

Education Services

End of year Review 21/22








Cabinet Member – Councillor Deb Davies, Deputy Leader and Cabinet Member for Education & Early Years

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 31st March 2022. 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 Local Government and Elections (Wales) Act 2021 requires Newport Council to Self-Assess:

- The effectiveness of its functions.
- Consider if it is using its resources, economically, efficiently and effectively.
- Whether the governance arrangements are effective for securing these areas.

This report will be used to support the Council's Self-Assessment and will be integrated into the Council's Annual Well-being / Corporate Self-Assessment Report published in 2022. Any recommendations raised by the Council's Scrutiny Committee(s) and service area will be considered as part of the Council's assessment.

Education Service Plan 2021/22

The Education service plan focuses on the delivery of the following Wellbeing Objective(s) in the Corporate Plan 2017-22:

Well-being objective 1- To improve skills, education and employment opportunities

Well-being objective 2- To promote economic growth and regeneration whilst protecting the environment

Well-being objective 3- To enable people to be healthy, independent and resilient

Well-being objective 4- To build cohesive and sustainable communities

The 2021/22 Service Plan has 8 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 provision are progressed

Objective 8- School budgets are effectively managed

NCC Restructure

From 2022/23 Newport City Council has implemented a new structure that will support the Council's new Corporate Plan 2022-27 and deliver the manifesto aims of the Council's Cabinet. For the Council's Education Services, there will not be any significant team changes. The service area will now be reporting directly to the Chief Executive and will continue to collaborate across the other directorates in NCC.

Cabinet Member(s) / Head of Service Executive Summary

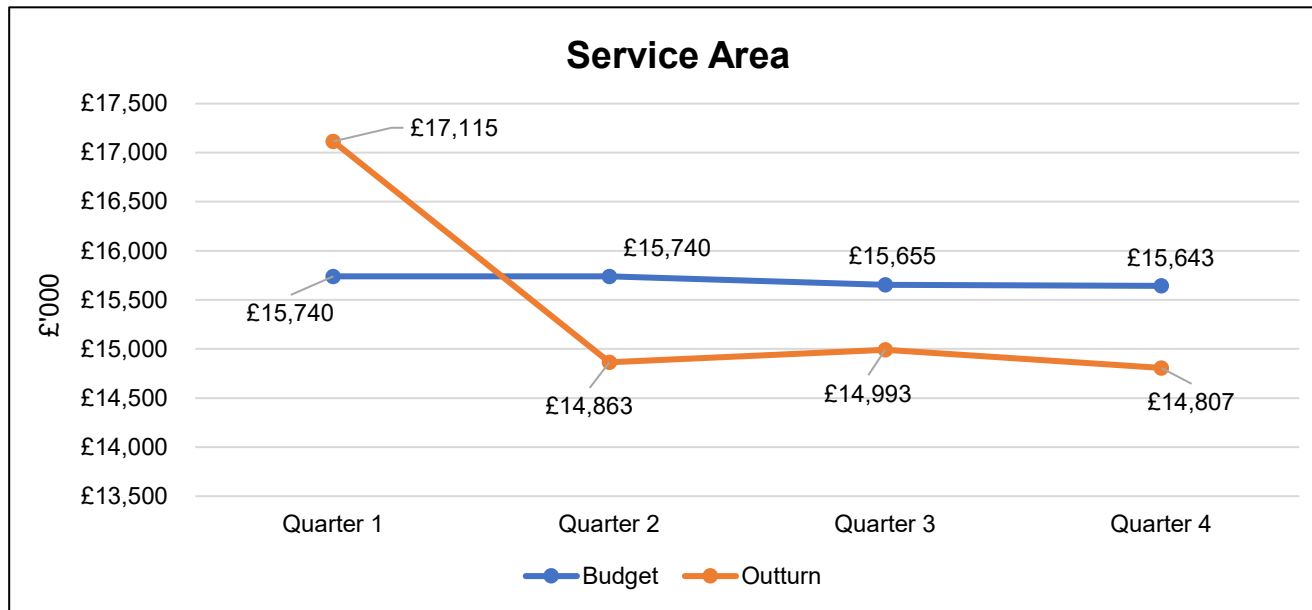
The Education Service continues to develop and deliver effective leadership and provision, which has been reflected in the response and recovery of the service in the context of the Covid 19 pandemic. During this period 10 staff gained promotions within education services, one staff member gained a promotion within a different organisation, one staff member was on secondment with Welsh Government, 14 staff members were new to the education service, and one staff member returned to central education having previously gained a promotion to another local authority department.

Notable achievements of the service include the opening of Ysgol Nant Gwenlli, Newport's fourth welsh-medium primary school; the effective implementation of Welsh Government EdTech programme; implementation of the Additional Learning Needs and Educational Tribunal (ALNET) Wales Act; and the progress of the 21st Century Schools programme, in the context of National and International supply and inflationary challenges.

The impact of provision to support learners into education, employment and training post statutory schooling remains a strongly performing aspect of the Local Authority and schools. The recovery of school attendance levels to pre-pandemic levels, ongoing implementation of the ALNET Wales Act, implementation of Curriculum for Wales from September 2022, and continuation of the Band B 21st Century Schools programme are notable priorities for the financial year 2022/23.

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. Furthermore, actions to address local priorities identified through comprehensive monitoring and self-evaluation. Finally, recommendations within Estyn thematic reports, including "The Curriculum for Wales - How are regional consortia and local authorities supporting schools" and "We don't tell our teachers – experiences of peer-on-peer sexual harassment among secondary school pupils in Wales" have been proactively progressed in collaboration with EAS and with schools.

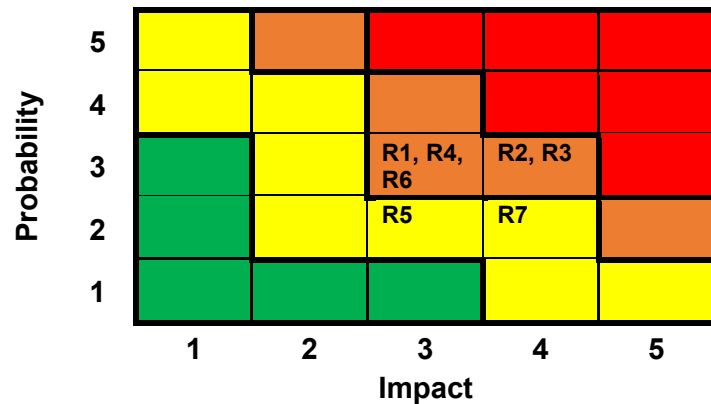
Education Services Revenue Outturn 2021/22



This provides an overview of the service area outturn revenue position at the end of the financial year.

Revenue and Capital Finance reporting can also be found in Cabinet reports for 2021/22 using the link [here](#).

Service Area Risks at 31st March 2022



Service Area Risk Heat Map Key (Quarter 4 2021/22)	
R1 – 21 st Century Schools Band B Funding	R7 – Welsh in Education Strategic Plan
R2 – Demand for ALN and SEN support (Corporate Risk)	
R3 – Educational Out of County Placements (Corporate Risk)	
R4 – GEMS Grant funding	
R5 – Provision and planning of school places across all sectors	
R6 – School Finance / Cost Pressures	

Corporate and Service Risks are reported to the Council's [Governance and Audit Committee](#) and [Cabinet](#) every quarter.

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 31st March 2022.

Programme / Project Title	Brief Programme / Project Overview	Anticipated Programme / Project Completion Date	% of Project Completed at Mid-Year (30/9/22)	% 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%	C	Hwb EdTech grant funding has been used to upgrade the network and cabling infrastructure with all schools now meeting the EdTech standards. 2020/2021/22 Hwb EdTech funding has been used to provide schools with additional digital devices and AV resources. This has provided schools with an additional: <ul style="list-style-type: none"> • 6587 Chromebooks • 1146 laptops • 329 PCs • 766 Apple devices • 106 digital projectors • 105 interactive screens • 146 charging trolleys To support pupils with access to connectivity, the carrier charges on 504 MiFi devices were funded using the Hwb EdTech grant up to 31st July

Programme / Project Title	Brief Programme / Project Overview	Anticipated Programme / Project Completion Date	% of Project Completed at Mid-Year (30/9/22)	% of Project Completed	Commentary
					<p>2021. In addition, 152 parents with existing contracts with BT Mobile, EE, Lyca Mobile, SMARTY, Tesco Mobile, Three, Virgin Mobile or Vodafone were supported to apply for mobile data uplifts via the school and local authority.</p> <p>However, issues around a lack of internet connectivity resulting from a Public Sector Broadband Aggregate (PSBA) Websafe incident have caused disruption in a majority of schools in Newport and across Wales. This is being resolved by the Welsh Government PSBA team in partnership with key providers. To ensure the digital infrastructure in schools can be maintained at EdTech standards over time, a sustainability fund has been established which can be used to support infrastructure updates in all schools.</p>
21st Century Schools- Ysgol Gyfun Gwent Is Coed	<p>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 that the school is able to deliver all aspects of the secondary school curriculum.</p>	<p>Quarter 2 2021/22</p>	<p>40%</p>	<p>60%</p>	<p>Construction works continue to progress well, with the possibility of the building being available for use earlier than the programme currently suggests. However, the Council has been unsuccessful in securing any additional funding to support the creation of a sports hall within the current programme. There are ongoing concerns regarding antisocial behaviours in relation to the sports pitches.</p>
21st Century Schools- Bassaleg School	<p>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</p>	<p>Quarter 2 2022/23</p>	<p>25%</p>	<p>40%</p>	<p>The Full Business Case has now been approved by Welsh Government. Construction works are progressing well and the completion date remains on target. It is likely that the new pitches will be handed over for use following the Easter break.</p>

Programme / Project Title	Brief Programme / Project Overview	Anticipated Programme / Project Completion Date	% of Project Completed at Mid-Year (30/9/22)	% of Project Completed	Commentary
	school places by increasing the overall capacity of the school.				
21st Century School-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%	15%	This project has recommenced following discussions with Welsh Government about the overall programme, and design team meetings are scheduled to take place early in the summer term.
21st Century School-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%	25%	The tender period has closed and those submitted are currently being reviewed by colleagues in Newport Norse. The tender report is expected to be available early in the summer term, however due to the delayed handover of the land on the Whiteheads site, the anticipated completion date has been moved back to the autumn term of 2023.
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%	60%	The school opened as planned in September 2021 at a temporary site. However, due to the delays associated with the new Pillgwenlly Primary School, the relocation of the school to its permanent location has been moved back by one full calendar year to September 2024.
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%	C	The proposal has been approved for implementation from April 2022.
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	Quarter 2 2021/22	C	N/A	There is no further action that can be taken by the Education Service. Colleagues in City Service have confirmed that they are taken steps to review safe walking routes to schools

Programme / Project Title	Brief Programme / Project Overview	Anticipated Programme / Project Completion Date	% of Project Completed at Mid-Year (30/9/22)	% of Project Completed	Commentary
	can be held up to challenge through the independent School Admission Appeals function. This is a tri-partite project with City Services and People & Business Change.				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%	C	The new contract is now fully operational. There were no requests for capital investment over the autumn term 2021.
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%	C	Following the WG release of the ALN Implementation guidance Headteachers and Additional Learning Needs Co-ordinators (ALNCoS) have been supported through presentations, Q&A sessions and resources to ensure they are fully prepared for ALN reform. Additional Inclusion Officers have been appointed to support Schools to develop inclusive practices and systems.
Pilot to prevent criminal exploitation	Well-being Objective 3 – To enable people to be healthy, independent and resilient	Quarter 2 2021/22	70%	C	Early identification procedures have been established within the pilot cluster. Bespoke multi-agency support is in place for pupils referred. Impact measures have been agreed to monitor effectiveness of pilot.

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 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 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	60%	Opportunities continue to be made available to upskill staff in term of the Welsh-language, and two officers are currently undertaking a one-year Welsh course through Coleg Gwent. Recruitment continues to focus on Welsh being an essential criteria, and from April 2022, all job advertisements will be posted bilingually.
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	C	The Gwent Music Service has developed an action plan to address each of the recommendations arising from the Business Improvement Team review. This plan is continuing to drive change and improvement. The service is now delivering music provision in 124 of the 161 schools in the region with 41 of these schools based in Newport. 98% of pupils who were entered for music examinations at the Spring Term Exam Centre achieved successful outcomes. Welsh Government Winter of Wellbeing grant funding has been used to provide additional extra-curricular music activities. The evaluation of these activities will inform the future Gwent Music offer to children and young people.

Action	Outcome(s) of Action	Action Start Date	Anticipated Completion Date	% of Action completed	Commentary
Restructure the current service to introduce Deputy Senior Education Welfare Officer (SEWO) post	Provide career progression and resilience	1 st April 2021	31 st March 2022	C	A restructure of the service has been completed. The service is now led by a Grade 10 Education Welfare Service Manager with the 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 (31st March 2022)

This is an update on the progress against service objectives and actions to the end of Quarter 4 (31st March 2022). The tables below also include the RAG status and % completion reported at the Mid-Year Review point. A link to the report can be found [here](#).

Objective 1 – Improve School Standards							
Action No.	Action Description	Action Outcome(s)	Start Date	Anticipated Completion Date	Q2 % Action Completed	Q4 % 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 September 2021	20%	50%	<p>Children Looked After PDG</p> <p>All Clusters across the city of Newport used their pupil development grant to support their Looked after Children. Activities included:</p> <ul style="list-style-type: none"> • Behaviour interventions, • Tuition, and • Having a designated member of staff as a LAC Mentor. <p>In reviewing their behaviour interventions, the Education Endowment Fund (EEF) states they have moderate impact for low cost and therefore worthwhile a school investing in them. It also states behaviour interventions seek to improve attainment by reducing challenging behaviours in schools. The interventions themselves can be split into three broad categories: approaches to developing a positive school ethos, developing universal programmes which seek to improve behaviour in the classroom and more specialised programmes which are targeted at students displaying behaviours. 4 out of 9 clusters invested in this area of intervention. The future recommendation for these clusters would be to shape their tiered approach to interventions, as this will ensure there is a whole school approach to professional learning to further develop their universal offer. In addition to this,</p>

Objective 1 – Improve School Standards

Action No.	Action Description	Action Outcome(s)	Start Date	Anticipated Completion Date	Q2 % Action Completed	Q4 % Action Completed	Action Commentary
							<p>a targeted offer mainly providing ELSA, Thrive and Nurture provision for a targeted group of learners</p> <p>Free School Meals PDG The grant expenditure across Newport Secondary schools has focussed on interventions to improve attendance rates and in a few schools, they have targeted interventions to improve the engagement of their FSM learners. Many schools have aligned PDG expenditure to literacy and numeracy interventions, one school has produced a Case Study on using Accelerated Reader to improve the reading ages of their FSM learners. A few schools have aligned their PDG to provide breakfast club for targeted key stage three learners.</p>
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%	C	The Learn Well Strategy steering group and working groups have met regularly and progressed priorities that feed into the Strategic Equalities Plan. The membership and priorities of the groups is currently under review and will align with service plan priorities.
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. Increased average Capped Nine scores for individual schools	Reduction in the attainment gap for learner eFSM and non-FSM	1 st April 2021	31 st March 2022	50%	C	Regular opportunities for governor professional learning have been offered throughout the last year on a range of topics including supporting learners who speak English as an Additional Language (EAL), supporting learners who are children of military/service parents/carers, supporting children to increase their attendance at school, managing pupil exclusions.

Objective 1 – Improve School Standards

Action No.	Action Description	Action Outcome(s)	Start Date	Anticipated Completion Date	Q2 % Action Completed	Q4 % Action Completed	Action Commentary
4	Support schools to ensure that curriculum pathways provide an appropriate choice for all learners both pre and post16.	Reduction in the attainment gap for learner eFSM and non-FSM. Increased averaged Capped Nine scores for individual schools. Increased learner outcomes Post 16.	1 st April 2021	31 st March 2022	50%	C	A working party with all secondary headteachers and Coleg Gwent has continued to progress a review of post 16 collaboration arrangements to ensure a fair and coherent provision across the city. EAS has continued to support all schools to prepare for the delivery of Curriculum for Wales.
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 2021	31 st March 2022	50%	C	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 (SIP) and School Improvement Partners/Challenge Advisors. SIPs will continue to work with headteacher to support evaluation of the grant spend. Starting from September 2021, all schools will participate in SDP Professional Discussions and as of 31 st March 22, 29 of 57 schools have participated. The remaining schools will participate during the summer term 2022.
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%	C	PDG funding for Looked After Children has been allocated to schools. Clusters worked collaboratively to develop their collective grant plans. All grant plans were approved in December 2021. A Readiness Approach was agreed with LA Directors which conveyed expectations of grant planning and evaluation being minimal. All clusters have continued to use the Education Endowment Fund Toolkit to plan and their PDG/LAC grants. All grants are aligned to the grant terms and conditions. Using the EEF Toolkit as a

Objective 1 – Improve School Standards							
Action No.	Action Description	Action Outcome(s)	Start Date	Anticipated Completion Date	Q2 % Action Completed	Q4 % Action Completed	Action Commentary
							method of evaluation has enabled clear feedback to clusters on strengthening their planning for 2022/23 and to share effective practice.
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%	C	Monthly quality assurance meetings between senior Education Officers and Senior EAS staff have taken place to ensure regular and timely support for schools. Additionally, the Joint Executive Group (JEG) has met regularly to review progress against strategic plans.
8	(Estyn Rec 1) Determine education priorities for Newport City Council and incorporate into the Education Achievement Service Business Plan for 2022/23	Individual learners will achieve their school level targets and schools will achieve their statutory targets e.g capped nine.	1 st January 2022	31 st March 2022	N/A	C	EAS Business Plan has been discussed and agreed with Scrutiny and Cabinet. Newport-specific priorities have been identified and the plan is aligned to these priorities.

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	Q2 % Action Completed	Q4 % 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%	80%	Provisional primary school attendance for the period 01.09.21 - 31.03.22 was 91.4%.

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	Q2 % Action Completed	Q4 % Action Completed	Action Commentary
							Provisional secondary school attendance for the period 01.09.21 - 31.03.22 was 88.2%. Education Welfare Officers work closely with schools to analyse individual learner level attendance. This work helps identify pupils and their 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 report the main reasons given for persistent absence this academic year to date are: Covid-19 positive cases; Covid-19 self-isolation; Covid-19 anxiety; other illnesses; mental health issues related to the child or their family; or family holiday during term time. Education Welfare Officers provide reassurances about the Covid secure practices being used in schools and also provide advice, guidance, advocacy and signposting to other services.
2	Implement the NCC attendance strategy to reduce rates of persistent absenteeism.	Media campaign is used by schools across the city.	1 st April 2019	31 st July 2022	65%	85%	Education Welfare Officers work closely with schools to identify pupils who are persistent absentees and provide support to help improve rates of attendance. The Education Welfare Service has revised and reintroduced the official referral process to maximise the support offered to schools, families and pupils. A Welsh Government Equity in Education grant has been used to introduce an additional Education Welfare Officer post and provide further support for schools in the Summer

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	Q2 % Action Completed	Q4 % Action Completed	Action Commentary
							Term 2022. Funding has also been provided to secondary schools to support their direct work to improve
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%	90%	Rates of Covid-19 continue to affect the day-to-day operations of schools. This has resulted in a further 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 better 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%	65%	A named EWO continues to support this ongoing work with cluster and the Education Welfare Service Manager. Due to Covid-19 this is now a priority for the Summer Term 2022.
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%	C	As of 31 st March 2022, 199 children were known to be Electively Home Educated in Newport (EHE). The work is coordinated to ensure that home educating families are supported and that a programme of regular visits to home educating families is in place. Welsh Government grant funding has been used to introduce a Family Liaison Officer (FLO) for Home Educating families who has provided extra capacity for this work. The grant has also been used to develop and deliver engagement activities for home educating families. The activities provided have been developed in response to the feedback received during the home visits. A newsletter for

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	Q2 % Action Completed	Q4 % Action Completed	Action Commentary
							electively home educating parents has also been introduced.
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	31 st March 2022	40%	C	The audit of calming rooms and timeout rooms is complete. An updated Calming Room and time out policy has been developed and shared with Schools.
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	31 st March 2022	65%	C	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. Each School has an exclusion target agreed with the Head Teacher and Chair of Governors.
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%	80%	The Education Welfare Service Manager continues to meet with all-Wales leads on a fortnightly basis. This practice helps to keep the approaches used in Newport in line with national expectation; provides an opportunity to feedback to Welsh Government on both positives and challenges; and allows the service to learn about the practice in place in other local authorities. In addition, the Education Welfare Service Manager attends the weekly Managed Move Panel and the Gwent Missing Children Panel. The Education Welfare Service Manager attends weekly SPACE Panel allocation meetings. This partnership approach ensures that

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	Q2 % Action Completed	Q4 % Action Completed	Action Commentary
							Education Welfare Officers can signpost schools, pupils and their families to beneficial support.
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%	C	The Reduction of Violent Incident policy was launched in the autumn term and is in use across all secondary Schools.
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%	C	The Partial Timetable Protocol has been developed and shared with Schools.

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

Action No.	Action Description	Action Outcome(s)	Start Date	Anticipated Completion Date	Q2 % Action Completed	Q4 % Action Completed	Action Commentary
1	To support and 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 5.	1 st April 2019	31 st July 2022	60%	85%	A funding formula review of the secondary ALN provisions has taken place. An initial audit of each provision has also been completed. However, an in-depth on-site review of the Secondary provisions is needed during next financial year to inform a future funding model. This has been delayed during the spring term due to School staff absence related 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%	C	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%	45%	School safeguarding audits are submitted to the Local Authority annually. Since sharing an exemplar toolkit in the Autumn term more schools have used the new format. However, due to the pandemic-caused pressures on school leadership teams during the autumn and spring term it was determined that completion of audits would be followed up in the summer term with safeguarding leads. Of those audits received from schools this academic year most are using the new toolkit format.
4	All education Services staff to have considered relevant safeguarding training.	All staff are appropriately trained to facilitate safeguarding arrangements	1 st April 2019	31 st March 2022	98%	97%	Training records are reviewed every six months and all new staff or staff whose training has lapsed are required to attend safeguarding training. As of 31 st March 22, 95% of Education services

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

Action No.	Action Description	Action Outcome(s)	Start Date	Anticipated Completion Date	Q2 % Action Completed	Q4 % Action Completed	Action Commentary
							staff are up-to-date. Introduction to Safeguarding; training and 97% are up-to-date; Recognition to Referral training.
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%	80%	All clusters have made use of leaders and teachers. The Llanwern cluster has prioritised the use of enhanced ELSA support for looked after learners. grant funding to support their work with children who are looked after. For example, the Bassaleg cluster have focused on providing well-being support for looked after learners with schools providing a range of activities including bespoke intervention and training for The Lliswerry cluster has created ACE ambassadors and champions in each school. These are leading the work to create nurturing schools. The John Frost cluster have focused on providing reading schemes to support looked after learners to achieve reading ages closer to or exceeding their chronological ages.
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%	C	Following the WG release of the ALN Implementation guidance Headteachers and ALNCoS have been supported through presentations, Q&A sessions and resources to ensure they are fully prepared for ALN reform. Additional Inclusion Officers have been appointed to support Schools to develop inclusive practices and systems.
7	To review the staffing resources needed to implement the demands of the Additional Learning Needs (ALN) and	The Inclusion Enrichment Team is appropriately resourced to ensure all statutory duties are fulfilled.	1 st September 2020	30 th September 2022	C	N/A	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

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

Action No.	Action Description	Action Outcome(s)	Start Date	Anticipated Completion Date	Q2 % Action Completed	Q4 % Action Completed	Action Commentary
	Educational Tribunal Act 2018.						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.
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%	C	The Youth Engagement and Progression Framework Coordinator continues to attend SOC meetings and continues to liaise with Fearless/ Crimestoppers and St Giles Trust 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%	C	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. The Steering Group has coordinated a review of available Post 16 providers.
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%	C	The Newport Professional Learning offer for supporting Schools with a Whole School Approach is completed and has been circulated to all Head Teachers. This document clarifies all the support and training available to Schools both in Newport and the region to assist their development of a Whole School Approach to mental health and Wellbeing. The take up of LA training will be carefully monitored.

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

Action No.	Action Description	Action Outcome(s)	Start Date	Anticipated Completion Date	Q2 % Action Completed	Q4 % Action Completed	Action Commentary
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%	C	The Protocol has been issued to Schools for implementation. This protocol gives clarity to schools on how to support and respond serious self-harm and suicide and has been issued to Schools for implementation. This has been positively received by Head Teachers.

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

Action No.	Action Description	Action Outcome(s)	Start Date	Anticipated Completion Date	Q2 % Action Completed	Q4 % 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%	C	Regular opportunities have been provided to all staff within education to engage in professional learning including fortnightly extended leadership team meetings, whole service training/discussion sessions, individualised support against performance management targets, and termly Associate Members of the Education Senior Management Team. Team managers have identified the professional learning needs of their staff for the next financial year.
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%	C	Monitoring and evaluation reports prepared by senior officers and middle leaders are discussed at the weekly Education Senior Management Team (ESMT). These reports are available to all middle leaders and consider the performance trend of the department, recommendations from Estyn inspection reports, internal performance monitoring and make value for money judgements.

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

Action No.	Action Description	Action Outcome(s)	Start Date	Anticipated Completion Date	Q2 % Action Completed	Q4 % Action Completed	Action Commentary
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%	C	Notable changes in working over the last year have included the expansion of the use of Hwb and Teams to enable collaborative planning within and between teams. The termly Every Child Group enables challenge and support between teams, with external input from headteachers, to review impact of working and consider amendments to improve performance. Weekly monitoring and evaluation reports evaluate the work of education services aligned to the Local Government Education Services inspection framework. Three service planning sessions have taken place during the last term focused on key priorities and ways of working for the next financial year.
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%	C	Middle leaders within education services have continued to join the Education Senior Management Team (ESMT) on a termly rolling programme. Feedback from all participants has been positive and has facilitated professional learning. Additionally, a fortnightly Extended ESMT meeting has taken place with team leaders to facilitate professional learning and collaborative planning.

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	Q2 % Action Completed	Q4 % 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%	43%	The review of the schools funding formula is progressing as planned with 43% completed. The finance team, working in partnership with

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	Q2 % Action Completed	Q4 % Action Completed	Action Commentary
							schools forum, service area experts and specialist working groups reviewed and updated a number of elements during 2021/22 and will present further areas to be reviewed to schools forum in the Autumn Term for consideration.
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%	80%	Breakfast Club provision operated where practical and appropriate on individual school sites in accordance with local risk assessments; however, this has not yet reverted to pre-pandemic arrangements. It is anticipated that this will change in the summer term 2022, and thus sustainability of provision under the new contract arrangements will be monitored over the course of the 2022/23 financial year.
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 2023	35%	75%	A funding formula review of the secondary ALN provisions has taken place. An initial audit of each provision has also been completed. However, an in-depth on-site review of the Secondary provisions is needed during next financial year to inform a future funding model. This has been delayed during the spring term due to School staff absence related to Covid.
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 suitable financial model for ALN is established	1 st October 2020	31 st March 2022	80%	C	Schools Forum approved the new ALN funding formula as recommended by the ALN Implementation group. The new funding model will be implemented from 1st April 2022.

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	Q2 % Action Completed	Q4 % Action Completed	Action Commentary
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%	C	Membership of the Digital Advisory Group (DAG) includes school leaders and officers from the LA, SRS and EAS. The group continues to work to evaluate a range of digital resources that can be signposted to colleagues in schools across the city. Positive feedback has also been received on the Six Steps to Support Cyber Resilience that was developed in consultation with the group and shared with all schools.
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 Service Level Agreement for Schools.	All schools in Newport meet the baseline national expectation for ICT infrastructure. Increase in the use of Hwb in all schools. Increase in the number of schools receiving ICT support from the LA preferred provider.	1 st April 2020	31 st March 2022	75%	C	The ICT Strategic Group which consists of Headteachers, LA Officers and SRS Officers, continues to meet to oversee the Hwb EdTech programme and the effectiveness of the SRS SLA for schools. A baseline survey of schools' audio-visual resources has been completed and will be used to inform EdTech grant spends for 2022/23. The annual SRS SLA has been reviewed and developed into a 3-year SLA for schools covering the period 2022-2025.
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%	C	Headteachers, Coleg Gwent representatives and local authority officers continue to work collaboratively to construct post-16 arrangements and a curriculum offer that meet the needs of all learners. The post-16 operating model is supported by agreed roles and responsibilities across all partners. To ensure effective information sharing, all documentation is available for partners in Hwb.

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	Q2 % Action Completed	Q4 % Action Completed	Action Commentary
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%	50%	Progress remains slower than anticipated although Phase 1 works are expected to be fully concluded on four out of five sites by the end of the current academic year. Design development on the Phase 2 project at St Julians School is due to commence shortly.
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%	C	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. All learning providers continue to receive quality assurance visits on an annual basis.
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%	95%	The programme has progressed well over the year, particularly when considering the fluidity that is associated with projects being added in at relatively short notice to react to need and additional grant funding. Some works will be carried over to next year's programme - the conclusion of works at Pentrepoeth Primary which are planned for the summer holidays, the refurbishment works at the former Kimberley Nursery School which are scheduled for completion at the end of May 2022,

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	Q2 % Action Completed	Q4 % Action Completed	Action Commentary
							and works to improve the former Cefn Wood Bowls Club which will take place early in the new financial year. There are outstanding works in relation to the 2021/22 Capital Maintenance Grant, and these are scheduled for the forthcoming summer holidays the works that will be carried out in relation to the 2022/23 grant have already been programmed.
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%	35%	Full Business Cases have been approved in relation to the two largest projects within the programme at Ysgol Gyfun Gwent Is Coed and Bassaleg School. Contractors are now on site and are focussed on delivering both projects within the agreed timescales. A Strategic Outline Programme extension request was approved in January 2022 to include a scheme at St Andrews Primary School to replace the Key Stage 2 building.
12	To conclude the School reorganisation proposal to support the expansion of Bassaleg School funded through Band	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 children within the catchment area.	1 st April 2021	31 st August 2021	C	N/A	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	Q2 % Action Completed	Q4 % Action Completed	Action Commentary
	B of the 21 st Century Schools Programme.						
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 Fairoak 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 1st September 2021	1 st January 2021	31 st August 2021	C	N/A	This work was successfully concluded and Newport Nursery School and Ysgol Gymraeg Nant Gwenlli both opened as planned on 1st 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%	C	The proposal has been approved for implementation from April 2022.
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%	C	This proposal has been approved and will be implemented from 1st January 2022.
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	31st March 2022 31 st March 2023	50%	75%	The team continues to monitor pupil projections and report these through the Planning of School Places group. Whilst there is an overall sufficiency of secondary school places across the city to accommodate the September 2022 Year 7 cohort, this does not match parental preference in terms of location and language medium. As a result, additional temporary capacity has been realised at three secondary

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	Q2 % Action Completed	Q4 % Action Completed	Action Commentary
							schools. In the longer term, projections continue to suggest that there will be additional pressures on secondary school places in coming years, and options for increased capacity are currently being considered.
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	31st March 2022 30 th June 2022.	80%	95%	The revised policy has now been agreed and will be issued to schools at the start of the summer term 2022.
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	31st March 2022 30 th September 2022	50%	90%	The two-term pilot has now been concluded, and work will be progressed in the summer term to confirm whether this policy should be formally adopted.
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%	C	A Regional Transition Protocol has been developed for the transition of vulnerable pupils into their next phase.
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	Specialist ALN provision is available within the city reducing the dependence Out of County Placements.	1 st April 2021	31 st March 2022	75%	C	The commissioning of Local Social, Emotional, Behavioural Difficulties (SEBD) Independent provision within Newport such as Catch 22 and Newport Live has contributed to reduced costs, travel time and pupil satisfaction. However there is a need to expand SEBD capacity in the City,

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	Q2 % Action Completed	Q4 % Action Completed	Action Commentary
	supported which will reduce the need for Out of County placements.						this will be addressed through tendering for providers during the summer term. The expansion of Ysgol Bryn Derw (YBD) has enabled a continued reduction in pupils with Autism being placed outside of Newport and the expansion of YBD from June 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%	15%	There has been no progress on this over the spring term, but it is anticipated that this will be revisited during the forthcoming summer term.
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%	C	The new pupil projection model has now been suitably tested and confirmed as appropriate for use moving forward. Pupil population forecasts, new housing completions and surplus places continue to be scrutinised continuously throughout the year and reported through the Planning of School Places group.
23	To develop and implement a joint ALN and Admissions process regarding allocation of school placements based on parental preference to safeguard and	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	N/A	The new pupil projection model has now been suitably tested and confirmed as appropriate for use moving forward. Pupil population forecasts, new housing completions and surplus places continue to be scrutinised continuously throughout

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	Q2 % Action Completed	Q4 % Action Completed	Action Commentary
	minimise appeals processes.						the year and reported through the Planning of School Places group.

Objective 6 – Improve pupil participation in decision making

Action No.	Action Description	Action Outcome(s)	Start Date	Anticipated Completion Date	Q2 % Action Completed	Q4 % 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 2021	25%	C	The Spring Term Primary Pupil Participation Network meeting provided participating schools with further opportunities to share their practice. To ensure this work is widely known and recognised, a pupil participation learner sharing event has been planned for June 2022.
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%	C	The contract to support the work of the Youth Council has recently been awarded to Newport Live. Newport Live are committed to growing the diversifying its attendance through moving the Youth Council, from the Civic Centre to the Riverfront Theatre Arts Centre, with the added incentives of this location. Their work will also include consideration of ways to better link the Youth Council with school councils.
3	Estyn Rec 4) Work with partners to embed the Participation Strand of the Learn Well Plan which focuses on increasing the	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%	C	The Participation Learn Well Strand continue to meet to identify opportunities for pupil participation.

Objective 6 – Improve pupil participation in decision making

Action No.	Action Description	Action Outcome(s)	Start Date	Anticipated Completion Date	Q2 % Action Completed	Q4 % Action Completed	Action Commentary
	involvement of children and young people in decision making.						
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%	C	Arrangements have been made to invite the Youth Council to the Summer Term meeting of the Attendance and Wellbeing Forum, following the postponement of the spring meeting. 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%	C	Opportunities to capture pupil voice have continued over the Spring Term 2022 and include: consulting with children and young people about the School Admissions Policy; seeking feedback from Gypsy Roma and Traveller children about what they would like schools and communities to know about their culture and heritage and their ideas for celebrating Gypsy Roma and Traveller month; and seeking feedback from primary school learners about their experiences of relationship and sexuality education as a way of informing future curriculum development in schools.
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%	C	As a part of the annual consultation on admissions arrangements, the Admissions Team worked with GEMS to seek feedback from young people across the city. Feedback was also been sought from the Youth Council. All responses will contribute to determining the admissions arrangements for 2023. Pupils from all secondary schools took part in the all-Wales School Health Research Network survey, the feedback from

Objective 6 – Improve pupil participation in decision making

Action No.	Action Description	Action Outcome(s)	Start Date	Anticipated Completion Date	Q2 % Action Completed	Q4 % Action Completed	Action Commentary
							which will influence the Healthy Schools programme in 2022/23. In addition, nearly all schools preparing for the Healthy Schools National Quality Award Assessment are including evidence of pupil voice within their assessment evidence.

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	Q2 % Action Completed	Q4 % 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%	45%	Fortnightly meetings are being held between Inclusion Officers and the Secondary School to develop on site ALN systems and strategies to support learners. Further links have been made with the Bridge Achievement Centre and Managed Move Panel to ensure good practice sharing and development of internal provision.
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%	C	A regional Welsh Secondary School Managed Move Protocol has been explored within the region however due to the limited number of secondary Schools and the distance between them this is not a viable option. The LA will explore developing links with Welsh Schools in other LAs closer to Ysgol Gwent Is Coed such as Cardiff. Ysgol Gwent Is Coed has begun referring appropriate pupils to 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	A new WESP will be agreed for the period September 2022 to August 2032.	1 st April 2021	31 st August 2022	50%	C	Cabinet approved the new Welsh in Education Strategic Plan for submission to Welsh Government in its

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	Q2 % Action Completed	Q4 % Action Completed	Action Commentary
	consultation with colleagues and partners including the Welsh in Education Forum						January 2022 meeting. The plan was then submitted by the 31 st January deadline stipulated by Welsh Government, and we are currently awaiting feedback before implementation from September 2022.

Objective 8 – School budgets are effectively managed

Action No.	Action Description	Action Outcome(s)	Start Date	Anticipated Completion Date	Q2 % Action Completed	Q4 % Action Completed	Action Commentary
1	<p>Monitor In-year School budgets to ensure budgets are:</p> <p>Managed effectively and taking necessary actions to prevent overspending. Effectively taking necessary actions to prevent overspending.</p> <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	<p>31st March 2022</p> <p>30th September 2022</p>	50%	90%	Work is continuing to develop processes and systems which support the early identification of schools at risk of falling into deficit, with a view to intervention and mitigation and a more proactive approach to financial management in schools.
2	Monitoring of primary, secondary and special schools in-year budgets:	Secondary schools are managing their in-year budgets.	1 st April 2020	<p>31st March 2022</p> <p>31st March 2023</p>	70%	75%	Work is continuing to develop processes and systems which support the early identification of schools at risk of falling into deficit, with a view to intervention and mitigation and a more

Objective 8 – School budgets are effectively managed

Action No.	Action Description	Action Outcome(s)	Start Date	Anticipated Completion Date	Q2 % Action Completed	Q4 % Action Completed	Action Commentary
	<p>To prevent overspending and take necessary mitigating action(s).</p> <p>Schools with deficit budget recovery plans are implementing the necessary actions to reduce their budget deficits</p>						<p>proactive approach to financial management in schools.</p>

Performance Measures (31st March 2022)

This is an update on the quarterly, half-yearly and annual performance measures for the service area to 31st March 2022. The Performance reported in the table below is also compared to the last four years (where data is available). Commentary is provided for all red and amber measures and discretionary for Green measures.

Key

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

Performance Measure	2021/22 Actual Performance	Target 2021/22	2020/21 Actual Performance	2019/20 Actual Performance	2018/19 Actual Performance	2017/18 Actual Performance	Commentary
National % Young people NEET Year 11	1.3%	1.8%	1.4%	0.9%	1.5%	1.3%	
National % Young people NEET 13	1.09%	2.6%	1.13%	0.9%	1.7%	1.5%	
% of 16-18 year olds not in education employment or training.	2.6%	1.7%	2.6%	2.6%	2.6%	4%	Despite the range of interventions implemented during the year, the number of 16-18 years old who were not in education, employment or training (NEET) on 31 st October 2021 was higher than the local authority's aspirational target with total of 94 of over 3,400 school leavers without a confirmed destination (56 x 16 year olds; 8 x 17 year olds; 30 x 18 year olds.) However, the overall number of 16-18 year olds who were recorded as NEET remains in line with performance over the last 3 years.
% Young people recorded as unknown following compulsory education	1.1%	0.5%	2.1%	No Data	1.2%	0.7%	