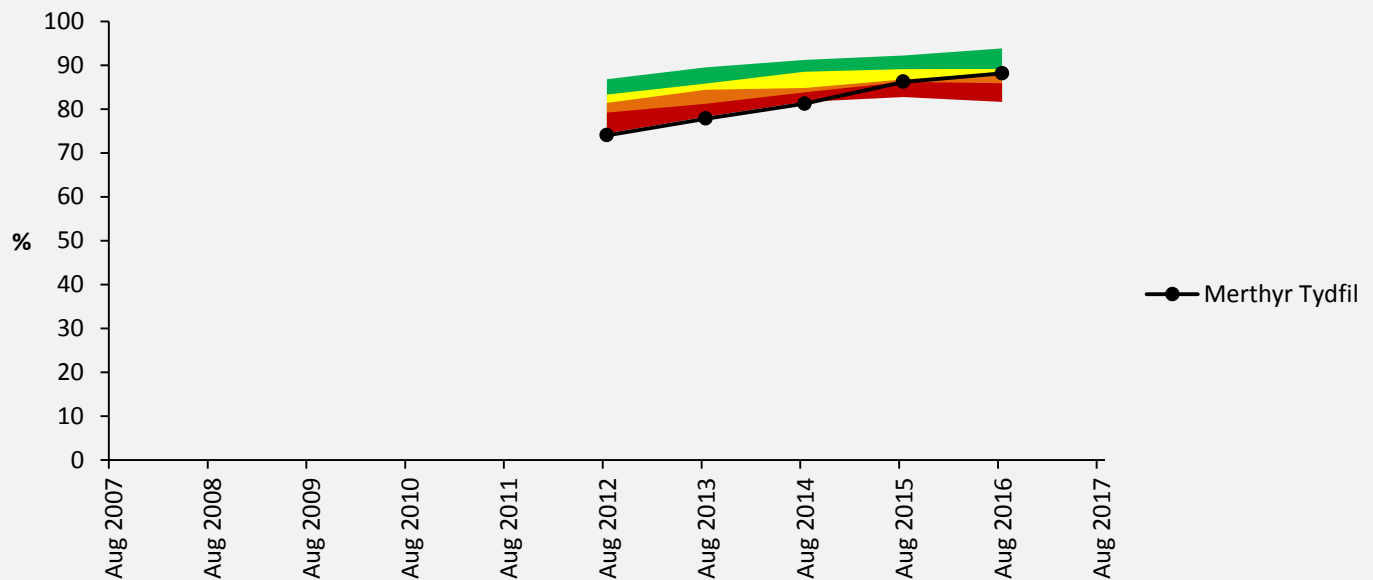## Primary School Indicator

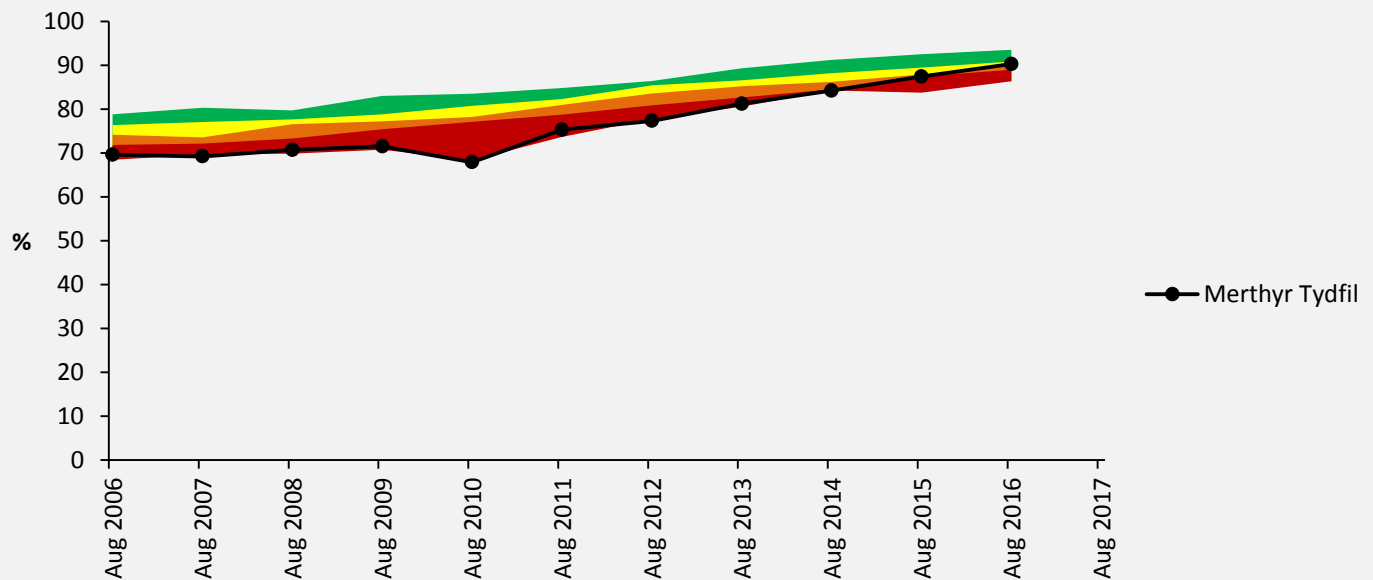| ADEQUATE	The % of pupils who achieve the expected level in the Foundation Phase

Latest Published Comparable Data: August 2016
Latest Local Data Period: August 2016
Data Frequency: Annual
Source: StatsWales

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

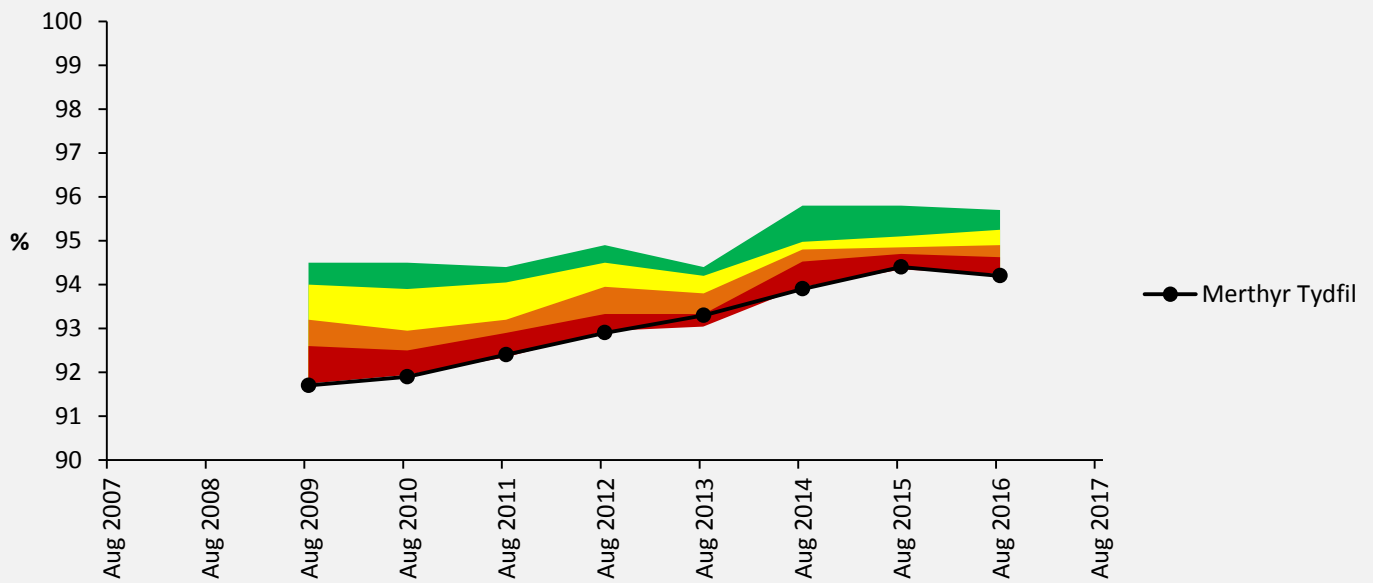| GOOD	The % of pupils who achieve the Core Subject Indicator at Key Stage 2

Latest Published Comparable Data: August 2016
Latest Local Data Period: August 2016
Data Frequency: Annual
Source: StatsWales

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

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

Latest Published Comparable Data: August 2016
Latest Local Data Period: August 2016
Data Frequency: Annual
Source: StatsWales

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

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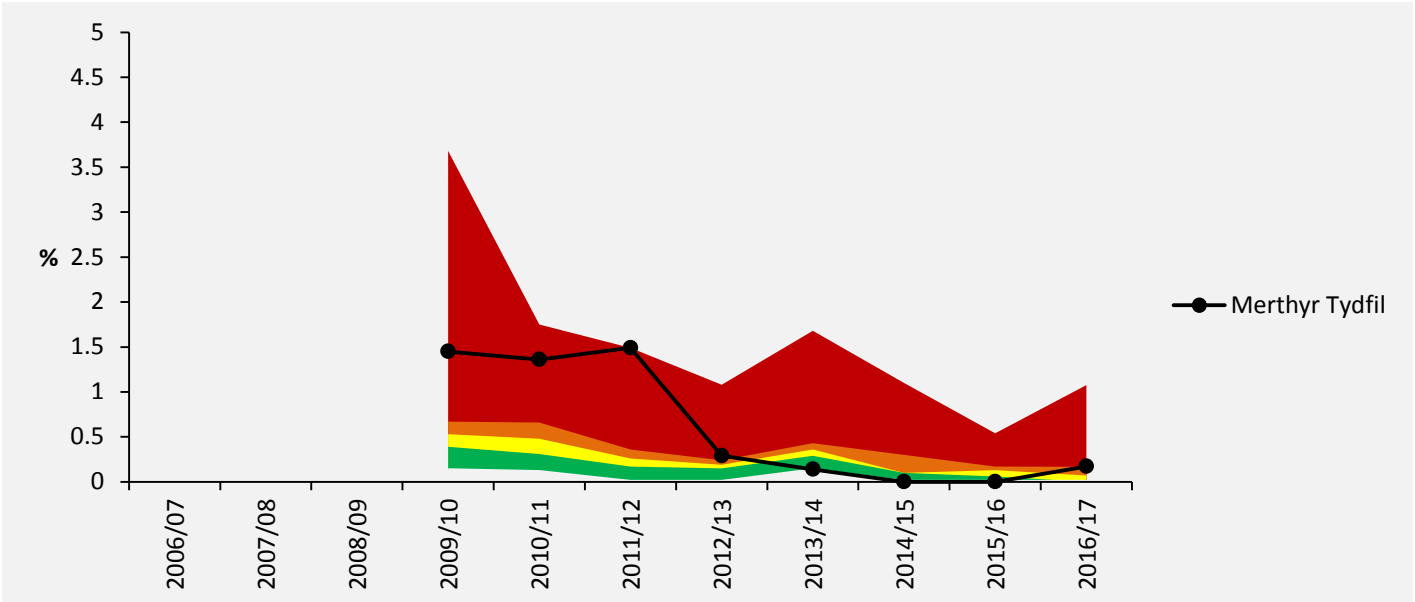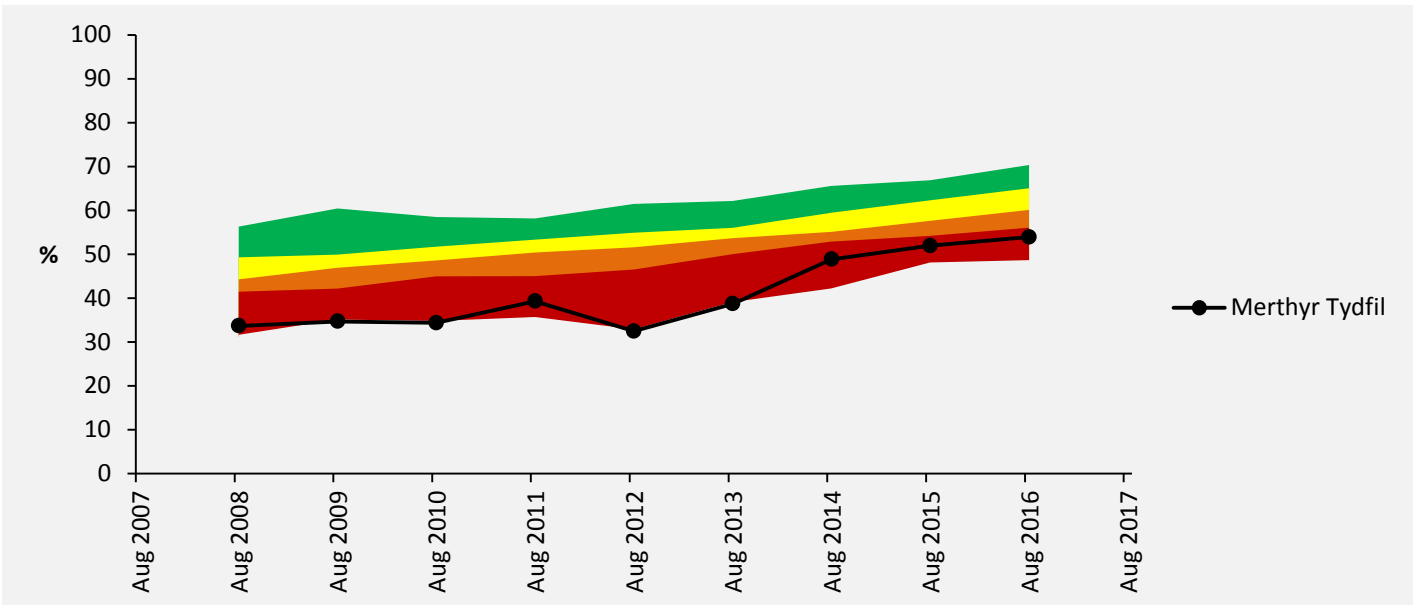

Latest Published Comparable Data: 2016/17
Latest Local Data Period: 2016/17
Data Frequency: Annual
Source: StatsWales

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

The percentage of pupils who leave without an approved external qualification has increased in 2016/17 to 0.17 per cent.

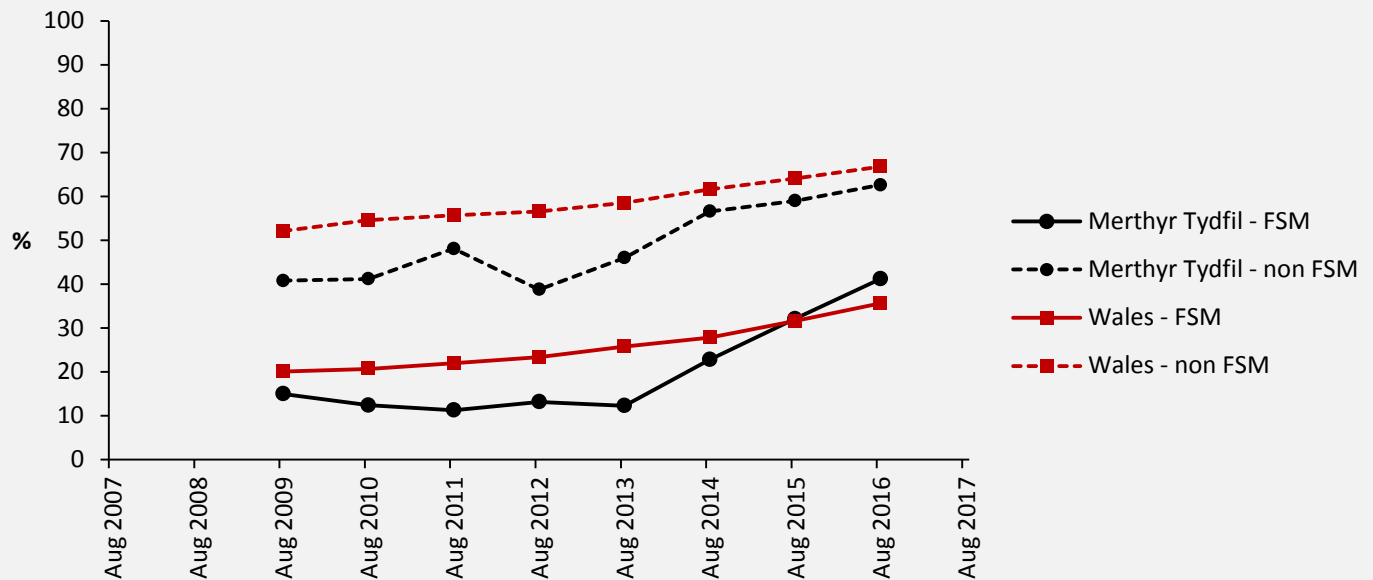| UNSATISFACTORY	The % of pupils who achieve the level 2 threshold including English or Welsh and mathematics

Latest Published Comparable Data:	August 2016
Latest Local Data Period:	August 2016
Data Frequency:	Annual
Source:	StatsWales

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

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

Latest Published Comparable Data: August 2016
Latest Local Data Period: August 2016
Data Frequency: Annual
Source: StatsWales

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

Secondary School Indicator

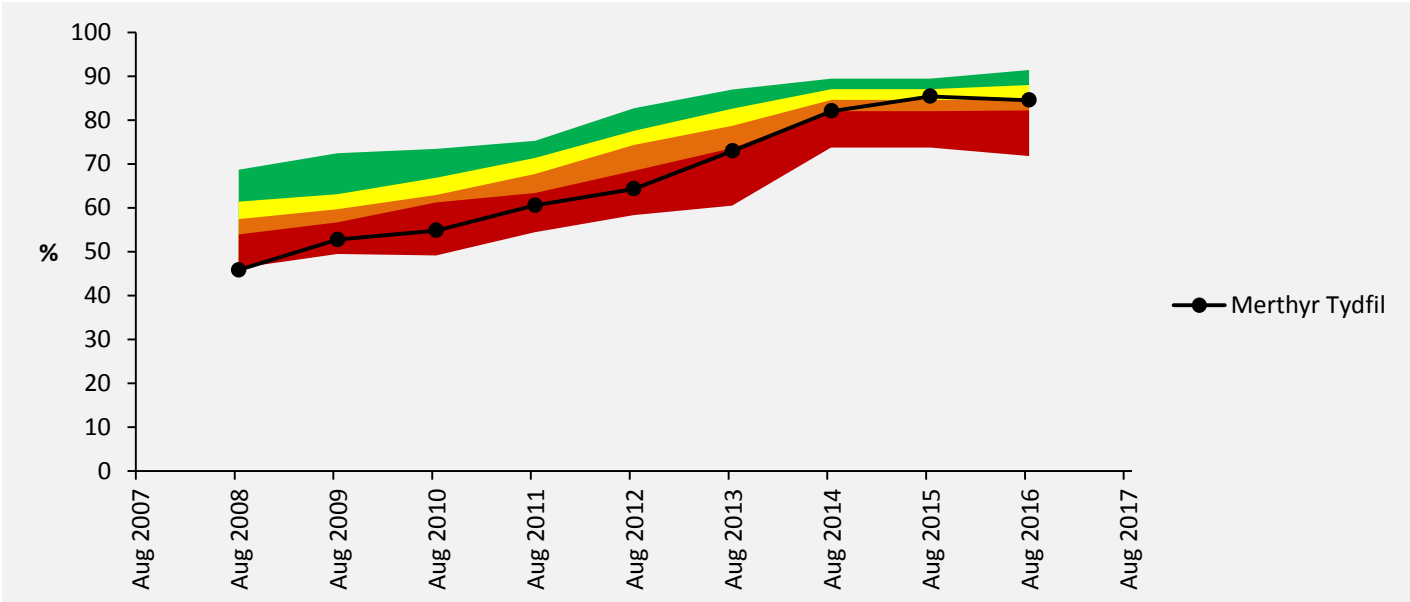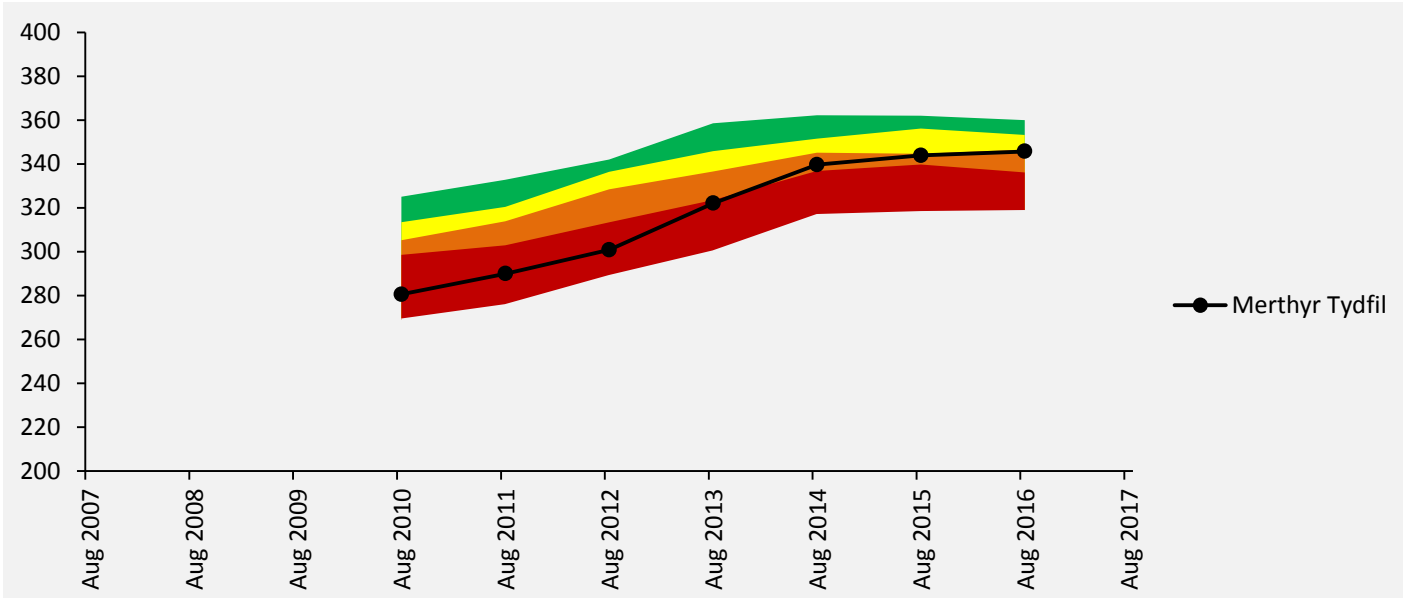| GOOD	The % of pupils who achieve the level 2 threshold including vocational equivalents

Latest Published Comparable Data: August 2016
Latest Local Data Period: August 2016
Data Frequency: Annual
Source: StatsWales

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

ADEQUATE   The average capped wider points score

Latest Published Comparable Data: August 2016
Latest Local Data Period: August 2016
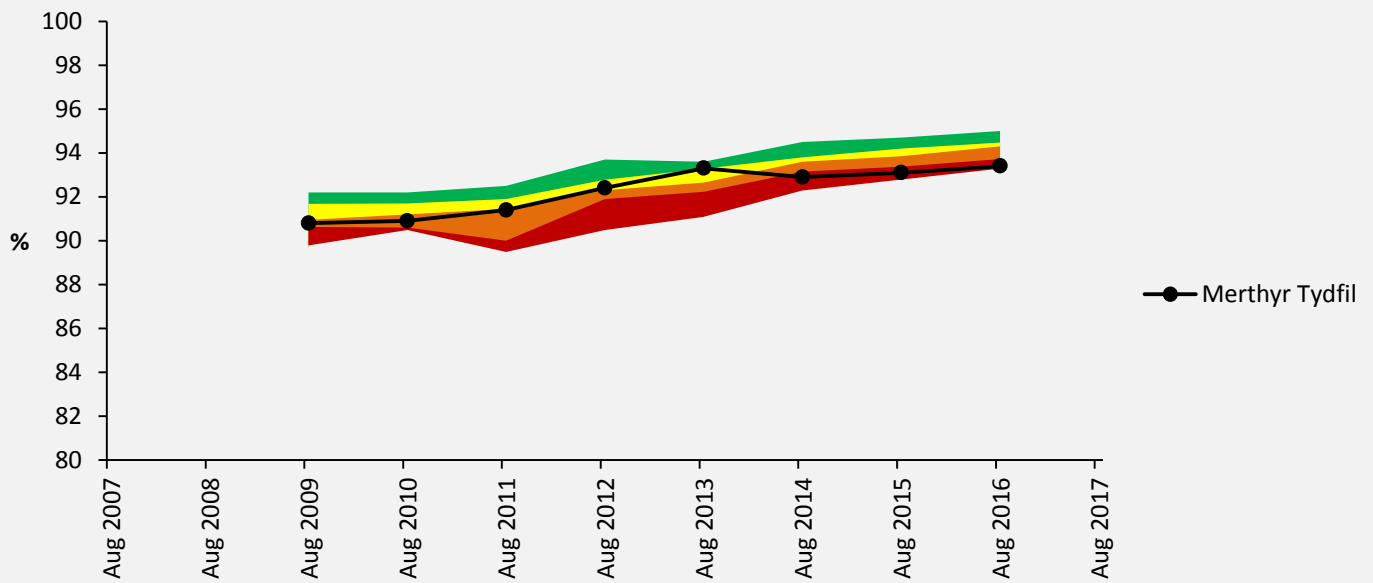Data Frequency: Annual
Source::   StatsWales

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

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

Latest Published Comparable Data: August 2016
Latest Local Data Period: August 2016
Data Frequency: Annual
Source: StatsWales

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

START DATE	April 2014	EXCELLENT
FINISH DATE	July 2017	

Background

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

The Project

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

Where are we now

The impact of the Basic Skills Strategy

- Outcomes in Foundation Phase, Key Stage 2 and Key Stage 3 were above the Welsh average at the end of 2016.
- Schools have demonstrated their ability to routinely set targets, identify and address underperformance, target interventions and resources in order to improve standards. There is evidence that improvements have been sustained and this strategy is now led and managed by the schools entirely.

| START DATE | April 2014 | EXCELLENT |
| FINISH DATE | July 2017 | |

Background

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

- The Central South Wales Challenge
- The Schools Challenge Cymru

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

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

The Project

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

Where we are now

Outcomes for Key Stage 4 at the end of 2016 demonstrate further improvements across all the key indicators for all pupils and for groups of pupils. School to school collaboration is well established. Targeted support from the local authority is reducing and is now focused on ensuring all senior and middle leaders have the skills to drive on school improvement.

Improving outcomes for pupils working at the expected level +1, with a particular focus on boys attainment

START DATE	April 2016
FINISH DATE	July 2017

EXCELLENT

Background

There is a need for the council to continue to raise standards of educational delivery and to focus on improved outcomes for learners. The council will play a significant role in achieving this through improving outcomes for pupils working at the expected level +1, with a particular focus on boys attainment.

The Project

A key element of this outcome is to improve the literacy skills of boys across the authority. This project is about training literacy leads across the authority to deliver literacy units of work that focus on improving the outcomes for boys and pupils working at the expected level +1.

Where we are now

The local authority has commissioned a borough wide programme for literacy coordinators to improve the literacy skills of boys across the authority. A key element of the programme is joint training and developing of best practice. The impact will be evaluated in July 2017.