

Education Services

Mid-Year Review 21/22








Cabinet Member for Education Services – Councillor Deb Davies

Chief Executive – Beverly Owen

Head of Service – Sarah Morgan

Introduction

This is the Education Services update on the progress being made against the objectives, actions, performance and risk for the period 1st April 2021 to 30th September 2021. Service plans have been designed to support the delivery of the [Council's Corporate Plan 2017-22](#). 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.

The Education Services service plan focuses on the delivery of the following Wellbeing Objective(s) in the Corporate Plan:

- **Wellbeing Objective 1** –To improve skills, education and employment opportunities; and
- **Strategic Recovery 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 2021/22 Service Plan has eight objectives that are focused on:

Objective 1 – Improve school standards

Objective 2 – To improve Inclusive practice in Schools in order to reduce exclusions, improve rates of attendance and to prevent disengagement of vulnerable learners post Covid 19.

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

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

Objective 5 – Continue to support quality learning pathways, and identify opportunities for further improvements in provision

Objective 6 – Improve pupil participation in decision making

Objective 7 – Ensure that the Council's ambitions in relation to expanding Welsh-medium education and provision are progressed

Objective 8 – School budgets are effectively managed

Cabinet Member(s) / Head of Service Executive Summary

The Education Service continues to develop and deliver effective leadership and provision, which has been reflected in the response of the service to the Covid 19 pandemic and progress against the Education Service plan.

Central services have continued to adapt to meet the challenges posed by the Covid pandemic. Pupil attendance remains a priority for the service and current data indicates attendance, both in Newport and across Wales, is significantly lower than pre-pandemic times, largely due to illness. The Education Welfare Service (EWS) has worked closely with schools and individual families to re-engage learners in school attendance. The work of EWS has been complemented by Gwent Education Minority-Ethnic Service (GEMS), School Admissions Team and the Inclusion Enrichment Team to support families to gain school places, promote school attendance and enable access to specialist education provision.

Throughout the pandemic Education Service has worked with schools and the Education Achievement Service (EAS) to prepare for and deliver Additional Learning Needs (ALN) Transformation, address Estyn recommendations for individual schools, and to support schools to prepare for the introduction of Curriculum for Wales in September 2022. Adapting to the requirements of the ALN and Educational Tribunal Act remains a priority for the Education Service. Education Services has recruited a number of additional staff, including Teacher Advisors, Educational Psychologists and a Higher Level Teaching Assistant (HLTA), to develop provision for ALN Learners aged 0-25 years, as required by the Act.

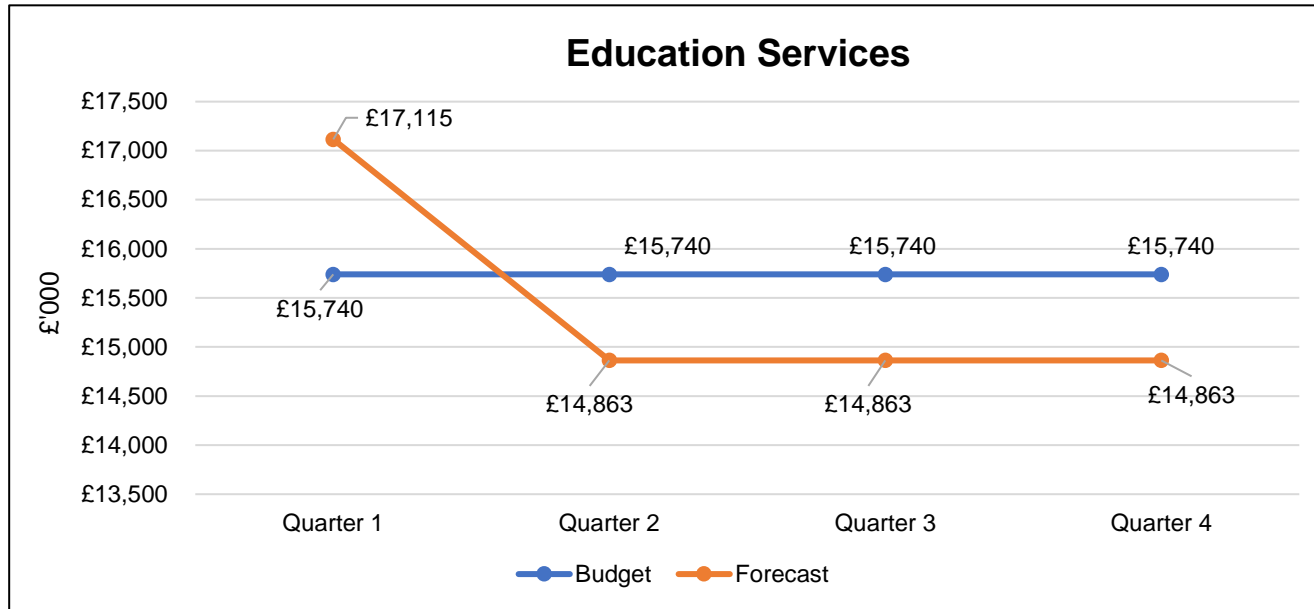
Despite challenges posed by the pandemic, the 21st Century Schools and EdTech programmes have continued to demonstrate strong progress. School organisation process have also continued including the amalgamation of Fair Oak and Kimberley Nursery into Newport Nursery School and the opening of the fourth Welsh-medium primary school, Ysgol Gymraeg Nant Gwenni.

Following a period of furlough Gwent Music has re-established provision within schools and music centres and has adapted business processes and music provision drawing on learning completed during the pandemic.

School finances remains a significant priority for the service and is an area of focussed activity. Service expenditure is currently under budget.

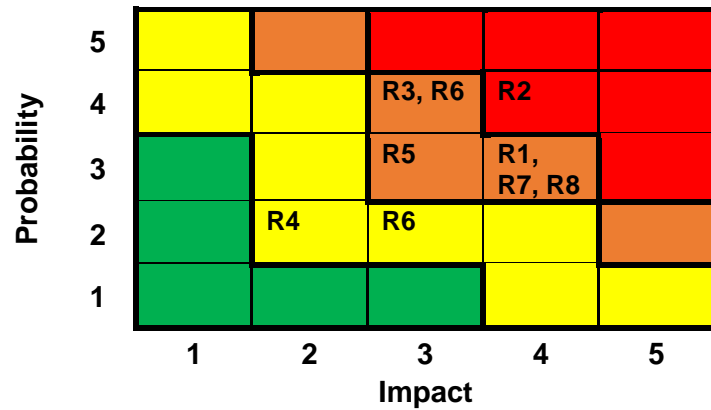
The service has continued to progress key objectives aligned to recommendations made by Estyn following the November 2018 and the Joint Services Inspection that took place in December 2019.

Education – Mid Year Forecast Vs 2021/22 Budget



This provides an overview of the Education Service forecasted position to the end of quarter 2 (April to September 2021).

Service Area Risks at 30th September 2021



R1 – Schools Finance / Cost Pressures	R5 – GEMS Grant
R2 – Demand for ALN and SEN support	R6 – Provision and Planning of school places
R3 – Educational Out of County Placements	R7 - 21 st Century Schools
R4 (Led by Social Services) – Safeguarding	R8 – Welsh in Education

Glossary

Actions (Red / Amber / Green)

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

Programmes and Projects

This provides an update on the delivery of key programmes and projects that contribute towards the delivery of the Corporate Plan 2017-22. This covers the progress of delivery from 1st April to 30th September 2021.

Programme / Project Title	Brief Programme / Project Overview	Anticipated Programme / Project Completion Date	% of Project Completed	Commentary
Welsh Government EdTech Programme	This is a Welsh Government grant funded programme to deliver Hwb across all schools in Wales through an investment in school broadband, ICT infrastructure, networks and resources. All schools will be expected to meet the minimum expected standards.	Quarter 4 2021/22	50%	2021/22 EdTech funding has been used to provide schools with additional digital devices and AV resources. We are anticipating that these will be delivered to schools during the Autumn Term 2021. This will provide schools with an additional: <ul style="list-style-type: none"> • 2408 laptops, Chromebooks and Apple devices • 106 digital projectors • 105 interactive screens • 86 charging trolley
21st Century Schools – Ysgol Gyfun Gwent Is Coed	This project will support improvements to the Council's overall asset management by replacing a poor quality teaching block with new accommodation suitable for ensuring	Quarter 2 2021/22	40%	Works on site are progressing well and the project remains on course for completion in March 2023. The new 3G sports pitch is due to be handed over to the school in October 2021. The project has already achieved the required

Programme / Project Title	Brief Programme / Project Overview	Anticipated Programme / Project Completion Date	% of Project Completed	Commentary
	that the school is able to deliver all aspects of the secondary school curriculum.			BREEAM excellent ratings for environmental standards.
21st Century Schools – Bassaleg School	This project will support improvements to the Council’s overall asset management by replacing poor quality and demountable classrooms with new accommodation. The project will also support the sufficiency of school places by increasing the overall capacity of the school.	Quarter 2 2022/23	25%	Following the recent tender process, a successful contractor for the project has been appointed. The contractor will now work in partnership with the Council, the School and Newport Norse to ensure that the project works commence later this year. The costs are however higher than the budget envelope identified for this scheme, and work is currently underway to agree a Strategic Outline Programme extension for submission to Welsh Government which will hopefully enable additional funding to be allocated to the Band B programme as a whole.
21 st Century Schools – Caerleon Comprehensive School	This project will support improvements to the Council’s overall asset management by replacing poor quality and demountable classrooms with new accommodation.	Quarter 2 2022/23	15%	Design works have concluded, however the latest cost estimates suggest a shortfall when compared with the funding allocated to this project. The project is therefore on hold whilst the Council explores opportunities for additional funding from Welsh Government via a Strategic Outline Programme extension.
21 st Century Schools – New School at Whiteheads	This project will support the sufficiency of school places through the creation of a new 3-form entry school to which the oversubscribed Pillgwenlly Primary will relocate.	Quarter 4 2022/23	15%	The latest cost plan estimates suggest that additional funding will be required to deliver this project, and this will be addressed via the Strategic Outline Programme extension that is currently being developed for submission to Welsh Government later in the autumn term. In exploring the most cost-effective solution, consideration is being given to modular or system build solutions which will reduce the time for the project to be delivered, and the anticipated timescale has a direct impact on the relocation of Ysgol Gymraeg Nant Gwenlli to its permanent site.
New Welsh-medium Primary School	This is a £5.8m grant funded project which will see the establishment of a new Welsh-medium primary school to support Welsh Government’s Cymraeg 2050 charter.	Quarter 2 2022/23	50%	Ysgol Gymraeg Nant Gwenlli opened as planned on 1st September 2021. It will remain at a temporary location in Caerleon for two

Programme / Project Title	Brief Programme / Project Overview	Anticipated Programme / Project Completion Date	% of Project Completed	Commentary
				years before moving to a permanent site in Pillgwenlly in September 2023.
Expansion of Ysgol Bryn Derw	This project will see the creation of a dedicated 28-place Foundation Phase base for pupils with ASD through the refurbishment of the Kimberley Nursery School building	Quarter 4 2021/22	40%	Formal consultation was undertaken between 21st June and 1st August 2021, and a consultation report has now been drafted, published and shared with stakeholders. A report to the Cabinet Member for Education to move to the publication of a statutory notice is currently in progress.
Safe Walking Routes to School	To confirm that the Safe Walking Network accords with current legislation and robustly supports the School Admissions and Home to School Transport policies, and can be held up to challenge through the independent School Admission Appeals function. This is a tripartite project with City Services and People & Business Change.	Quarter 2 2021/22	C	There is no further action that can be taken by the Education Service. Colleagues in City Services have confirmed that they are taken steps to review safe walking routes to schools across the city, although it is acknowledged that this will take some time to fully resolve.
School Meals Contract	The new contract will commence on 1st September 2021, and will need to meet the needs of schools post-Covid. The new contract will bring capital investment to the school meals provision, and the Education Service must ensure that this investment supports strategic priorities across the education estate.	Quarter 4 2021/22	50%	The new contract was implemented earlier than planned on 1st June 2021. Investment requests are considered by the Contract Board, and a priority project at Ysgol Bryn Derw was completed over the summer holidays.
ALN Transformation	To further the implementation of the Additional Learning Needs (ALN) and Educational Tribunal Act 2018 and review the staffing resources needed to implement the demands of the Act.	Quarter 2 2021/22	80%	Although the implementation of the new Additional Learning Needs Code started in September 2021, Welsh Government are yet to release their implementation guidance, so we are unable to complete the work with Schools regarding the new system.
Pilot to prevent criminal exploitation	Well-being Objective 3 – To enable people to be healthy, independent and resilient	Quarter 2 2021/22	70%	The Understanding the Triggers operational group have developed an identification toolkit and a referral process for bespoke support. Education Officers, the preventions team lead and health professionals are collaborating to provide appropriate support/interventions' for the pupils and families identified. The pilot will continue into the autumn term.

Workforce Planning

To support the delivery of the Service Plan and Corporate Plan objectives, service areas in collaboration with the Council's Human Resources team have identified three key actions to improve the capacity and capability of its workforce in 2021/22

Action	Outcome(s) of Action	Action Start Date	Anticipated Completion Date	% of Action completed	Commentary
Identify staffing need and secure funding for additional posts.	Inclusion Services have seen a significant reduction in resources over the past 8 years reducing staff to less than 25% of its original FTE officers. The new ALN Act beginning Sept 2021 expands the volume and breadth of local authority statutory obligations to include two further age groups 0-5 years and 19-25 years. At present the inclusion teams does not have the capacity to manage ALN transformation for 5-19 years.	1 st April 2021	30 th April 2022	C	Six new Inclusion Enrichment Team Officers have been appointed to provide additional capacity to support the extended age range of 0-25yrs for pupils with Additional Learning Needs (ALN). This includes two Teacher Advisors, two Statementing Officers and an HLTA to support Early Years providers. We have appointed one Educational Psychologist (EP) however due to a national shortage of EPs we have been unable to appoint to the remaining vacant post. This post will be re-advertised and locum EPs will be sourced where possible to add capacity to the team.
Upskill current employees and also focus on recruitment and Welsh being an essential criteria.	More welsh-medium education provision requiring more welsh speakers working within central education services	1 st April 2021	31 st March 2022	40%	Two members of the Education Service have enrolled in a one-year course through Coleg Gwent. Other colleagues have undertaken Welsh in the Workplace taster sessions. A short video on the history of the Welsh language in Newport was shared at a recent Education Service Event. We will continue to look into upskilling staff in relation to the Welsh language in the coming months.
To undertake a review of Gwent Music Service with the Council's Business Improvement Team.	To have a new operating model for Gwent music to support future demand for music service following recovery post COVID.	1 st April 2021	31 st March 2022	50%	The Gwent Music Service has developed an action plan to address each of the recommendations arising from the Business Improvement Team review. The service is now delivering music provision in 94 of the 161 schools in the region with 31 of these schools based in Newport.
Restructure the current service to introduce Deputy	Develop, improve and promote career progression and resilience in the team.	1 st April 2021	31 st March 2022	50%	A restructure of the service has been completed. The service is now led by a Grade 10 Education Welfare Service Manager with the

Action	Outcome(s) of Action	Action Start Date	Anticipated Completion Date	% of Action completed	Commentary
Senior Education Welfare Officer (SEWO) post.					Grade 8 deputy post of Senior Education Welfare Officer recently appointed. The team also includes 5 Education Welfare Officers (Grade 7) and the post of Family Liaison Officer (Grade 5) that is yet to be appointed.

Objectives and Action Update (30th September 2021)

This is an update on the progress against service objectives and actions to the end of quarter 2 (30th September 2021).

Objective 1 – Improve school standards						
Action No.	Action Description	Action Outcome(s)	Start Date	Anticipated Completion Date	% Action Completed	Action Commentary
1	(Estyn Rec 2) 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.	1 st September 2021	31 st December 2021	20%	Planned PDG spend and use of all grants, is discussed at every School Development Plan (SDP) Professional Discussion involving LA Senior Officers, Headteachers, Chairs of Governors, EAS Principal School Improvement Partners and School Improvement Partners/Challenge Advisors. SIPs will continue to work with headteacher to support evaluation of the grant spend. As of 1 st October, all secondary schools have participated in this process and meetings with all primary schools will now commence.
2	Embed the Learn Well Strategy involving representatives from across NCC.	Reduction in the attainment gap for learner eFSM and non-FSM.	1 st April 2021	31 st March 2022	50%	The Learn Well Strategic Group has continued to meet at least termly to capture the priorities and progress of the four working groups that are Chaired by Officers from a range of Service Areas.
3	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	1 st April 2021	31 st March 2022	50%	Chief Education Officer briefings have been provided to all headteachers and will be discussed at governing bodies during the autumn term. Additionally, new finance training has been delivered to Chairs of Governors and Headteachers by Officers within Education Services and NCC Financial Services. Additionally, a range of professional learning opportunities have been offered to all governing bodies via EAS Governor Support.
4	Support schools to ensure that curriculum pathways provide an appropriate choice	Reduction in the attainment gap for learner eFSM and non-FSM.	1 st April 2021	31 st March 2022	50%	Headteachers and local authority officers have co-constructed an agreed post-16 operating model that will help develop

Objective 1 – Improve school standards						
Action No.	Action Description	Action Outcome(s)	Start Date	Anticipated Completion Date	% Action Completed	Action Commentary
	for all learners both pre and post 16.	Increased average Capped Nine scores for individual schools. Increased learner outcomes Post 16.				consistency of practice across all schools. This includes identification of viable group sizes and minimising duplication of subjects. Work is ongoing to explore the future use of blended learning models. The post-16 operating model is supported by agreed roles and responsibilities across all partners. EAS continue to work with schools in preparation for the introduction of Curriculum for Wales in September 2022.
5	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.	1 st April 2020	31 st March 2022	50%	Planned PDG spend and use of all grants, is discussed at every School Development Plan (SDP) Professional Discussion involving LA Senior Officers, Headteachers, Chairs of Governors, EAS Principal School Improvement Partners and School Improvement Partners/Challenge Advisors. SIPs will continue to work with headteacher to support evaluation of the grant spend.
6	(Estyn Rec 2) Monitor the 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 wider stakeholder engagement and ownership of this process.	1 st April 2021	31 st March 2022	20%	PDG funding for Looked After Children has been allocated to schools. Clusters are now working to develop their collective grant plans which will be submitted prior to the October half term break.
7	(Estyn Rec 1) Quality Assure the implementation of the EAS Business Plan 2021/22 and the Newport priorities detailed in the plan.	Schools are effectively supported to address the Estyn recommendations contained in the Thematic report on Covid 19	1 st April 2021	31 st March 2022	50%	Monthly quality assurance meetings take place with EAS in addition to regular Joint Executive Group (JEG) meetings with regional Cabinet Members, Education Lead Officers and Senior EAS Staff.
8	(Estyn Rec 1) Determine education priorities for Newport City Council and incorporate into the	Individual learners will achieve their school level targets and schools will achieve their	1 st January 2022	31 st March 2022	N/A	Not Yet Commenced

Objective 1 – Improve school standards						
Action No.	Action Description	Action Outcome(s)	Start Date	Anticipated Completion Date	% Action Completed	Action Commentary
	Education Achievement Service Business Plan for 2022/23	statutory targets e.g. capped nine.				

Objective 2 – To improve Inclusive practice in Schools in order to reduce exclusions, improve rates of attendance and to prevent disengagement of vulnerable learners post Covid 19						
Action No.	Action Description	Action Outcome(s)	Start Date	Anticipated Completion Date	% Action Completed	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.	1 st September 2020	31 st July 2022	60%	High levels of pupil absence are still being reported by schools at the start of the new academic year. Rates of attendance are being affected by several factors including: positive cases of Covid-19; asymptomatic pupils being kept at home when parents, siblings or another close contact has a confirmed case of Covid-19; and parents not wanting to send their children to school because of concerns about Covid-19. The current Welsh Government Operational Guidance for schools takes the view that punitive measures, including fines, are not be appropriate unless local authorities deem it necessary to pursue a small number of cases relating to persistent absence, which are unrelated to the Covid-19 pandemic; and there are concerns about the welfare of the child; or there have been extensive efforts to try and re-engage with the family by the school and / or the EWS. In such cases local authorities are advised to follow guidance set out in the All Wales Attendance Framework. Newport has not pursued any punitive measures to date.

Objective 2 – To improve Inclusive practice in Schools in order to reduce exclusions, improve rates of attendance and to prevent disengagement of vulnerable learners post Covid 19

Action No.	Action Description	Action Outcome(s)	Start Date	Anticipated Completion Date	% Action Completed	Action Commentary
2	Implement the NCC attendance strategy to reduce rates of persistent absenteeism.	Reduction in primary and secondary school rates of persistent absence.	1 st April 2019	31 st July 2022	65%	Education Welfare Officers continue to work closely with schools to analyse individual learner level attendance. This work helps identify learners and families who are referred to the Education Welfare Service for follow up. Home visits are ongoing with a Covid-19 risk assessment in place to support this work. Education Welfare Officers attend school meetings with families and other agencies to offer support with an updated risk assessment in place to support this work.
3	Develop and implement a new school attendance media campaign.	Media campaign is used by schools across the city	1 st April 2019	31 st July 2022	70%	Current rates of Covid-19 have resulted in a delay to the attendance campaign being implemented. The suite of resources that has been developed will be published when there is an improvement in the current position and improved rates of attendance can be expected.
4	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	1 st April 2019	31 st July 2022	65%	A named EWO is supporting this ongoing work with the Education Welfare Service Manager by carrying out a scoping exercise. Due to Covid this is now a priority for the Spring term
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	1 st April 2020	31 st July 2022	70%	The number of parents notifying the local authority of their intention to home educate their children continues to rise. As of 30 th September 2021, 185 children were known to be home educated. The Education Welfare Service has developed the first of a series of newsletters that will be circulated to home educating families on a regular basis. This provides details of how the local authority can support home

Objective 2 – To improve Inclusive practice in Schools in order to reduce exclusions, improve rates of attendance and to prevent disengagement of vulnerable learners post Covid 19

Action No.	Action Description	Action Outcome(s)	Start Date	Anticipated Completion Date	% Action Completed	Action Commentary
						educating families to provide an education for their children.
6	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.	1 st October 2020	30th September 2021 31 st March 2022	40%	This piece of work has been delayed due to a lack of Health and Safety Officer availability and Inclusion Officer capacity due to issues arising from Covid support for Schools. New anticipated completion date set for 31 st March 2022.
7	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.	1 st April 2021	30th September 2021 31 st March 2022	65%	Weekly, monthly and termly scrutiny of exclusions continues which is shared with Managed Move Panel on a monthly basis. Vulnerable groups and types of exclusions are being analysed to ensure appropriate targeted support. Summer term 2021 presented a number of challenges for schools with regard to the management of pupil behaviour. Due to operational restrictions placed on schools in relation to the Covid-19 response, secondary schools were unable to operate 'school to school' days which had previously proved to be a very effective alternative to fixed term exclusion as pupils were unable to spend time at an alternative school. Within Primary schools, strategies that have also been used historically, such as placement in alternative classes due to behaviour challenges, were also unable to be utilised. Despite increased incidents across both sectors, advice and support for all schools continued to be offered on a bespoke basis, focusing on the specific challenges of pupils returning to face to face teaching after the period of distanced learning.

Objective 2 – To improve Inclusive practice in Schools in order to reduce exclusions, improve rates of attendance and to prevent disengagement of vulnerable learners post Covid 19

Action No.	Action Description	Action Outcome(s)	Start Date	Anticipated Completion Date	% Action Completed	Action Commentary
8	To further develop partnership working as a way of promoting and support improved rates of attendance and engaging pupils and their families in education	Increased rates of attendance in all education settings	1 st April 2021	31 st July 2022	50%	The work of the Education Welfare Service to support schools to improve pupils rates of attendance is ongoing. The referral process has been reintroduced to ensure that involvement and intervention is targeted at those pupils and families with the greatest need. The Education Welfare Service now participate in the Gwent Missing Children Meetings. These multi agency meetings identify the support needed by children and young people who are significantly at risk of harm, disengagement and exploitation
9	Monitor the impact of the Reduction of Violent Incidents in Schools Policy and review in line with termly feedback from the Managed Move Panel.	All Secondary schools adhere to the Reduction of Violent Incidents Policy and there are clear, consistent procedures in place relating to violent incidents which promote staff and student safety.	1 st April 2021	31 st March 2022	90%	The Managing Weapons in School Protocol has been agreed with Secondary Headteachers to be piloted during the autumn term.
10	Assess the impact of the Partial Timetable policy across all school sectors by monitoring the use of partial timetables and the numbers of pupils that are reintegrated as a result.	A partial timetable policy is in place with clear reporting and monitoring procedures to promote learner access to an appropriate full time education.	1 st April 2021	31 st March 2022	85%	The Partial Timetable Policy draft is due for completion in late October 2021 in readiness for the pilot to begin in the second half of the Autumn term.

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

Action No.	Action Description	Action Outcome(s)	Start Date	Anticipated Completion Date	% Action Completed	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.	1 st April 2019	31 st July 2022	60%	Six Schools are currently in the process of preparing evidence for their National Quality Award for Healthy Schools. Public Health Wales anticipate assessing these Schools for their NQA during the autumn term. Public Health Wales have put all other awards on hold due to Covid.
2	(Estyn Rec 2) 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.	1 st September 2020	31 st March 2022	75%	Partners involved in the Learn Well Plan strategy include officers from Central Education; Policy, Partnership and Involvement; Children's Services; Preventions; 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.	1 st April 2019	31 st March 2022	45%	Currently (October 2021) at least 45% of schools are using the recommended safeguarding toolkit. This has increased from 30% in 2020-21. The safeguarding toolkit format is not mandatory and some schools still prefer to use the NCC audit model or the Estyn Inspection format. An exemplar toolkit has been completed and shared with school safeguarding leads to support schools in completing the toolkit more effectively. The focus this academic year will be on improving the quality of the audits across schools.
4	All education Services staff to have completed relevant safeguarding training	All staff are appropriately trained to facilitate safeguarding arrangements	1 st April 2019	31 st March 2022	98%	Staff % with up-to-date Introduction to Safeguarding training - 90% Staff % with up-to-date Recognition to Referral training - 95%

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

Action No.	Action Description	Action Outcome(s)	Start Date	Anticipated Completion Date	% Action Completed	Action Commentary
						Officers complete safeguarding training on a regular basis and are required to update their training every three years. Internal "Introduction to Safeguarding" training for Officers is planned to take place on 18th October for all Officer who have reached a renewal point and for new members of staff. Accessing regional online courses has been challenging this year so internal provision has been implemented.
5	(Estyn Rec 1) 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.	1 st September 2020	31 st July 2022	40%	Schools continue to support looked after learners. Transition support has been a priority area of focus with the Looked After Children Education Coordinators ensuring that learners in Year 7 are supported with the start of their secondary education.
6	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.	1 st April 2020	30 th September 2021	80%	Although the implementation of the new Additional Learning Needs Code started in September 2021, Welsh Government are yet to release their implementation guidance so we are unable to complete the work with Schools regarding the new system.
7	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.	1 st September 2020	30 th September 2021	C	Six new Inclusion Enrichment Team Officers have been appointed to provide additional capacity to support the extended age range of 0-25yrs for pupils with Additional Learning Needs (ALN). This includes two Teacher Advisors, two Statementing Officers and an HLTA to support Early Years providers. We have appointed one Educational Psychologist (EP) however due to a national shortage of EPs we have been unable to appoint to the

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

Action No.	Action Description	Action Outcome(s)	Start Date	Anticipated Completion Date	% Action Completed	Action Commentary
						remaining vacant post. This post will be re-advertised and locum EPs will be sourced where possible to add capacity to the team.
8	Ensure that all secondary schools continue to embed the established and new Serious and Organised Crime (SOC) initiatives	All secondary schools actively support the multi-agency anti-SOC initiatives.	1 st April 2021	31 st July 2022	30%	The Youth Engagement and Progression Framework Coordinator continues to attend SOC meetings and is liaising with Fearless/Crimestoppers to provide specific support and information for schools.
9	Review with relevant 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 opportunities are available for ALN learners up to 25 years old.	1 st April 2021	31 st March 2022	35%	A Regional Post 16 Steering group has been established to create links with colleges and providers, to provide clear transition pathways and to extend access to provision for pupils with Additional Learning Needs.
10	Development and implementation of a wellbeing strategy that ensures targeted wellbeing intervention can be accessed and implemented across Newport schools in a timely manner.	A Wellbeing strategy that ensures targeted wellbeing intervention can be accessed and implemented across Newport schools in a timely manner.	1 st April 2021	31 st March 2022	30%	The Wellbeing Professional Learning offer for Newport is in the process being finalised and shared with EAS. This includes all Health and Wellbeing training being provided by Newport LA, ABUHB and third sector organisations. This is part of the initial mapping process of all Wellbeing interventions within Newport.
11	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.	1 st April 2021	31 st March 2022	90%	Newport's Principle Educational Psychologist participated in the Gwent Suicide and Self-Harm task & finish group to develop a Multi-agency protocol for the management of high risk cases of Self Harm and potential suicide. The finalised protocol is due to be circulated to Schools in October for implementation.

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

Action No.	Action Description	Action Outcome(s)	Start Date	Anticipated Completion Date	% Action Completed	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.	1 st April 2020	31 st March 2022	50%	Professional learning (PL) has been strongly promoted in education services this financial year. A monitoring and evaluation report on the participation of education staff in PL has been completed and shared with all staff. In addition to corporate PL and individual PL linked to personal and professional objectives, who service PL has been provided on a range of topics including strategies to promote the attainment of disadvantaged young people, the updated structure and functions of the EAS and revised inspection processes.
2	(Estyn Rec 3) 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.	1 st April 2020	31 st March 2022	50%	A monitoring and evaluation report timetable, which is aligned to the Local Government Education Service inspection framework, was agreed at the start of the financial year. Reports are discussed with the education senior management team and shared with all middle leaders. Additionally, education senior and middle leaders attend the Every Child Group each term to share progress against their team plans and performance against team key performance measures.
3	Review current ways of working to establish good and effective practice and build this into new ways of working	Improved value for money and effectiveness of the Central Education Service as a result of revised ways of working Post-Covid	1 st April 2021	31 st March 2022	50%	A wide range of revised school improvement processes have been implemented this year. These include SDP Professional Discussions, Multi-Agency Meetings with Welsh Government and Estyn and Team Around the School meetings. Self-evaluation monitoring and reporting foci have been updated.

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

Action No.	Action Description	Action Outcome(s)	Start Date	Anticipated Completion Date	% Action Completed	Action Commentary
4	Provide extended leadership opportunities through a rolling associate membership of the Education Senior Management Team (ESMT)	Increased capacity and effectiveness of the Central Education Service	1 st April 2021	31 st March 2022	50%	Two middle leaders participate in Education Senior Management Team (ESMT) meetings for at least one term as Associate Members. This scheme has been in operation since early 2020 and Associate Members provide feedback on their experience to ensure it is a constructive experience. All feedback on the scheme has been positive and middle leaders have been keen to participate.

Objective 5 – Continue to support quality learning pathways, and identify opportunities for further improvements in provision

Action No.	Action Description	Action Outcome(s)	Start Date	Anticipated Completion Date	% Action Completed	Action Commentary
1	Review School Funding Formula.	Funding is allocated to schools on a fair and appropriate basis.	1 st April 2020	31 st March 2022	25%	Sub-Groups of School Budget Forum continue to review the funding formula in relation to pupil migration and ALN Funding. The sub-groups provide regular updates to the full school budget forum and will seek agreement from School Forum on any proposed changes.
2	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.	1 st January 2021	31 st August 2021	50%	Where practical and appropriate, breakfast club provision has been reinstated across schools as part of the recovery from the Covid-19 pandemic. However, given this position it has not been possible to evaluate sustainability under the new contract arrangements. This will be monitored over the remainder of this current financial year. Task End Date 31/08/2021

Objective 5 – Continue to support quality learning pathways, and identify opportunities for further improvements in provision

Action No.	Action Description	Action Outcome(s)	Start Date	Anticipated Completion Date	% Action Completed	Action Commentary
3	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.	1 st October 2020	31 st March 2022	35%	Initial discussions have taken place with one of the High Schools who hosts a LA Learning Resource Base to plan a review of the provision during the autumn and spring term. This will include the quality assurance of the teaching, interventions used, the systems in place and the funding formula.
4	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.	1 st October 2020	31 st March 2022	80%	Meetings of the ALN Implementation Group have been on-going and modelling of potential funding formula options have been discussed and devised between Inclusion and Finance colleagues. These have been presented to Head teacher / School Business Managers with a view to finalising options during the Autumn Term 2021 for presentation at the Schools Finance Forum.
5	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.	1 st April 2020	31 st March 2022	80%	Membership of the Digital Advisory Group (DAG) includes school leaders and officers from the LA, SRS and EAS. During their Autumn Term meeting, the group recognised the positive impact of the EdTech investment in schools. However, the group also identified that there is a need to support schools to explore how they can make best use of these resources. The group plan to address this by developing and sharing a signposting resource that is circulated each term
6	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	All schools in Newport meet the baseline national expectation for ICT infrastructure. Increase in the use of Hwb in all schools.	1 st April 2020	31 st March 2022	75%	The ICT Strategic Group continues to meet on a termly basis. Membership of this group includes Headteachers, local authority officers and SRS officers who monitor implementation of the EdTech programme and delivery of the SRS SLA

Objective 5 – Continue to support quality learning pathways, and identify opportunities for further improvements in provision

Action No.	Action Description	Action Outcome(s)	Start Date	Anticipated Completion Date	% Action Completed	Action Commentary
	Service Level Agreement for schools.	Increase in the number of schools receiving ICT support from the LA preferred provider.				for schools. A project to migrate school users of @newport.gov.uk emails to Hwb using the @newportschools.wales domain is ongoing.
7	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.	1 st April 2019	31 st March 2022	75%	Headteachers and local authority officers have co-constructed an agreed post-16 operating model that will help develop consistency of practice across all schools. This includes identification of viable group sizes and minimising duplication of subjects. Work is ongoing to explore the future use of blended learning models. The post-16 operating model is supported by agreed roles and responsibilities across all partners.
8	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 business case approval.	1 st April 2020	31 st March 2022	50%	Progress on Phase 1 works is slower than anticipated although works were completed at Milton Primary over the summer holidays to meet the needs of a specific pupil. Funding has now been secured for Phase 2 priority works over four separate school sites, and these will be progressed as soon as possible.
9	Review the range of alternative providers who continue to provide support for schools in Newport to ensure post covid recovery is effective and makes use of learner voice	The range and number of alternative providers meets learner needs	1 st April 2021	31 st July 2022	45%	The Learning Provider Network meets monthly to ensure that ongoing support is available for young people who are at risk of becoming NEET. The group is chaired by the Youth Engagement and Progression Framework Coordinator who works to engage and increase the number of active partners in this group is. Work is ongoing to support 2021 school leavers with a secure destination

Objective 5 – Continue to support quality learning pathways, and identify opportunities for further improvements in provision

Action No.	Action Description	Action Outcome(s)	Start Date	Anticipated Completion Date	% Action Completed	Action Commentary
10	Complete all works linked to the Education Capital Programme for 2021/22.	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	1 st April 2021	31 st March 2022	50%	All works in relation to this year's Education Capital Programme are progressing as planned, and a large number of projects were undertaken or commenced over the summer holidays. This includes works in relation to the Accessibility Strategy and improvement works funded through s106 developer contributions. Works have commenced on the refurbishment of the former Kimberley Nursery School building to support the expansion of Ysgol Bryn Derw. Both projects funded through Welsh Government Reducing Class Sizes Grant are now concluded.
11	To ensure that each individual project within the 21 st Century Schools Band B Programme is progressed at the appropriate time and securing WG capital funding approval through the business case process.	The priority projects at Ysgol Gyfun Gwent Is Coed, Bassaleg School, Caerleon Comprehensive School, Whiteheads and Maesglas Primary 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.	1 st April 2021	31 st March 2024	30%	The overall progress of the key school projects are progressing appropriately and each individual project delivery is provided in the project section of the report. The Council's School Programme Board regularly monitor and report on progress and manage the risks and issues to the projects.
12	To conclude the School Reorganisation proposal to support the expansion of Bassaleg School funded through Band B of the 21 st Century Schools Programme.	The capacity of Bassaleg School will be increased from 1,747 to 2,050 with effect from September 2023 to ensure that adequate provision exists for	1 st April 2021	31 st August 2021	C	This proposal received final approval in June 2021.

Objective 5 – Continue to support quality learning pathways, and identify opportunities for further improvements in provision

Action No.	Action Description	Action Outcome(s)	Start Date	Anticipated Completion Date	% Action Completed	Action Commentary
		children within the catchment area.				
13	To provide support to temporary governing bodies on all school organisation matters that enable agreed school reorganisation proposals to be implemented	Kimberley Nursery and Fair oak Nursery School will close on 31 st August 2021, and a new single standalone nursery school and a new Welsh-medium primary school will open as planned on 1 st September 2021	1 st April 2021	31 st August 2021	C	This work was successfully concluded and Newport Nursery School and Ysgol Gymraeg Nant Gwenlli both opened as planned on 1 st September 2021.
14	To progress and conclude a School Reorganisation proposal to expand Ysgol Bryn Derw.	The capacity of Ysgol Bryn Derw will be increased from 68 to 96 with effect from January 2022 to ensure additional dedicated provision for Foundation Phase ASD pupils.	1 st April 2021	31 st March 2022	40%	Formal consultation was carried out between 21 st June and 1 st August 2021, and a consultation report has since been drafted, published and shared with stakeholders. A report to the Cabinet Member for Education to move to publish a statutory notice is currently in progress.
15	To progress and conclude a federation proposal in conjunction with the governing bodies of Gaer Primary School and Maesglas Primary School	Gaer Primary School and Maesglas Primary School will federate under a single governing body from January 2022	1 st April 2021	31 st December 2021	50%	Formal consultation on this proposal took place between 21 st June and 1 st August 2021. A consultation report has now been drafted and will be considered by the governing bodies of both schools in October 2021.
16	To continue to model projections for secondary schools and ensure that this is reflected in the feasibility work being undertaken to secure appropriate provision across the city over the next 5-10 years.	Appropriate secondary school provision is in place across Newport	1 st April 2021	31 st March 2022	50%	The most recent projections were delayed as a direct effect of the deferred PLASC date. Work to analyse these new projections, and their impact on future years, will be carried out over the autumn term.
17	Amended procedures and revised policy for Trips and Visits shared with schools and governing bodies.	Audit awards an adequate or satisfactory control rating of the trips and visit function.	1 st April 2021	31 st March 2022	80%	The revised policy has been agreed and will be issued to schools later in the autumn term. The decision to delay issuing the policy was related to the additional

Objective 5 – Continue to support quality learning pathways, and identify opportunities for further improvements in provision

Action No.	Action Description	Action Outcome(s)	Start Date	Anticipated Completion Date	% Action Completed	Action Commentary
						pressures on schools at the start of the academic year in responding to the challenges of recovery from the Covid-19 pandemic.
18	Implement and embed a Fair Access Policy for the admission of vulnerable and / hard to place learners	The Fair Access Policy is adopted across all secondary schools.	1 st April 2021	31 st March 2022	50%	The policy is now being piloted for two terms, commencing in September 2021. There have been no referrals under the policy to date.
19	To develop a strategy for the transition of Vulnerable groups.	The effective transition of vulnerable learners to their next phase of Education.	1 st April 2021	31 st March 2022	15%	Initial discussions have taken place at a multi-agency forum regarding a trauma informed approach to supporting children transition into Early Years. This work has been delayed due to capacity.
20	To extend specialist provision within the city to accommodate needs identified through data trend analysis, 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 dependence Out of County Placements.	1 st April 2021	31 st March 2022	75%	The commissioning of Local Social, Emotional, Behavioural Difficulties (SEBD) Independent provision within Newport such as Catch 22, Newport Live and Sporting Chance has contributed to reduced costs, travel time and pupil satisfaction. The expansion of Ysgol Bryn Derw (YBD) has enabled a continued reduction in pupils with Autism being placed outside of Newport and with consultation concluding on the proposed expansion of YBD from Easter 2022, this will aid future pupils with complex Autism being maintained at LA provision within the City in the majority of cases.
21	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.	1 st April 2020	31 st March 2022	15%	There has been no further progress with this proposal. Discussions are ongoing with other service areas and partners to discuss how expansion of the school could be achieved without physical building works.

Objective 5 – Continue to support quality learning pathways, and identify opportunities for further improvements in provision

Action No.	Action Description	Action Outcome(s)	Start Date	Anticipated Completion Date	% Action Completed	Action Commentary
22	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.	1 st April 2020	31 st March 2022	60%	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.
23	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.	1 st April 2020	31 st March 2022	C	Completed 30/06/2021. This action has been concluded after advice from Welsh Government and the Council's Legal Department. With immediate effect, pupils with statements of SEN will no longer be required to make applications for admission via the Council's School Admissions Policy.

Objective 6 – Improve pupil participation in decision making

Action No.	Action Description	Action Outcome(s)	Start Date	Anticipated Completion Date	% Action Completed	Action Commentary
1	(Estyn Rec 4) Embed the Pupil Participation Network in primary schools across all clusters.	Strong and effective practice is shared across primary schools.	1 st September 2020	31 st March 2022	25%	The next meeting of the Pupil Participation Network is planned to take place in Autumn Term 2021.
2	(Estyn Rec 4) 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.	1 st April 2019	31 st March 2022	75%	The Youth Council presented their LGBTQ+ guide for schools at the September 2021 Local Authority Headteacher meeting. This guidance was very well received. Later this academic year, schools will feedback to the Youth Council on their work to address the recommendations included in this guidance.

Objective 6 – Improve pupil participation in decision making

Action No.	Action Description	Action Outcome(s)	Start Date	Anticipated Completion Date	% Action Completed	Action Commentary
3	(Estyn Rec 4) 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.	1 st September 2020	31 st March 2022	70%	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.
4	(Estyn Rec 4) 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.	1 st September 2020	31 st March 2022	70%	Arrangements have been made to invite the Youth Council to the Spring Term meeting of the Attendance and Wellbeing Forum. This will allow the Youth Council members to update school leaders on their priority areas of their work in 2022/23
5	(Estyn Rec 4) Most Education Service <i>Team on a Page</i> documents include capture of pupil voice activity on at least 2 occasions in an academic year.	Increase in the number of decision making activities involving young people.	1 st April 2020	31 st March 2022	75%	Opportunities to capture pupil voice activity have been limited because of the school holiday period and the start of the new academic year focus on practical ways to promote physical and mental wellbeing. The number of activities to capture pupil voice will increase from 1st October 2021 onwards.
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.	1 st April 2019	31 st July 2022	75%	Good links have been established between the Central Education Service and the Youth Council. These have supported the effective sharing of information. The Youth Council has prioritised its work to support LGBTQ+ pupils in schools. They have developed a guidance document that was

Objective 6 – Improve pupil participation in decision making						
Action No.	Action Description	Action Outcome(s)	Start Date	Anticipated Completion Date	% Action Completed	Action Commentary
						presented to Headteachers at the start of the Autumn Term

Objective 7 – Ensure that the Council’s ambitions in relation to expanding Welsh-medium education and provision are progressed						
Action No.	Action Description	Action Outcome(s)	Start Date	Anticipated Completion Date	% Action Completed	Action Commentary
1	(Estyn Rec 5) 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.	1 st April 2019	31 st August 2023	35%	Through ALN Transformation work, specific Welsh ALN resources have been identified and purchased for each Welsh-medium cluster across the region. In addition, MIND Wellbeing and Transition booklets have been translated to support both primary and secondary pupils. Specific outreach for ASD undertaken through the medium of Welsh and funding has been allocated to all Schools to purchase EduKey a provision mapping system. Ysgol Gyfun Gwent Is Coed is utilising the Bridge Achievement Centre (BAC) for pupils to access short term intervention. Outreach support from the BAC has also been provided to offer support and maintain pupil placement.
2	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.	1 st October 2020	31 st March 2022	45%	An initial Managed Move discussion has been held with the Head Teacher of Ysgol Gwent Is Coed to look at possible options for linking with another LA Welsh Medium School. A scoping exercise has taken place to understand the Managed Move processes for Welsh Medium Schools across the region. Ysgol Gwent Is Coed has begun referring appropriate pupils to

Objective 7 – Ensure that the Council’s ambitions in relation to expanding Welsh-medium education and provision are progressed

Action No.	Action Description	Action Outcome(s)	Start Date	Anticipated Completion Date	% Action Completed	Action Commentary
						the Bridge Achievement Centre for short term intervention and outreach support. Ysgol Gwent Is Coed’s Wellbeing Lead attends the Managed Move Panel regularly.
3	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 September 2022 to August 2032.	1 st April 2021	31 st August 2022	50%	The draft plan has been finalised and was issued for an 8-week consultation with stakeholders and the wider public on 27th September 2021.

Objective 8 – School budgets are effectively managed

Action No.	Action Description	Action Outcome(s)	Start Date	Anticipated Completion Date	% Action Completed	Action Commentary
1	<p>Monitor In-year School budgets to ensure budgets are:</p> <ul style="list-style-type: none"> Managed effectively and taking necessary actions to prevent overspending. Effectively taking necessary actions to prevent overspending. <p>Schools that have deficit budget recovery plans are implementing the necessary actions to reduce their overall budget deficits.</p>	Schools manage their in year budgets.	1 st April 2020	31 st March 2022	50%	<p>There are now only three schools with a licenced deficit agreed for the 2021/22 financial year and all are fully engaged with the agreed Deficit Recovery Process. Two of these schools are projecting an in-year surplus and a return to a closing surplus position by the end of the 2023/24 financial year. Work is ongoing with the third school to identify further savings that can potentially be made.</p> <p>In terms of other schools, Headteachers have been asked to outline reasons for an in-year overspends and these are currently being reviewed by the Finance Team to identify differences between recurrent and one-off spend, and early warning signs for potential future closing deficit positions.</p>

Objective 8 – School budgets are effectively managed						
Action No.	Action Description	Action Outcome(s)	Start Date	Anticipated Completion Date	% Action Completed	Action Commentary
2	<p>Monitoring of primary, secondary and special schools in-year budgets:</p> <ul style="list-style-type: none"> To prevent overspending and take necessary mitigating action(s). <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.	1 st April 2020	31 st March 2022	70%	School were asked to engage in exercise over summer to confirm reasons for in year overspends and future use of reserves. Returns are being reviewed and assessed against in year monitoring, this will support establishing risk of future deficit schools and proactive approach to management.

Performance Measures (30th September 2021)

This is an update on the quarterly and half yearly performance measures for the service area to 30th September 2021. The end of year performance and previous year's Mid-year update is also included for comparative purposes. Annual measures are excluded and will be reported in March 2022. Commentary reported by exception for Amber and Red measures.

For Education Services performance measures these are reported annually at the end of the financial year. These will be included in the end of year performance report.