

# Report

## Cabinet Member for Education and Skills

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### Part 1

Date: 5 October

**Subject** Education Service Plan 2018-2022

**Purpose** To seek a Cabinet Member decision to approve the service plan for 2018-2022

**Author** Chief Education Officer

**Ward** All

**Summary** The service plan sets the scene for how the service area will contribute to the council's corporate plan and the overall vision for the council. The service plan sets short term and longer term actions to align to the same time period as the corporate plan, progress will be reviewed at regular intervals and more detail will be added to the longer term actions as they become more current.

**Proposal** To approve the Education Service Plan for the period 2018-2022

**Action by** Chief Education Officer

**Timetable** Immediate

This report was prepared after consultation with:

- Leader of the Council
- Cabinet Member for Education and Skills
- Chief Executive
- Strategic Director (People)
- Head of Service

**Signed**

## **Background**

The service plan sets the scene for how the service area will contribute to the council's corporate plan and the overall vision for the council. The service plan sets short term and longer term actions to align to the same time period as the corporate plan, progress will be reviewed at regular intervals and more detail will be added to the longer term actions as they become more current. The council's service plans are detailed planning documents that answer the following questions:

- What will we do?
- What impact do we intend this to have?
- How will we know we have done it?
- How will we measure success?
- Do we have the resources to deliver what we have planned?
- What could prevent us from achieving success?

The Service Plan has been prepared in accordance with the Council's guidance and is appended to this report. It covers the period 2018 to 2022 and will be updated annually to reflect changing priorities and circumstance.

## **Introduction**

The Service Plan has been prepared in accordance with the Council's guidance and is appended to this report.

## **Financial Summary**

The service plan provides information about the resources available to the service area, for example, staff, finances, income, investments etc.

## **Risks**

The risks to the delivery of the service plan are included within the service plan.

## **Links to Council Policies and Priorities**

Service plans provide actions to deliver the objectives and goals that are set out in the corporate plan.

## **Options Available and Considered**

Option 1 – to approve the Service Plan

Option 2 – to amend and approve the Service Plan

## **Preferred Option and Why**

The preferred option is 1. The Service Plan provides important direction to the service area and provides the actions that aim to achieve the planned outcomes of the corporate plan.

## **Comments of Chief Financial Officer**

Service Plans have been constructed based on the approved Medium Term Financial Plan and as a result there are no financial implications arising from them. A major part of Service Planning in 2018-2022 is the delivery of efficiency savings in the budget and those activities underpinning the savings form key strands of the Plans.

## **Comments of Monitoring Officer**

There are no legal implications. The Service Plans have been prepared in accordance with the Council's performance management framework and reflect both statutory responsibilities and strategic objectives for the relevant services.

## **Comments of Head of People and Business Change**

Any actions arising from the service plans that have additional human resources implications will need to be the subject of a separate report. The service plans identify the actions that will be taken to achieve the objectives and priorities of the corporate plan and take in to account our legislative duties, including the Well-being of Future Generations Act (Wales) 2015 and the Local Government Measure 2009. The plans form an essential part of the Councils performance management arrangements.

## **Comments of Cabinet Members**

The relevant Cabinet Member has been consulted on this service plan.

## **Local issues**

None

## **Scrutiny Committees**

The mid-year and year end reviews of progress against the service plan will be considered by scrutiny committees.

## **Equalities Impact Assessment and the Equalities Act 2010**

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

## **Children and Families (Wales) Measure**

Although no targeted consultation takes place specifically aimed at children and young people, consultation on is open to all of our citizens regardless of their age. People replying to consultations are not required to provide their age or any other personal data, and therefore this data is not held or recorded in any way, and responses are not separated out by age.

## **Wellbeing of Future Generations (Wales) Act 2015**

Service planning supports the achievement of the council's wellbeing objectives as set out in the corporate plan; and ensures that the Council incorporates the five ways of working when developing plans. Further work to integrate the planning and reporting framework of the plans and the Council's legislative duties will continue develop the process so that service plans become live documents that demonstrate the Councils commitment to achieving its wellbeing objectives as included in the corporate plan.

## **Crime and Disorder Act 1998**

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

## **Consultation**

Comments received from wider consultation, including comments from elected members, are detailed in each application report in the attached schedule.

## **Background Papers**

'Together for Newport' – Newport City Council Corporate Plan 2017-2022  
Cabinet Report: Performance Monitoring: Improvement Plan and Well-being Objectives (18<sup>th</sup> April 2018)

Dated: 28 September 2018

# Education Service Plan 2018/19

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## Introduction & Background

Newport City Council is ambitious and consistently sets the challenge of raising attainment for all pupils. The following information describes the current academic performance data in relation to the end of Each Key Stage:

**Foundation Phase:** Performance in this phase is very good and continues to improve, with 89.2% pupils achieving the foundation phase indicator (FPI) in 2017, a slight increase from 89.1% in 2016. Newport currently ranks 6th in Wales for the FPI when compared with other local authorities, which is significantly above the LA's FSM ranking (15th, 2017 PLASC data). There have been improvements at both the expected level (outcome 5+) and at the higher level (outcome 6+) in all indicators, except PSD O5+ and LLC Welsh O5+. The LA's ranking against other LAs in Wales has increased, or remained stable for FPI, LLC English and MD. The rankings for LLC Welsh and PSD have decreased to 5<sup>th</sup> and 16<sup>th</sup> respectively, but with the exception of PSD, all rankings are significantly higher than could be expected given the FSM ranking and performance is above the national figures for all areas of learning.

**Key Stage 2:** Teacher Assessment outcomes at the end of key stage 2 are very good. Performance in this key stage has improved, with 90.1% pupils achieving the core subject indicator (CSI) in 2017, an increase from 88.8% in 2016. Newport currently ranks 9th in Wales, up from 12<sup>th</sup> in 2016. Performance improved at both the expected level (Level 4+) and the expected level+1 (Level 5+) in the last year, except for Welsh 1<sup>st</sup> language L4+ and L5+. Performance is above the national average for all indicators except Welsh 1<sup>st</sup> language. The LA's rankings against other LAs only improved in CSI and mathematics, 9<sup>th</sup> and 10<sup>th</sup> respectively.

**Key Stage 3:** Teacher Assessment outcomes at the end of key stage 3 are adequate overall. Performance continues to improve, with 85.3% pupils achieving the core subject indicator (CSI) in 2017, an increase from 83.4% in 2016. Newport currently ranks 19th in Wales, the same as in 2016. Performance has improved across all indicators at the expected level 5+ and the higher levels 6+ and 7+. Newport's ranking has increased or remained stable for CSI, mathematics and science. Performance in each subject remains lower than the national average.

**Key Stage 4:** Performance at key stage 4 is adequate overall. This year we are unable to meaningfully compare local authority results to previous years due to a revised examinations framework, which focusses on different skill sets and knowledge than in previous years. Key Stage 4 data (described below) shows a decline. This is a national picture linked to the new, revised Key Stage 4 examinations framework. The local authority works closely with schools to oversee the tracking of individual pupil performance over time. This means that school leaders and the local authority is well positioned to gauge where schools are progressing well or where they may need additional support due to underperformance.

The percentage of pupils achieving the Level 2 threshold inclusive of English/Welsh first language and mathematics has declined from 57.3% in 2016 to 55.5% in 2017, a decrease of 1.8pp. In comparison, the national average declined from 60.3% in 2016 to 54.6%, a decrease of 5.7pp. The LA is currently ranked 10th in Wales for this indicator, up from 15th place in 2016. This shows good progress.

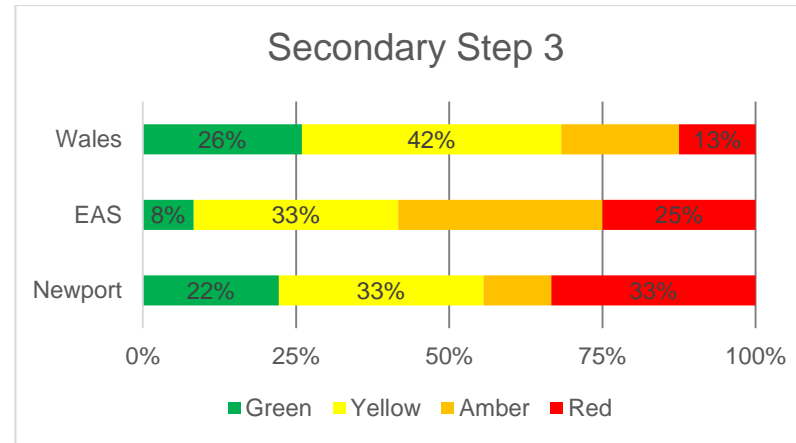
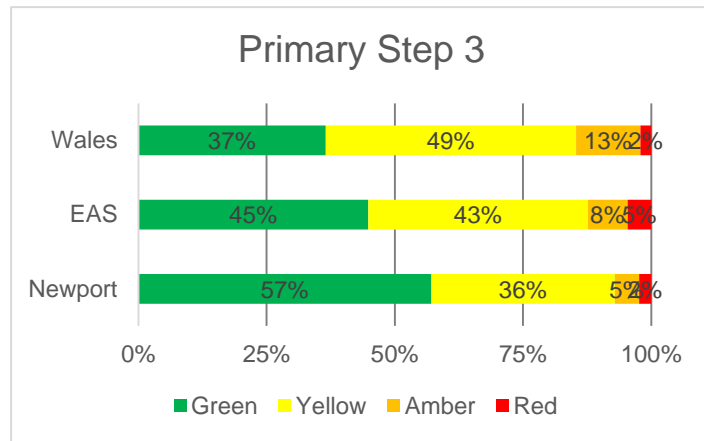
There were declines in all other Key Stage 4 Key Performance Indicators both locally and nationally. Newport performs below the national average for Level 2 (Newport 65.3%, Wales 67%), however the gap between Newport and the all Wales average has significantly reduced from 9.5% in 2016 to 1.7% in 2017.

The percentage of pupils gaining Level 1 remains quite static, there is a 1.8% gap between Newport (92.6%) and Wales (93.4%). The number of pupils gaining 5 A\* and A's in Newport is 62.9% in comparison to an all Wales average of 63.7%. The gap between Newport and the all Wales average closed this year from 1.4% in 2016 to 0.8% in 2016.

The percentage of pupils gaining English Language L2 in Newport is 62.9%, in comparison to the all Wales average of 63.7%. Newport pupils show stronger performance in Maths and Numeracy. Numeracy L2 is higher in Newport (64.3%) than the all Wales average (62.5%). Maths Level 2 is significantly stronger in Newport (61.2%) than the all Wales average figure (55.7%). Newport outperforms the all Wales average by 5.5%.

At the end of key stage 4, the gap between the LA benchmarks for performance modelled on FSM entitlement and actual performance narrowed in 2017, with the Level 2 threshold including English/Welsh and mathematics now 1.3pp above the expected achievement compared to 1pp below in 2016. For capped point score (now capped point 9), Newport narrowed the gap to 2.5 percentage points below the expected achievement.

**National Categorisation:** The following charts demonstrate the Newport picture of primary and secondary categorisation in comparison to the regional consortium and Wales:



At Primary Step 3, the proportion of schools in the green category is above both the regional and the national average, and the proportion in the red category is in line with the national average and below the regional average.

For Secondary Step 3, the proportion of schools in the green category is higher than the regional average, but below national average. The proportion of schools in the red category is higher than both the regional and national averages.

### Key Statistics

The Education Service serves all maintained schools within Newport and provides support for pre-school settings and for pupils who are educated other than at school. This comprises 2 nursery schools, 42 primary schools, 9 secondary schools, 2 special schools and 1 pupil referral unit. This includes three Welsh-medium primary schools and one Welsh-medium secondary school, six Roman Catholic primary schools and one Roman Catholic secondary school, and two Church in Wales primary schools.

There are approximately 1450 teachers and 1999 support staff employed across these schools supported by 735 governors, and currently 25,766 children and young people in Newport's schools (including post-16) plus 436 children accessing funded early years education places through the non-maintained sector. The January 2018 Pupil Level Annual School Census (PLASC) outlined the following statistics:

- 15.7% of pupils are entitled to free school meals
- 900 pupils have a Statement of Special Educational Needs
- 2,445 pupils with additional educational needs are supported at School Action, and 2067 at School Action Plus of the SEN Code of Practice
- 4,604 pupils' first language is neither English nor Welsh
- Approximately 25.1% of pupils are from a minority ethnic background
- 3.5% of pupils are educated through the medium of Welsh

### What will the service area look like in 2022?

The Corporate Plan 2017-2022 sets out the vision for Newport City Council based around 5 key themes:

- A working Newport
- A learning Newport
- A fairer Newport
- A safer Newport
- A more sustainable and vibrant Newport

The Corporate Plan sets out 22 goals for the Council to achieve by 2022. Three goals are specifically linked to Education. These are:

- **At Key Stage 4, the Key Performance Indicators will be above the all Wales average.** At this stage we do not know what the National Key Performance indicators will be, this information is emerging. We do however know that much effort has been galvanised to ensure Newport is above the national average for Level 2 Inclusive, Level 2 maths and numeracy. This momentum cannot be lost. Focussed improvements around these areas will be developed over wider subject areas to ensure that there is better pupil achievement across a broader curriculum. This goal will be achieved through objective 1 of the service plan 'Improving School Standards'.
- **There will be three new state of the art schools to support the growing number of pupils within the City.** These will be largely supported by developer Section 106 funding with some potential contributions from the 21<sup>st</sup> century Band B Programme. New primary schools will be developed at 'Whiteheads', 'Glan Lyn' and 'Llanwern Village'. This goal will be achieved through objective 5 of the service plan 'Developing quality learning pathways and provision'.
- **To reduce the number of pupils educated Out of County.** At present 136 pupils are educated in specialist placements Out of County. Some of these places are in neighbouring local authorities and suit our learner's needs. Many are much further away and are exceptionally expensive. Current data shows that a specialist provision for SEBD (Social, Emotional, and Behavioural Disorders) is required. A local provision will prevent long day to day journeys for children and young people foster positive relationships within their communities and link to local employment opportunities. By 2022



an 11-16 SEBD provision will be established within the city. This goal will be achieved through objective 5 of the service plan 'Developing quality learning pathways and provision'.

Beyond the Newport Corporate Plan we will be working closely with our local and national education partners to secure positive change for our learners and the teaching professional which supports them. 'Our National Mission' sets out educational milestones between 2017-2022. Welsh Government plans link to schools, local authorities and School Improvement Consortia to reform education and will ensure that; 'there *is a renewed commitment to improving both the skills and knowledge of our young people, as we raise standards in our transformational curriculum*'.

### **Key Change Headlines for 2017-2022 and the Management of Change**

#### **Nationally & Locally:**

- **A new curriculum in Wales** developed in light of Professor Graham Donaldson's Review (Successful Futures). This has been designed to meet the changing demands of employers, to support learners to become more engaged and to equip them for challenges and changes in technology of the 21<sup>st</sup> Century. The aim of the new curriculum is for learners to have higher standards of literacy and numeracy, become more digitally and bilingually competent, and evolve into enterprising, creative and critical thinkers. Our new curriculum will have equity and excellence at its core and help develop our young people as confident, capable and caring citizens. The new curriculum will not include Key Stages and will be replaced by 'six areas of learning and experience'. For the past 3 years, a group of 175 'Pioneer Schools' across Wales have taken a lead in shaping the future curriculum. All schools across Newport and Wales will begin to share this emerging practice and transform their curriculum from September 2018. A draft copy of the new curriculum will be published in April 2019 with statutory implementation for all by September 2023. This will be achieved via the EAS Business Plan and through objective 1 of the service plan 'Improving School Standards'.
- **A new set of Key Performance Attainment Measures (KPI's) across the 3-19 age range.** This will present a complex picture where KPI's may lack context and comparisons for a few years. National data reporting arrangements will also change. We will all need to consider revised approaches to understanding what 'good' or 'unsatisfactory' performance is.
- **Supporting School to School Collaboration:** School to School working in Newport is strong. The high level of green schools demonstrate the capacity and capability to support all schools across the city and beyond. All schools, regardless of their categorisation should share their areas of strength. The EAS provide the successful facilitation of this work and continues to provide a menu of professional development opportunities to improve pedagogy, teachers as researchers and support revised arrangements for curriculum delivery. This will be achieved via the EAS Business Plan and objective 1 of the service plan 'Improving School Standards'.
- **Strengthening Leadership:** Excellent leadership has a direct impact on pupil outcomes which extrinsically link to positive categorisation and Estyn judgements. Revised Professional Teaching and Leadership Standards and a National Academy for Leadership have recently been introduced. The EAS support the development of leadership across the region through programmes such as 'NPQH', 'Aspirational Leaders' and 'Heads 5 Year +' professional offers. The EAS in conjunction with the local authority delivers an improving Head Teacher Induction programme to support Heads new

to Newport and new to Headship. Newport has many strong leaders within its schools and it is our strategic intention to maintain and attract more outstanding leaders to the City to ensure our learners have the best outcomes. We intend to do this by supporting new models of leadership; for example with Executive Headships, ensuring the local authority knows and understands its leaders and schools well, by working collaboratively with Head Teachers to co-construct policy and services and by communicating via face to face meetings on a regular basis (via Heads Meetings, Teachers Panel, school visits). This will be achieved via the EAS Business Plan and objective 4 of the service plan 'To further develop a motivated, capable and engaged workforce'.

- **Improving Cluster Work:** Newport schools have been largely successful in developing strong cluster based work. The Seamless Learning Pathways project showed positive improvements in developing understanding of pupil progression and teacher collaboration between primary and secondary schools. The project supported a greater awareness of cluster planning working beyond basic transition. Specific clusters in Newport are excellent role models, equal partners and drivers of change within their communities. Over the next 3 years the local authority is ambitious for its cluster work and aims to see all clusters fully engaged in working together, this will include the broadening of cluster work to areas such as Additional Learning Needs. Cluster working enables greater resilience during challenging times, promotes better school to school sharing and consistency of approaches in important educational issues such as tackling non-attendance. This will be achieved via the EAS Business Plan and objective 5 of the service plan 'Developing quality learning pathways and learning provision'.
- **Reducing the number of Schools Causing Concern:** A School Causing Concern is described as setting which has one of the following characteristics; has unacceptably low standards of attainment, is managed or governed poorly, has unacceptable levels of pupil behaviour, puts health and safety at risk or is in an Estyn category which requires Significant Improvement or Special Measures. There are currently 2 secondary schools and 1 PRU in Special Measures and 1 Secondary school requiring Significant Improvement. Estyn are unlikely to remove a school from Special Measures unless there is sustained progress. The average time for a school in Special Measures is two years. By 2022 Newport should have no schools in an Estyn category of requiring Significant Concern or Special Measures. In partnership with the EAS, schools will be supported and challenged in a timely way and the local authority will intervene early to secure the best outcomes for learners. This will be achieved via the EAS Business Plan and objective 1 and 4 of the service plan.
- **Improving ALN:** Children and young people with Additional Learning Needs can require additional support to meet their needs at particular points in their lives or on a consistent basis. It is essential that we are able to support all learners with the right provision. For some pupils this will mean accessing specialist provision, other pupils with ALN will thrive in mainstream schools with support and intervention. In all circumstances we must equip school based staff to support the right learning environment. This will be achieved through improved forecasting of pupils requiring specialist support and through the establishment of ALNCO cluster groups which will be supported by a member of the Inclusion Enrichment Team (made up of Educational Psychology and Teacher Advisor professionals). Cluster models have previously demonstrated success in developing resilience amongst schools, creating pace and sharing best practice. All clusters will also be supported with practical advice and support of how to implement new ALN legislation. This will be achieved through objective 3 of the service plan 'further develop pupil well-being and equity in education'.

**\*Austerity has been a specific challenge which is acknowledged both locally and nationally. The service plan is set out in light of current resources. A decline in resources will potentially affect the success of specific objectives.**

## Setting Objectives

### Objectives for next 5 years

1. Improve School Standards
2. Increase School Attendance Rates and Reduce Exclusions Rates
3. Further Improve Pupil Wellbeing and Equity in Education
4. To further develop a motivated, capable and engaged workforce
5. Developing quality learning pathways and provision

To achieve these objectives we will plan and review actions in the short and longer term

Objective 1	Improve School Standards		
Description	<p>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 EAS and detailed in the EAS Business Plan 2018/19. 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.</p>		
Actions	Impact if Achieved	Collaboration and Involvement	Responsible Person
<p>Ensure implementation of the EAS Business Plan 2018/19 including:</p> <p>1. Continuing 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 improved quality of leadership, teaching and learning</p> <p>2. Reviewing 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 Education Workforce Council to ensure maximum impact of the Professional Learning Passport.</p>	<p>KS3 outcomes will improve</p> <p>KS4 outcomes will improve</p> <p>The gap between FSM and FSM pupil attainment will reduce, particularly at KS3 and KS4</p> <p>The attainment of boys at KS4 will improve</p> <p>The performance of pupils obtaining 5A/A* grades at KS4 will improve</p> <p>Continue to improve outcomes in Welsh (first language) at both expected and expected +1 levels, especially KS2 L4+</p>	<p>EAS Company Board</p> <p>Regional Joint Executive Group (JEG)</p> <p>Head Teachers</p> <p>EAS Challenge Advisors</p> <p>Chairs of Governors</p>	<p>Deputy Chief Education Officer</p> <p>Principal Challenge Advisor</p>

<b>Objective 1</b>	<b>Improve School Standards</b>		
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<b>Actions</b>	<b>Impact if Achieved</b>	<b>Collaboration and Involvement</b>	<b>Responsible Person</b>
<p>3. Ensuring that leaders at all levels across the region are well supported to develop and inspire colleagues and work collaboratively to embed the new curriculum and improve learner outcomes.</p> <p>4. The Governor Support &amp; Development team will support and develop skilled, focused, effective governing bodies that work in partnership with School Leaders to raise standards</p> <p>5. Support the national approach and develop regional professional learning opportunities to ensure the success and well-being of every learner</p> <p>6. Robust delivery of support and challenge for identified schools, and</p>	<p>Improve the rate of improvement of Welsh (second language) KS3 outcomes at both expected and expected +1 levels</p> <p>The rate of improvement for English and Welsh national reading tests and numeracy tests will increase.</p> <p>The variation among Newport schools will reduce (in terms of standards, categorisation and Estyn judgements).</p>		

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<b>Actions</b>	<b>Impact if Achieved</b>	<b>Collaboration and Involvement</b>	<b>Responsible Person</b>
<p>specific departments leading to improvements in provision and outcomes.</p> <p>7. Ensuring 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.</p>			

<b>Objective 2</b>	<b>Increase School Attendance Rates and Reduce Exclusions Rates</b>		
<b>Description</b>	<b>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.</b>		
<b>Actions</b>	<b>Impact if Achieved</b>	<b>Collaboration and Involvement</b>	<b>Responsible Person</b>
<p><i>Attendance</i></p> <ol style="list-style-type: none"> <li>1. Raise profile of importance of attendance at Nursery level</li> <li>2. Ensure all schools across the City has a named EWO. This to take into account new school builds</li> <li>3. To focus support to schools in Quartile 3 and 4</li> <li>4. Promote positive media messages regarding school attendance to the wider population</li> <li>5. Education Welfare Service and Gwent Police complete periodic truancy sweeps across the City</li> <li>6. Promote the use of Fixed Penalty Notices for unauthorised absence across the city and specifically within clusters.</li> </ol>	<p>The rate of attendance at primary and secondary level will increase.</p> <p>An increased number of schools will achieve attendance rates in FSM Benchmarking Groups 1 and 2.</p> <p>The gap between the Newport and Welsh average attendance rate will decrease.</p> <p><u>Long Term</u> Pupil academic outcomes will increase as a result of increased attendance</p> <p>A reduction in the number of year 11 leavers identified as NEET</p>	<p>Governors, Head Teachers and School Attendance Leads</p> <p>Education Welfare Service</p> <p>EAS Challenge Advisors</p> <p>Gwent Police</p> <p>SEWC School Improvement Group Parents of children/young people with low rates of attendance</p>	<p>Assistant Head of Education (Engagement and Learning)</p>

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<b>Actions</b>	<b>Impact if Achieved</b>	<b>Collaboration and Involvement</b>	<b>Responsible Person</b>
<p>7. To provide additional support and challenge when necessary to all schools where a dip in attendance has been identified</p> <p>8. To embed the 'Protocol for Schools with Lower than Expected Rates of Attendance' (Step 1 and 2).</p>			
<p><i>Exclusions</i></p> <p>1. Establish and implement a primary level managed move protocol</p> <p>2. Establish and implement a 'protocol for schools with higher than expected rates of exclusions' (Step 1 &amp;2).</p> <p>3. Coordinate support and challenge from the Local Authority Integrated Inclusion Team based on the exclusion rates of individual schools.</p>	<p>A reduction in the number of fixed term exclusions at Newport primary schools</p> <p>A reduction in the number of days lost to fixed term exclusions at Newport primary schools</p> <p>A reduction in the number of permanent exclusions from Newport Schools</p>	<p>Governors, Head Teachers and School Inclusion Leads</p> <p>Local Authority Integrated Inclusion Team</p> <p>PRU Manager</p> <p>SEWC Inclusion Group</p> <p>ABUHB, Consortia EPS, PRU's</p> <p>Parents of excluded</p>	<p>Assistant Head of Education (Inclusion)</p>



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<b>Actions</b>	<b>Impact if Achieved</b>	<b>Collaboration and Involvement</b>	<b>Responsible Person</b>
<p>4. Develop a Newport specialist provision for SEBD pupils.</p> <p>5. Review and revise alternative education setting provision with Newport</p>	<p><u>Long Term</u> Pupil academic outcomes will increase as a result of increased attendance</p> <p>A reduction in the number of year 11 leavers identified as NEET</p>	<p>children/young people</p> <p>Youth Service Support Board.</p>	

<b>Objective 3</b>	<b>Further Improve Pupil Wellbeing and Equity in Education</b>		
<b>Description</b>	<b>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.</b>		
<b>Actions</b>	<b>Impact if Achieved</b>	<b>Collaboration and Involvement</b>	<b>Responsible Person</b>
1. To collaborate effectively with key partners to develop a regional strategy for Equity and Well Being.	A clear and consistent strategic vision of well-being and equity will be agreed across the region with all partners. An action plan will be implemented, allowing the sharing of valuable resources and prevention of duplication.	EAS Strategic Equity and Well Being Group  Regional Education Directors  Public Health Wales  Police Crime Commissioner  Head Teacher Leads	Chief Education Officer  Assistant Head of Education (Engagement & Learning)
2. To further develop the quality assurance of specialist providers and alternative education settings to ensure appropriateness of pupil placement via the commissioning process, compliance with safeguarding good practice and evaluate value for money.	Pupils with Out of County placements have their needs met in Quality Assured settings.  Out of County Placements reduce by 25% by 2019.	Children’s Services  Commissioning Team  Out of County Providers  Education Safeguarding Officer  SEWC Inclusion Group  Every Child Group	Assistant Head of Education (Inclusion)

<b>Objective 3</b>	<b>Further Improve Pupil Wellbeing and Equity in Education</b>		
<b>Description</b>	<b>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.</b>		
<b>Actions</b>	<b>Impact if Achieved</b>	<b>Collaboration and Involvement</b>	<b>Responsible Person</b>
<p>3. 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.</p>	<p>A strategic overview of SEN/ALN across the city is in place to support planning and delivery.</p> <p>The Pupil Referral Unit is appropriately redefined and is removed from Special Measures.</p> <p>A SEBD School is established which is fit for purpose and effective in meeting the needs of pupils.</p> <p>Reduced exclusions and increased attendance</p> <p>Out of County Placements reduce by 25% by 2019.</p>	<p>Children’s Services</p> <p>21<sup>st</sup> Century Team/ School Reorganisation Team</p> <p>PRU Manager and Management Committee</p>	<p>Assistant Head of Education (Inclusion)</p> <p>PRU Centre Manager</p>
<p>4. To improve the quality of ALN leadership and management in Newport Schools</p>	<p>All Newport clusters have a bespoke cluster ALN plan in place, supported by a key member of the Inclusion Enrichment Team.</p>	<p>Education Psychology Service</p> <p>ALN Advisers</p> <p>ALN Advisory Teachers</p>	<p>Assistant Head of Education (Inclusion)</p>

<b>Objective 3</b>	<b>Further Improve Pupil Wellbeing and Equity in Education</b>		
<b>Description</b>	<b>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.</b>		
<b>Actions</b>	<b>Impact if Achieved</b>	<b>Collaboration and Involvement</b>	<b>Responsible Person</b>
	<p>All clusters receiving bespoke support for ALN to meet the needs of learners within the cluster.</p> <p>Revised protocol in place for ALN Link Meetings to ensure they lead to improved outcomes for learners.</p>	<p>Education Safeguarding Officer</p> <p>Looked After Children Education Coordinators</p> <p>Every Child Group</p>	
<p>5. To begin to implement the ALN and Education Tribunal Act (2018)</p> <p>6. Secure closer working with Adult Social Services and regional colleagues to support joint 16-25 regional further Education</p>	<p>100% of schools demonstrate implementing of Personal centred Planning Practices for learners with ALN.</p> <p>All schools aware of new legislation regarding ALN and are preparing for implementation.</p> <p>Clear protocol for Funded IDPs.</p> <p>Post 16 pupils with ALN will have extended choice of further education and work placements</p>	<p>Education Psychology Service</p> <p>ALN Advisers</p> <p>ALN Advisory Teachers</p> <p>Adult Social Services</p> <p>Regional Education Inclusion Leads</p> <p>Regional AL Transformation Lead</p>	<p>Assistant Head of Education (Inclusion)</p>

<b>Objective 3</b>	<b>Further Improve Pupil Wellbeing and Equity in Education</b>		
<b>Description</b>	<b>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.</b>		
<b>Actions</b>	<b>Impact if Achieved</b>	<b>Collaboration and Involvement</b>	<b>Responsible Person</b>
Commissioning.			
7. To support young people into education, employment and training through an effective Youth Engagement & Progression Framework Action Plan monitored by the Youth Service Support Board.	<p>Reduction in Year 11 leavers identified as NEET.</p> <p>Reduction in Year 13 leavers identified as NEET.</p> <p>All pupils at risk of becoming NEET in Key Stage 2 identified through the use of the Early Identification Toolkit and have early intervention support in place where required.</p> <p>Youth Services Support Board meets all statutory responsibilities and is having a direct impact on reducing leavers identified at NEET.</p>	<p>Youth Support Services Board</p> <p>Learning Provider Network</p> <p>Pre-NEET sub group</p> <p>Curriculum Deputies Group</p> <p>Careers Wales</p> <p>Coleg Gwent</p> <p>ALNCo's (Key Stage 2 work)</p>	<p>Youth Service Support Board</p> <p>Youth Engagement and Progression Coordinator</p> <p>Inclusion and Enrichment Team</p>
8. To support all schools to work towards the National Quality Award (NQA) for Healthy Schools	Increased numbers of schools achieving NQA and Healthy Schools Phases 4 and 5 at both primary and secondary level.	Public Health Wales	Assistant Head of Education (Engagement and Learning)

<b>Objective 3</b>	<b>Further Improve Pupil Wellbeing and Equity in Education</b>		
<b>Description</b>	<b>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.</b>		
<b>Actions</b>	<b>Impact if Achieved</b>	<b>Collaboration and Involvement</b>	<b>Responsible Person</b>
	Current numbers of schools 6 have achieved NQA 11 have achieved Phase 5 17 have achieved Phase 4		
9. To support pupils who are Looked After to be as academically successful as their peers by developing an effective data tracking system to ensure accurate target setting.	Prior attainment is used to set appropriately challenging targets for all Looked After Children.  All Looked After Children will achieve their KS4 targets.  Reduction in Year 11 leavers identified as NEET. 1.7% in 2016	Looked After Children Education Coordinators  Learning Provider Network  Youth Support Services Board  Pre-NEET sub group  Bridge Achievement Centre  eLearning Team  SEWC Safeguarding group  Every Child Group	Education Safeguarding, Care and Support Officer
10. To further develop shared responsibility for safeguarding in	All schools have safeguarding audit in place at the time of ESO's annual	Every Child Group	Education safeguarding Officer

<b>Objective 3</b>	<b>Further Improve Pupil Wellbeing and Equity in Education</b>		
<b>Description</b>	<b>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.</b>		
<b>Actions</b>	<b>Impact if Achieved</b>	<b>Collaboration and Involvement</b>	<b>Responsible Person</b>
schools.	review which is shared with Governing Body.		
11. To further develop the anti-bullying provision across the city.	<p>All schools report robust termly data on instances of bullying This data is analysed at City and school level to improve provision.</p> <p>Reduction in Estyn recommendations for schools linked to anti-bullying measures.</p> <p>Increased attendance and reduced exclusions</p>	<p>Wellbeing Monitoring Group</p> <p>Every Child Group</p>	Assistant Head of Education (Engagement and Learning)
12. To develop and deliver a successful Welsh in Education Strategic Plan.	<p>WESP is approved by Welsh Government.</p> <p>New Meithrin opens in September 2018</p> <p>Increased demand for Welsh Medium Education</p>	Welsh in Education Forum	Education Service Manager (Planning and Resources)

<b>Objective 3</b>	<b>Further Improve Pupil Wellbeing and Equity in Education</b>		
<b>Description</b>	<b>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.</b>		
<b>Actions</b>	<b>Impact if Achieved</b>	<b>Collaboration and Involvement</b>	<b>Responsible Person</b>
	<p>Increased provision for Welsh Medium Primary pupil places</p> <p>Strategy for determining language of education choice when establishing a new school is scoped</p> <p>Benefits of Bilingualism promoted within communities through Social Media.</p>		
13. To extend existing good practice in pupil participation within schools.	<p>Clear strategy for engaging with Newport Youth Council is in operation.</p> <p>Children and Young People are engaged in developing NCC policy within Central Education.</p> <p>More primary schools take an active part in Pupil Participation Learning Network.</p>	<p>NCC Partnership Team</p> <p>Youth Council</p> <p>Pupil Participation Learning Network</p> <p>Healthy Schools Coordinator</p>	Assistant Head of Education (Engagement and Learning)



<b>Objective 3</b>	<b>Further Improve Pupil Wellbeing and Equity in Education</b>		
<b>Description</b>	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.		
<b>Actions</b>	<b>Impact if Achieved</b>	<b>Collaboration and Involvement</b>	<b>Responsible Person</b>
	Good practice within Pupil Participation extends to some secondary schools		
14. To provide subsidised music access to FSM learners	Greater numbers of FSM pupils are accessing music provision.	Gwent Music	Head of Gwent Music Service
15. To review Gwent Ethnic Minority Service delivery.	<p>The delivery model will be agreed by all partners buying into the service.</p> <p>The model will be recognised as a sustainable and appropriate model by Welsh Government.</p>	<p>Regional Education partners</p> <p>GEMs Service</p> <p>Schools</p>	Assistant Head of Education (Engagement & Learning).

<b>Objective 4</b>	<b>To further develop a motivated, capable and engaged workforce</b>		
<b>Description</b>	<b>To improve people’s lives, we need a very strong leadership that is supported by motivated, engaged and committed staff who have skills and calibre of the highest quality.</b>		
<b>Actions</b>	<b>Impact if Achieved</b>	<b>Collaboration and Involvement</b>	<b>Responsible Person</b>
1. To develop a clear 5 year vision of Newport Education which is clearly understood by all partners.	All partners will recognise and understand the strategic direction of the local authority.	Central Education Newport City Council EAS Head Teachers Children & Young People	Education Senior Management Team.
2. To further develop the expertise of recently appointed Headteachers and Acting Headteachers in Newport schools	Recently appointed Headteachers and Acting Head teachers feel appropriately supported and informed about key aspects of their role and NCC policies.  The local authority will have greater scope to know, understand and develop effective working relationships with its school leaders. There is a greater opportunity to retain good	Relevant Service Managers within Education  Head Teachers new to the role  Head Teachers new to Newport  Existing Headteachers	Assistant Head of Education (Engagement & Learning)

<b>Objective 4</b>	<b>To further develop a motivated, capable and engaged workforce</b>		
<b>Description</b>	<b>To improve people's lives, we need a very strong leadership that is supported by motivated, engaged and committed staff who have skills and calibre of the highest quality.</b>		
<b>Actions</b>	<b>Impact if Achieved</b>	<b>Collaboration and Involvement</b>	<b>Responsible Person</b>
	<p>leadership within the city.</p> <p>Improved Headteacher leadership as demonstrated by Estyn outcomes.</p>		
<p>3. To further develop the 'New to Newport' training programme with practitioners to ensure that staff working within their first role in a Newport school understand the Education vision for the city and its related practices and procedures.</p>	<p>'New to Newport' is a highly valued staff training programme.</p> <p>New staff to Newport schools can make a valuable contribution to their school's improvement.</p>	<p>Relevant Managers within Education</p> <p>Teachers new to the profession or new to Newport.</p> <p>Existing Headteachers</p>	<p>Assistant Head of Education (Engagement &amp; Learning)</p>
<p>4. To further develop self-evaluation skills within Central Education staff.</p>	<p>Team on a Page accurately reflects progress towards KPIs and priorities as well as a clear overview of what the team does well and what are its forthcoming priorities.</p> <p>Managers evaluate their team's performance against new Estyn LA Inspection Framework which links</p>	<p>Relevant Service Mangers within NCC who have strong links to Education e.g. Social Services</p>	<p>Deputy Chief Education Officer</p>

<b>Objective 4</b>	<b>To further develop a motivated, capable and engaged workforce</b>		
<b>Description</b>	<b>To improve people’s lives, we need a very strong leadership that is supported by motivated, engaged and committed staff who have skills and calibre of the highest quality.</b>		
<b>Actions</b>	<b>Impact if Achieved</b>	<b>Collaboration and Involvement</b>	<b>Responsible Person</b>
	in to Central Education Services Self Evaluation Report.		
<p>5. To ensure Central Education Services are working collaboratively across the LA and region with other relevant services and partners.</p> <p>6. To develop staff in Central Education to meet the future needs of the service. This includes ensuring Education staff:</p> <ul style="list-style-type: none"> <li>• Clearly understand the vision of the Council and specifically the direction of the service area.</li> <li>• Are able to access appropriate training and learning to meet the needs of their job roles.</li> <li>• Are able to access opportunities for leadership at every level.</li> </ul>	<p>Improved outcomes for learners within Vulnerable groups.</p> <p>Shared working is providing better value for money in achieving improved outcomes.</p> <p>A Central Education Workforce which is adaptable and flexible to the changing needs of the organisation.</p> <p>Staff annual survey will demonstrate positive feedback in all areas.</p> <p>Staff absence is reduced.</p>	<p>Social Services</p> <p>Newport LIVE</p> <p>Partnership Team</p> <p>Regional EAS and SEWC Groups.</p> <p>Newport City Council Occupational &amp; Development Officer</p> <p>NCC Employee Engagement Officer</p> <p>Employee Partnership Panel</p>	<p>Education Senior Management Team.</p> <p>Chief Education Officer and all members of the Education Senior Management Team.</p>

<b>Objective 4</b>	<b>To further develop a motivated, capable and engaged workforce</b>		
<b>Description</b>	<b>To improve people’s lives, we need a very strong leadership that is supported by motivated, engaged and committed staff who have skills and calibre of the highest quality.</b>		
<b>Actions</b>	<b>Impact if Achieved</b>	<b>Collaboration and Involvement</b>	<b>Responsible Person</b>
<ul style="list-style-type: none"> <li>• Have the opportunity to feedback on education and workforce issues on a regular basis.</li> </ul>			

<b>Objective 5</b>	<b>Developing quality learning pathways and provision</b>		
<b>Description</b>	<b>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.</b>		
<b>Actions</b>	<b>Impact if Achieved</b>	<b>Collaboration and Involvement</b>	<b>Responsible Person</b>
<p>1. Delivery of and progression of key capital programmes including:</p> <ul style="list-style-type: none"> <li>• Completion of Welsh Government 21st Century Schools Programme (Band A -2014/19)</li> <li>• Development of Welsh Government 21st Century Schools Programme (Band B – 2019/24)</li> <li>• Additional Capital Investment Programme (£1.1M)</li> <li>• NCC Capital Expenditure including the Corporate Capital Maintenance Programme.</li> <li>• Effective use of S106 Capital receipts</li> <li>• Welsh Government Welsh Medium Capital Funding.</li> </ul>	<p>The new Caerleon Lodge Hill Primary building is anticipated to open in October 2018 and will see the worst primary school building replaced</p> <p>7 new classrooms will be built to expand Maes Ebbw Special School to a PAN of 150. One demountable classroom will be demolished as part of the strategy to remove poor conditioned temporary classrooms.</p> <p>At least 18 schools will benefit from additional capital funding through the through the £1.1m scheme focussing on safeguarding, enhancement and whole school improvements to the condition and environment.</p>	<p>Welsh Government, Capital Finance Department Newport Norse, Corporate Asset Management Team and delivery partner.</p> <p>Statutory consultations required to Maes Ebbw Special School and Tredegar Park Primary School. Potentially statutory consultations for proposed WG 21CS Band B projects. Planning approval required for all 21CS Band A &amp; B projects.</p>	<p>Education Service Manager/ 21st Century Schools Client Officer/ Education Business Development Officer</p>

<b>Objective 5</b>	<b>Developing quality learning pathways and provision</b>		
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<b>Actions</b>	<b>Impact if Achieved</b>	<b>Collaboration and Involvement</b>	<b>Responsible Person</b>
	<p>· Work to commence on proposed enhancements to the amalgamated Tredegar Park Primary School through use of s106 contributions.</p> <p>Glan Llyn Primary School to be handed over to the Council.</p> <p>An additional 420 place Welsh Medium Primary school with an LRB.</p> <p>Confirm the priority order of proposed works under the WG 21CS Band B Programme, progress with Business Cases and commence early construction</p>		

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<b>Actions</b>	<b>Impact if Achieved</b>	<b>Collaboration and Involvement</b>	<b>Responsible Person</b>
<p>2. The Council's School Reorganisation Programme and the work of the Planning of School Places (POSP) group will plan, monitor and provide (according to regulatory requirements) the school places required for the growing population of children, and will also consider all ways in which existing provision can be improved through school to school working.</p>	<p>The new Caerleon Lodge Hill Primary School will incorporate a Learning Resource Base primarily for pupils with specific learning needs within the Caerleon cluster.</p> <p>A new school providing City-wide provision for pupils with SEBD will be established.</p> <p>A new primary school will open on the Glan Llyn development</p> <p>Statutory proposals will be taken forward in accordance with the School Organisation Code to facilitate the creation of additional school places as per the various individual projects included within Band B of the 21<sup>st</sup> Century Schools programme</p>	<p>Head teachers, Governing Bodies, Temporary Governing Bodies and Pupils</p> <p>Stakeholders identified in the School Organisation Code</p> <p>Newport POSP group</p>	<p>Education Service Development Manager</p>



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<b>Actions</b>	<b>Impact if Achieved</b>	<b>Collaboration and Involvement</b>	<b>Responsible Person</b>
	Opportunities will be sought to establish effective school to school working arrangements wherever possible.		
3. To ensure that the work of the 'Seamless Learning Pathways ' project is sustained and further cluster development is developed to support the resilience of individual schools and learner outcomes.	<p>100% of Newport clusters meet at least once a term. Cluster plans are monitored for implementation.</p> <p>Cluster plans have an extended or different focus from the previous year.</p> <p>Improved outcomes for learners at Key Stage 3, wellbeing for learners as they transition between KS2 and KS3 and greater consistency of teaching and learning between Key Stage 2</p> <p>Cluster good practice is shared on a local and regional level.</p>	<p>All Newport Schools</p> <p>Head Teacher Cluster Leads</p> <p>ALN Cluster Groups</p> <p>EAS Partners</p>	Education Senior Management Team

Objective 5	Developing quality learning pathways and provision		
Description	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.		
Actions	Impact if Achieved	Collaboration and Involvement	Responsible Person
<p>4. To ensure that Post-16 provision within Newport is meeting the needs of all learners and provides good value for money.</p>	<p>Improved outcomes for learners at Key Stage 5</p> <p>Effective partnership exists between all Post 16 providers within Newport to ensure that schools offer high quality courses and that there is little duplication with other providers.</p> <p>Reduction in Year 13 leavers identified as NEETs</p> <p>There is a fair and equitable funding formula for post 16 learners.</p>	<p>Coleg Gwent Learning Provider Network Curriculum Deputies Group Careers Wales</p> <p>Education Finance Lead Secondary School Heads and Business Managers</p>	<p>Deputy Chief Education Officer</p> <p>Assistant Head of Education (Engagement and Learning)</p>
<p>5. To ensure pre 16 Looked After Children have access to at least 25 hours of provision a week delivering accredited courses.</p>	<p>Improved outcomes for Looked After Children at Key Stage 4.</p> <p>Improved wellbeing for Looked After Children.</p>	<p>Education Psychology Service Curriculum Improvement Advisers ALN Advisory Teachers Learning Provider Network</p>	<p>Education Safeguarding, Care and Support Officer</p>

<b>Objective 5</b>	<b>Developing quality learning pathways and provision</b>		
<b>Description</b>	<b>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.</b>		
<b>Actions</b>	<b>Impact if Achieved</b>	<b>Collaboration and Involvement</b>	<b>Responsible Person</b>
		Youth Support Services Board Pre-NEET sub group Curriculum Deputies Group Careers Wales	
6. Early Years education and Out of School Childcare provision will be developed and supported by working in partnership with non-maintained providers and schools.	<p>A retained mixed economy of Early Years providers across maintained and non-maintained sectors</p> <p>Sufficiency of non-maintained provision to be reviewed particularly across areas of geographical demand.</p> <p>Two additional Out of School Childcare clubs (providing 48 places) to be developed to improve access to quality childcare (before &amp; after school) provision to enable parents/carers to continue to access work and training.</p>	<p>EYDCP EYDCP Officer/ EY Manager FIS &amp; Childcare Service (Childcare Sufficiency Assessment) Community Maintained Schools Flying Start Clybiau Plant Cymru Kids Clubs PACEY NDNA Mudiad Meithrin Newport WEF</p>	Early Years Manager / EYDCP Support Officer

<b>Objective 5</b>	<b>Developing quality learning pathways and provision</b>		
<b>Description</b>	<b>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.</b>		
<b>Actions</b>	<b>Impact if Achieved</b>	<b>Collaboration and Involvement</b>	<b>Responsible Person</b>
	<p>Additional Welsh-medium non maintained provision to be developed and an additional setting opened (creating 24 places) therefore increasing the number of new Early Years places in the Welsh-medium sector.</p> <p>The promotion and awareness raising of Welsh-medium childcare and pre-school education to parents and carers is also ongoing.</p>		

## Actions for the medium and longer term

### 2019/20

Actions	Links
Revise the EAS Business Plan to ensure actions address areas for educational development from self-evaluation of academic performance at all levels across the city.	Objective 1 Corporate Plan 2017-2022
Implement protocol for schools with lower than expected rates of attendance and protocol for schools with higher than expected rates of exclusions based on monthly, termly and annual data captures and performance against targets	Objective 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.	Objective 3 Corporate Plan 2017-2022 Wellbeing Objective 1 and 3
To further the implementation of the ALN and Education Tribunal Act (2018)	Objective 3 Wellbeing Objective 1 and 3
To support all schools to work towards the National Quality Award (NQA) for Healthy Schools	Objective 3 Wellbeing Objective 1 and 3
To support pupils who are Looked After to be as academically successful as their peers.	Objective 3 Corporate Plan 2017-2022 Wellbeing Objective 1 and 3
To scope out parents/carers language of choice when establishing a new school	Objective 3 Wellbeing Objective 1 and 3
To develop new WESP for 2020 and beyond	Objective 3 Wellbeing Objective 1 and 3
To further develop the leadership and management skills of Central Education Services staff	Corporate Plan 2017-2022 Wellbeing Objective 1
To ensure Central Education Services are working collaboratively across the LA with other relevant services and partners.	Wellbeing Objective 1
Complete all works linked to the Capital Programme including the closure of projects under 21CS Band A, £1.1M Additional Capital Funding and S106 Housing Developer contributions and finalise all WG documentation such as closure reports, benefits realisation etc.	Council's Corporate Capital Strategy
Prioritise and commence with early works under the 21CS Band B Programme, to include any statutory	21st Century Schools Programme

school reorganisation proposals, whilst also securing WG capital funding approval through the business case process.	Council's Corporate Capital Strategy
Maintain Glan Llyn Primary School and support the opening of the school in September 2019.	Wellbeing Objective 1 Well-being of Future Generations Act Council Improvement Plan
Learning Resource Base at the new Caerleon Lodge Hill Primary School will open in September 2019	Wellbeing Objective 1 Well-being of Future Generations Act Council Improvement Plan
Explore and take forward opportunities for school to school working	Wellbeing Objective 1 Well-being of Future Generations Act Council Improvement Plan
To further develop Seamless Learning Pathways for all learners moving from Key Stage 2 to Key Stage 3	Objective 5
To ensure that Post 16 provision within Newport is meeting the needs of all learners and provides good value for money	Objective 5
To ensure pre 16 Looked After Children have access to at least 25 hours of provision a week delivering accredited courses	Objective 4
Continue to develop new Welsh-medium Early Years provision and increase number of new places in the Welsh-medium sector	Objective 3
Maintain existing Welsh-medium childcare and pre-school settings, and support and sustain transition to Welsh-medium schools	Objective 3 and 5
Improve access to quality of Out of school childcare (before & after school) provision to enable parents/carers to continue to work	Objective 5
Review sufficiency of NMS provision with view to re-open a full tender process to ensure sufficiency of places across the areas of geographical demand	Objective 5

**2020/21**

<b>Actions</b>	<b>Links</b>
Revise the EAS Business Plan to ensure actions address areas for educational development from self-evaluation of academic performance at all levels across the city.	Objective 1 Corporate Plan 2017-2022
Implement protocol for schools with lower than expected rates of attendance and protocol for schools with higher than expected rates of exclusions based on monthly, termly and annual data captures and performance against targets	Objective 2 Corporate Plan 2017-2022
To further the implementation of the ALN and Education Tribunal Act (2018)	Objective 3 Corporate Plan 2017-2022 Wellbeing Objective 1 and 3
To support all schools to work towards the National Quality Award (NQA) for Healthy Schools	Objective 3 Corporate Plan 2017-2022 Wellbeing Objective 1 and 3
To support pupils who are Looked After to be as academically successful as their peers.	Objective 3 Corporate Plan 2017-2022 Wellbeing Objective 1 and 3
To comply with new WG guidance on WESP	Objective 3 Corporate Plan 2017-2022 Wellbeing Objective 1 and 3
To further develop the leadership and management skills of Central Education Services staff	Corporate Plan 2017-2022 Wellbeing Objective 1
To ensure Central Education Services are working collaboratively across the LA with other relevant services and partners.	Corporate Plan 2017-2022 Wellbeing Objective 1
Continue further phasing of 21CS Band B works bringing early works to a closure which is expected to provide additional places and improved facilities in the secondary school sector.	Wellbeing Objective 1 Well-being of Future Generations Act 21st Century Schools Programme Council Improvement Plan Council's Corporate Capital Strategy

	Welsh Education Strategic Plan
Work on the second phase of Band B schools (primary school increased capacity) will begin providing significant additional places and improved facilities in the primary sector. Where appropriate, this will include statutory school reorganisation proposals	Wellbeing Objective 1 Well-being of Future Generations Act 21st Century Schools Programme Council Improvement Plan Council's Corporate Capital Strategy
Monitor and oversee all other capital works. Potentially this could include Llanwern Primary School due to be provided by the Housing Developer or the provision of a cash settlement.	Wellbeing Objective 1 Council Improvement Plan Council's Corporate Capital Strategy
Explore and take forward opportunities for school to school working	Wellbeing Objective 1 Well-being of Future Generations Act
To further develop Seamless Learning Pathways for all learners moving between phases of education	Objective 5
To ensure that Post 16 provision within Newport is meeting the needs of all learners and provides good value for money	Objective 5
Support the quality of Welsh Language provision in Out of School Childcare	Objective 3 and 5
Improve the flexibility & availability of wrap around childcare / Early Years provision in conjunction with the WG childcare offer to provide affordable, accessible pre-school childcare across Newport to meet parental needs.	Objective 5



2021/22

Actions	Links
Revise the EAS Business Plan to ensure actions address areas for educational development from self-evaluation of academic performance at all levels across the city.	Objective 1 Corporate Plan 2017-2022
Implement protocol for schools with lower than expected rates of attendance and protocol for schools with higher than expected rates of exclusions based on monthly, termly and annual data captures and performance against targets	Objective 2 Corporate Plan 2017-2022
To implement ALN and Education Tribunal Act (2018)	Objective 3 Corporate Plan 2017-2022 Wellbeing Objective 1 and 3
To support all schools to work towards the National Quality Award (NQA) for Healthy Schools	Objective 3 Corporate Plan 2017-2022 Wellbeing Objective 1 and 3
To support pupils who are Looked After to be as academically successful as their peers	Objective 3 Corporate Plan 2017-2022 Wellbeing Objective 1 and 3
To comply with new guidance from Welsh Government on WESP.	Objective 3 Corporate Plan 2017-2022 Wellbeing Objective 1 and 3
To further develop the leadership and management skills of Central Education Services staff	Corporate Plan 2017-2022 Wellbeing Objective 1
To ensure Central Education Services are working collaboratively across the LA with other relevant services and partners.	Corporate Plan 2017-2022 Wellbeing Objective 1
Most 21CS Band B projects will be underway and will be managed through to completion by March 2024 including the secondary sector expansion and improvements, primary sector expansion and improvements with the third phase of works to commence and to continue to the closure of the 21CS Band B programme. This will include any statutory school reorganisation proposals where appropriate.	Wellbeing Objective 1 Well-being of Future Generations Act 21st Century Schools Programme Council Improvement Plan

	Council's Corporate Capital Strategy
Monitor and oversee all other capital works. Potentially this could include the opening of Llanwern Primary School due to be provided by the Housing Developer or the provision of a cash settlement.	Wellbeing Objective 1 Council Improvement Plan Council's Corporate Capital Strategy
Early planning/feasibility work on the potential 21CS Band C Programme.	Wellbeing Objective 1 Well-being of Future Generations Act 21st Century Schools Programme Council Improvement Plan Council's Corporate Capital Strategy Welsh Education Strategic Plan
Explore and take forward opportunities for school to school working	Wellbeing Objective 1 Well-being of Future Generations Act Council Improvement Plan Welsh Education Strategic Plan
To further develop Seamless Learning Pathways for all learners moving between phases of education	Objective 5
To ensure that Post 16 provision within Newport is meeting the needs of all learners and provides good value for money	Objective 5
Utilising the most recent Childcare Sufficiency Audit the Early Years Development & Childcare Partnership (EYDCP) will continue to review, develop & co-ordinate Early Years & Childcare provision across Newport	Objective 5
Continue to respond to demand for wrap around childcare within the roll out stages of the WG Childcare offer with a strong bilingual focus	Objective 5

## Performance Indicators

Measure Name	Reference Number e.g. PAM/001 (if existing measure)	Type e.g. SP, PAM, IP	Performance 17/18	Target 18/19
PAM/003 (EDU/L/058) % pupils achieving the expected outcome at the end of the Foundation Phase (A)	PAM/003	PAM/SP	89.2%	87.2%
PAM/004 (EDU/003) % pupils achieving the expected outcome at the end of KS2 (PAM) (A)	PAM/004	PAM/SP	90.1%	89.9%
PAM/005 (EDU/004) % pupils achieving the expected CSI outcome at the end of KS3 (PAM, IP6) (A)	PAM/005	PAM/IP/SP	85.3%	86.1%
PAM/006 (EDU/017) Pupils achieving level 2 threshold inc English & Maths % (PAM, IP6) (A)	PAM/006	PAM/IP/SP	55.5%	62.58%
PAM/007 (EDU/016a) Attendance Primary Year-end % (PAM, IP6) (A)	PAM/007 (EDU/016a)	PAM	94.7%	94.7%
PAM/008 (EDU/016b) Attendance Secondary Year-end % (PAM, IP6) (A)	PAM/008 (EDU/016b)	PAM	93.6%	93.8%
PAM/009 % Young people NEET Year 11 (PAM, IP5)	PAM/009	Local Target	1.3%	1.5%
NEW Capped 9 Score		PAM		350
NEW Percentage of pupils assessed in Welsh at the end of the Foundation Phase		PAM		4.6%
NEW Percentage of Year 11 pupils studying Welsh (first language)		PAM		0%
EDU/006 ii) Pupils KS3 Teacher Assessment in Welsh % (A)	EDU/006ii	SP	0%	0%
EDU/L/064 % of pupils achieving KS4 level 2 (A)	EDU/L/064	SP	65.3%	71.7%

EDU/010b) (N) Total no of days lost to secondary fixed term exclusions (IP6) (A)	EDU/010b	IP/SP	1344(days) = 0.071%	1290 days
EDU/L/061 Percentage of FSM pupils achieving Level 2 Inclusive (A) (IP6)	EDU/L/061	Local Target	28.8%	33.3%
EDU/L/065 Inc in the no of schools being accredited at Healthy Schools Level 4 and 5 (A)	EDU/L/065	SP	31	35
EDU/L/066 Inc in no of schools who have gained the National Quality Award in Healthy Schools (A)	EDU/L/066	SP	5	8
EDU/L/067 (RIH/L/048) % young people recorded as unknown following compulsory education (A) (IP5)	EDU/L/067 (RIH/L/048)	Local Target	0.7%	0.5%
NEET\09 % 16 - 18 yr olds not in education, employ or training (IP5) (A)	NEET\09	Local Target	4.0%	4.0%
NEET\11 % Young people NEET 13 (IP5) (A)	NEET\11	Local Target	1.5%	2.6%

## Resources

The central Education Service employs 358 members of staff, 289 who work for either GEMS or Gwent Music (hosted regional services) or at the Bridge Achievement Centre (Pupil Referral Unit). The remaining staff compliment of 69 delivers the following services:

Safeguarding & Child Protection	Looked After Children in Education
Service Development & Business (including the Reorganisation Programme)	Youth Offending Service
Early Years Integration	Youth Progression Services
School Admissions & Appeals	Healthy Schools
21CS Capital Programme	Special Educational Needs
Outdoor Education (Traded Service)	Additional Educational Needs Advisory Service, including SpLD
Education Welfare Service	Education Psychology Service

In addition the Education Service commissions and monitors the following services from other service areas and external partners:

- School Improvement and Governor Support services – undertaken by the regional South East Wales Education Achievement Service (EAS)
- Learning Intelligence Functions – undertaken by the EAS via an agreed Service Level Agreement
- Gwent Sensory and Communication Support Service – regional service hosted by Torfaen County Borough Council

## Workforce Planning Data

<b>Headcount</b>	<b>354</b>
<b>FTE</b>	<b>150.22</b>
<b>Permanent</b>	<b>163</b>

Gender	
Female	236
Male	118

Disability	
No	285
Not Disclosed	7
Not Recorded	59
Yes	3

Age	
16-24	23
25-44	200
45-64	127
65-74	2
75+	2

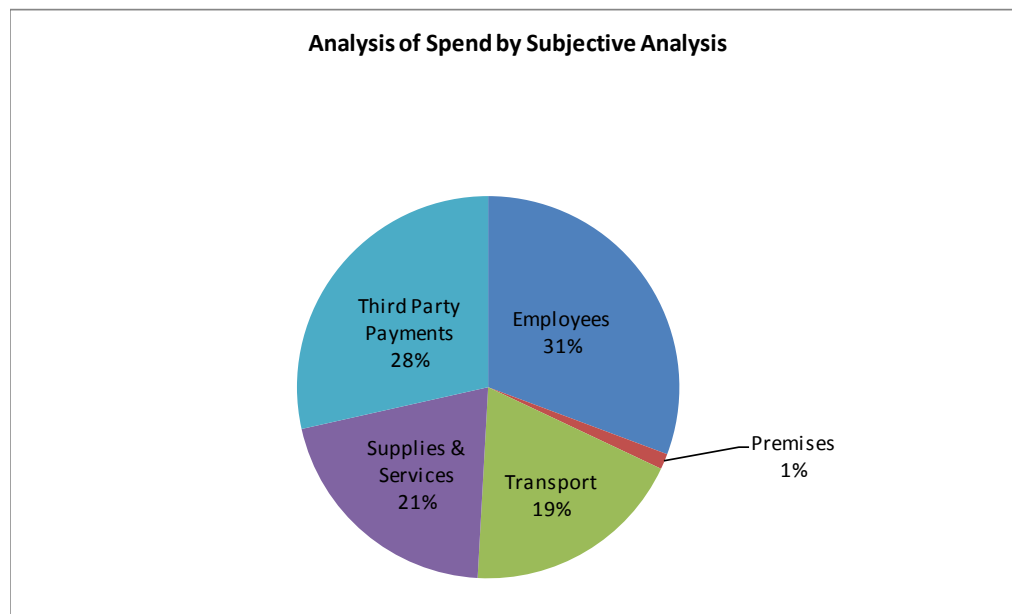
Ethnicity	
Other Ethnicity	25
Not disclosed	10
Not recorded	53
White	265
Would prefer not to specify	1

Competency	Welsh Language Skills			
	None	Beginner	Intermediate	Advanced
Reading	133	45	9	6
Spoken	126	54	6	6
Understand	129	46	9	6
Written	139	39	7	6

**2018/19 Budget**

		£'m
<b>Education</b>	Employees	7.0
	Premises	0.3
	Transport	4.3
	Supplies & Services	4.7
	Third Party Payments	6.5
	Income	- 8.2
<b>Education Total</b>		<b>14.6</b>

		£'m
<b>Education</b>	Schools	
	Improvement & Inclusion	6.0
	Resourcing & Planning	8.6
<b>Education Total</b>		<b>14.6</b>



FTEs by service Area	
Schools	
Improvement & Inclusion: central Education	134.2 (60.1)
Pan Gwent Services (Gwent Music & Gwent Ethnic Minority Service)	(74.1)
Resourcing & Planning	24.6
	<b>158.8</b>

2018/19 approved capital budget (as per Feb Council) £'m  
 (£10m for schools) 10.0

## Risk

<b>Risks Identified</b>	<b>Mitigation</b>	<b>Timescale for mitigation activity</b>	<b>Impact score</b>	<b>Probability score</b>	<b>Risk Rating (Impact x probability)</b>	<b>Responsible Person Within the service area</b>
WESP is not approved by Welsh Government	Newport has expanded Welsh medium opportunities. There is general consensus on direction of travel for new opportunities	07/18	2	5	10	Service Manager
Funding is not approved by Welsh Government for a new Welsh Medium Primary School.	A Welsh Medium Primary expansion may progress if demand was recognised.	Funding decision due Oct 2018. Mitigation activity would be considered where demand was evidenced.	3	3	9	Service Manager
Significant reduction in Gwent Music Service	Increased funding from partners within Gwent Music Agreement.	07/18	3	3	9	Head of Gwent Music Service
Further reduction in GEMs Funding	Sliding scale of mitigation to consider (removal of national funding may prevent GEMs from operating; a reduction in funding would create a reduced service).	To be reviewed July 2018 and April 2019	5	3	15	Assistant Head of Education (Engagement & Learning).  Head of GEMs



### Risk Scoring

<b>Probability description</b>	<b>Score</b>
Very Low probability	1
Low probability	2
Medium probability	3
High probability	4
Very high probability	5

<b>Impact description</b>	<b>Score</b>
Negligible	1
Low	2
Medium	3
High	4
Very High	5

