

Appendix 3

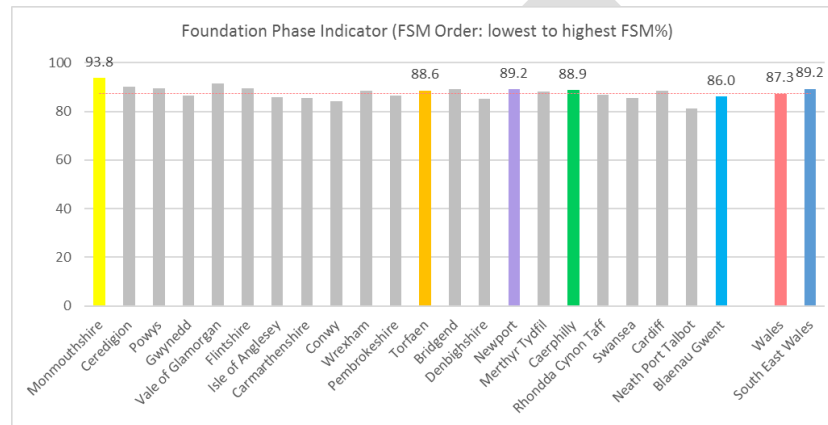
Local Authority Specific Annex 2017-2018

Local Authority: Caerphilly

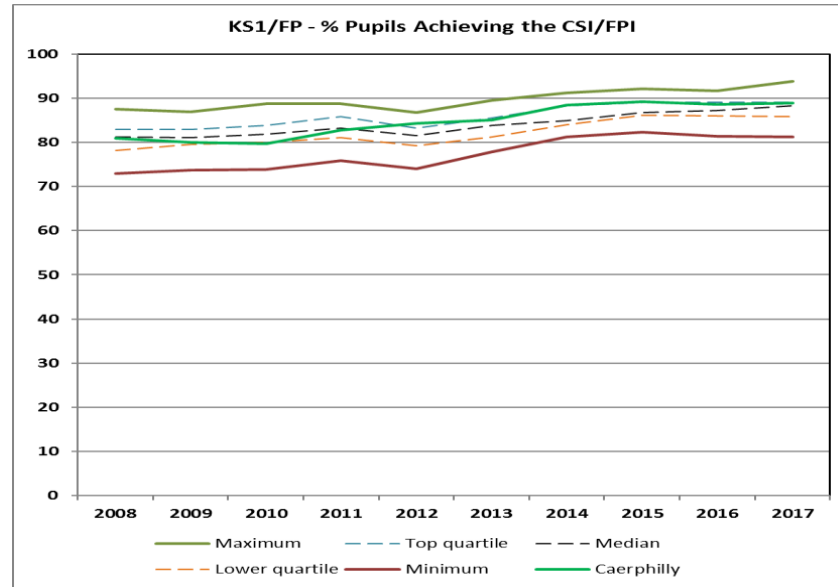
Review of LA level performance set against target and previous performance

Foundation Phase									
All Pupils	2016 Actual	2017 Actual	2017 Perf. v Target	2017 LA Target	FSM Pupils	2016 Actual	2017 Actual	2017 Perf. v Target	2017 LA Target
FPI	88.6	88.9	↓	89.2	FPI	77.1	76.5	↓	77.2
LLC English O5+	90.1	89.6	↑	89.1	LLC English O5+	81.1	78.5	↑	77.6
LLC Welsh O5+	92.6	93.8	↓	94.5	LLC Welsh O5+	82.9	86.2	↓	88.1
Math Dev.O5+	91.4	91.2	↓	91.9	Math Dev.O5+	82.2	81.2	↓	81.8
PSD O5+	94.3	95.0	↑	95.0	PSD O5+	89.8	89.7	↑	89.4
LLC English O6	36.1	38.9	↑	37.4	LLC English O6	18.0	20.8	↑	18.4
LLC Welsh O6	31.7	38.0	↑	36.4	LLC Welsh O6	9.8	24.1	↑	15.3
Math Dev. O6	36.2	37.8	↓	38.1	Math Dev. O6	18.0	18.1	↓	19.0
PSD O6	55.5	57.8	↑	55.8	PSD O6	36.3	35.7	↑	33.1

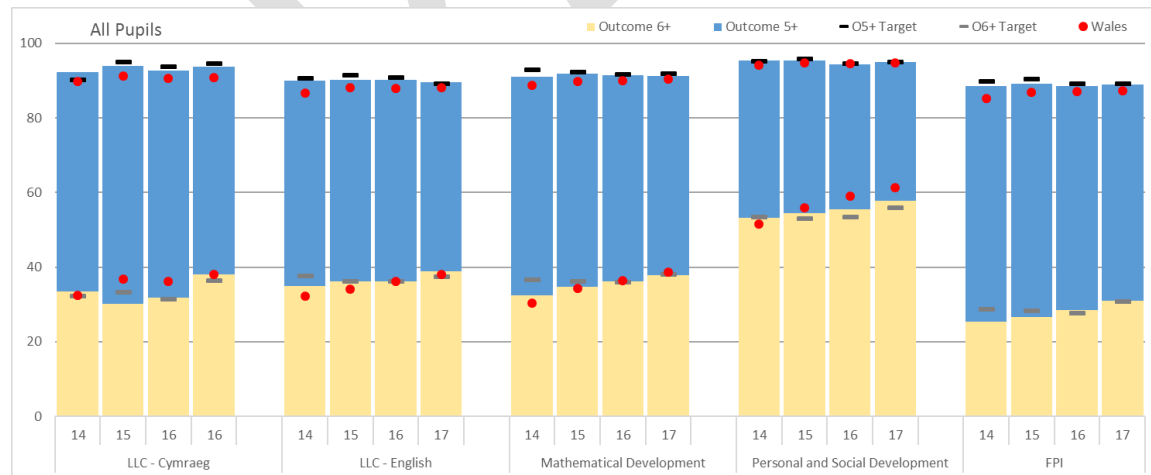
Performance in the foundation phase improved slightly from 88.6% in 2016 to 88.9% pupils achieving the foundation phase indicator (FPI) in 2017, an increase of 0.3 percentage points. Caerphilly currently ranks 8th in Wales for the FPI when compared with other local authorities, which is above the LA's FSM ranking (18th, 2017 PLASC data), same ranking as last year.



10 Year Performance Summary – FPI / CSI (before 2012)



There have been improvements at the expected level (outcome 5+) in all areas, apart from LLC English and Mathematical Development, which have marginally declined by 0.5 and 0.2 percentage points respectively. At the higher outcome (outcome 6+) there have been improvements in all areas.



Percentage of pupils achieving Outcome 5+:

	FPI	LLC English	LLC Welsh	Mathematical Development	PSD
Caerphilly 2017	88.9	89.6	93.8	91.2	95.0
Target	89.2	89.1	94.5	91.9	95.0
Caerphilly 2016	88.6	90.1	92.6	91.4	94.3
Wales 2017	87.3	88.1	90.9	90.3	94.7

Percentage of pupils achieving Outcome 6+:

	LLC English	LLC Welsh	Mathematical Development	PSD
Caerphilly 2017	38.9	38.0	37.8	57.8
Target	37.4	36.4	38.1	55.8
Caerphilly 2016	36.1	31.7	36.2	55.5
Wales 2017	38.1	38.1	38.7	61.3

Performance in the Foundation Phase Indicator improved by 0.3 percentage points and is ranked 8th in Wales.

Performance in LLC English has declined slightly at outcome 5+ but has improved by 2.8 percentage points at outcome 6+. Performance is ranked 10th in Wales at outcome 5+.

Performance in LLC Welsh has improved by 1.2 percentage points at outcome 5+ but has improved by 6.3 percentage points at outcome 6+. Performance is ranked 9th in Wales at outcome 5+.

Performance in mathematical development has declined slightly at outcome 5+, but has improved by 1.6 percentage points at outcome 6+. Performance is ranked 9th in Wales at outcome 5+.

Performance in PSDWCD has declined by 0.7 percentage points at outcome 5+ and has improved by 2.3 percentage points at outcome 6+. Performance is ranked 11th in Wales at outcome 5+.

Performance is within 1% of the schools' aggregate targets for each area of learning.

Gender differences at outcome 5+ (boys' performance – girls' performance):

	FPI		LLC English		LLC Welsh		Mathematical Development		PSD	
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Caerphilly	-8.1	-6.1	-8.1	-6.9	-7.5	-4.6	-5.3	-4.0	-6.7	-4.2
Wales	-8.2	-7.1	-8.3	-7.2	-7.0	-6.0	-5.3	-4.1	-5.3	-5.0

Gender differences at outcome 6 (boys' performance – girls' performance):

	LLC English		LLC Welsh		Mathematical Development		PSD	
	2016	2017	2016	2017	2016	2017	2016	2017
Caerphilly	-12.5	-7.3	-23.5	-9.8	-3.4	0.9	-22.9	-13.0
Wales	-11.7	-12.7	-15.1	-13.7	0.1	-0.9	-18.3	-18.0

At outcomes 5+ and 6+ gender differences have decreased in all indicators, and the gender gaps are narrower than that across Wales.

Wales rankings:

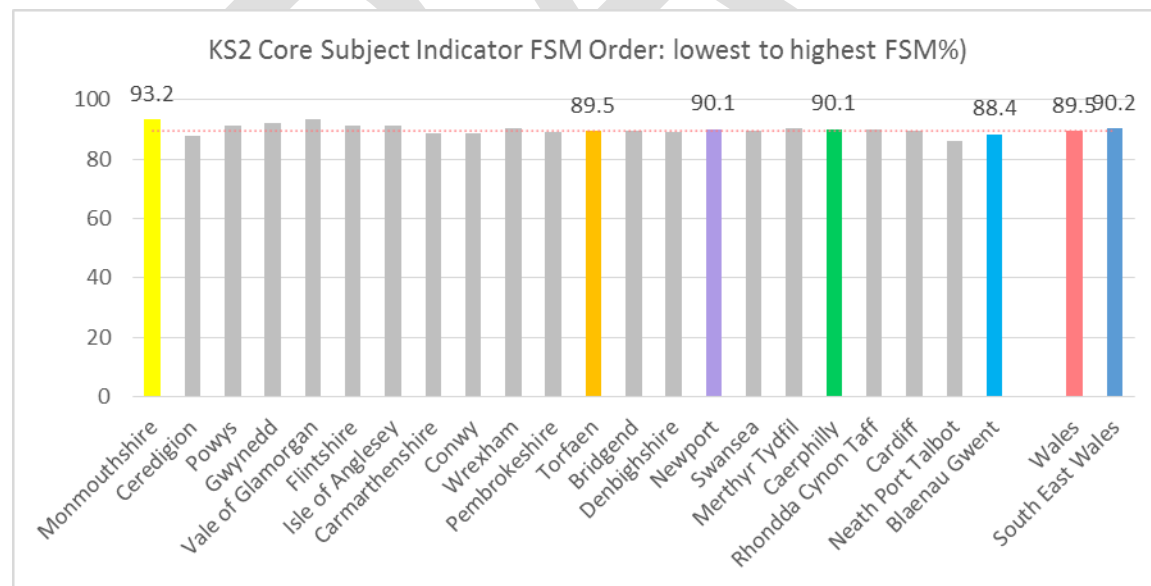
When compared with other LAs in Wales, performance in Caerphilly is higher than could be expected for each area of learning. However, rank positions have declined for LLC English and Mathematical Development.

	FPI	LLC English	LLC Welsh	Mathematical Development	PSDWCD
2017	8 →	10 ↓	9 →	9 ↓	11 ↑
2016	8 ↓	7 ↑	9 ↓	7 ↓	16 ↓
2015	6 ↑	8 ↓	6 ↓	4 ↑	12 ↓

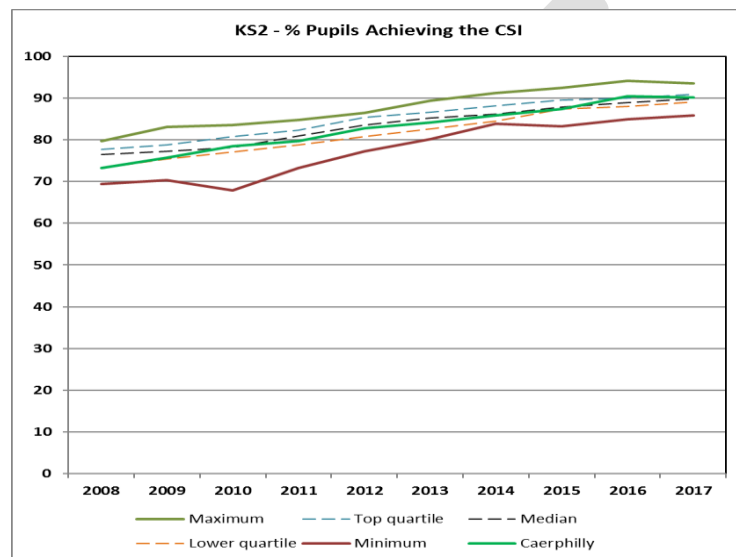
FPI		LLC - English		LLC - Welsh		Math. Dev.		PSD	
Monmouthshire	93.8	Monmouthshire	94.7	Monmouthshire	98.1	Monmouthshire	94.4	Monmouthshire	97.9
Vale of Glamorgan	91.4	Ceredigion	92.1	Blaenau Gwent	96.8	Vale of Glamorgan	93.7	Vale of Glamorgan	96.7
Ceredigion	90.2	Vale of Glamorgan	91.8	Vale of Glamorgan	96.6	Ceredigion	92.8	Flintshire	96.1
Powys	89.6	Torfaen	90.8	Powys	95.2	Bridgend	92.3	Ceredigion	96.0
Flintshire	89.5	Newport	90.5	Newport	94.5	Flintshire	92.2	Powys	96.0
South East Wales	89.2	South East Wales	90.4	Bridgend	94.4	Merthyr Tydfil	91.8	Bridgend	95.6
Newport	89.2	Flintshire	90.3	Flintshire	94.1	Powys	91.6	Gwynedd	95.3
Bridgend	89.1	Wrexham	90.0	Swansea	93.8	South East Wales	91.4	South East Wales	95.2
Caerphilly	88.9	Bridgend	90.0	Caerphilly	93.8	Newport	91.3	Cardiff	95.1
Torfaen	88.6	Powys	89.9	Merthyr Tydfil	93.3	Caerphilly	91.2	Wrexham	95.1
Cardiff	88.5	Caerphilly	89.6	South East Wales	92.4	Cardiff	91.2	Torfaen	95.1
Wrexham	88.4	Cardiff	89.1	Rhondda Cynon Taff	92.2	Wrexham	91.1	Caerphilly	95.0
Merthyr Tydfil	88.1	Merthyr Tydfil	89.1	Cardiff	92.1	Torfaen	90.7	Isle of Anglesey	94.9
Wales	87.3	Pembrokeshire	88.5	Ceredigion	91.8	Gwynedd	90.3	Merthyr Tydfil	94.8
Rhondda Cynon Taff	86.9	Wales	88.1	Wales	90.9	Wales	90.3	Carmarthenshire	94.8
Pembrokeshire	86.6	Rhondda Cynon Taff	87.7	Denbighshire	90.6	Rhondda Cynon Taff	90.2	Swansea	94.7
Gwynedd	86.6	Blaenau Gwent	86.8	Carmarthenshire	90.5	Blaenau Gwent	90.0	Newport	94.7
Blaenau Gwent	86.0	Denbighshire	86.4	Isle of Anglesey	90.3	Carmarthenshire	89.6	Wales	94.7
Isle of Anglesey	85.8	Swansea	85.8	Neath Port Talbot	89.2	Pembrokeshire	89.3	Denbighshire	94.4
Carmarthenshire	85.6	Conwy	85.7	Wrexham	88.7	Isle of Anglesey	89.1	Conwy	94.3
Swansea	85.5	Isle of Anglesey	84.1	Gwynedd	88.3	Swansea	89.0	Blaenau Gwent	94.2
Denbighshire	85.3	Neath Port Talbot	82.5	Conwy	87.2	Denbighshire	88.8	Rhondda Cynon Taff	93.8
Conwy	84.0	Carmarthenshire	82.1	Pembrokeshire	86.3	Conwy	87.4	Pembrokeshire	93.4
Neath Port Talbot	81.2	Gwynedd	57.9	Torfaen	83.8	Neath Port Talbot	85.4	Neath Port Talbot	91.3

Key Stage 2													
All Pupils	2016 Actual	2017 Actual	2017 Perf. v Target	2017 LA Target	2018 LA Target	2019 LA Target	FSM Pupils	2016 Actual	2017 Actual	2017 Perf. v Target	2017 LA Target	2018 LA Target	2019 LA Target
CSI	90.4	90.1	↓	90.4	88.8	88.9	CSI	80.6	78.8	↓	80.2	77.6	79.6
English L4+	92.4	91.8	↓	92.1	90.4	90.7	English L4+	83.2	82.1	↓	83.6	80.8	82.6
Welsh (1st) L4+	91.8	94.7	↓	95.6	93.0	94.2	Welsh (1st) L4+	88.5	86.3	↓	88.5	83.3	89.2
Maths L4+	92.0	92.1	↑	92.1	91.2	90.8	Maths L4+	84.1	83.0	↓	83.1	81.2	82.1
Science L4+	93.2	92.9	↓	92.9	92.4	91.1	Science L4+	85.9	83.3	↓	84.7	82.2	82.8
English L5+	40.9	44.5	↑	44.0	40.8	41.7	English L5+	23.0	24.0	↑	23.9	23.8	21.5
Welsh (1st) L5+	34.1	40.5	↓	43.9	36.5	37.8	Welsh (1st) L5+	5.8	19.6	↑	13.5	14.8	16.2
Maths L5+	42.5	45.7	↑	43.1	40.3	41.2	Maths L5+	19.8	23.5	↑	21.6	23.8	22.1
Science L5+	42.2	46.3	↑	43.9	41.3	41.6	Science L5+	20.0	24.9	↑	24.3	25.2	21.3

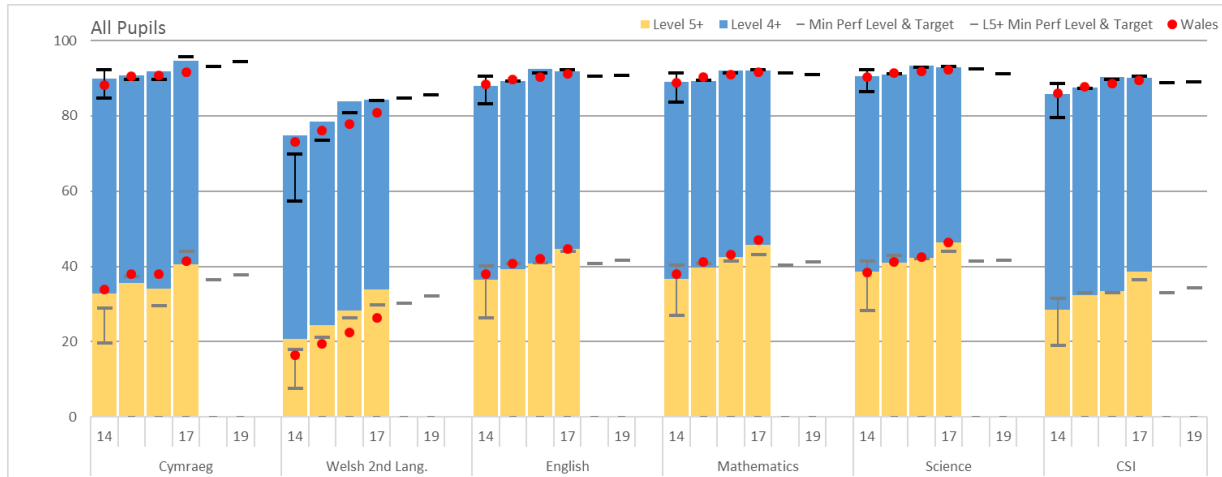
Performance decreased slightly in 2017, with 90.1% pupils achieving the core subject indicator (CSI), 0.3 percentage points below 90.4% in 2016. Caerphilly is ranked 10th in Wales, which is higher than could be expected given the LA's FSM ranking.



10 Year Performance Summary – Key Stage 2 CSI



Performance at the expected level (4+) has improved in Welsh 1st language, Welsh 2nd Language and mathematics. At level 5+, performance has improved in all subjects.



Percentage of pupils achieving level 4+:

	CSI	English	Welsh (First Language)	Mathematics	Science
Caerphilly 2017	90.1 ↓	91.8 ↓	94.7 ↑	92.1 ↑	92.9 ↓
Target	90.4	92.1	95.6	92.1	92.9
Caerphilly 2016	90.4	92.4	91.8	92.0	93.2
Wales 2017	89.5	91.1	91.6	91.6	92.2

Percentage of pupils achieving level 5+:

	English	Welsh (First Language)	Mathematics	Science
Caerphilly 2017	44.5 ↑	40.5 ↑	45.7 ↑	46.3 ↑
Target	44.0	43.9	43.1	43.9
Caerphilly 2016	40.9	34.1	42.5	42.2
Wales 2017	44.7	41.5	47.0	46.4

Performance in the CSI has declined slightly by 0.3 percentage points and is ranked 10th in Wales.

Performance in English at the expected level 4+ has declined by 0.6 percentage points and is ranked 10th in Wales. Performance at the higher level 5+ has improved by 3.6 percentage points.

Performance in Welsh (first language) at the expected level 4+ has improved by 2.9 percentage points and is ranked 6th in Wales. Performance in Welsh (first language) at the higher level 5+ has improved by 6.4 percentage points.

Performance in mathematics at the expected level 4+ is stable at 92.1% and is ranked 9th in Wales. Performance in mathematics at the higher level 5+ has improved by 3.2 percentage points.

Performance in science at the expected level 4+ has declined slightly by 0.3 percentage points and is ranked 10th in Wales. Performance in science at the higher level 5+ has improved by 4.1 percentage points.

Performance at the expected level 4+ for all indicators was within 1% of the school aggregate targets.

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Gender differences at level 4+ (boys' performance – girls' performance):

	CSI		English		Welsh (First Language)		Mathematics		Science	
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Caerphilly	-5.3	-4.0	-4.9	-4.8	-5.0	-5.6	-3.9	-2.2	-4.2	-3.2
Wales	-5.2	-4.5	-5.6	-5.0	-5.2	-6.0	-3.2	-2.8	-3.6	-3.4

At level 4+ gender differences have decreased in each subject area except Welsh. Gender differences are narrower than the national gender differences in all subjects.

Gender differences at level 5+ (boys' performance – girls' performance):

	English		Welsh (First Language)		Mathematics		Science	
	2016	2017	2016	2017	2016	2017	2016	2017
Caerphilly	-13.3	-13.8	-15.7	-22.7	-0.1	-4.4	-5.4	-9.2
Wales	-12.0	-12.9	-13.8	-17.3	0.7	-0.8	-3.6	-5.2

At level 5+ gender differences have increased for all subjects. The gender gaps are still wider than the national averages.

Wales rankings:

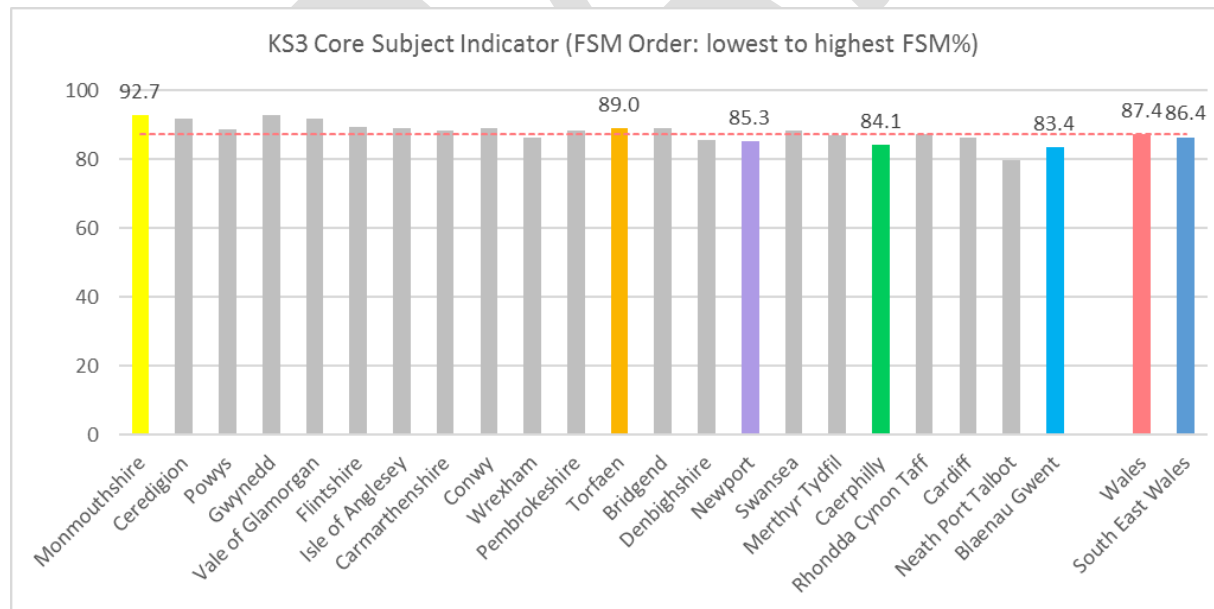
The LA's rankings against other LAs in wales in all subjects has declined this year.

	CSI	English	Welsh (first language)	Mathematics	Science
2017	10 ↓	10 ↓	6 ↓	9 ↓	10 ↓
2016	3 ↑	3 ↑	13 ↓	5 ↑	4 ↑
2015	=15 →	=15 →	10 →	18 ↓	15 ↓

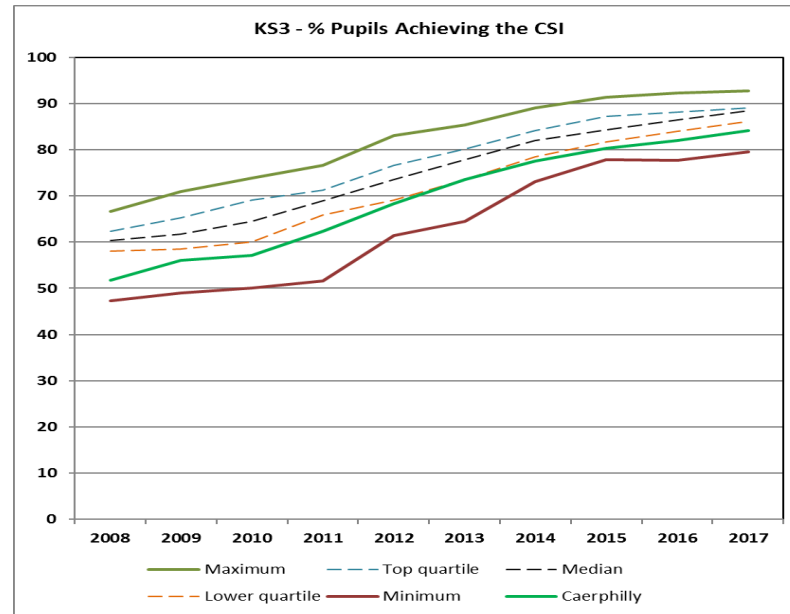
CSI		English		Welsh 1st Lang.		Mathematics		Science	
Vale of Glamorgan	93.5	Monmouthshire	95.3	Bridgend	98.3	Vale of Glamorgan	94.8	Monmouthshire	95.3
Monmouthshire	93.2	Vale of Glamorgan	94.2	Merthyr Tydfil	97.7	Monmouthshire	94.5	Vale of Glamorgan	94.9
Gwynedd	92.1	Gwynedd	93.2	Vale of Glamorgan	96.7	Gwynedd	93.3	Powys	94.3
Isle of Anglesey	91.4	Powys	93.2	Powys	95.9	Isle of Anglesey	93.1	Torfaen	93.8
Powys	91.2	Newport	93.0	Swansea	95.3	Flintshire	93.0	Isle of Anglesey	93.8
Flintshire	91.0	Isle of Anglesey	92.6	Caerphilly	94.7	Powys	92.8	Gwynedd	93.8
Wrexham	90.3	Flintshire	92.6	Neath Port Talbot	93.3	Wrexham	92.5	Newport	93.4
Merthyr Tydfil	90.2	South East Wales	92.3	Rhondda Cynon Taff	93.0	Rhondda Cynon Taff	92.2	South East Wales	93.3
South East Wales	90.2	Wrexham	92.0	Cardiff	92.8	South East Wales	92.1	Flintshire	93.2
Newport	90.1	Torfaen	92.0	Denbighshire	92.4	Caerphilly	92.1	Wrexham	92.9
Caerphilly	90.1	Caerphilly	91.8	South East Wales	92.3	Newport	91.9	Caerphilly	92.9
Rhondda Cynon Taff	90.0	Merthyr Tydfil	91.4	Wales	91.6	Denbighshire	91.8	Denbighshire	92.7
Wales	89.5	Rhondda Cynon Taff	91.4	Conwy	91.3	Swansea	91.7	Rhondda Cynon Taff	92.6
Torfaen	89.5	Swansea	91.3	Gwynedd	91.1	Wales	91.6	Swansea	92.4
Swansea	89.5	Wales	91.1	Carmarthenshire	90.6	Cardiff	91.6	Wales	92.2
Cardiff	89.4	Bridgend	90.8	Pembrokeshire	90.4	Torfaen	91.5	Merthyr Tydfil	92.0
Bridgend	89.4	Cardiff	90.8	Newport	90.1	Merthyr Tydfil	91.4	Carmarthenshire	91.7
Pembrokeshire	89.2	Pembrokeshire	90.7	Wrexham	89.7	Carmarthenshire	91.4	Cardiff	91.7
Denbighshire	88.9	Denbighshire	90.6	Torfaen	88.9	Bridgend	91.4	Bridgend	91.6
Carmarthenshire	88.8	Carmarthenshire	90.2	Blaenau Gwent	88.6	Pembrokeshire	91.3	Pembrokeshire	91.5
Conwy	88.4	Conwy	90.2	Isle of Anglesey	88.3	Blaenau Gwent	90.8	Conwy	91.2
Blaenau Gwent	88.4	Ceredigion	89.3	Ceredigion	87.2	Conwy	90.5	Blaenau Gwent	91.1
Ceredigion	87.9	Blaenau Gwent	88.9	Monmouthshire	86.8	Ceredigion	90.5	Ceredigion	91.0
Neath Port Talbot	85.9	Neath Port Talbot	87.4	Flintshire	86.6	Neath Port Talbot	87.6	Neath Port Talbot	89.4

Key Stage 3													
All Pupils	2016 Actual	2017 Actual	2017 Perf. v Target	2017 LA Target	2018 LA Target	2019 LA Target	FSM Pupils	2016 Actual	2017 Actual	2017 Perf. v Target	2017 LA Target	2018 LA Target	2019 LA Target
CSI	82.0	84.1	↓	86.1	84.9	88.1	CSI	65.1	68.6	↓	71.9	73.1	76.8
English L5+	85.3	86.2	↓	89.0	87.7	90.1	English L5+	70.0	72.3	↓	77.2	77.0	80.3
Maths L5+	87.6	88.9	↓	89.5	89.4	91.5	Maths L5+	74.5	75.1	↓	78.1	80.3	82.3
Science L5+	89.8	90.7	↓	92.3	90.7	93.7	Science L5+	78.8	80.0	↓	81.9	81.7	86.6
English L6+	46.6	50.2	↑	50.1	50.2	48.5	English L6+	23.9	28.4	↓	34.4	32.0	27.5
Maths L6+	54.3	58.4	↑	54.7	53.6	55.3	Maths L6+	34.9	33.5	↓	35.5	37.4	34.3
Science L6+	57.0	57.6	↑	57.2	55.3	57.0	Science L6+	35.8	35.1	↓	37.9	37.8	35.1

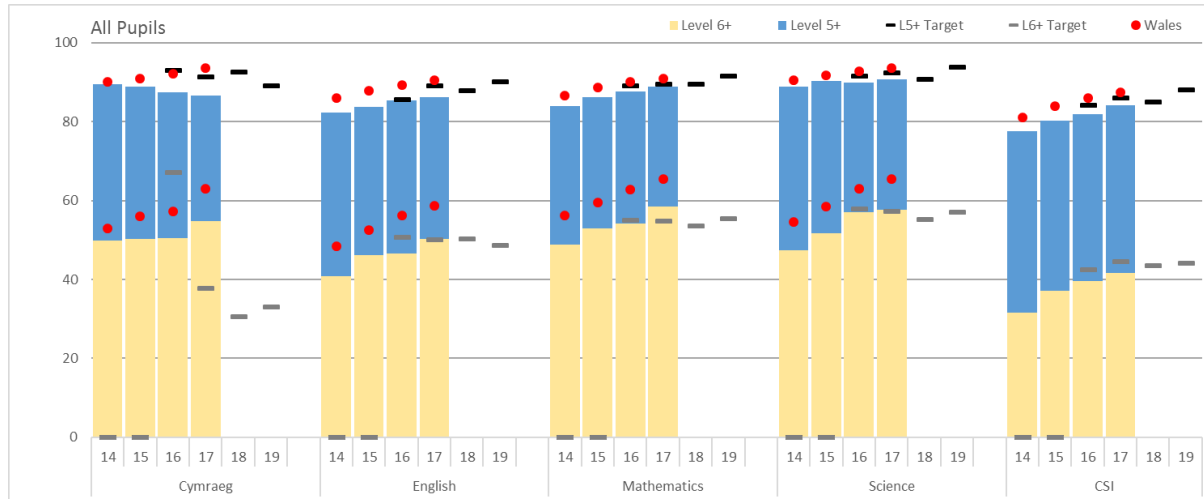
Performance continues to improve, with 84.1% pupils achieving the core subject indicator (CSI), an increase of 2.1 percentage points from 82.0% in 2016. Caerphilly remains ranked 20th in Wales.



10 Year Performance Summary – Key Stage 3 CSI



Performance has improved across all indicators at expected level 5+, level 6+ and level 7+ except for Welsh 1st Language at both L5+ & L7+..



Percentage of pupils achieving level 5+

	CSI	English	Welsh (First Language)	Mathematics	Science
Caerphilly 2017	84.1 ↑	86.2 ↑	86.6 ↓ -1.0	88.9 ↑ 1.0	90.7 ↑ 1.0
Target	86.1	89.0	91.3	89.5	92.3
Caerphilly 2016	82.0	85.3	87.3	87.6	89.8
Wales 2017	87.4	90.5	93.5	90.8	93.5

Percentage of pupils achieving level 6+

	English	Welsh (First Language)	Maths	Science
Caerphilly 2017	50.2 ↑	54.7 ↑	58.4 ↑ 1.0	57.6 ↑
Target	50.1	37.7	54.7	57.2
Caerphilly 2016	46.6	50.4	54.3	57.0
Wales 2017	58.7	58.7	65.5	65.6

Percentage of pupils achieving level 7+

	English	Welsh (First Language)	Maths	Science
Caerphilly 2017	14.1 ↑	12.1 ↓	20.0 ↑	19.5 ↑
Caerphilly 2016	12.4	12.3	19.9	15.7
Wales 2017	20.7	20.7	30.8	26.5

Performance in the CSI has improved by 2.1 percentage points and continues to be ranked 20th in Wales.

Performance in English at the expected level 5+ has improved by 0.9 percentage points and is ranked 21st in Wales. Performance in English at level 6+ and level 7+ has improved by 3.6 and 1.7 percentage points respectively.

Performance in Welsh first language at the expected level 5+ has declined by 0.7 percentage points and is ranked 18th out of 18 in Wales. Performance in Welsh at level 6+ has improved by 4.3 percentage points, but has declined slightly at level 7+ by 0.2 percentage points.

Performance in mathematics at the expected level 5+ has improved by 1.3 percentage points and is ranked 20th in Wales. Performance in mathematics at level 6+ and level 7+ has improved by 4.1 and 0.1 percentage points respectively.

Performance in science at the expected level 5+ has improved by 0.9 percentage points and is ranked 21st in Wales. Performance in science at level 6+ and level 7+ has improved by 0.6 and 3.8 percentage points respectively.

Performance at the expected Level 5+ was less than 3% below school aggregate targets, except for Welsh first language, which was 4.7% below target.

Gender differences at level 5+ (boys' performance – girls' performance):

	CSI		English		Welsh (First Language)		Mathematics		Science	
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Caerphilly	-10.9	-8.8	-10.3	-8.2	-8.3	-11.6	-5.4	-5.3	-6.2	-5.5
Wales	-7.4	-7.4	-8.0	-7.3	-5.8	-4.9	-3.7	-4.5	-4.4	-4.4

Gender differences have decreased for all indicators except Welsh first language, and are still wider than the Wales average gender difference.

Gender differences at level 6+ (boys' performance – girls' performance):

	English		Welsh (First Language)		Mathematics		Science	
	2016	2017	2016	2017	2016	2017	2016	2017
Caerphilly	-22.7	-20.1	-20.6	-16.9	-4.9	-7.5	-10.0	-13.4
Wales	-18.4	-18.6	-18.8	-19.2	-5.0	-7.3	-11.0	-12.2

Gender differences have decreased for English and Welsh, and have increased for maths and science. The gender gaps are still wider than the Wales average gender difference for English, mathematics and science.

Gender differences at level 7+ (boys' performance – girls' performance):

	English		Welsh (First Language)		Mathematics		Science	
	2016	2017	2016	2017	2016	2017	2016	2017
Caerphilly	-9.4	-8.9	-14.1	-11.6	-1.2	-5.1	-7.0	-7.4
Wales	-11.0	-12.7	-10.5	-12.0	-3.6	-4.1	-8.3	-8.1

Gender differences have increased for mathematics and science. However, the gender gaps are narrower than the Wales average gender difference in all subjects except mathematics.

Wales rankings:

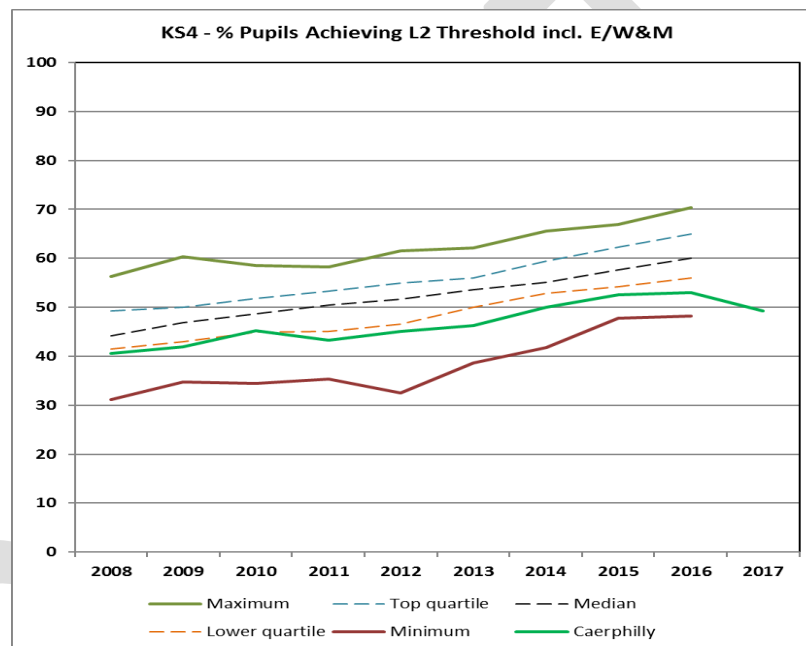
Whilst there have been some performance improvements in 2017, Caerphilly's ranking has remained the same for all subjects except English, which has declined from 20th to 21st.

	CSI	English	Welsh (first language)	Mathematics	Science
2017	20 →	21 ↓	18/18 →	20 →	21 →
2016	20 →	20 ↑	18/18 ↓	20 ↓	21 ↓
2015	20 ↓	22 ↓	13/18 ↓	19 →	19 ↓

CSI		English		Welsh 1st Lang.		Mathematics		Science	
Gwynedd	92.8	Ceredigion	95.2	Pembrokeshire	99.3	Gwynedd	94.8	Monmouthshire	97.0
Monmouthshire	92.7	Monmouthshire	94.5	Wrexham	96.6	Monmouthshire	94.5	Gwynedd	96.8
Ceredigion	91.9	Vale of Glamorgan	93.9	Powys	96.3	Vale of Glamorgan	93.4	Ceredigion	96.6
Vale of Glamorgan	91.8	Gwynedd	93.6	Vale of Glamorgan	95.6	Ceredigion	93.3	Vale of Glamorgan	95.7
Flintshire	89.5	Isle of Anglesey	92.9	Cardiff	95.4	Flintshire	92.7	Bridgend	95.5
Bridgend	89.0	Flintshire	92.5	Swansea	95.4	Carmarthenshire	92.4	Conwy	95.4
Torfaen	89.0	Powys	92.3	Flintshire	95.1	Torfaen	92.4	Isle of Anglesey	95.3
Conwy	88.9	Bridgend	91.6	Isle of Anglesey	95.0	Conwy	92.1	Powys	95.2
Isle of Anglesey	88.9	Conwy	91.2	Rhondda Cynon Taff	94.1	Bridgend	92.1	Torfaen	95.2
Powys	88.6	Swansea	91.2	Gwynedd	93.7	Pembrokeshire	91.6	Flintshire	95.1
Pembrokeshire	88.4	Pembrokeshire	90.8	Wales	93.5	Powys	91.2	Carmarthenshire	94.1
Carmarthenshire	88.4	Cardiff	90.8	Ceredigion	93.0	Swansea	91.0	Denbighshire	93.8
Swansea	88.2	Torfaen	90.7	Bridgend	92.7	Isle of Anglesey	91.0	Cardiff	93.7
Rhondda Cynon Taff	87.4	Merthyr Tydfil	90.7	Denbighshire	92.4	Wales	90.8	Wales	93.5
Wales	87.4	Wales	90.5	Conwy	92.2	South East Wales	90.7	Rhondda Cynon Taff	93.3
Merthyr Tydfil	87.1	Rhondda Cynon Taff	90.4	Carmarthenshire	92.1	Rhondda Cynon Taff	90.7	South East Wales	93.0
South East Wales	86.4	Carmarthenshire	90.0	Neath Port Talbot	91.6	Denbighshire	90.7	Newport	92.9
Wrexham	86.3	Denbighshire	90.0	Torfaen	89.9	Newport	90.6	Pembrokeshire	92.8
Cardiff	86.2	Wrexham	89.8	South East Wales	88.0	Cardiff	89.3	Merthyr Tydfil	92.6
Denbighshire	85.6	Newport	89.3	Caerphilly	86.6	Wrexham	89.2	Swansea	91.6
Newport	85.3	South East Wales	89.0	Merthyr Tydfil	-	Blaenau Gwent	89.1	Blaenau Gwent	91.4
Caerphilly	84.1	Blaenau Gwent	86.3	Blaenau Gwent	-	Caerphilly	88.9	Wrexham	91.4
Blaenau Gwent	83.4	Caerphilly	86.2	Monmouthshire	-	Merthyr Tydfil	88.6	Caerphilly	90.7
Neath Port Talbot	79.6	Neath Port Talbot	85.6	Newport	-	Neath Port Talbot	84.4	Neath Port Talbot	89.0

Key Stage 4 (PROVISIONAL)

Please note that this section is compiled using provisional data provided by schools on exam results day. This data is subject to a validation process throughout September and October. Final confirmed data is not likely to be available until December 2017. A full analysis will be provided on the final validated data set.



School	Cohort Number	% L2 E,W+M		
	2017	2016	2017	2017 Target
Caerphilly	1,965	53.0	49.2	56.0
EAS - South East Wales	6,025	55.5	52.1	59.2
Wales		60.3		

Primary Attendance

Note: 2017 attendance data is available Dec 2017

Pupil Attendance				
	2016 Actual	2017 Target	2018 Target	2019 Target
LA	94.6	95.3	95.5	95.7

Secondary Attendance

Pupil Attendance				
	2017 Actual	2017 Target	2018 Target	2019 Target
LA	93.3	94.0	94.5	94.8

Summary of National Categorisation of schools in the Local Authority in 2014-2015, 2015-2016 and 2016-2017

Step 1 – Primary		Number of Schools				Percentage of Schools			
		Group 4	Group 3	Group 2	Group 1	Group 4	Group 3	Group 2	Group 1
Caerphilly	14-15	2	23	34	16	3%	31%	45%	21%
	15-16	0	9	35	31	0%	12%	47%	41%
	16-17	0	8	22	45	0%	11%	29%	60%
South East Wales	14-15	7	52	88	49	4%	27%	45%	25%
	15-16	2	25	90	82	1%	13%	45%	41%
	16-17	2	19	63	115	1%	10%	32%	58%

Step 2 - Primary		Number of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Caerphilly	14-15	2	15	44	14	3%	20%	59%	19%
	15-16	1	7	51	16	1%	9%	68%	21%
	16-17	2	4	51	18	3%	5%	68%	24%
South East Wales	14-15	9	45	101	44	5%	23%	51%	22%
	15-16	4	29	116	50	2%	15%	58%	25%
	16-17	3	18	109	64	2%	9%	56%	33%

Step 3 - Primary		Number of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Caerphilly	14-15	2	17	44	12	3%	23%	59%	16%
	15-16	1	8	50	16	1%	11%	67%	21%
	16-17	3	3	52	17	4%	4%	69%	23%
South East Wales	14-15	9	50	100	40	5%	25%	50%	20%
	15-16	5	31	111	52	3%	16%	56%	26%
	16-17	5	18	111	60	3%	9%	57%	31%

Step 1 - Secondary		Number of Schools				Percentage of Schools			
		Group 4	Group 3	Group 2	Group 1	Group 4	Group 3	Group 2	Group 1
Caerphilly	14-15	5	6	2	1	36%	43%	14%	7%
	15-16	1	11	1	1	7%	79%	7%	7%
	16-17	0	11	2	1	0%	79%	14%	7%
South East Wales	14-15	10	14	10	3	27%	38%	27%	8%
	15-16	3	22	6	4	9%	63%	17%	11%
	16-17	3	19	8	5	9%	54%	23%	14%

Step 2 – Secondary		Number of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Caerphilly	14-15	0	11	2	1	0%	79%	14%	7%
	15-16	1	9	4	0	7%	64%	29%	0%
	16-17	1	3	9	0	8%	23%	69%	0%
South East Wales	14-15	0	25	11	1	0%	68%	30%	3%
	15-16	3	18	14	1	8%	50%	39%	3%
	16-17	6	9	17	4	17%	25%	47%	11%

Step 3 – Secondary		Number of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Caerphilly	14-15	3	8	2	1	21%	57%	14%	7%
	15-16	2	9	3	0	14%	64%	21%	0%
	16-17	1	6	6	0	8%	46%	46%	0%
South East Wales	14-15	5	19	10	3	14%	51%	27%	8%
	15-16	6	18	11	1	17%	50%	31%	3%
	16-17	6	12	15	3	17%	33%	42%	8%

LA schools currently in any Estyn follow-up category

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection	Current Follow-up status
Primary	St James Primary*	01/05/2016	20/07/2016	Estyn	Estyn
Primary	Park Primary	01/04/2015	25/06/2015	SI	SI

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection	Current Follow-up status
Secondary	Bedwas High	01/05/2017	26/07/2017	SM	SM
Secondary	Blackwood Comprehensive	01/11/2015	15/01/2016	Estyn	Estyn
Secondary	Lewis Girls Comprehensive	01/11/2014	09/01/2015	Estyn	Estyn

Pupil outcomes

A high-level analysis of pupil outcomes for the Local Authority indicates that the following aspects require improvement over the next phase of the Business Plan:

Focus for 2016-2017

- Attendance
- Efsm
- Raising standards KS 4
- Continuing development of 21st schools
- ALN review
- EOTAS review

Schools requiring Improvement 2017-2018 (Amber and Red Overall Categories of support) The information below indicates the additional support that was given to schools in the overall category of Amber or Red in the Local Authority in the academic year 2016-2017. The support was in line with the guidance within the National Categorisation System and within the SEWC Intervention Framework 2016-2017. Each of these schools had a detailed Intervention or Support Plan, the progress each school made over the academic year has been captured through regular Education Improvement Boards (EIBs) or Intervention Meetings.

School	National Categorisation 2016-2017			Draft National Categorisation 2017-2018 (Confidential)		Overall judgement on progress made against detailed actions
	Step 1	Step 2	Step 3	Step 2	Step 3	
Cwmcarn Primary	3	C	Amber	B	Yellow	Strong
Pontlottyn Primary	1	C	Amber	B	Yellow	Strong
Upper Rhymney Primary	1	C	Amber	C	Amber	Satisfactory
Bedwas High	3	B	Amber	D	Red	Limited
Heolddu Comprehensive	3	C	Amber	C	Amber	Satisfactory
Islwyn High	N/A	C	Amber	C	Amber	Satisfactory
Lewis Girls	3	C	Amber	B	Amber	Satisfactory
Rhymney Comprehensive	3	B	Amber	C	Amber	Satisfactory
St Cenydd Comprehensive	3	B	Amber	B	Yellow	Strong
Glan y nant PRU	N/A	C	Amber	C	Amber	Satisfactory
Park Primary	3	C	Red	B	Amber	Strong
St James Primary	3	D	Red	C	Red	Satisfactory
Cwmcarn High	3	D	Red	C	Amber	Satisfactory
Pantside Primary	3	D	Red	C	Amber	Strong

Local Authority specific activity financial year 2017-2018

The section below indicates additional school improvement activity that will be undertaken in the Local Authority through this financial year (2017-2018). The additional activity is linked to specific need arising from pupil outcomes.

A detailed programme delivery plan is available. Progress towards each of the additional interventions will be measured at the end of each term.

Nature of Additional Activity	Expected Outcomes	Update
<ul style="list-style-type: none"> • Bedwas High School • Tyn Y Wern Primary • Graig Y Racca Primary • St Helen's RC Primary • Bedwas Infant • Bedwas Junior • Machen Primary <p>To develop the role of the deputy head teacher in working collaboratively with primary Deputy Head colleagues across the cluster and Bedwas Deputy, Yr 7 lead, Transition and MAT lead.</p> <p>This Peer Working Project would allow release time for deputies from all schools in the cluster to share best practice, undertake learning walks across each school and monitor the quality and standards of books, with a focus on writing, planning and the learning environment.</p>	<ul style="list-style-type: none"> • Impact on KS 3 curriculum working with primary colleagues from New Deal and Curriculum Pioneer Primary Schools • Shared approaches to KS2 – KS3 Pedagogy and AFL strategies • Closer tracking of pupils between KS2 & KS3 • Focused supported transition for vulnerable groups, eFSM, LAC, EAL • Shared approach to supporting and challenging More Able and Talented Pupils. • A more focused use of Iris software • An improvement in standards in all schools • 6 weekly meeting with deputy group to monitor progress 	<p>Transition - curriculum and pedagogy Update:</p> <ul style="list-style-type: none"> • Key Stage 3 practitioners (literacy, history, geography KS3 teachers) observed best practice in literacy in Year 6. New units of work have been created as a result. Shared discussion around adapting effective teaching strategies have taken place. • KS3 Literacy and numeracy coordinators have met with KS2 colleagues with a focus on improving the quality of curriculum. • KS2 teachers have worked alongside secondary colleagues to make appropriate adaptations to KS2 literacy curriculum in light of feedback/changes to requirements and a focus on key skill development. A focus on grammar through 'Grammar for Writing' is

<p>Developing this capacity amongst the deputies, with support from the head teachers will raise standards in all schools and support the secondary school in the process.</p> <p>The deputy heads are best placed to implement curriculum reform across the schools, sharing the expertise of the group (Pioneer schools, Creative Lead schools etc) will inform future decisions. Training has already been organised in the form of an inset day, across the cluster to consider the DCF.</p> <p>The model for transition can be shared across the authority.</p> <p>LA Strategic lead and EAS to meet with the group to write the action plan and meet half termly to review actions and progress,</p> <p>Funding: 21.5K through LA annex</p>	<p style="font-size: 48px; opacity: 0.2; transform: rotate(-30deg);">DRAFT</p>	<p>being used in KS2 and this is detailed in the Cluster improvement plan for the year.</p> <p>Transition: Wellbeing Update</p> <ul style="list-style-type: none"> • Role of KS3 inclusion manager is currently underway with a focus on attendance, parental engagement, emotional health and wellbeing. Liaison with the LA is good and the systems are improving including the following: <ul style="list-style-type: none"> ✓ individual attendance targets with vulnerable pupils set shared with parents and other relevant stakeholders. ✓ Implementation of ‘Callio’ – attendance strategy alongside school leaders. ✓ regular contact made with vulnerable families; e.g. parental engagement sessions. ✓ Support provided for pupils who are identified as vulnerable through 1-1 or group support. • Substance misuse – training on effective intervention and education - A working party has been created including other clusters. Meeting with a range of
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		<p>agencies police, EOTAS, substance misuse agencies to collect a holistic picture. There have been a high number of EOTAS exclusions due to substance misuse. Outcome – a robust action plan has been created (Adam Thomas, Healthy Schools Practitioner). Pupil feedback has been sought in high school and cluster. Looked at research – creating pastoral guidance around this issue and creating a curriculum based on latest guidance.</p> <p>Aspects to be completed:</p> <p>Assessment for Learning strategy for cluster to be fully explored. Training/support to be provided, school visits to be arranged.</p> <p>Visits to other schools – Pioneer/Lead schools to see curriculum developments and links to Successful Futures</p> <p>Tracking of Pupil Progress from Year 6 to Year 7 – meetings to take place</p> <p>DHT/Literacy Coordinators to report outcomes and updates to other senior leaders</p>
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The content of this LA Annex has been agreed by:

LA Director / Chief Education Officer: _____

Cabinet Member for Education: _____

Principal Challenge Adviser:

DRAFT