

Agenda



Performance Scrutiny Committee - Partnerships

Date: Monday, 12 March 2018

Time: 5.30 pm

Venue: Committee Room 1 - Civic Centre

To: Councillors M Rahman (Chair), D Davies, Y Forsey, R Hayat, M Linton, S Marshall, R Mogford, T Suller and K Whitehead

Item

- 1 Agenda in Welsh (Pages 3 - 4)
- 2 Apologies
- 3 Declarations of Interest
- 4 Educational Achievement Service - Business Plan 2018-2021 (Pages 5 - 90)

Contact: Meryl Lawrence, Overview and Scrutiny Officer

Tel: 01633 656656

E-mail: scrutiny@newport.gov.uk

Date of Issue: 6 March 2018

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Agenda

Pwyllgor Craffu ar Berfformiad – Partneriaethau

Dyddiad: Dydd Mercher, 12 Mawrth 2018

Amser: 5:30 y.p.

Lleoliad: Ystafell Bwyllgora 1 – Canolfan Dinesig

Y Cynghorwyr: M Rahman (Cadeirydd), D Davies, Y Forsey, R Hayat, M Linton, S Marshall, R Mogford, T Suller and K Whitehead.

Eitem

1. [Agenda yn Gymraeg](#)
2. [Ymddiheuriadau am Absenoldeb](#)
3. [Datganiadau o Fuddiant](#)
4. [Cynllun Busnes Gwasanaeth Cyrhaeddiad Addysgol 2018 – 21](#)

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Scrutiny Report

Performance Scrutiny Committee - Partnerships

Part 1

Date: 12 March 2018

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

Author Overview and Scrutiny Officer

The following people have been invited to attend for this item:

Invitee:	Area / Role / Subject
Sarah Morgan	Chief Education Officer
Debbie Hartevelde, Managing Director;	Education Achievement Service (EAS) Representative

Section A – Committee Guidance and Recommendations

1 Recommendations to the Committee

The Committee is asked to:

- 1.1 Note the priorities contained within the Submission of Evidence (**Appendix 1**), EAS Business Plan (**Appendix 2**) and the Local Authority Specific Annex (**Appendix 3**);
- 1.2 Consider the impact of the expected outcomes and the specific programme that will be implemented during 2018-19 for Newport (contained within **Appendix 3**);
- 1.3 Determine if it wishes to make any comment to the Cabinet Member on the Business Plan, or any of the specific actions for Newport;
- 1.4 Acknowledge that as the Performance Scrutiny Committee- People has the role of monitoring education performance, the **Local Authority Annex (Appendix 3)** would be shared with that Committee;
- 1.5 Continue with the EAS reports scheduled for the remainder of this Committee's FWP up to June and consider how the Scrutiny Committee should be involved with monitoring the implementation of this plan and Newport's progress against the EAS Business plan during 2018-19, when considering the Annual Forward Work Programme for next year at the Committee meeting in July.

2 Context

Background

- 2.1 The EAS is the school improvement service for the five Local Authorities in the consortium (Blaenau Gwent, Caerphilly, Monmouthshire, Newport and Torfaen). The role of the EAS is to support, monitor and challenge schools with the purpose of raising education standards in South East Wales.
- 2.2 The Education Advisory 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.

Previous Consideration of EAS Business Plan

- 2.2 Previously, the Education Advisory Service Business Plan for 2017-20 was reported to the Learning Caring and Leisure Scrutiny Committee held on 22 March 2017.

At that meeting, the Principal Challenge Adviser for Newport presented the Education Achievement Service Business Plan for 2017-20, including the specific local targets for Newport.

The following points were discussed:

- It was confirmed that the table on page 7 of the business plan (Key Stage 4 L2 including E/W & M results 2012-2016) was drawn from raw data, not “value added” figures. Members suggested that including additional information to reflect the achievement of pupils, as well as their attainment, would provide a more rounded picture of progress.
- A general comment was made regarding the focus on performance indicators, and the need to provide meaningful data in reviewing school performance. It was suggested that the interpretation of educational standards needed to be re-considered, for measures to reflect more accurately the performance of schools in improving achievement levels.
- Concerns were raised that Newport had been performing below the Welsh average for pupil attainment for the last 5 years. Officers highlighted that other factors also needed to be taken into account when considering school performance, for example the higher than average rate of pupils in receipt of free school meals. Welsh Government also set “modelled expectations” for each authority, which took into consideration a wider range of factors such as the progress made by pupils. It was reported that Newport was currently performing at 1% below its modelled expectations.
- Queries were made regarding the percentages of free school meals pupils in specific schools in Newport. Officers agreed to report back with this detail.
- It was confirmed that the FPI targets for foundation phase were lower for 2017 because they were cohort-specific. It was noted that standards for foundation phase are already high.
- It was noted that St Andrews Primary was no longer in an Estyn follow-up category.

- The officers explained how progress against the Business Plan was monitored and reported, through an on-going self-evaluation process, and regular communication and challenge between the EAS Principal Challenge Advisor for Newport and NCC's Education Management Team. This was fed in to scrutiny through the annual EAS reports, and also the Education service plan monitoring reports.
- In response to queries around risk monitoring, Members were directed to the full risk information published on the EAS website. It was also suggested that the minutes and associated papers from the EAS Audit and Risk Committee could be circulated for information to Scrutiny Members in future, to share information and give further context to discussions.

Resolutions and Actions from the Meeting of Learning Caring and Leisure Scrutiny Committee held on 22 March 2017:

The Principal Challenge Adviser **agreed** to report back to the EAS management team on the Committee's suggestion to include "value added" data within the Business Plan.

The Committee **requested** that Free School Meal percentage figures for all Newport Schools be circulated to Committee Members, to give context to future discussions on school performance statistics.

No further monitoring was agreed as this would be a matter for the new Committee following the election, however annual monitoring of the EAS Business Plan would be included in the suggested work programme to be agreed after May. The suggestion to circulate the EAS Audit and Risk Committee papers for information would also be included.

2.3 Partnership Committee Terms of Reference

At the AGM meeting of Council held on 16 May 2017 a new Scrutiny Committee Structure was agreed including the Performance Scrutiny Committee – Partnerships, the remit of which includes:

Holding partnerships to account for their performance.

To include - EAS, Newport Live, Norse, SRS and Joint Commissioning arrangements:

- Performance of the partners against agreed objectives;
- Effectiveness of governance structures;
- Undertake formal consultation on key documents as required.

The Committee should therefore focus its questioning on how the consortium is working together to create and implement its Business Plan 2018-21

3 Information Submitted to the Committee

3.1 The following information is attached for the Committees consideration:

Appendix 1 – Submission of Evidence to Scrutiny - Managing Director EAS;

Appendix 2 - EAS Business Plan 2018 - 21;

Appendix 3 - Newport Local Authority Specific Annex 2018 - 2019;

Appendix 4 - Mid Year Review of Newport Annex 2017 - 2018 (for information only).

4. Suggested Areas of Focus

Role of the Committee

The role of the Committee in considering the report is to:

- Consider and provide comments on the Business Plan as part of the consultation process;
- Consider the **main strengths** and **areas for development** within Newport, as detailed in the Local Authority Annex and to consider how Local Authority services can be aligned to meet the ambitious targets within the Business Plan, therefore ensuring all pupils meet their full potential;
- Consider how well the consortium is working in partnership on a regional level.

Suggested Lines of Enquiry

4.1 *In considering / evaluating the EAS Business Plan, the Committee may wish to consider focusing questions on:*

- How the Consortium sets targets and whether they are robust and achievable?
- Where targets are not met in the previous year, what is the process that the Consortium uses to reset them for future years?
- What barriers and challenges to improving performance does the Consortium encounter and how will these be addressed?
- How will progress against the Business Plan be monitored and scrutinised?
- What are the resource implications of delivering on the plan and how does collaborative working as a consortium maximise the resources available?
- What is the process for the approval of the final Business Plan by each LA Partner?
- How does the Consortium work together as partners to mitigate risks to delivery of the Business Plan?

4.2 **Estyn Inspections**

In May 2016, Estyn inspected the school improvement services provided by the EAS. In September 2017, Estyn visited the EAS to review the progress made by the consortium in relation to the recommendations identified in the inspection. A summary of the judgments made by [Estyn's 2017 Inspection Report](#) upon the progress made towards the recommendations made in their 2016 Report, is set out 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

In evaluating progress for each recommendation Estyn considered the following questions and Members of the Committee may wish to focus on these areas in formulating their questions:

- Has the consortium understood the reasons behind the recommendation?
- Has the consortium taken reasonable action to address the recommendation successfully, taking into account its starting point, the time between inspection and follow-up visit as well as the complexity of the issues to be addressed?
- Has the consortium been appropriately supported in addressing the recommendations by its partner local authorities?
- Has the consortium ensured that changes arising from its progress in addressing each recommendation have become embedded enough within its working practices to secure sustained improvement?

Section B – Supporting Information

5 Supporting Information

5.1 [‘Qualified for life’](#) - the national Education Improvement Strategy (2014)

‘Aim: that every child and young person should benefit from excellent teaching and learning.

To deliver this aim the document sets out four strategic objectives:

1. An excellent professional workforce with strong pedagogy based on an understanding of what works.
2. A curriculum which is engaging and attractive to children and young people and which develops within them an independent ability to apply knowledge and skills.
3. The qualifications young people achieve are nationally and internationally respected and act as a credible passport to their future learning and employment.
4. Leaders of education at every level working together in a self-improving system, providing mutual support and challenge to raise standards in all schools.

6 Links to Council Policies and Priorities

6.1 The Council’s Corporate Plan 2017 – 2022; **Building on Success - Building a Better Newport** sets out the following:

Well-being Objectives	Promote economic growth and regeneration whilst protecting the environment	Improve skills, educational outcomes & employment opportunities	Enable people to be healthy, independent & resilient	Build cohesive & sustainable communities
Corporate Plan Commitments	Thriving City	Aspirational People		Resilient Communities
Supporting Function	Modernised Council			

The **Aspirational People Commitments** within the Corporate Plan that relate to this report are as follows:

Ref No.	Commitment:
6	The Newport Children's Charter sets out our commitment to children and families, including headlines commitments to children in care and care leavers
7	Three new state of the art schools will be built, tangibly improving student choice and the educational offer in the city.
8	The annual Newport Work Discovery week is established bringing together residents, employers and the public sector to connect and raise aspirations. The council commits to 15 apprenticeships per year as part of this city-wide drive.
9	Increasing educational and social care capacity, so that fewer than ten children will be educated out of the city, and the number of out of county social care placements will reduce by 25%
10	Newport will improve the number of pupils achieving at least five GCSEs A*-C including English and Maths in line with the Welsh average.

7 Wellbeing of Future Generation (Wales) Act

7.1 General questions

- How is this Business Plan affected by the new legislation?
- How will this plan impact upon future generations? What is the long term impact?
- What evidence is provided to demonstrate WFGA has been / is being considered?
- Evidence from Community Profiles / other data?
- (When published:) Evidence of links to Wellbeing Assessment / Objectives / Plan?

7.2 Wellbeing Goals

- How are the Wellbeing goals reflected in the Business Plan?
 - *A prosperous Wales*
 - *A resilient Wales*
 - *A healthier Wales*
 - *A more equal Wales*
 - *A Wales of cohesive communities*
 - *A Wales of vibrant culture and thriving Welsh language*
 - *A globally responsible Wales*

7.3 Sustainable Development Principles

- Does the Plan demonstrate how as an Authority we are working in accordance with the sustainable development principles from the act when planning services?
 - **Long Term**
The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs
 - **Prevention**
How acting to prevent problems occurring or getting worse may help public bodies meet their objectives
 - **Integration**
Considering how the public body's well-being objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies
 - **Collaboration**
Acting in collaboration with any other person (or different parts of the body itself) that could help the body to meet its well-being objectives
 - **Involvement**
The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves.

8. Background Papers

- [The Essentials - Wellbeing of Future Generation Act \(Wales\)](#)
- [Corporate Plan](#)
- [Report](#) and [Minutes](#) of the Learning Caring and Leisure Scrutiny Committee 22 March 2017
- [EAS Website](#)
- [Estyn's 2017 Inspection Report](#)
- Welsh Government action plan for Education in Wales: [Education in Wales: Our National Mission 2017 - 21](#)
- [Report to Annual Council 16 May 2017 upon New Scrutiny Committee Structures](#)

Report Completed: 6 March 2018

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

Author Debbie Hartevelde, 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

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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

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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.

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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

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- 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'.

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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.

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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

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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);

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- 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

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

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 Hartevelde, Managing Director, Education Achievement Service (EAS)

Date 8 February 2018

- 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 through 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:

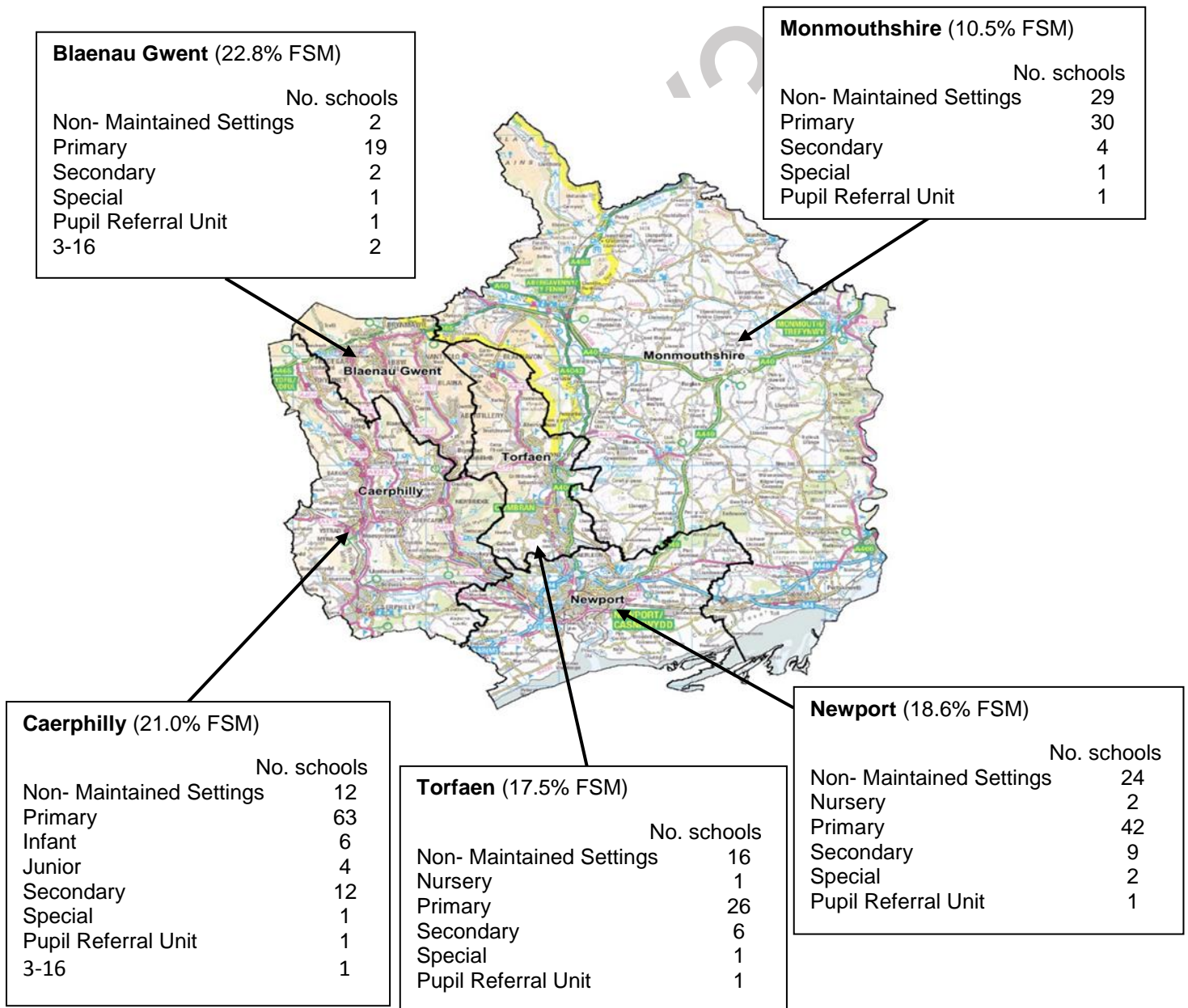
<p>Cllr R Jevons Chair of Education Achievement Service Company Board</p>	
<p>Cllr G Giles Chair of Joint Executive Group</p>	
<p>Mrs Lynette Jones Lead Director on behalf of South East Wales Directors Group</p>	
<p>Ms D Hartevelde Managing Director, Education Achievement Service</p>	

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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.



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
<ul style="list-style-type: none"> • 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 Bacalaureate 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.

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 do?	How will we know we will have made progress by March 2019? <i>(These are in addition to the pupil targets at regional and LA level in Section 6 and in Annexes)</i>
<p>A. Support for School Improvement</p> <div style="text-align: center;">  <p>1</p> <div style="background-color: #4a4a9a; color: white; padding: 5px; text-align: center;">Developing a high-quality education profession.</div> </div> <div style="text-align: center;">  <p>2</p> <div style="background-color: #e91e63; color: white; padding: 5px; text-align: center;">Inspirational leaders working collaboratively to raise standards.</div> </div>	<p>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:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
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<p>B. Professional Learning</p> <p>1</p> <p>Developing a high-quality education profession.</p> <p>2</p> <p>Inspirational leaders working collaboratively to raise standards.</p>	<p>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:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
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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.

	<p>Senior Leader, Aspiring Headteacher, New to Headship, Experienced Headteacher and Executive Headteacher.</p> <ul style="list-style-type: none"> • 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. 	
	<p>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:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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%.

	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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%.
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<p>C. Excellence, Equity and Wellbeing</p> <p style="text-align: center;">3</p> <p>Strong and inclusive schools committed to excellence, equity and well-being.</p>	<p>Support the national approach and develop regional professional learning opportunities to ensure the success and well-being of every learner by:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
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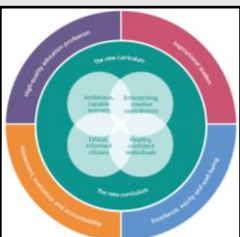
	<ul style="list-style-type: none"> • Building on the success of the Seren Network to embed the regional strategy to deliver improved outcomes for our more able learners at each key stage. • Expanding professional learning opportunities to enable key school practitioners to become more aware that the 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. 	
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<p>D. Curriculum, Assessment and Accountability</p> <p style="text-align: center;">4</p> <p style="text-align: center;">Robust assessment, evaluation and accountability arrangements supporting a self-improving system.</p>	<p>Robust delivery of support and challenge for identified departments leading to improvements in provision and outcomes.</p> <p>Schools are prepared to meet the curriculum and assessment demands in line with new accountability arrangements.</p> <p>Supporting schools to ensure the effective development of pupil skills at all phases.</p> <p>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.</p> <p>To implement the Regional Strategy for Literacy and Numeracy in collaboration with key partners to accelerate outcomes at all key stages.</p>	<ul style="list-style-type: none"> • 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
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	<p>Refine and develop support for Skills Challenge Certificate/Welsh Baccalaureate.</p>	<p>(Silver Award) according to individual school timetables towards verification.</p> <ul style="list-style-type: none"> • 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).
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<p>E. Supporting Collaboration</p> <p style="text-align: center;">4</p> <p style="text-align: center;">Robust assessment, evaluation and accountability arrangements supporting a self-improving system.</p>	<p>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:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
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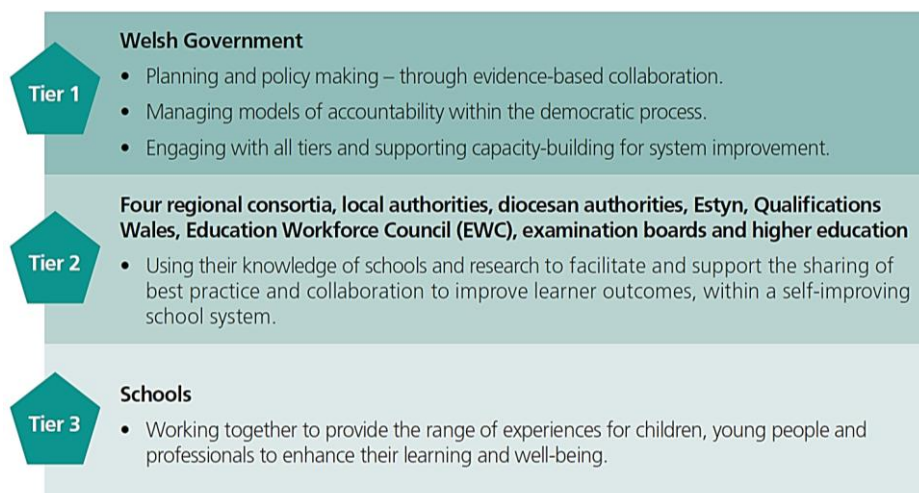
	<p>quickly and explore new approaches, with a means to improving learning and outcomes for their learners.</p> <ul style="list-style-type: none"> • Reviewing and refining the Learning Network School approach, the cluster model and the approach to supporting GCSE specification changes in partnership with 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. 	<p>relation to the OECD model for SLOs in year 2 to enable schools to become more effective learning organisations.</p> <ul style="list-style-type: none"> • 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.
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<p>F. Curriculum Reform</p> 	<p>Support the development of a 'world-class curriculum' that will help raise standards for all in Wales by:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
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<p>G. Company Development</p>	<p>To improve the efficiency and effectiveness of the EAS by:</p> <ul style="list-style-type: none"> • Engaging fully with all consultation groups to ensure increased engagement with regional strategies. • 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. • Refining the funding processes and budget monitoring systems in line with the workforce strategy and regional need. • Introducing a regional Management Information System to enable more efficient of a range of data. • improving the process to evaluate the effectiveness of grant spend on pupil outcomes. • Ensuring that the EAS remains compliant with current and future legislative changes. • Ensuring governance and accountability structures are robust and that roles and responsibilities between the LA and EAS remain clear. • 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. 	<ul style="list-style-type: none"> • The EAS remains compliant with Company Law. • There is a sustainable three-year financial plan in place. • Evaluating VFM at individual project level. • The majority of schools audited evidence effective use of grant money which will contribute to improved provision and outcomes for vulnerable learners. • A Management Information system will be implemented from September 2018 enabling a more refined use of data. • Performance Management systems remain robust and self-evaluation processes present an accurate picture of the region. • The governance and accountability structures are robust and 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.
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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.



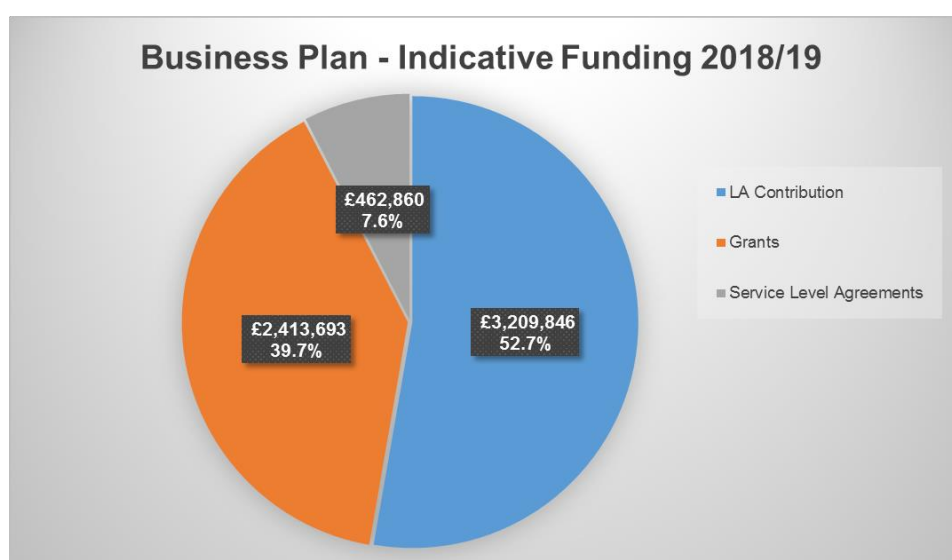
Source: *Education in Wales: Our National Mission*

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.



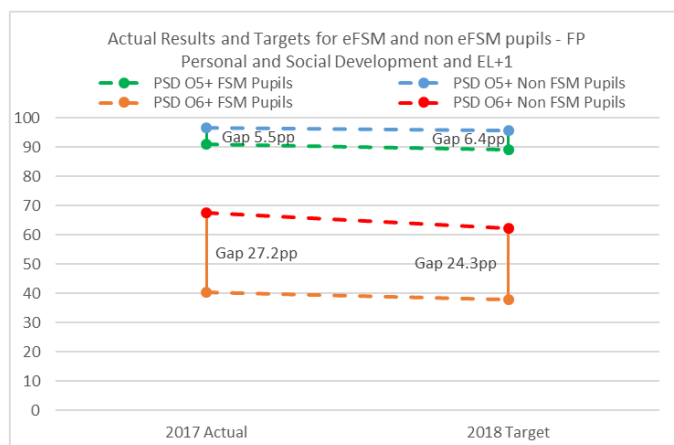
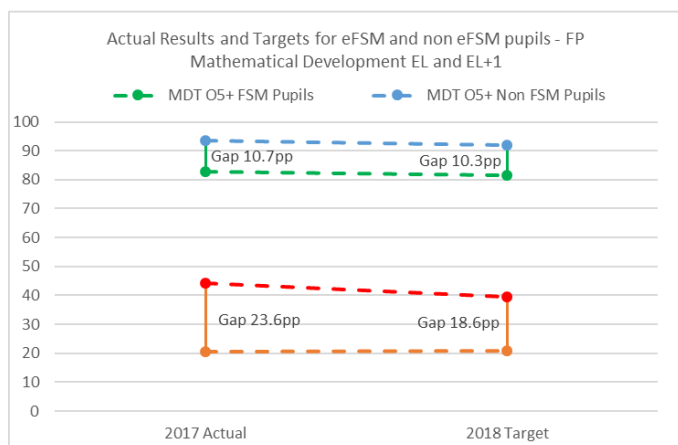
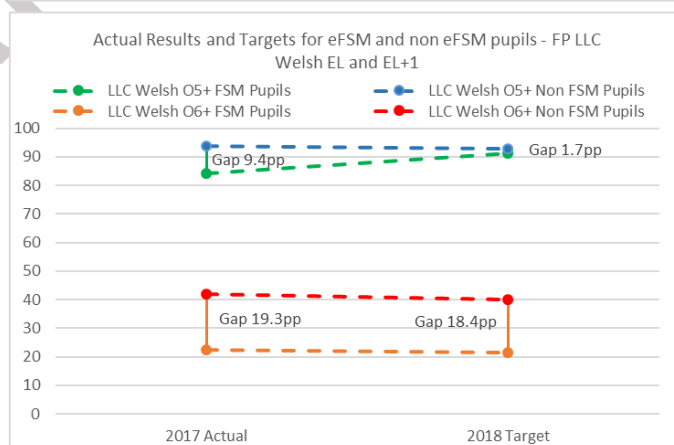
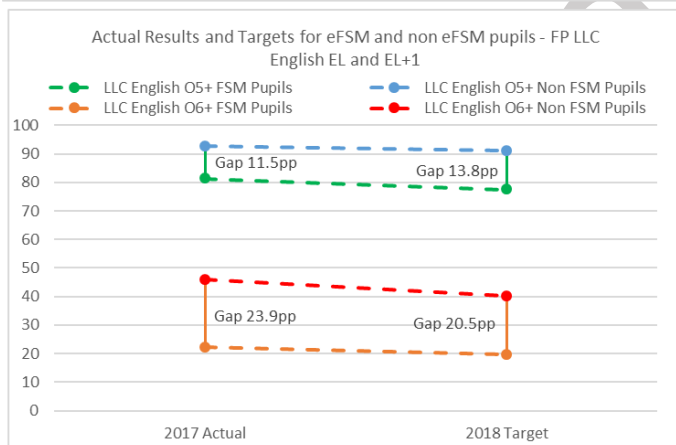
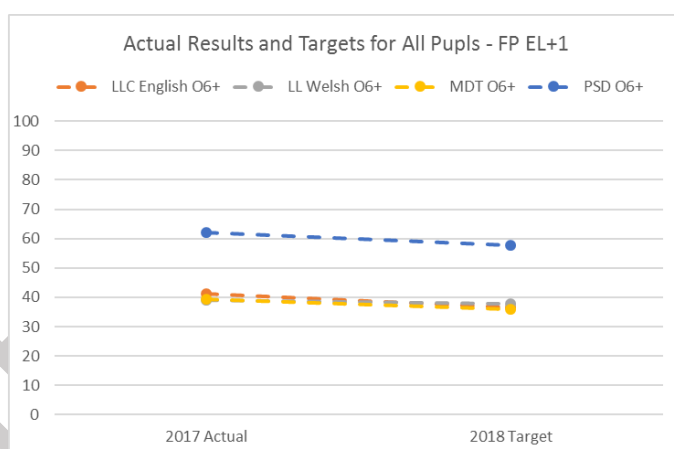
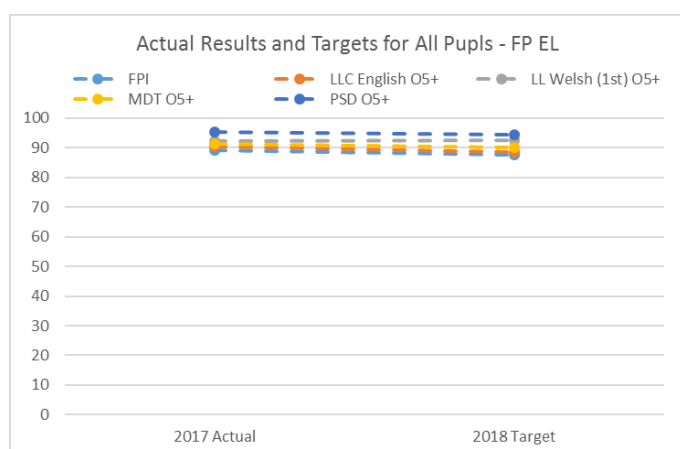
6. Regional Key Stage Targets 2017-20 and Local Authority Attendance Targets

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.

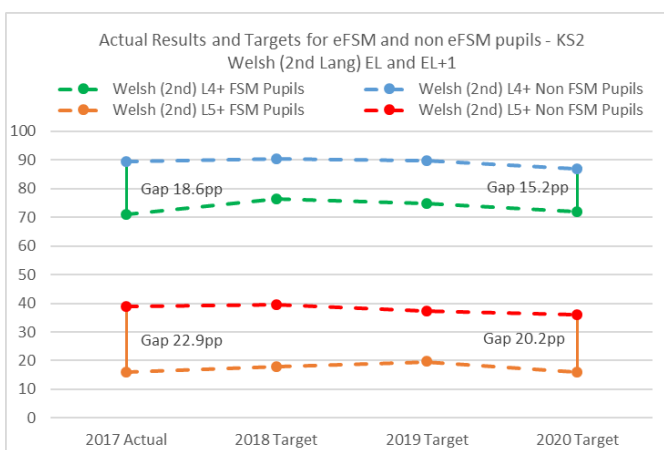
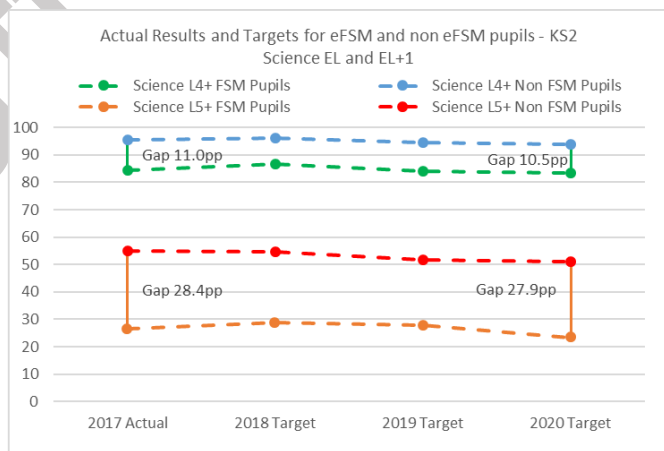
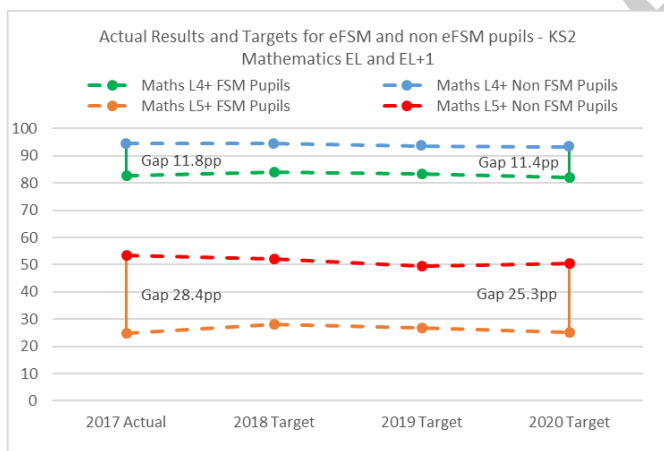
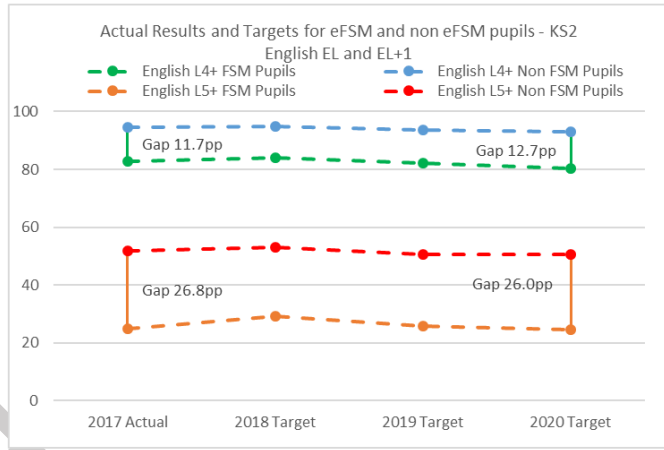
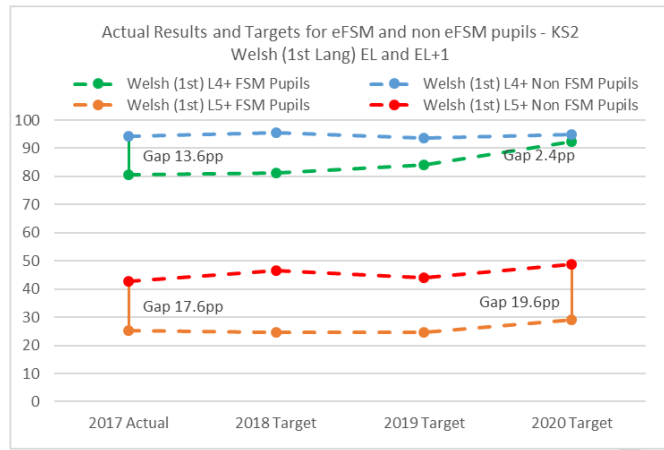
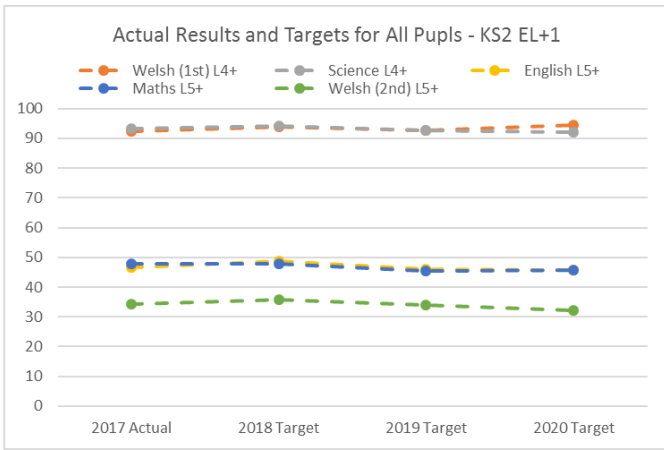
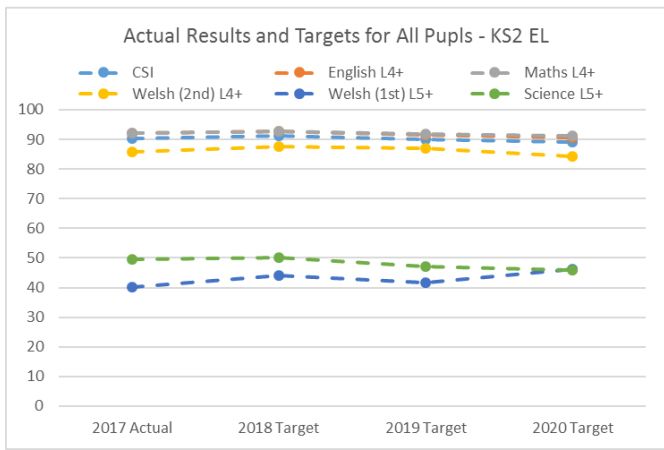
To ensure that appropriate aspiration is applied across schools, a joint challenge process has been introduced by LA Officers and EAS staff. This process considers an analysis of projected future performance against previous performance, projected Free School Meal benchmark quarters, FFT estimates and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

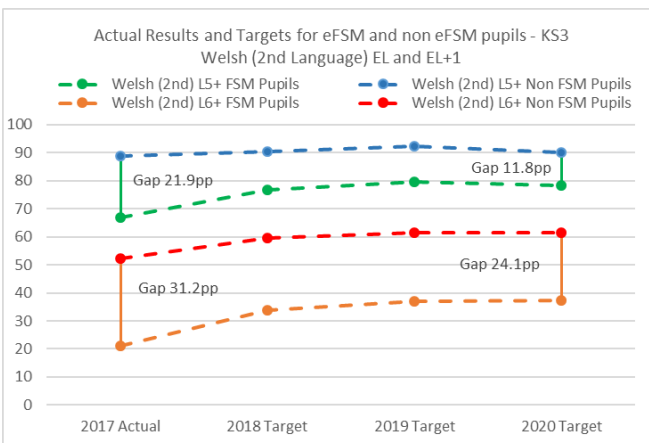
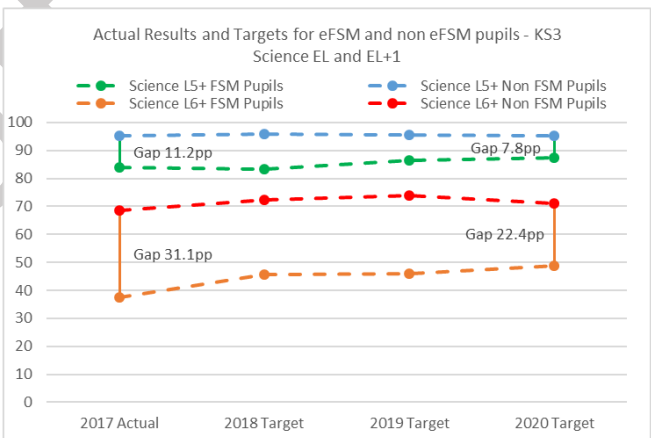
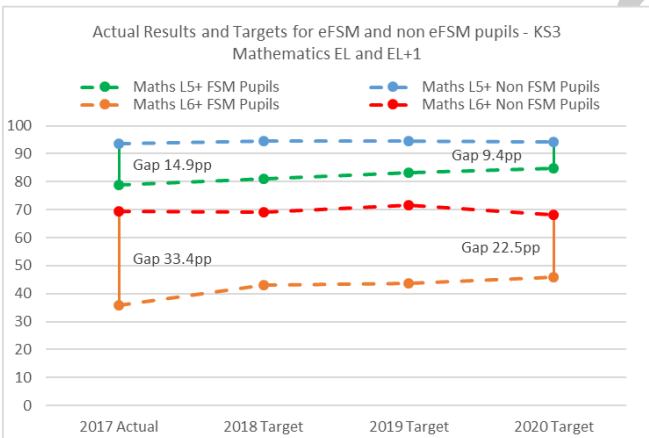
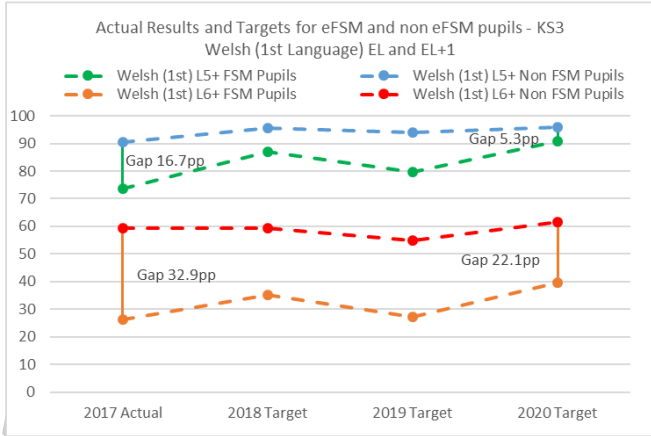
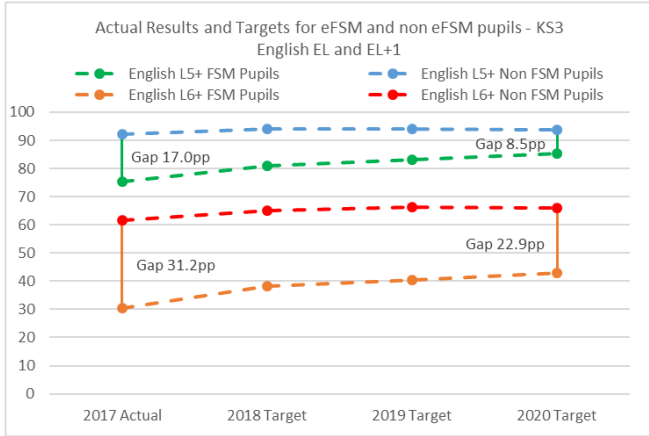
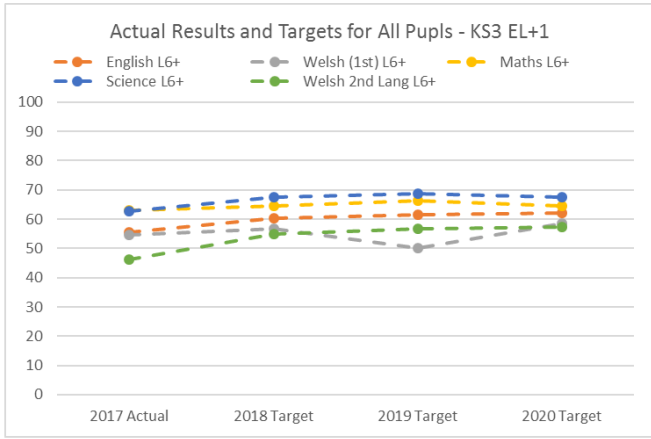
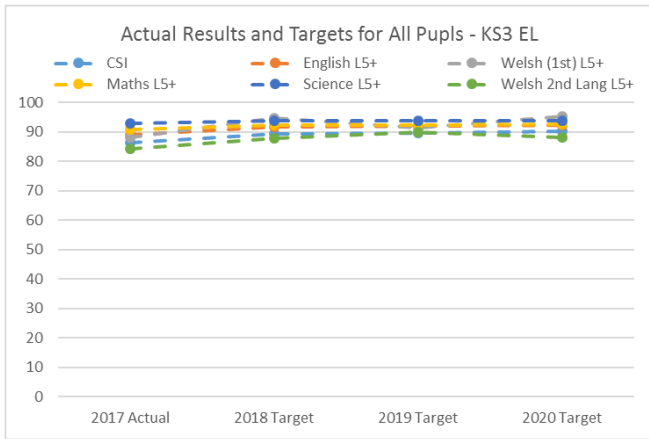
Foundation Phase



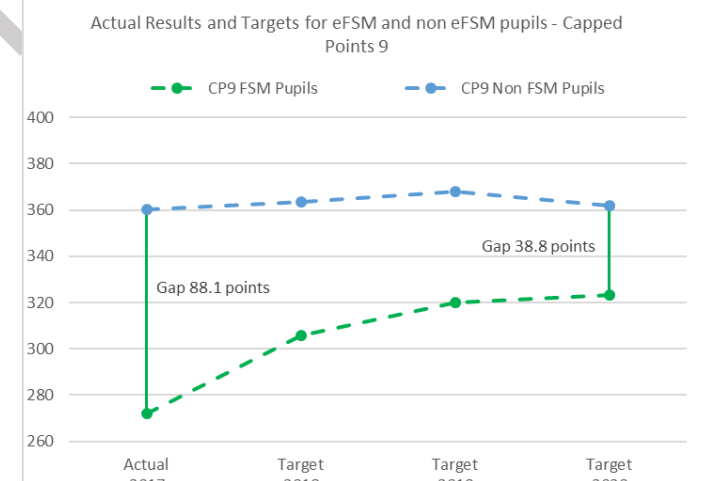
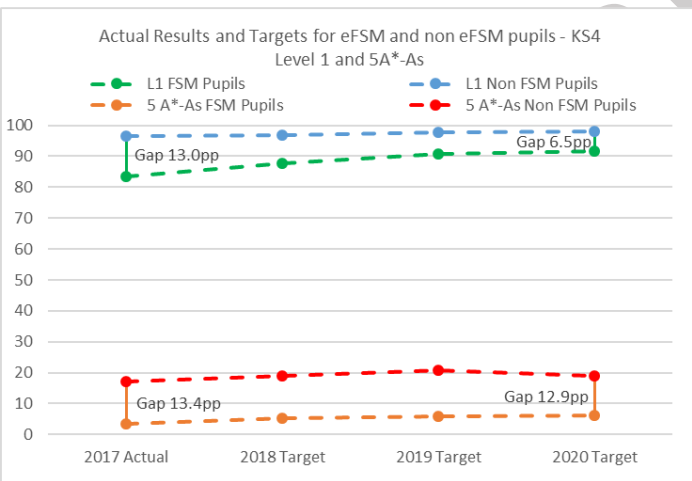
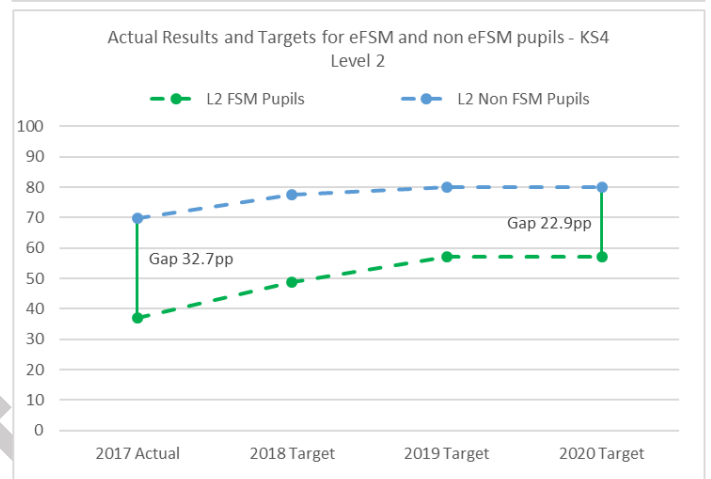
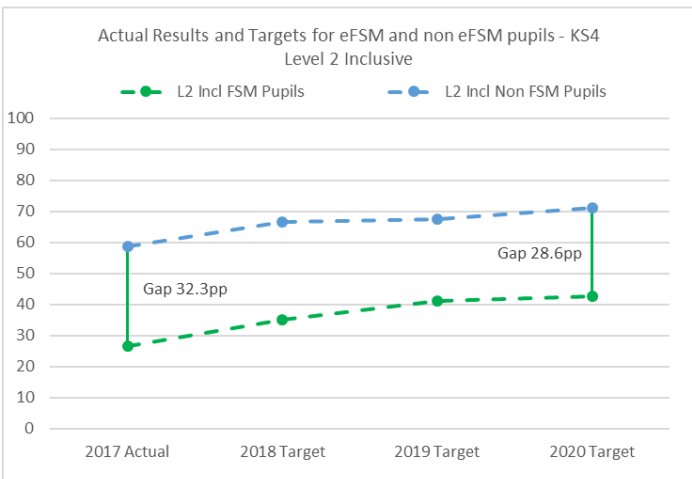
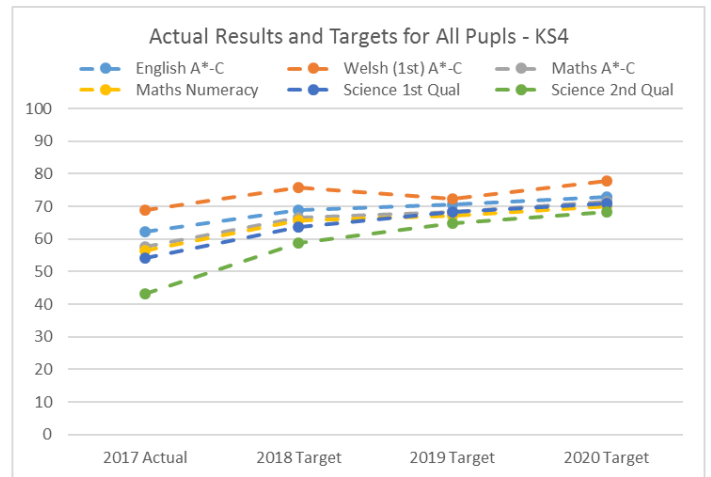
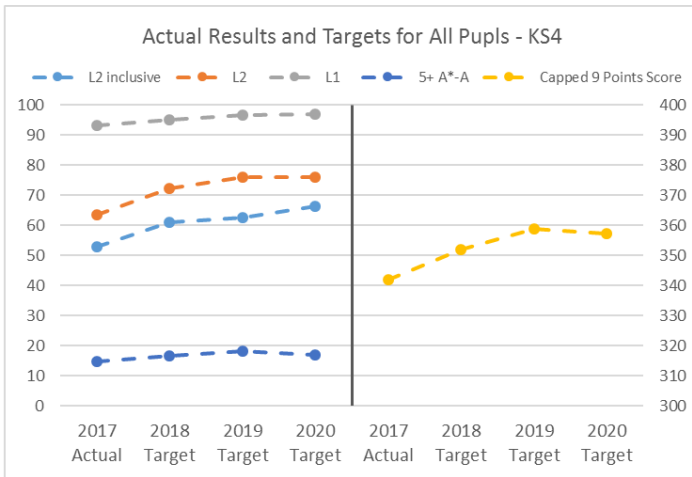
Key Stage 2



Key Stage 3



Key Stage 4



Local Authority Pupil Attendance Targets

Pupil Attendance				
Primary	2017 Actual	2018 Target	2019 Target	2020 Target
Blaenau Gwent	94.6	94.9	95.0	95.1
Caerphilly	94.7	95.1	95.2	95.3
Monmouthshire	95.6	96.2	96.2	96.2
Newport	94.7	94.8	94.9	95.0
Torfaen	94.6	96.0	96.0	96.5

Pupil Attendance				
Secondary	2017 Actual	2018 Target	2019 Target	2020 Target
Blaenau Gwent	93.7	94.5	94.7	95.0
Caerphilly	93.3	94.2	94.3	94.4
Monmouthshire	95.0	95.2	95.25	95.3
Newport	93.6	93.8	94.0	94.1
Torfaen	93.7	95.0	95.0	95.5

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	<p>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.</p> <p>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.</p> <p>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</p>
Foundation Phase Indicator (FPI)	<p>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.</p>
Core Subject Indicator (CSI) in key stages 2,3 and 4	<p>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.</p>

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

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

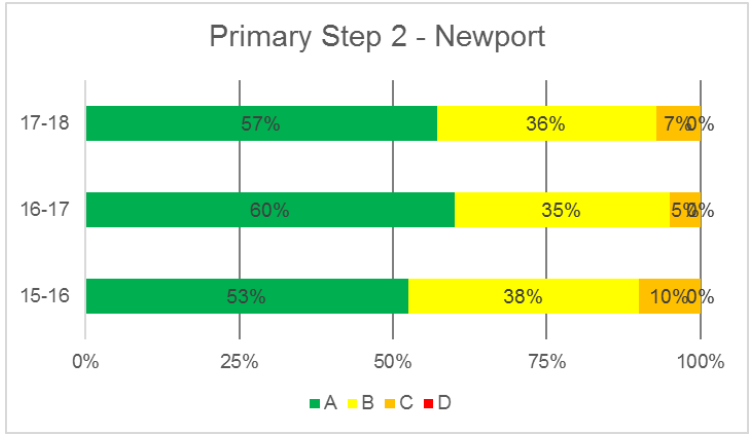
Pupil Attendance				
	2017 Actual	2018 Target	2019 Target	2020 Target
LA	93.6	93.8	94.0	94.1

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

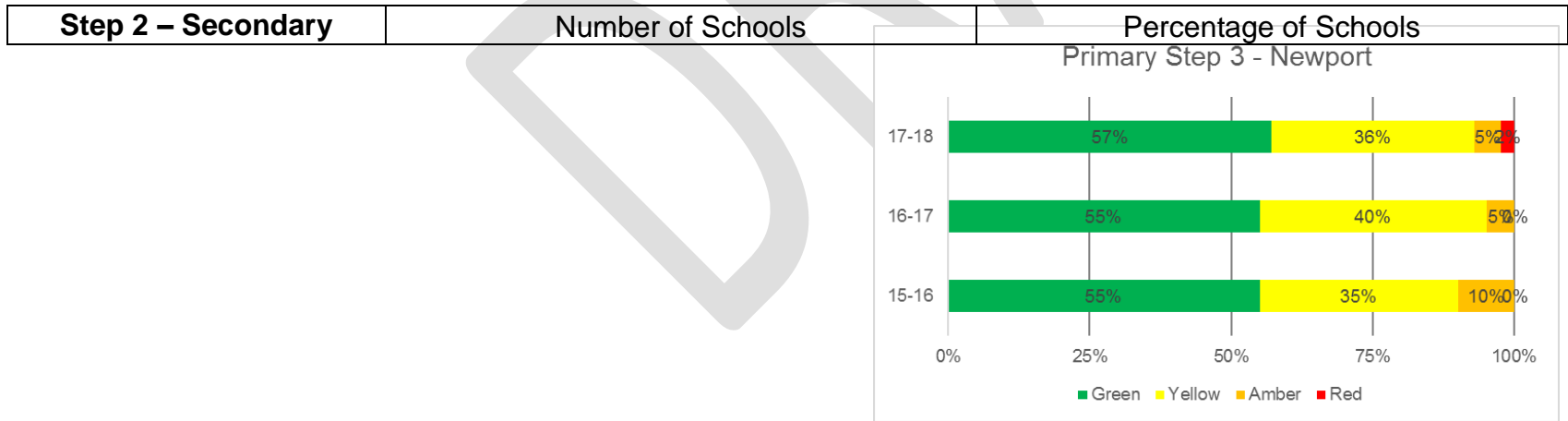
Step 1 – Primary		Number of Schools				Percentage of Schools			
		Group 4	Group 3	Group 2	Group 1	Group 4	Group 3	Group 2	Group 1
Newport	15-16	0	6	16	18	0%	15%	40%	45%
	16-17	0	5	12	23	0%	13%	30%	58%
South East Wales	15-16	2	24	90	79	1%	12%	46%	41%
	16-17	2	19	61	113	1%	10%	31%	58%

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%



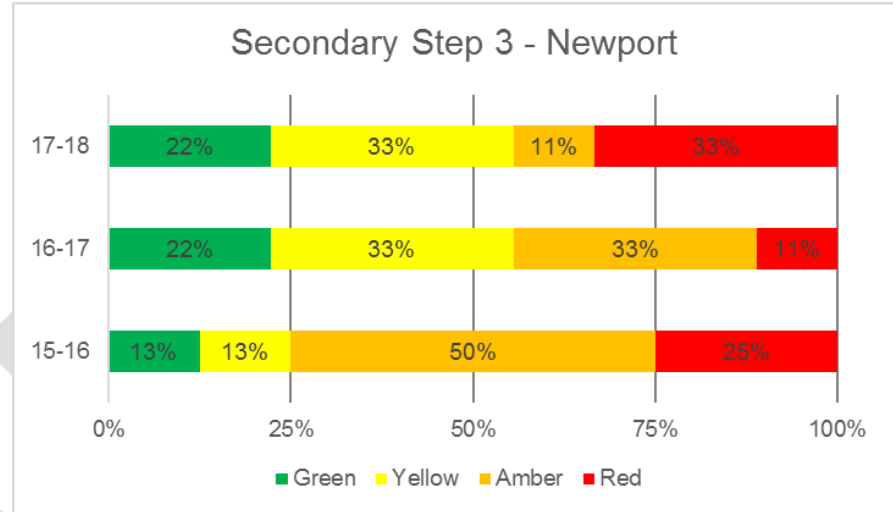
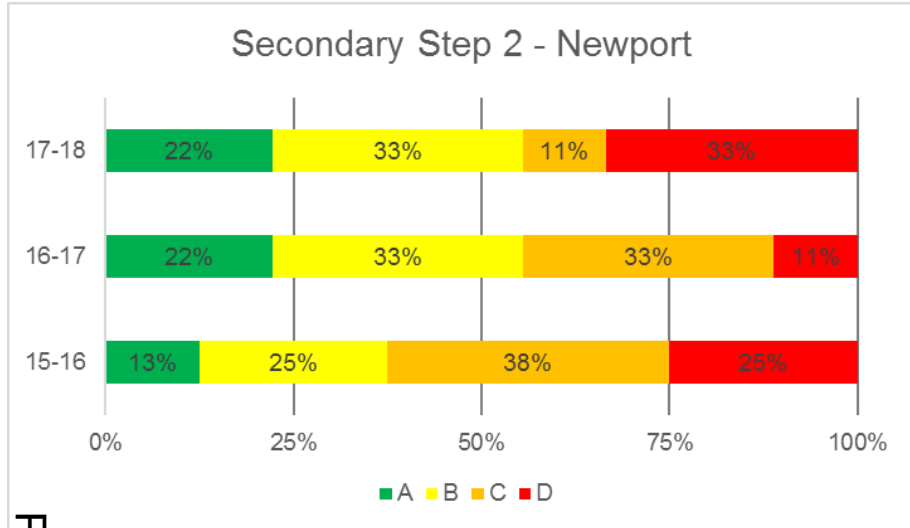
Step 1 - Secondary		Number of Schools				Percentage of Schools			
		Group 4	Group 3	Group 2	Group 1	Group 4	Group 3	Group 2	Group 1
Newport	15-16	1	5	1	1	13%	63%	13%	13%
	16-17	2	2	2	2	25%	25%	25%	25%
South East Wales	15-16	3	22	6	4	9%	63%	17%	11%
	16-17	3	19	8	5	9%	54%	23%	14%



		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%

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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.

- 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

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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



DRAFT

Local Authority Specific Annex 2017-2018

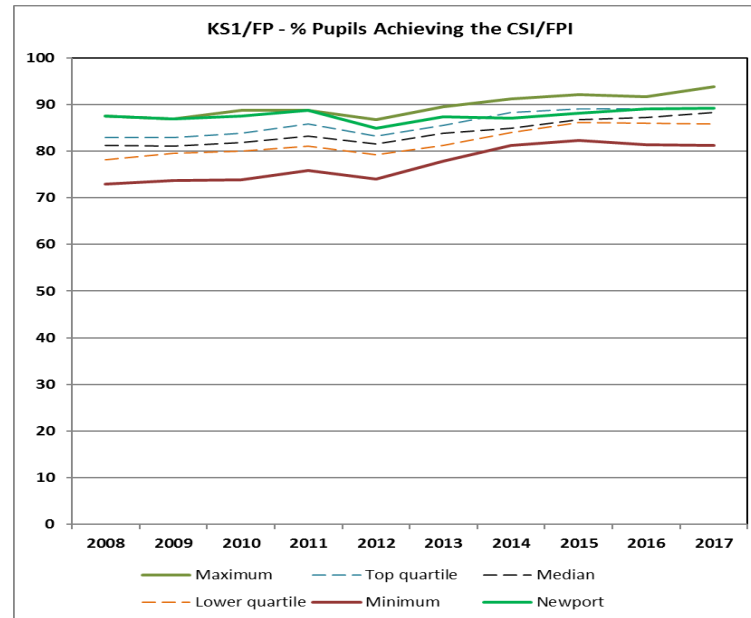
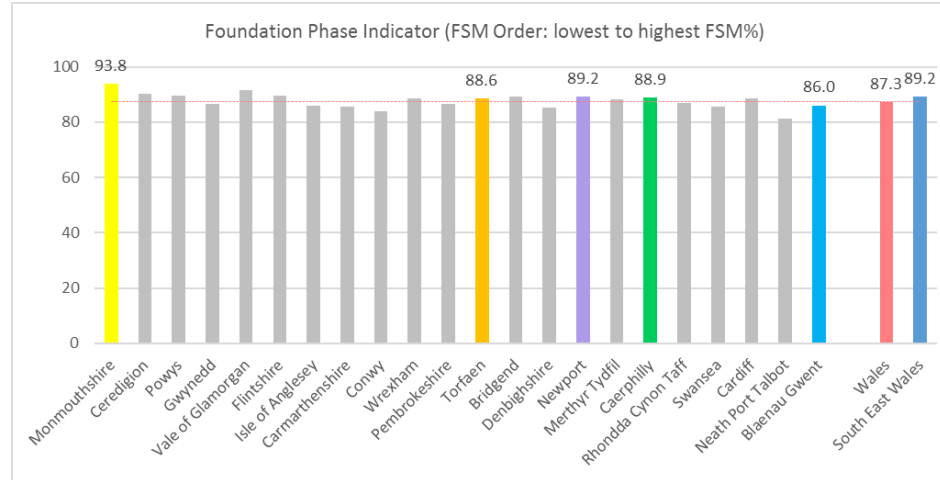
Local Authority: Newport

Review of LA level performance set against target and previous performance

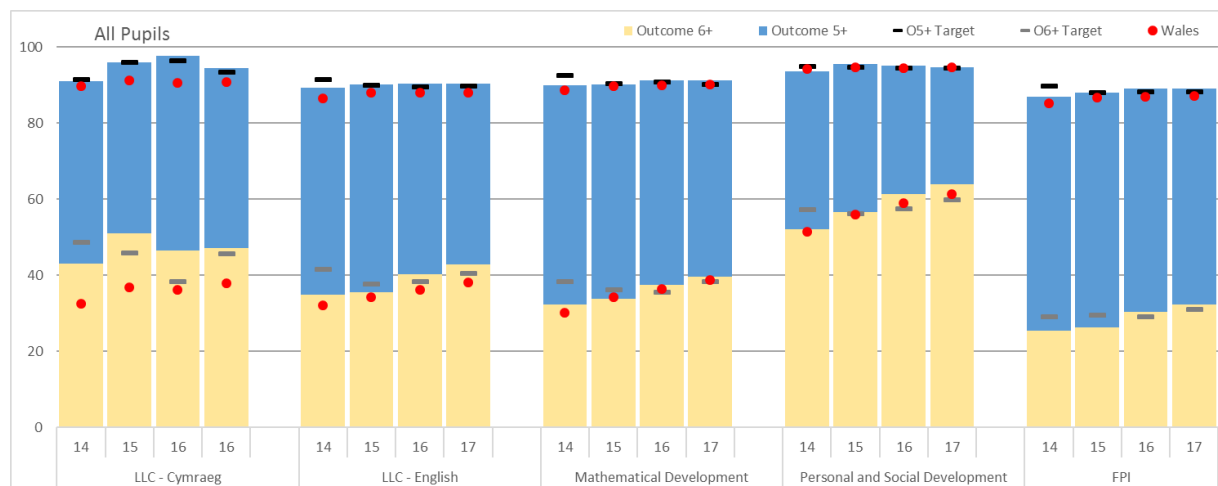
Foundation Phase										
All Pupils	2016 Actual	2017 Actual	2017 Perf. v Target	2017 LA Target		FSM Pupils	2016 Actual	2017 Actual	2017 Perf. v Target	2017 LA Target
FPI	89.1	89.2	↑	88.4		FPI	76.4	82.0	↑	79.8
LLC English O5+	90.4	90.5	↑	89.7		LLC English O5+	80.3	85.2	↑	82.9
LLC Welsh O5+	97.7	94.5	↑	93.5		LLC Welsh O5+	92.3	88.2	↑	76.5
Math Dev.O5+	91.3	91.3	↑	90.3		Math Dev.O5+	81.3	84.3	↑	83.1
PSD O5+	95.2	94.7	↑	94.6		PSD O5+	90.2	91.0	↓	91.0
LLC English O6	40.2	42.8	↑	40.5		LLC English O6	21.8	24.2	↑	23.5
LLC Welsh O6	46.5	47.3	↑	45.7		LLC Welsh O6	38.5	17.6	→	17.6
Math Dev. O6	37.4	39.7	↑	38.4		Math Dev. O6	21.0	21.3	↓	21.7
PSD O6	61.3	63.9	↑	60.0		PSD O6	37.6	44.2	↑	41.7

Performance in the foundation phase improved slightly from 89.1% in 2016, to 89.2% pupils achieving the foundation phase indicator (FPI) in 2017, an increase of 0.1 percentage points. Newport currently remains ranked 6th in Wales for the FPI when compared with other local authorities, which is above the LA's FSM ranking (15th, 2017 PLASC data).

10 Year Performance Summary – FPI / CSI (before 2012)



There have been improvements at the expected level (outcome 5+) in all areas except LLC Welsh and PSD. At the higher outcome (outcome 6+) there have been improvements in all areas.



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Percentage of pupils achieving Outcome 5+:

	FPI	LLC English	LLC Welsh	Mathematical Development	PSD
Newport 2017	89.2 ↑	90.5 ↑	94.5 ↓	91.3 ↑	94.7 ↓
Target	88.4	89.7	93.5	90.3	94.6
Newport 2016	89.1	90.4	97.7	91.3	95.2
Wales 2017	87.3	88.1	90.9	90.3	94.7

Percentage of pupils achieving Outcome 6+:

	LLC English	LLC Welsh	Mathematical Development	PSD
Newport 2017	42.8 ↑	47.3 ↑	39.7 ↑	63.9 ↑
Target	40.5	45.7	38.4	60.0
Newport 2016	40.2	46.5	37.4	61.3
Wales 2017	38.1	38.1	38.7	61.3

Performance in the Foundation Phase Indicator improved slightly by 0.1 percentage points and remains ranked 6th in Wales.

Performance in LLC English improved slightly by 0.1 percentage points at outcome 5+ and has improved by 2.6 percentage points at outcome 6+. Performance is ranked 5th in Wales at outcome 5+.

Performance in LLC Welsh has declined by 3.2 percentage points at outcome 5+ but has improved by 0.8 percentage points at outcome 6+. Performance is ranked 5th in Wales at outcome 5+.

Performance in mathematical development remains stable at 91.3% at outcome 5+, and has improved by 2.3 percentage points at outcome 6+. Performance is ranked 8th in Wales at outcome 5+.

Performance in PSDWCD has declined by 0.5 percentage point at outcome 5+ but has improved by 2.6 percentage points at outcome 6+. Performance is ranked 16th in Wales at outcome 5+.

Performance has exceeded schools' aggregate targets for each area of learning, except for LLC Welsh O5+, which was 1% within target.

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Gender differences at outcome 5+ (boys' performance – girls' performance):

	FPI		LLC English		LLC Welsh		Mathematical Development		PSD	
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Newport	-8.1	-6.9	-7.8	-7.1	-1.0	-2.6	-5.4	-4.1	-4.8	-5.4
Wales	-8.2	-7.1	-8.3	-7.2	-7.0	-6.0	-5.3	-4.1	-5.3	-5.0

At outcome 5+ gender differences have increased in LLC Welsh and PSD. The gender gap is broadly in line or below the national average in all indicators except PSD.

Gender differences at outcome 6 (boys' performance – girls' performance):

	LLC English		LLC Welsh		Mathematical Development		PSD	
	2016	2017	2016	2017	2016	2017	2016	2017
Newport	-9.0	-8.5	5.8	-25.5	2.8	0.9	-17.9	-19.5
Wales	-11.7	-12.7	-15.1	-13.7	0.1	-0.9	-18.3	-18.0

At outcome 6+ gender differences have increased in LLC Welsh and PSD. The gender gap is narrower than or in line with the national average for LLC English and MD.

Wales rankings:

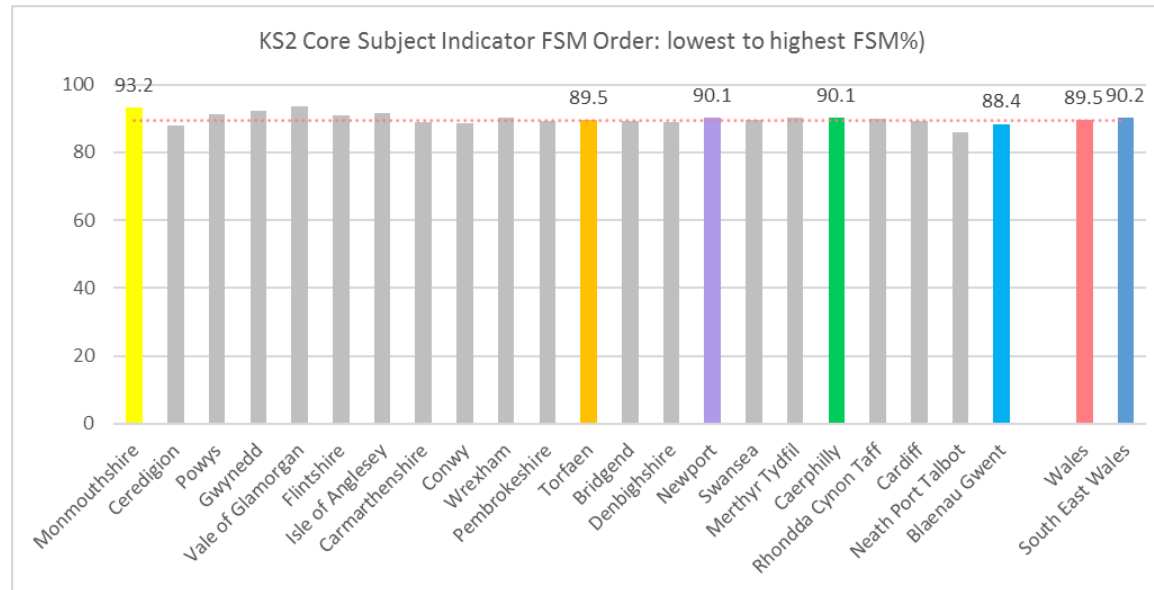
When compared with other LAs in Wales, performance in Newport is higher than could be expected for each area of learning except for PSDWCD. Ranks position has improved for MD and remained the same for FPI and LLC English.

	FPI	LLC English	LLC Welsh	Mathematical Development	PSDWCD
2017	6 →	5 →	5 ↓	8 ↑	16 ↓
2016	6 ↑	5 ↑	1 ↑	9 ↑	7 ↑
2015	8 →	7 ↓	2 ↑	10 ↓	9 ↑

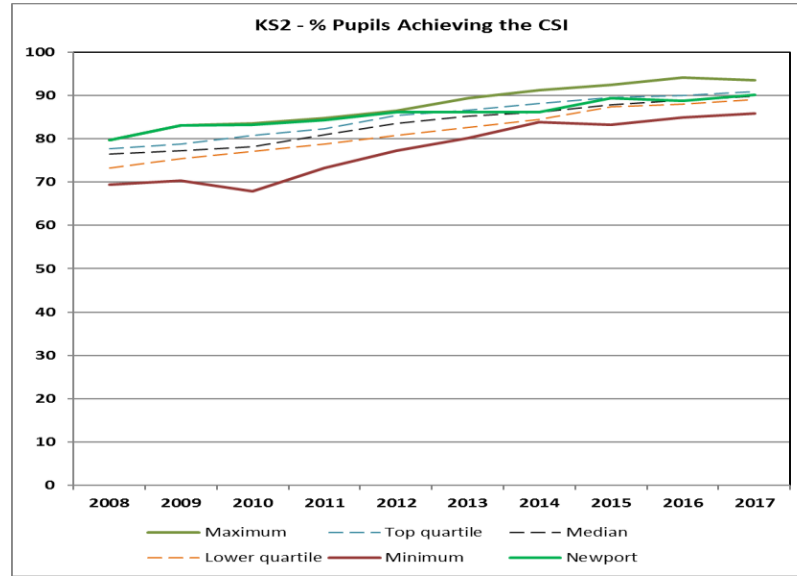
FPI		LLC - English		LLC - Welsh		Math. Dev.		PSD	
Monmouthshire	93.8	Monmouthshire	94.7	Monmouthshire	98.1	Monmouthshire	94.4	Monmouthshire	97.9
Vale of Glamorgan	91.4	Ceredigion	92.1	Blaenau Gwent	96.8	Vale of Glamorgan	93.7	Vale of Glamorgan	96.7
Ceredigion	90.2	Vale of Glamorgan	91.8	Vale of Glamorgan	96.6	Ceredigion	92.8	Flintshire	96.1
Powys	89.6	Torfaen	90.8	Powys	95.2	Bridgend	92.3	Ceredigion	96.0
Flintshire	89.5	Newport	90.5	Newport	94.5	Flintshire	92.2	Powys	96.0
South East Wales	89.2	South East Wales	90.4	Bridgend	94.4	Merthyr Tydfil	91.8	Bridgend	95.6
Newport	89.2	Flintshire	90.3	Flintshire	94.1	Powys	91.6	Gwynedd	95.3
Bridgend	89.1	Wrexham	90.0	Swansea	93.8	South East Wales	91.4	South East Wales	95.2
Caerphilly	88.9	Bridgend	90.0	Caerphilly	93.8	Newport	91.3	Cardiff	95.1
Torfaen	88.6	Powys	89.9	Merthyr Tydfil	93.3	Caerphilly	91.2	Wrexham	95.1
Cardiff	88.5	Caerphilly	89.6	South East Wales	92.4	Cardiff	91.2	Torfaen	95.1
Wrexham	88.4	Cardiff	89.1	Rhondda Cynon Taff	92.2	Wrexham	91.1	Caerphilly	95.0
Merthyr Tydfil	88.1	Merthyr Tydfil	89.1	Cardiff	92.1	Torfaen	90.7	Isle of Anglesey	94.9
Wales	87.3	Pembrokeshire	88.5	Ceredigion	91.8	Gwynedd	90.3	Merthyr Tydfil	94.8
Rhondda Cynon Taff	86.9	Wales	88.1	Wales	90.9	Wales	90.3	Cardmarthenshire	94.8
Pembrokeshire	86.6	Rhondda Cynon Taff	87.7	Denbighshire	90.6	Rhondda Cynon Taff	90.2	Swansea	94.7
Gwynedd	86.6	Blaenau Gwent	86.8	Cardmarthenshire	90.5	Blaenau Gwent	90.0	Newport	94.7
Blaenau Gwent	86.0	Denbighshire	86.4	Isle of Anglesey	90.3	Cardmarthenshire	89.6	Wales	94.7
Isle of Anglesey	85.8	Swansea	85.8	Neath Port Talbot	89.2	Pembrokeshire	89.3	Denbighshire	94.4
Cardmarthenshire	85.6	Conwy	85.7	Wrexham	88.7	Isle of Anglesey	89.1	Conwy	94.3
Swansea	85.5	Isle of Anglesey	84.1	Gwynedd	88.3	Swansea	89.0	Blaenau Gwent	94.2
Denbighshire	85.3	Neath Port Talbot	82.5	Conwy	87.2	Denbighshire	88.8	Rhondda Cynon Taff	93.8
Conwy	84.0	Cardmarthenshire	82.1	Pembrokeshire	86.3	Conwy	87.4	Pembrokeshire	93.4
Neath Port Talbot	81.2	Gwynedd	57.9	Torfaen	83.8	Neath Port Talbot	85.4	Neath Port Talbot	91.3

Key Stage 2													
All Pupils	2016 Actual	2017 Actual	2017 Perf. v Target	2017 LA Target	2018 LA Target	2019 LA Target	FSM Pupils	2016 Actual	2017 Actual	2017 Perf. v Target	2017 LA Target	2018 LA Target	2019 LA Target
CSI	88.8	90.1	↓	90.7	89.8	89.6	CSI	79.9	78.0	↓	81.3	79.1	81.1
English L4+	91.7	93.0	↑	92.3	91.6	91.7	English L4+	84.1	85.5	↑	83.8	81.8	84.3
Welsh (1st) L4+	94.6	90.1	↓	91.4	93.2	92.7	Welsh (1st) L4+	83.3	69.2	↓	75.0	71.4	86.7
Maths L4+	91.3	91.9	↓	92.1	91.3	91.0	Maths L4+	84.7	81.1	↓	83.4	81.5	83.3
Science L4+	93.2	93.4	↓	93.6	93.2	92.9	Science L4+	84.4	84.0	↓	86.3	84.8	86.3
English L5+	49.5	51.0	↑	50.3	48.7	45.7	English L5+	25.1	28.0	↓	28.1	29.3	28.2
Welsh (1st) L5+	52.7	49.3	↓	50.0	50.7	50.0	Welsh (1st) L5+	58.3	46.2	↓	50.0	14.3	26.7
Maths L5+	49.6	51.4	↑	50.3	45.8	43.5	Maths L5+	31.6	28.0	↓	29.1	24.5	27.2
Science L5+	51.5	54.8	↑	51.9	48.1	46.9	Science L5+	33.9	31.4	↑	29.4	26.9	29.4

Performance improved in 2017, with 90.1% pupils achieving the core subject indicator (CSI), 1.3 percentage points above 88.8% in 2016. Newport is ranked 10th in Wales, which is higher than could be expected given the LA's FSM ranking.

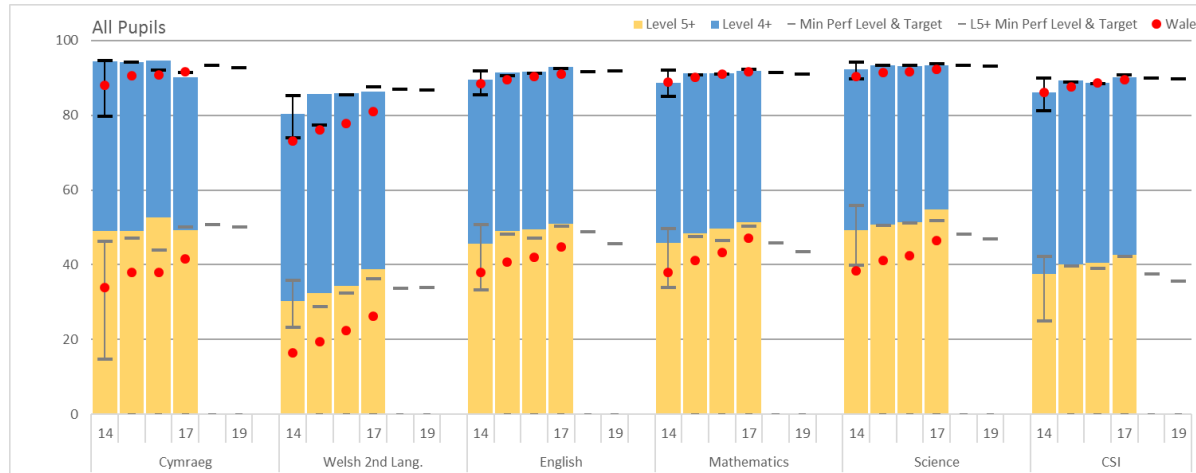


10 Year Performance Summary – Key Stage 2 CSI



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Performance at the expected level (4+) and expected level+1 (5+) has improved in all areas except Welsh first language L4+ & L5+.



Percentage of pupils achieving level 4+:

	CSI	English	Welsh (First Language)	Mathematics	Science
Newport 2017	90.1 ↑	93.0 ↑	90.1 ↓	91.9 ↑	93.4 ↑
Target	90.7	92.3	91.4	92.1	93.6
Newport 2016	88.8	91.7	94.6	91.3	93.2
Wales 2017	89.5	91.1	91.6	91.6	92.2

Percentage of pupils achieving level 5+:

	English	Welsh (First Language)	Mathematics	Science
Newport 2017	51.0 ↑	49.3 ↓	51.4 ↑	54.8 ↑
Target	50.3	50.0	50.3	51.9
Newport 2016	49.5	52.7	49.6	51.5
Wales 2017	44.7	41.5	47.0	46.4

Performance in the CSI has improved by 1.3 percentage points and is ranked 9th in Wales.

Performance in English at the expected level 4+ has improved by 1.3 percentage points and is ranked 5th in Wales. Performance at the higher level 5+ has improved by 1.5 percentage points.

Performance in Welsh (first language) at the expected level 4+ has declined by 4.5 percentage points and is ranked 15th in Wales. Performance in Welsh (first language) at the higher level 5+ has declined by 3.4 percentage points.

Performance in mathematics at the expected level 4+ has improved by 0.6 percentage points and is ranked 10th in Wales. Performance in mathematics at the higher level 5+ has improved by 1.8 percentage points.

Performance in science at the expected level 4+ has improved slightly by 0.2 percentage points and is ranked 7th in Wales. Performance in science at the higher level 5+ has improved by 3.3 percentage points.

Performance at the expected level 4+ and expected level +1 (5+) for all indicators met or exceeded all of the school aggregate targets.

Gender differences at level 4+ (boys' performance – girls' performance):

	CSI		English		Welsh (First Language)		Mathematics		Science	
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Newport	-5.1	-3.4	-5.6	-2.7	-6.0	-8.7	-3.3	-1.6	-2.3	-2.3
Wales	-5.2	-4.5	-5.6	-5.0	-5.2	-6.0	-3.2	-2.8	-3.6	-3.4

At level 4+ gender differences have decreased or remained the same in each subject area except Welsh first language. Gender differences are wider than the national gender differences in Welsh.

Gender differences at level 5+ (boys' performance – girls' performance):

	English		Welsh (First Language)		Mathematics		Science	
	2016	2017	2016	2017	2016	2017	2016	2017
Newport	-11.1	-10.0	-34.9	-11.0	0.8	-1.4	-3.2	-3.7
Wales	-12.0	-12.9	-13.8	-17.3	0.7	-0.8	-3.6	-5.2

At level 5+ gender differences have decreased for English and Welsh. The gender gap is wider than the national average in mathematics.

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Wales rankings:

LA's rankings against other LAs in Wales have increased for CSI and maths, and are higher than could be expected for all indicators given the LA's FSM ranking.

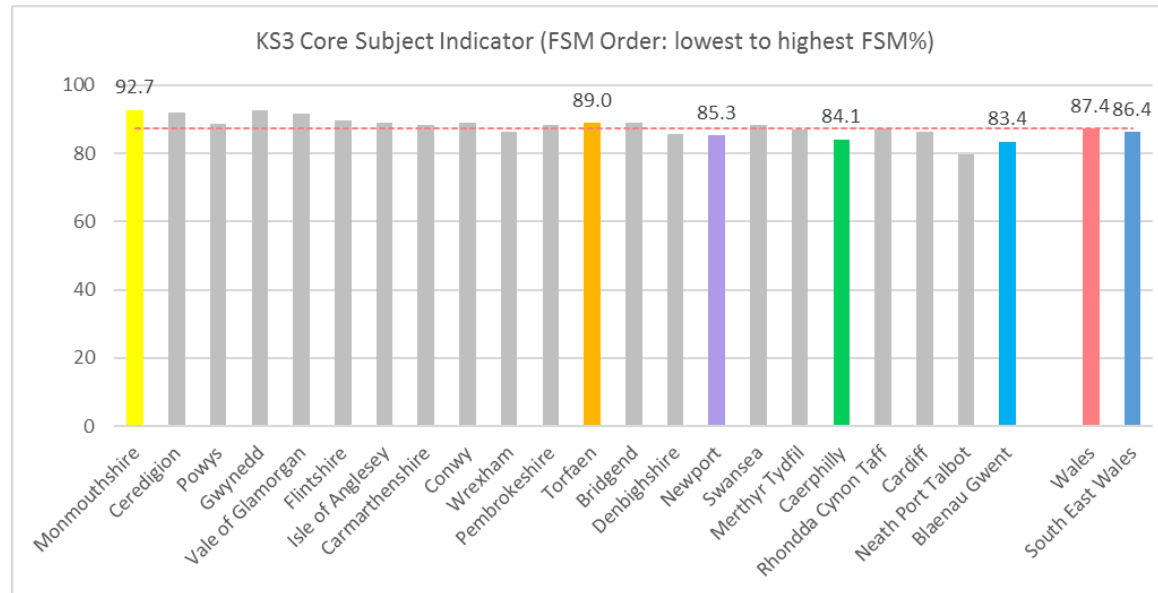
	CSI	English	Welsh (first language)	Mathematics	Science
2017	9	5	15	10	7
2016	12	4	7	11	5
2015	7	5	5	8	5

CSI		English		Welsh 1st Lang.		Mathematics		Science	
Vale of Glamorgan	93.5	Monmouthshire	95.3	Bridgend	98.3	Vale of Glamorgan	94.8	Monmouthshire	95.3
Monmouthshire	93.2	Vale of Glamorgan	94.2	Merthyr Tydfil	97.7	Monmouthshire	94.5	Vale of Glamorgan	94.9
Gwynedd	92.1	Gwynedd	93.2	Vale of Glamorgan	96.7	Gwynedd	93.3	Powys	94.3
Isle of Anglesey	91.4	Powys	93.2	Powys	95.9	Isle of Anglesey	93.1	Torfaen	93.8
Powys	91.2	Newport	93.0	Swansea	95.3	Flintshire	93.0	Isle of Anglesey	93.8
Flintshire	91.0	Isle of Anglesey	92.6	Caerphilly	94.7	Powys	92.8	Gwynedd	93.8
Wrexham	90.3	Flintshire	92.6	Neath Port Talbot	93.3	Wrexham	92.5	Newport	93.4
Merthyr Tydfil	90.2	South East Wales	92.3	Rhondda Cynon Taff	93.0	Rhondda Cynon Taff	92.2	South East Wales	93.3
South East Wales	90.2	Wrexham	92.0	Cardiff	92.8	South East Wales	92.1	Flintshire	93.2
Newport	90.1	Torfaen	92.0	Denbighshire	92.4	Caerphilly	92.1	Wrexham	92.9
Caerphilly	90.1	Caerphilly	91.8	South East Wales	92.3	Newport	91.9	Caerphilly	92.9
Rhondda Cynon Taff	90.0	Merthyr Tydfil	91.4	Wales	91.6	Denbighshire	91.8	Denbighshire	92.7
Wales	89.5	Rhondda Cynon Taff	91.4	Conwy	91.3	Swansea	91.7	Rhondda Cynon Taff	92.6
Torfaen	89.5	Swansea	91.3	Gwynedd	91.1	Wales	91.6	Swansea	92.4
Swansea	89.5	Wales	91.1	Carmarthenshire	90.6	Cardiff	91.6	Wales	92.2
Cardiff	89.4	Bridgend	90.8	Pembrokeshire	90.4	Torfaen	91.5	Merthyr Tydfil	92.0
Bridgend	89.4	Cardiff	90.8	Newport	90.1	Merthyr Tydfil	91.4	Carmarthenshire	91.7
Pembrokeshire	89.2	Pembrokeshire	90.7	Wrexham	89.7	Carmarthenshire	91.4	Cardiff	91.7
Denbighshire	88.9	Denbighshire	90.6	Torfaen	88.9	Bridgend	91.4	Bridgend	91.6
Carmarthenshire	88.8	Carmarthenshire	90.2	Blaenau Gwent	88.6	Pembrokeshire	91.3	Pembrokeshire	91.5
Conwy	88.4	Conwy	90.2	Isle of Anglesey	88.3	Blaenau Gwent	90.8	Conwy	91.2
Blaenau Gwent	88.4	Ceredigion	89.3	Ceredigion	87.2	Conwy	90.5	Blaenau Gwent	91.1
Ceredigion	87.9	Blaenau Gwent	88.9	Monmouthshire	86.8	Ceredigion	90.5	Ceredigion	91.0
Neath Port Talbot	85.9	Neath Port Talbot	87.4	Flintshire	86.6	Neath Port Talbot	87.6	Neath Port Talbot	89.4

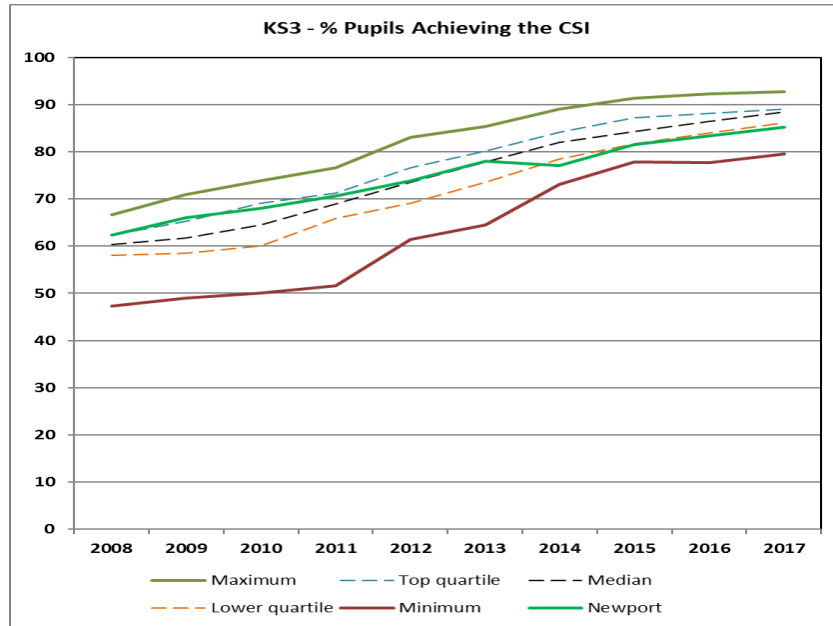
Key Stage 3

All Pupils	2016 Actual	2017 Actual	2017 Perf. v Target	2017 LA Target	2018 LA Target	2019 LA Target	FSM Pupils	2016 Actual	2017 Actual	2017 Perf. v Target	2017 LA Target	2018 LA Target	2019 LA Target
CSI	83.4	85.3	↓	89.0	88.4	90.0	CSI	62.3	67.4	↓	77.6	76.8	80.7
English L5+	88.3	89.3	↓	91.2	91.0	91.6	English L5+	75.4	74.2	↓	81.4	80.6	84.0
Maths L5+	89.0	90.6	↓	91.5	92.1	92.7	Maths L5+	72.4	80.4	↓	83.1	83.7	86.1
Science L5+	90.7	92.9	↑	92.9	92.9	93.2	Science L5+	77.4	85.6	↓	85.9	82.4	87.3
English L6+	55.4	58.8	↓	59.3	62.0	62.9	English L6+	31.3	30.9	↓	35.5	37.4	42.9
Maths L6+	64.3	66.6	↓	68.0	68.7	69.4	Maths L6+	37.4	38.1	↓	44.5	48.1	50.8
Science L6+	55.6	63.6	↑	61.8	67.4	66.2	Science L6+	29.0	37.1	↓	37.6	45.0	45.6

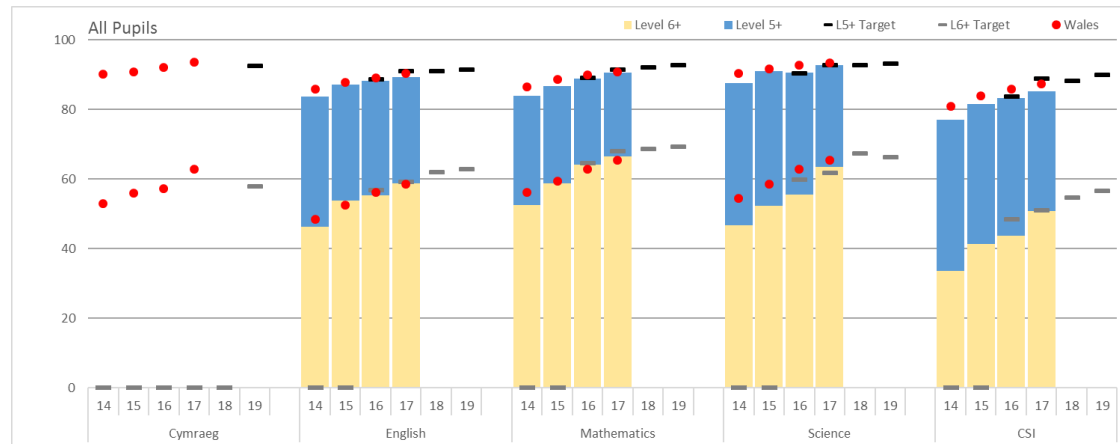
Performance has improved, with 85.3% pupils achieving the core subject indicator (CSI), an increase of 1.9 percentage points from 83.4% in 2016. Newport is ranked 19th in Wales.



10 Year Performance Summary – Key Stage 3 CSI



Performance has improved across all indicators at expected levels 5+, 6+ and 7+.



Percentage of pupils achieving level 5+

	CSI	English	Welsh (First Language)	Mathematics	Science
Newport 2017	85.3 ↑	89.3 ↑	- →	90.6 ↑	92.9 ↑
Target	89.0	91.2	-	91.5	92.9
Newport 2016	83.4	88.3	-	89.0	90.7
Wales 2017	87.4	90.5	93.5	90.8	93.5

Percentage of pupils achieving level 6+

	English	Welsh (First Language)	Maths	Science
Newport 2017	58.8 ↑	- →	66.6 ↑	63.6 ↑
Target	59.3	-	68.0	61.8
Newport 2016	55.4	-	64.3	55.6
Wales 2017	58.7	58.7	65.5	65.6

Percentage of pupils achieving level 7+

	English	Welsh (First Language)	Maths	Science
Newport 2017	19.2 ↑	- →	31.7 ↑	25.0 ↑
Newport 2016	16.5	-	28.0	18.7
Wales 2017	20.7	20.7	30.8	26.5

Performance in the CSI has improved by 1.9 percentage points and remains ranked 19th in Wales.

Performance in English at the expected level 5+ has improved by 1 percentage point and is ranked 19th in Wales. Performance in English at level 6+ and level 7+ has improved by 3.4 and 2.7 percentage points respectively.

Performance in mathematics at the expected level 5+ has improved by 1.6 percentage points and is ranked 16th in Wales. Performance in mathematics at level 6+ and level 7+ has improved by 2.3 and 3.7 percentage points respectively.

Performance in science at the expected level 5+ has improved by 2.2 percentage points and is ranked 15th in Wales. Performance in science at level 6+ and level 7+ has improved by 8 and 6.3 percentage points respectively.

Performance at the expected level 5+ and level 6+ was within 4 percentage points.

Gender differences at level 5+ (boys' performance – girls' performance):

	CSI		English		Welsh (First Language)		Mathematics		Science	
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Newport	-4.6	-7.7	-6.8	-6.1	-	-	-1.1	-4.8	-3.6	-4.2
Wales	-7.4	-7.4	-8.0	-7.3	-5.8	-4.9	-3.7	-4.5	-4.4	-4.4

Gender differences have increased for all indicators except English. Gender gaps are narrower than the Wales average gender difference in English and science.

Gender differences at level 6+ (boys' performance – girls' performance):

	English		Welsh (First Language)		Mathematics		Science	
	2016	2017	2016	2017	2016	2017	2016	2017
Newport	-11.4	-16.2	-	-	-3.1	-4.3	-6.3	-9.3
Wales	-18.4	-18.6	-18.8	-19.2	-5.0	-7.3	-11.0	-12.2

Gender differences have increased for all subjects. All subject gender gaps are narrower than the Wales average gender difference.

Gender differences at level 7+ (boys' performance – girls' performance):

	English		Welsh (First Language)		Mathematics		Science	
	2016	2017	2016	2017	2016	2017	2016	2017
Newport	-9.5	-13.9	-	-	-0.6	-5.8	-5.7	-10.1
Wales	-11.0	-12.7	-10.5	-12.0	-3.6	-4.1	-8.3	-8.1

Gender differences have increased for all subjects, and are wider than the Wales average gender difference in all subjects.

Wales rankings:

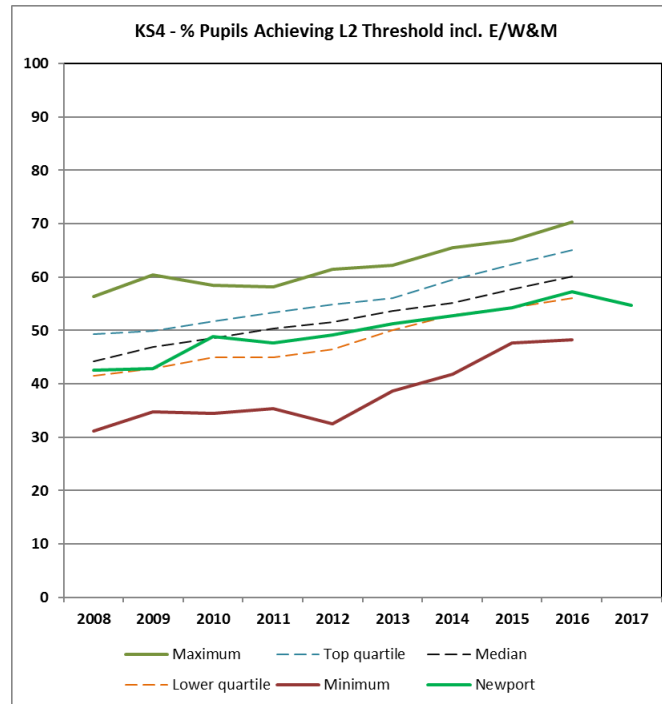
Newport's rankings have improved in mathematics and science, and remains the same as the previous year for CSI.

	CSI	English	Mathematics	Science
2017	19 →	19 ↓	16 ↑	15 ↑
2016	19 ↓	15 ↓	17 →	19 ↓
2015	18 ↑	14 ↑	17 ↑	15 ↑

CSI		English		Welsh 1st Lang.		Mathematics		Science	
Gwynedd	92.8	Ceredigion	95.2	Pembrokeshire	99.3	Gwynedd	94.8	Monmouthshire	97.0
Monmouthshire	92.7	Monmouthshire	94.5	Wrexham	96.6	Monmouthshire	94.5	Gwynedd	96.8
Ceredigion	91.9	Vale of Glamorgan	93.9	Powys	96.3	Vale of Glamorgan	93.4	Ceredigion	96.6
Vale of Glamorgan	91.8	Gwynedd	93.6	Vale of Glamorgan	95.6	Ceredigion	93.3	Vale of Glamorgan	95.7
Flintshire	89.5	Isle of Anglesey	92.9	Cardiff	95.4	Flintshire	92.7	Bridgend	95.5
Bridgend	89.0	Flintshire	92.5	Swansea	95.4	Carmarthenshire	92.4	Conwy	95.4
Torfaen	89.0	Powys	92.3	Flintshire	95.1	Torfaen	92.4	Isle of Anglesey	95.3
Conwy	88.9	Bridgend	91.6	Isle of Anglesey	95.0	Conwy	92.1	Powys	95.2
Isle of Anglesey	88.9	Conwy	91.2	Rhondda Cynon Taff	94.1	Bridgend	92.1	Torfaen	95.2
Powys	88.6	Swansea	91.2	Gwynedd	93.7	Pembrokeshire	91.6	Flintshire	95.1
Pembrokeshire	88.4	Pembrokeshire	90.8	Wales	93.5	Powys	91.2	Carmarthenshire	94.1
Carmarthenshire	88.4	Cardiff	90.8	Ceredigion	93.0	Swansea	91.0	Denbighshire	93.8
Swansea	88.2	Torfaen	90.7	Bridgend	92.7	Isle of Anglesey	91.0	Cardiff	93.7
Rhondda Cynon Taff	87.4	Merthyr Tydfil	90.7	Denbighshire	92.4	Wales	90.8	Wales	93.5
Wales	87.4	Wales	90.5	Conwy	92.2	South East Wales	90.7	Rhondda Cynon Taff	93.3
Merthyr Tydfil	87.1	Rhondda Cynon Taff	90.4	Carmarthenshire	92.1	Rhondda Cynon Taff	90.7	South East Wales	93.0
South East Wales	86.4	Carmarthenshire	90.0	Neath Port Talbot	91.6	Denbighshire	90.7	Newport	92.9
Wrexham	86.3	Denbighshire	90.0	Torfaen	89.9	Newport	90.6	Pembrokeshire	92.8
Cardiff	86.2	Wrexham	89.8	South East Wales	88.0	Cardiff	89.3	Merthyr Tydfil	92.6
Denbighshire	85.6	Newport	89.3	Caerphilly	86.6	Wrexham	89.2	Swansea	91.6
Newport	85.3	South East Wales	89.0	Merthyr Tydfil	-	Blaenau Gwent	89.1	Blaenau Gwent	91.4
Caerphilly	84.1	Blaenau Gwent	86.3	Blaenau Gwent	-	Caerphilly	88.9	Wrexham	91.4
Blaenau Gwent	83.4	Caerphilly	86.2	Monmouthshire	-	Merthyr Tydfil	88.6	Caerphilly	90.7
Neath Port Talbot	79.6	Neath Port Talbot	85.6	Newport	-	Neath Port Talbot	84.4	Neath Port Talbot	89.0

Key Stage 4 (PROVISIONAL)

Please note that this section is compiled using provisional data provided by schools on exam results day. This data is subject to a validation process throughout September and October. Final confirmed data is not likely to be available until December 2017. A full analysis will be provided on the final validated data set.



School	Cohort Number	% L2 E,W+M		
		2016	2017	2017 Target
Newport	1,621	57.3	54.7	62.0
EAS - South East Wales	6,025	55.5	52.1	59.2

Wales

60.3

Primary Attendance

Note: 2017 attendance data is available Dec 2017

Pupil Attendance				
	2016 Actual	2017 Target	2018 Target	2019 Target
LA	94.5	95	95.1	95.2

Secondary Attendance

Pupil Attendance				
age 8+	2017 Actual	2017 Target	2018 Target	2019 Target
LA	93.6	93.7	93.8	93.9

Summary of National Categorisation of schools in the Local Authority in 2014-2015, 2015-2016 and 2016-2017

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	14-15	3	7	17	15	7%	17%	40%	36%
	15-16	0	7	16	21	0%	16%	36%	48%
	16-17	0	5	14	25	0%	11%	32%	57%
South East Wales	14-15	7	52	88	49	4%	27%	45%	25%
	15-16	2	25	90	82	1%	13%	45%	41%
	16-17	2	19	63	115	1%	10%	32%	58%

Step 2 - Primary		Number of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Newport	14-15	2	5	17	20	5%	11%	39%	45%
	15-16	0	5	18	21	0%	11%	41%	48%
	16-17	1	2	16	25	2%	5%	36%	57%
South East Wales	14-15	9	45	101	44	5%	23%	51%	22%
	15-16	4	29	116	50	2%	15%	58%	25%
	16-17	3	18	109	64	2%	9%	56%	33%

Step 3 - Primary		Number of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Newport	14-15	2	7	16	19	5%	16%	36%	43%
	15-16	0	5	16	23	0%	11%	36%	52%
	16-17	1	2	18	23	2%	5%	41%	52%
South East Wales	14-15	9	50	100	40	5%	25%	50%	20%
	15-16	5	31	111	52	3%	16%	56%	26%
	16-17	5	18	111	60	3%	9%	57%	31%

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	14-15	2	3	2	1	25%	38%	25%	13%
	15-16	1	5	1	1	13%	63%	13%	13%
	16-17	2	2	2	2	25%	25%	25%	25%
South East Wales	14-15	10	14	10	3	27%	38%	27%	8%
	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			
		D	C	B	A	D	C	B	A
Newport	14-15	0	6	2	0	0%	75%	25%	0%
	15-16	2	3	2	1	25%	38%	25%	13%
	16-17	1	3	3	2	11%	33%	33%	22%
South East Wales	14-15	0	25	11	1	0%	68%	30%	3%
	15-16	3	18	14	1	8%	50%	39%	3%
	16-17	6	9	17	4	17%	25%	47%	11%

Step 3 - Secondary		Number of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Newport	14-15	0	5	2	1	0%	63%	25%	13%
	15-16	2	4	1	1	25%	50%	13%	13%
	16-17	1	3	3	2	11%	33%	33%	22%
South East Wales	14-15	5	19	10	3	14%	51%	27%	8%
	15-16	6	18	11	1	17%	50%	31%	3%
	16-17	6	12	15	3	17%	33%	42%	8%

LA schools currently in any Estyn follow-up category

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection	Current Follow-up status
Primary	Maesglas Primary	01/11/2016	06/01/2017	Estyn	Estyn
Primary	Alway Primary*	01/11/2016	13/01/2017	Estyn	Estyn
Primary	Llanmartin Primary*	01/06/2016	16/08/2016	Estyn	Estyn

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection	Current Follow-up status
Secondary	Llanwern High	01/01/2017	21/03/2017	SI	SI
Secondary	Caerleon Comprehensive	01/11/2016	06/01/2017	Estyn	Estyn
Secondary	St Julians School*	01/12/2014	06/02/2015	SI	SM

Changed to SM June 2017

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection	Current Follow-up status
Special	Maes Ebbw Special	01/03/2016	13/05/2016	Estyn	Estyn

Pupil outcomes

A high level analysis of pupil outcomes for the Local Authority indicates that the following aspects require improvement over the next phase of the Business Plan:

- Continue to close the gap in performance at KS4 for the L2+.
- Improve performance in L2 Maths, English and science.
- Improve performance in L2.
- Improve KS3 outcomes, particularly at the expected level +1.
- Improve the gender gap at the expected level +1 in FP and KS2.

Schools requiring Improvement 2016-2017 (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 2016-2017. The support is in line with the guidance within the National Categorisation System and within the SEWC Intervention Framework 2016-2017. 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.

School	National Categorisation 2016-2017			Draft National Categorisation 2017-2018 (Confidential)		Overall judgement on progress made against detailed actions *
	Step 1	Step 2	Step 3	Step 2	Step 3	
Caerleon Comprehensive School	3	C	Amber	B	Yellow	Strong progress
Llanwern High School	3	C	Amber	D	Red	Limited progress (new plan Summer 2017)
Newport High School	4	C	Amber	D	Red	Limited progress
Maesglas Primary School	1	C	Amber	C	Amber	Satisfactory progress
Somerton Primary School	2	C	Amber	C	Amber	Strong progress
St Julian's Comprehensive School	4	D	Red	D	Red	Limited progress (new plan Summer 2017)
Maes Ebbw Special School	N/A	D	Red	D	Red	Satisfactory progress

Milton Junior School	2	D	Red	C	Amber	Satisfactory progress
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Local Authority specific activity financial year 2017-2018

The section below indicates additional school improvement activity that will be undertaken in the Local Authority through this financial year (2017-2018). The additional activity is linked to specific need arising from pupil outcomes.

A detailed programme delivery plan is available. Progress towards each of the additional interventions will be measured at the end of each term.

Nature of Additional Activity	Expected Outcomes	Update
<p>Accelerating Achievement: A Newport Schools initiative. To involve the development of a Seamless Learning Pathways Coordinator role. The role will be 3 days per week via the secondment of a Newport Head teacher. It will sit within the line management structure of the Local Authority.</p> <p>Schools in Newport have identified a slowing in the rate of improvement in standards for pupils across key stages 2-3. There is significant variation in schools and between schools and variation from year to year.</p> <p>All stakeholders are seeking a better understanding of the factors which impact on sustained progress for pupils, particularly over the transition from primary to secondary and from secondary into post compulsory education.</p> <p>All schools in Wales are, in addition, facing the</p>	<ul style="list-style-type: none"> To develop cluster level target-setting from Years 5-8. To focus on the development of numeracy skills across the two key stages. To gather and share good practice across all Newport schools in curriculum planning and pedagogy that secures strong progress for learners in maths. To ensure that two Newport Pioneer Schools are involved in the project and that appropriate links are made into their pioneer work, particularly in relation to capturing and sharing good practice. To include a research element which will enable the project to trial innovative and new approaches to cross phase work, which can be tested for impact as part of the project plan and drawn up as meaningful case studies. To recognise and develop good practice in social and emotional transition which 	<ul style="list-style-type: none"> The focus of the project has been further refined by the LA to 'Development of a seamless learning pathway between primary and secondary with a focus on wellbeing and mathematics.' The SLP coordinator has organised 2 cluster conferences to capture good practice in developing curriculum pathways, common assessment and smoothing transition arrangements, e.g. a Common Pupil Transfer Record. There was some overlap in service due to the LA also scrutinising the cluster development plans, but this will be addressed in the coming round. Cluster work is assessed as 'green' in the LA project plan, with all clusters engaged currently in

challenge of implementing new curriculum and assessment arrangements as set out in Successful Futures.

This provides an opportunity to look at how achievement can be accelerated and that acceleration sustained over time.

This is a programme which will:

- Involve 2 clusters of primary and secondary schools working together;
- Gather, analyse and understand data from a range of sources that are linked to these factors;
- Examine in-school, between school and community factors which promote or inhibit improved attainment;
- Use 'evidence based' research – e.g UNESCO, OECD, Sutton Trust, John Hattie, Harvard CGI research base to get a better understanding of the factors which are prevalent in the locality;
- Use this research to identify interventions which will have a long term impact on the progress of young people as they move between Year 5 and Year 8.
- Explore strategies for curriculum planning, progression and assessment of the curriculum for all pupils but particularly for those groups and individuals that are underperforming.

The programme will be led by the schools

can be shared across the city.

the delivery of their plans. They are producing Case Studies to follow progress. One example is the Llanwern cluster focus on vulnerable children with new and robust transfer arrangements in place.

- Governing Bodies have been briefed and updated on the project and had an opportunity to discuss how they can support.
- The LA has introduced a Common Induction Day Summer 2018 – This has been agreed with all secondary schools as 6th July 2018.
- The LA has provided schools with a Core Brief for Cluster Working – to provide clusters with some key learning points which might support cluster discussion and move them on in terms of close collaboration.
- A calendar of events is also being provided to schools to enable smoother transfer.

involved. There will be a project Board to support the programme with the project coordinator (Ann Price), The Chief Education Officer, the Strategic Lead for People, the Deputy Chief Education Officer and the PCA for Newport to track impact and evaluate the outcomes.

It is envisaged that the programme will continue to operate over a three-year period: (2016-2019).

Funding: £5000

Developing effective practice in supporting EAL learners:

A further development of the 2016-2017 project involving GEMs, a wider group of NCC schools/HTs in order to:

- capture good practice in supporting learners at both the early language acquisition and the later stages of learning English.
- develop resources to support schools in developing provision in this area.
- identify and share the characteristics of strong leadership of this area.
- develop a model of school to school support.
- produce case studies exemplifying the approaches, which can be shared more widely in Newport and the region.

Funding: £7983

- Schools are clear about effective practice in supporting new learners of English (particularly those migrants from countries which schools may not have experience with to date).
- New learners of English are well supported in developing their language skills.
- School leadership teams are clear about what steps to take to ensure that provision and practice are developed appropriately.
- School to school support works effectively to capture and spread effective practice and provide targeted CPD to leaders and teachers.

- The toolkit was completed at the end of the Summer 2017 and is now available to all schools.
- The group has been upscaled to include 2 secondary schools for 2017-2018 (Llisbury High School and The John Frost School).
- The Headteacher of Pillgwenlly Primary School will coordinate the project in the coming two terms.
- The focus of the project this year will be to: update the toolkit to include support for more advanced learners of English; develop the regional Professional Learning Offer for the Spring term; provide school to school support on request; attend Newport clusters to share and promote the toolkit; present to the Newport CEO meeting with HTs (promotion of the toolkit); agree how the support for

		<p>EAL will be shared across the region; support the regional development of finer tracking of the progress of pupils who are EAL and those who are from minority ethnic groups.</p>
<p>Curriculum Deputies' Network: Driving Improvements at Key Stage 3</p> <ul style="list-style-type: none"> • Develop a network of curriculum deputies from all Newport Secondary schools to share, grow and sustain excellent practice in improving provision and practice at KS3; in order to drive improvements in standards across all national curriculum subjects. • Group to meet 1 day per term in the Summer, Autumn and Spring terms to identify and share best practice. • Gap tasks to be completed by all school leaders between the sessions which enable further building of practice in subsequent meetings. • PCA and Deputy Chief Education Officer to jointly plan and facilitate the sessions. • PCA and Deputy Chief Education Officer to monitor the impact of the sessions on provision, practice and pupil outcomes. • PCA and DCEO to facilitate a session to support succession planning (coaching individually as well as the whole group) to support continued career development into Headship. Possible use of external 	<ul style="list-style-type: none"> • Best practice in improving provision and practice is identified, shared and impacting as appropriate across all Newport secondary schools. • There is a consistent approach to pupil level target setting and tracking, between key stage 3 and 4. • Pupils meet statutory targets at KS3. • KS3 performance across the LA improves so that it is at least in line with similar LAs. • Progress at KS3 can be judged to be good across the majority of schools and at least satisfactory across all schools. • Performance in the national tests is good across the majority of schools and at least satisfactory across all schools. • Strategic leadership and systems leadership of KS3 (at senior and middle leader level) can be judged to be at least good in the majority of schools and at least satisfactory in all schools. 	<ul style="list-style-type: none"> • This project was not implemented, at the request of the LA. The funding has been diverted into the Seamless Learning Pathways project.

consultancy. Funding: £4000		
Ongoing arrangement in which the Authority receives bespoke support from the EAS Learning Intelligence team with central data collection and reporting.	<ul style="list-style-type: none"> The LA receives the required range of performance information across the range of indicators, in line with the agreed reporting channels and reporting calendar. 	<ul style="list-style-type: none"> This service continues and is an ongoing arrangement.

The content of this LA Annex has been agreed by:

LA Director / Chief Education Officer:

Mr James Harris

Cabinet Member for Education:

Cllr Gail Giles

EAS Managing Director



Ms. Debbie Harteveld

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