

NEATH PORT TALBOT COUNTY BOROUGH COUNCIL

Education, Skills and Wellbeing Cabinet Board / Bwrdd Cabinet Addysg, Sgiliau a Llesiant

14th March 2024

Head of Educational Development / Pennaeth Datblygu Addysg
Christopher Millis

Matter for Monitoring

Wards Affected: All Wards

Report Title

Annual Pupil Performance Report 2022/23

Purpose of the Report

To provide Members with a summary of the performance of Neath Port Talbot schools and its pupils during 2022/23.

Executive Summary

The report provides detail of 2022/23 performance regarding attendance, exclusions 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 2022/23 academic year.

Financial Impacts

The performance described in the report is being delivered against a challenging financial backdrop and reduced budget.

Integrated Impact Assessment

There is no requirement to undertake an Integrated Impact Assessment as this report is for monitoring / information purposes.

Valleys Communities Impacts:

This impacts all wards.

Workforce Impact

The Council's workforce continues to contract as financial resources continue to reduce. In recognition of the scale of change affecting the workforce, a new Corporate Workforce Plan has been developed to support the workforce to adapt to the changes that are taking place.

Legal Impact

This Report is prepared under:

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

The Well-being of Future Generations (Wales) Act 2015

The Neath Port Talbot County Borough Council Constitution requires each cabinet committee to monitor quarterly budgets and performance in securing continuous improvement of all the functions within its purview.

Risk Management Impacts:

Failure to provide a suitable monitoring report within the timescales could lead to non-compliance with our Constitution. Also, failure to have robust performance monitoring arrangements in place 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 – Annual Pupil Performance Report 2022/23

List of Background Papers

Background papers include:

- Welsh Government statistical releases on free school meal entitlement, additional learning needs (ALN), primary & secondary school attendance, exclusions, teacher assessments and examination results.
- NPT ELLL Data Unit records on the above
- Estyn inspection reports
- Careers Wales NEET data

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Annual Report on Pupil Performance

Education Leisure & Lifelong Learning

Neath Port Talbot County Borough Council

2022/23

Christopher Millis,
Head of Educational 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 visa versa. Neath Port Talbot (NPT) has consistently had one of the highest proportion of FSMs in Wales and at the 2023 Pupil Level Annual School Census (PLASC) it was 28.1%, the 2nd highest in Wales.

Sector	2018/19			2019/20			2020/21			2021/22			2022/23		
	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank
(Ages 5-15)															
Primary	25.3	19.0	1	26.1	20.8	3	29.4	24.0	3	29.9	24.2	3	30.3	22.9	1
Secondary	20.1	16.6	2	19.9	18.0	5	22.4	21.0	7	24.2	21.7	5	24.6	20.9	4
Middle	23.1	18.5	3	22.7	19.6	4	24.7	22.5	4	25.3	22.4	4	25.8	20.1	3
Special	52.4	42.9	2	51.5	44.6	3	50.2	46.4	6	50.4	47.8	5	51.2	46.5	2
All 5-15	23.8	18.3	1	24.1	19.9	3	26.8	22.9	4	27.6	23.3	3	28.1	23.9	2

As well as a high level of comparative deprivation compared with other Welsh authorities, NPT also has the 8th highest proportion of pupils with ALN, including the highest percentage with the most severe need which necessitates a statement. Due to the current conversion of statements of SEN to Individual Development Plans (IDPs) for mandated cohorts, in line with new Welsh Government legislation for ALN, these figures are not fully representative of the % of additional learning need in NPT and should therefore be viewed with caution. Services continue to report a rise in requests for support and an increase in complexity of need. As the local authority transfers to the new system of ALN, these figures are likely to continue to rise.

Year		Pupil No's (All Pupils)	SEN Stage at PLASC														
			School Action			School Action Plus			IDP			Statemented			All SEN		
			No.	%	Rank	No.	%	Rank	No.	%	Rank	No.	%	Rank	No.	%	Rank
2021 Plasc	Neath Port Talbot	21585	2387	11.1%	7	1534	7.1%	11				1049	4.9%	1	4970	23.0%	6
	Wales	474724	46790	9.9%		31816	6.7%					14082	3.0%		92688	19.5%	
2022 Plasc	Neath Port Talbot	21218	1802	8.5%	8	1307	6.2%	11	101	0.5%	11	1080	5.1%	1	4290	20.2%	5
	Wales	471131	32191	6.8%		25133	5.3%		3330	0.7%		14007	3.0%		74661	15.8%	
2023 Plasc	Neath Port Talbot	20980	932	4.4%	14	852	4.1%	14	412	2.0%	10	1107	5.3%	1	3303	15.7%	8
	Wales	469872	22568	4.8%		17904	3.8%		10499	2.2%		12118	2.6%		63089	13.4%	

Attendance (years 1-11)

(Ages 5-15)	2018/19			2019/20 (to 13/3/20)			2020/21			2021/22			2022/23		
	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank	NPT	Wales	Rank
Primary	94.0	94.6	20	93.8			91.1			89.2			89.8	91.5	
Secondary	93.3	93.8	18	92.2			87.6			85.3			86.0	87.5	20

NPT school attendance in 2022/23 was up slightly on the previous year but still well down on pre-covid figures. The Welsh Government (WG) has published all Wales data

for 2022/23, the first time since 2018/19, with NPT 1.7% lower than the national average in primary schools and 1.5% lower in secondary.

In both NPT and nationally, in primary schools year 1 pupils have the lowest attendance whilst in secondary school’s attendance decreases from year 7 through to year 11.

The attendance of year 1-11 FSM pupils in 2022/23 across both primary and secondary sectors was 82.6% compared with 90.3% for non FSM pupils, a difference of 7.7%. During 2018/19 the difference was just 3.8% (90.8% versus 94.6%), illustrating that the pandemic has had a greater impact on the attendance of more deprived families. The widening of the FSM/non FSM attendance gap is also true across Wales.

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				
	2018/19	2019/20	2020/21	2021/22	2022/23	2018/19	2019/20	2020/21	2021/22	2022/23
Primary	196	194	104	152	182	96	94	61	63	71
Secondary	804	726	478	897	1610	397	377	304	419	643
Special	189	129	97	121	127	52	47	40	43	47
Total	1189	1049	679	1170	1919	545	518	405	525	761
	Number of Days Lost to Fixed Term Exclusions					Number of Permanent Exclusions				
	2018/19	2019/20	2020/21	2021/22	2022/23	2018/19	2019/20	2020/21	2021/22	2022/23
Primary	348	402	258	302	312	1	2	1	0	1
Secondary	1848	1342	1011	2022	3567	16	10	7	19	46
Special	304	223	117	220	220	0	0	0	0	0
Total	2500	1966	1386	2544	4099	17	12	8	19	47

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)				
		2018/19	2019/20	2020/21	2021/22	2022/23	2018/19	2019/20	2020/21	2021/22	2022/23
Permanent Exclusions	NPT	17	12	8	19	47	0.81	0.56	0.37	0.90	2.24
	Wales	249	234	131			0.53	0.47	0.28	0.50	
Fixed Excl - 5 Days or Less	NPT	1137	1022	649	1111	1829	54.0	48.0	30.1	52.4	87.2
	Wales	19252	13496	13024			41.0	28.7	27.6	50.6	
Fixed Excl - Over 5 Days	NPT	59	27	30	59	90	2.8	1.3	1.4	2.8	4.3
	Wales	799	562	527			1.7	1.2	1.1	1.9	

Wales figures gathered at PLASC and do not count exclusions at schools that closed at the end of the previous academic year.

2022/23 exclusion numbers in NPT have increased significantly regarding both permanent and fixed exclusions. Around two thirds of all 2022/23 fixed and permanent exclusions in NPT were boys, and whilst FSM pupils made up 28.1% of the NPT school population, FSM pupils accounted for 55% of all fixed exclusions and 79% of all permanent exclusions in 2022/23. All Wales data for 2022/23 has not yet been released though the 2021/22 figures show exclusions nationally increasing with Neath Port Talbot’s rate of permanent exclusion, fixed exclusions of 5 days or less, and fixed exclusions of over 5 days all above national averages.

Assessment/Examination Performance – Primary School Age Pupils

The Curriculum for Wales started in September 2022 for all pupils up to year 6 and optionally for year 7. The curriculum will be rolled out year on year until it includes year

11 pupils in 2026. To enable schools to prepare there was no requirement for foundation phase and key stage 2 assessments and submission to the WG in 2022/23.

The Curriculum for Wales is a move away from the nationally required teacher assessments, placing the onus on schools to design the most appropriate curriculum and assessment arrangements for their learners within the structure of the new curriculum. Going forward, there will no submission of teacher assessments to the local authority or WG at a given point in time, instead, assessments will take place on a day to day basis to assess each individual’s progress, agree next steps, and monitor progress over time.

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

Pupils are assessed at key stage 3 in year 9 of secondary school with Level 5 the expected outcome. Performance in 2023 compared with previous years is shown below. Due to the pandemic no key stage 3 data was collected by the WG in 2020 or 2021 with the WG also no longer publishing local authority level data.

	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
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
2018	84.4	91.2	-6.8		83.9	91.6	-7.7		85.5	93.7	-8.2		85.6	93.9	-8.2		77.4	88.1	-10.7	
2019	85.1	90.2	-5.1		83.1	90.5	-7.4		86.2	92.5	-6.3		84.1	91.6	-7.5		76.8	86.2	-9.4	
2022	81.8	85.3	-3.5		81.7	85.8	-4.1		82.7	87.6	-4.9		83.1	87.9	-4.8		71.4	78.2	-6.8	
2023	81.2	85.2	-4.0		76.5	85.2	-8.7		76.0	86.6	-10.6		85.8	86.5	-0.7		66.9	77.0	-10.1	

All indicators in NPT, with the exception of Welsh 1st language, are down on 2022 levels with English, maths and science falling to their lowest levels for a number of years. Maths and science fell by 5.2% and 6.7% respectively with the effects of the pandemic evident. National figures also fell though not to the extent as those in NPT. NPT girls outperform boys in all core subjects with the gaps generally larger than 2022 (all except Welsh 1st lang) but lower than pre-pandemic figures of 2019 (all except English). The largest gender gap in 2023 was in English at 11.8% followed by maths at 4.9%.

Of the 1569 cohort in 2023, 367 (23.4%) were FSM with only 42.0% of these pupils achieving the core subject indicator (CSI) which is significantly lower than the 50.4% in 2022 and 55.8% in 2019. 74.5% of non FSM pupils achieved the CSI in 2023 which again is lower than the 78.5% in 2022 and 82.5% in 2019, although the decline amongst these pupils is less than that of FSM pupils. This indicates that the pandemic has had a greater negative affect on those more economically disadvantaged.

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

Unlike key stage 3 which are teacher assessments, key stage 4 results are the outcome of external examinations (except for 2020 and 2021 which were teacher assessments due to covid). As per the WG data, all key stage 4 results are based on a pupil’s first entry, which are generally slightly lower than the best results.

During 2019 the Welsh Government introduced five interim measures whilst they debate what should be used going forward. Below are two tables, the first contains data on indicators published prior to 2019 and the second contains data regarding the five interim measures. 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.

No national performance data was produced by the WG for 2020, 2021 or 2022 for any of the indicators in the two tables below, with the exception of individual GCSE results.

KS4	Level 1 (5 GCSE A*-G)				Level 2 (5 GCSE A*-C)				L2 (incl E/W & M)				5A*A				English Lang (C+)				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
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		51.4	58.0	-6.6	
2020	92.3				70.7				60.1				20.0				65.0	72.0	-7.0		59.5	68.0	-8.5	
2021	92.8				74.2				64.7				26.8				71.1	73.0	-1.9		67.5	68.0	-0.5	
2022	91.1				68.9				57.1				21.8				66.0	69.0	-3.0		57.0	62.0	-5.0	
2023	88.4				63.1				50.9				17.8				60.4	63.3	-2.9		50.5	58.6	-8.1	

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
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			
2022	362.0				40.7				37.0				37.6				28.7			
2023	346.3	358.1	-11.8	15	38.6	39.7	-1.1	16	35.5	37.1	-1.6	17	35.5	36.9	-1.4	16	28.9	31.6	-2.7	19

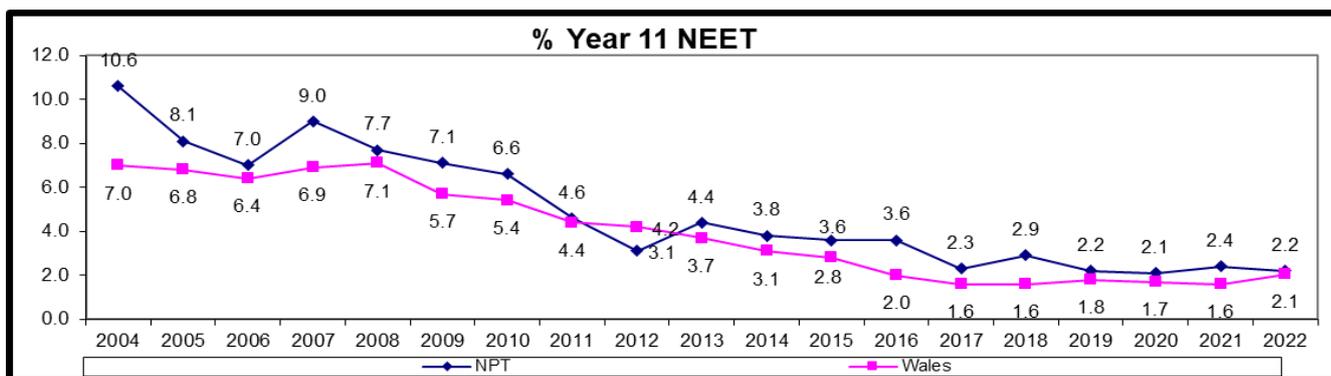
All indicators above, with the exception of the Skills Challenge Certificate (SCC), declined in 2023 when compared to 2022. All are now similar to pre-pandemic outcomes although English Language and 5A*A results are significantly better than in 2019.

Results in 2023 are not comparable with 2022. In 2022, a number of subject topics that pupils found difficult were removed and as such these were not examined, these topics were included in 2023. Also, in 2022 grade boundaries were adjusted to take into account schooling missed due to the pandemic. For like with like comparison, it is therefore better to compare 2023 results with 2019.

NPT girls outperform boys in all indicators above with this being particularly evident in English language with 70.2% of girls achieving a grade C or above compared with only 50.8% of boys. The gender gap in mathematics however was closer with 51.1% of girls and 48.9% of boys achieving a C grade or above.

The gap in performance between pupils eligible for free school meals (FSM) and those not eligible (non FSM) remains significant in the core subjects of English language, mathematics and science. In English language 67.8% of non FSM pupils achieved a C grade or higher compared with 33.3% of FSM pupils. The gap has increased from 2022 and is also slightly higher than in 2019. In mathematics 58.3% of non FSM pupils achieved a C+ compared with 22.1% of FSM pupils with the difference being greater than both 2022 and 2019. In science 67.2% of non FSM and 30.1% of FSM pupils achieved at least a C grade with the gap again being greater to that in both 2022 and 2019.

The latest Welsh Government NEET (not in education, employment or training) figures (released July 2023) providing the destination of 2022 year 11 school leavers shows 2.2% of NPT pupils categorised as NEET. This is a decrease from the 2.4% in 2022 and just 0.1% higher than the national average. NPT's ranking improved from 20th to 13th.



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

Pupils aged 17 - Key Stage 5 Performance Measures														
Year	NPT	Of Plasc Cohort:			Entered	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		
	Cohort	NPT	Wales	NPT Rank	2 A Levels	NPT	Wales	NPT Rank	NPT	Wales	NPT Rank	NPT	Wales	NPT Rank
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%		
2022	223	774			201	97.0%			16.9%			64.2%		
2023	194	714			173	89.2%			11.6%			52.0%		

A Level Results - Pupils Aged 17 - All Subjects										
Year	NPT	A Level A*A (%)			A Level A*-C (%)			A Level A*-E (%)		
		Cohort	NPT	Wales	Diff	NPT	Wales	Diff	NPT	Wales
2019	192	22.6	25.5	-2.9	69.5	76.7	-7.2	97.4	99.3	-1.9
2020	192	41.6	41.3	0.3	93.6	92.2	1.4	100.0	100.0	0.0
2021	184	47.4	49.0	-1.6	89.1	90.6	-1.5	98.5	100.0	-1.5
2022	223	32.3	41.4	-9.1	80.0	86.8	-6.8	96.5	99.9	-3.4
2023	194	22.3	34.2	-11.9	70.4	80.5	-10.1	97.3	99.5	-2.2

As with key stage 4, key stage 5 results are via external examinations (except for 2019/20 and 2020/21 results which were based on teacher assessments due to covid). The first table above includes all qualifications such as A levels and vocational qualifications. There are no comparable results produced by the WG for recent years. The second table includes A level results for all subjects.

Like key stage 4, there was the expected decline in results in recent years, and again, similar to key stage 4, NPT results are now similar to pre-pandemic outcomes in 2019. NPT results are lower than those across Wales, particularly in terms of A level A*A and A*-C grades as all Wales figures have improved from 2019.

The table below shows NPT and national results where there was at least 20 NPT entries and comparable national data published.

A Level Subjects 2023 - NPT v Wales					
Subject	NPT Entries	NPT A*A	Wales A*A	NPT A*-C	Wales A*-C
Biology	28	32%	38%	79%	76%
English Language	20	5%	23%	40%	82%
History	37	19%	31%	81%	87%
Mathematics	28	21%	55%	54%	84%
Sport/PE	27	19%	26%	78%	77%

Of the above five subjects, NPT performed better than national averages in biology and sport/PE A*-C grades but were below national averages in the other three A*-C subjects and lower in all five concerning A*A grades. Historically, NPT examination results in English language have been poor with very few A*A grades and low A*-C performance. Mathematics performance in 2023 has also fallen below 2022 and pre-pandemic results.

2022/23 Inspection Outcomes

From 2022 Estyn initiated a new approach to inspection in schools and Pupil Referral Units across Wales. Inspection reports will no longer include summative grading (e.g. 'Excellent', 'Good' or 'Adequate') but will focus instead on detailing how well providers are helping a child to learn.

During the inspection Estyn consider whether a school needs any further support, this is called 'follow-up' activity. The following types of 'follow-up' are possible:

- Estyn review
- In need of significant improvement
- Special measures

Schools that do not come under the three categories above will require no 'follow-up' or Estyn monitoring. Where inspections highlight aspects of good practice schools may be asked to prepare a case study so this can be shared by Estyn. NPT school inspections in the 2022/23 academic year were as follows:

No.	School Name	Date		Follow-up'	Case Study
		Mth	Yr		
Primary Schools					
2187	Ynysfach Primary	10	2022	No 'follow-up'	
2233	Coedffranc Primary	10	2022	No 'follow-up'	Yes
2202	YGG Blaendulais	2	2023	No 'follow-up'	
2241	Ysgol Carreg Hir	3	2023	No 'follow-up'	Yes
3309	St Joseph's Primary	5	2023	Special Measures	
2106	Blaengwrach Primary	5	2023	No 'follow-up'	
3314	St Therese's Primary	6	2023	No 'follow-up'	
2191	Blaenbaglan Primary	6	2023	No 'follow-up'	
Middle Schools					
5502	Ysgol Cwm Brombil	10	2022	Estyn Review (removed from Estyn review Dec 2023)	
Secondary Schools					
4064	Cefn Saeson	5	2023	Significant Improvement	