

Panel Perfformiad Craffu - Ysgolion

Lleoliad: Ystafell Bwyllgor 5 - Neuadd y Ddinas, Abertawe

Dyddiad: Dydd Iau, 18 Ionawr 2018

Amser: 4.00 pm

Cynullydd: Y Cynghorydd Mo Sykes

Aelodaeth:

Cynghorwyr: C Anderson, A M Day, M Durke, S J Gallagher, L S Gibbard,
F M Gordon, D W Helliwell, B Hopkins, L James, S M Jones, L R Jones,
M A Langstone a/ac L J Tyler-Lloyd

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Cyfarfod nesaf: Dydd Llun, 5 Chwefror 2018 ar 4.00 pm



Huw Evans

Pennaeth Gwasanaethau Democraidd

Councillor Mo Sykes
Convener, Schools Scrutiny Performance
Panel

BY EMAIL

Please ask for: Councillor Jennifer Raynor
Direct Line: 01792 63 7429
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Our Ref: JR/JW
Your Ref:
Date: 4 December 2017

Dear Councillor Sykes

SCHOOLS SCRUTINY PERFORMANCE PANEL – 18 OCTOBER 2017

Thank you for your letter dated 9 November 2017.

Question

1. We would like you to look into how schools and the local authority are including others, like for example, the private sector and the university in moving the Digital Competence Framework for schools forward in order to ensure that our up and coming pupils are being prepared for the employment opportunities that the City Deal will offer.

Response

Currently, all schools within Swansea are planning and implementing the Digital Competence Framework (DCF) across the curriculum. This has involved using mapping tools provided by Welsh Government (WG), ensuring all strands with the DCF are taught throughout the school year and within at least one subject/curriculum area. The local authority (LA) has contributed to an Education through Regional Working (ERW) Menu of Support for the delivery of DCF skills and a comprehensive training package is on offer to schools. The training will upskill staff and enable them to deliver the required skills for the correct age ranges and abilities of the pupils. If this is successfully embedded teachers and pupils will be upskilled.

It is evident that schools have utilised some training providers to help deliver some of the skills required for the pupils, such as Technocamps which is part of Swansea University. This should be developed further in light of the opportunities that the City Deal will offer.

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To this end, a contact list of local businesses and training providers will be created by the LA and distributed to all schools which details the training or skills that the provider can offer. The idea of a resource bank has been received positively by Headteachers/DCF Co-ordinators as schools are always looking for innovative ways to enthuse their pupils. Engaging with businesses and further education will encourage pupils to continue their education and gain the necessary skills required.

Question

2. Can you inform us of the outcome of the Band B submission to Welsh Government once it is available?

Response

We are still awaiting a formal statement from Welsh Government and will update as soon as we know.

Yours sincerely



COUNCILLOR JENNIFER RAYNOR
CABINET MEMBER FOR CHILDREN, EDUCATION & LIFE LONG LEARNING

Councillor Mo Sykes
Convener, Schools Scrutiny Performance
Panel

BY EMAIL

Please ask for: Councillor Jennifer Raynor
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Our Ref: JR/KH
Your Ref:
Date: 19th December 2017

Dear Councillor Sykes

Schools Scrutiny Performance Panel – 16th November 2017

I am pleased to hear you visited Olchfa Comprehensive school to look at the work the school is developing within Parklands Primary. I am a governor at Olchfa school and I have fully supported the development of iLearn and the New Curriculum.

You asked 4 questions.

- 1. What is being done across schools in Swansea to ensure that we are reflecting the varied needs of pupils within the school meals that are offered, for example vegetarian, vegan, Halal?**

Response

School meals provide a varied nutritionally balanced menu to the children of Swansea. We offer a vegetarian menu option and provide halal food when requested. This statement applies to schools that use the SLA to provide their catering service, schools that have opted out should have their own arrangements in place.

- 2. How you think we can build upon the positive impact that rights respecting schools have had and how we can further develop the themes of culture and identity?**

Response

Our schools in Swansea are committed to the rights respecting schools award to embed the UNCRC into school life. The UNCRC is a framework that sets out the rights for children and young people (0-18 years), which will enable them to participate in society in an equitable way and protect and provide for their vulnerabilities if required. The UNCRC has 42 articles which set out how children should be treated, these rights are the things children need to be safe, healthy and happy.

There are specific articles listed in the UNCRC along the themes of culture and identity; these are promoted and encouraged in schools through the rights respecting schools award and are listed below:

Article 7 - The right to a name and nationality

All children have the right to a legally registered name, the right to a nationality and the right to know and, as far as possible, to be cared for by their parents.

Article 14 - The right to follow your own religion

Children have the right to think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

Article 15 - The right to meet with friends and join groups and clubs

Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 29 - The right to be the best you can be

Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures

Article 30 - The right to use your own language

Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

During 2018 we will be exploring the views of children and young people through our Big Conversation and Pupil Voice Forums looking at cohesion statements and discussing if children and young people agree or disagree with the following three cohesion statements and what actions we can take to promote pride and belonging within our communities:

- That you feel you belong to your local area
- That this local area is a place where people from different backgrounds get on well together
- People in my local area treat each other with respect and consideration

3. How do you believe the budget situation across schools both now and in the near future will reflect in their ability to take forward the new curriculum?

The authority has continued to prioritise the delegated schools budget over recent years as a key priority area and as such the funding available to schools is significantly higher than it might have been had decision mirrored the local government finance settlements from the Welsh Government. Nevertheless, the scale of cost pressures facing schools which have not been fully funded by UK and Welsh Government settlements has resulted in schools inevitably facing real terms reductions in funding no matter how favourable the prioritisation by the authority. This is exacerbated by continuing cuts in specific grant which are very largely devolved to schools.

Clearly this presents challenges to schools to maintain and indeed enhance delivery of the curriculum. I note the Cabinet Secretary Kirsty Williams had promised extra funding and support to roll out the New Curriculum. The authority will continue to work with schools to further facilitate school to school support and the sharing of good practice and so develop the capacity of schools to meet these challenges and ensure a sustainable quality of education provision for pupils over the coming years.

4. What are we doing as an authority to help create a climate for professional learning that is valued and at the forefront education in Wales?

Response

In the document 'Qualified for Life – A Curriculum for Wales – a curriculum for life' October 2015 it states: 'Learners in Wales will enjoy teaching and learning that inspires them to succeed, in an education community that works co-operatively and aspires to be great, where the potential of every child and young person is actively developed.' (P.2) 'A curriculum for Wales – a curriculum for life' sets out, in broad terms, the steps that we will take to achieve Successful Futures'. (P.4) The new curriculum is being developed by teachers with the intention of creating students who are: Ambitious, capable learners; Enterprising, creative contributors; Ethical, informed citizens and Healthy, confident individuals.

Within Swansea Local Authority there is a strategic approach to professional development with the four core purposes for the new curriculum at the forefront of all professional learning. The aim of all professional development is to empower schools to provide high quality teaching and learning experiences in Language, Literacy and Communication, Literacy/ English, Welsh (first language), Welsh second language, Digital Competence, Mathematical Development and Mathematics, in all subject areas across the curriculum for all pupils in all phases.

Pupils need to become independent, resilient and reflective learners who are able to question, solve problems, reason and be curious about the world around them. To achieve this, the curriculum needs to be innovative and offer creative opportunities for learning in a range of contexts through a range of cross curricular subject areas. Teaching approaches need to be selected on the basis of what has been proven to work through demonstrating effective strategies. Pupils need to experience a range of challenging opportunities in order to acquire the necessary skills for future learning. They need to be able to follow a line of enquiry and ask higher order questions, learn new concepts, reflect on prior learning and to be able to self-assess so that they are equipped for the new curriculum and 'qualified for life'.

As an authority our aim is to raise standards of literacy, numeracy, Welsh and Digital Competence for all pupils by supporting teachers on their professional learning journey through the following:

- Developing the role of coordinator;
- Securing the philosophy and pedagogy of the Foundation Phase;
- Implementing and embedding the Literacy Numeracy Framework in all phases;
- The implementation of the Areas of Learning and Programmes of Study in English; Welsh and Mathematics in all phases;
- Effective curriculum mapping so that the teaching and learning of skills in Language, Literacy and Communication, English, Welsh and Mathematics are consolidated and progressed through appropriate application in other areas of learning and across the curriculum;
- The use of the Literacy Numeracy Framework for formative assessment;
- Recording and reporting, securing judgements in the statutory cycle of standardisation, in-school and cluster moderation;

- The delivery, monitoring and evaluation of literacy and numeracy interventions; and
- Equip teachers with the necessary skills to deliver the Digital Competence Framework.

It is the responsibility of the Curriculum Support Team of Performance Specialists in Education Improvement to support teachers and staff in schools with relevant, recent and purposeful, professional development opportunities which includes references to current research methodologies and theory as well as tried and tested strategies. Performance Specialists also coach and mentor teachers and staff in schools to help them to develop their own philosophy on effective practices. Teachers attending courses are asked to carry out action research on their return to the classroom. They are expected to share their findings at a follow up session. Professionals in schools are offered training from a regional menu of support for the following areas of the curriculum: Literacy, Welsh Literacy, Numeracy, Digital Competence and Foundation Phase. Locally, there is also a comprehensive support package of training for Welsh second language and Additional Learning Needs.

The Menu of Curriculum Support for schools is brokered by Challenge Advisers who meet with Head teachers during the Core Visit 1 to identify areas of need. The amount of support that can be offered is dependent on the categorisation of the school and capacity of the central team. However all schools can access termly co-ordinator networks for Literacy, Welsh Literacy, Welsh Second Language, Numeracy, Foundation Phase and Digital Competency. There is also a comprehensive package of training available for Newly Qualified teachers in Literacy, Numeracy, Digital Competence and Additional Learning Needs for primary and secondary practitioners. The Curriculum team also offer bespoke support and training for schools. Teachers that have been identified as lead practitioners are brokered for school to school support which increases capacity and drives the national agenda of school to school support. Schools also have access to 'Dolen' on the ERW website. Case studies can be found on schools that have been recognised as having good practice worthy of sharing. As well as offering continued Professional Development to teachers through training courses another aim is to strengthen leadership capacity and accountability at all levels by offering bespoke support from Challenge Advisers on leadership and self-evaluation.

Two documents which drive the curriculum agenda for Swansea LA include the 'Eastern Hub Literacy and Numeracy Strategy Autumn 2017' and the Curriculum Support Unit's Operational Plan which outlines the delivery of courses and training dates for the academic year 2017-2018. This includes continued professional development for the work of all the Performance Specialists. The 'Eastern Hub Literacy and Numeracy Strategy Autumn 2017' document outlines the aims and objectives of the literacy and numeracy support for schools and it is closely aligned to the objectives and delivery for the regional Literacy and Numeracy Strategy and Business Plan 2017 -18. Two distinct strands for the local approach include:

- Improving teaching and learning in English, Welsh (first language) and Mathematics lessons in order to raise standards;
- Improving the application of literacy and numeracy skills across the curriculum.

Literacy and Numeracy is at the very heart of the curriculum and therefore the processes, procedures and support mechanisms aim to ensure successful delivery of

the curriculum. Under the over-arching construct of the regional strategy the aims are to: Support teachers and school leaders in their work to raise overall levels of attainment in literacy and numeracy and narrow the gap linked to deprivation (CIF1.2); to improve the quality of teaching, learning and assessment, including Assessment for Learning (CIF 3) and to develop effective leadership at all levels (CIF 5.1).

In addition, the following are referenced when supporting teachers in schools and during training: The National Literacy and Numeracy Framework; the requirement of Estyn's Common Inspection Framework to report on pupils' skills in literacy and numeracy across the curriculum and the recommendations from Estyn's thematic reports on national progress; the Areas of Learning/Programmes of Study in English, Welsh (first language) and Mathematics; the tracking and assessment system in the Foundation Phase; the revised Qualifications Framework and its new demands at GCSE; the National Model for Regional Working including the facilitation of school to school transformation; the strategic objectives of the education improvement plan for 3-19 year olds in Wales and the developments on Successful Futures and Pioneer Schools.

The focus for local and regional literacy and numeracy training for 2017-18 includes: Developing thinking skills and effective questioning to promote independent learning; Reading for Meaning across the curriculum – increasing challenge Key Stage 2-3; Guided and Reciprocal Reading; Developing writing accuracy across the curriculum; Fun with writing – developing creativity – Foundation Phase and Key Stage 2; Playing with Poetry and Language – Foundation Phase and Key Stage 2; Targeting and challenging More Able and Talented pupils; Developing Numerical Reasoning; Making effective use of digital competencies to support the development of Mathematics and Numeracy Foundation Phase, Key Stage 2, Key Stage 3; Developing numeracy challenge and mastery within secondary mathematics curriculum Key Stage 3/4.

Developing numeracy within high demand subjects at Key Stage 3; Science and the numeracy framework Key Stage 2; Literacy and Numeracy- reducing the workload and increasing the impact of feedback.

The following examples demonstrate some of the ways that the Curriculum team is supporting staff in schools through the delivery of the Operational Plan to create a climate for professional learning with the four core purposes at the forefront of support and training:

Literacy

- Promote effective practice through the use of lead practitioners at all training events;
- Share creative approaches for the delivery of literacy across the curriculum through the use of books;
- Make effective links with literacy and the outdoors to promote creativity and wellbeing;
- Promote oracy skills through enterprise projects;
- Update teachers on new technology and Applications that can be used to enhance literacy and assessment;

- Promote free resources at training events which develops effective practice e.g. 'Into Film';
- Train teachers on effective strategies such as: modelled, shared and guided reading and writing;
- Support teachers with literacy audit tools to support self- evaluation;
- Link reading materials with areas of the curriculum e.g. Pupil Voice, Rights Respecting Schools, Healthy Eating and Wellbeing;
- Invite speakers/experts/authors to share ideas for effective practice at training events to promote literacy e.g. nature and poetry and published authors;
- Make references to research/Estyn documentation at every training event and during in school support;
- Share assessment tools at training events to record pupil progress;
- Support teachers to utilise Teaching Assistants to support effectively in class;
- Share course resources in shared network area on Hwb.

Welsh

- Offer bespoke support for schools;
- Support teachers in class to enable effective teaching and learning;
- Training for support staff to ensure effective in class support;
- Collaborate with co- coordinators and staff from all Welsh medium schools;
- Work closely with Officers in Education Welsh second language;
- Collaborate and work closely to develop training packages with colleagues across the Eastern Hub and consortium;
- Developing the Siarter Iaith, monitoring and ensuring its success in all schools;
- Attend all schools as part of validation process for bronze award;
- Arrange different activities for all schools to support Siarter Iaith;
- Ensure that all schools receive effective support in order to ensure that all pupils reach their full potential.

Foundation Phase

- Plan and deliver a training package for 'Developing Independence';
- Support teachers to identify how they are already using the twelve pedagogical principles;
- Opportunities for Foundation Phase Co-ordinators to attend training in a school and participate in a learning walk;
- Link teachers to excellent Foundation Phase practice in local schools in order to share good practice;
- Support teachers on effective use of support staff in the classroom;
- Engage the support of Science officers from Education through Regional Working to deliver at training events.

Welsh Second Language

- 65 schools have started the Siarter Iaith Cymraeg Campus scheme that promotes standards of oracy, reading and writing, ESTYN criteria, digital competence and Donaldson initiatives. All schools have been trained and resources produced to support them. New resources are created termly;
- Provide six courses over a term that all staff can access which provides methodology, drilling and bilingualism training and curriculum support;

- Lead practitioners identified to share good practice with other teachers on every course;
- Weekly Adds sessions and Teaching Assistants' training for all schools;
- Termly cluster training and networking groups to create new resources and to share good practice for each school in Swansea;
- Share good practice as a county and service with other local authorities on national sabbatical courses, Education through Regional Working training days and national conferences;
- Provide a strong school to school support service – sharing good practice and new strategies with target schools;
- The Hwb networking site is accessible to all teachers and Teaching Assistants and new courses are added termly;
- Exemplar lessons are delivered in all schools;
- Schools are monitored termly in order to raise standards.

Digital Competence

- Digital Learning courses are offered to all staff within Swansea Local Authority Schools. Teachers that attend courses are provided with specific Digital Competence Framework /Software training. The resources delivered on the courses are ready for use in the classroom and there is an opportunity to collaborate with other teaching professionals during and after the event online;
- Digital Competence Framework strands covered in specific training sessions provide skills and expertise to teachers in readiness to deliver the core purposes to their pupils e.g. Strand 3 – Producing - This gives pupils the opportunity to be creative in the electronic materials that they produce using key features of the software;
- Strand 4 – Data and Computational Thinking – This training, when rolled out in schools provides pupils with the opportunity to learn new skills within a skills shortage area;
- Citizenship Courses are delivered as part of the Digital Competence Framework – Strand 1. These courses provide teachers with the tools to deliver the strand elements to all pupils under the core purposes. These elements are: Identity, Image and Reputation, Health and Wellbeing, Digital rights, Licensing and Ownership, Online behaviour and Cyberbullying.

Additional Learning Needs

- Close liaison with the wider Additional Learning Needs team, external agencies and health board to support and develop a robust Additional Learning Needs' training menu for school practitioners, which is delivered via a tiered approach. This involves an expectation that staff complete the available training to develop universal skills to support Additional Learning Needs' learners before accessing the targeted and specialised training programmes ensuring that basic skill development is robust before requesting more specialised support;
- Development of online training resources to support Additional Learning Needs Co-ordinators to deliver support to wider school staff in meeting the needs of Additional Learning Needs' learners;
- Development of online training for Additional Learning Needs Co-ordinators to develop their skills and expertise in supporting pupils with Additional Learning Needs;

- Development of supportive forums in conjunction with Hafan y Mor children's centre for both neurodevelopmental difficulties and motor co-ordination. These forums are to support practitioners to identify and provide Continued Professional Development on the correct pathway of support for pupils presenting with difficulties;
- All Additional Learning Needs Co-ordinators/ Special Educational Needs Co-ordinators have been advised to engage in the Welsh Government core skills programme to develop skill development of staff in readiness for the Additional Learning Needs reform and links and support has/is being provided to complete this where necessary;
- The development of an Additional Learning Needs provision grid which outlines expectation for provision in key Additional Learning Needs areas. All schools (including the Pupil Referral Unit) are expected to complete this self-evaluation to identify training needs and influence school evaluation reports and development plans to improve provision;
- Regular network meetings for specific groups: Primary, Secondary and Special Training Facility;
- All training is linked to Additional Learning Needs' reform.

Yours sincerely



**COUNCILLOR JENNIFER RAYNOR
CABINET MEMBER FOR CHILDREN, EDUCATION & LIFE LONG LEARNING**



**To/
Councillor Jen Raynor
Cabinet Member for Children,
Education and Lifelong Learning**

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29 November 2017

BY EMAIL

Summary: This is a letter from the Schools Scrutiny Performance Panel to the Cabinet Member for Children, Education and Lifelong Learning following the meeting of the Panel on 16 November 2017. It is about Pioneer Schools and the New Curriculum for Wales.

Dear Councillor Raynor,

Schools Scrutiny Performance Panel – 16 November 2017

We met at Olchfa Comprehensive School to look to at the collaboration that Parklands Primary and Olchfa Comprehensive Schools are doing in helping to map out the future New Curriculum for Wales.

We are writing to you to reflect on what we learnt and to share our views and learning points from this exercise.

Young People and the New Curriculum

We met a group of six young people from the Olchfa School Advisory Board to gain their thoughts about the new curriculum. We asked them to consider:

- ❖ How the school is helping them to prepare for life?
- ❖ What they think the school does well and what it could do better?
- ❖ Whether they feel they have a say in decisions affecting the school and their learning?

The key messages from these pupils about the New Curriculum are:

- It is good because learning is now more linked to pupils day to day life, for example in maths learning about elevation and this being linked to map work or architecture.
- Skills learnt in these types of lessons are the skills needed for life.

OVERVIEW & SCRUTINY / TROSOLWG A CHRAFFU

SWANSEA COUNCIL / CYNGOR ABERTAWE

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I dderbyn yr wybodaeth hon mewn fformat arall neu yn Gymraeg, cysylltwch â'r person uchod
To receive this information in alternative format, or in Welsh please contact the above

- Respect is important to 'both school life and for life outside...it is very important for pupils to have a voice: every pupil in the school must have a voice. Pupils must feel that their opinions matter'.
- Young people thought that learning about their own culture and identity and that of others was important.
- Lessons are teaching us skills that also help build pupils confidence, so they can then become more involved and willing to give their views.
- Pupil Voice has been the biggest difference at the school. For example: pupils decided on which subjects would be looked at in PSE this year. 'Pupils then see this happening which proves they have the ability and confidence to put their ideas forward this will help them with life.'
- The way things are taught now allows everyone to get involved. Not just about exams but developing ideas and to think about and question them. Reflection time is also good for exploring different ideas and experience.
- More freedom in how things are done so we can learn and develop our own learning styles. Can therefore be more creative and have more ownership of the learning process.
- More respect between teachers and pupils which results in pupils feeling that they can have their say more, which helps pupils to be more engaged and enjoy lessons.
- When asked what the school could do better, pupils said that the needs of every pupil in relation to food/meals could be addressed. That the food available does not have many vegetarian options and does not cater for examples for Halal or vegan etc. The pupils thought that to enable full equality the school meals available should be reflective of pupils needs.

Parklands Primary and Olchfa Comprehensive School collaboration work in relation to Pioneer Schools and the New Curriculum for Wales

Scrutiny Councillors met with Hugh Davies and Anne Lloyd the Headteachers from Olchfa Comprehensive School and Parklands Primary School, the Chair of Governors from Olchfa School Mary Jones and the Challenge Advisors for the two schools Sharon Jones and Mark Thompson. We discussed how the development of the New Curriculum for Wales is progressing from their viewpoints. The Panel took away a number of learning points from this session which they would like to share with you and for use when moving forward in the development of the new curriculum in other schools in Swansea:

- Strong leadership within schools will be key to moving forward, but must recognise that School readiness for the new curriculum will be varied.
- Both the School Governing Body and Leadership Team within a school must be committed to it and be ready to move it forward.
- Collaboration is happening not only because of the new curriculum pilot, some schools were thinking this way and starting to move down that road but this has been an impetus to moving forward. There are some schools that are not pioneer schools but are starting to do this because they recognise that it is the right thing to do.

- There are a minority of individuals within schools that are not convinced and therefore not as supportive of Donaldson and the ethos of the new curriculum. There is still a need to be winning of hearts and minds with some.
- Must recognise schools are at different stages of learning and development, therefore their ability to move forward with the new curriculum will vary and will need different levels of support.
- Ensure everything is grounded in the 4 core purposes, 'they are the fundamental touchstone'. Teachers must understand and be committed to this in order to move forward.
- The pedagogy and type of knowledge is different so teachers need to embrace this as part of their continuous improvement journey. It will be important moving forward for the criterion to fit with the pedagogy that goes with the new curriculum.
- It is vital to use evidence to inform the development of the practice needed. Moving forward must be underpinned by research and evidence based decisions.
- The learning for pupils is much broader within the new curriculum than with the old one, subjects are looked at in more depth and breadth, enabling pupils to question and think, it also frees up time to explore issues more. This enables children to think/question and not just acquire knowledge.
- The new curriculum needs to be about teaching and learning, about what the child needs and not only about results and data.
- Working across clusters will be important moving forward, the primaries and secondary schools working together to ensure smooth transitions and shared practices will be of benefit to all.
- There is an important role for all the pioneer schools in being reflective and looking at the effective pedagogy learned and that is needed, also encouraging and giving confidence to other schools to start down this process.
- The main challenges to moving forward with the new curriculum include:
 - Schools being able to release resources to bring in the new curriculum will be necessary, so any reduction in resources will negatively impact on their ability to move forward.
 - nature of changes in communities, for example the increases in second language and free school meals pupils
- If local authority could do anything to help it would be to create a climate for professional learning that is valued and at the forefront education.

We were extremely impressed with both schools and their commitment and drive in improving the outcomes of their pupils. We recognise that they both have taken this great opportunity to shape new practice and have embraced it fully. We look forward to seeing how it progresses in the future within both schools and across their cluster.

Your response

We are interested in hearing your thoughts about the issues raised in our letter and would ask that you respond to the following issues by the 20 December 2017.

1. What is being done across schools in Swansea to ensure that we are reflecting the varied needs of pupils within the school meals that are offered, for example vegetarian, vegan, Halal?
2. How you think we can build upon the positive impact that rights respecting schools have had and how we can further develop the themes of culture and identity?
3. How do you believe the budget situation across schools both now and in the near future will reflect in their ability to take forward the new curriculum?
4. What are we doing as an authority to help create a climate for professional learning that is valued and at the forefront education in Wales?

Yours sincerely,

COUNCILLOR MO SYKES

Convener, Schools Scrutiny Performance Panel

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City and County of Swansea

Notes of the **Scrutiny Performance Panel – Schools**

Olchfa Comprehensive School, Swansea

Thursday, 16 November 2017 at 2.00 pm

Present: Councillor M Sykes (Chair) Presided

Councillor(s)

L James
L J Tyler-Lloyd

Councillor(s)

L R Jones

Councillor(s)

M A Langstone

Officer(s)

Hugh Davies
Anne Lloyd
Mary Jones
Mark Thompson
Sharon Jones
Six pupils
Michelle Roberts

Headteacher Olchfa Comprehensive School
Parklands Primary School
Chair of Governors at Olchfa Comprehensive School
Challenge Advisor for Parklands Primary School
Head of Curriculum Support (EIA)
School Advisory Board at Olchfa Comprehensive
Scrutiny Officer

Apologies for Absence

Councillor(s): B Hopkins, S M Jones, Mike Day, Steven Gallagher, Mike Durke, Louise Gibbard, Fiona Gordon and David Helliwell.

1 Disclosure of Personal and Prejudicial Interests

None

2 Pioneer Schools, the Future Curriculum in Wales (context to the visit)

Achieving the full benefits of [Successful Futures](#) for our children and young people, together with *Teaching Tomorrow's Teachers*¹, and the New Deal for the Education Workforce will require us all to engage fully and work together. It will be a collaborative process that will involve the teaching profession, Estyn, local authorities, academics, parents/carers, businesses and a wide range of other stakeholders, experts and groups. To ensure we get it right, we will need to strike the right balance between proceeding at pace so that the new curriculum is available as soon as possible, with our desire to develop the new curriculum in partnership with schools and other partners to ensure we get it right. As we move forward together the development of the new curriculum will be: evidence-led, based on subsidiarity, ambitious and inclusive, manageable, with pace, passion and professionalism, unified.

Professor Graham Donaldson

Parklands Primary School and Olchfa Comprehensive School are working together in collaboration and are one of a small number of schools who are helping to map out the future of curriculum reform in Wales. This is as a result of the Donaldson

report Successful Futures Independent Review of Curriculum and assessment Arrangements in Wales.

The Panel met the Headteachers, Chairs of Governors and Challenge Advisors for both Parklands Primary and Olchfa Comprehensive School at Olchfa School. Members before meeting with professional spent 30 minutes discussing the new curriculum and their thoughts with a group of 6 pupils from across different years within Olchfa Comprehensive.

3 Session with young people who are pupils at Olchfa Comprehensive School

Scrutiny Councillors met with 6 young people from the Olchfa School Advisory Board asking them to consider

- ❖ How the school is helping them to prepare for life?
- ❖ What they think the school does well and what it could do better?
- ❖ Whether they feel they have a say in decision affecting the school and their learning?

The key messages from pupils about the new curriculum are summarised as follows:

- It is good because learning is now more linked to pupils day to day life, for example in maths learning about elevation and this being linked to map work or architecture.
- Skills learnt in these types of lessons are skills needed for life.
- Respect is important to both school and for life outside...it is very important for pupils to have a voice: every pupil in the school must have a voice. Pupils must feel that their opinions matter.
- Lessons are teaching us skills that also help build pupils confidence, so they can then become more involved and willing to give their views.
- We felt that the pupils having a voice have been the biggest difference to the school for their perspective. For example: pupils decided on which subjects would be looked at in PSE this year. Pupils then see as this is happening that they have the ability and confidence to put their ideas forward, this will help them with life.
- The way things are taught now allows everyone to get involved. Not just about exams but developing ideas and to think about and question them. Reflection time is also good for exploring different ideas and experience.
- More freedom in how things are done so can learn and develop our own learning styles. Can therefore be more creative and have more ownership of the learning process.
- More respect between teachers and pupils which results in pupils feeling that they can have their say more, which helps pupils to be more engaged and enjoy lessons.
- When asked what the school could do better, pupils said that needs of every pupil in relation to food/meals could be address. That the food available does not have many vegetarian options and does not cater for examples for Halal or vegan etc. The pupils thought that to enable full equality meals should be reflected pupils needs.

2 Session with Parklands Primary School and Olchfa Comprehensive School

Scrutiny Councillors met with the Headteachers, Chair of Governors from Olchfa and the Challenge Advisors for both schools to discuss how the development of the new curriculum for Wales is progressing from their viewpoints. The Panel took away the following learning points from the session:

- Leadership within schools will be key to moving forward, but must recognise that School readiness for the new curriculum will be varied.
- Both the School Governing Body and Leadership Team within a school must be behind it and be ready to move it forward.
- The majority of those involved teachers and governors must believe that this is the best way forward and be committed to it.
- Collaboration is happening not only because of the new curriculum pilot, some schools were thinking this way and starting to move down that road but this has been an impetus to moving forward. There are some schools that are not pioneer schools but are starting to do this because they recognise that it is the right thing to do.
- There are a minority of individuals within schools that are not convinced and therefore not as supportive of Donaldson. There therefore needs to be a winning of hearts and minds.
- As a school it is important to assess where you are at in relation to this and to now your capacity to make the change. Important to take staff along with you, school and staff need to be in right place to make the necessary changes.
- Must recognise schools are at different stages of learning and development, therefore their ability to move forward with the new curriculum will vary and need different levels of support.
- Ensure everything is grounded in the 4 core purposes ...they are the fundamental touchstone, schools teachers must understand and be committed to this in order to move forward.
- The pedagogy and type of knowledge is different so teachers need to embrace this as part of their continuous improvement journey. It will be important moving forward for the criterion to fit with the pedagogy that goes with the new curriculum
- It is vital to use evidence to inform the development of the practice needed. Moving forward must be underpinned by research and evidence based decisions
- The learning for pupils is much broader than with the current curriculum, subjects looked at in more depth and breadth, enabling pupils to questions and think and frees up time to explore issues more. This enables children to think and question and not just acquire knowledge.
- Working across clusters will be important moving forward, the primaries and secondary schools working together to ensure smooth transitions and shared practices will be of benefit to all.
- There is an important role for those pioneer schools in being reflective and looking at the effective pedagogy learned and that is needed, also encouraging and giving confidence to other schools to start down this process.
- The new curriculum needs to be about teaching and learning, about what the child needs and not only about results and data.
- The main challenges to moving this forward include:

Notes of the Scrutiny Performance Panel – Schools (18.10.2017)
Cont'd

- Schools being able to release resource to do this so less resource will negatively impact on this.
- the only nature of change in communities, increase in second language and free school meals pupils
- If local authority could do anything to help it would be to create a climate for professional learning that is valued and at the forefront education.

The Convener of the Panel Cllr Mo Sykes thanked everyone including pupils for their participation in the session and for the useful and informative information given.

The meeting ended at 4.10pm



City and County of Swansea

Notes of the **Scrutiny Performance Panel – Schools**

Committee Room 6 - Guildhall, Swansea

Tuesday, 12 December 2017 at 4.00 pm

Present: Councillor M Sykes (Chair) Presided

Councillor(s)

A M Day
L R Jones

Councillor(s)

L S Gibbard
M A Langstone

Councillor(s)

D W Helliwell

Officer(s)

Nick Williams
Dominic Nutt
Michelle Roberts

Chief Education Officer
Deputy Education LAC Co-ordinator
Scrutiny Officer

Apologies for Absence

Councillor(s): M Durke, S J Gallagher, F M Gordon and L J Tyler-Lloyd
Co-opted Member(s): D Anderson-Thomas

1 Disclosure of Personal and Prejudicial Interests.

Councillors Mike Day and Louise Gibbard

2 Notes and Conveners letter from the panel meetings on 18 October 17 and 16 November 17

The convener's letter and notes were received by the panel.

3 Looked After Children Educational Outcomes

The panel welcomed the Deputy Education Looked After Children Co-ordinator to the meeting, thanking him for the detailed answers to the questions that had been sent to him in advance of the meeting.

The [report](#) covered:

- Looked After Children (LAC) educational performance including:
 - Comparisons to other children in local schools and LAC children in other LA's
 - Pupils achieving different core subject indicators at different key stages
 - Bridging the gap in educational outcomes of LAC
 - Out of county placed children
- Plans to raise educational attainment of LAC
- How individual pupils are supported to achieve in and out of school

- How children are supported to continue to further and higher education
- Personal Developments Plans and how they are audited.
- Young people's views about their education and aspirations also about the services they receive
- Participation in afterschool activities and barriers to participation
- LAC and school exclusions and children educated other than at school
- Working with others to improve outcomes

The panel then specifically discussed:

- The provision of attachment aware schools training being developed following recognition of the impact of attachment issues on learning and the developing brain. The panel were pleased to see the roll out of this training which will increase staff understanding in all Swansea schools about the issues faced and help to develop strategies to support LAC learners to further improve attainment.
- The panel heard that the Additional Learning Needs Unit is seeking to introduce Emotional Literacy Support Assistant training for schools, funded by the LAC/PDG grant. They recognise that this will further extend individual support available to learners in schools across Swansea.
- Councillors heard about the LAC learners' participation work in raising the profile of the learner voice in Swansea which is featured as a good practice case study in the Estyn Report 'Raising the attainment, achievement and aspiration of children who are looked after'.
- Good links have been established with Gower College and further education. LAC pupils are supported through the transition into higher education.
- Development of a virtual school website, which is the first in Wales. It will help provide information and link more closely with others including for information sharing.
- There has been no permanent exclusions of looked after children for a number of years. Most vulnerable pupils are kept in school with support. Work to limit the risk of exclusion.

4 Support for Vulnerable Pupils and Pupil Deprivation Grant Spend across Schools

The Panel looked at how the pupil deprivation grant has been spent across Swansea to support the achievement of vulnerable pupils. A report was provided and the Chief Education Officer attended the meeting to answer questions.

The following was noted:

- Pupil Deprivation Grant (PDG) is for pupils eligible for free school meals (eFSM) and is allocated to schools by the local authority per financial year. The amount equates to £1050 per eFSM pupil and is based on the annual census of pupils.
- The panel were provided with a [report](#) detailing all PDG spend for the 2016/17 and detailing spend per school. Each school is required to publish their PDG spending online.
- Schools have used the PDG in a variety of ways, referencing recent research to help inform the decisions. Some of the common spending patterns in Swansea are:

- Intervention for Oracy
 - Target groups for intervention and additional hours
 - Literacy and basic skill interventions
 - Literacy catch up
 - Computers and digital devices
 - Individual plans
 - Equal access and opportunity i.e. trips visits and experiences
 - Feedback and mentoring
- A breakdown of allocations was included in the report
 - It was outlined that schools must demonstrate that the grant is reaching the right pupils. The impact of interventions to measure should be evaluated by schools, especially where staff are employed through grant monies. The panel recognise that currently not all grant monies are impactful and that there is an increasing demand to show that PDG is making a difference.
 - The panel heard that financial officer work with a designated challenge advisor to ensure that PDG spending is appropriate and that challenge advisors are monitoring on an annual basis.
 - Members emphasised the importance of schools using the evidence base when planning future spend, being able to learn from what is making a real impact is important. The panel were reference to some useful documentation particularly the [ERW poverty directory of strategies and resources](#)
 - It was highlighted that the PRU were not currently compliant with their use of the PDG. The panel heard that this is because they have only recently been allocated the PDG for those pupils attending the PRU. Until recently the originating school was in receipt of it. The PRU will now be able to plan and use the monies directly for its eFSM pupils.

5 Workplan 2017/2018

The workplan was received.

6 For Information Item

The 'for information' items where received by the panel as follows:

- Letter from ERW Councillor Group to ERW Joint Committee (29 Sep 17)
- Annual Audit of Schools
- Reducing Workload for teachers and headteachers Guide

The meeting ended at 4.50pm



Report of the Convener of the Schools Scrutiny Performance Panel 18 January 2018

Schools Performance - Education Annual Performance Data 2016-2017

Purpose:	To provide ongoing challenge to schools performance to ensure that: pupils in Swansea are receiving high quality education; and the authority is meeting its objectives in relation to improving school standards and pupil attainment.
Content:	Education Annual Performance Data for 2016-2017.
Councillors are being asked to:	Consider the information provided and make their views known to the Cabinet Member via a Conveners Letter.
Lead Councillor:	Councillor Mo Sykes, Schools Scrutiny Performance Panel
Lead Officer & Report Author:	Michelle Roberts, Scrutiny Officer Tel: 01792 636356 E-mail: michelle.roberts@swansea.gov.uk

1. Context

The Panel agreed as part of their scrutiny role will look at the Education Annual Performance Data including the verified data. The panel have invited Cllr Jen Raynor and Nick Williams to assist in this session.

A **summary** of the data is provided at the beginning of the document see **appendix A**.

2. Key Issues and Questions

See below the key issues/questions the panel will use for this session (as discussed and agreed by the Panel by email)

1. In what aspects have we done well this year?
2. How well are we doing in the particularly challenging areas like:
 - a. Stretching more able pupils?
 - b. Closing the gap between eFSM and non eFSM pupils?
 - c. Closing the gap between boys and girls performance in different subjects?
 - d. BME performance?
 - e. Looked after children?
 - f. EOTAS pupils?
3. How are we doing in relation to:
 - a. School Attendance?
 - b. Permanent exclusions, fixed term exclusion?
4. From your consideration of this annual performance data, what will be the main focus for improvement for the coming year?

Schools Scrutiny Performance Panel 18 January 2018

Annual Report of Education Performance Data 2016-2017

School Categorisation 2017 (provisional and not public)

Summary of Key School Performance Data

Foundation Phase Indicator (outcome 5 or above in language, mathematical development and personal & social development in combination)

Percentages of pupils in year 2 cohort each year

Measure	2013	2014	2015	2016	2017	Trend	Comments
Swansea	80.1	83.9	86.2	85.0	85.5	+5.4	Swansea shows an upward trend over 5 years, slightly above all-Wales trend. However, results still below all-Wales and ranking poorly.
Wales	83.0	85.2	86.8	87.0	87.3	+4.3	
Swansea rank out of 22	21	17	15	19	19		
Boys	75.2	79.3	82.7	81.0	81.5	+6.3	Results for both boys and girls have improved over five years and the gender gap has reduced slightly.
Girls	85.4	88.7	89.7	89.4	89.9	+4.5	
Gender gap	-10.2	-9.4	-7.0	-8.4	-8.4		
Free School Meals pupils (FSM)	65.1	72.3	74.4	73.0	70.7	+5.6	Fail is FSM results in last 3 years after previous improvement.
Looked After pupils (LAC)			68.8	73.9	66.7		LAC results well below non-LAC each year but small cohort.
English as an Additional Language pupils (EAL)	74.0	82.6	85.2	85.2	85.0	+11.0	Upward trend for EAL pupils and results are similar to non-EAL.

Key Stage Two Core Subject Indicator (level 4 or higher in language, mathematics and science in combination)

Percentages of pupils in year 6 cohort each year

Measure	2013	2014	2015	2016	2017	Trend	Comments
Swansea	84.3	87.3	89.2	88.2	89.5	+5.2	Similar upward trend in results over the last 5 years in Swansea and Wales. Swansea rank improved to 13th in 2017 - "expected" benchmark position is 14th.
Wales	84.3	86.1	87.7	88.6	89.5	+5.2	
Swansea rank out of 22	13	9	8	16	13		
Boys	80.2	83.9	86.4	85.7	87.6	+7.4	Results for both boys and girls have improved over five years and the gender gap has reduced steadily.
Girls	88.4	91.0	92.4	90.8	91.6	+3.2	
Gender gap	-8.1	-7.0	-6.0	-5.1	-4.0		
Free School Meals pupils (FSM)	70.0	72.0	76.9	75.8	76.3	+6.3	Five-year upward trend in FSM results, but FSM remain over 10% below non-FSM.
Looked After pupils (LAC)	42.1	46.7	60.0	63.2	64.7	+22.6	LAC results variable due to low numbers, but show upward trend.
English as an Additional Language pupils (EAL)	82.8	84.6	91.8	91.5	91.9	+9.1	Strong upward trend for EAL pupils and results are above non-EAL in last 3 years.

Key Stage Three Core Subject Indicator (level 5 or higher in language, mathematics and science in combination)

Percentages of pupils in year 9 cohort each year

Measure	2013	2014	2015	2016	2017	Trend	Comments
Swansea	76.4	80.6	83.2	86.3	88.2	+11.8	Strong upward trend over five years in both Swansea and Wales with Swansea 2017 results just above Wales. Rank positions close to "expected" benchmark of 14th based on deprivation measures.
Wales	77.0	81.0	83.9	85.9	87.4	+10.4	
Swansea rank out of 22	14	14	14	13	13		
Boys	71.7	77.8	79.9	83.3	84.1	+12.4	Results for both boys and girls have improved over five years and the gender gap has reduced, although a little higher in 2017.
Girls	81.7	83.6	86.5	89.4	92.6	+10.9	
Gender gap	-10.0	-5.9	-6.6	-6.0	-8.5		
Free School Meals pupils (FSM)	52.6	60.9	68.7	69.6	73.2	+20.6	Strong upward trend for FSM pupils, but results remain 15% below non-FSM.
Looked After pupils (LAC)	14.3	44.1	48.1	40.0	70.0	+55.7	Upward five-year trend for LAC, but results are well below non-LAC each year.
English as an Additional Language pupils (EAL)	82.8	78.4	82.4	85.6	89.1	+6.3	EAL pupils show strong upward five-year trend with results similar to non-EAL.

Key Stage Four Level Two Inclusive (five or more A*-C grades including language and mathematics)

Percentages of pupils in year 11 cohort each year

* Changes in key stage 4 performance measures mean that 2017 results cannot be compared with earlier years.

Measure	2013	2014	2015	2016	2017*	Trend	Comments
Swansea	55.3	59.1	64.0	64.7	57.8		Swansea 2017 results well above Wales and ranked in 7th position. Significantly positive value-added.
Wales	52.7	55.4	57.9	60.3	54.6		
Swansea rank out of 22	9	7	3	7	7		
Boys	50.6	54.0	61.4	60.3	54.9		Gender gap smaller than in 2016 but slightly larger than 2015.
Girls	60.4	64.5	66.7	69.6	60.6		
Gender gap	-9.8	-10.5	-5.3	-9.2	-5.7		
Free School Meals pupils (FSM)	28.1	27.3	39.5	40.2	30.8		FSM performance 27% below non-FSM.
Looked After pupils (LAC)			40.0	25.0	19.0		Small number of LAC pupils in these cohorts, but results much lower than non-LAC.
English as an Additional Language pupils (EAL)	66.0	65.1	73.3	67.9	62.8		Results for EAL pupils are well above non-EAL.

Attendance

Pupils of statutory school age only

Measure	2013	2014	2015	2016	2017	Trend	Comments
Swansea primary schools	93.0	94.4	94.9	94.9	95.0	+2.0	Swansea attendance is most improved in Wales over five years, and rank positions are much improved.
Wales primary schools	93.7	94.8	94.9	94.9	94.9	+1.2	
Swansea primary schools rank out of 22	20	18	11	12	8		
Swansea secondary schools	92.3	93.3	94.0	94.3	94.3	+2.0	Swansea attendance has moved from just below Wales to just above Wales over the last five years and benchmark positions are now good. Swansea third most improved in Wales over 5 years.
Wales secondary schools	92.6	93.6	93.8	94.2	94.1	+1.5	
Swansea secondary schools rank out of 22	15	16	10	11	7		

Fixed-term Exclusions

Rate per 1000 pupils

Measure	2013	2014	2015	2016	2017	Trend	Comments
Swansea primary and secondary schools	22.1	23.4	17.5	17.6	*	-4.5	Swansea fixed-term exclusions have fallen despite a national rise, and are now the third lowest in Wales.
Wales primary and secondary schools	29.9	28.3	29.7	32.3	*	2.4	

* 2016-2017 year not published yet.

National Test Data by LA, 2017

Percentage of pupils Years 2-9 achieving standardised scores greater than 85 and greater than 115 in the four National Tests.

	National Reading Test - English		National Reading Test - Welsh		National Numeracy Test - Procedural		National Numeracy Test - Reasoning	
	Greater than 85 (%)	Greater than 115 (%)	Greater than 85 (%)	Greater than 115 (%)	Greater than 85 (%)	Greater than 115 (%)	Greater than 85 (%)	Greater than 115 (%)
<i>Isle of Anglesey</i>	83.0	14.8	79.4	14.9	84.2	15.6	86.1	19.4
<i>Gwynedd</i>	83.0	15.2	84.6	18.2	85.7	16.2	88.0	20.4
<i>Conwy</i>	83.6	15.9	82.6	16.7	83.2	13.6	84.0	15.0
<i>Denbighshire</i>	81.9	15.2	87.2	18.2	81.0	12.7	83.1	13.9
<i>Flintshire</i>	83.8	15.2	82.0	16.2	83.7	13.8	85.2	15.4
<i>Wrexham</i>	80.8	13.9	82.0	10.7	80.9	13.2	81.8	13.9
<i>Powys</i>	86.4	18.0	88.6	17.3	86.8	15.7	87.9	19.5
<i>Ceredigion</i>	85.2	17.3	84.3	17.1	86.9	16.6	87.5	19.7
<i>Pembrokeshire</i>	84.6	17.8	83.9	14.9	79.5	13.1	84.3	16.7
<i>Carmarthenshire</i>	84.3	15.3	85.9	15.8	86.6	16.1	87.5	19.5
Swansea	85.7	19.2	86.8	16.4	86.6	20.6	87.1	20.8
<i>Neath Port Talbot</i>	82.8	13.8	86.8	12.9	83.8	14.7	82.8	14.3
<i>Bridgend</i>	84.8	17.1	83.7	12.8	85.3	17.7	85.1	17.3
<i>The Vale of Glamorgan</i>	89.2	23.9	92.8	26.5	89.7	23.1	89.9	22.9
<i>Rhondda Cynon Taf</i>	82.2	13.9	84.9	11.7	82.6	13.6	82.5	13.8
<i>Merthyr Tydfil</i>	82.4	13.1	91.2	13.6	82.5	12.9	82.7	13.4
<i>Caerphilly</i>	82.0	14.5	82.6	11.6	81.8	14.3	81.6	13.8
<i>Blaenau Gwent</i>	78.7	11.0	63.5	5.0	77.4	9.5	75.7	9.1
<i>Torfaen</i>	81.7	14.2	81.0	10.1	81.5	14.2	80.7	12.7
<i>Monmouthshire</i>	88.3	24.3	92.4	32.4	88.3	21.7	87.7	19.0
<i>Newport</i>	81.8	15.2	81.0	9.8	81.6	14.2	79.1	12.2
<i>Cardiff</i>	84.1	19.6	89.5	25.7	84.1	19.2	83.8	18.4
Wales	83.5	16.5	85.1	16.6	83.8	16.0	84.2	16.6
<i>Best</i>	89.2	24.3	92.8	32.4	89.7	23.1	89.9	22.9
<i>Top quartile</i>	84.7	17.7	87.1	17.3	86.4	16.5	87.4	19.5
<i>Median</i>	83.3	15.2	84.5	15.4	83.7	14.5	84.1	16.0
<i>Lower quartile</i>	82.0	14.3	82.1	12.0	81.7	13.6	82.6	13.9
<i>Worst</i>	78.7	11.0	63.5	5.0	77.4	9.5	75.7	9.1
<i>Swansea rank / 22</i>	4	4	8	9	5	3	7	2

Summary evaluation of performance 2016-2017

Swansea has a strong track record of improving outcomes for learners across all stages in schools. Performance at key stage four is outstanding between 2012 and 2016. Current performance at key stage four is strong.

Performance of free school meal pupils remains stable for Foundation Phase and key stages 2 and 3. The gap in performance for free school meal pupils is widening at key stage 4.

Performance at Foundation Phase shows a positive trend of improvement during the last five years. However, the overall Foundation Phase outcome indicator remains below the national average and Swansea's rank position has fallen over time. When disaggregating the performance of English as an Additional Language learners, both rank position and comparison to national average are more favourable. The rate of improvement for the last three years is slower than the national rate of improvement. Overall, performance is adequate. Swansea is 19th out of 22 authorities in 2016-2017.

Performance at key stage two shows a positive trend of improvement during the last five years with the rank position is 13th and an improvement on 2015-2016. The rate of improvement is slower than the national rate of improvement during the last three years. However, current performance shows Swansea on a par with the national average. Overall, performance is good with nearly ninety percent of learners achieving the core subject indicator before they leave primary school.

Performance at key stage three shows year upon year improvement during the last five years. Swansea is now above the national average for the core subject indicator with a faster rate of improvement than the national rate of improvement during the last three years. Rank position is above expectation. National test performance is very good. Overall, performance is strong.

Performance at key stage four between 2012 and 2016 is outstanding with Swansea schools showing continuous improvement in all main indicators. Comparison with the national average across all main indicator has been favourable over time during this period. However, in 2016-2017 new examinations have resulted re-calibrated performance across Wales. Swansea's performance remains relatively strong despite drops in performance indicators. Comparison with previous years is difficult. Verified examination results indicate that Swansea's contextualised performance at Level 2 including Welsh or English and mathematics remains within the top two authorities in Wales in 2016-2017. Performance in science is only on a par with the national average where nearly all main indicators are above the national average. Value added performance at key stage 4 remains positive. The best 8 results at GCSE indicator shows performance well above expectation

Nearly all learners in Swansea schools entering 2 or more A levels (or equivalent) have achieved the level three threshold at A Level during the last three years. However, 2017 results are below Wales and rank in 18th position. The average point score shows great variability between years and sixth forms. The 2017 Swansea average ranked 13th in Wales. Performance at the higher grades shows

improvement over time. Swansea is above the national average for 3+ A*-A performance by nearly 3% and ranked 3rd. Performance at 3+ A*-C remains stable over time and very similar to Wales, ranking 9th in 2017.

Areas for Development:

- Continue to improve performance at Foundation Phase as new areas of learning are assessed
- Improve the performance of pupils in receipt of free school meals at all key stages and particularly key stage 4.
- Improve outcomes at A level through collaborative working with the college
- Improve outcomes for new qualifications in key stage 4, particularly science

School performance measures and teacher assessment are subject to a current consultation. It is anticipated that new indicators and a greater emphasis on pupil progress will be introduced in the future.



ERW

Ein Rhanbarth ar Waith
Education through Regional Working

Pack 1 – Autumn 2017

2016/17 performance data

Swansea Primary Schools

Publication date:

05/09/2017

**Cyngghair o 6 awdurdod lleol yw ERW a reolir gan gyd-bwyllgor cyfansoddiadol cyfreithiol.
Y nod yw gweithredu strategaeth a chynllun busnes rhanbarthol cytunedig a chefnogi gwelliant ysgolion.**

ERW is an alliance of 6 local authorities governed by a legally constituted joint committee.
Its aim is to implement the agreed regional strategy and business plan to support school improvement.



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• <i>Boys vs Girls</i>	12
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Pack 1 – Autumn 2017

- Only pupils of statutory age (5-15 years old, excluding subsidiary pupils) are included in the contextual charts/tables (Pages 2-3). If there's a middle school within the authority, all (i.e. the whole school) its contextual data is included (except for attendance/exclusions, which includes years 1-6 only).
- In the charts from Page 5 onwards, if not stated otherwise, the authority is in dark blue and Wales in light blue. The authority's percentages are those shown.
- If figures are not yet available, they are denoted as ~.

LA's contextual data

1. Pupil numbers, by gender

Chart 1a: Primary sector (not including middle schools' Y7-13)

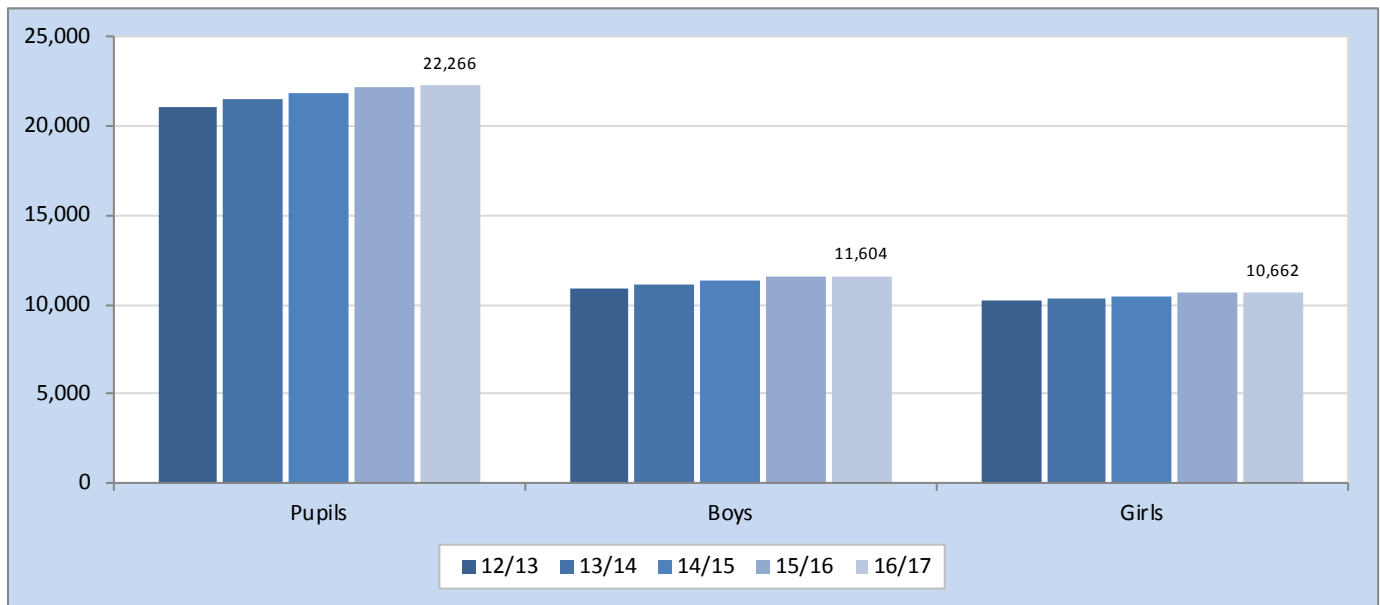


Chart 1b: Nursery/Reception

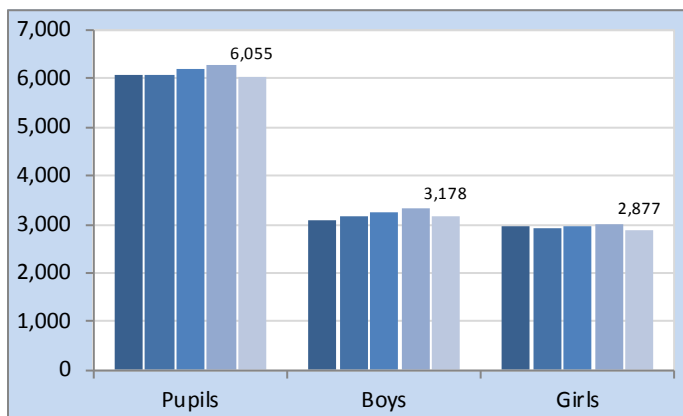
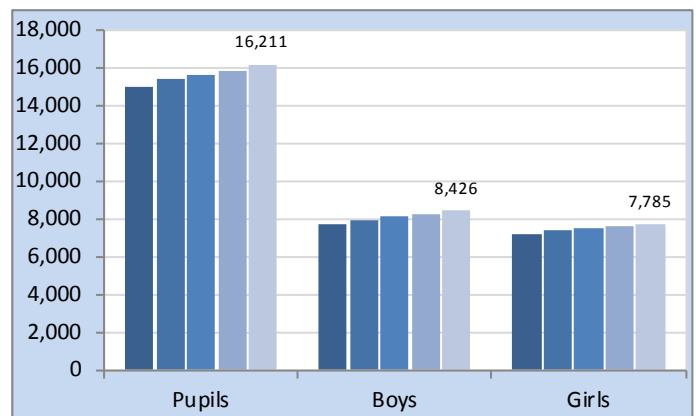


Chart 1c: Ages 5-15 (not including middle schools' Y7-13)



2. Pupils' language context

Table 1: Percentage of pupils speaking Welsh at home: 2016/17

	Speak Welsh at home	Don't speak Welsh at home	Can't speak Welsh
Percentage	3.2	8.2	88.6

3. Free school meals (FSM)

Table 2: Percentage of pupils eligible for FSM (over 1 year and 3 years)

	2012/13	2013/14	2014/15	2015/16	2016/17
1 year	21.4	20.4	20.6	20.3	19.9
3 years	21.9	21.2	20.8	20.4	20.2

4. Special educational needs (SEN)

Chart 2: Percentage of pupils receiving SEN provision (primary and secondary)

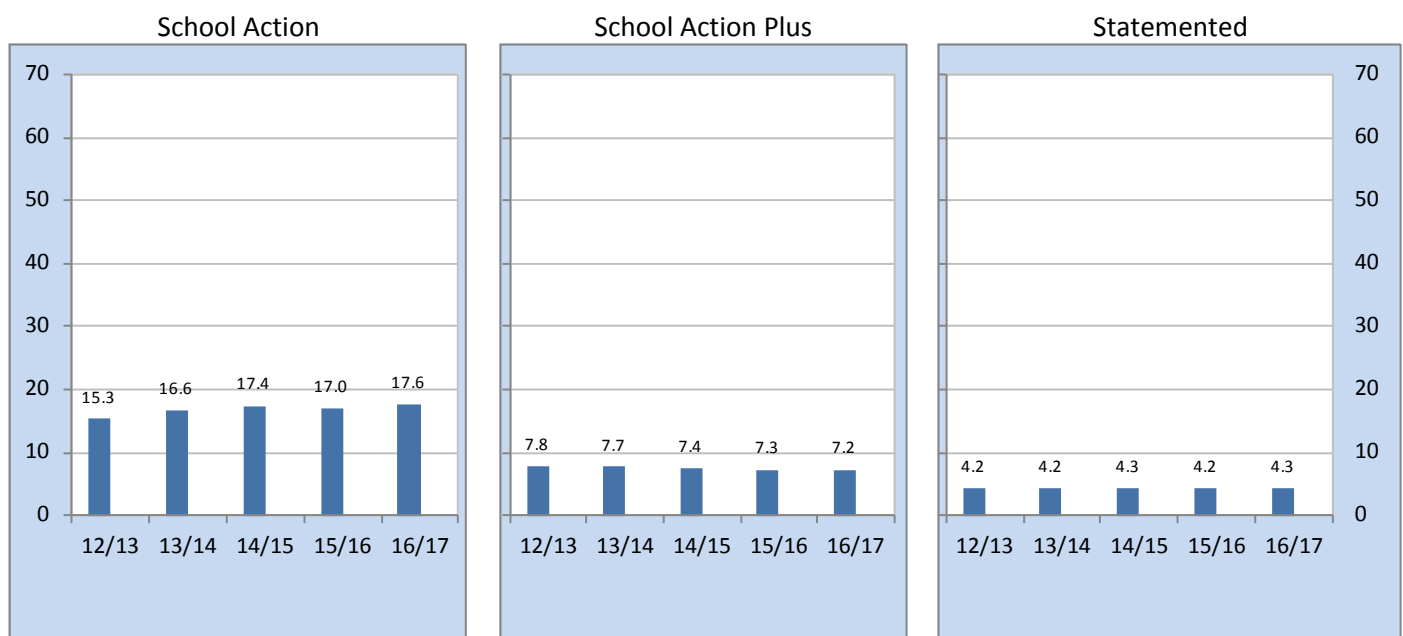


Table 3: Percentage of pupils with SEN: 2012/13 - 2016/17

	2012/13	2013/14	2014/15	2015/16	2016/17
% SEN	27.3	28.5	29.0	28.5	29.1

5. Other groups of pupils

Table 4: Percentage of pupils in other categories: 2016/17

	English as additional language (EAL) (a)	Looked after children (LAC)
Percentage	8.9	0.7

(a) Total of codes A, B, C.

6. Attendance

Table 5: Percentage of half day sessions attended: 2012/13 - 2016/17

	2012/13	2013/14	2014/15	2015/16	2016/17
Attendance	93.0	94.4	94.9	94.9	~
<i>FSM</i>	90.8	92.4	93.1	93.1	~
<i>Non-FSM</i>	93.7	95.0	95.3	95.4	~

Table 6: Pupils with attendance under 80% / 85% / 90%: 2012/13 - 2016/17

	2012/13		2013/14		2014/15		2015/16		2016/17	
	#	%	#	%	#	%	#	%	#	%
< 80%	427	2.8	283	1.8	191	1.2	189	1.2	~	~
< 85%	1,178	7.7	746	4.7	548	3.4	509	3.2	~	~
< 90%	3,290	21.5	2,213	14.1	1,899	11.9	1,890	11.7	~	~

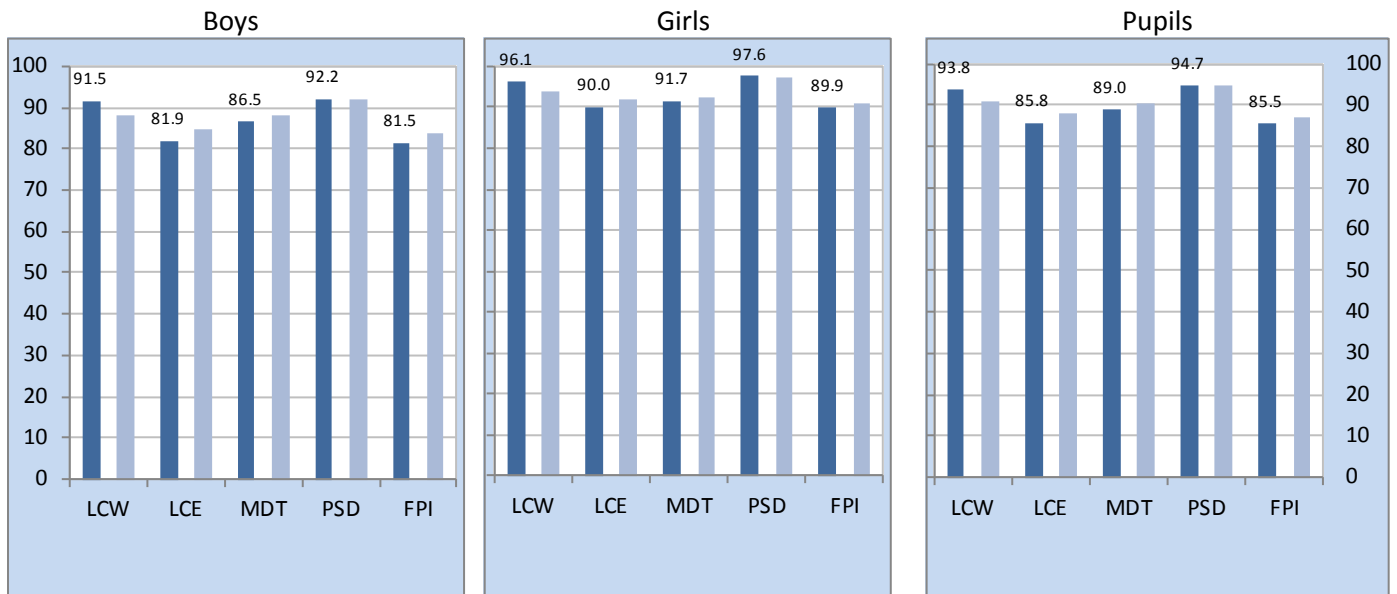
(a) These figures are calculated by assuming that 380 sessions were possible during the year. This figure comes from the Welsh Government's publication from last year.

How well does the authority perform at Foundation Phase?

1. Latest authority performance

	12/13	13/14	14/15	15/16	16/17
Number of FP pupils					
Boys	1,318	1,319	1,420	1,356	1,395
Girls	1,208	1,269	1,365	1,265	1,271
Pupils	2,526	2,588	2,785	2,621	2,666

Chart 3: Percentage of pupils achieving the expected outcome (Outcome 5+), by gender: 2016/17



The Foundation Phase's mandatory areas of learning (reporting-wise) are:

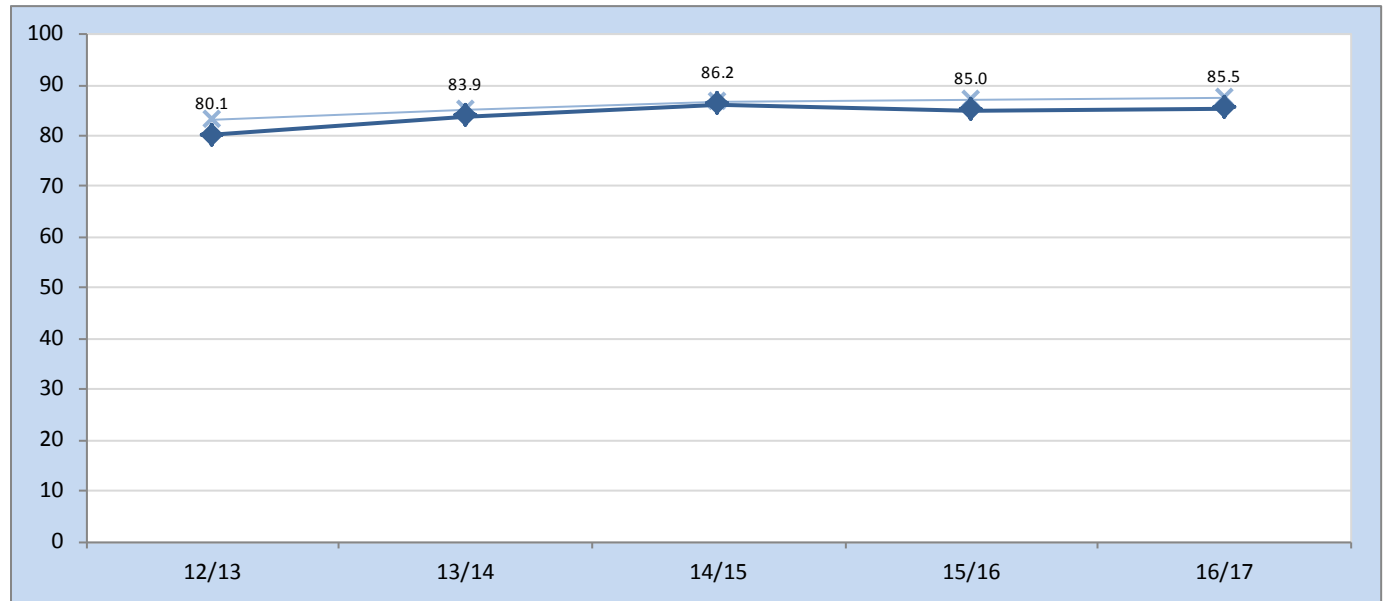
- Language, literacy and communication skills in Welsh (**LCW**) OR Language, literacy and communication skills in English (**LCE**)
- Mathematical development (**MDT**)
- Personal and social development, well-being and cultural diversity (**PSD**)

The Foundation Phase Indicator (**FPI**) is achieved by a pupil if Outcome 5 or greater is achieved in LCW/LCE, MDT and PSD in combination.

3. Areas of learning in combination

Foundation Phase Outcome (FPI)

Chart 4: Percentage of pupils achieving the FPI: 2012/13 - 2016/17



4. Individual areas of learning

Language, literacy and communication skills in Welsh (LCW)

Chart 5a: Percentage of pupils achieving the expected outcome (Outcome 5+) in LCW: 2012/13 - 2016/17

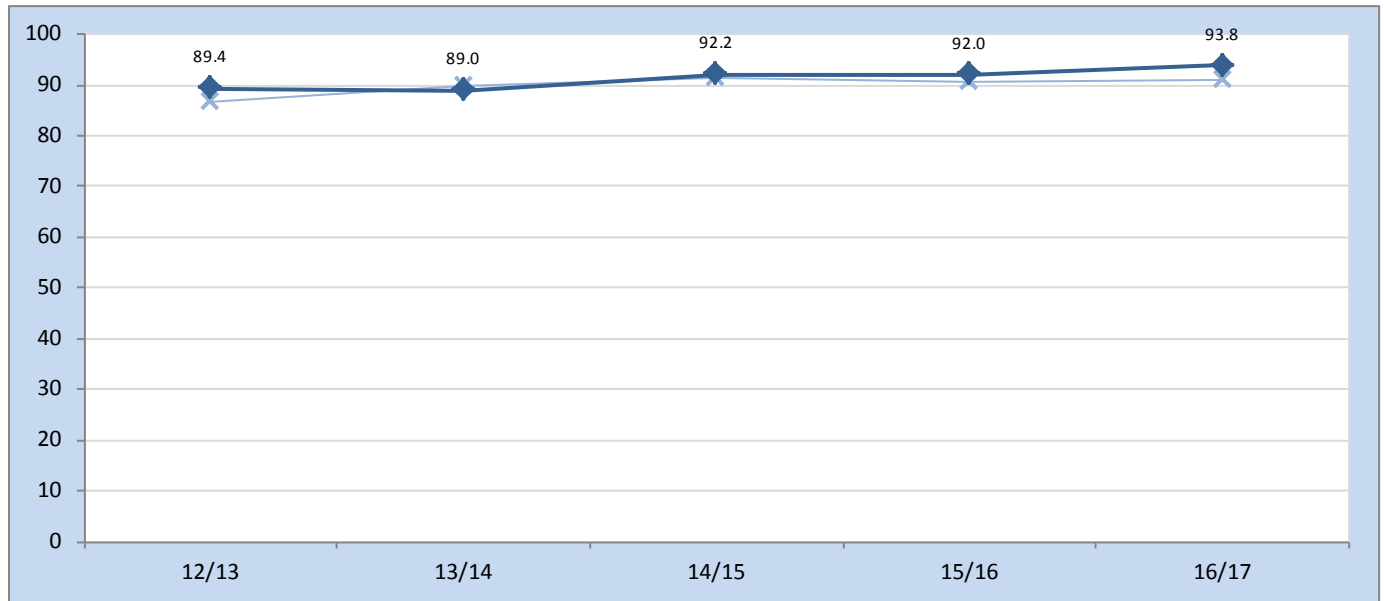
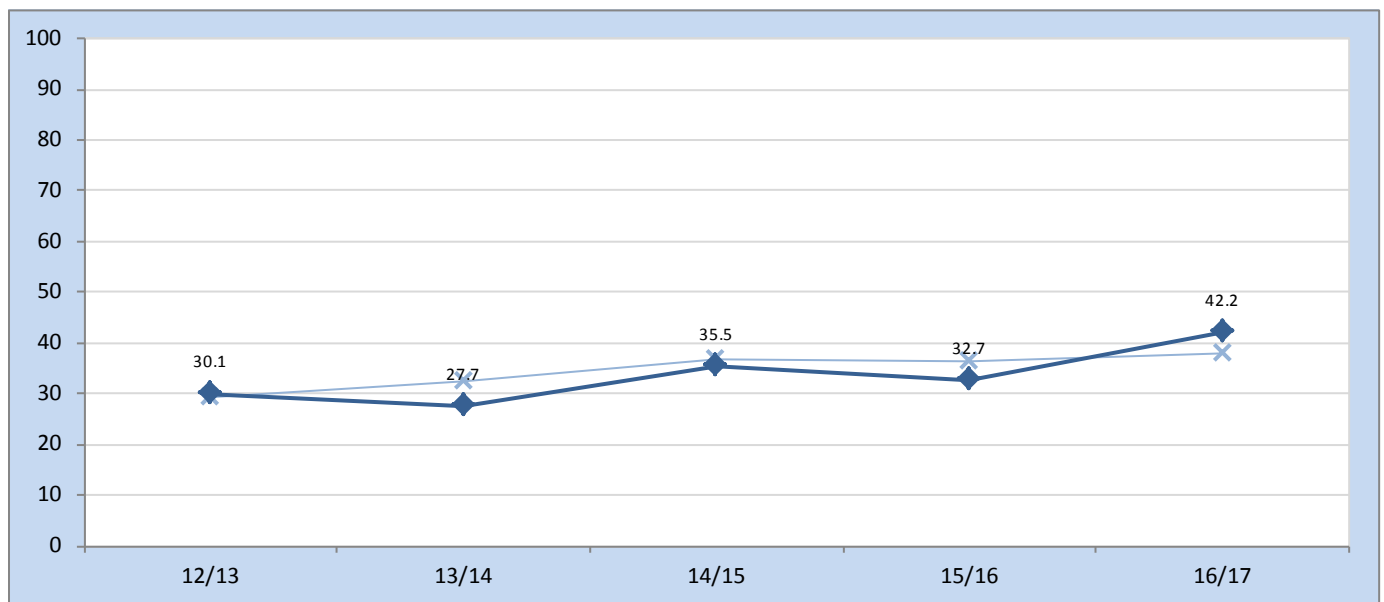


Chart 5b: Percentage of pupils achieving the expected outcome (Outcome 6+) in LCW: 2012/13 - 2016/17



Language, literacy and communication skills in English (LCE)

Chart 6a: Percentage of pupils achieving the expected outcome (Outcome 5+) in LCE: 2012/13 - 2016/17

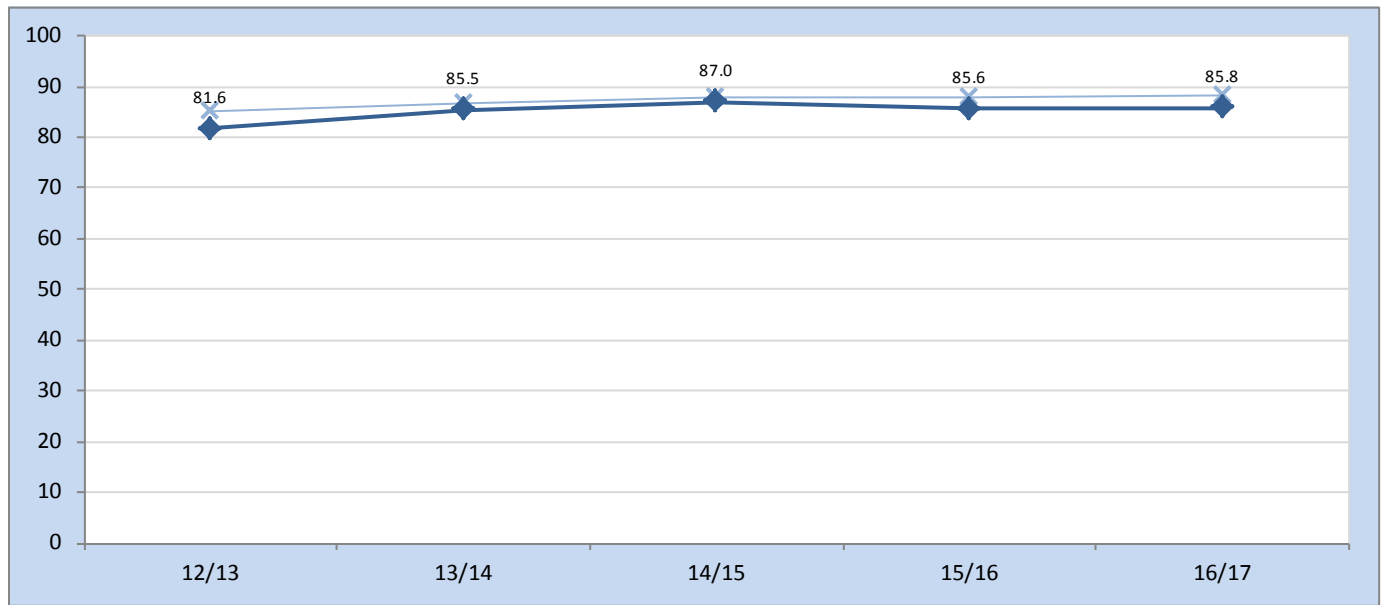
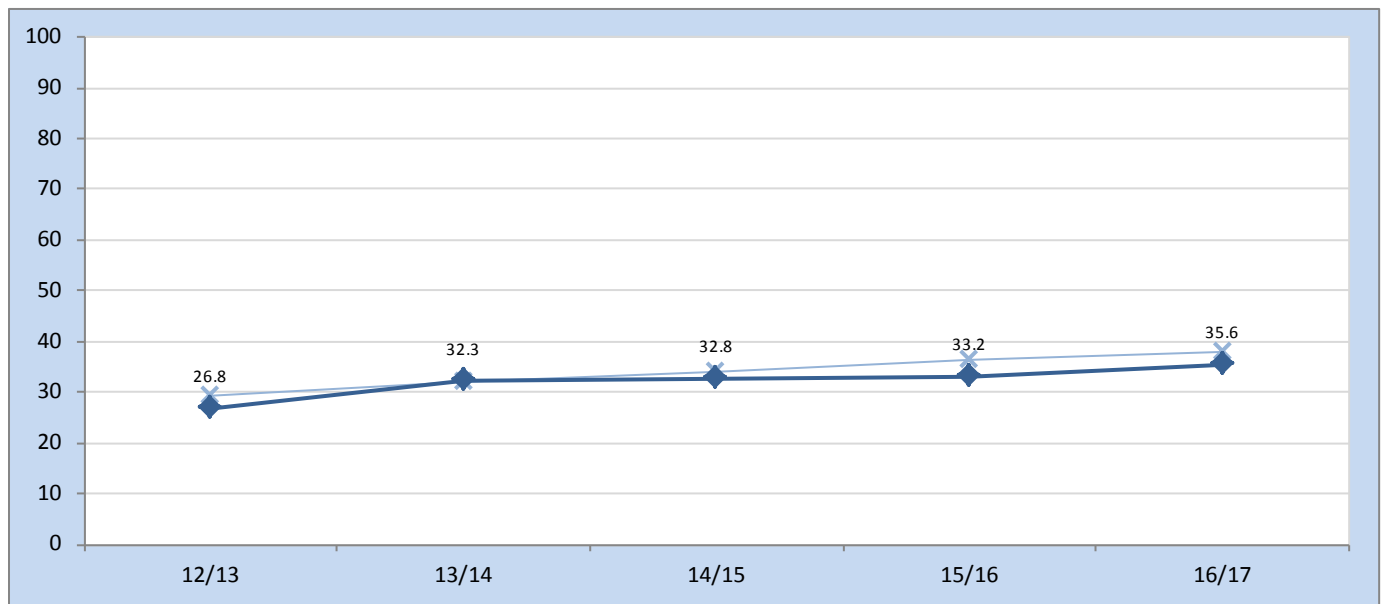


Chart 6b: Percentage of pupils achieving the expected outcome plus one (Outcome 6+) in LCE: 2012/13 - 2016/17



Mathematical development (MDT)

Chart 7a: Percentage of pupils achieving the expected outcome (Outcome 5+) in MDT: 2012/13 - 2016/17

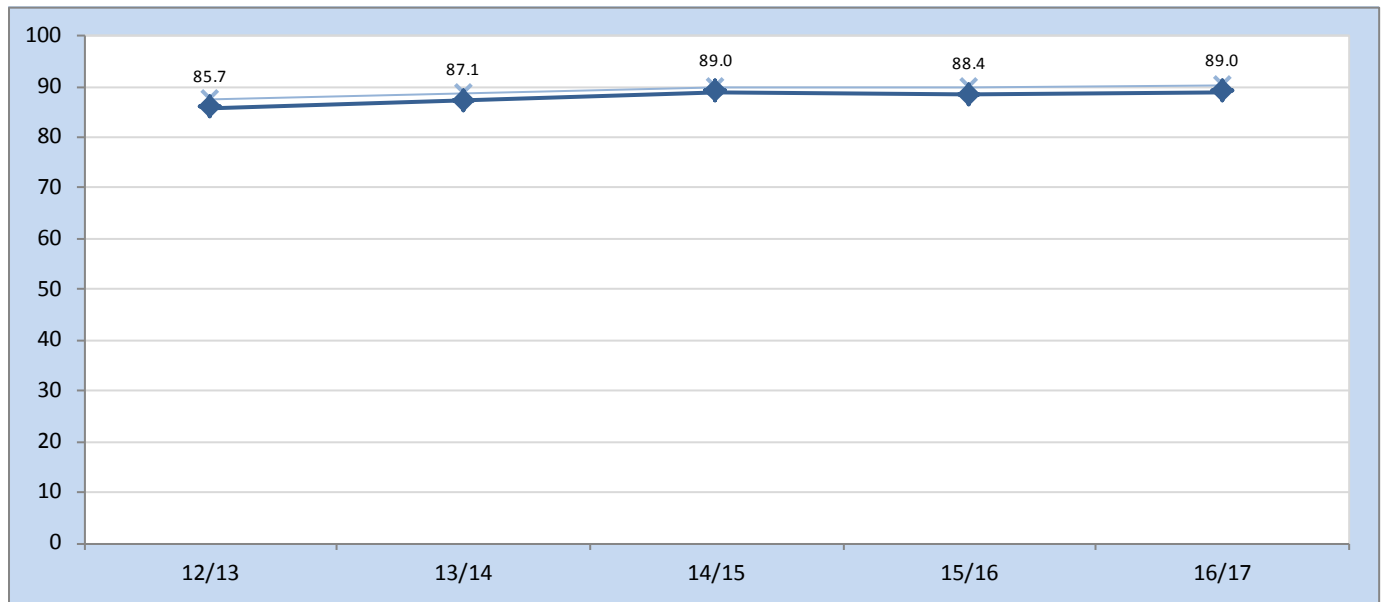
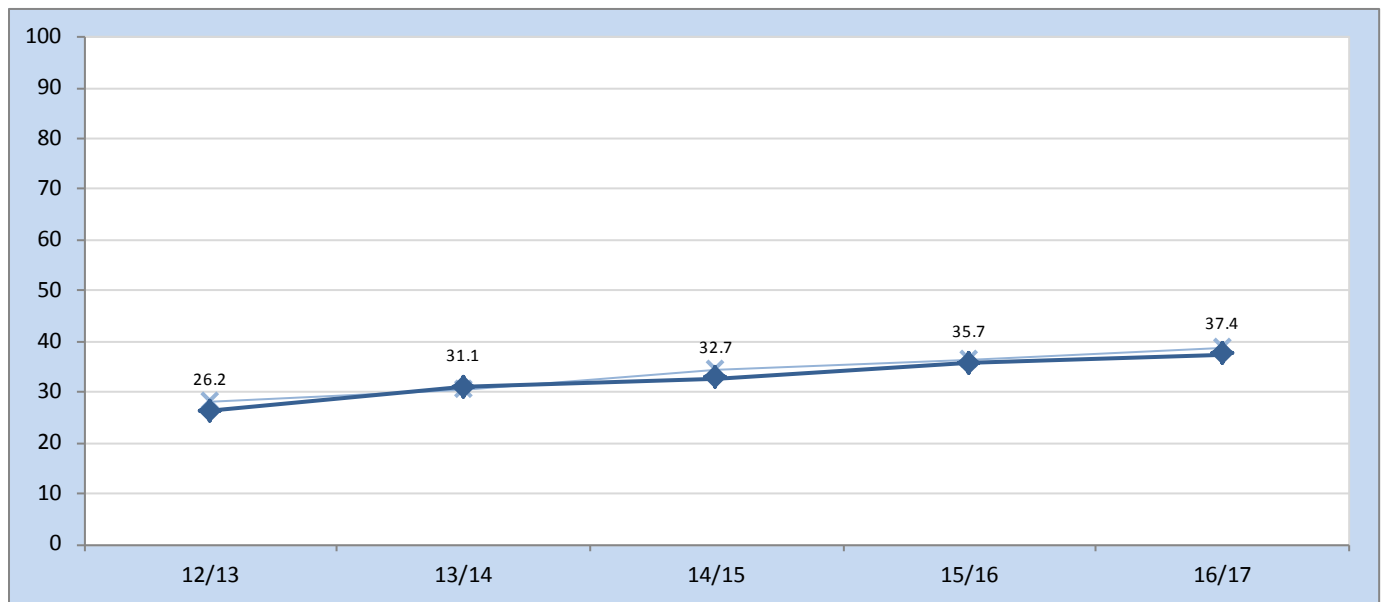


Chart 7b: Percentage of pupils achieving the expected outcome plus one (Outcome 6+) in MDT: 2012/13 - 2016/17



Personal and social development, well-being and cultural diversity (PSD)

Chart 8a: Percentage of pupils achieving the expected outcome (Outcome 5+) in PSD: 2012/13 - 2016/17

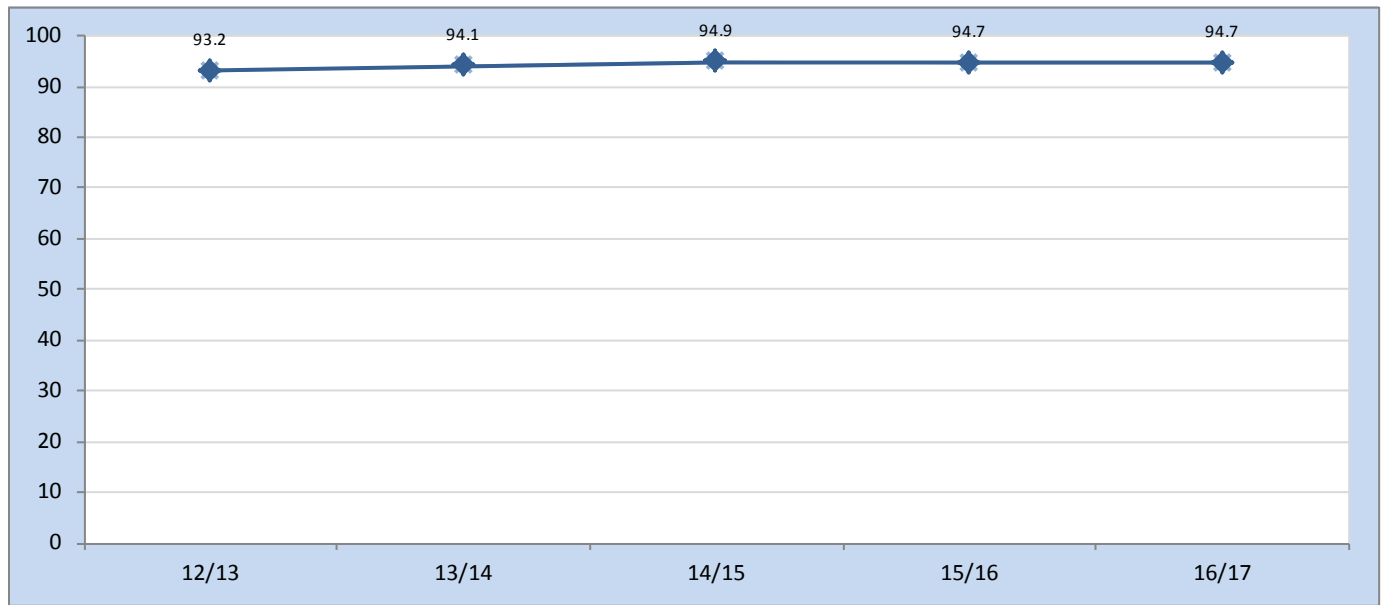
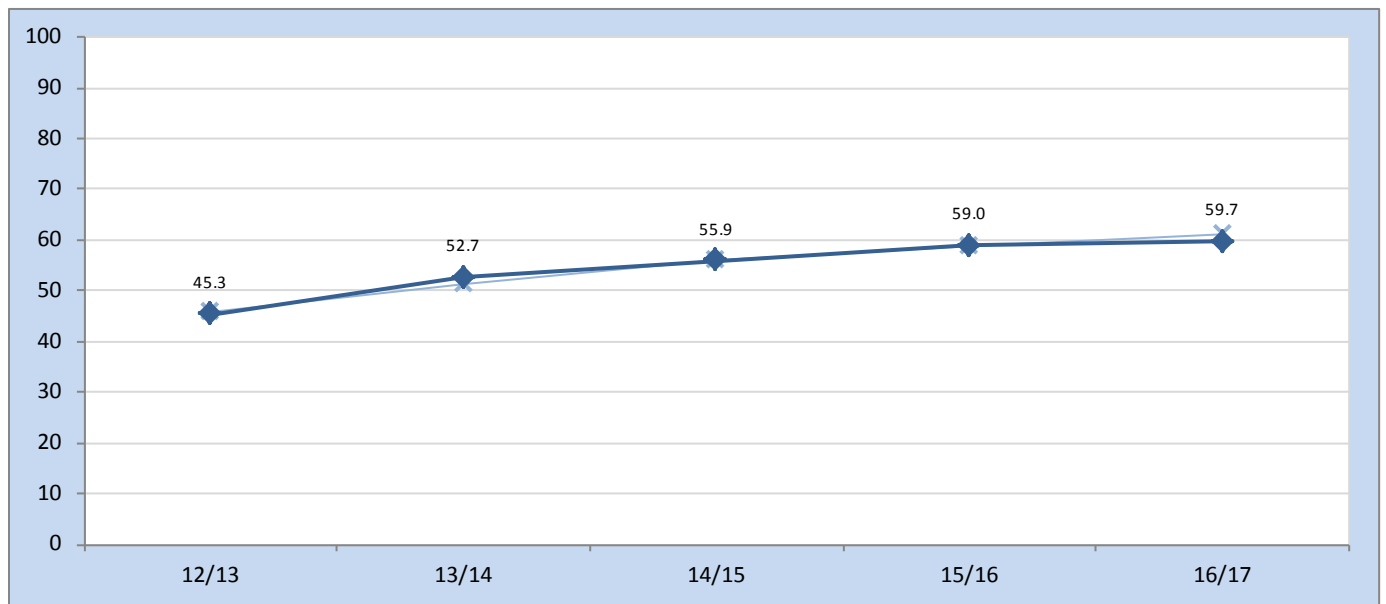


Chart 8b: Percentage of pupils achieving the expected outcome plus one (Outcome 6+) in PSD: 2012/13 - 2016/17

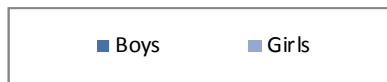


4. Boys vs Girls

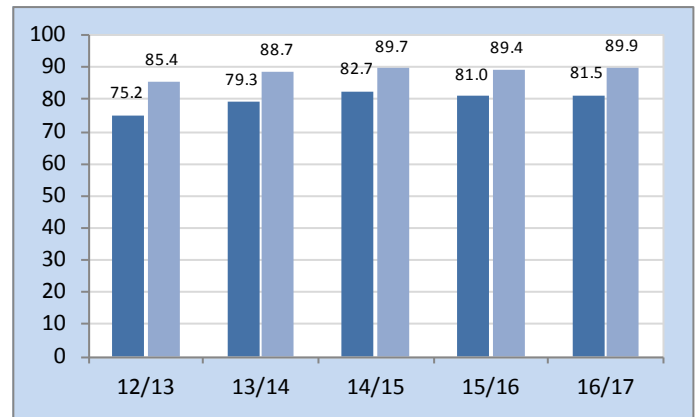
Number of FP pupils	(FPI)	12/13	13/14	14/15	15/16	16/17
	Boys	1,318	1,319	1,420	1,356	1,395
Girls	1,208	1,269	1,365	1,265	1,271	

Chart 9: Boys/Girls comparison of pupil achievement: 2012/13 - 2016/17

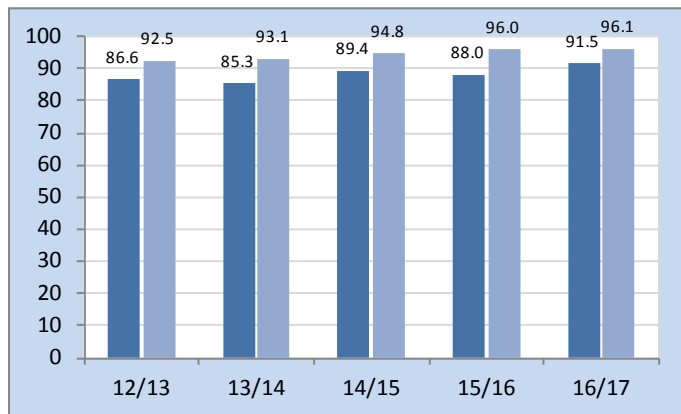
Boys and girls' performance are seen here; gaps in performance can be seen in the summary on page 30.



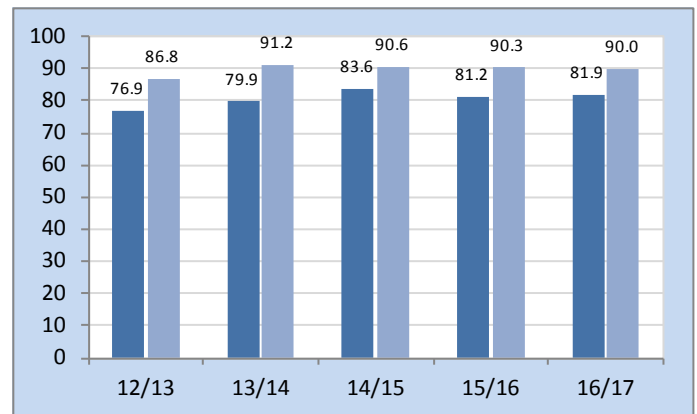
FPI



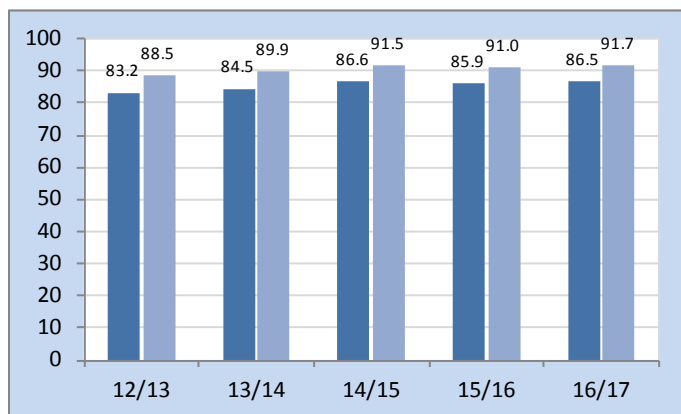
Outcome 5+: LCW



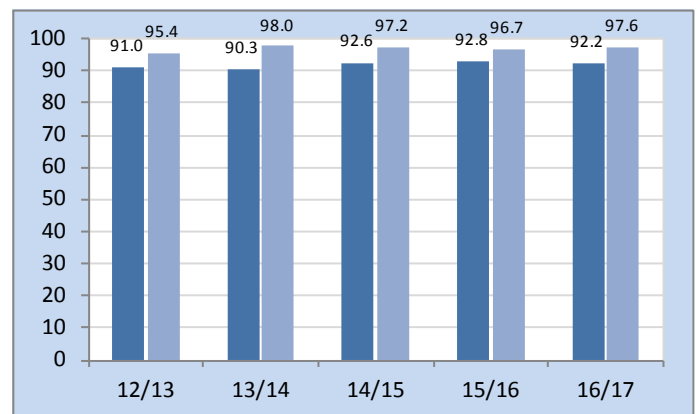
Outcome 5+: LCE



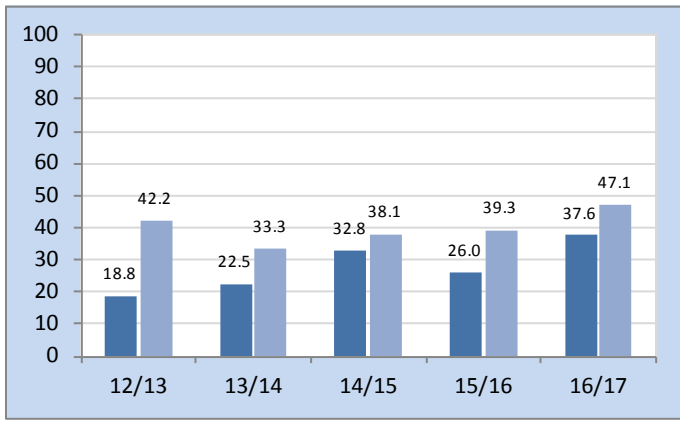
Outcome 5+: MDT



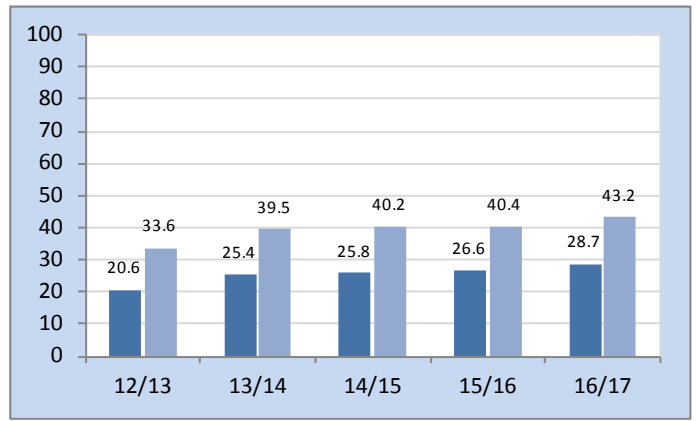
Outcome 5+: PSD



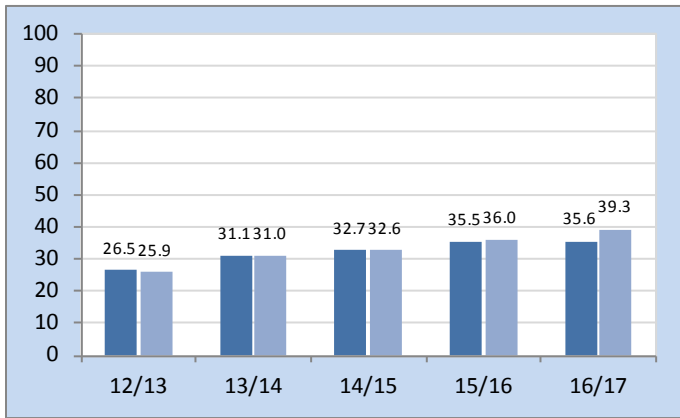
Outcome 6+: LCW



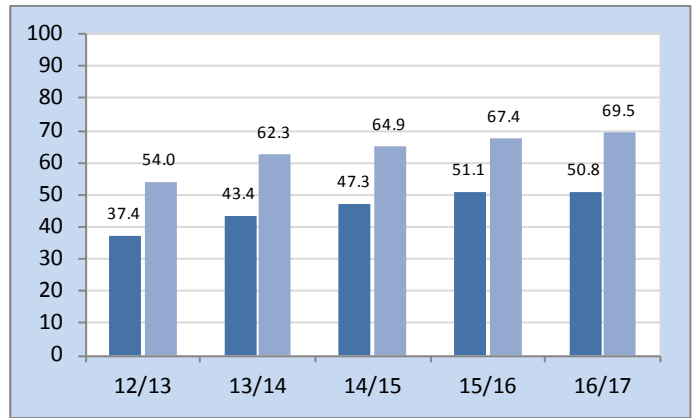
Outcome 6+: LCE



Outcome 6+: MDT



Outcome 6+: PSD



7. Pupils eligible for free school meals (FSM)

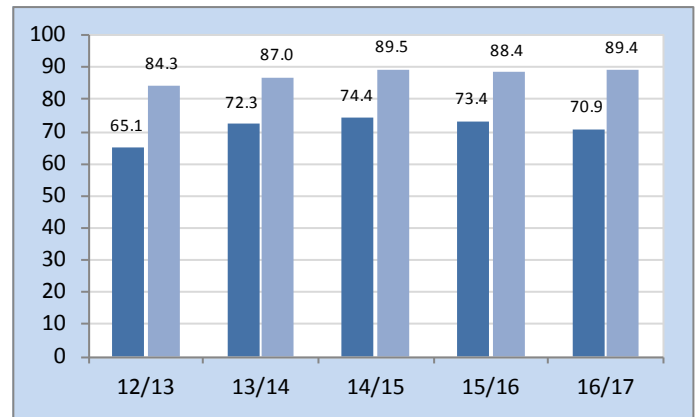
Number of FP pupils eligible for FSM (those that can be matched to PLASC)	(FPI)	12/13	13/14	14/15	15/16	16/17
	FSM		542	531	591	554
Non-FSM		1,969	2,048	2,178	2,055	2,118

Chart 10: FSM/Non-FSM comparison of pupil achievement: 2012/13 - 2016/17

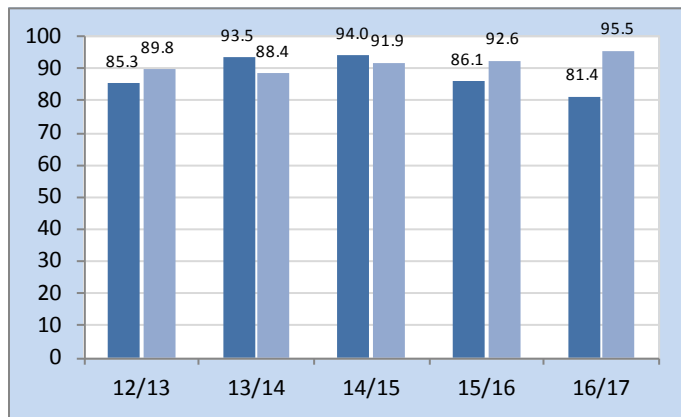
Percentages come from the Core Data Sets if available. As a result, the cohorts may not match perfectly with the percentages. Only unofficial data is available for the most recent year – final official data will be included in the Core Data Sets later in the year.



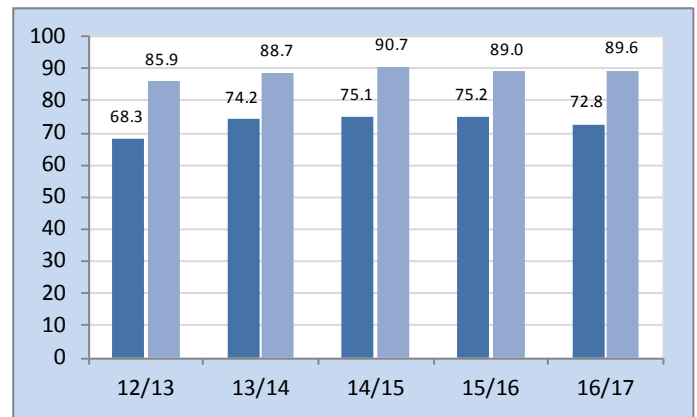
FPI



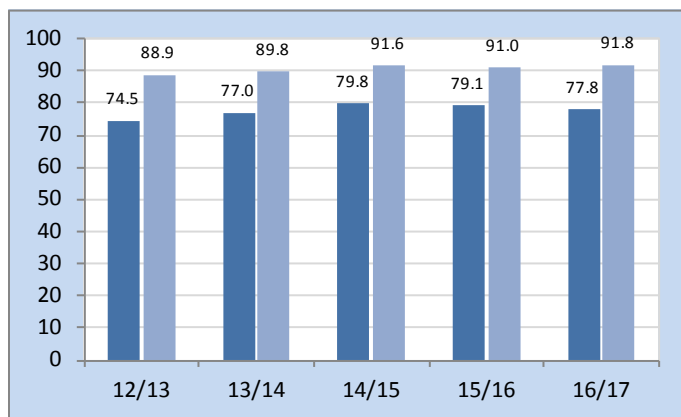
Outcome 5+: LCW



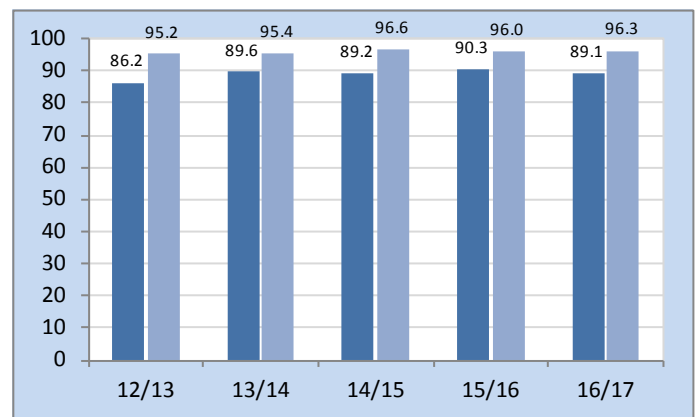
Outcome 5+: LCE



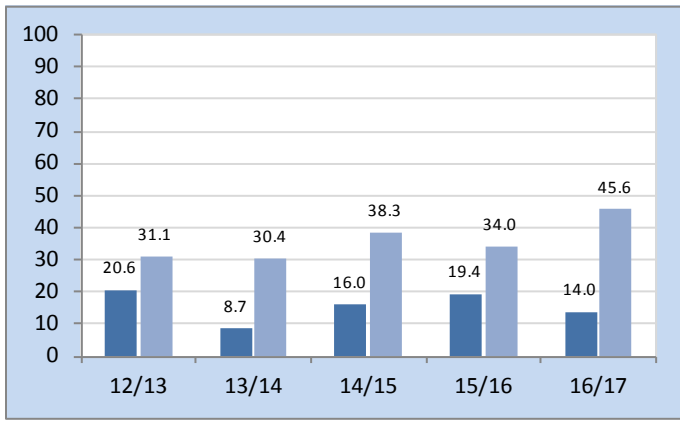
Outcome 5+: MDT



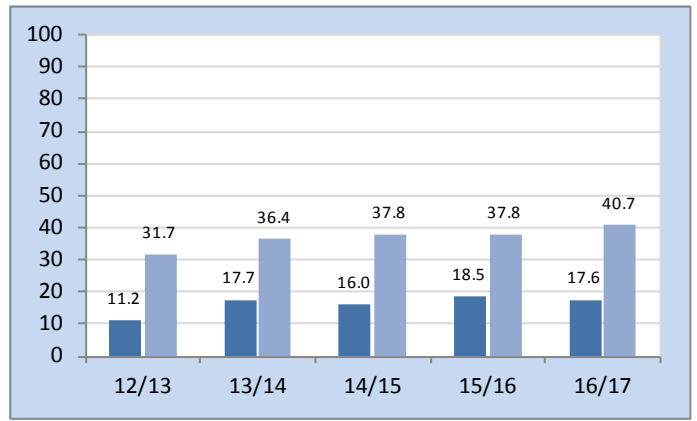
Outcome 5+: PSD



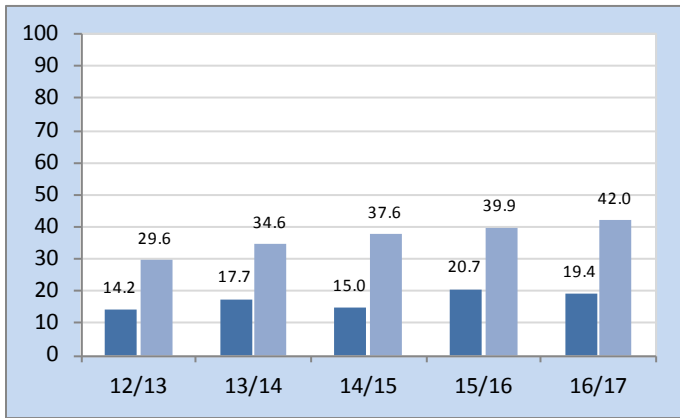
Outcome 6+: LCW



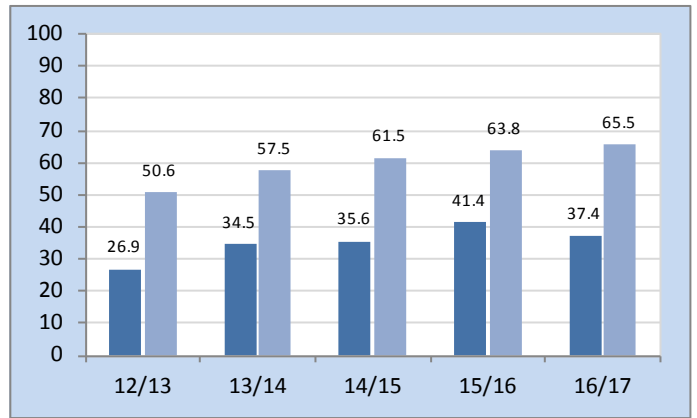
Outcome 6+: LCE



Outcome 6+: MDT



Outcome 6+: PSD

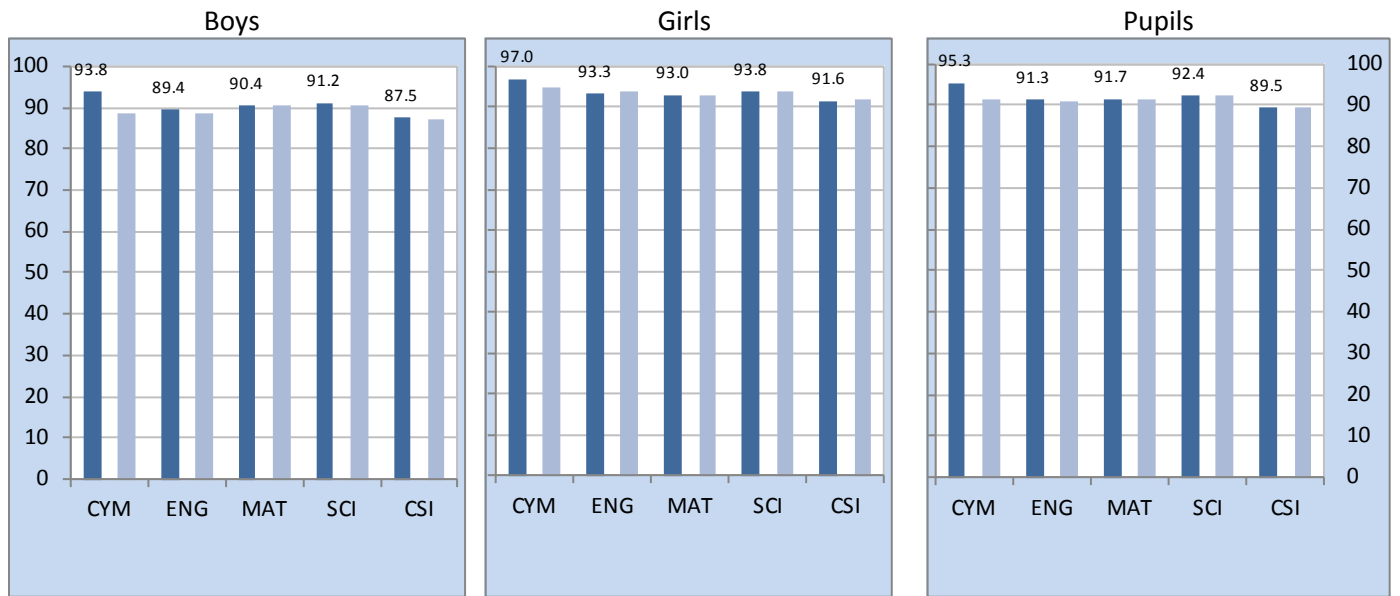


How well does the authority perform at KS2?

1. Latest authority performance

	12/13	13/14	14/15	15/16	16/17
Number of KS2 pupils					
Boys	1,225	1,300	1,327	1,309	1,336
Girls	1,188	1,195	1,171	1,189	1,219
Pupils	2,413	2,495	2,498	2,498	2,555

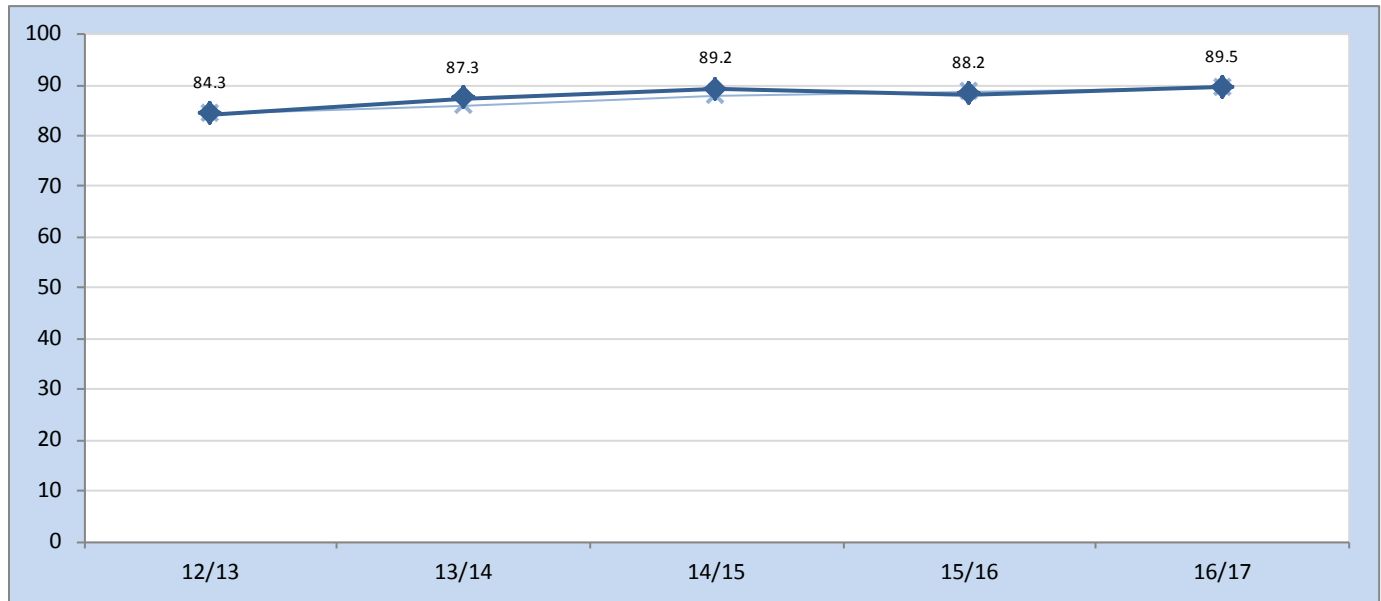
Chart 11: Percentage of pupils achieving the expected level (Level 4+), by gender: 2016/17



3. Subjects in combination

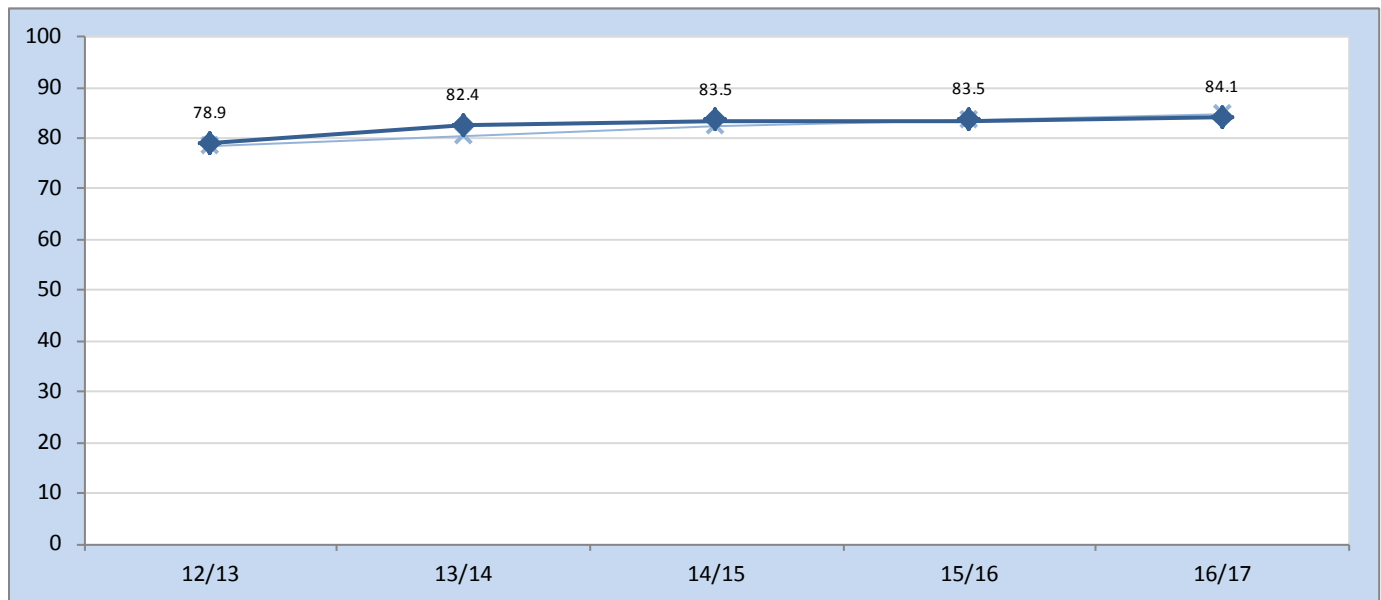
Core Subject Indicator (CSI)

Chart 12: Percentage of pupils achieving the CSI: 2012/13 - 2016/17



Reading, Writing and Mathematics

Chart 13: Percentage of pupils achieving the expected level (Level 4+) in Reading, Writing and Mathematics in combination: 2012/13 - 2016/17



4. Individual core subjects

Welsh

Chart 14a: Percentage of pupils achieving the expected level (Level 4+) in Welsh: 2012/13 - 2016/17

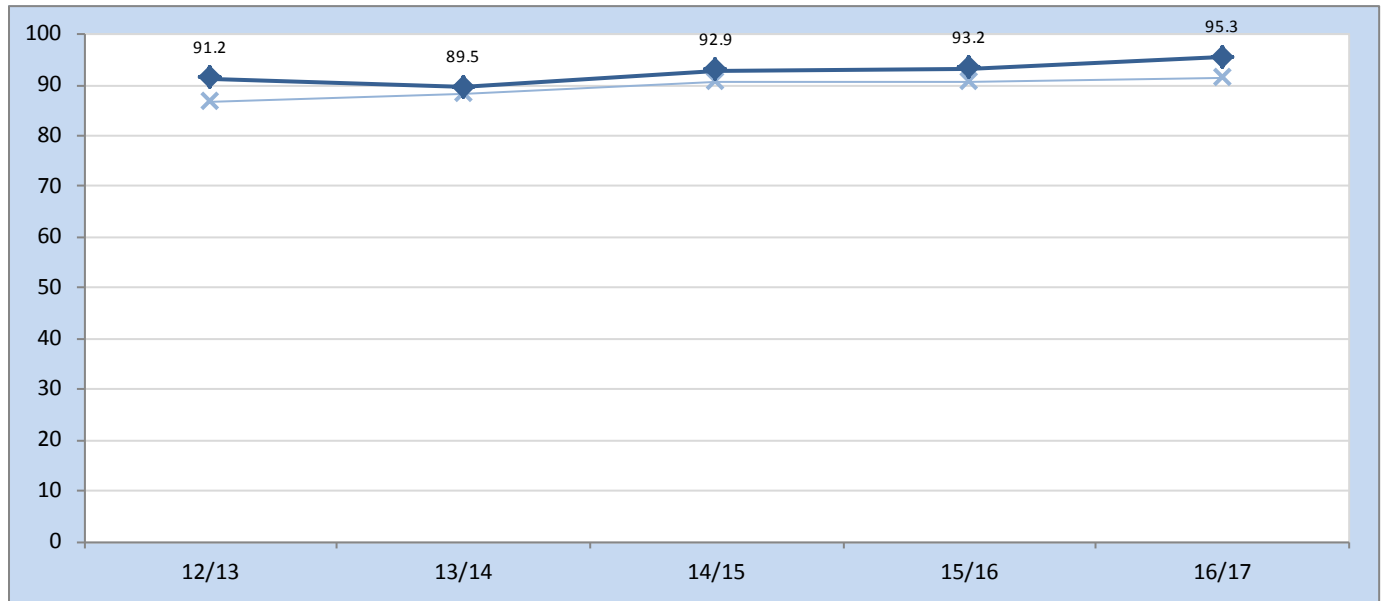
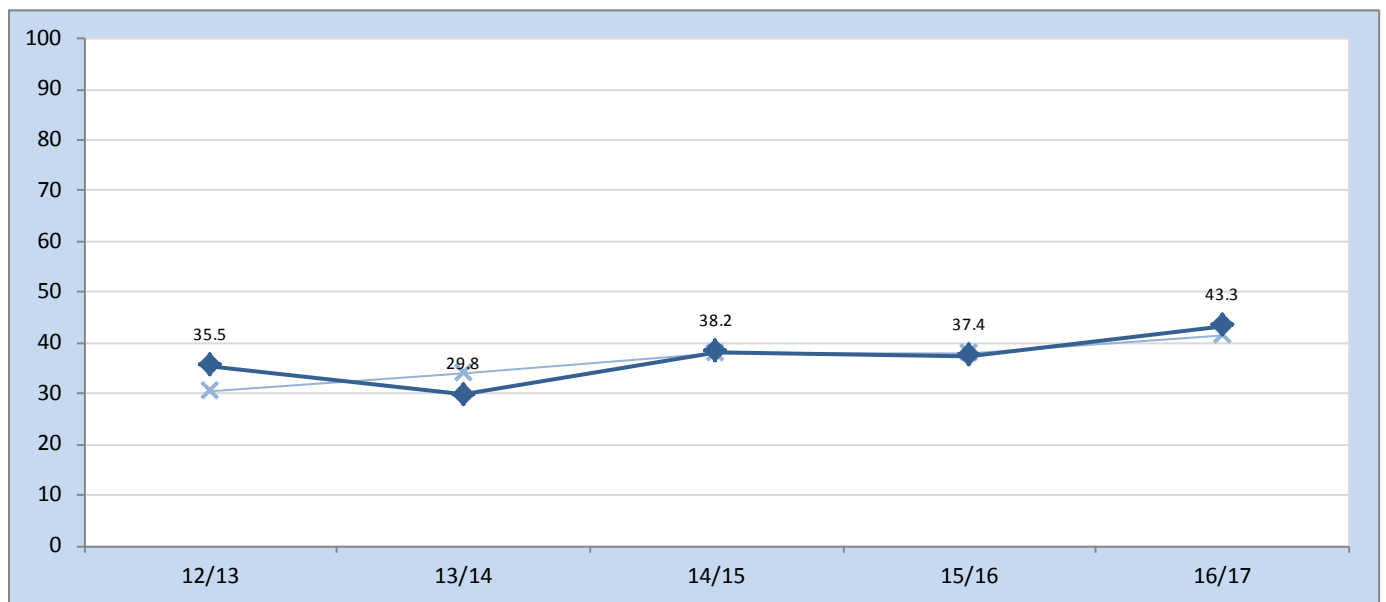


Chart 14b: Percentage of pupils achieving the expected level plus one (Level 5+) in Welsh: 2012/13 - 2016/17



Welsh – individual components

Chart 15a: Percentage of pupils achieving the expected level (Level 4+) in each Welsh component: 2012/13 - 2016/17

Oracy

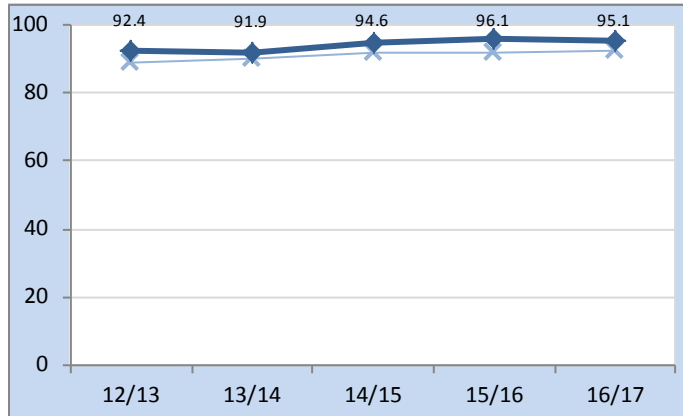
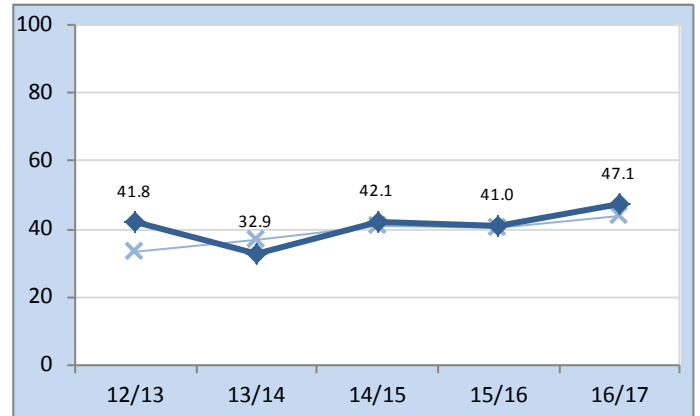
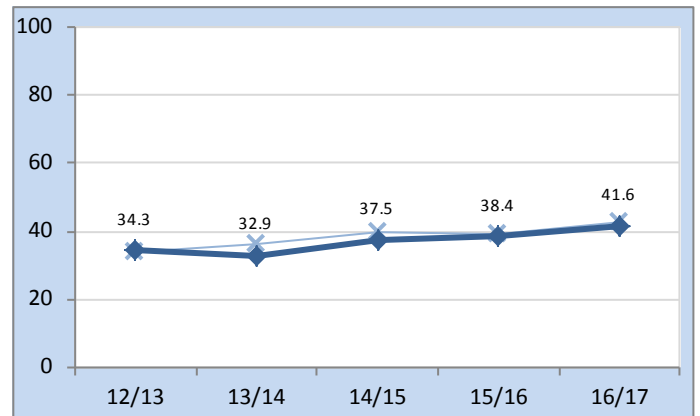
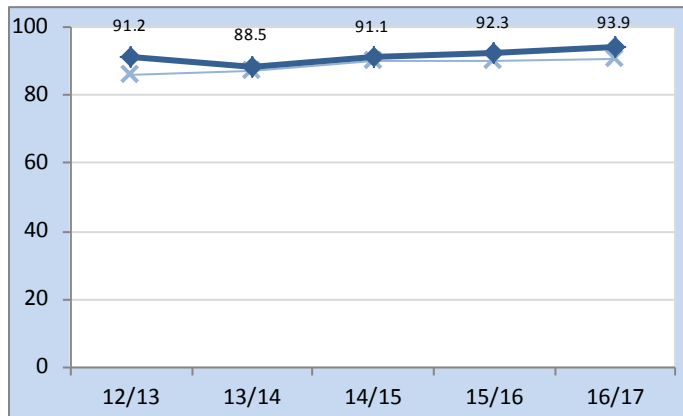


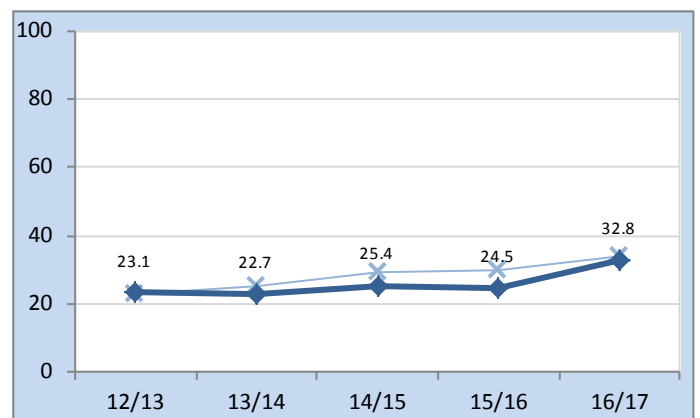
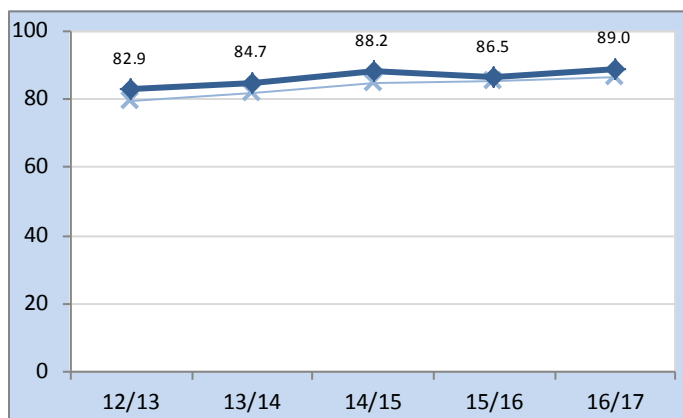
Chart 15b: Percentage of pupils achieving the expected level plus one (Level 5+) in each Welsh component: 2012/13 - 2016/17



Reading



Writing



English

Chart 16a: Percentage of pupils achieving the expected level (Level 4+) in English: 2012/13 - 2016/17

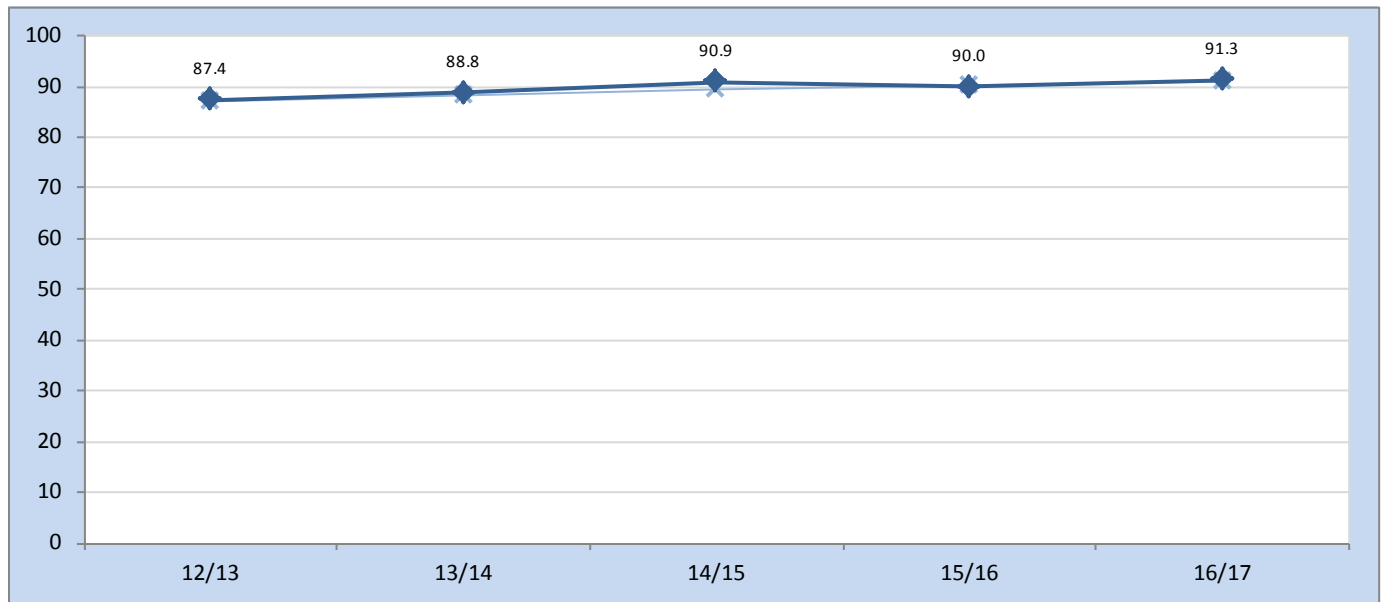
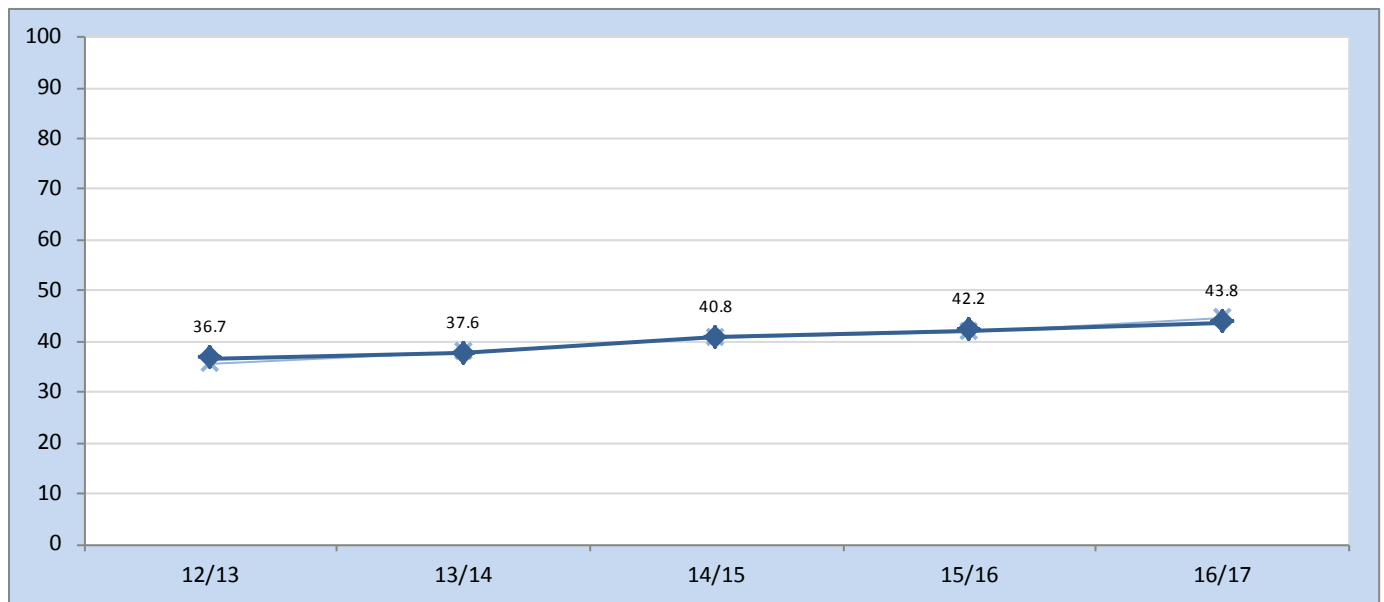


Chart 16b: Percentage of pupils achieving the expected level plus one (Level 5+) in English: 2012/13 - 2016/17



English – individual elements

Chart 17a: Percentage of pupils achieving the expected level (Level 4+) in each English component: 2012/13 - 2016/17

Oracy

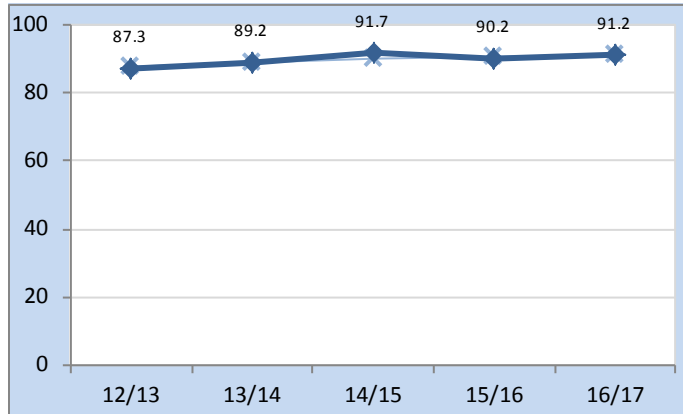
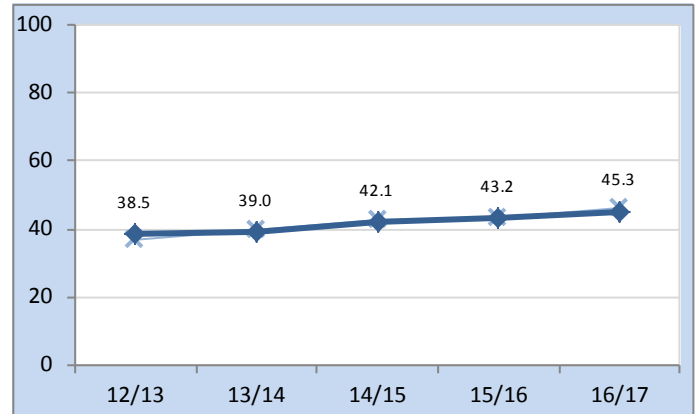
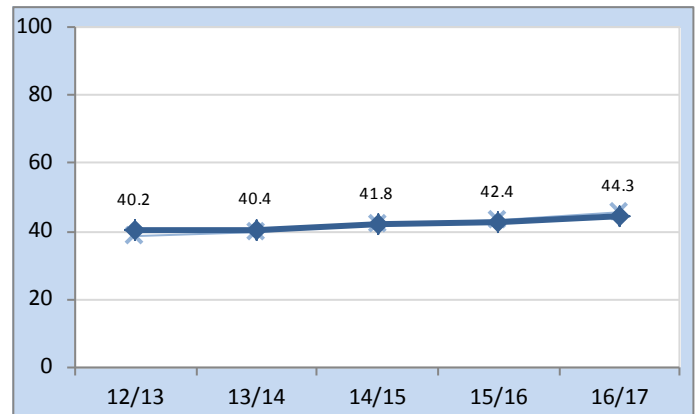
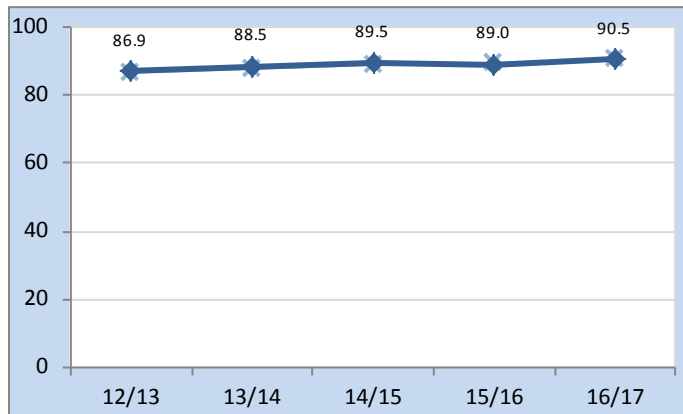


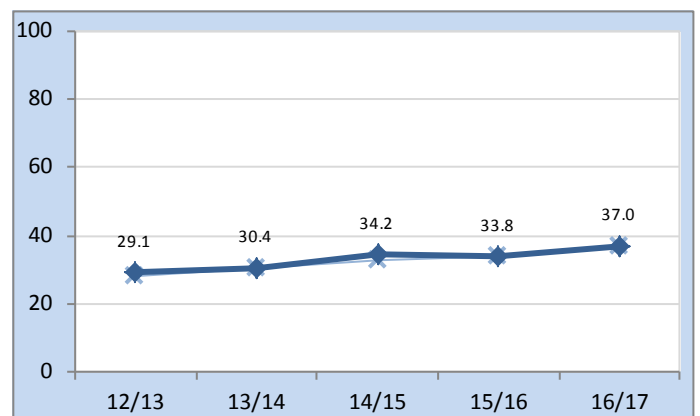
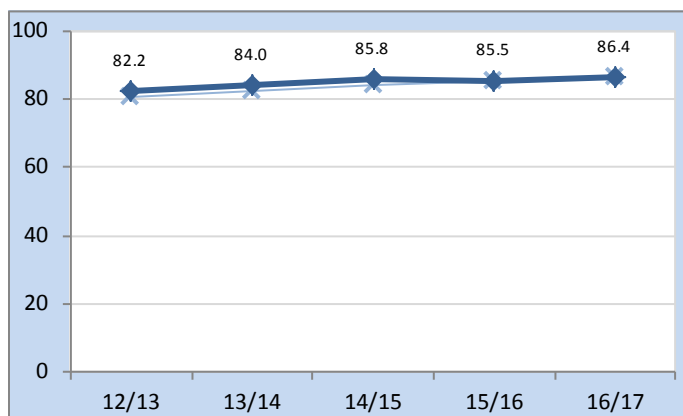
Chart 17b: Percentage of pupils achieving the expected level plus one (Level 5+) in each English component: 2012/13 - 2016/17



Reading



Writing



Mathematics

Chart 18a: Percentage of pupils achieving the expected level (Level 4+) in Mathematics: 2012/13 - 2016/17

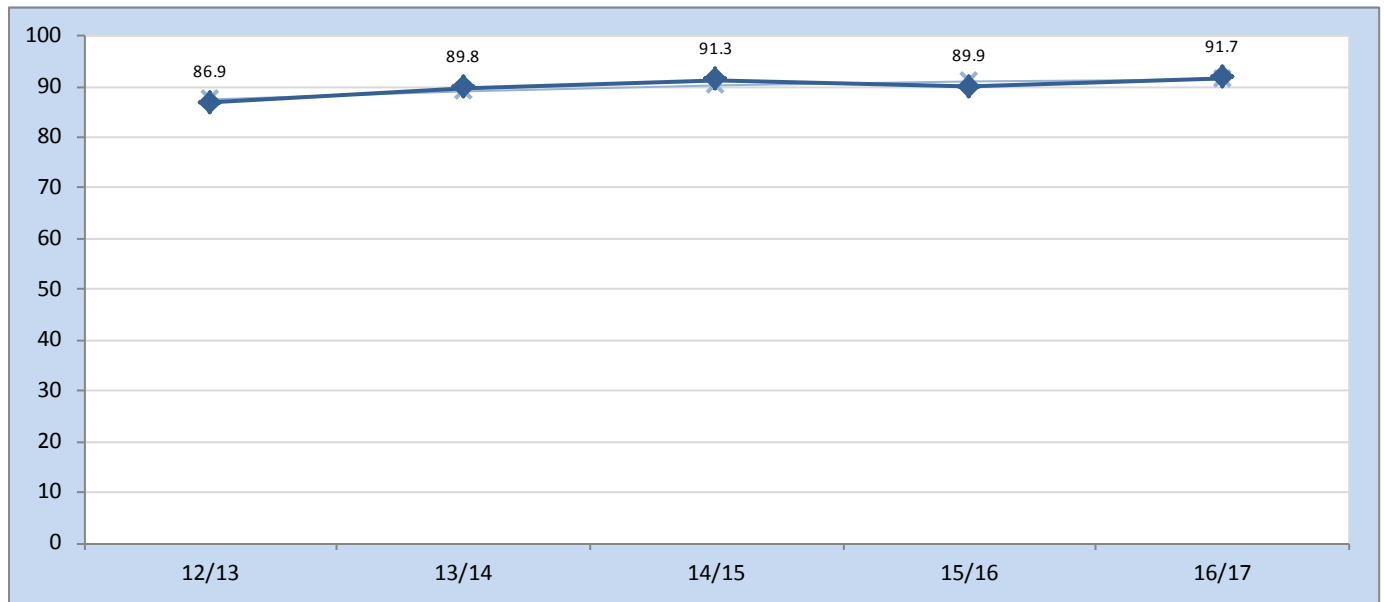


Chart 18b: Percentage of pupils achieving the expected level plus one (Level 5+) in Mathematics: 2012/13 - 2016/17

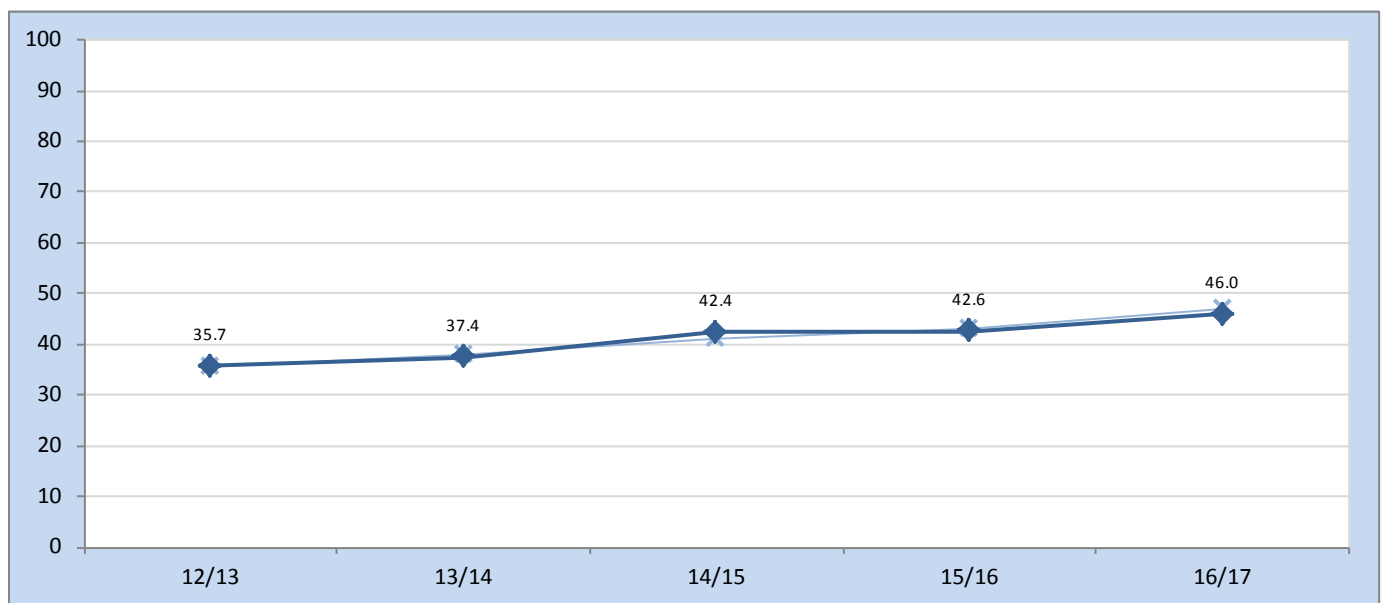


Chart 19a: Percentage of pupils achieving the expected level (Level 4+) in Science: 2012/13 - 2016/17

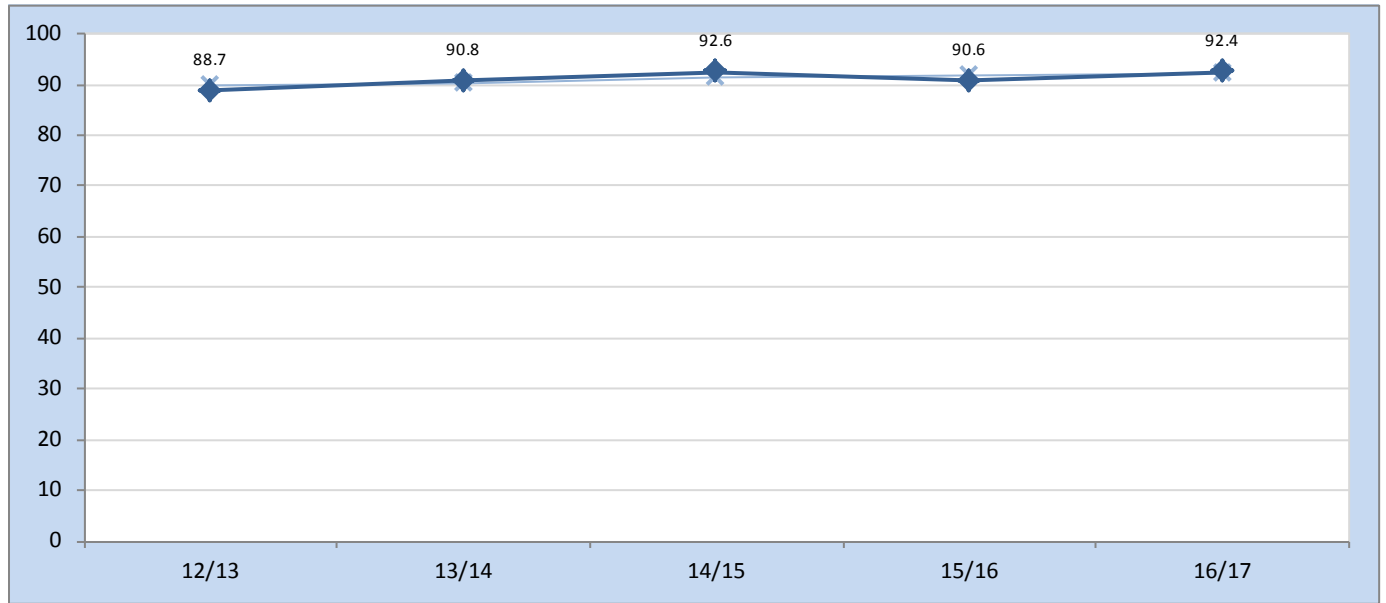
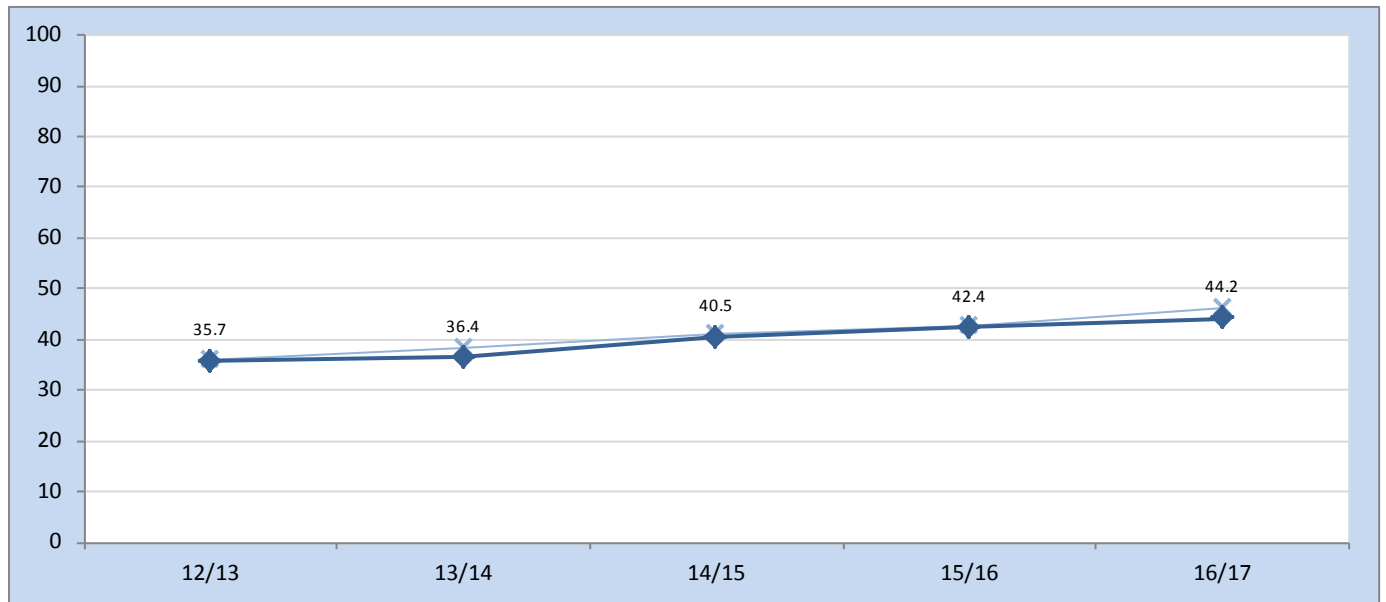


Chart 19b: Percentage of pupils achieving the expected level plus one (Level 5+) in Science: 2012/13 - 2016/17



6. Boys vs Girls

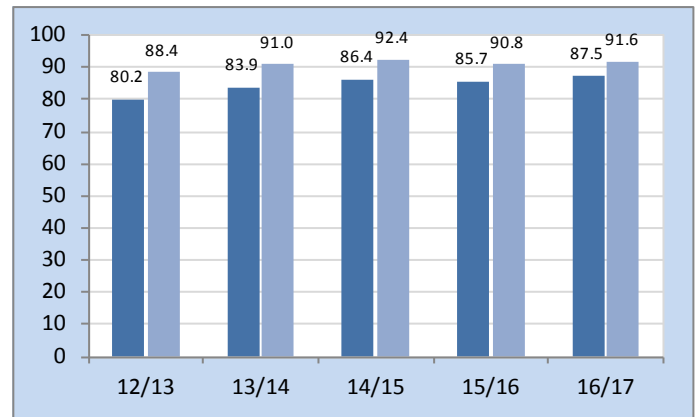
Number of KS2 pupils	(CSI)	12/13	13/14	14/15	15/16	16/17
	Boys		1,225	1,300	1,327	1,309
Girls		1,188	1,195	1,171	1,189	1,219

Chart 20: Boys/Girls comparison of pupil achievement: 2012/13 - 2016/17

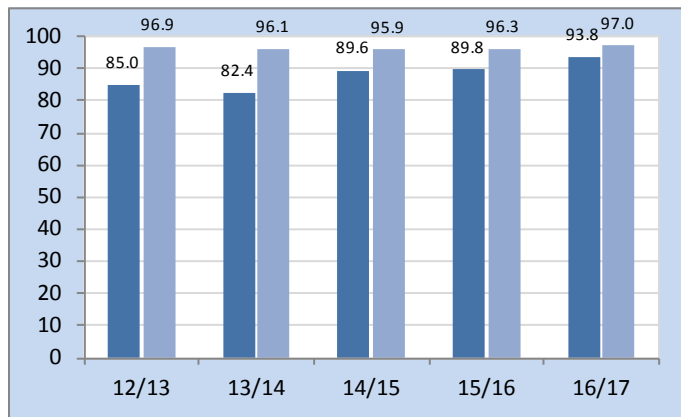
Boys and girls' performance are seen here; gaps in performance can be seen in the summary on page 30.



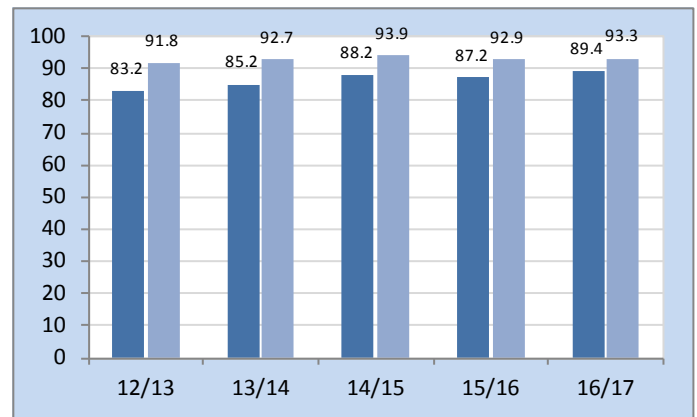
CSI



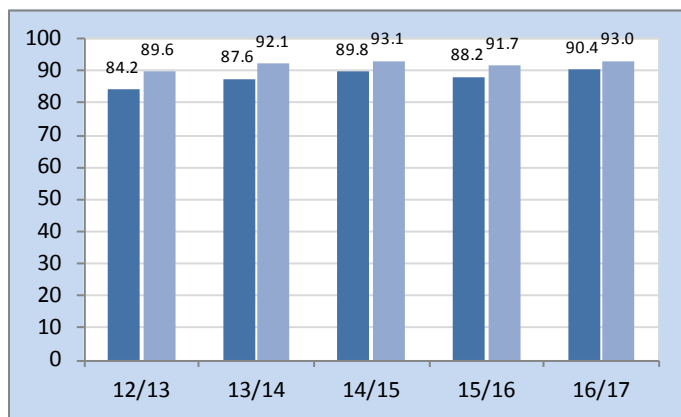
Level 4+: Welsh



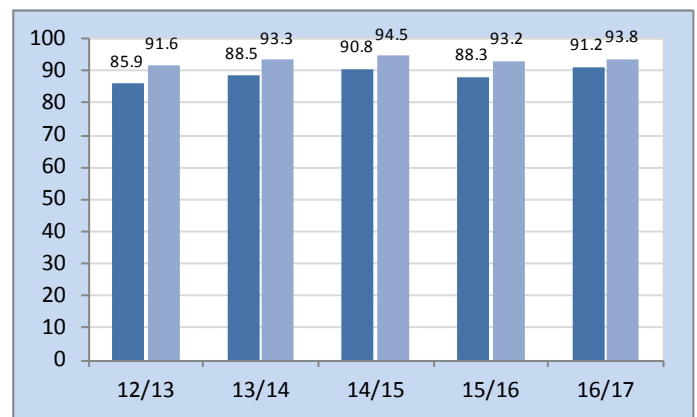
Level 4+: English



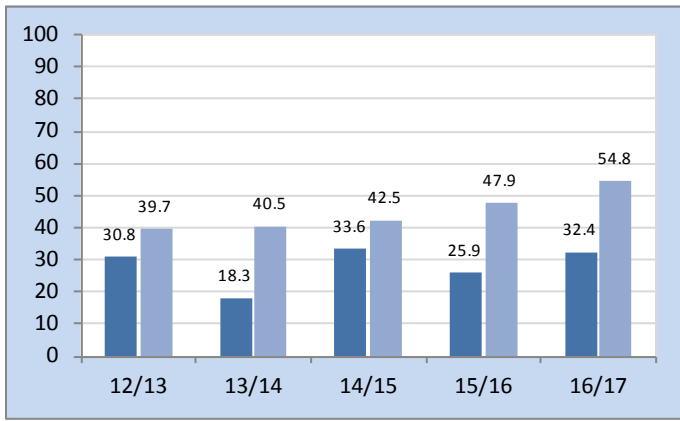
Level 4+: Mathematics



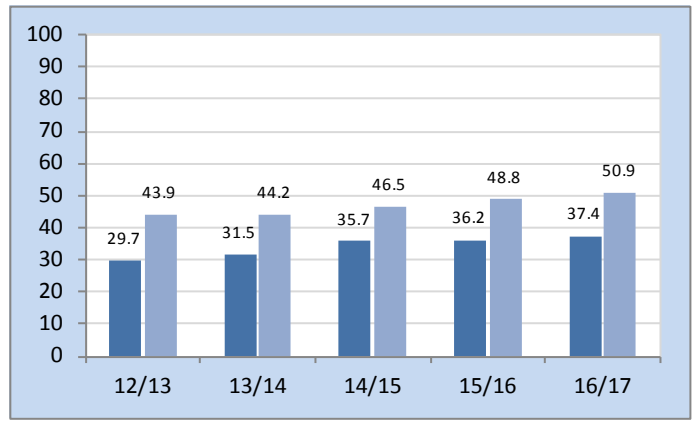
Level 4+: Science



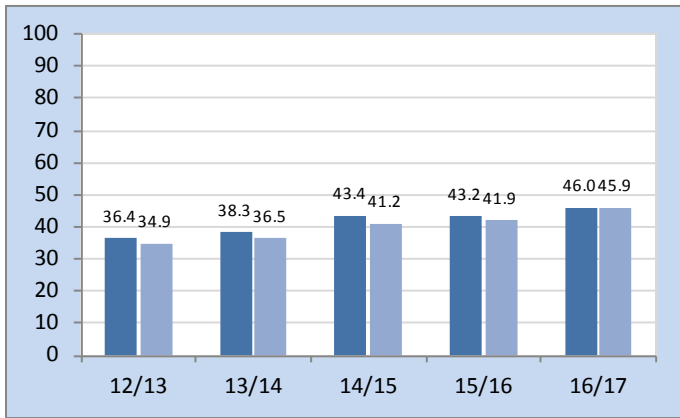
Level 5+: Welsh



Level 5+: English



Level 5+: Mathematics



Level 5+: Science

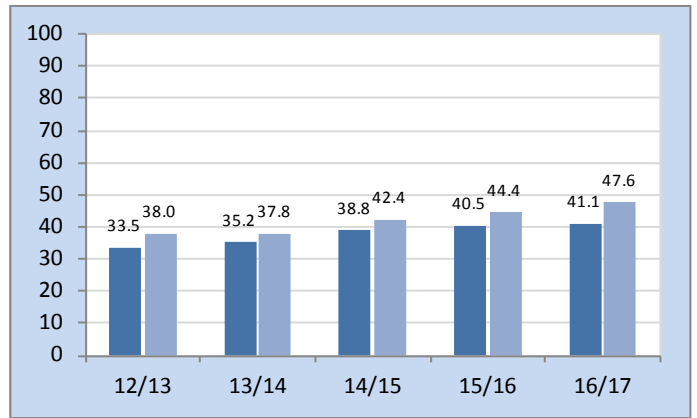
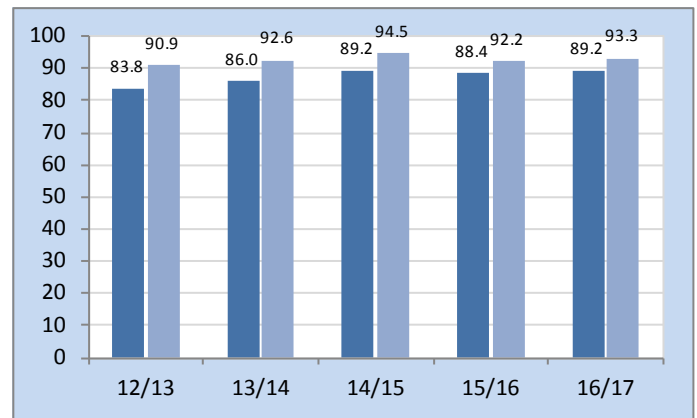
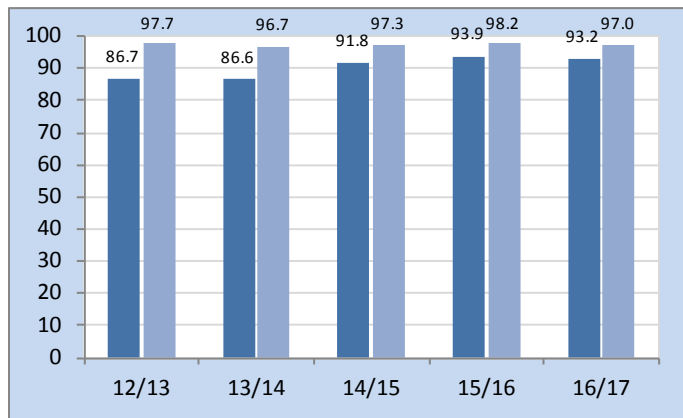


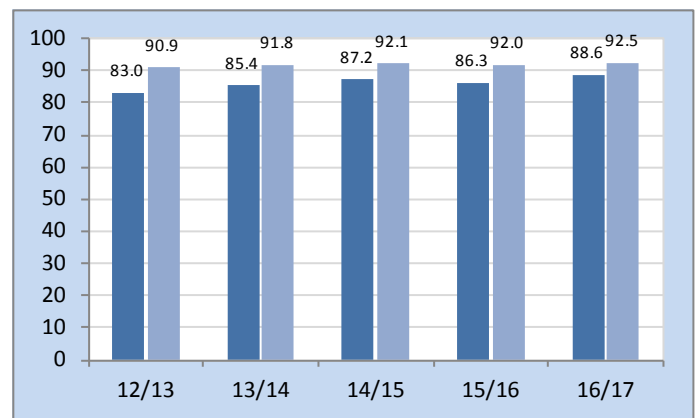
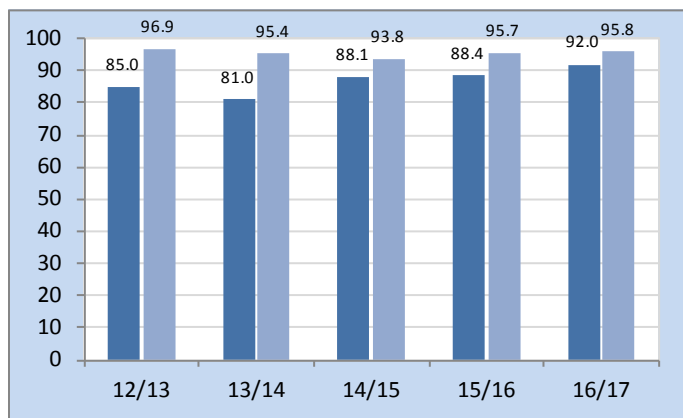
Chart 21a: Boys/Girls comparison of pupil achievement, Welsh components: 2012/13 - 2016/17

Chart 21b: Boys/Girls comparison of pupil achievement, English components: 2012/13 - 2016/17

Level 4+: Oracy



Level 4+: Reading



Level 4+: Writing

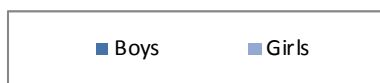
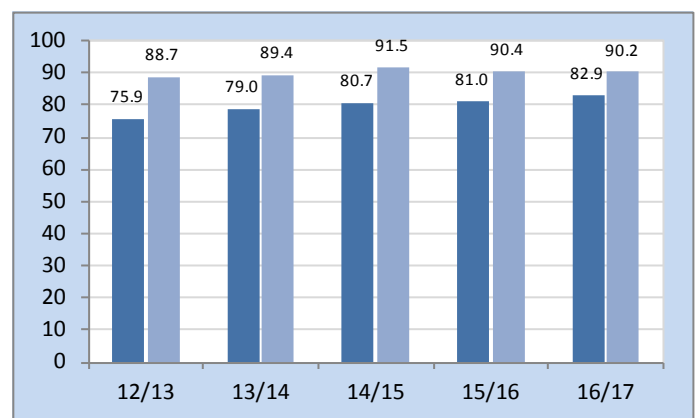
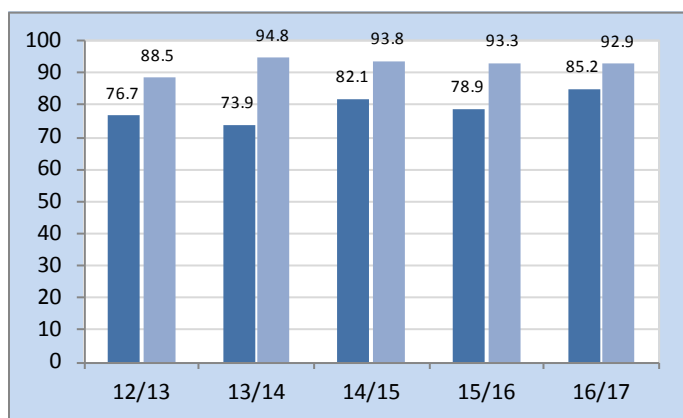
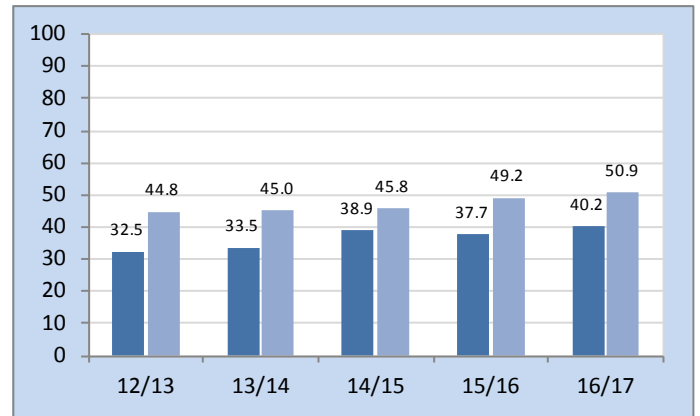
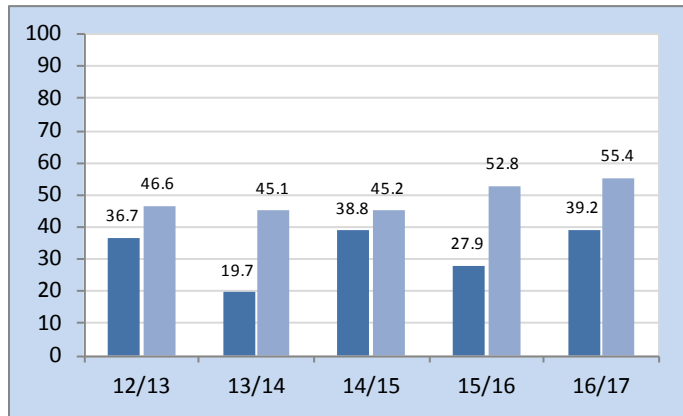


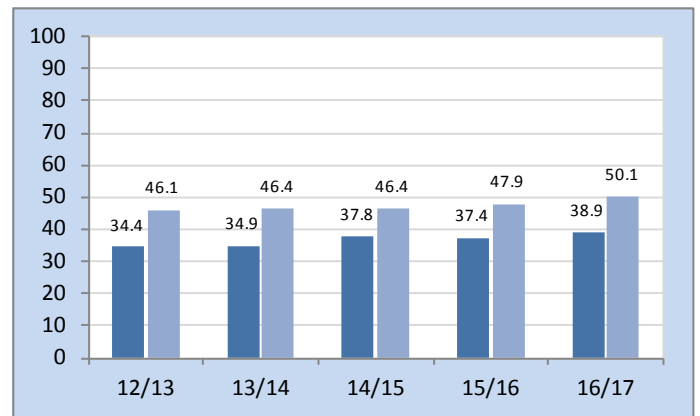
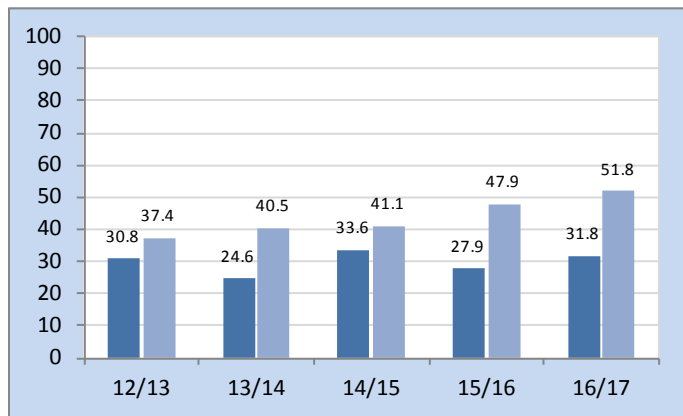
Chart 22a: Boys/Girls comparison of pupil achievement, Welsh components: 2012/13 - 2016/17

Chart 22b: Boys/Girls comparison of pupil achievement, English components: 2012/13 - 2016/17

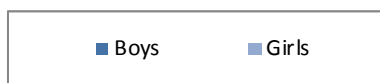
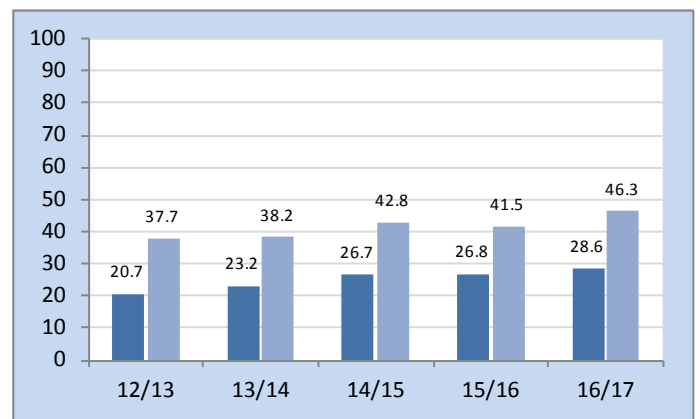
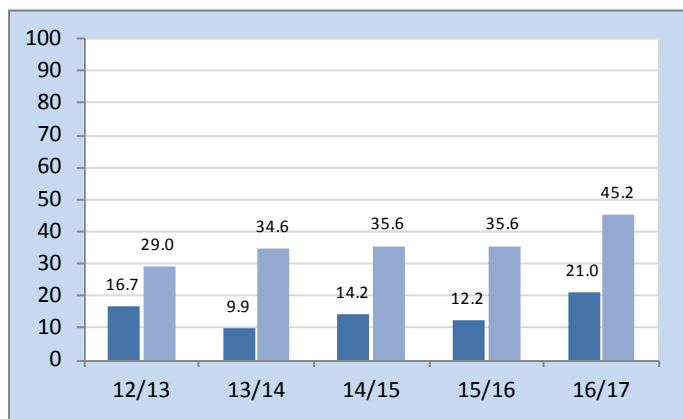
Level 5+: Oracy



Level 5+: Reading



Level 5+: Writing



7. Pupils eligible for free school meals (FSM)

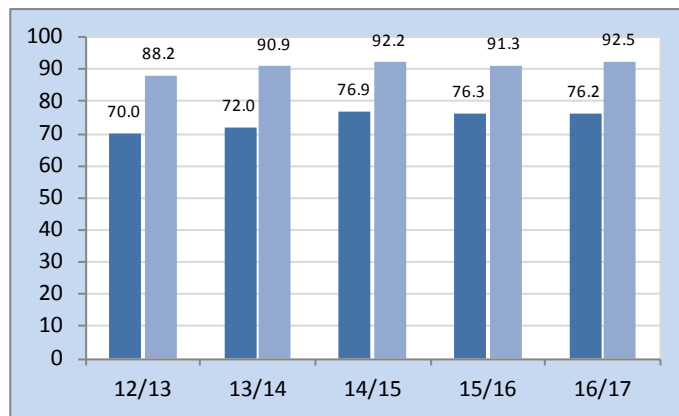
Number of KS2 pupils eligible for FSM (those that can be matched to PLASC)	(CSI)	12/13	13/14	14/15	15/16	16/17
	FSM		506	454	476	504
Non-FSM		1,892	2,030	2,014	1,980	2,092

Chart 23: FSM/Non-FSM comparison of pupil achievement: 2012/13 - 2016/17

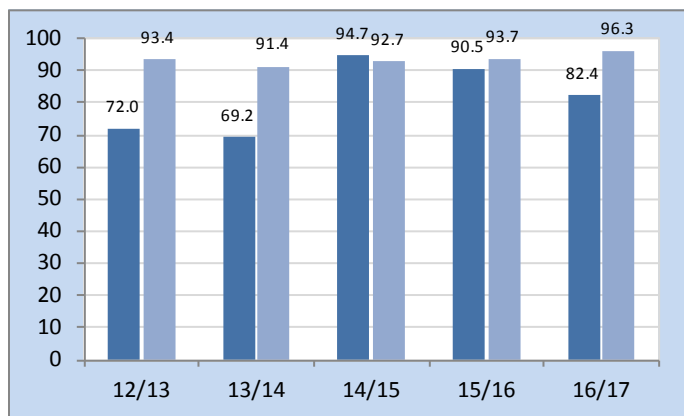
Percentages come from the Core Data Sets if available. As a result, the cohorts may not match perfectly with the percentages. Only unofficial data is available for the most recent year – final official data will be included in the Core Data Sets later in the year.



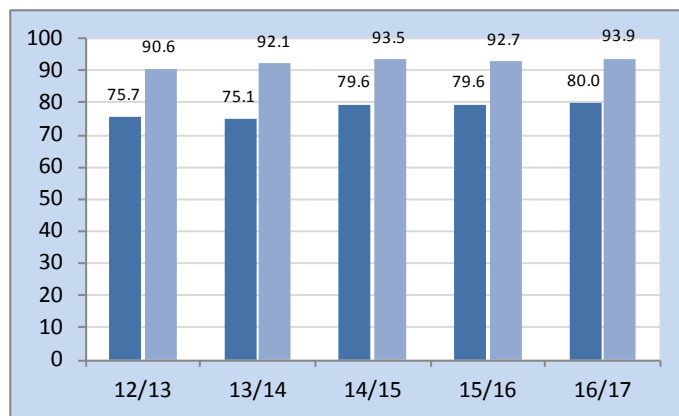
CSI



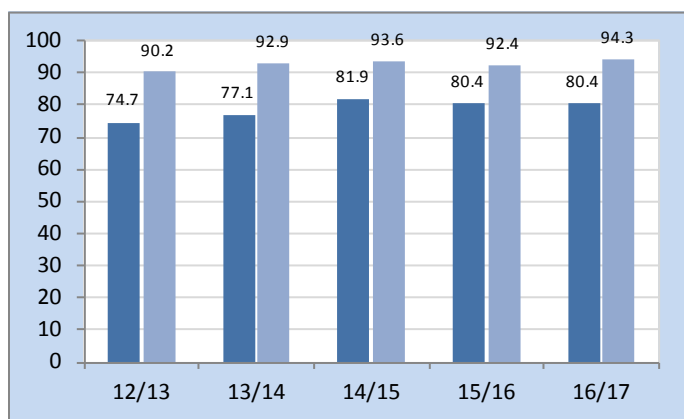
Level 4+: Welsh



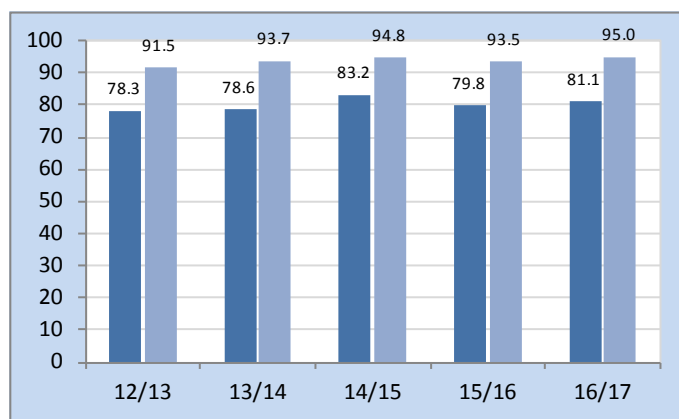
Level 4+: English



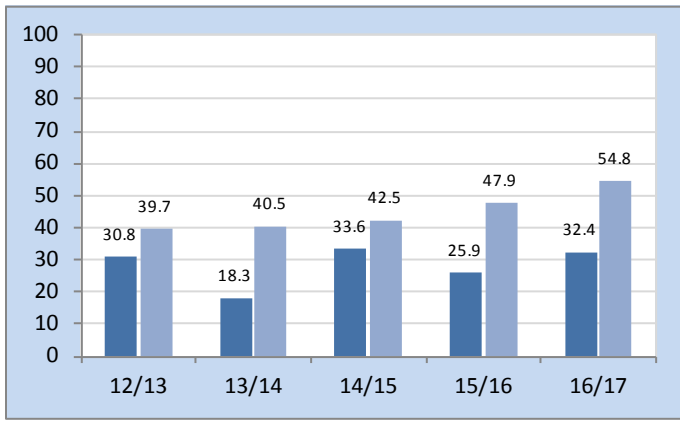
Level 4+: Mathematics



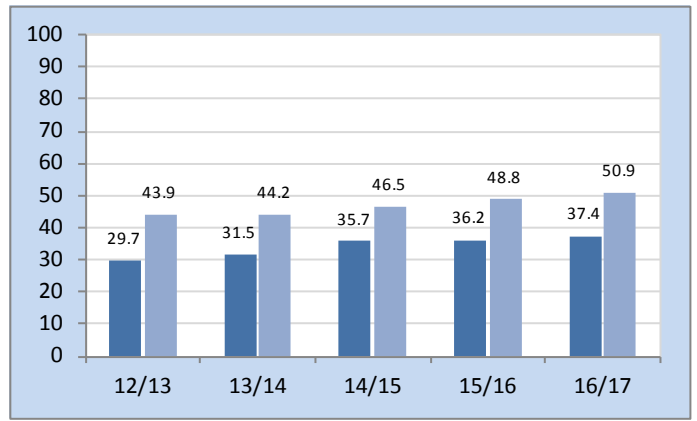
Level 4+: Science



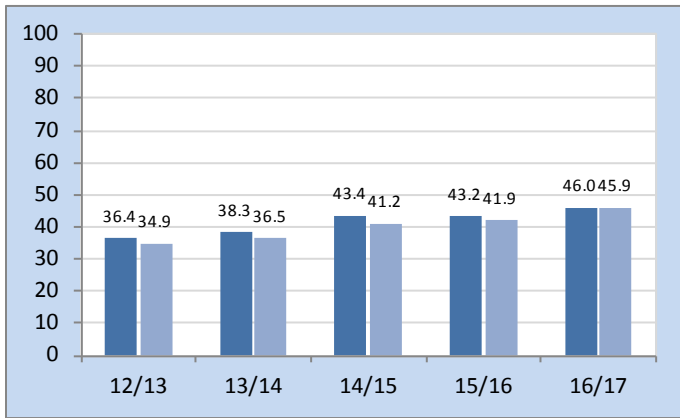
Level 5+: Welsh



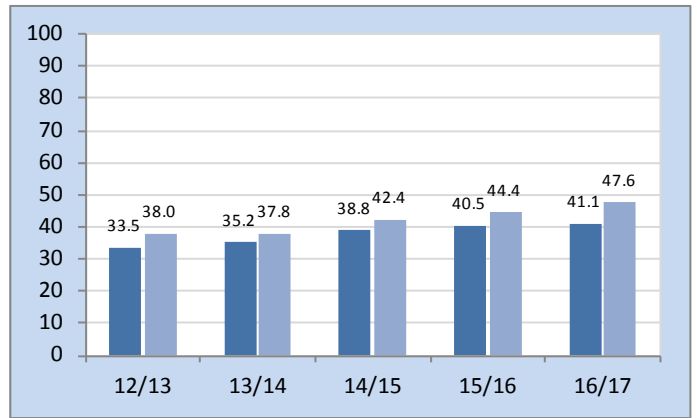
Level 5+: English



Level 5+: Mathematics



Level 5+: Science



Summary of authority's performance

		2012/13	2013/14	2014/15	2015/16	2016/17	2016/17 Wales	Difference: Boys - Girls				
		2012/13	2013/14	2014/15	2015/16	2016/17		2012/13	2013/14	2014/15	2015/16	2016/17
Whole LA	Pupils	21,056	21,505	21,855	22,167	22,266	--	+670	+779	+851	+905	+942
	%FSM (1 year)	21.4	20.4	20.6	20.3	19.9	--	--	--	--	--	--
	%SEN (5-15 only)	27.3	28.5	29.0	28.5	29.1	--	--	--	--	--	--
	Attendance	93.0	94.4	94.9	94.9	~	~	--	--	--	--	--
Key Stage 2 (Y6)	%FSM	21.1	18.2	19.1	20.3	17.7	--	--	--	--	--	--
	Statements † School Action+	97 † 192	121 † 209	106 † 204	112 † 251	109 † 207	--	--	--	--	--	--
	%LAC	0.8	0.5	0.6	0.7	0.6	--	--	--	--	--	--
	Cohort	2,413	2,495	2,498	2,498	2,555	--	+37	+105	+156	+120	+117
	CSI	84.3	87.3	89.2	88.2	89.5	89.5	-8.1	-7.0	-6.0	-5.1	-4.1
	Welsh	91.2	89.5	92.9	93.2	95.3	91.6	-11.9	-13.7	-6.3	-6.5	-3.3
	English	87.4	88.8	90.9	90.0	91.3	91.1	-8.7	-7.5	-5.8	-5.7	-3.8
	Mathematics	86.9	89.8	91.3	89.9	91.7	91.6	-5.5	-4.5	-3.3	-3.4	-2.6
	Science	88.7	90.8	92.6	90.6	92.4	92.2	-5.7	-4.8	-3.7	-4.9	-2.6
	Welsh +1	35.5	29.8	38.2	37.4	43.3	41.5	-8.9	-22.2	-8.9	-22.0	-22.4
	English +1	36.7	37.6	40.8	42.2	43.8	44.7	-14.2	-12.6	-10.7	-12.6	-13.5
	Mathematics +1	35.7	37.4	42.4	42.6	46.0	47.0	+1.5	+1.8	+2.2	+1.3	+0.1
	Science +1	35.7	36.4	40.5	42.4	44.2	46.4	-4.6	-2.7	-3.5	-3.9	-6.5
Foundation Phase (Y2)	%FSM	21.6	20.6	21.3	21.2	20.0	--	--	--	--	--	--
	Statements † School Action+	81 † 233	100 † 197	102 † 229	92 † 222	86 † 177	--	--	--	--	--	--
	%LAC	0.7	0.9	1.1	0.9	0.8	--	--	--	--	--	--
	Cohort	2,526	2,588	2,785	2,621	2,666	--	+110	+50	+55	+91	+124
	FPI	80.1	83.9	86.2	85.0	85.5	87.3	-10.2	-9.4	-7.0	-8.4	-8.4
	LCW	89.4	89.0	92.2	92.0	93.8	90.9	-5.9	-7.8	-5.4	-8.0	-4.6
	LCE	81.6	85.5	87.0	85.6	85.8	88.1	-9.8	-11.4	-6.9	-9.1	-8.2
	MDT	85.7	87.1	89.0	88.4	89.0	90.3	-5.3	-5.5	-4.9	-5.1	-5.1
	PSD	93.2	94.1	94.9	94.7	94.7	94.7	-4.4	-7.7	-4.6	-3.8	-5.4
	LCW +1	30.1	27.7	35.5	32.7	42.2	38.1	-23.4	-10.8	-5.3	-13.3	-9.5
	LCE +1	26.8	32.3	32.8	33.2	35.6	38.1	-13.0	-14.1	-14.4	-13.9	-14.5
	MDT +1	26.2	31.1	32.7	35.7	37.4	38.7	+0.6	+0.0	+0.1	-0.5	-3.7
	PSD +1	45.3	52.7	55.9	59.0	59.7	61.3	-16.6	-19.0	-17.7	-16.3	-18.6

Performance difference of more than 10pp

Summary of authority's SEN pupils' performance

		School Action					School Action Plus					Statemented					All SEN pupils				
		12/13	13/14	14/15	15/16	16/17	12/13	13/14	14/15	15/16	16/17	12/13	13/14	14/15	15/16	16/17	12/13	13/14	14/15	15/16	16/17
LA	Cohort	4,196	4,576	4,825	4,732	4,972	2,147	2,113	2,034	2,043	2,046	1,146	1,172	1,176	1,181	1,201	7,489	7,861	8,035	7,956	8,219
	%SEN	15.3	16.6	17.4	17.0	17.6	7.8	7.7	7.4	7.3	7.2	4.2	4.2	4.3	4.2	4.3	27.3	28.5	29.0	28.5	29.1
Key Stage 2 (Y6)	Cohort	389	430	431	417	452	197	211	207	255	209	99	125	108	113	110	685	766	746	785	771
	Welsh cohort	34	39	48	59	68	13	23	16	21	27	3	12	6	3	5	50	74	70	83	100
	CSI	61.2	70.2	76.8	77.5	80.5	52.8	67.8	66.2	62.7	64.6	26.3	27.2	23.1	25.7	26.4	53.7	62.5	66.1	65.2	68.5
	Welsh	55.9	64.1	85.4	83.1	94.1	84.6	56.5	62.5	71.4	74.1	66.7	50.0	16.7	33.3	20.0	64.0	59.5	74.3	78.3	85.0
	English	68.4	74.0	80.7	80.8	84.5	60.9	71.6	69.6	69.0	67.9	27.3	30.4	31.5	30.1	33.6	60.3	66.2	70.5	69.7	72.8
	Mathematics	68.1	79.3	83.3	81.8	86.3	61.4	73.9	72.9	68.6	72.2	33.3	32.0	27.8	29.2	31.8	61.2	70.1	72.4	69.9	74.7
	Science	74.6	81.6	87.9	84.4	87.8	65.0	75.8	74.4	70.6	74.2	29.3	31.2	31.5	27.4	32.7	65.3	71.8	76.0	71.7	76.3
	Welsh +1	2.9	2.6	6.3	11.9	20.6	30.8	0.0	0.0	9.5	22.2	33.3	8.3	0.0	0.0	0.0	12.0	2.7	4.3	10.8	20.0
	English +1	4.4	3.0	6.3	7.2	9.5	12.7	13.7	13.0	13.7	15.8	9.1	8.0	3.7	4.4	6.4	7.4	6.8	7.8	8.9	10.8
	Mathematics +1	7.5	7.9	11.8	11.0	15.3	16.2	17.5	17.4	15.3	16.7	12.1	6.4	6.5	3.5	8.2	10.7	10.3	12.6	11.3	14.7
	Science +1	5.7	6.0	9.0	10.3	13.1	13.2	15.2	14.0	13.3	16.3	8.1	5.6	2.8	4.4	5.5	8.2	8.5	9.5	10.4	12.8
	Foundation Phase (Y2)	Cohort	469	502	525	471	524	234	199	230	224	181	82	100	104	92	86	785	801	859	787
Welsh cohort		25	72	75	51	72	23	24	21	16	13	3	6	4	5	2	51	102	100	72	87
English cohort		444	430	450	420	452	211	175	209	208	168	79	94	100	87	84	734	699	759	715	704
FPI		58.0	64.9	70.7	65.0	67.6	53.8	56.8	60.0	59.4	54.7	13.4	23.0	24.0	19.6	25.6	52.1	57.7	62.2	58.1	60.1
LCW		64.0	72.2	77.3	56.9	81.9	65.2	58.3	66.7	68.8	61.5	0.0	83.3	50.0	60.0	50.0	60.8	69.6	74.0	59.7	78.2
LCE		63.7	69.3	73.3	70.2	68.1	57.8	62.3	63.2	60.1	58.3	20.3	24.5	27.0	21.8	33.3	57.4	61.5	64.4	61.4	61.6
MDT		69.7	72.7	77.0	73.0	75.8	67.1	64.3	70.0	69.6	63.5	20.7	26.0	32.7	26.1	32.6	63.8	64.8	69.7	66.6	68.3
PSD		89.6	94.2	95.0	95.1	94.3	77.8	78.9	83.0	79.0	76.8	42.7	33.0	34.6	32.6	36.0	81.1	82.8	84.5	83.2	83.9
LCW +1		8.0	19.4	12.0	2.0	8.3	21.7	12.5	9.5	6.3	15.4	0.0	0.0	0.0	40.0	0.0	13.7	16.7	11.0	5.6	9.2
LCE +1		2.9	4.7	4.7	6.2	7.5	9.0	13.7	15.8	12.5	11.3	2.5	4.3	7.0	1.1	4.8	4.6	6.9	8.0	7.4	8.1
MDT +1		6.8	7.2	8.6	10.2	9.7	11.5	10.6	16.5	16.5	15.5	0.0	6.0	9.6	4.3	4.7	7.5	7.9	10.8	11.3	10.5
PSD +1		21.5	22.1	28.2	28.9	30.3	15.4	23.6	20.9	25.0	19.9	3.7	4.0	9.6	2.2	7.0	17.8	20.2	24.0	24.7	25.4



ERW

Ein Rhanbarth ar Waith
Education through Regional Working

Pack 1 – Autumn 2017

2016/17 performance data

Swansea Secondary Schools

Dyddiad cyhoeddi:	20/12/2017
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**Cynghrai o 6 awdurdod lleol yw ERW a reolir gan gyd-bwyllgor cyfansoddiadol cyfreithiol.
Y nod yw gweithredu strategaeth a chynllun busnes rhanbarthol cytunedig a chefnogi gwelliant ysgolion.**

ERW is an alliance of 6 local authorities governed by a legally constituted joint committee.
Its aim is to implement the agreed regional strategy and business plan to support school improvement.



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Pack 1 – Autumn 2017

- Only pupils of statutory age (5-15 years old, excluding subsidiary pupils) are included in the contextual charts/tables (Pages 4-5). If there's a middle school within the authority, all (i.e. the whole school) its contextual data is included (except for attendance/exclusions, which includes years 7-11 only).
- In the charts from Page 6 onwards, if not stated otherwise, the authority is in dark blue and Wales in light blue. The authority's percentages are shown.
- If figures are not yet available, they are denoted as ~.

Authority's contextual data

1. Pupil numbers, by gender

Chart 1a: Secondary sector (not including middle schools' Y1-6)

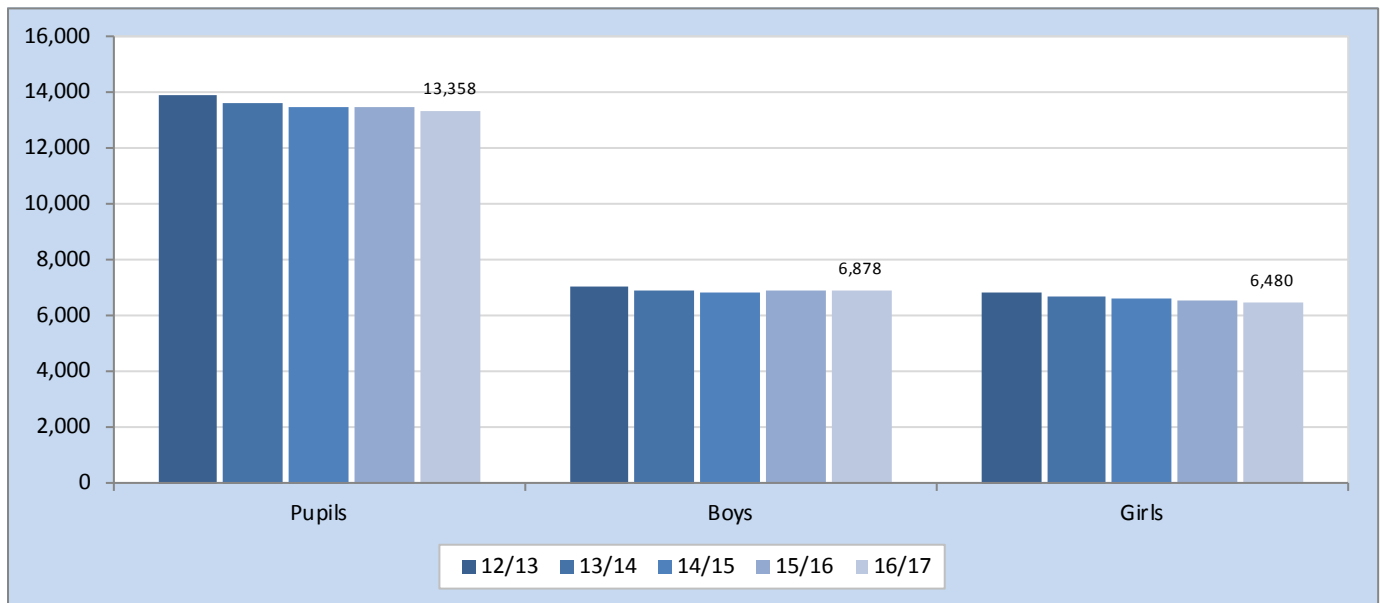


Chart 1b: 6th form

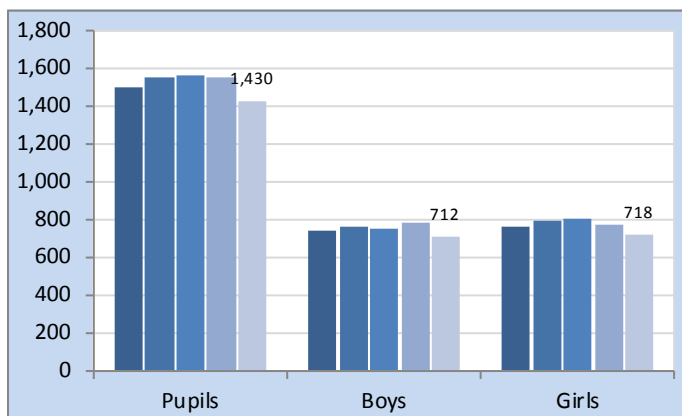
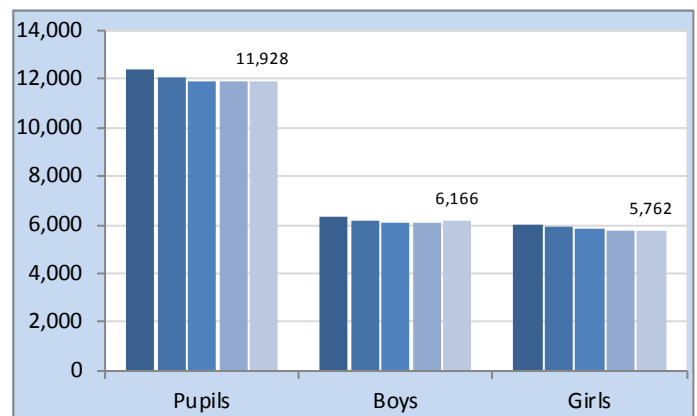


Chart 1c: Years 7-11



2. Pupils' language context

Table 1: Percentage of pupils speaking Welsh at home: 2016/17

	Speak Welsh at home	Don't speak Welsh at home	Can't speak Welsh
Percentage	2.6	27.6	69.8

3. Free school meals (FSM)

Table 2: Percentage of pupils eligible for FSM (over 1 year and 3 years)

	2012/13	2013/14	2014/15	2015/16	2016/17
1 year	19.7	19.1	18.5	17.8	18.6
3 years	20.0	19.5	19.1	18.5	18.3

4. Special educational needs (SEN)

Chart 2: Percentage of pupils receiving SEN provision (primary and secondary)

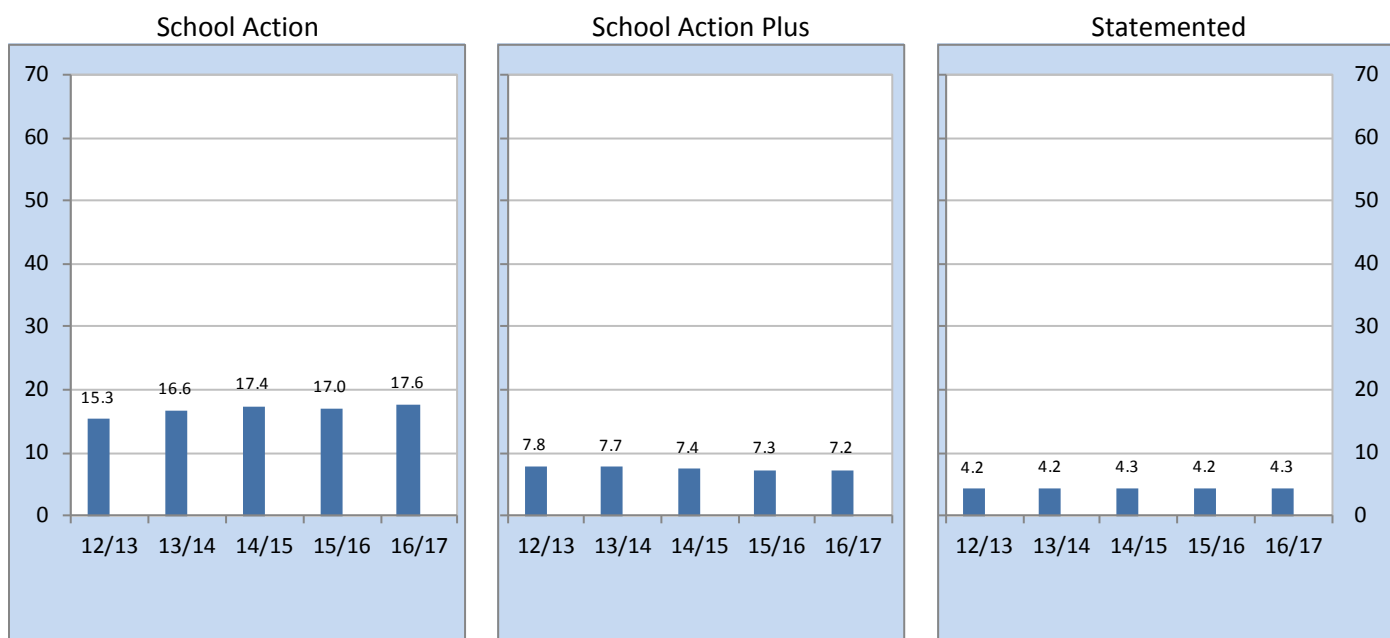


Table 3: Percentage of pupils with SEN: 2012/13 - 2016/17

	2012/13	2013/14	2014/15	2015/16	2016/17
% SEN	27.3	28.5	29.0	28.5	29.1

5. Other groups of pupils

Table 4: Percentage of pupils in other categories: 2016/17

	English as additional language (EAL) (a)	Looked after children (LAC)
Percentage	4.0	0.8

(a) Sum of codes A, B, C.

6. Attendance

Table 5: Percentage of half day sessions attended: 2012/13 - 2016/17

	2012/13	2013/14	2014/15	2015/16	2016/17
Attendance	92.3	93.3	94.0	94.3	94.3
<i>FSM</i>	88.1	89.1	90.2	90.9	91.2
<i>Non-FSM</i>	93.4	94.4	94.9	95.1	95.1

The FSM/Non-FSM figures seen here may differ slightly to those seen within the Core Data Set due to a different method of calculation.

Table 6: Pupils with attendance under 80% / 85% / 90%: 2012/13 - 2016/17

	2012/13		2013/14		2014/15		2015/16		2016/17	
	#	%	#	%	#	%	#	%	#	%
< 80%	864	6.9	676	5.5	520	4.3	446	3.7	419	3.4
< 85%	1,564	12.4	1,166	9.5	907	7.5	772	6.3	817	6.7
< 90%	3,082	24.5	2,443	19.9	2,068	17.0	1,756	14.4	1,908	15.7

(a) These figures are calculated by assuming that 310 sessions were possible during the year. This figure comes from the Welsh Government's publication.

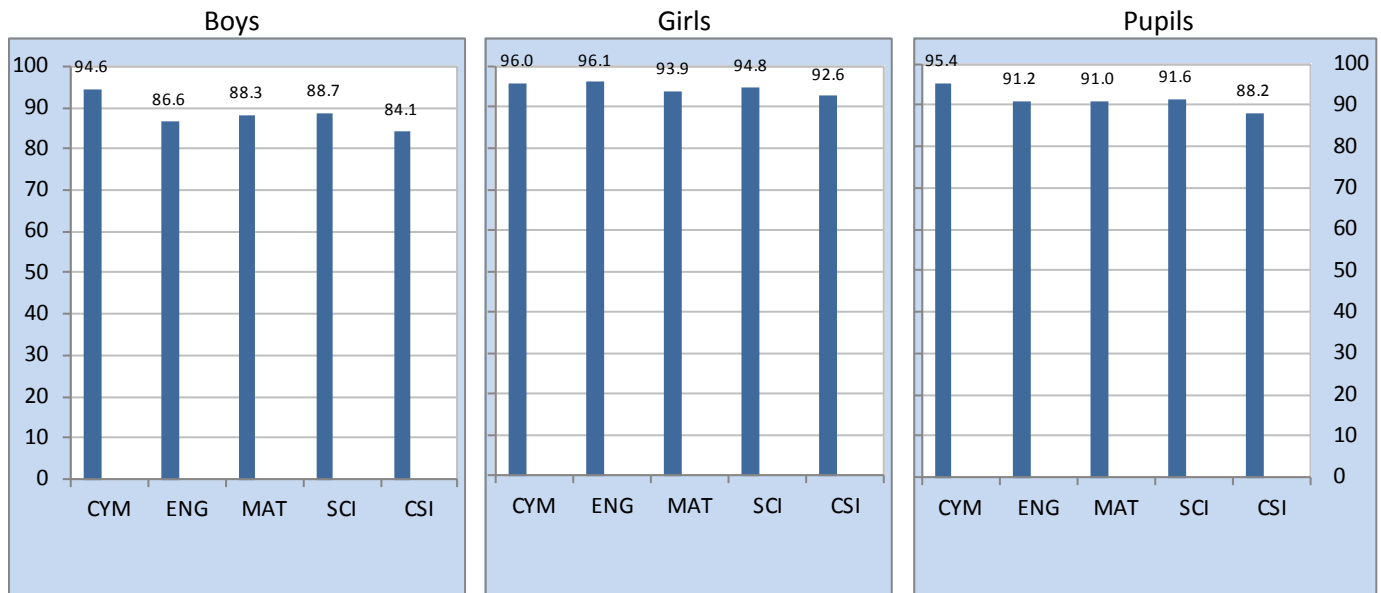
How well does the authority perform at KS3?

1. Latest authority performance

Number of KS3 pupils
(+ number who were assessed in
Welsh First Language)

	12/13	13/14	14/15	15/16	16/17
Boys	1,267	1,282	1,209	1,183	1,264
Girls	1,153	1,192	1,200	1,149	1,170
Pupils	2,420	2,474	2,409	2,332	2,434
<i>Cymraeg</i>	226	257	234	249	280
	9%	10%	10%	11%	12%

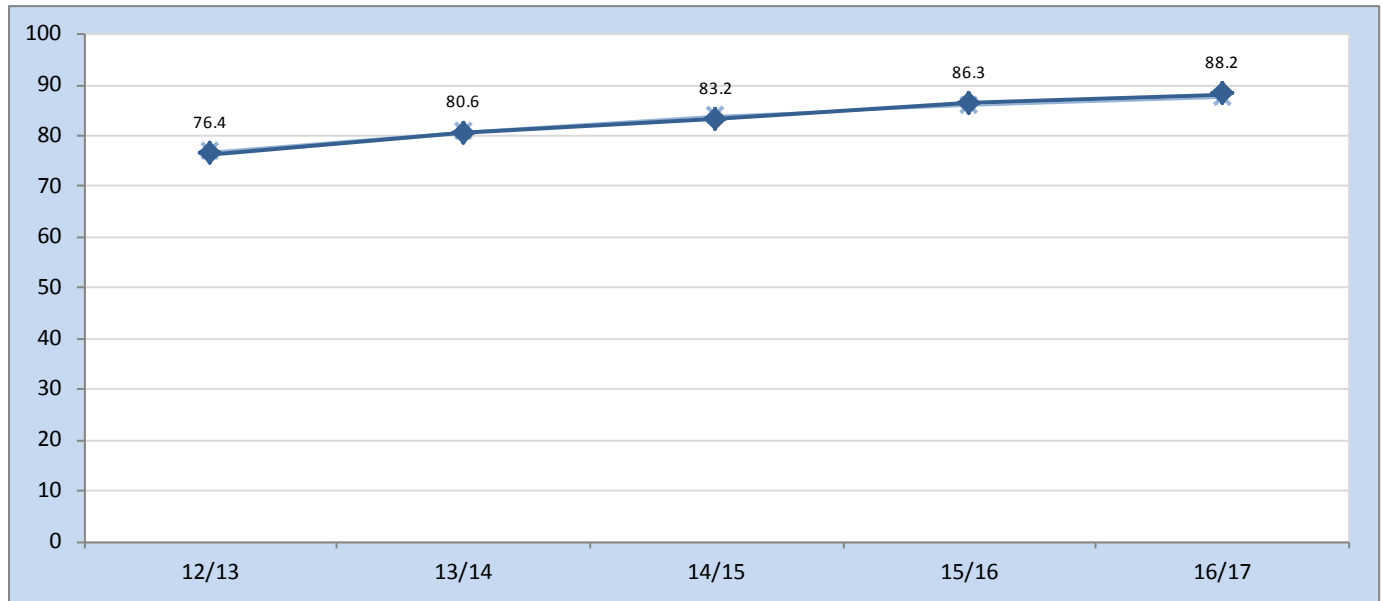
Chart 3: Percentage of pupils achieving the expected level (Level 5+), by gender: 2016/17



2. Subjects in combination

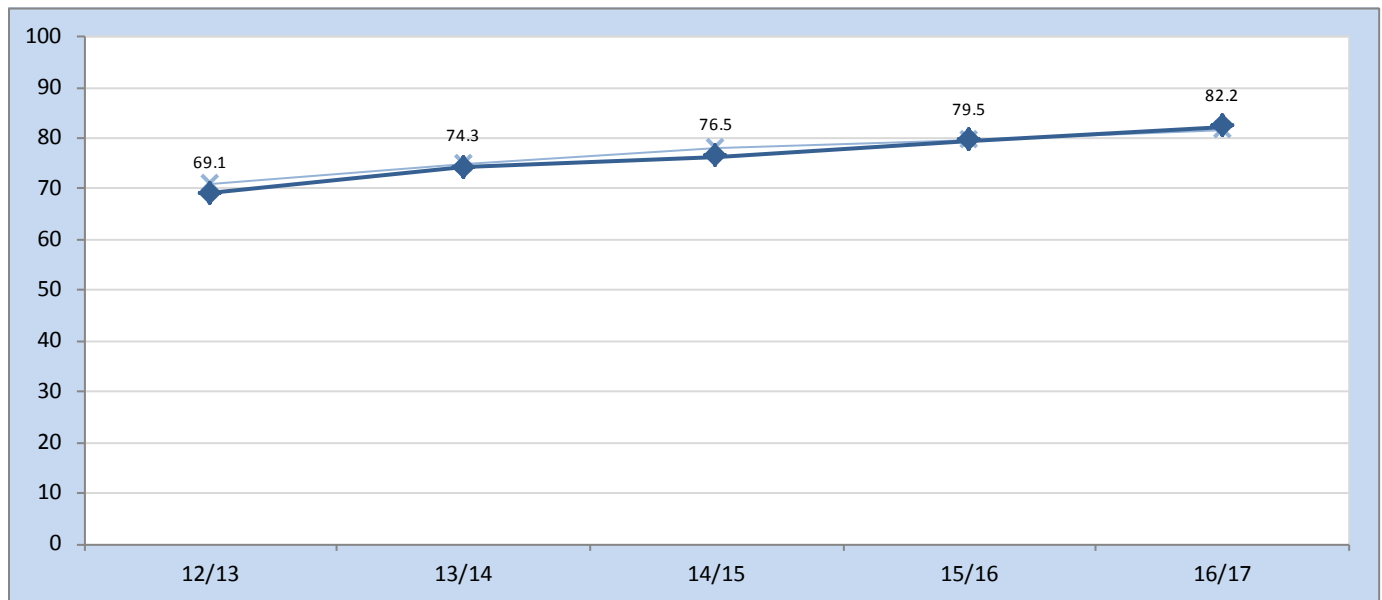
Core Subject Indicator (CSI)

Chart 4: Percentage of pupils achieving the CSI: 2012/13 - 2016/17



Reading, Writing and Mathematics

Chart 5: Percentage of pupils achieving the expected level (Level 5+) in Reading, Writing and Mathematics in combination: 2012/13 - 2016/17



3. Individual subjects

Welsh

Chart 6a: Percentage of pupils achieving the expected level (Level 5+) in Welsh: 2012/13 - 2016/17

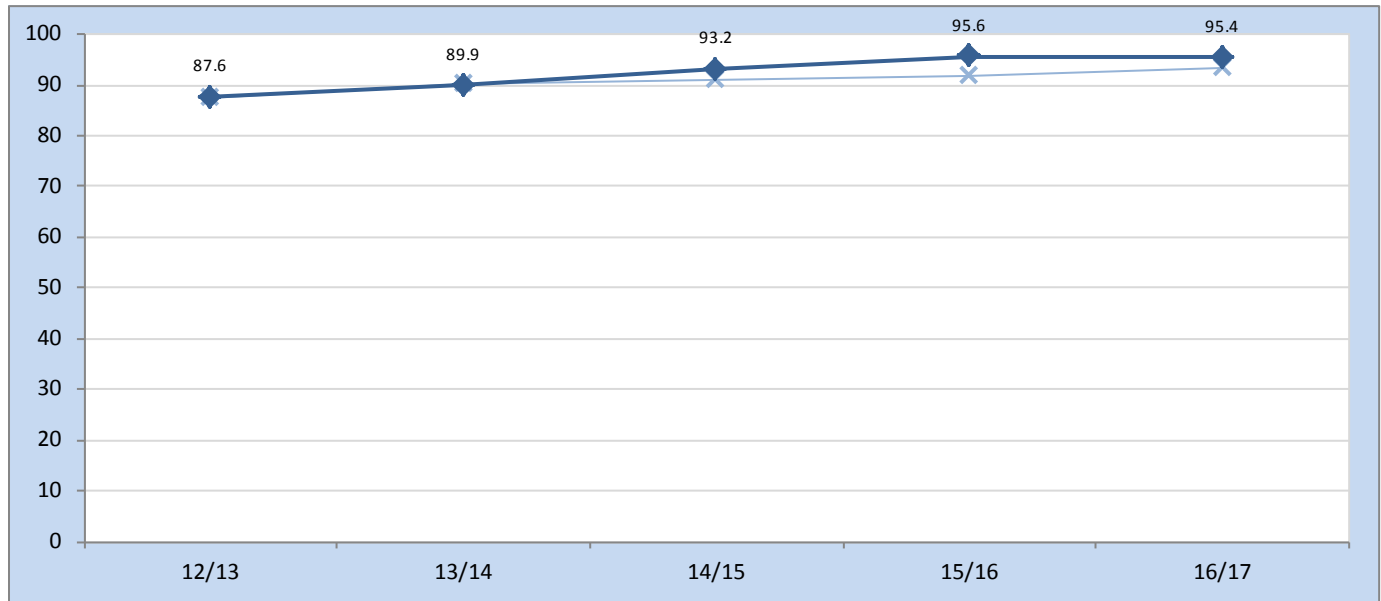
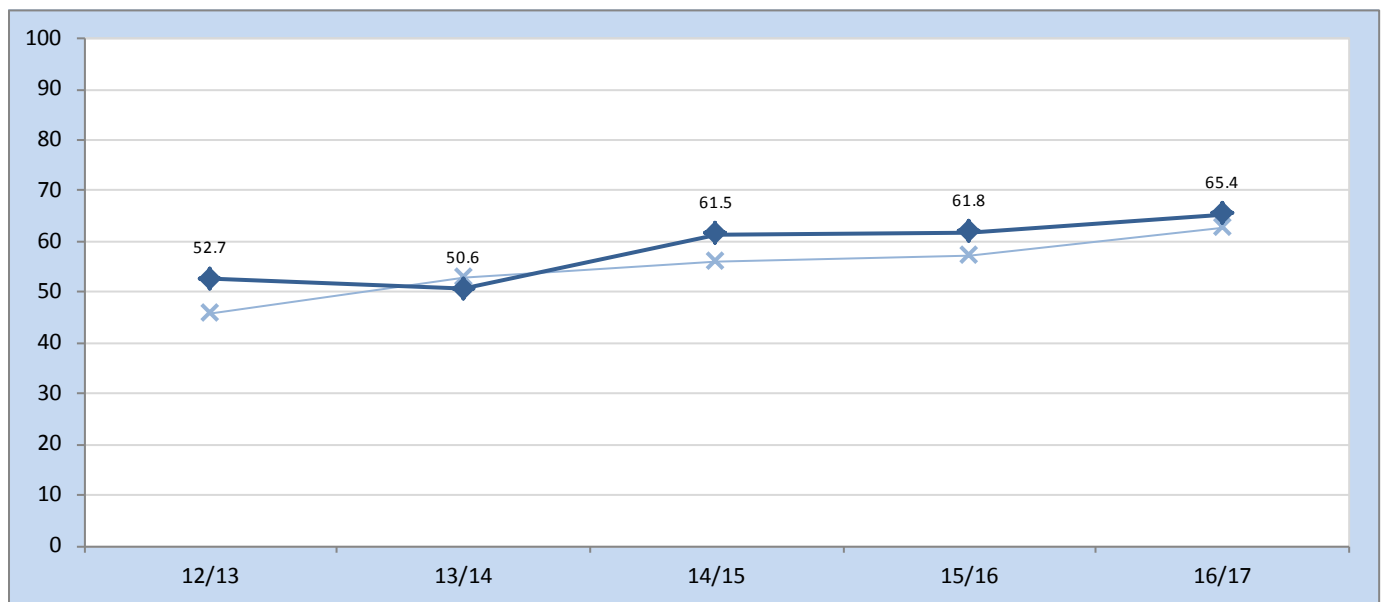
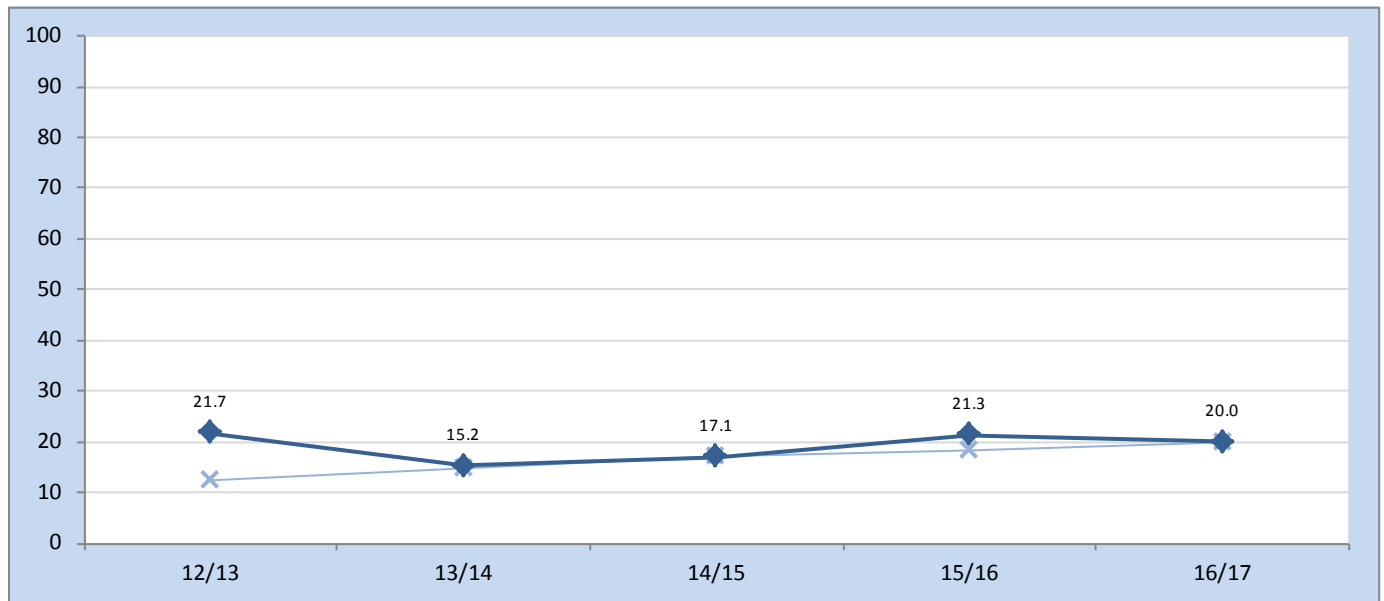


Chart 6b: Percentage of pupils achieving the expected level plus one (Level 6+) in Welsh: 2012/13 - 2016/17



Welsh

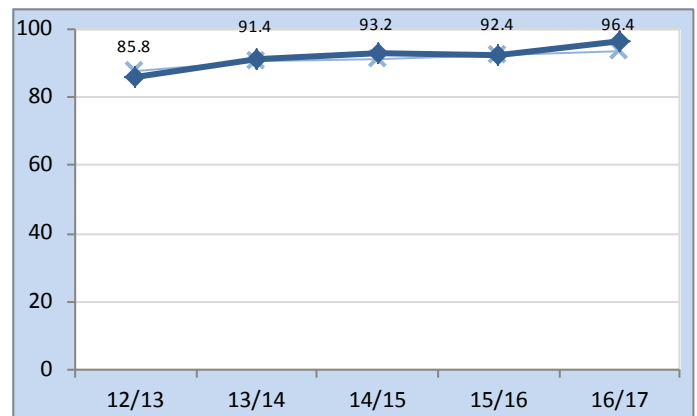
Chart 6c: Percentage of pupils achieving the expected level plus two (Level 7+) in Welsh: 2012/13 - 2016/17



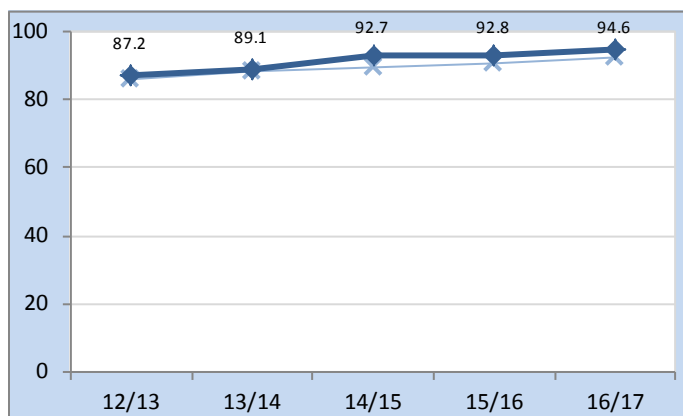
Welsh – individual components

Chart 7a: Percentage of pupils achieving the expected level (Level 5+) in each Welsh component: 2012/13 - 2016/17

Oracy



Reading



Writing

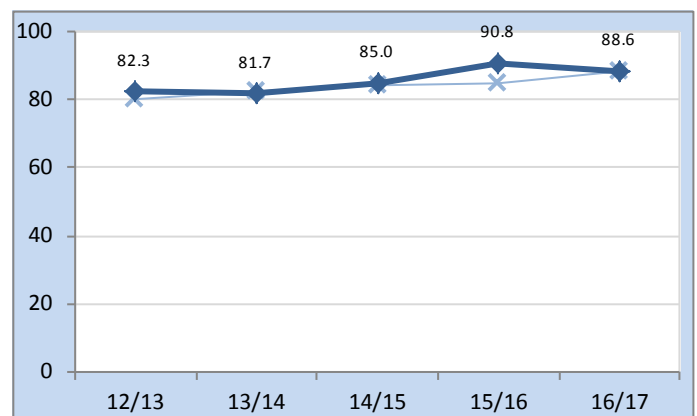


Chart 7b: Percentage of pupils achieving the expected level plus one (Level 6+) in each Welsh component: 2012/13 - 2016/17

Oracy

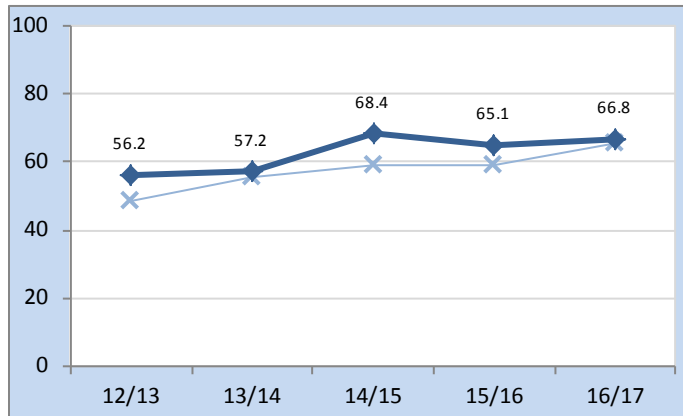
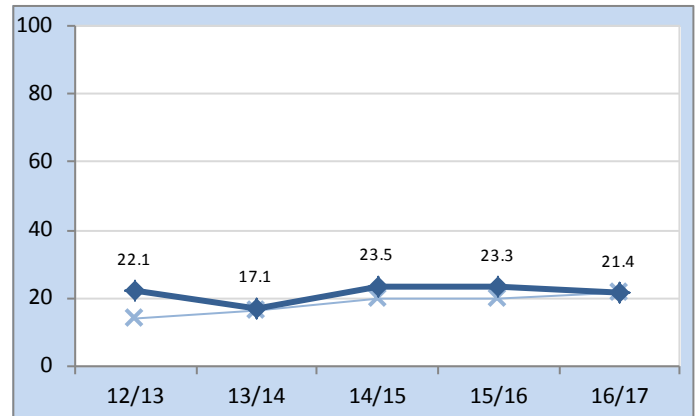
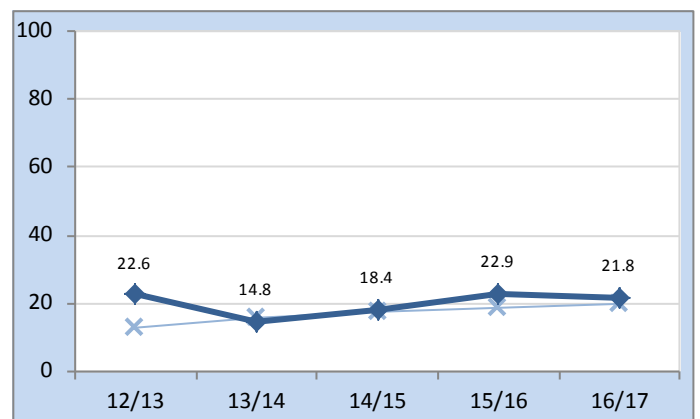
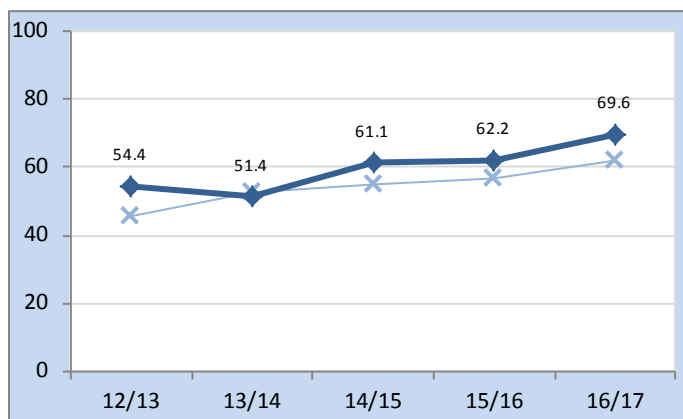


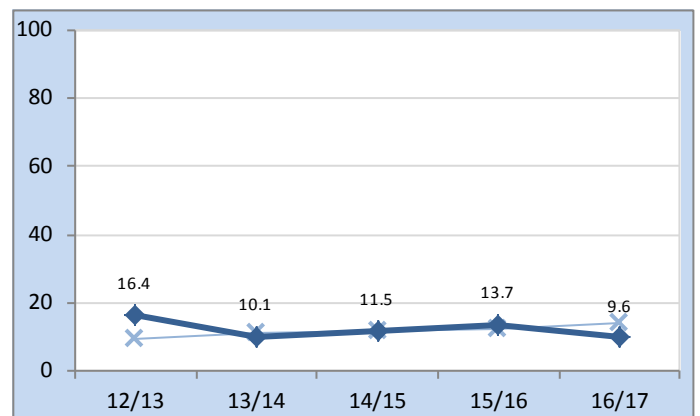
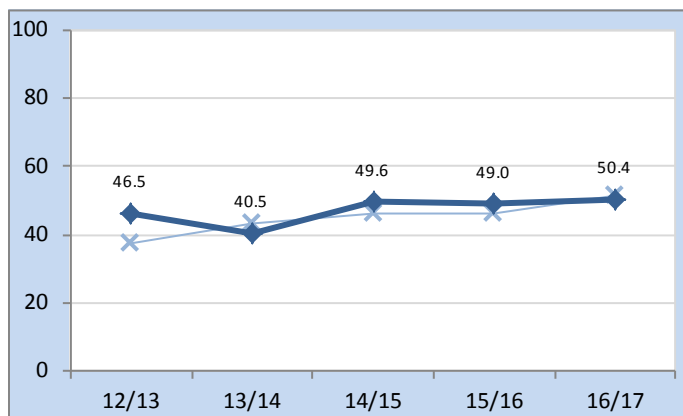
Chart 7c: Percentage of pupils achieving the expected level plus two (Level 7+) in each Welsh component: 2012/13 - 2016/17



Reading



Writing



English

Chart 8a: Percentage of pupils achieving the expected level (Level 5+) in English: 2012/13 - 2016/17

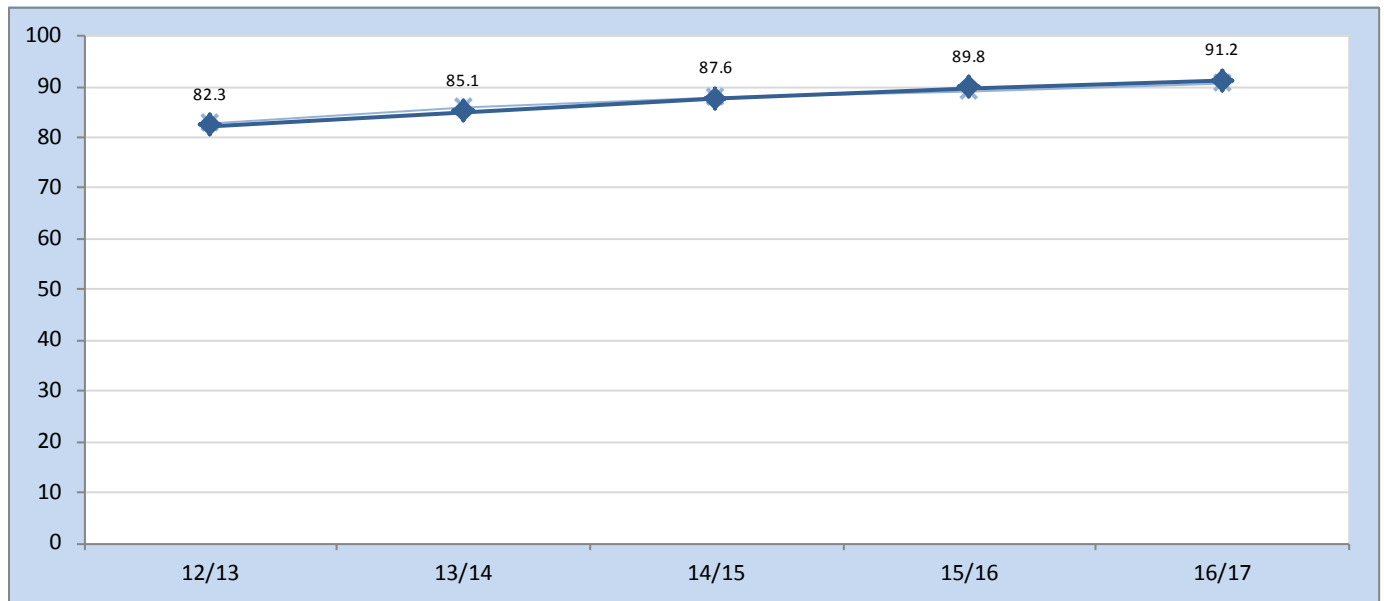
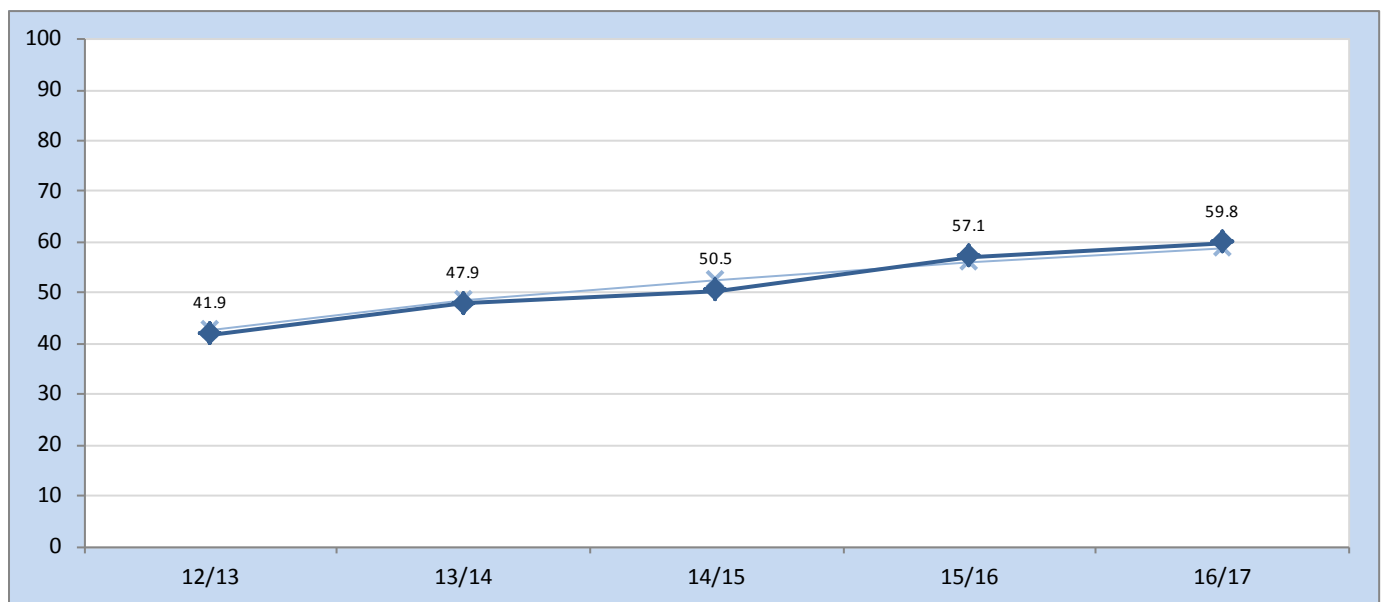
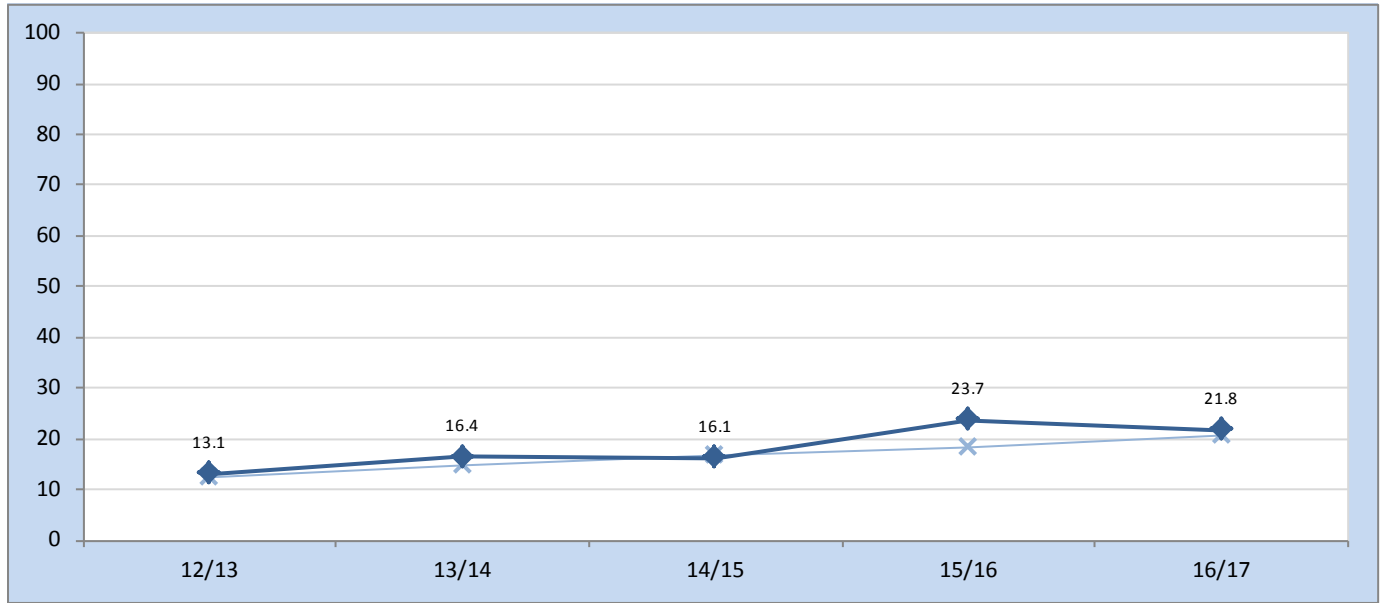


Chart 8b: Percentage of pupils achieving the expected level plus one (Level 6+) in English: 2012/13 - 2016/17



English

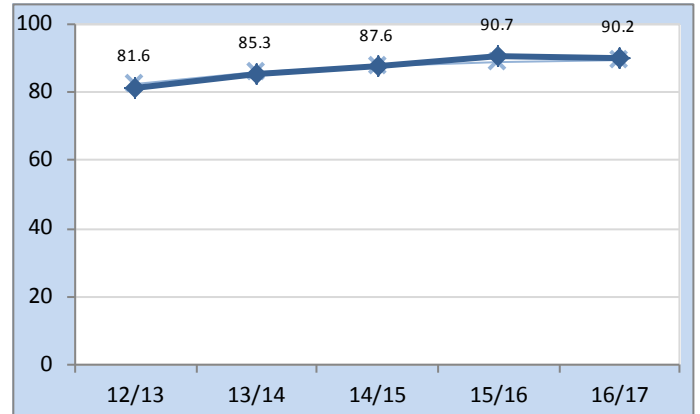
Chart 8c: Percentage of pupils achieving the expected level plus two (Level 7+) in English: 2012/13 - 2016/17



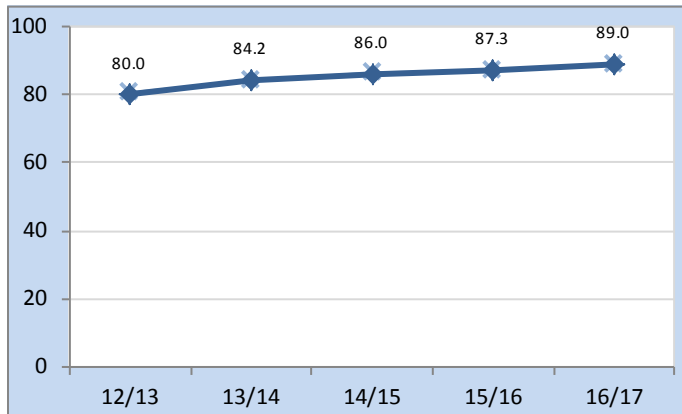
English – individual components

Chart 9a: Percentage of pupils achieving the expected level (Level 5+) in each English component: 2012/13 - 2016/17

Oracy



Reading



Writing

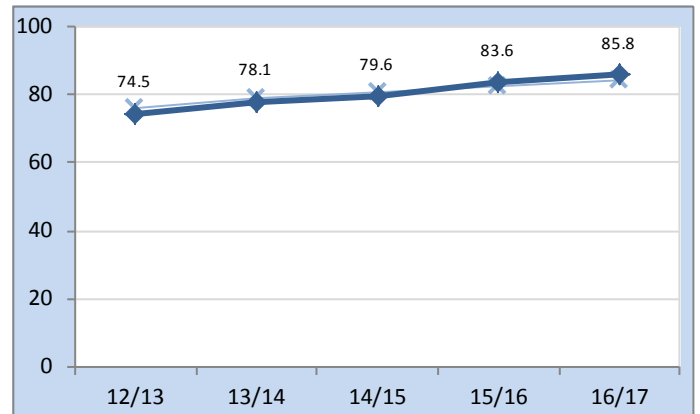
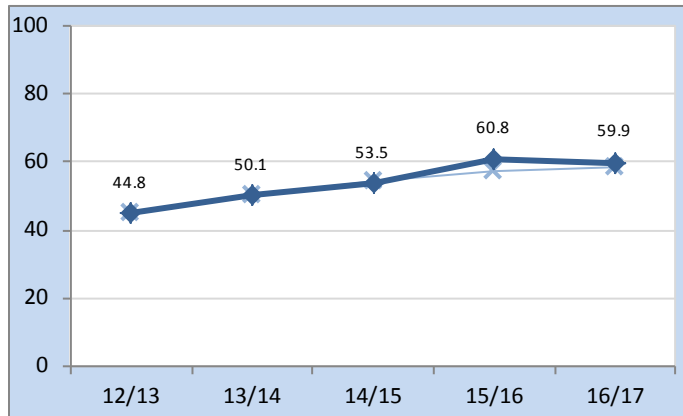
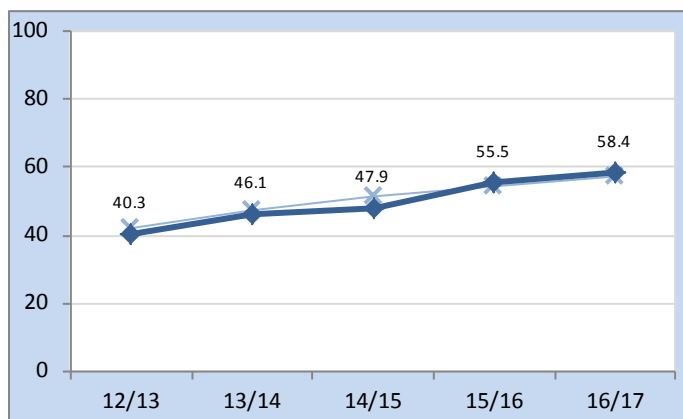


Chart 9b: Percentage of pupils achieving the expected level plus one (Level 6+) in each English component: 2012/13 - 2016/17

Oracy



Reading



Writing

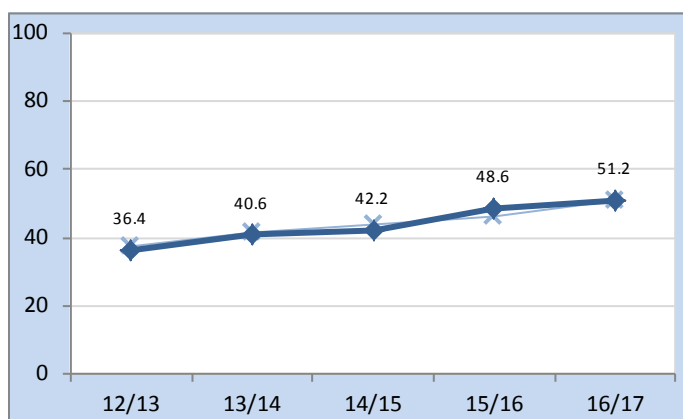
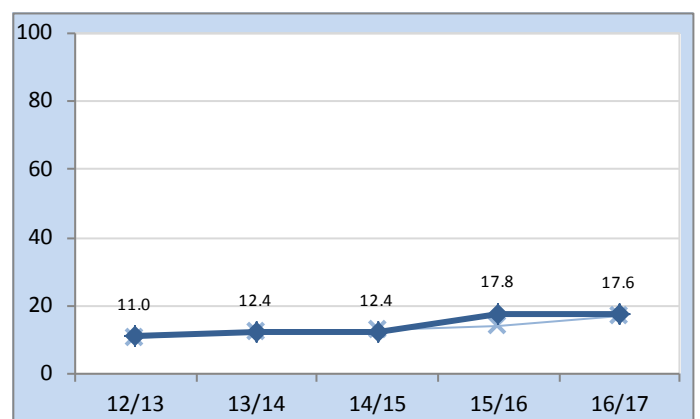
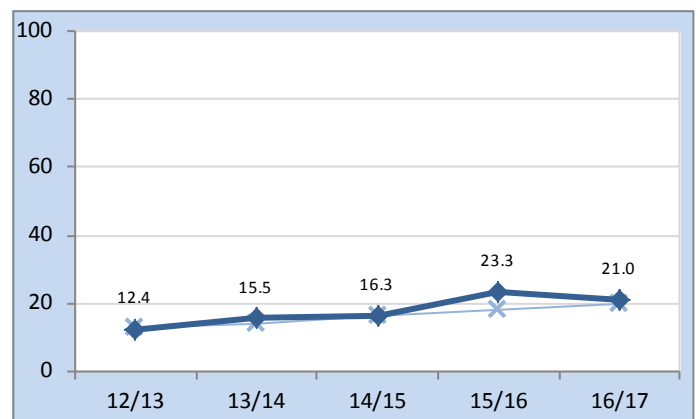
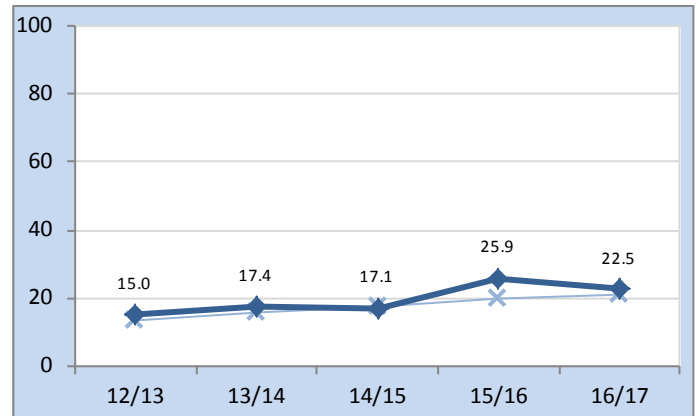


Chart 9c: Percentage of pupils achieving the expected level plus two (Level 7+) in each English component: 2012/13 - 2016/17



Mathematics

Chart 10a: Percentage of pupils achieving the expected level (Level 5+) in Mathematics: 2012/13 - 2016/17

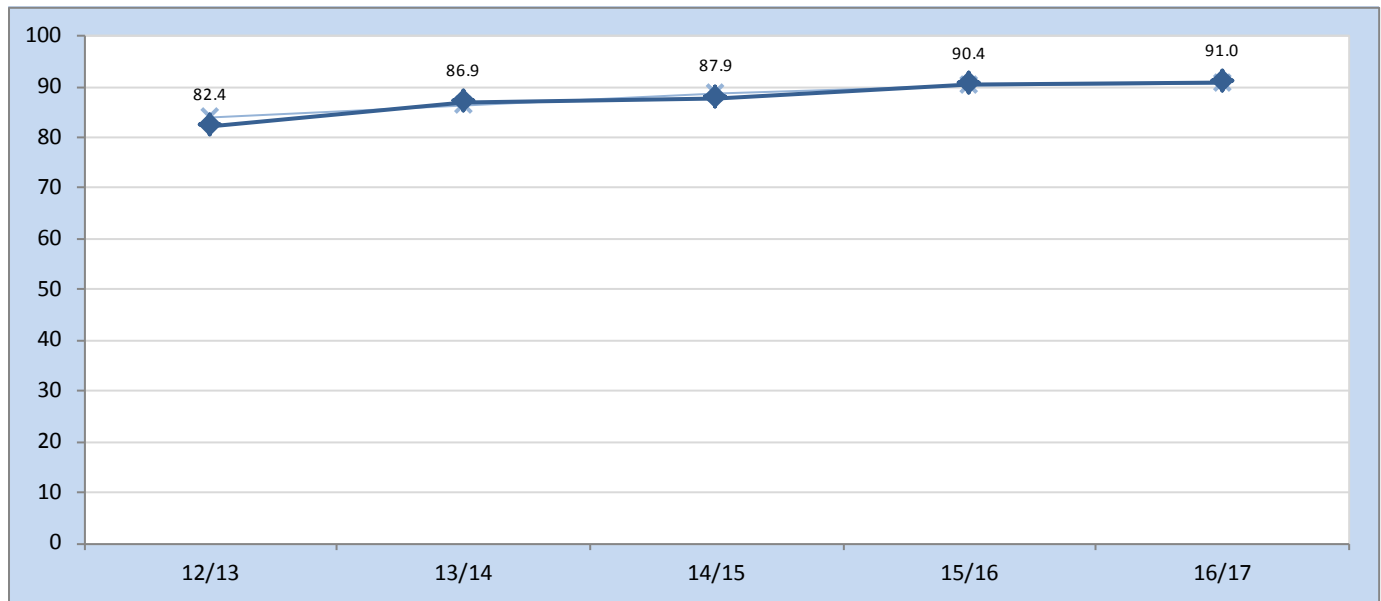
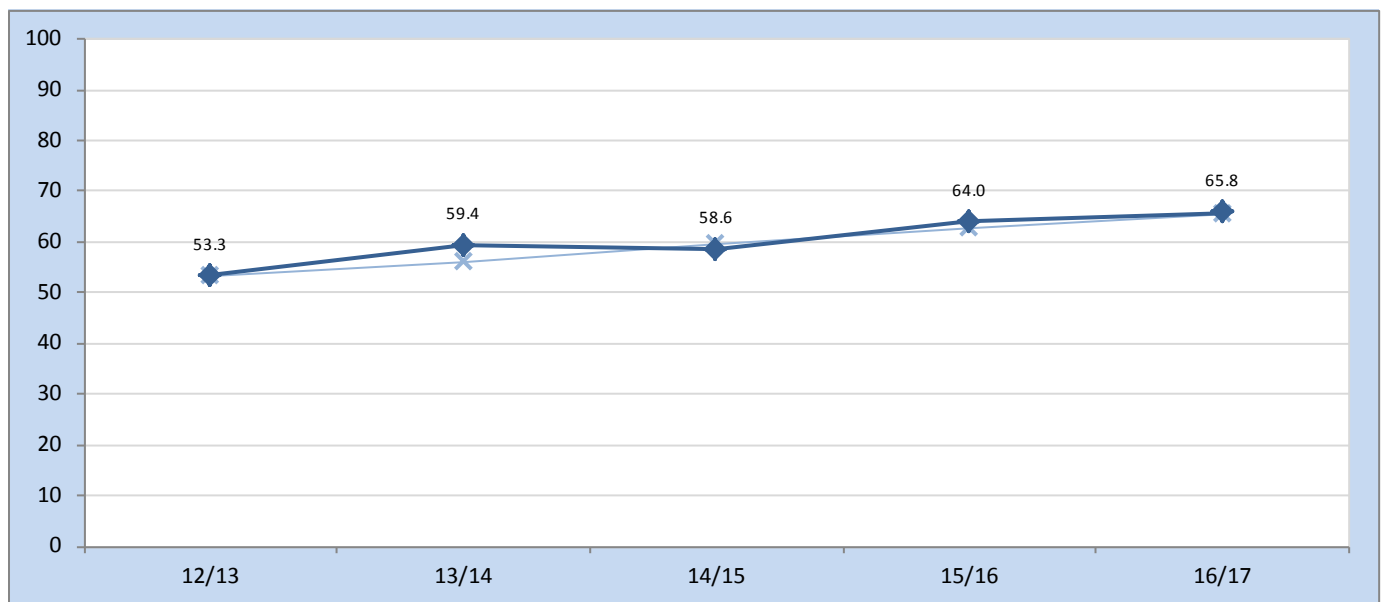
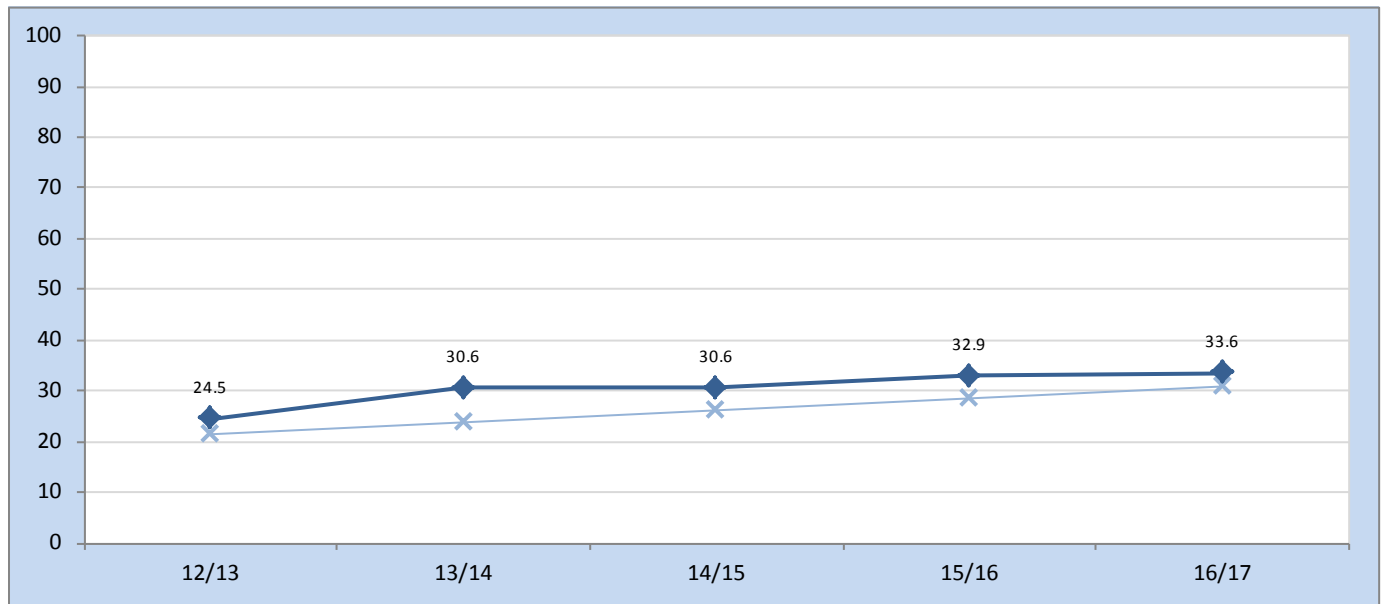


Chart 10b: Percentage of pupils achieving the expected level plus one (Level 6+) in Mathematics: 2012/13 - 2016/17



Mathematics

Chart 10c: Percentage of pupils achieving the expected level plus two (Level 7+) in Mathematics: 2012/13 - 2016/17



Science

Chart 11a: Percentage of pupils achieving the expected level (Level 5+) in Science: 2012/13 - 2016/17

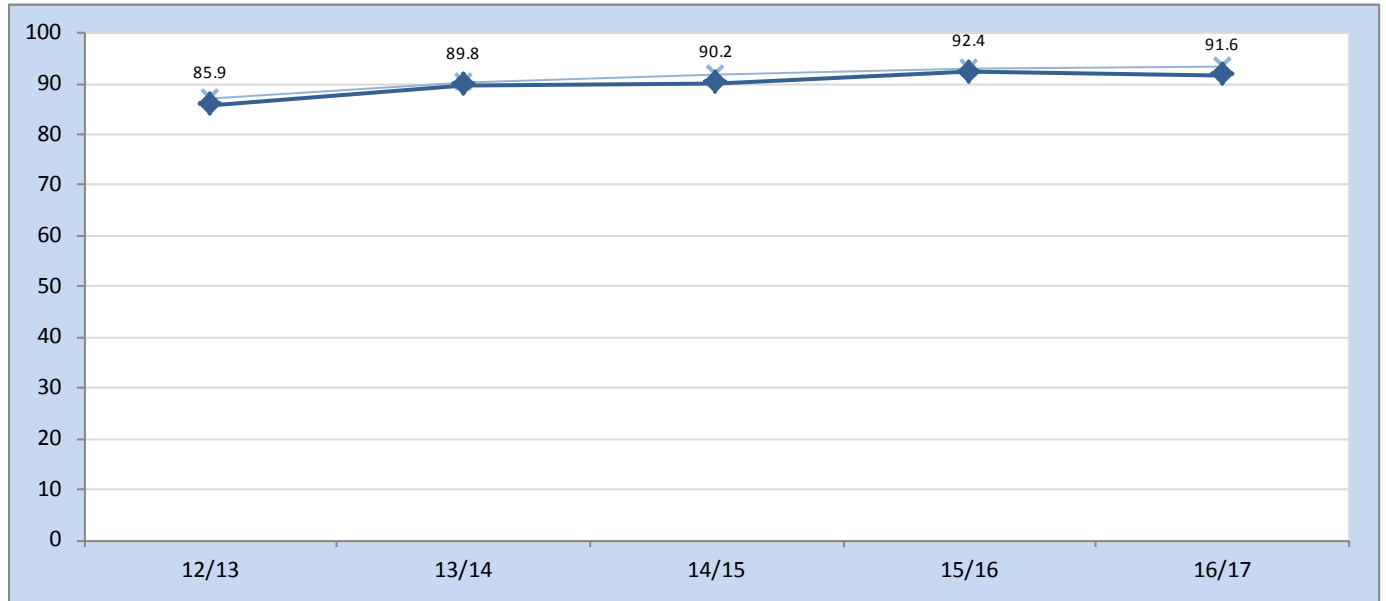
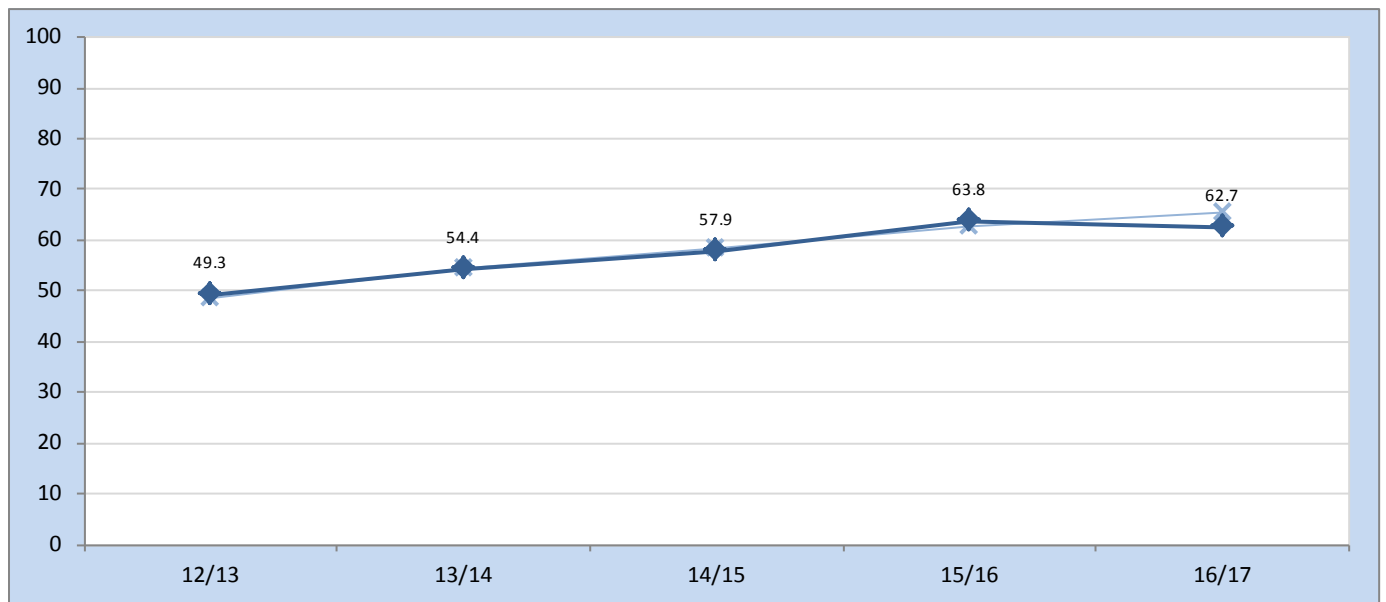
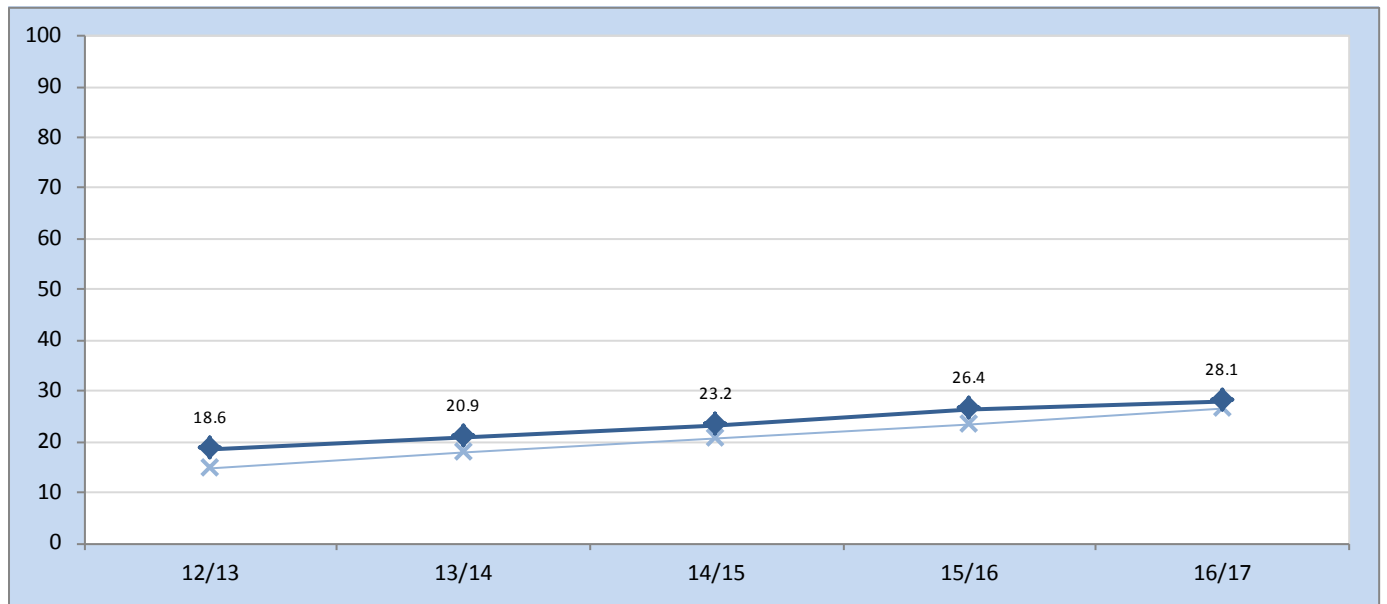


Chart 11b: Percentage of pupils achieving the expected level plus one (Level 6+) in Science: 2012/13 - 2016/17



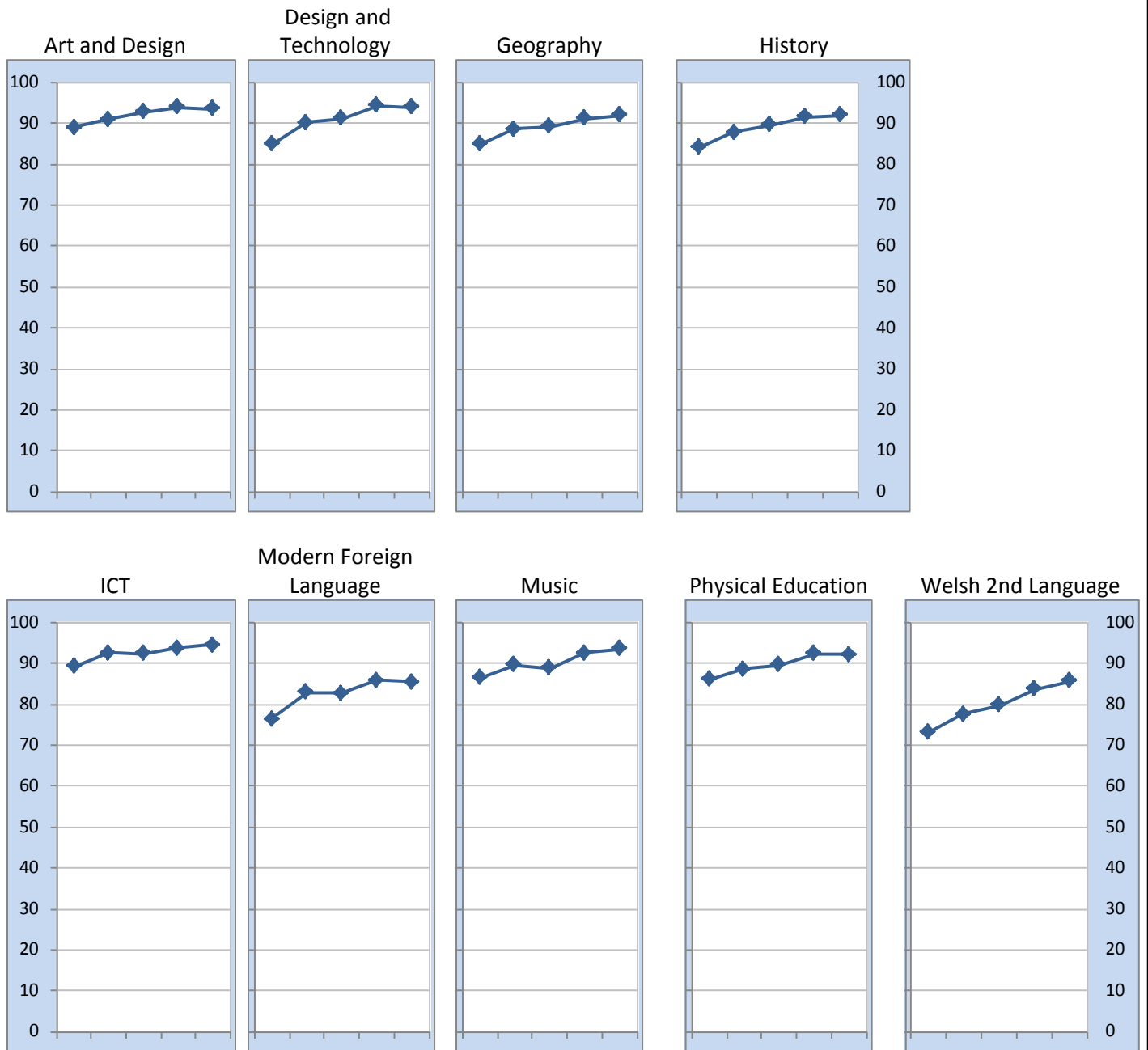
Science

Chart 11c: Percentage of pupils achieving the expected level plus two (Level 7+) in Science: 2012/13 - 2016/17



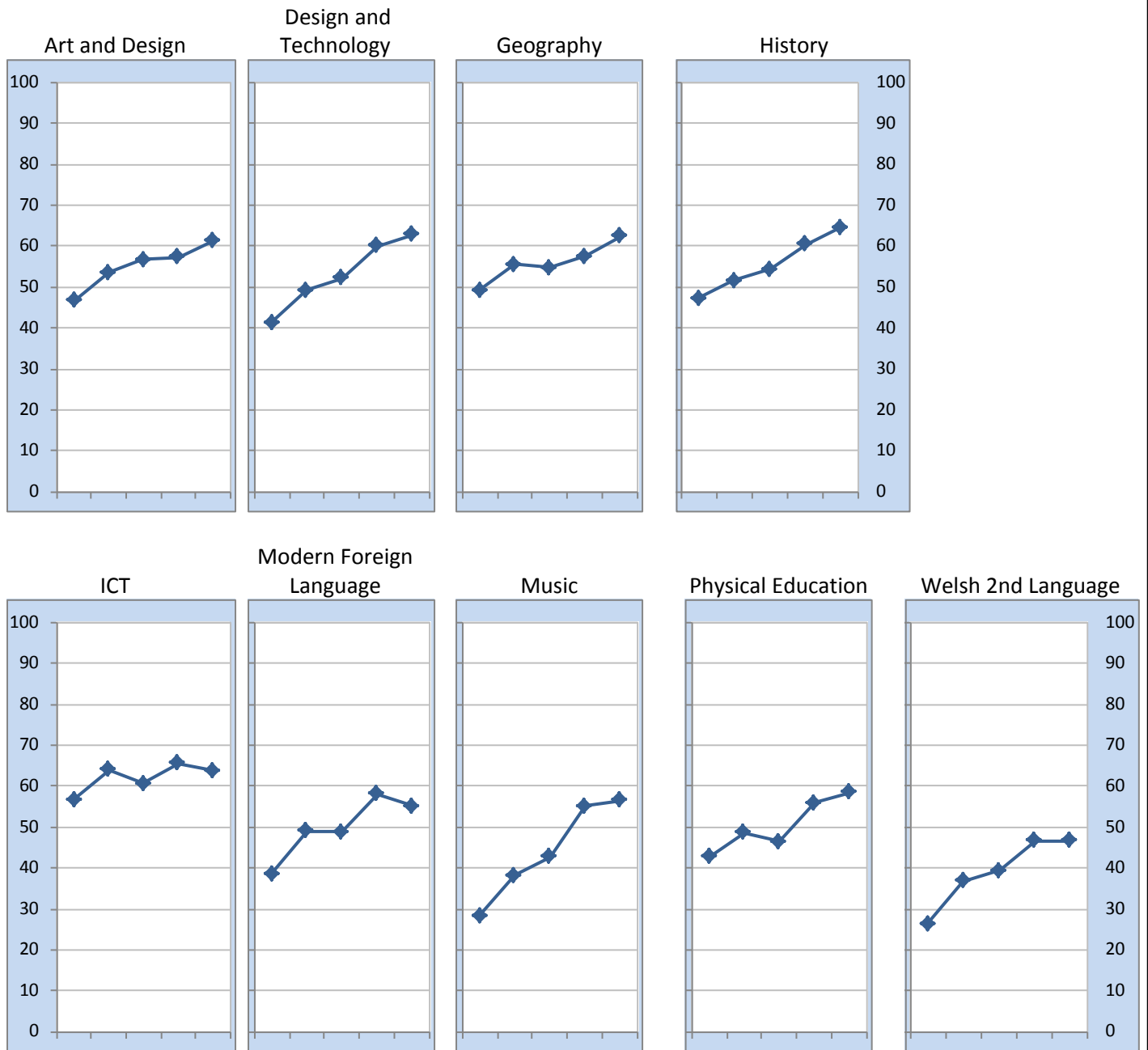
Non-Core Subjects (L5+)

Chart 12a: Percentage of pupils achieving the expected level (Level 5+), by subject: 2012/13 - 2016/17



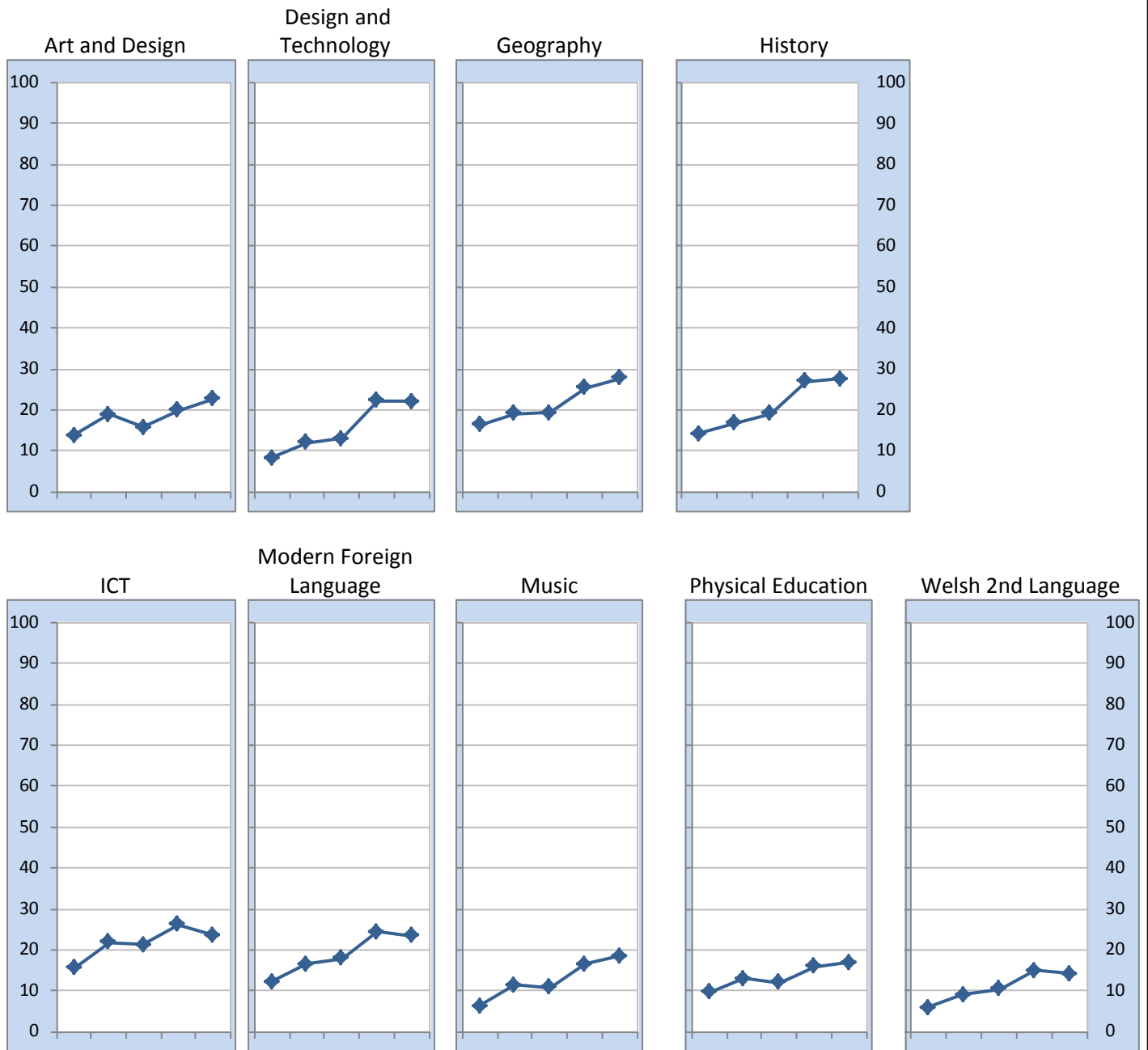
Non-Core Subjects (L6+)

Chart 12b: Percentage of pupils achieving the expected level plus one (Level 6+), by subject: 2012/13 - 2016/17



Non-Core Subjects (L7+)

Chart 12c: Percentage of pupils achieving the expected level plus one (Level 6+), by subject: 2012/13 - 2016/17

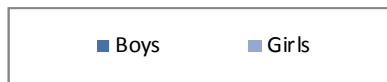


4. Boys vs Girls

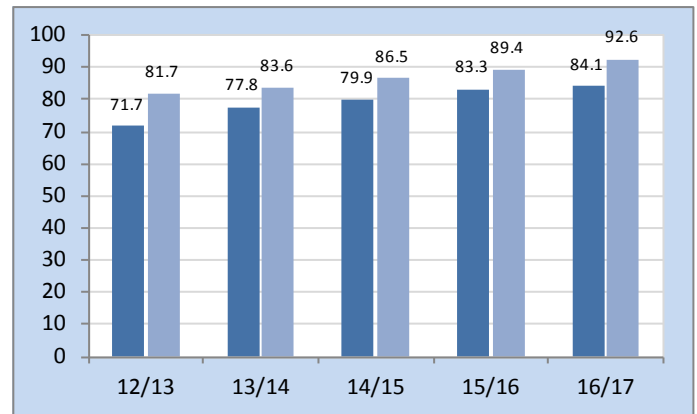
Number of KS3 pupils	(CSI)	12/13	13/14	14/15	15/16	16/17
	Boys		1,267	1,282	1,209	1,183
Girls		1,153	1,192	1,200	1,149	1,170

Chart 13: Boys/Girls comparison of pupil achievement: 2012/13 - 2016/17

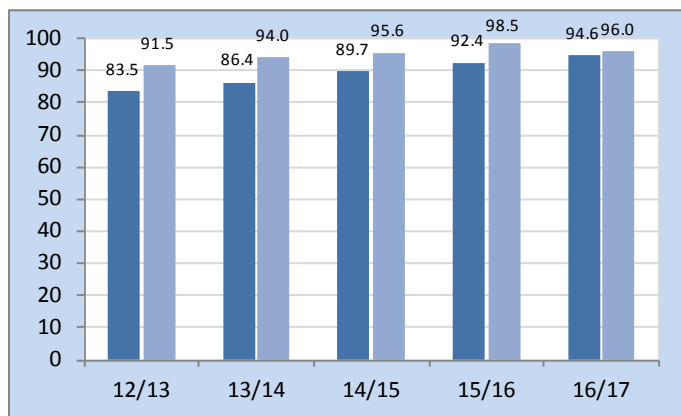
Boys and girls' performance are seen here; gaps in performance can be seen in the summary on page 44.



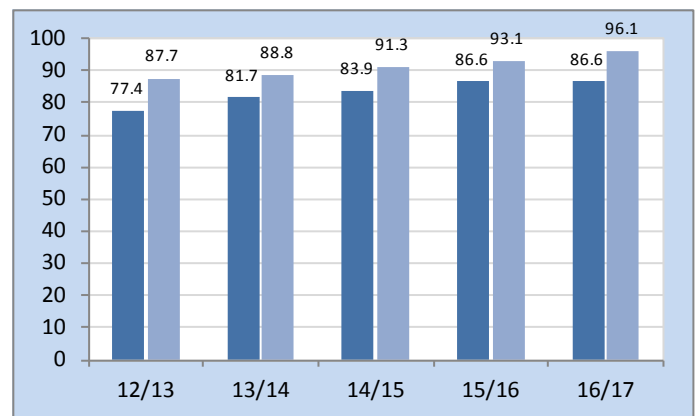
CSI



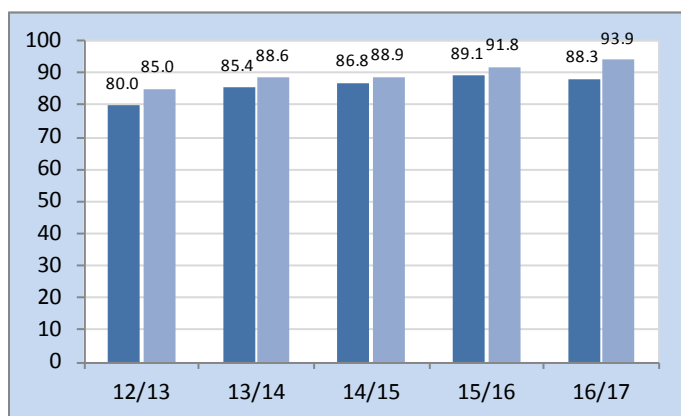
Level 5+: Welsh



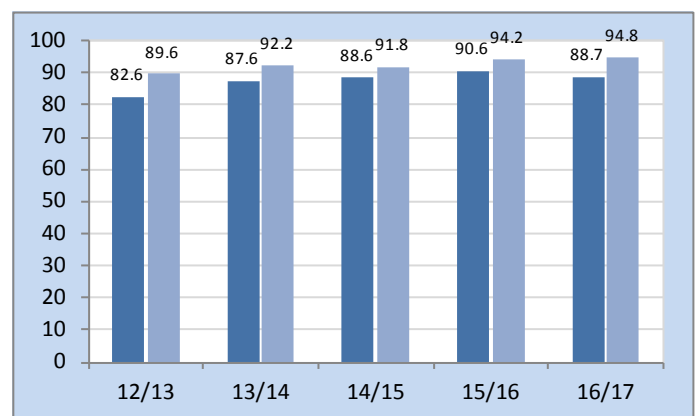
Level 5+: English



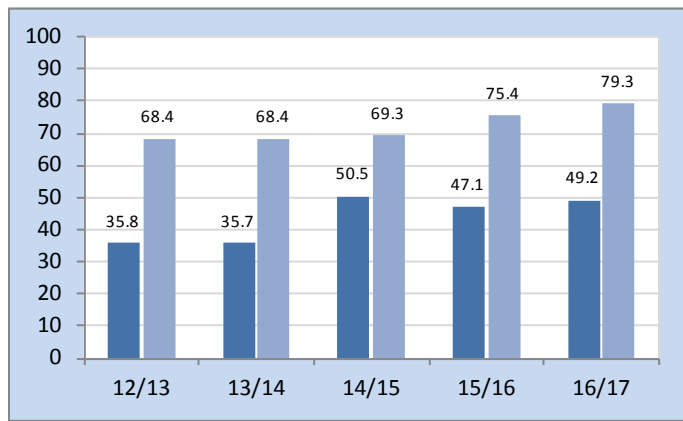
Level 5+: Mathematics



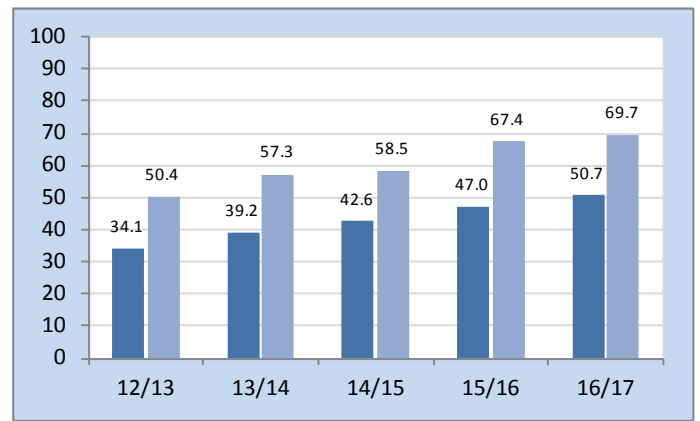
Level 5+: Science



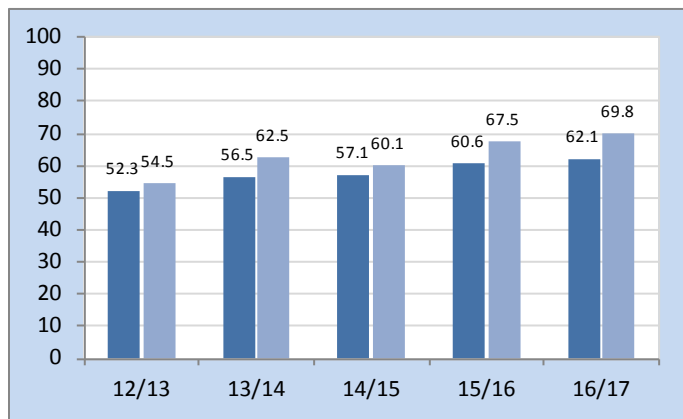
Level 6+: Welsh



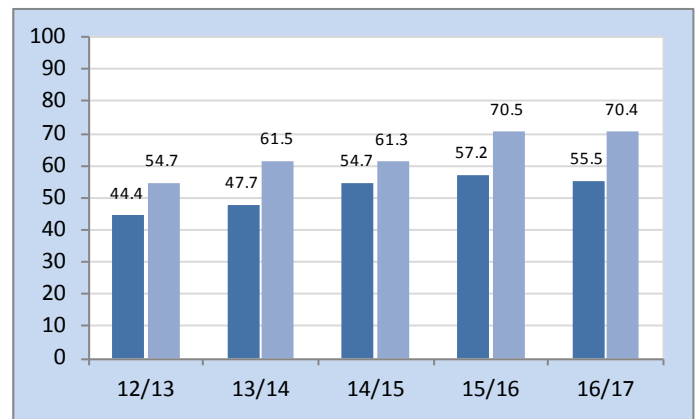
Level 6+: English



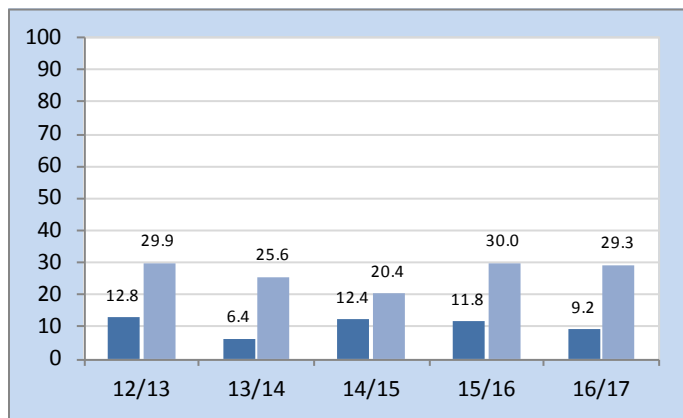
Level 6+: Mathematics



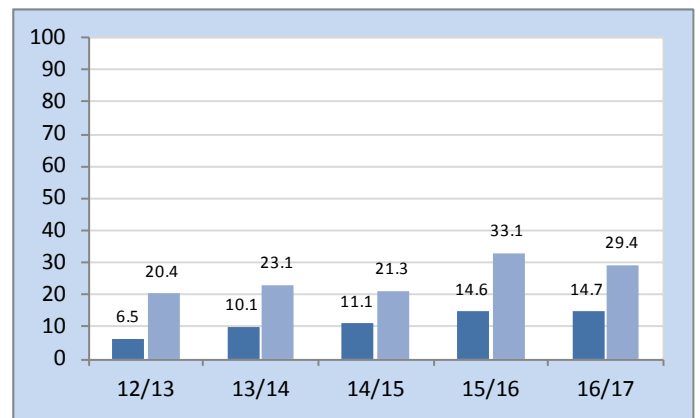
Level 6+: Science



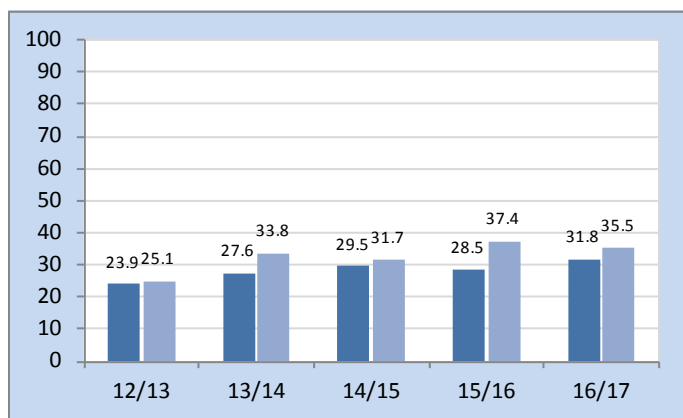
Level 7+: Welsh



Level 7+: English



Level 7+: Mathematics



Level 7+: Science

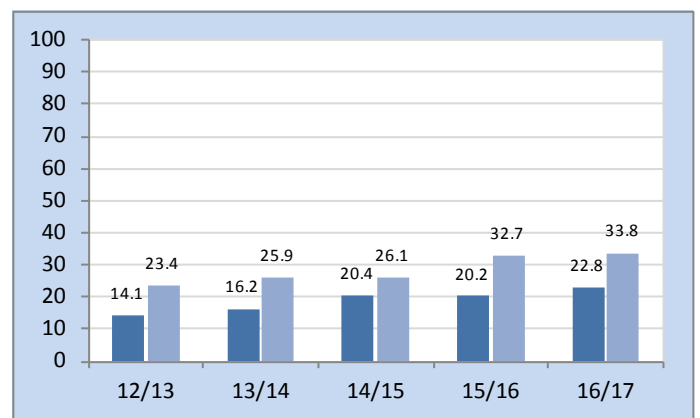
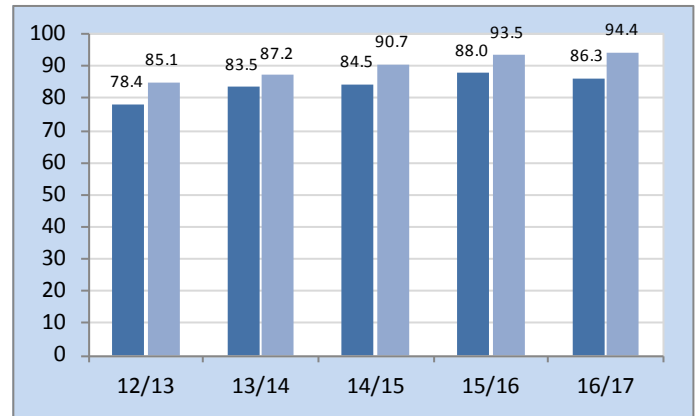
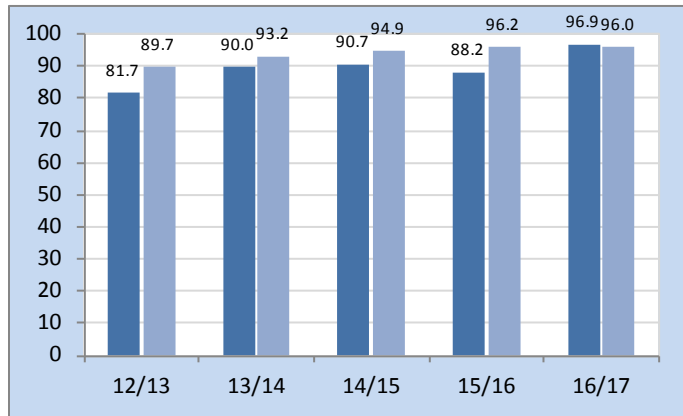


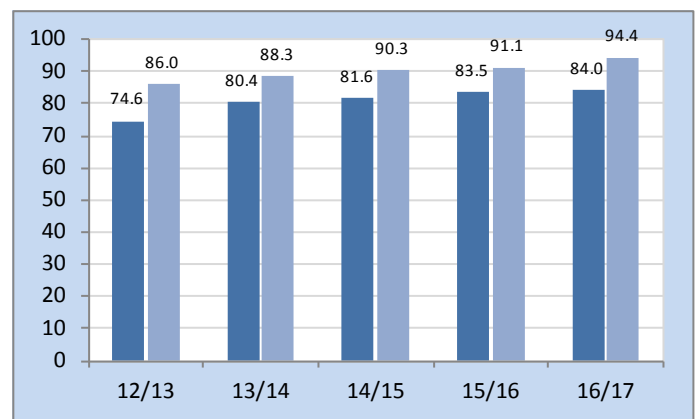
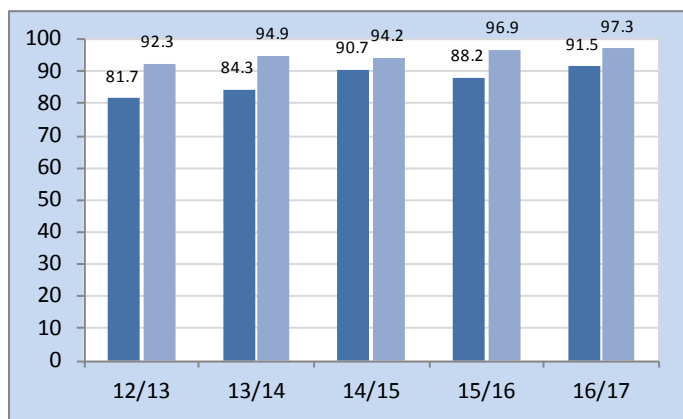
Chart 14a: Boys/Girls comparison of pupil achievement, Welsh components: 2012/13 - 2016/17

Chart 14b: Boys/Girls comparison of pupil achievement, English components: 2012/13 - 2016/17

Level 5+: Oracy



Level 5+: Reading



Level 5+: Writing

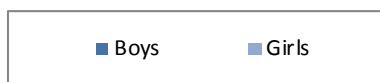
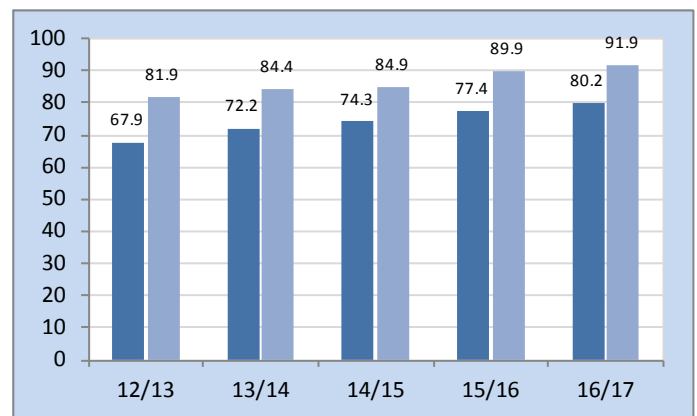
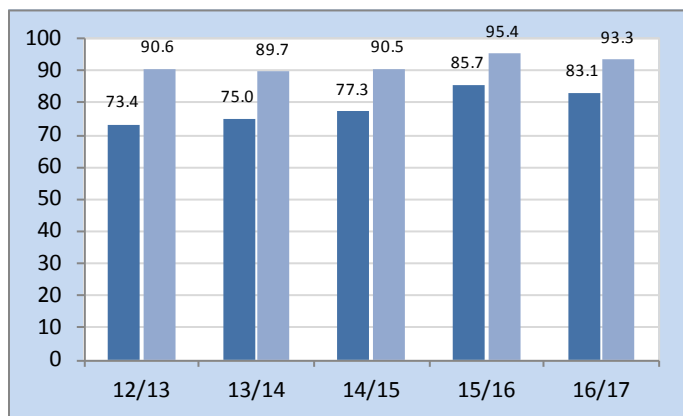
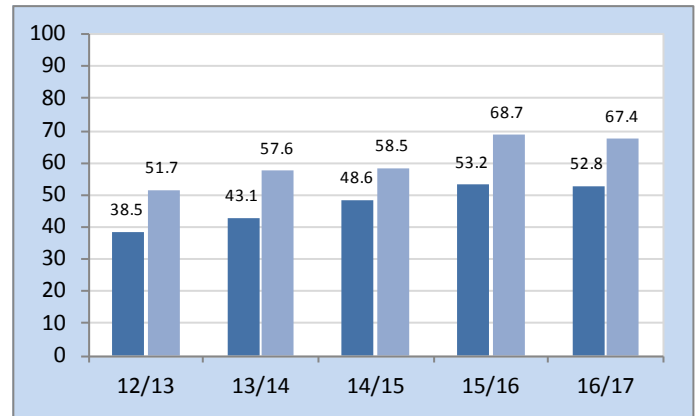
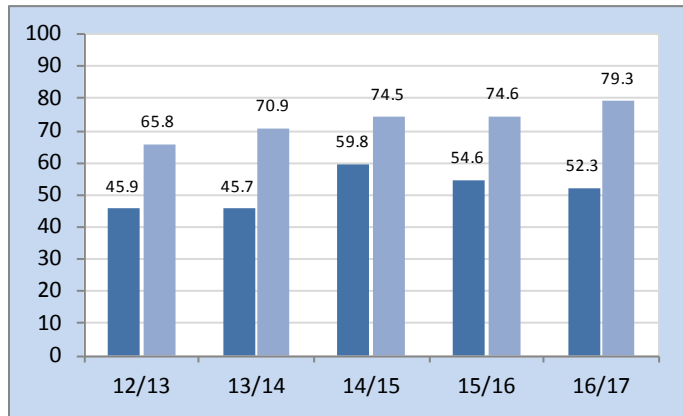


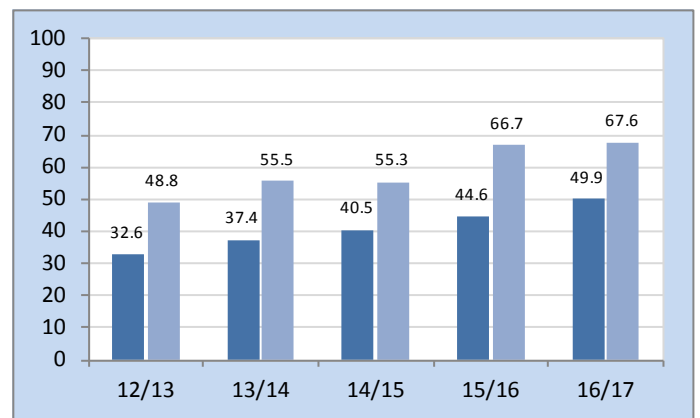
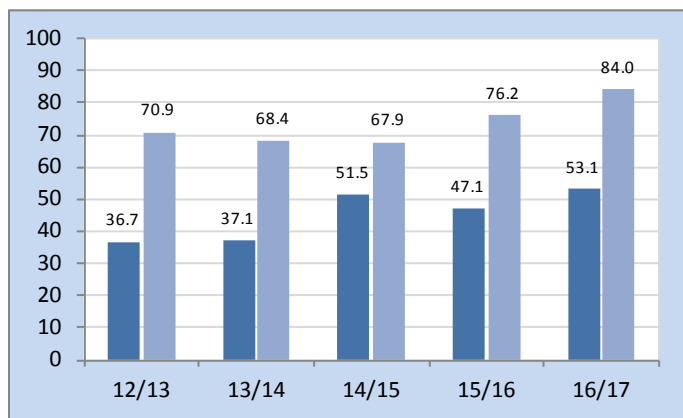
Chart 15a: Boys/Girls comparison of pupil achievement, Welsh components: 2012/13 - 2016/17

Chart 15b: Boys/Girls comparison of pupil achievement, English components: 2012/13 - 2016/17

Level 6+: Oracy



Level 6+: Reading



Level 6+: Writing

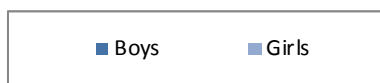
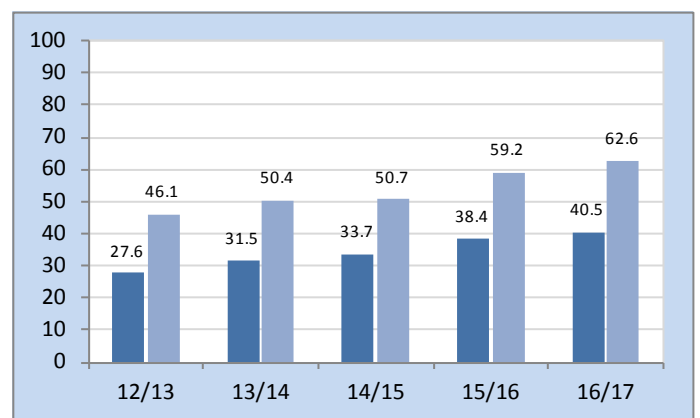
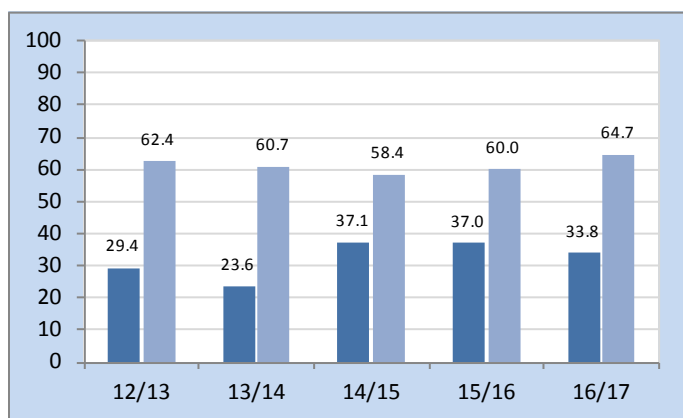
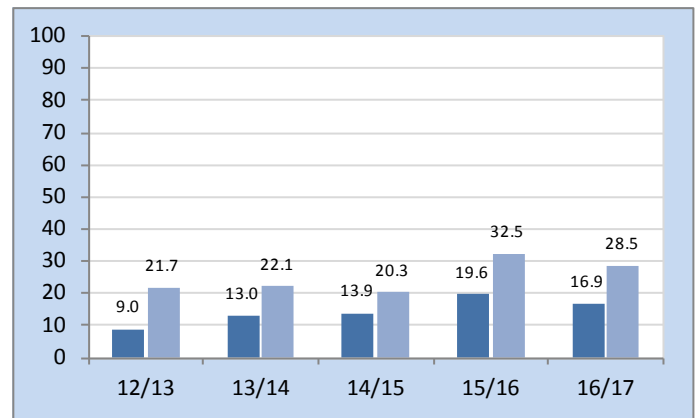
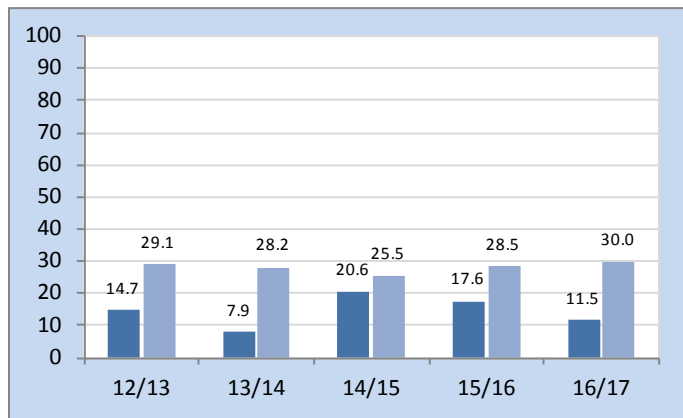


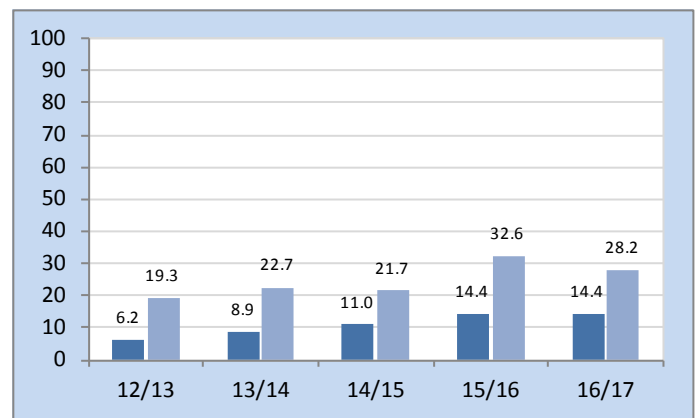
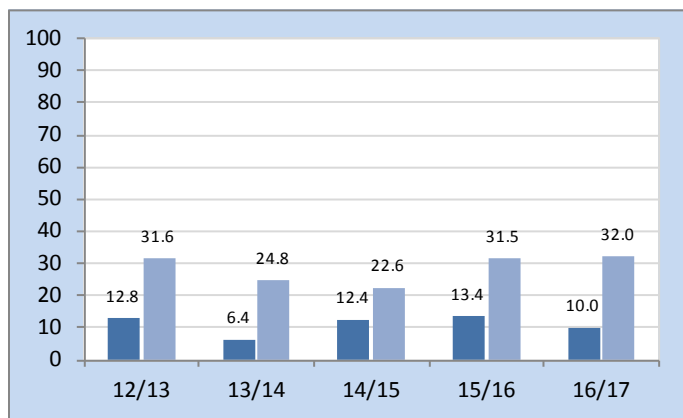
Chart 16a: Boys/Girls comparison of pupil achievement, Welsh components: 2012/13 - 2016/17

Chart 16b: Boys/Girls comparison of pupil achievement, English components: 2012/13 - 2016/17

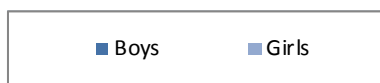
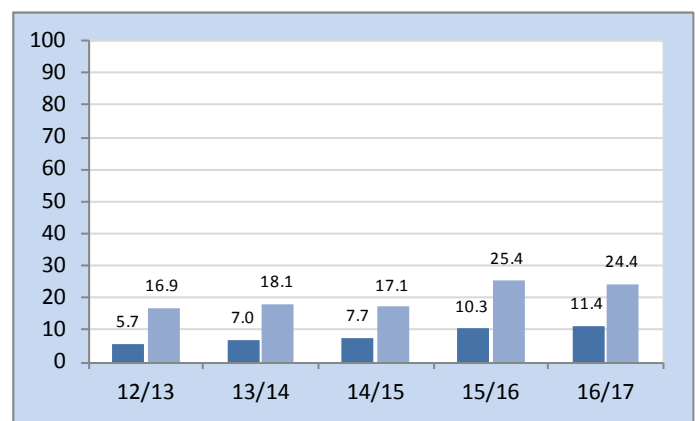
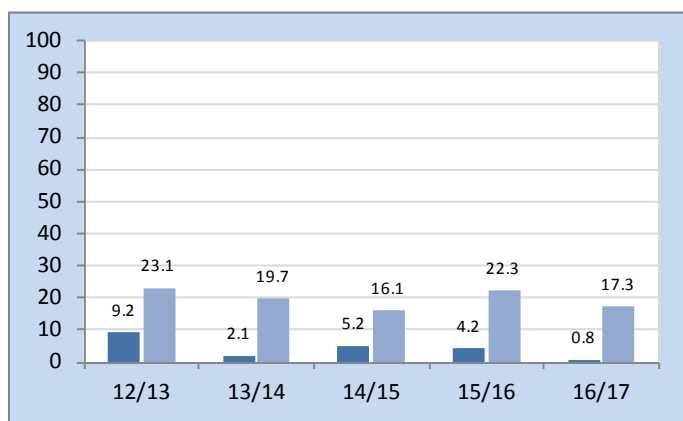
Level 7+: Oracy



Level 7+: Reading



Level 7+: Writing



5. Pupils eligible for free school meals (FSM)

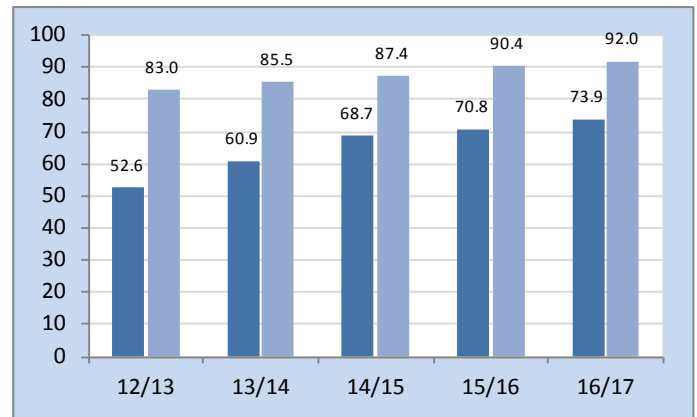
Number of KS3 pupils eligible for FSM (those that can be matched to PLASC)	(CSI)	12/13	13/14	14/15	15/16	16/17
	FSM		454	430	459	428
Non-FSM		1,936	2,017	1,919	1,880	1,986

Chart 17: FSM/Non-FSM comparison of pupil achievement: 2012/13 - 2016/17

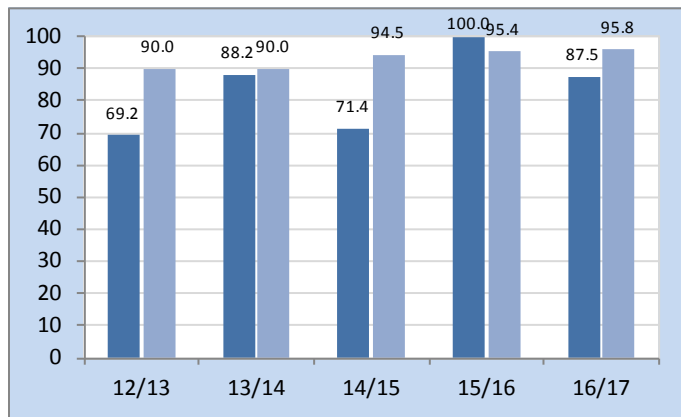
Percentages come from the Core Data Sets if available. As a result, the cohorts may not match perfectly with the percentages.



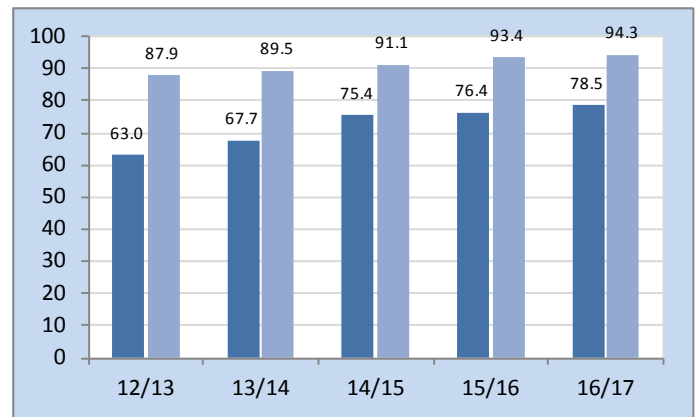
CSI



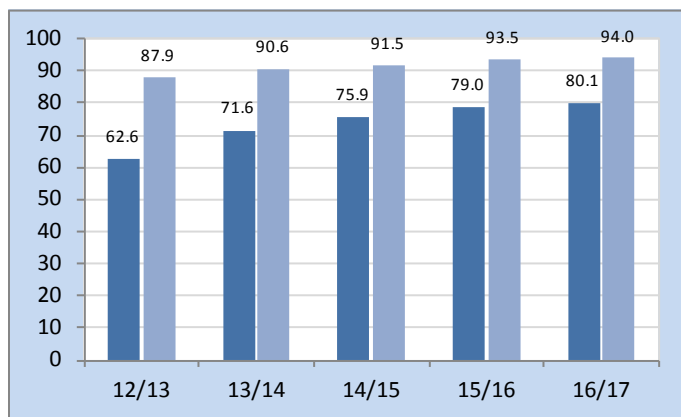
Level 5+: Welsh



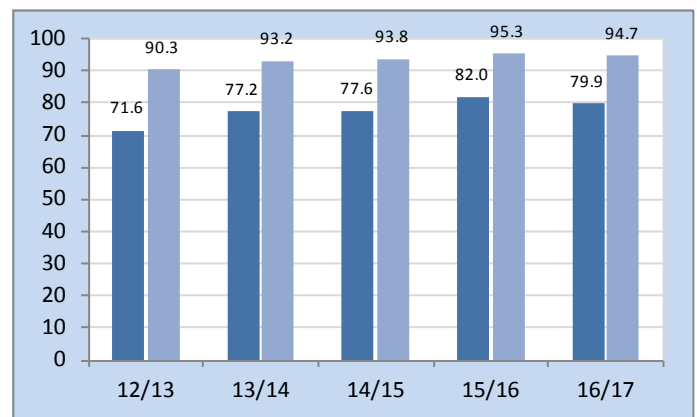
Level 5+: English



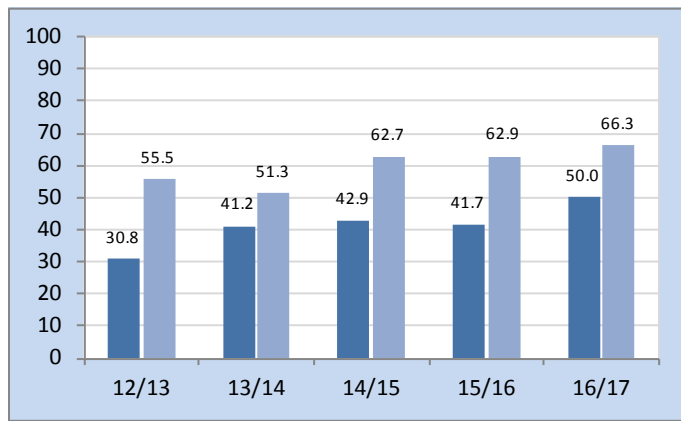
Level 5+: Mathematics



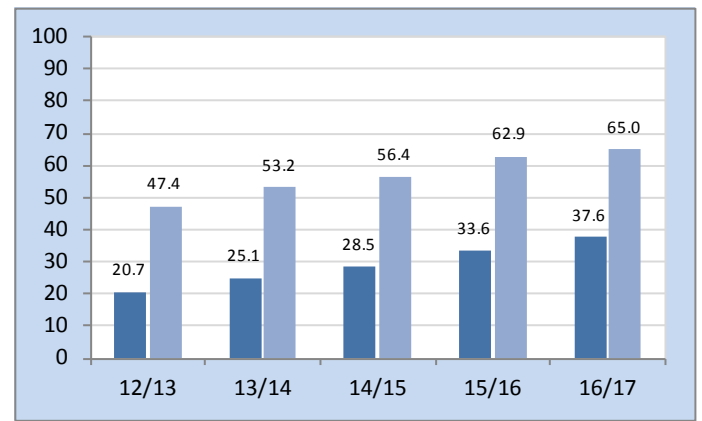
Level 5+: Science



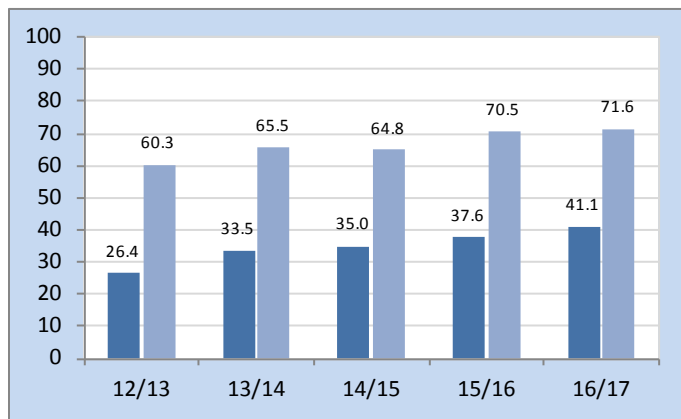
Level 6+: Welsh



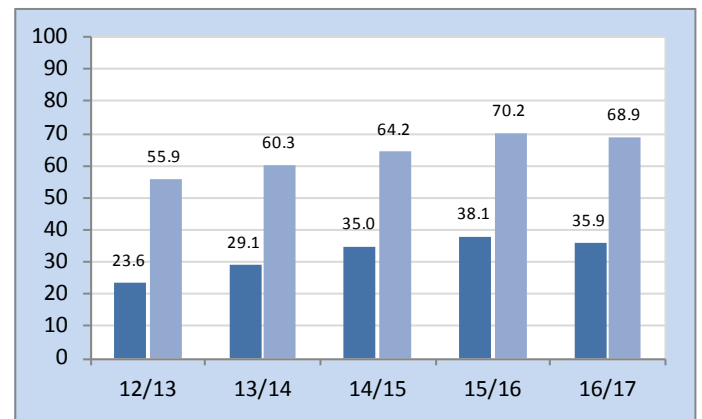
Level 6+: English



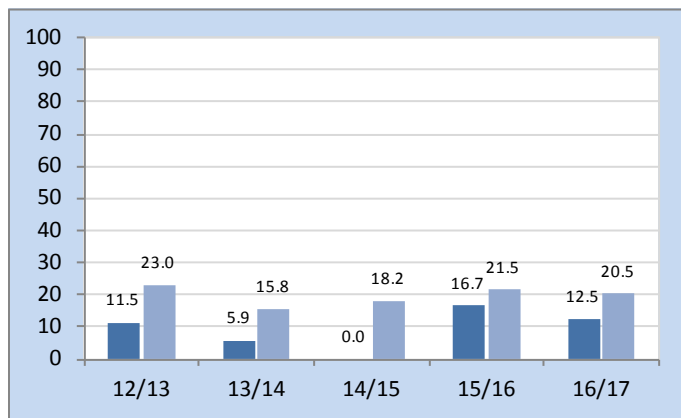
Level 6+: Mathematics



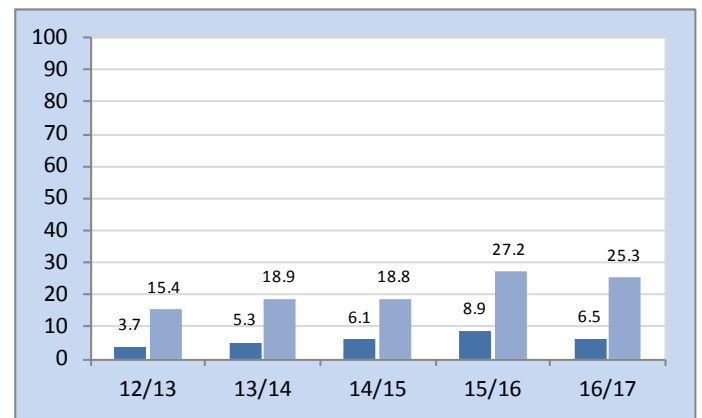
Level 6+: Science



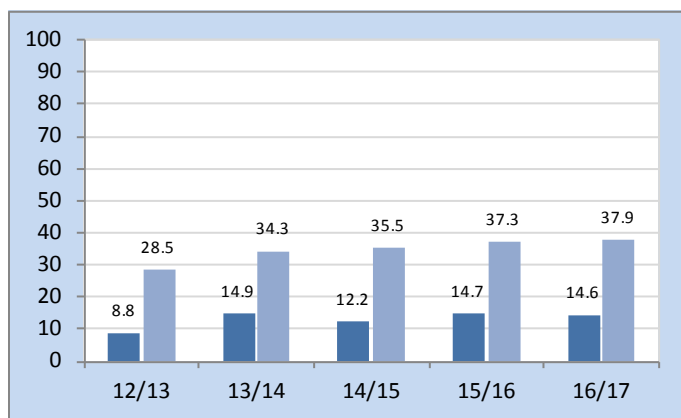
Level 7+: Welsh



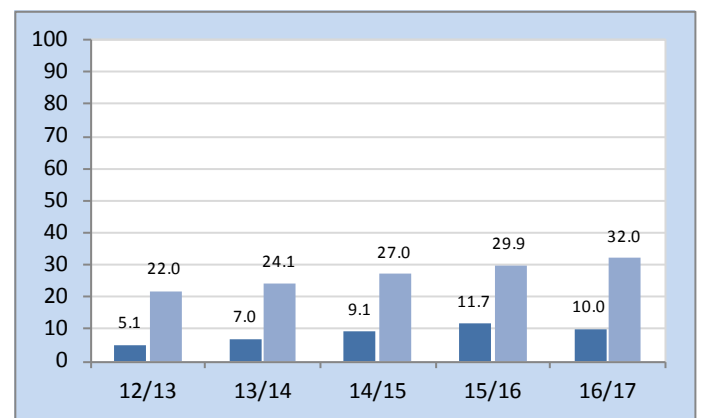
Level 7+: English



Level 7+: Mathematics



Level 7+: Science

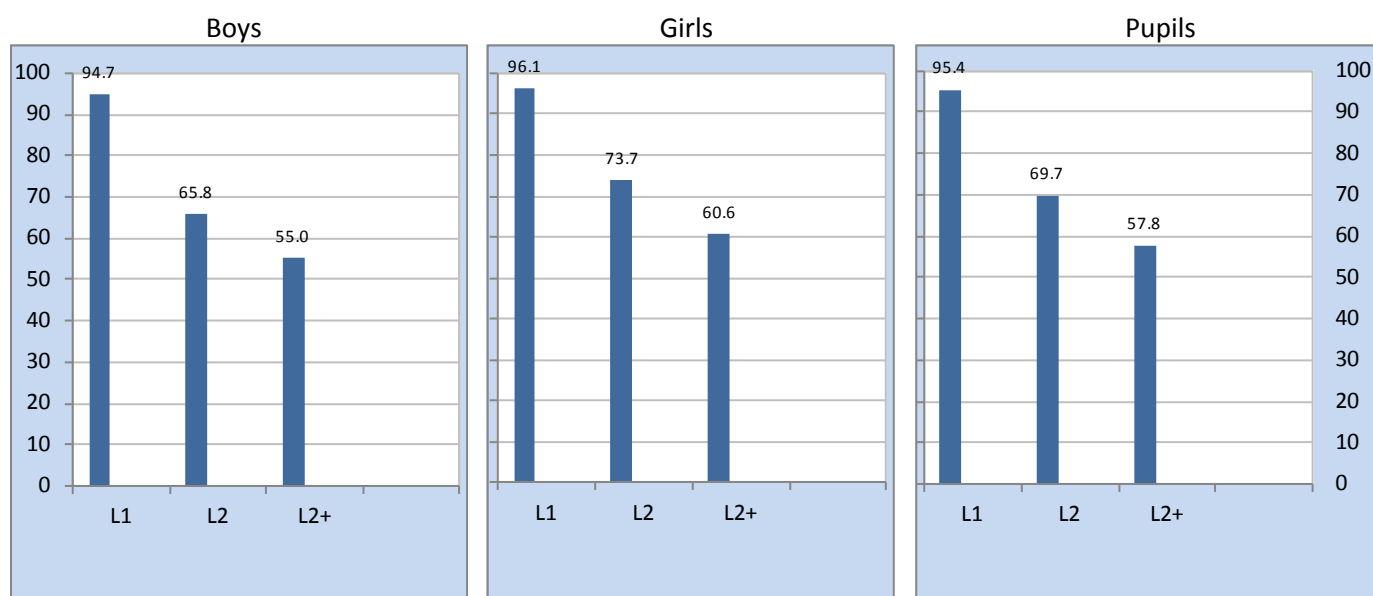


How well does the authority perform at KS4*?

1. Latest authority performance

	Aged 15			Y11	
	12/13	13/14	14/15	15/16	16/17
Number of KS4 pupils (+ number who took a GCSE in Welsh First Language)					
Boys	1,387	1,305	1,233	1,293	1,208
Girls	1,276	1,234	1,151	1,186	1,198
Pupils	2,663	2,539	2,384	2,479	2,406
<i>Cymraeg</i>	234	235	223	254	228
	9%	9%	9%	10%	9%

Chart 18: Percentage of pupils achieving the thresholds, by gender: 2016/17



The indicators used at Key Stage 4 are:

- Level 1 threshold (**L1**): Qualifications are achieved equivalent to 5 GCSE grades A*-G;
- Level 2 threshold (**L2**): Qualifications are achieved equivalent to 5 GCSE grades A*-C;
- Level 2 threshold including English/Welsh and Mathematics (**L2+**): Qualifications are achieved equivalent to 5 GCSE grades A*-C, including one in English/Welsh and one in Mathematics;

The “capped points score” (**Cap9**) is calculated by using the best 9 results of all qualifications approved for pre-16 use in Wales, e.g. an A* GCSE grade is worth 58 points, A is 52 points, B is 46 points etc. It has to include one GCSE first language (the best), Mathematics, Numeracy and the two best Sciences. The average score is then taken across the school.

The percentages seen within this pack may differ from the official ones published by Welsh Government (WG), since this also includes successful re-marks that were too late for WG to include within their data.

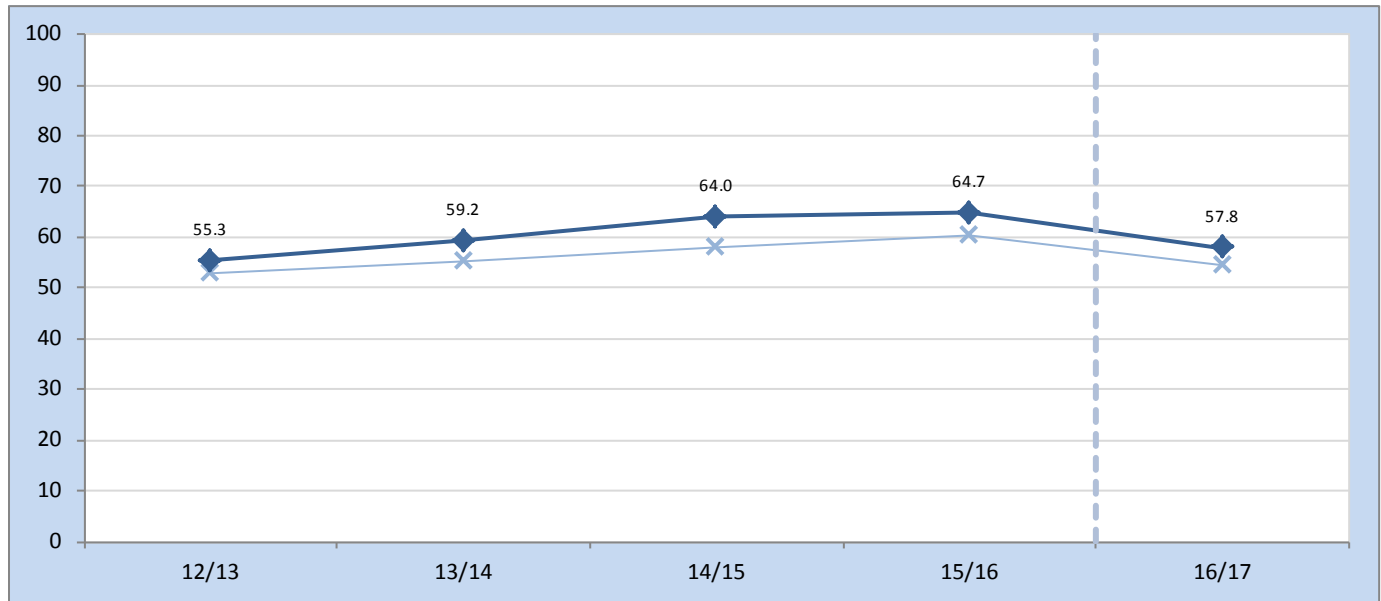
* Since 2015/16, Year 11 performance is shown (rather than the 15 year old cohort).

* Since 2016/17 the regulations have changed for the make-up of many of the thresholds. Also, only “Language” counts towards Welsh and English GCSEs and the content of GCSE Mathematics has also changed considerably and has split into two qualifications. As a result, it’s not entirely fair to compare from 2016/17 onwards with historical data so vertical lines can be seen on some charts to highlight these changes.

2. Subjects in combination

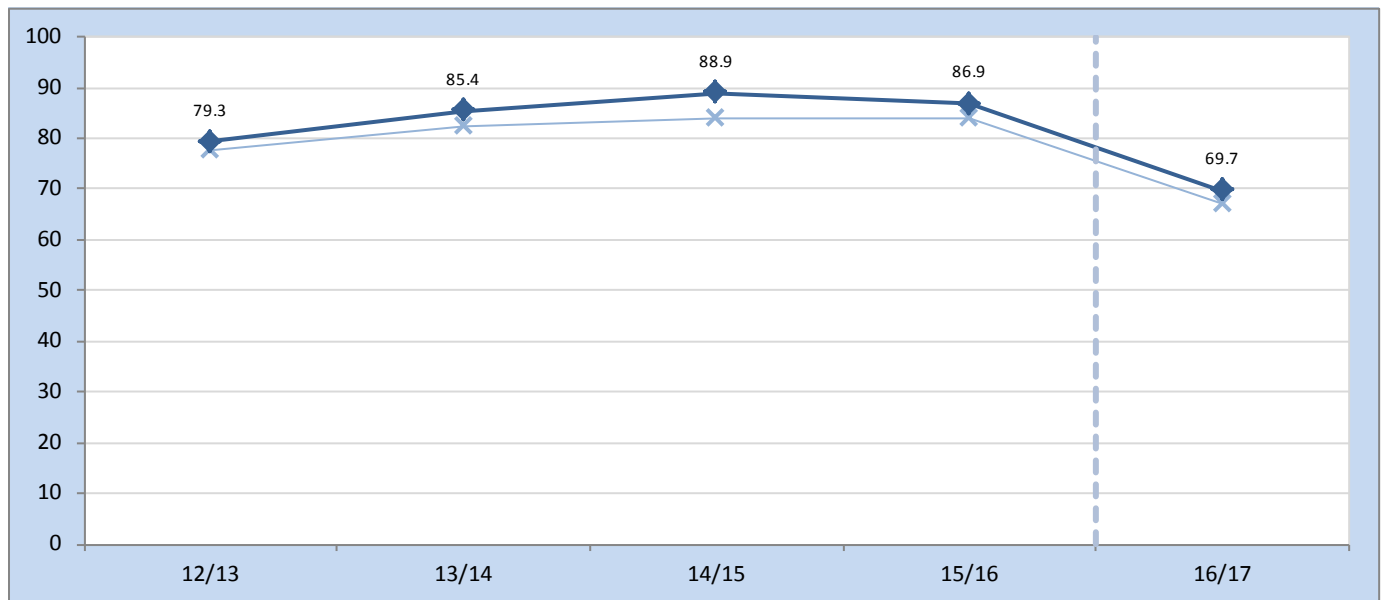
Level 2 threshold including English/Welsh and Mathematics (L2+)

Chart 19: Percentage of pupils achieving the L2+ threshold: 2012/13 - 2016/17



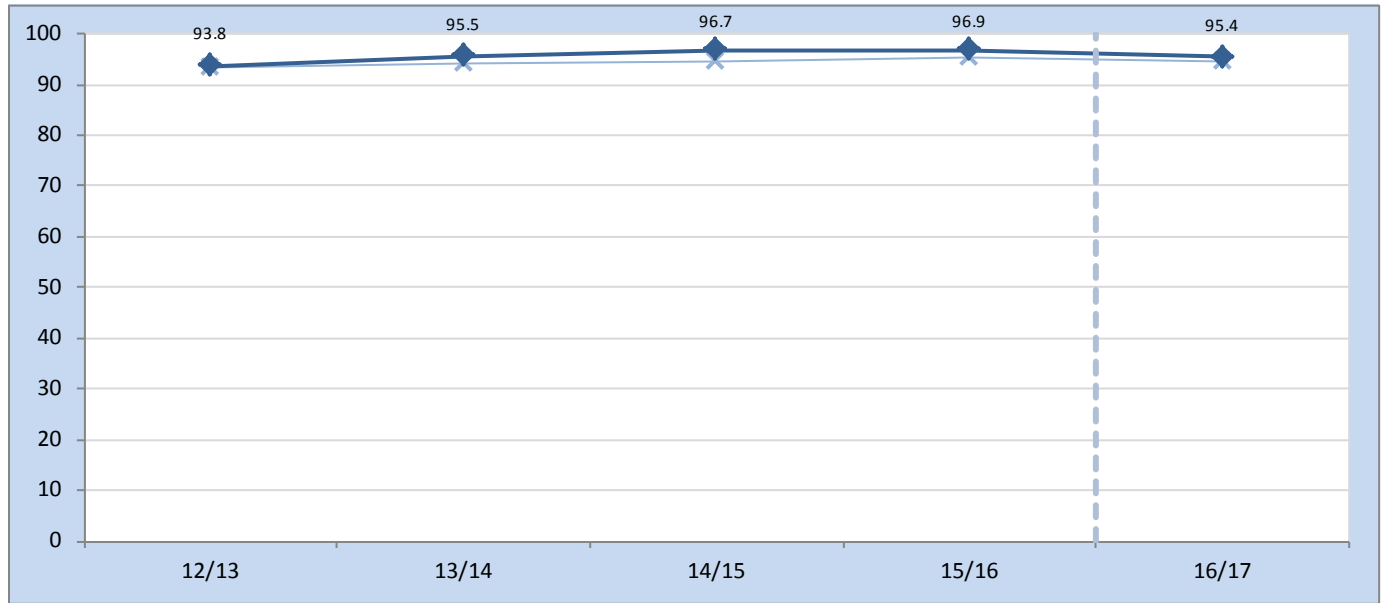
Level 2 threshold (L2)

Chart 20: Percentage of pupils achieving the L2 threshold: 2012/13 - 2016/17



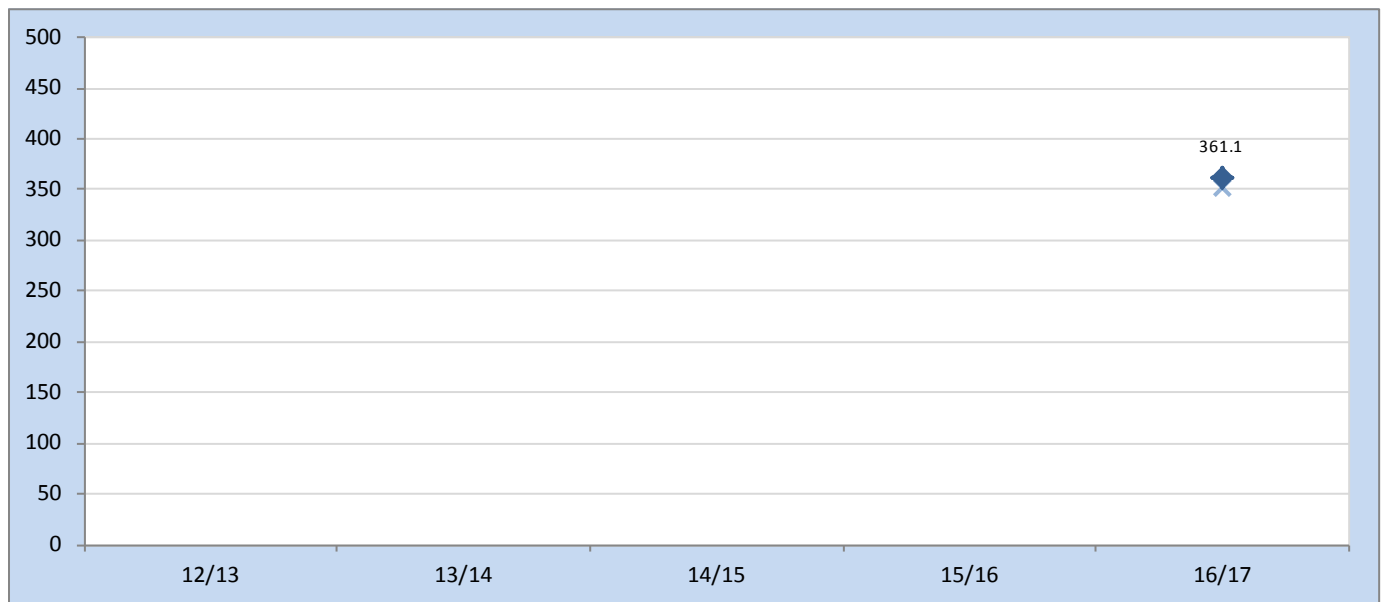
Level 1 threshold (L1)

Chart 21: Percentage of pupils achieving the L1 threshold: 2012/13 - 2016/17



Capped points score (Cap9)

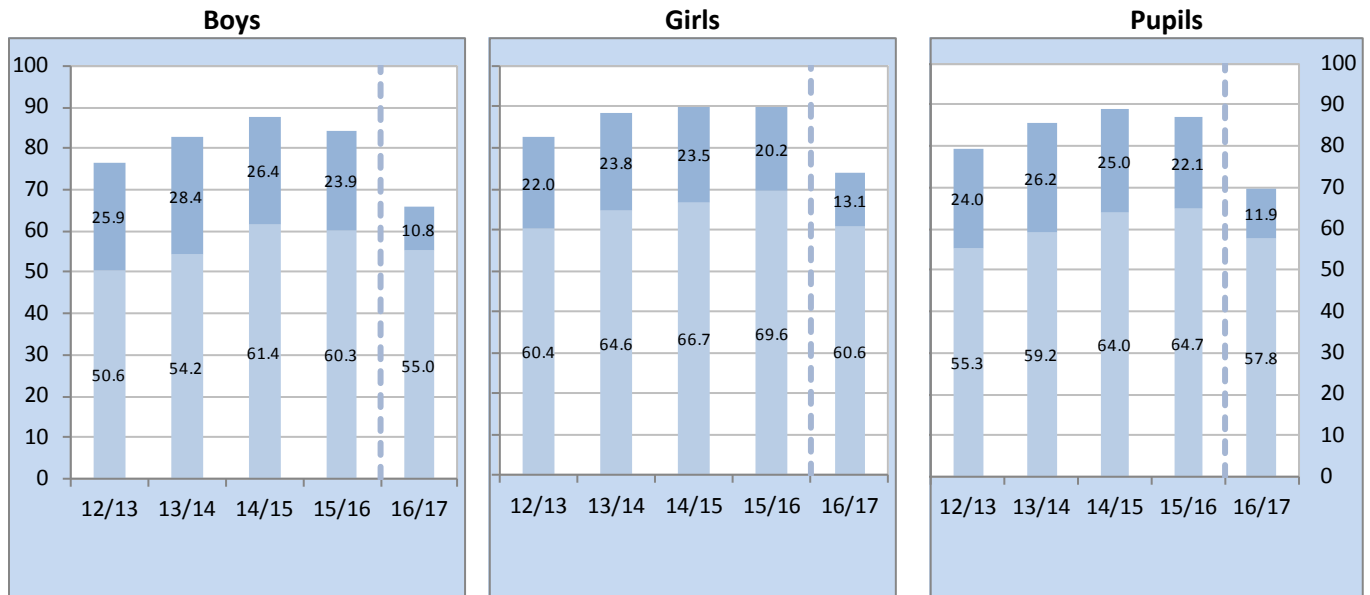
Chart 22: (Average) capped points score across all subjects: 2012/13 - 2016/17



3. Difference between the L2 and L2+ thresholds

Chart 23: Percentage point difference between L2 and L2+ threshold achievement: 2012/13 - 2016/17

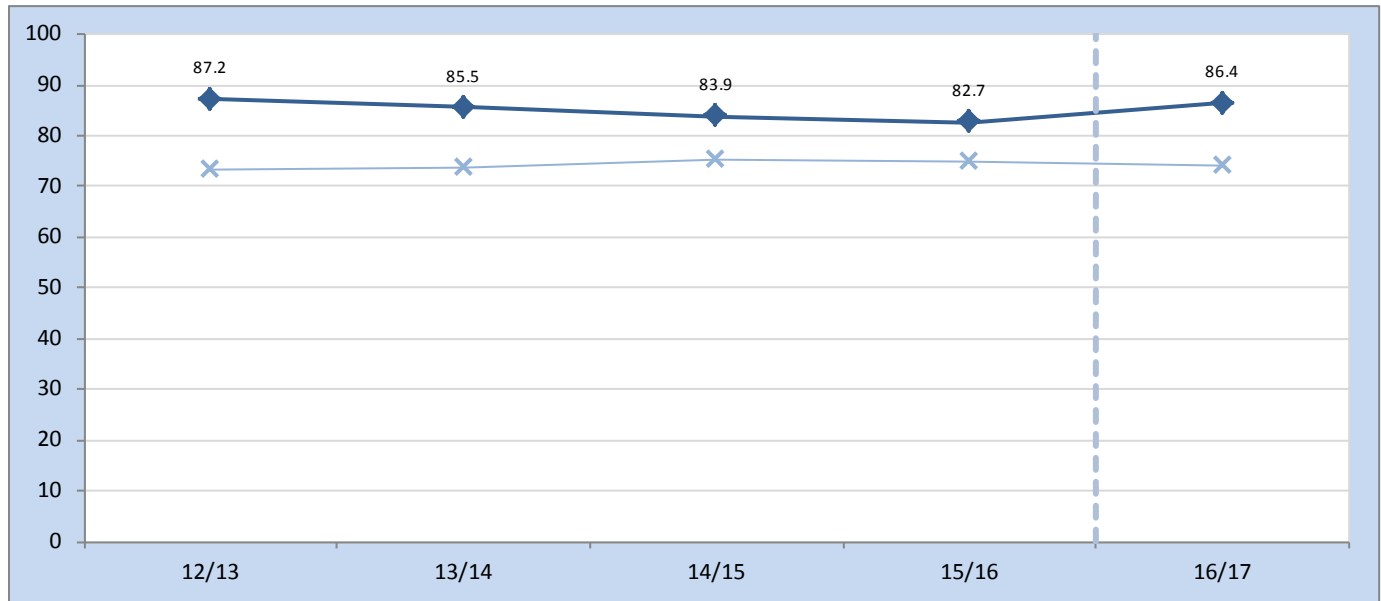
The light blue bars show L2+, with the difference with L2 shown by the darker blue



4. Individual subjects

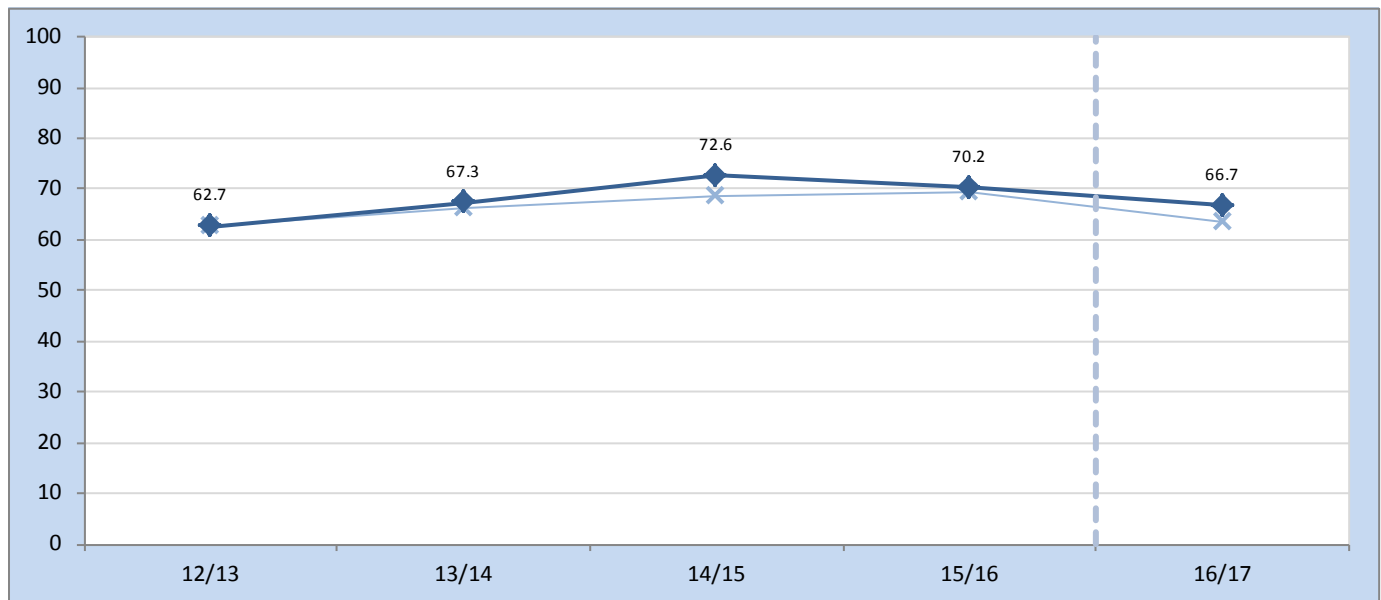
Welsh

Chart 24: Percentage of pupils achieving L2 in Welsh: 2012/13 - 2016/17



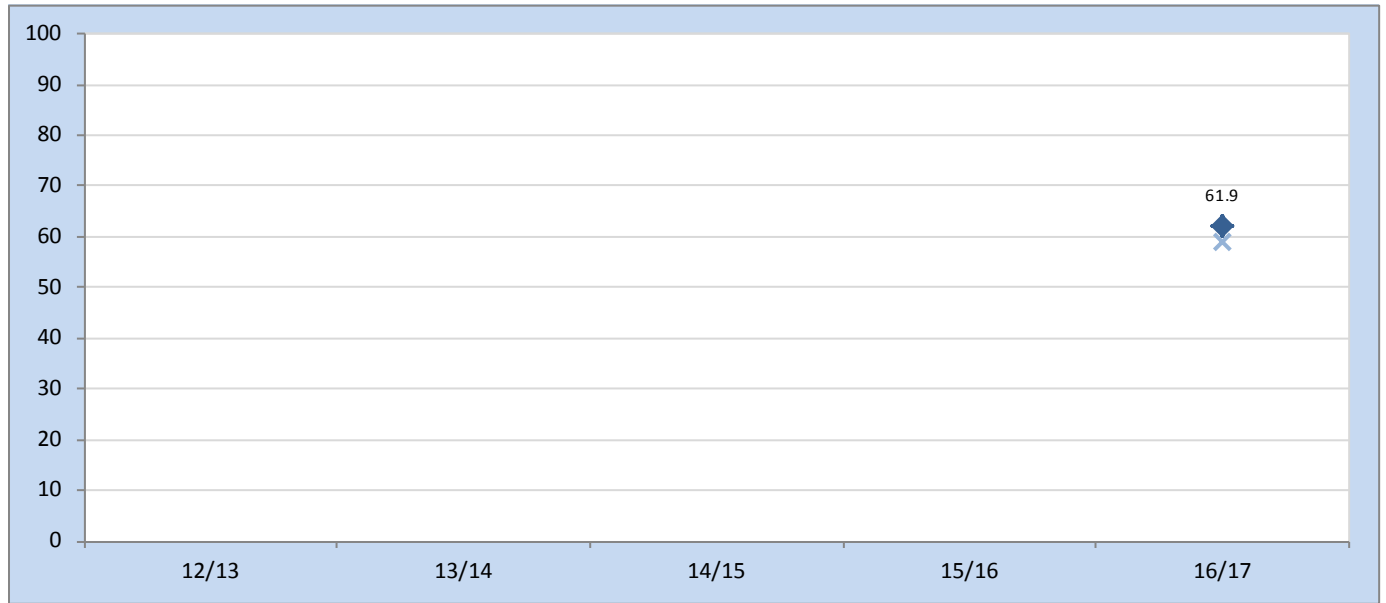
English

Chart 25: Percentage of pupils achieving L2 in English: 2012/13 - 2016/17



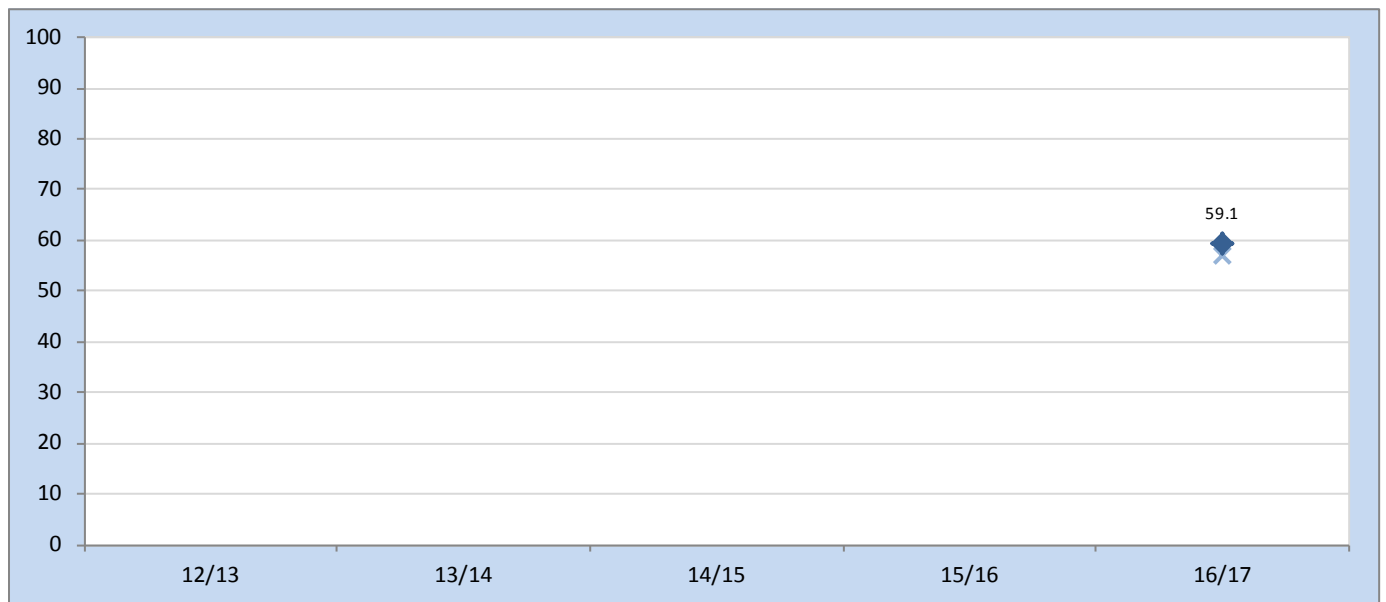
Mathematics

Chart 26: Percentage of pupils achieving L2 in Mathematics: 2012/13 - 2016/17



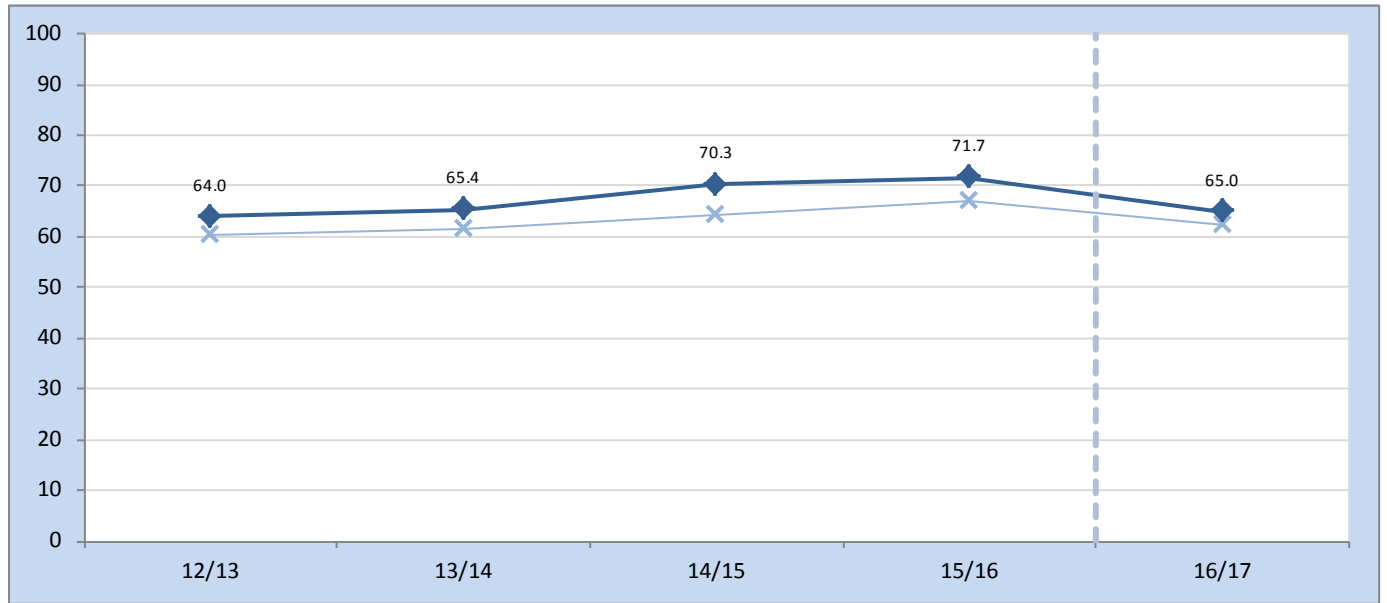
Numeracy

Chart 27: Percentage of pupils achieving L2 in Numeracy: 2012/13 - 2016/17



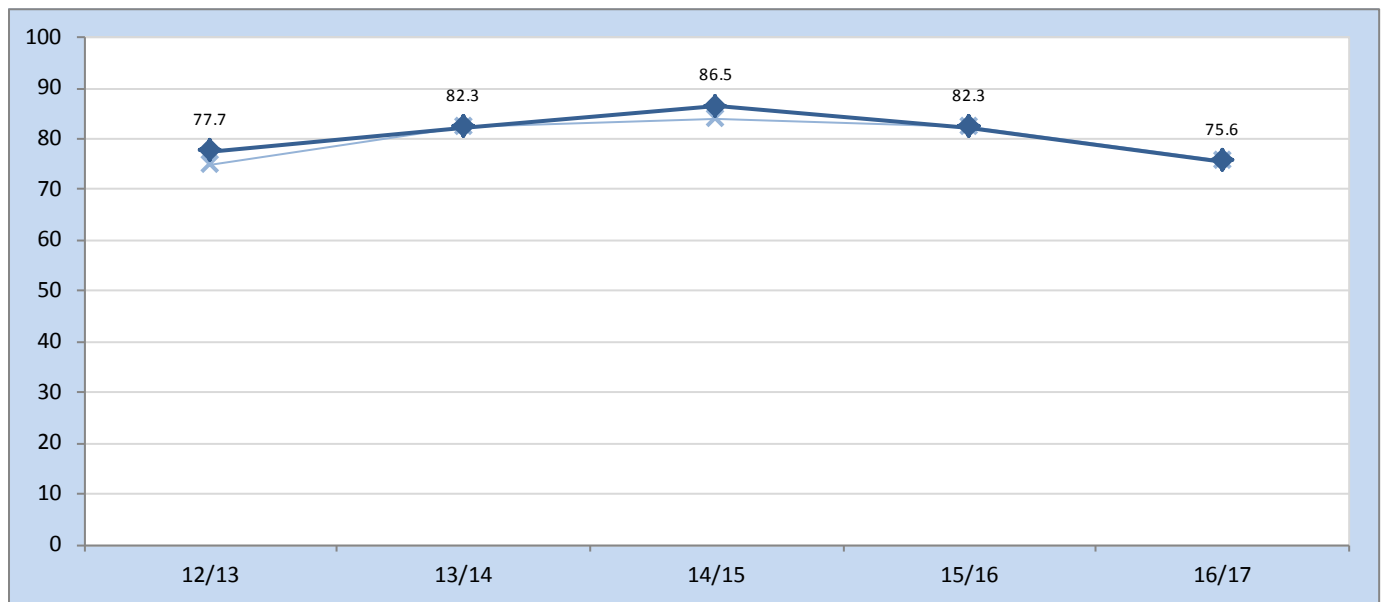
Best Maths

Chart 28: Percentage of pupils achieving L2 in Mathematics OR Numeracy: 2012/13 - 2016/17



Science

Chart 29: Percentage of pupils achieving L2 in Science: 2012/13 - 2016/17



5. Boys vs Girls

Number of KS4 pupils

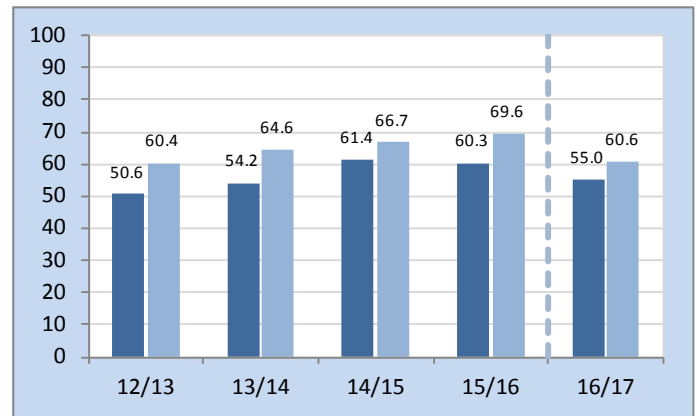
(L2+)	Aged 15			Y11	
	12/13	13/14	14/15	15/16	16/17
Boys	1,387	1,305	1,233	1,293	1,208
Girls	1,276	1,234	1,151	1,186	1,198
<i>Boys CYM</i>	<i>117</i>	<i>106</i>	<i>108</i>	<i>138</i>	<i>94</i>
<i>Girls CYM</i>	<i>117</i>	<i>129</i>	<i>115</i>	<i>116</i>	<i>134</i>

Chart 30: Boys/Girls comparison of pupil achievement: 2012/13 - 2016/17

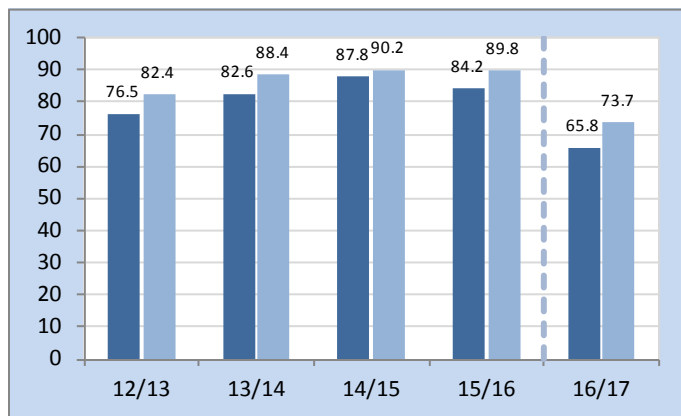
Boys and girls' performance are seen here; gaps in performance can be seen in the summary on page 45.



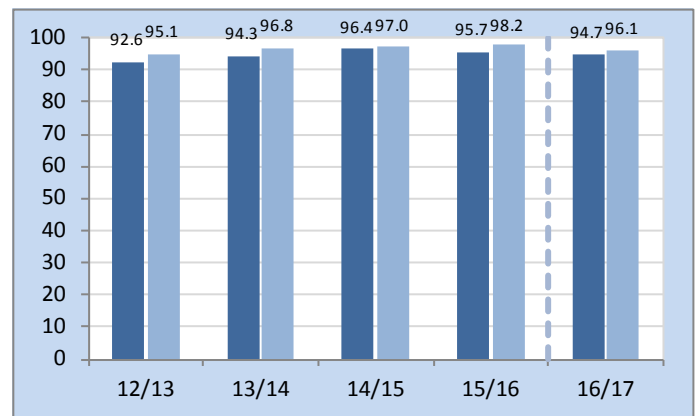
L2+



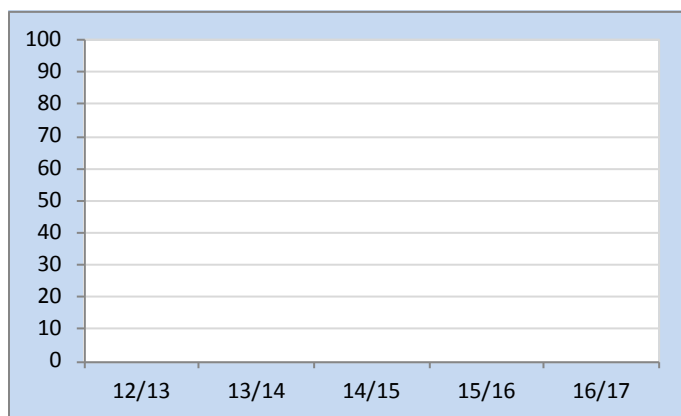
L2



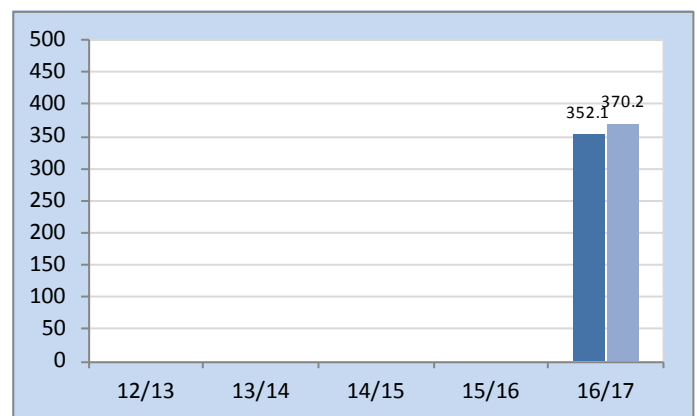
L1



BAC

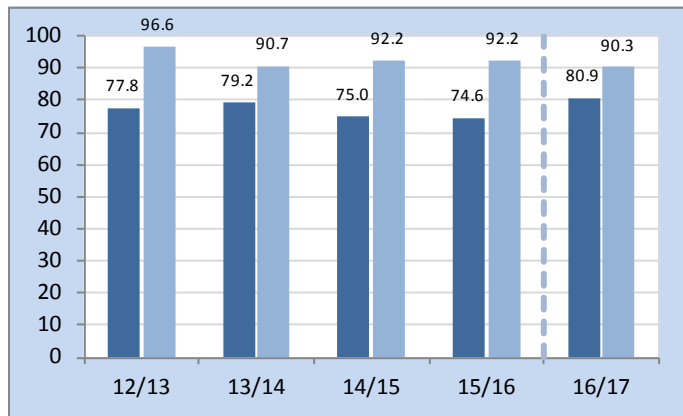


Cap9

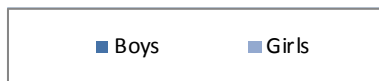
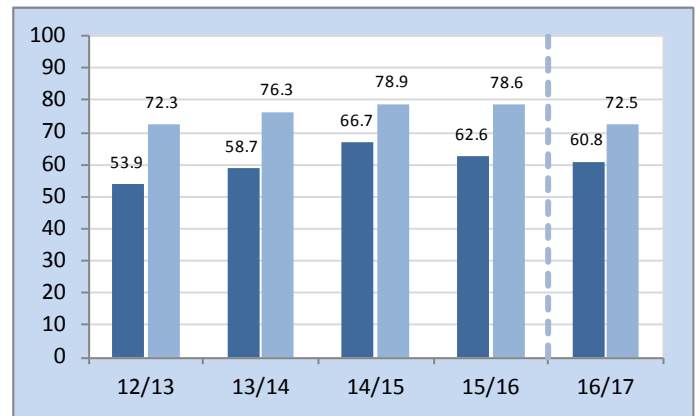


Individual subjects

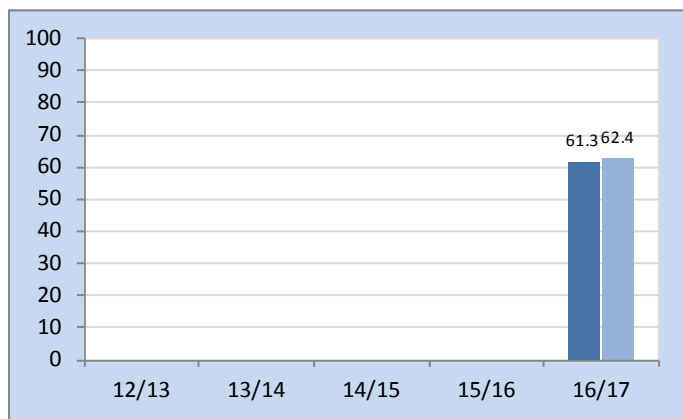
Welsh



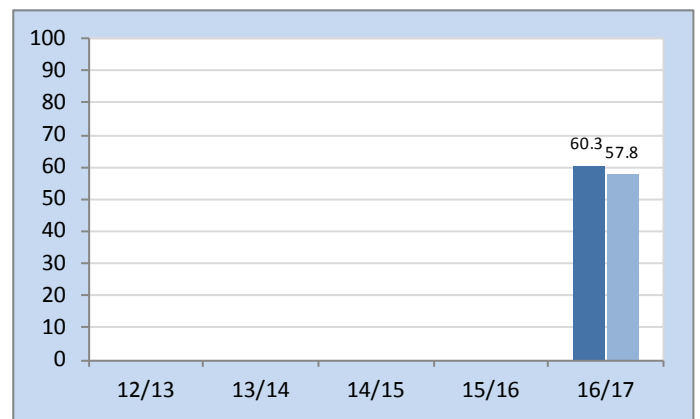
English



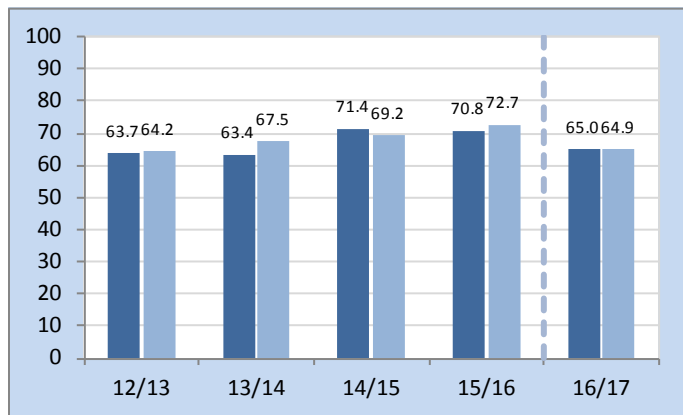
Mathematics



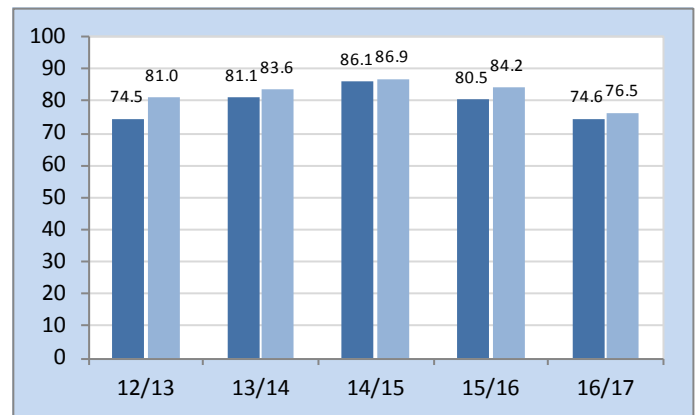
Numeracy



Best Maths



Science

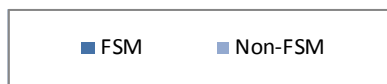


6. Pupils eligible for free school meals (FSM)

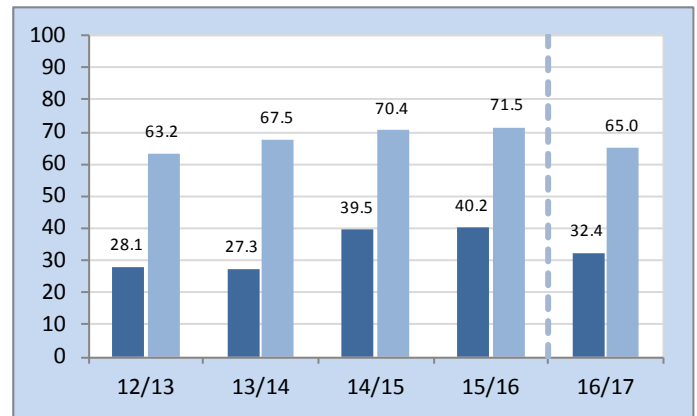
Number of KS4 pupils eligible for FSM (those that can be matched to PLASC)	(L2+)	Aged 15			Y11	
		12/13	13/14	14/15	15/16	16/17
		FSM	509	472	425	381
Non-FSM	2,122	2,053	1,926	2,021	1,928	
FSM CYM		20	19	22	22	12
Non-FSM CYM		214	216	201	232	217

Chart 31: FSM/Non-FSM comparison of pupil achievement: 2012/13 - 2016/17

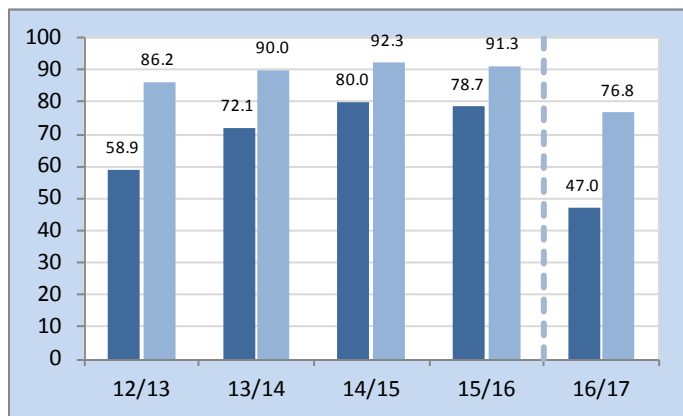
Percentages come from the Core Data Sets if available. As a result, the cohorts may not match perfectly with the percentages.



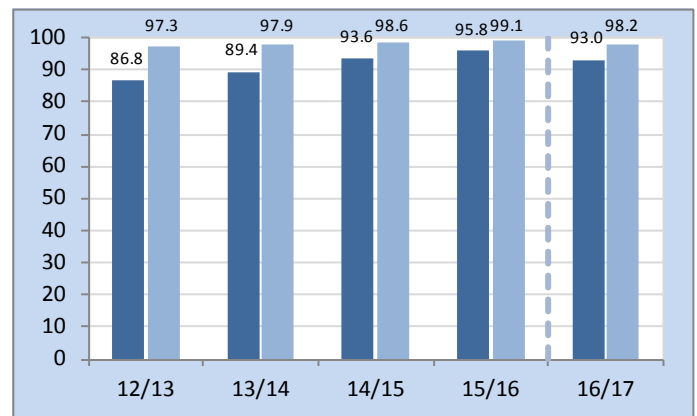
L2+



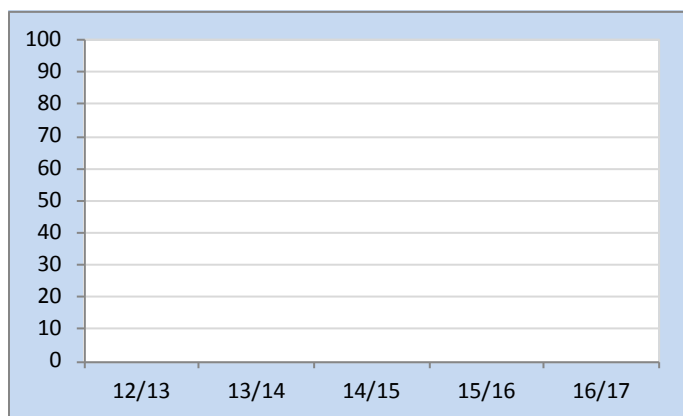
L2



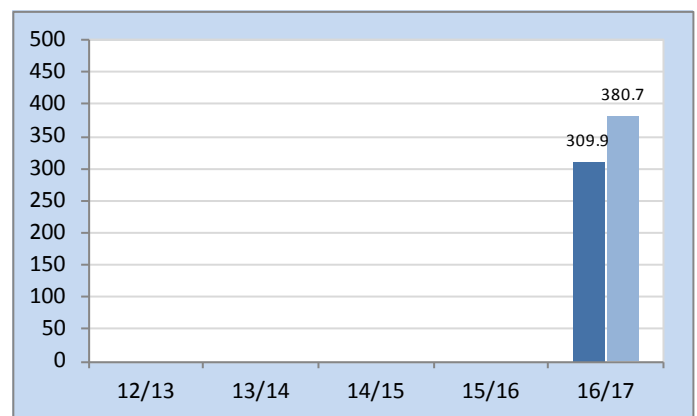
L1



BAC

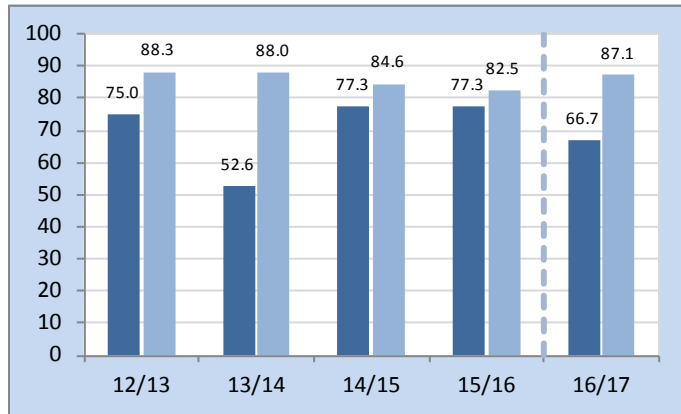


Cap9

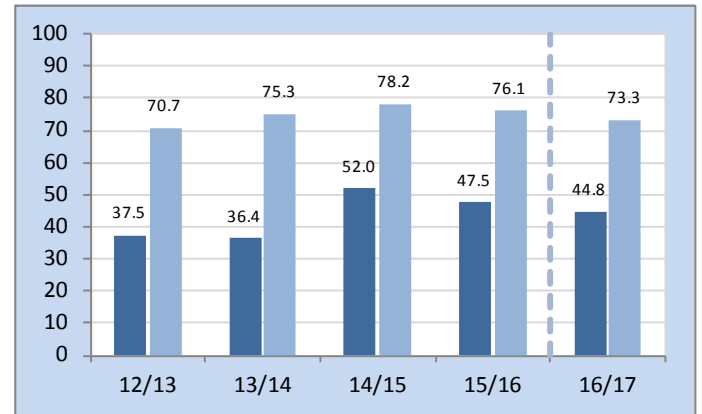


Individual subjects

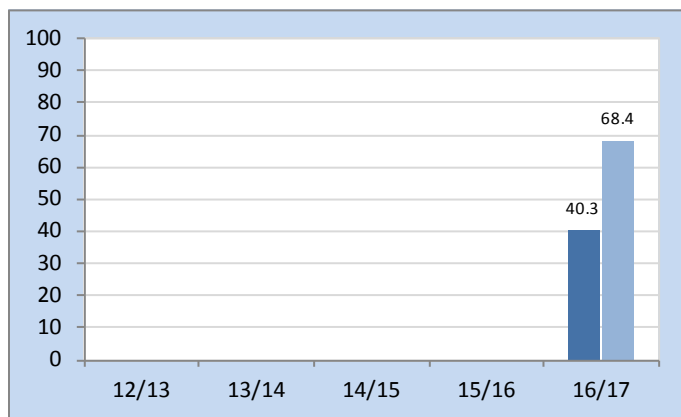
Welsh



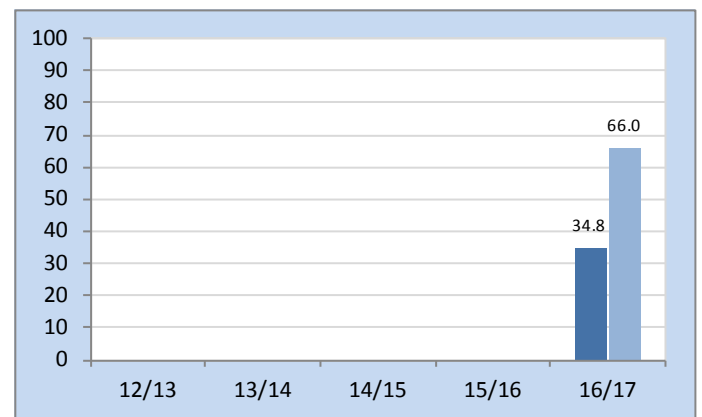
English



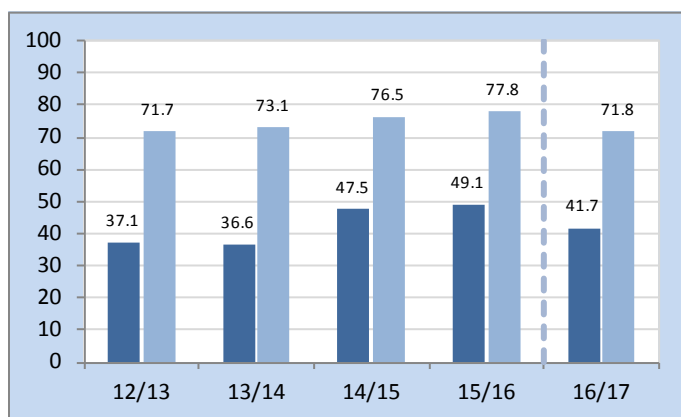
Mathematics



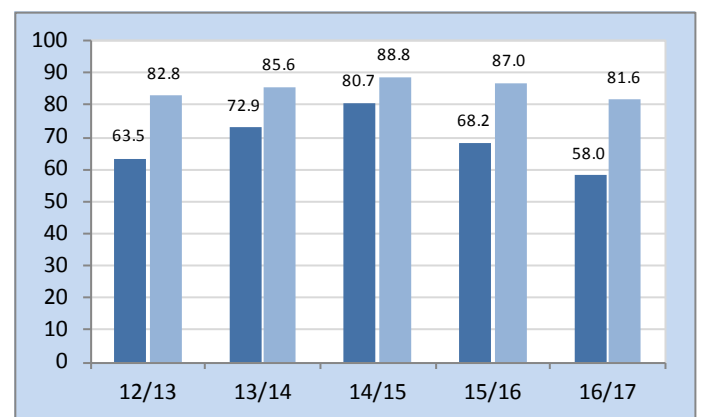
Numeracy



Best Maths



Science

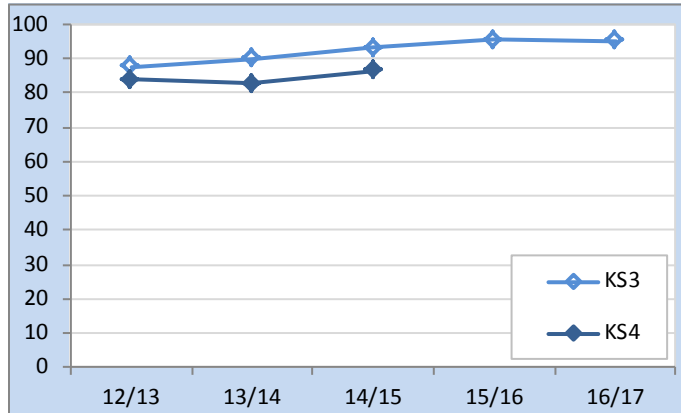


7. Comparing KS4 performance with KS3

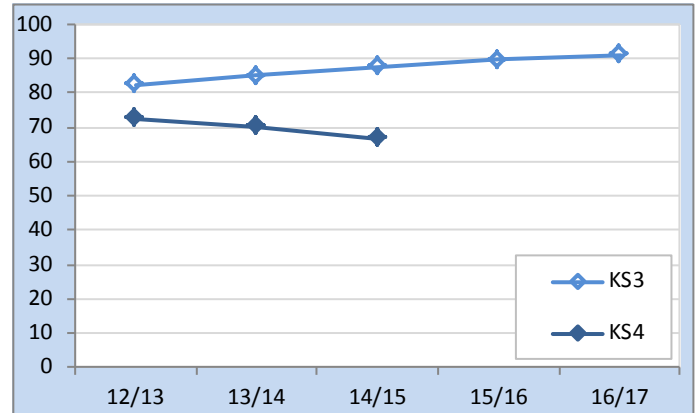
Shown in Chart 32 are the percentage of pupils achieving the expected level (L5+) in the individual subjects at KS3, along with the percentage **FROM THE SAME COHORT** that achieved the L2 threshold at KS4 two years later, e.g. the 2014/15 KS3 cohort sat their KS4 subjects at the end of 2016/17.

Chart 32: Percentage of pupils achieving the expected level (Level 5+) at KS3, along with the percentage from the same cohort that achieved L2 at KS4 two years later, by subject

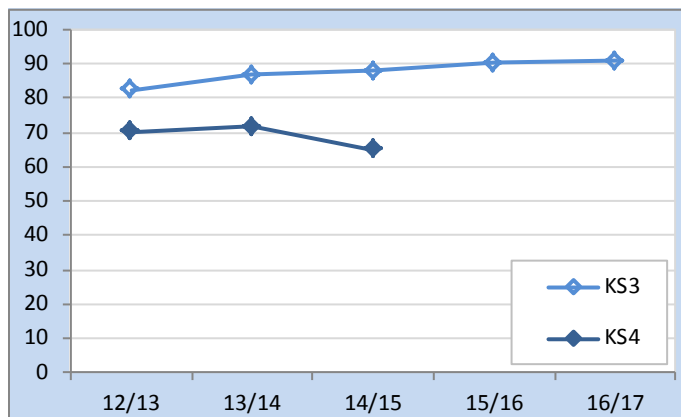
Welsh



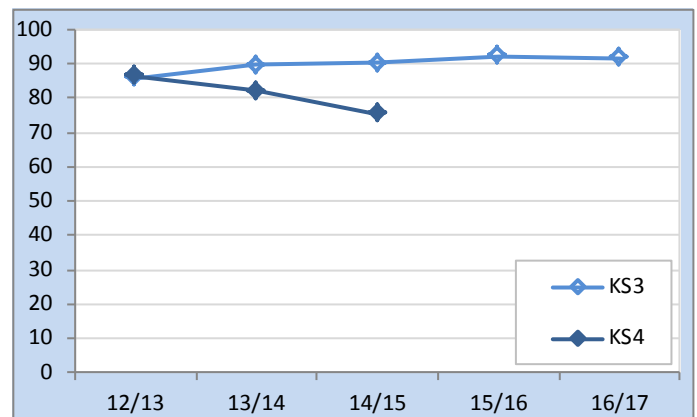
English



Mathematics



Science



8. Analysis of performance in individual subjects

In Table 7 pupils' grades are shown for individual GCSE subjects. **These percentages are based on the number of pupils that took the subject**, and not the number of Year 11 pupils at the school in January (PLASC), as is done in the previous charts/tables.

Table 7: Analysis of GCSE grades in each subject: 2012/13 - 2016/17

	Cohort					% A*-A					% A*-C				
	12/13	13/14	14/15	15/16	16/17	12/13	13/14	14/15	15/16	16/17	12/13	13/14	14/15	15/16	16/17
1 Welsh Language	234	235	223	254	228	20.9	22.1	25.6	21.3	19.3	86.3	85.5	83.4	82.7	86.4
2 Welsh Literature	209	203	196	203	210	28.2	20.7	30.6	32.0	30.0	81.3	81.8	74.5	83.3	83.8
3 English Language	2,520	2,450	2,315	2,407	2,363	14.4	14.2	16.4	17.2	18.1	61.2	63.2	68.4	66.7	67.9
4 English Literature	1,971	1,984	1,785	1,913	1,485	19.8	19.9	23.6	25.9	31.5	71.3	76.4	83.6	79.2	85.1
5 Welsh 2nd Lang	241	313	401	427	677	40.7	48.9	38.4	38.2	32.9	93.8	93.6	97.3	93.0	87.7
6 Mathematics	-	-	-	-	2,371	-	-	-	-	22.5	-	-	-	-	62.8
7 Numeracy	-	-	-	-	2,332	-	-	-	-	21.0	-	-	-	-	60.9
8 Science	1,675	1,353	1,292	1,364	1,595	8.6	8.1	8.7	10.4	10.5	59.5	66.4	66.3	67.8	64.9
9 Science +	1,026	903	873	877	1,029	16.5	13.6	14.9	17.7	19.6	73.9	72.3	77.4	78.7	72.6
10 Science BTEC/Other	632	665	704	627	286	0.2	0.2	0.1	0.6	0.0	100.0	100.0	100.0	99.7	99.0
11 Biology	419	499	465	556	528	43.0	39.9	49.9	47.8	48.3	95.5	95.6	97.6	92.3	90.3
12 Physics	418	499	465	554	529	45.7	38.7	47.3	43.1	45.9	95.0	94.6	95.7	90.4	88.7
13 Chemistry	419	497	465	557	539	43.9	43.3	54.4	51.0	45.5	93.1	93.6	97.8	92.8	87.0
14 Geography	652	712	755	757	547	28.5	22.6	23.2	27.1	25.4	73.5	75.4	72.8	75.3	72.6
15 History	873	796	771	740	751	33.9	33.5	36.8	39.6	40.3	75.3	76.9	80.4	83.9	80.0
16 Religious Studies	676	692	714	765	856	28.1	33.4	27.0	24.4	22.7	72.8	75.6	76.8	69.8	63.4
17 French	427	354	338	320	242	34.4	35.0	39.3	38.4	42.6	82.2	80.8	84.9	85.9	83.9
18 German	52	26	9	24	28	26.9	38.5	44.4	25.0	21.4	75.0	76.9	100.0	91.7	92.9
19 Spanish	122	192	126	113	154	50.0	29.7	44.4	32.7	42.2	85.2	68.2	88.9	75.2	80.5
20 Art and Design	673	584	531	614	595	27.6	30.1	24.7	30.8	28.7	85.6	90.1	87.4	91.2	91.4
21 Catering	81	79	84	63	39	21.0	6.3	10.7	15.9	5.1	77.8	63.3	66.7	77.8	56.4
22 D&T Food	20	14	11	16	17	5.0	21.4	0.0	18.8	35.3	60.0	78.6	54.5	75.0	94.1
23 D&T Materials	298	324	172	195	246	14.1	17.6	14.5	13.3	11.0	58.4	58.3	65.1	53.8	57.7
24 D&T Textiles	105	58	99	69	48	21.9	25.9	22.2	36.2	29.2	75.2	82.8	61.6	79.7	83.3
25 D&T Graphics	95	100	103	132	94	16.8	31.0	13.6	19.7	21.3	75.8	80.0	68.0	66.7	67.0
26 ICT	426	533	550	691	690	24.9	38.3	34.4	24.5	23.2	68.8	83.3	87.3	79.3	66.1
27 Business Studies	255	226	180	231	247	25.9	27.9	24.4	41.1	27.1	74.9	77.4	81.1	76.6	66.8
28 Media Studies	233	177	206	214	166	28.3	23.7	18.9	14.5	17.5	74.7	80.2	70.9	64.0	69.3
29 Drama	194	183	139	126	104	14.9	18.6	22.3	31.0	26.9	71.6	78.7	80.6	78.6	87.5
30 Music	186	207	150	152	113	22.0	25.6	23.3	34.2	36.3	75.3	77.8	75.3	90.1	81.4
31 Physical Education	547	517	525	535	508	28.9	33.5	29.3	28.2	26.6	85.2	86.7	78.5	77.8	80.9

* Up to 8 different types of "Art and Design" subjects are offered in some schools, but the same code is used for each one. It's not possible to split these up so care should be taken when analysing these percentages, since it's the highest grade that's taken if a pupil studies more than one.

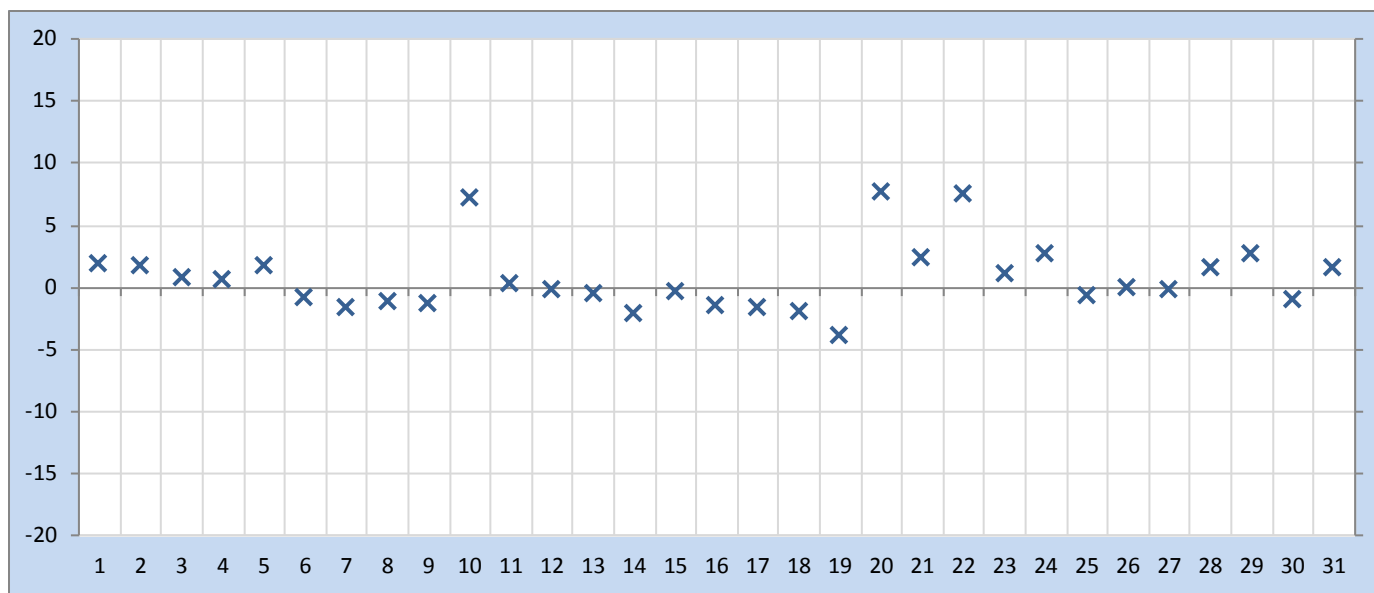
Average residuals

Each GCSE grade is worth a certain amount of points, e.g. A*-58, A-52, B-46 etc.

For each individual subject, it is possible to subtract a pupil's average of the **other subjects** from that subject's specific score to get a residual – a positive residual shows that pupils do better in that particular subject compared with all the other subjects studied by those particular pupils.

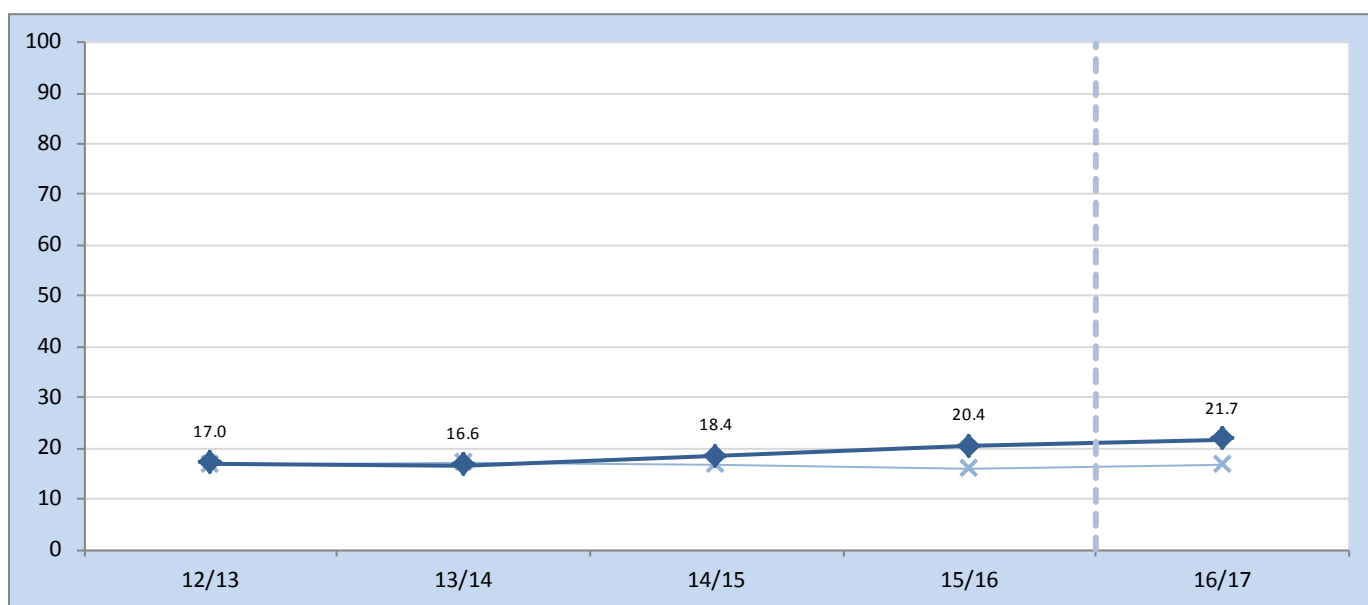
Chart 33 shows the overall residual average for all pupils within the school for each individual subject. The crosses show the picture for the whole of the authority.

Chart 33: Pupils' average residual for each individual subject: 2016/17



Additional information

Chart 34: Percentage of pupils achieving the 5A*A threshold: 2012/13 - 2016/17



How well does the authority perform at 6th form?

1. Latest authority performance

			12/13	13/14	14/15	15/16	16/17
Number of pupils aged 17 in January	Registered for 2 A Levels or equivalent	Boys	227	262	243	282	285
		Girls	280	293	312	293	286
		Pupils	507	555	555	575	571
	Total number of 17 year old pupils	Boys	273	328	309	328	354
		Girls	317	352	352	335	325
		Pupils	590	680	661	663	679

The indicators used at 6th form are:

- **3A*A:** Qualifications are achieved equivalent to 3 A*-A A Level grades (the number of pupils aged 17 that were registered for 2 A Levels or equivalent is used as the denominator in this case).
- **3A*C:** Qualifications are achieved equivalent to 3 A*-C A Level grades (the number of pupils aged 17 that were registered for 2 A Levels or equivalent is used as the denominator in this case).

The “average wider points score” (**TotPoints**) is calculated by using all results, e.g. an A* A Level grade is worth 300 points, A is 270 points, B is 240 points etc. (the number of pupils aged 17 in January (PLASC) is used as the denominator in this case).

2. Subjects in combination

3A*A / 3A*C

Chart 35: Percentage of pupils 3 A*-A grades or equivalent: 2012/13 - 2016/17

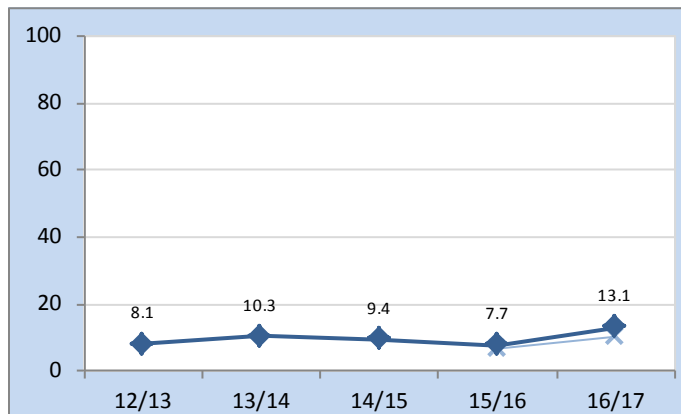
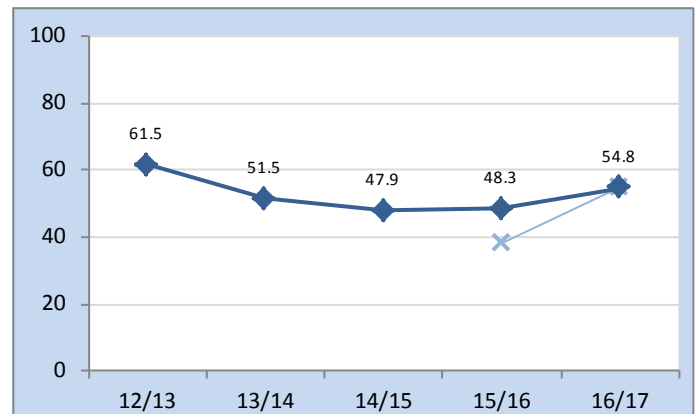
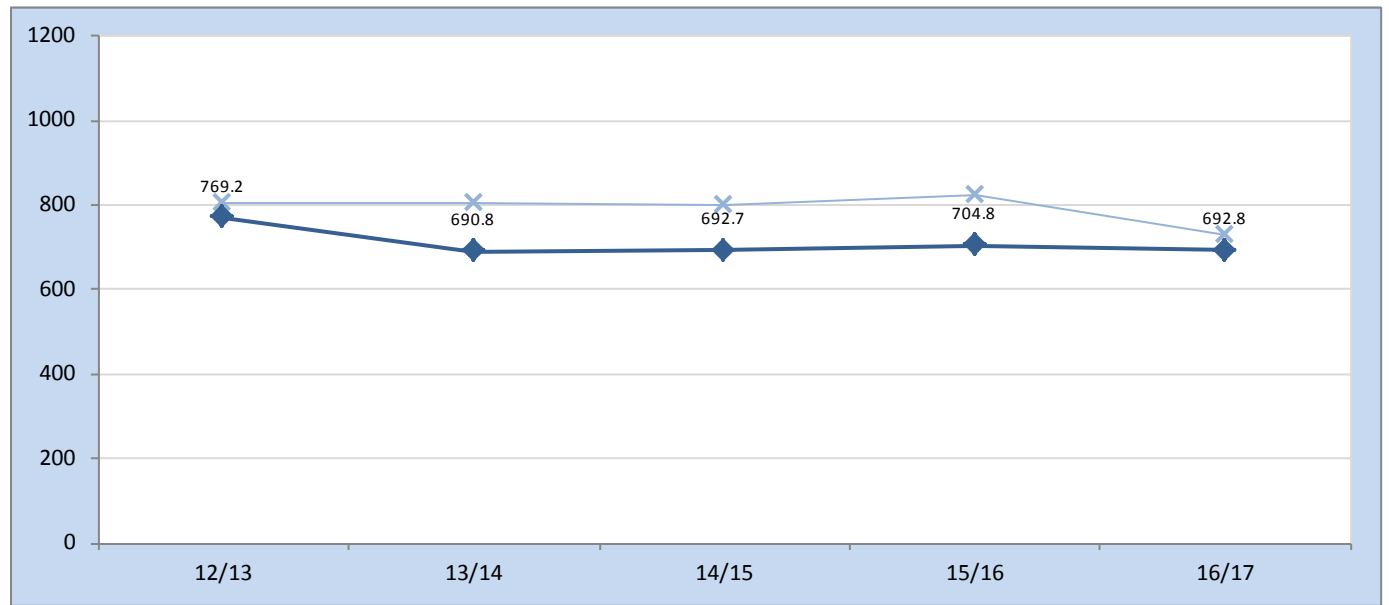


Chart 36: Percentage of pupils 3 A*-C grades or equivalent: 2012/13 - 2016/17



Average wider points score (TotPoints)

Chart 37: Average wider points score across all subjects: 2012/13 - 2016/17



3. Boys vs Girls

Number of pupils aged 17 registered for 2 A Levels or equivalent

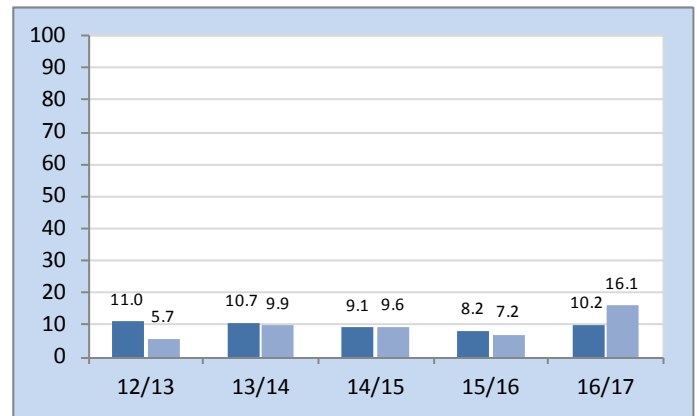
(3 A Levels)	12/13	13/14	14/15	15/16	16/17
Boys	227	262	243	282	285
Girls	280	293	312	293	286

Number of pupils aged 17

(Points)	12/13	13/14	14/15	15/16	16/17
Boys	273	328	309	328	354
Girls	317	352	352	335	325

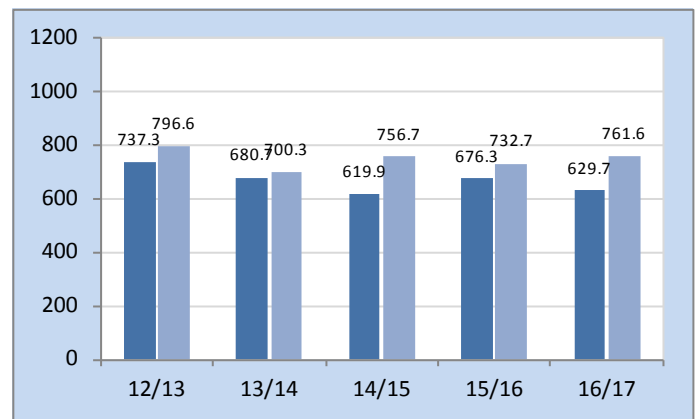
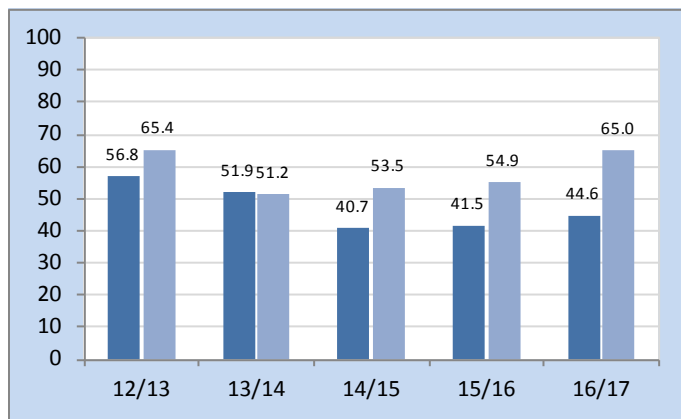
Chart 38: Boys/Girls comparison of pupil achievement: 2012/13 - 2016/17

3A*A



3A*C

TotPoints



Summary of authority's KS3 performance

		Level 5+										Level 6+										Level 7+									
		2012/13		2013/14		2014/15		2015/16		2016/17		2012/13		2013/14		2014/15		2015/16		2016/17		2012/13		2013/14		2014/15		2015/16		2016/17	
		LA	Wal	LA	Wal	LA	Wal	LA	Wal	LA	Wal	LA	Wal	LA	Wal	LA	Wal	LA	Wal	LA	Wal	LA	Wal	LA	Wal	LA	Wal	LA	Wal	LA	Wal
KS3 Performance	CSI	76.4	77.0	80.6	81.0	83.2	83.9	86.3	85.9	88.2	87.4																				
	Welsh	87.6	87.6	89.9	90.1	93.2	90.9	95.6	92.0	95.4	93.5	52.7	45.7	50.6	52.9	61.5	56.1	61.8	57.2	65.4	62.9	21.7	12.4	15.2	14.9	17.1	17.3	21.3	18.3	20.0	19.7
	English	82.3	82.9	85.1	85.9	87.6	87.9	89.8	89.2	91.2	90.5	41.9	42.7	47.9	48.5	50.5	52.6	57.1	56.2	59.8	58.7	13.1	12.3	16.4	14.6	16.1	16.6	23.7	18.5	21.8	20.6
	Mathematics	82.4	83.9	86.9	86.5	87.9	88.7	90.4	90.1	91.0	90.8	53.3	53.1	59.4	56.2	58.6	59.5	64.0	62.7	65.8	65.4	24.5	21.3	30.6	24.0	30.6	26.3	32.9	28.6	33.6	30.7
	Science	85.9	87.0	89.8	90.4	90.2	91.8	92.4	92.8	91.6	93.5	49.3	48.6	54.4	54.6	57.9	58.5	63.8	62.9	62.7	65.5	18.6	14.8	20.9	18.1	23.2	20.7	26.4	23.5	28.1	26.4
	Art and Design	88.9	88.5	91.0	91.0	92.8	92.0	93.9	93.3	93.5	93.6	46.7	45.0	53.6	51.0	56.7	54.8	57.2	58.8	61.3	62.3	13.8	12.4	18.9	15.2	15.7	17.0	19.9	20.3	22.7	23.0
	Design and Technology	84.9	88.1	90.2	90.8	91.1	92.1	94.4	93.2	93.9	93.3	41.3	43.1	49.3	50.5	52.3	54.8	60.1	58.9	62.7	62.5	8.3	8.9	11.9	11.8	13.0	13.9	22.3	16.5	22.1	19.4
	Geography	84.9	84.6	88.6	87.7	89.2	89.9	91.1	91.1	92.1	92.0	49.1	44.8	55.5	51.3	54.8	55.4	57.4	58.4	62.4	62.3	16.3	13.4	19.1	16.8	19.3	19.2	25.3	21.4	27.8	24.1
	History	84.1	84.8	87.9	87.5	89.6	89.6	91.5	91.1	92.1	91.9	47.2	45.9	51.5	50.9	54.4	55.2	60.4	58.8	64.6	63.0	14.2	13.3	16.7	16.2	19.0	18.8	27.0	21.6	27.5	24.1
	ICT	89.3	89.0	92.6	91.2	92.4	92.7	93.7	93.3	94.5	93.9	56.7	47.4	63.9	54.6	60.6	59.6	65.5	63.6	63.8	66.7	15.5	10.8	21.8	13.9	21.2	17.4	26.2	20.2	23.7	22.8
	Modern Foreign Language	76.4	78.1	82.8	82.2	82.7	84.1	85.9	85.6	85.5	86.7	38.7	40.1	49.1	45.1	48.8	49.7	58.2	52.8	55.1	55.4	12.1	10.3	16.6	12.6	17.8	15.2	24.5	17.3	23.4	18.8
	Music	86.4	87.2	89.6	90.4	88.8	91.6	92.5	92.9	93.5	93.3	28.4	34.9	38.2	41.7	42.8	48.1	55.1	53.9	56.5	57.6	6.2	7.8	11.4	9.8	10.8	11.9	16.5	14.2	18.5	16.2
	Physical Education	86.1	86.1	88.6	89.4	89.5	91.4	92.5	92.6	92.2	93.3	42.7	35.9	48.7	42.2	46.5	47.1	56.0	53.2	58.4	57.6	9.7	8.3	12.9	10.5	12.0	12.9	16.0	15.7	16.9	18.0
Welsh Second Language	73.1	73.3	77.5	77.8	79.8	81.2	83.7	81.9	85.7	83.8	26.4	32.4	36.9	37.9	39.3	43.0	46.7	44.6	46.7	48.5	6.0	7.3	9.1	9.7	10.3	12.3	14.9	12.5	14.1	15.3	

Summary of authority's KS4 performance

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		12/13	13/14	14/15	15/16	16/17	16/17 Wales	Difference: Boys - Girls				
		12/13	13/14	14/15	15/16	16/17		12/13	13/14	14/15	15/16	16/17
Whole LA	Pupils	13,883	13,639	13,460	13,475	13,358	--	+271	+221	+202	+341	+398
	%FSM (3 years)	20.0	19.5	19.1	18.5	18.3	--	--	--	--	--	--
	%SEN (5-15 only)	27.3	28.5	29.0	28.5	29.1	--	--	--	--	--	--
	Attendance	92.3	93.3	94.0	94.3	94.3	94.1	--	--	--	--	--
Year 11	%FSM	19.3	18.6	18.4	15.5	17.5	--	--	--	--	--	--
	School Action+ Statements	211 132	200 121	157 117	121 123	183 111	--	--	--	--	--	--
	%LAC	1.2	0.9	1.1	0.6	0.9	--	--	--	--	--	--
	Cohort	2,663	2,539	2,384	2,479	2,406	--	+111	+71	+82	+107	+10
KS4 Performance *	L2+	55.3	59.2	64.0	64.7	57.8	54.6	-9.8	-10.4	-5.3	-9.2	-5.6
	L2	79.3	85.4	88.9	86.9	69.7	67.0	-5.9	-5.8	-2.4	-5.6	-7.9
	L1	93.8	95.5	96.7	96.9	95.4	94.4	-2.5	-2.5	-0.6	-2.6	-1.4
	Cap9	-	-	-	-	361.1	350.9	-	-	-	-	-18.1
	Welsh	87.2	85.5	83.9	82.7	86.4	74.2	-18.8	-11.5	-17.2	-17.6	-9.4
	English	62.7	67.3	72.6	70.2	66.7	63.7	-18.4	-17.6	-12.2	-16.0	-11.7
	Mathematics	-	-	-	-	61.9	58.7	-	-	-	-	-1.1
	Numeracy	-	-	-	-	59.1	56.9	-	-	-	-	+2.6
	Best Maths	64.0	65.4	70.3	71.7	65.0	62.5	-0.5	-4.1	+2.1	-1.8	+0.0
	Science	77.7	82.3	86.5	82.3	75.6	75.6	-6.5	-2.6	-0.8	-3.7	-2.0

* Since 2015/16, Year 11 performance is shown (rather than the 15 year old cohort).

Performance difference of more than 10pp

Summary of authority's SEN pupils' KS4 performance

		School Action					School Action Plus					Statemented					All SEN pupils					
		12/13	13/14	14/15	15/16	16/17	12/13	13/14	14/15	15/16	16/17	12/13	13/14	14/15	15/16	16/17	12/13	13/14	14/15	15/16	16/17	
LA	SEN pupils	4,196	4,576	4,825	4,732	4,972	2,147	2,113	2,034	2,043	2,046	1,146	1,172	1,176	1,181	1,201	7,489	7,861	8,035	7,956	8,219	
	% of all pupils	15.3	16.6	17.4	17.0	17.6	7.8	7.7	7.4	7.3	7.2	4.2	4.2	4.3	4.2	4.3	27.3	28.5	29.0	28.5	29.1	
001-060 Key Stage 4 (Y11)	Cohort	326	291	436	373	356	225	218	163	137	191	109	114	102	117	104	660	623	701	627	651	
	Welsh cohort	26	20	34	52	30	8	14	8	7	9	4	5	8	7	5	38	39	50	66	44	
	L2+	18.4	22.7	31.4	33.0	22.5	19.1	20.2	31.9	42.3	24.6	25.7	13.2	24.5	26.5	20.2	19.8	20.1	30.5	33.8	22.7	
	L2	63.5	77.0	81.4	79.6	39.6	40.9	49.1	77.9	73.0	36.6	52.3	44.7	50.0	57.3	26.0	53.9	61.3	76.0	74.0	36.6	
	L1	96.3	96.6	97.5	100.0	95.5	67.6	79.4	92.6	94.2	88.0	77.1	71.9	82.4	82.1	83.7	83.3	86.0	94.2	95.4	91.4	
	Cap9	-	-	-	-	307.8	-	-	-	-	299.3	-	-	-	-	257.3	-	-	-	-	297.2	
	Welsh	300.0	40.0	38.2	44.2	46.7	775.0	35.7	62.5	57.1	55.6	725.0	40.0	50.0	42.9	80.0	444.7	38.5	44.0	45.5	52.3	
	English	94.5	29.6	41.5	38.6	32.9	93.3	27.1	43.6	50.4	36.1	89.0	14.9	28.4	29.9	23.1	93.2	26.0	40.1	39.6	32.3	
	Mathematics	-	-	-	-	31.7	-	-	-	-	32.5	-	-	-	-	25.0	-	-	-	-	30.9	
	Numeracy	-	-	-	-	27.8	-	-	-	-	29.8	-	-	-	-	23.1	-	-	-	-	27.6	
	Best Maths	31.3	32.6	43.8	44.5	35.1	29.3	28.4	40.5	50.4	34.6	31.2	17.5	30.4	35.0	26.0	30.6	28.4	41.1	44.0	33.5	
	Science	64.7	78.7	85.1	75.3	59.8	40.4	53.2	77.9	62.8	49.2	50.5	57.9	62.7	59.8	43.3	54.1	66.0	80.2	69.7	54.1	
	001-060 Key Stage 3 (Y9)	Cohort	355	364	382	347	428	173	170	176	143	156	127	131	111	114	136	655	665	669	604	720
		Welsh cohort	35	50	38	51	51	9	16	7	10	7	8	8	5	4	10	52	74	50	65	68
CSI		44.8	54.4	60.2	70.6	77.6	37.0	47.1	59.1	54.5	65.4	23.6	30.5	25.2	33.3	27.9	38.6	47.8	54.1	59.8	65.6	
Welsh		48.6	70.0	68.4	88.2	90.2	66.7	68.8	71.4	80.0	71.4	50.0	25.0	80.0	75.0	40.0	51.9	64.9	70.0	86.2	80.9	
English		56.6	61.3	70.7	78.1	84.6	47.4	58.8	70.5	62.2	75.6	28.3	35.1	30.6	41.2	36.8	48.7	55.5	64.0	67.4	73.6	
Mathematics		59.4	69.2	72.0	80.4	85.0	49.1	62.4	65.3	67.8	73.1	28.3	38.2	35.1	40.4	37.5	50.7	61.4	64.1	69.9	73.5	
Science		69.6	78.8	78.5	85.9	86.4	57.2	64.7	72.2	72.0	73.1	36.2	48.1	49.5	47.4	41.9	59.8	69.2	72.0	75.3	75.1	
Welsh +1		8.6	10.0	10.5	21.6	17.6	11.1	18.8	14.3	20.0	57.1	25.0	25.0	40.0	25.0	30.0	11.5	13.5	14.0	21.5	23.5	
English +1		5.9	12.6	15.4	22.8	29.4	11.6	19.4	26.1	21.0	28.8	9.4	9.2	6.3	16.7	11.8	8.1	13.7	16.7	21.2	26.0	
Mathematics +1		15.2	25.3	25.9	28.5	36.7	20.2	25.9	28.4	30.8	34.0	12.6	13.0	17.1	26.3	14.0	16.0	23.0	25.1	28.6	31.8	
Science +1		14.6	21.7	22.5	31.4	32.2	16.8	22.4	29.0	26.6	29.5	17.3	13.7	21.6	21.1	19.1	15.7	20.3	24.1	28.3	29.2	



Report of the Convener of the Schools Scrutiny Performance Panel 18 January 2018

Schools Performance - Estyn Inspection of Local Authority Education Services for Children and Young People 2013 – Update on progress in addressing the five Recommendations, Dec 2017

Purpose:	To provide ongoing challenge to schools performance to ensure that: pupils in Swansea are receiving high quality education; and the authority is meeting its objectives in relation to improving school standards and pupil attainment.
Content:	Monitoring progress with Estyn Inspection of LA Services for children and young people.
Councillors are being asked to:	Consider the information provided and make their views known to the Cabinet Member via a Conveners Letter.
Lead Councillor:	Councillor Mo Sykes, Schools Scrutiny Performance Panel
Lead Officer & Report Author:	Michelle Roberts, Scrutiny Officer Tel: 01792 636356 E-mail: michelle.roberts@swansea.gov.uk

1. Context

The Panel agreed as part of their scrutiny role to monitor progress with the Estyn Inspection of Local Authority Education Services for Children and Young People 2013. The panel have invited Cllr Jen Raynor and Nick Williams to assist in this session.

2. Key Issues and Questions

See below some questions the panel can use for this session:

1. What progress has been made in relation to each of the five recommendations?
2. How are we working to ensure we improve in those areas that are still 'yellow' and 'Amber'?
3. Are there any barriers to overcome or be mitigated before we can progress further?



Cabinet Member for Children, Education & Life Long Learning

Cabinet – 14 December 2017

Estyn Inspection of Local Authority Education Services for Children and Young People 2013 – Update on Progress in Addressing the Five Recommendations

Purpose:	For Cabinet to receive an update on the progress in meeting the five Recommendations in the Estyn Inspection Report.
Policy Framework:	Estyn Common Inspection Framework.
Consultation:	Legal, Finance and Access to Services.
Recommendation(s):	It is recommended that: 1) Cabinet notes the progress update on the five Recommendations in the Estyn Inspection Report.
Report Author:	Nick Williams
Finance Officer:	Chris Davies
Legal Officer:	Stephanie Williams
Access to Services Officer:	Sherill Hopkins

1. Introduction

- 1.1 All local authorities' education services for children and young people in Wales are inspected by Estyn under the Common Inspection Framework. Local authorities are inspected on the basis of a self-evaluation. Swansea Council was inspected in June 2013 and the report was published in September 2013.
- 1.2 This will be the last report updating on progress made on the recommendations from the 2013 inspection. Future reports will provide

updates on new and emerging priorities, in accordance with the Council's Policy Commitments and the Estyn framework, New Inspection Arrangements for the inspection of Local Government Education Services.

2. Background – Estyn Inspection 2013

2.1 Many good features and services were noted in the inspection report. <http://estyn.gov.uk/download/publication/291263.7/inspectionreport-city-and-county-of-swansea-2013>

2.2 Estyn made the following specific judgements:

- Primary attendance rates were well below average with nearly half of schools in the bottom 25% when compared to similar schools on the free-school-meal benchmarks.
- Too many schools did not improve quickly enough when identified as needing follow-up after a core inspection and too many were in categories of concern.
- The reintegration of pupils in key stage 3 educated other than at school back into mainstream schools and the provision in the key stage 4 pupil referral unit were not good enough.
- Processes to quality assure the work of officers were not effective enough to make sure that all officers consistently challenge all schools to improve.
- Performance management and quality assurance processes were not applied consistently enough within education services to identify and address underperformance of staff.
- Education targets were often not sufficiently challenging.
- Annual reviews of the local authority's education services and the self-evaluation report prepared for the inspection provided too positive an analysis of the local authority's work in a few areas.

2.3 The outcomes of the 2013 inspection were that Performance was judged to be Adequate and Capacity to Improve judged to be Good. The Inspection Report made five recommendations for improvement.

- Develop and implement a strategy to improve levels of attendance in primary schools.
- Quality assure the work of officers to secure greater consistency in the level of challenge they offer to schools.
- Improve officers' evaluation of the quality of leadership and management to schools to make sure that underperforming schools are identified and supported quickly.
- Improve the quality of provision for those pupils who are educated other than at school particularly to raise standards of achievement and to assist reintegration back into schools.
- Improve the consistency of leadership across all education services and the quality of self-evaluation and improvement planning within education services.

- 2.4 A Post-Inspection Action Plan (PIAP) was developed in the format of the Education Department Business Plan 2014-15. Estyn accepted the PIAP/Business Plan in July 2014. An end of year report on that plan was produced in 2015. A new self-evaluation report has been completed for 2017. The PIAP and the last self-evaluation report can be found at www.swansea.gov.uk/estyninspections.
- 2.5 The Chief Executive established an Improvement Board in July 2013 to monitor progress following the inspection. It met monthly from that date to July 2016. Due to the progress that has been made, the board has met bi-monthly since September 2016. The board has now agreed to shift its focus from the PIAP to the new priorities that have been set.
- 2.6 The Leader of the Council established a Member-led monitoring board, the Education Leadership Board. This board met termly during the first year after the inspection to February 2015. In order to make the monitoring function more transparent, since March 2015 progress is reported directly to Cabinet twice annually.
- 2.7 In March 2015, the Education Strategy Group was established, under the following terms of reference:
- To act as an innovation and ideas forum, drawing together schools and local authority Members and officers.
 - To ensure the development of coherent and consistent short, medium and long-term financial strategies for education in the City and County of Swansea.
 - To ensure political, officer and school involvement in developing such financial strategies – both revenue and capital.
 - To propose options for Council to consider, outlining potential implications.
 - To provide a mechanism for strategic dialogue in making budget choices, building on the base budget review.

The group is served by a number of key stakeholders and delivery partners, including school governors.

3. Progress on addressing the five recommendations and further work required

Key to ratings:

Green – Very good progress, addressing the recommendation in nearly all aspects.

Yellow – Strong progress, addressing the recommendation in most aspects. Only minor aspects require further attention.

Amber – Satisfactory progress, addressing the recommendation in many aspects. A few significant aspects require significant attention.

Red – Limited progress, does not address the recommendation. All or many aspects still awaiting attention.

3.1 Recommendation 1: Develop and implement a strategy to improve levels of attendance in primary schools.

Status: November 2017 – Green - Very good progress, addressing the recommendation in nearly all aspects.

(March 2015: Amber, October 2015: Yellow, March 2016: Yellow, November 2016: Yellow, May 2017: Yellow, September 2017: Yellow)

Summary

Primary school attendance was 95.0% for the 2016-2017 academic year. This compares to 94.9% for each of the two previous years. The five-year trend since 2011-2012 has an improvement of 2%, which is the joint highest rate of improvement in Wales. The comparative primary attendance data for Wales will be published in December.

For 2016-2017, eight schools achieved 96%+ attendance, 39 schools achieved 95%+, 21 achieved 94%+, 10 achieved 93%+. One school had an attendance of 92.7%.

Further work required

Ensure the very few schools not consistently utilising the comprehensive and robust ERW guidance are challenged by the Education Welfare Officer and Challenge Adviser in the Core Support Visit (CSV) 1 with the headteacher and chair of governors. In those very few schools the CSV1 report will state actions that are needed to be taken and progress will be monitored.

Focus even more closely on persistent absence.

3.2 Recommendation 2: Quality assure the work of officers to secure greater consistency in the level of challenge they offer to schools.

Status: November 2017 – Yellow – Strong progress, addressing the recommendation in most aspects. Only minor aspects require further attention.

(March 2015: Yellow, October 2015: Yellow, March 2016: Yellow, November 2016: Yellow, May 2017: Yellow, September 2017: Yellow)

Summary

The regional school improvement service (ERW) was established in 2014. The central team covers very specific areas of work; leadership, school improvement and performance, and teaching and learning. They drive national policy and address gaps in service provision at a local level. The central team members do not undertake functions delivered by challenge advisers. Challenge advisers (CA'S) and other staff engaged in school improvement activities are employed and deployed by the Local Authority. There has been confusion regarding the role of ERW and the appropriateness of the support offered and the role of the local authority

Challenge Advisers. In September 2017 the ERW Joint Committee initiated a review of how ERW was financed and functions.

Most reports are evaluative and set clear recommendations. Areas for improvement are identified well. Challenge Advisers ensure all schools that are amber or red support schools have detailed support plans with precise actions and timescales. Challenge Advisers robustly monitor these.

Quality assurance is conducted effectively and has only been hampered by turn over in Challenge Advisers. New Challenge Advisers are appropriately coached and supported using clear guidance. Nearly all schools that are set recommendations by Challenge Advisers make strong or very good progress. Where schools have follow-up activity with Estyn, there has been a strong track record in ensuring that schools make very good progress.

Further work required to achieve very good progress

Continue to monitor the written work and fieldwork of Challenge Advisers closely and with a particular focus on new Challenge Advisers.

Ensure there is enough evidence to evaluate the quality of teaching and of the standards seen in pupils' work

- 3.3 Recommendation 3: Improve officers' evaluation of the quality of leadership and management in schools to make sure that underperforming schools are identified and supported quickly.

Status: November 2017 – Yellow – Strong progress, addressing the recommendation in most aspects. Only minor aspects require further attention.

Yellow (March 2015: Yellow, October 2015: Yellow, March 2016: Yellow, November 2016: Yellow, May 2017: Yellow, September 2017: Yellow)

Summary

Leadership and management is now evaluated annually using nationally agreed guidelines. The progress is seen in the increased proportion of officer reports that match Estyn judgements during 2014-2017 in comparison to 2010-2013. The number of schools placed in statutory category has decreased from seven in 2010-2013 to one in 2014-2017.

Challenge Advisers now provide feedback on the quality of strategic planning and evaluation processes and reports. Visits challenge leadership, on all levels. Leaders are expected to produce evidence to demonstrate improvements. There is clearer continuity from one monitoring visit to the next where progress is determined by response to previous recommendations.

Core Support Visits in autumn 2016 and 2017 demonstrated greater evaluation of the impact on standards by leadership of the school.

A new approach since spring 2017 has been adopted to support and challenge targeted underperforming schools using a Team around the School (TAS) approach to hold schools to account on necessary improvements with holistic support from the Local Authority. The approach has quickened the pace of improvement in the very few schools causing concern.

Further work required to achieve very good progress

Ensure the impact of good leadership and management is considered carefully in relation to pupils' outcomes (standards and wellbeing).

Ensure underperforming schools are identified early and the pace of improvement is quick.

Further enhance the quality of school governance.

- 3.4 Recommendation 4: Improve the quality of provision for those pupils who are educated other than at school, particularly to raise standards of achievement and to assist reintegration back into schools.

Status: November 2017 – Amber – Satisfactory progress, addressing the recommendation in many aspects. A few significant aspects require significant attention.

Amber (March 2015: Amber, October 2015: Amber, March 2016: Red, November 2016: Amber, May 2017: Amber, September 2017: Amber)

Summary

Cabinet approved moving forward on the proposed plans for the development of a new building to house PRU provision on the Cockett House site. The Cabinet met in July 2017 and approved the implementation of an interim model of the Half-Way House in the absence of any suitable accommodation to house a full model.

The PRU Improvement Plan is driving further progress and the new headteacher and interim deputy headteacher, are progressing this plan.

Monitoring exercises including lesson observation and scrutiny of pupils' work show an improving trend in relation to the quality of teaching and standards. A number of key appointments have now been made, which are improving the quality of provision.

Discussions have taken place with headteachers across primary and secondary schools to ascertain their needs from the future service in terms of training and support. More detailed follow-up to collate needs is underway.

Reintegration rates improved in 2016-2017 in comparison to 2015-2016.

Further work required to achieve strong progress

Further improve the quality of teaching to ensure this is consistently good in all centres.

Raise standards of achievement and address inconsistencies between centres.

Working in partnership agree and deliver a Wellbeing and Behaviour Strategy for Swansea Council.

Further increase successful reintegration rates building on the improvements in 2016-2017.

Report back to Cabinet on the progress of the business plan to overhaul model of service delivery.

- 3.5 Recommendation 5: Improve the consistency of leadership across all education services and the quality of self-evaluation and improvement planning within education services.

Status: November 2017 – Yellow – Strong progress, addressing the recommendation in most aspects. Only minor aspects require further attention.

Yellow (March 2015: Amber, October 2015: Amber, March 2016: Amber, November 2016: Yellow, May 2017: Yellow, September 2017: Yellow)

Summary

An annual self-evaluation cycle calendar has been established in order to further enhance responsibility, accountability and consistency in leadership and improvement planning.

The 2017 self-evaluation was undertaken in the summer term and finalised in the autumn term. Before it was finalised, it was shared with headteacher representatives through the School Improvement Partnership and with pupils through the Pupil Voice Forum for their feedback and amended accordingly. The self-evaluation report will now become a live document that will be reviewed on a termly basis and moved over to the new Estyn inspection framework for Local Government Education Services.

A pan-departmental risk register is now in place. Operational risks are managed by Heads of Unit and are scrutinised through formal governance methodology using the Education Department's Strategic Leads Board (SLB) and Senior Leadership Team (EDSLT).

The Education Department's unit business plans for 2017-2018 have been completed. These have been scrutinised to ensure alignment with the

Council's priorities and areas for development highlighted as priorities from the self-evaluation process.

A comprehensive performance management system across the Department is now in place. Following consultation with staff, it has been agreed that the Education Department's performance management cycle will be based on an academic year rather than a financial year.

The department has revised its operational plan and service area performance evaluation reporting templates.

Further work required to achieve very good progress

Monitor the Education Department's revised performance management arrangements, to ensure they are embedded across all service areas.

Ensure all operational plans have ambitious success criteria which are robustly monitored.

4. Equality and Engagement Implications

- 4.1 Whilst there are no specific equality and engagement implications associated with this report, some specific areas of work resulting from the recommendations will be subject to the Equality Impact Assessment (EIA) process (which incorporates the UNCRC). For example, an EIA report has been developed for the EOTAS review.

5. Financial Implications

- 5.1 Whilst there are no immediate financial implications arising from this report, acceptance could result in additional expenditure at a future time. Acceptance does not mean that additional resources will be made available and it should be assumed that future spending needs will need to be contained within existing budget provision and have full and due regard to the budget principles set out in 'Sustainable Swansea – Fit for the Future' and the likely levels of future budgets having due regard to the budget and medium term financial plan.

6. Legal Implications

- 6.1 There are no immediate legal implications associated with this report.

Background Papers:

Common Inspection Framework

<https://www.estyn.gov.wales/inspection/inspection-explained/common-inspection-framework>

Estyn Guidance on inspection on Local Authority Education Services for Children and Young People

<https://www.estyn.gov.wales/inspection/inspection-guidance/local-government>

City and County of Swansea LAESCYP Inspection Report 2013

<http://www.estyn.gov.uk/download/publication/291263.7/inspection-report-city-and-county-of-swanseas-2013>

Annual self-evaluation of Local Authority Education Services for Children and Young People, 2017

www.swansea.gov.uk/estyninspections

Appendices: None

Agenda Item 6

Work Programme for Schools Performance Panel

This is the Work Programme Timetable for 2017/2018. Meetings will start at 4pm unless otherwise stated. Pre-meetings will be arranged as required by the Panel.

Meeting date	Items to be discussed
Briefing 6 Jul 17	<ol style="list-style-type: none"> 1. Education Scrutiny Workshop (Overview of Education, School Improvement Service and ERW) 2. Planning the year in Education Scrutiny
Meeting 1 31 Aug 17 CR5	<ol style="list-style-type: none"> 1. Agreeing the Scrutiny Work Programme 2. Discuss how you wish the panel to operate (pre-meeting, questioning) 3. Developing key questions for school scrutiny sessions* 4. Information on the Pupil Voice in Swansea
Meeting 2 21 Sep 17 CR3a	<ol style="list-style-type: none"> 1. Education Other Than at School (EOTAS) - Update on progress with changes to service and accommodation 2. How Schools are building capacity to manage behaviour internally
Meeting 3 18 Oct 17 CR5	<ol style="list-style-type: none"> 1. *School Improvement Service Performance update (Annual) 2. Quality in Education (QED) and 21st Century Schools Programme
Meeting 4 16 Nov 17 2pm Olchfa School	<p>*School 1 – a Pioneer School (Green/excellent School) Olchfa Secondary School and Parklands Primary School Collaboration Speak to Headteacher and Chair of Governors from both schools along with the school improvement service and a group of pupils</p>
Meeting 5 12 Dec 17 CR5	<ol style="list-style-type: none"> 1. Looked After Children Educational Outcomes 2. Pupil Deprivation Grant spend and support for vulnerable pupils 3. Annual Audit report (for information)
Meeting 6 18 Jan 18 CR5	*Annual Education Performance (incl. verified data) and *School Categorisation
Extra Meeting 7 5 Feb 18	*Scrutiny of Annual Budget as it relates to education matters
Meeting 8 15 Feb 18 CR5	<p>*School 2 – Morriston Primary School Amber: Speaking to Head and Chair of Governors of a School including preparation session with the challenge advisor. <i>Confirmed.</i></p>
Meeting 9 15 Mar 18 CR5	<p>*School 3 – Bishop Vaughan Catholic Secondary School Amber: Speaking to Head and Chair of Governors of a School including preparation session with the challenge advisor. <i>Tentative.</i></p>
Meeting 10 12 Apr 18 CR5	<ol style="list-style-type: none"> 1. School to School Collaboration, and/or 2. Science in Schools in Swansea, or 3. Meeting with the Association of School Governors
Extra Meeting Date TBA	Pre-decision Scrutiny Alternative Learning Needs Reform Commissioning Review (<i>awaiting a cabinet date</i>)
Meeting 11 10 May 18 CR5	Review of the year and planning for the year ahead

*Core annual items

For Information

A. Estyn Inspections Summary

(Published since your update in October 2017)

School	Date published	Schools Current Perf. and prospects for improvement	Previous Estyn Inspection outcome	
St David's Primary School	Dec 17	New Inspection Arrangements:		2011 Current Performance: Good Prospects for Improvement: Good
		Standards	Good	
		Wellbeing and attitudes to learning	Good	
		Teaching and learning experiences	Adequate and needs improvement	
		Care, support and guidance	Good	
		Leadership and management	Adequate and needs improvement	
		Link to full inspection: www.estyn.gov.wales/sites/default/files/documents/St%20David%27s%20Catholic%20Primary%20School.pdf		
Gowerton Primary School	Nov 17	New Inspection Arrangements:		2012 Current Performance: Good Prospects for Improvement: Good
		Standards	Good	
		Wellbeing and attitudes to learning	Good	
		Teaching and learning experiences	Good	
		Care, support and guidance	Good	
		Leadership and management	Good	
		Link to full inspection: https://www.estyn.gov.wales/sites/default/files/documents/Gowerton%20Primary%20School.pdf		

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Useful Information / Background Reading