

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Children, Young People and Education Scrutiny Committee Board

8th September 2016

Report of the:

Head of Participation

Chris Millis

and

Head of Transformation

Andrew Thomas

Matter for Monitoring

Wards Affected: All Wards

**Corporate Improvement Objective – Better Schools, Brighter
Prospects - Highlight Report – Quarter 1 (April 1st – 30th June)
2016-17**

Purpose of the Report

To provide Members with the Better Schools, Brighter Prospects Highlight Report – Quarter 1 (April 2016– June 2016), which provides a progress update for the first three months of 2016-17 for one of the

six Corporate Improvement Plan objectives which fall within the remit of Children, Young People and Education Scrutiny Committee. This will enable the Children, Young People and Education Scrutiny Members to discharge their functions in relation to performance management.

Executive Summary

The report provides an overview of the Strategic School Improvement Programme (SSIP), Welsh in Education Strategic Plan (WESP), pupil attainment, attendance, exclusions, safeguarding and Education Regional Working partnership (ERW).

Financial Impact

There is no financial impact as a result of this report.

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

There is no workforce impact as a result of this report.

Legal Impacts

To support the discharge of the duty placed on the Council, as contained within the Local Government (Wales) Measure 2009, to 'make arrangements to secure continuous improvement in the exercise of its functions'.

Risk Management

Failure to have robust performance monitoring arrangements could result in poor performance going undetected.

Consultation

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

Recommendations

Members monitor performance contained within this report.

Reasons for Proposed Decision

Matter for monitoring. No decision required.

Implementation of Decision

Matter for monitoring. No decision required.

Appendices

Appendix 1 – Better Schools, Brighter Prospects Highlight Report
Quarter 1 2016-17

List of Background Papers

The Neath Port Talbot [Corporate Improvement Plan - 2016/2019](#)
“Rising to the Challenge”;

Officer Contact

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Corporate Improvement Priority: To raise educational standards and attainment for all young people.

RAG Status	Summary of Progress
<p>AMBER</p>	<p>Continuing work on the Strategic School Improvement Programme (SSIP) has resulted in a smooth process ahead of the opening of Ysgol Bae Baglan and Melin Primary School. Business cases have been submitted for Dyffryn secondary school and a new build primary school at Briton Ferry. Work is also on-going to increase the number of pupils at Ysgol Hendrefelin and a new build at Coed Darcy.</p> <p>Work is continuing to support and further develop Welsh language education in schools and in the wider communities</p> <p>The 2014-2015 academic year saw an increase in the number of schools that are categorised as being effective or highly effective (Yellow and green schools). 79.6% of Neath Port Talbot pupils are now educated within these schools. This is an improvement of over 1% on the previous year. All schools received their entitlement of visits and support.</p> <p>In relation to 2015-16 academic year, outcomes at Foundation Phase have declined slightly whilst they have improved at key stage 2. Outcomes at key stage 3 have remained almost the same in nearly all key indicators. We do not yet have verified data for the year at key stage 4 however, trends are very positive.</p> <p>Secondary attendance for the academic year 2015-16 has risen by 0.06% compared to Academic Year 2014-15. Primary attendance data will be available in December 2016. Provisional data for exclusions indicates a rise in both fixed and permanent exclusions. Final 2015-16 academic year data will be available September 2016. The service continues to work in partnership with schools to reduce permanent exclusions to an aspirational target of zero and a continuous year on year reduction in fixed term exclusions. Education Welfare Service are working closely with both schools and parents to identify the cause of individual pupil absence with the aim of early intervention when and where needed to reduce absentees.</p> <p>Peer safeguarding reviews are programmed for all schools and impact positively on safeguarding standards across the authority.</p>



What will be different? (Outcomes)	Lead Officer	RAG Status	Progress
<p>1. We will merge or relocate some schools; increase the capacity in others; and continue to build new schools; and to close some others.</p>	<p>Richard Gordon</p>	<p>The status is Amber as projects are dependent on a number of factors including finance and consultation</p>	<ul style="list-style-type: none"> • SSIP officers continue to finalise detailed business cases for Band A of the 21st Century Schools Programme for the period 2014 -2019 • SSIP officers continue to work with other colleagues to ensure the smooth opening of the new Ysgol Bae Baglan (3-16) school in September 2016. • SSIP officers to continue to work with other colleagues to ensure the smooth opening of the new Melin Primary School in September 2016. • Relevant business cases in respect of the proposal for Dyffryn School are in the process of being prepared. A revised Strategic Outline Programme (SOP) has been submitted to Welsh Government who have confirmed their approval to revise the Council’s Band A to replace the proposal in respect of St Joseph’s with an alternative proposal for Dyffryn School. • A statutory notice has been published on 7th June 2016 in respect of the proposal to increase the number of pupils to be admitted to Ysgol Hendrefelin and to extend the age range of pupils for whom provision is made at the assessment facility commenced. The objection period ran from 7th June 2016 upto the 4th July 2016. • A statutory notice has been published on 7th June 2016 in respect of the proposal to open a new primary school at Old Road, Briton Ferry in place of Brynhafryd, Llansawel and Ynysmaerdy primary schools, all of which will close. The objection period ran from 7th June 2016 upto 4th July 2016. • Officers continue to work with the developers on the design of the new build school at Coed Darcy, although the continued effect of the economic climate on the housing market could impact upon this project adversely. • Work on formalising cross-border arrangements with Powys over provision of secondary Welsh-medium education at YG Ystalyfera to continue to be progressed. Powys County Council has written to NPTCBC with their confirmation that they wish to have arrangements formalised. • Work on developing cross-border arrangements with Carmarthen over



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			<p>provision of primary Welsh-medium education at YGGD Cwmllynfell to be further progressed.</p>
<p>2. We will continue to implement our strategy for the provision of Welsh-medium education in Neath Port Talbot</p>	<p>Mike Daley Richard Gordon</p>	<p>The status is Amber as projects are dependent on a number of factors including finance and consultation</p>	<p>Work is continuing to support and further develop Welsh language education in schools and in the wider communities and plans for future growth in conjunction with Welsh Governments proposals for growing the number of Welsh speakers to one million by 2050; during the summer term 2016, the Welsh in Education Strategic Plan (WESP) forum met and the Challenge Adviser responsible for WESP contributed to the regional working group and liaised with Welsh Government. As a result, the work of the seconded support teachers for both Additional Learning Needs (ALN) pupils and Welsh first language development have supported Welsh medium schools as well as a more strategic approach to supporting Welsh as a second language by the Athrawon Bro service. This support is more targeted according to need.</p> <ul style="list-style-type: none"> • More seven-year olds being taught through the medium of Welsh (2014-15 academic year performance - 19%) – 2015-16 Academic year this has declined to 17%. This is likely to be as a result of size of cohorts rather than a trend. • More learners transferring from Welsh Medium Primary to Welsh Medium Secondary School - The general trend is positive in most years, however, the transition to secondary school whilst improving is below the target. • More learners aged 14 – 16 studying for qualifications through the medium of Welsh - Opportunities for studying for qualifications have increased and the percentage of pupils entered for at least five further Level 1/2 qualifications through the medium of Welsh is at least 80% and exceeds the Welsh Government’s targets of 62% by 2015 and 68% by 2020. • More learners aged 16 – 19 studying subjects through the medium of Welsh in schools, colleges and work-based learning - The schools currently offers 31 Options (target 30 Options) however, recruitment of suitable staff remains a challenge.



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			<ul style="list-style-type: none"> • Welsh-medium provision for learners with additional learning needs (ALN) - Some specialist assessment through the medium of Welsh is available in the Educational Psychologist Service, the Support for Learning Service and from EDIS. No formal arrangements have yet been established with other Local Authorities or consortia to develop enhanced Welsh language ALN provision. • Workforce planning and continuing professional development - schools continue to plan strategically for staff development and produce robust spending plans based on systematic analysis of need. At specific times there is a shortage of well qualified and experienced supply and short-term contract teachers. There were no unfilled teaching vacancies to teach Welsh • SSIP team members to continue with the Welsh Medium Education appraisal, together with continued work required to manage short and long-term capacity pressures on Welsh Medium Primary Schools. • SSIP officers to continue to work with other Council colleagues and contractors to ensure the proposal in respect of Welsh medium education is implemented on 1st September 2017.
<p>3. We will ensure that the 14 -19 Learning Pathways programme supports all young people to achieve their full learning potential</p>	<p>Mike Daley</p>	<p>GREEN</p>	<p>A range of relevant courses to secure young people’s full learning potential are provided. This is in place.</p> <ul style="list-style-type: none"> • Reduce the percentage of young people deemed as Not in Education, Employment or Training (NEET) post 16. (Latest data 2015: 3.6%). 2016 data will be available in April 2017.
<p>4. Improvements in literacy outcomes.</p>	<p>Mike Daley</p>	<p>AMBER</p>	<p>A regionally agreed menu of support has been provided for all schools and the delivery of these courses was identified during the core visits every school had during the autumn term 2015. These courses addressed a wide range of issues aimed at improving pupils’ oracy, reading and writing. Courses were aimed at specific groups of learners, for example more able pupils.</p>



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			<ul style="list-style-type: none"> • % of pupils achieving outcome 5 in language, literacy and communication skills at the end of Foundation Phase - (2014-15 academic year performance: 83%). This has declined from 83% to 81%. This may be partially due to the cohort but also more robust teacher assessments. • % of pupils achieving at least level 4 at the end of Key Stage 2 in language (2014-15 academic year performance: 85%). We have increased this from 85% to 87%. • % of pupils achieving at least level 5 at the end of Key Stage 3 in language (2014-15 academic year performance: 85%). This has remained at the same level. • % of pupils achieving level 2 threshold at the end of Key Stage 4 in language (2014-15 academic year performance: 69%) 2016 data will be available by December 2016
<p>5. Improvements in numeracy outcomes.</p>	<p>Mike Daley</p>	<p>GREEN</p>	<ul style="list-style-type: none"> • % of pupils achieving outcome 5 in mathematical development skills at the end of Foundation Phase (2014-15 academic year performance: 85%). This has declined to 84%. This may be partially due to the cohort but also more robust teacher assessments. • % of pupils achieving at least level 4 at the end of Key Stage 2 in maths (2014-15 academic year performance: 86%). This has increased to 88%. • % of pupils achieving at least level 5 at the end of Key Stage 3 in maths (2014-15 academic year performance: 83%) This has remained at the same level. • % of pupils achieving level 2 threshold at the end of Key Stage 4 in maths (2014-15 academic year performance: 65%) 2016 data will be available by December 2016



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<p>6. We will improve the performance of pupils entitled to Free School Meals (FSM) in literacy & numeracy.</p>		<p>AMBER</p>	<p>A greater degree of focus on how the Pupil Deprivation Grant is spent by each school. This is a specific line of enquiry in each core visit and examples of the best and most effective practice have been shared with all schools.</p> <ul style="list-style-type: none"> • % of pupils entitled to Free School Meals (FSM) achieve at least outcome 5 in Language, Literacy and Communication skills and Mathematical Development at the end of Foundation Phase (2014-15 academic year performance: 72%) This has declined to 70.5%. This reflects the general picture in Foundation Phase. This may be partially due to the cohort but also more robust teacher assessments. • % of pupils entitled to FSM achieving at least level 4 at the end of Key Stage 2 in Language and Mathematics (2014-15 academic year performance: 73%) This has improved to 78.5% in 2016. • % of pupils entitled to FSM achieving at least level 5 at the end of Key Stage 3 in Language and in Mathematics. (2014-15 academic year performance: 69% Language, 67% Mathematics. In 2016 language remained at the same level and Mathematics improved by 1%. • % of pupils entitled to FSM achieve level 2 threshold at the end of Key Stage 4 in Language and Mathematics (2014-15 academic year performance: 42% Language, 45% Mathematics) 2016 data will be available by December 2016
<p>7. We will improve pupil attendance.</p>	<p>John Burge</p>	<p>GREEN</p>	<p>The Education Welfare Service works closely with both schools and parents to identify the cause of individual pupil absence with the aim of early intervention when and where needed. Individual pupil illnesses are monitored and challenged where there appears to be patterns of absence. Schools are encouraged to correctly code absences to allow for effective data tracking. Regular meetings are scheduled between Education Welfare Officers and key school staff to discuss individual pupil cases and provide advice, support and to determine appropriate course of actions. Education Welfare Officers will often attend at the home of the pupil to make enquiries as to the reason for the absence from school in an effort to assist and facilitate an early return to school and discuss with parents various strategies</p>



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			<p>to encourage and improve regular attendance.</p> <p>Where these examples of strategies have been unsuccessful the Council has the available option of issuing parents with a fixed penalty notice or the commencement of prosecution via Court. For the academic year 2015-16 (Sept-May 16) the number of fixed penalty notices issued is 70 with 35 being issued over the course of the last academic year 2014-15. The number of cases that have been subject to Court action during the academic year (Sept-May 16) was 31 compared to 22 for the last academic year.</p> <ul style="list-style-type: none"> • % of pupil attendance in Primary Schools (2014-15 academic year attendance: 94.8%) - 15-16 Primary data will be available Dec 2016 • % of pupil attendance in Secondary Schools (2014-15 academic year attendance: 93.7%) – 15-16 Secondary Attendance has risen from 92.66% to 93.72% compared to 14-15 academic year.
<p>8. We will provide better support for pupils with behavioural needs.</p>	<p>John Burge</p>	<p>RED</p>	<p>Working in partnership with schools to reduce permanent exclusions to an aspirational target of zero and a continuous year on year reduction in fixed term exclusions. To achieve this the service is further developing the use of the agreed Managed Moves Policy and work with schools, identifying, signposting and addressing issues that may lead to exclusion. In addition, the implementation of the Inclusion Review Action Plan in relation to support for schools in dealing with behavioural issues continues at pace.</p> <ul style="list-style-type: none"> • Number of permanent exclusions during the academic year per 1,000 pupils from both primary and secondary schools. (2014-15 academic year data: 1.2 (9 pupils). • % of school days lost due to fixed-term exclusions during the academic year, in primary schools. (2014-15 academic year data: 0.008% (203 Days). • % of school days lost due to fixed-term exclusions during the academic year, in secondary schools. (2014-15 academic year data: 0.085% (1,255 Days). • % of pupils with behavioural needs who leave compulsory education, training or work based learning without and approved external qualification. (2014-15 academic year data: 0.5% (2 pupils of 406).



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			2015-16 academic year provisional data indicates a rise in both fixed and permanent exclusion. Final data will be available late September 2016.
9. We will continue to improve safeguarding practices and procedures. Protecting children and young people from abuse is a shared responsibility for all staff.	Chris Mills	GREEN	<ul style="list-style-type: none"> • Appropriate policies and procedures are in place; these are reviewed and discussed in internal fortnightly safeguarding meetings. These meetings also monitor progress in relation to all live safeguarding issues. Officers from the Directorate attend the cross service operational safeguarding group and the Director attends the corporate safeguarding group. These meetings secure a strategic and operational focus to safeguarding practices. • Peer safeguarding reviews are programmed for all schools and impact positively on safeguarding standards across the authority.
10. We will continue to deliver school improvement through the Education Regional Working partnership.	Mike Daley	GREEN	<p>To improve the % of schools categorised as Green and Yellow schools under the National School Categorisation System.</p> <ul style="list-style-type: none"> • Between April and July 2016 schools who had not received a second core visit in the first part of 2016 received a core visit. These visits were bespoke to the needs of each school but usually involved either scrutiny of pupils' books and/or lesson observations. • During the autumn term all schools will be visited and categorised. By December 2016 we will know how many schools are now yellow or green. How schools are categorised has changed. Based on the new National Categorisation Model, there are more highly effective (green) and effective schools (yellow) in the 2014-15 academic year (73%) than in the 2013-14 academic year (68%). In addition, 79.6 % of our pupils are educated within a highly effective and effective school. This is an improvement on the 2013-14 academic year (78.5%).

Corporate Risks (Corporate Risk Register):

Ref	Section	Risk Description	Mitigating Action	Latest L'hood score June 16	Latest L'hood impact June 16	Latest Total score at June 16	Latest Proximity at June 16	Target Date	Risk owner
ELLL05	Transformation	Lack of funding leading to inability to provide statutory SEN services to vulnerable individuals/groups according to their assessed entitlements.	Prioritising available resources	3	5	15 H	1	Ongoing	Head of Transformation
ELLL02	Transformation	Critical failure of ageing school building estate rendering the Council unable to maintain business continuity and to meet its statutory responsibilities to secure suitable educational provision.	Identification of prioritised maintenance schemes within the Council's domestic capital programme combined with the 21 st Century school programme and with the Strategic School Improvement programme that focuses on school reorganisation and rationalisation.	3	4	12 H	2	Ongoing	Head of Transformation
ELLL01	Transformation	Inefficient financial/strategic management, in respect of school reorganisation proposals, as a result of poorly conceived projects, leading to damage to Council reputation and adverse reaction from local communities	Robust scrutiny underpinned by sound financial business case development and external (i.e. WG/Wales Audit) approvals for major capital spend; thorough preparation of school reorganisation proposals,	2	5	10 M	1	Ongoing	Head of Transformation



Better Schools, Brighter Prospects

strategic school improvement programme

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			with full stakeholder consultation and clearly stated benefits supported by member approval						
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Risks are assessed in terms of proximity i.e. when the risk would occur. Estimating when a risk would occur helps prioritise the risk.

The proximity scale to be used is:

1. Zero to one year
2. One year to two years
3. Two years to three years
4. Three years plus