

Panel Perfformiad Craffu - Ysgolion

Lleoliad: Committee Room 3A - Neuadd y Ddinas, Abertawe

Dyddiad: Dydd Iau, 17 Ionawr 2019

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, Morris a/ac L J Tyler-Lloyd

Aelodau Cyfetholedig: D Anderson-Thomas, A Roberts a/ac J Meredith

Agenda

Rhif y Dudalen.

- | | | |
|----------|---|------------------|
| 1 | Ymddiheuriadau am absenoldeb | |
| 2 | Datgeliadau o fuddiannau personol a rhagfarnol
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| 3 | Nodiadau a llythyrau cynullyddion
Nodiadau a llythyrau cynullyddion o gyfarfod y panel ar 11/12/18 | 1 - 16 |
| 4 | Cwestiynau gan y Cyhoedd
10 minute public question time. | |
| 5 | Adrodd yn Flynyddol am Berfformiad Addysg | 17 - 112 |
| 6 | Cynllun Gwaith 2017 – 2018 | 113 - 114 |
| 7 | Er gwybodaeth | 115 |

Cyfarfod nesaf: Dydd Llun, 11 Chwefror 2019 ar 3.00 pm



Huw Evans

Pennaeth Gwasanaethau Democrataidd

Dydd Iau, 10 Ionawr 2019

Cyswllt: Michelle Roberts, Scrutiny Officer

Agenda Item 3



**To/
Councillor Jen Raynor
Cabinet Member for Education
Improvement, Learning and Skills**

*Please ask for:
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Scrutiny

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*Date
Dyddiad:*

19 December 2018

BY EMAIL

Summary: This is a letter from the Schools Scrutiny Performance Panel to the Cabinet Member for Education Improvement, Learning and Skills following the meeting of the Panel on 17 December 2018. It is about Pre-decision Scrutiny on the Small Schools Review and the School Organisation linked to the Welsh Education Strategic Plan.

Dear Councillor Raynor,

Schools Scrutiny Performance Panel – 17 December 2018

We would like to thank you, Helen Morgan Rees, Kelly Small and Brian Roles for attending the meeting to discuss the two reports due for Cabinet decision on the 20 December 2018: Small Schools Review and the School Organisation linked to the Welsh Education Strategic Plan.

Please see below the Panels conclusions resulting from this discussion:

We agreed that both reports contained full and comprehensive information on both sets of proposals and that these also reflect the amount of work that has gone into this process.

School Organisation linked to the Welsh Education Strategic Plan

We believe that

- a full consultation has been completed and the issues raised have been addressed fully.
- the closure of Felindre is part of a wider and longer term Welsh Education Plan which will be of benefit to pupils in Swansea in the longer term.
- all the alternative Welsh Language schools offer a good education.
- the majority of pupils come from outside of the catchment area of Felindre, so the effect of the closure on the community will be minimal, the community have a thriving village hall.

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We therefore reluctantly accept the proposals to Cabinet as contained in the report, agreeing that the proper process has been followed, the Equalities Impact Assessment has assessed the impact of the proposals, that there has been a high level of consultation and all alternatives to closure have been explored.

Small Schools Review, Craig Cefn Parc Primary School

- We felt that a full consultation has taken place and all options have been reviewed and revisited based upon this.
- We shared the concern that the school has been in and out of the Amber category for much of the last five years and that substantial improvements have not been made in order to improve outcomes at the school. We therefore recognise that on current educational performance Clydach Primary School will provide better educational outcomes and opportunities for pupils.
- We also understand the complexities in the catchment of the school with both a Faith Primary School and a Welsh Primary School nearby. We accepted that pupil numbers at Craig Cefn Parc Primary School, based on predictions, are not likely to increase in the short or medium term.
- We appreciated the concerns raised about children using school transport but are satisfied that the same precautions will be in place as in other schools where pupils are unaccompanied.
- We also understand the importance of ensuring that Swansea makes the most efficient and effective use of resources for the interest of all pupils within the local authority area.

We reluctantly accept the proposals to Cabinet as contained in the report, agreeing that the proper process has been followed, the Equalities Impact Assessment has assessed the impact of the proposals, there has been a high level of consultation and that all alternatives have been considered.

The panel will put the points outlined in this letter to Cabinet verbally on the 20 December.

Yours sincerely,

COUNCILLOR MO SYKES/LOUISE GIBBARD

Convener, Schools Scrutiny Performance Panel

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✉ Cllr.louise.Gibbard@swansea.gov.uk



**To/
Councillor Jen Raynor
Cabinet Member for Education
Improvement, Learning and Skills**

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Dyddiad:*

21 December 2018

BY EMAIL

Summary: This is a letter from the Schools Scrutiny Performance Panel to the Cabinet Member for Education Improvement, Learning and Skills following the meeting of the Panel on 11 December 2018. It is about the Education Improvement Service, Education through Regional Working and the Pupil Development Grant spend.

Dear Councillor Raynor,

Schools Scrutiny Performance Panel – 11 December 2018

We would like to thank you and Helen Morgan Rees for attending the meeting and answering our questions about the Education Improvement Service, Education through Regional Working and the Pupil Development Grant spend.

Education Improvement Service

We heard that the Education Improvement Service now sits within the Achievement and Partnership Service and its role is to help deliver regional strategies for school improvement that take account of our local priorities. You told us that there are currently three units within the education improvement service: Primary Phase, Secondary Phase and Curriculum Phase. All units aim to work with ERW to deliver a regional service on behalf of Swansea Council and each Head of Unit takes responsibility for working in alliance with the ERW central team, where possible. However, communication and clarity with the ERW central team have declined during this reporting period.

We understand that the new professional standards for teaching and leadership came into force in September 2018. We were pleased to hear these are ambitious and link closely with curriculum reform and that performance management within schools is aligned with the new leadership standards. We agreed with you that the current and future work of the Education Improvement Service must be

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underpinned by these standards, curriculum reform and the Education Directorates five top priorities.

We heard that progress during the year has been strong. Local performance is considered to be Yellow (as identified by the RAYG evaluation) although the details given were a high level overview and there is more detail kept on all the key aspects. The Panel would be interested to see this, if possible.

We were interested to hear about the teaching and use of the Welsh language in English speaking schools. We heard that there are now much higher expectations for all pupils to be able to hold a conversation in Welsh and have equity of opportunity for that. We agreed with you when you said it important that all pupils get the opportunity to enjoy the Welsh language.

We were encouraged to hear about the strand of the new curriculum around Health and Wellbeing and we felt that this was an aspect that has been missing formally from the curriculum until now.

It was mentioned in the recent press about the state of Digital Competence in Schools in Wales and we heard that it was a relatively positive picture across schools in Swansea. Although there are areas for improvement including getting consistency across the authority and ensuring we have the right technologies and kit to move forward effectively.

Education through Regional Working (ERW) Business Plan priorities

We heard that of the five ERW regional priorities three are currently Amber and two of Yellow status. That the School Improvement function is divided between local and regional officers and that this can create duplication. Also that the review and reform programme has created uncertainty and disengagement at a local level.

We heard that during the academic year 2017-2018, engagement with the Education through Regional Working (ERW) central team had reached a hiatus. The planned service review and reform of ERW has not taken place and as a result the collaboration and service delivery has fragmented in comparison to previous years. We are pleased to hear that a plan will be discussed, to move ERW forward and resolve a number of important issues, at ERW Joint Committee in February.

We did question whether ERW diluted valuable resources from going to the front line and whether it was an extra layer of bureaucracy. The idea of a 360 degree review of ERW was suggested where stakeholders could give full feedback from all angles. It was also felt that the voice of the child must be included in any reviewing of education related activity.

Pupil Development Grant spend

The main areas of expenditure for the Pupil Development Grant for the financial year 2016/2017 were outlined to the panel. We understand that the use of the

pupil development grant is most effective where schools have followed the Welsh Government's Practitioner Guidance and used research evidence to support their spend.

We were concerned to hear that some schools may not be following the guidance or using the toolkit available. We were pleased to hear that the Education Improvement Service has been working with schools around this and signposting them to advice about how best to spend the grant. We were also encouraged to hear that the PDG grant spend is monitored and unpicked to see what has been most effective etc. We agreed that it is important to identify and build on strengths. We felt that the PDG was a lifeline for some schools and would have concerns if it was discontinued at any time in the near future.

We heard that the quality of homework clubs is monitored and inspected via CSSIW (that is those that run for more than 2 hours a day). If they are run for less than 2 hours they are not monitored formally. We were encouraged to hear from Pupil Voice sessions that homework clubs are valued by pupils; who appreciate a safe and quiet place to study where they have access to the ICT equipment they might need.

We would welcome your thoughts on any issue within this letter, on this occasion we do not require a formal written response.

Yours sincerely,

COUNCILLOR LYNDA JAMES

Convener, Schools Scrutiny Performance Panel

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City and County of Swansea

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

Committee Room 3A - Guildhall, Swansea

Tuesday, 11 December 2018 at 4.00 pm

Present: Councillor L James (Chair) Presided

Councillor(s)

C Anderson
D W Helliwell

Councillor(s)

M Durke
B Hopkins

Councillor(s)

L S Gibbard
M A Langstone

Co-opted Member(s)

D Anderson-Thomas

Co-opted Member(s)

Co-opted Member(s)

Officer(s)

Helen Morgan - Rees
Michelle Roberts

Head of Education Achievement & Partnership
Scrutiny Officer

Apologies for Absence

Councillor(s): A M Day, S J Gallagher, F M Gordon, S M Jones, L R Jones, M Sykes and L J Tyler-Lloyd

1 Disclosure of Personal and Prejudicial Interests.

None

2 School Improvement Service Annual performance update including ERW Business Plan and Pupil Development Grant spend/availability/quality of Homework Clubs

Helen Morgan Rees, Head of Achievement and Partnership Service was invited to attend the panel and provide a report discussing the following issues:

Annual Update on Education Improvement Service

- The Education Improvement Service now sits within the Achievement and Partnership Service to help deliver regional strategies for school improvement that takes account of local priorities.
- School improvement officers have clear priorities for supporting and challenging schools to improve and seek out qualitative feedback from teachers and school leaders in order to meet needs and improve the service.
- During the academic year 2017-2018, engagement with the Education through Regional Working (ERW) central team had reach a hiatus. The planned service review and reform of ERW has not taken place and as a result the collaboration and service delivery has fragmented in comparison to previous years.

- The capacity of the School Improvement Service has improved during the latter part of 2017/18. There are three units within the education improvement service: Primary Phase, Secondary Phase and Curriculum Phase. All units aim to work with ERW to deliver a regional service on behalf of Swansea council and each Head of Unit takes responsibility for working in alliance with the ERW central team, where possible. However, communication and clarity have decline during this reporting period.
- The new professional standards for teaching and leadership came into force in September 2018. These are ambitious and link closely with curriculum reform. Performance management within schools is aligned with the new leadership standards. The current and future work of the Education Improvement Service is underpinned by these standards, curriculum reform and the Education Directorates five top priorities for the coming year
 - Improve teaching and learning with particular focus on reducing inequalities for the most vulnerable
 - Improve leadership and school governance
 - Work in partnership to develop a sustainable education system
 - Embed the new additional learning needs, wellbeing and behaviour strategies
 - Ensure all learning opportunities take place in safe environments
- Progress during the year has been strong with an overall RAYG rating based on team evaluation. Work across units is evaluated.
- Local performance is considered to be Yellow as far as the RAYG evaluation although the details given were a high level overview and there is a range of statuses within the detailed data. The Panel would be interested to see this if possible.
- The school improvement service locally provides good support to a range of schools
- The panel asked about use of the Welsh language in English speaking schools. They heard that there is now higher expectations for all pupils to be able to hold a conversation in Welsh and have equity of opportunity for that. It is important that pupils get the opportunity to enjoy the language.
- Councillors where pleased to hear about the new aspect in the new curriculum around Health and Wellbeing feeling that that has been missing formally from the curriculum until now.
- The panel mentioned the recent press about Digital Competence in Wales and heard that it was a relatively positive picture across schools in Swansea. There are areas for improvement including getting consistency across the authority and ensuring with have the right technologies and kit.
- Councillors asked about self-evaluation and heard that it is part of operational plans and is reported to Senior Management Team on a regular basis. There are clear milestones in planning and work is challenged by other officers and senior leaders.
- The panel also heard about the support for Governors and that this is well received.

Education through Regional Working Business Plan and priorities locally and regionally

- Off the five regional priorities for ERW three are currently Amber with two Yellow.

- The School Improvement function is divided between local and regional officers and this can create duplication.
- The Panel heard about the review and reform programme and how it has created uncertainty and disengagement at a local level.
- The Panel were pleased to hear that a plan to move ERW forward and resolve issues will be discussed at the next ERW Joint Committee in February.
- The Panel questioned whether ERW diluted valuable resources from going to the front line, with an extra layer of bureaucracy. The idea of a 360 degree view of ERW was raised where stakeholders could give full feedback from all angles. It was also felt that the voice of the child must be included in any reviewing of education related activity.

Pupil Development Grant spend and provision of homework clubs

- Pupil development grant spend is monitored by challenge advisors. The main areas of expenditure for the financial year 2016/2017 was outlined to the panel.
- The panel heard that the use of the pupil development grant is most effective where schools have following the Welsh Government's Practitioner Guidance and research evidence to support the provision for pupils for pupils eligible for free school meals.
- The panel asked if we monitor when outcomes have not be successful. They heard that some schools may not be following the guidance or using the toolkit. The Education Improvement Service have been working with schools around this and signposting them to advice on how best to spend the grant.
- The grant spend across the authority is also monitored and unpicked to see what has been most effective etc. We must identify and build on strengths. Working with parents has been identified as particularly beneficial. A lot of school have spent on Tracking using MyConcern, which is a common toolkit which helps identify and issues of concern early.
- The panel felt that the PDG was a lifeline for some schools and would have concerns if it was discontinued any time in the near future.
- Homework clubs and looked at by Poverty and Prevention Team, Helen report what they said:
 - The quality of homework clubs are monitored and inspected via CSSIW (that is those that run for more than 2 hours a day).
 - If they are run for less than 2 hours they are not monitored formally.
 - It was reported from Pupil Voices sessions that they are valued by pupils, who appreciate a safe and quiet place to study that has access to the ICT equipment they might need.

3 Workplan 2018/2019.

The panel agreed to add Wales Audit Office Youth Services Review to the work programme.

4 For Information

This item was noted.

**To/
Councillor Jen Raynor
Cabinet Member for Education
Improvement, Learning and Skills**

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Dyddiad:*

10 December 2018

BY EMAIL

Summary: This is a letter from the Schools Scrutiny Performance Panel to the Cabinet Member for Education Improvement, Learning and Skills following the meeting of the Panel on 19 November 2018. It is about progress being made with the Education Other Than at Schools Services and the Wellbeing Strategy and Behaviour Policy.

Dear Councillor Raynor,

Schools Scrutiny Performance Panel – 19 November 2018

We would like to thank you, Amanda Taylor and Mark Sheridan for attending the meeting and answering our questions about the Education Other Than at School Service and the new Wellbeing Strategy and Behaviour Policy.

Education Other Than at School Service

You told us that

- A key factor in the success of the overhaul of the current provision is the support provided to schools to enable earlier identification of needs in relation to pupils with social, emotional and behavioural difficulties (SEBD), and importantly the greater capacity and support to manage the needs within the schools setting.
- There has been a greater alignment strategically and operationally of the Behaviour Support Team (BST), the interim Halfway House Team and the Home Tuition team. They are now under the same line management.
- We were particularly pleased to hear that the Halfway House has resulted in the highest number of pupils being re-integrated back to mainstream provision in many years. With 19 pupils being supported back into their mainstream school.
- There are now clear processes and systems in place to ensure a smooth handover of support to pupils and to schools from the Halfway House and the BST and vice versa.

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- There has been a review and robust revision of the training offered to schools and this now forms part of a more joined up offer to schools aligned with other education departments.
- 700k has been devolved to secondary schools to support the development of in-house provision to enable them to meet the needs of SEBD pupils at KS4. All schools submit a monitoring report of how they use this funding and visits have been made to some schools to see how this has developed.
- There has been a full review and revision of leadership at the PRU. That a negative impact has previously been evidenced of dependency on seconding of leadership post for short periods. Short term secondments are no longer used with a Head and Duty Headteacher appointed, Interim Head of Step Ahead, Head at Arfryn and Head of KS4 also appointed. This has also resulted in a re-allocation of staff across the service to provide a more robust, sustainable and experienced leadership team. The Panel were pleased to hear that this had been resolved and look forward to a much more consistent approach moving forward.
- All Centres are now working collaboratively with shared policies and significant progress made in developing shared practices. Joint training is held across centres, staff have worked together to develop a joint vision, shared aims and a shared improvement plan.
- Welsh Baccalaureate has been introduced which has resulted in 70% of KS4 pupils passing the WBQ Skill Challenge Certificate. We were keen to hear that Swansea PRU is provisionally reported by the WJEC to be top 3 of all PRUs in Wales in terms of results and number entered into Certificate.
- Aligning of well-being support is being made with the Well-being Framework that is in place across other services including social service and poverty and prevention.
- The service has reviewed its approach to promoting positive behaviour and managing negative behaviour to ensure consistency is applied to approaches used across the service.
- Establishment a regional network where skills, experience and development of curriculum can be discussed regionally.
- We were very pleased to hear that the work to support the planning and proposed new build has proceeded well with a full business case approved at Cabinet on 28 September 2018. That Welsh Government approvals have been given and the project is on schedule for construction to start in November 2018 and for completion in and occupation by Jan/Feb 2020.
- We were particularly encouraged to hear about the in house 'wrap around' service which will provide telephone, skype and face to face multi-skilled support to schools for the early identification of pupil needs, and support to build school capacity to manage those needs.
- We also heard about the enforced closure of Brondeg House on the 19 October and that there is currently no base for the 56 pupil KS4 provision. That all available buildings owned by the Council have been considered but none have been deemed suitable for health and safety or planning regulation reasons. The long term options for the building have yet to be agreed, however, you are looking at work being undertaken to make it temporarily safe to enable continued use until the new build is complete.

- We understand that as little disruption as possible to the education of these pupils has been made. Hearing that where pupils attend education on site of external providers rooms have been rented for teaching, where pupils do not attend external providers, we are currently looking for bases to deliver their education in the meantime they are receiving home tuition. This is all being reviewed regularly.

Behaviour and Wellbeing

We were pleased to hear that the Integrated Well-being Strategy for Children and Young People and a Behaviour Policy had been drafted. We heard that the Strategy vision statement will be 'Swansea will promote, support and nurture every child and young person's well-being'. And that it also promotes a description of well-being 'Our well-being is made up of different factors at any one time and changes during our lifespan. It is affected by our experiences and background, how we think and feel, our ability to communicate and problem solve as well as our physical and mental health, relationships and sense of belonging in our communities'.

We were told that to best support the children and young people we work with is to assess the challenges faced by the child and their family against the resource available to support, promote and nurture their well-being. The Strategy introduces the Signs of Well-being Framework within a broad Team Around the Family approach that is already used by poverty and prevention and social services. It will include a Behaviour Policy which has been drafted separately. We were pleased to hear that the draft behaviour policy sets out Swansea's approach to promoting and supporting positive behaviour in school and other educational settings.

We were told that it is anticipated that work on these two documents will be completed by December 2018. We would like to see them once they are available.

The Panel thank you, the Headteacher of the PRU and Head of Learner Support Services for this very positive and comprehensive update report.

We would welcome your thoughts on any issue within this letter, on this occasion we do not require a formal written response.

Yours sincerely,

COUNCILLOR LYNDON JONES

Convener, Schools Scrutiny Performance Panel

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City and County of Swansea

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

Committee Room 3A - Guildhall, Swansea

Monday, 19 November 2018 at 4.00 pm

Present: Councillor L R Jones (Chair) Presided

Councillor(s)

M Durke
D W Helliwell
S M Jones
L J Tyler-Lloyd

Councillor(s)

S J Gallagher
B Hopkins
M Sykes

Councillor(s)

L S Gibbard
L James

Co-opted Member(s)

A Roberts

Other Attendees

Jennifer Raynor

Cabinet Member - Education Improvement, Learning & Skills

Officer(s)

Michelle Roberts
Mark Sheridan
Amanda Taylor

Scrutiny Officer
Head of Learner Support Service
Head of PRU

Apologies for Absence

Councillor(s): C Anderson and M A Langstone

Co-opted Member(s): D Anderson-Thomas

1 Disclosure of Personal and Prejudicial Interests

None

2 Notes and Conveners Letters

Notes and Conveners letter were accepted.

3 Education Other Than at School (EOTAS) - Update on progress with changes and accommodation

In attendance to discuss this item was Cllr Jennifer Raynor, Cabinet Member for Education Improvement, Learning and Skills, Mark Sheridan, Head of Learner Support Service and Amanda Taylor, Head of the Pupil Referral Unit.

A report was provided which updates the panel on the work undertaken to overhaul the Education Other Than at School Service (EOTAS) provision and to deliver on a re-modelled service within a new, purpose designed building.

Key points noted include:

- A key factor in the success of the overhaul of the current provision is the support provided to schools to enable earlier identification of needs in relation to pupils with social, emotional and behavioural difficulties (SEBD), and greater capacity and support to manage the needs within the schools setting.
- There has been a greater alignment strategically and operationally of the Behaviour Support Team (BST), the interim Halfway House Team and the Home Tuition team. They are now under the same line management.
- The panel were encouraged to hear that the Halfway house has resulted in the highest number of pupils being re-integrated back to mainstream provision in many years. Last year 19 were supported back into their mainstream school. This has resulted in us achieving the planned reduction of numbers in primary provision which will be in line with planned primary places in the new build. Based upon this the admission procedures are being review to include part-time admission for some pupils were appropriate which will hopefully facilitate shorter time spend in the PRU.
- There are now clear processes and systems in place to ensure a smooth handover of support to pupils and to schools from the Halfway House and the BST and vice versa. This enables pupils to continue to be supported whilst moving from PRU back to mainstream provision and where appropriate prevent pupils being referred to PRU.
- There has been a review and robust revision of the training offered to schools and this now forms part of a more joined up off to schools aligned with other education departments.
- Support and training to enable schools to develop an under of a resilience based model has been brokered with Exchange Counselling Service and will be delivered to all primary schools and targeted secondary schools.
- 700k has been devolved to secondary schools to support the development of in-house provision to enable them to meet the needs of SEBD pupils at KS4. All schools submit a monitoring report of how they use this funding and visits have been made to some schools to see how this has developed. Whilst this has only had a very minor impact on the numbers referred to PRU there is evidence to suggest that those who are now referred wholly meet or exceed the criteria for the PRU.
- There has been a full review and revision of leadership at the PRU. A negative impact has previously been evidenced of dependency on seconding of leadership post for short periods. Short term secondments are no longer used with Head and Duty Head appointed and Interim head of Step Ahead, Head at Arfryn and Head of KS4 appointed. This has also resulted in a re-allocation of staff across the service to provide a more robust, sustainable and experience leadership team. The Panel were pleased to hear that this had been resolved and look forward to a much more consistent approach moving forward.
- All Centres as now working collaboratively with shared polices and significant progress made in developing shared practices. Joint training is held across centres, staff have worked together to develop a joint vision, shared aims and a shared improvement plan.
- Welsh Bacculaureate was introduced in September 2017 which has resulted in 70% of KS4 pupils passing the WBQ Sill Challenge Certificate. Swansea PRU is

provisionally reported by the WJEC to be top 3 of all PRUs in Wales in terms of results and number entered into Certificate.

- Aligning well-being support is being made with the Well-being Framework that is in place across other services including social service and poverty and prevention.
- The service has reviewed its approach to promoting positive behaviour and managing negative behaviour to ensure consistency is applied approaches are used across the service.
- In order to develop greater school to school based learning in line with Donaldson and the new curriculum reform, we have established a regional network where skills, experience and development of curriculum can be developed.
- Work to support the planning and proposed new build has proceeded well with a full business approved Cabinet on 28 September 2018. Welsh Government approvals have been given and the project is on schedule for construction to start in November 2018 and for completion in and occupation by Jan/Feb 2020. It will offer 21 planned places for primary aged pupils, 28 places for KS3, 60 places for KS4 all with SEBD and 35 planned places for pupils with anxiety and mental health difficulties. It will offer 14 planned places in the Halfway House provision, but it is envisaged that these will be part time.
- The planned build will enable the development of a wider curriculum offer to all pupils with designated provision for physical education, design and technology, science, food technology and art.
- It will house the 'wrap around' service which will provide telephone, skype and face to face multi-skilled support to school to support the early identification of pupil needs, and support to build school capacity to manage those needs.
- The panel heard about the enforced closure of Brondeg House on the 19 October and that there is currently no base for the 56 pupil KS4 provision. They have considered all available buildings owned by the Council but none have been deemed suitable for health and safety or planning regulation reasons. The long term options for the building have yet to be agreed, however, they are looking a work being undertaken to make it temporarily safe to enable continued use until the new build is complete.
- As little disruption to the education of these pupils has been made wherever possible. Where pupils attend education on site of external providers rooms have been rented for teaching, where pupils do not attend external providers, we are currently looking for bases to deliver their education in the meantime they are receiving home tuition. This is being reviewed regularly.
- Projected future numbers have been considered and we will have enough places to meet those needs in the future. Recognising the highest increase is likely to be for Step Ahead.
- Panel pleased to see strategic buy in across the local authority and the team approach within the PRU including training and sharing of knowledge.
- Panel support the work that engages parents as well as children, feeling it is important to work with children and their families.
- Take up of the training package around SEBD has been very good, need to run more because of demand.
- Panel pleased to hear that there is no use of isolation in Swansea schools or the PRU, do not have isolation unit at all in Swansea and it is Swansea policy not to do so.

- The Panel thanked Cllr Raynor, the Headteacher and Head of Learner Support Services for this very positive and comprehensive update report.

4 Integrated Well-being Strategy and Behaviour Policy

In attendance to discuss this item was Cllr Jennifer Raynor, Cabinet Member for Education Improvement, Learning and Skills, Mark Sheridan, Head of Learner Support Service and Amanda Taylor, Head of the Pupil Referral Unit.

A report was provided which updates the Panel on the development of a Well-being Strategy and Behaviour Policy.

Key points noted include:

- The Behaviour and Well-being sub group of the Family Support Continuum Steering Group have drafted an Integrated Well-being Strategy for CYP (Children and Young People) which included a description and definition of well-being, a vision statement and principles as well as agreed priority areas. The Panel agreed that they would like to see a copy of this once available.
- The Strategy vision statement is *'Swansea will promote, support and nurture every child and young person's well-being'*. It also promotes the following description of well-being *'Our well-being is made up of different factors at any one time and changes during our lifespan. It is affected by our experiences and background, how we think and feel, our ability to communicate and problem solve as well as our physical and mental health, relationships and sense of belonging in our communities'*
- The panel were told that to best support the CYP that we work with it is important to assess the challenges faced against the resource available to support, promote and nurture their well-being.
- The Strategy introduced the Signs of Well-being Framework within a broad Team Around the Family approach already adopted by poverty and prevention and social services.
- The Strategy identifies three key themes: Awareness raising, provision mapping/gap analysis and implementation.
- Further work is now required to develop an action plan based on these themes and associated priorities.
- The panel heard that as part of the discussion to develop a well-being strategy that it became clear that to include a Behaviour Policy would be a too wider remit. It was therefore agreed to separate the two tasks and a behaviour policy will be drafted separately.
- The draft behaviour policy sets out Swansea's approach to promoting and supporting positive behaviour in school and other educational settings. It sets out the ethos and principles to promote mutual respect and safety in order for learners to reach their potential.
- It is anticipated that work on these two documents will be completed by December 2018. Councillors would like to see them once they are available.

5 Work Programme 2018/2019

The work programme was received and members noted that there will be an extra meeting on the 17 December to look at the Small Schools Review and the School Organisation linked to the Welsh Education Plan.

6 Annual Audit of School Report 2017/2018 (For Information)

The report was noted by the Panel.

Agenda Item 5



Report of the Cabinet Member for Education Improvement, Learning and Skills

To the Schools Scrutiny Performance Panel 17 January 2019

Annual Education Performance (including verified data 2017-2018) and School Categorisation 2018

Purpose:	To update the panel on school performance, including verified examination results. To brief the panel on the overall support categorisation of Swansea schools.
Content:	School performance and support categories
Councillors are being asked to:	Consider the information provided and to forward views to the Cabinet Member via a letter from the Panel Convener
Lead Councillor:	Councillor Jennifer Raynor Cabinet Member for Education Improvement, Learning and Skills
Lead Officer & Report Author:	Helen Morgan-Rees, Head of Achievement and Partnership Tel: 01792 633944 E-mail: helen.morgan-rees@swansea.gov.uk

1. Background

- 1.1 Performance in Swansea schools is evaluated on an annual basis by the school performance scrutiny panel. Verified examination data is available in December each year so it is appropriate to consider 2017-2018 academic year performance when all data is available. Performance measures in Wales are changing. In Foundation phase in 2018, pupils were assessed in revised areas of learning for the first time. In primary schools there is also a greater emphasis on progress made by pupils (achievement) rather than end of key stage attainment. In secondary schools, new qualifications have been introduced during the past two years. Performance data is used by officers to support and challenge schools. Categorisation of schools is a national system to help identify the support needs of schools. Categorisation of all schools is published by Welsh Government on an annual basis, normally in January. Categorisation is used to disseminate good practice and provide a proportionate response to improve schools.

2. Briefing/Main body of report

2.1 Foundation Phase

Performance at foundation phase (FP) shows a positive trend of improvement between 2014 and 2017. Performance fell in 2018 to 77.1% due to the change in FP curriculum outcome descriptors. This was reflected nationally, with the national results falling by 4.7% to 82.6%. However, the FP indicator (assessed by teachers) remains below the national average and the dip in Swansea was greater than the national reduction. When disaggregating the performance of English as Additional Language (EAL) pupils, the FPI rises by 1% without EAL A/B/C pupils. Local authority (LA) rank positions are no longer available from 2018.

2.2 Key Stage 2

Performance at key stage 2 shows a positive trend of improvement during the last five years. Current performance shows Swansea on a par with the national average. The rate of improvement has been slower than the national rate of improvement during the last three years. Overall, performance is good with nearly ninety percent of learners achieving the core subject indicator before they leave primary school. Teachers assess performance at key stage 2. For 2018, there has been a 1.8% drop in the CSI, entirely due to boys' performance. Value added shows a significantly negative result.

2.3 Key Stage 3

Performance at key stage 3 shows year-on-year improvement during the last five years. Swansea falls below the national average for the core subject indicator but shows a faster rate of improvement than the national rate of improvement during the last three years. Rank position is above expectation. For 2018, there has been a slight dip in the CSI and this is below the Wales figure. The gender gap is smaller than 2017 but a widening trend remains.

2.4 Key Stage 4

Performance at key stage 4 in 2013-2018 is outstanding with Swansea schools showing continuous improvement in all main indicators. Performance is measured on externally verified examination performance. Comparison with the national average across all main indicators has been favourable over time during this period. Performance in 2016-2017 dropped in line with the picture across Wales. The national drop in performance coincided with the re-calibration of examinations.

Performance in 2018 improved again with the Level 2 including (L2i) Mathematics and English or Welsh increased by 2.2 percentage points to 60%. The improvement for L2i is faster than the national rate of improvement, which only increased by half a percentage point.

For Level 2 performance, Swansea is the top performing authority in Wales for similarly benchmarked schools. Similarly, A*-A performance at GCSE is the best in Wales when looking at similarly benchmarked schools.

Rank raw performance across Wales sees Swansea in the top five performing authorities across Wales for nearly all main indicators at key stage 4. This is an improvement in comparison to 2016-2017 academic year. However, when comparing schools with similar schools, Swansea is in the top three authorities across Wales for nearly all main indicators.

Performance by girls increased by around 6 percentage points to 66.8%. Boys' performance decreased marginally by 0.2 of a percentage point to 54.8%. Performance by FSM pupils increased to 35.4% (from 32.5% in 2017). The gap between non-FSM and FSM is -32.8% is similar to 2017 (-32.7%).

The Capped 9 (CP9) 2018 was the second year this indicator has been used. In 2018, the CP9 increased to 366. A points score of 366 represents, on average, pupils achieving nine grades Cs across Swansea. Contextualised performance places Swansea as best performing local authority in Wales for this measure.

For the last four years to 2017, Swansea has been in the top two authorities in terms of exceeding its modelled benchmark performance (outcomes relative to FSM for the L2 inclusive indicator. With respect to the capped eight and capped nine (2017) modelled benchmarks, performance is similarly strong, with Swansea being in the top four local authorities since 2013. In 2018, pupils' outcomes for L2 inclusive and CP9 indicators exceed modelled expectations well and are the third strongest in Wales.

2.5 Post 16

Nearly all learners in Swansea schools have achieved the level three threshold at A level during the last three years. Performance has remained strong over the last five years and at 97.4% is the highest during the last five years. Performance at the higher grades shows improvement over time. Swansea is now above the national average for A*-A performance and at 16.4% it is the highest performance during the last five years. Performance for A*-C is improving but falls below the national average. For A*-E performance there has been steady and strong performance at over ninety percent for the last five years.

2.6 Attendance and fixed term exclusions

For 2017-2018, secondary attendance is 94.2%, slightly lower than 94.3% in 2016-2017. However, attendance is down across Wales as a whole and Swansea has maintained its ranking of seventh and increased its ranking for unauthorised absences. Current data shows an expected 2017-2018 primary attendance rate of 94.6%, compared to 95% in 2016-2017. Trends show improved attendance over five years. Persistent absenteeism rates in Swansea are below the national average. However, there is room to improve the evaluation of persistent absenteeism at both school and pupil level.

There is a gap of attainment between pupils with low attendance in the 2017-2018 academic year (below 80%) and all pupils. Overall attendance has consistently improved with well-established referral procedures embedded to address poor attendance and issues of wellbeing. Where issues with attendance of specific

groups are identified, targeted support is given to parents and schools with learners who are persistent non-attenders.

2.7 English as an additional language

Performance of EAL pupils is strong. Foundation phase outcomes are not comparable to previous years due to changes in outcome descriptors. Outcomes in 2018 for key stage 2 and key stage 3 are 78.2% and 75.0% respectively, key stage 4 level 2 inclusive results will be available later in the year. Standards for minority ethnic learners and those learning EAL are good with performance strongest at key stage 4.

2.8 Additional learning needs

The results for learners at school action (SA), SA+ and with statements for the last four years suggest that learners with additional learning needs (ALN) have followed trends for non-ALN learners but have been disproportionately affected especially in the foundation phase. At key stage 3 ALN learners make good progress and the gap in outcomes is closing. Foundation phase and key stage 4 learners with ALN have been disproportionately affected by the changes in arrangements. Population data suggests learners particularly from deprived areas are starting nursery with a low baseline set of skills.

2.9 National categorisation

The provisional categorisation of all Swansea schools is presented as a private item as schools may be affected by the national verification process - this meeting is yet to take place. The final publication is set for ten working days after 17 January 2019.

3. Background data

3.1 Foundation Phase Indicator

Measure	2014	2015	2016	2017	2018*
Swansea	83.9	86.2	85.0	85.5	77.1
Wales	85.2	86.8	87.0	87.3	82.6
Swansea rank out of 22	17	15	19	19	☒
Boys	79.3	82.7	81.0	81.5	73.4
Girls	88.7	89.7	89.4	89.9	81.2
Gender gap	-9.4	-7.0	-8.4	-8.4	-7.8
Free School Meals pupils (FSM)	72.3	74.4	73.0	70.7	60.4
Looked After pupils (LAC)		68.8	73.9	66.7	41.2
English as an Additional Language pupils (EAL)	82.6	85.2	85.2	85.0	72.6

3.2 Key Stage 2 Core Subject indicator

Measure	2014	2015	2016	2017	2018	Trend
Swansea	87.3	89.2	88.2	89.5	87.7	+0.4
Wales	86.1	87.7	88.6	89.5	89.5	+3.4
Swansea rank out of 22	9	8	16	13	☒	
Boys	83.9	86.4	85.7	87.6	83.9	-0.0
Girls	91.0	92.4	90.8	91.6	91.7	+0.7
Gender gap	-7.0	-6.0	-5.1	-4.0	-7.8	
Free School Meals pupils (FSM)	72.0	76.9	75.8	76.3	71.4	-0.6
Looked After pupils (LAC)	46.7	60.0	63.2	64.7	55.0	+8.3
English as an Additional Language pupils (EAL)	84.6	91.8	91.5	91.9	87.8	+3.2

3.3 Key Stage 3 Core Subject Indicator

Measure	2014	2015	2016	2017	2018	Trend
Swansea	80.6	83.2	86.3	88.2	87.7	+7.1
Wales	81.0	83.9	85.9	87.4	88.1	+7.1
Swansea rank out of 22	14	14	13	13	☒	
Boys	77.8	79.9	83.3	84.1	84.2	+6.4
Girls	83.6	86.5	89.4	92.6	91.6	+8.0
Gender gap	-5.9	-6.6	-6.0	-8.5	-7.4	
Free School Meals pupils (FSM)	60.9	68.7	69.6	73.2	73.2	+12.3
Looked After pupils (LAC)	44.1	48.1	40.0	70.0	54.2	+10.1
English as an Additional Language pupils (EAL)	78.4	82.4	85.6	89.1	88.7	+10.3

3.4 Key stage 4 Level 2 including mathematics and English/ Welsh (Level 2i indicator)

Measure	2014	2015	2016	2017*	2018*
Swansea	59.1	64.0	64.7	57.8	59.8
Wales	55.4	57.9	60.3	54.6	55.1
Swansea rank out of 22	7	3	7	7	4
Boys	54.0	61.4	60.3	54.9	54.2

Girls	64.5	66.7	69.6	60.6	66.7
Gender gap	-10.5	-5.3	-9.2	-5.7	-12.5
Free School Meals pupils (FSM)	27.3	39.5	40.2	30.8	34.0
Looked After pupils (LAC)		40.0	25.0	19.0	5.6
English as an Additional Language pupils (EAL)	65.1	73.3	67.9	62.8	67.3

3.5 Attendance

Measure	2014	2015	2016	2017	2018	Trend
Swansea primary schools	94.4	94.9	94.9	95.0	94.6	+0.2
Wales primary schools	94.8	94.9	94.9	94.9	94.5	-0.3
Swansea primary schools rank out of 22	18	11	12	8	9	
Swansea secondary schools	93.3	94.0	94.3	94.3	94.1	+0.8
Wales secondary schools	93.6	93.8	94.2	94.1	93.8	+0.2
Swansea secondary schools rank out of 22	16	10	11	7	7	

3.6 Fixed term exclusions (rate per 1000 pupils)

Measure	2014	2015	2016	2017	2018*	Trend
Swansea primary and secondary schools	23.4	17.5	17.6	17.5	20.9	-5.9
Wales primary and secondary schools	28.3	29.7	30.2	34.2		5.9

4. Conclusions/Key Points Summary

- 4.1 Performance is very strong at key stage 4.
- 4.2 Teacher assessment shows an improving picture at key stage 2 and key stage 3.
- 4.3 Foundation phase areas of learning are now more ambitious with new outcome descriptors assessed for the first time in 2018.
- 4.4 Continuing activity is required to provide challenge, support and encourage sharing of good practice in the primary phase to improve trends and further close attainment gaps.
- 4.4 Performance for the main indicators show an improvement for FSM pupils sitting new examinations between 2017 and 2018.
- 4.5 Categorisation of schools shows a decrease in schools requiring intensive support and a strong core of highly effective schools in Swansea.

5. **Legal implications - None**
6. **Finance (if required) - None**
7. **Glossary of terms:**

<https://www.estyn.gov.wales/inspection/glossary>

8. **List of Appendices:**

Appendix A – Local authority primary schools

Appendix B – Local authority secondary schools

Appendix C – Free school meal pupil performance

Pack 1 – Autumn 2018

2017/18 performance data

Swansea Primary Schools

Cynghair 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.



Publication date:	18/12/2018
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Foundation Phase	6
• <i>Core Areas of Learning</i>	7
• <i>Boys vs Girls</i>	12
• <i>FSM vs Non-FSM</i>	14
Key Stage 2	16
• <i>Core Subjects</i>	17
• <i>Boys vs Girls</i>	24
• <i>FSM vs Non-FSM</i>	28
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Pack 1 – Autumn 2018

- 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)

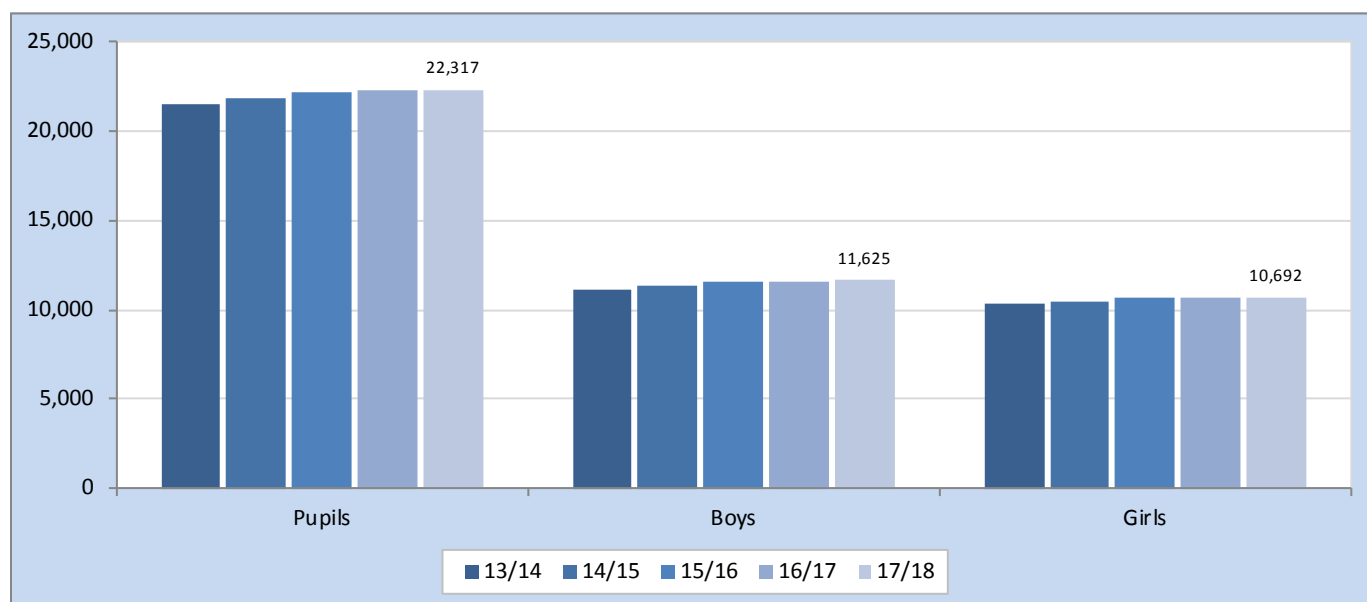


Chart 1b: Nursery/Reception

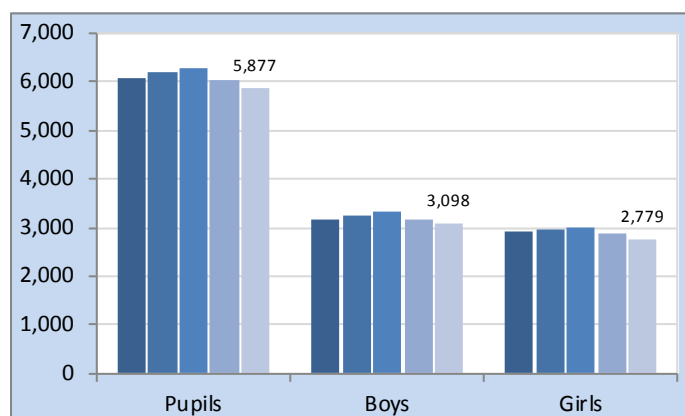
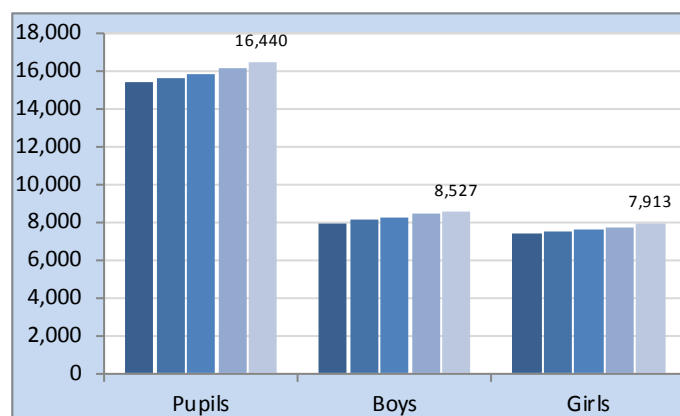


Chart 1c: Ages 5-15 (not including middle schools' Y7-13)



2. Pupils' language context

Table 1: Percentage of pupils speaking Welsh at home: 2017/18

	Speak Welsh at home	Don't speak Welsh at home	Can't speak Welsh
Percentage	3.3	8.3	88.4

3. Free school meals (FSM)

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

	2013/14	2014/15	2015/16	2016/17	2017/18
1 year	20.4	20.6	20.3	19.9	19.8
3 years	21.2	20.8	20.4	20.2	20.0

4. Special educational needs (SEN)

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

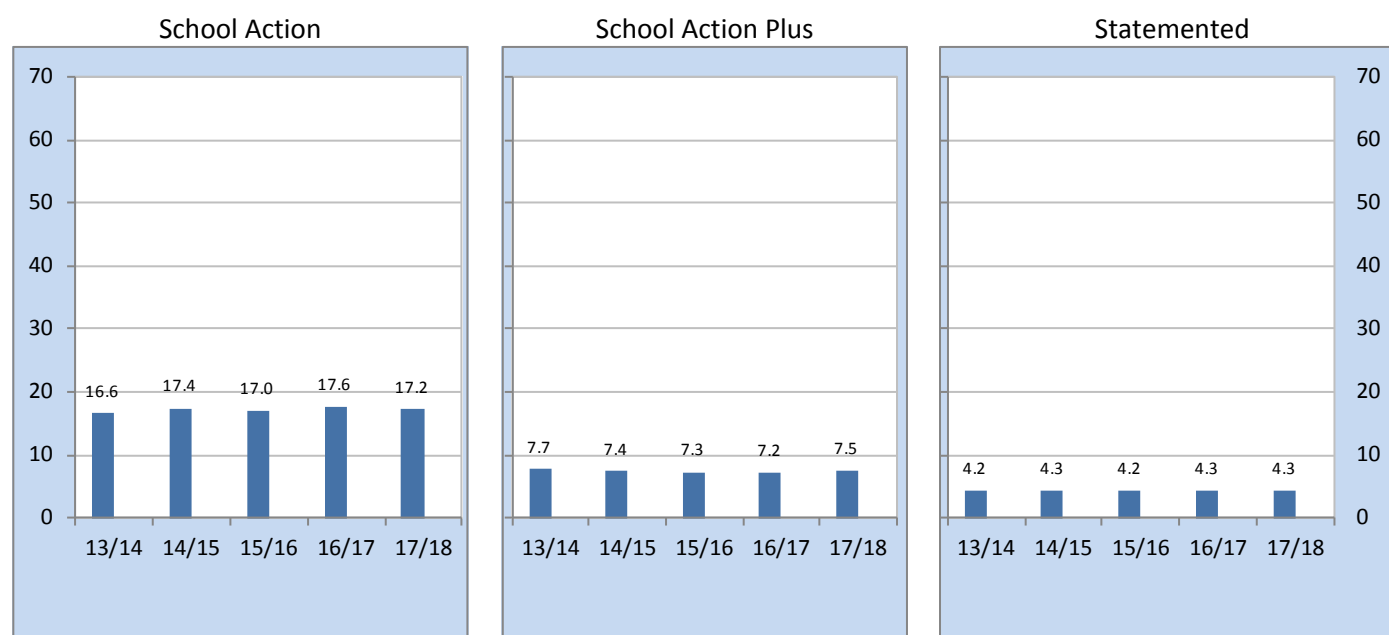


Table 3: Percentage of pupils with SEN: 2013/14 - 2017/18

	2013/14	2014/15	2015/16	2016/17	2017/18
% SEN	28.5	29.0	28.5	29.1	29.0

5. Other groups of pupils

Table 4: Percentage of pupils in other categories: 2017/18

	English as additional language (EAL) (a)	Looked after children (LAC)
Percentage	9.1	0.8

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

6. Attendance

Table 5: Percentage of half day sessions attended: 2013/14 - 2017/18

	2013/14	2014/15	2015/16	2016/17	2017/18
Attendance	94.4	94.9	94.9	95.0	94.6
<i>FSM</i>	92.5	93.2	93.1	93.4	92.9
<i>Non-FSM</i>	95.0	95.3	95.4	95.5	95.1

Table 6: Pupils with attendance under 80% / 85% / 90%: 2013/14 - 2017/18

	2013/14		2014/15		2015/16		2016/17		2017/18	
	#	%	#	%	#	%	#	%	#	%
< 80%	283	1.8	191	1.2	189	1.2	164	1.0	222	1.3
< 85%	746	4.7	548	3.4	509	3.2	451	2.7	607	3.6
< 90%	2,213	14.1	1,899	11.9	1,890	11.7	1,712	10.4	2,084	12.4

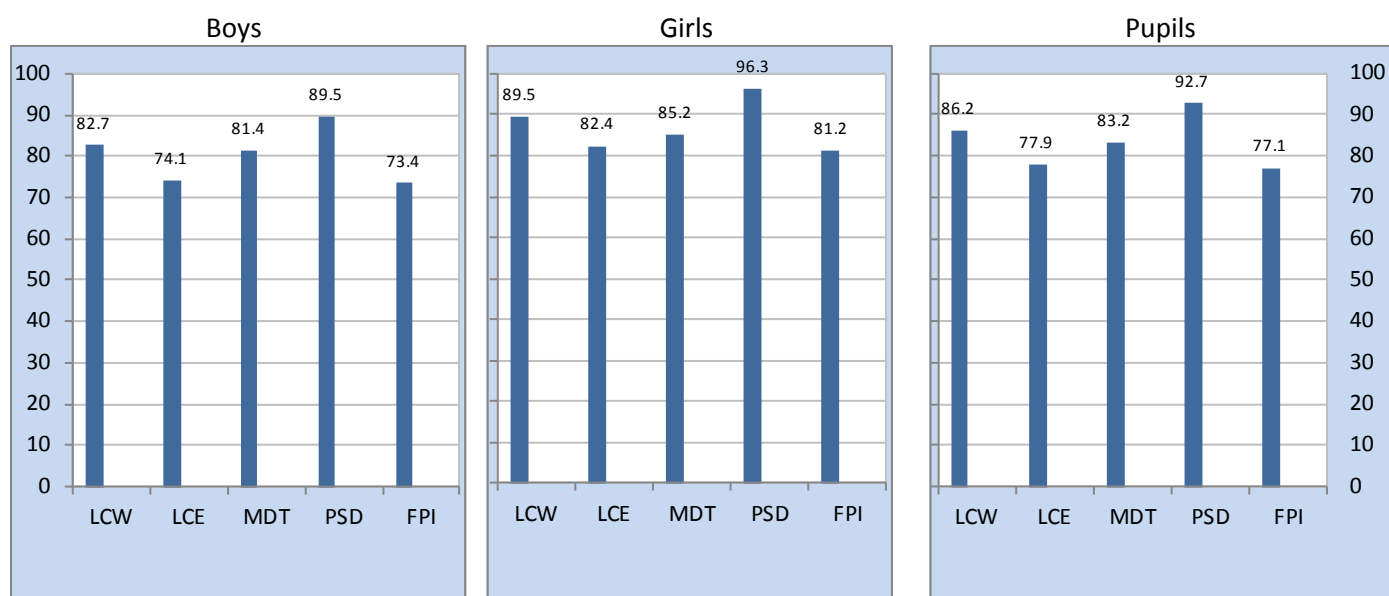
(a) These figures are calculated by assuming that 376 sessions were possible during the year. This figure comes from the Welsh Government's publication.

How well does the authority perform at Foundation Phase?

1. Latest authority performance

		13/14	14/15	15/16	16/17	17/18
Number of FP pupils	Boys	1,319	1,420	1,356	1,395	1,480
	Girls	1,269	1,365	1,265	1,271	1,283
	Pupils	2,588	2,785	2,621	2,666	2,763

Chart 3: Percentage of pupils achieving the expected outcome (Outcome 5+), by gender: 2017/18



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

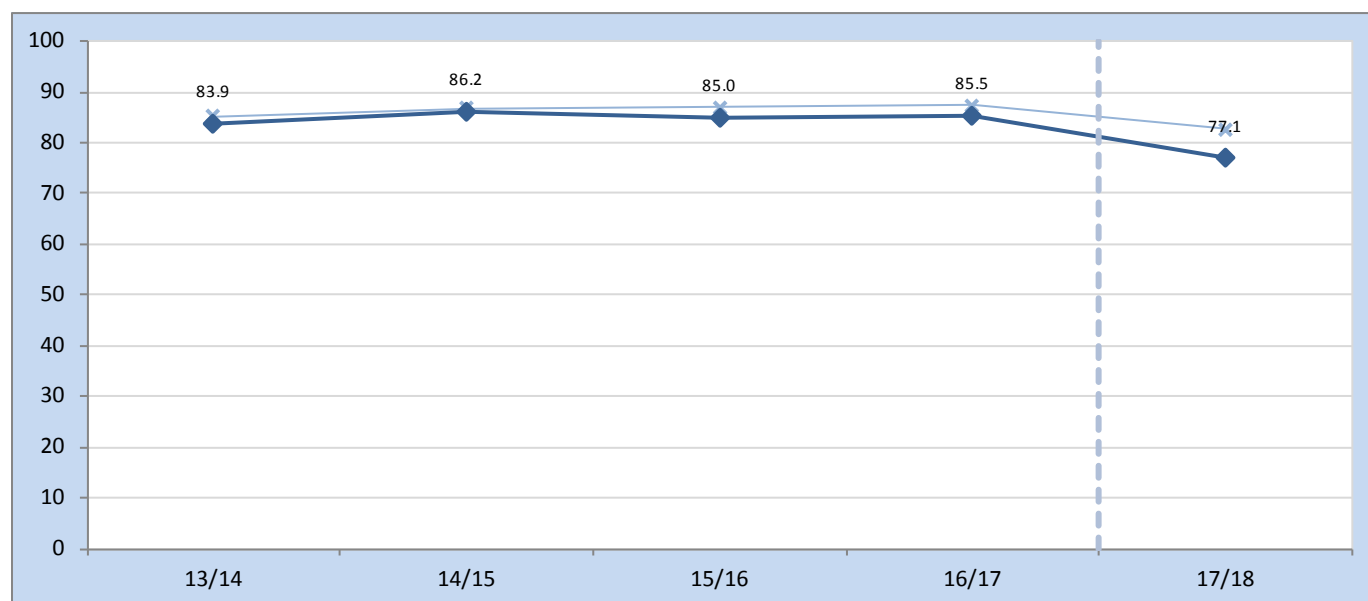
- Language, literacy and communication skills in Welsh (**LCW**) OR Language, literacy and communication skills in English (**LCE**)
- Mathematical development (**MDT**)
- Personal and social development, well-being and cultural diversity (**PSD**)

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: 2013/14 - 2017/18



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: 2013/14 - 2017/18

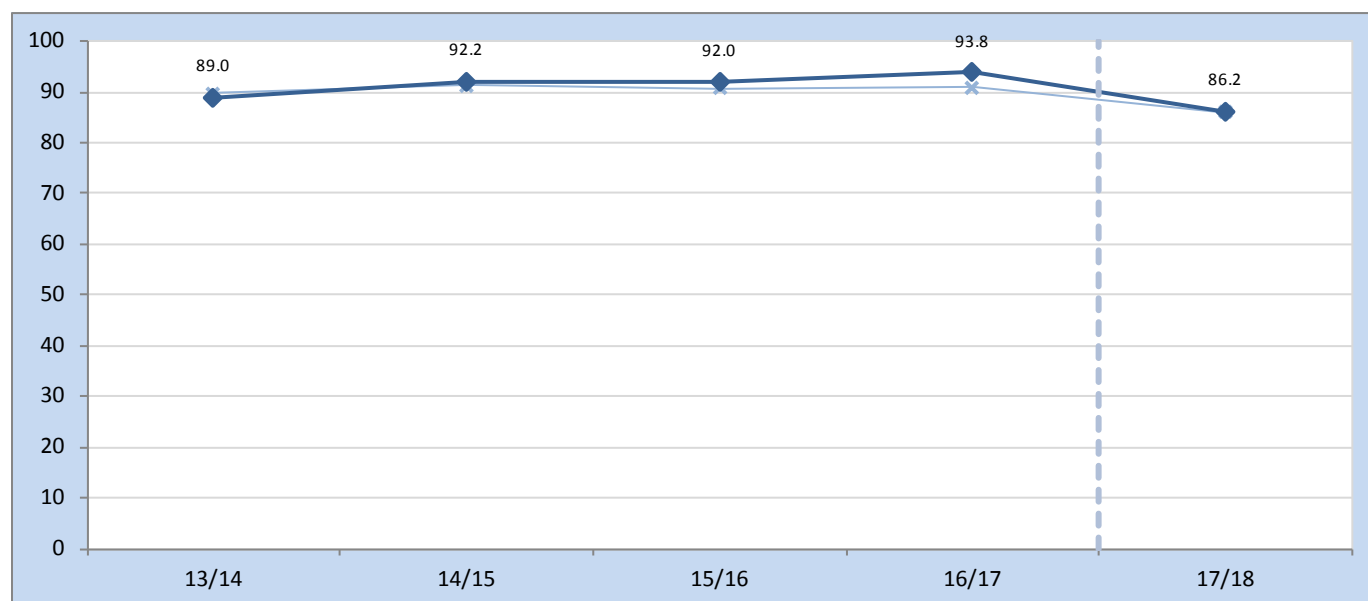
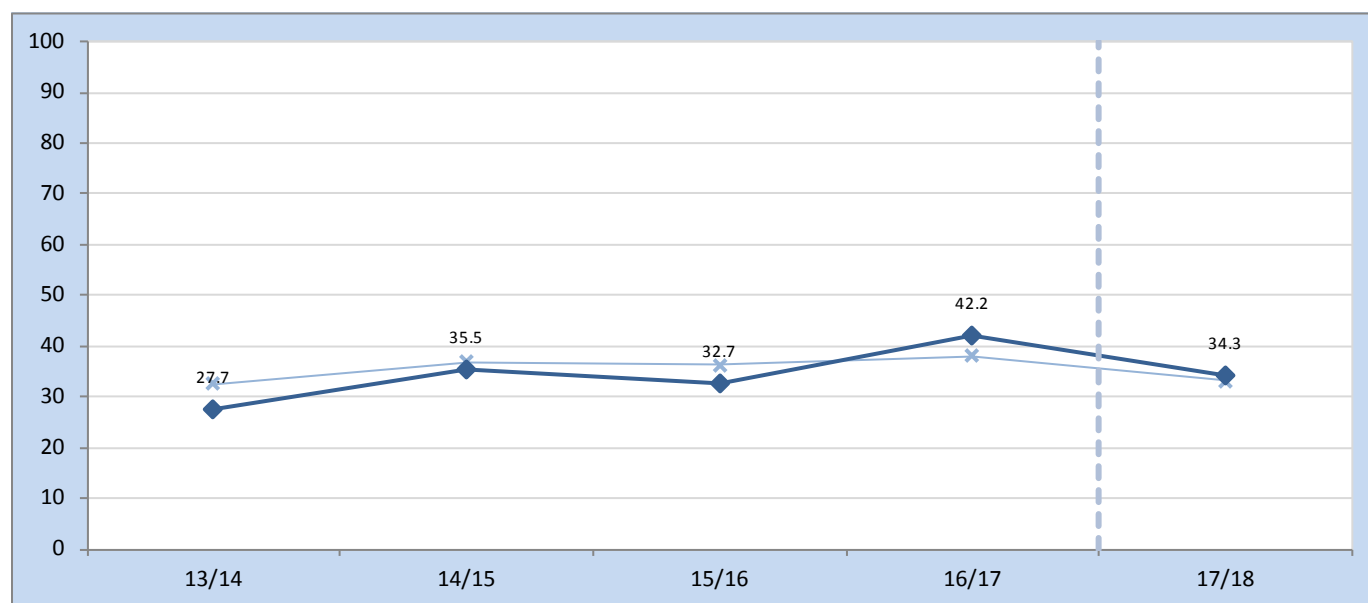


Chart 5b: Percentage of pupils achieving the expected outcome (Outcome 6+) in LCW: 2013/14 - 2017/18



Language, literacy and communication skills in English (LCE)

Chart 6a: Percentage of pupils achieving the expected outcome (Outcome 5+) in LCE: 2013/14 - 2017/18

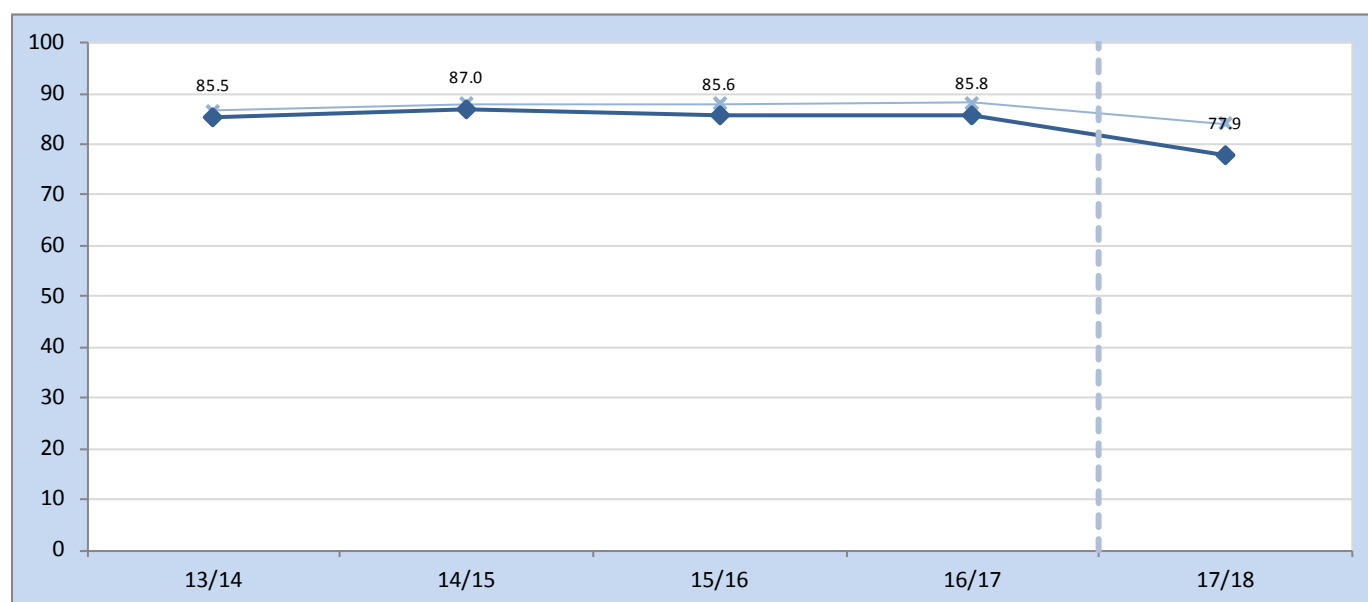
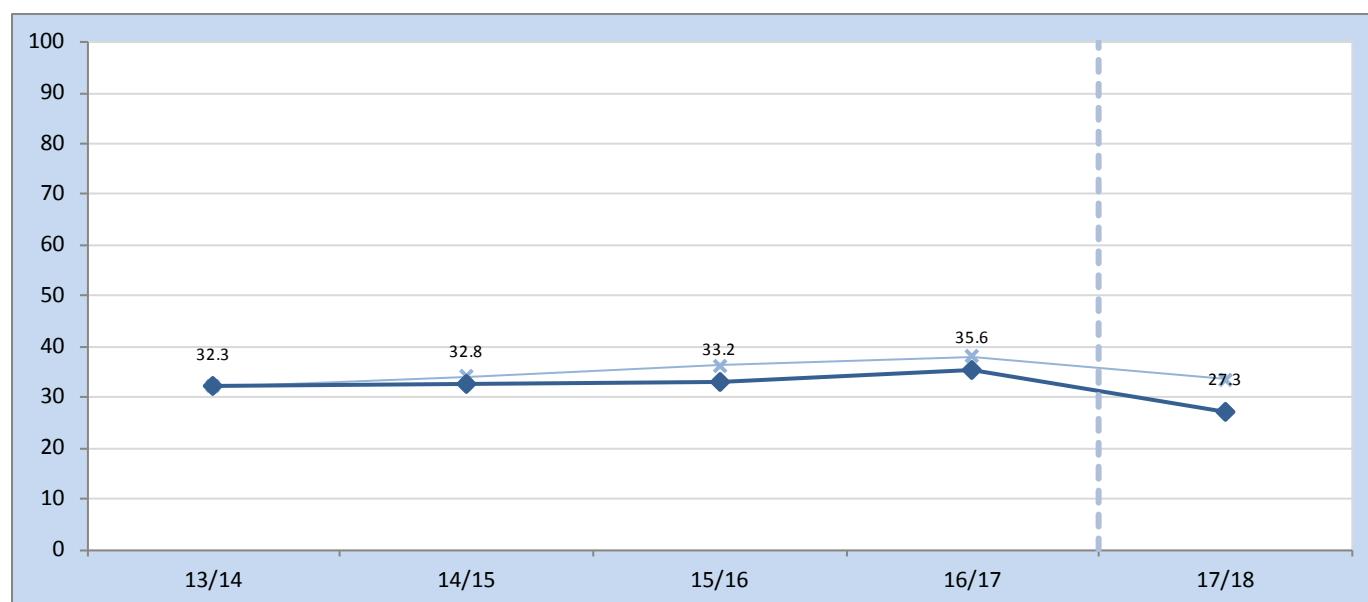


Chart 6b: Percentage of pupils achieving the expected outcome plus one (Outcome 6+) in LCE: 2013/14 - 2017/18



Mathematical development (MDT)

Chart 7a: Percentage of pupils achieving the expected outcome (Outcome 5+) in MDT: 2013/14 - 2017/18

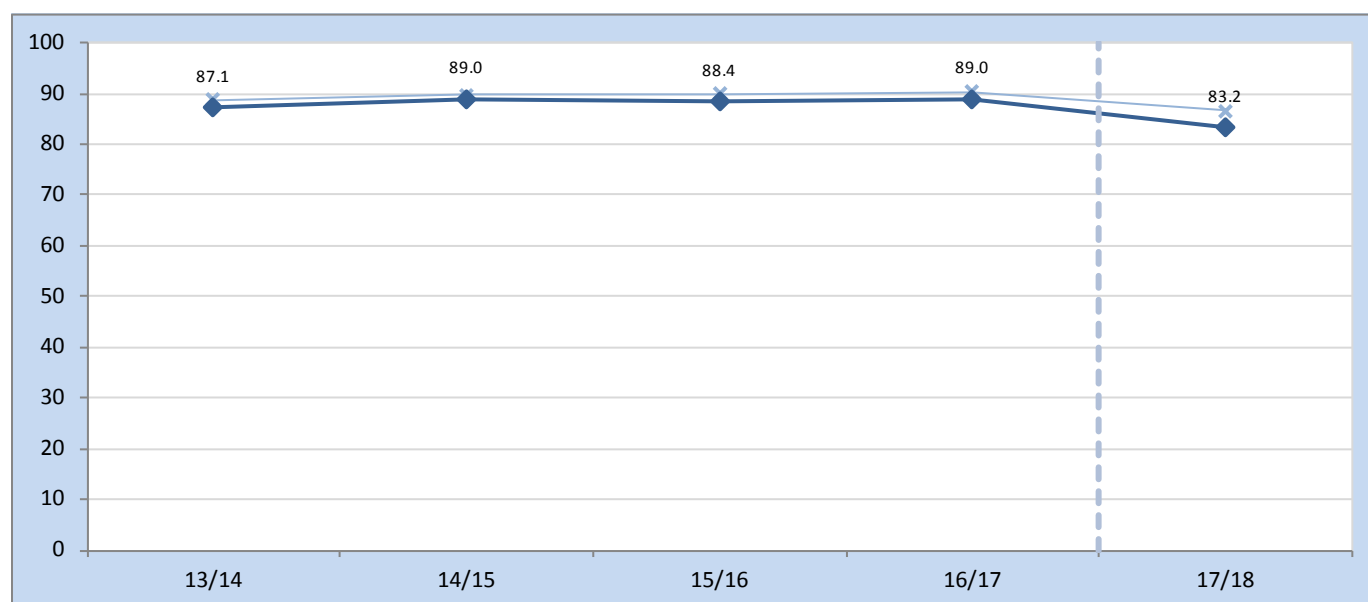
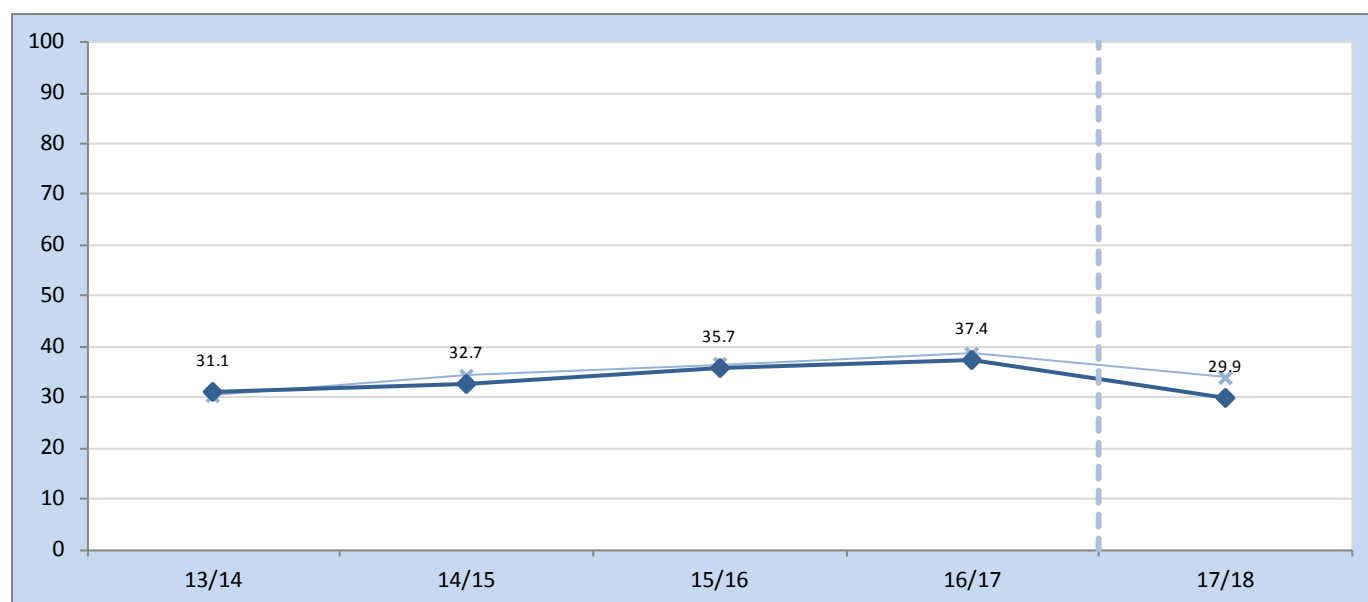


Chart 7b: Percentage of pupils achieving the expected outcome plus one (Outcome 6+) in MDT: 2013/14 - 2017/18



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

Chart 8a: Percentage of pupils achieving the expected outcome (Outcome 5+) in PSD: 2013/14 - 2017/18

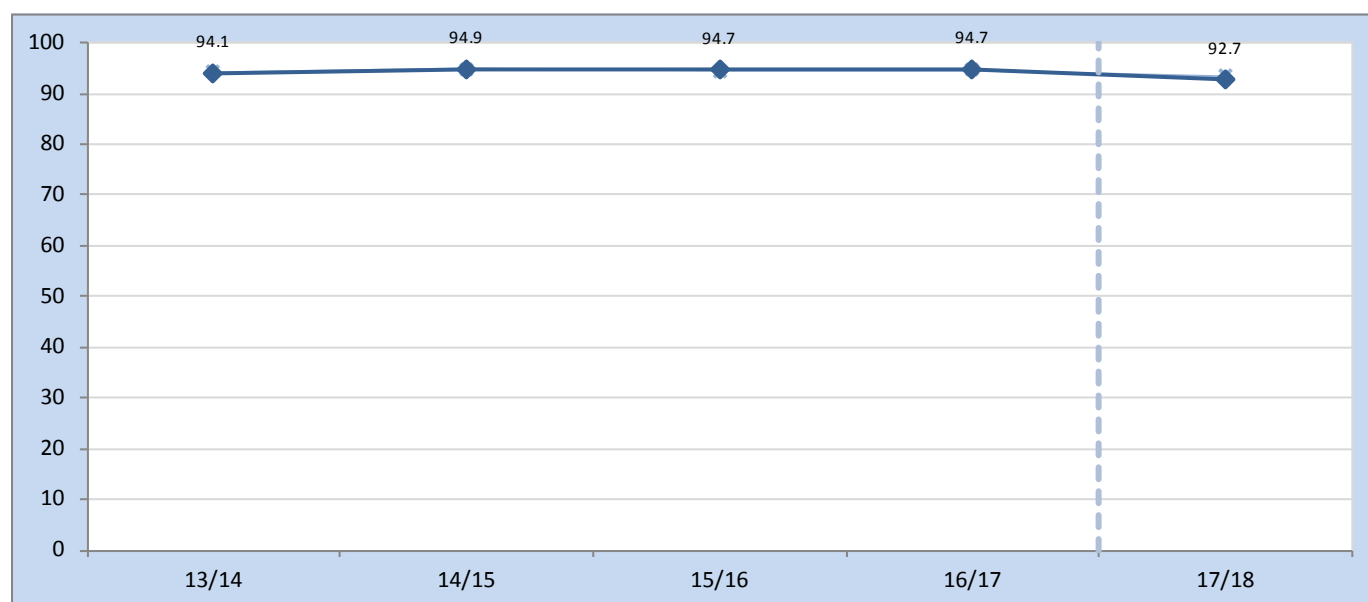
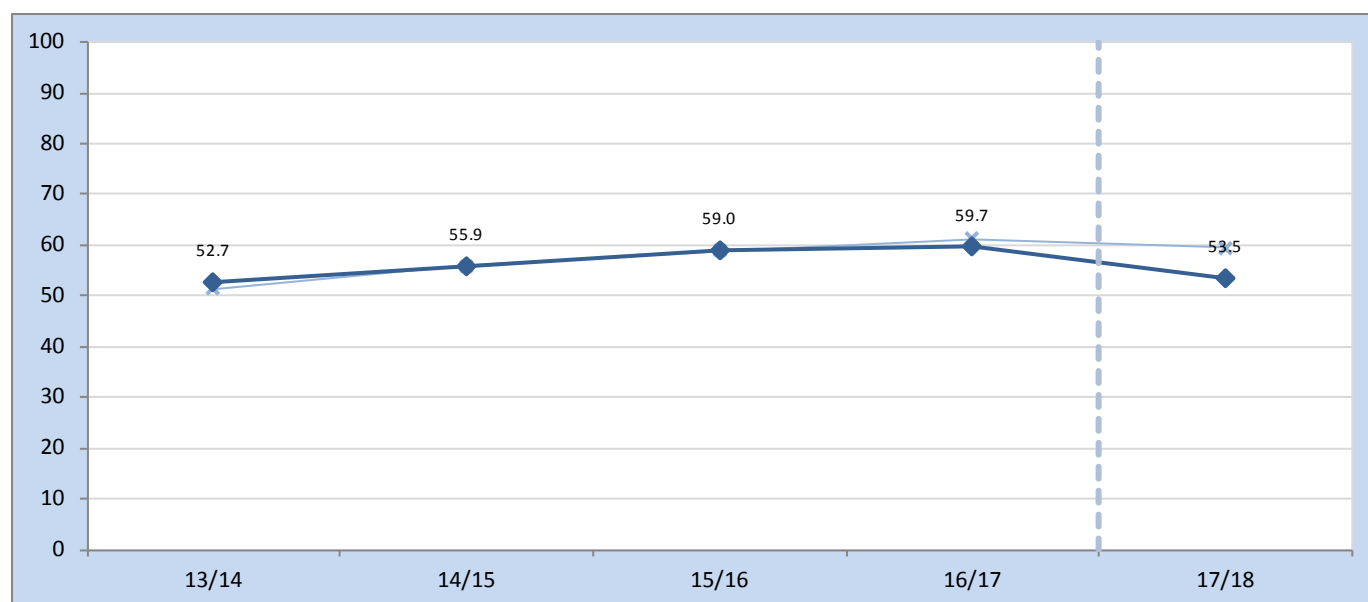


Chart 8b: Percentage of pupils achieving the expected outcome plus one (Outcome 6+) in PSD: 2013/14 - 2017/18



4. Boys vs Girls

Number of FP pupils

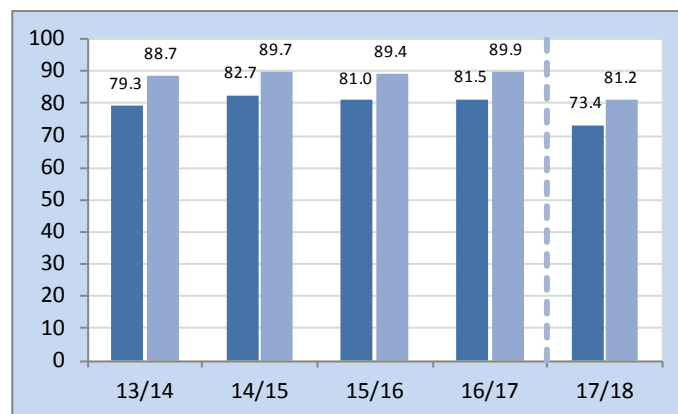
(FPI)	13/14	14/15	15/16	16/17	17/18
Boys	1,319	1,420	1,356	1,395	1,480
Girls	1,269	1,365	1,265	1,271	1,283

Chart 9: Boys/Girls comparison of pupil achievement: 2013/14 - 2017/18

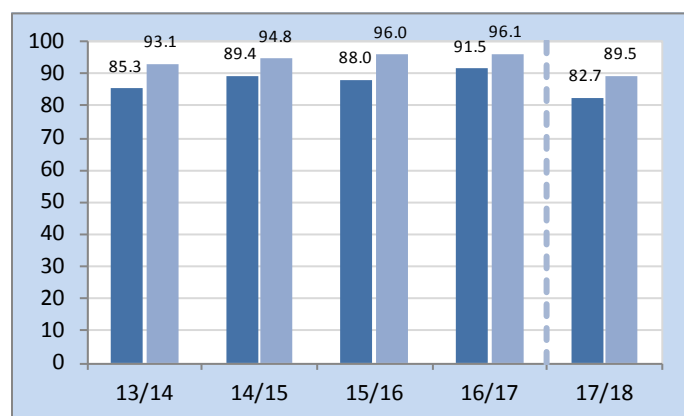
Boys and girls' performance are seen here; gaps in performance can be seen in the summary on page 30.



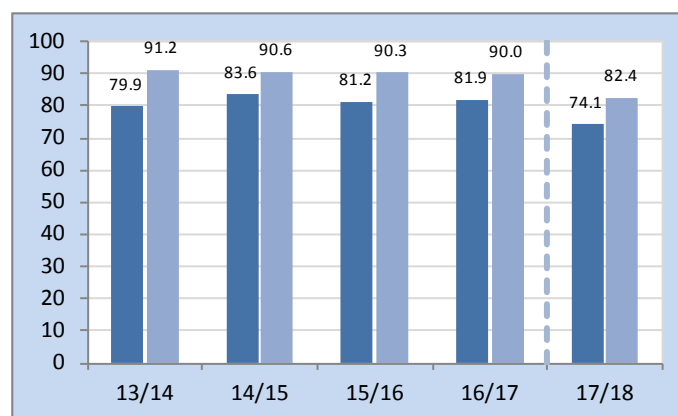
FPI



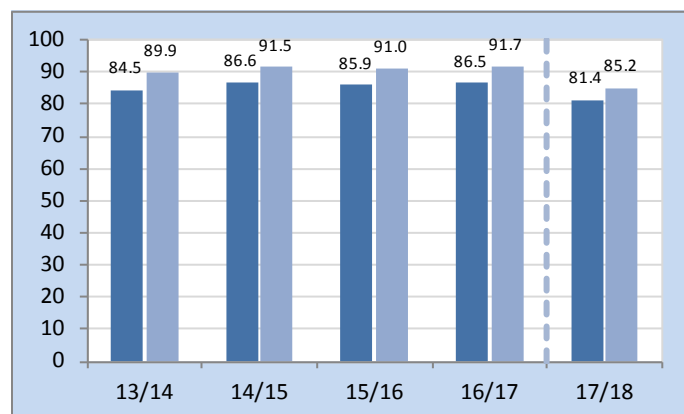
Outcome 5+: LCW



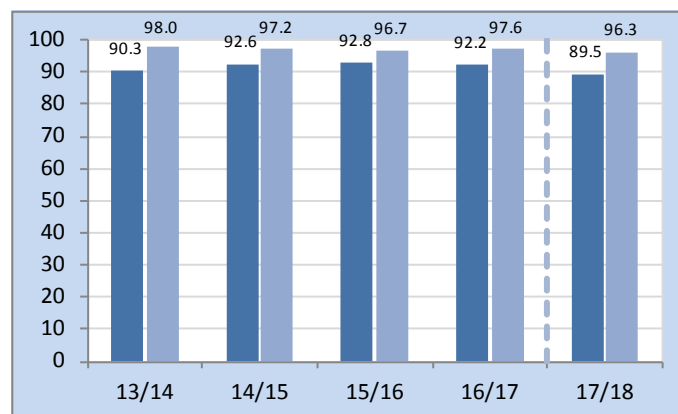
Outcome 5+: LCE

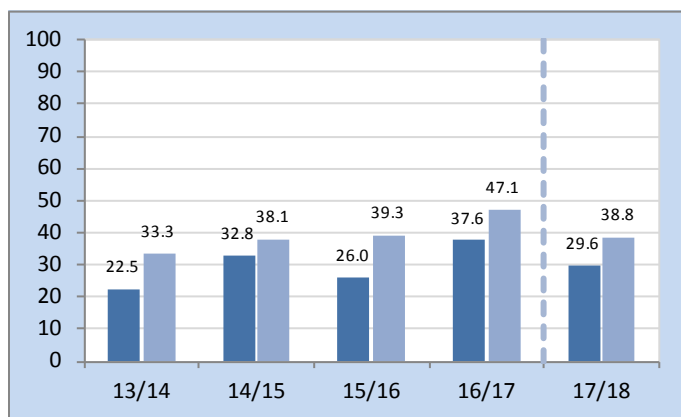
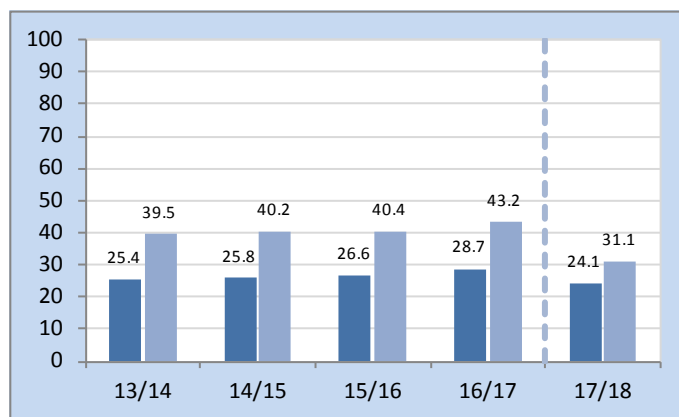
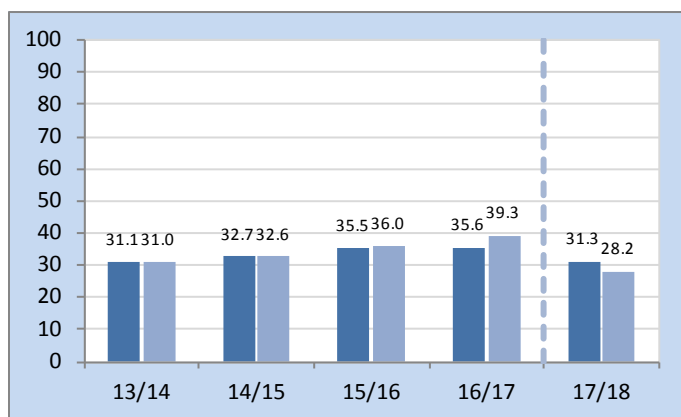
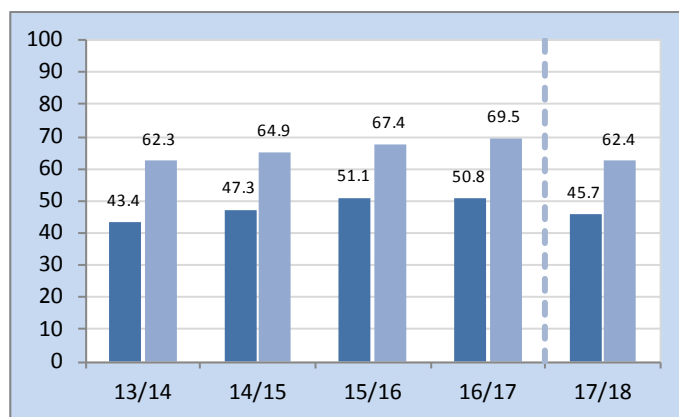


Outcome 5+: MDT



Outcome 5+: PSD



Outcome 6+: LCW**Outcome 6+: LCE****Outcome 6+: MDT****Outcome 6+: PSD**

7. Pupils eligible for free school meals (FSM)

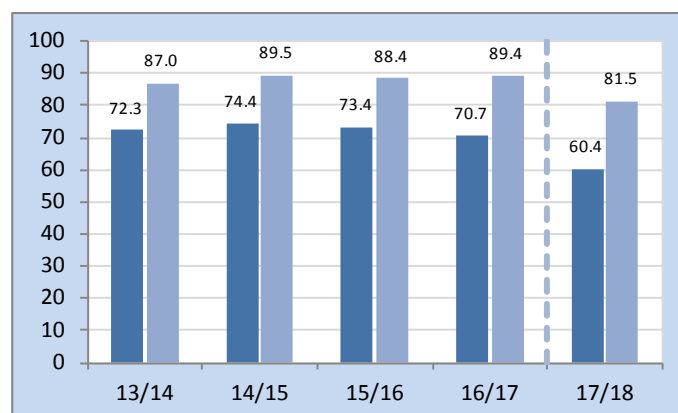
**Number of FP pupils
eligible for FSM**
(those that can be matched to PLASC)

(FPI)	13/14	14/15	15/16	16/17	17/18
FSM	531	591	554	532	571
Non-FSM	2,048	2,178	2,055	2,118	2,180

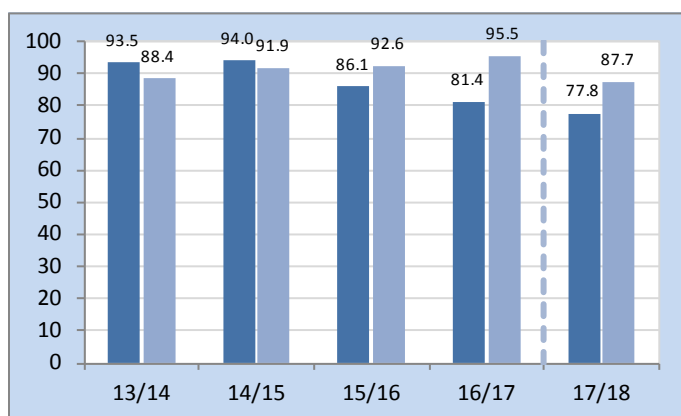
Chart 10: FSM/Non-FSM comparison of pupil achievement: 2013/14 - 2017/18



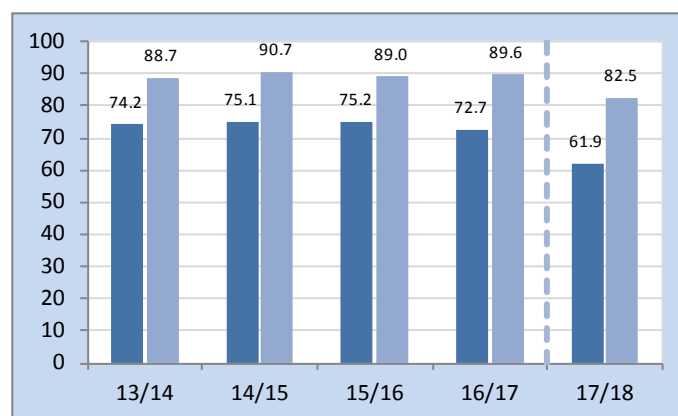
FPI



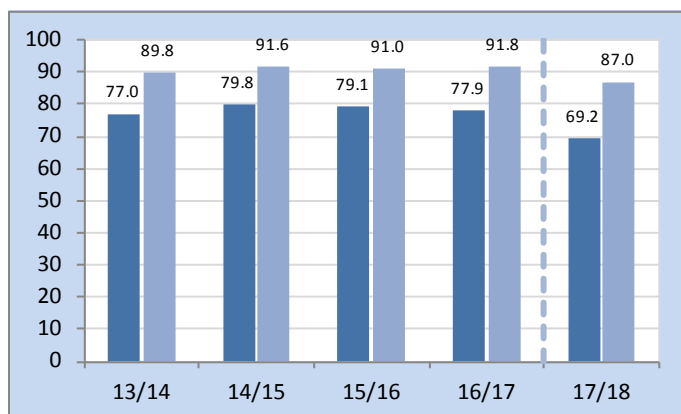
Outcome 5+: LCW



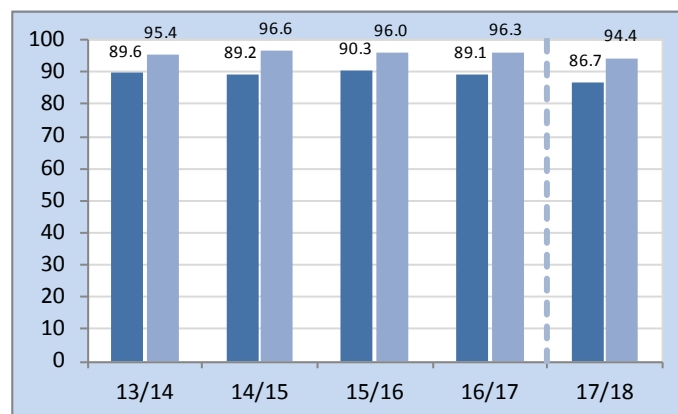
Outcome 5+: LCE

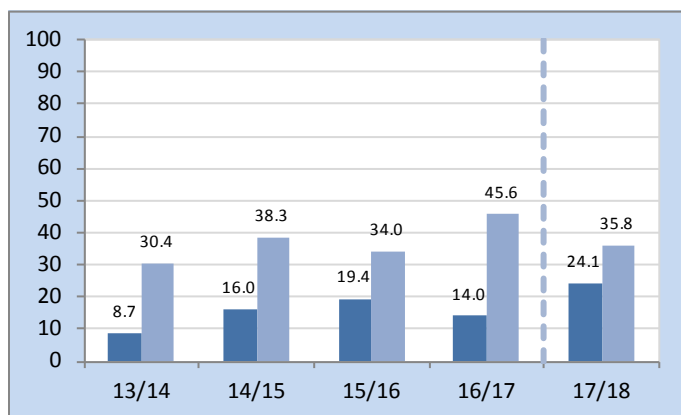
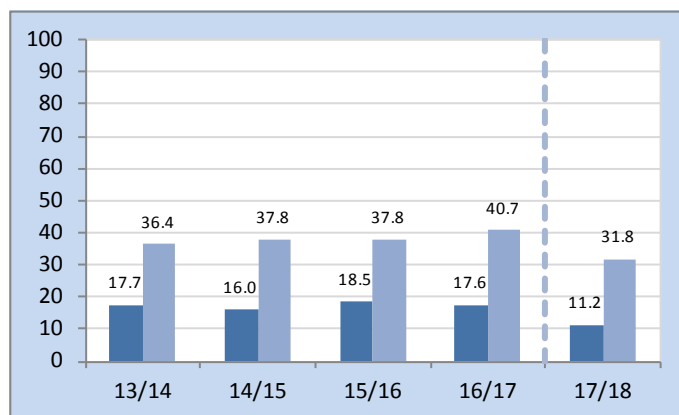
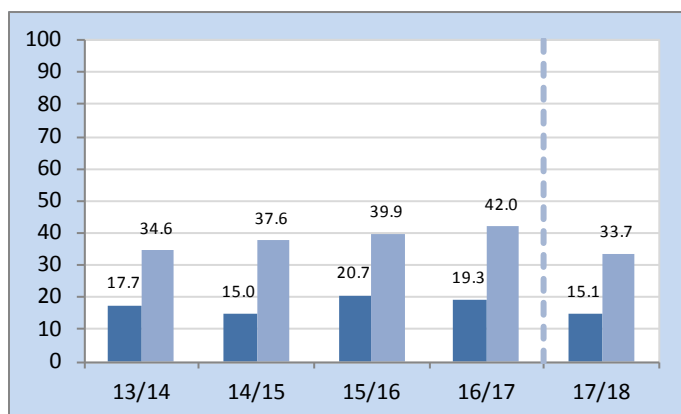
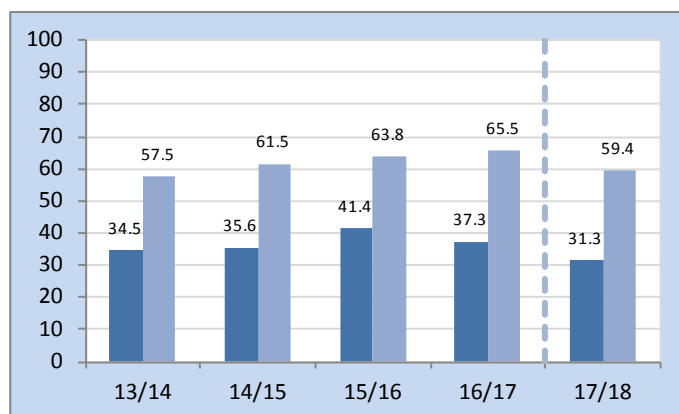


Outcome 5+: MDT



Outcome 5+: PSD



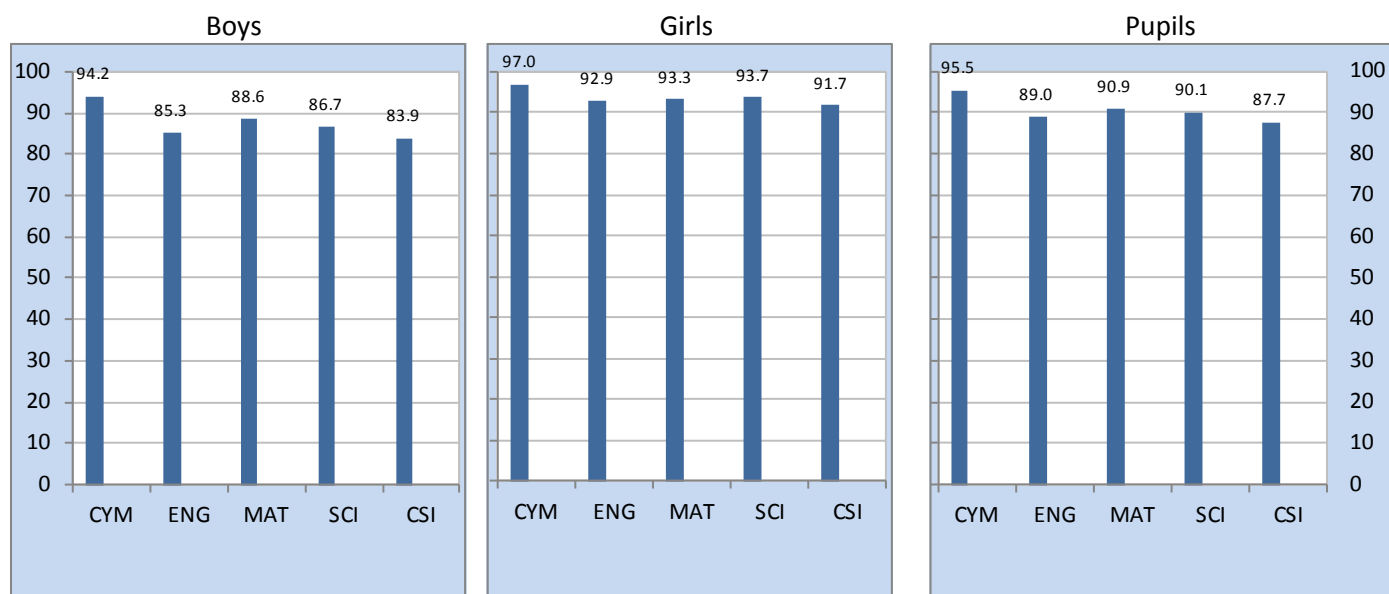
Outcome 6+: LCW**Outcome 6+: LCE****Outcome 6+: MDT****Outcome 6+: PSD**

How well does the authority perform at KS2?

1. Latest authority performance

		13/14	14/15	15/16	16/17	17/18
Number of KS2 pupils	Boys	1,300	1,327	1,309	1,336	1,357
	Girls	1,195	1,171	1,189	1,219	1,290
	Pupils	2,495	2,498	2,498	2,555	2,647

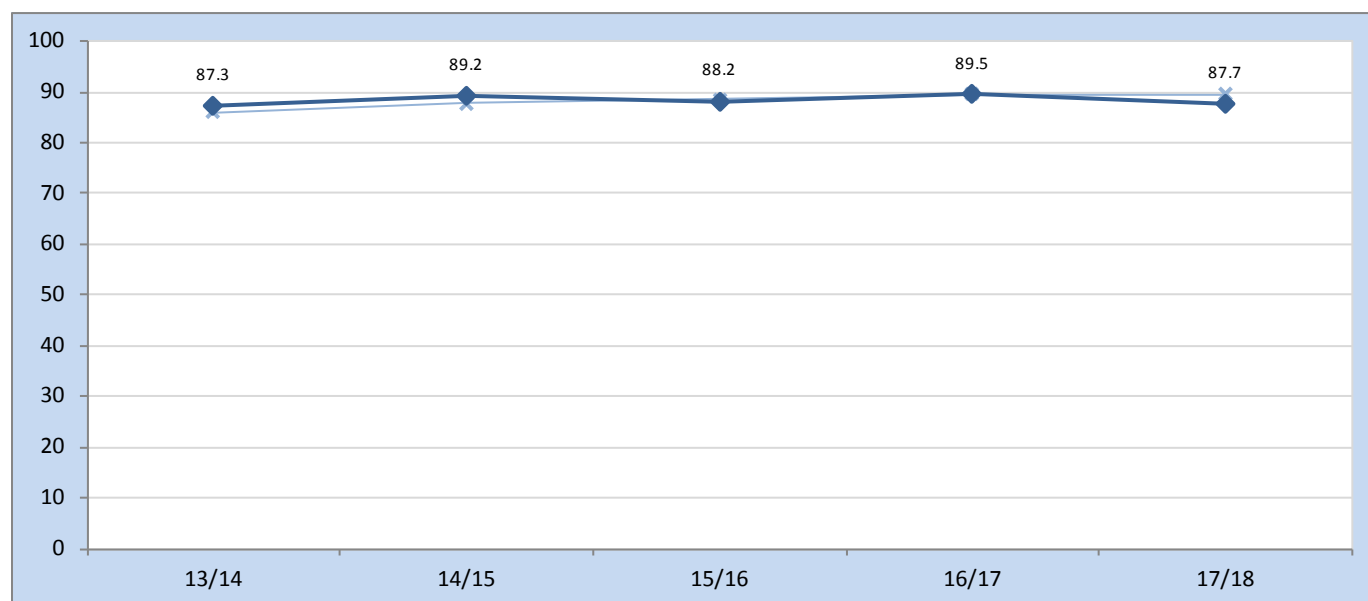
Chart 11: Percentage of pupils achieving the expected level (Level 4+), by gender: 2017/18



3. Subjects in combination

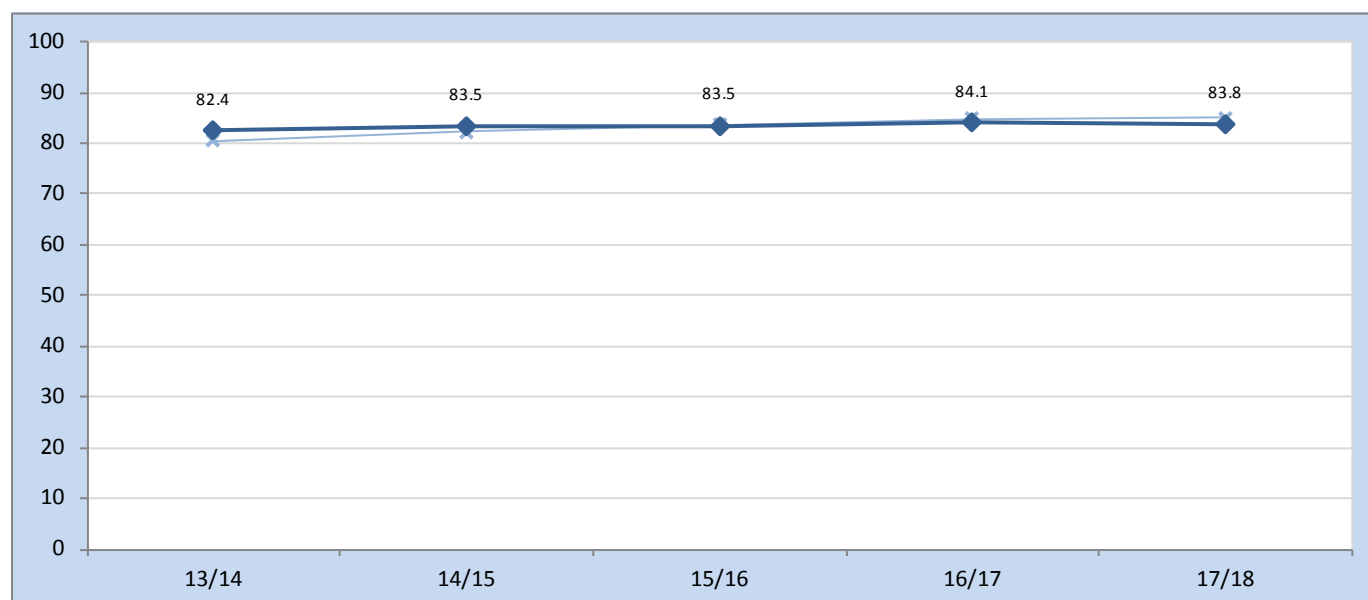
Core Subject Indicator (CSI)

Chart 12: Percentage of pupils achieving the CSI: 2013/14 - 2017/18



Reading, Writing and Mathematics

Chart 13: Percentage of pupils achieving the expected level (Level 4+) in Reading, Writing and Mathematics in combination: 2013/14 - 2017/18



4. Individual core subjects

Welsh

Chart 14a: Percentage of pupils achieving the expected level (Level 4+) in Welsh: 2013/14 - 2017/18

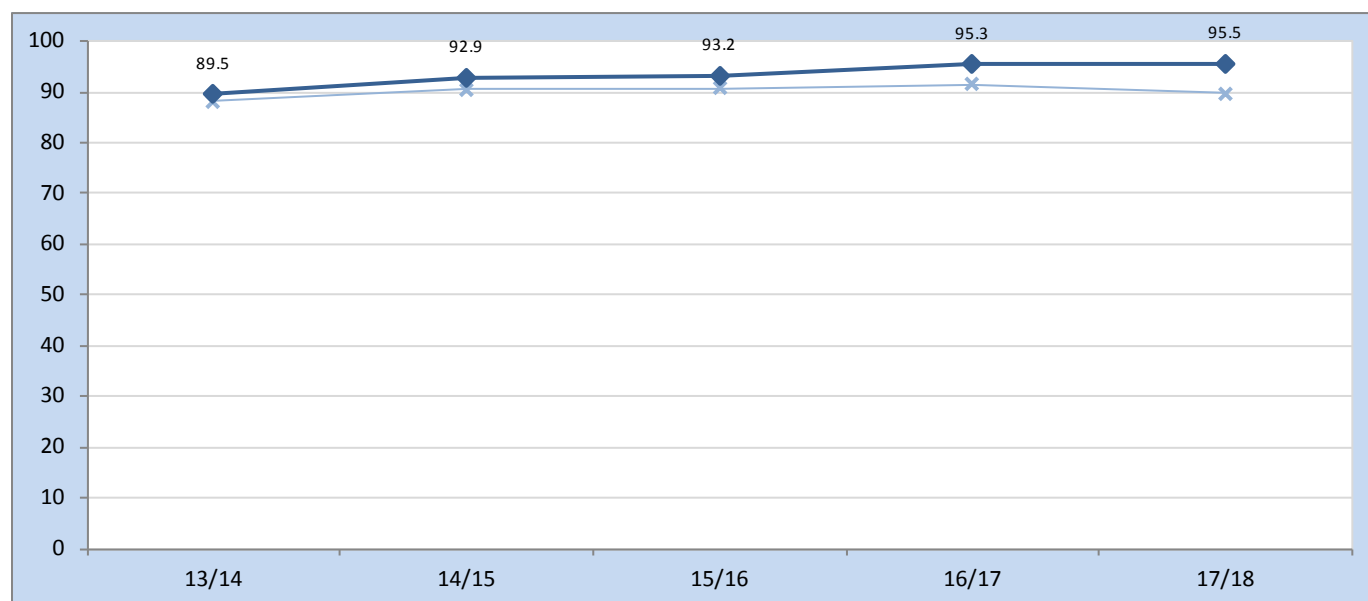
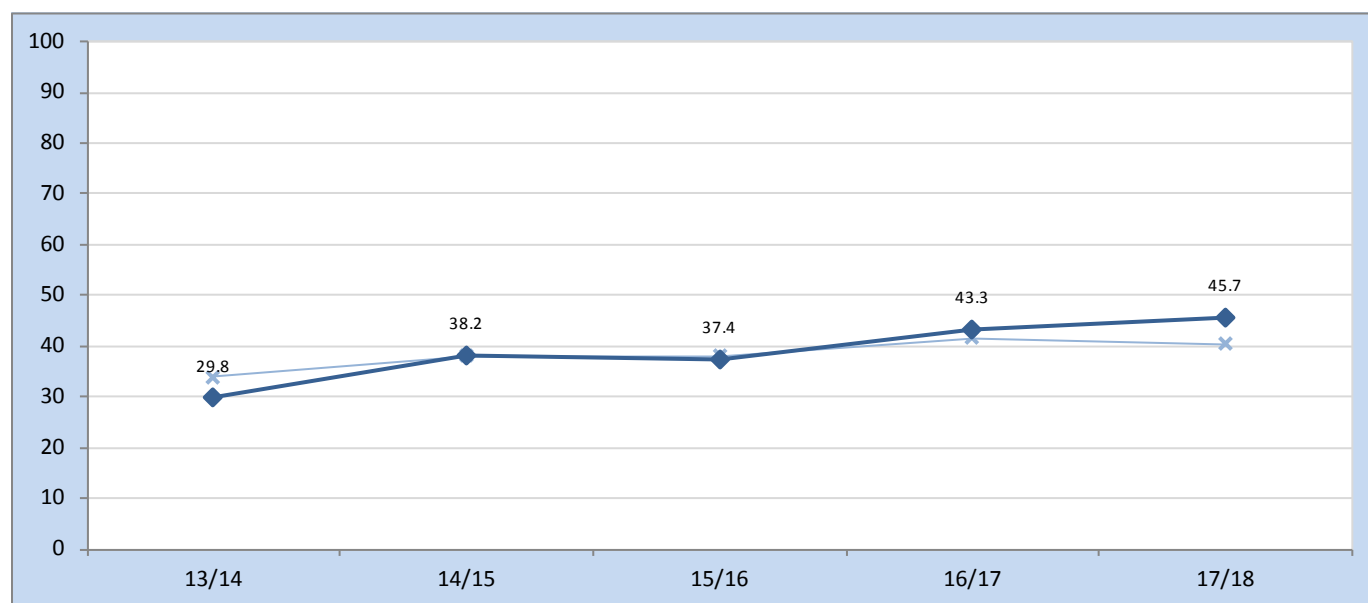


Chart 14b: Percentage of pupils achieving the expected level plus one (Level 5+) in Welsh: 2013/14 - 2017/18



Welsh – individual components

Chart 15a: Percentage of pupils achieving the expected level (Level 4+) in each Welsh component: 2013/14 - 2017/18

Oracy

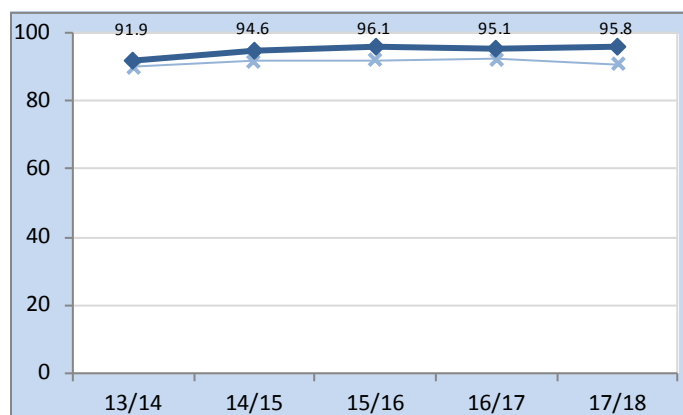
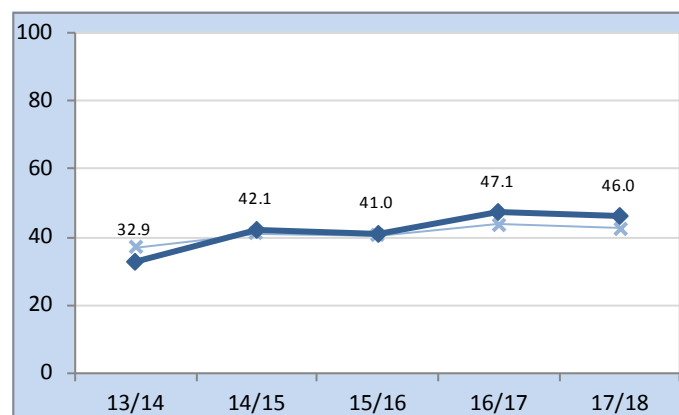
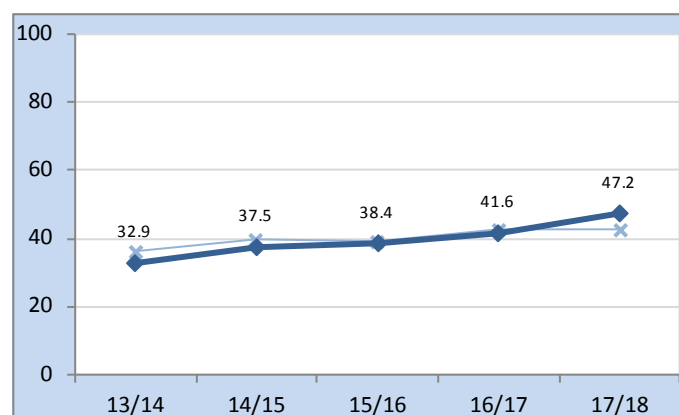
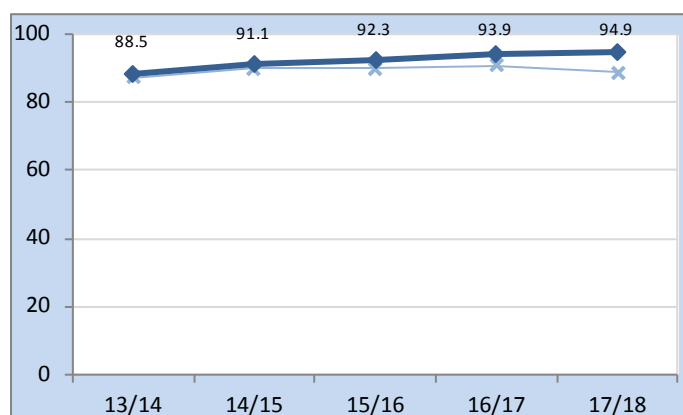


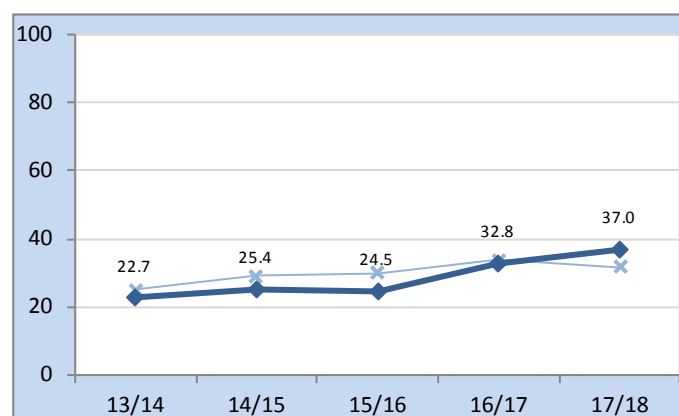
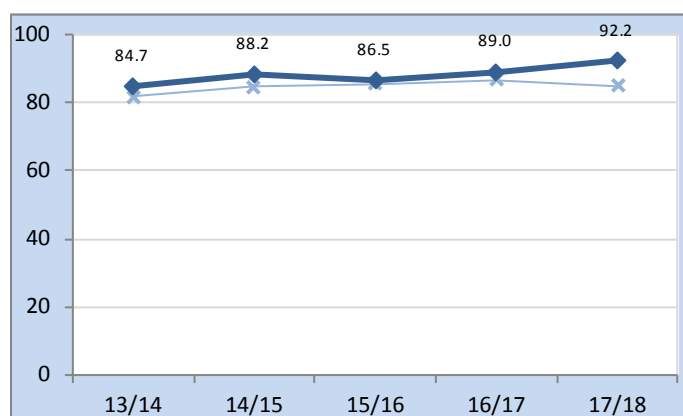
Chart 15b: Percentage of pupils achieving the expected level plus one (Level 5+) in each Welsh component: 2013/14 - 2017/18



Reading



Writing



English

Chart 16a: Percentage of pupils achieving the expected level (Level 4+) in English: 2013/14 - 2017/18

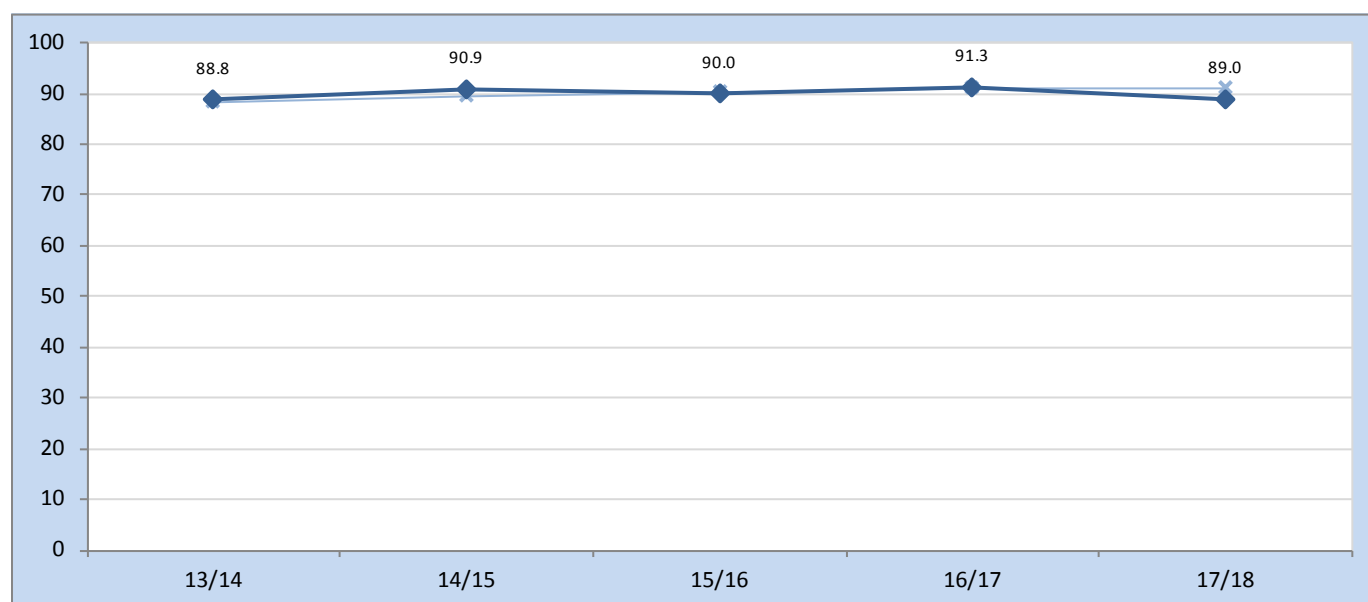
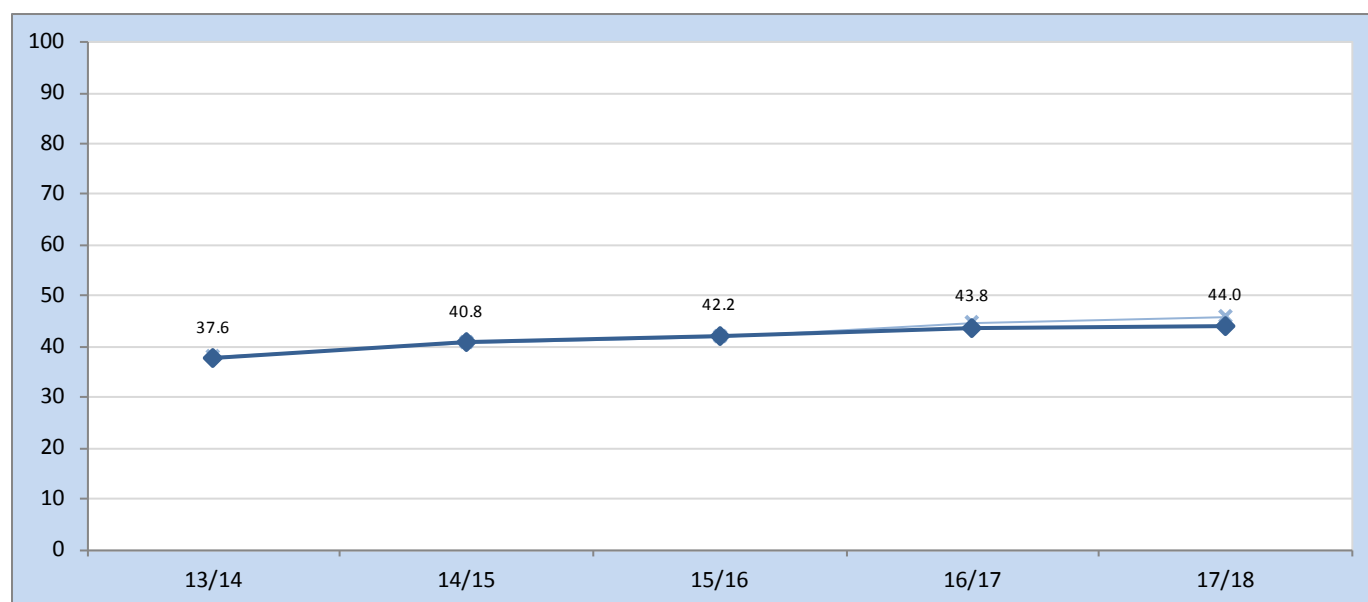


Chart 16b: Percentage of pupils achieving the expected level plus one (Level 5+) in English: 2013/14 - 2017/18



English – individual elements

Chart 17a: Percentage of pupils achieving the expected level (Level 4+) in each English component: 2013/14 - 2017/18

Oracy

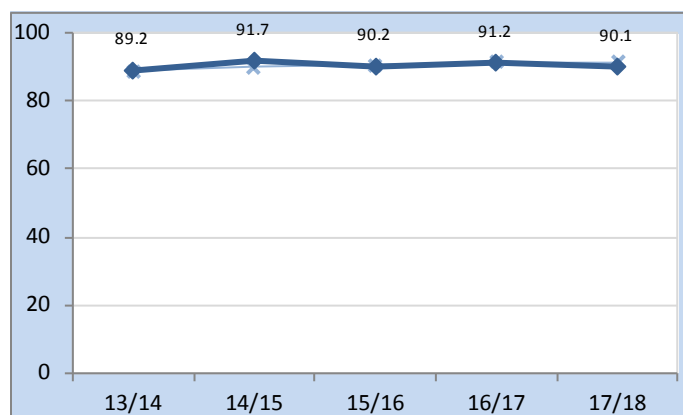
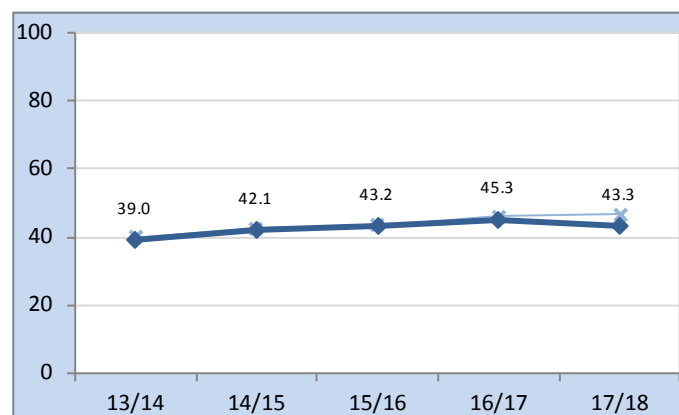
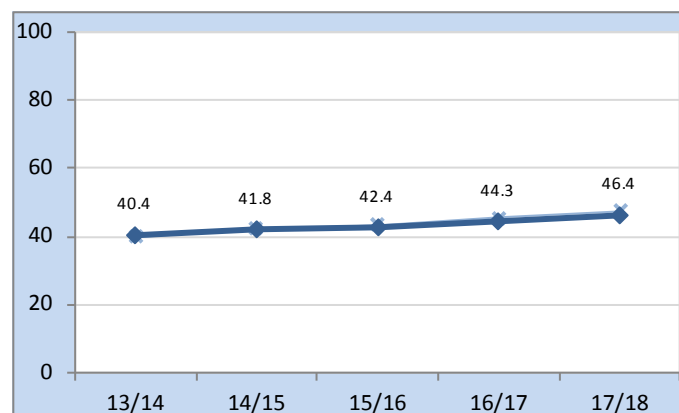
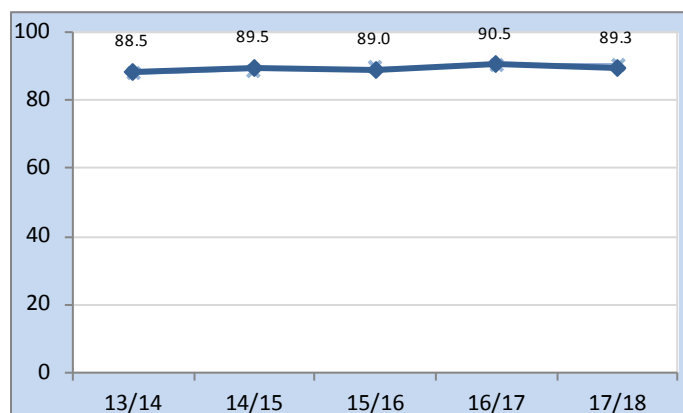


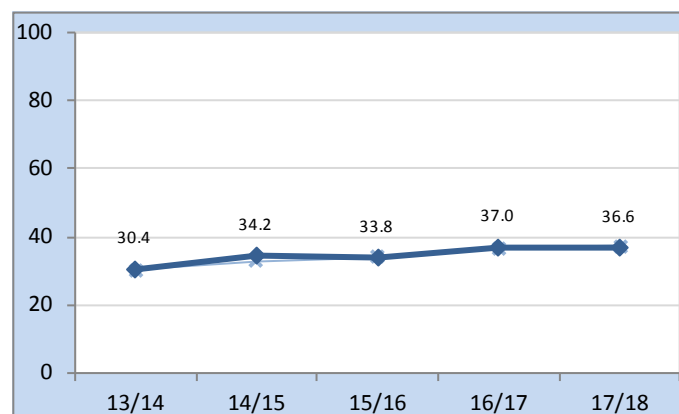
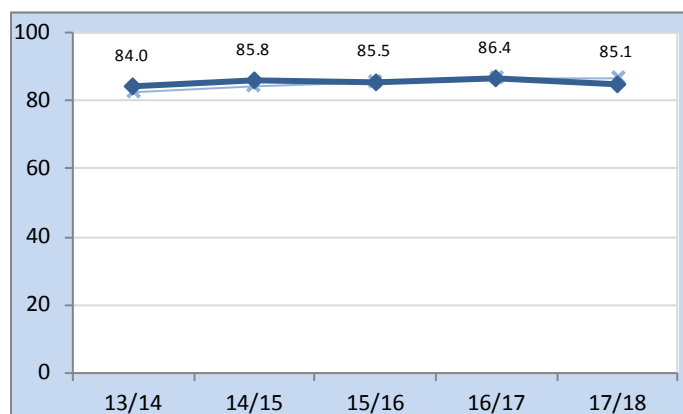
Chart 17b: Percentage of pupils achieving the expected level plus one (Level 5+) in each English component: 2013/14 - 2017/18



Reading



Writing



Mathematics

Chart 18a: Percentage of pupils achieving the expected level (Level 4+) in Mathematics: 2013/14 - 2017/18

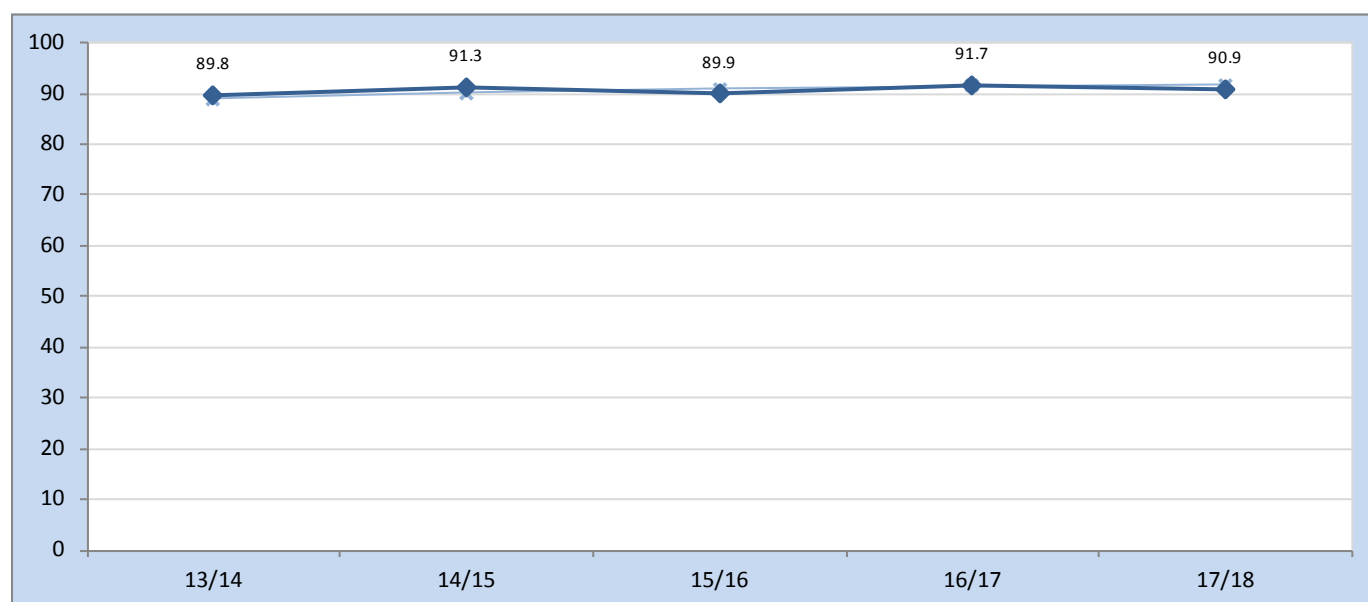
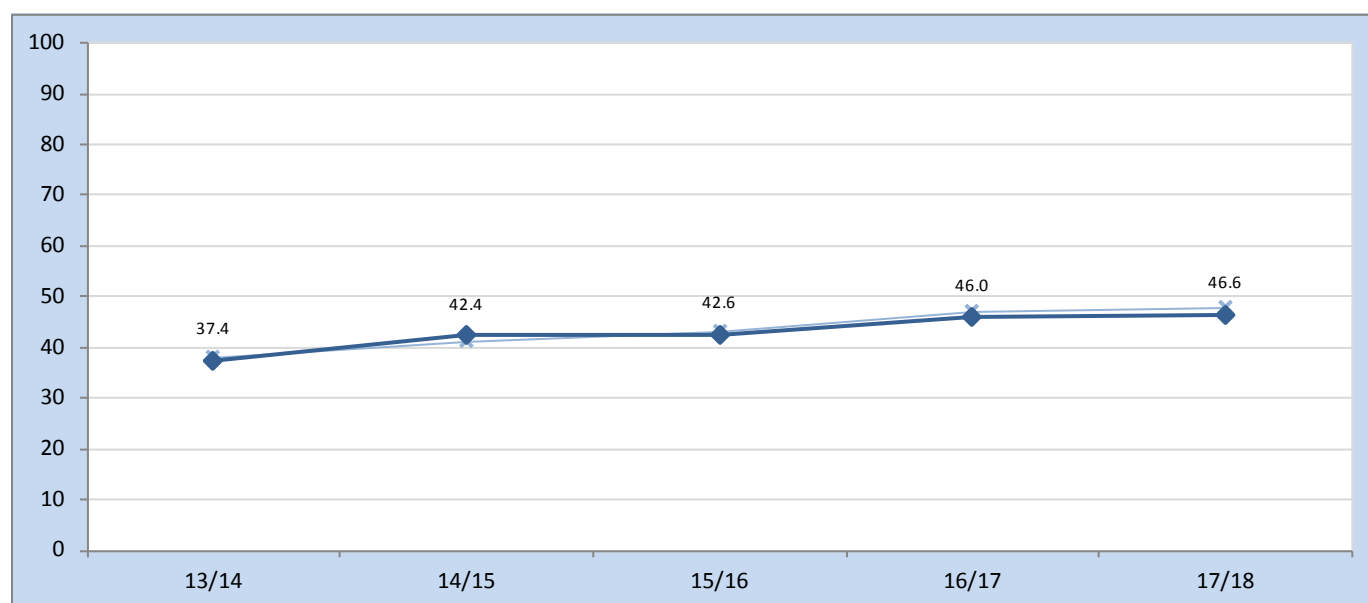


Chart 18b: Percentage of pupils achieving the expected level plus one (Level 5+) in Mathematics: 2013/14 - 2017/18



Science

Chart 19a: Percentage of pupils achieving the expected level (Level 4+) in Science: 2013/14 - 2017/18

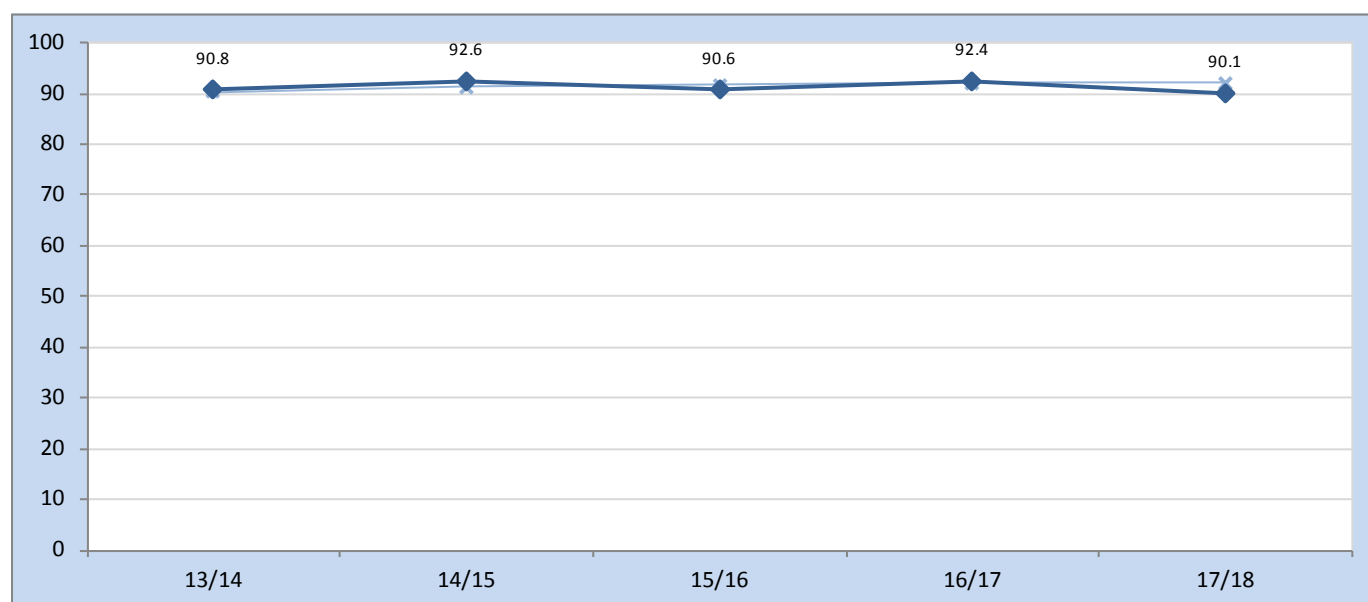
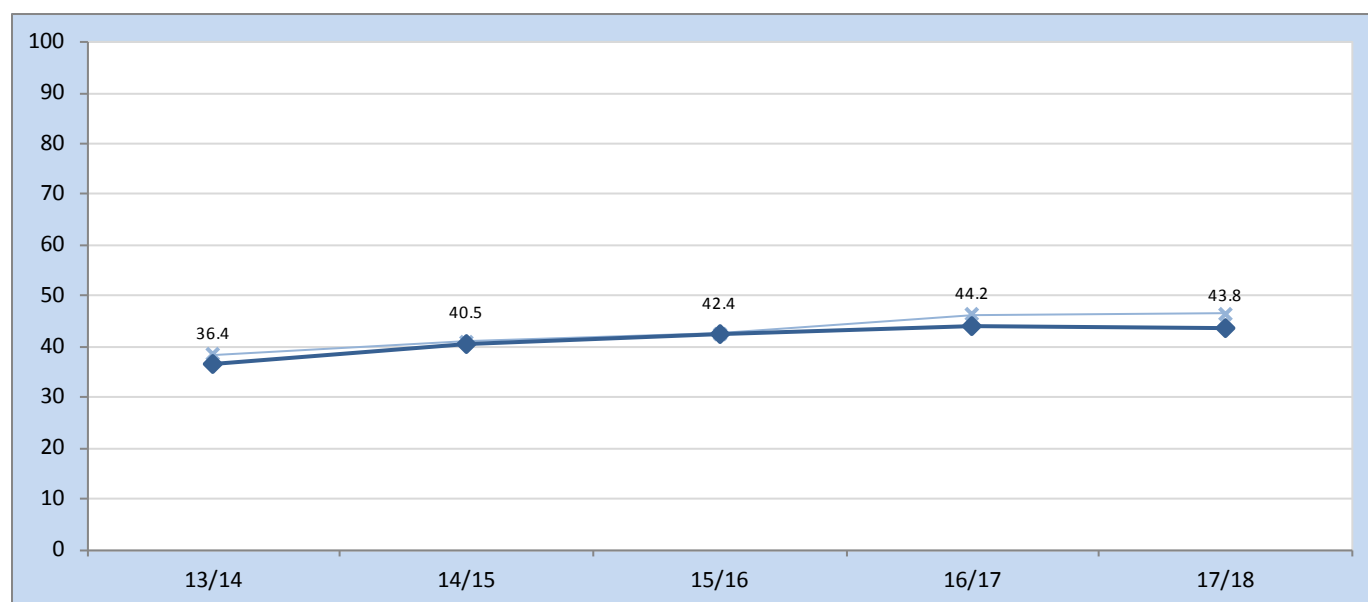


Chart 19b: Percentage of pupils achieving the expected level plus one (Level 5+) in Science: 2013/14 - 2017/18



6. Boys vs Girls

Number of KS2 pupils

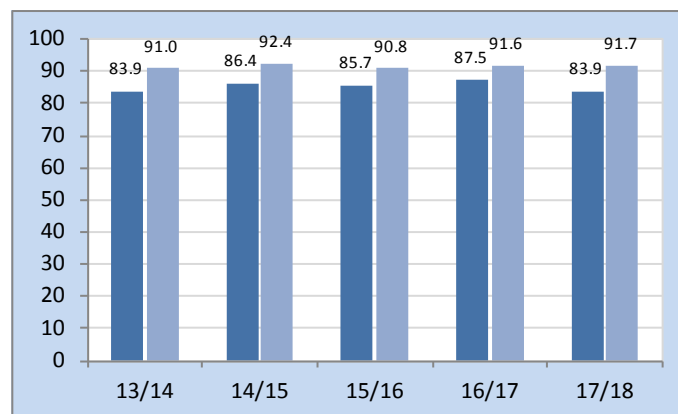
(CSI)	13/14	14/15	15/16	16/17	17/18
Boys	1,300	1,327	1,309	1,336	1,357
Girls	1,195	1,171	1,189	1,219	1,290

Chart 20: Boys/Girls comparison of pupil achievement: 2013/14 - 2017/18

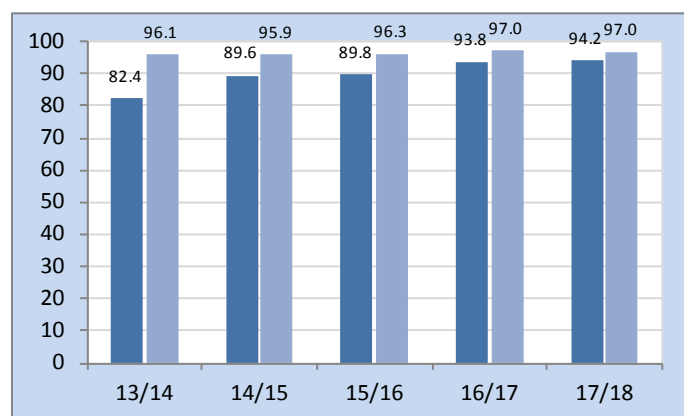
Boys and girls' performance are seen here; gaps in performance can be seen in the summary on page 30.



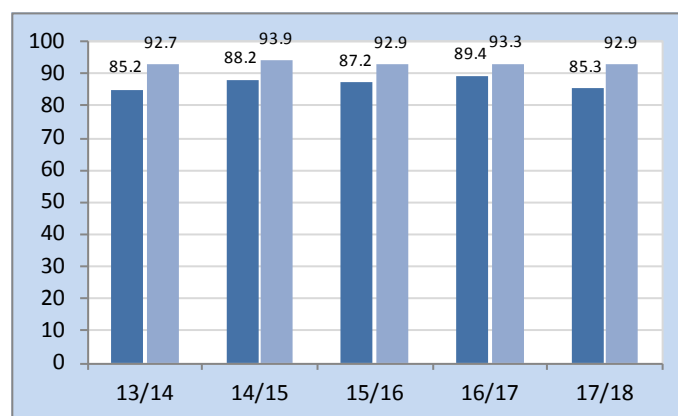
CSI



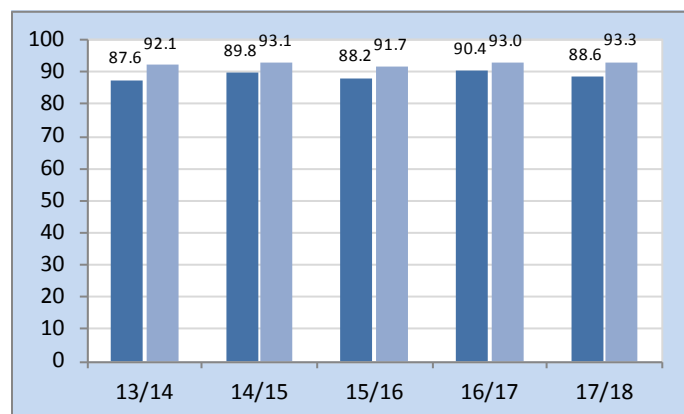
Level 4+: Welsh



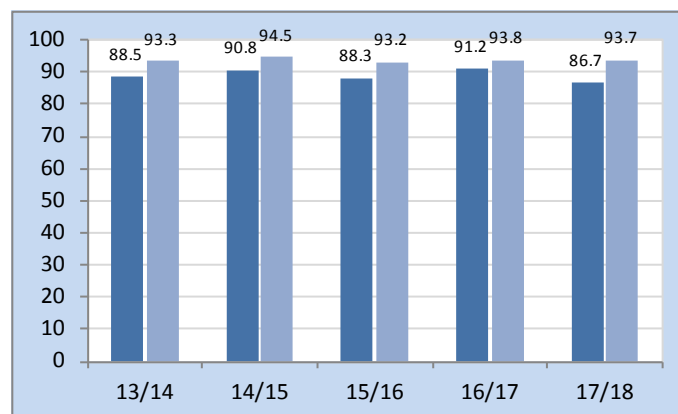
Level 4+: English



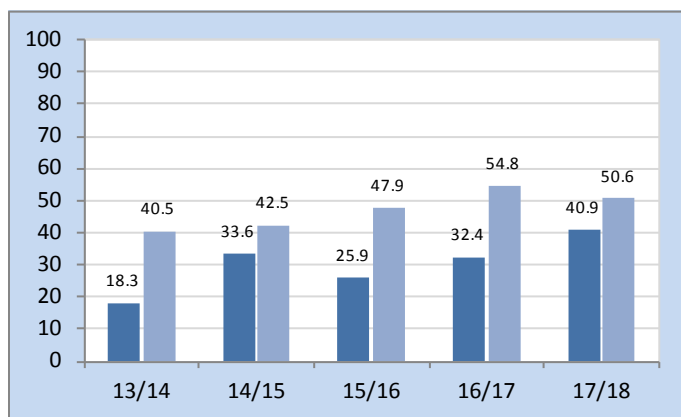
Level 4+: Mathematics



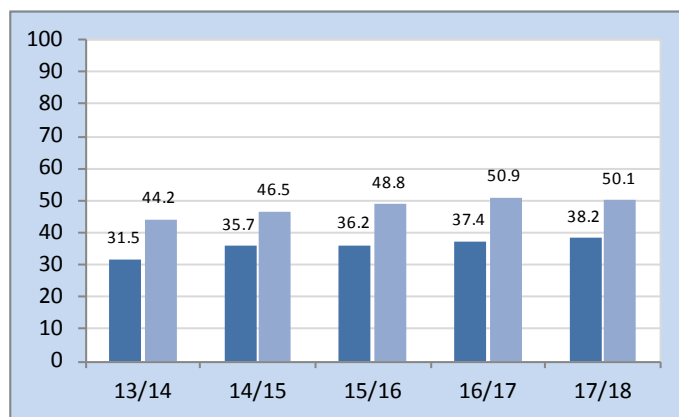
Level 4+: Science



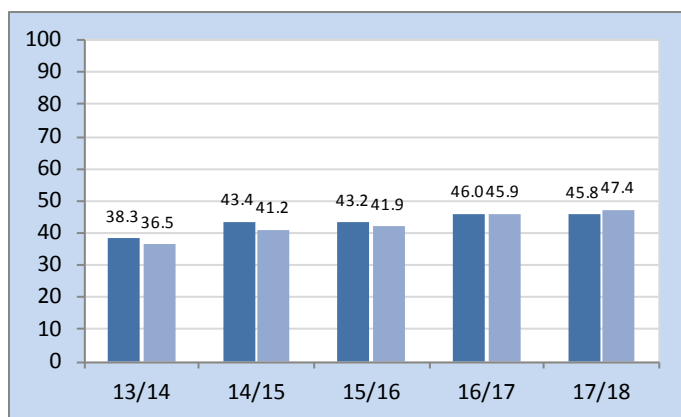
Level 5+: Welsh



Level 5+: English



Level 5+: Mathematics



Level 5+: Science

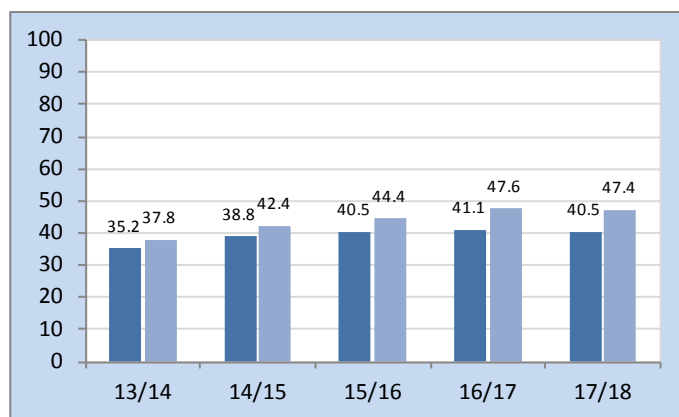
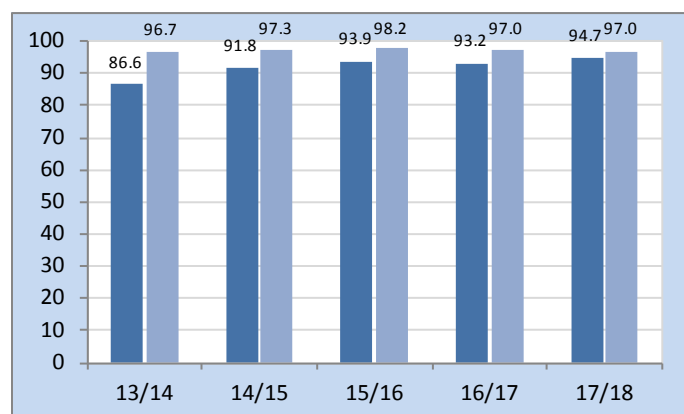
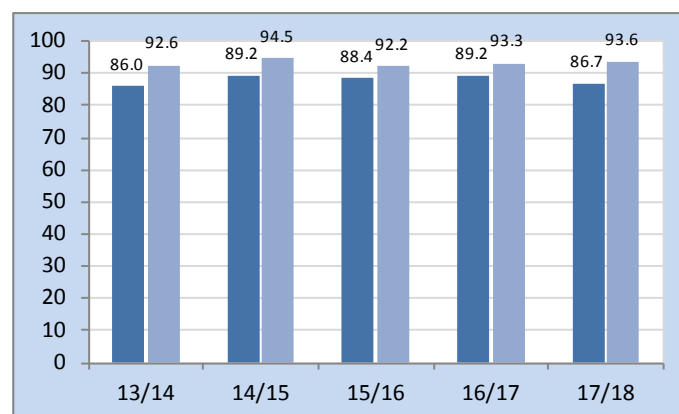
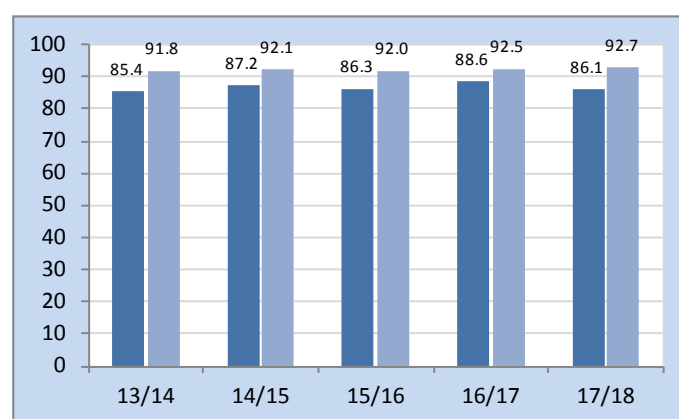
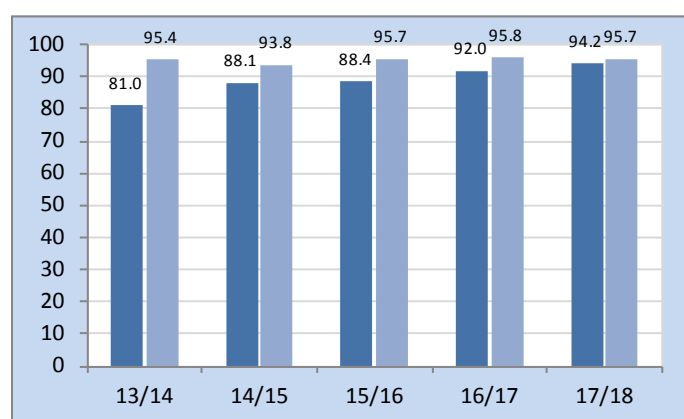
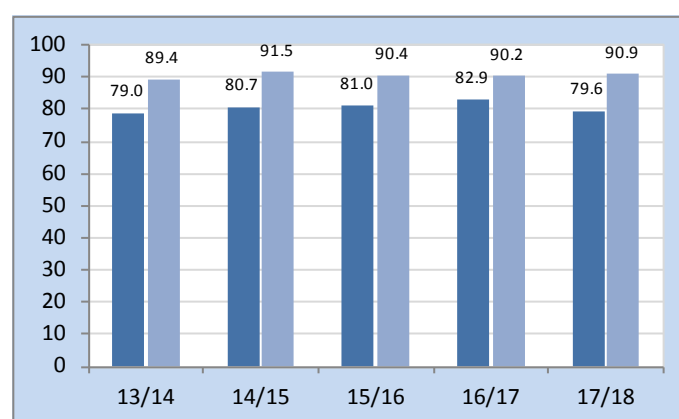
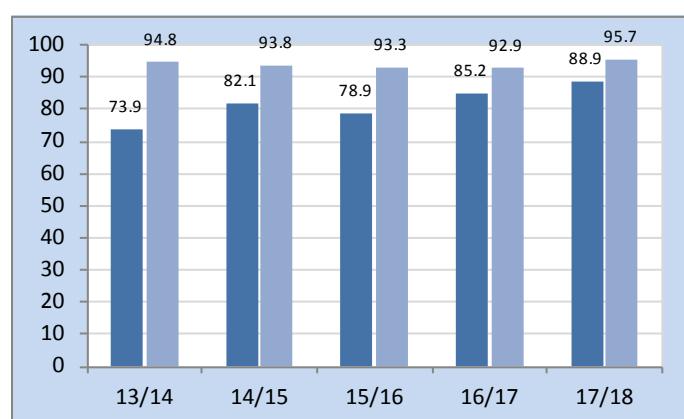
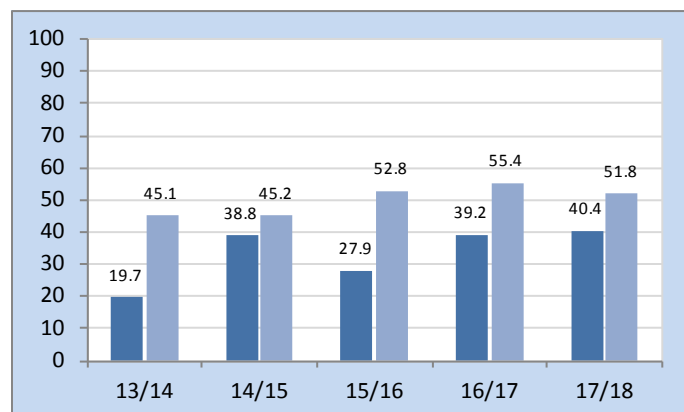
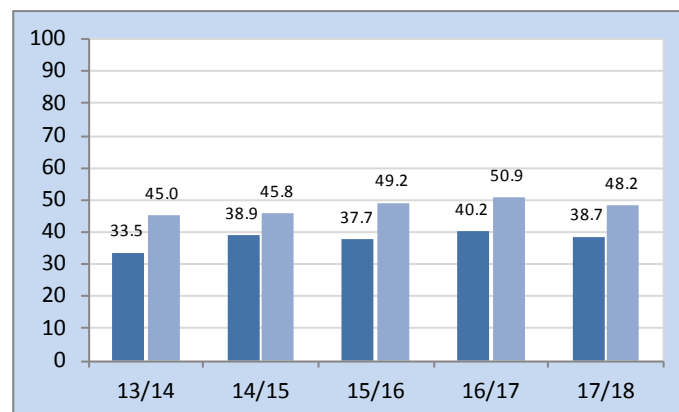
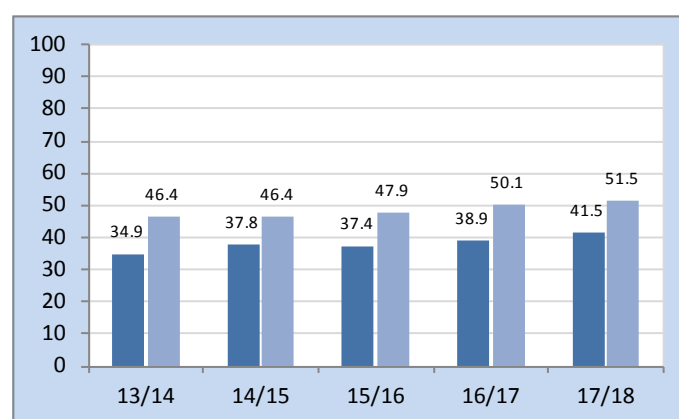
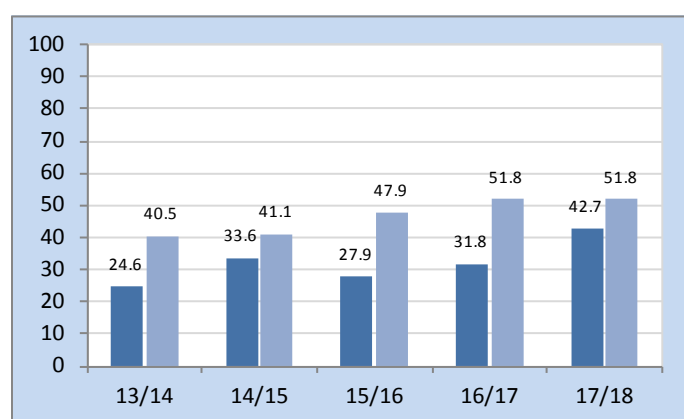
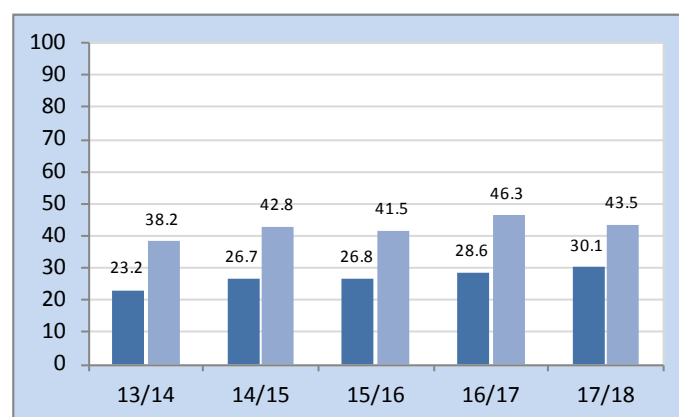
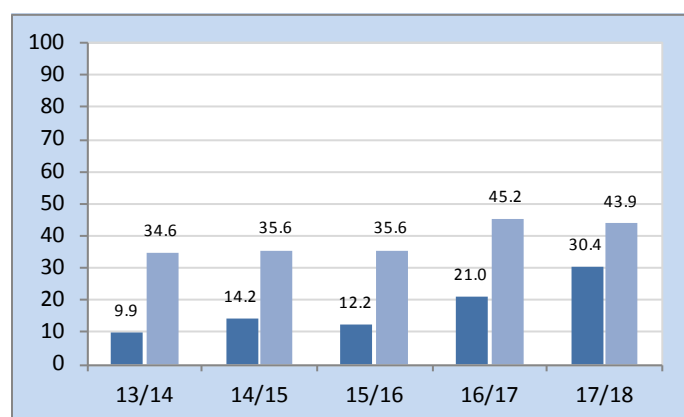


Chart 21a: Boys/Girls comparison of pupil achievement, Welsh components: 2013/14 - 2017/18**Level 4+: Oracy****Chart 21b: Boys/Girls comparison of pupil achievement, English components: 2013/14 - 2017/18****Level 4+: Reading****Level 4+: Writing**

■ Boys ■ Girls

Chart 22a: Boys/Girls comparison of pupil achievement, Welsh components: 2013/14 - 2017/18**Level 5+: Oracy****Chart 22b: Boys/Girls comparison of pupil achievement, English components: 2013/14 - 2017/18****Level 5+: Reading****Level 5+: Writing**

■ Boys ■ Girls

7. Pupils eligible for free school meals (FSM)

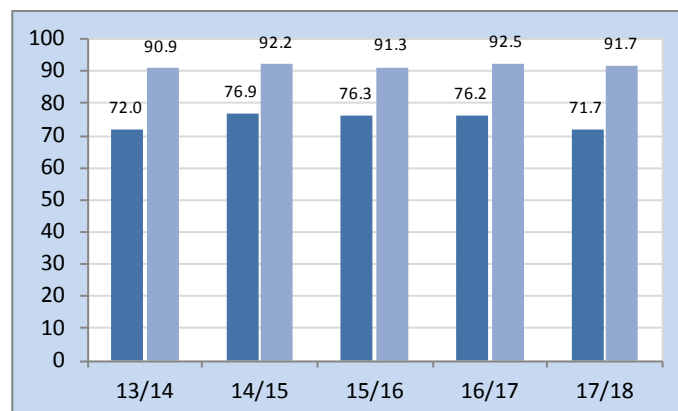
**Number of KS2 pupils
eligible for FSM**
(those that can be matched to PLASC)

(CSI)	13/14	14/15	15/16	16/17	17/18
FSM	454	476	504	449	499
Non-FSM	2,030	2,014	1,980	2,092	2,135

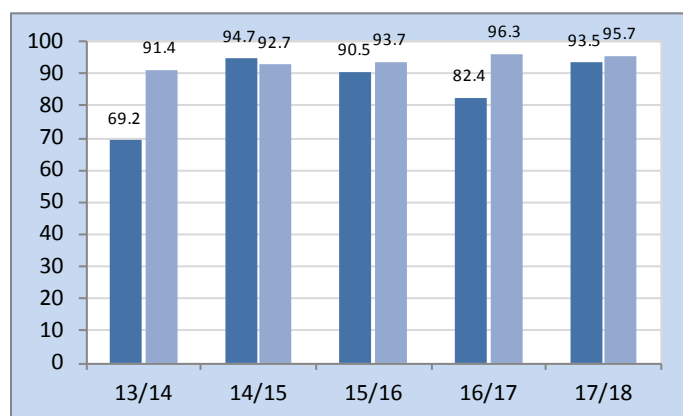
Chart 23: FSM/Non-FSM comparison of pupil achievement: 2013/14 - 2017/18



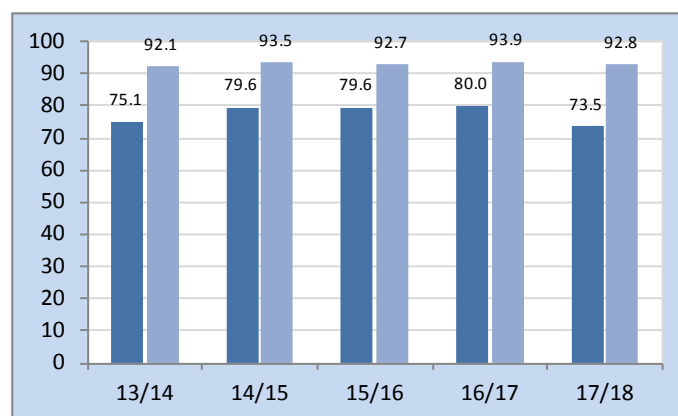
CSI



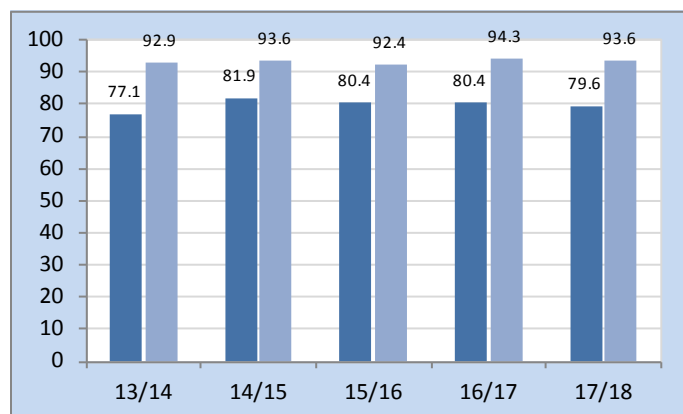
Level 4+: Welsh



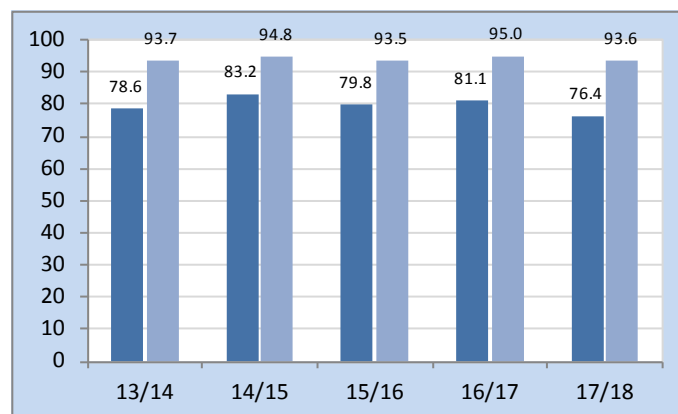
Level 4+: English



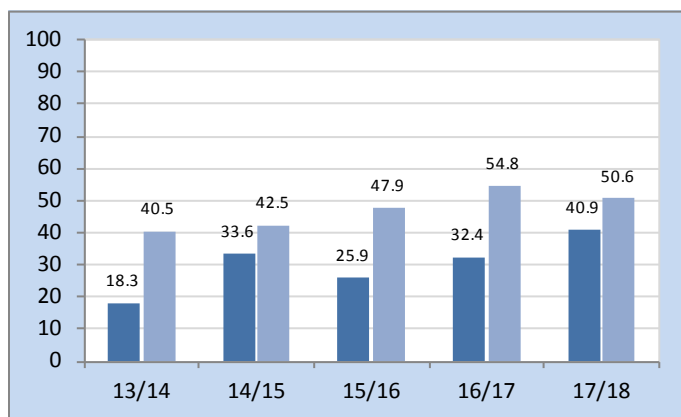
Level 4+: Mathematics



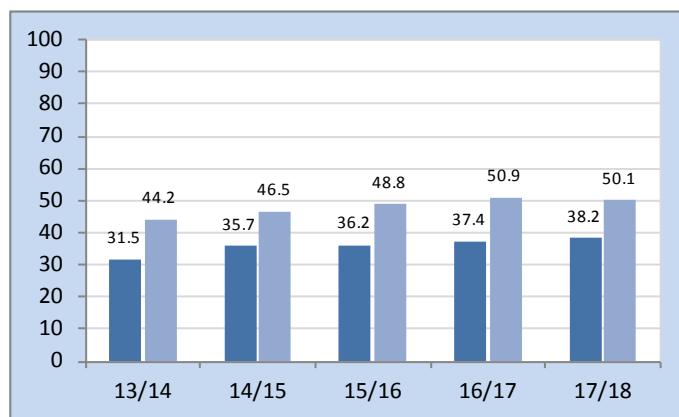
Level 4+: Science



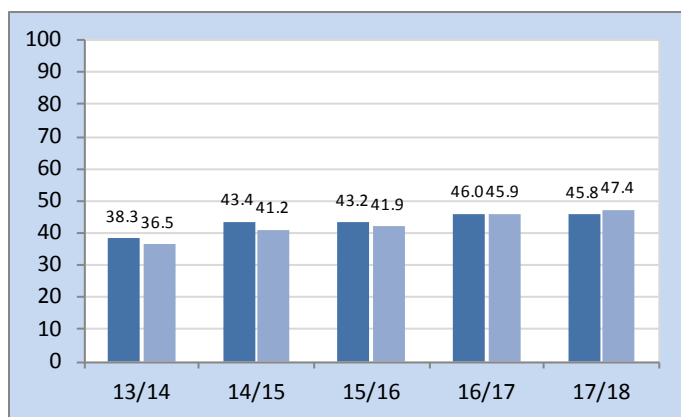
Level 5+: Welsh



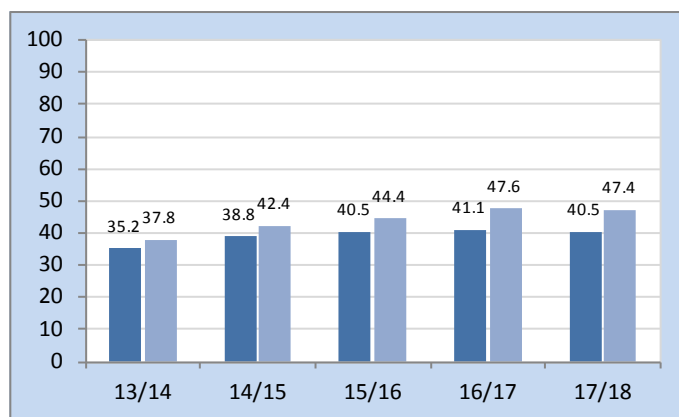
Level 5+: English



Level 5+: Mathematics



Level 5+: Science



Summary of authority's performance

		2013/14	2014/15	2015/16	2016/17	2017/18	2017/18 Wales	Difference: Boys - Girls				
		2013/14	2014/15	2015/16	2016/17	2017/18		2013/14	2014/15	2015/16	2016/17	2017/18
Whole LA	Pupils	21,505	21,855	22,167	22,266	22,317	--	+779	+851	+905	+942	+933
	%FSM (1 year)	20.4	20.6	20.3	19.9	19.8	--	--	--	--	--	--
	%SEN (5-15 only)	28.5	29.0	28.5	29.1	29.0	--	--	--	--	--	--
	Attendance	94.4	94.9	94.9	95.0	94.6	94.5	--	--	--	--	--
Key Stage 2 (Y6)	%FSM	18.2	19.1	20.3	17.7	18.9	--	--	--	--	--	--
	Statements School Action+	121 209	106 204	112 251	109 207	117 211	--	--	--	--	--	--
	%LAC	0.5	0.6	0.7	0.6	0.7	--	--	--	--	--	--
	Cohort	2,495	2,498	2,498	2,555	2,647	--	+105	+156	+120	+117	+67
	CSI	87.3	89.2	88.2	89.5	87.7	89.5	-7.0	-6.0	-5.1	-4.1	-7.8
	Welsh	89.5	92.9	93.2	95.3	95.5	89.7	-13.7	-6.3	-6.5	-3.3	-2.8
	English	88.8	90.9	90.0	91.3	89.0	91.1	-7.5	-5.8	-5.7	-3.8	-7.7
	Mathematics	89.8	91.3	89.9	91.7	90.9	91.8	-4.5	-3.3	-3.4	-2.6	-4.7
	Science	90.8	92.6	90.6	92.4	90.1	92.1	-4.8	-3.7	-4.9	-2.6	-7.0
	Welsh +1	29.8	38.2	37.4	43.3	45.7	40.4	-22.2	-8.9	-22.0	-22.4	-9.7
	English +1	37.6	40.8	42.2	43.8	44.0	45.9	-12.6	-10.7	-12.6	-13.5	-11.8
	Mathematics +1	37.4	42.4	42.6	46.0	46.6	47.8	+1.8	+2.2	+1.3	+0.1	-1.5
	Science +1	36.4	40.5	42.4	44.2	43.8	46.5	-2.7	-3.5	-3.9	-6.5	-6.9
Foundation Phase (Y2)	%FSM	20.6	21.3	21.2	20.0	20.8	--	--	--	--	--	--
	Statements School Action+	100 197	102 229	92 222	86 177	101 203	--	--	--	--	--	--
	%LAC	0.9	1.1	0.9	0.8	0.6	--	--	--	--	--	--
	Cohort	2,588	2,785	2,621	2,666	2,763	--	+50	+55	+91	+124	+197
	FPI	83.9	86.2	85.0	85.5	77.1	82.6	-9.4	-7.0	-8.4	-8.4	-7.8
	LCW	89.0	92.2	92.0	93.8	86.2	86.1	-7.8	-5.4	-8.0	-4.6	-6.8
	LCE	85.5	87.0	85.6	85.8	77.9	84.0	-11.4	-6.9	-9.1	-8.2	-8.3
	MDT	87.1	89.0	88.4	89.0	83.2	86.6	-5.5	-4.9	-5.1	-5.1	-3.8
	PSD	94.1	94.9	94.7	94.7	92.7	93.4	-7.7	-4.6	-3.8	-5.4	-6.9
	LCW +1	27.7	35.5	32.7	42.2	34.3	33.2	-10.8	-5.3	-13.3	-9.5	-9.2
	LCE +1	32.3	32.8	33.2	35.6	27.3	33.5	-14.1	-14.4	-13.9	-14.5	-7.0
	MDT +1	31.1	32.7	35.7	37.4	29.9	33.9	+0.0	+0.1	-0.5	-3.7	+3.1
	PSD +1	52.7	55.9	59.0	59.7	53.5	59.4	-19.0	-17.7	-16.3	-18.6	-16.6
Performance difference of more than 10pp												

Summary of authority's SEN pupils' performance

		School Action					School Action Plus					Statemented					All SEN pupils				
		13/14	14/15	15/16	16/17	17/18	13/14	14/15	15/16	16/17	17/18	13/14	14/15	15/16	16/17	17/18	13/14	14/15	15/16	16/17	17/18
LA	Cohort	4576	4825	4732	4972	4903	2113	2034	2043	2046	2138	1172	1176	1181	1201	1242	7861	8035	7956	8219	8283
	%SEN	16.6	17.4	17.0	17.6	17.2	7.7	7.4	7.3	7.2	7.5	4.2	4.3	4.2	4.3	4.3	28.5	29.0	28.5	29.1	29.0
Key Stage 2 (Y6)	Cohort	430	431	417	452	436	211	207	255	209	216	125	108	113	110	120	766	746	785	771	772
	Welsh cohort	39	48	59	68	64	23	16	21	27	10	12	6	3	5	6	74	70	83	100	80
	CSI	70.2	76.8	77.5	80.5	74.3	67.8	66.2	62.7	64.6	60.6	27.2	23.1	25.7	26.4	22.5	62.5	66.1	65.2	68.5	62.4
	Welsh	64.1	85.4	83.1	94.1	85.9	56.5	62.5	71.4	74.1	60.0	50.0	16.7	33.3	20.0	66.7	59.5	74.3	78.3	85.0	81.3
	English	74.0	80.7	80.8	84.5	76.8	71.6	69.6	69.0	67.9	63.9	30.4	31.5	30.1	33.6	25.8	66.2	70.5	69.7	72.8	65.3
	Mathematics	79.3	83.3	81.8	86.3	82.1	73.9	72.9	68.6	72.2	71.8	32.0	27.8	29.2	31.8	34.2	70.1	72.4	69.9	74.7	71.8
	Science	81.6	87.9	84.4	87.8	81.0	75.8	74.4	70.6	74.2	68.1	31.2	31.5	27.4	32.7	29.2	71.8	76.0	71.7	76.3	69.3
	Welsh +1	2.6	6.3	11.9	20.6	4.7	0.0	0.0	9.5	22.2	0.0	8.3	0.0	0.0	0.0	0.0	2.7	4.3	10.8	20.0	3.8
	English +1	3.0	6.3	7.2	9.5	7.8	13.7	13.0	13.7	15.8	14.8	8.0	3.7	4.4	6.4	7.5	6.8	7.8	8.9	10.8	9.7
	Mathematics +1	7.9	11.8	11.0	15.3	14.9	17.5	17.4	15.3	16.7	17.6	6.4	6.5	3.5	8.2	8.3	10.3	12.6	11.3	14.7	14.6
	Science +1	6.0	9.0	10.3	13.1	9.2	15.2	14.0	13.3	16.3	15.7	5.6	2.8	4.4	5.5	7.5	8.5	9.5	10.4	12.8	10.8
Foundation Phase (Y2)	Cohort	502	525	471	524	505	199	230	224	181	207	100	104	92	86	101	801	859	787	791	813
	Welsh cohort	72	75	51	72	63	24	21	16	13	18	6	4	5	2	2	102	100	72	87	83
	English cohort	430	450	420	452	442	175	209	208	168	189	94	100	87	84	99	699	759	715	704	730
	FPI	64.9	70.7	65.0	67.6	48.9	56.8	60.0	59.4	54.7	47.8	23.0	24.0	19.6	25.6	8.9	57.7	62.2	58.1	60.1	43.7
	LCW	72.2	77.3	56.9	81.9	55.6	58.3	66.7	68.8	61.5	72.2	83.3	50.0	60.0	50.0	0.0	69.6	74.0	59.7	78.2	57.8
	LCE	69.3	73.3	70.2	68.1	51.1	62.3	63.2	60.1	58.3	52.4	24.5	27.0	21.8	33.3	12.1	61.5	64.4	61.4	61.6	46.2
	MDT	72.7	77.0	73.0	75.8	60.8	64.3	70.0	69.6	63.5	60.4	26.0	32.7	26.1	32.6	18.8	64.8	69.7	66.6	68.3	55.5
	PSD	94.2	95.0	95.1	94.3	90.1	78.9	83.0	79.0	76.8	75.4	33.0	34.6	32.6	36.0	30.7	82.8	84.5	83.2	83.9	79.0
	LCW +1	19.4	12.0	2.0	8.3	11.1	12.5	9.5	6.3	15.4	11.1	0.0	0.0	40.0	0.0	0.0	16.7	11.0	5.6	9.2	10.8
	LCE +1	4.7	4.7	6.2	7.5	2.7	13.7	15.8	12.5	11.3	4.8	4.3	7.0	1.1	4.8	1.0	6.9	8.0	7.4	8.1	3.0
	MDT +1	7.2	8.6	10.2	9.7	5.1	10.6	16.5	16.5	15.5	12.1	6.0	9.6	4.3	4.7	3.0	7.9	10.8	11.3	10.5	6.6
	PSD +1	22.1	28.2	28.9	30.3	21.6	23.6	20.9	25.0	19.9	21.3	4.0	9.6	2.2	7.0	4.0	20.2	24.0	24.7	25.4	19.3

Pack 1 – Autumn 2018

2017/18 performance data

Swansea Secondary Schools

Cynghrair 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.



Publication date:	01/11/2018
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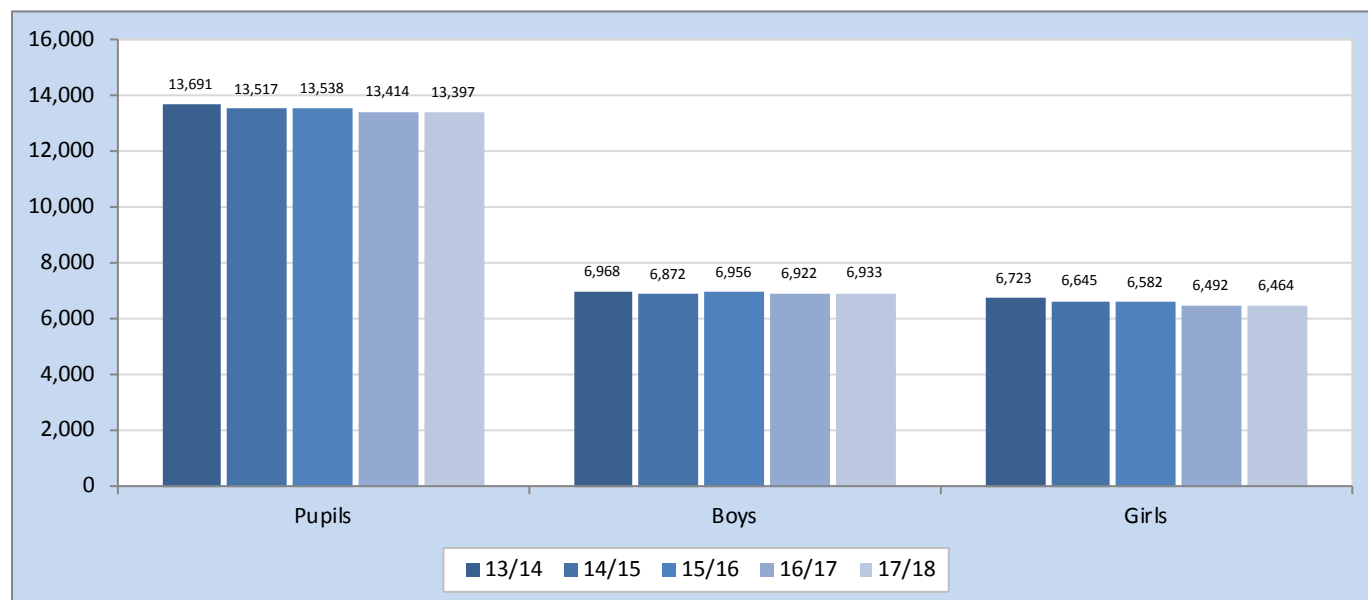
Pack 1 – Autumn 2018

- Only pupils of statutory age (5-15 years old, excluding subsidiary pupils) are included in the contextual charts/tables.
- If figures are not yet available, they are denoted as ~.

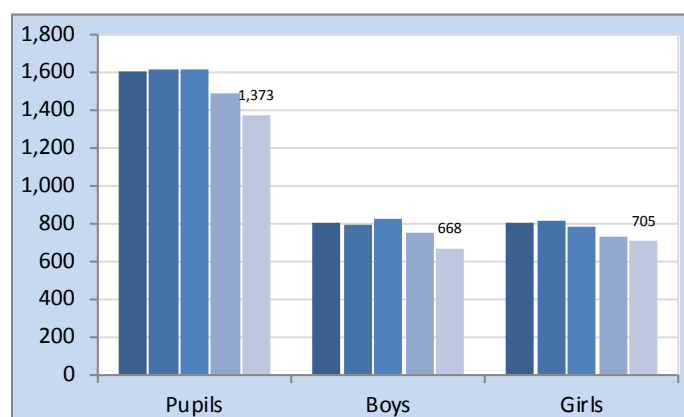
LA's contextual data

Pupil numbers, by gender

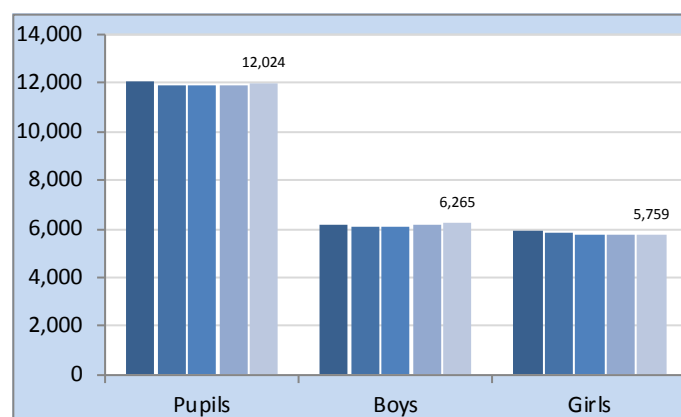
Secondary sector



6th form



Years 7-11



Pupils' language context

Percentage of pupils speaking Welsh at home: 2017/18

	Speak Welsh at home	Don't speak Welsh at home	Can't speak Welsh
Percentage	2.9	27.1	70.0

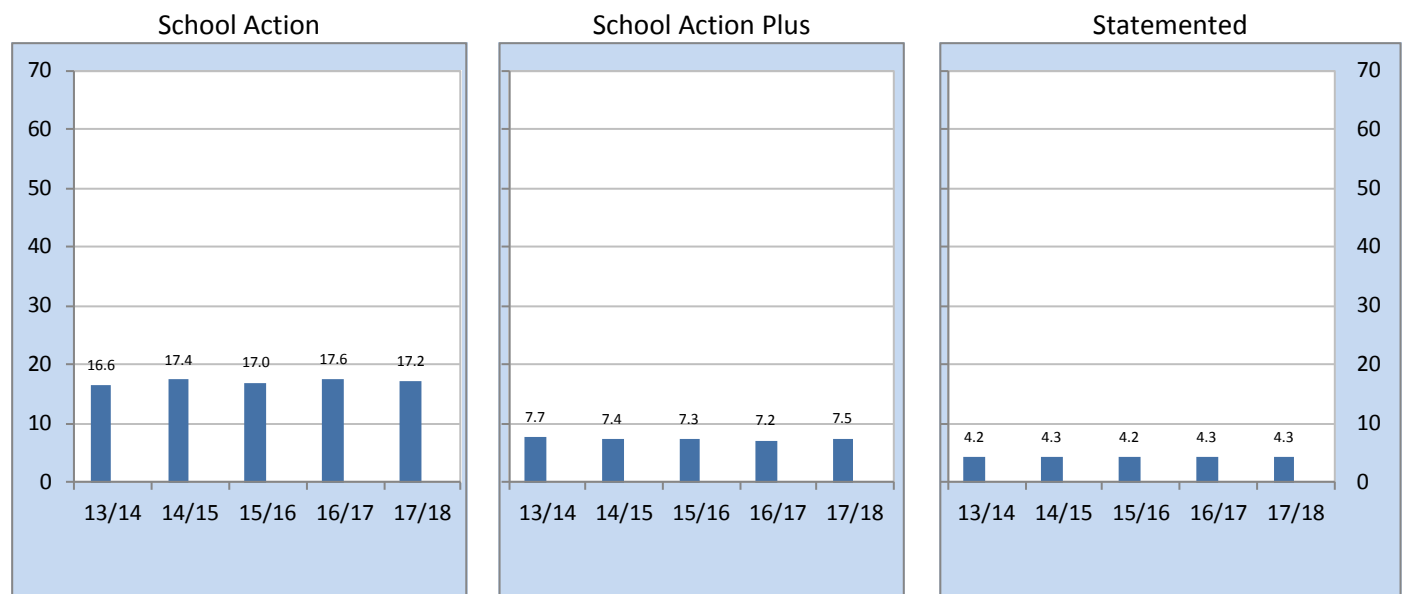
Free school meals (FSM)

Percentage of pupils eligible for FSM (dros 1 flwyddyn a 3 blynedd)

	2013/14	2014/15	2015/16	2016/17	2017/18
1 year	19.1	18.5	17.8	18.6	18.3
3 years	19.5	19.1	18.5	18.3	18.3

Special educational needs (SEN)

Percentage of pupils receiving SEN provision (primary and secondary)



Other groups of pupils

Percentage of pupils in other categories: 2017/18

	English as additional language (EAL) (a)	Looked after children (LAC)
Percentage	3.7	0.7

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

Attendance

Percentage of half-day sessions attended: 2013/14 - 2017/18

	2013/14	2014/15	2015/16	2016/17	2017/18
Attendance	93.3	94.0	94.3	94.3	94.2
<i>FSM</i>	<i>89.2</i>	<i>90.3</i>	<i>91.0</i>	<i>91.3</i>	<i>90.6</i>
<i>Non-FSM</i>	<i>94.4</i>	<i>94.9</i>	<i>95.1</i>	<i>95.1</i>	<i>95.0</i>

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.

Pupils with attendance under 80% / 85% / 90%: 2013/14 - 2017/18

	2013/14		2014/15		2015/16		2016/17		2017/18	
	#	%	#	%	#	%	#	%	#	%
< 80%	676	5.4	520	4.2	446	3.6	419	3.4	469	4.1
< 85%	1166	9.4	907	7.4	772	6.3	817	6.7	361	3.1
< 90%	2443	19.6	2068	16.8	1756	14.3	1908	15.5	1156	10.0

2017/18 figures are calculated by assuming that 310 sessions were possible during the year. This figure comes from the Welsh Government's publication. The figures seen here may differ slightly to those seen within the Core Data Set due to a different method of calculation.

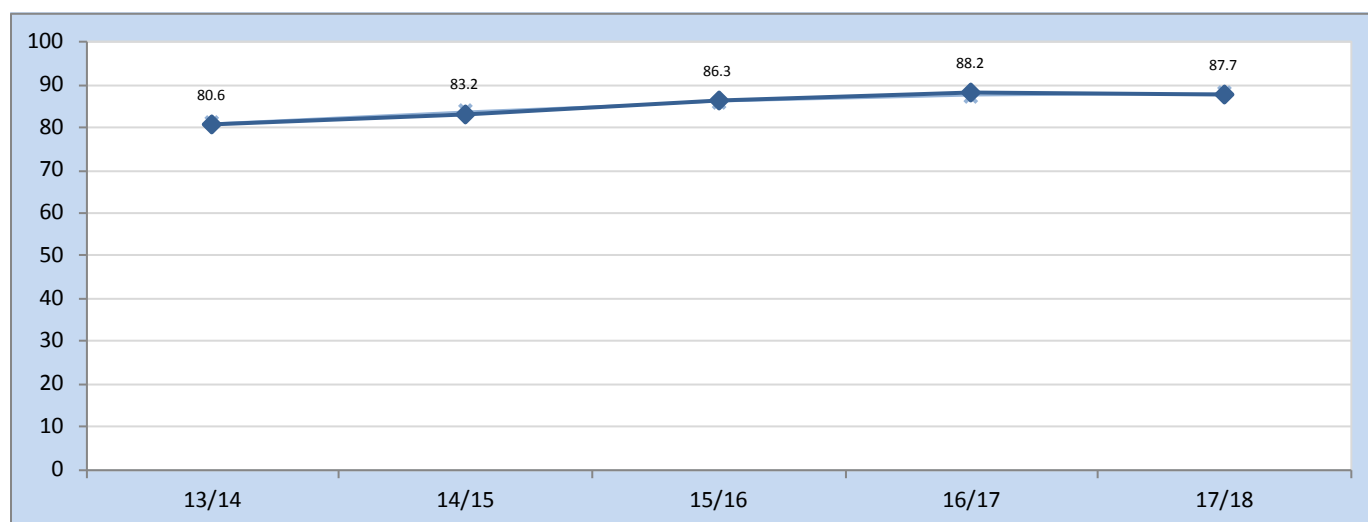
How well does the LA perform at KS3?

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

	13/14	14/15	15/16	16/17	17/18
Boys	1,282	1,209	1,183	1,264	1,297
Girls	1,192	1,200	1,149	1,170	1,152
Pupils	2,474	2,409	2,332	2,434	2,449
<i>Cymraeg</i>	257	234	249	280	270
	10%	10%	11%	12%	11%

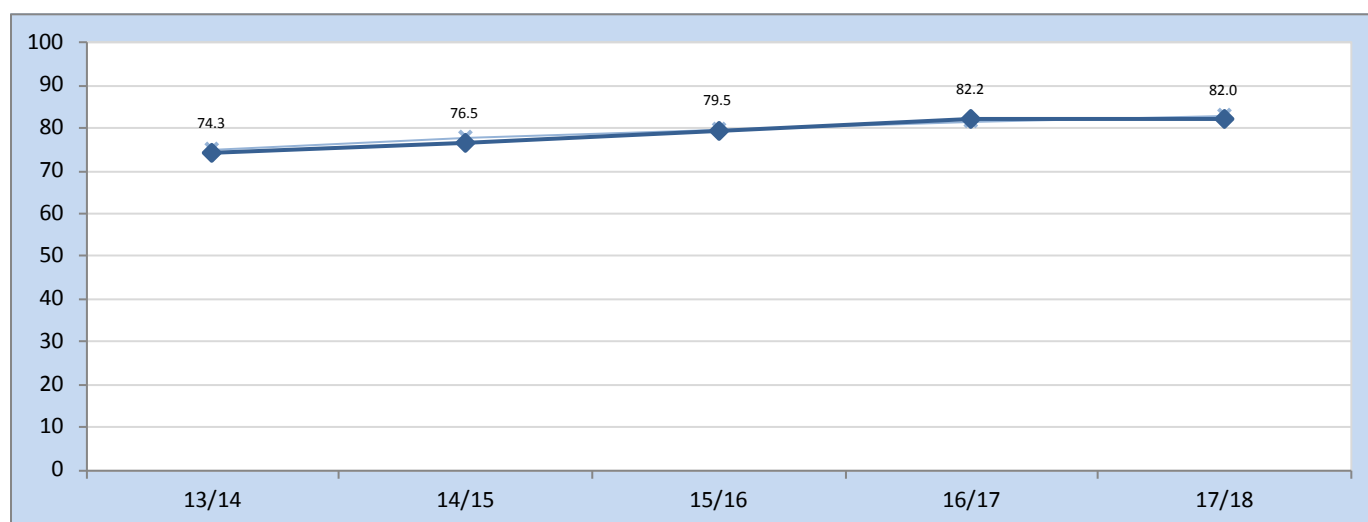
Core Subject Indicator (CSI)

Percentage of pupils achieving the CSI: 2013/14 - 2017/18



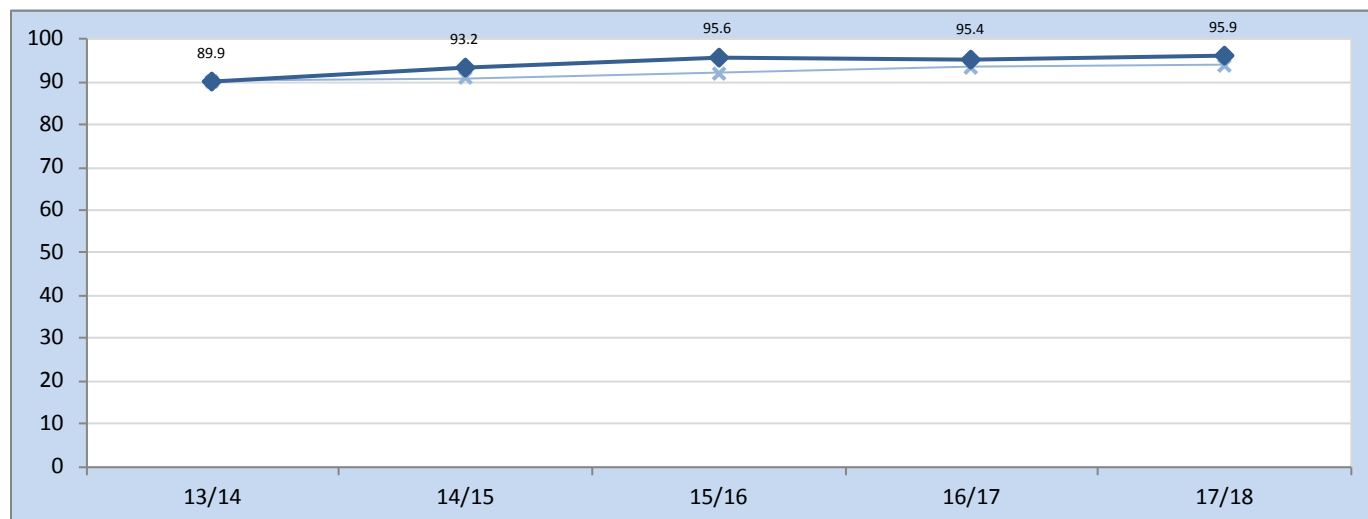
Reading, Writing and Mathematics

Percentage of pupils achieving the expected level (Level 5+) in Reading, Writing and Mathematics in combination: 2013/14 - 2017/18

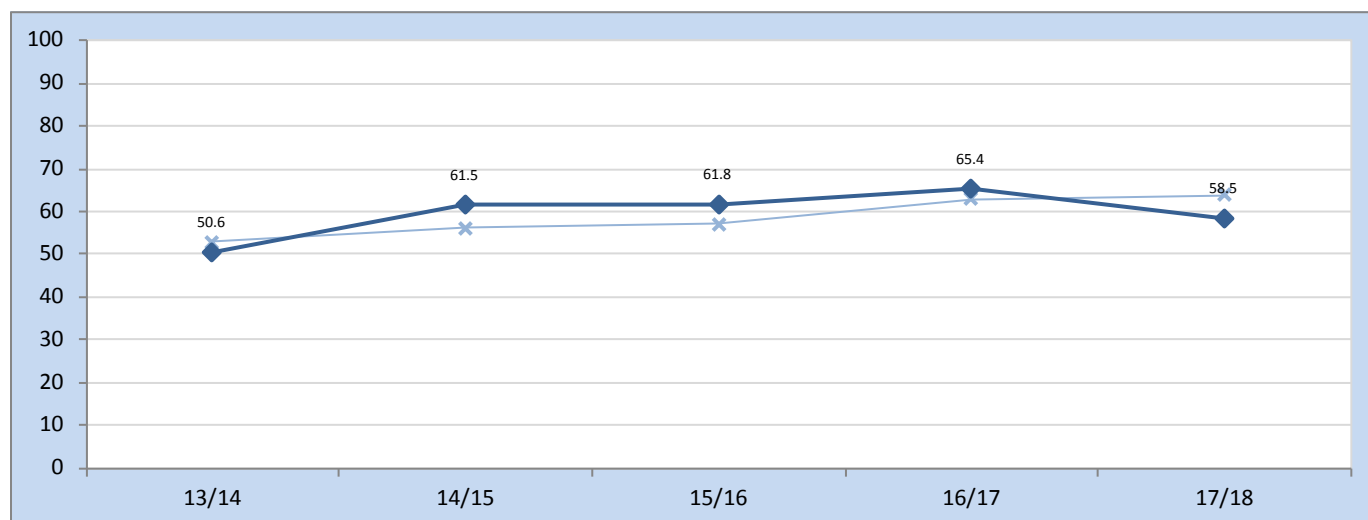


Cymraeg

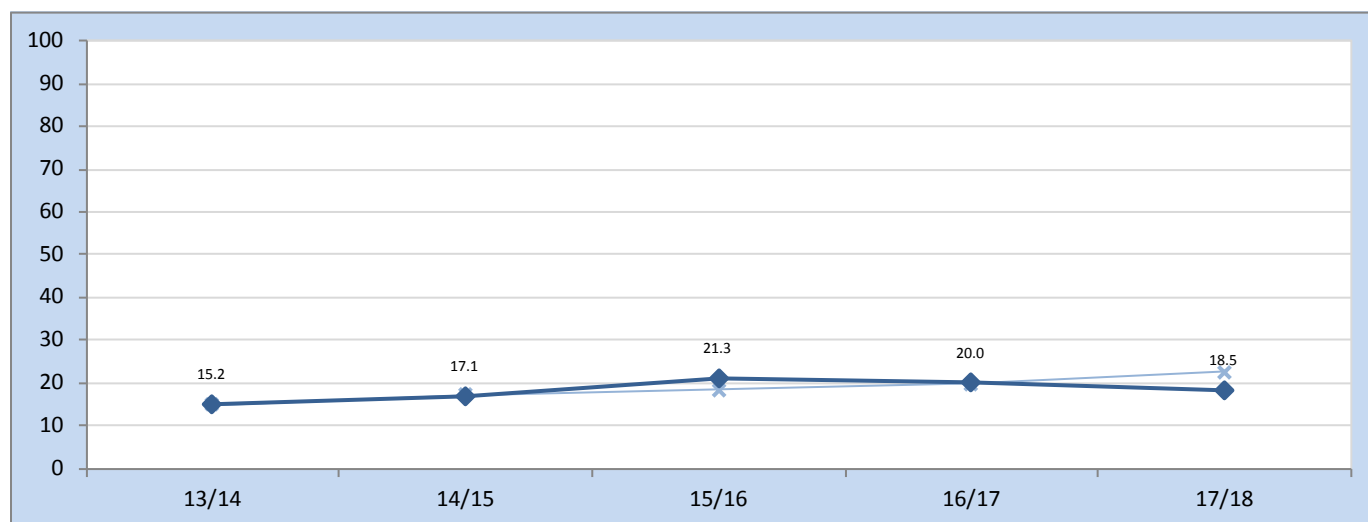
Percentage of pupils achieving the expected level (Level 5+) in Cymraeg: 2013/14 - 2017/18



Percentage of pupils achieving the expected level plus one (Level 6+) in Cymraeg: 2013/14 - 2017/18

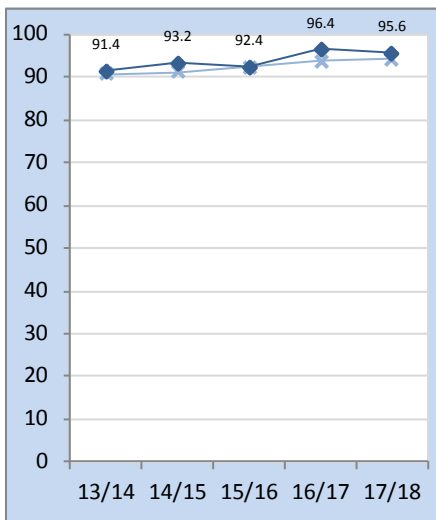


Percentage of pupils achieving the expected level plus two (Level 7+) in Cymraeg: 2013/14 - 2017/18

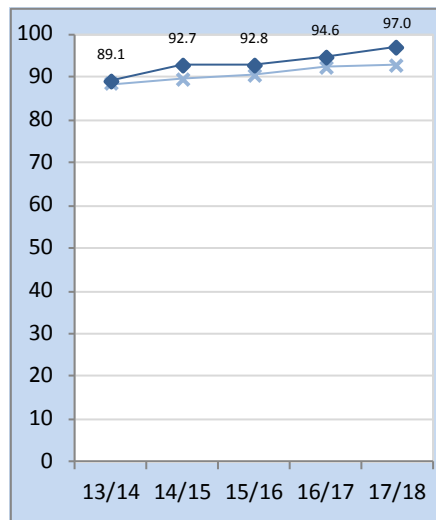


Cymraeg – individual components

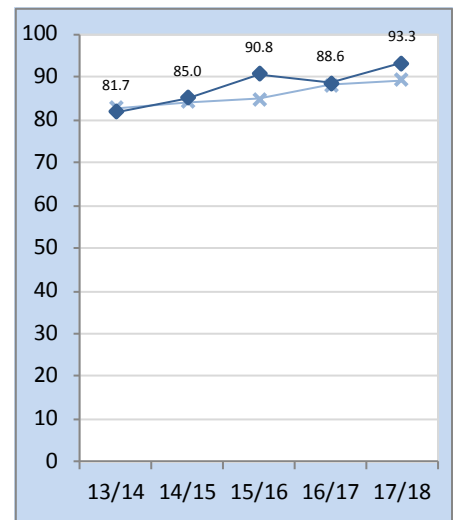
L5+ Oracy



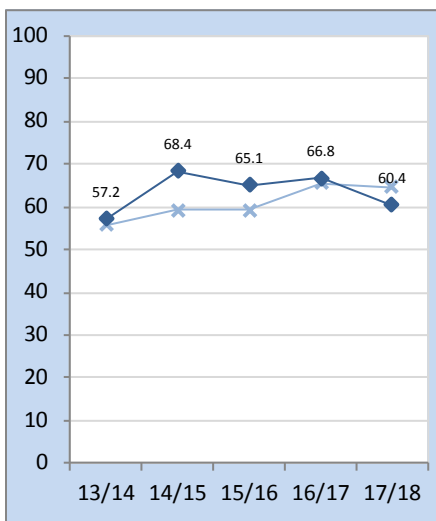
L5+ Reading



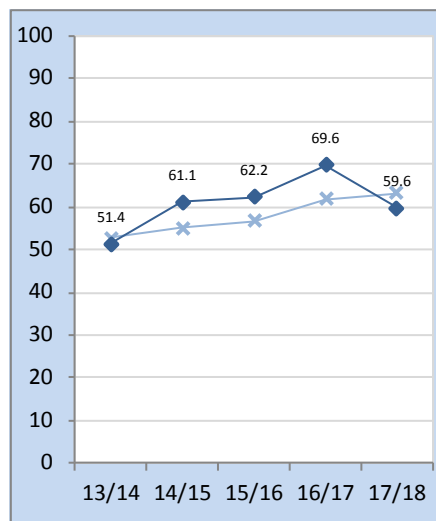
L5+ Writing



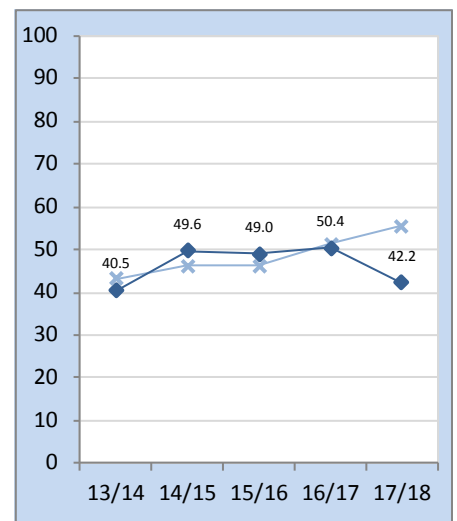
L6+ Oracy



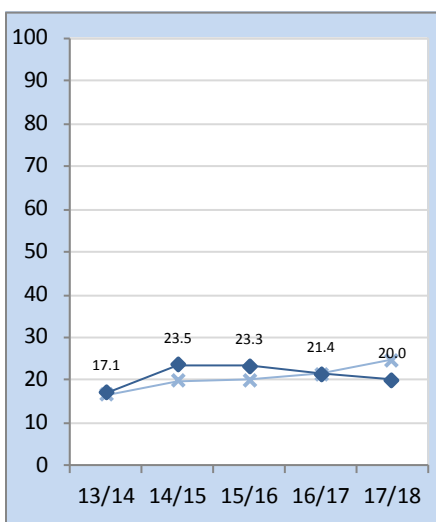
L6+ Reading



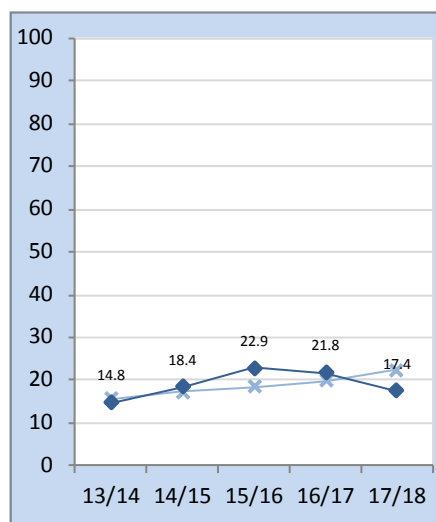
L6+ Writing



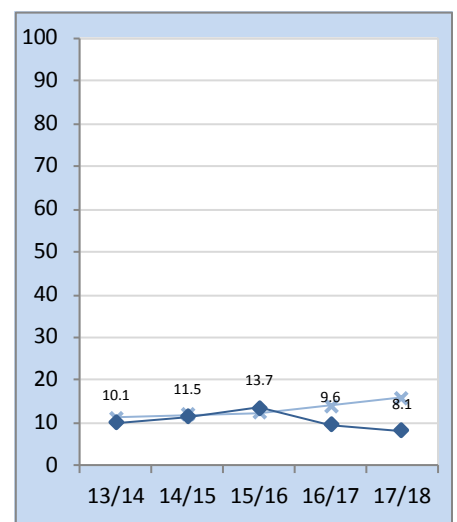
L7+ Oracy



L7+ Reading

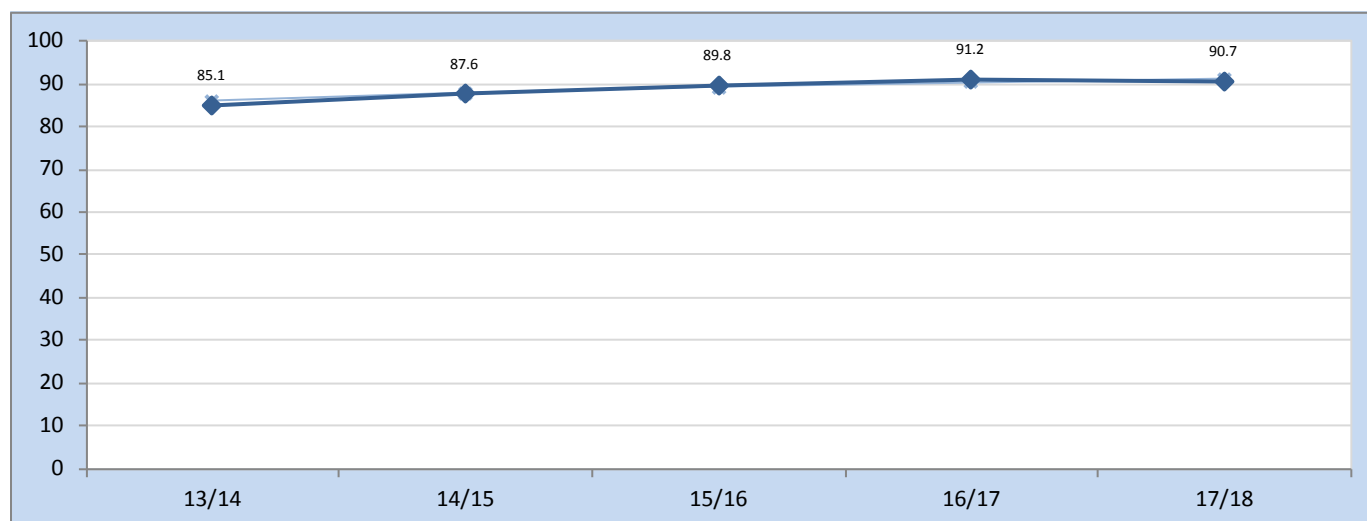


L7+ Writing

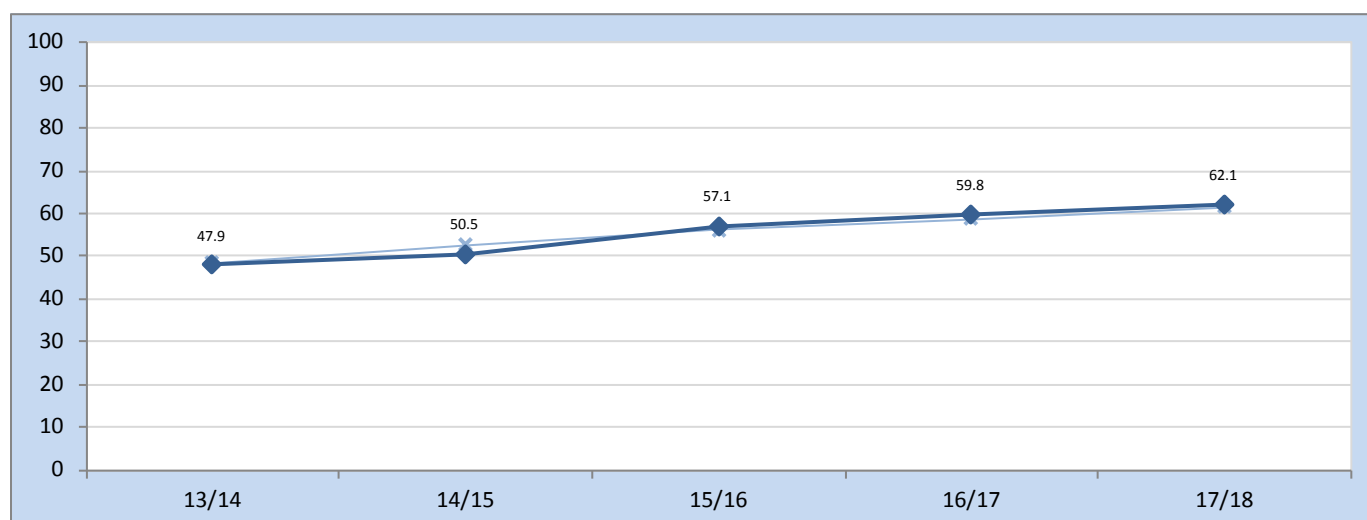


English

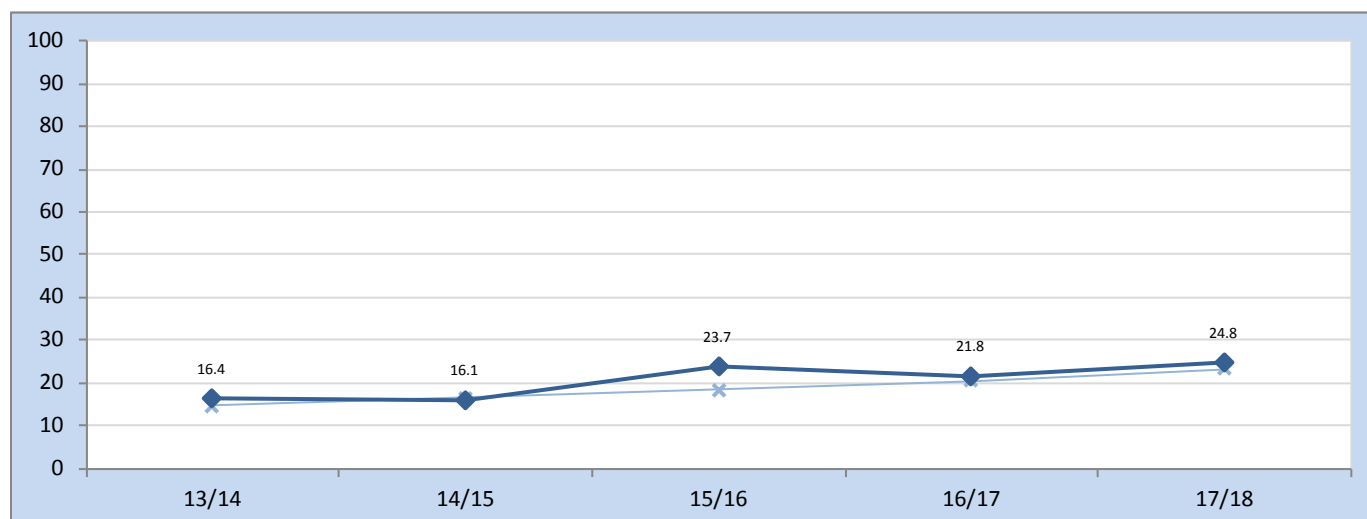
Percentage of pupils achieving the expected level (Level 5+) in English: 2013/14 - 2017/18



Percentage of pupils achieving the expected level plus one (Level 6+) in English: 2013/14 - 2017/18

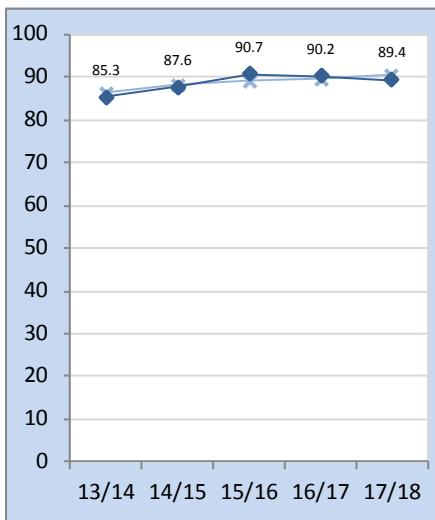


Percentage of pupils achieving the expected level plus two (Level 7+) in English: 2013/14 - 2017/18

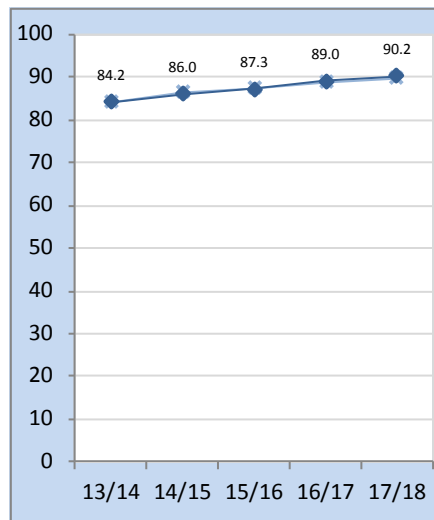


English – individual components

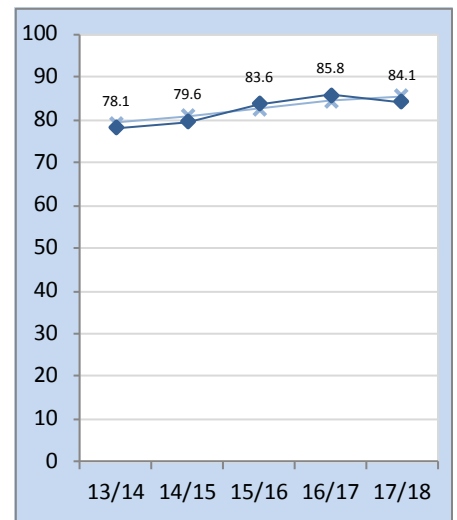
L5+ Oracy



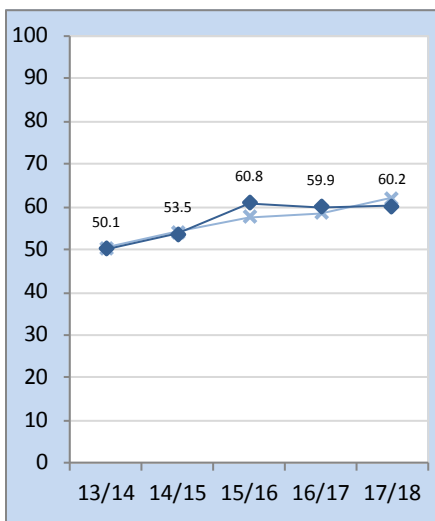
L5+ Reading



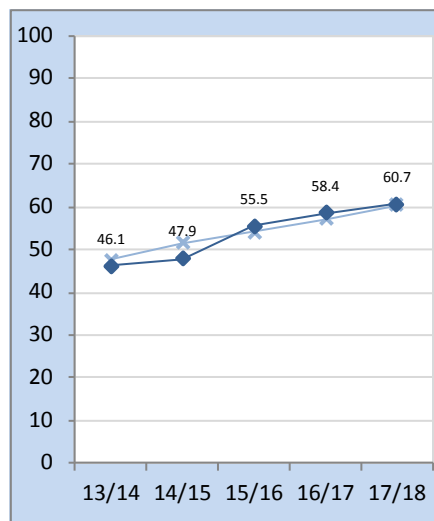
L5+ Writing



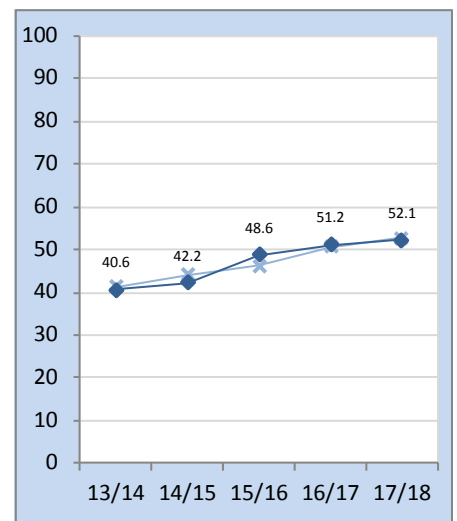
L6+ Oracy



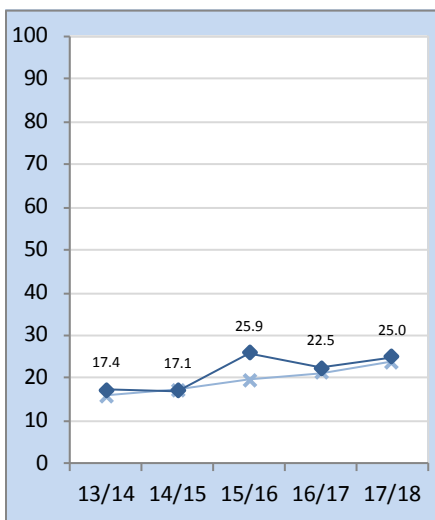
L6+ Reading



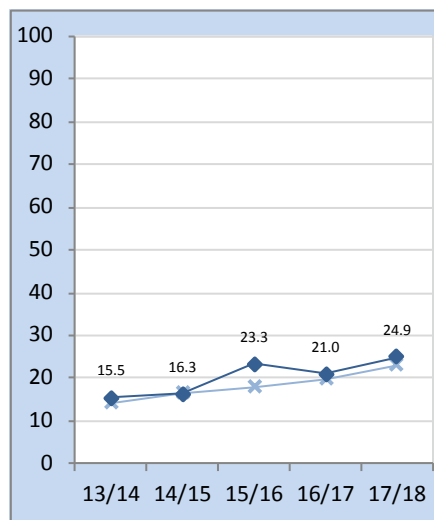
L6+ Writing



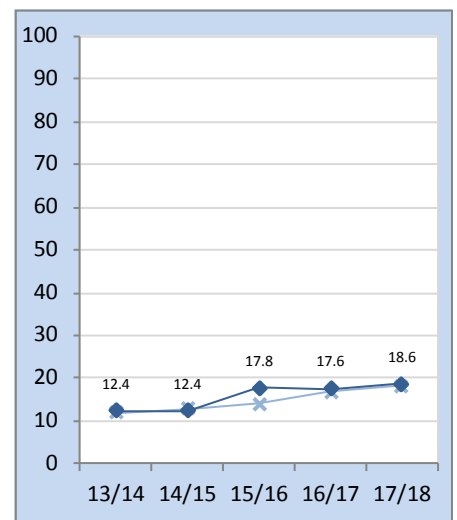
L7+ Oracy



L7+ Reading

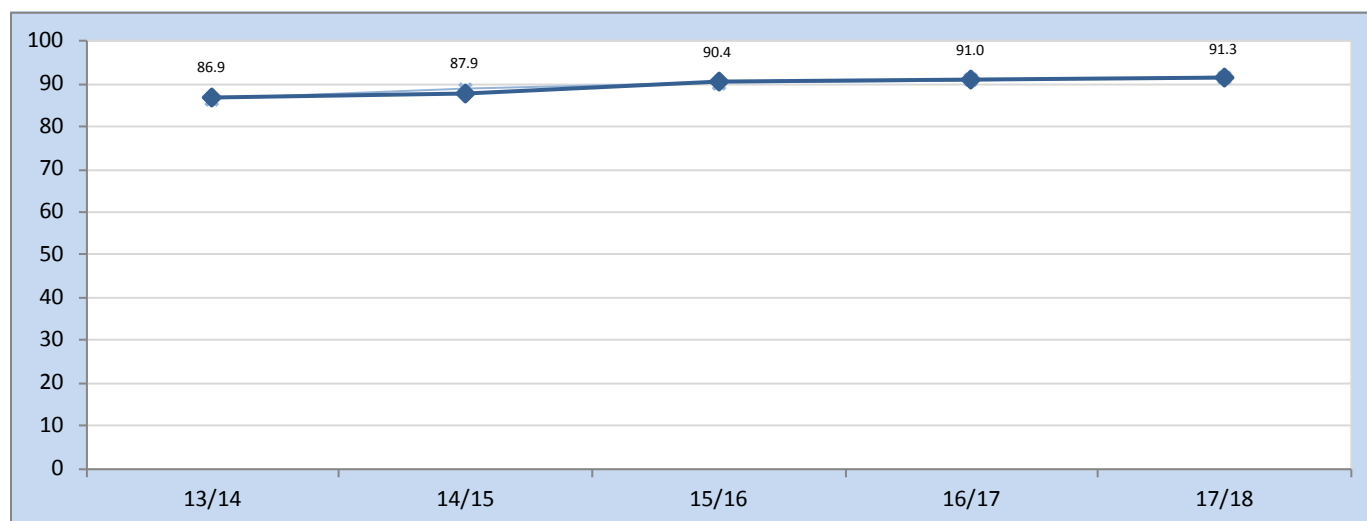


L7+ Writing

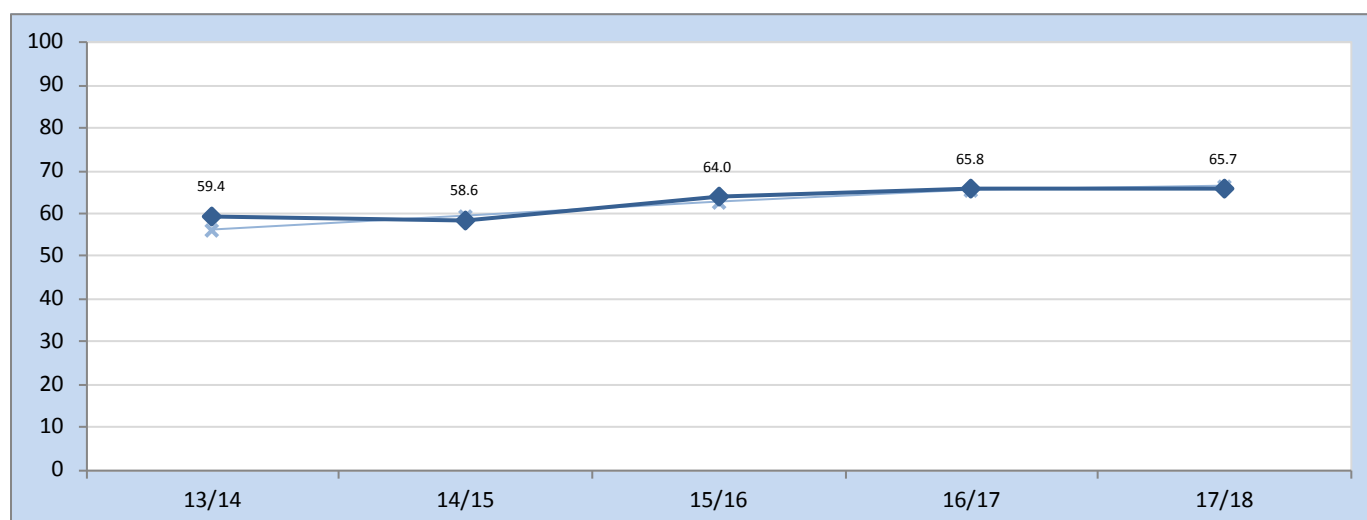


Mathematics

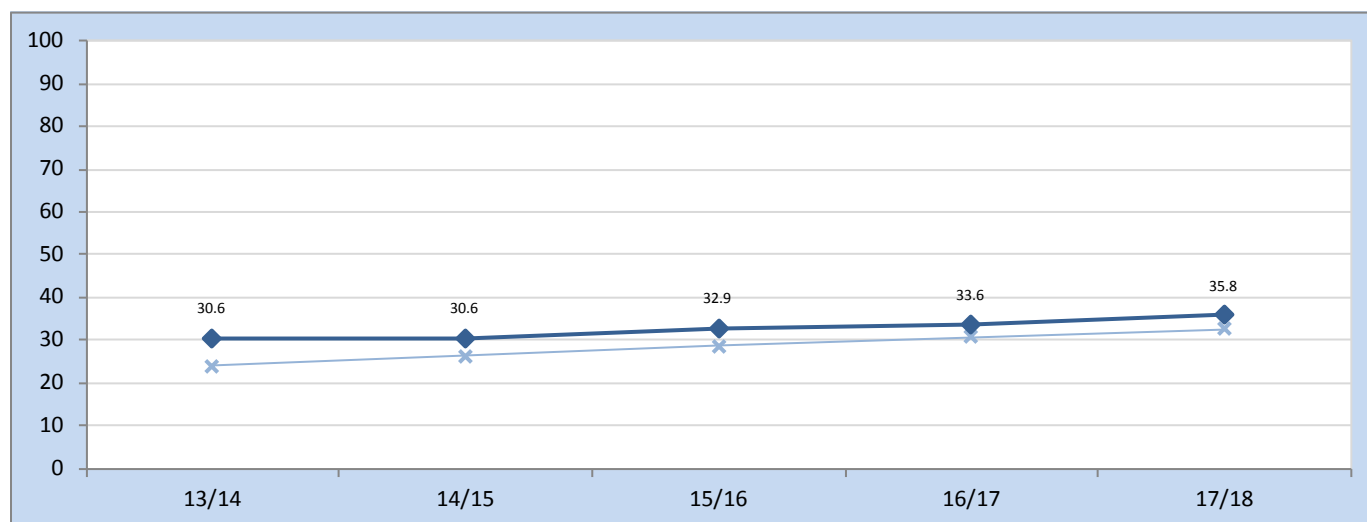
Percentage of pupils achieving the expected level (Level 5+) in Mathematics: 2013/14 - 2017/18



Percentage of pupils achieving the expected level plus one (Level 6+) in Mathematics: 2013/14 - 2017/18

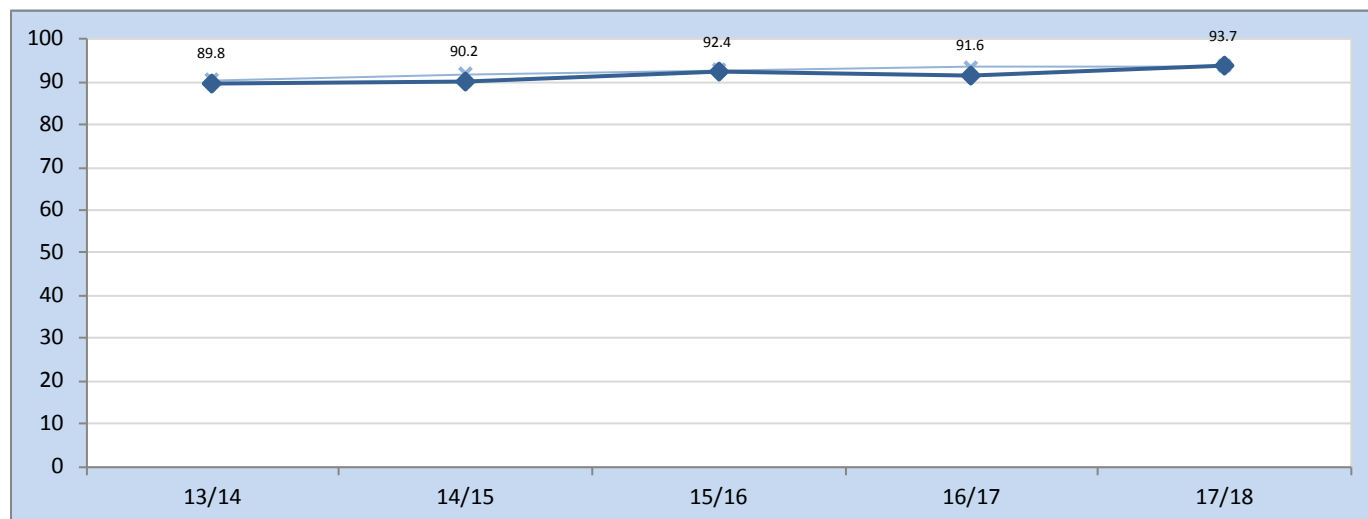


Percentage of pupils achieving the expected level plus two (Level 7+) in Mathematics: 2013/14 - 2017/18

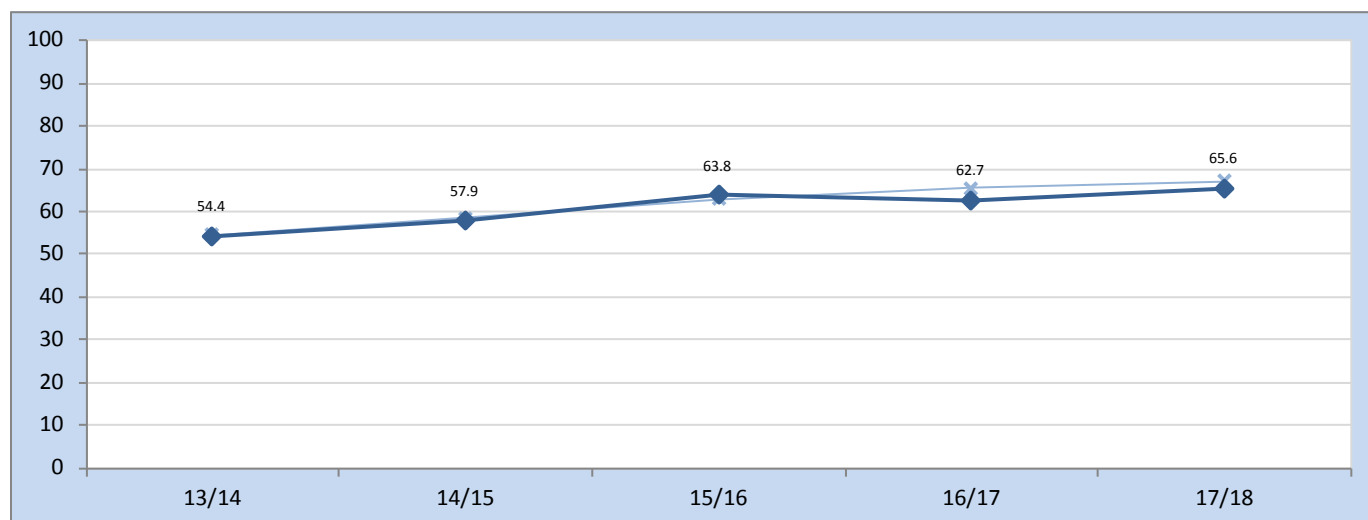


Science

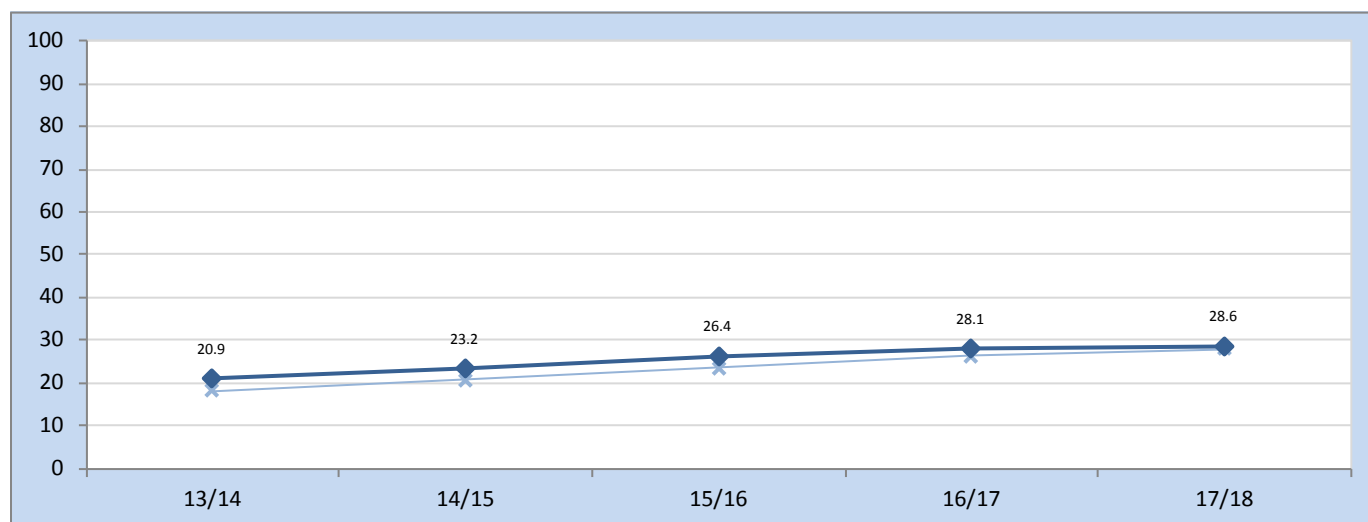
Percentage of pupils achieving the expected level (Level 5+) in Science: 2013/14 - 2017/18



Percentage of pupils achieving the expected level plus one (Level 6+) in Science: 2013/14 - 2017/18

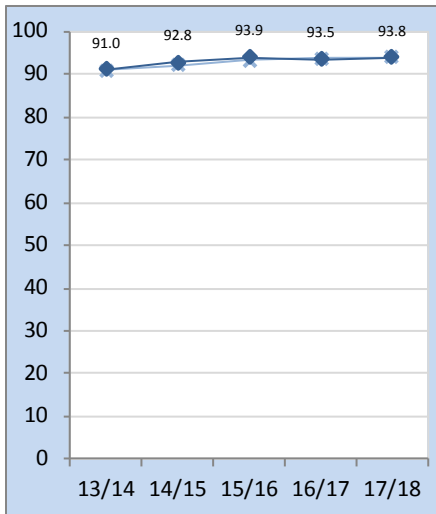


Percentage of pupils achieving the expected level plus two (Level 7+) in Science: 2013/14 - 2017/18

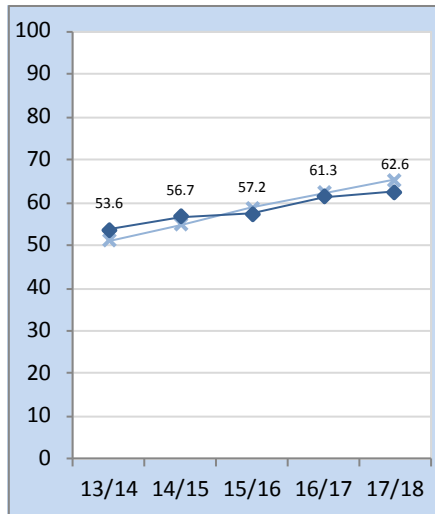


Art and Design

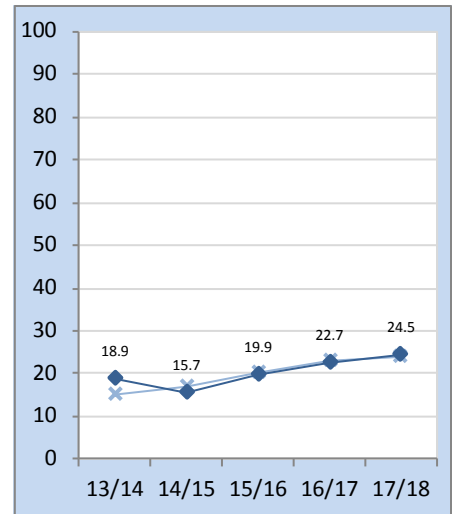
L5+



L6+

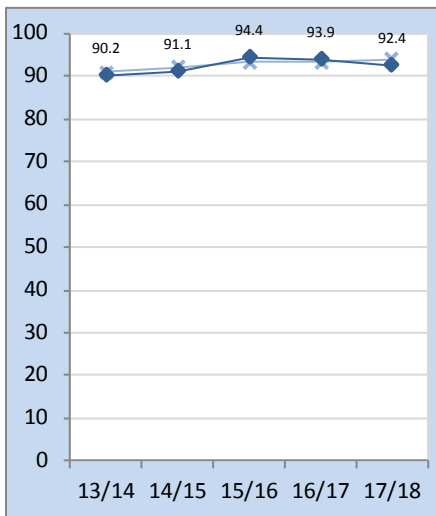


L7+

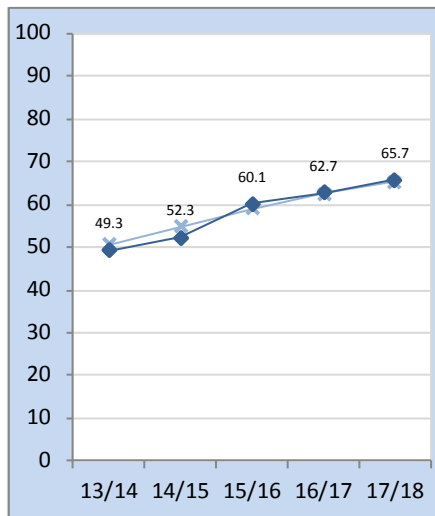


Design and Technology

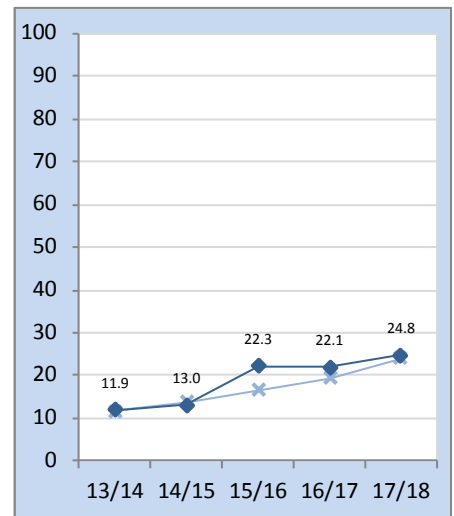
L5+



L6+

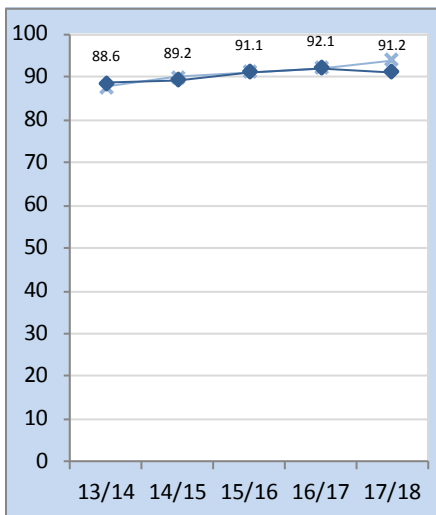


L7+

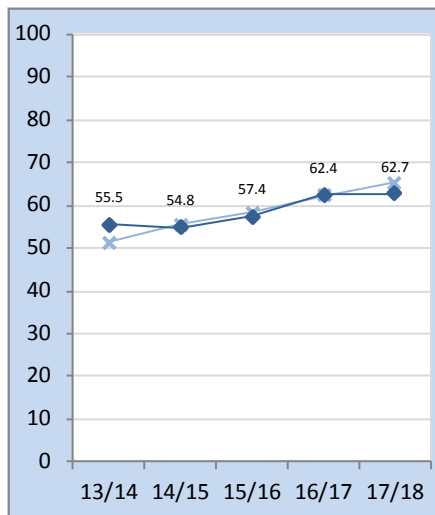


Geography

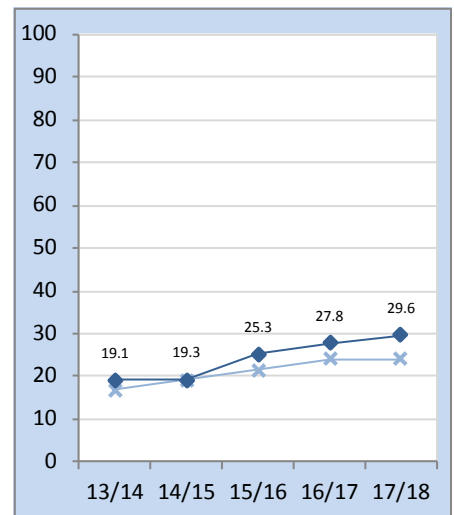
L5+



L6+

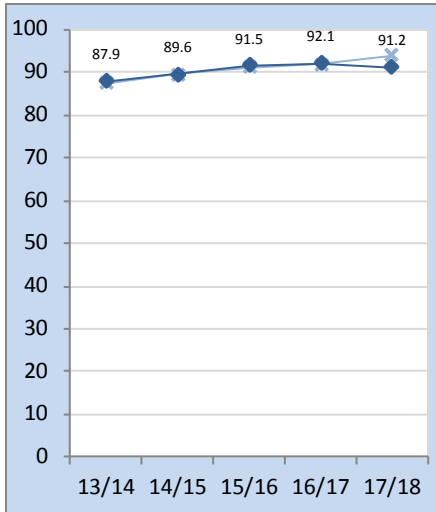


L7+

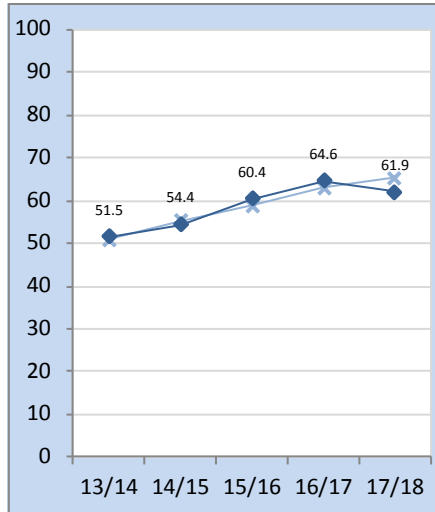


History

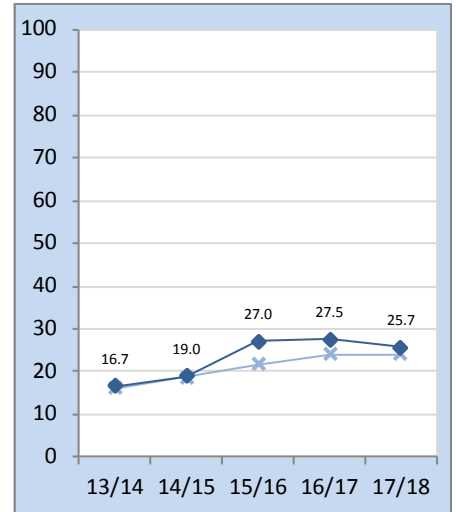
L5+



L6+

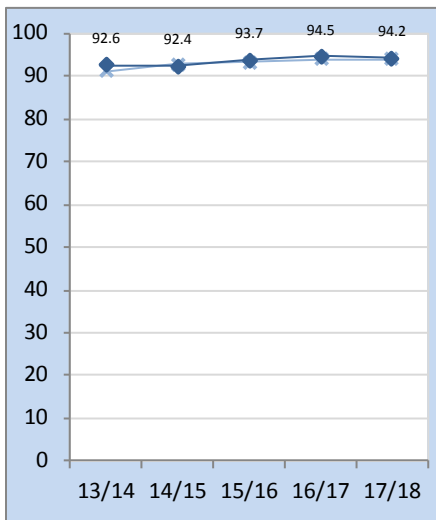


L7+

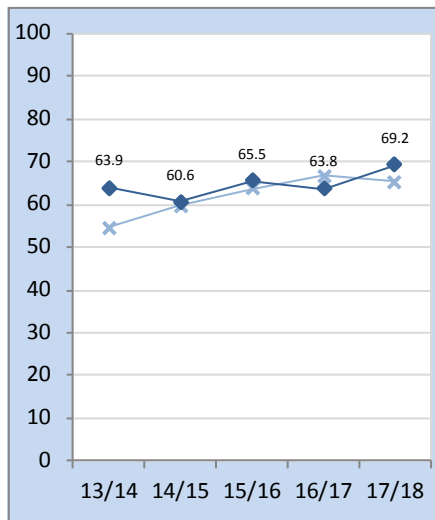


ICT

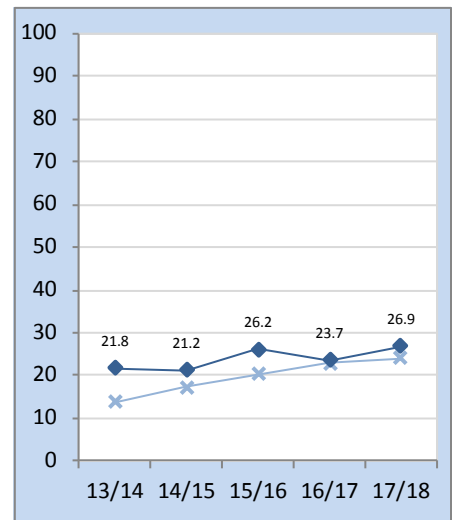
L5+



L6+

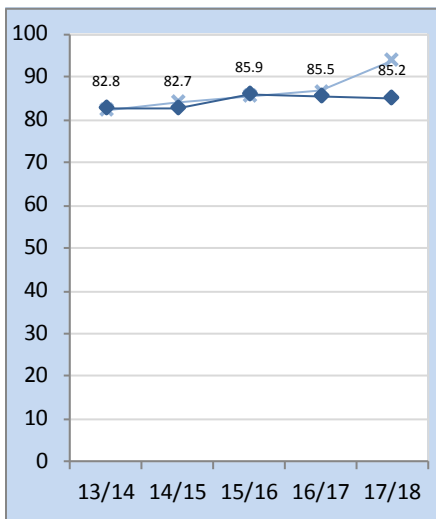


L7+

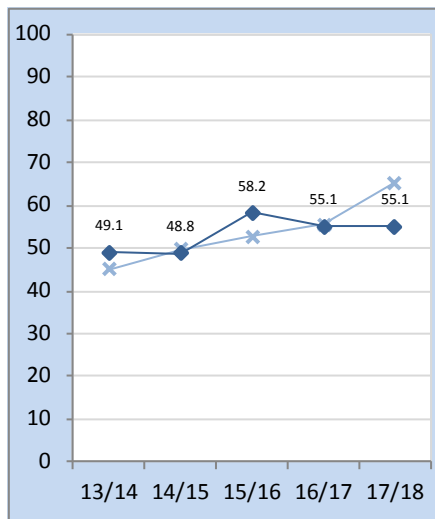


Modern Foreign Language

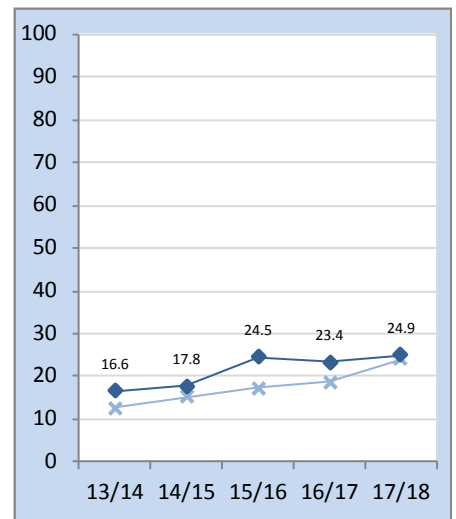
L5+



L6+

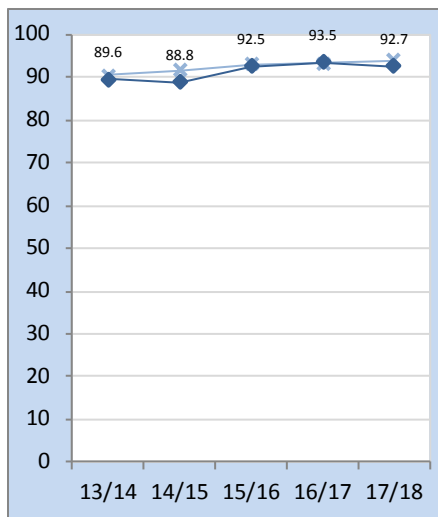


L7+

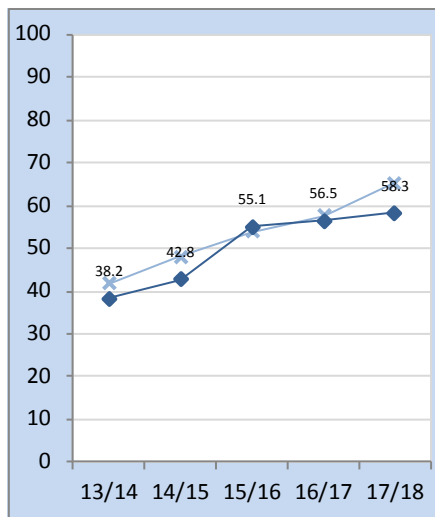


Music

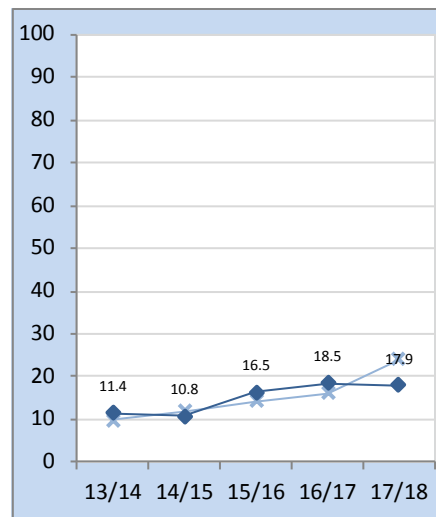
L5+



L6+

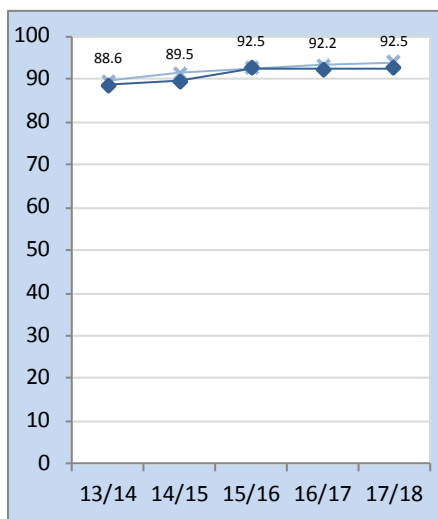


L7+

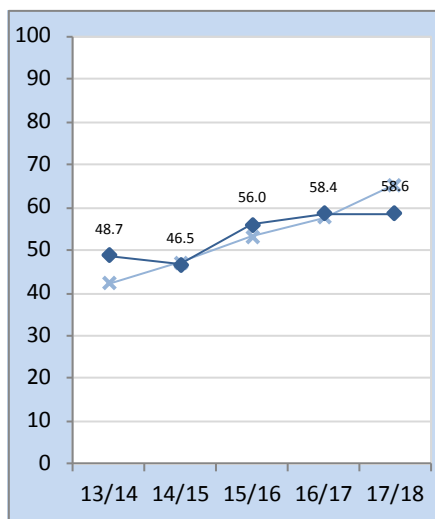


Physical Education

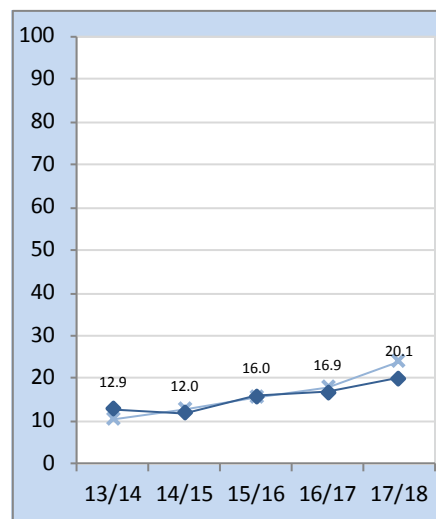
L5+



L6+

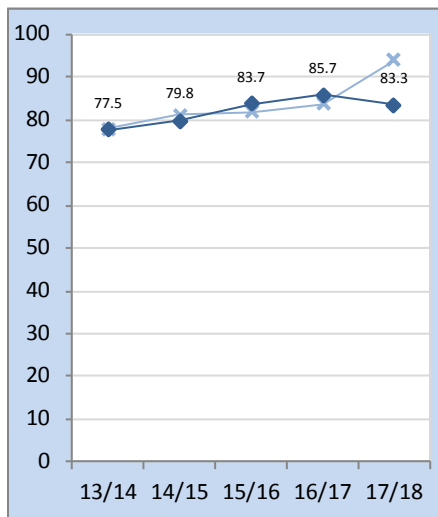


L7+

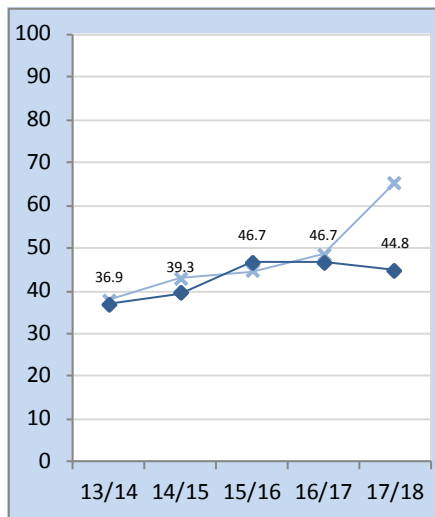


Welsh 2nd Language

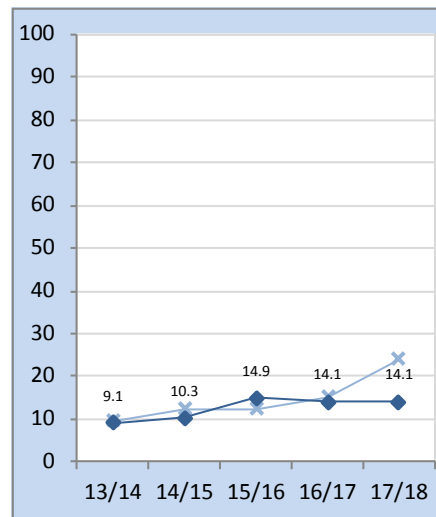
L5+



L6+



L7+



Boys vs Girls

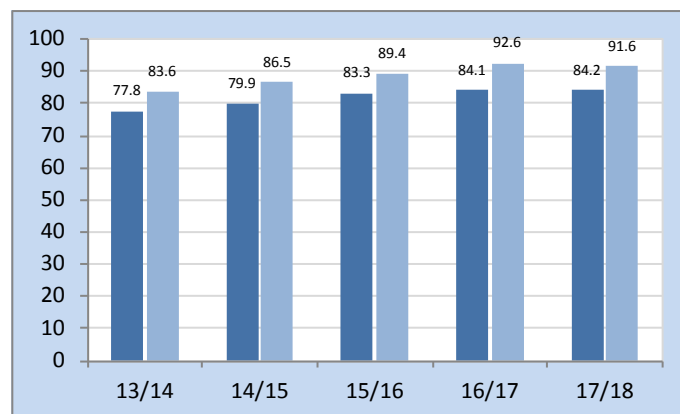
	(CSI)	13/14	14/15	15/16	16/17	17/18
Number of KS3 pupils	Boys	1,282	1,209	1,183	1,264	1,297
	Girls	1,192	1,200	1,149	1,170	1,152

Boys/Girls comparison of pupil achievement: 2013/14 - 2017/18

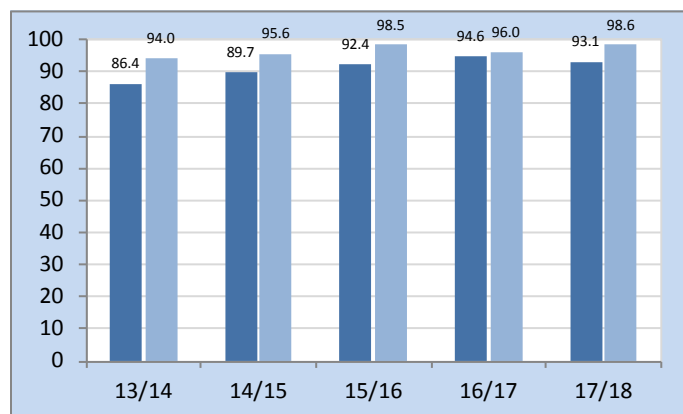
Boys and girls' performance are seen here; gaps in performance can be seen in the summary on page 42.



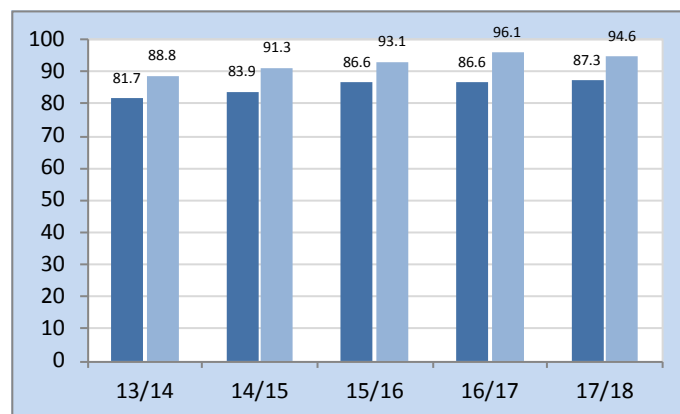
CSI



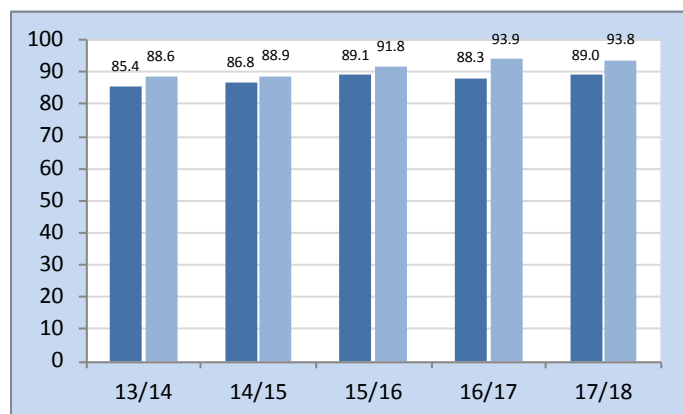
Level 5+: Cymraeg



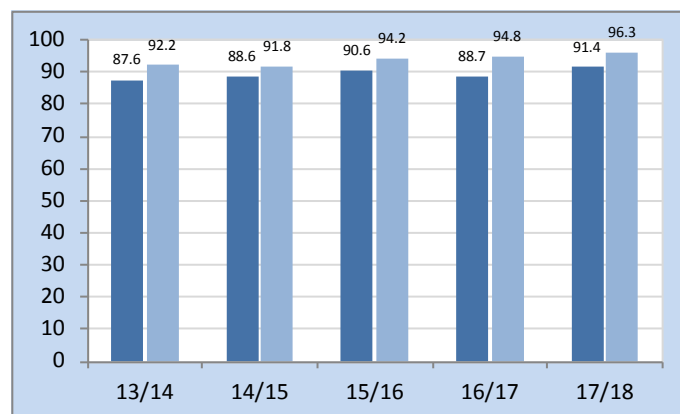
Level 5+: English



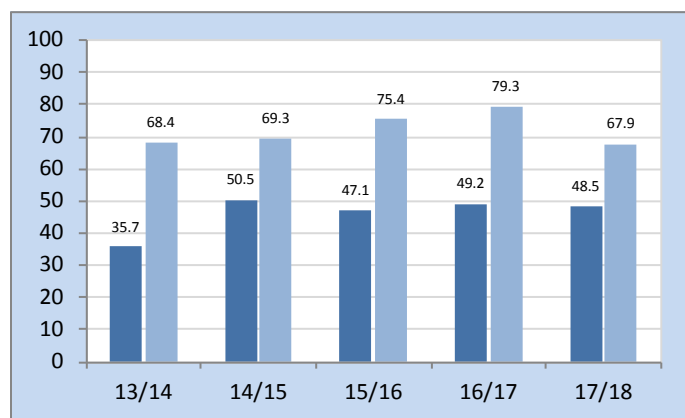
Level 5+: Mathematics



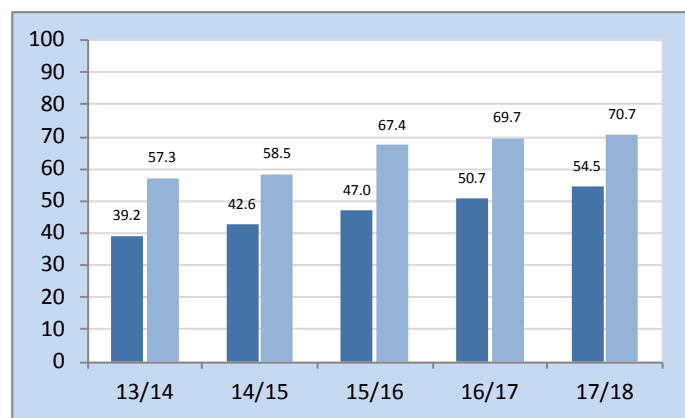
Level 5+: Science



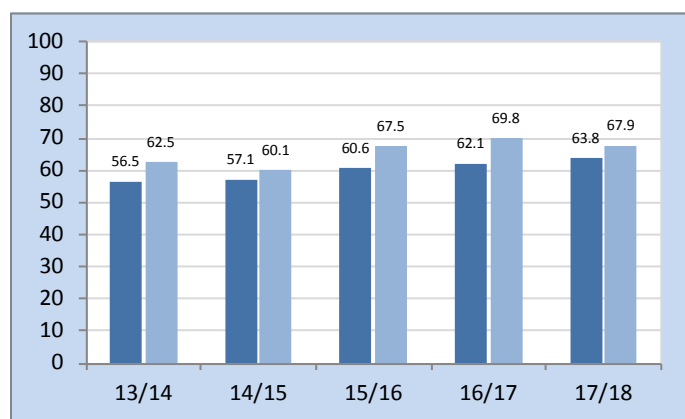
Level 6+: Cymraeg



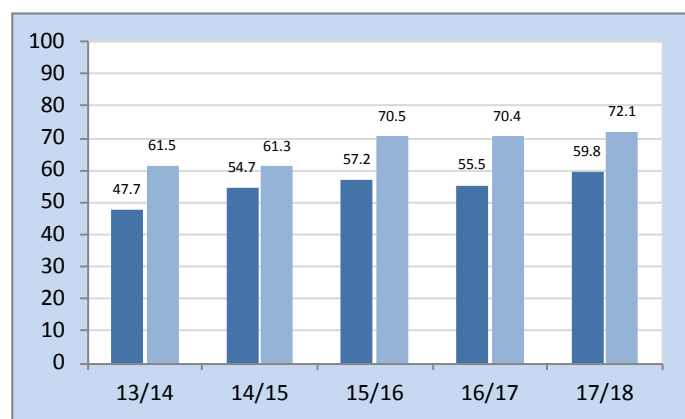
Level 6+: English



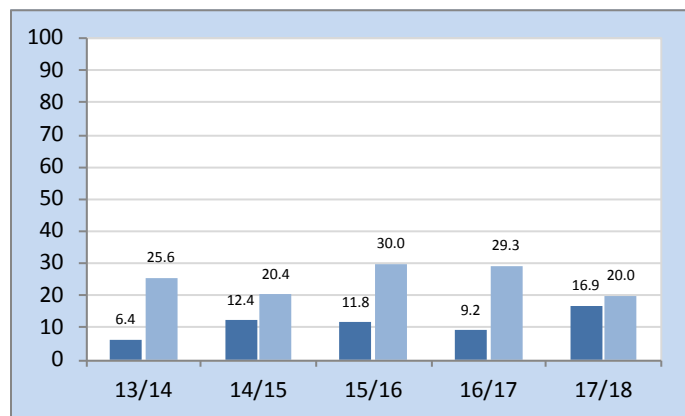
Level 6+: Mathematics



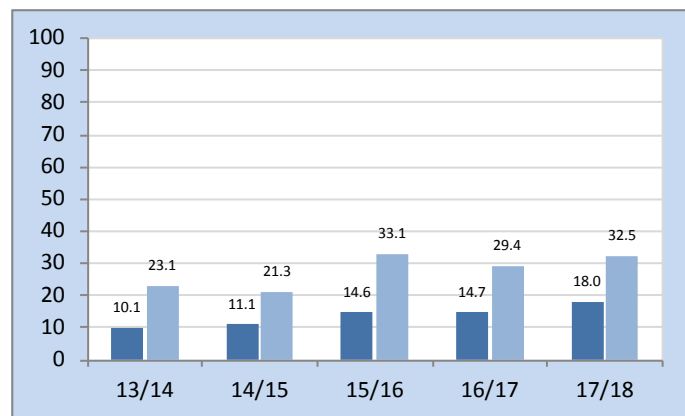
Level 6+: Science



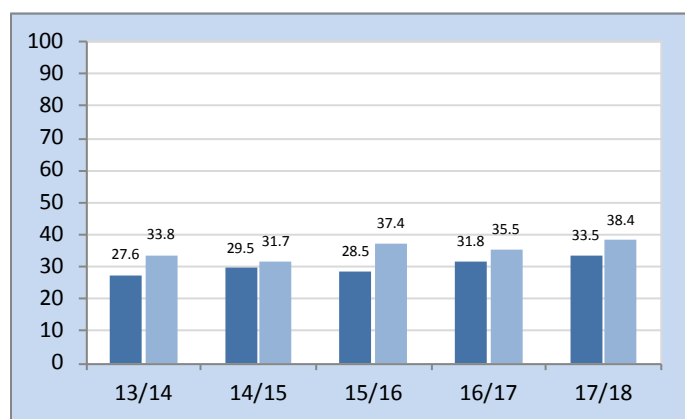
Level 7+: Cymraeg



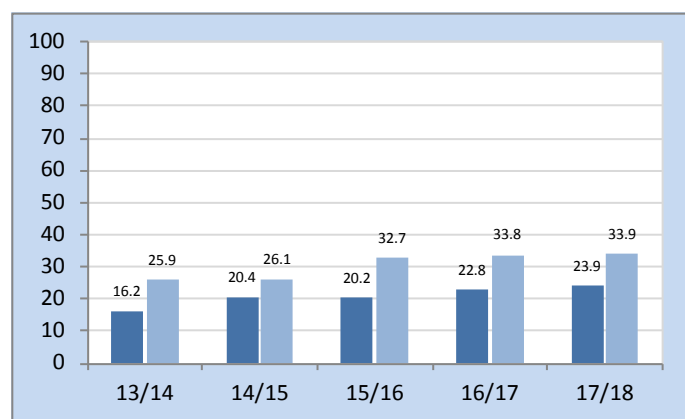
Level 7+: English



Level 7+: Mathematics

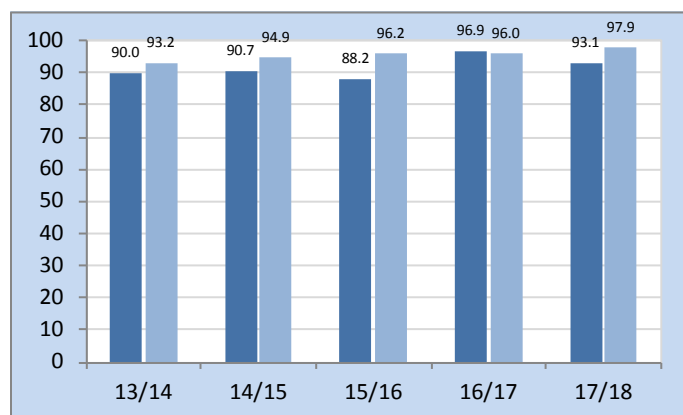


Level 7+: Science

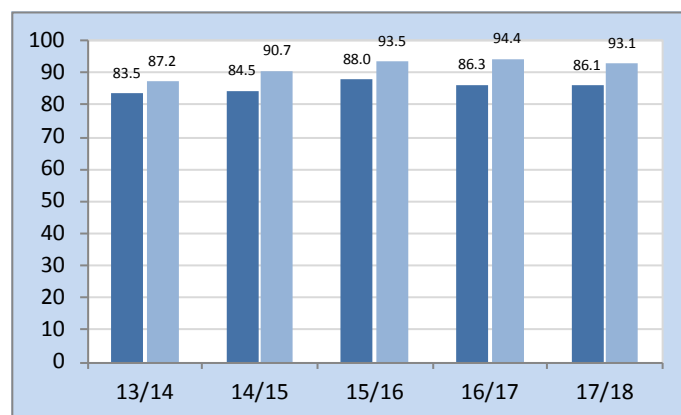


Boys/Girls comparison of pupil achievement, Cymraeg components: 2013/14 - 2017/18

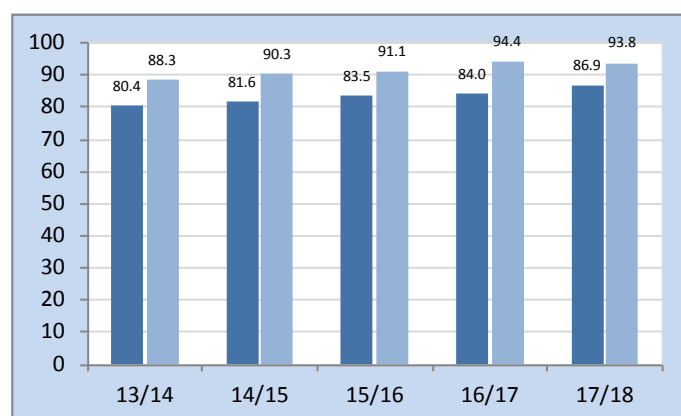
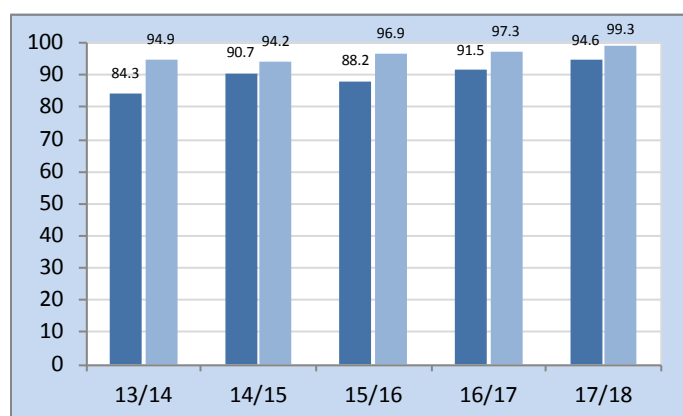
Level 5+: Oracy



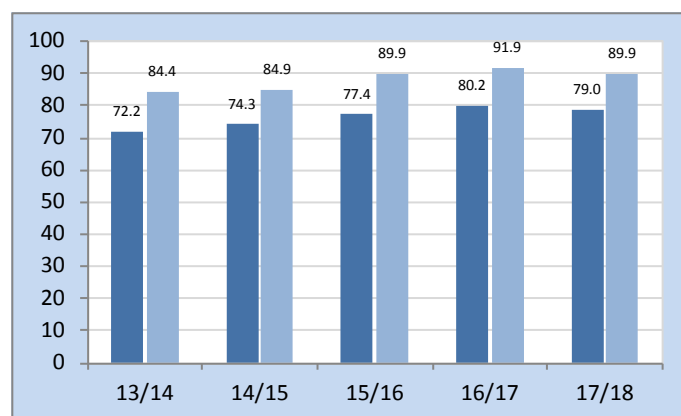
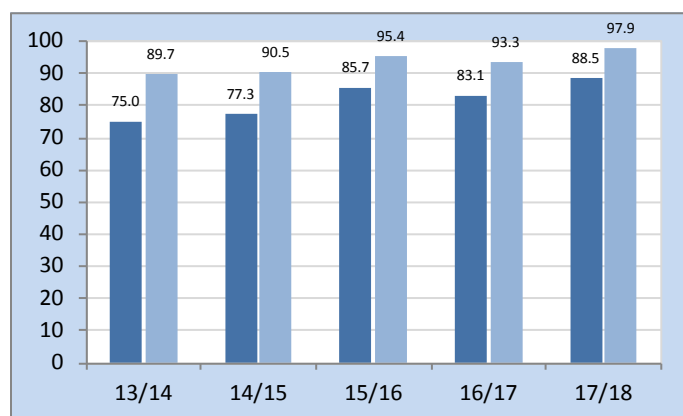
Boys/Girls comparison of pupil achievement, English components: 2013/14 - 2017/18



Level 5+: Reading



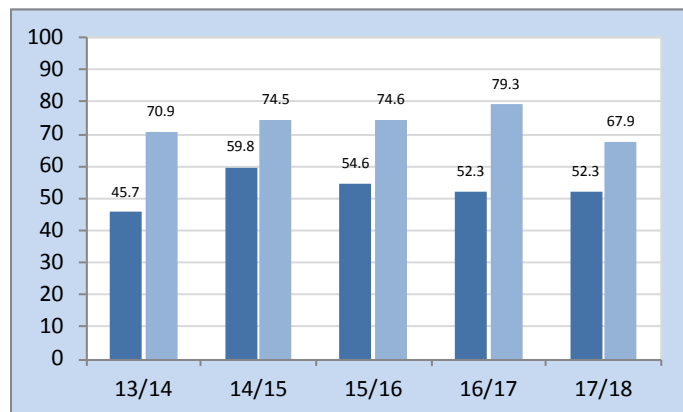
Level 5+: Writing



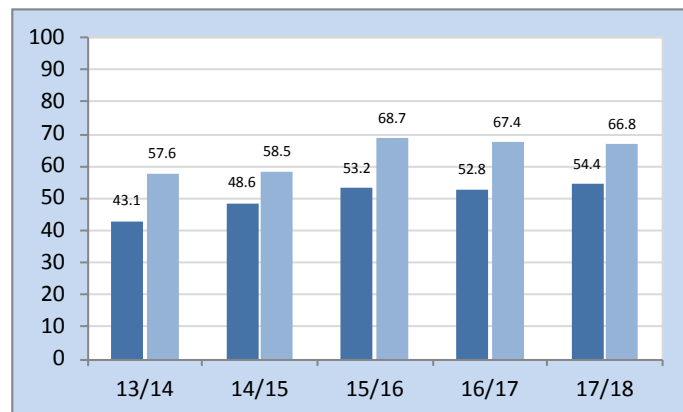
Boys Girls

Boys/Girls comparison of pupil achievement, Cymraeg components: 2013/14 - 2017/18

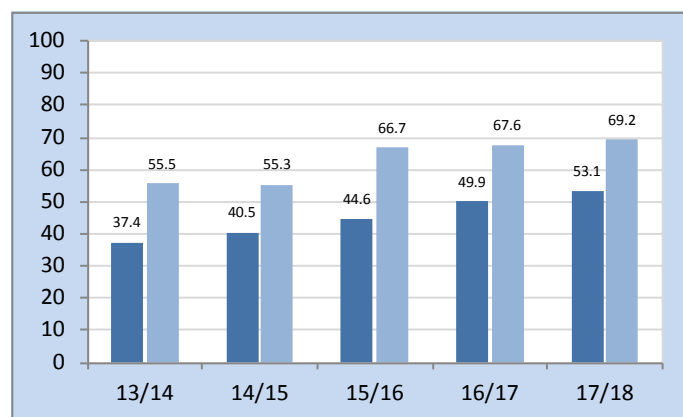
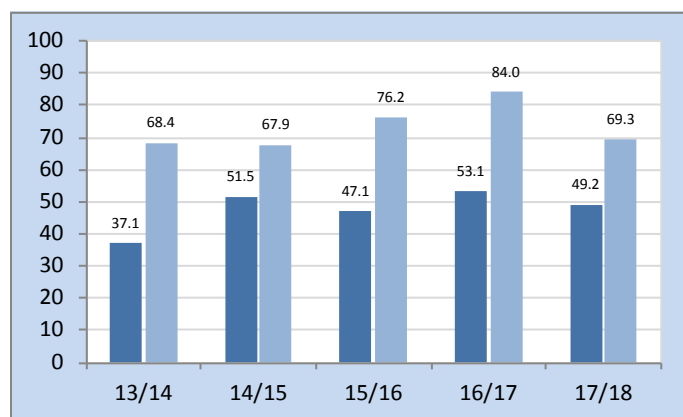
Level 6+: Oracy



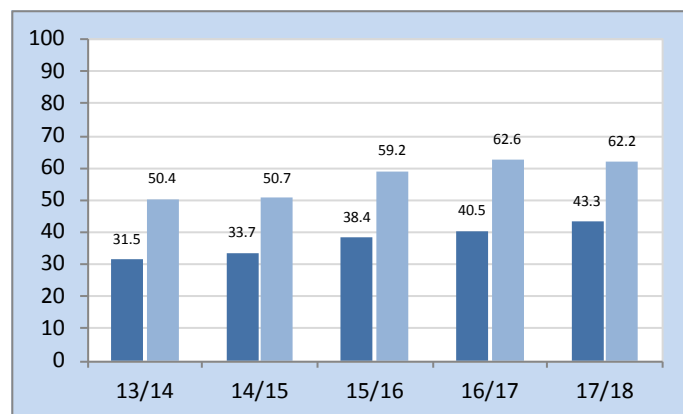
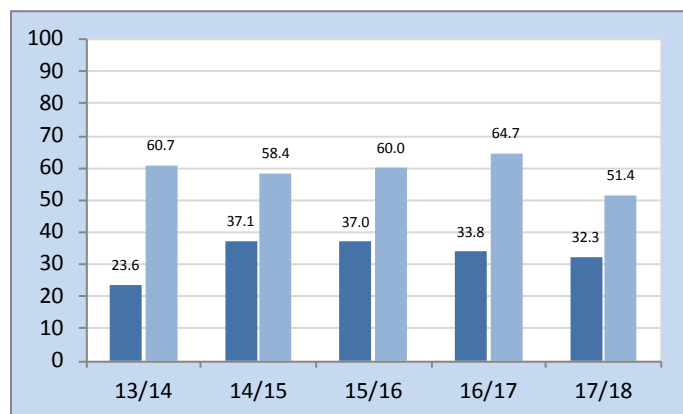
Boys/Girls comparison of pupil achievement, English components: 2013/14 - 2017/18



Level 6+: Reading



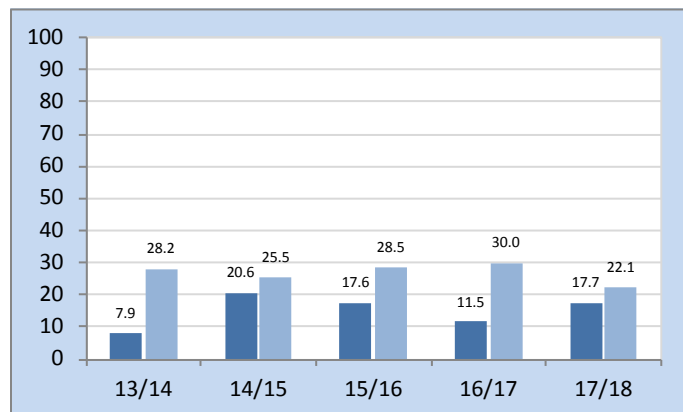
Level 6+: Writing



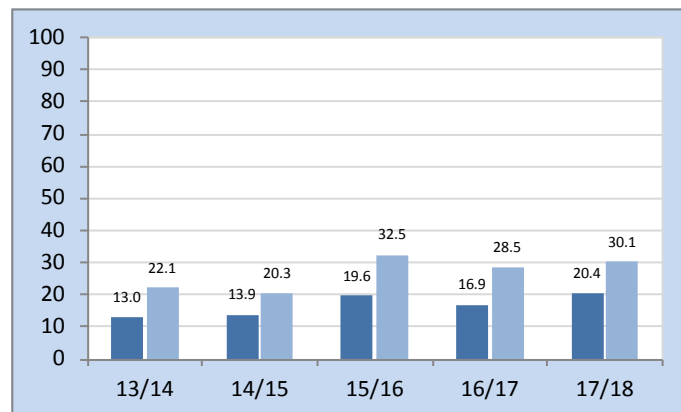
Boys Girls

Boys/Girls comparison of pupil achievement, Cymraeg components: 2013/14 - 2017/18

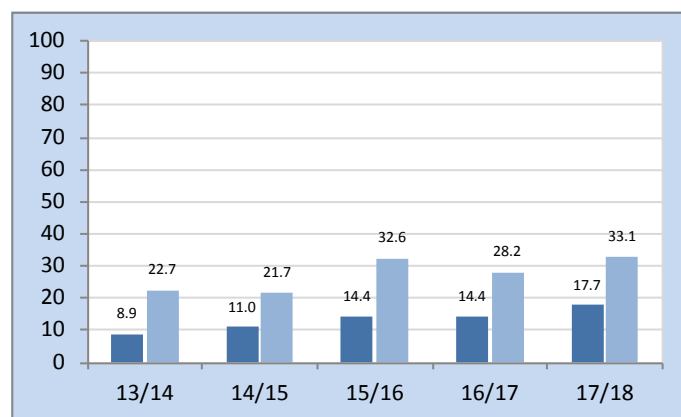
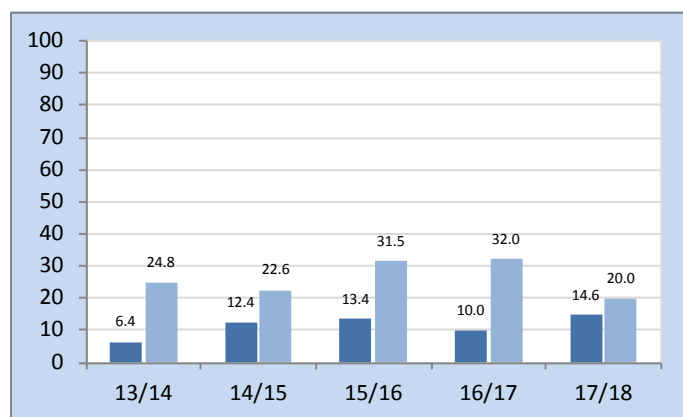
Level 7+: Oracy



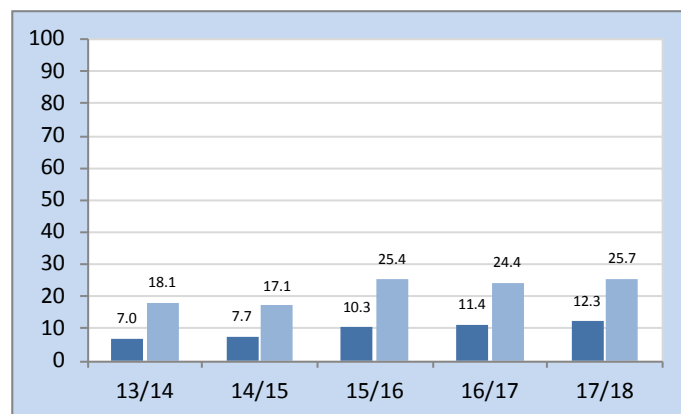
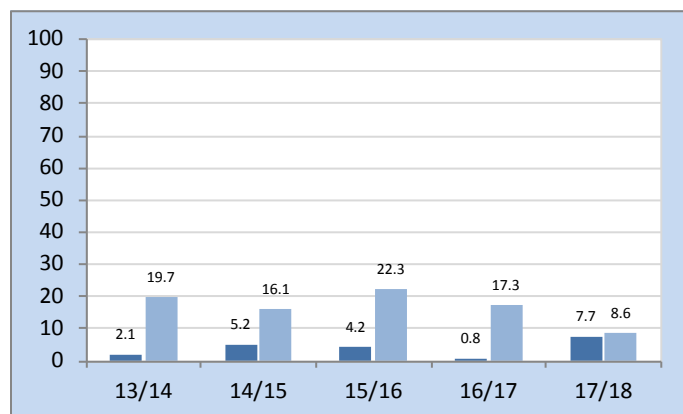
Boys/Girls comparison of pupil achievement, English components: 2013/14 - 2017/18



Level 7+: Reading



Level 7+: Writing



Boys Girls

Pupils eligible for free school meals (FSM)

Number of KS3 pupils eligible for FSM

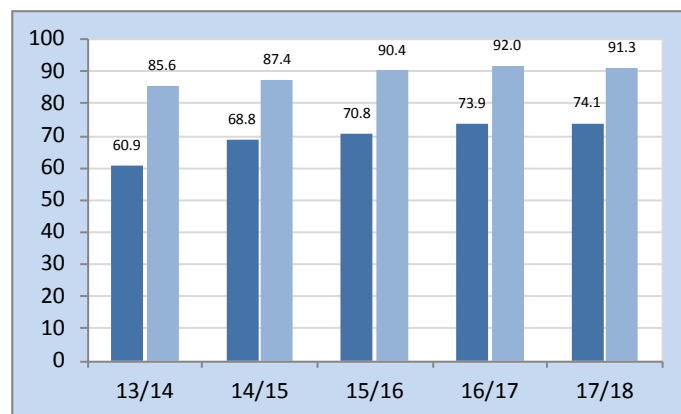
(those that can be matched to PLASC)

(CSI)	13/14	14/15	15/16	16/17	17/18
FSM	430	459	428	418	432
Non-FSM	2,017	1,919	1,880	1,986	1,994

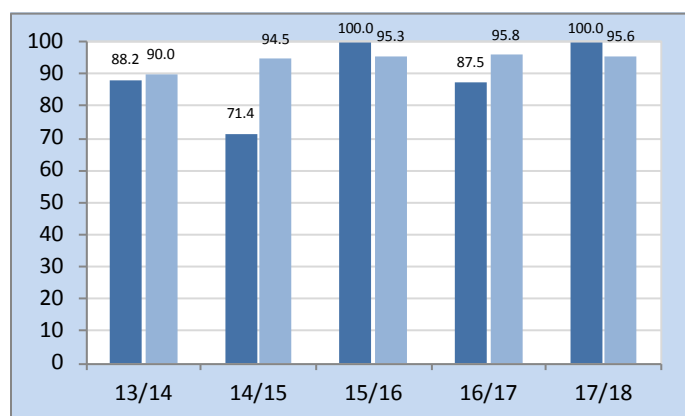
FSM/Non-FSM comparison of pupil achievement: 2013/14 - 2017/18



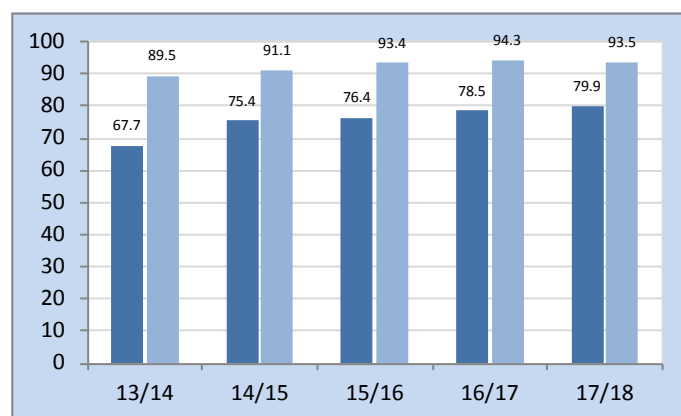
CSI



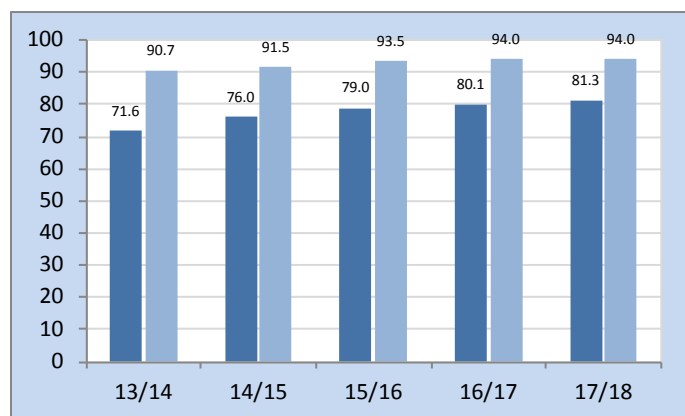
Level 5+: Cymraeg



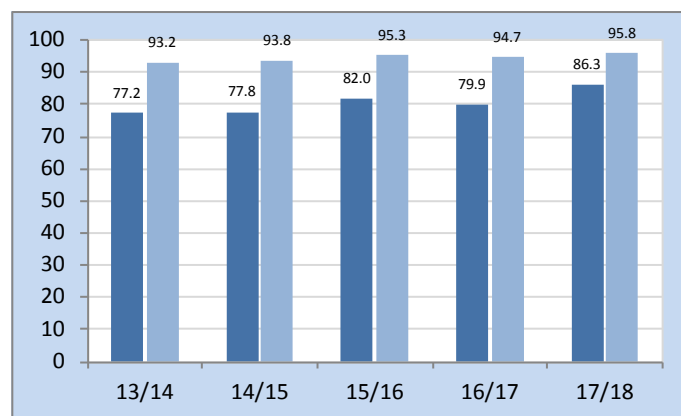
Level 5+: English



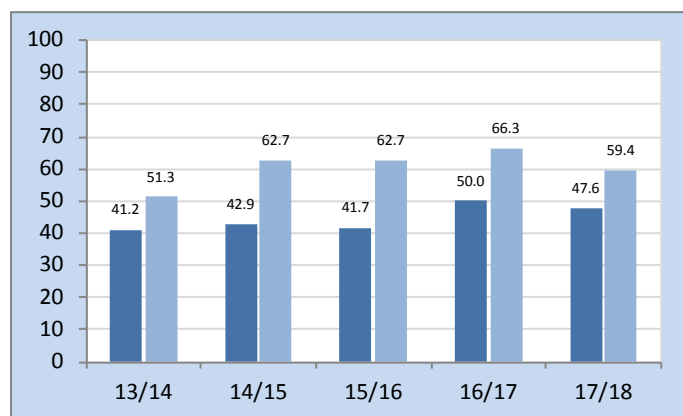
Level 5+: Mathematics



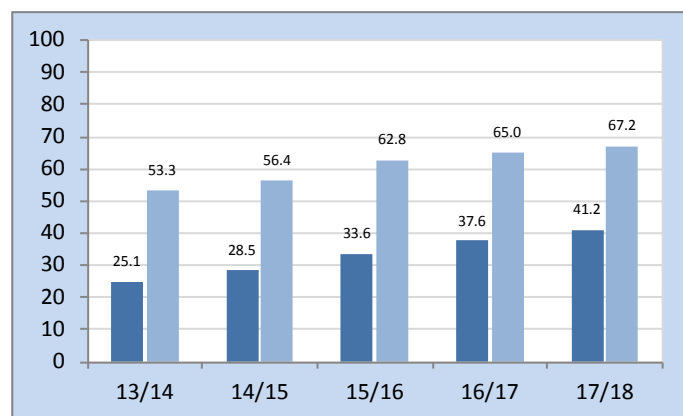
Level 5+: Science



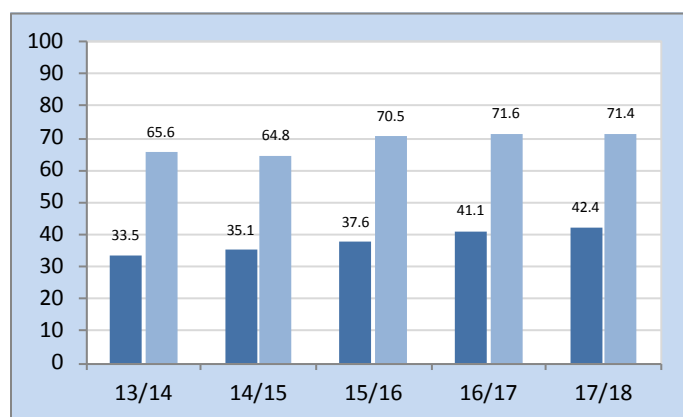
Level 6+: Cymraeg



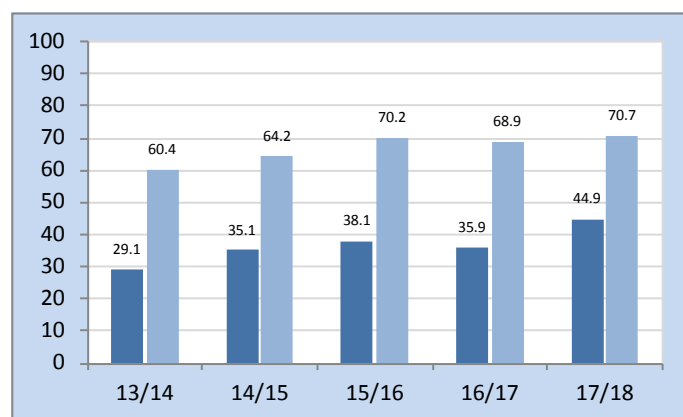
Level 6+: English



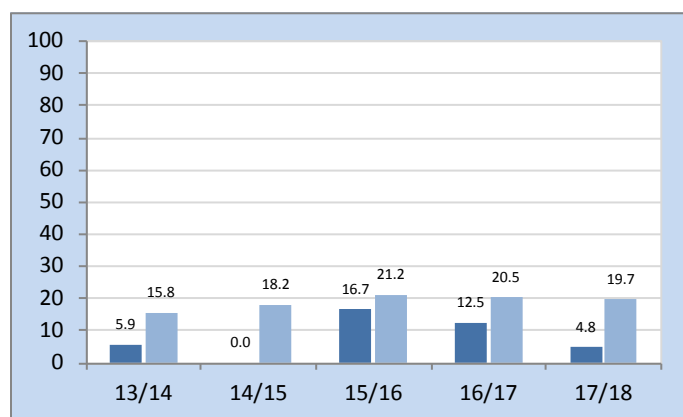
Level 6+: Mathematics



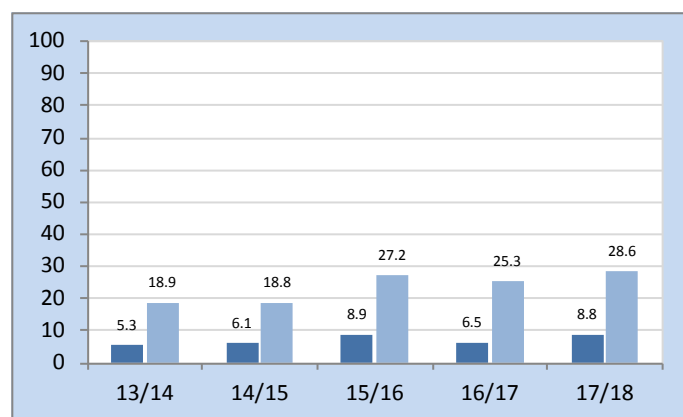
Level 6+: Science



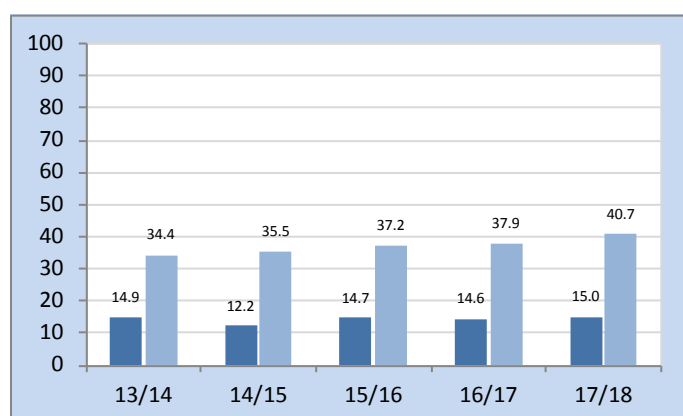
Level 7+: Cymraeg



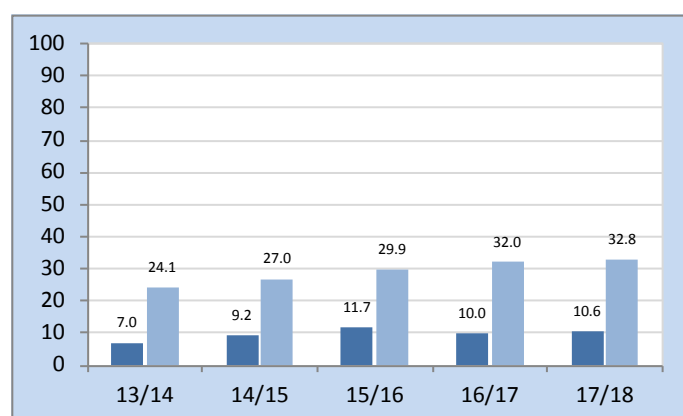
Level 7+: English



Level 7+: Mathematics



Level 7+: Science



How well does the LA perform at KS4?

****DROS DRO****

		Aged 15		Y11		
		13/14	14/15	15/16	16/17	17/18
Number of KS4 pupils (+ number who took a GCSE in Welsh First Language)	Boys	1,305	1,233	1,293	1,208	1,200
	<i>Cymraeg</i>	106	108	138	94	118
	Girls	1,234	1,151	1,186	1,198	1,148
	<i>Cymraeg</i>	129	115	116	134	130
	Pupils	2,539	2,384	2,479	2,406	2,348
	<i>Cymraeg</i>	235	223	254	228	248
		9%	9%	10%	9%	11%

	(L2+)	Aged 15		Y11		
		13/14	14/15	15/16	16/17	17/18
Number of FSM pupils (+ number who took a GCSE in Welsh First Language)	FSM	472	425	381	417	397
	<i>FSM CYM</i>	2,053	1,926	2,021	1,928	1,899
	Non-FSM	19	22	22	12	14
	<i>Non-FSM CYM</i>	216	201	232	217	234

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 (first language) and one in Mathematics/Numeracy.

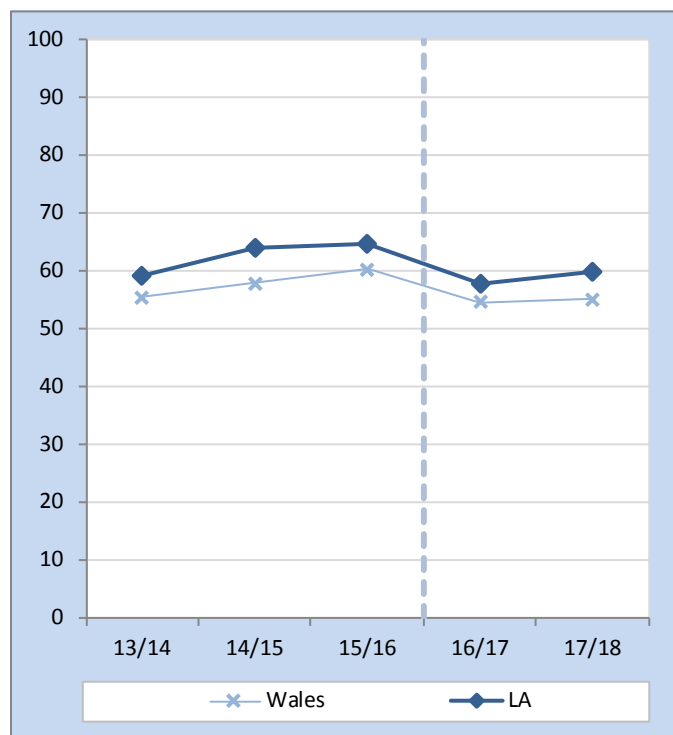
The “capped points score” (**Cap9**) is calculated by using the best 9 results of all qualifications approved for pre-16 use in Wales, e.g. an A* GCSE grade is worth 58 points, A is 52 points, B is 46 points etc. It has to include one GCSE first language (the best), Mathematics, Numeracy and the two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

With the crosses seen within the regression charts, pupils from Special Schools/PRU/EOTAS aren't included within these figures. This is consistent with Welsh Government calculations.

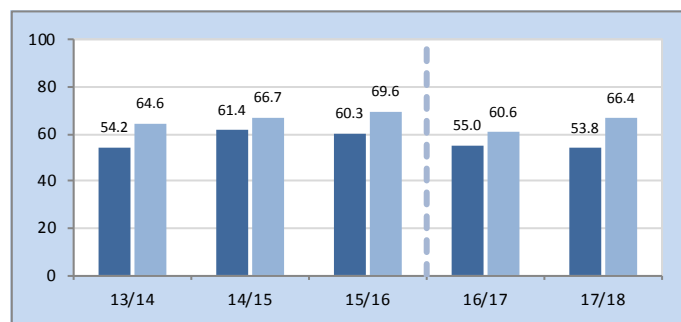
* Since 2015/16, Year 11 performance is shown (rather than the 15 year old cohort).

* Since 2016/17 the regulations have changed for the make-up of many of the thresholds. Also, only “Language” counts towards Cymraeg 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.

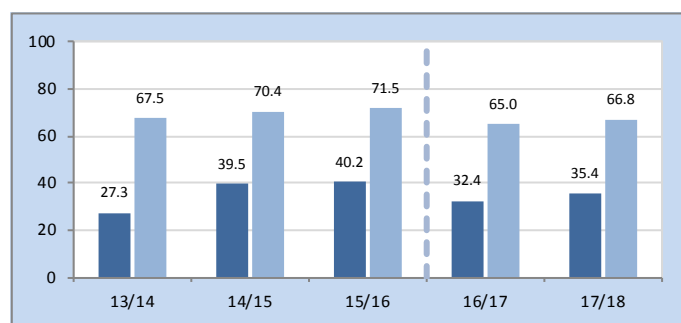
Full Cohort



Boys vs Girls

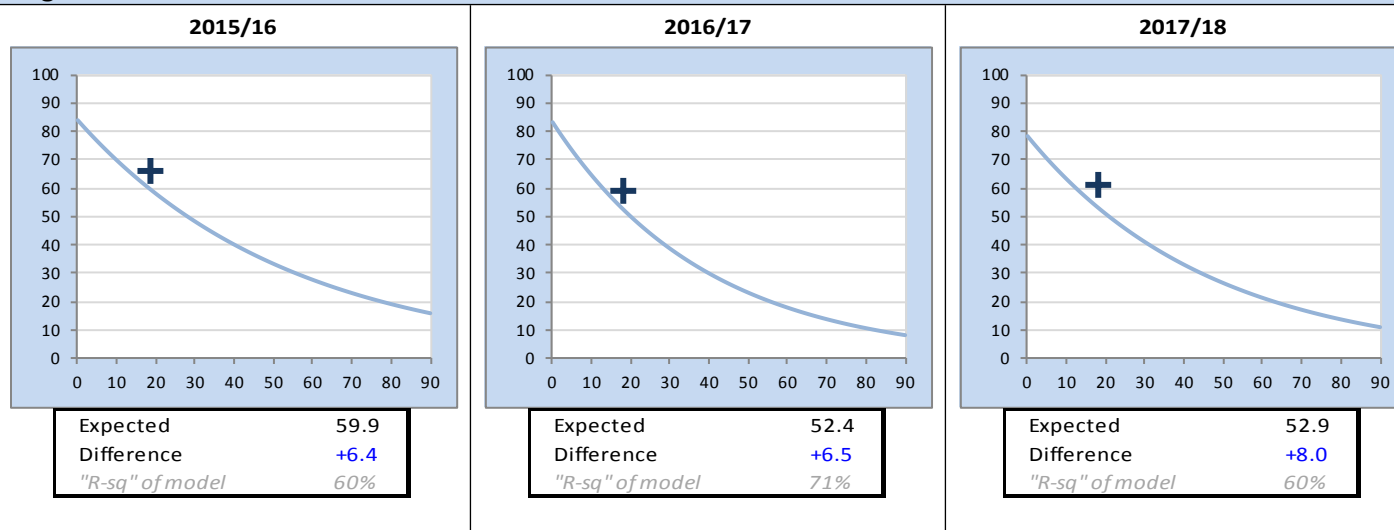


FSM vs Non-FSM



	2013/14	2014/15	2015/16	2016/17	2017/18
1 pupil as %	0.04	0.04	0.04	0.04	0.04
L2+	59.2	64.0	64.7	57.8	60.0

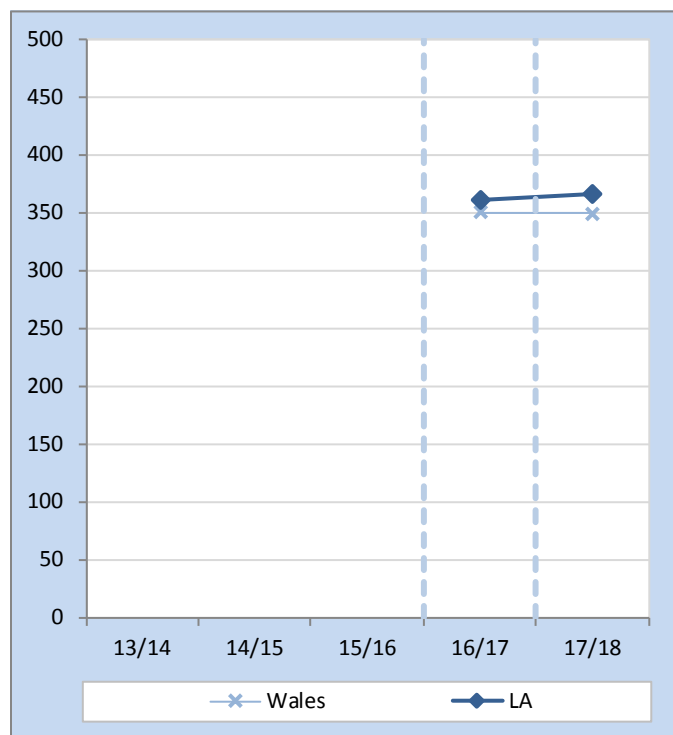
Regression Charts



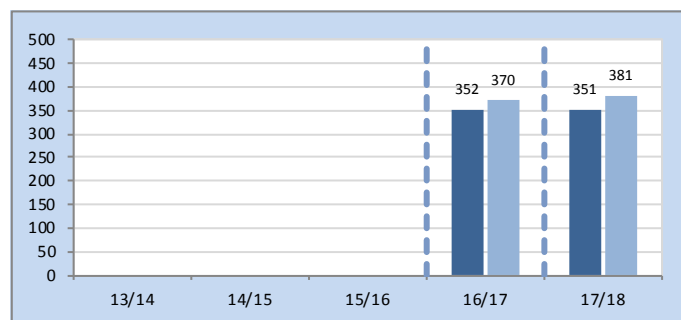
Capped points score

Cap9

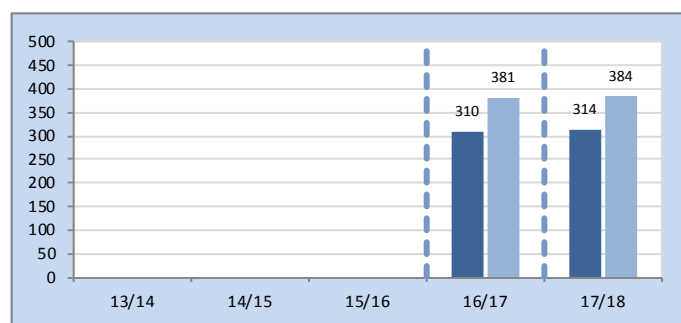
Full Cohort



Boys vs Girls

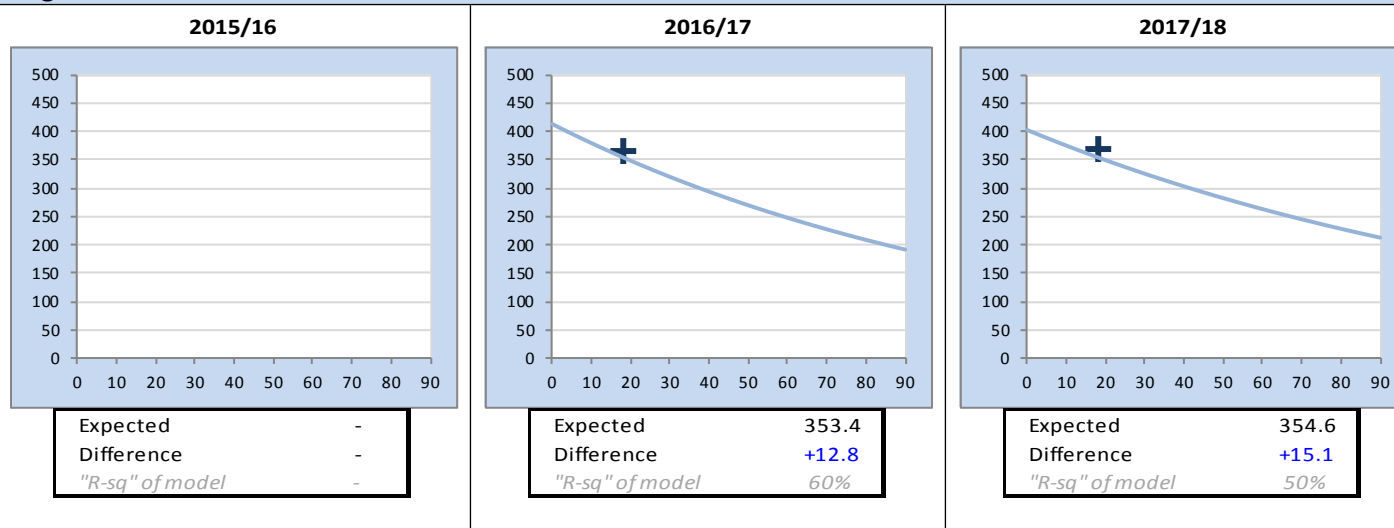


FSM vs Non-FSM



	2013/14	2014/15	2015/16	2016/17	2017/18
1 pupil as %				0.04	0.04
Cap9				361.1	365.8

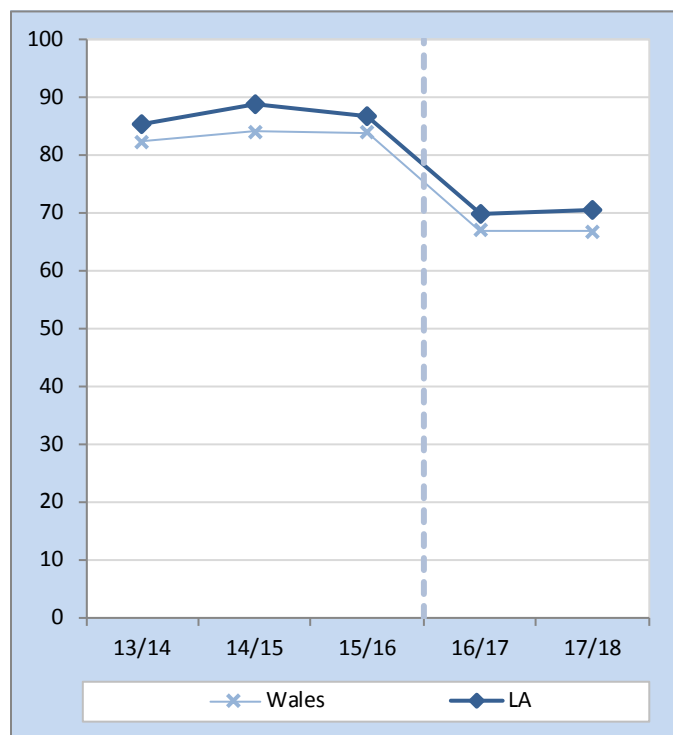
Regression Charts



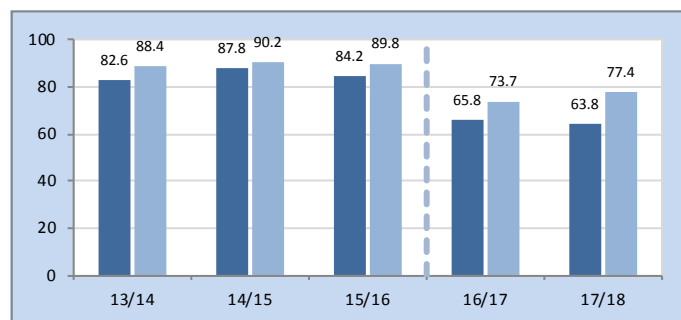
Level 2 threshold

L2

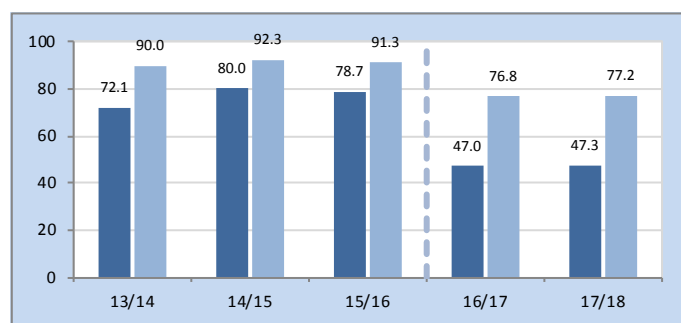
Full Cohort



Boys vs Girls

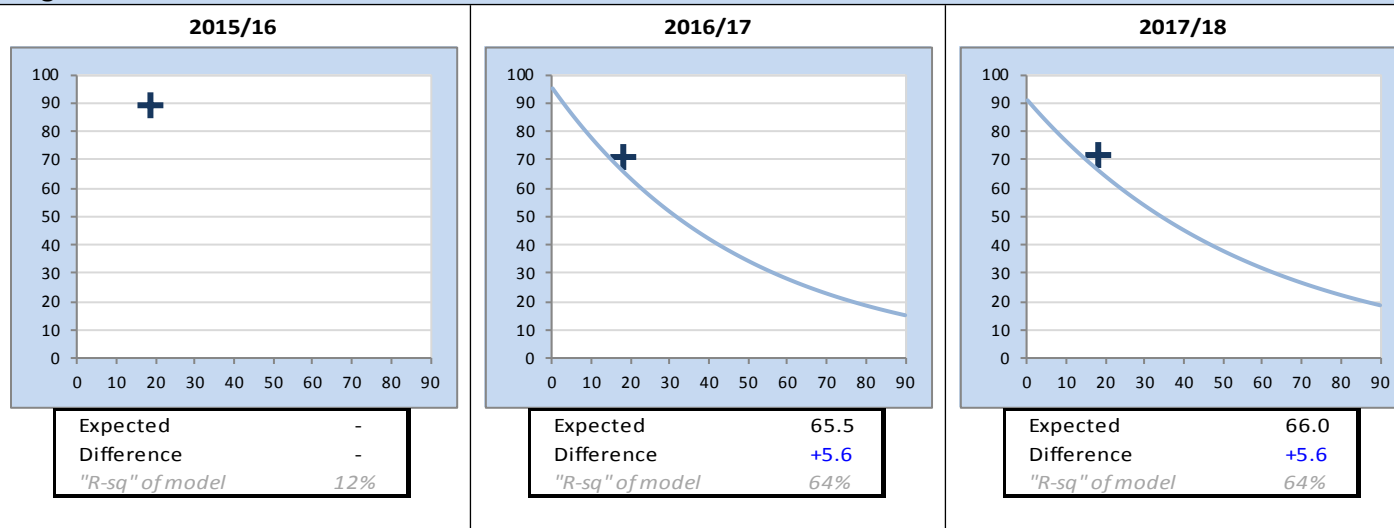


FSM vs Non-FSM



	2013/14	2014/15	2015/16	2016/17	2017/18
1 pupil as %	0.04	0.04	0.04	0.04	0.04
L2	85.4	88.9	86.9	69.7	70.4

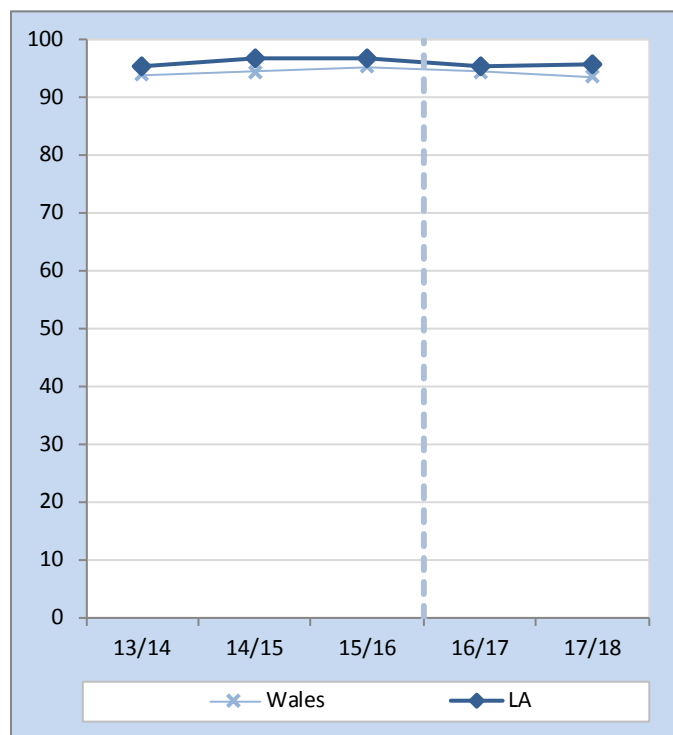
Regression Charts



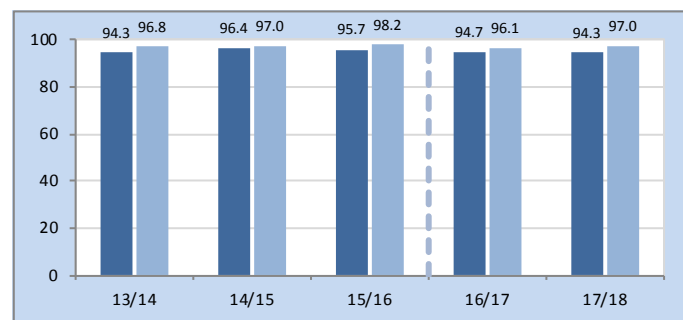
Level 1 threshold

L1

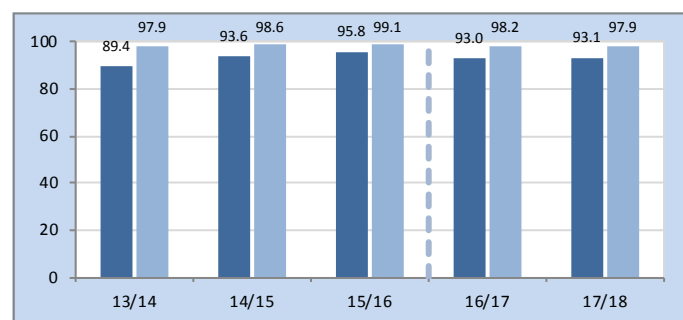
Full Cohort



Boys vs Girls

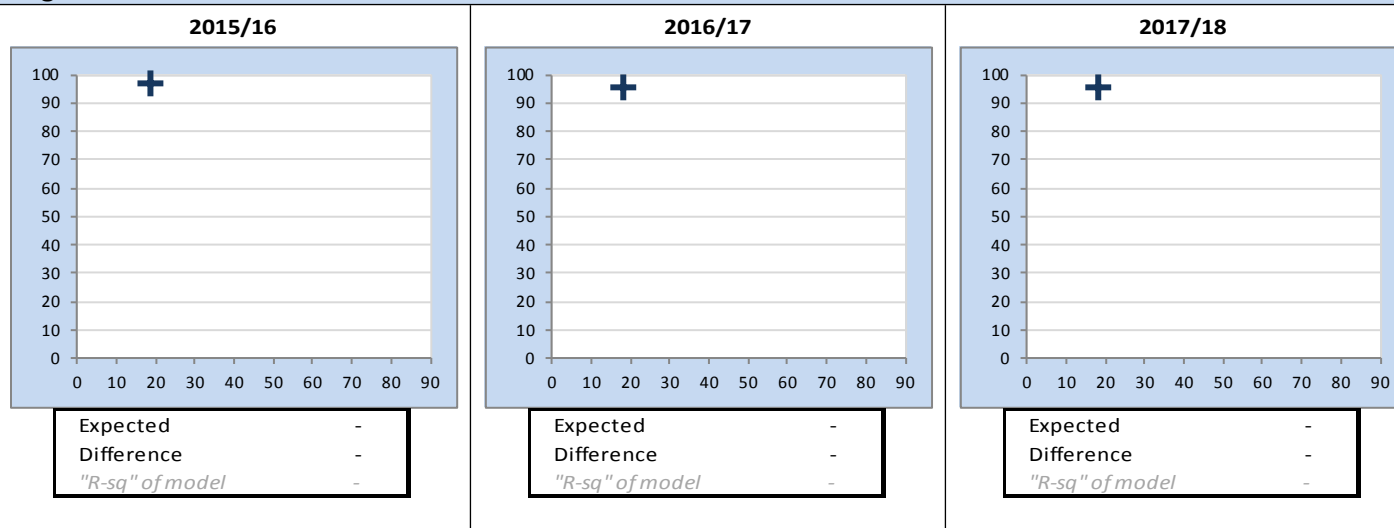


FSM vs Non-FSM



	2013/14	2014/15	2015/16	2016/17	2017/18
1 pupil as %	0.04	0.04	0.04	0.04	0.04
L1	95.5	96.7	96.9	95.4	95.6

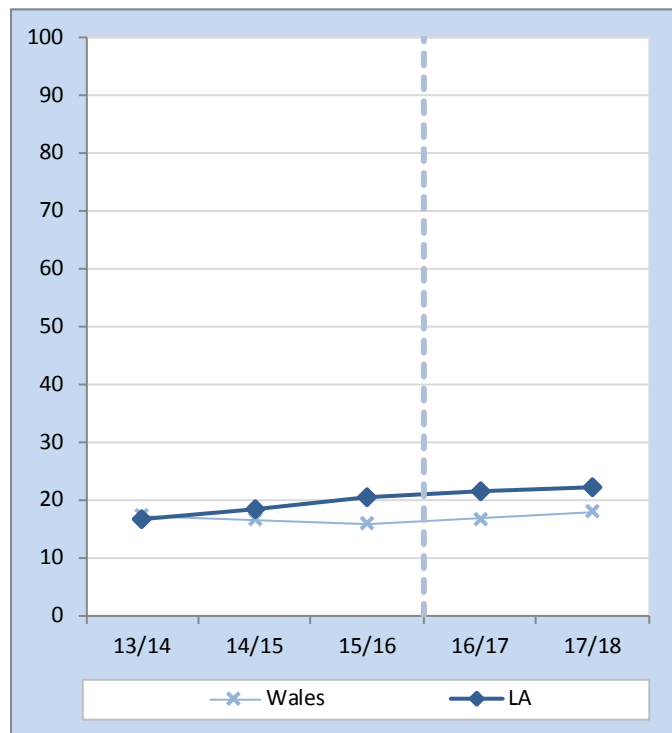
Regression Charts



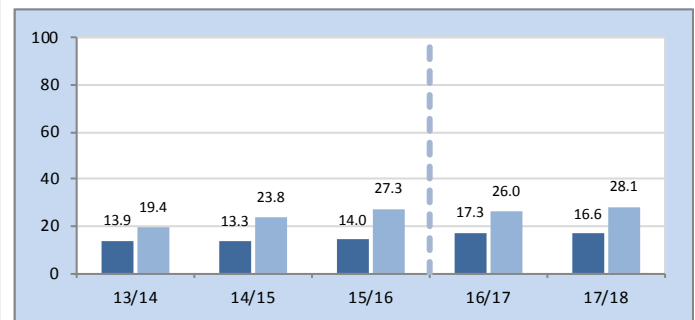
5 A*-A GCSEs (or equivalent)

5A*A

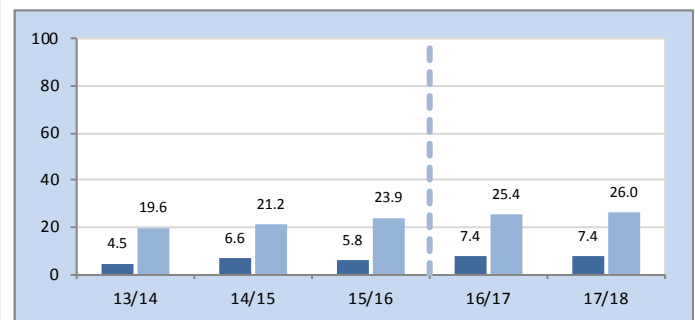
Full Cohort



Boys vs Girls

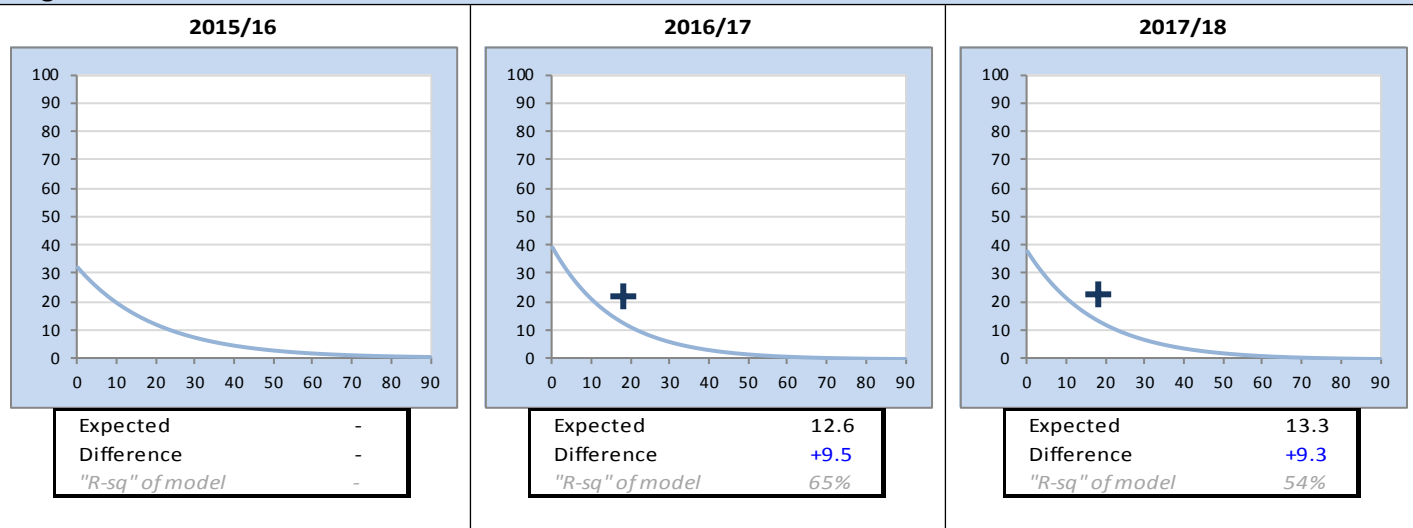


FSM vs Non-FSM

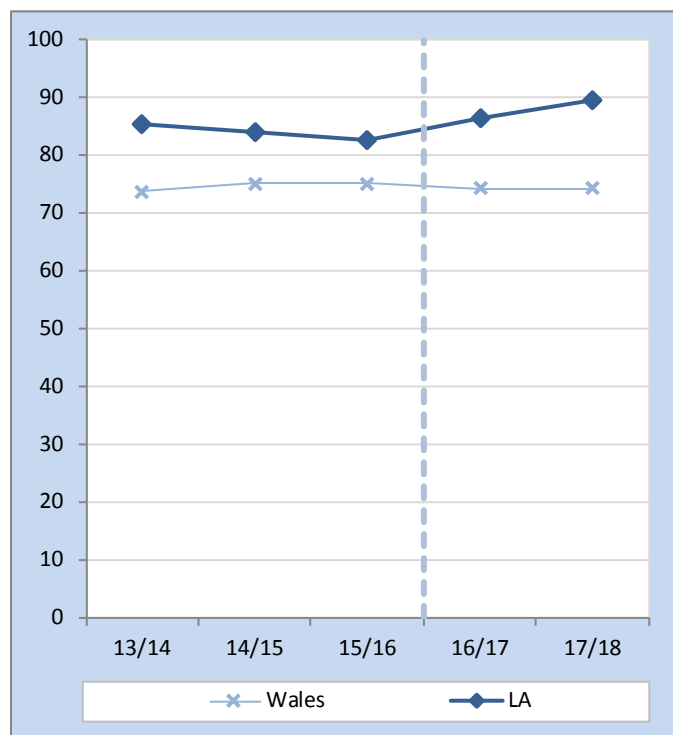


	2013/14	2014/15	2015/16	2016/17	2017/18
1 pupil as %	0.04	0.04	0.04	0.04	0.04
5A*A	16.6	18.4	20.4	21.7	22.2

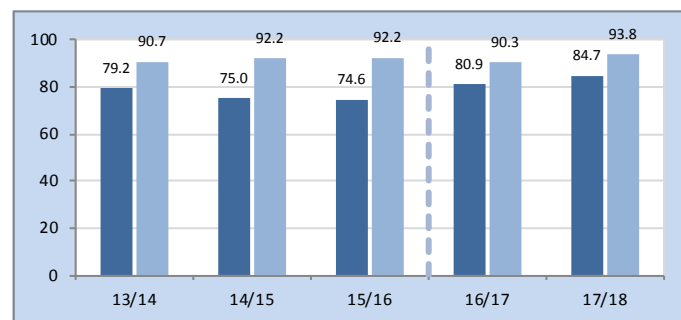
Regression Charts



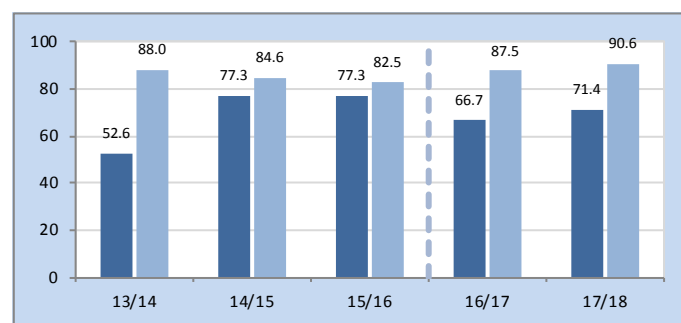
Full Cohort



Boys vs Girls

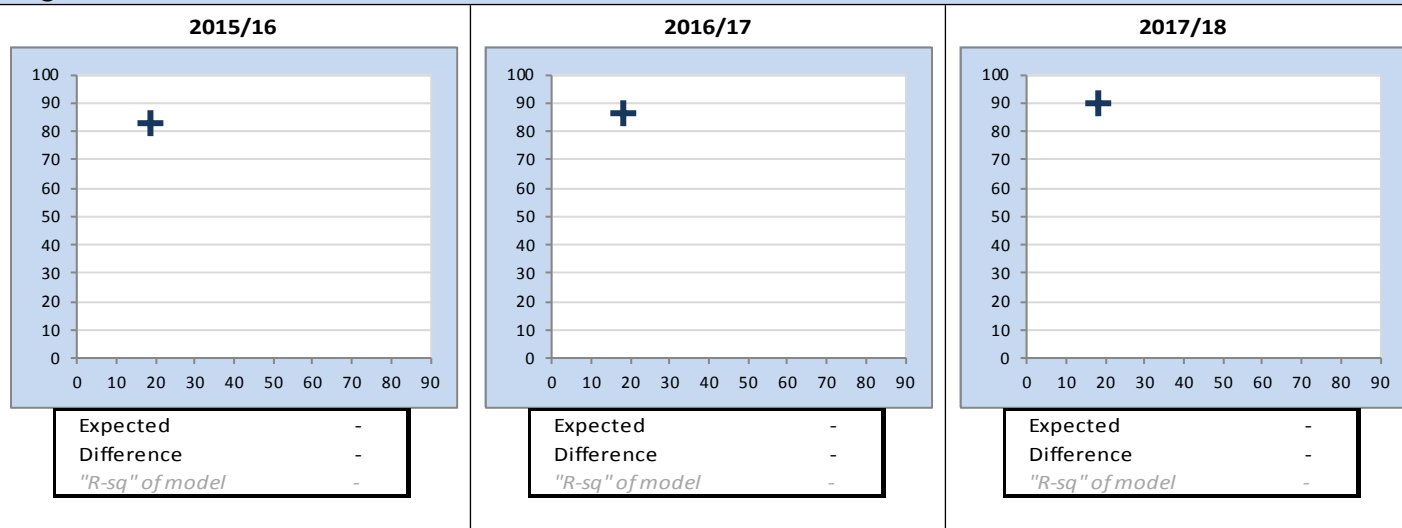


FSM vs Non-FSM

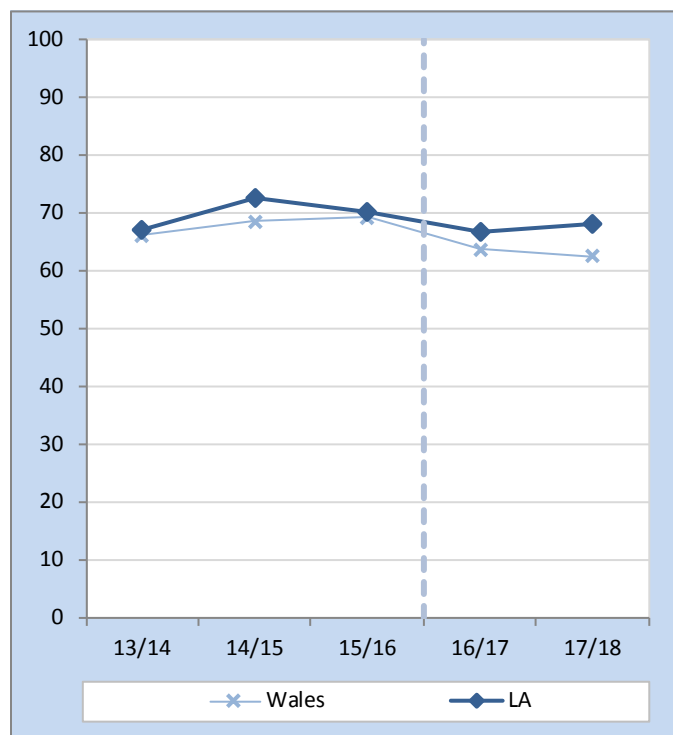


	2013/14	2014/15	2015/16	2016/17	2017/18
1 pupil as %	0.43	0.45	0.39	0.44	0.40
Cymraeg	85.5	83.9	82.7	86.4	89.5

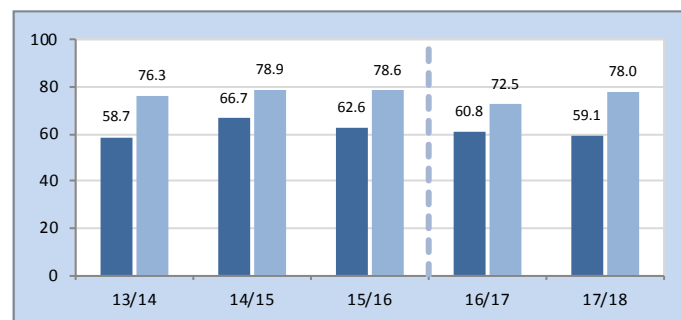
Regression Charts



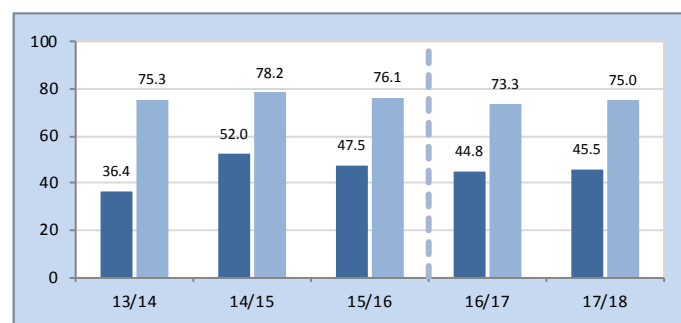
Full Cohort



Boys vs Girls

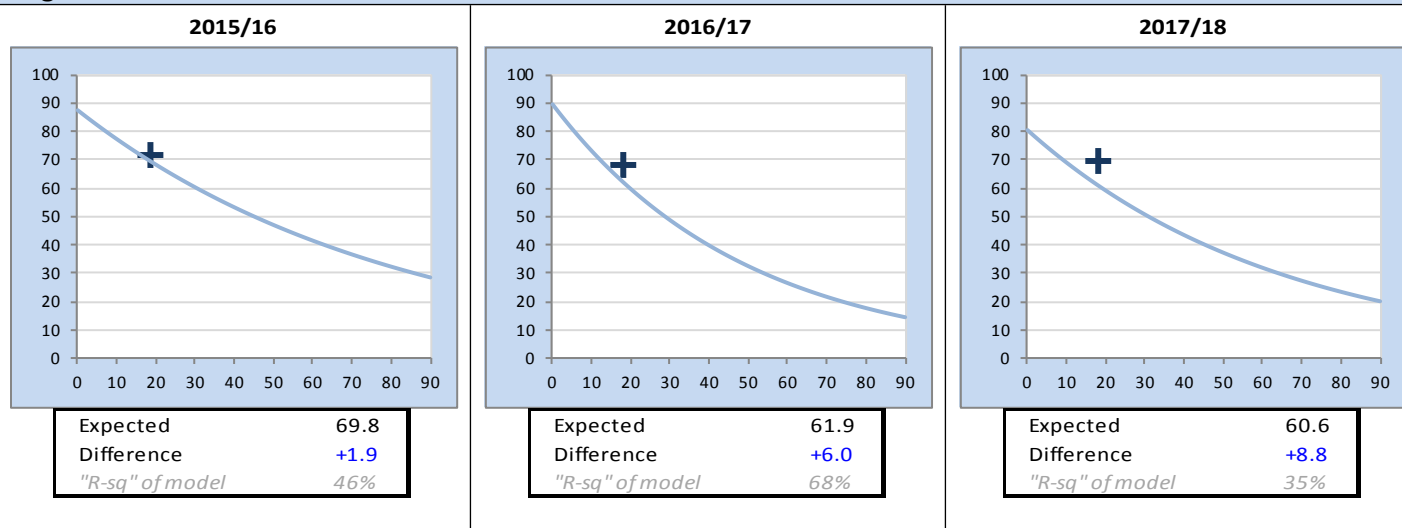


FSM vs Non-FSM

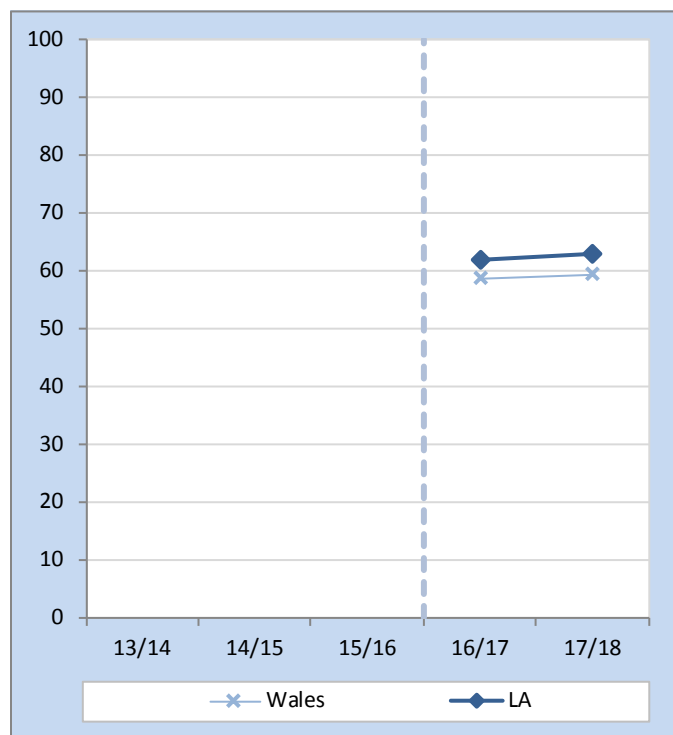


	2013/14	2014/15	2015/16	2016/17	2017/18
1 pupil as %	0.04	0.04	0.04	0.04	0.04
English	67.3	72.6	70.2	66.7	68.3

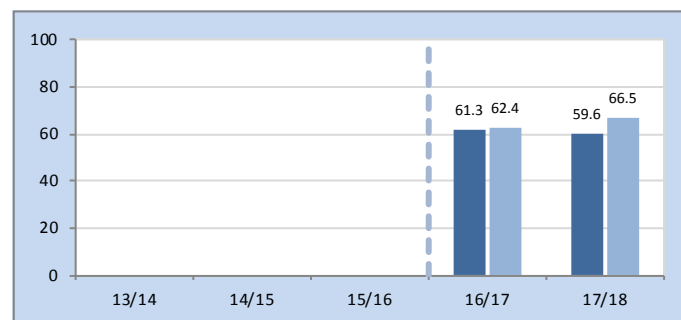
Regression Charts



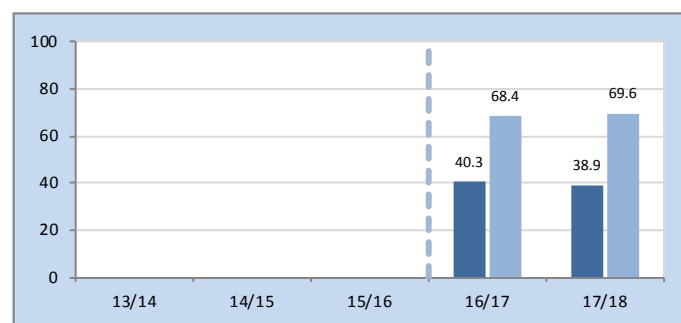
Full Cohort



Boys vs Girls

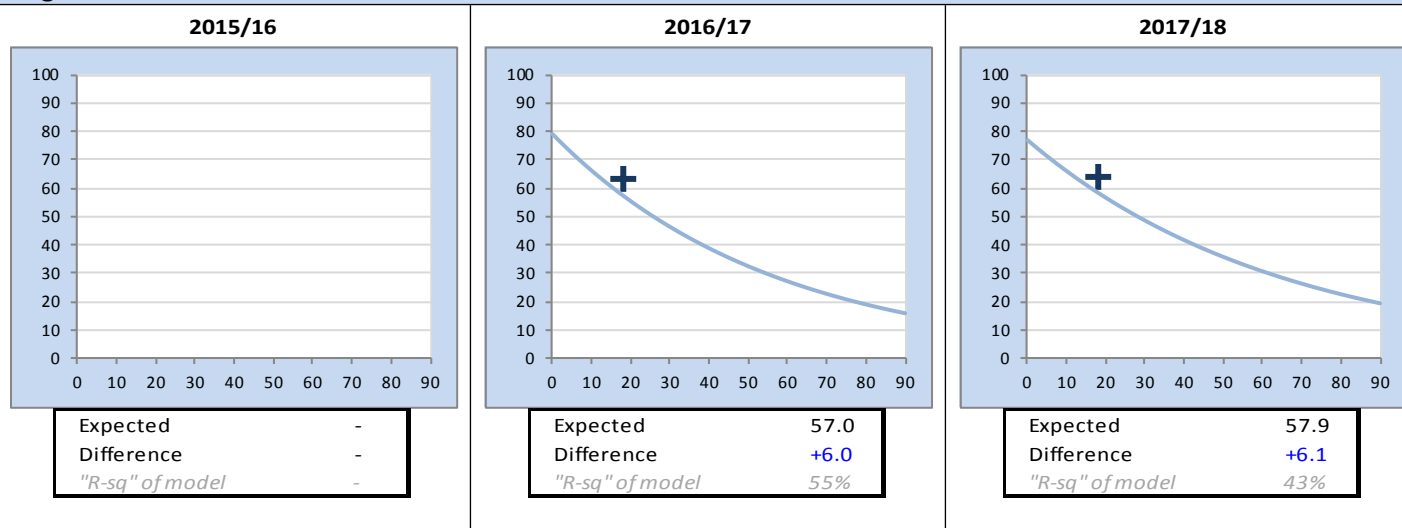


FSM vs Non-FSM



	2013/14	2014/15	2015/16	2016/17	2017/18
1 pupil as %				0.04	0.04
Mathematics				61.9	62.9

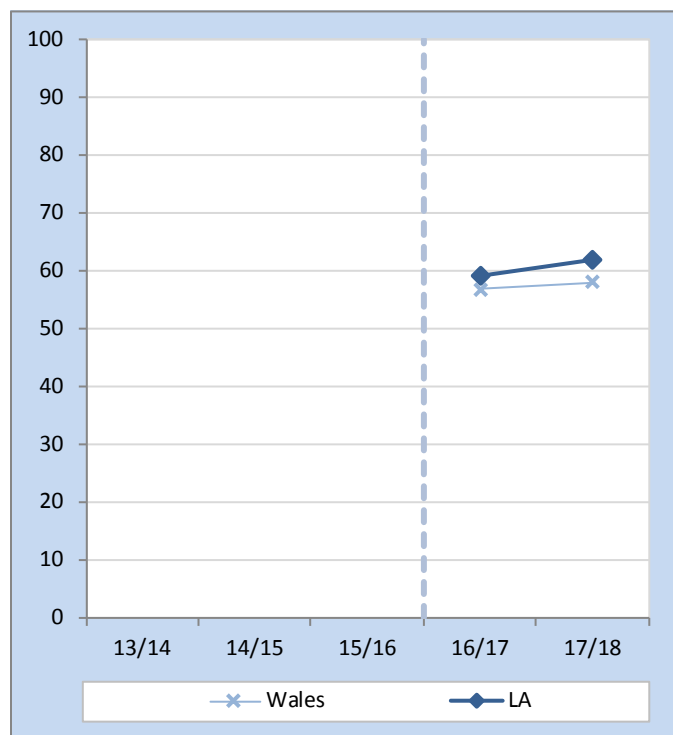
Regression Charts



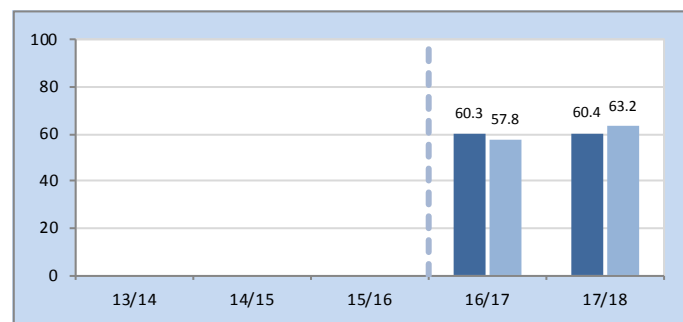
Numeracy GCSE, A*-C

Numeracy

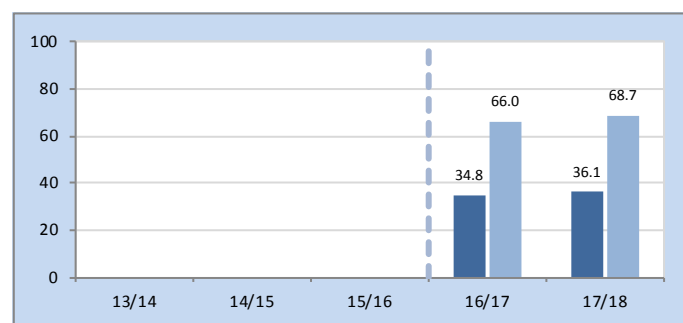
Full Cohort



Boys vs Girls

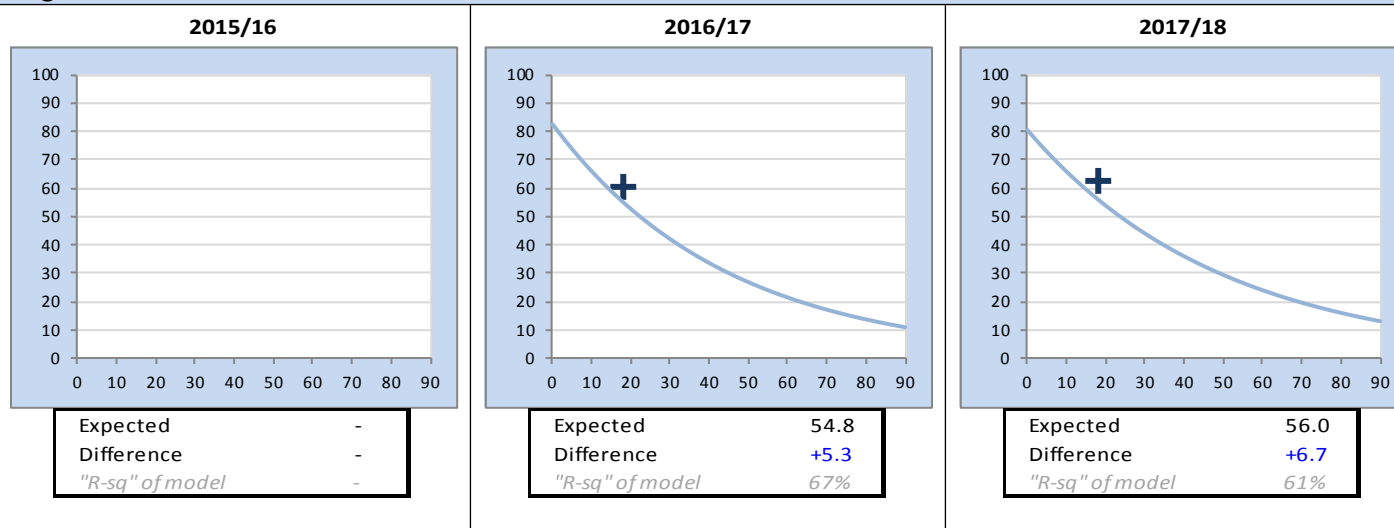


FSM vs Non-FSM



	2013/14	2014/15	2015/16	2016/17	2017/18
1 pupil as %				0.04	0.04
Numeracy				59.1	61.8

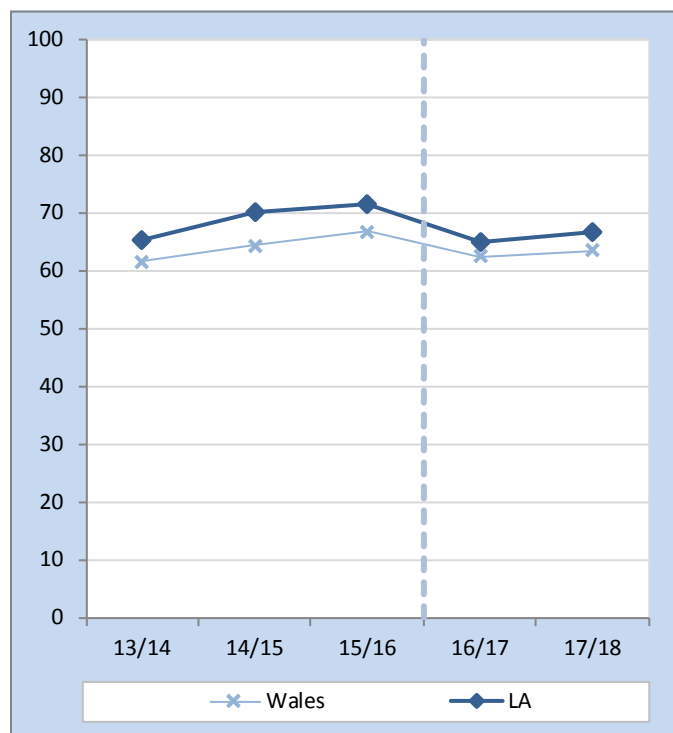
Regression Charts



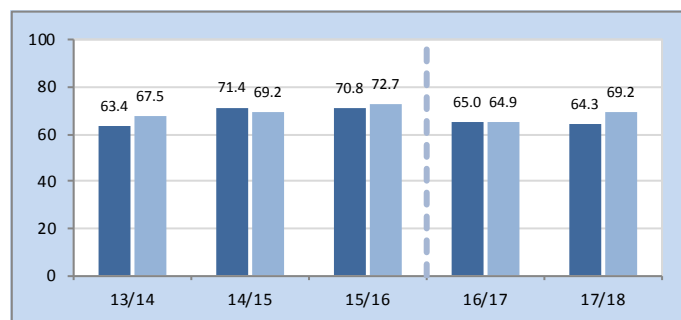
Mathematics or Numeracy GCSE, A*-C

Best Maths

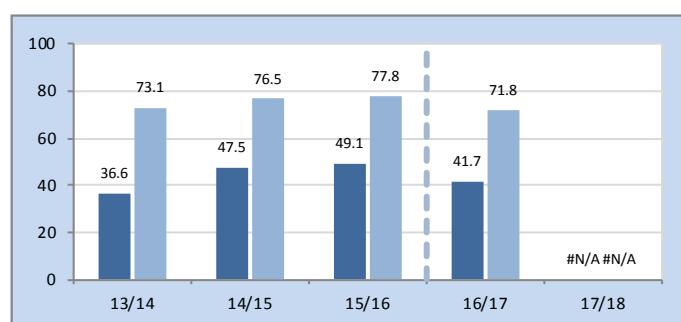
Full Cohort



Boys vs Girls

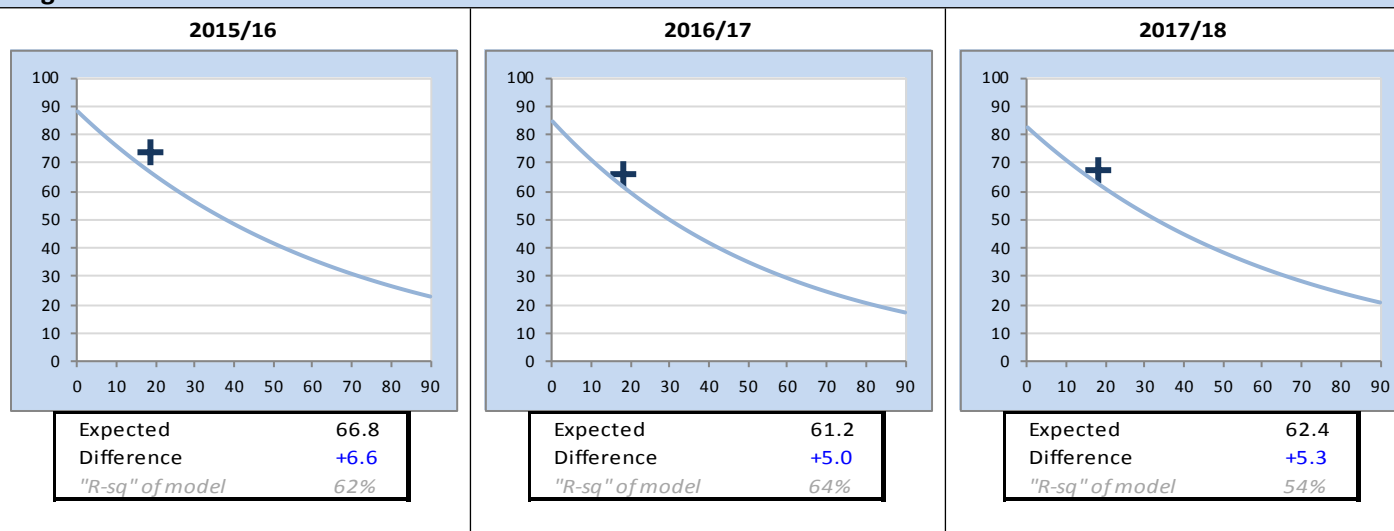


FSM vs Non-FSM

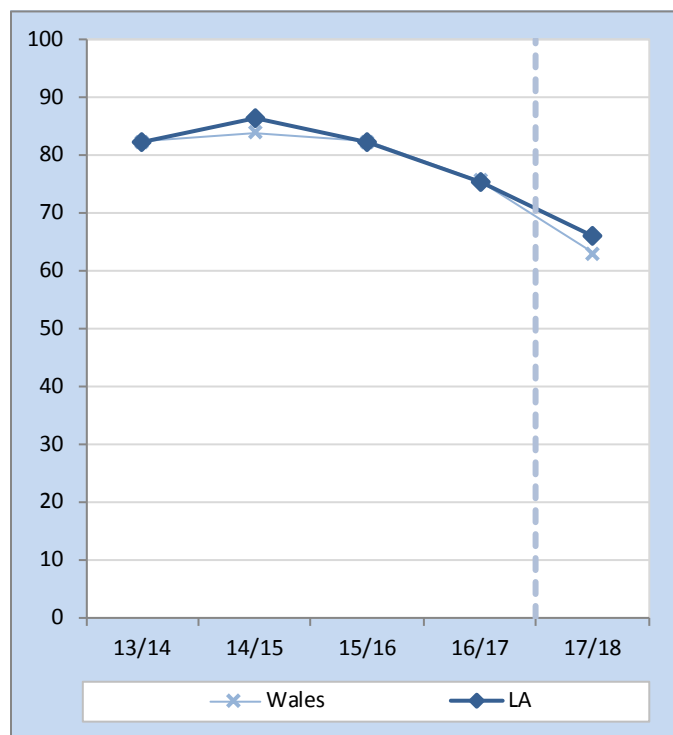


	2013/14	2014/15	2015/16	2016/17	2017/18
1 pupil as %	0.04	0.04	0.04	0.04	0.04
Best Maths	65.4	70.3	71.7	65.0	66.7

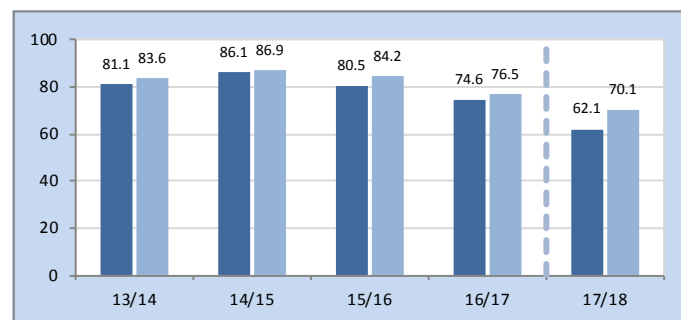
Regression Charts



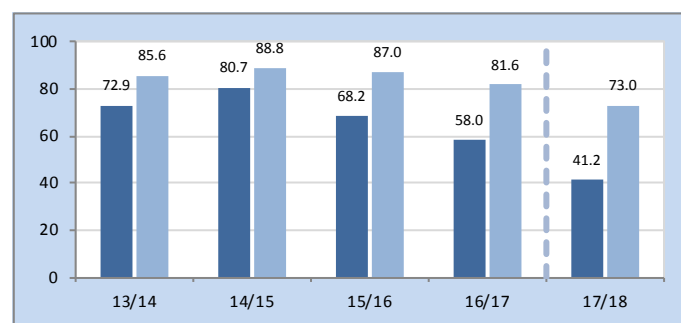
Full Cohort



Boys vs Girls

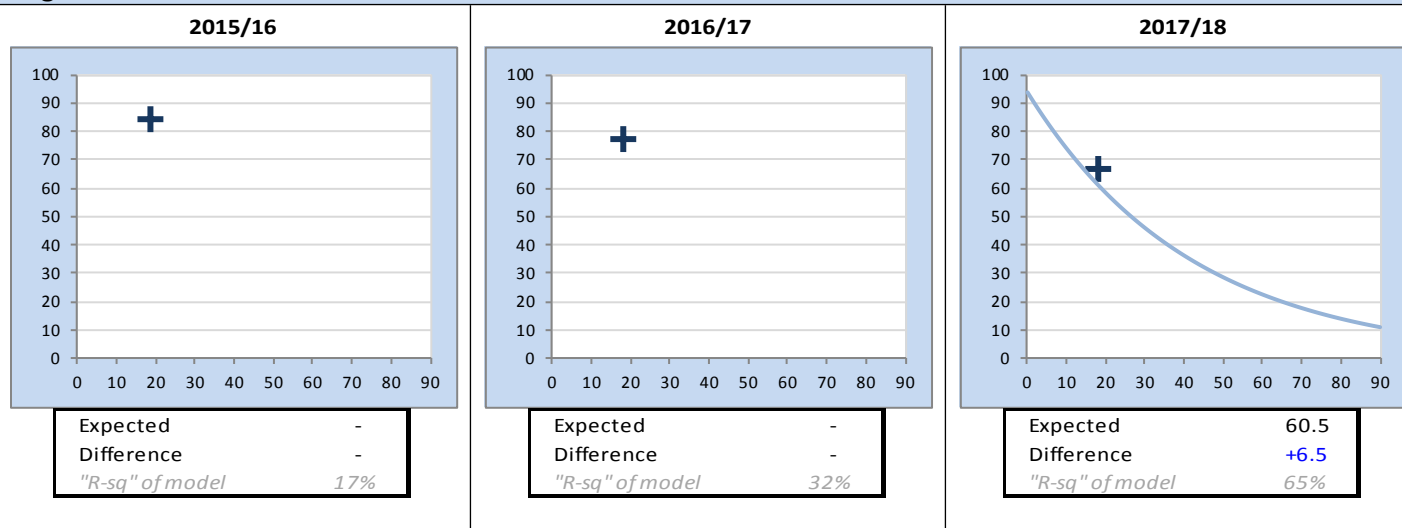


FSM vs Non-FSM



	2013/14	2014/15	2015/16	2016/17	2017/18
1 pupil as %	0.04	0.04	0.04	0.04	0.04
Science	82.3	86.5	82.3	75.6	66.0

Regression Charts

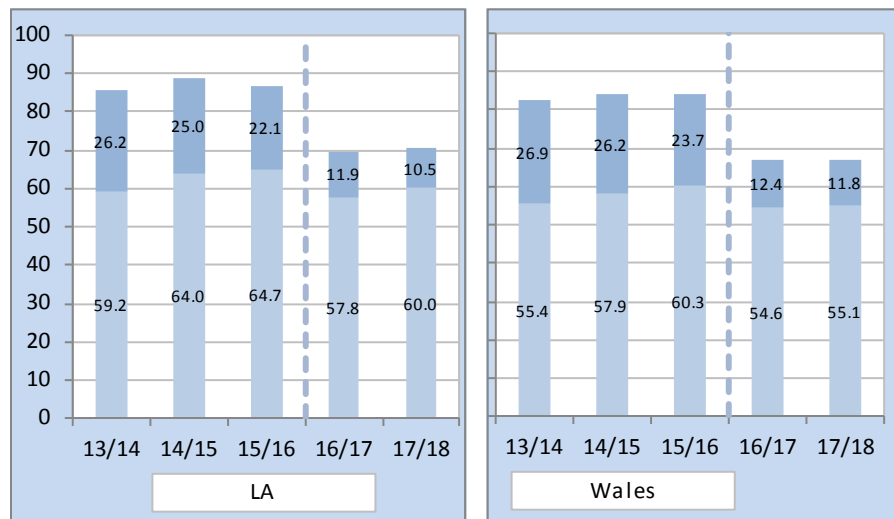


Difference between the L2 and L2+ thresholds

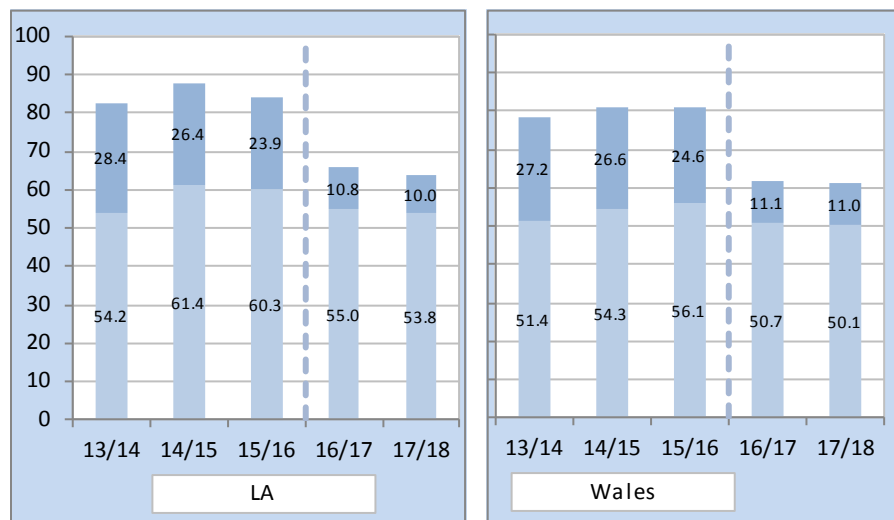
Percentage point difference between L2 and L2+ threshold achievement: 2013/14 - 2017/18

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

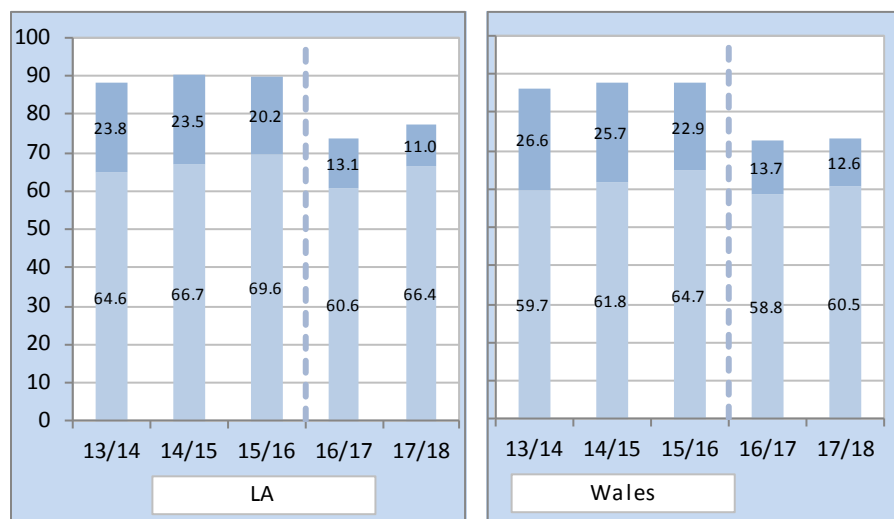
Pupils



Boys



Girls

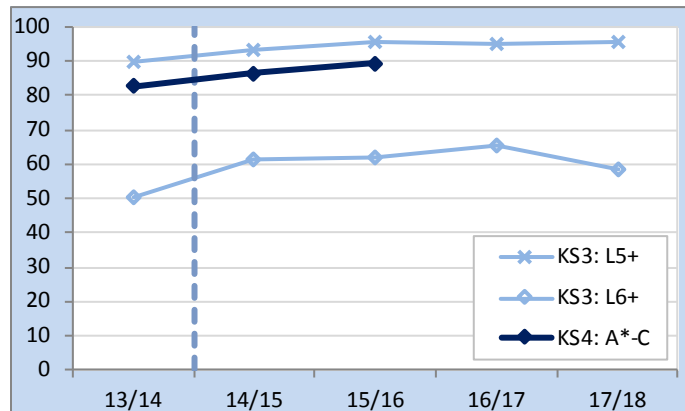


Comparing KS4 performance with KS3

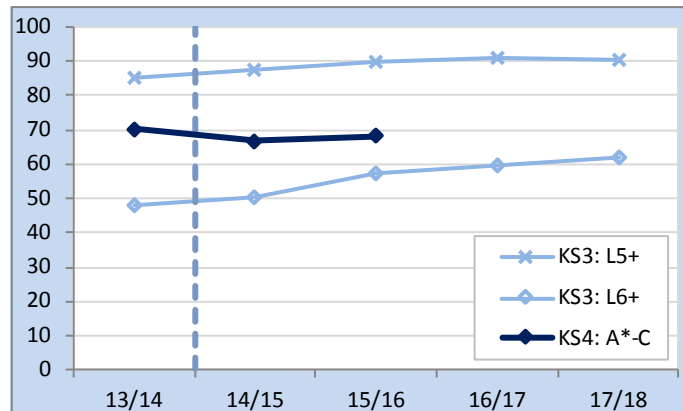
Shown in the chart below are the percentages of pupils achieving the expected level (L5+) in the individual subjects at KS3, along with the percentages **FROM THE SAME COHORT** that achieved A*-C at KS4 two years later. The 2015/16 KS3 cohort would have sat their KS4 subjects at the end of 2017/18.

Percentage of pupils achieving Level 5+ and Level 6+ at KS3, along with the percentage from the same cohort that achieved L2 at KS4 two years later, by subject

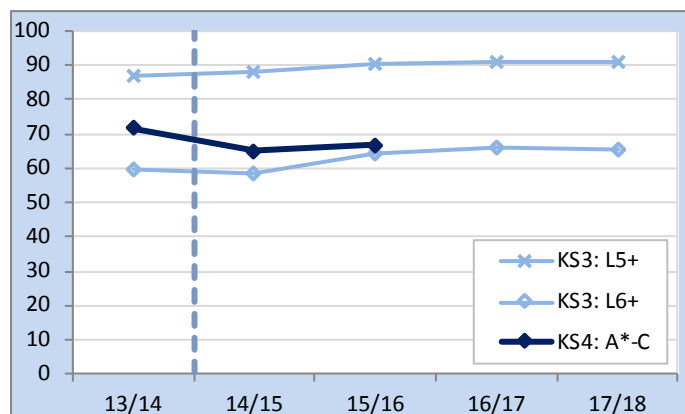
Cymraeg



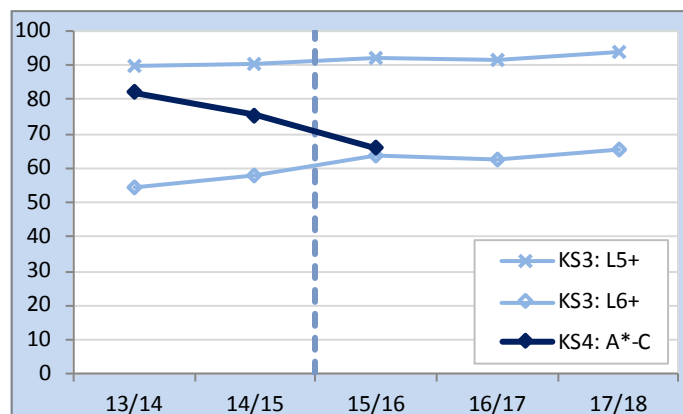
English



Best Maths



Science



Analysis of performance in individual subjects

In the table below 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 LA in January (PLASC), as is done in the previous charts/tables.

LA analysis of GCSE grades in each subject: 2013/14 - 2017/18

	Cohort					% A*-A					% A*-C				
	13/14	14/15	15/16	16/17	17/18	13/14	14/15	15/16	16/17	17/18	13/14	14/15	15/16	16/17	17/18
1 Welsh Language	235	223	254	228	248	22.1	25.6	21.3	19.3	17.7	85.5	83.4	82.7	86.4	89.5
2 Welsh Literature	203	196	203	210	206	20.7	30.6	32.0	30.0	28.2	81.8	74.5	83.3	83.8	80.1
3 English Language	2,450	2,315	2,407	2,363	2,296	14.2	16.4	17.2	18.1	17.0	63.2	68.4	66.7	67.9	69.7
4 English Literature	1,984	1,785	1,913	1,485	1,675	19.9	23.6	25.9	31.5	29.1	76.4	83.6	79.2	85.1	83.1
5 Welsh 2nd Lang	313	401	427	677	857	48.9	38.4	38.2	32.9	33.6	93.6	97.3	93.0	87.7	86.5
6 Mathematics	-	-	-	2,371	2,304	-	-	-	22.5	23.3	-	-	-	62.8	63.9
7 Numeracy	-	-	-	2,332	2,297	-	-	-	21.0	20.7	-	-	-	60.9	63.0
8 Science	1,353	1,292	1,364	1,595	1,688	8.1	8.7	10.4	10.5	13.3	66.4	66.3	67.8	64.9	59.5
9 Biology	499	465	556	528	552	39.9	49.9	47.8	48.3	56.7	95.6	97.6	92.3	90.3	95.5
10 Physics	499	465	554	529	551	38.7	47.3	43.1	45.9	52.5	94.6	95.7	90.4	88.7	94.9
11 Chemistry	497	465	557	539	551	43.3	54.4	51.0	45.5	49.5	93.6	97.8	92.8	87.0	96.6
12 Geography	712	755	757	547	463	22.6	23.2	27.1	25.4	30.7	75.4	72.8	75.3	72.6	75.6
13 History	796	771	740	751	702	33.5	36.8	39.6	40.3	36.5	76.9	80.4	83.9	80.0	77.1
14 Religious Studies	692	714	765	856	718	33.4	27.0	24.4	22.7	23.5	75.6	76.8	69.8	63.4	64.8
15 French	354	338	320	242	297	35.0	39.3	38.4	42.6	36.0	80.8	84.9	85.9	83.9	77.1
16 German	26	9	24	28	16	38.5	44.4	25.0	21.4	43.8	76.9	100.0	91.7	92.9	56.3
17 Spanish	192	126	113	154	121	29.7	44.4	32.7	42.2	47.9	68.2	88.9	75.2	80.5	80.2
18 Art and Design*	584	531	614	595	511	30.1	24.7	30.8	28.7	30.9	90.1	87.4	91.2	91.4	84.5
19 Food and Nutrition	-	-	-	-	200	-	-	-	-	12.0	-	-	-	-	64.0
20 D&T Materials	324	172	195	246	192	17.6	14.5	13.3	11.0	5.2	58.3	65.1	53.8	57.7	49.5
21 D&T Textiles	58	99	69	48	54	25.9	22.2	36.2	29.2	35.2	82.8	61.6	79.7	83.3	74.1
22 D&T Graphics	100	103	132	94	101	31.0	13.6	19.7	21.3	14.9	80.0	68.0	66.7	67.0	69.3
23 ICT	533	550	691	690	679	38.3	34.4	24.5	23.2	22.4	83.3	87.3	79.3	66.1	70.4
24 Business Studies	252	204	261	277	274	30.6	27.9	39.5	29.6	23.0	78.6	83.3	77.4	70.4	61.7
25 Media Studies	177	206	214	166	173	23.7	18.9	14.5	17.5	18.5	80.2	70.9	64.0	69.3	68.8
26 Drama	183	139	126	104	152	18.6	22.3	31.0	26.9	29.6	78.7	80.6	78.6	87.5	80.3
27 Music	207	150	152	113	149	25.6	23.3	34.2	36.3	39.6	77.8	75.3	90.1	81.4	90.6
28 Physical Education	517	525	535	508	582	33.5	29.3	28.2	26.6	24.7	86.7	78.5	77.8	80.9	78.2

"Science" also includes Double Science. The best grade in this qualification has been included for these percentages.

* 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.

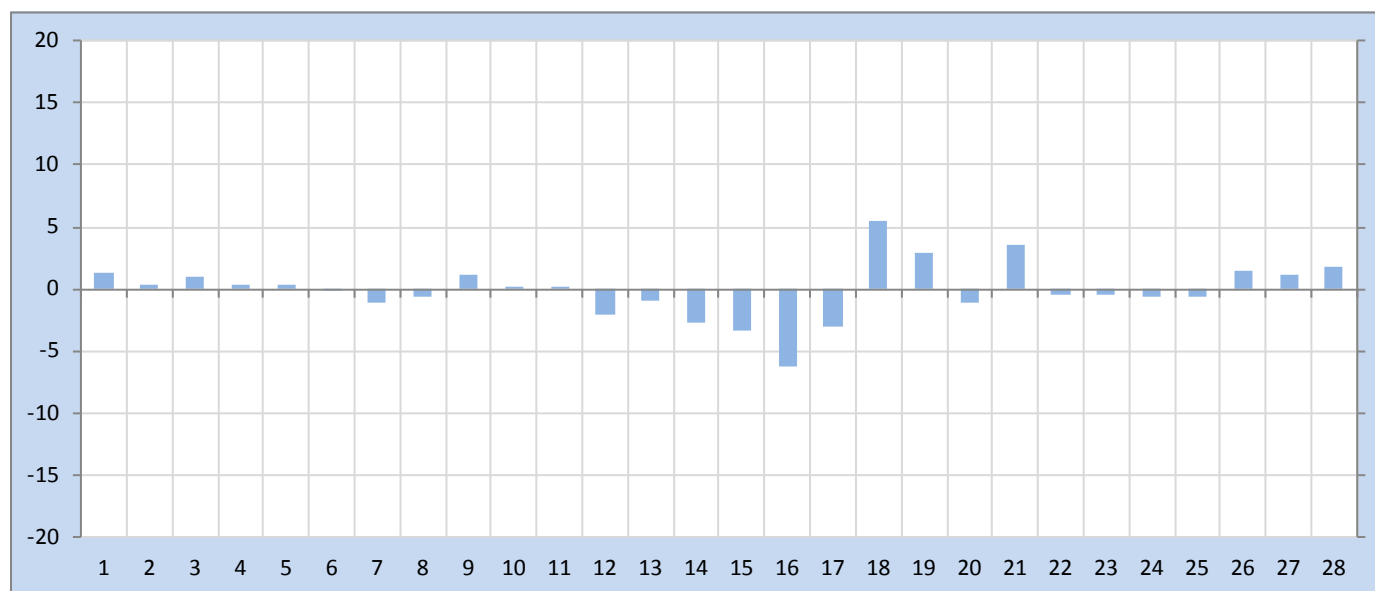
Average residuals

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.

The bars in the chart below show the overall residual average for all pupils within the LA for each individual subject.

Pupils' average residual for each individual subject: 2017/18



How well does the LA perform at 6th form?

****DROS DRO****

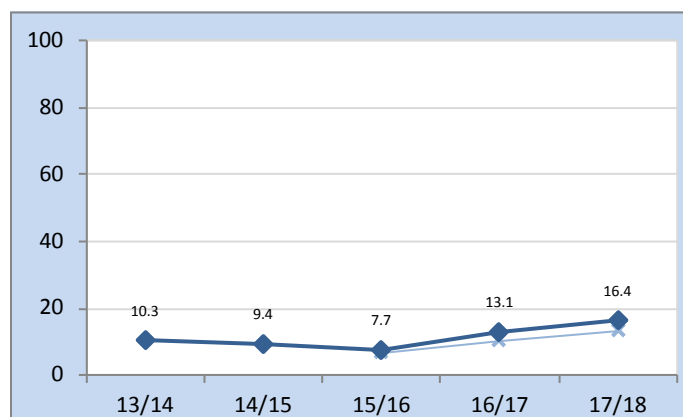
			13/14	14/15	15/16	16/17	17/18
Number of pupils aged 17 at the school in January	Registered for 2 A Levels or equivalent	Boys	262	243	282	285	209
		Girls	293	312	293	286	261
		Pupils	555	555	575	571	470
	Total number of 17 year old pupils	Boys	328	309	328	354	268
		Girls	352	352	335	325	300
		Pupils	680	661	663	679	568

The indicators used at 6th form are:

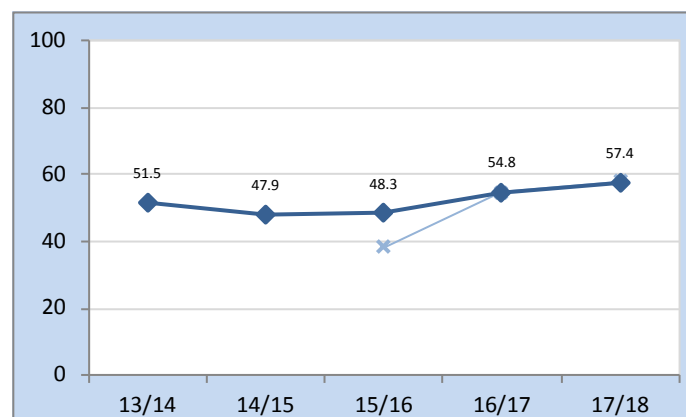
- **3A*A:** Qualifications are achieved equivalent to 3 A*-A A Level grades (the number of pupils aged 17 that were registered for 2 A Levels or equivalent is used as the denominator in this case).
- **3A*C:** Qualifications are achieved equivalent to 3 A*-C A Level grades (the number of pupils aged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

3A*A

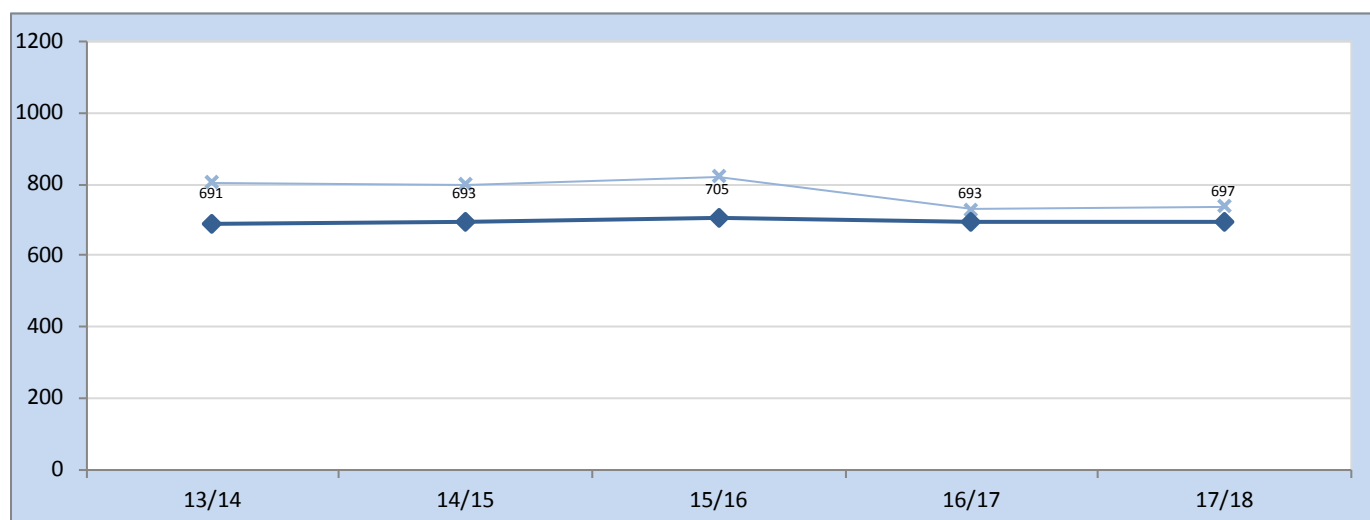


3A*C



Average wider points score

TotPoints



Boys vs Girls

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

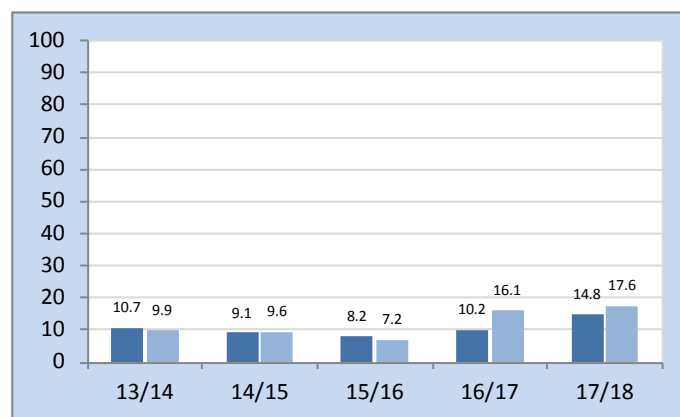
(3 A Levels)	13/14	14/15	15/16	16/17	17/18
Boys	262	243	282	285	209
Girls	293	312	293	286	261

Number of pupils aged 17

(Points)	13/14	14/15	15/16	16/17	17/18
Boys	328	309	328	354	268
Girls	352	352	335	325	300

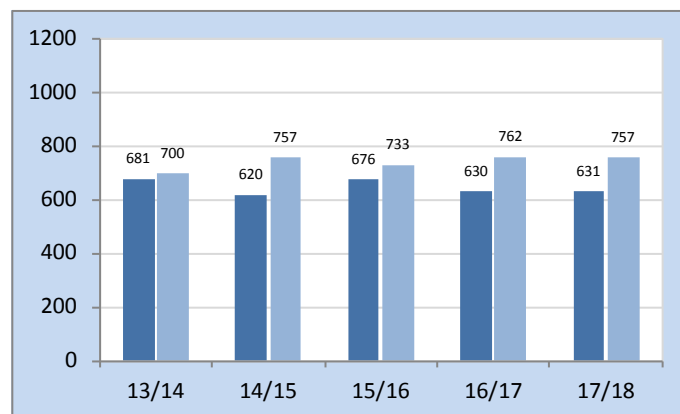
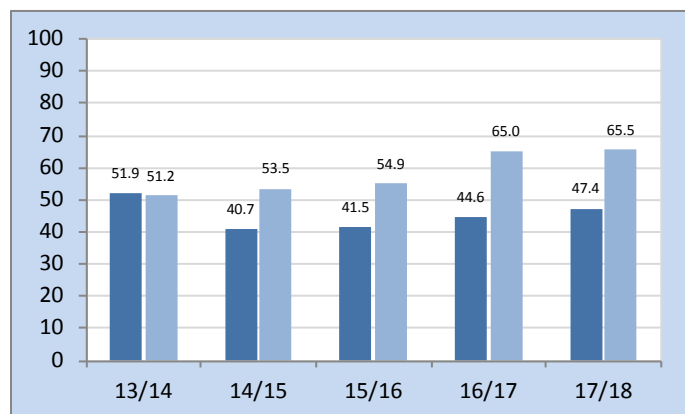
**Boys/Girls comparison of pupil achievement: 2013/14 -
2017/18**

3A*A



3A*C

TotPoints



Summary of LA's KS3 performance

		13/14	14/15	15/16	16/17	17/18	17/18 Wales	Difference: Boys - Girls				
		13/14	14/15	15/16	16/17	17/18		13/14	14/15	15/16	16/17	17/18
Whole School	Pupils	13,691	13,517	13,538	13,414	13,397	--	+245	+227	+374	+430	+469
	%FSM (3 years) / Group	19.5	19.1	18.5	18.3	18.3	--	--	--	--	--	--
	%SEN (5-15 only)	28.5	29.0	28.5	29.1	29.0	--	--	--	--	--	--
	Attendance	93.3	94.0	94.3	94.3	94.2	93.8	--	--	--	--	--
Year 9	%FSM	17.6	19.3	18.5	17.4	17.8	--	--	--	--	--	--
	School Action+ Statements	.59 126	.56 108	.29 114	.39 134	.72 108	--	--	--	--	--	--
	%LAC	0.6	1.0	0.6	0.7	0.9	--	--	--	--	--	--
	Cohort	2,474	2,409	2,332	2,434	2,449	--	+90	+9	+34	+94	+145
Page 96 KS3 Performance	CSI	80.6	83.2	86.3	88.2	87.7	88.1	-5.9	-6.6	-6.0	-8.6	-7.4
	Cymraeg	89.9	93.2	95.6	95.4	95.9	93.8	-7.6	-5.9	-6.0	-1.4	-5.5
	English	85.1	87.6	89.8	91.2	90.7	91.2	-7.1	-7.5	-6.6	-9.4	-7.3
	Mathematics	86.9	87.9	90.4	91.0	91.3	91.6	-3.2	-2.1	-2.7	-5.6	-4.9
	Science	89.8	90.2	92.4	91.6	93.7	93.7	-4.6	-3.2	-3.6	-6.1	-4.8
	Cymraeg +1	50.6	61.5	61.8	65.4	58.5	63.8	-32.7	-18.8	-28.3	-30.1	-19.4
	English +1	47.9	50.5	57.1	59.8	62.1	61.6	-18.1	-15.9	-20.5	-18.9	-16.1
	Mathematics +1	59.4	58.6	64.0	65.8	65.7	66.3	-6.0	-3.0	-6.9	-7.7	-4.0
	Science +1	54.4	57.9	63.8	62.7	65.6	67.1	-13.8	-6.6	-13.3	-15.0	-12.4
	Cymraeg +2	15.2	17.1	21.3	20.0	18.5	22.5	-19.2	-8.1	-18.2	-20.1	-3.1
	English +2	16.4	16.1	23.7	21.8	24.8	23.4	-12.9	-10.2	-18.4	-14.7	-14.4
	Mathematics +2	30.6	30.6	32.9	33.6	35.8	32.7	-6.2	-2.1	-8.9	-3.7	-4.8
	Science +2	20.9	23.2	26.4	28.1	28.6	28.0	-9.7	-5.7	-12.5	-11.0	-10.0
Performance difference of more than 10pp												

Summary of LA's KS4 performance

		13/14	14/15	15/16	16/17	17/18	17/18 Wales	Difference: Boys - Girls				
								13/14	14/15	15/16	16/17	17/18
Whole School	Pupils	13,691	13,517	13,538	13,414	13,397	--	+245	+227	+374	+430	+469
	%FSM (3 years) / Group	19.5	19.1	18.5	18.3	18.3	--	--	--	--	--	--
	%SEN (5-15 only)	28.5	29.0	28.5	29.1	29.0	--	--	--	--	--	--
	Attendance	93.3	94.0	94.3	94.3	94.2	93.8	--	--	--	--	--
Year 11	%FSM	18.6	18.4	15.5	17.5	17.2	--	--	--	--	--	--
	School Action+ Statements	200 121	157 117	121 123	183 111	154 114	--	--	--	--	--	--
	%LAC	0.9	1.1	0.6	0.9	0.8	--	--	--	--	--	--
	Cohort	2,539	2,384	2,479	2,406	2,348	--	+71	+82	+107	+10	+52
Indicators	L2+	59.2	64.0	64.7	57.8	60.0	55.1	-10.4	-5.3	-9.2	-5.6	-12.5
	Cap9	-	-	-	361.1	365.8	350.1	-	-	-	-18.1	-30.2
	L2	85.4	88.9	86.9	69.7	70.4	66.9	-5.8	-2.4	-5.6	-7.9	-13.5
	L1	95.5	96.7	96.9	95.4	95.6	93.6	-2.5	-0.6	-2.6	-1.4	-2.6
	5A*A	95.5	96.7	96.9	95.4	95.6	93.6	-2.5	-0.6	-2.6	-1.4	-2.6
A*-C	Cymraeg	85.5	83.9	82.7	86.4	89.5	74.3	-11.5	-17.2	-17.6	-9.4	-9.1
	English	67.3	72.6	70.2	66.7	68.3	62.6	-17.6	-12.2	-16.0	-11.7	-18.9
	Mathematics	-	-	-	61.9	62.9	59.4	-	-	-	-1.1	-6.9
	Numeracy	-	-	-	59.1	61.8	58.0	-	-	-	+2.6	-2.8
	Best Maths	65.4	70.3	71.7	65.0	66.7	63.5	-4.1	+2.1	-1.8	+0.0	-4.9
	Science	82.3	86.5	82.3	75.6	66.0	63.0	-2.6	-0.8	-3.7	-2.0	-8.0
A*-A	Cymraeg	25.1	29.1	28.3	19.3	17.7	--	-13.1	-29.6	-33.5	-18.4	-17.7
	English	18.7	21.1	22.7	17.8	16.6	--	-9.6	-16.9	-19.1	-10.8	-14.4
	Mathematics	-	-	-	21.7	22.6	--	-	-	-	-0.3	-4.5
	Numeracy	-	-	-	18.3	19.7	--	-	-	-	+1.4	-2.2
	Best Maths	18.5	23.2	23.5	24.2	24.6	--	+4.9	+1.6	-4.8	+1.0	-4.1
	Science	14.2	17.3	18.7	19.1	24.8	--	+0.7	-2.6	-4.4	-1.2	-2.5

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

Performance difference of more than 10pp

Summary of LA's SEN pupils' KS4 performance

		School Action					School Action Plus					Statemented					All SEN pupils				
		13/14	14/15	15/16	16/17	17/18	13/14	14/15	15/16	16/17	17/18	13/14	14/15	15/16	16/17	17/18	13/14	14/15	15/16	16/17	17/18
School	SEN pupils	4,576	4,825	4,732	4,972	4,903	2,113	2,034	2,043	2,046	2,138	1,172	1,176	1,181	1,201	1,242	7,861	8,035	7,956	8,219	8,283
	Whole school %	16.6	17.4	17.0	17.6	17.2	7.7	7.4	7.3	7.2	7.5	4.2	4.3	4.2	4.3	4.3	28.5	29.0	28.5	29.1	29.0
86 080 d Key Stage 4 (Y11)	Cohort	291	436	373	356	389	218	163	137	191	160	114	102	117	104	97	623	701	627	651	646
	Cymraeg cohort	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	L2+	22.7	31.4	33.0	22.5	26.5	20.2	31.9	42.3	24.6	25.0	13.2	24.5	26.5	20.2	29.9	20.1	30.5	33.8	22.7	26.6
	L2	77.0	81.4	79.6	39.6	41.6	49.1	77.9	73.0	36.6	38.1	44.7	50.0	57.3	26.0	35.1	61.3	76.0	74.0	36.6	39.8
	L1	96.6	97.5	100.0	95.5	96.1	79.4	92.6	94.2	88.0	88.1	71.9	82.4	82.1	83.7	79.4	86.0	94.2	95.4	91.4	91.6
	Cap9	-	-	-	307.8	312.2	-	-	-	299.3	305.0	-	-	-	257.3	285.3	-	-	-	297.2	306.4
	Cymraeg	-	-	-	-	9.0	-	-	-	-	3.8	-	-	-	-	3.1	-	-	-	-	6.8
	English	95.5	41.5	38.6	32.9	35.5	83.9	43.6	50.4	36.1	34.4	80.7	28.4	29.9	23.1	34.0	88.8	40.1	39.6	32.3	35.0
	Mathematics	-	-	-	31.7	32.9	-	-	-	32.5	33.8	-	-	-	25.0	34.0	-	-	-	30.9	33.3
	Numeracy	-	-	-	27.8	28.5	-	-	-	29.8	31.3	-	-	-	23.1	35.1	-	-	-	27.6	30.2
	Best Maths	32.6	43.8	44.5	35.1	35.5	28.4	40.5	50.4	34.6	38.8	17.5	30.4	35.0	26.0	36.1	28.4	41.1	44.0	33.5	36.4
	Science	78.7	85.1	75.3	59.8	36.5	53.2	77.9	62.8	49.2	35.0	57.9	62.7	59.8	43.3	39.2	66.0	80.2	69.7	54.1	36.5
Key Stage 3 (Y9)	Cohort	364	382	347	428	439	170	176	143	156	187	131	111	114	136	109	665	669	604	720	735
	Cymraeg cohort	50	38	51	51	41	16	7	10	7	19	8	5	4	10	7	74	50	65	68	67
	CSI	54.4	60.2	70.6	77.6	75.9	47.1	59.1	54.5	65.4	62.6	30.5	25.2	33.3	27.9	31.2	47.8	54.1	59.8	65.6	65.9
	Cymraeg	70.0	68.4	88.2	90.2	95.1	68.8	71.4	80.0	71.4	73.7	25.0	80.0	75.0	40.0	42.9	64.9	70.0	86.2	80.9	83.6
	English	61.3	70.7	78.1	84.6	82.7	58.8	70.5	62.2	75.6	70.1	35.1	30.6	41.2	36.8	40.4	55.5	64.0	67.4	73.6	73.2
	Mathematics	69.2	72.0	80.4	85.0	83.6	62.4	65.3	67.8	73.1	72.7	38.2	35.1	40.4	37.5	37.6	61.4	64.1	69.9	73.5	74.0
	Science	78.8	78.5	85.9	86.4	89.1	64.7	72.2	72.0	73.1	79.7	48.1	49.5	47.4	41.9	51.4	69.2	72.0	75.3	75.1	81.1
	Cymraeg +1	10.0	10.5	21.6	17.6	26.8	18.8	14.3	20.0	57.1	21.1	25.0	40.0	25.0	30.0	14.3	13.5	14.0	21.5	23.5	23.9
	English +1	12.6	15.4	22.8	29.4	28.9	19.4	26.1	21.0	28.8	21.4	9.2	6.3	16.7	11.8	15.6	13.7	16.7	21.2	26.0	25.0
	Mathematics +1	25.3	25.9	28.5	36.7	34.9	25.9	28.4	30.8	34.0	29.9	13.0	17.1	26.3	14.0	10.1	23.0	25.1	28.6	31.8	29.9
	Science +1	21.7	22.5	31.4	32.2	35.1	22.4	29.0	26.6	29.5	26.7	13.7	21.6	21.1	19.1	14.7	20.3	24.1	28.3	29.2	29.9

Pack 1 – Autumn 2018

FSM pupils

2017/18 performance data

Cynghrair o 6 awdurdod lleol yw ERW a reolir gan gyd-bwyllgor cyhoeddus a chynllunio strategaeth a chynllun busnes rhanbarthol cytunedig i gynhyrchu gwell ymroddion. Y nod yw gweithredu strategaeth a chynllun busnes rhanbarthol cytunedig i gynhyrchu gwell ymroddion.

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.

Swansea



Publication date:

31/10/2018

Pack 1 – Autumn 2018

- In the charts from Page 2 onwards, the dark blue line shows the performance of FSM pupils, while the light blue is the LA's overall performance.
- Since cohorts may be very small (especially in Welsh), care should be taken when analysing the data within this pack.

LA's contextual data

1. Pupil numbers, by gender

Chart 1: Number of FSM pupils in LA's schools

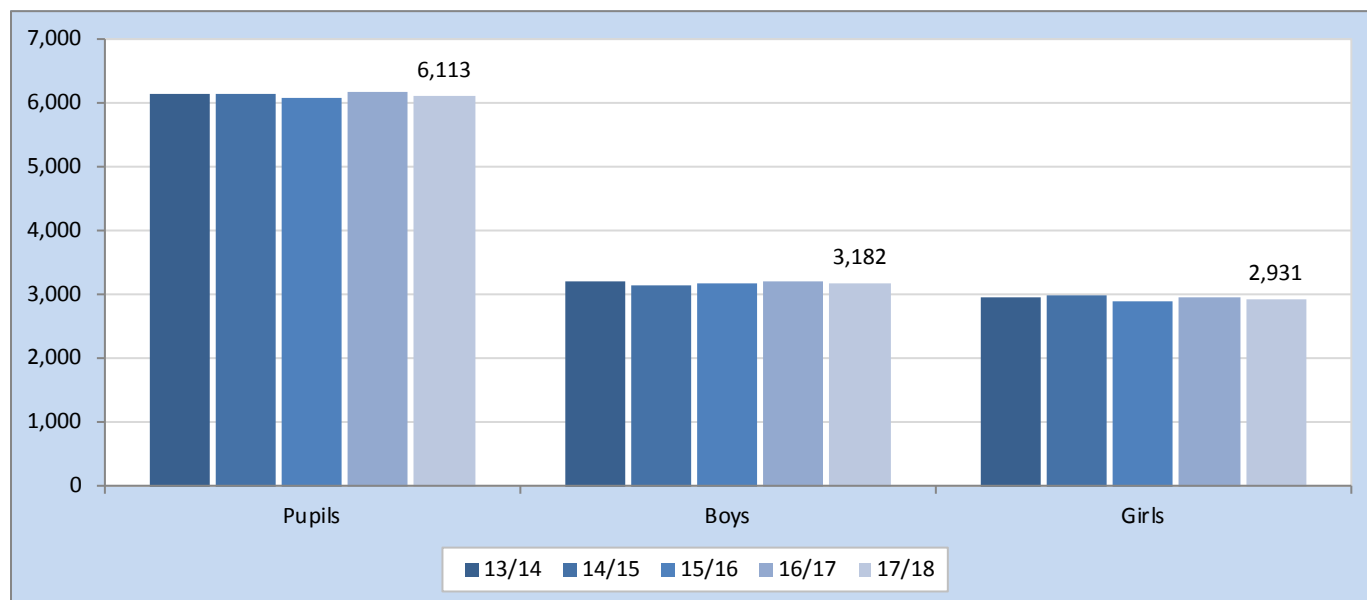


Table 1: Percentage of half day sessions attended: 2013/14 - 2017/18

Primary	2013/14	2014/15	2015/16	2016/17	2017/18
FSM pupils	92.5	93.2	93.1	93.4	~
All pupils	94.4	94.9	94.9	95.0	~
Secondary	2013/14	2014/15	2015/16	2016/17	2017/18
FSM pupils	89.2	90.3	91.0	91.3	90.6
All pupils	93.3	94.0	94.3	94.3	94.2

How well do the pupils perform at Foundation Phase?

Number of FP pupils

(FPI)	13/14	14/15	15/16	16/17	17/18
Pupils	531	591	554	532	571

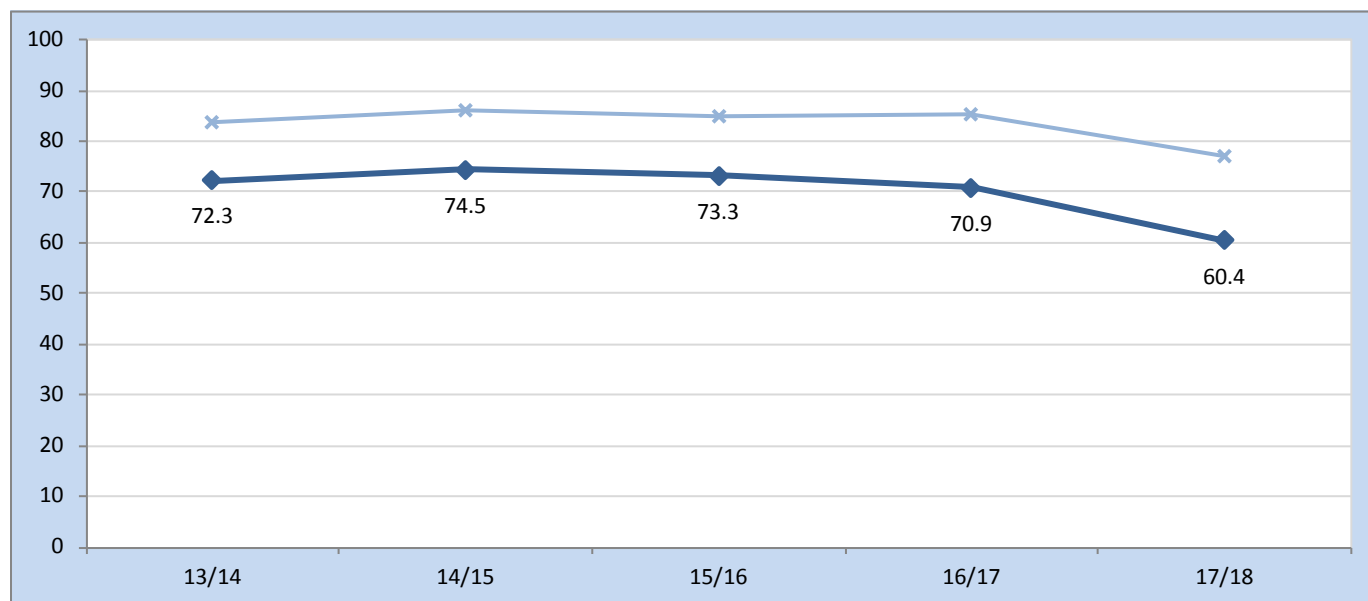
The Foundation Phase's mandatory areas of learning (reporting-wise) are:

- 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.

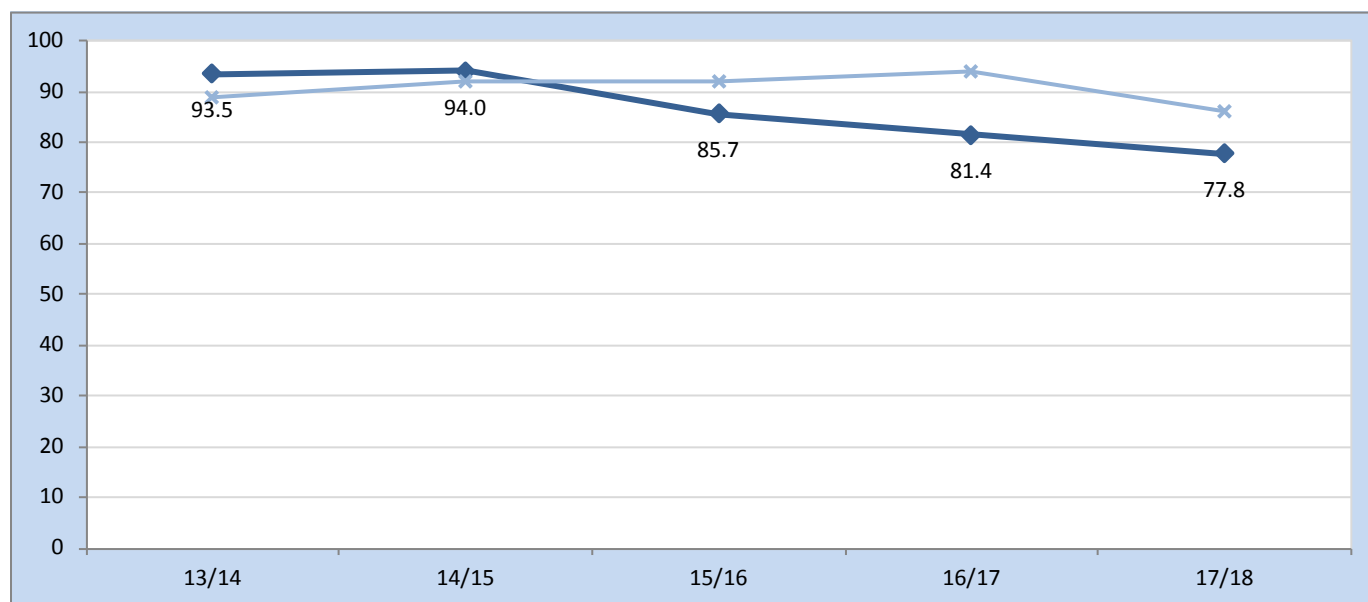
Foundation Phase Outcome (FPI)

Chart 2: Percentage of pupils achieving the FPI: 2013/14 - 2017/18



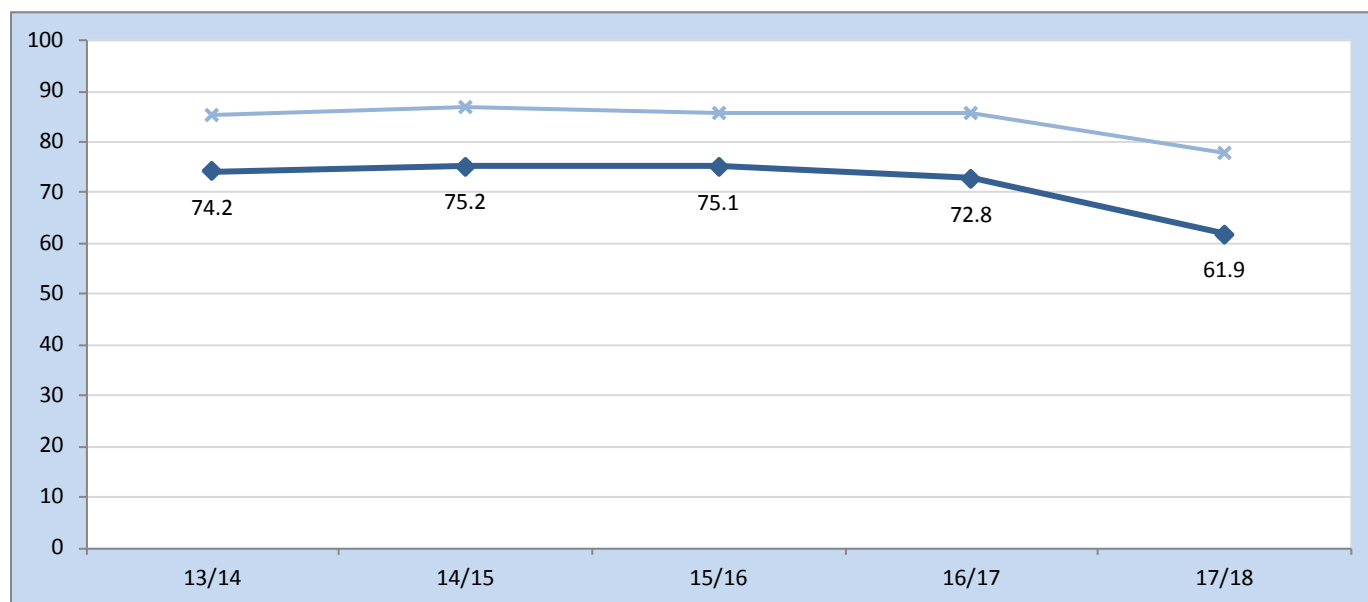
Language, literacy and communication skills in Welsh (LCW)

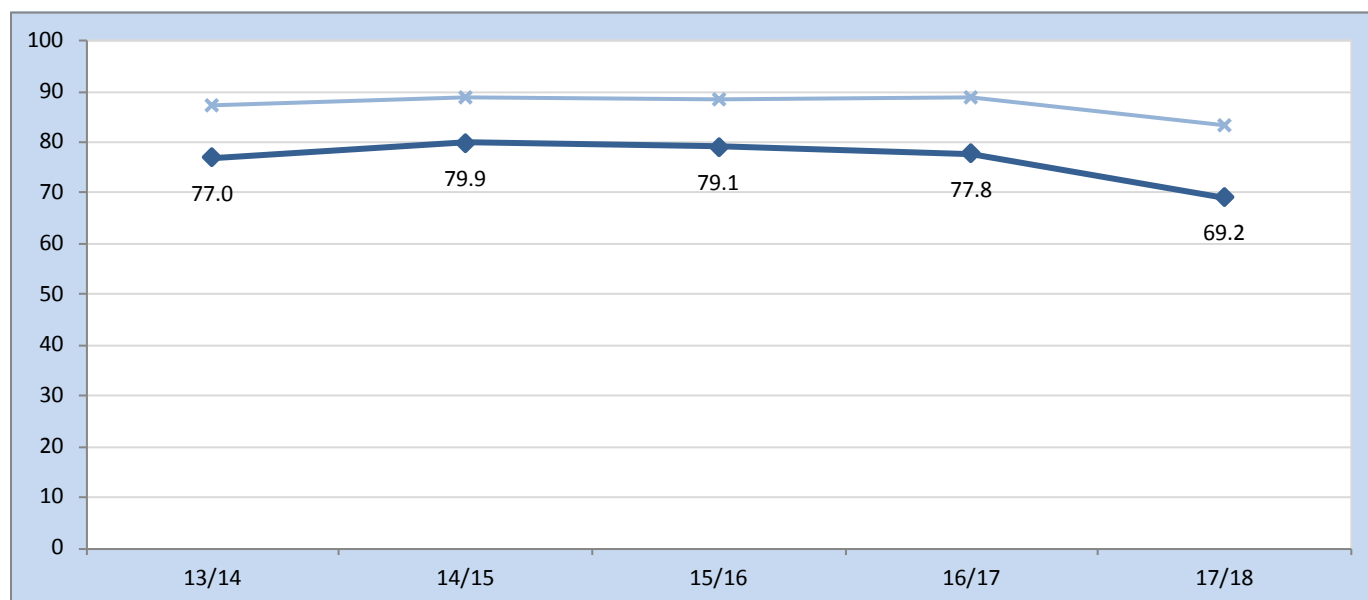
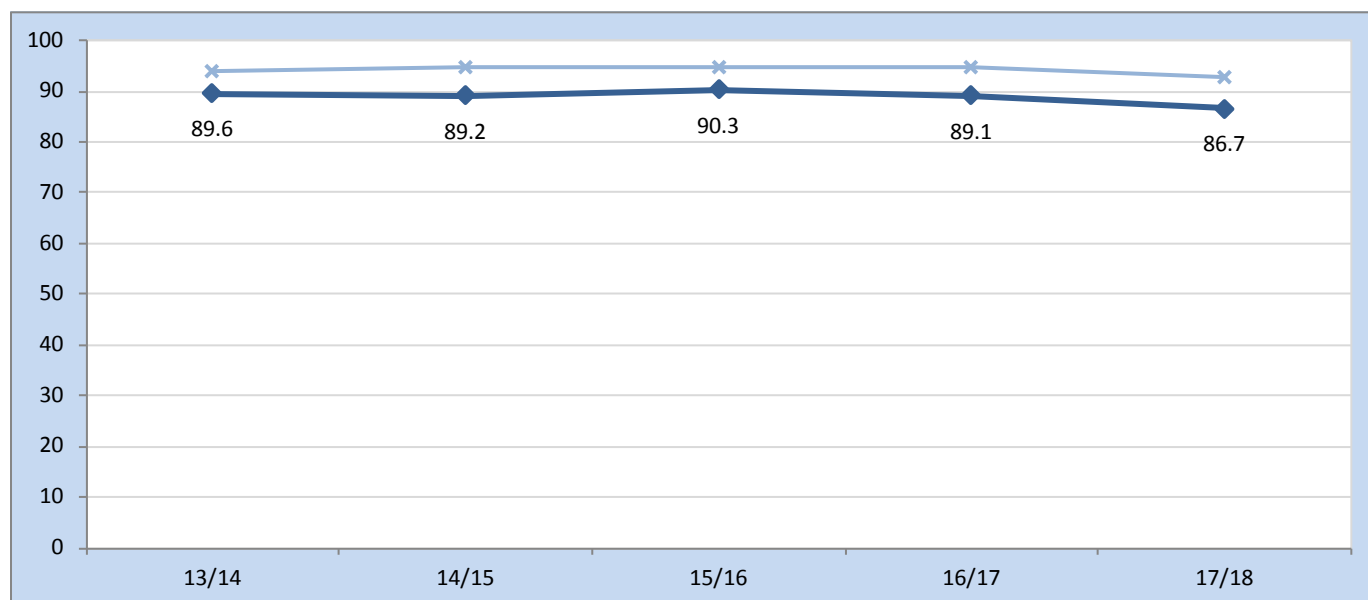
Chart 3: Percentage of pupils achieving the expected level (Outcome 5+) in LCW: 2013/14 - 2017/18



Language, literacy and communication skills in English (LCE)

Chart 4: Percentage of pupils achieving the expected level (Outcome 5+) in LCE: 2013/14 - 2017/18



Mathematical development (MDT)**Chart 5: Percentage of pupils achieving the expected level (Outcome 5+) in MDT: 2013/14 - 2017/18****Personal and social development, well-being and cultural diversity (PSD)****Chart 6: Percentage of pupils achieving the expected level (Outcome 5+) in PSD: 2013/14 - 2017/18**

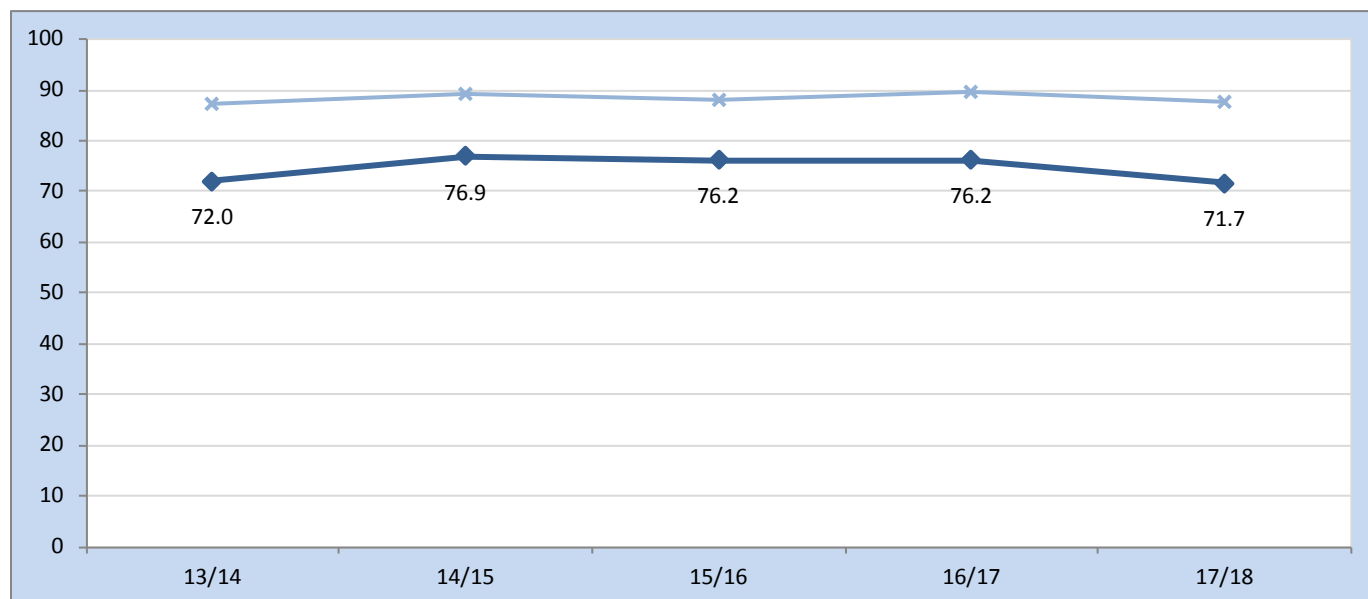
How well do the pupils perform at KS2?

Number of KS2 pupils

(CSI)	13/14	14/15	15/16	16/17	17/18
Pupils	454	476	504	449	499

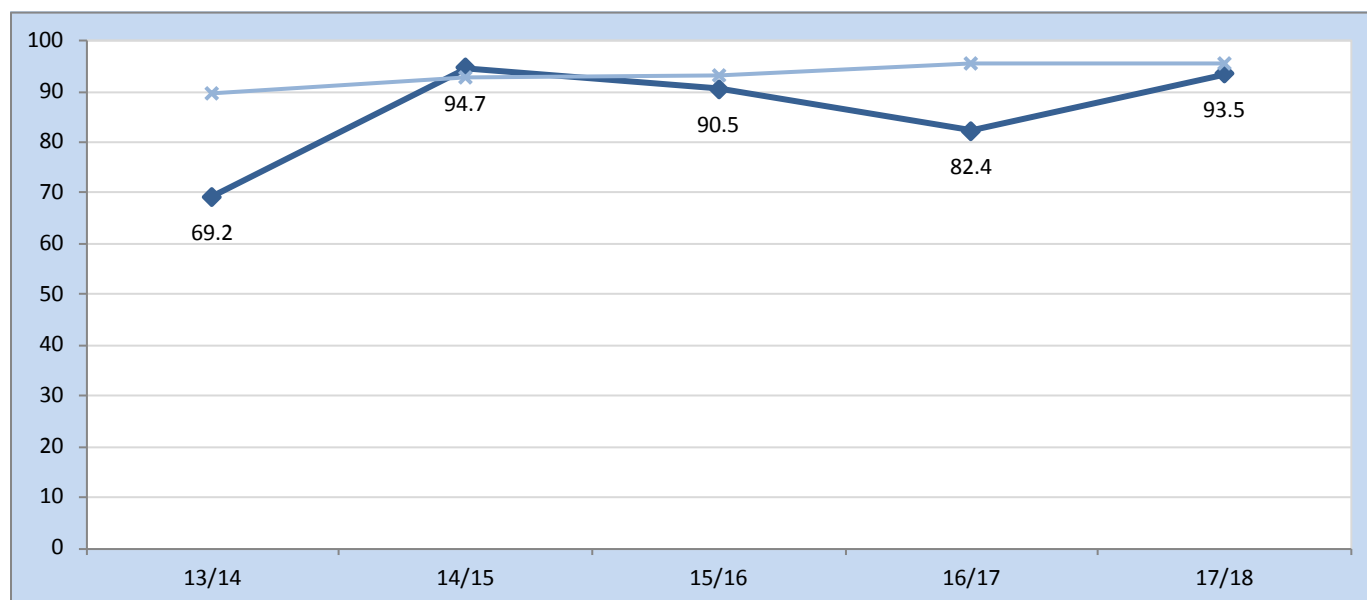
Core Subject Indicator (CSI)

Chart 7: Percentage of pupils achieving the CSI: 2013/14 - 2017/18



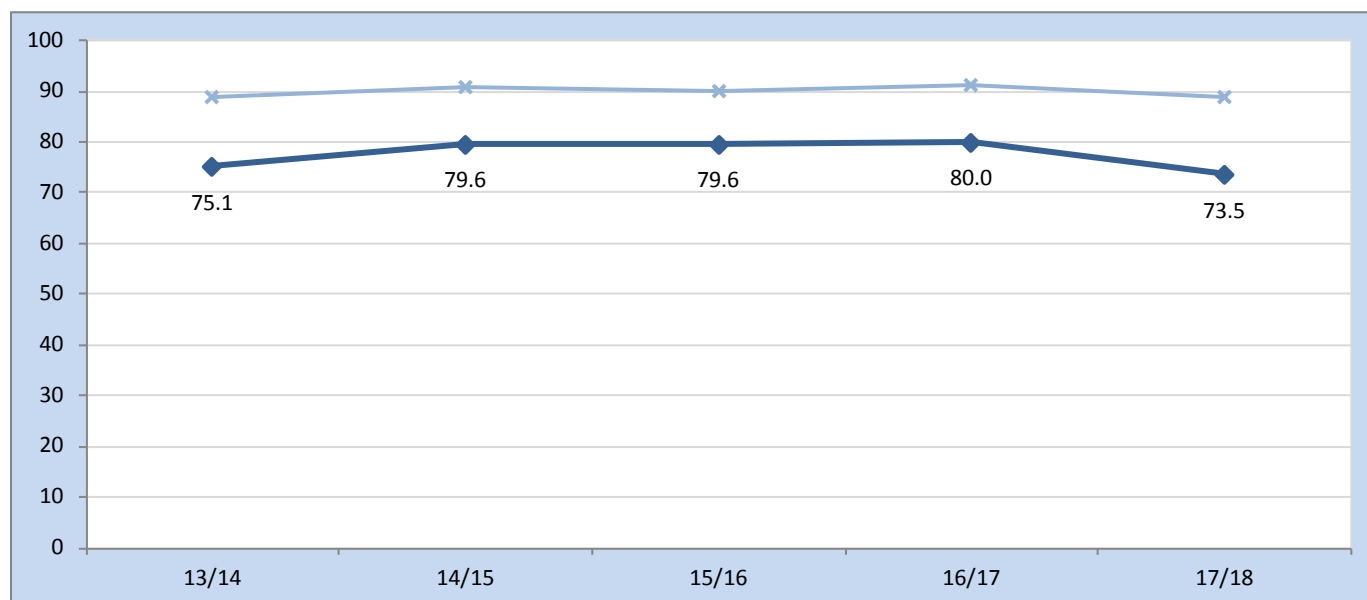
Welsh

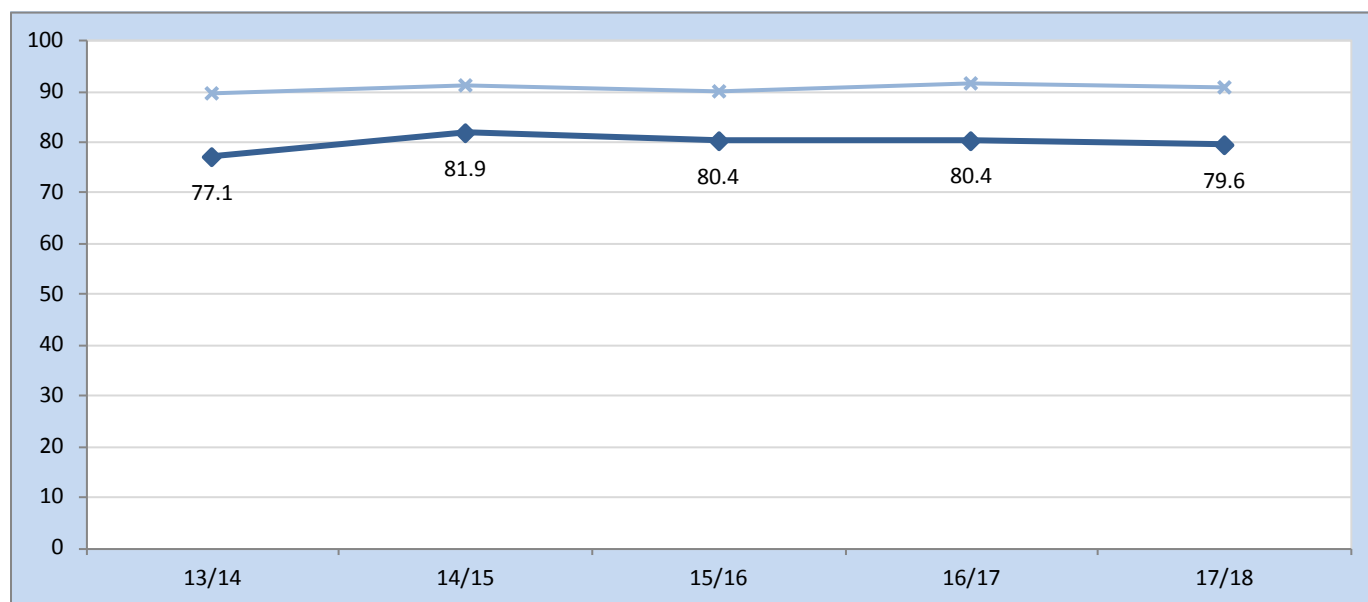
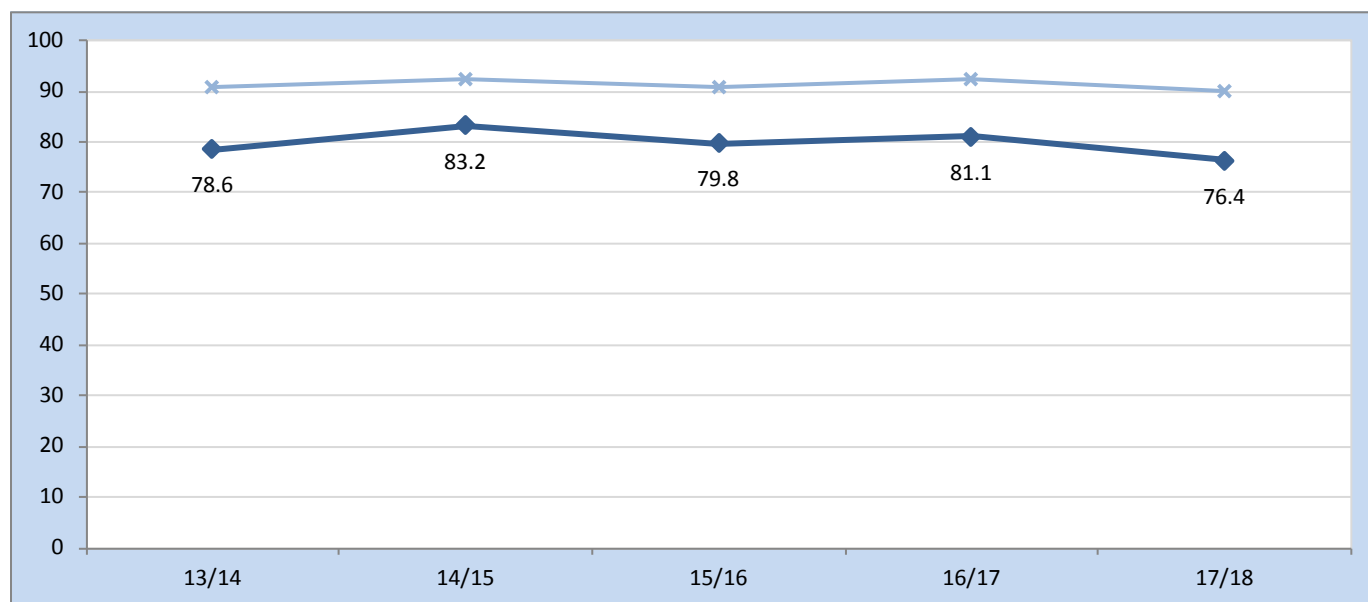
Chart 8: Percentage of pupils achieving the expected level (Level 4+) in Welsh: 2013/14 - 2017/18



English

Chart 9: Percentage of pupils achieving the expected level (Level 4+) in English: 2013/14 - 2017/18



Mathematics**Chart 10: Percentage of pupils achieving the expected level (Level 4+) in Mathematics: 2013/14 - 2017/18****Science****Chart 11: Percentage of pupils achieving the expected level (Level 4+) in Science: 2013/14 - 2017/18**

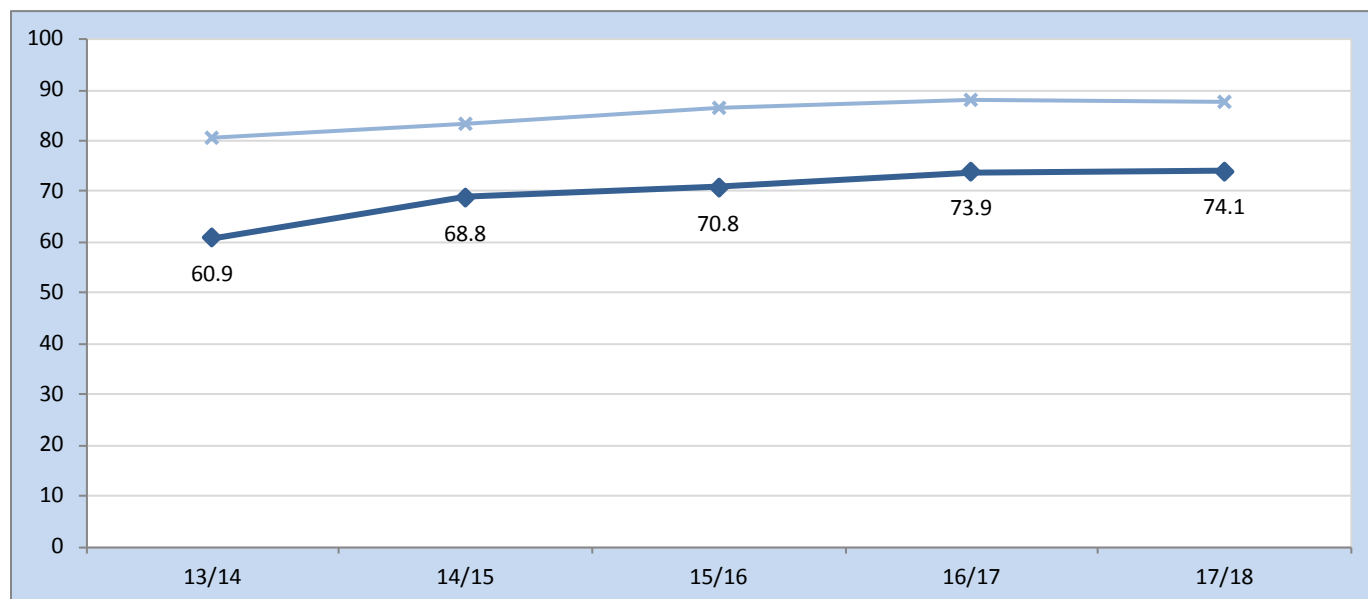
How well do the pupils perform at KS3?

Number of KS3 pupils

(CSI)	13/14	14/15	15/16	16/17	17/18
Pupils	430	459	428	418	432

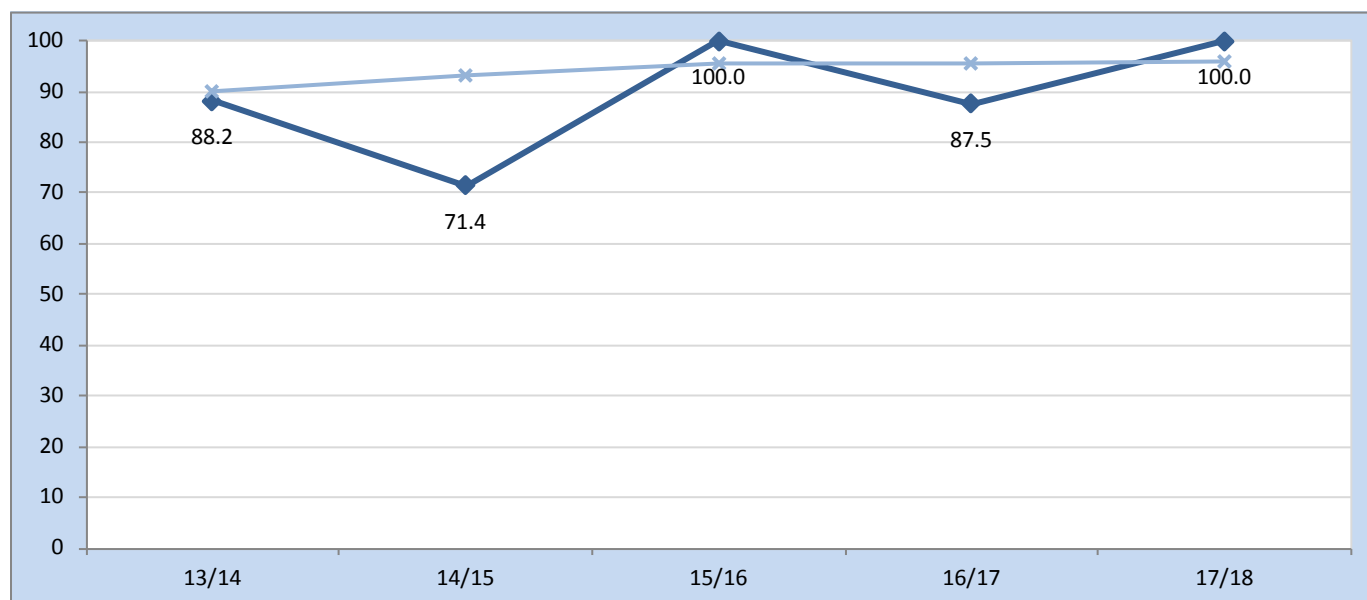
Core Subject Indicator (CSI)

Chart 12: Percentage of pupils achieving the CSI: 2013/14 - 2017/18



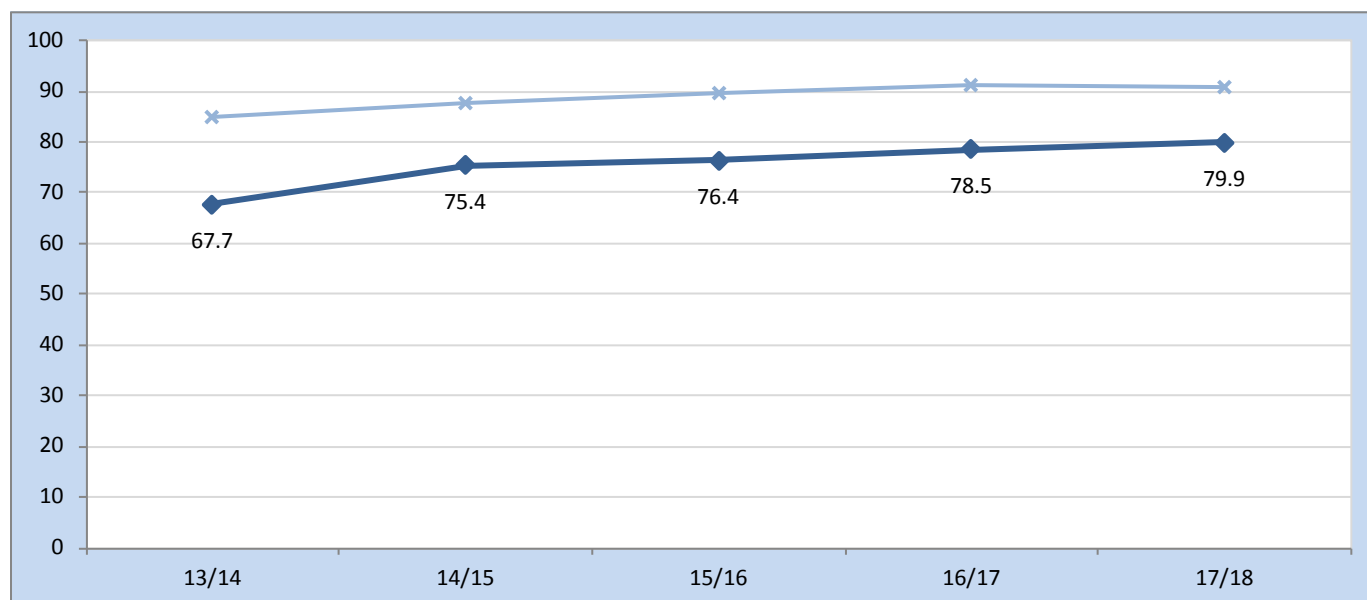
Welsh

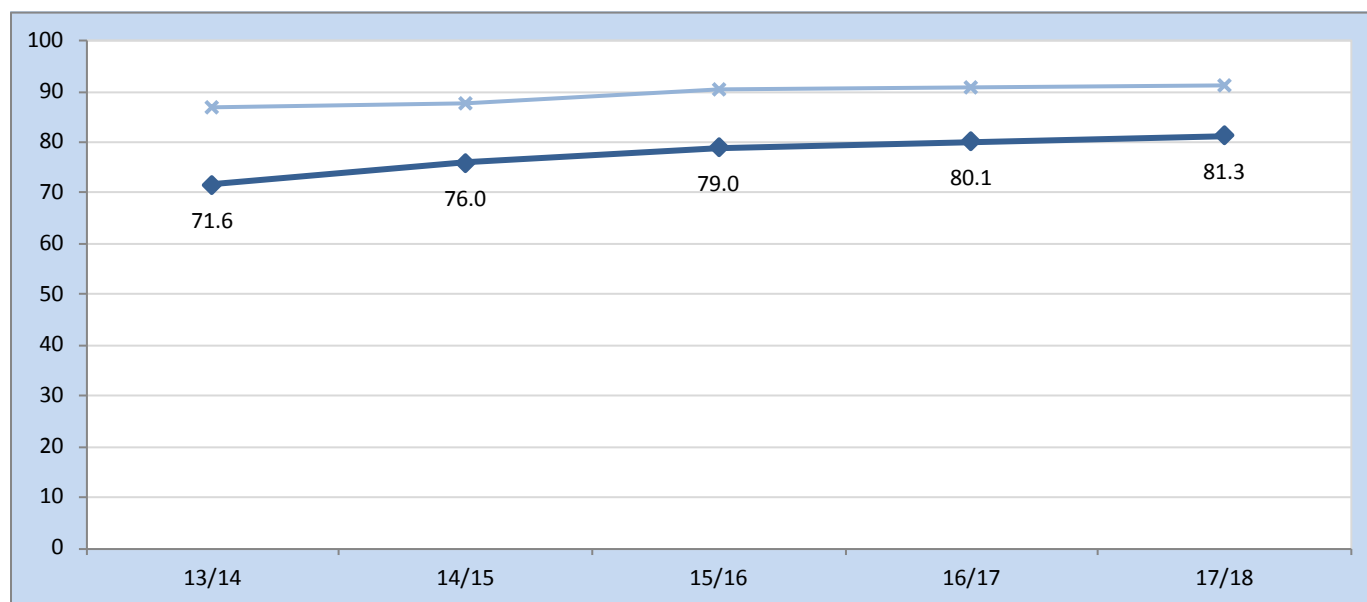
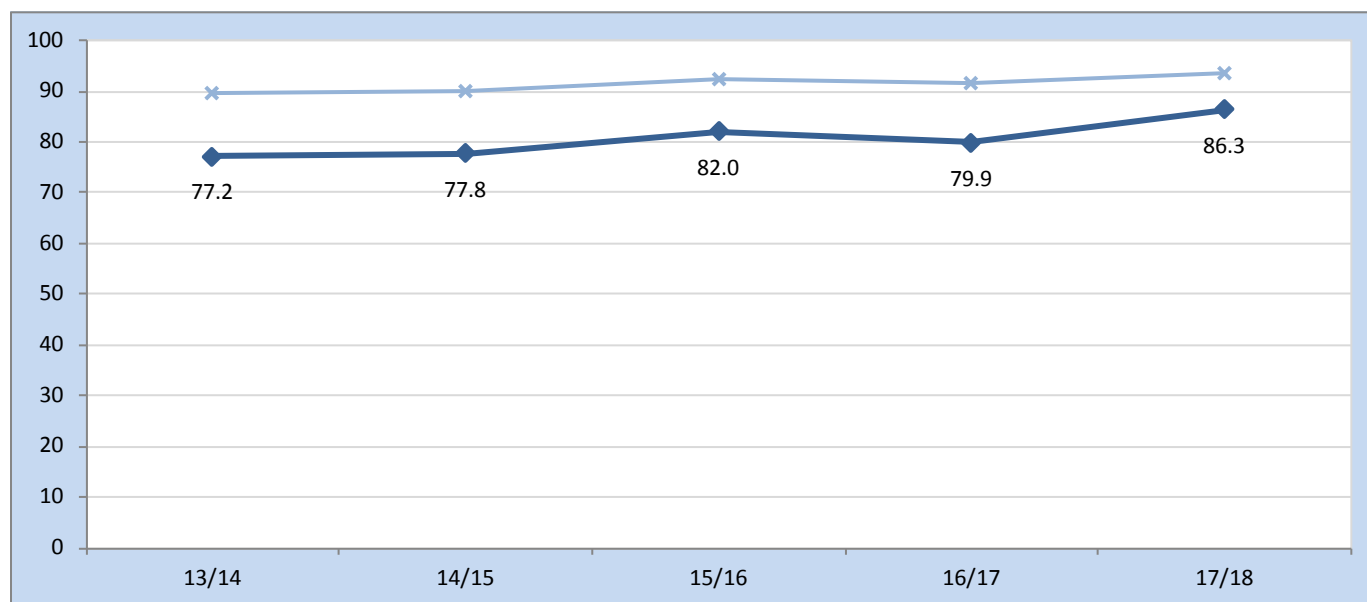
Chart 13: Percentage of pupils achieving the expected level (Level 5+) in Welsh: 2013/14 - 2017/18



English

Chart 14: Percentage of pupils achieving the expected level (Level 5+) in English: 2013/14 - 2017/18



Mathematics**Chart 15: Percentage of pupils achieving the expected level (Level 5+) in Mathematics: 2013/14 - 2017/18****Science****Chart 16: Percentage of pupils achieving the expected level (Level 5+) in Science: 2013/14 - 2017/18**

How well do the pupils perform at KS4?

Number of KS4 pupils

(L2+)	13/14	14/15	15/16	16/17	17/18
Pupils	472	425	381	417	397

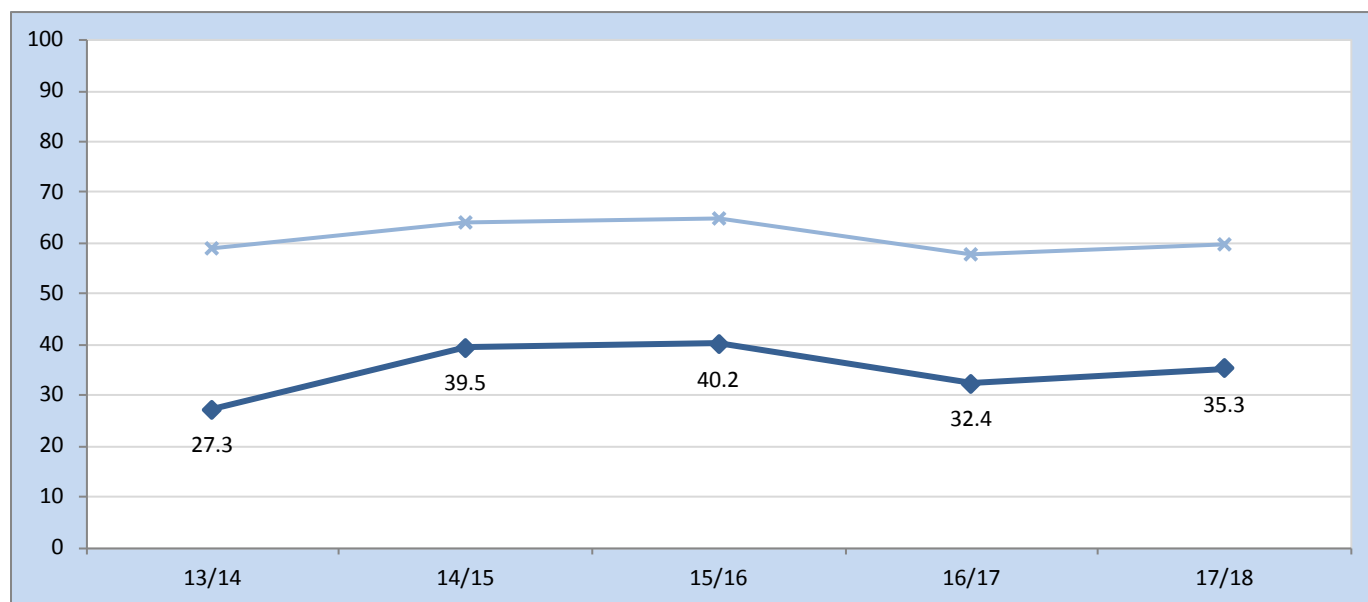
The indicators used at Key Stage 4 are:

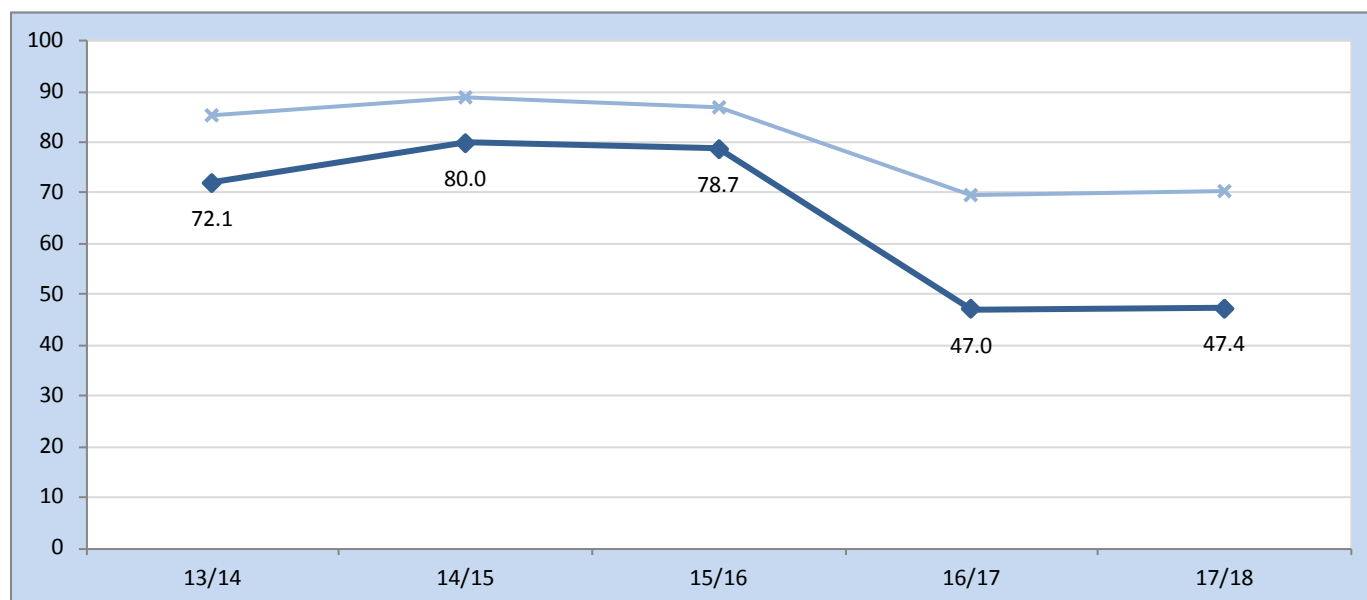
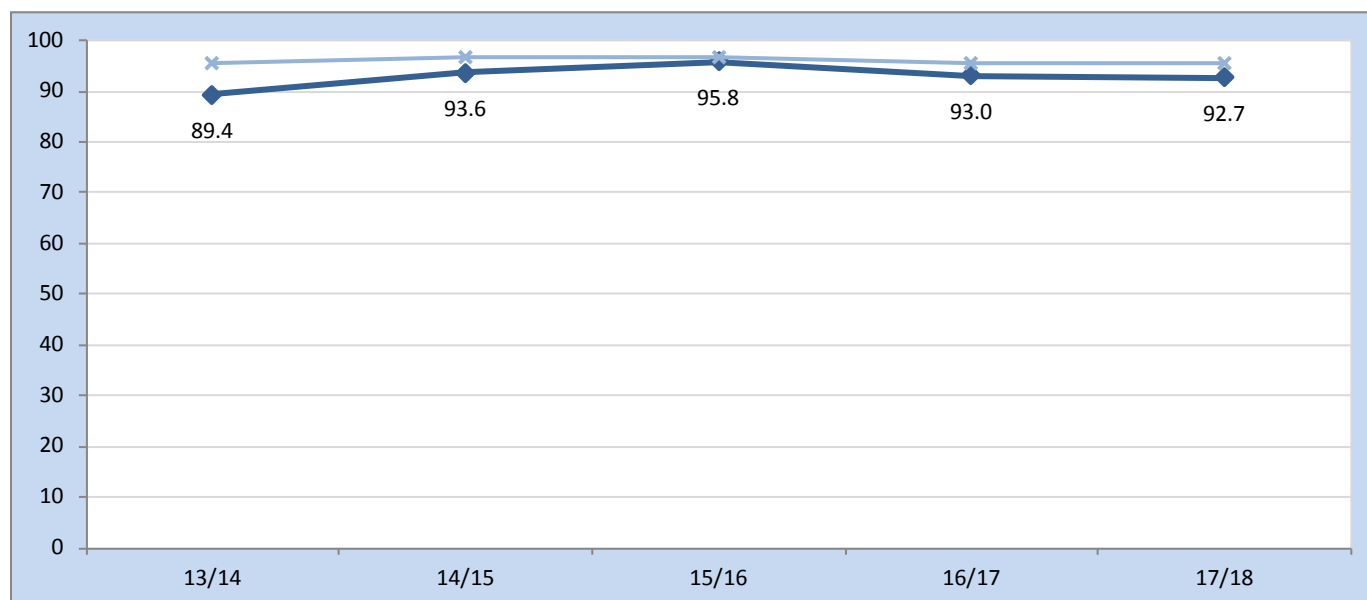
- Level 1 threshold (**L1**): Qualifications are achieved equivalent to 5 GCSE grades A*-G;
- Level 2 threshold (**L2**): Qualifications are achieved equivalent to 5 GCSE grades A*-C;
- Level 2 threshold including English/Welsh and Mathematics (**L2+**): Qualifications are achieved equivalent to 5 GCSE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

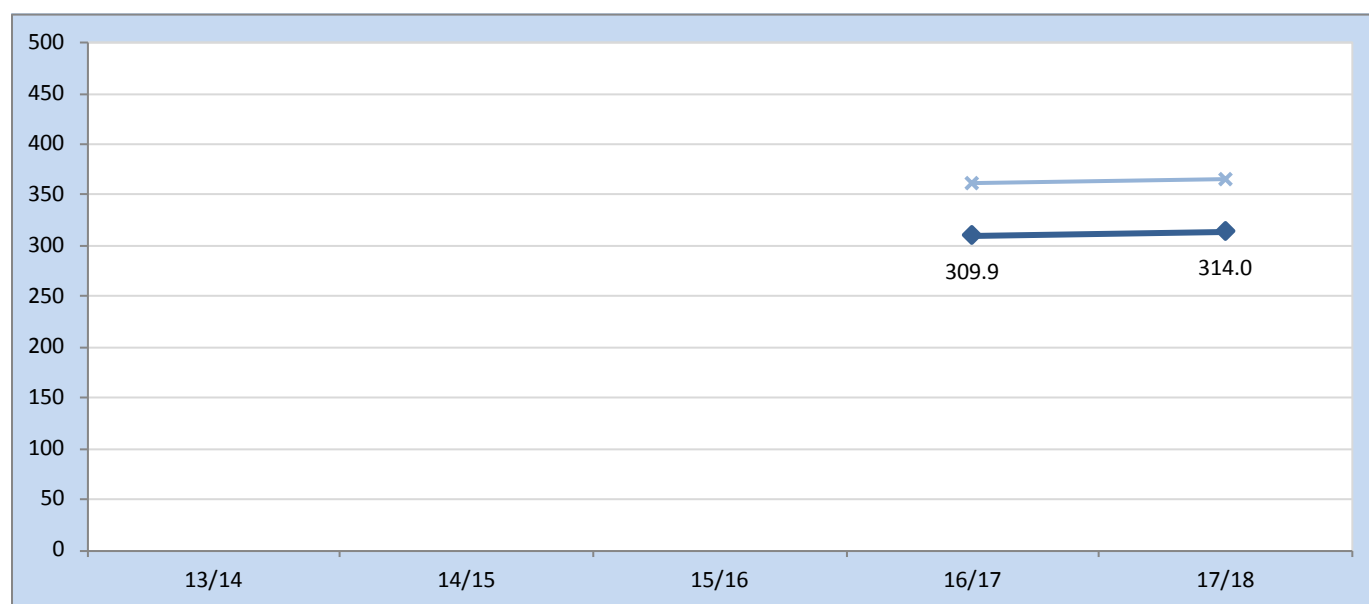
The “capped points score” (**Cap9**) is calculated by using the best 9 results of all qualifications approved for pre-16 use in Wales, e.g. an A* GCSE grade is worth 58 points, A is 52 points, B is 46 points etc. It has to include one GCSE first language (the best), Mathematics, Numeracy and the two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

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

Chart 17: Percentage of pupils achieving the L2+ threshold: 2013/14 - 2017/18



Level 2 threshold (L2)**Chart 18: Percentage of pupils achieving the L2 threshold: 2013/14 - 2017/18****Level 1 threshold (L1)****Chart 19: Percentage of pupils achieving the L1 threshold: 2013/14 - 2017/18**

Capped points score (Cap9)**Chart 20: (Average) capped points score across all subjects: 2013/14 - 2017/18**

Schools Scrutiny Performance Panel Work Programme 2018/2019

Date	Items to be discussed
Meeting 1 17 May 18	<ol style="list-style-type: none"> 1. Key issues for Education/Schools over coming year (Helen Morgan Rees) 2. Panel discuss and agree work programme for coming year
Meeting 2 7 Jun 18	Session around Science in Schools <ul style="list-style-type: none"> • Performance of schools in Science and comparisons with others • Speak to 2 Headteacher of schools who excel in Science • Leaders of Learning for Science (ERW)
Meeting 3 12 July 18 10.30am	School 1- Gowerton Primary School Green School – Foundation Phase (panel agreed to visit a school that is doing particularly well in this area)
Meeting 4 18 Jul 18 2.00pm	Pre-decision Scrutiny on the Future Structure and Delivery of the Ethnic Minority Achievement Unit (EMAU) report to Cabinet on 18 July 2018
Meeting 5 27 Sep 18 4.00pm	Briefing on the National Mission for Wales including an update on the New Standards for Teaching and Learning (Jan Waldron, Challenge Advisor)
Meeting 6 17 Oct 18 2.00pm	School 2 – Ysgol Crug Glas Special School Amber: visit school and meet with Headteacher and Chair of Governors School include the Challenge Advisor <i>(Meet 1.30pm for preparation session with Challenge Advisor)</i>
Meeting 7 19 Nov 18 4.00pm	<ol style="list-style-type: none"> 1. Public Questions 2. Education Other Than at School (EOTAS) - Update on progress with changes to service and accommodation (Cabinet Member Invited) 3. New Wellbeing and Behaviour Strategy 4. Annual Audit report (for information)
Meeting 8 11 Dec18 4.00pm	<ol style="list-style-type: none"> 1. School Improvement Service Performance update (Annual) 2. ERW Progress against Business Plan priorities locally and regionally 3. Briefing on the Pupil Deprivation Grant spend and the availability and quality of after school/homework clubs
Meeting 9 Extra 17 Dec 18 4.00pm	Pre-decision Scrutiny of Small Schools Review and School Organisation linked to the Welsh Education Plan Cllr J Raynor and Nick Williams to attend Cabinet decision 20 December 2018

Meeting 9 17 Jan 19 4.00pm	<ol style="list-style-type: none"> 1. Public Questions 2. Briefing on Looked After Children Educational Outcomes 3. Annual Education Performance (incl. verified data) and School Categorisation (Cabinet Member invited)
Meeting 10 11 Feb 19 3.00pm	Scrutiny of Annual Budget as it relates to education matters – Additional meeting (Cabinet member invited)
Meeting 11 20 Feb 19 2.00pm	School 3 – Visit to Morriston Primary School Revisit Morriston Primary School progress and following up on the embedding of improvements (<i>as you agreed on 15 Feb18</i>)
Meeting 12 21 Mar 19 4.00pm	School 4 – Burlais Primary School Amber: Speak to Head and Chair of Governors of a School including preparation session with the challenge advisor
Meeting 13 2 May 19 4.00pm	<ol style="list-style-type: none"> 1. Readiness for School, follow up on outstanding issues resulting from a scrutiny inquiry (<i>referred to the panel on 27 Mar 18</i>) 2. Review of the year and planning for the year ahead

In addition dates to be arranged for:

Date TBA	<p>Items referred to the Panel from Scrutiny Work Planning Conference on 11 June</p> <ul style="list-style-type: none"> – Special Educational Needs (concern about increase in no. of cases going to tribunal) – School Transport ✓ Free School Meals / LAC attainment and PDG spend(already scheduled on panel work programme – Dec/Jan)
Date TBA	<p>Items suggested by panel members to added at Schools Work Programme discussion on 17 May:</p> <ul style="list-style-type: none"> ✓ ERW (Item added to work programme for Sep 18) ✓ After schools and homework clubs (Added to the work programme for Dec 18)
Date TBA (<i>awaiting a cabinet date</i>)	Pre-decision Scrutiny Alternative Learning Needs Reform Commissioning Review and/or ALN report legislation and implications/preparations
Date TBA	Post 16 – Pupil performance at sixth form and colleges
Date TBC	Wales Audit Office – Youth Services Report and any resulting Action Plan

For Information

A. Estyn Inspections Summaries
(Published since your last update in 11 December 2018)

For Information

School Inspection Outcomes

Published, today 10 December 2018

Penyrheol Comprehensive School

<https://www.estyn.gov.wales/sites/default/files/documents/Penyrheol%20Comprehensive%20School.pdf>

New Inspection Arrangements:

Standards	G
Wellbeing and attitudes to learning	G
Teaching and learning experiences	G
Care, support and guidance	G
Leadership and management	G

Published, today 17 December 2018

Gendros Primary School

https://www.estyn.gov.wales/sites/default/files/documents/Gendros%20Primary%20School_0.pdf

New Inspection Arrangements:

Standards	G
Wellbeing and attitudes to learning	G
Teaching and learning experiences	G
Care, support and guidance	G
Leadership and management	G