

SCRUTINY COMMITTEE REPORT

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To: Chair, Ladies and Gentlemen

Performance Report

Appendix 1 – Detailed Performance Report

1.0 SUMMARY OF THE REPORT

- 1.1 The purpose of the report is to inform elected members and colleagues of the performance and outcomes of Local Government Education Services (LGES)
- 1.2 Detailed within this report:
 - 1.2.1 Implementation of Foundation Phase Profile in Flying Start settings
 - 1.2.2 Attainment in Foundation Phase, Key Stage 2, Key Stage 3 and Key Stage 4 in 2018
 - 1.2.3 NEET Prevention
 - 1.2.4 Impact of Youth Support Services
 - 1.2.5 School Attendance
 - 1.2.6 Exclusions from School
- 1.3 Key areas for improvement have been identified.

2.0 RECOMMENDATIONS

- 2.1 The judgements and evaluations are discussed and noted.

3.0 INTRODUCTION AND BACKGROUND

- 3.1 All local authorities in Wales are required to secure continuous improvement in the exercise of their functions by identifying their own priorities for improvement. This legal requirement is set out in the Local Government (Wales) Measure 2009.

- 3.2 In line with the Wellbeing and Future Generations (Wales) Act 2015, the Corporate Plan has 4 Wellbeing Objectives, including one relating specifically to Best Start to Life:
- Children get the best start to life and are equipped with the skills they need to be successful learners and confident individuals
- 3.3 The focus on raising standards contributes to the wellbeing objective and is achieved through;
- the Merthyr Tydfil CBC Learning Strategy 2017 to 2020;
 - strategies developed in collaboration with internal and external partners; and
 - wellbeing projects focusing on key areas for improvement identified through wellbeing assessments.
- 3.4 To achieve better learning outcomes for all children and young people, the Learning Strategy key priorities are to achieve:
- Excellent leadership in all schools
 - Excellent leadership in education services
- 3.5 In October 2014 the Foundation Phase Areas of Learning (AoL) for Language, Literacy and Communication skills and Mathematical Development were revised to align them with the National Literacy and Numeracy Framework (LNF) as well as make them more demanding. In line with this, the Foundation Phase outcomes were recalibrated to align with the increased expectations of the revised AoL. The revised AoL were introduced on a statutory basis from September 2015. This means that the cohort of children that started Reception in September 2015 were the first children to be formally assessed against the revised outcomes at the end of the Foundation Phase in the summer of 2018. Comparisons of Foundation Phase outcomes with previous years should therefore be avoided, as they are not measured on a comparable basis.

4.0 WHERE WE WERE

- 4.1 The Estyn inspection in November 2012 determined that the Local Authority's Education Services were unsatisfactory.
- 4.2 There is no national expectation for assessment at Flying Start. Merthyr Tydfil CBC took the decision to use the Foundation Phase Compact Assessment to ensure a standard baseline for children entering maintained education.
- 4.3 In 2013 in Merthyr Tydfil CBC, outcomes were unsatisfactory with most key indicators below the Welsh average and ranked 22 out of 22 authorities across most indicators.
- 4.4 In 2017 in Merthyr Tydfil CBC outcomes were adequate. Significant improvements in outcomes have been made because of the process of self-evaluation and planning for improvement; standards were above the Welsh average in key indicators at Foundation Phase, Key Stage 2 and Key Stage 3.
- 4.5 Since 2013, Merthyr CBC NEET figures have been consistently above the Welsh average.

- 4.6 Since 2013, the percentage of 11-25 year olds gaining an accredited outcome through the Youth Service has been consistently above the Welsh average.
- 4.7 In the Local Authority Education Services Inspection 2012, Estyn reported that reported that attendance was unsatisfactory and school exclusion rates were too high.
- In 2017, attendance is adequate. Despite there being improvement, it remains below the Wales average for both primary and secondary with primary attendance being ranked 21 out of 22 authorities and secondary attendance 22 out of 22.
 - In 2017, exclusions are unsatisfactory. There has been a reduction in the use of lengthy exclusions, however, the rate for exclusions of five days or more is still too high.

5.0 WHERE WE WANT TO BE

- 5.1 Our ambition is for attainment of children and young people in Merthyr Tydfil to be consistently higher than the Welsh Average. We strive to ensure the children and young people of Merthyr Tydfil acquire the skills necessary to become ambitious and capable learners who are healthy confident individuals.
- 5.2 The current Key Performance Indicators for the Learning Department are available as Appendix A.

6.0 WHERE WE ARE NOW

- 6.1 Flying Start Foundation Phase Outcomes – see also Appendix B.
- 6.1.1 Flying Start is an early intervention, geographically targeted programme aimed at children 0-47 months and their families.
- 6.1.2 Merthyr Tydfil has supported childcare settings over the past two years to implement the Foundation Phase and has worked with Welsh Government to amend local guidance which is now being utilised across Wales.
- 6.1.3 There are currently no national comparators or indicators upon which to measure consistently the outcomes for children in Flying Start. However, within Merthyr Tydfil, the Foundation Phase Compact has been implemented and this year provides the first set of data upon which to look at judgements and effectively be a baseline for future years.
- 6.1.4 Table 1 below identifies that a greater proportion of children entering Flying Start settings in 2017/18 were assessed as being at a lower starting point, or not achieving their expected development for their age than those entering settings in 2016/17. However, the progress made by children within settings has accelerated in 2017/18 in comparison to the previous year (Table 2) and therefore this gap in development has been narrowed.

Table 1: Comparisons 2016/17-2017/18

	% of children Gold or above at initial assessment 2016/17	% of children Gold or above at initial assessment 2017/18	% difference from 2016/17 to 2017/18	% of children Outcome 1 or above at final assessment 2016/17	% of children Outcome 1 or above at final assessment 2017/18	% difference from 2016/17 to 2017/18
Personal & Social	56%	46%	-10%	82%	79%	-3%
Language	41%	33%	-8%	69%	69%	0%
Maths	27%	13%	-14%	54%	52%	-2%
Physical	57%	51%	-6%	78%	81%	-3%
Average % difference			-9.5%			-2%

Total number of children 2017/18 = 324 Total number of children 2016/17 = 300

Table 2: Value Added Comparison 16/17 -17/18

	% of children Gold or above at initial assessment 2016/17	% of children Outcome 1 or above at final assessment 2016/17	Value Added 16/17	% of children Gold or above at initial assessment 2017/18	% of children Outcome 1 or above at final assessment 2017/18	Value Added 17/18
Personal & Social	56%	82%	26%	46%	79%	33%
Language	41%	69%	28%	33%	69%	36%
Maths	27%	54%	27%	13%	52%	39%
Physical	57%	78%	21%	51%	81%	30%
Average % difference						

Total number of children 2017/18 = 324 Total number of children 2016/17 = 300

6.1.5 As can be seen from Table 2 above, good progress has been seen in most areas when considering the starting point particularly in relation to maths and language skills. This data indicates that although children's initial outcomes in 2017/18 were lower than the previous year, factors such as early intervention by practitioners, targeted training provided by the local authority on development themes, and stimulating learning environments assisted children to make progress, despite starting from lower levels. The targeted approach the authority has taken to areas of the curriculum and of how settings are supported through specialists is beginning to pay dividends in relation to the outcomes for children.

6.2 Attainment in Foundation Phase, Key Stage 2, Key Stage 3 and Key Stage 4 – see also Appendix C and Appendix D for individual school information.

6.2.1 For 2018, teacher assessments at Foundation Phase, Key Stage 2 and Key Stage 3 have been verified and published. National tests in Reading (English and Welsh) and in Numeracy – procedural and reasoning – have also been published.

6.2.2 Following a consultation on the future publication of teacher assessments, Welsh Government will no longer publish data at a school, local authority and consortia level therefore comparison of local authority rank is no longer possible.

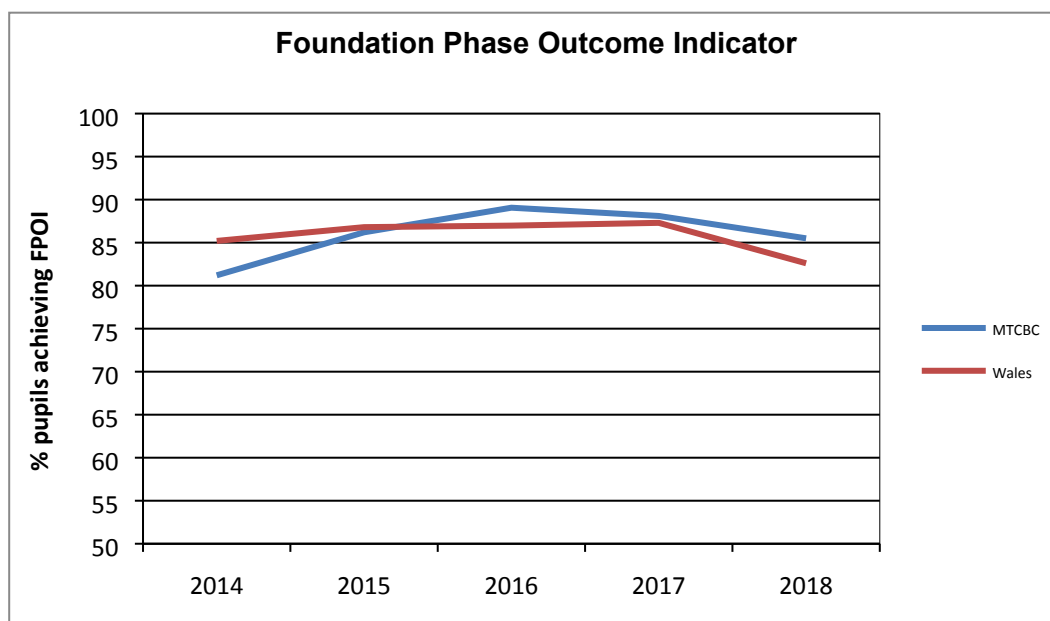
6.2.3 Key Stage 4 results have been verified and published; these results have been published at a local authority and national level. From 2016/17, changes have been made to the Key Stage 4 performance measures, which impact on comparability with previous years.

6.2.4 Foundation Phase

Table 3 – Foundation Phase Outcome Indicator (FPOI)

	2013/14	2014/15	2015/16	2016/17	2017/18	Rolling averages 2013/14 – 2015/16	Rolling averages 2014/15 – 2016/17	Rolling averages 2015/16 – 2017/18
MTCBC	81.2	86.2	89.1	88.1	85.5	85.6	87.7	87.5
Wales	85.2	86.8	87.0	87.3	82.6			
Diff.	-4.0	-0.6	2.1	0.8	2.9			

- Outcomes are 2.9 percentage points above the Welsh average in the Foundation Phase Outcome Indicator.
- Outcomes in the all areas of learning are above the Welsh Average. Outcomes for all areas of learning can be found in Appendix C.

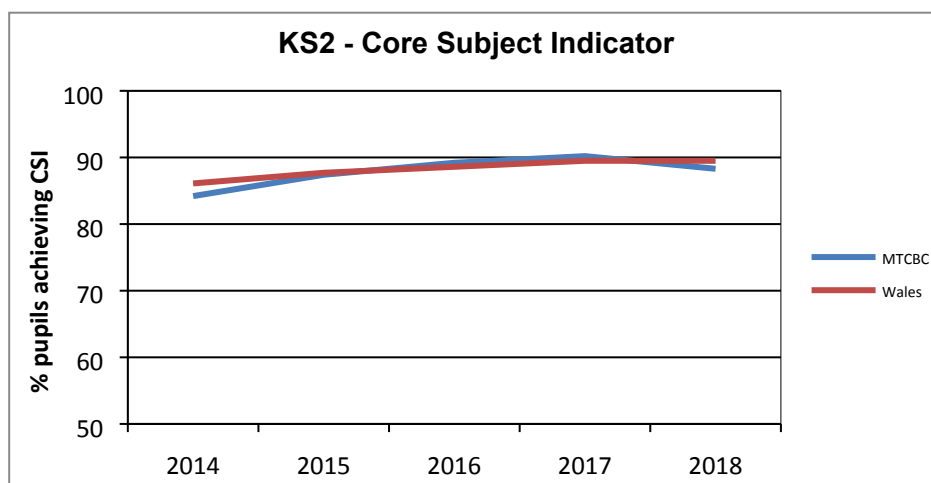


6.2.5 Key Stage 2

Table 4 – Key Stage 2 Core Subject Indicator (CSI)

	2013/14	2014/15	2015/16	2016/17	2017/18	Rolling averages 2013/14 – 2015/16	Rolling averages 2014/15 – 2016/17	Rolling averages 2015/16 – 2017/18
MTCBC	84.2	87.4	89.2	90.2	88.3	86.9	89.0	89.2
Wales	86.1	87.7	88.6	89.5	89.5			
Diff.	-1.9	-0.3	0.6	0.7	-1.2			

- Outcomes have fallen by 1.9% and have fallen below the Welsh Average which remained static.
- All indicators at Level 4 with the exception of Welsh first Language are below the Welsh average. Outcomes for all subjects can be found in Appendix C.

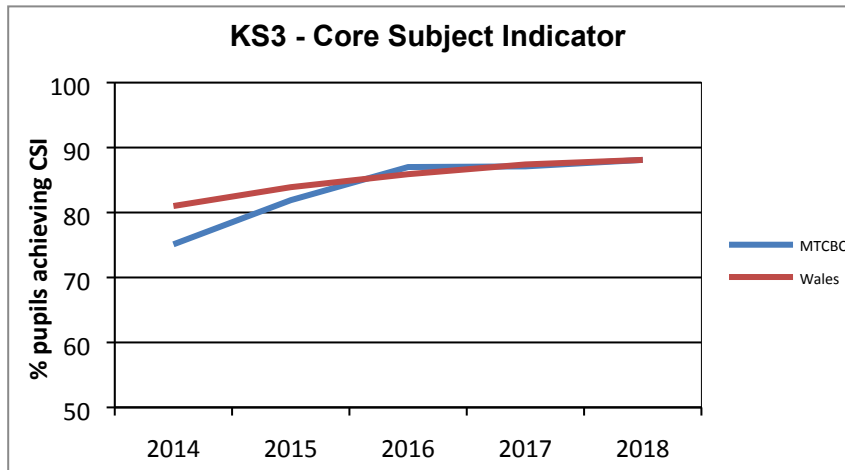


6.2.6 Key Stage 3

Table 5 – Key Stage 3 Core Subject Indicator

	2013/14	2014/15	2015/16	2016/17	2017/18	Rolling averages 2013/14 – 2015/16	Rolling averages 2014/15 – 2016/17	Rolling averages 2015/16 – 2017/18
MTCBC	75.1	81.9	87.0	87.1	88.1	81.2	85.4	87.4
Wales	81.0	83.9	85.9	87.4	88.1			
Diff.	-5.9	-2.0	1.1	-0.3	0.0			

- Outcomes have risen in line with the Welsh average.
- Outcomes in science and mathematics have improved at a faster rate than at a national level and are now above the Welsh average. Outcomes in English have declined and moved below the Welsh average. Outcomes for all subjects can be found in Appendix C.

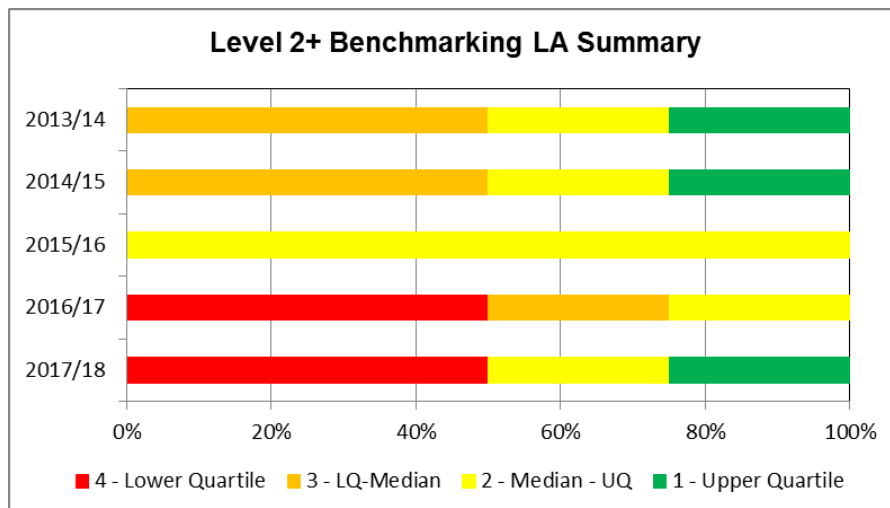


6.2.7 Key Stage 4

Table 6 – Key Stage 4 Level 2 threshold including English and Mathematics

	2013/14	2014/15	2015/16	2016/17	2017/18
MTCBC	48.9	51.9	53.9	42.0	42.7
Wales	55.4	57.9	60.3	54.6	55.1
Diff.	-6.5	-6.0	-6.4	-12.6	-12.4

- From 2016/17, changes have been made to the Key Stage 4 performance measures, which impact on comparability with previous years.
- Performance improved slightly and at a faster rate than the national average therefore the difference has decreased slightly.
- When comparing with similar schools (benchmarking of schools on the basis of free school meals) two out of four schools are below the median for the L2TH+, one school is in the top quarter and the other school is in quarter 2. There are no schools in the bottom quarter.
- When compared to other local authorities in Wales, Merthyr Tydfil CBC is ranked 22nd out of 22 for the Level 2 Threshold inclusive.



6.3 Levels of Progress

2018 - Levels of progress between Reception Baseline and Foundation Phase										
Area of Learning (AOL)	Less than expected progress		Expected progress		Expected progress plus 1 level		Expected progress plus 2 or more levels		No match	
	No.	%	No.	%	No.	%	No.	%	No.	%
LLC - English	35	6.0	199	34.0	279	47.6	73	12.5	43	6.9
LLC - Welsh	0	0.0	4	4.5	46	51.7	39	43.8	7	7.3
Mathematical Development	34	5.0	228	33.4	355	52.1	65	9.5	43	5.9
Personal Social Development	36	5.3	239	35.0	350	51.3	57	8.4	43	5.9
2018 - Levels of progress between Foundation Phase and Key Stage 2										
AOL/ Subject	Less than expected progress		Expected progress		Expected progress plus 1 level		Expected progress plus 2 or more levels		No match	
	No.	%	No.	%	No.	%	No.	%	No.	%
LLC Eng - English	45	8.0	366	65.2	149	26.6	1	0.2	39	6.5
LLC Welsh - Welsh	3	4.2	49	69.0	19	26.8	-	-	2	2.7
MD - Maths	52	8.2	412	64.9	168	26.5	3	0.5	39	5.8
2018 - Levels of progress between Key Stage 2 and Key Stage 3										
Subject	Less than expected progress		Expected progress		Expected progress plus 1 level		Expected progress plus 2 or more levels		No match	
	No.	%	No.	%	No.	%	No.	%	No.	%
English	25	4.9	248	48.2	221	42.9	21	4.1	50	8.8
Mathematics	21	3.7	170	30.1	302	53.5	22	3.9	50	8.8
Science	20	3.9	201	39.0	245	47.6	49	9.5	50	8.8
Level at the end of Key Stage 2										
			<4	4	5	6	4+			
A*-C English GCSE			11.8%	39.5%	89.4%	100%	57.2%			
A*-C Maths GCSE			7.1%	48.8%	95.0%	100%	65.3%			
A*-C Science GCSE			12.0%	47.3%	88.9%	-	60.9%			

6.3.1 Progress of pupils has been assessed between the following points of assessment:

- Reception entry Baseline to Foundation Phase assessment
 - 96% of pupils make at least expected progress in language, literacy and communication skills in English, with 60% of pupils making more than expected progress.
 - 100% of pupils make at least expected progress in language, literacy and communication skills in Welsh first language, with 96% of pupils making more than expected progress.
 - 95% of pupils make at least expected progress in mathematical development, with 62% of pupils making more than expected progress.
 - 95% of pupils make at least expected progress in personal social development, with 60% of pupils making more than expected progress.
- Foundation Phase assessment to Key Stage 2 teacher assessment
 - 92% of pupils make at least expected progress in English, with 27% of pupils making more than expected progress.
 - 96% of pupils make at least expected progress in Welsh first language, with 27% of pupils making more than expected progress.
 - 92% of pupils make at least expected progress in mathematics, with 27% of pupils making more than expected progress.
- Key Stage 2 teacher assessment to Key Stage 3 teacher assessment
 - 95% of pupils make at least expected progress in English, with 47% of pupils making more than expected progress.
 - 96% of pupils make at least expected progress in mathematics, with 57% of pupils making more than expected progress.
 - 96% of pupils make at least expected progress in science, with 57% of pupils making more than expected progress.

6.4 Groups of Learners - see also Appendix C

6.4.1 **Gender**

- In Foundation Phase, the gap between the performance of boys and girls is smaller than at a national level. The performance of both boys and girls is above Welsh averages.
- In Key Stage 2, the gap between the performance of boys and girls has narrowed, however this is due to a decline in the performance of girls. The gap is smaller than at a national level. The attainment of boys is above the Welsh average.
- In Key Stage 3, the gap has narrowed but is still wider than at a national level. The attainment of boys is below the Welsh average but the attainment of girls remains above the Welsh average.
- In Key Stage 4, the gap has increased and is wider than at a national level. The performance of boys declined and is below the national average. Although the performance of girls improved from 2017, it is still below the national average.

6.4.2 **Above Average Levels of Attainment** (*i.e. pupils achieving Outcome 6 in Foundation Phase, Level 5 at Key Stage 2 and Level 6 and above at Key Stage 3*)

- Attainment at the above average levels is unsatisfactory in Foundation Phase, in Key Stage 2 and Key Stage 3

- The percentage of pupils achieving 5A*-A or equivalent at Key Stage 4 is below the national average.

6.4.3 Free School Meal Eligibility

- Pupils eligible for Free School Meals (FSM) are outperformed by those not eligible at each key stage.

6.4.4 Ethnic Minority Pupils

- At the 2018 Pupil Level School Census (PLASC), 8.7% of the statutory school age population were from ethnic groups other than White British, of which the largest ethnic group was Polish (3.8%). Due to the small number of pupils within each ethnic group performance is variable.

6.4.5 Pupils with English as an Additional Language (EAL)

- Pupils with EAL are split into categories A (new to English) to E (Fluent) depending upon the stage of their language development. There are small numbers of pupils within each category at each stage therefore, performance is variable.

6.4.6 Special Educational Needs (SEN)

- Pupils identified with SEN are outperformed by pupils not identified with SEN at all key stages. National figures for 2018 are not yet available.

6.4.7 Children Looked After

- The performance of Children Looked After is variable due to the small number of pupils within the cohort.
- The information below is for children who are looked after by *any local authority* and educated in MTCBC schools. This cohort may include pupils who are looked after by another local authority.
 - At Foundation Phase, 85.7% of Children Looked After educated in MTCBC schools achieved FPOI compared with 85.5% not looked after.
 - At Key Stage 2, 61.5% of Children Looked After educated in MTCBC achieved KS2 CSI compared with 88.8% not looked after.
 - At Key Stage 3, 85.7% of Children Looked After educated in MTCBC achieved KS3 CSI compared with 88.1% not looked after.
 - At Key Stage 4, 78% of Children Looked After educated in MTCBC achieved the L1 Threshold, 33% achieved the Level 2 threshold and 37.5% achieved the Level 2+ threshold compared with 46.5% not looked after.
- The performance of Merthyr Tydfil Children Looked After whether they are educated within the County Borough or outside is as follows:
 - At Foundation Phase 71% (5 out of 7) pupils achieved the FPOI
 - At Key Stage 2, 56% (5 out of 9) pupils achieved the CSI
 - At Key Stage 3, 64% (7 out of 11) pupils achieved the CSI

- At Key Stage 4 , 43.75% (7 out of 16) pupils achieved the Level 1 threshold, 18.75% (3 out of 16) achieved the Level 2 threshold, 12.5% (2 out of 16) pupils achieved Level 2+ threshold.

6.5 National Tests

English Reading Test – Percentage of pupils with standardised scores:								
	MTCBC				Wales			
Year Group	<85	85-115	>115	>85	<85	85-115	>115	>85
2	11.4	68.7	17.6	86.2	13.8	67.1	15.9	83.0
3	10.4	70.1	17.3	87.4	12.7	64.7	19.3	84.1
4	15.1	68.7	14.1	82.8	13.3	68.0	15.8	83.9
5	12.8	72.9	11.0	83.9	13.3	67.7	16.1	83.9
6	15.3	66.9	14.0	80.9	12.9	67.2	17.5	84.6
7	17.1	68.1	12.1	80.2	13.6	67.3	15.8	83.1
8	15.9	68.5	12.6	81.1	12.9	66.8	16.2	83.0
9	19.5	69.6	7.4	77.0	13.3	64.8	17.3	82.0
Welsh Reading Test – Percentage of pupils with standardised scores:								
	MTCBC				Wales			
Year Group	<85	85-115	>115	>85	<85	85-115	>115	>85
2	15.8	73.7	10.5	84.2	13.4	68.4	16.6	85.0
3	8.2	71.8	17.6	89.4	13.3	67.7	17.3	85.0
4	12.3	77.8	7.4	85.2	13.3	68.4	16.4	84.9
5	27.6	62.1	9.2	71.3	13.7	67.4	17.0	84.4
6	18.3	67.6	12.7	80.3	13.5	68.0	16.8	84.8
Numeracy Procedural Test – Percentage of pupils with standardised scores:								
	MTCBC				Wales			
Year Group	<85	85-115	>115	>85	<85	85-115	>115	>85
2	14.4	65.8	17.0	82.8	13.3	68.6	15.2	83.8
3	12.6	71.7	13.4	85.1	13.2	68.3	15.8	84.0
4	16.3	66.8	14.7	81.5	13.3	67.9	16.0	83.9
5	12.8	72.1	11.9	84.0	13.3	67.9	15.9	83.8

6	15.0	64.8	16.1	80.9	13.1	67.9	16.4	84.3
7	15.8	66.3	15.3	81.5	13.2	67.4	16.2	83.6
8	14.6	66.0	15.8	81.8	13.3	66.6	16.1	82.7
9	16.5	64.8	15.6	80.4	12.9	66.7	15.9	82.6
Numeracy Reasoning Test – Percentage of pupils with standardised scores:								
	MTCBC				Wales			
Year Group	<85	85-115	>115	>85	<85	85-115	>115	>85
2	15.0	67.6	14.6	82.1	12.8	68.1	15.6	83.8
3	14.3	65.9	15.9	81.8	12.9	67.8	15.8	83.6
4	17.2	66.1	13.0	79.1	13.2	67.3	16.2	83.5
5	14.1	72.0	9.7	81.7	13.0	67.2	16.4	83.6
6	16.2	62.7	16.6	79.4	13.3	68.3	15.5	83.7
7	15.1	71.0	11.4	82.4	12.3	68.1	16.2	84.3
8	14.8	70.8	10.9	81.8	13.4	66.5	15.9	82.3
9	13.6	69.0	10.6	79.6	12.0	67.5	15.6	83.1

- 6.5.1 Pupils in Years 2 to 9 (ages 7 to 14) take a national test each year in reading (English and Welsh), and two numeracy tests – one on procedures e.g. addition and division, and one on reasoning or problem solving.
- 6.5.2 Compared with 2017, there has been an increase in the percentage of pupils with below average scores in both reading and numeracy.
- 6.5.3 However, there has been a rise in the percentage of pupils with above average scores in the numeracy procedural results.
- 6.5.4 Results for 2018 for each school identifying the targets set and actual attainment achieved are provided in Appendix D.
- 6.5.5 Comparative data of attainment achieved for each school for the past five years against their categorisation for the past five years is contained within Appendix E.
- 6.6 NEET Prevention – see also Appendix F
- 6.6.1 Careers Wales carry out an annual survey of school leavers to determine their destinations.
- 6.6.2 For 2017, the published Welsh Government NEET figure for Merthyr Tydfil was 1.3%, equating to seven young people. This placed the local authority in joint 5th position, which was down from joint first for 2016 when the figure was 1.03% (six young people). This demonstrates the impact one additional person can have on Merthyr's ranking due

to the size of the cohort involved. However, this is still better than the Welsh average for 2017 of 1.6%. For the fifth year in a row, there were no young people with an unknown destination in Merthyr Tydfil.

- 6.6.3 Table 7 provides the trend in performance for Merthyr Tydfil since 2012 and from 2013 when the YEPF was introduced across Wales.

Table 7 – NEETS Figures

NEET % - Year 11 Merthyr Tydfil County Borough Council – Trend Data					
2012	2013	2014	2015	2016	2017
6.2% (44 yp)	1.87% (13 yp)	2.6% (16 yp)	1.6% (10 yp)	1.03% (6 yp)	1.3% (7 yp)
All Wales: 4.2%	All Wales: 3.7%	All Wales: 3.1%	All Wales: 3.1%	All Wales: 2.0%	All Wales: 1.6%

6.7 Youth Services

- 6.7.1 The percentage of 11-25 year old young people engaged with the Youth Service who achieve a recognised qualification is consistently above the Wales average. Table 8 provides the trend in outcomes performance since 2012-13. This reflects the desire by young people expressed in the Youth Service Strategy to be able to access qualifications through youth services. Table 9 shows the actual accreditations achieved by young people in Year 11 in 2018.

Table 8 - Youth Service Accredited Outcomes

Youth Service Trend Data – Accredited Outcomes		
Year	% 11-25 year olds gaining a qualification	Wales average
2017/18	26% (569)	9%
2016/17	15%	10%
2015/16	19%	11%
2014/15	36%	12%
2013/14	17%	11%
2012/13	16%	11%

Table 9 – Accreditation Outcomes 2017/18

Targeted Youth Service Accreditation Outcomes 2017-2018 – Year 11 (plus I2W post 16)					
Programme	Qualification	Starters	Completers	% achievement against starters	% achievement against completers
EOTAS	Various	5	5	100%	100%
Pathways	BTEC L1 Award/Cert Construction	16	14	86%	100%
School Support Team	BTEC L1 Award PSD (AT Pilot)	5	5	100%	100%
School Support Team	BTEC L1 Work Skills	22	22	100%	100%

Targeted Youth Service Accreditation Outcomes 2017-2018 – Year 11 (plus I2W post 16)					
I2A	Agored Cymru L1/L2 PSE/WRE	47	40	85%	100%
I2W*	Agored Cymru L1/L2 PSE/WRE	41	35	85%	100%

*I2W is a post 16 programme for young people who are NEET

6.7.2 Targeted provision has provided the opportunity for vulnerable learners to gain accreditation. For example, 100% of Year 11 Educated Other Than At School (EOTAS) learners completing their courses with Youth Service gained nationally recognised BTEC and ASDAN qualifications.

6.8 School Attendance – see also Appendix G

6.8.1 Secondary attendance has declined over the past two years. The Welsh average also declined but at a slower rate, therefore the gap between the MTCBC average and the national average in 2017/18 was the largest in five years – see Tables 10 and 11.

Table 10 – Secondary School Attendance

	2013/14	2014/15	2015/16	2016/17	2017/18	Rolling averages 2013/14 – 2015/16	Rolling averages 2014/15 – 2016/17	Rolling averages 2015/16 – 2017/18
MTCBC	92.9	93.1	93.4	93.0	92.4	93.1	93.2	92.9
Wales	93.6	93.8	94.2	94.1	93.8			
Diff.	-0.7	-0.7	-0.8	-1.1	-1.4			

Primary attendance declined in 2017/18, the Welsh average also declined.

Table 11 – Primary School Attendance

	2013/14	2014/15	2015/16	2016/17	2017/18	Rolling averages 2013/14 – 2015/16	Rolling averages 2014/15 – 2016/17	Rolling averages 2015/16 – 2017/18
MTCBC	93.9	94.3	94.2	94.3	94.0	94.1	94.3	94.1
Wales	94.8	94.9	94.9	94.9	94.5			
Diff.	-0.9	-0.6	-0.7	-0.6	-0.5			

6.9 Exclusions from school

6.9.1 The number of fixed term exclusions of five days or less has risen over the past two years. See Table 12.

- 6.9.2 Although the rate of exclusions has increased it remained below the Welsh average in 2016/17. National data for 2017/18 will not be published until September 2019.
- 6.9.3 The number of fixed term exclusions of more than five days has decreased over the last five years and the rate has remained well below the Welsh average for the last two years of published data. See Table 13.
- 6.9.4 It should be noted that in 2016 we implemented a more rigorous checking procedure to ensure that schools are accurately reporting exclusions to Welsh government.

Table 12 – Fixed Term exclusions of 5 days or less

	2013/14	2014/15	2015/16	2016/17	2017/18	Rolling averages 2013/14 – 2015/16	Rolling averages 2014/15 – 2016/17	Rolling averages 2015/16 – 2017/18
MTCBC No. of exclusions	178	197	152	230	482	175.7	193.0	288.0
MTCBC Rate of exclusions	20.3	22.9	17.5	26.1	54.1	20.0	22.1	32.7
Wales Rate of exclusions	26.7	28.0	30.9	34.4	NA			
Diff.	6.4	5.1	13.4	8.3	NA			

Table 13 – Fixed Term exclusions of over 5 days

	2013/14	2014/15	2015/16	2016/17	2017/18	Rolling averages 2013/14 – 2015/16	Rolling averages 2014/15 – 2016/17	Rolling averages 2015/16 – 2017/18
MTCBC No. of exclusions	9	16	5	5	6	10.0	8.7	5.3
MTCBC Rate of exclusions	1.0	1.9	0.6	0.6	0.7	1.1	1.0	0.6
Wales Rate of exclusions	1.6	1.7	1.4	1.9	NA			
Diff.	0.6	-0.2	0.8	1.3	NA			

7.0 WHAT WE NEED TO DO NEXT

- Ensure Flying Start providers continue to strive for excellent outcomes for all children. This will be achieved through clear action planning, training and support for all providers.

- Ensure schools focus on improving outcomes for all children in all age phases. This will be achieved through focussing on improving teaching.
- Present to Scrutiny on the progress of the NEET Strategy 2018-20. This will be discussed in April.
- The Youth Support Services Steering Group undertakes a mapping exercise to refresh information currently held on services for young people in order to plan future activities.
- Continue to work with Corporate Communications and Schools to promote the importance of school attendance. All Governing Bodies are being asked to respond to the Attendance profile as part of their Spring term meetings
- Continue to develop the School Support Service (incorporating Behaviour Support and Greenfield Outreach Service) in order to enhance the strategies used by schools to manage behaviour issues which could lead to exclusion.
- There is also a need to:
 - continue to focus on improving the quality of leadership in all schools including Governance. This will be achieved through school to school working and the work of the Governor Improvement Groups (GIGs);
 - implement a Borough wide resilience strategy to improve the resilience of the learners in Merthyr Tydfil. This will be achieved through each service area continuing to focus on resilience through their work streams; and
 - continue to ensure the Central South Consortium (CSC) delivers a good School Improvement Service. This will be achieved by continuing to hold the CSC to account through regular meetings at all levels.

8.0 CONTRIBUTION TO WELLBEING OBJECTIVES

8.1 There is a strong relationship between wellbeing and attainment. The improvement activities detailed in this report to help raise standards contribute directly to our wellbeing objective:

Best start to life: Children and young people get the best start to life and are equipped with the skills they need to be successful learners and confident individuals

Working Life: People feel supported to develop the skills required to meet the needs of businesses, with a developing, safe infrastructure that establishes Merthyr Tydfil as an attractive destination

Living Well: People are empowered to live independently within their communities, where they are safe and enjoy good physical and mental health.

SUE WALKER
CHIEF OFFICER: LEARNING

COUNCILLOR LISA MYTTON
PORTFOLIO: LEARNING

BACKGROUND PAPERS

Title of Document(s)	Document(s) Date	Document Location
Welsh Government Statistical First Release - Examination Results in Schools in Wales, 2017/18 – SFR 120/2018	5 December 2018	https://gov.wales/docs/statistics/2018/181205-examination-results-2017-18-en.pdf
Welsh Government Statistical First Release – Absenteeism in Secondary Schools, 2017/18	30 August 2018	https://gov.wales/docs/statistics/2018/180830-absenteeism-secondary-schools-2017-18-en.pdf
Welsh Government Statistical First Release – Absenteeism in Primary Schools, 2017/18	13 December 2018	https://gov.wales/docs/statistics/2018/181213-absenteeism-primary-schools-2017-18-en.pdf
Does the report contain any issue that may impact the Council's Constitution?		No