

Public Document Pack  
**Bridgend County Borough Council**  
Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr



Civic Offices, Angel Street, Bridgend, CF31 4WB / Swyddfeydd Dinesig, Stryd yr Angel, Pen-y-bont, CF31 4WB

Legal and Regulatory Services /  
**Gwasanaethau Cyfreithiol a Rheoleiddiol**  
Direct line / Deialu uniongyrchol: 01656 643148  
Ask for / Gofynnwch am: Mr Mark Anthony Galvin

Our ref / Ein cyf:  
Your ref / Eich cyf:

**Date / Dyddiad: 29 December 2014**

Dear Councillor,

**CHILDREN & YOUNG PEOPLE OVERVIEW & SCRUTINY COMMITTEE**

A special meeting of the Children & Young People Overview & Scrutiny Committee will be held in the Council Chamber, Civic Offices, Angel Street, Bridgend on **Tuesday, 6 January 2015 at 2.00pm**

**AGENDA**

1. Apologies for absence  
To receive apologies for absence (to include reasons, where appropriate) from Members/Officers
2. Declarations of Interest  
To receive declarations of personal and prejudicial interest (if any) from Members/Officers in accordance with the provisions of the Members' Code of Conduct adopted by Council from 1 September 2008 (including whipping declarations)
3. Annual School Performance Invitees 3 - 24

D McMillan – Corporate Director – Children's Services  
Cllr H J David – Cabinet Member – Children and Young People  
P Wolstenholme – Bridgend Link Advisor  
H Woodhouse – Managing Director – CSC  
R Hopkins – School Improvement CSC  
J Thompson – Challenge Advisor  
Cllr C Elmore- Chairperson of Joint Consultative Committee, CSC

**CONT . .**

4. Attendance Strategy 25 - 44  
Invitees

D McMillan – Corporate Director – Children’s Services  
Cllr H J David – Cabinet Member – Children and Young People  
M Lewis – Group Manager, Integrated Working and Family Support

5. Forward Work Programme 45 - 48

Yours faithfully

**P A Jolley**

Assistant Chief Executive Legal and Regulatory Services

**Distribution:**

Councillors:

PA Davies  
DK Edwards  
EP Foley  
CA Green  
DM Hughes

Councillors

PN John  
M Jones  
DG Owen  
G Phillips  
RL Thomas

Councillors

HJ Townsend  
C Westwood  
DBF White  
RE Young

## BRIDGEND COUNTY BOROUGH COUNCIL

### REPORT TO CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE

6 JANUARY 2015

#### REPORT OF THE ASSISTANT CHIEF EXECUTIVE – LEGAL & REGULATORY SERVICES

#### ANNUAL SCHOOL PERFORMANCE

##### 1. Purpose of Report

- 1.1 To present the Committee with detail and analysis of the 2013-14 school performance for schools within the county borough.

##### 2. Connection to Corporate Improvement Objectives / Other Corporate Priorities.

- 2.1 The key improvement objectives identified in the Corporate Plan 2013–2017 have been embodied in the Overview & Scrutiny Forward Work Programmes. The amended Corporate Improvement Objectives adopted by Council on 19 February 2014 formally set out the improvement objectives that the Council will seek to implement between 2013 and 2017. The Overview and Scrutiny Committees engage in review and development of plans, policy or strategies that support the Corporate Themes.

##### 3. Background.

- 3.1 Supporting School Improvement is one of the main functions of a Local Authority and performance monitoring is an essential part of this. The Committee have therefore continued to include the Annual School Performance Report on their Forward Work Programme to consider educational attainment within the county borough.

- 3.2 The Committee received last year's performance report at its meeting in April 2014, from which Members made the following observations and suggestions:

a) *Following discussion on the ways in which data is collected, and how this takes account of the number of pupils within a school who have Additional Learning Needs or Special Educational Needs, the Committee welcomed the news that debate was taking place on this issue at a national level. The Committee expressed the hope that this debate would lead to the development of a more sophisticated method of assessing school performance that takes into account the number of pupils with SEN or ALN, and does not therefore appear to penalise those schools with a high number of such pupils.*

b) *Due to the persistent gap in boys' and girls' achievement, the Committee recommends that the Central South Consortium examines the evidence regarding segregating boys and girls for specific lessons, and the impact this has on achievement, with a view to piloting this, depending on the results of the evidence.*

- c) *The Committee is concerned that the Authority, and implicitly our primary schools, were not adequately prioritising attainment in the science subject area at KS2. Based on the Committee's discussions around KS2 CSI outcomes and the rapid deterioration of Bridgend's rank position in Wales (from 6th authority in 2011 to 18th in 2013) the Committee would want Cabinet to instruct the Central South Consortium to ensure an equal priority is given in our schools to science alongside literacy and numeracy at KS2.*
- d) *The Committee raised concerns regarding the reliability of KS2 assessment as it remains a teacher assessment that is ultimately subjective. The Committee welcomed the introduction of a national, objective assessment at KS3 but accepted that it would need to be in place for a few more years before robust analysis of the data over time could occur.*
- e) *With regard to those schools whose targets were significantly over or under actual performance, the Committee noted that in smaller schools, a seemingly significant percentage difference could relate to a very small number of actual pupils. For this reason, the Committee consider that in future, figures should be expressed as both a percentage difference and as an actual number.*
- f) *The Committee recognise that there are many areas of good practice within the County Borough and welcome those arrangements and processes, such as the use of the school cluster fora, which allows schools to share good practice.*

#### **4. Current Situation / proposal.**

- 4.1 Final data on school performance for 2013-14 is now available and has been collated for members into the report of the Corporate Director – Children's, which is attached at Appendix A. The report itself contains a number of further appendices which contain statistical information to assist members in their consideration of this topic.
- 4.2 When considering the report, the Committee may wish to bear the following points in mind:
  - a) *What are the key areas of concern in school performance within the county borough?*
  - b) *What are the key areas for prioritisation and school improvement within the county borough?*
  - c) *What is being done to support Looked After Children and other vulnerable groups, whose attainment, as stated in the report, continues to be generally below that of their peers?*
  - d) *How has 2013-14 school performance been used:*
    - i. *to inform strategic planning for schools and school improvement; and*
    - ii. *to identify and increase the sharing of best practice across schools in Bridgend?*
  - e) *According to the targets set out in the report, Bridgend is not likely to achieve the national target of 65% for Level 2 including English and Maths by 2015.*

*How does this compare with other local authorities both within the consortium and across Wales?*

*f) How is the data presented in the report used to inform the work of schools, the local authority and the Consortium?*

*g) Do Members feel that the information presented to them enables them to carry out their Scrutiny role in monitoring and challenging school performance effectively?*

## **5. Effect upon Policy Framework and Procedure Rules.**

5.1 The work of the Children and Young People Overview and Scrutiny Committee relates to the review and development of plans, policy or strategy that form part of the Policy Framework and consideration of plans, policy or strategy relating to the power to promote or improve economic, social or environmental well being in the County Borough of Bridgend.

## **6. Equality Impact Assessment**

6.1 The equality implications are outlined in the officer's report attached as Appendix A.

## **7. Financial Implications**

7.1 Any financial implications are outlined in the officer's report attached as Appendix A.

## **8. Recommendation**

The Committee is asked to:

- i. Consider and discuss the information within the attached report;
- ii. Explore issues consistent with its challenge and support role;
- iii. determine whether it wishes to make any comments or recommendations relating to these reports.

**Andrew Jolley,**  
**Assistant Chief Executive – Legal & Regulatory Services**  
**2014**

**Contact Officer:** Rachel Keepins  
Scrutiny Officer

**Telephone:** 01656 643613  
**Email:** [scrutiny@bridgend.gov.uk](mailto:scrutiny@bridgend.gov.uk)

**Postal Address:** Democratic Services - Scrutiny  
Bridgend County Borough Council,  
Civic Offices,  
Angel Street,  
Bridgend,  
CF31 4WB

**Background Documents:**

None

**BRIDGEND COUNTY BOROUGH COUNCIL****REPORT TO CHILDREN & YOUNG PEOPLE OVERVIEW AND SCRUTINY  
COMMITTEE****6 JANUARY 2015****REPORT OF THE CORPORATE DIRECTOR - CHILDREN****SCHOOL PERFORMANCE REPORT 2013-14****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 2013-14 and to provide a full analysis of results.

**2. Connection to Corporate Improvement Objectives/Other Corporate Priorities**

- 2.1 The information in this report relates to strategic priority 2 in the Corporate Plan 'Working Together to Raise Ambitions and Drive Up Educational Achievement'.

**3. Background**

- 3.1 At the time of the last Estyn inspection in 2012 at all key stages, standards for learners were judged to be 'adequate'.
- 3.2 By 2014 trends in attainment were positive and standards improved across nearly all indicators and at a faster rate than the Welsh average (WA). At Key Stage 3 (KS3) and Key Stage 4 (KS4) the rate of improvement was significantly better than the national rate of improvement.
- 3.3 Overall attainment was good when compared with national averages and with similar schools.
- 3.4 Our ambition is to be ranked comfortably within the top 10 local authorities in Wales by 2016 in all indicators.
- 3.5 Recommendation 1 of the last inspection was to 'Improve outcomes for learners, especially at key stages 2 and 3 by using individual pupil data to set more robust targets and by strengthening the rigour and consistency in the local authority's challenge to schools.' This recommendation has been largely met.

**4. Current situation / proposal**

- 4.1 Standards in 2014 are good and the rate of progress is also good across nearly all performance indicators. Attainment has risen across most indicators and at a faster rate than the Welsh average. Early indications are that at Key Stage 2 (KS2) and KS3 the rate of improvement is significantly better than both the national rate of improvement and also the rate of improvement across the Central South Consortium (CSC).

Targets have been increased to meet the ambition that the authority will continue to achieve beyond the expected ranked position of 15<sup>th</sup> based on the Free School Meals (FSM) Local Authority (LA) position indicator. (Appendix 1: Targets).

4.2 To facilitate improvement in performance the aims are to:

1. Build the capacity of leaders to become effective leaders of teaching and learning so that:
  - Self-evaluation is robust and accurate in all schools
  - Strategic planning is focused on outcomes and actions that bring about accelerated progress for all groups of learners
  - Target setting sets high expectations of all learners, using Fisher Family Trust information and other indicators to enhance target setting at a pupil level
  - Tracking of performance is rigorous and leads to actions to address underperformance across the age and ability range at school and pupil level.
2. Enable all teachers to become good or better practitioners which is characterised by:
  - a positive impact on the performance of groups and individual learners
  - good pace of learning
  - provision that is targeted precisely to challenge all pupils
  - assessment for learning that is used well to plan provision that leads to high standards of attainment.
3. Empower all practitioners to work together within the education community so that:
  - there is a culture of collective responsibility for all learners across the borough and the region
  - schools share a commitment to common goals and the delivery of key policies that impact on pupil success (including attendance)
  - practitioners set high expectations of themselves and others through professional conduct
  - collaboration, in order to identify best practice and apply what has been learned in their own schools, across schools closely linked to work undertaken at all levels within the LA

4.3. CURRENT POSITION: WHERE ARE WE NOW IN 2014? (Appendix 2)

4.3.1 Overall performance 2014

Trends in attainment are positive and in 2014 standards improved across most indicators and at a faster rate than the Welsh average in most areas. Indications are that at KS2 and KS3 the rate of improvement is significantly better than both the national rate of improvement and also the rate of improvement across the CSC.

Standards attained by learners in schools in 2014 are now better than 'adequate' because overall, attainment is improving at a faster rate when compared to national averages. As a result the gap between attainment and expectations is narrowing more quickly in Bridgend than in some other local authorities.



#### 4.3.2 Test results (Appendix 3)

National reading test results for years 2 to 9 show that pupils within Bridgend are performing broadly in line with pupils nationally; Bridgend's performance is ranked 11<sup>th</sup> out of 22.

There are now two parts to the numeracy test (procedural and reasoning). Results for the procedural component of the numeracy test for years 2 to 9 show that pupils within Bridgend are performing better than pupils nationally; Bridgend's performance is ranked 10<sup>th</sup> out of 22.

In 2014 an additional reasoning component was introduced to the numeracy test. Results for the reasoning component for years 2 to 9 show that pupils within Bridgend are performing broadly in line with pupils nationally; performance is ranked 14<sup>th</sup> out of 22.

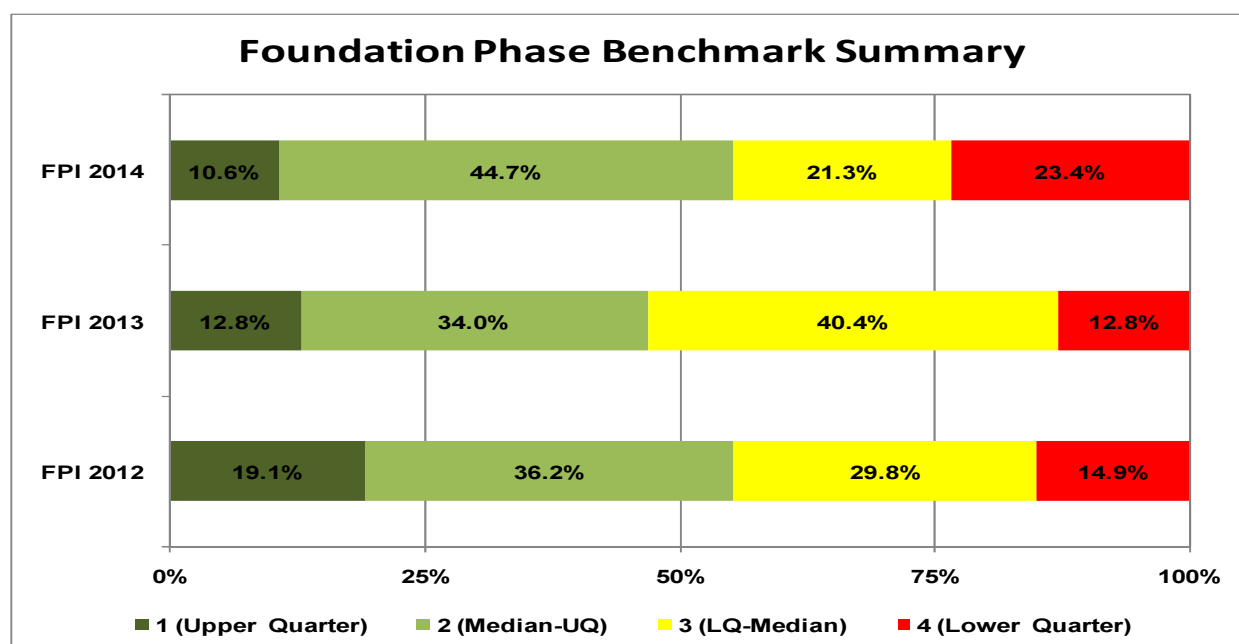
#### 4.3.3 Key Stage outcomes

#### 4.3.4 Foundation Phase (FP)

The trend in performance at the expected level (outcome level 5) and above is positive in all mandatory areas of learning. The rate of progress is slower than at a national level. However, performance exceeded local authority targets for the Foundation Phase Outcome Indicators (FPOI).

When compared to other local authorities Bridgend is ranked 11<sup>th</sup> out of 22 in all FPOI, Personal Social Development (PSD) and English, 8<sup>th</sup> in Welsh first language and 12<sup>th</sup> in Mathematical Development.

Benchmarking of schools on the basis of free school meals shows that 55% of schools are above the median for the foundation phase outcome indicator. When compared to 2013, the percentage of schools in the bottom quarter has increased and the percentage of schools in the top two quarters has also increase slightly. There are too many schools in the bottom quarter and too few in the top quarter

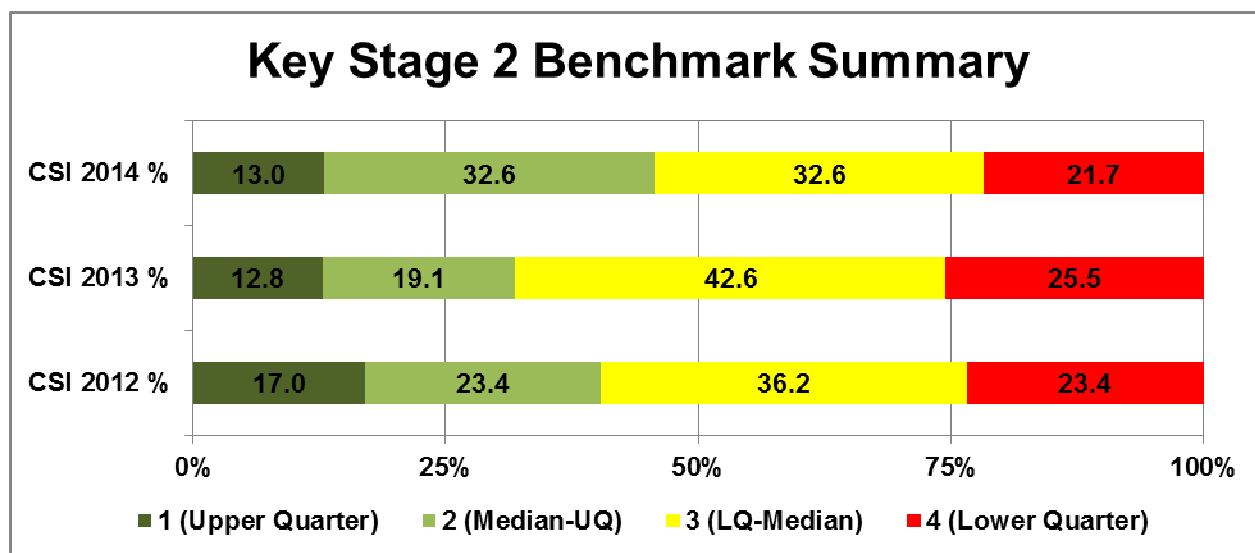


#### 4.3.5 Key Stage 2

At Key Stage 2 (KS2) the trend in performance at the expected level (level 4) and above is positive over the last 3 years in all core subjects; the rate of progress is faster than at a national level at Core Subject Indicator (CSI). However, performance is below the national average for all core subjects except English and Welsh first language but it exceeded local authority targets for the CSI.

When compared to the other 21 local authorities Bridgend is ranked 14<sup>th</sup> for English, 6<sup>th</sup> for Welsh first language, 13<sup>th</sup> for mathematics and 14<sup>th</sup> for science and 12<sup>th</sup> for the core subject indicator.

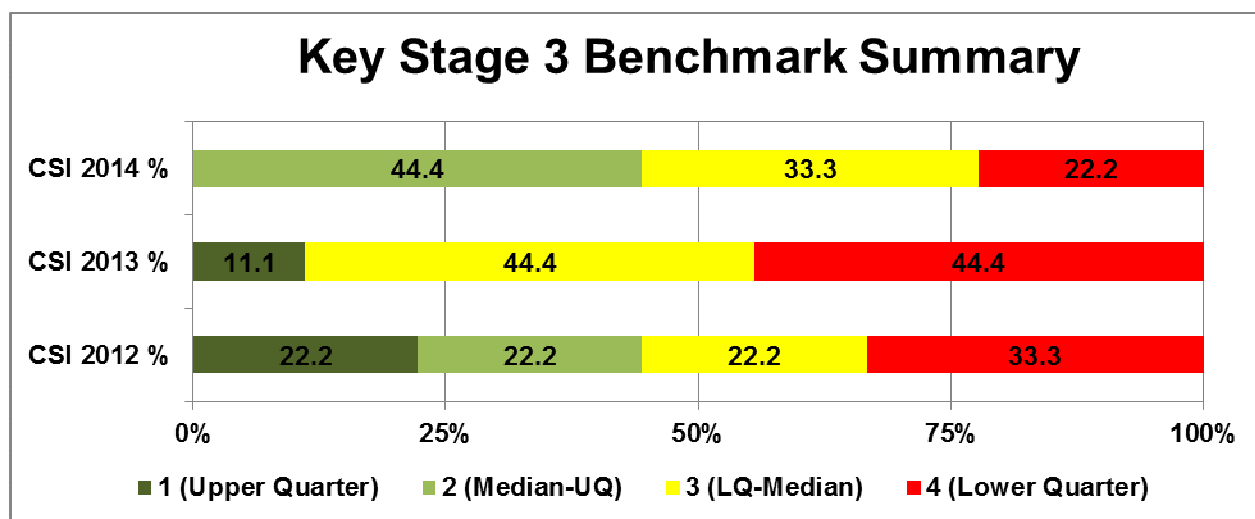
Benchmarking of schools on the basis of free school meals shows that the percentage of schools above the median for the KS2 core subject indicator has increased over the last 3 years and now 45.6% of schools are above the median; however there are still too many schools in the bottom quarter, although this has improved over the last three years, and too few in the top quarter.



#### 4.3.6 Key Stage 3

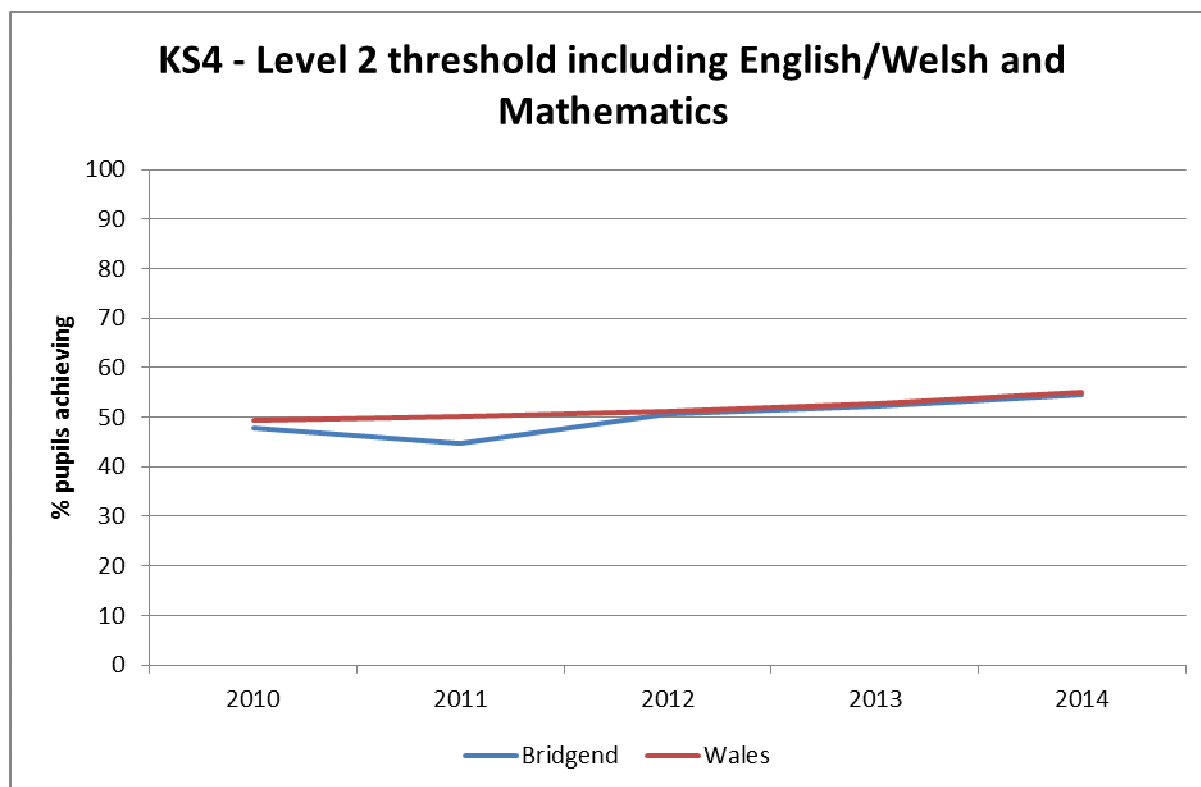
At key stage 3 (KS3) the trend in performance at the expected level (level 5) and above is positive over the last 3 years in all core subjects and the rate of progress is faster than at a national level. However, performance is below the national average for all core subjects and below local authority targets in all subjects. When compared to other local authorities Bridgend is ranked 14<sup>th</sup> out of 22 for English and Science and 15<sup>th</sup> for the core subject indicator. Mathematics is ranked 16<sup>th</sup> out of 22 and Welsh first language 13<sup>th</sup> out of 22.

Benchmarking of schools on the basis of free school meals shows that 22.2% schools are in quartile 4. However, this has reduced by over 10% over the last 3 years. The percentage of schools below the median for the KS3 core subject indicator remains the same as in 2012 although less schools are in the lowest quartile. 44% of schools are above the median line but there are no schools in the upper quarter. There remain too many schools in the bottom two quartiles and too few in the top quarter.



4.3.7 Key Stage 4

Key Stage 4 (KS4) results show an increase in all key indicators in 2014 since 2012. The level 2 threshold including English/Welsh and Mathematics (5 GCSEs A\*-C or equivalent including English/Welsh and Mathematics) has risen by 2.5%; the level 2 threshold (5 GCSEs A\*-C or equivalent) has risen by 7.3%; and, the level 1 threshold (5 GCSEs A\*-G or equivalent) has risen by 0.1%. National comparisons are not yet possible.



4.3.8 Performance of groups of learners

4.3.9 More able and talented

In the Foundation Phase pupils performing above the expected level at Outcome 6 at Language, Communication-English (LCE) and Mathematical Development (MDT) is higher than the Welsh average, at KS2 pupils perform above the national average

in the all areas of learning and subjects except Welsh first language and science but in KS3 pupils perform less well against all indicators.

- At FP the proportion of Bridgend pupils achieving outcome level 6+ increased in 2014 by between 4 to 7 percentage points. This was below the national average by 6.6 percentage points in PSD, 0.8 percentage points in Welsh first language but above in both LCE and MDT .
- At key stage 2 the proportion of Bridgend pupils achieving level 5 or above was below the national average by between 1.1 (science) to 2.2 (Welsh first language) percentage points in Mathematics and English pupils exceeded the national average by about 0.5 percentage points.
- At key stage 3 the proportion of Bridgend pupils achieving level 6 or above was below the national average by between 0.1 to 9.5 percentage points in the core subjects.
- At 18.3%, the proportion of pupils achieving GCSE A\* and A grades in WJEC examinations has remained similar to 2012, although it remains a little below the Welsh average for all examination boards.

#### 4.3.10 Gender

With few exceptions in 2013-2014 and over the last three years, girls outperform boys against most indicators. The gap in outcomes is widest in English and Welsh and narrowest in mathematics. These features are evident in the Foundation Phase and persist at each key stage.

#### 4.3.11 Free school meal eligibility

1. Pupils eligible for free school meals (FSM) are outperformed by those not eligible at each key stage. Although performance has improved and the gap in performance is reducing at Foundation Phase and KS2 the gap has widened at KS3 and even more so at KS4.
2. At foundation phase, 74.3% of pupils eligible for FSM achieved the foundation phase outcome indicator in 2014 compared with 88.4% of pupils not eligible for free school meals. The performance of both groups of pupils has increased in 2014, although the performance of pupils eligible for FSM has improved at a slightly faster rate therefore the gap has reduced by 2.7% since 2013.
3. At key stage 2, 73.4% of pupils eligible for FSM achieved the core subject indicator in 2014 compared with 89.1% of pupils not eligible for free school meals. The performance of both groups of pupils has increased in 2014; pupils eligible for FSM have improved at a faster rate therefore the gap has narrowed by 3.6%.
4. At key stage 3, 56.9% of pupils eligible for FSM achieved the core subject indicator in 2014 compared with 85.1% of pupils not eligible for free school meals. The performance of both groups of pupils has increased in 2014; pupils not eligible for FSM have improved at a faster rate therefore the gap has widened.

5. At key stage 4, 25.1% of pupils eligible for FSM achieved the level 2 threshold including English/Welsh and Mathematics compared with 61.2% of pupils not eligible for free schools meals. The gap widened in 2014.

#### 4.3.12 Ethnic minority pupils

1. Across the region as a whole the outcomes achieved by minority ethnic pupils are just below those of white UK pupils by around 2% in each case against the FPOI, the CSI at key stages 2 and 3 and against the level 2+ threshold.
2. At the 2014 Pupil Level Annual School Census (PLASC), 5.2% of the statutory school age population were from ethnic groups other than White British, of which the largest ethnic group was any other white background (1.5%). Due to the small number of pupils within each ethnic group performance is variable.
3. In Bridgend, outcomes achieved by white UK pupils are above the outcomes achieved by minority ethnic pupils in 2014 in most cases.
4. At foundation phase, key stage 2 and key stage 3, pupils from ethnic groups other than White British on the whole achieve at lower levels to pupils from a White British ethnic background.
5. At key stage 4 White British pupils were outperformed at all indicators by pupils from other backgrounds in Bridgend. Pupils from non-white British background also performed better than the average performance across the consortium region.

#### 4.3.13 Pupils with English as an additional language (EAL)

1. Pupils with English as an additional language are split into categories A (new to English) to D (Fluent) depending upon the stage of their language development. There are small numbers of pupils within each category at each stage therefore performance is variable.
2. At foundation phase, Key stage 2 and key stage 3 pupils do not perform as well as pupils who have English or Welsh as a first language, all other EAL pupils perform better than non-EAL pupils.
3. Compared to pupils across the Central South Region, pupils in Bridgend perform better at key stage 2, (5.9 percentage points) and at most key indicators at key stage 4 Level 1 (2 percentage points), Level 2+ (6.2 percentage points) and CSI (14.6 percentage points). However, pupils are outperformed by 1 percentage point for the FPOI, and 12.3 percentage points for the CSI at key stage 3.

#### 4.3.14 Special educational needs (SEN)

1. There are gaps in the outcomes achieved by pupils with a special educational need compared with those of other pupils. In general the gap is around 20% for pupils at school action, 40% at school action plus against the key indicators in the Foundation phase and at each key stage. Only about one in every ten pupils with a statement reached these indicators in 2014.
2. Pupils identified with Special Educational needs are outperformed by pupils not identified with SEN at all key stages. National figures for 2014 are not yet available, however when compared to CSC figures for 2014, pupils identified as

school action and school action plus within the Authority perform better than pupils nationally at FPOI and at Key stage 4 level 1.

#### 4.3.15 Looked after children (LAC)

In Bridgend there are variations in the outcomes for these pupils and they attain less well than other groups of pupils. Looked after pupils account for just over 1% of the total school age population. However, across the region the pattern of relative underperformance by this group is a consistent feature of performance.

Performance of LAC pupils in Bridgend is above the regional average for the CSI in key stage 2 (+5.2%) and key stage 3 (+2.3%). However, performance in the foundation phase for the FPOI is lower (-19.9%) than it is for the CSI at key stage 4 (-5.2%).

#### 4.3.16 School analysis

(Please note \* denotes school has a Learner Resource Centre, LRC, and this impacts on the performance data)

#### 4.3.17 **FPOI**

- 14 schools improved their benchmark quartile (BMQ) position
- 16 schools maintained performance although 7 (Ffaldau, Coychurch, Llangynwyd\*, Newton, Porthcawl, St Mary's Roman Catholic and Archdeacon John Lewis Church in Wales) were at BMQ3 or BMQ4
- 17 schools dropped in to a lower BMQ (Betws\*, Blaengarw\*, Brynmenyn, Bryntirion Infants\*, Coety, Nantyffyllon, Trelales, Ysgol Cynwyd Sant, Tynyrheol, Corneli\*, Ogmores Vale\*, Tremains\*, St Mary's and St Patricks) although 3 were still at BMQ 2
- The following 5 schools (Ffaldau, Coychurch, Newton, Porthcawl, St Mary's) stayed in BMQ3
- 11 schools were in BMQ 4 (Betws\*, Blaengarw\*, Brynmenyn, Bryntirion Infants\*, Llangwynyd\*, Nantyffyllon, Cynwyd Sant, Tynyrheol, Tremains\*, St Mary and St Patricks, Archdeacon John Lewis) only 2 (Archdeacon John Lewis and Llangynwyd\*) remained in BMQ4 from the previous year

#### 4.3.18 **KS2 CSI**

- 18 schools improved their BMQ
- 14 schools maintained their BMQ position but 5 of these were at BMQ 4 (Archdeacon John Lewis, Blaengarw\*, Ffaldau, Llangynwyd\*, Nantymoel)
- 14 schools dropped in to a lower BMQ group (Brynmenyn, Cefn Cribwr\*, Coychurch, Nantyffyllon, Newton, Tynyrheol, Corneli\*, Afon-y-Felin, Ysgol y Ferch O'r Sger, Caerau\*, Tremains\*) 3 however remained above the median
- 4 schools (Blaengarw\*, Ffaldau, Archdeacon John Lewis and Llangynwyd\*) stayed in BMQ4
- Although 3 moved to BMQ3 from BMQ4 (Afon-y-Felin, Caerau\*, Tremains\*), 6 moved from above to below the median (Brynmenyn, Cefn Cribwr\*, Coychurch, Nantyffyllon, Newton, Tynyrheol).

#### 4.3.19 **KS3**

- 5 schools improved their BMQ position
- 3 schools maintained their BMQ position although these were all in BMQ 3 and 4 (Cynffig\*, Porthcawl, CCYDderwen\*)
- 1 School BMQ position declined to BMQ3 (Archbishop McGrath)

#### 4.3.20KS4

- 6 schools improved their BMQ position
- 1 school maintained their BMQ position group 1 (YGG Llangynwyd)
- 2 schools' BMQ position declined 1 now in BMQ2 (Brynteg) and 1 in BMQ3 (Porthcawl)

#### 4.3.21 School categorisation

##### September 2013 School Categorisation

A	12
B	29
C	16
D	4

##### September 2014 School Categorisation (provisional)

Green (A)	14
Yellow (B)	32
Amber (C)	13
RED (D)	2

1. The provisional categorisation which was based on the same approach taken at the start of the year resulted in an overall increase in the number of schools in categories A and B. 11 schools have improved their category with 3 school having dropped a category.
2. We are now applying the National Model of Categorisation (to be published in January 2015). There will be less challenge adviser time provided for schools in Green and Yellow categories with an expectation that they will be working in their school improvement groups (SiGs) as self-improving schools. This is in line with the National model.
3. Schools in categories Amber and Red will still receive the same intensive level of challenge and support as previously.
4. One Bridgend secondary school is part of the Challenge Cymru project. This is a Welsh Government funded programme targeted at 40 Pathways to Success schools facing challenges in their circumstances and stage of development. The schools identified are receiving additional resources and expertise to undertake a programme of swift, sustainable improvement. They have all been assigned an adviser, with a proven track record of school improvement.

#### 4.4 NEXT STEPS

##### 4.4.1 **AIM 1: Improve the quality of leadership**

###### **Objectives:**

- Work in collaboration with the Central South Consortium to work with schools to monitor, challenge, support and intervene through the Challenge Framework
- To establish a set of principles and criteria to underpin the future of education and learning provision which can then be applied to establish a strategic development plan for the next ten years (Executive Headship and school

modelling)

- Facilitate the use of a common electronic system (Bridgend Tracker) that will enable leaders to analyse data in order to set individual pupil targets that in turn differentiates provision that secures accelerated progress and high attainment

#### 4.4.2 **AIM 2: Improve the quality of teaching**

##### **Objectives:**

- Ensure that teachers have the knowledge and pedagogy necessary for pupils to acquire high standards in literacy and numeracy
- Promote best practice in the foundation phase
- Close the gap between learners entitled to FSM and Non FSM

#### 4.4.3 **AIM 3: Improve the quality of collaboration**

##### **Objectives:**

- Develop an approach that enables Joint Practice Development within and between schools across the LA and within the Central South consortium (School to School working)
- Enable leaders to use peer reviews that bring about accelerated improvement in each other's schools

#### 4.4.4 **AIM 4: Improve outcomes for groups and individual learners**

##### **Objectives:**

- No wrong door to accessing children's services. There will be a single route in to children's services for all children to improve outcomes for our most vulnerable pupils
- Address underperformance of LAC pupils by using the schools task group to exploring the setting up of a Virtual School
- Address performance of pupils in Welsh both first language (KS4) and second language (higher attainers) Welsh in all key stages
- Implement a strategy to reduce the impact of poverty on attainment close the gap between pupils entitled to FSM and non FSM

## **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 Committee:

- (a) notes the summary of 2014 school performance set out in this report and its appendices;
- (b) receives further reports, concerning,
  - i. progress in school performance in 2015,
  - ii. progress in meeting the aims of improving leadership, quality of teaching and quality of collaboration set out in section 4.4 of the report.
  - iii. progress made by potentially vulnerable groups of pupils.

**Deborah McMillan**  
**Corporate Director - Children**

**Contact Officer:**

**Telephone:** (01656) 642616

**E-mail:** Deborah.McMillan@bridgend.gov.uk

**Postal Address** Children's Directorate  
Bridgend County Borough Council  
Sunnyside  
Bridgend  
CF31 4AR

**Background Documents**

None.

This page is intentionally left blank

**Targets and revisions**

	<b>2014 Targets</b>	<b>2014 Actual</b>	<b>2015 Targets ( ) Revised*</b>	<b>2016 Target ( ) Revised*</b>
FPI	84.3	85.1	85.9 (87.4)	N/A
KS2 CSI	85.8	86.2	84.5 (88.6)	84.3 (89)
KS3 CSI	77.6	79.3	76.6 (84.7)	74.8 (85)
KS4 L1+	96.6	93.4	94.4	94.7
KS4 L2	80.1	79.6	77.6 (78.4)	78.3 (79)
KS4 L2+	55	54.8	58.2 (60)	58.5 (63)
KS4 CSI	57.0	54.5	57.9 (58.4)	57.3 (58.9)

\*(Provisional target setting)

This page is intentionally left blank

**Performance in Key Indicators at each key stage.**

	2013 Actual	2014 Actual	2014 CSC	2014 Wales	Rank (2014)
FPOI	82.3	85.1	84.1	85.2	11
KS2 CSI	82.6	86.2	85.8	84.3	11
RWM	77.5	81.3	N/A	80.6	11
RWMS	77.2	81.1	N/A	80.4	11
KS3 CSI	73.5	79.3	80.3	81.0	15
KS4 L1	93.3	93.4	93.3	94.0	17
KS4 L2	72.3	79.6	80.7	82.3	18
KS4 L2+	52.3	54.8	53.9	55.4	12
KS4 CSI	50.6	54.5	51.0	52.6	9

RWM - Reading Writing Mathematics

RWMS - Reading, Writing, Mathematics and Science

**Key Stage 4 results by school**

School Name	L1	L2	Eng L2	Welsh L2	Maths L2	L2+	CSI
Bridgend PRU	20	0	20	0	0	0	0
Cynffig	97	81	66	0	55	52	48
Bryntirion	97	94	68	0	75	64	64
Maesteg	96	87	71	0	56	51	51
Pencoed	98	97	70	0	69	60	60
Brynteg	95	88	74	0	71	64	63
Porthcawl	97	77	70	0	73	63	64
YGG Llangynwyd	98	84	66	67	73	62	61
CCYD	94	63	53	0	48	40	40
Archbishop McGrath	97	71	80	0	58	52	54
Heronbridge	0	0	0	0	0	0	0
Ysgol Bryn Castell	0	0	0	0	6	0	0
<b>LA</b>	<b>93</b>	<b>80</b>	<b>66</b>	<b>67</b>	<b>63</b>	<b>55</b>	<b>55</b>
<b>Wales</b>	<b>94</b>	<b>82</b>	<b>66</b>	<b>74</b>	<b>62</b>	<b>55</b>	<b>53</b>
<b>Bridgend CBC 2012/13</b>	<b>93</b>	<b>72</b>	<b>62</b>	<b>71</b>	<b>59</b>	<b>52</b>	<b>51</b>

This page is intentionally left blank

**National Test results***National results for cohorts in brackets***Reading test - English**

	D	A	<85	85-115	>115
Year 2	1.5	0.8	11.4	69.2	17.1
Year 3	2.0	1.3	12.6	63.7	20.5
Year 4	1.2	1.2	13.1	65.3	17.6
Year 5	0.3	0.3	13.1	69.6	15.1
Year 6	0.8	0.8	13.9	68.2	15.5
Year 7	2.7	2.7	11.5	69.3	13.9
Year 8	2.0	2.0	11.9	67.1	15.7
Year 9	2.3	2.3	12.5	67.6	15.4
All year groups	1.4	1.4	12.5	67.6	16.3
Wales	1.6	1.6	13.4	66.7	16.5

**Reading test - Welsh**

	D	A	<85	85-115	>115
Year 2	0.0	2.2	17.3	67.6	12.9
Year 3	0.0	2.3	18.0	62.4	17.3
Year 4	0.0	2.2	18.5	71.1	8.1
Year 5	0.0	0.9	13.9	67.0	18.3
Year 6	0.0	0.8	23.8	62.7	12.7
Year 7	0.0	0.0	23.2	62.2	14.6
Year 8	0.0	0.9	10.7	76.8	11.6
Year 9	0.0	0.0	5.0	83.2	11.9
All year groups	0.0	1.3	16.4	68.9	13.4
Wales	0.0	1.1	13.7	66.9	17.5

**Numeracy tests –  
Processing (PRC)**

	D	A	<85	85-115	>115
Year 2	1.3	0.9	12.7	68.0	17.1
Year 3	2.0	0.9	13.2	66.6	17.3
Year 4	2.7	1.3	12.4	67.5	16.1
Year 5	2.0	0.5	13.7	70.0	13.8
Year 6	1.7	0.9	14.8	67.9	14.8
Year 7	2.5	2.9	12.0	67.2	15.4
Year 8	3.3	1.6	13.3	66.4	15.4
Year 9	2.4	2.1	13.1	67.6	14.7
All Year Groups	2.2	13.1	13.1	67.7	15.6
Wales	1.7	13.9	13.9	67.3	15.5

**Numeracy tests –  
Reasoning (RSG)**

	D	X	<85	85-115	>115
Year 2	1.3	1.6	13.9	66.3	16.8
Year 3	2.0	2.1	13.8	65.3	16.8
Year 4	2.7	1.7	13.7	67.8	14.0
Year 5	2.1	1.3	15.3	68.0	13.4
Year 6	1.7	1.5	14.4	66.8	15.7
Year 7	2.5	3.3	15.3	67.4	11.5
Year 8	3.3	2.6	11.1	68.2	14.9
Year 9	2.4	4.0	13.3	64.7	15.6
All Year Groups	2.2	2.3	13.8	66.8	14.9
Wales	1.7	2.3	13.8	67.4	14.8



## BRIDGEND COUNTY BOROUGH COUNCIL

### REPORT TO CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE

6 JANUARY 2015

#### REPORT OF THE ASSISTANT CHIEF EXECUTIVE – LEGAL & REGULATORY SERVICES

#### ATTENDANCE STRATEGY

##### 1. Purpose of Report

- 1.1 To present the Committee with the draft Attendance Strategy for schools for information and comments.

##### 2. Connection to Corporate Improvement Objectives / Other Corporate Priorities.

- 2.1 The key improvement objectives identified in the Corporate Plan 2013–2017 have been embodied in the Overview & Scrutiny Forward Work Programmes. The amended Corporate Improvement Objectives adopted by Council on 19 February 2014 formally set out the improvement objectives that the Council will seek to implement between 2013 and 2017. The Overview and Scrutiny Committees engage in review and development of plans, policy or strategies that support the Corporate Themes.

##### 3. Background.

- 3.1 There has been a significant amount of research carried out in relation to the link between pupil attendance and educational attainment. As Estyn states in its recent report on Attendance in Secondary Schools from September 2014, '*Absence from school has a clear impact on educational performance. Attainment decreases as absence increases.*' They use an example from Key Stage 3 in 2013, where '*86% of pupils that had missed up to 4% of sessions achieved the core subject indicator (CSI)4. Only a half of pupils that are absent for between 20-30% of sessions achieve the CSI. Those pupils that miss over half of all sessions have the lowest attainment levels – just under a fifth achieves the CSI.*' Further evidence within their report goes on to explain its effects on other Key Stages also.
- 3.2 In light of this and the fact that one of the main roles of the Scrutiny Committee is to monitor school performance and school improvement, at its meeting on 25 November 2014, the Committee agreed to include the Attendance Strategy on the agenda for their Special meeting in January to be considered along with the Annual School Performance Report for 2013-14.

##### 4. Current Situation / proposal.

- 4.1 Attached at Appendix A is a report from the Children's Directorate presenting the proposed Attendance Strategy 2014-2017 along with statistical data detailing individual school attendance rates for 2013/14, current performance for 2014/15 and targets for 2014/15 at Appendix 2.

4.2 The role of the Committee is to discuss and establish the extent to which the proposed Strategy will help both address attendance and have a positive impact on school attainment.

## **5. Effect upon Policy Framework and Procedure Rules.**

5.1 The work of the Children and Young People Overview and Scrutiny Committee relates to the review and development of plans, policy or strategy that form part of the Policy Framework and consideration of plans, policy or strategy relating to the power to promote or improve economic, social or environmental well being in the County Borough of Bridgend.

## **6. Equality Impact Assessment**

6.1 The equality implications are outlined in the officer's report attached as Appendix A.

## **7. Financial Implications**

7.1 Any financial implications are outlined in the officer's report attached as Appendix A.

## **8. Recommendation**

The Committee is asked to:

- i. Consider and discuss the information within the attached report;
- ii. Explore issues consistent with its challenge and support role;
- iii. Determine whether it wishes to make any comments or recommendations relating to the report.

**Andrew Jolley,**  
**Assistant Chief Executive – Legal & Regulatory Services**  
**2014**

**Contact Officer:** Rachel Keepins  
Scrutiny Officer

**Telephone:** 01656 643613  
**Email:** [scrutiny@bridgend.gov.uk](mailto:scrutiny@bridgend.gov.uk)

**Postal Address:** Democratic Services - Scrutiny  
Bridgend County Borough Council,  
Civic Offices,  
Angel Street,  
Bridgend,  
CF31 4WB

**Background Documents:**  
None

---

**BRIDGEND COUNTY BOROUGH COUNCIL****REPORT TO CHILDREN & YOUNG PEOPLE OVERVIEW AND SCRUTINY  
COMMITTEE****6 JANUARY 2015****REPORT OF THE DIRECTOR OF CHILDREN****SCHOOL ATTENDANCE STRATEGY****1. Purpose of Report.**

- 1.1 The purpose of the report is for the Committee to consider and discuss the Authority's proposed Attendance Strategy for 2014-2017 and determine whether it wants to make any comments or recommendations to Cabinet.

**2. Connection to Corporate Improvement Objectives/Other Corporate Priorities**

- 2.1 The report relates to the following priorities in the Corporate Plan for 2013-17:
- Working together to raise ambition and drive up educational attainment
  - Working with children and families to tackle problems early

**3. Background**

- 3.1 Evidence suggests that there is a clear link between good educational attainment and high school attendance. Poor attendance at school has a detrimental effect on a child's learning and can have a significant impact on their wellbeing.

**4. Current situation / proposal**

- 4.1 Primary school attendance rates across the County Borough have increased from 93.5% in 2012/13 to 94.8% in 2013/14. In secondary schools for the same period an increase from 92% to 93.8% was reported.
- 4.2 To continue with these improvements, we have developed a School Attendance Strategy for the period 2014 through to 2017. This is attached at **Appendix 1**.
- 4.3 Individual school attendance rates for 2013/14, current performance for 2014/15 and targets for 2014/15 are attached at **Appendix 2**. Members may wish to consider receiving this information on a termly basis from 2015.

**5. Effect upon Policy Framework& Procedure Rules**

- 5.1 There is no effect on the Policy Framework and Procedure rules.

**6. Equality Impact Assessment**

- 6.1 There are no equality implications directly arising from this report or strategy.

**7. Financial Implications**

7.1 The Strategy will be implemented within existing resources.

**8. Recommendation**

8.1 Committee is asked to

- (i) consider and discuss the information contained within the report and appendices; and
- (ii) determine whether it wishes to make any comments or recommendations to Cabinet on the draft strategy document.

**Deborah McMillan**  
**Corporate Director of Children**  
**12<sup>th</sup> December 2014**

**Contact Officer:** Mark Lewis  
Group Manager – Integrated Working and Family Support

**Telephone:** (01656) 642679

**E-mail:** [mark.lewis@bridgend.gov.uk](mailto:mark.lewis@bridgend.gov.uk)

**Postal Address** Civic Offices, Angel Street, Bridgend.

**Background documents**

Central South Consortium Attendance Strategy 2013-15.

**Bridgend County Borough Council**  
**Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr**

[www.bridgend.gov.uk](http://www.bridgend.gov.uk)



# **Bridgend County Borough Council**

## **School Attendance Strategy**

**2014 - 2017**

**'Success Starts at School'**

# 1. Vision and aims

---

- 1.1. Bridgend County Borough Council's Corporate Plan confirms our six improvement priorities for the next three years which aim to help us achieve our vision of:-

*Working together to improve lives across the county borough.*

---

- 1.2. The key outcomes we want to achieve by 2017 are:-

- *People in Bridgend County Borough are healthier.*
- *People in Bridgend County Borough benefit from a stronger and more prosperous economy.*
- *People in Bridgend County Borough are engaged and empowered to achieve their own potential.*
- *Bridgend County Borough is a great place to live, work and visit.*

- 1.3. We see a future for people of all ages where they can fulfil their dreams and achieve their full potential. They will continue to learn and develop throughout their lives, becoming healthy, creative, responsible and caring adults.

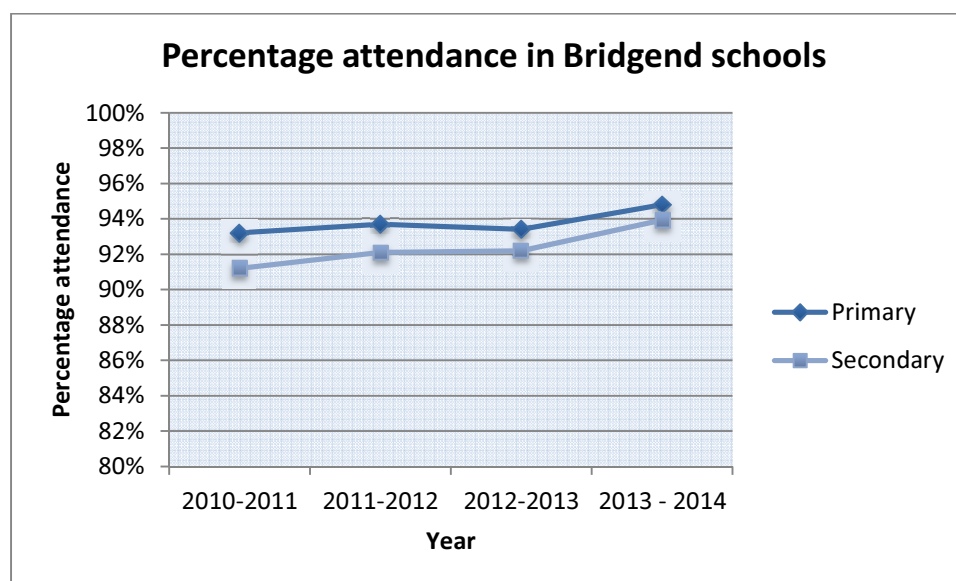
- 1.4. We believe that at the foundation of this is good education for all our children and regular attendance and punctuality at school are key drivers in ensuring children of school age are properly engaged in education. The Local Authority and schools will take the necessary steps to improve school attendance and ensure that all welfare needs of school-aged children are addressed. Bridgend County Borough Council's Education Welfare service works collaboratively with partner agencies to address barriers to learning and social inclusion and promote school attendance.

## 2. Introduction

---

- 2.1. Bridgend County Borough Council (BCBC) currently has 17,282 compulsory school age pupils on roll at schools across the County. A high level of school attendance is essential for children to ensure they thrive academically, so we need to ensure that all children of statutory school age regularly attend school.
- 2.2. School attendance rates have risen annually to 94.8% for Primary schools and 93.8% in secondary schools for 2013-14, as shown in Figure 1 below. This is clearly a positive step forward. However we must ensure that this trend continues.

Figure 1 – School attendance in Bridgend Schools 2010-11 to 2013-14



Source: Pupils Attendance record, Stats Wales – First Release, Welsh Government.

### 3. National context

3.1. The policy document 'Every Child Matters' was introduced by national government in 2003 and sets out the following outcomes for children and young people:

- *stay safe*
- *be healthy*
- *enjoy and achieve*
- *make a positive contribution*
- *achieve economic wellbeing*

3.2. Evidence suggests that there is a clear link between good educational attainment and high school attendance. Poor attendance at school has a detrimental effect on a child's learning and can have a huge impact on their wellbeing. We consider that positive attendance at school is the key to raising standards of achievement.

3.3. Wales has seen an alarming decline in international PISA results (Programme for International Student Assessment) in all subjects. Welsh Government is committed in improving educational attainment and standards across the board.

### 4. Local context

4.1. Bridgend County Borough Council is committed to maintaining consistently high levels of pupil attendance at school and recognises that improving attendance is a crucial factor in maintaining standards of pupil performance and achievement and will ensure equality of educational opportunity for all pupils.

- 4.2. Bridgend County Borough Council's attendance figures were 92% at Secondary and 93.5% at Primary level during the academic year 2012-2013. Whilst they are continuing to improve they need to be in line with the local authority target of 95% and our good work needs to continue with schools and the Council's Education Welfare Service.
- 4.3. Regular school attendance is vital for all children and young people. Failure to attend school increases the risk of leaving school without qualifications and allows greater opportunity for young people to be drawn into crime and antisocial behaviour. It can also leave some young people vulnerable to harm by adults.

## 5. Key principles

---

5.1. Our attendance strategy has been developed with the following key principles at its heart:-

- *Pupils' achievements and progress are directly influenced by attendance.*
- *Poor attendance can lead to reduced motivation and involvement in education.*
- *Schools play a critical role in attendance and the actions of school staff are significant factors in influencing pupil behaviour and attitudes, in particular those relating to attendance.*
- *Pupils should feel supported and have their attendance valued and rewarded.*
- *Our starting point is an assumption that most pupils want to attend school to learn and to achieve their full potential but may not always be able to do so for reasons beyond their control. The school plays a critical role in the early identification of the barriers to education for all pupils.*
- *All pupils have the right of equal access to a good education and should not be deprived of opportunity by non-attendance at school.*
- *Pupils, parents and carers have clear responsibilities to ensure good attendance. These should be made clear to them by the school through good communication.*
- *Pupils are more likely to respond positively, to learn and to attend, where they are treated equally, rewarded and supported.*
- *The start and end to the school day, and procedures for registration, have a substantial influence on pupils' attitudes and attendance. Good punctuality and robust systems for ensuring pupils are punctual are a significant factor in promoting attendance.*
- *Pupils are less likely to be poor attendees when attendance is monitored and followed up swiftly.*
- *Robust systems for identifying and responding to the needs of different pupils reasons for absence are critical.*
- *The engagement of pupils in ensuring good attendance is important. Pupils are likely to respond more positively when their views are sought, they are listened to and there is an appropriate response to their needs and opinions.*



## 6. The legal context

---

- 6.1. The legal framework governing attendance is established in various Education Acts and their associated regulations.

*The Education Act 1996 places a legal obligation on:-*

- *the Local Authority to provide sufficient primary and secondary schools in its area and enforce attendance;*
- *schools to register attendance and notify the LA of a child's absence from school.*

*Section 7 of the above Act states that:-*

- 6.2. 'The parent of every child of compulsory school age shall cause him/her to receive efficient, full time education suitable to his/her age, aptitude and ability and to any special educational needs he/she may have either by regular attendance at school or otherwise'.

*Section 444 further states that:-*

- 6.3. 'The parent of a child of compulsory school age registered at school and failing to attend regularly is guilty of an offence punishable in law'.

*An offence is not committed if it can be demonstrated that:-*

- *the pupil was absent with leave (authorised absence);*
- *the pupil was ill or prevented from attending by unavoidable cause;*
- *the absence occurred on a day set aside for religious observance by the religious body to which the pupil/parents belong;*
- *the pupil's catchment school is not within the prescribed walking distance of the child's home and no suitable transport arrangements have been made by the Local Authority; and*
- *a limited defence is available to the parents of traveller children.*

- 6.4. While the parent is primarily responsible for ensuring their child attends their registered school regularly, where school attendance problems occur, the key to resolving these problems is engaging the child through collaborative working between the parent, the school and the LA.

## 7. The role of Local Authority

---

- 7.1. The focus for the Local Authority will be on early intervention and prevention, working in a more targeted way with pupils and their families. Schools will be supported to identify children where there are early signs of poor attendance. We will work with families through the Joint Assessment Family Framework approach (JAFF) and Team around the Family (TAF) process to address issues. The lead in this respect will be BCBC's Educational Welfare Service.

- 7.2. The Local Authority will support schools in taking a rigorous line in reducing absence. Whilst the main focus is always to build strong positive relationships with parents and schools, the Local Authority will progress prosecutions where it considers this appropriate.
- 7.3. Parents and carers will be encouraged to participate in the JAFF process, however, where there is non engagement and/or no improvement in attendance, the Local Authority will pursue prosecutions.

### **Multi-agency working**

- 7.4. Within BCBC the Families First and Communities First Programmes provide services to the people of Bridgend by supporting them in various areas of need. Education Welfare officers work in conjunction with Family Support Workers (FSWs) and Family Engagement Officers (FEOs) in efforts to raise attendance and attainment levels. This is done collaboratively by working together in schools and delivering attendance workshops with pupils with attendance issues. Education Welfare Officers (EWOs) also work jointly with FSWs supporting families through the JAFF and TAF.
- 7.5. EWOs regularly visit Primary schools on a three weekly basis. This is to ensure that schools and EWOs identify vulnerable pupils at the earliest stage and early. With EWOs working in Community hubs in co-located areas of the County Borough, this provides a holistic approach in ensuring appropriate support is available for pupils and families. Multi-agency working is key to ensuring families receive the support based on need. Community hubs consist of EWOs, FEOs, behaviour support teachers, additional learning needs professionals, social workers and youth workers.
- 7.6. Regular truancy patrols are undertaken and the EWS works closely with the local Police. The Youth Offending Service, health services, housing association, and voluntary organisations are also actively involved in working with the EWS in assisting in resolving non-school attendance of pupils and supporting families.

### **Targeted interventions**

- 7.7. In addition to Bridgend County Borough Council's service level agreement with schools and the EWS, the Education Welfare Service can offer additional support to schools on a need basis in order to improve attendance. This will form part of a 'team around the school approach' which involves the Senior EWO and schools discussing the individual need and arranging an appropriate plan for improving attendance. This is an intensive intervention approach and involves the community teams working together around the school and community to improve attendance levels. This could consist of a range of initiatives, for example attendance panels including governor involvement, parents, pupils, EWS and school staff. Attendance is discussed in a formal setting and sets out the importance of regular school attendance and the consequences if attendance fails to improve. Home visits are completed by EWS and school staff is another example. Homes are visited to those pupils not in school without good reason and targeting those with persistent absence.

### **Fixed penalty notices**

- 7.8. Fixed Penalty Notices (FPNs) will allow schools to issue FPNs to the parents of children and young people who have unauthorised absences from school.. FPNs came into force in September 2013 as a result of the Education (Penalty Notices)(Wales) Regulations 2013. Local Authorities are required to issue a local Code of Conduct and a Code of Conduct has

been devised by BCBC and formally adopted. The issuing of the FPNs will lie with the Education Welfare Service in response to requests from Head teachers, nominated deputies or Police Officers. Fixed Penalty Notices have been widely used in England for a number of years. It is anticipated that FPN will be used to improve attendance and prevent unnecessary absences from school in the following circumstances:-

- *Minimum of 10 unauthorised absences (5 school days) in the current term. These do not need to be consecutive.*
- *Minimum of 10 sessions of lateness after close of registration.*
- *Unauthorised absence due to a term time holiday*
- *Pupil regularly coming to the attention of the police during school hours without justified reason.*
- *Parents/carers have failed to engage with schools/EWS but where court sanctions have not been instigated.*

7.9. The EWS and the school will take into account the following in considering whether a FPN can be issued:-

- *Level of absence;*
- *Any equalities considerations;*
- *Statement of Special Educational Needs;*
- *History of Attendance;*
- *Defences which may be available;*
- *Level of parental engagement; and*
- *Any adverse effect a fine will have on the welfare of the family.*
- *Welsh Assembly guidance*
- *Likely effectiveness of FPN as a tool to obtaining compliance*

7.10. The withdrawal of a penalty notice may only be revoked where it is proven that:-

- *The notice has been issued to the wrong person to an incorrect address.*
- *The notice did not conform to code of conduct.*
- *Evidence demonstrates that the notice should not have been issued. e.g., medical evidence provided.*
- *Circumstances warrant its withdrawal.*

7.11. The legislation governing the implementation of FPN is outlined in:-

- *Sections 444A and 444B of the Education Act 1996,*
- *The Education and Inspections Act 2006*
- *The Education ( Penalty Notices ) (Wales) regulations 2013*
- *Rights of Children and Young Persons (Wales) Measure 2011*
- *United Nations Convention on the Rights of the Child ).*
- *Human Rights Act 1998*

7.12. A Penalty notice is £60 if paid within 28 days of receipt of the notice, rising to £120 if paid after 28 days. If the penalty is not paid in full by the end of the 42 days the local authority must either prosecute parents/carers for the offence or withdraw the notice.

### Term-time holidays

- 7.13. BCBC recognises the effect that absence from school has on educational attainment and strongly discourages head teachers from authorising the taking of holidays during term time whilst acknowledging their discretion under the Education (Pupil Registration) (Wales) Regulations 2010.

## 8. The Education Welfare Service (EWS)

---

- 8.1. The Education Welfare Service has the responsibility of implementing the statutory duties in relation to securing school attendance. The EWS has a key function in working with schools, families, pupils, agencies, statutory and voluntary in order to promote regular school attendance.
- 8.2. The EWS will continue to take the lead role for the local authority in supporting school attendance and meet with school staff on a weekly basis. The EWS works with children and families, other agencies and continue to support schools. The EWS is managed and funded centrally and Educational Welfare Officer (EWO) time is allocated on a needs basis. The Local Authority has a service level agreement with every school and sets clear responsibilities.
- 8.3. The EWS consists of a Senior EWO and a team of EWO's. Each EWO is based within Community hubs in co-located areas, North, East and West. Each EWO has a designated secondary school and its associate feeder primary schools.

## 9. The role of parents

---

- 9.1. Parents are responsible for ensuring their child attends school regularly. Parents are expected to report their child's absence from school on the first day of absence and on the return provide a written explanation. Parents are requested to avoid taking family holidays during term time, and work with schools and relevant agencies when pupils have attendance issues.
- 9.2. In addition to attendance, punctuality is equally important. If a pupil continually arrives to school 5 minutes late, this will amount to losing 3 days each year. If a pupil arrives after the closure of the register then this will count as an unauthorised absence which if deemed appropriate may lead to a referral to the EWS.
- 9.3. Absence can also make children vulnerable to involvement with crime and anti- social behaviour.
- 9.4. The report 'Improving attendance at school' carried out by the DfE in 2010, explains there is a clear link between poor attendance at school and lower academic achievement of pupils who miss more than 50% of school, 3% manage to achieve 5 or more GCSE at Grade A\*-C including Maths and English. It highlights that 73% of pupils who have over 95% attendance achieve 5 or more GCSE at Grades A\*-C.

9.5. Not only is school attendance and attainment important, it also enables young people to maintain positive friendships, promotes wellbeing and provides them with good grounding for their future.

9.6. Parents/carers can support the regular and punctual attendance of their children by:-

- *ensuring that their child arrives at school on time each day;*
- *ensuring that their child only misses school for reasons which are unavoidable or justified, such as illness or days of religious observance;*
- *notifying the school as soon as possible of any absence and confirm this in writing when the child returns to school;*
- *not booking family holidays during term-time;*
- *talking to the school if they are concerned that their child may be reluctant to attend.*

## 10. The responsibility of schools

---

10.1. Schools have a statutory duty of care to safeguard and promote the welfare of children. Schools should have a clear attendance policy which sets out how attendance is managed and monitored. All school staff should be trained on attendance and made aware of the schools attendance policy.

10.2. Schools should communicate all attendance and welfare concerns to their nominated EWO. A nominated governor should have the lead responsibility for attendance. All schools should adopt a first day absence procedures to ensure and safeguard pupils and to ensure all parents are made aware when their child is not in school.

10.3. All schools should adopt the Central South Consortiums 'Callio' attendance system (or equivalent).

## 11. Data collection, attendance targets and auditing

---

11.1. Schools supply attendance data through their schools Information Management System (SIMS). Data is reported to the Central South Consortium (CSC), acting on behalf of the LA as a commissioned service with the responsibility for school improvement. Attendance data is also provided to Welsh Government and is used to inform national performance indicators. The Local Authority has access to data shared on a cluster basis. Attendance targets for schools are set by School Governing bodies and CSC Challenge Advisors.

11.2. Attendance audits will be undertaken for all schools. Senior EWO distributes an Attendance Audit Toolkit for schools in order to identify strengths and weaknesses of attendance processes in each school, and also to devise an action plan for improvements from these. Key features will include:-

- *examining existing procedures;*
- *inspecting attendance information;*
- *related documentation and school policies;*
- *assessing the type and levels of communication with parents;*
- *interviewing staff and pupils;*
- *analysing attendance data;*
- *considering school strategies used to promote attendance and sharing good practice; and*
- *evaluating the effectiveness of early intervention and support services.*

## 12. Training and support

---

- 12.1. All staff with responsibility for attendance in schools should receive appropriate training including the proper use of codes, appropriate challenge to parents, accurate input of data, exporting data and also full usage and knowledge of SIMS management information system.
- 12.2. BCBC's Education Welfare Service will offer support to all schools covering such issues as:-
- *strategies for promoting regular attendance;*
  - *strategies for addressing persistent absenteeism;*
  - *improving communication with parents;*
  - *good practice in monitoring punctuality;*
  - *developing a whole-school attendance policy; and*
  - *rewards and incentives.*

## 13. Celebrating good and improved attendance

---

- 13.1. Schools are encouraged to promote good attendance using a range of initiatives at a whole school, year group, class or individual pupil level.
- 13.2. This can include certificates, pens or prizes such as books. Achievements that are congratulated in assemblies are considered to be particularly effective. All schools should display their attendance marketing materials appropriately in foyers, classrooms, walls and banners can be used on the periphery of the school estate. This helps raise awareness and the importance of good attendance for pupils, teachers, parents and visitors to schools.

## 14. Traveller children

---

- 14.1. We will work closely with the families of traveller children to ensure they are attending school. The Council's Equalities and Engagement Officer will be able to provide advice and guidance to schools to ensure the regular attendance of children from traveller communities. Schools are particularly encouraged to:-

- *create an inclusive culture which promotes equality and recognises cultural diversity and difference;*
- *show high expectations of attendance with all registered pupils;*
- *respond promptly to absences through immediate telephone or other enquiries;*
- *refer any continuing or repeated absence to the EWS;*
- *develop strategies to support pupils with literacy or learning difficulties;*
- *support educational continuity while children are travelling;*
- *give additional support if needed on entry to school for traveller children;*
- *ensure adequate support during transition e.g., from KS2 to KS3; and*
- *seek appropriate advice from the LA if necessary.*

## 15. Supporting the attendance of pupils with Special Educational Needs (SEN)

---

- 15.1. BCBC recognises that children with SEN, regardless of whether this has been formally diagnosed, may prevent some children from attending school. The EWS and educational psychology service in particular, will work with head teachers, the school Special Educational Need Coordinator (SeNCO) and other school staff to address pupil's poor attendance, which may be related to unidentified or unmet SEN.

## 16. Supporting the attendance of pupils who may have been bullied

---

- 16.1. BCBC recognises that bullying is an issue which prevents some children from attending school or from achieving their full potential when they do attend.
- 16.2. Our more recent approach has been 'Bridgend says End Bullying' (BSEB). This has raised awareness of bullying issues and the consequences to the recipients of such treatment. The project examined causes of bullying and attempts to change attitudes towards it by addressing such behaviour and treatment.
- 16.3. BCBC will, through the team around the family approach, continue to offer support to pupils whose attendance is being affected by actual or perceived bullying.

## 17. Supporting the attendance of vulnerable groups

---

- 17.1. BCBC will respond appropriately to support school attendance of pupils considered vulnerable. The Inclusion Service will play a key role in supporting such pupils. Such groups might include:-
- *pregnant school girls and teenage mothers;*
  - *children transferring school;*
  - *children entering school outside the normal year of entry.*

- *young offenders*
- *children from families under stress;*
- *young carers; and*
- *school phobics.*

## 18. Action Planning

---

- 18.1. The EWS will work with schools to develop action plans to improve attendance at whole school level. This will rely on individual schools' analysis of data and of its attendance profile. Schools should work closely with the EWS to develop action plans for school level action as well as developing individual pupil level action plans.
- 18.2. Schools with highest levels of absence will receive additional EWS support. A condition of that support will be an agreed school action plan to improve attendance and reduce persistent absenteeism.
- 18.3. The main areas that should be covered in the whole school action plan are as follows:-
- *Improved senior leadership response to attendance*
  - *Robust recording and monitoring systems*
  - *Improved tracking and monitoring arrangements*
  - *Targeted additional support*
  - *Improve support and challenge for parents*
  - *Targeted support to vulnerable groups*
  - *Working with partners to support parents to reduce illness related absence*
  - *Target specific work with parents of children in Early Years settings to ensure good attendance habits are developed early and parents understand their responsibilities*
  - *Workforce Development*
- 18.4. The action plan template below is an example only. Each individual school may wish to utilise its own format. What is more important, is that schools actively plan to address poor attendance and adjust their strategy accordingly.



## Example School Action Plan 2014/15

All school attendance target \_\_\_\_\_

Parental challenge				
What	How	Who	When	Outcome/output
Greater challenge of parents/pupils who attendance falls short of target.	Interview parents of all pupils whose attendance is <85%	School senior managers and EWS team member	Autumn term 2014	Pupils increase attendance to at least 95% by end of current term and are actively seeking to improve their own attendance.
Senior leadership response				
Improved senior leadership control and ownership of attendance	Improved leadership with a designated member of senior staff responsible for attendance.	Deputy Head teacher	Termly	Attendance being regularly discussed and challenged by the Senior Management Team and Board of Governors.

This page is intentionally left blank

School Name	Current attendance to 21st			
	2013/14 Actual	2014/15 target	November 2014	BCBC Target 2014/2015
Abercerdin Primary School	94.10%	94%	93.70%	95.90%
Afon-Y-Felin Primary School	92.50%	94%	95.20%	95.90%
Archdeacon John Lewis Primary School	94.30%	95%	95.84%	95.90%
Betws Primary School	94%	95%	94.60%	95.90%
Blaengarw Primary School	94.50%	95%	95.34%	95.90%
Brackla Primary School	95%	95.10%	95.96%	95.90%
Bryncethin Primary School	93%	95%	94.95%	95.90%
Brynmenyn Primary School	94%	94.50%	95.08%	95.90%
Bryntirion Infants School	93.35%	94%	95.51%	95.90%
Bryntirion Junior School	CLOSED			
Caerau Primary School	93.12%	95%	94.15%	95.90%
Cefn Cribwr Primary School	94.13%	94.30%	95.23%	95.90%
Cefn Glas Infant School	95.10%	95%	95.84%	95.90%
Coety Primary School	95.31%	95.40%	96.54%	95.90%
Corneli Primary School	93.58%	94%	94.57%	95.90%
Coychurch (Llangrallo) Primary School	96.51%	96.80%	95.81%	95.90%
Croesty Primary School	95.69%	97%	95.90%	95.90%
Cwmfelin Primary School	95.67%	96%	96.56%	95.90%
Ffaldau Primary School	95%	95.50%	95.71%	95.90%
Garth Primary School	94.26%	95%	95.61%	95.90%
Heol y Cyw Primary School	CLOSED			
Litchard Primary	95.21%	94.80%	95.41%	95.90%
Llangewydd Junior School	97.60%	96.80%	97.83%	95.90%
Llangynwyd Primary School	93.85%	96%	95.45%	95.90%
Maes yr Haul Primary School	96.31%	96.40%	97.05%	95.90%
Mynydd Cynffig Infants School	93.50%	94.20%	96.27%	95.90%
Mynydd Cynffig Junior School	94.64%	95%	96.64%	95.90%
Nantffyllon Primary School	94.30%	93.70%	95.49%	95.90%
Nantymoel Primary School	93.50%	95.10%	94.98%	95.90%
Newton Primary School	95.57%	95%	95.94%	95.90%
Nottage Primary School	95.21%	96%	94.78%	95.90%
Ogmore Vale Primary	93.50%	94.50%	94.76%	95.91%
Oldcastle Primary School	95.00%	95.20%	95.96%	95.90%
Pandy Infants School	CLOSED			
Pencoed Primary School	94.90%	95.30%	95.95%	95.90%
Penybont Primary School	94.90%	94.80%	95.90%	95.90%
Penyfai C.I.W. Primary	96.33%	96.50%	97.18%	95.90%
Pil Primary School	92.30%	95%	95.58%	95.90%
Plasnewydd Primary School	92.80%	94%	94.33%	95.90%
Porthcawl Primary School	95.14%	95.60%	96.20%	95.90%
St Mary's Catholic Primary School	95.58%	95%	95.50%	95.90%
St Mary's and St Patrick's RC Primary School	95.07%	95.50%	95.31%	95.90%
St Robert's R.C. Primary School	95.13%	95%	96.68%	95.90%
Tondu Primary School	94.87%	95.10%	94.73%	95.90%
Trelales Primary School	95.32%	96%	96.72%	95.90%
Tremains Primary School	94.84%	95%	95.10%	95.90%
Tynyrheol Primary School	94.24%	94%	95%	95.90%

West Park Primary School	96.10%	97%	96%	95.90%
<b>School Name</b>	<b>2013/14 Actual</b>	<b>2014/15 target</b>	<b>Current attendance</b>	<b>BCBC Target 2014/2015</b>
Ysgol Cynwyd Sant	95.18%	95.30%	96.16%	95.90%
Ysgol G.G. Cwm Garw	93.04%	94.60%	94.36%	95.90%
Ysgol Gymraeg Bro Ogwr	95.48%	95%	95.35%	95.90%
Ysgol Y Ferch O'r Sger	95.54%	95%	95.23%	95.90%
<b>Total</b>	<b>94.82%</b>		<b>95.65%</b>	<b>95.90%</b>
<b>School Name</b>				
Archbishop Mcgrath Catholic School	94.66%	95%	95.58%	95.30%
Brynteg School	94.45%	95%	95.15%	95.30%
Bryntirion Comprehensive School	94.76%	95.50%	96.07%	95.30%
Coleg Cymunedol y Dderwen	92.97%	94%	93.36%	95.30%
Cynffig Comprehensive School	92.15%	94.10%	94.60%	95.30%
Maesteg Comprehensive School	92.94%	94%	94.14%	95.30%
Ogmore School	CLOSED			
Pencoed Comprehensive School	94.26%	94.50%	94.72%	95.30%
Porthcawl Comprehensive School	94.62%	94.80%	95.85%	95.30%
Ynysawdre Comprehensive School	CLOSED			
Ysgol Gyfun Gymraeg Llangynwyd	94.19%	94.60%	94.92%	95.30%
<b>Total</b>	<b>93.93%</b>		<b>94.99%</b>	<b>95.30%</b>

**35/49 ( 71.43%) Primary schools exceeding their school target to date**

**8/9 (88.9%) Secondary schools exceeding their school target to date**

**NB Green** shows schools exceeding their 2014/2015 attendance targets to date

**NB Red** shows schools attendance targets set lower than their actual attendance 2013/2014.

## BRIDGEND COUNTY BOROUGH COUNCIL

### REPORT TO CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE

6 JANUARY 2015

#### REPORT OF THE ASSISTANT CHIEF EXECUTIVE – LEGAL & REGULATORY SERVICES

#### FORWARD WORK PROGRAMME UPDATE

#### 1. Purpose of Report

- 1.1 The report presents the items due to be considered at the Committee's Special meeting to be held on 17 February 2015 and seeks confirmation of the information required for the Ordinary meeting to be held on 7 April 2015.

#### 2. Connection to Corporate Improvement Objectives / Other Corporate Priorities.

- 2.1 The key improvement objectives identified in the Corporate Plan 2013–2017 have been embodied in the Overview & Scrutiny Forward Work Programmes. The amended Corporate Improvement Objectives adopted by Council on 19 February 2014 formally set out the improvement objectives that the Council will seek to implement between 2013 and 2017. The Overview and Scrutiny Committees engage in review and development of plans, policy or strategies that support the Corporate Themes.

#### 3. Background.

- 3.1 At its meeting on 10 June 2014, the Children and Young People Overview and Scrutiny Committee determined its Annual Forward Work Programme for 2014-15.

#### 4. Current Situation / proposal.

##### Meetings of the Children and Young People Overview and Scrutiny Committee

- 4.1 In relation to the Committee's next meeting, scheduled to be held on 6 January 2015, the table below lists the items to be considered and the invitees due to attend.

Topic	Invitees	Specific Information Requested	Research to be Undertaken by the Overview & Scrutiny Unit
Quarter 3 Performance 2014/15	Deborah McMillan, Corporate Director - Children's Services Cllr Huw David, Cabinet Member Children & Young People	Quarter 3 Directorate Performance Report	

Learner Transport	Deborah McMillan, Corporate Director - Children's Services Cllr Huw David, Cabinet Member Children & Young People Nicola Echanis, Head of Strategy Commissioning and Partnerships Robin Davies, Group Manager Business Strategy & Performance Kevin Mulcahy, Group Manager Transport Michele Hatcher, Group Manager Inclusion	Report detailing outcome of consultation on Learner Transport	
Children's Directorate Business Plan	Deborah McMillan, Corporate Director - Children's Services Cllr Huw David, Cabinet Member Children & Young People Nicola Echanis, Head of Strategy Commissioning and Partnerships Colin Turner, Head of Safeguarding and Family Support	Receive draft Directorate Business Plan for comment	

4.2 The table below lists the items to be considered and the invitees due to attend in respect of a Special meeting of the Committee due to be held on 7 April 2015.

<b>Topic</b>	<b>Invitees</b>	<b>Specific Information Requested</b>	<b>Research to be Undertaken by the Overview &amp; Scrutiny Unit</b>
Out of County ALN (plus update on statementing)	Deborah McMillan, Corporate Director - Children's Services Cllr Huw David, Cabinet Member Children & Young People Colin Turner, Head of Safeguarding and Family Support	Report detailing the work being undertaken to return children with additional needs to in-house provision. Report to also include an update on changes relating to statementing of children	
Schools Task Group	Deborah McMillan, Corporate Director - Children's Services Cllr Huw David, Cabinet Member Children & Young People Nicola Echanis, Head of Strategy Commissioning and Partnerships	Report looking at the rationale behind the Task Group, its purpose, expected outcomes etc.	
Child Sexual Exploitation	Deborah McMillan, Corporate Director - Children's Services Cllr Huw David, Cabinet Member Children & Young People Colin Turner, Head of Safeguarding and Family Support	Report outlining the extent of the issue in Bridgend – with evidence to support this, plus evidence of actions being undertaken to deal with/prevent incidents	

SSARF Nominations	None	Nominations for SSARF Joint Panel	
-------------------	------	-----------------------------------	--

**5. Effect upon Policy Framework and Procedure Rules.**

5.1 The work of the Children and Young People Overview and Scrutiny Committee relates to the review and development of plans, policy or strategy that form part of the Policy Framework and consideration of plans, policy or strategy relating to the power to promote or improve economic, social or environmental well being in the County Borough of Bridgend.

**6. Equality Impact Assessment**

6.1 There are no equality impacts arising from this report.

**7. Financial Implications**

7.1 None.

**8. Recommendation**

The Committee is asked to:

- (i) Note the topics due be considered at the meeting of the Committee scheduled for 17 February 2015 and confirm if it requires any additional specific information to be provided by the invitees listed or the Overview & Scrutiny Unit;
- (ii) Determine the invitees to be invited to attend, any specific information it would like the invitees to provide and any research that it would like the Overview & Scrutiny Unit to undertake in relation to its subsequent meeting, scheduled to be held on 7 April 2015.

**Andrew Jolley,  
Assistant Chief Executive – Legal & Regulatory Services  
2014**

**Contact Officer:** Rachel Keepins  
Scrutiny Officer

**Telephone:** 01656 643613  
**Email:** [scrutiny@bridgend.gov.uk](mailto:scrutiny@bridgend.gov.uk)

**Postal Address:** Democratic Services - Scrutiny  
Bridgend County Borough Council,  
Civic Offices,  
Angel Street,  
Bridgend,  
CF31 4WB

**Background Documents:**

None