

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 2015

Dear Councillor,

CHILDREN & YOUNG PEOPLE OVERVIEW & SCRUTINY COMMITTEE

A meeting of the Children & Young People Overview & Scrutiny Committee will be held in the Council Chamber, Civic Offices, Angel Street, Bridgend, CF31 4WB on **Tuesday, 5 January 2016** at **2.00 pm**.

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 01 September 2008 (including whipping declarations).
3. Approval of Minutes 3 - 12
To receive for approval the minutes of a meeting of the Children and Young People Overview and Scrutiny Committee dated 4 November 2015
4. Forward Work Programme Update 13 - 18
5. School Standards Report - Foundation Key Stage 2 and 3 Key Stage 4 Outcomes for 2015 19 - 50

Invitees:

Deborah McMillan, Corporate Director – Education and Transformation
Cllr Huw David, Deputy Leader
Cllr Hailey Townsend, Cabinet Member, Childrens Social Services and Equalities
Nicola Echanis, Head of Strategy Commissioning and Partnerships
Sue Roberts, Group Manager – School Improvement
Paul Wolstenholme, Bridgend Link Adviser- Central South Consortium
Robert Hopkins, Head of Service - Central South Consortium
Hannah Woodhouse, Managing Director - Central South Consortium

Cllr Chris Elmore - Chair of Joint Committee - Central South Consortium
Mr Ben Blackwell, Headteacher – Penybont
Mr David Jenkins, Headteacher – Brynteg
Miss Andrea May, Assistant Headteacher - Brynteg

6. Free School Meals (FSM) Attainment Report 51 - 62

Invitees:

Deborah McMillan, Corporate Director – Education and Transformation
Cllr Huw David, Deputy Leader
Cllr Hailey Townsend, Cabinet Member, Childrens Social Services and Equalities
Nicola Echanis, Head of Strategy Commissioning and Partnerships
Sue Roberts, Group Manager – School Improvement
Paul Wolstenholme, Bridgend Link Adviser- Central South Consortium

7. Member and School Engagement Panel Annual Report 2014-15 63 - 68

8. Urgent Items

To consider any item(s) of business in respect of which notice has been given in accordance with Part 4 (paragraph 4) of the Council Procedure Rules and which the person presiding at the meeting is of the opinion should by reason of special circumstances be transacted at the meeting as a matter of urgency.

Yours faithfully

P A Jolley

Assistant Chief Executive Legal and Regulatory Services

Distribution:

Councillors:

PA Davies
DK Edwards
N Farr
EP Foley

Councillors

CA Green
PN John
M Jones
G Phillips

Councillors

RL Thomas
C Westwood
DBF White
KJ Watts

MINUTES OF A MEETING OF THE CHILDREN & YOUNG PEOPLE OVERVIEW & SCRUTINY COMMITTEE HELD IN COUNCIL CHAMBER, CIVIC OFFICES ANGEL STREET BRIDGEND CF31 4WB ON WEDNESDAY, 4 NOVEMBER 2015 AT 2.00 PM

Present

Councillor EP Foley – Chairperson

PA Davies
M Jones

DK Edwards
G Phillips

N Farr
C Westwood

PN John

Registered Representatives:

Mr W Bond
Mr T Cahalane
Mr K Pascoe
Mr R Thomas

Officers:

Rachel Keepins Democratic Services Officer - Scrutiny
Andrew Rees Senior Democratic Services Officer - Committees

Invitees:

Councillor HJ David	: Deputy Leader
Councillor HJ Townsend	Cabinet Member Childrens Social Services and Equalities
Susan Cooper	Corporate Director Social Services and Wellbeing
Deborah McMillan	Corporate Director Education and Transformation
Nicola Echanis	Head of Strategy Commissioning and Partnerships
Pete Tyson	Planning and Contract Management Officer
Zenda Caravaggi	GMB Representative

193. APOLOGIES FOR ABSENCE

Apologies for absence were received from the following Members for the reasons so stated:

Councillor RL Thomas – Work commitment
Councillor DBF White – Unwell
Canon E Evans – Prior commitment.

194. DECLARATIONS OF INTEREST

Mr W Bond declared a personal interest in agenda item 5 – Children With Disabilities Programme as a parent governor of Heronsbridge School.

195. APPROVAL OF MINUTES

RESOLVED: That the minutes of the Children and Young People Overview and Scrutiny Committee of 23 September 2015 were approved as a true and accurate record.

196. FORWARD WORK PROGRAMME UPDATE

The Scrutiny Officer presented a report which detailed the items to be considered at the next meeting of the Committee and sought confirmation of the information and invitees required.

The Scrutiny Officer also reported that Corporate Parenting is the term used to describe the responsibility of a local authority towards looked after children and young people and that all Members have a level of responsibility for the children and young people looked after by the authority. She requested that Members consider how the services within the remit of the Committee affect children in care and care leavers and how it can assist in these areas. The Scrutiny Officer stated that Scrutiny Champions can greatly support the Committee in this by advising of the ongoing work of the Corporate Parenting Cabinet Committee any decisions or changes which they should be aware of as Corporate Parents.

The Scrutiny Officer also reported that the Corporate Resources and Improvement Overview and Scrutiny Committee had agreed to set up a Joint Research and Evaluation Panel for Sickness Absence and sought a nomination from this Committee to sit on the Panel.

Conclusions:

- (1) Noted the topics to be considered at its meeting on 5 January 2016 and the invitees to attend to attend the meeting;
- (2) Determined the invitees to be invited to attend the meeting on 21 January 2016;
- (3) Requested that education practitioners be invited to attend for the item on the Education of LAC and a Head Teacher / Deputy Head Teacher for the item on FSM Attainment Gap at the meeting on 9 March 2016;
- (4) Nominated Councillor P A Davies to sit on the Sickness Absence Joint Research and Evaluation Panel.

197. CHILDREN WITH DISABILITIES PROGRAMME

The Scrutiny Officer presented a report on the work being undertaken as part of the Children with Disabilities Transformation programme which focused on the review of in-county residential provision and respite services for children with disabilities.

The Corporate Director Social Services and Wellbeing informed the Committee that the Children with Disabilities Transformation is a sub-programme which sits beneath the Safeguarding and Family Support Change Programme, within which four distinct work areas had been identified. She also informed the Committee that a consultation exercise with staff and stakeholders was commencing today which would inform options for the delivery of respite services and in-county accommodation in the future.

The Corporate Director Social Services and Wellbeing reported that it was the Council's aim for children and young people to remain in their local community with family and friends in order to ensure stability in their lives. It was proposed to increase residential care at Heronsbridge School from the current 38 week provision for up to 6 service users for 5 days a week to 52 week residential provision. There are three young people receiving 39 week residential care whose needs were such that they may in future require 52 week residential care. The Corporate Director Social Services and Wellbeing also informed the Committee that Bakers Way currently provides an overnight respite/short break service for Children with Disabilities. The facility has been subject to review and whilst it provides a valuable short breaks service, there are drawbacks such as high transport costs, high cancellation rates and the need to improve access for

wheelchair users. The Planning and Contract Management Officer informed the Committee of the gaps he had identified with current provision. Discussions had commenced with the families of the three existing high cost out of county placements that could potentially be placed in county with 52 week residential provision. Discussions had also commenced on the viability of increasing the registration of Heronsbridge to 52 week residential provision.

The Committee questioned the number of out of county placements and whether there was a waiting list. The Planning and Contract Management Officer informed the Committee that there were 13 out of county placements as at June 2015, 3 of which would be suitable for in county provision based on 52 week residential provision. The average cost for an out of county placement is £180k per annum and the 3 high cost out of county placements suitable for 52 week residential provision cost £676k. The Corporate Director Social Services and Wellbeing informed the Committee that the Council did not operate a waiting list for placements. The Corporate Director Social Services and Wellbeing also informed the Committee that it was proposed to create 52 week residential provision by redeveloping facilities at Heronsbridge. The Planning and Contract Management Officer informed the Committee there is existing out of county provision at facilities in Cardiff, Brecon and Cheltenham.

The Committee referred to the report identifying 3 existing out of county placements returning to in county provision and also the potential for another 6 out of county placements to be brought in county and questioned the number of beds which were taken at Heronsbridge and whether adaptations were to be carried out at Weston House. The Planning and Contract Management Officer informed the Committee that there was at present 39 week provision at Heronsbridge, however some analysis had been undertaken of the placements and it was believed that 3 or 4 places would be sufficient as some of the young people due to their ages would shortly be transitioning into adult social care. It was intended to refurbish the existing vacant caretakers lodge at Heronsbridge which would free up heron House for 52 week residential provision for which a capital bid of £100k had been made for the conversion works. The Cabinet Member Childrens Social Services and Equalities informed the Committee that Weston House has 35 beds for 16-19 year olds but was not at full capacity. She also informed the Committee that a further report would be brought to this Committee on the proposals prior to them being considered by Cabinet. The Corporate Director Social Services and Wellbeing informed the Committee that the proposals for new models for respite services had not yet been firmed up and would be subject to consultation with the governing body of Heronsbridge School. She stated that costings for adapting Weston House were being worked up but the existing facility could not deal with children with very challenging and complex behavioural issues. She also stated that the out of county placements were necessary due to the complexity of the behavioural issues.

The Committee referred to the review of Bakers Way which had found that one of the drawbacks was the high cost of transport to Bakers Way and questioned the long term plan for the facility and the reasons for the high cancellation rates. The Committee also questioned the nature of the report to Cabinet and where does the Scrutiny process fit in. The Corporate Director Social Services and Wellbeing informed the Committee that an options report for the short break service would be brought to this Committee prior to it being presented to Cabinet. She stated that parents of service users had been this morning at the consultation event to discuss proposals for the short breaks service. The Corporate Director Social Services and Wellbeing informed the Committee that there are 5 places available at Bakers Way but it was very difficult for the facility to be full to capacity at any one time due to the facilities not being suitable to meet current need as the building required renovation work to accommodate wheelchair users to the upper floor. Discussions were taking place with families on a bookings system which needed to be more flexible to accommodate overnight stays at short notice. The outcome of the

discussions will inform an options paper. She stated that the future of Bakers Way for respite needed to be considered in the context of being used in an alternative way as it was currently closed during the day. The Cabinet Member Childrens Social Services and Equalities confirmed that the options would be subject to the Scrutiny process prior to it being considered by Cabinet. A member of the Committee stated that the lack of a lift / stair lift system at Bakers Way to accommodate wheelchair users had been picked up by Members undertaking rota visits. The Committee considered that the facility at Bakers Way could be revolutionised if it offered 52 week residential provision. The Corporate Director Social Services and Wellbeing informed the Committee that it was not intended to offer 52 week residential provision at Bakers Way as it was intended to be used for short breaks.

The Committee questioned whether staff affected had been involved in the consultation. The Head of Safeguarding and Assessment informed the Committee that the first consultation with staff at Bakers Way on the proposals was taking place this afternoon and she had ensured that staff are being offered as much reassurance as could be given. The Corporate Director Social Services and Wellbeing informed the Committee that consultation was taking place with staff on the basis of the future service model and staff were anticipating change, but there was also a need to see what staff want as well.

The Committee questioned the current registration of premises which was based on 39 week residential provision. The Planning and Contract Management Officer informed the Committee that Heronsbridge and Weston House were at present registered to provide 39 week residential provision and there is an appetite for both facilities to provide 52 week residential provision in order that children are able to stay near to their families and friends. He stated that both providers had made enquiries with the CSSIW to increase their registration to 52 week residential provision. The Corporate Director Social Services and Wellbeing stated that discussions take place on a regular basis with the CSSIW to share the Council's current thinking and proposals on service provision. The Head of Safeguarding and Assessment informed the Committee that the CSSIW are supportive of the Council and the principles underpinning this approach which is one of the priorities for the forthcoming year.

Conclusions

1. The Committee welcomed the general principle of having a 52 week residential provision for children with disabilities in the county borough and also supported the review of respite services. Members also supported any extension of the role of Heronsbridge as a means of returning children from out of County.
2. In relation to any future options for Respite Care, Members expressed the view that the current staff should be retained as far as possible due to their experience and skills and the fact that the number of children requiring this provision would still potentially be the same.
3. The Committee noted that the Officer's report stated that a further report would go to Cabinet following consultation, however there was no mention of Scrutiny in the process for pre-decision scrutiny. Members commented that there should be a collaborative relationship in that any report planned for consultation should be subject to objective consideration from Scrutiny at an appropriate time before a decision is made by Cabinet.
4. With this in mind, the Committee requested that a further report be provided to Scrutiny on the developed options approximately two thirds of the way through the consultation process so that Members can provide views on the options as a consultee and also monitor the consultation process.

5. The committee also requested that this report include:
 - a) details of cost comparisons for future respite care; should the care continue in Bakers Way and adaptations made against costs of moving the provision elsewhere;
 - b) details of staffing provision relating to an increase to 52 week residential care, due to the fact that this would require a substantial change for staff in their working patterns.

198. STRATEGIC REVIEW INTO THE DEVELOPMENT AND RATIONALISATION OF THE CURRICULUM AND ESTATE PROVISION OF PRIMARY, SECONDARY AND POST 16 EDUCATION

The Scrutiny Officer introduced an update report on the work of the Schools Task Group in supporting the development and rationalisation of the curriculum and provision of primary, secondary and post 16 education.

The Corporate Director Education and Transformation informed the Committee that Cabinet at its meeting on 11 July 2006 had received a report of the Overview and Scrutiny process which contained 14 recommendations proposing a strategic review of the provision of primary, secondary and post 16 education and school reorganisation. She stated that a Schools Task Group had been established to consider falling rolls, a large number of surplus primary and secondary school places, and the number of head teachers reaching retirement age in the near future and financial constraints which had led to a number of schools in a budget deficit situation.

The Corporate Director Education and Transformation commented that the outcomes for learners had improved above the Welsh average, with 55% of pupils leaving school with 5 GCSEs A* - C grades, however 45% of pupils left without qualifications.

The Corporate Director Education and Transformation informed the Committee that the Task Group had established six work streams, namely: Analytics; School Modelling; Post 16 Provision; Welsh Medium Provision; Catchment Review and 21st Century School Modernisation. It had been identified by the Task Group that each work stream had interdependencies which meant that none of the issues could be tackled in isolation and had led to the development of a strategy. The purpose of the strategy was to consider decisions relating to the organisation of school places and to deliver a managed programme for change. Each work stream had recognised the need to bring the work together to develop a coherent strategy, however due to the limited expertise and capacity in house it was proposed that a strategic partner be sourced to contribute to the development of the strategy. It was expected that the strategic partner will develop an options appraisal paper for presentation to Cabinet. The Corporate Director Education and Transformation highlighted the specification for the review and sought the views of the scrutiny function on what should be in the specification for the review to inform preparation of the review and welcomed the opportunity for Member representation on the Task Group from this Committee.

The Corporate Director Education and Transformation also highlighted the range of options the will consider, namely:

- Some secondary schools may not have a sixth form;
- Some schools may operate within federations;
- Some schools may become all through schools for the age range of 3-16 or 3-19, and
- Some schools may not have a non-teaching head.

A member of the Committee commented that he had previously sat on the Learning Pathway Group which reviewed 14-19 education and had met over a five period with consultants prior to the Group being disbanded. He expressed concern that a similar group was now being created employing consultants to develop the strategy. He stated that all governing bodies were against schools operating within federations and that the best model was cluster groups led by secondary schools. He also stated that to reduce the number of sixth forms at the same time as changing learner transport arrangements to potentially introduce charging was potentially dangerous as it could lead to an increase in the number of NEETs. The Corporate Director Education and Transformation informed the Committee that the previous Group had concluded its work. The Corporate Director Education and Transformation also confirmed that post 16 transport had not been cut and would be in place until 2020.

A member of the Committee questioned how church schools and faith schools would fit in to the strategy and expressed concern that a full Equality Impact Assessment would only be carried out following the formal consultation stage. Also would children and young people be consulted on the strategy. The Corporate Director Education and Transformation confirmed there would be representation from the Diocese on the Group. Although the review was in its early stages there would also be engagement with children and young people and that the rights of child are an important component.

The Deputy Leader informed the Committee that one of the advantages of having sixth forms is that it saved on not having to bus pupils across the County Borough which is diverse. He stated that it was not all about the cost of class provision but also about the cost of transport. He also stated that 20% of pupils undertake their studies in more than one centre. The model of charging pupils and travelling in order to undertake their studies was not sustainable but there was a need to weigh up the cost of travel.

The Committee expressed concern at the sustainability of sixth form education in schools as tertiary education was not viable in this area however the tertiary model is the favoured approach of the Welsh Government. The Committee considered that head teachers would favour retaining sixth forms as it would also help in the retention of teachers who want to teach sixth form classes. Concern was expressed that the Group did not come up with any proposals after a year's worth of consultation. The Corporate Director Education and Transformation informed the Committee that each work stream had come up with a series of recommendations but did not want to put them in the public domain as yet. A member of the Committee commented that following consultation 9 head teachers believed that the current model of post 16 education was not sustainable and that the Welsh Government was considering developing a sixth form centre. The Head of Strategy Commissioning and Partnerships commented that the head teachers had agreed that the existing model of post 16 education was not viable. She stated that significant cuts were anticipated to the 16-19 education budget and that work was being undertaken with head teachers on longer term solutions which may encompass a mixed tertiary model.

The Committee requested more detail on the views of senior management on the proposals for post 16 education. The Deputy Leader informed the Committee that the proposals were at present sensitive and he gave an assurance that a great deal of work was being undertaken and it had been a productive process with there being tangible outcomes. There was a need to develop provision at the Kenfig Hill site and there would be an options report presented to Cabinet.

A member of the Committee stated there were at present 300 pupils in the sixth form in the Llynfi Valley and expressed concern at the impact this would have on the futures of pupils if sixth form provision was removed from schools.

The Committee questioned the number of surplus nursery places at the newly opened Coety Primary School and whether the surplus places would influence the closure of other schools in the locality. The Deputy Leader commented that the Welsh Government was focused on surplus places at the expense of future provision. He stated that the Parc Derwen when complete would comprise 1,400 properties and there would then be no surplus places at Coety Primary. He also stated there were no plans to close Litchard Primary which had seen an investment of £3m in refurbishing facilities at that school.

The Committee requested more detail on school modelling which affects pupil outcomes and work streams and the timescale for developing the strategy and the reasons why Bridgend College is part funding the strategy. The Corporate Director Education and Transformation informed the Committee that the strategic partner would not drive the review; their role is to provide technical advice and expertise which needed to be procured. The strategic review would be carried out by the Council. In terms of the timescale, the draft specification would be considered by the School Modernisation Board and the Safer Communities Board. Once the specification had been written a strategic partner would be procured. The Welsh Government would pay for the costs. It was intended to start the review in February 2016 with an options paper being presented to Cabinet in mid-2016. A final decision would then be made in 2017-18. The Corporate Director Education and Transformation commented that the College was working with the Council but was not contributing financially to the strategy.

A member of the Committee referred to three schools in the Garw Valley having an open door policy on federations and that the big issues on school modelling are change management, performance management and people. This had resulted in a Memorandum of Understanding being put together by the three head teachers. The Committee how the Garw Valley project could fit in and how it can benefit from the strategic review. The Head of Strategy Commissioning and Partnerships informed the Committee that the model developed in the Garw Valley is the exact model that is needed to be adopted which could be replicated elsewhere. A member of the Committee stated that flexibility was needed as the Council could not carry on as at present. Concern was expressed at the data analytics and inward migration needed to be taken into account. The Corporate Director Education and Transformation informed the Committee that an officer in her Directorate possessed excellent data analysis skills and who was able to accurately predict future birth rates and where housing development would take place. She offered to meet the member with the officer responsible for analysis.

A member of the Committee questioned the reason for the surplus places at Coleg y Dderwen. The Deputy Leader informed the Committee that 2,000 new properties are to be built in the gateway to the valleys area and three feeder primary schools are full to capacity. The Head of Strategy Commissioning and Partnerships informed the Committee that the calculations for Coleg y Dderwen had been inaccurate and should have been done on the basis of 10% capacity.

The invitees were thanked for their contributions.

Conclusions

1. Members acknowledged the sensitivities around the subject, however expressed disappointment at the lack of detail contained in the report in relation to the information gathered by the work streams such as, for example, the benefits and drawbacks of Federations which would have helped them better understand the work being undertaken.

2. The Committee commented that any proposals must clearly consider the geographics of the County Borough due to the view that closing some sixth forms could potentially have significant implications for pupils and their continuing in education and therefore a resulting increase in the number of NEETs. Members stressed that there must be suitable access to Post-16 education across the County Borough and agreed that this would be a point for detailed consideration by the Committee at future meetings.
3. In relation to the Consultation process, the Committee stressed that a Quality Impact Assessment needed to be carried out at an early stage to inform the consultation in order that it can effectively contribute to the process.
4. The Committee also stressed the importance of the views of children and young people in the consultation process, with the rights of the child in mind.
5. The Committee supported the proposal put forward by the Deputy Leader that the work of the Schools Task Group and its workstreams, along with future work around the development of the Strategy, be cascaded down to School Governing Bodies and staff to ensure that they are kept informed of progress.
6. Members requested that they received feedback as soon as possible on who the Strategic Partner will be and asked that they be invited to any future meetings on this subject item.
7. Members welcomed the opportunity offered to them to meet with the Director and consider the comprehensive reports behind each workstream to better understand the information and have confidence in the findings thus far. Members agreed that they would individually contact the Director for this should they wish to follow this up.
8. The Committee welcomed the opportunity to have its own representatives on the Working Party tasked with developing the Strategy for future education provision in the County Borough. Members nominated Cllr G. Phillips and Cllr DK. Edwards to be the Committee's representatives and provide feedback at future meetings.

199. **SOCIAL SERVICES ANNUAL REPORTING FRAMEWORK**

The Scrutiny Officer presented a report to update Members on the work of the Joint Research and Evaluation Panel in relation to the Social Services Annual Reporting Framework in June 2015. The Committee had previously considered a report on the Social Services Annual Framework at its meeting in November 2009, which outlined the arrangements put in place by the Chief Inspector of the Care and Social Services Inspectorate Wales (CSSIW). The framework involved formal engagement on an annual basis with Scrutiny and the Committee had agreed that the work should be undertaken jointly with the Health and Wellbeing Overview and Scrutiny Committee (now the Adult Social Care Overview Scrutiny Committee), which subsequently also agreed to this approach through the establishment of a Research and Evaluation Panel.

The Panel met on two separate occasions to consider the report and formulate questions and lines of enquiry, as well as offering comments and recommendations on the Director of Social Services Annual Report. Some of the Panel's main points were summarised under paragraph 4.3 of the report and their comments and views were incorporated into the final report which was approved by Council in July 2015.

Conclusions:

The Committee noted the report on the work of the Joint Research and Evaluation Panel.

200. URGENT ITEMS

There were no urgent items.

The meeting closed at 4.53 pm

This page is intentionally left blank

REPORT TO CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE

5 JANUARY 2016

REPORT OF THE ASSISTANT CHIEF EXECUTIVE – LEGAL AND REGULATORY SERVICES

FORWARD WORK PROGRAMME UPDATE

1. Purpose of Report

1.1 The purpose of this report is to:

- a) present the items due to be considered at the Committee’s meeting to be held 21 January 2016 and seeks confirmation of the information required for the subsequent scheduled meeting to be held on 9 March 2016;
- b) present a list of further potential items for prioritisation by the Committee.

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 25 February 2015 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 29 July 2015, the Children and Young People Overview and Scrutiny Committee determined its Annual Forward Work Programme for 2015/16.

4. Current Situation / Proposal

Meetings of the Children and Young People Overview and Scrutiny Committee

4.1 In relation to the Committee’s next scheduled meeting to be held on 21 January 2016, 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
Directorate Budget Consultation Process	<ul style="list-style-type: none"> • Susan Cooper, Corporate Director, Social Services and Wellbeing • Deborah McMillan, Corporate Director – Education and Transformation 	MTFS Proposals for 2016-17	Detail research / To be confirmed

Topic	Invitees	Specific Information Requested	Research to be Undertaken by the Overview & Scrutiny Unit
	<ul style="list-style-type: none"> • Cllr Huw David, Deputy Leader • Cllr Hailey Townsend, Cabinet Member, Childrens Social Services and Equalities • Laura Kinsey, Head of Safeguarding and Family Support • Nicola Echanis, Head of Strategy Commissioning and Partnerships 		

4.2 The table below lists the item to be considered and the invitees due to attend in respect of the subsequent meeting of the Committee to be held on 9 March 2016.

Topic	Invitees	Specific Information Requested	Research to be Undertaken by the Overview & Scrutiny Unit
Residential Remodelling	Susan Cooper, Corporate Director, Social Services and Wellbeing Cllr Hailey Townsend, Cabinet Member, Childrens Social Services and Equalities Laura Kinsey, Head of Safeguarding and Family Support Natalie Silcox, Group Manager, Childrens Regulated Services	To review the way residential care is provided and to consider options and alternative ways of delivery.	Detail research / To be confirmed
Education of LAC	Deborah McMillan, Corporate Director – Education and Transformation Susan Cooper, Corporate Director, Social Services and Wellbeing Cllr Huw David, Deputy Leader Cllr Hailey Townsend, Cabinet Member, Childrens Social Services and Equalities Laura Kinsey, Head of	Priority arisen out of Business Planning Process – IP2 Working Together To Raise Ambitions And Drive Up Educational Achievement – Joint report between Education and Children’s Social Services providing evidence of the work that is being undertaken and the support that is	

Topic	Invitees	Specific Information Requested	Research to be Undertaken by the Overview & Scrutiny Unit
	Safeguarding and Family Support Sue Roberts, Group Manager – School Improvement Bev Jones, Team Manager, LACE Representative Headteacher – Virtual Head - advocate for LAC	being provided to target and raise educational performance for children in care.	

Extra Items for Consideration

4.3

- a) Permanency and Placement Strategy and Early Help Strategy Updates - Monitoring of action plans – what outcomes have been achieved as a result of this preventative work? What evidence is there to support this? Eg. Reduced numbers of CIN/LAC, reduced number of placements, increase in adoptions. Budget reduction CH25: Reduction in Safeguarding LAC numbers and related reduction in costs.
- a) Detail regarding the joining up of the two strategies into one – update on reorganisations and restructures
- b) Schools Task Group - Outcome of consultation and any proposed decision going before Cabinet;
- c) Exclusions in Schools – Deferred from 11 May meeting due to report containing insufficient information;
- d) Nursery Education Years Provision – as yet the Directorate do not know if this will be considered this year – if so, the Committee will need to consider it a priority and factor it into the FWP;
- e) Child Sexual Exploitation – Members have asked that this be considered as a priority item in the next Annual FWP after March 2016;
- f) Equality in Schools – is being considered by the Equalities Committee but has been raised as an issue specific to schools with issues around its education/training under PSE, (links also to other areas and issues of PSE);
- g) Report on the Consortia - detailing what services are being transferred to them
- h) Childrens Change Programme (Could just be a presentation outside of Committee);
- i) Teenage Pregnancies – Possible LSB project.

Corporate Parenting

- 4.5 Corporate Parenting is the term used to describe the responsibility of a local authority towards looked after children and young people. This is a legal responsibility given to local authorities by the Children Act 1989 and the Children Act 2004. The role of the Corporate Parent is to seek for children in public care the outcomes every good parent would want for their own children. The Council as a

whole is the 'corporate parent' therefore all Members have a level of responsibility for the children and young people looked after by Bridgend. ¹

4.6 In this role, it is suggested that Members consider how the services within the remit of their Committee affects children in care and care leavers, and in what way can the Committee can therefore assist in these areas.

4.7 Scrutiny Champions can greatly support the Committee in this by advising them of the ongoing work of the Cabinet-Committee and particularly any decisions or changes which they should be aware of as Corporate Parents.

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 None

7. Financial Implications

7.1 None.

8. Recommendations

8.1 The Committee is recommended to:

- (i) Note the topics due to be considered at the meeting of the Committee for 21 January 2016 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 meeting for 9 March 2016;
- (iii) Revisit and consider the list of future potential items for the Committees Forward Work Programme and reprioritise as the Committees feels appropriate;

Andrew Jolley,
Assistant Chief Executive – Legal & Regulatory Services

Contact Officer: Rachel Keepins, Scrutiny Officer

¹ Welsh Assembly Government and Welsh Local Government Association 'If this were my child... A councillor's guide to being a good corporate parent to children in care and care leavers', June 2009

Telephone: 01656 643613

Email: scrutiny@bridgend.gov.uk

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

Background documents: None

This page is intentionally left blank

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE

REPORT OF THE DIRECTOR OF EDUCATION AND TRANSFORMATION

5 JANUARY 2016

SCHOOL STANDARDS REPORT

FOUNDATION PHASE, KEY STAGE 2 & 3 KEY STAGE 4 OUTCOMES FOR 2015

1. Purpose of Report.

- 1.1 The purpose of this report is to provide Members with feedback on the Foundation Phase, Key Stage 2, 3 & 4 outcomes for 2015.

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 The following report evaluates the educational performance in Bridgend. The evaluation is in relation to trends in standards over a three year period, standards compared to the other local authorities in Wales and the rate of improvement compared to the national rate of improvement.
- 3.2 The percentage of pupils of statutory school age eligible for free school meals averaged out over 3 years for Bridgend is 20% and for Wales is 18.8% (source All Wales Core Data Set 2015). Therefore, the performance of Wales is a challenging and realistic benchmark to compare the performance of Bridgend against. In the tables below, arrows are used to indicate improving or declining performance from one year to the next. The arrows are also colour coded so to allow general patterns to be identified from scanning across the data.

The term 'achievement' refers to progress made whereas 'attainment' refers to standards.

3.3 Bridgend is 15th out of 22 local authorities in Wales in relation to the proportion of pupils of statutory school age eligible for free school meals averaged over three years as at 2013/14 where 1st refers to the LA with the lowest proportion and 22nd the highest proportion. (Source: LA All Wales Core Data Set).

4. Current situation / proposal

FOUNDATION PHASE

4.1 The Foundation Phase Indicator illustrates the proportion of children achieving the expected outcome, outcome 5, in all three key areas of learning in the Foundation Phase. The areas of learning are: personal and social development, well-being and cultural diversity (PSDWCG); language literacy and communication English (LLC-E)/ language literacy and communication Welsh (LLC-W); mathematical development (MD).

Foundation Phase Indicator (FPI)				
	2013	2014	2015	3yr difference
Bridgend	82.3	85.1 ↑	88.8 ↑	+6.5
Wales	83	85.2 ↑	86.8 ↑	+3.8

FPI	2013	2014	2015
Rank	14	11	7

4.2 The individual areas of learning at the expected outcome, outcome 5+, and the higher than expected outcome, outcome 6+.

PSDWCD at Expected Outcome and Higher Than Expected Outcome				
	2013	2014	2015	3Yr Diff
Bridgend (%)	91.1	94.4 ↑	94.9 ↑	+3.8
Wales (%)	93	94.2 ↑	94.8 ↑	+1.8
Bridgend +1 (%)	37.6	44.8 ↑	50.6 ↑	+13
Wales + 1 (%)	45.9	51.5 ↑	56 ↑	+10.1

Rank PSDWCD expected outcome	20	11	13
-------------------------------------	----	----	----

LLC-W at Expected Outcome and Higher than Expected Outcome				
	2013	2014	2015	3Yr Diff
Bridgend (%)	92	91.4 ↓	95.4 ↑	+3.4
Wales (%)	86.7	89.8 ↑	91.3 ↑	+4.6
Bridgend +1 (%)	27.7	31.7 ↑	39.9 ↑	+12.2
Wales + 1 (%)	29.3	32.5 ↑	36.9 ↑	+7.6

Rank LLC-W expected outcome	1	8	3
------------------------------------	---	---	---

LLC-E at Expected Outcome and Higher than Expected Outcome				
	2013	2014	2015	3Yr Diff
Bridgend (%)	85.1	87.2 ↑	90.5 ↑	+5.4
Wales (%)	85.2	86.6 ↑	88 ↑	+2.8
Bridgend +1 (%)	29.1	34.1 ↑	38.6 ↑	+9.5
Wales + 1 (%)	29.5	32.2 ↑	34.2 ↑	+4.9
Rank LLC E expected outcome	13	11	6	

MD at Expected Outcome and Higher than Expected Outcome				
	2013	2014	2015	3Yr Diff
Bridgend (%)	86.6	88.3 ↑	91.5 ↑	+4.9
Wales (%)	87.4	88.7 ↑	89.7 ↑	+2.3
Bridgend +1 (%)	28.0	32.4 ↑	37.2 ↑	+12.2
Wales + 1 (%)	28.2	30.3 ↑	34.3 ↑	+7.6

Rank – MD expected outcome	15	12	7
-----------------------------------	----	----	---

4.3 Commentary

Achievement and attainment are both good in the Foundation Phase. Standards have improved steadily over the last three years. The rate of improvement has been mostly greater than the national rate of improvement and in 2015 attainment was better than the Wales average in all areas of learning except for PSDWCD at outcome 6+. Compared to other local authorities in Wales, whereas there are fluctuations in performance, taken over a three year period the rank position of Bridgend improved in all indicators except for first language Welsh. However, attainment in first language Welsh is higher than all-Wales at both the expected level and higher than expected level.

Schools in Bridgend have implemented the Foundation Phase curriculum so that it develops children's skills very well. For example, when Estyn inspected Mynydd Cynffig Infant school in February 2015 they noted that 'All pupils benefit from a well-planned and extensive thinking skills programme. All staff ensure that these skills provide pupils with a high level of challenge in nearly all areas of the curriculum.'

4.4 Key Stage 2

The core subject indicator illustrates the proportion of children achieving the expected level, level 4+, in all three core subjects. The core subjects are English/Welsh, mathematics and science.

Core Subject Indicator (CSI)					
		2013	2014	2015	3Yr Diff
Bridgend		82.6	86.2 ↑	87.6 ↑	+5
Wales		84.3	86.1 ↑	87.7 ↑	+3.4

Rank - CSI	17	11	15
-------------------	----	----	----

4.5 The individual core subjects at the expected level, level 4+, and the higher than expected level, level 5+.

English at Expected Level and Higher Than Expected Level				
	2013	2014	2015	3Yr Diff
Bridgend (%)	86.4	88.7	89.5	+3.1
Wales (%)	87.1	88.4	89.6	+2.5
Bridgend +1 (%)	35.3	37.7	39.2	+3.9
Wales + 1 (%)	35.7	38	40.8	+5.5

Rank – English expected level	17	14	15
--------------------------------------	----	----	----

Maths at Expected Level and Higher than Expected Level				
	2013	2014	2015	3 Yr Diff
Bridgend (%)	86.3	88.8	90	+3.7
Wales (%)	87.5	88.9	90.2	+2.7
Bridgend +1 (%)	33.4	37.9	39.8	+6.4
Wales + 1 (%)	35.7	38	41.2	+5.5

Rank – Maths expected level	17	12	15
------------------------------------	----	----	----

Welsh at Expected Level and Higher than Expected Level				
	2013	2014	2015	3 Yr Diff
Bridgend (%)	93.4	90.5	94.7	+1.3
Wales (%)	86.7	88.1	90.5	+3.8
Bridgend +1 (%)	37.4	31	35.1	-2.3
Wales + 1 (%)	30.4	33.9	38	+7.6

Rank – Welsh expected level	3	6	4
------------------------------------	---	---	---

Science at Expected Level and Higher than Expected Level				
	2013	2014	2015	3 Yr Diff
Bridgend (%)	87.3	90.3	91.1	+3.8
Wales (%)	89.7	90.3	91.4	+1.7
Bridgend +1 (%)	31.7	37.1	38.4	+6.7
Wales + 1 (%)	36.1	38.4	41.1	+5

Rank – Science expected level	19	14	14
--------------------------------------	----	----	----

4.6 **Commentary**

Achievement is good in key stage 2 at both the expected level of performance and the higher than expected level. In most performance indicators Bridgend has improved at a faster rate than Wales. Compared to other local authorities in Wales, whereas there are fluctuations in performance, taken over a three year period Bridgend has improved in all indicators except for first language Welsh which is an area that we need to improve on.

Attainment at the expected level is adequate because it is in line with the national average. However, attainment at the higher than expected level needs to be improved because it is below national averages in all core subjects.

One of the factors underpinning the strong achievement in Bridgend is the effective use of target setting and pupil tracking to ensure that pupils make good progress. For example, in June 2015 when Estyn inspected Porthcawl Primary, they commented 'Tracking of individual pupils' progress is strong. All teachers make beneficial use of the detailed analysis of data and the termly progress reports. This ensures all pupils make good progress and receive appropriate support and challenge when required.'

4.7 Key Stage 3

The core subject indicator illustrates the proportion of children achieving the expected level, level 5+, in all three core subjects in key stage 3. The core subjects are English/Welsh, mathematics and science.

Core Subject Indicator				
	2013	2014	2015	3Yr Diff
Bridgend	73.5	79.3 ↑	84.3 ↑	+10.8
Wales	77	81 ↑	83.9 ↑	+6.9

Rank - CSI	17	15	12
------------	----	----	----

4.8 The individual core subjects at the expected level, level 5+, and the higher than expected level, level 6+.

English at Expected Outcome and Higher Than Expected Outcome				
	2013	2014	2015	3Yr Diff
Bridgend (%)	80.1	85.1	88.6	+8.5
Wales (%)	82.9	85.9	87.9	+5
Bridgend +1 (%)	37.4	45.5	51.7	+14.3
Wales + 1 (%)	42.7	48.5	52.6	+9.9

Rank – English expected level	16	14	8
--------------------------------------	----	----	---

Welsh at Expected Level and Higher than Expected Level				
	2013	2014	2015	3Yr diff
Bridgend (%)	82.1	89.1	87.3	+5.2
Wales (%)	87.6	90.1	90.9	+3.3
Bridgend +1 (%)	36.9	42.6	44.5	+7.6
Wales + 1 (%)	45.7	52.9	56.1	+10.4

Rank – Welsh expected level	17	13	14
------------------------------------	----	----	----

Maths at Expected Level and Higher than Expected Level				
	2013	2014	2015	3Yr Diff
Bridgend (%)	82.2	84.5	87.8	+5.6
Wales (%)	83.9	86.5	88.7	+4.8
Bridgend +1 (%)	49.5	51.5	55.3	+5.8
Wales + 1 (%)	53.1	56.2	59.5	+6.4

Rank – Maths expected level	16	16	14
------------------------------------	----	----	----

Science at Expected Level and Higher than Expected Level				
	2013	2014	2015	3 Yr Diff
Bridgend (%)	84.3	90.3	91.7	+7.4
Wales (%)	87	90.4	91.8	+4.8
Bridgend +1 (%)	44.6	56.4	62.2	+17.6
Wales + 1 (%)	48.6	54.6	58.5	+9.9

Rank – Science expected level	18	14	12
--------------------------------------	----	----	----

4.9 Commentary

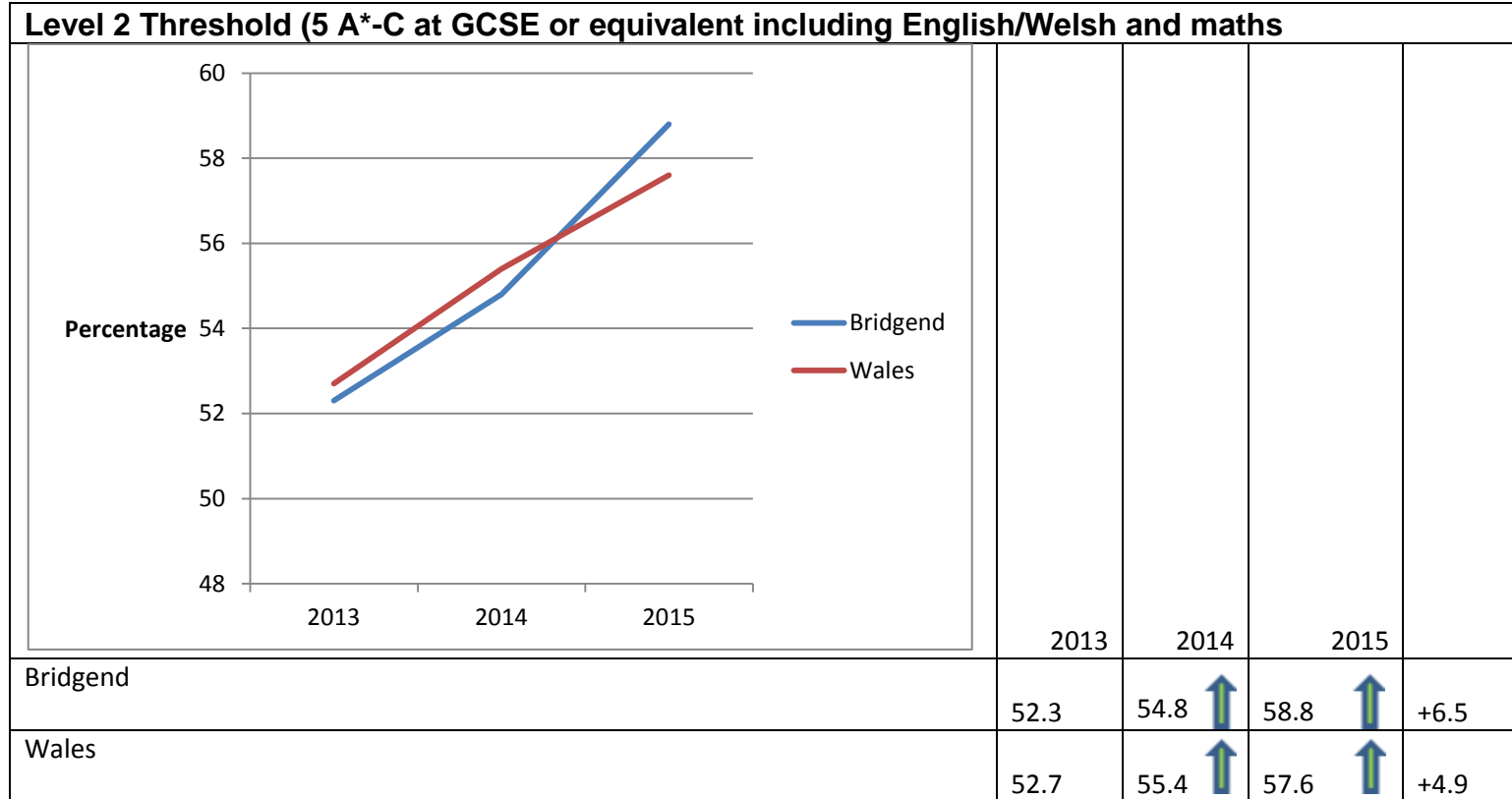
Achievement at key stage 3 is good. The rate of improvement has been greater than the national rate in all indicators. Compared to other local authorities in Wales, whereas there has been some fluctuation, taken over a three year period the rank position of Bridgend improved in all indicators.

Attainment at the expected level is good because it is above the national average. However, attainment at the higher than expected levels is an area for development because it is below the Wales averages in most indicators.





The quality of teaching is another factor that has led to good achievement in Bridgend schools. For example, in March 2015 when Estyn inspected Ysgol Gyfun Gymraeg Llangynwyd they highlighted 'In many lessons, teachers prepare a wide range of effective and purposeful activities, and organise useful individual, pair and group work. In these lessons, a wide range of learning strategies is used to maintain pupils' interest. Many teachers use a wide range of high quality resources effectively to conduct the various activities, including imaginative use of up-to-date information and communication technology (ICT) to gain pupils' interest.

4.10 Key Stage 4





At key stage 4 there are four main threshold indicators that represent achievement in a combination of subjects.







L2+ threshold	2013	2014	2015
Rank	13	12	9

Level 1 Threshold (A*-G at GCSE or equivalent)				
	2013	2014	2015	3Yr Diff
Bridgend (%)	93.3	93.4 	94.6 	+1.3
Wales (%)	93	94 	94.3 	+1.3

L1 threshold	2013	2014	2015
Rank	14	17	16



Core Subject Indicator (A*-C at GCSE or equivalent in English/Welsh, maths and science)				
	2013	2014	2015	3 Yr Diff
Bridgend	50.6	54.5 	57.4 	+6.8
Wales	49.2	52.6 	54.3 	+5.1





CSI	2013	2014	2015
Rank	9	9	8





Level 2 Threshold (5 A*-C at GCSE or equivalent)				
	2013	2014	2015	3Yr Diff
Bridgend	72.3	79.6 	82.8 	+10.5
Wales	78	82.3 	83.4 	+5.4





L2 threshold	2013	2014	2015
Rank	20	18	13

4.11 The core subjects at level 2 (A*-C at GCSE or equivalent)

A*-C English				
	2013	2014	2015	3 Yr Diff
Bridgend	62.2	66.3 	71.3 	+9.1
Wales	62.9	66.2 	68.3 	+5.4

A*-C Welsh				
	2013	2014	2015	
Bridgend	76.4	67 	78.1 	+1.7
Wales	73.5	73.7 	75.1 	+1.6

A*-C mathematics				
	2013	2014	2015	3Yr Diff
Bridgend	59.4	62.5 	64.8 	+5.4
Wales	60.3	61.7 	64.2 	+3.9

A*-C or equivalent science				
	2013	2014	2015	3Yr Diff
Bridgend	79.9	89.4 	87.9 	+8
Wales	74.8	82.3 	83.3 	+8.5

4.12 Commentary

Achievement at key stage 4 is good, as the rate of improvement has been greater than the national rate in most key performance indicators.

Attainment at key stage 4 is also good since it is above Wales averages in most performance indicators. Performance in the level 1 threshold is an area in need of further development.

Nearly all secondary schools have very refined and effective systems in place to set challenging targets for their pupils, track progress against these targets and implement appropriate interventions for pupils who are identified to be off-target. School leadership at all levels is involved in this process which is impacting on outcomes for pupils. Details of this type of work are included in a case study by Archbishop McGrath Comprehensive School which can be accessed at <http://case-studies-cscjes.org.uk>

School Name	L1	L2	L2+	L2+ eFSM	L2++	CSI	Eng L2	Cym L2	Mat L2	Sci L2	No Quals.
Portfolio PRU	16.7	0.0	0.0	0.0	0.0	0.0	16.7	-	0.0	66.7	0.0
Cynffig Comprehensive School	97.0	81.2	55.4	34.4	8.9	54.5	74.3	-	57.4	82.2	0.0
Bryntirion Comprehensive School	100.0	98.6	74.8	52.9	24.5	74.8	83.0	-	78.9	100.0	0.0
Maesteg School	99.5	92.6	58.1	45.5	17.7	57.6	67.0	-	64.5	94.1	0.0
Pencoed Comprehensive School	97.5	95.5	55.4	36.8	13.4	54.8	66.9	-	63.7	97.5	0.6
Brynteg School	96.9	91.6	68.3	48.6	23.0	66.2	76.7	-	75.3	89.9	0.0
Porthcawl Comprehensive School	98.4	81.2	66.7	36.8	26.7	67.1	78.8	-	74.9	98.4	0.0
Ysgol Gyfun Gymraeg Llangynwyd	98.8	88.1	56.0	44.4	11.9	52.4	73.8	78.1	61.9	91.7	1.2
Coleg Cymunedol Y Dderwen	93.6	59.2	43.6	34.0	6.0	41.7	59.2	-	49.5	81.2	0.0
Archbishop Mcgrath Catholic School	98.4	87.0	66.7	31.6	14.6	62.6	85.4	-	69.1	84.6	0.0

Heronbridge Special School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-	0.0	0.0	28.6
Ysgol Bryn Castell	4.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-	0.0	0.0	4.5
Bridgend LA	95.2	83.2	59.4	37.1	17.1	58.2	71.5	78.1	65.4	89.4	0.4	
Central South Consortium	94.4	84.1	58.2	31.0	n/a	56.3	70.0	76.5	63.5	85.3	-	

4.13 Post 16

Published exam data for Post 16 A levels

% achieving L3 threshold	2013	2014	2015	
Bridgend	95.6	96.6	96.4	
Wales	96.5	97.1	96.9	
Average points score				
Bridgend	767.6	805.8		
Wales	806.6	804.1	787.2	
%A*-E				
Bridgend		99.02	97.81	
Central South		98.09	97.81	
Wales				
%A*-C				
Bridgend		77.98	74.89	
Central South		76.5	74.88	
Wales				
%A*-A				
Bridgend		20.51	17.93	
Central South		23.2	21.3	
Wales				

Commentary

The level 3 threshold represents two passes at 'A' level at any grade. Bridgend is tracking 0.5% below the average for Wales and declined by 0.2% in 2015 in the level 3 threshold.









Average Points Score: Bridgend has made significant improvement and moved above the average for Wales in 2014. 2015 benchmarking data is not yet available.









Proportion of grades: in 2015 Bridgend performed at a level consistent with Consortium averages except in the highest category of grades at A*-A where the proportion dropped at a faster rate than the Consortium average.

The overall performance in terms of value-added in Bridgend is consistently satisfactory but lacks any upward movement over time.

4.14 The performance of different groups of learners

Gender

Foundation Phase Indicator	2013	2014	2015	3 Yr Diff
Bridgend Boys	79.5	80.4 	85.4 	+5.9
Wales Boys	78.9	81 	83 	+4.1
Bridgend Girls	85.4	90.3 	92.6 	+7.2
Wales Girls	87.3	89.5 	90.8 	+3.5
Bridgend gap	-5.9	-9.9	-7.2	
Wales gap	-8.4	-8.5	-7.8	

KS2 Core Subject Indicator	2013	2014	2015	3 Yr Diff
Bridgend Boys	78.3	85.2 	84 	+5.7
Wales Boys	81.4	83.1 	84.9 	+3.5
Bridgend Girls	87	87.1 	91.1 	+4.1
Wales Girls	87.5	89.4 	90.7 	+3.2
Bridgend gap	-8.7	-1.9	-7.1	
Wales gap	-6.1	-6.3	-5.8	

KS3 Core Subject Indicator				
	2013	2014	2015	3 Yr Diff
Bridgend Boys	69.1	74.8 ↑	81.2 ↑	+12.1
Wales Boys	72.4	76.8 ↑	80.3 ↑	+7.9
Bridgend Girls	78.5	83.9 ↑	87.3 ↑	+8.8
Wales Girls	81.9	85.5 ↑	87.7 ↑	+5.8
Bridgend gap	-9.4	-9.1	-6.1	
Wales gap	-9.5	-8.7	-7.4	

KS4 Level 2 Threshold Including English/Welsh and Maths				
	2013	2014	2015	3 Yr Diff
Bridgend Boys	47.5	51.4 ↑	56 ↑	+8.5
Wales Boys	48.7	51.4 ↑	53.9 ↑	+5.2
Bridgend Girls	57.5	58.3 ↑	62.1 ↑	+4.6
Wales Girls	57	59.7 ↑	61.5 ↑	+4.5
Bridgend gap	-10	-6.9	-6.1	
Wales gap	-8.3	-8.3	-7.6	

4.15 Commentary

The achievement of both boys and girls is positive because it is improving at a faster rate than Wales in every phase/key stage. Levels of attainment are slightly above the Wales averages overall. The gap in performance between boys and girls fluctuates and does not indicate significant trends. However, the performance of boys is too low when compared to the performance of girls.

4.16 Pupils eligible for free school meals (eFSM) compared to those not eligible (nFSM)

Foundation Phase Indicator				
	2013	2014	2015	3 Yr Diff
Bridgend eFSM	69.8	74.5 ↑	78 ↑	+8.2
Wales eFSM	69.2	72.4 ↑		
Bridgend nFSM	86.6	88.3 ↑	91.9 ↑	+5.3
Wales nFSM	86.9	88.6 ↑		
Bridgend gap	-16.8	-13.8	-13.9	
Wales gap	-17.7	-16.2	0	

KS3 Core Subject Indicator				
	2013	2014	2015	3 Yr Diff
Bridgend eFSM	51.5	56.7 ↑	68.4 ↑	+16.9
Wales eFSM	53.8	61.3 ↑		
Bridgend nFSM	78.7	85 ↑	88.2 ↑	+9.5
Wales nFSM	82.3	85.6 ↑		
Bridgend gap	-27.2	-28.3	-19.8	
Wales gap	-28.5	-24.3	0	

KS2 Core Subject Indicator				
	2013	2014	2015	3 Yr Diff
Bridgend eFSM	67.6	73.5 ↑	76.3 ↑	+8.7
Wales eFSM	69.8	71.9 ↑		
Bridgend nFSM	86.9	89.1 ↑	90.9 ↑	+4
Wales nFSM	88.1	89.7 ↑		
Bridgend gap	-19.3	-15.6	-14.6	
Wales gap	-18.3	-17.8	0	

KS4 Level 2 Threshold Including English/Welsh and Maths				
	2013	2014	2015	3 Yr Diff
Bridgend eFSM	26.4	25.1 ↓	37.1 ↑	+10.8
Wales eFSM	25.8	27.8 ↑	31.3 ↑	+5.5
Bridgend nFSM	58.1	61.4 ↑	64.0 ↑	+6.8
Wales nFSM	58.5	61.6 ↑	63.7 ↑	+5.2
Bridgend gap	-31.7	-36.3	-26.9	
Wales gap	-32.7	-33.8	-32.4	

4.17 Commentary

The gap in performance between pupils eligible for free school meals and those not eligible in Bridgend increases at each stage of education as it does for Wales.

In 2015 at key stage 4 in the level two threshold including English/Welsh and mathematics, the performance of eFSM pupils improved significantly. At this indicator the rate of improvement in Bridgend is now greater than the national rate and the attainment of eFSM pupils in Bridgend is higher than the Wales average. Based on provisional data, Bridgend is ranked third for this indicator in Wales.

The provision for supporting families is a strong feature of the work in Bridgend and whereas the support from the consortium is consistent across all five LAs in the consortium, this distinguishing factor could be attributed to the emerging improved performance for vulnerable groups of children in the borough. Also, Bridgend secondary schools have engaged well in sharing and developing good practice in relation to improving the attainment of pupils eligible for free school meals. The resources that emerged through this work can be found at <http://www.cscjes.org.uk/Knowledge-Bank.aspx> under 'Closing the gap.'

The value placed on the performance of e-FSM pupils at L2+ in the national system of school categorisation is a key driver of the improvements in this indicator.

4.18 The performance of children with special educational needs (SEN) compared to those not with SEN.

Foundation Phase Indicator				
	2013	2014	2015	3 Yr Diff
Bridgend SEN	53.9	59.4	64.4	+10.5
Bridgend not SEN	93.4	94.7	97.8	+4.4
Gap	-39.5	-35.3	-33.4	
Wales SEN	50	54.1		
Wales not SEN	94.3	95.5		
GAP	-44.3	-41.4		

KS3 CSI				
	2013	2014	2015	3 Yr Diff
Bridgend SEN	31.3	44.9	51.6	+20.3
Bridgend not SEN	85.4	91	95.4	+10
Gap	-54.1	-46.1	-43.8	
Wales SEN	39.7	49.2		
Wales not SEN	94.9	96.7		
GAP	-55.2	-47.5		

KS2 CSI				
	2013	2014	2015	3 Yr Diff
Bridgend SEN	46.8	55.6	55.3	+8.5
Bridgend not SEN	96.4	97.5	98.3	+1.9
Gap	-49.6	-41.9	-43	
Wales SEN	53.1	57.7		
Wales not SEN	97.3	97.8		
GAP	-44.2	-40.1		

KS4 L2+				
	2013	2014	2015	3 Yr Diff
Bridgend SEN	15.1	17.4		
Bridgend not SEN	61.2	65.6		
Gap	-46.1	-48.2		
Wales SEN	16.8	19.7		
Wales not SEN	63.2	66.8		
GAP	-46.4	-47.1		

4.19 **Commentary** – the gap in the performance of children with special educational needs in Bridgend is similar to the gap nationally. However, in Bridgend the performance of children with SEN declines as they progress through the key stages to a greater extent than nationally. This is an area for improvement.





4.20 **The performance of children who are looked after (LAC) compared to those who are not looked after.**




DESCRIPTION	2012/13	2013/14	2014/15
LAC as at 1st April	34	41	23
% A* - C GCSE	41%	49%	42%
% A* - G GCSE	74%	88%	92%
LEFT WITHOUT QUALIFICATIONS	21%	2.40%	0%

4.21 **Commentary**





There is an improving trend in GCSE performance at grades A* - G for children who are looked after and no looked after child left education at the age of 16 without a qualification. However, the proportion of grades above 'C' is low and so this is an area for improvement.



4.22 Attendance

Secondary				
	2013	2014	2015	3 Yr Diff
Bridgend Attendance	92.5	93.9 	94.3 	+1.8
Wales Attendance	92.6	93.6 	93.9 	+1.3

Primary				
	2013	2014	2015	3 Yr Diff
Bridgend Attendance	93.5	94.8 	95.1 (Prov) 	+1.6
Wales Attendance	93.7	94.8 	Not yet available	

Persistent Absence (attendance of less than 80%) Data Source: SB 17/2015 Absenteeism from schools in Wales by pupil characteristics, 2013/14
Data Source 2015: AWCDS

Secondary				
	2013	2014	2015	3 Yr Diff
Bridgend Attendance	6.9	4.4 	3.5 	-3.4
Wales Attendance	6.2	5.0 	4.5 	-1.7

Primary				
	2013	2014	2015	3 Yr Diff
Bridgend Attendance	2.7	1.5 	Not yet available	
Wales Attendance	2.4	1.7 	Not yet available	

4.23 Commentary

There has been a steady increase in both secondary school and primary school attendance over the past three years. From a position in 2013 of being below the all Wales average, secondary school attendance has been above for the two most recent years. Primary school attendance was below the all Wales average in 2013 and in line with it in 2014.

The rate of improvement in secondary schools is faster than the national rate of improvement.

The improvements in attendance are due to a whole range of factors, such as:

- National categorisation is driving schools to give greater priority to attendance.
- CSC attendance strategy group launched a number of initiatives such as posters, leaflets and radio adverts, raise community awareness of the importance of good attendance.

- The Callio system, which is a local authority wide approach to highlighting the impact of poor attendance on pupil outcomes, has provided a more structured and proactive approach to improving attendance by schools.
- Schools have improved their communication with parents and pupils about the importance of good attendance.
- A more coordinated approach to family support services has resulted in improved attendance of the harder to reach pupils.
- More schools are now utilising their own family engagement officers who work effectively with the LA education welfare office

4.24 **Estyn** - Nine schools received full inspections in the last academic year and three schools received follow up inspections from previous full inspections.

Year	Type	Inspection Date	School	Follow-up Activity
2014/15	Primary	15/09/2014	Ffaldau Primary School	ESTYN Monitoring
2014/15	Primary	29/09/2014	Garth Primary School	ESTYN Monitoring
2014/15	Primary	08/12/2014	Abercerdin Primary School	LA Monitoring
2014/15	Primary	19/01/2015	Bryntirion Infants School	LA Monitoring
2014/15	Primary	26/01/2015	Caerau Primary School	ESTYN Monitoring
2014/15	Primary	02/02/2015	Mynydd Cynffig Infants School	LA Monitoring/Excellent Practice Case Study
2014/15	Secondary	16/03/2015	Ysgol Gyfun Gymraeg Llangynwyd	LA Monitoring
2014/15	Primary	20/04/2015	St Robert's Primary Catholic School	No Follow Up
2014/15	Primary	15/06/2015	Porthcawl Primary School	No Follow Up

The schools that received a follow up category are closely monitored and supported by the consortium. They are all making strong overall progress (one school was recognised at an early stage as not making sufficient progress but responded very well to the resulting challenge from the LA).

The following schools received/are due re-visits as a result of follow-up categories.

Date of re-visit	School	Type of Estyn category	Outcome
17/03/15	Archbishop McGrath	Estyn Monitoring	Out of category
21/09/15	Corneli Primary	Estyn Monitoring	Remain in Estyn Monitoring for further six months
23/09/15	Nantymoel Primary	Estyn Monitoring	Out of category.
14/10/15	St Mary's and St Patrick's Primary	Estyn Monitoring	Out of category
2/12/15	Ffaldau Primary	Estyn Monitoring	Out of category
8/12/15	Garth Primary	Estyn Monitoring	Out of category
	Abercerdin Primary	LA Monitoring	
	Bryntirion Primary	LA Monitoring	
	Caerau Primary	Estyn Monitoring	
	Mynydd Cynffig Infants School	LA Monitoring	
	Ysgol Gyfun Gymraeg Llangynwyd	LA monitoring	

4.25 Commentary

The outcomes of inspections are closely related to the standards achieved by the schools and so in most cases where a school was judged to require a follow up category by Estyn it had already been identified as needing an amber category school by the consortium.

The track record of schools being removed from category is good in the LA. There is some variability between CSC categorisation of schools and Estyn outcomes; however, the degree of variance was not more than one grade difference and existed whereby CSC was harsher than Estyn as well as when Estyn was harsher than CSC.

One general issue arising from this year's inspections is the quality of individual education plans for children with special educational needs. In response to this, the LA will alert schools to the issue and signpost existing training opportunities to ensure that all schools are aware of best practice in this area.

4.26 **Statutory powers of intervention**

In the autumn term 2014, the LA issued 'cause for concern' letters to two five schools. All five schools improved their performance and developed sustainable processes to enable continued improvement.

In the autumn term 2015, the LA issued two 'cause for concern' letters to schools. One of them demonstrated good leadership and presented robust plans for improvement but the other school did not satisfy the LA that it had the capacity to make the necessary improvements. As a consequence specific targets were set and will be reviewed on a two week cycle.

4.27 **Commentary**

The LA has developed its systems and processes for the use of statutory powers and clarified the relationship between their use and the Challenge Framework implemented by CSC. The impact on improving the quality of provision and on leadership has been significant.

4.28 **Categorisation**

The categorisation process for 2015/16 is presently underway and due to be complete by the 8th January 2016, however, the provisional support category indicates an increase in the proportion of green and yellow schools, a decrease in the number of amber schools and a slight increase in the number of red schools.

There are provisionally two red category schools in 2015 -16. In both cases the main issue is senior leadership. In both cases the LA has taken decisive and appropriate action to improve the quality of senior leadership, the details of which are confidential.

In the provisional amber schools, again the quality of leadership is the main issue, however, with differing circumstances. For example in two of them, the schools have not had a deputy head teacher for a substantial period of time. In other schools there has been a change in leadership under circumstances that warrant closer monitoring and support from the consortium until it becomes fully embedded.

	Green	Yellow	Amber	Red
2014/15	14	28	15	2
2015/16 Provisional	16	38	3	2

WG Standards Group	2013/14	2014/15
1	7	17
2	25	31
3	17	7
4	8	2

4.29 **Commentary**

The improvements in Welsh Government standards groups and CSC support categories is reflected in improvements in leadership and standards across the LA. This has implications for the way in which challenge advisers work with schools in the coming year and the focus for school improvement. Their focus now needs to be on moving schools from good to excellent. This is in line with the LA vision for all schools to be graded as 'A' for their ability to improve and all schools to be at least equivalent to standards group 2 for the outcomes of mainstream pupils.

4.30 **Main strengths**

1. Achievement is a strength. In most indicators, the rate of improvement over a three year period in Bridgend is faster than the national rate.
2. Attainment at the expected levels is strong. Most indicators in 2015 are above all Wales averages.
3. There is a three year improving trend in attainment of nearly all under performing groups (except boys at KS3, KS2 SEN and KS3 LAC).
4. The performance of e-FSM pupils at expected levels of attainment is strong, particularly at L2+ where, based on provisional data, Bridgend is ranked third in Wales.
5. There are strong trends of improvement in attendance. This includes a reduction in the proportion of pupils persistently absent.
6. There is a good track record of schools being removed from Estyn follow-up categories.

4.31 Main areas for further improvement

1. There are not enough examples of excellent outcomes. In relation to inspection outcomes, there is a greater proportion of 'good' with elements of 'adequate' than 'good' with elements of 'excellent' and no school was judged to be 'excellent' this year.
2. The proportion of pupils attaining at the higher than expected levels needs to improve in the Foundation Phase in PSDWCD and for most subjects in all other key stages.
3. Performance at the level1 threshold.
4. Standards in Welsh first language are too low.
5. The performance of children eligible for free school meals is improving but it is still too low when compared to the performance of children not eligible.
6. The performance of all under attaining groups is too low, that is: boys; 'looked after children'; pupils with SEN and pupils at early stages of EAL acquisition.
7. The good provision for pupils with SEN in the Foundation Phase is not maintained throughout the next three key stages.
8. The quality of individual education plans is too variable.
9. The proportion of pupils who are persistently absent is still too high and secondary attendance has not yet reached the national target of 95%.

The school improvement service of the local authority is provided by Central South Consortium. The consortium has been provided with the main areas for improvement which will be included in the consortium's business plan and LA annex. The LA annex addresses needs specific to Bridgend that are not necessarily provided for through the Framework for Challenge and Support. For example, in order progress with an increasing focus on excellence, a visit has been arranged for all secondary schools to a school in Birmingham that has been graded as 'outstanding' in three consecutive inspections and schools in both the primary and secondary phases will be facilitated to develop a shared understanding of excellence in a range of aspects of teaching and learning as well as leadership and management. **Appendix 1** illustrates the full range of support provided for schools across the consortium.

5. Effect upon Policy Framework& Procedure Rules.

- 5.1 There is no impact on the Council's policy framework or procedure rules.

6. Equality Impact Assessment

- 6.1 There are no direct equality impact issues arising from this report.

7. Financial Implications.

7.1 There are no direct financial implications.

8. Recommendation

8.1 It is recommended that Members note the information contained within this report.

Deborah McMillan Director of Education and Transformation

Telephone: (01656) 642612

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

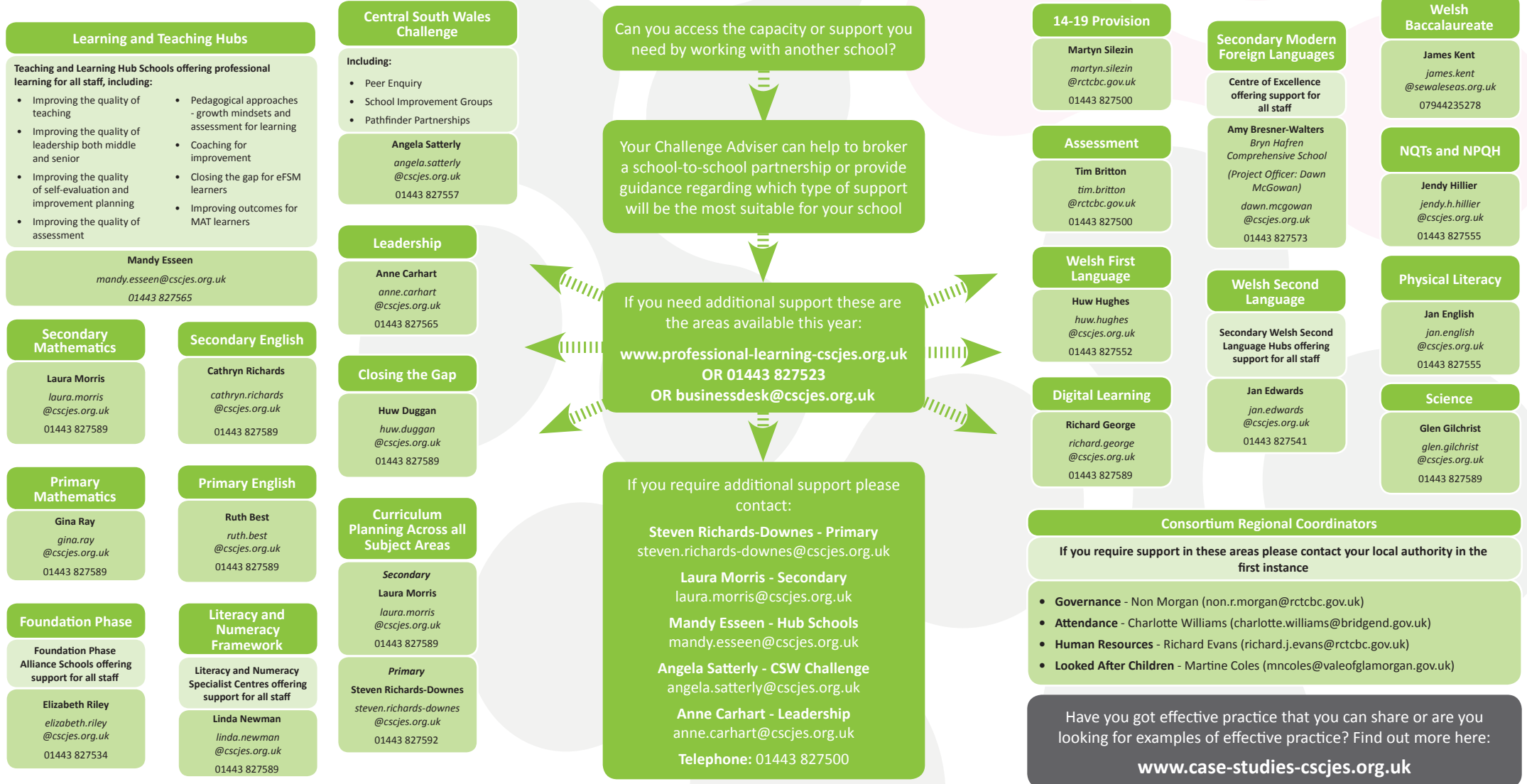
Postal Address Children's Directorate
Bridgend County Borough Council
Civic Offices
Angel Street
Bridgend
CF31 4WB

Background documents

None.

How do I access school led support for my school?

Please note that the majority of support available to schools in the region is via school-to-school



This page is intentionally left blank

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CHILDREN'S DIRECTORATE OVERVIEW AND SCRUTINY COMMITTEE

5 JANUARY 2016

FREE SCHOOL MEALS (FSM) ATTAINMENT REPORT

1. Purpose of Report

- 1.1 To provide information on the work that is being undertaken and the support that is being provided to target and raise educational performance for children from socially deprived backgrounds

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 The report was requested by members to allow scrutiny of progress in relation to strategic priority 2.

4. Current situation / proposal

- 4.1 In the tables below, arrows are used to indicate improving or declining performance from one year to the next. The arrows are also colour coded so to allow general patterns to be identified from scanning across the data.














Pupils eligible for free school meals (eFSM) compared to those not eligible (nFSM)

Foundation Phase Indicator				
	2013	2014	2015	3 Yr Diff
Bridgend eFSM	69.8	74.5 ↑	78 ↑	+8.2
Wales eFSM	69.2	72.4 ↑		
Bridgend nFSM	86.6	88.3 ↑	91.9 ↑	+5.3
Wales nFSM	86.9	88.6 ↑		
Bridgend gap	-16.8	-13.8	-13.9	
Wales gap	-17.7	-16.2	0	

KS3 Core Subject Indicator				
	2013	2014	2015	3 Yr Diff
Bridgend eFSM	51.5	56.7 ↑	68.4 ↑	+16.9
Wales eFSM	53.8	61.3 ↑		
Bridgend nFSM	78.7	85 ↑	88.2 ↑	+9.5
Wales nFSM	82.3	85.6 ↑		
Bridgend gap	-27.2	-28.3	-19.8	
Wales gap	-28.5	-24.3	0	

KS2 Core Subject Indicator				
	2013	2014	2015	3 Yr Diff
Bridgend eFSM	67.6	73.5 ↑	76.3 ↑	+8.7
Wales eFSM	69.8	71.9 ↑		
Bridgend nFSM	86.9	89.1 ↑	90.9 ↑	+4
Wales nFSM	88.1	89.7 ↑		
Bridgend gap	-19.3	-15.6	-14.6	
Wales gap	-18.3	-17.8	0	

KS4 Level 2 Threshold Including English/Welsh and Maths				
	2013	2014	2015	3 Yr Diff
Bridgend eFSM	26.4	25.1 ↓	37.1 ↑	+10.8
Wales eFSM	25.8	27.8 ↑	31.3 ↑	+5.5
Bridgend nFSM	58.1	61.4 ↑	64.0 ↑	+6.8
Wales nFSM	58.5	61.6 ↑	63.7 ↑	+5.2
Bridgend gap	-31.7	-36.3	-26.9	
Wales gap	-32.7	-33.8	-32.4	

22/10/2015		eFSM	Level 2 + Threshold				
Local Authority	School Ref	School Name	% FSM	2012	2013	2014	2015 Prov SSSP
Bridgend	6721102	Portfolio PRU		-	-	-	-
Bridgend	6724059	Cynffig Comprehensive School	29.7	29.0	30.3 	24.3 	34.4
Bridgend	6724068	Bryntirion Comprehensive School	14.4	11.5	26.1 	22.6 	52.9
Bridgend	6724071	Maesteg School	26.3	17.6	25.7 	20.0 	45.5
Bridgend	6724076	Pencoed Comprehensive School	15.2	50.0	50.0	50.0	36.8
Bridgend	6724078	Brynteg School	14.1	25.0	31.3 	40.0 	48.6
Bridgend	6724080	Porthcawl Comprehensive School	9.6	60.0	35.7 	39.1 	36.8
Bridgend	6724085	Ysgol Gyfun Gymraeg Llangynwyd	15.2	-	31.8	23.1 	44.4
Bridgend	6724086	Coleg Cymunedol Y Dderwen	25.8	22.9	11.9 	12.8 	34.0
Bridgend	6724601	Archbishop McGrath Catholic School	16.1	25.0	38.1 	21.1 	31.6
Bridgend	6727003	Héronsbridge Special School		-	-	-	-
Bridgend	6727012	Ysgol Bryn Castell		-	-	-	-
Wales		Wales		23.4	25.8 	27.8 	31.3

Commentary

There is a three year improving trend in the performance of e-FSM pupils in all phases/stages of education.

In 2015 at key stage 4 the performance of e-E-FSM pupils improved significantly. At this indicator the rate of improvement in Bridgend is now greater than the national rate and the attainment of e-E-FSM pupils in Bridgend is higher than the Wales average. Bridgend in 2015 was ranked 3rd in Wales for the proportion of pupils e-E-FSM achieving the L2 threshold (provisional data).

The gap in performance between pupils eligible for free school meals and those not eligible in Bridgend increases at each stage of education as it does for Wales.

Despite these improvements in the performance of children eligible for free school meals performance is still not good enough. For example, in key stage 4, 37.1% of pupils eligible for free school meals met the level 2 threshold, 62.9% did not and this set of qualifications is key to accessing opportunities for further education and or employment.

The actions taken by schools

Secondary school senior leaders in Bridgend with a responsibility for e-FSM attainment were asked about what schools in Bridgend do to improve the attainment of these children. They responded as follows, (the authors comments in brackets):

- Effective use of data not just for data's sake but seeing pupils behind the data.
- Mentoring based on tracking data. (This refers to identifying pupils who are underachieving and providing a mentor to help them to understand that they are under achieving and what they need to do in order to get back on track. There is a strong research base that indicates that this approach works well).
- Making sure every teacher is aware of e-FSM pupils and including e-FSM progress on departmental meetings. (This essentially increases the focus and attention on e-FSM pupils which in turn impacts on how they respond to the learning situation. In research terms this is known as the Hawthorne Effect).
- Identify departmental strengths and areas for improvement in relation to e-FSM pupils and feedback to staff.
- Awareness of successful teaching and learning approaches with e-FSM pupils. Such as approaches that develop oracy skills as well as the understanding of the curriculum. For example paired discussion before whole class question and answer sessions. (A common trait in e-FSM pupils is poor language skills which is associated with a range of learning barriers including lack of confidence to answer questions in front of the rest of the class. Strategies such as paired discussion of a question before whole class question and answer allows pupils to develop and rehearse language patterns which then give them more confidence to speak in from of a wider audience.)
- Avoidance of the 'poor dab' syndrome – high expectations and challenge for all.
- High expectations of E-FSM pupils. (This is linked to the Hawthorne Effect but also to the need to install high expectations and a 'can do' attitude in e-FSM

pupils themselves. Low achievement linked to poor language development in the early stages of education can lead to pupils having low self-esteem in relation to education and low expectations of themselves. It can also lead to low expectations from their teachers. Successful schools challenge these low expectations, set high targets for all pupils and do not use e-FSM percentages as an excuse for poor performance).

- Effective feedback and meta cognition. (Metacognition refers to having an understanding of how you learn and the thinking skills involved in learning. in order to develop pupils as life-long learners we need to develop their understanding of how they learn and the skills needed to learn. The development of learning-to-learn skills benefits all pupils but especially e-FSM pupils).
- E-FSM under achievement is tracked and intervention planned for. (This is the most common approach used by schools. The interventions usually take the form of small group additional literacy or numeracy sessions).
- Significant in all categories of the National System for categorisation. (The national categorisation system drives schools to maintain a high priority on e-FSM pupils).
- Lots of one-to-one, specialist support, targeted interventions.
- The percentage of e-FSM can affect the gap due to the amount of intervention that may be needed. (This refers to the fact that some schools have a larger proportion of the cohort eligible for free school meals and so may need to plan a wider range of interventions than others.)
- Engagement with parents is key but difficult.
- Appropriate curriculum. (Pupils need to see the curriculum as being relevant to them in order to be motivated to work hard).
- E-FSM pupils' attendance is likely to be lower. (Therefore strategies to improve attendance have a disproportionate impact on the attainment of e-FSM pupils).
- E-FSM pupils may not have access to enrichment activities such as music, peripatetic lessons, trips etc. Curriculum choice – variety of courses. (A number of schools use their Pupil Deprivation Grant to provide the type of enrichment activities that would be normally experienced by non e-FSM pupils).
- Engaging parents is key and attendance.
- Providing enrichment is important.

The following case study extracts provide details of the sorts of things that Bridgend schools do to improve outcomes for disadvantaged pupils.

Pencoed Comprehensive School

The school offers over 20 interventions, which the school uses to effectively map pupil progress and well-being on its data system.

All Year 7 pupils are tested on BKSB Live.⁸ The programme requires pupils to undertake an initial assessment, which then directs them to an appropriate diagnostic for their ability in literacy and numeracy. Following testing each pupil receives an individual printout of their strengths and areas for development in both

literacy and numeracy skills and hence provides a learning plan. Class teachers are able to use the profile data to plan lesson time to target key groups of pupils' needs and reinforce the gaps in the basic skills of the children in their classes.

Following on from BKSB, the school also has intensive one-to-one interventions such as 'Spotlight' and 'Catch Up'. Spotlight is an intervention programme designed to help pupils with numeracy skills. Many pupils accessing Spotlight have not picked up numeracy concepts and skills in primary school, some have misunderstood the way it was taught or missed school when the rest of the class shown key skills.

Pupils attend for 30 minutes each week and focus on a specific skill; they move on once they have fully grasped the concept and are able to effectively demonstrate it. 'Catch Up' literacy intervention is a structured, intensive one-to-one programme intended to develop and encourage good reading skills. The programme concentrates on phonics, sounds, and letters and includes a short written activity to develop sentence structure, and reading and writing comprehension. This intervention is complemented by the 'stAR Reader' scheme. All of Year 7 is now on this programme. After testing, pupils are given a ZPD (Zone of Proximal Development) which means that the books they are working with will neither be too hard, nor too easy and indicates the point to which they can be stretched. Sixth Form Buddy Readers work with targeted pupils to further encourage reading. Once pupils have read a book they complete an online quiz, which will assess if they have really understood the book. Individual reports on quizzes can be produced to inform progression. In addition, BKSB supply interactive solutions to improve English, maths and ICT skills. See: <http://www.bksb.co.uk/about/> .

The programme works in conjunction with the English department's scheme of learning. Each class in Key Stage 3 has one lesson per fortnight in the library to read and complete 'stAR Reader' tests and quizzes.

The school also currently offers the 'PUPIL Course'. PUPIL stands for 'Pupils Understanding Problems in their Locality'. At present this programme is targeting groups of pupils in Key Stage 3 by working on projects that raise pupil awareness of their actions and lower anti-social behaviour through improving communication and team building skills. Police Community Support Officers (PCSOs) regularly attend to support pupils in school and in the community.

The data tracking system holds league tables for attendance- classes with the best attendance records get the 'Bacon Buttie Reward' every half term. Hot bacon sandwiches are delivered for the whole class. Pupils can also win a 'Fast Pass' to lunch. Pupils with 100% attendance can skip the dinner queue and go straight to the front to be served immediately for a whole week. 1000 club- at the start of term each pupil will get 500 points. Lesson by lesson they can earn positive points by either: high attendance, being active in class, being club members, and improving performance on half-termly tracking. The scheme is supported by sponsorship from local businesses and pupils get entered into a prize draw to win prizes such as bikes, scooters, electronic tablets, vouchers etc. The draw takes place at the end of term during the 'Celebrating Success Award Days' and attendance has dramatically increased at the end of term because of these days.

Pupil voice:

"We know that to do well you need to be here."

“The prizes are really good, you can win a bike, a tablet, vouchers, money, sweets, I really wanted to win the scooter last year.”

The full case study from which the above information was taken can be read by following the web link referenced below.

Maesteg Comprehensive School

One of the approaches that the school has taken on board, is the Growth Mindset work of Carol Dweck. This is the idea that you can improve people’s ideas of what they can achieve. Therefore, it is raising their expectations of what they can achieve. To translate this idea to the classroom, in order to have an impact, they looked to marginal gains theory and the idea that little things can come together to make a big difference. The school has laid out 5 ideas that teachers can implement in their classrooms, to help underachieving pupils. For instance one is to mark underachieving pupils’ books first, when the teacher has more energy. As well as informing their own school activities with this approach, the school speaks to external audiences about this work. This year they held a conference on the topic.

Parental engagement is a key part of the school’s strategy to raise attainment. Education classes are given to parents to help them engage with school life, as well as give them the confidence to help their children with school work. Several parents have gained GCSEs through these lessons.

A family engagement officer also works with those families who are facing the most difficulties. Part of the advantage of her role is that she provides a link from the families to the school, which allows teachers to understand what their pupils are going home to. Some teachers have started to shadow the engagement office whilst she makes family visits, which, as one teacher comment allows you to: “walk in a child’s shoes for a while.” It therefore means that teachers can tailor their teaching and behaviour management accordingly.

The engagement officers role is also to improve attendance. Every Friday she coordinates a group of staff members to make contact with all unauthorised and authorised absentees. For those who are unauthorised, they will visit the family homes to see where a child is and take them into school if necessary.

Specific interventions have been implemented specifically for LAC and FSM pupils. When interventions are for all pupils, LAC and FSM pupils are tracked to assess progress within these programmes. Interventions for students include a focus on literacy and numeracy development. The school’s literacy and numeracy framework has clear initiatives to raise attainment in literacy and numeracy across all years. This includes the introduction of three extra lessons of numeracy for Key Stage Three pupils, which is taught by both specialist and non-specialist members of staff. This is so that numeracy can be approached differently by non-specialists. It also ensures consistency in the numeracy approach, across the school. Non specialist teachers in these areas have been equipped with the tools (such as video tutorials) to be able to assist pupils.

Technology is also put to good use. The school's popular Facebook page posts information about numeracy tests and sets daily maths challenges for pupils and parents. All Year 7s this year have been given iPads, as part of a pilot. These are used to access apps such as Maths Watch or Socrative, which allow pupils to work through exercises, as well as revise topics. As well as being an accessible medium for young people, the digitisation allows teachers to easily gather data from the app, to measure student's progress. This can be immediate so teachers can see who is getting more questions wrong at a particular point, so a teacher could go over to that pupil and assist them with their work. The use of apps also ensures that a consistent approach to literacy or numeracy is used in the school. Furthermore, the iPad ensures that pupils have a computer at home – something which not all pupils already have.

Bryntirion Comprehensive School

The school's main strategy is to **raise the aspirations** of both the pupils and teachers, so that pupils are stretched to achieve higher grades. This is achieved through setting higher grade targets, making staff accountable for these targets and monitoring achievement at regular intervals. The school's previous strategy was focussed on wellbeing, which although was beneficial for students, was not increasing their attainment. Although raising grades is currently the main focus, the school still sees itself as strong on pastoral care and offering a holistic education, therefore embodying the "we learn how to live" motto.

In order to bring FSM pupils up to a higher grade, the school ensures that all teachers understand who the FSM pupils are, so that they can be better supported in lessons. However, the head stressed that many families not eligible for FSM are not necessarily at more of an advantage than FSM families. There are also some students on FSM who are on A* and therefore don't need as much support as others. Therefore the school's aim is to target all children who are underachieving – not just those on free school meals.

Raising attainment in literacy and numeracy is a key activity for the school. The desired outcome is to raise standards in tests in KS3 to close the gap in KS4. During KS3, small groups are taken out of lessons to work on literacy and numeracy skills. Revision sessions are also a key part of the strategy to raise attainment in this area. As well as having internal revision sessions, the school sent pupils on revision sessions at the University of Glamorgan, as well as the Central South Consortium.

The school found that some pupils did not have suitable places at home with which to do their homework. To help with this, the school library is often open after school, until 5pm, to allow students a place to work.

Students in year 11 are also assigned a mentor from the teaching staff (each mentor has 6 students). Students and mentors agree targets, which they then revisit regularly (usually once a fortnight).

As noted above, the school still has a strong focus on pastoral care and wellbeing. Various activities, such as art and music therapy are held for students, to work on

behavioural issues such as anger management. These activities are also a chance for mixed ability students to be able to work together, therefore following the recommendation by the Sutton Trust that One successful example of this, is a Rock Academy, where they put low achieving students with high achieving students and they spend a week in the holidays, with an external agency, forming a rock group. Students also attend classes which equip them for life beyond academics, such as cookery classes.

The school also works to improve the students' wellbeing by having two counsellors. A host of local agencies, such as CAHMS, the fire service, Young Carers, the Inclusion service, Barnardos and Women's Aid are also worked with, in order to best support pupils and their families.

As well as working with pupils and parents, the school ensures that staff feel confident that they can stretch pupils, in order to raise attainment. Teachers work in triads and provide co-coaching using the Iris technology, which films lessons and allows teachers to easily look back at the video, in order to assess where they could improve.

Full details of the case studies can be accessed via

<http://www.cscjes.org.uk/News/2015/November/Ipsos-MORI-Closing-the-Gaps-Report.aspx>

Garth Primary School

The school uses pupil interviews and focused class observations very effectively to identify what works well for e-FSM pupils and what could be to be improved. They then use this information to adjust approaches to the curriculum and resources to improve the way in which the school meets the needs of these pupils.

From the pupil interviews they discovered that even though the pupils had computers at home, because the household only had one computer, they did not have access to it to the extent needed to allow them to use the Mathletics interactive mathematics programme. From the interviews the school discovered that the e-FSM pupils were aware that other pupils in their class were developing at a faster rate than they were because they were using Mathletics at home and the impact on their class work was clear. This is an example of how e-FSM pupils can easily become disaffected from education. After all, if you cannot win at a game; why play? In response the school provided tablet computers for the e-FSM pupils and monitored the extend to which they engaged with the Mathletics programme. They found that the pupils were using the programme extensively and it had a direct impact on improving their progress in mathematics.

The school has a 'nurture class' to provide small group teaching to pupils vulnerable to under achievement . The nurture group is predominantly made up of e-FSM pupils. The school has found that attendance has improved in general, it has improved most by e-FSM pupils. The improved attendance has in turn impacted on improved achievement which has resulted with many pupils no longer requiring 'nurture group' support because they can succeed within the whole class situation.

The school is in the process of writing up a case study to fully illustrate the work they do in improving the attainment of e-FSM pupils.

Other factors contributing to improved performance of e-FSM pupils

- All challenge advisers have a corporate performance management objective 'To ensure all schools in the local authority to which the challenge adviser is attached plan, monitor and evaluate strategically and improve the attainment of e-FSM pupils.'
- All schools are required to publish their plans in relation to how they are using the pupil deprivation grant.
- Schools that are particularly successful in improving outcomes for pupils eligible for free school meals are used as good practice examples for other to learn from.
- Resources developed by Bridgend secondary schools in relation to improving the performance of pupils eligible for free school meals have been placed on the CSC web site for all schools to benefit from <http://www.cscjes.org.uk/Knowledge-Bank.aspx> under 'Closing the gap.'
- Garth Primary is engaged with the South Wales e-FSM Valleys Project and will disseminate the good practice emerging from the project.
- All schools have access to the Sutton Trust Toolkit, which exemplifies effective approaches to improving outcomes for e-FSM pupils.
- The improvements in attendance across the borough are contributing to improvements in the attainment of all pupils but particularly those e-FSM pupils.

Annex 1 illustrates the draft CSC Strategy for Closing the Gap.

5. Effect upon Policy Framework& Procedure Rules.

5.1 There is no impact on the Council's policy framework or procedure rules.

6. Equality Impact Assessment

6.1 There are no direct equality impact issues arising from this report.

7. Financial Implications.

7.1 There are no financial implications.

8. Recommendation

8.1 It is recommended that Members note the information contained within this report.

Deborah McMillan
Director of Education and Transformation

Telephone: (01656) 642612

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

Postal Address Children's Directorate
Bridgend County Borough Council
Civic Offices
Angel Street
Bridgend
CF31 4WB

Background documents

Draft Central South Consortium Closing the Gap Strategy. Attached pdf

Iposos-MORI Closing the Gaps Report

<http://www.cscjes.org.uk/News/2015/November/Iposos-MORI-Closing-the-Gaps-Report.aspx>

This page is intentionally left blank

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE

5 JANUARY 2016

REPORT OF THE ASSISTANT CHIEF EXECUTIVE LEGAL & REGULATORY SERVICES

MEMBER AND SCHOOL ENGAGEMENT PANEL ANNUAL REPORT 2014-15

1. Purpose of Report.

- 1.1 To inform the Committee of the work of the Member and School Engagement Panel during 2014-15.

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 Corporate Improvement Objectives were adopted by Council on 19 February 2014 and 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 11 February 2013, the Committee decided that it would establish a Research and Evaluation Panel in order to engage with Head Teachers and Chairs of Governors. The purpose of this would be to explore school performance and improve levels of understanding in support of the Committee's accountability function.
- 3.2 The Committee agreed that the Panel would consider the Estyn report of each secondary school when it is published, alongside school banding figures and school performance data for the relevant year.
- 3.3 The membership of the Panel would be determined on a rota basis, to allow all Members an opportunity to be involved and to minimise the potential for conflicts of interest, given that a significant number of members are also school governors.
- 3.4 Members also agreed that an annual summary report would be produced to ensure the Committee is kept informed of the work of the Panel.

- 3.5 Further to this, following Estyn's inspection of the Local Authority in October 2012, inspectors returned for monitoring visits. Whilst acknowledging the work of the Member and School Engagement Panel, they were of the view that the project should be further developed and expanded; firstly to incorporate primary schools as well as secondary, and also to focus on a broader criteria other than the timing of a school's Estyn inspection.
- 3.6 Having learnt from the pilot project, and following research and discussions with the Corporate Director - Children's Services, it seemed more appropriate to concentrate on where there are issues or concerns and a need for improvement, as well as where there has been significant change and significant improvement in performance. It was therefore proposed to continue with the Research and Evaluation Panel with enhanced focus on schools who come under the following criteria:
- Schools in Category Red in the National Schools Categorisation System
 - Schools where the Director has had to intervene and use her statutory powers
 - Schools where there has been a significant improvement in performance; this could be a school who has moved up from a Category Red to Green in the Categorisation System, or even a school whose performance in a particular area appears to stand out positively against the majority of other schools within the county borough.
 - Schools whose involvement in the Central South Wales Challenge or Challenge Cymru has brought about improvement in standards.

4. Current Situation / Proposal.

- 4.1 Since the last Annual report in April 2014, the Panel have met with the Head Teacher and the Chair of Governors from the following three schools:

20 November 2014	Coleg Cymunedol Y Dderwen
27 November 2014	Ffaldau Primary School
9 September 2015	Héronsbridge Special School

- 4.2 A range of information and data was provided for each school, such as recent Estyn reports, if available, data packs for the relevant school, Summer Term Visit Report from CSC as well as any relevant action plans or improvement reports.
- 4.3 Each Panel discussed a range of topics specific to the circumstances of each school. Some of the main findings are laid out below:
1. Targets for achievement in the various levels need to be more aspirational –many are currently set below the Free School Meals Median. Whilst understanding that sometimes the figures are an attempt at being relevant to a particular cohort for example, evidence from the Consortium supported the notion that the target levels should be increasing to show recognition of the focus for improvement.

2. Science in secondary schools was improving and was reported to be as a result of pupils undertaking the Btec Science, where 1 Btec equates to 4 GCSEs). The Panel agreed monitoring was necessary on this as the results of a qualifications review meant that the current year 8 had reverted back to the old system which focused on exams rather than 'equivalent' qualifications.
3. There was question/concern over low attainment on entry to Comprehensive from Primary schools.
4. Sometimes possibly too much focus is placed on the L2+ figure which can affect focus and performance in other areas – improvement needs to be balanced across all areas.
5. It was identified that there is still an issue with some teachers/schools sharing information and best practice and being open and transparent about their experience and lessons learnt.
6. There were some suggestions that there was too much focus on data and not enough on overall pupil wellbeing..
7. The Additional Learning Needs pupil figure can skew the data. It was suggested that this figure needs to be separated out.
8. Estyn focus predominantly on data rather than the story behind the data.
9. Pupil's level of progress needs more focus; pupils may make significant progress but may never achieve a higher level. Issue in that attainment is measured and not progress. It was reported, however, that this was finally starting to be looked at by Estyn, who want to gather 3 years of numeracy and literacy tests before bringing in a progress measure.
10. Parental engagement is an issue for some cohorts within some schools.
11. There are more children with Special Educational Needs in Bridgend than anywhere else in Wales, with 45% under-achieving and leaving school with no key qualifications. Teaching and learning would need to improve so that every child would be able to read at a level appropriate to their age.
12. A clear management structure and presence from the Leadership team was paramount for improvement and success.
13. Training and development of staff is key to ensuring all teachers have the right set of skills.

Possible Areas of Best Practice

14. Vertical Tutoring, is a system organised students into tutor groups in order to focus on their academic and pastoral care effectively. It involves mixed

age tutor groups that allow personalised attention for students at critical times during the academic calendar. Different ages have different critical times and the fact that there are no more than 4 of any particular age in a tutor group means the Tutor and Co-tutor can provide high level and high quality support to those who need it. The Panel identified this as an item for sharing best practice.

15. Staff led Committee – representatives from each department, independent from the Headteacher, Deputy Head and Assistant Head. Committee can take complaints forward. If there are, for example, 4 complaints on the same thing from one department – it is an obvious flag raised for the Head teacher
16. Use of IRIS – a video recording system that videos each lesson. Not to be used as a performance management tool unless used as evidence of good performance. Can be used by teachers for self-assessment, also good to use to see reactions from children that you might not otherwise have noticed. Videos are owned by the teacher taking the class and they are able to keep, delete or share them as necessary. If a teacher -is in agreement the videos can also be used to share best practice with other staff.
17. Behaviour Watch – an online system where staff log records of behaviour incidents online. The system enables staff to record, monitor and track pupil behaviour which can then be reviewed and analysed to identify trends in behaviour such as times, locations, surroundings. Measures can then be put in place to prevent repeat occurrences. A Behavioural Support team of professionals is set up to support this process. Key to its success is acknowledging the importance of having one person take the lead in managing behaviour. and . System led to a 60% reduction in behavioural issues for one school in 3 years. Is not necessarily about better behaved children, but about staff gaining a better understand of the 'why' so not having to spend a significant amount of time focusing on the incident as understand it.
18. Working with families – including initiatives such as Parent Engagement Officer, Friends and Families forum.
19. One school reported their success was based upon having a highly trained and skilled team of teachers and support staff and also on being true believers in Investors in People. The school worked in a way that allowed staff to utilise their skills innovatively within a no blame culture. The Headteacher allowed staff to learn from their own mistakes, working things out for themselves and allowing them to implement their own ideas.

Views of Central South Consortium (CSC)

- 20 Schools getting/requiring support from Consortium as a result of categorisation are required to buy a whole package of support from the Consortium despite maybe only really needing some aspects of it.

- 21 CSC not a bespoke service – they offer what they want to offer.
 - 22 There are mixed views on the monitoring processes provided to schools from the Consortium as occasionally a school's own process proved to be more successful.
 - 23 There are mixed views on numeracy and literacy training; one school reported that they had sometimes gone outside of the Consortium for this.
 - 24 Some of the training received has been considered not very effective as there appeared to be confusion as to the actual training required.
 - 25 One school reported that because they were not identified in the previous year as requiring additional support under the school categorisation, it had proved a struggle to get support in areas they felt they did need it, for example in maths. The school had therefore been obliged to use the cluster system instead, and the two schools had worked together to find additional resources themselves. Now the school is categorised as Amber, they were getting good support from the consortium.
 - 26 One school reported that at first the challenge outweighed the support but now see support structure emerging.
 - 27 It has taken time to understand the vision of the Consortium.
 - 28 There is sometimes confusion over where grants are coming from.
 - 29 The Improvement Agenda is good and more formalised and the Consortium are now encouraging schools to be less insular.
 - 30 Communication is vital to make sure schools have a full understanding of who CSC are and what their role is.
 - 31 Still need some of what ESIS used to provide, for example, pointing in the right direction for where best to broker something.
 - 32 It would be useful if Consortium could identify areas of best practice within each school and therefore point others in the right direction.
- 4.4 As a general comment, the Panel agreed that Schools categorised as requiring improvement need to provide more reassurance and evidence as to how exactly change will be achieved.

5. Effect upon Policy Framework and Procedure Rules

- 5.1 The work of the Children and Young People Overview & 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 equalities impact issues arising from the report.

7. Financial Implications

7.1 There are no financial implications.

8. Recommendation

The Committee is asked to:

- a) note the content of the report;
- b) determine whether to make any comments or recommendations based on the findings of the Member and School Engagement Panel meetings.

Mr P A Jolley,
Assistant Chief Executive – Legal & Regulatory Services

Contact Officer: Rachel Keepins
Scrutiny Officer

Telephone: 01656 643613

Email: scrutiny@bridgend.gov.uk

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

Background Documents

Bridgend County Borough Council Constitution

Bridgend County Borough Council Corporate Improvement Plan 2013 -17