

# Education Services

## Mid-Year Review 2020/21








**Cabinet Member for Education Service –**

**Councillor Gail Giles**

**Head of Service – Sarah Morgan**

## Introduction

This is the Education Service update on the progress being made against the objectives, actions, performance and risk for the period 1<sup>st</sup> April 2020 to 30<sup>th</sup> September 2020. Service plans have been designed to support the delivery of the [Council's Corporate Plan 2017-22](#) and the [Council's Strategic Recovery Aims](#) in response to the Covid-19 crisis. As one of the 44 public bodies, Newport Council must consider the Well-being of Future Generations Act in the delivery of its plans and the sustainable development principle of meeting our duty under the Act.

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.

To support the delivery of the Council's Corporate Plan 2017-22 and the Strategic Recovery Aims, the Education Service Plan 2020/21 focuses on the delivery of:

- **Wellbeing Objective 1** –To improve skills, education and employment opportunities; and
- **Strategic Recovery 1** – Understand, and respond to, the additional challenges which Covid19 has presented, including loss of employment, impact on business and on the progress, achievement and wellbeing of both mainstream and vulnerable learners.

The 2020/21 Service Plan has seven objectives that are focused on:

### **Objective 1 – Improve school standards**

Improving the academic attainment of Newport pupils is a commitment within the Newport City Council Corporate Plan 2017-2022. A key lever to deliver this commitment through the commissioning of actions to be delivered by the Education Achievement Service (EAS) and detailed in the EAS Business Plan 2020/21. The delivery of services is quality assured through NCC Education Services and is has oversight by the Joint Executive Group (JEG) and the EAS Company Board.

### **Objective 2 – Increase school attendance rates and reduce exclusion rates**

The rates of school attendance at primary and secondary level have been demonstrated to link to the academic attainment of pupils. Therefore, raising the rate of school attendance and reducing the rate of school exclusions will support the NCC Corporate Plan 2017-2022 commitment to increase the academic attainment of pupils in Newport schools.

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

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

### **Objective 4 – To further develop a motivated, capable and engaged workforce**

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

## Objective 5 – Developing quality learning pathways and provisions

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

## Objective 6 – Improve learner voice in decision making

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

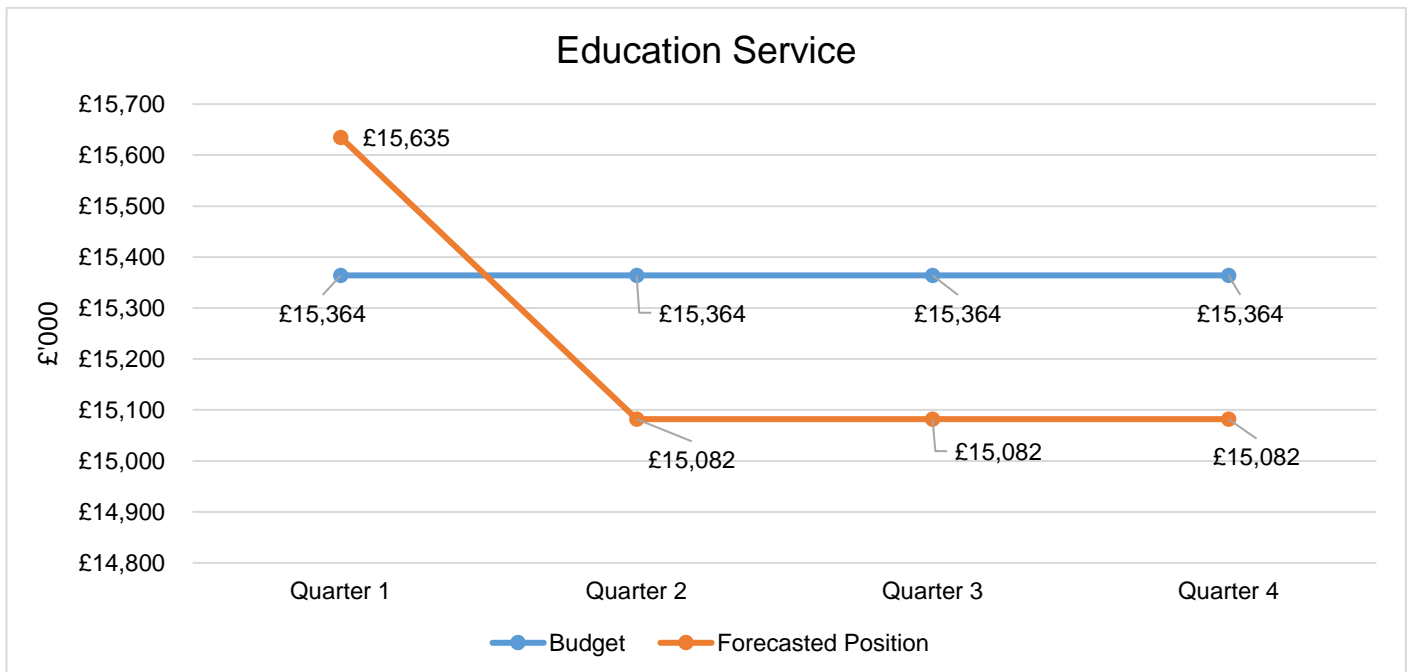
## Objective 7 – Promote access to Welsh medium education

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

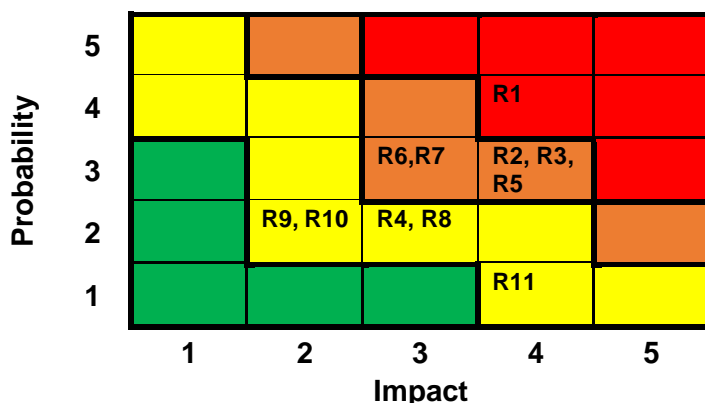
## Objective 8 – School budgets are effectively managed

Through risk based support to schools, Education services will ensure budgets are managed effectively and where necessary take necessary actions to prevent overspending and ensure schools have the required controls and governance processes in place.

### 2020/21 Budget and Forecasted Expenditure



### Service Risks as at 30<sup>th</sup> September 2020



Education Services' Risk Heat Map Key (Quarter 2 2020/21)	
R1 – Schools Finance / Cost Pressures	R7 – Pressure on Secondary School Places
R2 – Demand for ALN and SEN support	R8 – Provision of school places
R3 – Educational Out of County Placements	R9 – 21 <sup>st</sup> Century Schools
R4 (Led by Social Services) – Safeguarding	R10 – Healthy Schools Grant funding
R5 – GEMS Grant	R11 – New Welsh Medium Primary School
R6 – Implementation of Additional Learning Needs Act	

Corporate / Service Risk	Risk Score Quarter 3 2019/20	Risk Score Quarter 4 2019/20	Risk Score Quarter 1 2020/21	Risk Score Quarter 2 2020/21
Corporate Risk – Schools Finance / Cost Pressures	20	16	16	16
Corporate Risk – Demand for ALN and SEN support	20	16	16	12
Corporate Risk – Educational Out of County Placements	16	16	16	12
Corporate Risk (Led by Social Services) – Safeguarding	6	6	6	6
Service Risk – GEMS Grant	9	20	6	12
Service Risk – Implementation of Additional Learning Needs Act	12	8	9	9
Service Risk – Pressure on Secondary School Places	15	15	9	9
Service Risk – Provision of school places	-	-	6	6
Service Risk – 21 <sup>st</sup> Century Schools	5	4	4	4
Service Risk – Healthy Schools Grant funding	4	4	6	4
Service Risk – New Welsh Medium Primary School	15	15	8	4

### Executive Summary from the Head of Service

The Education Service continues to develop and deliver effective leadership and provision, which has been reflected in the response of the service to the Covid 19 pandemic. Central education worked with schools to provide childcare and support for children of critical workers and to vulnerable learners. In September 2020 schools reopened in line with Newport City Council recovery objectives and Welsh Government guidance linked to school operations and the development of blended learning.

School finances remains a significant priority for the service and is an area of focussed activity. The service has continued to progress key objectives aligned to recommendations made by Estyn following the November 2018 and the Joint Services Inspection that took place in December 2019. Furthermore, actions to address local priorities identified through comprehensive monitoring and self-evaluation have been appropriately progressed.

### Glossary

#### Actions (Red / Amber / Green)

C	Green RAG – Completed
	Green RAG – Action is on course to be completed within timescale
	Amber RAG – There are potential issues which unless addressed the action might not be achieved within agreed timescales.
	Red RAG – The action requires immediate action to achieve delivery within agreed timescales.
?	Unknown RAG (Data missing)

## Service Plan Update (30<sup>th</sup> September 2020)

### 1. Improve School Standards

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	% of Action Completed (Red / Amber / Green)	Action Commentary
1.0	Revise the Education Achievement Service Business Plan to ensure actions for educational development from self-evaluation of academic performance at all levels across the city.	Individual learners will achieve their school level targets and schools will achieve their statutory targets e.g. capped nine.	<b>Strategic Recovery Aim 1:</b> Support schools and other education establishments to safely reopen for both school staff and pupils.	1 <sup>st</sup> January 2020	31 <sup>st</sup> March 2021	50%	Development of the 2020/21 EAS Business Plan will begin in January 2021.
1.1	<b>(Estyn Rec 1)</b> Continue to develop the learning network school (LNS) strategy and the cluster-based approaches to capacity building professional learning and accountability.	Reduction of between and within-school variation and all pupils make appropriate progress  Fewer schools require the highest levels of Challenge Advisor support	<b>Strategic Recovery Aim 1:</b> Work to prevent and reduce inequality of progress and outcomes in education for mainstream and vulnerable learners through the implementation of the National Continuity of Learning Plan.	1 <sup>st</sup> April 2020	31 <sup>st</sup> March 2021	50%	The LNS membership and allocation of support has been updated for the academic year 2020/21.
1.2	<b>(Estyn Rec 1)</b> Implement and share learning from secondary school RADY (Raising Achievement of Disadvantaged Youngsters) projects to cluster primary schools	Schools set aspirational individual pupil targets, accurately track pupil progress over time and secure strong progress for nearly all pupils;	<b>Strategic Recovery Aim 1:</b> Work to prevent and reduce inequality of progress and outcomes in education for mainstream and vulnerable learners through the implementation of the National Continuity of Learning Plan.	1 <sup>st</sup> September 2020	31 <sup>st</sup> March 2021	50%	The RADY project has continued in secondary schools and has been extended to a number of cluster primary schools.
2.0	<b>(Estyn Rec 2)</b> Newport Education Services acts as a	60% of PDG spend is directed to KS3 and spend is informed and aligned to	<b>Strategic Recovery Aim 1:</b> Work to prevent and reduce inequality of	1 <sup>st</sup> September 2020	30 <sup>th</sup> November 2020	50%	All secondary school and a sample of primary school grant plans are being reviewed in Academic Performance

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	% of Action Completed (Red / Amber / Green)	Action Commentary
	professional partner to approve all secondary school Pupil Development Grant (PDG) and School Development Plans (SDP) and for sample primary schools	appropriate Sutton Trust activities.	progress and outcomes in education for mainstream and vulnerable learners through the implementation of the National Continuity of Learning Plan.				Review meetings. Chaired by the Chief Education Officer or Deputy Chief Education Officer, the meetings include the head teacher, Chair of Governors and senior EAS colleagues.
2.1	<b>(Estyn Rec 2)</b> Monitor impact of Well-being and Looked After Children Cluster Grant plans.	All cluster pupil development grant plans are agreed by a professional partner approval panel to ensure a wider stakeholder engagement and ownership of this process.	<b>Strategic Recovery Aim 1:</b> Ensure our diverse communities are appropriately supported through tailored interventions specific to their needs, including consideration of language, culture and points of access.	1 <sup>st</sup> April 2020	31 <sup>st</sup> January 2021	50%	These will be reviewed in late autumn 2020.
3	Embed the Learn Well Strategy involving representatives from across NCC.	Reduction in the attainment gap for learner eFSM and non-FSM.	<b>Strategic Recovery Aim 1:</b> Work to prevent and reduce inequality of progress and outcomes in education for mainstream and vulnerable learners through the implementation of the National Continuity of Learning Plan.	1 <sup>st</sup> April 2020	31 <sup>st</sup> March 2021	50%	The Learn well Strategic group and sub-groups have continued to meet throughout the pandemic. Work plans are being revised to support covid recovery.
4	Provide professional learning for Chairs and Vice-Chairs of Governors in secondary schools focussing on improving the quality of leadership	Reduction in the attainment gap for learner eFSM and non-FSM	Not Applicable	1 <sup>st</sup> September 2020	31 <sup>st</sup> March 2021	50%	In addition to Governor support provided by the EAS, Local Authority briefings on safeguarding, pupil attendance and the EdTech IT infrastructure project have been sent to governors of Newport schools.

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	% of Action Completed (Red / Amber / Green)	Action Commentary
	and teaching and learning.	Increased average Capped Nine scores for individual schools					
5	Support schools to ensure that curriculum pathways provide an appropriate choice for all learners both pre and post 16.	Reduction in the attainment gap for learner eFSM and non-FSM. Increased average Capped Nine scores for individual schools. Increased learner outcomes Post 16.	<b>Strategic Recovery Aim 1:</b> Work to prevent and reduce inequality of progress and outcomes in education for mainstream and vulnerable learners through the implementation of the National Continuity of Learning Plan.	1 <sup>st</sup> April 2020	31 <sup>st</sup> March 2021	50%	Schools have worked with the Local Authority and Careers Wales to support young people to access appropriate destinations on leaving school.
6	Evaluate the current range of enhanced curriculum opportunities funded via the pupil development grant and share best practice across the secondary phase.	Reduction in the attainment gap for learner eFSM and non-FSM Increased average Capped Nine scores for individual schools.	<b>Strategic Recovery Aim 1:</b> Work to prevent and reduce inequality of progress and outcomes in education for mainstream and vulnerable learners through the implementation of the National Continuity of Learning Plan.	1 <sup>st</sup> April 2020	31 <sup>st</sup> March 2021	50%	Nearly all schools with secondary age learners align a significant proportion of their PDG to in-house interventions to enhance literacy and numeracy skills. There is evidence of a growing range of enhanced curriculum opportunities detailed within secondary school Pupil Development Plans. They include: <ul style="list-style-type: none"> <li>• Learning coaches to support FSM learners.</li> <li>• Provision of Breakfast Clubs</li> <li>• Family Engagement Officers.</li> <li>• Access to external alternative provision. For example, Newport City Cycles, ASPIRE, Coleg Gwent - Hair and Beauty Courses, specialist music provision and enhanced library services.</li> </ul> <p>A minority of secondary schools used their PDG to fund software, for example Class charts, SMID. A few secondary schools used their PDG on professional learning opportunities such as</p>

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	% of Action Completed (Red / Amber / Green)	Action Commentary
							Accelerated Reading, Touch Trust. The impact of the above interventions and curriculum enhancements will be captured in the PDG evaluations, in line with a Schools Readiness Approach to completing Grant Plans (due to COVID - 19).
7	Review and refine coordinated Challenge Advisor and subject specific support and delivery in identified schools e.g. block time challenge adviser and school to school models.	Increased average Capped Nine scores for individual schools. Improved Estyn outcomes for individual schools.	Not Applicable	1 <sup>st</sup> April 2020	31 <sup>st</sup> March 2021	50%	Bespoke professional support has been provisioned for schools by the EAS. This includes working alongside classroom teachers and supporting quality assurance by senior leaders within schools.



## 2. Increase school attendance rates and reduce exclusion rates

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	% of Action Completed (Red / Amber / Green)	Action Commentary
1	Provide support for schools with re-engaging pupils in their education following the period of enforced closure	Reduction in primary and secondary school rates of persistent absence.	<b>Strategic Recovery Aim 1:</b> Work to prevent and reduce inequality of progress and outcomes in education for mainstream and vulnerable learners through the implementation of the National Continuity of Learning Plan.	1 <sup>st</sup> September 2020	31 <sup>st</sup> July 2021	30%	All learners, including those that were previously shielding were expected to return to their school from 14th September 2020. In most schools, a minority of pupils have not returned as a result of parental concerns about transmission of the Covid-19 virus. These concerns are initially followed up by the school. Concerns are then escalated to the Education Welfare Service after the school has made every attempt to engage the family.
2	Implement the NCC attendance strategy to reduce rates of persistent absenteeism.	Reduction in primary and secondary school rates of persistent absence.	Not Applicable	1 <sup>st</sup> April 2019	31 <sup>st</sup> July 2021	50%	<p>The Welsh Government has removed the requirement for schools to set attendance targets for the 2020-2021 academic year. However, the monitoring of attendance remains an important practice for both the local authority and schools.</p> <p>All learners, including those that were previously shielding were expected to return to their school from 14 September 2020. In most schools, a minority of pupils have not returned as a result of parental concerns about transmission of the Covid-19 virus. These concerns are initially followed up by the school. Concerns are then escalated to the Education Welfare Service after the school has made every attempt to engage the family.</p> <p>The use of Fixed Penalty Notices or proceedings for non-attendance is not currently recommended for local authorities / schools. The Welsh</p>

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	% of Action Completed (Red / Amber / Green)	Action Commentary
							Government will review this position at October half term.
3	Develop and implement a new school attendance media campaign.	Media campaign is used by schools across the city	Not Applicable	1 <sup>st</sup> April 2019	31 <sup>st</sup> July 2021	50%	A suite of marketing resources for use in primary schools was circulated in September 2020, this included banners and posters. A similar suite of resources for use in secondary schools is in the final stages of development. Social media posts were routinely made on the NCC Twitter and Facebook pages during September and October. These promoted key, positive messages about attendance at school.
4	Ensure cluster attendance policies are developed and implemented.	Many clusters use a cluster attendance policy to develop a consistent approach to supporting their work to improve rates of attendance	Not Applicable	1 <sup>st</sup> April 2019	31 <sup>st</sup> July 2021	50%	No further progress has been made with the development of cluster policies. However, a consistent approach to the use of attendance codes has been implemented across all clusters and schools. This will help support our understanding of the impact of Covid-19 on school attendance.
5	Ensure parental applications for Elective Home Education are monitored and tracked to provide an understanding of trends and support needs.	An accurate overview is in place of the numbers of children who are electively home educated in Newport to promote their access to an appropriate education	Not Applicable	1 <sup>st</sup> April 2020	31 <sup>st</sup> July 2022	30%	An increasing number of parents are electing to home educate their children. As of 31 <sup>st</sup> August 2020, 130 children were recorded as being home educated in Newport. This increased to 156 by the end of September 2020. Parental notification of an intention to home educate is followed up by an Education Welfare Officer within 2 weeks of receipt.
6	Implement the multi-agency 'Managing Weapons in School' policy.	A clear protocol is in place for searching pupils along with clear, consistent procedures relating to finding weapons or drugs, promoting staff and student safety.	<b>Strategic Recovery Aim 1:</b> Ensure our diverse communities are appropriately supported through tailored	1 <sup>st</sup> April 2019	31 <sup>st</sup> March 2021	75%	The draft Managing Weapons in School policy is being reviewed by police colleagues to ensure all processes and support align. The policy is due to be finalised and implemented across all Schools during the autumn term.

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	% of Action Completed (Red / Amber / Green)	Action Commentary
			interventions specific to their needs, including consideration of language, culture and points of access.				
7	Audit partial timetable usage across all school sectors and develop an agreed policy for the administration and monitoring of partial timetables.	A partial timetable policy is in place with clear reporting and monitoring procedures to promote learner access to an appropriate education	<b>Strategic Recovery Aim 1:</b> Ensure our diverse communities are appropriately supported through tailored interventions specific to their needs, including consideration of language, culture and points of access.	1 <sup>st</sup> September 2020	31 <sup>st</sup> March 2021	15%	An initial discussion has taken place with Senior Secondary School representatives regarding the partial timetable audit and the development of a policy. This work will be progressed through the autumn and spring period.
8	Audit calming room and timeout room usage across all school sectors and update the current policy in liaison with the safeguarding lead and the health and safety team.	A Calming room and Timeout policy is in place with clear recording and reporting procedures promoting staff and student safety.	<b>Strategic Recovery Aim 1:</b> Ensure our diverse communities are appropriately supported through tailored interventions specific to their needs, including consideration of language, culture and points of access.	1 <sup>st</sup> October 2020	31 <sup>st</sup> March 2021	N/A	This action commences in Quarter 3.
9	To carefully monitor the number and reasons for exclusions on a weekly, monthly and termly basis;	Exclusion rates continue to be reduced across the city.	<b>Strategic Recovery Aim 1:</b> Work to prevent and reduce	1 <sup>st</sup> September 2020	31 <sup>st</sup> March 2021	30%	Due to school closures from 20 <sup>th</sup> March 2020 there were no exclusions recorded during the summer term. However, advice and support for staff working with children

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	% of Action Completed (Red / Amber / Green)	Action Commentary
	and provide support to schools to ensure Covid-19 does not negatively influence the number of exclusions.		inequality of progress and outcomes in education for mainstream and vulnerable learners through the implementation of the National Continuity of Learning Plan.				and young people attending the childcare hubs was provided during this period. This included providing consultations following incidents of challenging behaviours, consulting with stakeholders regarding PPE requirements for staff in more specialist settings and wider inclusion related matters. Since the start of September exclusions have been carefully monitored and advice has been given to Schools experiencing pupils with challenging behaviours. Weekly discussions take place at the Secondary Managed Move panel to problem solve and share good practice.

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

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	% of Action Completed (Red / Amber / Green)	Action Commentary
1	To support all non-maintained settings and all schools to work towards the Healthy Pre-Schools Award and the National Quality Award (NQA) for Healthy Schools.	40 schools are accredited with Healthy Schools awards at level 4 and level 5.	<b>Strategic Recovery Aim 1:</b> Support schools and other education establishments to safely reopen for both school staff and pupils	1 <sup>st</sup> April 2019	31 <sup>st</sup> July 2021	50%	Schools continue to work towards achieving the National Quality Award (NQA) for Healthy Schools. Twelve schools currently hold the NQA with the Healthy Schools Coordinator supporting 18 further schools to move to the next phase of this award.
2	<b>(Estyn Rec 2)</b> Work with partners to embed the priorities of the Learn Well Plan which focuses on improving the attainment of vulnerable groups.	The attainment gap between key vulnerable groups of learners (BAME, CLA, FSM, ALN) and other learners is decreased.	<b>Strategic Recovery Aim 1:</b> Work to prevent and reduce inequality of progress and outcomes in education for mainstream and vulnerable learners through the implementation of the National Continuity of Learning Plan.	1 <sup>st</sup> September 2020	31 <sup>st</sup> March 2022	25%	Partners involved in the Learn Well Plan strategy include officers from Central Education; Policy, Partnership and Involvement; Children Services; Preventions; Regeneration, Investment and Housing; City Services and Newport Live. Groups meet to focus on strategies to connect and engage vulnerable pupils with schools; ensure they are health aware and involved in decision making.
3	Embed the implementation of the new national 'safeguarding toolkit' for schools.	All schools have effective safeguarding processes in place.	<b>Strategic Recovery Aim 1:</b> Support schools and other education establishments to safely reopen for both school staff and pupils.	1 <sup>st</sup> April 2019	31 <sup>st</sup> March 2022	30%	In July 2020 30% of schools were using the safeguarding toolkit. The safeguarding toolkit format is not mandatory; most schools still prefer to use the NCC model and some use the Estyn format. The revised Keeping Learners Safe guidance, due to be published by the end of October 2020, will include the toolkit as an exemplar and it is expected that this will encourage more schools to use the format. An exemplar toolkit will be completed and shared with schools by the end of the Autumn term for support.

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	% of Action Completed (Red / Amber / Green)	Action Commentary
4	All education Services staff to have completed relevant safeguarding training	All staff are appropriately trained to facilitate safeguarding arrangements	Not Applicable	1 <sup>st</sup> April 2019	31 <sup>st</sup> March 2021	88%	88% of central education staff have completed/updated their safeguarding training within the last three years. 100% of GEMS and Gwent Music staff have completed their appropriate safeguarding training. Update training for central education staff that would have taken place during the summer term 2020 has not taken place due to Covid and there are new members of staff within the department who require training. Those staff who are due to complete/renew their training have opportunities to attend training during the Autumn 2020.
5	Ensure that all secondary schools are aware of the Serious and Organised Crime (SOC) initiatives.	All secondary schools actively support the multi-agency anti-SOC initiatives.	Not Applicable	1 <sup>st</sup> September 2020	31 <sup>st</sup> July 2022	14%	An initial discussion has taken place with Secondary School colleagues at Managed Move panel regarding the Serious Organised Crime initiatives taking place across the city.
6	Develop, disseminate and implement guidance to schools in relation to serious self-harm and potential suicide.	Staff in schools can advise and implement risk reduction strategies for relevant pupils.	<b>Strategic Recovery Aim 1:</b> Support schools and other education establishments to safely reopen for both school staff and pupils.	1 <sup>st</sup> April 2020	31 <sup>st</sup> March 2021	75%	Newport Principal Educational Psychologist participated in the Gwent Suicide and Self-Harm task & finish group to develop a Multi-agency protocol for the management of high risk cases of Self Harm and potential suicide. The finalised protocol is due to be circulated to Schools in October for implementation.
7	Review with relevant regional partners what provision is available and required to ensure all pupils with ALN have the opportunities to return to study up to age 25.	Further regional opportunities are available for ALN learners up to 25 years old.	Not Applicable	1 <sup>st</sup> October 2020	31 <sup>st</sup> March 2021	N/A	This action commences in quarter 3.
8	<b>(Estyn Rec 1)</b> Continue to implement a range of the curriculum	100% of pre-16 CLA pupils have access to an appropriate curriculum.	Not Applicable	1 <sup>st</sup> September 2020	31 <sup>st</sup> July 2022	10%	To support children who are looked after, additional grant funding has been sought to provide a learning coach who will

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	% of Action Completed (Red / Amber / Green)	Action Commentary
	opportunities for pre-16 children who are looked after.						provide support for those learners at risk of criminal exploitation. The Learning Coach will work with the Looked After Childrens Education Coordinators to share resources and best practice.
9	To further the implementation of the Additional Learning Needs (ALN) and Educational Tribunal Act 2018.	All ALN pupils are appropriately supported through evidenced based interventions that are monitored to ensure positive pupil outcomes.	Not Applicable	1 <sup>st</sup> April 2020	31 <sup>st</sup> March 2022	50%	Due to COVID-19 response, Regional Consortia work was impacted. Despite this, ALN Statutory Officers continued to meet to progress work stream and ALNCO in Schools continued to be updated via email by the Inclusion Enrichment Team (IET) with any developments received from ALN Transformational Leads. The IET rolled out training to Flying Start, Non-Maintained, Private and Child-Minders on ALN transformation Modules as agreed via SEWC. Regional training event that was due to take place regarding role of the ALNCO was cancelled due to COVID-19. This has yet to be re-arranged.
10	To review the staffing resources needed to implement the demands of the Additional Learning Needs (ALN) and Educational Tribunal Act 2018.	The Inclusion Enrichment Team is appropriately resourced to ensure all statutory duties are fulfilled.	Not Applicable	1 <sup>st</sup> September 2020	31 <sup>st</sup> March 2022	20%	Initial conversations have taken place with Inclusion team leaders to identify resources required to meet the demands of the ALN Educational Tribunal Act. The statutory role of the Early Years ALN Lead is in the process of being finalised in preparation for January 2021.

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

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	% of Action Completed (Red / Amber / Green)	Action Commentary
1	Map and expand participation of all Education Services staff in professional learning, with particular focus on self-evaluation and value for money assessments.	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.	Not Applicable	1 <sup>st</sup> April 2020	31 <sup>st</sup> March 2022	25%	Professional learning this year has included holding extended management team weekly meetings; having two associate members of the Education Senior Management Team each term on a rotating basis; and delivery of Civil Contingencies training to senior and middle leaders with Education Services.
2	<b>(Estyn Rec 3)</b> Middle Leaders present high quality monitoring and evaluation presentations at termly Education Service events and at weekly ESMT meetings	A consistent, high quality approach to self-evaluation will be completed by all officers.  An improvement in team performance measures that appropriately focus on outcomes.	Not Applicable	1 <sup>st</sup> April 2020	31 <sup>st</sup> March 2022	25%	Middle leaders continue to prepare and present monitoring and evaluation reports to the education senior management team in line with the Education Services self-evaluation policy. All reports are located on a shared drive to support professional learning of all senior and middle leaders.



## 5. Developing quality learning pathways and provisions

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	% of Action Completed (Red / Amber / Green)	Action Commentary
1	Complete all works linked to the Education Capital Programme for 2020/21.	Individual projects are progressed within the allocated budget and to agreed timescales. This monitored and reported via the People's Services Capital Programme Board chaired by the Chief Education Officer	Not Applicable	1 <sup>st</sup> April 2020	31 <sup>st</sup> March 2021	40%	Work has progressed on the Education Capital Programme despite Covid. However, Covid has had an effect in terms of cost estimates which appear to be higher than previously anticipated, leading to value engineering in respect of some projects. The Education Service continues to identify ways in which to make best use of available grant funding, with the Reducing Class Sizes projects both due to conclude in the 2020/21 financial year.
2	To continue to redevelop and extend provision within the city to accommodate a greater range of needs, ensuring that pupils are placed where their learning is best supported which will reduce the need for Out of County placements.	Specialist ALN provision is available within the city reducing the need for Out of County Placements.	Not Applicable	1 <sup>st</sup> April 2020	31 <sup>st</sup> March 2022	40%	Due to an identified shortage of specialist ASD Placements for Foundation Phase pupils it was decided to expand Rogerstones Learning Resource Base provision to include a 10 place specialist ASD provision from 1st September 2020. The staff at the Rogerstone base work closely with the staff at Ysgol Bryn Derw to ensure a consistent approach in supporting pupils with ASD. Additional placements have also been purchased from Newport Live to add capacity for pupils with Social, Emotional, Behaviour difficulties in KS3 and KS4.
3	Review School Funding Formula.	Funding is allocated to schools on a fair and appropriate basis.	Not Applicable	1 <sup>st</sup> April 2020	31 <sup>st</sup> March 2022	25%	School budget forum have established working groups to review specific aspects of the school funding formula.
4	To revise secondary school catchment areas to ensure sufficiency of secondary school places across the city	A proposal to revise catchment areas has been included in the consultation on admission arrangements for 2021 and if approved will support the sufficiency of	Not Applicable	1 <sup>st</sup> September 2019	31 <sup>st</sup> August 2021	C	The revised catchment areas have now been agreed and will apply to all admissions effective from September 2021 onwards. The Year 7 Phase Transfer window has now opened and priority for admission will be based on these revised catchment areas.

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	% of Action Completed (Red / Amber / Green)	Action Commentary
		school places across the city.					
5	To review and re-profile the 21 <sup>st</sup> Century Schools Programme, and ensure that each individual project is progressed at the appropriate time and securing WG capital funding approval through the business case process.	The priority projects at Ysgol Gyfun Gwent Is Coed, Bassaleg School, Caerleon Comprehensive School and Whiteheads are progressed within the allocated budget and agreed timescales as outlined within the overall programme. This is monitored bi-monthly through Board Meetings with Newport Norse and reported via the People's Services Capital Programme Board, chaired by the Chief Education Officer.	Not Applicable	1 <sup>st</sup> April 2020	31 <sup>st</sup> March 2024	20%	The overall programme was re-profiled earlier this financial year, and an updated Strategic Outline Case will be submitted to Welsh Government shortly for approval. This will give a good indication of the success of future business cases in order to draw down funding. The Council has a good history of successful business case submission.
6	To progress a School Reorganisation proposal to support the expansion of Bassaleg School funded through Band B of the 21 <sup>st</sup> Century Schools Programme.	The capacity of Bassaleg School will be increased from 1747 to 2050 with effect from September 2023 to ensure that adequate provision exists for children within the catchment area.	Not Applicable	1 <sup>st</sup> April 2020	31 <sup>st</sup> August 2021	25%	Permission has now been granted to progress this school reorganisation proposal, and this is due to launch on 1st October 2020.
7	To progress a School Reorganisation proposal to support the expansion of Tredegar Park Primary School funded via the Welsh-medium Capital Grant.	The capacity of Tredegar Park Primary School is increased from 420 to 525 with effect from September 2021 to ensure that adequate provision exists for children within the local area.	Not Applicable	1 <sup>st</sup> April 2020	31 <sup>st</sup> August 2021	15%	There remains a desire to expand the school, however the feasibility of building on site is currently being explored due to the flood risks in the area which may affect the ability to obtain planning permission. The Education Service is currently exploring a range of options with colleagues in other service areas.
8	To progress and conclude a School Reorganisation proposal to amalgamate Newport's remaining standalone nursery schools.	Standalone nursery provision will be consolidated in one single school from September 2021 to support future	Not Applicable	1 <sup>st</sup> April 2020	31 <sup>st</sup> August 2021	40%	This proposal was re-launched in June 2020, and formal consultation concluded in early September 2020. A consultation report is currently being drafted and will be published shortly.

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	% of Action Completed (Red / Amber / Green)	Action Commentary
		sustainability of the provision.					
9	The new pupil projection model will be refined and suitably tested enabling a series of options to be brought forward for consideration in relation to future secondary provision across Newport.	Appropriate school provision is in place across Newport for all sectors and all language mediums.	Not Applicable	1 <sup>st</sup> April 2020	31 <sup>st</sup> March 2021	40%	The revised projection model was used initially in the summer term, and the results are currently being analysed to identify any anomalies. This will be monitored by the Planning of School Places group.
10	Trips and Visits Policy and procedures are reviewed in line with National Guidance and NCC Audit recommendations.	Audit awards an adequate or satisfactory control rating of the trips and visit function.	Not Applicable	1 <sup>st</sup> April 2020	31 <sup>st</sup> March 2021	35%	The progress of this has been impacted due to Covid. Other work streams have taken priority particularly in a climate where school trips are being put on hold in response to the pandemic. Nonetheless, it is intended that we will continue to pursue this over the autumn term with a view to the updated policy being shared with governing bodies early in the spring term.
11	Ensure sustainability of Free Breakfast Club provision at primary and nursery schools following incorporation into the School Meals Contract	All existing Free Breakfast Clubs continue to operate effectively, with the same opportunities extended to other schools on request.	Not Applicable	1 <sup>st</sup> January 2021	31 <sup>st</sup> August 2021	N/A	This action commences in quarter 4
12	Review Learning Resource Base provision in secondary schools and the associated formula funding.	Appropriate Secondary Learning Resource Base provision is available for MLD and ASD pupils.	Not Applicable	1 <sup>st</sup> October 2020	31 <sup>st</sup> March 2022	N/A	This action commences in quarter 3
13	In liaison with finance, partners and schools create a sustainable model of delivery to ensure children with ALN are provided with timely	A sustainable financial model for ALN is established.	Not Applicable	1 <sup>st</sup> October 2020	31 <sup>st</sup> March 2021	N/A	This action commences in quarter 3

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	% of Action Completed (Red / Amber / Green)	Action Commentary
	intervention within a prescribed budget without year on year fluctuation.						
14	Work with the EAS to develop and implement a local authority digital strategy	All schools and governing bodies are aware of the local authority digital strategy.	<b>Strategic Recovery Aim 1</b>	1 <sup>st</sup> April 2020	31 <sup>st</sup> March 2021	<b>20%</b>	The draft Digital Plan for Schools is in the final stages of completion following periods of consultation with local authority officers, Headteachers, SRS officers and the Youth Council.
15	Establish a Local Authority ICT Strategic group to direct and monitor implementation of the Welsh Government EdTech programme 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.	<b>Strategic Recovery Aim 1</b> Support schools to enhance and develop digital skills, digital teaching and learning platforms and enhanced support for digitally excluded learners	1 <sup>st</sup> April 2020	31 <sup>st</sup> March 2022	<b>25%</b>	The ICT Strategic Group meets to overview the delivery of the Welsh Government EdTech programme and oversee the effectiveness of the SRS Service Level Agreement for schools. 14 schools have now moved from the STEP network to the SRS Schools Edu network. 40 schools have signed up for the SRS IT Service Level Agreement for their curriculum network. Over 3,000 digital devices (Chromebooks, Laptops, PCs and iPads) have also been ordered from the EdTech grant and will be delivered to schools in the new year.
16	Review Post 16 provision within Newport to ensure it is meeting the needs of all learners and provides good value for money.	Collaborative arrangements in all schools deliver a cost effective provision. Improvement in ALPS quality indicator for individual schools. Plans for a sixth form at Ysgol Gyfun Gwent Is Coed are developed and implemented in readiness for a September 2022 start.	Not Applicable	1 <sup>st</sup> April 2019	31 <sup>st</sup> March 2022	<b>50%</b>	Level performance improved across all schools in 2020.  An initial planning meeting has taken place with Ysgol Gyfun Gwent Is Coed to discuss the introduction of post 16 provision from September 2021.
17	To progress with the Accessibility Strategy for Schools and to develop a phased approach to	Identify requirements for improved access to halls and classrooms for people with mobility or sensory	Not Applicable	1 <sup>st</sup> April 2020	31 <sup>st</sup> March 2022	<b>30%</b>	Funding has been granted to enable the five projects identified under Phase 1 (hall accessibility) to be taken forward. Phase

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	% of Action Completed (Red / Amber / Green)	Action Commentary
	improve physical environments in schools.	impairments. Funding for priority improvements will be subject to business case approval.					2 feasibility (classroom accessibility) will commence in the autumn term.
18	To develop and implement a joint ALN and Admissions process regarding allocation of school placements based on parental preference to safeguard and minimise appeals processes.	Offer of placements will be subject to multi-disciplinary team approval where the School Admissions Code and SEN Code of Practice are not aligned.	Not Applicable	1 <sup>st</sup> April 2020	31 <sup>st</sup> March 2022	55%	Strategic leaders for Admissions and Inclusion have met to discuss the processes and difficulties associated with Statemented pupils applying through the admissions process. It was agreed that an amendment was needed in the Newport Admissions policy for 2022 to ensure a smoother process for Statemented pupils admissions via SEN panel rather than through the Admissions team. Draft amendments to the process are currently being reviewed by both service areas.

## 6. Improve learner voice in decision making

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	% of Action Completed (Red / Amber / Green)	Action Commentary
1	<b>(Estyn Rec 4)</b> Embed the Pupil Participation Network in primary schools across all clusters.	Strong and effective practice is shared across primary schools.	Not Applicable	1 <sup>st</sup> September 2020	31 <sup>st</sup> March 2022	10%	The Partnership Officer for Participation will continue to schedule network meetings for primary schools from the Spring Term 2020 onwards.
2	<b>(Estyn Rec 4)</b> To raise the profile of the Youth Council and consider ways in which it can link with school councils across Newport secondary schools. Implement ways of linking the Youth Council and school councils across the secondary sector.	Effective communication is in place between the Youth Council and secondary school councils.	Not Applicable	1 <sup>st</sup> April 2019	31 <sup>st</sup> March 2022	55%	An Education Question and Answer activity has been completed with the Youth Council to provide information about the work of the service area and support the development of links with schools.
3	<b>(Estyn Rec 4)</b> Work with partners to embed the Participation Strand of the Learn Well Plan which focuses on increasing the involvement of children and young people in decision making.	Increase in number of decision-making activities involving children and young people, particularly those who represent vulnerable groups.	Not Applicable	1 <sup>st</sup> September 2020	31 <sup>st</sup> March 2022	55%	The Participation Group continue to meet. Ideas have been explored about new ways to enable young people to participate in decision making. Young people working with the Youth Justice Service have increased their rate of engagement in meetings as they are now able to access these online. The Bridge Achievement Centre has also presented to Welsh Government about their development of Google Classrooms as a way of increasing the involvement of young people.  The Youth Council has continued to meet online.  Schools are considering how they will set up school council meetings to make use of online meetings, particularly as blended learning arrangements remain in place.

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	% of Action Completed (Red / Amber / Green)	Action Commentary
4	<b>(Estyn Rec 4)</b> Involve children and young people in the development of key policies that affect them and reflect the priorities identified by the Youth Council.	The revised Local Authority Anti-Bullying Policy is developed in partnership with children and young people. A LGBTQ+ guide for schools is developed in partnership with children and young people.	Not Applicable	1 <sup>st</sup> September 2020	31 <sup>st</sup> March 2022	12%	The draft Digital Policy for Schools was shared with the Youth Council with their ideas being included in the final draft of this document. A bus WiFi survey was circulated in September 2020 to gather young people's views about bullying to include in the new anti-bullying model policy.
5	<b>(Estyn Rec 4)</b> Most Education Service Team on a Page priorities to include capture of pupil voice activity at least 2 occasions in an academic year.	Increase in the number of decision making activities involving young people.	Not Applicable	1 <sup>st</sup> April 2020	31 <sup>st</sup> March 2022	50%	Most Education Service Team on a Page priorities include capture of pupil voice activity on at least 2 occasions in an academic year. To date this year this includes:  Bus WiFi survey of young people to collect views on bullying Pupils at Kimberley nursery took part in a consultation activity in July concerning the proposed amalgamation of that school. A design workshop has been held with pupils at Bassaleg School in relation to the proposed Band B project. Pupils were invited to comment on early design proposals and submit their thoughts on potential changes to the designs.  121 parents and children completed an early years setting survey the results of which was shared with settings
6	<b>(Estyn Rec 4)</b> To establish a mechanism to allow policies to be shared with young people.	This will enable effective communication, engagement and involvement.	Not Applicable	1 <sup>st</sup> April 2019	19 <sup>th</sup> July 2021	60%	Two approaches have been successfully trialled. The draft Digital Policy for Schools was shared with the Youth Council with their ideas being included in the final draft of this document.

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	% of Action Completed (Red / Amber / Green)	Action Commentary
							A bus WiFi survey was circulated in September 2020 to gather young peoples' views about bullying to include in the new anti-bullying model policy



## 7. Promote access to Welsh medium education

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	% of Action Completed (Red / Amber / Green)	Action Commentary
1	<b>(Estyn Rec 5)</b> Work with partners to support new early years provision through the non-maintained sector and childcare settings	Increased provision of Welsh-medium early years' places.	Not Applicable	1 <sup>st</sup> April 2020	31 <sup>st</sup> March 2021	50%	Welsh medium registered education provider nurseries have been commissioned and will be offering provision from January 2021.
2	<b>(Estyn Rec 5)</b> Ensure that Welsh Medium (WM) provision is established to support pupils with Additional Learning Needs	Good quality ALN provision will be created to support pupils attending WM schools. The permanent location for the new Welsh-medium primary school will include provision for a Learning Resource Base.	Not Applicable	1 <sup>st</sup> April 2019	31 <sup>st</sup> August 2023	70%	This proposal has now concluded and been formally approved. The new school will include dedicated ALN provision when it relocates to the permanent site in September 2023.
3	<b>(Estyn R5)</b> To progress and conclude the school reorganisation proposal to establish a 4th Welsh-medium primary school and subsequently to support the school to open as planned. This will include revised WM primary school catchment areas.	The number of Welsh-medium primary school places will be increased by 50%.	Not Applicable	1 <sup>st</sup> April 2019	31 <sup>st</sup> August 2020	100%	This proposal has now concluded and been formally approved. The new school will open as planned in September 2021, and revised Welsh-medium primary school catchment areas will also take effect for all admissions effective on or after this date.
4	To draft a new Welsh in Education Strategic Plan for Newport in consultation with colleagues and partners including the Welsh in Education Forum	A new WESP will be agreed for the period 2021 to 2031.	Not Applicable	1 <sup>st</sup> January 2021	31 <sup>st</sup> August 2022	N/A	This action commences in quarter 4
5	To develop a regional Managed Move protocol between the Welsh Secondary Schools.	Effective arrangements are in place for managed moves in the Welsh sector for	Not Applicable	1 <sup>st</sup> October 2020	31 <sup>st</sup> July 2021	N/A	This action commences in quarter 3

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	% of Action Completed (Red / Amber / Green)	Action Commentary
		pupils at risk of managed moves.					
6	(Estyn Rec 5) To review WM primary school catchment areas to support the establishment of the fourth school.  Welsh-medium primary school catchment areas are more equitable and support access to Welsh-medium education for children across the city.		Not Applicable	1 <sup>st</sup> April 2019	31 <sup>st</sup> August 2020	C	The school reorganisation proposal to support the establishment of the new Welsh-medium primary school also referenced revised Welsh-medium primary school catchment areas. The proposal has now concluded and been formally approved. The new school will open as planned in September 2021, and revised Welsh-medium primary school catchment areas will also take effect for all admissions effective on or after this date.

## 8. School budgets are effectively managed

Action No.	Action Description	Action Outcome(s)	Strategic Recovery Aim	Start Date	End Date	% of Action Completed (Red / Amber / Green)	Action Commentary
1	<p>Monitor In-year school budgets to ensure budgets are:</p> <ul style="list-style-type: none"> <li>Managed effectively and taking necessary actions to prevent overspending. Effectively taking necessary actions to prevent overspending.</li> </ul> <p>Schools that have deficit budget recovery plans are implementing the necessary actions to reduce their overall budget deficits.</p>	Schools all manage their in year budgets.	Not Applicable	1 <sup>st</sup> April 2020	31 <sup>st</sup> March 2022	25%	<p>Deficit recovery meetings have taken place regularly for all schools with licenced deficits.</p> <p>Independent financial reviews have taken place of schools with five secondary which has resulted in school specific recommendations to be enacted in school deficit recovery plans.</p> <p>At this stage, four of seven schools with licenced deficits have forecast in year surplus budgets for 2022/21. However, this does not reduce their total deficits.</p>
2	<p>Monitoring of primary, secondary and special schools overall budgets:</p> <ul style="list-style-type: none"> <li>To prevent overspending and take necessary mitigating action(s).</li> </ul> <p>Schools with deficit budget recovery plans are implementing the necessary actions to reduce their budget deficits</p>	Secondary schools are managing their in-year budgets.	Not Applicable	1 <sup>st</sup> April 2020	31 <sup>st</sup> March 2022	40%	<p>Forecast overspends are projected to lead to a deficit closing balance for school reserves which will impact the LAs bottom line, although implementation of savings and management of costs has reduced this from previous forecast closing position.</p> <p>The impact of Covid has decreased a number of costs, when compared to the first 2 quarters of 2019/20 financial year, for example agency spend. This will potentially improve the outturn position for schools in year, also many additional costs directly linked to Covid are eligible for recovery from the WG hardship fund and therefore will not detriment the schools position.</p>

## **Performance Measures as at end of Quarter 2 (30<sup>th</sup> September 2020)**

Due to Covid-19, Welsh Government has agreed to suspend the reporting of attainment and attendance performance measures for the academic years 2019/20 and 2020/21.