



**Self-evaluation of
Local Authority Education Services
For Children and Young People
November 2017**

Our vision in the Education Department is:

Every child and young person will be able to develop to their potential.

Swansea Council has prioritised five well-being objectives. These are:

- *Safeguarding people from harm* – so that our citizens are free from harm and exploitation.
- ***Improving Education & Skills*** – so that every child and young person in Swansea gains the skills and qualifications they need to succeed in life.
- *Transforming our Economy & Infrastructure* – so that Swansea has a thriving mixed use City Centre and a local economy that will support the prosperity of our citizens.
- *Tackling Poverty* – so that every person in Swansea can achieve his or her potential.
- *Transformation & Future Council development* – so that we and the services that we provide are sustainable and fit for the future.

Following self-evaluation, a process which included discussion with key stakeholders we have identified five key priorities for 2017-2018 for the Education Department. Namely:

- **Improve the quality of leadership, teaching and learning experiences and its impact on the outcomes for all learners**
- **Develop and implement a new ALN strategy and policy**
- **Develop and implement a wellbeing and behaviour strategy**
- **Further improve EOTAS provision to further raise standards of achievement and further improve reintegration back into schools**
- **Ensure all learning opportunities take place in safe environments**

These five priorities and others identified within the self-evaluation report are developed with appropriate actions within the Education Service Plan 2017-2018 and the Education Department Unit Plans 2017-2018.

Key Question 1 How good are outcomes?

1.1 Standards

Summary

- Swansea has a strong track record of improving outcomes for learners across all stages in schools and has shown outstanding performance at key stage 4, in particular between 2012-2016.
- Performance of free school meal pupils remains stable at key stages 2 and 3. The gap in performance for free school meal pupils is widening at key stage 4 and at Foundation Phase.
- Performance at Foundation Phase shows a positive trend of improvement during the last five years. However, the overall Foundation Phase outcome indicator remains below the national average and the rate of improvement has been slower than the national rate and as a result the rank position has fallen. When disaggregating the performance of English as an Additional Language (EAL) pupils, both rank position and comparison to national average are more favourable. Overall, performance is adequate.
- Performance at key stage two shows a positive trend of improvement during the last five years. Current performance shows Swansea on a par with the national average. The rate of improvement has been slower than the national rate of improvement during the last three years. Overall, performance is good with nearly ninety percent of learners achieving the core subject indicator before they leave primary school.
- Performance at key stage three shows year upon year improvement during the last five years. Swansea is now above the national average for the core subject indicator with a faster rate of improvement than the national rate of improvement during the last three years. Rank position is above expectation. National test performance is very good. Overall, performance is strong.
- Performance at key stage four between 2012-2016 is outstanding with Swansea schools showing continuous improvement in all main indicators. Comparison with the national average across all main indicator has been favourable over time during this period. However in 2016-2017 new examinations have resulted in recalibrated performance across Wales. Swansea's performance remains relatively strong despite drops in performance indicators. Comparison at key stage 4 with previous years is difficult. Performance information is unverified until October.
- Nearly all learners in Swansea schools have achieved the level three threshold at A Level during the last three years. Performance has remained strong over the last five years. The average point score shows great variability between years and sixth forms and is only adequate overall. The 2017 Swansea average decreased from 2016 but is higher than the 2015 average. Performance at the higher grader shows improvement over time. Swansea falls below the national average for A*-A performance. (Unpublished for 2017) Performance at A*-C remains stable over time. For A*-E performance there has been steady and strong performance at over ninety percent for the last three years.
- The performance of groups of learners in Swansea indicates a positive trend of improvement. Performance of EAL pupils is strong. However, the gap in free school meal pupil performance and non-free school meals is widening.

Outcomes in science, technology (in particular coding and computer science), engineering and mathematics (STEM subjects) shows variability between years and schools.

Areas for development

- Continue to improve performance at Foundation Phase.
 - Improve the performance of pupils in receipt of free school meals at all key stages and particularly key stage 4 and Foundation Phase.
 - Improve outcomes at A level including collaborative working with the college.
 - Improve outcomes for new qualifications in key stage 4.
 - Improve outcomes in science, technology (in particular coding and computer science), engineering and mathematics (STEM subjects) for pupils of all ages and genders.
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1.2 Wellbeing

Summary

- Good progress has been made to promote healthy eating and physical activity in Swansea schools with all schools engaging in the Healthy Schools Scheme.
- Free, healthy breakfasts are provided in all primary schools (with the exception of one school) and nutritious, well-balanced lunches are offered in line with the Healthy Schools Meals Measure 2013. sQuid, an online payment system, is being introduced in all schools to enable parents to pay on-line for school meals and other payments e.g. school trips, uniform etc.
- Attendance has consistently improved with well-established referral procedures embedded to address poor attendance and issues of well-being.
- Worthwhile progress has been made between schools and partners to support pupils at risk of bullying and low self-esteem.
 - Permanent exclusions in Swansea continue to be low though did increase in the secondary phase in 2016-2017. There has also been an increase in the number of pupils excluded, days lost and number of exclusions over the last two academic years. There is considerable variation between schools. However, the rate of fixed-term exclusions from secondary schools in Swansea has been below all Wales and has reduced at a similar rate to Wales over the last three years. Swansea is ranked 10th, significantly better than any other urban local authority. Fixed-term exclusions of six days or more have improved to be the same as Wales, now ranked 9th (was 15th).
- Satisfactory progress is being made with pupils at risk of exclusion to experience meaningful managed move opportunities.
- An innovative programme of sporting extra-curricular opportunities are in place, delivered by the local authority and wider partners.
- The highly regarded, innovative Active Young People Swansea has developed extra-curricular programmes of sport and physical activity in every community. The number of pupils engaging in 'Hooked on Sport' has risen from 44% (in 2013) to 48% (in 2015). The next school sport survey will take place in the summer term 2018.

- Active Young People Swansea has implemented an assessment tool for physical literacy alongside an established project called Swan-Linx which investigates the health, fitness, nutrition and physical activity of around 3,000 children in years 5 and 6.
- The School Music Service engages 8,000 learners providing innovative ways to engage activity through music and participation in Youth Arts Wales through to County, Consortia and National Ensembles.
- All headteachers and senior leaders are supported to undertake Health and Safety risk assessments as required. Audits are provided to help effectively prioritise issues to be addressed and included in school development plans to monitor progress.
- The local authority provides advice and guidance for all schools and governors to review risk assessments, site security and fire risk management. All schools in Swansea have been provided with new guidance on lock down procedures. This includes a procedure template to adapt to meet building requirements, encouraging schools to implement practice procedures at regular intervals.
- All staff can access stress management training and referral to counselling services with access to colleagues to provide advice and guidance to staff.
- There is innovative, collaborative working with local, regional and national partners in participation and access to opportunities across the city are tackled through partnerships including, Active Swansea Junior Membership programme, BME Cymru Sports Officer, Swansea Street Sport, Girls4Sport and Us Girls projects.
- Social Services representation at all Education Other Than At School (EOTAS) panels, which enables information sharing and ensures we have utilised prevention opportunities for the family situation as well as from an education perspective.
- A comprehensive Domestic Abuse Hub has been established, engaging a range of partners e.g. Young Peoples Services and Ray workers. Group work on healthy relationships takes place with targeted and volunteer schools. This work is undertaken as part of the Equilibrium program which is modular based for appropriateness for targeted young people.
- An Education Welfare Officer has recently been situated within the Domestic Abuse Hub to improve sharing practice and delivering interventions to families who have been affected by domestic abuse.

Areas for development

- Develop a strategy to support and assist schools in dealing with all incidences of bullying. This should include the recording and monitoring of all incidents and a joined up approach on how incidents are dealt with.
- Reduce fixed-term exclusions and address variation in schools.
- Further improve reintegration rates from Pupil Referral Units (PRUs).
- Review progress of the managed move agreement and further embed the strategies to support pupils engaging in a managed move opportunity.
- Continue with Pupil Voice Forum, Super Survey and Big Conversations mechanisms and look at opportunities to consider the views of a wider group of learners including Additional Learning Needs (ALN) pupils across Swansea Council.

Key Question 2: How good is provision?

2.1 Support for school improvement

Summary

- Overall in relation to performance there are good arrangements in place to support, challenge and intervene in schools. Underperformance and risk factors within schools are nearly all identified quickly and addressed at an early stage. However, in a few cases, recommendations made by inspectors vary from the priority areas identified by challenge advisers.
- There are no secondary schools in statutory category and the proportion of primary schools in statutory category in 2015-2016 is below the national percentage of four per cent. Of all primary schools inspected in Wales between 2013-2016, Swansea exceeds the national average for nearly all main Estyn judgements. Of all secondary schools inspected between 2013-2016, Swansea has the second best profile in Wales for all main Estyn judgements.
- The national categorisation system is undertaken consistently in nearly all schools. As a result, there is an increased proportion of green and yellow primary schools with 84% of primary schools in these categories in 2016 compared with 73% in 2014. Secondary schools have strong capacity to improve in most cases and have sustained this over a long period with little external support or intervention. Most primary and secondary schools in Swansea have shown evidence of a strong capacity to self-improve during the last five years. Estyn outcomes for prospects for improvement during the last inspection cycle indicate that most schools are either good or excellent.
- Additional risk factors within schools are given thorough consideration. As a result, intense support is provided effectively to prevent schools from declining. A Team Around the School (TAS) approach is developing well where intervention and intense support is provided to risky schools.
- There is a co-ordinated and fairly consistent response to support schools requiring follow-up visits by Estyn. The rate of improvement is either strong or very good in nearly all schools. The rate of improvement with schools in follow-up has improved in comparison to the rate during the last local authority inspection in 2013.
- Consistent challenge of standards, through data analysis and a challenging dialogue on targets, leadership and provision provides comprehensive evaluations on nearly all schools. As a result, there is an agreed understanding and overview of schools' priority areas.
- Effective practice in schools is collected and disseminated adequately so that schools can develop inter school networks for improvement. However, further work is required to ensure a consistent approach and access to the repository for all schools.
- The formal collection of school targets has not been robust. Individual school quantitative targets for improvement are considered carefully during core visits by challenge advisers. A new regional protocol for target collection has been shared with Directors. However, this has not been embedded yet with schools.
- There is a suitable written evaluation of all schools' success in addressing recommendations and key performance areas. Each of these areas is monitored to measure progress against pupil outcomes.

- Greater challenge is provided to schools where the pace of improvement is too slow. However, in a few schools, the evaluation of progress is too generous and does not take into account improved standards for learners.
- A stronger dialogue on the performance of groups of learners and the use of grant monies, for example, the pupil deprivation grant, is developing well. However, greater consistency is required in monitoring how schools spend all grant monies and in particular the Education Improvement Grant.
- All schools fully understand that support is proportionate to need and that underperforming schools receive more support and challenge. There is clear differentiation and definition in the support challenge and intervention given to schools, as outlined in the regionally agreed Ladder of Support, Challenge and Intervention.
- Monitoring visits that have been quality assured during autumn 2016 indicate an appropriate level of challenge in nearly all schools. However, greater consistency is required in monitoring reports to ensure clear, succinct and useful advice.
- Both formal and informal feedback from headteachers indicates that there is more robust challenge for improvement than at the time of the last local authority inspection in 2013. However, headteacher feedback tells us that the support they require is not always delivered at the right time for them and that they are not engaged in collaboration between schools..
- Samples of monitoring visits, in situ, are effectively quality assured to further improve the consistency of support and challenge. Monitoring reports are also effectively quality assured with immediate feedback provided to challenge advisers. In a few cases, considerable quality assurance is required to ensure reports are fit for purpose.
- The Chief Education Officer ensures good challenge to schools that need the most support to improve by regular consideration in strategic leader's board. The Head of Education Improvement and the lead challenge advisers accelerate improvement where required.
- Suitable support is brokered for the Foundation Phase, digital competence development, literacy and numeracy, Welsh, Welsh (second language), English and mathematics, assessment and moderation, leadership development, modern foreign languages and newly qualified teachers. There is improved provision to support literacy and science outcomes at all phases. Suitable support for core subjects at secondary level is brokered from the regional central team. An increased facilitation of best practitioners to deliver support is developing well.
- An appropriate professional learning offer is available to all schools to support improved leadership, teaching and support for learners. However, until recently, co-ordination has been ineffective.
- Support for literacy is effective in raising standards in reading across all phase as evidenced in the national reading test outcome improvements during last three years.
- Support for literacy and language in Welsh medium schools is effective and this can be seen in continuous improvement in the Welsh in Education Strategic Plan outcomes during the last three years.
- Support for Foundation Phase is adequate as too many schools in Swansea have had a recommendation to improve provision in the Foundation Phase during the last three years. Monitoring activity following officer visits also indicates that the philosophy of the Foundation Phase is not as consistent.

- Support available to schools is clearer and is beginning to be understood by all stakeholders. Summative evaluations of training events delivered by the local authority indicate a 75% positive evaluation.
- Support for improving the quality of teaching is useful. Focussed, direct observation of teaching, to support schools with their own monitoring is provided. Sound advice on verifying existing methods within schools to improve teaching is also provided, where required. Best practitioners are used to deliver training and teaching methods successfully.
- In most cases, consistent, well-brokered bespoke support packages for school improvement are beginning to have an impact in schools that require frequent and intense support in curriculum areas.
- Training is effectively targeted according to need. As a result, support for literacy and numeracy tackles key priority areas, for example, boys' writing and concrete number operations. A few events are provided to all schools by external providers. It is unclear if these events have had a positive effect on outcomes.
- Effective practice is disseminated appropriately through the identification of professional learning case studies.
- Support for new and acting headteachers is improving. The local authority has recently published a useful programme of management workshops available to new senior leaders. The programme complements the professional learning offer from the regional school improvement service (ERW) with the local authority (LA) focusing on areas such as finance, health and safety.
- A valuable school to school senior leaders development programme has produced a high volume of high calibre candidates for future headship during the last three years.
- Governors receive useful support for their role in holding schools to account for standards. Governors are normally present in monitoring visits and are encouraged to be involved in the professional dialogue on school improvement by challenge advisers this has resulted in improved understanding of strengths and areas for improvement.
- Governors receive useful advice when recruiting senior leaders within their schools from challenge advisers.
- Current senior leaders work well across schools to monitor, advise and share best practice, as seconded challenge advisers.
- Schools receive good quality support on self-evaluation and strategic planning processes through annual feedback.
- Strengths and areas for development in leadership are clearly identified and noted during monitoring visits. This includes a strong focus on both senior and middle leaders.
- Nearly all headteachers are clear about the areas of challenge through feedback on their self-evaluation and strategic planning processes. This is becoming increasingly successful due to a more consistent approach from challenge advisers.
- Support for leadership is successfully brokered through challenge advisers who are able to access a number of programmes through regional and local authority colleagues. This now includes an increasing level of direct school to school support. This has been particularly successful in the extended Schools Challenge Cymru programme where schools with high performing leaders support headteachers and senior leaders in other schools across the region.

- A valuable network of secondary senior leaders and secondary subject leaders is co-ordinated in partnership with schools.
- Support needs are analysed appropriately in consultation with schools to ensure that support is focussed on current local and national priorities.
- A successful regional middle leadership programme is delivered by strong leaders from Swansea schools.
- Professional learning schools provide suitable support to peers within and beyond the local authority.
- The most recent feedback on the work of challenge advisers indicates that most headteachers in Swansea agree that the categorisation process is delivered effectively. Many agree that the support they receive met their entitlement and many headteachers felt that they were provided with a relevant menu of support. Many headteachers believe that school-to-school work is developing well within the region. A small minority of Swansea headteachers thought that the quality of visits by challenge advisers was more negative than positive.
- Inspection outcomes for many secondary schools in Swansea during the last inspection are outstanding. Inspection outcomes for primary schools in Swansea for the latter half of the last inspection cycle indicate that many schools have good or excellent standards and prospects for improvement. There is an appropriate correlation between inspection outcomes and challenge advisers' monitoring work.
- The quality of most reports and plans submitted to Estyn by the local authority are good. However, a few reports show more positive evaluations than suggested by evidence available at the school. Most pre-inspection reports show a close match to eventual inspection outcomes.
- Challenge advisers take good account of wellbeing through their work in challenging attendance during core visits. There is now greater challenge for schools that can improve attendance. The progress of pupils is considered carefully to ensure that schools track achievements and consider vulnerabilities of individual children.
- The local authority now captures the development needs of middle, senior and acting leaders systematically to ensure sustainability. As a result, there are programmes available to develop leadership in line with national curriculum reform. The Swansea aspirational leaders programmes are led by the sector and are sector leading within the region.
- The delivery of national priorities is comprehensive and purposeful. Officers in Swansea work appropriately with regional officers to deliver good quality support for literacy, numeracy, digital competence, a focus on pedagogy in light of curriculum reform, Welsh language development, new professional standards and new qualifications.
- Reducing the impact of poverty on attainment guidance is clear and well understood. There is close monitoring of the effective use of grant monies to ensure that free school meal pupils have equity and intervention, where required. However, close monitoring is still required to ensure that attainment gaps do not widen across the local authority.
- Teaching and learning is supported well by officers within the local authority and through engagement with key delivery partners within our consortium, for example, improving effective marking, improving reading and writing and making effective use of technology to improve learning experiences. Feedback from headteachers informs us that more support is required to develop skills in science and improved

attitudes to learning. Our own observations inform us that Foundation Phase provision requires improvement in a minority of schools.

- The Local Authority/Schools Partnership Agreement has been reviewed in line with statutory requirements and has been shared with schools.
- The quality of data provided to schools is high. Data summaries and analyses enable schools to understand their areas for development and make comparisons with other schools. Individual vulnerability assessment profiles are utilised well by schools to plan better provision. Headteacher feedback tells us that the breadth of data provided can be overwhelming at times.

Areas for development

- Continue to ensure that value for money is achieved by having no schools or provisions in a statutory category and increase the proportion of schools that best fit A and B type characteristics for leadership and quality of teaching (using the national categorisation system).
- Ensure that all schools are challenged robustly and that suitable support is agreed and delivered in order to improve outcomes.
- Provide greater support for digital competence, science and Foundation Phase literacy.
- Ensure that schools' use of the Education Improvement Grant to support professional learning is monitored well.
- Improve expected attainment at Foundation Phase and key stage 4 by ensuring there is good support for the Foundation Phase teaching and assessment and that there is good support for schools in core subject qualifications.
- Improve the performance of eFSM learners by ensuring that all schools utilise their grants to raise standards.
- Ensure greater rigor in ensuring that schools receive support promised during core visits and that there is good targeted support to schools as well as complimentary universal training opportunities to improve.
- Continue to support schools to prepare for qualification changes, for example transfer from BTEC science and ensure suitable provision for science support in primary schools.
- Ensure good quality support for digital competence in light of staff skills audits and mapping tools produced by Welsh Government.
- Develop a greater system wide awareness of curriculum reform towards A Curriculum for Wales: A Curriculum for Life by ensuring that the revised curriculum for 2018 is in place by 2022.
- Continue to promote a consistent approach for digital competence so that intra school learning communities are more efficient and that effective practice is shared systematically.
- Increase the level of school to school support, for example, the use of strong leaders and best practitioners to deliver on training events or work with schools causing concern.
- Ensure that leadership development events are delivered by highly effective leaders, for example, twelve schools in Swansea have been identified to deliver the leadership menu of support.
- Continue to work with governors in schools causing concern to accelerate improvements and improve governors' capacity to hold schools to account.

- Ensure that the support for new and acting headteachers is co-ordinated well so that there is strong capacity for schools to improve.
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2.2 Support for additional learning needs

Summary

- The LA has the highest proportion of children and young people with Statements of Special Educational Need in Wales and there is an over reliance on this process to meet the needs of pupils with ALN that is unsustainable with the implementation of the ALNET Bill.
- The numbers of children and young people presenting with severe and complex needs including Autistic Spectrum Disorder (ASD) is rising and there is an increasing demand for specialist provision.
- Despite an appropriate range of provision and processes in place to identify needs, there is further work required to improve the confidence of schools and parents in the offer made by the LA. Consequently, there is a high number of tribunal appeals and requests for statutory assessment.
- There is further work to be done to develop data analysis, tracking and monitoring of pupil progress at a LA level to ensure the quality of teaching and learning and the effectiveness of provision is evaluated effectively.
- The LA policy and strategy documents related to ALN need to be revised in the light of the ALNET Bill. This includes revising the Accessibility Strategy and Plan.
- There is further work needed to develop a Well-being and Behaviour Strategy and a framework to monitor and evaluate well-being.
- The authority is compliant with the various acts and pro-active both locally and regionally in the implementation of the ALNET Bill. There are improving collaborative links with head teachers, parents and carers and other key stakeholders such as Health and Social Services as well as the third sector as part of the LA's strategy for ALN.
- The LA is good at ensuring children and young people with ALN have their needs identified and provision made. The LA are good at monitoring demand for provision and linking with colleagues to ensure appropriate provision is planned to meet future need.
- Swansea Council has good and improving links with health services such as speech and language and community paediatrics. There is improving collaboration at strategic level to create greater synergy across agencies so that initiatives are better connected.
- There are good and improving links with challenge advisors and performance specialist particularly focused on tracking pupil progress and evaluating the quality of teaching and learning in specialist provision. There are improving regional links around the use of the innovation fund to provide a joined up approach across the region.
- There is a good range of training and evidence based capacity building activities across the authority focused on early intervention and prevention which is having an impact on school readiness and language development in the early years as well as the management and de-escalation of challenging behaviour.

- There are improving processes for seeking engagement with key stakeholders regarding policy and strategy development using commissioning review processes. Engagement processes are now good.
- Specialist teams including home tuition provide effective support to pupils in mainstream schools with a range of needs and pupils achieve good outcomes.
- The ALN Panel processes and guidance on starting statutory assessment and ceasing to maintain are robust, fair and equitable.
- There is a good range of provision for pupils with physical and complex needs as well as mental health problems through our PRU and Specialist Teacher Facility (STF) offer. However, there are not enough places available, particularly for those with Profound Multiple Learning Difficulties (PMLD) and Autistic Spectrum Disorder (ASD). There is an effective Family Liaison Officer who works well with parents and carers to good effect. There is good support from the Special Needs and Parents (SNAP) Cymru organisation who provide representation, dispute resolution, support and advocacy services for families.
- There are developing links with Gower College Swansea, particularly with regard to the implementation of the ALNET bill and the College is being supported in the development of its ALN Co-ordinator's role.

Areas for development

- Develop and implement a Well-being and Behaviour Strategy.
 - Develop and implement a new ALN Strategy and Policy.
 - Improve the confidence of schools and parents in the offer made by the LA.
 - Evaluate the quality of teaching and learning and the effectiveness of provision by further developing data analysis, tracking and monitoring of pupils with additional learning needs.
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2.3 Promoting social inclusion and wellbeing

Summary

- An effective system of safeguarding training and support is well established, in schools, the department and across the local authority.
- Highly effective systems are in place to promote social inclusion and well-being.
- Accomplished procedures are in place to promote attendance supported through highly effective data analysis and reporting procedures used effectively to target support for improved attendance for all learners.
- Swansea's EOTAS (Education Other Than At School) provision continues to be variable. The pace of progress in the PRU quickened in 2016-2017 and is generally appropriate.
- There is sustained demand for EOTAS provision primary and key stage 3. Demand for EOTAS provision at key stage 4 reduced in 2016-2017.
- The use of data for target setting and for the tracking of learner progress including the monitoring of interventions is inconsistent across the PRU provision and as a result some learners do not achieve their potential.
- The reduction of NEETs in Swansea has been recognised nationally as best practice. In 2016, Swansea witnessed its lowest ever NEET figure at 16 years

and for the 7th consecutive year was successful in ascertaining the whereabouts of 100% of the Year 11 Leaver cohort.

- The Family Support Continuum Commissioning Review undertook an innovative approach to mapping services across both the schools Graduated Response and the Continuum of Needs models. This has provided a strong and effective mapping of services, enabling further changes and integration to be taken.
- The early identification of needs of pupils has been strengthened by integrating an enhanced Vulnerability Assessment Profile tool to be added to the original format, based on the mapping of services. This promotes effective tracking of needs and interventions from both a schools, prevention and statutory perspective.
- The Young People Service have developed and implemented an innovative Signs of Wellbeing approach. This provides a highly effective and very strong model of identifying needs, safeguarding and integrated planning. It complements the Signs of Safety approach utilised by the statutory teams, providing strong and robust safeguarding procedures between the service and statutory social work teams.

Areas for development

- Extend use of data to target schools having high number of fixed term exclusions
- Further reduce demand for EOTAS provision and increase capacity in schools to manage social emotional and behavioural difficulties by sharing good practice more effectively.
- Further improve the quality of the Swansea PRU provision and ensure all our learners achieve their potential.
- Implement multi-agency child protection training programme to address the Estyn requirement for designated child protection leads and deputies to undergo level 2 training.
- Improve understanding for key school staff about wider child protection/safeguarding issues such as Child Sexual Exploitation, Radicalisation etc.
- Reduce the number of young people 11-16 years 'at risk' of Not in Education or Training (NEET) by reviewing the impact of the Cynnydd Educational Social Fund (ESF) project to quickly diagnose and remedy the key problems standing in the way of further progress and to inform future delivery plans.
- Develop plans to reduce the average time a young person is NEET.
- Review Children and Young People Partnership Action Plan to ensure progress and reflect current priorities across the People Directorate.

2.4 Access and school places

Summary

- There is a long term coherent strategy for school provision consistent with the original strategic outline programme approved by Welsh Government. The current Band B proposals reflect the natural development of this strategy.
- Our pupil forecasting processes are robust and well established. Comparative statistics are produced each year as part of the ADEW Planning of School Places

group and Swansea's data compares favourably with comparative data across other authorities. Projections are scrutinised and cross checked and shared internally against complementary data such as that available through the Welsh-medium Education assessment.

- Planning is underpinned by a comprehensive assessment framework which informed the Authority's approved Strategic Outline Programme (SOP) and results in robust prioritisation of current and future needs. The potential impact of the Local Development Plan (LDP) and other national and local strategies and policies also inform the identified capital investment priorities and school organisation proposals.
- Robust action has been taken over many years to ensure the appropriate number, nature and location of school places, as capital investment has allowed.
- All of the Authority's full business cases for Band A of the 21st Century Schools Programme have been approved, and projects completed or works well underway. The only project yet to start on site is a new build for Gorseinon Primary School, the site for which was the subject of a Village Green Application. All the above projects will be completed within the programme envelope and before the end of the Band A.
- The Authority's 21st Century Schools Programme is subject to robust governance, incorporating a cross-discipline Programme Board and Delivery Group with clearly defined escalation routes, which has resulted in effective financial and risk management, and successful delivery of the programme on time, and within scope and budget. The current governance structure is now embedded and working well following revision after the Office of Government Commerce (OGC) Gateway Review in 2015. The Programme Board has a strategic focus, whilst the Delivery Group focusses on operational delivery matters, recommended by the OGC Gateway Review.
- Where required, difficult decisions have been taken, together with radical transformation (most recently the new model of EOTAS provision) and this will continue to be the case with future access to Band B investment.
- The LA is making strong progress to reach Welsh Government targets for surplus places.
- The previous structural maintenance backlog of £147m, adjusted to reflect inflationary increases in building works, would equate to a sum of at least £180m. The latest total backlog estimate is £97m, a real terms reduction of at least £80m.
- Schools continue to benefit from most (over 70%) of the local authority's annual capital maintenance programme which is prioritised on the basis of risk and consistent with 21st Century Schools Programme schemes, ensuring that it is targeted at schools where there is the greatest need.
- There are well developed processes to encourage effective asset management and schools are supported in the development and maintenance of business continuity plans.
- Wider community use of assets and facilities continues to be developed to maximise the benefit of capital investment. Swansea has continued to access capital investment in Flying Start, with approximately 2,900 0-3 year olds benefiting annually since 2015-2016.
- An accomplished system of consulting with other local authorities for admission arrangements is in place.

- Excellent support is available for parents regarding admissions to school, which is clearly visible on the local authority website. Excellent support is available in schools to support the admission process.
- The LA is progressing to administer mid-year and nursery admissions online, to reduce the length of time children are out of school when a change of school is sought.
- Strong progress has been made with schools to achieve effective procedures to support pupils at risk of exclusion.
- Nearly all pupils obtain their first choice school. All appeal hearings are held within the required timeframe.
- The admissions forum is responsive in supporting the LA.

Areas for development

- Enhance the effectiveness of member/officer engagement to inform development of longer term capital investment and school organisation proposals.
 - Ensure greater collaborative working between schools prior to and facilitating the effective delivery of future organisation and capital investment proposals.
 - Ensure careful monitoring and evaluation of impact of LDP and adjustment of requirements as the timing and extent of future developments becomes more certain.
 - Enhance organisational capacity to refine and dis-aggregate data further to better prioritise the remaining condition category C schools and category D buildings in some secondary schools and maintain the robust condition, backlog and suitability data to inform future proposals and business cases.
 - Develop detailed business cases and delivery of Band B proposals and capital priority schemes.
 - Enhance the wider use of assets and facilities by community where demand exists, schools have appropriate space, and such use is sustainable in its own right, recognising that schools are unable to utilise their delegated budgets to support such use and must continue to satisfy safeguarding and insurance requirements.
 - Continuing to work with schools to ensure their buildings are maintained appropriately and for new builds / major remodelling, securing governing body commitment to maintain their new or refurbished asset.
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Key Question 3: How good are leadership and management?

3.1 Leadership

Summary

- The Corporate Plan 2017-2022 continues to have a clear priority on improving education outcomes and skills. Giving all children and young people the opportunity to develop their full potential and to take advantage of the Swansea Bay City Deal.
- Swansea's Cabinet structure was reviewed to better to reflect the 2017-2020 challenges, changes in the external environment and focus needed to deliver the five corporate priorities. As a result education continues to benefit from strong political leadership and challenge. Difficult decisions have been made in the 2017-2018 budget to continue to prioritise the schools delegated budget by additional funding to meet the cost of pay awards, pension increases, additional STFs, and the new apprenticeship levy as well as devolved funding as part of the new model of EOTAS provision. In addition to the significant additional funding provided to implement the new model of EOTAS provision, funding was also provided to recognise the increased demand and cost of out of County places. As a result Swansea has seen the largest percentage increase in budgeted net revenue expenditure on education at 4.4% by comparison with an average of 1% across Wales according to the latest published statistics from the Welsh Government and at a time when 8 authorities approved cash reductions.
- The Cabinet and in particular the Cabinet Member for Education, her Deputy and the Chair of the Policy Development and Delivery Committee (PDDC) for Education have an in-depth understanding of the strengths and areas for development in education. Fortnightly meetings with senior education officers robustly hold officers to account.
- The impact of high quality leadership in most areas of the education system (school leaders, governors, members and officers) has resulted in a range of improvements such as outcomes at key stage 4, the school categorisation profile, performance of vulnerable groups and improvements in attendance.
- Annual updates and reviews of performance, show transparently how the council's aims, priorities and improvement objectives contribute to the wellbeing of people in Swansea as set out within the One Swansea Plan.
- The Council's five well-being objectives contribute in a worthwhile way to Wales' seven national goals described within the Well-Being of Future Generations Act (the 'Act'). The well-being statements also describes how the authority maximises this contribution to the national goals by working in line with the sustainability principles set out within the Act.
- The thorough annual corporate improvement planning effectively drives directorates', departments' and services' business and action planning. Nearly all the operational plans have measurable targets and link to the council's budget prioritisation cycle and medium term financial planning.
- Wales Audit Office's (WAO) corporate assessment of Swansea found that there is a clear vision of what the council wants to achieve which is well understood by senior managers and generally robust governance arrangements. Their 2015-2016 review of performance management arrangements cites improvements to service business planning are creating a more consistent, collaborative and corporate approach. It adds that the Education Service Plan shows stronger

prioritisation and links with the Corporate Plan and also benefits from a well-developed Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis. In their 2016-2017 annual improvement report, they report that the Council has a clear governance framework for determining significant service change but needs to clarify how the impact of change for service users will be evaluated.

- WAO also considers that the Council has a clear vision and strategy in its 'Sustainable Swansea – Fit for the Future' framework, which together with the five priorities in the Corporate Plan should deliver outcomes to address the needs analysis done and the challenges facing the City.
- Visible corporate and political leadership around fewer priorities is helping the Council strengthen the way it manages its performance.
- The Education Service Plan and Heads of Units' operational plans support the delivery of corporate and regional agendas and priorities very well. Robust performance management arrangements support a 'golden thread' of delivery performance management through the organisation. Ongoing monitoring of and reporting on the progress of the plan's actions, targets and performance indicators evidences steady progress
- The Improvement Board formed by the Chief Executive following the local authority's 2013 Estyn LAESCYP inspection has continued to ensure focus on the recommendations as a result nearly all have made strong progress and one recommendation very good progress. The focus will now move to the one recommendation that has only made satisfactory progress and the additional priorities identified in this document. This will consistently and effectively continue to hold senior officers to account and continue to ensure a good pace of improvement.
- The Chief Executive, Director of People Cabinet Member of Education and Chief Education Officer regularly visit schools and attend meetings with headteachers allowing them to have an excellent understanding issues and also when necessary challenge schools eg excessive school balances.
- The strong local political support for Education in Swansea is shown by the clear policy commitment to spend nearly £1 billion over a 5 year period on Education, so maintaining the existing level of revenue funding whilst also seeking to access a large continuing programme of capital investment through Band B of the 21st Century Schools programme.
- In autumn 2015, the Education Department was re-structured and a Strategic Leads Board (SLB) and Senior Leadership Team (EDSLT) are now fully embedded, providing a strong lead to drive improvement. This, along with a more robust governance structure through SLB, EDSLTL, key stakeholders, consultative groups and boards, has significantly strengthened reporting, monitoring and performance management processes. As a result, there is greater accountability of managers for all aspects of service delivery, planning, performance and budget control.
- Most education staff understand their contribution to unit priorities, service and local plans and communicate these to schools and other partners.
- The new Corporate Dashboard approach to gathering, explaining and reporting performance information effectively translates the Council's vision into tangible objectives and measures and also supports the delivery of savings targets.
- Commissioning reviews are consistently challenging services to focus on developing options and partnerships that result in more efficient and effective models of service delivery.

- There are well-embedded and comprehensive processes and tools in place to monitor and analyse performance at school and pupil level, including very good training for school staff, governors and challenge advisers in the use of data. This contributes effectively to the continuous improvement of challenge and intervention to best target support for pupil attainment and raise standards of all pupils.
- ERW processes are now more consistently embedded and this has impacted positively on school categorisation. In the 2015-2016 academic year there was an increase in the number of green/yellow schools and a reduction in red/amber schools. In 2016-2017 academic year, 9 out of 14 secondary schools are in standards 1 group, up 8 from last year and top in Wales (64.3% in group 1 compared to 30.8% for Wales).
- Key education performance indicators continue to show improving trends, particularly despite a dip in Swansea and Wales in 2017) the L2 inclusive.
- The United Nations Convention on the Rights of the Child (UNCRC) is successfully embedded in council's policy framework. Nearly all schools have adopted and embedded UNCRC in their ethos and work.
- Elected members thoroughly scrutinise educational priorities and all aspects of education performance within schools and education service provision. WAO said the council's scrutiny structure enable a flexible and focussed approach.
- All council performance monitoring data is considered quarterly at the Service Improvement and Finance Scrutiny Panel.
- Swansea's Welsh in Education Strategic Plan 2017-2020 (WESP) is a robust plan which shows a strong commitment to developing and improving Welsh in Education, in line with the Welsh Government strategy to increase the number of Welsh speakers by 2050. There has been a consistent increasing trend of the number of pupils being taught through the medium of Welsh at the age of seven (Year 2), which has increased by 27.1% from 2012-2017 (332 to 432).
- The CYP Board has been suitably refocused and a new partnership plan for Children and Young People has been developed. This plan effectively aligns partnership work to include legislation, policies, programmes, outcome indicators and, the articles from the UNCRC, giving special emphasis to the four guiding principles and how they apply.

Areas for development

- Further improve the quality leadership in a few areas in the education system (school leaders, governors, members and officers).
- Further improve education outcomes and skills to take advantage of the Swansea Bay City Deal.
- Deliver the Welsh in Education Strategic Plan 2017-2020
- Continue to improve self-evaluation processes, improvement planning and the use of measurable success criteria in a very few operational plans.
- Further improve the consistency and impact of ERW. Further refine the structure of the Education Department structure to respond to increased partnership working and regionalisation.
- Ensure all education staff understand their contribution to strategic, service and local plans and communicate these to schools and other partners.

3.2 Quality improvement

Summary

- Estyn's recommendations following the inspection in June 2013 were addressed through actions in subsequent Education Departmental and Unit plans. Key actions have been monitored robustly on a termly basis and regular reports are provided to the Chief Executive's Improvement Board and Cabinet. This approach has resulted in strong progress of Recommendations 1, 2, 3 and 5. Progress in relation to Recommendation 4 has been satisfactory. The Chief Executives Improvement Board and Cabinet will continue to scrutinise and challenge to ensure the pace of improvement quickens.
- Self-evaluation processes are appropriate with learner voice particularly effective.
- The robust operational planning and management framework established in January 2014 continues. Identification, prioritisation and addressing performance issues are done in a structured, effective and timely way. Most target setting is now more challenging.
- Most operational plans are of good quality and the monthly reporting by EDSL T managers provides good visibility on progress, issues, challenges and successes. The plans drive the work of the Education Department and are tied closely into delivering improved pupil outcomes and the council's key priorities.
- Use of the departmental risk register, developed and implemented in February 2016 for Education Service Units' risks, has proven very beneficial. The Unit level risks are monitored at SLB and PFM and this process further strengthens the department management of risks in line with the corporate risk management framework.
- The Education Service Unit, developed and established in 2016, along with an agreed sign-off protocol, continues to ensure the logging, monitoring and quality assurance of all commissions, reports and requests for information.
- Robust arrangements are now in place to support and challenge schools as a result of enhanced scrutiny of standards, provision and leadership. As a result, underperformance and risk factors within schools are identified quickly and addressed at an earlier stage. The national categorisation has meant that wider national comparisons can be made on a more consistent basis.
- There is monitoring of school performance through a range of functions. This includes challenge adviser visits to school and analysis of data. This information helps form the judgment on present school performance and capacity to improve. School recommendations from Estyn reports are analysed adequately but analysis of thematic reports is limited.
- Scrutiny arrangements continue to be strong and are recognised regionally as effective. This was recognised nationally when Swansea Council was shortlisted for a Municipal Journal Award for excellence in scrutiny in June 2016. The arrangements enhance the council's other governance mechanisms. Scrutiny web pages are regularly updated, providing timely and comprehensive information about scrutiny work to members of the public.
- Swansea is the scrutiny support lead for the regional improvement service. As a result of this effective lead ERW's reports to scrutiny are clear and informative and has also helped the six local authorities' scrutiny chairs work more closely together through the Regional Scrutiny Councillor Group.

- Schools that need the most support to improve are challenged robustly, in person, by the Chief Education Officer, the team around the schools (TAS) ensures a robust partnership between officers, school leaders and governors to support in a targeted way and challenge the pace of improvement.
- Thorough scrutiny of school performance takes place within the Chief Executive's Improvement Board and Schools Performance Scrutiny Panel.
- The data and analysis provided to officers and schools are outstanding features and have directly contributed to raising standards. The excellent management information and data available in Swansea have facilitated the identification of performance issues and other concerns.
- The Vulnerability Assessment Profile (VAP) is a good example of a development which has had a wide benefit for services as well as schools. Scrutiny has looked in depth at the use of the VAP and highly commended this work. This has been shared with local authorities across Wales.
- Pupil performance data is subject to robust scrutiny by Cabinet and elected members and supports the identification of areas for action.
- There has been successful delivery of planned improvements and service developments through mature Performance and Financial Monitoring (PFM) processes across all directorates.
- The worthwhile Unit operational plans under the Education Departmental Plan, along with team meetings and 1-2-1s (bilateral meetings) allow line managers and staff to raise any concerns around individual performance and responsibilities.
- Commissioned services and SLAs are effectively monitored and evaluated.
- Relationships with schools are generally good. Regular headteacher meetings and the partnership groups in the consultative structure outlined in the LA/Schools Partnership Agreement form a beneficial mechanism for raising issues and agreeing actions to tackle them.
- The Early Years Foundation Phase Group is delivering on work around transitions in Swansea from Flying Start into school, and Nursery into school. Their focus is the readiness of the child and family for school and the quality of support throughout this time being maintained.

Areas for development

- Fully review the suitability and cost effectiveness of the current regional school improvement service (ERW) model.
 - Monitor progress against individual objectives within unit operational plans more robustly.
 - Further enhance school to school support across the council and the region.
 - Review provision for the future via the Education Strategy Group.
 - Ensure the authority makes better use of Estyn thematic reports.
 - Ensure greater input from schools into self-evaluation and improvement planning.
-

3.3 Partnership working

Summary

- The Effectiveness through Regional Working School Improvement Service (ERW) is governed as an alliance of six local authorities through a Joint Committee. The impact of the joint work initially led to accelerated improvement in outcomes at ks4, and the initial development of school-to-school work across the region. In addition, a cohesive cross local authority menu of support to schools covering leadership, teaching, support and wellbeing has developed. This has had a positive impact across the region with Swansea taking the lead in areas such as attendance and EAL.
- Feedback from schools about ERW in 2015-2016 was largely positive with the majority of schools feeling that they have received appropriate support and challenge however the feedback for 2016-2017 was less positive. We will continue to work with stakeholders to ensure an improved provision is provided which continues to raise standards in Swansea schools.
- The Cabinet Member for Education and senior officer membership of the Joint Committee and Executive Board ensures that Swansea has a voice as a partner in the service.
- There are adequate established partnerships between secondary schools, the special schools and further and higher education providers.
- Secure and effective data sharing arrangements are in place between the Management Systems Unit and a number of key partners. These arrangements work well, and data sharing enables various services to obtain the information they need to support pupils and plan interventions.
- Good partnership working for music service improvement has resulted in the development of strategies to address local and national priorities through groups including Youth Arts Wales, B.B.C. National Orchestra of Wales, the Welsh Music Services Group and ERW.
- Partnership with Youth Services and the Youth Offending Team are well-developed and as a result good outcomes are achieved.

Areas for development

- Deliver opportunities for areas of further joint working within the region and in particular with Neath Port Talbot County Borough Council, especially around Additional Learning Needs and data management.
 - Further improve the consistency and impact of the regional improvement service (ERW).
 - Re-establish and invigorate Swansea Learning Partnership between schools, the special schools and further and higher education providers Gower College, the two Universities and Careers Wales.
 - Establish more effective collaboration with Health.
-

3.4 Resource management

Summary

- The Performance and Financial Monitoring (PFM) processes across all Directorates, the monitoring of key corporate programmes and projects and strong governance ensures comprehensive resource management. This is evidenced by the Council continuing to effectively manage service budgets, make efficiency savings, improve services and successfully deliver key programmes and projects.
- The Council's transformation programme with its targeted programmes and commissioning reviews, is successfully driving efforts across the whole Council to reshape services, work in different ways to improve efficiencies, transform service delivery and reduce costs. The 2015 Wales Audit Office (WAO) report recognises this stating that 'the Council had responded effectively to the challenge of managing a future where the resources it has to meet local needs will be severely reduced'.
- Education department underwent a management re-structure in 2015 as part of wider workforce planning, in order to focus on the most effectively on important priority areas and have sufficient capacity to meet core statutory duties and ensure robust succession planning. All cost centres and elements of expense has resulted in managers having good accountability for, and ownership of, their budget areas. There is a need to further review the structure given a vacancy in the senior leadership team.
- The management development programme, started in 2016 for Education Senior Leadership Team (EDSLT) and continuing throughout 2017, included leadership, development of resource management and is resulting in more effective leadership, management of budgets and resources and increased ownership and accountability.
- The 'One Education' Budget strategy provides a medium term financial plan, delivering a consistent financial strategy to prioritise the delegated schools budget and pupil specific areas of support within the non-delegated budget. A comparison of the allocation of the Education portfolio budgets over recent years demonstrates this clear prioritisation and the radical impact of the changes.
- The focus on prioritising the delegated schools budget and pupil support services; statutory over discretionary services; efficiency and re-structuring and recovering costs from grants has continued and enabled Education to deliver successfully on identified savings opportunities' targets as per the corporate agenda.
- There remains a consistent political commitment to investing in schools, teaching and learning to ensure children have the best start in life as a top priority.
- This financial strategy continues to be underpinned by effective stakeholder engagement through the School Budget Forum and sub groups (particularly the Joint Finance Group), which have fully supported a rigorous challenge and review process for all budget areas within the Education service. The Education Strategy Group, set up and chaired by the Leader of the Council, recognises the growing financial challenges facing schools and demonstrates the political commitment to work collaboratively with schools. The focus is to develop coherent short, medium and long term financial strategies for Education. The group complements effectively the formal consultative role of the School Budget Forum,

providing more interactive and workshop opportunities to review and develop key strategies and policy areas.

- Centralisation of grants management has resulted in efficiency savings and improved future co-ordination and resilience.
- Review and restructuring of services continues, a recent re-structuring of the Ethnic Minority Language and Achievement Unit was successfully implemented following a reduction in government and LA grant funding streams. A similar restructure has been delivered of the Music Service and a number of additional commissioning reviews are underway.
- There is continued success in bidding for capital resources and in the delivery of major projects. A Gateway Review in 2015 praised the management of the QEd school organisation programme in Swansea and recommendations from the review have been implemented. These include further enhancing the good practice in stakeholder engagement, increasing programme and project support resources, a reviewing of project management tools, introduction of Risks Assumptions Issues and Dependencies methodology (RAID) and review of the programme governance arrangements. This will further enhance strategic direction in moving forward and the delivery component of the programme.
- An updated Strategic Outline Programme was submitted (July 2017) which represents a natural development of the previously approved long term strategy. The submission (£149.7m for Band B alone) shows the high level of ambition and commitment to the programme. The submission reflects a consistent objective assessment and prioritisation of condition, suitability and sustainability issues as well as areas of basic need for additional provision. It continues the clear and consistent focus of the long term programme and will build on the considerable benefits already realised.
- A fundamental and rigorous review of all service level agreements (SLAs) has been undertaken to ensure full cost recovery and a clear focus on delivery and performance for the client. The sufficiency, suitability and performance of SLAs are reviewed by the School Budget Forum and sub groups, and will continue to build on this solid foundation. There continues to be a high take up of the authority's SLAs.
- As part of the review of funding formulae to ensure they remain 'fit for purpose', further delegation of funding and responsibilities opportunities to schools are being identified. Opportunities to simplify the formulae and offer greater funding stability to schools are being considered as part of the current work plan of the School Budget Forum working groups.
- Schools with deficits are required to seek approval from the Section 151 officer for any managed deficit which will include the development and approval to a recovery plan, with the full support of finance officers. The delivery of a recovery plan is closely monitored and any issues regularly reported through PFM. As a result only a very few schools have a current deficit budget and these have clear recovery plans which are robustly challenged by officers.
- A few schools with excess surplus balances are consistently challenged regarding the justification for the level of reserves they choose to hold. Consequently levels of reserves in the authority went down in 2016-2017.
- The majority of schools with surplus balances in 2017-2018 intend to utilise reserves to mitigate against the financial challenges of the next three years.

- Through effective joint working with the Transportation Team in the Environment Directorate, significant savings have been achieved in home to school transport, mitigating the pressures and raised expectations of authorities in this area.

Areas for development

- Continue to develop and deliver an effective and 'living' medium term education financial strategy for 2017/2018 – 2019/2020 maintaining the improvement in learner outcomes and reflecting stakeholder engagement outcomes to deliver radical transformation.
- Transform mind sets in schools and remaining council services in light of the overall reduction in funding to local authorities and the increase in delegation of funding and responsibilities to schools.
- Complete a rolling base budget review of all Education's activities to challenge the outcomes and value for money in line with the Sustainable Swansea efficiency work-stream, consistent with the outcomes of the various commissioning reviews.
- Explore and develop cost recovery and commercialisation opportunities, building capacity within schools to optimise the flexible use of school assets and facilities in line with local political aspirations.
- Further refine the structure of the Education Department structure to respond to increased partnership working and regionalisation.

Appendix 1 Performance Summary

Key stage 1 core subject indicator (CSI) / Foundation Phase Indicator

CSI	2011
Swansea	81.7%
Wales	82.7%
Rank	15

Foundation Phase	2012	2013	2014	2015	2016	2017
Swansea	77.6%	80.1%	83.9%	86.2%	85.0%	85.5%
Wales	80.5%	83.0%	85.2%	86.8%	87.0%	87.3%
Rank	19	21	17	15	19	19

Key stage 2 core subject indicator (CSI)

	2011	2012	2013	2014	2015	2016	2017
Swansea	80.8%	83.6%	84.3%	87.3%	89.2%	88.2%	89.5%
Wales	80.0%	82.6%	84.3%	86.1%	87.7%	88.6%	89.5%
Rank	12	10	13	9	8	16	13

Key stage 3 core subject indicator (CSI)

	2011	2012	2013	2014	2015	2016	2017
Swansea	68.4%	73.3%	76.4%	80.6%	83.2%	86.3%	88.2%
Wales	68.0%	72.5%	77.0%	80.1%	83.9%	85.9%	87.4%
Rank	11	12	14	14	14	13	13

Attendance

Primary	2011-2012		2012-2013		2013-2014	
	Attendance	Unauthorised absences	Attendance	Unauthorised absences	Attendance	Unauthorised absences
Swansea	93.3%	0.5%	93.0%	0.6%	94.4%	1.4%
Wales	93.8%	0.7%	93.7%	0.9%	94.8%	1.0%
Rank	17	10	Jt last 20	6	Jt 18 th	20
Primary	2014-2015		2015-2016		2016-2017	
	Attendance	Unauthorised absences	Attendance	Unauthorised absences	Attendance	Unauthorised absences
Swansea	94.9%	1.2%	94.9%	1.2%	95.0%	1.2%
Wales	94.9%	1.0%	94.9%	1.1%	Pub Dec	Pub Dec
Rank	11	18	12	18	Pub Dec	Pub Dec

Secondary	2011-2012		2012-2013		2013-2014	
	Attendance	Unauthorised absences	Attendance	Unauthorised absences	Attendance	Unauthorised absences
Swansea	92.0%	1.4%	92.3%	1.1%	93.3%	1.2%
Wales	92.2%	1.4%	92.6%	1.3%	93.6%	1.3%
Rank	15	15	15	12	16	Jt 14
Secondary	2014-2015		2015-2016		2016-2017	
	Attendance	Unauthorised absences	Attendance	Unauthorised absences	Attendance	Unauthorised absences
Swansea	94.0%	1.1%	94.3%	1.3%	94.3%	1.2%
Wales	93.8%	1.3%	94.2%	1.3%	94.1%	1.4%
Rank	10	10	11	14	7	10

Key stage 4 (Provisional Data)

Level 1 threshold

	2011	2012	2013	2014	2015	2016	2017
Swansea	90.8%	92.8%	93.8%	95.5%	96.7%	96.9%	96.0%P
Wales	90.3%	91.8%	93.2%	94.0%	94.4%	95.3%	Pub Dec
Rank	13	9	10	9	6	2	Pub Dec

Level 2 threshold

	2011	2012	2013	2014	2015	2016	2017
Swansea	65.8%	74.6%	79.3%	85.4%	88.9%	86.9%	70.0%P
Wales	67.3%	72.6%	77.8%	82.3%	84.1%	84.0%	67.0%P
Rank	14	11	11	10	5	8	Pub Dec

Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics

	2011	2012	2013	2014	2015	2016	2017
Swansea	53.2%	54.6%	55.3%	59.1%	64.0%	64.7%	57.3%P
Wales	50.1%	51.1%	52.7%	55.4%	57.9%	60.3%	55.0%P
Rank	7	8	9	7	3	7	Pub Dec

Average wider points score

	2011	2012	2013	2014	2015	2016	2017
Swansea	423.5	470.4	525.3	559.6	578	572.6	456.0P
Wales	422.9	465	501.2	524.5	530.7	527	456.0P
Rank	12	13	9	6	5	4	Pub Dec

Capped 8 points score

	2011	2012	2013	2014	2015	2016	2017
Swansea	313.9	328.8	338.9	349.7	358.4	356.6	334.0P
Wales	311.6	323.5	333.1	340.8	343.5	344.6	325.0P
Rank	11	10	10	10	4	3	Pub Dec

Core subject indicator (CSI) at key stage 4

	2011	2012	2013	2014	2015	2016	2017
Swansea	51.8%	52.5%	52.9%	56.0%	54.8%	62.2%	55.8%P
Wales	48.7%	48.9%	49.2%	52.6%	60.6%	57.6%	53.0%P
Rank	6	8	6	8	5	6	Pub Dec

Pupils aged 15 leaving full-time education without a recognised qualification

	2011	2012	2013	2014	2015	2016	2017
Swansea	0.43%	0.38%	0.1%	0.9P	0%	0%	Pub Dec
Wales	0.6%	0.4%	0.3%	1.1%P	Not pub	Not pub	Not pub
Rank	Jt 9	16	Jt 7	Not pub	Not pub	Not pub	Not pub

NEETS age 16

Swansea method of calculation – no comparative <i>(Wales method – comparative) 2016 onwards, national method only.</i>							
	2011	2012	2013	2014	2015	2016	2017
Swansea	3.1%	2.9%	3.2%	3.7%	2.7%	2.1%	Pub Apr
	<i>(3.1%)</i>	<i>(3.2%)</i>	<i>(3.9%)</i>	<i>(3.5%)</i>	-		
Wales	4.4%	4.2%	3.7%	3.1%	2.8%	2.0%	Pub Apr
	<i>(5)</i>	<i>(9)</i>	<i>(15)</i>	<i>(jt17)</i>	14		Pub Apr

Results for pupil groups

Foundation Phase Indicator

Group	Level	2013	2014	2015	2016	2017	Average	Trend
All	O5+	80.1	84.0	86.2	85.0	85.5	84.2	5.4
Boys	O5+	75.2	79.3	82.7	81.0	81.5	79.9	6.3
Girls	O5+	85.4	88.8	89.7	89.4	89.9	88.6	4.5
Gender gap	O5+	-10.3	-9.5	-7.0	-8.4	-8.4	-8.7	1.8
FSM	O5+	65.1	72.3	74.2	73.0	70.7	71.1	5.6
Non-FSM	O5+	84.3	87.0	89.4	88.4	89.4	87.7	5.1
FSM gap	O5+	-19.2	-14.7	-15.2	-15.4	-18.7	-16.6	0.5
SA+	O5+	46.9	53.2	59.1	59.4	55.0	54.7	8.1
Attendance		93.0	94.4	94.9	94.9	95.0	94.4	2.0

Core Subject Indicator Key Stage 2

Group	Level	2013	2014	2015	2016	2017	Average	Trend
All	L4+	84.3	87.3	89.2	88.2	89.5	87.7	5.2
Boys	L4+	80.2	83.9	86.4	85.7	87.6	84.8	7.4
Girls	L4+	88.4	91.0	92.4	90.8	91.6	90.8	3.2
Gender gap	L4+	-8.2	-7.1	-6.0	-5.1	-4.0	-6.1	4.2
FSM	L4+	70.0	72.0	76.6	75.8	76.3	74.1	6.3
Non-FSM	L4+	88.2	90.9	92.2	91.3	92.5	91.0	4.3
FSM gap	L4+	-18.2	-18.9	-15.6	-15.5	-16.2	-16.9	2.0
SA+	L4+	53.3	67.2	66.2	62.7	65.6	63.0	12.3
Attendance		93.0	94.4	94.9	94.9	95.0	94.4	2.0

Core Subject Indicator Key Stage 3

Group	Level	2013	2014	2015	2016	2017	Average	Trend
All	L5+	76.4	80.6	83.2	86.3	88.2	82.9	11.8
Boys	L5+	71.7	77.8	79.9	83.3	84.1	79.4	12.4
Girls	L5+	81.7	83.6	86.5	89.4	92.6	86.8	10.9
Gender gap	L5+	-10.0	-5.8	-6.6	-6.1	-8.5	-7.4	1.5
FSM	L5+	52.6	59.5	67.6	69.6	73.2	64.5	20.6
Non-FSM	L5+	83.0	85.3	87.1	90.2	91.5	87.4	8.5
FSM gap	L5+	-30.4	-25.8	-19.5	-20.6	-18.3	-22.9	12.1
SA+	L5+	37.4	49.0	59.1	54.5	65.4	53.1	28.0
Attendance		92.3	93.3	94.0	94.3	94.3	93.6	2.0

Level Two Inclusive Key Stage 4

Group	Level	2013	2014	2015	2016	2017p	Average	Trend
All	L2i	55.0	59.1	62.3	66.3	57.3	60.0	2.3
Boys	L2i	50.1	54.0	59.0	62.3	54.1	55.9	4.0
Girls	L2i	60.4	64.5	65.7	70.6	60.4	64.3	0.0
Gender gap	L2i	-10.3	-10.5	-6.7	-8.3	-6.3	-8.4	4.0
FSM	L2i	27.7	27.2	37.7	39.1	30.0	32.3	2.3
Non-FSM	L2i	62.6	66.7	69.5	71.4	63.6	66.8	1.0
FSM gap	L2i	-34.9	-39.5	-31.8	-32.3	-33.6	-34.4	1.3
SA+	L2i	19.8	22.6	32.5	43.7			
All	5 A*-A incl		10.3	12.1	14.8	12.6	12.5	2.3
Attendance		92.3	93.3	94.0	94.3	94.3	93.6	2.0

Note - KS4 results are for pupils in schools only (EOTAS not included).

Post-16 (Provisional Data)

Level 3 threshold

	2011	2012	2013	2014	2015	2016	2017
Swansea	97.0%	95.7%	97.4%	96.8%	96.8%	96.9%	95.0%P
Wales	96.3%	96.9%	96.5%	97.1%	97.0%	98.0%	97.0%P
Rank	10	20	7	15	13	18	Pub Dec

Level 3 points score

	2011	2012	2013	2014	2015	2016	2017
Swansea	778.0	737.9	769.2	690.8	692.7	704.5	693.0P
Wales	798.9	772.9	806.6	804.1	799.7	823.2	733.0P
Rank	15	14	14	21	18	19	Pub Dec

National Tests (Years 2-9 combined)

National Reading Tests – English – Standardised scores

	2014 85+	2014 115 +	2015 85+	2015 115 +	2016 85+	2016 115 +	2017 85+	2017 115+
Swansea	84.9	17.8	85.5%	18.7%	86.3%	19.5%	85.7%	19.2%
Wales	83.2	16.5	83.5%	16.6%	83.8%	16.7%	83.5%	16.5%
Rank	6	7	5	4	4	5	4	4

National Reading Tests – Welsh – Standardised scores

	2014 85+	2014 115 +	2015 85+	2015 115 +	2016 85+	2016 115 +	2017 85+	2017 115+
Swansea	84.5	15.6	84.8%	14.0%	85.9%	15.1%	86.8%	16.4%
Wales	84.4	17.5	84.6%	17.1%	84.8%	16.6%	85.1%	16.6%
Rank	13	13	9	14	7	10	8	9

National Numeracy Procedural Tests – Standardised scores

	2014 85+	2014 115+	2015 85+	2015 115+	2016 85+	2016 115+	2017 85+	2017 115+
Swansea	84.7%	18.9%	86.7%	20.3%	87.3%	20.9%	86.6%	20.6%
Wales	82.8%	15.5%	84.2%	16.0%	84.3%	16.1%	83.8%	16.0%
Rank	9	5	8	3	6	3	5	3

National Numeracy Reasoning Tests – Standardised scores

	2014 85+	2014 115+	2015 85+	2015 115+	2016 85+	2016 115+	2017 85+	2017 115+
Swansea	84.5%	17.3	88.3%	20.6%	88.0%	21.3%	87.1%	20.8%
Wales	82.2%	14.8	85.6%	16.8%	84.8%	16.9%	84.2%	16.6%
Rank	8	7	6	5	6	2	7	2

Permanent and fixed-term exclusions from secondary schools
2016-2017 academic year published mid-2018.

Permanent exclusions (rate per 1,000 pupils)

	2011	2012	2013	2014	2015	2016	2017
Swansea	0.2	0.29	0-0.5 (2 – too low to pub)	0.41 (5 – all sec)	0.50 (6 – all sec)	0.22	Pub 2018
Wales	0.7	0.5	0.5	-	-	0.23	Pub 2018
Rank	9	Jt 15	Jt 6	Not pub	Not pub	14	Pub 2018

Fixed term five days or fewer (rate per 1,000 pupils)

	2011	2012	2013	2014	2015	2016	2017
Swansea	63.4	54.7	45.1	21.8 (sec)	15	16.2	Pub 2018
Wales	67.7	66.6	57.2	26.7	28	30.9	Pub 2018
Rank	14	10	9	10	3	3	Pub 2018

Fixed term of six days or more (rate per 1,000 pupils)

	2011	2012	2013	2014	2015	2016	2017
Swansea	6.9	6.5	6.1	1.6 (sec)	2.1	1.4	Pub 2018
Wales	6.0	5.3	4.0	1.6	1.7	1.4	Pub 2018
Rank	14	16	18	9	9	9	Pub 2018

List of terms

ADEW	Association of Directors of Education in Wales
ALN	Additional learning needs
ALNET	Additional Learning Needs and Education Tribunal
ASD	Autistic Spectrum Disorder
Bacc	(The) Welsh Baccalaureate
CPD	Continuing professional development
CSI	Core subject indicator
CSSIW	Care and Social Services Inspectorate Wales
CYP	Children and Young People
DCD	Development Co-ordination Disability
EAL	English as an additional language
EDSLT	Education Senior Leadership Team
EIA	Equalities Impact Assessment
EIG	Education Improvement Grant
EMAU	Ethnic Minority Achievement Unit
EMLAS	Ethnic Minority Language and Achievement Service
EOTAS	Education Other Than At School
ERW	Education through Regional Working (the south west and mid-Wales regional school improvement service)
ESU	Education Service Unit
EWS	Education Welfare Service
FE	Further education
eFSM	[Pupils] eligible for free school meals
GCSE	General Certificate of Secondary Education
HE	Higher education
KS	Key stage
LA	Local authority (council)
LAC	Looked after child/children
NEET	[young people] Not in education, employment or training
OCG	Office of Government Commerce
ORES	Outdoor, Residential, Environmental Education Services
PACA	Partneriaeth Addysg Cymraeg Abertawe / Swansea Welsh in Education Partnership
PFM	Performance and financial monitoring
PLC	Professional learning community
PMLD	Profound Multiple Learning Difficulties
PRU	Pupil referral unit
PSB	Public Service Board
QEd 2020	Quality in Education 2020
RAID	Risks, assumptions, issues, dependencies
SEBD	Social, emotional and behavioural difficulties
SEN	Special educational needs
SIP	School Improvement Partnership
SLCN	Speech, language and communication needs
SLB	[Education] Strategic Leads Board
SOP	Strategic Outline Programme
STF	Specialist teaching facility
TA	Teaching assistant

TAS	Team Around the School
TES	Traveller Education Service
UNCRC	United Nations Convention on the Rights of the Child
VAP	Vulnerability Assessment Profile
WAO	Wales Audit Office
WESP	Welsh in Education Strategic Plan
WG	Welsh Government