



Education Services Service Plan 2022-24

Contents

Page No.

| | |
|---|---|
| Introduction | X |
| Transformation Plan / Service Area Projects | X |
| Objectives and Actions 2022-24 | X |
| Performance Measures | X |
| Risk Register | X |

| | |
|--|--------------|
| Deputy Leader and Cabinet Member for Education and Early Years | Deb Davies |
| Chief Executive | Beverly Owen |
| Head of Service | Sarah Morgan |

Introduction

Newport City Council's Corporate Plan 2022-27 has four Well-being Objectives to support its mission '*To be confirmed*' and contribute towards Wales' Well-being Goals set in the Well-being of Future Generations Act. To support the delivery of these objectives and strategic priorities, each service area has developed their service plan. The Education Service Plan 2022-24 outlines its own priorities and how the service will contribute towards the Corporate Plan and deliver continuous improvement.

Education Services is part of the Council's Chief Executive Directorate and is responsible for supporting nine secondary schools; 43 primary schools; and a nursery school. In addition, there is a pupil referral unit and two special schools. The number of establishments within the school estate will therefore remain, as it is now, at 57. Newport is one of five local authorities in the EAS regional consortium for school improvement. The service consists of 12 teams that provide the following support:

- Education Planning & Development
- Early Years
- Education Welfare
- Gwent Education Minority-Ethnic Support (GEMS)
- Gwent Music
- Healthy Schools
- Additional Learning Needs
- Inclusion Advisory Service
- School Admissions
- Pupil Referral Unit
- Youth Engagement and Progression
- Regional Schools Liaison Officer for Service Children

Education Service Objectives

To support the delivery of the Corporate Plan, meet our statutory duties and improve the services we deliver, we will be delivering 5 objectives:

Objective 1 - School Improvement – To improve standards, and progress, for all pupils, in learning & skills through high quality teaching and learning experiences and leadership in all schools.

Objective 2 - Learning and Engagement – To co-ordinate, support and provide a range of services to ensure equity of opportunity and high-quality provision, to prevent the disengagement of vulnerable pupils

Objective 3 - Inclusion & Wellbeing To promote the inclusion and well-being of all pupils with a particular focus on supporting those pupils from vulnerable groups and those with ALN to make good progress in learning.

Objective 4 - Resources and Planning – To deliver high quality educational facilities and support functions to enable pupils to achieve their potential and support their communities and to expand Welsh medium education provision.

Objective 5 - Leadership and Management – To further develop a motivated, capable, and engaged workforce and to ensure the effective use of resources by schools.

Transformation Plan / Service Area Projects

| Programme / Project Title | Project Overview | Well-being Objective(s) supported (TBC) | Supports Council's Transformation Plan | Programme / Project Manager (Service Manager) | Anticipated Completion Date (Quarter / Year) |
|--|--|--|---|--|---|
| 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 that the school is able to deliver all aspects of the secondary school curriculum. | Well-being Objective 1 | TBC | Assistant Head of Education - Resources | Quarter 4 2022/23 |
| 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. | Well-being Objective 1 | TBC | Assistant Head of Education - Resources | Quarter 2 2023/24 |
| 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. | Well-being Objective 1 | TBC | Assistant Head of Education - Resources | Quarter 4 2024/25 |
| 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. | Well-being Objective 1 | TBC | Assistant Head of Education - Resources | Quarter 2 2024/25 |
| 21st Century Schools – St Andrews Primary School | This project will provide replacement accommodation for this school following the closure of the previous junior building on health and safety grounds. | Well-being Objective 1 | TBC | Assistant Head of Education - Resources | Quarter 2 2024/25 |
| 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. | Well-being Objective 1 | TBC | Assistant Head of Education - Resources | Quarter 2 2024/25 |
| Delivery of Education - Millbrook Primary School | To ensure interim continuity of education for pupils on roll at Millbrook Primary School before provision can resume at the main site. | Well-being Objective 1 | TBC | Assistant Head of Education – Resources | Quarter 3 2022/23 |
| Education Service Rapid Review Programme | To establish a programme of 'Rapid Service Area Reviews' to evaluate the quality-of-service delivery, share good practice and to develop a learning culture across all service areas. | Well-being Objective 1 | TBC | Deputy Chief Education Officer | Quarter 4 2023/24 |

Workforce Development

To support workforce development across the Education Services, the following actions have been identified as priority between 2022-24.

| Action | Outcome(s) of Action Delivery | Responsible Officer (Service Manager) | Action Start Date | Anticipated Completion Date |
|--|--|---------------------------------------|--------------------------------|-----------------------------|
| Upskill current employees and focus on recruitment and Welsh being an essential criterion. | More Welsh-medium education provision requiring more Welsh speakers working within central education services | Deputy Chief Education Officer | 1 st October 2022 | 31 st March 2024 |
| Introduction of 'Rapid Reviews' of service areas with a focus on developing the leadership and management skills of employees. | Improved leadership skills of all leaders, across the service, which are required for peer support and challenge, and to ensure additional quality assurance and improvement systems are in place. | Deputy Chief Education Officer | 1 st October 2022 | 31 st March 2024 |
| Introduce and action the outcomes of the OECD Learning Organisation Survey with all Education Service Employees. | All employees in the service develop the skills and capacity to adapt routinely to new environments and circumstances to improve learning and performance outcomes. | Deputy Chief Education Officer | 1 st September 2022 | 31 st July 2023 |

Service Area Objectives and Action Plan 2022-24

| Objective 1 | | School Improvement – To improve standards, and progress, for all pupils, in learning & skills through high quality teaching and learning experiences and leadership in all schools. | | | | |
|---|--|---|--|---|----------------------------|------------------------------------|
| Objective Outcome(s) | | <ul style="list-style-type: none"> To inspire all those working in schools to engage, motivate all learners to develop as resilient lifelong learners through a range of knowledge, skills & experiences. To promote a culture of mutual support and trust where we work in partnership to enable all to thrive in a transforming city. Inspirational teachers for aspirational learners. | | | | |
| Corporate Strategy and/or Strategic Plan supported (If Applicable) | | Corporate Plan 2022-27 Digital Strategy Welsh In Education Strategic Plan Estyn Inspection Recommendation 1 Strategic Equality Plan | | | | |
| Well-being Objective Supported (If Applicable) | | Well-being Objective 1 – Newport is a thriving and growing city that offers excellent education and aspires to provide opportunities for all. | | | | |
| Well-being Strategic Priorities Supported | | WBO 1 / Strategic Priority 5 - Develop education facilities that support future generations to achieve their potential and positively contribute to their communities. WBO 1 / Strategic Priority 6 - Work towards eliminating education inequality faced by young learners that are from disadvantaged, Black, Asian, and Minority Ethnic backgrounds, low-income households, and/or have additional learning needs. WBO 1 / Strategic Priority 7 - Increase the number of Welsh speakers in Newport by improving access to Welsh education, supporting businesses, and promoting the Welsh language. | | | | |
| | | Strategic Equality Plan Digital Strategy Welsh in Education Strategic Plan (WESP) | | | | |
| Objective Owner(s) | | Deputy Chief Education Officer | | | | |
| Communication Support / Promotion (Yes / No) | | No | | | | |
| Reference | Action | Action Outcome(s) | Strategic Priority / Self-Assessment / Continuous Improvement | Action Owner (Service or Team Manager) | Start Date | Anticipated Completion Date |
| 1 | (Estyn Rec 1) Monitor, evaluate and review the implementation of the EAS (Education Achievement Service) Business Plan 2022-24 and the Newport priorities detailed within the plan; to ensure the service provides value for money. | <p>Schools are effectively supported by the EAS to accurately evaluate their performance, identify priorities for improvement and plan for these in their SDPs.</p> <p>Standards and learner progress in learning and skills improve over time.</p> | WBO 1 / Strategic Priority 5 WBO 1 / Strategic Priority 6 | Deputy Chief Education Officer | 1 st April 2022 | 31 st March 2023 |

| | | | | | | |
|---|--|--|---|--------------------------------|--------------------------------|--------------------------------|
| | | | | | | |
| 2 | Work in partnership with the EAS and schools to implement the Framework for Evaluation, Improvement and Accountability, as a key contributor to the self-improving system. | Schools are supported by the LA, EAS through a clear framework of evaluation, improvement, and accountability to embed effective improvement arrangements, whilst implementing the new curriculum and associated reforms. | Continuous Improvement | Deputy Chief Education Officer | 1 st September 2022 | 31 st July 2024 |
| 3 | To refine systems and processes to ensure the LA effectively hold the EAS to account for the impact of the support it provides to schools and settings. With a focus on making effective use of regional and local data and intelligence to monitor the effectiveness support for curriculum implementation. | There are clearly defined roles and responsibilities between the LA and EAS, which is supported by an effective school improvement infrastructure, which reduces variation in the quality of teaching and learning to support delivery of the new curriculum in schools. | Continuous Improvement | Deputy Chief Education Officer | 1 st September 2022 | 31 st July 2024 |
| 4 | In partnership with the EAS provide support and advice to governing bodies so they have the knowledge and skills to be democratically accountable for strategic leadership, effective governance and for driving school improvement. | All Governing bodies demonstrate that they are democratically accountable for the strategic leadership of their schools and set the strategic framework to achieve their aims and objectives. Which leads to sustained and continued school improvement. | WBO 1 / Strategic Priority Strategy 5 WBO 1 / Strategic Priority 6 | Deputy Chief Education Officer | 1 st September 2022 | 31 st July 2024 |
| 5 | In partnership with the EAS explore opportunities for governing bodies to function multi-lingually / bilingually for Welsh medium schools; including provision of information and in community languages. | All Governing bodies across the city are fully inclusive and include governors that reflect the ethnic and linguistic character of the school community. | WBO 1 / Strategic Priority 7 | Deputy Chief Education Officer | 1 st September 2022 | 31 st December 2023 |

| Objective 2 | | Learning and Engagement – To co-ordinate, support and provide a range of services to ensure equity of opportunity and high-quality provision, to prevent the disengagement of vulnerable pupils | | | | |
|---|---|--|---|--|--------------------------------|-----------------------------|
| Objective Outcome(s) | | <ul style="list-style-type: none"> To work in partnership, to nurture & support all learners, Families, and the wider community to ensure equality of opportunity and enable them to become confident, ambitious & capable individuals. To promote a culture of mutual support and trust where we work in partnership to enable all to thrive in a transforming city. | | | | |
| Corporate Strategy and/or Strategic Plan supported (If Applicable) | | Corporate Plan 2022-27 Strategic Equality Plan Digital Strategy Safer Newport Estyn Recommendation 2: Establish a coherent strategy across all relevant services to improve the outcomes of pupils eligible for free school meals Estyn Recommendation 4: Strengthen opportunities at a local authority level for children and young people to influence decisions that affect them | | | | |
| Well-being Objective Supported (If Applicable) | | Well-being Objective 1 - Newport is a thriving and growing city that offers excellent education and aspires to provide opportunities for all. Well-being Objective 3 - Newport is a supportive city where communities and care are at the heart of what we do. Well-being Objective 4 - Newport City Council is an inclusive organisation that places social value, fairness and sustainability at its core. | | | | |
| Well-being Strategic Priorities Supported | | WBO 1 / Strategic Priority 5 - Develop education facilities that support future generations to achieve their potential and positively contribute to their communities WBO 1 / Strategic Priority 6 - Work towards eliminating education inequality faced by young learners that are from disadvantaged, Black, Asian, and Minority Ethnic backgrounds, low-income households, and/or have additional learning needs. WBO 3 / Strategic Priority 4 - Strengthening our investment in early intervention and prevention with a range of youth, play and community-based activities supporting families and individuals to live positive and healthy lives. WBO 3 / Strategic Priority 6: Newport will be a City of Sanctuary which supports Asylum Seekers, refugees, and our global community to settle and become part of the community. WBO 4 / Strategic Priority 5 - Promote and improve ways in which residents and businesses can interact with Council's democratic process and decision making | | | | |
| Objective Owner(s) | | AHE: Engagement & Learning | | | | |
| Communication Support / Promotion (Yes / No) | | Yes | | | | |
| Reference | Action | Action Outcome(s) | Strategic Priority / Self-Assessment / Continuous Improvement | Action Owner (Service or Team Manager) | Start Date | Anticipated Completion Date |
| 1 | (Estyn Rec 2) Establish a coherent anti-poverty strategy across all service; building on the successes and learning of the Learn Well Plan. | The performance and wellbeing gap between key vulnerable groups of learners (BAME, Children Looked After (CLA), Free School Meals (FSM), Additional Learning Needs | WBO 1 / Strategic Priority 6 WBO 3 / Strategic Priority 4 | AHE Engagement & Learning | 1 st September 2022 | 31 st March 2024 |

| | | | | | | |
|---|--|---|--|-------------------------------|--------------------------------|--------------------------------|
| | | (ALN) and other learners is decreased. | | | | |
| 2 | Pilot a tiered approach to supporting Children Looked After learners, through effective cluster and partnership working with Children's Services and partners. | Personalised provision is in place for all CLA learners across most clusters, which supports good learner progress and well-being. There is a reduction in the number of CLA learners transitioning into the Pupil Referral Unit (PRU) in Key Stage 4 (KS4). | WBO 1 / Strategic Priority 6 WBO 3 / Strategic Priority 4 | AHE: Engagement & Learning | 1 st September 2022 | 31 st December 2023 |
| 3 | (Estyn Rec 1) Further develop the range of curriculum and support opportunities for pre-16 children who are looked after. | 100% of pre-16 CLA pupils have access to an appropriate curriculum and support | WBO 1 / Strategic Priority 6 WBO 3 / Strategic Priority 4 | AHE: Engagement & Learning | 1 st April 2022 | 31 st July 2024 |
| 4 | Work in partnership with schools to reduce rates of persistent absenteeism including addressing long-term absences arising because of Covid-19. | Reduction in primary and secondary school rates of persistent absence. Increase in the rates of overall attendance in all sectors | Continuous Improvement | AHE: Engagement & Learning | 1 st April 2022 | 31 st July 2024 |
| 5 | Implement an updated range of approaches to engage and support families who electively home educate their children in line with Welsh Government Guidance. | An accurate overview is in place of the numbers of children who are electively home educated in Newport. All known EHE (Electively Home Educated) learners are offered support to access to an appropriate education | Continuous Improvement | AHE: Engagement & Learning | 1 st April 2022 | 31 st July 2023 |
| 6 | Ensure that young people who arrive in Newport as refugees, asylum seekers, UASCs or through the National Transfer Scheme are supported to maximise their time in education. | The performance and attendance gap between key vulnerable groups of learners and other learners is decreased. | WBO 1 / Strategic Priority 6 WBO 3 / Strategic Priority 6 | AHE: Engagement & Learning | 1 st April 2022 | 31 st August 2024 |
| 7 | Embed the work of the Local Authority ICT Strategic Group to implement the Welsh Government Hwb EdTech | All schools in Newport meet the baseline national expectation for ICT infrastructure. | WBO 1 / Strategic Priority 5 Continuous Improvement Digital Strategy | AHE: Engagement & Learning | 1 st April 2022 | 31 st July 2023 |

| | | | | | | |
|----|---|--|------------------------------|-------------------------------|----------------------------|----------------------------|
| | programme, increase schools' use of Hwb and oversee the effectiveness of the SRS Service Level Agreement for schools | Increase in the use of Hwb in all schools. Increase in the number of schools receiving ICT support from the LA (Local Authority) preferred provider. | | | | |
| 8 | Embed the work of the newly formed Post-16 Governance Group to ensure provision 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. | WBO 1 / Strategic Priority 6 | AHE: Engagement & Learning | 1 st April 2022 | 31 st July 2024 |
| 9 | Support schools to ensure that learner pathways, aligned to curriculum for Wales, provide an appropriate choice for all learners both pre and post 16. | The performance gap between key vulnerable groups of learners and other learners is decreased at both pre and post16. | Continuous Improvement | AHE: Engagement & Learning | 1 st April 2022 | 31 st July 2024 |
| 10 | (Estyn Rec 4) Work with the Youth Council to improve links with learner participation groups across Newport and establish a mechanism to allow young people to shape the policies that affect them. | Effective communication is in place between the Youth Council and secondary school councils. | WBO 1 / Strategic Priority 5 | AHE: Engagement & Learning | 1 st April 2022 | 31 st July 2023 |
| 11 | Ensure that Gwent Music is ready to implement the new National Plan for Music and has the skills and capacity to support schools to deliver the new Curriculum for Wales | Increase in number of schools engaging in class and whole school curriculum and creative projects Increase in number of young people participating in music provision | Continuous Improvement | AHE: Engagement & Learning | 1 st April 2022 | 31 st July 2024 |

| Objective 3 | | Inclusion & Wellbeing To promote the inclusion and well-being of all pupils with a particular focus on supporting those pupils from vulnerable groups and those with ALN to make good progress in learning. | | | | |
|---|---|--|--|---|--------------------------------|------------------------------------|
| Objective Outcome(s) | | <ul style="list-style-type: none"> To inspire all those working in schools to engage motivate all learners to develop as resilient lifelong learners through a range of knowledge, skills & experiences. To work in partnership, to nurture & support all learners, Families and the wider community to ensure equality of opportunity and enable them to become confident, ambitious & capable individuals. To promote a culture of mutual support and trust we will work in partnership to enable all to thrive in a transforming city. Inspirational teachers for aspirational learners. | | | | |
| Corporate Strategy and/or Strategic Plan supported (If Applicable) | | Corporate Plan 2022-27 Strategic Equality Plan Welsh in Education Strategic Plan (WESP) Estyn Recommendation 4: Strengthen Opportunities at a local authority level for children and young people to influence decisions that affect them. <ul style="list-style-type: none"> Delivery of the Corporate Plan Well-being Objective: 1 and Strategic Priority: 6 Delivery of a Corporate Strategy and/or strategic plans - Strategic Equality Plan | | | | |
| Well-being Objective Supported (If Applicable) | | Well-being Objective 1 - Newport is a thriving and growing city that offers excellent education and aspires to provide opportunities for all. Well-being Objective 3 - Newport is a supportive city where communities and care are at the heart of what we do. | | | | |
| Well-being Strategic Priorities Supported | | WBO 1 / Strategic Priority 6 - Work towards eliminating education inequality faced by young learners that are from disadvantaged, Black, Asian, and Minority Ethnic backgrounds, low-income households, and/or have additional learning needs. WBO 3 / Strategic Priority 4 - Strengthening our investment in early intervention and prevention with a range of youth, play and community-based activities supporting families and individuals to live positive and healthy lives. | | | | |
| Objective Owner(s) | | AHE: Inclusion | | | | |
| Communication Support / Promotion (Yes / No) | | Yes | | | | |
| Reference | Action | Action Outcome(s) | Strategic Priority / Self-Assessment / Continuous Improvement | Action Owner (Service or Team Manager) | Start Date | Anticipated Completion Date |
| 1 | (Estyn Rec 4) Develop and implement a Vision for Inclusion for the next 5 years, involving schools, learners, and partners. | The LA has a cohesive Inclusion vision developed with key stakeholders. | WBO 1 / Strategic Priority 6 WBO 3 / Strategic Priority 4 | AHE: Inclusion & Wellbeing | 1 st September 2022 | 31 st March 2024 |
| 2 | To develop an effective feedback system for learners, parents and carers to support effective dispute resolution | The LA has effective feedback processes including dispute resolution systems are in place. Parents, carers and learners with ALN are satisfied with Inclusion services. | Continuous Improvement | AHE: Inclusion & Wellbeing | 1 st November 2022 | 31 st March 2024 |

| | | | | | | |
|---|---|--|--|----------------------------|--------------------------------|------------------------------|
| 3 | Ensure there are appropriate evaluation and accountability mechanisms in place to address bullying. | The LA fulfils its duty in respect of anti-bullying legislations LA evaluation and accountability mechanisms are used effective in reducing incidents of bullying across all Newport Schools. | WBO 1 / Strategic Priority 6 | AHE: Inclusion & Wellbeing | 1 st September 2022 | 31 st March 2024 |
| 4 | Monitor the number and reasons for exclusions on a weekly, monthly, and termly basis; and provide support to schools to ensure Covid-19 response does not negatively influence the number of exclusions. | Exclusion rates continue to be reduced across the city and are in line with or better than the national average. | WBO 1 / Strategic Priority 6 | AHE: Inclusion & Wellbeing | 1 st April 2022 | 31 st March 2024 |
| 5 | Implement the Additional Learning Needs (ALN) and Educational Tribunal Act 2018, with a particular focus on professional learning for the wider Education and Social Services teams. | All ALN pupils are appropriately supported through evidenced based interventions that are monitored to ensure positive pupil outcomes. | WBO 1 / Strategic Priority 6 WBO 3 / Strategic Priority 4 | AHE: Inclusion & Wellbeing | 1 st April 2022 | 31 st August 2024 |
| 6 | Develop a Post – 16 Transition Plan to support ALN learner at all points of transition up to the age of 25 | All ALN learners are supported to secure an appropriate Post 16 placement; that meets their learning needs, up to the age of 25 | WBO 1 / Strategic Priority 6 | AHE: Inclusion & Wellbeing | 1 st September 2022 | 31 st March 2024 |
| 7 | Extend specialist provision including Welsh medium 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. | WBO 1 / Strategic Priority 6 WBO 3 / Strategic Priority 4 | AHE: Inclusion & Wellbeing | 1 st April 2022 | 31 st March 2024 |

| Objective 4 | | Resources and Planning – To deliver high quality educational facilities and support functions to enable pupils to achieve their potential and support their communities and to expand Welsh medium education provision. | | | | |
|---|--|---|--|---|----------------------------|------------------------------------|
| Objective Outcome(s) | | <ul style="list-style-type: none"> To commit to taking a creative, innovative and informed approach to using resources effectively and provide the best quality education for all our learners. | | | | |
| Corporate Strategy and/or Strategic Plan supported (If Applicable) | | Corporate Plan 2022-27 Welsh in Education Strategic Plan (WESP) Sustainable Communities for Learning Programme Estyn Recommendation 5: Deliver the strategic plans to develop Welsh-medium education further Climate Change Plan 2022-27 | | | | |
| Well-being Objective Supported (If Applicable) | | Well-being Objective 1 – Newport is a thriving and growing city that offers excellent education and aspires to provide opportunities for all. Well-being Objective 2 – A city that seeks to protect and enhance our environment whilst reducing our carbon footprint and preparing for a sustainable and digital future. | | | | |
| Well-being Strategic Priorities Supported | | WBO 1 / Strategic Priority 5 - Develop education facilities that support future generations to achieve their potential and positively contribute to their communities. WBO 1 / Strategic Priority 6 - Work towards eliminating education inequality faced by young learners that are from disadvantaged, Black, Asian, and Minority Ethnic backgrounds, low-income households, and/or have additional learning needs. WBO 1 / Strategic Priority 7 - Increase the number of Welsh speakers in Newport by improving access to Welsh education, supporting businesses, and promoting the Welsh language. WBO 2 / Strategic Priority 1 - Become a net zero carbon council and city through the delivery of the Council’s Organisational Climate Change Plan and Local Area Energy Plan. | | | | |
| Objective Owner(s) | | AHE: Resources and Planning | | | | |
| Communication Support / Promotion (Yes / No) | | Yes | | | | |
| Reference | Action | Action Outcome(s) | Strategic Priority / Self-Assessment / Continuous Improvement | Action Owner (Service or Team Manager) | Start Date | Anticipated Completion Date |
| 1 | Complete all works linked to the Education Capital Programmes for 2022/23 and 2023/24 and ensure that any new grant funding allocations are targeted appropriately. | Individual projects will be progressed appropriately, and any additional funding will be used effectively to meet appropriate priorities within agreed funding terms and conditions. | WBO 1 / Strategic Priority 5 WBO 2 / Strategic Priority 1 | AHE: Resources & Planning | 1 st April 2022 | 31 st March 2024 |
| 2 | Ensure that the individual projects within the Sustainable Communities for Learning Programme progress appropriately and within the overall programme funding envelope | Individual projects will be progressed within the allocated budget and to agreed timescales. | WBO 1 / Strategic Priority 5 | AHE: Resources & Planning | 1 st April 2022 | 31 st March 2024 |

| | | | | | | |
|---|---|--|--|---------------------------|--------------------------------|---------------------------------|
| 3 | Progress with the Accessibility Strategy for Schools through a phased approach to improve physical environments in schools. | Required access improvements to halls and classrooms for people with mobility or sensory impairments will be identified. Funding for priority improvements will be subject to business case approval. | WBO 1 / Strategic Priority 5 WBO 1 / Strategic Priority 6 | AHE: Resources & Planning | 1 st April 2022 | 31 st March 2024 |
| 4 | Deliver the 2022/23 Schools Reorganisation Programme. | Additional school places will be provided in both the mainstream and specialist sectors to meet projected demand. Specific projects for 2022/23 will focus on mainstream places in the primary sector and specialist places in the secondary sector. | WBO 1 / Strategic Priority 5 | AHE: Resources & Planning | 1 st September 2022 | 31 st August 2023 |
| 5 | (Estyn Rec 5) Ensure that the new Welsh in Education Strategic Plan is implemented from September 2022, and that appropriate mechanisms are in place to monitor progress against targets. | The targets within the new WESP (Welsh in Education Strategic Plan) will be used to further support, promote, and develop Welsh-medium education across Newport over the next 10 years. | WBO 1 / Strategic Priority 7 | AHE: Resources & Planning | 1 st September 2022 | 31 st August 2023 |
| 6 | Make appropriate arrangements to ensure that Welsh Government's policy to provide free school meals to all learners in primary schools is implemented within stipulated timescales. | All primary aged pupils are afforded the opportunity of a daily free school meal in line with current WG timelines. | WBO 1 / Strategic Priority 6 | AHE: Resources & Planning | 1 st April 2022 | 30 th September 2024 |

| Objective 5 | | Leadership and Management – To further develop a motivated, capable, and engaged workforce and to ensure the effective use of resources by schools. | | | | |
|---|---|--|--|---|--------------------------------|------------------------------------|
| Objective Outcome(s) | | To consistently demonstrate resilient strategic leadership that is innovative, distributed, and creative at all levels and which inspires others to excel. To demonstrate pride in our city, its people and its heritage through celebrating individual and collective success, as ambassadors of Newport. | | | | |
| Corporate Strategy and/or Strategic Plan supported (If Applicable) | | Corporate Plan 2022-27 Welsh in Education Strategic Plan (WESP) Digital Strategy Sustainable Communities for Learning Strategic Equalities Estyn Recommendation 3: Ensure that self-evaluation activities focus on the impact that services have on outcomes and their value for money. | | | | |
| Well-being Objective Supported (If Applicable) | | | | | | |
| Well-being Strategic Priorities Supported | | | | | | |
| Objective Owner(s) | | Head of Service and Deputy Chief Education Officer | | | | |
| Communication Support / Promotion (Yes / No) | | No | | | | |
| Reference | Action | Action Outcome(s) | Strategic Priority / Self-Assessment / Continuous Improvement | Action Owner (Service or Team Manager) | Start Date | Anticipated Completion Date |
| 1 | Revisit service aims and values to consider whether they are currently valid in setting the strategic direction of Education across the City. | Reflection informs consideration of continuation or review of service vision, aims and values. | Continuous Improvement | Deputy Chief Education Officer | 1 st October 2022 | 31 st March 2023 |
| 2 | Introduce twice yearly 'Rapid Reviews' of service areas. | Sharing of good practice across the service and teams support a culture of learning. Improvements in systems, practice, and service delivery through improved peer to peer working and that robust quality assurance systems are in place. | Education Self-Assessment | Deputy Chief Education Officer | 1 st September 2022 | 30 th April 2023 |
| 3 | Review systems and processes for service self-evaluation and strategic planning, to include | Systems and processes for self-evaluation, at all levels, across the service, is accurate, based in | Education Self-Assessment | Deputy Chief Education Officer | 1 st September 2022 | 31 st August 2023 |

| | | | | | | |
|---|--|---|---------------------------|---|--------------------------------|------------------------------|
| | consultation with service users. | evidence, robust and informs strategic planning. Strategic planning is based on the outcomes of self-evaluation at all levels of the LA at corporate, service and teams. | | | | |
| 4 | Use the information from school development plans to inform service and team plans and to evaluate and review the impact and quality of the services we provide to schools. | Strategic planning is based on the outcomes of accurate and robust service and team self-evaluation and is reflective of school's strategic priorities. | Continuous Improvement | Deputy Chief Education Officer | 1 st September 2022 | 31 st August 2023 |
| 5 | Use the OECD Organisational Survey as a self-evaluation tool to improve service delivery and outcomes. | Service delivery and outcomes are aligned to a clear and agreed vision and learning plan. | Education Self-Assessment | Deputy Chief Education Officer | 1 st July 2022 | 31 st July 2023 |
| 6 | Map and expand participation of all Education Services staff in professional learning, through performance managements and through structured learning opportunities, research, and collaboration. | 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. | Continuous Improvement | Deputy Chief Education Officer | 1 st April 2022 | 31 st March 2023 |
| 7 | Review approved school budgets and investigate future spend plans where projected closing balances are more than £10,000 or 5% of the delegated budget (whichever is the higher). | Schools will be challenged in relation to large surpluses and in turn encouraged to consider revised spending plans in the short, medium, and long term. | Education Self-Assessment | Assistant Head of Education - Resources | April 2022 | March 2024 |
| 9 | Improve the work of Elected Members and members of statutory committees, through a programme of professional learning and improved engagement with schools. | Elected Members are well informed about key areas of Education Service work | Continuous Improvement | Deputy Chief Education Officer | September 2022 | August 2023 |

Performance Measures

| Performance Measure Title / Description | KPI for Corporate Plan (Yes/No) | Frequency (Quarterly / Half-yearly / Annual) | Performance Measure Owners | Name of Data Provider | Actual 20/21 | Actual 21/22 | Target 21/22 | Target 2022/23 |
|---|---------------------------------|--|----------------------------|------------------------------------|---------------|---------------|---------------|----------------|
| Percentage of Young people NEET Year 11 | No | Annual | AHE Engagement & Learning | Careers Wales Data For Development | 1.4% | 1.3% | 1.8% | 1.3% |
| Percentage of 16 - 18 yr olds not in education, employ or training (IP5) (A) | No | Annual | AHE Engagement & Learning | Careers Wales Data For Development | 2.6% | 2.6% | 1.7% | 2.0% |
| Percentage of Young people recorded as unknown following compulsory education | No | Annual | AHE Engagement & Learning | Careers Wales Data For Development | 1.13% | 1.09% | 2.6% | 1.1% |
| Percentage of Young people NEET 13 (IP5) (A) | No | Annual | AHE Engagement & Learning | Careers Wales Data For Development | 2.1% | 1.1% | 0.5% | 1.1% |
| (New) Percentage of schools inspected that are in an Estyn statutory category. | No | Annual | DCEO | Estyn | Not Available | Not Available | Not Available | 5% |
| (New) Number of Permanent exclusions per 1,000 pupils | No | Annual | AHE Inclusion & Well-being | Newport Intelligence Hub | 0.30 | 0.55 | Not Available | 0.58 |

Service Area Risk Register

| Risk Title | Risk Description | Risk Owner | Inherent Risk Score | Target Risk Score | Corporate / Service Risk |
|---|--|----------------------------|---------------------|-------------------|--------------------------|
| Sustainable Communities for Schools Band B Programme | Failure to drawdown funding to support Sustainable Communities for Schools Band B Programme | AHE Resources & Planning | 12 | 4 | Service Risk |
| Demand for ALN and SEN Support | Funding to cover Additional Learning Needs (ALN) and Special Education Needs (SEN) provision across the city is insufficient and does not meet the demand for increasing need. | AHE Inclusion & Well-being | 20 | 6 | Corporate Risk |
| Educational Out of County Placements | Limited access to Newport City Council (NCC) provision for pupils who require complex and specialist placements which results on a reliance on Out of County (OOC) placements both day and residential. | AHE Inclusion & Well-being | 20 | 4 | Corporate Risk |
| Provision and planning of school places across all sectors | The provision and sufficiency of school places across the City continues to pose short and longer term risks to the Council. Schools are regarded as sufficient if they are sufficient in number, character and equipment to provide all pupils the opportunity of appropriate education, including differing models of mainstream and specialist provision and encompassing English-medium and Welsh-medium demand. | AHE Resources & Planning | 12 | 3 | Service Risk |
| Schools Finance / Cost Pressures | In year cost pressures of schools are not met resulting in increased deficit budgets | AHE Resources & Planning | 20 | 5 | Corporate Risk |
| (New) Suitability of the School Estate | Backlog maintenance issues across the school estate could lead to business continuity issues in schools. | AHE Resources & Planning | TBC | TBC | TBC |