



Dinas a Sir Abertawe

Hysbysiad o Gyfarfod

Fe'ch gwahoddir i gyfarfod

Panel Perfformiad Craffu - Addysg

Lleoliad: Ystafell Bwyllgor 3A, Neuadd y Ddinas, Abertawe

Dyddiad: Dydd Iau, 16 Ionawr 2020

Amser: 4.00 pm

Cynullydd: Y Cynghorydd Lyndon Jones MBE

Aelodaeth:

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

Agenda

Rhif y Dudalen.

- | | | |
|----------|---|---------------|
| 1 | Ymddiheuriadau am absenoldeb | |
| 2 | Datgeliadau o fuddiannau personol a rhagfarnol www.swansea.gov.uk/disclosuresofinterests | |
| 3 | Gwahardd Pleidleisiau Chwip a Datgan Chwipiau'r Pleidiau | |
| 4 | Cofnodion | 1 - 3 |
| 5 | Perfformiad Addysg Blynyddol (gan gynnwys data a ddilysir) a Chategoreiddio Ysgolion | 4 - 30 |
| 6 | Cynllun Gwaith 2019 - 2020. | 31 |
| 7 | Er Gwybodaeth - Adroddiadau Ysgol Unigol Estyn a gyhoeddwyd ers Hydref 2019 | 32 |

Cyfarfod nesaf: 13/02/2020 ar 10.30 am

Huw Evans

Pennaeth Gwasanaethau Democraidd

Dydd Iau, 9 Ionawr 2020

Cyswllt: Michelle Roberts, Scrutiny Officer

Agenda Item 4



City and County of Swansea

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

Committee Room 3A, Guildhall, Swansea

Thursday, 19 December 2019 at 4.00 pm

Present: Councillor L R Jones (Chair) Presided

Councillor(s)

C Anderson
L S Gibbard
M A Langstone

Councillor(s)

M Durke
D W Helliwell
J A Raynor

Councillor(s)

S J Gallagher
L James

Co-opted Member(s)

D Anderson-Thomas

Co-opted Member(s)

A Roberts

Co-opted Member(s)

Other Attendees

Jennifer Raynor

Cabinet Member - Education Improvement, Learning & Skills

Officer(s)

Michelle Roberts
Mark Sheridan

Scrutiny Officer
Head of Vulnerable Learner Service

Apologies for Absence

Councillor(s): A M Day, B Hopkins, S M Jones and L J Tyler-Lloyd

1 Disclosure of Personal and Prejudicial Interests

None

2 Prohibition of Whipped Votes and Declaration of Party Whips

None

3 Letters and Minutes

Letter and minutes of the 14 November were received.

4 Session looking at Additional Learning Needs Reform and progress in Swansea

Cllr Jennifer Raynor, Cabinet Member or Education Improvement, Learning and Skills and Mark Sheridan, Head of Vulnerable Learner Service provided a written

report for and attended the Panel to answer questions. The following points were noted:

- The report updated the Panel on progress made on the ALN Strategy. It included progress over the 2018/19 academic year, current context including projected pressures and revised plan to mitigate these.
- The local authority is facing unprecedented change in the area of ALN following the introduction of the Additional Learning Needs and Education Tribunal (Wales) Act 2018 (ALNET Act 2018).
- The Welsh Government have created five ALN Transformation Lead posts to work with the four regions and the further education sector to support and challenge local preparations for the implementation of the ALNET Act 2018 in September 2021.
- Swansea has engaged well at a regional level with the five other authorities in the South West Region that cover the same footprint as ERW and the transformation lead. An ALN Strategy and Implementation Plan has been developed along with an ALN Strategy Steering Group including parent/carers to oversee its implementation.
- Progress has been considered under the seven themes in the regional implementation plan (full detail in report provided):
 - Good progress made under the Awareness Raising Theme
 - Mixed progress with regard to Workforce Management
 - Mixed progress under the theme of Person Centred Practice and Individual Development Planning (IDP). Hearing that further work is needed to embed the use of person centred approach into the culture and ethos of schools and other providers (training has been provided but this needs to be further embedded into schools practice). The Panel heard there are concerns regarding the capacity of the team to manage the conversion from Statements of Special Education Need and LA maintained IDPs (essentially running two systems until transformation is completed).
 - Good progress has been made in understanding the range of early years settings and providers. Integration of these services have been initiated under the Pathfinder programme.
 - LA continues to have significant concerns regarding the extending of the age range from 19 to 25. Without integrated working between the colleges, health, Adult Social Services, youth offending, education, employers and training providers. We agreed that it is important to ensure there is a good offer of support to enable independent living and employment rather than continuing to rely on education placement to 25. We understood that this will require agencies to work together. What are we doing to develop this integrated working approach? How well prepared are other bodies including particularly for example internally our Adult Social Services.
 - Early dispute resolution and parent partnership are seen as key to avoiding escalating needs, provision and therefore costs. The contract for development of this process has been awarded to SNAP. A parent partnership website for Swansea has gone live and Education are engaging with parents and carers forum.

- Swansea has created two Family Liaison post, which have made a significant impact on the number of tribunals being lodged and work with parents face to face. However, this work is time consuming and raises capacity issues moving forward.
- The authority now has a better understanding of the impact of the new ALNET Act and the draft code that points to the likely statutory obligations of the LA. Staff have been mapping demand and volume of work over the past four years so Swansea has a good knowledge of its situation. It was also explained that reduction in resilience and business continuity might occur due to the list of factors given. The Panel heard that there are concerns about the capacity within education to deliver such a large plan. Therefore, presentations have been made to the Corporate Management Team to emphasise a joined up approach and to bolster the capacity of the Education team to deliver all the projects in the plan.
- The ALNET Act and Code will place a number of mandatory duties on LAs and other responsible bodies such as health boards and WG Ministers from Sep 2021. The report outlined those duties and potential costs.
- The Panel were informed that Swansea is keen to progress the development of a new special school provision. It is also looking to review the number and range of specialist teaching facilities in line with changes in demand.
- Panel recognise that ALNET Act and the implementation of the code will be a huge challenge for not only our education team but for schools, health, adult social services and a raft of other partners. They were pleased to hear that Swansea had made good initial progress in raising awareness and starting to work with other agencies to develop an integrated local offer that meets the needs of learners 0-25. The Panel believe that the two things that will be central to making successful progress will be the necessary funding to enable these projects and good partnership/integrated working. Although, they were concerned that the Welsh Government have said they expect it to be cost neutral exercise. The Panel plan to follow progress closely and will ask for regular updates, as the planning and implementation of this Act progresses.

5 Work Programme 2019/20

The panel were informed of an extra meeting on the 18 February 2020 to look at the Annual Budget Proposals as they effect education matters.

6 For Information - Annual Audit of Schools

The Annual Audit of Schools report for 2018/19 was noted.

The meeting ended at 5.30 pm

Chair

Agenda Item 5



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

To the Schools Scrutiny Performance Panel 16 January 2020

Annual Education Performance (including verified data 2018-2019)
and School Categorisation 2019

| | |
|--|--|
| 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. It is appropriate to consider 2018-2019 academic year performance, when all data is available. Performance measures in Wales have changed, particularly at key stage 4. In primary schools, there is a greater emphasis on progress made by pupils (achievement) rather than end of key stage attainment. However, there is still a requirement for teachers to assess 7 and 11 year olds' attainment in core subject areas. In secondary schools, new qualifications have been introduced during the past three years and the full suite of examinations was introduced in 2018-2019 academic year. For key stage 3, 14 year olds are still assessed using teacher assessment. Performance data is used by officers to support and challenge schools. However, national test results for reading and numeracy are no longer published by Welsh Government. As a result, emphasis on diagnostic value of tests has increased in order to support the progress of individual learners. In July 2019, Welsh Government, the Welsh Local Government Association and Her Majesty's Chief Inspector in Estyn issued a joint statement on the

importance of recognising that accountability measures are under review in Wales and that historic comparisons are unhelpful:

“We strongly advise you to use a broad range of un-aggregated data and information to enable you to discharge your duties when reporting on school performance. Evaluating the performance of individual schools rather than generating aggregated data at local authority level will be more helpful to supporting and challenging individual schools with their improvement.”

This report provides school level data, where appropriate.

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. In 2018, 7 year olds were assessed using new outcome descriptors in areas of learning. Performance fell in 2018 and 2019 in FP curriculum outcome descriptors. This was reflected nationally. Teachers assess performance at FP. Currently three quarters of Swansea’s 7 year olds attain the expected outcomes for the FP indicator. Local authority (LA) rank positions are no longer available, as was the case in 2018. See appendix A for LA performance and appendix B for a breakdown per school in the main FP indicator.

2.2 Key Stage 2

Performance at key stage 2 shows a downward trend of improvement during the last five years. However, comparison with previous years’ performance shows that at least 85% of 11 year olds in Swansea have attained expected outcomes in all core subjects over a sustained period. Overall, performance is good with nearly ninety percent of learners achieving the core subject indicator before they leave Swansea primary schools. Teachers assess performance at key stage 2. Current performance shows 87% of learners attaining the expected outcome for the core subject indicator. A strong performance overall. See appendix A. Per school performance is shown in appendix B.

2.3 Key Stage 3

Performance was lower than 2018. However, 84% of 14 year olds attained the expected outcome for the core subject indicator. When comparing core subject performance during the last five years, Swansea schools have been consistently close to 90% for each of the headline indicators. A strong performance overall. See appendix A for a summary with per school performance shown in appendix C.

2.4 Key Stage 4

Outcomes in Swansea remain strong relative to those across Wales. At key stage 4, in the capped nine measure (see explanation in appendix E), pupils achieved 14 points higher than those in Wales on average. This represents pupils in Swansea achieving over two higher grades across their best nine GCSE or equivalent qualifications on average than pupils across Wales as a whole. Also, pupils from disadvantaged backgrounds achieve nearly five grades higher on average than similar pupils across Wales. In the literacy measure, on average, pupils achieve one-fifth of a grade higher than pupils across Wales. In the numeracy measure, on average, pupils achieve over one-quarter of a grade higher than pupils across Wales. In the science measure, on average, pupils achieve one-third of a grade higher than pupils across Wales. In the skills challenge certificate measure, on average, pupils achieve three-fifths of a grade higher than pupils across Wales. See appendix D for a summary with individual schools' performance shown in appendix E.

2.5 Post 16

At key stage 5, A level outcomes have continued to improve. In the 3 A*-C measure, outcomes are now stronger than those across Wales with 63% of pupils achieving this measure across Swansea. This up from 52% and 57% in 2017 and 2018, respectively. In the 3A*-A measure, outcomes are similarly strong. In 2019, around one in six pupils in Swansea achieve this measure compared to around one in eight across Wales. See appendix F.

2.6 Attendance and fixed term exclusions

Attendance in 2018-2019 closed at 94.7% attendance for primary schools and at 93.9% for secondary school. Schools are challenged on their absence rates through the education welfare and school improvement service. In 2018-2019, the number of fixed term exclusions increased. In nearly all cases, the reasons for fixed term exclusions are being examined to ensure that all children and young people are supported and included. See appendix G for attendance and appendix H for individual school performance in these areas. With respect to pupils' attendance rate, for 2018-2019, in the primary sector Swansea ranks thirteenth out of 22 local authorities, and in the secondary sector Swansea ranks fifth out of the 22 local authorities. Exclusions also compare favourably with Wales. For the academic year 2017-2018, the rate-per-thousand for the number of exclusions of 5 days or less is 25.0; this places Swansea as the fifth lowest LA in Wales.

2.7 English as an additional language (EAL)

Performance shows that EAL learners do significantly better than non-EAL learners by the time they reach key stage 4. Performance is aggregated because of the size of the cohort in a few schools. At FP, performance lags because of language acquisition. However, these pupils make significantly positive progress during their educational career.

2.8 Looked After Children (LAC)

Attainment remains below non-LAC learners. However, of the low numbers within a cohort subject to either teacher assessment or examination, it must be noted that the vulnerability profile is high, including those with additional learning needs (ALN). More than 50% of LAC learners have ALN. Individual learner progress is not reported here but is monitored carefully through personalised plans for learning and progress. Currently, no national statistics are published by Welsh Government for LAC performance, other than a limited number of social services indicators, for example, in 2018-2019 no LAC learners left education without a qualification.

2.9 National categorisation

The provisional categorisation of all Swansea schools is currently embargoed; the final publication is set for 10 working days after 16 January 2020.

3. Background data

3.1 All relevant data is included in appendices A – J (see below).

4. Conclusions/Key Points Summary

4.1 Current performance is very strong at key stage 4 in comparison to national performance in new measures and examinations.

4.2 Teacher assessment shows a more realistic picture in the last two years at key stage 2 and key stage 3.

4.3 FP areas of learning descriptors are now more ambitious and despite a decline in performance in comparison to previous years, 75% of pupils currently attain the expected FP outcome indicator.

4.4 Free school meal (FSM) learners attain significantly below other pupils. However, the rate of progress of FSM learners, through the key stages, compares well with other learners. FSM learners in Swansea have nearly double the level of additional learning needs in comparison to non-fsm learners.

4.5 Categorisation of schools shows a decrease in schools requiring intensive support and a strong core of highly effective schools in Swansea. During the last six years, schools have been categorised on their capacity to self-improve. The profile demonstrates positive improvement and robust monitoring.

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 – Teacher assessment summary 2019

Appendix B – Primary schools' performance 2019

Appendix C – Key stage 3 per school performance 2019

Appendix D – Key stage 4 verified examination summary 2019

Appendix E – Key stage 4 secondary schools' performance 2019

Appendix F – Post 16 performance 2019

Appendix G – Attendance per school 2019

Appendix H – Fixed term exclusions per school 2019

Appendix I – English as an additional language summary 2019

Appendix J - Looked after children summary 2019

Appendix A

Teacher Assessment Results Summary for Swansea Schools 2019

Annual changes of greater than +/- 1% are shown in green or red

Trends are based on average of 2017 to 2019 minus average of 2015 to 2017

Foundation Phase Outcomes (outcome 5 and above)

Percentages of year 2 cohort

Note - foundation phase results in 2018 and 2019 cannot be directly compared to previous years due to changes in the outcome descriptors.

| Subject | Sex | 2015 | 2016 | 2017 | 2018 | 2019 | Trend | Commentary |
|--|-------|------|------|------|------|-------|-------|---|
| FPI* | All | 86.2 | 85.0 | 85.5 | 77.1 | 75.2 | -6.3 | Results down by 1.9% compared to 2018. |
| | Boys | 82.7 | 81.0 | 81.5 | 73.4 | 70.3 | -6.7 | Gender gap widest in 5 years; boys have declined faster than girls. |
| | Girls | 89.7 | 89.4 | 89.9 | 81.2 | 80.4 | -5.8 | |
| | Gap | -7.0 | -8.4 | -8.4 | -7.8 | -10.1 | -0.8 | |
| Language (English) | All | 87.0 | 85.6 | 85.8 | 77.9 | 76.3 | -6.1 | Results down by 1.6% compared to 2018. |
| | Boys | 83.7 | 81.2 | 81.9 | 74.1 | 70.6 | -6.7 | Gender gap widest in 5 years; boys have declined faster than girls. |
| | Girls | 90.5 | 90.3 | 90.0 | 82.4 | 82.4 | -5.3 | |
| | Gap | -6.8 | -9.1 | -8.1 | -8.3 | -11.8 | -1.4 | |
| Mathematical development | All | 89.0 | 88.4 | 89.0 | 83.2 | 80.7 | -4.5 | Results down by 2.5% compared to 2018. |
| | Boys | 86.7 | 85.9 | 86.5 | 81.4 | 78.3 | -4.3 | Gender gap wider than 2018 but smaller than previous years. |
| | Girls | 91.5 | 91.0 | 91.7 | 85.2 | 83.3 | -4.7 | Girls show more decline than boys over 5 years. |
| | Gap | -4.8 | -5.1 | -5.2 | -3.8 | -5.0 | 0.4 | |
| Personal and social development, well-being and cultural diversity | All | 94.8 | 94.8 | 94.9 | 92.7 | 91.1 | -1.9 | Results down by 1.6% compared to 2018. |
| | Boys | 92.6 | 93.1 | 92.4 | 89.5 | 87.1 | -3.0 | Gender gap widest in 5 years; boys have declined much faster than girls. |
| | Girls | 97.2 | 96.8 | 97.6 | 96.3 | 95.2 | -0.8 | |
| | Gap | -4.6 | -3.7 | -5.2 | -6.8 | -8.1 | -2.2 | |
| Language (Welsh) | All | 92.1 | 92.0 | 93.8 | 86.2 | 83.8 | -4.7 | Results down by 2.4% compared to 2018. |
| | Boys | 89.4 | 88.0 | 91.5 | 82.7 | 80.2 | -4.8 | Gender gap similar to 2018; boys and girls show similar decline over 5 years. |
| | Girls | 94.8 | 96.0 | 96.1 | 89.5 | 87.8 | -4.5 | |
| | Gap | -5.4 | -8.0 | -4.6 | -6.8 | -7.6 | -0.3 | |

* FPI - Foundation Phase Indicator - percentage of cohort attaining outcome 5 or higher in all 3 areas of learning in combination.

Teacher Assessment Results Summary for Swansea Schools 2019

Annual changes of greater than +/- 1% are shown in **green** or **red**

Trends are based on average of 2017 to 2019 minus average of 2015 to 2017

Key Stage 2 (level 4 and above)

Percentages of year 6 cohort

| Subject | Sex | 2015 | 2016 | 2017 | 2018 | 2019 | FFT19 | Trend | Commentary |
|------------------|-------|------|------|------|------|------|-------|-------|--|
| CSI | All | 89.2 | 88.2 | 89.5 | 87.7 | 86.8 | 90-95 | -1.0 | Results down by 0.9% compared to 2018; 5 year downward trend. |
| | Boys | 86.4 | 85.7 | 87.5 | 83.9 | 83.9 | 88-93 | -1.4 | Gender gap narrower than 2018 although over 5 years boys show more decline than girls. |
| | Girls | 92.4 | 90.8 | 91.6 | 91.7 | 89.8 | 93-96 | -0.6 | Negative value-added overall. |
| | Gap | -6.0 | -5.1 | -4.1 | -7.8 | -5.9 | | -0.9 | |
| English | All | 90.9 | 90.0 | 91.3 | 89.0 | 88.7 | 92-96 | -1.1 | Results down by 0.3% compared to 2018; 5 year downward trend. |
| | Boys | 88.2 | 89.7 | 89.4 | 85.3 | 85.7 | 90-94 | -2.3 | Gender gap narrower than 2018 although over 5 years boys show more decline than girls. |
| | Girls | 93.9 | 92.9 | 93.3 | 92.9 | 91.8 | 93-97 | -0.7 | Negative value-added overall. |
| | Gap | -5.7 | -3.2 | -3.9 | -7.6 | -6.1 | | -1.6 | |
| Mathematics | All | 91.3 | 89.9 | 91.7 | 90.9 | 89.4 | 92-96 | -0.3 | Results down by 1.5% compared to 2018; 5 year downward trend. |
| | Boys | 89.8 | 88.2 | 90.4 | 88.6 | 87.6 | 90-95 | -0.6 | Gender gap narrower than 2018. |
| | Girls | 93.1 | 91.7 | 93.0 | 93.3 | 91.2 | 94-97 | -0.1 | Negative value-added overall. |
| | Gap | -3.3 | -3.5 | -2.6 | -4.7 | -3.6 | | -0.5 | |
| Science | All | 92.6 | 90.6 | 92.4 | 90.1 | 89.7 | 93-96 | -1.1 | Results down by 0.4% compared to 2018; 5 year downward trend. |
| | Boys | 90.8 | 88.3 | 91.2 | 86.7 | 87.7 | 91-95 | -1.6 | Gender gap narrower than 2018 although over 5 years boys show more decline than girls. |
| | Girls | 94.5 | 93.2 | 93.8 | 93.7 | 91.7 | 94-97 | -0.8 | Negative value-added overall. |
| | Gap | -3.7 | -4.9 | -2.6 | -7.0 | -4.0 | | -0.8 | |
| Welsh First Lang | All | 92.9 | 93.2 | 95.3 | 95.5 | 93.8 | 92-97 | 1.1 | Results down by 1.7% compared to 2018; although 5 year upward trend. |
| | Boys | 89.6 | 89.8 | 93.8 | 94.2 | 91.6 | 91-96 | 2.1 | Gender gap wider than 2018 although boys show more improvement over 5 years. |
| | Girls | 95.9 | 96.3 | 97.0 | 97.0 | 96.0 | 93-98 | 0.3 | Positive value-added. |
| | Gap | -6.3 | -6.5 | -3.2 | -2.8 | -4.4 | | 1.9 | |

Ⓞ Fischer Family Trust estimate for 2019 based on models "average" to "very high".

Teacher Assessment Results Summary for Swansea Schools 2019

Annual changes of greater than +/- 1% are shown in green or red

Trends are based on average of 2017 to 2019 minus average of 2015 to 2017

Key Stage 3 (level 5 and above)

Percentages of year 9 cohort

| Subject | Sex | 2015 | 2016 | 2017 | 2018 | 2019 | Trend | Commentary |
|------------------|-------|------|------|------|------|-------|-------|--|
| CSI | All | 83.2 | 86.3 | 88.2 | 87.7 | 83.9 | 0.7 | Results down by 3.8% compared to 2018. |
| | Boys | 79.9 | 83.3 | 84.1 | 84.2 | 81.0 | 0.7 | Gender gap narrower than 2018. |
| | Girls | 86.5 | 89.4 | 92.6 | 91.6 | 87.3 | 1.0 | |
| | Gap | -6.6 | -6.1 | -8.5 | -7.4 | -6.3 | -0.3 | |
| English | All | 87.6 | 89.8 | 89.1 | 90.7 | 88.1 | 0.5 | Results down by 2.6% compared to 2018. |
| | Boys | 83.9 | 86.6 | 84.3 | 87.3 | 85.1 | 0.6 | Gender gap narrower than 2018. |
| | Girls | 91.3 | 93.1 | 94.2 | 94.6 | 91.5 | 0.6 | |
| | Gap | -7.4 | -6.5 | -9.9 | -7.3 | -6.4 | 0.1 | |
| Mathematics | All | 87.9 | 90.4 | 91.0 | 91.3 | 88.9 | 0.6 | Results down by 2.4% compared to 2018. |
| | Boys | 86.8 | 89.1 | 88.3 | 89.0 | 87.3 | 0.1 | Gender gap narrower than 2018. |
| | Girls | 88.9 | 91.8 | 93.9 | 93.8 | 90.8 | 1.3 | |
| | Gap | -2.1 | -2.7 | -5.6 | -4.8 | -3.5 | -1.2 | |
| Science | All | 90.2 | 92.4 | 91.6 | 93.7 | 90.4 | 0.5 | Results down by 3.3% compared to 2018. |
| | Boys | 88.6 | 90.6 | 88.7 | 91.4 | 88.1 | 0.1 | Gender gap similar to 2018 although girls more improved over 5 years than boys. |
| | Girls | 91.8 | 94.2 | 94.8 | 96.3 | 92.9 | 1.1 | |
| | Gap | -3.2 | -3.6 | -6.1 | -4.9 | -4.8 | -1.0 | |
| Welsh First Lang | All | 93.2 | 95.6 | 93.8 | 95.9 | 95.6 | 0.9 | Results down by 0.3% compared to 2018. |
| | Boys | 89.7 | 92.4 | 91.5 | 93.1 | 91.0 | 0.7 | Gender gap widest in 5 years with because of higher improvement for girls than boys. |
| | Girls | 95.6 | 98.5 | 95.7 | 98.6 | 100.0 | 1.5 | |
| | Gap | -5.9 | -6.1 | -4.2 | -5.5 | -9.0 | -0.8 | |

FFT no longer provide estimates for key stage 3.

Appendix B

Primary School Main Measures by School 2017-2019

| School | Foundation Phase Indicator (1) | | | Key Stage 2 Core Subject Indicator (3) | | |
|-----------------------|--------------------------------|------|------|--|------|------|
| | 2017 (2) | 2018 | 2019 | 2017 | 2018 | 2019 |
| Birchgrove Primary | 95% | 91% | 86% | 92% | 95% | 90% |
| Bishopston Primary | 90% | 76% | 77% | 91% | 84% | 92% |
| Blaenymaes | 12% | 13% | 32% | 76% | 70% | 69% |
| Brynhyfryd | 86% | 78% | 58% | 84% | 72% | 81% |
| Brynmill | 91% | 97% | 91% | 95% | 93% | 92% |
| Burlais | 78% | 64% | 71% | 76% | 75% | 63% |
| Cadle | 85% | 80% | 74% | 90% | 80% | 93% |
| Casllwchwr | 96% | 92% | 90% | 96% | 97% | 96% |
| CCoS PRU | 0% | 0% | 0% | 25% | 20% | 0% |
| Christchurch | 96% | 88% | 56% | 100% | 92% | 100% |
| Cila | 75% | 86% | 89% | 89% | 93% | 100% |
| Clase | 86% | 81% | 67% | 85% | 74% | 68% |
| Clwyd | 64% | 38% | 60% | 75% | 76% | 73% |
| Clydach | 90% | 79% | 68% | 88% | 89% | 73% |
| Craigcefnparc | 90% | 71% | 100% | 88% | 100% | 92% |
| Craigfelen | 95% | 71% | 59% | 89% | 86% | 84% |
| Crug Glas | 0% | 0% | 0% | 0% | 0% | 0% |
| Crwys | 70% | 56% | 61% | 100% | 96% | 88% |
| Cwmglas | 91% | 54% | 25% | 86% | 76% | 68% |
| Cwmrhydyceirw | 88% | 90% | 85% | 93% | 92% | 84% |
| Danygraig | 50% | 64% | 58% | 80% | 71% | 83% |
| Dunvant Primary | 88% | 81% | 74% | 90% | 100% | 84% |
| Gendros | 87% | 61% | 65% | 92% | 77% | 75% |
| Glais | 100% | 84% | 94% | 100% | 100% | 100% |
| Glyncollen | 63% | 71% | 69% | 97% | 100% | 100% |
| Gors Primary | 77% | 66% | 66% | 93% | 82% | 82% |
| Gorseinon | 100% | 94% | 86% | 93% | 93% | 85% |
| Gowerton Primary | 87% | 71% | 82% | 91% | 85% | 88% |
| Grange | 100% | 96% | 89% | 94% | 97% | 88% |
| Gwrosydd Primary | 80% | 71% | 69% | 84% | 78% | 78% |
| Hafod | 88% | 57% | 67% | 90% | 75% | 83% |
| Hendrefoilan | 89% | 100% | 86% | 94% | 97% | 93% |
| Knelston | 100% | 94% | 90% | 100% | 94% | 93% |
| Llangyfelach | 96% | 93% | 94% | 100% | 95% | 100% |
| Llanrhidian | 75% | 70% | 72% | 95% | 100% | 100% |
| Mayals | 86% | 72% | 77% | 90% | 82% | 83% |
| Morryston Primary | 70% | 68% | 70% | 67% | 79% | 65% |
| Newton | 93% | 94% | 90% | 93% | 97% | 100% |
| Oystermouth | 96% | 100% | 78% | 91% | 96% | 100% |
| Parkland | 100% | 90% | 87% | 93% | 92% | 93% |
| Pen Y Fro | 96% | 79% | 75% | 89% | 83% | 83% |
| Penclawdd | 89% | 96% | 90% | 97% | 94% | 89% |
| Pengelli | 80% | 81% | 78% | 93% | 100% | 85% |
| Penllergaer | 90% | 85% | 80% | 90% | 86% | 93% |
| Pennard | 88% | 89% | 90% | 97% | 94% | 86% |
| Pentrechwyth | 89% | 65% | 67% | 73% | 88% | 84% |
| Pentre'r Graig | 76% | 65% | 63% | 73% | 86% | 88% |
| Penybryn | 0% | 0% | 0% | 0% | 0% | 0% |
| Penyrheol Primary | 91% | 83% | 84% | 91% | 87% | 92% |
| Plasmarl | 79% | 41% | 78% | 89% | 79% | 77% |
| Pontarddulais Primary | 91% | 84% | 83% | 89% | 92% | 89% |
| Pontlliw | 79% | 82% | 80% | 100% | 83% | 84% |
| Pontybrenin | 93% | 93% | 96% | 100% | 98% | 86% |
| Portmead | 73% | 70% | 58% | 70% | 81% | 77% |
| Sea View | 63% | 59% | 52% | 71% | 78% | 81% |
| Sketty | 93% | 85% | 95% | 96% | 100% | 95% |
| St David's | 95% | 85% | 96% | 93% | 89% | 96% |

| | | | | | | |
|-----------------------|------------|------------|------------|------------|------------|------------|
| St Helen's | 88% | 50% | 67% | 90% | 95% | 96% |
| St Illtyd's | 83% | 77% | 76% | 89% | 62% | 85% |
| St Joseph's Clydach | 94% | 81% | 85% | 97% | 97% | 88% |
| St Joseph's Greenhill | 95% | 92% | 95% | 95% | 94% | 94% |
| St Thomas | 74% | 75% | 74% | 90% | 92% | 94% |
| Talycopa | 85% | 86% | 73% | 95% | 94% | 92% |
| Terrace Road | 74% | 53% | 63% | 77% | 89% | 84% |
| Townhill | 75% | 73% | 55% | 75% | 74% | 74% |
| Trallwn | 82% | 82% | 57% | 83% | 85% | 75% |
| Tre Uchaf | 74% | 64% | 64% | 83% | 86% | 81% |
| Waun Wen | 64% | 31% | 19% | 63% | 79% | 72% |
| Wauarlwydd | 92% | 95% | 80% | 94% | 98% | 100% |
| Whitestone | 81% | 68% | 61% | 88% | 63% | 71% |
| Y Cwm | 73% | 62% | 75% | (4) | (4) | 100% |
| YGG Bryniago | 93% | 86% | 83% | 94% | 95% | 97% |
| YGG Bryn-Y-Mor | 97% | 85% | 84% | 97% | 97% | 94% |
| YGG Felindre | 60% | 100% | 0% | 100% | (4) | 33% |
| YGG Gellionnen | 91% | 81% | 83% | 96% | 93% | 93% |
| YGG Llwynderw | 90% | 88% | 89% | 95% | 93% | 100% |
| YGG Lonlas | 95% | 93% | 91% | 96% | 96% | 99% |
| YGG Pontybrenin | 97% | 76% | 80% | 96% | 98% | 94% |
| YGG Tan-y-Lan | 81% | 77% | 52% | (4) | 86% | 71% |
| YGG Tirdeunaw | 96% | 97% | 94% | 93% | 96% | 95% |
| YGG Y Login Fach | 91% | 93% | 79% | 93% | 93% | 97% |
| Ynystawe | 83% | 81% | 85% | 90% | 88% | 96% |
| Swansea | 86% | 77% | 75% | 90% | 88% | 87% |

(1) The Foundation Phase Indicator is the percentage of pupils in Year 2 attaining Outcome 5 or higher in each area of learning (English or Welsh, plus Mathematical Development and Personal & Social Development).

(2) Changes to foundation phase outcome descriptors after 2017 mean that 2017 results are not directly comparable to those for 2018 and 2019.

(3) The Core Subject Indicator is the percentage of pupils in Year 6 attaining level 4 or higher in each of English and/or Welsh First Language, plus mathematics and science in combination.

(4) No result due to no pupils in the relevant year group.

Appendix C

Key Stage 3 Main Measures by School 2017-2019

| School | Key Stage 3 Core Subject Indicator (1) | | |
|--------------------|--|------------|------------|
| | 2017 | 2018 | 2019 |
| Birchgrove Comp | 84% | 84% | 81% |
| Bishop Gore | 86% | 87% | 83% |
| Bishop Vaughan | 90% | 88% | 87% |
| Bishopston Comp | 96% | 95% | 96% |
| CCoS PRU | 25% | 20% | 13% |
| Cefn Hengoed | 89% | 91% | 86% |
| Dylan Thomas | 52% | 42% | 28% |
| Gowerton | 95% | 95% | 92% |
| Morrison Comp | 86% | 89% | 88% |
| Olchfa | 93% | 93% | 89% |
| Pentrehafod | 90% | 87% | 75% |
| Penyrheol Comp | 85% | 83% | 82% |
| Pontarddulais Comp | 96% | 95% | 95% |
| YG Bryn Tawe | 93% | 95% | 94% |
| YG Gwyr | 94% | 94% | 94% |
| Grand Total | 88% | 88% | 84% |

(1) The Core Subject Indicator is the percentage of pupils in Year 9 attaining level 5 or higher in English and/or Welsh First language, plus mathematics and science in combination.

Appendix D

Key Stage 4, 2019

| | | Swansea | Wales | Difference | Comments |
|------------------|-------------------|---------|-------|------------|--|
| CP9 | All | 366 | 352 | 14 | 2.3 grades higher on average |
| | Female | 386 | 370 | 16 | 2.7 grades higher on average |
| | Male | 354 | 337 | 17 | 2.8 grades higher on average |
| | <i>Gender gap</i> | 32 | 33 | | Girls achieve nearly 6 grades higher than boys (S) |
| | NFSM | 388 | 375.4 | 12.6 | 2.1 grades higher on average |
| | FSM | 327 | 298.3 | 28.7 | 4.8 grades higher on average |
| | <i>FSM gap</i> | 61 | 77.1 | | fsm pupils achieve nearly 10 grades lower (Swansea) |
| Literacy | All | 40.2 | 39 | 1.2 | 20% of a grade higher than nationally |
| | Female | 43.4 | 41.8 | 1.6 | 27% of a grade higher than nationally |
| | Male | 37.3 | 36.3 | 1 | 17% of a grade higher than nationally |
| | <i>Gender gap</i> | 6.1 | 5.5 | | Boys achieve 1 grade lower on average (S&W) |
| | NFSM | 42.5 | 41.4 | 1.1 | 18% of a grade higher than nationally |
| | FSM | 34.6 | 32.5 | 2.1 | 35% of a grade higher than nationally |
| | <i>FSM gap</i> | 7.9 | 8.9 | | fsm pupils achieve over a grade lower (Swansea) |
| Numeracy | All | 38.7 | 37.1 | 1.6 | 27% of a grade higher than nationally |
| | Female | 39.6 | 37.8 | 1.8 | 30% of a grade higher than nationally |
| | Male | 37.8 | 36.4 | 1.4 | 23% of a grade higher than nationally |
| | <i>Gender gap</i> | 1.8 | 1.4 | | Boys achieve nearly a 1/3 grade lower on average (S) |
| | NFSM | 41.4 | 39.7 | 1.7 | 28% of a grade higher than nationally |
| | FSM | 31.2 | 29.4 | 1.8 | 30% of a grade higher than nationally |
| | <i>FSM gap</i> | 10.2 | 10.3 | | fsm pupils achieve just under 2 grades lower (S&W) |
| Science | All | 38.5 | 36.8 | 1.7 | 38.3% of a grade higher than nationally |
| | Female | 40.1 | 38.2 | 1.9 | 32% of a grade higher than nationally |
| | Male | 37.1 | 35.5 | 1.6 | 27% of a grade higher than nationally |
| | <i>Gender gap</i> | 3 | 2.7 | 0.3 | Boys achieve 1/2 a grade lower in science (S&W) |
| | NFSM | 41.6 | 39.8 | 1.8 | 30% of a grade higher than nationally |
| | FSM | 30.2 | 28.2 | 2 | 33% of a grade higher than nationally |
| | <i>FSM gap</i> | 11.4 | 11.6 | | fsm pupils achieve nearly 2 grades lower (S&W) |
| Skills CC | All | 40 | 36.4 | 3.6 | 62% of a grade higher than nationally |
| | Female | 43 | 39.5 | 3.5 | 58% of grade higher than nationally |
| | Male | 38 | 33.5 | 4.5 | 75% of a grade higher than nationally |
| | <i>Gender gap</i> | 5 | 6 | | Boys achieve nearly 1 grade lower than girls |
| | NFSM | 41.1 | 39.1 | 2 | 33% of a grade higher than nationally |
| | FSM | 34.1 | 29.5 | 4.6 | 77% of a grade higher than nationally |
| | <i>FSM gap</i> | 7 | 9.6 | | fsm pupils achieve just over a grade (Swansea) |

| | | | | | |
|----------------|-------------------|--------------|--------------|-------------|---|
| Level 1 | All | 94.9% | 92.5% | 2.4% | Performance strong relative to Wales |
| L2+ | All | 57.4% | 53.6% | 3.8% | Performance strong relative to Wales. |
| | Female | 63.8% | 58.8% | 5.0% | Girls strongly outperforming girls across Wales |
| | Male | 51.5% | 48.8% | 2.7% | Boys outperforming boys in Wales |
| | <i>Gender gap</i> | <i>12.3%</i> | <i>10.0%</i> | <i>2.3%</i> | Bigger gap than nationally |
| | NFSM | 59.0% | | | |
| | FSM | 28.5% | | | |
| | <i>FSM gap</i> | <i>30.5%</i> | | | |
| 5A*/A | All | 21.3% | 18.1% | 3.2% | Performance at top grades remains strong. |
| 5A*/A | Female | 26.1% | 22.5% | 3.6% | |
| 5A*/A | Male | 16.9% | 14.0% | 2.9% | |
| | <i>Gender gap</i> | <i>9.2%</i> | <i>8.5%</i> | <i>0.7%</i> | Large gender gap in Swansea, although boys outperform |

Appendix E

Key Stage 4 Main Measures by School 2019

Please see below for an explanation of the point score system for key stage 4 results analysis.

The residuals shown are the difference between the school's result and the Welsh Government's modelled expectation for the school.

Capped 9 Point Score

| School | Total | Residual | Boys | Girls | Gender gap | FSM | nFSM | FSM gap |
|--------------------|------------|----------|------------|------------|------------|------------|------------|------------|
| Birchgrove Comp | 374 | +38 | 380 | 368 | 12 | 348 | 386 | -38 |
| Bishop Gore | 354 | +13 | 352 | 357 | -5 | 308 | 367 | -59 |
| Bishop Vaughan | 351 | +0 | 347 | 354 | -7 | 310 | 363 | -53 |
| Bishopston Comp | 434 | +45 | 427 | 443 | -15 | 409 | 436 | -26 |
| Cefn Hengoed | 358 | +33 | 358 | 359 | -1 | 340 | 372 | -32 |
| Dylan Thomas | 316 | +30 | 293 | 340 | -47 | 290 | 346 | -56 |
| EOTAS | 167 | | 154 | 221 | -67 | 220 | 156 | 64 |
| Gowerton | 395 | +25 | 386 | 406 | -20 | 351 | 400 | -49 |
| Morryston Comp | 324 | -20 | 300 | 351 | -51 | 290 | 334 | -44 |
| Olchfa | 413 | +28 | 406 | 419 | -13 | 383 | 416 | -32 |
| Pentrefafod | 355 | +28 | 339 | 376 | -37 | 336 | 362 | -26 |
| Penyrheol Comp | 360 | -4 | 337 | 383 | -46 | 303 | 372 | -69 |
| Pontarddulais Comp | 384 | +15 | 371 | 399 | -29 | 317 | 391 | -74 |
| YG Bryn Tawe | 362 | -12 | 332 | 389 | -58 | 305 | 370 | -66 |
| YG Gwyr | 399 | +8 | 373 | 419 | -47 | 393 | 399 | -5 |
| Grand Total | 369 | | 355 | 385 | -30 | 317 | 381 | -64 |

Literacy Measure

| School | Total | Residual | Boys | Girls | Gender gap | FSM | nFSM | FSM gap |
|--------------------|-------|----------|------|-------|------------|-----|------|---------|
| Birchgrove Comp | 38 | +2 | 38 | 39 | -1 | 36 | 40 | -4 |
| Bishop Gore | 41 | +4 | 40 | 42 | -2 | 36 | 42 | -6 |
| Bishop Vaughan | 39 | +0 | 37 | 40 | -4 | 35 | 40 | -4 |
| Bishopston Comp | 48 | +4 | 46 | 50 | -4 | 44 | 48 | -4 |
| Cefn Hengoed | 37 | +3 | 35 | 39 | -5 | 34 | 39 | -5 |
| Dylan Thomas | 27 | -3 | 21 | 33 | -12 | 23 | 31 | -8 |
| EOTAS | 14 | | 12 | 23 | -11 | 18 | 13 | 5 |
| Gowerton | 43 | +2 | 40 | 47 | -6 | 37 | 44 | -7 |
| Morryston Comp | 36 | -1 | 33 | 40 | -7 | 32 | 37 | -5 |
| Olchfa | 46 | +3 | 44 | 48 | -4 | 43 | 46 | -4 |
| Pentrefafod | 38 | +3 | 35 | 42 | -7 | 37 | 38 | -2 |
| Penyrheol Comp | 39 | -1 | 36 | 42 | -6 | 32 | 40 | -8 |
| Pontarddulais Comp | 41 | +0 | 39 | 44 | -5 | 34 | 42 | -8 |
| YG Bryn Tawe | 42 | +0 | 37 | 46 | -9 | 35 | 43 | -8 |

| | | | | | | | | |
|--------------------|-----------|----|-----------|-----------|-----------|-----------|-----------|-----------|
| YG Gwyr | 45 | +1 | 42 | 47 | -6 | 44 | 45 | -1 |
| Grand Total | 40 | | 37 | 43 | -6 | 33 | 42 | -8 |

Numeracy Measure

| School | Total | Residual | Boys | Girls | Gender gap | FSM | nFSM | FSM gap |
|--------------------|-----------|----------|-----------|-----------|------------|-----------|-----------|------------|
| Birchgrove Comp | 37 | +3 | 38 | 35 | 3 | 32 | 39 | -7 |
| Bishop Gore | 38 | +3 | 39 | 38 | 1 | 34 | 39 | -5 |
| Bishop Vaughan | 37 | +1 | 38 | 36 | 2 | 31 | 39 | -8 |
| Bishopston Comp | 48 | +7 | 48 | 48 | 0 | 42 | 48 | -6 |
| Cefn Hengoed | 36 | +3 | 36 | 35 | 0 | 32 | 38 | -6 |
| Dylan Thomas | 26 | -2 | 24 | 27 | -4 | 20 | 32 | -13 |
| EOTAS | 16 | | 15 | 23 | -7 | 18 | 16 | 2 |
| Gowerton | 43 | +4 | 42 | 43 | -1 | 39 | 43 | -4 |
| Morrison Comp | 33 | -2 | 31 | 35 | -4 | 27 | 35 | -8 |
| Olchfa | 44 | +3 | 45 | 44 | 0 | 41 | 45 | -3 |
| Pentrehafod | 34 | +1 | 33 | 36 | -3 | 29 | 36 | -7 |
| Penyrheol Comp | 38 | +0 | 37 | 39 | -2 | 30 | 40 | -10 |
| Pontarddulais Comp | 41 | +3 | 41 | 42 | -2 | 34 | 42 | -8 |
| YG Bryn Tawe | 36 | -4 | 33 | 38 | -5 | 26 | 37 | -11 |
| YG Gwyr | 45 | +3 | 43 | 47 | -4 | 44 | 45 | -1 |
| Grand Total | 39 | | 38 | 40 | -2 | 30 | 41 | -10 |

Science Measure

| School | Total | Residual | Boys | Girls | Gender gap | FSM | nFSM | FSM gap |
|--------------------|-------|----------|------|-------|------------|-----|------|---------|
| Birchgrove Comp | 36 | +4 | 37 | 35 | 2 | 31 | 38 | -7 |
| Bishop Gore | 34 | +0 | 34 | 34 | 0 | 26 | 36 | -10 |
| Bishop Vaughan | 37 | +2 | 37 | 37 | 0 | 31 | 38 | -8 |
| Bishopston Comp | 49 | +5 | 48 | 49 | 0 | 44 | 49 | -4 |
| Cefn Hengoed | 34 | +4 | 34 | 34 | 0 | 31 | 37 | -7 |
| Dylan Thomas | 23 | -1 | 19 | 27 | -8 | 17 | 30 | -13 |
| EOTAS | 10 | | 10 | 14 | -4 | 19 | 9 | 10 |
| Gowerton | 44 | +5 | 44 | 43 | 1 | 37 | 44 | -8 |
| Morrison Comp | 33 | -2 | 30 | 35 | -5 | 28 | 34 | -5 |
| Olchfa | 47 | +5 | 47 | 47 | -1 | 43 | 48 | -4 |
| Pentrehafod | 33 | +2 | 30 | 36 | -6 | 29 | 34 | -5 |
| Penyrheol Comp | 42 | +4 | 40 | 43 | -3 | 36 | 43 | -7 |
| Pontarddulais Comp | 41 | +3 | 40 | 42 | -2 | 32 | 42 | -11 |
| YG Bryn Tawe | 36 | -4 | 32 | 39 | -7 | 29 | 37 | -8 |
| YG Gwyr | 47 | +3 | 45 | 48 | -4 | 42 | 47 | -5 |

| | | | | | | | |
|--------------------|----|----|----|----|----|----|-----|
| Grand Total | 39 | 37 | 40 | -3 | 29 | 41 | -11 |
|--------------------|----|----|----|----|----|----|-----|

Skills Challenge Certificate Measure

| School | Total | Residual | Boys | Girls | Gender gap | FSM | nFSM | FSM gap |
|--------------------|-------|----------|------|-------|------------|-----|------|---------|
| Birchgrove Comp | 43 | +10 | 44 | 42 | 2 | 40 | 44 | -4 |
| Bishop Gore | 40 | +5 | 40 | 40 | -1 | 36 | 41 | -5 |
| Bishop Vaughan | 26 | -10 | 24 | 28 | -4 | 20 | 28 | -7 |
| Bishopston Comp | 46 | +5 | 45 | 47 | -2 | 45 | 46 | -1 |
| Cefn Hengoed | 43 | +11 | 42 | 43 | -1 | 42 | 43 | -1 |
| Dylan Thomas | 28 | +1 | 23 | 34 | -11 | 24 | 33 | -8 |
| EOTAS | 21 | | 20 | 22 | -2 | 34 | 18 | 16 |
| Gowerton | 44 | +6 | 42 | 46 | -4 | 39 | 44 | -5 |
| Morrison Comp | 36 | +1 | 32 | 39 | -7 | 26 | 38 | -12 |
| Olchfa | 48 | +7 | 45 | 50 | -4 | 46 | 48 | -2 |
| Pentrehafod | 40 | +7 | 37 | 43 | -6 | 39 | 40 | -1 |
| Penyrheol Comp | 38 | +1 | 34 | 42 | -8 | 31 | 40 | -9 |
| Pontarddulais Comp | 41 | +2 | 37 | 44 | -7 | 31 | 42 | -11 |
| YG Bryn Tawe | 39 | +0 | 35 | 43 | -8 | 31 | 40 | -9 |
| YG Gwyr | 37 | -5 | 33 | 40 | -7 | 44 | 36 | 8 |
| Grand Total | 39 | | 37 | 42 | -5 | 33 | 40 | -7 |

Five or more A* and A grades

| School | Total | Residual | Boys | Girls | Gender gap | FSM | nFSM | FSM gap |
|--------------------|------------|----------|------------|------------|------------|-----------|------------|-------------|
| Birchgrove Comp | 14% | +5% | 18% | 10% | 8% | 0% | 20% | -20% |
| Bishop Gore | 18% | +7% | 16% | 20% | -4% | 8% | 21% | -13% |
| Bishop Vaughan | 15% | +3% | 10% | 18% | -8% | 6% | 17% | -11% |
| Bishopston Comp | 45% | +20% | 43% | 48% | -5% | 36% | 46% | -9% |
| Cefn Hengoed | 11% | +4% | 6% | 16% | -10% | 8% | 13% | -6% |
| Dylan Thomas | 5% | +2% | 0% | 11% | -11% | 4% | 7% | -3% |
| EOTAS | 0% | | 0% | 0% | 0% | 0% | 0% | 0% |
| Gowerton | 24% | +6% | 19% | 30% | -10% | 14% | 25% | -11% |
| Morryston Comp | 10% | -1% | 8% | 12% | -4% | 3% | 12% | -9% |
| Olchfa | 39% | +15% | 35% | 42% | -7% | 24% | 40% | -16% |
| Pentrefafod | 9% | +0% | 5% | 13% | -8% | 2% | 11% | -9% |
| Penyrheol Comp | 19% | +3% | 11% | 27% | -16% | 3% | 22% | -19% |
| Pontarddulais Comp | 22% | +6% | 18% | 27% | -9% | 7% | 24% | -17% |
| YG Bryn Tawe | 14% | -5% | 2% | 25% | -23% | 0% | 16% | -16% |
| YG Gwyr | 32% | +6% | 21% | 42% | -21% | 33% | 32% | 1% |
| Grand Total | 21% | | 17% | 26% | -9% | 7% | 25% | -18% |

Level 2 threshold inclusive (including literature)

| School | Total | Boys | Girls | Gender gap | FSM | nFSM | FSM gap |
|--------------------|------------|------------|------------|-------------|------------|------------|-------------|
| Birchgrove Comp | 48% | 48% | 48% | 0% | 31% | 56% | -26% |
| Bishop Gore | 59% | 63% | 54% | 9% | 39% | 64% | -26% |
| Bishop Vaughan | 48% | 44% | 51% | -7% | 27% | 54% | -27% |
| Bishopston Comp | 87% | 83% | 92% | -9% | 73% | 88% | -15% |
| Cefn Hengoed | 43% | 31% | 53% | -22% | 33% | 51% | -17% |
| Dylan Thomas | 19% | 11% | 28% | -17% | 12% | 27% | -15% |
| EOTAS | 2% | 3% | 0% | 3% | 0% | 3% | -3% |
| Gowerton | 64% | 60% | 70% | -11% | 38% | 67% | -29% |
| Morryston Comp | 44% | 32% | 58% | -25% | 21% | 51% | -30% |
| Olchfa | 77% | 75% | 79% | -4% | 64% | 79% | -15% |
| Pentrefafod | 46% | 34% | 60% | -26% | 34% | 50% | -16% |
| Penyrheol Comp | 49% | 40% | 58% | -18% | 14% | 57% | -43% |
| Pontarddulais Comp | 63% | 53% | 74% | -21% | 20% | 67% | -47% |
| YG Bryn Tawe | 49% | 39% | 58% | -20% | 33% | 51% | -18% |
| YG Gwyr | 76% | 68% | 82% | -14% | 67% | 76% | -9% |
| Grand Total | 57% | 51% | 64% | -13% | 30% | 63% | -33% |

Point Scores at Key Stage 4

Most qualifications attained by students in external examinations carry point scores. These are determined by the type of qualification and by the grade attained. These are the scores used for most GCSE subjects:-

| GCSE Grade | Double award | Single award | Short course | Level |
|------------|--------------|--------------|--------------|--------------|
| A* | 116 | 58 | 29 | |
| A | 104 | 52 | 26 | Level 2 pass |
| B | 92 | 46 | 23 | |
| C | 80 | 40 | 20 | |
| D | 68 | 34 | 17 | |
| E | 56 | 28 | 14 | Level 1 pass |
| F | 44 | 22 | 11 | |
| G | 32 | 16 | 8 | |
| U | 0 | 0 | 0 | Fail |
| X | 0 | 0 | 0 | |

For single award GCSE subjects, there are therefore 6 points between grades. This should be borne in mind when interpreting the various point score measures introduced by Welsh Government in 2019.

Most other qualifications carry point scores, and these can be found on-line via the QiW website.

The capped 9 point score, and the literacy, numeracy, science and skills measures are all based on analysis of the points attained by students. Where students have taken the same subject more than once, the first grade attained is used. This is a change from 2019, as analysis for previous years used the best grade attained.

Literacy Measure

The literacy measure for each student is the top grade they attained, based on first entries for each subject, from:-

- English Language
- English Literature
- Welsh First Language
- Welsh Literature

Numeracy Measure

The numeracy measure for each student is the top grade they attained, based on first entries for each subject, from:-

- Mathematics
- Mathematics - Numeracy

Science Measure

The science measure for each student is the top grade they attained, based on first entries for each subject, from:-

- Biology
- Chemistry
- Physics
- Science double award
- Science single award

Skills Measure

The skills measure is each student's point score from the Welsh Bacculaureate Skills Challenge Certificate.

For each of the above measures, the points scored by all students in the cohort are added up and the result is divided by the number of students in the cohort to calculate the school results.

Capped 9 Point Score

In 2019 the Welsh Government changed the definition of this measure, and it is therefore not comparable to the capped 9 used in previous years.

For each student, the 2019 capped 9 is calculated from the point scores attained in their best 9 qualifications. The first 3 slots are reserved for the core subjects, and are the same as their point scores for the literacy, numeracy and science measures. The remaining 6 slots can be any other subjects they passed, including vocational subjects, and are the highest 6 of the subjects remaining after accounting for the core subject measures.

The capped 9 scores for the students in the cohort are summed, and the result is then divided by the number of students in the cohort to calculate the capped 9 for each school.

Appendix F

Post-16 Main Measures by School 2019

Average Point Score

| School | Total | Boys | Girls | Gender gap |
|----------------|------------|------------|------------|------------|
| Bishop Gore | 640 | 703 | 580 | 123 |
| Bishop Vaughan | 701 | 614 | 749 | -135 |
| Gowerton | 758 | 762 | 751 | 11 |
| Morrison Comp | 695 | 719 | 670 | 49 |
| Olchfa | 889 | 881 | 898 | -17 |
| YG Bryn Tawe | 667 | 616 | 699 | -83 |
| YG Gwyr | 649 | 553 | 701 | -148 |
| Swansea | 730 | 727 | 732 | -5 |
| Wales | 741 | 693 | 781 | -88 |

Level 3 Threshold

| School | Total | Boys | Girls | Gender gap |
|----------------|-----------|-----------|-----------|------------|
| Bishop Gore | 91 | 93 | 88 | 5 |
| Bishop Vaughan | 98 | 100 | 96 | 4 |
| Gowerton | 100 | 100 | 100 | 0 |
| Morrison Comp | 98 | 97 | 100 | -3 |
| Olchfa | 99 | 99 | 99 | 0 |
| YG Bryn Tawe | 97 | 94 | 100 | -6 |
| YG Gwyr | 97 | 95 | 98 | -3 |
| Swansea | 97 | 98 | 97 | 1 |
| Wales | 98 | 97 | 98 | -1 |

Three or more A*-C grades

| School | Total | Boys | Girls | Gender gap |
|----------------|-----------|-----------|-----------|------------|
| Bishop Gore | 43 | 39 | 48 | -9 |
| Bishop Vaughan | 63 | 65 | 61 | 4 |
| Gowerton | 54 | 54 | 53 | 1 |
| Morrison Comp | 51 | 45 | 57 | -12 |
| Olchfa | 76 | 77 | 74 | 3 |
| YG Bryn Tawe | 56 | 31 | 75 | -44 |
| YG Gwyr | 64 | 47 | 71 | -24 |
| Swansea | 63 | 59 | 66 | -7 |
| Wales | 58 | 51 | 64 | -13 |

Three or more A*-A grades

| School | Total | Boys | Girls | Gender gap |
|----------------|-------|------|-------|------------|
| Bishop Gore | 15 | 18 | 12 | 6 |
| Bishop Vaughan | 9 | 0 | 13 | -13 |
| Gowerton | 20 | 23 | 13 | 10 |
| Morrison Comp | 8 | 6 | 10 | -4 |
| Olchfa | 17 | 16 | 18 | -2 |
| YG Bryn Tawe | 14 | 6 | 20 | -14 |
| YG Gwyr | 21 | 26 | 19 | 7 |
| Swansea | 17 | 16 | 18 | -2 |
| Wales | 14 | 12 | 15 | -3 |

Appendix G

Attendance by School 2017-2019

Figures relate to pupils of statutory school age only.

| School | Primary Schools | | |
|---------------------------------|-----------------|------|------|
| | 2017 | 2018 | 2019 |
| Birchgrove Primary School | 95.8 | 95.4 | 95.7 |
| Bishopston Primary School | 95.8 | 95.8 | 96.0 |
| Blaenymaes Primary School | 93.8 | 92.9 | 92.3 |
| Brynhyfryd Primary School | 94.4 | 94.1 | 94.3 |
| Brynmill Primary School | 95.4 | 94.7 | 94.6 |
| Burlais Primary School | 94.4 | 94.2 | 94.3 |
| Cadle Primary School | 94.6 | 93.7 | 94.1 |
| Casllwchwr Primary School | 95.8 | 95.1 | 95.2 |
| Christchurch CiW Primary School | 95.7 | 96.1 | 95.6 |
| Cila Primary School | 95.4 | 95.7 | 96.0 |
| Clase Primary School | 93.6 | 93.4 | 94.0 |
| Clwyd Primary School | 93.5 | 93.6 | 93.4 |
| Clydach Primary School | 93.8 | 93.4 | 93.5 |
| Craigcefnparc Primary School | 95.8 | 95.7 | 94.9 |
| Craigfelen Primary School | 93.3 | 93.0 | 93.0 |
| Crwys Primary School | 96.6 | 95.3 | 96.2 |
| Cwmglas Primary School | 94.9 | 93.5 | 92.9 |
| Cwmrhydyceirw Primary School | 95.7 | 94.2 | 94.5 |
| Danygraig Primary School | 93.4 | 92.7 | 93.9 |
| Dunvant Primary School | 95.7 | 95.4 | 95.8 |
| Gendros Primary School | 94.3 | 94.1 | 94.3 |
| Glais Primary School | 94.6 | 94.7 | 95.0 |
| Glyncollen Primary School | 95.9 | 95.6 | 95.5 |
| Gors Primary School | 93.6 | 93.2 | 91.9 |
| Gorseinon Primary School | 94.4 | 94.3 | 93.3 |
| Gowerton Primary School | 95.0 | 94.2 | 95.1 |
| Grange Primary School | 96.3 | 96.1 | 95.7 |
| Gwyrosydd Primary School | 94.0 | 93.2 | 92.9 |
| Hafod Primary School | 95.5 | 95.6 | 94.5 |
| Hendrefoilan Primary School | 95.2 | 95.5 | 95.8 |
| Knelston Primary School | 95.8 | 95.7 | 95.5 |
| Llangyfelach Primary School | 95.3 | 95.1 | 95.0 |
| Llanrhidian Primary School | 96.4 | 96.1 | 95.8 |
| Mayals Primary School | 95.6 | 94.6 | 94.9 |
| Morrison Primary School | 94.5 | 94.0 | 93.8 |
| Newton Primary School | 95.5 | 95.3 | 96.0 |
| Oystermouth Primary School | 96.0 | 95.5 | 95.5 |
| Parkland Primary School | 95.6 | 95.7 | 95.7 |
| Pen-y-Fro Primary School | 94.6 | 95.2 | 94.5 |
| Penclawdd Primary School | 95.3 | 95.1 | 95.3 |
| Pengelli Primary School | 95.0 | 95.1 | 95.3 |
| Penllergaer Primary School | 95.5 | 95.1 | 94.9 |
| Pennard Primary School | 96.2 | 96.2 | 96.5 |

| | | | |
|--|------|------|------|
| Pentre'r Graig Primary School | 94.5 | 94.5 | 94.5 |
| Pentrechwyth Primary School | 94.5 | 94.2 | 93.7 |
| Penyrheol Primary School | 94.5 | 93.9 | 93.7 |
| Plasmarl Primary School | 94.3 | 94.0 | 94.5 |
| Pontarddulais Primary School | 95.4 | 94.0 | 94.0 |
| Pontlliw Primary School | 95.4 | 95.0 | 95.5 |
| Pontybrenin Primary School | 95.7 | 95.7 | 94.9 |
| Portmead Primary School | 94.5 | 95.1 | 95.1 |
| Sea View Primary School | 93.9 | 93.1 | 91.9 |
| Sketty Primary School | 96.2 | 95.6 | 95.7 |
| St David's R C Primary School | 95.9 | 95.0 | 96.1 |
| St Helen's Primary School | 95.9 | 95.2 | 94.6 |
| St Illtyd's R C Primary School | 94.5 | 94.5 | 92.9 |
| St Joseph's Cathedral Primary School (C) | 95.7 | 95.6 | 95.5 |
| St Joseph's Catholic Primary School (C) | 95.2 | 94.8 | 94.9 |
| St Thomas Community Primary School | 94.6 | 94.3 | 94.4 |
| Talcopa Primary School | 95.3 | 94.8 | 95.7 |
| Terrace Road Primary School | 94.8 | 94.2 | 94.3 |
| Townhill Primary School | 93.1 | 92.4 | 92.8 |
| Trallwn Primary School | 95.4 | 94.8 | 94.1 |
| Tre Uchaf Primary School | 95.7 | 94.6 | 95.3 |
| Waun Wen Primary School | 95.4 | 94.9 | 94.0 |
| Wauarwydd Primary School | 94.7 | 94.4 | 95.2 |
| Whitestone Primary School | 93.6 | 94.5 | 95.0 |
| Y G G Bryn-Y-Mor | 95.7 | 95.9 | 96.4 |
| Y G G Bryniago | 96.0 | 95.4 | 95.3 |
| Y G G Felindre | 94.0 | 96.2 | 94.1 |
| Y G G Gellionnen | 95.4 | 94.0 | 94.5 |
| Y G G Llwynderw | 96.3 | 95.4 | 96.2 |
| Y G G Lonlas | 95.3 | 95.4 | 95.2 |
| Y G G Pontybrenin | 95.2 | 95.5 | 95.4 |
| Y G G Tan-y-Lan | 94.4 | 95.2 | 95.0 |
| Y G G Tirdeunaw | 95.0 | 93.8 | 94.0 |
| Y G G Y Login Fach | 95.4 | 95.4 | 95.5 |
| Y G Y Cwm | 92.7 | 93.8 | 93.9 |
| Ynystawe Primary School | 95.8 | 95.3 | 95.1 |

| School | Secondary Schools | | |
|------------------------------------|-------------------|------|------|
| | 2017 | 2018 | 2019 |
| Birchgrove Comprehensive School | 93.4 | 93.3 | 93.1 |
| Bishop Gore School | 93.9 | 94.0 | 93.6 |
| Bishop Vaughan Catholic School | 93.2 | 93.0 | 92.1 |
| Bishopston Comprehensive School | 95.3 | 94.2 | 95.0 |
| Cefn Hengoed Community School | 94.6 | 93.5 | 93.6 |
| Dylan Thomas Community School | 90.9 | 91.7 | 92.6 |
| Gowerton School | 95.0 | 95.2 | 95.1 |
| Morrison Comprehensive School | 93.7 | 93.9 | 93.1 |
| Olchfa School | 95.4 | 94.9 | 94.5 |
| Pentrehafod School | 94.2 | 93.9 | 94.0 |
| Penyrheol Comprehensive School | 94.3 | 94.2 | 93.6 |
| Pontarddulais Comprehensive School | 94.5 | 94.5 | 94.5 |
| Ysgol Gyfun Bryn Tawe | 94.8 | 94.8 | 94.5 |
| Ysgol Gyfun Gwyr | 95.5 | 95.8 | 95.7 |

Appendix H

Fixed-term Exclusions 2017-2019

Only schools who have reported any exclusions in this period are shown.

| School | Number of exclusions | | | Number of pupils with 1 or more exclusions | | |
|--|----------------------|-------------|-------------|--|------------|------------|
| | 2016/17 | 2017/18 | 2018/19 | 2016/17 | 2017/18 | 2018/19 |
| Birchgrove Comprehensive School | 85 | 7 | 7 | 41 | 7 | 5 |
| Birchgrove Primary School | | 1 | | | 1 | |
| Bishop Gore School | 42 | 132 | 112 | 31 | 67 | 63 |
| Bishop Vaughan Catholic Comprehensive School | 128 | 127 | 180 | 55 | 58 | 65 |
| Bishopston Comprehensive School | 12 | 9 | 14 | 9 | 8 | 12 |
| Blaenymaes Primary School | | 27 | 24 | | 12 | 6 |
| Brynhyfryd Primary | 1 | 3 | | 1 | 3 | |
| Brynmill Primary School | 1 | 1 | 5 | 1 | 1 | 1 |
| Burlais Primary School | 1 | 1 | 22 | 1 | 1 | 16 |
| Cadle Primary School | 1 | | | 1 | | |
| Cefn Hengoed Community School | 15 | 11 | 35 | 11 | 10 | 32 |
| City & County of Swansea PRU | 123 | 258 | 514 | 49 | 69 | 73 |
| Clwyd Primary School | 3 | 8 | | 1 | 2 | |
| Danygraig Primary School | | 2 | | | 2 | |
| Dylan Thomas Community School | 62 | 88 | 51 | 38 | 42 | 30 |
| Gendros Primary School | 2 | 1 | 1 | 1 | 1 | 1 |
| Gors Primary School | 9 | 2 | 12 | 6 | 2 | 4 |
| Gorseinon Primary School | 3 | | 16 | 1 | | 5 |
| Gowerton School | 7 | 50 | 63 | 6 | 30 | 36 |
| Hafod Primary School | | | 2 | | | 1 |
| Morrison Comprehensive School | 54 | 94 | 72 | 38 | 32 | 36 |
| Morrison Primary School | | | 1 | | | 1 |
| Parkland Primary School | | 1 | | | 1 | |
| Penclawdd Primary School | 1 | | | 1 | | |
| Penllergaer Primary School | | 3 | | | 1 | |
| Pentrehafod School | 62 | 41 | 96 | 47 | 24 | 65 |
| Pentre'r Graig Primary School | 1 | | | 1 | | |
| Penyrheol Comprehensive School | 19 | 36 | 77 | 16 | 22 | 32 |
| Penyrheol Primary School | | 1 | 5 | | 1 | 1 |
| Pontarddulais Comprehensive School | 23 | 27 | 8 | 16 | 13 | 6 |
| Pontarddulais Primary School | | | 13 | | | 10 |
| Pontybrenin Primary School | 1 | 5 | | 1 | 3 | |
| Portmead Primary School | 14 | 18 | 11 | 8 | 10 | 8 |
| Sea View Primary School | | | 2 | | | 2 |
| Talcopa Primary School | 1 | | | 1 | | |
| Terrace Road Primary School | | 2 | | | 2 | |
| Townhill Primary School | 19 | 3 | 3 | 7 | 2 | 1 |
| Trallwn Primary School | | 9 | 22 | | 5 | 7 |
| Y G G Bryniago | | | 1 | | | 1 |
| Y G G Lonlas | 2 | | | 1 | | |
| Y G G Pontybrenin | | | 1 | | | 1 |
| Ysgol Gyfun Bryn Tawe | 18 | 18 | 26 | 12 | 14 | 17 |
| Ysgol Gyfun Gwyr | 14 | 16 | 18 | 9 | 10 | 13 |
| Ysgol Pen-y-Bryn | 2 | 1 | 4 | 1 | 1 | 3 |
| Totals | 726 | 1003 | 1418 | 412 | 457 | 554 |

Appendix I

2019 Results for Pupils with English as an Additional Language (EAL)

| Measure | All pupils | EAL pupils | Non-EAL pupils | EAL gap |
|---|------------|------------|----------------|---------|
| Foundation Phase Indicator | 75.2% | 70.0% | 75.9% | -5.9% |
| Key Stage 2 Core Subject Indicator | 86.8% | 89.9% | 86.4% | 3.5% |
| Key Stage 3 Core Subject Indicator | 83.9% | 86.5% | 83.6% | 2.9% |
| Key Stage 4 Capped 9 point score | 369.4 | 384.9 | 367.5 | 17.4 |
| Key Stage 4 literacy measure | 40.2 | 41.6 | 40.0 | 1.6 |
| Key Stage 4 numeracy measure | 38.7 | 40.6 | 38.5 | 2.1 |
| Key Stage 4 science measure | 38.6 | 40.5 | 38.4 | 2.1 |
| Key Stage 4 skills measure | 39.1 | 40.3 | 39.0 | 1.3 |
| Key Stage 4 5 or more A*-A grades | 21.3% | 28.0% | 20.5% | 7.5% |
| Key Stage 4 level 2 inclusive with literature | 57.2% | 64.2% | 56.4% | 7.8% |
| Attendance - primary schools | 94.7% | 94.7% | 94.8% | -0.1% |
| Attendance - secondary schools | 94.0% | 95.5% | 93.8% | 1.7% |

Stages of English Acquisition

- A - New to English
- B - Early acquisition
- C - Developing competence
- D - Competent
- E - Fluent

Appendix J

2019 Results for Looked After Children (LAC)

Results for LAC cohorts can vary widely each year due to low numbers of pupils in these groups.

| Measure | All pupils | LAC pupils | Non-LAC pupils | LAC gap |
|---|------------|------------|----------------|---------|
| Foundation Phase Indicator | 75.2% | 66.7% | 75.3% | -8.6% |
| Key Stage 2 Core Subject Indicator | 86.8% | 74.3% | 87.0% | -12.7% |
| Key Stage 3 Core Subject Indicator | 83.9% | 38.7% | 84.5% | -45.8% |
| Key Stage 4 Capped 9 point score | 369.4 | 309.7 | 369.9 | -60.2 |
| Key Stage 4 literacy measure | 40.2 | 28.9 | 40.3 | -11.4 |
| Key Stage 4 numeracy measure | 38.7 | 29.8 | 38.8 | -9.0 |
| Key Stage 4 science measure | 38.6 | 28.4 | 38.7 | -10.3 |
| Key Stage 4 skills measure | 39.1 | 35.9 | 39.1 | -3.2 |
| Key Stage 4 5 or more A*-A grades | 21.3% | 5.6% | 21.5% | -15.9% |
| Key Stage 4 level 2 inclusive with literature | 57.2% | 16.7% | 57.5% | -40.8% |

| Numbers of LAC Pupils in 2019 | Cohort |
|----------------------------------|--------|
| Year 2 - end of foundation phase | 24 |
| Year 6 - end of key stage 2 | 35 |
| Year 9 - end of key stage 3 | 31 |
| Year 11 - end of key stage 4 | 18 |

Agenda Item 6

Education Scrutiny Performance Panel Work Programme 2019/2020

| Date | Items to be discussed |
|--|--|
| Meeting 1 13 Jun 19 | <ol style="list-style-type: none"> 1. Key issues facing Education/Schools over coming year 2. Panel discuss, plan and agree work programme for coming year |
| Meeting 2 11 Jul 19 2pm | School 1 - Dylan Thomas Community Comprehensive School visit Good Practice: Wellbeing: How the school meets the needs of their children, the challenges they face and the way they meet them. School visit to see approach at school level. |
| Meeting 3 12 Sep 19 4pm | <ol style="list-style-type: none"> 1. Elective Home Education 2. Performance of pupils receiving Free School Meals |
| Meeting 4 17 Oct 19 4pm | School 2 – Penclawdd Primary School (Red) Meet with Headteacher and Chair of Governors at School (include preparation session with the Challenge Adviser) |
| Meeting 5 14 Nov 19 4pm | <ol style="list-style-type: none"> 1. Briefing on Healthy Schools Initiative 2. National Mission and Developing a Transformational Curriculum. This session will consider how schools are responding to the draft new curriculum for Wales and the related 4 enabling objectives. |
| Meeting 6 19 Dec 19 4pm | <ol style="list-style-type: none"> 1. Session looking at Additional Learning Needs Reform and progress in Swansea 2. Annual Audit of Schools report (for information) |
| Meeting 7 16 Jan 20 4pm | 1. Annual Education Performance (incl. verified data) and School Categorisation (Cabinet Member invited) including Looked After Children Educational Outcomes |
| Meeting 8 13 Feb 20 4pm | <ol style="list-style-type: none"> 1. 21st Century Schools Programme Update (including progress with EOTAS new build) 2. Session on School Transport |
| Meeting 9 18 Feb 20 10.30am | Annual Budget as it relates to Education matters |
| Meeting 10 12 Mar 20 2pm | School 3 –Pentrehafod Comprehensive School - confirmed To look at Not in Employment, Education or Training (NEETs) prevention - a school visit to see the approach at school level |
| Meeting 11 Add date | <ol style="list-style-type: none"> 1. Swansea Skills Partnership 2. Education Other Than At School - progress with improving outcomes 3. Education Improvement Service Performance update and ERW progress against priorities locally and regionally (Annual) 4. Supporting Vulnerable Learners - Pupil Development Grant spend (Annual) |
| Meeting 12 30 Apr 20 TBC | School 4 - Session on Post 16 – Pupil performance at sixth form and colleges - TBC <ul style="list-style-type: none"> • Support for and performance of post 16 pupils in sixth form and colleges • Speak to sixth form and college Heads, Cabinet Member and Education Officers • Leaders of Learning for this aspect (ERW) |

For Information

A. Estyn Inspections Summaries
(Published since your last update in Oct 2019)

For Information

School Inspection Outcomes

Published today, 9 December 2019

St Joseph's Catholic Primary

<https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/St%20Joseph%27s%20Catholic%20Primary%20School.pdf>

New Inspection Arrangements:

| | |
|-------------------------------------|------|
| Standards | Good |
| Wellbeing and attitudes to learning | Good |
| Teaching and learning experiences | Good |
| Care, support and guidance | Good |
| Leadership and management | Good |

Published yesterday, 23 December 2019

Birchgrove Comprehensive

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

New Inspection Arrangements:

| | |
|-------------------------------------|-----------|
| Standards | Good |
| Wellbeing and attitudes to learning | Excellent |
| Teaching and learning experiences | Good |
| Care, support and guidance | Excellent |
| Leadership and management | Good |