

DRAFT AGENDA

ID	1807
Committee	Pwllgor Craffu Addysg a Dysgu
Date	25/10/2019
Attendees	<p>Cynghorwyr Haydn Trollope (Cadeirydd)</p> <p>Cynghorwyr Jonathan Millard (Is-gadeirydd)</p> <p>Cynghorwyr Derrick Bevan (Aelod Pwyllgor)</p> <p>Cynghorwyr Martin Cook (Aelod Pwyllgor)</p> <p>Cynghorwyr Gareth A. Davies (Aelod Pwyllgor)</p> <p>Cynghorwyr D. Lyn Elias (Aelod Pwyllgor)</p> <p>Cynghorwyr Wayne Hodgins (Aelod Pwyllgor)</p> <p>Cynghorwyr Julie Holt (Aelod Pwyllgor)</p> <p>Cynghorwyr Clive Meredith (Aelod Pwyllgor)</p> <p>Cynghorwyr John C. Morgan (Aelod Pwyllgor)</p> <p>Cynghorwyr Keith Pritchard (Aelod Pwyllgor)</p> <p>Cynghorwyr Keri Rowson (Aelod Pwyllgor)</p> <p>Cynghorwyr Tommy Smith (Aelod Pwyllgor)</p> <p>Cynghorwyr Bob Summers (Aelod Pwyllgor)</p> <p>Cynghorwyr Stephen Thomas (Aelod Pwyllgor)</p> <p>Mr. Tim Baxter (Co-Optee)</p> <p>Mr. Alun Williams (Co-Optee)</p> <p>Lynette Jones (Swyddog)</p> <p>Lynn Phillips (Swyddog)</p> <p>Gavin Metheringham (Swyddog)</p> <p>Michelle Jones (Swyddog)</p> <p>Liz Thomas (Swyddog)</p> <p>Gwasanaethau Democraidd (Notify)</p> <p>Leeann Turner (Secretary)</p> <p>Pob Cynghorydd (Notify)</p> <p>Louise Bishop (Notify)</p> <p>Sean Scannell (Notify)</p> <p>Anne-Louise Clark (Notify)</p> <p>Richard Crook (Notify)</p> <p>Rhian Hayden (Notify)</p> <p>Damien McCann (Notify)</p> <p>Michelle Morris (Notify)</p>

Item ID	1343
Item Title	Cyfieithu ar y Pryd
Summary	<p>Mae croeso i chi ddefnyddio'r Gymraeg yn y cyfarfod, mae angen o leiaf 3 diwrnod gwaith o rybudd os dymunwch wneud hynny. Darperir gwasanaeth cyfieithu ar y pryd os gwneir cais am hynny.</p>

Item ID	1344
Item Title	Ymddiheuriadau
Summary	Derbyn ymddiheuriadau.
Item ID	1345
Item Title	Datganiadau Buddiant a Goddefebau
Summary	Ystyried unrhyw ddatganiadau buddiant a goddefebau a wnaed.
Item ID	1346
Item Title	Pwllgor Craffu Addysg a Dysgu
Summary	Derbyn cofnodion y cyfarfod o'r Pwllgor Craffu Addysg a Dysgu a gynhaliwyd ar 11 Medi 2019. (Dylid nodi y cyflwynir y Cofnodion ar gyfer pwyntiau cywirdeb yn unig)
Item ID	1695
Item Title	Dalen Weithredu - 11 Medi 2019
Summary	Derbyn y ddalen weithredu.
Item ID	1696
Item Title	Penderfyniadau Gweithredol ar gyfer y Pwllgor Craffu Addysg a Dysgu
Summary	Derbyn y Ddalen Penderfyniadau Gweithredol.
Item ID	1697
Item Title	Perfformiad Ysgolion: Diwedd y Cyfnod Sylfaen, Cyfnod Allweddol 2, Cyfnod Allweddol 3, Cyfnod Allweddol 4 (Darpariaethol)
Summary	Ystyried adroddiad y Rheolwr Gwella Addysg Strategol
Item ID	1698
Item Title	Blaenraglen Gwaith - 6 Tachwedd a 4 Rhagfyr 2019
Summary	Ystyried y Flaenraglen Gwaith.



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COUNTY BOROUGH OF BLAENAU GWENT

REPORT TO: THE CHAIR AND MEMBERS OF THE EDUCATION & LEARNING SCRUTINY COMMITTEE

SUBJECT: EDUCATION & LEARNING SCRUTINY COMMITTEE – 11TH SEPTEMBER, 2019

REPORT OF: DEMOCRATIC SUPPORT OFFICER

PRESENT: COUNCILLOR H. TROLLOPE (CHAIR)

Councillors: J. Millard
 M. Cook
 G.A. Davies
 L. Elias
 W. Hodgins
 J. Holt
 J.C. Morgan
 K. Pritchard
 K. Rowson
 T. Smith
 B. Summers
 S. Thomas

Co-opted Member

A. Williams

AND: Corporate Director of Education
 Head of Education Transformation
 Service Manager Inclusion
 Strategic Education Improvement Manager
 Senior Educational Welfare Officer
 Scrutiny & Democratic Officer / Advisor

ITEM	SUBJECT	ACTION
No. 1	<p><u>SIMULTANEOUS TRANSLATION</u></p> <p>It was noted that no requests had been received for the simultaneous translation service.</p>	

<p>No. 2</p>	<p><u>APOLOGIES</u></p> <p>Apologies for absence were received from Councillors D. Bevan and C. Meredith.</p> <p><u>Co-opted Member</u> T. Baxter</p>	
<p>No. 3</p>	<p><u>DECLARATIONS OF INTEREST AND DISPENSATIONS</u></p> <p>There were no declarations of interest or dispensations reported.</p>	
<p>No. 4</p>	<p><u>EDUCATION & LEARNING SCRUTINY COMMITTEE</u></p> <p>The Minutes of the Education & Learning Scrutiny Committee Meeting held on 26th June, 2019 were submitted.</p> <p>Councillor Lyn Elias reported that his name had been spelt incorrectly.</p> <p>The Committee AGREED, subject to the foregoing, that the Minutes be accepted as a true record of proceedings.</p>	
<p>No. 5</p>	<p><u>ACTION SHEET – 26TH JUNE, 2019</u></p> <p>The action sheet arising from the meeting of the Education & Learning Scrutiny Committee held on 26th June, 2019 was submitted, whereupon:-</p> <p><u>Item 6 – Proposed Scrutiny Forward Work Programme 2019/20</u></p> <p>A Member requested that the additional items to be included in the Forward Work Programme be itemised on the Action Sheet and on the Forward Work Programme in future.</p> <p>The Chair requested that a list of acronyms be included within reports.</p> <p>The Committee AGREED, subject to the foregoing, that the action sheet be noted.</p>	<p>Director of Education</p>

<p>No. 6</p>	<p><u>EXECUTIVE DECISIONS FOR THE EDUCATION AND LEARNING SCRUTINY COMMITTEE</u></p> <p>Consideration was given to the Executive Decision Sheet. The Scrutiny & Democratic Officer/Advisor clarified that the decision sheet was included on the agenda for greater transparency between Scrutiny and the Executive and would be included on all future Scrutiny Committees.</p> <p>A Member commented that the Summary of Inspection Outcomes for Educational Establishments was a statutory item and felt that it needed to be reported into Executive Committee. The Director of Education advised Members that it was for the Executive Committee to decide what would be included in their Forward Work Programme.</p> <p>The Committee AGREED that the Decision Sheet be noted.</p>	
<p>No. 7</p>	<p><u>HOME TO SCHOOL AND POST 16 TRANSPORT POLICY 2019/20</u></p> <p>Consideration was given to the report of the Education Transformation Manager which was presented to seek Members views in relation to the review of Blaenau Gwent Home to School and Post 16 Transport Policy for the 2020/21 academic session.</p> <p>The Head of Education Transformation spoke to the report and highlighted the main points contained therein and included that the implementation date for the Policy was September 2020.</p> <p>A Member enquired regarding the new legislation in relation to pupils with Additional Learning Needs. The Head of Education Transformation said that the ALN Panel would determine the needs of the individuals and ensure access to appropriate education provision and transport.</p> <p>In relation to additional travel costs incurred due to changes in the curriculum, the Head of Education Transformation said that the Policy covered Home to School transport and that schools would fund additional costs if pupils needed to travel for curriculum related needs within the schools.</p>	

In response to a Member's question regarding the Home to School budget, the Head of Education Transformation said that the Transport Team were constantly reviewing arrangements to help reduce cost pressures. The current forecast adverse variance of £38,000 related to special schools.

In relation to the Welsh Government guidelines, the Head of Education Transformation said that the Council was more generous in respect of home to school transport entitlement than the Welsh Government statutory limits. The Welsh Government statutory requirement was three miles for secondary learners.

A Member enquired if the £50 per term travel grant was in line with inflation. The Head of Education Transformation said that this amount did not cover the full cost of travel. Stage Coach charged £1 per journey which the learner had to contribute. This charge had been introduced in the 2013/14 academic year and had remained at £1 per journey over a number of years.

In relation to travel routes the Head of Education Transformation informed Members that Stage Coach had made a commitment to the Council to keep bus routes to the Learning Zone available and that although the Council had no direct influence over bus routes they had listened to the views that came from the Post 16 statutory consultation exercise.

A Member enquired if travel to Breakfast and After School clubs was the responsibility of parents/carers. The Head of Education Transformation said that if a pupil attended breakfast club or after school club then it would be the responsibility of the parent/carer to transport their children to and from activities outside of the normal school day. This point would be made more explicit when the Policy was published.

The Committee AGREED to recommend, subject to the foregoing, that the report be accepted and endorse Option 2; namely that the Home to School and Post 16 Transport Policy 2020/21 (Appendix 1) be recommended to the Executive Committee for approval.

No. 8

CHILDREN MISSING EDUCATION (CME) 2019

Consideration was given to the report of the Corporate Director of Education which was presented to inform Members of the Children Missing Education (CME) data and the processes in place.

The Senior Educational Welfare Officer spoke to the report and highlighted the main points contained therein. The Director of Education clarified the definition of Children Missing Education (CME) was children moving and their families not leaving a forwarding address. The Senior Educational Welfare Officer was responsible for identifying, locating and engaging children who were CME and currently none were outstanding.

A Member enquired regarding the non-attendance at school for a period of 20 days. The Director of Education said that this was the maximum period allowed and the Authority did not wait for 20 days. Schools would be using their first day response procedures to ensure telephone calls and visits were undertaken before the period of 20 consecutive days was highlighted by the school.

A Member felt that it was important that schools should receive transfer information before the transfer took place so that the school would be aware of any issues. The Senior Educational Welfare Officer confirmed that Common Transfer Files (CTF) were sent to the receiving schools when transfers took place and could be imported to their data system.

The Chair enquired regarding the timeline to ensure that the CTF was in place. The Senior Educational Welfare Officer explained that after 20 days the CTF would be uploaded as Children Missing Education and once the child had been located this would then be updated.

The Service Manager Inclusion commented that the Common Transfer File was just one set of information and if there were any pupil concerns then further information could be requested and confirmed that robust mechanisms were in place.

The Head of Education Transformation clarified that the

	<p>CTF process was part of the guidelines. The Admissions Team worked closely with schools to ensure that information was shared in a timely manner.</p> <p>In response to a Member's question regarding families that emigrate, the Senior Educational Welfare Officer said that normally in those cases a forwarding address had been received.</p> <p>A Member enquired if there was an All Wales database for Missing Children. The Senior Educational Welfare Officer said there was no database, however, they worked closely with other authorities and had contact details for each authority through their All Wales meetings and were aware of those children who were CME. The Authority had a statutory duty under the Local Government Act to effectively meet its obligations.</p> <p>In response to a Member's question regarding the time lapse for pupils who leave temporarily and then return to the Borough, the Senior Educational Welfare Officer said that the Admissions Team had 15 days to process the application.</p> <p>The Committee AGREED to recommend that the report be accepted and endorse Option 2, namely that the detail contained within the report and the work undertaken to date be acknowledged.</p>	
<p>No. 9</p>	<p><u>EDUCATION DIRECTORATE SELF EVALUATION POLICY – REVISION 2019</u></p> <p>Consideration was given to the report of the Strategic Education Improvement Manager which presented the revised draft self-evaluation policy, protocol and practice for Local Government Education Services (LGES).</p> <p>The Strategic Education Improvement Manager spoke to the report and highlighted the main points contained therein.</p> <p>In response to a Member's enquiry regarding SER, the Director of Education said there had been a subtle shift in the cyclical process to make the information more</p>	

	<p>accessible for stakeholders to ensure its continued effectiveness. All local authorities needed to demonstrate the cyclical process and ongoing improvement. The SER was an important process and a key document to continued and sustainable improvements and enabled the Directorate to remain focused on those areas that required improvements. She advised that following the conclusion of the October Scrutiny meeting Members would see how the performance data was used by schools and Headteachers to ensure that children and young people made good progress.</p> <p>A Member enquired if an external review of the SER should be undertaken. The Director of Education said that Estyn looked at the SER every term and over 80 impact and evaluation reports had been undertaken by Officers and captured in the SER. At the end of the process in addition to the full SER document, Members received one of the three summary SER's developed. She advised that Estyn were clear that the self evaluation was accurate and with the way in which Regulators shared information.</p> <p>A Member asked what information could be shared to show that we are moving forward. The Director of Education said that discussions had been held regionally to agree a regional version on how performance information could be presented to Scrutiny. This report would be presented to the October meeting.</p> <p>The Chair referred to the Summary SER for children, parents and wider consultees. The Director of Education said that this took place with key messages that parents could clearly understand but the information for teachers was more technical.</p> <p>The Committee AGREED to recommend that the report be accepted and endorse Option 2; namely that the report be accepted as provided.</p>	
<p>No. 10</p>	<p><u>FORWARD WORK PROGRAMME – 23RD OCTOBER 2019</u></p> <p>Consideration was given to the report of the Chair of the Education & Learning Scrutiny Committee which</p>	

	<p>presented the Forward Work Programme for the meeting on 23rd October, 2019.</p> <p>A Member requested that an evaluation report on the Education Achievement Service (EAS) be prepared for a future meeting to look at value for money and to include Service Level Agreements and budget issues. The Director of Education said that the Authority's contribution had been reduced year on year against increasing improvements. An Independent Review was currently being undertaken and would be reported to Scrutiny Committee in due course.</p> <p>Members were advised that the next meeting of the Education & Learning Scrutiny Committee had been moved to the 25th October, 2019 at 10.30 a.m. and would be held in Tredegar Comprehensive School. The Director of Education advised that following the conclusion of the Scrutiny Committee meeting the Headteacher would inform Members on how the Provisional School Performance information in the report was used by schools.</p> <p>The Committee AGREED, subject to the foregoing, that the report be accepted and endorse Option 2; namely that the Education & Learning Scrutiny Committee Forward Work Programme for the meeting on 25th October, 2019 be approved.</p>	

Blaenau Gwent County Borough Council

Action Sheet

Education and Learning Scrutiny Committee – 11th September 2019

Item	Action to be Taken	By Whom	Action Taken
6	<u>Action Sheet – 26th June 2019</u> The Chair requested that a list of acronyms is provided with reports.	All Officers	List of acronyms attached for information. The sheet will also be included as an appendix in all future reports.
11	<u>Forward Work Programme – 23rd October 2019</u> Members requested that a 'value for money' report on the Education Achievement Service be added to the Forward Work Programme.	Lynette Jones	A Value For Money reported will be presented to the Committee on 6 th November 2019.

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Acronyms:

HT:	Headteacher
DHT:	Deputy Headteacher
SLT:	Senior Leadership Team in a school
Ass HT:	an Assistant Headteacher
GB:	Governing Body
SE:	a self-evaluation process whether in a school or Local Authority
LGES:	a Council's Local Government Education Services. This is the framework used by ESTYN when inspecting the Local Government's Education Services
SER:	a Self-Evaluation Report
KS2:	Key Stage 2 for pupils between the age range 7 to 11 years of age.
KS3:	Key Stage 3 for pupils between the ages of 11 and 14 years of age.
KS4:	the pupils between the ages 14 to 16 years of age.
ALN:	for pupils presenting with additional learning needs
SEN:	for pupils presenting with special educational needs
eFSM:	for pupils eligible for free school meals
Non FSM:	for pupils who are not eligible for free school meals
CSI:	the core subject indicator which means pupils achieve the expected levels in all 3 core subjects of English, Maths and Science.
SI:	for a school placed in a statutory category of Significant Improvement
SM:	for a school placed in an ESTYN statutory follow-up category as requiring special measures
PL:	Professional Learning
CA:	the school's Challenge Adviser
EAS:	the commissioned regional Education Achievement Service
LNS:	a learning network school
ETLF:	the excellence in teaching and learning framework which helps support the development of high quality teaching and learning

LSA: Learning Support Assistants working in learning settings

YS: Youth Service

SEIM: Strategic Education Improvement Manager

SEM: Safeguarding in Education Manager

EWO: Education Welfare Officer

EP: Educational Psychologist

ET: Education Transformation Team

SCC: Schools Causing Concern

IP: Intervention Panel

SWN: Statutory Warning Notice to Improve

ICC: an Improvement Case Conference

EHE: when a parent decides to elect to home educate their child (ren) -
elective home education

Report to: **Education and Learning Scrutiny Committee – 25th October 2019**

Subject: **Executive Decision Sheet**

Item	Scrutiny Committee Recommendation	Executive Decision	Recommendation			Executive Member invited to attend if recommendation accepted in part or rejected
			Approved	Accepted in Part	Rejected	
Executive Meeting 26 th September 2019 Home to School and Post 16 Transport Policy 2019/20	The Committee recommended Option 2, the Home to School and Post 16 Transport Policy 2020/21 be recommended for approval.	RESOLVED, that the report be accepted and the Home to School and Post 16 Transport Policy 2020/21 as detailed in Appendix 1 of the report be approved for adoption and publication by 1 st October, 2019.	Scrutiny recommendation accepted.			No further action

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Agenda Item 7

Executive Committee and Council only

Date signed off by the Monitoring Officer: N/A

Date signed off by the Section 151 Officer: N/A

Committee: **Education and Learning Scrutiny Committee**
Date of meeting: **Friday 25th October 2019**
Report Subject: **2019 School Performance for: End of Foundation Phase, Key Stage 2, Key Stage 3, Key Stage 4 (Provisional only)**
Portfolio Holder: **Cllr J Collins, Executive Member for Education**
Report Submitted by: **Michelle Jones, Strategic Education Improvement Manager**

Reporting Pathway								
Directorate Management Team	Corporate Leadership Team	Portfolio Holder / Chair	Audit Committee	Democratic Services Committee	Scrutiny Committee	Executive Committee	Council	Other (please state)
	08.10.19	09.10.19			25.10.19	06.11.19		

1. Purpose of the Report

1.1 To provide members with :-

- an update on the agreed reporting arrangements in the light of the accountability reforms that are occurring at a national level.
- performance monitoring information in line with agreed reporting arrangements for statutory, end of key stage teacher assessment for 2018/19 for end of Foundation Phase, Key Stage 2, Key Stage 3 and Key Stage 4 (provisional) at local Authority level and hence opportunity to provide feedback on processes to secure ongoing improvement.

2. Scope and Background

The format of this report has been agreed by the regional Directors of Education in the South East Wales Consortium (SEWC). This has been agreed to ensure consistency in reporting in individual Local Authorities across the region and is in line with the national reform agenda regarding changes in accountability as detailed below.

2.1 End of Foundation Phase, Key Stage 2 and Key Stage 3 Teacher Assessment Outcomes

2.1.1 In 2018 amendments were made relating to the use of Teacher Assessment information in Wales. This was the first legislative change emerging from the publication of Successful Futures. It supports the key objectives of the Welsh Government document: 'Our National Mission', in delivering robust assessment, evaluation and accountability arrangements to support a self-improving system.

2.1.2 International evidence suggests that for all learners to achieve their full potential there should be a coherent assessment and accountability system. The primary purpose of assessment is to provide information that guides

decisions about how best to progress pupils' learning i.e. next steps for learning for each pupil.

2.1.3 Aggregated Teacher Assessment outcomes at Local Authority level have been used for accountability purposes for too long, which has led to unintended consequences that can negatively impact upon raising school standards. The Welsh Government changes are intended to ensure that there is a more coherent system. The purpose of these changes is to ensure that the focus is on using teacher assessment as a means to inform better teaching and learning i.e. to use assessment in a diagnostic way to identify what the pupil needs to do next to improve. This approach is called Assessment **for** Learning as opposed to Assessment **of** Learning.

2.1.4 National arrangements will have a renewed emphasis on Assessment **for** Learning as an essential and integral feature of learning and teaching; it is a significant move away from gathering information about young people's performance on a school-by-school basis for accountability purposes.

2.1.5 Teacher assessment data and National Reading and Numeracy Test data at a school, local authority and consortia level will no longer be published. This applies to the Foundation Phase, Key Stage 2 and Key Stage 3 in all maintained primary and secondary schools.

2.1.6 **Arrangements that will remain:**

- National Reading and Numeracy Tests and Teacher Assessments for individual learners, however no national school level benchmark information will be published.
- Headteachers are required to report school performance to parents and adult learners each school year.
- Governing bodies are required to produce annual reports to parents, school prospectuses, school development plans, and set performance and absence targets.
- Schools, governing bodies and local authorities still have access to their own data (alongside national level data) for self-evaluation purposes.
- The Welsh Government will continue to collect individual learner level data to ensure transparency at a national performance level and to inform policy.

2.1.7 **Arrangements that will change:**

- No comparative information about teacher assessments and tests, in relation to other schools within a local authority or 'family of schools' will be published.
- The Welsh Government no longer produces or publishes School Comparative Reports and All Wales Core Data Sets for schools and local authorities in respect of teacher assessment data.
- The My Local School website no longer includes teacher assessment data below the national level (from 2018).

2.2 End of key stage teacher assessment

All schools (mainstream and special) have a duty to ensure effective delivery of the:

- Foundation Phase
- National curriculum
- Statutory assessment arrangements of the National Reading and Numeracy Tests and personalised assessments.

These arrangements are prescribed in Welsh Government Guidance Statutory Assessment Arrangements for the end of Foundation Phase, Key Stage 2 and 3.

2.3 School-based standardisation and moderation

Schools must ensure that there are robust systems and procedures in place to support accurate and consistent teacher assessment. These systems and procedures need to be focused on internal standardisation and moderation.

This should allow teachers, within each subject, to develop and confirm a shared and agreed understanding of national curriculum standards, based on an agreed selection of learners' work and supporting teacher commentary that shows the links to the level descriptions.

2.4 Key Stages 2 and 3 cluster group moderation (core subjects)

Headteachers must ensure that for English, Welsh or Welsh second language, mathematics and science cluster group meetings for Key Stages 2 and 3 transition include robust arrangements for moderation of examples of Year 6 and Year 9 learner profiles selected from within the cluster group's own schools.

- 2.4.1 These arrangements should add value to school-based standardisation and moderation by strengthening teacher assessment. They should also ensure that good practice within the cluster is identified, shared and built upon, to set an agenda for improvement that reflects local circumstances and needs.

2.5 The Local Authority Role

The Local Authority has delegated their role in monitoring the cluster moderation processes to the Education Achievement Service (EAS). A sample of cluster moderation meetings are attended on an annual basis by an EAS Officer, to ensure the consistency and effectiveness of meeting and the overall quality and rigour of the cluster moderation process. A summary report is provided to each local authority.

2.6 Key stage 4

2.6.1 Accountability Arrangements

The Welsh Government has been developing new evaluation and improvement arrangements to replace parts of the current accountability system. These arrangements have been co-constructed with colleagues in schools, Estyn, local government, regional consortia, and taken international research into consideration. They have been carefully developed to ensure that they align with and help support the realisation of the new curriculum and associated reforms.

2.6.2 The new arrangements will support the aim of raising standards, reducing the attainment gap, and delivering an education system that is a source of national pride and public confidence.

2.6.3 The arrangements are based on the following four key principles. They will be:

- fair – they will promote equity, inclusion, choice, individual pathways to learning and never losing sight of the learner;
- coherent – allowing each part of the system to work together without overlapping, with clear roles and responsibilities;
- proportionate – ensuring that the implementation of the new arrangements and process is manageable and makes a difference;
- transparent – recognising the breadth of learning experience across schools and the value added by teacher in class.

2.6.4 Over the next three years, there will be an evolving programme of future developments, making the transition between the current system and future plans. The process of developing the new Evaluation and Improvement arrangements by 2022 will evolve in a planned way to support schools and others to build a self-improving system and plan for sustained improvements.

2.6.5 In May 2018, the Minister for Education announced the introduction of a suite of interim Key Stage 4 performance measures that were developed through collaboration with head teachers and key stakeholders. The new measures, based on points scores, were designed to remove the historic emphasis on the Level 2 threshold measure and the narrow focus on borderline C/D grade learners that past use of threshold measures had cultivated. Instead, they reflect a school average of all individual learners' points' scores, rather than a percentage attaining a minimum threshold level.

2.6.6 The measures have been designed to help broaden learner choice, valuing individual learner needs and achievement. This will help better capture the progress of every learner. Whilst the interim measures are broader in order to achieve this goal, existing curriculum requirements and expectations of provision remain. There will continue to be headline measures on literacy, numeracy and science.

2.6.7 In June 2019, the guidance document for schools, local authorities, regional consortia and key stakeholder groups was issued, on the Interim Key Stage 4

School Performance Arrangements: Measures and Analyses. (Guidance document no: 246/2019 Date of issue: June 2019) As such the reporting against the interim performance measures will commence in September 2019.

2.6.8 It is understood that the interim measures will not significantly change the system wide behaviours. However, schools should not be placed under disproportionate scrutiny on the basis of one or two measures in isolation, as we move to a system that values a much wider range of factors in assessing a school's effectiveness in best providing for individual learners' needs.

2.6.9 There is an expectation that local authorities and regional consortia support schools to make appropriate decisions about their curriculum to avoid narrowing choice for learners.

2.7 **As a minimum, there is an expectation that most learners will study:**

- both a Welsh/English language and literature qualification;
- both mathematics and mathematics - numeracy GCSEs; and
- either three separate science GCSEs or a double award GCSE.

2.7.1 The best interest of the learner must always be the main factor in any decision about the qualifications chosen and learners' choices must not be dictated by changes to performance measures.

2.7.2 Over the next six months, Welsh Government will commission an independent research project to review the performance measurement system. Decisions on future indicators, and the associated systems that will supersede the interim arrangements, will be informed by this research, in conjunction with the responses received in response to a full consultation with schools and key stakeholders.

2.7.3 Scrutiny Members will be aware of the content of the Welsh Government, Estyn and WLGA Letter on Evaluation and Improvement Arrangements, 16 July 2019.

2.7.4 Within this joint communication letter it stated that :-

"It is counter-productive for schools to be placed under disproportionate pressure on the basis of individual measures. It is not in the interest of school improvement and risks undermining the ongoing change in culture that we are working together to achieve. We expect local authorities and regional consortia to support schools to make appropriate decisions about their curriculum to avoid narrowing choice for learners.

2.7.5 Collectively, we have agreed that this is the right approach to take and strongly advise you to **use a broad range of un-aggregated data and information** to enable you to discharge your duties when reporting on school performance. Evaluating the performance of individual schools **rather than generating aggregated data at local authority level** will be more helpful to supporting and challenging individual schools with their improvement."

- 2.7.6 The content of this scrutiny report is therefore intended to be used within the context of a wider range of information and a range of regional processes that the local authority will use to evaluate individual school performance, and therefore support and challenge more appropriately to secure improvement.
- 2.7.7 For all schools the school development plan (SDP) is the school's strategic plan for improvement. It sets out the actions a school will take to improve learner outcomes based on whole school self-evaluation, using a range of performance information. Through a series of workshops, surgeries and professional panels during the summer and autumn terms 2019, this regional review and evaluation process has supported schools to ensure that the processes for school improvement planning are effective and supports the national reform and target setting arrangements.
- 2.7.8 Consequently, a joint review and evaluation of a sample of school development plans with schools, local authorities and the EAS has taken place during the autumn term 2019.

3. Options for Recommendation

3.1 Option 1

Members are asked to scrutinise the revised policy and contribute to the continuous assessment of effectiveness by making appropriate recommendations to the Executive Committee.

3.2 Option 2

Accept the report as provided.

4. Evidence of how does this topic supports the achievement of the Corporate Plan / Statutory Responsibilities / Blaenau Gwent Well-being Plan

4.1 Corporate Plan

• Education Aims

- “To improve pupil outcomes, progress and wellbeing, particularly for our more able and most vulnerable learners
- To improve the quality of our education services and our school buildings to help learners achieve great outcomes
- To continue to support our school leaders to help our pupils achieve their ambitions.”

4.2 Blaenau Gwent Well-being Plan Objectives

One of the objectives in the Blaenau Gwent Well-being Plan aims for every child to have the best start in life. Through our Education provision we seek to ensure that provision is appropriate and able to meet the needs of children and young people so that their progress and performance is as good as it ought to be.

5. Implications Against Each Option

5.1 Impact on Budget

There are no direct financial implications for this report. However, the Council allocates approximately £42.8 million (2016/17) to schools via the Individual Schools Budget (ISB) to provide high quality education and to improve pupil outcomes.

5.1.1 Blaenau Gwent continues to make a financial contribution to the regional EAS arrangements of approximately £364,000 from the core Education Directorate Budget. The EAS is the Council's commissioned school improvement service commissioned to work directly with schools to provide professional challenge and support to improve. The Education Directorate holds the EAS to account for the impact and effectiveness of their work in schools in Blaenau Gwent.

5.2 Risk including Mitigating Actions

Risk is associated with underperformance and ineffective processes to improve performance and progress in identified schools. Failure to raise standards is identified as a key risk to the Council, both in terms of reputation and pupil life chances. This is reflected in the Education Directorate and EAS risk registers.

5.2.1 Mitigating actions include the routine monitoring of quantitative and qualitative information, regular quality assurance meetings between the Council and the EAS, regular quality assurance meetings within the Education Directorate and across teams, school inspection findings and school categorisation results.

5.2.2 The progress schools make in their School Development Plans is monitored on a half- termly basis. School attendance and exclusion figures are monitored on a fortnightly basis. School's safeguarding processes are also closely monitored.

5.2.3 Holistic support packages are devised via regular intra Council services meetings between OD, finance, health and safety, education and school governor support services.

5.2.4 Through ongoing robust self-evaluation processes school level performance data is regularly analysed and evaluated to identify emerging trends or possible underperformance.

5.2.5 The quality of provision i.e. the quality teaching and learning in classrooms is monitored and supported via the EAS. The quality of school leadership is also supported extensively by the EAS via a range of programmes and school-to-school networks.

5.3 Legal

This report provides information about statutory, end of Phase and Key Stage school performance underpinned by processes set out in the National Model for regional working and School Improvement. The School Standards and Organisation Act Wales (2013) support strategic and operational activity to

improve pupil outcomes.

5.4 ***Human Resources***

There is no direct staffing or workforce implications arising from this report.

6. **Supporting Evidence**

6.1 ***Performance Information and Data***

6.1.1 **Foundation Phase**

In the Foundation Phase schools report on the performance of 7 year olds in language, literacy and communication (English or Welsh language) (LLC), mathematical development (MD), and personal and social development, wellbeing and cultural development (PSD).

6.1.2 **Expected levels of achievement at the end of foundation phase, key stage 2 and key stage 3**

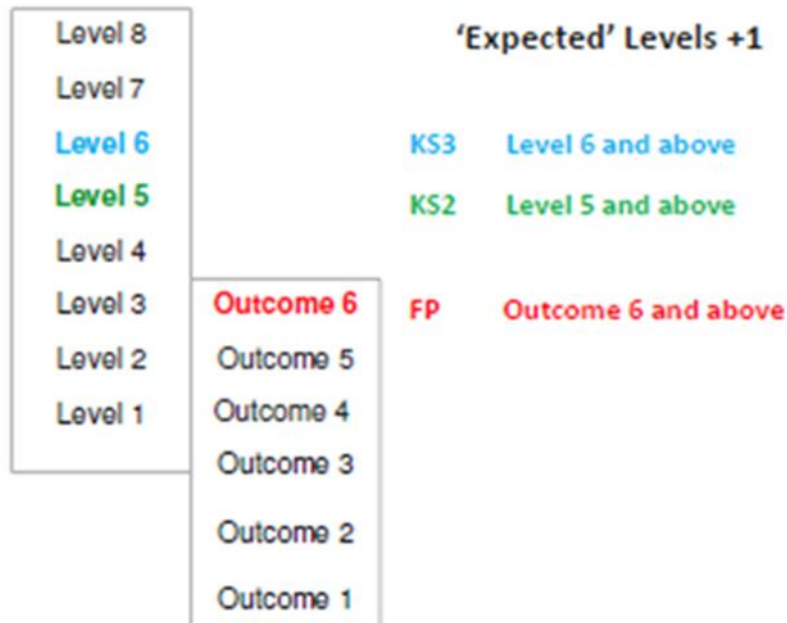
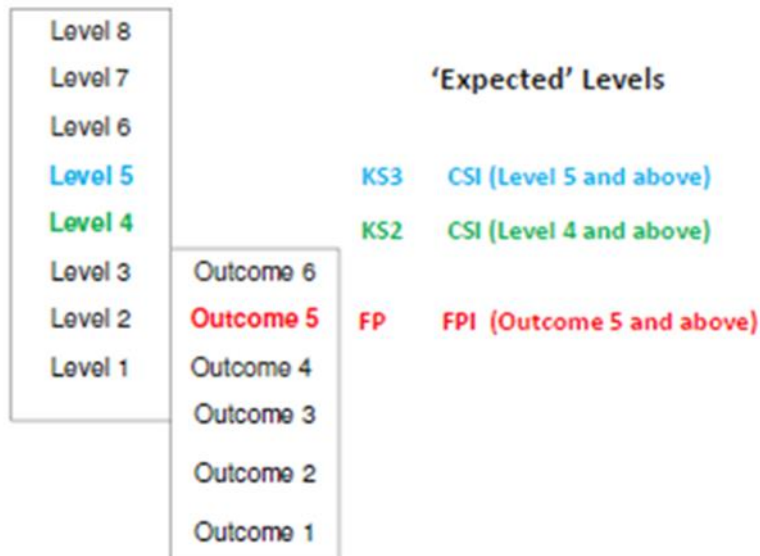
The 'average' pupil is expected to achieve outcome 5 by the end of the foundation phase, with more able pupils achieving outcome 6.

At the end of key stages 2 and 3, the 'average' pupil is expected to achieve level 4 and above and level 5 and above respectively and more able pupils are expected to achieve level 5 and 6 respectively.

In addition to performance at the expected level, it is important also to analyse performance at the Expected Level + 1 at each stage.

This report contains an anonymised overview of data submitted by schools as part of the National Data Collection process in June 2019. Whole cohort data is not included for combination measures such as the Foundation Phase Indicator (FPI) or Core Subject Indicator (CSI)

6.1.3 Expected Levels



6.1.4 LA Performance Data and Analysis

The charts in Appendix 1 provide an overview of performance across all schools in the Local Authority (anonymised and non-aggregated) compared with schools across the region.

Each orange dot on a chart represents a single Blaenau-Gwent school and each grey dot represents a non-Blaenau-Gwent school, but still within the region. Each chart is organised by the FSM % of each school (PLASC 2019), so that the schools serving our least disadvantaged schools are on the left, and those serving our most disadvantaged are on the right.

The single line through each chart is the '**line of best fit**' across the region. If schools are on or around the line, then they are performing in line with expectation. Schools that are well above the line are performing well above expectation for that particular year. Schools that are well below the line are performing well below expectation.

The Challenge Adviser will have undertaken a thorough data analysis for each of these schools. This will involve analysis at pupil level, to identify any particular issues with performance, variance from target or any other factors that may have affected performance. The Challenge Adviser will have also discussed the schools in year pupil tracking data, to see if issues were anticipated by the school in advance.

Further analysis of each school's performance will be undertaken, with school leaders, as part of whole school self-evaluation to inform future improvement planning. This information will be used within the context of a wide range of self-evaluation information.

6.1.5. **Summary of Key Issues**

- Foundation Phase - Outcome 5+ performance is lower than expected in each area of learning, for many schools with medium to high FSM (20-40%).
- Key Stage 2 – Level 5+ performance is lower than expectation in each subject for many schools with low to medium FSM (0-30%).
- Key Stage 3 – Performance at both L5+ and L6+ is too variable in each of the subjects.

6.2 **Key stage 4 - Interim Performance Measures: Basic principles**

6.2.1 **Cohort being measured**

The cohort measured will remain as Year 11 learners. All Year 11 learners on the school's roll will be included in Key Stage 4 (KS4) results data with the exception of those identified as:

- NEWBES (New to the English or Welsh based Education System within the last two academic years); or
- FEWBES (From an English or Welsh based Education System but with qualifications that are not counted in Wales KS4 performance data).

Whilst such learners can be excluded from the figures, this will mean they will be excluded from all the KS4 performance data measures at a school level.

6.2.2 **Qualifications that can be included in KS4 performance data**

All qualifications approved or designated for delivery in Wales continue to count towards KS4 performance measures, other than where particular subject requirements are specified.

Only the first complete awarding of a qualification can be included in the measures, irrespective of whether a better grade is subsequently achieved for the same qualification by a learner. This change encourages schools to enter learners when schools are confident, they are ready to gain their best possible result. It does not prevent a learner resitting should a school or learner wish to attempt to improve their results, but the resit result would not count towards school performance measures, even if the outcome is higher.

6.2.3

Overview of headline measures

The interim performance measures are made up of five headline measures, all based on points scores:

1. Capped 9 measure (interim)
2. Literacy measure
3. Numeracy measure
4. Science measure
5. Welsh Baccaalaureate Skills Challenge Certificate measure

6.2.4

Capped 9 Measure

No*	Slot	Requirement	
1	Literacy slot	Subject specific requirements** (GCSEs only)	Best result of first awarding of: Welsh first language or English language or Welsh literature or English literature
2	Numeracy slot		Best result of first awarding of: mathematics – numeracy or mathematics
3	Science slot		Best result of first awarding of (currently limited to awards in the WJEC suite of science GCSE qualifications available to learners): biology, chemistry, physics, science (double award) applied science (double award) and applied science (single award)
4	'Other six' (GCSEs or equivalent volume of qualifications)	Best six remaining qualification awards***	All qualifications approved/designated for pre-16 delivery in Wales can count, subject to usual discounting rules and excluding Essential Skills Wales qualifications. The Welsh Baccaalaureate Skills Challenge Certificate qualification can count towards one of these slots where it features in a learner's best remaining awards.
5			
6			
7			
8			
9			

*Each slot is the equivalent of one GCSE in size.

The literacy, numeracy and science slots are also standalone performance measures.

**Where multiple awards can count, the best grade achieved by a learner is taken. Only the result for the first complete awarding of that qualification is considered when identifying the best grade.

*** There is no cap on total volume of non-GCSEs contributing to the 'Other six' slots.

6.2.5

Use of Data

In order to support robust and rigorous self-evaluation WG are making changes to the information they provide to schools in the All Wales Core Data Sets (AWCDS) to reflect the interim KS4 performance measures. The information should not be considered in isolation and is by no means an

exhaustive list of what schools should be looking at. It should be considered alongside schools' own data (including, for example, learner participation, learner characteristics, prior attainment, socio-economic background etc.), to enable a thorough evaluation of performance. Data is only a small part of what should be considered in evaluating how effective a school is.

The data pack will only tell part of the story; it is for each school, supported by their local authority and regional consortia, to consider it alongside other evidence and local knowledge in order to inform school self-evaluation, target setting and planning.

National benchmarking data was previously provided to allow a comparison with other schools in similar socio-economic circumstances to encourage collaboration. However, the way in which benchmarking has been used has instead driven competition between schools and local authorities rather than collaboration. It will, therefore, no longer be provided.

In its place, Welsh Government will be providing a range of new analyses to enable schools to look at data from a range of angles and taking into account the performance of all learners. These will be released during the autumn term 2019, with the first release scheduled for mid-October 2019.

In line with the move away from threshold measures, WG will no longer be providing analyses on the percentage of learners achieving: individual subjects, including the Welsh Baccalaureate at Foundation or National, or threshold performance measures, namely the Core Subject Indicator (CSI) or Level 2 threshold.

The exceptions to this are the Level 2 inclusive (L2+) and Level 1 threshold measures – the requirement for schools to set targets for KS4 learners against these measures has remained in legislation for the 2018/19 academic year.

Therefore, in order to assist individual schools with monitoring progress against targets, WG will provide schools with their Level 2 inclusive and Level 1 attainment data, in addition to the new interim measures. Two versions of the Level 2 inclusive measure will be provided: one with and one without Welsh or English literature qualifications being able to contribute towards the literacy component.

6.2.6

Data Validity, Accuracy and Risk

Please note that the following data summary is compiled using provisional data provided by schools on exam results' day. This data is subject to a validation process throughout the autumn, which will result in changes to overall outcomes.

Final confirmed data is not likely to be available until December 2019. A further analysis will be provided on the final validated data set.

Sharing individual school data from results day more widely at this stage has inherent reputational risks, given that this data is provisional and yet to be finalised.

6.2.7 **Capped 9 Performance Overview**

Appendix 2 (para 1.1) provides an overview of performance across all schools in the regions (anonymised and non-aggregated).

Each blue dot on a chart represents a single school within the region. Each chart is organised by the FSM % of each school (PLASC 2019), so that the schools serving our least disadvantaged communities are on the left, and those serving our most disadvantaged are on the right.

The single line through each chart is the 'line of best fit' across the region. If schools are on or around the line, then they are performing in line with expectation (for the region). Schools that are well above the line are performing well above expectation for that particular year. Schools that are well below the line are performing well below expectation.

Lines of best fit for key indicators for Wales as a whole are usually published at the same time as final All Wales Core Data sets (December).

6.2.8 **Appendix 2 (para 1.2) provides a regional overview of performance for the new interim measures. This enables members to familiarise themselves with school level regional performance. (NR = No return on results day)**

The table in Appendix 2 (para 1.2) is sorted from highest performing Capped 9 to lowest performing. Each row represents a single school. Please note though that the school's FSM % is provided to provide some context.

6.2.9. **1.3 Capped 9 Regional Performance split by FSM /Non FSM**

The table in Appendix 2 (para 1.3) provides a regional overview of performance for the Capped 9 only, split by FSM / non FSM. The table remains sorted from highest performing Capped 9 overall to lowest performing. Each row represents a single school.

6.3 ***Expected outcome for the public***

6.3.1 ***Involvement (consultation, engagement, participation)***

The regional policy for monitoring, evaluation and intervention in schools through the categorisation process is derived from the National Categorisation Framework, but has been evolved through the engagement of a variety of stakeholders including schools and members of governing bodies.

A range of Council departments and external partners are involved in delivering programmes to support schools requiring improvement. Monitoring

progress towards targets enables effective targeting of support.

6.3.2 ***Thinking for the Long term (forward planning)***

Analysis of aggregate school performance data is a key element in ensuring that schools are known well by the Council so that appropriate support and intervention can be directed towards areas of greatest need.

Monitoring of school performance facilitates support for schools to ensure that schools maintain high quality outcomes in the longer term.

6.3.3 ***Preventative focus***

Through effective monitoring and evaluation of school performance, early identification of emerging areas for improvement can be achieved with consequent early intervention to secure improvement.

The effectiveness of the Council's monitoring, evaluation and intervention programmes ensure that preventative action is taken early in order to minimise the escalation of concerns.

6.3.4 ***Collaboration / partnership working***

The council collaborates with neighbouring local authorities through the South East Wales Consortium for the provision of School Improvement services through the Education Achievement Service (EAS).

The council also secures a range of pupil support services such as Hearing Impaired, Visually Impaired, Speech and Language, and Ethnic Minority support services through regional collaboration.

Within the Council, the school improvement and inclusion leadership teams ensure that there is a coordinated approach to supporting schools in the Education Directorate and across the Council as a whole.

6.3.5 ***Integration (across service areas)***

The Council commissions its school improvement function on regional basis.

6.4 ***EqlA (screening and identifying if full impact assessment is needed)***

There is no requirement for EQIA assessment since this is not a change of policy or practice. However, implementation of the council's monitoring, support, evaluation and intervention practice in schools has a positive impact on children and young people and on staff within a particular school. By improving the quality of education, standards are improved for all children and young people. Through the Council's school improvement strategy, Particular focus is given to vulnerable learners and those who are at risk of underachievement.

7. **Monitoring Arrangements**

- 7.1 Monitoring of improvement pathways is an important mechanism for ensuring that members of the Education and Learning Scrutiny Committee and the Executive are sufficiently informed to enable them to hold the Authority to account effectively for the quality of education Provision and hence pupil outcomes.

8. **Background Documents /Electronic Links**

Appendix 1- Teacher Assessment Outcomes

Appendix 2 – Capped 9

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Appendix 1
End of Foundation Phase, Key Stage 2 and Key Stage 3
Teacher Assessment Outcomes

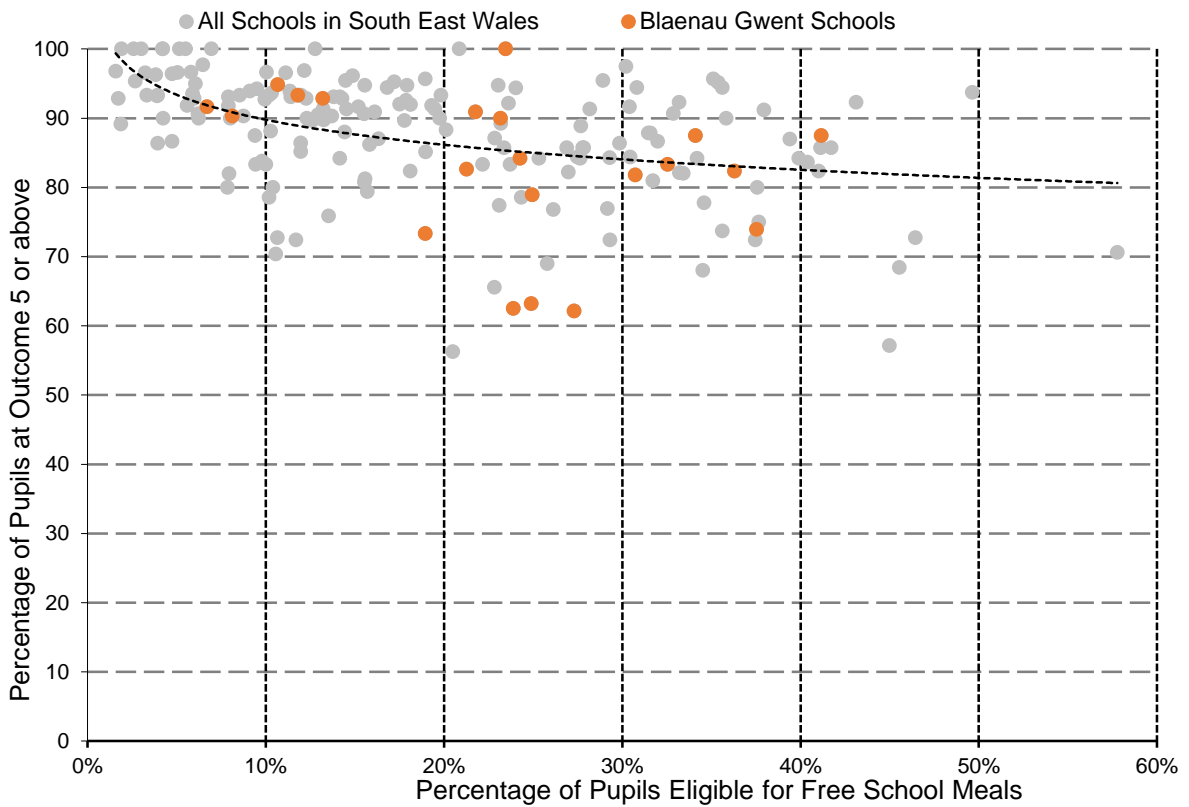
2018-19

BLAENAU-GWENT

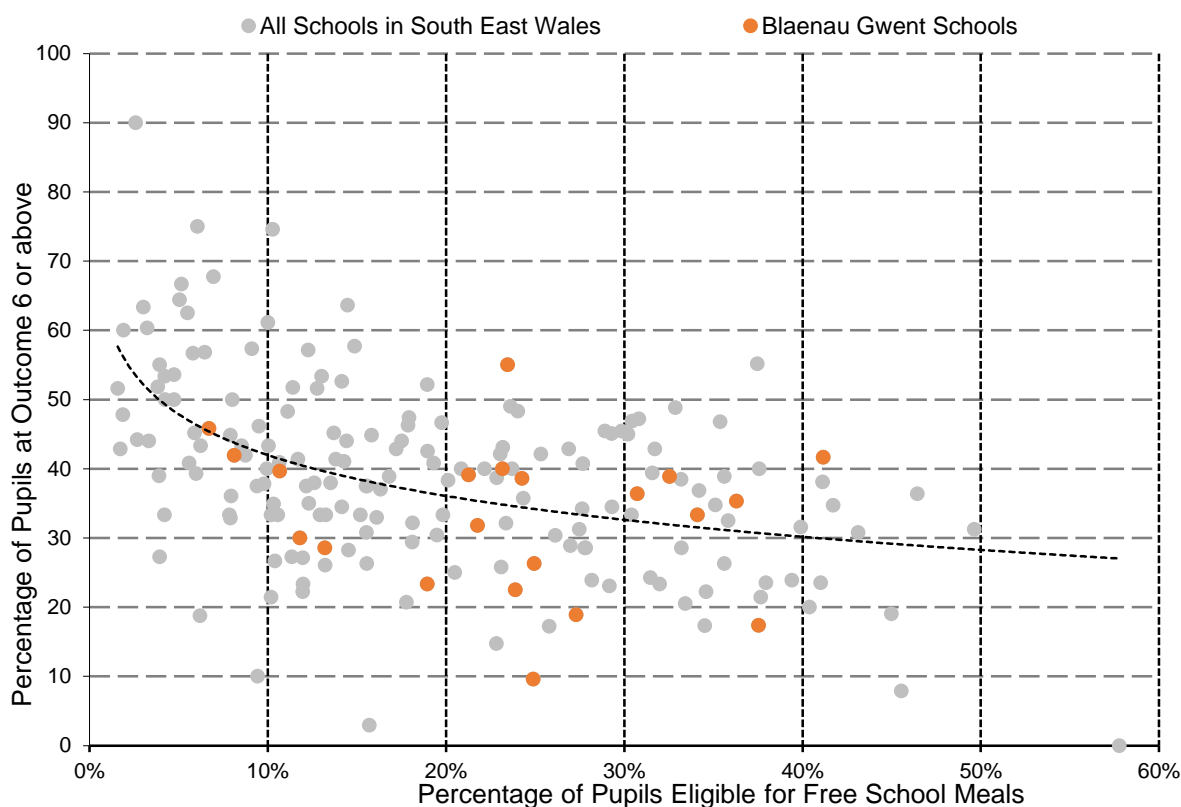
:Para 1.1.

Foundation Phase - Language, Literacy and Communication (LLC) – English and Cymraeg

Percentage of pupils achieving Outcome 5+



Para 1.2 Percentage of pupils achieving Outcome 6+



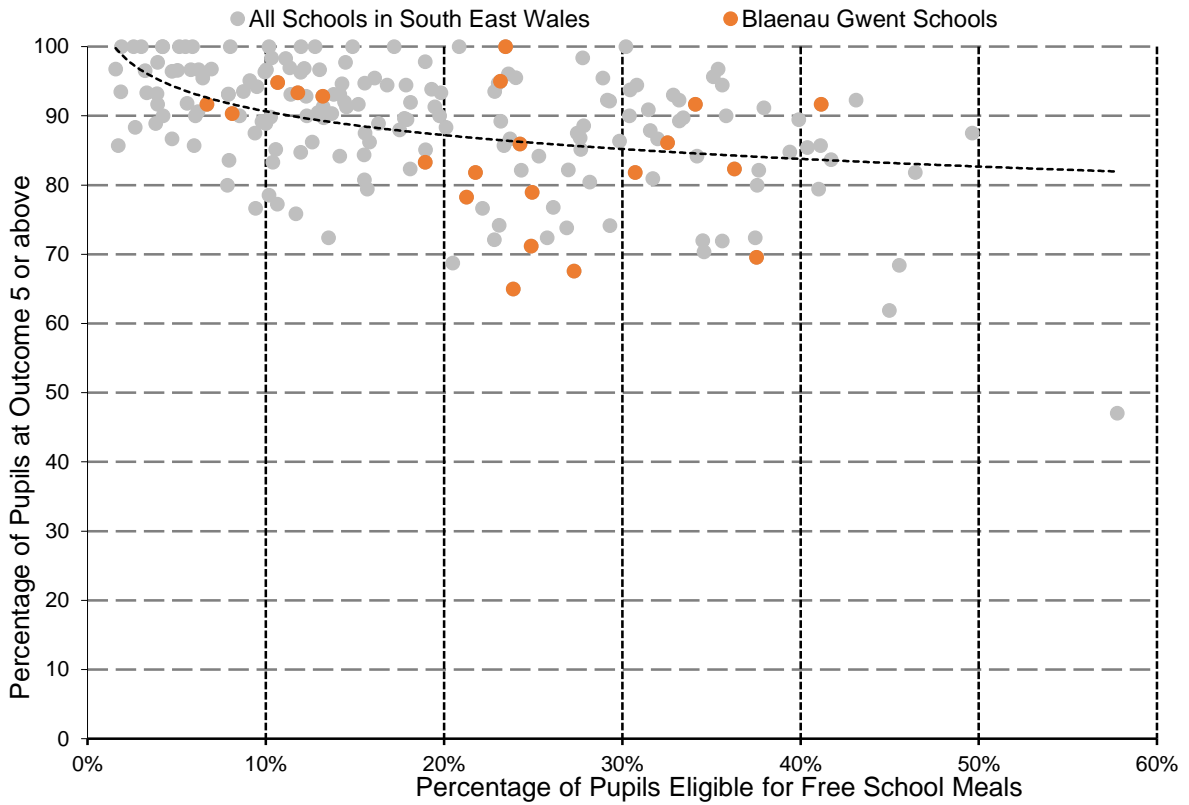
Para 1.3 Foundation Phase - Language, Literacy and Communication (LLC) – English and Cymraeg – Summary Analysis

Please note these charts includes both English and Welsh Medium schools, as either LLC-English or LLC-Cymraeg is assessed.

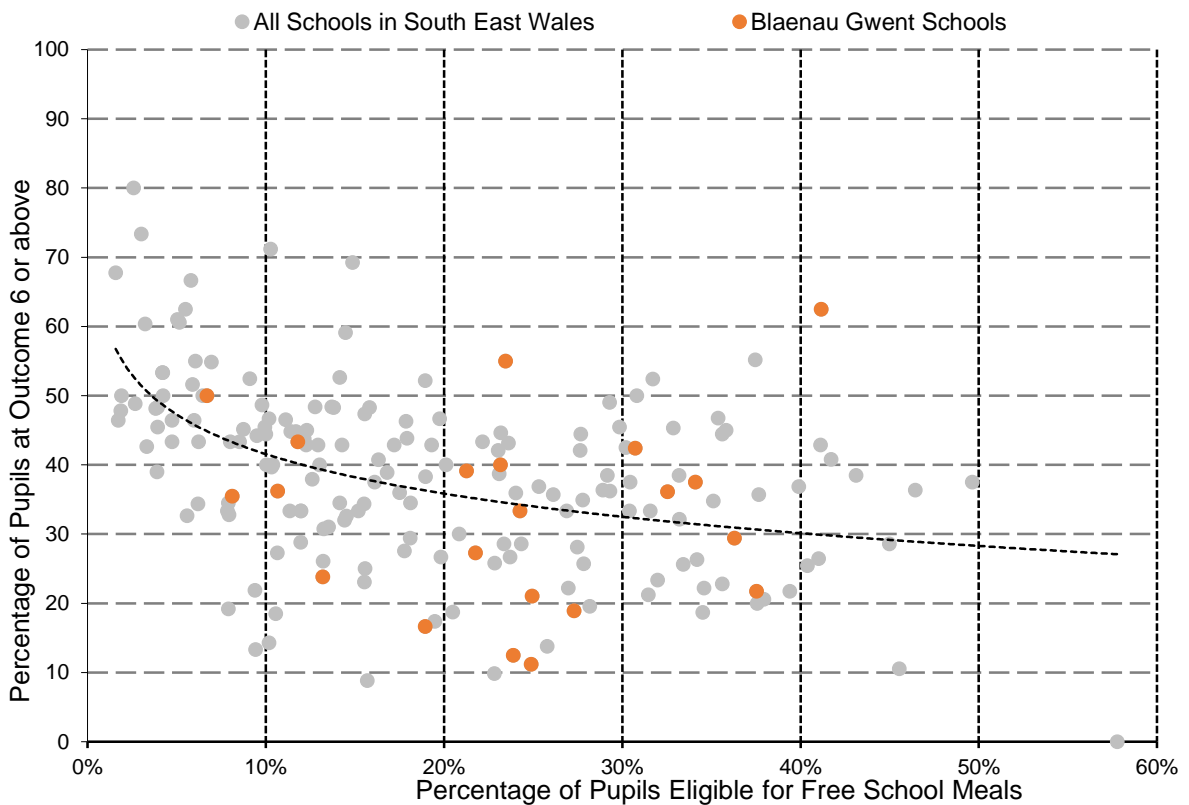
- Overall performance at Outcome 5+ is in-line with the region as a whole.
- For Blaenau-Gwent schools that are less disadvantaged. (<15% FSM), schools are generally in line with or greater than expectation.
- For Blaenau-Gwent schools that are over 20% FSM, performance is more variable, with three schools in the 20-30% FSM range who have performance less than expected 70% attainment.
- Overall performance at Outcome 6+ is generally in-line with the region as a whole.
- There are however a number of schools, between 10-30% FSM, where performance is below expectation.

Para 1.3.a Foundation Phase - Mathematical Development (MD)

Percentage of pupils achieving Outcome 5+



Para 1,3,b Percentage of pupils achieving Outcome 6+

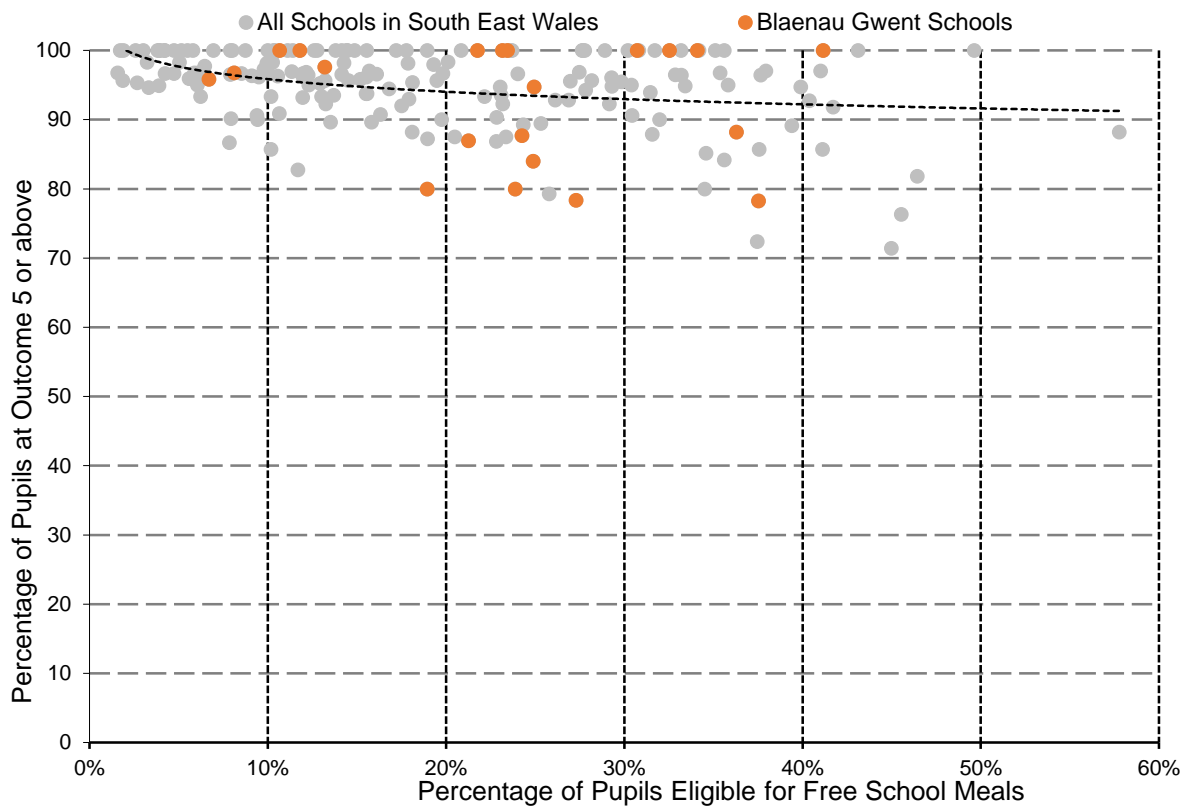


Para 1.3.d Foundation Phase - Mathematical Development (MD) – Summary Analysis

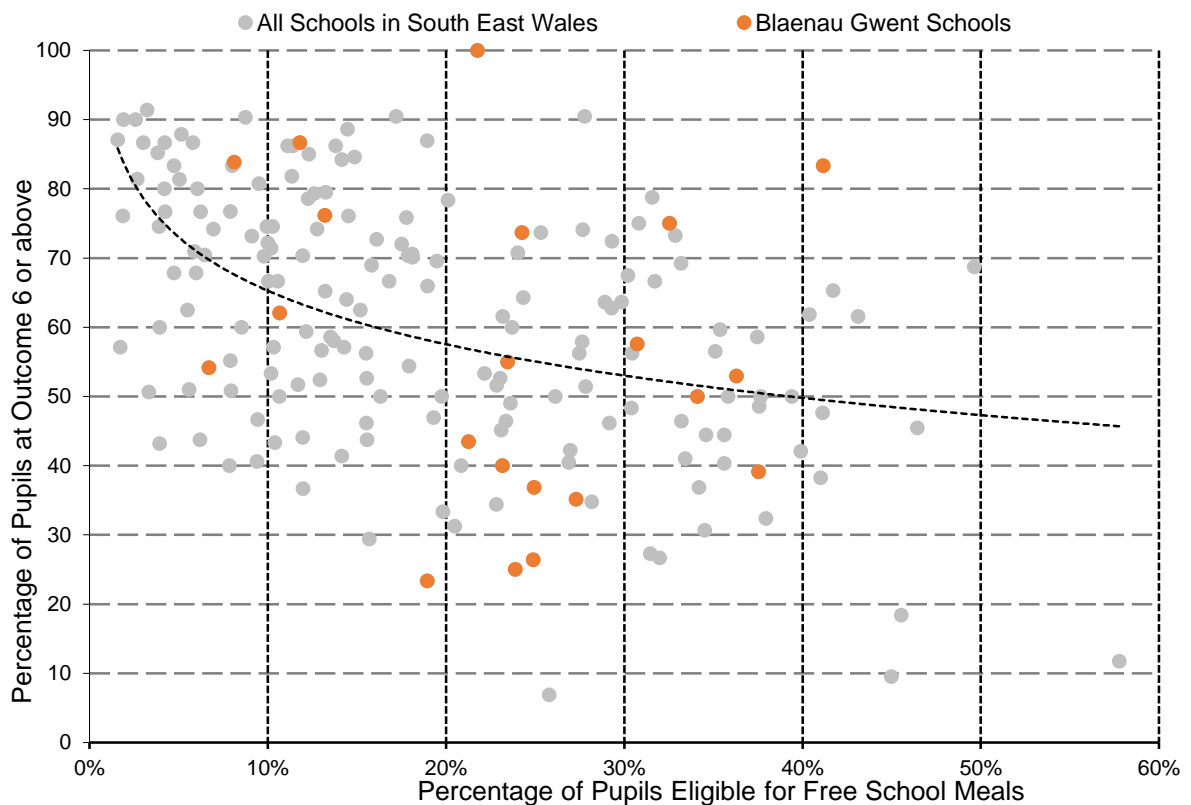
- Overall performance at Outcome 5+ is generally in-line with the region as a whole.
 - For Blaenau-Gwent schools that are less disadvantaged. (<15% FSM), schools are generally in line with or greater than expectation.
 - For Blaenau-Gwent schools that are over 20% FSM, performance is more variable, with three schools in the 20-30% FSM range who have performance less than expected 70% attainment.
-
- Overall performance at Outcome 6+ is generally in-line with the region as a whole.
 - There are however a number of schools, between 10-30% FSM, where performance is below expectation.

Para 1.4a Foundation Phase - Personal and social development, wellbeing and cultural development (PSD)

Percentage of pupils achieving Outcome 5+



Para 1.4b Percentage of pupils achieving Outcome 6+



Para 1.4.c Foundation Phase - Personal and social development, wellbeing and cultural development (PSD) – Summary Analysis

- Overall performance at Outcome 5+ is generally in line with the region as a whole, with many schools, where 100% of learners achieve O5+
- There are a number of schools in the 20-40% FSM range where performance is below expectation, but these are in line with many other similar schools across the region.

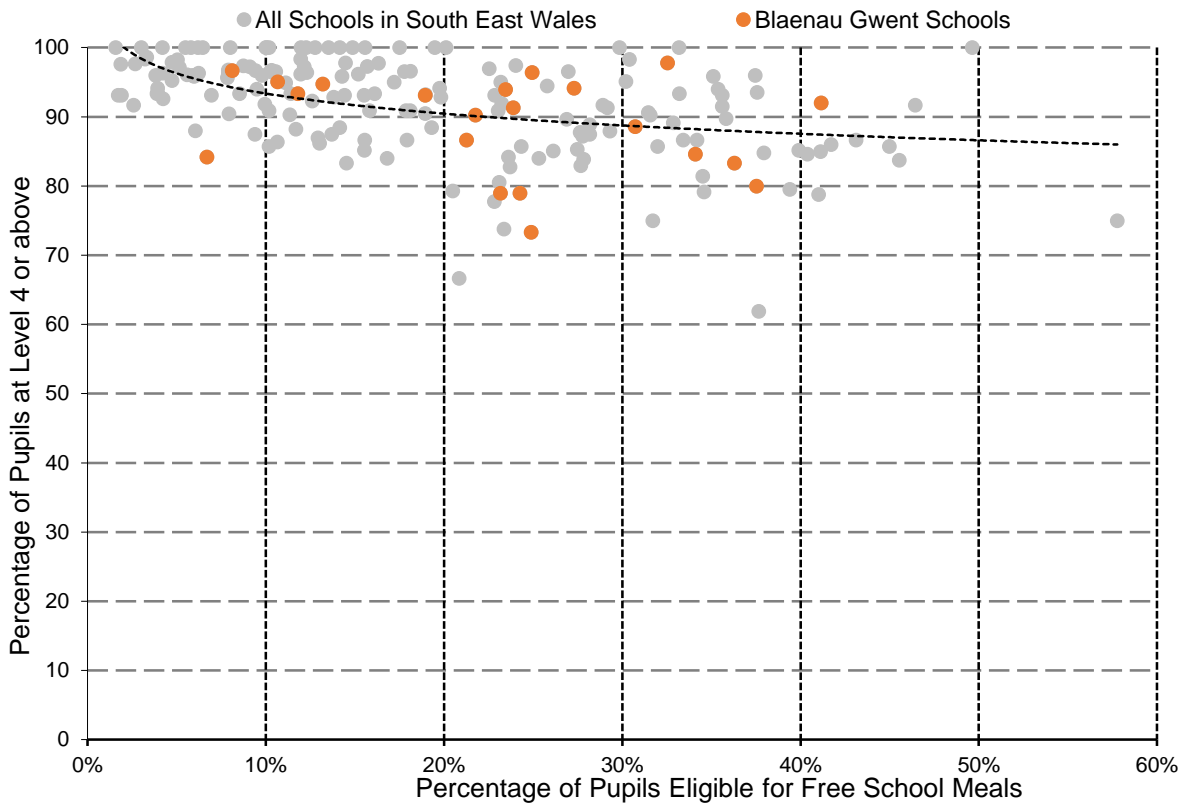
- Overall performance at Outcome 6+ is in-line with the region as a whole
- Performance at Outcome 6+ is significantly more variable, but this variability is in line with the region as a whole.
- There are however a number of schools in the 20%-30% FSM range where performance is significantly below expectation.

Para 2.1 Key Stage 2 - Cymraeg

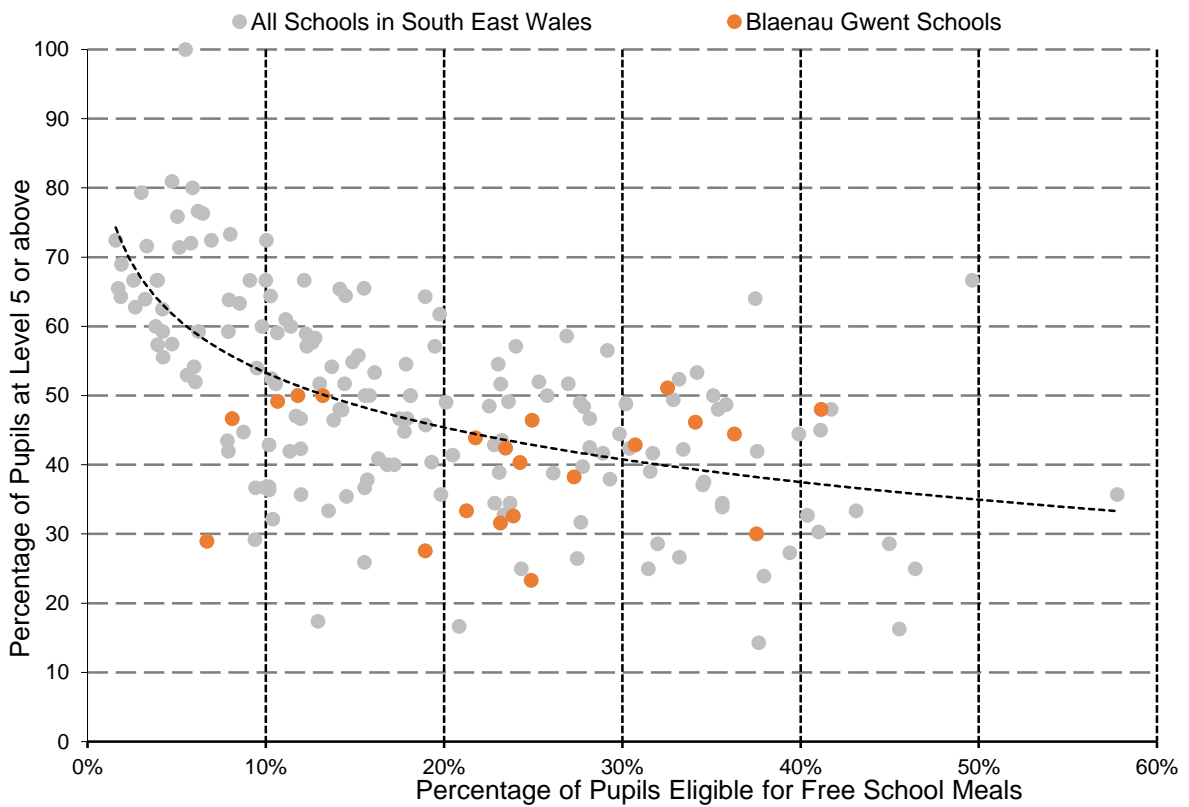
There is only one Welsh Medium primary school in Blaenau Gwent, so it is not possible to provide a chart without disclosing the performance within that school. As with all other schools a school level evaluative analysis of performance is undertaken by the Challenge Adviser.

Para 3.1 Key Stage 2 - English

Percentage of pupils achieving level 4+



Percentage of pupils achieving level 5+



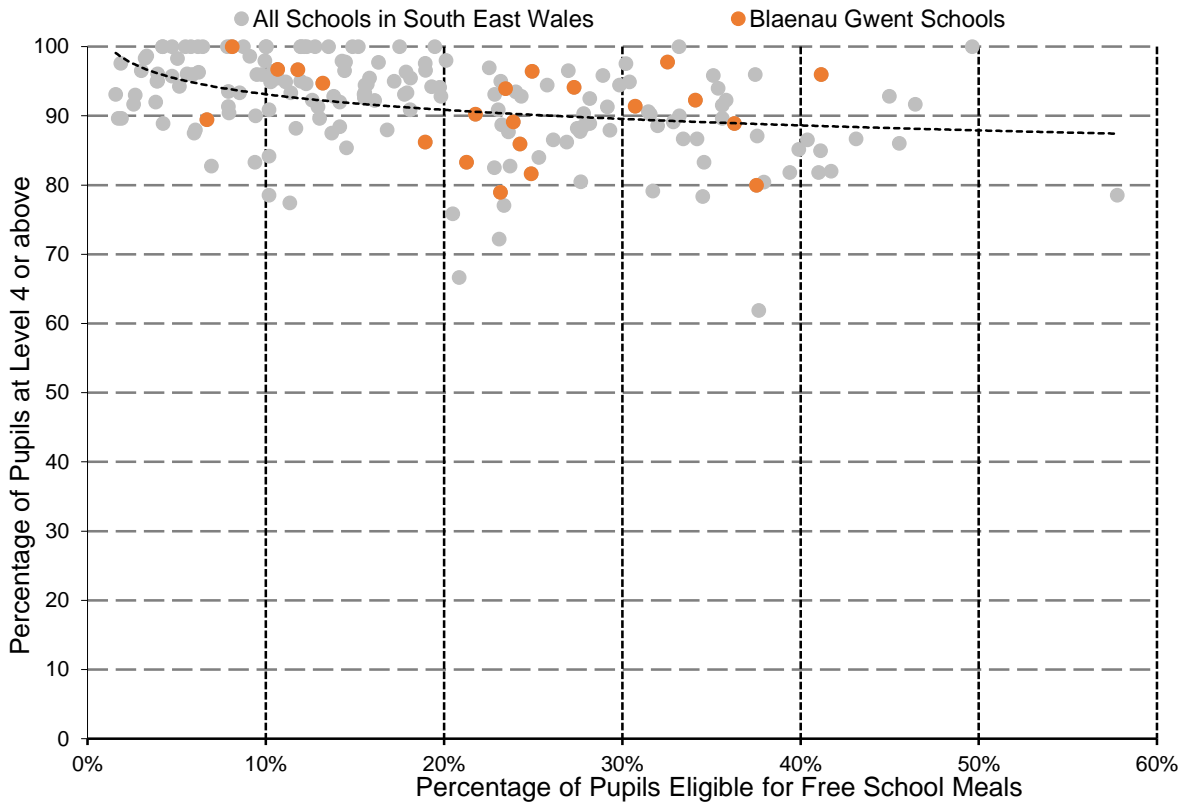
Key Stage 2 – English – Summary Analysis

- Overall performance at Level 4+ is in-line with the region as a whole.
- For Blaenau-Gwent schools that are in the range 20-40% FSM, there are 3 schools where performance is below expectation.

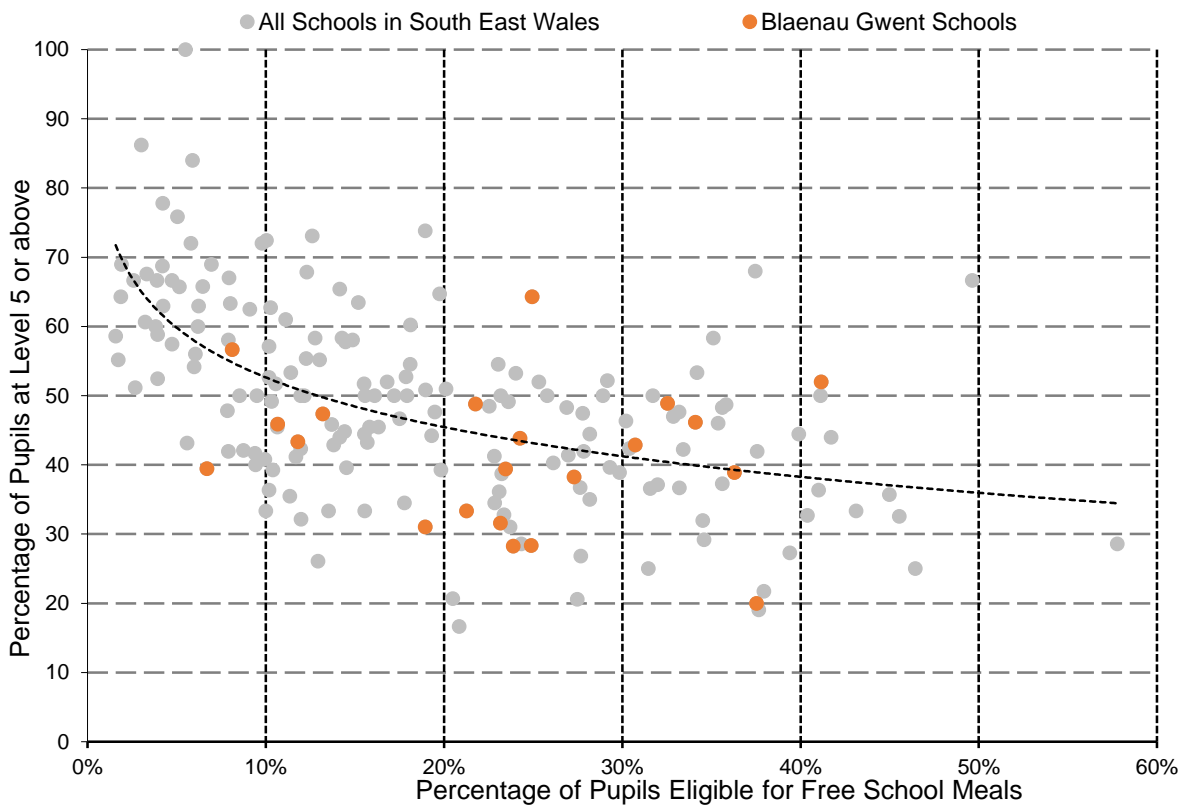
- Overall performance at Level 5+ is below that of the region as a whole, particularly for those school in the 0% to 30% range.
- There are more schools, with some of the greatest of disadvantage, where performance is above expectation.

Para 3.3 Key Stage 2 - Mathematics

Percentage of pupils achieving level 4+



Percentage of pupils achieving level 5+

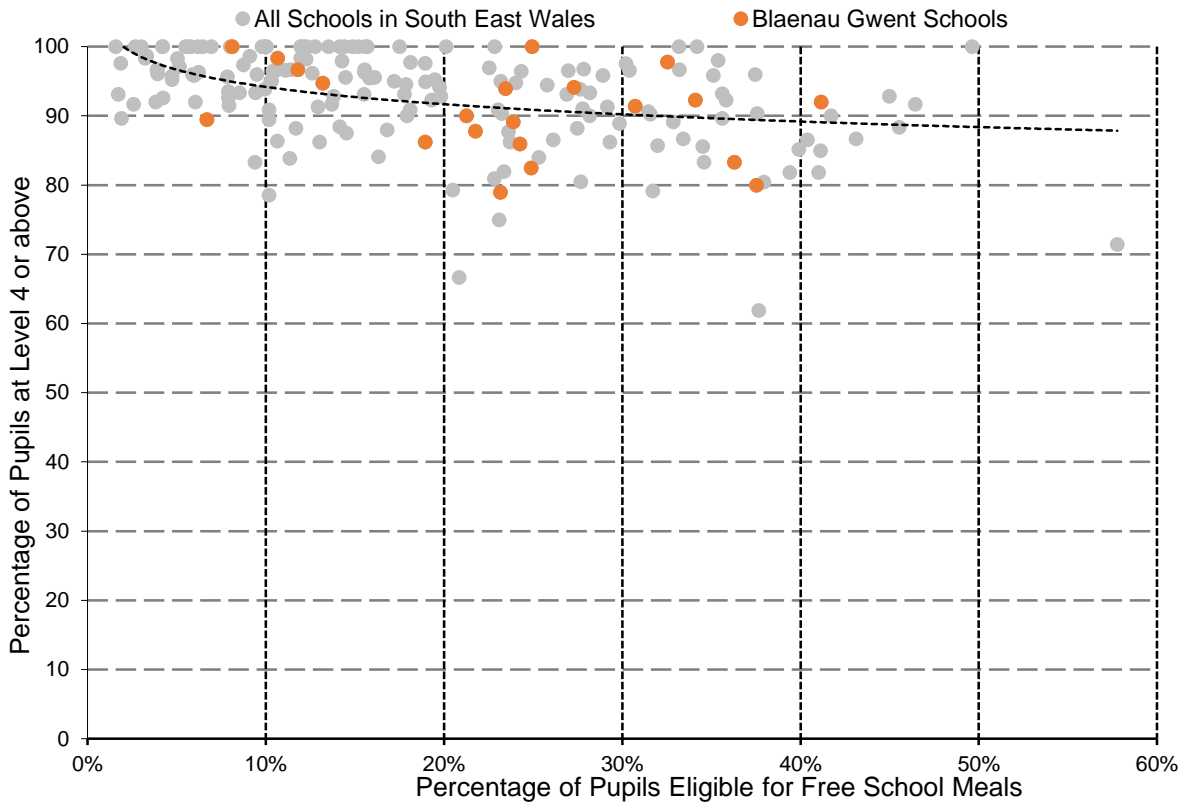


Key Stage 2 – Mathematics – Summary Analysis

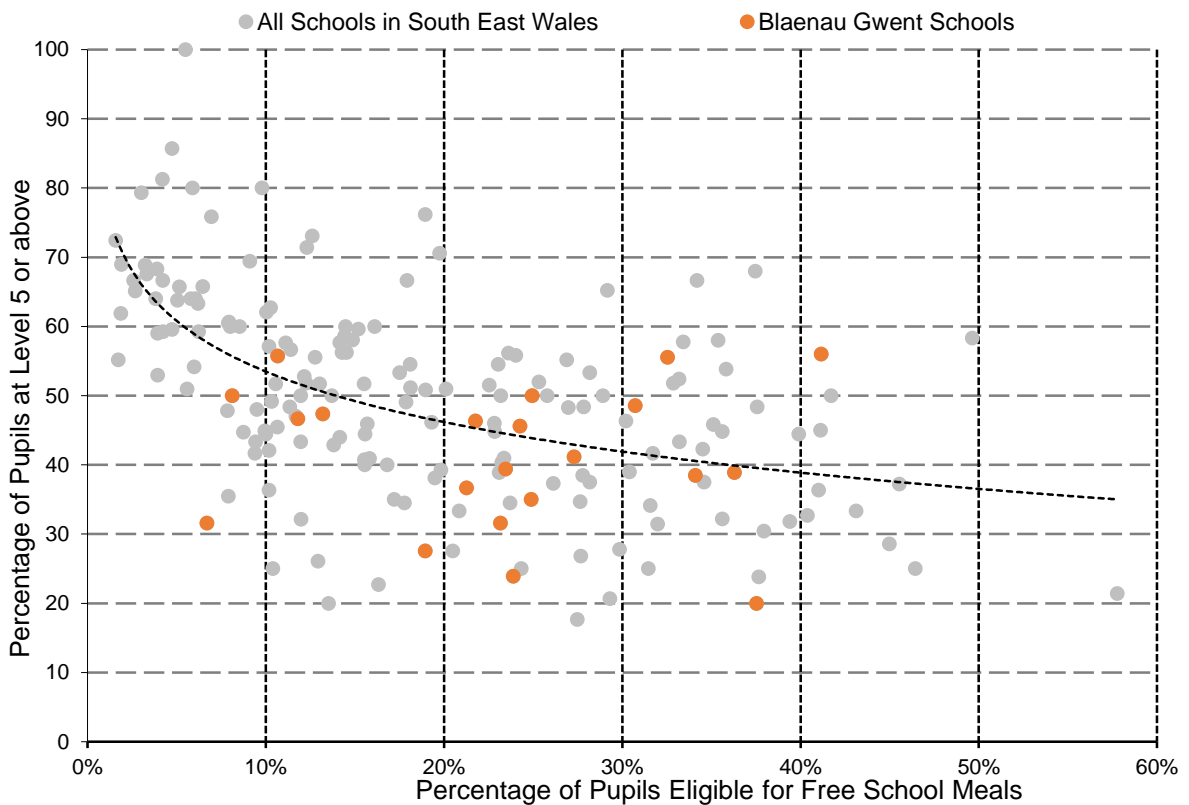
- Overall performance at Level 4+ is in-line with the region as a whole.
- Overall performance at Level 5+ is below that of the region as a whole, particularly for those school in the 0% to 30% range.

Para 3.4 Key Stage 2 - Science

Percentage of pupils achieving level 4+



Percentage of pupils achieving level 5+

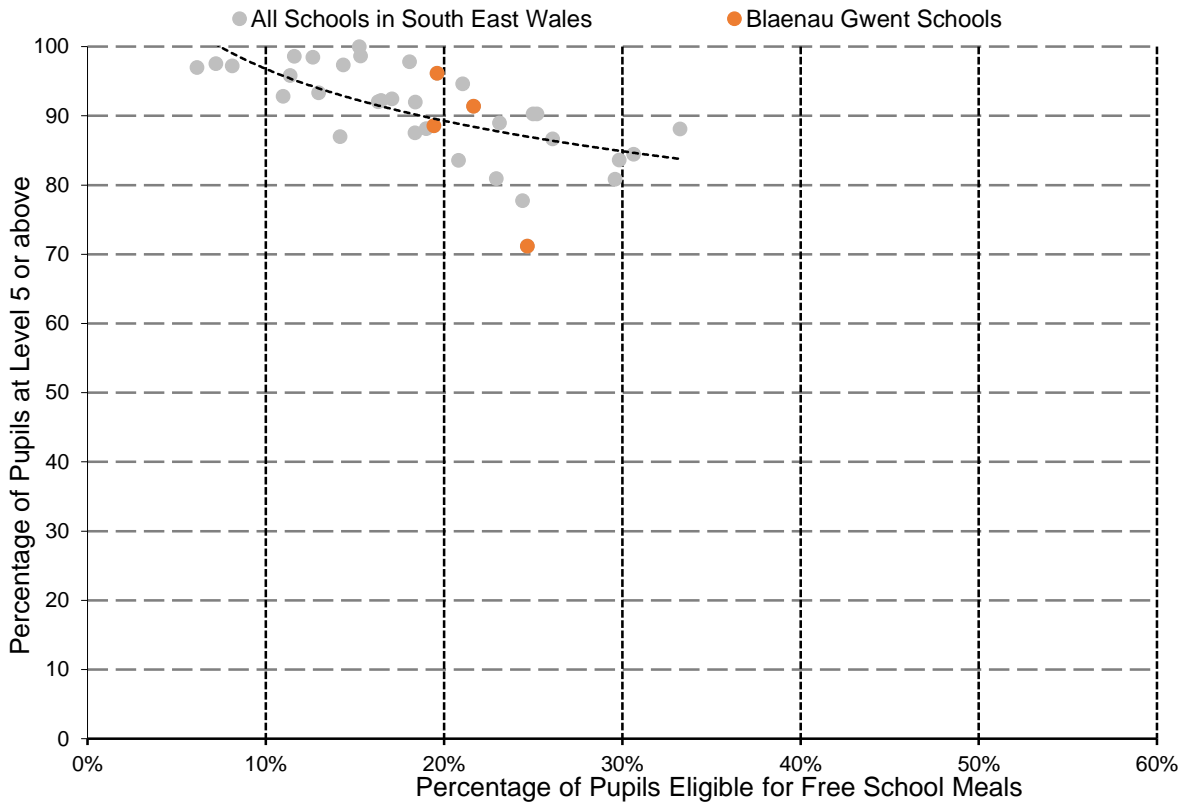


Key Stage 2 – Science – Summary Analysis

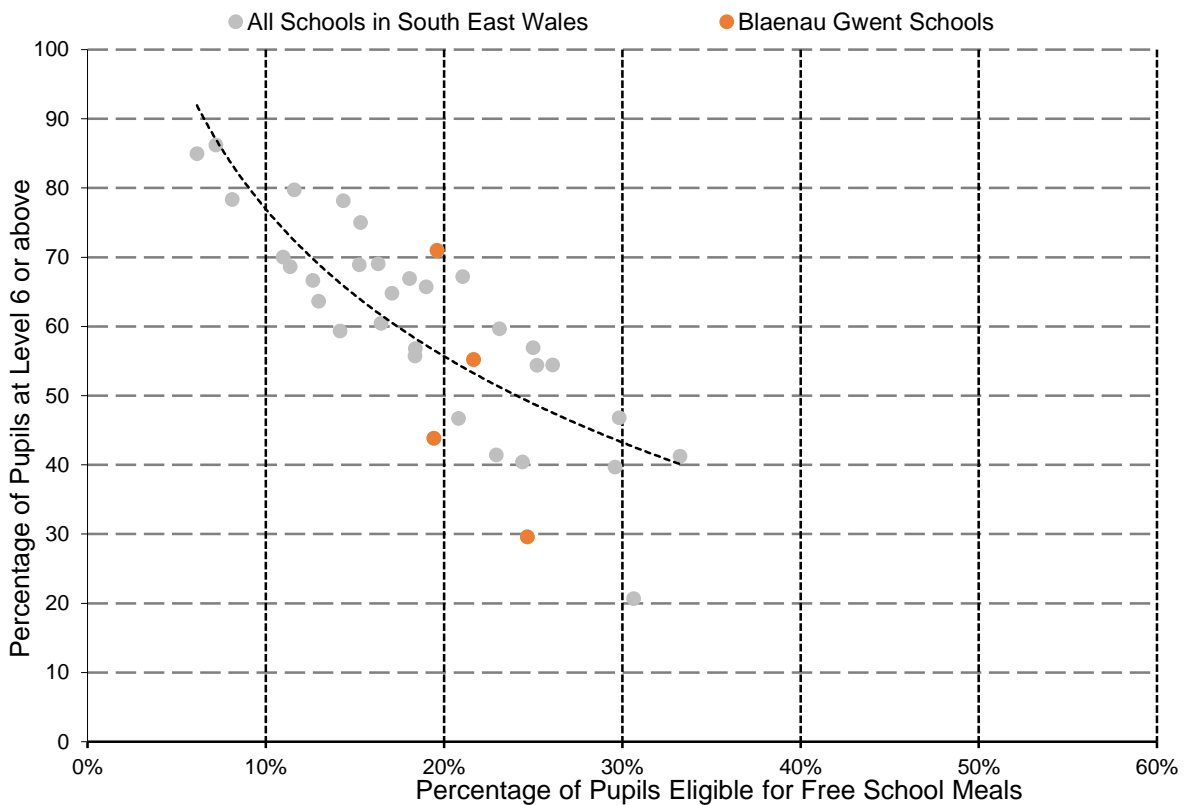
- Overall performance at Level 4+ is in-line with the region as a whole.
- Overall performance at Level 5+ is below that of the region as a whole.
- There are a range of schools mainly within the 20-40% FSM group, where performance is significantly below expectation.

Para 4.1 Key Stage 3 - English

Percentage of pupils achieving level 5+



Percentage of pupils achieving level 6+

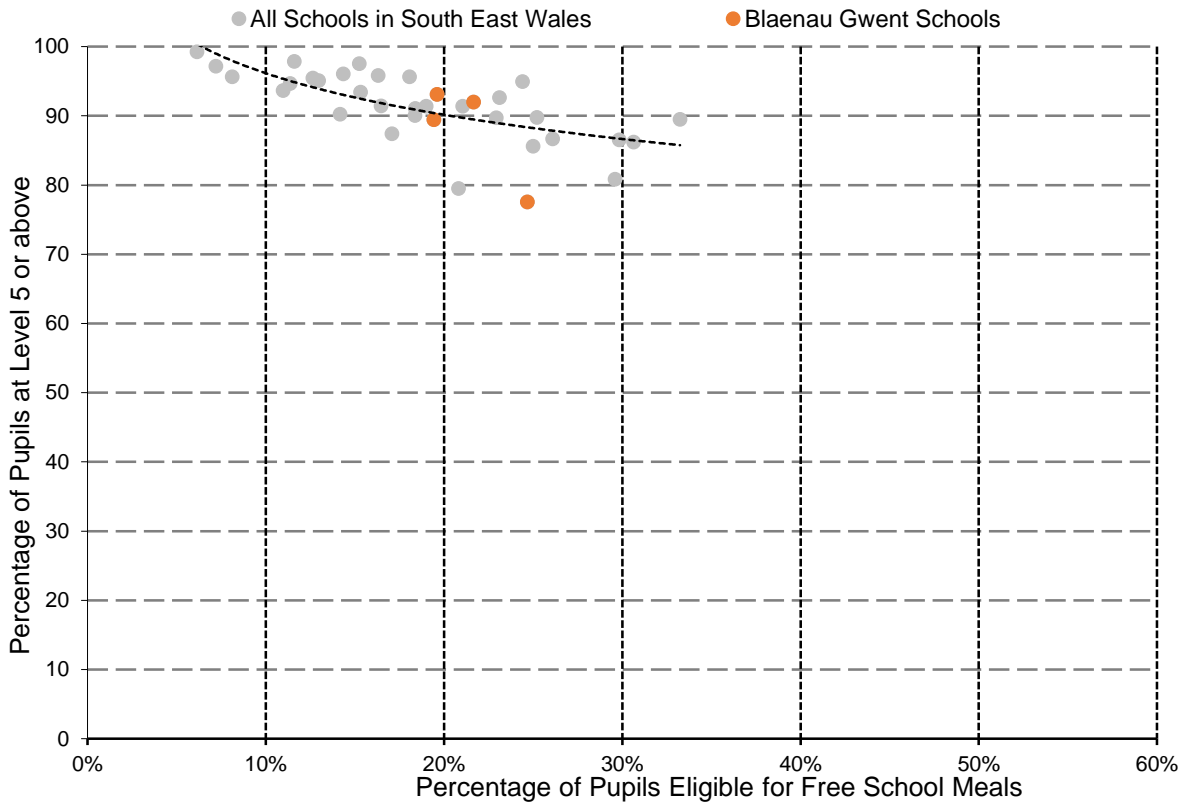


Key Stage 3 – English – Summary Analysis

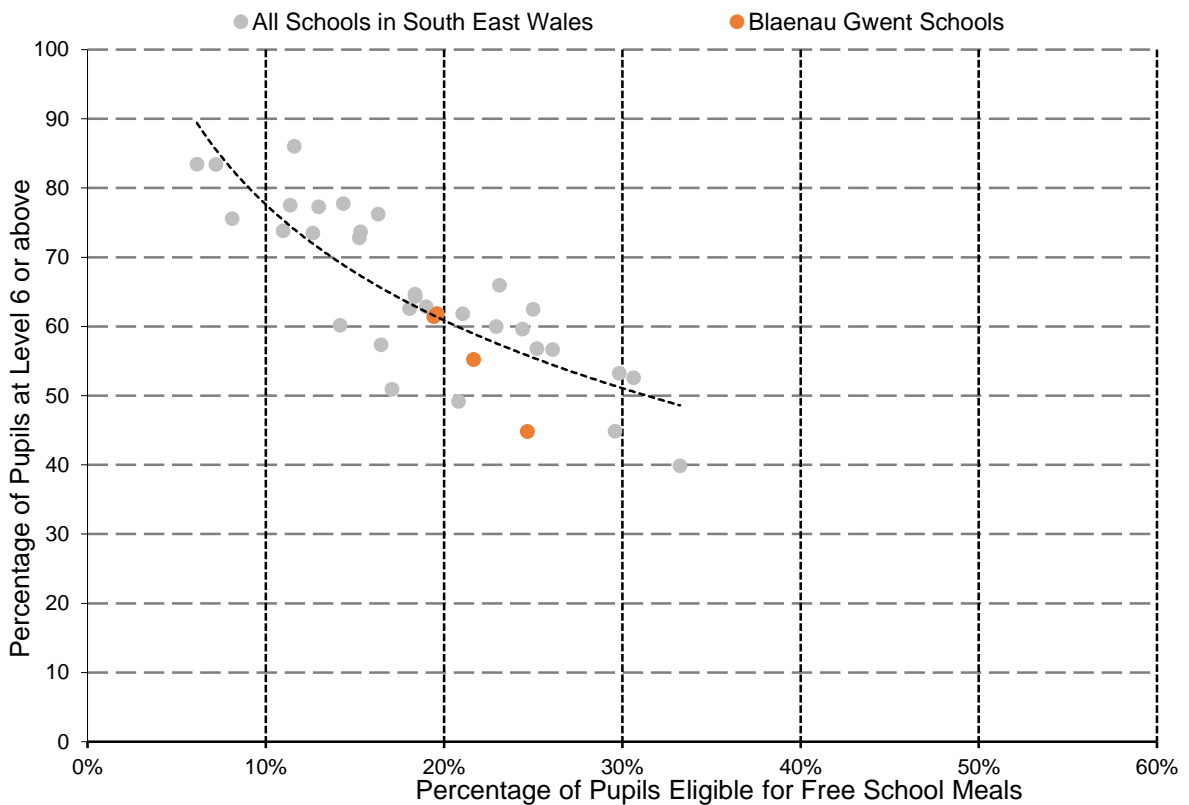
- Overall performance at Level 5+ is in-line with the region as a whole, apart from one school, where performance is below expectation.
- Overall performance at Level 6+ is significantly more variable.
- There is one school, where performance is significantly below expectation.

Para 4.2 Key Stage 3 - Mathematics

Percentage of pupils achieving level 5+



Percentage of pupils achieving level 6+

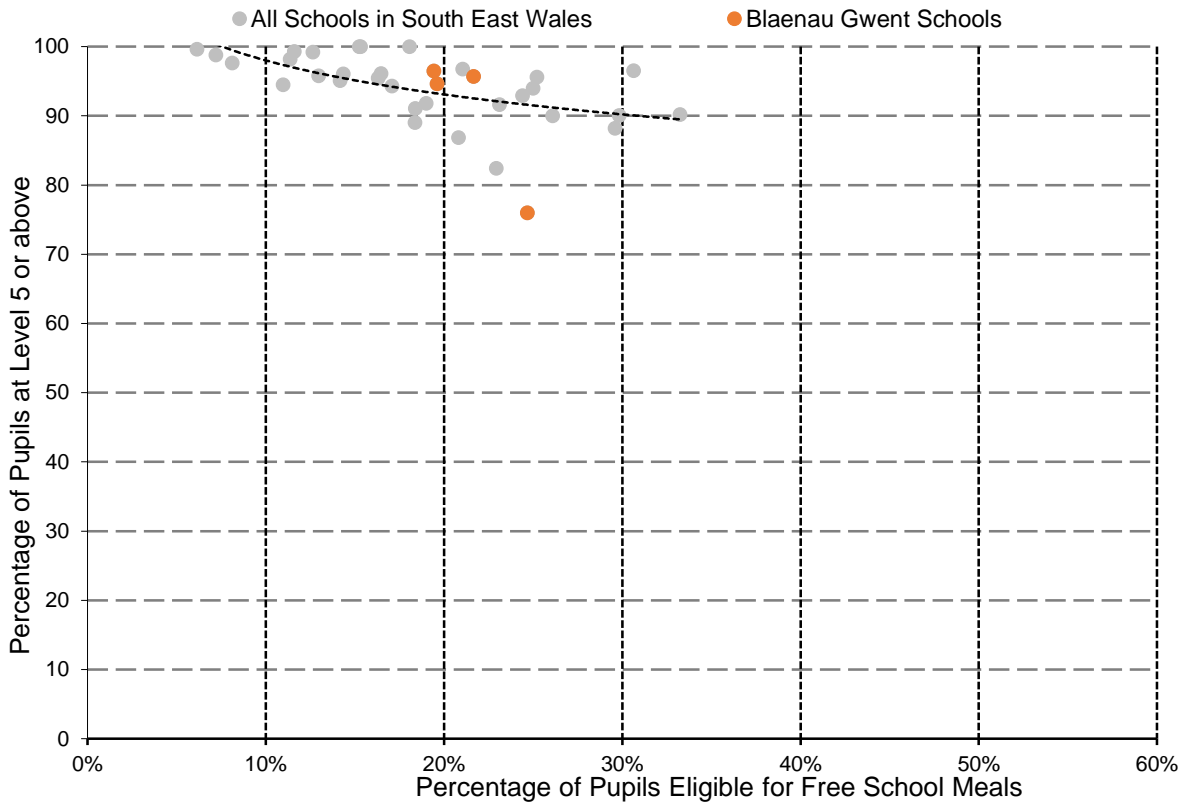


Key Stage 3 – Mathematics – Summary Analysis

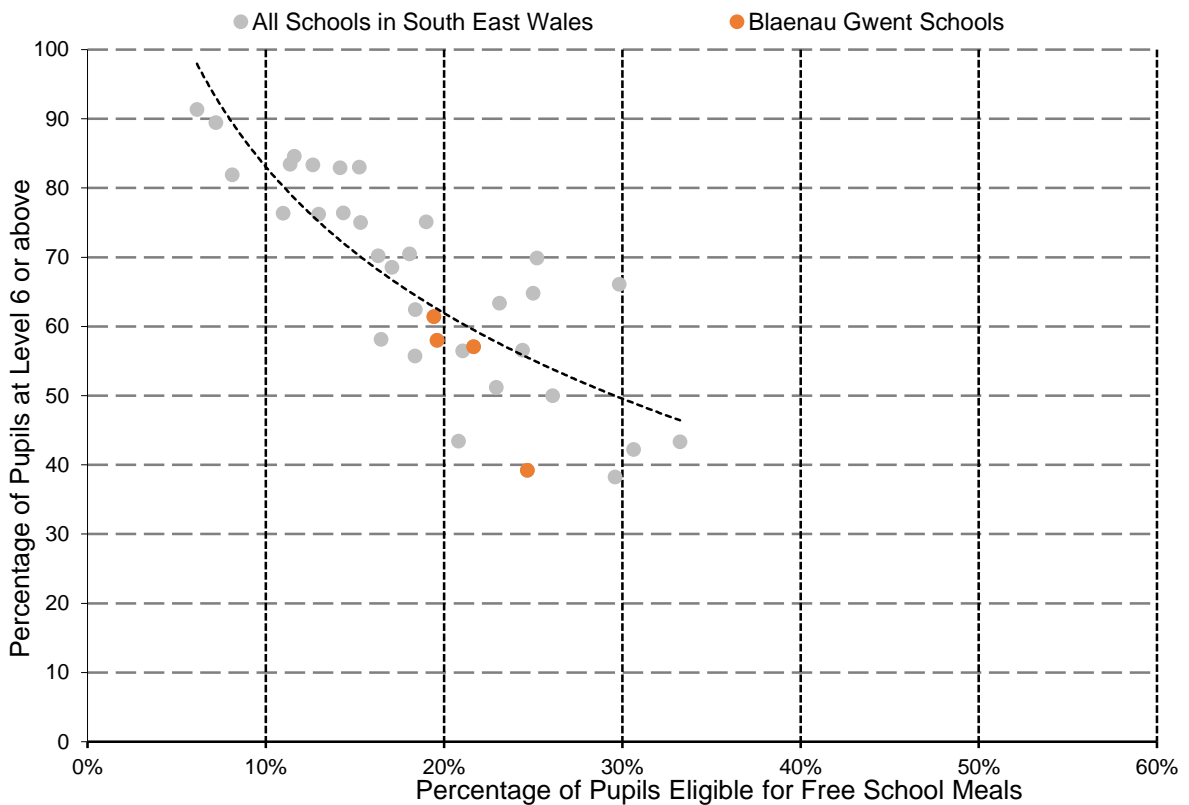
- Overall performance at Level 5+ is in-line with the region as a whole, apart from one school, where performance is below expectation.
- Overall performance at Level 6+ is in-line with the region as a whole, apart from one school, where performance is below expectation.

Para 4.3 Key Stage 3 - Science

Percentage of pupils achieving level 5+



Percentage of pupils achieving level 6+



Key Stage 3 – Science – Summary Analysis

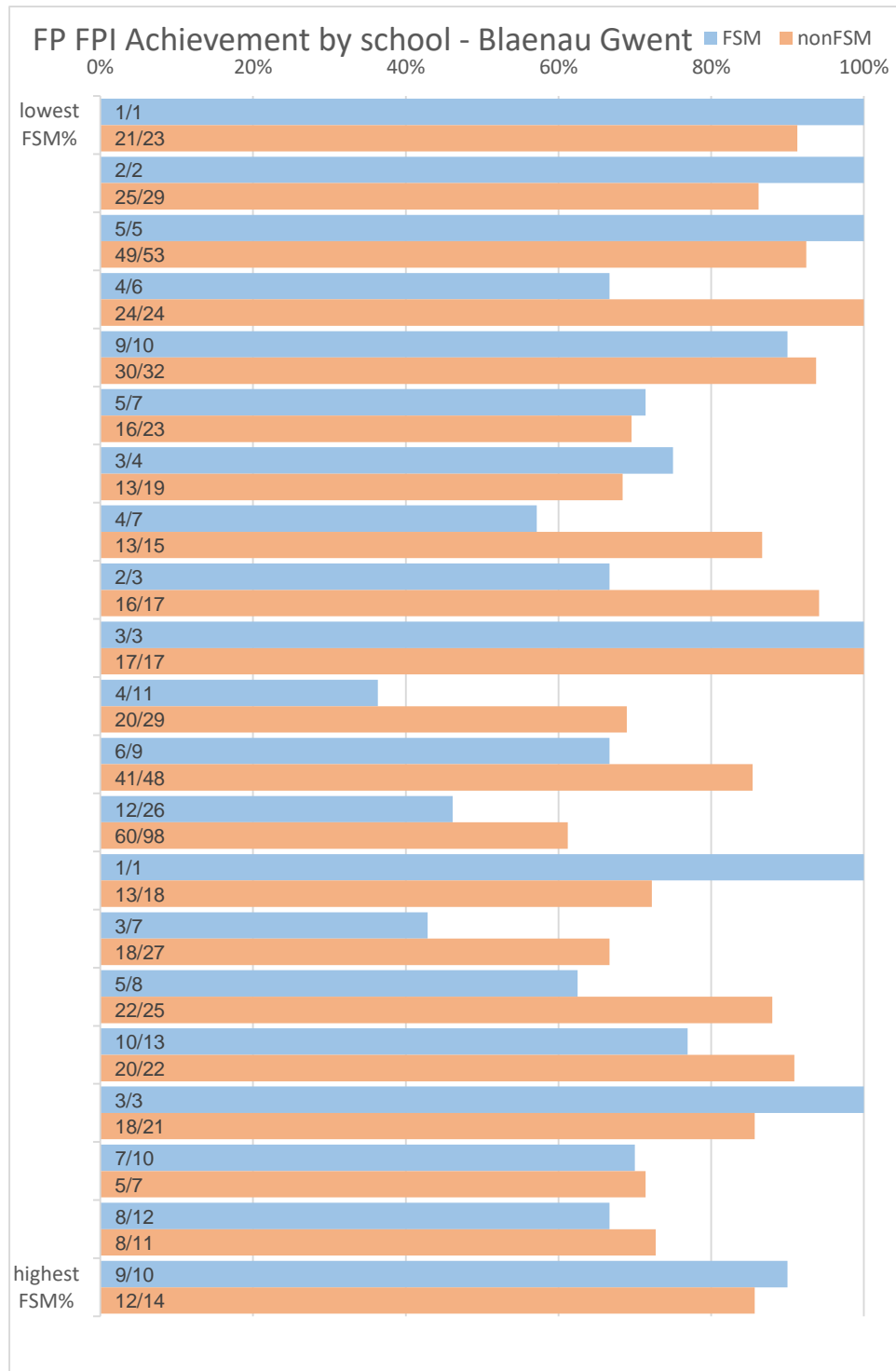
- Overall performance at Level 5+ is in-line with the region as a whole, apart from one school, where performance is below expectation.
- Overall performance at Level 6+ is significantly more variable.
- There is one school, where performance is significantly below expectation.

Para 5

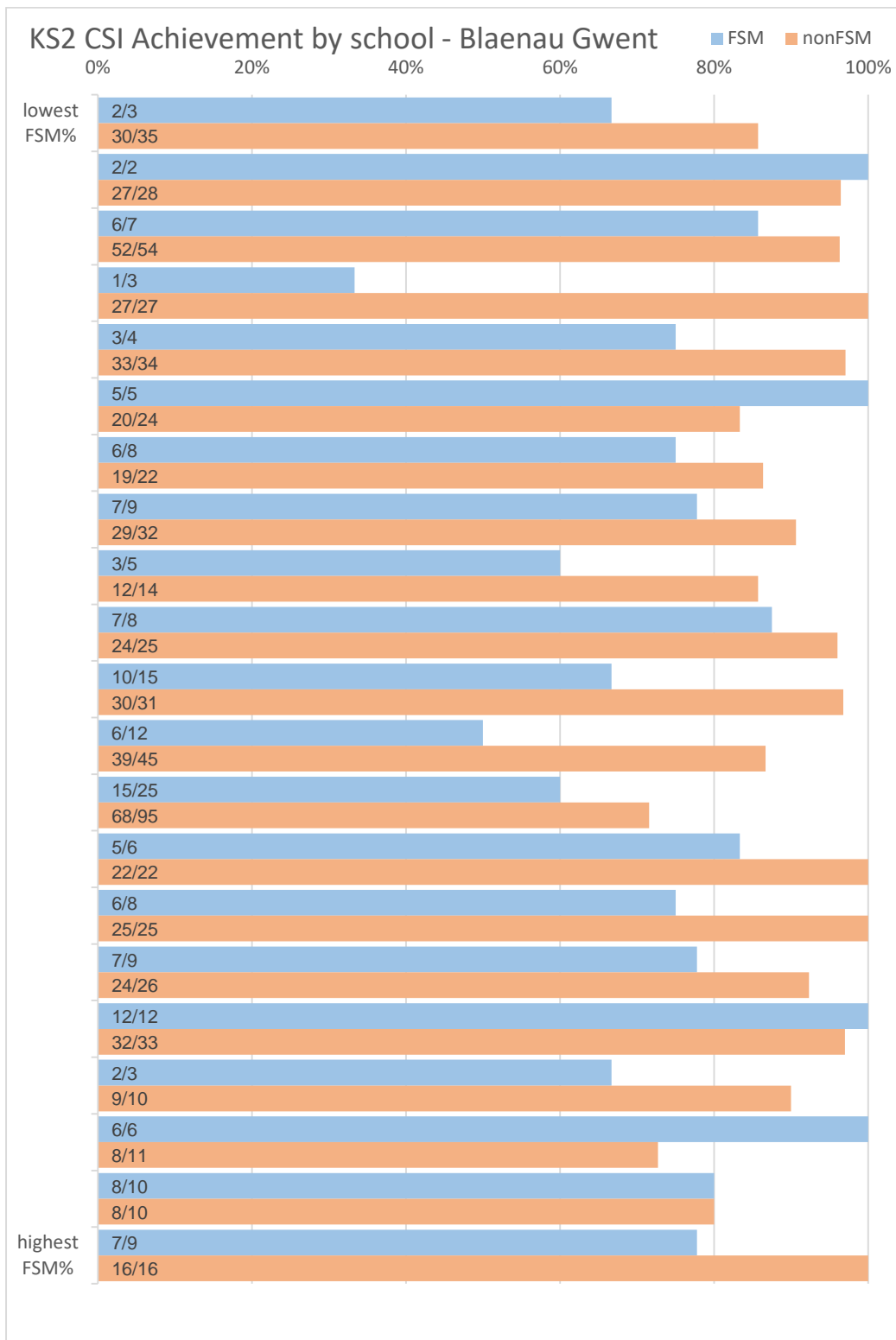
The Performance on Free School Meal (FSM) Learners

The following charts are included for information only. They show FSM / non-FSM outcomes for each school, for the current year. The numbers on each bar represent the number of pupils that attained / cohort. Where there is no bar present, the cohort is 0. This is usually for FSM learners, particularly, for schools with a lower % of FSM.

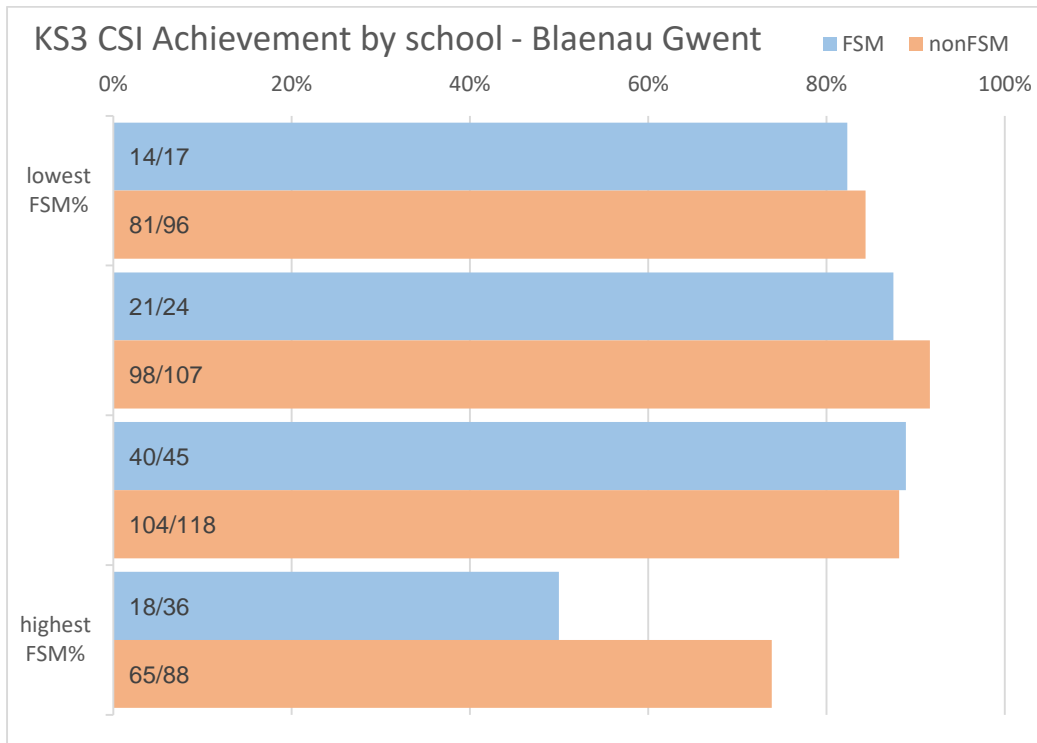
5.1 FSM / non-FSM - Foundation Phase – FPI Achievement by School



5.2 FSM / non-FSM - Key Stage 2 – CSI Achievement by School



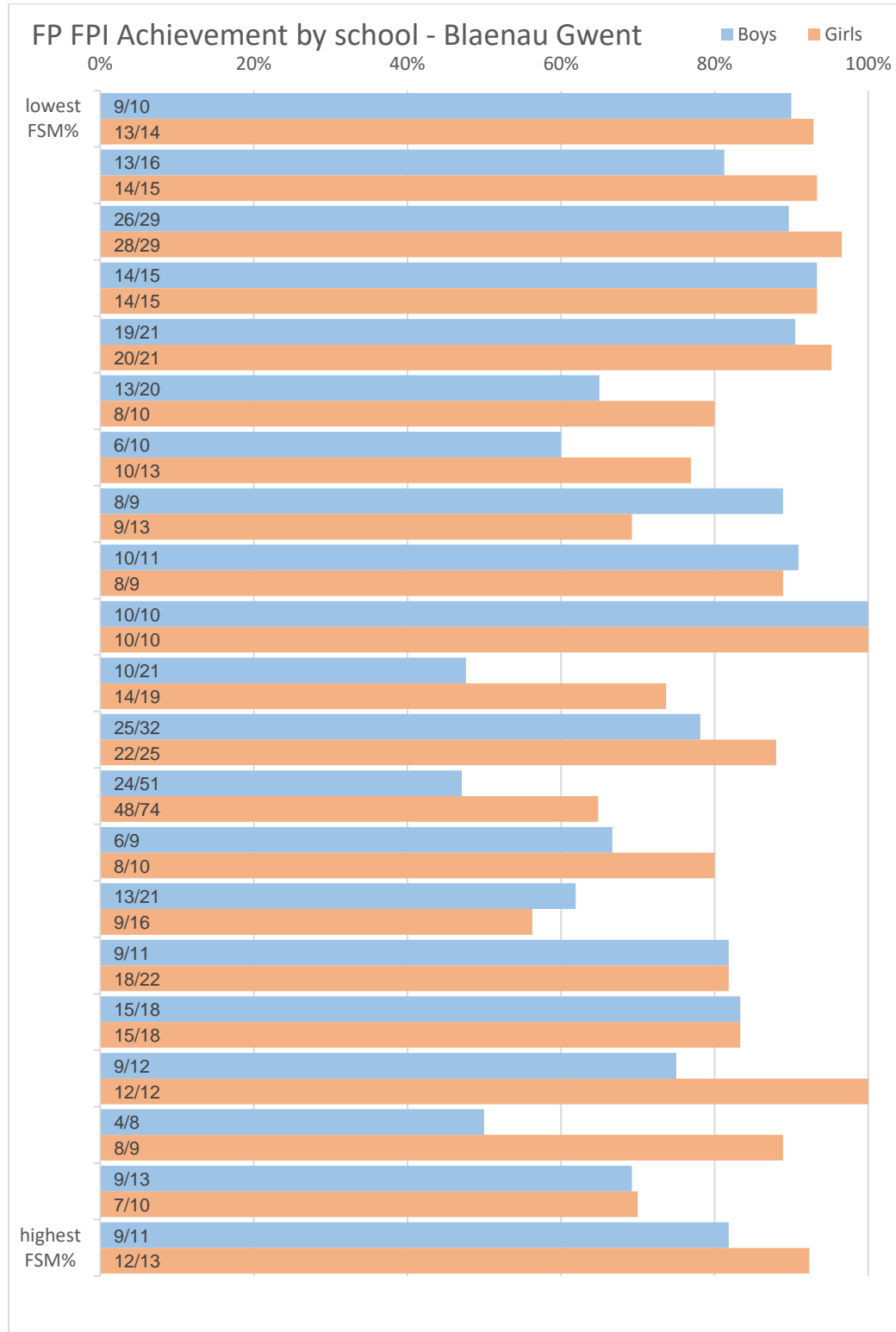
5.3 FSM / non-FSM - Key Stage 3 – CSI Achievement by School



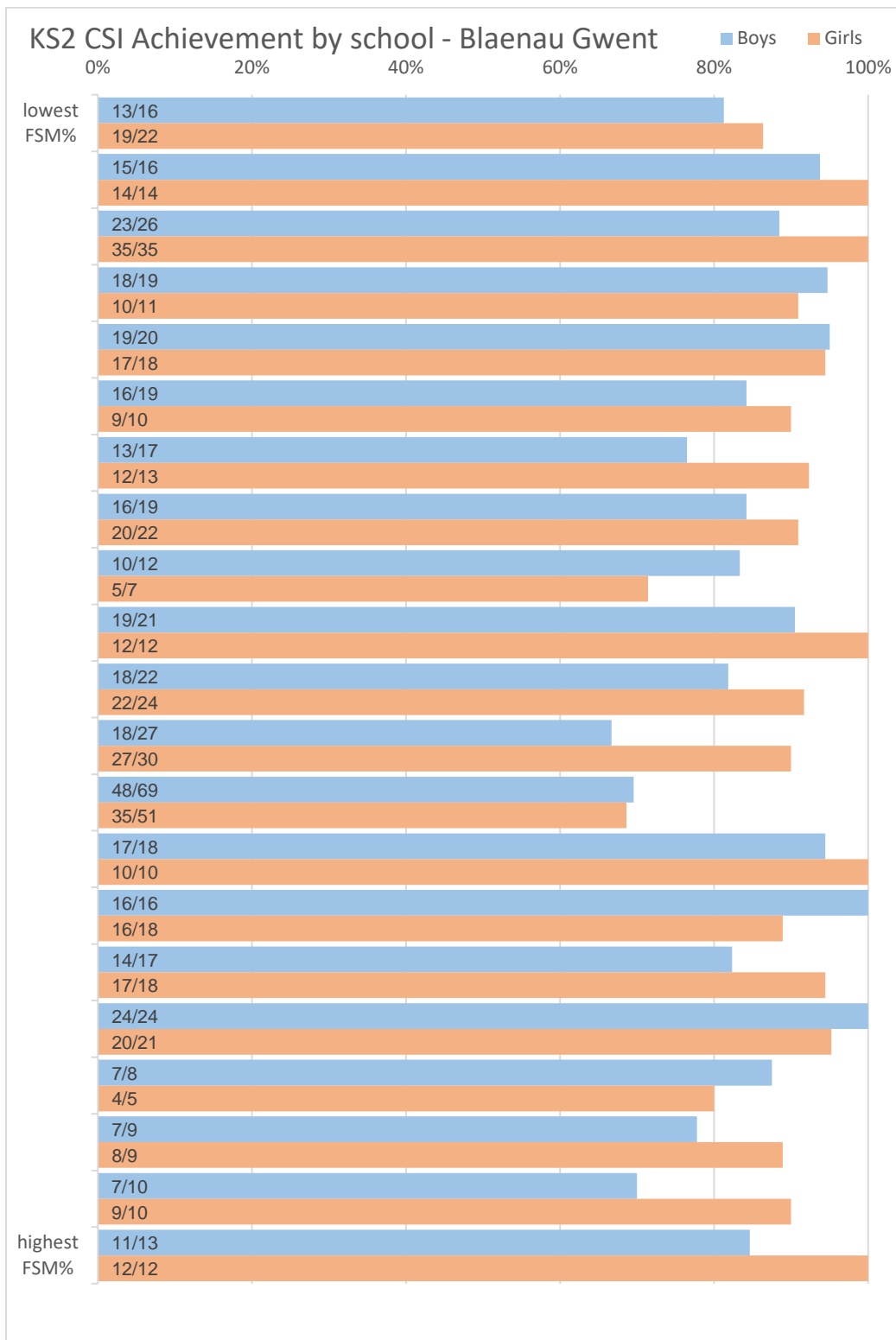
5.4 Gender Comparisons

The following charts are included for information only. They show boy / girl outcomes for each school, for the current year. The numbers on each bar represent: the number of pupils that attained / number in the cohort.

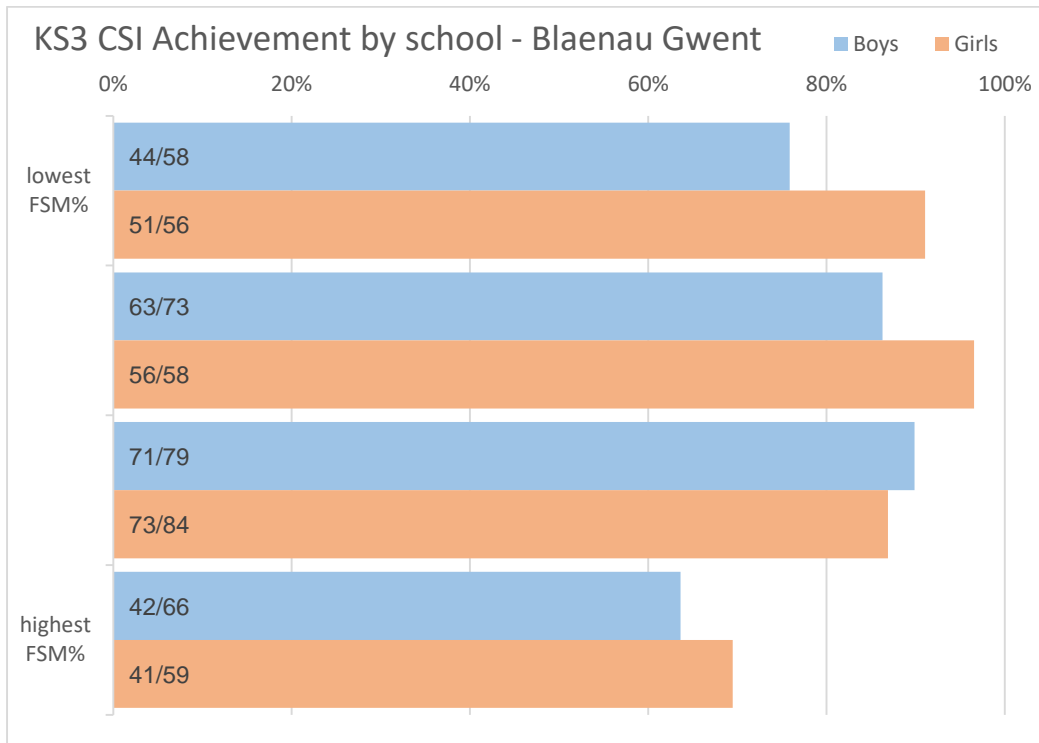
5.4.1. Gender - Foundation Phase – FPI Achievement by School



5.4.2. Gender - Key Stage 2 – CSI Achievement by School

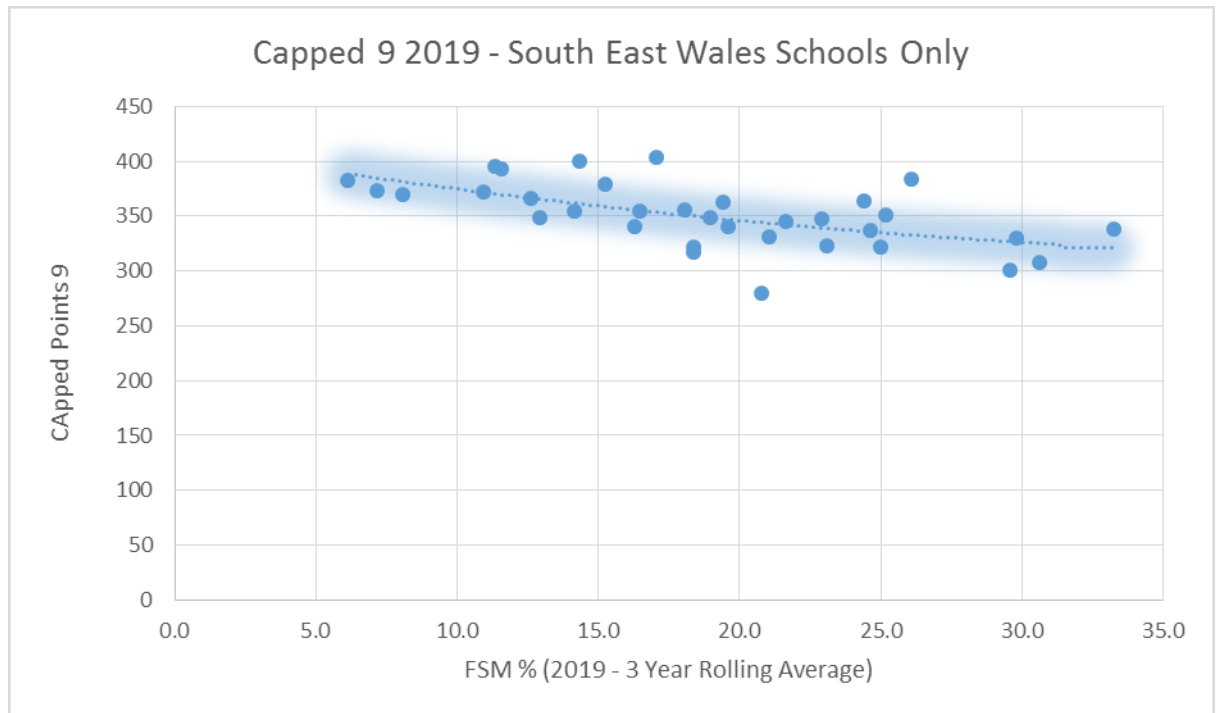


5.4.3 Gender - Key Stage 3 – CSI Achievement by School



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1.1 **Capped 9**



1.2 Interim Measures

The table below provides a regional overview of performance for the new interim measures. This enables members to familiarise themselves with school level regional performance. (NR = No return on results day)

The table is sorted from highest performing Capped 9 to lowest performing. Each row represents a single school. Please note though that the school's FSM % is provided to provide some context.

School	LA	FSM - 3 year RA	Capped Point 9	Average points for best of Literature or first Language Welsh or English GCSE	Average points for best of Mathematics or Mathematics - Numeracy GCSE	Average points for best Science GCSE	Average points for Welsh Baccalaureate Skills Challenge Certificate
			403	42	43	42	38
			399	43	44	44	40
			395	44	47	44	43
			393	44	40	43	36
			383	41	40	39	43
			382	42	44	44	39
			379	38	38	39	40
			373	42	41	41	38
			372	41	38	40	43
			369	41	41	41	42
			366	41	42	38	45
			363	37	38	37	39
School 1	B		362	39	36	36	37
			355	42	36	40	44
			354	38	38	35	42
			354	42	39	39	37
			350	34	35	37	33
			348	37	36	35	36
			348	42	39	38	38
			347	38	38	37	33
School 2	B		345	38	36	36	42
			340	38	36	33	33
School 3	B		340	37	30	31	NR
			338	35	35	34	30
School 4	B		336	35	33	27	37
			331	36	34	29	36
			330	34	32	34	37
			323	36	35	36	33
			321	36	36	37	34
			321	37	34	31	32
			317	37	34	33	39
			308	32	31	28	37
			300	35	31	31	39
			279	35	32	29	36
Highest			403	44	47	44	45
Median			349	38	36	37	38
Lowest			279	32	30	27	30

1.3 Capped 9 Regional Performance split by FSM /Non FSM

The table below provides a regional overview of performance for the Capped 9 only, split by FSM / non FSM. The table remains sorted from highest performing Capped 9 overall to lowest performing. Each row represents a single school.

					Capped Point 9			
School	LA	FSM - 3 year RA	Cohort nonFSM	Cohort FSM	All Pupils	nonFSM	FSM	+/-
					403	417	322	-95
					399	403	373	-31
					395	404	293	-111
					393	397	357	-40
					383	395	349	-46
					382	388	271	-117
					379	390	312	-78
					373	382	208	-174
					372	382	238	-144
					369	377	293	-84
					366	378	291	-87
					363	371	325	-46
School 1	B				362	374	326	-48
					355	368	283	-85
					354	364	309	-55
					354	362	307	-55
					350	361	309	-52
					348	357	305	-52
					348	357	267	-91
					347	355	284	-71
School 2	B				345	361	273	-88
					340	351	283	-68
School 3	B				340	345	310	-35
					338	366	287	-79
School 4	B				336	350	293	-56
					331	347	264	-83
					330	340	303	-37
					323	352	226	-126
					321	340	262	-79
					321	334	268	-66
					317	324	280	-44
					308	325	245	-80
					300	308	274	-34
					279	307	184	-123
Highest					403	417	373	-31
Median					349	361	289	-71
Lowest					279	307	184	-174

Meaningful evaluation of the outcomes at individual school level will take place across the autumn term in dialogue between Local Authorities, EAS and school leaders. Support for individual schools will continue to be provided in line with the National Categorisation system.

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Agenda Item 8

Executive Committee and Council only

Date signed off by the Monitoring Officer: N/A

Date signed off by the Section 151 Officer: N/A

Committee: **Education and Learning Scrutiny Committee**

Date of meeting: **25th October 2019**

Report Subject: **Forward Work Programme – 6th November and 4th December 2019**

Portfolio Holder: **Cllr Joanne Collins, Executive Member Education**

Report Submitted by: **Cllr Haydn Trollope, Chair of the Education and Learning Scrutiny Committee**

Reporting Pathway								
Directorate Management Team	Corporate Leadership Team	Portfolio Holder / Chair	Audit Committee	Democratic Services Committee	Scrutiny Committee	Executive Committee	Council	Other (please state)
x	x	09.10.19			25.10.19			

1. Purpose of the Report

1.1 To present to Members the Education and Learning Scrutiny Committee Forward Work Programme for the Special Meeting on 6th November 2019 and Ordinary Meeting on 4th December 2019, for discussion and to update the Committee on any changes.

2. Scope and Background

2.1 The Scrutiny Work Programmes are key aspects of the Council’s planning and governance arrangements and support the requirements of the Constitution.

2.2 The topics set out in the Forward Work Programme link to the strategic work of the Council as identified by the Council’s Corporate Plan, corporate documents and supporting business plans. Effective work programmes are essential to ensure that the work of scrutiny makes a positive impact upon the Council’s delivery of services.

2.3 The Committee’s Forward Work Programme was agreed in June / July 2019, recognising the fluidity of the document to enable the Committee to respond to urgent and emerging issues, and included timescales when reports will be considered by the Committee. The work programme is managed and implemented by the Scrutiny and Democratic Officer under the direction of the Chair and Committee.

2.4 The forward work programme for the forthcoming meeting will be presented to Committee on a 6 weekly cycle in order that Members can consider the programme of work; request information is included within the reports, as appropriate and / or make amendments to the work programme.

3. Options for Recommendation

3.1 **Option 1:** The Scrutiny Committee consider the Forward Work Programme for the meetings on 6th November and 4th December 2019, and :

- Make any amendments to the topics scheduled for the meetings;

- Suggest any additional invitees that the committee requires to fully consider the reports; and
- Request any additional information to be included with regards to the topics to be discussed.

3.2 **Option 2:** The Scrutiny Committee agree the Forward Programme for the meetings on 6th November and 4th December 2019, as presented.

Background Documents /Electronic Links

- Appendix 1 – Forward Work Programme – Special Meeting on 6th November 2019
- Appendix 2 – Forward Work Programme – Ordinary Meeting on 4th December 2019

Education and Learning Scrutiny Committee
Forward Work Programme

SPECIAL Scrutiny Meeting Date: Wednesday 6th November 2019
Scrutiny Deadline to receive reports: Wednesday 23rd October 2019

Report Title	Lead Officer	Purpose of Report	Method/ Expert Witness/Exec Member	Latest CLT Sign Off Date	Executive Meeting Date	Council Meeting Date
VFM – Education Achievement Services	Lynette Jones	Service Delivery To consider a report on the Education Achievement Service	Agenda Item <i>Invitee: EAS</i>	22.10.19	18.12.19	N/A
Youth Service Performance	Lynn Phillips / Joanne Sims	Monitoring To provide Members with the opportunity to scrutinise and monitor the performance and impact of the Youth Service comparing with the latest Welsh Government benchmarking data.	Agenda Item	22.10.19	18.12.19	N/A
Management of Pupil Places and the School Estate 2018/19	Lynn Phillips / Claire Gardner	Monitoring To provide Members with the opportunity to scrutinise the management of pupil places and the school estate, throughout the 2018/19 academic session.	Agenda Item	22.10.19	18.12.19	N/A

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Education and Learning Scrutiny Committee
Forward Work Programme

Scrutiny Meeting Date: Wednesday 4th December 2019

Scrutiny Deadline to receive reports: Tuesday 19th November 2019

Report Title	Lead Officer	Purpose of Report	Method /Expert Witness / Exec Member	Latest CLT Sign Off Date	Executive Meeting Date	Council Meeting Date
Improving Schools	Michelle Jones	Monitoring To provide Members with an update on any inspection report findings and progress within schools which are subject to Council intervention.	Agenda Item	19.11.19	18.12.19	N/A
21 st Century Schools Programme Bands A / B Gateway Review Outcome	Lynn Phillips / Claire Gardner	Monitoring To provide Members with an update on the closure of the 21 st Century Schools Band A programme and the progress made on the Band B programme.	Agenda Item	19.11.19	18.12.19	N/A
Education Achievement Service (EAS) Business Plan 2019/20	Michelle Jones	Monitoring To provide members with an update on the progress of the EAS business plan.	Agenda Item	19.11.19	18.12.19	N/A
Welsh in Education Strategic Plan (WESP) <i>Please note the report and Plan will need to be translated to Welsh by the Directorate.</i>	Lynn Phillips / Claire Gardner	Monitoring Members to review performance annually, and monitor outcomes associated with the WESP in line with the vision, goals, targets and objectives; whilst ensuring that this process informs key strategic priorities from a Welsh-medium perspective.	Agenda Item	19.11.19	18.12.19	N/A
School Attendance	Gavin Metheringham / Lisa Adams	Monitoring Members to review the performance of the Council and monitor the associated outcomes, whilst recognising how this monitoring can inform key strategic priorities.	Agenda Item	19.11.19	18.12.19	N/A

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