

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Education, Skills and Leisure Cabinet Board

17 February 2022

Report of the Head of Education Development – Christopher Millis

Matter for Information

Wards Affected:

All Wards

Report Title: Annual Pupil Performance Report 2020/21 (Summary)

Purpose of the Report:

To provide Members with a summary of the performance of Neath Port Talbot schools and its pupils during the academic year of 2020/21.

Executive Summary:

The report provides detail of 2020/21 performance regarding attendance, exclusion's and attainment of Neath Port Talbot pupils compared with previous academic years and national data where it exists. 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:

Local Authority level educational performance over the 2020/21 academic year.

Financial Impacts:

No implications

Integrated 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.

Valleys Communities Impacts:

All Neath Port Talbot schools are included within this report

Workforce Impacts:

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

Legal Impacts:

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

Consultation:

‘There is no requirement for external consultation on this item’

Recommendations:

Members monitor the contents of the Annual Report 2020/21 attached at Appendix 1.

Implementation of Decision:

The report is for information only.

Appendices:

Appendix 1 – Annual Pupil Performance Report Summary 2020/21

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Appendix 1

Annual Report on Pupil Performance (Summary)

Education Leisure & Lifelong Learning

Neath Port Talbot County Borough Council

2020/21

Christopher Millis,
Head of Education Development



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 additional learning needs (ALN). 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, traveller status, 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 and attainment and vice versa. NPT has consistently had one of the largest proportion of FSMs in Wales and at the 2021 Pupil Level Annual School Census (PLASC) it was 26.8% which is the 4th highest in Wales. It seems that with the introduction of FSM transitional protection some local authorities are not maintaining their FSM numbers correctly which is why NPT are now ranked 4th.

Sector	2016/17			2017/18			2018/19			2019/20			2020/21		
	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank
(Ages 5-15)															
Primary	22.4	18.3	2	23.2	18.0	1	25.3	19.0	1	26.1	20.8	3	29.4	24.0	3
Secondary	19.5	16.6	6	19.1	16.0	4	20.1	16.6	2	19.9	18.0	5	22.4	21.0	7
Middle	32.9	18.0	1	21.6	17.2	3	23.1	18.5	3	22.7	19.6	4	24.7	22.5	4
Special	52.1	41.9	2	54.7	42.2	2	52.4	42.9	2	51.5	44.6	3	50.2	46.4	6
All 5-15	22.6	17.8	2	22.1	17.4	2	23.8	18.3	1	24.1	19.9	3	26.8	22.9	4

As well as a high level of comparative deprivation compared with other Welsh authorities, NPT also has the 6th highest proportion of pupils with a additional learning needs (ALN), including the highest percentage with the most severe need which necessitates a statement.

Year		Pupil No's (All Pupils)	All Pupils with Additional Learning Needs											
			Statemented			School Action			SAP			All ALN		
			No.	%	Rank	No.	%	Rank	No.	%	Rank	No.	%	Rank
2019 Plasc	Neath Port Talbot	21066	947	4.5%	1	2833	13.4%	7	1551	7.4%	11	5331	25.3%	5
	Wales	468398	13168	2.8%		56315	12.0%		34493	7.4%		103976	22.2%	
2020 Plasc	Neath Port Talbot	21288	1005	4.7%	1	2513	11.8%	8	1547	7.3%	12	5065	23.8%	6
	Wales	469176	13513	2.9%		50749	10.8%		33289	7.1%		97551	20.8%	
2021 Plasc	Neath Port Talbot	21585	1049	4.9%	1	2387	11.1%	7	1534	7.1%	11	4970	23.0%	6
	Wales	474724	14082	3.0%		46790	9.9%		31816	6.7%		92688	19.5%	

As at PLASC 2021, 10.2% of the reception to year 11 cohort were both FSM and ALN.

Attendance

	2016/17			2017/18			2018/19			2019/20 (to 13/3/20)			2020/21		
(Ages 5-15)	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank
Primary	94.7	94.9	16	94.1	94.5	20	94.0	94.6	20	93.8	n/a	n/a	91.1	n/a	n/a
Secondary	93.4	94.1	20	93.2	93.8	19	93.3	93.8	18	92.2	n/a	n/a	87.6	n/a	n/a

Due to the covid 19 attendance in 2020/21 is down on previous years. The Welsh Government has not collected school attendance data during 2019/20 or 2020/21 so there are no national figures or benchmarking data.

The attendance of year 1-11 FSM pupils in 2020/21 across both primary and secondary sectors was 83.82% compared with 92.27% for non FSM pupils, a difference of 8.45%. During 2018/19, the most recent non covid affected academic year, the difference was just 3.82% (90.77% versus 94.59%), illustrating that the pandemic has had a greater impact on the attendance of more deprived families.

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				
	2016/17	2017/18	2018/19	2019/20	2020/21	2016/17	2017/18	2018/19	2019/20	2020/21
Primary	159	197	196	194	104	79	96	96	94	61
Secondary	653	669	804	726	481	328	374	397	377	306
Special	43	136	189	129	97	26	48	52	47	40
Total	855	1002	1189	1049	682	433	518	545	518	407
	Number of Days Lost to Fixed Term Exclusions					Number of Permanent Exclusions				
	2016/17	2017/18	2018/19	2019/20	2020/21	2016/17	2017/18	2018/19	2019/20	2020/21
Primary	307	400	348	402	257	1	2	1	2	1
Secondary	1740	1725	1848	1342	1026	12	9	16	10	7
Special	69	234	304	223	117	0	0	0	0	0
Total	2115	2359	2500	1966	1399	13	11	17	12	8

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)				
		2016/17	2017/18	2018/19	2019/20	2020/21	2016/17	2017/18	2018/19	2019/20	2020/21
Permanent Exclusions	NPT	13	11	17	12	8	0.63	0.53	0.81	0.56	0.37
	Wales	165	174	246	218		0.35	0.37	0.53	0.47	
Fixed Excl - 5 Days or Less	NPT	791	954	1137	1022	651	38.1	45.6	54.0	48.0	30.2
	Wales	16044	17146	18286	12740		34.4	36.7	39.1	27.2	
Fixed Excl - Over 5 Days	NPT	64	48	59	27	31	3.1	2.3	2.8	1.3	1.4
	Wales	863	806	785	547		1.9	1.7	1.7	1.2	

Due largely to the covid 19 pandemic exclusions across NPT fell in 2020/21. All Wales data for 2020/21 has not yet been released though the 2019/20 figures show Neath Port Talbot's rate of permanent exclusion and fixed exclusion of over 5 days to be much closer

to the national averages. However, fixed exclusions of 5 days or less is significantly higher in Neath Port Talbot with the gap to the national average widening.

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

Due to the covid 19 pandemic foundation phase teacher assessments were not gathered by the Welsh Government in 2019/20 or 2020/21 due to the limited time pupils were in school. Based on unofficial and incomplete internal data collection it is clear that pupil attainment has been negatively affected by time missed from school with all 2021 outcomes well below the 2019 values contained in the above table.

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

Due to the covid 19 pandemic key stage 2 teacher assessments were not gathered by the Welsh Government in 2019/20 or 2020/21 due to the limited time pupils were in school. Based on unofficial and incomplete internal data collection it is clear that pupil attainment has been negatively affected by time missed from school with all 2021 outcomes well below the 2019 values contained in the above table.

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

Due to the covid 19 pandemic key stage 3 teacher assessments were not gathered by the Welsh Government in 2019/20 or 2020/21 due to the limited time pupils were in school.

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

Unlike foundation phase, Key Stage 2 and Key Stage 3 which are teacher assessments, Key Stage 4 results are usually the outcome of external examinations. However, due to covid 19 no examinations could take place during the summer of 2019 or 2020 so grades were based on teacher assessments. With Key Stage 4 measures undergoing reform over recent years caution should be taken when comparing annual performance.

As per the Welsh Government data pre-pandemic, all key stage 4 results are based on a pupil's first entry, which are lower than the best results. No national performance data has been produced by the Welsh Government for 2019/20 or 2020/21.

KS4	Level 1 (5 GCSE A*-G)				Level 2 (5 GCSE A*-C)				L2 (incl E/W & M)				L2 5A*A				English Lang (C+)				Best Maths (C+)			
	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank
2017	93.5	94.4	-0.9	17	65.2	67.0	-1.8	14	53.7	55.8	-2.1	14	13.9	16.8	-2.9		62.7	63.7	-1.0	13	59.4	62.5	-3.1	15
2018	92.9	93.7	-0.8	15	65.5	67.0	-1.5	12	53.5	56.6	-3.1	15	17.0	18.0	-1.1	10	61.2	62.6	-1.3	12	58.6	63.6	-4.9	17
2019	91.7	92.8	-1.1	16	64.5				49.9	53.8	-3.9	17	14.9	18.0	-3.1	15	54.7	58.9	-4.2		57.1			
2020	92.3			16	70.7				60.1				20.0				65.0				63.6			
2021	92.8			16	74.2				64.7				26.8				71.1				69.3			

All key indicators above improved in 2021 with English language, best maths (mathematics and numeracy) and 5A*A all increasing by around 6 percentage points. 35.3% of girls achieved 5A*A grades compared with 18.5% of boys whilst 31.1% of non free school meal pupils achieved this indicator compared with just 11.2% of free school meal eligible pupils.

During 2019 the Welsh Government introduced five interim measures whilst they debate what should be used going forward. The table below has the five measures along with backdated figures from 2017.

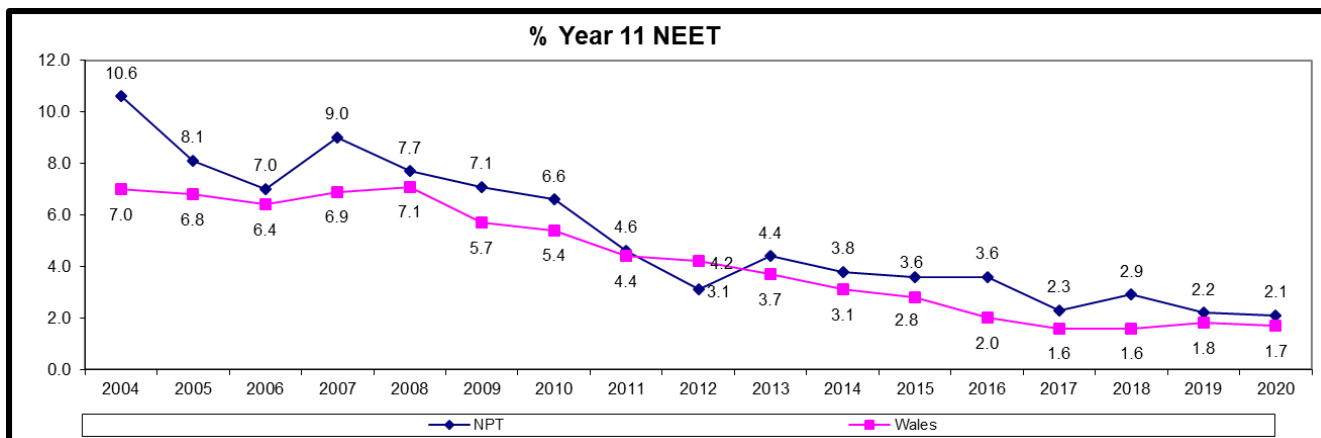
KS4	Capped 9 Ave Pts				Literacy Ave Pts				Numeracy Ave Pts				Science Ave Pts				SCC Ave Pts			
	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank	NPT	Wales	Diff	Rank
2017	340.0	351.0	-11.0	14	38.6	39.1	-0.5		36.6	37.9	-1.3		36.3	39.0	-2.7		28.8	28.6	0.2	
2018	341.3	349.5	-8.2	14	39.0	39.4	-0.4		36.9	38.3	-1.4		36.3	36.8	-0.5		35.8	36.5	-0.7	
2019	342.0	353.8	-11.8	16	37.9	39.0	-1.1	14	35.8	37.1	-1.3	16	35.6	36.8	-1.2	16	35.3	36.4	-1.1	15
2020	369.0				40.2				38.4				38.8				33.7			
2021	378.0				41.3				40.7				40.4				31.5			

The interim measures are based on the average points scored per pupil based on an A* grade being worth 58 points, A grade 52, B grade 46, C grade 40, D grade 34, E grade 28, F grade 22 and G grade 16. The literacy indicator uses a pupil's best result from English/Welsh language and English/Welsh literature whilst the numeracy indicator uses the best of mathematics and numeracy GCSE's. In all interim measures except the Skills Challenge Certificate (SCC) NPT improved, with one school not entering pupils for this course.

Girls in NPT outperform boys in all 5 interim measures with the difference being 5.1 points in literacy, 1.9 in numeracy, 3.6 in science, 5.9 in the Skills Challenge Certificate (SCC) and 32 points in the average capped 9 score.

The difference between free school meal (FSM) and non free school meal pupils (NFSM) is greater than the gender gap. NFSM pupils outperformed FSM pupils by 9.1 points in literacy, 9.9 in numeracy, 11.6 in science, 12.4 in SCC and 87 points in the capped 9 indicator.

The latest Welsh Government NEET (not in education, employment or training) figures (released July 2021) providing the destination of 2020 year 11 school leavers shows 2.1% of NPT pupils categorised as NEET. This is NPT's lowest percentage to date but remains 0.4% higher than the national average. NPT's ranking improved from 19th to 16th.



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

Pupils aged 17 - Key Stage 5 Performance Measures														
Year	Plasc Cohort	Of Plasc Cohort:			Entered 2 A Levels	Of those entering the equivalent of 2 A Levels:								
		Average Wider Points				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
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
2019	192	725	741	12	166	98.8%	97.9%	1	9.0%	13.2%	17	54.2%	58.4%	16
2020	192	798			169	99.4%			24.3%			75.7%		
2021	184	853			172	98.8%			29.1%			69.8%		

As with key stage 4, key stage 5 results are normally via external examinations but due to covid 2019/20 and 2020/21 results are based on teacher assessments. Like key stage 4, there was improvement in results at key stage 5 with the average wider points score increasing from 798 in 2020 to 853 in 2021. The percentage achieving 3A* or A grades increased from 24.3% to 29.1% due to improved A level results. The proportion achieving 3A*-C grades fell by 5.9% to 69.8% because of a 15.6% fall in Skills Challenge Certificate A*-C results and also a decrease in both A level and vocational qualification A*-C performance. No national key stage 5 results have been published by the Welsh Government for 2020/21.

2020/21 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 – weaknesses outweigh strengths

The schools below were inspected during the 2020/21 academic year and received the following judgements:

St Joseph's Catholic School and 6th Form Centre – 1/4/21 judged to have made sufficient progress in addressing the recommendations from the inspection in October 2019 and has been removed from the list of schools requiring Estyn review. The Upper Afan Valley Federation was re-visited (online) at the end of the autumn term. It was decided that no decision was yet possible due to the disruptions caused by Covid 19. The next revisit will take place at the end of the summer term. No other inspections took place during 2020/21.