

**BRIDGEND COUNTY BOROUGH COUNCIL****REPORT TO CHILDREN & YOUNG PEOPLE OVERVIEW AND SCRUTINY  
COMMITTEE****6 JANUARY 2015****REPORT OF THE CORPORATE DIRECTOR - CHILDREN****SCHOOL PERFORMANCE REPORT 2013-14****1. Purpose of Report.**

- 1.1 The purpose of this report is to inform committee of overall school performance at the end of Foundation Phase and key stages (KS) 2-4 for the school year 2013-14 and to provide a full analysis of results.

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

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

**3. Background**

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

**4. Current situation / proposal**

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

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

4.2 To facilitate improvement in performance the aims are to:

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

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

#### 4.3.1 Overall performance 2014

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

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

#### 4.3.2 Test results (Appendix 3)

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

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

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

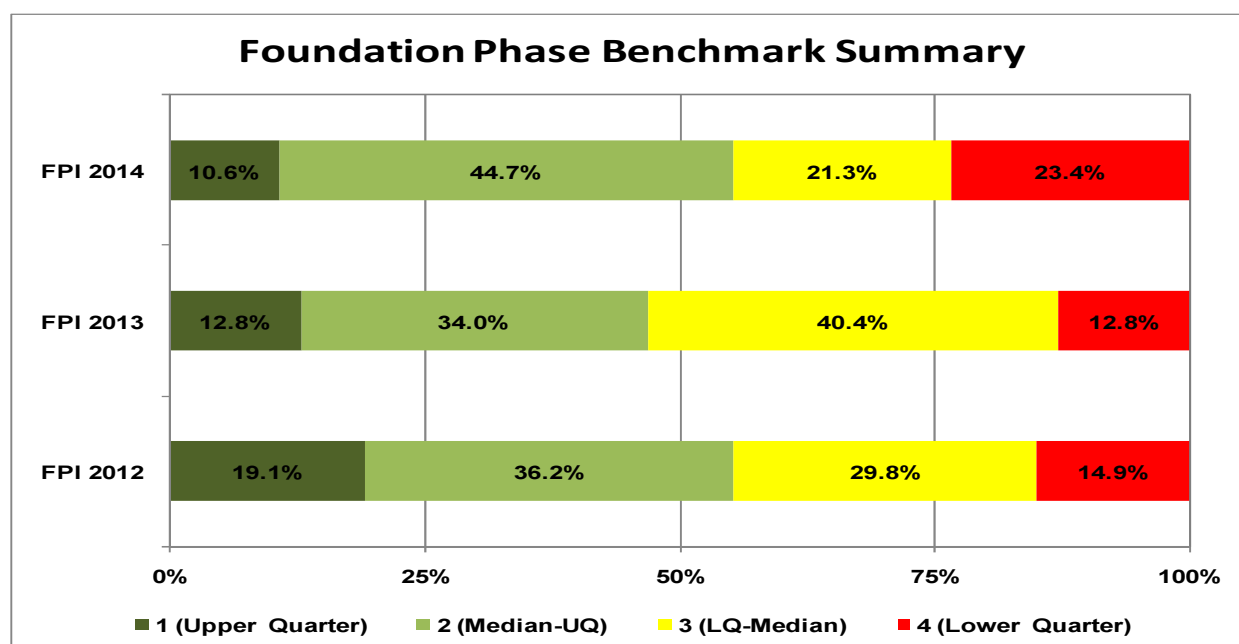
#### 4.3.3 Key Stage outcomes

#### 4.3.4 Foundation Phase (FP)

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

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

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

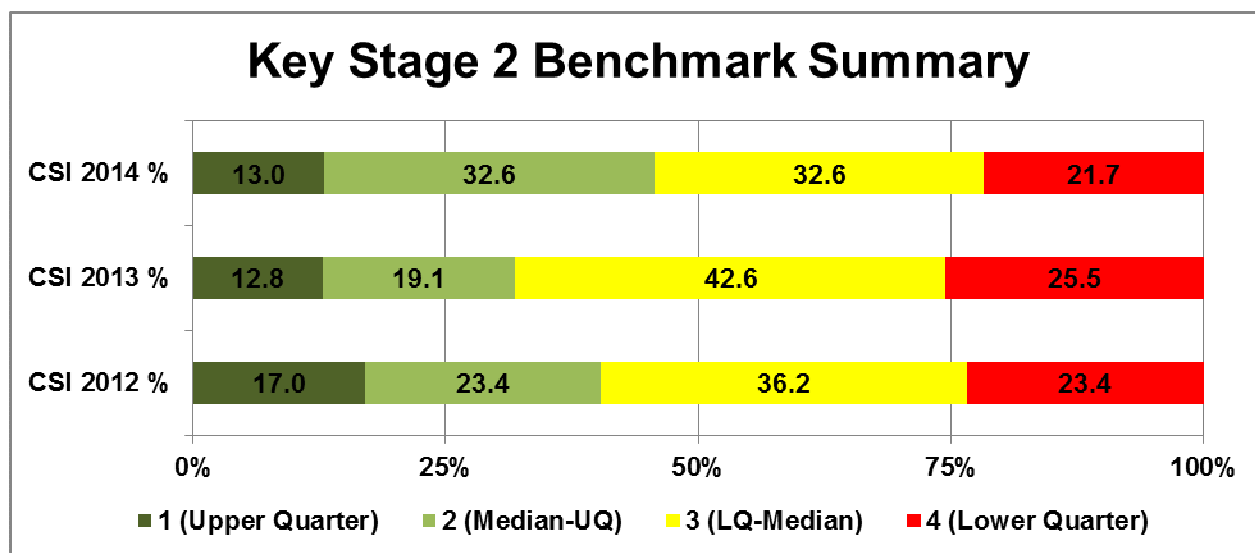


#### 4.3.5 Key Stage 2

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

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

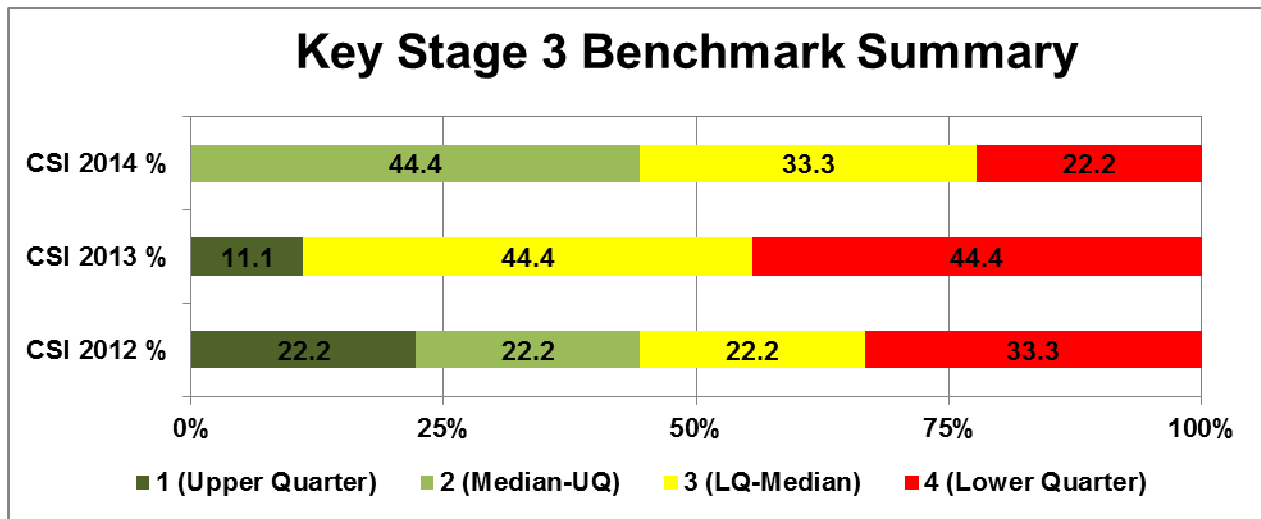
Benchmarking of schools on the basis of free school meals shows that the percentage of schools above the median for the KS2 core subject indicator has increased over the last 3 years and now 45.6% of schools are above the median; however there are still too many schools in the bottom quarter, although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



#### 4.3.6 Key Stage 3

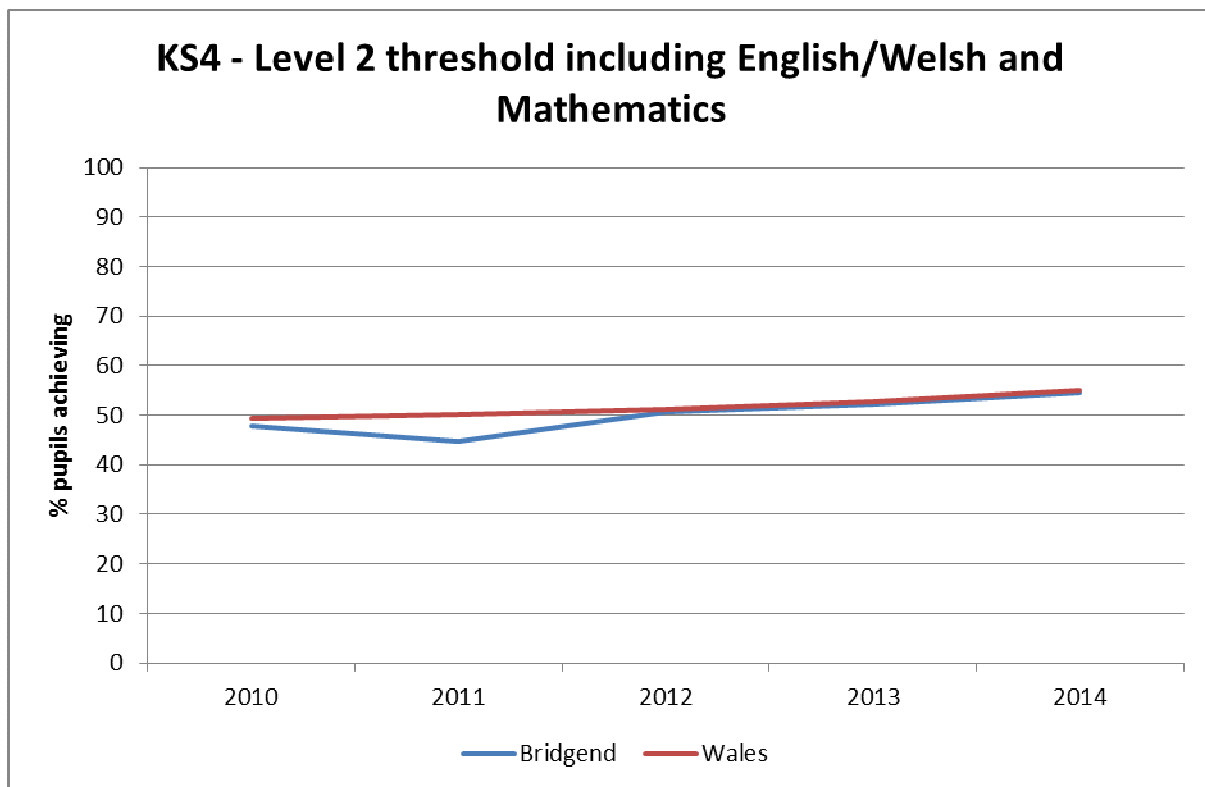
At key stage 3 (KS3) the trend in performance at the expected level (level 5) and above is positive over the last 3 years in all core subjects and the rate of progress is faster than at a national level. However, performance is below the national average for all core subjects and below local authority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

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



**4.3.7 Key Stage 4**

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



**4.3.8 Performance of groups of learners**

**4.3.9 More able and talented**

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

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

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

#### 4.3.10 Gender

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

#### 4.3.11 Free school meal eligibility

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

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

#### 4.3.12 Ethnic minority pupils

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

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

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

#### 4.3.14 Special educational needs (SEN)

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

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

#### 4.3.15 Looked after children (LAC)

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

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

#### 4.3.16 School analysis

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

#### 4.3.17 **FPOI**

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

#### 4.3.18 **KS2 CSI**

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

#### 4.3.19 **KS3**

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



#### 4.3.20KS4

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

#### 4.3.21 School categorisation

##### September 2013 School Categorisation

A	12
B	29
C	16
D	4

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

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

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

#### 4.4 NEXT STEPS

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

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

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

modelling)

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

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

##### **Objectives:**

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

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

##### **Objectives:**

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

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

##### **Objectives:**

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

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

5.1 The content of this report has no effect upon policy and procedure rules.

## **6. Equality Impact Assessment**

6.1 Although the content of this report does not impact directly on the Council's exercising of its equalities duties, it does provide commentary on the relative performance of some disadvantaged or potentially vulnerable groups of pupils and on the respective attainment of boys and girls.

## **7. Financial Implications**

7.1 There are no financial implications arising from this report.

**8. Recommendations**

8.1 It is recommended that the Committee:

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

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**Background Documents**

None.