City and County of Swansea

Notice of Meeting

You are invited to attend a Meeting of the

Scrutiny Performance Panel – Education

At: **Committee Room 3A, Guildhall, Swansea**

On: **Thursday, 16 January 2020**

Time: **4.00 pm**

Convenor: **Councillor Lyndon Jones MBE**

Membership:
Councillors: 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 and L J Tyler-Lloyd
Co-opted Members: D Anderson-Thomas and A Roberts

Agenda

Next Meeting: 13 February at 4.00pm

Huw Evans

Huw Evans
Head of Democratic Services
Thursday, 9 January 2020

Contact: Michelle Roberts, Scrutiny Officer

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)	**Councillor(s)**	**Councillor(s)**
C Anderson	M Durke	S J Gallagher
L S Gibbard	D W Helliwell	L James
M A Langstone	J A Raynor	

Co-opted Member(s)	**Co-opted Member(s)**	**Co-opted Member(s)**
D Anderson-Thomas	A Roberts	

Other Attendees
Jennifer Raynor   Cabinet Member - Education Improvement, Learning & Skills

Officer(s)
Michelle Roberts   Scrutiny Officer
Mark Sheridan   Head of Vulnerable Learner Service

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

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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 Las preparations for the implementation of the ALNET Action 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 year's 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.

- o Swansea has created two Family Liaison post, which have made a signification 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

Cyngor **Abertawe**
Swansea Council

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 2018 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%
Gwyrosydd 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%
Morriston 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%
Waunarlwydd	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%
Morriston 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
	Gender gap	*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
	FSM gap	*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
	Gender gap	*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
	FSM gap	*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
	Gender gap	*1.8*	*1.4*		Boys achieve nealry 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
	FSM gap	*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
	Gender gap	*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
	FSM gap	*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
	Gender gap	*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
	FSM gap	*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
	Gender gap	*12.3%*	*10.0%*	*2.3%*	Bigger gap than nationally
	NFSM	59.0%			
	FSM	28.5%			
	FSM gap	*30.5%*			
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%	
	Gender gap	*9.2%*	*8.5%*	*0.7%*	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
Morriston Comp	324	-20	300	351	-51	290	334	-44
Olchfa	413	+28	406	419	-13	383	416	-32
Pentrehafod	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
Morriston Comp	36	-1	33	40	-7	32	37	-5
Olchfa	46	+3	44	48	-4	43	46	-4
Pentrehafod	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
Morriston 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
Morriston 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

	Total		Boys	Girls	Gender gap		FSM	nFSM	FSM gap
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
Morriston 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%
Morriston Comp	10%	-1%	8%	12%	-4%	3%	12%	-9%
Olchfa	39%	+15%	35%	42%	-7%	24%	40%	-16%
Pentrehafod	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%
Morriston Comp	44%	32%	58%	-25%	21%	51%	-30%
Olchfa	77%	75%	79%	-4%	64%	79%	-15%
Pentrehafod	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 bourne 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 numeacy 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 Baccalaureate 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
Morriston 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
Morriston 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
Morriston 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
Morriston 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
Morriston 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 (	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
Talycopa 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
Waunarlwydd 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
Morriston 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
Morriston Comprehensive School	54	94	72	38	32	36
Morriston 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
Talycopa 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

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

Education Scrutiny Performance Panel
Work Programme 2019/2020

Date	Items to be discussed
Meeting 1 13 Jun 19	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	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	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	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 2.
Meeting 8 13 Feb 20 4pm	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	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** • 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)

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

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

Agenda Item 7