



NEWPORT
CITY COUNCIL
CYNGOR DINAS
CASNEWYDD

MID-YEAR REVIEW

EDUCATION

2022-24



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Strategic Leads

Cabinet Member for Education and Early Years	Councillor Deb Davies
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Introduction

Newport City Council's Corporate Plan 2022-27 has four Well-being Objectives to support its mission to deliver an Ambitious, Fairer and Greener Newport for everyone and contribute towards Wales' Well-being Goals set in the Well-being of Future Generations Act. To support the delivery of these objectives, strategic priorities, and deliver continuous improvement each service area has developed their service plan. This report provides the Mid-Year progress against the Education Plan 2022-24 (23/24).

Education Services is part of the Council's Chief Executive Directorate and is responsible for supporting nine secondary schools; 44 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 (ALN)
- Inclusion Advisory Service
- School Admissions
- Pupil Referral Unit
- Youth Engagement and Progression
- Regional Schools Liaison Officer for Service Children

Service Area 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.

Head of Service Executive Summary

Education Services has made strong progress against this years' Service Plan. Twenty five of the twenty-eight action areas are rated as green indicating that they are on track to be completed by the agreed date or have already been successfully delivered. Three actions are rated as amber which suggests that they remain deliverable but may run over the agreed delivery date. These three amber actions are all capital build related, which rely on a range of partners to deliver on time. However, specific capital project groups meet regularly to ensure that any new or outstanding challenges can be resolved quickly.

Between April 1st, 2023, and October 31st, 2023, there have been a number of Service Area successes, these have included:

- The successful completion and operational use of the extensive new build project at Bassaleg School. This thirty-one Million Pound investment from Newport City Council and Welsh Government has provided three hundred new places for pupils, to support local demand and a fit for purpose 21st Century learning environment to support pupil learning and wellbeing.
- The successful establishment of a new Specialist ASD Learning Resource Base at Llanwern High School. This much needed provision will enable more pupils to be supported locally rather than having to access an Out of County Place.
- The complete roll out of Universal Free School Meals across all Newport Primary Schools. This has been implemented eight months earlier than the required start date from Welsh Government and demonstrates Newport City Councils priority to support families with the rising cost of living. Newport Local Authority's input into the latest Estyn Report on The New Additional Needs System. Newport's effective approach to ALN Provision Mapping across all its schools is cited as practice worth sharing. Newport's extensive input into this important thematic report enabled the inspectorate in developing recommendations for all local authority's and schools to further support pupils with Additional Learning Needs.

It is also important to note that the Service Area currently has no schools in Estyn statutory categories. In addition, all school and service area audits have been judged as at least 'reasonable', while The School Admission Team and Ysgol Bryn Derw Special School were both awarded audit ratings of 'substantial' which is the highest internal audit rating.

Budgets and resources remain a risk for Councils across Wales, this is reflected in the Service Area risks ratings. Although risk scores have not increased over the last six months, it has not been possible to reduce risk scores due to their dependence on external funding.

The Service Area collaborates well with Headteachers and schools to support complex pupils with ALN, upskilling practitioners and being creative with 'local ALN provision', however it is evident that there is greater number of pupils within the system who are struggling post pandemic. This continues to add demand for ALN support, the requirement for Out of County Placements and adds pressure on individual school budgets. In the next six months the Service Area will continue to prioritise its work to on finding local solutions for specialist pupil places, working with Additional Learning Needs Coordinators to respond to the changing needs of pupils and their families and its financial work with schools to avoid deficit budgets.

Education Services 2023/24 Overview

Service Plan Objectives

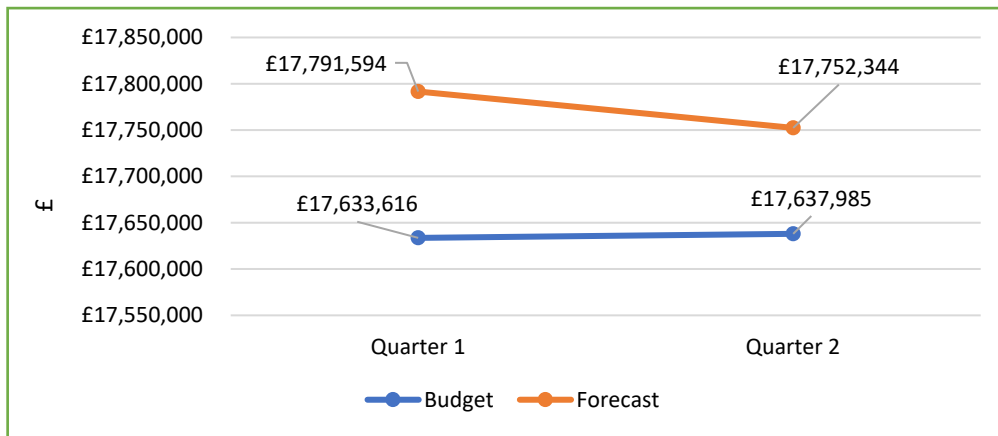
Objective	Mid-Year Status (Red / Amber / Green)
Objective 1 School Improvement - To improve standards, and progress, for all pupils, in learning & skills through high quality teaching and learning experiences and leadership in all schools.	Green
Objective 2 Learning and Engagement - To co-ordinate, support and provide a range of services to ensure equity of opportunity and high-quality provision, to prevent the disengagement of vulnerable pupils.	Green
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.	Green
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.	Amber
Objective 5 Leadership and Management - To further develop a motivated, capable, and engaged workforce and to ensure the effective use of resources by schools.	Green

Service Area Risks

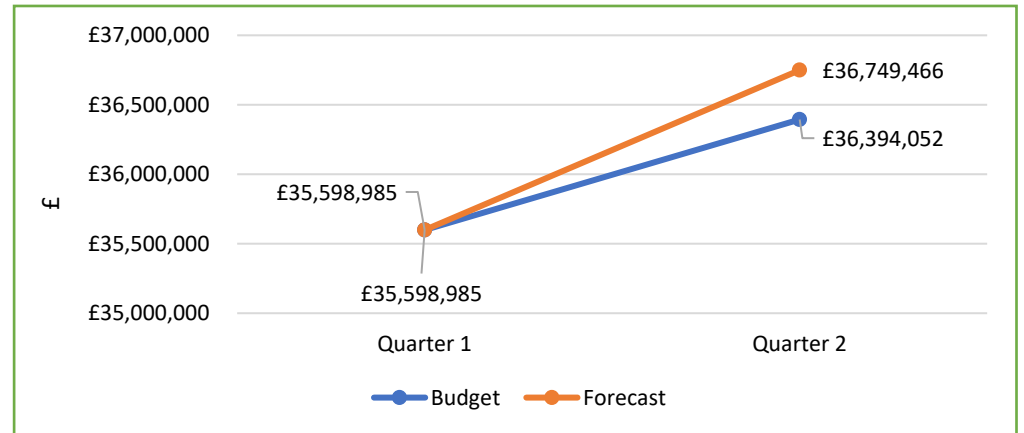
Risk	Corporate / Service Risk	Inherent Risk Score	Target Risk Score	Quarterly Risk Scores (Q3 2022/23 to Q2 23/24)			
				Quarter 3 22/23	Quarter 4 22/23	Quarter 1 23/24	Quarter 2 23/24
Demand for Additional Learning Needs and Special Education Needs Support	Corporate Risk	20	6	12	12	12	12
Educational Out of County Placements	Corporate Risk	20	4	12	12	12	12
Schools Finance / Costs	Corporate Risk	20	12	12	12	12	12
Sustainable Communities for Schools Band B Programme	Service Risk	12	6	9	9	9	9
Provision and Planning of school places across all sectors	Service Risk	9	4	6	6	6	6

Service Area Finance Forecast (End of Quarter 2)

Revenue Forecast



Capital Forecast



Programmes and Projects

Programme / Project Title	Project Overview	Well-being Objective(s) supported	Expected Completion Date (Quarter / Year)	Quarter 2 RAG Assessment / % Completion	Commentary
Sustainable Communities for Learning Programme - 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	Quarter 2 2023/24	95%	Completion and handover of the new facilities was delayed but took place in early September 2023. The facilities are now in full use by the school. Demolition and making good works are ongoing, and the contractor has indicated that they intend to be off set in November 2023.
Sustainable Communities for Learning Programme - 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	Quarter 4 2024/25	20%	The Council is now able to commence with this project, and a meeting was held with the Senior Leadership Team during September 2023 to discuss project scope and intended outcomes. This project will now move forward with pace.
Sustainable Communities for Learning Programme - 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	Quarter 2 2024/25	35%	Good progress has been made on construction over the summer period, and the contractor is now working towards a handover date of December 2024. This does mean that the relocation of Pillgwenlly Primary School will be later than previously anticipated, and this implementation date will be subject to a formal modification request to the Cabinet Member for Education & Early Years over the autumn term.
Sustainable Communities for Learning Programme - 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	Quarter 2 2024/25	35%	The planning application for this project was approved in July 2023 and this has enabled works to commence. Good progress has been made and the contractor is working towards handover in readiness for the building to be available for use from September 2024.

Programme / Project Title	Project Overview	Well-being Objective(s) supported	Expected Completion Date (Quarter / Year)	Quarter 2 RAG Assessment / % Completion	Commentary
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	Quarter 2 2024/25	60%	The delays associated with the new build on the Whiteheads development unfortunately mean that the relocation of Ysgol Gymraeg Nant Gwenlli will also be delayed. Officers are currently working with the Executive Headteacher and Governing Body to confirm a revised date, and this will be subject to a formal modification request to the Cabinet Member for Education & Early Years over the autumn term.
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	Quarter 3 2022/23	20%	The school community has been advised that the Council intends to progress a new school build rather than remodel the existing building. In the interim, the current temporary arrangements will continue. Given this position, Cabinet agreed in September 2023 that the current Millbrook Primary School should be demolished as soon as possible.

Workforce Development

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

Action	Outcome(s) of Action Delivery	Action Start Date	Expected Completion Date	Q2 RAG Assessment / % Completion	Commentary
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.	1 st October 2022	31 st March 2024	C	In the Education Service just over a quarter of employees have some level of spoke Welsh. 3% of staff describe themselves as having advanced Welsh language skills. 1.2% of Education employees are actively learning Welsh. Employees are actively encouraged to learn Welsh through the promotion of training at service events. All LA officers are aware of the need to increase the number of Welsh speakers within Education Services and ensure all job adverts are promoted through the language of Welsh.

Objectives and Action Plan Update

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 1 Mid-Year Assessment

Ref	Action	Action Outcome(s)	Well-being Objective Supported	Start Date	Expected Completion Date	Q2 RAG Assessment / % Completion	Commentary
1	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	1 st September 2022	31 st July 2024	90%	The EAS have realigned their School Improvement processes to the National School Improvement Guidance. The Local Authority is fully compliant in terms of the expectations of the Welsh Government as outlined in the guidance document. School Development Planning Professional Discussions (SDP PD) have been scheduled for all secondary and a very few primary schools between September 2023 and December 2023, due to industrial action. These will resume once industrial action ends. A review of the quality and effectiveness of secondary school self-evaluation and school improvement processes in the summer 2023 was positive and provided the LA with assurance that all secondary schools self-evaluation processes support the identification of appropriate strategic objectives, which are effectively monitored by leaders. Quality assurance activities completed in many Newport Schools in the autumn term 2022 by the EAS determined that in nearly all primary schools' leaders have worthwhile monitoring and self-evaluation activities to support senior leaders to have an accurate understanding of the quality of teaching and learning in their schools.

Ref	Action	Action Outcome(s)	Well-being Objective Supported	Start Date	Expected Completion Date	Q2 RAG Assessment / % Completion	Commentary
1	Continued... 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	1 st September 2022	31 st July 2024	90%	There are currently 3 schools receiving bespoke support from peers and the EAS and 4 schools receiving targeted support, whilst all other schools, in Newport have access to a universal offer of support from the EAS. No schools in Newport are in an Estyn category and almost all schools inspected since May 2022 have had positive Estyn inspections.
2	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	1 st September 2022	31 st July 2024	90%	Monthly partnership meetings between the LA and the EAS supports quality assurance processes and identify and track agreed actions for the LA and EAS. LA thematic reviews of schools have been introduced, with the LA receiving termly, evaluation impact reports against the LA focus e.g. 'how effective are secondary schools' self-evaluation process in supporting school improvement? The LA has co-constructed the guidance for School Improvement Partners in monitoring, evaluating, and reviewing the school's effectiveness, against the LA focus to ensure the LA have the data they require. A new LA Partnership Work Plan has been developed with the EAS for the EAS Business Plan 2023-24 which identifies the agreed focus of work between the EAS, LA and schools and the targeted actions agree between the EAS and LA. This provides all stakeholders with an at a glance, work plan for 2023-24.

Ref	Action	Action Outcome(s)	Well-being Objective Supported	Start Date	Expected Completion Date	Q2 RAG Assessment / % Completion	Commentary
2	Continued... 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	1 st September 2022	31 st July 2024	90%	A regional LA/EAS quality assurance processes has been developed. This will be piloted from September 2023. It is intended that this quality assurance process will evidence how well the LA commissions, works in partnership with, coordinates, oversees and monitors any partnership or contracted service. It provides the LA with an opportunity to hold the EAS to account through a sampling approach of its work and to review the impact of its work in schools.
3	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 5 WBO 1 / Strategic Priority 6	1 st September 2022	31 st March 2024	70%	Both the LA and EAS provide a wide range of professional learning opportunities for governors, including a pathway which recognised the range of experiences of governors from early to lead governors. In the autumn term, 2023 18 registered for the EAS Governor Pathways Programme, this is significantly higher than in 2022. In addition, the EAS hosts a Governor website, which provides a comprehensive range of information and support for school governors. The LA authority provide professional learning events for governors on a range of LA led topics e.g. safeguarding, landlord consent, the Education Welfare Service and Gwent Music. Each term the LA provide a series of Chief Education Officer Briefings on key topics e.g., attendance, cyber security Ed Teach, WESP and Exclusions and a Poverty Newsletter.

Ref	Action	Action Outcome(s)	Well-being Objective Supported	Start Date	Expected Completion Date	Q2 RAG Assessment / % Completion	Commentary
3	Continued... 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 5 WBO 1 / Strategic Priority 6	1 st September 2022	31 st March 2024	70%	The Chair of Governors is invited to all School Development Planning Professional Discussions. In almost all cases in 2022-23 the Chair of Governors or a representative attended these meetings. This provides the LA with an opportunity to discuss and identify any support a governing body may require. LA Officers meet with Chairs of Governors on a regular basis in secondary schools to discuss attendance and exclusions. These meetings are being rolled out to primary school, following positive feedback. The EAS and LA meet on an annual basis with Newport Association of School Governors (NASG) to discuss new or priority areas of the services work. In addition, the LA will also be running additional meetings for governors and heads bi-annually and trialling a cluster model for governor development, following feedback from NASG.
4	Develop a marketing campaign to encourage governor recruitment of minority groups to ensure governing bodies are reflective of the communities that they serve.	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	1 st September 2022	31 st December 2023	90%	The EAS have agreed from September 2023, to update their governor contact form to include some of the protected characteristic e.g., ethnicity and first language/ preferred language of communication. This will allow us to profile governor data, against the protected characteristics. The LA through governor professional learning sessions will provide support to governors in effective recruitment (autumn 23).

Ref	Action	Action Outcome(s)	Well-being Objective Supported	Start Date	Expected Completion Date	Q2 RAG Assessment / % Completion	Commentary
4	Continued... Develop a marketing campaign to encourage governor recruitment of minority groups to ensure governing bodies are reflective of the communities that they serve.	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	1 st September 2022	31 st December 2023	90%	The LA and EAS are working on a promotional campaign to promote governor vacancies by engaging with governors who represent the global majority in our city's 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 2 Mid-Year Assessment

Ref	Action	Action Outcome(s)	Well-being Objective Supported	Start Date	Expected Completion Date	Q2 RAG Assessment / % Completion	Commentary
1	(Estyn Rec 2) Embed the agreed anti-poverty strategy across the Education Service.	Anti-poverty approaches are shared with all schools to support their work in addressing the impact of poverty; particularly for vulnerable groups.	WBO 1 / Strategic Priority 6 WBO 3 / Strategic Priority 4	1 st September 2022	31 st March 2024	90%	Addressing the impact of poverty on educational outcomes has been a key focus of the Educational Consortia work. Visits to school have had the focus on provision and progress of eFSM students. Gwent Music has continued to offer subsidies for lessons, music centres and exams through the music access fund for FSM children through a combination of NCC contributions and Welsh Government Grants.
2	(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 an agreed curriculum pathway.	WBO 1 / Strategic Priority 6 WBO 3 / Strategic Priority 4	1 st April 2022	31 st March 2024	90%	All Children Looked After (CLA) receive support via the PEP (Personal Education Plan) process – all have up to date PEPs completed twice a year. Number Children Looked After who have received bespoke support during Q2 is 35. A pupil voice activity completed with Children Looked After in year7 found: <ul style="list-style-type: none"> • Most (92%) of the learners reported to have settled in well at secondary school. • A few (33%) mentioned having only year 7 on the school site for the first day or two helped. • Nearly all (100%) of the learners said that they would like a timetable of the first week or two before starting in school. A new forum (The Training and Employment Partnership.) has been set up for Post16 CLA who are looking to train/employed status opportunities with local businesses.

Ref	Action	Action Outcome(s)	Well-being Objective Supported	Start Date	Expected Completion Date	Q2 RAG Assessment / % Completion	Commentary
2	Continued... (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 an agreed curriculum pathway.	WBO 1 / Strategic Priority 6 WBO 3 / Strategic Priority 4	1 st April 2022	31 st March 2024	90%	Gwent Music offers subsidies for lessons, music centres and exams through the music access fund for children who are looked after.
3	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	1 st April 2022	31 st August 2024	90%	The priority work of the Education Welfare Support (EWS) continued to be supporting schools to improve pupils' attendance. EWOs continued to work with their cluster schools, children, young people and families to action referrals that were targeted at those families with the greatest need. Work was carried out by the EWS Manager to scrutinise and analyse data for the entire academic year to ensure planning for 2023/24 was accurate and appropriate. It also ensured that challenge could be made where needed. Fixed Penalty Notices and prosecutions have continued to be used in 'extreme' cases to address persistent absenteeism. Through the additional funding from WG an additional EWO and Family Liaison Officer (FLO) were recruited to provide additional support to the EWS regarding attendance.

Ref	Action	Action Outcome(s)	Well-being Objective Supported	Start Date	Expected Completion Date	Q2 RAG Assessment / % Completion	Commentary
4	All children and young people who arrive in Newport as refugees, asylum seekers, unaccompanied asylum seekers (through the National Transfer Scheme or spontaneous arrivals) are supported to receive a full curriculum offer,	All young people arriving in Newport receive appropriate support to access education and support services.	WBO 1 / Strategic Priority 6 WBO 3 / Strategic Priority 6	1 st April 2022	31 st March 2024	90%	English for Speakers of Other Languages (ESOL) provision that will complement a curriculum offer has been completed for UASC, refugees or asylum seeker children and young people. This can be accessed if all professionals including the Young Person feels it is appropriate. Partnership work with the CLA education team and NCC UASC team has supported this work. During Q2, six school aged UASC arrived in Newport. Two are under the care of Newport, whilst four have been placed in Newport from other LAs. In total, nine UASC attend schools in Newport. Gwent Music offers free tuition for lessons for any Ukrainian children and young people funded by the Friends of Gwent Music.
5	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	1 st April 2022	31 st March 2024	90%	All secondary schools received a Post 16 Transition Grant to further enhance their offer of supporting students into Sixth Form and/or College. All schools have provided data on Year 13 Destinations.
6	Support schools to ensure that learner pathways, aligned to curriculum for Wales, provide an appropriate choice for all learners both pre and post 16.	To improve outcomes of vulnerable groups of pupils in line with non-vulnerable pupils..	Continuous Improvement	1 st April 2022	31 st August 2024	90%	All Secondary Schools received a grant from Welsh Government to focus on Learner Progress, this has been used to support learners who may have been adversely impacted by the Covid Pandemic.

Ref	Action	Action Outcome(s)	Well-being Objective Supported	Start Date	Expected Completion Date	Q2 RAG Assessment / % Completion	Commentary
6	Support schools to ensure that learner pathways, aligned to curriculum for Wales, provide an appropriate choice for all learners both pre and post 16.	To improve outcomes of vulnerable groups of pupils in line with non-vulnerable pupils.	Continuous Improvement	1 st April 2022	31 st August 2024	90%	Quarter 2 has seen the Youth Education and Engagement Lead Officer conduct all College meetings and Secondary School meeting identifying all those at risk and assisting Young People into Education, Employment or Training in readiness for the Destinations 2022/23. Gwent Music offer Music Therapy and ALN provision to schools
7	(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.	The voice of children and young people across Newport influences policies and decisions, that affect them.	WBO 1 / Strategic Priority 5	1 st April 2022	31 st March 2024	90%	Newport Education have continued to engage with Newport Schools Participation Forum. This is an important relationship to maintain to engage school aged children in research projects. Year 7 Children Looked After shared their experiences on transition to High School. This feedback will inform future transition arrangements. Gwent Music have continued to conduct pupil voice activities at the end of each music project. Gwent Music are also at the early stages of forming a student council.

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 3 Mid-Year Assessment

Ref	Action	Action Outcome(s)	Well-being Objective Supported	Start Date	Expected Completion Date	Q2 RAG Assessment / % Completion	Commentary
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	1 st September 2022	31 st March 2024	75%	The second Inclusion Partnership Forum is planned for October with a focus on Inclusion strategy. The terms of reference have been agreed and there is good representation from the primary, secondary and special school sector. These strategic meetings will be used to shape the Inclusion strategy going forward.
2	To develop an effective feedback system for learners, parents and carers to support effective stakeholder engagement.	The LA has effective feedback processes in place inform future planning. Schools, Parents, carers and learners with ALN are satisfied with Inclusion services.	Continuous Improvement	1 st November 2022	31 st March 2024	60%	Inclusion Leaders have included the development of feedback systems into their team plans to ensure stakeholder views and captured and used to inform future improvements. The Inclusion Partnership Forum has been instrumental in engaging with the views of stakeholders from the primary, secondary and special school sector.
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 effectively in reducing incidents of bullying across all Newport Schools.	WBO 1 / Strategic Priority 6	1 st September 2022	31 st March 2024	80%	The processes and accountability processes in place to address incidents of bullying continue to be in place and provide Newport Education will a termly data capture. Any anomalies are explored. This data feeds through to Newport City Council Strategic Equalities report.

Ref	Action	Action Outcome(s)	Well-being Objective Supported	Start Date	Expected Completion Date	Q2 RAG Assessment / % Completion	Commentary
4	To work with secondary schools to reduce the variability in exclusion practices; through refining policies and procedures.	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	1 st April 2022	31 st March 2024	75%	A multi-agency Harmful Behaviours Policy has been developed to ensure there is a joined-up response to incidents in schools involving drugs, criminal exploitation, sexual harmful behaviours and weapons. It will be raised at the Inclusion Partnership Forum in October and secondary heads will be consulted in CONSH. This will ensure there is a consistent approach and appropriate support is in place for pupils, schools and families. A draft schools causing concern (exclusions) protocol is in the processes of being developed to ensure a consistent approach to supporting schools.
5	Implement and embed 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 schools are supported to develop inclusive practices to meet the needs of all pupils.	WBO 1 / Strategic Priority 6 WBO 3 / Strategic Priority 4	1 st April 2022	31 st August 2024	80%	The Inclusion Service has developed an ALN Consideration Tool to support schools in identifying level of need and provision at universal, targeted and School IDP. The tool is going to be consulted upon through the Inclusion Partnership Forum in October. When finalised schools will be encouraged to use this as a guide to support their own individual schools planning. It is intended to give clarity and transparency to levels of need and provision across the city and support schools to identify any areas of training.

Ref	Action	Action Outcome(s)	Well-being Objective Supported	Start Date	Expected Completion Date	Q2 RAG Assessment / % Completion	Commentary
6	Develop Post - 16 transition practices to meet statutory requirements. To support ALN learner at all points of transition.	All ALN learners are supported to secure an appropriate Post 16 placement; that meets their learning needs.	WBO 1 / Strategic Priority 6	1 st September 2022	31 st March 2024	60%	Monthly meetings take place between Education Officers, the Disabilities Team Transitional Officer and the Commissioning Team to ensure closer working and the development of Post 16 transition systems. An Inclusion Advisor attends the monthly Regional Post 16 forum and liaises with the Head of inclusion at Coleg Gwent. This has enabled strong transition links to have been developed between the LA, Schools and the Coleg to support Post 16 transition.
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	1 st April 2022	31 st March 2024	80%	The new 20 place Autism Learning Resource Base at Llanwern High School opened in September 2023 as a growing provision. Outreach support from Ysgol Bryn Derw has ensured close links and a dissemination of excellent practice across Newport's specialist provisions. A tender has been completed which has led to the commissioning of a 16-place secondary social, emotional, behaviour difficulties (SEBD) provision within Newport which will support the reduction of the number of out of county placements for SEBD.

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 4 Mid-Year Assessment

Ref	Action	Action Outcome(s)	Well-being Objective Supported	Start Date	Expected Completion Date	Q2 RAG Assessment / % Completion	Commentary
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	1 st April 2022	31 st March 2024	70%	Works have progressed well in this quarter, and many planned maintenance projects are now completed or near completion. The Council was notified of a new ALN Capital Grant in July 2023, and officers are currently considering how this can be best utilised within the stipulated terms and conditions. The Sports Hall project at Ysgol Gyfun Gwent Is Coed is expected to be tendered in Quarter 3.
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	1 st April 2022	31 st March 2024	60%	The new facilities at Bassaleg School were handed over in September 2023 and are now fully operational. Good progress was made over the summer holiday period on construction at Whiteheads and St Andrews, and the planned project at Caerleon Comprehensive School has also moved forward through meetings with the school leadership team to discuss project scope.
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	1 st April 2022	31 st March 2024	50%	The strategy is still not moving forward as quickly as was originally intended, but progress continues to be made in terms of making Newport's school estate more accessible. Funding from Welsh Government's ALN Capital Grant has enabled a greater scope of improvement works to be completed at identified schools, as well as new improvement works at several schools that were not otherwise scheduled for improvement under the Accessibility Strategy.

Ref	Action	Action Outcome(s)	Well-being Objective Supported	Start Date	Expected Completion Date	Q2 RAG Assessment / % Completion	Commentary
3	Continued... 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	1 st April 2022	31 st March 2024	50%	The next phase of works is now being considered alongside the terms and conditions of Welsh Government's ALN Capital Grant as there is some cross-over between the two initiatives.
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	1 st September 2022	31 st August 2023	C	The proposal to establish a new LRB at Llanwern High School was implemented as planned on 1st September 2023 and therefore this project is fully delivered. The joint proposal with the governing body of Malpas Church in Wales Primary School to reduce the capacity of the school and extend the age range is still in progress, so will move into the 23/24 School Reorganisation Programme.
5	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	1 st April 2022	31 st October 2023	C	Universal Primary Free School Meals was fully rolled out across all primary schools in Newport from 1st September 2023. Uptake of this new initiative will now be monitored by the Education Service.

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 5 Mid-Year Assessment

Ref	Action	Action Outcome(s)	Well-being Objective Supported	Start Date	Expected Completion Date	Q2 RAG Assessment / % Completion	Commentary
1	Review systems and processes, including the aims and values, for service self-evaluation and strategic planning, to include consultation with service users.	Systems and processes for self-evaluation, at all levels, across the service, is accurate, based in 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.	Education Self-Assessment	1 st September 2022	31 st August 2023	C	<p>A new education improvement model has been agreed and shared across the service. A new policy for service self-evaluation is in place which is supported by a timetable for monitoring, evaluation and review.</p> <p>The introduction of rapid reviews has further strengthened the services self-evaluation processes and allowed for a more agile and responsive approach to improvement in service delivery. The quality of monitoring and evaluation reports have been further improved, through a revised template, guidance notes and support for team managers, to make them more focused and evidence based.</p> <p>All monitoring and evaluation report are quality assured and moderated by the Education Senior Management Team. This ensures that judgements are consistent across all reports. As a consequence, the education service has robust systems and processes in place for effective self-evaluation, which inform strategic planning at all levels. The Education Services knows itself well and what it needs to do to improve.</p>



Ref	Action	Action Outcome(s)	Well-being Objective Supported	Start Date	Expected Completion Date	Q2 RAG Assessment / % Completion	Commentary
2	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	1 st September 2022	31 st March 2024	C	School Develop Plan (SDP) Professional discussions have been scheduled with all schools in Newport for the academic year, since September 2021. All SDP Professional discussions with secondary schools will take place before the end of the autumn term 2023. However, professional discussions have been postponed for almost all primary schools since the spring of 2022, due to industrial action. All Newport Schools have a SDP which is shared with the LA and EAS. Following receipt of a schools SDP the LA maintain a record of all SDPs and all of the support, agreed with the schools. These are then shared with teams, so support can be effectively managed. and tracked The LA also consider the recommendations made by Estyn, following school inspections. Team Managers consider the outcomes of Estyn inspections, when strategic planning and as a part of their planned, monitoring and evaluation reports. This information is used to inform service and team plans.
3	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	1 st July 2022	31 st July 2023	C	A professional learning policy is in development which will align with the corporate policy. A programme of professional learning has been developed for Education Service Staff for 2023-24.

Ref	Action	Action Outcome(s)	Well-being Objective Supported	Start Date	Expected Completion Date	Q2 RAG Assessment / % Completion	Commentary
4	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	1 st April 2022	31 st March 2024	90%	Following the latest monitoring period, two schools are now projecting to end the current year in deficit, with a small number of others having been highlighted as being at risk of moving into a deficit position as the year progresses. This is due to them having very low projected closing balances which means that there are little to no mitigating actions that can be taken to offset unexpected costs. The Finance Team is currently undertaking targeted work with the identified schools to review forecasts and consider mitigating actions, and this will continue over the autumn term.
5	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	1 st September 2022	31 st March 2024	C	Workshops has been arranged through Democratic and Electoral Service on attendance, inclusion, poverty and wellbeing, attainment, Curriculum for Wales and Estyn.

Performance Measures

Education Services performance measures are reported annually. Progress on performance measures for 2023/24 will be reported in Education Services End of Year Report.

Case Studies, Key Achievements, Awards

The Sustainable Communities for Learning project at Bassaleg School has delivered new teaching facilities which were operational from September 2023. Some pictures of the new facilities are provided below:



Glossary

Service Area Project / Action Assessment

RAG Status	Description
X%	Project / Action is not on track to deliver with major issues preventing the action being completed by the agreed ' Target Date '. Immediate management interventions is required to improve performance and escalation to Directorate Management Team and/or relevant Board.
X%	Project / Action is mainly on track with some minor issues which could prevent the Project / Action being completed by the agreed ' Target Date '. Management intervention(s) required to improve performance and close monitoring by the Head of Service / Service Management Team.
X%	Project / Action is on track to be completed by the Agreed ' Target Date '.
C	Project / Action has been successfully delivered

Performance Measure Monitoring / Tolerance Assessment

Newport City Council has agreed a 15% tolerance against targets set in service plans.

RAG Status	Description
=>15%	Performance is under achieving against Target or previous year's performance. Immediate management intervention and escalation to Directorate Management Board is required.
<15%	Performance is off target or Previous Year's Performance but within a variance of 15%. Management intervention and close monitoring by the Head of Service / Service Management Team is required.
	Performance is achieving / succeeding against its agreed Target or Previous Year's Performance.

Risk Assessment Matrix

Probability	5	5 - Moderate	10 - Major	15 - Severe	20 - Severe	25 - Severe
	4	4 - Moderate	8 - Moderate	12 - Major	16 - Severe	20 - Severe
	3	3 - Low	6 - Moderate	9 - Major	12 - Major	15 - Severe
	2	2 - Low	4 - Moderate	6 - Moderate	8 - Moderate	10 - Major
	1	1 - Very Low	2 - Low	3 - Low	4 - Moderate	5 - Moderate
		1	2	3	4	5
		Impact				

Abbreviations

Abbreviation	Description
ALN	Additional Learning Needs
EAS	Education Achievement Service
FSM	Free School Meals
LRB	Learning Resource Base
SDP	School Development Plan
UASC	Unaccompanied Asylum Seeker Children
WESP	Welsh in Education Strategic Plan