

# NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

## Education, Skills & Culture Cabinet Board

25<sup>th</sup> January 2018

### REPORT OF THE HEAD OF PARTICIPATION

Christopher Millis

#### Matter for Monitoring

**Wards Affected:** All Wards

#### Annual Pupil Performance Report 2016/17 (Summary)

#### Purpose of the Report

1. To provide Members with a summary of the performance of Neath Port Talbot schools and its pupils during 2016/17.

#### Executive Summary

2. The report provides detail of 2016/17 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 2016/17 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 2016-17 attached at Appendix 1.

### **Appendices**

13. Appendix 1 – Annual Pupil Performance Report Summary 2016/17

### **List of Background Papers**

14. Background papers include:

- Welsh Government statistical releases on free school meal entitlement, primary & secondary school attendance, national test data, teacher assessments and examination results.
- Welsh Government benchmark quartile data.
- NPT exclusion records
- Estyn inspection reports

## **Officer Contact**

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# **Annual Report on Pupil Performance (Summary)**

**Education Leisure & Lifelong Learning**

**Neath Port Talbot County Borough Council**

**2016/17**

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 2017 Pupil Level Annual School Census (PLASC) was the second highest in Wales (see below).

Sector	2012/13			2013/14			2014/15			2015/16			2016/17		
	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank
(Ages 5-15)															
Primary	24.0	20.6	5	23.8	20.1	4	24.1	19.6	3	23.8	19.0	2	22.4	18.3	2
Secondary	21.5	17.7	5	21.0	17.5	4	22.3	17.4	3	22.0	17.1	2	19.5	16.6	6
Middle													32.9	18.0	1
Special	56.2	44.6	3	58.3	45.3	2	61.5	46.1	2	56.2	43.1	3	52.1	41.9	2
All 5-15	23.2	19.5	5	22.9	19.1	4	23.7	18.9	2	23.4	18.4	2	22.6	17.8	2

As well as a high level of comparative deprivation compared with other Welsh authorities, NPT also has the 4<sup>th</sup> 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 Pupil No's (All Pupils)	All Pupils with Special Educational Needs											
			Statemented			School Action			SAP			All SEN		
			No.	%	Rank	No.	%	Rank	No.	%	Rank	No.	%	Rank
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%	
2017	Neath Port Talbot	20764	795	3.8%	2	3037	14.6%	7	1586	7.6%	9	5418	26.1%	5
2017	Wales	466508	12602	2.7%		59264	12.7%		33711	7.2%		105577	22.6%	

As at PLASC 2017, 10% of the reception to year 11 cohort were both FSM and SEN.

## Attendance

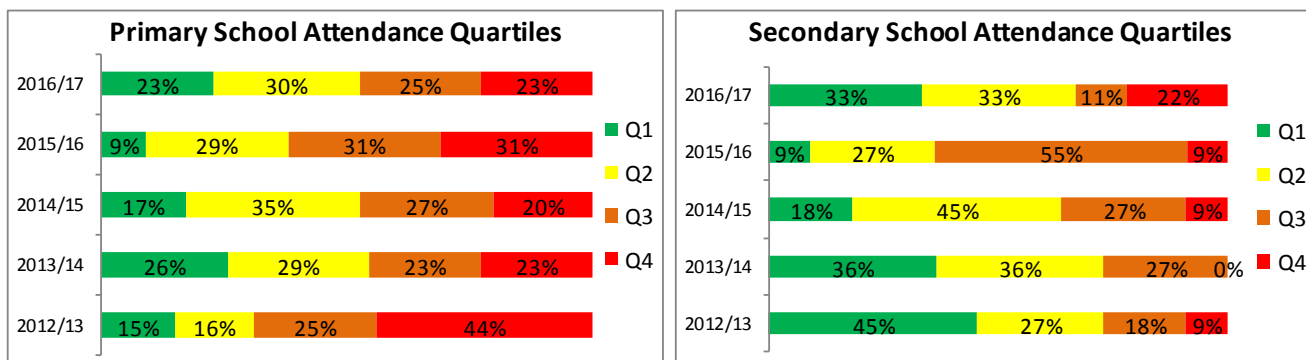
	2012/13			2013/14			2014/15			2015/16			2016/17		
	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank
(Ages 5-15)															
Primary	93.0	93.7	20	94.6	94.8	16	94.8	94.9	13	94.5	94.9	19	94.7	94.9	16
Secondary	92.6	92.6	12	93.5	93.6	13	93.6	93.8	15	93.6	94.2	18	93.4	94.1	20

Attendance of NPT primary age pupils improved by 0.2% to 94.7% in 2016/17, whilst the national average remained at 94.9%. NPT's ranking therefore improved from 19<sup>th</sup> to 16<sup>th</sup>. Attendance of FSM and SEN pupils was 92.7% and 93.7% resp. which affected overall attendance whilst the 52 traveller pupils averaged just 86.9% attendance.

NPT's secondary school attendance has always been amongst the highest in Wales although over recent years attendance has stalled and the ranking across Wales has fallen. During 2016/17 NPT's attendance fell by 0.2% with the national average dipping by 0.1% resulting in NPT being ranked 20<sup>th</sup> in Wales.

In secondary schools, FSM and SEN pupil attendance of 89.7% and 91.5% resp. impacted overall attendance as did the 85.6% average amongst the 15 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 53% of NPT primary schools were in quartiles 1 & 2 in 2016/17, a 15% improvement from the previous year. After the decline over recent years secondary school benchmarking performance improved sharply from 36% to 66% quartile 1 & 2 places.



## Exclusions (all pupils)

Below is a summary of NPT permanent and fixed term exclusions.

	Number of Fixed Exclusions					Number of Pupils Receiving a Fixed Exclusion				
	2012/13	2013/14	2014/15	2015/16	2016/17	2012/13	2013/14	2014/15	2015/16	2016/17
Primary	86	119	100	126	159	46	57	61	60	78
Secondary	556	602	541	652	654	348	359	320	357	335
Special/PRU	104	48	62	66	32	37	24	32	26	22
<b>Total</b>	<b>746</b>	<b>769</b>	<b>703</b>	<b>844</b>	<b>845</b>	<b>431</b>	<b>440</b>	<b>413</b>	<b>443</b>	<b>435</b>

	Number of Days Lost to Fixed Term					Number of Permanent Exclusions				
	2012/13	2013/14	2014/15	2015/16	2016/17	2012/13	2013/14	2014/15	2015/16	2016/17
Primary	200	293	217	244	309	1	1	0	0	1
Secondary	1572	1636	1257	1417	1745	8	10	10	19	12
Special/PRU	293	107	124	158	55	2	1	0	1	0
<b>Total</b>	<b>2064</b>	<b>2036</b>	<b>1598</b>	<b>1819</b>	<b>2108</b>	<b>11</b>	<b>12</b>	<b>10</b>	<b>20</b>	<b>13</b>

Permanent exclusions across NPT schools fell from 20 to 13 in 2016/17. The 13 exclusions equates to 0.63 per 1000 pupils which is above the national average of 0.2 per 1000 pupils during 2015/16. The number of fixed exclusions and pupils receiving a fixed exclusion in 2016/17 was similar to 2015/16, although the number of days lost increased by 16% due to the average length of exclusions increasing. Regarding fixed exclusions of 5 days or less and over 5 days NPT has a lower rate than the national average in both.

## 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
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
2017	82.5	88.1	-5.7	20	85.4	90.3	-4.8	22	91.4	94.7	-3.3	22	89.2	90.9	-1.7	17	81.2	87.3	-6.1	22

Performance in Language, Literacy & Communication Skills – English (LCE), Mathematical Development (MDT) & Personal & Social Development (PSD) improved above the national rate of improvement in 2016/17 although the Foundation Phase Indicator (FPI) fell by 0.2% to 81.2%. This is partly due to Language, Literacy & Communication Skills – Welsh (LCW) falling by 3.1%. NPT remain ranked 22<sup>nd</sup> across Wales in MDT, PSD and the FPI.

Of the 1537 cohort 359 (23.4%) were FSM and 398 (25.9%) SEN with only 65.2% and 43.1% of these pupils resp. achieving the FPI.

The tables below show how NPT schools compare when benchmarked against schools with similar free school meal entitlement. The percentage of schools in FPI quartiles 1 & 2 fell from 34% to 20% in 2016/17 whilst there was a 10% increase in quartile 4 schools.

FP - FPI	Quartile (% of Schools)				2017	1st Quartile		2nd Quartile		3rd Quartile		4th Quartile	
	Q1	Q2	Q3	Q4		No.	%	No.	%	No.	%	No.	%
2013	19%	24%	34%	23%	LCE	3	6%	7	15%	12	26%	25	53%
2014	21%	25%	28%	26%	LCW	2	20%	1	10%	4	40%	3	30%
2015	10%	23%	20%	48%	MDT	4	7%	9	16%	17	30%	26	46%
2016	13%	21%	30%	36%	PSD	14	25%	3	5%	12	21%	27	48%
2017	9%	11%	34%	46%	FPI	5	9%	6	11%	19	34%	26	46%

## 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
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
2017	87.4	91.1	-3.7	22	87.6	92.2	-4.6	22	89.4	92.2	-2.9	22	93.3	91.6	1.7	7	85.9	89.5	-3.6	22

The Key Stage 2 CSI improved by 1% in 2016/17 with science rising by the same amount and English by 0.4%. Maths fell by 0.8% and Welsh 1<sup>st</sup> language by 0.1%. In all above measures except Welsh, NPT are ranked 22<sup>nd</sup> in Wales.

The cohort of 1531 included 312 (20.4%) FSM pupils with 73.1% achieving the CSI. A high proportion of pupils at Key Stage 2 were SEN pupils (437 or 28.5%) with only 54.2% of these achieving the CSI which affected overall figures.

KS2 - CSI	Quartile (% of Schools)				2017	1st Quartile		2nd Quartile		3rd Quartile		4th Quartile	
	Q1	Q2	Q3	Q4		No.	%	No.	%	No.	%	No.	%
2013	19%	26%	23%	32%	English	7	13%	11	20%	15	27%	23	41%
2014	15%	25%	33%	28%	Welsh 1st	3	30%	3	30%	2	20%	2	20%
2015	15%	15%	31%	39%	Maths	10	18%	7	13%	12	21%	27	48%
2016	11%	21%	20%	48%	Science	12	21%	7	13%	15	27%	22	39%
2017	13%	25%	23%	39%	CSI	7	13%	14	25%	13	23%	22	39%

Benchmarked with similar FSM schools NPT's performance improved in 2017 with the number of schools in quartiles 1 & 2 in the CSI increasing from 32% to 38%. The number in quartile 4 also fell from 48% to 39%.

### 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 2017 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
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
2017	85.6	90.5	-4.9	22	84.4	90.8	-6.4	22	89.1	93.5	-4.5	22	91.6	93.5	-2.0	16	79.6	87.4	-7.8	22

All measures except Welsh 1<sup>st</sup> language improved in 2017. English increased by 1.4%, maths by 1.3%, science by 0.6% and the CSI by 1.9%. Welsh 1<sup>st</sup> language fell by 0.6% to 91.6%. NPT are ranked 22<sup>nd</sup> in all indicators except Welsh 1<sup>st</sup> language where the ranking is 16<sup>th</sup>.

22.9% (336) of the 1470 cohort were FSM pupils with 57.4% of these achieving the CSI compared with 86.1% of non FSM. 29.8% were SEN pupils, well above the NPT and national averages with only 49.1% achieving the CSI compared with 92.5% success amongst non SEN.

KS3 - CSI	Q1	Q2	Q3	Q4	2017	1st Quartile		2nd Quartile		3rd Quartile		4th Quartile	
						No.	%	No.	%	No.	%	No.	%
2013	27%	18%	18%	36%	English	1	11%	0	0%	5	56%	3	33%
2014	9%	9%	9%	73%	Maths	2	22%	0	0%	3	33%	4	44%
2015	9%	9%	36%	45%	Science	1	11%	2	22%	1	11%	5	56%
2016	0%	0%	36%	64%	CSI	1	11%	2	22%	0	0%	6	67%
2017	11%	22%	0%	67%									

When benchmarked with schools across Wales NPT 3 schools in CSI quartiles 1 or 2 in 2017 compared with none in 2016. 67% (6 schools) were in quartile 4.

Quartile distribution by subject for 2017 shows NPT having two quartile 1 places in Maths (1 in 2016) and one in English compared with two in 2016.

### 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)				Capped 9 Points				English				Best 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
2013	95.9	93.2	2.7	3	87.0	77.8	9.2	1	56.0	52.7	3.3	6					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					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					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					69.0	69.3	-0.3	12	67.2	66.9	0.3	10
2017	93.5	94.4	-0.9	17	65.2	67.0	-1.8	14	51.4	54.6	-3.2	14	340	351	-11	14	62.7	63.7	-1.0	13	59.4	62.5	-3.1	15

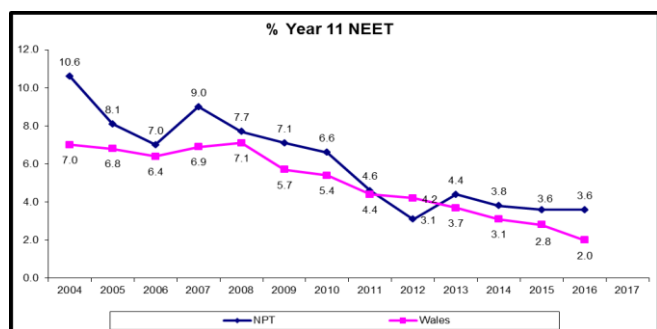


A number of changes occurred in 2017 resulting in a decline in all indicators across Wales. The specification of English and maths papers were revised whilst English literature no longer counts towards the overall English figure. 2017 also saw the introduction of the maths numeracy GCSE which along with mathematics now contributes to the best maths figure. With literature now not counting the percentage achieving a grade C+ locally and nationally in English fell by 5/6%. The main reason however for NPT's 9.5% drop in the level 2 inclusive of English/Welsh & maths (L2+) indicator was the 7.8% fall in maths which was higher than the 4.4% nationally. Prior to 2017 key skills/essential skills also contributed to the Level 1, Level 2 and L2+ indicators which is no longer the case (unless taken before 2017).

KS4 L2+	Quartile (% of Schools)				2017	1st Quartile		2nd Quartile		3rd Quartile		4th Quartile	
	Q1	Q2	Q3	Q4		No.	%	No.	%	No.	%	No.	%
2012	64%	18%	18%	0%	L1	3	33%	3	33%	1	11%	2	22%
2013	73%	9%	18%	0%	L2	5	56%	3	33%	1	11%	0	0%
2014	64%	9%	27%	0%	L2+	4	44%	4	44%	0	0%	1	11%
2015	45%	27%	18%	9%	Capped Pts	3	33%	3	33%	2	22%	1	11%
2016	55%	27%	9%	9%	English	6	67%	1	11%	1	11%	1	11%
2017	44%	44%	0%	11%	Maths	2	22%	5	56%	1	11%	1	11%

Unlike previous assessments where NPT do not compare particularly well, the picture changes at Key Stage 4 with 88% (8 of 9) of NPT schools in benchmark quartiles 1 or 2 in the Level 2 (incl E/W&M) indicator and 44% of these (4 schools) in quartile 1. Benchmark performance across all Key Stage 4 indicators is very positive including both English and Maths where 78% (7 schools) are in the top two quartiles in both subjects.

The latest Welsh Government figures (released April 2017) 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 above the national average of 2.0%.



### **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*-C		A Levels A*-E	
	Cohorts	NPT	Wales	NPT	Wales		NPT	Wales	NPT	Wales	NPT	Wales
2013	175	97.0%	96.0%	832	807	2013	16.1%	22.9%	68.5%	n/a	96.5%	97.6%
2014	148	98.0%	97.0%	865	804	2014	17.5%	23.3%	70.4%	n/a	98.5%	97.5%
2015	189	94.0%	97.0%	779	800	2015	15.8%	23.1%	73.5%	n/a	97.6%	97.3%
2016	195	96.0%	98.0%	723	825	2016	19.9%	22.7%	74.8%	n/a	96.9%	97.3%
2017	174	96.0%	97.0%	638	733	2017	18.9%	25.0%	73.3%	n/a	97.5%	97.7%

Regarding pupils aged 17 at the start of the 2016/17 academic year (year 13 pupils by age), the percentage achieving the Level 3 Threshold (equivalent of 2 A levels at grades A to E) remained at 96.0%. This was 1% lower than the national average of 97%. The wider points

score amongst NPT students fell from 723 to 638 in 2016/17, largely due to the changes to the Welsh baccalaureate which resulted in an average loss of 73 points per pupil.

Regarding all A Level entries in 2017 A\*-A passes fell by 1% to 18.9% whilst A\*-E passes improved by 0.6% to 97.5%.

## 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 2017 tests are below:

2017 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	85%	12%	85%	11%	84%	14%	84%	15%	84%	16%	86%	16%	84%	16%	85%	17%	1%	-5%	-1%	-5%	0%	-2%	-1%	-2%
Yr 3	81%	15%	87%	14%	82%	16%	82%	15%	84%	18%	85%	17%	84%	16%	85%	17%	-3%	-3%	2%	-3%	-2%	0%	-3%	-2%
Yr 4	83%	15%	89%	15%	85%	16%	84%	15%	84%	17%	85%	16%	84%	16%	84%	16%	-1%	-1%	4%	-1%	1%	0%	-1%	-1%
Yr 5	83%	14%	84%	16%	85%	14%	85%	13%	84%	17%	85%	17%	85%	16%	86%	17%	-1%	-3%	-1%	-2%	0%	-3%	0%	-4%
Yr 6	83%	14%	87%	14%	83%	16%	84%	15%	84%	17%	86%	17%	84%	16%	85%	17%	-2%	-2%	1%	-3%	-1%	0%	-2%	-2%
Yr 7	84%	15%	89%	11%	85%	15%	84%	16%	83%	16%	84%	16%	83%	16%	84%	17%	1%	-1%	5%	-4%	1%	-1%	0%	-1%
Yr 8	83%	13%	87%	8%	83%	13%	79%	13%	83%	16%	85%	16%	83%	16%	81%	16%	0%	-3%	2%	-8%	0%	-3%	-2%	-3%
Yr 9	82%	13%	87%	12%	83%	13%	81%	13%	81%	16%	84%	17%	83%	16%	83%	16%	1%	-3%	4%	-5%	0%	-2%	-2%	-3%
All	83%	14%	87%	13%	84%	15%	83%	14%	84%	17%	85%	17%	84%	16%	84%	17%	-1%	-3%	2%	-4%	0%	-1%	-1%	-2%

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 Quartiles												>115 Age Standardised Score Benchmark Quartiles											
	2015				2016				2017				2015				2016				2017			
	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	23%	29%	22%	25%	26%	26%	26%	22%	27%	27%	23%	23%	22%	25%	23%	30%	23%	28%	23%	26%	23%	28%	27%	23%
Eng RDG	16%	43%	29%	12%	11%	47%	26%	15%	19%	23%	36%	23%	19%	31%	45%	5%	15%	28%	42%	15%	11%	26%	43%	19%
Cym RDG	28%	24%	22%	26%	22%	27%	27%	23%	25%	28%	27%	20%	28%	24%	25%	22%	27%	27%	26%	21%	27%	30%	20%	23%
Mat PRC	23%	25%	27%	25%	19%	27%	26%	27%	23%	24%	28%	24%	23%	26%	21%	29%	21%	28%	26%	25%	22%	27%	27%	23%

When benchmarked with schools of similar free school entitlement NPT schools perform better. In Eng RDG in 2017 54% of NPT schools achieved quartile 1 & 2 places in the >84 age standardised score indicator and 51% in the >115 indicator, the same as in 2016.

In the Cym RDG >84 indicator the number of quartile 1 schools improved by 8% to 19% but the total schools in quartiles 1 or 2 fell by 16% to 42%. In the >115 indicator a below average 37% of schools were in the top two quartiles.

Top two quartile performance in the Maths Procedural >84 improved from 49% in 2016 to 53% in 2017 whilst performance in the >115 indicator improved again from 54% to 57% in 2017.

For the fourth year running NPT's Maths Reasoning performance in the >84 indicator was below average although did improve from 46% to 47%. In the >115 measure performance remained similar to previous years with 49% quartile 1 & 2 schools.

## 2016/17 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 2016/17 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			
<b>Primary Schools</b>									
2205	YGG Cw mnedd	10	2016	Good	Good	Good	Good	Good	No Monitoring
2119	Baglan Primary	11	2016	Good	Good	Good	Good	Good	No Monitoring
2142	Eastern Primary	11	2016	Unsatisfactory	Adequate	Unsatisfactory	Unsatisfactory	Unsatisfactory	Special Measures
2238	Central Primary	1	2017	Adequate	Adequate	Adequate	Adequate	Adequate	Estyn Monitoring
3313	Alderman Davies	1	2017	Adequate	Adequate	Adequate	Adequate	Adequate	Estyn Monitoring
2113	Brynhyfryd Primary	2	2017	Adequate	Good	Good	Adequate	Good	No Monitoring
3311	Brynoch CW	5	2017	Good	Good	Good	Good	Adequate	Estyn Monitoring
2231	YGG Tyle'r Ynn	5	2017	Adequate	Adequate	Adequate	Adequate	Adequate	Estyn Monitoring
2140	Godrergrraig Primary	6	2017	Good	Good	Good	Good	Good	No Monitoring
2208	YGG Trebannw s	6	2017	Adequate	Adequate	Adequate	Adequate	Adequate	Estyn Monitoring
<b>Secondary School</b>									
4067	Dw r y Felin	3	2017	Good	Good	Excellent	Good	Excellent	Case Study

## **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 over the past three years.

Sector	2014/15								2015/16								2016/17							
	Green		Yellow		Amber		Red		Green		Yellow		Amber		Red		Green		Yellow		Amber		Red	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Primary	8	14%	34	59%	21	36%	3	5%	12	21%	28	48%	14	24%	4	7%	10	18%	33	59%	11	20%	2	4%
Secondary	4	36%	6	55%	1	9%	0	0%	4	36%	6	55%	1	9%	0	0%	6	75%	2	25%	0	0%	0	0%
Middle																	0	0%	1	100%	0	0%	0	0%
Total	12	17%	40	58%	22	32%	3	4%	16	23%	34	49%	15	22%	4	6%	16	25%	35	54%	11	17%	2	3%

The proportion of ‘Green’ schools in the primary sector fell by 3% in 2016/17 whilst the number of ‘Green’ and ‘Yellow’ schools grew from 69% to 77%. Only 2 primary schools were categorised as ‘Red’ schools in 2016/17.

Secondary and middle schools did extremely well in 2016/17 with 6 of the 9 schools categorised as ‘Green’ and 3 ‘Yellow’. No secondary/middle schools were categorised as ‘Amber’ or ‘Red’ which hasn’t occurred previously.