

# Agenda

## Pwyllgor Craffu ar Berfformiad – Pobl

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Dyddiad: Dydd Mawrth, 5 Tachwedd 2019

Amser: 10.00 am

Lleoliad: Committee Room 1 - Canolfan Dinesig

At: Cyngorwyr: D Williams (Cadeirydd), J Cleverly, R Hayat, M Linton, H Thomas, C Townsend, J Watkins, T Watkins, J Richards and S Marshall

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<b>Eitem</b>		<b>Wardiau Dan Sylw</b>
1	<u>Ymddiheuriadau</u>	
2	<u>Datganiadau o ddiddordeb</u>	
3	<u>Cofnodion y cyfarfod a gynhaliwyd ar 17 Medi 2019 (Tudalennau 3 - 8)</u>	
4	<u>Adroddiad cynllun gwasanaeth canol blwyddyn-addysg (Tudalennau 9 - 40)</u>	
5	<u>Casgliad Adroddiadau Pwyllgorau</u> Ar ôl cwblhau adroddiadau'r Pwyllgor, gofynnir i'r Pwyllgor ffurfioli ei gasgliadau, ei argymhellion a'i sylwadau ar eitemau blaenorol i'w gweithredu.	
6	<u>Adroddiad Cynghorydd Craffu (Tudalennau 41 - 46)</u> a) Diweddariad ar y flaenraglen waith (Atodiad 1)	

Mae'r dudalen hon yn wag yn

# Minutes



## Performance Scrutiny Committee - People

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Date: 17 September 2019

Time: 10.00 am

Present: Councillors D Williams (Chair), J Cleverly, H Thomas, C Townsend, J Watkins, J Richards and S Marshall

In Attendance: D Cooke (Scrutiny Adviser), L Davies (Governance Officer), S Morgan (Chief Education Officer), J Harris (Strategic Director - People) and K Rees (Assistant Head of Education - Inclusion)

Apologies: Councillors M Linton  
Dr A Daly (Diocese Representative)

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### 1 **Declarations of Interest**

None

### 2 **Minutes of the Meetings held on the;**

The Minutes of the meetings held on the 11<sup>th</sup> June 2019 and 25<sup>th</sup> June 2019 were approved as a true and accurate record.

### 3 **Looked After Children Report**

Attendee:

- James Harris Strategic Director – People
- Sally Jenkins Head of Children and Young People Services

The Head of Children and Young People Services presented a brief overview to the Committee and highlighted the key areas for consideration. The Head of Service started by explaining the Welsh Government's expectation of the reduction in Looked After Children in Newport and its feasibility, as well as the plan Officers had in place to achieve the reduction in Looked After Children

Members asked the following:

- The Chair asked Officers to confirm the definition of Looked After Children, enquiring if that had included children living with parents and family, not just by the care system. The Head of Children and Young People Services replied to the Committee explaining that the term Looked After Children could include children with a care order, and children living with grandparents or the wider family network, as well as children living in foster care and residential homes.
- Members of the Committee asked Officers to confirm if the proposal made to the manifesto by the First Minister for Wales, for the reduction in the numbers of children who were looked after across Wales, holds penalties if the target

proposed were not met. Officers explained to the members of the Committee that there would not be budget or staffing implications within the proposals set by Welsh Government; however a shift in culture required to manage increased levels of risk and that would potentially present challenges across the Council. Officers assured members that the targets set would not influence the services decision making process, if a child was vulnerable within the family setting where the child needed to be removed.

- A Member of the Committee asked Officers to explain the reasons behind Welsh Government asking Local Authorities to complete the templates that were outlined in the report. Officers explained that there were concerns with the numbers of children who were looked after in Wales being significantly higher than in England. A perception could be that the Welsh were more risk adverse, with the implications for the children of Wales being more likely that they would be removed from their families care and brought up within public care. The other motivation for the completion of the templates were to reduce the cost pressure on the service.
- Members enquired about the cost of out of county placements, asking for clarity on why this occurs. Officers confirmed that out of county placements only occur when Newport does not have the provision for the child with foster carers or spaces in a residential home. Officers confirmed that costs had reduced since the opening of the new residential home, and would continue to drop. It was also confirmed that the Authority were recruiting foster carers on an on-going basis.
- A Member asked Officers to explain what risks were acceptable before taking the child into care. Officers replied explaining that society had a different view than the Authority. Risk would be assessed on an individual basis; the service would look at circumstances such as the age of the child, as an 11-year-old child would not need the same level of care as a baby. We would also look at factors such as the family situation and the impact that removal would have on the child, would the outcome end up being worse for the child, we would also look at what level of support the service could put in place to help the family to enable the child to stay in the family home.
- The Committee asked Officers to clarify one of the bullet points on the Reduction Expectation Plan Reporting Template that had been set by the Welsh Government. A Member asked the Officer to explain what was meant by reduction in the number of children removed from parents with a learning disability. Officers confirmed that the template was referring to the parent having the disability not the child, and that the parent/s may also be with Adults Services.
- A Member asked for clarity on the objective - 'deliver effective services to support children to safely remain with their families' asking how that was working. Officers confirmed that the information was laid out in the service plan. The foster worker strategy was in place, offering incentives, funding and 24hr support and training. Figures on Youth Offending had shown a reduction and was continuing to drop.
- A Member enquired about future plans, asking what were the challenges faced by the service and what plans were there for the future interventions. Officers confirmed that they would continue to look at residential care, having discussions for a regional residential care setting. Feedback had been received regarding the family group conferencing, highlighting the benefits of the wider family inputting into the child's package of care. The service would be working in conjunction with the Aneurin Bevan Health Board offering support and intervention at the baby's first scan, at that early stage measures could be put in place to aide and support with parenting skills. Larger families and asylum seeking children were on the

increase. Additional resources would be working with children who had been involved in substance misuse related incidences.

- A Member of the Committee asked for an explanation of the term 'dip sampling'. Officers confirmed that the term was a form of analysis, which means randomly selecting. This allows each item to have equal chance of being selected.
- A Member expressed concerns regarding the cost of out of county placements, asking why the cost would not be transferred to another authority who were at that time responsible for the child's care. Officers explained that the Authority were legally responsible for any Looked After child/children from Newport. If the wider family gain parental responsibility the cost would be removed.
- A Member expressed concerns regarding Looked after Children post the age of eleven, highlighting that exploitation was a risk, why would that child be moved out of the area. The Officer replied explaining that in their experience many looked after child would make their way back to Newport once they had been moved away, that factor would put them at further risk of exploitation. Risks were less likely if the child stayed in Newport as there would be a certain level of support between their existing friendship group and peers and the child would be known to Social Services, the Police and local Wardens. The surroundings and environment that were familiar and that would provide a balance to managing the risk.

The Chair thanked the Officers for attending.

### **Conclusion - Comments to the Cabinet**

The Committee noted the Looked After Children report and agreed to forward the minutes to the Cabinet Member as a summary of the issues raised.

The Committee wished to make the following comments to the Cabinet and requested the following information:

1. The Committee were grateful to hear that the pressures from Welsh Government would not diminish the threshold and services provided to the at risk young people in Newport.
2. The Committee again raised concerns over the use of the abbreviation LAC for Looked After Children and requested that in the future all reports use the term in full. The Committee felt that the young people who were looked after could be labelled with the term LAC and that this would have a negative impact on them.
3. The Committee wished to highlight the collaboration between Social Services and Midwives as an excellent example of partnership working.
4. The recruitment of foster carers in Newport is vital to keeping Looked After young people local. The Committee asked if Officers could let them know if there was anything they could do to help increase the number of foster carers

#### 4 Additional Learning Needs Out of County Placement report

Attendee:

- James Harris - Strategic Director – People
- Sarah Morgan – Chief Education Officer
- Katy Rees - Assistant Head of Education - Inclusion

The Assistant Head of Education - Inclusion presented a brief overview to the Committee and highlighted the key areas for consideration.

Looked After Children may require Out of County residential placements which were determined by Social Services. Those pupils often had combined residential and education packages. Sometimes those placements had to be made quickly to ensure the safety of the pupil, however the education package would be reviewed within six weeks to ensure its suitability to meet the pupil's needs. There were also pupils with Statements of Special Educational Needs who were classed as Out of County because they attend a local mainstream School in another authority. The table below illustrates the types of placements along with the number of pupils accessing the placements:

Members asked the following:

- A Member of the Committee commented that with the average cost of placing a child Out of County costing around £30,000, would the Authority be able to offer places to neighbouring Authorities to generate income? This money could be then used to offset the costs of sending Newport young people out of county. The Assistant Head of Education – Inclusion replied explaining that there had been a reduction in the number of Out of County placements made by the LA over the last three financial years, and a further decrease was forecast for 2019-20. There were a combination of factors that contributed to the reduction of Out of County placements, which would include working with Newport Live and Catch 22. Close links had been developed between Social Services and the Education Department to ensure co-ordinated support for our most vulnerable pupils. Through the monthly Brighter Futures and Complex Needs Panels pupils at risk of placement breakdown were discussed in detail and joint solutions were considered to try to reduce the need for an Out of County placement.
- A Member asked for feedback on the Newport Live project, Catch 22. The Officer replied confirming that feedback from the young people as well as Newport Live was positive. They were holding regular meetings and getting up to date analysis of incidents and repeat offenses from staff internally to the project and those based in schools.
- A Member expressed concerns around the term LAC for Looked After Children, the Member requested that Officers and everyone concerned should not abbreviate Looked After Children, to LAC due to the stigma of being labelled as a LAC child. The Officer replied confirming that the abbreviation would cease to be used in Education documents.
- A Member expressed an interest in the links with Social Services and the Contracts and Commissioning Team. The Officers replied explaining that close links had been developed between Social Services and the Education Department to ensure co-ordinated support for our most vulnerable pupils. Through the monthly Brighter Futures and Complex Needs Panel, pupils at risk of placement breakdown were discussed in detail and joint solutions were considered to try to reduce the need for an Out of County placement. Since April 2019 a Special Educational Needs Officer had been based within the Social Services contracts and commissioning team for two days per week to review the

contractual agreements with Out of County providers and their compliance. This process also related to placement fees and conditions that were subject to on-going negotiation in order to achieve the most appropriate provision for the pupil in the most cost effective way. This joint working had also led to four pupils returning to live in local residential placements and be educated locally at a reduced cost for both service areas. A joint service protocol and panel had been developed to identify further pupils who could return to local placements in the future.

### **Conclusion - Comments to the Cabinet**

The Committee noted the Additional Learning Needs Out of County Placement report and agreed to forward the minutes to the Cabinet as a summary of the issues raised.

The Committee wished to make the following comments to the Cabinet Member:

1. More information was requested on the Out of County figures provided by Officers. This information should include financial information and information on young people who were placed in neighboring authorities and those further from Newport
2. The Committee commented on how positive it was to have evidence of Social Services and Education working collaboratively together for the benefit of the young people of Newport.

## **5 Scrutiny Adviser Reports**

Attendees:

- Daniel Cooke – Scrutiny Adviser

### **a) Forward Work Programme Update**

The Scrutiny Adviser presented the Forward Work Programme, and informed the Committee of the topics due to be discussed at the next two Committee Meetings:

**5 November 2019**, the agenda items;

- Education – Mid-Year Service Plan Review

**19 November 2019**, the agenda items;

- Children and Young People Social Services – Mid-Year Service Plan Review
- Adults and Community Social Services – Mid-Year Service Plan Review

### **b) Action Arising**

The Officer explained that the outstanding actions were being chased for responses.

Mae'r dudalen hon yn wag yn



# Scrutiny Report

## Performance Scrutiny Committee – People

### Part 1

Date: 5 November 2019

### Subject **Mid-Year Service Plan Review - Education**

**Author** Scrutiny Adviser

The following people have been invited to attend for this item:

Invitee:	Area / Role / Subject
Gail Giles	<b>Cabinet Member for Education and Skills</b>
Sarah Morgan	<b>Chief Education Officer</b>
Andrew Powles	<b>Deputy Chief Education Officer</b>
James Harris	<b>Strategic Director - People</b>

## Section A – Committee Guidance and Recommendations

### 1 Recommendations to the Committee

1.1. The Committee is asked to consider and evaluate the following Service Plan Mid-Year Reviews which include: Executive Summary; Analysis of Performance; Performance Measures, and; Finance, and are attached as:

- **Appendix 1 - Education**

1.2 Provide comments upon the performance to the Cabinet.

### 2 Context

#### Background

2.1 Each Service Area has set a Service Plan for 2018-22 including:

- Service Plan Objectives;
- Planned Actions for each Objective for this year and subsequent years for the life of the plan.
- Performance Indicators; which include National and Locally set performance measures.
- Resources and Risk

2.2 The Service plans were approved by the relevant Cabinet Member, following the usual Member consultation process. This report presents Members with the Mid-Year Reviews for each Service Plan and Appendices for:

- Education (**Appendix 1**)

### 3 Information Submitted to the Committee

3.1 The following Service Plan Mid-Year Reviews including: Executive Summary; Analysis of Performance, Performance Measures, and Finance, are attached as:

- **Appendix 1** - Education

<b>Executive Summary</b>	The Executive Summary of the Cabinet Member / Head of Service is provided as an Overview at the beginning of each Service Area's Mid-Year Review and includes graph summarising the progress against actions and a Budget Forecast Position.
<b>Analysis of Performance</b>	The Analysis of Performance includes each Service Plan's Objectives, the Corporate Plan Objective they support and an update upon the actions planned for each for 2019-20. Performance of the Actions is ranked using the following: <ul style="list-style-type: none"> <li>• Green - Complete</li> <li>• Blue - In Progress</li> <li>• Grey - To be commenced</li> </ul>
<b>Performance Measures</b>	The National Measures are set by the Welsh Government and used to compare and benchmark performance with other Local Authorities in Wales. Some of the measures are reported monthly, quarterly or half yearly, while some are annual measures reported at the end of the year. This report is for Performance at the Mid-Year point, up to the end of September 2019. Performance of the Measures is ranked using the following: <ul style="list-style-type: none"> <li>• Green - On target</li> <li>• Amber - Short of Target (15% Tolerance)</li> <li>• Red - Off Target (Over 15% Tolerance#0)</li> </ul>
<b>Finance and Resource Analysis</b>	Financial Analysis is provided at the Mid-Year point (end of Quarter 2), for each Service Area and includes: the Overall Net Position; a graph forecasting the Delivery of the Medium Term Revenue Plan Savings for 2019-20, and; a Summary Revenue Budget Position, together with Employee / Human Resource Analysis.

## 4. Suggested Areas of Focus

### Role of the Committee

**The role of the Committee in considering the report is to:**

Assess and make comment on:

- Analyse the Service Plan Mid-Year Reviews and Evaluate how well Service Areas performed in the first half of the 2019-20 financial year against the objectives, actions and performance measures in their How effectively are the service areas performing against objectives, actions and measures;
  - Are the targets sufficiently challenging and balanced between being realistic and robust?
  - Is any underperformance being addressed and associated risks being mitigated;
  - What is being done to improve performance for the second half of the 2019-20 financial year?
  - Are there any barriers to improving performance of objectives, actions and performance measures in the Service Plans?
  - Is the Service Area on target with its budget? If not what mitigations are planned to reduce overspends within this financial year?
  - Has the Service Area met or is on target to meet the delivery of its MTRP savings for 2019-20? If not, what actions are planned to deliver this within this financial year?
- In drawing its conclusions, the Committee should assess:
    - What was the overall conclusion on the information contained within the reports?
    - Is the Committee satisfied that it has had all of the relevant information to base a conclusion on the performance of the Service Area at the Mid-Year point?
    - Does any area require a more in-depth review by the Committee?

## Section B – Supporting Information

### 5 Links to Council Policies and Priorities

- 5.1 The Service Plan Mid-Year Reviews directly link with: the Council's Well-being Objectives agreed by Cabinet in March 2017 which aim to maximise the Council's contribution to the Well-being Goals for Wales; the 2017-22 Corporate Plan Objectives, and; the 2018-22 Service Plan Objectives, Actions and Performance Measures. The Service Plan Objectives link to the Authority's Corporate Plan Objectives and Well-being Objectives below:

<b>Well-being Objectives</b>	Promote economic growth and regeneration whilst protecting the environment	Improve skills, educational outcomes & employment opportunities	Enable people to be healthy, independent & resilient	Build cohesive & sustainable communities
<b>Corporate Plan Commitments</b>	Thriving City	Aspirational People		Resilient Communities
<b>Supporting Function</b>	Modernised Council			

## 6 Wellbeing of Future Generation (Wales) Act

The Committees consideration of the service plans and the performance of the service areas should consider how services are maximising their contribution to the five ways of working:

5 Ways of Working	Types of Questions to consider:
<p><b>Long-term</b> The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs.</p>	<p>Are there any long term trends that will impact your service area? How will the needs of your service users potentially change in the future?</p>
<p><b>Prevention</b> Prevent problems occurring or getting worse.</p>	<p>What issues are facing your service users at the moment? How are you addressing these issues to prevent a future problem?</p>
<p><b>Integration</b> Considering how public bodies' wellbeing objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies.</p>	<p>Are there any other organisations providing similar / complementary services? How does the Council's performance within this service area impact upon the services of other public bodies and their objectives?</p>
<p><b>Collaboration</b> Acting in collaboration with any other person (or different parts of the organisation itself).</p>	<p>Who have you been working with to deliver these services? How are you co-working with other sectors? How are you using the knowledge / information / good practice of others to inform / influence the Council's work?</p>
<p><b>Involvement</b> The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves.</p>	<p>How have you sought the views of those who are impacted by your service area? How have you taken into account the diverse communities in your decision making?</p>

## 7. Background Papers

Include all additional documents that are referenced in the report, and those that you have used as background reading. Hyperlink to online versions of them if available.

- [The Essentials - Wellbeing of Future Generation Act \(Wales\)](#)
- [Corporate Plan](#)

Report Completed: October 2019

**Education Services**  
**Service Plan Mid-Year Review 2019-20**

**Cabinet Member for Education Services - Councillor Gail Giles**

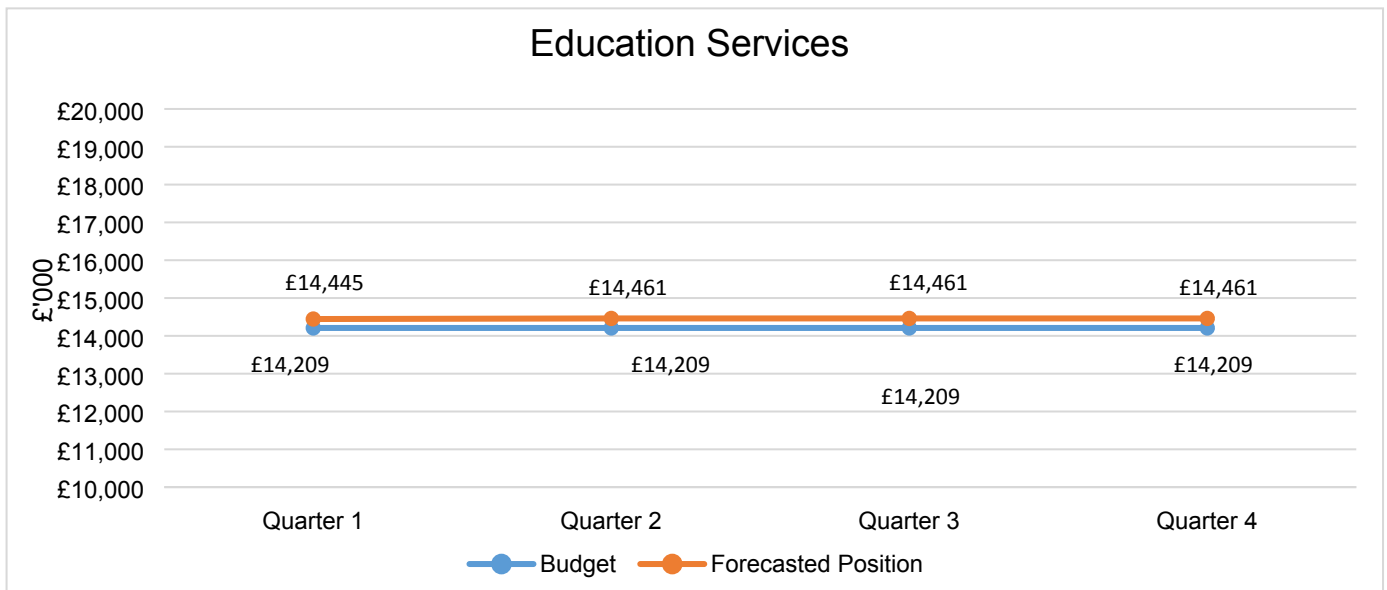
**Head of Service – Sarah Morgan**

## Introduction

The Education service serves all maintained schools in Newport and provides support for pre-school settings and for pupils who are educated other than at school. The service is responsible for 9 secondary schools; 43 primary schools; and two nursery schools. In addition, there is a pupil referral unit and two special schools. Newport is one of five local authorities in the EAS regional consortium for school improvement. The service consists of 11 teams that provide the following support: 21<sup>st</sup> Century Schools, Early Years, Education Welfare, Education Business Support, Gwent Education Minority-Ethnic Support (GEMS), Gwent Music, Healthy Schools, Inclusion Enrichment Team, School Admissions, Pupil Referral Unit and Youth Engagement and Progression.

In 2018/19, the Council received a positive report from Estyn, Her Majesty's Inspectorate for Education and Training in Wales. However, it is recognised that further work is required by the Council's Education Service to continue its development and improve education in Newport. These are captured within the Service Plan 2019/20.

## 2019/20 Budget



To support the delivery of the Council's Corporate Plan 2017-22, the Education Services Service Plan 2018-22 focuses on the delivery of:

- **Well-being Objective 1** - To improve skills, education and employment opportunities
- **Well-being Objective 2** - To promote economic growth and regeneration whilst protecting the environment
- **Well-being Objective 3** - To enable people to be healthy, independent and resilient
- **Corporate Themes** - Aspirational People and Resilient Communities

The 2019/20 Service Plan has identified 7 objectives that are focused on:

### **Objective 1 - Improve school standards.**

Improving the academic attainment of Newport pupils is a commitment within the Newport City Council Corporate Plan 2017-2022. A key lever to deliver this commitment through the commissioning of actions to be delivered by the Education Achievement Service (EAS) and detailed in the EAS Business Plan 2018/19. The delivery of services is quality assured through NCC Education Services and is has oversight by the Joint Executive Group (JEG) and the EAS Company Board.

### **Objective 2 - Increase school attendance rates and reduce exclusion rates.**

The rates of school attendance at primary and secondary level have been demonstrated to link to the academic attainment of pupils. Therefore, raising the rate of school attendance and reducing the rate of

school exclusions will support the NCC Corporate Plan 2017-2022 commitment to increase the academic attainment of pupils in Newport schools.

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

How healthy, independent and resilient people are, has a wider impact on all other aspects of their life. Whether they can work, attend education, take part in social activities and contribute to their communities is all influenced by this objective.

**Objective 4 - To further develop a motivated, capable and engaged workforce.**

To improve people's lives, we need a very strong leadership that is supported by motivated, engaged and committed staff who have the skills and calibre of the highest quality.

**Objective 5 - Developing quality learning pathways and provision.**

To ensure that all our children benefit from the best possible learning environments and opportunities throughout their school lives by improving the quality of education provision and access to a range of high quality learning pathways. This objective directly supports the Authority's commitment to creating a thriving city with aspirational people.

**Objective 6 - Improve learner voice in decision making.**

Strengthen opportunities at a local authority level for children and young people to influence decisions that affect them.

**Objective 7 - Promote access to Welsh medium education.**

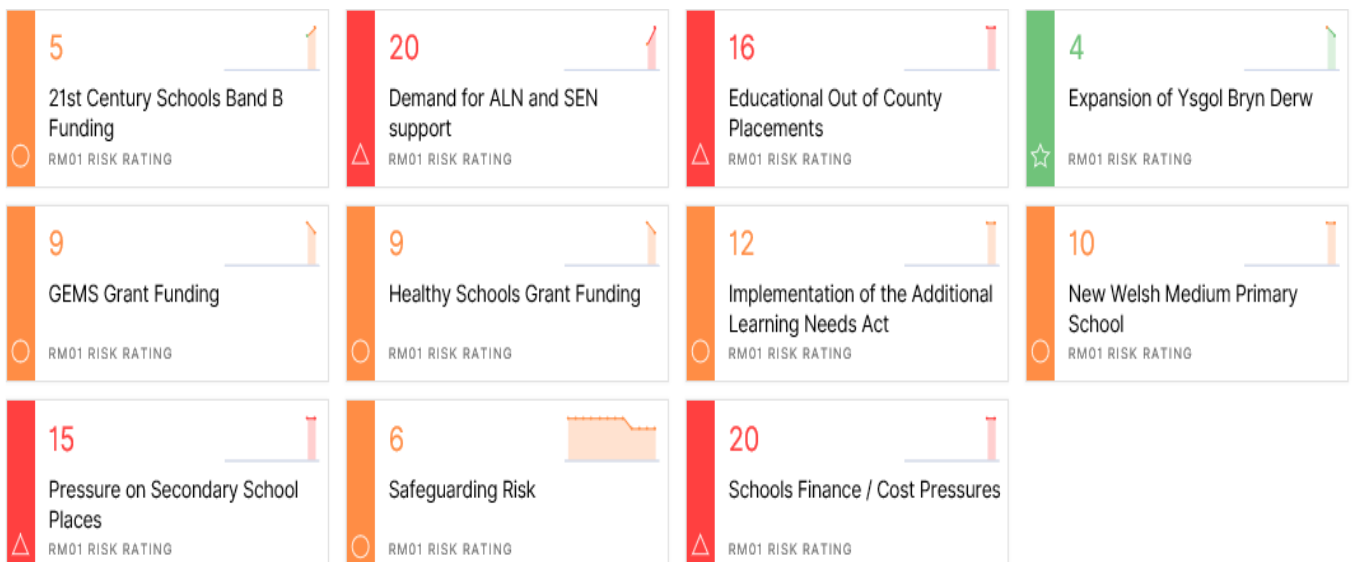
To deliver the strategic plans to develop Welsh-medium education further.

**Executive Summary from the Head of Service**

The Education Service continues to develop and deliver effective leadership and provision, which has resulted in pleasing results in a number of areas including the opening the Glan Llyn Primary School, improved secondary school attendance, strong outcomes of schools inspections and significant progression of schools through the National Healthy Schools Scheme. Objectives detailed in the 2019/20 Education Service plan are aligned with recommendations made by Estyn following the November 2018 inspection and are being progressed appropriately under close monitoring by middle and senior leaders.

Within Education Services, budget holders have had clear instructions and training to prioritise spend on absolute essentials. Staffing vacancies are only filled if the Head of Service agrees that they are absolutely necessary.

**Service Area Risks**



## Glossary

Note: Actions and Performance Measures reported as Green, commentary is optional.

### Actions (Red / Amber / Green)

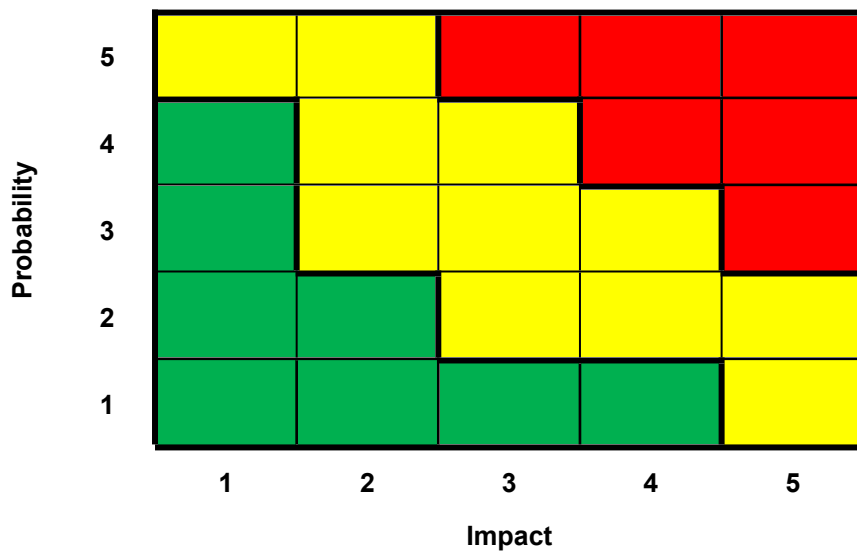
C	Action Complete (Commentary provided is optional)
	Action is on target to complete by agreed timescale (Commentary provided is optional)
	Issues are identified which could impact on the delivery of the action by the agreed timescale
	The action is not going to be able to deliver by agreed timescale and immediate action is required.
?	Update has not been provided for Q2.

### Performance Measures

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

### Risk Table (5x5)

For example: Probability = 5 / Impact = 4 / Total = 20





## 1. Improve School Standards

Action No.	Action Title	Action Description	Start Date	End Date	% Complete	RAG Status	Commentary
1	Estyn Rec 1 - Revise the Education Achievement Service Business Plan	Revise the Education Achievement Service Business Plan to ensure actions for educational development from self-evaluation of academic performance at all levels across the city.	01-Nov-19	31-Mar-20	0%		To be Commenced in Quarter 3 of 2019/20.
2	Estyn Rec 1.1 - Support Schools to Review & Revise Target Setting	(Estyn Rec 1) Support schools to review and revise target setting to reflect national changes and further develop the use of secondary pupil progress data;	01-Sep-19	31-Dec-19	50%		All secondary schools and a selection of primary schools are attending School Development Plan (SDP) professional panels hosted by the LA and EAS during autumn 2019. These panels include a review of provisional targets and local priorities.
Tudalēñ 17	Estyn Rec 1.2 - Pilot the National Self-Evaluation Framework	(Estyn Rec 1) Pilot the national self-evaluation framework and further develop the 'single plan' approach with all schools to ensure that there are robust processes for self-evaluation in schools and settings.	01-Apr-19	31-Mar-20	0%		The launch of the National Self-Evaluation Framework has been delayed.
4	Estyn Rec 1.3 - Implement Regional Strategies	(Estyn Rec 1) Implement the regional strategies for: Welsh language development, literacy, numeracy and digital skills, Foundation Phase, science, technology, engineering and mathematics (STEM), global futures, to improve wider performance measures;	01-Apr-19	31-Mar-20	50%		EAS are implementing these strategies. A half-year EAS progress report is imminent.

Action No.	Action Title	Action Description	Start Date	End Date	% Complete	RAG Status	Commentary
5	Estyn Rec 1.4 - Extend Support & Development for Core and Non-Core Departments	(Estyn Rec 1) Extend the support and development opportunities for core and non-core departments within the secondary phase to improve outcomes, the quality of teaching and leadership and reduce variance within and across schools.	01-Apr-19	31-Mar-20	50%		EAS are implementing support for core and non-core departments to support schools to improve the capped nine measure. A half-year EAS progress report is imminent.
Tuŷalen 18	Estyn Rec 1.5 - Provide Opportunities for Identified Leaders to Experience Levels of Leadership	(Estyn Rec 1) Provide opportunities for identified leaders to experience levels of leadership that they have been unable to access in their own schools; experience leadership in a different context other than their own; break down barriers between phases and different contexts.	01-Apr-19	31-Mar-20	50%		Secondment opportunities and other school to school shared opportunities are in operation across the south wales to enable staff to further develop leadership skills.
7	Estyn Rec 1.6 - Continue to Develop the Learning Network School Strategy	(Estyn Rec 1) Continue to develop the learning network school strategy and the cluster-based approaches to capacity building professional learning and accountability.	01-Apr-19	31-Mar-20	50%		Nominated schools continue to be funded to deliver the LNS strategy to operate to share good practice and develop skills across the region.
8	Estyn Rec 1.7 - Pilot a Range of Peer Working Models	(Estyn Rec 1) Pilot a range of peer working models for developing effective school leadership and pedagogy to include: Primary/secondary interface and core and non-core	01-Apr-19	31-Mar-20	50%		Professor Mick Waters has led the pilot of peer working models across the region. A positive half-year report has been produced and a final evaluation report will be produced in summer 2020.

Action No.	Action Title	Action Description	Start Date	End Date	% Complete	RAG Status	Commentary
		departments within the secondary phase.					
9 Tudalen 19	Estyn Rec 1.8 - Provide a Wider Range of Professional Learning Opportunities & Support	<p>(Estyn Rec 1) Provide a wider range of professional learning opportunities and support for school leaders from the regional specialist HR service plan that support the implementation of the Professional Standards for Teaching and Leadership;</p> <p>Where schools engage with specialist HR support, including professional learning opportunities, this will enable leaders to effectively implement the Professional Standards for Teaching and Leadership through appropriate performance management arrangements;</p> <p>Where governing bodies engage in professional learning, on line self-evaluation or bespoke support programmes they have increased their ability to undertake their role in challenging and supporting school leaders to secure improvement.</p>	01-Apr-19	31-Mar-20	50%		EAS are supporting schools to implement professional standards. Regional HR support is provided in specific cases where required.
10	Estyn Rec 1.9 - Implement a Pilot Project with RADY	(Estyn Rec 1) Implement a pilot project with RADY (Raising Achievement of Disadvantaged Youngsters) in secondary schools to improve the provision for vulnerable learners.	01-Apr-19	31-Mar-20	50%		Raising Attainment of Disadvantaged Youngsters (RADY) project is taking place as part of the Professor Mick Waters peer learning projects.

Action No.	Action Title	Action Description	Start Date	End Date	% Complete	RAG Status	Commentary
		Schools set aspirational individual pupil targets, accurately track pupil progress over time and secure strong progress for nearly all pupils;					Initial mid-year evaluation is positive.
11	Estyn Rec 2 - Newport Education Services Acts as a Professional Partner	Newport Education Services acts as a professional partner to approve secondary school PDG plans.  60% of PDG spend is directed to KS3 and spend is informed and aligned to appropriate Sutton Trust activities.	01-Apr-19	31-Oct-19	80%		Professional panels have met to evaluate, amend and sign off PDG plans of individual schools.
Tudalen 20	Estyn Rec 2.1 - Revise Pupil Development Grant	(Estyn Rec 2) Revise Pupil Development Grant (PDG) Review and sign off processes.  Many schools will submit good-quality grant plans, with the majority making an improvement in the achievement and engagement of vulnerable pupils in line with school targets.	01-Apr-19	02-Oct-19	100%	C	PDG sign off processes have been revised and implemented this financial year. Professional panels have met to evaluate and sign off PDG plans.
13	Estyn Rec 2.2 - Monitor Impact of Wellbeing & LAC Cluster Grant Plans	(Estyn Rec 2) Monitor impact of Wellbeing and Looked After Children Cluster Grant plans.  All cluster pupil development grant plans are agreed by a professional partner approval panel to ensure a wider stakeholder engagement and ownership of this process.	01-Apr-19	31-Mar-20	50%		Initial plans have been signed off. Plans will be monitored in November 2019 and through individual school/LA/EAS meetings.

Action No.	Action Title	Action Description	Start Date	End Date	% Complete	RAG Status	Commentary
14	Estyn Rec 2.3 - Establish T&FG to Write a NCC Vulnerable Learners Strategy	Establish a task and finish group to write a Newport City Council Vulnerable Learners Strategy to include a focus on eFSM learners.  Reduction in the attainment gap between FSM and non-FSM Learners.	01-Apr-19	31-Oct-19	80%		The NCC Learn Well Strategy is currently undergoing consultation with a range of NCC partners. It aims to increase academic and well-being outcomes of Newport learners in addition to increasing pupil participation in decision making. Four working groups will first meet in November and December 2019.
15	Revise Local Authority quality assurance processes for the EAS including the format of the Education Improvement Board.	Revise Local Authority quality assurance processes for the EAS including the format of Education Improvement Board and Intervention Plan Monitoring meetings.	01-Apr-19	20-Sep-19	100%	C	Revision of quality assurance processes and monitoring have been completed and are now being implemented.

## 2. Increase School Attendance Rates and Reduce Exclusion Rates

Action No.	Action Title	Action Description	Start Date	End Date	% Complete	RAG Status	Commentary
1	Audit Secondary School Behaviour Provision	Audit secondary school behaviour provision, cost implications and impact. An accurate overview of secondary provisions and costings is available to inform the planning of secondary ALN provision.	31-Mar-19	25-Jul-19	100%	C	All secondary schools have completed an audit of their behaviour provisions including type of intervention, numbers of pupils supported and the associated costs.
Tudalen 22	Develop and implement a 'Managing Weapons in School' policy	Local Authority Inclusion Advisor, Senior School representatives and the Youth Offending Service Education Officer to develop and implement a 'Managing Weapons in School' policy.	01-Apr-19	31-Jan-20	60%		A draft 'Managing Weapons in School Policy' has been developed. Multi-agency meetings are arranged to expand the policy to ensure a consistent approach is agreed across services including Serious Organised Crime, police, Youth Offending Service and schools. The deadline has been extended to enable these meetings to take place.
	3	Embed Protocol for Schools with Lower Attendance & Higher Exclusions	Embed protocol for schools with lower than expected rates of attendance and protocol for schools with higher than expected rates of exclusions based on monthly, termly and annual data captures and performance against targets.  Protocol embedded and schools challenged via Step 1, Step 2 meetings and IPMs regarding attendance/exclusions that are identified as below/above the expected levels. Attendance	01-Apr-19	30-Sep-19	70%	

Action No.	Action Title	Action Description	Start Date	End Date	% Complete	RAG Status	Commentary
		93.8% for secondary and 95.1% for primary.					improving by 0.2pp on their 2017/18 position (94.8%).
4	Implement Cluster Attendance Policies	Ensure cluster attendance policies are developed and consistently implemented. Cluster plans are fully operational to support the achievement of attendance targets in both primary and secondary sectors and around persistent absentees.	01-Apr-19	31-Mar-20	30%		Cluster attendance policies have been developed and implemented across the Lliswerry and Llanwern clusters of schools. Work is now ongoing with 2 further school clusters to develop consistency of approach through the implementation of cluster policies.
5	Implement School Attendance Media Campaign	Develop and implement a new school attendance media campaign. Cluster plans are fully operational to support the achievement of attendance targets in both primary and secondary sectors and around persistent absentees.	01-Apr-19	31-Mar-20	40%		Feedback from pupils has supported the development of the new marketing campaign with different designs being created for secondary and primary phases, Posters and marketing materials are with the design team for finalisation
Tudalen 23 6	Implement the NCC attendance strategy to reduce rates of persistent absenteeism.	Implement the NCC attendance strategy to reduce rates of persistent absenteeism.	01-Apr-19	19-Jul-2021	40%		Secondary attendance rates in 2018/19 improved to 93.9% with primary attendance rates improving by 0.2pp on their 2017/18 position (94.8%). Indicative data shows that the number of PAs reduced in secondary schools in 2018/19 with the data for primary schools still awaited from Welsh Government.

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

Action No.	Action Title	Action Description	Start Date	End Date	% Complete	RAG Status	Commentary
1	Align foci of Attendance and Wellbeing Forum and the Wellbeing Monitoring Group	Align foci of Attendance and Wellbeing Forum and the Wellbeing Monitoring Group	01-Apr-19	23-Jul-19	100%	C	The attendance and wellbeing forum met in October 2019 to continue their work to learn about and share practice.
2 Tudalen 24	All education Services staff to have completed relevant safeguarding training	All staff are appropriately trained to facilitate safeguarding arrangements.	01-Apr-19	31-Mar-20	92%		92% of relevant staff are up-to-date with the Introduction to Safeguarding (Level 1), the remaining 8% (5 staff) else have either booked on or are in the process of doing so.
							78% of relevant staff are up to date with Recognition to Referral Training (Level 2). The five staff outstanding are due to complete refresher training in November 2019.
3	Embed the implementation of the new national 'safeguarding toolkit' for schools.	All schools have effective safeguarding processes in place	01-Apr-19	31-Mar-20	30%		July 2019 16% schools using the safeguarding toolkit (9 schools) September 2019 30% schools using the safeguarding toolkit (15 schools).  All other schools have a safeguarding self-evaluation in place, but are not currently using the toolkit. Using the toolkit is not mandatory, but it is included in the draft 'Keeping Learners Safe' statutory guidance as a model of good practice. The audit tool is intended to help education settings to identify strengths and weaknesses in their



Action No.	Action Title	Action Description	Start Date	End Date	% Complete	RAG Status	Commentary
							safeguarding arrangements and to ensure they are exercising their legal safeguarding obligations.
4	Estyn Rec 1 - Ensure Pre 16 children who are looked after have access to 25 hours provision a Week	(Estyn Rec 1) To ensure pre 16 children who are looked after have access to at least 25 hours of provision a week delivering accredited courses.	01-Apr-19	31-Mar-20	60%		Monitoring of provision for children who are looked after is being undertaken by a dedicated coordinator. Termly progress towards targets data is analysed at termly meetings of the coordinator with schools. Outcomes data from the summer 2019 GCSE exams is currently being collated for evaluation and review.
Fudalen 25	Estyn Rec 2 - Support vulnerable students to be as academically successful as their peers	Estyn Rec 2 - To support pupils who are vulnerable to be as academically successful as their peers.	01-Apr-19	19-Jul-21	40%		The education services well-being plan includes a strand of activity that will focus specifically on the support being provided to vulnerable learners and reviewing the impact of this.
6	Implement the regional Wellbeing and Equity Strategy	Implement the regional Wellbeing and Equity Strategy	01-Apr-19	19-Jul-21	40%		The regional strategy has been shared and its implementation will be monitored through meetings with regional colleagues and our work as part of the education service new well-being plan. This includes 4 wellbeing strands of activity.
7	Map provision to support the ACEs agenda	Map provision to support the ACEs agenda	01-Apr-19	19-Jul-21	40%		Provision has been mapped with feedback provided to schools at the Autumn Term Attendance and Wellbeing Forum. Sharing of practice activities are now planned.

Action No.	Action Title	Action Description	Start Date	End Date	% Complete	RAG Status	Commentary
8	To further the implementation of the Additional Learning Needs (ALN) and Educational Tribunal Act 2018.	To further the implementation of the Additional Learning Needs (ALN) and Educational Tribunal Act 2018.	01-Apr-19	31-Mar-20	50%		Additional Learning Needs Transformation module programme planned for Registered Education Providers to be rolled out during the autumn and spring term 2019/2020. Regional meetings are ongoing for cluster lead Additional Learning Needs Co-ordinators and regional Additional Learning Needs Co-ordinators. Newport Additional Learning Needs Co-ordinators shared good practice at a Newport conference in July. All schools have completed an Additional Learning Needs Readiness survey which identified priorities to be included in their Additional Learning Needs cluster plans.
9	To support targeted schools to work towards the National Quality Award (NQA) for Healthy Schools	To support targeted schools to work towards the National Quality Award (NQA) for Healthy Schools	01-Apr-19	19-Jul -21	40%		Newport is ranked 1st in the region and 3rd in Wales for National Quality Award achievement. 96% of schools in the city have achieved Phase 3 of the award with those schools not yet to achieve this being new schools or amalgamations. All National Quality Award external verifications demonstrate excellent practice and recognise the support that Healthy Schools staff play in achieving this. All National Quality Award reports

Action No.	Action Title	Action Description	Start Date	End Date	% Complete	RAG Status	Commentary
							<p>have been outstanding with no recommendations.</p> <p>Schools have also been asked for thematic Healthy Schools Reports.</p>

**4. To further develop a motivated, capable and engaged workforce**

Action No.	Action Title	Action Description	Start Date	End Date	% Complete	RAG Status	Commentary
1	Estyn Rec 3 - Provide Ongoing Professional Learning to Staff	(Estyn Rec 3) Provide ongoing professional learning to central education staff to ensure the self-evaluation activities focus on the impact that services have on outcomes and their value for money.	01-Apr-19	31-Mar-20	50%		Education Services hosts a termly forum to support staff professional development. Additionally, team leaders attend the Every Child Group to promote self-evaluation skills. Team Leaders are given individual support to develop team plans, key performance measures and improve their evaluation skills. Individual team leaders attend the senior management meeting to discuss monitoring and evaluation reports.
2	Estyn Rec 3.1 - Implement Self-Evaluation Policy	(Estyn Rec 3) Continue to implement the new Education Services Self-Evaluation Policy.	01-Apr-19	31-Mar-20	50%		The policy has been reviewed and the topics of individual monitoring and evaluation reports required during the 2019/20 financial year has been updated. Reports are regularly discussed by Education Senior Management and Team Leaders in a weekly senior management meeting.
3	Estyn Rec 3.2 - Middle Leaders Present at Termly Events	(Estyn Rec 3) Middle Leaders present high quality monitoring and evaluation presentations at termly Education Service events.  A consistent, high quality approach to self-evaluation will be completed by all officers.  An improvement in team	01-Apr-19	31-Mar-20	50%		Quality monitoring and evaluation reports are shared as good practice at termly Education Service Events. All monitoring and evaluation reports are held on a shared drive for access by all senior and middle leaders.

Action No.	Action Title	Action Description	Start Date	End Date	% Complete	RAG Status	Commentary
		performance measures that appropriately focus on outcomes.					

## 5. Develop quality learning pathways and provision

Action No.	Action Title	Action Description	Start Date	End Date	% Complete	RAG Status	Commentary
1	Complete all works linked to the Education Capital Programme.	Complete all works linked to the Education Capital Programme.	01-Apr-19	31-Mar-20	35%		There are a number of ongoing projects which are at a variety of stages. The Reducing Class Sizes grant project at Maesglas Primary has been delayed although Welsh Government has confirmed that the funding remains secure.
Tudalen 30	Improve access to quality Out of school childcare (before & after school).	Improve access to quality of Out of school childcare (before & after school) provision to enable parents/carers to continue to work	01-Apr-19	31-Mar-20	50%		As of Quarter 1 the number of places and clubs were being sustained (2,266 places and 91 clubs in 40 settings) i.e. stayed the same. However, a private provider has since closed with a loss of 37 places. There is a need for this provision in the area and there are a number of providers who are keen to open up in this area but there is a lack of suitable buildings available for this currently.
3	Maintain Glan Llyn Primary School and support the opening of the school in September 2019.	Maintain Glan Llyn Primary School and support the opening of the school in September 2019.	01-Apr-19	30-Sep-19	100%	<b>C</b>	The school opened as planned in September 2019.
4	Prioritise and commence with early works under the 21CS Band B Programme.	Prioritise and commence with early works under the 21CS Band B Programme, to include any statutory school reorganisation proposals, whilst also securing WG capital funding approval	01-Apr-19	31-Mar-20	40%		The three secondary school projects have commenced. The works at Ysgol Gyfun Gwent Is Coed are currently out to tender, and surveys have been carried out at Bassaleg and Caerleon.

Action No.	Action Title	Action Description	Start Date	End Date	% Complete	RAG Status	Commentary
		through the business case process.					Works in relation to the new school at Whiteheads are dependent on land transfer arrangements.
5	Progress school reorganisation and expansion of Ysgol Bryn Derw	To progress school reorganisation proposal to support expansion of Ysgol Bryn Derw	01-Apr-19	30-Jan-20	60%		Statutory notice has been published and will close on 4th October 2019.
6 Tudalen 31	Review ALN KS2 to KS4 SEBD and ASD provision.	Review ALN KS2 to KS4 SEBD and ASD provision	01-Apr-19	31-Mar-20	60%		A thorough analysis of the Additional Learning Needs data trends and the current capacity for specialist provision has been completed. This review highlighted the need to restructure the Bridge Achievement Centre, commission independent providers to expand Social, Emotional, Behavioural Difficulties provision and the need to explore options to increase capacity for pupils with Autistic Spectrum Disorder.
	Review School Funding Formula.	Review School Funding Formula	10-Oct-19	09-Oct-20	6%		Elements of the funding formula have been prioritised and scheduled for action. This means that specific sections of the funding formula will be reviewed this year and others in 2020/21. A sub group of Schools Budget Forum has been established and will begin to meet to review sections from October 2019.
7							

Action No.	Action Title	Action Description	Start Date	End Date	% Complete	RAG Status	Commentary
							All work will be reported back to Schools Budget Forum.
8	Revise School ALN Review Format in line with the Excellence in Teaching and Leadership.	Revise School ALN Review Format in line with the Excellence in Teaching and Leadership Framework (ETLF)	01-Apr-19	26-Jul-19	100%	C	This has been completed and trialled in a primary school during summer term 2019.
9	Review secondary school catchment areas	To consider a review of secondary school catchment areas to ensure sufficiency of secondary school places across the city	01-Sep-19	31-Aug-21	25%		Proposals have been drafted and will form part of the consultation on admission arrangements for 2021 that will be launched in January 2020.
10	To continue to redevelop and extend provision within the city to accommodate a greater range of needs.	To continue to redevelop and extend provision within the city to accommodate a greater range of needs, ensuring that pupils are placed where their learning is best supported.	01-Apr-19	31-Mar-20	60%		The LA has commissioned two Independent providers to deliver provision for pupils with Social, Emotional, and Behavioural Difficulties. Catch 22 has been commissioned for 12 KS2 placements and Newport Live for 12 KS3 and KS4 placements. The provisions are monitored carefully by our Out Of County Special Educational Needs Officer and through Quality Assurance visits. A consultation is currently being undertaken to expand Ysgol Bryn Derw to a 68 place provision to increase specialist tertiary provision in January 2020.

Tudalen 32



Action No.	Action Title	Action Description	Start Date	End Date	% Complete	RAG Status	Commentary
11	To ensure that Post 16 provision within Newport is meeting the needs of all learners.	To ensure that Post 16 provision within Newport is meeting the needs of all learners and provides good value for money	01-Apr-19	19-Jul-21	40%		Un-validated performance at A level for the 2018-2019 Year 13 cohort indicates an overall increase of 1.6pp in the L3 threshold for Newport. At 3 A*-C grades 2019 performance in Newport (59.2%) was 3.3pp above the regional average.

## 6. Improve learner voice in decision making

Action No.	Action Title	Action Description	Start Date	End Date	% Complete	RAG Status	Commentary
1 Tudalen 34	Estyn Rec 4 - Establish a Pupil Voice Steering Group	(Estyn Rec 4) To establish a steering group regarding pupil voice.  The work around pupil voice across the LA is strategically planned and monitored effectively.	01-Apr-19	31-Mar-20	40%		The Newport Youth Council continues to provide a decision making forum for young people. The education services well-being plan includes pupil participation and decision making as a key strand. A working group has been set up to steer this aspect of the well-being plan. Plans have been developed to establish feedback from secondary pupils by the end of the autumn term 2019 and from primary pupils in the spring term 2020 In addition, The Newport Youth Council continues to provide a decision making forum for young people and their feedback is shared with the working group
2	Estyn Rec 4 - Establish Focus Groups with Vulnerable Young People	(Estyn Rec 4) To establish a mechanism to allow policies to be shared with young people.	01-Apr-19	19-Jul-21	40%		The education services well-being plan includes pupil participation and decision making as a key strand. A working group has been set up to steer this aspect of the well-being plan. Plans have been developed to establish feedback from secondary pupils by the end of the autumn term 2019 and from primary pupils in the spring

Action No.	Action Title	Action Description	Start Date	End Date	% Complete	RAG Status	Commentary
							term 2020. In addition, the Newport Youth Council continues to provide a decision making forum for young people and their feedback is shared with the working group.
Tudalen 35	Estyn Rec 4 - Establish Mechanism for Sharing Policies with Young People.	(Estyn Rec 4) To establish a mechanism to allow policies to be shared with young people.	01-Apr-19	19-Jul-21	40%		Arrangements are being made to ask a target group of Headteachers to bring 2 students with them to the next LA Headteacher meeting (Nov 2019). This will allow consultation to take place on ways of working and seek feedback on work related activities and the education services wellbeing plan
	Estyn Rec 4 - Establish Pupil Participation Network in Primary Schools.	(Estyn Rec 4) To establish the Pupil Participation Network in primary schools across all clusters.	01-Apr-19	19-Jul-21	40%		A Primary Pupil conference is being planned in consultation with schools and pupils to take place during the spring term 2020
	Estyn Rec 4 - Include Pupil Voice Activity on Education Service Team on a Page Priorities	(Estyn Rec 4) All Education Service Team on a Page priorities to include capture of pupil voice activity.  Pupil voice becomes a routine element of the work of all education service teams and is monitored robustly in terms of self-evaluation.	01-Apr-19	19-Jul-21	50%		All Team on A Page documents include consultation and specific actions related to seeking the views of children and young people.

Action No.	Action Title	Action Description	Start Date	End Date	% Complete	RAG Status	Commentary
6	Estyn Rec 4 - Develop strategies to ensure planning and monitoring systems are in place to evaluate our work to develop pupil voice	(Estyn Rec 4) To ensure that appropriate planning and monitoring is in place to evaluate the impact of key strategies to promote pupil voice.  All partners involved in enhancing pupil voice across the authority are aware of their roles and responsibilities in both strategic and operational contexts.	01-Apr-19	19-Jul-21	40%		The education service new well-being plan includes 4 activity strands that will monitor the impact of our work.
Tudalen 36 7	Estyn Rec 4 - Raise Profile of the Youth Council	(Estyn Rec 4) To raise the profile of the Youth Council and consider ways in which it can link with school councils across Newport secondary schools.	01-Apr-19	19-Jul-21	40%		The Youth Council is continuing its work to ensure the views of young people are included in the work of the council.  Newport Youth Council (NYC) is a youth led forum of 11- 25 year olds who live in Newport. Members of the youth council are from varied backgrounds and there are pupils engaging with the NYC from vulnerable backgrounds. The forum supports other linked strategic responsibilities of the Future Generations Involvement remit, Social Services, The Well-being act, and the Participation Standards for Wales.  NYC members set their own meeting agenda, based on the issues that are important to them. Members are

Action No.	Action Title	Action Description	Start Date	End Date	% Complete	RAG Status	Commentary
Tudalen 37							<p>supported by the local authority (LA) to have an active role in the democratic process, for example they have taken part in a travel consultation, constructing a new school attendance campaign and have challenged key decision makers about the decisions made at a strategic level.</p> <p>NYC members are also involved in a number of engagement and recreational activities throughout the year, they have met local policy makers about their priorities. This includes questioning the Police and Crime Commissioner for Gwent about knife crime and exploring the availability of support in terms of child and adolescent mental health services. Members have also been involved in the development of Newport's Wellbeing Plan and will now be involved in the education services well-being plan.</p>

## 7. Promote access to Welsh-medium education

Action No.	Action Title	Action Description	Start Date	End Date	% Complete	RAG Status	Commentary
1	Estyn Rec 5 - Develop Scoping Strategy for Determining the Language Choice of New Schools	(Estyn Rec 5) To ensure that a strategy is in place that supports appropriate scoping arrangements for determining the language choice of any new schools across the city.  Increased provision of WM primary school places to support WG's charter of 1million Welsh speakers across Wales by 2050.	01-Apr-19	30-Sep-20	20%		This is at an early stage although the Council has committed, through the Welsh-medium Capital Grant, that the next new primary school will be Welsh-medium provision.
Tudalen 38	Estyn Rec 5 - Ensure Appropriate Welsh Medium Provision is in Place for ALN Pupils	(Estyn Rec 5) Ensure that Welsh Medium (WM) provision is established to support pupils with Additional Learning Needs  Good quality ALN provision will be created to support pupils attending WM schools. The permanent location for the new Welsh-medium primary school will include provision for a Learning Resource Base.	01-Apr-19	31-Aug-22	30%		Formal consultation has commenced on a proposal to establish a new Welsh-medium primary school from September 2020. The school will include a Learning Resource Base at the permanent location.
3	Estyn Rec 5 - Ensure Provision for Immersion is Reviewed	(Estyn Rec 5) Ensure that provision for immersion is reviewed to ensure that it meets the needs of and demand from children who join WM education later in their school life.  Good quality ALN provision will be created to support pupils attending WM schools. The permanent location for the new Welsh-medium primary school will include provision for a Learning Resource Base.	01-Apr-19	31-Aug-19	100%	<b>C</b>	A primary immersion unit opened at Ysgol Gymraeg Bro Teyrnnon in September 2019, pending the establishment of the fourth Welsh-medium primary school. Funding has also been provided to Ysgol Gyfun Gwent Is Coed to enable the school to provide in-house immersion for secondary age pupils.
4	Estyn Rec 5 - Progress School	(Estyn Rec 5) To progress school reorganisation proposal to establish	01-Apr-19	31-Aug-20	35%		A statutory proposal has been launched by way of a formal

Action No.	Action Title	Action Description	Start Date	End Date	% Complete	RAG Status	Commentary
	Reorganisation Proposal to Establish a 4th Welsh-Medium Primary School	<p>a 4th Welsh-medium primary school.</p> <p>The number of Welsh-medium primary school places will be increased by 50%. Welsh-medium primary school catchment areas are more equitable and support access to Welsh-medium education for children across the city.</p>					consultation with affected stakeholders. This formal consultation period ended on 13th September 2019. A consultation report is currently being drafted.
5	Estyn Rec 5 - Review WM Primary School Catchment Areas	<p>(Estyn Rec 5) To review WM primary school catchment areas to support the establishment of the fourth school.</p> <p>Welsh-medium primary school catchment areas are more equitable and support access to Welsh-medium education for children across the city.</p>	01-Apr-19	31-Aug-21	35%		Revised catchment areas have been proposed through the consultation to establish a fourth primary school.
6	Estyn Rec 5 - Work with Partners to Support Non-Maintained Early Years Provision	<p>(Estyn Rec 5) Work with partners to support new early years provision through the non-maintained sector and childcare settings</p> <p>Increased provision of Welsh-medium early years' places.</p>	01-Apr-19	30-Sep-20	50%		Two new welsh medium sessions are being supported in order that they can apply to be commissioned as non-maintained Foundation Phase Nurseries in an upcoming commissioning round.

Tudalen 39

**Performance Measures at end of Quarter 2 2019/20**

Note: Education performance measures are currently being reviewed at a national level and will be changing from 2020/21. Majority of performance measures are reported annually and will be made available in quarter 4 of 2019/20.

Performance measures reported are based upon the previous academic year attendance records.

<b>Performance Measure</b>	<b>Q2 Figure (or latest) 2018/19 Academic Year</b>	<b>Target 2018/19 Academic Year</b>	<b>Performance</b>	<b>Previous Year (Actual) 2017/18 Academic Year</b>	<b>Comments</b>
National - % Attendance Primary Year-end	94.8%	94.7%		94.6%	
National - % Attendance Secondary Year-end.	93.9%	93.8%		93.4%	



# Scrutiny Report

## Performance Scrutiny Committee – People

### Part 1

Date: 5 November 2019

### Subject Forward Work Programme Update

Author Scrutiny Adviser

The following people have been invited to attend for this item:

Invitee:	Role
Daniel Cooke –Scrutiny Adviser	<b>Present the Committee with the draft work programme for discussion and update the Committee on any changes.</b>

## Section A – Committee Guidance and Recommendations

### 1 Recommendations to the Committee

The Committee is asked to:

#### Committee's Work Programme:

- 1.1 Consider the Committee's Forward Work Programme (**Appendix 1**):
- *Are there any amendments to the topics scheduled to be considered at the next Committee meeting?*
  - *Are there any additional invitees that the Committee requires to fully consider the topic?*
  - *Is there any additional information that the Committee would like to request?*

### 2 Context

#### Background

- 2.1 The purpose of a forward work programme is to help ensure Councillors achieve organisation and focus in the undertaking of enquiries through the Overview and Scrutiny function. Effective work programming is essential to ensure that the work of Overview and Scrutiny makes a positive impact upon the Council's delivery of services.
- 2.2 Further information about the work programming process, including the procedures for referring new business to the programme, can be found in our Scrutiny Handbook on the Council's Scrutiny webpages ([www.newport.gov.uk/scrutiny](http://www.newport.gov.uk/scrutiny)).

- 2.3 The Centre for Public Scrutiny's Good Scrutiny Guide recognises the importance of the forward work programme. In order to 'lead and own the process', it states that Councillors should have ownership of their Committee's work programme, and be involved in developing, monitoring and evaluating it. The Good Scrutiny Guide also states that, in order to make an impact, the scrutiny workload should be co-ordinated and integrated into corporate processes, to ensure that it contributes to the delivery of corporate objectives, and that work can be undertaken in a timely and well-planned manner.

#### **Forward Work Programme Updates**

- 2.4 The Committee's work programme was set in June 2019, including estimated timescales for when the reports will be considered by the Committee. This programme is then managed and implemented by the designated Scrutiny Adviser for this Committee under the direction of the Committee Chairperson.
- 2.5 The Committee agreed to keep a degree of flexibility within its work programme to enable the Committee to respond to urgent / emerging issues. This item is an opportunity for the Committee members to raise any suggested additions to the work programme.

### **3 Information Submitted to the Committee**

- 3.1 The following information is attached:

**Appendix 1:** The current Committee forward work programme;

## 4. Suggested Areas of Focus

### Role of the Committee

The role of the Committee in considering the report is to:

- **Forward Work Programme**

Consider:

- Are there any amendments to the topics scheduled to be considered at the next Committee meeting?
- Are there any additional invitees that the Committee requires to fully consider the topic?
- Is there any additional information that the Committee would like to request?

## Section B – Supporting Information

### 5 Supporting Information

- 5.1 The Corporate Assessment, and the subsequent [follow up assessment](#) provide background information on the importance of good work programming. Specific reference is made to the need to align the Cabinet and Scrutiny work programmes to ensure the value of the Scrutiny Function is maximised.
- 5.2 The latest Cabinet work programme was approved by the Cabinet on a monthly basis for the next 12 months and includes the list of reports scheduled for consideration. Effective forward planning by both Cabinet and Scrutiny needs to be coordinated and integrated in relation to certain reports to ensure proper consultation takes place before a decision is taken. A link to the Cabinet work programme is provided [here](#) to the Committee as part of this report, to enable the Committee to ensure that the work programmes continue to reflect key decisions being made by the Cabinet.

### 6 Risk

- 6.1 If proper work programming procedures are not put in place, the organisation and prioritisation of the work programme is put at risk. The work of Overview and Scrutiny could become disjointed from the work of the rest of the Council, which could undermine the positive contribution Overview and Scrutiny makes to service improvement through policy development.
- 6.2 This report is presented to each Committee every month in order to mitigate that risk. The specific risks associated with individual topics on the work programme will need to be addressed as part of the Committee's investigations.

### 7 Links to Council Policies and Priorities

- 7.1 Having proper work programming procedures in place ensures that the work of Overview and Scrutiny makes a positive impact upon the Council's delivery of services, contributes to the delivery of corporate objectives, and ensures that work can be undertaken in a timely and well-planned manner.

## **6 Financial Implications**

- 6.1 There will be financial consequences for some of the reviews undertaken. These will be commented upon by the Head of Finance as the reports are presented. The preparing and monitoring of the work programme is done by existing staff for which budget provision is available.

## **7 Background Papers**

- [The Essentials - Wellbeing of Future Generation Act \(Wales\)](#)
- [Corporate Plan](#)
- [Cabinet Work Programme](#)
- The Corporate Assessment and [follow up assessment](#).

Report Completed: October 2019

19<sup>th</sup> November 2019

Topic	Role / Information Required	Invitees
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Tudalen 45</p> <p><b>Mid-Year Service Plan Reviews</b></p>	<p><b>Performance Monitoring - holding the executive to account for the Council's performance.</b></p> <p>The Service Plan will provide the Committee with a full picture of Service Areas performance and finances for a specific period of time.</p> <p><b>Monitoring of performance, focusing on:</b></p> <ul style="list-style-type: none"> <li>• Achievement of outcomes and actions within service plans;</li> <li>• Scrutinising progress in improvements to areas of poor performance;</li> <li>• Assessing the extent to which performance objectives are contributing to the overall objectives and priorities of the Council, including Wellbeing Objectives and Improvement Plan Objectives.</li> <li>• Assessing the extent to which performance is in keeping with the performance management strategy;</li> </ul>	<p><b>Children and Young People Services:</b></p> <ul style="list-style-type: none"> <li>• Head of Children and Young People;</li> <li>• Strategic Director – People.</li> </ul>
	<p>The Committee will receive an overview of the performance of the service area including a list of the all of the service plan measures and an indicator of whether the targets have been achieved (Red, Amber and Green status). This will also include a summary of the common measures, which include complaints answered in timeframes, staff sickness rates, and the use of agency staff and overtime. For any red and amber measure, the Committee will also receive more detailed information on these measures.</p> <p><b>Monitoring of budget, focusing on:</b></p> <ul style="list-style-type: none"> <li>• Scrutinising variances in budget;</li> <li>• Assessing the extent to which performance is being achieved within budget;</li> <li>• Reviewing the outcomes and the delivery of agreed savings plans;</li> </ul>	<p><b>Adults and Community Services:</b></p> <ul style="list-style-type: none"> <li>• Head of Adults and Community Services;</li> <li>• Strategic Director – People.</li> </ul>

14<sup>th</sup> January 2020

Topic	Role / Information Required	Invitees
<p><b>2020 – 2021 Draft Budget Proposals and MTFP</b></p> <p>Tudalen 46</p>	<p>Pre decision – to receive and comment on the Cabinet draft proposals as part of the Budget Consultation Process, prior to a final decision being taken by the Cabinet.</p> <p>Aligns with the focus of the Committee in considering the performance of the Council with its terms of reference:</p> <ul style="list-style-type: none"> <li>• Budget Proposals – January 2020</li> <li>• Scrutinising of Service specific proposals a part of the budget consultation process;</li> <li>• Assessing the anticipated impact of the budget proposals on services, performance, service users, partnerships and staffing levels</li> </ul>	<p><b>Education:</b></p> <ul style="list-style-type: none"> <li>• Chief Education Officer;</li> <li>• Strategic Director - People</li> </ul>
		<p><b>Children and Young People Services:</b></p> <ul style="list-style-type: none"> <li>• Head of Children and Young People;</li> <li>• Strategic Director – People.</li> </ul>
		<p><b>Adults and Community Services:</b></p> <ul style="list-style-type: none"> <li>• Head of Adults and Community Services;</li> <li>• Strategic Director – People</li> </ul>