

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Children, Young People and Education Cabinet Board

10th March 2016

Report of the Head of Participation

Chris Millis

Matter for Monitoring

Wards Affected: All Wards

Quarterly Performance Management Data 2015-2016 – Quarter 3 Performance (1st April 2015– 31st December 2015)

Purpose of the Report

To provide members with quarter 3 performance management data, complaints and compliments for the period 1st April 2015 to 31st December 2015 for Education, Leisure and Lifelong Learning Directorate. This will enable the CYPE Cabinet Board to discharge their functions in relation to performance management.

Executive Summary

The report provides education results and assessments at KS4, KS3 and KS2. Attendance and Exclusion data over the Secondary and Primary Sectors. Data relating to the Statutory Assessment Process, the Youth Service and Childcare.

Background

Quarterly Data for members to compare results/outcomes.

Financial Impact

The progress described in the quarterly report was delivered within reduced budgets.

Equality Impact Assessment

The Equality Act 2010 requires public bodies to “pay due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and
- foster good relations between persons who share a relevant protected characteristics and persons who do not share it.”

As the focus of this report is to report progress and Neath Port Talbot schools produce an annual Strategic Equalities Plan there is no requirement to undertake an equality impact assessment.

Workforce Impacts

The progress described in the quarterly report was achieved against a backdrop of a reduced workforce alongside ongoing financial challenges.

Legal Impacts

This progress report is prepared under:

The Local Government (Wales) Measure 2009 and discharges the Council’s duties to “make arrangements to secure continuous improvement in the exercise of its functions”.

The Neath Port Talbot County Borough Council Constitution requires each cabinet committee to monitor quarterly budgets and performance in securing continuous improvement of all the functions within its purview.

Risk Management

NPTCBC have a legal duty under the The Local Government (Wales) Measure 2009 to make arrangements to secure continuous improvement.

Consultation

There is no requirement under the Constitution for external consultation on this item.

Recommendations

Members note the report.

Reasons for Proposed Decision

Matters for monitoring. No decision required.

Implementation of Decision

Matters for monitoring. No decision required.

Appendices

Appendix 1 - Quarterly Performance Management Data 2015-2016

Appendix 2 - Compliments and Complaints 2015-2016

List of Background Papers

The Neath Port Talbot [Corporate Improvement Plan - 2015/2018](#) “Rising to the Challenge”;

Monitoring forms/spreadsheets

Welsh Government Statistical Releases

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Castell-nedd Port Talbot
County Borough Council Cyngor Bwrdeistref Sirol

Quarterly Performance Management Data 2015-2016 – Quarter 3 Performance (1st April 2015– 31st December 2015)

Report Contents:

Section 1: Key points.

Section 2: Quarterly Performance Management Data and Performance Key.

Section 3: Compliments & Complaints Data.

Section 1: Key points.

Education

- The Key Stage 4 Level 2 threshold (5 GCSE's incl English/Welsh first Lang and Maths) increased by nearly 3% to 58.4% and is higher than the Wales average. In the Key Stage 4 L2 threshold indicator (5 GCSE's or equivalent) Neath Port Talbot were the highest in Wales for the 3rd consecutive year.
- In the Key Stage 4 Average Wider Points and Capped Points (best 8 results) Neath Port Talbot were placed 2nd and 3rd in Wales respectively.
- At the end of Key Stage 4 only 2 of 1542 (0.1%) pupils left full time education without a recognised qualification, an improvement on the 0.2% in 2013/14.
- At Key Stage 3 the Core Subject Indicator (level 5 or above in English/Welsh, Maths & Science) improved by 4.7% in 2014/15. Neath Port Talbot however, are still ranked 22nd in Wales.
- The Key Stage 2 Core Subject Indicator (level 4 or above in English/Welsh, Maths & Science) fell by 0.8% in 2014/15 and NPT are ranked 22nd in Wales.
- Both primary and secondary school attendance increased by 0.2% in 2014/15.
- The number of pupils permanently excluded fell from 11 to 9 in 2014/15 and the number of days lost to fixed exclusions fell from 1860 to 1458.
- The average number of school days that permanently excluded pupils did not receive an offer of appropriate education provision improved by 77% for part time (from 52 to 11 days) and 66% for full time provision (from 79 to 26 days).
- The number of full day childcare places provided by the council rose by 512.
- 1.6% more 11-19 year olds are in contact with the Youth Service.
- The percentage of final statements of special educational need excluding exceptions issued within 26 weeks was again 100%. Performance including exceptions however fell to 10.53% due to the complexity of individual cases,

availability of staff from outside the LA, the ability of parents to take children to their assessments, staffing pressures within the LA and long term staff absences.

- Of the 22 indicators reported, 3 were at maximum performance, 14 improved, 3 remained within 5% and 2 fell by over 5% when compared to quarter 3 2014/15.

Section 2: Quarterly Performance Management Data and Performance key

2015-2016 – Quarter 3 Performance (1st April 2015 – 31st December 2015)

Note: The following references are included in the table. Explanations for these are as follows:








(NSI) National Strategic Indicators (NSIs) - are used to measure the performance of local authorities at a national level and focus on key strategic priorities. Local authorities are under a legal duty to collect & report on these measures.

(PAM) Public Accountability Measures - consist of a small set of “outcome focussed” indicators, selected initially from within the existing Performance Measurement Framework. They will reflect those aspects of local authority work which local authorities agree are considered to be important in terms of public accountability. For example, recycling, educational attainment, sustainable development, etc. This information is required and reported nationally, validated, and published annually.

(SID) Service Improvement Data - can be used by local authority services and their regulators as they plan, deliver and improve services.

All Wales - The data shown in this column is the figure calculated using the base data supplied by all authorities for 2014/2015 i.e. an overall performance indicator value for Wales.

(L) Local Performance Indicator set by the Council.

| | Performance Key |
|---|---|
|  | Maximum Performance |
|  | Performance has improved |
|  | Performance has been maintained |
|  | Performance is within 5% of previous year's performance |
|  | Performance has declined by 5% or more on previous year's performance - Where performance has declined by 5% or more for the period in comparison to the previous year, an explanation is provided directly below the relevant performance indicator. |
|  | No comparable data (data not suitable for comparison /no data available for comparison) |
|  | No All Wales data available for comparison. |



Education – Schools

| No | PI Reference | PI Description | NPT Actual 2013/14 (2012/13 academic year) | All Wales 2014/15 (2013/14 academic year) | Quarter 3 2014/15 (2013/14 full academic year) | Quarter 3 2015/16 (2014/15 full academic year) | Direction of Improvement |
|----|-----------------------|--|---|--|---|---|--------------------------|
| 1 | EDU/008a (SID) | The number of permanent exclusions during the academic year per 1,000 pupils from Primary Schools. | 0.1 1 pupil | | 0.1 1 pupil | 0 0 pupils | 😊 |
| 2 | EDU/002ii (NSI) | The percentage of pupils in local authority care, in any local authority maintained school, aged 15 as at the preceding August, who leave compulsory education, training or work based learning without and approved external qualification. | 0% | 2.9% Joint 1 st | 0% 0 pupils | 0% 0 pupils | 😊 |
| 3 | EDU/002i (NSI/PAM) | The percentage of all pupils (including those in local authority care), in any local authority maintained school, aged 15 as at the preceding August, who leave compulsory education, training or work based learning without and approved external qualification. | 0.1% (2 of 1,619 pupils) | 0.3% 13 th | 0.2% (3 of 1,667 pupils) | 0.1% (2 of 1,542 pupils) | ↑ |
| 4 | EDU/004 (PAM) | The percentage of pupils assessed at the end of Key Stage 3, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment. | 73.1% | 81.2% 22 nd | 73.1% (1,096 of 1,500 pupils) | 77.8% (1,160 of 1,491) | ↑ |
| 5 | EDU/006ii (NSI) | The percentage of pupils assessed, in schools maintained by the local authority, receiving a Teacher Assessment in Welsh (first language) at the end of: Key Stage 3. | 10.3% | 17.2% 14 th | 10.0% (150 of 1,500 pupils) | 11.6% (173 of 1,491) | ↑ |
| 6 | EDU/008b (SID) | The number of permanent exclusions during the academic year per 1,000 pupils from Secondary Schools. | 1.0 8 pupils | | 1.3 10 pupils | 1.2 9 pupils | ↑ |

Education –Schools - continued

| No | PI Reference | PI Description | NPT Actual 2013/14 (2012/13 academic year) | All Wales 2014/15 (2013/14 academic year) | Quarter 3 2014/15 (2013/14 full academic year) | Quarter 3 2015/16 (2014/15 full academic year) | Direction of Improvement |
|----|----------------------|--|--|---|--|--|-----------------------------|
| 7 | EDU/009a (SID) | The average number of school days that permanently excluded pupils did not receive an offer of full time appropriate education provision during the academic year. | 82.2 | | 79.8 | 26.7 | ↑ |
| 8 | EDU/009b (SID) | The average number of school days that permanently excluded pupils did not receive an offer of part time appropriate education provision during the academic year. | 38.5 | | 52.2 | 11.9 | ↑ |
| 9 | EDU/010a (SID) | The percentage of school days lost due to fixed-term exclusions during the academic year, in Primary Schools. | 0.011% 186 days | | 0.016% 262 days | 0.008% 203 days | ↑ |
| 10 | EDU/010b (SID) | The percentage of school days lost due to fixed-term exclusions during the academic year, in Secondary Schools. | 0.107% 1,572 days | | 0.112% 1,598 days | 0.085% 1,255 days | ↑ |
| 11 | EDU/011 (NSI/PAM) | The average wider point score for pupils aged 15 as at the preceding 31 August, in schools maintained by the local authority. | 537 | 530 10 th | 540 | 586 | ↑ |
| 12 | EDU/016a (PAM) | Percentage of pupil attendance in Primary Schools. | 93.0% | 94.8% 16 th | 94.6% (3,153,617 of 3,333,372 sessions) | 94.8% (3,278,928 of 3,459,833 sessions) | ↑ |
| 13 | EDU/016b (PAM) | The percentage of pupil attendance in Secondary Schools. | 92.6% | 93.6% 12 th | 93.5% (2,182,564 of 2,333,737 sessions) | 93.7% (2,148,160 of 2,293,388 sessions) | ↑ |

Education - Schools -continued

| No | PI Reference | PI Description | NPT Actual 2013/14 (2012/13 academic year) | All Wales 2014/15 (2013/14 academic year) | Quarter 3 2014/15 (2013/14 full academic year) | Quarter 3 2015/16 (2014/15 full academic year) | Direction of Improvement |
|----|----------------------|--|---|---|---|---|--------------------------|
| 14 | EDU/017 (NSI/PAM) | The percentage of pupils aged 15 at the preceding 31 August in schools maintained by the local authority who achieved the level 2 threshold including a GCSE grade A-C in English or Welsh first language and Mathematics. | 56.0% | 55.5%  9 th | 55.8% | 58.4% | ↑ |
| 15 | EDU/003 (NSI/PAM) | The percentage of pupils assessed at the end of Key Stage 2, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment. | 82.0% | 86.4%  21 st | 84.1% (1,144 of 1,360 pupils) | 83.3% (1,194 of 1,433) | v |
| 16 | EDU/006i (SID) | The percentage of pupils assessed, in schools maintained by the local authority, receiving a Teacher Assessment in Welsh (first language) at the end of: Key Stage 2 | 16.4% | 17.7% | 15.4% (209 of 1,360 pupils) | 14.1% (202 of 1,433 pupils) | v |

| Education - Other | | | | | | | | |
|-------------------|---|---|--------------------|-----------------------------|--------------------------------|-----------------------------|-----------------------------|--------------------------|
| No | PI Reference | PI Description | NPT Actual 2013/14 | NPT Actual 2014/15 | All Wales 2014/15 | NPT Quarter 3 2014/15 | NPT Quarter 3 2015/16 | Direction of Improvement |
| 17 | EDU/015b (NSI) | The percentage of final statements of special education need issued within 26 weeks excluding exceptions. | 100%* | 100%* | 95.6% Joint 1 st | *100% | 100% | 😊 |
| 18 | L(Yth)2+ (Local) | The percentage of 11 - 19 year olds in contact with the youth service. (measured cumulatively over the 2015/16 financial year – quarterly) | 33.07% | 30.24% (4,358 of 14,411) | | 22.28% (3,211 of 14,411) | 23.93% (3,386 of 14,150) | ↑ |
| 19 | L(FP) 1+ (Local) | Number of full day childcare places provided. (measured over the 2015/16 financial year - quarterly) | 1,800 | 1,624 | | *1,616 | 2128 | ↑ |
| 20 | L(SEN) 1b (Local) | Total number of children with statements of special educational needs. (measured over 2015 calendar year – quarterly) | 788 | 790 | | *790 | 799 | v |
| 21 | L(SEN) 1a (Local) | Number of children with new statements of special educational needs. (measured over the 2015 calendar year - quarterly) | 103* | 77* | | *77 | 95 | ↓ |
| | The increase in numbers can be attributed to the identification of individuals experiencing complex needs. There has also been an increase in identified medical related needs through early intervention strategies and approaches across Education and Health Services. | | | | | | | |
| 22 | EDU/015a (NSI) | The percentage of final statements of special education need issued within 26 weeks including exceptions. (measured over 2015 calendar year – quarterly) | 32.0%* | 23.37%* | 64.5% 21 st | *23.37% | 10.53% | ↓ |
| | The increase in time taken to issue statements can be attributed to a several factors:- <ul style="list-style-type: none"> The complex nature of pupils needs requiring assessments from a number of professionals. The availability of staff from outside the LA to conduct assessment and produce reports. The ability of parents to take children to their assessments. Staffing pressures within the LA and long term staff absences. | | | | | | | |

*- Calendar year data - 12 months data



Section 3: Compliments and Complaints

2015-2016 – Quarter 3 (1st April 2015 – 31st December 2015) – Cumulative data

| | Performance Key |
|---|--|
| ↑ | Improvement : Reduction in Complaints/ Increase in Compliments |
| ↔ | No change in the number of Complaints/Compliments |
| ∨ | Increase in Complaints but within 5%/ Reduction in Compliments but within 5% of previous year. |
| ↓ | Increase in Complaints by 5% or more/ Reduction in Compliments by 5% or more of previous year. |

| No | PI Description | Quarter 3 2014/15 | Quarter 3 2015/16 Cumulative | Direction of Improvement |
|----|---|----------------------|------------------------------------|-----------------------------|
| 1 | <u>Total Complaints - Stage 1</u> | 7 | 8 | ↓ |
| | a - Complaints - Stage 1 upheld | 0 | 0 | |
| | b -Complaints - Stage 1 <u>not</u> upheld | 6 | 8 | |
| | c -Complaints - Stage 1 partially upheld | 1 | 0 | |

| No | PI Description | Quarter 3 2014/15 | Quarter 3 2015/16 | Direction of Improvement |
|----|---|----------------------|----------------------|-----------------------------|
| 2 | <u>Total Complaints - Stage 2</u> | 6 | 3 | ↑ |
| | a - Complaints - Stage 2 upheld | 0 | 0 | |
| | b - Complaints - Stage 2 <u>not</u> upheld | 5 | 3 | |
| | c- Complaints - Stage 2 partially upheld | 1 | 0 | |
| 3 | <u>Total - Ombudsman investigations</u> | 0 | 0 | ↔ |
| | a - Complaints - Ombudsman investigations upheld | 0 | 0 | |
| | b - Complaints - Ombudsman investigations <u>not</u> upheld | 0 | 0 | |
| 4 | Number of compliments | 2 | 0 | ↓ |
| | <p><u>Summary</u></p> <p>Stage 1 complaints have risen compared to 2014/15. All stage 1 complaints were not upheld. The complaints centred mainly on the statutory assessment process and school transport.</p> <p>Stage 2 complaints have fallen compared to 2014/15. There were three stage 2 complaints and three were not upheld. The complaints concerned schools improvements publications, information held on a school file and a complaint at a secondary school (procedure).</p> <p>There have been no compliments in 2015/16.</p> | | | |