

# BRIDGEND COUNTY BOROUGH COUNCIL

## REPORT TO SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1

3 FEBRUARY 2020

### REPORT OF THE CORPORATE DIRECTOR EDUCATION AND FAMILY SUPPORT

#### EDUCATIONAL OUTCOMES

##### 1. Purpose of report

- 1.1 The purpose of the report is to present the Committee with the educational outcomes for 2018–2019 for the foundation phase, key stages 2, 3 and 4, and post-16 in Bridgend schools.

##### 2. Connection to corporate improvement objectives/other corporate priorities

- 2.1 This report relates to the following corporate priorities:

- **Supporting a successful economy** – taking steps to make the county a good place to do business, for people to live, work, study and visit, and to ensure that our schools are focused on raising the skills, qualifications and ambitions of all people in the county.
- **Helping people to be more self-reliant** – taking early steps to reduce or prevent people from becoming vulnerable or dependent on the Council and its services.
- **Smarter use of resources** – ensuring that all its resources (financial, physical, human and technological) are used as effectively and efficiently as possible and support the development of resources throughout the community that can help deliver the Council's priorities.

##### 3. Background

- 3.1 The following report evaluates the educational performance in Bridgend schools for 2018–2019.
- 3.2 The content of this report is different to previous years due to Welsh Government introducing significant changes as to how schools and local authorities report performance measures and how they should be used.
- 3.3 Teacher assessment can be used for information purposes only, for example, to develop school improvement policies, but not for school accountability purposes below national level. Welsh Government will no longer provide All-Wales Core Data Sets (Performance) for foundation phase, key stage 2 and key stage 3.

- 3.4 The introduction of interim performance measures for key stage 4, which move away from threshold percentages to a points-based system, means that meaningful comparisons with previous years' data is very difficult. This is compounded by changes to exam boundaries and entry patterns.
- 3.5 There has been no change to the collection process and schools still have to report data to Welsh Government. Data will be shared with local authorities and consortia, who have systems in place to analyse data, but comparison with other local authorities and consortia will not be possible.
- 3.6 It is now inappropriate to publish school-level data for foundation phase, key stage 2 and key stage 3 in a public report.
- 3.7 In 2019, the performance of pupils achieving at least the expected level in foundation phase, key stage 2 and key stage 3 has fallen nationally, regionally and locally in all core subjects. This reflects the changes to the purpose of assessment data: the focus has shifted back to individual learners and the identification of school improvement priorities – a school-level focus.
- 3.8 The three-year percentage of pupils of statutory school-age eligible free school meals (eFSM) for Bridgend is 18.2% and for Wales is 17.8% (source All-Wales Core Data Set 2018–2019). There is a strong correlation between eFSM and educational performance; as a result, Bridgend would be challenged to perform to the national average. This is because the level of deprivation in Bridgend is slightly greater than that nationally. eFSM is a proxy indicator of deprivation.
- 3.9 **Appendix A** contains tables with headline data for key stage 4 and post-16.
- 3.10 This report should also be considered within the context of Estyn's inspection of Bridgend's local government education services in March 2019, which highlighted many of the performance strengths of the local authority as well as identifying areas for further development. The full Estyn inspection report can be found at **Appendix B**.
- 3.11 To support members in understanding the changes to performance measures, Central South Consortium (CSC) and the local authority ran an update session for all elected members in September 2019. A copy of this presentation can be found at **Appendix C**.

#### **4. Education outcomes, challenge and support**

##### **Foundation phase**

- 3.1 Pupil outcomes in nearly all core areas of learning, at both the expected and higher outcomes, are above the national averages.

- 4.2 This year's results in the foundation phase reflect a decrease in the percentage of pupils achieving the expected outcomes across Wales. The all-Wales average for the Foundation Phase Outcome Indicator (FPOI) has reduced by 2.6 percentage points (pp) to 80.0%.
- 4.3 The main reason for the decrease is the implementation of new outcomes in the Foundation Phase Assessment Framework that have been used in language and mathematics. The higher expectations to achieve an outcome 5 is the most significant factor in the change to outcome.
- 4.4 The gap in performance between boys and girls for the FPOI has increased in the most recent year due to the performance of boys falling at a faster rate than girls, similar to the all-Wales average.
- 4.5 The gap in performance between eFSM and nFSM pupils has increased for the FPOI in the most recent year, with the performance of eFSM falling at a much faster rate than that seen for nFSM pupils, similar to the all-Wales average.

### **Key stage 2**

- 4.6 The percentage of pupils achieving the expected and higher levels is above the national average for nearly all core subjects.
- 4.7 At the above-expected level, performance has fallen for all performance measures, but the local authority remains either above or in-line with the national averages.
- 4.8 The gap in performance between boys and girls for the core subject indicator (CSI) has decreased in the most recent year, with the performance of boys increasing while the performance of girls has decreased.
- 4.9 The gap in performance between eFSM and nFSM pupils has increased in the most recent year. The performance of nFSM pupils has improved while the performance of eFSM pupils has decreased in the most recent year.

### **Key stage 3**

- 4.10 Bridgend performance for the CSI dropped this year and is just below the national average.
- 4.11 Performance at the expected level is below the national average for nearly all performance measures. However, performance at the above-expected level is above the national average for nearly all performance measures.

- 4.12 The gap in performance between boys and girls has increased in the most recent year due to boys' performance falling at a faster rate than the decrease seen in girls' performance.
- 4.13 The gap in performance between eFSM and nFSM pupils has increased in the most recent year, with the performance of eFSM pupils falling at a much faster rate than that seen for nFSM pupils.
- 4.14 **English:** Performance has decreased at both the expected level and expected level plus in the most recent year but has increased for expected level plus two. Performance is above the national average at the above-expected levels but is below the national average the expected level.
- 4.15 **Cymraeg:** Performance has decreased at all levels in the most recent year, with performance being below the national average at all levels.
- 4.16 **Mathematics:** Performance has decreased at all levels in the most recent year. Performance is below the national average at the expected level but is above the national average at above-expected levels.
- 4.17 **Science:** Performance has decreased at all levels in the most recent year. However, performance is above the national average at all levels in the most recent year.

#### **Key stage 4**

- 4.18 Significant changes have been made to the key stage 4 performance measures in 2018–2019.
- 4.19 New performance measures have been introduced that use average points scores for interim performance measures of literacy, numeracy, science, Capped 9 Points Score (C9PS) and Welsh Baccalaureate Skills Challenge Certificate (WB SCC).
- 4.20 Each GCSE grade is allocated a points score as follows:
- A\* = 58, A = 52, B = 46, C = 40, D = 34, E = 28, F = 22, G = 16, U = 0
- 4.21 Welsh Government also introduced the use of 'first entry' for any qualification for performance measures in 2019, which removes the ability to look at trends where performance measures appear the same between 2018 and 2019.
- 4.22 Local authority performance for the interim performance measures at key stage 4 show that all indicators are in-line with the regional average and above the national average with the exception of average science points score.

- 4.23 Capped 9 Points Score (3+6) is just over 8 points above that seen nationally, which equates to just under one point per subject on average above the national average points score.
- 4.24 The average literacy points score for the local authority is 0.8 points above the all-Wales average.
- 4.25 The average numeracy points score for the local authority is 0.2 points above the all-Wales average.
- 4.26 The gap in performance of the average science points score between local authority and Wales is 0.6 points, but the local authority is below the national average for this measure.
- 4.27 Local authority performance for the Welsh Baccalaureate Skills Challenge Certificate (WB SCC) is 0.5 points below the national figure.
- 4.28 The performance of boys in the local authority is stronger than the performance of girls, when both groups are compared against the national averages.
- 4.29 For each of the new interim measures, girls' performance is above that seen nationally for C9PS, average literacy points score, and average WB SCC points score, but performance in the average points score for numeracy and science are below the national average.
- 4.30 Boys' performance in the local authority is above the national average for all measures with the exception of average science point's score, which is only 0.1 point below the average value.
- 4.31 The gap in performance between boys and girls is smaller for the local authority than seen nationally for all five interim performance measures, with the average points score in numeracy being very similar for both groups of pupils in 2019.
- 4.32 The performance of eFSM pupils in the local authority is positive when compared to the performance of eFSM nationally, with the local authority exceeding the national average for C9PS, average literacy points score and average WB SCC points score, and being within one point for average numeracy and science points scores.
- 4.33 The performance of nFSM pupils is either in-line with or above the national average for all interim performance measures with the exception of average science points score.
- 4.34 The gap in performance between eFSM and nFSM is narrower for the local authority than seen nationally for three of the five new performance measures. Only the numeracy and science measures have a wider gap, but this remains within 0.6 points of the national difference.

4.35 No comparisons are included in this section of the report for key stage 4 legacy measures.

## **Post-16**

4.36 Level 3 Threshold has fallen in the most recent year to 97.9%, but remains above the national average of 97.8%

4.37 Improvements are evident for 3A\*–A grades in the local authority, which has increased to 10.8%, the highest level seen since 2016, but this continues to be below the national average in the most recent year.

4.38 Performance in 3A\*–C grades has fallen in the most recent year by 4.7pp to 51.8% and continues to be below the national average.

4.39 Average wider points score has increased in the most recent year and is now above the score seen in 2017, but this is still below the points score seen in 2016. In the most recent year, the local authority continues to be below the national average for this measure.

4.40 Boys' performance in the local authority is lower than boys' performance seen nationally, with all indicators falling in the most recent year.

4.41 Girls' performance has increased for all indicators over the most recent academic year (except for Level 3 Threshold). However, girls' performance exceeds the national average for Level 3 Threshold but is below the national average for all three other performance measures.

## **Education outcome data – Strengths**

4.42 Foundation Phase outcomes remain above all-Wales averages.

4.43 Improved performance of key stage 2 outcomes when compared to regional and all-Wales averages.

4.44 Under the new interim performance measure at key stage 4, the local authority has performed well, generally in line with regional averages and above all-Wales averages.

4.45 Under the new interim performance measure at key stage 4, the gap in performance between eFSM and nFSM is smaller than the national average.

4.46 Under the new interim performance measures, boys' performance at key stage 4 is better than the all-Wales average.

## **Education outcome data – Areas for development**

4.47 Continue to improve literacy performance in key stage 2.

4.48 Improve key stage 4 science performance to be as good as or better than the all-Wales average.

4.49 Improve post-16 at A\*-C measure to be as good as or better than the all-Wales average.

4.50 Close the gap in performance between eFSM and nFSM pupils at all phases and stages.

4.51 Improve the pace of progress in schools causing concern.

## **Challenge and support provided by CSC**

4.52 In 2018–2019, Bridgend Local Authority contributed £605,892 towards the core functions of CSC. In addition to its core costs, this has provided funding for 10 challenge advisers (3.55 full-time equivalent (FTE)) plus support from an Accelerated Progress Lead (0.15 FTE effective from September 2018) and a Senior Challenge Adviser (1 FTE).

4.53 Seven schools were inspected during 2018–2019

4.54 Of the seven schools inspected:

- one was asked to write an excellent practice case study;
- two schools were placed in a follow-up category of 'Estyn Review';
- no schools were identified as having important weaknesses that outweigh the strengths; and
- no school required 'special measures'.

4.55 Of the schools inspected in previous years, four schools remain in an Estyn follow-up category (ie two schools requiring 'special measures' and two in Estyn Review). This is a significant reduction from the eleven schools in September 2018.

4.56 Elected members will be aware that we use a categorisation process to identify the schools in need of support using both data and judgement of leadership and capacity to improve.

4.57 During 2018–2019, CSC continued to work closely on behalf of the local authority to monitor the progress of the schools in need. Of the 60 schools (ie 59 schools and the pupil referral unit) in Bridgend, 3 schools required a 'red' level of support and 4

schools required an 'amber' level of support. 31 schools required 'green' support and 22 required 'yellow' support.

- 4.58 Challenge advisers continue to have a relevant educational background and provide good-quality support and challenge to schools. They have continued to work well and in partnership with the local authority to provide effective monitoring, challenge, support and intervention where needed.
- 4.59 Challenge advisers have continued to commission bespoke support and intervention from the wider support teams within CSC. This was identified by Estyn during the local authority inspection of March 2019.
- 4.60 Provisional categorisation outcomes for 2019–2020 identify that improvement has been sustained and continues across the local authority within both the primary and secondary sector. The final categorisation outcomes will become public in spring 2020 following a national verification process.
- 4.61 36 schools, comprising of the primary and secondary sectors within Bridgend, have accessed professional development programmes provided by Hub schools across the region. 11 Bridgend schools involved in providing support as part of the school-to-school sharing effective practice also known as the Hub programme in 2018–2019 were:
- Professional Learning – Pencoed Primary School, Heronsbridge Special School and Ysgol Cynwyd Sant;
  - Foundation Phase Alliance – Cefn Glas Infants School and St Mary's and St Patrick's Catholic Primary School;
  - Welsh 2<sup>nd</sup> language – Afon-Y-Felin Primary School;
  - English and literacy – Bryntirion Comprehensive School, Pencoed Comprehensive School and Porthcawl Primary School; and
  - Lead Practitioners – Ysgol Gyfun Gymraeg Llangynwyd and Pencoed Comprehensive School.
- 4.62 The following schools were identified as Welsh Government Pioneer Schools for the development of Curriculum for Wales:
- Heronsbridge Special School;
  - Maesteg School;
  - Mynydd Cynffig Primary School;
  - Oldcastle Primary School;
  - Pencoed Comprehensive School;
  - Porthcawl Comprehensive School;
  - St Mary's Catholic Primary School; and
  - Ysgol Cynwyd Sant.



- 4.63 Nearly all Bridgend schools have been involved in cross-regional School Improvement Group (SIG) working.
- 4.64 During 2018–2019, SIGs, including nearly all Bridgend schools, have focused on the new curriculum, Welsh Baccalaureate, five A\*/A, foundation phase, self-evaluation, literacy, numeracy, teaching and pedagogy, pupil voice, leadership, ICT and Digital Competence Framework (DCF), assessment, science, wellbeing and closing the gap. SIGs are reviewed annually and have to provide an impact report against their priorities twice a year in order to be funded.
- 4.65 CSC has invested heavily in leadership provision in the 2018–2019 year. For Bridgend schools, this has included opportunities to support another school with leadership capacity, leadership of school-to-school provision and direct leadership programmes. Of these:
- two headteachers have undertaken the New to Headship Programme;
  - four senior leaders have completed the Aspiring Headteacher Pilot Programme;
  - one deputy headteacher has completed the Improved Leadership Skills for Deputy Headteachers Programme; and
  - eight have successfully completed the National Professional Qualification for Headteachers (NPQH) qualification.
- 4.66 Seven teaching assistants completed the Higher Level Teaching Assistant Qualification, and a further 20 completed the Aspiring Higher Level Teaching Assistant programme.
- 4.67 Support for schools is prioritised following a strategic analysis of regional needs. This is reviewed on a termly basis as information and priorities emerge.
- 4.68 Schools receive intensive support for core subjects as agreed with each school's challenge adviser, and progress is fed back to school through a strategic evaluation for improvement statement and to the local authority director in the termly performance report.
- 4.69 GCSE foundation subject qualifications are supported through Lead Practitioner networks, which provide opportunities for schools to collaborate on joint practice development and share effective strategies and resources.
- 4.70 CSC aligns Hub school programmes to support regional needs and they broker professional learning opportunities for schools requiring improvement across the regional professional learning offer.

- 4.71 Intensive school-to-school support is facilitated through requests for additional capacity funding from Hub schools and lead practitioners to support targeted improvement activities in more vulnerable schools.
- 4.72 All red and amber support schools have a bespoke package, recorded within a support plan. Key improvement objectives are identified, and regular school improvement forums are held to judge the impact of the support in enabling the school to meet its objectives.
- 4.73 A judgement is made on the extent of the progress the schools have made in meeting each objective. This information is provided to directors in termly progress reports.
- 4.74 Each term, CSC prepares a detailed report for directors and then meets with them to discuss the aspects of the report that they select. The report contains a detailed breakdown of the support provided within the previous term.
- 4.75 CSC continues to take a lead role in the development of the Curriculum for Wales; working with Pioneer Schools, Welsh Government and in partnership with the other regional consortia across Wales. The work has included:
- Supporting the regional Pioneer Network to share approaches through regular meetings and events to facilitate broader knowledge of the reform programme;
  - Visiting all Pioneer Schools to monitor compliance with their core brief and overall value for money against the grant;
  - Facilitating regional dissemination from Pioneer School practitioners to all partner (non-pioneer) schools, 'Creating the climate for change';
  - Funding release time for Curriculum for Wales leads in all partner schools to engage;
  - Supporting innovation in networks of schools to work collaboratively in support of curriculum reform. Over 150 schools have benefited from additional bespoke project funding;
  - Providing and collating key information and resources for all schools to begin to consider the implications of reform;
  - Supporting the identification and appointment of additional contributing schools to support the development of areas of learning experiences (AoLE) frameworks;
  - Integrating Curriculum for Wales priorities into nearly all Hub programmes;
  - Prioritising the development of digital learning and the integration of the DCF across the curriculum through Curriculum Hub programmes, lead practitioner sessions, network meetings and teach meets;
  - Coordinating the work of the Professional Learning Pioneers to undertake professional inquiry to test the emerging AoLE frameworks in association with Higher Education Institute (HEI) partners;
  - Designing an online readiness tool which supports school self-evaluation of actions and activities to support reform;

- Analysing regional support priorities emerging from the completion of the readiness tool;
- Supporting challenge adviser understanding of reform through routine updates and providing a summary of key features of 'readiness' to support their school visits;
- Refining the professional learning offer to support all schools' readiness;
- Facilitating 'change management' masterclass sessions for headteachers. 150 senior leaders across the region have benefited from professional input from Agile Change Management Ltd;
- Sharing a series of training presentations for use within all schools to disseminate key messages to all staff and providing bespoke support for school Curriculum for Wales leads;
- Sharing a 'menu of support' to raise awareness of professional learning opportunities for practitioners across the region;
- Facilitating opportunities for key message updates to headteachers at regional briefing sessions;
- Supporting middle-leader engagement in curriculum reform through termly subject-level network meetings;
- Producing a summary to update school governing bodies, including an overview of suggested questions for governors;
- Supporting a cross-regional working group to shape consistent priorities across Wales aligning to the National Approach for Professional Learning;

4.76 During the course of 2018–2019, 105 governors attended mandatory training held at various locations around Bridgend.

### **Additional support requested through the Local Authority Annex**

4.77 In 2018–2019, additional funding was provided to support Bridgend specific priorities via the Local Authority Annex. The funding allocated was £19,449.

4.78 In 2018–2019, the funding was used to fund activities as part of the Bridgend Festival of Learning.

4.79 Stakeholders commented on the success of the Festival of Learning during the local authority Estyn inspection in March 2019.

## **5. Effect upon policy framework and procedure rules**

5.1 There is no effect upon the policy framework or procedure rules.

## **6. Equality Impact Assessment**

6.1 There are no equality implications directly attached to this report.

## **7. Well-being of Future Generations (Wales) Act 2015 Assessment**

7.1 The Well-being of Future Generations (Wales) Act 2015 Assessment provides a comprehensive summary of the outcomes expected from the implementation of the service.

Long-term	Supports the improvement of standards and outcomes in schools.
Prevention	Monitoring school performance allows the local authority to identify trends over time and to identify areas of good practice to be shared to help raise standards and to identify areas for school development via consortia and local authority support as well as through the refinement of school improvement plans, helping to ensure that recommendations identified are addressed and acted upon to secure school improvement, preventing standards from slipping.
Integration	Monitoring and acting upon the overall school performance report is key to ensuring that outcomes for schools are achieved thus helping to support a successful economy.
Collaboration	The local authority works closely with schools, Estyn and with the Central South Consortium (CSC) to deliver the well-being objectives related to school improvement. The local authority receives the overall data reports from CSC and from Welsh Government and this informs the work conducted by CSC to deliver the support for school improvement services.
Involvement	This area of work involves all stakeholders in school improvement. The local authority works closely with CSC to identify strategic areas for improvement and on how best to support schools. Schools work closely with Challenge Advisers from CSC to refine their improvement plans or post-inspection action plans and to identify strategic support from the local authority, CSC and elsewhere (as required) reflecting the diversity of stakeholders involved in aspects of school improvement.

## **8. Financial Implications**

8.1 There are no financial implications directly associated with this report.

## **9. Recommendation**

9.1 It is recommended that the committee:

- Notes the contents of the report; and
- provides comments in respect of the report.

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