



**Self-evaluation of
Local Authority Education Services
For Children and Young People
2015**

March 2016

Summary 2015

Overall, the present quality of Education Services is good and that the capacity to improve outcomes is also good.

Good features

- Education's contribution to the performance of key council strategic priorities of improving attainment and achievement and reducing poverty has been strong again this year.
- Performance is improving in the key areas of attainment, attendance, inclusion and managing the infrastructure. National rankings are generally at or better than the expected level for key indicators of performance.
- Performance of Swansea secondary schools at key stage 4 is good across a range of indicators when compared with similar schools in Wales. Performance is particularly good in the main indicator, level 2 including English/Welsh and mathematics, where Swansea is ranked third in Wales compared to free school meal position of 14th. The result was the best in Wales over the expected level of performance. Twelve out of fourteen Swansea secondary schools performed better than their expected level according to disadvantage (measured by pupils in receipt of free school meals (eFSM)).
- There was good absolute and comparative improvement in attendance again in 2014-2015, up by 0.5% in primary schools and 0.7% in secondary schools. Secondary attendance rose to 10th in the Welsh ranking (16th last year) and primary to 11th (18th last year). Pupils attended 91,583 days more than last year.
- Good progress continues to be made against the first three of the five recommendations from the LAESCYP Inspection in 2013.
- The local authority has a good track record in managing surplus places in English-medium schools, while providing Welsh-medium places, through the QEd 2020 Programme.
- Safeguarding arrangements are robust and monitored carefully.
- Service and team plans link well to Directorate and Corporate priorities.

Areas to develop

- Improve benchmark performance of schools at the end of Foundation Phase and at the end of key stage 3.
- Reduce the number of pupils educated outside of mainstream schools.
- Improve the quality of provision at the Swansea Pupil Referral Unit (PRU).
- Continue prevention work to reduce NEETs at 16.
- Maintain the work to promote further improvement in primary and secondary school attendance.
- Improve the consistency of leadership across all education services and the quality of self-evaluation and improvement planning within education services

Will the Service improve?

Factors likely to support improvement

- Education priorities are very clear and support the delivery of the corporate agenda very well.
- Political and officer accountability and scrutiny of performance within the Education Department is robust
- The Education Improvement Service is well led and is making a positive contribution to school and local authority relationships.

The factors that are likely to hinder improvement

- Difficult budget decisions in the next three years.
- Unplanned budgetary cuts from Welsh Government.
- The regional school improvement model remains in an early stage of development and needs to continue to develop its approach to meeting local needs.

Recommendations

1. Improve benchmark performance of schools at the end of Foundation Phase and key stage 3.
2. Continue to improve the performance of disadvantaged pupils (in receipt of free school meals) and other underperforming groups (eg boys and pupils with additional learning needs).
3. Continue to improve school attendance where performance is low and below the median.
4. Continue prevention work to reduce NEETs at 16.
5. Further develop the school-to-school support strategy.
6. Progress the restructure of Education Other Than at School (EOTAS) and improve provision at Swansea PRU.
7. Embed the new structure in the Education Department to maintain consistent and effective leadership and management as drivers for improvement.

Key Question 1 How good are outcomes?

1.1 Standards

- There is a track record of continuous improvement for learner outcomes. Results at each key stage have improved between 2013 and 2015.
- The rate of improvement at key stage 4 is amongst the best in Wales. All the main indicators are top quartile in 2014-15, with the Level 2 inclusive of English/Welsh and mathematics (L2i) ranked third in Wales.
- At Foundation Phase, the Foundation Phase Indicator (FPI), whilst significantly better than three years ago, is still 0.6% below the Welsh average.
- Post-16 results do not compare well to Welsh averages, and whilst there are some schools with consistently good results, there is large variation between schools every year.
- Swansea's rate of progress compares well to Welsh averages in the last three years, and 2015 results are the best ever in both phases. At post-16, performance compared to Wales can vary greatly each year.
- Comparative rates of improvement vary across key stages but are at least as good as Wales, rising to significantly better at key stage 4.
- Rank positions for core subjects within each key stage are similar, although Welsh first language was in 3rd position at key stage 3. Comparative key stage 4 data for 2015 is not yet available, but in 2014 all core subjects were above Wales and in first or second quartile positions (the Core Subject Indicator (CSI) was 8th).
- In 2015, key stages 2 and 4 were the strongest performers compared to national results and rank position between local authorities. Foundation Phase and key stage 3, although with best ever results, showed performance which was closer to Swansea's expected 14th benchmark position.
- Analysis of pupil-level data shows that there are certain groups of learners who do not perform as well as others, in particular, school action plus, eastern Europeans, looked after children (LAC) and Travellers. eFSM pupils also show attainment below non-FSM pupils, although the gap is narrowing and they often show positive value-added.
- School benchmark quartile performance varies and is strongest in key stage 4 where 11 of the 14 schools were above the median for both the CSI and the Level 2 inclusive of English/Welsh and mathematics (L2i).
- Welsh Government published data for 2015, which compares local authority level results with expected benchmark performance based on FSM, shows Swansea has positive performance, and again key stage 4 is best. The L2i was 7.8% above the benchmark, and this was the biggest difference in Wales. The capped point score was 12.6 points above the benchmark which was second best in Wales.
- There are still a number of primary and secondary schools where further improvement needs to be secured. There are a small number of schools with bottom quartile performance over three years at Foundation Phase, key stage 2 and key stage 3, although there are reasons for this performance in some cases.
- At key stage 4, no schools have been in the bottom quartile for each of the last three years for the L2i, but two schools have been below the median for each of

these years. One school has been below the median for the capped point score for each of the last three years.

- The local authority has placed a high priority on improving literacy and numeracy skills. The strategies that have been employed demonstrate continued improvement in these skills and have contributed positively to the improvement in performance at all key stages.
- Core subject performance shows small variations within and across key stages but by key stage 4 all core subjects are performing above national averages, as evidenced by the CSI being above the median of Welsh local authorities (8th in 2013-2014 compared to expected benchmark position of 14th).
- There is positive value added (Fischer Family Trust (FFT)) at all key stages, and it is significantly positive at key stage 4 (2015 data is not available yet but this position is likely to remain true).
- There is no FFT value-added data for Foundation Phase outcomes. 2015 results at all key stages are higher than 2014, so value-added data for 2015 could be expected to be positive (and very significantly positive for key stage 4).
- The percentage of minority ethnic pupils at key stage 4 who achieve the CSI, Level 2 Threshold and Level 1 Threshold is outstanding and consistently higher than all Swansea pupils and higher than the all Wales results.
- Good performance in Welsh-medium secondary schools continues, especially at key stage 4 where performance is consistently amongst the best in Wales. At key stage 2, performance is more variable.
- Take up of Full Course Welsh Second Language (W2L) at GCSE improved again in 2014-2015, above the target set in the Welsh in Education Strategic Plan, and further improvement is anticipated as secondary schools add Welsh second language to the core.
- In 2014, 86.0% of Year 11 leavers moved to full time education in school or college, and 3.5% (89 pupils) were NEET according to national statistics. Because of the smaller cohort size this was a small percentage increase on the previous year but fewer pupils in real terms. 2015 data is not available yet. This year, 2015, provision data suggest that there will be further reduction in the number of NEETS with initiatives such as the 14-19 pilot, Tier 1 outreach work, and modular courses at Gower College.
- In 2014, six (0.24%) pupils left with no qualifications, and in 2013 just three (0.11%) had left with no qualifications. Most of these pupils were Travellers. 2015 data is not available yet.
- In terms of gender performance, gaps in boy/girl performance at all key stages have reduced. The biggest reduction has been at key stage 4, where the L2i gap has reduced from -10.3% to -6.7% with a steep rise in boys' results.
- For the performance of disadvantaged pupils (eFSM) compared with non-disadvantaged pupils, the gaps at all key stages have also reduced. At key stage 4, the L2i gap has reduced from -34.9% to -31.8% with a steep rise in eFSM results.
- Between 2013 and 2015 pupils at school action plus (SA+) have shown significant improvement in their results at each key stage. The L2i at key stage 4 has risen from 19.8% to 32.5%.
- In Work Based Learning, the final published Learner Outcome Report for 2013-2014 showed a decrease in Apprenticeship frameworks to 78% compared with

the national comparator of 84%. However, the framework success rates for the 2014-2015 academic year demonstrate an increase to 81% following the final freeze in February with each of the three Apprenticeship levels (Foundation, Apprenticeship and Higher) improving.

- Learning activity attainment across programmes also decreased to 84% in 2013-2014 remaining in line with the national figure 83%. Activity success rates for 2014-2015 remain constant at 84%.
- Positive progression for young people on the Traineeship programmes remained in line with national comparators; progressions in to employment, education or training increased during 2013-2014 by 5% to 71% within the Traineeship Engagement strand and remain constant at 65% within the Traineeship Level 1 strand. However, while the Traineeship Engagements progression rates have remained at 71% for 2014-2015 the Traineeship Level 1 rates have dropped to 55%, impacted in part by the loss of the Traineeship Programme commission in March of 2015.
- Adult Community Learning was inspected in October 2014. The Swansea Learning Partnership is in the top third of providers in Wales. Outcomes from the inspection were Good in almost all areas with Excellent for Partnership Working and Excellent for Prospects for Improvement. In 2014-2015, accredited learning achievement was 87% which was 3% above national benchmarks and an 18% improvement over the previous three academic years.

Areas for development

- Improve benchmark performance of schools at the end of the Foundation Phase and at the end of key stage 3.
- Continue to reduce the attainment gap between eFSM and non-FSM pupils.
- Continue to reduce the performance gap between that of high and low performing schools.
- Improve the performance of boys.
- Continue to work with schools to improve achievement for pupils at school action plus.
- Improve outcomes at key stage 4 for Gypsy and other Traveller pupils.
- Improve collaborative working between post-16 providers to further improve the Level 3 threshold indicator and wider point score at post-16 towards the national average.
- Continue to reduce NEETS at age 16 by offering more flexible and tailored provision to those furthest from the labour and education market.
- Continue to meet the targets in the WESP and continue to develop opportunities for learners to access learning through the medium of Welsh in Adult Community Learning and Work Based Learning.

1.2 Wellbeing

- The local authority uses data well to work with schools and partners to produce the Vulnerability Assessment Profile (VAP) and Team Around the Family (TAF) to identify those children and young people who are most at risk in relation to their wellbeing and learning outcomes. Children and young people in areas of

greatest deprivation benefit from significant targeted support through the Early Intervention Service.

- The realignment of the Poverty and Prevention Service has placed the local authority and its partners in an even stronger position to match services in a coordinated way to individual needs and improve outcomes.
- Welsh Government Families First funding is utilised to embed a broad strategic Programme comprising of a suite of funding streams combining together to provide integrated approaches, systems and services targeted at vulnerable children and young people.
- Welsh Government's Flying Start Programme is continuing to support 25% of the 0-4 year olds in Swansea with speech and language, health visiting and childcare, enabling parents and their children to grow and develop together ensuring more children are ready for school and ready to learn.
- The council has developed an Early Years strategy focussing on children from nine months through to five years of age. The aim of this is to reduce the gap in development between the most deprived and least deprived children, ensuring everyone attains at the right developmental level. This is a shared strategy between Poverty and Prevention, Education and our partners in Health.
- Attendance across primary and secondary schools has improved again in 2014-2015. Overall primary attendance in Swansea was 94.9% for 2014-2015 ranking 11th in Wales an improvement on 2013-2014 from 18th position. Attendance needs to improve further and faster in some primary schools.
- For the first time secondary attendance for 2014-2015 was better than the Welsh average by 0.2% ranking Swansea 10th in Wales an improvement on 2015-2016 for last year. Swansea was the 8th best improver over the last five years and is the best performing urban authority in Wales.
- Permanent exclusions in Swansea continue to be low.
- The rate of fixed-term exclusions from secondary schools in Swansea has been below all Wales and has reduced at a similar rate to Wales over the last three years. Swansea is ranked 10th, significantly better than any other urban local authority. Fixed-term exclusions of six days or more have improved to be the same as Wales, now ranked 9th (was 15th).
- The downward trend in permanent and fixed exclusions is a result of cultural change (eg Restorative Practice, EOTAS provision, managed transfer and behaviour training) and targeted support.
- The reduction in NEETs in Swansea between 2010 and 2012 was a nationally recognised success. The strategy used has a clear strategic focus, identification and targeting of young people at risk, partnership working and information sharing, multi-agency provision and support. The working partnership of local authority, schools, FE, voluntary organisations, providers and Careers Wales (the Keeping in Touch Team) has been a key to this success. There was a slight increase in NEETS in 2013 and work was undertaken to address this with lower figures reported in 2014. Provisional data suggest that this trend has continued into 2015 with more targeted work, utilising the VAP and additional risk factors such as less than 80% attendance, School Action Plus status, and LAC status.
- Swansea Counselling Service is a model of good practice. Young people who access counselling services receive outstanding support from the counselling

service in schools and community settings leading to significantly increased levels of wellbeing. This includes provision for younger children.

- Most children and young people show a good attitude towards their physical health as a result of a range of services and support from the local authority and its partners.
- Positive dispositions to learning are a result of a broad range of learning opportunities provided through music, creative and performing arts, Outdoor, Residential, Environmental Education (ORES) and the Duke of Edinburgh's Award.
- Swansea has embedded the United Nations Convention on the Rights of the Child (UNCRC) within its Policy Framework and has mainstreamed positive approaches to the rights of children and young people through the delivery of UNICEF's Rights Respecting Schools Award (RRSA) which puts children's rights at the heart of schools planning, policies, practice and ethos.
- 85% of schools in Swansea have engaged on their rights respecting journey, 33% have already achieved Level 1 status and a further 16% have achieved Level 2 status.

Areas for development

- Continue to improve school attendance and increase the number of primary schools in quartiles 1 and 2.
- Improve the attendance of pupils in receipt of FSM in both primary and secondary sectors.
- Reduce fixed-term exclusions in a minority of secondary schools.
- Improve reintegration rates from PRUs, with a particular focus on key stage 3.
- Continue to embed child rights through the RRSA and increase the number of schools engaged to 100% in 2016-2017, will all school achieving Level 1 or higher by 2017-2018.

<h3>Key Question 2: How good is provision?</h3>
--

2.1 Support for school improvement

- Suitable arrangements are in place to support and challenge schools as a result of evaluation of standards, provision and leadership. Underperformance and risk factors within schools are nearly all identified quickly and addressed at an early stage. However, a few schools' underperformance is not recognised quickly enough. As a result, these schools are in need of significant improvement.
- There is a clear and co-ordinated response to support schools in need of significant improvement and those requiring follow-up visits by Estyn. The rate of improvement is either strong or very good in nearly all schools.
- Consistent challenge of standards, through data analysis and a challenging dialogue on targets, leadership and provision provides thorough evaluations on nearly all schools.
- There is a thorough evaluation of all schools' success in addressing recommendations and key performance areas. Each of these areas is monitored to measure progress against pupil outcomes.

- A stronger dialogue on the performance of groups of learners and the use of grant monies is developing well.
- Schools fully understand that support is proportionate to need and that underperforming schools receive more support and challenge. There is clear differentiation and definition in the support, challenge an intervention given to schools.
- Monitoring visits that have been quality assured during autumn term 2015 indicate an appropriate level of challenge.
- Both formal and informal feedback from headteachers indicates that there is robust challenge for improvement. However, headteachers also tell us that there is an overbalance in time spent preparing for annual monitoring visits and this time could be re-allocated to more support time for schools.
- Samples of monitoring visits, in situ, are quality assured to further improve the consistency and quality of provision for school improvement.
- Schools that need the most support to improve are challenged by the Chief Education Officer, through scrutiny within the Chief Executive's Improvement Board and the school performance scrutiny panel. Schools are visited by the Head of Education Improvement and Chief Education Officer to accelerate improvement if required.
- Effective support is provided for the Foundation Phase, digital competence development, literacy and numeracy, Welsh, Welsh (second language), English and mathematics, assessment and moderation, leadership development, modern foreign languages and newly-qualified teachers.
- A range of targeted support initiatives from governor, finance and data educationalists and challenge advisers is in place to help governors develop skills to challenge schools. There is expectation that governors are present at monitoring visits to support headteachers to identify practice, data, performance and evidence to inform the categorisation assessment. This has helped increase the challenge and support governors give to schools.
- Guidance has been developed to support governors when recruiting senior leaders for their schools with direct input from challenge advisers. This has helped ensure improved rigour to the process and good appointments are made.
- Support for improving the quality of teaching is useful. Focussed, direct observation of teaching, to support schools with their own monitoring is provided. Sound advice on verifying existing methods within schools to improve teaching is also provided.
- Consistent, well-brokered, *bespoke* support packages for school improvement are beginning to have an impact in schools that require frequent and intense support.
- Consistency across the Neath Port Talbot and Swansea Hub (Eastern Hub) is developing through similar approaches to improving schools as well as joint training events.
- Support for literacy and language in Welsh-medium schools is improving. However, further collaboration across the Hub would strengthen provision.
- Current senior leaders work effectively across schools to monitor, advise and share best practice, as part-time challenge advisers.
- Leadership training for aspiring leaders in the secondary sector and new and acting headteachers in the primary sector is effective and demonstrates clear facilitation of school-to-school collaboration.

- Schools have received good quality training on self-evaluation and strategic planning processes. However, schools now require more effective feedback on the quality of their self-evaluation processes and their strategic planning. The challenge advisers are addressing this well through monitoring visits.

Areas for development

- Continue to ensure that value for money is achieved by having no schools or provisions in a statutory category and increase the proportion of schools that best fit A and B type characteristics for leadership and quality of teaching (using the national categorisation system).
- Ensure security of end of key stage teacher assessments within clusters and across the region.
- Integrate (when implemented by Welsh Government) the Early Years Development and Assessment Framework into Flying Start and Foundation Phase in order to track young children's progress.
- Ensure that effective practice is disseminated across schools by developing and index of excellence, the use of lead practitioners in literacy and numeracy and facilitating good practice events.
- Support schools to prepare for curricular changes.
- Develop greater rigour in challenging secondary schools on how they set targets, especially for pupils in receipt of free school meals.
- Review provision to ensure that challenge is balanced by support and that preparation for monitoring visits does not become over bureaucratic.
- Develop a consultative leadership pool to work across schools to strengthen leadership capacity.
- Ensure that the school workforce entitlement to high quality continuous professional development is evaluated in relation to the Education Improvement Grant (EIG).
- Facilitate further specific events to promote effective Foundation Phase provision as well as wider dissemination in assessment for learning good practice.

2.2 Support for additional learning needs

- The support for additional learning needs and education inclusion is good. Policies and plans are being updated to meet statutory obligations.
- The local authority is compliant with the requirements of the various Acts. An effective process for updating policies and plans through the school and officer strategy group is in place.
- The local authority has delegated resources to schools to meet the needs of children with severe and complex needs. The formula for this budget's allocation has been reviewed as part of a wider funding formula review in Education.
- The development of an Early Years Forum with Health ensures early identification of special educational needs (SEN).
- Flying Start settings are delivering more intensive support to those children in their early years that are developmentally delayed and have identified SEN, ensuring their ongoing transition into nursery and school are as well managed as possible.

- The number of statutory assessments completed by statutory school age is high and is well above the all-Wales average.
- Learners at key stage 4 with additional learning needs at school action, school action plus and statement levels all show significant positive value added on a contextual value added analysis over a three-year period. At key stage 2, using the same analysis, learners with additional learning needs at school action show a small (3%), negative value added outcome with learners at school action plus and statement levels showing non-significant variance.
- The quality of support, guidance and training for SEN has outstanding features as evaluated by professional networks of practitioners, analysis of reviews, course uptake and evaluations, conferences and surgeries.
- Swansea has pursued an inclusive agenda for some years. This has resulted in approximately 99% of pupils in Swansea being educated in mainstream schools. Capacity building in schools and the range of specialist support are part of this agenda and have contributed to the positive outcomes for those with additional learning needs (ALN).
- There are generally positive outcomes for children and young people with ALN identified and tracked through the SEN Survey procedures in mainstream, those placed in STFs and those attending special schools due to high-quality provision. ALN staff work with challenge adviser colleagues to analyse progress data for pupils attending mainstream schools and undertake follow-up visits to any schools as necessary on an annual basis.
- Pupil tracking data within the special schools is variable and the schools are currently working to improve this as part of their pioneer bid. The schools themselves are judged to be effective.
- The number of pupils who are permanently excluded is low. Schools are supported to manage children with social, emotional and behavioural difficulties (SEBD) through a range of support services and processes.
- The Ethnic Minority Achievement Unit (formerly EMLAS) delivers excellent support within schools through the promotion and operation of effective and sustainable models based on collaborative capacity-building approaches. Such models are ensuring that class and subject teachers are up-skilled in providing for the needs of increasing numbers of children and young people from minority ethnic backgrounds, in particular those learning English as an additional language (EAL) attending Swansea schools. This support is reflected in the outcomes of children and young people from ethnic minority backgrounds in Swansea.
- Support services for ALN offer well-regarded input, have high demand and excellent take-up rates and demonstrate good value for money.
- Consistently high levels of inclusion are maintained by offering support to children in mainstream, and out of county placements are low in number.
- An Early Years Single Integrated Pathway has been established in order to ensure that all pre-school children with an emerging or diagnosed disability are able to access a suitable service to meet their needs
- Children and young people with the most severe needs starting school are in receipt of their statements and support on school entry.

Areas for development

- Review the strategy to reduce reliance of Statements of SEN in the context of the delegation of SEN resources.
- Maintain awareness and engagement with the Welsh Government ALN reform process.
- Further develop systems for tracking outcomes and evaluating progress for learners attending specialist teaching facilities (STFs) and in mainstream at School Action, School Action Plus and with statements of SEN, through close working between ALN officers, challenge advisers and school staff.
- Improve the quality and consistency of special school pupil progress data.
- Further evaluate and improve outcomes at key stage 2 for learners at school action.
- Develop closer alignment between the Additional Learning Needs Unit (ALNU) and performance specialist work streams.
- Refine and develop training for governors to include autism and speech, language and communication.
- Capacity building for ALN in all schools through school to school and regional initiatives.
- The delegation of SEN resources to schools to be monitored, including any potential impact on the level of statements.

2.3 Promoting social inclusion and wellbeing

- Effective Prevention and Early Intervention work to support families is provided by the Parenting Service (including support for dads), Flying Start and Team Around the Family. These services are targeted at areas of highest deprivation.
- The formation of the Western Bay Youth Justice and Early Intervention Service has resulted in the sharing of expertise amongst staff and to increasing opportunities for children and young people to achieve positive change. Collectively the Western Bay Service has reduced first time entrants into the youth justice system across the region by 36.6% as reported for 2014/15, which compares well against an average reduction of 19% in South Wales and a Welsh average of 31%. The number of children and young people who commit further offences, for the Western Bay region, was an average of 38.1% which also compares favourably against the South Wales average of 44.7% and the Welsh average of 39.2%.
- Swansea's EOTAS (Education Other Than At School) provision is variable in its effectiveness and Swansea PRU has been assessed by Estyn as in need of significant improvement (January 2015). Progress in the PRU been too slow and therefore the local authority has taken forceful action to address this. An Intervention Board has been set up, this with additional robust scrutiny and challenge from local members and the Chief Executive is quickening the pace of improvement. However, areas for development still outweigh good features.
- There is increasing demand for EOTAS provision however many schools manage SEBD effectively.

- The use of data for target setting and for the tracking of learner progress including the monitoring of interventions is inconsistent across the PRU provision and as a result some learners do not achieve their potential.
- EOTAS Pathways provision takes a unique approach to engaging with the hardest to reach young people with an increasing number of learners (60.5%) achieving the Level 1 indicator on leaving at 16 in 2015.
- Support for EOTAS and Behaviour was reviewed in 2014 and a plan was agreed to improve provision. Implementation of the plan, including the restructure of EOTAS, has been slow but is now progressing.
- The Lifelong Learning Unit, in partnership with Gower College Swansea and a network of local training providers, offers a broad range of apprenticeships from foundation to higher in most vocational skills areas. All the training providers have good links with local employers and use local labour market intelligence to develop a curriculum offer which meets the needs of businesses and communities within the region. In 2014-2015 the framework success rates for the Apprenticeship programmes across this provision was 83%.
- A reduced Family Learning Service is working effectively in targeted schools in areas of deprivation to support parents and carers to improve their qualifications. The reduction in staff has meant the provision offered to each school is now ten weeks. Schools using their Pupil Deprivation Grant (PDG) now receive 30 weeks' provision. Thirty schools will receive the ten-week Family Learning provision during academic year 2015-2016 with two schools receiving the 30-week provision. The team is on target to work with 300 families enabling them to better support their children and contribute to raising standards and aspirations across all key stages.
- Swansea Learning Partnership is offering a wide range of courses using local labour market intelligence to plan provision and avoid duplication. This is impacting positively on the most deprived areas where learners are achieving as well as those from the least deprived areas. Success rate from most deprived participants in 2014-2015 was 85.9%, success rate from least deprived was 84.5%.
- A range of effective support for LAC has resulted in the good educational outcomes for LAC in relation to their predicted outcomes by key stage 4. The number achieving the Level 1 threshold is high with 80% achieving a recognised qualification at 16 in 2015 (100% in 2014).
- The local authority's policies and procedures for identification and tracking of children missing education have been used as good practice in Welsh Government guidance.
- The Traveller Education Service (TES) engages children and young people into education and support the needs of the family/community
- Outstanding specialist support, professional development and training is provided by the Ethnic Minority Achievement Unit (EMAU). Children and young people from ethnic minority backgrounds are fully included and achieve very high standards. Demand for the service is high and increasing.
- There is good support for attendance across primary and secondary schools. However, there is a need to improve further and faster in some primary schools to increase the proportion of schools with attendance above the median in

comparison with eFSM benchmark group comparators. Improving attendance will continue to be a priority in the Single Integrated Plan, *One Swansea*.

- The local authority is fully compliant in offering permanently excluded children 25 hours' education.
- There is an effective protocol which establishes close working relationships between the Education Welfare Service and EMAU.
- A dedicated Child Protection and Safeguarding Officer continues to work with schools providing an immediate response service. Child protection governors are targeted to attend child protection training. The programme of child protection and safeguarding training for school and education staff and governors is well embedded.
- An assessment of the safeguarding measures in place at all Swansea schools was undertaken in 2014-2015. All schools were provided with an action plan to address shortcomings. No major shortcomings were identified. A full report and 21 recommendations has been circulated to schools with measures put in place to address the recommendations. Schools are targeted for updated assessments where new headteachers have been appointed and a re-visit system is in place to support schools to prepare for inspection visits.
- All schools are provided with a Vulnerability Assessment Profile (VAP). This tool has proven effective in guiding schools and the Young People Service to consider the individual needs of children and young people, including targeting and accessing resources to improve outcomes. This tool is reflected in the Welsh Government's Youth Engagement and Progression framework.
- The reduction in NEETs in Swansea between 2010 and 2012 was a nationally recognised success. The strategy used has a clear strategic focus, identification and targeting of young people at risk, partnership working and information sharing, multi-agency provision and support. The working partnership of local authority, schools, further education (FE), voluntary organisations, providers and Careers Wales has been a key to this success. There was a slight increase in NEETS in 2013 and work was undertaken to address this with lower figures reported in 2014 and 2015. It is the individualised approach around vulnerable young people between partner organisations that will continue to lower the NEET figure at 16 years of age.
- There is good balance and co-ordination between the range of universal and targeted services that are offered by Swansea Young People Services. The location and allocation of services has been prioritised by need and interrelationship between universal and targeted work clearly defined.
- Effective partnership working is in place between the Young People Service and a Welsh language provider (Menter Iaith) and Swansea Council for Voluntary Services to further extend the reach of the Young People Service.

Areas for development

- Reduce demand for EOTAS provision and increase capacity in schools to manage social emotional and behavioural difficulties by sharing good practice more effectively.

- Revisit the vision for EOTAS in Swansea and complete the restructure of EOTAS provision.
- Improve the quality of the Swansea PRU provision and ensure all our learners achieve their potential.
- Continue to improve school attendance where performance is low and below the median.
- Enhance schools' capacity to retain children in mainstream without recourse to use of fixed-term exclusions.
- Progress the protocol for "managed moves" with schools.
- Partnership work to reduce NEETs (inclusive of EOTAS) and drop-out rates from post-16 employment, education and training.
- Improve information and support provided to learners and employers on apprenticeship programmes and improve the use of Individual Learning Plans.
- In both work-based learning and adult and community learning there is a need to increase the Welsh medium provision.
- Embed a co-ordinated approach to reducing NEETs at 18+ through the Youth Engagement and Progression Framework.
- Monitor changes that emerge from the development of the Western Bay Youth Offending Service (YOS).

2.4 Access and school places

- There is good planning for school places. Swansea's QEd 2020 Programme ensures effective planning of school places in Swansea including robust wider stakeholder involvement.
- There has been successful delivery of the current QEd 2020 school organisation programme outcomes and benefits.
- The local authority's proven record of taking difficult decisions on school organisation proposals is evidenced by the successful delivery of the QEd Programme.
- There is a clear local authority policy to reinvest resources released through the QEd 2020 process within the Programme and the local contribution will now be met from a review of all council assets.
- The comprehensive assessment framework set out in the Asset Management Plan underpinned the authority's Strategic Outline Programme (SOP). The sharing of the comprehensive and robust core data with stakeholders ensured transparency and has been recognised as a model of good practice.
- The close engagement of stakeholders, driven by the Stakeholder Forum and wider headteacher and governor groups, added value to the outcomes and identified priority investment needs and options in the SOP.
- The comprehensive appraisal of the options identified allowed a radical and coherent strategy to be developed, which is supporting educational transformation within schools.
- Welsh Government acknowledges Swansea as an example of good practice in consultation and the statutory notice procedure regarding schools. Swansea has

a robust process and record of approved statutory proposals which has also been recognised by Welsh Government.

- There is a good track record in removing surplus places in the English-medium sector.
- There has been a significant increase in Welsh-medium primary provision. Further challenges remain regarding existing schools and the availability of places to meet demand.
- Significant capital investment has been successfully accessed over recent years to support Flying Start and the Foundation Phase, to transform the learning environment in two secondary schools and to continue the programme of works to improve condition and suitability.
- Swansea's online admissions process for entry to Reception (82.98%) and Year 7 (96.16%) both have a high success rate, giving a total of 89.34% of applications made online in 2015. For September 2016, admissions 97.64% of primary to secondary applicants and 99.66% of Nursery to Reception applicants received their first choice.

Areas for development

- Ensure consistency with the Local Development Plan to add value to the existing school organisation strategy in meeting current and future needs, as part of the developing capital investment priorities within 'Band B' of the 21st Century Schools Programme.
- Ensure consistency with the corporate asset review to add value by releasing resources to support future school investment.
- Further develop the process for linking school self-evaluations with investment objectives and outcomes.
- Make effective use of surplus places to meet specific needs as part of a wider drive to make fullest possible use of facilities to benefit the community, where this is demonstrated to be viable in its own right.
- Further develop in-year transfers and admissions which are not yet centralised.

3: How good are leadership and management?

3.1 Leadership

- The Corporate Improvement Plan clearly shows how the council's improvement objectives contribute to the wellbeing of people in Swansea as set out within the One Swansea Plan and also shows how the policy commitments the Council adopted in July 2012 deliver the council's vision for Swansea and the desired population outcomes.
- Wales Audit Office's (WAO) annual corporate assessment of Swansea found that there is a clear vision of what the council wants to achieve which is understood by senior managers.
- The council has developed a comprehensive communications strategy for the current period of great change. All employees have been given the opportunity to

attend roadshows led by the Chief Executive and directors which covered the council's core values and corporate priorities, the future shape of the council, the Sustainable Swansea Programme which is the council's long-term plan for change, the One Swansea Plan and the Swansea Story – the story of what the city stands for and what the council is seeking to achieve in the years ahead.

- Priorities in the Education Business Plan are clear and support the delivery of the corporate and regional agendas very well. Ongoing monitoring of and reporting on the progress of the plan's actions, targets and performance indicators evidences steady progress.
- The Improvement Board formed by the Chief Executive following the local authority's 2013 Estyn inspection has consistently and effectively held senior officers to account and ensured the pace of improvement.
- Formation of the Education Strategy Group (ESG) demonstrates the political commitment to schools and recognition of the growing financial challenges schools face. The group is chaired by the Leader and the focus is to develop coherent short, medium and long term financial strategies for Education. This group reports to the wider Sustainable Swansea Programme Board.
- The annual corporate improvement planning drives directorates', departments' and services' business and action planning. Improvement planning and business planning are critical in linking corporate priorities and service planning to operational management and the council's budget prioritisation cycle and medium term financial planning.
- A new performance management process was introduced across the council in 2014. In autumn 2015, the Education Department was re-structured and reporting, monitoring and performance management processes strengthened within a revised governance structure. This has resulted in greater accountability of managers for all aspects of planning, performance and budget control.
- These processes across the authority and within directorates ensure robustness of planning, target setting and monitoring. All staff are able to understand their contribution to strategic, service and local plans and communicate these to schools and other partners. It is anticipated that the new performance management arrangements will continue to contribute to the many positive outcomes and impacts.
- There are well-embedded processes and tools in place to monitor and analyse performance at school and pupil level, including training for school staff, governors and challenge advisers in the use of data. This results in the continuous improvement of challenge and intervention to best target support for pupil attainment and raise standards of all pupils.
- Key education performance indicators continue to show improving trends, particularly in the L2i which is 6% (provisional) higher for Swansea than Wales. The strong performance in the secondary sector has been maintained over the last five years and all core subjects are performing above the national average.
- The United Nations Convention on the Rights of the Child (UNCRC) was adopted by the council in September 2013 to become part of the council's policy framework. It requires that Cabinet must have 'due regard' to the UNCRC in making decisions for it to be embedded across the council in policy and practice. The UNCRC has been included within the council's existing Equality Impact Assessment process which is a key element of the corporate reporting protocol covering all reports to the Executive Board, Cabinet and Council.

- One of the council's top five priorities is educational attainment. This demonstrates that there is a clear vision and ambitions for children and young people that are focused on giving all children and young people the opportunity to develop their full potential. This is reflected in Cabinet's priorities for education.
- Elected members effectively scrutinise educational priorities and all aspects of education performance within schools and education service provision. The Chief Executive received positive feedback regarding the activity and impact of the Schools Performance Scrutiny Panel from Estyn. All council performance monitoring data is considered quarterly at the Service Improvement and Finance Scrutiny Panel. (WAO said the council's scrutiny structure enables a flexible and focussed approach. CSSIW described the scrutiny arrangements for child and family services as 'effective and robust'.)
- Swansea's Welsh in Education Strategic Plan 2014-2017 (WESP) is a robust plan which shows a strong commitment to developing and improving Welsh in Education. It was one of only three such plans to be accepted by Welsh Government without amendment.
- The CYP Board has been refocused and a new partnership plan for Children and Young People will be developed in a similar format to the Welsh Government Programme for Children and Young People.

Areas for development

- Fully establish the Education Department Strategic Leads Board (SLB) now that the Head of Learner Support Service is in post (from March 2016). Fully embed the new governance structure through SLB, Education Senior Leadership Team (EDSLT) and key stakeholder, consultative and monitoring groups and boards.
- Continue to develop regional school improvement. Under ERW, the service has positively developed and schools are getting more used to the national categorisation system.
- Swansea Learning Partnership is under review.
- A Children and Young People Plan to be developed to align partnership work to include legislation, policies, programmes, outcome indicators and, the articles from the UNCRC, giving special emphasis to the four guiding principles and how they apply.

3.2 Quality improvement

- The WAO 2015 Corporate Assessment Report recognises that despite budget reductions over the last two years, services provided by council staff on the priorities which matter to the people of Swansea are continuing to improve. It also states that there are robust governance arrangements and that the council is improving access to information about our scrutiny activity.
- Estyn's recommendations following the inspection in 2013 were addressed through actions in Education Business Plan 2014-2015 and 2015-2016. Key actions are monitored on a termly basis and regular reports are provided to the Chief Executive's Improvement Board.
- The robust business planning and management framework established in January 2014 continues. Identification, prioritisation and addressing performance

issues are done in a structured, effective and timely way. Target setting is now more challenging. This approach has resulted in good progress of Recommendations 1, 2 and 3 from the 2013 inspection. There has been steady progress in respect of Recommendation 5 although progress in relation to Recommendation 4 has been slow.

- The new governance and management arrangements put in place in autumn 2015 should enable a greater rate of progress in going forward.
- Good quality business plans are in place. These help drive the work of the Education Department and are tied closely into delivering improved pupil outcomes. These plans are monitored termly and underperformance is challenged and addressed.
- Good arrangements are now in place to support and challenge schools as a result of enhanced scrutiny of standards, provision and leadership. Underperformance and risk factors within schools are now identified quickly and addressed at an earlier stage. The development of the national categorisation has meant that wider national comparisons can be made on a more consistent basis
- There is monitoring of school performance through a range of functions. This includes challenge adviser visits to school and analysis of data. This information helps form the judgment on present school performance and capacity to improve.
- Scrutiny arrangements have been further strengthened and are recognised regionally as strong and effective. The arrangements enhance the council's other governance mechanisms.
- Schools that need the most support to improve are challenged, in person, by the Chief Education Officer, through scrutiny within the Chief Executive's Improvement Board and Schools Performance Scrutiny Panel and are visited by the Education Department Senior Management Group.
- The data and analysis provided to officers and schools are outstanding features and have directly contributed to raising standards. The excellent management information and data available in Swansea have facilitated the identification of performance issues and other concerns.
- The Vulnerability Assessment Profile is a good example of a development which has had a wide benefit for services as well as schools.
- Pupil performance data is subject to scrutiny by Cabinet and elected members and supports the identification of areas for action.
- There has been successful delivery of planned improvements and service developments through mature performance and financial monitoring (PFM) processes across all directorates.
- An annual exercise, updating of service level action plans under the Education Business Plan, team meetings and 1-2-1s (bilateral meetings) allow line managers and staff to raise any concerns around individual performance and responsibilities.
- Commissioned services and SLAs are regularly monitored and evaluated.
- Relationships with schools are generally good. Regular headteacher meetings and the partnership groups in the consultative structure outlined in the LA/Schools Partnership Agreement form an effective mechanism for raising issues and agreeing actions to tackle them.
- The Early Years Foundation Phase Group is delivering on work around transitions in Swansea from Flying Start into school, and nursery into school.

Their focus is the readiness of the child and family for school and the quality of support throughout this time being maintained.

Areas for development

- Fully review the cost effectiveness of commissioned services for children and young people.
- Share good practice through school to school support across the council and the region.
- Review provision for the future via the Education Strategy Group.
- Pilot projects for Foundation Phase transitions focussed on readiness for school.

3.3 Partnership working

- Swansea's single integrated plan, *One Swansea*, provides clear direction and priorities to all partnerships within Swansea's Local Service Board.
- The Local Service Board is effective and proactive in progressing its identified priorities including its past focus on reducing NEETs and Prevention and Early Intervention.
- There is an effective partnership to reduce NEETS through work of the council's Youth Service and Careers Wales' *Keeping in Touch* team overseen by the NEETs Board. The joint work on NEETs won a Careers Development Institute Award in autumn 2015.
- In 2010, the local authority and partners were designated a member of the European Healthy Cities Network with specific focus on caring and supportive environments, healthy living and healthy urban environment and design. Healthy Cities is the basis for the *One Swansea* plan. Membership of the European Healthy Cities Network was reconfirmed in 2014.
- In October 2013, Swansea Bay region became the only UK city to be part of the pilot of UNESCO Global Learning Cities. Swansea Learning Partnership liaises with Swansea University who lead on this. The key theme is Entrepreneurship. It involves all educational aspects at all levels and stages, from schools, further education, higher education and work-based learning through lifelong learning opportunities. Swansea received a UNESCO Global Learning City Award for good progress in 2015 and a case study was published following the second global conference in Mexico in October 2015.
- The local authority makes constructive contributions to a range of multi-agency partnerships, for example Western Bay Safeguarding Children's Board on the Western Bay regional arrangement, Disability Strategy Group, LAC Strategic Group, joint service with Health for speech, language and communication needs (SLCN), and the Prevention workstreams of Sustainable Swansea.
- Formal Joint Committee agreement between the six local authorities in ERW exists to deliver School Improvement. This includes joint planning to meet Welsh Government requirements on the use of the EIG.

- Good partnership working for school improvement has resulted from the involvement of schools in the development of strategies to address local authority priorities through groups including Swansea Learning Partnership, School Improvement Partnership, Partneriaeth Addysg Cymraeg Abertawe, Education Inclusion and SEN Cross-Phase Group, Admissions Forum and Schools Budget Forum.
- Good support is provided for the Welsh language in education through Partneriaeth Addysg Cymraeg Abertawe and its wider partners, for example, in further and higher education.
- Meeting the needs of young people in offering a wide breadth of curriculum is delivered by post-16 provision through partnership working on a locality basis, including Welsh-medium.
- Effective partnership agreements are in place between the Young People Service, a Welsh Language Provider (Menter Iaith) and Swansea Council for Voluntary Services to expand Welsh-medium youth provision.
- In September 2013, the City and County of Swansea became the only UK local authority to formally adopt the United Nations Convention on the Rights of the Child (UNCRC) within its policy framework. In November 2014, Swansea launched its Children and Young People's Rights Scheme which set out the arrangements the local authority have put in place to comply with this duty.

Areas for development

- Multi agency approach to meet the challenge that will arise from the forthcoming reforms to the statutory assessment of ALN.
- Continue to embed the UNCRC and enhance consultation with children and young people.
- Continue to embed the Youth Engagement and Progression Framework.

3.4 Resource management

- The 2015 WAO report stated that the council has a strong track record in effectively managing its budget and has established comprehensive arrangements for managing the financial challenges we face in the future. In relation to the 'Sustainable Swansea – Fit for the Future' programme, it says that the council had responded effectively to the challenge of managing a future where the resources it has to meet local needs will be severely reduced.
- Education has undergone a management re-structure as part of wider workforce planning in order to focus on the most important priority areas, have sufficient capacity to meet core statutory duties, ensure robust succession planning and give increasing accountability to managers for their budget areas.
- The 'One Education' budget strategy provides a medium-term financial plan, delivering a consistent financial strategy to prioritise the delegated schools budget and pupil specific areas of support within the non-delegated budget.
- The focus on prioritising the delegated schools budget and pupil support services; statutory over discretionary services; efficiency and re-structuring and recovering costs from grants has continued and enabled the Education

Department to deliver on identified savings opportunities' targets as per the corporate agenda.

- The strategy continues to be underpinned by effective stakeholder engagement through the School Budget Forum and sub groups (particularly the Joint Finance Group), which have fully supported rigorous challenge and review process for all budget areas within the education service alongside the Education Strategy Group.
- In addition, political commitment to schools by the Leader has resulted in the formation of the Education Strategy Group in recognition of the growing financial challenges schools face. The group is chaired by the Leader and the focus is to develop coherent short, medium and long term financial strategies for education. This group reports to the wider Sustainable Swansea Programme Board.
- Centralisation of grants management has resulted in efficiency savings and improved future co-ordination and resilience.
- Review and restructuring of services continues, a recent re-structuring of the Ethnic Minority Language and Achievement Service was implemented following a reduction in government grant funding streams.
- There is continued success in bidding for capital resources and in the delivery of major projects. A Gateway Review in 2015 praised the management of the QEd school organisation programme in Swansea and recommendations from the review have been implemented. These include further enhancing the good practice in stakeholder engagement, increasing programme and project support resources, review of project management tools, introduction of risks assumptions issues and dependencies (RAID) methodology and review of the programme governance arrangements. This will further enhance strategic direction in moving forward and the delivery component of the programme.
- Currently there is a fundamental and rigorous review of all SLAs to ensure full cost recovery and a clear focus on delivery and performance for the client. The sufficiency, suitability and performance of SLAs are reviewed by the School Budget Forum and sub groups. There continues to be a high take up of the council's SLAs.
- As part of the review of funding formulae to ensure they remain 'fit for purpose', further delegation of funding and responsibilities opportunities to schools are being identified.
- Schools with deficits are required to seek approval from the Section 151 officer for any managed deficit which will include the development and approval to a recovery plan, with the full support of finance officers. The delivery of a recovery plan is closely monitored and any issues regularly reported through performance and financial monitoring processes.
- Schools with excess surplus balances are consistently challenged regarding the justification for the level of reserves they choose to hold. Many schools intend to utilise reserves to mitigate against the financial challenges of the next three years.
- Through effective joint working with the council's Transportation Team, significant savings have been achieved in home-to-school transport.
- The performance and financial monitoring (PFM) processes across all directorates and the monitoring of key corporate programmes and projects ensures good resource management.

Areas for development

- To develop and deliver an effective medium-term education financial strategy for 2016-2017 and 2017-2018 and beyond, maintaining the improvement in learner outcomes.
- To transform the delivery of remaining council services in light of the overall reduction in funding to local authorities and the increase in delegation of funding and responsibilities to schools.
- As part of managing our resources sustainably and as central council resources decrease with increasing levels of delegation to schools, the council will support further school to school support and collaboration to learn and support each other.
- Complete a rolling base budget review of all the Education Department's activities to challenge the outcomes and value for money in line with the Sustainable Swansea efficiency work-stream.
- In line with the Sustainable Swansea Programme workstreams, explore and develop cost recovery and commercialisation opportunities.
- The leadership and management development training programme planned for EDSL in 2016 includes development in resources management and should further support managers to manage budgets and resources effectively.

Appendix 1 Performance Summary

Key stage 1 core subject indicator (CSI) / Foundation Phase Indicator

CSI	2009	2010	2011
Swansea	82.3%	81.3%	81.7%
Wales	81.1%	81.6%	82.7%
Rank	7	15	15

F Phase				2012	2013	2014	2015
Swansea				77.6%	80.1%	83.9%	86.2%
Wales				80.5%	83.0%	85.2%	86.8%
Rank				19	21	17	15

Key stage 2 core subject indicator (CSI)

	2009	2010	2011	2012	2013	2014	2015
Swansea	73.9%	77.4%	80.8%	83.6%	84.3%	87.3%	89.2%
Wales	74.2%	78.2%	80.0%	82.6%	84.3%	86.1%	87.7%
Rank	14	17	12	10	13	9	8

Key stage 3 core subject indicator (CSI)

	2009	2010	2011	2012	2013	2014	2015
Swansea	57.9%	61.6%	68.4%	73.3%	76.4%	80.6%	83.2%
Wales	61.3%	63.7%	68.0%	72.5%	77.0%	80.1%	83.9%
Rank	18	14	11	12	14	14	14

Attendance

Primary	2009-2010		2010-11		2011-12	
	Attendance	Unauthorised absences	Attendance	Unauthorised absences	Attendance	Unauthorised absences
Swansea	92.3	0.7	93%	0.6	93.3%	0.5
Wales	93.1	1.0	93.1	0.8	93.8%	0.7
Rank	18	11	jt16	8	17	10

Primary	2012-13		2013-14		2014-15	
	Attendance	Unauthorised absences	Attendance	Unauthorised absences	Attendance	Unauthorised absences
Swansea	93.0%	0.6	94.4%	1.4	94.9%	1.2
Wales	93.7%	0.9	94.8%	1.0	94.9%	1.0
Rank	Jt last 20 th	6	Jt 18 th	20	11	18

Secondary	2009-2010		2010-11		2011-12	
	Attendance	Unauthorised absences	Attendance	Unauthorised absences	Attendance	Unauthorised absences
Swansea	90.6%	2.0%	91%	1.6	92.0%	1.4%
Wales	91.1%	1.6%	92.4%	1.5	92.2%	1.4%
Rank	16	18	jt 16	jt 1	15	15

Secondary	2012-13		2013-14		2014-15	
	Attendance	Unauthorised absences	Attendance	Unauthorised absences	Attendance	Unauthorised absences
Swansea	92.3%	1.1	93.3%	1.2	94.0%	1.1%
Wales	92.6%	1.3	93.6%	1.3	93.8%	1.3%
Rank	15	12	16	Jt 14	10	10

Key stage 4

Level 1 threshold							
	2009	2010	2011	2012	2013	2014	2015
Swansea	86.1%	88.5%	90.8%	92.8%	93.8%	95.5%	96.7%
Wales	88.2%	89.7%	90.3%	91.8%	93.2%	94.0%	94.4%
Rank	20	18	13	9	10	9	6

Level 2 threshold							
	2009	2010	2011	2012	2013	2014	2015
Swansea	59.9%	63.4%	65.8%	74.6%	79.3%	85.4%	88.9%
Wales	60.6%	63.7%	67.3%	72.6%	77.8%	82.3%	84.1%
Rank	11	11	14	11	11	10	5

Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics							
	2009	2010	2011	2012	2013	2014	2015
Swansea	49.2%	52.1%	53.2%	54.6%	55.3%	59.1%	64.0%
Wales	47.2%	49.4%	50.1%	51.1%	52.7%	55.4%	57.9%
Rank	10	5	7	8	9	7	3

Average wider points score							
	2009	2010	2011	2012	2013	2014	2015
Swansea	351.2	372.3	423.5	470.4	525.3	559.6	578
Wales	378.8	394.0	422.9	465	501.2	524.5	530.7
Rank	20	17	12	13	9	6	5

Capped points score							
	2009	2010	2011	2012	2013	2014	2015
Swansea		303.9	313.9	328.8	338.9	349.7	358.4
Wales		305.1	311.6	323.5	333.1	340.8	343.5
Rank		13	11	10	10	10	4

Core subject indicator (CSI) at key stage 4							
	2009	2010	2011	2012	2013	2014	2015
Swansea	48.0%	50.7%	51.8%	52.5%	52.9%	56.0%	54.8%
Wales	46.0%	48.0%	48.7%	48.9%	49.2%	52.6%	5
Rank	8	6	6	8	6	8	60.6%

Pupils aged 15 leaving full-time education without a recognised qualification							
	2009	2010	2011	2012	2013	2014	2015
Swansea	1.6%	0.9%	0.43%	0.38%	0.1%	0.9P	
Wales	0.9%	1.4%	0.6%	0.4%	0.3%	1.1%P	
Rank	21	jt 15	jt9	16	Jt7	Not pub	Not pub

NEETS age 16							
Swansea method of calculation – no comparative <i>(Wales method, comparative)</i>							
	2009	2010	2011	2012	2013	2014	2015
Swansea	6.7%	4.2%	3.1%	2.9%	3.2%	3.7%P	
	<i>(6.4%)</i>	<i>(4.2%)</i>	<i>(3.1%)</i>	<i>(3.2%)</i>	<i>(3.9%)</i>	<i>(3.5%)</i>	
Wales	<i>(5.7%)</i>	<i>(5.4%)</i>	<i>(4.4%)</i>	<i>(4.2%)</i>	<i>(3.7%)</i>	<i>(3.1%)</i>	
Rank	<i>(16th)</i>	<i>(8th)</i>	<i>(5th)</i>	<i>(9^t)</i>	<i>(15th)</i>	<i>(jt17th)</i>	

Performance of groups of pupils

Foundation Phase Indicator

Group	Level	2013	2014	2015	Average	Trend
All	O5+	80.1	84.0	86.2	83.4	6.1
Boys	O5+	75.2	79.3	82.7	79.1	7.5
Girls	O5+	85.4	88.8	89.7	88.0	4.3
Gender gap	O5+	-10.3	-9.5	-7.0	-8.9	-3.3
FSM	O5+	65.1	72.3	74.2	70.5	9.1
Non-FSM	O5+	84.3	87.0	89.4	86.9	5.1
FSM gap	O5+	-19.2	-14.7	-15.2	-16.4	-4.0
SA+	O5+	46.9	53.2	59.1	53.1	12.2
All	O6+	17.1	23.5	24.7	21.8	7.6
Attendance		93.0	94.4	94.9	94.1	1.9

Core subject indicator at key stage 2

Group	Level	2013	2014	2015	Average	Trend
All	L4+	84.3	87.3	89.2	86.9	4.9
Boys	L4+	80.2	83.9	86.4	83.5	6.2
Girls	L4+	88.4	91.0	92.4	90.6	4.0
Gender gap	L4+	-8.2	-7.1	-6.0	-7.1	-2.2
FSM	L4+	70.0	72.0	76.6	72.9	6.6
Non-FSM	L4+	88.2	90.9	92.2	90.4	4.0
FSM gap	L4+	-18.2	-18.9	-15.6	-17.6	-2.6
SA+	L4+	53.3	67.2	66.2	62.2	12.9
All	L5+	24.7	25.7	29.7	26.7	5.0
Attendance		93.0	94.4	94.9	94.1	1.9

Core subject indicator at key stage 3

Group	Level	2013	2014	2015	Average	Trend
All	L5+	76.4	80.6	83.2	80.1	6.8
Boys	L5+	71.7	77.8	79.9	76.5	8.2
Girls	L5+	81.7	83.6	86.5	83.9	4.8
Gender gap	L5+	-10.0	-5.8	-6.6	-7.5	-3.4
FSM	L5+	52.6	59.5	67.6	59.9	15.0
Non-FSM	L5+	83.0	85.3	87.1	85.1	4.1
FSM gap	L5+	-30.4	-25.8	-19.5	-25.2	-10.9
SA+	L5+	37.4	49.0	59.1	48.5	21.7
All	L6+	29.1	36.9	37.1	34.4	8.0
Attendance		92.3	93.3	94.0	93.2	1.7

Level 2 inclusive (L2i) at key stage 4

Group	Level	2013	2014	2015	Average	Trend
All	L2i	55.0	59.1	62.3	58.8	7.3
Boys	L2i	50.1	54.0	59.0	54.4	8.9
Girls	L2i	60.4	64.5	65.7	63.5	5.3
Gender gap	L2i	-10.3	-10.5	-6.7	-9.2	-3.6
FSM	L2i	27.7	27.2	37.7	30.9	10.0
Non-FSM	L2i	62.6	66.7	69.5	66.3	6.9
FSM gap	L2i	-34.9	-39.5	-31.8	-35.4	-3.1
SA+	L2i	19.8	22.6	32.5	25.0	12.7
All	5 A*-A incl		10.3	12.1	11.2	12.1
Attendance		92.3	93.3	94.0	93.2	1.7

Post-16**Level 3 threshold %**

	2009	2010	2011	2012	2013	2014	2015
Swansea	94.7	94.5	97.0	95.7	97.4	96.8	96.8
Wales	96.0	94.9	96.3	96.9	96.5	97.1	96.9
Rank							

Level 3 points score

	2009	2010	2011	2012	2013	2014	2015
Swansea	696.4	729.3	778.0	737.9	769.2	690.8	691.3
Wales	687.7	747.9	798.9	772.9	806.6	804.1	787.2
Rank							

National Tests (Years 2-9 combined)

National Reading Tests – English – Standardised scores						
	2014 85+	2014 115 +	2015 85+	2015 115 +	2016 85+	2016 115 +
Swansea	84.9	17.8	85.5%	18.7%		
Wales	83.2	16.5	83.5%	16.6%		
Rank	6	7	5	4		

National Reading Tests – Welsh – Standardised scores						
	2014 85+	2014 115 +	2015 85+	2015 115 +	2016 85+	2016 115 +
Swansea	84.5	15.6	84.8%	14.0%		
Wales	84.4	17.5	84.6%	17.1%		
Rank	13	13	9	14		

National Numeracy Tests – Standardised scores				
	2014 Procedural 85+	2014 Procedural 115+	2015 Procedural 85+	2015 Procedural 115+
Swansea	84.7	18.9	86.7%	20.3%
Wales	82.8	15.5	84.2%	16.0%
Rank	9	5	8	3

National Numeracy Tests – Standardised scores				
	2014 Reasoning 85+	2014 Reasoning 115+	2015 Reasoning 85+	2015 Reasoning 115+
Swansea	84.5	17.3	88.3%	20.6%
Wales	82.2	14.8	85.6%	16.8%
Rank	8	7	6	5

Permanent and fixed-term exclusions from secondary schools

Permanent exclusions (rate per 1,000 pupils)							
	2009	2010	2011	2012	2013	2014	2015
Swansea	0.9	0.55	0.2	0.29	(0-0.5 2 – too low to publish)	0.41 (5 – all secondary)	0.50 (6 – all secondary)
Wales	0.9	0.8	0.7	0.5	0.5	Not pub	
Rank	9	Jt 12	9	Jt 15	Jt 6		

Fixed term five days or fewer (rate per 1,000 pupils)							
	2009	2010	2011	2012	2013	2014	2015
Swansea	71.0	62.3	63.4	54.7	45.1	21.8 (secondary)	
Wales	68.6	66.4	67.7	66.6	57.2	26.7	
Rank	17	13	14	10	9	10	

Fixed term of six days or more (rate per 1,000 pupils)							
	2009	2010	2011	2012	2013	2014	2015
Swansea	7.8	5.8	6.9	6.5	6.1	1.6 (secondary)	
Wales	6.4	6.3	6.0	5.3	4.0	1.6	
Rank	15	12	14	16	18	9	

List of terms

ALN	Additional learning needs
Bacc	(The) Welsh Baccalaureate
CPD	Continuing professional development
CSI	Core subject indicator
CSSIW	Care and Social Services Inspectorate Wales
CYP	Children and Young People
DCD	Development Co-ordination Disability
EAL	English as an additional language
EDSLT	Education Senior Leadership Team
EIA	Equalities Impact Assessment
EMAU	Ethnic Minority Achievement Unit
EMLAS	Ethnic Minority Language and Achievement Service
EOTAS	Education Other Than At School
ERW	Education through Regional Working (the south west and mid-Wales regional school improvement service)
EWS	Education Welfare Service
FE	Further education
eFSM	[Pupils] eligible for free school meals
GCSE	General Certificate of Secondary Education
HE	Higher education
KS	Key stage
LA	Local authority (council)
LAC	Looked after child/children
LSB	Local Service Board
NEET	[young people] Not in education, employment or training
ORES	Outdoor, Residential, Environmental Education Services
PACA	Partneriaeth Addysg Cymraeg Abertawe/Swansea Welsh in Education Partnership
PFM	Performance and financial monitoring
PLC	Professional learning community
PRU	Pupil referral unit
QEd 2020	Quality in Education 2020
RAID	Risks, assumptions, issues, dependencies
SEBD	Social, emotional and behavioural difficulties
SEN	Special educational needs
SIP	School Improvement Partnership
SLCN	Speech, language and communication needs
SLB	[Education] Strategic Leads Board
SOP	Strategic Outline Programme
STF	Specialist teaching facility
TA	Teaching assistant
TES	Traveller Education Service
VAP	Vulnerability Assessment Profile
WAO	Wales Audit Office
WG	Welsh Government