

# BRIDGEND COUNTY BOROUGH COUNCIL

## REPORT TO SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1

30 JANUARY 2019

### REPORT OF THE CORPORATE DIRECTOR OF EDUCATION AND FAMILY SUPPORT

#### EDUCATIONAL OUTCOMES

#### 1. Purpose of report

- 1.1 At the Subject Overview Scrutiny Committee 1 (SOSC 1) meeting in February 2018, Committee Members requested a report in respect of educational outcomes.
- 1.2 The purpose of this report is to provide Committee Members with further information relating to school categorisation, pupil attainment (including that of pupils with additional learning needs), challenges faced by schools and the work of Central South Consortium.

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

- 2.1 This report assists in the achievement of the following corporate priority/priorities:
  - Supporting a successful economy – taking steps to make the county a good place to do business, for people to live, work, study and visit, and to ensure that our schools are focused on raising the skills, qualifications and ambitions of all people in the county.

#### 3. Background

- 3.1 The following report outlines the educational performance in Bridgend. The evaluation identifies trends in standards over a three-year period including the most recent year.
- 3.2 This report responds directly to questions raised by Overview Scrutiny Committee.

#### 4. Current situation/proposal

##### School categorisation information

- 4.1 School categorisation information for 2018-2019 is currently being moderated and verified. It is due for release in February 2019.
- 4.2 Table 1 illustrates the support categories of Bridgend schools over the last three years.

**Table 1** School support categories

| Schools                                  | 2015-2016 |        | 2016-2017 |        | 2017-2018 |        |
|--|-----------|--------|-----------|--------|-----------|--------|
| Abercerdin Primary School                | A         | GREEN  | A         | GREEN  | A         | GREEN  |
| Afon-y-Felin Primary School              | B         | YELLOW | B         | YELLOW | B         | YELLOW |
| Archbishop McGrath Catholic High School  | B         | YELLOW | B         | YELLOW | A         | GREEN  |
| Archdeacon John Lewis CIW Primary School | B         | YELLOW | A         | GREEN  | C         | AMBER  |
| Betws Primary School                     | B         | YELLOW | A         | GREEN  | B         | YELLOW |
| Blaengarw Primary School                 | B         | YELLOW | B         | YELLOW | B         | YELLOW |
| Brackla Primary School                   | B         | YELLOW | A         | GREEN  | A         | GREEN  |
| Bridgend Pupil Referral Unit             | C         | AMBER  | C         | AMBER  | B         | YELLOW |
| Bryncethin Primary School                | B         | YELLOW | B         | YELLOW | B         | YELLOW |
| Brynmenyn Primary School                 | B         | YELLOW | C         | AMBER  | C         | AMBER  |
| Brynteg School                           | A         | GREEN  | A         | GREEN  | A         | GREEN  |
| Bryntirion Comprehensive School          | A         | GREEN  | A         | GREEN  | A         | GREEN  |
| Bryntirion Infants School                | B         | YELLOW | B         | YELLOW | B         | YELLOW |
| Caerau Primary School                    | C         | AMBER  | B         | YELLOW | B         | YELLOW |
| Cefn Cribwr Primary School               | B         | YELLOW | B         | YELLOW | B         | YELLOW |
| Cefn Glas Infant School                  | A         | GREEN  | A         | GREEN  | A         | GREEN  |
| Coety Primary School                     | A         | GREEN  | B         | YELLOW | B         | YELLOW |
| Coleg Cymunedol Y Dderwen                | D         | RED    | C         | AMBER  | B         | YELLOW |
| Corneli Primary School                   | C         | AMBER  | C         | AMBER  | B         | YELLOW |
| Coychurch (Llangrallo) Primary School    | A         | GREEN  | A         | GREEN  | A         | GREEN  |
| Croesty Primary School                   | B         | YELLOW | C         | AMBER  | B         | YELLOW |
| Cwmfelin Primary School                  | B         | YELLOW | A         | GREEN  | A         | GREEN  |
| Cynffig Comprehensive School             | A         | YELLOW | A         | GREEN  | B         | AMBER  |
| Ffaldau Primary School                   | B         | YELLOW | B         | YELLOW | B         | YELLOW |
| Garth Primary School                     | A         | GREEN  | A         | GREEN  | A         | GREEN  |
| Héronsbridge Special School              | A         | GREEN  | B         | YELLOW | A         | GREEN  |
| Litchard Primary School                  | A         | GREEN  | A         | GREEN  | A         | GREEN  |
| Llangewydd Junior School                 | A         | GREEN  | A         | GREEN  | A         | GREEN  |
| Llangynwyd Primary School                | B         | YELLOW | C         | AMBER  | C         | AMBER  |
| Maes yr Haul Primary School              | A         | GREEN  | A         | GREEN  | A         | GREEN  |
| Maesteg School                           | B         | GREEN  | C         | AMBER  | C         | AMBER  |
| Mynydd Cynffig Primary School            | B         | YELLOW | A         | GREEN  | A         | GREEN  |
| Nantylffyllon Primary School             | B         | YELLOW | C         | AMBER  | C         | AMBER  |
| Nantymoel Primary School                 | B         | YELLOW | B         | YELLOW | B         | YELLOW |
| Newton Primary School                    | B         | YELLOW | A         | GREEN  | A         | GREEN  |
| Nottage Primary School                   | A         | GREEN  | B         | YELLOW | B         | YELLOW |
| Ogmore Vale Primary School               | B         | YELLOW | B         | YELLOW | D         | RED    |
| Oldcastle Primary School                 | A         | GREEN  | A         | GREEN  | A         | GREEN  |
| Pencoed Comprehensive School             | B         | YELLOW | A         | GREEN  | B         | YELLOW |
| Pencoed Primary School                   | A         | GREEN  | A         | GREEN  | A         | GREEN  |

|  |   |        |   |        |   |        |
|--|---|--------|---|--------|---|--------|
| Penybont Primary School                            | A | GREEN  | A | GREEN  | A | GREEN  |
| Penyfai CIW Primary School                         | A | GREEN  | A | GREEN  | B | YELLOW |
| Pil Primary School                                 | B | YELLOW | B | YELLOW | B | YELLOW |
| Plasnewydd Primary School                          | B | YELLOW | C | AMBER  | C | RED    |
| Porthcawl Comprehensive School                     | B | YELLOW | B | YELLOW | A | GREEN  |
| Porthcawl Primary School                           | A | GREEN  | A | GREEN  | A | GREEN  |
| St Mary's and St Patrick's Catholic Primary School | A | GREEN  | A | GREEN  | A | GREEN  |
| St Mary's Catholic Primary School Bridgend         | A | GREEN  | A | GREEN  | A | GREEN  |
| St. Robert's RC Primary School                     | B | YELLOW | A | GREEN  | A | GREEN  |
| Tondu Primary School                               | A | GREEN  | A | GREEN  | A | GREEN  |
| Trelales Primary School                            | B | YELLOW | C | AMBER  | B | YELLOW |
| Tremains Primary School                            | B | YELLOW | C | AMBER  | C | AMBER  |
| Tynyrheol Primary School                           | C | AMBER  | C | AMBER  | C | RED    |
| West Park Primary School                           | A | GREEN  | A | GREEN  | A | GREEN  |
| Ysgol Bryn Castell                                 | B | YELLOW | A | GREEN  | A | GREEN  |
| Ysgol Cynwyd Sant                                  | A | GREEN  | A | GREEN  | A | GREEN  |
| Ysgol G.G. Cwm Garw                                | D | RED    | D | AMBER  | C | AMBER  |
| Ysgol Gyfun Gymraeg Llangynwyd                     | B | YELLOW | B | YELLOW | B | YELLOW |
| Ysgol Gymraeg Bro Ogwr                             | A | GREEN  | B | YELLOW | B | YELLOW |
| Ysgol Y Ferch O'r Sgêr                             | C | AMBER  | C | AMBER  | C | AMBER  |

**4.3 The Committee requested that they receive the baseline for each school to give a better indication of how each school has improved; especially in relation to post-16 outcomes**

Most schools have shown an improvement in post-16 outcomes from a comparable baseline in 2011-2012. Table 2 (below) illustrates Bridgend secondary school's performance in respect of the Level 3 threshold (ie pupils achieving two or more A levels at A\* to E).

**Table 2** Percentage of pupils achieving A\* to E grades in at least two A levels since 2011-2012

| School name                             | Level 3 threshold - 2 or more A* to E |               |
|---|---------------------------------------|---------------|
|   | 2011-2012 (%)                         | 2017-2018 (%) |
| Cynffig Comprehensive School            | 88.2                                  | 89.7          |
| Bryntirion Comprehensive School         | 95.5                                  | 100.0         |
| Maesteg Comprehensive School            | 97.4                                  | 100.0         |
| Pencoed Comprehensive School            | 95.3                                  | 95.0          |
| Brynteg School                          | 98.2                                  | 96.6          |
| Porthcawl Comprehensive School          | 98.3                                  | 100.0         |
| Ysgol Gyfun Gymraeg Llangynwyd          | -                                     | 100.0         |
| Coleg Cymunedol y Dderwen               | 96.9                                  | 100.0         |
| Archbishop McGrath Catholic High School | 87.0                                  | 100.0         |

#### 4.4 Information on Bridgend's ranking for key stage 4 based on the latest results

Table 3 (below) illustrates Bridgend's all-Wales ranking for key stage 4 results.

**Table 3** Bridgend's key stage 4 results since 2015

|                     | Rank 2015 | Rank 2016 | Rank 2017 | Rank 2018 | Overall Improvement |
|---------------------|-----------|-----------|-----------|-----------|---------------------|
| Level 1             | 16        | 11        | 13        | 10        | 6                   |
| Level 2             | 13        | 6         | 9         | 8         | 5                   |
| Level 2+            | 9         | 9         | 13        | 10        | -1                  |
| Capped Points Score | 13        | 8         | 9         | 6         | 7                   |
| Level 2 Eng         | 10        | 7         | 15        | 10        | 0                   |
| Level 2 Cym         | 3         | 2         | 2         | 5         | -2                  |
| Level 2 Mat         | 9         | 11        | 13        | 10        | -1                  |
| Level 2 Sci         | 5         | 4         | 10        | 12        | -7                  |

#### 4.5 Information on what targets were set at each stage in order to determine whether the performance was expected and possibly a cohort issue or whether any actuals differed significantly from the targets set

##### Foundation phase outcomes

**Table 4** Outcomes for foundation phase Outcome 5+

|      | 2015-2016 |        |            | 2016-2017 |        |            | 2017-2018 |        |            |
|------|-----------|--------|------------|-----------|--------|------------|-----------|--------|------------|
|      | Target    | Actual | Difference | Target    | Actual | Difference | Target    | Actual | Difference |
| LCE  | 89.5      | 88.6   | -0.9       | 91.3      | 90.0   | -1.3       | -         | 87.2   | -          |
| LCW  | 95.7      | 92.5   | -3.3       | 97.9      | 94.4   | -3.6       | -         | 90.2   | -          |
| MDT  | 91.4      | 89.5   | -1.9       | 92.7      | 92.3   | -0.4       | -         | 88.8   | -          |
| PSD  | 94.4      | 94.3   | -0.1       | 96.3      | 95.6   | -0.7       | -         | 94.7   | -          |
| FPOI | 89.0      | 87.1   | -1.9       | 91.3      | 89.1   | -2.2       | 87.5      | 86.3   | -1.2       |

**Table 5** Outcomes for foundation phase Outcome 6+

|     | 2015-2016 |        |            | 2016-2017 |        |            | 2017-2018 |        |            |
|-----|-----------|--------|------------|-----------|--------|------------|-----------|--------|------------|
|     | Target    | Actual | Difference | Target    | Actual | Difference | Target    | Actual | Difference |
| LCE | 39.1      | 37.7   | -1.4       | 40.3      | 39.9   | -0.3       | -         | 37.9   | -          |
| LCW | 51.8      | 39.1   | -12.7      | 52.1      | 50.0   | -2.1       | -         | 42.7   | -          |
| MDT | 40.4      | 37.9   | -2.5       | 40.4      | 41.2   | 0.7        | -         | 38.3   | -          |
| PSD | 50.5      | 52.7   | 2.2        | 54.9      | 58.4   | 3.5        | -         | 58.5   | -          |

## Key stage 2

Targets and actuals in key stage 2 were closely aligned with all targets being missed or exceeded by a small margin.

**Table 6** Outcomes for key stage 2 Level 4+

|     | 2015-2016 |        |            | 2016-2017 |        |            | 2017-2018 |        |            |
|-----|-----------|--------|------------|-----------|--------|------------|-----------|--------|------------|
|     | Target    | Actual | Difference | Target    | Actual | Difference | Target    | Actual | Difference |
| Eng | 89.5      | 89.7   | 0.2        | 91.7      | 90.8   | -0.8       | 91.3      | 90.0   | -1.3       |
| Cym | 96.8      | 94.3   | -2.5       | 98.3      | 98.3   | 0.0        | 91.0      | 90.0   | -1.0       |
| Mat | 90.3      | 90.2   | -0.1       | 92.6      | 91.4   | -1.3       | 91.7      | 91.5   | -0.2       |
| Sci | 91.6      | 91.5   | -0.1       | 93.1      | 91.6   | -1.5       | 92.1      | 91.0   | -1.1       |
| CSI | 88.4      | 87.9   | -0.4       | 90.8      | 89.4   | -1.4       | 89.8      | 88.3   | -1.5       |

**Table 7** Outcomes for key stage 2 Level 5+

|     | 2015-2016 |        |            | 2016-2017 |        |            | 2017-2018 |        |            |
|-----|-----------|--------|------------|-----------|--------|------------|-----------|--------|------------|
|     | Target    | Actual | Difference | Target    | Actual | Difference | Target    | Actual | Difference |
| Eng | 38.8      | 39.9   | 1.1        | 43.1      | 45.7   | 2.6        | 45.9      | 46.9   | 1.1        |
| Cym | 38.4      | 31.1   | -7.3       | 48.3      | 48.7   | 0.4        | 42.3      | 41.8   | -0.5       |
| Mat | 40.3      | 42.4   | 2.1        | 42.9      | 46.2   | 3.3        | 47.3      | 48.6   | 1.4        |
| Sci | 41.1      | 38.7   | -2.5       | 43.1      | 46.2   | 3.1        | 46.5      | 46.0   | -0.5       |

## Key stage 3

Targets in key stage 3 at Level 5 were missed by a slightly wider margin than key stage 2. At the higher levels the targets and actuals were significantly different. Challenge advisers are addressing this to ensure that as many pupils as possible reach their targets and narrow the gap.

**Table 8** Outcomes for key stage 3 Level 5+

|     | 2015-2016 |        |            | 2016-2017 |        |            | 2017-2018 |        |            |
|-----|-----------|--------|------------|-----------|--------|------------|-----------|--------|------------|
|     | Target    | Actual | Difference | Target    | Actual | Difference | Target    | Actual | Difference |
| Eng | 90.9      | 90.2   | -0.6       | 95.2      | 91.6   | -3.5       | 94.7      | 91.9   | -2.7       |
| Cym | 89.7      | 84.4   | -5.3       | 89.9      | 90.8   | 0.9        | 90.6      | 91.3   | 0.8        |
| Mat | 89.6      | 90.4   | 0.8        | 94.3      | 92.1   | -2.2       | 94.6      | 92.6   | -2.0       |
| Sci | 92.2      | 93.9   | 1.7        | 96.5      | 95.5   | -1.0       | 95.5      | 94.3   | -1.2       |
| CSI | 87.2      | 87.4   | 0.2        | 93.0      | 89.0   | -3.9       | 93.4      | 90.2   | -3.3       |

**Table 9** Outcomes for key stage 3 Level 6+

|     | 2015-2016 |        |            | 2016-2017 |        |            | 2017-2018 |        |            |
|-----|-----------|--------|------------|-----------|--------|------------|-----------|--------|------------|
|     | Target    | Actual | Difference | Target    | Actual | Difference | Target    | Actual | Difference |
| Eng | 55.0      | 54.8   | -0.2       | 72.7      | 59.0   | -13.7      | 72.2      | 62.6   | -9.7       |
| Cym | 51.3      | 54.5   | 3.3        | 53.2      | 57.8   | 4.6        | 51.9      | 51.9   | 0.0        |
| Mat | 56.3      | 60.6   | 4.3        | 72.8      | 65.8   | -7.0       | 72.9      | 67.5   | -5.3       |
| Sci | 58.3      | 66.1   | 7.8        | 75.3      | 68.0   | -7.3       | 76.4      | 72.3   | -4.1       |

**Table 10** Outcomes for key stage 3 Level 7+

|     | 2015-2016 |        |            | 2016-2017 |        |            | 2017-2018 |        |            |
|-----|-----------|--------|------------|-----------|--------|------------|-----------|--------|------------|
|     | Target    | Actual | Difference | Target    | Actual | Difference | Target    | Actual | Difference |
| Eng | 15.3      | 19.5   | 4.2        | 26.9      | 21.6   | -5.3       | 30.5      | 23.7   | -6.9       |
| Cym | 17.9      | 9.1    | -8.9       | 12.8      | 11.9   | -0.9       | 18.9      | 17.3   | -1.6       |
| Mat | 18.8      | 28.9   | 10.1       | 29.5      | 34.9   | 5.4        | 37.0      | 36.0   | -1.0       |
| Sci | 19.2      | 26.2   | 7.0        | 27.9      | 28.5   | 0.6        | 35.4      | 30.5   | -4.9       |

**Key stage 4**

Targets at Level 2+ threshold were missed by 7.8%. This is a smaller gap than in 2016/17 but still requires further reduction to bring it in line with 2015-2016. The reduction represents a better understanding of the revised exam specification and the work that the challenge advisers have undertaken in supporting schools.

**Table 11** Key performances measures for key stage 4 over the past three years

|                     | 2015-2016 |        |      | 2016-2017 |        |       | 2017-2018 |        |      |
|---------------------|-----------|--------|------|-----------|--------|-------|-----------|--------|------|
|                     | Target    | Actual | Diff | Target    | Actual | Diff  | Target    | Actual | Diff |
| Level 1 Threshold   | 96.3      | 95.4   | -0.9 | 98.5      | 94.1   | -4.3  | 96.1      | 94.6   | -1.5 |
| Level 2 Threshold   | 84.1      | 88.0   | 3.9  | 83.9      | 67.9   | -16.0 | -         | 69.9   | -    |
| Level 2+ Threshold  | 62.2      | 61.7   | -0.5 | 67.5      | 53.0   | -14.5 | 64.4      | 56.6   | -7.8 |
| 5A*-A               |           | 16.2   | -    | 18.3      | 17.7   | -0.6  | -         | 20.1   | -    |
| Capped Points Score |           | 351.6  | -    |           | 331.9  | -     |           | 333.9  | -    |
| Eng L2              | 71.9      | 71.6   | -0.3 | 72.0      | 61.5   | -10.5 | -         | 64.9   | -    |
| Cym L2              | 77.8      | 85.9   | 8.1  | 70.6      | 83.8   | 13.2  | -         | 79.5   | -    |
| Mat L2              | 69.0      | 67.2   | -1.8 | 73.9      | 61.2   | -12.6 | -         | 65.0   | -    |
| Sci L2              | 85.0      | 89.1   | 4.1  | 82.9      | 75.7   | -7.2  | -         | 63.4   | -    |

#### 4.6 Information that the Consortium has gathered through drilling down into each school's performance to determine what challenges schools face

Challenge advisers work closely with all schools to support and challenge them. School categorisation is based around the National Challenge Framework. Central South Consortium (CSC) has created an evidence/information bank called Cronfa which is accessible by local authority (LA) officers, CSC and schools. It should be noted that schools are not able to compare themselves with other schools on this system. Cronfa contains information about each school in the LA. This information includes:

- Categorisation reports
- Evidence for improvement reports
- Target setting information
- Data reports
- Estyn reports
- School self-evaluation
- School improvement plans

For the period 2018-2019, Central South Consortium utilised a broad range of datasets to identify regional and local needs in core subjects, including (but not limited to):

- Verified attainment data
- Comparison between verified data currently secure (key stage 4 English/Welsh/Mathematics/Science)
- Comparison between verified data and target data (key stage 4 English/Welsh/Mathematics/Science)
- Variance between English/Mathematics and Science (GCSE)
- Variance between Mathematics and Mathematics Numeracy
- Chief examiners' reports for English/Mathematics/Numeracy and Science
- ALPs and FFT Aspire data (available from December 2018)

These data sets were used to identify schools for suggested support in 2018-2019. Across the region, the following priorities were identified:

- Within the domain of English/Welsh:
  - Verbal reasoning and vocabulary development
  - Writing, specifically technical accuracy and/or impact of limited cultural capital
  - Reading resilience, specifically decoding and understanding a series of texts in quick succession
  - Boys under-attainment
  - Subject leadership
- Within the domains of mathematics and science
  - Domain specific literacy and vocabulary acquisition
  - Impact of limited cultural capital. For example, basic knowledge of the geography of the UK within the context of science
  - Representing data, specifically tables and charts
  - Extracting data from charts
  - Reading / writing resilience. Specifically, decoding and understanding an extended piece of text/stimulation material before identifying the question
  - Mathematical resilience. Specifically, two-part processes; retrieving information from charts and utilisation in an additional calculation
  - Stretch for the most able students
  - Boys under-attainment
  - Numeracy and problem solving across the curriculum. In particular, at foundation phase and key stage 2
  - Subject leadership

Strategies to address these findings have been shared at regional network meetings (organised by CSC officers and attended by schools across the CSC region), built into brokered support and incorporated into curriculum hub programmes as (detailed below). All information from regional network meetings is cascaded to all schools via Cronfa and is added to CSC email bulletins sent directly to schools.

**4.7 Further detail of the performance of those with Additional Learning Needs (ALN) attending the Pupil Referral Unit (PRU) or Heronsbridge Special School as Committee Members felt this was not incorporated into the report to a great degree**

There is no requirement for pupils to be entered for qualifications in Heronsbridge Special School.

**Table 12** Attainment of pupils attending the PRU and Heronsbridge Special School

|              | Entered at least on qualification | Level 1 Threshold | Level 2 Threshold | Level 2+ Threshold | Capped 9 Points Score |
|--------------|-----------------------------------|-------------------|-------------------|--------------------|-----------------------|
| Bridgend PRU | 100%                              | 83%               | 11%               | 11%                | 205                   |
| Heronsbridge | 0%                                | 0%                | 0%                | 0%                 | 0                     |

**4.8 Information on the work that Central South Consortium is doing to identify the variation for each secondary school at key stage 4, and what is being done about it.**

This information is collated in termly progress reports that are shared with Bridgend’s Education and Family Support Directorate.

The data sets identified in this report have been used to offer support to those schools with the highest regional and local variations. Support is brokered via agreement with senior challenge adviser (Bridgend).

The recently updated FFT Aspire dataset is currently being interrogated to identify those schools (key stage 3/4) across the region that have the “most significant” negative variation both for attainment and for contextual value added. This analysis will be complete early in spring term 2019.

An additional coaching and mentoring programme designed to support secondary core subject middle leadership has been developed and offered to all Bridgend schools.



Table 13 (below) shows individual school's attendance at network meetings.

**Table 13** Schools' attendance at network meetings

| School                                  | English | Mathematics | Science |
|---|---------|-------------|---------|
| Archbishop McGrath Catholic High School | Most    | Most        | Most    |
| Bridgend Pupil Referral Unit            | Most    | Most        | All     |
| Brynteg School                          | All     | All         | All     |
| Bryntirion Comprehensive School         | All     | All         | All     |
| Coleg Cymunedol Y Dderwen               | All     | Most        | No      |
| Cynffig Comprehensive School            | All     | Most        | All     |
| Heronbridge Special School              | No      | No          | No      |
| Maesteg School                          | Most    | Varied      | Varied  |
| Pencoed Comprehensive School            | All     | Most        | Limited |
| Porthcawl Comprehensive School          | All     | Varied      | Limited |
| Ysgol Bryn Castell                      | No      | No          | No      |
| Ysgol Gyfun Gymraeg Llangynwyd          | All     | Varied      | Varied  |

Central South Consortium has provided the following subject-level support:

- **English**

- Network support meetings include the following standard agenda items:
  - Curriculum for Wales
  - Programme of International Student Assessment (PISA)
  - Literacy
  - Using FFT/Alps
  - Use of item level data to inform school priorities and regional needs (eg impact of literacy on outcomes)
  - All Bridgend schools attend regularly
  - Bryntirion, Brynteg and Cynffig are significant contributors to network meetings
- Curriculum Hub programmes, designed to meet regional development priorities are available to all schools across the region
  - Teaching vocabulary
  - Effective teaching from key stage 3 to key stage 4;
  - Domain specific literacy;
  - A level teaching of English;
  - *Get Writing Secondary*: Improving standards of pupils' writing in English at key stage 3 and key stage 4;
  - A programme for new literacy coordinators;
  - GCSE Language and Literature Moderation;
  - Literacy coordinator meetings
  - Stretch and challenge in the English classroom.
- NB. Bridgend schools facilitated five of these programmes.
- Hub / Cronfa networks including resources in support of new GCSEs
- Resources available include Year 10 and Year 11 revision materials and regional GCSE mock exams for English Language

- **Science**

- Network support meetings include the following standard agenda items:
  - Curriculum for Wales
  - PISA
  - Literacy,
  - Using FFT/Alps
  - Use of item level data to inform school priorities and regional needs
  - All Bridgend schools attend regularly, except CCYD, Maesteg and Llangynwyd
  - Archbishop McGrath, Brynteg and Cynffig are significant contributors to network meetings
  - 33% of Bridgend primary schools attend key stage 2 network meetings
- Curriculum Hub programmes, designed to meet regional development priorities are available to all schools across the region:
  - Science teaching, good to excellent
  - Leading an effective science department – focusing on new elements of revised GCSE, domain specific pedagogy and effective tracking / monitoring
- Hub / Cronfa networks including resources in support of new GCSEs
- Resources available include Year 10 and Year 11 revision materials

- **Mathematics**

- Network support meetings include the following standard agenda items:
  - Curriculum for Wales
  - PISA
  - Sharing effective practice
  - Using FFT/Alps to inform tracking
  - Early entry approaches
  - Use of item-level data to inform school priorities and regional needs
- Regional analysis of item level data for November 2017 series was shared
- Creation of regional GCSE numeracy 'mock' paper to simulate Year 10 early entry
- Curriculum Hub programmes, designed to meet regional development priorities are available to all schools across the region:
  - Mathematics pedagogy
  - Mathematics pedagogy for NQTs
  - Leading the Mathematics Department - focusing on new elements of revised GCSEs for mathematics and mathematics numeracy, domain specific pedagogy, effective leadership and tracking/monitoring
- Maesteg School received focused support for mathematics including verifying current approaches to assessment and brokering hub support.

Bridgend's schools' uptake of hub programmes during 2017-2018 is illustrated in Table 14 (below).

**Table 14** Comparison of hub take-up programmes by individual local authorities

|             | Bridgend |      | Cardiff |      | Merthyr |      | Rhondda |     | Vale    |      |
|-------------|----------|------|---------|------|---------|------|---------|-----|---------|------|
|             | Schools  | %    | Schools | %    | Schools | %    | Schools | %   | Schools | %    |
| Pri         | 25       | 52%  | 78      | 77%  | 17      | 74%  | 76      | 75% | 25      | 54%  |
| Sec         | 9        | 100% | 18      | 100% | 4       | 100% | 15      | 88% | 8       | 100% |
| Special/PRU | 2        | 67%  | 7       | 88%  | 0       | 0%   | 4       | 67% | 1       | 50%  |
| Total       | 36       | 60%  | 103     | 81%  | 21      | 75%  | 95      | 76% | 34      | 61%  |

- **2018-2019**

- 2018-2019 programmes have commenced in the autumn term 2018.
- To date:
  - Bridgend schools have accessed 37 Hub programmes
  - 75 teachers from 26 Bridgend schools have attended these programmes
  - All schools across the region receive the same level of marketing, communications and advertising in relation to support.

**4.9 More information in relation to each school's performance – not necessarily more data but detail of the where, what and how in relation to good and poor performance for each school so that the Committee has an overall understanding of the current situation and priority schools in Bridgend.**

This information is collated in termly progress reports that are shared with Bridgend Education and Family Support Directorate.

The school year academic progress report (2017-2018) was shared with Bridgend's Education and Family Support Directorate in early autumn term 2018.

**4.10 What extent are schools responding to the changes recently introduced (such as the removal of 'Business and Technology Education Council' (BTEC) to ensure they are still meeting the needs of the pupils**

Strategies to mitigate the impact of the removal of BTEC have been a rolling agenda item in all Science network meetings for the last two years. Network meetings focus on the available range of science qualifications. However, it is important to recognise that the identification of appropriate curriculum pathways is a school-level decision. That said, CSC advice is offered to schools. Feedback to curriculum leaders remains focused on meeting the needs of individual pupils.

Challenge advisers work closely with schools to ensure that all schools are offering a broad and balanced curriculum that meets the needs of all learners. The Challenge Framework used by challenge advisers and Estyn's new inspection framework both put heavy emphasis on ensuring that all pupils are making good progress in their learning.

Where schools are not meeting the needs of all learners, challenge advisers will support schools to improve appropriately. This support includes using CSC's Accelerated Progress Leads as well as core support from the strategic team.

#### **4.11 What work is being done to mitigate against future dips in performance resulting from any changes to curriculum or changes to performance measures**

As above, in all network meetings (both core subject and via lead practitioners), specification updates, Curriculum for Wales and changes to performance measures remain a rolling agenda item.

Strategies to develop appropriate curriculum pathways and teaching and learning are shared through these network meetings and via the Cronfa system.

CSC plays a key role in supporting the development of the new curriculum for Wales. CSC is a key partner, working closely with Welsh Government, Estyn and the OECD in the co-construction of:

- Curriculum for Wales
- Developing pedagogy
- Schools as Learning Organisations

We also work closely with WJEC and Qualifications Wales to ensure that we can share the most up to date information with our schools. Recently, this has included changes to the accountability measures for key stage 4 and the new GCSEs.

Our Professional Learning Offer 2018-2019 is designed to support all schools and teachers through these changes. It is structured in a way that reflects the principles of the Professional Learning Model for Wales.

#### **4.12 Evidence of how the Consortium has made a direct impact on schools and school performance, what outcomes can they be measured on in relation to Bridgend to assure Members of value for money**

CSC offers Bridgend Local Authority good value for money. CSC is funded via a formula-based assessment. All LA funding for CSC is calculated using an agreed formula based on the legal agreement (section 8.2) for the regional working with CSC. For the £621,381 (2017-2018) funding, CSC has:

- Improved GCSE outcomes (as measured by Level 2 inclusive) by 9% (provisional GCSE data 2017-2018) since the creation of regional working model and consortia.
- Offered a comprehensive Professional Learning Offer (formally known as Professional Development training) which draws on expertise from across the CSC region. Accessible to all schools and meeting everyone's need. This offer has more than 303 training events running over the year.

- Bespoke school to school support in core subjects from CSC literacy, numeracy, digital, wellbeing teams
- Ten challenge advisers working across Bridgend
- Three Accelerated Progress Leaders working with alongside Challenge Advisers in all secondary schools.
- In 2017-2018, three schools were supported out of Estyn Review
- In 2017-2018, two schools were inspected by Estyn as 'good' or 'excellent'.
- CSC LA Annex funding was used to support Bridgend's Festival of Learning 2018.

95.6% of CSC's funding is delegated back to schools in the region. This facilitates the national agenda for building capacity within schools to improve and share effective practice (ie the self-improving system).

Despite ongoing cuts in funding, CSC continues to deliver good and, in many areas, improving outcomes for learners.

#### **4.13 What is being done to mitigate against the impact of changes in teachers to ensure that this does not have a resulting impact on the performance of pupils**

All full-time newly qualified teachers (NQTs) have an induction mentor (IM) from within their school. They are also allocated an external verifier (EV) from outside of the school. The EV visits the school to undertake lesson observations, discuss learning experiences and evidence gained in demonstrating that they are meeting the professional standards. Both the IM and the EV complete reviews on the NQTs on line profile on a termly basis, they will also complete a final recommendation.

All full-time NQTs are offered the Aspire Programme which consists of six days of training and support. This is based around the five standards of the professional teaching and learning standards.

Short-term supply NQTs also receive support but because they are not based in one school the EV is the IM as well. There is an abridged version of the Aspire Programme on two Saturdays.

In July, there was an NQT conference with key note speakers Kirsty Williams, Sir John Jones and Professor Mick Waters. The conference was a scene-setting event for NQTs to understand how to access support but also setting high expectations for the quality of teaching and learning.

The number of full-time NQTs in Bridgend academic year 2017-2018 are as follows:

- Overall – 36 (4 started induction prior to September 2017)
- Secondary English – 15 (4 started induction prior to September 2017)
- Secondary Welsh - 2
- Primary English – 14
- Primary Welsh – 3
- Special – 2

Central South Consortium's Professional Learning offer 2018-19 details a huge programme (in excess of 300 opportunities) of free support to develop and sustain both leadership and teaching. Schools can access events through Cronfa. Challenge advisers would also broker support where need arises – particularly where emerging areas of concern arise.

The professional learning offer is built around the pillars of the National Mission Wales and as such ensures that teachers and leaders attending events receive cutting edge support.

#### **4.14 Performance in relation to vocational qualifications and non-core subjects – where are there causes for concern and where there is excellent work taking place**

Alps and FFT Aspire data has been used to identify those schools with the highest regional performance for outcomes for vulnerable learners. Archbishop McGrath and Bryntirion Comprehensive have been invited to join the regional working party group to develop regional strategies. A regional networking meeting for sharing effective practice for L3 BTEC has been established. CCYD and Maesteg have been invited to attend, based on their L3 BTEC (Science) outcomes.

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

5.1 There is no effect upon the policy framework or procedure rules

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

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

#### **7. Well-being of Future Generations (Wales) Act 2015 implications**

7.1 The Well-being of Future Generations (Wales) Act 2015 Assessment provides a comprehensive summary of the outcomes expected from the implementation of the service.

Long-term Supports the improvement of standards and outcomes in schools.

Prevention Monitoring school performance allows the local authority to identify trends over time and to identify areas of good practice to be shared to help raise standards and to identify areas for school development via consortia and local authority support as well as through the refinement of school improvement plans, helping to ensure that recommendations identified are addressed and acted upon to secure school improvement, preventing standards from slipping.

|               |   |
|---------------|---|
| Integration   | Monitoring and acting upon the overall school performance report is key to ensuring that outcomes for schools are achieved thus helping to support a successful economy.  |
| Collaboration | The local authority works closely with schools, Estyn and with the Central South Consortium (CSC) to deliver the well-being objectives related to school improvement. The local authority receives the overall data reports from CSC and from Welsh Government and this informs the work conducted by CSC to deliver the support for school improvement services.   |
| Involvement   | This area of work involves all stakeholders in school improvement. The local authority works closely with CSC to identify strategic areas for improvement and on how best to support schools. Schools work closely with Challenge Advisers from CSC to refine their improvement plans or post-inspection action plans and to identify strategic support from the local authority, CSC and elsewhere (as required) reflecting the diversity of stakeholders involved in aspects of school improvement. |

## **8. Financial implications**

8.1 There are no financial implications arising directly from this information report

## **9. Recommendation**

9.1 It is recommended that Overview and Scrutiny Committee 1 notes the content of this report.

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## Glossary of terms

| Acronym | Definition  |
|---------|---|
| LCE     | Language and Communication English  |
| LCW     | Language and Communication Welsh  |
| MDT     | Mathematical Development  |
| PSD     | Personal and Social Development   |
| FPOI    | Foundation Phase Outcome Indicator  |
| Eng     | English   |
| Cym     | Cymraeg   |
| Mat     | Mathematics   |
| Sci     | Science   |
| CSI     | Core subject indicator  |
| ALPs    | Post-16 analytical performance measuring tool   |
| FFT     | Reporting and data (key stage 2 and key stage 4) tool for schools and local authorities |