

BRIDGEND COUNTY BOROUGH COUNCIL**REPORT TO OVERVIEW AND SCRUTINY****28th APRIL 2014****REPORT OF THE CORPORATE DIRECTOR – CHILDREN****LOCAL AUTHORITY AND SCHOOL PERFORMANCE 2013****1. Purpose of Report**

- 1.1 The purpose of this report is to inform committee of overall school performance at the end of Foundation Phase and key stages (KS) 2-4 for the school year 2012-13, final data on which is now available. It covers the following key issues:
- trends and current performance at the end of Foundation Phase (7 year olds) and National Curriculum (NC) assessments at KS2-3 (11 and 14 year olds) and KS4 (16 year olds);
 - results from the national reading and numeracy tests;
 - performance of vulnerable groups including those pupils entitled to free school meals;
 - comparisons with Welsh averages and other LAs;
 - the outcomes of Estyn school inspection reports within the current inspection cycle;
 - the Welsh Government (WG) School Standards Unit's (SSU) 'banding' of secondary schools;
 - comparisons at KS4 with Central South Consortium (CSC) trajectories;
 - category of school effectiveness based on Central South Consortium's challenge and support framework: and
 - school attendance and exclusions.
- 1.2 Data on school performance for post-16 students currently provides a much less reliable basis for valid comparisons than that for those pre-16, as it is based on examination entry rather than whole cohorts of students. It is not included here for that reason and because, through the post-16 collaborative arrangements within the Authority, increasing numbers of students are following courses with more than one provider.
- 1.3 The appendices to this report includes a glossary of terms (Appendix 1), list of statistical tables and charts (Appendix 8) that summarise current performance and trends over recent years.

2. Connection to Corporate Improvement Objectives / Other Corporate Priorities

- 2.1 Performance data on pupil attainment is an important measurement of progress in relation to the following corporate priorities and strands of the Corporate Improvement Plan:
- Creating Learning Communities; and
 - Children Today, Adults Tomorrow.
- 2.2 Performance data on pupil attainment is an important measurement of progress in relation to other Corporate and Directorate Priorities:
- Estyn Post Inspection Action Plan (PIAP)

3. Background

- 3.1 Bridgend is part of the Central South Wales Consortium, along with Cardiff, Merthyr Tydfil, Rhondda Cynon Taf and the Vale of Glamorgan Councils. Partner authorities submitted a robust business plan to Welsh Government in accordance with the recently launched National Model for School Improvement based on growing a sector-led improvement model. The reorganisation of school improvement services will have implications for the way in which authorities work with schools on the improvement of their performance. Working in partnership with the consortia there will be an increased focus on schools' use of data, their tracking of individual pupils and cohorts and an increase in the level of challenge to related improvement targets, greater targeting of support at schools in the greatest need and growing a sector-led model within a system of clear local authority accountability.
- 3.2 Attainment in Bridgend schools at the end of the school year 2012-13 was just below the average for Wales at the end of the Foundation Phase, below the Welsh averages at KS2 and KS3 and just above the Welsh average at KS4. This level of performance needs to be considered in the context of the socio-economic profile of the County Borough: the percentage of pupils in Bridgend entitled to free school meals (FSM), which is commonly used as a proxy indicator for disadvantage, is on the most recent figures slightly higher at 21%, than the Welsh average of 19.4%. Bridgend is the 15th most deprived of the 22 local authorities.
- 3.3 Performance in all the main indicators compared with the 'expected' position is summarised and shows that three indicators are above the 'expected' position, and ten indicators are below 'expected' (see Appendix 2).
- 3.4 At the end of the Foundation Phase attainment is expressed as outcomes against each area of learning in the assessment framework, the expected outcome being 5. At KS2-3 attainment is assessed against the eight levels of the NC framework, with level 4 representing the 'expected' level at the end of KS2, and level 5 for KS3. The judgement recorded is a Teacher Assessment based on 'best fit' against NC level descriptions. Although fairly extensive local 'moderation' procedures at KS2 have been supported by the Council and a national moderation scheme administered by the WJEC has been introduced at KS3, reservations remain concerning the reliability and accuracy of NC assessment reporting across all schools and authorities. This is important as the levels awarded are used as baseline indicators for expected pupil progress and school performance.
- 3.5 New national reading and numeracy tests took place in the summer of 2013 for Years 2-9 inclusive (7-14 year olds).

Overall outcomes in Bridgend's schools in standardised scores of 85+ in reading (English) are close to the normal distribution and Welsh average, in reading (Cymraeg) well above the Welsh average and marginally below the Welsh average in numeracy (see Appendix 3). Bryntirion Infants and Coleg Cymenedol Y Dderwen have been identified by the Welsh Government in its recent stocktake of performance across the region as negative outliers (well below other schools in Wales) in terms of performance in numeracy.

- 3.6 Compared with other local authorities Bridgend scores above its 'expected' position in both reading and numeracy.

Bridgend Rank Position

	% >85	% >115
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Reading Test	12 th	11 th
Numeracy Test	12 th	14 th

- 3.7 Schools continue to use the Basic and Key Skills Builder (BKSB) package, licensed until 2017, which diagnostically tests learners at an appropriate level against their functional skills in English and mathematics, and tracks each individual's progress so that appropriate intervention can be provided. Outcomes from initial BKSB testing indicate a normal distribution across the authority for both English and mathematics. At consortium level support for schools is focused around the Welsh Government national programme for literacy and numeracy through the implementation of the Literacy and Numeracy Framework (LNF). To improve further, identified Bridgend schools are being challenged to set more demanding targets and are delivering a range of support intervention programmes e.g. Big Maths. In addition, all schools work in their clusters with a National Support Programme Partner.
- 3.8 In 2009, the Welsh Government introduced a very comprehensive data package for individual schools. These are the 'All Wales Core Data Sets' and cover each key stage. These data sets are extremely detailed and provide schools and LAs with a wealth of analyses that they can use to identify strengths and areas for development. A particular feature is that each school in Wales has been placed within a 'family' of named, similar schools across the country, with whom they can compare performance and trends. These families of schools, which vary in size between ten and fifteen schools, are determined by a combination of factors, taking account of socio-economic factors, ethnicity, language and special educational needs. Many of the Authority's schools have made contact with schools within these 'families' elsewhere in Wales, to compare performance and share successful improvement strategies. In addition, in its pursuit of developing school- to - school support, the Consortium is facilitating the development of School Improvement Groups that place all schools with others from across the region. These will be led by those headteachers who have demonstrated good leadership skills and practice that have impacted on standards.
- 3.9 The Core Data Sets and the family groupings of schools, together with the full range of other comparative data and other information, such as inspection outcomes and the banding of schools, play an important role in the implementation of the National Model for School Improvement and in particular in the work of system leaders who from September 2012 operate within a national framework in monitoring the performance of schools, challenging them to improve and brokering support. The consortium's framework for challenge, support, monitoring and intervention, categorises schools in a scale from A to D based on outcomes, leadership and quality of teaching.

4. Current situation

Foundation Phase

- 4.1 At the end of the Foundation Phase, performance in Language, literacy and communication skills (LLC), Mathematical Development (MD) and Personal and Social Development, Well-being and Cultural diversity (PSD) in 2013 put the Authority in a position at or slightly below the average for Wales in each indicator at outcome 5 apart from Cymraeg. Attainment in LLC, MD and PSD is slightly lower than the previous year with 82.3% of pupils attaining the End of Foundation Phase Indicator compared with the national average of 82.96%. This is an increase from the previous year, due mainly to the performance in PSD. At outcome 6 performance was below the Welsh averages in each indicator although performance increased from the previous year. In relation to other local authorities, Bridgend performed

below its 'expected' position in PSD, above in LLC and at the 'expected' position in MD (Tables 2i and 2ii). The performance of the relatively small cohort assessed in Welsh first language has been consistently strong in recent years and 2013 performance is well above the Welsh average in LLC (Cymraeg).

The difference between boys' and girls' performance against the Foundation Phase indicator in Bridgend is greater than the difference nationally by about 2% which could be explained by cohort balance and with only two years of data for the newly established Foundation Phase this is difficult to comment upon. This is one of the focus areas for schools and their system leaders.

47% of schools in the authority are in the top two benchmark quarters for performance in the FPOI, a decrease from the previous year of 5% points.

Pupils in receipt of free school meals (FSM) performed around the Welsh average in the FPOI but well below that of non-FSM pupils by up to 16% points. The gap has increased slightly in Bridgend since 2012 compared with Wales where the gap has remained about the same. This remains an area of focus.

- 4.2 Reading and numeracy test data for year 2 indicates that pupils' achieving standardised scores of 85+ is generally positive for reading, particularly in Cymraeg, and follows the normal or expected pattern for numeracy.

KS2

- 4.3 At KS2, performance in 2013 against the core subject indicator (CSI- English/Welsh, mathematics and science in combination) in the County Borough improved on the previous year but remains 2% points below the national average. Performance in English improved but it is below the national average by 1% point. In Welsh there was an increase from the previous year with attainment well above the national average. Performance in mathematics and science increased but are both below the Welsh average. (Table 2 (iii)).

Although the fall in performance is slight, Bridgend's ranking against other Welsh authorities on the CSI fell from sixth position in 2011, to twentieth in 2012 with a recovery to eighteenth position in 2013. It remains below the 'expected' position of fifteenth largely due to low performance in science compared to English and mathematics possibly due to the emphasis on literacy and numeracy in line with Welsh Government policy and possibly due to a lack of confidence in the teaching of science.

- 4.4 Although there is as yet no national system to moderate Teacher Assessment at school or local authority level at the end of KS2, schools in this Authority work in their cluster of schools to support increased reliability, consistency and accuracy in KS2 assessment, using 'live' examples of pupils' work to achieve greater standardisation of judgements. Within cluster groupings, secondary schools have also contributed to this process, bringing a further perspective and level of moderation. It is to be hoped that across Central South Consortium, planned moderation in 2014 for English and Welsh first language, and mathematics will lead to greater validity and confidence in national and local comparisons.
- 4.5 Reading and numeracy test data indicates that at the end of year 6 standardised scores are generally positive with reading (English) being the highest performer and Cymraeg the lowest which although they are different measures, does not reflect the KS2 assessment outcomes of English and Cymraeg. Further analysis of this data alongside the current Curriculum and Assessment review is expected from Welsh Government this year.

- 4.6 As in previous years, boys' attainment at this key stage continues to lag behind that of girls, as it does across Wales, with differential attainment in literacy, as at other key stages, clearly being the main contributory factor. The consortium's strategy continues to emphasise teaching and learning strategies to improve boys' literacy.
- 4.7 Pupils in receipt of FSM in Bridgend perform below those who are not by 14% points which mirrors the gap across Wales, the rate of improvement in Bridgend being greater than across Wales.
- 4.8 Generally, the rate of improvement in KS2 attainment in Bridgend has been moderate.
- 4.9 Pupils' progress from KS1 to KS2 indicates that the percentage of pupils who make the expected two levels of progress in English is at the Welsh average whereas those making three levels is lower than the Welsh average. In Cymraeg the percentage making two levels of progress is well above the Welsh average and at the Welsh average for three levels of progress. In mathematics slightly fewer pupils make two and three levels of progress than across Wales. In science fewer pupils in Bridgend make two and three levels of progress than across Wales.

KS3

- 4.10 Following significant improvement in KS3 attainment in Bridgend in 2011, attainment stalled in 2012 with attainment below the national averages in all key indicators. In 2013 the KS3 CSI improved but remains three percentage points below the national average. The Authority's performance at the expected level remains below the Welsh average in English, Cymraeg, mathematics, and science. (Table 2 (iv)). Schools that have been in the lowest quarters for three years or more out of the past five include Cynffig, Porthcawl and Llangynwyd.
- 4.11 Performance in science is the strongest of the core subjects and English is the weakest. This is reflected nationally. Performance in reading, writing and mathematics in combination is below the national average by about two percentage points.
- 4.12 Data is also available on attainment in NC assessments in the 'non-core' subjects at KS3. The proportions of pupils achieving NC level 5 or above in each subject at the end of this key stage were lower than the Welsh averages by up to four percentage points in five out of the nine subjects.
- 4.13 Reading and numeracy test data indicates that in year 9 pupils performed in line with the normal distribution in reading and slightly better in numeracy.

KS4

- 4.14 KS4 performance in 2012 improved from the disappointing performance in the Authority of 2011 with further improvement in 2013 which is more or less in line with the improvement across Wales. Bridgend remains marginally below the Wales average overall. In interpreting percentage gains or falls, it may be helpful to consider what these mean in terms of actual numbers of pupils: one percent of the average cohort in Bridgend equates to approximately 15-16 pupils across all schools.
- 4.15 The proportion of pupils achieving the Level 2 Threshold' (five or more GCSEs at grades A*-C or equivalent qualifications) rose for the seventh year in succession and by six percentage points in 2013. The proportion achieving the Level 2 Threshold *including an A*-C GCSE pass in both English and mathematics*, which fell in 2011 to five percentage points below the Welsh average, improved in 2012 by 6% points to equal the Welsh

average and sees a slight improvement in 2013 of one percentage point to bring it close to the Wales average.(Table 2 (v)).

- 4.16 Across the Authority as a whole, there is a twenty percentage point gap between the proportion of pupils achieving the Level 2 Threshold and that achieving the Level 2 Threshold *inclusive of English and mathematics* in 2013 which is wider than the previous year. This gap is smaller to that nationally which stands at 25%. For schools, namely Cynffig, CCYD, Pencoed and Maesteg, it amounted to over twenty percentage points. The cause of this variation is, very clearly, the consequence of differentials in performance between subjects *within* individual schools.
- 4.17 Headteachers of the Authority's schools and the consortium have, where appropriate, taken action to focus support on pupils judged to be at the critical grade C/D borderline in English and mathematics particularly through both internal measures and external support from Education London and CSC Links programmes.
- 4.18 There was further improvement in the 'capped' wider points score (i.e. restricted to a volume of qualifications equaling eight GCSE courses) but this is below the Welsh average. There has been a decrease in the CSI from the previous year bringing it just above the Welsh average.
- 4.19 Performance at the Level 1 Threshold (five or more GCSE passes at grades A*-G or equivalent) was static up to 2011, but improved by 3% points in 2012 and has flat-lined in 2013 to equal the Welsh average.
- 4.20 Performance at GCSE grades A*-C in English fell from the previous year and are below the Wales average with Cymraeg slightly higher than the Wales average. There are further improvements in mathematics and science as there are nationally with mathematics below the Wales average and science well above. Science remains the strongest core subject being up to 20% points higher than the weakest core subject which is mathematics. This pattern is reflected nationally although the difference is greater in Bridgend.
- 4.21 Boys' performance was below that of the girls in all indicators as it is nationally.
- 4.22 The proportion of young people in Bridgend leaving full-time education with no qualification has fallen significantly over the past five years and is static at around 0.4%. Destination statistics for the 2013 cohort of pupils have yet to be published by Careers Wales. Draft figures for 2013 recently made available for management purposes, but not yet confirmed, suggest a significant improvement in this area. The NEETs Strategy developed by Bridgend's 14-19 Network has been key to ensuring that, in a difficult climate for youth employment, an increasing proportion of 16 year olds remain in education and training, and that there is continuing extension of a range of appropriate learning pathways available to young people in the area.
- 4.23 FSM pupils performed slightly better than was the case across Wales as a whole, while pupils not receiving FSM performed less well than elsewhere meaning that the gap has become wider from the previous year due to non-FSM pupils. Steps taken in the Authority and the consortium to reduce the link between disadvantage and low attainment may be making an impact and Bridgend's KS4 performance in 2013 may be due, at least in part, to improved attainment among some less 'advantaged' groups of pupils as a result of the focus on this particular cohort (see Appendix 4).

Value added comparisons

- 4.24 Four of the nine schools, YG Llangynwyd, Pencoed, Porthcawl and Cynffig Comprehensives show positive value-added from KS2 to KS4 in the level two inclusive indicator and only

two schools, Pencoed and YG Llangynwyd, in the capped point score (best 8 GCSE scores).

Target setting and tracking progress- all phases/key stages

- 4.25 The tracking of individual pupils' progress across the key stages, and the setting of improvement targets that are challenging but achievable, and that are built up from targets for individual pupils is one important key to overall improvement. Schools set and submit statutory end of key stage targets at cohort level for a three year period on an annual basis. The tables below consider those schools who in 2013 set targets that were significantly above actual performance (red) and those that set targets that were significantly below actual performance (blue), suggesting some insecurity or knowledge of using pupil level data in the target-setting process. This is a particular focus for system leaders in challenging schools to be secure in their processes and aspirational in their ambition (see Appendix 5).
- 4.26 Whilst there has been some movement across the key stages to setting more ambitious but realistic targets, there is still further work to be done in this area (Appendix 6). This is of particular note in key stages two and three where there appear to be less challenging targets set three years in advance. Additionally, there is limited read across between the core subjects and the CSI which suggests either a lack of understanding in how to use data to set targets or a lack of confidence in setting targets for pupils who are currently in years four and seven where there is less data available. Key stage four targets appear to be more aspirational with all targets set to be above the latest performance but still show a dip in the third year or flat-lining, and some way off the WG ambition of 65% level two inclusive of English and mathematics.
- 4.27 Bridgend made a major gain compared with other authorities in 2012 and has continued to improve in 2013 but was still some way off reaching its 2013 trajectory. All authorities including Bridgend have particularly challenging targets to reach in order to catch up with their trajectory for 2014 and meet the national ambition of 65% of pupils to gain the level 2 threshold inclusive.
- 4.28 In addition, secondary schools are asked to submit data to the consortium four times a year for Year 11 pupils in all the main indicators. This provides a basis for discussion with the system leader in terms of whether pupils are making appropriate rates of progress and if not what intervention can be put in place.
- 4.29 In order to secure greater consistency in approach across the five partner local authorities, the Central South Consortium has developed a common portal for the collection of targets which are approved by the system leader once they are seen as suitably challenging. Although a common pupil tracking system introduced in 2012 has been formally suspended across the consortium, elements of it have been adopted by many schools, particularly in the primary sector.

Estyn Inspection Outcomes

- 4.30 Fifty three percent (33 schools) of the Authority's schools have now been inspected and reported on within the current inspection cycle (since September 2010) and to date, 81% of judgements recorded against the various elements of that framework have been 'good', a further 7.5% 'excellent', 10.5% 'adequate' and none as 'unsatisfactory'. One of the features of the new inspection cycle in Wales has been the increased number of schools identified as requiring follow-up activity of some kind following inspection: either because of placement in a 'concern' category ('requiring significant improvement' or 'special measures'), or because they require Estyn or Local Authority monitoring. The most recently

quoted statistic from Estyn is that, across Wales, some half of primary and two thirds of secondary schools inspected require follow-up activity.

In Bridgend, the equivalent figure to date is around one third across both primary and secondary schools since September 2010. There are currently four schools that have been judged as 'adequate' on any one or more of the elements of the inspection framework and are receiving Estyn or Local Authority monitoring. These schools are Archbishop McGrath, Croesty Primary, West Park Primary and Pontycymer Nursery. Afon Y Felin Primary is identified as requiring significant improvement following its recent Estyn inspection. Schools on the current cycle that were previously in follow-up categories and have since been removed include Pencoed Comprehensive, Nantyffyllon, Brynmenyn, Maes Yr Haul, Ogmere Vale, Betws and Pil primaries.

- 4.31 Table 4 sets out the findings of all school inspections that have taken place in Bridgend under the current inspection cycle since September 2010 with the overall judgement for current performance and prospects for improvement and the individual judgement for each of the three key questions that relate to Outcomes, Teaching and Provision, and Leadership. The table indicates that Bridgend schools' inspection reports have been positive in the great majority of cases with twenty six judgements out of thirty three schools inspected as good or excellent for current performance, and twenty nine judgements of good or excellent for prospects for improvement. Six schools have been identified as having excellent practice in one or more areas and these include YGG Cwm Garw, Penybont Primary, Llangewyd Primary, Cynffig Comprehensive, Maesteg Comprehensive and Porthcawl Comprehensive.

Attendance

- 4.32 Attendance in secondary schools has improved in 2013 but is slightly below the Welsh average. Primary school attendance has slipped back from 2012 to a position below the Welsh average in 2013. Primary schools with falling rates for two years running include Garth, St Mary's Catholic and Ysgol Yr Ferch Yr Sger. Five of the nine secondary schools have an attendance rate by FSM that is above expected and include Archbishop McGrath, Pencoed, Bryntirion, Brynteg and Maesteg Comprehensives.

Appendix 7 provides further data on overall attendance rates in the Authority's schools from 2008-2013.

Exclusions

- 4.33 The rate of permanent exclusions/1000 pupils has fallen consistently in each year, although there was a slight rise in 2009-10 and again in 2012-13. Over the same period, the number of days lost to fixed term exclusions has fallen significantly, even given that during this time there has also been a slight fall in the number of secondary age pupils on roll. Permanent exclusions in the Autumn term 2013 have formed part of an ongoing case study investigation to raise awareness of issues related to exclusions and to assist with early identification and prevention in the future.

SSU Banding of secondary schools

- 4.34 The Welsh Government established its new School Standards Unit in early 2011. The role of this Unit is to provide a national perspective on standards of attainment, to support schools, authorities and the new regional consortia in securing continuing improvement and to increase accountability for this. Outcomes of the final 2011, 2012 and 2013 exercises for Bridgend schools are summarised in (Table 5).

- 4.35 The secondary school banding model uses four main *groups* of data. These concern performance in:
- Level 2 Threshold, including English and mathematics;
 - capped average points score;
 - English and mathematics separately; and
 - attendance.
- 4.36 The range of actual measures used within each group of data includes, where appropriate:
- 2013 (i.e. current year) performance;
 - 2013 performance set against schools' level of free school meal entitlement;
 - progress over two or three years, as available; and
 - contextual value added.
- 4.37 As with any model that seeks to bring a range of diverse data together within a single rating, outcomes are determined by the choice of indicators used. The banding model that has been finally adopted, therefore, gives particular emphasis to:
- performance in English and mathematics (which is consistent with the Welsh Government's identified priorities for education);
 - the current year's performance compared with that two years previously; and
 - the school's context, in terms of free school meal entitlement.
- 4.38 The emphasis on the performance of the immediate past cohort of pupils rather than, for example, a three-year rolling average, means that in some cases outcomes may be quite volatile from year to year. Within Bridgend, for instance, one school moved from a provisional Band 2 placement, based on 2010 data, to Band 5 in 2011. Conversely, a school in another authority moved from Band 5 to Band 1 on the basis of a single year's data. Schools that may have performed well in the two years prior to a fall in the current year will find that their banding placement is significantly affected.
- 4.39 Table 7 indicates the outcomes of the current banding of schools with five of the eight banded secondary schools dropping one position from the previous year, two improving by one position and one school improving by two positions. The overall decrease in position across the LA from the previous year is largely due to underperformance in the level two threshold including English and mathematics in Archbishop McGrath, YDderwen, Cynffig and Maesteg, the Capped Point Score in Archbishop McGrath, Bryntirion, YDderwen, Cynffig, Pencoed and Porthcawl, and relatively low attendance in Cynffig and Porthcawl.

The senior leadership teams of schools currently at the lower end of the band range have a clear understanding of what needs to be done and each has identified, as part of their school improvement planning processes, appropriate action plans and strategies to improve their banding positions rapidly. The targeting of pupils at the C/D borderline is one common feature in such plans. Another is the provision of additional support and revision sessions, as well as measures such as the introduction of additional teaching groups in English and mathematics in Year 11. The targets set by these schools for 2014 should result in improved attainment and attendance if met.

Criteria for the categorisation of schools' effectiveness

- 4.40 The extent to which each school has a robust, self-critical and accurate view of its strengths and areas for improvement is fundamental to the categorisation process. Equally important is the school's capacity to improve. As part of the CSC Framework for Challenge the system leader will validate the school's self evaluation and agree the appropriate category based on all the evidence available.

Schools are placed into one of four categories:

A: High performing school with many examples of good practice and potential sector-leading practice-not requiring additional support.

B: School with good performance with some areas requiring improvement- may require some external support.

C: School with variable performance in a range of indicators or over time, needing improvement in a number of important areas- requires sustained additional support

D: Underperforming school with significant weaknesses across a wide range of areas- requires intensive additional support.

These categories define a view of the current performance of the school and its likely prospects for improvement, together with the level of support and challenge the school can expect. Other risk factors which may be referred to alongside these criteria as potential indicators of concern include: School review indicates it is failing or likely to fail to provide a satisfactory quality of education or is identified when Estyn judges a school to require a monitoring revisit, significant improvement or be subject to special measures; a major, unpredictable event from which the school is unable to recover without intervention and support. For example, schools facing major fundamental difficulties or any vulnerability due to school organisation, fire, natural disaster or loss of headteacher; school has been served with a formal warning notice to improve and any or all of the following LA powers have been implemented: school directed to enter into arrangements, suspension of delegated budget; appointment of additional governors or replacement of governing body with Interim Executive Board; consideration of closure; involvement of Welsh ministers; school with a significant deficit budget or budget surplus in excess of 5% and no plans in place for expenditure; sickness absence levels above local average; high turnover of staff (more than 10%) over more than a two-year period; high level of unfilled vacancies; persistent high level of governing body vacancies – more than 20%.

- 4.41 A summary of the numbers of schools in each category can be seen below. The Welsh Government is currently working on a national model of categorisation for September 2104 in its pursuit of consistency across all regions which is largely based on similar indicators used in the CSC model. A full list of schools and their categories of support can be seen in (Appendix 8: Table 6).

5. Effect upon Policy Framework & Procedure Rules

- 5.1 The content of this report has no effect upon policy and procedure rules.

6. Equality Impact Assessment

- 6.1 Although the content of this report does not impact directly on the Council's exercising of its equalities duties, it does provide commentary on the relative performance of some disadvantaged or potentially vulnerable groups of pupils and on the respective attainment of boys and girls.

7 Financial Implications

- 7.1 There are no financial implications arising from this report.

8. Recommendations

- 8.1 It is recommended that the Cabinet:

- (a) notes the summary of 2013 school performance set out in this report and its appendix;
- (b) receives further reports, concerning,
 - i. progress in school' performance in 2014,
 - ii. progress in pupil tracking, target-setting and literacy and numeracy initiatives,
 - iii. progress made by potentially vulnerable groups of pupils.
- (c) Receives further reports concerning the Post Inspection Action Plan with regard to the recommendations 1, 2 and 4 relating to standards, attendance and 4 training for elected members respectively.

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Appendices

Appendix 1

Glossary of Terms

The Foundation Phase

This replaces KS1 and covers pupils aged 3-7 (nursery, reception years 1 (Y1) and Y2).

Key Stages

KS2

Years 3 – 6 of primary schools, pupils aged 7 – 11

KS3

Years 7 – 9 of secondary schools, pupils aged 11 – 14

KS4

Years 10 – 11 of secondary schools, pupils aged 14 – 16

Post 16

Years 12 and 13

Pupils are assessed through the Foundation Phases outcomes at the end of Y2, the National Curriculum assessments (teachers' assessments) at the end of KS2 and KS3, GCSE, vocational qualifications and the Welsh Baccalaureate at KS4, A/S and A level and the Welsh Baccalaureate post 16.

Core subjects

In the National Curriculum, the core subjects are, in English-medium schools, English, mathematics and science. In Welsh-medium schools there is an additional core subject of Welsh (first language).

Expected Levels of Attainment

There are expected levels of attainment that the majority of children will reach at the end of key stages 1, 2 and 3. They are:

Foundation Phase: outcome 5 or better

Key stage 2: level 4 or better

Key Stage 3: level 5 or better.

Core Subject Indicator

The core subject indicator is the percentage of pupils achieving the expected level of attainment in each of the core subjects in combination. In the Foundation Phase the Foundation Phase Indicator is the percentage of pupils achieving the expected outcomes in each of language, literacy and communication – English or Welsh, mathematical development and personal, social cultural diversity and well-being development.

Threshold Indicators

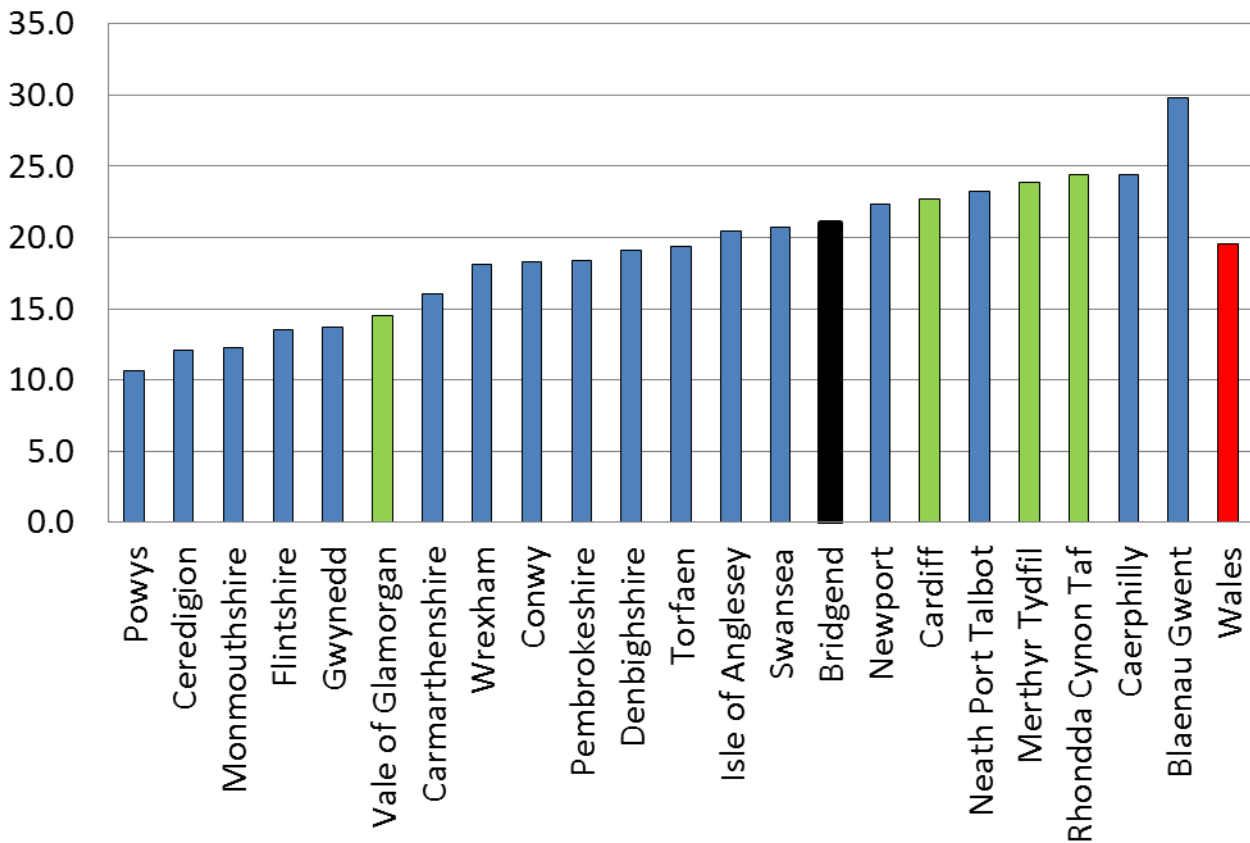
The level 2 threshold indicator including English or Welsh and mathematics replaced 5 grades A*-C including these subjects, the level 2 threshold replaces 5 grades A*-C and the level 1 threshold indicator 5 grades A*-G. The threshold indicators include all approved qualifications not just GCSE that are the equivalent of: level 1: grades D-G; level 2: grades A*-C.

Average Capped Wider Points Score

The calculation is based on the eight best GCSE grade/ approved vocational courses per pupil.

Appendix 2

Local Authority Ranked by FSM (2013)



Summary

Bridgend FSM	15th
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FPh	PSD	LLC En	LLC Cy	MDT	FPOI
Bridgend	20	13	2	15	14

KS2	English	Cymraeg	Maths	Science	CSI
Bridgend	17	3	17	19	18

KS3	English	Cymraeg	Maths	Science	CSI
Bridgend	16	17	16	18	18

KS4	L1Th	L2Th	L2EWM	CSI	CPS
Bridgend	14	20	13	9	20

KS5	L3Th	AWPS
Bridgend	16	16

Green: Above expected position
 Yellow: At expected position
 Amber: Below expected positions

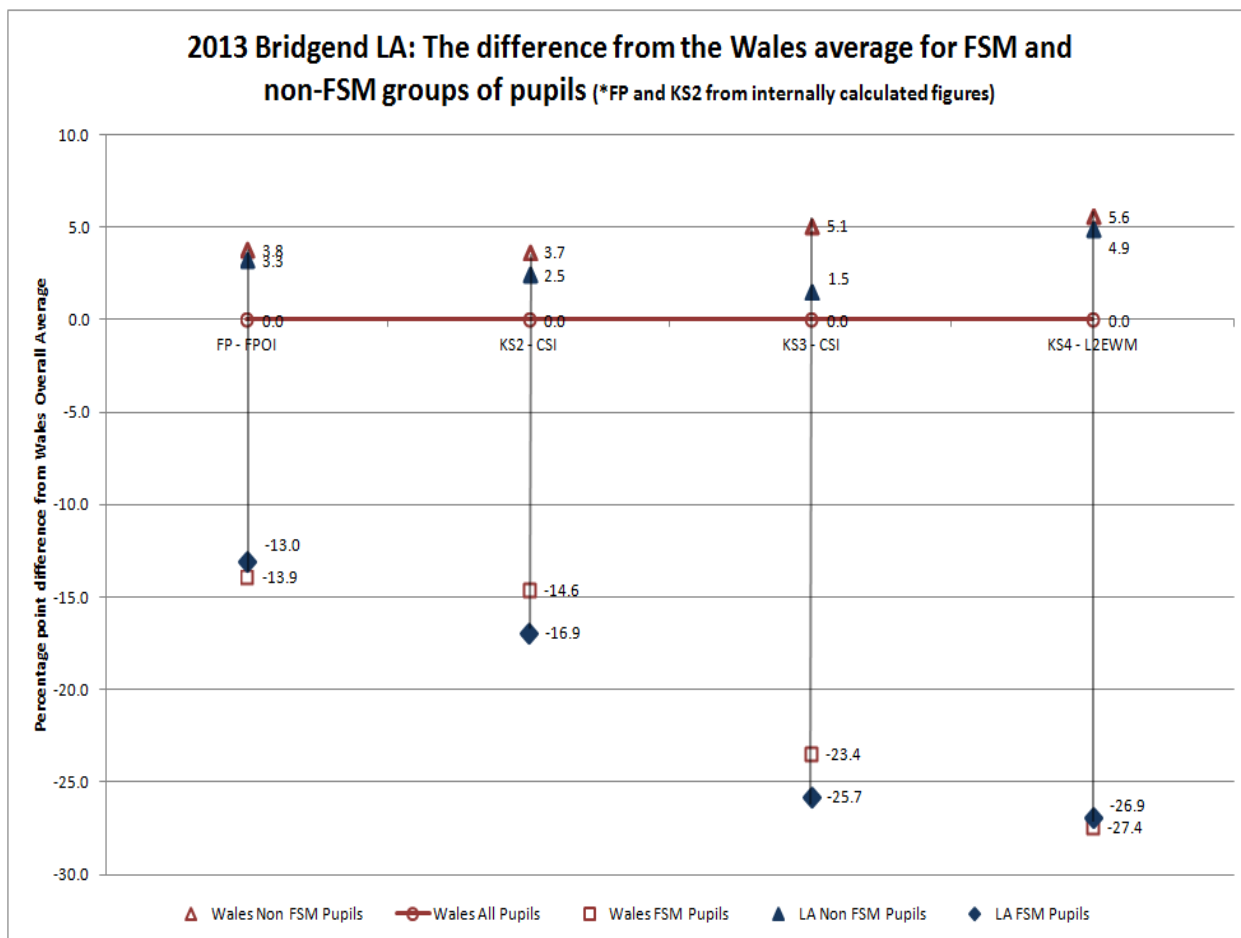
Appendix 3**National Reading and Numeracy Test Analysis in Percentage**

Year	English			Cymraeg			Numeracy		
	<85	85-115	>115	<85	85-115	>115	<85	85-115	>115
2	10.0	54.3	35.7	1.5	47.4	51.1	16.7	68.3	15.0
6	12.0	57.4	30.6	22.0	49.5	28.6	17.6	69.0	13.4
7	21.5	63.9	14.6	17.5	73.3	9.2	17.0	70.9	12.1
9	19.6	62.4	18.0	17.9	71.4	10.7	17.7	68.4	13.9
All Years	14.7	59.6	25.7	10.2	63.3	26.5	16.4	68.9	14.7

Appendix 4

Free School Meals

SchoolName	e-FSM 2010	e-FSM 2013	e-FSM progress	non-FSM 2010	non-FSM 2013	non-FSM progress	FSM progress higher?
Cynffig Comprehensive School	37.9	30.3	-7.6	61.3	48.3	-13.0	Yes
Bryntirion Comprehensive School	20.8	26.1	5.3	55.3	61.2	5.9	No
Maesteg School	22.0	25.7	3.7	48.2	48.6	0.4	Yes
Pencoed Comprehensive School	16.7	50.0	33.3	45.1	61.0	15.9	Yes
Brynteg School	30.8	31.3	0.5	63.8	68.1	4.4	No
Porthcawl Comprehensive School	16.7	35.7	19.0	62.7	73.7	10.9	Yes
Coleg Cymunedol Y Dderwen	16.7	11.9	-4.7	40.6	35.3	-5.3	Yes
Archbishop McGrath Catholic School	20.0	38.1	18.1	56.1	50.0	-6.1	Yes



Appendix 5

Targets v Actuals**Key Stage 2**

English (2013)			
School (47)	Tar	Act	% Diff
Bryntirion Junior (closed)	92.3	75.0	-17.3
Caerau Primary	60.4	75.0	14.6
Ffaldau Primary	72.4	81.3	8.8
Nottage Primary	87.3	96.4	9.1
Betws Primary	88.0	80.8	-7.2
Garth Primary	67.9	79.3	11.5
Ysgol Y Ferch O'r Sger	66.7	100.0	33.3

Welsh (2013)			
School	Tar	Act	% Diff
Ysgol Y Ferch O'r Sger	81.5	96.3	14.8

Key Stage 2

Mathematics (2013)			
School	Tar	Act	% Diff
Bryntirion Junior	92.3	83.3	-9.0
Caerau Primary	62.5	75.0	12.5
Ysgol Cynwyd Sant	88.9	96.0	7.1
Tondu Primary	100.0	87.5	-12.5
Garth Primary	71.4	86.2	14.8
Ysgol Y Ferch O'r Sger	88.9	100.0	11.1
Coychurch Primary	90.9	100.0	9.1
Cornelli Primary	63.6	77.4	13.8
Llangynwyd Primary	23.5	56.3	32.7
Tynyrheol Primary	77.8	100.0	22.2

Key Stage 3

English (2013)			
School (9)	Tar	Act	% Diff
YG Llangynwyd	80.1	88.2	8.1
Porthcawl	81.0	87.2	6.2
Pencoed	80.3	85.5	5.1

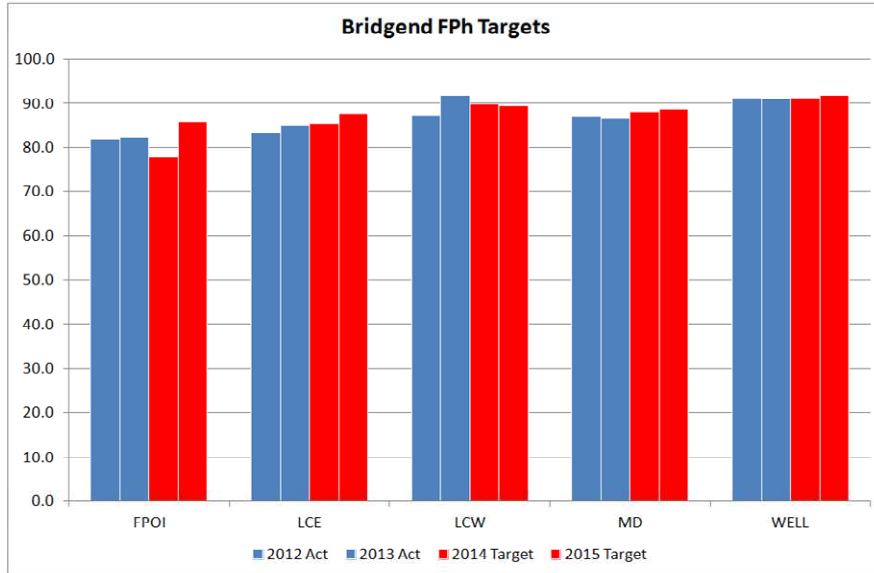
Mathematics (2013)			
School	Tar	Act	% Diff
YG Llangynwyd	82.1	89.5	7.4
Porthcawl	83.9	88.8	4.9
Pencoed	82.9	95.2	12.3
Maesteg	78.1	83.7	5.5

Key Stage 4

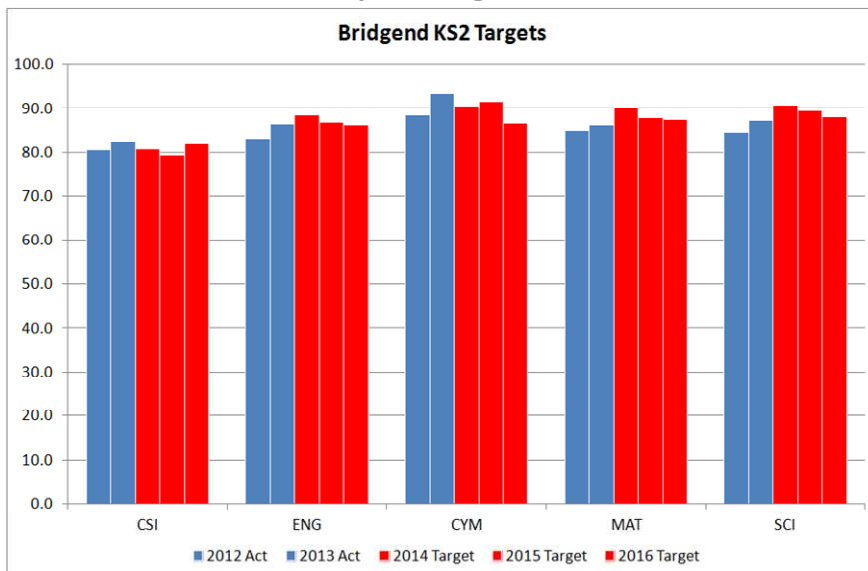
Level 2 Threshold inclusive of English/Welsh and mathematics (2013)			
School	Target	Actual	% Diff
YG Llangynwyd	52.0	61.7	9.6
Pencoed	54.8	59.9	5.1
Arch McGrath	55.3	47.9	-7.4
CCYD	36.8	29.2	-7.6

Three year targets

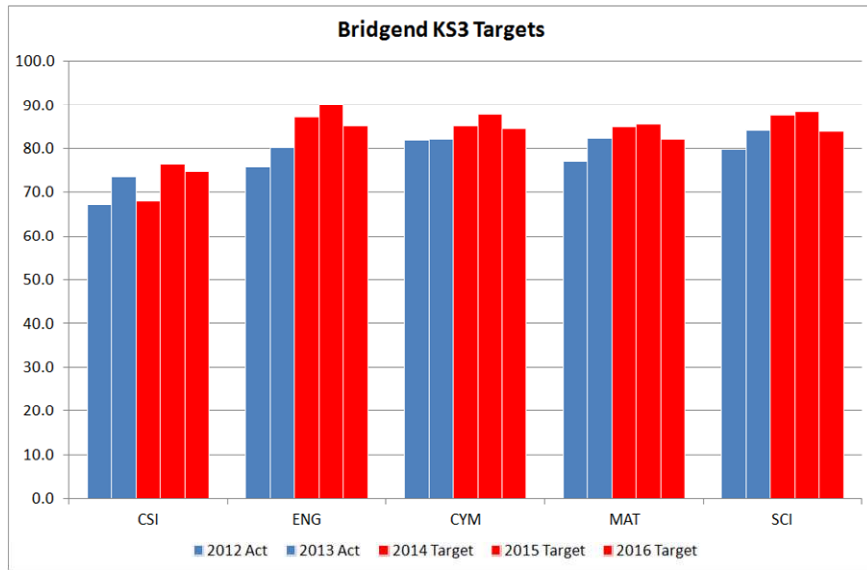
Foundation Phase



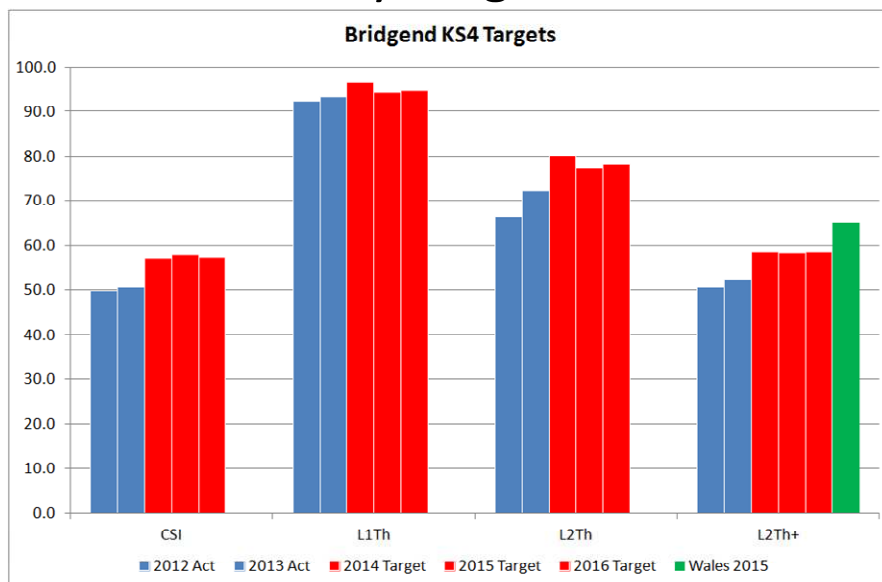
Key Stage 2



Key Stage 3

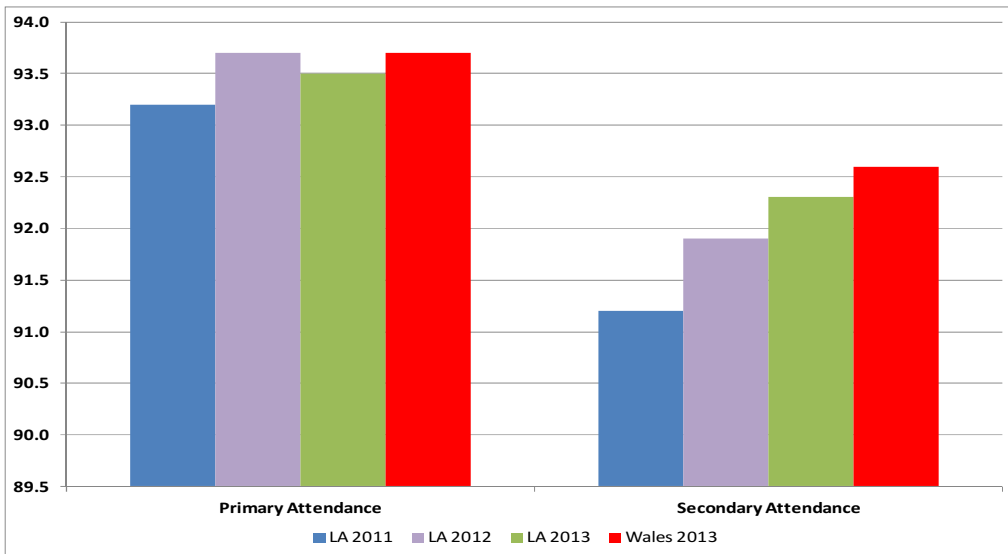


Key Stage 4



Appendix 7

Attendance



Appendix 8**LA and School Performance 2013**

TABLE 1: KS1-4 performance against key indicators 2005-13

TABLE 2(i): KS1 trends 2005-11

- (a) English
- (b) Cymraeg
- (c) Mathematics
- (d) Science
- (e) Foundation Phase 2012

TABLE 2(ii): Foundation Phase 2012-13

- (a) Personal and social development, well-being and cultural diversity
- (b) Language, literacy and communication skills – English
- (c) Language, literacy and communication skills – Cymraeg
- (d) Mathematical development

TABLE 2(iii): KS2 trends 2005-13

- (a) English
- (b) Cymraeg
- (c) Mathematics
- (d) Science

TABLE 2(iv): KS3 trends 2005-13

- (a) English
- (c) Mathematics
- (d) Science

TABLE 2(v): KS4 trends 2005-13

- (a) 5+ GCSEs A*-C / Level 2 threshold
- (b) Level 2 Threshold including English and maths
- (c) 5+ GCSEs A*-G / Level 1 Threshold
- (d) Average wider points score per pupil
- (e) KS4 core subject indicator
- (f) English GCSE A*-C
- (g) Mathematics GCSE A*-C
- (h) Science GCSE A*-C

TABLE 3: Outcomes in Bridgend on key indicators at KS4 compared against CSC trajectories, and with the other four Local Authorities within Central South Consortium.

TABLE 4: Estyn school inspection judgements: Sept 2010 – Dec 2013

TABLE 5: Welsh Government School Standards Unit Secondary School Banding 2010 to 2013.

TABLE 6: School categorization summary

TABLE 7: School categorization 2013 –full detail

TABLE 1: KS1-4 performance against key indicators 2004-13

	2005		2006		2007		2008		2009		2010		2011		2012		2013			
	BCBC	Wales	BCBC	Wales	BCBC	Wales	BCBC	Wales	BCBC	Wales	BCBC	Wales	BCBC	Wales	BCBC	Wales	BCBC	Wales		
Key Stage 1 (% NC level 2 or above)																				
EN (TA)	87	84	86	83	83	82	82	82	83	83	83	83	85	84						
CY (T/TA)	91	90	84	89	91	89	90	89	95	90	94	90	94	91						
MA (T/TA)	89	87	90	87	88	87	86	87	86	87	87	88	89	88						
SC (TA)	91	89	92	89	90	89	89	90	91	90	90	90	91	90						
CSI	84	81	84	81	82	80	81	81	81	81	81	82	84	83						
CSI B/G	-7	-9	-7	-9	-7	-8	-7	-8	-13	-8	-9	-8	-11	-8						
Foundation Phase (% outcome 5 or above)																				
FPI																	82	81	82	83
PSD																	91	91	91	93
LCE																	83	83	85	85
LCW																	87	86	92	87
MDT																	87	87	87	87
FPI B/G																	-9	-10	-6	-8
Key Stage 2 (% NC level 4 or above)																				
EN (T/TA)	79	79	77	79	80	79	81	80	81	81	81	82	82	83	83	85	86	87		
CY (T/TA)	82	76	78	76	79	73	81	77	87	80	86	81	94	82	89	84	93	87		
MA (T/TA)	80	79	80	81	83	80	83	81	85	83	83	83	82	85	85	87	86	88		
SC (T/TA)	87	86	86	86	86	85	87	86	89	86	85	86	84	87	85	89	87	90		
CSI	75	74	73	74	76	74	77	76	79	77	78	78	77	80	81	83	83	84		
CSI B/G	-10	-8	-7	-9	-10	-8	-9	-8	-5	-9	-8	-8	-7	-8	-6	-7	-9	-6		
Key Stage 3 (% NC level 5 or above)																				
EN (T/TA)	68/69	66/67	68	68	71	69	69	70	68	71	72	73	75	76	76	79	80	83		
CY (T/TA)													75	81	82	84	82	88		
MA (T/TA)	72/74	71/73	69	72	73	70	71	73	71	74	73	76	77	78	77	81	82	84		
SC (T/TA)	73/75	71/72	76	73	70	71	73	74	72	76	74	77	80	83	80	84	84	87		
CSI	59/61	57/58	58	58	58	57	58	60	59	61	60	64	67	68	67	73	74	77		
CSI B/G	-9	-9	-4	-10	-13	-9	-11	-10	-8	-10	-11	-10	-12	-10	-10	-11	-9	-10		
Key Stage 4 (% of cohort)																				
Level 2 Threshold					54*	55*	56	58	60	61	61	64	63	67	66	73	72	78		
L2 inc En / Ma							43	46	45	47	48	49	45	50	51	51	52	53		
5+A*-C	51	52	51	53	53	54	54	56	55	57										
Level 1 Threshold					87*	86*	87	87	88	88	89	90	89	90	92	92	93	93		

Ave wider points			329	335	344	344	359	356	373	379	371	394	389	423	425	465	442	501
Capped points											297	305	300	310	313	324	322	333
CSI	37	38	39	39	40	40	42	44	44	46	48	48	45	49	50	49	51	49
CSI B/G	-6	-6	-9	-7	-5	-5	-5	-7	-10	-8	-6	-6	-8	-8	-9	-8	-10	-8
No qual	3	4	2	4	2	4	3	4										

	2005		2006		2007		2008		2009		2010		2011		2012		2013	
	BCBC	Wales	BCBC	Wales	BCBC	Wales	BCBC	Wales	BCBC	Wales	BCBC	Wales	BCBC	Wales	BCBC	Wales	BCBC	Wales
Leaving / no qual	2.0	2.2	2.2	2.1	2.0	1.7	0.9	1.5	0.9	0.9	1.0	0.8	0.7	0.6	0.3	0.4	0.2	0.3
EN A*-C	57	55	56	57	59	59	59	61	59	61	63	63	61	63	65	62	62	63
EN A*-G	92	89	90	89	92	90	93	90	92	91	92	92	93	92	95	93	96	94
MA A*-C	47	48	49	50	49	50	50	51	51	53	54	56	52	57	58	58	59	60
MA A*-G	88	87	88	89	89	88	91	89	90	90	91	91	90	91	93	92	94	93
SC A*-C	45	48	47	48	49	49	59	60	59	62	64	64	69	66	73	71	80	75
SC A*-G	88	87	89	87	90	88	91	89	91	91	91	91	91	91	94	92	93	91

T: Test

TA: Teacher Assessment

CSI: Core Subject Indicator

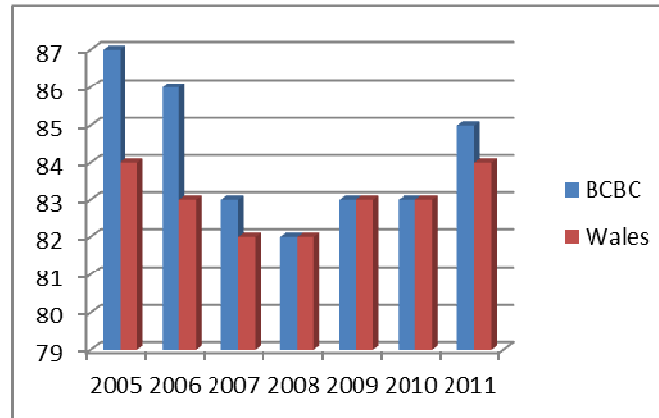
*:2007 RE2 data

Data not published

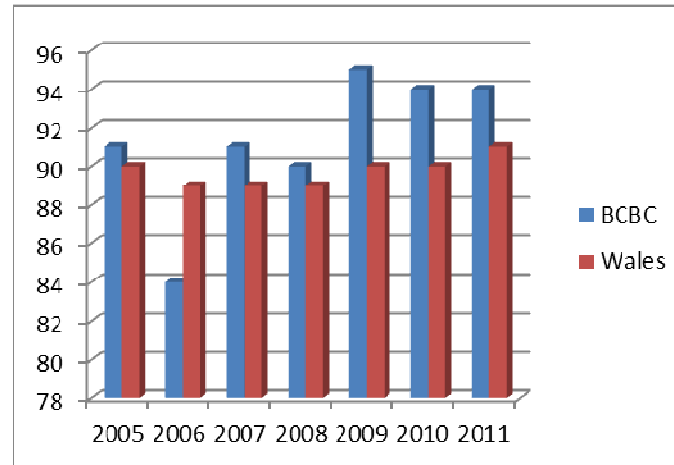
B/G: Boy/girl differential

TABLE 2(i): KS1 trends (% of pupils achieving NC Level 2+)

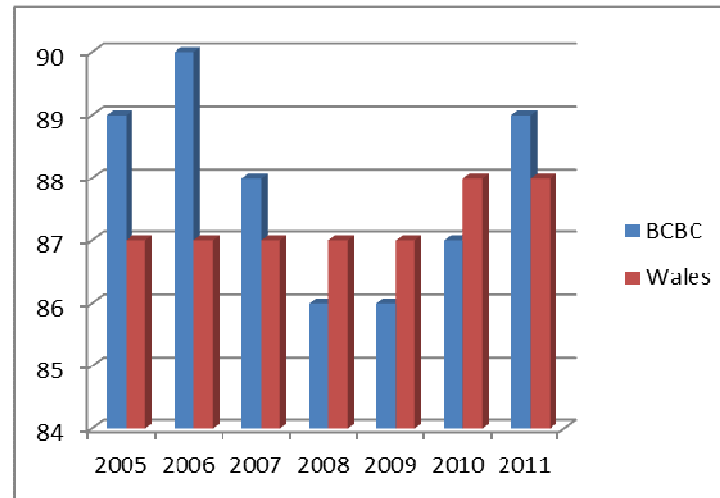
(a)English



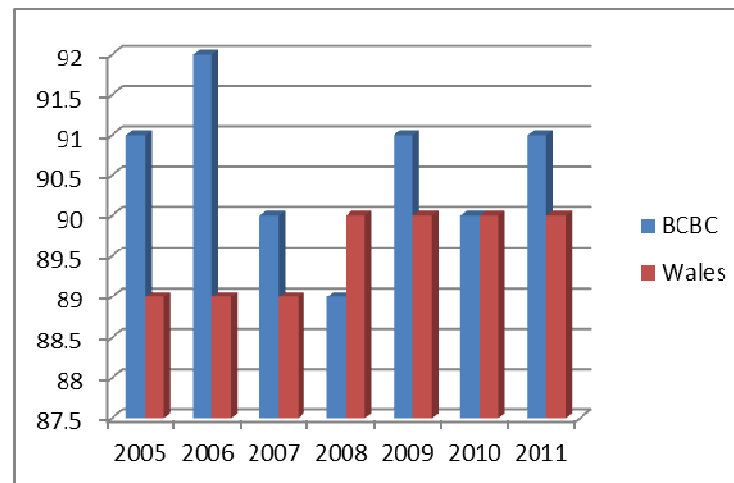
(b)Cymraeg



(c) Mathematics



(d) Science

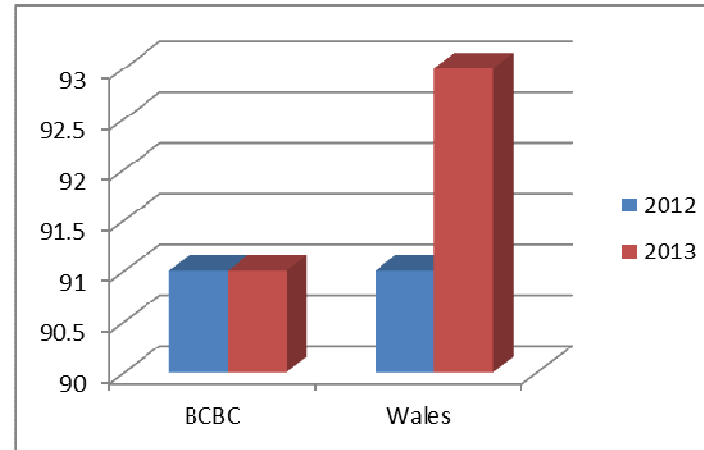


- Foundation phase indicator (FPI)
- Personal and social development, well-being and cultural diversity (PSD)
- Language, literacy and communication skills – English (LCE)
- Language, literacy and communication skills – Welsh (LCW)

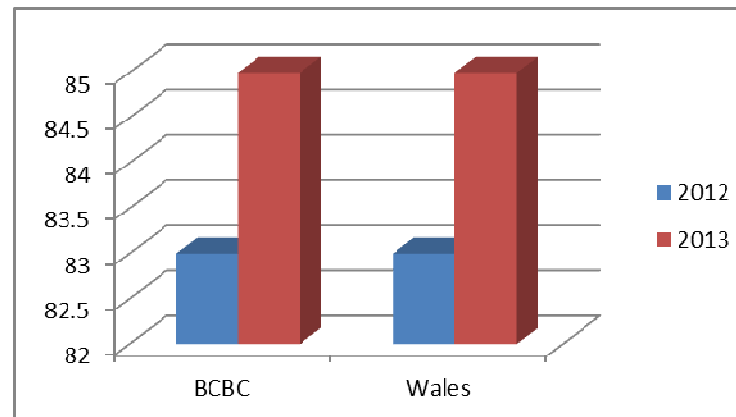
- Mathematical development (MDT)

TABLE 2(ii): Foundation Phase trends (% outcome 5 or above)

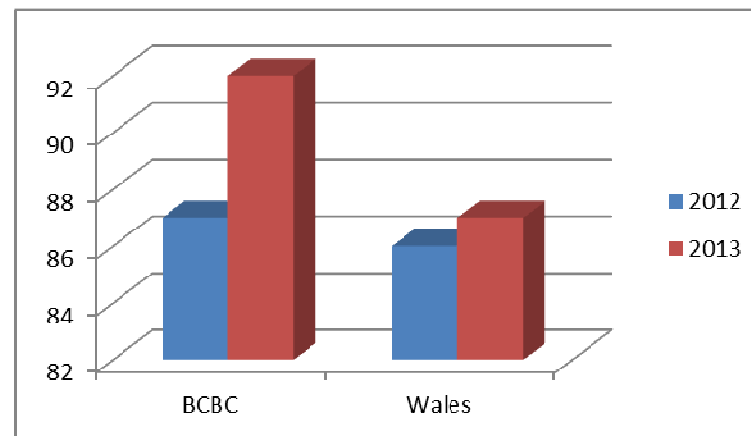
(a) Personal and social development, well-being and cultural diversity



(b) Language, literacy and communication skills – English



(c) Language, literacy and communication skills – Welsh



(d) Mathematical development

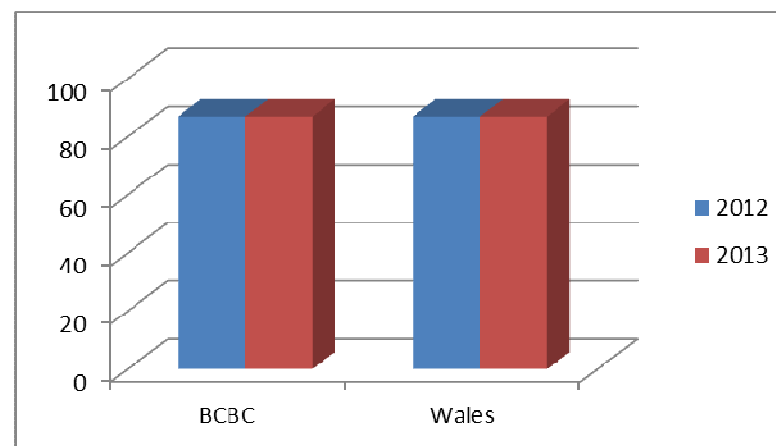
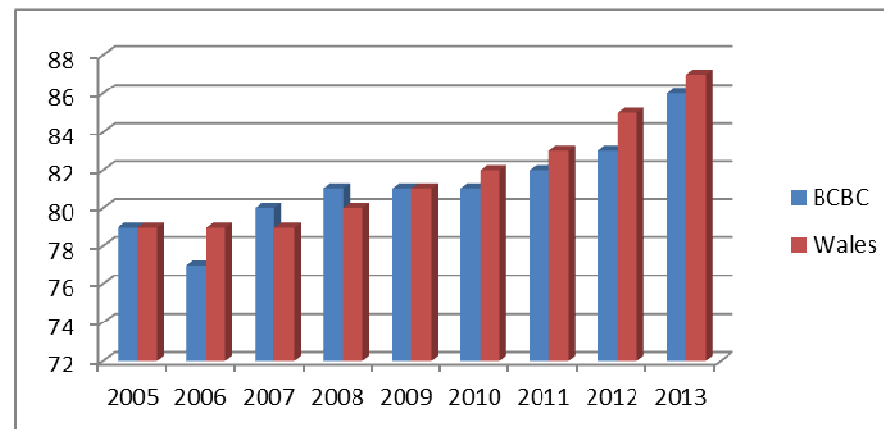
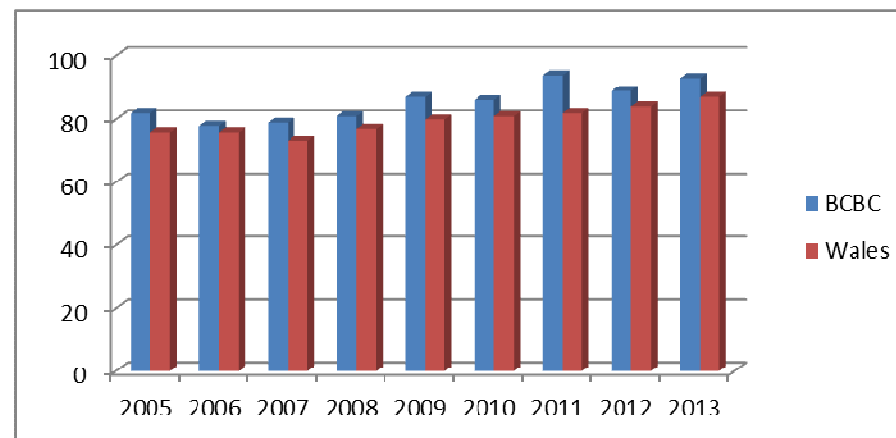


TABLE 2(iii): KS2 trends (% of pupils achieving NC Level 4+)

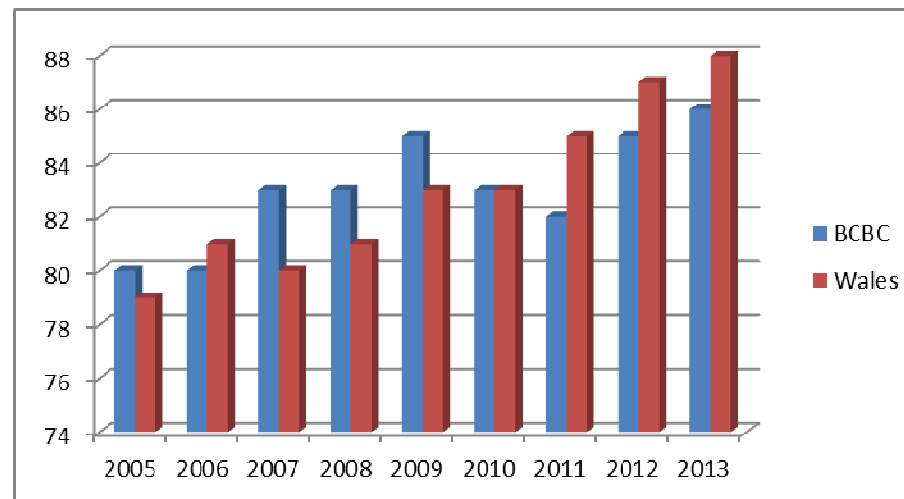
(a) English



(b) Cymraeg



(c) Mathematics



(d) Science

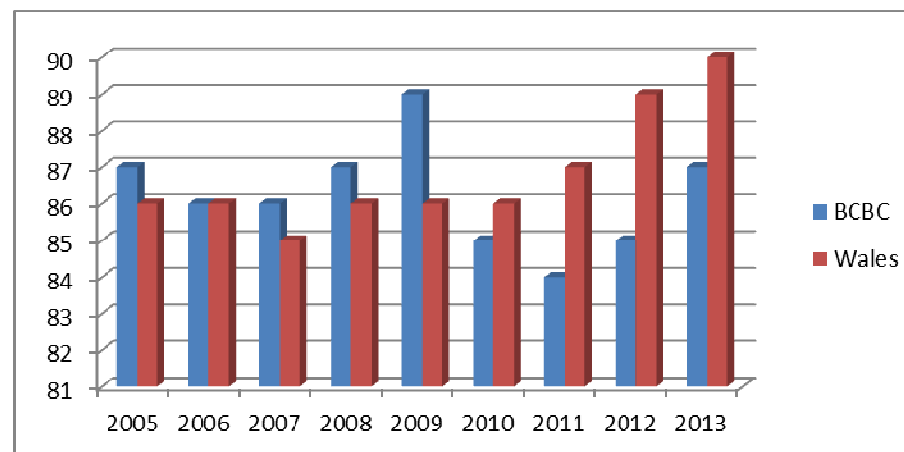
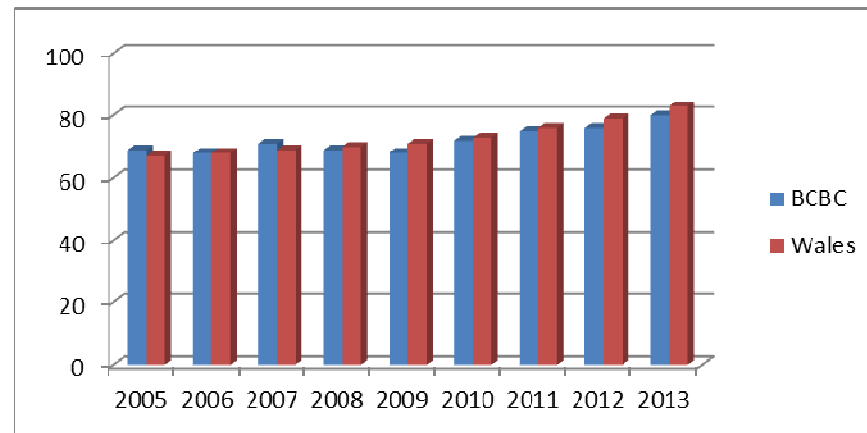
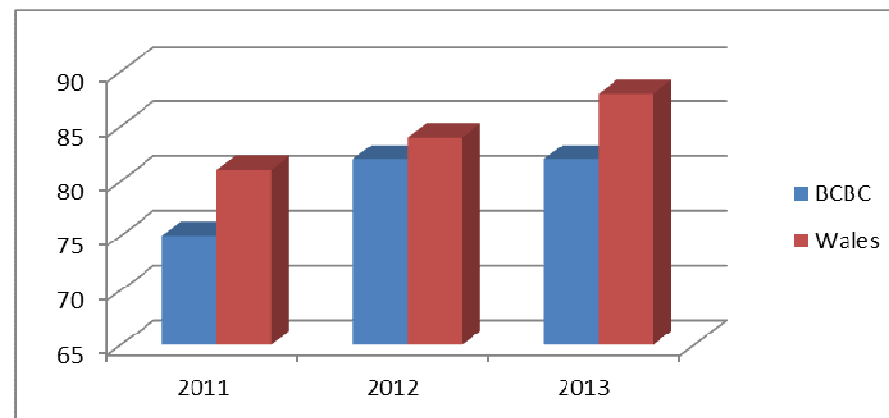


TABLE 2(iv): KS3 trends (% of pupils achieving NC Level 5+)

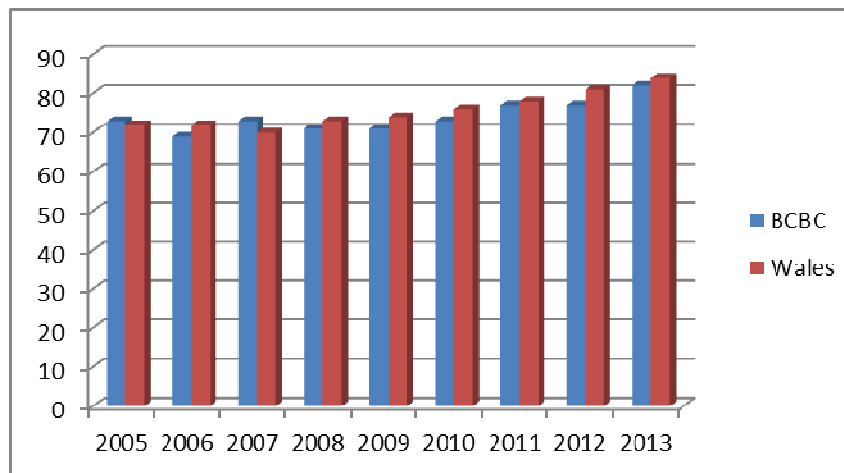
(a) English



(b) Cymraeg



(c) Mathematics



(d) Science

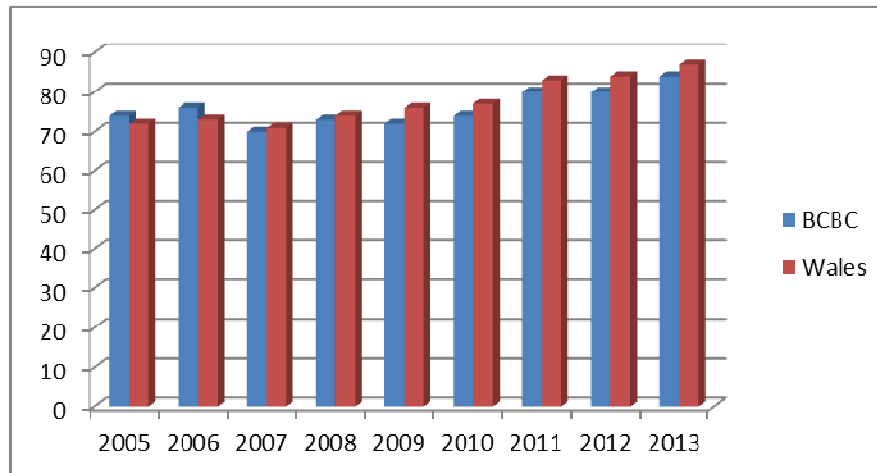
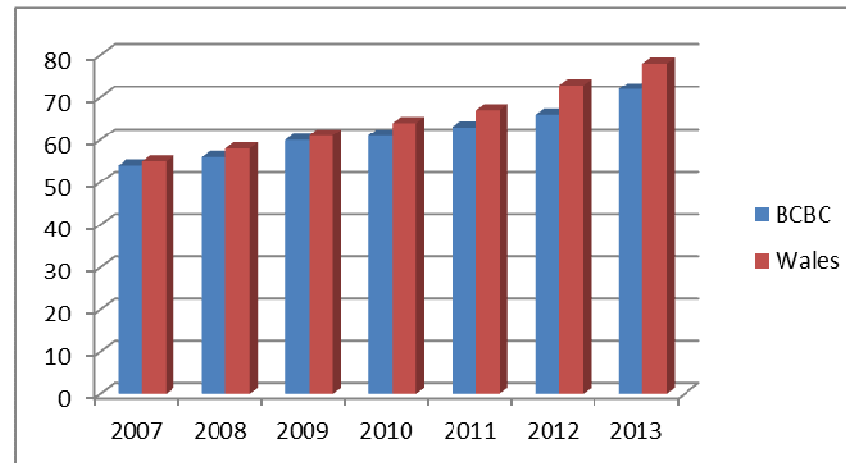
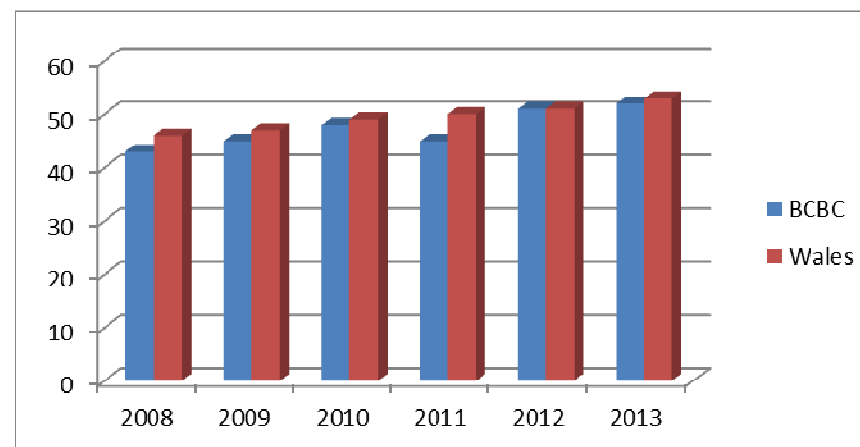


TABLE 2(v): KS4 trends

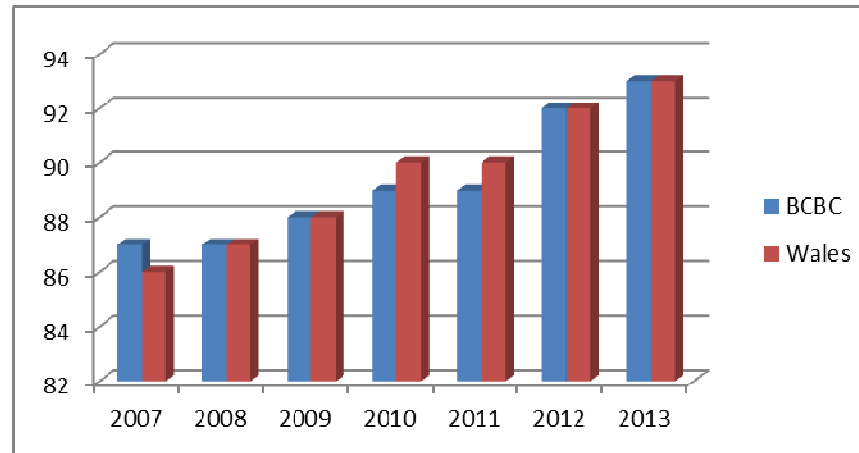
(a) % of pupils achieving 5+ GCSE A*-C / Level 2 Threshold



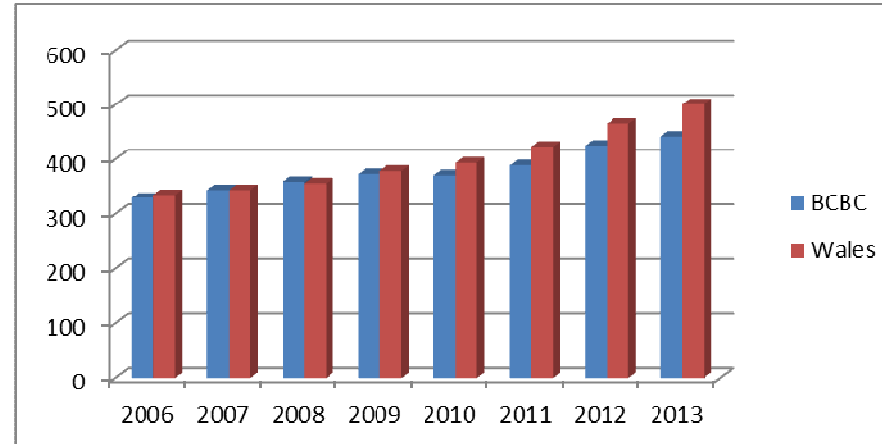
(b) % achieving Level 2 Threshold including English and Maths



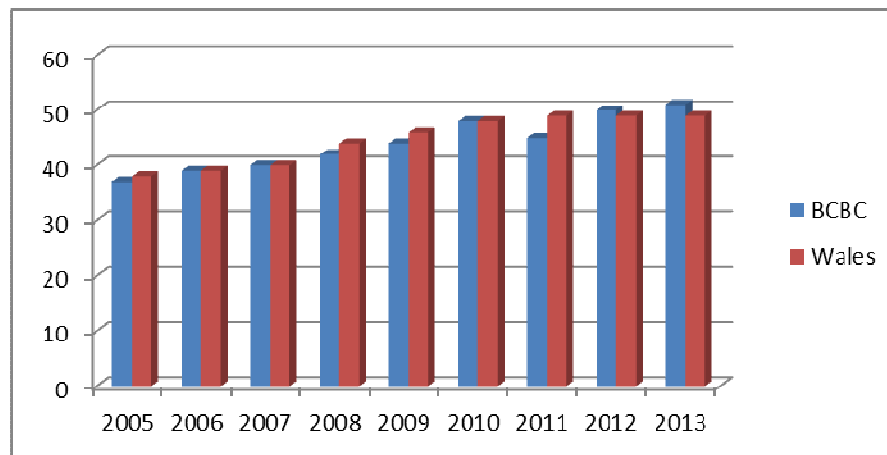
(c) % of pupils achieving 5+ GCSE A*-G / Level 1 Threshold



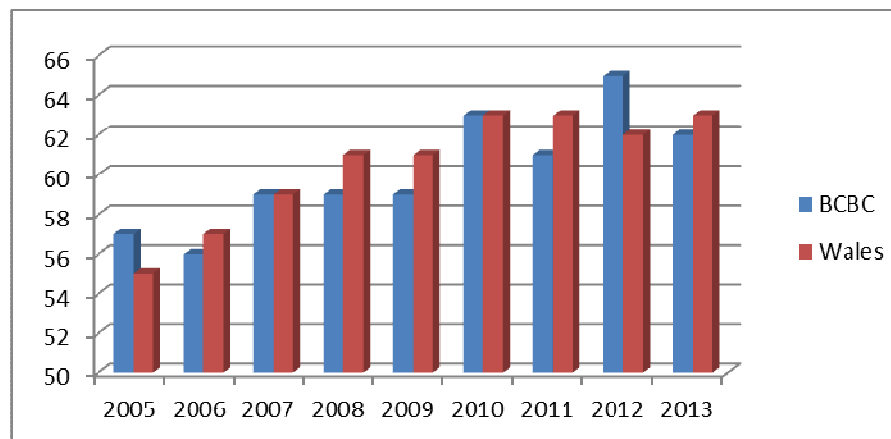
(d) Average wider points score per pupil



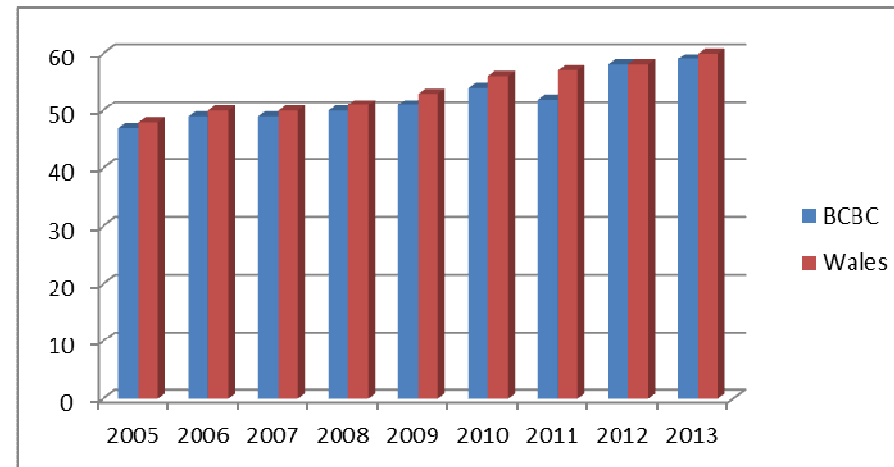
(e) % of pupils achieving KS4 Core Subject Indicator



(f) % of pupils achieving English GCSE A*-C



(g) % of pupils achieving Mathematics GCSE A*-C



(h) % of pupils achieving Science GCSE A*-C

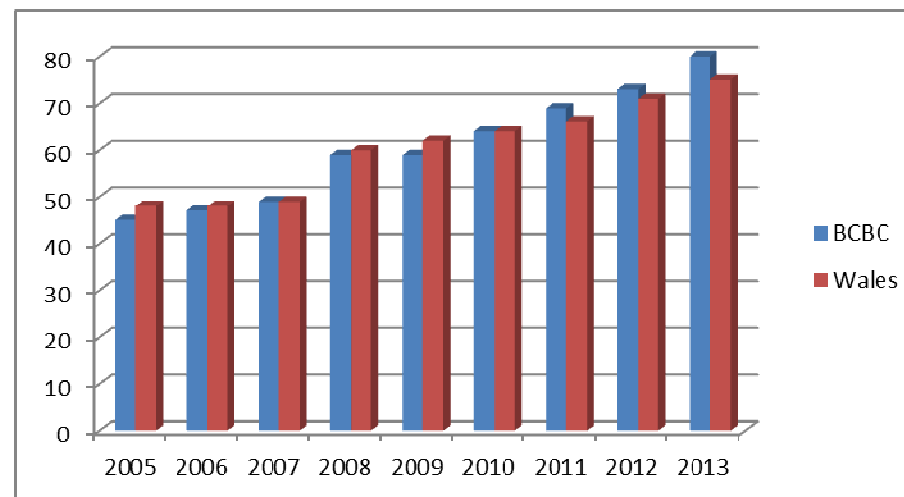
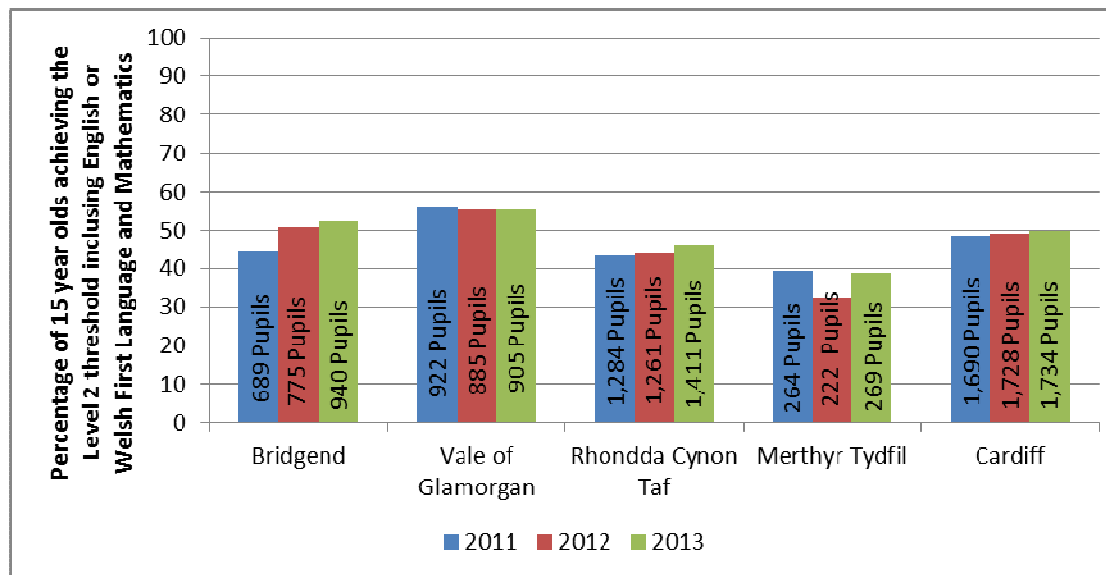
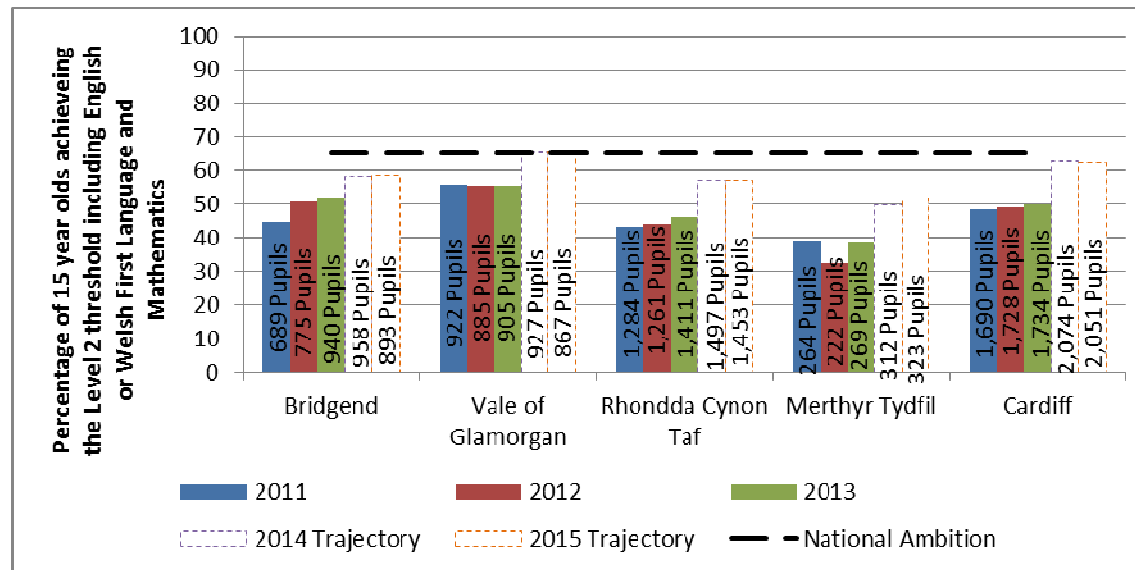
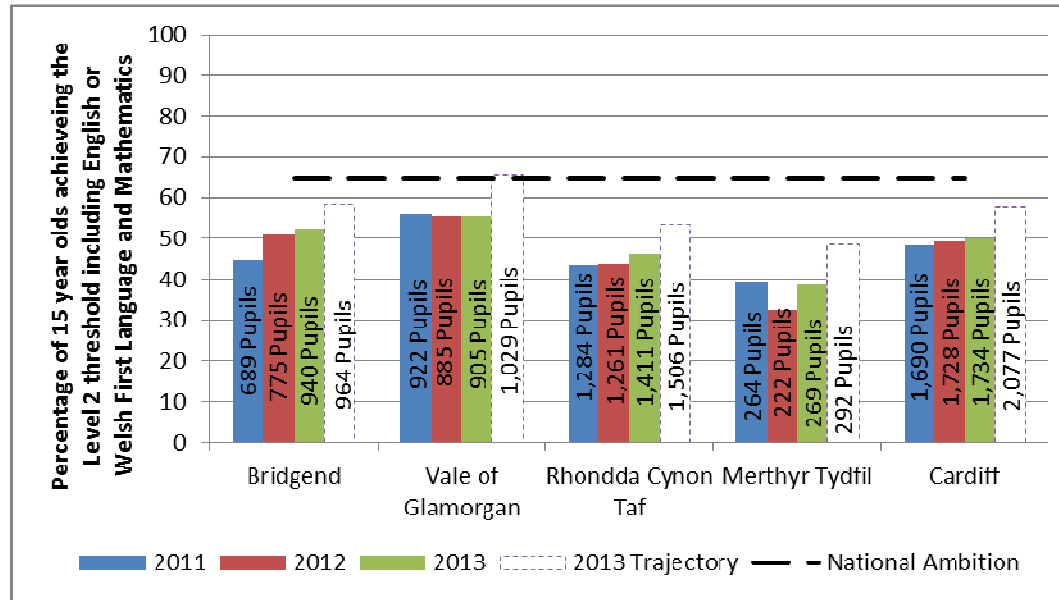


Table 3: Outcomes in Bridgend on key indicators at KS4 compared against CSC trajectories, and with the other four Local Authorities within Central South Consortium.





	The school's current performance	The school's prospects for improvement	How good are outcomes?			How good is provision?					How good are leadership and management?					Follow Up activity
			Overall	Standards	Wellbeing	Overall	Learning experiences	Teaching	Care, support and guidance	Learning environment	Overall	Leadership	Improving quality	Partnership working	Resource management	
School																
Primary																
Abercerdir Primary	Not yet inspected in current cycle															
Afon-Y-Felin Primary	Adequate	Adequate	Adequate	Adequate	Good	Adequate	Unsatisfactory	Adequate	Good	Adequate	Adequate	Adequate	Unsatisfactory	Good	Adequate	Significant Improvement
Archdeacon John Lewis C In W Primary	Not yet inspected in current cycle															
Betws Primary	Good	Good	Good	Good	Good	Good	Adequate	Good	Good	Good	Good	Adequate	Good	Excellent	Good	Removed from category
Blaengarw Primary	Not yet inspected in current cycle															
Brackla Primary	Not yet inspected in current cycle															
Bryncethin Primary	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	
Brynmenyn Primary	Adequate	Adequate	Adequate	Adequate	Good	Adequate	Adequate	Adequate	Adequate	Adequate	Adequate	Adequate	Adequate	Good	Adequate	Removed from category
Bryntirion Infants	Not yet inspected in current cycle															
Caerau Primary	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	
Cefn Cribwr Primary	Not yet inspected in current cycle															
Cefn Glas Infants	Not yet inspected in current cycle															
Coety Primary	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	
Corneli Primary	Not yet inspected in current cycle															
Coychurch Primary	Not yet inspected in current cycle															
Croesty Primary	Adequate	Good	Adequate	Adequate	Adequate	Good	Adequate	Good	Good	Good	Good	Adequate	Good	Good	Adequate	Estyn monitoring
Cwmfelin Primary	Not yet inspected in current cycle															
Ffaldau Primary	Not yet inspected in current cycle															
Garth Primary	Not yet inspected in current cycle															
Litchard Primary	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	
Llangewydd Junior	Good	Excellent	Good	Good	Excellent	Excellent	Excellent	Excellent	Excellent	Good	Excellent	Excellent	Excellent	Excellent	Good	Excellent practice case study
Llangynwyd Primary	Not yet inspected in current cycle															
Mynydd Cynffig Infants	Not yet inspected in current cycle															
Mynydd Cynffig Junior	Not yet inspected in current cycle															
Maes Yr Haul Primary	Good	Good	Good	Good	Good	Good	Adequate	Good	Good	Good	Good	Good	Good	Good	Good	Removed from category
Nantyllyn Primary	Adequate	Adequate	Adequate	Adequate	Good	Adequate	Adequate	Adequate	Good	Adequate	Adequate	Adequate	Adequate	Good	Adequate	Removed form category
Nantymoel Primary	Not yet inspected in current cycle															
Newton Primary	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	
Nottage Primary	Not yet inspected in current cycle															
Ogmore Vale Primary	Adequate	Good	Adequate	Adequate	Good	Good	Good	Good	Good	Good	Good	Adequate	Good	Good	Adequate	Removed from category
Oldcastle Primary	Not yet inspected in current cycle															
Pencoed Primary	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	
Penybont Primary	Good	Good	Good	Good	Excellent	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Excellent practice case study
Pen-Y-Fai C In W Primary	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	
Pil Primary	Adequate	Good	Adequate	Adequate	Good	Good	Adequate	Good	Good	Good	Good	Good	Good	Good	Adequate	Removed from category
Plasnewydd Primary	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	
Pontycymer Nursery	Good	Good	Good	Good	Excellent	Good	Good	Good	Adequate	Good	Good	Good	Good	Good	Good	LA monitoring
Porthcawl Primary	Not yet inspected in current cycle															
St Mary's Rc Primary	Not yet inspected in current cycle															
St Mary's & St Patrick's Rc Primary	Not yet inspected in current cycle															
St Robert's Rc Primary	Not yet inspected in current cycle															
Tondu Primary	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	
Trelales Primary	Not yet inspected in current cycle															

TABLE 4: Estyn school inspection judgements:
September 2010 – December 2013

Tremains Primary	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good		
Tynyrheol Primary	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good		
West Park Primary	Good	Good	Good	Good	Adequate	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	LA monitoring	
Ysgol Gymraeg Bro Ogwr	Not yet inspected in current cycle																
Ysgol Gynradd Gymraeg Cwm Garw	Excellent	Excellent	Excellent	Excellent	Good	Good	Good	Good	Good	Good	Excellent	Excellent	Good	Excellent	Good		
Ysgol Gynradd Gymraeg Cynwyd Sant	Good	Good	Good	Good	Good	Good	Good	Good	Good	Excellent	Good	Good	Good	Excellent	Good		
Ysgol Y Ferch O'r Sger Corneli	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good		
Secondary																	
ARCHBISHOP Mcgrath COMPREHENSIVE	Adequate	Adequate	Adequate	Adequate	Adequate	Adequate	Adequate	Adequate	Good	Good	Adequate	Adequate	Adequate	Good	Adequate	Estyn monitoring	
Brynteg Comprehensive	Not yet inspected in current cycle																
Bryntirion Comprehensive	Good	Good	Good	Good	Good	Good	Good	Good	Good	Excellent	Good	Good	Good	Good	Good		
Coleg Cymunedol Y Dderwen	Not yet inspected in current cycle																
Cynffig Comprehensive	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent	Good	Good	Excellent	Excellent practice case study	
Maesteg Comprehensive	Good	Good	Good	Excellent	Good	Good	Good	Good	Good	Excellent	Excellent	Good	Good	Good	Good	Excellent practice case study	
Pencoed Comprehensive	Not yet inspected in current cycle																
Porthcawl Comprehensive	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Excellent	Good	Excellent practice case study
Ysgol Gyfun Gymraeg Llangynwyd	Not yet inspected in current cycle																
Special																	
Héronsbridge	Not yet inspected in current cycle																
Ysgol Bryn Castell	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good		
Bridgend Pupil Referral Unit	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good		
<p>Notes: The table includes the outcomes of all Estyn school inspections in Bridgend since the commencement of the current inspection cycle in September 2010. To date, 33 of the possible 62 schools have been inspected during this cycle. Inspection reports provide two overall judgements about the school. These are: (a) the school's current performance; and (b) its prospects for improvement. Inspection reports consider and evaluate the three key questions of the current Estyn common inspection framework. These are: Key Question 1: How good are the outcomes? Key Question 2: How good is provision? Key Question 3: How good are leadership and management?</p>																	
In these evaluations, inspectors use a four-point scale:																	
	Judgement	What the judgement means															
	Excellent	Many strengths, including significant examples of sector-leading practice															
	Good	Many strengths and no important areas requiring significant improvement															
	Adequate	Strengths outweigh areas for improvement															
	Unsatisfactory	Important areas for improvement outweigh strengths															

**TABLE 5: Welsh Government School Standards Unit
Secondary School Banding 2010-13**

School	2010 (provisional)	2011	2012	2013
Archbishop McGrath Catholic Comprehensive	3	2	3	4
Brynteg Comprehensive	2	5	4	2
Bryntirion Comprehensive	3	5	4	3
Coleg Cymunedol Y Dderwen	N/A	N/A	4	5
Cynffig Comprehensive	1	2	2	4
Maesteg Comprehensive	2	3	2	3
Ogmore Comprehensive	5	5	N/A	N/A
Pencoed Comprehensive	5	5	3	2
Porthcawl Comprehensive	3	1	2	3
Ynysawdre Comprehensive	3	3	N/A	N/A
Ysgol Gyfun Gymraeg Llangynwyd	N/A	N/A	N/A	N/A

Table 6:
CSC Summary of Categorisation 2013 - Bridgend

Phase (Numbers)	Category A	Category B	Category C	Category D
Nursery	0	0	1	0
Primary	10	24	12	3
Secondary	1	4	3	1
Special	1	1	0	0
PRU	0	1	0	0

Table 7:
CSC Bridgend School Categorisation

School	Category	SSL/SL	Insp. date	Support focus and additional notes
Cefn Glas Infant School	A	Elizabeth Tucker	Spr 2016	
Ysgol Gymraeg Bro Ogwr	A	Eryl Samuel	Sum 2016	SAIL Cymru (School Action Intervention in Literacy)
Penyfai C.I.W. Primary	A	Gareth Cooke	Aut 2016	
Cefn Cribwr Primary School	A	Gareth Cooke	Spr 2014	
Nottage Primary School	A	Gareth Cooke	Spr 2015	
Héronsbridge Special School	A	Kevin Tansley	Sum 2014	
Mynydd Cynffig Infants School	A	Simon Philips	Aut 2015	
St Mary's Catholic Primary School Bridgend	A	Stuart Scammel	Sum 2015	Lead practitioner school Tranche 1 (2012-13)
Penybont Primary School	A	Stuart Scammel	Spr 2018	
Coety Primary School	A	Stuart Sherman	Spr 2017	
Coychurch (Llangrallo) Primary School	A	Stuart Sherman	Spr 2014	
Porthcawl Comprehensive School	A	Sue Tozer	Aut 2013	Outstanding Teacher Programme
Abercerdin Primary School	B	Daniel Esteve	Aut 2014	
Blaengarw Primary School	B	Daniel Esteve	Sum 2014	
Bryncethin Primary School	B	Daniel Esteve	Aut 2012	
Tondu Primary School	B	Daniel Esteve	Spr 2013	
Tynyrheol Primary School	B	Daniel Esteve	Aut 2016	
Brynmenyn Primary School	B	Daniel Esteve	Aut 2012	
Maesteg School	B	Derek Jones	Aut 2012	
Maes yr Haul Primary School	B	Elizabeth Tucker	Spr 2017	
Ysgol Cynwyd Sant	B	Eryl Samuel	Sum 2017	SAIL Cymru
Ysgol G.G. Cwm Garw	B	Eryl Samuel	Aut 2016	SAIL Cymru
Ysgol Gyfun Gymraeg Llangynwyd	B	Eryl Samuel	Spr 2014	
Brackla Primary School	B	Gareth Cooke	Sum 2016	

Litchard Primary School	B	Gareth Cooke	Spr 2017	
Oldcastle Primary School	B	Gareth Cooke	Spr 2016	
Tremains Primary School	B	Gareth Cooke	Spr 2017	
Newton Primary School	B	Gareth Cooke	Sum 2017	
Bridgend Pupil Referral Unit	B	Gareth Cooke	Aut 2017	
Brynteg School	B	Gareth Cooke	Aut 2015	Tactical Teaching (support started when school was a C)
Ysgol Bryn Castell	B	Kevin Tansley	Spr 2013	Pilot- Achievement for All Schools project
Ogmore Vale Primary School	B	Mike Glavin	Spr 2017	
Mynydd Cynffig Junior School	B	Simon Philips	Aut 2015	
Cwmfelin Primary School	B	Simon Philips	Aut 2015	
Nantyllyllon Primary School	B	Simon Philips	Spr 2017	New head.
Plasnewydd Primary School	B	Simon Philips	Sum 2017	
St. Robert's R.C. Primary School	B	Stuart Scammel	Spr 2015	
Ffaldau Primary School	B	Stuart Scammel	Aut 2014	
Llangewydd Junior School	B	Stuart Sherman	Sum 2013	Lead practitioner school Tranche 2 (2013-14)
Trelales Primary School	B	Stuart Sherman	Sum 2016	
Pencoed Comprehensive School	B	Stuart Sherman	Sum 2016	Tactical Teaching (support started when school was a C)
Cynffig Comprehensive School	C	Gareth Cooke	Sum 2018	New head. 10k plan/L2+, L2 mathematics/ attendance/KS3 progress. SL to provide all support with EWS.
Pontycymer Nursery School	C	Elizabeth Tucker	Spr 2013	PIAP/ evidence to support judgements about standards and progress/ use of data to evaluate the impact on children's standards and well being/refine monitoring procedures to focus more on standards/ address the safeguarding, health and safety issues identified during the 2013 inspection(action completed). SL to provide all support. Nursery to merge with Ffaldau Primary.
West Park Primary School	C	Gareth Cooke	Aut 2013	PIAP/attendance/ SL to support with EWS

Croesty Primary School	C	Martine Dodd	Aut 2013	PIAP/ impact of leadership at all levels through increasing accountability, capacity building and effective use of data and other information/ raise standards in the core subjects. Literacy and numeracy support through targeted team incl. Big Maths and Catch-Up Numeracy. SL to support L&M
Archbishop McGrath Catholic School	C	Sue Tozer	Spr 2013	PIAP/Improving standards/ attendance/Consistency of provision for skills development in literacy, numeracy and ICT/Improving the quality of teaching/Improving the structure of leadership/ line management/development planning. Education London, targeted support team for literacy and numeracy, SSL. Improving Teacher Programme.
Bryntirion Infants School	C	Elizabeth Tucker	Aut 2015	Assessment/ outcomes for all SA (school action) pupils/outcomes for boys/FSM in LLC/ outcomes in phonics and writing across the FP /attendance. SL to provide all support. WG negative outlier for numeracy test-support requested.
Ysgol Y Ferch O'r Sger	C	Eryl Samuel	Aut 2017	Targeted support team-SAIL Cymru/ higher level performance/ writing/ outcomes in mathematics/numeracy-through Big Maths and Numicon. Attendance- Callio.
Porthcawl Primary School	C	Gareth Cooke	Spr 2015	Literacy and numeracy/ Welsh second language/use of data. Pilot- Achievement for All Schools project
Caerau Primary School	C	Martine Dodd	Spr 2017	Literacy, numeracy and science/ vulnerable groups/ assessment and tracking/ leadership. Targeted support team to provide Big Maths.
Corneli Primary School	C	Simon Philips	Sum 2014	Mathematics and numeracy support for Big Maths and Catch-Up Numeracy and literacy-reading and writing KS2.
Pil Primary School	C	Simon Philips	Spr 2018	Mathematics and numeracy support through Big Maths and reading and writing KS2 through targeted team.
Garth Primary School	C	Simon Philips	Aut 2014	Maths numeracy, English/literacy

				Catch-Up numeracy.
Llangynwyd Primary School	C	Simon Philips	Spr 2016	New head. Maths and numeracy reading and writing KS2. Big Maths, Catch-Up numeracy and literacy targeted support
Archdeacon John Lewis Primary School	C	Stuart Scammel	Spr 2016	New head. Leadership/ teaching through increased accountability, capacity building, effective use of data.
St Mary's & St Patrick's Catholic Primary School	C	Stuart Scammel	Sum 2014	Numeracy and writing Lower KS2, teaching, assessment /SER /SIP
Pencoed Primary School	C	Stuart Sherman	Spr 2017	New head. Literacy in Foundation Phase/MAT in maths/attendance
Bryntirion Comprehensive School	C	Stuart Sherman	Sum 2016	Emerging Practitioner School Tranche 2. Tactical Teaching KS3 and KS4 progress, L2+ CAP Leadership and governance
Nantymoel Primary School	D	Daniel Esteve	Sum 2014	Leadership and management/ accountability/Teaching/standards in maths- Catch-Up Numeracy. SL to support L&M.
Afon-y-Felin Primary School	D	Gareth Cooke	Aut 2013	PIAP/leadership/writing/ numeracy/ Welsh/assessment/ curriculum/MER. School to school support from Regional Leader. Literacy intensive support, Catch-Up numeracy.
Betws Primary School	D	Mike Glavin	Sum 2017	Leadership, literacy, numeracy, Teaching, probable school merger with Tynyrheol Primary. Targeted support for literacy and Big Maths and Improving Teacher Programme. School to school support through SLs school.
Coleg Cymunedol Y Dderwen	D	Sue Tozer	New school?	L2+, English, mathematics, literacy, numeracy, attendance, teaching. Education London, L2+ links programme, EWS, targeted support team. Tactical Teaching, Wellbeing review, QT review.