

## **Local Authority Specific Annex 2017-2018**

### **Local Authority: Newport**

The targets below are derived from pupil level targets submitted by all schools across South East Wales during the statutory target setting process in autumn 2016. The target setting process across the region is robust with all school targets linked to targets for individual pupils and a comprehensive challenge process by Challenge Advisers and quality assurance by Principal Challenge Advisers and Local Authorities including analysis of projected future performance against previous performance, projected Free School Meal benchmark quarters, FFT estimates and WG Modelled Expectations.







Key Stage 4														
All Pupils	2016 Actual	2017 Target	2018 Target	2019 Target	FSM Pupils	2016 Actual	2017 Target	2018 Target	2019 Target	non-FSM Pupils	2016 Actual	2017 Target	2018 Target	2019 Target
L2 inclusive	57.3	62.0	64.9	67.4	L2 inclusive	36.3	38.3	42.6	43.8	L2 inclusive	63.8	67.6	69.9	72.4
L2	74.5	81.3	82.7	87.2	L2	56.4	64.2	62.6	76.0	L2	81.1	85.8	87.2	89.6
L1	93.4	95.1	95.8	96.5	L1	91.7	90.1	88.5	91.3	L1	97.1	97.4	97.4	97.6
English A*-C	68.5	68.3	70.7	72.4	English A*-C	46.7	50.4	52.1	54.9	English A*-C	75.6	72.8	74.9	76.2
Welsh (1st) A*-C	0.0	-	-	-	Welsh (1st) A*-C	-	-	-	-	Welsh (1st) A*-C	-	-	-	-
Maths A*-C	63.7	66.6	69.4	70.7	Maths A*-C	41.5	42.7	48.5	44.8	Maths A*-C	70.7	72.3	74.0	76.2
Maths Numeracy	0.0	62.9	64.7	69.3	Maths Numeracy	0.0	38.7	43.6	44.8	Maths Numeracy	0.0	68.6	69.5	74.6
Science 1st Qual	68.7	70.4	72.5	71.5	Science 1st Qual	54.0	50.7	50.8	50.3	Science 1st Qual	74.2	75.3	77.4	76.1
Science 2nd Qual	-	64.4	71.5	69.0	Science 2nd Qual	0.0	39.8	50.2	46.2	Science 2nd Qual	0.0	70.2	76.3	73.9
FSM/non FSM gap	2016 Actual	2017 Target	2018 Target	2019 Target										
L2 inclusive	27.5	29.3	27.3	28.7										
L2	24.7	21.5	24.6	13.6										
L1	5.4	7.3	8.9	6.3										
English A*-C	28.8	22.4	22.7	21.3										
Welsh (1st) A*-C	-	-	-	-										
Maths A*-C	29.2	29.6	25.5	31.4										
Maths Numeracy	0.0	29.9	25.9	29.8										
Science 1st Qual	20.2	24.6	26.5	25.7										
Science 2nd Qual	0.0	30.4	26.2	27.7										

Note: As advised by LA, 18 EOTAS pupils have been included in the Yr11 cohort this year to inform 2017 target setting.

## Primary Attendance

Pupil Attendance				
	2016 Actual	2017 Target	2018 Target	2019 Target
LA	94.5	95	95.1	95.2

## Secondary Attendance

Pupil Attendance				
	2016 Actual	2017 Target	2018 Target	2019 Target
LA	93.2	93.7	93.8	93.9

## Summary of National Categorisation of schools in the Local Authority in 2014-2015, 2015-2016 and 2016-2017

Step 1 – Primary		Number of Schools				Percentage of Schools			
		Group 4	Group 3	Group 2	Group 1	Group 4	Group 3	Group 2	Group 1
Newport	14-15	3	7	17	15	7%	17%	40%	36%
	15-16	0	7	16	21	0%	16%	36%	48%
	16-17	0	5	14	25	0%	11%	32%	57%
South East Wales	14-15	7	52	88	49	4%	27%	45%	25%
	15-16	2	25	90	82	1%	13%	45%	41%
	16-17	2	19	63	115	1%	10%	32%	58%

Step 2 - Primary		Number of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Newport	14-15	2	5	17	20	5%	11%	39%	45%
	15-16	0	5	18	21	0%	11%	41%	48%
	16-17	1	2	16	25	2%	5%	36%	57%
South East Wales	14-15	9	45	101	44	5%	23%	51%	22%
	15-16	4	29	116	50	2%	15%	58%	25%
	16-17	3	18	109	64	2%	9%	56%	33%

Step 3 - Primary		Number of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Newport	14-15	2	7	16	19	5%	16%	36%	43%
	15-16	0	5	16	23	0%	11%	36%	52%
	16-17	1	2	18	23	2%	5%	41%	52%
South East Wales	14-15	9	50	100	40	5%	25%	50%	20%
	15-16	5	31	111	52	3%	16%	56%	26%
	16-17	5	18	111	60	3%	9%	57%	31%

Step 1 - Secondary		Number of Schools				Percentage of Schools			
		Group 4	Group 3	Group 2	Group 1	Group 4	Group 3	Group 2	Group 1
Newport	14-15	2	3	2	1	25%	38%	25%	13%
	15-16	1	5	1	1	13%	63%	13%	13%
	16-17	2	2	2	2	25%	25%	25%	25%
South East Wales	14-15	10	14	10	3	27%	38%	27%	8%
	15-16	3	22	6	4	9%	63%	17%	11%
	16-17	3	19	8	5	9%	54%	23%	14%

Step 2 – Secondary		Number of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Newport	14-15	0	6	2	0	0%	75%	25%	0%
	15-16	2	3	2	1	25%	38%	25%	13%
	16-17	1	3	3	2	11%	33%	33%	22%
South East Wales	14-15	0	25	11	1	0%	68%	30%	3%
	15-16	3	18	14	1	8%	50%	39%	3%
	16-17	6	9	17	4	17%	25%	47%	11%

Step 3 - Secondary		Number of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Newport	14-15	0	5	2	1	0%	63%	25%	13%
	15-16	2	4	1	1	25%	50%	13%	13%
	16-17	1	3	3	2	11%	33%	33%	22%
South East Wales	14-15	5	19	10	3	14%	51%	27%	8%
	15-16	6	18	11	1	17%	50%	31%	3%
	16-17	6	12	15	3	17%	33%	42%	8%



## LA schools currently in any Estyn follow-up category

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection
Primary	St Andrew's Primary School	Nov 15	Jan 16	LA monitoring
Primary	Llanmartin Primary	June 16	Sept 16	Estyn monitoring
Primary	Alway	Nov 16	Jan 17	Estyn monitoring
Primary	Maesglas	Nov 16	Jan 17	Estyn monitoring

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection
Secondary	St Julian's Comprehensive	Dec 14	March 15	Significant improvement
Special	Maes Ebbw Special	Mar-16	May-16	Estyn monitoring
Secondary	Caerleon Comprehensive	Nov 16	Jan 17	Estyn monitoring

## Pupil outcomes

A high level analysis of pupil outcomes for the Local Authority indicates that the following aspects require improvement over the next phase of the Business Plan:

- Continue to close the gap in performance at KS4 for the L2+.
- Improve performance in L2 Maths, English and science.
- Improve performance in L2.
- Improve KS3 outcomes, particularly at the expected level +1.
- Improve the gender gap at the expected level +1 in FP and KS2.

## Schools requiring Improvement 2016-2017 (Amber and Red Overall Categories of support)

The information below indicates the additional support that will be given to schools in the overall category of Amber or Red in the Local Authority in the academic year 2016-2017. The support is in line with the guidance within the National Categorisation System and within the SEWC Intervention Framework 2016-2017. Each of these schools will have a detailed Intervention or Support Plan, the progress each school makes over the next academic year will be captured through regular Education Improvement Boards (EIBs) or Intervention Meetings.

Schools requiring Amber levels of support	Schools requiring Red levels of support
Caerleon Comprehensive School	St Julian's Comprehensive School
Llanwern High School	Maes Ebbw Special School
Newport High School	Milton Junior School
Maesglas Primary School	
Somerton Primary School	

## Local Authority specific activity financial year 2017-2018

The section below indicates additional school improvement activity that will be undertaken in the Local Authority through this financial year (2017-2018). The additional activity is linked to specific need arising from pupil outcomes.

A detailed programme delivery plan is available. Progress towards each of the additional interventions will be measured at the end of each term.

Nature of Additional Activity	Expected Outcomes
<b>Accelerating Achievement: A Newport Schools initiative.</b> To involve the development of a Seamless Learning Pathways Coordinator role. The role will be 3 days per week via the	<ul style="list-style-type: none"> <li>To develop cluster level target-setting from Years 5-8.</li> <li>To focus on the development of numeracy skills across the two key stages.</li> <li>To gather and share good practice across all Newport schools in curriculum planning and pedagogy that secures strong progress for learners in maths.</li> </ul>

secondment of a Newport Head teacher. It will sit within the line management structure of the Local Authority.

Schools in Newport have identified a slowing in the rate of improvement in standards for pupils across key stages 2-3. There is significant variation in schools and between schools and variation from year to year.

All stakeholders are seeking a better understanding of the factors which impact on sustained progress for pupils, particularly over the transition from primary to secondary and from secondary into post compulsory education.

All schools in Wales are, in addition, facing the challenge of implementing new curriculum and assessment arrangements as set out in Successful Futures.

This provides an opportunity to look at how achievement can be accelerated and that acceleration sustained over time.

This is a programme which will:

- Involve 2 clusters of primary and secondary schools working together;
- Gather, analyse and understand data from a range of sources that are linked to these factors;
- Examine in-school, between school and community factors which promote or inhibit improved attainment;
- Use 'evidence based' research – e.g UNESCO, OECD, Sutton Trust, John Hattie, Harvard CGI research base to get a better understanding of the factors which are prevalent in the locality;

- To ensure that two Newport Pioneer Schools are involved in the project and that appropriate links are made into their pioneer work, particularly in relation to capturing and sharing good practice.
- To include a research element which will enable the project to trial innovative and new approaches to cross phase work, which can be tested for impact as part of the project plan and drawn up as meaningful case studies.
- To recognise and develop good practice in social and emotional transition which can be shared across the city.

- Use this research to identify interventions which will have a long term impact on the progress of young people as they move between Year 5 and Year 8.
- Explore strategies for curriculum planning, progression and assessment of the curriculum for all pupils but particularly for those groups and individuals that are underperforming.

The programme will be led by the schools involved. There will be a project Board to support the programme with the project coordinator (Ann Price), The Chief Education Officer, the Strategic Lead for People, the Deputy Chief Education Officer and the PCA for Newport to track impact and evaluate the outcomes.

It is envisaged that the programme will continue to operate over a three-year period: (2016-2019).

**Funding: £5000**

**Developing effective practice in supporting EAL learners:**

A further development of the 2016-2017 project involving GEMs, a wider group of NCC schools/HTs in order to:

- capture good practice in supporting learners at both the early language acquisition and the later stages of learning English.
- develop resources to support schools in developing provision in this area.
- identify and share the characteristics of strong leadership of this area.
- develop a model of school to school support.
- produce case studies exemplifying the approaches, which can be shared more widely in Newport and the region.

**Funding: £7983**

- Schools are clear about effective practice in supporting new learners of English (particularly those migrants from countries which schools may not have experience with to date).
- New learners of English are well supported in developing their language skills.
- School leadership teams are clear about what steps to take to ensure that provision and practice are developed appropriately.
- School to school support works effectively to capture and spread effective practice and provide targeted CPD to leaders and teachers.

**Curriculum Deputies' Network: Driving Improvements at Key Stage 3**

- Develop a network of curriculum deputies from all Newport Secondary schools to share, grow and sustain excellent practice in improving provision and practice at KS3; in order to drive improvements in standards across all national curriculum subjects.
- Group to meet 1 day per term in the Summer, Autumn and Spring terms to identify and share best practice.
- Gap tasks to be completed by all school leaders between the sessions which enable further building of practice in subsequent meetings.
- PCA and Deputy Chief Education Officer to jointly plan and facilitate the sessions.
- PCA and Deputy Chief Education Officer to monitor the impact of the sessions on provision, practice and pupil outcomes.
- PCA and DCEO to facilitate a session to support succession planning (coaching individually as well as the whole group) to support continued career development into Headship. Possible use of external consultancy.

**Funding: £4000**

Ongoing arrangement in which the Authority receives bespoke support from the EAS Learning Intelligence team with central data collection and reporting.

- Best practice in improving provision and practice is identified, shared and impacting as appropriate across all Newport secondary schools.
- There is a consistent approach to pupil level target setting and tracking, between key stage 3 and 4.
- Pupils meet statutory targets at KS3.
- KS3 performance across the LA improves so that it is at least in line with similar LAs.
- Progress at KS3 can be judged to be good across the majority of schools and at least satisfactory across all schools.
- Performance in the national tests is good across the majority of schools and at least satisfactory across all schools.
- Strategic leadership and systems leadership of KS3 (at senior and middle leader level) can be judged to be at least good in the majority of schools and at least satisfactory in all schools.

- • The LA receives the required range of performance information across the range of indicators, in line with the agreed reporting channels and reporting calendar.

The content of this LA Annex has been agreed by:

LA Director / Chief Education Officer:

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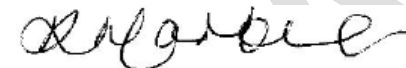
Mr James Harris

Cabinet Member for Education:

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Cllr Gail Giles

EAS Managing Director



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Ms. Debbie Harteveld