these targets at key points in the year.

Issues and Findings
Progress made towards EAS Business Plan 2017-2018

1.5 The progress made towards the Business Plan and LA Annexes is reported to The Joint Executive Group (JEG) and the EAS Company Board on a biannual basis. This is also complemented by a range of additional reports (such as pupil outcomes, progress towards targets information, regional value for money and progress of schools causing concern) that are shared with the above groups and also LA Education Scrutiny Committees and termly Challenge and Review events with Welsh Government Officers

Submission of Evidence to Scrutiny – EAS Business Plan 2018-2021

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(with the Cabinet Secretary for Education in the autumn term event). This report is not intended to duplicate previous reports that have been provided and reports only against previous Business Plan priorities.

1.6   Section 2 of the Business Plan **(Appendix 2)** highlights a summary of wider regional improvements over the last 12 months.

1.7   **Appendix 4** details the mid-year review of the current Newport Annex.

1.8   It is important to note that not all actions within the Business Plan will have an immediate impact on end of key stage outcomes. It is also important to note that outcomes cannot be attributed to solely to the work of the regional consortium as other partners in the system also play an important role. The role of school leaders and governing bodies in holding these leaders to account are a key factor in securing school improvement.

Current Business Plan Priority 2017-2018	Progress Judgement (October 2017)
1. Support for School Improvement	Satisfactory Progress
2. Pupil Wellbeing and Equity in Education	Satisfactory Progress
3. Professional Learning: Pedagogy and Leadership	Satisfactory Progress
4. Curriculum and Assessment	Satisfactory Progress
5. Curriculum and Pedagogy: Wider Curriculum and Pioneer Development	Satisfactory Progress
6. The Self-Improving System (SIS)	Strong Progress
7. Wider Regional and EAS Company Developments	Strong Progress

Outcomes from Regional Estyn inspection (May 2016) and progress made towards the recommendations

1.9   In May 2016 Estyn and Wales Audit Office re-visited the region to undertake the inspection of the regional school improvement services provided by the EAS. The structure of the inspection report is based on those aspects of Estyn's Common

Submission of Evidence to Scrutiny – EAS Business Plan 2018-2021

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Inspection Framework that apply to regional consortia, which are covered by five quality indicators, each are graded (Excellent, Good, Adequate or Unsatisfactory). Additionally, an evaluation of standards featured as a performance profile in the context section of the report. A summary of the outcome is below:

Section	Grade
Support for school improvement	Good
Leadership	Good
Quality improvement	Good
Partnership working	Good
Resource Management	Good

1.10   Estyn revisited the EAS in September 2017 to conduct an inspection of the progress the EAS had made towards the recommendations from a good baseline. A summary of the judgements is below:

Recommendation	Estyn Progress Judgement
R1 Consider the use of a wider range of performance indicators at school and regional level to ensure that the progress of all groups of learners is challenged and supported	Satisfactory Progress
R2 Improve consistency in the quality of evaluation of school improvement activities throughout the service	Strong Progress
R3 Identify and manage risks more effectively	Very Good Progress

1.11   The Estyn team considered a range of evidence including the consortium's business planning, evaluations, challenge advisers' reports, target setting procedures, risk assessments and the views of headteachers. Estyn does not plan to make any further follow-up visits to the EAS. Any remaining areas for improvement will be monitored informally by Estyn's regional link inspector and the relevant local authority link inspectors, and considered during future inspections of local government education services.

Submission of Evidence to Scrutiny – EAS Business Plan 2018-2021

Author	Debbie Harteveld, Managing Director, Education Achievement Service (EAS)
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1.12   Estyn noted in their report that "(EAS) senior managers make honest and accurate evaluations of the strengths and shortcomings in the school improvement activities that they provide for schools. They have a clear understanding of how to link the findings from self-evaluation activities to improvement planning."

1.13   The improvements that are required at regional and LA level will continue to require a strong commitment of partnership working to be successful with Newport making full use of their statutory powers, as appropriate, and wider support services such as HR to ensure that all schools make improvements at the required pace.

1.14   School leaders in schools in Newport requiring the most improvement will need to fully engage with the improvements that need to be made and, alongside governing bodies will need to drive forward this change at pace. The EAS will offer support and challenge through this process but will not be able to effect change on a whole level without the commitment from each tier within the system.

Implications
The South-East Wales Regional Mission: Business Plan (2018-2019)

1.15   This Business Plan focuses upon the actions that are required to accelerate improvement across the region and across all schools, PRUs, Special Schools and non-maintained nursery settings in Newport. Whilst this plan is regional, the bespoke approach at school level and through each individual LA Annex enables all nuances in need to be addressed. The actions contained within the plan align with the Welsh Government strategic document Education in Wales: Our National Mission (Action Plan 2017 – 2021). Further details on delivery can be found in the Detailed Delivery Document and the Professional Learning Offer 2018-2019 (these will be updated and refined following the final version of the attached plan). The content of the Business Plan will be used to populate and report against the regional elements within the Wales Education Report Card.

1.16   The final version of the Business Plan will be supported by a range of supporting documents:
- Local Authority Annex documents April 2018-March 2019
- Detailed Business Plan April 2018-March 2019
- Detailed Resource Overview 2018-2019
- Long Term 3-year Business Plan Overview
- Regional Self-Evaluation Report
- Regional Professional Learning Offer 2018-2019
- EAS Risk Register (Executive Summary)
- Self-Evaluation Timetable 2016-2018

Submission of Evidence to Scrutiny – EAS Business Plan 2018-2021

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Date	8 February 2018

1.17   The focus for improvement for 2018-2019 will continue to secure improvements in the following areas:
- To continue to raise aspiration, improve pupil outcomes, particularly for vulnerable groups of learners (FSM, Gender, EAL, MA and LAC) and reduce the variance within and across schools, settings and LAs.
- To accelerate improvement in schools and settings where progress is too slow by ensuring a more consistent approach is applied to schools causing concern and the use of Local Authority statutory powers to accelerate progress in identified schools.
- To continue to improve the quality of leadership, teaching and learning, particularly within the secondary phase.
- Supporting schools to ensure the effective development of pupil skills at all phases.
- Supporting the national approach and further development of the regional professional learning opportunities to ensure the success, equity and well-being of every learner.
- Preparing schools to meet the curriculum and assessment demands in line with new accountability arrangements.
- Supporting the development of a 'world-class curriculum' that will help raise standards for all in Wales.
- To embed the regional approach to developing a self-improving system.

The Regional Ambition is, by 2021 that:

1.18   Working with our key partners we will aim to transform the educational outcomes and life chances for all learners across South East Wales. We will do this by:
- Ensuring successful learning experiences and high levels of wellbeing particularly for those facing the greatest challenges;
- Building effective networks of professionals, across the five Local Authorities and beyond and working together to improve leadership, teaching and learning; and
- Attracting and retaining a team of outstanding people who embed our core values in their work and share a passion for excellence.

1.19   The delivery elements within the plan are centred around 7 key Improvement Strands: Support for School Improvement, Professional Learning (Teaching and Leadership), Excellence, Equity and Wellbeing, Curriculum, Assessment and Accountability, Supporting Collaboration, Curriculum Reform and EAS Company Developments). Each of these strands detail 'What we will do' and a section that will be used to monitor progress against detailed success criteria 'How will we know we will have made progress by March 2019'.

Submission of Evidence to Scrutiny – EAS Business Plan 2018-2021

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1.20   The EAS has invested in building the capacity of schools and educational settings within the region over the last four years to enable more collaborative ways of working. This approach is enabling teachers and leaders to learn from each other, to try out new approaches and to engage with educational research as the backdrop for improvement. Across the region there are a number of well-established networks of professional practice, these will continue to be encouraged and the practice from within them shared.

1.21   The approach to build capacity and schools taking more of a collective ownership for the development of teaching and leadership has been developed further and the cluster model will be embedded over the next few years across the region.

Regional Key Stage Targets 2017-20 and Local Authority Attendance Targets

1.22   The Business Plan targets in Section 6 are derived from the information submitted by all schools across South East Wales during the statutory target setting process in autumn 2017. The target setting process across the region is robust with all LA / school aggregate targets linked to individual pupils.

1.23   To ensure that appropriate aspiration is applied across schools, a joint challenge process has been introduced by LA Officers and EAS staff. This process considers an analysis of projected future performance against previous performance, projected Free School Meal benchmark quarters, FFT estimates and WG modelled expectations.

1.24   The regional and LA targets for 2018 are final and Members will have had involvement with Directors in agreeing these. Targets for 2019 and 2020 remain draft and subject to additional challenge and scrutiny during the next iteration of the process in autumn 2018. **The targets for Newport schools can be found on pages 2-5 in the LA Annex 2018-2019 (Appendix 3).**

LA Annex Documents

1.25   Each LA Annex contains an overview of the performance and the main areas for development at a LA level. A summary of the schools that require the highest levels of support, inspection outcomes and an overview of categorisation for the LA. Pupil level targets and attendance targets are also included.

A summary of overall pupil performance in Newport LA

- Attainment at Foundation Phase and Key Stage 2 has been above the Wales average for over 4 years, and the rate of improvement is higher than for Wales.

Submission of Evidence to Scrutiny – EAS Business Plan 2018-2021

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- Attainment at Key Stage 3 has been below the Wales average since 2014, although the rate of improvement has been higher than the Wales rate over the 4 years.
- Attainment at Key Stage 4 shows a much faster rate of improvement than that across Wales, and performance was above the Wales average in 2017.
- Attainment at Key Stage 5 has decreased in 2017. Performance remains below that for Wales.
- The proportion of pupils achieving the FPI+1 rose by 6.8pp between 2014 and 2017, and by 1.8pp from 2016.
- The proportion of pupils achieving the CSI+1 at KS2 rose by 5.1pp between 2014 and 2017, and by 2.2pp from 2016.
- The proportion of pupils achieving the CSI+1 at KS3 rose by 17.3pp between 2014 and 2017, and by 7.3pp from 2016.
- The proportion of pupils achieving 5A*/As at KS4 fell by 2.9pp between 2014 and 2017, and rose by 1.8pp from 2016. Both the proportion achieving 5A*/As and the rate of improvement are below that across Wales in 2016.

Gender
- Between 2014 and 2017, the gender gap narrowed at FP. The gender gap in 2017 was below that for Wales.
- At KS2, the gender gap narrowed in this time. The gender gap in 2017 was below that for Wales.
- Between 2014 and 2017, the gender gap narrowed at KS3. The gap was wider than the Wales gender gap in 2017.
- At KS4, the gender gap widened between 2014 and 2017, and in 2017 it was slightly wider than for Wales.

FSM
- At FP and KS2, performance of FSM pupils in 2017 is above or the same as the Wales average, and the FSM/non FSM gap has narrowed or remained stable. The gap remains larger than for Wales at FP.
- At KS3, performance of FSM pupils has been below the Wales average since 2014, but the FSM/non FSM gap has narrowed since 2014. However, it is wider than the gap across Wales.
- At KS4, performance of FSM pupils is on a par with the Wales average. The FSM/non FSM gap widened from 2014, and is larger than across Wales.

FSM benchmarking quartiles
- At FP, 76% of schools are above the median for FPI. At KS2, 58% of schools are above the median for CSI. At KS3, 25% of schools are above the median for CSI. At KS4, 63% (5 out of 8 schools) are above the median for L2 inc.
- At KS4, Caerleon, Lliswerry and St Joseph's are in Quarter 1 for L2 inc and maths for 2017, Caerleon and Lliswerry for English also
- St Julian, Newport High and Llanwern are below the median in L2 inc, English and maths, and were in Quarter 4 for L2 inc
- Bassaleg is in Quarter 2 for these three measures

Submission of Evidence to Scrutiny – EAS Business Plan 2018-2021

Author   Debbie Harteveld, Managing Director, Education Achievement Service (EAS)

Date   8 February 2018

Attendance/Exclusions

- There has been an increase in attendance at both primary and secondary level since 2014. Secondary figure just below that of Wales, (Wales primary not available yet)
- Unauthorised absence at primary schools has remained stable at 1.8%, but at secondary schools this has decreased to 2%. Secondary figure is higher than Wales.
- There has been decrease in exclusions of 5 days or fewer at secondary level, primary remains stable. There has been a decrease in exclusions of 6 days or more at both primary and secondary level.
- There were 3 permanent exclusions in 2017 in primary schools (compared to 3 for the 3 years previously combined). The breakdown across schools was Alway – 1, Monnow – 1, Ringland – 1.
- There were 9 permanent exclusions in 2017 in secondary schools (there have been 8 or 9 annually since 2014). The breakdown across schools was Bassaleg – 2, Lliswerry – 1, Newport High – 1, St Julians – 2, The John Frost School – 3

Inspection/Categorisation

- The percentage of schools judged at least Good for current performance has decreased since 2014 from 91% to 63%. Increase in schools judged at least Good for prospects for improvement has also decreased to 63%. No unsatisfactory inspections in 2016/17.
- The percentage of primary schools categorised Green has increased to 57% in 2017/18. Three secondary schools categorised Red, one Amber, three Yellow and two Green (provisional and confidential).

The Business Plan 2018-2021 is designed to address the areas required improvement noted above.

2. Financial Summary

2.1   The EAS was set up to be reliant on three funding streams to remain financially viable: core funding from councils, grant funding (this includes a contribution from the regional Education Improvement Grant (EIG) and other Welsh Government (WG) Grants) and income generated from trading services to schools, which due to the notion of a self-improving school system has reduced overtime.

2.2   By way of context, the EAS has seen funding reductions in each of the areas noted above:

- A reduction in the EIG of 14% (since 2014 and a further potential 11.2% to the regional allocation which would equate to £192k reduction planned for EAS in 2018/2019);

Submission of Evidence to Scrutiny – EAS Business Plan 2018-2021

| **Author** | Debbie Harteveld, Managing Director, Education Achievement Service (EAS) |
| **Date** | 8 February 2018 |

- A reduction in a WG grant to support new GCSE specifications of 50% which equates to £182k; and
- A 92% reduction in trading income equating to £1.15m (since 2012 with a further £100k planned for 2018/2019). We do not intend reverting back to a trading organisation because we feel this compromises our legitimacy and is at odds with the strategic direction Members have asked for.

2.3 The service continues to be hampered by short term, ad hoc grant awards from Welsh Government. The EAS continues to manage staff changes and are now some 40% smaller in payroll staff than when the service started in 2012. Whilst this has been effectively managed to date it has been a contributing factor in increased cash contributions to the pension fund (£170k for the next two financial years). In addition, Members will be aware that the total regional EIG reduction for 2018/19 totals £3.028m. Whilst the detail surrounding this reduction is becoming clearer the regional position is still to be determined.

2.4 Over the past three financial years the EAS has been able to contribute to the efficiency savings of Councils by reducing the core funding commitment by 3%. Following a recent meeting of the EAS Company Board the funding profile for 2018/2019 and indicative funding for the following 2 financial years was discussed. Taking all factors into consideration, the Company Board agreed that it can offer a 2% efficiency saving on last year's core funding contribution for 2018/19 and an indicative 2% efficiency for the next 2 financial years.

EAS 'As Is' Model Aug 2012	2014/15 (funding levels set by WG, based on RSG formula to LA)	2015/16	2016/17	2017/18	% Movement 2011/12 to 2017/18	2018/19 Efficiency Saving
		-3.4%	-3%	-3%		2.0%
1,095,407	934,254	902,489	875,415	849,152	**-22%**	832,169

2.5 These efficiencies have been thought through carefully in what will be a challenging financial climate for the EAS and councils. It is likely that the EAS will need to implement a change management programme to enable a balanced budget to be set for the coming financial year. Considering this the Company Board will meet early January 2018 to formulate the detailed approach to this and will communicate with JEG Members as necessary

Submission of Evidence to Scrutiny – EAS Business Plan 2018-2021

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Date	8 February 2018

3. Risks

3.1   Risks to delivery of the Business Plan occur when the following points are not adhered to:

- There is a lack of clarity about respective roles and statutory responsibilities within the LA and EAS.
- Agreed actions are not carried out in a timely manner by EAS and / or LA e.g. Schools Causing Concern Register actions
- EAS and LA staff do not demonstrate a united front when dealing with schools, particularly those that give cause for concern.
- Schools are not held to account in a timely manner using the existing mechanisms.
- There is not consistent application of agreed regional protocols e.g. meeting deadlines for target setting, elected Members attending selected EIBs
- Timely consideration is not given to the use of LA Statutory Powers e.g. low standards, attendance, exclusions, leadership
- Full use is not made of the training offers to ensure that all Elected Members are up to date with key messages.
- Full use is not made of consultation events to help shape the direction of the EAS.

3.2   Uncertain financial projections make it difficult to fully cost the Business Plan at this stage.

3.3   Continued changes in reporting arrangements and performance measures at KS4 for a number of subjects continues to present risks to LA and regional outcomes.

3.4   Limited impact of the work of the EAS in schools where underperformance in leadership is not challenged effectively.

3.5   The work of the EAS in improving outcomes for vulnerable learners will remain slow unless there is greater engagement with all key partners across LAs to ensure effective joint targeting of resources.

4. Consultation

a.   The Business Plan and the regional Professional Learning Offer is currently in the consultation process. The Consultees are noted below:

- Education Achievement Service staff
- South East Wales Directors / Chief Education Officers and Diocesan Directors
- Joint Executive Group
- Education Achievement Service Company Board

Submission of Evidence to Scrutiny – EAS Business Plan 2018-2021

Author	Debbie Harteveld, Managing Director, Education Achievement Service (EAS)
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- Education Achievement Service Audit and Risk Assurance Committee
- Circulated to individual Local Authority Education Scrutiny Committees
- Regional Headteacher Strategy Group
- Regional Governor Strategy Group
- Regional Youth Forum

5. Background Papers

EAS Business Plan 2018-2021
Local Authority Annex 2018-2019
Mid-Year review Newport Annex 2017-2018 (for information only)

Dated: 8 February 2018

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This is the draft version for consultation.

The final plan will be available in both Welsh and English.

The South-East Wales Regional Mission: Business Plan (2018-2021)

"Transforming pupil outcomes, creating capacity through networks, enabling excellence in teaching and leadership."

The Education Achievement Service Business Plan has been though a thorough consultation process prior to agreeing the final version. The list of consultees is listed below:

- Education Achievement Service staff
- SEWC Directors and Diocesan Directors
- Joint Executive Group
- Education Achievement Service Company Board
- Education Achievement Service Audit and Risk Assurance Committee
- Individual Local Authority Education Scrutiny Committees
- Regional Headteacher Strategy Group
- Regional Governor Strategy Group
- Regional Youth Forum

This Business Plan is the regional strategic plan for accelerating educational outcomes during 2018-2019. It has been agreed by each Local Authority Director of Education / Chief Education Officer, the Joint Executive Group and the Company Board:
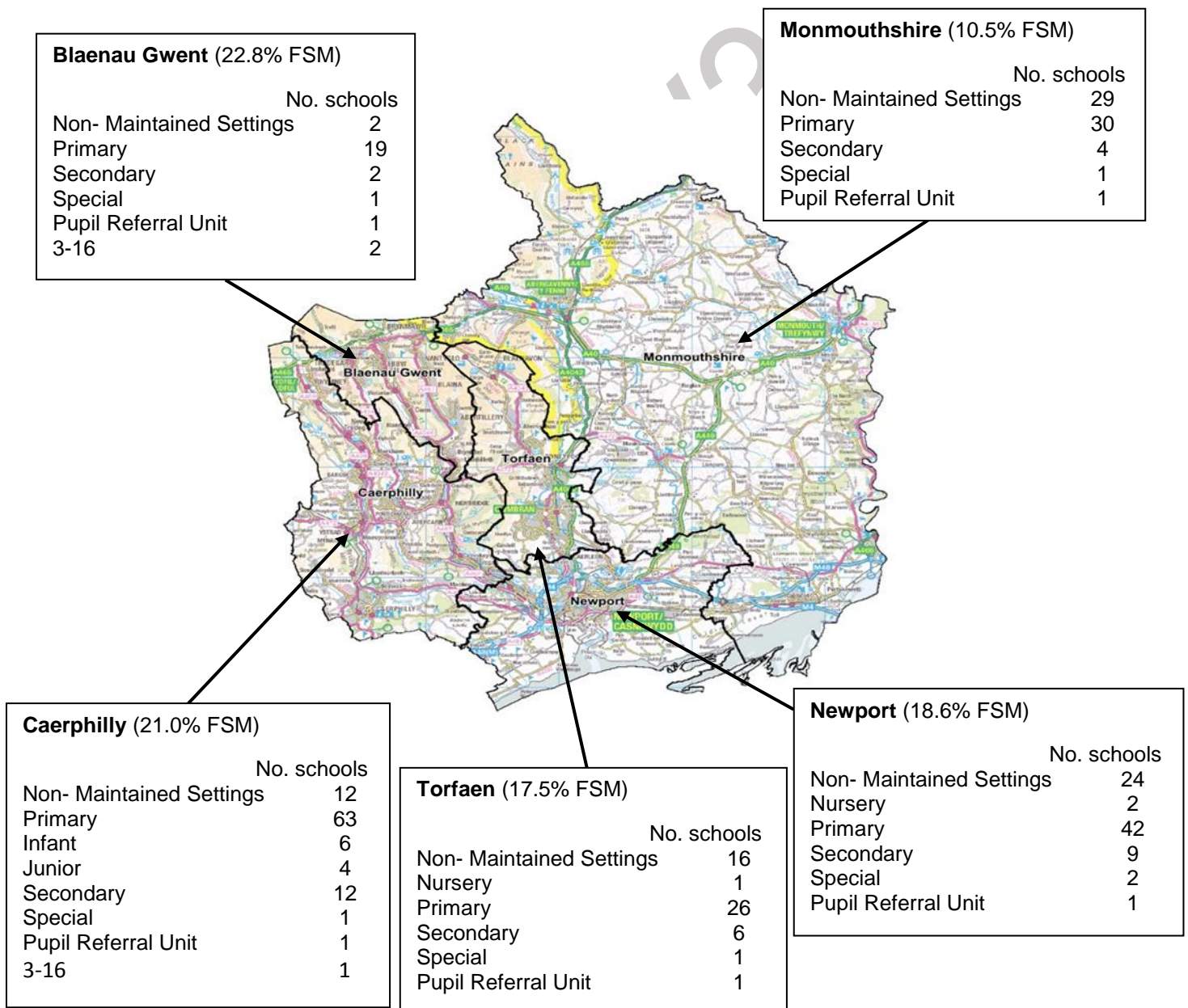
Cllr R Jevons Chair of Education Achievement Service Company Board	
Cllr G Giles Chair of Joint Executive Group	
Mrs Lynette Jones Lead Director on behalf of South East Wales Directors Group	
Ms D Harteveld Managing Director, Education Achievement Service	

Contents

1. Regional Context

The EAS is the school improvement service for the five Local Authorities (LAs) in South East Wales (Blaenau Gwent, Caerphilly, Monmouthshire, Newport and Torfaen). The number of pupils of compulsory school age in 2017 was 71,234. This represents 19% of all pupils in Wales. There are 240 maintained schools in the region, 16% of all maintained schools in Wales (EAS figure correct from Jan 2018, Wales figure from PLASC, 2017). The percentage of pupils of compulsory school age who are eligible for free school meals (FSM) is 18.5%, which is higher than the national figure of 17.8%. This level of eligibility is the second highest of the four regional consortia (PLASC, 2017). In the region, 10% of people aged three and over say that they can speak Welsh compared to the Wales average of 19% (2011 Census, ONS). The percentage of pupils aged 5-15 from an ethnic minority background is 9.7%, an increase from 7.3% in 2013. This is a similar rate of increase to that nationally (10.1% from 8.3%). These overall figures mask significant differences between LAs, with the proportion of ethnic minority pupils in Newport increasing from 23.0% to 23.7% in 2017. As of March 2017, 816 children in the region are looked after (LAC) by a LA and attend a school in the region. This represents 14% of LAC in Wales.

Blaenau Gwent (22.8% FSM)

	No. schools
Non- Maintained Settings	2
Primary	19
Secondary	2
Special	1
Pupil Referral Unit	1
3-16	2

Monmouthshire (10.5% FSM)

	No. schools
Non- Maintained Settings	29
Primary	30
Secondary	4
Special	1
Pupil Referral Unit	1

Caerphilly (21.0% FSM)

	No. schools
Non- Maintained Settings	12
Primary	63
Infant	6
Junior	4
Secondary	12
Special	1
Pupil Referral Unit	1
3-16	1

Torfaen (17.5% FSM)

	No. schools
Non- Maintained Settings	16
Nursery	1
Primary	26
Secondary	6
Special	1
Pupil Referral Unit	1

Newport (18.6% FSM)

	No. schools
Non- Maintained Settings	24
Nursery	2
Primary	42
Secondary	9
Special	2
Pupil Referral Unit	1

2. Introduction

This Business Plan (2018-2021) outlines the programme of work that is required to continue to accelerate outcomes for children and young people across all schools in South East Wales. The plan focuses on the urgent need to raise aspiration and accelerate improvement in pupil outcomes, improve the quality of teaching and leadership and build a self-improving system within and across schools and settings. Priorities for the Business Plan 2018-2019 have been derived from the progress that has been made towards the previous Business Plan, areas that have been identified as requiring improvements through self-evaluation processes and feedback from Estyn on the inspection of the EAS. The improvements that are required at regional and Local Authority level require a strong commitment of partnership working to be successful.

Progress made toward EAS Business Plan 2017-2018

Business Plan Priority	Progress Judgement (October 2017)	Progress Judgement (March 2018) – to be updated
1. Support for School Improvement	Satisfactory Progress	
2. Pupil Wellbeing and Equity in Education	Satisfactory Progress	
3. Professional Learning: Pedagogy and Leadership	Satisfactory Progress	
4. Curriculum and Assessment	Satisfactory Progress	
5. Curriculum and Pedagogy: Wider Curriculum and Pioneer Development	Satisfactory Progress	
6. The Self-Improving System (SIS)	Strong Progress	
7. Wider Regional and EAS Company Developments	Strong Progress	

Outcomes from Regional Estyn inspection (May 2016) and progress made towards the recommendations

In May 2016 Estyn and Wales Audit Office re-visited the region to undertake the inspection of the regional school improvement services provided by the EAS. The structure of the inspection report is based on those aspects of Estyn's Common Inspection Framework that apply to regional consortia, which are covered by five quality indicators, each are graded (Excellent, Good, Adequate or Unsatisfactory). Additionally, an evaluation of standards featured as a performance profile in the context section of the report. A summary of the outcome is below:

Section	Grade
Support for school improvement	Good
Leadership	Good
Quality improvement	Good
Partnership working	Good
Resource Management	Good

Estyn revisited the EAS in September 2017 to conduct an inspection of the progress the EAS had made towards the recommendations. A summary of the judgements is below:

Recommendation	Estyn Progress Judgement
R1 Consider the use of a wider range of performance indicators at school and regional level to ensure that the progress of all groups of learners is challenged and supported	Satisfactory Progress
R2 Improve consistency in the quality of evaluation of school improvement activities throughout the service	Strong Progress
R3 Identify and manage risks more effectively	Very Good Progress

Summary of wider regional improvements 2017-2018

Regional Outcomes
• Teacher Assessment outcomes at the end of foundation phase and key stage 2 at the expected and higher levels are good and continue to improve. Attainment has been above the Wales average since 2013.Teacher Assessment outcomes at the end of key stage 3 are improving but still remain below the Wales average.
• The gender gap in both foundation phase and key stage 2 continues to narrow at the expected level and is below the Wales average. At key stage 3, the gender gap is narrowing however remains higher than the Wales average. At the higher levels, gender gaps have widened in foundation phase, key stage 2 and key stage 3.
• FSM regional performance at the expected level has continued to improve at foundation phase and key stage 3 but declined at key stage 2 in 2017. Between 2014 and 2017, the gap between the attainment of FSM pupils and non-FSM pupils has narrowed at each of these key stages.
• The performance of Looked After Children (LAC) pupils has improved considerably at key stage 3 from 2014. Performance of pupils with Special Educational Needs (SEN) and those with English as an additional language (EAL) has improved since 2014.
• At key stage 4, this year it is not possible to meaningfully compare results to previous years. However, performance of the region compared to national performance is still relevant. At the L2+ performance indicator, performance across the region declined by 2.6pp, compared with a decline of 5.7pp across Wales. This has resulted in the gap between regional performance and national performance narrowing to 1.7pp.
• At key stage 4, 13 out of 35 (37.1%) schools are placed in benchmark quarter 1 for the L2+ indicator. More schools are now able to predict pupil outcomes with greater accuracy, 19 out of 35 schools had L2+ performance within 5pp of their June progress estimate.
• Overall performance at L2 English Language, L2 Welsh Language and A*-C grades in GCSE Science has improved.
• Between 2014 and 2017, the gap between attainment of FSM pupils and non-FSM pupils for the L2+ has remained fairly static. The gender gap between girls and boys and the Wales averages are narrowing due to a larger decline in performance of these groups across Wales this year.
• Regional performance of learners achieving 5A*/A grades has improved for the first time in 4 years.
• Overall performance at the L3 threshold has declined slightly. The performance of boys is at the Wales average, performance of girls is 1.3pp below that of Wales. Performance at A*/A Grades across the region has declined overall between 2016 and 2017 by 2.7pp.
• Over the past 4 years, attendance at primary schools has continued to improve. Despite secondary school attendance improving at a slightly faster rate than Wales, it remains below the Wales average.
• The percentage of Year 11 leavers known to be NEET (Not in Education, Employment or Training) across the region has reduced at a faster rate of improvement than that made nationally, and is below the Wales average.

Provision
• There is a clear understanding of the respective roles of the LAs and the EAS in supporting school improvement across the region and the implementation of National Categorisation and the SEWC Intervention Framework of schools across the region has been applied consistently to ensure accurate levels of support are provided.
• The EAS has appropriate differentiated procedures for monitoring, challenging, supporting and intervening in schools and non-maintained settings which are applied more consistently and have resulted in the majority of schools and non-maintained settings making good progress. The processes for holding schools in a red category to account have been robust and well understood.
• Refined quality assurance protocols across the service are evidencing increasing consistency in practice and highlighting inconsistencies that need to be addressed.
• The quality and range of data from pupil level up that the consortium now uses is improving. The process of collecting progress towards pupil level targets now enables the CA team and subject specialist to support and challenge potential underperformance within the academic year.
• There is a clear and coherent regional strategy for the self-improving system. The region has made good progress in developing mechanisms to facilitate school-to-school support in key areas including the recent introduction of the Learning Network Schools and cluster working.
• The support for new curriculum specifications at key stage 4 in core subjects, Welsh Baccalaureate and the implementation of WG initiatives such as Successful Futures is good.
• Challenge advisers monitor diligently schools' plans for their use of the Pupil Development Grant. They ensure that the plans meet requirements and focus appropriately on improving' outcomes for vulnerable learners. The provision for these pupils is beginning to improve their outcomes at each key stage.
• There are good arrangements to identify the overall development needs of governors which are effectively met in most cases through a centrally delivered training programme.
• Specialist HR support has complemented and enhanced the provision that is already in place in LAs providing support and training for school leaders, disseminating regional policies and protocols.
Leadership
• The Business Plan sets out the regional strategic vision, aims and priorities aligned closely to WG guidance and key national, regional and local priorities with good progress has been made towards recommendations from Estyn.
• Self-evaluation and improvement planning processes are accurate, evaluative and balanced.
• A wider range of performance indicators at school and regional level are now being used in self-evaluation activity to ensure that the progress of all groups of learners is challenged and supported.
• Strategic leadership and management is good with an effective governance and communication structure, which is becoming increasingly effective.
• School strategic partnerships are good and continue to improve.
• Working practices with LAs are becoming increasingly effective in relation to schools causing concern.
• Where warning notices have been issued in LAs linked to standards, most schools have improved their performance.
• There are sound financial processes in place and processes to evaluate Value for Money (VFM) have been improved and refined and are now appropriate.
• Appropriate partnerships with other consortia have been forged with the main aims to improve provision and to raise standards for learners across the region.

Page 41

Regional Priorities for 2018-2019

The focus for improvement for 2018-2019 will focus on continuing to secure improvements in the following areas:

- To continue to raise aspiration, improve pupil outcomes, particularly for vulnerable groups of learners (FSM, Gender, EAL, MA and LAC) and reduce the variance within and across schools, settings and LAs.
- To accelerate improvement in schools and settings where progress is too slow by ensuring a more consistent approach is applied to schools causing concern and the use of Local Authority statutory powers to accelerate progress in identified schools.
- To continue to improve the quality of leadership, teaching and learning, particularly within the secondary phase.
- Supporting schools to ensure the effective development of pupil skills at all phases.
- Supporting the national approach and further development of the regional professional learning opportunities to ensure the success, equity and well-being of every learner.
- Preparing schools to meet the curriculum and assessment demands in line with new accountability arrangements.
- Supporting the development of a 'world-class curriculum' that will help raise standards for all in Wales.
- To embed the regional approach to developing a self-improving system.

The Regional Ambition is, by 2021 that:

Working with our key partners we will aim to transform the educational outcomes and life chances for all learners across South East Wales. We will do this by:

- Ensuring successful learning experiences and high levels of wellbeing particularly for those facing the greatest challenges;
- Building effective networks of professionals, across the five Local Authorities and beyond and working together to improve leadership, teaching and learning; and
- Attracting and retaining a team of outstanding people who embed our core values in their work and share a passion for excellence.

A detailed three year overview is available within the additional support documentation.

3. The South-East Wales Regional Mission: Business Plan (2018-2019)

This Business Plan focuses upon the actions that are required to accelerate improvement across the region. Whilst this plan is regional, the bespoke approach at school level and through each individual LA Annex enables all nuances in need to be addressed. The actions contained within the plan align with the Welsh Government strategic document Education in Wales: Our National Mission (Action Plan 2017 – 2021). Further details on delivery can be found in the Detailed Delivery Document and the Professional Learning Offer 2018-2019. The content of the Business Plan will be used to populate and report against the regional elements within the Wales Education Report Card.

Improvement Strand (Link to Education in Wales)	What will we to do?	How will we know we will have made progress by March 2019? *(These are in addition to the pupil targets at regional and LA level in Section 6 and in Annexes)*
A. Support for School Improvement **1** Developing a high-quality education profession. **2** Inspirational leaders working collaboratively to raise standards.	**To continue to raise aspiration, improve pupil outcomes, particularly for vulnerable groups of learners (FSM, Gender, EAL, More Able (MA) and LAC) and reduce the variance across schools and LAs through improving the quality of leadership, teaching and learning by:** • Ensuring that all schools and settings receive high quality bespoke support in line with their needs to accelerate progress and improve outcomes. • Further developing pupil level target setting and progress measures for all learners and groups of learners across all key stages using prior attainment information and WG modelled estimates where appropriate. • Collecting progress towards targets information through a differentiated approach, using a range of first hand evidence to verify submitted data. • Challenging the use and impact of early entry using models of best practice. • Supporting and challenging school level planning documents to ensure best use of grant spend so that maximum progress is made by all vulnerable groups of learners. • Reviewing the quality of provision at KS3 across the region, providing support to accelerate improvement, focusing on the development of pupils' skills in literacy, numeracy, IT and reducing within school variation.	• All Challenge Advisers (CAs) will effectively implement the CA work programme for 2018-2019 and the Consortium Intervention Framework will be implemented consistently, ensuring that nearly all schools, including non-maintained settings make at least strong progress against the bespoke actions within support plans. • There will be a more consistent approach to the use of statutory powers across the region through the implementation of the Schools Causing Concern Register meetings. • L2+ regional achievement will be >60%. No secondary school will be below 45% at L2+. Around half of secondary schools will be above or at least in line with WG 2b modelled expectations for L2+. The gap in performance between FSM and non-FSM learners for L2+ will continue to close, with the improvement of FSM learners. • >55% of secondary schools will be within 5% of their target set for the L2+. • Most secondary schools will use early entry appropriately for Y10 and Y11 learners. • Categorisation outcomes will evidence that schools require reduced support levels over time. <45% of secondary schools will require amber or red support levels for 2018-2019 with evidence of reduced levels of within school variation.

Page 43

	• Continuing to work closely with LAs, through the implementation of the Schools Causing Concern Risk Register to ensure a more consistent approach to schools causing concern and the use of statutory powers to accelerate progress. • Implementing the regional Foundation Phase action plan in line with WG priorities. • Implementing the Post 16 Learning Action Plan. • Identifying and sharing examples of best practice across the region, focusing on effective support for vulnerable learners and measuring and improving learner well-being.	• The number of schools placed in or remaining in Estyn statutory categories, particularly in the secondary phase, will reduce. • Most Grant Plans (PDG/EIG) meet requirements and focus appropriately on improving outcomes for vulnerable learners. The majority of secondary schools focus appropriately on meeting the target of 60% spend at KS3. • There are increased opportunities for primary and secondary schools to engage in school to school working through cluster working and networking opportunities that impact on pupil outcomes and develop leadership capacity. • Case studies of identified best practice will be created and shared across the region. • The regional approach to consistent target setting at key stage 5 using ALPS will be embedded. • At least satisfactory progress is being made to implementing the actions within the Regional Foundation Phase Action Plan. • At least satisfactory progress is being made to implementing the Post 16 Learning Action Plan.
B. Professional Learning **1** Developing a high-quality education profession. **2** Inspirational leaders working collaboratively to raise standards.	**Review the current regional delivery model for professional learning in line with the national professional learning model so that it remains fit for purpose. Work in collaboration with EWC to ensure maximum impact of the PLP.** **Addressing the quality of teaching to improve learner outcomes by:** • Supporting teachers and school support staff so that they benefit from opportunities to improve the quality of their pedagogy and have opportunities for professional learning in a research-driven culture. • Supporting the adoption and implementation of new professional standards for all education professionals. • Improving the quality and consistency of teaching in the secondary phase by providing	• A further shift in the balance away from centrally delivered programmes so that, during the year, all programmes have school-based components and measurably impact upon classroom practice. • The Excellence in Teaching and Leadership Framework will have been disseminated in nearly all clusters. • Most school leaders will have adopted the ETLF or an equivalent instrument that impacts effectively on improving the quality of teaching across schools. • A minority of secondary schools will improve the profile of teaching from the initial baseline within year one moving towards around half in year two. • There will be an increased take-up on professional learning

Page 44

- schools with an initial profile of the quality of teaching which has been derived from a variety of sources and access to appropriate support.
- Improving the quality of teaching, especially for the realisation of the new curriculum using the new Excellence in Teaching and Leadership Framework (ETLF).
- Providing guidance to ensure that all teachers, including supply teachers, have access to an individual professional learning plan.
- Delivering at a regional level the induction programme for Newly Qualified Teachers (NQTs).
- Implementing a pilot scheme to prepare Welsh medium graduate support staff for teaching through the medium of Welsh (GTP route / PGCE) concludes with evidence of progression to Initial Teacher Education (ITE).
- Supporting LAs in the delivery of the cluster based pilot models for supply teachers and Business Managers.
- Supporting the national development and regional delivery of pathways for Learning Support Workers.
- Delivering Higher Level Teaching Assistant accreditation as part of the national development pathway for Learning Support Workers.
- Collaborating with HEI and ITE providers to ensure high quality initial education and readiness to enter the workforce.
- Continuing to work collaboratively with key partners to attract and retain high quality teachers through the #Discover Teaching campaign.

Ensure that Leaders at all levels across the region are well supported to develop and aspire colleagues and to work collaboratively to embed the new curriculum and improve outcomes for our learners by:
- Providing an extensive portfolio of leadership development opportunities available for the regional education community. To include: Middle Leader, Aspiring

- programmes for pedagogy and leadership from the current baseline.
- A majority of schools will have engaged with teachers having access to individual professional learning plans.
- An improved impact capture methodology for professional learning on practice.
- Evaluative reports commissioned from Higher Education Institutions demonstrate the positive impact of the induction programme for NQTs.
- Increased numbers of applicants and successful candidates for Higher Level Teaching Assistant accreditation from the current baseline.
- A majority of schools will have participated in the professional learning programme for Learning Support Workers.
- ITE graduates will be better prepared to undertake their NQT process and enter the fully qualified workforce within the region.
- A regional succession plan for leadership will be created and agreed by LAs to ensure more effective recruitment and retention of high quality leaders across the region.
- Increase take up of NPQH by highest quality candidates and secure more effective conversion from NPQH accreditation to employment as Headteachers within the region.

Page 45

	- Senior Leader, Aspiring Headteacher, New to Headship, Experienced Headteacher and Executive Headteacher. - Providing secondary school leaders opportunities to experience and learn from a range of successful settings within and beyond the region. - Providing specialist HR training for school leaders in areas such as effective performance management and addressing performance concerns are effectively implemented in schools. - Delivering the National Professional Qualification for Headship (NPQH) to provide more effective preparation for headship. - Embedding the use of the Excellence in Teaching and Leadership Framework across the region to maximise the impact of leadership on standards of teaching and learning. - Developing professional learning programmes that will satisfy accreditation processes of the National Academy for Educational Leadership. - To support the development and implementation of the Associates Programme for the National Academy for Educational Leadership.	
	The Governor Support & Development team will support and develop skilled, focused, effective governing bodies that work in partnership with School Leaders to raise standards by: - Continuing to offer a Professional Learning Offer that includes the EAS Mandatory Training and Strategic Development Programme for Governors. - Making E-Learning available for each priority area from within the professional learning offer for governors. - Providing support to Governing Bodies that require improvement by sharing and promoting best practice.	- Annual questionnaires for stakeholders deem the majority of governing bodies as effective by July 2019 - Increased numbers of governing bodies that complete the online Governing Body Self Evaluation (initial pilot 29%) to increase year on year. - Attendance at Mandatory Training and engagement in online Mandatory E-learning to remain in line with the annual turnover of governors (35% of governor population). - Increase engagement at Link Governor Seminar and on the Link Governor Hwb Network by 20%.

Page 46

	• Disseminating the EAS Excellence in Governance Framework to ensure that all Governing Bodies are effectively challenging and supporting schools to improve. • Continuing to develop the effectiveness of priority Link Governors in improving outcomes for groups of learners by providing guidance on: More Able, Pupil Development Grant and Looked After Children. • Providing an effective clerking service to schools.	• Governor awareness of the link role for deprivation via the annual questionnaire will raise from 78% to 82% and the role for More Able and Looked After Children will be no lower than 75%. • Maintain the percentage of governors agreeing that overall, they are satisfied with the service they receive from Governor Support at over 95%.
C. Excellence, Equity and Wellbeing **3** Strong and inclusive schools committed to excellence, equity and well-being.	**Support the national approach and develop regional professional learning opportunities to ensure the success and well-being of every learner by:** • Developing a wellbeing toolkit using a wide range of data for vulnerable groups to identify school, LA and regional needs, sharing and improving practice. • Supporting schools and settings to improve their use of the Pupil Development Grant (PDG) and to develop more integrated approaches to reducing the impact of poverty on outcomes. • Working with key partners such as the Regional Equity and Wellbeing Strategy Group to provide a more coherent approach to the relationship between education provision and other services available to support schools in disadvantaged areas. • Maximising the impact of commissioned research on practice in relation to more vulnerable groups at school, LA and regional level. • Embedding the regional strategy for LAC. • Further refining the collaborative arrangements in place for Pupil Referral Units and Special Schools which are designed to improve the outcomes for these groups of learners. • Supporting schools to improve their work in measuring and improving learner wellbeing.	• A majority of schools in year 1 will utilise the wellbeing toolkit to improve provision and more effective resourcing for vulnerable groups. • The regional More Able Strategy will be understood and implemented over a two-year period by all schools, leading to improved outcomes for learners. • Improved quality in PDG plans, especially in secondary schools with around half of plans in year 1 making the shift to proven approaches that lead to sustainable improvements in outcomes. • Most clusters access and make use, at school level of new professional learning opportunities in relation to ACEs. • An agreed definition of wellbeing will operate across many clusters in year 1. • Improved outcomes based upon the baseline from 2017 and uptake in university placements for learners within the SEREN programme.

Page 47

	• Building on the success of the Seren Network to embed the regional strategy to deliver improved outcomes for our more able learners at each key stage. • Expanding professional learning opportunities to enable key school practitioners to become more aware that the effect of Adverse Childhood Experiences (ACEs) can have on learners. • Working closely with key partners to support The Children's Rights Approach to education. • Working with Regional Leads for Additional Learning Needs (ALN) to implement, as appropriate, professional learning for school based practitioners. • By working closely with LAs to support the implementation of Additional Learning Needs (ALN), attendance, exclusion and for those pupils Educated other than at school (EOTAS) strategies at school level.	
D. Curriculum, Assessment and Accountability **4** Robust assessment, evaluation and accountability arrangements supporting a self-improving system.	**Robust delivery of support and challenge for identified departments leading to improvements in provision and outcomes.** **Schools are prepared to meet the curriculum and assessment demands in line with new accountability arrangements.** **Supporting schools to ensure the effective development of pupil skills at all phases.** **In collaboration with key partners refine the regional Welsh medium Education Strategy and continue to deliver on the key principles within the Global Futures Programme.** **To implement the Regional Strategy for Literacy and Numeracy in collaboration with key partners to accelerate outcomes at all key stages.**	• Most departments engage well with the regional support programmes leading to improvements in provision and outcomes. • By March 2019, all schools will have developed understanding of the emerging transformational curriculum coupled with a flexible approach to the changing performance measures. • A majority of schools make effective use of guidance materials for effective skills development at school level. • Increased numbers of practitioners enrolled onto language training events demonstrating improved confidence in language use. • Increased number of clusters with a member of staff trained to Higher Level through the one-year Welsh Language Sabbatical Scheme. • Increased proportion of Welsh medium teachers and support staff trained through the Sabbatical Scheme. • National Language Charter objectives will be met in all schools

Page 48

	Refine and develop support for **Skills Challenge Certificate/Welsh Baccalaureate.**	(Silver Award) according to individual school timetables towards verification. • Cymraeg Campus objectives (Bronze / Silver) met in all participating English medium schools. • Improved standards in Modern Foreign Languages (MFL) and increased numbers of young people choosing to study modern foreign language subjects at GCSE and A level. • Improved learning experiences of modern foreign languages for learners from 7-19. • Outcomes from the Excellence in mathematics and Science National Networks become embedded across the region. • Most schools will implement through their planning recommendations of the regional strategies for Literacy and Numeracy. • Regional average Skills Challenge Certificate results to be in line with the National Average (-4/+2 tolerance).
E. Supporting Collaboration **4** Robust assessment, evaluation and accountability arrangements supporting a self-improving system.	**Ensure that education professionals within the region can thrive in a supportive and collaborative environment to raise standards and ensure that every young person can fulfil their potential. We will achieve this by:** • Prioritising investment in clusters of schools to build capacity encouraging clusters to take collective ownership of outcomes, improve the quality of teaching and learning and develop the new curriculum. • Piloting a cluster based self-assessment and development tool across selected clusters to enable accurate assessment of needs. • Increasing opportunities for university-school engagement to support an increased research-engaged profession. • Supporting schools to develop as learning organisations (SLOs), enabling their capacity to adapt	• A majority of cluster improvement plans are of a good quality focusing on shared data and a common commitment to collective working that enhances transition arrangements for learners. • The self-assessment cluster tool will be used effectively by 3 clusters as a pilot programme in year 1. • At least 12 comprehensive schools and 40 primary schools will have engaged in collaborative work with Higher Education Institutions. • by the end of the summer term 2018 to produce school level research on improving practice. • Outcomes of research will inform future design of provision for Learning network schools, the cluster model and bespoke support for departments. • All schools will have engaged with the SLO model within year 1 and a majority of schools will have completed a self-assessment in

Page 49

	quickly and explore new approaches, with a means to improving learning and outcomes for their learners. • Reviewing and refining the Learning Network School approach, the cluster model and the approach to supporting GCSE specification changes in partnership with a Higher Education Institution. • Developing further the school based peer enquiry model. • Working in partnership with Local Authorities to develop a model for school federations. • Continuing to work in partnership with other regions to realise delivery of pan regional plans.	relation to the OECD model for SLOs in year 2 to enable schools to become more effective learning organisations. • A majority of clusters have examples of school based peer enquiry work in relation to curriculum development and professional learning. • Outcomes of pan-regional collaborative programmes covering leadership, pedagogy, assessment, performance measurement and Equity and Wellbeing will inform provision and future planning.
F. Curriculum Reform 	**Support the development of a 'world-class curriculum' that will help raise standards for all in Wales by:** • Working with a partner Higher Education Institution to develop and deliver a focussed programme of professional learning that supports cluster based curriculum development. • Working in partnership with Welsh Government to lead the development of the Humanities Area of Learning and Experience (AoLE). • Continuing to provide support to and monitor the work of pioneer schools, providing opportunities for sharing of learning across the region. • Supporting schools, through effective brokerage in continuing to embed the Digital Competence Framework (DCF) and work realising the strategic aims of cracking the code. • Supporting schools trialling and testing of curriculum; planning and preparation for changes.	• All schools will have a nominated lead practitioner for curriculum design and development, who will have worked through the professional learning programme. • Most clusters will have begun to develop principles for a collaborative approach to curriculum planning. • Humanities Area of Learning and Experience will be developed and tested through professional inquiry, in time for publication in the new Curriculum for Wales in March 2019. • All pioneer schools will pro-actively contribute to national AoLE development and the regional development programme. • DCF school survey to show most schools making good or better progress with implementing DCF. • Many schools will be actively engaged with Hwb platform. • Few schools receive Estyn recommendations to improve provision for ICT. • Many schools will be actively engaged with the 360 audit tool. • Identified clusters engage well with the Coding Club initiative.

G. Company Development	**To improve the efficiency and effectiveness of the EAS by:**	• The EAS remains compliant with Company Law.
	• Engaging fully with all consultation groups to ensure increased engagement with regional strategies.	• There is a sustainable three-year financial plan in place.
	• Using of a wider range of performance indicators at school and regional level to ensure that the progress of all groups of learners is challenged and supported more fully.	• Evaluating VFM at individual project level.
	• Refining the funding processes and budget monitoring systems in line with the workforce strategy and regional need.	• The majority of schools audited evidence effective use of grant money which will contribute to improved provision and outcomes for vulnerable learners.
	• Introducing a regional Management Information System to enable more efficient of a range of data.	• A Management Information system will be implemented from September 2018 enabling a more refined use of data.
	• improving the process to evaluate the effectiveness of grant spend on pupil outcomes.	• Performance Management systems remain robust and self-evaluation processes present an accurate picture of the region.
	• Ensuring that the EAS remains compliant with current and future legislative changes.	• The governance and accountability structures are robust and roles and responsibilities between the LA and EAS remain clear.
	• Ensuring governance and accountability structures are robust and that roles and responsibilities between the LA and EAS remain clear.	• Collaboration and learning from other regions demonstrate an impact on the provision and outcomes within the region.
	• Engaging with any future changes to the National Model for regional working.	
	• Learning from the other regions and sharing best practice in approaches to accelerating pupil outcomes.	

Page 51

4. National and Regional Implementation Strategies

The EAS will work closely with all key partners to ensure the realisation of this Business Plan. The implementation of the Tiers, noted below, are embedded in way in which we will continue to work across the sectors.

Tier 1	**Welsh Government** • Planning and policy making – through evidence-based collaboration. • Managing models of accountability within the democratic process. • Engaging with all tiers and supporting capacity-building for system improvement.
Tier 2	**Four regional consortia, local authorities, diocesan authorities, Estyn, Qualifications Wales, Education Workforce Council (EWC), examination boards and higher education** • Using their knowledge of schools and research to facilitate and support the sharing of best practice and collaboration to improve learner outcomes, within a self-improving school system.
Tier 3	**Schools** • Working together to provide the range of experiences for children, young people and professionals to enhance their learning and well-being.

Source: Education in Wales: Our National Mission

The EAS has invested in building the capacity of schools and educational settings within the region over the last four years to enable more collaborative ways of working. This approach is enabling teachers and leaders to learn from each other, to try out new approaches and to engage with educational research as the backdrop for improvement. Across the region there are a number of well-established networks of professional practice, these will continue to be encouraged and the practice from within them shared.

The approach to build capacity and schools taking more of a collective ownership for the development of teaching and leadership has been developed further and the cluster model will be embedded over the next few years across the region.

5. Funding Information (indicative – will be updated)

The EAS is funded on an annual basis from three sources as illustrated below. A detailed spending plan accompanies this Business Plan and is intrinsically linked to all actions contained within the Business Plan.

Business Plan - Indicative Funding 2018/19

- £462,860 — 7.6%
- £2,413,693 — 39.7%
- £3,209,846 — 52.7%

- ■ LA Contribution
- ■ Grants
- ■ Service Level Agreements

Page 52
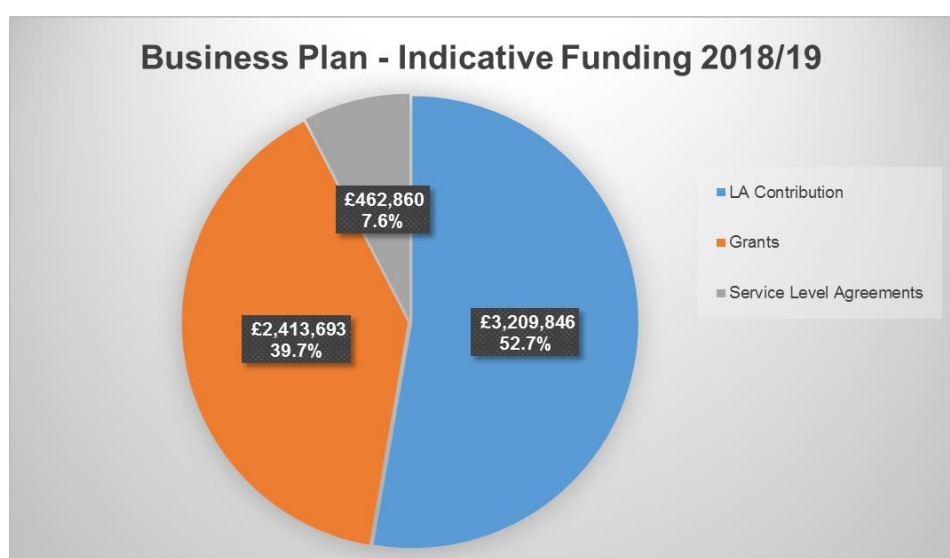
6. Regional Key Stage Targets 2017-20 and Local Authority Attendance Targets

The targets below are derived from the information submitted by all schools across South East Wales during the statutory target setting process in autumn 2017. The target setting process across the region is robust with all LA / school aggregate targets linked to individual pupils.

To ensure that appropriate aspiration is applied across schools, a joint challenge process has been introduced by LA Officers and EAS staff. This process considers an analysis of projected future performance against previous performance, projected Free School Meal benchmark quarters, FFT estimates and WG modelled expectations.

Targets for 2019 and 2020 remain draft and subject to additional challenge and scrutiny during the next iteration of the process in 2018. Individual LA aggregate targets can be found in the accompanying LA Annex documents.

Foundation Phase

Actual Results and Targets for All Pupils - FP EL

Actual Results and Targets for All Pupils - FP EL+1

Actual Results and Targets for eFSM and non eFSM pupils - FP LLC English EL and EL+1

Actual Results and Targets for eFSM and non eFSM pupils - FP LLC Welsh EL and EL+1

Actual Results and Targets for eFSM and non eFSM pupils - FP Mathematical Development EL and EL+1

Actual Results and Targets for eFSM and non eFSM pupils - FP Personal and Social Development and EL+1

Key Stage 2

Actual Results and Targets for All Pupils - KS2 EL

Actual Results and Targets for All Pupils - KS2 EL+1

Actual Results and Targets for eFSM and non eFSM pupils - KS2 Welsh (1st Lang) EL and EL+1

Actual Results and Targets for eFSM and non eFSM pupils - KS2 English EL and EL+1

Actual Results and Targets for eFSM and non eFSM pupils - KS2 Mathematics EL and EL+1

Actual Results and Targets for eFSM and non eFSM pupils - KS2 Science EL and EL+1

Actual Results and Targets for eFSM and non eFSM pupils - KS2 Welsh (2nd Lang) EL and EL+1

Key Stage 3

Actual Results and Targets for All Pupls - KS3 EL

Legend: CSI, English L5+, Welsh (1st) L5+, Maths L5+, Science L5+, Welsh 2nd Lang L5+

Actual Results and Targets for All Pupls - KS3 EL+1

Legend: English L6+, Welsh (1st) L6+, Maths L6+, Science L6+, Welsh 2nd Lang L6+

Actual Results and Targets for eFSM and non eFSM pupils - KS3 English EL and EL+1

Legend: English L5+ FSM Pupils, English L5+ Non FSM Pupils, English L6+ FSM Pupils, English L6+ Non FSM Pupils

Gap 17.0pp, Gap 8.5pp, Gap 31.2pp, Gap 22.9pp

Actual Results and Targets for eFSM and non eFSM pupils - KS3 Welsh (1st Language) EL and EL+1

Legend: Welsh (1st) L5+ FSM Pupils, Welsh (1st) L5+ Non FSM Pupils, Welsh (1st) L6+ FSM Pupils, Welsh (1st) L6+ Non FSM Pupils

Gap 16.7pp, Gap 5.3pp, Gap 32.9pp, Gap 22.1pp

Actual Results and Targets for eFSM and non eFSM pupils - KS3 Mathematics EL and EL+1

Legend: Maths L5+ FSM Pupils, Maths L5+ Non FSM Pupils, Maths L6+ FSM Pupils, Maths L6+ Non FSM Pupils

Gap 14.9pp, Gap 9.4pp, Gap 33.4pp, Gap 22.5pp

Actual Results and Targets for eFSM and non eFSM pupils - KS3 Science EL and EL+1

Legend: Science L5+ FSM Pupils, Science L5+ Non FSM Pupils, Science L6+ FSM Pupils, Science L6+ Non FSM Pupils

Gap 11.2pp, Gap 7.8pp, Gap 31.1pp, Gap 22.4pp

Actual Results and Targets for eFSM and non eFSM pupils - KS3 Welsh (2nd Language) EL and EL+1

Legend: Welsh (2nd) L5+ FSM Pupils, Welsh (2nd) L5+ Non FSM Pupils, Welsh (2nd) L6+ FSM Pupils, Welsh (2nd) L6+ Non FSM Pupils

Gap 21.9pp, Gap 11.8pp, Gap 31.2pp, Gap 24.1pp

Key Stage 4

Actual Results and Targets for All Pupls - KS4

Actual Results and Targets for All Pupls - KS4

Actual Results and Targets for eFSM and non eFSM pupils - KS4 Level 2 Inclusive

Actual Results and Targets for eFSM and non eFSM pupils - KS4 Level 2

Actual Results and Targets for eFSM and non eFSM pupils - KS4 Level 1 and 5A*-As

Actual Results and Targets for eFSM and non eFSM pupils - Capped Points 9

Local Authority Pupil Attendance Targets

Pupil Attendance						Pupil Attendance				
Primary	**2017 Actual**	**2018 Target**	**2019 Target**	**2020 Target**		**Secondary**	**2017 Actual**	**2018 Target**	**2019 Target**	**2020 Target**
Blaenau Gwent	94.6	94.9	95.0	95.1		**Blaenau Gwent**	93.7	94.5	94.7	95.0
Caerphilly	94.7	95.1	95.2	95.3		**Caerphilly**	93.3	94.2	94.3	94.4
Monmouthshire	95.6	96.2	96.2	96.2		**Monmouthshire**	95.0	95.2	95.25	95.3
Newport	94.7	94.8	94.9	95.0		**Newport**	93.6	93.8	94.0	94.1
Torfaen	94.6	96.0	96.0	96.5		**Torfaen**	93.7	95.0	95.0	95.5

Page 56

7. Additional supporting documents

Ref	Document
1	Local Authority Annex documents 2018-2019
2	Detailed Business Plan April 2018-2019
3	Detailed Resource Overview 2018-2019
4	Long Term 3-year Business Plan Overview 2019 - 2021
5	Regional Self-Evaluation Report
6	EAS Risk Register
8	Self-Evaluation Timetable 2016-2018
9	Regional Professional Learning Offer 2018-2019
10	Estyn Inspection Reports (May 2016 and September 2017)

Draft V3

8. Glossary of Key Terms

ACE	Adverse Childhood Experience
ALPS	Advanced level performance system (used for A levels)
AoLE	Area of Learning and Experience from the new curriculum
DCF	Digital Competence Framework
EAL	English as an additional language
EAS	Education Achievement Service
eFSM	Eligible Free School Meals
ETLF	EAS Excellence in Teaching and Leadership Framework
EOTAS	Education Other Than At School
EY	Early Years
FP	Foundation Phase (Curriculum year groups Yr 1 and Yr 2)
FSM	Free School Meals
GTP	Graduate Teacher Programme
HEI	Higher Education Institution
HR	Human Resource
ITE	Initial Teacher Education
KS2,3,4	Key Stage 2, 3, 4 (KS2 age 7 – 11 "Juniors", KS3 age 11- 14, KS4 age 14 - 16)
LA	Local Authority
LAC	Looked after Children
LLC	Languages, Literacy and Communication
LLC Cym	Languages, Literacy and Communication - Cymraeg
LLC Eng	Languages, Literacy and Communication - English
MA	More Able learners
MAT	More Able and Talented
MD	Mathematical Development
NC	National Curriculum
NPQH	National Professional Qualification for Headship
NMS	Non- maintained Nursery Setting
PGCE	Post Graduate Certificate in Education
PLASC	Pupil Annual School Census
PLO	Professional Learning Offer
PSD	Personal and Social Development
PSE	Personal and Social Education
PSHE	Personal Social Health Education (also PSCHE including citizenship)
SIS	Self-Improving System
SEN	Special Educational Needs
SEWC	South East Wales Consortium
SEREN	Network of regional hubs designed to support Wales' brightest 6 form students to achieve their academic potential and to gain access to leading universities.
SLO	Schools and Learning Organisations
STEM	Science, Technology, Engineering and Mathematics
VFM	Value for Money
WG	Welsh Government

Expected National Curriculum Levels	By the end of the Foundation Phase, at the age of seven, pupils are expected to reach Foundation Phase outcome 5 and the more able outcome 6. By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5. By the end of the key stage 3, at the age of fourteen, learners are expected to reach level 5 and the more able to reach level 6 or level 7
Foundation Phase Indicator (FPI)	Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6). The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase: literacy, language and communication in English or Welsh first language; mathematical development; personal and social development, wellbeing and cultural diversity. Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.
Core Subject Indicator (CSI) in key stages 2,3 and 4	The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

Level 1 qualification	The equivalent of a GCSE at grade D to G.
The Level 1 threshold (L1)	Learners must have gained a volume of qualifications equivalent to five GCSEs at grades D to G.
Level 2 qualification	The equivalent of a GCSE at grade A* to C.
The Level 2 threshold (L2)	Learners must have gained a volume of qualifications equivalent to five GCSEs at grade A* to C.
The Level 2 threshold including English or Welsh first language and mathematics (L2+)	Learners must have gained level 2 qualifications in English or Welsh first language and in mathematics as part of their threshold of 5 Level 2 qualifications.
Level 3 qualification	The equivalent of an A level at A* to C
The Level 3 threshold (L3)	Learners must have gained a volume of qualifications equivalent to two A levels at grade A* to E.
The capped average points score (CPS)	Only includes the best nine results (with subject restrictions) for each pupil from all qualifications approved for use in Wales at age 16.

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Local Authority Specific Annex 2018-2019

Local Authority: Newport

The targets below are derived from pupil level targets submitted by all schools across South East Wales during the statutory target setting process in autumn 2017. The target setting process across the region is robust with all school targets linked to targets for individual pupils and a comprehensive challenge process by Challenge Advisers and quality assurance by Principal Challenge Advisers and Local Authorities including analysis of projected future performance against previous performance, projected Free School Meal benchmark quarters and WG Modelled Expectations.

Foundation Phase

All Pupils	2017 Actual	2018 Target
FPI	89.2	87.2
LLC English O5+	90.5	88.5
LLC Welsh O5+	94.5	94.4
Math Dev.O5+	91.3	89.9
PSD O5+	94.7	94.4
LLC English O6+	42.8	38.7
LLC Welsh O6+	47.3	41.1
Math Dev. O6+	39.7	35.8
PSD O6+	63.9	59.9

FSM Pupils	2017 Actual	2018 Target
FPI	82.0	75.4
LLC English O5+	85.2	77.7
LLC Welsh O5+	88.2	92.3
Math Dev.O5+	84.3	81.2
PSD O5+	91.0	88.6
LLC English O6+	24.2	22.3
LLC Welsh O6+	17.6	23.1
Math Dev. O6+	21.3	20.8
PSD O6+	44.2	45.2

non-FSM Pupils	2017 Actual	2018 Target
FPI	91.0	89.9
LLC English O5+	91.8	91.0
LLC Welsh O5+	95.9	94.8
Math Dev.O5+	93.1	91.8
PSD O5+	95.6	95.8
LLC English O6+	47.4	42.3
LLC Welsh O6+	54.1	44.2
Math Dev. O6+	44.2	39.1
PSD O6+	68.9	63.2

FSM/non FSM gap	2017 Actual	2018 Target
FPI	9.0	14.5
LLC English O5+	6.6	13.2
LLC Welsh O5+	7.7	2.5
Math Dev.O5+	8.8	10.6
PSD O5+	4.6	7.2
LLC English O6+	23.2	20.0
LLC Welsh O6+	36.4	21.1
Math Dev. O6+	22.9	18.3
PSD O6+	24.7	18.0

Key Stage 2				
All Pupils	2017 Actual	2018 Target	2019 Target	2020 Target
CSI	90.1	90.5	90.2	89.7
English L4+	93.0	92.6	91.9	92.2
Welsh (1st) L4+	90.1	94.4	93.9	95.2
Maths L4+	91.9	92.2	91.6	91.8
Science L4+	93.4	94.0	92.7	92.4
English L5+	51.0	52.3	47.3	49.4
Welsh (1st) L5+	49.3	52.8	40.4	41.0
Maths L5+	51.4	49.5	45.5	47.4
Science L5+	54.8	54.8	50.4	48.0
Welsh (2nd) L4+	86.3	87.7	86.8	85.5
Welsh (2nd) L5+	38.9	36.0	33.0	34.6

FSM Pupils	2017 Actual	2018 Target	2019 Target	2020 Target
CSI	78.0	81.2	79.7	80.2
English L4+	85.5	83.2	82.8	82.7
Welsh (1st) L4+	69.2	83.3	80.0	85.7
Maths L4+	81.1	85.4	82.3	81.8
Science L4+	84.0	87.4	83.5	84.7
English L5+	28.0	33.0	26.2	24.9
Welsh (1st) L5+	46.2	33.3	13.3	35.7
Maths L5+	28.0	28.8	25.2	23.6
Science L5+	31.4	28.8	30.1	23.0
Welsh (2nd) L4+	72.1	79.2	74.6	71.2
Welsh (2nd) L5+	18.0	16.2	19.3	16.7

non-FSM Pupils	2017 Actual	2018 Target	2019 Target	2020 Target
CSI	93.4	92.5	92.9	91.6
English L4+	95.1	94.6	94.3	94.2
Welsh (1st) L4+	94.8	95.5	96.4	97.1
Maths L4+	94.8	93.7	94.0	93.8
Science L4+	95.9	95.5	95.1	94.0
English L5+	56.7	56.3	52.6	54.3
Welsh (1st) L5+	50.0	54.5	45.2	42.0
Maths L5+	57.3	53.8	50.6	52.1
Science L5+	60.7	60.2	55.5	53.0
Welsh (2nd) L4+	90.3	89.5	89.9	88.4
Welsh (2nd) L5+	44.1	40.2	36.4	38.1

FSM/non FSM gap	2017 Actual	2018 Target	2019 Target	2020 Target
CSI	15.4	11.2	13.2	11.5
English L4+	9.6	11.4	11.5	11.4
Welsh (1st) L4+	25.6	12.1	16.4	11.4
Maths L4+	13.6	8.2	11.7	12.0
Science L4+	12.0	8.1	11.5	9.3
English L5+	28.7	23.3	26.3	29.4
Welsh (1st) L5+	3.8	21.2	31.9	6.3
Maths L5+	29.3	25.0	25.4	28.5
Science L5+	29.2	31.4	25.4	30.0
Welsh (2nd) L4+	18.1	10.3	15.3	17.1
Welsh (2nd) L5+	26.1	24.0	17.2	21.4

Key Stage 3

All Pupils	2017 Actual	2018 Target	2019 Target	2020 Target
CSI	85.3	88.6	89.8	91.0
English L5+	89.3	92.0	92.8	92.4
Welsh (1st) L5+	-	-	92.6	89.9
Maths L5+	90.6	92.3	92.6	94.4
Science L5+	92.9	93.3	94.4	94.9
Welsh 2nd Lang L5+	83.4	90.0	90.5	92.8
English L6+	58.8	66.4	69.9	69.3
Welsh (1st) L6+	-	-	56.8	60.8
Maths L6+	66.6	70.6	73.8	75.4
Science L6+	63.6	71.9	77.4	75.9
Welsh 2nd Lang L6+	43.2	57.9	61.0	69.4

FSM Pupils	2017 Actual	2018 Target	2019 Target	2020 Target
CSI	67.4	74.6	76.8	81.5
English L5+	74.2	80.9	83.6	85.1
Welsh (1st) L5+	-	-	84.6	92.3
Maths L5+	80.4	80.5	83.0	86.3
Science L5+	85.6	82.0	88.2	87.5
Welsh 2nd Lang L5+	63.9	81.6	80.3	86.0
English L6+	30.9	42.2	48.3	54.0
Welsh (1st) L6+	-	-	53.8	53.8
Maths L6+	38.1	48.8	48.6	62.5
Science L6+	37.1	46.1	56.7	59.3
Welsh 2nd Lang L6+	19.2	38.3	40.3	51.1

non-FSM Pupils	2017 Actual	2018 Target	2019 Target	2020 Target
CSI	89.5	91.3	92.7	92.7
English L5+	93.0	94.1	94.8	93.8
Welsh (1st) L5+	-	-	94.1	89.4
Maths L5+	93.1	94.5	94.8	95.9
Science L5+	94.9	95.4	95.7	96.2
Welsh 2nd Lang L5+	88.2	91.7	92.8	94.0
English L6+	65.2	71.0	74.8	71.9
Welsh (1st) L6+	-	-	57.4	62.1
Maths L6+	73.3	74.8	79.4	77.6
Science L6+	69.7	76.9	82.0	78.7
Welsh 2nd Lang L6+	48.7	61.6	65.7	72.5

FSM/non FSM gap	2017 Actual	2018 Target	2019 Target	2020 Target
CSI	22.2	16.7	16.0	11.2
English L5+	18.8	13.2	11.2	8.7
Welsh (1st) L5+	-	-	9.5	-2.9
Maths L5+	12.7	14.0	11.8	9.6
Science L5+	9.3	13.4	7.5	8.7
Welsh 2nd Lang L5+	24.3	10.1	12.4	8.1
English L6+	34.3	28.8	26.5	17.9
Welsh (1st) L6+	-	-	3.5	8.3
Maths L6+	35.1	26.0	30.8	15.1
Science L6+	32.6	30.8	25.4	19.4
Welsh 2nd Lang L6+	29.5	23.4	25.3	21.5

4

EAS
Education Achievement Service
for South East Wales
Gwasanaeth Cyflawni Addysg
i Dde Ddwyrain Cymru

Key Stage 4

All Pupils	2017 Actual	2018 Target	2019 Target	2020 Target
L2 inclusive	55.5	62.5	65.1	70.2
L2	65.3	71.7	78.1	75.0
L1	92.6	95.7	96.8	96.2
Capped 9 Points Score	345.0	350.0	357.4	360.9
5+ A*-A	16.3	17.5	21.0	18.3
English A*-C	62.9	69.2	71.7	75.5
Welsh (1st) A*-C	0.0	-	-	-
Maths A*-C	61.2	66.8	70.1	75.1
Maths Numeracy	58.4	65.5	67.8	72.2
Science 1st Qual	56.1	64.5	68.2	70.7
Science 2nd Qual	44.6	58.9	62.8	67.7

FSM Pupils	2017 Actual	2018 Target	2019 Target	2020 Target
L2 inclusive	28.6	33.3	43.8	45.7
L2	40.2	45.2	63.3	52.3
L1	83.8	86.2	92.9	89.1
Capped 9 Points Score	282.4	304.9	326.4	339.8
5+ A*-A	4.2	6.1	8.5	7.8
English A*-C	34.7	43.3	51.2	57.4
Welsh (1st) A*-C	-	-	-	-
Maths A*-C	37.5	41.4	48.4	53.5
Maths Numeracy	33.6	41.4	46.3	50.0
Science 1st Qual	30.5	41.0	48.4	49.6
Science 2nd Qual	19.7	36.4	42.0	46.5

non-FSM Pupils	2017 Actual	2018 Target	2019 Target	2020 Target
L2 inclusive	62.1	68.9	69.9	74.9
L2	71.8	77.7	81.6	79.4
L1	96.7	97.6	97.6	97.5
Capped 9 Points Score	365.8	357.2	360.9	360.7
5+ A*-A	19.0	20.0	23.7	20.2
English A*-C	70.0	75.1	76.3	79.0
Welsh (1st) A*-C	-	-	-	-
Maths A*-C	67.3	72.6	75.0	79.3
Maths Numeracy	64.7	71.0	72.7	76.4
Science 1st Qual	62.5	69.9	72.7	74.7
Science 2nd Qual	50.6	64.0	67.4	71.8

FSM/non FSM gap	2017 Actual	2018 Target	2019 Target	2020 Target
L2 inclusive	33.6	35.6	26.1	29.2
L2	31.6	32.5	18.3	27.1
L1	12.9	11.4	4.7	8.4
Capped 9 Points Score	83.4	52.2	34.5	20.9
5+ A*-A	14.8	13.8	15.2	12.4
English A*-C	35.2	31.8	25.1	21.6
Welsh (1st) A*-C	-	-	-	-
Maths A*-C	29.9	31.2	26.6	25.7
Maths Numeracy	31.1	29.6	26.4	26.4
Science 1st Qual	32.0	28.9	24.3	25.1
Science 2nd Qual	30.9	27.6	25.4	25.3

Note: As advised by the LA, there are no EOTAS pupils in Newport for this year's Yr11 cohort.

Primary Attendance

Pupil Attendance				
	2017 Actual	**2018 Target**	**2019 Target**	**2020 Target**
LA	94.7	94.8	94.9	95.0

Secondary Attendance

Pupil Attendance				
	2017 Actual	**2018 Target**	**2019 Target**	**2020 Target**
LA	93.6	93.8	94.0	94.1

Summary of National Categorisation of schools in the Local Authority in 2015-2016, 2016-2017 and 2017-2018

Step 1 – Primary		Number of Schools				Percentage of Schools			
		Group 4	Group 3	Group 2	Group 1	Group 4	Group 3	Group 2	Group 1
Newport	15-16	0	6	16	18	0%	15%	40%	45%
	16-17	0	5	12	23	0%	13%	30%	58%
South East Wales	15-16	2	24	90	79	1%	12%	46%	41%
	16-17	2	19	61	113	1%	10%	31%	58%

Step 2 - Primary		Number of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Newport	15-16	0	4	15	21	0%	10%	38%	53%
	16-17	0	2	14	24	0%	5%	35%	60%
	17-18	0	3	15	24	0%	7%	36%	57%
South East Wales	15-16	4	27	113	50	2%	14%	58%	26%
	16-17	2	19	106	63	1%	10%	56%	33%
	17-18	3	17	86	88	2%	9%	44%	45%

Step 3 - Primary		Number of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Newport	15-16	0	4	14	22	0%	10%	35%	55%
	16-17	0	2	16	22	0%	5%	40%	55%
	17-18	1	2	15	24	2%	5%	36%	57%
South East Wales	15-16	5	29	109	51	3%	15%	56%	26%
	16-17	4	17	110	59	2%	9%	58%	31%
	17-18	9	15	83	87	5%	8%	43%	45%

Primary Step 2 - Newport

	A	B	C	D
17-18	57%	36%	7%	0%
16-17	60%	35%	5%	0%
15-16	53%	38%	10%	0%
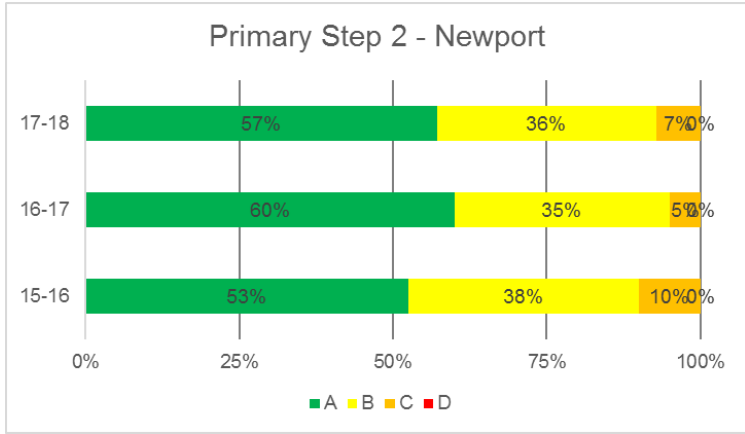
Step 1 - Secondary		Number of Schools				Percentage of Schools			
		Group 4	Group 3	Group 2	Group 1	Group 4	Group 3	Group 2	Group 1
Newport	15-16	1	5	1	1	13%	63%	13%	13%
	16-17	2	2	2	2	25%	25%	25%	25%
South East Wales	15-16	3	22	6	4	9%	63%	17%	11%
	16-17	3	19	8	5	9%	54%	23%	14%

Step 2 – Secondary	Number of Schools	Percentage of Schools

Primary Step 3 - Newport

	Green	Yellow	Amber	Red
17-18	57%	36%	5%	2%
16-17	55%	40%	5%	0%
15-16	55%	35%	10%	0%

8

Newport CITY COUNCIL CYNGOR DINAS Casnewydd

EAS
Education Achievement Service
for South East Wales
Gwasanaeth Cyflawni Addysg
i Dde Ddwyrain Cymru
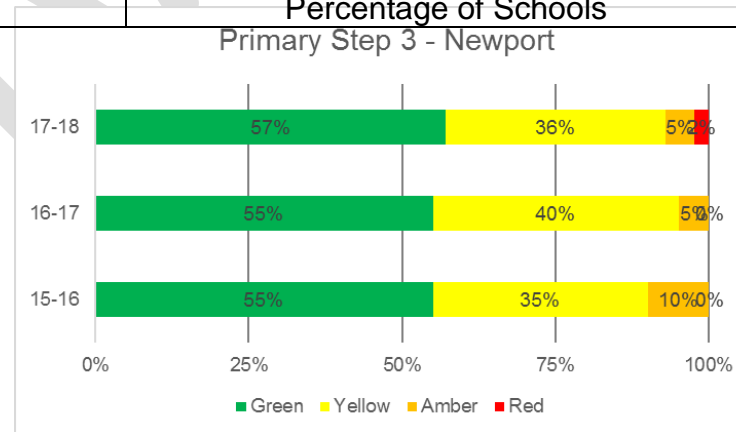
		D	C	B	A	D	C	B	A
Newport	15-16	2	3	2	1	25%	38%	25%	13%
	16-17	1	3	3	2	11%	33%	33%	22%
	17-18	2	2	3	2	22%	22%	33%	22%
South East Wales	15-16	3	17	15	1	8%	47%	42%	3%
	16-17	6	9	17	4	17%	25%	47%	11%
	17-18	6	12	13	5	17%	33%	36%	14%

Step 3 – Secondary		Number of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Newport	15-16	2	4	1	1	25%	50%	13%	13%
	16-17	1	3	3	2	11%	33%	33%	22%
	17-18	3	1	3	2	33%	11%	33%	22%
South East Wales	15-16	6	17	12	1	17%	47%	33%	3%
	16-17	6	12	15	3	17%	33%	42%	8%
	17-18	9	12	12	3	25%	33%	33%	8%

Secondary Step 2 - Newport

	A	B	C	D
17-18	22%	33%	11%	33%
16-17	22%	33%	33%	11%
15-16	13%	25%	38%	25%

Legend: ■A ■B ■C ■D

Secondary Step 3 - Newport

	Green	Yellow	Amber	Red
17-18	22%	33%	11%	33%
16-17	22%	33%	33%	11%
15-16	13%	13%	50%	25%

Legend: ■Green ■Yellow ■Amber ■Red
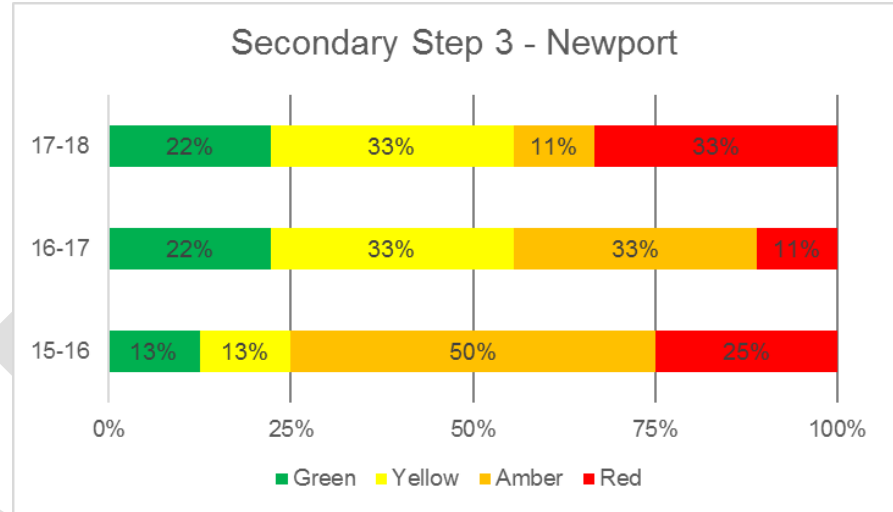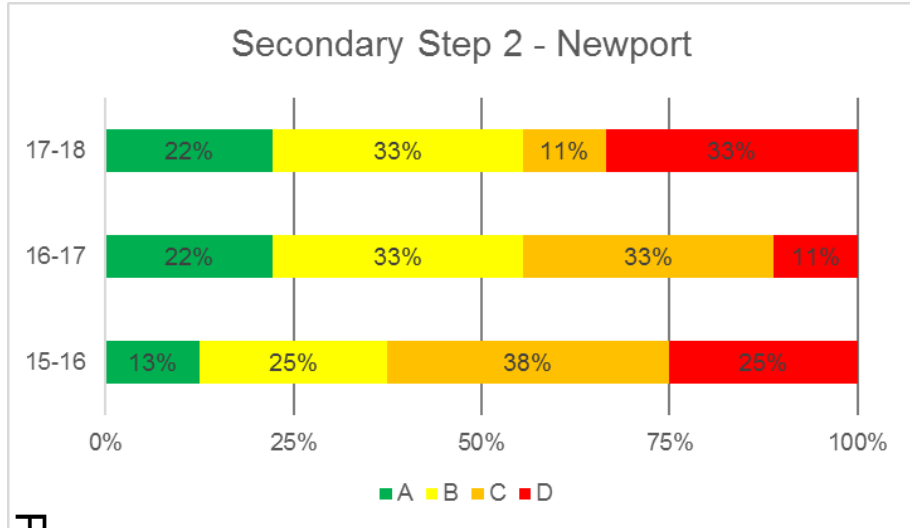
LA schools currently in any Estyn follow-up category

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection
Primary	St Andrew's Primary	Nov-15	Jan-16	LA monitoring
Primary	Maesglas Primary	Nov-16	Jan-17	Estyn monitoring
Primary	Alway Primary	Nov-16	Jan-17	Estyn monitoring

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection
Secondary	Llanwern High	Jan-17	Mar-17	Significant Improvement
Secondary	St Julian's School	Monitoring visit Jun17		Special Measures

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection
Special	Maes Ebbw	Mar-16	May-16	Estyn monitoring

LA summary and issues

Overall pupil performance
- Attainment at Foundation Phase and Key Stage 2 has been above the Wales average for over 4 years, and the rate of improvement is higher than for Wales.
- Attainment at Key Stage 3 has been below the Wales average since 2014, although the rate of improvement has been higher than the Wales rate over the 4 years.
- Attainment at Key Stage 4 shows a much faster rate of improvement than that across Wales, and performance was above the Wales average in 2017.
- Attainment at Key Stage 5 has decreased in 2017. Performance remains below that for Wales.
- The proportion of pupils achieving the FPI+1 rose by 6.8pp between 2014 and 2017, and by 1.8pp from 2016.
- The proportion of pupils achieving the CSI+1 at KS2 rose by 5.1pp between 2014 and 2017, and by 2.2pp from 2016.
- The proportion of pupils achieving the CSI+1 at KS3 rose by 17.3pp between 2014 and 2017, and by 7.3pp from 2016.
- The proportion of pupils achieving 5A*/As at KS4 fell by 2.9pp between 2014 and 2017, and rose by 1.8pp from 2016. Both the proportion achieving 5A*/As and the rate of improvement are below that across Wales in 2016.

Gender
- Between 2014 and 2017, the gender gap narrowed at FP. The gender gap in 2017 was below that for Wales.
- At KS2, the gender gap narrowed in this time. The gender gap in 2017 was below that for Wales.
- Between 2014 and 2017, the gender gap narrowed at KS3. The gap was wider than the Wales gender gap in 2017.
- At KS4, the gender gap widened between 2014 and 2017, and in 2017 it was slightly wider than for Wales.

FSM
- At FP and KS2, performance of FSM pupils in 2017 is above or the same as the Wales average, and the FSM/non FSM gap has narrowed or remained stable. The gap remains larger than for Wales at FP.

11

- At KS3, performance of FSM pupils has been below the Wales average since 2014, but the FSM/non FSM gap has narrowed since 2014. However, it is wider than the gap across Wales.
- At KS4, performance of FSM pupils is on a par with the Wales average. The FSM/non FSM gap widened from 2014, and is larger than across Wales.

FSM benchmarking quartiles
- At FP, 76% of schools are above the median for FPI. At KS2, 58% of schools are above the median for CSI. At KS3, 25% of schools are above the median for CSI. At KS4, 63% (5 out of 8 schools) are above the median for L2 inc.
- At KS4, Caerleon, Lliswerry and St Joseph's are in Quarter 1 for L2 inc and maths for 2017, Caerleon and Lliswerry for English also
- St Julian, Newport High and Llanwern are below the median in L2 inc, English and maths, and were in Quarter 4 for L2 inc
- Bassaleg is in Quarter 2 for these three measures

Attendance/Exclusions
- There has been an increase in attendance at both primary and secondary level since 2014. Secondary figure just below that of Wales, (Wales primary not available yet)
- Unauthorised absence at primary schools has remained stable at 1.8%, but at secondary schools this has decreased to 2%. Secondary figure is higher than Wales.
- There has been decrease in exclusions of 5 days or fewer at secondary level, primary remains stable. There has been a decrease in exclusions of 6 days or more at both primary and secondary level.
- There were 3 permanent exclusions in 2017 in primary schools (compared to 3 for the 3 years previously combined). The breakdown across schools was Alway – 1, Monnow – 1, Ringland – 1.
- There were 9 permanent exclusions in 2017 in secondary schools (there have been 8 or 9 annually since 2014). The breakdown across schools was Bassaleg – 2, Lliswerry – 1, Newport High – 1, St Julians – 2, The John Frost School – 3

Inspection/Categorisation

- The percentage of schools judged at least Good for current performance has decreased since 2014 from 91% to 63%. Increase in schools judged at least Good for prospects for improvement has also decreased to 63%. No unsatisfactory inspections in 2016/17.
- The percentage of primary schools categorised Green has increased to 57% in 2017/18. Three secondary schools categorised Red, one Amber, three Yellow and two Green (provisional and confidential).

Schools requiring Improvement 2017-2018 (Amber and Red Overall Categories of support)

The information below indicates the additional support that will be given to schools in the overall category of Amber or Red in the Local Authority in the academic year 2017-2018. The support is in line with the guidance within the National Categorisation System and within the SEWC Intervention Framework 2017-2018. Each of these schools will have a detailed Intervention or Support Plan, the progress each school makes over the next academic year will be captured through regular Education Improvement Boards (EIBs) or Intervention Meetings.

Schools requiring Amber levels of support	Schools requiring Red levels of support
The John Frost School	Bridge Achievement Centre
Maes Ebbw Special School	Llanwern High School
Milton Primary	Maesglas Primary
Somerton Primary	Newport High School
	St Julian's School

The content of this LA Annex has been agreed by:

LA Director / Chief Education Officer:

Ms Sarah Morgan

Cabinet Member for Education:

Cllr Gail Giles

EAS Managing Director

Ms. Debbie Harteveld

Report

Cabinet

Part 1

Date: 14 March 2018

Subject **National Categorisation 2017-2018**

Purpose To inform Cabinet of the new national school categorisation system and Newport school categorisations

Author EAS Principal Challenge Adviser and EAS Head of Learning & Business Intelligence; on behalf of the Chief Education Officer

Ward All wards

Summary An update on National Categorisation arrangements for 2017-2018.

Proposal **For information and consideration**

Action by Chief Education Officer

Timetable Immediate

This report was prepared after consultation with:

- EAS Assistant Director (Challenge Advisers)
- EAS Learning Intelligence
- Newport Education Directorate –Chief Education Officer. Deputy Chief Education Officer
- Strategic Director, People.
- Councillor Gail Giles – Cabinet Member for Education and Skills

Signed: Chief Education Officer

Background: The Minister for Education and Skills announced the introduction of the National School Categorisation System in September 2014. The system covers primary schools, secondary schools, special schools and Pupil Referral Units.

Newport has a strong track record of success in the number of green schools within the local authority and in the fast pace of change associated with those schools requiring the highest levels of support. In 2016-17 Newport had the highest percentage of green primary schools in Wales (52%). In 2017-18 this figure has improved to 57% which is 12% above the regional average. The percentage of green and yellow primary schools (combined) within the City is 93%. This is 5% higher than the regional average of 88%.

Newport is the only local authority in the region to have 2 green secondary schools (St Joseph's RC Comprehensive and Bassaleg Comprehensive School). The percentage of green and yellow secondary schools within Newport is 55%. This compares to the regional average of 41%.

There are currently 5 red schools within the City. These schools require the highest level of support which should enable them to progress at satisfactory rate. A detailed support plan is in place for each of these schools. The progress of each red school is monitored regularly by the EAS, Chief Education Officer and Cabinet Member for Education and Skills. At the time of National Categorisation publication there were 5 amber schools in Newport. This has reduced to 4 with the rapid improvements realised in Maes Ebbw Special School (which is now categorised as yellow).

Changes for 2017-18

For 2017-2018, Welsh Government will remove the data-driven judgement that places schools into a standards group as part of Step 1. Discussion around the school's self -evaluation will be the central feature of the model going forward, with a school's data forming the starting point of discussions within the school, and with their Challenge Adviser, about their capacity to improve in relation to leadership, teaching and learning.

1. Use of terminology

The following terminology is used to describe the outcomes of each step of the categorisation process:

Step 1: no **standards group** is published for 2017-2018
Step 2: the outcome is a judgement about a school's **improvement capacity** (A-D)
Step 3: leads to a **support category** for each school (green, yellow, amber, red)

As Step 1 is not published, the national school categorisation matrix is not used in the identification of a school's support category.

<u>What this meant for schools:</u>
Primary Schools: The data that previously informed step one of categorisation is not used to calculate a standards group. Instead, it has been used to inform discussions as part of Step 2 of the process – the self-evaluation of the school's capacity to improve.

Secondary Schools: As with primary schools, the data that previously informed step one of categorisation is not used to calculate a standards group. Instead, it is used to inform discussions as part of Step 2 of the process – the self-evaluation of the school's capacity to improve.

Middle Schools or schools catering for pupils aged 3 to 16/18: The data that previously informed step one of categorisation is not be used to calculate a standards group for 3-11 or 11-16/18 provision. Instead, it is used to inform discussions as part of Step 2 of the process – the self-evaluation of the school's capacity to improve. The data will continue to be used separately,

relating to provision for pupils aged 3-11 and then again to relate to provision for pupils aged 11-16/18. In line with current arrangements, only one judgement is made about the school's improvement capacity and only one relating to its support category.

Nursery, Special Schools and Pupil Referral Units: The previous system continued – standards groups are not published for these schools. The outcomes of Steps 2 and 3 will not be published on My Local School for nursery and pupil referral units. However, outcomes will be published for special schools in line with previous arrangements.

2. Points to consider when evaluating standards

As the national school categorisation matrix is not applied, the identification of a school's support category will not generate any potential rare exceptions. Contextual factors that may require further consideration to be given to establishing the most appropriate support category, are taken into account. The factors outlined below are used in determining the school's support category.

For Primary / Infant / Junior Schools:

- Schools where 50% or more of pupils over the last 3 years are in receipt of free school meals.
- Schools with an average cohort of less than 6 pupils in an individual key stage or both key stages (in the case of a primary school) over the last three years.
- Schools with a registered learning resource base where a deeper analysis of data over a three-year period indicates performance is in FSM Benchmark group quarter 1 or 2 (Estyn guidance for the inspection of primary schools September 2014 – Annexe 7).
- Schools where at least 15% of pupils whose stage of English language acquisition is judged to be A, B or C on the agreed National Language Acquisition Model.

For Secondary Schools:

- Schools with a registered learning resource base where a deeper analysis of data over a three-year period indicates performance is in FSM Benchmark group quarter 1 or 2 (Estyn guidance for the inspection of secondary schools September 2014 – Annexe 7).
- Schools where at least 8% of pupils whose stage of English language acquisition is judged to be A, B or C on the agreed National Language Acquisition Model.

Schools will need to demonstrate that:

- Pupils, including those in the identified groups, make good progress;
- The school's capacity to secure further improvement is at least good.

3. Other circumstances which may affect the school's support category

A range of other risks where they occur are considered when making a judgement about a school's improvement capacity and a decision about their support category.

4. Performance of e-FSM pupils

The performance of eFSM pupils is taken into account giving consideration to the school's support category. Consideration should be given to performance over time (3 years minimum.)

5. New and amalgamated Schools

For new and amalgamated schools any available performance data is used to inform discussions as part of Step 2 of the process – the self-evaluation of the school's capacity to improve.

6. Changes to a school's support category in year

The National School Categorisation process is carried out on an annual basis. The outcomes are communicated to the Welsh Government December each year for publication following national verification in January. However, it is possible for each region to review a school's categorisation at any point during the year in response to changes in circumstance. These changes will not be published nationally.

Circumstances that may necessitate a review include:
- Schools that are making very good progress
- Schools that become subject to a higher degree of risk

7. Schools in inspection follow up

The National School Categorisation system is not contingent on the outcomes of an individual school's inspection. Where school self-evaluation and monitoring of schools' performance are effective this should result in appropriate action that will support a school's self-improvement and avoid the need for inspection follow-up activity.

However, where a school requires follow-up as a result of inspection the associated degree of risk, and the need to provide evidence of a school's progress against its recommendations is weighed carefully when determining a judgement about a school's improvement capacity and making a decision about its support category.

Schools requiring significant improvement or special measures

In normal circumstances the improvement capacity of a school requiring **significant improvement or special measures** will not normally be higher than D and the support category red in the first instance. As a school addresses the recommendations from its inspection, evidence about its progress should be weighed carefully and professional judgement applied when reviewing the school's support category.

Schools requiring Estyn Review

Local authorities and consortia need to be satisfied that appropriate arrangements are in place to support schools requiring Estyn Review and to monitor and report their progress. When agreeing a school's improvement capacity and support category consideration should be given to the inspection's recommendations and degree of risk. Professional judgement should be applied when reviewing a school's support category taking account of evidence about a school's progress as it addresses the inspection's recommendations.

Step Two: Self-evaluation and capacity to self-improve in relation to leadership and teaching and learning

Step two consists of a judgement (A–D) based on the school's capacity to self-improve. Schools where the judgement is A show the greatest capacity to improve, along with the ability to support other schools. Those where the judgement is D require the most support. The process of coming to a judgement on the school's capacity to bring about improvement begins with the school's self-evaluation. This is discussed by the regional consortium's challenge adviser with the school's leaders and governors. The judgement should reflect the considered view of the Headteacher, governors and the challenge adviser and be supported by evidence. Learners' performance and the judgement about the capacity to improve should be closely aligned.
This judgement indicates the degree of confidence in the school's capacity to drive forward its own improvement. As such, it is a key element in the decision about the level of support the school will require at step three. The national system is intended to strengthen schools' capacity to bring about their own improvement and to contribute to system-wide change.

Challenge advisers should be assured that all school leaders use performance data robustly and effectively. This includes governors, Headteachers, middle leaders and subject leaders. There must be evidence of the effective and timely use of accurate data at individual learner, class, group, cohort, subject and whole-school level, including careful consideration of ALN and eFSM learners.

Step 3: The Categorisation and level of support, challenge and intervention

The outcomes of step one and step two will be combined to determine the school's support category (step three of the process). The final categorisation will be based on a colour coding system and this will be discussed with the school and agreed with the local authority. The categorisation colour indicates the level of support a school requires – green, yellow, amber or red (with the schools in the green category needing the least support and those in the red category needing the most intensive support). Each school will receive a tailored programme of support, challenge and intervention based on this category. The support category along with the outcomes for step one and step two are published annually on the My Local School website (http//mylocalschool.wales.gov.uk).
The level of support available for each category is as follows:

- Green support category - A school in this category will receive up to 4 days of challenge adviser time.
- Yellow support category - A school in this category will receive up to 10 days of challenge adviser time.
- Amber support category - A school in this category will receive up to 15 days of challenge adviser time.
- Red support category - A school in this category will receive up to 25 days of challenge adviser time.

Each challenge adviser will determine the nature of the bespoke support package to be provided to each school according to need.

Primary School Categories 2016/17

There are no national averages readily available for Step 1 and Step 2 data, and no Step 1 data used for categorisation this year. The chart below shows that during the past three years, the proportion of schools in the green category has increased for Step 2, and is now 57%.

		Numbers of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Step 3	15-16	0	5	16	23	0%	11%	36%	52%
	16-17	1	2	18	23	2%	5%	41%	52%
	17-18	1	2	15	24	2%	5%	36%	57%
Step 2	15-16	0	5	18	21	0%	11%	41%	48%
	16-17	1	2	16	25	2%	5%	36%	57%
	17-18	0	3	15	24	0%	7%	36%	57%
Step 1	15-16	0	7	16	21	0%	16%	36%	48%
	16-17	0	5	14	25	0%	11%	32%	57%

Primary Step 2 - Newport

	A	B	C	D
17-18	57%	36%	7%	0%
16-17	57%	36%	5%	2%
15-16	48%	41%	11%	0%
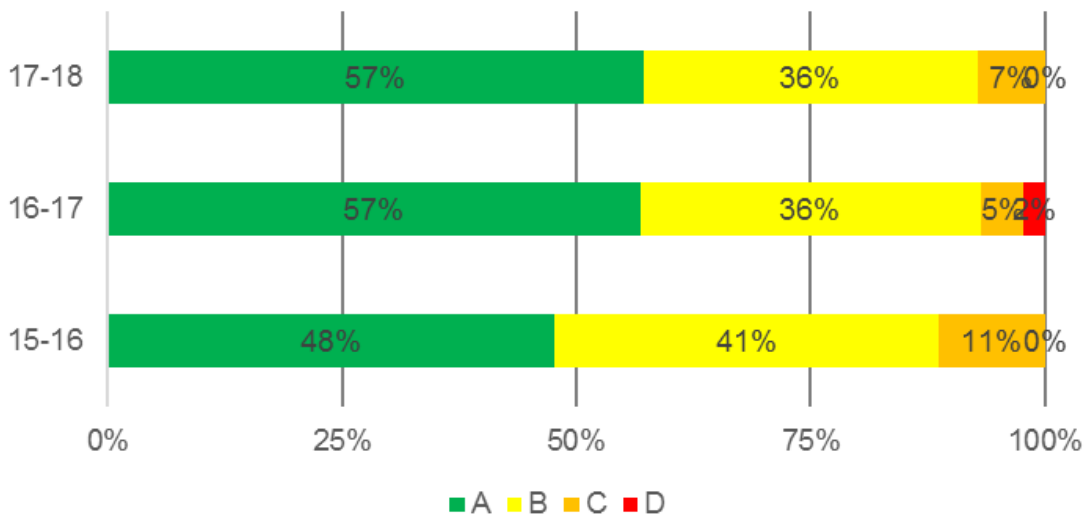
At Step 3, the proportion of schools in the green category is above both the regional and the national average, and the proportion in the red category is in line with the national average and below the regional average.

Primary Step 3 - Newport

Year	Green	Yellow	Amber	Red
17-18	57%	36%	5%	2%
16-17	52%	41%	5%	2%
15-16	52%	36%	11%	0%

■ Green ■ Yellow ■ Amber ■ Red
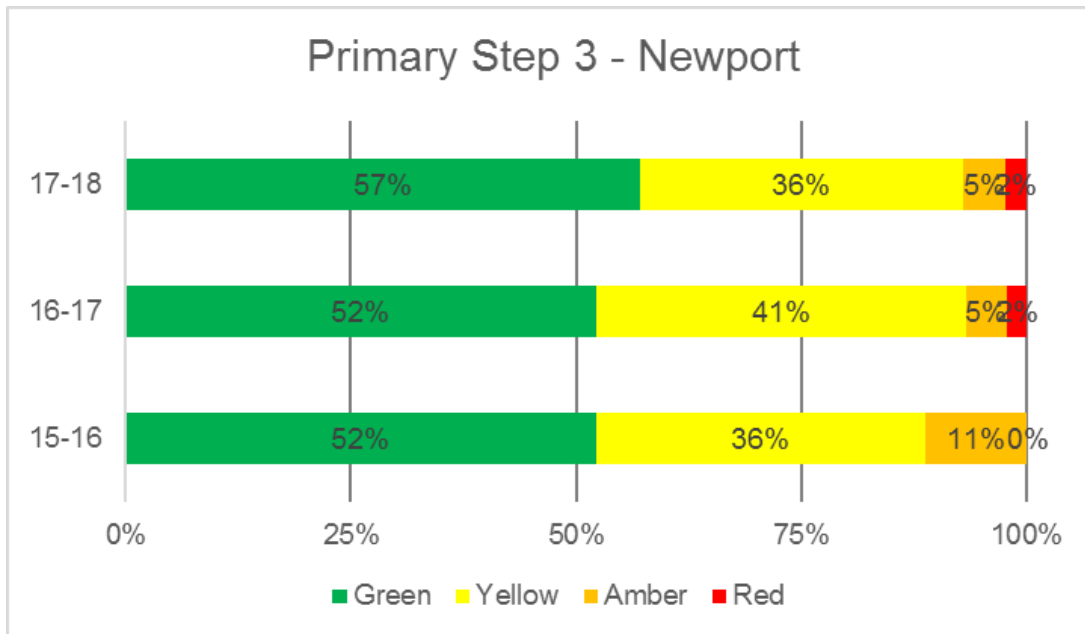
Secondary School Categories 2017/18

The charts below show that during the past three years, the proportion of schools in the green category has increased for Step 2.

		Numbers of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
	15-16	2	4	1	1	25%	50%	13%	13%
Step 3	16-17	1	3	3	2	11%	33%	33%	22%
	17-18	3	1	3	2	33%	11%	33%	22%
	15-16	2	3	2	1	25%	38%	25%	13%
Step 2	16-17	1	3	3	2	11%	33%	33%	22%
	17-18	3	1	3	2	33%	11%	33%	22%
Step 1	15-16	1	5	1	1	13%	63%	13%	13%
	16-17	2	2	2	2	25%	25%	25%	25%

Secondary Step 2 - Newport

Period	A	B	C	D
17-18	22%	33%	11%	33%
16-17	22%	33%	33%	11%
15-16	13%	25%	38%	25%
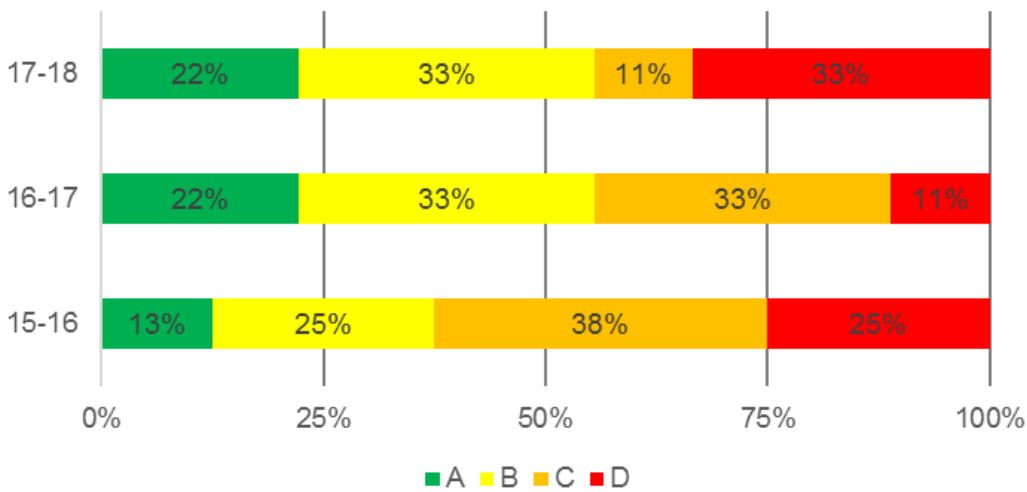
For Step 3, the proportion of schools in the green category is higher than the regional average, but below national average. The proportion of schools in the red category is higher than both the regional and national averages.

Secondary Step 3 - Newport

Period	Green	Yellow	Amber	Red
17-18	22%	33%	11%	33%
16-17	22%	33%	33%	11%
15-16	13%	13%	50%	25%
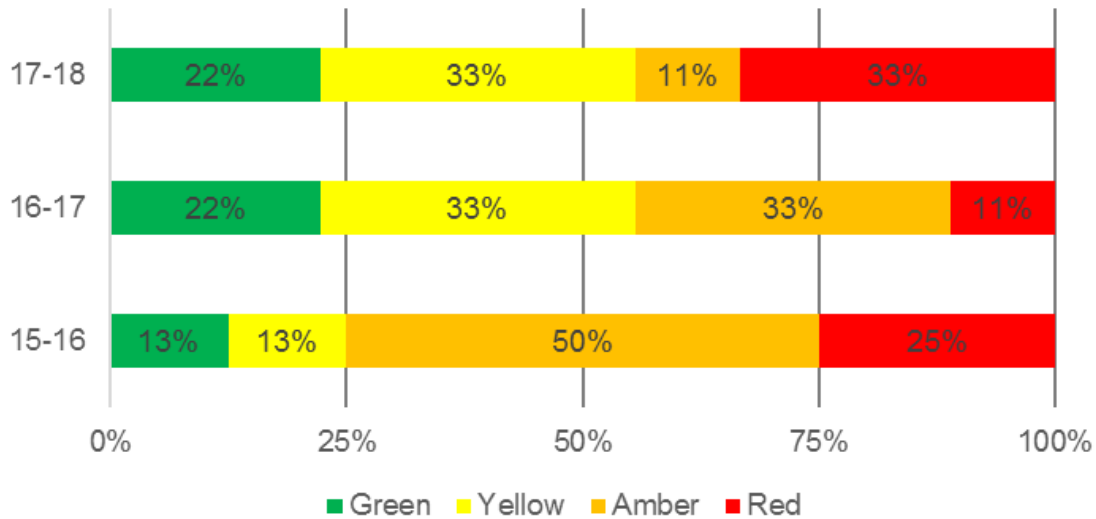
Annex 1 – Newport School Categorisation 2017/18 Academic Year

School name	Step 2	Step 3
Alway Primary	B	Yellow
Bassaleg School	A	Green
Bridge Achievement Centre	D	Red
Caerleon Comprehensive School	B	Yellow
Caerleon Lodge Hill Primary School	A	Green
Charles Williams Church in Wales Primary School	B	Yellow
Clytha Primary School	A	Green
Crindau Primary School	A	Green
Duffryn Infant School		
Duffryn Junior School		
Eveswell Primary School	A	Green
Fairoak Nursery	A	Green
Gaer Primary School	A	Green
Glan Usk Primary School	A	Green
Glasllwch C.P. School	A	Green
High Cross Primary	B	Yellow
Jubilee Park Primary	B	Yellow
Kimberley Nursery	B	Yellow
Langstone Primary School	A	Green
Llanmartin Primary School	B	Yellow
Llanwern High School	D	Red
Lliswerry High School	B	Yellow
Lliswerry Primary School	B	Yellow
Maes Ebbw Special	C	Amber
Maesglas C.P. School	C	Red
Maindee C.P. School	B	Yellow
Malpas C.I.W. Infant School		
Malpas C.I.W. Junior School		
Malpas C.I.W. Primary	B	Yellow
Malpas Court Primary School	A	Green
Malpas Park Primary School	A	Green
Marshfield Primary School	A	Green
Millbrook Primary School	A	Green
Milton Infants School		
Milton Junior School		
Milton Primary School	C	Amber
Monnow Primary School	A	Green
Mount Pleasant Primary	A	Green
Newport High School	D	Red
Pentrepoeth C.P. School	A	Green
Pillgwenlly C.P. School	A	Green
Ringland Primary	B	Yellow
Rogerstone Primary School	A	Green

Somerton Primary School	C	Amber
St Andrew's Primary School	A	Green
St David's R.C. Primary School	A	Green
St Gabriel's R.C. Primary School	B	Yellow
St Joseph's R.C. Primary School	B	Yellow
St Julian's Primary School	A	Green
St Julian's School	D	Red
St Mary's R.C. Primary School	B	Yellow
St Michael's R.C. Primary School	A	Green
St Patrick`s R.C. Primary School	B	Yellow
St Woolos Primary School	A	Green
St. Joseph's R.C. High School	A	Green
The John Frost School	C	Amber
Tredegar Park Primary	B	Yellow
YG Bro Teyrnon	B	Yellow
Ysgol Bryn Derw	C	Amber
Ysgol Gyfun Gwent Is Coed	B	Yellow
Ysgol Gymraeg Casnewydd	A	Green
Ysgol Gymraeg Ifor Hael	A	Green

Annex 2

Welsh Government Supplementary Guidance 2015 / 2016

Introduction

This supplementary guidance provides schools, consortia and challenge advisers with advice concerning how the judgement relating to the improvement capacity and the decision relating to the support category should be applied in cases where contextual and other factors may need to be considered.

The list of factors highlighted is not necessarily exhaustive. This guidance may be updated and further developed as implementation of the national categorisation system evolves.

The guidance will be supplemented by annexes dealing with:

- the lines of enquiry that should be used when considering potential rare exceptions; and
- other risk factors that may affect a school's improvement capacity and support category.

8. Use of terminology

The following terminology should be used to describe the outcomes of each step of the categorisation process:

Step 1: the outcome will be a **standards group** for each school (1-4)
Step 2: the outcome will be a judgement about a school's **improvement capacity** (A-D)
Step 3: this will lead to a **support category** for each school (green, yellow, amber, red)

9. Potential rare exceptions

In the vast majority of cases the national school categorisation matrix will allow for an accurate identification of a school's support category.

However, in a few cases designated as "rare exceptions" contextual factors may require further consideration to be given to establishing the most appropriate support category. Consideration will be given to the factors outlined below in determining the schools support category.

For Primary / Infant / Junior schools:

- Schools where 50% or more of pupils over the last 3 years are in receipt of free school meals.
- Schools with an average cohort of five or less pupils in an individual key stage or both key stages (in the case of a primary school) over the last three years.
- Schools with a registered learning resource base where a deeper analysis of data over a three-year period indicates performance is in FSM Benchmark group quarter 1 or 2 (Estyn guidance for the inspection of primary schools September 2014 – Annexe 7).
- Schools where at least 15% of pupils whose stage of English language acquisition is judged to be A, B or C on the agreed National Language Acquisition Model.

For secondary schools:

- Schools with a registered learning resource base where a deeper analysis of data over a three-year period indicates performance is in FSM Benchmark group quarter 1 or 2 (Estyn guidance for the inspection of secondary schools September 2014 – Annexe 7).

- Schools where at least 8% of pupils whose stage of English language acquisition is judged to be A, B or C on the agreed National Language Acquisition Model.

Schools that receive consideration as potential rare exceptions will need to demonstrate that:

- Pupils, including those in the identified groups, make good progress;

- The school's capacity to secure further improvement is at least good.

The lines of enquiry provided in the additional guidance materials should be used by schools and challenge advisers to determine whether a school should be designated as a rare exception. Careful consideration will need to be given to the school's improvement capacity and in particular the quality and impact of learning and teaching.

Where a school meets the conditions necessary to be identified as a rare exception it will be possible within the matrix to override the outcome that would otherwise be established to ensure that the support category is the most appropriate.

10. Other Circumstances where the matrix may be overridden

As outlined in Annex 2 a range of other risks where they occur will need to be considered when making a judgement about a school's improvement capacity and a decision about their support category. These risks will need to be weighed carefully when making these judgements and may need to be applied irrespective of the standards group.

Any school considered as a potential rare exception or other circumstances that override the matrix will be considered through the Regional Moderation process.

11. Performance of e-FSM pupils

Where the proportion of e-FSM pupils achieving the L2+ threshold in a secondary school is below the agreed national floor target of 30% (for 2014/2015) the school cannot be treated as an exception to the matrix. However, this will ensure that an appropriate level of support is provided to meet the needs of the learners.

12. New and amalgamated Schools

For new and amalgamated schools the data would be produced for Step 1 but not published for the first year of a school's operation. Step 2 and Step 3 will be carried out by the Consortia using Step 1 to inform the process.

Step 2 and Step 3 will be published on My Local School Website.

13. Changes to a school's support category in year

The National School Categorisation process will be carried out on an annual basis. The outcomes will be communicated to the Welsh Government in December each year for Primary / Infant / Junior schools and mid-January for Secondary schools for publication at the end of January. However, it will be possible for each region to review a school's categorisation at any point during the year in response to changes in circumstance. These changes will not be published nationally.

Circumstances that may necessitate a review include:

- Schools that are making very good progress.

- Schools that become subject to a higher degree of risk (see risk factors in annexe 2)

14. Schools in inspection follow up

The National School Categorisation system is not contingent on the outcomes of an individual school's inspection. Where school self-evaluation and monitoring of schools' performance are effective this should result in appropriate action that will support a school's self-improvement and avoid the need for inspection follow-up activity.

However, where a school requires follow-up as a result of inspection the associated degree of risk, and the need to provide evidence of a school's progress against its recommendations, will need to be weighed carefully when determining a judgement about a school's improvement capacity and making a decision about its support category.

15. Schools requiring significant improvement or special measures

In normal circumstances the improvement capacity of a school requiring **significant improvement or special measures** should not normally be higher than D and the support category red in the first instance. As a school addresses the recommendations from its inspection, evidence about its progress should be weighed carefully and professional judgement applied when reviewing the school's support category.

16. Schools requiring Estyn or local authority monitoring

Local authorities and consortia will need to be satisfied that appropriate arrangements are in place to support schools requiring Estyn or local authority monitoring and to monitor and report their progress. When agreeing a school's improvement capacity and support category consideration should be given to the inspection's recommendations and degree of risk. Professional judgement should be applied when reviewing a school's support category taking account of evidence about a school's progress as it addresses the inspection's recommendations.

17. Nursery, special schools and pupil referral units

Nursery, special schools and pupil referral units will not be placed in a standards group. Nevertheless it will be important that challenge advisers discuss and agree with the school strengths and areas for improvement in relation to standards using the school's self-evaluation as the starting point.

The outcomes of steps 2 and 3 will not be published on My Local School.

18. Schools catering for pupils aged 3 to 16

In some instances a school may cater for an age range that spans the age ranges associated with both a primary and a secondary school.

In these cases, the school will be allocated two standards groups – one relating to its provision for pupils aged 3-11 and one relating to its provision for pupils aged 11-16. However, there will be only one judgement made about the school's improvement capacity and only one relating to its support category.

Financial Summary

There are no direct financial implications in this report

Risks

Risk	Impact of Risk if it occurs* (H/M/L)	Probability of risk occurring (H/M/L)	What is the Council doing or what has it done to avoid the risk or reduce its effect	Who is responsible for dealing with the risk?
Pupil standards in Newport primary Schools decline.	H	M	Standards in Newport primary schools are relatively secure. However this is dependent on effective Leadership, Teaching and Learning. Newport LA knows its schools well. The EAS provide quality intelligence and deep analysis of schools in order to prevent and foresee risks linked to dips in pupil standards. Bespoke Intervention and support is provided to individual schools via the EAS.	Chief Education Officer Managing Director of the EAS Head Teachers Governing Bodies
The number of secondary schools requiring high levels of support increases	H	M	Bespoke support plans are in place for all Newport secondary schools. Each secondary school is working towards maintaining its green status or improving its current categorisation. All are on a trajectory of improvement.	Chief Education Officer Managing Director of the EAS Head Teachers Governing Bodies

* Taking account of proposed mitigation measures

Links to Council Policies and Priorities

This report links to the Council's Improvement Plan and the Education Service Plan

Options Available and considered

This report is for information and consideration only.

Preferred Option and Why: N/A

Comments of Chief Financial Officer

There are no direct financial implications in this report.

Comments of Monitoring Officer

There are no legal issues arising from the report.

Staffing Implications: Comments of Head of People and Business Change:

There are no direct staffing implications arising from the report.

The Well-being of Future Generations (Wales) Act 2015 is about improving the social, economic, environmental and cultural well-being of Wales. As outlined in the report the National Categorisation system supports the best possible outcomes for children and young people in line with the principle of a "more equal wales" that enables pupils to fulfil their potential no matter what their background or circumstances.

Comments of Cabinet Member

The increased number of primary schools in the green category once again is excellent and to be congratulated. There has also been some positive movement at secondary level and I note that we are the only LA in the region to have 2 secondary schools categorised as green, an outstanding achievement. While it is disappointing that there are now 3 secondary schools in the red category, this categorisation, as identified in the report, will ensure that these schools will have the necessary support and expertise to secure improvement. Meanwhile, the drive for continued improvement in every school continues.

Scrutiny Committees

This report is scheduled to go to Scrutiny Committee.

Equalities Impact Assessment

This report does not require an Equalities Impact Assessment

Children and Families (Wales) Measure Consultation: N/A

Wellbeing of Future Generations (Wales) Act 2015

The Well-being of Future Generations (Wales) Act 2015 is about improving the social, economic, environmental and cultural well-being of Wales. As outlined in the report the National Categorisation system supports the best possible outcomes for children and young people in line with the principle of a "more equal wales" that enables pupils to fulfil their potential no matter what their background or circumstances.

Crime and Disorder Act 1998 : N/A

Consultation
This report did not require wider consultation

Background Papers
There are no background papers to this report.

Dated: 22/02/2018

Report

Cabinet

Part 1

Date: 14 March 2018

Subject **Progress update on the action plan to address the Wales Audit Office recommendations and proposals for improvement.**

Purpose To present Cabinet with the progress made in addressing the recommendations and proposals for improvement made by the Wales Audit Office in their Review of progress in addressing the Corporate Assessment and Corporate Assessment Follow-up recommendations 2015/16.

Author Chief Executive

Ward All

Summary

- This update provides Cabinet Members with oversight of the council's progress against Recommendations and Proposals for Improvement made by the Wales Audit Office during the Corporate Assessment review cycle which began in 2014/15.

- In their latest corporate assessment review(2015/16), the WAO reduced the number of recommendations from 7 to 4, this shows that the council has improved despite continuing financial and legislative pressures.

- The council compiled an action plan to address the WAO' recommendations and proposals for improvement which was presented to Cabinet in October 2016.

- This report is a quarterly update of progress made against the council's action plan and actions planned for the next quarter. This enables Cabinet Members to consider whether actions remain appropriate to meet the recommendations and proposals for improvement, and to evaluate whether actions have been completed in a timely manner.

- The number of outstanding actions has continued to reduce in this quarter, from 5 to 4, this continued good progress is a result of ongoing efforts to develop and embed processes to further address the recommendations and proposals for improvement.

Proposal **Cabinet are requested to:**
- **Note the progress made towards meeting the recommendations and proposals for improvement and query any areas where progress has been delayed.**
- **Recommend the outstanding actions be monitored in scrutiny.**

Action by   Chief Executive, Strategic Directors and Heads of Service

Timetable   Immediate

This report was prepared after consultation with:

- Chair of Cabinet
- Chief Executive
- Strategic Directors
- Heads of Service

Signed

Background

Corporate Assessment
The Wales Audit Office carried out a full Corporate Assessment of the Council in 2013.

The full 2013 Corporate Assessment examined the council's capability to deliver its priorities and improved outcomes for citizen and identified 7 recommendations and a number of Proposals for Improvement.

Corporate Assessment Review
During 2014/15 the Wales Audit Office reviewed the progress the council had made against the 2013 recommendations and proposals for improvement.

Review of progress in addressing the Corporate Assessment and Corporate Assessment Follow-up recommendations
During February 2016 the WAO completed fieldwork and a document review to assess the progress made against the recommendations made in the original 2013 Corporate Assessment as well as the 2014/15 review. As a result of the review the seven original recommendations were reduced to four.

The 4 recommendations are summarised in the table below along with the number of actions planned, completed and outstanding.

Recommendations (Note: reference numbers do not coincide due to recommendations closed by the WAO e.g. recommendation 3 has been closed)		Number of actions identified in initial action plan	Number of actions completed	Number of Outstanding actions
Recommendation 1	The Council should ensure that Members are routinely and transparently considering robust information at the earliest opportunity to enable them to inform, take, and challenge choices and decisions effectively, and ensure that decisions are recorded and reported transparently.	3	2	1
Recommendation 2	The Council should address with more urgency the weaknesses in its governance arrangements that underpin its decision making to support improvement. This would include: • strengthening committee work programming arrangements to ensure they are timely, meaningful, informative, transparent, balanced, monitored, and joined up; • reviewing and updating the Council's constitution ensuring that roles, responsibilities and accountabilities are clear, and that all Members understand and apply their respective roles in relation to each other without compromising independence; • empowering Members to be more proactive and accountable for their roles and responsibilities; • strengthening scrutiny arrangements to more effectively inform and challenge policies, options, decisions and actions, and hold Cabinet Members, officers, partners and others to account more robustly to drive an increased pace of progress and improvement; and • strengthening and mandating member and officer development and learning programmes based on competency assessments to improve skills and understanding to enable them to undertake their roles more effectively.	14	13	1
Recommendation 4	The Council must continue to develop its people management arrangements, to ensure it has the capacity and capabilities necessary to change and improve. In doing so, it should: • continue to develop its draft Workforce Plan and associated action plans by, for each action: allocating responsibility to an officer and setting a deadline for completion; and • in the absence of a formal approach to 360-degree feedback for all staff, address manager inconsistency in carrying out appraisals and ensure all staff receive a constructive and developmental appraisal to support job	12	12	0

Recommendations (Note: reference numbers do not coincide due to recommendations closed by the WAO e.g. recommendation 3 has been closed)		Number of actions identified in initial action plan	Number of actions completed	Number of Outstanding actions
	performance.			

Recommendation 5	To strengthen the arrangements that enable the Council to scrutinise its improvement objectives. In doing so, the Council should:
	• Enable Members to effectively challenge and scrutinise service performance:
	   ▪ ensure that meeting agendas allow for sufficient time for Members to focus on (broad) underperformance; and
	   ▪ provide training on effective challenge and scrutiny for Members.
		6	4	2

Accountability and Monitoring Arrangements
Quarterly updates will continue to be provided to Cabinet to monitor progress made against the recommendations and proposals for improvement.

Financial Summary

▪ There are no direct financial implications associated with this report

Risks

Risk	Impact of Risk if it occurs* (H/M/L)	Probability of risk occurring (H/M/L)	What is the Council doing or what has it done to avoid the risk or reduce its effect	Who is responsible for dealing with the risk?
Reputational risk to the council if future WAO Corporate Assessments show lack of progress.	H	L	An action plan to address each recommendation and proposal for improvement has been compiled and shared with the WAO. Progress made is monitored regularly to ensure that actions are carried out in a timely manner.	Chief Executive

* Taking account of proposed mitigation measures

Links to Council Policies and Priorities

The Corporate Assessment Review links to all of the council's key plans.

Options Available
1. To accept the progress made and approve the actions planned for the next quarter.
2. To not accept the progress made and/or not approve the actions planned for the next quarter.

Comments of Chief Financial Officer

There are no direct financial implications arising from this report.

Comments of Monitoring Officer

There are no direct legal implications arising from this report. Separate comments are included in the action plan update.

Comments of Head of People and Business Change

There are no direct staffing HR implications arising from this report. This action plan progress update allows monitoring of planned actions to ensure that they are appropriate and carried out within a reasonable time frame. Separate comments are included in the action plan update. The Wales Audit Office consider the Wellbeing of Future Generations (Wales) Act 2015 in the course of their work therefore, by addressing the recommendations made the council will have assurance that it is meeting its duties under the act.

Comments of Cabinet Member

The Chair of Cabinet has been consulted and has agreed that this report goes forward to Cabinet for consideration.

Equalities Impact Assessment and the Equalities Act 2010

Not relevant to this report

Children and Families (Wales) Measure

Not relevant to this report

Wellbeing of Future Generations (Wales) Act 2015

The guidance on the Act is clear – it requires public bodies to maximise their contribution to improving the wellbeing of Wales. The Act provides a framework for better decision making by ensuring public bodies take account of the *long term*, focus on *prevention*, take an *integrated* and *collaborative* approach, and *involve* people in policy making and planning and delivery of services.

The Act places a duty on the public sector to:
- Adopt the Sustainable Development Principle
- Work towards 7 national wellbeing goals
- Focus work on future generations
- Take a central role in the establishment and scrutiny of a Public Services Board (PSB)
- Take a central role in the development of a Wellbeing Plan based on a long term needs assessment
- Respond to a new accountability framework including reporting and review by the Auditor General Wales

The Act has implications for how the local authority will work in future and Part 2 of the Act places an individual wellbeing duty on public bodies. Key areas where change needs to happen include:
- Corporate Planning
- Risk Management
- Workforce Planning
- Performance Management
- Financial Planning
- Procurement
- Assets

The Wellbeing of Future Generations Act 2015 which came into force in April 2016 sets the context for the move towards long term planning of services. A programme of training for senior management and elected members is underway so that the wide-ranging and transformational implications of the Act are understood and can be embedded in the Council's ways of working.

Key documents and processes have been revised so that they incorporate sustainable development and wellbeing principles. Over the last three years extensive public engagement has been undertaken in relation to setting service delivery priorities and identifying which services matter most to people, and contribute to their wellbeing. This will continue to inform future planning.

Crime and Disorder Act 1998

Not relevant to this report

Consultation

Not relevant to this report.

Background Papers

Cabinet Report "Corporate Assessment" (21/10/13)
Cabinet Report "Corporate Assessment: Update on the Action Plan" (21/12/16)
Cabinet Report "Corporate Assessment: Update on the Action Plan" (24/04/17)
Cabinet Report "Corporate Assessment: Update on the Action Plan" (19/07/17)
Cabinet Report "Wales Audit Office Action Plan" (15/11/17)

Appendix One: Corporate Assessment Action Plan 2016/17 – Progress Update

Dated: February 2018

Corporate Assessment Action Plan– Progress Update

Appendix One

Completed actions are highlighted in grey

Recommendation 1

Recommendation 1	The Council should ensure that Members are routinely and transparently considering robust information at the earliest opportunity to enable them to inform, take, and challenge choices and decisions effectively, and ensure that decisions are recorded and reported transparently.
WAO's Intended outcome/benefit	Decisions and scrutiny are based on consideration of up to date and accurate information.
	Decisions are accurately recorded on a timely basis on the Council's decision making tracker so the public are able to easily find and understand what decisions have been taken and by whom.
Responsible Officer	Chief Executive Head of Law & Regulation

Ref	Planned Actions	Completion Date	Progress to date	Planned next quarter	Responsible Officer
1.1	Chief Officers will view all decision making reports and conclude on whether they are of sufficient quality before submission to the decision making and scrutiny processes.	March 2017	Cabinet reports are received by SLT for consideration of content and quality before submission to the Cabinet cycle.	This is now embedded in the process, no further actions planned.	Chief Executive
1.2	Heads of Service will ensure that appropriate quality assurance processes are implemented within their service areas to ensure that reports are of an acceptable quality and standard before submission for inclusion in the decision – making or scrutiny processes	July 2017	Reports will be considered by Heads of Service before consideration by SLT and submission to the decision making or scrutiny process	To continue this process and assess its effectiveness	Chief Executive

Ref	Planned Actions	Completion Date	Progress to date	Planned next quarter	Responsible Officer
1.3	All Cabinet, Cabinet Member and delegated officer decisions are properly recorded, including background information, options and reasons for those decisions, in accordance with the Council's constitution and legislative requirements. Minutes of Council and Committee meetings are also recorded accurately, approved at subsequent meetings and published in a timely manner. All decisions, background reports and minutes are published on the Council's web site, with a search engine to enable decisions to be tracked and easily found.	July 2017	The new template is now being used. An updated template has also been made available for reports to Scrutiny	Implemented	Head of Law & Regulation

Recommendation 2

Recommendation 2	The Council should address with more urgency the weaknesses in its governance arrangements that underpin its decision making to support improvement. This would include: • strengthening committee work programming arrangements to ensure they are timely, meaningful, informative, transparent, balanced, monitored, and joined up; • reviewing and updating the Council's constitution ensuring that roles, responsibilities and accountabilities are clear, and that all Members understand and apply their respective roles in relation to each other without compromising independence; • empowering Members to be more proactive and accountable for their roles and responsibilities; • strengthening scrutiny arrangements to more effectively inform and challenge policies, options, decisions and actions, and hold Cabinet Members, officers, partners and others to account more robustly to drive an increased pace of progress and improvement; and • strengthening and mandating member and officer development and learning programmes based on competency assessments to improve skills and understanding to enable them to undertake their roles more effectively.
WAO's Intended outcome/benefit	• The areas of focus of each of the committees is clear, linked to corporate priorities, regularly updated and considered in an open forum. • The Council's constitution accurately reflects existing arrangements and clearly sets out roles and responsibilities. • Members are able to fulfil their roles effectively and are held to account for these roles. • Scrutiny is used effectively to inform policy development and hold Cabinet Members and officers to account for performance. • Members and officers are equipped and supported to undertake their roles.
Responsible Officer	Head of Law & Regulation

Ref	Planned Actions	Completion Date	Progress to date	Planned next quarter	Responsible Officer
2.1	To develop the use of Committee pre-meetings in order to focus challenge more effectively and improve the quality of questioning. (Scrutiny AR Action 1)	July 2017	Pre-meetings are continuing for the new scrutiny committees. Chairing and questioning training delivered.	Implemented.	Head of Law & Regulation
2.2	To introduce an effective system for	By April	A new scrutiny committee	Implemented.	Head of Law

Ref	Planned Actions	Completion Date	Progress to date	Planned next quarter	Responsible Officer
	scrutiny of the Public Services Board, in response to the statutory duty placed on scrutiny by the WFGA (Scrutiny AR Action 2)	2018	structure was agreed at this year's AGM, including a separate committee for partnership scrutiny. This Committee is now up and running.		& Regulation
2.3	To introduce a new report template to improve the quality and focus of the information that is presented to Committees (Scrutiny AR Action 3)	By November 2016 meeting cycle	This has been implemented and is on-going.	Implemented	Head of Law & Regulation
2.4	To continue to develop the links between Scrutiny and Auditors / Inspectors / Regulators, in particular to support work programming and training (Scrutiny AR Action 4)	Ongoing	Outcomes of the peer review with Caerphilly and Monmouthshire will be reported in the Scrutiny Annual Report. Further links with AIRs are being incorporated as the new work programmes develop.	Implemented	Head of Law & Regulation
2.5	To continue implementation of the Public Engagement Strategy agreed in 2015 (Scrutiny AR Action 5)	By April 2017	This has been implemented and is ongoing.	Implemented	Head of Law & Regulation
2.6	Cabinet work programmes are presented to each cabinet meeting	By April 2017	This has been implemented and is ongoing	Implemented	Head of Law & Regulation
2.7	The Democratic Services Committee are reviewing the various elements of the Constitution	Ongoing	This has been implemented and is ongoing	Implemented	Head of Law & Regulation
2.8	To develop the use of Committee pre-meetings in order to focus challenge more effectively and improve the quality of questioning. (Scrutiny AR Action 1)	July 2017	See 2.1 above	Implemented	Head of Law & Regulation
2.9	To introduce a new report template to improve the quality and focus of the information that is presented to Committees (Scrutiny AR Action 3)	By November 2016 meeting cycle	See 2.3 above	Implemented	Head of Law & Regulation

Ref	Planned Actions	Completion Date	Progress to date	Planned next quarter	Responsible Officer
2.10	To develop the use of Committee pre-meetings in order to focus challenge more effectively and improve the quality of questioning. (Scrutiny AR Action 1)	July 2017	See 2.1 and 2.8 above	Implemented	Head of Law & Regulation
2.11	To continue regular meetings of the Chairs of Scrutiny, the Scrutiny Officer Team and leading Members of the Executive, to ensure a positive relationship continues, and workloads are coordinated effectively (Scrutiny AR Action 6)	Meetings already diarised	Meetings have taken place between the Chairs of Scrutiny, and further meetings are scheduled for March and April. The Chairs are monitoring the actions within the Scrutiny Annual Report for improvement of scrutiny, to monitor progress within the Scrutiny function and to assess the impact of agreed changes to processes (such as pre meetings, briefings, report templates, briefing notes)	Further meetings of the Chairs are scheduled and the Chairs are working through a programme of improvements and developments with Scrutiny – ensuring consistency between the 4 Committees approaches.	Head of Law & Regulation
2.12	To develop an appropriate role for Scrutiny within the new arrangements for managing performance, and building on the existing measures for service plan monitoring (Scrutiny AR Action 7)	By December 2017	We have introduced a new system for performance reporting, including scrutiny consideration.	Implemented	Head of Law & Regulation
2.13	To update and deliver the training and seminar programme for Members, including training to support: - Budget scrutiny - Performance scrutiny - Implementation of the Wellbeing of Future Generations Act (Scrutiny AR Action 8)	July 2017	Training for the new Committees is underway, and a report is being presented to Democratic Services Committee in November to start working towards the WLGA Member Development Charter.	Implemented	Head of Law & Regulation
2.14	To work with current Members to develop an effective scrutiny induction programme for Elected	July 2017	Programme implemented.	Implemented.	Head of Law & Regulation

Ref	Planned Actions	Completion Date	Progress to date	Planned next quarter	Responsible Officer
	Members after the 2017 election. (Scrutiny AR Action 9)				

Recommendation 4

Recommendation 4	The Council must continue to develop its people management arrangements, to ensure it has the capacity and capabilities necessary to change and improve. In doing so, it should: • continue to develop its draft Workforce Plan and associated action plans by, for each action: allocating responsibility to an officer and setting a deadline for completion; and • in the absence of a formal approach to 360-degree feedback for all staff, address manager inconsistency in carrying out appraisals and ensure all staff receive a constructive and developmental appraisal to support job performance.
WAO's Intended outcome/benefit	• The Council has effective workforce planning arrangements in place, which will help it deliver its vision and priorities. • Staff appraisals are consistently undertaken and to a good standard and these are used to inform staff development.
Responsible Officer	Head of People & Business Change

Action Update

Ref	Planned Actions	Completion Date	Progress to date	Planned next quarter	Responsible Officer
4.1	Creation of a workforce plan review group	February 2016	Completed		Head of People & Business Change
4.2	Publication of workforce plan	June 2016	Completed		Head of People & Business Change
4.3	Second version of workforce plan in place for 2016/17	June 2016	Completed		Head of People & Business Change
4.4	HR Business Partners to meet with	June 2016	Completed		Head of People

Ref	Planned Actions	Completion Date	Progress to date	Planned next quarter	Responsible Officer
	Head of Service to discuss workforce objectives for 2016/17	onwards			& Business Change
4.5	2016/17 objective for workforce planning set in both service planning and individual objectives	May 2016	Completed		Head of People & Business Change
4.6	Carry out self-assessment audit to assess current performance and identify future priorities	December 2016	Completed		Head of People & Business Change
4.7	Conduct enhanced training on workforce planning for all HR/OD officers	December 2016	Completed		Head of People & Business Change
4.8	Feedback to managers on quality of appraisals sampled	October 2016	Feedback provided on sample of appraisals		Head of People & Business Change
4.9	Options to review current processes are investigated to bring about technology in the PM cycle and modernise the system	July 2017	Real-time performance management system introduced following successful pilot to replace the annual appraisal. Managers now required to meet monthly to discuss performance with employees and assess progress on real-time performance, not wait till the end of year.	Completed	Head of People & Business Change
4.10	Review of Coaching for Performance course and recommendations made on future procurement	August 2016	Review undertaken and we will continue to run the course but add additional coaching support in the form of ILM qualifications	Implemented	Head of People & Business Change
4.11	Solutions identified to offer both coaching and mentoring ILM qualifications	August 2016	ILM in coaching and mentoring has been identified and a cohort of 14 managers signed up – this commenced January 2017	Implemented	Head of People & Business Change
4.12	Creation of action learning set network	October 2016	ILM in action learning sets identified and offered to managers but take up low at this point.	Implemented	Head of People & Business Change

Ref	Planned Actions	Completion Date	Progress to date	Planned next quarter	Responsible Officer
			Informal action learning set took place in one service area in November Focus will be on coaching at this time		

Recommendation 5

Recommendation 5	To strengthen the arrangements that enable the Council to scrutinise its improvement objectives. In doing so, the Council should: • Enable Members to effectively challenge and scrutinise service performance: ▪ ensure that meeting agendas allow for sufficient time for Members to focus on (broad) underperformance; and ▪ provide training on effective challenge and scrutiny for Members.
WAO's Intended outcome/benefit	Members are given accurate and timely information to enable them to challenge performance and progress against improvement objectives effectively. Remedial action is identified and taken forward. Performance is frequently discussed and challenged by scrutiny and members have sufficient time to do so. Members have the necessary skills to challenge and scrutinise effectively.
Responsible Officer	Head of People & Business Change

Action Update

Ref	Planned Actions	Completion Date	Progress to date	Planned next quarter	Responsible Officer
5.1	New Performance reporting framework in place ensures more information is provided to scrutiny and Cabinet Members in a timelier manner.	Framework agreed by Cabinet and Scrutiny Chairs September 2016	This has now been implemented	No further action planned	Head of People & Business Change
5.2	New performance management system will allow information on performance to be more visible and readily available around the authority.	New System Implemented April 2016 Further development continues.	Further work has been carried out on the system by Performance Management Officer. Development plan in progress and further training has been rolled out. The system is now available across the council with users able to comment on performance that is relative to them.	The system is now implemented for performance management data The system will continue to be developed for other areas	Head of People & Business Change
5.3	Exception dashboards and reports for service plans highlight key areas.	January 2017	Service plans will adapted to cover the same time period as the corporate plan with regular	A new reporting framework has been developed in conjunction with Scrutiny and	Head of People & Business Change

Ref	Planned Actions	Completion Date	Progress to date	Planned next quarter	Responsible Officer
			reviews of progress and content. This will ensure that the service plans support the delivery of the corporate plan and allow service areas to plan in the short and longer term.	Scrutiny Members receive performance information on a regular basis in an agreed format. As service plans are developed a format for reporting will be agreed with Scrutiny Chairs.	
5.4	Performance reports that go to Cabinet now go to the Scrutiny Chairs for Information.	Framework agreed by Cabinet September 2016	This has now been implemented, detailed improvement plan Cabinet update sent to Scrutiny for information for Q1	No further actions planned, this will be ongoing.	Head of People & Business Change
5.5	Heads of Service have regular briefing meetings with Cabinet Members who in turn brief the Leader of the Council.	Framework agreed by Cabinet September 2016	Heads of Service have had regular briefing meetings with Cabinet Members. Cabinet Members then brief the Leader of the Council.	This is now embedded, no further actions planned.	Chief Executive
5.6	We have put in place a training and seminar programme for Scrutiny Members, and we have also introduced pre-meetings to improve the focus and challenge of Member questions. We are also developing the new induction programme for May 2017 which will include focus on effective challenge.	Systems in place and in ongoing development Induction programme from May 2017	Induction programme delivered. We have changed the scheduling for performance information, so that monitoring of improvement objectives and other performance information is presented to scrutiny ahead of Cabinet, so that scrutiny comments are considered as part of the Cabinet process. A report was presented to Democratic Services Committee in November to start working towards the WLGA Member Development Charter. The Committee will receive an action	Working towards WLGA Member Development Charter.	Head of Law & Regulation

Ref	Planned Actions	Completion Date	Progress to date	Planned next quarter	Responsible Officer
			plan on Member development be compiled brought back to the Committee for their input. The aim is to achieve the Charter in two years.		

Proposal for Improvement 1

Proposal for Improvement 1	The Council should: Provide Cabinet with a more detailed update of progress in addressing our Corporate Assessment and its Follow-up recommendations to facilitate more active discussion and challenge of progress.
WAO's Intended outcome/benefit	Cabinet are able to challenge and monitor progress against the Corporate Assessment action plan and understand reasons for delay and to identify further actions as necessary. There is open discussion of progress during public meetings so that public and members can see the progress being made.
Responsible Officer	Head of People & Business Change

Action Update

Ref	Planned Actions	Completion Date	Progress to date	Planned next quarter	Responsible Officer
1.1	The Action plan will be reported as a separate report in its own right; this will raise its profile with Members as it will be an agenda item.	The first report will go to cabinet on 17th October.	Cabinet have received the Review of progress in addressing the Corporate Assessment and Corporate Assessment Follow-up recommendations 2015/16. The Quarterly update on progress against the Corporate Assessment Recommendations and Proposals for improvement is now considered by cabinet as a report in its own right.	No further action planned	Head of People & Business Change
1.2	The action plan will provide a more detailed update of progress made.	January 2017	The reporting process outlined in response to Recommendation 1 (ref 1.1 and 1.2) will ensure that sufficient detail is included. The Quarterly update is now submitted to Chief Officers prior to submission to Cabinet to ensure that enough detail has been included.	No further action, this is now part of the process.	Head of People & Business Change

Proposal for Improvement 2

Proposal for Improvement 2	Review the timespan for completion of return to work interviews.
WAO's Intended outcome/benefit	Return to work interviews are undertaken on a more timely basis for mutual benefit to the Council and the employee.
Responsible Officer	Head of People & Business Change

Action update

Ref	Planned Actions	Completion Date	Progress to date	Planned next quarter	Responsible Officer
2.1	Newport is in the second quartile for sickness absence based on 2015/16 data, and is joint 7th based on the number of days lost per FTE. Our policy uses best practice of 7 calendar days for RTW's to be completed and whilst we do not achieve 100% submission, we do not believe that reducing the time frame will ensure greater submission response rates. However, we will look to move from a paper based system to an online one in an attempt to improve submission rates as we believe that completing paper documentation has a greater impact on delayed submission rates.	September 2017	We have rolled out People Manager on ITrent to managers in the organisation. We anticipate that this action will shorten the length of time to complete return to work interviews and will increase the percentage of returns within the timeframe. People Manager self-service in relation to sickness absence has been rolled out across the Council Newport continues to perform well nationally for sickness days lost and remains in the second quartile, above the Wales average. We have not been able to implement the online RTW screen in iTrent due to unavoidable delays. This is estimated to go live in April 2018.	Further consideration of the removal of the paper form and move to an online form. We have reviewed the option of moving to an online form, but are now considering removing the form entirely and building an iTrent screen for managers to log the detail of the RTW when they are closing the period of sickness in the actual RTW discussion with the employee – removing the form altogether. This should remove practically all late RTW completion providing managers are holding the RTW discussion at the same time as closing the sickness on iTrent. It is anticipated that this will occur in April 2018. In addition, we will work with schools to investigate the reasons for late submission around school holiday time as on-time school submission rates are considerably	Head of People & Business Change

Ref	Planned Actions	Completion Date	Progress to date	Planned next quarter	Responsible Officer
				lower than corporate rates.	

Proposal for Improvement 3

Proposal for Improvement 3	Review whether it has appropriate capacity and capability within its People and Business Change service area to strengthen workforce planning.
WAO's Intended outcome/benefit	The Council has the confidence that it has the necessary resources and support to address workforce planning to meet its priorities and vision.
Responsible Officer	Head of People & Business Change

Action update

Ref	Planned Actions	Completion Date	Progress to date	Planned next quarter	Responsible Officer
3.1	Workforce planning has been a theme of the HR service plan for the last year and officers have been identified as leads for enabling workforce planning to become an integral function of the HR service. We have visited the Vale of Glamorgan, Swansea and RCT Councils to learn from their best practice and apply this knowledge at Newport. We intend to undertake the WAO self-assessment audit tool to review our progress and identify priorities for the future. Officers will be effectively trained on workforce planning There is a risk in terms of capacity within the HR/OD team as Newport has considerably fewer HR FTE than comparable Councils and priorities will need to be assessed accordingly.	September 2017	Workforce Plan 2016/17 published and all service areas have completed their template for the year with their workforce planning objectives identified. HR Business Partners are working proactively with Heads of Service to discuss their templates as part of normal business discussions and each member of the HR team has contribution towards the workforce planning progress report. A SHRBP has been allocated responsibility for promoting workforce planning with service areas. The actions required for progress with the workforce plan are contained within the People and Culture Strategy	Currently working on a longer term workforce plan for the organisation which will match up to the next People Plan – i.e. a 5 year plan for both The draft People and Culture Strategy has a workforce plan element contained within it and is due to be signed off through the political process by March 2018. We will be carrying out a	Head of People & Business Change

Ref	Planned Actions	Completion Date	Progress to date	Planned next quarter	Responsible Officer
				workforce planning self-assessment exercise in the next quarter	

Report

NEWPORT
CITY COUNCIL
CYNGOR DINAS
CASNEWYDD

Cabinet

Part 1

Date: 14 March 2018

Subject   **Cabinet Work Programme**

Purpose   To report and agree the details of the Cabinet's Work Programme.

Author   Head of Democratic Services

Ward   All Wards

Summary   The purpose of a work programme is to enable Cabinet to organise and prioritise the reports and decisions that are brought to each of meeting. Effective forward planning by Cabinet also impacts positively upon the Council's other Committees, in particular Scrutiny, because work needs to be coordinated on certain reports to ensure proper consultation takes place before a decision is taken.

The current work programme runs to May 2018, but it is a working document. It is important that the work programme is owned and prioritised by Cabinet Members directly, so each month the Head of Democratic Services brings a report updating Cabinet on any changes, so that the revised programme can be formally approved.

The updated work programme is attached at Appendix 1.

Proposal   **To agree the updated work programme.**

Action by Head of Democratic Services

Timetable Immediate

This report was prepared after consultation with:

- Chief Officers
- Monitoring Officer
- Head of Finance
- Head of People and Business Change

Background

The purpose of a work programme is to enable Cabinet to organise and prioritise the reports and decisions that are brought to each of meeting. Effective forward planning by Cabinet also impacts positively upon the Council's other Committees, in particular Scrutiny, because work needs to be coordinated on certain reports to ensure proper consultation takes place before a decision is taken.

The Wales Audit Office's Corporate Assessment of Newport City Council, published in September 2013, highlighted the need to "strengthen committee work programming arrangements to ensure they are timely, meaningful, informative, transparent, balanced, monitored, and joined up". Since that report was published, these monthly reports have been introduced to provide Cabinet with regular updates on its work programme, and the opportunity to comment upon and shape its priorities as an executive group. The Democratic Services team have also been working to improve the links between this and other work programmes under its management (e.g. Council, Scrutiny, Audit) to ensure the various programmes are properly coordinated.

The current work programme runs to May 2018, but it is a working document. It is important that the work programme is owned and prioritised by Cabinet Members directly, so each month the Head of Democratic Services brings a report updating Cabinet on any changes, so that the revised programme can be formally approved.

The updated work programme is attached at Appendix 1.

Financial Summary

There is no direct cost to adopting a programme of work.

Risks

Risk	Impact of Risk if it occurs* (H/M/L)	Probability of risk occurring (H/M/L)	What is the Council doing or what has it done to avoid the risk or reduce its effect	Who is responsible for dealing with the risk?
No action taken	M	L	Work programming arrangements are in place to ensure they are timely, meaningful, informative, and transparent, balanced, monitored, and joined up.	Head of Democratic Services
The process is not embraced by report authors and members	M	M	If there is proliferation of unplanned or late items, the opportunity to ensure work programming is timely, meaningful, informative, and transparent, balanced, monitored, and joined up will diminish	Head of Democratic Services

Links to Council Policies and Priorities

These proposals will help the Council provide the best possible service to members and will provide information to the public and elected members.

Options Available and considered

- To adopt the process and adopt or amend the work programme
- To consider any alternative proposals raised by Cabinet members
- To take no action

Preferred Option and Why

To adopt the proposals which should help to ensure work programming arrangements are timely, meaningful, informative, and transparent, balanced, monitored, and joined up.

Comments of Chief Financial Officer

There are no financial implications in adopting a programme of work.

Comments of Monitoring Officer

There are no legal implications in adopting a programme of work.

Staffing Implications: Comments of Head of People and Business Change

There are no specific staffing implications in adopting a programme of work.

Comments of Cabinet Member

The Chair has approved the report for consideration by cabinet.

Local issues

There are no local issues as this report relates to the Council's processes

Scrutiny Committees

Monthly update reports allow the Scrutiny and Cabinet work programmes to be better coordinated. The Scrutiny team and Members are currently developing new ways of working through the new Committees, and continually reviewing the work programmes to focus more on risk, and ensure all scrutiny activity has a defined purpose and constructive outcome.

Equalities Impact Assessment and the Equalities Act 2010

This does not apply to this procedural report.

Children and Families (Wales) Measure

This procedural report does not impact on Children and Young People although certain reports contained in the programme may do and will need appropriate consultation and comment when they are presented to cabinet.

Wellbeing of Future Generations (Wales) Act 2015

This is a procedural report but reports contained within the programme will need to show how consideration has been given to the five things public bodies need to think about to show they have applied the sustainable development principle put into place by the Act.

Crime and Disorder Act 1998

This does not apply to this procedural report

Consultation
As set out above

Background Papers

Newport City Council Corporate Assessment, Wales Audit Office (September 2013)
Newport City Council – Corporate Assessment Follow Up 2015, Wales Audit Office (May 2015)

Dated: March 2018

Meeting	Agenda Items	Lead Officer	Next Council?
14-Mar-18	School Categorisation	CEdO	27 March 2018:
	EAS Business Plan	CEdO	City Deal
	Draft Violence at Work Domestic Abuse and Sexual Violence (VAWDASV) Strategy	HCFS	
	WAO Action Plan Update	HP&BC	24 April 2018:
	Work Programme	DCM	Local Wellbeing Plan
			Pay and Reward Statement
			IRP Annual Report
18-Apr-18	Improvement Plan Quarter 3 Update	HP&BC	
	Risk Management Strategy	HP&BC	15 May 2018: AGM
	Performance Management Strategy	HP&BC	
	Pay and Reward Statement 2018/19	HP&BC	
	Local Wellbeing Plan	HP&BC	
	Integrated Commissioning and Section 33 Agreement for Care Homes for Older People in Gwent Region	HA&CS	
	Work Programme	DCM	
16-May-18	Items TBC		24 July 2018:
	Work Programme	DCM	Democratic Services Annual Reports
13-Jun-18	Improvement Plan Quarter 4 Update	HP&BC	Director of Social Services Annual Report
	Early Year End PI Analysis	HP&BC	Treasury Management
	Welsh Language Annual Report	HP&BC	Welsh Language Annual Report
	Strategic Equality Plan Annual Report	HP&BC	Strategic Equality Plan Annual Report
	Capital Outturn	HoF	
	Revenue Outturn	HoF	
	Work Programme	DCM	
18-Jul-18	Director of Social Services Annual Report	SD - People	11 Sept 2018:
	Budget Consultation and Engagement Process	HP&BC	Scrutiny Annual Report
	WAO Action Plan	HP&BC	Standards Committee Annual Report
	Revenue Budget Monitor	HoF	Improvement Plan 2016-18 Review
	Medium Term Financial Plan	HoF	
	Risk Update	HP&BC	
	Work Programme	DCM	
19-Sep-18	WAO Annual Improvement Report	HP&BC	27 Nov 2018:
	WAO Certificate of Compliance 1	HP&BC	Treasury Management
	WAO Regulatory Fees	HP&BC	
	Treasury Management	HoF	
	Work Programme	DCM	
17-Oct-18	Final Year End Analysis of Pis (All Wales Data)	HP&BC	
	Risk Update	HP&BC	
	Work Programme	DCM	
14-Nov-18	Education and Pupil Performance Data	CEdO	
	WAO Action Plan Update	HP&BC	

	Revenue Budget Monitor	HoF	
	Capital Budget Monitor	HoF	
	Work Programme	DCM	
12-Dec-18	Revenue Budget and MTFP: Draft Proposals	HoF	**29 Jan 2019:**
	WAO Certificate of Compliance 2	HP&BC	**Mayoral Nomination 2019-20**
	Work Programme	DCM	**Council Schedule of Meetings**
			Treasury Management
16-Jan-19	Revenue Budget Monitor	HoF	**Council Tax Reduction**
	Capital Budget Monitor	HoF	**Scheme**
	Verified Key Stage 4 and 5 Pupil Outcomes	CEdO	
	Mid-Year Analysis of Pis	HP&BC	
	Risk Update	HP&BC	
	Work Programme	DCM	
13-Feb-19	Revenue Budget and MTFP: Final Proposals	HoF	**26 Feb 2019:**
	Work Programme	DCM	**Budget and Medium Term Financial Plan**
13-Mar-19	Pay and Reward Statement 2019/20	HP&BC	**30 April 2019:**
	WAO Action Plan Update	HP&BC	**IRP Annual Report**
	EAS Business Plan	CEdO	**NNDR Rate Relief**
	Categorisation of Schools	CEdO	**Pay and Reward Policy**
	Work Programme	DCM	
17-Apr-19	Risk Update	HP&BC	**14 May 2019: AGM**
	Work Programme	DCM	
15-May-19	Items TBC		**Future Dates TBC**
	Work Programme	DCM	