

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Children, Young People and Education Scrutiny Committee Board

2nd March 2017

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 3 (April 1st – 31st December) 2016-17

Purpose of the Report

To provide Members with the Better Schools, Brighter Prospects Highlight Report – Quarter 3 (April 2016– December 2016), which provides a progress update for the first nine 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 2 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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Highlight Report – 1st April to 31st December 2016

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

RAG Status	Summary of Progress
AMBER	<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 and approved for a replacement school for Groes Primary and Dyffryn School, a new build campus in the south of the county borough as part of the 3-18 Welsh-medium development and also a new build primary school at Briton Ferry. Work was completed on 1st September 2016 to increase the number of pupils at Ysgol Hendrefelin.</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). 83.0% of Neath Port Talbot pupils are now educated within these schools. This is an improvement of over 3.4% 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. Key stage 4 results have improved in nearly all key indicators.</p> <p>Secondary School attendance for the academic year 2015-16 has remained at 93.7% when compared to Academic Year 2014-15. Primary School attendance for the academic year 2015-16 has fallen by 0.2% compared to Academic Year 2014-15. There has been an apparent rise in both fixed and permanent exclusions when compared to 2014-15 although because of the introduction of a new method of operating comparison between years are potentiality misleading. 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 and the newly created Wellbeing and Behaviour team 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>

Highlight Report – 1st April to 31st December 2016

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. • The new Ysgol Bae Baglan (3-16) school opened as at 1st September 2016. The new Melin Primary school opened as at 1st September 2016. • In November 2016, Welsh Government approved, in principle, the Full Business Case (FBC) in respect of Ysgol Newydd Margam. Formal consultation in respect of the proposal to close Groes Primary School and Dyffryn School and build a new 3-16 school (Ysgol Newydd Margam) on the site at Bertha Road, Margam, Port Talbot concluded on the 11th December 2016. A report went before Cabinet on the 4th January 2017 requesting permission to continue with the proposal and publish a statutory notice. It is intended that the new school will opening in September 2018. • In November 2016, Welsh Government approved, in principle, the Full Business Case (FBC) in respect of a new build school for the south campus of Ysgol Newydd Gymunedol Gymraeg. The new 3-18, Welsh-medium school will open in September 2017 with the south campus (11-16) becoming available in September 2018. • 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 has been implemented as at 1st September 2016. • Following the publication of a statutory notice in respect of the proposal to open a new primary school, Ysgol Newydd Briton Ferry, at Old Road, Briton Ferry in place of Brynhyfyrd, Llansawel and Ynysmaerdy primary schools, all of which will close, no objections were received and the proposal will be implemented as at 1st September 2018, following the completion of the new build primary school. In July 2016, Welsh Government approved, in principle, the Full Business Case (FBC). • A statutory notice was published on the 19th January with an objection period ending on the 15th February 2017 in respect of a proposal to establish a Secondary Education Nurture Centre (SENC) at Cefn Saeson Comprehensive School, Afan Valley Road, Cimla, Neath. • Officers continue to work with the developers on the new build school at Coed Darcy,

Highlight Report – 1st April to 31st December 2016

			<p>although the continued effect of the economic climate on the housing market could impact upon this project adversely.</p> <ul style="list-style-type: none"> • Work on formalising cross-border arrangements with Powys over provision of secondary Welsh-medium education at YG Ystalyfera to be further progressed. Powys County Council has written to NPTCBC with their confirmation that they wish to have arrangements formalised. At secondary age transfer, pupils from Powys continue to be admitted to YG Ystalyfera (to be replaced in September 2017 by Ysgol Newydd Gymunedol Gymraeg). • Work on developing cross-border arrangements with Carmarthen over provision of primary Welsh-medium education at YGGD Cwmllynfell to be further progressed.
<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 - This has declined from 18.8% (Academic Year 2014-15) to 18.37% (2015-16). 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



Highlight Report – 1st April to 31st December 2016

			<p>schools, colleges and work-based learning - The schools currently offers 31 Options (target 30 Options) however, recruitment of suitable staff remains a challenge.</p> <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>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</p>



Highlight Report – 1st April to 31st December 2016

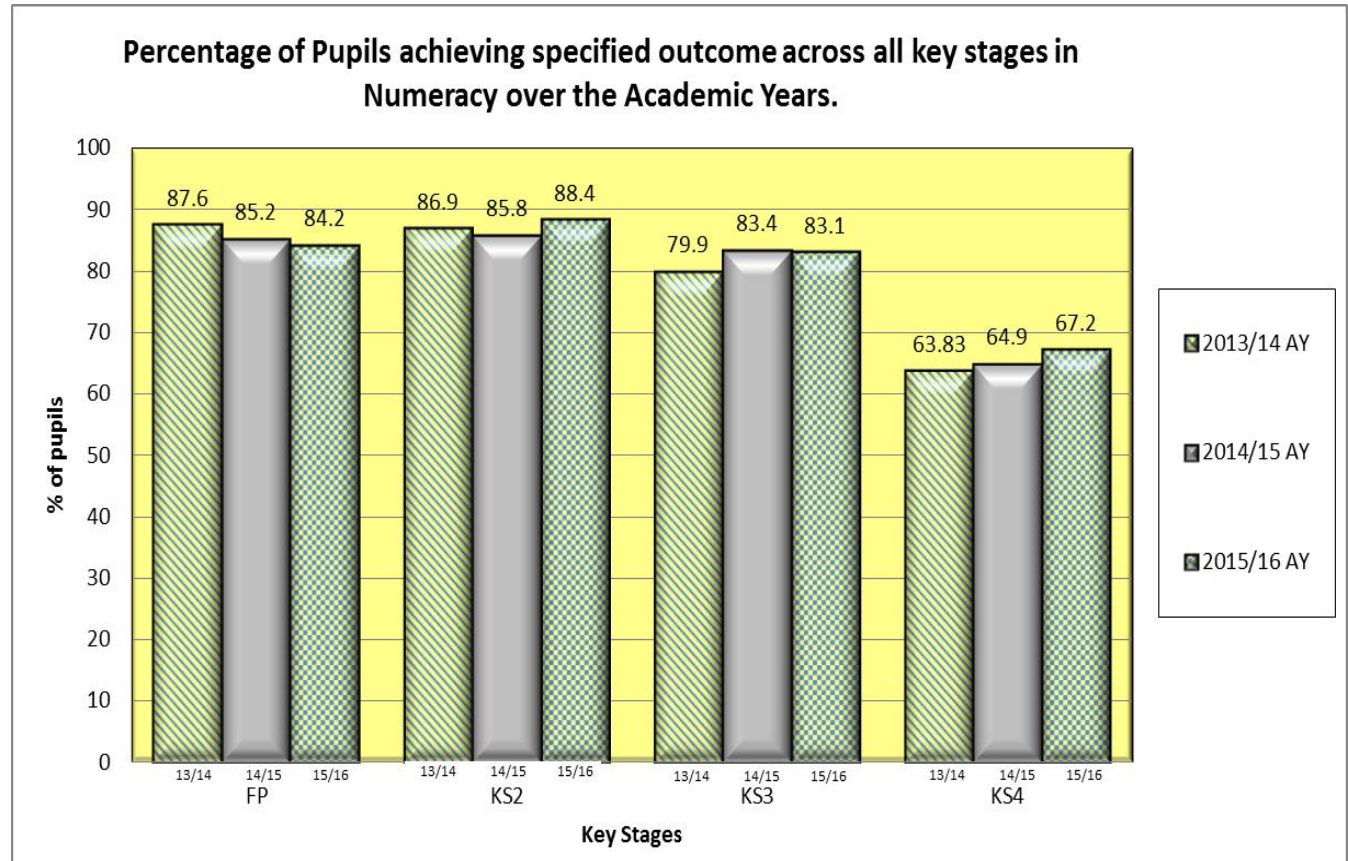
	Mike Daley	AMBER	<p>writing. Courses were aimed at specific groups of learners, for example more able pupils.</p> <ul style="list-style-type: none">• % of pupils achieving outcome 5 in language, literacy and communication skills at the end of Foundation Phase - This has declined from 84.6% (Academic Yr 2014-15) to 82.0% (2015-16). 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 (Best English or Welsh 1st Lang) - This has increased from 85.5% (2014-15) to 87.0% (2015-16).• % of pupils achieving at least level 5 at the end of Key Stage 3 in language (Best E or W 1st Lang) - This has declined from 84.8% (Academic Yr 2014-15) to 84.7% (2015-16).• % of pupils achieving level 2 threshold at the end of Key Stage 4 in language (Best E or W 1st Lang) - This has increased from 68.9% (2014-15) to 69.6% (2015-16).
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Highlight Report – 1st April to 31st December 2016

			<p style="text-align: center;">Percentage of Pupils achieving specified outcome across all key stages in Literacy over the Academic Years.</p> <table border="1"> <caption>Percentage of Pupils achieving specified outcome across all key stages in Literacy over the Academic Years.</caption> <thead> <tr> <th>Key Stage</th> <th>2013/14 AY</th> <th>2014/15 AY</th> <th>2015/16 AY</th> </tr> </thead> <tbody> <tr> <td>FP</td> <td>85.6</td> <td>84.6</td> <td>82.0</td> </tr> <tr> <td>KS2</td> <td>86.5</td> <td>85.5</td> <td>87.0</td> </tr> <tr> <td>KS3</td> <td>80.8</td> <td>84.8</td> <td>84.7</td> </tr> <tr> <td>KS4</td> <td>65.1</td> <td>68.9</td> <td>69.6</td> </tr> </tbody> </table>	Key Stage	2013/14 AY	2014/15 AY	2015/16 AY	FP	85.6	84.6	82.0	KS2	86.5	85.5	87.0	KS3	80.8	84.8	84.7	KS4	65.1	68.9	69.6
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<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 - This has declined from 85.2% (2014-15) to 84.2% (2015-16). 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 - This has increased from 85.8% (2014-15) to 88.4% (2015-16). • % of pupils achieving at least level 5 at the end of Key Stage 3 in maths - This has declined from 83.4% (2014-15) to 83.1% (2015-16). 																				

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- **% of pupils achieving level 2 threshold at the end of Key Stage 4 in maths** - This has increased from 64.9% (2014-15) to 67.2% (2015-16).



6. We will improve the performance of pupils entitled to Free School Meals (FSM) in literacy & numeracy.

AMBER

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.

- **% 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** - Language has declined from 72.6% (2014-15) to 70.2%



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	Mike Daley		<p>(2015-16) and Mathematics has declined from 72.6% (2014-15) to 72.0% (2015-16) This reflects the general picture in Foundation Phase. This may be partially due to the cohort but also more robust teacher assessments.</p> <ul style="list-style-type: none"> • % of pupils entitled to FSM achieving at least level 4 at the end of Key Stage 2 in Language (Best E or W) and Mathematics - Language has improved from 72.4% (2014-15) to 77.2% (2015-16) and Mathematics has improved from 72.7% (2014-15) to 80.0% (2015-16). • % of pupils entitled to FSM achieving at least level 5 at the end of Key Stage 3 in Language (Best E or W) and in Mathematics. - Language has declined from 70.4% (2014-15) to 70.0% (2015-16) and Mathematics has improved from 67.2% (2014-15) to 68.4% (2015-16). • % of pupils entitled to FSM achieve level 2 threshold at the end of Key Stage 4 in Language (Best E or W) and Mathematics Language improved from 42.0% (2014-15) to 43.2% (2015-16) and Mathematics declined from 45.2% (2014-15) to 43.5% (2015-16).
7. We will improve pupil attendance.	Hayley Lervy	AMBER	<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 to encourage and improve regular attendance. 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>

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			<ul style="list-style-type: none"> • % of pupil attendance in Primary Schools (2014-15 academic year attendance: 15-16 Primary Attendance has fallen from 94.8% to 94.6% compared to 14-15 academic year. • % of pupil attendance in Secondary Schools (2014-15 academic year attendance: 15-16 Secondary Attendance has remained the same at 93.7% compared to 14-15 academic year.
<p>8. We will provide better support for pupils with behavioural needs.</p>	<p>Hayley Lervy</p>	<p>RED</p>	<p>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.</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 – This has risen from 9 pupils (2014-15) to 19 pupils (2015-16) although because of the introduction of a new method of operating comparison between years are potentiality misleading. • % of school days lost due to fixed-term exclusions during the academic year, in primary schools - This has risen from 216 days (2014-15) to 247 days (2015-16) • % of school days lost due to fixed-term exclusions during the academic year, in secondary schools - This has risen from 1257 days (2014-15) to 1418 days (2015-16) • % of pupils with behavioural needs who leave compulsory education, training or work based learning without and approved external qualification. This has risen from 0.5% (2 of 406 pupils) in 2014-15 to 0.9% (4 of 419 pupils) in 2015-16. 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.



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<p>9. We will continue to improve safeguarding practices and procedures. Protecting children and young people from abuse is a shared responsibility for all staff.</p>	<p>Chris Mills</p>	<p>GREEN</p>	<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. As part of the Peer Review process pupil voice is sought, both formally & informally, pupil voice therefore also assists in the raising of Safeguarding standards
<p>10. We will continue to deliver school improvement through the Education Regional Working partnership.</p>	<p>Mike Daley</p>	<p>GREEN</p>	<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 were visited and categorised. 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%). • There are now 80% of NPT schools that are Green or Yellow. There are 17 out of 67 schools that are Green (25%), 37 schools that are yellow (55%). In addition, 83% of our pupils are educated within a highly effective and effective school. This is an improvement on the 2014-15 figure of 79.6% and 2013-14 academic year (78.5%).

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Corporate Risks (Corporate Risk Register):

Ref	Section	Risk Description	Mitigating Action	Latest L'hood score Sept 16	Latest L'hood impact Sept 16	Latest Total score at Sept 16	Latest Proximity at Sept 16	Target Date	Risk owner
NPT17	School Transport	All home to school routes to be assessed in line with learning Travel Wales Risk Assessment procedure June 2014 – capacity and budget implications.	Added Sept 16 – Develop a policy and comprehensive risk assessment matrix for adoption by the Council	4	4	16 H	1	Ongoing	Head of Participation/Head of Engineering & Transport
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 Updated Sept 16 – SEN reform due to be considered by WG in the Autumn which could increase financial demand.	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	Robust scrutiny underpinned by sound financial business case development and external (i.e. WG/Wales	2	5	10 M	1	Ongoing	Head of Transformation



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		conceived projects, leading to damage to Council reputation and adverse reaction from local communities	Audit) approvals for major capital spend; thorough preparation of school reorganisation proposals, 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

5x5 Risk Matrix below:		Likelihood						
Key								
Likelihood	Impact							
1. Very Unlikely	1. Low		5	M	M	H	H	H
2. Unlikely	2. Low/Medium		4	L	M	H	H	H
3. Likely	3. Medium		3	L	L	M	H	H
4. Very Likely	4. Medium/High		2	L	L	M	M	M
5. Certainty	5. High	1	L	L	L	L	L	
		0	1	2	3	4	5	
L	Low Risk	Impact						
M	Medium Risk							
H	High Risk							