

Thematic Summaries Q3 2015/16

Key:

Green = On Target

Amber = Within Tolerance

Red = Off Target

CHILDREN AND YOUNG PEOPLE

Corporate Basket Indicator progress against target:

Target

CYP100: Uptake of free early education / childcare places	Red
CYP101: Proportion of children aged under 5 in each Children's Centre reach area registered with the centre	Red
CYP102: Early Years Foundation Stage - proportion of children with an overall good level of development	Green
CYP200a i: Progress of Special Educational Needs Pupils at KS2 Reading	Red
CYP200a ii: Progress of Special Educational Needs Pupils at KS2 Writing	Red
CYP200a iii: Progress of Special Educational Needs Pupils at KS2 Maths	Red
CYP200b i: Progress of Special Educational Needs Pupils at KS4 English	Green
CYP200b ii: Progress of Special Educational Needs Pupils at KS4 Maths	Green
CYP201ai: Measure of 2 or more levels of progress from KS1 to KS2 for FSM Ever 6 pupils in Reading	Green
CYP201aii: Measure of 2 or more levels progress from KS1 to KS2 for FSM Ever 6 pupils in Writing.	Green
CYP201aiii: Measure of 2 or more levels of progress from KS1 to KS2 for FSM Ever 6 pupils in Maths	Green
CYP201bi: Measure of 3 or more levels of progress from KS2 to KS4 for FSM Ever 6 pupils in English	Green
CYP201bii: Measure of 3 or more levels of progress from KS2 to KS4 for FSM Ever 6 pupils in Maths	Green
CYP202a i: Measure of 2 or more levels of progress from KS1 to Key Stage 2 for LAC pupils Reading	Green
CYP202a ii: Measure of 2 or more levels of progress from KS1 to Key Stage 2 for LAC pupils Writing	Green
CYP202a iii: Measure of 2 or more levels of progress from KS1 to Key Stage 2 for LAC pupils Maths	Green
CYP202b i: Measure of 3 or more levels of progress from KS2 to Key Stage 4 for LAC pupils English	Data Not Available

CYP202b ii: Measure of 3 or more levels of progress from KS2 to Key Stage 4 for LAC pupils Maths	Data Not Available
CYP203a: Number of schools judged to be good or outstanding - primary	Green
CYP203b: Number of schools judged to be good or outstanding - secondary	Red
CYP300: Proportion of assessments completed in 45 days	Green
CYP301: Number of full CAF's initiated	Green
CYP302: Proportion of children becoming the subject of a child protection plan for a second or subsequent time, within 2 years	Amber
CYP303: Proportion of child protection plans lasting 2 years or more	Red
CYP304: Long term placement stability for looked after children (LAC) - proportion in current placement for 2 years or more	Amber
CYP305: Proportion of care Leavers in Education, Employment and Training (EET current 16 to 21 yr olds)	Green
CYP306 (a): Adoption Timescales (average time, in days, between a child entering care and moving in with its adoptive family, for children who have been adopted during the period)	Red
CYP306 (b): Adoption Timescales (average time, in days, between the Local Authority receiving Court Authority to place a child and the Local Authority deciding on a match to an adoptive family)	Red
CYP400: Proportion of young people aged 16-19 who are NEET / Not Known	Green

Every single child in the Borough is important to us. We will keep striving to provide the best in education, to support those who are vulnerable to poor outcomes, and to protect those children who need our care. We are determined to give them all as many opportunities as we can to improve their life chances and enable them to grow into valued and respected members of the community.

THEME PROGRESS AGAINST COUNCIL PLAN MEASURES

At Q3 2015/16, we are able to report progress against the annual target for 27 out of the 29 indicators shown above. For 18 of these indicators we have achieved, or are within the agreed tolerance for, the annual target.

Early Help

CYP100 Uptake of free early education / childcare places

The latest data available is at 24 December 2015. Of the 1119 children who are deemed eligible for a place (eligibility is determined by the department of work and pensions), 855 eligible 2 year olds were accessing a place. This equates to an uptake of 76.4%. This is below the agreed target of 85% and although the interim target of 800 places by the end of the summer term was met. There are a further 264 young children that will need to be reached to achieve target.

There are a number of actions being taken to improve take-up; these include recruitment of an Early Years Engagement worker to work with providers; work to increase participation of primary schools; sharing of information from the DWP to help target families; work with social care and health teams to identify and encourage eligible families; and a range of marketing activities including local media advertisements, and a development of Facebook and Twitter accounts. Additionally, actions are in

hand to develop provision in Billingham, Hardwick, Norton, Ragworth and Stockton Town Centre where there are insufficient places currently available to satisfy demand. An Early Years Engagement Worker has recently been appointed whose role is to further increase take up.

CYP101 Proportion of children aged under 5 in each Children's Centre reach area registered with the centre

At the end of Q3 2015/16 the proportion of under 5s in each Children's Centre reach area registered with the centre indicates an overall reach rate of 79% (9,792 children registered from an estimated 12,450 children under 5 in the borough) This is slight decline on Q2 2015/16 performance of 81% and below the target of 85%. 4 centres achieved 80% or more (2 of which achieved 85% or better) This is in line with the Ofsted expectation judgements for achieving a grade of good when inspected. 8 centres were below 80%. Registration levels, and progress against reach targets, continue to be monitored as part of quarterly performance meetings, where providers are challenged regarding progress against their reach targets. Actions being taken to address improvement include looking at patterns of Children Centre registration, and movement of children across the Borough, given that there are a number of parents who choose to use centres outside their local area.

In addition as part of the Locality Forums' work on the key priority in the Family Poverty Framework of giving every child the best start in life, Eastern Locality Forum's action plan includes encouraging the

take-up of children's services, including children's centres, and Northern Locality Forum have an action to publicise and promote the use of children centres. A progress update against these actions will be available later in the year.

CYP400 Proportion of young people aged 16-19 who are NEET / Not Known

The latest data available is a 3 month average for the period October to December 2015. This shows a rate of young people Not in Education, Employment or Training (NEET) of 6.4% and Not Known rate of 2.1%, giving a combined rate of 8.5%. This is better than the Tees valley NEET rate of 6.5% and Not Known rate of 4.4%, a combined rate of 10.9%. Whilst Stockton's performance has improved from Q3 2014/15 performance of 10.5% (a rate of improvement of 19.0%) the Tees Valley has shown a decline in performance from 10.3% (a rate of decline of 5.8%), meeting the target of improving on the previous year's outturn so that Stockton's performance is better than the Tees Valley average by at least the same rate.

Education / Schools and Complex Needs

The following indicators are based on provisional data. Final validated results will be available at Q4.

CYP102 Early Years Foundation Stage - proportion of children with an overall good level of Development

For the 2014/15 school year, the proportion of children in Stockton-On-Tees achieving a good level of development at Early Years Foundation Stage was 58.8%. Nationally the figure was 66.3%. This result shows a rate of improvement from summer 2014 of 17% for Stockton-on-Tees (Stockton's performance was 50.2% in summer 2014), better than the national rate of improvement of 10% (the national performance was 60.4% in summer 2014) meeting target. This improvement reflects the positive impact of focused training for schools and settings. Also, the improving quality of early years settings and child-minder provision has impacted on children's school readiness, enabling faster progress (the proportion of our early years settings and child-minders rated as good or better in Ofsted inspections compares very well with national averages). We continue to work with all providers to ensure high quality early years provision. The introduction of the free entitlement for 2 year olds and other entitlements already in place will continue to involve the Education Improvement Team in assessing and monitoring practice and, where necessary, supporting improvement.

The educational progress of Special Educational Needs Pupils (SEN), at Key Stage 2 (achieving 2 levels of progress in Reading, Writing and Maths) for the 2014/15 school year shows the following:

CYP200a i Progress of Special Educational Needs Pupils at KS2 Reading

78% in Stockton-on-Tees, a 3% decrease on the previous (2013/14) school year (81%). This compares to national performance of 77%, a decrease of 2% on 2013/14 school year (79%). Therefore, our performance has not met the target of improving at least in line with the national rate of progress (3% local decrease vs 2% decrease nationally).

CYP200a ii Progress of Special Educational Needs Pupils at KS2 Writing

81% in Stockton-on-Tees, a 3% decrease on the previous (2013/14) school year (84%). This compares to national performance of 83%, an increase of 1% on 2013/14 school year (82%). Therefore, our performance has not met the target of improving at least in line with the national rate of progress (3% local decrease vs 1% increase nationally).

CYP200a iii Progress of Special Educational Needs Pupils at KS2 Maths

76% in Stockton-on-Tees, a 1% decrease on the previous (2013/14) school year (77%). This compares to national performance of 74%, which shows no change from the 2013/14 school year (74%). Therefore, our performance has not met the target of improving at least in line with the national rate of progress (1% local decrease vs no change nationally).

The SEN review and reforms should improve outcomes for the for SEN pupils in 2015/16. The following actions are planned in 2015-16 for the Schools and SEN Service and specifically the 0-25 SEN team in order to improve outcomes further:

Develop and implement an action plan for improving the SEN support provided to pupils and students across early years/schools/FE. This will be aimed at improving the support provided to pupils who do not have a statement of SEN or EHC plan through the assess, plan, do, review approach.

Reviewing and revising the processes for EHC assessment to ensure completion within the 20 week timescales, and implementing a quality assurance process for EHC plans.

Ensuring the annual review process for EHC plans and the transfer review process from statements to EHC plans include robust scrutiny of progress and challenge.

Reviewing and revising procedures for placement of pupils with statements/EHC plans to improve timeliness of placements so that pupils are correctly placed in order to improve progress and outcomes.

Special Educational Needs Pupils (SEN) - Key Stage 4

The educational progress of Special Educational Needs Pupils (SEN), at Key Stage 4 (achieving 5 A* - C GCSE including English and Maths) for the 2014/15 school year shows the following:

CYP200b i Progress of Special Educational Needs Pupils at KS4 English

36.8% in Stockton-on-Tees, a 4% increase on the previous (2013/14) school year (32.8%). This compares to national performance of 48.1%, a decrease of 0.8% on 2013/14 school year (48.9%) meeting the target of improving at least in line with the national rate of progress (4% local increase vs 0.8% decrease nationally).

CYP200b ii Progress of Special Educational Needs Pupils at KS4 Maths

28.7% in Stockton-on-Tees, a 1.1% increase on the previous (2013/14) school year (27.6%). This compares to national performance of 37.3%, an increase of 0.8% on 2013/14 school year (36.5%) meeting the target of improving at least in line with the national rate of progress (1.1% local increase vs 0.8% increase nationally).

The outcomes for KS4 SEN have improved significantly. This reflects the overall improvement in outcomes for all pupils at KS4 but exceeds the improvements in other areas. This is a very pleasing picture.

Free School Meals Pupils (FSM - Ever 6) - Key Stage 2

The educational outcomes of for FSM Ever 6 pupils (FSM refers to Free School Meals; Ever 6 means pupils who have had free school meals at any point in the previous 6 years), making the expected 2 levels of progress from Key Stage 1 to Key Stage 2 in Reading, Writing and Maths compared to non FSM pupils for the 2014/15 school year shows the following:

CYP201ai Measure of 2 or more levels of progress from KS1 to KS2 for FSM Ever 6 pupils in Reading

For summer 2015 the gap between Stockton's FSM pupils achieving the expected level of progress (89.2%) and the national performance of Non-FSM pupils achieving their expected level of progress (92.2%) was 3.0%, a 2.3% closing of the previous gap for the 2013/14 school year (5.3%) CYP201aii Measure of 2 or more levels progress from KS1 to KS2 for FSM Ever 6 pupils in Writing.: For summer 2015 the gap between Stockton's FSM pupils achieving the expected level of progress (92.6%) and the national performance of Non-FSM pupils achieving their expected level of progress (94.9%) was 2.3% a 0.7% closing of the previous gap for the 2013/14 school year (3.0%).

CYP201aiii Measure of 2 or more levels of progress from KS1 to KS2 for FSM Ever 6 pupils in Maths

For summer 2015 the gap between Stockton's FSM pupils achieving the expected level of progress (88.5%) and the National performance of Non-FSM pupils achieving their expected level of progress (91.2%) was 2.7% a 0.6% closing of the previous gap for the 2013/14 school year (3.3%).

Free School Meals Pupils (FSM - Ever 6) - Key Stage 4

The educational outcomes for FSM Ever 6 pupils (FSM refers to Free School Meals; Ever 6 means pupils who have had free school meals at any point in the previous 6 years), making the expected 3 or more levels of progress from Key Stage 2 to Key Stage 4 in English and Maths compared to non FSM pupils for the 2014/15 school year shows the following:

CYP201bi Measure of 3 or more levels of progress from KS2 to KS4 for FSM Ever 6 pupils in English

For summer 2015 the gap between Stockton's FSM pupils achieving the expected level of progress (52.5%) and the national performance of Non-FSM pupils achieving their expected level of progress (74.5%) was 22.0% a 4.8% closing of the previous gap for the 2013/14 school year (26.8%).

CYP201bii Measure of 3 or more levels of progress from KS2 to KS4 for FSM Ever 6 pupils in Maths

For summer 2015 the gap between Stockton's FSM pupils achieving the expected level of progress (46.0%) and the National performance of Non-FSM pupils achieving their expected level of progress (72.8%) was 26.8% a 2.2% closing of the previous gap for the 2013/14 school year (29.0%).

Looked After Children (LAC) - Key Stage 2

The educational outcomes for Looked After Children (LAC) making the expected 2 levels of progress from Key Stage 1 to Key Stage 2 (in Reading, Writing and Maths), compared to non LAC pupils for the 2014/15 school year shows the following:

CYP202a i Measure of 2 or more levels of progress from KS1 to KS2 for LAC pupils Reading:

For summer 2015, 92% of LAC pupils in Stockton-on-Tees achieved the expected level of progress, an 8% decrease on the previous (2013/14) school year (100%) This compares to national LAC

performance of 82%, an increase of 1% on 2013/14 school year (81%). Although our performance has shown a decrease, we have met the target of improving at least in line with the national rate of progress.

CYP202a ii Measure of 2 or more levels of progress from KS1 to KS2 for LAC pupils Writing

For summer 2015, 85% of LAC pupils in Stockton-on-Tees achieved the expected level of progress, a 7% decrease on the previous (2013/14) school year (92%) This compares to national LAC performance of 84%, an increase of 2% on 2013/14 school year (82%). Although our performance has shown a decrease, we have met the target of improving at least in line with the national rate of progress.

CYP202a iii Measure of 2 or more levels of progress from KS1 to KS2 for LAC pupils Maths

For summer 2015, 85% of LAC pupils in Stockton-on-Tees achieved the expected level of progress, a 7% decrease on the previous (2013/14) school year (92%) This compares to national LAC performance of 78%, an increase of 2% on 2013/14 school year (76%). Although our performance has shown a decrease, we have met the target of improving at least in line with the national rate of progress.

Looked After Children (LAC) - Key Stage 4

The educational outcomes of for Looked After Children (LAC) making the expected 3 or more levels of progress from Key Stage 2 to Key Stage 4 (in English and Maths), compared to non LAC pupils for the 2014/15 school year shows the following:

CYP202b i Measure of 3 or more levels of progress from KS2 to Key Stage 4 for LAC pupils English:

For summer 2015, 53% of Looked After Children in Stockton-on-Tees achieved the expected level of progress, a 20% increase on the previous results in summer 2014 where 30% of Stockton's Looked After Children achieved the expected level of progress. The national performance of LAC in the summer of 2014 was 39% which gave a gap of 9%.

CYP202b ii Measure of 3 or more levels of progress from KS2 to Key Stage 4 for LAC pupils Maths

For summer 2015, 36% of Looked After Children in Stockton-on-Tees achieved the expected level of progress, a 21% increase on the previous results in summer 2014 where 14% of Stockton's Looked After Children achieved the expected level of progress. The national performance of LAC in the summer of 2014 was 29% which gave a gap of 15%.

This represents a positive local picture for improving the outcomes of Looked After Children representing a significant improvement over the previous year.

CYP203a Number of schools judged to be good or outstanding – primary

Please note there were no inspections in primary Schools during the Autumn 15/16 term. Of our 61 Primary schools (including 2 specials and 13 academies), 10 have status as new academy converters meaning they do not have a current Ofsted judgement until first inspected (usually in the 6th term after becoming an academy). Of the 51 remaining schools, 49 (96.1%) are currently rated as good or outstanding, and 2 as requiring improvement (both academies)– this is within our local target for 2015/2016 of having no more than 3 schools judged less than good. One of the academies judged as requiring improvement had a monitoring visit in autumn 2015 and was judged to be taking effective action towards becoming a good school.

Latest available published benchmarking data from Ofsted is based on the position at 31st August 2015 indicating the percentage of all schools rated good / outstanding at that time was:

93% for Stockton-On-Tees

91% for the NE region

85% for England.

The HCMI report for 2014/2015 showed Stockton has 92% of pupils attending schools that are good or better.

CYP203b Number of schools judged to be good or outstanding – secondary

Please note there were no inspections in secondary schools during the Autumn 15/16 term.

Of our 16 secondary schools (including Specials), 6 have new status as academy converter / new free schools, which mean that they do not have a current Ofsted judgement until first inspected (usually in the 6th term after becoming an academy). Of the 10 remaining schools, 2 are currently rated outstanding, 2 good, 6 requiring improvement and 0 inadequate. Current performance of 40% is below target expectations of having no more than 50% of secondary schools judged as less than good. One academy has had a monitoring visit which has confirmed senior leaders and governors are taking effective action to tackle the areas requiring improvement identified in order to become a good academy.

Latest available published benchmarking data from Ofsted is based on the position at 31st August 2015 indicating the percentage of all schools rated good / outstanding at that time was:

44% for Stockton-on-Tees

68% for the NE region

74% for England.

The HCMI report for 2014/2015 showed Stockton has 52% of pupils attending schools that are good or better.

CYP300 Proportion of assessments completed in 45 days

Latest data available is at the end of November 2015 and shows that of 1589 assessments completed, 1571 (98.9%) were completed within 45 days of their commencement. Current performance is in line with Q2 2015/16 and has met target expectations of 95% or more assessments completed within timescales

CYP301 Number of full CAFs initiated: Latest data available is at the end of Q2 2015/16

There were a total of 538 CAFs (Common Assessment Frameworks) initiated during the period. Although the number dropped off slightly during Q2, compared to Q1, the rate of CAF activity indicates performance is on track to increase from last year's total. Securing full multi-agency engagement in CAF remains a key priority in the improvement plans of the Council and the Stockton Local Safeguarding Children's Board.

CYP302 Proportion of children becoming the subject of a child protection plan for a second or subsequent time, within 2 years

Latest data available is at the end of November 2015 and shows that of the 181 children becoming the subject of a child protection plan during the period, 16 (8.8%) had been the subject of a plan for a second or subsequent time.

This is an improvement on Q2 2015/16 performance of 9.6% and although slightly outside of the target of 8% or less of children becoming the subject of a child protection plan for a second or subsequent time (within 2 years), it is within the agreed tolerance for the target.

CYP303 Proportion of child protection plans lasting 2 years or more

Latest data available is at the end of November 2015. Performance of 7.2% equates to 18 children from a cohort of 249 who had been the subject of a child protection plan lasting 2 years or more. This is an improvement on Q2 2015/16 performance of 9.3% but remains significantly below target expectations of 2.0% or less of children being the subject of a plan lasting for 2 years or more. There is close monitoring of Child Protection Plans and management reviews of open plans are undertaken at 12, 15 and 18 months to ensure that plans remain appropriate and are stepped down, but only when safe to do so.

CYP304 Long term placement stability for looked after children (LAC) - proportion in current placement for 2 years or more

At the end of November 2015 (latest data available), of the 169 children who had been in care continuously for at least 2.5 years, 107 (63.3%) had been in the same placement for at least 2 years. This is a slight decline on Q2 2015/16 performance of 65.8% although it is within the agreed tolerance for the target of 65%.

CYP305 Proportion of Care Leavers in Education, Employment and Training (EET current 16 to 21 yr olds)

At the end of the Q2 2015/16 (latest data available), of the 64 care leavers, 36 (56.3%) were engaged in employment, education or training. This is in line with Q1 2015/16 performance and has met the target of 55% or more of care leavers engaged in employment, education or training.

CYP306 (a) Adoption Timescales (average time, in days, between a child entering care and moving in with its adoptive family, for children who have been adopted during the period)

Latest data available is for Q2 2015/16. This shows that during the quarter, the average time between a child entering care and moving in with its adoptive family was 832 days (3 children, 2497 days). This is a decline on Q1 2015/16 performance of 611 days (2 children, 1222 days) and is some way off the latest 3 year England average and target of 628 days.

CYP306 (b) Adoption Timescales (average time, in days, between the Local Authority receiving Court Authority to place a child and the Local Authority deciding on a match to an adoptive family)

Latest data available is for Q2 2015/16. This shows that during the quarter the average time in days between the Local Authority receiving Court Authority to place a child and deciding on a match to an adoptive family was 480 days (3 children, 1440 days). This is a decline on Q1 2015/16 performance of 271 days (2 children, 541 days) and remains some way off the latest 3 year England average and target of 217 days.

It must be noted the above indicators are based on a very small number within the cohort and therefore the indicator is subject to variation.

When matches for children cannot be found within existing provision, placements are sought without delay through the adoption register, regional consortium and national advertising. This mixed economy approach to adoption ensures that children are matched as early as possible, they experience minimal delay and permanence is secured at the earliest opportunity.

Where there is delay this is scrutinised and tracked on a monthly basis via performance clinics, and supervision.

Capacity issues within the Child Placement team which impact on family finding work have been addressed as part of the Children's Services Review. The Marketing Officer in the Child Placement team is also providing a stronger approach to encouraging prospective adopters to apply to Stockton-

on-Tees and work is being undertaken to streamline and update processes and documents to improve the time available for family finding to take place.

OVERALL THEME PROGRESS

(INCLUDING NON-COUNCIL PLAN MEASURES, COUNCIL PLAN ACTIONS, INSPECTIONS, ETC)

Looked After Children placement stability and permanence. The following indicators are not within the corporate basket, but help to give some further insight into performance in relation to children in care and care leavers.

Shorter term placement stability (i.e. 3 or more placements during the year) – at the end of November 2015, of the 379 children in care, 23 children (6.1%) had 3 or more placement moves. Although a decline on Q2 2015/16 performance of 3.2%, current performance has met the target of 9.0% or less of children in care having 3 or more placements.

Other routes to permanency – the latest data available is for Q2 2015/16. Of the 48 children who ceased to be in care during the year:

35 (72.9%) returned home (68.2% for Q1 2015/16).

3 (6.3%) were the subject of a Special Guardianship Order (4.5% for Q1

2015/16). 2 (4.2%) were the subject of a Residence Order (4.5% for Q1 2015/16).

3 (6.3%) children were Adopted (9.1% for Q1 2015/16).

In addition, 5 children (10.4%) left care to live with parent or other with no parental responsibility.

Care Leavers – Latest data available is for Q2 2015/16. Of the 64 care leavers aged 16 to 21 years during the period, all but 4 were in suitable accommodation. This is an improvement on Q1 2015/16 performance of 88.6% and it is within tolerance to meet the target of at least 95% of care leavers living in suitable accommodation.

Ofsted Inspection of Settings

Childminders - There were 17 childminders inspected during the Q3 period. 2 childminders had no children on roll, graded Meets Requirements.

For the 15 with children on roll;

1 graded – outstanding

14 graded - good

For all Stockton-on-Tees childminders inspected up to 31.12.15, 92% graded good or outstanding

Latest available Ofsted benchmarking information (Data View 31.08.15) for childminders - most recent inspection - shows the proportion judged as good/outstanding was:

86% Stockton-on-Tees

84% North East region

84% England

Childcare Settings - There were 2 childcare settings inspected during the Q3 period, both of which were rated as good.

For all Stockton-on-Tees childcare settings inspected up to 31.12.15, 96% graded as good or outstanding

Latest available Ofsted benchmarking information (Data View 31.08.15) for childcare settings - most recent inspection - shows the proportion judged as good/outstanding was:

96% Stockton-on-Tees

92% North East region

86% England

COMPLAINTS, COMMENTS, COMPLIMENTS AND COMMENDATIONS

The latest data available is at Q2 2015/16. During the period there were 13 new complaints received at stage 1, none of which were withdrawn. Of these, all received a response during the period. There was 1 request for a complaint to proceed to a Complaint Review Panel during Q3 2015/16. 2 Independent Investigations were responded to during the quarter, both of which are also to proceed to a Complaint Review Panel during Q3 2015/16.

The number of new complaints has remained relatively stable in the year to date. Outcomes and learning from complaints are reviewed quarterly at the Children & Young People's Management Team. The Q2 report was considered at that meeting of the group and the issues arising in relation to:

- Clarity of communication with families
- Accuracy of information

FINANCE

Information contained in the MTFP report.

RISK

The current risks continue to be monitored.