

Agenda

Pwyllgor Craffu ar Berfformiad – Pobl

Dyddiad: Dydd Mawrth, 11 Gorffennaf 2023

Amser: 10.00 am

Lleoliad: Hybrid Meeting

At: Cynghorwyr: W Routley (Cadeirydd), J Cleverly, C Townsend, P Bright, B Davies, P Drewett, D Jenkins, M Al-Nuaimi, R Howells and D Mayer

| Eitem | Wardiau Dan Sylw |
|--------------|--|
| 1 | <u>Ymddiheuriadau</u> |
| 2 | <u>Datganiadau o ddiddordeb</u> |
| 3 | <u>Cofnodion y Cyfarfod Blaenorol (Tudalennau 3 - 10)</u> |
| 4 | <u>Adroddiad Diwedd Blwyddyn - Gwasanaethau Addysg 2022-23 (Tudalennau 11 - 58)</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 Cyngorydd Craffu (Tudalennau 59 - 68)</u> <ul style="list-style-type: none">a) Camau Gweithredu'n Codi (Atodiad 1)b) Diweddariad ar y Rhaglen Gwaith i'r Dyfodol (Atodiad 2) |
| 7 | <u>Digwyddiad Byw</u> Cliciwch yma i wyllo'r Digwyddiad Byw. |

Mae'r dudalen hon yn wag yn

Draft Minutes

Performance Scrutiny Committee - People

Date: 6th June 2023

Time: 10am

Venue: Hybrid Meeting / Committee Room 1

Present: Councillors W Routley (Chair), J Cleverly, T Watkins, B Davies, P Drewett, D Jenkins, A Screen, M Al-Nuaimi.

Sally Anne Jenkins (Strategic Director for Social Services), Natalie Poyner (Head of Children Services), Councillor Stephen Marshall (Cabinet Member for Social Services (Job Share)).

Samantha Schanzer (Scrutiny Advisor), Taylor Strange (Governance Support Officer), Pamela Tasker (Governance Support Officer)

1. Apologies

Mary Ryan (Head of Adult Services)

2. Declaration of Interest

None.

3. Minutes of the previous meeting held: 14th March 2023

The minutes of meetings held **14th March 2023** were **accepted** as a **true and accurate record**.

4. Director of Social Services Annual Report

The Strategic Director for Social Services presented the report.

Questions:

The Committee asked if there had been any financial support for arriving unaccompanied children.

- The Strategic Director informed the Committee that support is provided from the Home Office.

The Committee queried the 300 referrals a month to social services figure in the report.

- The Strategic Director noted most referrals are made by family members or neighbours. The Strategic Director detailed that a high number of referrals have no actions as they are referred to the correct services such as community connectors, carers support etc.
- The Strategic Director noted the 300 referrals a month figure related to Children's Services but Adult Services received similar numbers.
- The Strategic Director informed committee that some referrals are unactionable due to refusal of service by persons that are sound of mind.

The Committee appreciated the pressure social services is under.

- The Strategic Director noted the privilege to help people and the positives in of job despite stress.

The Committee questioned what data is collected in reference to client voice.

- The Strategic Director noted hard data isn't specifically collected. The Strategic Director noted the feedback is recorded on their system but appreciated that it could be tracked and presented more efficiently.
- The Strategic Director highlighted that all staff within the service listen to those they are helping.

The Committee noted comments about the increasing number of residential care homes.

- The Strategic Director highlighted that older people with significant needs are placed into these types of homes which could be run by the Council, charities, or private landlords. The Strategic Director also noted that some care packages are offered in Newport via external companies. The Strategic Director highlighted that many domiciliary carers used are local businesses in Newport.
- The Strategic Director noted that as a result of the Covid-19 pandemic, where sufficient care wasn't available, the need for residential care has increased.
- The Strategic Director informed the Committee that in Newport there is 1 outstanding package of care and highlighted that in Winter, packages of care need to be obtained faster following discharges from hospital due to the nature of the season.
- The Strategic Director detailed the work that the team does with the resident and family to make sure they feel comfortable in choosing what type of care they feel is most appropriate.

The Committee noted in a previous meeting the Strategic Director, the issue of data had arisen.

- The Strategic Director noted the challenge of distorted data as a result of the previous years and Covid-19 pandemic as well as Welsh Government requirements.
- The Strategic Director also noted that while there was a lot of data provided to Committee, without extensive knowledge of it, it may be difficult to understand.

The Committee agreed that it was difficult to find balance with social care packages and praised the team for their hard work.

The Committee queried whether the Short Breaks Service was what had been proposed to be cut in the previous budget meetings.

- The Strategic Director informed the Committee that there is a variety of short break services provided. The Strategic Director informed Committee that Spring Gardens, which the Committee referenced, was one of those services which had had a proposed cut but they were able to apply a different approach.
- The Strategic Director noted that some aspects of the Short Breaks Service are statutory and regulated service requirements must be balanced against budget savings. The Strategic Director noted the difficulty of this.
- The Strategic Director highlighted that they are working with Spring Gardens, to see what other services they can provide.

The Committee noted that reflection on previous years' underspends and overspends should inform budgetary decisions for the following year.

The Committee asked about the development of a regional approach to Children's Services and highlighted some Councils have saved money due to this approach.

- The Strategic Director noted the Regional Integration Fund funded many pieces of work, as well as the Adoption Service being Gwent-wide and contributed to by all 5 Local Authorities. The Strategic Director also informed the Committee other other pieces of work such as Advocacy for Children service and the Frailty Service which is run with the support of Local Authorities and the Health Board.
- The Strategic Director highlighted that some services aren't able to run more cost effectively on a regional level, and the importance of keeping a local presence. The Strategic Director noted that the population breakdown of Newport is slightly different to other councils and therefore it's important to work on what Newport needs.
- The Strategic Director raised that work is always been done to look out how things could be done better both regionally and nationally.

The Committee would like an update on Cambridge House, Forest Lodge and Rosedale.

- The Strategic Director noted work is ongoing at Forest Lodge with annexes currently being worked on.
- The Strategic Director detailed that Cambridge House is currently in the planning process and will likely for at least a year.

The Committee noted the importance of Prevention and Inclusion. The Committee asked what the difficulties were in consolidating teams into the service area.

- The Head of Prevention and Inclusion informed the Committee that teams had been in place for a year. The Head of Prevention and Inclusion noted the main focus being on organising the service as a whole, seeing what specific teams are working on and allocating work in a manner that doesn't overwhelm them. The Head of Prevention and Inclusion also noted that it was important to balance working with the teams on their current work but also planning for the future.
- The Head of Prevention and Inclusion detailed the goal of the service was working with families as early as possible in order to help reduce the escalation of needs.

- The Head of Prevention and Inclusion also noted within 1 week, the play service had 500 attendees which was an increase and due to better planning and coordination as enabled by the service area.

The Committee noted the age change has helped catch children at an early age and asked where the Community Development team is based.

- The Head of Prevention and Inclusion highlighted the Community Development team has had a shift in focus of what their roles will do, consultation was ongoing into this and that the community support should be from very young to very old.

The Committee noted issues with provisions for school holiday support such as Newport play scheme.

- The Strategic Director highlighted six-week full play scheme has never been provided and the huge demand for play scheme support.

The Committee noted asked for clarification on the term coproduction.

- The Strategic Director highlighted that coproduction is working together with those they support on how the service is provided.
- The Strategic Director noted this work can include a variety of spheres such as with the person, with other services etc.
- The Committee highlighted it may be helpful to clarify this term within the report.

The Committee highlighted that it was positive to see Oaklands Short Break Service as a case study within the report.

The Committee also queried that with Oaklands Short Break Service seeing an overspend, how do they stop it being at risk of future budget cut.

- The Strategic Director noted that this was used to cover support for children due to staffing issues in other areas however this has been resolved.
- The Strategic Director highlighted that the team is working to make sure a similar issue doesn't occur.

The Committee wanted to forward their appreciation for the work that Oaklands staff do.

The Committee noted in the service case study noted a word error on page 36.

- The Strategic Director informed the Committee that this will be corrected.

The Committee noted some underspend in the Short Break service.

- The Strategic Director highlighted the underspend is due to the inability to recruit in Short Break which has an effect on the provision of these services and their quality.

The Committee asked why vacancies weren't being filled.

- The Strategic Director referenced shortages across the UK in retention and recruitment within social services.

- The Strategic Director informed the Committee that recruitment and retention will be brought to Scrutiny at a later meeting as an agenda item.
- The Strategic Director noted that some areas in social care are stressful and poorly paid but reinforced that this was a national issue.

The Committee noted that information on demographics for those referred to the service was not included as it was on staff.

- The Strategic Director highlighted this could be included next year.

The Committee asked what is being done to bridge the gender gap in the social care workforce.

- The Strategic Director noted the gender divide in various workforces within the service such as those within management have a higher level of male employees.
- The Strategic Director highlighted that the service tries to cast the widest employment net possible through work streams and other methods.
- The Strategic Director highlighted that the team works with all levels of education, but due to the nature of certain jobs within the sector people have far more options of where to work which can cause issues.

The Committee queried the difference between stress and anxiety and other emotional illnesses as categories for absence.

- The Strategic Director informed Committee that a clarification could be provided by HR.

The Committee asked what was being done currently and what was being explored to best support the workforce.

- The Strategic Director highlighted that recruitment and retention was a national issue.
- The Strategic Director also noted that there are a number of schemes used by Social Services such as the use of Care First etc and staff are also offered clinical supervision for in-depth or complex issues.
- The Strategic Director highlighted that management is sympathetic and caring, not punitive.
- The Strategic Director finally noted appropriate flexibility training and development is offered.

The Committee asked whether staff are kept up to date on manual handling training.

- The Strategic Director informed the Committee that the relevant staff are.

The Committee highlighted the importance of reduced staff illness as well as supporting those in the most effective way possible.

The Committee asked how long staff support had been ongoing.

- The Strategic Director highlighted that some had always been there while some were newly implemented. The Strategic Director confirmed that this was always being reviewed to best serve staff.

The Committee asked how many staff leave the service due to burn out.

- The Strategic Director noted most staff leave for positive reasons such as retirement or promotion, not often due to burnout.
- The Head of Childrens Services noted Covid-19 had an impact on this as people re-evaluated their priorities.

The Committee expressed that staff loss due to retirement was also a loss of knowledge and experience and highlighted that part time offers for these staff should be looked at.

The Committee noted that the data was hard to understand without context and asked for the Strategic Director to draw their attention to relevant information.

- The Strategic Director noted that due to the nature of the data, it can be hard to comprehend. The Strategic Director informed Committee that the nature of contacts is lost in data, as their simplicity or complexity is not noted, only the raw figure.
- The Strategic Director noted page 69 which demonstrated a slow increase in residential care and low waiting list numbers and page 70 which demonstrated care being given quickly where applicable.

The Cabinet Member for Social Services noted change in technology as well as background support has an effect on data and service provision to hopefully deploy the workforce where it can be best used.

The Committee asked for more information regarding walking carers.

- The Strategic Director noted carers working near clients they work with are walking domiciliary carers and this was a small number of care providers.
- The Strategic Director highlighted there has been an increase in asylum seeking children, although the number of children looked after has decreased with the figure fluctuating between 370 and 380.

The Committee asked whether the tables on page 85 were a statutory requirement.

- The Strategic Director confirmed they were.

The Cabinet Member for Social Services noted staff are consulted on a recruitment, retention and support offers regularly and highlighted the importance of continually reviewing this with staff.

5. Conclusion of Committee Reports

- The Committee wanted to express their thanks to Social Services for their continued hard work.

- The Committee felt that the term “coproduction” when referring to care packages could be clarified within the report.
- The Committee recommended that service user data regarding information such as race, ethnicity, age etc should be included in the report so that they could better understand those accessing services.
- The Committee noted that reflection on previous years’ underspends and overspends should inform budgetary decisions for the following year.
- The Committee were content with the report.

6. Scrutiny Advisor Reports

The Scrutiny Advisor informed the Committee that a few items are still outstanding, but these are still being chased up.

The Scrutiny Advisor detailed the Forward Work Programme.

- The Committee were content with this Work Programme.

The date of the next meeting was noted to be **11th July 2023**.

7. Live Event

[Click here to watch the recording.](#)

Mae'r dudalen hon yn wag yn

Scrutiny Report

Performance Scrutiny Committee – People

Part 1

Date: July 2022

Subject 2022/23 Service Plan End of Year Reviews

Author Scrutiny Adviser

| Responsible Cabinet Member / Officer: | Area / Role / Subject |
|---------------------------------------|--|
| Sally Ann Jenkins | Strategic Director for Social Services |
| Sarah Morgan | Chief Education Officer |
| Councillor Deborah Davies | Cabinet Member for Education |

Section A – Committee Guidance and Recommendations

1 Recommendations to the Committee

The Committee is asked:

- 1.1 To consider the following Service Plan Year-End Reviews in relation to their performance for 2022/23. Each Year-end review report includes an Executive Summary, 2022/23 Revenue Budget and Forecasted Outturn, Service Areas Risks, Analysis of Performance against Service Plan Objectives and Performance Measures as at end of Quarter 4 (31st April 2023) for:
- **Appendix 1** – Education End of Year Report 22-23

2 Context

Background

- 2.1 The Corporate Plan 2022-27 has four Well-being Objectives to support its mission an '*Ambitious, Fairer, Greener Newport for Everyone*'. To support the delivery of these objectives and strategic priorities, each service area has developed their service plan. Each service plan outlines its own priorities and how the service area will contribute towards the Corporate Plan 22-27.
- 2.2 The Well-being of Future Generations (Wales) Act 2015 requires all public sector bodies to set Well-being Objectives in their Corporate Plans. To achieve this goal the Council's Corporate Plan 22-27 has four Well-being objectives that will prioritise our focus over the next five years and beyond:
- Newport is a thriving and growing city that offers excellent education and aspires to provide opportunities for all.

- A city that seeks to protect and enhance our environment whilst reducing our carbon footprint and preparing for a sustainable and digital future.
 - Newport is a supportive city where communities and care are at the heart of what we do.
 - Newport City Council is an inclusive organisation that places social value, fairness and sustainability at its core.
- 2.2 To deliver these objectives, in 2022 each service area produced a service plan that outlined how the service area will support the delivery of the Corporate Plan 22-27. Formal monitoring of the Service Plans commenced from 1st January 2023 (Quarter 3) and cover the period to 31st March 2024. These plans will be monitored every quarter and at the end of 2022/23, service areas will complete an End of Year review on the progress against this plan which will be presented to the Performance Scrutiny Committees. This report presents Members with the Year-End Reviews for each Service Plan and Appendices for:
- **Appendix 1** – Education End of Year Report

2.3 Service Plans for 2022/23 include:

- Key programme and project work being undertaken by the service area;
- Service Plan Objectives and planned actions including links to the Strategic Recovery Aims;
- Performance measures including National (Welsh Government / Public Accountability Measures) and locally set measures; and
- Service area risks.

2.3 The Local Government and Elections (Wales) Act 2021 requires Newport Council to Self-Assess:

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

These reports will support the Council’s self-assessment and integrated with its annual Corporate Well-being Self-Assessment report.

2 Information Submitted to the Committee

3.1 This year’s report for Year-end reviews cover the period 1st April 2022 to 31st March 2023 and include: 2022/23 Budget and Forecasted Expenditure, Service Areas Risks, Executive Summary, Analysis of Performance against Service Plan Objectives and Performance Measures.

The updates are structured into the following sections:

| | |
|--|--|
| Introduction | Each report provides an introduction to each service area and their main objectives, budget and forecasted expenditure for the financial year 2022/23. |
| Head of Service Executive Summary | The Executive Summary provides a self-assessment of the service area performance for the last financial year. The summary also self-reflects on the service area successes and challenges faced during the last financial year as well as looking forward towards any new / emerging priorities for 23/24. |
| Service Area 22/23 Overview | This section provides a snapshot overview of progress against its objectives, its risks and also the finance outturn for 2022/23. <i>Note: Corporate and Services risks are reported quarterly to the Council’s Governance & Audit Committee and Cabinet.</i> |
| Programmes & Projects | This section focuses on any programmes and projects being led by the service area. This may contain service area specific projects and/or major projects such as any buildings, infrastructure projects being led by the Council. |

| | |
|--|--|
| Workforce Development | These are actions which the service area in collaboration with the Council's Human Resources team have identified to improve the capacity and capability of the service to meet the needs of the service. |
| Analysis of Progress against Objectives / Actions | <p>Each service plan will have an overview of progress made in 2022/23 (1st April 2022 to 31st March 2023) against the objectives and their actions. The table also shows where actions are supporting the delivery of the Council's Corporate Plan Well-being Objectives and its strategic priorities and any other Council Strategy e.g. Climate Change Plan.</p> <p>Performance against each action will be based upon Red / Amber / Green (RAG) status based upon whether the action is anticipated to be delivered by the agreed date or not. Each action also has a percentage of completion to enable Members to understand the current progression against the action.</p> <ul style="list-style-type: none"> • Green C - Action has been completed • Green % - Action is on target to complete by agreed timescale • Amber % - Issues are identified which could impact on the delivery of the action by the agreed timescale. • Red % - The action is not going to be able to deliver by agreed timescale and immediate action is required. • ? – Unknown – Data missing. |
| Performance Measures | <p>For performance measures that are reported the figure will indicate whether it is achieving its target or if it is under achieving. Where measures are under achieving against the target (Amber / Red) the service area will provide commentary to explain the reason(s) and what action is being taken to improve performance. Performance of the Measures is ranked using the following:</p> <ul style="list-style-type: none"> • Green - Performance is above Target • Amber - Performance is below Target (0-15%) • Red - Performance is under achieving (+15%) • ? – Performance is unknown (data missing) <p>The report will also include the performance measures previous performance in the last three years for comparison.</p> |
| Glossary | Provides an overview of how projects, actions, risks and performance measures are assessed. Any abbreviations used in the document. |

4. Suggested Areas of Focus

4.1 Role of the Committee

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

Assess and make comment on:

- **Corporate Plan** – Service area contribution and delivery against the Council's Corporate Plan 2022-27.
- **Finance** – Consideration of the service area outturn and resources to effectively deliver best value for their services provided and to achieve the objectives identified in their service plan.
- **Objectives and Actions** – Is the service area making good progress against the actions identified in the service plan?
 - For actions that have been completed, has the service area demonstrated what the outcome(s) of delivery are and what impact it has had on the service area.
 - For actions still in progress, are these actions still projected to be completed on time and are there any areas where further clarification is required.
 - Do Members have sufficient assurance that good progress is being made by the service area to support the overall delivery of the Corporate Plan.
- **Performance Measures** – Are there any performance measures that are under performing and is there reasonable explanation and sufficient action being taken to address performance both in the short term and long term.

In drawing its conclusions, the Committee should assess:

- Is the Committee satisfied that the service areas are making good progress against their objectives, actions and performance measures at the end of the last financial year?
- Are there any specific areas which the Committee requires further assurances on its delivery (reported separately through the scrutiny committee work programme)?
- What was the overall conclusion on the information contained within the reports?
- Are there any areas in the report that are missing and/or require further clarification?
- Does the Committee wish to make any Comments / Recommendations to the Cabinet?

4.2 **Suggested Lines of Enquiry**

In evaluating Service Plan performance, the Committee may wish to consider:

- Analysing the Service Plan End of year Reviews and evaluating how well Service Areas performed in 2022/23 against the objectives, actions, recovery aims and performance measures in their service plans;
- Is the service area taking demonstrating sufficient steps to transform or change the way they deliver services to meet the long term needs of its users?
- Are actions appropriately contributing to the Well-being objectives?
- Is any underperformance being addressed and are associated risks being mitigated?
- Are there any emerging risks / issues and lessons learned the service area should consider in the short term and long term?
- Are there any barriers to improving performance of objectives, actions and performance measures in the Service Plans?
- Is the Service Area managing its resources effectively, efficiently to provide best value?

4.3 **Well-being of Future Generations (Wales) Act**

5 Ways of Working

Types of Questions to consider:

| | |
|---|--|
| <p>Long-term</p> <p>The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs.</p> | Do the objectives and actions of the service area take into account the long-term trends that will impact services areas? |
| | Do the objectives and actions consider the needs of service users and future trends of service delivery? E.g. What is the demographic forecast of young people living in Newport services required to support needs of future service users? |
| <p>Prevention</p> <p>Prevent problems occurring or getting worse.</p> | Do the objectives and actions undertaken prevent issues being faced by service users / communities now and in the future? |
| | Are the solutions being provided today having an impact on the root causes of the problem(s)? |
| | Is the service area addressing areas of underperformance that will improve service delivery in the short term and long term? |
| <p>Integration</p> <p>Considering how public bodies' well-being objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies.</p> | Are service areas considering the goals of strategic partner organisations, the Public Services Board and wider regional / national objectives? |
| | Is the progress of delivery against objectives aligned with that of other Council service areas, strategic partners and that of other organisations? |
| <p>Collaboration</p> <p>Acting in collaboration with any other person (or different parts of the organisation itself).</p> | Who does the service area collaborate with (Internal / external) to deliver objectives and actions? |
| | What are the lessons learned and benefits from collaborative working? |
| | How does collaboration benefit the Council and service users in the long term? E.g. resource, knowledge, expertise, best value, outcome(s) for the service user. |
| <p>Involvement</p> <p>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> | How are the views of the service user / wider community and partners being considered in the delivery of services and activities? |
| | How does the feedback of service users, citizens and businesses improve their experience and ensure lessons are learned? |
| | How do you ensure the views of vulnerable and marginalised communities taken into consideration on decision making? |

Section B – Supporting Information

5 Links to Council Policies and Priorities

- 5.1 Service Plan End of Year Reviews directly support the delivery of the Council's Well-being Objectives set in the Council's Corporate Plan 2022-27 and the Strategic Recovery Aims. Furthermore, the four Well-being Objectives contribute towards the delivery of the Gwent Public Services Board Well-being Plan 2023-28 and ultimately the Well-being Goals set in the Well-being of Future Generations Act 2015. An overview of the strategic alignment is highlighted in the table below.
- 5.2 Members of the Committee should also consider the statutory duties that service areas are required to deliver and comply with necessary legislation. These are outlined in the Council's Constitution and where necessary stated in the report.

| | | | | |
|----------------------|-----------------------------------|--|--|--|
| Well-being Objective | 1 – Economy, Education and Skills | 2 – Newport's Environment and Infrastructure | 3 – Preventative and Equitable Community and Social Care | 4 – An Inclusive, Fair and Sustainable Council |
|----------------------|-----------------------------------|--|--|--|

| | | | | |
|--------------|--|---|---|--|
| Aims: | Newport is a thriving and growing city that offers excellent education and aspires to provide opportunities for all. | A city that seeks to protect and enhance our environment whilst reducing our carbon footprint and preparing for a sustainable and digital future. | Newport is a supportive city where communities and care are at the heart of what we do. | Newport City Council is an inclusive organisation that places social value, fairness and sustainability at its core. |
|--------------|--|---|---|--|

6. Background Papers

- [The Essentials – Well-being of Future Generation Act \(Wales\)](#)
- [Corporate Plan 22-27](#)
- Education End of Year Review 22-23

Report Completed: July 2023

END OF YEAR REVIEW

EDUCATION

2022-24



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Strategic Leads

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

Introduction

Newport City Council's Corporate Plan 2022-27 has four Well-being Objectives to support its mission to deliver an *Ambitious, Fairer, 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 and strategic priorities, each service area has developed their service plan. The Education Service Plan 2022-24 outlines its own priorities and how the service will contribute towards the Corporate Plan and deliver continuous improvement.

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

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

Education Services 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

The service area has made strong progress against the Service Plan during the last year. This is demonstrated through 93% of indicators RAG rated as Green and above, 7% rated as amber and no individual actions rated as red.

Support to schools from central education is strong and currently no primary, secondary or special schools in Newport are in an Estyn Statutory Category. Newport is the only local authority in the region not to have any schools in a statutory category.

Newport High School and Malpas Church in Wales Primary have been removed from the Estyn category of 'requiring Special Measures'. Both Headteachers and their staff are to be congratulated on their hard work and resilience during this time.

Over the past year, nine schools have been inspected and six schools have been requested to submit seven 'best practice case studies' for publication.

The additional key strengths I would like to acknowledge at the end of quarter 4 are:

- The development of work to support poverty in schools. This is progressing with enthusiasm from our schools and is essential during this unprecedented time. This can be also seen through the RADY programme and the work around Community Focussed Schools. This will be a continuing focus in our 3-year service plan.
- The excellent work seen with our secondary schools in reducing pupil exclusion periods, with the aim of ensuring pupils are re-integrated back into school quickly to improve their educational opportunities. Newport was ranked joint 1st (for exclusions of 5 days or less) with Cardiff Local Authority in a recent Welsh Government data report.
- The introduction of our Rapid Reviews which have provided further opportunities to complement our existing monitoring and evaluation systems, supporting 'team improvement planning' and sharpening our knowledge and understanding of what is working well and what needs to improve.
- The percentage of Young People who are Not in Education, Employment or Training (NEET), in Newport, remains well below the Wales average figures. Year 11 NEET data is the best in the region and is ranked second best in Wales. Year 11 NEET data is below the All-Wales average for the sixth year running and demonstrates that our provision to support to those at risk of gaining no qualifications remains effective.

| Year Group | Newport | Wales Average |
|------------|---------|---------------|
| Year 11 | 1.3% | 2.1% |
| Year 12 | 0.5% | 0.7% |
| Year 13 | 1.4% | 2.8% |

Some of the challenges to recognise during this past year include.

National Teacher and Headteacher Trade Union Strikes and Action Short of Strike which began in early December 2022. This has prevented us from completing key monitoring tasks in primary schools, although it should be recognised that Newport's positive relationship with its Headteachers has allowed a continued dialogue around priorities and all schools have ensured that they have continued with any work which directly impacts on pupils.

Education Services 2022/23 Overview

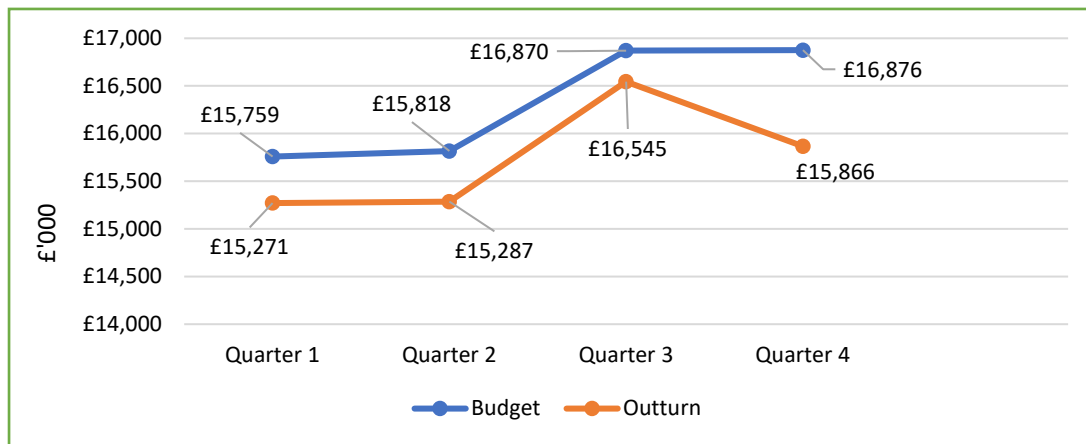
Service Plan Objectives

| Objective | End of Year (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. | |
| 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. | |

Service Area Risks

| Risk | Corporate / Service Risk | Inherent Risk Score | Target Risk Score | Quarter 1 Risk Score | Quarter 2 Risk Score | Quarter 3 Risk Score | Quarter 4 Risk Score |
|---|-----------------------------|------------------------|----------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| Schools Finance / Cost Pressures | Corporate Risk | 20 | 12 | 9 | 12 | 12 | 12 |
| Demand for ALN and SEN Support | Corporate Risk | 20 | 6 | 12 | 12 | 12 | 12 |
| Educational Out of County Placements | Corporate Risk | 20 | 4 | 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 | 12 | 4 | 6 | 6 | 6 | 6 |

Service Area Revenue Outturn 22/23



Tudalen 22

Programmes and Projects

| Programme / Project Title | Project Overview | Well-being Objective(s) supported | Expected Completion Date (Quarter / Year) | Quarter 4 RAG Assessment / % Completion | Commentary |
|---|--|-----------------------------------|---|---|---|
| Sustainable Communities for Learning Programme - Ysgol Gyfun Gwent Is Coed | This project will support improvements to the Council's overall asset management by replacing a poor-quality teaching block with new accommodation suitable for ensuring that the school is able to deliver all aspects of the secondary school curriculum. | Well-being Objective 1 | Quarter 4 2022/23 | C | The build project is complete, and the new facilities were handed over to the school for use in January 2023. The costs associated with the Sports Hall have unfortunately increased, and as this element of the scheme is being fully funded by WG, we await their confirmation as to next steps. This decision is expected in April 2023. |
| 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 | 70% | This project is making excellent progress, with no change to the target completion date. |
| 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 | 15% | This project is still at an early stage whilst scope and funding are determined. |
| 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 | 30% | There have been unforeseen delays in the contractor being allowed to start work on the site, and this is now expected to commence early in the summer term 2023. A revised timeline will be established once works commence. |

| Programme / Project Title | Project Overview | Well-being Objective(s) supported | Expected Completion Date (Quarter / Year) | Quarter 4 RAG Assessment / % Completion | Commentary |
|---|---|-----------------------------------|---|---|---|
| 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 | 25% | The tender process is now complete and the contract has been awarded. This is slightly later than we originally anticipated, but the impact on the project timeline has not yet been quantified. The Planning application will be submitted early in the new financial year. |
| 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% | There is no further update; the Council remains committed to relocating to school to its permanent site from September 2024, dependent on progress on the Whiteheads project. |
| Delivery of Education - Millbrook Primary School Term 24 | 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 | 10% | The school continues to operate from a temporary site whilst a decision on a long-term solution is agreed. Options will be presented to senior colleagues, the Leader and Cabinet Member for consideration in the summer term 2023. This new project is not aligned to the current capital programme. |
| Education Service Rapid Review Programme | To establish a programme of 'Rapid Service Area Reviews' to evaluate the quality-of-service delivery, share good practice and to develop a learning culture across all service areas. | Well-being Objective 1 | Quarter 4 2023/24 | C | A policy has been developed and shared. Two Rapids Reviews have been completed for Additional Learning Needs and Gwent Ethnic Minority Service, in line with the agreed schedule. Team Mangers from across the Education Service and Policy and Performance have acted as peers, which has allowed for the sharing of practice across service areas. Action Plans have been developed to support the few areas identified areas for improvement and best practice has been shared thorough service meetings. |

| Programme / Project Title | Project Overview | Well-being Objective(s) supported | Expected Completion Date (Quarter / Year) | Quarter 4 RAG Assessment / % Completion | Commentary |
|--|---|-----------------------------------|---|---|---|
| Education Service Rapid Review Programme | To establish a programme of 'Rapid Service Area Reviews' to evaluate the quality-of-service delivery, share good practice and to develop a learning culture across all service areas. | Well-being Objective 1 | Quarter 4 2023/24 | C | The process has been effective in further strengthening the services self-evaluation processes and further strengthening cross team working. Next steps will be to plan a programme of Rapid Reviews for the academic year 2023-24. |

Workforce Development

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

| Action | Outcome(s) of Action Delivery | Action Start Date | Expected Completion Date | Q4 RAG Assessment / % Completion | Commentary | |
|------------|--|--|------------------------------|----------------------------------|------------|---|
| Tudalen 26 | 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 | 60% | 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. All LA officers are aware of the need to increase the number of Welsh speakers within Education Services. However, no candidates applying for post in the spring term were able to speak Welsh. The Education Service continue to work with the wider Council and Welsh Government to promote the learning of the Welsh language. |
| | Introduction of 'Rapid Reviews' of service areas with a focus on developing the leadership and management skills of employees. | Improved leadership skills of all leaders, across the service, which are required for peer support and challenge, and to ensure additional quality assurance and improvement systems are in place. | 1 st October 2022 | 31 st March 2024 | C | A policy has been developed and shared. Two Rapids Reviews have been completed for Additional Learning Needs and Gwent Ethnic Minority Service, in line with the agreed schedule. Team Mangers from across the Education Service and Policy and Performance have acted as peers, which has allowed for the sharing of practice across service areas. Action Plans have been developed to support the few areas identified areas for improvement and best practice has been shared thorough service meetings. The process has been effective in further strengthening the services self-evaluation processes and further strengthening cross team working. |

| Action | Outcome(s) of Action Delivery | Action Start Date | Expected Completion Date | Q4 RAG Assessment / % Completion | Commentary |
|------------|--|--------------------------------|-----------------------------|----------------------------------|---|
| | Improved leadership skills of all leaders, across the service, which are required for peer support and challenge, and to ensure additional quality assurance and improvement systems are in place. | 1 st October 2022 | 31 st March 2024 | C | Next steps will be to plan a programme of Rapid Reviews for the academic year 2023-24. |
| Tudalen 27 | All employees in the service develop the skills and capacity to adapt routinely to new environments and circumstances to improve learning and performance outcomes. | 1 st September 2022 | 31 st July 2023 | C | The OECD Learning Organisation Survey was completed by 59 Education Service staff in July 2022. The report was analysed against the seven dimensions. The service has a well-balanced profile against all seven dimensions. A work plan has been developed to support progress against the seven dimensions; which has included a refresh of the service's vision, values, and purpose statement with staff; A review of the professional learning programme to include a bespoke leadership pathway for senior and team leaders. A Professional Learning Policy is in development to support this work. Next steps will include introducing the use of the 'Agile Leadership Tools' to support self-evaluation and improvement planning to align with the Education Service Improvement Model. |

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 End of Year Assessment

| Ref | Action | Action Outcome(s) | Well-being Objective Supported | Start Date | Expected Completion Date | Q4 RAG Assessment / % Completion | Commentary |
|------------|---|---|--|----------------------------|-----------------------------|----------------------------------|--|
| Tudalen Z8 | (Estyn Rec 1) Monitor, evaluate and review the implementation of the EAS (Education Achievement Service) Business Plan 2022-24 and the Newport priorities detailed within the plan; to ensure the service provides value for money. | Schools are effectively supported by the EAS to accurately evaluate their performance, identify priorities for improvement and plan for these in their SDPs. Standards and learner progress in learning and skills improve over time. | WBO 1 / Strategic Priority 5 WBO 1 / Strategic Priority 6 | 1 st April 2022 | 31 st March 2023 | C | The EAS provide a termly impact reports 'Stats and Stories' to the LA and its own governance groups on the EAS Business Plan and progress against Newport Education priorities. These documents have also been shared with the Members of Performance Scrutiny. They provide a comprehensive overview of the delivery and in-part the impact of the EAS Business Plan across Newport's Schools. Monthly Partnership meeting are held with the EAS to monitor progress against the delivery Business Plan and identify next steps, in terms of how best to support individual schools. This is kept under regular review. For schools accessing bespoke support the EAS and LA meet on a half termly basis with these school to discuss progress and the impact of any support, through 'team wound the school' meetings. |

| Ref | Action | Action Outcome(s) | Well-being Objective Supported | Start Date | Expected Completion Date | Q4 RAG Assessment / % Completion | Commentary |
|-----------------|---|---|--|--------------------------------|-----------------------------|----------------------------------|---|
| 1 | (Estyn Rec 1) Monitor, evaluate and review the implementation of the EAS (Education Achievement Service) Business Plan 2022-24 and the Newport priorities detailed within the plan; to ensure the service provides value for money. | Schools are effectively supported by the EAS to accurately evaluate their performance, identify priorities for improvement and plan for these in their SDPs. Standards and learner progress in learning and skills improve over time. | WBO 1 / Strategic Priority 5 WBO 1 / Strategic Priority 6 | 1 st April 2022 | 31 st March 2023 | 90% | The next steps are for the EAS and Newport LA to complete a satisfaction survey with Headteacher on the effectiveness of the EAS and to agree and formalised a regional approach to demonstrate how the local authorities hold the EAS to account for school improvement. |
| Tudalen 29 2 | Work in partnership with the EAS and schools to implement the Framework for Evaluation, Improvement and Accountability, as a key contributor to the self-improving system. | Schools are supported by the LA, EAS through a clear framework of evaluation, improvement, and accountability to embed effective improvement arrangements, whilst implementing the new curriculum and associated reforms. | Continuous Improvement | 1 st September 2022 | 31 st July 2024 | 80% | The EAS have realigned their School Improvement processes to align with 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. School Development Planning Professional Discussions (SDP PD) have been scheduled for all school between September 2022 and July 2023. However, many have not taken place in primary schools since January 2023 due to industrial action. The meetings, to date, have provided the LA with assurance that the schools self-evaluation processes support the identification of appropriate strategic objectives and the support being provided by the EAS and LA is appropriately targeted. |

| Ref | Action | Action Outcome(s) | Well-being Objective Supported | Start Date | Expected Completion Date | Q4 RAG Assessment / % Completion | Commentary |
|------------|--|---|--------------------------------|--------------------------------|----------------------------|----------------------------------|--|
| Tudalen 30 | 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 | 80% | Quality assurance activities completed in many Newport Schools in the autumn term by the EAS determined that in nearly all school 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. There are 4 schools currently 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 this since May 2022 have had positive Estyn inspections, with one primary school Jubilee Park Primary having no Estyn recommendations. Next steps will be to ensure that the EAS provide support to school governing bodies to ensure they have the necessary knowledge and skills to achieve the expectations identified in the guidance. |

| Ref | Action | Action Outcome(s) | Well-being Objective Supported | Start Date | Expected Completion Date | Q4 RAG Assessment / % Completion | Commentary |
|------------|--|--|--------------------------------|--------------------------------|----------------------------|----------------------------------|--|
| Tudalen 31 | 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 | 75% | <p>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. 'The quality of teaching and learning, with a focus on learner progress in lessons'. More recently 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.</p> <p>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. The next step will be to formalise a regional approach for holding the EAS to account by the local authorities, for the effectiveness and impact of their school improvement work with schools.</p> |

| Ref | Action | Action Outcome(s) | Well-being Objective Supported | Start Date | Expected Completion Date | Q4 RAG Assessment / % Completion | Commentary |
|-------------|--|--|--|--------------------------------|-----------------------------|----------------------------------|---|
| Tudatfen 32 | 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 | 75% | <p>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.</p> <p>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.</p> <p>Each term the LA provide a series of Chief Education Officer Briefings on key topics e.g., attendance, cyber security Ed Teach Programme for Schools, WESP and Exclusions.</p> <p>In the autumn term four Newport School took up the offer of attending at least one of the governor training events offered by the EAS and local authority. This is significantly down on 2021-22. However, feedback from this session was overwhelmingly positive.</p> |

| Ref | Action | Action Outcome(s) | Well-being Objective Supported | Start Date | Expected Completion Date | Q4 RAG Assessment / % Completion | Commentary |
|-----------------|--|--|--|--------------------------------|--------------------------------|----------------------------------|---|
| 4 | In partnership with the EAS provide support and advice to governing bodies so they have the knowledge and skills to be democratically accountable for strategic leadership, effective governance and for driving school improvement. | All Governing bodies demonstrate that they are democratically accountable for the strategic leadership of their schools and set the strategic framework to achieve their aims and objectives. Which leads to sustained and continued school improvement. | WBO 1 / Strategic Priority 5 WBO 1 / Strategic Priority 6 | 1 st September 2022 | 31 st March 2024 | 75% | The Chair of Governors were invited to all School Development Planning Professional Discussions in the autumn term with the Chair of Governors or a representative attending in most cases. This provides a key opportunity for the LA to identify where support for governors may be required. The next steps are to audit Newport's governors on the type and topics for training and support they require. |
| Tudalen 33 5 | In partnership with the EAS explore opportunities for governing bodies to function multi-lingually / bilingually for Welsh medium schools; including provision of information and in community languages. | All Governing bodies across the city are fully inclusive and include governors that reflect the ethnic and linguistic character of the school community. | WBO 1 / Strategic Priority 7 | 1 st September 2022 | 31 st December 2023 | 80% | All Governing body correspondence is available through the mediums of English and Welsh. All Welsh medium school governors receive agendas and minutes in bilingually. There have been no requests since 2021 for agenda or minutes in any other language. Almost all school governing body meetings are conducted through the medium of English, with opportunities to turn on captions, in another language, when using Microsoft Teams. However, training needs to be provided to enable governors to use these tools. Translation services are available at a cost to schools. The next steps will be to audit the linguistic profile and needs of Newport's governors. |

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 End of Year Assessment

| Ref | Action | Action Outcome(s) | Well-being Objective Supported | Start Date | Expected Completion Date | Q4 RAG Assessment / % Completion | Commentary | |
|------------|--------|--|---|--|--------------------------------|----------------------------------|------------|---|
| Tudalen 34 | 1 | (Estyn Rec 2) Establish a coherent anti-poverty strategy across all service; building on the successes and learning of the Learn Well Plan. | The performance and wellbeing gap between key vulnerable groups of learners Black and Minority Ethnic, Children Looked After, Free School Meals, Additional Learning Needs and other learners is decreased. | WBO 1 / Strategic Priority 6 WBO 3 / Strategic Priority 4 | 1 st September 2022 | 31 st March 2024 | 90% | An agreed Anti-Poverty Strategy was launched in partnership with Children in Wales with all schools in March 2023. Visits to all Secondary Schools have taken place to discuss the pressures and challenges, they are experiencing due to poverty and the interventions/resources they are having to put in place. Next steps, visits to primary schools will take place in during the summer term. |
| | 2 | Pilot a tiered approach to supporting Children Looked After (CLA) learners, through effective cluster and partnership working with Children's Services and partners. | Personalised provision is in place for all CLA learners across most clusters, which supports good learner progress and well-being. There is a reduction in the number of CLA learners transitioning into the Pupil Referral Unit (PRU) in Key Stage 4 (KS4). To ensure sustainable tenancies and provide CLA 15+ with the skills, experience and knowledge to help them prepare for independent living. | WBO 1 / Strategic Priority 6 WBO 3 / Strategic Priority 4 | 1 st September 2022 | 31 st December 2023 | C | Many school clusters, across Newport have targeted their Pupil Development Grant for CLA appropriately and have assigned a key member of staff to support CLA learners. Where this has been successful, there has been an improvement in pupil attendance, a reduction in exclusions and Looked After Learners who are Not in Education, Employment or Training, (NEET). |

| Ref | Action | Action Outcome(s) | Well-being Objective Supported | Start Date | Expected Completion Date | Q4 RAG Assessment / % Completion | Commentary | |
|------------|--------|---|---|--|----------------------------|----------------------------------|------------|---|
| Tudalen 35 | 3 | (Estyn Rec 1) Further develop the range of curriculum and support opportunities for pre-16 children who are looked after. | 100% of pre-16 CLA pupils have access to an appropriate curriculum and support. | WBO 1 / Strategic Priority 6 WBO 3 / Strategic Priority 4 | 1 st April 2022 | 31 st March 2024 | 90% | To ensure CLA remain engaged with their education a range of strategies are in place. There are regular internal meetings are held between Education and the Children Services. There is now additional capacity in children's Services through the employment of two CLA Mentors who offer targeted support. Year 11 students are closely monitored and supported by both Education and Social Services, to ensure they do not become NEET. All CLA have a Personal Education Plan (PEP) in place. |
| | 4 | Work in partnership with schools to reduce rates of persistent absenteeism including addressing long-term absences arising because of Covid-19. | Reduction in primary and secondary school rates of persistent absence. Increase in the rates of overall attendance in all sectors. | Continuous Improvement | 1 st April 2022 | 31 st March 2024 | 90% | Effective strategies are in place to support schools to improve attendance rates of all groups of learners. All schools have a named Education Welfare Officer who meets with them on a frequent basis and discusses strategies and actions to tackle persistent absenteeism. All Secondary School Headteachers and Chairs of Governors have had a bespoke Attendance and Wellbeing meeting with Local Authority Officers. |

| Ref | Action | Action Outcome(s) | Well-being Objective Supported | Start Date | Expected Completion Date | Q4 RAG Assessment / % Completion | Commentary |
|-----|--|---|--------------------------------|----------------------------|----------------------------|----------------------------------|---|
| 4 | Work in partnership with schools to reduce rates of persistent absenteeism including addressing long-term absences arising because of Covid-19. | Reduction in primary and secondary school rates of persistent absence. Increase in the rates of overall attendance in all sectors. | Continuous Improvement | 1 st April 2022 | 31 st July 2024 | 90% | The meeting has been a 'solution focussed' meeting ensuring targeted support is aimed at the right families. All clusters of schools are invited to attend 'Attendance Clinics' share practice and problem solve. Newport attendance data is tracked monthly and shared with all Headteachers. 'Children who maybe missing in education', are tracked daily and attendance information shared with other service areas. |
| | Implement an updated range of approaches to engage and support families who electively home educate their children in line with Welsh Government Guidance. | An accurate overview is in place of the numbers of children who are electively home educated in Newport. All known EHE (Electively Home Educated) learners are offered support to access to an appropriate education. | Continuous Improvement | 1 st April 2022 | 31 st July 2023 | C | Newport Education have a named officer supporting all known Electively Home Educated Learners (EHE). The following systems and processes are in place, and they all align with current Welsh Government Guidance. Engagement and Learning sessions are offered to support families. Attendance at these events is voluntary. A register is kept of all known Electively Home Educated Learners. Educational materials and resources are shared with engaging families. This year these have included: revision guides, story books and some materials. |

Tudalen 36

| Ref | Action | Action Outcome(s) | Well-being Objective Supported | Start Date | Expected Completion Date | Q4 RAG Assessment / % Completion | Commentary |
|------------|--|---|--|----------------------------|-----------------------------|----------------------------------|---|
| Tudalen 37 | Ensure that young people who arrive in Newport as refugees, asylum seekers, Unaccompanied Asylum Seeker Children (UASC) or through the National Transfer Scheme are supported to maximise their time in education. | The performance and attendance gap between key vulnerable groups of learners and other learners is decreased. | WBO 1 / Strategic Priority 6 WBO 3 / Strategic Priority 6 | 1 st April 2022 | 31 st March 2024 | 90% | <p>New Arrivals; asylum seekers or refugees are all provided by support from the regional GEMS service.</p> <p>Newport Education are able to offer two schools who are hosting Hubs to support Ukrainian arrivals.</p> <p>UASC who are temporally housed are provided with support to complete school registration documentation and access a curriculum offer.</p> <p>Further work is being conducted to offer additional qualification courses through 23/24.</p> <p>Education Officers meet with neighbouring local authorities to discuss numbers of learners arriving and targeting appropriate support.</p> <p>New arrivals are all provided with support from the regional GEMS service.</p> <p>Newport Education offer two schools who are hosting 'Hubs' to support Ukrainian arrivals. This has been very successful practice. Education Officers have visited both Hubs and talked with the students.</p> <p>Many older Ukrainian students have been joining virtual lessons with their school in Ukrainian prior to attending their Newport school every day.</p> |

| Ref | Action | Action Outcome(s) | Well-being Objective Supported | Start Date | Expected Completion Date | Q4 RAG Assessment / % Completion | Commentary |
|------------|--|--|--|----------------------------|----------------------------|----------------------------------|--|
| Tudalen 38 | Embed the work of the Local Authority ICT Strategic Group to implement the Welsh Government Hwb EdTech programme, increase schools' use of Hwb and oversee the effectiveness of the SRS Service Level Agreement for schools. | All schools in Newport meet the baseline national expectation for ICT infrastructure. Increase in the use of Hwb in all schools. Increase in the number of schools receiving ICT support from the LA (Local Authority) preferred provider. | WBO 1 / Strategic Priority 5 Continuous Improvement Digital Strategy | 1 st April 2022 | 31 st July 2023 | C | All schools in Newport meet the baseline national expectation for ICT infrastructure. There has been a significant increase in the use of Hwb across all schools, with all 57 schools in Newport accessing Hwb. In September 2020 there were 42,297 logins to Hwb by September 2022 this had risen to 112,261, per month. 27 schools have had more than 1,000 logins to Hwb for 4+ months in the 2022/23 academic year. All school staff's email accounts have been migrated to the Hwb email domain, which has increased the use of Hwb. The local authority's cyber toolkit for schools was updated in consultation with the Digital Advisory Group and circulated to Headteachers and Chairs of Governors. Headteachers and senior leaders from 25 primary schools participated in cyber training delivered by WG and SW Police Operation Tarian team. Nine Newport schools are accessing bespoke or targeted digital support from the EAS. |

| Ref | Action | Action Outcome(s) | Well-being Objective Supported | Start Date | Expected Completion Date | Q4 RAG Assessment / % Completion | Commentary |
|------------|--|--|--|----------------------------|------------------------------|----------------------------------|---|
| 7 | Embed the work of the Local Authority ICT Strategic Group to implement the Welsh Government Hwb EdTech programme, increase schools' use of Hwb and oversee the effectiveness of the SRS Service Level Agreement for schools. | All schools in Newport meet the baseline national expectation for ICT infrastructure. Increase in the use of Hwb in all schools. Increase in the number of schools receiving ICT support from the LA preferred provider. | WBO 1 / Strategic Priority 5 Continuous Improvement Digital Strategy | 1 st April 2022 | 31 st July 2023 | C | With 18 schools regularly attending the termly EAS Digital Networks. Next steps will be to continue to work with the EAS to further explore targeted support and professional learning for schools. |
| Tudalen 39 | 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 Advanced Level Performance Systems (ALPS) quality indicator for individual schools. | WBO 1 / Strategic Priority 6 | 1 st April 2022 | 31 st March 2024 | 90% | The Post 16 Governance Group Terms of Reference has been updated. Two reports have been shared with schools regarding Post 16 provision. The current arrangements and partnership working across Newport Secondary Schools is effective in delivering a cost effective provision. |
| | Support schools to ensure that learner pathways, aligned to curriculum for Wales, provide an appropriate choice for all learners both pre and post 16. | The performance gap between key vulnerable groups of learners and other learners is decreased at both pre and post 16. | Continuous Improvement | 1 st April 2022 | 31 st August 2024 | 90% | Updates from EAS are provided on a termly basis. Examples of schools sharing their curriculum offers is completed via regional network meetings, school open learning events and completion of Celebrate, Share, Support, Refine (CSSR) activities. |

| Ref | Action | Action Outcome(s) | Well-being Objective Supported | Start Date | Expected Completion Date | Q4 RAG Assessment / % Completion | Commentary |
|------------|---|--|--------------------------------|----------------------------|-----------------------------|----------------------------------|--|
| Tudalen 40 | (Estyn Rec 4) Work with the Youth Council to improve links with learner participation groups across Newport and establish a mechanism to allow young people to shape the policies that affect them. | Effective communication is in place between the Youth Council and secondary school councils. | WBO 1 / Strategic Priority 5 | 1 st April 2022 | 31 st March 2024 | 90% | Nearly all schools can provide examples and evidence that their learners influence school-based decisions and policies, however processes vary, between schools. Some examples included: All Secondary Schools participated in the School Health Research Questionnaire; this data has been used to influence school-based policies. Representatives of Newport's Youth Council, now sit on the Local Authority Standing Advisory Council on Religious Education, (SACRE) Newport Primary Schools have a Pupil Participation Learning Network, this network shares how pupils have influenced school policies and decision making. Next steps include the Assistant Head of Education will be attending the Youth Council to discuss the impact of poverty on education. |

| Ref | Action | Action Outcome(s) | Well-being Objective Supported | Start Date | Expected Completion Date | Q4 RAG Assessment / % Completion | Commentary |
|-----|---|--|--------------------------------|----------------------------|----------------------------|----------------------------------|--|
| 11 | Ensure that Gwent Music is ready to implement the new National Plan for Music and has the skills and capacity to support schools to deliver the new Curriculum for Wales. | Increase in number of schools engaging in class and whole school curriculum and creative projects. Increase in number of young people participating in music provision. | Continuous Improvement | 1 st April 2022 | 31 st July 2024 | C | Gwent Music have planned and communicated their learning offer to all schools across the region. The offer provides opportunities for learners to have access to music during the school day and during outside school hours. Music engagement sessions are offered beyond the hours of the school day. Musicians have returned to being able to show case their skills via concerts etc, since the Covid Pandemic. The Music Service meets all requests for support from schools from across the region. |

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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 End of Year Assessment

| Ref | Action | Action Outcome(s) | Well-being Objective Supported | Start Date | Expected Completion Date | Q4 RAG Assessment / % Completion | Commentary |
|-----------------|---|--|--|--------------------------------|-----------------------------|----------------------------------|--|
| 1 Tudalen 42 | (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 | 20% | An Inclusive Newport - Our Vision for the City over the next 5 years has been developed highlighting the Inclusion successes over the last 5 years and key areas of focus for the next 5 years. An Inclusion Partnership Forum with headteacher representation is planned to be established in the summer term. A draft Inclusion strategy will be created and will be based on the key areas identified in the An Inclusive Newport document and the views of headteachers in the forum. |
| | To develop an effective feedback system for learners, parents and carers to support effective dispute resolution. | The LA has effective feedback processes including dispute resolution systems are in place. Parents, carers and learners with ALN are satisfied with Inclusion services. | Continuous Improvement | 1 st November 2022 | 31 st March 2024 | 15% | Early conversations have taken place between Inclusion Managers to identify appropriate systems which could be used to gather feedback from learners, parents and carers. This area of work has been included in the team plans for each Inclusion team. |
| | 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% | Appropriate mechanisms and systems are in place. Guidance documents to be updated and shared with all schools. Data to be monitored to identify trends and patterns and target appropriate interventions. |

| Ref | Action | Action Outcome(s) | Well-being Objective Supported | Start Date | Expected Completion Date | Q4 RAG Assessment / % Completion | Commentary |
|-------------------------|--|--|--------------------------------|----------------------------|-----------------------------|----------------------------------|---|
| Tudalen 43 ⁴ | Monitor the number and reasons for exclusions on a weekly, monthly, and termly basis; and provide support to schools to ensure Covid-19 response does not negatively influence the number of exclusions. | Exclusion rates continue to be reduced across the city and are in line with or better than the national average. | WBO 1 / Strategic Priority 6 | 1 st April 2022 | 31 st March 2024 | 25% | Weekly and monthly school exclusion data continues to be provided and analysed by the LA in order for exclusions to be tracked and monitored in a timely manner. Exclusion data is used to support those schools and settings with the greatest need. Headteacher and Chair of Governors Exclusion and attendance meetings have taken place with each secondary school to discuss their targets and identify areas for support. In October 2022, Welsh Government produced statistical data detailing national, regional and individual performance of Local Authorities exclusion data for the academic year 2020-21. In regard to exclusions over 5 days per 1,000 pupils, which has been a real focus for the secondary schools, Newport is one of the LAs with the lowest number of this type of exclusion and is joint first with Cardiff. For exclusions up to 5 days per 1,000 pupils Newport is joint 11th with Merthyr Tydfil. |

| Ref | Action | Action Outcome(s) | Well-being Objective Supported | Start Date | Expected Completion Date | Q4 RAG Assessment / % Completion | Commentary |
|----------------------------|--|--|--|----------------------------|------------------------------|----------------------------------|--|
| Tudalen ⁵ 44 | Implement the Additional Learning Needs (ALN) and Educational Tribunal Act 2018, with a particular focus on professional learning for the wider Education and Social Services teams. | All ALN pupils are appropriately supported through evidenced based interventions that are monitored to ensure positive pupil outcomes. | WBO 1 / Strategic Priority 6 WBO 3 / Strategic Priority 4 | 1 st April 2022 | 31 st August 2024 | 30% | Schools have continued to be supported by the Inclusion Enrichment Teams to implement the Additional Learning Needs Code 2022, through developing universal, targeted and specific provisions; and in the use of EduKey information system and provision mapping. During the spring term Individual Development Plan moderation sessions were held with all school clusters. Head teachers and ALNCOs attended these sessions and feedback was very positive. The impact of the work carried out by the Inclusion Enrichment Team can be demonstrated through Estyn inspection reports where Additional Learning Needs practice was highlighted as being excellent or good in the 8 Primary Schools and the 2 non-maintained inspected from April 2022. Newport was also chosen to participate in Estyn's ALN thematic review where the inspector commented upon "the breadth and depth of ALN systems" in Newport. |

| Ref | Action | Action Outcome(s) | Well-being Objective Supported | Start Date | Expected Completion Date | Q4 RAG Assessment / % Completion | Commentary |
|-----------------|---|--|--|--------------------------------|-----------------------------|----------------------------------|--|
| 6 | Develop a Post – 16 Transition Plan to support ALN learner at all points of transition up to the age of 25. | All ALN learners are supported to secure an appropriate Post 16 placement; that meets their learning needs, up to the age of 25. | WBO 1 / Strategic Priority 6 | 1 st September 2022 | 31 st March 2024 | 10% | Links have been made with Coleg Gwent and the Transitional Officer in the Children's Disabilities team. Appropriate data has been shared with the Transitional Support Officer to target pupils in need of additional transition support into their post 16 provision. During the spring term the conversion of Year 11 statements to either Local Authority Individual Development Plans or Further Education Individual Education Plans was completed. |
| Tudalen 45 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 | 15% | The LA has completed a consultation for the opening of a Local Authority Autism Learning Resource Base at Llanwern High School. This provision, if approved, will provide an additional 20 local placements for pupils with autism. Early discussions have taken place regarding the development of a Welsh Learning Resource Base at Ysgol Gymraeg Nant Gwenlli when they move to their permanent site. |

| Ref | Action | Action Outcome(s) | Well-being Objective Supported | Start Date | Expected Completion Date | Q4 RAG Assessment / % Completion | Commentary |
|-----|---|---|--|----------------------------|-----------------------------|----------------------------------|---|
| 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 | 15% | A Welsh speaking Educational Psychologist has been appointed to support the Welsh cluster with individual referrals and Emotional Literate Support Assistants (ELSA) training and supervision. Positive feedback has been received from the schools. The Inclusion Enrichment Team continue to support the Welsh secondary school to develop their inclusion provision. |

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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 End of Year Assessment

| Ref | Action | Action Outcome(s) | Well-being Objective Supported | Start Date | Expected Completion Date | Q4 RAG Assessment / % Completion | Commentary | |
|------------|--------|---|--|--|----------------------------|----------------------------------|------------|---|
| Tudalen 47 | 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 | 50% | Good progress has been made on the 22/23 Education Capital Programme, but inevitably some projects will be undertaken or concluded in 23/24. This is part is due to timescales around notification of grant funding, and the fact that some works can only be carried out during period of school closure. Progress on the overall programme continues to be reported through the People's Services Capital Programme Board which meets half-termly. |
| | 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 | 40% | The project at Ysgol Gyfun Gwent Is Coed is concluded, and new facilities were handed over to the school in January 2023. Good progress continues to be made at Bassaleg School, and there are no concerns that the target date will be missed. Work on the Whiteheads project will commence in the summer term 2023, and a contractor has been appointed for the project at St Andrews Primary School. Funding for the overall programme remains a concern however and is currently being escalated. |

| Ref | Action | Action Outcome(s) | Well-being Objective Supported | Start Date | Expected Completion Date | Q4 RAG Assessment / % Completion | Commentary |
|------------|---|--|--|--------------------------------|------------------------------|----------------------------------|---|
| 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 | 40% | Phase 1 works will be complete by the start of the summer term 2023. In terms of Phase 2 projects, design development in relation to the project at St Julians School is underway. Other Phase 2 works will be progressed in the 2023/24 financial year. The strategy has not been implemented as quickly as was originally intended, but progress is being made. |
| Tudalen 48 | 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 | 60% | The live proposal in relation to the establishment of a new LRB at Llanwern High School is progressing, and a statutory notice was published at the end of March 2023. This proposal will be concluded in the summer term 2023, and if approved will be implemented in September 2023. |
| 5 | (Estyn Rec 5) Ensure that the new Welsh in Education Strategic Plan is implemented from September 2022, and that appropriate mechanisms are in place to monitor progress against targets. | The targets within the new WESP (Welsh in Education Strategic Plan) will be used to further support, promote, and develop Welsh-medium education across Newport over the next 10 years. | WBO 1 / Strategic Priority 7 | 1 st September 2022 | 31 st August 2023 | C | The new WESP was implemented from September 2024. Over the autumn term, an Implementation Plan has been developed focusing on the seven WESP outcome areas, this was submitted to Welsh Government for consideration as required in December 2022. |

| Ref | Action | Action Outcome(s) | Well-being Objective Supported | Start Date | Expected Completion Date | Q4 RAG Assessment / % Completion | Commentary |
|-----|---|---|--------------------------------|----------------------------|-------------------------------|----------------------------------|--|
| 6 | Make appropriate arrangements to ensure that Welsh Government's policy to provide free school meals to all learners in primary schools is implemented within stipulated timescales. | All primary aged pupils are afforded the opportunity of a daily free school meal in line with current WG timelines. | WBO 1 / Strategic Priority 6 | 1 st April 2022 | 31 st October 2023 | 50% | The Council remains confident, through its partnership with Chartwells, that this initiative will be fully implemented across all primary school year groups from September 2023. This is an advance of the target date set by Welsh Government. |

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 End of Year Assessment

| Ref | Action | Action Outcome(s) | Well-being Objective Supported | Start Date | Expected Completion Date | Q4 RAG Assessment / % Completion | Commentary | |
|------------|--------|---|--|---------------------------|--------------------------------|----------------------------------|------------|---|
| Tudalen 50 | 1 | Revisit service aims and values to consider whether they are currently valid in setting the strategic direction of Education across the City. | Reflection informs consideration of continuation or review of service vision, aims and values. | Continuous Improvement | 1 st October 2022 | 31 st March 2023 | C | The Service vision and values have been reviewed. The service has now had time to consider how vision and values could be reflective of local and national changes brought about by educational reforms in Wales driven by the National Mission e.g. Curriculum for Wales and the ALN Act. The next step will be to feed this work into the review of the corporate vision and values during summer 2023. |
| | 2 | Introduce twice yearly 'Rapid Reviews' of service areas. | Sharing of good practice across the service and teams support a culture of learning. Improvements in systems, practice, and service delivery through improved peer to peer working and that robust quality assurance systems are in place. | Education Self-Assessment | 1 st September 2022 | 30 th April 2023 | C | A policy has been developed and shared. Two Rapid Reviews have been completed for Additional Learning Needs and Gwent Ethnic Minority Service, in line with the agreed schedule. Team Managers from across the Education Service and Policy and Performance have acted as peers, which has allowed for the sharing of practice across service areas. Action Plans have been developed to support the few areas identified for improvement and best practice has been shared through service meetings. |

| Ref | Action | Action Outcome(s) | Well-being Objective Supported | Start Date | Expected Completion Date | Q4 RAG Assessment / % Completion | Commentary |
|------------|--|---|--------------------------------|--------------------------------|------------------------------|----------------------------------|---|
| 2 | Introduce twice yearly 'Rapid Reviews' of service areas. | Sharing of good practice across the service and teams support a culture of learning. Improvements in systems, practice, and service delivery through improved peer to peer working and that robust quality assurance systems are in place. | Education Self-Assessment | 1 st September 2022 | 30 th April 2023 | C | The process has been effective in further strengthening the services self-evaluation processes and further strengthening cross team working. Next steps will be to plan a programme of Rapid Reviews for the academic year 2023-24. |
| Tudalen 51 | Review systems and processes 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 | 75% | A new Education Improvement Model has been agreed and shared across the service. This has been supported by reflection on current service vision and values. A new policy for service self-evaluation has been drafted and a monitoring, evaluation and review calendar is in development. The introduction of rapid reviews has further strengthened the services self-evaluation processes. The quality of monitoring and evaluation reports have been further improved, through a revised template, guidance notes and support for team mangers; to make them more focused and evidence based. |

| Ref | Action | Action Outcome(s) | Well-being Objective Supported | Start Date | Expected Completion Date | Q4 RAG Assessment / % Completion | Commentary |
|------------|---|---|--------------------------------|--------------------------------|-----------------------------|----------------------------------|---|
| Tudalen 52 | 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 | 60% | School Develop Plan (SDP) Professional discussions have been scheduled with all schools in Newport for the academic year. However, these have been postponed for almost all primary schools in the spring and summer term due to industrial action. 100% of Secondary School SDP sessions took place. All Newport Schools have a SDP which is shared with the LA and EAS. Following the SDP professional discussion the LA maintain a record of all SDPs and the LA support, agreed with the schools at these meeting. These are then shared with teams, so support can be effectively managed. 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, self-evaluation activities. |
| | 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 | 75% | The OECD Learning organisation survey was completed by 59 Education Service staff in July 2022. The report was analysed against the seven dimensions. The service has a well-balanced profile against all seven dimensions. |

| Ref | Action | Action Outcome(s) | Well-being Objective Supported | Start Date | Expected Completion Date | Q4 RAG Assessment / % Completion | Commentary |
|------------|--------|--|---|---------------------------|----------------------------|----------------------------------|---|
| Tudalen 53 | 5 | Use the OECD Organisational Survey as a self-evaluation tool to improve service delivery and outcomes. | Service delivery and outcomes are aligned to a clear and agreed vision and learning plan. | Education Self-Assessment | 1 st July 2022 | 31 st July 2023 | C A work plan has been developed to support progress against the seven dimensions; which has included a refresh of the service's vision, values, and purpose statement with staff; A review of the professional learning programme to include a bespoke leadership pathway for senior and team leaders, a Professional Learning Policy is in development to support this work. Next steps will include introducing the use of the 'Agile Leadership Tools' to support self-evaluation and improvement planning to align with the Education Service Improvement Model. |
| | 6 | Map and expand participation of all Education Services staff in professional learning, through performance managements and through structured learning opportunities, research, and collaboration. | A consistent, high-quality approach to self-evaluation will be completed by all officers. Value for money, high quality provision is offered by all central and commissioned services. | Continuous Improvement | 1 st April 2022 | 31 st March 2023 | C Professional learning for the wider education service team has been mapped using the outcome of the OECD Learning Organisation Survey and will be delivered through whole service events. A programme of Leadership Development has been implemented for senior leaders and team managers. A new Professional Learning Policy is in development, which will identify a programme of core and targeted professional learning and development. |

| Ref | Action | Action Outcome(s) | Well-being Objective Supported | Start Date | Expected Completion Date | Q4 RAG Assessment / % Completion | Commentary |
|------------|--|---|--|----------------------------|--------------------------------|----------------------------------|--|
| 6 | Map and expand participation of all Education Services staff in professional learning, through performance managements and through structured learning opportunities, research, and collaboration. | A consistent, high-quality approach to self-evaluation will be completed by all officers. Value for money, high quality provision is offered by all central and commissioned services. | Continuous Improvement | 1 st April 2022 | 31 st March 2023 | C | Professional learning including all mandatory training is tracked for all employees. |
| Tudalen 54 | 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 | 75% | This work has continued and will be revisited in the summer term 2023 once all schools have submitted their Governing Body approved budgets and spending plans for the 2023/24 financial year. |
| | 8 | 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 | 60% |

Performance Measures

| Performance Measure / Description | Reporting Frequency (Quarterly / Half-yearly / Annual) | Actual 2020/21 | Actual 2021/22 | Actual 2022/23 | Target 2022/23 | Commentary |
|--|---|-------------------|-------------------|-------------------|-------------------|--|
| Percentage of Young people NEET 13 | Annual | 2.1% | 1.1% | 1.4% | 1.1% | Despite Newport not achieving its target 1.1%, in comparison to the Welsh average, Newport remains below the Welsh average of 2.8%. As highlighted in the report, we are supporting schools; and vulnerable and disadvantaged learners with pathways so that will not become NEET. |
| Percentage of Young people NEET Year 11 | Annual | 1.4% | 1.3% | 1.3% | 1.3% | |
| Percentage of 16 - 18 year olds not in education, employ or training | Annual | 2.6% | 2.6% | 2% | 2% | |
| Percentage of Young people recorded as unknown following compulsory education | Annual | 1.13% | 1.09% | 0.6% | 1.1% | |
| (New) Percentage of schools inspected that are in an Estyn statutory category. | Annual | Not Available | Not Available | 0% | 5% | |
| (New) Number of Permanent exclusions per 1,000 pupils (Academic year 20/21) | Annual | 0.3 | 0.55 | 0.33% | 0.58% | In October 2022, the Welsh Government produced statistical data detailing national, regional and individual performance of Local Authorities exclusion data for the academic year 2020-21. Although this data showed Newport was above the Welsh average for permanent exclusions during 2020-21 with 0.55 per 1,000 pupils, significant improvement has been made which can be demonstrated through the 2021-22 full Year data of 0.33 per 1,000 pupils which is reported in 2022-23. |

| Performance Measure / Description | Reporting Frequency (Quarterly / Half-yearly / Annual) | Actual 2020/21 | Actual 2021/22 | Actual 2022/23 | Target 2022/23 | Commentary |
|---|--|-------------------|-------------------|-------------------|-------------------|--|
| (New) Number of Permanent exclusions per 1,000 pupils (Academic year 20/21) | Annual | 0.3 | 0.55 | 0.33% | 0.58% | Factors which have led to this decrease in permanently excluded pupils include Newport's multi-agency "Violence Reduction Protocol" introduced in September 2021 which will be further developed into the "Reduction of Harmful Behaviours Protocol", Attendance and Exclusion meetings with all Secondary Head teachers and Chairs of Governors, bespoke support for schools from the Inclusion Advisory Service, secondary school exclusion targets and exclusion data analysis provided to each secondary School. |

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. |

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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 | | | | |

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Abbreviations

| Abbreviation | Description |
|--------------|--|
| ALN | Additional Learning Needs |
| ALPS | Advanced Level Performance Systems |
| CLA | Children Looked After |
| EAS | Education Achievement Services |
| ESMT | Education Senior Management Team |
| GEMS | Gwent Education Minority Service |
| ICT | Information and Communication Technology |
| NEET | Not in Education, Employment or Training |
| OECD | Organisation for Economic Co-operation & Development |
| SACRE | Standing Advisory Council on Religious Education |
| SEN | Special Education Needs |
| SDP | School Development Plan |
| UASC | Unaccompanied Asylum Seeker Children |
| WESP | Welsh in Education Strategic Plan |



Scrutiny Report

Performance Scrutiny Committee – People

Part 1

Date: July 2023

Subject Scrutiny Adviser Report

Author Scrutiny Adviser

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

| Invitee: | Role |
|--------------------------------------|--|
| Samantha Schanzer (Scrutiny Adviser) | Present the Committee with the Scrutiny Adviser Report for discussion and update the Committee on any changes. |

Section A – Committee Guidance and Recommendations

Recommendations to the Committee

The Committee is asked to:

1. Action Plan

Consider the Actions from previous meetings (**Appendix 1**):

- *Note the responses for the actions;*
- *Determine if any further information / action is required;*
- *Agree to receive an update on outstanding issues at the next meeting.*

2. Committee's Work Programme:

Consider the Committee's Forward Work Programme Update (**Appendix 2**):

- *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 topics?*
- *Is there any additional information that the Committee would like to request?*

2 Context

Background

Action Sheet

- 2.1 Attached at **Appendix 1** is the Action Sheet from the Committee meetings. The updated completed actions are included in the table.
- 2.2 Any actions that do not have a response will be included on the Action Sheet at the next meeting to ensure that the Committee can keep track of outstanding actions.

Forward Work Programme

- 2.3 Attached at **Appendix 2** is the Forward Work Programme. 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.
- 2.4 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).
- 2.5 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.
- 2.6 The Forward Work Programme was set in August 2022 and is then managed and implemented by the designated Scrutiny Adviser for this Committee under the direction of the Committee Chairperson.
- 2.7 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 amendments to the Work Programme.

3 Information Submitted to the Committee

- 3.1 The following information is attached:

Appendix 1: Action Sheet from Previous Meetings;

Appendix 2: Forward Work Programme

4. Suggested Areas of Focus

Role of the Committee

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

- **Action Sheet from Previous Meetings - Appendix 1**
 - Consider the responses to the actions from the meeting;
 - Are you satisfied that you have received the necessary information?
 - Are there any further issues arising from the responses that you would like to raise?
 - For the actions that do not have responses – these actions will be rolled over to the next meeting and reported back to the Committee.
- **Forward Work Programme Update - Appendix 2**
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 topics?
 - 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. Links to Council Policies and Priorities

- 6.1 Having proper work programming procedures in place ensures that the work of the Performance Scrutiny Committee – People 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.

6.2

| Well-being Objective | 1 – Economy, Education and Skills | 2 – Newport’s Environment and Infrastructure | 3 – Preventative and Equitable Community and Social Care | 4 – An Inclusive, Fair and Sustainable Council |
|----------------------|--|--|--|--|
| Aims: | Newport is a thriving and growing city that offers excellent education and | A city that seeks to protect and enhance our environment whilst reducing | Newport is a supportive city where communities and care are at the | Newport City Council is an inclusive organisation that places social |

| | | | | |
|--|---|--|----------------------|---|
| | aspires to provide opportunities for all. | our carbon footprint and preparing for a sustainable and digital future. | heart of what we do. | value, fairness and sustainability at its core. |
|--|---|--|----------------------|---|

7 Wellbeing of Future Generation (Wales) Act

7.1 The Wellbeing of Future Generations Act 2015 which came into force in April 2016 sets the context for the move towards long term planning of services.

7.2 General questions

- How is this area / policy affected by the new legislation?
- How will this decision / policy / proposal impact upon future generations? What is the long term impact?
- What evidence is provided to demonstrate WFGA has been / is being considered?
- Evidence from Community Profiles / other data?
- Evidence of links to Wellbeing Assessment / Objectives / Plan?

7.3 Wellbeing Goals

- How are the Wellbeing goals reflected in the policy / proposal / action?
 - *A prosperous Wales*
 - *A resilient Wales*
 - *A healthier Wales*
 - *A more equal Wales*
 - *A Wales of cohesive communities*
 - *A Wales of vibrant culture and thriving Welsh language*
 - *A globally responsible Wales*

7.4 Sustainable Development Principles

- Does the report / proposal demonstrate how as an authority we are working in accordance with the sustainable development principles from the act when planning services?
 - **Long Term**
The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs
 - **Prevention**
How acting to prevent problems occurring or getting worse may help public bodies meet their objectives
 - **Integration**
Considering how the public body's well-being objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies
 - **Collaboration**
Acting in collaboration with any other person (or different parts of the body itself) that could help the body to meet its well-being objectives
 - **Involvement**
The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves.

8 Background Papers

- [The Essentials - Wellbeing of Future Generation Act \(Wales\)](#)
- [Corporate Plan 2022-27](#)
- The Corporate Assessment and [follow up assessment](#)

Report Completed: July 2023

Mae'r dudalen hon yn wag yn

**PERFORMANCE SCRUTINY COMMITTEE - PEOPLE
ACTION SHEET**

| | Agenda Item | Action | Responsibility | Outcome |
|---|--|--|---|---------------------|
| 1 | Children and Young People's End of Year Report / Adult Services End of Year Report | Breakdown of underspend reallocation be distributed to committee | Director of Social Services/Heads of Service (Social Services)/Scrutiny Advisor | CHASED – 03.07.23 |
| 2 | Adult Services End of Year Report | Provide information to committee regarding Newport specific Home First data | Head of Adult Services/Scrutiny Advisor | CHASED – 03.07.23 |
| 3 | Registered Social Landlords | Provide a written answer to the question asked regarding social housing and affordable homes | Head of Housing and Communities/Scrutiny Advisor | COMPLETE – 03.07.23 |

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Scrutiny

Performance Scrutiny Committee – People

Draft Work Programme: June 2023 to May 2024

| Meeting | Agenda Items |
|------------|--|
| 06/06/2023 | <ul style="list-style-type: none">• Director of Social Services Annual Report |
| 11/07/2023 | <ul style="list-style-type: none">• End of Year Performance Reviews - Education |
| 25/07/2023 | <ul style="list-style-type: none">• End of Year Performance Reviews – Social Services |
| 26/09/2023 | <ul style="list-style-type: none">• Estyn Outcomes in Newport Schools Annual Report |
| 28/11/2023 | <ul style="list-style-type: none">• Mid Year Performance Reviews – Education |
| 12/12/2023 | <ul style="list-style-type: none">▪ Mid Year Performance Reviews – Social Services |
| 02/01/2024 | <ul style="list-style-type: none">• Budget Proposals and MTFP – Consultee Meeting |
| 20/02/2024 | <ul style="list-style-type: none">• Regulated Services Reports• Short Breaks Offer |
| 26/03/2024 | <ul style="list-style-type: none">• Recruitment and Retention Report for Social Services and Education |

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