

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE

REPORT OF THE DIRECTOR OF EDUCATION AND TRANSFORMATION

5 JANUARY 2016

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

1. Purpose of Report.

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

2. Connection to Corporate Improvement Objectives/Other Corporate Priorities

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

3. Background

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

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

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

4. Current situation / proposal

FOUNDATION PHASE

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

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

FPI	2013	2014	2015
Rank	14	11	7

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

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

Rank PSDWCD expected outcome			
	20	11	13

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

Rank LLC-W expected outcome			
	1	8	3

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

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

Rank – MD expected outcome			
	15	12	7

4.3 **Commentary**

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

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

4.4 Key Stage 2

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

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

Rank - CSI	17	11	15

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

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

Rank – English expected level	17	14	15
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Maths at Expected Level and Higher than Expected Level				
	2013	2014	2015	3 Yr Diff
Bridgend (%)	86.3	88.8	90	+3.7
Wales (%)	87.5	88.9	90.2	+2.7
Bridgend +1 (%)	33.4	37.9	39.8	+6.4
Wales + 1 (%)	35.7	38	41.2	+5.5

Rank – Maths expected level	17	12	15
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Welsh at Expected Level and Higher than Expected Level				
	2013	2014	2015	3 Yr Diff
Bridgend (%)	93.4	90.5	94.7	+1.3
Wales (%)	86.7	88.1	90.5	+3.8
Bridgend +1 (%)	37.4	31	35.1	-2.3
Wales + 1 (%)	30.4	33.9	38	+7.6

Rank – Welsh expected level	3	6	4
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Science at Expected Level and Higher than Expected Level				
	2013	2014	2015	3 Yr Diff
Bridgend (%)	87.3	90.3	91.1	+3.8
Wales (%)	89.7	90.3	91.4	+1.7
Bridgend +1 (%)	31.7	37.1	38.4	+6.7
Wales + 1 (%)	36.1	38.4	41.1	+5

Rank – Science expected level	19	14	14
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4.6 **Commentary**

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

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

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

4.7 Key Stage 3

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

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

Rank - CSI	17	15	12
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4.8 The individual core subjects at the expected level, level 5+, and the higher than expected level, level 6+.

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

Rank – English expected level	2013	2014	2015
	16	14	8

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

Rank – Welsh expected level	2013	2014	2015
	17	13	14

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

Rank – Maths expected level	2013	2014	2015
	16	16	14

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

Rank – Science expected level	2013	2014	2015
	18	14	12

4.9 **Commentary**

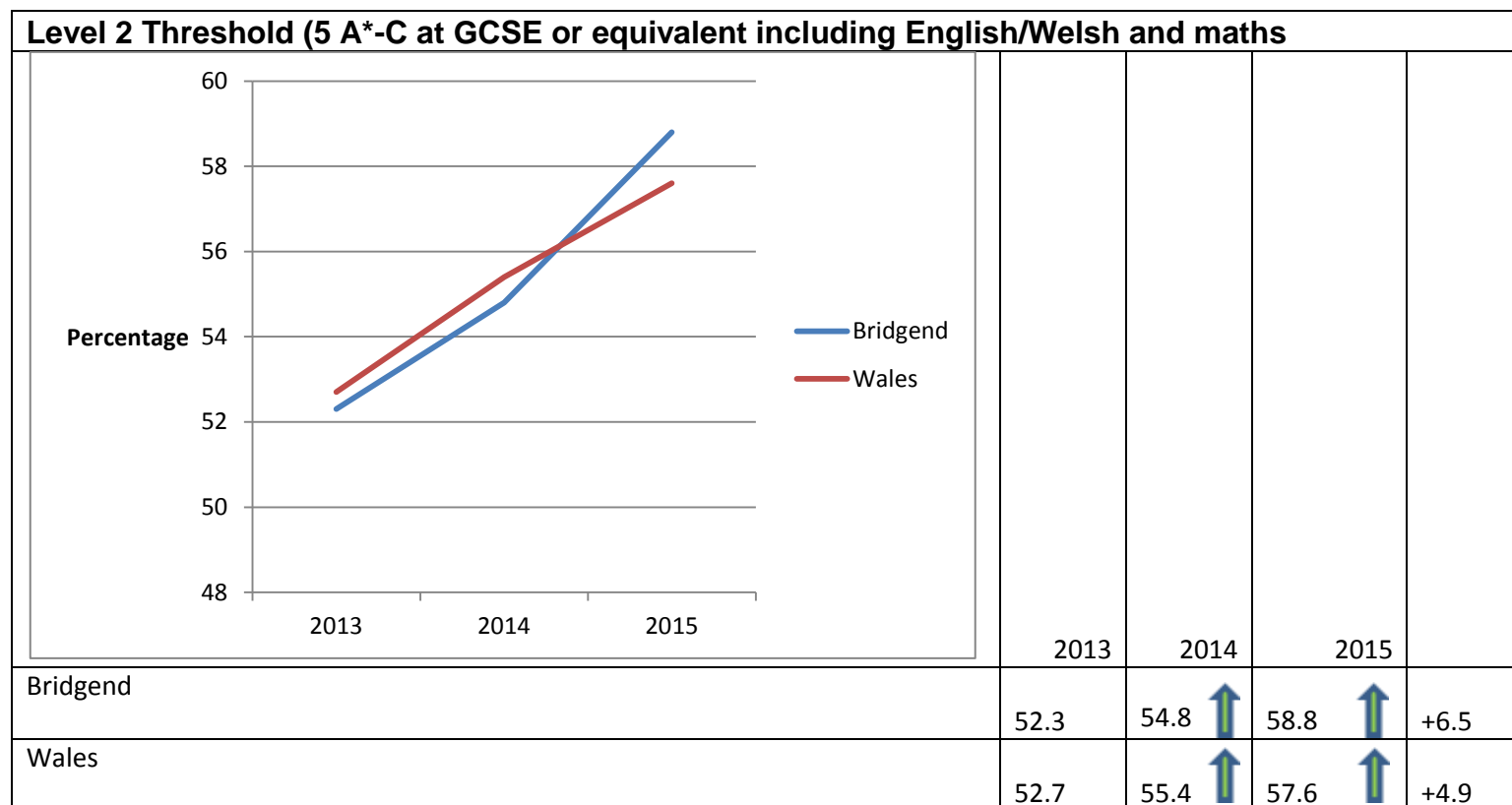
Achievement at key stage 3 is good. The rate of improvement has been greater than the national rate in all indicators. Compared to other local authorities in Wales, whereas there has been some fluctuation, taken over a three year period the rank position of Bridgend improved in all indicators.

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

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

4.10 Key Stage 4

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



L2+ threshold	2013	2014	2015
Rank	13	12	9

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

L1 threshold	2013	2014	2015
Rank	14	17	16


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





CSI	2013	2014	2015
Rank	9	9	8





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





L2 threshold	2013	2014	2015
Rank	20	18	13

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

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

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

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

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

4.12 Commentary

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

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

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

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

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

4.13 Post 16

Published exam data for Post 16 A levels

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

Commentary

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









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









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

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

4.14 The performance of different groups of learners

Gender

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

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

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

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

4.15 Commentary

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

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

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

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

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

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

4.17 Commentary

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

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

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

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

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

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

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

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

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

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





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




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

4.21 **Commentary**





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



4.22 Attendance

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

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

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

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

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

4.23 Commentary

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

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

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

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

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

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

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

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

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

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

4.25 Commentary

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

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

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

4.26 Statutory powers of intervention

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

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

4.27 Commentary

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

4.28 Categorisation

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

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

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

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

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

4.29 **Commentary**

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

4.30 **Main strengths**

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

4.31 Main areas for further improvement

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

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

5. Effect upon Policy Framework& Procedure Rules.

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

6. Equality Impact Assessment

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

7. Financial Implications.

7.1 There are no direct financial implications.

8. Recommendation

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

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Background documents

None.