

# Agenda



## Performance Scrutiny Committee - People

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Date: Tuesday, 22 June 2021

Time: 10.00 am

Venue: Virtual Meeting

To: Councillors W Routley (Chair), J Watkins, H Thomas, J Richards, S Marshall, T Watkins, C Townsend, J Cleverly, Y Forsey and L Lacey

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Item	Wards Affected
1	<u>Apologies</u>
2	<u>Declarations of Interest</u>
3	<u>2020/21 Service Plan End of Year Reviews</u> (Pages 3 - 46)
4	<u>Conclusions of Committee Reports</u> Following the completion of the Committee reports, the Committee will be asked to formalise its conclusions, recommendations and comments on previous items for actioning.
5	<u>Scrutiny Adviser Reports</u> (Pages 47 - 52) <ul style="list-style-type: none"><li>a) Forward Work Programme Update (<b>Appendix 1</b>)</li><li>b) Actions Arising (<b>Appendix 2</b>)</li><li>c) Information Reports (<b>Appendix 3</b>)</li></ul>

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Date of Issue: Tuesday, 15 June 2021

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# Scrutiny Report

## Performance Scrutiny Committee – People

### Part 1

Date: 22<sup>nd</sup> June 2021

### Subject 2020/21 Service Plan End of Year Reviews

Author Scrutiny Adviser

Responsible Cabinet Member / Officer:	Area / Role / Subject
Councillor Deb Davies`	Cabinet Member for Education
Sarah Morgan	Chief Education Officer
Andrew Powles	Deputy Chief Education Officer

## Section A – Committee Guidance and Recommendations

<p><b>1</b></p> <p>The Committee is asked:</p> <p>1.1</p>	<p><b>Recommendations to the Committee</b></p> <p>To consider the following Service Plan Year-End Reviews in relation to their performance for 2020/21. Each Mid-year review report includes an Executive Summary, 2020/21 Budget and Forecasted Expenditure, Q2 Service Areas Risks, Executive Summary, Analysis of Performance against Service Plan Objectives and Performance Measures as at end of Quarter 4 (31<sup>st</sup> April 2021) for:</p> <ul style="list-style-type: none"> <li>• <b>Appendix 1</b> – Education</li> </ul>
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## 2 Context

### Background

2.1 Each Service Area has set a Service Plan to support the delivery of the Council’s Corporate Plan 2017-22 and now the Strategic Recovery Aims which were endorsed by the Council’s Cabinet in June 2020. Annually, each service area reviews their plans and updates accordingly based upon resources (finance and human resources), strategic objectives and risks.

Service Plans for 2020/21 include:

- Key programme and project work being undertaken by the service area;
- Service Plan Objectives and planned actions including links to the Strategic Recovery Aims;
- Performance measures including National (Welsh Government / Public Accountability Measures) and locally set measures; and
- Service area risks.

2.2 Service Plans were originally approved by Cabinet Members in 2018/19 and have been annually reviewed and updated as the Council has progressed in the delivery of the Corporate Plan. The

2020/21 service plans has been approved by the relevant Cabinet Member, following the Member consultation process. This report presents Members with the Year-end Reviews for each Service Plan. Due to Covid-19, the 2019/20 Year-end reviews did not take place and were provided to Scrutiny members for information in August 2020. A copy of the 2020/21 Service Plan will be provided to Scrutiny Members as part of the reporting pack.

- 2.3 At the start of this financial year, the Council’s Cabinet endorsed the Council’s Strategic Recovery Aims in response to the Covid-19 crisis and to enable service areas to focus on recovering their services and adapting to the changes as a result of the current restrictions in place. A copy of the Strategic Recovery Aims will be linked into the Report.

### 3 Information Submitted to the Committee

- 3.1 This year’s report for Year-end reviews cover the period 1<sup>st</sup> April 2020 to 31<sup>st</sup> March 2021 and include: 2020/21 Budget and Forecasted Expenditure, Service Areas Risks, Executive Summary, Analysis of Performance against Service Plan Objectives and Performance Measures.

The updates are structured into the following sections:

<b>Introduction and Financial Summary</b>	Each report provides an introduction to each service area and their main objectives, budget and forecasted expenditure for the financial year 2020/21.
<b>Executive Summary</b>	The Executive Summary of the Head of Service is provided as an overview of performance for the first six months of the financial year. Heads of Service will also provide a summary of the impacts that Covid-19 has had on the service area and will also be looking forward for the remaining six months of the financial year.
<b>Service Area Risks</b>	Overview of corporate and service risks including risk scores for Quarter 2 and the previous three quarters. Also included is a glossary for the objective updates and risk scores. Note: Corporate and Service Risks are reported quarterly to the Council’s Audit Committee and Cabinet.
<b>Analysis of Progress against Objectives / Actions</b>	Each service plan will have an overview of progress made in the first six months (1 <sup>st</sup> April 2020 to 31 <sup>st</sup> March 2021) against the objectives and their actions. For this years’ service plan, actions will also indicate where they support the Council’s Strategic Recovery Aims.  Each action has a start date and an end date. Actions that are commencing from 1 <sup>st</sup> October 2020 onwards will be included but not performance reported against it. Performance against each action will be based upon Red / Amber / Green (RAG) status based upon whether the action is anticipated to be delivered by the agreed date or not. Each action also has a percentage of completion to enable Members to understand the current progression against the action. <ul style="list-style-type: none"> <li>• Green <b>C</b> / <b>100%</b> - Action has been completed</li> <li>• Green % - Action is on target to complete by agreed timescale</li> <li>• Amber % - Issues are identified which could impact on the delivery of the action by the agreed timescale.</li> <li>• Red % - The action is not going to be able to deliver by agreed timescale and immediate action is required.</li> <li>• ? – Unknown – Data missing.</li> </ul>
<b>Performance Measures</b>	Performance measures reported in the review are for the first six months of the financial year. Not all performance measures will be reported as they may be reported annually and therefore will be included as part of the End of year review process. Additionally, this year due to Covid-19 there may also be some performance measures that cannot be reported due to the measure being suspended or for other reasons the service area is unable to collect the data. Where this occurs the service area will indicate this in the report.  For performance measures that are reported the figure will indicate whether it is achieving its target or if it is under achieving. Where measures are under

	<p>achieving against the target (Amber / Red) the service area will provide commentary to explain the reason(s) and what action is being taken to improve performance. Performance of the Measures is ranked using the following:</p> <ul style="list-style-type: none"> <li>• Green - Performance is above Target</li> <li>• Amber - Performance is below Target (0-15%)</li> <li>• Red - Performance is under achieving (+15%)</li> <li>• ? – Performance is unknown (data missing)</li> </ul> <p>The report will also include the performance measures previous performance in the last three years for comparison.</p>
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## 4. Suggested Areas of Focus

### 4.1 Role of the Committee

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

**Assess and make comment on:**

- **Finance** – Based upon current forecasting and considering the impacts of Covid-19, is the service area projected to be under spent or over spent by the end of the financial year?
  - Is there sufficient assurance that service delivery is not impacted?
- **Objectives and Actions** – Is the service area making good progress against the actions identified in the service plan?
  - For actions that have been completed, has the service area demonstrated what the outcome(s) of delivery are and what impact it has had on the service area.
  - The impact(s) of Covid-19 on the capacity and capability of the service area to deliver its objectives.
  - For actions still in progress, are these actions still projected to be completed on time and are there any areas where further clarification is required.
  - Do Members have sufficient assurance that good progress is being made by the service area to support the overall delivery of the Corporate Plan and the Strategic Recovery Aims.
- **Performance Measures** – Are there any performance measures that are under performing and is there reasonable explanation and sufficient action being taken to address performance both in the short term and long term.

**In drawing its conclusions, the Committee should assess:**

- Is the Committee satisfied that the service areas are making good progress against their objectives, actions and performance measures at the end of quarter 4?
- What was the overall conclusion on the information contained within the reports?
- Are there any areas that requires more in-depth reviews by the Committee
- Are there any areas in the report that are missing and/or require further clarification?
- Does the Committee wish to make any Comments / Recommendations to the Cabinet?

### 4.2 Suggested Lines of Enquiry

In evaluating Service Plan performance, the Committee may wish to consider:

- Analysing the Year-end Service Plan Reviews and evaluating how well Service Areas performed in the second half of the financial year against the objectives, actions, recovery aims and performance measures in their service plans;
- Has the service area fully considered the impacts of Covid-19 in the delivery of their objectives?
- Is the service area taking demonstrating sufficient steps to innovate or change the way they deliver services to meet the long term needs of its users?
- Are targets sufficiently challenging and balanced between being realistic and robust especially in light of the Covid-19 crisis?
- Are actions appropriately contributing to the Well-being objectives and Strategic Recovery Aim(s) listed?
- Is any underperformance being addressed and are associated risks being mitigated?
- What is being done to improve performance for the second half of this financial year (taking ongoing Covid-19 impacts into consideration)?
- Are there any emerging risks / issues and lessons learned as result of Covid-19 on the service area both short term and long term?
- Are there any barriers to improving performance of objectives, actions and performance measures in the Service Plans?
- Is the Service Area on target with its budget? If not what mitigations are planned to reduce overspends within this financial year?

#### 4.3 Well-being of Future Generations (Wales) Act

5 Ways of Working	Types of Questions to consider:
<p><b>Long-term</b></p> <p>The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs.</p>	Do the objectives and actions of the service area take into account the long-term trends that will impact services areas?
	Do the objectives and actions consider the needs of service users and future trends of service delivery? E.g. What is the demographic forecast of young people living in Newport services required to support needs of future service users?
<p><b>Prevention</b></p> <p>Prevent problems occurring or getting worse.</p>	Do the objectives and actions undertaken prevent issues being faced by service users / communities now and in the future?
	Are the solutions being provided today having an impact on the root causes of the problem(s)?
	Is the service area addressing areas of underperformance that will improve service delivery in the short term and long term?
<p><b>Integration</b></p> <p>Considering how public bodies' well-being objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies.</p>	Are service areas considering the goals of strategic partner organisations, the Public Services Board and wider regional / national objectives?
	Is the progress of delivery against objectives aligned with that of other Council service areas, strategic partners and that of other organisations?
<p><b>Collaboration</b></p> <p>Acting in collaboration with any other person (or different parts of the organisation itself).</p>	Who does the service area collaborate with (Internal / external) to deliver objectives and actions?
	What are the lessons learned and benefits from collaborative working?
	How does collaboration benefit the Council and service users in the long term? E.g. resource, knowledge, expertise, value for money, outcome(s) for the service user.
<p><b>Involvement</b></p> <p>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</p>	How are the views of the service user / wider community and partners being considered in the delivery of services and activities?
	How does the feedback of service users, citizens and businesses improve their experience and ensure lessons are learned?

which the body serves.

How do you ensure the views of vulnerable and marginalised communities taken into consideration on decision making?

## Section B – Supporting Information

### 5 Links to Council Policies and Priorities

- 5.1 Service Plan End of Year Reviews directly support the delivery of the Council’s Well-being Objectives set in the Council’s Corporate Plan 2017-22 and the Strategic Recovery Aims. Furthermore, the four Well-being Objectives contribute towards the delivery of the Public Services Board ‘One Newport’ Well-being Plan 2018-23 and ultimately the Well-being Goals set in the Well-being of Future Generations Act 2015. An overview of the strategic alignment is highlighted in the table below.
- 5.2 Members of the Committee should also consider the statutory duties that service areas are required to deliver and comply with necessary legislation. These are outlined in the Council’s Constitution and where necessary stated in the report.

<b>Well-being Objectives</b>	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
<b>Corporate Plan Commitments</b>	Thriving City	Aspirational People		Resilient Communities
<b>Supporting Function</b>	Modernised Council			

### 6. Background Papers

- [The Essentials – Well-being of Future Generation Act \(Wales\)](#)
- [Corporate Plan 2017-22](#)
- [Strategic Recovery Aims](#)
- Education Service Plan (2020-21)

Report Completed: June 2021

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# Education Services






## End of Year Review 2020/21



**Cabinet Member for Education Service –  
Councillor Deb Davies  
Head of Service – Sarah Morgan**

## Introduction

This is the Education Service update on the progress being made against the objectives, actions, performance and risk for the period 1<sup>st</sup> April 2020 to 31<sup>st</sup> March 2021. Service plans have been designed to support the delivery of the [Council's Corporate Plan 2017-22](#) and the [Council's Strategic Recovery Aims](#) in response to the Covid-19 crisis. As one of the 44 public bodies, Newport Council must consider the Well-being of Future Generations Act in the delivery of its plans and the sustainable development principle of meeting our duty under the Act.

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.

To support the delivery of the Council's Corporate Plan 2017-22 and the Strategic Recovery Aims, the Education Service Plan 2020/21 focuses on the delivery of:

- **Wellbeing Objective 1** –To improve skills, education and employment opportunities; and
- **Strategic Recovery Aim 1** – Understand, and respond to, the additional challenges which Covid19 has presented, including loss of employment, impact on business and on the progress, achievement and wellbeing of both mainstream and vulnerable learners.

The 2020/21 Service Plan has seven objectives that are focused on:

### **Objective 1 – Improve school standards**

Improving the academic attainment of Newport pupils is a commitment within the Newport City Council Corporate Plan 2017-2022. A key lever to deliver this commitment through the commissioning of actions to be delivered by the Education Achievement Service (EAS) and detailed in the EAS Business Plan 2020/21. The delivery of services is quality assured through NCC Education Services and is has oversight by the Joint Executive Group (JEG) and the EAS Company Board.

### **Objective 2 – Increase school attendance rates and reduce exclusion rates**

The rates of school attendance at primary and secondary level have been demonstrated to link to the academic attainment of pupils. Therefore, raising the rate of school attendance and reducing the rate of school exclusions will support the NCC Corporate Plan 2017-2022 commitment to increase the academic attainment of pupils in Newport schools.

### **Objective 3 – Further improve pupil well-being and equity in education**

How healthy, independent and resilient people are, has a wider impact on all other aspects of their life. Whether they can work, attend education, take part in social activities and contribute to their communities is all influenced by this objective.

### **Objective 4 – To further develop a motivated, capable and engaged workforce**

To improve people's lives, we need a very strong leadership that is supported by motivated, engaged and committed staff who have the skills and calibre of the highest quality.

## Objective 5 – Developing quality learning pathways and provisions

To ensure that all our children benefit from the best possible learning environments and opportunities throughout their school lives by improving the quality of education provision and access to a range of high quality learning pathways. This objective directly supports the Authority’s commitment to creating a thriving city with aspirational people.

## Objective 6 – Improve learner voice in decision making

Strengthen opportunities at a local authority level for children and young people to influence decisions that affect them.

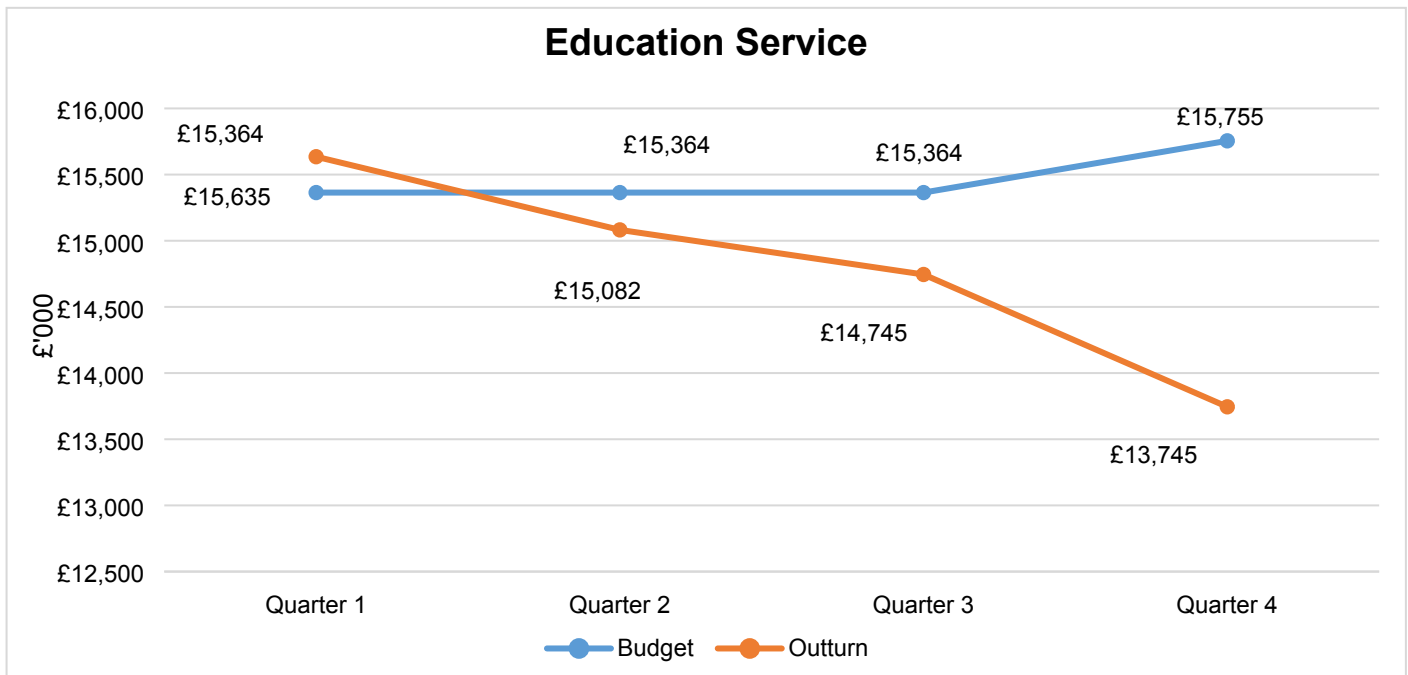
## Objective 7 – Promote access to Welsh medium education

To deliver the strategic plans to develop Welsh-medium education further.

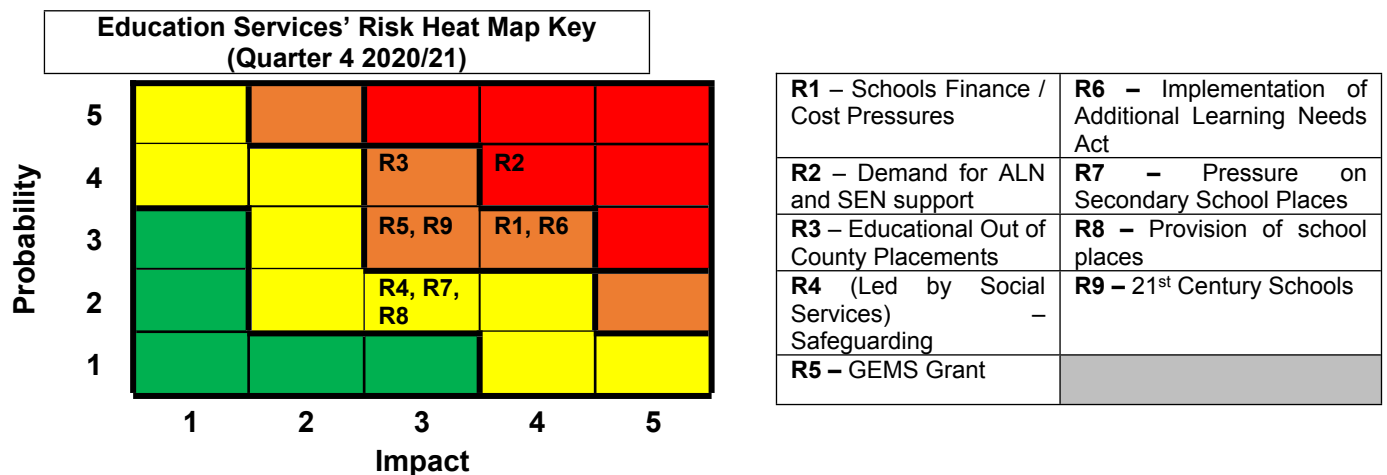
## Objective 8 – School budgets are effectively managed

Through risk based support to schools, Education services will ensure budgets are managed effectively and where necessary take necessary actions to prevent overspending and ensure schools have the required controls and governance processes in place.

### 2020/21 Budget and Outturn



### Service Risks as at 31<sup>st</sup> March 2021



Corporate / Service Risk	Risk Score Quarter 1 2020/21	Risk Score Quarter 2 2020/21	Risk Score Quarter 3 2020/21	Risk Score Quarter 4 2020/21	Target
Corporate Risk – Schools Finance / Cost Pressures	16	16	12	12	6
Corporate Risk – Demand for ALN and SEN support	16	12	16	16	6
Corporate Risk – Educational Out of County Placements	16	12	9	12	5
Corporate Risk (Led by Social Services) – Safeguarding	6	6	6	6	4
Service Risk – GEMS Grant Funding	6	12	9	9	8
Service Risk – Implementation of Additional Learning Needs Act	9	9	12	12	8
Service Risk – Pressure on Secondary School Places	9	9	6	6	6
Service Risk – Provision of school places	6	6	6	6	4
Service Risk – 21 <sup>st</sup> Century Schools	4	4	12	9	4

### **Executive Summary from the Head of Service**

The Covid pandemic has had a significant impact on schools illustrated by periods of full closure or solely offering distanced learning, and the large scale operation of blended learning to enable pupils to continue learning when they are self-isolating as either individuals or as cohorts within a school.

Due to the disruptions caused by the pandemic performance measures related to pupil outcomes, exclusions and attendance have been suspended. Welsh Government introduced new methods of awarding grades for learners at both Key Stage 4 and 5 therefore comparison to previous years is not appropriate. Tracking post 16 learners destinations was challenged by the National restrictions in place due to the pandemic. The percentage of young people who were deemed to have an ‘unknown destination’ on leaving school was higher than in previous years. This data relates to young people who have left the area or did not respond to the destination survey. However, Newport data for young people in Education, Employment and Training above compulsory school age remains strong and among the best in Wales.

Despite the pandemic significant work has continued by schools and central education and most actions within the service plan have been progressed in addition to significant new work related to having established key worker and vulnerable learner provision throughout the year and facilitating the reopening of schools in line with Covid safety protocols.

The Service Plan for 2021/22 will address the limited areas of work not completed during 2020/21 in addition to supporting covid recovery and implementing actions related to Estyn recommendations from both the 2018 Local Authority Inspection and the “Local Authority and regional consortia support for schools and PRUs in response to Covid 19” thematic review. Covid-related priorities for education services during 2021/22 include supporting pupil wellbeing, the continued development and implementation of blended learning approaches and enabling learners to appropriately progress in their development of the literacy, numeracy and digital skills, alongside service priorities already established.

## Glossary

### **Actions (Red / Amber / Green)**

<b>C</b>	Green RAG – Completed
<b>%</b>	Green RAG – Action is on course to be completed within timescale
<b>%</b>	Amber RAG – There are potential issues which unless addressed the action might not be achieved within agreed timescales.
<b>%</b>	Red RAG – The action requires immediate action to achieve delivery within agreed timescales.
<b>?</b>	Unknown RAG (Data missing)

**Service Plan Update (31<sup>st</sup> March 2021)**

**1. Improve School Standards**

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	Q2 % of Action Completed (Red / Amber / Green)	Q4 % of Action Completed (Red / Amber / Green)	Action Commentary
1.0	Revise the Education Achievement Service Business Plan to ensure actions for educational development from self-evaluation of academic performance at all levels across the city.	Individual learners will achieve their school level targets and schools will achieve their statutory targets e.g. capped nine.	<b>Strategic Recovery Aim 1</b>	1 <sup>st</sup> January 2020	31 <sup>st</sup> March 2021	50%	C	The EAS Business Plan for 2021/22 was developed in Spring 2021 and was subject to consultation with a range of partners.
1.1	<b>(Estyn Rec 1)</b> Continue to develop the learning network school (LNS) strategy and the cluster-based approaches to capacity building professional learning and accountability.	Reduction of between and within-school variation and all pupils make appropriate progress  Fewer schools require the highest levels of Challenge Advisor support	<b>Strategic Recovery Aim 1</b>	1 <sup>st</sup> April 2020	31 <sup>st</sup> March 2021	50%	C	Schools selected to provide LNS support have been funded to provide bespoke support to other schools in the region e.g. Science, Maths, Leadership.  <ul style="list-style-type: none"> <li>• 8 Newport primary schools provide LNS support for Leadership and curriculum areas across the region.</li> <li>• 2 Newport Schools (St Joseph's HS and Caerleon Comprehensive) provide LNS curriculum support.</li> <li>• 2 Newport Primary schools receive LNS support for leadership. In one of these schools the CA is the Headteacher of the LNS school.</li> <li>• 3 Newport Secondary Schools receive LNS support for</li> </ul>

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Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	Q2 % of Action Completed (Red / Amber / Green)	Q4 % of Action Completed (Red / Amber / Green)	Action Commentary
								<p>leadership. In two of these schools the CA is the Headteacher of the LNS.</p> <p>During the pandemic national categorisation and Estyn monitoring visits have been suspended.</p>
1.2	<b>(Estyn Rec 1)</b> Implement and share learning from secondary school RADY (Raising Achievement of Disadvantaged Youngsters) projects to cluster primary schools	Schools set aspirational individual pupil targets, accurately track pupil progress over time and secure strong progress for nearly all pupils;	<b>Strategic Recovery Aim 1</b>	1 <sup>st</sup> September 2020	31 <sup>st</sup> March 2021	50%	C	The RADY project has continued in secondary schools and has been extended to a number of primary schools. Three secondary schools, the pupil referral unit and ten primary schools are engaging in the project. A further secondary school has expressed an interest in engaging in the project.
2.0	<b>(Estyn Rec 2)</b> Newport Education Services acts as a professional partner to approve all secondary school Pupil Development Grant (PDG) and School Development Plans (SDP) and for sample primary schools	60% of PDG spend is directed to KS3 and spend is informed and aligned to appropriate Sutton Trust activities.	<b>Strategic Recovery Aim 1</b>	1 <sup>st</sup> September 2020	30 <sup>th</sup> November 2020	50%	C	EAS Challenge Advisers reviewed all grant plans and school development plans. In addition to this, the Local Authority reviewed plans with all secondary schools and a selection primary schools.
2.1	<b>(Estyn Rec 2)</b> Monitor impact of Well-being and Looked After Children Cluster Grant plans.	All cluster pupil development grant plans are agreed by a professional partner approval panel to ensure a	<b>Strategic Recovery Aim 1</b>	1 <sup>st</sup> April 2020	31 <sup>st</sup> January 2021	50%	50%	Due the Covid pandemic and the associated school closures it was agreed on a regional basis to monitor the plans and expenditure of PDG but not to complete and evaluation of an

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	Q2 % of Action Completed (Red / Amber / Green)	Q4 % of Action Completed (Red / Amber / Green)	Action Commentary
		wider stakeholder engagement and ownership of this process.						impact of the funding during the financial year.
3	Embed the Learn Well Strategy involving representatives from across NCC.	Reduction in the attainment gap for learner eFSM and non-FSM.	<b>Strategic Recovery Aim 1</b>	1 <sup>st</sup> April 2020	31 <sup>st</sup> March 2021	50%	C	The Learn Well strategic group and sub-groups have been established. Actions plans for each sub-group have been developed in collaboration with partners across NCC and the EAS.
Page 416	Provide professional learning for Chairs and Vice-Chairs of Governors in secondary schools focussing on improving the quality of leadership and teaching and learning.	Reduction in the attainment gap for learner eFSM and non-FSM Increased average Capped Nine scores for individual schools	Not Applicable	1 <sup>st</sup> September 2020	31 <sup>st</sup> March 2021	50%	C	Bespoke support has been provided to individual governing bodies and Chairs of Governors in addition to supporting professional learning delivered through governor networks. Briefings on safeguarding, school attendance and the EdTech IT infrastructure programme have also been issued to governors.
5	Support schools to ensure that curriculum pathways provide an appropriate choice for all learners both pre and post 16.	Reduction in the attainment gap for learner eFSM and non-FSM. Increased average Capped Nine scores for individual schools. Increased learner outcomes Post 16.	<b>Strategic Recovery Aim 1</b>	1 <sup>st</sup> April 2020	31 <sup>st</sup> March 2021	50%	C	Schools in Newport West and East partnerships continue to collaborative post 16 provision. This meets the requirements of the Learner Skills Measure. YGGIC has been supported to develop a post 16 offer for learners joining the sixth form in September 2021.  Schools have worked with Careers Wales and other partners to secure post 16 destinations for young people.



Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	Q2 % of Action Completed (Red / Amber / Green)	Q4 % of Action Completed (Red / Amber / Green)	Action Commentary
6	Evaluate the current range of enhanced curriculum opportunities funded via the pupil development grant and share best practice across the secondary phase.	Reduction in the attainment gap for learner eFSM and non-FSM Increased average Capped Nine scores for individual schools.	<b>Strategic Recovery Aim 1</b>	1 <sup>st</sup> April 2020	31 <sup>st</sup> March 2021	50%	0%	Due the Covid pandemic and the associated school closures it was agreed on a regional basis to monitor the plans and expenditure of PDG but not to complete and evaluation of an impact of the funding during the financial year.
Page 17	Review and refine coordinated Challenge Advisor and subject specific support and delivery in identified schools e.g. block time challenge adviser and school to school models.	Increased average Capped Nine scores for individual schools. Improved Estyn outcomes for individual schools.	Not Applicable	1 <sup>st</sup> April 2020	31 <sup>st</sup> March 2021	50%	C	Support models offered through the EAS have been reviewed and schools have received bespoke support. These models include EAS advisory staff working in schools alongside contracted teachers for extended periods and staff from schools within and outside of the SEWC region providing both Challenge Adviser and leadership consultancy.

## 2. Increase school attendance rates and reduce exclusion rates

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	Q2 % of Action Completed (Red / Amber / Green)	Q4 % of Action Completed (Red / Amber / Green)	Action Commentary
1	Provide support for schools with re-engaging pupils in their education following the period of enforced closure	Reduction in primary and secondary school rates of persistent absence.	<b>Strategic Recovery Aim 1</b>	1 <sup>st</sup> September 2020	31 <sup>st</sup> July 2021	30%	50%	All learners, including those that were previously shielding will be expected to return to their school from 12 April 2021. In most schools, a minority of pupils have not returned as a result of parental concerns about transmission of the Covid-19 virus. These concerns are initially followed up by the school. Concerns are then escalated to the Education Welfare Service after the school has made every attempt to engage the family.
2	Implement the NCC attendance strategy to reduce rates of persistent absenteeism.	Reduction in primary and secondary school rates of persistent absence.	Not Applicable	1 <sup>st</sup> April 2019	31 <sup>st</sup> July 2021	50%	60%	The Welsh Government removed the requirement for schools to set attendance targets for the 2020-2021 academic year. However, the monitoring of attendance remains an important practice for both the local authority and schools.  The Education Welfare Service works closely with schools to engage families and pupils who have not returned as a result of parental concerns about transmission of the Covid-19 virus. The use of Fixed Penalty Notices or proceedings for non-attendance is not currently

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	Q2 % of Action Completed (Red / Amber / Green)	Q4 % of Action Completed (Red / Amber / Green)	Action Commentary
								recommended for local authorities / schools.
3	Develop and implement a new school attendance media campaign.	Media campaign is used by schools across the city	Not Applicable	1 <sup>st</sup> April 2019	31 <sup>st</sup> July 2021	50%	60%	A suite of marketing resources for use in primary schools was circulated in September 2020, this included banners and posters. A similar suite of resources for use in secondary schools has been developed. Social media posts are routinely made on the NCC Twitter and Facebook pages to promote key, positive messages about attendance at school.
Page 19	Ensure cluster attendance policies are developed and implemented.	Many clusters use a cluster attendance policy to develop a consistent approach to supporting their work to improve rates of attendance	Not Applicable	1 <sup>st</sup> April 2019	31 <sup>st</sup> July 2021	50%	60%	Cluster policies have been discussed with all clusters. Two of the nine clusters have policies that have been ratified by governing bodies and implemented by schools with a third cluster due to be completed by the start of the Summer Term 2021.
5	Ensure parental applications for Elective Home Education are monitored and tracked to provide an understanding of trends and support needs.	An accurate overview is in place of the numbers of children who are electively home educated in Newport to promote their access to an appropriate education	Not Applicable	1 <sup>st</sup> April 2020	31 <sup>st</sup> July 2022	30%	50%	On 26th January 2021, the annual census of all children in Newport who were known to be home educated was completed for Welsh Government. This highlighted 207 children of school age are known to be home educated. This includes: <ul style="list-style-type: none"> <li>- 65 children who would be in Key Stage 4;</li> <li>- 66 children who would be in Key Stage 3;</li> </ul>

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	Q2 % of Action Completed (Red / Amber / Green)	Q4 % of Action Completed (Red / Amber / Green)	Action Commentary
								<ul style="list-style-type: none"> <li>- 62 children who would be in Key Stage 2;</li> <li>- 14 children who would be in Foundation Phase;</li> <li>- 84 notifications of home education were received during the period 23.03.20 - 26.01.21.</li> </ul> Parental notification of an intention to home educate is followed up by an Education Welfare Officer within 2 weeks of receipt.
Page 20	Implement the multi-agency 'Managing Weapons in School' policy.	A clear protocol is in place for searching pupils along with clear, consistent procedures relating to finding weapons or drugs, promoting staff and student safety.	<b>Strategic Recovery Aim 1</b>	1 <sup>st</sup> April 2019	31 <sup>st</sup> March 2021	<b>75%</b>	<b>C</b>	The policy has been renamed 'Violence Reduction Policy' to cover a wider breadth of issues. Several meetings have been held with police officers in spring 2021 and a draft protocol has been sent to Gwent Police leads. The draft protocol will be presented at a meeting of the Youth Justice Board in April 2021.
7	Audit partial timetable usage across all school sectors and develop an agreed policy for the administration and monitoring of partial timetables.	A partial timetable policy is in place with clear reporting and monitoring procedures to promote learner access to an appropriate education	<b>Strategic Recovery Aim 1</b>	1 <sup>st</sup> September 2020	31 <sup>st</sup> March 2021	<b>15%</b>	<b>C</b>	Discussions regarding a partial timetable audit have taken place at Managed Move Panel. The audit has been finalised and circulated for completion. A draft policy is due to be completed within the summer term at which point it will be circulated for comments before issuing. This work has been delayed due to Covid 19.

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	Q2 % of Action Completed (Red / Amber / Green)	Q4 % of Action Completed (Red / Amber / Green)	Action Commentary
8	Audit calming room and timeout room usage across all school sectors and update the current policy in liaison with the safeguarding lead and the health and safety team.	A Calming room and Timeout policy is in place with clear recording and reporting procedures promoting staff and student safety.	<b>Strategic Recovery Aim 1</b>	1 <sup>st</sup> October 2020	31 <sup>st</sup> March 2021	N/A	20%	A scoping meeting was held with the Inclusion Advisor, Safeguarding Officer and H&S Officer. Definitions of calming room/time out room have been drafted and sent to a small number of head teachers for comment. Progress has been impacted by Covid 19.
Page 21	To carefully monitor the number and reasons for exclusions on a weekly, monthly and termly basis; and provide support to schools to ensure Covid-19 does not negatively influence the number of exclusions.	Exclusion rates continue to be reduced across the city.	<b>Strategic Recovery Aim 1</b>	1 <sup>st</sup> September 2020	31 <sup>st</sup> March 2021	30%	C	Exclusion monitoring protocols are in place. During spring term 21 schools were operating face to face learning for a minority of pupils. Advice and support for staff working with children and young people was provided during this period. This included providing advice and support following incidents of challenging behaviour.

### 3. Further improve pupil well-being and equity in education

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	Q2 % of Action Completed (Red / Amber / Green)	Q4 % of Action Completed (Red / Amber / Green)	Action Commentary
1	To support all non-maintained settings and all schools to work towards the Healthy Pre-Schools Award and the National Quality Award (NQA) for Healthy Schools.	40 schools are accredited with Healthy Schools awards at level 4 and level 5.	<b>Strategic Recovery Aim 1</b>	1 <sup>st</sup> April 2019	31 <sup>st</sup> July 2021	<b>50%</b>	<b>60%</b>	Schools continue to work towards achieving the National Quality Award (NQA) for Healthy Schools. Twelve schools currently hold the NQA. There are 15 schools who have achieved Phase 5 of the award and 11 schools with Phase 4. These schools will be supported towards NQA over the next 2 years.
Page 22 2	<b>(Estyn Rec 2)</b> Work with partners to embed the priorities of the Learn Well Plan which focuses on improving the attainment of vulnerable groups.	The attainment gap between key vulnerable groups of learners (BAME, CLA, FSM, ALN) and other learners is decreased.	<b>Strategic Recovery Aim 1</b>	1 <sup>st</sup> September 2020	31 <sup>st</sup> March 2022	<b>25%</b>	<b>50%</b>	Partners involved in the Learn Well Plan strategy include officers from Central Education; Policy, Partnership and Involvement; Children's Services; Prevention; Regeneration, Investment and Housing; City Services, Health and Newport Live. Groups continue to meet to focus on strategies to connect and engage vulnerable pupils with schools; ensure they are health aware and involved in decision making.
3	Embed the implementation of the new national 'safeguarding toolkit' for schools.	All schools have effective safeguarding processes in place.	<b>Strategic Recovery Aim 1</b>	1 <sup>st</sup> April 2019	31 <sup>st</sup> March 2022	<b>30%</b>	<b>30%</b>	All schools have a safeguarding self-evaluation which is quality assured by the Education Safeguarding Officer. Schools are not required to use the national safeguarding audit template but this is recommended.
4	All Education Services staff to have	All staff are appropriately trained to facilitate	Not Applicable	1 <sup>st</sup> April 2019	31 <sup>st</sup> March 2021	<b>88%</b>	<b>98.5%</b>	The safeguarding training of central education staff is monitored every six months to

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	Q2 % of Action Completed (Red / Amber / Green)	Q4 % of Action Completed (Red / Amber / Green)	Action Commentary
	completed relevant safeguarding training	safeguarding arrangements						ensure that staff undertake and appropriately update their initial safeguarding training and renew training at least every three years. As of 31st March 2021, the compliance rate for central education, GEMS and Gwent Music staff was 98.5%.
5	Ensure that all secondary schools are aware of the Serious and Organised Crime (SOC) initiatives.	All secondary schools actively support the multi-agency anti-SOC initiatives.	Not Applicable	1st September 2020	31st July 2022	14%	C	All Schools are kept aware of SOC initiatives through Managed Move Panel, Head Teachers meetings and cluster meetings. Schools are aware of the processes for raising awareness of any concerns and the support they will receive. In the year 2021/22 this work is moving to a different portfolio.
6	Develop, disseminate and implement guidance to schools in relation to serious self-harm and potential suicide.	Staff in schools can advise and implement risk reduction strategies for relevant pupils.	<b>Strategic Recovery Aim 1</b>	1st April 2020	31st March 2021	75%	80%	Publication of the Gwent Multi-Agency Serious Self-Harm and Suicide Protocol, of which Newport contributed to, has been delayed. As soon as this is made available during the summer term it will be circulated to Schools and Settings, along with WG guidance.
7	Review with relevant regional partners what provision is available and required to ensure all pupils with ALN have the opportunities to return to study up to age 25.	Further regional opportunities are available for ALN learners up to 25 years old.	Not Applicable	1st October 2020	31st March 2021	N/A	50%	Mastodon C has been commissioned to analyse the ALN data for the SEWC region in order to project the need for specialist ALN provision in the future. The data has been collated locally and is in the process of being analysed by the Mastodon C team. A review of secondary Learning Resource

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	Q2 % of Action Completed (Red / Amber / Green)	Q4 % of Action Completed (Red / Amber / Green)	Action Commentary
								Base provision was planned for 2020-21 however due to Covid 19 there has been a delay in the start of this work.
Page 24 8	<b>(Estyn Rec 1)</b> Continue to implement a range of the curriculum opportunities for pre-16 children who are looked after.	100% of pre-16 CLA pupils have access to an appropriate curriculum.	Not Applicable	1 <sup>st</sup> September 2020	31 <sup>st</sup> July 2022	10%	30%	<p>The Pupil Development Grant 2021/22 provided clusters with specific funding to support looked after children. Clusters used this to provide a range of activities to support pupils including:</p> <ul style="list-style-type: none"> <li>• Designated, trained pastoral support staff and tutors to work with looked after children</li> <li>• Online activities to support blended and distance learning</li> <li>• Access to digital devices and software as required</li> <li>• The introduction of ACE Ambassadors to champion ACES information throughout cluster schools, attend training and prepare training materials for staff</li> <li>• Support for looked after children to develop their reading skills through a package of support to include a combination of reading programmes</li> <li>• LAC coordinators attending network meetings and disseminating to staff</li> </ul> <p>LAC transition programme set up with High School.</p>



Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	Q2 % of Action Completed (Red / Amber / Green)	Q4 % of Action Completed (Red / Amber / Green)	Action Commentary
9	To further the implementation of the Additional Learning Needs (ALN) and Educational Tribunal Act 2018.	All ALN pupils are appropriately supported through evidenced based interventions that are monitored to ensure positive pupil outcomes.	Not Applicable	1 <sup>st</sup> April 2020	31 <sup>st</sup> March 2022	50%	50%	The ALN Code 2021 is in place with timelines published for implementation. Preparations to support ALN Transformation with maintained settings includes monthly cluster lead ALNCo / Headteacher meetings, SEWC Regional working groups, grant funding allocated to schools to develop robust provision mapping and a grant funded Teacher Advisor to support ALN transformation. Service development is underway for the Inclusion Enrichment Team staff including new statutory processes and tribunal training.
10	To review the staffing resources needed to implement the demands of the Additional Learning Needs (ALN) and Educational Tribunal Act 2018.	The Inclusion Enrichment Team is appropriately resourced to ensure all statutory duties are fulfilled.	Not Applicable	1 <sup>st</sup> September 2020	31 <sup>st</sup> March 2022	20%	50%	Following the publication of the ALN Act 2021 which extends the Local Authorities statutory duties to pupils from birth-25yrs there is a need to increase the Inclusion Enrichment team to support provisions within the extended age-range to develop their comprehensive additional learning needs provision (ALP), to co-ordinate a possible increase of requests for LA maintained Individual Development Plans (IDPs) at both ends of the spectrum (0-3 and 19-25yrs), to quality assure provision maps to inform delegated budgets and to advise provisions how to support individual pupils with complex

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	Q2 % of Action Completed (Red / Amber / Green)	Q4 % of Action Completed (Red / Amber / Green)	Action Commentary
								additional needs to maintain their placements. A plan to increase the Inclusion service has been developed in line with the statutory duties outlined within the new ALN Code 2021.

#### 4. To further develop a motivated, capable and engaged workforce

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	Q2 % of Action Completed (Red / Amber / Green)	Q4 % of Action Completed (Red / Amber / Green)	Action Commentary
1	Map and expand participation of all Education Services staff in professional learning, with particular focus on self-evaluation and value for money assessments.	A consistent, high quality approach to self-evaluation will be completed by all officers.  Value for money, high quality provision is offered by all central and commissioned services.	Not Applicable	1 <sup>st</sup> April 2020	31 <sup>st</sup> March 2022	25%	50%	To support professional learning and promote career progression, two Associate Members of the Education Senior Management Team (ESMT) are selected each term. Additionally, during the last year a fortnightly Extended ESMT group has met virtually to collectively address the challenges associated with Covid.
2	<b>(Estyn Rec 3)</b> Middle Leaders present high quality monitoring and evaluation presentations at termly Education Service events and at weekly ESMT meetings	A consistent, high quality approach to self-evaluation will be completed by all officers.  An improvement in team performance measures that appropriately focus on outcomes.	Not Applicable	1 <sup>st</sup> April 2020	31 <sup>st</sup> March 2022	25%	50%	Monitoring and Evaluation reports have continued to be developed and presented weekly to the Education Senior Management Team and shared with all Team Leaders. All senior managers and team leaders have been involved in the development of a monitoring and evaluation report timetable for the academic year 2021/22.

## 5. Developing quality learning pathways and provisions

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	Q2 % of Action Completed (Red / Amber / Green)	Q4 % of Action Completed (Red / Amber / Green)	Action Commentary
1	Complete all works linked to the Education Capital Programme for 2020/21.	Individual projects are progressed within the allocated budget and to agreed timescales. This monitored and reported via the People's Services Capital Programme Board chaired by the Chief Education Officer	Not Applicable	1 <sup>st</sup> April 2020	31 <sup>st</sup> March 2021	40%	90%	The majority of projects have progressed as planned although delays have been encountered in relation to costs (Covid and Brexit have caused significant issues) and SABs requirements. Despite this, slippage is relatively minor. One exception however relates to the Reducing Class Sizes Project at Maesglas Primary School. This is scheduled for completion during the summer term 2021 and will therefore be transferred to the Education Capital Programme for 2021/2022.
2	To continue to redevelop and extend provision within the city to accommodate a greater range of needs, ensuring that pupils are placed where their learning is best supported which will reduce the need for Out of County placements.	Specialist ALN provision is available within the city reducing the need for Out of County Placements.	Not Applicable	1 <sup>st</sup> April 2020	31 <sup>st</sup> March 2022	40%	50%	The contracts with Newport Live and Catch 22 have been extended to ensure there is additional capacity for pupils with social emotional and behavioural difficulties (SEBD), spot purchases have also been made for additional pupils requiring this provision to ensure they are supported locally. There continues to be a need to increase specialist ASD provision for foundation phase and secondary age pupils within the city, options to extend provisions are being explored with the 21st Century Team.

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	Q2 % of Action Completed (Red / Amber / Green)	Q4 % of Action Completed (Red / Amber / Green)	Action Commentary
3	Review School Funding Formula.	Funding is allocated to schools on a fair and appropriate basis.	Not Applicable	1 <sup>st</sup> April 2020	31 <sup>st</sup> March 2022	25%	50%	At schools forum in 2019 a proposed timetable for the review of the NCC schools funding formula was presented and a formula sub group was created. To date the sub group, made up of service area experts and schools forum sector representatives have reviewed ALN funding, energy and building maintenance and transitional funding and these changes were implemented in 20/21. A further review is scheduled in 21/22 on Pupil Mobility Funding, EAL Funding, Teacher Salary funding and Special Educational Needs (to ensure aligned to new ALN act) for implementation in 22/22.
4	To revise secondary school catchment areas to ensure sufficiency of secondary school places across the city	A proposal to revise catchment areas has been included in the consultation on admission arrangements for 2021 and if approved will support the sufficiency of school places across the city.	Not Applicable	1 <sup>st</sup> September 2019	31 <sup>st</sup> August 2021	C	N/A	The revised catchment areas have now been agreed and will apply to all admissions effective from September 2021 onwards. The Year 7 Phase Transfer window has now opened and priority for admission will be based on these revised catchment areas.
5	To review and re-profile the 21 <sup>st</sup> Century Schools Programme, and ensure that each	The priority projects at Ysgol Gyfun Gwent Is Coed, Bassaleg	Not Applicable	1 <sup>st</sup> April 2020	31 <sup>st</sup> March 2024	20%	25%	The overall project is making good progress in relation to the priority projects. Works have commenced on site at Ysgol

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	Q2 % of Action Completed (Red / Amber / Green)	Q4 % of Action Completed (Red / Amber / Green)	Action Commentary
Page 30	individual project is progressed at the appropriate time and securing WG capital funding approval through the business case process.	School, Caerleon Comprehensive School and Whiteheads are progressed within the allocated budget and agreed timescales as outlined within the overall programme. This is monitored bi-monthly through Board Meetings with Newport Norse and reported via the People's Services Capital Programme Board, chaired by the Chief Education Officer.						Gyfun Gwent Is Coed, and the Bassaleg project is currently out to tender. Designs are nearing completion in relation to the projects at Caerleon Comprehensive School and the new primary school at Whiteheads. There has however been a need to value engineer projects as a result of increased costs when compared with the available budget. This continues to be a concern moving forward.
6	To progress a School Reorganisation proposal to support the expansion of Bassaleg School funded through Band B of the 21 <sup>st</sup> Century Schools Programme.	The capacity of Bassaleg School will be increased from 1747 to 2050 with effect from September 2023 to ensure that adequate provision exists for children within the catchment area.	Not Applicable	1 <sup>st</sup> April 2020	31 <sup>st</sup> August 2021	25%	65%	This proposal is progressing. A statutory notice has been published and will run until 1st April 2021. A final decision will be sought following this, and will likely emerge over the summer term 2021.

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	Q2 % of Action Completed (Red / Amber / Green)	Q4 % of Action Completed (Red / Amber / Green)	Action Commentary
7	To progress a School Reorganisation proposal to support the expansion of Tredegar Park Primary School funded via the Welsh-medium Capital Grant.	The capacity of Tredegar Park Primary School is increased from 420 to 525 with effect from September 2021 to ensure that adequate provision exists for children within the local area.	Not Applicable	1 <sup>st</sup> April 2020	31 <sup>st</sup> August 2021	15%	15%	This proposal has been deferred and will be re-visited in the autumn term 2021.
Page 81	To progress and conclude a School Reorganisation proposal to amalgamate Newport's remaining standalone nursery schools.	Standalone nursery provision will be consolidated in one single school from September 2021 to support future sustainability of the provision.	Not Applicable	1 <sup>st</sup> April 2020	31 <sup>st</sup> August 2021	40%	C	This proposal was determined in February 2021 and will be implemented as planned from September 2021.
9	The new pupil projection model will be refined and suitably tested enabling a series of options to be brought forward for consideration in relation to future secondary provision across Newport.	Appropriate school provision is in place across Newport for all sectors and all language mediums.	Not Applicable	1 <sup>st</sup> April 2020	31 <sup>st</sup> March 2021	40%	90%	The new pupil projection model has now been implemented. This will be further tested when 2021 projections are produced later in the summer term. These projections will be delivered later than usual due to delays with PLAC 2021 as a result of the Covid-19 pandemic.
10	Trips and Visits Policy and procedures are reviewed in line with National Guidance and	Audit awards an adequate or satisfactory control	Not Applicable	1 <sup>st</sup> April 2020	31 <sup>st</sup> March 2021	35%	50%	This has not progressed as planned, primarily due to Covid-19. However, again as a result of the pandemic, school trips are not

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	Q2 % of Action Completed (Red / Amber / Green)	Q4 % of Action Completed (Red / Amber / Green)	Action Commentary
	NCC Audit recommendations.	rating of the trips and visit function.						operating at present. This will be re-visited in the summer term 2021 for implementation from September 2021.
11	Ensure sustainability of Free Breakfast Club provision at primary and nursery schools following incorporation into the School Meals Contract	All existing Free Breakfast Clubs continue to operate effectively, with the same opportunities extended to other schools on request.	Not Applicable	1 <sup>st</sup> January 2021	31 <sup>st</sup> August 2021	N/A	25%	The implementation of the new School Meals Contract has been deferred until September 2021 due to the Covid-19 pandemic. Operation of Breakfast Club services has been included in the new specification and therefore this will be addressed in the autumn term 2021.
Page 32 of 12	Review Learning Resource Base provision in secondary schools and the associated formula funding.	Appropriate Secondary Learning Resource Base provision is available for MLD and ASD pupils.	Not Applicable	1 <sup>st</sup> October 2020	31 <sup>st</sup> March 2022	N/A	0%	A review of secondary Learning Resource Base provision and funding was planned for 2020-21 however, due to the impact of Covid-19 this was not undertaken. This action will be progressed during 2021-22 as part of an overall LRB review for both Primary and Secondary phase and a whole ALN funding formula.
13	In liaison with finance, partners and schools create a sustainable model of delivery to ensure children with ALN are provided with timely intervention within a prescribed budget without year on year fluctuation.	A sustainable financial model for ALN is established.	Not Applicable	1 <sup>st</sup> October 2020	31 <sup>st</sup> March 2021	N/A	30%	Due to Covid-19 and a delay in the publication of the ALN Code, there has been a delay in developing a new ALN funding formula for Schools for the financial year 2022-23 this work will be progressed during the summer and autumn term 2021. The Inclusion Advisor has continued to work with ALNCo's on a cluster basis to ensure School based interventions are being developed to meet the



Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	Q2 % of Action Completed (Red / Amber / Green)	Q4 % of Action Completed (Red / Amber / Green)	Action Commentary
								needs of all pupils and training on provision mapping has taken place.
14	Work with the EAS to develop and implement a local authority digital strategy	All schools and governing bodies are aware of the local authority digital strategy.	<b>Strategic Recovery Aim 1</b>	1 <sup>st</sup> April 2020	31 <sup>st</sup> March 2021	20%	70%	The draft Digital Plan for Schools is in the final stages of completion following periods of consultation with local authority officers, Headteachers, SRS officers and the Youth Council.
Page 33 15	Establish a Local Authority ICT Strategic group to direct and monitor implementation of the Welsh Government EdTech programme and oversee the effectiveness of the SRS Service Level Agreement for schools.	All schools in Newport meet the baseline national expectation for ICT infrastructure. Increase in the use of Hwb in all schools.  Increase in the number of schools receiving ICT support from the LA preferred provider.	<b>Strategic Recovery Aim 1</b> Support schools to enhance and develop digital skills, digital teaching and learning platforms and enhanced support for digitally excluded learners	1 <sup>st</sup> April 2020	31 <sup>st</sup> March 2022	25%	50%	The ICT Strategic Group continues to meet to overview the delivery of the Welsh Government EdTech programme and oversee the effectiveness of the SRS Service Level Agreement (SLA) for schools. 42 schools have now moved from the STEP network to the SRS Schools Edu network. 41 schools have signed up for the 2021/22 SRS IT Service Level Agreement for their curriculum network with a further school joining the SLA from August.  As of 1 April 2021, out of the 3714 digital devices ordered using the WG EdTech funding, 3266 have been delivered to schools. This includes: 1746 chrome books, 695 laptops and 404 Apple devices. The SRS will be working to configure all remaining devices and deliver them to schools by the start of the Spring Term 2021.

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	Q2 % of Action Completed (Red / Amber / Green)	Q4 % of Action Completed (Red / Amber / Green)	Action Commentary
Page 34								<p>The Welsh Government has also secured additional funding for devices. This means that schools in Newport will benefit from an additional 3043 chrome books which will be delivered to the local authority in May. The Welsh Government has confirmed that Newport will receive £850,846 Hwb EdTech grant funding for 2021-2022 which will be used to further increase the number of digital devices available to pupils and schools.</p> <p>Schools were provided with 1,300 MiFi devices in June 2020. These devices provide a 4G internet connection to pupils who do not have access to the internet at home. The carrier charges on these devices have been funded from the EdTech grant until 31 March 2021.</p> <p>From 1 April 2021, EdTech funding is available to pay the carrier charges on 502 MiFi devices up to 31 July 2021. To support pupils who need access to connectivity and do not have a MiFi device, Welsh Government has negotiated mobile data uplifts with a number of mobile network operators (BT Mobile, EE, SMARTY, Tesco Mobile, Three,</p>

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	Q2 % of Action Completed (Red / Amber / Green)	Q4 % of Action Completed (Red / Amber / Green)	Action Commentary
								Virgin Mobile and Vodafone). To date, 149 parents who have existing contracts with these providers have applied for mobile data uplifts via the school and local authority.
Page 35	Review Post 16 provision within Newport to ensure it is meeting the needs of all learners and provides good value for money.	Collaborative arrangements in all schools deliver a cost effective provision. Improvement in ALPS quality indicator for individual schools. Plans for a sixth form at Ysgol Gyfun Gwent Is Coed are developed and implemented in readiness for a September 2022 start.	Not Applicable	1 <sup>st</sup> April 2019	31 <sup>st</sup> March 2022	50%	55%	Schools in Newport continue to deliver a collaborative curriculum offer for post-16 learners. This approach supports the delivery of a local curriculum that meets the requirements of the Learning and Skills Act 2000. Work to support Ysgol Gyfun Gwent Is Coed to introduce a Welsh medium post-16 curriculum from September 2021 is ongoing.
17	To progress with the Accessibility Strategy for Schools and to develop a phased approach to improve physical environments in schools.	Identify requirements for improved access to halls and classrooms for people with mobility or sensory impairments. Funding for priority improvements will be subject to	Not Applicable	1 <sup>st</sup> April 2020	31 <sup>st</sup> March 2022	30%	50%	Phase A Capital Works are currently underway at five identified schools. Phase 2 feasibility studies have been undertaken and will be subject to a paper to Capital Strategy & Asset Management Group for funding considerations in the summer term 2021.

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	Q2 % of Action Completed (Red / Amber / Green)	Q4 % of Action Completed (Red / Amber / Green)	Action Commentary
		business case approval.						
18	To develop and implement a joint ALN and Admissions process regarding allocation of school placements based on parental preference to safeguard and minimise appeals processes.	Offer of placements will be subject to multi-disciplinary team approval where the School Admissions Code and SEN Code of Practice are not aligned.	Not Applicable	1 <sup>st</sup> April 2020	31 <sup>st</sup> March 2022	55%	75%	A number of meetings have taken place between the SEN and Admissions team, a joint informal agreement has been agreed between the teams regarding the process for pupils changing phases. This has been trialled during 2020-21 with partial success. The process has been reviewed and adjustments will be made before formalising the procedure.

## 6. Improve learner voice in decision making

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	Q2 % of Action Completed (Red / Amber / Green)	Q4 % of Action Completed (Red / Amber / Green)	Action Commentary
1	<b>(Estyn Rec 4)</b> Embed the Pupil Participation Network in primary schools across all clusters.	Strong and effective practice is shared across primary schools.	Not Applicable	1 <sup>st</sup> September 2020	31 <sup>st</sup> March 2022	10%	15%	The Partnership Officer for Participation will continue to schedule network meetings for primary schools from the Summer Term 2021 onwards.
2	<b>(Estyn Rec 4)</b> To raise the profile of the Youth Council and consider ways in which it can link with school councils across Newport secondary schools. Implement ways of linking the Youth Council and school councils across the secondary sector.	Effective communication is in place between the Youth Council and secondary school councils.	Not Applicable	1 <sup>st</sup> April 2019	31 <sup>st</sup> March 2022	55%	60%	The profile of the Youth Council has been enhanced and is beginning to influence valuable practices, including their involvement in the development of new anti-bullying guidance for schools. However, the lines of communication between the Youth Council and individual school councils need to be further strengthened when all pupils return to school in April 2021.
3	<b>(Estyn Rec 4)</b> Work with partners to embed the Participation Strand of the Learn Well Plan which focuses on increasing the involvement of children and young people in decision making.	Increase in number of decision-making activities involving children and young people, particularly those who represent vulnerable groups.	Not Applicable	1 <sup>st</sup> September 2020	31 <sup>st</sup> March 2022	55%	60%	The education services well-being plan is called the Learn Well Plan. This plan is made up of four separate strands and includes pupil participation and decision making as a key strand. A working group has been set up to steer this aspect of the well-being plan. This working group is made up of representatives of a range of council services including: Regeneration, Investment and Housing; Childrens' Services; Youth Justice; Policy, Partnership and Involvement; and Education. The Newport Youth Council have supported this work by developing

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	Q2 % of Action Completed (Red / Amber / Green)	Q4 % of Action Completed (Red / Amber / Green)	Action Commentary
								a young person's version of the Learn Well Plan. This will be shared with school councils and pupils involved in future participation activities.
Page 38	<b>(Estyn Rec 4)</b> Involve children and young people in the development of key policies that affect them and reflect the priorities identified by the Youth Council.	The revised Local Authority Anti-Bullying Policy is developed in partnership with children and young people. A LGBTQ+ guide for schools is developed in partnership with children and young people.	Not Applicable	1 <sup>st</sup> September 2020	31 <sup>st</sup> March 2022	12%	50%	The Youth Council played in key role in developing the new anti-bullying guidance and model policy for schools which was circulated in November 2020. They designed and implemented a survey using the Newport Bus WiFi and their Twitter feed. 1,693 individuals took part in this survey with 1,204 participants being under 25 years of age. The responses from this survey were developed into a graphical illustration that formed the basis for the local authority's work. A new Education Services Digital Plan for Schools is in the final stages of development. The Youth Council provided their views on the priority areas to include in this plan and will also be involved with the annual monitoring of the completed plan.
5	<b>(Estyn Rec 4)</b> Most Education Service Team on a Page priorities to include capture of pupil voice activity at least 2 occasions in an academic year.	Increase in the number of decision making activities involving young people.	Not Applicable	1 <sup>st</sup> April 2020	31 <sup>st</sup> March 2022	50%	60%	Most Education Service Team on a Page priorities include capture of pupil voice activity on at least 2 occasions in an academic year. To date this year this includes:

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	Q2 % of Action Completed (Red / Amber / Green)	Q4 % of Action Completed (Red / Amber / Green)	Action Commentary
Page 39								<ul style="list-style-type: none"> <li>• Bus WiFi and Twitter surveys of young people to collect their views on bullying</li> <li>• Pupils at Ysgol Bryn Derw taking part in the post evaluation survey following the completion of the 21 Century School's Project.</li> <li>• Pupil voice survey undertaken by the GEMS team to identify what challenges learners faced with home learning during school closures.</li> </ul> <p>The Vulnerable Learner Co-ordinator and a member of the Youth Justice Team carrying out learner voice interviews and questionnaires regarding alternative provision to ensure that provision is meeting the needs of this group.</p>
	6	(Estyn Rec 4) To establish a mechanism to allow policies to be shared with young people.	This will enable effective communication, engagement and involvement.	Not Applicable	1 <sup>st</sup> April 2019	19 <sup>th</sup> July 2021	60%	65%

## 7. Promote access to Welsh medium education

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	Q2 % of Action Completed (Red / Amber / Green)	Q4 % of Action Completed (Red / Amber / Green)	Action Commentary
1	<b>(Estyn Rec 5)</b> Work with partners to support new early years provision through the non-maintained sector and childcare settings	Increased provision of Welsh-medium early years' places.	Not Applicable	1 <sup>st</sup> April 2020	31 <sup>st</sup> March 2021	50%	C	Welsh medium non-maintained settings (NMS) have been commissioned and are now offering provision.
Page 40	<b>(Estyn Rec 5)</b> Ensure that Welsh Medium (WM) provision is established to support pupils with Additional Learning Needs	Good quality ALN provision will be created to support pupils attending WM schools. The permanent location for the new Welsh-medium primary school will include provision for a Learning Resource Base.	Not Applicable	1 <sup>st</sup> April 2019	31 <sup>st</sup> August 2023	70%	75%	The school reorganisation proposal to establish a new Welsh-medium primary school from September 2021 has been determined. The school will move to a permanent location in September 2023, and this new building will include accommodation for a Welsh-medium Learning Resource Case.
3	<b>(Estyn R5)</b> To progress and conclude the school reorganisation proposal to establish a 4th Welsh-medium primary school and subsequently to support the school to open as planned. This will include revised WM	The number of Welsh-medium primary school places will be increased by 50%.	Not Applicable	1 <sup>st</sup> April 2019	31 <sup>st</sup> August 2020	C	N/A	This proposal has now concluded and been formally approved. The new school will open as planned in September 2021, and revised Welsh-medium primary school catchment areas will also take effect for all admissions effective on or after this date.



Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	Q2 % of Action Completed (Red / Amber / Green)	Q4 % of Action Completed (Red / Amber / Green)	Action Commentary
	primary school catchment areas.							
4	To draft a new Welsh in Education Strategic Plan for Newport in consultation with colleagues and partners including the Welsh in Education Forum	A new WESP will be agreed for the period 2021 to 2031.	Not Applicable	1 <sup>st</sup> January 2021	31 <sup>st</sup> August 2022	N/A	20%	Guidance on the new regulations was issued by Welsh Government in January 2021. A Steering Group has been established and will work with partners from the WEF to draw up a draft WESP by the end of the summer term 2021.
Page 41	To develop a regional Managed Move protocol between the Welsh Secondary Schools.	Effective arrangements are in place for managed moves in the Welsh sector for pupils at risk of managed moves.	Not Applicable	1 <sup>st</sup> October 2020	31 <sup>st</sup> July 2021	N/A	20%	Discussions have taken place at SEWC Inclusion and there is an agreement to progress this piece of work. Due to a change of Head Teacher and ALNCo at the Welsh secondary School along with the impact of Covid-19 there has been a delay in progressing the protocol. Links have been made between Ysgol Gwent Is Coed and both Managed Move panel and the Bridge Achievement Centre.
6	(Estyn Rec 5) To review WM primary school catchment areas to support the establishment of the fourth school.  Welsh-medium primary school catchment areas are more equitable and support access to Welsh-medium		Not Applicable	1 <sup>st</sup> April 2019	31 <sup>st</sup> August 2020	C	N/A	The school reorganisation proposal to support the establishment of the new Welsh-medium primary school also referenced revised Welsh-medium primary school catchment areas. The proposal has now concluded and been formally approved. The new school will open as planned in September 2021, and revised Welsh-medium primary school catchment areas will also take

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	Q2 % of Action Completed (Red / Amber / Green)	Q4 % of Action Completed (Red / Amber / Green)	Action Commentary
	education for children across the city.							effect for all admissions effective on or after this date.

## 8. School budgets are effectively managed

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	Q2 % of Action Completed (Red / Amber / Green)	Q4 % of Action Completed (Red / Amber / Green)	Action Commentary
1	<p>Monitor In-year school budgets to ensure budgets are:</p> <ul style="list-style-type: none"> <li>Managed effectively and taking necessary actions to prevent overspending. Effectively taking necessary actions to prevent overspending.</li> </ul> <p>Schools that have deficit budget recovery plans are implementing the necessary actions to reduce their overall budget deficits.</p>	Schools all manage their in year budgets.	Not Applicable	1 <sup>st</sup> April 2020	31 <sup>st</sup> March 2022	25%	50%	<p>In year budgets have been positively affected by Welsh Government covid grants issued during 2020/21.</p> <p>A new education finance resource manager has been appointed in central education. This officer will work with all Newport schools to support head teachers and governing bodies with their medium and long-term budget planning.</p>
2	<p>Monitoring of primary, secondary and special schools overall budgets:</p> <ul style="list-style-type: none"> <li>To prevent overspending and take necessary mitigating action(s).</li> </ul> <p>Schools with deficit budget recovery plans are implementing the necessary actions to reduce their budget deficits</p>	Secondary schools are managing their in-year budgets.	Not Applicable	1 <sup>st</sup> April 2020	31 <sup>st</sup> March 2022	40%	70%	<p>School reserves are projected to close with a surplus for 2020/21 and this has been heavily impacted by Covid through non-recurrent WG grant funding including significant late grants and cost reductions through school closures and Covid impact.</p> <p>A number of schools will still be required to make savings in order to ensure a balanced position and repayment of deficits over the medium term.</p>

## Performance Measures 2020/21

Due to Covid-19, Welsh Government has agreed to suspend the reporting of attainment and attendance performance measures for the Academic Year 2019/20 and 2020/21.

### Key

Green	Green – Performance is above Target
Amber	Amber RAG – Performance is below Target (0-15%)
Red	Red RAG – Performance is Under achieving (+15%)
?	Unknown RAG (Data missing)

Performance Measure	Actual Performance 2020/21	Target 2020/21	Actual Performance 2019/20	Actual Performance 2018/19	Actual Performance 2017/18	Comments
<b>PAM/009</b> - % Young people NEET Year 11	1.4%	<b>3%</b>	0.9%	1.5%	1.3%	
<b>PAM/033</b> - % of pupils assessed in Welsh at the end of the Foundation Phase. <i>Note: Data Cymru has proposed removal of this measure and we await confirmation.</i>	No Data	<b>4.5%</b>	No Data	5.55%	4.51%	<i>Data Cymru has removed this measure.</i>
Reduction in incidents lost to fixed term exclusions exclusion (5 days or less)	No Data	<b>944</b>	933	No Data	No Data	This performance measure has been suspended due to the Covid 19 pandemic and associated school closures.
Reduction in incidents of fixed term exclusion (over 5 days)	No Data	<b>37</b>	23	No Data	No Data	This performance measure has been suspended due to the Covid 19 pandemic and associated school closures.
<b>EDU/010b</b> - Total no of days lost to secondary fixed term exclusions	No Data	<b>1264</b>	1,249	No Data	No Data	This performance measure has been suspended due to the Covid 19 pandemic and associated school closures.
<b>EDU/L/067 (RIH/L/048)</b> - % young people recorded as unknown following compulsory education	2.1%	<b>0.5%</b>	1.2%	1.2%	0.7%	Due to Covid restrictions tracking of school leavers has been challenged. The target was not achieved and performance was 0.9pp higher than the previous year. All Wales data was 1.4%. This data includes young people who have left the area or who did not respond to the survey.
<b>NEET109</b> % 16 - 18 yr olds not in education, employ or training (IP5) (A)	2.6%	<b>6.0%</b>	2.6%	2.6%	4%	

Performance Measure	Actual Performance 2020/21	Target 2020/21	Actual Performance 2019/20	Actual Performance 2018/19	Actual Performance 2017/18	Comments
NEET11 % Young people NEET 13 (IP5) (A)	1.13%	6.0%	1.8%	1.7%	No Data	

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# Scrutiny Report

## Performance Scrutiny Committee - People

### Part 1

Date: 22<sup>nd</sup> June 2021

### Subject Scrutiny Adviser Report

Author Scrutiny Adviser

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

Invitee:	Role
Neil Barnett (Scrutiny Adviser)	Present the Committee with the Scrutiny Adviser Report for discussion and update the Committee on any changes.

## Section A – Committee Guidance and Recommendations

### Recommendations to the Committee

The Committee is asked to:

**1. Committee’s Work Programme:**

Consider the Committee’s Forward Work Programme Update (**Appendix 1**):

- *Are there any amendments to the topics scheduled to be considered at the next Committee meeting?*
- *Are there any additional invitees that the Committee requires to fully consider the topics?*
- *Is there any additional information that the Committee would like to request?*

## 2 Context

### Background

- 2.1 The purpose of a forward work programme is to help ensure Councillors achieve organisation and focus in the undertaking of enquiries through the Overview and Scrutiny function. Effective work programming is essential to ensure that the work of Overview and Scrutiny makes a positive impact upon the Council’s delivery of services.
- 2.2 Further information about the work programming process, including the procedures for referring new business to the programme, can be found in our Scrutiny Handbook on the Council’s Scrutiny webpages ([www.newport.gov.uk/scrutiny](http://www.newport.gov.uk/scrutiny)).
- 2.3 The Centre for Public Scrutiny’s Good Scrutiny Guide recognises the importance of the forward work programme. In order to ‘lead and own the process’, it states that Councillors should have

ownership of their Committee's work programme, and be involved in developing, monitoring and evaluating it. The Good Scrutiny Guide also states that, in order to make an impact, the scrutiny workload should be co-ordinated and integrated into corporate processes, to ensure that it contributes to the delivery of corporate objectives, and that work can be undertaken in a timely and well-planned manner.

### **Forward Work Programme Update**

- 2.4 The Committee's work programme was set in June 2021, including estimated timescales for when the reports will be considered by the Committee. This programme is then managed and implemented by the designated Scrutiny Adviser for this Committee under the direction of the Committee Chairperson.
- 2.5 Attached as **Appendix 1** is the Committee's Forward Work Programme Update. The Committee is asked to consider:
- *Any amendments to the topics scheduled to be considered at the next Committee meeting?*
  - *Are there any additional invitees that the Committee requires to fully consider the topics?*
  - *Is there any additional information that the Committee would like to request?*

The Committee agreed to keep a degree of flexibility within its work programme to enable the Committee to respond to urgent / emerging issues. This item is an opportunity for the Committee members to raise any suggested amendments to the Work Programme.

## **3 Information Submitted to the Committee**

- 3.1 The following information is attached:

**Appendix 1:** The Committee's Forward Work Programme Update;

## **4. Suggested Areas of Focus**

### **Role of the Committee**

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

- **Forward Work Programme Update - Appendix 1**  
Consider:
  - Are there any amendments to the topics scheduled to be considered at the next Committee meeting?
  - Are there any additional invitees that the Committee requires to fully consider the topics?
  - Is there any additional information that the Committee would like to request?

## **Section B – Supporting Information**

### **5 Supporting Information**

- 5.1 The Corporate Assessment, and the subsequent [follow up assessment](#) provide background information on the importance of good work programming. Specific reference is made to the need



to align the Cabinet and Scrutiny work programmes to ensure the value of the Scrutiny Function is maximised.

- 5.2 The latest Cabinet work programme was approved by the Cabinet on a monthly basis for the next 12 months and includes the list of reports scheduled for consideration. Effective forward planning by both Cabinet and Scrutiny needs to be coordinated and integrated in relation to certain reports to ensure proper consultation takes place before a decision is taken. A link to the Cabinet work programme is provided [here](#) to the Committee as part of this report, to enable the Committee to ensure that the work programmes continue to reflect key decisions being made by the Cabinet.

## 6. Links to Council Policies and Priorities

- 6.1 Having proper work programming procedures in place ensures that the work of Overview and Scrutiny makes a positive impact upon the Council’s delivery of services, contributes to the delivery of corporate objectives, and ensures that work can be undertaken in a timely and well-planned manner.
- 6.2 This report relates to the Committee’s Work Programme, Actions from Committee’s and Information Reports that support the achievement of the Scrutiny Committee, in accordance with the Law and Regulation Service Plan, Objectives, Actions and Measures and the Wellbeing objectives:

<b>Well-being Objectives</b>	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
<b>Corporate Plan Commitments</b>	Thriving City	Aspirational People		Resilient Communities
<b>Supporting Function</b>	Modernised Council			

## 7 Wellbeing of Future Generation (Wales) Act

- 7.1 The Wellbeing of Future Generations Act 2015 which came into force in April 2016 sets the context for the move towards long term planning of services.

### 7.2 General questions

- How is this area / policy affected by the new legislation?
- How will this decision / policy / proposal 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?
- Evidence of links to Wellbeing Assessment / Objectives / Plan?

### 7.3 Wellbeing Goals

- How are the Wellbeing goals reflected in the policy / proposal / action?
  - *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*

#### 7.4 Sustainable Development Principles

- Does the report / proposal 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 2017 - 2022](#)
- The Corporate Assessment and [follow up assessment](#).

Report Completed: 22 June 2021

## Performance Scrutiny Committee - People - Monthly Forward Work Programme 2021/22

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Tuesday, 21 September 2021 at 10am		
Topic	Information Required / Committee's Role	Invitees
<b>Children's Residential Care</b>	<p>Context for the continued development of in house children's residential care</p> <p>Update from the Service area on the recent developments of Children's Residential Care</p>	<p><b>Sally Jenkins - Head of Children and Young People Services</b></p> <p><b>Joanne Llewellyn - Service Manager</b></p> <p><b>Scott Hereford - Team Manager</b></p>

Tuesday, 2 November 2021 at 10am		
Topic	Information Required / Committee's Role	Invitees
<p><b>21 - 22 Service Plan Mid-Year Review for:</b></p> <ul style="list-style-type: none"> <li>• <b>Children and Young People Services</b></li> <li>• <b>Adult and Community Services</b></li> </ul>	<p><b>Performance Monitoring - holding the executive to account for the Council's performance, focusing on:</b></p> <ul style="list-style-type: none"> <li>• Achievement of outcomes and actions within service plans;</li> <li>• Scrutinising progress in improvements to areas of poor performance;</li> <li>• Assessing the extent to which performance objectives are contributing to the overall objectives and priorities of the Council including an update upon Corporate Objectives, Actions and Performance Measures.</li> </ul>	<p><b>Sally Jenkins - Head of Children and Young People Services;</b></p> <p><b>Chris Humphrey - Head of Adult and Community Services;</b></p> <p><b>Councillor Paul Cockeram - Cabinet Member for Social Services.</b></p>

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