



Self-evaluation of Local Authority Education Services For Children and Young People 2014

**Final Version
December 12th 2014**

Summary

We think that overall the present quality of Education Services is good and that the capacity to improve outcomes is also good.

How good is the service?

Excellent Features

- ✓ Performance of Swansea secondary schools at key stage 4 across a range of indicators when compared with similar schools;
- ✓ Overall school inspection performance when compared with other Local Authorities.

Good features

- ✓ Education's contribution to the performance of key Council strategic priorities of improving attainment and achievement and reducing poverty has been strong 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 is particularly good at 16 years of age in the main indicator level 2 including English/Welsh and mathematics. Swansea is ranked 7th in Wales compared to free school meal position of 14th.
- ✓ Five of the schools with the highest percentage of free school meals achieved their best ever results this year.
- ✓ Attendance in both secondary and primary has improved by over one and 1.3 percentage points respectively. This equates to our pupils attending for over 80,000 days more than last year.
- ✓ Adult and community learning has had a provisional judgement of good and excellent form Estyn.
- ✓ Good progress is being made against the LAESCYP Inspection post inspection action plan from 2013.
- ✓ The LA 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 7, 11 and 14 years of age;
- Reduce the number of pupils educated outside of mainstream schools;
- Improve the quality of provision at the secondary pupil referral units;
- Reduce NEETS at age 16
- Continue the work to improve primary and secondary attendance.

Will the service improve?

Factors likely to support improvement:

- ✓ Senior political and officer leadership of education is strong;
- ✓ 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 new education improvement team is well led and is making a positive contribution to school 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 ; and
- The regional education agenda not aligning itself to local priorities and the need for resources.

Recommendations

1. Improve benchmark performance of schools at 7, 11 and 14 years of age;
2. Continue to improve the performance of pupils in receipt of free school meals;
3. Continue to improve school attendance;
4. Reduce NEETS at age 16;
5. Further develop the School to School Support strategy;
6. Review the Ethnic Minority Language and Achievement Service;
7. Restructure Education Other Than at School;
8. Review the delivery and financial viability of Employment Training;
9. Continue with the Business Administration Review.

***Areas to develop and factors that hinder improvement should be in the service business plan.**

Key Question 1 How good are outcomes?

1.1 Standards

- There is a track record of continuous improvement for learner outcomes.
- Authority-wide performance at Key Stages 2, 3 and 4 continues to improve and compares favourably with all Wales. Performance is strongest at key stage 4, mainly for level 2 qualifications and particularly in the core subjects. At foundation phase, performance has improved over the last three years but remains below Welsh average.
- At key stage 4, performance with more able pupils in 2014 shows 23.3% of GCSE entries were graded A*/A compared to 19.4% for Wales. The rate of improvement in Swansea is greater than all Wales.
- The gap in FSM and non FSM attainment is decreasing at foundation phase, KS2 and KS3, but has increased slightly at KS4. Value-added for FSM pupils is mainly significantly positive at key stages 2-4.
- The variation in attainment between FSM and non FSM pupils varies between schools across both phases, although most schools show positive value-added for these pupils.
- There are still a number of primary and secondary schools where further improvement needs to be secured, and with some under attaining groups of pupils eg. disadvantaged (fsm), travellers and boys.
- Learners with statements of SEN make good progress with positive value-added at all key stages.
- The 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.
- 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.
- The 2014 Wales National Tests for pupils in years 2-9 show the authority ranks highly for all the tests compared to other Welsh LAs. Welsh however does not rank quite so highly but nevertheless is in roughly the expected position when compared to deprivation.
- Good performance in Welsh-medium secondary schools continues, especially at KS4 where performance is consistently amongst the best in Wales. At KS2 performance is more variable.
- Take up of Full Course Welsh Second Language at GCSE improved in 2014 and further improvement is anticipated as secondary schools add W2L to the core. Nearly half of total 2014 full course entries were at grades A*/A and nearly 94% were C grade or above – significantly better than all Wales figures.
- Good performance in Welsh-medium secondary schools continues, especially at KS4 where performance is consistently amongst the best in Wales. At KS2 performance is more variable.
- In Work Based learning the DfES data from the Learners Outcome Records show a steady increase over the last 5 academic years. There has been a significant improvement in 2012-13. The overall framework success rate for 2012-13 was 85% compared to 76% in 2009-10. This is in line with national comparators.
- 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 (TBC January 2015) in almost all areas with Excellent (TBC) for Partnership Working and Excellent (TBC) for Prospects for Improvement. Accredited Learning achievement is 87% which is 3% above national benchmarks and an 18% improvement over the last 3 academic years.

Areas for Development:

- Improve performance at foundation phase in order to raise the foundation phase indicator to at least the expected level (14th) when compared to other Welsh LAs.
- Improve the performance of pupils in receipt of free school meals;
- Reduce the performance gap between that of high and low performing schools.
- Improve the performance of boys in literacy.
- 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 KS5 towards the national average.
- Continue to reduce NEETS at age 16.
- Meet targets in the WESP.
- For both Adult Community Learning and Work Based Learning, develop opportunities for learners to access learning through the medium of Welsh.

1.2 Well-being

- The local authority uses data well to work with schools and partners to produce the Vulnerability Assessment Profile and Team Around the Family 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 Prevention and Early Intervention Programme.
- The realignment of prevention and early intervention services for children and young people 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.
- The CYP Partnership has utilised its Families First funding 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.
- Attendance across primary and secondary schools has improved but needs to improve further and faster. Improving attendance will continue to be a priority in the Single Integrated Plan, *One Swansea*.
- 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 faster rate than the Wales average over the last 5 years.
- The rate of fixed term exclusions from secondary schools in Swansea of 5 days or fewer and has reduced at a faster rate than the Wales average over the last 5 years.
- Fixed term exclusions of 6 days or more are reducing but at a slower rate than the Wales average. The average length of fixed term exclusions is relatively high.
- The downward trend in permanent and fixed exclusions which compares well with similar authorities in Wales is a result of cultural change (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 has been a key to this success.

- 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.
- 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.
- The highly regarded West Glamorgan Music Service reaches 40% of the pupil population (the highest percentage in Wales). It equips pupils with multi-dimensional skills that contribute to the development of wellbeing which leads to improved learning. These are also the skills which employers need in the workplace
- 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.

Areas for Development:

- Improve primary school attendance and increase the number of schools in quartiles 1 and 2.
- Improve secondary school attendance and increase the number of 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.
- Reintegration rates from PRUs, with a particular focus on KS3.

Key Question 2: How good is provision?

2.1 Support for School Improvement

- The implementation of the new National School Categorisation System for primary and secondary schools is developing well and Challenge Advisers have received full training and guidance as the model develops.
- 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.
- Consistent challenge of standards, through data analysis and a challenging dialogue on targets, leadership and provision, has increased expectations across nearly all schools.
- Schools fully understand that support is proportionate to need and that underperforming schools receive more support and challenge. There is greater differentiation and definition in the support, challenge and intervention given to schools. The expectations for schools are clearly articulated through colour categorisation and the expectation on pace of improvement is consistently implemented.
- Monitoring visits that have been quality assured during autumn 2014 indicate an increased level of challenge. Both formal and informal feedback from headteachers indicates that there is now more robust challenge for improvement.
- The Challenge Advisers' provision is given close scrutiny by senior leaders and as a result, the influence on school improvement is now stronger and more consistent.

Reports and samples of visits are quality assured to further improve the consistency and quality of provision for school improvement.

- The support for schools in follow-up categories has improved as a result of clear expectations and closer scrutiny of post-inspection action plans so that monitoring is sharper and more effective. The Head of Education Improvement ensures that support for schools in follow-up is co-ordinated effectively.
- 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 are visited by the Senior Management Team. As a result, governors are becoming more involved in holding schools to account effectively. The new cabinet member for education demonstrates a sharp understanding of school improvement and holds senior managers to account effectively.
- Effective support is provided for ICT development, literacy and numeracy, Welsh (second language,) English and mathematics, with an increase in targeted provision to ensure that support is proportionate to need.
- Governors receive good support for their role in holding schools to account for standards. Governors are part of the LA's monitoring visits and are encouraged to be involved in the professional dialogue on school improvement.

Areas for Development

- Support for improving the quality of teaching and assessment in schools is underdeveloped. Provision for joint work scrutiny and lesson observations is inconsistent due to lack of capacity within the school improvement team in 2013-2014.
- Consistent, well brokered *bespoke* support packages for school improvement are beginning to have an impact. However, developments are recent due to the new team of school improvement professionals in place since September 2014.
- Consistency and collaboration across the Neath Port Talbot and Swansea Hub, so that strengths in both LAs are shared and that provision for school improvement is enhanced equitably, is beginning to have a positive effect.
- Support for schools with revised curricula, qualifications and assessments i.e. core GCSEs, Welsh Bacc. and the results of Prof. Donaldson's Review will require further planning and implementation.
- Support for literacy and language in Welsh medium schools is reduced and recruitment is now required to ensure appropriate provision.
- A more systematic platform for gathering wider service intelligence, tracking support for schools and ensuring service continuity and progression is being developed.
- 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 regional Ladder of Support, Challenge and Intervention).
- A systematic and strategic school to school support programme is underway. A recognised, formal process for sharing excellence across schools is developing well.
- Moderation of Challenge Adviser reports to ensure that schools are categorised consistently and that these are in line with national expectations will be developed in the autumn of 2014.
- Leadership training for aspiring leaders in the secondary sector in collaboration with each other and Challenge Advisers across the Hub is planned for spring 2015. Similar supplementary support for new and aspiring primary leaders is currently at the planning stage
- 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.

- Additional challenge to leadership and management in schools to address weaknesses and raise standards is needed.
- Ensuring security of end of Key Stage teacher assessments requires further development within clusters and across the region. Training on this will take place in November 2014. There are clear actions within the service business plan to improve assessment and moderation, in light of national tests scores and the correlation with teacher assessment.
- 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.

2.2 Support for additional learning needs

- The support for Additional Learning Needs and Education Inclusion is good. Policies and plans are in place to meet statutory obligations.
- The 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 monitoring the use of this budget through a dedicated monitoring tool. The formula for this budget's allocation is under review as part of a wider funding formula review in Education.
- The development of an Early Years Forum with Health ensures early identification of SEN.
- The number of statutory assessments completed by statutory school age is high and is well above the all Wales average.
- Learners with Additional Learning Needs in receipt of Statements of SEN achieve above national averages at all key stages. Standards need to increase further for all ALN Learners across all key stages at School Action and at School Action Plus at KS4.
- The quality of support, guidance and training for SEN (ALN) is outstanding 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 99.5% 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.
- There are positive outcomes for children and young people with ALN funded through the Survey in mainstream, those placed in STF's and those attending Special Schools due to high quality provision.
- The number of pupils who are permanently excluded is low; schools are supported to manage children with SEBD through a range of support services and processes.
- 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.
- Implementing and supporting successful accredited CPD for TAs and support staff has ensured very good skill development and understanding of ALN.
- There has been recognition as a Dyslexia Friendly local authority.

Areas for Development:

- The system for delegation of SEN resources to schools to be reviewed as part of a wider review of the education funding formula
- Review the strategy to reduce reliance of Statements of SEN
- Update procedures and processes for SEN in light of forthcoming reforms of the legislative framework for special education needs.
- Further develop systems for tracking outcomes for learners at School Action and School Action plus.
- Refine and develop training for governors to include Autism, Speech, Language and Communication and Behaviour.
- Train staff teaching pupils with SEN in order that they can support pupils to access National Frameworks at a level appropriate to their ability.
- Training on the revised SEN Code of Practice when published.
- Capacity building for ALN in all schools through school to school and regional initiatives.

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, Team Around the Family and Family Learning Signature. These services are targeted at areas of highest deprivation.
- Work with Young Offenders is outstanding. Young Offenders return to education as a result of effective liaison and planning. There is dedicated support for young offenders both in school and in secure settings which is an example of good practice. The *Youth Bureau*, which uses restorative approaches to avoid criminalising young people and prevent re-offending, has also been recognised as good practice across England and Wales. These arrangements are being monitored subsequent to the formation of the Western Bay Youth Offending Service.
- EOTAS has been externally reviewed and the outcome of this has informed a change process within EOTAS and schools
- EOTAS Pathways provision takes a unique approach to engaging with the hardest to reach young people with an increasing number of learners (48%) achieving the Level 1 indicator on leaving at 16
- EOTAS provision is variable in its effectiveness. Reintegration at KS3 is a focus for improvement. Along with an ongoing focus on improved outcomes across the PRU portfolio at 16.

- In Work Based Learning and Adult Community Learning support for learners is very effective and this has led to increased retention. This has a positive impact on achievement and success rates for the most vulnerable members of society.
- Family Learning is working effectively in targeted schools in areas of deprivation to support parents and carers to improve their qualifications. This enables them to better support their children and contributes to raises 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 87.4%, success rate from least deprived 86.1%.
- A range of effective support for LAC has resulted in the good educational outcomes for LAC in relation to their predicted outcomes by KS4. The number achieving the L1 threshold has increased with 100% achieving a recognised qualification at 16 in 2014.
- The 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 EMLAS. Children and young people from ethnic minority backgrounds are fully included and achieve very high standards.
- The good support for attendance across primary and secondary schools has resulted in improved performance but there is a need to improve further and faster. 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 EWS and EMLAS.
- A Child Protection and Safeguarding Officer works with schools and support services directly, and also delivers tailored training, maintaining good work in Child Protection and Safeguarding.
- Through targeted support, there is a favourable Wales comparison on accredited and recorded outcomes for young people through the Youth Service.
- 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, FE, voluntary organisations, providers and Careers Wales has been a key to this success. There has been a slight increase in NEETS in 2013 and work is underway to address this.
- 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 Youth Service and a Welsh Language Provider (Menter Iaith) and Swansea Council for Voluntary Services to further extend the reach of the Youth Service.

Areas for Development:

- To reduce demand for EOTAS provision and increase capacity in schools to manage Social Emotional and Behavioural Difficulties (SEBD)
- To reconfigure EOTAS provision
- To improve the quality of the remaining EOTAS provision
- Continue to improve school attendance.
- Enhance schools' capacity to retain children in mainstream without recourse to use of fixed term exclusions
- Embed the protocol for Managed Moves with schools.
- Partnership work to reduce NEETs (inclusive of EOTAS) and drop out rates from EET post 16.
- In Work Based Learning there is a continuing need to improve the monitoring of teaching and assessment. In Adult Community Learning there is a need to reinstate cross partnership observations.
- In both Adult Community Learning and Work Based Learning there is a need to increase the welsh medium provision.
- Develop suitable methods of engaging young people through emerging internet based tools and explore social media options.
- Review centre base provision for young people by the Young People Service.
- Develop 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 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 can be demonstrated.
- 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 (WG) 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 and Year 7 has a high success rate with 94% of applications being made online. For September 2014 admissions 99.2% of primary to secondary applicants and 98.86% 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.
- 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.
- The effective use of surplus places to meet specific needs [an e.g??]
- Develop in-year transfers and admissions which are not yet centralised.

3: How good are leadership and management?

3.1 Leadership

- Senior political and officer leadership of education is strong. Priorities are clear and accountability for delivering improvement in services is robust.
- Education priorities are very clear and support the delivery of the Corporate agenda very well.
- Improvement Boards have consistently and effectively held senior officers to account and ensured the pace of improvement.
- The new education improvement team is well led and is making a positive contribution to school / local authority relationships.
- The annual corporate improvement planning drives Directorates' and Services' business planning and service action planning. Improvement Planning and Business Planning are critical in linking corporate priorities and service planning to operational management to operational management into the Council's budget prioritisation cycle and medium term financial plan.
- The robust leadership structures, integrated and aligned strategic and operational plans and planning processes and appropriate performance management arrangements have contributed to the many positive outcomes and impacts.
- Key education performance indicators showing improving trends.
- Performance management 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.
- Swansea Learning Partnership is working effectively to improve learner outcomes and to break down barriers to participation and this is having a positive impact on learner completion and attainment.
- There is a clear vision and ambitions for Children & 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
- Swansea's Welsh in Education Strategic Plan 2014-17 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.

Areas for Development:

- Further embedding of the cultural change underpinning the regional school improvement service.
- Refocus the CYP Board to deliver the Prevention workstream under Sustainable Swansea.

3.2 Quality improvement

- Good progress has been made in delivering Estyn's recommendations following the inspection in 2013. The Post Inspection Plan has been incorporated into the Education Service business plans. Key actions are monitored on a quarterly basis and regular reports are provided to Improvement Boards.
- The robust business planning and management framework established in January 2014 has created the means to identify, prioritise and address performance issues in a

more structured, effective and timely way. Target setting is now more challenging. The use of this framework has resulted in good progress against the Recommendations from the 2013 inspection.

- Good quality business plans are now in place. These help drive the work of Education Service and are tied closely into delivering improved pupil outcomes. These plans are monitored quarterly 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 ERW Ladder of Support & Intervention has meant that wider regional 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, analysis of data and a termly discussion on how schools perform across all services. This information helps form the judgment on present school performance and capacity to improve.
- 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 are visited by the Senior Management Team.
- 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.
- 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 members and elected members and support the identification of areas for action.
- There has been successful delivery of planned improvements and service developments through mature Performance & Financial Monitoring (PFM) processes across all directorates.
- An annual exercise, updating of Service Action Plans under the Business Plan. Team meetings and 1-2-1s 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.

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 Authority and the region.

3.3 Partnership working

- Swansea's Community Strategy 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 the current focus on Prevention & Early Intervention.

- 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 SLP, SIP, PACA, SEN Cross Phase Group, Admissions Forum and Schools Budget Forum.
- The Authority and partners were designated (in 2010) a member of the European Healthy Cities Network with specific focus on caring and supportive environments, healthy living and healthy urban environment and design.
- 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, F.E., H.E., Work-based Learning through lifelong learning opportunities.
- The Lifelong Learning and Employment Training Service is working with Gower College, Swansea under a joint bid arrangement to develop a complementary approach to the planning and delivery of work based learning. The partnership has been awarded a programme commission to deliver apprenticeships in the Western Bay Region.
- The 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 SLCN, and the Prevention workstreams of Sustainable Swansea.
- 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.
- Good support is provided for the Welsh language in education through Partneriaeth Addysg Cymraeg Abertawe and its wider partners, for example in Higher Education.
- Effective partnership agreements are in place between the Youth Service and a Welsh Language Provider (Menter Iaith) and Swansea Council for Voluntary Services to expand Welsh-medium youth provision.
- Formal Joint Committee agreement between the six regional authorities in ERW exists to deliver School Improvement. This includes joint planning to meet Welsh Government requirements on the use of SEG, WEG, 14-19 funding.

Areas for Development:

- Multi agency approach to meet the challenge that will arise from the forthcoming reforms to the statutory assessment of ALN.
- Consultation with young people.
- Implementation of the Youth Progression Framework.

3.4 Resource management

- The Performance and Financial Monitoring (PFM) processes across all Directorates, Strategic Programme Board governance and the monitoring of key corporate programmes and projects ensures good resource management.
- 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.
- There has been a clear focus on prioritising the delegated schools budget and pupil support services; statutory over discretionary services; efficiency and re-structuring and recovering costs from grants.

- The resource strategy supports wider service planning strategy and demonstrates that difficult decisions have been made after engaging with stakeholders and careful planning.
- The strategy is underpinned by effective stakeholder engagement through the School Budget Forum and sub groups (particularly the Joint Finance Group), which have fully supported a rolling and rigorous challenge and review process for all budget areas within the Education service.
- There is continued success in bidding for capital resources and in the delivery of major projects through programme and project governance arrangements within Education.
- The sufficiency, suitability and performance of SLAs are reviewed by the School Budget Forum and sub groups. The majority of schools buy into the Authority's SLAs.
- As part of the review of funding formulae to ensure they remain 'fit for purpose', the current focus has been on reviewing the costs of SLAs to ensure that charges continue to represent a realistic reflection of the actual cost of delivery.
- Schools with deficits are required to seek approval from the S151 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 PFM.
- Schools with excess surplus balances are consistently challenged regarding the justification for the level of reserves they choose to hold and under the Scheme for Financing Schools the Authority has the power to direct a school to spend reserves considered to be excess under the Scheme.
- Through effective joint working with the Transportation Team in the Environment Directorate, significant savings have been achieved in home to school transport.

Areas for Development:

- To develop and deliver an effective medium term education financial strategy for 2015/16 – 2017/18, maintaining the improvement in learner outcomes.
- To transform mind sets in schools and 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.

Glossary of terms

Glossary of terms

| | |
|----------|---|
| ALN | Additional Learning Needs |
| Bacc | The Welsh Bacculaureate |
| CPD | Continuing Professional Development |
| CSI | Core Subject Indicator |
| CYP | Children and Young People |
| DCD | Development Co-ordination Disability |
| EAL | English as an Additional Language |
| EMLAS | Ethnic Minority Language & Achievement Service |
| EOTAS | Education Other Than At School |
| ERW | The south west and mid-Wales region (Education through Regional Working) |
| EWS | Education Welfare Service |
| F.E. | Further Education |
| FSM | Free School Meals |
| GCSE | General Certificate of Education |
| H.E. | 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 & Financial Monitoring |
| PLC | Professional Learning Community |
| PRU | Pupil Referral Unit |
| QEd 2020 | Quality in Education 2020 |
| RSCIF | Regional Support, Challenge and Intervention Framework |
| SEBD | Social, Emotional and Behavioural Difficulties |
| SEF | School Effectiveness Framework |
| SEN | Special Educational Needs |
| SIP | School Improvement Partnership |
| SLCN | Speech, Language & Communication Needs |
| SOP | Strategic Outline Programme |
| STF | Specialist Teaching Facility |
| SWAMWAC | South West and Mid-Wales Wales Consortium |
| TA | Teaching Assistant |
| TES | Traveller Education Service |
| VAP | Vulnerability Assessment Profile |
| UPOSS | Unlocking the Potential of Special Schools |
| WG | Welsh Government |

APPENDIX - PERFORMANCE

Key Stage 1 CSI / Foundation Phase Indicator

| CSI | 2008 | 2009 | 2010 | 2011 | | | |
|---------|-------|-------|-------|-------|--|--|--|
| Swansea | 78.5% | 82.3% | 81.3% | 81.7% | | | |
| Wales | 80.7% | 81.1% | 81.6% | 82.7% | | | |
| Rank | 16 | 7 | 15 | 15 | | | |

| F Phase | | | | | 2012 | 2013 | 2014 |
|---------|--|--|--|--|-------|-------|-------|
| Swansea | | | | | 77.6% | 80.1% | 83.9% |
| Wales | | | | | 80.5% | 83.0% | 85.2% |
| Rank | | | | | 19 | 21 | 17 |

Key Stage 2 Core Subject Indicator CSI

| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|---------|-------|-------|-------|-------|-------|-------|-------|
| Swansea | 73.6% | 73.9% | 77.4% | 80.8% | 83.6% | 84.3% | 87.3% |
| Wales | 75.5% | 74.2% | 78.2% | 80.0% | 82.6% | 84.3% | 86.1% |
| Rank | 15 | 14 | 17 | 12 | 10 | 13 | 9 |

Key Stage 3 Core Subject Indicator CSI

| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|---------|-------|-------|-------|-------|-------|-------|-------|
| Swansea | 59.3% | 57.9% | 61.6% | 68.4% | 73.3% | 76.4% | 80.6% |
| Wales | 59.6% | 61.3% | 63.7% | 68.0% | 72.5% | 77.0% | 80.1% |
| Rank | 15 | 18 | 14 | 11 | 12 | 14 | 14 |

| Attendance | | | | | | |
|------------|------------|-----------------------|------------|-----------------------|------------|-----------------------|
| Primary | 2008-2009 | | 2009-2010 | | 2010-11 | |
| | Attendance | Unauthorised absences | Attendance | Unauthorised absences | Attendance | Unauthorised absences |
| Swansea | 92.4 | 0.6 | 92.3 | 0.7 | 93% | 0.6 |
| Wales | 93.2 | 1.0 | 93.1 | 1.0 | 93.1 | 0.8 |
| Rank | 19 | 8 | 18 | 11 | jt16 | 8 |

| Primary | 2011-12 | | 2012-13 | | 2013-14 | |
|---------|------------|-----------------------|--------------------------|-----------------------|---------------------|-----------------------|
| | Attendance | Unauthorised absences | Attendance | Unauthorised absences | Attendance | Unauthorised absences |
| Swansea | 93.3% | 0.5 | 93.0% | 0.6 | 94.4 | 1.4 |
| Wales | 93.8% | 0.7 | 93.7% | 0.9 | 94.8 | 1.0 |
| Rank | 17 | 10 | Jt last 20 th | 6 | Jt 18 th | 20 |

| Secondary | 2008-2009 | | 2009-2010 | | 2010-11 | |
|-----------|------------|-----------------------|------------|-----------------------|------------|-----------------------|
| | Attendance | Unauthorised absences | Attendance | Unauthorised absences | Attendance | Unauthorised absences |
| Swansea | 90.7% | 1.9% | 90.6% | 2.0% | 91% | 1.6 |
| Wales | 91.0% | 1.7% | 91.1% | 1.6% | 92.4% | 1.5 |
| Rank | 16 | 13 | 16 | 18 | jt 16 | jt 1 |

| Secondary | 2011-12 | | 2012-13 | | 2013-14 | |
|-----------|------------|-----------------------|------------|-----------------------|------------|-----------------------|
| | Attendance | Unauthorised absences | Attendance | Unauthorised absences | Attendance | Unauthorised absences |
| Swansea | 92.0% | 1.4% | 92.3% | 1.1 | 93.3% | 1.2 |
| Wales | 92.2% | 1.4% | 92.6% | 1.3 | 93.6% | 1.3 |
| Rank | 15 | 15 | 15 | 12 | 16 | Jt 14 |

| Level 1 threshold | | | | | | | |
|-------------------|-------|-------|-------|-------|-------|-------|-------|
| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
| Swansea | 86.5% | 86.1% | 88.5% | 90.8% | 92.8% | 93.8% | 95.5% |
| Wales | 86.8% | 88.2% | 89.7% | 90.3% | 91.8% | 93.2% | 94.0% |
| Rank | 14 | 20 | 18 | 13 | 9 | 10 | 9 |

| Level 2 threshold | | | | | | | |
|-------------------|-------|-------|-------|-------|-------|-------|-------|
| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
| Swansea | 57.8% | 59.9% | 63.4% | 65.8% | 74.6% | 79.3% | 84.4% |
| Wales | 58.0% | 60.6% | 63.7% | 67.3% | 72.6% | 77.8% | 82.3% |
| Rank | 9 | 11 | 11 | 14 | 11 | 11 | 10 |

| Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics | | | | | | | |
|--|-------|-------|-------|-------|-------|-------|-------|
| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
| Swansea | 50.2% | 49.2% | 52.1% | 53.2% | 54.6% | 55.3% | 59.1% |
| Wales | 45.6% | 47.2% | 49.4% | 50.1% | 51.1% | 52.7% | 55.4% |
| Rank | 5 | 10 | 5 | 7 | 8 | 9 | 7 |

| Average wider points score | | | | | | | |
|----------------------------|-------|-------|-------|-------|-------|-------|-------|
| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
| Swansea | 342.7 | 351.2 | 372.3 | 423.5 | 470.4 | 525.3 | 559.6 |
| Wales | 356.0 | 378.8 | 394.0 | 422.9 | 465 | 501.2 | 524.5 |
| Rank | 16 | 20 | 17 | 12 | 13 | 9 | 6 |

| Capped points score | | | | | | | |
|---------------------|------|------|-------|-------|-------|-------|-------|
| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
| Swansea | | | 303.9 | 313.9 | 328.8 | 338.9 | 349.7 |
| Wales | | | 305.1 | 311.6 | 323.5 | 333.1 | 340.8 |
| Rank | | | 13 | 11 | 10 | 10 | 10 |

| Core Subject Indicator CSI at KS4 | | | | | | | |
|-----------------------------------|-------|-------|-------|-------|-------|-------|-------|
| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
| Swansea | 49.4% | 48.0% | 50.7% | 51.8% | 52.5% | 52.9% | 56.0% |
| Wales | 44.4% | 46.0% | 48.0% | 48.7% | 48.9% | 49.2% | 52.6% |
| Rank | 3 | 8 | 6 | 6 | 8 | 6 | 8 |

| Pupils aged 15 leaving full time education without a recognised qualification | | | | | | | |
|---|------|------|-------|-------|-------|------|-------|
| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
| Swansea | 2.7% | 1.6% | 0.9% | 0.43% | 0.38% | 0.1% | 0.9P |
| Wales | 1.5% | 0.9% | 1.4% | 0.6% | 0.4% | 0.3% | 1.1%P |
| Rank | 20 | 21 | jt 15 | jt9 | 16 | Jt7 | |

| NEETS age 16 Swansea method of calculation – 31 October - no comparative (Wales method, comparative) | | | | | | | |
|--|--------------------|---------------------|--------------------|--------------------|--------------------|---------------------|---------|
| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
| Swansea | 6.4% | 6.7% | 4.2% | 3.1% | 2.9% | 3.2% | Due Dec |
| | (5.8%) | (6.4%) | (4.2%) | (3.1%) | (3.2%) | (3.9%) | |
| Wales | (7.1%) | (5.7%) | (5.4%) | 4.4% | (4.2%) | (3.7%) | |
| Rank | (7 th) | (16 th) | (8 th) | (5 th) | (9 th) | (15 th) | |

National Tests (Years 2-9 combined)

| National Literacy Tests – English – Standardised scores | | | | | | |
|---|-------------|---------------|-------------|---------------|-------------|---------------|
| | 2014 85+ | 2014 115 + | 2015 85+ | 2015 115 + | 2016 85+ | 2016 115 + |
| Swansea | 84.9 | 17.8 | | | | |
| Wales | 83.2 | 16.5 | | | | |
| Rank | 6 | 7 | | | | |

| National Literacy Tests – Welsh – Standardised scores | | | | | | |
|---|-------------|---------------|-------------|---------------|-------------|---------------|
| | 2014 85+ | 2014 115 + | 2015 85+ | 2015 115 + | 2016 85+ | 2016 115 + |
| Swansea | 84.5 | 15.6 | | | | |
| Wales | 84.4 | 17.5 | | | | |
| Rank | 13 | 13 | | | | |

| National Numeracy Tests – Standardised scores | | | | |
|---|---------------------------|----------------------------|--------------------------|---------------------------|
| | 2014 Procedural 85+ | 2014 Procedural 115+ | 2014 Reasoning 85+ | 2014 Reasoning 115+ |
| Swansea | 84.7 | 18.9 | 84.5 | 17.3 |
| Wales | 82.8 | 15.5 | 82.2 | 14.8 |
| Rank | 9 | 5 | 8 | 7 |

Permanent and fixed exclusions from secondary schools

| Permanent exclusions (rate per 1,000 pupils) | | | | | | | |
|--|------|------|-------|------|-------|--------------------------------------|--------------------------------|
| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
| Swansea | 0.9 | 0.9 | 0.55 | 0.2 | 0.29 | (0-0.5) 2 – too low to publish | 0.41 (5 – all secondary) |
| Wales | 1.0 | 0.9 | 0.8 | 0.7 | 0.5 | 0.5 | |
| Rank | - | 9 | Jt 12 | 9 | Jt 15 | Jt 6 | |

| Fixed term five days or fewer (rate per 1,000 pupils) | | | | | | | |
|---|------|------|------|------|------|------|------|
| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
| Swansea | 77.3 | 71.0 | 62.3 | 63.4 | 54.7 | 45.1 | 56.5 |
| Wales | 70.5 | 68.6 | 66.4 | 67.7 | 66.6 | 57.2 | |
| Rank | 16 | 17 | 13 | 14 | 10 | 9 | |

| Fixed term of six days or more (rate per 1,000 pupils) | | | | | | | |
|--|------|------|------|------|------|------|------|
| | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
| Swansea | 9.0 | 7.8 | 5.8 | 6.9 | 6.5 | 6.1 | 4.1 |
| Wales | 7.7 | 6.4 | 6.3 | 6.0 | 5.3 | 4.0 | |
| Rank | 14 | 15 | 12 | 14 | 16 | 18 | |

Quartile Performance

| Foundation Phase Indicator | | | | |
|----------------------------|-------|-------|-------|-------|
| Year | Q1 | Q2 | Q3 | Q4 |
| 2010 | | | | |
| 2011 | | | | |
| 2012 | 13 | 23 | 24 | 22 |
| | 15.9% | 28.0% | 29.3% | 26.8% |
| 2013 | 7 | 19 | 30 | 21 |
| | 9.1% | 24.7% | 39.0% | 27.3% |
| 2014 | 16 | 16 | 29 | 17 |
| | 20.5% | 20.5% | 37.2% | 21.8% |

| Key Stage 2 Core Subject Indicator | | | | |
|------------------------------------|-------|-------|-------|-------|
| Year | Q1 | Q2 | Q3 | Q4 |
| 2010 | 21 | 20 | 23 | 19 |
| | 25.3% | 24.1% | 27.7% | 22.9% |
| 2011 | 20 | 25 | 23 | 14 |
| | 24.4% | 30.5% | 28.0% | 17.1% |
| 2012 | 20 | 22 | 25 | 15 |
| | 24.4% | 26.8% | 30.5% | 18.3% |
| 2013 | 17 | 24 | 19 | 17 |
| | 22.1% | 31.2% | 24.7% | 22.1% |
| 2014 | 14 | 21 | 28 | 14 |
| | 18.2% | 27.3% | 36.4% | 18.2% |

| Key Stage 3 Core Subject Indicator | | | | |
|------------------------------------|-------|-------|-------|-------|
| Year | Q1 | Q2 | Q3 | Q4 |
| 2010 | 5 | 3 | 2 | 5 |
| | 33.3% | 20.0% | 13.3% | 33.3% |
| 2011 | 6 | 3 | 2 | 4 |
| | 40.0% | 20.0% | 13.3% | 26.7% |
| 2012 | 5 | 4 | 3 | 2 |
| | 35.7% | 28.6% | 21.4% | 14.3% |
| 2013 | 5 | 3 | 3 | 3 |
| | 35.7% | 21.4% | 21.4% | 21.4% |
| 2014 | 2 | 4 | 5 | 3 |
| | 14.3% | 28.6% | 35.7% | 21.4% |

| Key Stage 4 Level 1 threshold | | | | |
|--------------------------------------|-----------|-----------|-----------|-----------|
| Year | Q1 | Q2 | Q3 | Q4 |
| 2010 | 4 | 4 | 1 | 6 |
| | 26.7% | 26.7% | 6.7% | 40.0% |
| 2011 | 5 | 2 | 3 | 5 |
| | 33.3% | 13.3% | 20.0% | 33.3% |
| 2012 | 4 | 6 | 2 | 3 |
| | 26.7% | 40.0% | 13.3% | 20.0% |
| 2013 | 4 | 6 | 2 | 2 |
| | 28.6% | 42.9% | 14.3% | 14.3% |
| 2014 | 2 | 4 | 5 | 3 |
| | 14.3% | 28.6% | 35.7% | 21.4% |

| Key Stage 4 Level 2 threshold including English/Welsh and Maths | | | | |
|--|-----------|-----------|-----------|-----------|
| Year | Q1 | Q2 | Q3 | Q4 |
| 2010 | 8 | 3 | 1 | 3 |
| | 53.3% | 20.0% | 6.7% | 20.0% |
| 2011 | 8 | 2 | 2 | 3 |
| | 53.3% | 13.3% | 13.3% | 20.0% |
| 2012 | 7 | 6 | 0 | 2 |
| | 46.7% | 40.0% | 0.0% | 13.3% |
| 2013 | 10 | 0 | 2 | 2 |
| | 71.4% | 0.0% | 14.3% | 14.3% |
| 2014 | 8 | 3 | 2 | 1 |
| | 57.1% | 21.4% | 14.3% | 7.1% |

| Key Stage 4 Capped Points Score | | | | |
|--|-----------|-----------|-----------|-----------|
| Year | Q1 | Q2 | Q3 | Q4 |
| 2010 | 8 | 2 | 1 | 4 |
| | 53.3% | 13.3% | 6.7% | 26.7% |
| 2011 | 5 | 5 | 0 | 5 |
| | 33.3% | 33.3% | 0.0% | 33.3% |
| 2012 | 6 | 4 | 2 | 3 |
| | 40.0% | 26.7% | 13.3% | 20.0% |
| 2013 | 6 | 5 | 2 | 1 |
| | 42.9% | 35.7% | 14.3% | 7.1% |
| 2014 | 6 | 6 | 1 | 1 |
| | 42.9% | 42.9% | 7.1% | 7.1% |

| Key Stage 4 English | | | | |
|----------------------------|-----------|-----------|-----------|-----------|
| Year | Q1 | Q2 | Q3 | Q4 |
| 2010 | 7 | 3 | 2 | 3 |
| | 46.7% | 20.0% | 13.3% | 20.0% |
| 2011 | 7 | 1 | 2 | 5 |
| | 46.7% | 6.7% | 13.3% | 33.3% |
| 2012 | 8 | 2 | 3 | 2 |
| | 53.3% | 13.3% | 20.0% | 13.3% |
| 2013 | 4 | 5 | 2 | 3 |
| | 28.6% | 35.7% | 14.3% | 21.4% |
| 2014 | 5 | 3 | 3 | 3 |
| | 35.7% | 21.4% | 21.4% | 21.4% |

| Key Stage 4 Mathematics | | | | |
|--------------------------------|-----------|-----------|-----------|-----------|
| Year | Q1 | Q2 | Q3 | Q4 |
| 2010 | 8 | 1 | 3 | 3 |
| | 53.3% | 6.7% | 20.0% | 20.0% |
| 2011 | 7 | 2 | 3 | 3 |
| | 46.7% | 13.3% | 20.0% | 20.0% |
| 2012 | 8 | 5 | 0 | 2 |
| | 53.3% | 33.3% | 0.0% | 13.3% |
| 2013 | 7 | 6 | 1 | 0 |
| | 50.0% | 42.9% | 7.1% | 0.0% |
| 2014 | 8 | 2 | 3 | 1 |
| | 57.1% | 14.3% | 21.4% | 7.1% |

Extract from Estyn Annual Report January 2013 – Inspection Outcomes in Local Authorities

Performance of schools across all local authorities

The distribution of inspection grades awarded to schools for each key question in each local authority

2010-2011 to 2012-2013

