

# BRIDGEND COUNTY BOROUGH COUNCIL

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

2<sup>nd</sup> FEBRUARY 2017

### SCHOOL STANDARDS REPORT

#### FOUNDATION PHASE, KEY STAGES 2, 3, 4 AND POST 16 OUTCOMES FOR 2015/16

#### 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 2015/16 academic year.

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

- 2.1 The information in this report relates to strategic priority 1 in the Corporate Plan 'Supporting a Successful Economy'.

#### 3. Background

- 3.1 The following report evaluates the educational performance in Bridgend. The evaluation is in relation to trends in standards over a three-year period including the most recent year, standards compared to the other local authorities in Wales and the rate of improvement 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 for Bridgend is 19.8% and for Wales is 18.8% (source All Wales Core Data Set 2015/16). 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. That 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.

There are 22 local authorities in Wales. When placed in order with the least deprived at 1<sup>st</sup> position, Bridgend is 15<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 2015/16). Therefore, when Bridgend performs better than rank position 15<sup>th</sup>, it is performing above modeled expectations based on eligibility for free school meals.

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

### 3.3 Executive Summary

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 and better than similar local authorities, based on national ranking, in most indicators.

There was a dip in performance in the Foundation Phase, (as measured by the Foundation Phase Outcome Indicator) in 2016, however, it was from a previous very high position and still leaves Bridgend slightly above the national average and in rank 12 position (rank 15 being the three year free school meal average for Bridgend) and therefore performance is still good.

There is a serious concern in key stage 2 where standards, based on the core subject indicator, did not rise in line with the national rate in 2016; performance being slightly below the national average for the last two years; and, in rank position 17 in 2016. Closer analysis reveals that this is mainly due to a decline in the performance of pupils eligible for free school meals. There is a three year downward trend in the performance of this group of learners at key stage two, whereas, at all other key stages there is a three year improving trend.

Performance in key stage 3 is good. A particular strength is performance at key stage 4 and Post 16. In 2016 Bridgend is above national averages and the benchmark of rank 15 in all key performance indicators. The key qualification of level 2 threshold including English/Welsh and mathematics has been above the national average for the last two years and in rank position 9 for the last two years. Schools in Bridgend add more value to pupil outcomes than the average for Wales. The average capped point score (average of best eight GCSE results per pupil) and the level 2 threshold inclusive of English/Welsh and mathematics are both significantly above the national average.

Performance at Post 16 is strong overall.

There are a greater proportion of schools in the Welsh Government standards groups 1 and 2 in Bridgend primary and secondary schools than nationally, and inspection outcomes generally compare well against the other Local Authorities in the consortium.

Attendance is a particular strength in Bridgend with secondary attendance being above the national average for the last three years and ranked in 8th position in 2016; primary and special attendance being above the national average for the last two years and ranked in 6th position in 2016. Fewer pupils in Bridgend are persistently absent (less than 80% attendance) compare to the rest of Wales.

#### **Strengths**

- Attainment at KS3 at expected levels of performance.
- The performance of girls in the FP.
- The performance of boys and girls in KS3.
- The performance of boys and girls in KS4.
- The performance of non FSM pupils in KS4.

- Attendance.

### **Areas for improvement**

- Raising attainment in the Foundation Phase (FP) in PSDWCD at the expected and higher than expected outcomes.
- Improving tracking and intervention in FP so that more pupils achieve all three areas of learning at the expected outcome.
- Raising attainment at KS2 at the expected and higher than expected level of attainment.
- Improving the attainment of e-FSM pupils at KS2.
- Achieving consistent improvement in the attainment of e-FSM pupils at KS4.

The schools in which there were dips in performance have been identified through the national categorization process and are being provided with additional support and monitoring. There are eleven more amber category schools in 2016/17 compared to 2015/16

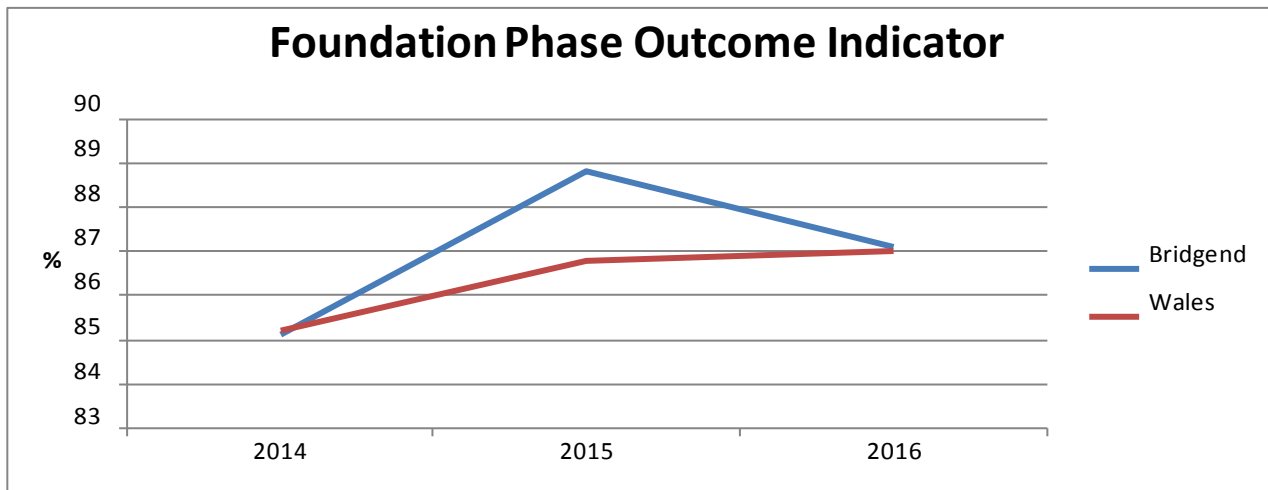
An audit has been developed to help schools evaluate their existing practice in relation to using the Pupil Deprivation Grant and identify ways in which the use of the grant can be improved. The Central South Consortium has an extensive knowledge base which can be shared with the schools to support the areas identified through the audit. The Central South Consortium Business Plan details how the improvements will be achieved (Appendix B).

Challenge advisers will be supporting all schools with this process this year.

The areas for improvement that have been identified above have been shared with Central South Consortium which has built relevant actions into its business plan. Please see Appendix C for case studies.

#### 4. Current situation / proposal

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



Foundation Phase Indicator (%)				
	2014	2015	2016	3yr improvement
Bridgend	85.1 ↑	88.8 ↑	87.1 ↓	+2.0
Wales	85.2 ↑	86.8 ↑	87.0 ↑	+1.8
Rank	11	7	12	

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

PSDWCD at Expected Outcome and Higher Than Expected Outcome (%)				
	2014	2015	2016	3Yr Diff
Bridgend O5 +	94.4 ↑	94.9 ↑	94.3 ↓	-0.1
Wales O 5+	94.2 ↑	94.8 ↑	94.5 ↓	+0.3
Bridgend O 6+	44.8 ↑	50.6 ↑	52.7 ↑	+7.4
Wales O 6+	51.5 ↑	56 ↑	58.9 ↑	+2.9
Rank O 5+	N/A	13	15	
Rank O 6+	N/A	18	21	

LLC-E at Expected Outcome (O 5+) and Higher than Expected Outcome (O 6+)				
	2014	2015	2016	3Yr Diff
Bridgend O 5+	87.2	90.5	88.6	+1.4
Wales O 5+	86.6	88.0	88.0	+1.4
Bridgend O6 +	34.1	38.6	37.7	+3.6
Wales O 6+	32.2	34.2	36.2	+4.0
Rank O 5+	11	6	10	
Rank O6+	N/A	5	8	

LLC-W at Expected Outcome and Higher than Expected Outcome				
	2014	2015	2016	3Yr Diff
Bridgend O 5+	91.4	95.4	92.5	+1.1
Wales O5+	89.8	91.3	90.7	+0.9
Bridgend O 6+	31.7	39.9	39.1	+7.4
Wales O 6+	32.5	36.9	36.2	+3.7
Rank O 5+	8	3	10	
Rank O 6+	N/A	5	9	

MD at Expected Outcome and Higher than Expected Outcome				
	2014	2015	2016	3Yr Diff
Bridgend O5+	88.3	91.5	89.5	+1.2
Wales O5+	88.7	89.7	89.9	+1.2
Bridgend O6+	32.4	37.2	37.9	+6.2
Wales O6+	30.3	34.3	36.4	+6.1
Rank O 5+	12	7	16	
Rank O6+	N/A	5	5	

### 4.3 **Commentary—Foundation Phase**

#### **Standards of attainment in the Foundation Phase are Good**

At the expected outcome of attainment (O 5+) there has been a decline in all indicators compared to the 2015 performance. Bridgend remains above the national average in 3 of the 5 indicators at this level.

At the higher than expected outcome, there has been an improvement in 2 indicators and a decline in 2. Bridgend remains above the national average in 3 out of the 4 indicators at this level.

The average rank performance across all 9 indicators places Bridgend at 11.7. Therefore the performance of Bridgend at the Foundation Phase compares well to that of similar authorities.

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 4 indicators, equal in 2 indicators and less than in 2 indicators.

There is a three-year improving trend in all indicators except for PSDWCD.

The three-year average ranking of the combined indicator, FPOI, places Bridgend 10th in Wales which compares well against similar local authorities.

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.

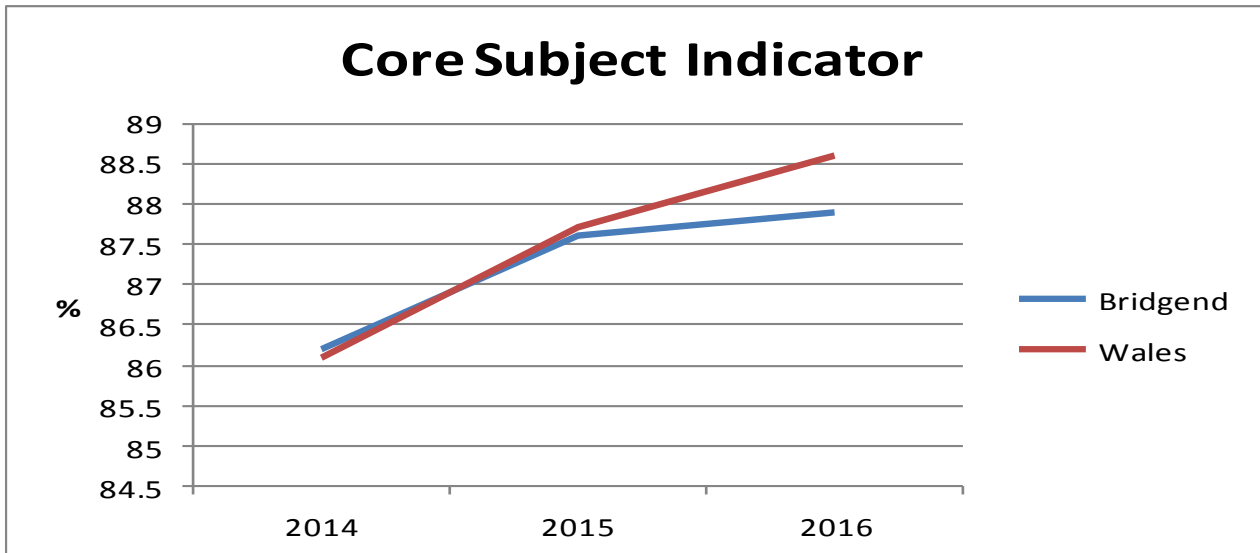
**Attainment in the Foundation Phase is a strength.**

**Raising attainment in PSDWCD at the expected and higher than expected outcomes is an area for improvement.**

**Improving tracking and intervention in FP so that more pupils achieve all three areas of learning at the expected level is an area for improvement.**

#### 4.4 Key Stage 2

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	2014	2015	2016	3Yr Diff
Bridgend	86.2 ↑	87.6 ↑	87.9 ↑	+1.7
Wales	86.1 ↑	87.7 ↑	88.6 ↑	+2.5
Rank	12	15	17	













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

	2014	2015	2016	3Yr Diff
Bridgend L4+	88.7 ↑	89.5 ↑	89.7 ↑	+1.0
Wales L4+	88.4 ↑	89.6 ↑	90.3 ↑	+1.9
Bridgend L5+	37.7 ↑	39.2 ↑	39.9 ↑	+2.2
Wales L5+	38 ↑	40.8 ↑	42.0 ↑	+4.0
Rank L4+	N/A	15	19	
Rank L5+	N/A	15	17	













Welsh at the expected and higher than expected levels.

	2014	2015	2016	
Bridgend L4+	90.5 	94.7 	94.3 	+3.8
Wales L4+	88.1 	90.5 	90.8 	+2.7
Bridgend L5+	31 	35.1 	31.1 	+0.1
Wales L5+	33.9 	38 	38.0 	+4.1
Rank L4+	6	4	8	
Rank L5+	N/A	15	18	

Mathematics at the expected and higher than expected levels.

	2014	2015	2016	
Bridgend L4+	88.8 	90 	90.2 	+1.4
Wales L4+	88.9 	90.2 	91.0 	+2.1
Bridgend L5+	37.9 	39.8 	42.4 	+4.5
Wales L5+	38 	41.2 	43.2 	+5.2
Rank L4+	12	15	17	
Rank L5+	N/A	13	11	

Science at the expected and higher than expected levels.

	2014	2015	2016	
Bridgend L4+	90.3 	91.1 	91.5 	+1.2
Wales L4+	90.3 	91.4 	91.7 	+1.4
Bridgend L5+	37.1 	38.4 	38.7 	+1.6
Wales L5+	38.4 	41.1 	42.5 	+4.1
Rank L4+	14	14	15	
Rank L5+	N/A	17	19	



## 4.5 Commentary Key Stage 2

### **Standards of attainment at key stage 2 are adequate.**

At the expected level of attainment (L4+) there has been an increase in performance compared to 2015 in 4 indicators and a decrease in 1. Bridgend is now below the national average in 4 indicators and only above in 1. However, the range of performance is very narrow, for example Bridgend is only 0.7 of a percentage point below the national average.

At the higher than expected outcome, there has been an improvement in 3 indicators and a decline in 1. However, Bridgend is below the national average in all 4 indicators at this level. At this level the difference in performance between Bridgend and the national averages is slightly greater.

The average rank performance across all 9 indicators places Bridgend at 15.6. Therefore the performance of Bridgend at KS2 is slightly below that of similar authorities.

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 1 indicator and less than in 6 indicators.

There is a three-year improving trend in all indicators.

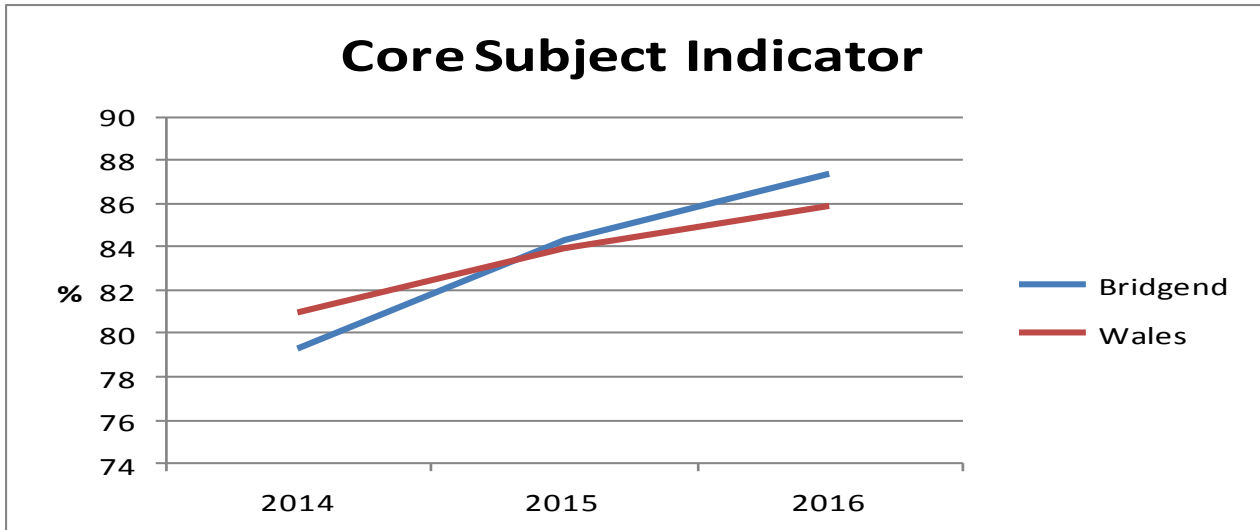
The three year average ranking of the combined indicator, CSI, places Bridgend 14.6 which is in line with the performance of similar local authorities.

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.

**Raising attainment in all subject areas at KS2 but particularly at the higher than expected level are areas for improvement.**

#### 4.6 Key Stage 3

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.















	2014	2015	2016	3Yr Diff
Bridgend	79.3 ↑	84.3 ↑	87.4 ↑	+8.1
Wales	81 ↑	83.9 ↑	85.9 ↑	+4.9
Rank	15	12	8	













#### English at the Expected Level L5+ and Higher Than Expected level L6+

	2014	2015	2016	3Yr Diff
Bridgend L5+	85.1 ↑	88.6 ↑	90.2 ↑	+5.1
Wales L5+	85.9 ↑	87.9 ↑	89.2 ↑	+3.3
Bridgend L6+	45.5 ↑	51.7 ↑	54.8 ↑	+9.3
Wales L6+	48.5 ↑	52.6 ↑	56.2 ↑	+7.7
Rank L5+	N/A	8	10	
Rank L6+	N/A	11	12	













**Welsh first language at the Expected Level L5+ and Higher Than Expected level L6+**

	2014 	2015 	2016 	3Yr Diff
Bridgend L5+	89.1 	87.3 	89.6 	+0.5
Wales L5+	90.1 	90.9 	92.0 	+1.9
Bridgend L6+	42.6	44.5	54.5	+11.9
Wales L6+	52.9 	56.1 	57.2 	+4.3
Rank L5+	13	14	15	
Rank L6+	N/A	16	12	

**Mathematics at the Expected Level L5+ and Higher Than Expected level L6+**

	2014	2015	2016	
Bridgend L5+	84.5 	87.8 	90.4 	+5.9
Wales L5+	86.5 	88.7 	90.1 	+3.6
Bridgend L6+	51.5 	55.3 	60.6 	+9.1
Wales L6+	56.2 	59.5 	62.7 	+6.5
Rank L5+	16	14	12	
Rank L6+	N/A	16	16	

**Science at the Expected Level L5+ and Higher Than Expected level L6+**

	2014	2015	2016	
Bridgend L5+	90.3 	91.7 	93.9 	+3.6
Wales L5+	90.4 	91.8 	92.8 	+2.4
Bridgend L6+	56.4 	62.2 	66.1 	+9.7
Wales L6+	54.6 	58.5 	62.9 	+8.3
Rank L5+	14	12	12	
Rank L6+	N/A	7	7	

#### 4.7 Commentary— Key Stage 3

##### **Standards of attainment in key stage 3 are good**

At the expected outcome of attainment (L5+) here has been an improvement in all indicators compared to 2015 performance. Bridgend is above the national average in 4 indicators and below in 1, at this level.

At the higher than expected outcome (L6+), there has been an improvement in all indicators. However, Bridgend is below the national average in all 4 indicators.

The average rank performance across all 9 indicators places Bridgend at 11.5. Therefore the performance of Bridgend at KS3 compares well to that of similar local authorities.

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 8 indicators and less than in 1 indicator.

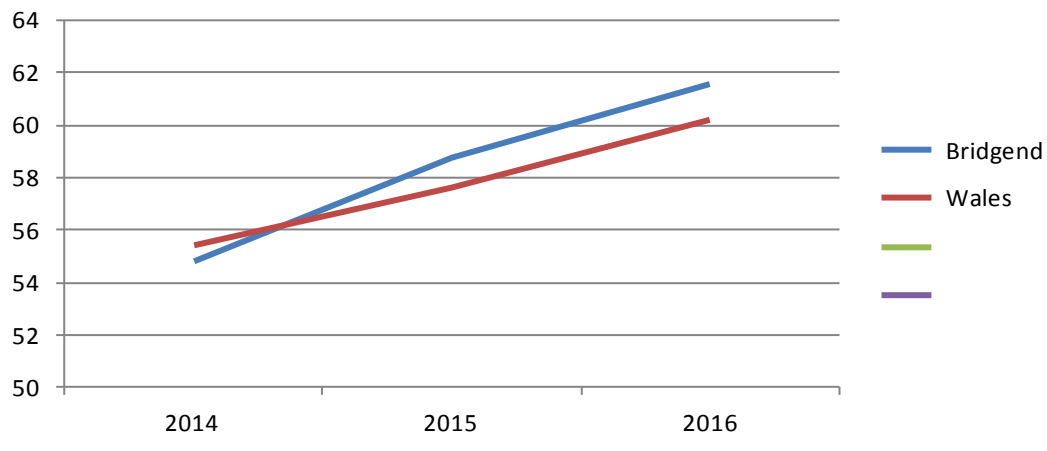
There is a three-year improving trend in all indicators.

The three year average ranking of the combined indicator, CSI, places Bridgend 11.6 which compares well to similar local authorities.

##### **Attainment at KS3 is a strength.**

**Raising attainment in all four core subjects at the higher than expected levels is an area for Improvement.**

## Level 2 Threshold (5 A\*-C at GCSE or equivalent including English/Welsh and maths)



	2014	2015	2016	
Bridgend	54.8 ↑	59.7 ↑	61.7 ↑	
Wales	55.4 ↑	57.6 ↑	60.3 ↑	
Rank	12	9	9	

### Level 1 Threshold (A\*-G at GCSE or equivalent)

	2014	2015	2016	
Bridgend	93.4 ↑	94.6 ↑	95.4 ↑	
Wales	94 ↑	94.3 ↑	95.3 ↑	
Rank			11	






### Level 2 Threshold (5 A\* - C or equivalent)

	2014	2015	2016	
Bridgend	79.6 ↑	82.8 ↑	87.8 ↑	
Wales	82.3 ↑	83.4 ↑	83.6 ↑	
Rank			6	






### Core Subject Indicator

	2014	2015	2016	
Bridgend	54.5 ↑	57.4 ↑	60.0 ↑	
Wales	52.6 ↑	54.3 ↑	57.5 ↑	
Rank	9	8	9	







## Level 2 English

	2014	2015	2016	
Bridgend	66.3 	71.3 	71.12	
Wales	66.2 	68.3 	70.3 	







## Level 2 Welsh

	2014	2015	2016	
Bridgend	67 	78.1 	85.87 	
Wales	73.7 	75.1 	75.1	

## Level 2 Mathematics

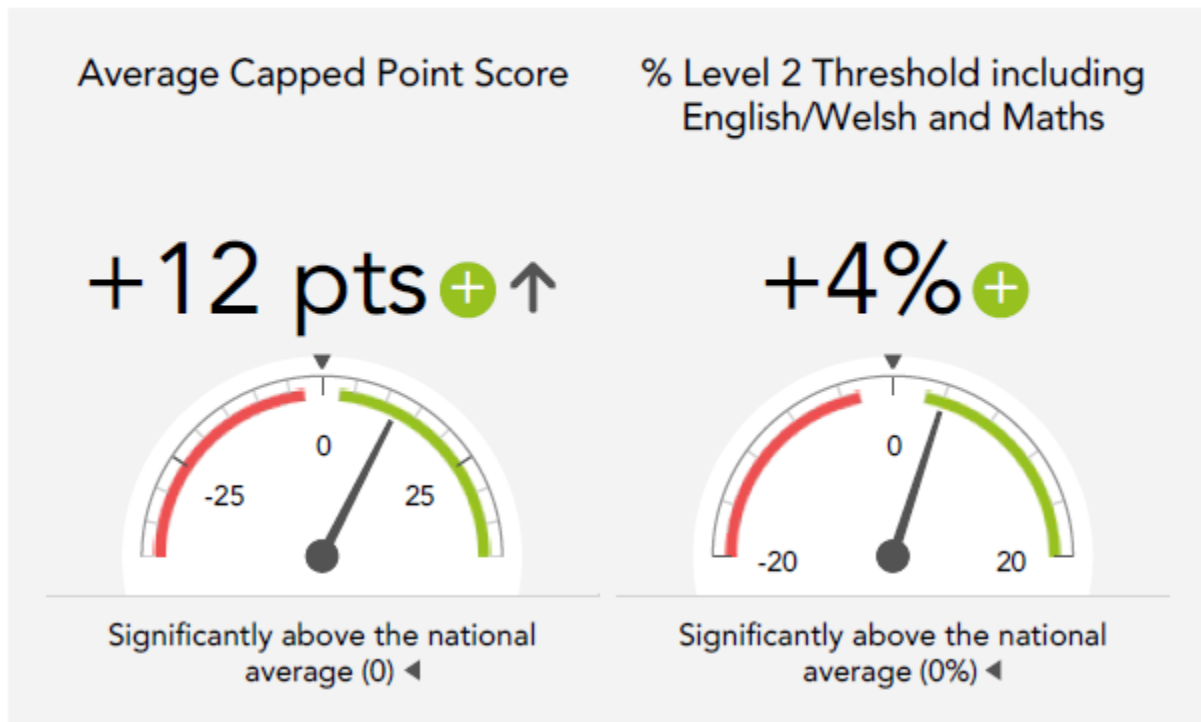
	2014	2015	2016	
Bridgend	62.5 	64.8 	66.56 	
Wales	61.7 	64.2 	66.9 	

## Level 2 Science

	2014	2015	2016	
Bridgend	67 	78.1 	88.53 	
Wales	73.7 	75.1 	82.3 	

## LA KS4 Progress 2016 · Value Added

1447 matched pupils



### Performance KS4 at school level

School Name	L1	L2	L2+	5 A*-A	CSI	CPS	ENG L2	CYM L2	MAT L2	SCI L2	No Quails
Portfolio PRU	29	8	0	0	0	131	4	0	0	0	8.3
Cynffig	100	85	58	7	54	347	70	0	61	75	0.0
Bryntirion	100	99	76	23	75	379	82	0	80	98	0.0
Maesteg	98	89	48	6	48	345	67	0	54	91	0.0
Pencoed	97	95	66	16	63	364	79	0	69	96	0.0
Brynteg	99	95	68	21	66	374	78	0	75	92	0.0
Porthcawl	98	82	71	33	71	361	79	0	80	99	0.0
YGG Llangynwyd	100	98	75	18	73	380	82	86	78	93	0.0
Y Dderwen	98	94	56	8	52	358	65	0	62	88	0.0
Archbishop McGrath	99	85	61	14	59	349	69	0	69	97	0.0
Heronsbridge	0	0	0	0	0	20	0	0	0	0	5.3
Ysgol Bryn Castell	6	0	0	0	0	60	0	0	0	0	5.6
<b>Bridgend</b>	<b>95</b>	<b>88</b>	<b>62</b>	<b>16</b>	<b>60</b>	<b>351</b>	<b>72</b>	<b>86</b>	<b>67</b>	<b>89</b>	<b>0.3</b>

## 4.8 Commentary on Key Stage 4

### **Standards of attainment at key stage 4 are good.**

The level 2 threshold inclusive of English and mathematics improved in 2016 by 2 percentage points to 61.7%. This compares well to the national average of 60.3%.

The core subject indicator increased by 1.92 percentage points to 59.32 and the level 2 threshold increased by 3.6 percentage points to 86.38%.

The level 1 threshold improved by 3.15 percentage points to 95.4%. This is in line with the national average.

The level 2 threshold improved by 5 percentage points to 87.8%. This compares well to the national average of 84.0%.

In all of the above threshold measures there is a three-year improving trend in performance.

The average capped wider points score improved to 351. This compares well to the national average of 344.2%.

The average wider point score improved to 565. This compares well to the national average of 526.6

In relation to the individual core subjects, at level 2 there were improvements in Welsh, mathematics and science. English remained static at (71.12 in 2016 compared to 71.3 in 2015). However, there is a three-year improving trend in all core subjects.

Attainment in KS4 is a strength in the local authority, however, the variability between schools is an area for improvement. (suggested One of the Authority's strengths has been identified as KS4, however the variability between Schools is an area which has been identified as an area for improvement).

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 significantly above the national average.



## 4.9 POST 16

**Standards of attainment at Post 16 are good.**

School Name	Difference 2016 vs 2015		
	A* to A	A* to C	A* to E
Archbishop McGrath Catholic School	-2.90%	12.50%	0.90%
Brynteg School	7.90%	3.60%	2.10%
Bryntirion Comprehensive School	4.80%	2.90%	0.40%
Coleg Cymunedol Y Dderwen	5.50%	-0.70%	-3.90%
Cynffig Comprehensive School	4.40%	14.90%	4.40%
Maesteg School	4.70%	13.80%	0.70%
Pencoed Comprehensive School	2.60%	-9.50%	-1.10%
Porthcawl Comprehensive School	2.20%	-0.20%	-0.20%
Ysgol Gyfun Gymraeg Llangynwyd	6.20%	1.10%	1.50%
<b>Bridgend LA</b>	4.60%	3.00%	0.50%
<b>Central South Consortium</b>	0.50%	2.10%	0.30%

- 98.3% of students in the Borough passed their A Levels with 76.6% gaining grades A\*-C compared to last year at 73.6%.
- The greatest improvement has been amongst the most able and talented students with the proportion gaining A\*-A rising by 4.6 percentage points to 23.8%, a reversal of the trend across Wales. Bridgend has outperformed the Welsh average in the following measures:
  - A-A\* (Bridgend: 23.8%; Wales: 22.7%)
  - A-C (Bridgend: 76.6%; Wales: 73.8%)
  - A-E (Bridgend: 98.3%; Wales: 97.3%)

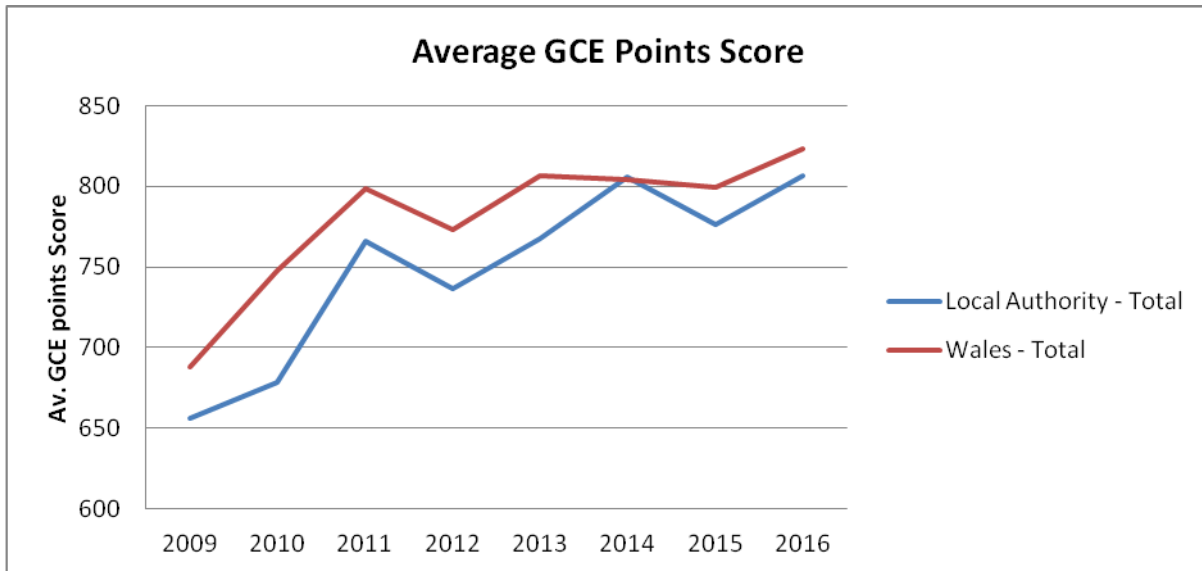
### Proportion of students gaining 3 A\*-A grades and 3 A\*- C (WG data 2016)

	3 A* - A grades (%)		3 A* - C grades (%)	
	Bridgend	Wales	Bridgend	Wales
All Pupils	6.1	6.7	71.3	70.6
Boys	5.2	6.3	67.6	63.5
Girls	6.7	7.0	74.4	76.2

- Bridgend performance is broadly in line with All Wales averages
- Boys underperform at 3A\*-A but exceed All Wales averages at 3A\*-C
- Girls are slightly below All Wales averages on both indicators
- Strong performance in the overall number of A\*-A grades is evident but Bridgend needs to consolidate the work of the most able students and ensure more of them achieve 3 or more of the top grades
- The introduction of the Seren Network will be supporting this aspiration

## Average GCE Points score

	2009	2010	2011	2012	2013	2014	2015	2016
Local Authority – Total	656	678.7	765.6	736.9	767.6	805.8	776.5	806.2
Wales – Total	687.7	747.9	798.9	772.9	806.6	804.1	799.7	823.2



- The Average GCE Points Score for Bridgend has improved by 30 points in 2016 reversing the decline seen in 2015;
- Bridgend is closing the gap with the All Wales average that had widened in 2015 but now stands at 17 points – a margin of 2%;
- The rate of progress in Bridgend is in line with that seen across Wales;
- Bridgend is now ranked 11<sup>th</sup> out of 22 Las across Wales.

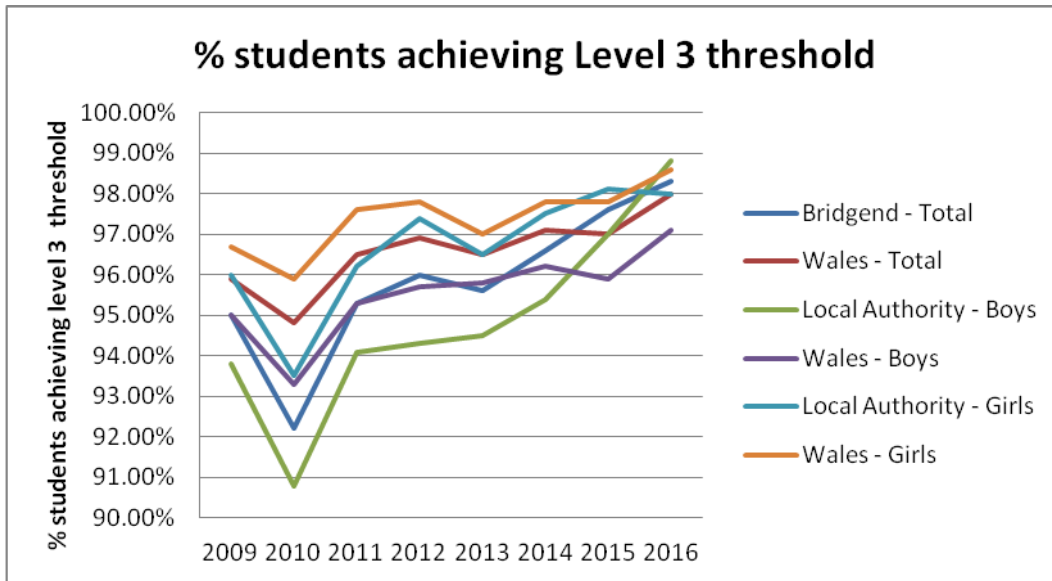
### Average GCE Points score by school

	2009	2010	2011	2012	2013	2014	2015	2016	Rank	% change 15 to 16
Archbishop McGrath	607.1	802.6	751.6	805.5	807.1	1,017.20	850.5	934.2	4	9.8%
Brynteg	726.5	703.7	765.2	710.3	745.5	755.7	679.2	716.4	9	5.4%
Bryntirion	850.9	900.4	880.2	752.3	816.9	958.3	1,010.00	960.9	3	-4.8%
CCYD	552.3	539.9	638.6	788.8	729.6	840	722.9	901.7	5	24.7%
Cynffig	528.8	407.5	567.6	562.3	882.8	739	757.1	900.1	6	18.8%
Maesteg	457.1	554.3	820.3	812.3	988.1	914.4	910.4	996.4	2	9.4%
Pencoed	690.4	679.5	1,046.20	857.4	935.8	898.9	827.1	792.5	7	-4.2%
Porthcawl	810.1	878.7	815.3	805.2	781.6	743.6	754.4	771.2	8	2.2%
YGG Llangynwyd							966	1065.1	1	10.2%

- Brynteg and Porthcawl have not yet introduced the WB for all students and this will lower their average GCE points score because many learners will be taking one subject less than their peers in other schools;
- 7 out of 9 schools have improved on their 2015 performance;
- 6 schools are well above the all Wales average;
- The decline in performance in Pencoed is a concern and is being addressed through the establishment of the new Penybont 6<sup>th</sup> College in partnership with Bridgend College

	2009	2010	2011	2012	2013	2014	2015	2016
<b>Bridgend – Total</b>	95.0%	92.2%	95.3%	96.0%	95.6%	96.6%	97.6%	98.3%
<b>Wales – Total</b>	95.9%	94.8%	96.5%	96.9%	96.5%	97.1%	97.0%	98.0%
<b>Local Authority – Boys</b>	93.8%	90.8%	94.1%	94.3%	94.5%	95.4%	97.0%	98.8%
<b>Wales – Boys</b>	95.0%	93.3%	95.3%	95.7%	95.8%	96.2%	95.9%	97.1%
<b>Local Authority – Girls</b>	96.0%	93.5%	96.2%	97.4%	96.5%	97.5%	98.1%	98%
<b>Wales – Girls</b>	96.7%	95.9%	97.6%	97.8%	97.0%	97.8%	97.8%	98.6%

**% of Students achieving the Level 3 Threshold —2 or more A levels Grade A\*-E**

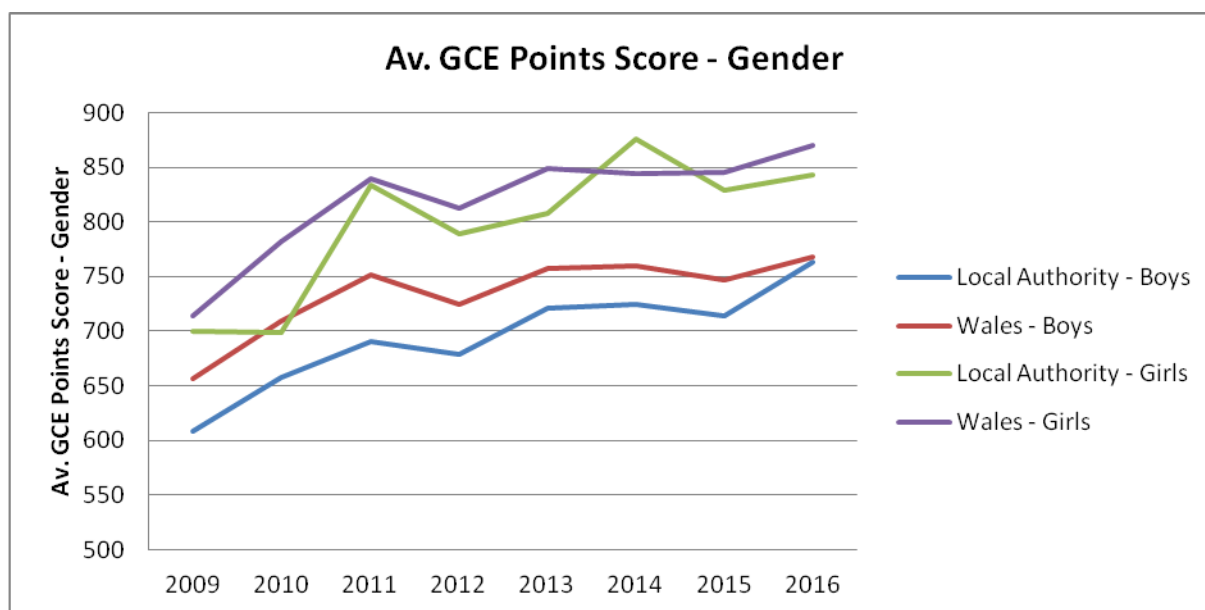


- There is an improving picture for this performance measure in Bridgend; BCBC continues to exceed the All Wales average;
- Performance has been rising since 2013 with a very significant improvement in the performance of boys in Bridgend where the rate of progress and actual performance has exceeded All Wales averages;
- The performance gap between boys and girls has been closed and in 2016 boys out performed girls for the first time;
- At 98.3% Bridgend is above the regional average of 97.4% and the All Wales average of 98%;
- Bridgend is now ranked 7<sup>th</sup> out of 22 Las across Wales for this indicator

**Average GCE Points Score – Gender performance**

	2009	2010	2011	2012	2013	2014	2015	2016
Local Authority – Boys	608.8	657.2	690.1	678.5	720.7	724.8	713.7	763.2
Wales – Boys	656.3	709.1	751.7	724.8	757.6	759.3	746.5	768
Local Authority – Girls	699.5	698.6	834.2	789.7	807.8	876	829.2	843.5

Wales – Girls	714.6	781.5	840.1	813	849	843.8	845.9	869.9
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- The performance of boys in Bridgend has improved markedly in 2016 and almost closed the gap with the All Wales average for boys;
- The performance of girls in Bridgend has made some recovery from the fall seen in 2015 but still remains just below the All Wales average for girls;
- The gap in performance between girls and boys continues to fall and is down from 151 points in 2014 to 80.3 in 2016

### Value-added performance

- BCBC's value-added data shows that standards across the Borough are Very Good at Alps Grade 4 (Grade 1 is Outstanding, Grade 9 is Poor);
- 9 subjects are in the top quartile of performance across England & Wales with strengths identified in Art (Graphic Design), Art (Textiles), Applied ICT, Applied Science, Law, Psychology, Religious Studies and the Welsh Bac;
- In the lowest quartile of performance BCBC shows a reduction in the number of subjects with the weakest performance from 13 to 9. Steps are being taken with support from the EIG to establish peer support networks to focus on areas of weakness and drive up standards in these subjects.

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

<b>Foundation Phase Indicator (%)</b>				
	2014	2015	2016	3 Yr Diff
Bridgend Boys	80.4	85.4	82.63	+2.23
Wales Boys	81	83.0	83.0	+2.0
Bridgend Girls	90.3	92.6	92.57	+2.27
Wales Girls	89.5	90.8	91.17	+1.67
Bridgend gap	-9.9	-7.2	-9.94	+0.04
Wales gap	-8.5	-7.8	-8.17	-0.33

<b>KS2 Core Subject Indicator (%)</b>				
	2014	2015	2016	3 Yr Diff
Bridgend Boys	85.2	84	85.48	+0.28
Wales Boys	83.1	84.9	86.09	+2.99
Bridgend Girls	87.1	91.1	90.79	+3.69
Wales Girls	89.4	90.7	91.27	+1.87
Bridgend gap	-1.9	-7.1	-5.30	+3.4
Wales gap	-6.3	-5.8	-5.18	-1.12

<b>KS3 Core Subject Indicator</b>				
	2014	2015	2016	3 Yr Diff
Bridgend Boys	74.8	81.2	83.31	+8.51
Wales Boys	76.8	80.3	82.31	+5.51
Bridgend Girls	83.9	87.3	91.74	+7.84
Wales Girls	85.5	87.7	89.69	+4.19
Bridgend gap	-9.1	-6.1	-8.43	-0.67
Wales gap	-8.7	-7.4	-7.38	-1.32

<b>KS4 L2+ (%)</b>				
	2014	2015	2016	3 Yr D
Bridgend Boys	51.4	56 .0	57.0	+5.6
Wales Boys	51.4	53.9	56.0	+4.6
Bridgend Girls	58.3	62.1	66.0.	+7.7
Wales Girls	59.7	61.5	65.0	+5.3
Bridgend gap	-6.9	-6.1	-9.00	+2.1
Wales gap	-8.3	-7.6	-9.00	+0.7

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

## **Foundation Phase**

The high attainment of girls was maintained in 2016 placing the borough above the national average for the third consecutive year. The attainment of boys has fluctuated over time and in 2016 is slightly below the national level.

The gap in performance of boys and girls is now greater than the national gap.

**The performance of girls is a strength, however, the performance of boys in the FP is an area that needs to be improved.**

## **Key Stage 2**

The trend in improvement in the attainment of girls over a three year period is similar to the national trend but in 2016 slightly below the national level. The performance of boys has remained constant and is also slightly below the national level in 2016.

Whereas the gap in performance between boys and girls is similar to the national gap, **raising the attainment of boys and girls in KS2 are areas for improvement.**

## **Key Stage 3**

There is a strong three year improving trend in the attainment of both boys and girls. In 2016 the attainment of boys and girls were above the respective national averages.

The gap in the performance of boys compared to girls is slightly higher than the national gap because even though boys have improved, girls improved more.

The performance of boys and girls in KS3 are strengths.

## **Key Stage 4**

There is a strong three year improving trend in the attainment of both boys and girls. In 2016 the attainment of boys and girls were above the respective national averages.

The gap in performance of boys compared to girls is the same as the national gap.

**The performance of boys and girls in KS4 are strengths.**

#### 4.11 The performance of different groups of learners – e-FSM compared to non-FSM

Foundation Phase Indicator (%)				
	2014	2015	2016	3 Yr Diff
Bridgend eFSM	74.5	78	79.4	+4.9
Wales eFSM	72.4	75.1	75.7	+0.6
Bridgend nFSM	88.3	91.9	89.2	+0.9
Wales nFSM	88.6	90.0	90.0	0
Bridgend gap	-13.8	-13.9	-9.8	
Wales gap	-16.2	-14.9	-14.3	

KS2 Core Subject Indicator (%)				
	2014	2015	2016	3 Yr Diff
Bridgend eFSM	73.5	76.3	72.9	-0.6
Wales eFSM	71.9	75.1	77.1	+2.0
Bridgend nFSM	89.1	90.9	91.4	+2.3
Wales nFSM	89.7	90.8	91.4	+0.6
Bridgend gap	-15.6	-14.6	-18.5	
Wales gap	-17.8	-15.7	-14.3	

KS3 Core Subject Indicator (%)				
	2014	2015	2016	3 Yr Diff
Bridgend eFSM	56.7	68.4	75.5	+18.8
Wales eFSM	61.3	75.1	69.4	-5.7
Bridgend nFSM	85	88.2	89.9	+4.9
Wales nFSM	85.6	90.8	89.8	-1.0
Bridgend gap	-28.3	-19.8	-14.4	
Wales gap	-24.3	-15.7	-20.2	

KS4 Level 2 Threshold Including English/Welsh and Maths (%)				
	2014	2015	2016	3 Yr Diff
Bridgend eFSM	25.1	37.1	34.0	+8.9
Wales eFSM	27.8	31.3	35.6	+7.7
Bridgend nFSM	61.4	64.0	67.6	+6.2
Wales nFSM	61.6	63.7	66.8	+5.1
Bridgend gap	-36.3	-26.9	-33.6	+2.7
Wales gap	-33.8	-32.4	-31.2	+2.6



#### 4.12 **The performance of different groups of learners - pupils eligible for free school meals (e-FSM) compared to those not eligible for free school meals (non FSM)**

##### **Foundation Phase – good**

The attainment of the pupils who are eligible for FSM improved in 2016. There is a steady improving trend over three years in the attainment of pupils who are eligible. The performance of non-eligible FSM has remained broadly constant around the 90% level which is comparable to the national level.

The gap in the performance of the pupils eligible for FSM has reduced over time. It was lower than the national gap in 2014 and 2015. The 2016 national data is not yet available.

**The improving trend in performance of the pupils entitled to FSM in FP is a strength, however it remains an area for development because it is lower than the performance of non FSM pupils.**

##### **Key Stage 2-unsatisfactory**

The attainment of the pupils eligible for FSM dropped in 2016. This now represents a three year downward trend which is in contrast to the upward trend in performance of non FSM pupils.

The gap in the performance of the pupils eligible for FSM has increased over time.

**The performance of non FSM pupils in KS2 is a strength.**

**Improving the attainment of e-FSM pupils at KS2 is an area for improvement. Key Stage 3 is good**

The attainment of the pupils – eligible for FSM improved in 2016. There is a strong improving trend over three years in the attainment of pupils e-FSM and non FSM pupils.

The gap in performance between e-FSM pupils and non FSM pupils has reduced over time, however, in 2014 and 2015 it was larger than the national gap. The 2016 national data is not yet available.

**The performance of pupils who are eligible for FSM and non FSM pupils at KS3 are strengths. However improving the performance of pupils eligible for FSM remains an area for development because it is lower than the performance of non FSM pupils.**

##### **Key Stage 4-adequate**

The attainment of pupils e-FSM dropped in 2016. The trend of three years has improved but has fluctuated. This is in contrast to the national trend which has improved at a steady consistent rate. It also contrasts to the performance of non FSM pupils which has improved consistently over time in line with the national trend.

**The performance of non FSM pupils in KS4 is a strength.**

#### 4.13 The performance of different groups of learners - SEN compared to those who do not have SEN

<b>Foundation Phase Outcome Indicator</b>				
	2012/13	2013/14	2014/15	2015/16
Bridgend SEN	54.7	60.0	65.8	60.3
Wales SEN	50	54.1	57.8	
Bridgend Non SEN	93.0	94.7	97.7	96.7
Wales Non SEN	94.3	95.5	96.4	
Bridgend Gap	38.3	34.7	31.9	
Wales Gap	44.3	41.4	38.6	

<b>KS2 Core Subject Indicator</b>				
	2012/13	2013/14	2014/15	2015/16
Bridgend SEN	48.8	57.2	58.2	58.9
Wales SEN	53.1	57.7	61.2	
Bridgend Non SEN	96.1	97.3	98.2	99.0
Wales Non SEN	96.9	97.5	98.0	
Bridgend Gap	47.3	40.1	40.0	
Wales Gap	43.8	39.8	36.8	

<b>KS3 Core subject Indicator</b>				
	2012/13	2013/14	2014/15	2015/16
Bridgend SEN	35.5	48.6	56.4	58.9
Wales SEN	39.7	49.2	55.2	
Bridgend Non SEN	85.3	91.0	95.3	99.0
Wales Non SEN	89.6	92.8	94.7	
Bridgend Gap	49.8	42.4	38.9	
Wales Gap	49.9	43.6	39.5	

<b>KS4 Level 2 Including English/Welsh and mathematics</b>				
	2012/13	2013/14	2014/15	2015/16
Bridgend SEN	17.2	19.9	23.5	29.3
Wales SEN	16.8	19.7	23.3	
Bridgend Non SEN	60.6	65.6	69.7	73.6
Wales Non SEN	63.2	66.8	69.5	
Bridgend Gap	43.3	45.6	46.2	
Wales Gap	46.4	47.1	46.2	

#### 4.14 **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  
Statemented.

**The performance of pupils with special educational needs in the Foundation Phase is good.** In the Foundation Phase there is a three year improving trend up until 2015 in the performance of pupils with SEN. Bridgend has performed above Wales during this period. There was a dip in performance in 2016 but national data is not available for comparison.

There is a three-year decline in the gap in performance of pupils with SEN compared to those without SEN, this is similar to the national trend. The gap in performance in Bridgend has been lower than that nationally for each of the three years.

**The performance of pupils with special educational needs in the key stage 2 is adequate.** There is a three year improving trend in the performance of pupils with SEN. However, performance is lower than that nationally.

The gap in the performance of pupils with SEN has decreased over time but remained static for the last two years. This is in contrast to the national gap which has decreased steadily. The gap is greater than the national gap.

**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 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.

The gap in performance has been steadily reducing and is slightly lower than the national gap.

**The performance of pupils with special educational needs in the key stage 4 is good.**

There is a three year improving trend in the performance of pupils of pupils with SEN. Over this time the performance in Bridgend was slightly better than nationally.

The gap in the performance of pupils with SEN compared to those without has increased slightly over the last three years due to the greater comparative rate of performance of those pupils without SEN. However, the gap has mostly been lower than the national gap.

#### 4.15 The performance of ethnic groups

The All Wales Figures are taken from the WG '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>

##### Foundation Phase

2013-15 aggregated			
BCBC			
	Achieved FPI	Cohort	%
All Children	4048	4733	85.5%
Traveller	0	1	0.0%
Gypsy / Gypsy Roma	4	11	36.4%
Any Other White Back-ground	54	71	76.1%
Mixed	77	92	83.7%
Asian	28	31	90.3%
Black	4	4	100.0%
Chinese	6	6	100.0%
Any Other Ethnic Group	21	27	77.8%

2013-15 aggregated		
All Wales		
	Cohort	%
All Children	79816	85.2%
Traveller	102	53.6%
Gypsy / Gypsy Roma	183	52.3%
Any Other White Back-ground	2461	73.9%
Mixed	2502	86.1%
Asian	2483	85.5%
Black	864	78.9%
Chinese	183	89.4%
Any Other Ethnic Group	1143	78.5%

2015-16 ac			
BCBC			
	Achieved FPI	Cohort	%
All Children	1396	1602	87.1%
Traveller	0	0	0.0%
Gypsy / Gypsy Roma	3	7	42.9%
Any Other White Back-	28	35	80.0%
Mixed	31	35	88.6%
Asian	9	10	90.0%
Black	2	2	100.0%
Chinese	1	2	50.0%
Any Other Ethnic Group	9	10	90.0%

## Key Stage 2

2013-15 aggregated			
BCBC			
	Achieved CSI	Co-hort	%
All Children	3789	4433	85.5%
Traveller	1	2	50.0%
Gypsy / Gypsy Roma	7	17	41.2%
Any Other White Back-ground	48	61	78.7%
Mixed	74	83	89.2%
Asian	19	19	100.0%
Black	2	3	66.7%
Chinese	3	3	100.0%
Any Other Ethnic Group	25	25	100.0%

2013-15 aggregated		
All Wales		
	Cohort	%
All Children	94725	86.2%
Traveller	104	51.9%
Gypsy / Gypsy Roma	141	60.3%
Any Other White Back-ground	1898	72.1%
Mixed	2206	88.1%
Asian	2110	88.1%
Black	728	80.4%
Chinese	143	89.5%
Any Other Ethnic Group	997	81.4%

2015-16 ac			
BCBC			
	Achieved CSI	Co-hort	%
All Children	1422	1617	87.9%
Traveller	0	1	0.0%
Gypsy / Gypsy Roma	1	3	33.3%
Any Other White Back-ground	22	27	81.5%
Mixed	31	35	88.6%
Asian	11	11	100.0%
Black	2	2	100.0%
Chinese	2	2	100.0%
Any Other Ethnic Group	14	15	93.3%

### Key Stage 3

2013-15 aggregated			
BCBC			
	Achieved CSI	Co-hort	%
All Children	3799	4806	79.0%
Traveller	1	1	100.0%
Gypsy / Gypsy Roma	0	0	0.0%
Any Other White Background	45	61	73.8%
Mixed	59	75	78.7%
Asian	23	28	82.1%
Black	4	4	100.0%
Chinese	7	10	70.0%
Any Other Ethnic Group	28	35	80.0%

2013-15 aggregated		
All Wales		
	Cohort	%
All Children	96902	80.8%
Traveller	58	32.8%
Gypsy / Gypsy Roma	110	27.3%
Any Other White Background	1797	70.5%
Mixed	2012	81.8%
Asian	1818	84.6%
Black	660	78.2%
Chinese	152	91.4%
Any Other Ethnic Group	889	76.9%

2015-16 ac			
BCBC			
	Achieved CSI	Co-hort	%
All Children	1289	1475	87.4%
Traveller	0	0	0.0%
Gypsy / Gypsy Roma	1	1	100.0%
Any Other White Background	27	32	84.4%
Mixed	14	22	63.6%
Asian	4	4	100.0%
Black	1	1	100.0%
Chinese	2	2	100.0%
Any Other Ethnic Group	10	11	90.9%

## Key stage 4

2013-15 aggregated			
BCBC			
	Achieved CSI	Co-hort	%
All Children	2826	5094	55.5%
Traveller	2	2	100.0%
Gypsy / Gypsy Roma	0	0	0.0%
Any Other White Background	34	68	50.0%
Mixed	35	62	56.5%
Asian	19	24	79.2%
Black	2	4	50.0%
Chinese	7	11	63.6%
Any Other Ethnic Group	19	29	65.5%

2013-15 aggregated		
All Wales		
	Cohort	%
All Children	101442	56.0%
Traveller	32	*
Gypsy / Gypsy Roma	71	15.5%
Any Other White Background	1661	49.3%
Mixed	1960	58.2%
Asian	1675	60.8%
Black	648	47.1%
Chinese	163	79.8%
Any Other Ethnic Group	862	56.6%

\* Not published by WG as data too small

2015-16 ac yr (Provisional)			
BCBC			
	Achieved CSI	Co-hort	%
All Children	942	1529	61.6%
Traveller	1	1	100.0%
Gypsy / Gypsy Roma	0	0	0.0%
Any Other White Background	14	24	58.3%
Mixed	17	24	70.8%
Asian	13	14	92.9%
Black	1	1	100.0%
Chinese	1	2	50.0%
Any Other Ethnic Group	7	10	70.0%

The data above does not indicate any obvious failings at any specific key stage by ethnicity.



#### 4.16 Attendance

	Secondary			
	2014	2015	2016	3 Yr Diff.
Bridgend Attendance	93.8	94.2	94.4	+0.6
Wales Attendance	93.6	93.8	94.2	+0.6
Rank	9	6	8	

	Primary			
	2014	2015	2016	3 Yr Diff.
Bridgend Attendance	94.8	95.1	95.3	+0.5
Wales Attendance	94.8	94.9	94.9	+0.1
Rank	10	7	6	

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

	Primary			
	2014	2015	2016	3 Yr Diff.
Bridgend PA	1.5	1.1	1.1	-0.4
Wales PA	1.7	1.4	1.5	-0.2

	Secondary			
	2014	2015	2016	3 Yr Diff.
Bridgend PA	4.4	3.5	3.1	-1.3
Wales PA	5.0	4.5	3.9	-1.1

#### 4.17 Commentary

There is a three-year improving trend in the attendance of pupils in both secondary and primary phases of education.

The attendance of pupils in Bridgend compares well to the national average. Secondary attendance has been above the national average for the last three years and primary for the last two 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..

#### 4.18 National Categorisation

There are a series of steps in the national school categorisation process. Step one involves the Welsh Government assigning a standards group to each school. The standards group is calculated from the performance of the school in a wide range of indicators over a three year period. The calculation is weighted so that more emphasis is placed on the most recent year's performance.

The table below shows year on year improvement in the number of schools in Bridgend in standards group 1 and reduction in the lower groups. This represents a good improvement in educational standards year on year

WG Standards Group	2014/15	2015/6	2016/17	Three year difference
1	7	17	25	+18
2	25	31	14	-11
3	17	7	9	-8
4	8	2	0	-8

#### Bridgend standards groups compared to national.

Secondary	1	2	3	4
Bridgend	33.3	44.4	22.2	0.0
Wales	30.8	26.1	37.4	5.7

Bridgend secondary schools compare very well against the proportion of schools in standards groups 1 and 2 nationally. In Bridgend 77.7% of secondary schools are in standards groups 1 and 2 compared to 56.9% in Wales.

Primary	1	2	3	4
Bridgend	56.3	25.0	18.8	0.0
Wales	40.0	36.5	19.9	3.7

Bridgend primary schools compare well against the proportion of schools in standards groups 1 and 2 nationally. In Bridgend 81.3% of secondary schools are in standards groups 1 and 2 compared to 76.5% in Wales.

Estyn Inspection Outcomes 2015/16 Compared to Central South Consortium 2010—2015

Primary 2015/16	Bridgend					CSC
	Unsatisfactory	Adequate	Good	Excellent	% Good or Excellent	% Good or Excellent 2010-2015 CSC
6 schools						
Current Performance	0.0	0.0	100.0	0.0	100.0	73.0
Prospects for Improvement	0.0	0.0	83.3	16.7	100.0	74.8
KQ 1 Outcomes	0.0	0.0	100.0	0.0	100.0	73.9
1.1 Standards	0.0	0.0	100.0	0.0	100.0	73.9
1.2 Wellbeing	0.0	16.7	66.7	16.7	83.3	77.7
KQ 2 Provision	0.0	0.0	100.0	0.0	100.0	79.6
2.1 Learning Experiences	0.0	0.0	100.0	0.0	100.0	71.7
2.2 Teaching	0.0	0.0	100.0	0.0	100.0	74.5
2.3 Care, Support and Guidance	0.0	16.7	66.7	16.7	83.3	90.9
2.4 Learning Environment	0.0	16.7	83.3	0.0	83.3	89.9
KQ 3 Leadership and Management	0.0	0.0	83.3	16.7	100.0	75.8
3.1 Leadership	0.0	16.7	66.7	16.7	83.3	73.0
3.2 Improving Quality	0.0	0.0	83.3	16.7	100.0	71.4
3.3 Partnership Working	0.0	0.0	33.3	66.7	100.0	93.4
3.4 Resource Management	0.0	0.0	100.0	0.0	100.0	73.3

Secondary 2015/16	Bridgend					CSC
	Unsatis- factory	Adequate	Good	Excellent	% Good or Excellent	% Good or Excellent 2010-2015
1 School						
Current Performance	100.0	0.0	0.0	0.0	0.0	43.6
Prospects for Improvement	100.0	0.0	0.0	0.0	0.0	60.0
KQ 1 Outcomes	100.0	0.0	0.0	0.0	0.0	41.8
1.1 Standards	100.0	0.0	0.0	0.0	0.0	41.8
1.2 Wellbeing	0.0	100.0	0.0	0.0	0.0	70.9
KQ 2 Provision	100.0	0.0	0.0	0.0	0.0	61.8
2.1 Learning Experiences	100.0	0.0	0.0	0.0	0.0	65.5
2.2 Teaching	100.0	0.0	0.0	0.0	0.0	45.5
2.3 Care, Support and	100.0	0.0	0.0	0.0	0.0	81.8
2.4 Learning Environment	0.0	0.0	100.0	0.0	100.0	83.6
KQ 3 Leadership and Management	100.0	0.0	0.0	0.0	0.0	61.8
3.1 Leadership	100.0	0.0	0.0	0.0	0.0	60.0
3.2 Improving Quality	100.0	0.0	0.0	0.0	0.0	41.8
3.3 Partnership Working	0.0	100.0	0.0	0.0	0.0	80.0
3.4 Resource Management	100.0	0.0	0.0	0.0	0.0	40.0

The Estyn inspection outcomes for Bridgend schools compare well to the average for the Central South Consortium in all aspects except for key questions 2.3 care, support and guidance and 2.4 learning environment. The issues identified in the relevant school have now been resolved.

Only one secondary school was inspected in the 2015-16 academic year. It was placed in the statutory category of Special Measures in November 2015 and has now started to make marked improvements. Schools are usually in Special Measures for about two years and we expect the school in question to be out of that category within the usual time-frame if not before.

## **5. Effect upon Policy Framework& 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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Appendix A – Central South Consortium Contribution to Raising Standards in Bridgend Schools

Appendix B – Central South Consortium Business Plan 2016-17

Appendix C – Case Studies