

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Children, Young People and Education Cabinet Board

5th January 2017

REPORT OF THE HEAD OF PARTICIPATION

Christopher Millis

Matter for Monitoring

Wards Affected: All Wards

Annual Pupil Performance Report 2015/16 (Summary)

Purpose of the Report

1. To provide Members with a summary of the performance of Neath Port Talbot schools and its pupils during 2015/16.

Executive Summary

2. The report provides detail of 2015/16 performance regarding attendance, exclusions, national test results, teacher assessments at Foundation Phase, Key Stage 2 and 3, and examination results at Key Stage 4 and 5, compared with national figures and previous academic years. Also included is some contextual data on the level of free school meal entitlement and special educational need (SEN) which is correlated to pupil performance.

Background

3. Local Authority level educational performance over the 2015/16 academic year.

Financial Appraisal

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

Equality Impact Assessment

5. 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.”

6. 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 Impact

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

Legal Impact

8. The Local Government (Wales) Measure 2009 discharges the Council's duties to "make arrangements to secure continuous improvement in the exercise of its functions".

Crime and Disorder Impact

9. The Council has a legal duty under Section 17 of the Crime and Disorder Act 1998 to carry out all its various functions with "due regard to the need to prevent Crime and Disorder in its area".

Risk Management

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

Consultation

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

Recommendations

12. Members monitor the contents of the Annual Report 2015-2016 attached at Appendix 1.

Appendices

13. Appendix 1 – Annual Pupil Performance Report Summary 2015/16

List of Background Papers

14. Welsh Government statistical releases on free school meal entitlement, primary

& secondary school attendance, national test data, teacher assessments and examination results.

15. Welsh Government benchmark quartile data.

16. NPT exclusion records

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Annual Report on Pupil Performance (Summary)

Education Leisure & Lifelong Learning

Neath Port Talbot County Borough Council

2015/16

Christopher Millis,
Head of Participation

Contextual Data

A number of variables contribute towards a pupil, school and authority's ability to achieve expected outcomes and sustain a high level of performance, two of the most influential pupil characteristics being the level of deprivation encountered which historically has been measured by the percentage of free school meal (FSM) entitlement, and the level of special educational needs (SEN). Whilst these two issues play a major part in achievement it should be noted that a number of other factors are influential e.g. quality of teaching, gender, numbers of traveller, looked after pupils etc.

Free school meal data across Wales show that there is a statistical relationship between the level of FSM entitlement and attendance and attainment at school. Higher FSMs results in lower attendance & attainment and visa versa. NPT is constantly amongst the highest in Wales in terms of FSMs which at the January 2016 Pupil Level Annual School Census (PLASC) was the second highest in Wales (see below).

Sector	2011/12			2012/13			2013/14			2014/15			2015/16		
	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank
(Ages 5-15)															
Primary	24.5	20.6	5	24.0	20.6	5	23.8	20.1	4	24.1	19.6	3	23.8	19.0	2
Secondary	21.8	17.4	4	21.5	17.7	5	21.0	17.5	4	22.3	17.4	3	22.0	17.1	2
Special	53.8	42.8	3	56.2	44.6	3	58.3	45.3	2	61.5	46.1	2	56.2	43.1	3
All 5-15	23.6	19.3	5	23.2	19.5	5	22.9	19.1	4	23.7	18.9	2	23.4	18.4	2

As well as a high level of comparative deprivation compared with other Welsh authorities, NPT also has the 4th highest proportion of pupils with a special educational needs (SEN), including the second highest number with the most severe needs which necessitate a statement.

Plasc	Date	Plasc	All pupils with Special Educational Needs											
			Pupil No's			Statemented			School Action			SAP		
		(All Pupils)	No.	%	Rank	No.	%	Rank	No.	%	Rank	No.	%	Rank
2014	Neath Port Talbot	20583	751	3.6%	3	3339	16.2%	2	1712	8.3%	8	5802	28.2%	4
2014	Wales	465081	12530	2.7%		58146	12.5%		34627	7.4%		105303	22.6%	
2015	Neath Port Talbot	20670	747	3.6%	3	2983	14.4%	6	1760	8.5%	7	5490	26.6%	4
2015	Wales	465704	12437	2.7%		59245	12.7%		33275	7.1%		104957	22.5%	
2016	Neath Port Talbot	20751	766	3.7%	2	2831	13.6%	8	1721	8.3%	9	5318	25.6%	4
2016	Wales	466555	12434	2.7%		59502	12.8%		33207	7.1%		105143	22.5%	

As at PLASC 2016, 10.3% of the reception to year 11 cohort were both FSM and SEN.

Attendance

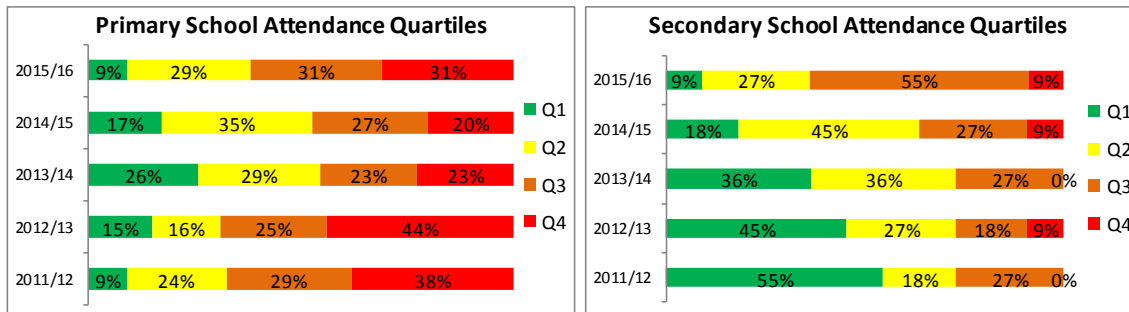
	2011/12			2012/13			2013/14			2014/15			2015/16		
	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank
(Ages 5-15)															
Primary	93.0	93.8	21	93.0	93.7	20	94.6	94.8	16	94.8	94.9	13	94.5	94.9	19
Secondary	92.3	92.2	11	92.6	92.6	12	93.5	93.6	13	93.6	93.8	15	93.6	94.2	18

Attendance of NPT primary age pupils fell by 0.3% to 94.5% in 2015/16, the first decrease in a number of years, whilst the national average remained at 94.9%. NPT's ranking therefore fell from 13th to 19th. Attendance of FSM and SEN pupils was 92.6% and 93.6% resp. which affected overall attendance whilst the 55 traveller pupils had averaged just 86.9% attendance.

NPT's secondary school attendance has always been amongst the highest in Wales although over recent years, despite improving attendance, the ranking has fallen as Welsh figures have

increased at a faster rate. During 2015/16 NPT's attendance remained static whilst national figures increased by 0.4% resulting in NPT now being ranked 18th in Wales.

In secondary schools, FSM and SEN pupil attendance of 89.7% and 91.4% resp. impacted overall attendance as did the 86.6% average amongst the 24 traveller pupils.



In order to compare schools across Wales with similar schools facing similar challenges, the Welsh Government split all schools into 5 benchmark groups based on their free school meal take up. Attendance and attainment performance can then be compared on a more equal basis. When benchmarked against schools with similar FSM levels 38% of NPT primary schools were in quartiles 1 & 2 in 2015/16, a 17% decrease from the previous year. NPT secondary school performance has steadily declined with 36% quartile 1 & 2 places in 2015/16 compared with 63% in 2014/15. Local Authority officers are currently working closely with schools to improve attendance across all sectors.

Exclusions (all pupils)

Below is a summary of NPT permanent and fixed term (days lost) exclusions.

Number of Days Lost to Fixed Term Exclusions											
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Primary	306	390	438	355	383	366	191	200	293	217	247
Secondary	2987	2667	2659	2421	1906	1533	1658	1572	1636	1257	1418
Special/PRU	762	819	450	485	517	486	311	293	107	124	158
Total	4055	3875	3547	3261	2806	2385	2160	2064	2036	1598	1823

Number of Permanent Exclusions											
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Primary	2	2	2	2	4	5	1	1	1	0	0
Secondary	20	24	22	18	11	8	10	8	10	10	19
Special/PRU	3	3	5	3	1	2	2	2	1	0	1
Total	25	29	29	23	16	15	13	11	12	10	20

The 10 permanent exclusions in NPT secondary schools in 2014/15 equates to 1.29 per 1000 pupils which is nearly three times more than the national average of 0.45 per 1000 pupils (81 in secondary schools across Wales). With permanent exclusions in secondary schools nearly doubling in 2015/16 to 19 NPT are highly likely to have one of the highest rates in Wales when figures are released in September 2017. Fixed exclusions days lost also increased for the first time in 10 years to 1823 days with primary, secondary & special schools all rising.

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 sectors 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 Member approval.

Assessment/Examination Performance – Foundation Phase (Year 2 Pupils)

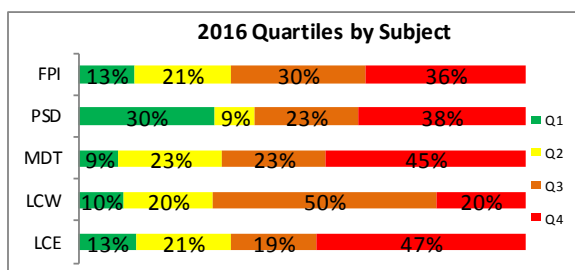
The table below compares NPT’s performance over the five years of Foundation Phase (FP) against national averages. Figures show the percentage of pupils achieving Outcome 5 (expected level) or above.

	LCE				MDT				PSD				LCW				FPI			
	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank
2012	81.0	83.4	-2.4	18	84.5	86.6	-2.1	19	89.7	90.8	-1.1	18	85.2	85.9	-0.7	14	77.2	80.5	-3.3	20
2013	84.1	85.2	-1.1	13	85.4	87.4	-2.0	19	93.3	93.0	0.3	14	87.4	86.7	0.7	10	81.7	83.0	-1.3	15
2014	84.2	86.6	-2.4	18	87.6	88.7	-1.1	17	94.3	94.2	0.1	12	91.8	89.8	2.0	5	84.2	85.2	-1.0	15
2015	82.8	88.0	-5.2	21	85.2	89.7	-4.5	22	92.7	94.8	-2.1	22	92.6	91.3	1.3	9	82.3	86.8	-4.5	22
2016	81.4	88.0	-6.6	21	84.2	89.9	-5.8	22	90.8	94.5	-3.7	22	92.3	90.7	1.6	11	81.4	87.0	-5.5	22

Performance in all subjects, except Language, Literacy & Communication Skills – Welsh (LCW), fell in 2015/16 with NPT ranked 22nd in the Foundation Phase Indicator (FPI), Mathematical Development (MDT) and Personal & Social Development (PSD) and 21st in Language, Literacy & Communication Skills – English (LCE). 92.3% achieved Outcome 5 or above in LCW which was above the national average and ranked 11th in Wales.

Of the 1552 cohort 389 (25%) were FSM and 434 (28%) SEN with only 67.6% and 49.4% of these pupils resp. achieving the FPI. The cohort also consisted of 52% boys who historically do not perform as well as girls nationally.

FPI	Q1	Q2	Q3	Q4
2012	23%	15%	31%	32%
2013	19%	24%	34%	23%
2014	21%	25%	28%	26%
2015	10%	23%	20%	48%
2016	13%	21%	30%	36%



The tables above show how NPT schools compare when benchmarked against schools with similar free school meal entitlement. The percentage of schools in FPI quartiles 1 & 2 improved slightly to 34% whilst there was a 12% decrease in quartile 4 schools.

Assessment/Examination Performance – Key Stage 2 (Year 6 Pupils)

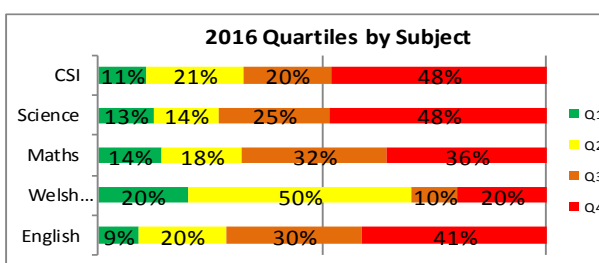
The table below compares NPT’s performance over the past 5 years against national averages. Figures show the percentage of pupils achieving Level 4 (expected level) or above.

	English				Maths				Science				Welsh				CSI			
	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank
2012	83.7	85.2	-1.5	18	84.4	86.8	-2.4	20	87.4	88.5	-1.1	17	87.3	84.0	3.3	9	80.6	82.6	-2.0	18
2013	85.5	87.1	-1.6	19	85.5	87.5	-2.0	20	87.8	89.7	-1.9	18	91.0	86.7	4.3	6	82.0	84.3	-2.3	20
2014	86.3	88.4	-2.1	20	86.9	88.9	-2.0	21	87.6	90.3	-2.7	21	87.7	88.1	-0.4	16	84.1	86.1	-2.0	21
2015	85.3	89.6	-4.3	22	85.8	90.2	-4.4	22	87.6	91.4	-3.8	22	90.1	90.5	-0.4	13	83.3	87.7	-4.4	22
2016	87.0	90.3	-3.3	22	88.4	91.0	-2.6	21	88.4	91.7	-3.3	22	93.4	90.8	2.6	10	84.9	88.6	-3.7	22

All Key Stage 2 results improved in 2015/16 with Maths and English rising by 2.6% and 1.7% resp. and Welsh 1st Language by 3.3% resulting in a 1.6% increase in the Core Subject Indicator (CSI). NPT's CSI ranking however remained 22nd.

The cohort of 1567 included 360 (23%) FSM pupils with 74.5% achieving the CSI reducing the gap from 18% to 13.3%. A high proportion of pupils at Key Stage 2 were SEN pupils (460 or 29%) with only 53% of these achieving the CSI which affected overall figures.

KS2 CSI	Q1	Q2	Q3	Q4
2012	24%	26%	21%	29%
2013	19%	26%	23%	32%
2014	15%	25%	33%	28%
2015	15%	15%	31%	39%
2016	11%	21%	20%	48%



Benchmarked with similar FSM schools NPT's performance improved slightly in 2016 with the number of schools in quartiles 1 & 2 in the CSI increasing from 30% to 32%. The number in quartile 4 also increased from 39% to 48%.

Regarding 2016 core subject quartiles, English & Maths quartile 1 & 2 places improved from 28% and 26% to 29% and 32% resp. whilst 70% of schools were in the top two quartiles in Welsh 1st Language.

Assessment/Examination Performance – Key Stage 3 (Year 9 Pupils)

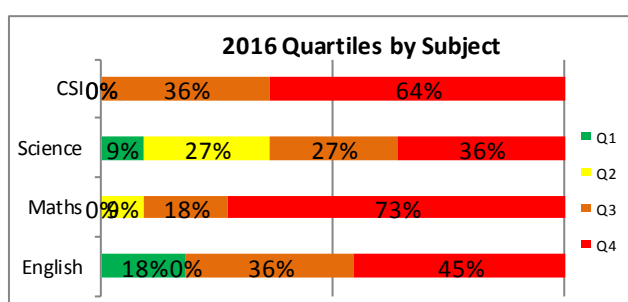
Pupils are assessed in Key Stage 3 in year 9 of secondary school with Level 5 the expected outcome. Performance in 2016 compared with previous years is shown below.

	English				Maths				Science				Welsh				CSI			
	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank
2012	75.6	79.3	-3.7	19	76.9	81.1	-4.2	19	79.2	83.6	-4.4	19	80.3	84.2	-3.9	15	68.8	72.5	-3.7	17
2013	79.1	82.9	-3.8	18	79.3	83.9	-4.6	20	82.8	87.0	-4.2	20	85.5	87.6	-2.1	14	73.1	77.0	-3.9	19
2014	80.6	85.9	-5.3	22	79.9	86.5	-6.6	22	84.3	90.4	-6.1	22	86.0	90.1	-4.1	17	73.1	81.0	-7.9	22
2015	84.2	87.9	-3.7	20	83.4	88.7	-5.3	22	87.8	91.8	-4.0	21	85.0	90.9	-5.9	17	77.8	83.9	-6.1	22
2016	84.1	89.2	-5.1	22	83.1	90.1	-6.9	22	88.5	92.8	-4.3	22	92.2	92.0	0.1	11	77.7	85.9	-8.2	22

NPT's KS3 CSI in 2016 was 77.7%, a 0.1% fall from 2015 with the ranking remaining at 22nd. English & Maths both decreased slightly with Science rising by 0.8% and Welsh 1st Language by 7.2% to 92.2%.

24.5% (367) of the 1499 cohort were FSM pupils with 60% of these achieving the CSI compared with 83.6% of non FSM. 33.2% were SEN pupils, well above the NPT and national averages with only 46.8% achieving the CSI compared with 93.2% success amongst non SEN.

KS3 CSI	Q1	Q2	Q3	Q4
2012	27%	27%	27%	18%
2013	27%	18%	18%	36%
2014	9%	9%	9%	73%
2015	9%	9%	36%	45%
2016	0%	0%	36%	64%



When benchmarked with schools across Wales NPT had no CSI quartile 1 or 2 places in 2016 compared with 2 in 2015. 64% (7) were in quartile 4.

Quartile distribution by subject for 2016 shows NPT having no quartile 1 places in Maths (as in 2015) and two (18%) in English which is an improvement from 2015.

Assessment/Examination Performance – Key Stage 4 (Year 11 Pupils)

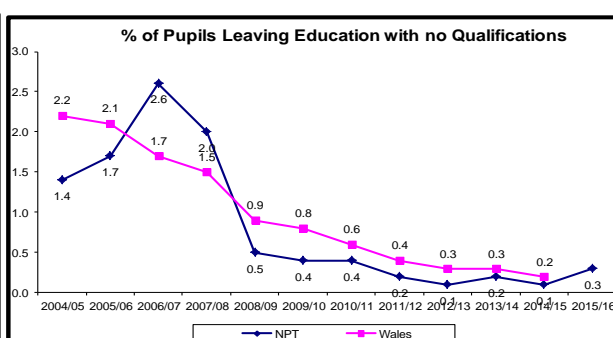
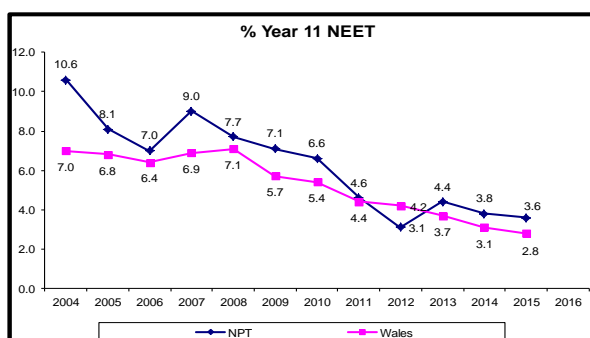
Unlike FP, Key Stage 2 and Key Stage 3 which are teacher assessments, Key Stage 4 results are the outcome of external examinations.

	Level 1				Level 2				L2 (incl E/W & M)				Wider Points				Capped Points				English				Maths						
	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff
2012	95.5	91.8	3.7	2	82.3	72.6	9.7	2	54.1	51.1	3.0	9	486	465	21	10	339	324	16	4	63.8	62.2	1.6	10	63.8	58.4	5.4	3			
2013	95.9	93.2	2.7	3	87.0	77.8	9.2	1	56.0	52.7	3.3	6	537	501	36	6	350	333	17	4	64.7	62.9	1.8	9	63.6	60.3	3.3	7			
2014	96.6	97.0	-0.4	3	89.4	82.3	7.1	1	55.8	55.4	0.4	9	540	525	16	9	351	341	11	7	63.7	66.2	-2.5	17	63.8	61.7	2.1	9			
2015	96.0	94.4	1.6	10	92.0	84.1	7.9	1	58.4	57.9	0.5	11	586	531	55	2	359	344	15	3	68.5	68.6	-0.1	11	64.9	64.4	0.5	10			
2016	94.9	95.3	-0.4	15	89.0	84.0	5.0	5	60.9	60.3	0.6	11	552	529	23	7	350	345	5	10	69.0	69.3	-0.3	12	67.2	66.9	0.3	10			

Despite changes to Key Stage 4 in 2016 with Educated Other than at School (EOTAS) pupils (17) now included in local authority calculations and vocational qualifications now worth a maximum of 2 GCSE's, NPT's performance in the main Level 2 (incl E/W&M) indicator (5 GCSE or equivalent incl English/Welsh & Maths) improved by 2.5%. Under the same rules as 2015 61.6% would have achieved Level 2 (incl E/W&M). Again, despite the changes the percentage of pupils achieving a grade C or above in both Maths and English improved with Maths rising by 2.3% from 2015.

KS4 L2+	Quartile (% of Schools)				2016	1st Quartile		2nd Quartile		3rd Quartile		4th Quartile	
	Q1	Q2	Q3	Q4		No.	%	No.	%	No.	%	No.	%
2011	55%	36%	0%	9%	L1	3	27%	2	18%	4	36%	2	18%
2012	64%	18%	18%	0%	L2	5	45%	4	36%	2	18%	0	0%
2013	73%	9%	18%	0%	L2+	6	55%	3	27%	1	9%	1	9%
2014	64%	9%	27%	0%	Capped Pts	6	55%	3	27%	2	18%	0	0%
2015	45%	27%	18%	9%	English	4	36%	4	36%	1	9%	2	18%
2016	55%	27%	9%	9%	Maths	7	64%	2	18%	2	18%	0	0%

Unlike previous assessments where NPT do not compare particularly well, the picture changes at Key Stage 4 with 82% (9 of 11) of NPT schools in benchmark quartiles 1 or 2 in the Level 2 (incl E/W&M) indicator and 55% of these (6 schools) in quartile 1. This is NPT's best performance since 2013. Benchmark performance across all Key Stage 4 indicators is very positive including both English and Maths where 72% and 82% of schools resp. are in the top two quartiles.



The number of pupils leaving education without a recognised qualification in NPT increased from 2 in 2014/15 to 4 in 2015/16 which equates to 0.3%.

The latest Welsh Government figures (released April 2016) providing the destination of Year 11 school leavers for NPT and Wales shows 3.6% of NPT pupils not in education, employment or training (NEET), this is just above the national average of 2.8%.

Assessment/Examination Performance – Key Stage 5 (Year 13 Pupils)

Pupils aged 17						All Pupils Taking A Levels by Year				
Year	Plasc	Level 3 Threshold		Wider Points		Year	A Levels A*-A		A Levels A*-E	
	Cohorts	NPT	Wales	NPT	Wales		NPT	Wales	NPT	Wales
2013	175	97.0%	96.0%	832	807	2013	16.1%	22.9%	96.5%	97.6%
2014	148	98.0%	97.0%	865	804	2014	17.5%	23.3%	98.5%	97.5%
2015	189	94.0%	97.0%	779	800	2015	15.8%	23.1%	97.6%	97.3%
2016	195	95.6%	98.0%	723	823	2016	19.9%	22.7%	96.9%	97.3%

Regarding pupils aged 17 at the start of the 2015/16 academic year (year 13 pupils by age), the percentage achieving the Level 3 Threshold (equivalent of 2 A levels at grades A to E) increased to 95.6% in 2015/16 which is 2.4% lower than the national average. The wider points score amongst NPT students also fell from 779 to 723 in 2015/16 although the latest figure includes 21 EOTAS pupils who were not in previous years data. Without EOTAS pupils NPT's wider points score would have been 794 which is an improvement from 2014/15.

Regarding all A Level entries in 2016 A*-A passes improved by 4.1% to 19.9%, this narrowed the gap to national figures from 7.3% to 2.8%. NPT A*-E passes fell slightly to 96.9%.

National Tests

In 2013, the Welsh Government introduced national tests in Wales for all pupils in years 2-9 inclusive. Initially this consisted of a Literacy – English, Literacy – Cymraeg (Welsh Language schools only) and a Numeracy test. In 2014, the Numeracy test was replaced by two tests, Numeracy – Procedural and Numeracy – Reasoning. The results of the 2016 tests are below:

2016 NCY	NPT								Wales								Diff - NPT minus Wales							
	Eng RDG		Cym RDG		MAT PRC		MAT RSG		Eng RDG		Cym RDG		MAT PRC		MAT RSG		Eng RDG		Cym RDG		MAT PRC		MAT RSG	
	>84	>115	>84	>115	>84	>115	>84	>115	>84	>115	>84	>115	>84	>115	>84	>115	>84	>115	>84	>115	>84	>115	>84	>115
Yr 2	81%	14%	87%	10%	82%	14%	81%	15%	84%	16%	85%	16%	84%	17%	85%	17%	-3%	-2%	2%	-5%	-3%	-3%	-4%	-2%
Yr 3	82%	16%	87%	14%	82%	15%	83%	13%	84%	19%	85%	17%	84%	17%	85%	16%	-2%	-3%	3%	-3%	-2%	-2%	-2%	-3%
Yr 4	84%	14%	86%	18%	85%	15%	83%	14%	84%	16%	85%	16%	84%	16%	85%	18%	0%	-2%	2%	2%	1%	-2%	-2%	-4%
Yr 5	84%	14%	88%	15%	83%	16%	83%	13%	84%	17%	85%	17%	85%	16%	85%	18%	0%	-3%	3%	-2%	-1%	0%	-2%	-4%
Yr 6	84%	15%	89%	13%	85%	17%	84%	20%	84%	17%	85%	17%	84%	16%	85%	18%	0%	-1%	3%	-4%	1%	1%	0%	2%
Yr 7	83%	14%	87%	9%	85%	14%	85%	14%	83%	16%	84%	17%	84%	16%	87%	17%	0%	-2%	2%	-8%	1%	-2%	-2%	-3%
Yr 8	83%	13%	90%	8%	86%	14%	87%	14%	84%	16%	85%	17%	84%	16%	87%	16%	0%	-3%	6%	-8%	1%	-1%	0%	-2%
Yr 9	84%	15%	83%	10%	82%	12%	79%	11%	83%	16%	84%	17%	83%	16%	80%	15%	1%	-1%	-1%	-7%	-1%	-4%	-1%	-5%
All	83%	14%	87%	13%	84%	15%	83%	14%	84%	17%	85%	17%	84%	16%	85%	17%	-1%	-2%	2%	-4%	-1%	-1%	-2%	-3%

The above shows NPT's performance across the eight year groups compared with national averages with the 'NPT minus Wales' table illustrating the percentage differences.

Scores are divided into those achieving >84 and >115. Percentages in red above are scores of >84 or >115 where NPT perform below Wales averages and green cells are where NPT performs above national figures. Overall across all year groups NPT tend to score below national averages.

	>84 Age Standardised Score Benchmark Quartile Places												>115 Age Standardised Score Benchmark Quartile Places											
	2014				2015				2016				2014				2015				2016			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
All Pupils	27%	25%	26%	23%	23%	29%	22%	25%	26%	26%	26%	22%	26%	23%	26%	26%	22%	25%	23%	30%	23%	28%	23%	26%
Eng RDG	3%	41%	29%	26%	16%	43%	29%	12%	11%	47%	26%	15%	12%	26%	36%	26%	19%	31%	45%	5%	15%	28%	42%	15%
Cym RDG	28%	25%	30%	17%	28%	24%	22%	26%	22%	27%	27%	23%	28%	31%	22%	20%	28%	24%	25%	22%	27%	27%	26%	21%
Mat PRC	20%	26%	27%	28%	23%	25%	27%	25%	19%	27%	26%	27%	22%	23%	27%	28%	23%	26%	21%	29%	21%	28%	26%	25%

When benchmarked with schools of similar free school entitlement NPT schools perform better. In Eng RDG in 2016 52% of NPT schools achieved quartile 1 & 2 places in the >84 age standardised score indicator and 51% in the >115 indicator, a 4% improvement on 2015.

In the Cym RDG >84 indicator the number of quartile 1 schools fell to 11% although there was an increase in quartile 2 schools to 47% meaning 58% fell into quartiles 1 or 2. In the >115 indicator a below average 43% of schools were in the top two quartiles.

Top two quartile performance in the Maths Processing >115 indicator improved from 52% to 54% in 2016 although quartile 1 & 2 places in the >84 indicator fell for the second consecutive year to 49%.

For the third year running NPT's Maths Reasoning performance in the >84 indicator was below average with 46% top two quartile places and a fall in quartile 1 schools to 19%. In the >115 measure performance remained similar to 2015 with 49% quartile 1 & 2 schools.

2015/16 Inspection Outcomes

In September 2010 a new cycle of inspections was initiated under a new common inspection framework. Below are the inspection framework Key Questions and judgements.

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement. In these evaluations, inspectors use a four point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The schools below were inspected during the 2015/16 academic year and received the following judgements:

No.	School Name	Date		Key Questions			Overall Judgement		Outcome
		Mt h	Yr	KQ1	KQ2	KQ3	Current Performance	Prospects for Improvement	Estyn Category
				Overall	Overall	Overall			
Primary Schools									
2155	Maesmarchog Primary	10	2015	Adequate	Adequate	Adequate	Adequate	Adequate	Estyn Monitoring
2161	Sandfields Primary	12	2015	Adequate	Adequate	Adequate	Adequate	Adequate	Estyn Monitoring
2204	Groes Primary	1	2016	Adequate	Good	Good	Adequate	Good	LA Monitoring
2134	Crymlyn Primary	3	2016	Adequate	Adequate	Adequate	Adequate	Adequate	Estyn Monitoring
2206	Tairgw aith Primary	3	2016	Adequate	Adequate	Adequate	Adequate	Adequate	Estyn Monitoring
2168	YGG Castell-nedd	3	2016	Good	Good	Good	Good	Good	Case Study
2200	Rhos Primary	5	2016	Adequate	Good	Adequate	Adequate	Adequate	Estyn Monitoring
2144	Gnoll Primary	6	2016	Good	Good	Good	Good	Good	LA Monitoring
2235	Awel y Mor	7	2016	Good	Good	Adequate	Good	Adequate	Estyn Monitoring
Special Schools									
7008	Ysgol Hendrefelin	12	2015	Good	Good	Good	Good	Good	LA Monitoring

School Categorisation

Annual primary and secondary school categorisation is now in place which identifies the scope and level of support and intervention for each school. Each school is categorised based on standards over the past three years and the ability to bring about improvement.

Green: Highly effective schools

Yellow: Effective schools

Amber: Schools in need of improvement

Red: Schools in need of greatest improvement.

The colour determines the amount of support required by schools with red schools needing greater assistance in order to improve. The tables below show how NPT schools were judged in 2013/14 & 2014/15. The 2015/16 categorisation will not be finalised until January 2017.

2013/14	Green		Yellow		Amber		Red		2014/15	Green		Yellow		Amber		Red	
	No.	%	No.	%	No.	%	No.	%		No.	%	No.	%	No.	%	No.	%
Primary	8	12%	34	52%	21	32%	3	5%	Primary	12	21%	28	48%	14	24%	4	7%
Secondary	5	45%	6	55%	0	0%	0	0%	Secondary	4	36%	6	55%	1	9%	0	0%
Total	13	17%	40	52%	21	27%	3	4%	Total	16	27%	34	58%	15	25%	4	7%

The proportion of 'Green' schools in the primary sector improved by 9% in 2014/15 to 21% whilst the number of 'Green' and 'Yellow' schools grew from 64% to 69%. Only 4 primary schools were categorised as 'Red' schools in 2014/15 although this was a slight increase on the previous year.

Secondary schools again did extremely well in 2014/15 with 10 of the 11 schools categorised as 'Green' or 'Yellow' although one school was categorised as 'Amber' which was not the case in 2013/14.