

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Children, Young People and Education Cabinet Board

8th September 2016

Report of the Head of Participation

Chris Millis

Matter for Monitoring

Wards Affected: All Wards

Quarterly Performance Management Data 2016-2017 – Quarter 1 Performance (1st April 2016– 30th June 2016)

Purpose of the Report

To provide members with quarter 1 performance management data, complaints and compliments for the period 1st April 2016 to 30th June 2016 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

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 - Quarterly Performance Management Data 2016-2017

Appendix 2 - Compliments and Complaints 2016-2017

List of Background Papers

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

Monitoring forms/spreadsheets

Welsh Government Statistical Releases

Officer Contact

Neal Place, Performance Management Officer.

E-mail n.place@npt.gov.uk. Tel. 01639 763619



Neath Port Talbot Castell-nedd Port Talbot

County Borough Council Cyngor Bwrdeistref Sirol

Quarterly Performance Management Data 2016-2017 – Quarter 1 Performance (1st April 2016– 30th June 2016)

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

- Schools in NPT have secured an improvement in pupil attendance in the secondary sectors for the fifth year running (a rise of 0.06%).
- Key Stage 2 results have seen a significant improvement compared to 2014/15 academic year.
- There has been a rise in pupils taught in the medium of Welsh at Key Stage 2 of 1.5% and a considerable rise of 3.4% at Key Stage 3.
- The number of full day childcare places provided by the council has increased but the number of Young People in contact with the youth service has seen a decrease.
- The percentage of final statements of special education need issued within 26 weeks excluding exceptions has remained at maximum performance and the number excluding exceptions has risen considerably from 8.5% to 23.6%.
- There has been a rise in both the number of statements of special educational needs and new statements issued within the period.

Section 2: Quarterly Performance Management Data and Performance key

2016-2017 – Quarter 1 Performance (1st April 2016 – 30th June 2016)

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. The Welsh Government recently published a written statement confirming the revocation of the Local Government (Performance Indicators) (Wales) Order 2012. As such, 2015-16 will be the final year of collection of the former National Strategic Indicators (NSIs) by Welsh Government. In order to ensure minimal disruption for local authorities, many of whom will have included these indicators in their improvement plans for the current financial year, the WLGA's (Welsh Local Government Association) coordinating committee agreed that local authorities should collect them alongside the PAMs for 2016-17

(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 2015/2016 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 |
| V | | 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. |

| No | PI Reference | PI Description | NPT Actual 2014/15 (2013/14 academic year) | All Wales 2015/16 (2014/15 academic year) | Quarter 1 2015/16 (2014/15 full academic year) | Quarter 1 2016/17 (2015/16 full academic year) | Direction of Improvement |
|----|----------------------|---|--|---|--|---|-----------------------------|
| 1 | 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. | 84.1% (1,144 of 1,360 pupils) | | 83.3% (1,194 of 1,433 pupils) | 84.9% (1,331 of 1,567 pupils) | ↑ |
| 2 | 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 | 15.4% (209 of 1,360 pupils) | | 14.1% (202 of 1,433 pupils) | 15.6% (244 of 1,567 pupils) | ↑ |
| 3 | 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. | 10.0% (150 of ,500 pupils) | | 11.6% (173 of 1,491 pupils) | 15.0% (225of 1,499 pupils) | ↑ |
| 4 | EDU/016b (PAM) | The percentage of pupil attendance in Secondary Schools. | 93.5% (2,182,564 of 2,333,737 sessions) | | 93.7% (2,148,160 of 2,293,388 sessions) | 93.7% (p) (2,186,082 of 2,332,537 sessions) | ↔ |
| 5 | 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% (1,096 of 1,500 pupils) | | 77.8% (1,160 of 1,491 pupils) | 77.7% (1,165 of 1,499 pupils) | ▼ |

| No | PI Reference | PI Description | NPT Actual 2014/15 (2013/14 academic year) | All Wales 2015/16 (2014/15 academic year) | Quarter 1 2015/16 (2014/15 full academic year) | Quarter 1 2016/17 (2015/16 full academic year) | Direction of Improvement |
|----|-----------------------|--|--|---|--|---|-----------------------------|
| 6 | 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. | 0.2% (3 of 1,667 pupils) | | 0.1% (2 of 1,542 pupils) | Reported 2nd Qtr | — |
| 7 | 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% | | 0% | Reported 2nd Qtr | — |
| 8 | EDU/008a (SID) | The number of permanent exclusions during the academic year per 1,000 pupils from Primary Schools. | 0.1 1 pupil | | 0 0 pupil | Reported 2nd Qtr | — |
| 9 | EDU/008b (SID) | The number of permanent exclusions during the academic year per 1,000 pupils from Secondary Schools. | 1.3 10 pupils | | 1.2 9 pupils | Reported 2nd Qtr | — |
| 10 | EDU/010a (SID) | The percentage of school days lost due to fixed-term exclusions during the academic year, in Primary Schools. | 0.016% 262 days | | 0.008% 203 days | Reported 2nd Qtr | — |
| 11 | EDU/010b (SID) | The percentage of school days lost due to fixed-term exclusions during the academic year, in Secondary Schools. | 0.112% 1,598 days | | 0.085% 1,255 days | Reported 2nd Qtr | — |
| 12 | 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. | 540 | | 586 | Reported 2nd Qtr | — |
| 13 | 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. | 55.8% | | 58.4% | Reported 2nd Qtr | — |

| No | PI Reference | PI Description | NPT Actual 2014/15 (2013/14 academic year) | All Wales 2015/16 (2014/15 academic year) | Quarter 1 2015/16 (2014/15 academic year) | Quarter 1 2016/17 (2015/16 Academic year) | Direction of Improvement |
|----|-------------------|--|--|---|---|---|-----------------------------|
| 14 | 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. | 79.8 | | 26.7 | Reported 3rd Qtr | — |
| 15 | 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. | 52.2 | | 11.9 | Reported 3rd Qtr | — |
| 16 | EDU/016a (PAM) | Percentage of pupil attendance in Primary Schools. | 94.6% (3,153,617 of 3,333,372 sessions) | | 94.8% (3,262,430 of 3,441,713 sessions) | Reported 3rd Qtr | — |

1b. Education - Other

| No | PI Reference | PI Description | 2014/15 Actual | 2015/16 Actual | All Wales 2015/16 (2014/15 academic year) | Quarter 1 2015/16 | Quarter 1 2016/17 | Direction of Improvement |
|--|-------------------|--|--------------------------|--------------------------|---|--------------------------|-------------------------|--------------------------|
| 17 | EDU/015b (NSI) | The percentage of final statements of special education need issued within 26 weeks excluding exceptions. (measured over the 2016 calendar year - quarterly) | 100% | 100% | | 100% * (Qtr 2) | 100% * (Qtr 2) | 😊 |
| 18 | EDU/015a (NSI) | The percentage of final statements of special education need issued within 26 weeks including exceptions. (measured over the 2016 calendar year - quarterly) | 23.4% | 10.53% | | 8.5% * (Qtr 2) | 23.64% * (Qtr 2) | ↑ |
| 19 | L(FP) 1+ (Local) | Number of full day childcare places provided. (measured over the 2016/17 financial year - quarterly) | 1,624 | 2,003 | | 2,201 | 2,581 | ↑ |
| 20 | L(Yth)2+ (Local) | The percentage of 11 - 19 year olds in contact with the youth service. (measured cumulatively over the 2016/17 financial year - quarterly) | 30.24% (4,358 of 14,411) | 31.31% (4,431 of 14,150) | | 14.06% (1,989 of 14,150) | 9.91% (1,379 of 13,920) | ▼ |
| 21 | L(SEN) 1b (Local) | Total number of children with statements of special educational needs. (measured over the 2016 calendar year - quarterly) | 790 | 799 | | 755 * (Qtr 2) | 792 * (Qtr 2) | ▼ |
| 22 | L(SEN) 1a (Local) | Number of children with new statements of special educational needs. (measured over the 2016 calendar year - quarterly) | 77 | 95 | | 47 * (Qtr 2) | 55 * (Qtr 2) | ↓ |
| The increase in the number of new statements issued can be attributed to the advanced early detection of need with more referrals and early alerts coming from health and early years providers in Flying Start. | | | | | | | | |

*- Calendar year data -6 months data

Section 3: Compliments and Complaints

2016-2017 – Quarter 1 (1st April 2016– 30th June 2016) – Cumulative data

| | Performance Key |
|---|--|
| ↑ | Improvement : Reduction in Complaints/ Increase in Compliments |
| ↔ | No change in the number of Complaints/Compliments |
| v | 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 | Full year 2015-16 | Quarter 1 2015/16 | Quarter 1 2016/17 | Direction of Improvement |
|----|---|----------------------|----------------------|----------------------|-----------------------------|
| 1 | <u>Total Complaints - Stage 1</u> | 8 | 2 | 0 | ↑ |
| | a - Complaints - Stage 1 upheld | 0 | 0 | 0 | |
| | b -Complaints - Stage 1 <u>not</u> upheld | 8 | 2 | 0 | |
| | c -Complaints - Stage 1 partially upheld | 0 | 0 | 0 | |

| No | PI Description | Full year 2015-16 | Quarter 1 2015/16 | Quarter 1 2016/17 | Direction of Improvement |
|--|---|----------------------|----------------------|----------------------|-----------------------------|
| 2 | <u>Total Complaints - Stage 2</u> | 4 | 2 | 0 | ↑ |
| | a - Complaints - Stage 2 upheld | 0 | 0 | 0 | |
| | b - Complaints - Stage 2 <u>not</u> upheld | 3 | 2 | 0 | |
| | c- Complaints - Stage 2 partially upheld | 1 | 0 | 0 | |
| 3 | <u>Total - Ombudsman investigations</u> | 3 | 0 | 1 | ↑ |
| | a - Complaints - Ombudsman investigations upheld | 1 | 0 | 0 | |
| | b - Complaints - Ombudsman investigations <u>not</u> upheld | 2 | 0 | 1 | |
| 4 | Number of compliments | 2 | 0 | 3 | ↑ |
| <p>Summary:-</p> <p>Stage 1:- 2016/17 has seen a DECREASE in the number of complaints received when compared to 2015/16 first quarter, from 2 to zero. This is partly due to work undertaken by staff across the Directorate.</p> <p>Stage 2 :- 2016/17 has seen a DECREASE in the number of complaints received when compared to 2015/16 first quarter, from 2 to zero. This is partly due to work undertaken by staff across the Directorate.</p> <p>Ombudsman:- One complaint was escalated to the Ombudsman but was not upheld.</p> <p>Compliments:- The number of compliments has increased to 3 from zero when compared to 2015/16 first quarter.</p> | | | | | |