

# NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

## Education, Skills & Culture Cabinet Board

11<sup>th</sup> April 2019

### REPORT OF THE HEAD OF PARTICIPATION

Christopher Millis

#### Matter for Monitoring

**Wards Affected:** All Wards

#### Annual Pupil Performance Report 2017/18 (Summary)

#### Purpose of the Report

1. To provide Members with a summary of the performance of Neath Port Talbot schools and its pupils during 2017/18.

#### Executive Summary

2. The report provides detail of 2017/18 performance regarding attendance, exclusion's, 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 2017/18 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 2017-18 attached at Appendix 1.

### **Appendices**

13. Appendix 1 – Annual Pupil Performance Report Summary 2017/18

### **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**

15. Carl Glover, Data Unit Manager  
E-mail [c.glover@npt.gov.uk](mailto:c.glover@npt.gov.uk). Tel. 01639 763139

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

**Education Leisure & Lifelong Learning**

**Neath Port Talbot County Borough Council**

**2017/18**

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 affecting performance are the levels 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 FSM percentages which at the January 2018 Pupil Level Annual School Census (PLASC) was the second highest in Wales (see below).

Sector	2013/14			2014/15			2015/16			2016/17			2017/18		
	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank
(Ages 5-15)															
Primary	23.8	20.1	4	24.1	19.6	3	23.8	19.0	2	22.4	18.3	2	23.2	18.0	1
Secondary	21.0	17.5	4	22.3	17.4	3	22.0	17.1	2	19.5	16.6	6	19.1	16.0	4
Middle										32.9	18.0	1	21.6	17.2	3
Special	58.3	45.3	2	61.5	46.1	2	56.2	43.1	3	52.1	41.9	2	54.7	42.2	2
All 5-15	22.9	19.1	4	23.7	18.9	2	23.4	18.4	2	22.6	17.8	2	22.1	17.4	2

As well as a high level of comparative deprivation compared with other Welsh authorities, NPT also has the 6<sup>th</sup> highest proportion of pupils with a special educational needs (SEN), including the highest percentage with the most severe need which necessitates 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
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%	
2018	Neath Port Talbot	20929	862	4.1%	1	2929	14.0%	7	1547	7.4%	12	5338	25.5%	6
2018	Wales	467112	12895	2.8%		57933	12.4%		34797	7.4%		105625	22.6%	

As at PLASC 2018, 10% of the reception to year 11 cohort were both FSM and SEN.

## Attendance

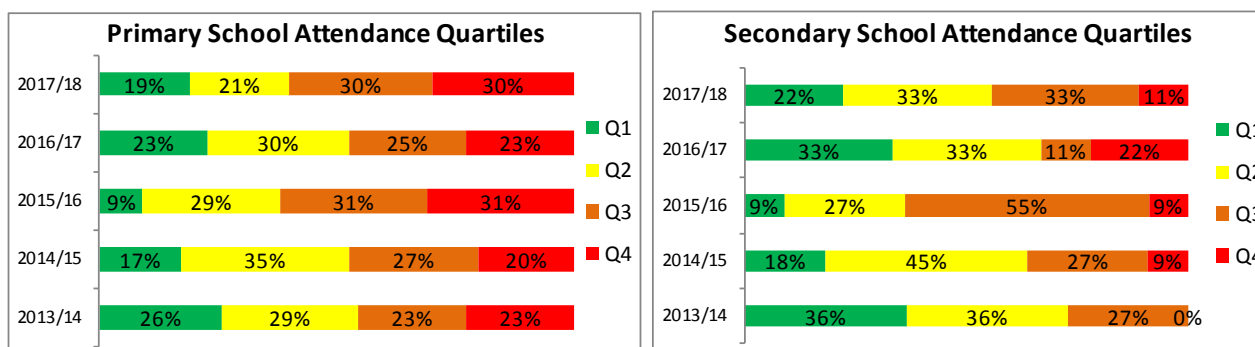
	2013/14			2014/15			2015/16			2016/17			2017/18		
	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank
(Ages 5-15)															
Primary	94.6	94.8	16	94.8	94.9	13	94.5	94.9	19	94.7	94.9	16	94.1	94.5	20
Secondary	93.5	93.6	13	93.6	93.8	15	93.6	94.2	18	93.4	94.1	20	93.2	93.8	19

Attendance of NPT primary age pupils fell by 0.6% to 94.1% in 2017/18. This was greater than the national 0.4% decrease to 94.5% resulting in a drop in ranking from 14<sup>th</sup> to 20<sup>th</sup>. Attendance of FSM and SEN pupils was 92.1% (down 0.6%) and 92.9% (down 0.8%) resp. whilst the 54 traveller pupils averaged just 81.1% attendance which was down by over 4% on the previous year.

NPT's secondary age attendance fell by 0.2% during 2017/18 with the national average also dipping by 0.3%. NPT's ranking improved from 20<sup>th</sup> in Wales to 19<sup>th</sup>.

In secondary schools, FSM and SEN pupil attendance of 88.7% and 90.3% resp. impacted overall attendance as did the 78.0% average amongst 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 40% of NPT primary age schools were in quartiles 1 & 2 in 2017/18, a 13% decrease from the previous year. Regarding secondary age pupils, five of NPT's nine secondary/middle schools were in quartiles 1 and 2 in 2017/18 with only one in quartile 4.



## 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				
	2013/14	2014/15	2015/16	2016/17	2017/18	2013/14	2014/15	2015/16	2016/17	2017/18
Primary	86	100	126	159	197	46	61	60	79	98
Secondary	556	541	652	653	672	348	320	357	335	384
Special/PRU	104	62	66	43	121	37	32	26	26	46
<b>Total</b>	<b>746</b>	<b>703</b>	<b>844</b>	<b>855</b>	<b>990</b>	<b>431</b>	<b>413</b>	<b>443</b>	<b>440</b>	<b>528</b>

	Number of Days Lost to Fixed Term					Number of Permanent Exclusions				
	2013/14	2014/15	2015/16	2016/17	2017/18	2013/14	2014/15	2015/16	2016/17	2017/18
Primary	200	217	244	307	405	1	0	0	1	1
Secondary	1572	1257	1417	1740	1728	8	10	19	12	9
Special/PRU	293	124	158	69	200	2	0	1	0	0
<b>Total</b>	<b>2064</b>	<b>1598</b>	<b>1819</b>	<b>2115</b>	<b>2332</b>	<b>11</b>	<b>10</b>	<b>20</b>	<b>13</b>	<b>10</b>

The table below looks at the rate of exclusion in NPT compared with across Wales.

Exclusion Type		Number of Exclusions					Rate of Exclusion (Per 1000 pupils)				
		2013/14	2014/15	2015/16	2016/17	2017/18	2013/14	2014/15	2015/16	2016/17	2017/18
Permanent Exclusions	NPT	12	10	20	13	10	0.58	0.48	0.96	0.63	0.48
	Wales	89	89	109	165		0.19	0.19	0.23	0.35	
Fixed Excl - 5 Days or Less	NPT	691	653	817	791	942	33.6	31.6	39.4	38.1	45.0
	Wales	12375	13014	14424	16044		26.7	28.0	30.9	34.4	
Fixed Excl - Over 5 Days	NPT	52	37	27	64	48	2.5	1.8	1.3	3.1	2.3
	Wales	738	780	654	863		1.6	1.7	1.4	1.9	

Permanent exclusions across NPT schools fell from 13 to 10 in 2017/18. The 10 exclusions equate to 0.48 per 1000 pupils which is above the national average of 0.35 per 1000 pupils

during 2016/17 though the gap is closing. The number of fixed exclusions, pupils receiving a fixed exclusion, and days lost in 2017/18 all increased though fixed exclusions of 5 days or more fell from 64 to 48.

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

The table below compares NPT's performance over the past five years of Foundation Phase (FP) against national averages. Figures show the percentage of pupils achieving Outcome 5 (expected level) or above. Please note that from 2017/18 onwards the Welsh Government will no longer be publishing local authority level detail or benchmarking data at Foundation Phase, Key Stage 2 or Key Stage 3 so ranking is not possible.

	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
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
2018	70.2	84.1	-13.9		75.3	86.6	-11.2		86.6	93.4	-6.8		84.6	86.1	-1.5		69.3	82.6	-13.3	

Performance in all indicators fell significantly as these pupils were the first to be assessed against the revised Foundation Phase Profile framework. NPT's Foundation Phase Indicator (FPI) fell by 11.9% to 69.3% and whilst figures also dipped across Wales, the decrease was less dramatic. Girls outperform boys in all subjects both in NPT and across Wales though the gaps are wider in NPT particularly in English.

Of the 1610 cohort 379 (23.5%) were FSM and 470 (29.2%) SEN with only 65.2% and 43.1% of these pupils resp. achieving the FPI.

### 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
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
2018	87.3	91.1	-3.8		89.1	91.8	-2.7		88.5	92.1	-3.6		90.0	89.7	0.3		85.8	89.5	-3.7	

The Key Stage 2 CSI was similar to the previous year at 85.8%, 3.7% below the national figure which also remained constant. Whilst there was good improvement in Mathematics (1.5%), compared with a drop across Wales, science and Welsh 1<sup>st</sup> language fell though NPT still bettered the national average in Welsh. English in NPT and across Wales remained fairly constant. Girls outperform boys in all subjects both in NPT and across Wales though the gaps are narrower in NPT with the exception of English.

Of the 1515 cohort 320 (21.1%) were FSM and 436 (28.8%) SEN with only 69.7% and 54.8% of these pupils resp. achieving the CSI.



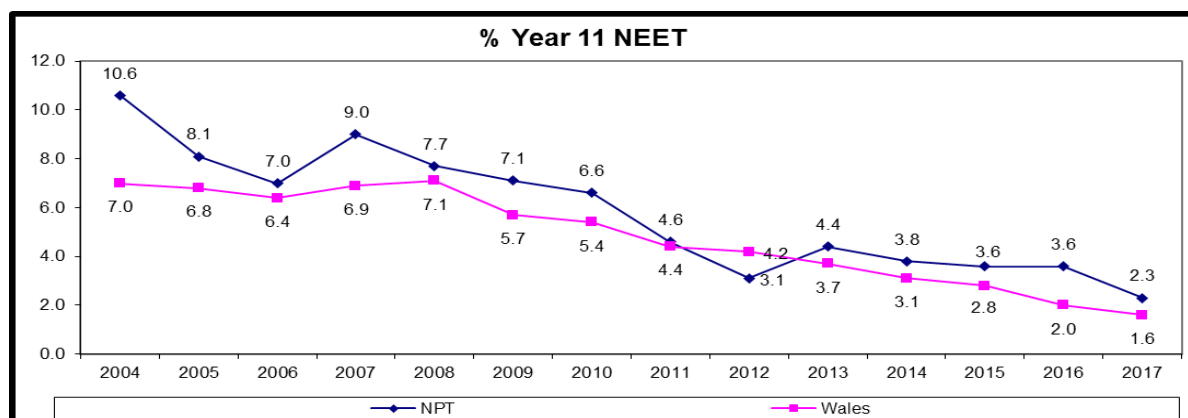


The tables below show how NPT schools compare when benchmarked against schools with similar free school meal entitlement. From 2018 on, the Welsh Government are only producing this information for key stage 4.

KS4 L2+	Quartile (% of Schools)				2018	1st Quartile		2nd Quartile		3rd Quartile		4th Quartile	
	Q1	Q2	Q3	Q4		No.	%	No.	%	No.	%	No.	%
2013	73%	9%	18%	0%	L1	3	33%	1	11%	4	44%	1	11%
2014	64%	9%	27%	0%	L2	5	56%	1	11%	3	33%	0	0%
2015	45%	27%	18%	9%	L2+	3	33%	3	33%	2	22%	1	11%
2016	55%	27%	9%	9%	Capped 9 Pts	2	22%	4	44%	3	33%	0	0%
2017	44%	44%	0%	11%	English	5	56%	1	11%	2	22%	1	11%
2018	33%	33%	22%	11%	Best Maths	3	33%	1	11%	4	44%	1	11%

Unlike previous assessments where NPT do not compare particularly well, the picture changes at Key Stage 4 with 67% (6 of 9) of NPT schools in benchmark quartiles 1 or 2 in the Level 2 (incl E/W&M) indicator and 33% of these (3 schools) in quartile 1. Benchmark performance across most Key Stage 4 indicators is very positive although not as good as previous years.

The latest Welsh Government figures (released April 2018) providing the destination of year 11 school leavers shows 2.3% of NPT pupils not in education, employment or training (NEET). This is the lowest NPT's figure has been and narrowed the gap to the national average of 1.6%.



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

Pupils aged 17 - Key Stage 5 Performance Measures														
Year	2018 Plasc Cohort	Of Plasc Cohort:			Entered Equiv of 2 A Levels	Of those entering the equivalent of 2 A Levels:								
		Average Wider Points	NPT Rank			Achieved Level 3 Threshold			Achieved 3 A*-A Grades			Achieved 3 A*-C Grades		
		NPT	Wales	NPT Rank		NPT	Wales	NPT Rank	NPT	Wales	NPT Rank	NPT	Wales	NPT Rank
2013	176	832	807	10	157	96.8%	96.5%	10	4.5%	8.3%		65.0%	66.8%	
2014	148	865	804	7	134	97.8%	97.1%	10	6.0%	8.9%		71.6%	69.1%	
2015	189	779	800	11	157	94.3%	97.0%	19	3.8%	7.9%		72.6%	68.1%	
2016	195	723	823	18	158	95.6%	98.0%	19	5.7%	6.7%		64.6%	70.6%	
2017	174	647	731	20	136	96.3%	97.1%	16	8.1%	10.5%	16	52.2%	54.7%	14
2018	184	729	740	12	167	98.2%	97.6%	8	13.8%	13.4%	7	54.5%	57.9%	13

Key Stage 5 results improved significantly in 2017/18. The percentage achieving the Level 3 Threshold (equivalent of 2 A levels at grades A to E) improved by almost 2% and exceeds the national average. The proportion achieving 3 A\*A grades has improved consistently over recent years and rose by 5.7% in 2017/18 and is now higher than the all Wales figure for the first time. After declining for three years the average wider points score jumped by 80 points to 727 and is now only slightly below the 739 Wales average. The 3 A\*-C measure also improved by 2% but

is 3.9% below the national figure. 3 A\*-C performance should not be compared with pre 2017 data due to changes to the Welsh Baccaulaureate and key skills.

## 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 2018 tests are below:

2018	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%	13%	80%	11%	81%	10%	82%	10%	83%	16%	85%	17%	84%	15%	84%	16%	-2%	-3%	-5%	-5%	-3%	-5%	-2%	-6%
Yr 3	81%	17%	85%	11%	81%	15%	81%	14%	84%	19%	85%	17%	84%	16%	84%	16%	-3%	-2%	0%	-6%	-3%	-1%	-3%	-2%
Yr 4	82%	14%	87%	12%	81%	16%	79%	13%	84%	16%	85%	16%	84%	16%	84%	16%	-2%	-2%	2%	-4%	-3%	0%	-4%	-3%
Yr 5	83%	14%	85%	15%	84%	15%	83%	13%	84%	16%	84%	17%	84%	16%	84%	16%	-1%	-2%	1%	-2%	0%	-1%	-1%	-3%
Yr 6	82%	15%	88%	13%	85%	14%	82%	14%	85%	17%	85%	17%	84%	16%	84%	15%	-2%	-2%	3%	-3%	0%	-3%	-2%	-2%
Yr 7	84%	12%	90%	12%	84%	15%	84%	15%	83%	16%	85%	17%	84%	16%	84%	16%	0%	-4%	5%	-5%	0%	-2%	0%	-1%
Yr 8	85%	18%	87%	14%	84%	15%	85%	15%	83%	16%	85%	17%	83%	16%	82%	16%	2%	1%	2%	-3%	1%	-1%	2%	0%
Yr 9	80%	15%	82%	8%	81%	10%	79%	11%	82%	17%	85%	17%	83%	16%	83%	16%	-2%	-2%	-3%	-9%	-1%	-6%	-4%	-4%
All	82%	15%	86%	12%	83%	14%	82%	13%	83%	17%	85%	17%	84%	16%	83%	16%	-1%	-2%	1%	-5%	-1%	-2%	-2%	-3%

The above shows NPT's performance across the eight year groups compared with national averages with the 'Diff - 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 perform above national figures. Overall across all year groups NPT tend to score below national averages although NPT outperforms national figures in the CYM RDG >84 indicator. Year 8's also compared well with a greater proportion of NPT pupils achieving >84 in all four tests.

## 2017/18 Inspection Outcomes

In September 2017 a new cycle of inspections was initiated under a new common inspection framework. Below are the inspection areas and judgements.

During the inspection process schools are judged in five inspection areas:

Inspection Area 1: How good are standards?

Inspection Area 2: How good is wellbeing and attitudes to learning?

Inspection Area 3: How good is teaching and learning experiences?

Inspection Area 4: How good is care, support and guidance?

Inspection Area 5: How good is leadership and management?

In these evaluations, inspectors use a four point scale:

### **Judgements and what the judgement means**

- Excellent – Very strong, sustained performance and practice
- Good – strong features, although minor aspects may require improvement
- Adequate and needs improvement – Strengths outweigh weaknesses but important aspects require improvement
- Unsatisfactory and needs urgent improvement – Important weaknesses outweigh strengths

The schools below were inspected during the 2017/18 academic year and received the following judgements:

No.	School Name	Date		Inspection Area					Outcome
		Mt	Yr	Inspection Area 1 - Standards	Inspection Area 2 - Wellbeing & Attitudes to Learning	Inspection Area 3 - Teaching & Learning Experiences	Inspection Area 4 - Care, Support & Guidance	Inspection Area 5 - Leadership & Management	
	<b>E=Excellent</b> <b>G=Good</b> <b>A=Adequate</b> <b>U=Unsatisfactory</b>	h							Estyn Category
<b>Primary Schools</b>									
2181	Tonnau Primary	10	2017	Good	Good	Adequate	Good	Adequate	Estyn Monitoring
2129	Creunant Primary	10	2017	Adequate	Good	Adequate	Good	Adequate	Estyn Monitoring
2110	Blaenhonddan Primary	12	2017	Good	Good	Good	Good	Good	No Monitoring
2239	Abbey Primary	1	2018	Good	Good	Good	Good	Good	No Monitoring
2232	Coed Hirw aun	1	2018	Good	Good	Good	Good	Good	No Monitoring
2240	Melin Primary	3	2018	Good	Good	Good	Good	Good	No Monitoring
2137	Cwmnedd Primary	6	2018	Good	Good	Good	Good	Good	No Monitoring
2175	Tyw yn Primary	6	2018	Good	Excellent	Good	Excellent	Good	Case Study
<b>Secondary Schools</b>									
4066	Llangatwg	4	2018	Good	Good	Adequate	Good	Good	No Monitoring

## School Categorisation

Annual school categorisation identifies the scope and level of support and intervention required 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	2015/16								2016/17								2017/18							
	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	12	21%	28	48%	14	24%	4	7%	10	18%	33	59%	11	20%	2	4%	13	24%	30	55%	10	18%	2	4%
Secondary	4	36%	6	55%	1	9%	0	0%	6	75%	2	25%	0	0%	0	0%	5	71%	2	29%	0	0%	0	0%
Middle									0	0%	1	100%	0	0%	0	0%	1	50%	1	50%	0	0%	0	0%
Special									1	50%	1	50%	0	0%	0	0%	0	0%	2	100%	0	0%	0	0%
Total	16	23%	34	49%	15	22%	4	6%	17	25%	37	55%	11	16%	2	3%	19	29%	35	53%	10	15%	2	3%

The proportion of 'Green' schools in the primary sector improved by 6% in 2017/18 whilst the number of 'Green' and 'Yellow' schools increased from 77% to 79%. Only 2 primary schools were categorised as 'Red' schools in 2017/18.

Secondary and middle schools perform well with 6 of the 9 schools categorised as 'Green' and 3 'Yellow' in 2017/18. No secondary/middle schools were categorised as 'Amber' or 'Red' which was also the case in 2016/17. Both special schools were categorised as 'Yellow' schools in 2017/18.

Whilst NPT's proportion of 'Green' schools is below the national average (29% vs 35%), 82% were categorised as 'Green' or 'Yellow' which consistent with the average across Wales.