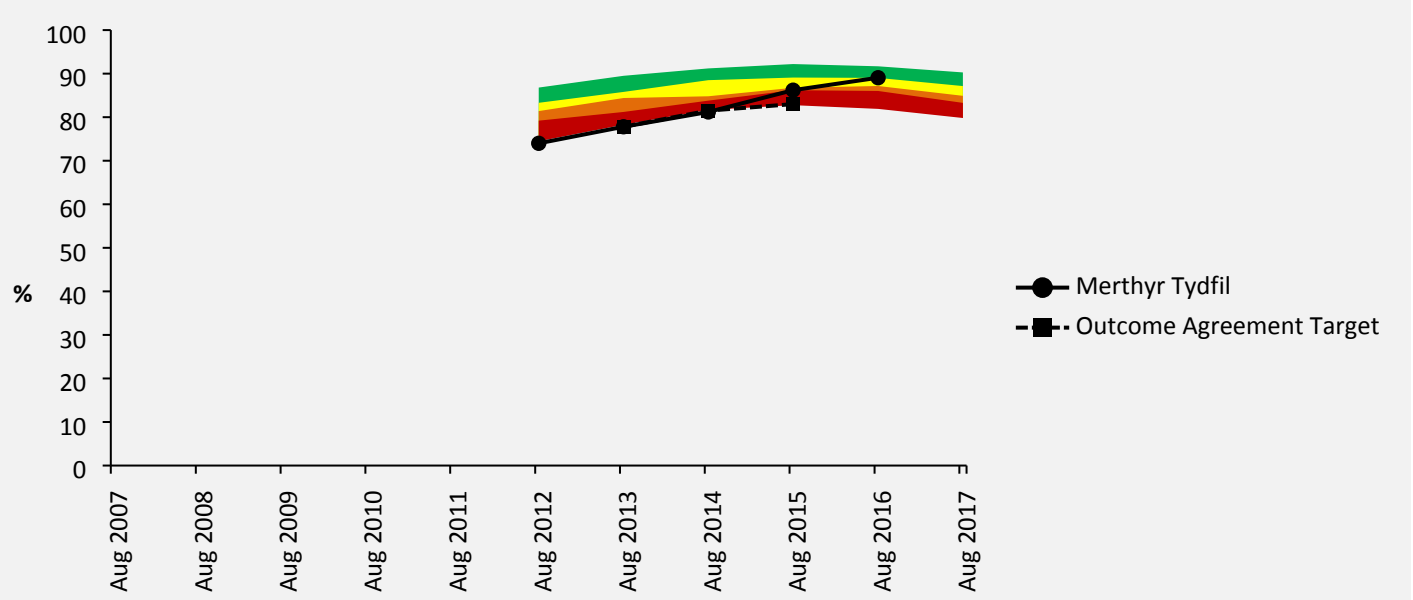


ADEQUATE

The % of pupils who achieve the expected level in the Foundation Phase



Story behind the data

Latest Published Comparable Data: August 2016  
 Latest Local Data Period: August 2016  
 Data Frequency: Annual  
 Source: [StatsWales](http://StatsWales.gov.wales)

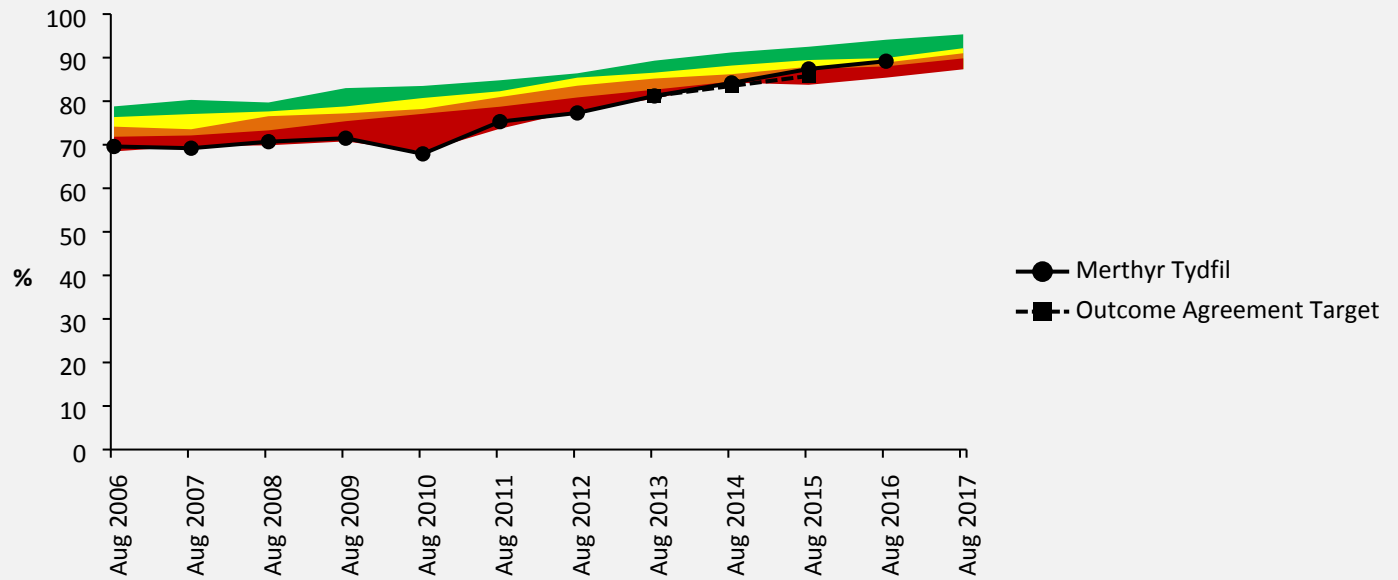
The percentage of pupils aged 7 achieving the expected outcome at Foundation Phase (outcome 5 or above – in personal & social development; language, literacy & communication in English; language, literacy & communication in Welsh; and mathematical development – as determined by teacher assessment) is an annual indicator, produced from nationally available examination performance information. This provides an indication of the effectiveness of the council in improving pupil attainment at Foundation Phase.

This is a retrospective evaluation on August 2015 data. The percentage of pupils achieving the expected outcome in the foundation phase continued to increase in Merthyr Tydfil to the point where we were within 0.6 percent of the Wales average. The key message is that performance has improved, we have moved from the lowest quartile in August 2012 to the third quartile at the Foundation Phase in August 2015. For added context the latest data (August 2016) has been included.

## Primary School Indicator

### ADEQUATE

The % of pupils who achieve the Core Subject Indicator at Key Stage 2



### Story behind the data

Latest Published Comparable Data: August 2016  
Latest Local Data Period: August 2016  
Data Frequency: Annual  
Source: [StatsWales](#)

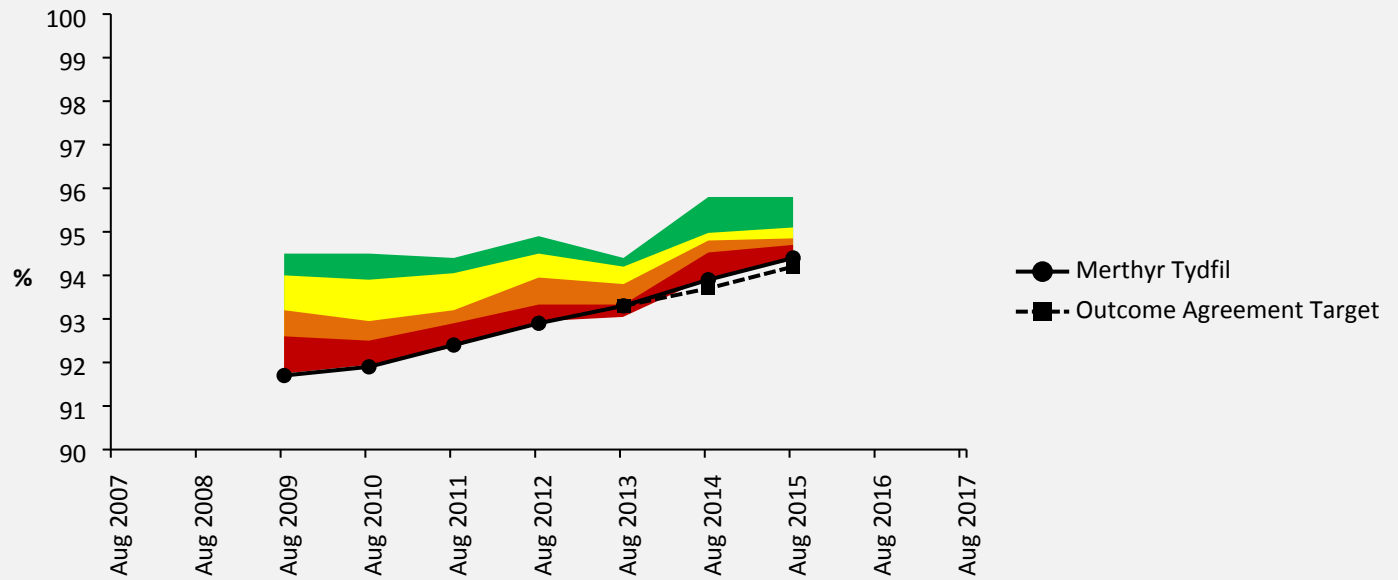
The percentage of pupils aged 11 achieving the core subject indicator at Key Stage 2 (level 4 or above in each of the core National Curriculum subjects of English or Welsh first language, mathematics and science in combination as determined by teacher assessment) is a National Strategic Indicator, and part of the non-statutory performance measurement framework (Public Accountability Measure). This indicator provides a measure of the effectiveness of the council to improve pupil attainment at key stage 2.

This is a retrospective evaluation on August 2015 data. The percentage of pupils who achieve the core subject indicator at key stage 2 has continued to increase in Merthyr Tydfil to the point where we were within 0.3 percent of the Wales average. The key message is that performance has improved, we have moved from the lowest quartile in August 2012 to the third quartile at key stage 2 in August 2015. For added context the latest data (August 2016) has been included.

## Primary School Indicator

**UNSATISFACTORY**

The % of overall (half day sessions) pupil attendance in primary school



### Story behind the data

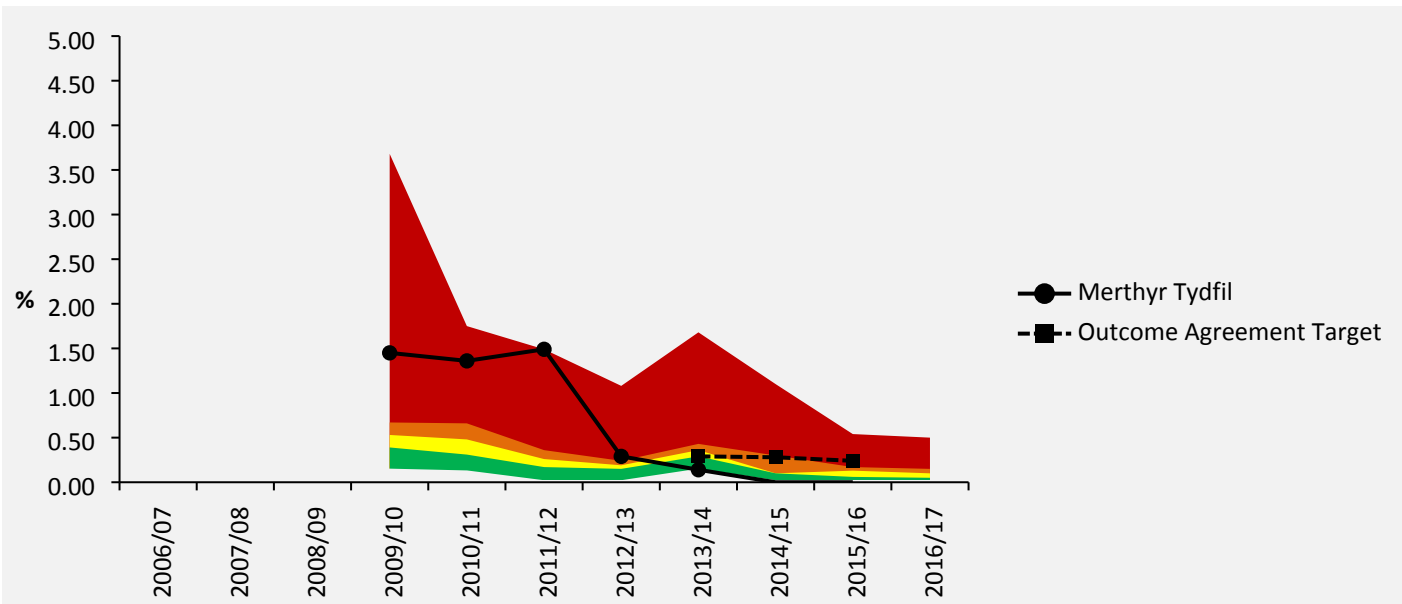
Latest Published Comparable Data: August 2015  
Latest Local Data Period: August 2015  
Data Frequency: Annual  
Source: [StatsWales](#)

The percentage of pupil attendance in primary schools is part of the non-statutory performance measurement framework (Public Accountability Measure), which provides an indication of the effectiveness of the council in improving pupil attendance.

This is a retrospective evaluation on August 2015 data. Attendance in primary school has continued to improve but the current position is unsatisfactory (in the bottom quartile). Merthyr Tydfil has closed the gap to the Wales average to 0.6 percent.

EXCELLENT

The % of pupils who leave compulsory education without an approved qualification



### Story behind the data

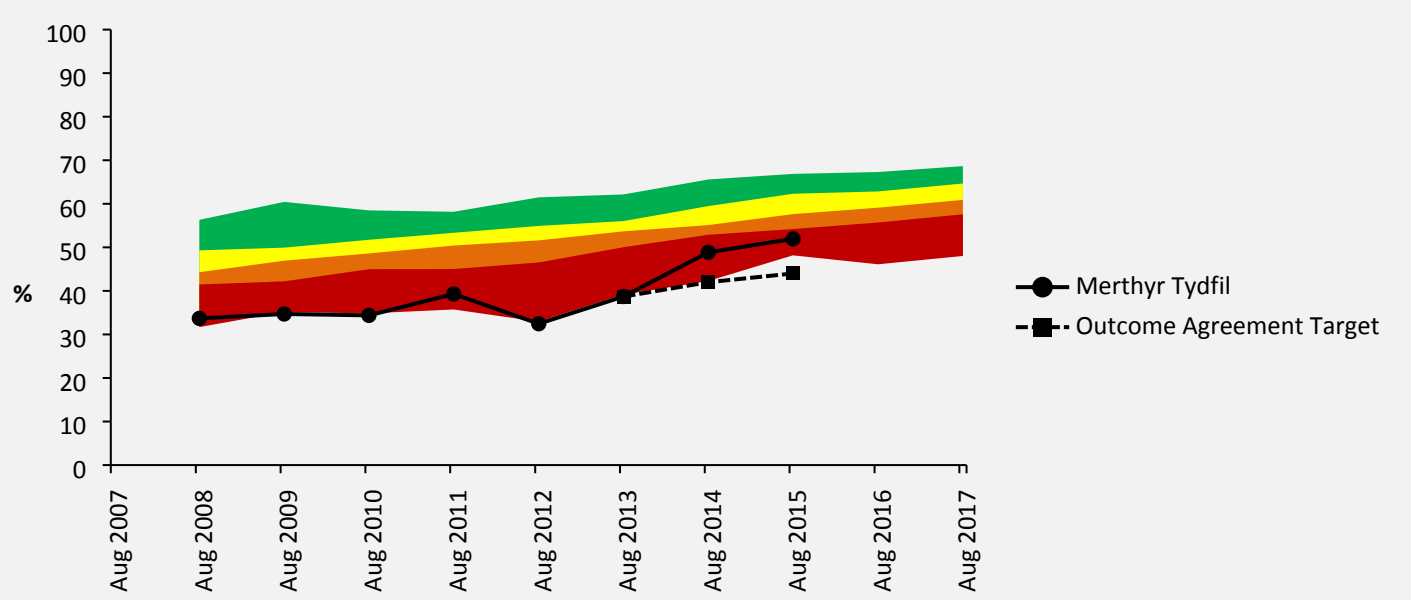
Latest Published Comparable Data: 2015/16  
 Latest Local Data Period: 2015/16  
 Data Frequency: Annual  
 Source: [StatsWales](http://StatsWales.gov.wales)

The percentage of pupils that leave compulsory education, training or work based learning without an approved qualification is a National Strategic Indicator, part of the non-statutory performance measurement framework (Public Accountability Measure). This provides an indication of the effectiveness of the council in helping students achieve a qualification.

The percentage of pupils who leave without an approved external qualification has reduced in 2015/16 to 0.00 per cent, with no children leaving without a qualification.

**UNSATISFACTORY**

The % of pupils who achieve the level 2 threshold including English or Welsh and mathematics



**Story behind the data**

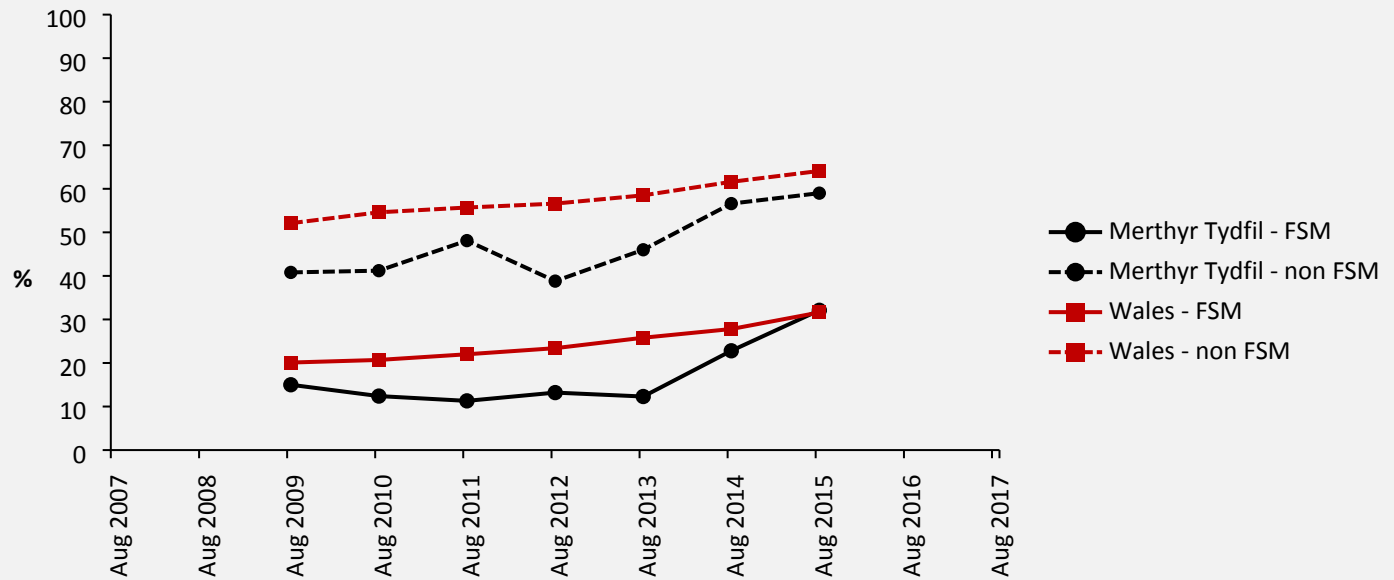
Latest Published Comparable Data: August 2015  
 Latest Local Data Period: August 2015  
 Data Frequency: Annual  
 Source: [StatsWales](http://StatsWales)

The percentage of pupils aged 15 achieving the Level 2 threshold or vocational equivalents, including English / Welsh and mathematics (where Level 2 represents the volume of qualifications equivalent to the volume of 5 GCSEs at grade A\*- C, including a GCSE pass in English or Welsh first language and mathematics) is a National Strategic Indicator. This provides an indication of the effectiveness of the council in improving pupil attainment at key stage 4.

This is a retrospective evaluation on August 2015 data. The percentage of pupils who achieve the level 2 threshold including English or Welsh and mathematics has continued to increase in Merthyr Tydfil to the point where we were within 6 percent of the Wales average. The key message is that performance continues to improve at an accelerated rate.

GOOD

The % of FSM eligible pupils who achieve the level 2 threshold including English or Welsh and mathematics



Story behind the data

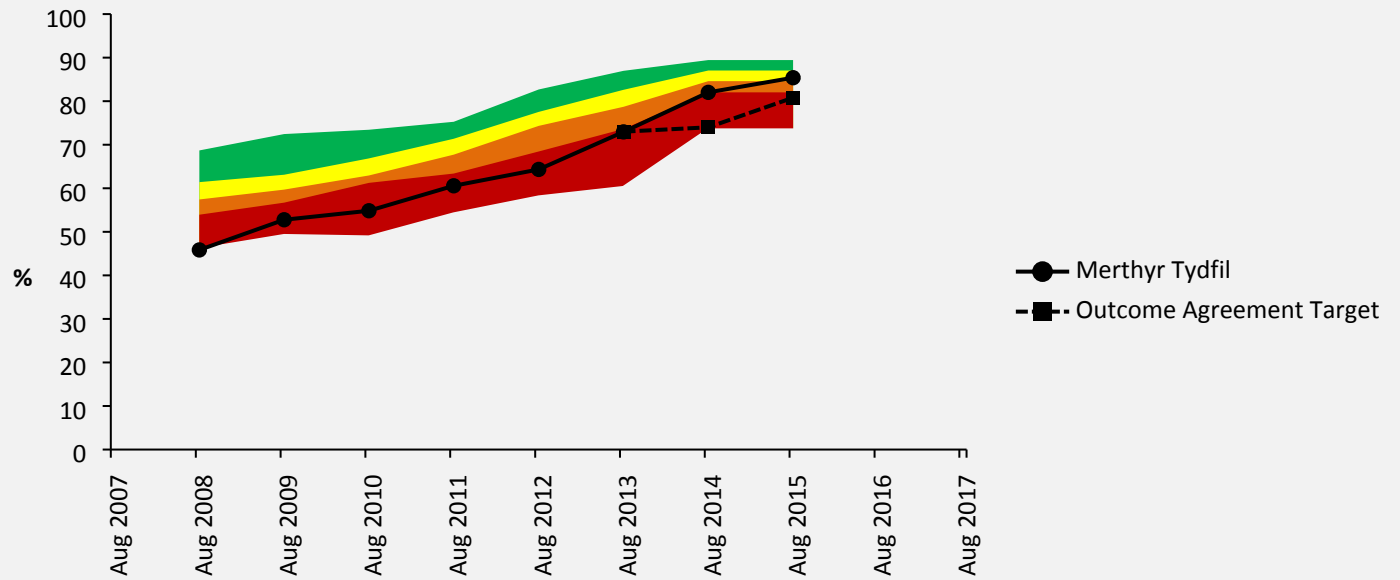
Latest Published Comparable Data: August 2015  
 Latest Local Data Period: August 2015  
 Data Frequency: Annual  
 Source: [StatsWales](http://StatsWales)

The percentage of free school meal eligible pupils aged 15 achieving the Level 2 threshold or vocational equivalents, including English / Welsh and mathematics (where Level 2 represents the volume of qualifications equivalent to the volume of 5 GCSEs at grade A\*- C, including a GCSE pass in English or Welsh first language and mathematics) is a National Strategic Indicator. This provides an indication of the effectiveness of the council in improving pupil attainment at key stage 4.

This is a retrospective evaluation on August 2015 data. The percentage of free school meal eligible pupils who achieve the level 2 threshold including English or Welsh and mathematics has continued to increase in Merthyr Tydfil to the point where we 0.5 percent above the Wales average. The key message is that performance of free school meal eligible pupils continues to improve at an accelerated rate.

GOOD

The % of pupils who achieve the level 2 threshold including vocational equivalents



Story behind the data

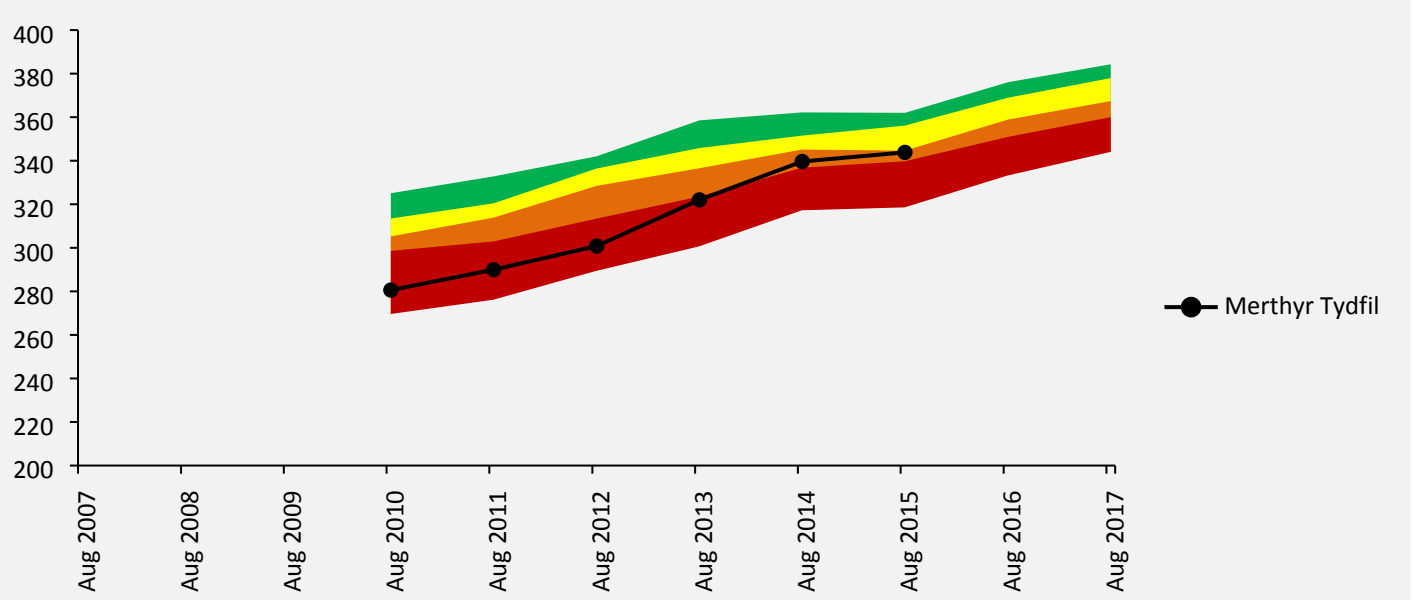
Latest Published Comparable Data: August 2015  
 Latest Local Data Period: August 2015  
 Data Frequency: Annual  
 Source: [StatsWales](http://StatsWales)

The percentage of pupils aged 15 achieving the Level 2 threshold or vocational equivalents (where Level 2 represents the volume of qualifications equivalent to the volume of 5 GCSEs at grade A\*- C) is an annual local indicator, produced from nationally available examination performance information. This provides an indication of the effectiveness of the council in improving pupil attainment at key stage 4.

This is a retrospective evaluation on August 2015 data. The percentage of pupils who achieve the level 2 threshold (or vocational equivalents) has continued to increase in Merthyr Tydfil to the point where we were 1.3 percent above the Wales average. The key message is that performance continues to improve at an accelerated rate, we have moved from the lowest quartile in August 2012 to the second quartile in August 2015.

ADEQUATE

The average capped wider points score



Story behind the data

Latest Published Comparable Data: August 2015  
Latest Local Data Period: August 2015  
Data Frequency: Annual  
Source: [StatsWales](#)

The average wider capped points score for pupils aged 15 is the average points gained from the 8 best qualifications achieved by each pupil.

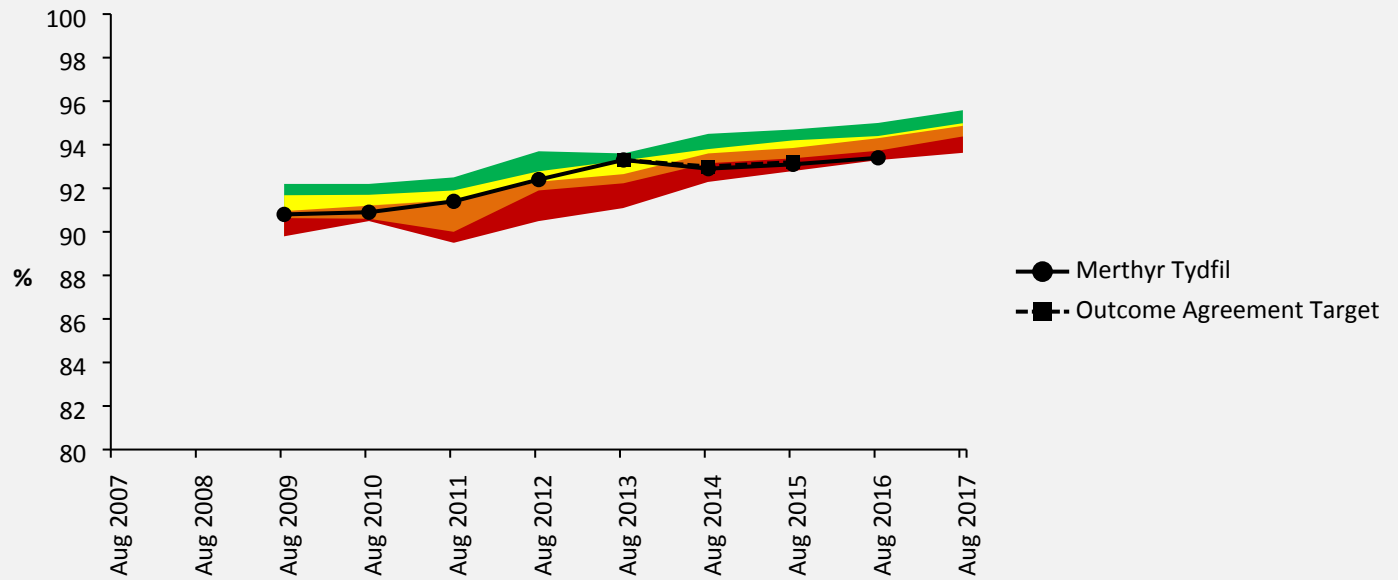
This is a retrospective evaluation on August 2015 data. The average wider capped points score has continued to increase in Merthyr Tydfil to the point where we were marginally above the Wales average. The key message is that performance continues to improve at an accelerated rate, we have moved from the lowest quartile in August 2012 to the third quartile in August 2015.



## Secondary School Indicator

UNSATISFACTORY

The % of overall (half day sessions) pupil attendance in secondary school



### Story behind the data

Latest Published Comparable Data: August 2016  
Latest Local Data Period: August 2016  
Data Frequency: Annual  
Source: [StatsWales](http://StatsWales)

The percentage of pupil attendance in secondary schools is part of the non-statutory performance measurement framework (Public Accountability Measure), which provides an indication of the effectiveness of the council in improving pupil attendance.

This is a retrospective evaluation on August 2015 data. Attendance in secondary school has continued to improve to 93.1 percent but the current position is unsatisfactory. Merthyr Tydfil has closed the gap to the Wales average to 0.7 percent.

START DATE

April 2014

EXCELLENT

FINISH DATE

July 2017

### Background

In order to raise standards in basic skills funding is allocated to schools for a Basic Skills Manager(s) (BSM) in every school. In 2014/15, in primary schools there is funding for one Full Time Equivalent (FTE) post and for three FTE posts in secondary schools. In addition, a local authority coordinator was appointed to support the implementation of the strategy in schools. The strategy began in April 2013 and training was phased into schools. A number of schools had already implemented some of the programmes prior to April 2013. Autumn term 2013 is the first term when all schools have submitted progress data for pupils in the Read Write Inc. programme. Some schools have also booked and funded additional whole school training in Spelling, Get Writing and Refresher training.

### The Project

This project is about the delivery and monitoring of the Basic Skills Strategy by each BSM to focus on improvement in literacy and numeracy skills. The project will also encompass the support to ensure each BSM has the training they need to achieve the aims of the project.

### Where are we now

The impact of the Basic Skills Strategy

- Pupil scores of 85 and above in the National Reading Tests have risen to 80.0 % in 2014 and 80.8 % in 2015. Similarly results of 85 and over in the National Numeracy Procedural Tests have risen from 80.8 % in 2014 to 82.9 % in 2015. In the National Numeracy Reasoning Tests, scores of 85 and above have risen from 77.2 % in 2014 to 82.7 % in 2015.
- There is a greater autonomy and consistency amongst schools, with the Headteacher, Basic Skills Manager and staff effectively embedding practice. Schools have demonstrated their ability to routinely set targets, identify and address underperformance, target interventions and resources in order to improve standards. As a result, there is evidence that improvements are sustainable and the number of school requiring support is reducing.

START DATE

April 2014

EXCELLENT

FINISH DATE

July 2017

### Background

This strategy is focused on improving attainment at the Level 2 threshold including English and mathematics. There are two strands to this strategy delivered in partnership with the Central South Consortium and Welsh Government

- The Central South Wales Challenge
- The Schools Challenge Cymru

The Central South Wales Challenge is focused on developing school communities within and across Consortia where collaborative inquiry is used to foster improvements in practice. Groups of schools in School Improvement Groups (SIGs) engage in Joint Practice Development and engage the support of families and community organisations.

Schools Challenge Cymru builds on and will work alongside the work of the Central South Wales Challenge which is about enabling the schools sector to work together to bring about further improvement. Emphasis will be placed on 'moving knowledge around' through forms of collaboration that promote professional learning, effective school leadership and sustainable improvements.

### The Project

This project is about head teachers and senior colleagues taking responsibility for the progress of their own schools and working with others to provide system leadership with specific improvements for all pupils at the end of secondary school.

### Where we are now

The local authority has in place a robust and continuous self-evaluation process for its education services and knows itself and its schools well. Local authority officers are using self-evaluation more effectively to identify performance targets and priorities for improvement to achieve excellence. The local authority approach to building capacity in schools and enabling schools to take responsibility and accountability for driving on school improvement is proving successful in raising standards, which is evident by the pupil attainment.

An Estyn inspection of the Central South Consortium taken place in 2016. Estyn made five judgements on the Central South Consortium, which was reported to Scrutiny in September 2016. For more information read the [published report](#).

START DATE

April 2014

EXCELLENT

FINISH DATE

July 2016

## Background

There is a need for the council to continue to raise standards of educational delivery and to focus on improved outcomes for learners. The council will play a significant role in achieving this through the development of leadership and management skills within schools to ensure that teaching, learning, and standards are improved.

## The Project

This project comprises a suite of programmes for personal and leadership development for aspiring and existing Head Teachers. This is a collaborative programme with Merthyr Tydfil and Rhondda Cynon Taf to deliver a number of workshops to train and challenge participants to practice and apply new ways of thinking and acting. The initial workshops are to be delivered during 2014/15 with funding secured for the first two workshops. The delivery of future workshops will be dependent on funding allocations. This project supports the outcome children and young people in Merthyr Tydfil will reach their academic potential, and have the necessary skills to contribute as responsible citizens to their own development and that of the wider community through improved leadership in the learning environment.

## Where we are now

The local authority has commissioned training and development for eight aspiring leaders via the Insight Aspiring Leaders training programme. Seven head teachers gained access to professional development via CSC leadership continuum, which has contributed towards building the leadership capacity.