

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Children, Young People and Education Cabinet Board

1st December 2016

Report of the Head of Participation

Chris Millis

Matter for Monitoring

Wards Affected: All Wards

Quarterly Performance Management Data 2016-2017 – Quarter 2 Performance (1st April 2016– 30th September 2016)

Purpose of the Report

To provide members with quarter 2 performance management data, complaints and compliments for the period 1st April 2016 to 30th September 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

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Neath Port Talbot

Castell-nedd Port Talbot

County Borough Council Cyngor Bwrdeistref Sirol

Quarterly Performance Management Data 2016-2017 – Quarter 2 Performance (1st April 2016– 30th September 2016)

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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%).
- The percentage of pupils who achieved the level 2 threshold including a GCSE grade A-C in English or Welsh first language and Mathematics has risen from 58.4% to 60.9% but due to a change in the reclassification of vocational qualifications and vocational qualifications undertaken the wider points score has fallen from 586 to 547.
- 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 from 2120 to 2569 and the number of Young People in contact with the youth service has increased from 16.7% to 19.1%.
- 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 7.89% to 37.17%.
- There has been a rise in both the number of statements of special educational needs and new statements issued within the period.
- The percentage of pupils who leave compulsory education, training or work based learning without an approved external qualification has remained at maximum performance for Children in Local Authority Care but has risen from 2 to 4 for all pupils. This is mainly due to the non-attendance of 3 pupils at the schools despite numerous attempts by the Education Welfare Officers and the schools to engage with these pupils.
- Exclusion data has been monitored closely and in response to the rise in fixed and permanent exclusions a Wellbeing and Behaviour team, comprising of staff with a range of experience and expertise, has been established.

Section 2: Quarterly Performance Management Data and Performance key

2016-2017 – Quarter 2 Performance (1st April 2016 – 30th September 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



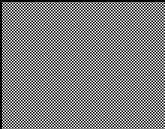





(PAM) Public Accountability Measures - consist of a small set of “outcome focussed” indicators, selected initially from within the existing Performance Measurement Framework. They will reflect those aspects of local authority work which local authorities agree are considered to be important in terms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



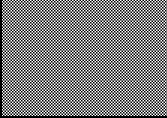


(SID) Service Improvement Data - can be used by local authority services and their regulators as they plan, deliver and improve services.

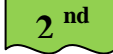
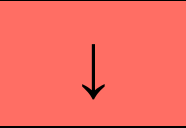
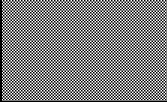
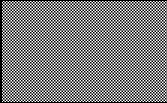

All Wales - The data shown in this column is the figure calculated using the base data supplied by all authorities for 2015/2016 i.e. an overall performance indicator value for Wales.

(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 2 2015/16 (2014/15 full academic year) | Quarter 2 2016/17 (2015/16 full academic year) | Direction of Improvement |
|----|----------------------|--|--|--|--|---|---|
| 1 | 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 of 26 pupils) | 0.5%  | 0% (0 of 21 pupils) | 0% (0 of 31 pupils) |  |
| 2 | 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 | 0 0 pupil |  |
| 3 | 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) | 88.1%  | 83.3% (1,194 of 1,433 pupils) | 84.9% (1,331 of 1,567 pupils) | ↑ |
| 4 | 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) | 20.2% | 14.1% (202 of 1,433 pupils) | 15.6% (244 of 1,567 pupils) | ↑ |
| 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. | 10.0% (150 of ,500 pupils) | 17.8%  | 11.6% (173 of 1,491 pupils) | 15.0% (225of 1,499 pupils) | ↑ |
| 6 | 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% (930 of 1,667 pupils) | 58.3%  | 58.4% (900 of 1,542 pupils) | 60.9% (p) (919 of 1,508 pupils) | ↑ |
| 7 | EDU/016b (PAM) | The percentage of pupil attendance in Secondary Schools. | 93.5% (2,182,564 of 2,333,737 sessions) | 93.9%  | 93.6% (2,188,990 of 2,339,099 sessions) | 93.7% (p) (2,186,082 of 2,332,537 sessions) | ↑ |

| No | PI Reference | PI Description | NPT Actual 2014/15 (2013/14 academic year) | All Wales 2015/16 (2014/15 academic year) | Quarter 2 2015/16 (2014/15 full academic year) | Quarter 2 2016/17 (2015/16 full academic year) | Direction of Improvement |
|---|---|---|--|--|--|---|-----------------------------|
| 8 | 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) | 84.1%  | 77.8% (1,160 of 1,491 pupils) | 77.7% (1,165 of 1,499 pupils) | V |
| 9 | 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 an approved external qualification. | 0.2% (3 of 1,667 pupils) | 0.2%  | 0.1% (2 of 1,542 pupils) | 0.3% (4 of 1,491 pupils) | ↓ |
| The fall is due to the non-attendance of 3 pupils at the schools despite numerous attempts by the Education Welfare Officers and schools themselves to get the pupils to attend. One pupil was attending a special school and is now being home educated. | | | | | | | |
| 10 11 | 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 | 2.6 19 pupils | ↓ |
| | 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 | 0.014% 247 days | ↓ |
| | 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 | 0.101% 1,418 days | ↓ |
| 12 | Exclusion data has been monitored closely and in response to the rise in fixed and permanent exclusions a Wellbeing and Behaviour team, comprising of staff with a range of experience and expertise, has been established and a designated manager has been appointed. In addition to this the LA has increased capacity of assessment places across both the primary and secondary sector for pupils with social, emotional and behavioural difficulties (SEBD). The establishment of this service and provision is a result of the reorganisation of the Education Other than at School Service (EOTAS) and has been implemented with Members agreement. The Wellbeing and Behaviour Team are also working with key professionals to develop a training package for all schools in meeting the needs of pupils with SEBD and this will be rolled out during the spring term. This change to services and provision has been in place as of September 2017 with the aim of embedding a continuum of support and increasing capacity within schools, as part of the LA's long term plan in ensuring the needs of pupils with SEBD are effectively met. | | | | | | |

| No | PI Reference | PI Description | NPT Actual 2014/15 (2013/14 academic year) | All Wales 2015/16 (2014/15 academic year) | Quarter 2 2015/16 (2014/15 academic year) | Quarter 2 2016/17 (2015/16 Academic year) | Direction of Improvement |
|----|---|--|--|--|---|---|---|
| 13 | 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 | 540  | 586 | 547 (p) |  |
| | The fall can be attributed to a change to the maximum value of vocational qualifications equivalent to 2 GCSE's and a decrease in the number of vocational courses entered. | | | | | | |
| 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) | 95.0%  | 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 2 2015/16 | Quarter 2 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% (18 of 18 pupils) | 100% (10 of 10 pupils) | 94.5%  | 100% * (Qtr 3) (6 of 6 pupils) | 100% * (Qtr 3) (29 of 29 pupils) |  |
| 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% (18 of 77 pupils) | 10.53% (10 of 95 pupils) | 68.1%  | 7.89% * (Qtr 3) (6 of 76 pupils) | 37.17% * (Qtr 3) (29 of 78 pupils) | ↑ |
| 19 | L(FP) 1+ (Local) | Number of full day childcare places provided. (measured over the 2016/17 financial year - quarterly) | 1,624 | 2,003 | | 2,120 | 2,569 | ↑ |
| 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) | | 16.7% (2369 of 14,150) | 19.1% (2,660 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 | | 781 * (Qtr 3) | 792 * (Qtr 3) | — |
| 22 | L(SEN) 1a (Local) | Number of children with new statements of special educational needs. (measured over the 2016 calendar year - quarterly) | 77 | 95 | | 76 * (Qtr 3) | 78 * (Qtr 3) | — |
| | <p>The increase in the number of new statements and total number of statements issued can be attributed to the advanced early detection of need with more referrals and early alerts coming from health and early year's providers in Flying Start which will result in the young people having the help they need at an earlier age. There has also been an increase due to parental requests as a result of the forthcoming Welsh Government reform of Additional Learning Needs.</p> <p>Performance over time is non-comparable for these indicators as they are largely influenced by third party services where the council has no control.</p> | | | | | | | |

*- Calendar year data - 9 months data

Section 3: Compliments and Complaints

2016-2017 – Quarter 2 (1st April 2016– 30th September 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 2 2015/16 | Quarter 2 2016/17 | Direction of Improvement |
|----|---|----------------------|----------------------|----------------------|-----------------------------|
| 1 | <u>Total Complaints - Stage 1</u> | 8 | 6 | 2 | ↑ |
| | a - Complaints - Stage 1 upheld | 0 | 0 | 0 | |
| | b -Complaints - Stage 1 <u>not</u> upheld | 8 | 6 | 2 | |
| | c -Complaints - Stage 1 partially upheld | 0 | 0 | 0 | |

| No | PI Description | Full year 2015-16 | Quarter 2 2015/16 | Quarter 2 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 second quarter, from 6 to 2. Complaints concerned a LAC (looked after children) supervision role with a foster carer and a NPT Works supervision interview. Both were <u>not</u> upheld.</p> <p>Stage 2 :- 2016/17 has seen a DECREASE in the number of complaints received when compared to 2015/16 second 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 <u>not</u> upheld.</p> <p>Compliments:- The number of compliments has increased to 3 from zero when compared to 2015/16 second quarter.</p> | | | | | |