

# Public Document Pack

## Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr

### Bridgend County Borough Council



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

*Rydym yn croesawu gohebiaeth yn Gymraeg.  
Rhowch wybod i ni os mai Cymraeg yw eich  
dewis iaith.*

*We welcome correspondence in Welsh. Please  
let us know if your language choice is Welsh.*



#### **Gwasanaethau Gweithredol a Phartneriaethol / Operational and Partnership Services**

Deialu uniongyrchol / Direct line /: 01656 643148 /  
643147

Gofynnwch am / Ask for: Mark Galvin

Ein cyf / Our ref:

Eich cyf / Your ref:

**Dyddiad/Date:** Friday, 2 February 2018

Dear Councillor,

#### **SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1**

A meeting of the Subject Overview and Scrutiny Committee 1 will be held in the Council Chamber, Civic Offices, Angel Street, Bridgend, CF31 4WB on **Thursday, 8 February 2018 at 09:30.**

#### **AGENDA**

1. Apologies for Absence  
To receive apologies for absence from Members.
2. Declarations of Interest  
To receive declarations of personal and prejudicial interest (if any) from Members/Officers in accordance with the provisions of the Members Code of Conduct adopted by Council from 1 September 2008 (including whipping declarations)
3. Forward Work Programme Update 3 - 22
4. School Standards Report Foundation Phase, Key stages 2,3 and 4 and post -  
16 Outcomes for 2016-2017 23 - 80

#### Invitees

Lindsay Harvey, Interim Corporate Director - Education and Family Support;  
Cllr Charles Smith, Cabinet Member for Education and Regeneration;  
Nicola Echanis, Head of Education and Early Help;  
Mandy Paish, CSC Senior Challenge Advisor;  
Mike Glavin, Managing Director CSC.

#### 5. 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.

**By receiving this Agenda Pack electronically you will save the Authority approx. £1.60 in printing costs**

Yours faithfully

**P A Jolley**

Corporate Director Operational and Partnership Services

Councillors/Registered  
Representatives:

JPD Blundell  
William Bond  
NA Burnett  
Tim Cahalane  
RJ Collins  
SK Dendy  
DK Edwards

Rev Canon E J Evans  
J Gebbie  
RM Granville  
Ciaron Jackson  
M Jones  
DG Owen  
K Pascoe

JC Radcliffe  
B Sedgebeer  
JH Tildesley MBE  
LM Walters  
CA Webster  
A Williams  
AJ Williams

## BRIDGEND COUNTY BOROUGH COUNCIL

### REPORT TO THE SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1

8 FEBRUARY 2018

### REPORT OF THE CORPORATE DIRECTOR – OPERATIONAL AND PARTNERSHIP SERVICES

#### FORWARD WORK PROGRAMME UPDATE

#### 1. Purpose of the Report

- a) To present the items prioritised by the Corporate Overview and Scrutiny Committee including the next item delegated to this Subject Overview and Scrutiny Committee;
- b) To present the Committee with a list of further potential items for comment and prioritisation;
- c) To ask the Committee to identify any further items for consideration using the pre-determined criteria form.

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

- 2.1 The key improvement objectives identified in the Corporate Plan 2016–2020 have been embodied in the Overview & Scrutiny Forward Work Programmes. The Corporate Improvement Objectives were adopted by Council on 1 March 2017 and formally set out the improvement objectives that the Council will seek to implement between 2016 and 2020. The Overview and Scrutiny Committees engage in review and development of plans, policy or strategies that support the Corporate Themes.

#### 3. Background

- 3.1 Under the terms of Bridgend County Borough Council's Constitution, each Overview and Scrutiny Committee must publish a Forward Work Programme (FWP) as far as it is known.
- 3.2 An effective FWP will identify the issues that the Committee wishes to focus on during the year and provide a clear rationale as to why particular issues have been selected, as well as the approach that will be adopted; i.e. will the Committee be undertaking a policy review/ development role ("Overview") or performance management approach ("Scrutiny").

Feedback

- 3.3 All conclusions made at Subject Overview and Scrutiny Committee (SOSC) meetings, as well as recommendations and requests for information should be

responded to by Officers, to ensure that there are clear outcomes from each topic investigated.

- 3.4 These will then be presented to the relevant Scrutiny Committee at their next meeting to ensure that they have had a response.
- 3.5 When each topic has been considered and the Committee is satisfied with the outcome, the SOSC will then present their findings to the Corporate Overview and Scrutiny Committee (COSC) who will determine whether to remove the item from the FWP or to re-add for further prioritisation at a future date.
- 3.6 The FWPs will remain flexible and will be revisited at each COSC meeting with input from each SOSC and any information gathered from FWP meetings with Corporate Directors and Cabinet.

#### **4. Current Situation / Proposal**

- 4.1 Attached at **Appendix B** is the overall FWP for the SOSCs which includes the topics prioritised by the COSC for the next set of SOSCs in Table A, as well as topics that were deemed important for future prioritisation at Table B. This has been compiled from suggested items from each of the SOSCs at previous meetings as well as the COSC. It also includes information proposed from Corporate Directors, detail from research undertaken by Scrutiny Officers and information from FWP Development meetings between the Scrutiny Chairs and Cabinet.
- 4.2 The Committee is asked to first consider the next topic they have been allocated by the COSC in Table A and determine what further detail they would like the report to contain, what questions they wish Officers to address and if there are any further invitees they wish to attend for this meeting to assist Members in their investigation.
- 4.3 The Committee is also asked to then prioritise up to six items from the list in Table B to present to the COSC for formal prioritisation and designation to each SOSC for the next set of meetings.

#### Corporate Parenting

- 4.4 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.
- 4.5 In this role, it is suggested that Members consider how each item they consider affects children in care and care leavers, and in what way can the Committee assist in these areas.

- 4.6 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.

#### Identification of Further Items

- 4.7 The Committee are reminded of the Criteria form which Members can use to propose further items for the FWP which the Committee can then consider for prioritisation at a future meeting. The Criteria Form emphasises the need to consider issues such as impact, risk, performance, budget and community perception when identifying topics for investigation and to ensure a strategic responsibility for Scrutiny and that its work benefits the organisation.

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

- 5.1 The work of the Overview & Scrutiny Committees relates to the review and development of plans, policy or strategy that form part of the Council's Policy Framework and consideration of plans, policy or strategy relating to the power to promote or improve economic, social or environmental wellbeing in the County Borough of Bridgend. Any changes to the structure of the Scrutiny Committees and the procedures relating to them would require the Bridgend County Borough Council constitution to be updated.

### **6. Equality Impact Assessment**

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

### **7. Financial Implications**

- 7.1 There are no financial implications attached to this report.

### **8. Recommendations**

- 8.1 The Committee is recommended to:

- (i) Approve the feedback from the previous meetings of the Subject Overview and Scrutiny Committee 1 and note the list of responses including any still outstanding at Appendix A;
- (ii) Identify any additional information the Committee wish to receive on their next item delegated to them in the FWP including invitees;
- (iii) Identify any further detail required for other items in the overall FWP at Table B of Appendix B;
- (iv) Consider identifying additional items using the criteria form for topics for future consideration on the Scrutiny Forward Work Programmes at meetings following the Annual Meeting in May 2018;

- (v) Identify suitable items for Webcasting from the overall Forward Work Programme.

**PA Jolley**  
**Corporate Director - Operational and Partnership Services**

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CF31 4WB

**Background documents**

None.

Date of Meeting	Item	Members wished to make the following comments and conclusions:	Response/Comments	Follow up required
04-Dec-2017	Draft Budget Proposals - Education and Family Support	<p>Following the Committee's consideration of the draft budget proposals for the Education Directorate, Members determined to make the following recommendations to go forward to Cabinet:</p> <p>2. The Committee recommend that in order for Members to support the Festival of Learning proposed budget growth there needs to be clear objectives and outcomes in order to see what is going to be achieved from this one-off investment;</p> <p>3. The Committee recommend that the Authority lobby Welsh Government to consider longer term budget planning to enable Local Authorities to better plan for the future and have security of funding for projects and priorities;</p> <p>4. The Committee recommend that the Authority ensure that strong links are made between any future investment for schools and the current and future Local Development Plan with closer working relationships with all those involved. This is in line with the requirements of the Wellbeing and Future Generations (Wales) Act in terms of how decisions taken now should be taking account of the longer term impact on future generations;</p> <p>5. The Committee recommend that early and serious consideration be given to the proposals for future Education cuts of a 1% efficiency saving from 2019-20 onwards including evidence of potential impact and how schools and the Local Authority can plan to minimise this impact on schools, staff and most importantly on pupil performance.</p>	Response to be provided via Cabinet as part of Budget consultation process	
		<b>Additional Information</b>		
		<ul style="list-style-type: none"> <li>The Outturn figures for catering indicating profit and loss for the last 3 years including information outlining whether the price increase each year outweighs the loss due to a reduction in uptake;</li> </ul>	<p>Outturn for last 3 full financial years and narrative supplied on next sheet (Appendix A1). The price rise did not take effect until Sept 17 and consequently until there has been a whole year it is difficult to see any take up impact. Also, any changes in outturn can be due to the fact that there are different numbers of trading days and also different numbers of pupils from one year to the next.</p>	
		<ul style="list-style-type: none"> <li>Details of delegated and non-delegated funding , per pupil – to see comparisons and clarify the evidence over the Authority being funded 17 out of 22 for secondary schools and 21 out of 22 for primary schools;</li> </ul>	Please see attached Appendix A2.	

	<p>A decision was made that Bridgend would advertise and manage its own food procurement contracts, due to the expiry of the previously used WPC contracts, and due to the fact that the National Procurement Service for Wales did not have timely contracts in place to address Bridgend's non-compliance with our own contract procedure rules.</p> <p>The main objectives of Bridgend undertaking its own procurement process was to try and attract local SMEs and try and achieve the best pricing available. Best prices are not necessarily achievable from SMEs, and therefore a community benefit question was scored from each supplier response to try and gain an understanding of how they themselves work with SMEs.</p> <p>Ty Tanglwyst dairy in Corneli, Bridgend, were successful for the supply of fresh milk to the school meal service and the Meals At Home service.</p> <p>Weekes Of Merthyr were successful for the supply of soft drinks and bottled water for the secondary school meal cafeteria services. Weekes source the bottled water and the school compliant soft drinks from Radnor Hills, based in Knighton, Powys.</p> <p>WR. Bishops of Tonyrefail in the Rhondda Valley were successful for the supply of fruit and vegetables. They source their products from Puffin Products, Haverford West, and from the Cardiff fresh food markets</p> <p>Holdsworth Food Service of Crichhowell was successful for the supply of ambient, dry and frozen goods. Holdsworth work with a number of SMEs to source local Welsh products, which includes free range eggs from a farm in Llantrisant</p> <p>Bridgend has been able to demonstrate significant potential savings on future spends as a direct result of undertaking its own procurement process</p> <p>Since the start of the Bridgend contracts, The National Procurement Service for Wales has since launched the start of its own food frameworks. The NPS did try to attract SMEs to their frameworks by breaking down Wales into separate Zones and commodities into separate Lots. Castell Howell of Carmarthen have been successful for a significant amount of zones and lots within the frameworks for all of Wales but it remains to be seen how they will cope with mobilising their company to fulfil the demands of numerous Welsh authorities.</p> <p>In particular the Bridgend Fruit and Vegetable contract achieved better pricing than the NPS similar framework.</p> <p>Bridgend now has the luxury of watching this mobilisation period, whilst working with our local suppliers to source further more local products, and reaping financial benefits from its own managed contracts, before deciding about future procurement of food</p>																
<ul style="list-style-type: none"> <li>• Whether or not the schools catering service is sourcing local products;</li> </ul>	<p>The figures indicate the number of children with a primary or secondary need of ASD, who are also FSM eligible.</p> <p>The data is taken from the last 3 PLASC censuses in January 2015, 2016 and 2017.</p> <table border="1" data-bbox="1178 1145 1727 1321"> <thead> <tr> <th>Date</th> <th>Number of Children with Primary or Secondary ASD diagnosis</th> <th>Number who are FSM eligible</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>January 2015</td> <td>370</td> <td>113</td> <td>30.5</td> </tr> <tr> <td>January 2016</td> <td>432</td> <td>130</td> <td>30.1</td> </tr> <tr> <td>January 2017</td> <td>454</td> <td>149</td> <td>32.8</td> </tr> </tbody> </table>	Date	Number of Children with Primary or Secondary ASD diagnosis	Number who are FSM eligible	%	January 2015	370	113	30.5	January 2016	432	130	30.1	January 2017	454	149	32.8
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<ul style="list-style-type: none"> <li>• Clarification of the number of pupils with an ASD who are in receipt of support from the Pupil Development Grant;</li> <li>• The Committee requested that the feedback from the School Budget Forum following its meeting next week be presented to both BREP and the Corporate Overview and Scrutiny Committee for consideration in development of their recommendations.</li> </ul>	<p>The draft minutes of the meeting held on the 6th December are attached (Appendix A3). These have not yet been issued/approved by representatives of the SBF.</p>																



	2014/15 £'000	2015/16 £'000	2016/17 £'000
<b>Final Outturn</b>	450	717	494
<b>Variance to Budget*</b>	(430)	53	(281)
<b>Price per meal (Primary)**</b>	2.10	2.10	2.10
<b>Price per free meal (Secondary)*</b>	2.40	2.40	2.40

\* Underspend in 2014/15 was substantially due to the higher number of trading days for the service, arising from the lack of inclement weather and its usual impact on school opening days. In addition, savings were generated through vacancy management and lower than anticipated costs of repairs and maintenance.

\*Overspend in 2015/16 was due to a corporate decision not to drawdown any earmarked reserve funding in relation to cashless catering and H&S improvements in schools. If this funding had been utilised the underspend would have been £107k.

\*\* Price per meal has increased in 2017 to £2.20 per meal Primary and £2.50 per free meal Secondary, however this is the first increase since Sept 2013.

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## Pupil funding

- 1 Welsh Government provides funding to local authorities for pre-16 provision in schools (and post-16 in special schools) whether they are maintained by the local authority or are voluntary-aided schools.
- 2 Local authorities are responsible for determining how they spend their allocation of the RSG on the services for which they are responsible, which includes schools. The underlying principle of the local government settlement is that funding is not earmarked for particular services. Welsh Government does not set targets for local authority expenditure on schools.
- 3 Once local authorities receive their settlement allocation, they set budgets for the services for which they are responsible, including education, according to local needs and priorities.
- 4 Individual councils set budgets for the services they provide, and this includes the budgets for their schools. School delegated funding is distributed to schools based on a local funding formula. The School Funding (Wales) Regulations 2010 require 70% of the total funding to be distributed based on pupil numbers. Councils have discretion to distribute the remaining 30% based on a range of factors to take account of individual school circumstances.
- 5 Therefore, while local authorities across Wales use pupil numbers as a common basis to determine funding allocations, other components vary from authority to authority and school to school. These can include size and condition of buildings and grounds, business rates, number of pupils receiving free school meals, special educational needs of learners and for learners for whom English or Welsh is not their first language. Consequently, funding per pupil will vary across schools to take into account the differing circumstances in each school.
- 6 There was a commitment set out by the former Welsh Government Education Minister Leighton Andrews AM to 'work towards' delegating 85% of total expenditure to schools. The measure is taken from the Revenue Account (RA) return completed by the local authority each year based on estimated expenditure. The return is used to calculate the delegation rate as well as the amount of funding per pupil in a local authority.
- 7 There are several issues with this measure:
  - Figures are based on gross spend (i.e. including grant funding from Welsh Government and other sources (e.g. EIG, PDG and post-16 grants). The amounts delegated to schools and/or retained centrally will be a determining influence on the delegation rate and consequent amount of funding per pupil.
  - Figures for services include apportionments of corporate recharges (i.e. support services such as legal, finance and human resources). These can be based on different methodologies across local authorities and can be widely distributed to services or charged to the corporate core. This can significantly affect the amount of funding and delegation rate.
  - Bridgend has two special schools both providing places for out-of-county pupils. The special school budget is gross, with the Council recharging the appropriate authorities for their place costs. This artificially inflates the delegation rate for the authority as the delegated budget includes funding for out-of-county school places.
- 8 Welsh Government produces a report on local authority budgeted expenditure on schools per financial year. For 2017-2018, this shows the following:

	<b>Bridgend</b>	<b>Wales</b>
<b>Delegation rate</b>	84.7%	84.2%
<b>Delegated funding per pupil</b>	£4,519	£4,740
<b>Nursery</b>	£0	£8,614
<b>Primary</b>	£3,860	£4,233
<b>Middle</b>	£0	£5,172
<b>Secondary</b>	£4,759	£5,025
<b>Special</b>	£23,357	£20,806
<b>Central funding per pupil</b>	£813	£888
<b>Total funding per pupil</b>	£5,332	£5,628

- 9 In addition, the Council is required to submit to Welsh Government a Section 52 budget statement each year, which breaks down the delegated budget per school and sector. It does not include any money held centrally by the local authority and spent on behalf of schools.
- 10 The return calculates the per pupil funding per school, and in addition, Welsh Government produces a statistical analysis each year based on the information, showing per pupil funding per authority per sector, but the figures do not take account of:
- the delegation rate per local authority;
  - specific funding through the funding formula (e.g. site specific and ALN classes);
  - centrally provided services;
  - voluntary aided (VA) schools only pay, and therefore receive funding for, 20% of business rates. VA schools also have different responsibilities and therefore funding for building maintenance;
  - nursery provision policy;
  - whether the local authority has middle schools or not; or
  - sixth form grant allocations.
- 11 When considering 'per pupil' funding, it is also important to note that each primary school receives a lump sum allowance towards the headteacher's salary of £70,700. On a 'per pupil' basis, this is shown as:
- £995 for our smallest primary school of 71 pupils; and
  - £124 for our largest primary school of 568 pupils.
- 12 Therefore, while there is an on-paper 'per pupil' difference of £871, there is no/little additional cost.

## School Budget Forum

### Notes of Meeting & Agenda

<b>Location</b>	Llangewydd Junior School	<b>Date:</b>	6 <sup>th</sup> December 2017
		<b>Time</b>	2.30 pm
<b>Attendees on 6<sup>th</sup> December 2017:</b>		Draft Agenda for next meeting – March 2018 : -	
Lindsay Harvey		1. Apologies for absence	
Joanne Norman	Anne O'Brien	2. Notes of previous meeting	
Cllr Hywel Williams	Andy Rea	3. Budget 2018-19 and Medium Term Financial Strategy	
Cllr Charles Smith	Reverend Edward Evans	4. Update on school balances 2017-18	
Randal Hemingway	Mark Morris (in place of S Daly)	5. Any other business	
Judith Tutssel (Secretary)		6. To agree a date for next meeting.	
Ben Blackall			
Hannah Castle (Chair)			
Neil Clode (Vice Chair)			
Huw Williams (in place of N Brain)			
Ceri Llewellyn (in place of R Dixon)			

### Notes of the meeting held 6<sup>th</sup> December 2017

	<u>Actions</u>
<p><b>1.Apologies:</b>                      Apologies for absence were received from Nicola Echanis, Angela Keller, Helen Ridout, William Bond, Sharron Daly, Nick Brain and Rhiannon Dixon.                      Those present introduced themselves and welcomed new Secondary School Governor Representative, Andy Rea.</p> <p><b>2.Notes of previous meeting</b>                      The notes of the previous meeting held on 5<sup>th</sup> October 2017 were reviewed and accepted.</p> <p><b>3. Matters Arising</b></p> <ul style="list-style-type: none"> <li><b>Funding per pupil/delegation rates:</b> Lindsay Harvey confirmed that additional information had been provided to both BASH and primary headteachers. More information on this/current year's budgets is to follow.</li> <li><b>Formula Funding:</b> Jo Norman confirmed that outdated narratives would be tidied up as part of the budget setting/formula funding process for 2018/19.</li> </ul> <p><b>4. Budget 2018-19 and Medium Term Financial Strategy</b>                      The link to the Cabinet Report of 28<sup>th</sup> November 2017 had been sent to School Budget Forum members prior the meeting and Randal Hemingway informed those present of some key points.</p> <p>The provisional WG settlement saw a reduction of 0.5% across Wales, which for Bridgend was 0.6%, and better than the most likely scenario previously discussed. WG had stated that there was additional money for schools and Social Services, but this did not appear to be true and attention was drawn to the WLGA letter circulated with the minutes.</p>	<p>LH</p> <p>JN</p>

There are further challenges in terms of cuts to specific grants, for example Communities First Programme will cease and be replaced with two new grants (replacements are £3.6 million less), waste grants, and the EIG is to be reduced by £15m. Inflation is also a significant pressure – currently at 3%. The draft Council budget required £6.123m of reductions to balance.

There are also challenges around the pay award, for which 1% has been assumed in the budget. A letter had recently been received regarding the national pay award (JNC). The offer was 2% for Council staff and for the lowest paid staff, an hourly rate of £8.50 (currently £7.70).

Cabinet have proposed to freeze the 1% efficiency savings for schools for 2018/19 but this is still planned for future years. School budgets will be funded for pay awards and inflation for 2018-19. Some schools will obviously also be affected by changes in pupil numbers. Cabinet recognised the planned cut to the Education Improvement Grant (EIG) and have proposed an additional £500k to mitigate the effect. The mechanism for the allocation of this additional funding has not yet been determined. The increase for pay awards/ inflation and budget pressures equates to an increase of over £1m to schools budgets, when compared to 2017-18.

An additional £150k has also been proposed within the Education and Family Support Directorate for the continued growth in the number of ASD pupils (autistic spectrum disorder). It was confirmed that this will be in the area of Learning Resource Centres and not in respect of the ALN Bill.

The budget consultation period had closed on Sunday and will be reported to Cabinet later in December. There has been a good response with over 1,800 adults completing the survey. The Young Persons' Voice had also improved with over 120 responses, but this was still from a potential 20,000 young people.

It was reported that gas and electricity costs are likely to increase for 2018-19.

Lindsay Harvey reported that pupil numbers in Bridgend are currently quite stable.

Councillor Charles Smith raised the issue of non-statutory nursery education in Bridgend. This had previously been considered as a budget reduction, but had not been actioned. He stated that the 1% reduction in 17/18 was in lieu of this.

The group's attention was drawn to Table 7 of the report, showing an increase of £1.163m to schools budgets for 2018-19. The 1% reduction still needs to be planned for future years and headteachers need to be mindful of headlines/announcements coming from Welsh Government.

Reverend Evans enquired what may happen to the 1% cut for schools if future budget settlements were to be improved, but this is not known at present.

#### **5. Secondary School Benchmarking**

The Welsh Government had sponsored the secondary school benchmarking exercise, and all secondary schools in Bridgend had participated. To view the data, user names and passwords had been allocated to all headteachers, bursars and certain central finance staff. It was too soon to feedback on the effectiveness of the tool so it will be kept on future SBF agendas.

#### **6. School Delegated Budget Setting Timetable**

Judith Tutssel informed those present of the timetable, on a month by month basis, for the calculation of schools delegated budgets. Headteachers were asked to accurately complete and return their pupil number forms promptly after the count date in January 2018. It was stressed that even one incomplete or late form can delay the whole budget setting process across primary, secondary and special sectors.

The budget will be approved by Cabinet on 12<sup>th</sup> February 2018 and by Council on 28<sup>th</sup> February 2018, and it is hoped that school delegated budgets can be completed and distributed early in March, 2018.

#### **7. Update on Schools' Projected Balances**

Jo Norman reported that 20 primary, 4 secondary and 1 special school had set deficit budgets for 2017-18. As at period 8 (November), projected deficits had increased to 25 primary, 5 secondary and 1 special school. Finance Officers continue to work closely with schools to ensure that they work within their deficit recovery plans and that budget projections are accurate and timely.

### **8. Refunds for Cashless Catering**

It is proposed that with effect from January 2018, any refunds due to parents for dinner monies paid via the cashless system will be processed at primary school level via COA, and not by the Local Authority Finance Team. This should ensure that refunds can be made more quickly and that the parents would only have one point of contact (the school) in the event of any queries. Detailed guidance notes are being prepared for circulation to all primary schools in the new year, and are currently awaiting approval by Internal Audit.

### **9. Proposed Use of COA for Secondary Schools.**

Following a number of recent cash flow problems experienced by Secondary Schools, due to deficit budgets and delays in the transfer of grant income, it has been suggested that headteachers may wish to consider moving onto COA, the Authority's main financial system and bank account, instead of operating via individual school bank accounts.

It was agreed that this proposal be discussed and considered at the next BASH meeting.

### **10. Any Other Business**

- BREP – Neil Clode reported that he and Hannah Castle had been invited to attend the BREP meeting that was held during October half term. They did not attend and it was later confirmed that schools budgets were not discussed on that day. It was agreed that the future timetabling of these meetings needs to be looked at more carefully, if headteachers are to be invited to attend.
- A query was raised regarding items to be included on the agenda for School Budget Forum meetings and how matters are reported back to other headteachers. It was confirmed that SBF headteacher members regularly update colleagues at BASH and Primary Federation meetings.

### **11. Next Meeting**

It was agreed that the next meeting will be held early in March, after Council have met on 28<sup>th</sup> February. The meeting will be held in Civic Offices.

On behalf of the School Budget Forum, Hannah Castle thanked Randal Hemingway for sharing complex and detailed budget information with the Group and wished him all the best for the future and his new job.

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## Scrutiny Forward Work Programme

Table A

The following items were previously prioritised by the Subject OVS Committees and considered by Corporate at its last meeting where the top three items were scheduled in for the next round of meetings:

Date	Subject Committee	Item	Specific Information to request	Rationale for prioritisation	Proposed date	Proposed rationale for timing from Officers	Suggested Invitees	Prioritised by Committees	Webcast
08-Feb-18	SOSC 1	School Standards Report 17-18	Annual school performance report from CSC	Annual school performance results form the basis of monitoring of schools which is a primary responsibility of Scrutiny.	Proposed to receive late January/early February once the school results have been formally published.		Lindsay Harvey, Interim Corporate Director - Education and Family Support; Cllr Charles Smith, Cabinet Member for Education and Regeneration; Nicola Echanis, Head of Education and Early Help; Mandy Paish, CSC Senior Challenge Advisor; Mike Glavin, Managing Director CSC		SOSC 2 highlighted this item as suitable for webcasting.
12-Feb-18	SOSC 3	Town Centre Regeneration	To provide members with information on the following responsibilities of the Council and how these are managed and can be developed with reduced resources <ul style="list-style-type: none"> <li>• Car parking review – When is the car parking review going to be undertaken? Charges for staff car parking at all sites - has this been reviewed? If this was taken forward what income would this generate?</li> <li>• Residents Parking - when residents permit parking going to be rolled out?</li> <li>• Inconsiderate parking in the Borough - where are the problem areas? What are we doing to tackle these issues? Are we prosecuting?</li> <li>• Parking outside schools - How are we tackling bad parking at schools? Update on the introduction of the mobile camera van that was purchased to tackle such issues. What areas has this van been at. How many fines have been issued to date?</li> <li>• Pedestrianisation - particularly in Bridgend Town Centre. Outcomes of the consultation to allow traffic into the town</li> <li>• Business Rates</li> <li>• Strategic Building Investment</li> <li>• Disabled facilities</li> </ul>		Prioritised by SOSC 3 17 July 2017 13 September 2017  Prioritised by SOSC 2 18 September 2017		Mark Shephard, Corporate Director Communities; Cllr Charles Smith, Cabinet Member - Education and Regeneration; Zak Shell, Head of Streetscene; Satwant Pryce, Head of Regeneration; Rhiannon Kingsley, Town Centre Manager; Possible Representative from BID Company; Clerks from each town Council in the Borough; Trader representation; Representative from a Disability organisation. Rachel Bell - Manager of Rhiw		SOSC 2 highlighted this item as suitable for webcasting.
07-Mar-2018	SOSC 2	Prevention and Wellbeing and Local Community Coordination	To include information about the number of different initiatives that are available within the community as an alternative to statutory services.  LCC projects to be referenced under a heading for each area – Ogmores, Llynfi and Garw Valleys – to ensure ease of reference to what projects are being carried out where.  To include information on the work being undertaken with the 3rd Sector.  What initiatives are available within the community?  What input is provided by AMBU and what is provided by Bridgend Council?		Proposed date March/April 2018		Susan Cooper Corporate Director Social Services and Wellbeing; Cllr Phil White, Cabinet Member - Social Services and Early Help Cllr Dhanisha Patel, Cabinet Member - Wellbeing and Future Generations; Jacqueline Davies, Head of Adult Social Care; Andrew Thomas, Group Manager – Prevention and Wellbeing.		
12-Mar-2018	SOSC 1	School Modernisation Band B	To advise committee on the development of the strategic outline plan for band b of the 21 <sup>st</sup> century schools modernisation programme How did Band A improve attainment? What were the outcomes for Band A? How were they achieved. What lessons can be learnt for Band B?	Scrutiny to inform the plans and refine the rationale for the development of the schools estate	Proposed by Officers - March 2018		Lindsay Harvey, Interim Corporate Director - Education and Family Support; Cllr Charles Smith, Cabinet Member for Education and Regeneration; Nicola Echanis, Head of Education and Early Help; Gaynor Thomas, Schools Programme Manager		

21-Mar-2018	SOSC 3	Empty Properties	<p>How effective has this council been on bringing back into use empty properties over the last five years?</p> <p>Does this council have the appropriate policies and process in place to fully utilise the powers that we already have to tackle empty homes. For example - Empty Dwelling Management Orders and charging council tax premiums on long-term empty homes and second homes?</p> <p>What are the levels of empty homes across Bridgend?</p> <p>What is the potential loss of council tax receipts due to empty homes?</p> <p>Data on levels of empty properties and homes - how long they have been empty for and what contact has been made regarding them;</p> <p>Examples of case studies from Bridgend CBC;</p> <p>Good practice from across wales;</p> <p>Detail of Welsh Government policies;</p> <p>In relation to empty properties - could a breakdown of service provision be provided? To include contracts that we sub let out;</p> <p>Members queried how many section 215 have been used in relation to blight properties.</p>				<p>Andrew Jolley, Corporate Director Operational and Partnership Services</p> <p>Mark Shepherd, Corporate Director Communities</p> <p>Satwant Pryce, Head of Regeneration, Development &amp; Property</p> <p>Martin Morgans, Head of Performance and Partnership Services</p> <p>Cllr Dhanisha Patel</p> <p>Welsh Government contacts?</p> <p>Helen Pictou, SRS (VOG)</p> <p>Jennifer Ellis (RCT)</p>	SOSC 3 and SOSC 1 reprioritised this in Dec 2017 after it was rescheduled to accommodate other report	
16-Apr-2018	SOSC 1	Early Help and Social Care	<p>The process into how the following information will be presented will be confirmed following meetings with both Directorates Corporate Directors.</p> <ul style="list-style-type: none"> <li>Up to date figures presenting the numbers of Looked After Children by Local Authority;</li> <li>A breakdown of referral figures, to include statistics from local pre-school nurseries;</li> <li>Outcome from the review undertaken by Institute of Public Care;</li> <li>What services are being provided post 16, given that research indicates shows that children who have been looked after, have the increased probability that their children will also end up in the care system;</li> </ul> <ul style="list-style-type: none"> <li>To evidence how the two services are working together and the impact on the LAC population.</li> </ul> <p><i>Rec from BREP -</i></p> <p>For Scrutiny to receive data relating to the Early Help and Safeguarding Board's joint dataset to evidence how the work being undertaken in relation to Early Help has impacted directly on social services.</p> <p>Detailed analysis of the causes and demands on Children's Social Services. Members commented that if this is not known and understood then the Authority cannot effectively plan for the future and Members cannot be assured that changes that are being introduced are fit for purpose.</p>				<p>Susan Cooper Corporate Director Social Services and Wellbeing;</p> <p>Lindsay Harvey, Interim Corporate Director - Education and Family Support;</p> <p>Cllr Charles Smith, Cabinet Member for Education and Regeneration;</p> <p>Cllr Phil White, Cabinet Member – Social Services and Early Help;</p> <p>Nicola Echanis, Head of Education and Early Help.</p> <p>Laura Kinsey, Head of Children's Social Care;</p> <p>Mark Lewis,</p> <p>Elizabeth Walton James, Group Manager Safeguarding and Quality Assurance</p>	SOSC 1	
17-Apr-2018	SOSC 2	Dementia Care	<ul style="list-style-type: none"> <li>Include accurate and up to date figures on the people diagnosed with dementia in Bridgend County Borough for comparison with the number of people predicted to be living with dementia;</li> <li>Provide Members with the information which can be found on the Local GP Dementia Register which highlights prevalence of dementia by area throughout the borough and type of dementia. The Panel recommend that these statistics are presented on a map diagram for ease of reference. If possible, Members wish that this data be elaborated upon to include age, and whether the numbers show if diagnosis was received prior to moving into the borough;</li> <li>Provide an update on the review of joint intentions with health and the third sector and include information regarding the production of a dementia strategy and delivery plan - stating milestones, target dates and responsible officers.</li> <li>Provide an update on existing discussions with nursing care providers in relation to the development of nursing residential care places for people with dementia;</li> <li>Include facts and figures on people with dementia living in Cardiff as well as Neath Port Talbot and Swansea for comparison to Bridgend.</li> </ul> <p>Comparisons with other LAs such as Maesteg and the Vale on dementia awareness training to consider how successful the Authority has been in making Bridgend Dementia friendly.</p>			Proposed change from Directorate from 7 March as will take time to get the detailed information as it is not owned by the LA and needs to be gathered from Health etc.	<p>Susan Cooper Corporate Director Social Services and Wellbeing;</p> <p>Cllr Phil White, Cabinet Member – Social Services and Early Help;</p> <p>Jacqueline Davies, Head of Adult Social Care;</p> <p>Representative from Age Concern Wales;</p> <p>Representative from ABMU;</p> <p>Representative from Bavo.</p>		Corporate highlighted this item as suitable for webcasting.

19-Apr-2018	SOSC 3	Emergency Housing	<p>Is the current emergency housing provided by BCBC meeting the needs of the service users?          Is the current provision a good use of public resources?          Should an alternative provision be made to ensure families, in particular children, achieve their potential.          Service user numbers          Service user demographic –ages, disabilities, gender          Outcomes          Challenges faced daily by families using provision –health, dentist, mental health, schools          *Members have requested a possible site visit</p>	<p>members asked for this item to be prioritised by the Corporate Committee to address the homelessness across the county which has increased and can be seen by the increased number of people sleeping in tents.</p>			<p>Andrew Jolley, Corporate Director – Operational and Partnership Services;          Martin Morgans, Head of Performance and Partnership Services          Cllr Dhanisha Patel, Cabinet Member - Wellbeing and Future Generations;</p>	SOSC3 SOSC 1	
TBC	SOSC 1	Budgetary Impacts of Parc Prison	<p>How much core funding does BCBC receive to deal with the impact of a prison being located within its boundary?          What is the true cost of servicing this need?          Is there a different impact due to Parc Prison being privately run as opposed to being run by the Prison Service?          Educational aspects in prisons and their impact</p>		Proposed by Directorate for May-June 2018	Ongoing discussions with WG over financial position -more appropriate to receive later in year	<p>Susan Cooper, Corporate Director Social Services and Wellbeing          Jacqueline Davies, Head of Adult Social Care          Cllr P White, Cabinet Member Services and Early Help          Cllr Charles Smith, Cabinet Member for Education and Regeneration;          Representative from Parc prison</p>		
TBC	SOSC 2	ALN Reform	<p>When the Bill has been further progressed, report to include consideration of the following points:          a) How the Authority and Schools are engaging with parents over the changes to the Bill?          b) What the finalised process is for assessments and who is responsible for leading with them?          c) What involvement/responsibilities do Educational Psychologists have under the Bill?          d) Has the Bill led to an increase in tribunals and what impact has this had? This is set against the context of the recent announcement by the Lifelong Learning Minister that instead of saving £4.8m over four years the Bill could potentially cost £8.2m due to an expected increase in the number of cases of dispute resolution.          e) Given that the Bill focuses on the involvement of young people and their parents, what support is available for those involved in court disputes?          f) Outcomes from the Supported Internship programme.          g) Support for those with ALN into employment.          h) Staffing - Protection and support for staff, ALNCO support, workloads and capacity.          i) Pupil-teacher ratios and class sizes and impact of Bill on capacity of teachers to support pupils with ALN          j) How is the implementation of the Bill being monitored; what quality assurance frameworks are there and what accountability for local authorities, consortiums and schools?</p>	<p>Needs revisiting to monitor implementation of the Bill and if needs are being met as well as impact on future budgets</p>	Proposed by SOSC 1 to be revisited in next years FWP		<p>Lindsay Harvey, Interim Corporate Director - Education and Family Support;          Cllr Charles Smith, Cabinet Member for Education and Regeneration;          Nicola Echanis, Head of Education and Early Help.          Michelle Hatcher, Group Manager Inclusion and School Improvement          Third Sector Representatives</p>		SOSC 2 highlighted this item as suitable for webcasting.
TBC		Waste Services Contract	<p>Members would like the report to include an update on the following:          The impact of the recently recruited senior managers associated with the Bridgend contract and front line operative staff. Was recruitment successful? Have all Members now been given full inductions and training          Information on the updates to the CRC centre including the instalment of the polystyrene baler and webcam so residents are able to monitor the traffic flow at the site.          Change of days for the communal collections - Has this happened? Has the service shown improvements since the change?          Impact of the new collection vehicles. Have they made collection rounds more efficient?          Outcome of the review of BCBC in house Street Scene enforcement activity          Longer term trend of flytipping. What are the figures of flytipping in the Borough? Have they improved? Domestic or business?            A review of the AHP bags be considered when Scrutiny revisit the subject of 'Waste' in approximately 12 months time to include the monetary against environmental impact.</p>	<p>Members requested that this item is prioritised by the Corporate Committee for June 2018 so they can monitor the contract and ensure that improvements to the delivery of the service are made. Members requested that this item remain until significant improvements are made and the service is at a satisfactory level for residents.</p>	SOSC 3 proposed revisit item in June 2018		<p>Mark Shepherd, Corporate Director Communities;          Cllr Hywel Williams, Deputy Leader;          Cllr Richard Young, Cabinet Member – Communities;          Zak Shell, Head of Streetscene;          Maz Akhtar, Regional Manager Kier          Julian Tranter, Managing Director Kier          Claire Pring, Kier</p>		

Table B

The following items were deemed important for future prioritisation:

Item	Specific Information to request	Rationale for prioritisation	Proposed date	Suggested invitees	Webcast
<b>Safeguarding</b>	<p>To include Safeguarding activity in both Children and Adult Services.</p> <p>To also cover:</p> <ul style="list-style-type: none"> <li>Regional Safeguarding Boards</li> <li>Bridgend Corporate Safeguarding Policy</li> <li>CSE</li> <li>DOLS</li> </ul> <p>Report to provide statistical data in relation to service demands and evidence how quickly and effectively the services are acting to those needs.</p> <p>To evidence how the two services are working together and the impact on the LAC population.</p> <p>To receive the outcome of the in depth analysis which was currently being undertaken within the Council.</p> <p>To include information on Advocacy for Children and Adults:</p> <ul style="list-style-type: none"> <li>The outcome from the Advocacy Pilot Scheme</li> <li>The current system</li> <li>Social Services &amp; Wellbeing Act</li> <li>Regional Children Services advocacy</li> <li>Adult Services – Golden Thread Project</li> </ul>	Members stressed that this subject must be considered by Scrutiny on their FWP as is a huge responsibility of the Authority and Scrutiny must ensure the work being undertaken to protect some of the most vulnerable people is effective and achieving outcomes.	Pilot for Advocacy ends April. Therefore proposed date May/June 2018.	<p>Susan Cooper Corporate Director Social Services and Wellbeing;</p> <p>Cllr Phil White, Cabinet Member – Social Services and Early Help;</p> <p>Jacqueline Davies, Head of Adult Social Care;</p> <p>Laura Kinsey, Head of Children's Social Care;</p> <p>Elizabeth Walton James, Group Manager Safeguarding and Quality Assurance</p> <p>Richard Thomas, Strategic Planning and Commissioning Officer</p>	SOSC2 Jan 18
<b>Annual Recommendations/feedback Update to each SOSC</b>	Update on all feedback that required follow up and recommendations - Cabinet and Officer ones		Proposed for March 2018 to inform next years FWP planning	None	
<b>Care and Social Services Inspectorate Wales (CSSIW) Inspection of Children's Services.</b>	The Committee requested that they receive an <b>information report</b> detailing the progress of the plan and update Members whether or not the actions have addressed the issues raised by the Inspectorate.		Going to Corporate Parenting on 24 Jan - Scrutiny Officers to pick up and send to Committee		
<b>Remodelling Fostering Project</b>	<p>Further project as part of the Remodelling Children's Social Services</p> <ul style="list-style-type: none"> <li>- Detail regarding the upskilling of three internal foster carers to provide intensive, therapeutic step down placements as part of Residential Remodelling project</li> <li>- Review of the foster carer marketing and recruitment strategy at a draft/early stage to allow members input into the process</li> </ul>			<p>Susan Cooper, Corporate Director, Social Services and Wellbeing;</p> <p>Cllr Phil White, Cabinet Member – Social Services and Early Help;</p> <p>Laura Kinsey, Head of Children's Social Care;</p> <p>Pete Tyson, Group Manager – Commissioning;</p> <p>Lauren North, Commissioning and Contract Management Officer;</p> <p>Natalie Silcox, Group Manager Childrens Regulated Services.</p>	

<p><b>Home to School Transport</b></p>	<p>To provide assurances on rationalisation of Learner Transport as far as possible in order to make budget savings:</p> <p>Update on pilot that school transport team proposing to run in Spring and Summer terms 2017-2018 - to support the enforcement of bus passes on home to school transport contracts. As part of this pilot, the Authority is also investigating opportunities to track the use of our school bus services by individual pupils.</p> <p>Update on Recommendation from BREP: The Panel recommend the need for the Authority to adopt a Corporate approach in relation to Home to School Transport maximising the LA's minibuses such as those used for day centres. It is proposed that this be supported by slightly amending the opening and closing times of day centres so that the buses can be available for school transport. Other aspects that could be considered include the exploration of whether school staff could transport children and young people instead of hiring independent drivers.</p> <p>To test and scrutinise the current licensing and school transport regime to gain assurances that it provides adequate protection against the potential of putting children and vulnerable children at risk from those who are in a position of trust. Changes to the DBS status of their employees to be scrutinised to ensure that children are not being put at undue risk. To provide robust scrutiny and recommendations on how the current regime can be improved. To provide assurances to the public and maintain public confidence in the system of school transport</p> <p>Report to include Update on the current arrangements of how licensing and school transport operates within the County Borough since the change in 2015 to the Police National Policy for disclosing non-conviction information to the local authority. Information to include a report from South Wales Police on its approach to disclosing information it holds about licencees following arrests, charges and convictions. What is the current relationship between the local authority's licensing and school transport departments in relation to the disclosure of information from South Wales police? Is there sufficient oversight on behalf of the local authority and a risk of contractors withholding information which may prejudice the continuation of their contract?</p>	<p>To provide assurances on rationalisation of Learner Transport as far as possible in order to make budget savings. To test and scrutinise the current licensing and school transport regime to gain assurances that it provides adequate protection against the potential of putting children and vulnerable children at risk from those who are in a position of trust. Changes to the DBS status of their employees ought to be scrutinised by an Overview &amp; Scrutiny Committee at the earliest opportunity to ensure that children are not being put at undue risk. To provide robust scrutiny and recommendations on how the current regime can be improved. To provide assurances to the public and maintain public confidence in the system of school transport</p>					
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## Further Proposed Items

Highways Services	To include information of efficiency savings and the impact of what the MTFS has on the service				Mark Shepherd, Corporate Director Communities;  Cllr Richard Young, Cabinet Member – Communities; Zak Shell, Head of Streetscene; Andrew Hobbs, Group Manager Streetworks		
Community Services	Rec from BREP The Committee recommend that Scrutiny consider a future item on what other Local Authorities are doing to respond to the gap in provision in Community Services.						
Collaboration with Police	The Panel highlighted the need to work more closely with the Police and therefore proposed that a Research and Evaluation Panel be established to look at Policing of the borough on a local level. Members proposed the following points and areas to go to the Research and Evaluation Panel for consideration as part of their ongoing investigative work:  a) As the delegated powers to the Police and PCSO's varies between local authorities, the Panel recommend that clarification be provided on what powers have been assigned to the Police and what has been retained be the LA to inform all Members, members of the public, inspectors and PCSOs; b) How often does the Chief Executive and Leader meet with key people in the Police to discuss and align priorities; c) How often do both the Corporate Director – Operational and Partnership Services and the Corporate Director - Communities meet with their counterparts in the Police to discuss community policing and safety within the County Borough and align priorities. d) The need for a joint plan between Police and the LA; e) How the Police assist the LA in relation to safeguarding vulnerable adults and children.						
Remodelling Children's Residential Services Project	SOSC 1 requested that the item be followed up by Scrutiny in the future for monitoring purposes, incorporating evidence of outcomes.						
CSSIW investigation into LAC	The Committee requested that the outcome of the CSSIW investigation into Looked After Children be provided to Scrutiny <b>for information</b> when it becomes available.						

## The following items for briefing sessions or pre-Council briefing

Item	Specific Information to request
Overview of Direct Payment Scheme	To update Members on the Direct Payments Process.
Social Services Commissioning Strategy	To include information on what work has taken place following the Social Services and Wellbeing Act population assessment. To also cover the following: <ul style="list-style-type: none"> <li>Regional Annual Plan</li> <li>Bridgend Social Services Commissioning Strategy</li> </ul>
Western Bay Regional Report	Update on situation and way forward with WB and Regional Working?

Residential Remodelling - Extra Care Housing	Site visit to current Extra Care Housing and then to new site once work has begun
Children's Social Services	Briefing for SOSC 1 on Child Practice Reviews - details of latest CPRs over last 12-18 months - what recommendations have come out of them, how have they been responded to, how have they helped inform future work to help safeguard children.

## BRIDGEND COUNTY BOROUGH COUNCIL

### REPORT TO CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE REPORT OF THE DIRECTOR OF EDUCATION AND FAMILY SUPPORT

8 FEBRUARY 2018

#### SCHOOL STANDARDS REPORT

#### FOUNDATION PHASE, KEY STAGES 2, 3, 4 AND POST-16 OUTCOMES FOR 2016-2017

#### 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 and post-16 outcomes for the 2016-2017 academic year.

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

- 2.1 The information in this report relates to the following corporate priority:

- Supporting a successful economy

#### 3. Background

- 3.1 The following report evaluates the educational performance in Bridgend. The evaluation identifies trends in standards over a three-year period including the most recent year. Standards are compared to the other local authorities in Wales and the rate of improvement is compared to the national rate of improvement. Further information has been provided by Central South Consortium (see Appendix A).
- 3.2 The three-year percentage of pupils of statutory school age eligible for free school meals (eFSM) for Bridgend is 18.8% and for Wales is 18.3% (source All Wales Core Data Set 2016/17). Due to the fact that there is a strong correlation between eligibility for free school meals and educational performance, Bridgend would be expected to perform slightly below national average performance. This is because the level of deprivation in Bridgend is slightly greater than that nationally. Eligibility for free school meals is a proxy indicator of deprivation.
- 3.3 There are 22 local authorities in Wales. When placed in order, with the least deprived in 1<sup>st</sup> position, Bridgend is 14<sup>th</sup>. This is based on the three-year average of pupils of statutory school age eligible for free school meals (Source: LA All Wales Core Data Set 2016/17). Therefore, when Bridgend performs better than rank position 14<sup>th</sup>, it is performing above expectations based on eligibility for free school meals.
- 3.4 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 to allow

general patterns to be identified when scanning across the data.

#### **4. Current situation/proposal**

- 4.1 Standards over a three-year period are continuing to improve in line with national rates of improvement. Bridgend is performing better than national averages in many indicators.
- 4.2 Across the foundation phase, key stage 2 and key stage 3 performance at the expected level has shown overall improvement over the past three years.
- 4.3 Performance in the foundation phase was strong in 2017, countering the dip that occurred in 2016. Over time, Bridgend has continued to show overall improvement in all areas of learning. This places the local authority above the national average in all indicators at both the expected and above expected levels and in rank 7 position in the foundation phase outcome indicator in 2017. Therefore, performance can continue to be judged as good in this phase.
- 4.4 Standards in key stage 2 at both the expected and above expected level have improved in 2017. The three-year performance of pupils eligible for free school meals is now indicating a three year upward trend and now matches the upward trend in performance of nFSM (not eligible for free school meals) pupils.
- 4.5 Performance in key stage 3 continues to be good. The borough has seen improvements in all indicators in 2017. A positive improvement over time is evident across the board.
- 4.6 At key stage 4, Bridgend's performance remains above the Welsh average in the level 1 threshold, the level 2 threshold, the new average 'capped 9' wider points score per pupil (the average of best nine GCSE results per pupil) and the average wider point score per pupil.
- 4.7 However, the level 2 threshold inclusive of English/Welsh and best mathematics has this year dropped below the national average by 1.6 percentage points. Performance at key stage 4 has seen a fall in Bridgend's rankings when compared to the 22 local authorities across Wales, although Bridgend is still performing above expectations in many indicators. A table detailing the performance of all the local authorities in English/Welsh and mathematics in 2017 is provided at Appendix B. Glossary is included as Appendix E.
- 4.8 Schools in Bridgend add good value to pupil outcomes when compared to the average for Wales. The average 'capped 9' point score and the level 2 threshold inclusive are both in line with the national average when comparing value added for individual pupils.
- 4.9 Performance at post-16 is strong overall.
- 4.10 Inspection outcomes over time generally compare well against the other local authorities in the consortium.
- 4.11 Attendance is a particular strength in Bridgend with secondary attendance being



above the national average for the last four years and ranked 10th position in 2017. Primary attendance is also above the national average for the last three years and ranked in 5th position in 2017. Fewer pupils in Bridgend are persistently absent (less than 80% attendance) compared to the rest of Wales.

## **Strengths**

4.12 The following aspects are seen as particular strengths:

- attainment in the foundation phase;
- the performance of girls in the foundation phase;
- attainment at key stage 3 at expected levels of performance;
- the performance of boys and girls in key stage 3;
- the performance of boys and girls in key stage 4; and
- attendance.

Evidence of improvements this year will be determined through spring and summer term 2018 challenge adviser visits to schools.

## **Areas for improvement**

4.13 The following recommendations have been identified to support areas for improvement:

- Continue to raise boys' attainment in the foundation phase in the expected and above expected outcomes
- Raise attainment at key stage 2 in science and mathematics at the above-expected level
- Raise attainment in Welsh at the expected level at key stage 3
- Continue to improve the attainment of e-FSM pupils in all phases
- Improve the attainment of the level 2 inclusive of English/Welsh and mathematics in key stage 4

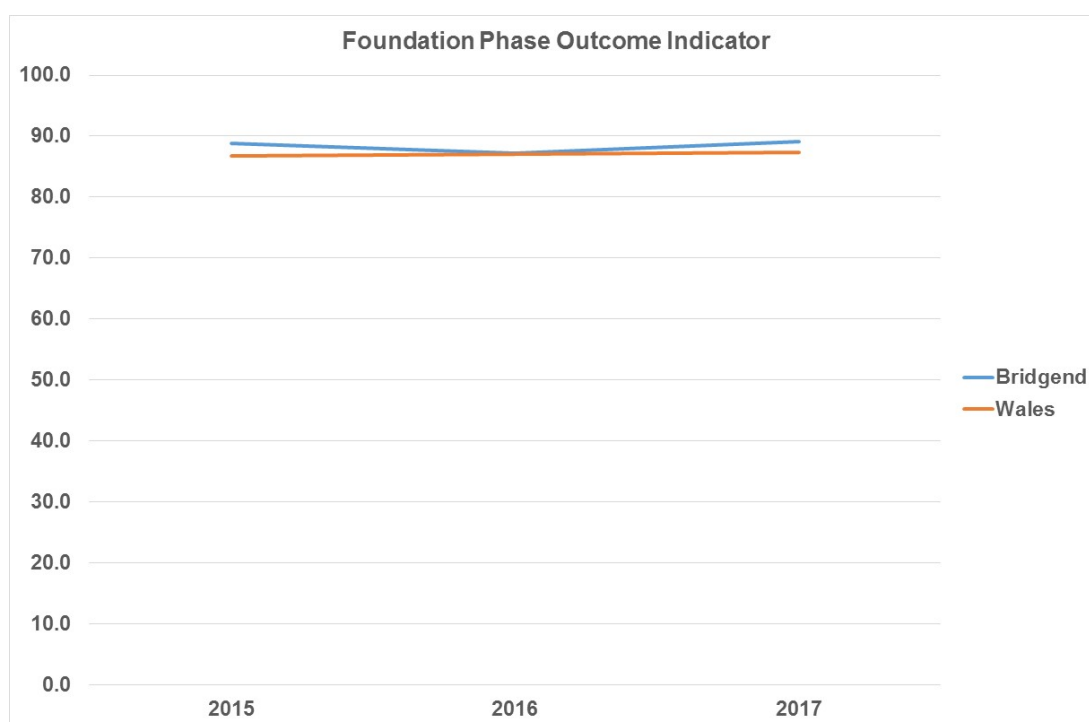
4.14 The schools in which there were dips in performance have been identified through the national categorisation process and are being provided with additional support and monitoring. An update on categorisation for 2016-2017 will be provided to scrutiny at the meeting, as final categorisation is confidential until Welsh Government national publication at the end of January 2018. The CSC plan details planned improvements across the region. The focus is narrowing the gap in performance between eFSM and nFSM pupils. Schools' work is tailored to the needs of their eFSM pupils. Each school's work in relation to the PDG is a focus for the spring term 2018 challenge adviser visits.

4.15 Central South Consortium (CSC) has continued to evaluate how schools audit their practice in relation to their use of the Pupil Development Grant (PDG) and identify ways in which the use of the grant can be improved. The CSC Business Plan details how improvements will be achieved. Challenge advisers will continue to support schools with this process this year.

4.16 The areas for improvement that have been identified above have been shared with CSC which has built relevant actions into its business plan.

## Foundation phase commentary

- 4.17 The foundation phase outcome indicator (FPOI) illustrates the proportion of children achieving the expected outcome, outcome 5, in all three areas of learning in the foundation phase. The areas of learning are personal and social development, well-being and cultural diversity (PSWBCD), language literacy and communication English (LCE)/language literacy and communication Welsh (LCW) and mathematical development (MD).



### Foundation Phase Indicator (%)

	2015	2016	2017	3-yr Improvement
Bridgend	88.8	87.1	89.1	0.2
Wales	86.8	87.0	87.3	0.5
Rank	7	12	7	

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

### PSWBCD at Expected Outcome (O5+) and Higher Than Expected Outcome (O6+) (%)

	2015	2016	2017	Diff '15 - '17
Bridgend O5+	94.9	94.3	95.6	0.7
Wales O5+	94.8	94.5	94.7	-0.1
Bridgend O6+	50.6	52.7	58.4	7.8
Wales O6+	56.0	58.9	61.3	5.3
Rank O5+	=13	15	6	
Rank O6+	18	21	15	

#### LCE at Expected Outcome (O5+) and Higher than Expected Outcome (O6+) (%)

	2015		2016		2017		Diff '15 - '17
Bridgend O5+	90.5	↑	88.6	↓	90.0	↑	-0.5
Wales O5+	88.0	↑	88.0	↓	88.1	↑	0.1
Bridgend O6+	38.6	↑	37.7	↓	39.9	↑	1.3
Wales O6+	34.2	↑	36.2	↑	38.1	↑	3.9
Rank O5+	6		10		8		
Rank O6+	5		8		8		

#### LCW at Expected Outcome (O5+) and Higher than Expected Outcome (O6+) (%)

	2015		2016		2017		Diff '15 - '17
Bridgend O5+	95.4	↑	92.5	↓	94.4	↑	-1.1
Wales O5+	91.3	↑	90.7	↓	90.9	↑	-0.4
Bridgend O6+	39.9	↑	39.1	↓	50.0	↑	10.1
Wales O6+	36.9	↑	36.2	↓	38.1	↑	1.2
Rank O5+	3		10		6		
Rank O6+	5		9		=1		

#### MDT at Expected Outcome (O5+) and Higher than Expected Outcome (O6+) (%)

	2015		2016		2017		Diff '15 - '17
Bridgend O5+	91.5	↑	89.5	↓	92.3	↑	0.8
Wales O5+	89.7	↑	89.9	↑	90.3	↑	0.6
Bridgend O6+	37.2	↑	37.9	↑	41.2	↑	4.0
Wales O6+	34.3	↑	36.4	↑	38.7	↑	4.4
Rank O5+	7		16		4		
Rank O6+	5		5		6		

4.19 Performance in the foundation phase is strong. There is a three-year improving trend in all indicators.

4.20 At the expected outcome of attainment (O5+) improvements have been made in all areas of learning in 2017. All indicators have increased by at least 1 percentage point (pp) since 2016, with mathematical development (MDT) increasing by 2.8pp over the last year. The increase in performance in 2017 counters the dip in performance in 2016. All areas at the expected level are above the national average seen in 2016.

4.21 At the higher than expected outcome, there has been an improvement in all of the indicators, countering the decline in literacy (LCE and LCW) last year. Bridgend is now performing above the national average in all areas of learning at this level, with overall improvements over three years ranging from 5.8% to 18.3%.

4.22 Considering all indicators at the expected and higher than expected outcome, the rate of improvement over a three-year period in Bridgend is greater than the national rate of improvement in seven out of eight indicators, compared to four out of eight indicators in 2016.

4.23 The local authority ranking of the combined indicator, FPOI, now places Bridgend 7th in Wales, compared to 12<sup>th</sup> last year. This compares well against the other local authorities across Wales.

4.24 The schools that had the most impact on the declining indicators have been identified and will receive additional support and monitoring in order to improve standards.

### Areas for improvement

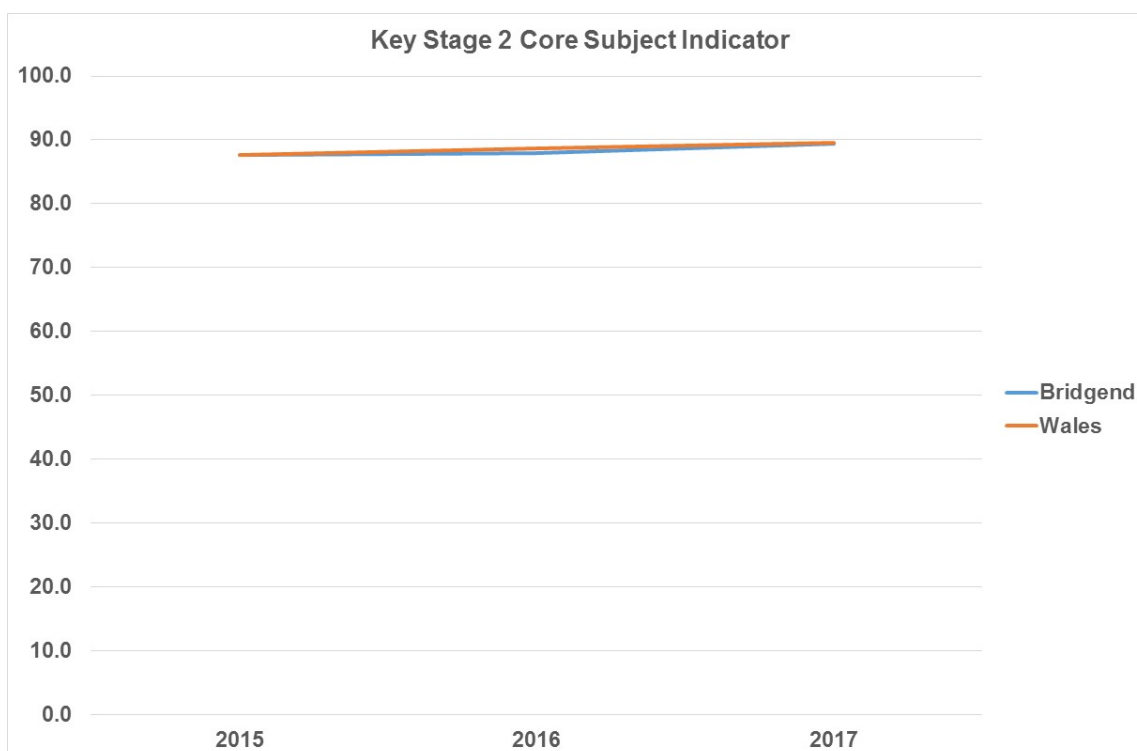
4.25 The following recommendations have been made to support the identified areas for improvement:

- Improving boys' performance when compared to girls' performance at the expected level, particularly in LCE, MDT and PSWBCD
- Improving boys' performance at the above expected level in LCE, LCW and PSWBCD

Boys' performance when compared to girls in LCE, MDT and PSWBCD over the past three years is provided at Appendix C.

### Key stage 2 commentary

4.26 The core subject indicator (CSI) 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 (%)

	2015		2016		2017		3-yr Improvement
Bridgend	87.6	↑	87.9	↑	89.4	↑	1.8
Wales	87.7	↑	88.6	↑	89.5	↑	1.8
Rank	15		17		15		

#### English at the Expected Level (L4+) and Higher than Expected Level (L5+)

	2015		2016		2017		Diff '15 - '17
Bridgend L4+	89.5	↑	89.7	↑	90.8	↑	1.3
Wales L4+	89.6	↑	90.3	↑	91.1	↑	1.5
Bridgend L5+	39.2	↑	39.9	↑	45.7	↑	6.5
Wales L5+	40.8	↑	42.0	↑	44.7	↑	3.9
Rank L4+	15		19		14		
Rank L5+	13		17		10		

#### Cymraeg at the Expected Level (L4+) and Higher than Expected Level (L5+)

	2015		2016		2017		Diff '15 - '17
Bridgend L4+	94.7	↑	94.3	↓	98.3	↑	3.6
Wales L4+	90.5	↑	90.8	↑	91.6	↑	1.1
Bridgend L5+	35.1	↑	31.1	↓	48.7	↑	13.7
Wales L5+	38.0	↑	38.0	↑	41.5	↑	3.5
Rank L4+	4		8		1		
Rank L5+	15		18		3		

#### Mathematics at the Expected Level (L4+) and Higher than Expected Level (L5+)

	2015		2016		2017		Diff '15 - '17
Bridgend L4+	90.0	↑	90.2	↑	91.4	↑	1.3
Wales L4+	90.2	↑	91.0	↑	91.6	↑	1.4
Bridgend L5+	39.8	↑	42.4	↑	46.2	↑	6.4
Wales L5+	41.2	↑	43.2	↑	47.0	↑	5.8
Rank L4+	15		17		17		
Rank L5+	13		11		11		

#### Science at the Expected Level (L4+) and Higher than Expected Level (L5+)

	2015		2016		2017		Diff '15 - '17
Bridgend L4+	91.1	↑	91.5	↑	91.6	↑	0.5
Wales L4+	91.4	↑	91.7	↑	92.2	↑	0.8
Bridgend L5+	38.4	↑	38.7	↑	46.2	↑	7.7
Wales L5+	41.1	↑	42.5	↑	46.4	↑	5.3
Rank L4+	14		15		17		
Rank L5+	17		19		15		

4.27 Standards of attainment at key stage 2 are adequate. However, there is a three-year

improving trend in all indicators.

- 4.28 At the expected level of attainment (level 4+) there has been an increase in performance in all indicators. All performance measures have increased by at least 1.1pp since 2014, with Welsh seeing the largest increase of 7.8pp over the same period, countering the dip in performance of last year.
- 4.29 Bridgend is still below the national average in four indicators and above in one (Welsh). However, the difference in performance compared to national performance is very narrow and is no more than 0.6 of a percentage point below the national average.
- 4.30 At the higher than expected level, there has been an improvement in all indicators. Bridgend is now above the national average in English and Welsh, however the borough is still below the national average in the other two indicators at this level. At this level the difference in performance between Bridgend and the national averages is slightly greater but by 0.8pp (mathematics) at the most.
- 4.31 The performance in 2017 is the highest achieved in all subjects across the local authority since 2014.
- 4.32 Considering all indicators at the expected and higher than expected level, the rate of improvement over a three-year period in Bridgend has improved and is now greater than the national rate of improvement in four indicators, but is still below in five indicators. This compares with performance being greater than the national average in one indicator and less in eight in 2016.
- 4.33 The local authority ranking of the combined indicator, CSI, places Bridgend 15<sup>th</sup> this year, which is just below the expected position when compared to the other local authorities across Wales.
- 4.34 The schools that have limited the rate of improvement have been identified and will receive additional support and monitoring in order to improve at a faster rate.

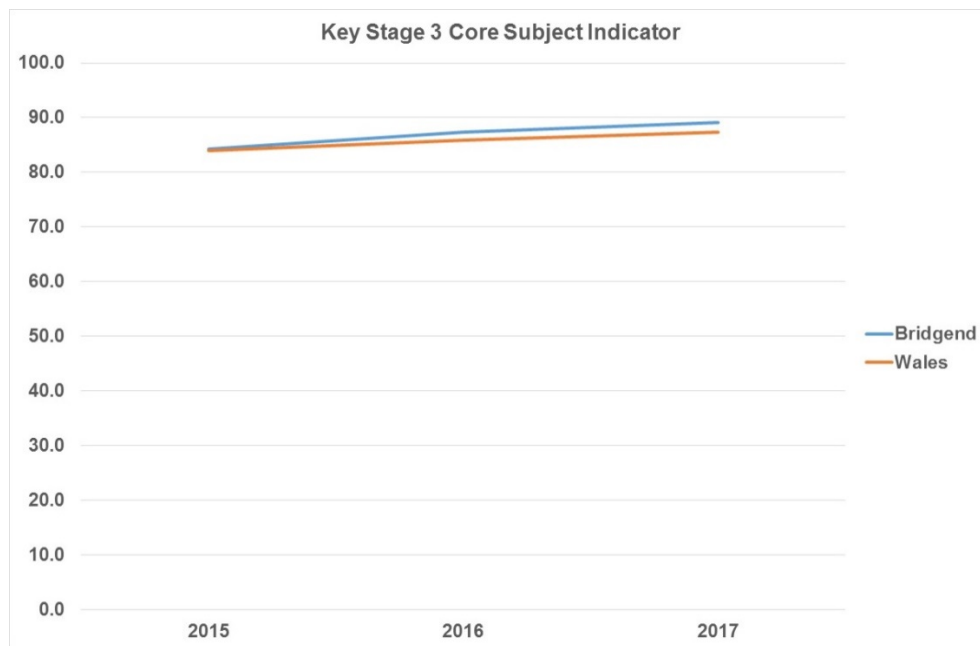
### **Areas for improvement**

- 4.35 The following recommendations have been made to support the identified areas for improvement:
- Continue to raise attainment in English, mathematics and science at the expected level in key stage 2 so that Bridgend is exceeding the national average
  - Maintain the improvements in Welsh at key stage 2 to continue to be above national averages
  - Raise the attainment in mathematics and science at level 5 in key stage 2 to be above the national average performance

### **Key stage 3 commentary**

- 4.36 Standards of achievement in key stage 3 are good. There is a three-year improving trend in all indicators.

4.37 The core subject indicator (CSI) illustrates the proportion of children achieving the expected level (level 5+) in all three core subjects. The core subjects are English/Welsh, mathematics and science.



### Core Subject Indicator (%)

	2015	2016	2017	3-yr Improvement
Bridgend	84.3	87.4	89.0	4.7
Wales	83.9	85.9	87.4	3.5
Rank	=11	8	6	

### English at the Expected Level (L5+) and Higher than Expected Level (L6+)

	2015	2016	2017	Diff '15 - '17
Bridgend L5+	88.6	90.2	91.6	3.0
Wales L5+	87.9	89.2	90.5	2.6
Bridgend L6+	51.7	54.8	59.0	7.3
Wales L6+	52.6	56.2	58.7	6.1
Rank L5+	=8	10	8	
Rank L6+	11	12	10	

### Cymraeg at the Expected Level (L5+) and Higher than Expected Level (L6+)

	2015	2016	2017	Diff '15 - '17
Bridgend L5+	87.3	89.6	92.7	5.4
Wales L5+	90.9	92.0	93.5	2.6
Bridgend L6+	44.5	54.5	57.8	13.3
Wales L6+	56.2	57.2	62.9	6.7
Rank L5+	14	15	12	
Rank L6+	16	12	14	

### Mathematics at the Expected Level (L5+) and Higher than Expected Level (L6+)

	2015	2016	2017	Diff '15 - '17
Bridgend L5+	87.8	90.4	92.1	4.3
Wales L5+	88.7	90.1	90.8	2.1
Bridgend L6+	55.3	60.6	65.8	10.5
Wales L6+	59.5	62.7	65.4	5.9
Rank L5+	14	12	9	
Rank L6+	16	16	12	

### Science at the Expected Level (L5+) and Higher than Expected Level (L6+)

	2015	2016	2017	Diff '15 - '17
Bridgend L5+	91.7	93.9	95.5	3.8
Wales L5+	91.8	92.8	93.5	1.7
Bridgend L6+	62.2	66.1	68.0	5.8
Wales L6+	58.6	62.9	65.5	6.9
Rank L5+	12	10	5	
Rank L6+	=7	7	8	

4.38 At the expected level of attainment (level 5+) there has been an improvement in all indicators compared to 2015 and 2016 performance. Bridgend has remained above the national average in four indicators, but is below once again in Welsh at this level.



4.39 At the higher than expected level (level 6+), there has been an improvement in all indicators. For the first time, Bridgend is above the national average in all four indicators.

4.40 Considering all indicators at the expected and higher than expected level, the rate of improvement over a three-year period in Bridgend is greater than the national rate of improvement in all indicators compared to most indicators in 2016.

4.41 The local authority ranking of the combined indicator, CSI, places Bridgend 6<sup>th</sup>. This compares well against the other local authorities across Wales.

### Areas for improvement

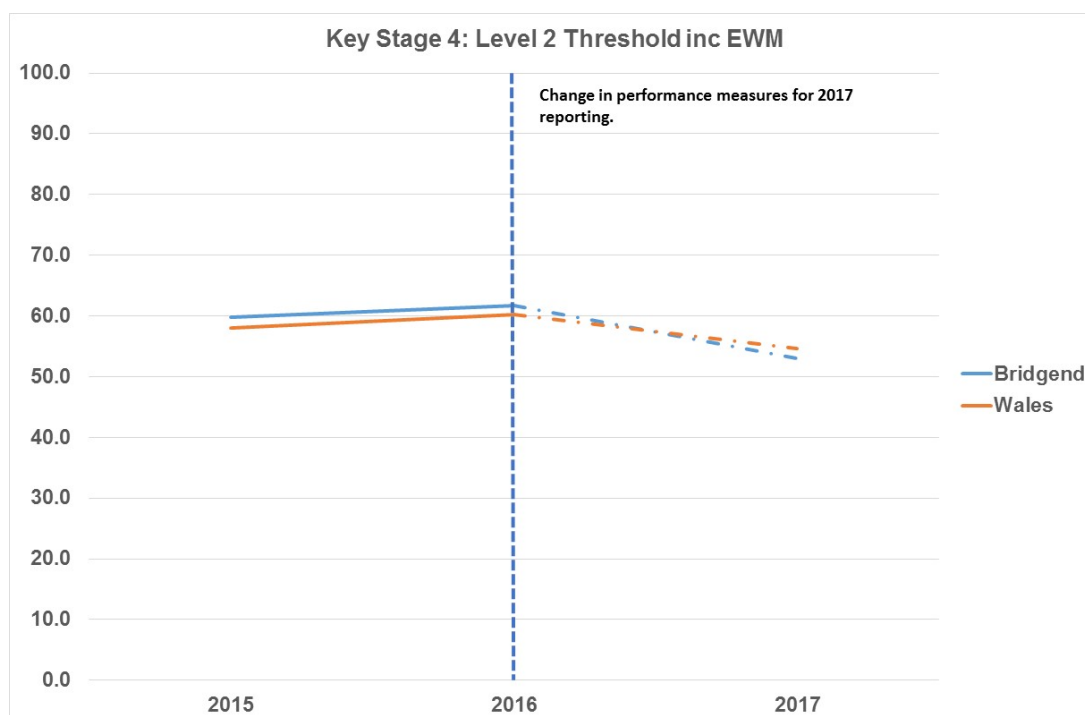
4.42 The following recommendations have been made to support the identified areas for development:

- Maintain the improved attainment in all four core subjects at the higher than expected levels
- Improve the performance of Welsh at the expected and above expected level at key stage 3 to be in line with national performance

### Key stage 4 commentary

4.43 Standards at key stage 4 are good.

4.44 As a result of the changes to the way scores are calculated this year, and Welsh Government advice, we are unable to undertake a simple comparison of key stage 4 results year-on-year at school level.



**Level 2 Threshold including English/Welsh and Mathematics**

	2015	2016	2017	Diff '15 - '17
Bridgend	59.7	61.7	53.0	-6.7
Wales	57.9	60.3	54.6	-3.3
Rank	9	9	13	

**Level 1 Threshold**

	2015	2016	2017	Diff '15 - '17
Bridgend	95.2	95.4	94.1	-1.1
Wales	94.4	95.3	94.4	0.0
Rank	16	11	13	

**Level 2 Threshold**

	2015	2016	2017	Diff '15 - '17
Bridgend	83.7	88.0	67.9	-15.8
Wales	84.1	84.0	67.0	-17.1
Rank	13	6	9	

**Level 2 English**

	2015	2016	2017	Diff '15 - '17
Bridgend	71.6	71.6	61.5	-10.1
Wales	68.6	69.3	63.7	-4.9
Rank	10	7	15	

**Level 2 Cymraeg**

	2015	2016	2017	Diff '15 - '17
Bridgend	79.5	85.9	83.8	4.4
Wales	75.2	75.1	74.2	-1.0
Rank	3	2	2	

**Level 2 Mathematics**

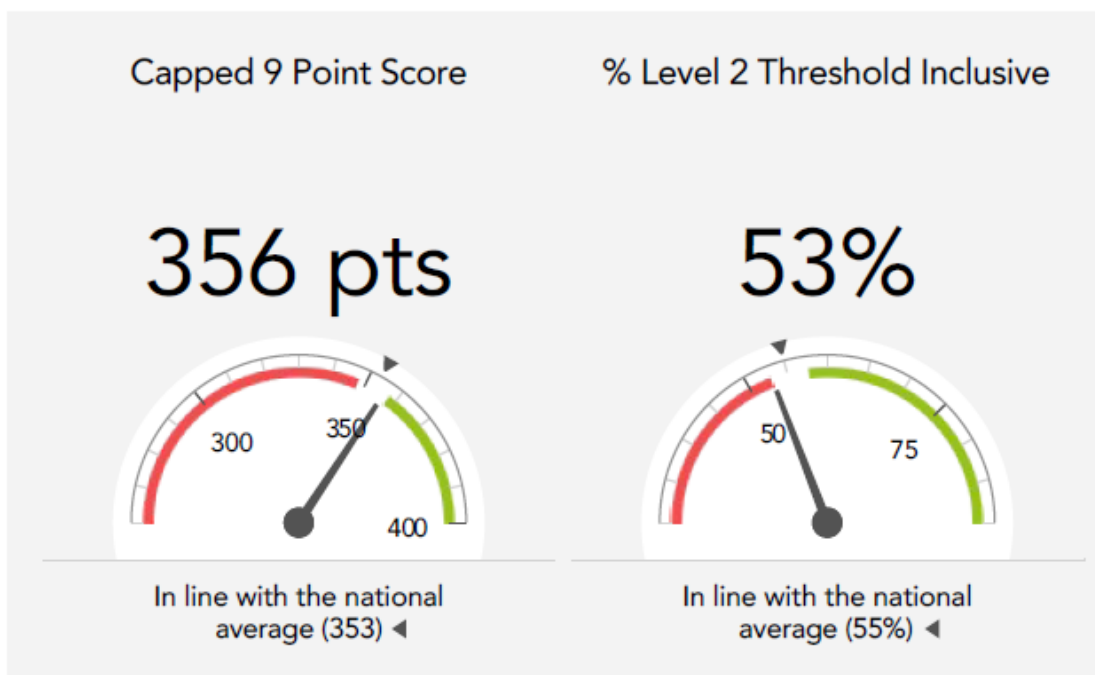
	2015	2016	2017	Diff '15 - '17
Bridgend	65.7	67.2	61.2	-4.5
Wales	64.4	66.9	62.5	-1.9
Rank	9	11	13	

**Level 2 Science**

	2015	2016	2017	Diff '15 - '17
Bridgend	89.5	89.1	75.7	-13.8
Wales	84.0	82.4	75.6	-8.3
Rank	5	4	10	

## LA KS4 Attainment 2017 · Actual results

1636 pupils



### Performance at key stage 4 at school level

School	L1	L2	L2+	Capped 9	L2 Eng	L2 Cym	L2 Mat	L2 Sci
Bridgend PRU	69	19	13	229	38	0	19	13
Cynffig Comprehensive School	98	61	43	328	47	0	53	48
Bryntirion Comprehensive School	99	81	64	403	74	0	72	100
Maesteg School	97	53	41	327	51	0	45	46
Pencoed Comprehensive School	93	66	57	349	64	0	60	63
Brynteg School	100	77	64	391	73	0	69	79
Porthcawl Comprehensive School	100	82	64	400	70	0	69	97
Ysgol Gyfun Gymraeg Llangynwyd	100	74	61	374	70	84	61	81
Coleg Cymunedol Y Dderwen	94	59	42	348	50	0	53	87
Archbishop Mcgrath Catholic School	100	83	59	387	74	0	59	98
Héronsbridge Special	0	0	0	3	0	0	0	0
Ysgol Bryn Castell	4	0	0	65	0	0	0	0
<b>Bridgend LA</b>	<b>94</b>	<b>68</b>	<b>53</b>	<b>357</b>	<b>61</b>	<b>84</b>	<b>61</b>	<b>76</b>
<b>Wales</b>	<b>94</b>	<b>67</b>	<b>55</b>	<b>351</b>	<b>64</b>	<b>74</b>	<b>62</b>	<b>76</b>

4.45 In the commentary, a comparison has been made of BCBC performance at local authority level compared to the Welsh average. In the level 2 threshold inclusive of English/Welsh and mathematics, Bridgend's overall percentage fell 8.7 pp from 61.7% to 53.0% this year. The Welsh average fell by 5.7pp from 60.3% to 54.6%. In 2016, performance was 1.4pp above the Welsh average, but it has now dropped to 1.6pp below the Welsh average. Bridgend's ranking has dropped from 9<sup>th</sup> to 13<sup>th</sup> across Wales in this measure, although Bridgend is still performing above expectations. Three-year trend data for key stage 4 for individual schools is provided at Appendix D.

4.46 The level 1 threshold fell 1.3% from 95.4pp to 94.1pp this year. The Welsh average also fell from 95.3pp to 94.4pp (0.9pp). Bridgend's results remain below the Welsh average. Bridgend's Welsh average ranking has dropped from 10<sup>th</sup> to 13<sup>th</sup>, although is still performing above expectations.

- 4.47 The level 2 threshold fell 20.1pp from 88.0pp to 67.9pp this year. The Welsh average also fell from 84.0pp to 67.0pp (17.0pp). Bridgend's performance remains above the Welsh average, and although Bridgend's ranking has dropped from 6<sup>th</sup> to 9<sup>th</sup>, the borough is still performing above expectations.
- 4.48 In the first year of the average 'capped 9' wider points score per pupil measure Bridgend's performance of 356.9 points was above the Welsh average of 350.9 points. Bridgend's Welsh average ranking across Wales was 9<sup>th</sup> which is above expectations.
- 4.49 Bridgend's average wider points score per pupil score fell 51.1 points from 566.2 to 505.1 this year. In the same period the Welsh average also dropped from 529.3 to 458.7 (70.6 points). Despite the drop in performance, Bridgend's Welsh average ranking has improved from 5<sup>th</sup> to 2<sup>nd</sup> this year. In 2016 performance was 36.9 points above the Welsh average, but it has now improved to 46.4 points above the Welsh average. This performance is well above expectations.
- 4.50 In relation to the individual core subjects at level 2, Bridgend's performance in Welsh and Science remains above the Wales average by 9.6pp (rank 2) and 0.1pp (rank 10) respectively. However, performance in English and mathematics is below the Wales average by -2.2pp and -1.3pp respectively. The borough is still however performing above expectations in mathematics (rank 13) and is just below expectations (rank 15) in English.
- 4.51 Attainment in key stage 4 remains a strength in the local authority, as indicated by many indicators performing above expectations. However, the variability between schools remains an area for improvement.
- 4.52 Value added performance (the progress made by pupils against their starting points between key stage 2 and key stage 4, compared to the progress made by similar pupils nationally) at the level 2 threshold including English/Welsh and mathematics and in the average wider capped point score are both in line with the national average.

## Post-16

- 4.53 Standards of attainment at post-16 are good.

School	% points difference 2017 vs 2016		
	A* to A	A* to C	A* to E
Archbishop McGrath Catholic High School	-3.4	-0.6	0.4
Brynteg School	0.5	0.6	-0.9
Bryntirion Comprehensive School	-1.1	-0.8	-0.7
Coleg Cymunedol Y Dderwen	-12.9	-20.8	2.2
Cynffig Comprehensive School	9.2	7.2	1.2
Maesteg School	4.9	2.7	-3.5
Pencoed Comprehensive School	6.5	13.0	4.7
Porthcawl Comprehensive School	-2.1	-0.2	0.5
Ysgol Gyfun Gymraeg Llangynwyd	-12.7	-5.9	-2.1
<b>Bridgend</b>	-1.4	-0.8	-0.1
<b>Central South Consortium</b>	0.9	-0.6	0.0

- 98.2% of students in the Borough passed their A Levels with 75.8% gaining grades A\*-C compared to last year at 76.6%.
- Bridgend has, in general, maintained the improvements made in 2016 with the exception of a 1.4% decline in grades A\*-A
- Where small dips in overall performance across the Borough occurred this was due to a drop in girls' performance in three sixth forms (post-16 reviews with individual schools are starting during week commencing 29 January 2018 and this item will be discussed in those review meetings)

#### 4.54 Proportion of students gaining 3 A\*-A grades and 3 A\*- C (WG data 2017)

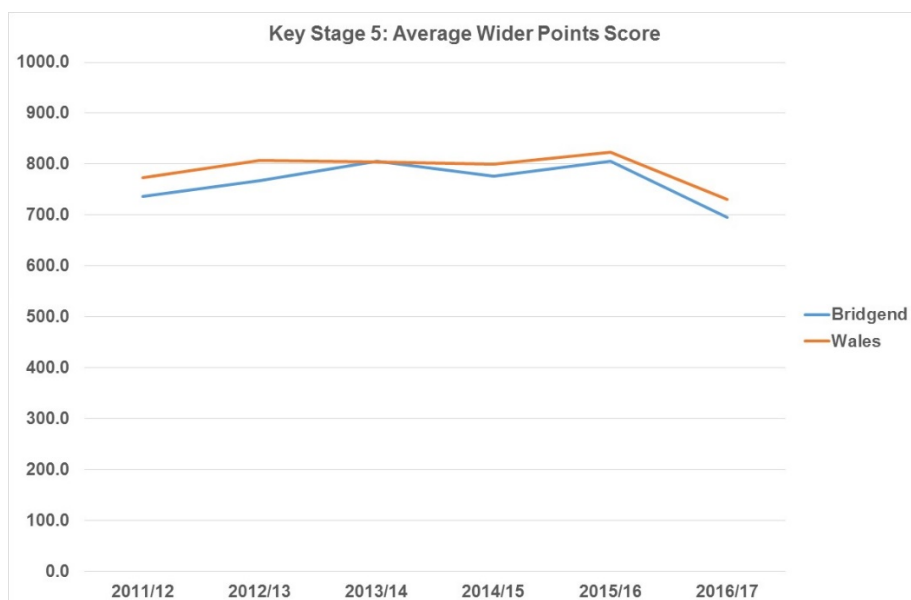
	3 A*-A grades		3 A*-C grades	
	Bridgend	Wales	Bridgend	Wales
All Pupils	9.4	10.5	54.2	54.7
Boys	7.5	10.3	47.4	47.6
Girls	11.1	10.6	59.8	60.5

- Bridgend performance is broadly in line with all-Wales averages
- Boys underperform at 3 A\*-A but are in line with all-Wales averages at 3 A\*-C
- Girls are slightly above the all-Wales average for 3 A\*-A but slightly below for 3 A\*-C
- Good performance in the overall number of A\*-A grades is evident despite a 0.6% reduction in 2017 but with half the sixth forms in Bridgend showing improvement. Bridgend needs to continue to consolidate the work of the most able students and ensure more of them achieve three or more of the top grades
- The launch of the Seren Network is supporting this aspiration and this year 105 students attended the annual national conference compared to 10 last year.

#### 4.55 Average GCE points score

The average points score is calculated by assigning each level a certain number of points (eg an A\* grade scores 300 points, A = 270, B = 240, C = 210, D = 180 and E = 150).

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
<b>Bridgend</b>	736.9	767.6	805.8	776.5	806.2	694.7
<b>Wales</b>	772.9	806.6	804.1	799.7	823.2	730.6



- The Average GCE Points Score for Bridgend has declined by 111 points in 2017 reversing the improvement seen in 2016. The all-Wales average also showed a significant decline of 93 points
- The gap between Bridgend and the all-Wales average has widened in 2017 to 36 points – a margin of 5%
- Bridgend is now ranked 12<sup>th</sup> out of the 22 LAs across Wales compared to 11<sup>th</sup> last year

#### 4.56 Average GCE Points score by school

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	Rank	% change 16 to 17
Archbishop Mcgrath Catholic School	805.5	807.1	1017.2	850.5	934.2	818.6	1	-12.4
Brynteg School	710.3	745.5	755.7	679.2	716.4	660.6	9	-7.8
Bryntirion Comprehensive.	752.3	816.9	958.3	1010.0	960.9	732.8	5	-23.7
Coleg Cymunedol y Dderwen	788.8	729.6	840.0	722.9	901.7	683.2	8	-24.2
Cynffig Comprehensive	562.3	882.8	739.0	757.1	900.1	711.6	7	-20.9
Maesteg Comprehensive School	812.3	988.1	914.4	910.4	996.4	737.1	4	-26.0
Pencoed Comprehensive	857.4	935.8	898.9	827.1	792.5	719.3	6	-9.2
Porthcawl Comprehensive School	805.2	781.6	743.6	754.4	771.2	747.8	3	-3.0
Ysgol Gyfun Gymraeg Llangynwyd	-	-	-	966.4	1065.1	788.4	2	-26.0

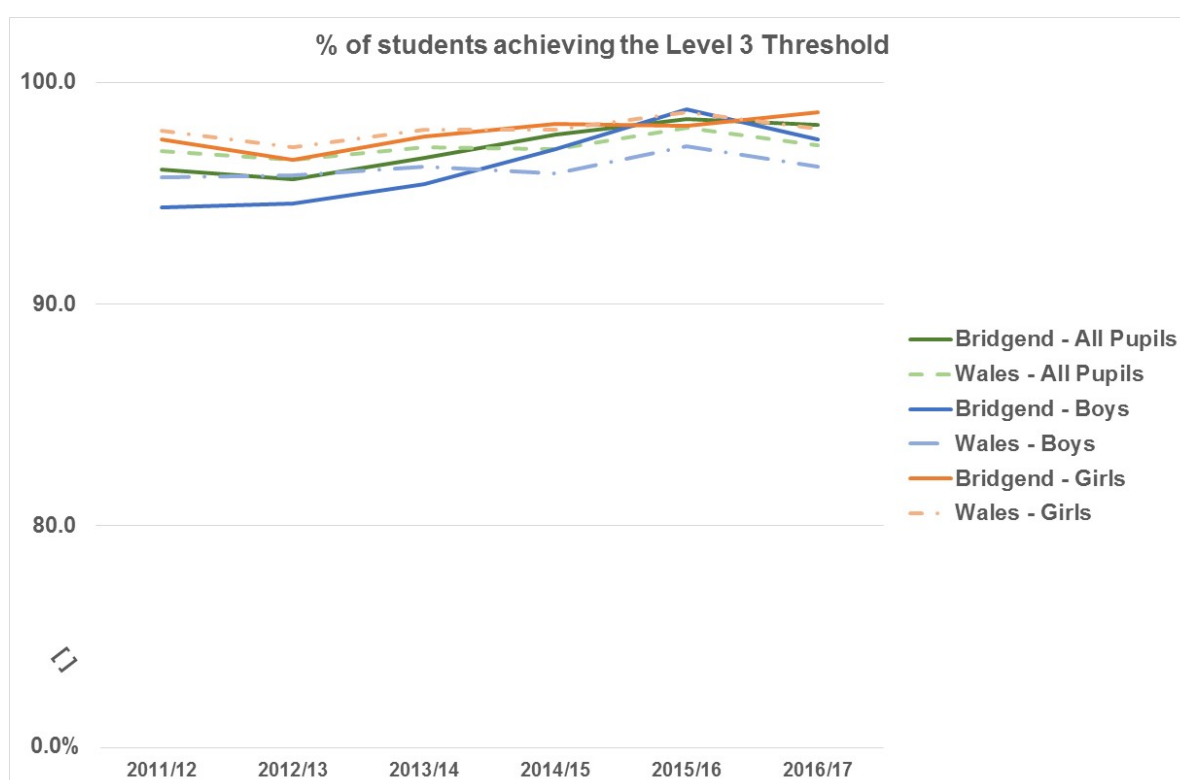
- Although all Bridgend schools and the all-Wales data show a decline this year, two schools are significantly above the all-Wales average, five schools are more or less in line and two schools are significantly below
- This indicator is significantly affected by the numbers of students taking the Welsh Baccalaureate (our largest sixth form, Brynteg, has the lowest WBQ entry and lowest average GCE points score) and changes in the patterns of examination entry (numbers of A levels in combination with the WBQ)
- By contrast Archbishop McGrath had the best Advanced WBQ results across Wales with 100% A\*-C – a significant contribution to achieving a wider points score well above the all-Wales average

This performance indicator is affected by the number of qualifications taken, whether or not the WBQ has been followed. This is the first cohort with a large number of revised A level specifications.

#### 4.57 Percentage of students achieving the Level 3 Threshold

The level 3 threshold is the % of students entered for exams who achieve at least 2 A levels (or their equivalent).

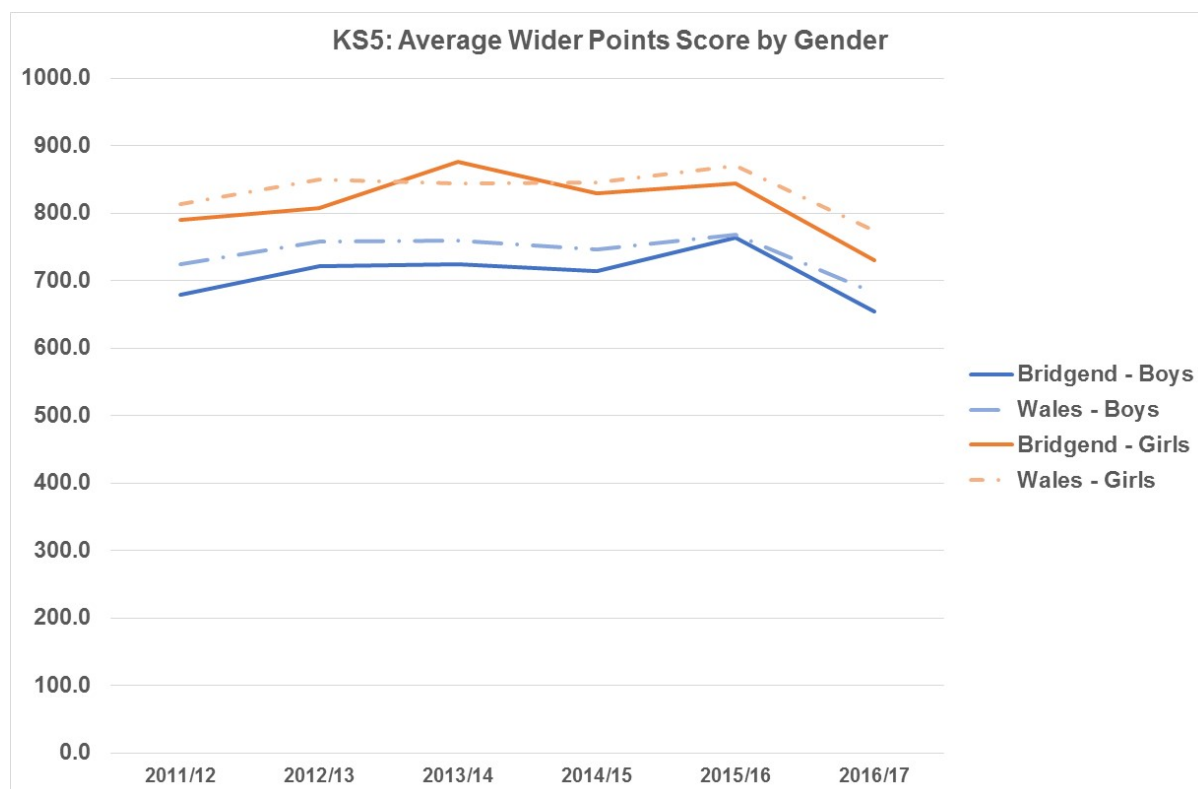
	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
<b>Bridgend - All Pupils</b>	96.0	95.6	96.6	97.6	98.3	98.1
<b>Wales - All Pupils</b>	96.9	96.5	97.1	97.0	98.0	97.1
<b>Bridgend - Boys</b>	94.3	94.5	95.4	97.0	98.8	97.4
<b>Wales - Boys</b>	95.7	95.8	96.2	95.9	97.1	96.2
<b>Bridgend - Girls</b>	97.4	96.5	97.5	98.1	98.0	98.7
<b>Wales - Girls</b>	97.8	97.0	97.8	97.8	98.6	97.9



- Bridgend has maintained its recent improvement in this indicator and continues to exceed the all-Wales average
- At 98.1% Bridgend is above the regional average of 97.9% and the all-Wales average of 97.1%
- The performance of boys in Bridgend declined by 1.4% in 2017 but this performance still exceeds the all-Wales average
- Bridgend has improved its ranking for this indicator to 2<sup>nd</sup> out of 22 LAs across Wales from 8<sup>th</sup> last year

#### 4.58 Average GCE Points Score – Gender performance

	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
<b>Bridgend - Boys</b>	678.5	720.7	724.8	713.7	763.2	653.9
<b>Wales - Boys</b>	724.8	757.6	759.3	746.5	768.0	681.2
<b>Bridgend - Girls</b>	789.7	807.8	876.0	829.2	843.5	730.5
<b>Wales - Girls</b>	813.0	849.0	843.8	845.9	869.9	773.2



- The performance of boys and girls in Bridgend reflects the decline seen generally across Wales
- The gap in performance between girls and boys has fallen slightly and is down from 80.3 in 2016 to 76.6 in 2017

#### 4.59 Value-added performance

- BCBC's value-added data shows that standards across the Borough are Good at Alps Grade 5 (Grade 1 is Outstanding, Grade 9 is Poor) with the proportion of students experiencing high quality teaching and learning being Very Good at Alps Grade 4
- 11 subjects are in the top quartile of performance across England and Wales compared to 9 in 2016 with strengths identified in Applied ICT (double and single awards), Applied Science, Art and Design - Craft, Art and Design – Photography, Drama and Theatre Studies, History, Law, Music, Religious Studies, Sociology; two students performed in the top quartile for Government and Politics and Polish`
- In the lowest quartile of performance BCBC shows 10 subjects with the weakest performance from 9 in 2016. Steps are being taken with support from the Education Improvement Grant (EIG) to establish peer support networks to focus on areas of weakness and drive up standards in these subjects.

#### The performance of different groups of learners – Gender



## 4.60 Foundation phase

### Foundation phase outcome indicator

	2015	2016	2017	Diff '15 - '17
Bridgend - Boys	85.4	82.6	85.8	0.4
Wales - Boys	83.0	83.0	83.8	0.8
Bridgend - Girls	92.6	92.6	92.5	-0.2
Wales - Girls	90.8	91.2	90.9	0.1
Bridgend - Gap	-7.3	-9.9	-6.7	0.6
Wales - Gap	-7.8	-8.2	-7.1	0.7

- The high attainment of girls was maintained in 2017 placing the borough above the national average for the fourth consecutive year. The attainment of boys has fluctuated over time and in 2017 is once again slightly below the national level.
- The gap in performance of boys when compared to girls has narrowed in most of the measures in 2017. The gap in performance of boys and girls in the FPOI has narrowed this year to be below the national gap.
- The performance of girls is a strength and the performance of boys in the foundation phase is improving, but is still an area that needs to be closely monitored.

## 4.61 Key stage 2

### Key stage 2 – Core Subject Indicator (CSI)

	2015	2016	2017	Diff '15 - '17
Bridgend - Boys	84.0	85.5	87.2	3.3
Wales - Boys	84.9	86.1	87.3	2.4
Bridgend - Girls	91.1	90.8	91.6	0.6
Wales - Girls	90.7	91.3	91.9	1.2
Bridgend - Gap	-7.1	-5.3	-4.4	2.7
Wales - Gap	-5.8	-5.2	-4.5	1.3

- The trend in improvement in the attainment of girls over a three-year period is similar to the national trend, but in 2017 is slightly below the national level (by 0.3pp). The performance of boys is steadily improving and is now just slightly below the national level, by 0.1pp.
- The gap in performance between boys and girls is similar to the national gap
- The performance of boys at key stage 2 has improved. We need to continue to raise the achievement of boys in key stage 2.

#### 4.62 Key stage 3

##### Key stage 3 – Core Subject Indicator (CSI)

	2015	2016	2017	Diff '15 - '17
Bridgend - Boys	81.2	83.3	86.1	5.0
Wales - Boys	80.3	82.3	83.8	3.5
Bridgend - Girls	87.3	91.7	91.8	4.5
Wales - Girls	87.7	89.7	91.2	3.5
Bridgend - Gap	-6.2	-8.4	-5.7	0.5
Wales - Gap	-7.4	-7.4	-7.4	0.0

- At the expected level, the gender gap has narrowed for all subjects and the CSI. The performance of boys has increased for each subject and the CSI. The performance for girls has also increased for each subject with the exception of English, which has dipped slightly.
- The three-year improving trend in the attainment of both boys and girls has continued in most subjects. In 2017 the attainment of boys and girls were above the respective national averages in most indicators.
- The performance of boys and girls in key stage 3 are strengths.

#### 4.63 Key stage 4

##### Key stage 4 – Level 2 Threshold including English/Welsh and Mathematics

	2015	2016	2017	Diff '15 - '17
Bridgend - Boys	56.6	57.1	49.0	-7.6
Wales - Boys	54.3	56.1	50.7	-3.6
Bridgend - Girls	63.3	66.4	57.0	-6.3
Wales - Girls	61.8	64.7	58.8	-3.0
Bridgend - Gap	-6.7	-9.2	-7.9	-1.2
Wales - Gap	-7.5	-8.6	-8.1	-0.6

- In 2017, girls outperformed boys for all performance measures at key stage 4, except level 2 mathematics, where boys now outperform girls. For the first time in the past three years, the attainment of boys and girls are below the respective national averages.
- The gap in performance of boys compared to girls is below the national average in most indicators.
- The performance of boys and girls in key stage 4 needs to be closely monitored in 2017-2018.

#### 4.64 The performance of different groups of learners - pupils eligible for free school meals (eFSM) compared to those not eligible for free school meals (nFSM)

##### Foundation phase outcome indicator

	2015	2016	2017 (p)	Diff '15 - '17
Bridgend - eFSM	78.0	79.7	80.3	2.3
Wales - eFSM	75.1	75.7	75.9	0.8
Bridgend - nFSM	91.9	89.1	91.2	-0.7
Wales - nFSM	90.0	90.0	90.1	0.2
Bridgend - Gap	-13.9	-9.4	-10.9	3.0
Wales - Gap	-14.9	-14.3	-14.3	0.6

#### 4.65 Foundation phase – good

- The attainment of eFSM pupils improved in 2017. There is a steady improving trend over three years. The performance of nFSM pupils has remained broadly constant around the 90% level which is comparable to the national level.
- The gap in the performance of eFSM compared to nFSM pupils has reduced over time. It was lower than the national gap in 2015 and 2016 and has provisionally remained lower in 2017. The 2017 national data is not yet verified.
- The improving trend in performance of eFSM in foundation phase is a strength, however it remains an area for development because it is still lower than the performance of nFSM pupils.

##### Key stage 2 Core Subject Indicator (CSI)

	2015	2016	2017 (p)	Diff '15 - '17
Bridgend - eFSM	76.3	73.3	77.6	1.3
Wales - eFSM	75.1	77.1	77.2	2.1
Bridgend - nFSM	90.9	91.3	92.2	1.3
Wales - nFSM	90.8	91.4	92.3	1.5
Bridgend - Gap	-14.6	-18.1	-14.6	-0.1
Wales - Gap	-15.7	-14.3	-15.0	0.6

#### 4.66 Key Stage 2- satisfactory

- The attainment of eFSM pupils improved in 2017, countering the dip in the previous year. This now represents a three-year upward trend, which matches the upward trend in performance of nFSM pupils. Provisional data for 2017 indicates the gap is slightly smaller than the national gap.
- The performance of nFSM pupils in key stage 2 continues to be a strength and match national performance. Bridgend needs to continue to improve the attainment of eFSM pupils at key stage 2.

### Key stage 3 Core Subject Indicator (CSI)

	2015	2016	2017 (p)	Diff '15 - '17
Bridgend - eFSM	68.4	75.5	74.7	6.3
Wales - eFSM	65.9	69.4	70.8	4.9
Bridgend - nFSM	88.2	90.0	91.7	3.5
Wales - nFSM	88.1	89.8	91.1	3.0
Bridgend - Gap	-19.8	-14.5	-17.0	2.8
Wales - Gap	-22.2	-20.4	-20.2	2.0

#### 4.67 Key Stage 3 - good

- The attainment of eFSM pupils improved in most indicators in 2017. There is a strong improving trend over three years in the attainment of both eFSM and nFSM pupils.
- The gap in performance between eFSM pupils and nFSM pupils has reduced over time. In 2017 provisional figures indicate the gap is narrower in most indicators than the national gap.
- The performance of eFSM and nFSM pupils at key stage 3 are strengths. However, improving the performance of eFSM pupils remains an area for development because it is lower than the performance of nFSM pupils. Improving the performance of eFSM pupils at level 7 in science and mathematics also needs to be a focus.

### Key Stage 4. Level 2 Threshold including English/Welsh and Mathematics

	2015	2016	2017	Diff '15 - '17
Bridgend - eFSM	37.4	35.7	29.4	-8.0
Wales - eFSM	31.6	35.6	28.6	-3.0
Bridgend - nFSM	64.6	68.2	58.5	-6.1
Wales - nFSM	64.1	66.8	61.0	-3.1
Bridgend - Gap	-27.2	-32.5	-29.1	-2.0
Wales - Gap	-32.4	-31.3	-32.3	0.1

#### 4.68 Key Stage 4 - adequate

- The attainment of eFSM pupils has dropped again in 2017, although this is the case across Wales. The drop at a national level is greater than the drop in the borough. The performance of nFSM pupils has fallen, as has the national performance, however the borough is performing -2.7pp below the Wales average in 2017.
- The gap in performance of eFSM pupils compared to nFSM is narrower than the Wales gap, but the dip in performance of nFSM pupils in 2017 needs to be monitored closely.

**4.69 The performance of different groups of learners - pupils with special educational needs compared to those without special educational needs (SEN includes: School action, school action plus and statemented pupils)**

**Foundation phase outcome indicator**

	2015	2016	2017 (p)	Diff '15 - '17
Bridgend - SEN	64.4	58.7	61.7	-2.7
Wales - SEN	57.8	57.3	N/A	-
Bridgend - Non SEN	97.8	96.9	97.8	0.0
Wales - Non SEN	96.4	96.8	N/A	-
Bridgend - Gap	-33.4	-38.2	-36.1	-2.7
Wales - Gap	-38.5	-39.5	N/A	-

- The performance of pupils with special educational needs in the foundation phase is good.
- There is a three-year fluctuating trend in the performance of pupils with SEN. Although, Bridgend has performed above the national average throughout this period.
- The gap in performance of pupils with SEN over time compared to those without SEN is less than that nationally. The gap in performance in Bridgend has been lower than that nationally for each of the three years. 2017 figures not available yet.

**Key stage 2 Core Subject Indicator (CSI)**

	2015	2016	2017 (p)	Diff '15 - '17
Bridgend - SEN	55.3	56.0	64.8	9.5
Wales - SEN	61.2	62.6	N/A	-
Bridgend - Non SEN	98.3	99.0	98.9	0.6
Wales - Non SEN	98.0	98.5	N/A	-
Bridgend - Gap	-43.0	-43.0	-34.1	8.9
Wales - Gap	-36.8	-35.8	N/A	-

- The performance of pupils with special educational needs in key stage 2 is good.
- There is a three-year improving trend in the performance of pupils with SEN. Performance in 2017 compares well to national performance in 2016.
- The gap in the performance of pupils with SEN has continued to decrease over time. This should now better match the national gap.

### Key stage 3 Core Subject Indicator (CSI)

	2015	2016	2017 (p)	Diff '15 - '17
Bridgend - SEN	51.6	57.6	61.2	9.7
Wales - SEN	55.2	58.9	N/A	-
Bridgend - Non SEN	95.4	96.6	97.2	1.8
Wales - Non SEN	94.7	96.1	N/A	-
Bridgend - Gap	-43.8	-39.0	-36.0	7.8
Wales - Gap	-39.5	-37.2	N/A	-

- The performance of pupils with special educational needs in the key stage 3 is good.
- There is a three-year improving trend in the performance of pupils with SEN. Performance compares well compared to Wales because it has been above the national average in two of the last three years and the 2017 provisional figure is also above the 2016 national average.
- The gap in performance has been steadily reducing and is provisionally lower than the national average reported in 2016.

### Key stage 4 Level 2 Threshold including English/Welsh and Mathematics

	2015	2016	2017	Diff '15 - '17
Bridgend - SEN	21.1	26.3	17.0	-4.1
Wales - SEN	23.3	26.1	N/A	-
Bridgend - Non SEN	69.7	73.7	64.2	-5.5
Wales - Non SEN	69.5	72.6	N/A	-
Bridgend - Gap	-48.6	-47.5	-47.2	1.4
Wales - Gap	-46.3	-46.5	N/A	-

- The performance of pupils with special educational needs in the key stage 4 is good.
- The performance of pupils with SEN has dipped by 9.3pp in 2017. Over time the performance in Bridgend was slightly better than the national performance.
- The gap in the performance of pupils with SEN compared to those without has remained static over the last three years. However, the gap has mostly been lower than the national gap over time.

#### 4.70 The performance of ethnic groups

4.71 The all-Wales Figures are taken from the Welsh Government 'Academic achievement by pupil characteristics' publication. These tables are available at the following link:  
<http://gov.wales/statistics-and-research/academic-achievement-pupil-characteristics/?lang=en>

#### 4.72 Attendance

##### Primary

	2015	2016	2017	Diff '15 - '17
Bridgend Attendance	95.1	95.3	95.2	0.1
Wales Attendance	95.0	94.9	94.9	-0.1
Rank	7	6	5	

##### Secondary

	2015	2016	2017	Diff '15 - '17
Bridgend Attendance	94.3	94.5	94.4	0.1
Wales Attendance	93.9	94.2	94.1	0.2
Rank	6	8	10	

#### 4.73 Persistent absence (PA - attendance of less than 80%)

Data Source: SB 17/2015 Absenteeism from schools in Wales by pupil characteristics, 2013/14

Data Source 2017: AWCDS

##### Primary

	2015	2016	2017	Diff '15 - '17
Bridgend PA	1.1	1.1	1.1	0.0
Wales PA	1.4	1.5	1.5	0.1

##### Secondary

	2015	2016	2017	Diff '15 - '17
Bridgend PA	3.5	3.1	3.4	0.0
Wales PA	4.5	3.9	4.0	-0.4

A set of reports on STEM performance is currently being prepared for discussions with schools from 29 January 2018. Officers will provide further information in due course.

#### 4.74 Commentary

- The three-year improving trend in the attendance of pupils in both secondary and primary phases of education continues.
- The attendance of pupils in Bridgend compares well to the national average. Secondary and primary attendance has been above the national average for the last three years.

- There is a smaller proportion of pupils who are persistently absent in Bridgend primary and secondary schools than nationally and this has been the case over a three-year period.

#### 4.75 Estyn inspection outcomes 2016-2017 compared with Central South Consortium 2010—2016

Primary 2016/17	Bridgend					CSC
	Unsatisfactory	Adequate	Good	Excellent	% Good or Excellent	% Good or Excellent 2010-2016 CSC
<b>9 Schools</b>						
<b>Current performance</b>	0.0	33.3	66.7	0.0	66.7	73.0
<b>Prospects for improvement</b>	0.0	44.4	44.4	11.1	55.6	74.8
<b>KQ1</b>	0.0	33.3	66.7	0.0	66.7	73.9
<b>KQ1: Standards</b>	0.0	33.3	66.7	0.0	66.7	73.9
<b>KQ1: Wellbeing</b>	0.0	11.1	88.9	0.0	88.9	77.7
<b>KQ2</b>	0.0	44.4	55.6	0.0	55.6	79.6
<b>KQ2: Learning Experiences</b>	0.0	55.6	22.2	22.2	44.4	71.7
<b>KQ2: Teaching</b>	0.0	44.4	55.6	0.0	55.6	74.5
<b>KS2: Care, support and guidance</b>	0.0	11.1	77.8	11.1	88.9	90.9
<b>KQ2: Learning Environment</b>	0.0	11.1	88.9	0.0	88.9	89.9
<b>KQ3</b>	0.0	44.4	44.4	11.1	55.6	75.8
<b>KQ3: Leadership</b>	0.0	55.6	33.3	11.1	44.4	73.0
<b>KQ3: Improving Quality</b>	0.0	44.4	44.4	11.1	55.6	71.4
<b>KQ3: Partnership Working</b>	0.0	0.0	77.8	22.2	100.0	93.4
<b>KQ3: Resource Management</b>	0.0	44.4	44.4	11.1	55.6	73.3

Secondary 2016/17	Bridgend					CSC
	Unsatisfactory	Adequate	Good	Excellent	% Good or Excellent	% Good or Excellent 2010-2016 CSC
<b>2 Schools</b>						
<b>Current performance</b>	0.0	0.0	50.0	50.0	100.0	43.6
<b>Prospects for improvement</b>	0.0	0.0	50.0	50.0	100.0	60.0
<b>KQ1</b>	0.0	0.0	50.0	50.0	100.0	41.8
<b>KQ1: Standards</b>	0.0	0.0	50.0	50.0	100.0	41.8
<b>KQ1: Wellbeing</b>	0.0	0.0	50.0	50.0	100.0	70.9
<b>KQ2</b>	0.0	0.0	100.0	0.0	100.0	61.8
<b>KQ2: Learning Experiences</b>	0.0	0.0	100.0	0.0	100.0	65.5
<b>KQ2: Teaching</b>	0.0	0.0	100.0	0.0	100.0	45.5
<b>KS2: Care, support and guidance</b>	0.0	0.0	50.0	50.0	100.0	81.8
<b>KQ2: Learning Environment</b>	0.0	0.0	50.0	50.0	100.0	83.6
<b>KQ3</b>	0.0	0.0	50.0	50.0	100.0	61.8
<b>KQ3: Leadership</b>	0.0	0.0	50.0	50.0	100.0	60.0
<b>KQ3: Improving Quality</b>	0.0	0.0	100.0	0.0	100.0	41.8
<b>KQ3: Partnership Working</b>	0.0	0.0	100.0	0.0	100.0	80.0
<b>KQ3: Resource Management</b>	0.0	0.0	50.0	50.0	100.0	40.0

- Two schools in Bridgend were inspected under the new pilot inspection arrangements in 2016-2017. One school was judged as “Good” for all five inspection areas, with the other school judged as “Good” for two areas, and “Adequate but needs improvement” for the remaining three areas.



- The Estyn inspection outcomes for Bridgend secondary schools in 2016-2017 compared very well to the average for Central South Consortium in all aspects. There were nine primary schools inspected in 2016-2017. Three schools were placed in an Estyn follow-up category, which affected the borough's comparative performance when compared with the consortium.
- All schools are making strong progress with their recommendations for improvement. Overall inspection outcomes in 2016-2017 in relation to wellbeing, care support and guidance, learning environment and partnership working compared well when compared with CSC.
- The secondary school that was placed in the statutory category of 'special measures' in November 2015 has been removed from the category and in a shorter timeframe than was expected.

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

5.1 There is no effect upon the Council's policy framework and procedure rules.

## **6. Equality Impact Assessment**

6.1 An assessment of the appointment of local authority governors shows that there are no equalities issues related to this report.

## **7. Financial implications**

7.1 There are no financial implications regarding this report.

## **8. Recommendation**

8.1 Overview and Scrutiny is recommended to note the contents of the report.

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## **Background documents**

**None**

**Appendix A**

Impact of work in Central South Consortium's business plan on the region and Bridgend Council (22 December 2017)

**Appendix B**

Percentage achieving in each subject

**Appendix C**

Performance of girls and boys over time

**Appendix D**

Three-year trend in performance indicators at key stage 4

**Appendix E**

Glossary

***Title:*** *Impact of work in the Central South Consortium's business plan on schools in the region and Bridgend Council*

***Date Written:*** *Friday 22<sup>nd</sup> December 2017*

***Authors:*** *Mike Glavin, Managing Director and Mandy Paish, Senior Challenge Adviser, Central South Consortium*

## Background

1. Since 2012, Central South Consortium has delivered aspects of school improvement services on behalf of the five authorities: Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taf and the Vale of Glamorgan. This covers 397 schools, 30% of Wales' children. It is a growing region with rapidly changing demographic encompassing increasingly diverse communities across the economic sub region. It remains the region with the highest number of children living in poverty, with just over 1 in 4 children claiming free school meals.
2. The service delivers challenge and support on behalf of the five local authorities, governed through a Joint Committee of Cabinet Members from each authority. The Joint Committee meets four times a year and formally approves the annual business plan and budget for the service, holding the service to account in terms of performance and budgetary control.
3. Scrutiny Committees in each of the five authorities invite the Lead Officer for the authority to report on the performance of the schools in their authority and the contribution of the consortium at any stage during the year. An annual report from the consortium relating to progress in the previous academic year and priorities for the year ahead is also provided.

### Central South Consortium Business Plans

4. The consortium business plan for April 2016 to March 2017 can be found [here](#). It had three priorities:
  - Raising standards particularly in literacy/Welsh/English, numeracy/mathematics and improving the outcomes of the vulnerable learners fastest;
  - Improving the capacity of the system to be self improving, particularly improving leadership and governance, teaching and learning and effective challenge and support;
  - Develop the consortium to as a high performing organisation focusing on performance management, governance and effective use of resources
5. The tables below show outcomes against targets and previous outcomes. Targets met or exceeded are highlighted in green. Outcomes that have improved from the previous academic year are highlighted in yellow.

Key Measure	2014/15 Actual	2015/16 Target	2016/17 Target	2017/18 Target	2015/16 Actuals	2016/17 Actuals
Foundation Phase – FPOI	87.60%	87.80%	87.40%	N/A	88.60%	88.60%
Key Stage 2 - CSI	87.80%	89.70%	88.40%	89.00%	89.45%	90.21%
Key Stage 3 - CSI	83.60%	87.40%	87.50%	83.50%	86.75%	87.89%
Level 2 Threshold including English/Welsh and Mathematics	58.50%	64.10%	65.70%	67.50%	60.90%	54.5%
Level 1 Threshold	94.50%	96.10%	96.50%	96.70%	95.42%	94.3%

### Performance in English, Welsh First Language and Mathematics at the Expected Level

Key Measure	2014/15 Actual	2015/16 Target	2016/17 Target	2017/18 Target	2015/16 Actuals	2016/17 Actuals
FPOI – LCE	88.70%	89.40%	88.60%	-	89.44%	89.33%
FPOI – LCW	94.00%	93.70%	93.50%	-	93.94%	93.01%
FPOI – Mathematical Development	90.20%	91.20%	89.80%	-	91.14%	91.54%
KS2 – English	89.80%	90.90%	89.80%	89.20%	90.96%	91.48%
KS2 – Cymraeg	93.60%	95.70%	93.20%	93.80%	95.07%	94.09%
KS2 – Mathematics	90.20%	91.80%	90.70%	90.30%	91.67%	92.18%
KS3 – English	87.70%	90.20%	90.80%	91.20%	89.97%	91.27%
KS3 – Cymraeg	92.00%	92.40%	93.30%	95.10%	92.63%	94.66%
KS3 – Mathematics	88.70%	90.80%	91.20%	91.40%	90.50%	90.71%
KS4 Level 2 English	70.20%	71.60%	72.30%	73.10%	71.13%	62.5%
KS4 Level 2 Cymraeg	77.90%	78.40%	78.00%	77.60%	77.52%	79.1%
KS4 Level 2 Mathematics	63.60%	69.10%	71.50%	72.60%	66.49%	62.4%

## Performance in English, Welsh First Language and Mathematics at the Expected Level +1

Key Measure	2014/15 Actual	2015/16 Target	2016/17 Target	2017/18 Target	2015/16 Actuals	2016/17 Actuals
FPOI – LCE	33.80%	36.30%	34.60%	-	36.22%	39.16%
FPOI – LCW	37.90%	41.20%	42.00%	-	40.12%	40.84%
FPOI – Mathematical Development	34.40%	36.70%	35.30%	-	37.20%	40.65%
KS2 – English	40.70%	42.20%	43.00%	41.40%	43.26%	46.69%
KS2 – Cymraeg	42.00%	43.70%	43.90%	42.70%	44.45%	47.15%
KS2 – Mathematics	42.20%	43.00%	43.50%	42.70%	44.72%	48.95%
KS3 – English	53.40%	59.20%	61.10%	62.80%	58.16%	60.74%
KS3 – Cymraeg	58.30%	64.30%	60.70%	70.30%	63.14%	62.70%
KS3 – Mathematics	59.60%	64.60%	65.90%	66.50%	64.00%	66.44%

## Performance in English, Welsh First Language and Mathematics at the Expected Level +2

Key Measure	2014/15 Actual	2015/16 Target	2016/17 Target	2017/18 Target	2015/16 Actuals	2016/17 Actuals
KS3 – English	17.30%	19.30%	21.30%	23.10%	18.70%	21.83%
KS3 – Cymraeg	17.60%	18.50%	19.60%	23.40%	16.07%	19.56%
KS3 – Mathematics	26.60%	26.00%	27.00%	28.50%	30.13%	32.68%

## The poverty-related attainment gap

Key Measure	2014/15 Actual	2015/16 Target	2016/17 Target	2017/18 Target	2015/16 Actuals	2016/17 Actuals
FSM Gap FP FPOI	-15.1pp	-11.3pp	-13.00pp		-12.8pp	-12.6pp
FSM Gap KS2 CSI	-15.8pp	-13.3pp	-13.50pp	-12.8pp	-14.4pp	-13.8pp
FSM Gap KS3 CSI	-20.7pp	-17.2pp	-15.60pp	-12.3pp	-19.6pp	-20.8pp
FSM Gap KS4 L2 inc EWM	-33.4pp	-27.0pp	-26.60pp	-25.2pp	-29.9pp	-32.4pp
FSM Gap KS4 L1 Threshold	-10.3pp	-9.1pp	-6.70pp	-6.4pp	-6.86 pp	-7.9pp

6. The consortium business plan for April 2017 to March 18 can be found [here](#). It has five priorities:

- Improving outcomes for vulnerable learners through partnership working.
- Developing school-to-school working to deliver curriculum reform.
- Developing leadership, governance and workforce reform.
- Rapid and sustainable intervention.
- Developing effectiveness and efficiency in Central South Consortium.

7. The business plan sets out how we aim to deliver these priorities through effective school self-evaluation and improvement planning, underpinned by building capacity in schools to support other schools through the continued development of the 'Central South Wales Challenge'. This is led by schools and has involved the continued development of evidence based strategies (school improvement groups (SIGs), pathfinder pairings, school improvement hubs and peer enquiry models in which schools can be resourced to work together to share practice across the region.
8. 'Drive Teams' made up from senior leaders from across the consortium ensure that the operational plans for each priority are implemented and that impact is measured. Half termly reviews including an impact review with the Managing Director at the end of each term ensures that monitoring is robust. Outcomes of this process are reported to Joint Committee.

#### **Performance across the Central South region in 2017**

9. Since 2012 standards at every key stage have improved faster than the national average. In 2017 the region continued to show strong improvement and was above the national average for key stages foundation phase and key stage 2 for the second consecutive year. Key stage 3 was above the national average again for all measures with the exception of mathematics, which was within 0.1pp of the national figure.
10. Comparisons for standards to previous years for key stage 4 are to be treated with an element of caution due to changes in the calculations of the performance measures for 2017 reporting. 2014 data indicates that the region is slightly below the national averages for most Key Stage 4 measures, with a few exceptions of Level 1 Threshold and Capped 9 points score.
11. Standards for the most vulnerable children in the region continue to improve for foundation phase, but have fallen slightly for key stages 2 and 3. However, the gap in performance between eFSM and nFSM pupils has narrowed for foundation phase and key stage 2. At key stage 4, the gap has widened for Level 2 Threshold including English/Welsh and mathematics using the provisional data with eFSM pupils falling at a faster rate than nFSM pupils.
12. In 2016/17 the proportion of schools in inspection categories (SI and SM) is lower than the national proportion in 2016/17 (7.1pp regionally compared to 8.6pp nationally). This proportion is lower than the cumulative proportion seen since 2010 regionally and nationally (7.3pp regionally and 7.4pp nationally). However, based on 2016/17 inspections, more secondary schools went into a category or follow up compared to the national position (55.6pp compared to 53.6pp nationally) whilst

primary schools' inspection profile is better than the national picture ( 21.4pp compared to 29.1pp nationally).

13. Categorisation headlines for the region will be presented to the Scrutiny Committee following the national publication on the 31<sup>st</sup> January. Draft step 2 statements were written in the summer term. Challenge advisers have visited schools to work with governors and headteachers to complete this year's categorisation.

### **Performance in Bridgend Council Schools**

14. Detailed performance analysis has been provided in the report: Report to Children and Young People Overview and Scrutiny Committee Report of the Director of Education and Family Support School Standards Report – Foundation phase, key stages 2, 3, 4 and post-16 outcomes for 2016-2017. Headline data is provided below and in annex A.

15.

- a. At Foundation Phase, in Bridgend the proportion of pupils aged between 5 and 7 years old who achieved the expected level (Outcome 5 or above) for the Foundation Phase Outcome Indicator has increased by 2 percentage points from 87.1pp to 89.1pp. This remains above the Welsh average of 87.3pp.
- b. At key stage 2, in Bridgend the proportion of pupils aged between 7 and 11 years old, achieving at least the expected level (Level 4 or above) for the core subject indicator has increased by 1.4 percentage points from 87.9pp to 89.4pp. However, Bridgend remains just below the Welsh average by 0.1pp.
- c. At key stage 3, in Bridgend the proportion of pupils aged between 11 and 14 years old achieving at least the expected level (Level 5 or above) for the core subject indicator has increased by 1.6 percentage points from 87.4pp to 89.0pp. Bridgend remains above the Welsh average by 1.6pp.
- d. At key stage 4 the changes to the courses and exam specifications means the outcomes from these GCSEs cannot be compared to those of previous years, particularly in maths and Welsh/English. Each of the schools has undertaken a thorough analysis of results to identify where any lower than expected outcomes are as a result of these changes and where they are a result of specific issues in their own schools in order to plan for 2017-2018. Performance in 2017 when compared to national performance indicates that Bridgend's results remained above the Welsh average in the level 1 threshold, and level 2 threshold. However, the authority has fallen 1.6pp below the Welsh average in the level 2 inclusive threshold.



## Challenge and support provided by the Consortium on behalf of Bridgend Council

16. In 2016-2017 Bridgend Local Authority contributed £654,157 towards the core finance functions of the consortium. This included the provision of eleven challenge advisers (3.83 FTE) and a senior challenge adviser.
17. Inspection outcomes within the LA during 2016-2017 were:
- Twelve schools were inspected, five were identified as good (Pencoed Comprehensive, Nottage Primary, Oldcastle Primary, Ysgol Gymraeg Bro Ogwr and Brynteg Comprehensive). Two were identified as excellent capacity to improve (Bryntirion Comprehensive and Ysgol Gymraeg Cynwyd Sant).
  - Coleg Cymunedol Y Dderwen was removed from significant improvement and St Mary's Catholic Primary was removed from local authority monitoring.
  - Five schools were identified as adequate and requiring Estyn follow up (Tremains Primary, Pen y Fai Church in Wales Primary, Archdeacon John Lewis Primary, Llangynwyd Primary and The Bridge PRU).
  - At the end of the academic year there were five schools requiring follow up of Estyn monitoring.
18. Elected Members will be aware that we use a categorisation process to identify the schools in need of support using both data and judgement of leadership and capacity to improve. During 2016-2017, the consortium continued to work closely on behalf of the local authority to monitor the progress of the schools in need. No schools required 'red' level of support and fourteen schools required amber level of support. There were twenty nine schools requiring green support and seventeen requiring yellow support.
19. Challenge advisers continue to have a relevant educational background and level of experience and provide good quality support and challenge to schools. They have continued to work well and in partnership with the local authority to provide effective monitoring, challenge, support and intervention where needed. Challenge advisers have continued to commission bespoke support and intervention from the wider support teams within the Central South Consortium.
20. Provisional categorisation outcomes for 2017-2018 identify that improvement has been sustained and continues across the authority within the primary sector and key stage 3. The situation in the secondary sector at key stage 4 is less clear because of the national context. It is possible that schools with lower outcomes may have improved benchmarking. Detailed analysis is taking place and will be extended as data is released. The final categorisation outcomes will become public on the 31<sup>st</sup> January 2018.
21. Other support provided by the consortium to schools in Bridgend has included:

- a. 39 schools, comprising of the primary and secondary sectors within Bridgend have accessed professional development programmes provided by Hub schools across the region. The Bridgend schools involved in providing support as part of the Hub programme in 2016-2017 were:
  - Bryntirion Comprehensive School offering English provision as part of the Hub programme;
  - Cefn Glas Infants offering provision as part of the Foundation Phase Alliance;
  - Pencoed Comprehensive offering English provision as part of the Hub programme, lead practitioner support and acting as a Professional Learning Hub;
  - Porthcawl Primary offering English provision as part of the Hub programme;
  - St Mary's and St Patrick's RC Primary offering provision as part of the Foundation Phase Alliance; and
  - Ysgol Gynradd Cynwyd Sant as a Professional Learning Hub
- b. Seven schools have been part of pathfinder pairings in the local authority, five schools being the supported school and two schools being lead schools. Where these are schools requiring an amber level of support their impact has been monitored as part of the termly amber schools progress reporting.
- c. Nearly all of Bridgend schools have been involved in SIG working, and during 2016-2017 SIGs including Bridgend schools have focused on: literacy, numeracy, teaching and pedagogy, pupil voice, ICT and digital curriculum framework, leadership, science, closing the gap, foundation phase, self-evaluation / lesson study and assessment. SIGs are reviewed annually and have to provide a report on their priorities and impact against their priorities twice a year in order to be funded.
- d. Ten Bridgend schools engaged in the peer enquiry programme, which supported the headteacher working in a triad to review and evaluate focus areas within their school. A detailed report was provided on the strengths and areas for improvement.
- e. The consortium has invested heavily in leadership provision in the 2016-2017 year. For Bridgend schools this has included opportunities to support other schools with leadership capacity, leadership of school to school provision and direct leadership programmes. Of these, 11 headteachers have undertaken the New to Headship programme; 6 headteachers have undertaken the Strategic Headship programme; 3 headteachers have completed the Consultant Headship programme; 7 headteachers have completed the Executive Headteacher programme; 8 senior leaders have completed the Headship NOW programme and there have been 7 successful NPQH applicants.
- f. There has been one Schools Challenge Cymru Adviser in Bridgend and in addition the Foundation Phase, Welsh in Education, Hwb+ and Qualified for Life teams based in school improvement hubs across the region have supported Bridgend schools as part of their grant funded operation. For 2017-2018 CSC have created and developed the role of Accelerated Progress Leads, APLs. These staff work in

schools considered to be vulnerable. All APLs have significant experience of working to bring about significant improvement in schools facing difficulty. An APL is working with three secondary schools in Bridgend.

- g. All red and amber support schools have a bespoke package of support which is recorded within a support plan. Key improvement objectives are identified and regular school improvement progress reviews are held to judge the impact of the support in enabling the school to meet its objectives. A judgement is made on the extent of the progress the schools have made in meeting each objective. This information is provided to directors in termly progress reports. Please refer to the point below.
- h. Each term CSC prepares a detailed report for directors and then meets with them to discuss the aspects of the report that they select. The report contains a detailed breakdown of the support provided within the previous term.
- i. The consortium has contributed to the preparation and development of Successful Futures in Bridgend. This work includes:
  - Working with the pioneer network to
    1. Contribute to the development of Areas Of Learning and Experience (AoLE)
    2. Introducing the new professional standards; providing schools with opportunities to familiarise themselves as well as gain understanding of how to put them into practice
  - Supporting schools to carry out small scale action research into some of the pedagogical principles
  - Holding headteacher briefing sessions to give updates and advice regarding engagement
  - Ensuring that Successful Futures feature in the professional learning offer from all our hub schools
  - Support SiGs that address aspects of the DCF or pedagogical principles in their collaborative work
  - Contributing to a range of Welsh Government groups including Change Board and Programme Board
  - Developing a three year strategy to deliver Successful Futures through SiGs and then clusters
  - Developing a learning and teaching framework with the aim of capturing all the reforms in one area
  - Supporting the innovation in digital competency
  - Facilitating opportunities within the Lead Creative Schools initiative
  - Providing briefings for CSC teams so that all officers can support schools in their preparations

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

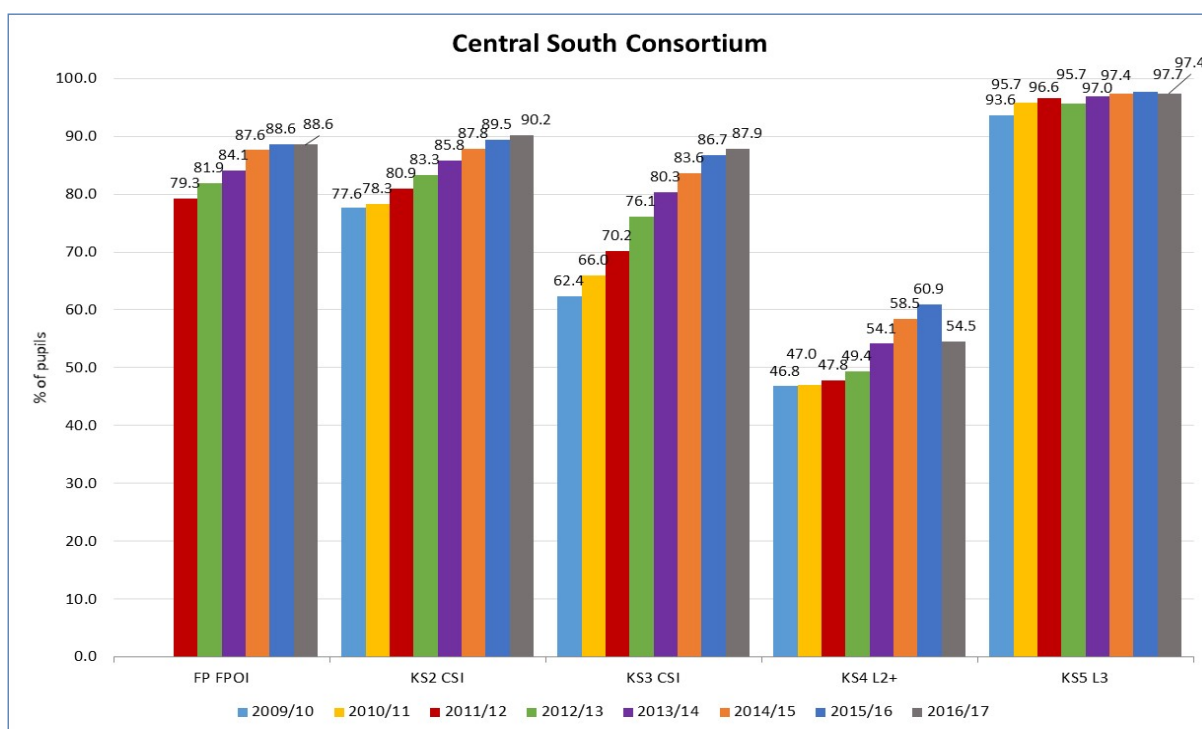
22. Bridgend received additional funding from the Central South Consortium in order to coordinate the sharing of good and excellent practice in relation to teaching and learning. Expected outcomes in relation to foundation phase and key stage 2

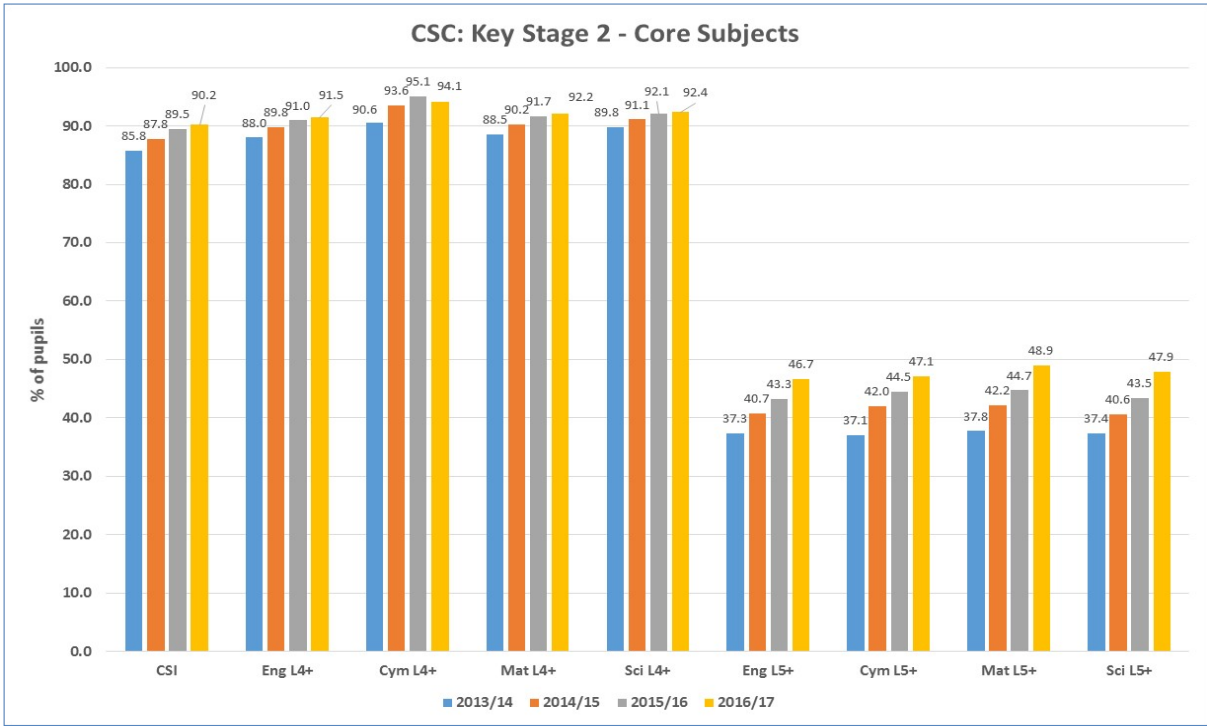
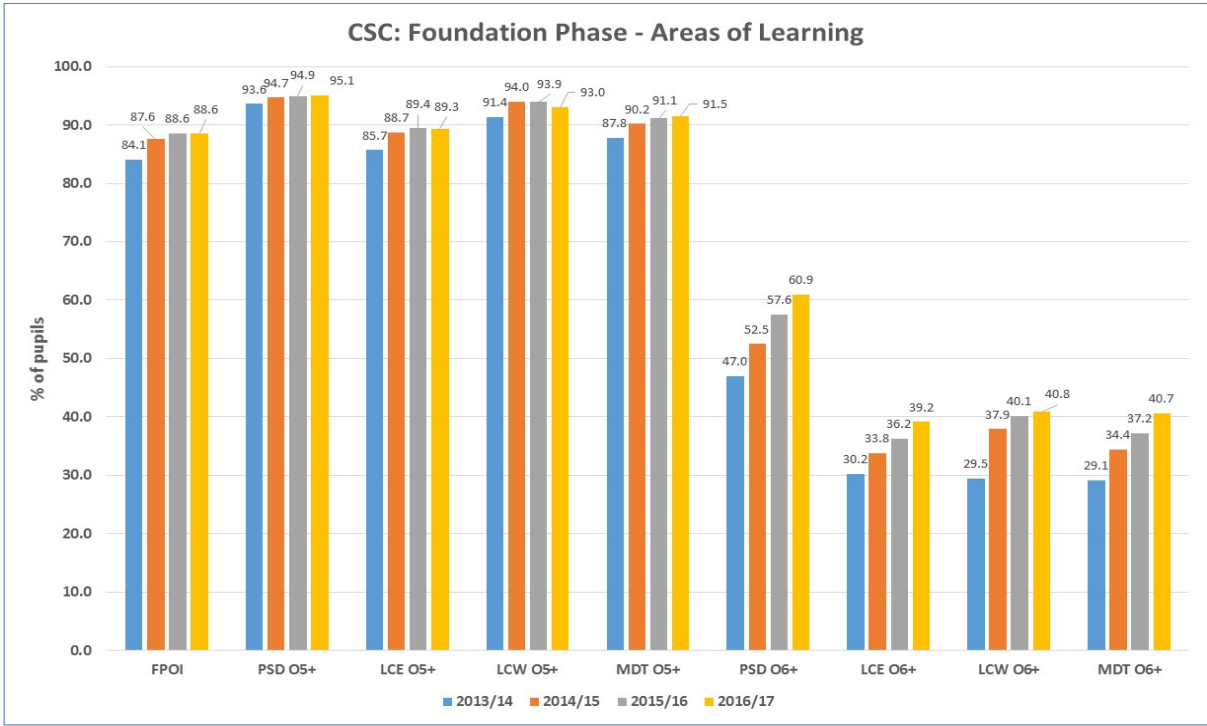
standards were exceeded. All indicators improved when compared to 2016 performance.

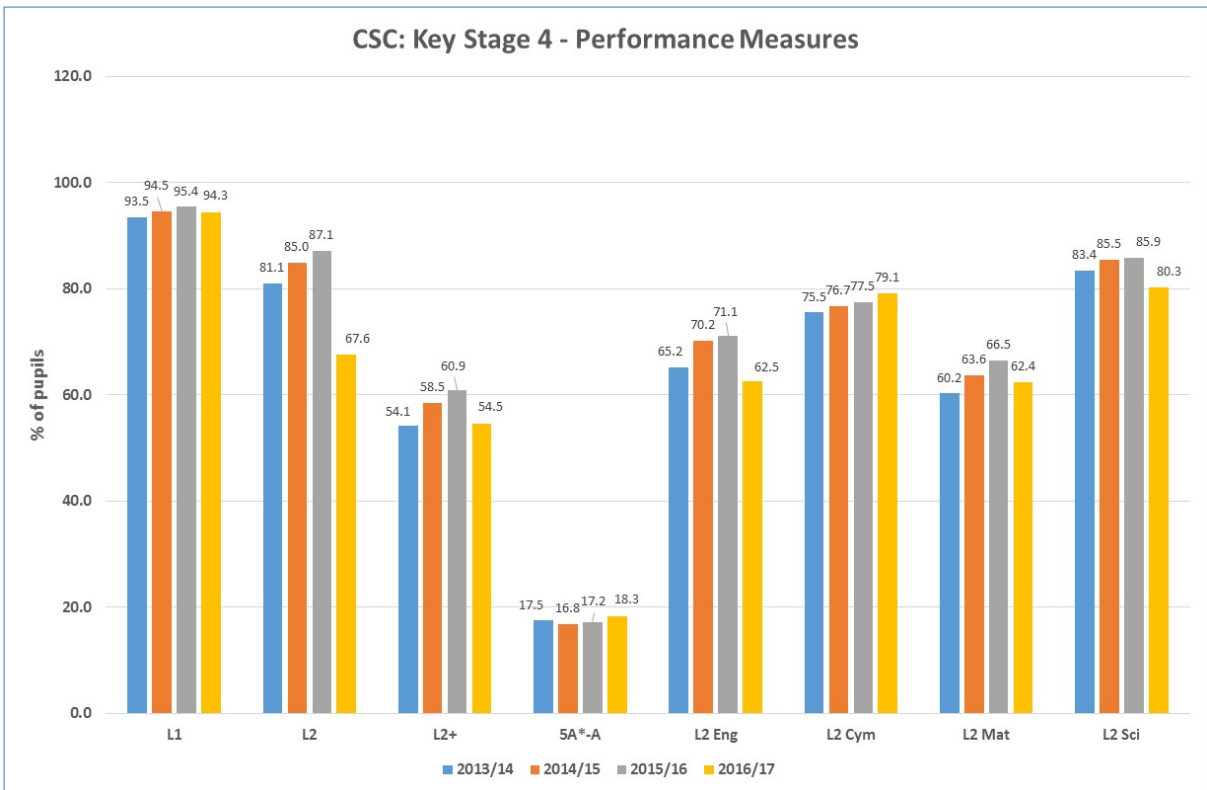
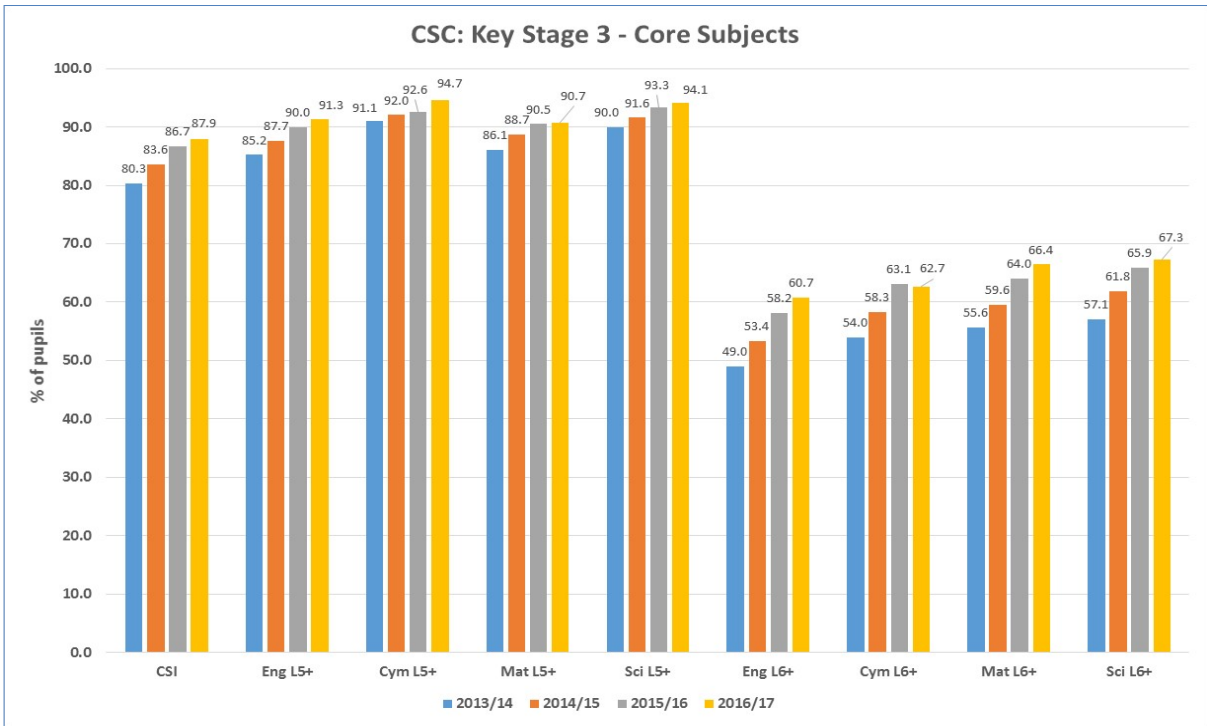
23. Funding was also provided to improve standards in Welsh first language, particularly at the higher than expected levels in key stage 2 and key stage 3. Both key stages expected level +1 performance improved, particularly in key stage 2. Performance is now above the national average in both phases.

**Annex A: Headline results across the Central South region 2016/17**

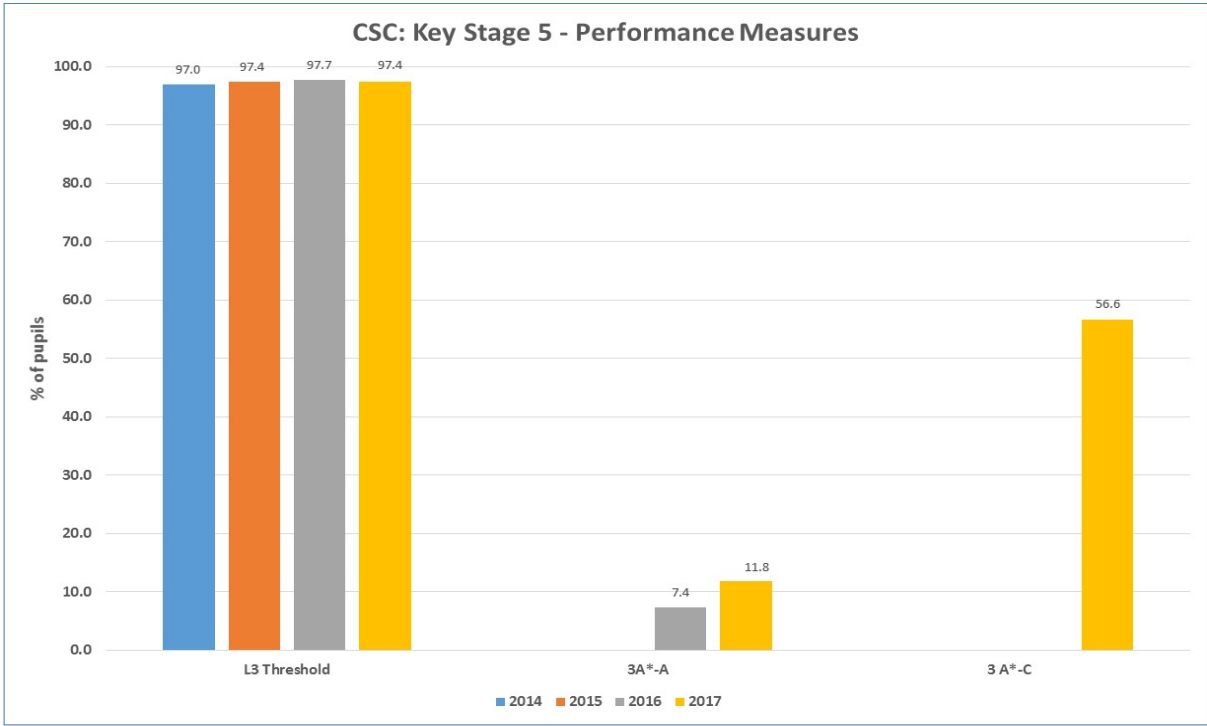
Outcomes in the first three key stages have risen across the region, although not in every local authority, and continue to sit above the national average at Key Stages 1-3. The change in performance measures at Key Stage 4 make direct comparisons to previous years' data problematic.



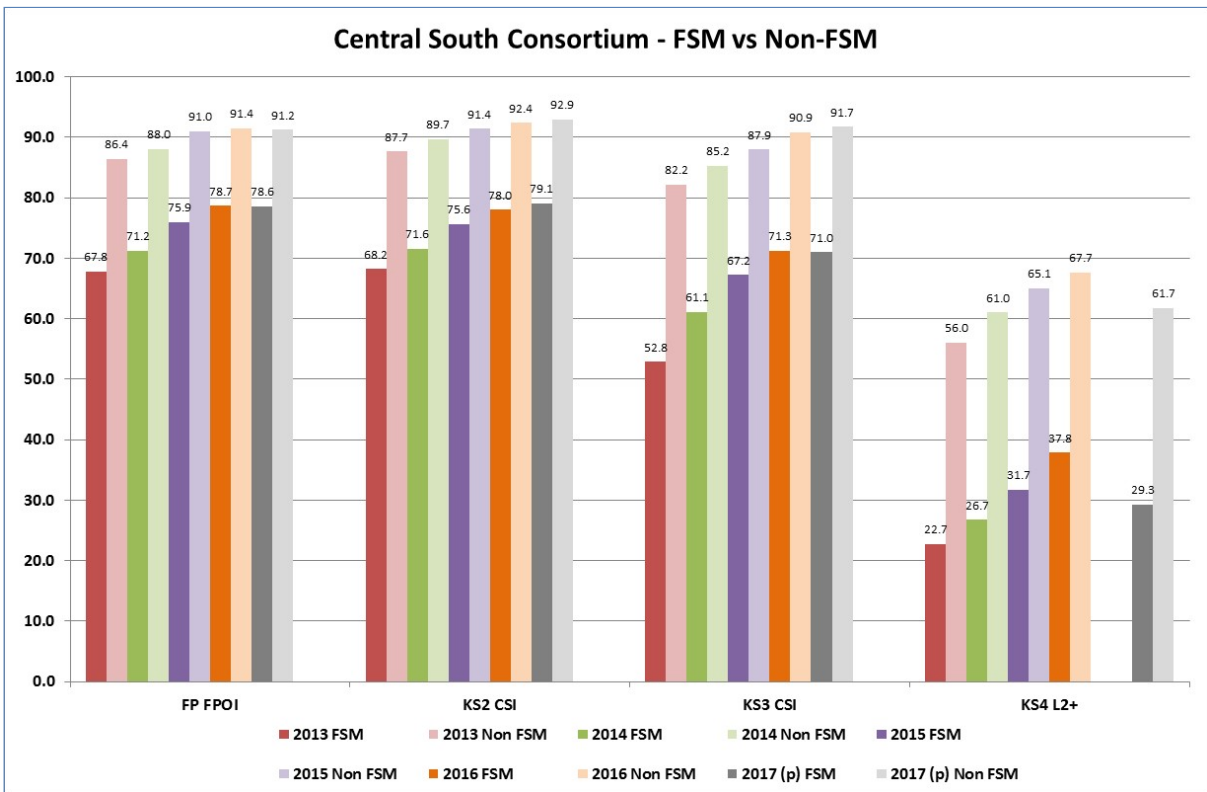


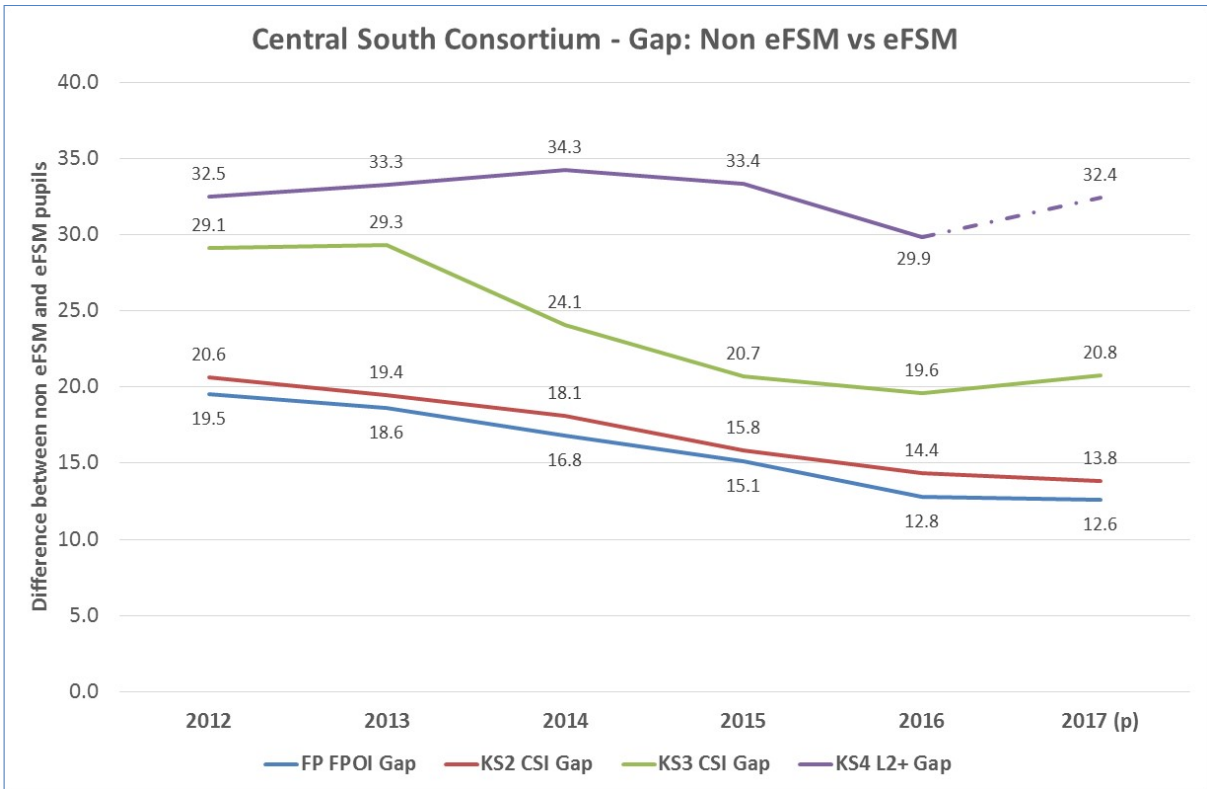


There is further work to do at Key Stage 5 (in school sixth forms) across the region. NB: MTBC has post 16 provision provided by the FE sector which is not included here.

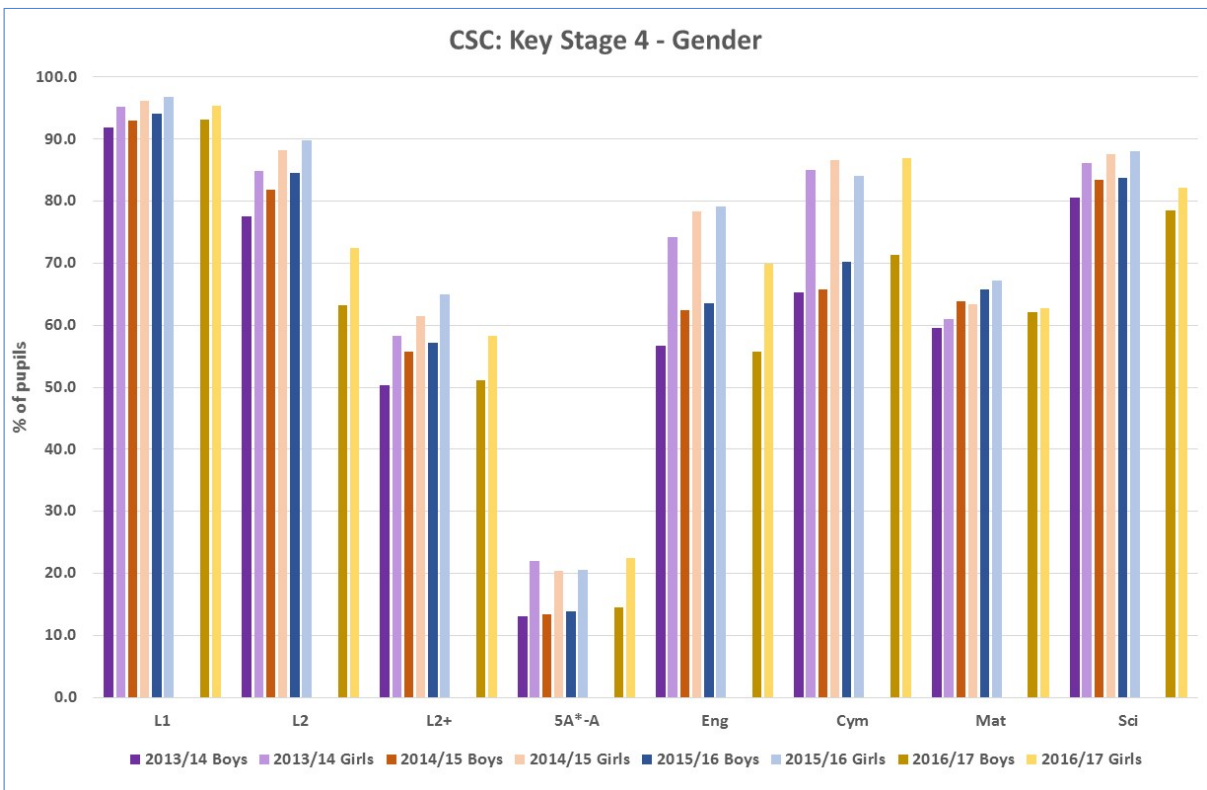


There are mixed results for the performance of children claiming free school meals (e-FSM) across the region, and the gap remains stark compared with children not claiming free school meals (non e-FSM).



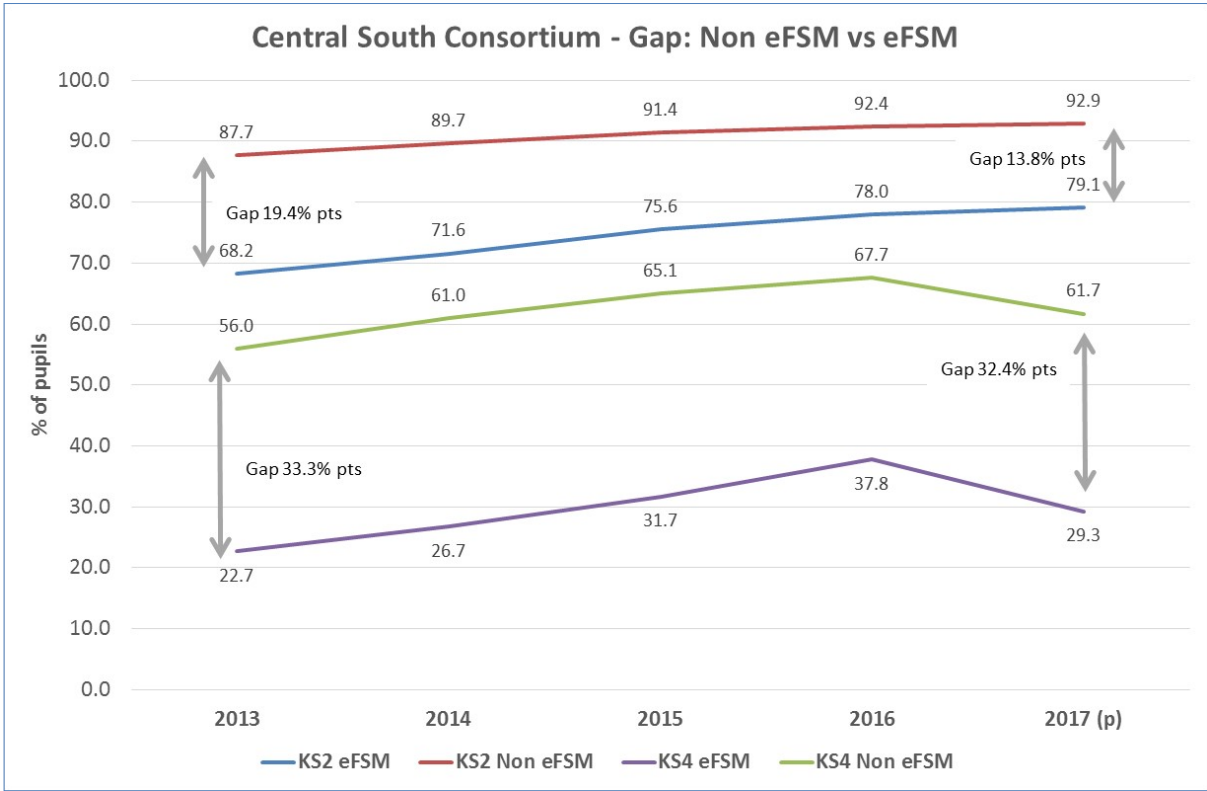


There are particular issues across the region relating to boys' performance in literacy/English/Welsh, and girls' performance in mathematics/numeracy which are first identified within the Foundation Phase and continue to the end of Key Stage 4.

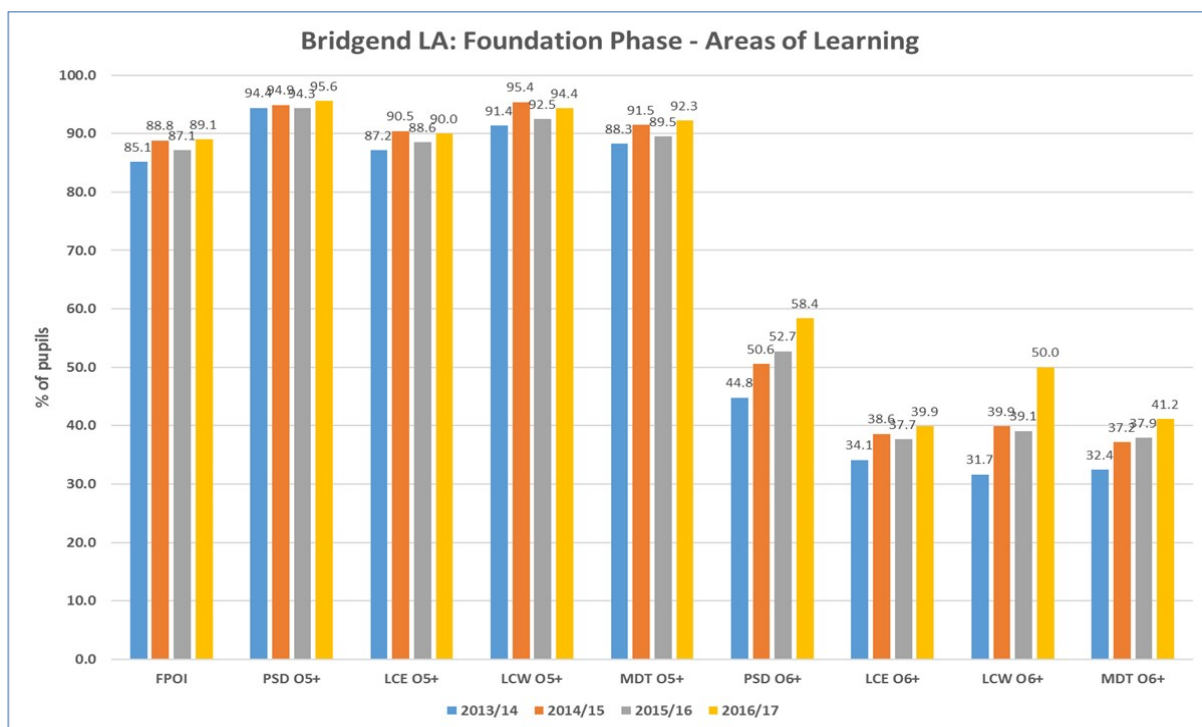
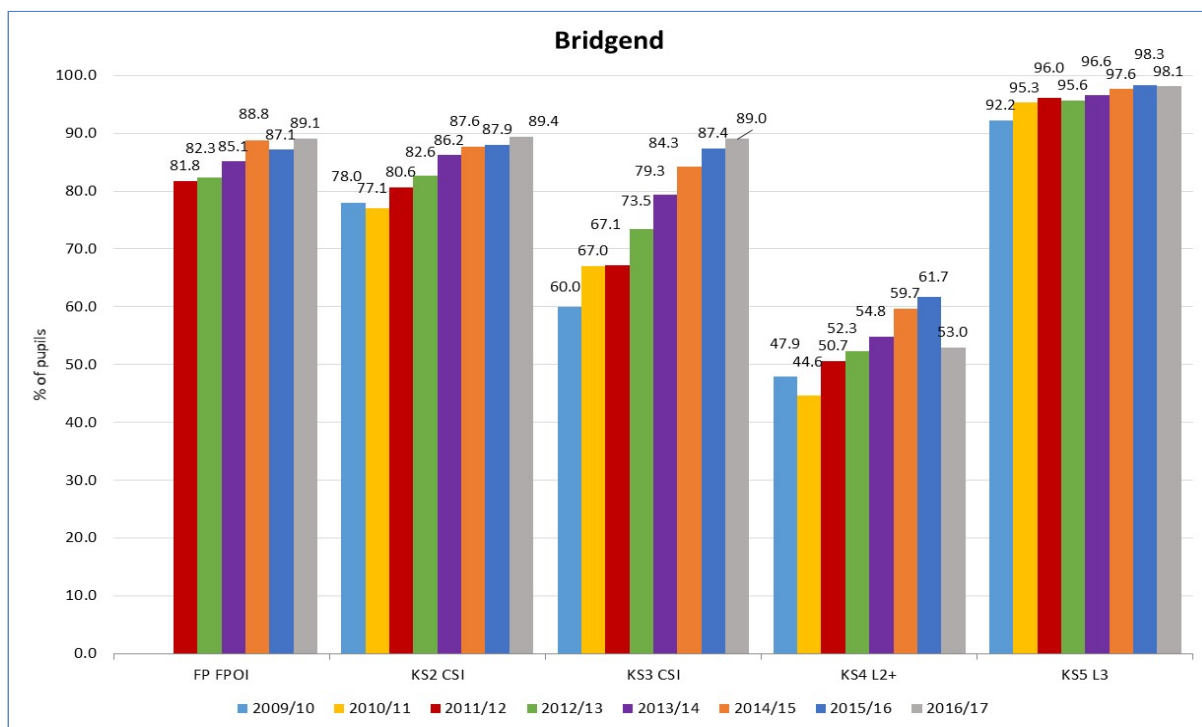


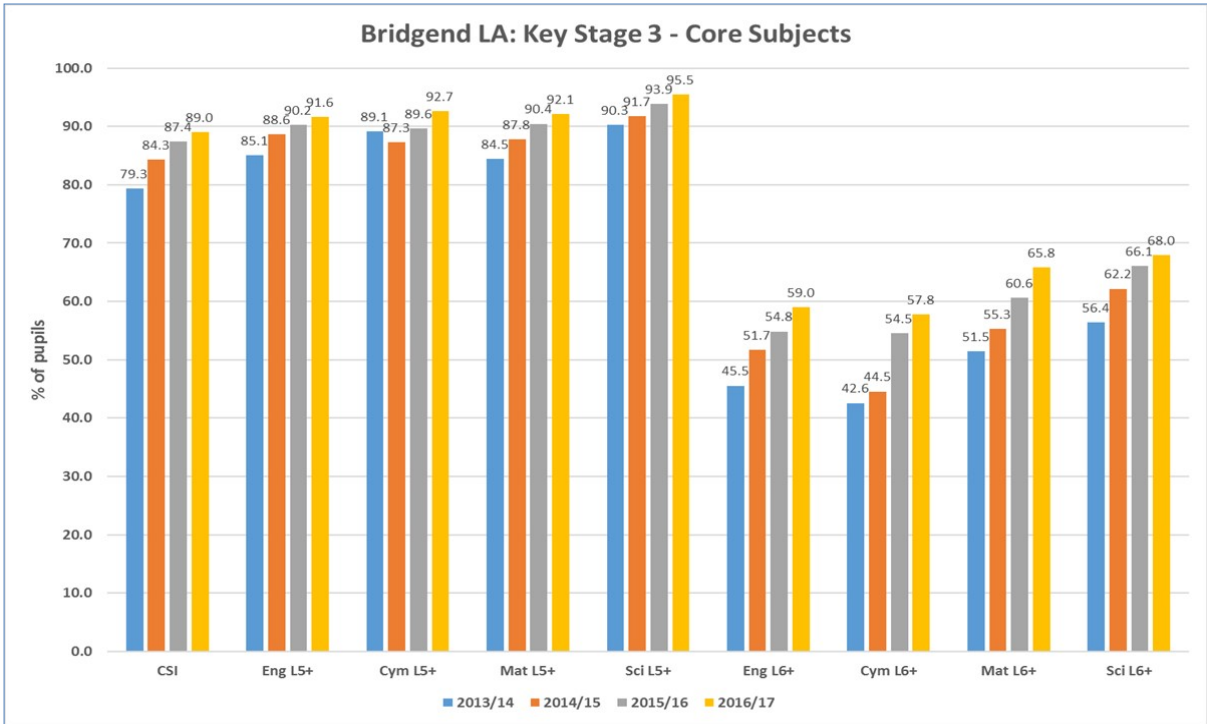
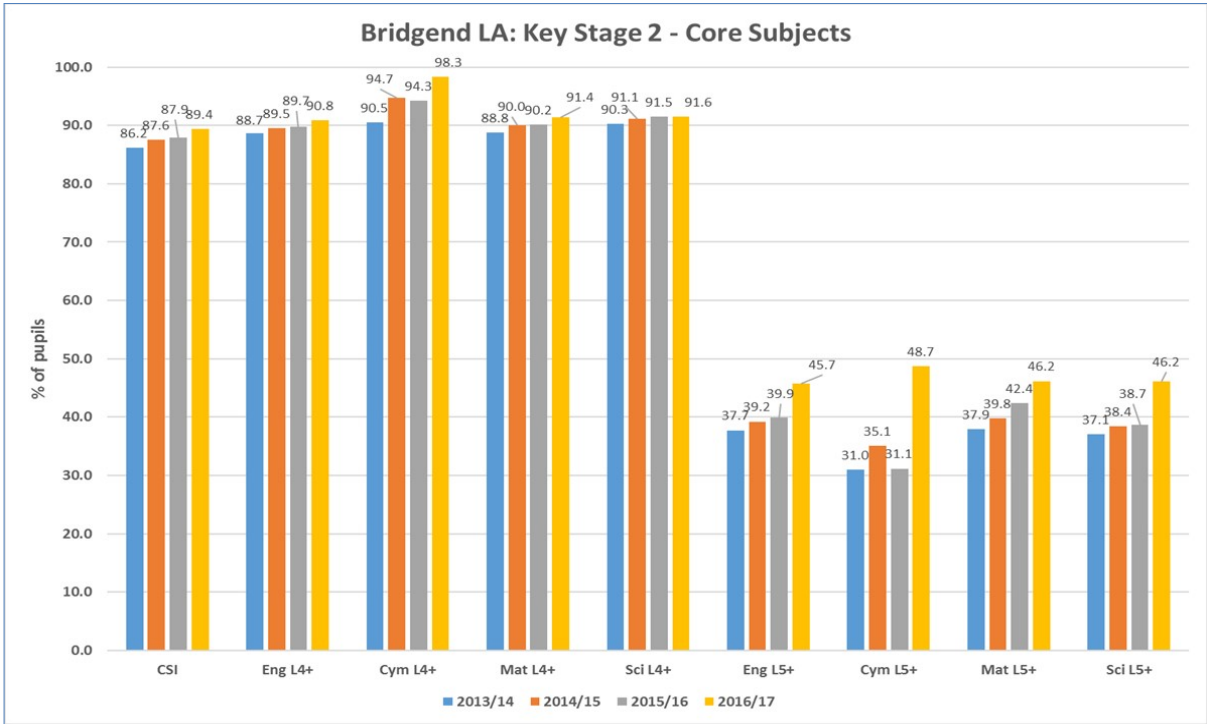
The gap between the performance of pupil's e-FSM and their peers is narrowing for Key Stage 2, but has widened for secondary in the most recent year.

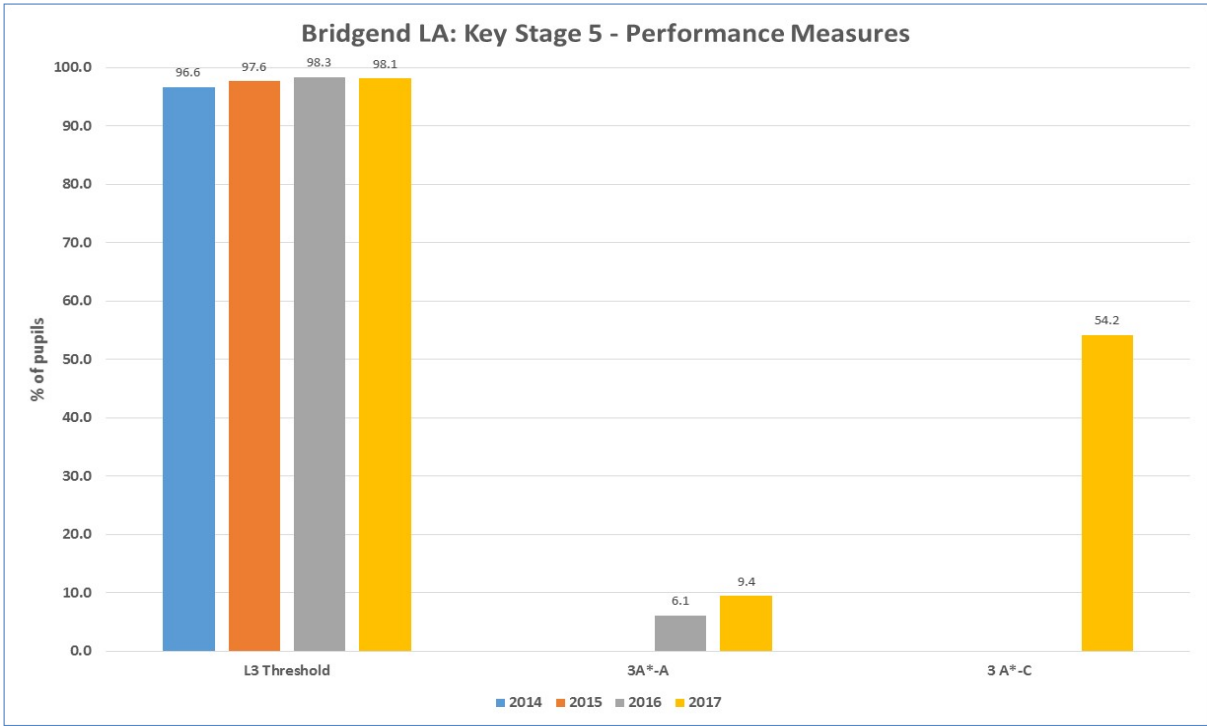
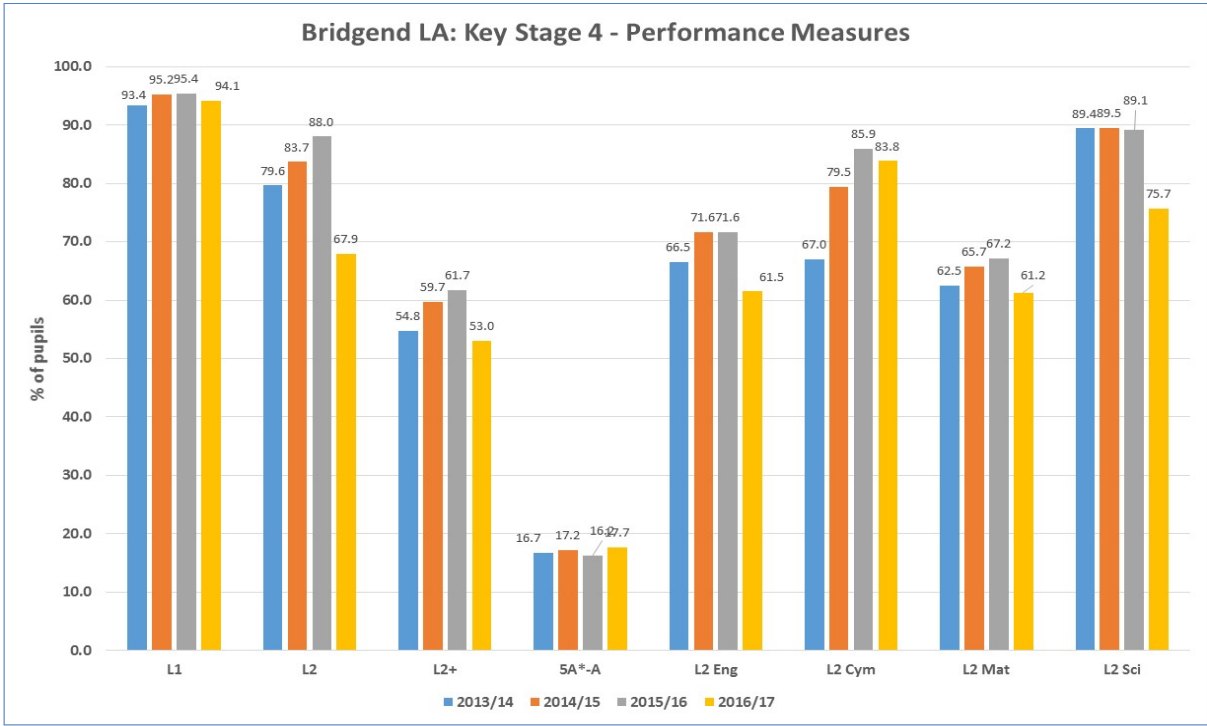


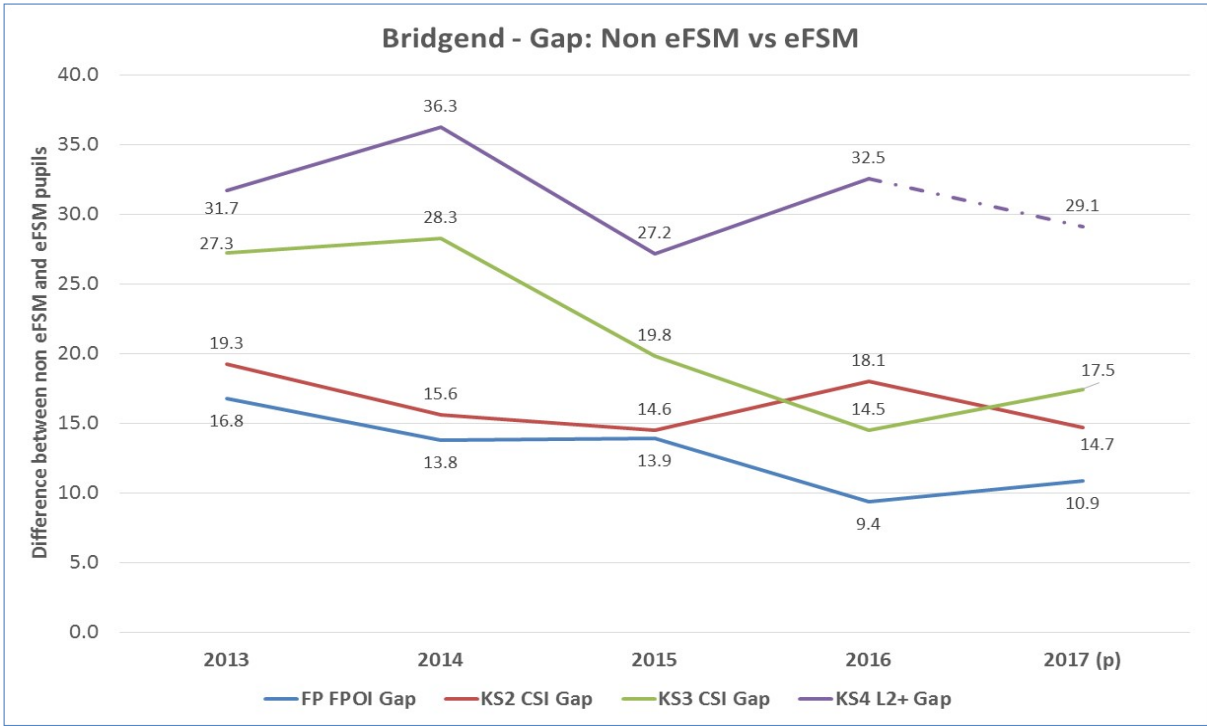
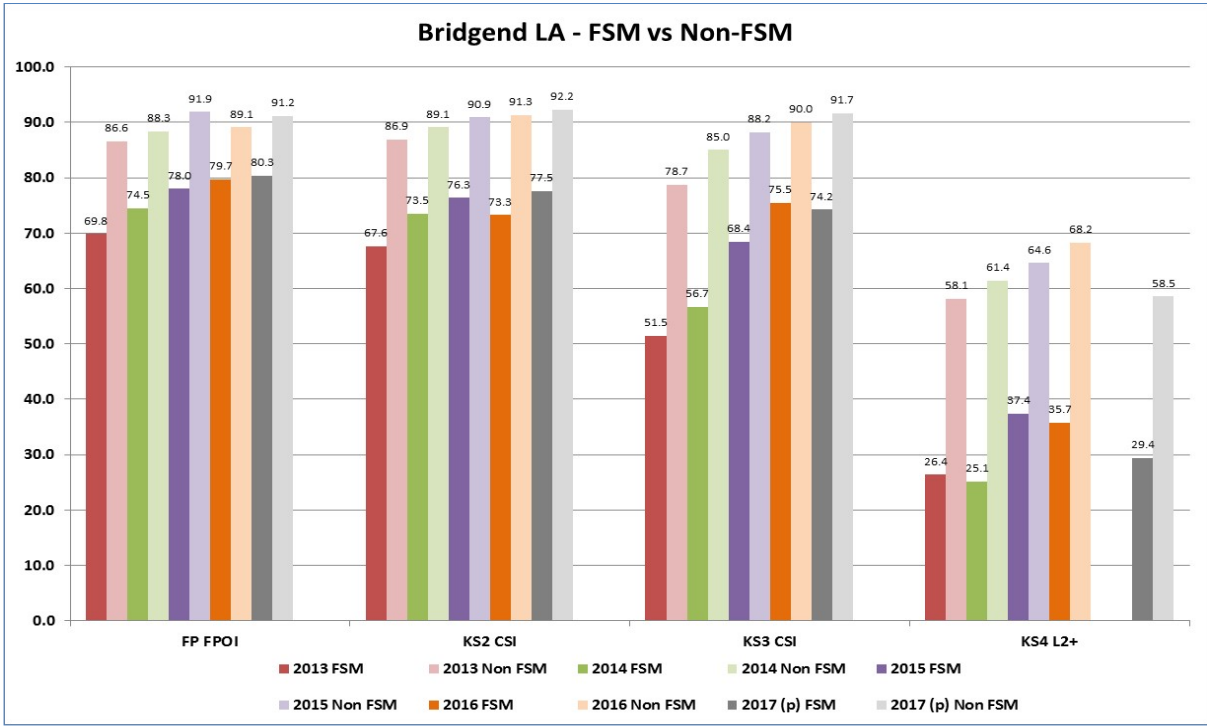


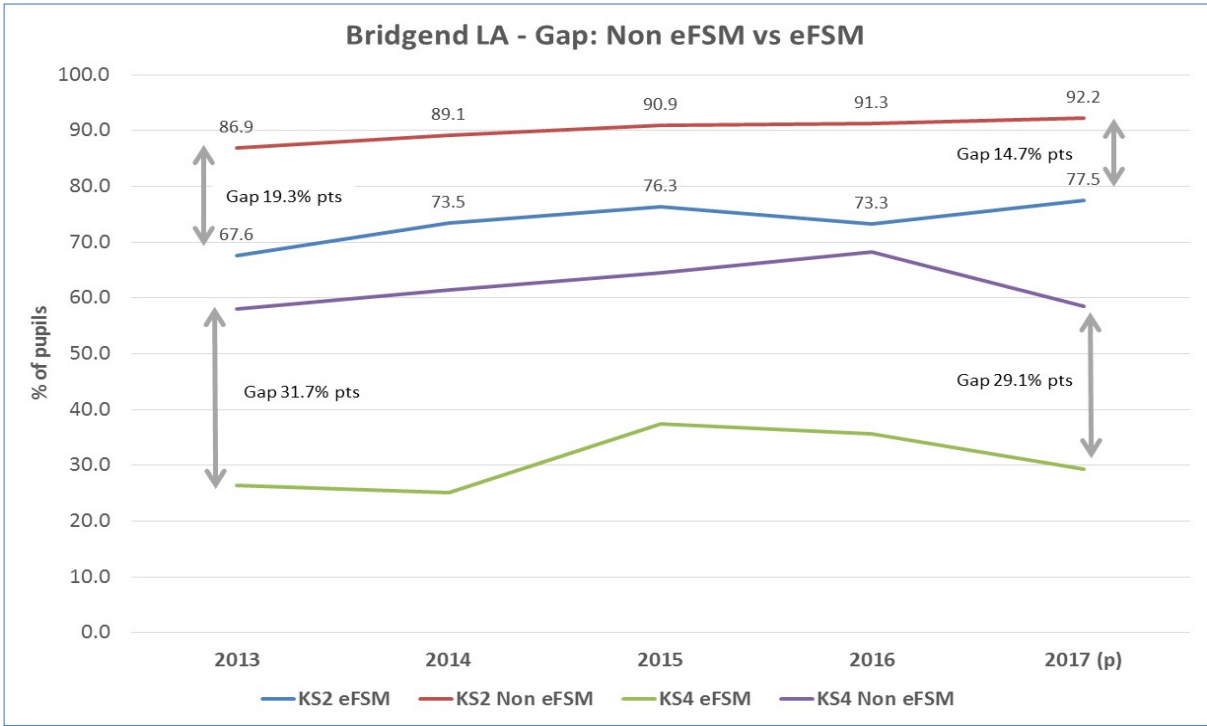
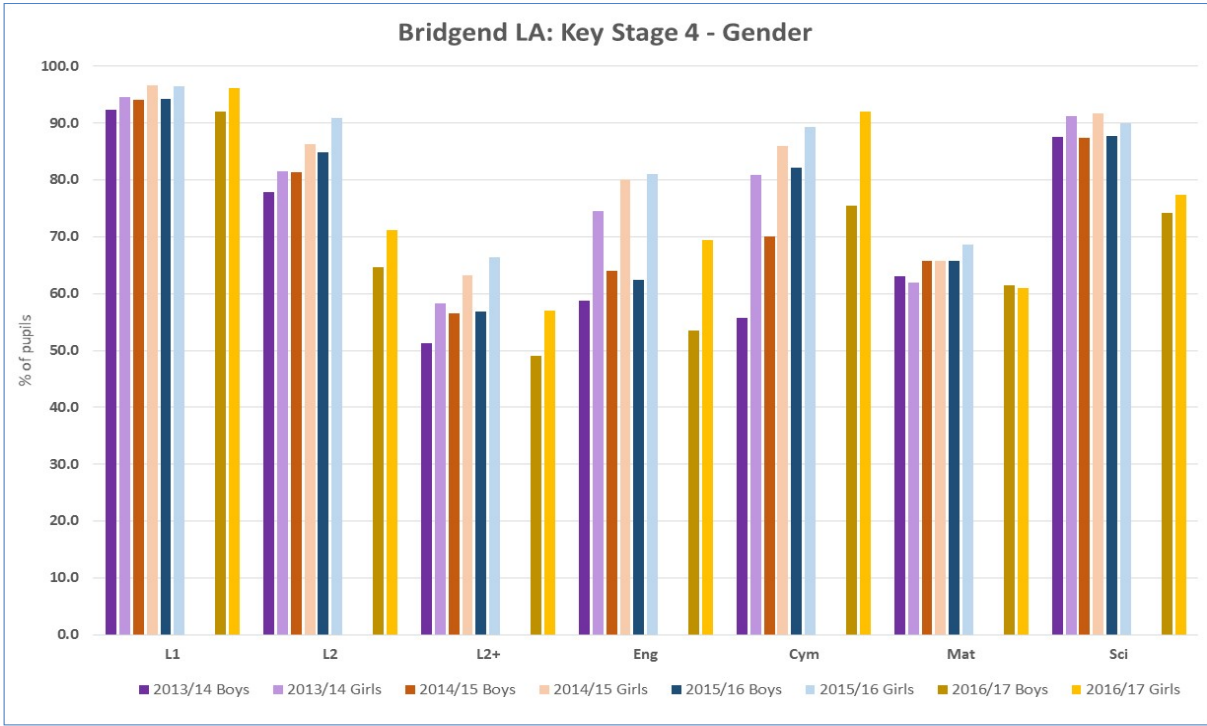
**Annex B: Headline results across the Cardiff LA 2016/17**







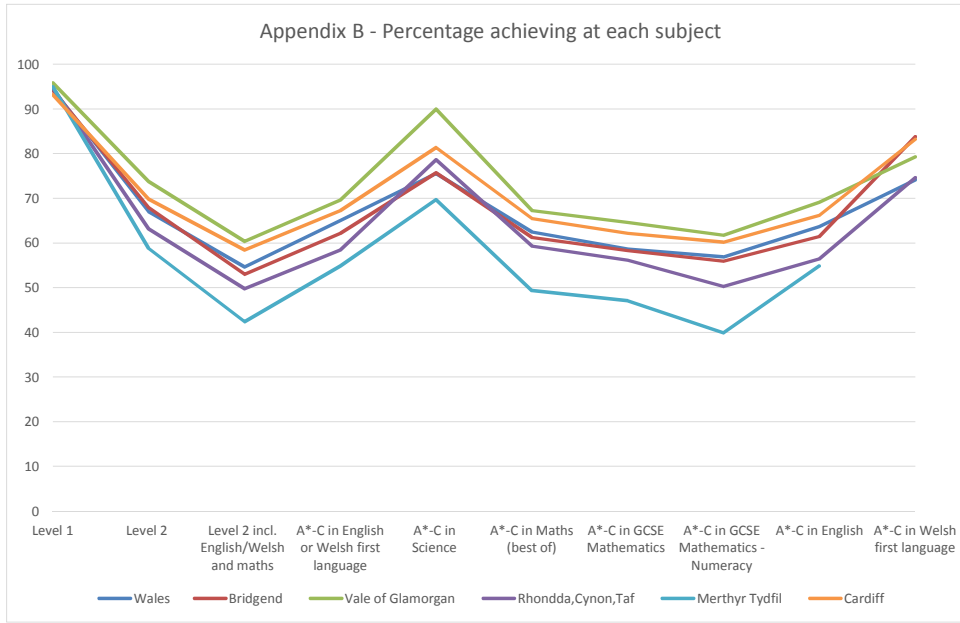




## Appendix B

Percentage achieving at each subject

	Level 1	Level 2	Level 2 incl. English/Welsh and maths	A*-C in English or Welsh first language	A*-C in Science	A*-C in Maths (best of)	A*-C in GCSE Mathematics	A*-C in GCSE Mathematics - Numeracy	A*-C in English	A*-C in Welsh first language
Wales	94.448517	67.035278	54.641639	65.0435	75.614264	62.490838	58.676185	56.888365	63.666784	74.184529
Bridgend	94.132029	67.909535	52.99511	62.163814	75.733496	61.246944	58.312958	55.929095	61.491443	83.838384
Vale of Glamorgan	95.868946	73.789174	60.39886	69.65812	90.02849	67.307692	64.60114	61.752137	69.159544	79.338843
Rhondda,Cynon,Taf	94.710229	63.204979	49.824971	58.498639	78.646441	59.315441	56.164916	50.330611	56.437184	74.688797
Merthyr Tydfil	95.008913	58.823529	42.424242	54.901961	69.69697	49.376114	47.058824	39.928699	54.901961	
Cardiff	93.207432	69.875114	58.452635	67.286019	81.388974	65.458422	62.199208	60.219312	66.219921	83.289125



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Appendix C Performance of boys and girls over time in Bridgend

Outcome 5+

	LCE O5+		Diff (LCE O5+)		
	Boys	Girls	LA	CSC	Wales
2013	83	92.3	-9.8	-8.2	-8.3
2014	87	94.8	-8.3	-8.6	-7.6
2015	84	93.8	-9.6	-8.5	-8.3
2016	87	93.3	-6.4	-7.2	-7.2

	LCW O5+		Diff (LCW O5+)		
	Boys	Girls	LA	CSC	Wales
2013/14	88.6	94.2	-5.6	-6.7	-7.9
2014/15	92.9	98.5	-5.6	-2.8	-6.7
2015/16	91.4	93.7	-2.2	-5.2	-7
2016/17	93.2	95.6	-2.3	-6.3	-6

	MDT O5+		Diff (MDT O5+)		
	Boys	Girls	LA	CSC	Wales
2013	85	91.5	-6.3	-5.4	-4.9
2014	90	93.3	-3.3	-5.2	-4.6
2015	85	94.8	-9.6	-5.9	-5.3
2016	90	94.4	-4.2	-4.5	-4.1

	PSD O5+		Diff (PSD O5+)		
	Boys	Girls	LA	CSC	Wales
2013/14	91	98.1	-7.1	-5.3	-5.3
2014/15	92.5	97.5	-5	-5.6	-4.8
2015/16	90.5	98.9	-8.4	-5.8	-5.3
2016/17	93.5	97.8	-4.3	-5.2	-5

Outcome 6+

	LCE O6+		Diff (LCE O6+)		
	Boys	Girls	LA	CSC	Wales
2013	27	42.1	-15.5	-11.1	-12.1
2014	34	44.1	-10.6	-11.7	-13.2
2015	32	44.4	-12.3	-11.5	-11.7
2016	35	45.5	-10.9	-13.1	-12.7

	LCW O6+		Diff (LCW O6+)		
	Boys	Girls	LA	CSC	Wales
2013/14	28.6	34.8	-6.2	-9.6	-12.3
2014/15	34.1	47.1	-12.9	-16.1	-16.2
2015/16	31.4	47.6	-16.2	-13	-15.1
2016/17	45.9	54.4	-8.5	-13.6	-13.7

	MDT O6+		Diff (MDT O6+)		
	Boys	Girls	LA	CSC	Wales
2013	31	33.9	-2.9	1.8	0.9
2014	39	35.4	3.5	-0.9	-1
2015	36	40	-3.9	0	0.1
2016	40	42	-1.6	-1.2	-0.9

	PSD O6+		Diff (PSD O6+)		
	Boys	Girls	LA	CSC	Wales
2013/14	34.3	56.1	-21.8	-17.9	-18.1
2014/15	43.2	58.7	-15.6	-18.6	-19.3
2015/16	43.5	63.8	-20.3	-17.4	-18.3
2016/17	49.8	67.4	-17.7	-19.3	-18

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LA	School Code	School Name	Key Indicator	Results % - All Pupils 2015	Results % - All Pupils 2016	Results % - All Pupils 2017
672	6724059	Cynffig Comprehensive	Level 1 threshold	97.0	100.0	98.1
672	6724059	Cynffig Comprehensive	Level 2 threshold	83.2	85.1	61.3
672	6724059	Cynffig Comprehensive	Level 2 threshold including English/Welsh and Maths	55.4	57.9	43.4
672	6724059	Cynffig Comprehensive	5A*A	9.9	7.0	-
672	6724059	Cynffig Comprehensive	Core Subject Indicator	54.5	53.5	40.6
672	6724059	Cynffig Comprehensive	English	74.3	70.2	47.2
672	6724059	Cynffig Comprehensive	Welsh as 1st Language			-
672	6724059	Cynffig Comprehensive	Mathematics	57.4	60.5	57.5
672	6724059	Cynffig Comprehensive	Science	83.2	75.4	48.1
672	6724059	Cynffig Comprehensive	No qualifications	0.0	0.0	-
672	6724059	Cynffig Comprehensive	L2 Numeracy	-	-	51.9
672	6724059	Cynffig Comprehensive	Maths A*- C (L2 Mat)	-	-	52.8
672	6724059	Cynffig Comprehensive	CPS 9	-	-	328.1
672	6724068	Bryntirion Comprehensive.	Level 1 threshold	100.0	100.0	99.5
672	6724068	Bryntirion Comprehensive.	Level 2 threshold	98.6	100.0	80.6
672	6724068	Bryntirion Comprehensive.	Level 2 threshold including English/Welsh and Maths	74.8	76.3	64.4
672	6724068	Bryntirion Comprehensive.	5A*A	24.5	22.5	-
672	6724068	Bryntirion Comprehensive.	Core Subject Indicator	74.8	75.6	67.0
672	6724068	Bryntirion Comprehensive.	English	83.0	81.9	74.3
672	6724068	Bryntirion Comprehensive.	Welsh as 1st Language			-
672	6724068	Bryntirion Comprehensive.	Mathematics	78.9	80.0	73.8
672	6724068	Bryntirion Comprehensive.	Science	100.0	98.8	100.0
672	6724068	Bryntirion Comprehensive.	No qualifications	0.0	0.0	-
672	6724068	Bryntirion Comprehensive.	L2 Numeracy	-	-	70.2
672	6724068	Bryntirion Comprehensive.	Maths A*- C (L2 Mat)	-	-	71.7
672	6724068	Bryntirion Comprehensive.	CPS 9	-	-	403.4
672	6724071	Maesteg Comprehensive School	Level 1 threshold	99.5	98.1	96.8
672	6724071	Maesteg Comprehensive School	Level 2 threshold	93.1	88.5	53.2
672	6724071	Maesteg Comprehensive School	Level 2 threshold including English/Welsh and Maths	58.1	48.4	41.1
672	6724071	Maesteg Comprehensive School	5A*A	17.7	5.7	-
672	6724071	Maesteg Comprehensive School	Core Subject Indicator	57.6	47.8	38.4
672	6724071	Maesteg Comprehensive School	English	67.0	66.9	51.1
672	6724071	Maesteg Comprehensive School	Welsh as 1st Language			-
672	6724071	Maesteg Comprehensive School	Mathematics	65.0	53.5	48.4
672	6724071	Maesteg Comprehensive School	Science	94.1	91.7	46.3
672	6724071	Maesteg Comprehensive School	No qualifications	0.0	0.0	-
672	6724071	Maesteg Comprehensive School	L2 Numeracy	-	-	37.4
672	6724071	Maesteg Comprehensive School	Maths A*- C (L2 Mat)	-	-	45.3
672	6724071	Maesteg Comprehensive School	CPS 9	-	-	326.5
672	6724076	Pencoed Comprehensive	Level 1 threshold	97.5	97.0	92.7
672	6724076	Pencoed Comprehensive	Level 2 threshold	96.2	94.8	66.2
672	6724076	Pencoed Comprehensive	Level 2 threshold including English/Welsh and Maths	56.7	65.7	57.0
672	6724076	Pencoed Comprehensive	5A*A	13.4	15.7	-
672	6724076	Pencoed Comprehensive	Core Subject Indicator	56.7	63.4	56.3
672	6724076	Pencoed Comprehensive	English	68.2	79.1	64.2
672	6724076	Pencoed Comprehensive	Welsh as 1st Language			-
672	6724076	Pencoed Comprehensive	Mathematics	64.3	69.4	63.6
672	6724076	Pencoed Comprehensive	Science	98.1	95.5	62.9
672	6724076	Pencoed Comprehensive	No qualifications	0.6	0.0	-
672	6724076	Pencoed Comprehensive	L2 Numeracy	-	-	58.9
672	6724076	Pencoed Comprehensive	Maths A*- C (L2 Mat)	-	-	60.3
672	6724076	Pencoed Comprehensive	CPS 9	-	-	349.3
672	6724078	Brynteg School	Level 1 threshold	96.9	99.2	99.6
672	6724078	Brynteg School	Level 2 threshold	92.0	94.8	77.2
672	6724078	Brynteg School	Level 2 threshold including English/Welsh and Maths	68.6	67.9	64.5
672	6724078	Brynteg School	5A*A	23.0	20.6	-
672	6724078	Brynteg School	Core Subject Indicator	66.6	65.9	64.9
672	6724078	Brynteg School	English	76.7	77.8	73.4
672	6724078	Brynteg School	Welsh as 1st Language			-
672	6724078	Brynteg School	Mathematics	75.6	74.6	72.2
672	6724078	Brynteg School	Science	89.9	92.5	78.8
672	6724078	Brynteg School	No qualifications	0.0	0.0	-
672	6724078	Brynteg School	L2 Numeracy	-	-	69.5
672	6724078	Brynteg School	Maths A*- C (L2 Mat)	-	-	69.1
672	6724078	Brynteg School	CPS 9	-	-	391.0

672	6724080	Porthcawl Comprehensive School	Level 1 threshold	98.4	98.1	99.5
672	6724080	Porthcawl Comprehensive School	Level 2 threshold	81.2	81.3	82.3
672	6724080	Porthcawl Comprehensive School	Level 2 threshold including English/Welsh and Maths	67.1	70.8	63.6
672	6724080	Porthcawl Comprehensive School	5A*A	26.7	33.5	-
672	6724080	Porthcawl Comprehensive School	Core Subject Indicator	67.5	71.3	66.0
672	6724080	Porthcawl Comprehensive School	English	78.8	79.4	69.9
672	6724080	Porthcawl Comprehensive School	Welsh as 1st Language			0.0
672	6724080	Porthcawl Comprehensive School	Mathematics	75.7	79.9	75.6
672	6724080	Porthcawl Comprehensive School	Science	98.4	99.0	96.7
672	6724080	Porthcawl Comprehensive School	No qualifications	0.0	0.0	-
672	6724080	Porthcawl Comprehensive School	L2 Numeracy	-	-	72.7
672	6724080	Porthcawl Comprehensive School	Maths A*- C (L2 Mat)	-	-	69.4
672	6724080	Porthcawl Comprehensive School	CPS 9	-	-	400.3
672	6724085	Ysgol Gyfun Gymraeg Llangynwyd	Level 1 threshold	98.8	100.0	100.0
672	6724085	Ysgol Gyfun Gymraeg Llangynwyd	Level 2 threshold	91.7	99.0	74.3
672	6724085	Ysgol Gyfun Gymraeg Llangynwyd	Level 2 threshold including English/Welsh and Maths	56.0	74.7	61.0
672	6724085	Ysgol Gyfun Gymraeg Llangynwyd	5A*A	11.9	18.2	-
672	6724085	Ysgol Gyfun Gymraeg Llangynwyd	Core Subject Indicator	52.4	73.7	54.3
672	6724085	Ysgol Gyfun Gymraeg Llangynwyd	English	73.8	81.8	69.5
672	6724085	Ysgol Gyfun Gymraeg Llangynwyd	Welsh as 1st Language	79.5	85.9	83.8
672	6724085	Ysgol Gyfun Gymraeg Llangynwyd	Mathematics	61.9	77.8	61.9
672	6724085	Ysgol Gyfun Gymraeg Llangynwyd	Science	91.7	93.9	81.0
672	6724085	Ysgol Gyfun Gymraeg Llangynwyd	No qualifications	1.2	0.0	-
672	6724085	Ysgol Gyfun Gymraeg Llangynwyd	L2 Numeracy	-	-	59.0
672	6724085	Ysgol Gyfun Gymraeg Llangynwyd	Maths A*- C (L2 Mat)	-	-	61.0
672	6724085	Ysgol Gyfun Gymraeg Llangynwyd	CPS 9	-	-	373.5
672	6724086	Coleg Cymunedol y Dderwen	Level 1 threshold	94.0	98.2	93.9
672	6724086	Coleg Cymunedol y Dderwen	Level 2 threshold	59.2	93.8	59.1
672	6724086	Coleg Cymunedol y Dderwen	Level 2 threshold including English/Welsh and Maths	44.0	55.8	41.7
672	6724086	Coleg Cymunedol y Dderwen	5A*A	6.0	8.0	-
672	6724086	Coleg Cymunedol y Dderwen	Core Subject Indicator	42.2	52.2	41.7
672	6724086	Coleg Cymunedol y Dderwen	English	59.2	65.0	49.6
672	6724086	Coleg Cymunedol y Dderwen	Welsh as 1st Language			-
672	6724086	Coleg Cymunedol y Dderwen	Mathematics	50.0	61.9	53.0
672	6724086	Coleg Cymunedol y Dderwen	Science	81.2	88.9	87.4
672	6724086	Coleg Cymunedol y Dderwen	No qualifications	0.0	0.0	-
672	6724086	Coleg Cymunedol y Dderwen	L2 Numeracy	-	-	43.0
672	6724086	Coleg Cymunedol y Dderwen	Maths A*- C (L2 Mat)	-	-	52.6
672	6724086	Coleg Cymunedol y Dderwen	CPS 9	-	-	347.9
672	6724601	Archbishop Mcgrath Catholic School	Level 1 threshold	98.4	99.1	100.0
672	6724601	Archbishop Mcgrath Catholic School	Level 2 threshold	87.0	83.8	82.9
672	6724601	Archbishop Mcgrath Catholic School	Level 2 threshold including English/Welsh and Maths	66.7	61.5	58.5
672	6724601	Archbishop Mcgrath Catholic School	5A*A	14.6	13.7	-
672	6724601	Archbishop Mcgrath Catholic School	Core Subject Indicator	62.6	59.8	58.5
672	6724601	Archbishop Mcgrath Catholic School	English	85.4	70.1	74.0
672	6724601	Archbishop Mcgrath Catholic School	Welsh as 1st Language			-
672	6724601	Archbishop Mcgrath Catholic School	Mathematics	69.1	69.2	62.6
672	6724601	Archbishop Mcgrath Catholic School	Science	84.6	96.6	97.6
672	6724601	Archbishop Mcgrath Catholic School	No qualifications	0.0	0.0	-
672	6724601	Archbishop Mcgrath Catholic School	L2 Numeracy	-	-	56.9
672	6724601	Archbishop Mcgrath Catholic School	Maths A*- C (L2 Mat)	-	-	58.5
672	6724601	Archbishop Mcgrath Catholic School	CPS 9	-	-	387.3
672	6729999	Bridgend	Level 1 threshold	95.2	95.4	94.1
672	6729999	Bridgend	Level 2 threshold	83.7	88.0	67.9
672	6729999	Bridgend	Level 2 threshold including English/Welsh and Maths	59.7	61.7	53.0
672	6729999	Bridgend	5A*A	17.2	16.2	-
672	6729999	Bridgend	Core Subject Indicator	58.6	60.0	52.6
672	6729999	Bridgend	English	71.6	71.6	61.5
672	6729999	Bridgend	Welsh as 1st Language	79.5	85.9	83.8
672	6729999	Bridgend	Mathematics	65.7	67.2	61.2
672	6729999	Bridgend	Science	89.5	89.1	75.7
672	6729999	Bridgend	No qualifications	0.4	0.3	-
672	6729999	Bridgend	L2 Numeracy	-	-	55.9
672	6729999	Bridgend	Maths A*- C (L2 Mat)	-	-	58.3
672	6729999	Bridgend	CPS 9	-	-	356.9
888	8889999	Wales	Level 1 threshold	94.41	95.26	94.45
888	8889999	Wales	Level 2 threshold	84.1	84.05	67.04
888	8889999	Wales	Level 2 threshold including English/Welsh and Maths	57.95	60.29	54.64
888	8889999	Wales	5A*A			
888	8889999	Wales	Core Subject Indicator			
888	8889999	Wales	English	68.6	69.32	63.67
888	8889999	Wales	Welsh as 1st Language	75.2	75.1	74.18
888	8889999	Wales	Mathematics	64.38	66.91	62.49
888	8889999	Wales	Science	83.96	82.37	75.61
888	8889999	Wales	No qualifications			
888	8889999	Wales	L2 Numeracy			56.89

888	8889999	Wales	Maths A* - C (L2 Mat)			58.68
888	8889999	Wales	CPS 9			

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## **Appendix E**

### **Glossary**

Thresholds represent a volume, or 'size', of qualifications at a specific level on the National Qualifications Framework (NQF).

Three thresholds have been established:

- Level 1 – a volume of qualifications at Level 1 equivalent to the volume of 5 GCSEs at grade A\*-G
- Level 2 – a volume of qualifications at Level 2 equivalent to the volume of 5 GCSEs at grade A\*-C
- Level 2 inclusive – five GCSEs at A\*-C inclusive of English/Welsh and Mathematics
- Level 3 – a volume of qualifications at Level 3 equivalent to the volume of 2 A levels at grade A\*-E

The 'Capped 9' score is calculated using the best nine results for each pupil, with subject specific requirements in English/Welsh, Mathematics, Mathematics-Numeracy and Science.

#### **What is the average GCE point score for A levels?**

The average points score is calculated by assigning each level a certain number of points: an A\* grade scores 300 points, A 270, B 240, C 210, D 180, E 150. Schools are also ranked by the average points score per student when the values for all their results are aggregated and then averaged by the number of qualifications they have taken.

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