

Learning and Skills Scrutiny Committee

Meeting Venue
**Council Chamber - County Hall,
Llandrindod Wells, Powys**

Meeting Date
Thursday, 28 March 2019

Meeting Time
2.00 pm

For further information please contact
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County Hall
Llandrindod Wells
Powys
LD1 5LG

Issue Date:
21 March 2019

The use of Welsh by participants is welcomed. If you wish to use Welsh please inform us by noon, two working days before the meeting

AGENDA

1.	APOLOGIES
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To receive apologies for absence.

2.	DECLARATIONS OF INTEREST
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To receive declarations of interest from Members.

3.	DECLARATIONS OF PARTY WHIP
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To receive disclosures of prohibited party whips which a Member has been given in relation to the meeting in accordance with Section 78(3) of the Local Government Measure 2011.

(NB: Members are reminded that under Section 78 Members having been given a prohibited party whip cannot vote on a matter before the Committee.)

4.	MINUTES
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To authorise the Chair to sign the minutes of the following meeting(s) as a correct record:

- 1th February 2019

(Pages 5 - 12)

5.	BRIEFING ON SECONDARY SCHOOL STANDARDS, ATTENDANCE AND EXCLUSIONS
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To receive the verified information on Secondary School Standards, attendance and exclusions.

(Pages 13 - 22)

6.	CHAIR'S BRIEFING
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To receive a verbal update from the Chair of the Learning and Skills Scrutiny Committee.

7.	WORK PROGRAMME
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To consider the scrutiny work programme:

Meeting 4 26 th Apr	Chamber	School Scrutiny Panel	Categorisation Schools causing concern
Meeting 5 Tbc		Working Group	
Meeting 1 13 th May pm	Chamber	Full Committee	Specialist Centre provision (move to Oct 19) Update on ALN Transformation Annual Review Work Programme for 2019/20
Meeting 2 24 th May	Chamber	Working Group	School Balances and Schools Service Budget
Meeting 3 TBA		School Scrutiny Panel	School 1 – School Causing Concern
Meeting 4 8 th July pm	Chamber	Full Committee	
Meeting 5 19 th Aug pm	Ctte Rm A	Full Committee	
Meeting 6		Working Group	
Meeting 7		Working Group	
Meeting 8 7 th Oct pm	Chamber	Full Committee	School Balances and Schools Service Budget
			Stds (provisional) and inspection outcomes
			Early years standards and provision
			Specialist Centres (from May 2019)

Meeting 9 TBA		School Scrutiny Panel	School 2 – School Causing Concern
Meeting 10 TBA		Working Group	
Meeting 11 18 th Nov pm	Chamber	Full Committee	
Meeting 12 TBA		Working Group	

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**MINUTES OF A MEETING OF THE LEARNING AND SKILLS SCRUTINY
COMMITTEE HELD AT COUNCIL CHAMBER - COUNTY HALL, LLANDRINDOD
WELLS, POWYS ON MONDAY, 11 FEBRUARY 2019**

PRESENT

County Councillor P Roberts (Chairman)

County Councillors G Breeze, B Davies, S C Davies, K Laurie-Parry, E Roderick, L Roberts, R G Thomas, Mrs A Davies, Mrs S. Davies, Mrs M Evitts, Robson, A W Davies and MC Alexander

Apologies for absence were received from County Councillors D R Jones

1. APOLOGIES

Apologies for absence were received from County Councillor D Jones.

In attendance:

County Councillors M Alexander (Portfolio Holder for Learning and Welsh Language) and A Davies (Portfolio Holder for Finance, Countryside and Transport).

A Clark (Head of Learning), M Evans (Senior Manager Schools Transformation), R Waggett (Finance Manager) and D Thompson (Schools Capital and Property Manager).

2. TO ELECT A VICE-CHAIR

RESOLVED that Co-opted Member Angela Davies be elected as Vice-Chair until the Annual meeting in May 2019.

3. DECLARATIONS OF INTEREST

No declarations of interest were received.

4. DECLARATIONS OF PARTY WHIP

No declarations of party whip were received.

5. SCHOOL BALANCES

Documents:

- School budgets 2018-19 update as at 31st December 2018

Discussion:

The report lacks detail to provide scrutiny with confidence that necessary actions are being taken.

There is a requirement that reports are limited to four pages and there is a limit to what can be shared in open session if information relates to matters which are subject to HR processes. Additional information can be provided in appendices.

The report would be enhanced by including trends over the last five years and benchmarking with other authorities.

It would be possible to include trends but benchmarking is more complex as different authorities delegate in different ways.

In 2014 the PwC report concluded a High School needed 750 pupils to be viable. As there are 8 High Schools in Powys with less than 750 pupils are the authority setting schools up to fail?

The Portfolio Holder for Learning advised that she did not accept the PwC (PricewaterhouseCoopers) report as it did not take into account transport costs. If pupils were moved to larger units then it would be necessary to top slice more money for transport costs meaning less funding would be available for education. The Portfolio Holder advised that at present transport costs are £68k a day but these could rise to £98k a day if schools were closed. When pressed, the Portfolio Holder was unable to substantiate this figure. Given that this appears to be underpinning policy in relation to school organisation scrutiny are concerned that a policy developed in an apparent vacuum of evidence may be exposing pupils to a less than ideal educational environment and the authority to unnecessary expenditure.

The Portfolio Holder for Finance advised that the viable size for a High School had been set by the council not PwC and that it would be necessary for any future changes to the structure of schools would need to be evidenced.

The Head of Learning advised that there are some small high schools who are able to manage their budgets and have good learning outcomes whilst some of the biggest schools are struggling the most.

He advised that Welsh Government consider small schools to be less than 91 pupils which in Powys would be considered a more viable school. It will be necessary for all to consider how small schools fit into the network in Powys for example by closer inter-school working both at primary to primary level and at primary to high school level. There are opportunities for federation, all-through schools and collaboration but if there are local solutions which would work but for which there are no permissions then it will be necessary to discuss this with Welsh Government.

The Chair noted this as an area which scrutiny may wish to explore further.

What information is available to ascertain what the costs of transport would be if x number of high schools closed?

This information is taken into account when proposed changes are considered for example when looking at the arrangements for secondary provision at Ysgol Calon Cymru.

What capacity does the schools service hold to help schools who are experiencing difficulties balancing their budget and who is charged for this support?

The Head of Schools confirmed that if schools request additional support in working towards a balanced budget, there will be a charge for this. If a school receives a Warning Notice and the authority act within these parameters, then

the costs of this are met centrally. This is resource intensive and the schools service do not have the capacity to undertake this level of work across the county.

He observed that there needs to be additional Governor training to draw attention to the link between finance and outcomes. If for example a school has a heavy TLR (Teaching and Learning Responsibilities) structure, then this impacts not only on the financial position of the school but also on the teaching workload as a TLR removes the teaching commitment by one third. The Council budget for 2019/20 includes an additional £1million which is welcome but this does not cover the additional costs and therefore there is a real term cut in delegated funding.

There are opportunities to change which will result in reduced cuts. For example, better contracting can save costs, not having subject leads in every subject (no longer affordable), school teachers need upskilling (for which ERW has not been sufficiently pro-active) and using senior tier teachers for appropriate whole school's tasks. These changes need to take place at pace over the next three to six years.

The Portfolio Holder observed that there was a role for Bursars to take the lead in finance management to enable the Head Teacher to focus on teaching and learning.

Will reports be produced of the intensive work undertaken with schools who have received a Warning Letter so other schools can learn from this information?

Reports of this work could be provided but are extremely resource intensive and have limited value as each school has individual circumstances. There is however potential for school to school learning and an improved network of cluster heads meetings could be a way for this information to be shared.

What is the definition of licensed, unlicensed and approved budgets?

An unlicensed position is where a deficit budget has been set with no means of bringing the budget back to balance. A licensed position is where a deficit budget is set with a plan to bring the budget back into balance within 3 or 5 years. An approved budget is one which is in balance in the current year and may or may not remain in black over the next 3 years.

Schools with approved budgets get little additional in year support. Schools with licensed budgets get some support whilst schools with unlicensed budgets get a higher level of support and challenge.

What capacity has the authority to provide sufficient support and challenge?

The Portfolio Holder for Finance noted that well run schools (green under categorisation) should not be requiring resource from the authority to provide support and challenge on financial matters. These schools are taking resource from those schools more in need (those categorised as red).

It seems perverse to charge schools who are struggling for support.

All support provided incurs a cost and funds are limited.

Does the additional £1million provided within the school's budget include inflation, pension and salary uplift?

The Portfolio Holder confirmed that the additional costs resulting from inflation and the teachers' pay award (funded by Welsh Government) are included within the additional £1million. To date there has been no information regarding the

additional costs relating to teachers' pensions from Westminster. This may result in additional costs in Powys.

What impact will the newly agreed funding formula have on the figures contained within this report? What help and support will be available to those schools adversely affected?

The Portfolio Holder for Finance confirmed that the new funding formula would be phased in over two years but that the detail of the phasing methodology had yet to be confirmed.

The Finance Manager advised that over the next two months' meetings would be arranged with all schools to go through their budgets. Two potential ways of phasing the changes are being examined:

- 50% this year 50% in the following year for all schools
- If the changes are less than 3% the new formula is immediately applied. If the changes are greater than 3% the new formula is phased in over 2 years

It will be essential that the overall budget balances in each of the two years.

Can scrutiny have sight of the populated model that has been run for each school?

This information has been calculated for High Schools first as High Schools undertake their own budgets. The information for Primary Schools will be shared with schools during their financial surgeries.

The Head of Learning confirmed that detail for individual schools had not been closely examined but modelling shows the majority of schools sit close to their current position although there are some outside it. This is a full reset of the £77million delegated schools budget.

Are special schools subject to the same budgetary arrangements as mainstream schools?

Yes.

Are Governors always represented at School Finance meetings?

Yes, with either the Chair of Governors or the Chair of the Finance Committee attending.

It appears that small schools are being protected at the expense of larger schools who are being forced to teach pupils in ever larger classes to keep a balanced budget.

The Portfolio Holder for Learning advised that the authority are closing schools for example in Newtown where four are being closed to be replaced by two. The authority is also changing schools for example by federating (Carno, Glantwymyn and Llanbrynmair are a good example of federation which has resulted in very pleasing Estyn Inspection outcomes). It is necessary to ensure that if schools are closed it is for sound educational and financial reasons and that communities are worked with. Cost savings from the Newtown proposals are considerable and will mean money can go back into schools.

The Head of Learning confirmed that there are a number of schools on the cusp of viability and there is a limit with what he can do with the deficit in the schools delegated budget. Working with schools however has reduced the projected deficit in 2020/21 from -£7.6million to -£5.1million.

The Portfolio Holder for Finance confirmed that the level of school balance deficits is a risk to the Council. Schools and the Schools Service are working hard to bring down the levels of deficit but it is of particular concern that the overall balances are in deficit (a slight surplus in primaries is written off by the deficit secondary's). The funding formula review will help get clarity going forward but it is necessary to look at the pattern of schools and provision across Powys. Decisions will need to be evidence driven. Learning is the biggest budget in the Council (approximately 40%).

The Portfolio Holder for Learning advised that when the top slice for school transport and ALN was removed Powys spend an average amount on schools. There are pupils in special education who would not be accessing this provision elsewhere and the work undertaken by the ALN transformation should mean that more money will be available for delegated funding. It should be noted that much hard work has been undertaken to reduce the projected deficits in the schools delegated budget and the reducing the funding for ALN.

Outcomes:

- **Scrutiny would encourage the use of appendices in formal Cabinet reports as it believes the rigorous enforcement of a four-page report model hampers scrutiny and the general public from understanding and being able to question officers and Portfolio Holders during the pre-cabinet scrutiny process**
- **That those schools who have worked to improve their forecast budgets are commended and those who still have work to do are urged to take necessary and urgent action to bring their budgets back into balance**
- **That Learning and Skills Scrutiny continue to monitor school budgets both delegated and central**
- **That Learning and Skills Scrutiny would highlight the comments of the Portfolio Holder for Finance regarding the need to be evidence driven and believe that greater resource should be deployed to ensure that relevant information is available to inform any future reconfiguration process**
- **That consideration is given to improving the opportunities for peer to peer support for schools struggling with budget issues**
- **That consideration is given as to how the role of governors, and specifically local authority governors can be supported to enable them to fulfil their role whilst acting with a full understanding of the local authority position**

6. SCHOOLS MAJOR IMPROVEMENT PROGRAMME

Documents:

- Schools Service Major Improvements Programme 2019-2020
- Appendix A – Buildings and site priorities

Discussion:

Why is only one school benefitting from the Welsh Government Feminine hygiene and toilets grant?

Under the scoring system the only school toilets due for capital spend were at Llangattock Church in Wales Primary school. The capital grant has therefore been spent at this school. The revenue grant received is being distributed by the schools service.

The Portfolio Holder described a new project 'Bags of Confidence' which was starting in Llanidloes, as a Powys based solution for period poverty but also looked to reach a wider audience toothbrushes and deodorant for pupils in need of both gender. It is hoped to roll this project out across Powys.

The Head of Learning noted that in terms of capital spend on school's toilets the grant would not go far and it had therefore been prioritised to where it will have the greatest impact.

What will be the impact of reducing the capital spend available for Schools Major Improvements from £2million to £1million in future years?

There will be an impact on the ability for to respond to DDA requirements. The service is still responding to the condition of blocks but the reduction will reduce the ability to respond to maintenance and repairs. It will be necessary to ensure that the schools major improvements programme closely aligns to the 21st Century schools programme. It will be necessary to make in year changes to the programme if, for example, health and safety issues arise.

The Portfolio Holder advised that it was important to consider capital investment proposals at an early stage and be mindful of value for money considerations. For example, would it be good value for money to spend £250k of capital on a small school. However, when those schools in very poor condition have been replaced there will be more money available. The changes made in school for DDA purposes will be long lasting providing they are maintained and they are more cost effective than transporting a pupil to a special school.

The Schools Capital and Property Manager noted that a huge benefit accrued by enabling pupils to access mainstream education having made alterations for DDA requirements.

Why are certain schools who are known to be in poor condition not on this programme?

Those schools who are identified for feasibility work under the 21st Century Schools Programme, for example Sennybridge, will not feature on the Major Improvements Programme.

Should the authority be considering spending more money through Major School Improvements rather than the 21st Century Schools programme?

The Portfolio Holder confirmed that these were difficult decisions and whilst there was a need to improve 'tired schools' the focus on 21st Century Schools funding was transformational. Thus there are opportunities in for example Newtown where subject to detailed work it is proposed across the primary sector to close five and open two. There is always a balance between maintaining schools and accepting that a new build is necessary. Value for money is paramount.

What would be the cost of bringing all schools up to standard?

Under the Schools Asset Management Plan the service is collating the asset information and in the next quarter will be reviewing the condition of all schools together with the liability. This will enable a forecast to be produced on a school by school basis and will be provided to scrutiny.

Do all schools subscribe to Property Plus?

Not all schools have chosen to subscribe to Property Plus. When a new school is built there will be an opportunity to subscribe to Property Plus. The minimum period of subscription is three years.

How confident can schools be in signing up for Property Plus if for extended period the service offered is 'emergency only'?

This was a difficult time for schools and the 'emergency only' period did include health and safety matters. Part of the reason for this period was because the service was dealing with a backlog.

Who is responsible for fencing school sites?

The local authority.

Are there any plans to put solar panels on the school estate?

This work would be part a corporate approach to energy generation.

Although LED lights are energy efficient how is this assessed against payback times?

Design life information has been requested so a business case can be put forward. It appears there is a mixed picture and HoWPS will be asked for their experience. This can then be provided to schools.

How is the service assured that jobs are completed to the appropriate standard?

The service aim to sign off every project to have a visual record and handover.

Outcomes:

- **That Scrutiny Observations on the Schools Major Improvement Programme be prepared for submission with Cabinet papers.**
- **A copy of the report on bringing schools up to standard (including cost) be provided to scrutiny on completion.**

7. CHAIR'S BRIEFING

The Chair explained that there was a new method for commissioning scrutiny which meant that the three new Scrutiny Committees effectively have to bid for work to the Co-ordinating Committee who will consider it for inclusion at a full scrutiny committee, appropriate for a working group or reject it.

At the first meeting the following bids were made:

1. The Welsh immersion scheme. The Co-ordinating Committee have asked that it be ascertained how this links to the WESP and what would be appropriate timeframes for this work.
2. A School Improvement Working Group. The Co-ordinating Committee have requested terms of reference for this group.
3. School Finance Working Group. The Co-ordinating Committee have requested terms of reference for this group.

8. WORK PROGRAMME

Dates for future meetings of the full Learning and Skills Scrutiny Committee are as follows:

- 28th March 2019
- 13th May 2019
- 8th July 2019
- 19th August 2019
- 7th October 2019
- 18th November 2019

County Councillor P Roberts (Chairman)

CYNGOR SIR POWYS COUNTY COUNCIL.

SCRUTINY
March 2019

REPORT AUTHOR: County Councillor Myfanwy Alexander
Portfolio Holder for Learning and Welsh Language

SUBJECT: Briefing on Secondary School Standards, Admissions and Exclusions (verified)

REPORT FOR: Scrutiny

1. Summary

The purpose of this report is to provide an update in relation to learner outcomes in Powys Secondary Schools following verification of the data by Welsh Government.

Key Stage 4 data for 2018 has been verified.

Key Stage 4 Indicator	2017			2018 (Verified)		
	All	eFSM	Boys-Girls	All	eFSM	Boys-Girls
L2+	62.2%	27.4%	-5.0pp	63.1%	35.4%	-15.8pp
L2	74.3%	43.4%	-6.5pp	74.8%	47.8%	-16.3pp
L2 A*A	18.9%	8.0%	-7.7pp	19.0%	5.3%	-10.9pp
Capped 9 points	365.8	303	-24.4	363.6	294.9	-38.1
Best Lang L2	72.6%	52.9%	-13.2pp	73.7%	44.3%	-21.3pp
Best Maths L2	68.1%	33.7%	2.9pp	70.9%	47.8%	-6.4pp

2018 Cohort – 1229 pupils; females - 579 males – 650;
non-eFSM – 1112; eFSM – 117.

Key Stage 4 Level 2+

The aggregated data for the authority shows a 0.9pp increase in the L2+ indicator. This is an improvement from the provisional data which displayed a 0.6pp increase.

Benchmarking across all local authorities places Powys 2nd out of 22 LAs. The attainment of pupils eligible for Free School Meals improved at Level 2+ compared to the previous year, increased by 8 percentage points. However, attainment of eFSM pupils remains significantly lower than other pupils. Historically the attainment of eFSM pupils has been volatile due to the relatively small numbers in each cohort.

The performance of boys is significantly lower than girls in core subjects, and the difference in attainment increase in 2017-18. However, the difference in attainment between Powys's boys and girls remains lower than the difference at a national level.

Key Stage 4 Level 2

The aggregated Level 2 data for 2018 shows a 0.5pp increase from last year.

There is an increase of 4.4pp improvement in the performance of the eFSM cohort in the Level 2 threshold compared to last year. There is an improvement of 2.2pp on the provisional data.

There is little difference in the gender gap at Level 2 compared to Level 2+ for 2018.

Key Stage 4 Higher Grades

Performance at the highest grades A*-A improved slightly (0.2pp) from the provisional data. Overall the percentage of pupils achieving the highest levels shows little change in performance from 2017 in all cohorts.

Key Stage 4 Conclusions

The verified data confirms that since the changes in GCSE requirements in 2016, many Powys schools Level 2+ performance compares well with schools across ERW and Wales. A few schools perform very well, but a few need to significantly improve and a few have made significant improvements.

Verified data has confirmed:-

- nearly all Powys schools have a higher Level 2+ percentage than the ERW average.
- strong overall performance in the capped points score. All Powys Secondary schools capped 9 points are above the ERW average capped 9 points score.
- overall, standards in English declined slightly across Powys. Standards achieved by girls improved, however, the performance of boys declined and needs to improve;
- the performance of boys in Level 2+ needs to significantly improve;
- performance in Welsh as a First Language improved significantly in about half of the relevant schools;
- overall performance in mathematics and numeracy improved in 2018. The standards in pupils' best mathematics or numeracy results compares well with their best language result.

Key Stage 5/ A Levels

	2016	2017	2018		Rank across LAs
Indicator	Powys	Powys	Powys	Wales	*
Level 3 Threshold	99.4%	97.5%	98.3%	97.6%	6th
Av. Wider Points Score	804	748	734	740	10th
No. Pupils aged 17	550	571	519	10,613	
No. entered 2+ A levels	493	523	459	9,452	
% entered 2+ A levels	89.6%	91.6%	88.4%	89.1%	

The breadth of curriculum offer, sustainability and outcomes achieved in sixth forms remains an area of focus in working with school leaders. The number of A Level candidates has fallen from 550 to 519 between 2016 and 2018 with the number of A Levels per candidate also falling.

The average wider point score at key stage 5 was 734 in 2017-2018. This is a decrease from 804.0 over the last two years. Powys's average wider point score is now lower than the national average of 740.

Verified data in 2018, 21.7% of A level candidates achieved the highest grades A*-A and more than 75% achieved grades A*-C. Almost all students that took a WJEC A-level obtained grades A*-E (97.2%). This overall pass rate is similar to that for Wales of 97.4%. (Appendix A – A Level Results by Powys School)

Factors that contribute to this reduction are the falling number of students taking A level courses, the availability of A level courses across multiple sites in both North and South Powys & the increased number of students accessing A Level provision out of county, approximately 200 in 2017-18. (Appendix B - Number of A Level students in Powys)

Exclusions

For the academic year 18/19 to date there have been five permanent exclusions in the secondary sector. The main reason for the permanent exclusions was verbal abuse/threatening behaviour against an adult and physical assault against an adult. The fixed term exclusion data for the year shows that there were 18 fixed term exclusions of 5 days or more. This is a decrease on the same time last year. The main reason for these exclusions was verbal abuse/threatening behaviour against an adult, closely followed by persistent disruptive behaviour.

For the academic year 17/18 there were 10 permanent exclusions across the secondary sector, and a total of 460 fixed term exclusions of 5 days or less which is

a decrease of 33 on 16/17. There were 31 fixed term exclusions of more than 5 days which is the same amount as 16/17.

Further work is needed with school leaders to ensure that in-school and escalation support for vulnerable children and young people is sufficient and effective.

Attendance

For the academic year 2018/19 to date attendance data for secondary schools shows 94.06% attendance, this is a current decrease on this time last year of 0.3% on the previous year. The main reason for this is there is a number of 'missing marks' which schools are yet to rectify, therefore the data is currently unreliable. Available.

For Academic year 17/18 overall secondary school attendance was 94.5%. The Welsh national average was 93.9% and therefore Powys was above national average and ranked 5th across Wales.

Since September 2018, focused work has been undertaken with schools including a redesigned Education Welfare School offer, and a new twelve-week case work process for pupils with poor attendance. Initial analysis shows that the new way of working is having a positive effect on attendance across Powys schools.

Appendix

Appendix C – Secondary Exclusion data

Appendix D – Secondary Attendance data

Contact Officers:	Eurig Towns, Lynette Lovell & Imtiaz Bhatti
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Appendix A

A Level Results by School 2017/18

	2018 PLASC	KS5 Points	Entered 2+ A-levels or Equiv.		3+ A*-A		3+ A*-C		Level 3 Threshold	
School Name	17 Yr olds	Av.	No.	%	No.	%	No.	%	No.	%
Caereinion HS	31	782	29	93.5%	1	3.2%	18	58.1%	29	93.5%
Llanfyllin HS	81	707	77	95.1%	3	3.7%	40	49.4%	75	92.6%
Llanidloes HS	17	824	14	82.4%	1	5.9%	11	64.7%	14	82.4%
Newtown HS	36	815	36	100.0%	2	5.6%	18	50.0%	35	97.2%
Welshpool HS	59	729	55	93.2%	8	13.6%	31	52.5%	54	91.5%
Llandrindod HS	35	895	33	94.3%	8	22.9%	22	62.9%	32	91.4%
Builth Wells HS	43	792	40	93.0%	4	9.3%	30	69.8%	39	90.7%
Maesydderwen	25	616	21	84.0%	1	4.0%	6	24.0%	21	84.0%
Brecon HS	26	832	25	96.2%	5	19.2%	18	69.2%	24	92.3%
Gwernyfed HS	24	747	21	87.5%	1	4.2%	14	58.3%	21	87.5%
Crickhowell HS	90	778	82	91.1%	18	20.0%	46	51.1%	81	90.0%
Bro Hyddgen	28	789	26	92.9%	1	3.6%	16	57.1%	26	92.9%
Brynlywarch	5	50	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Cedewain	8	44	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Penmaes	10	3	0	0.0%	0	0.0%	0	0.0%	0	0.0%
EOTAS	1	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Powys	519	734	459	88.4%	53	10.2%	270	52.0%	451	86.9%

Appendix B

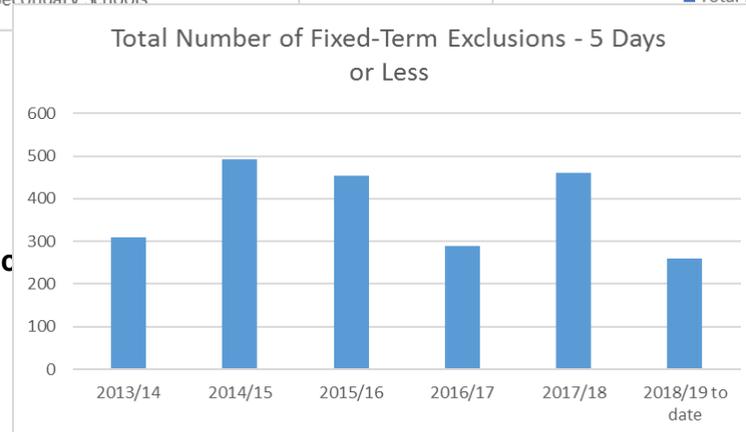
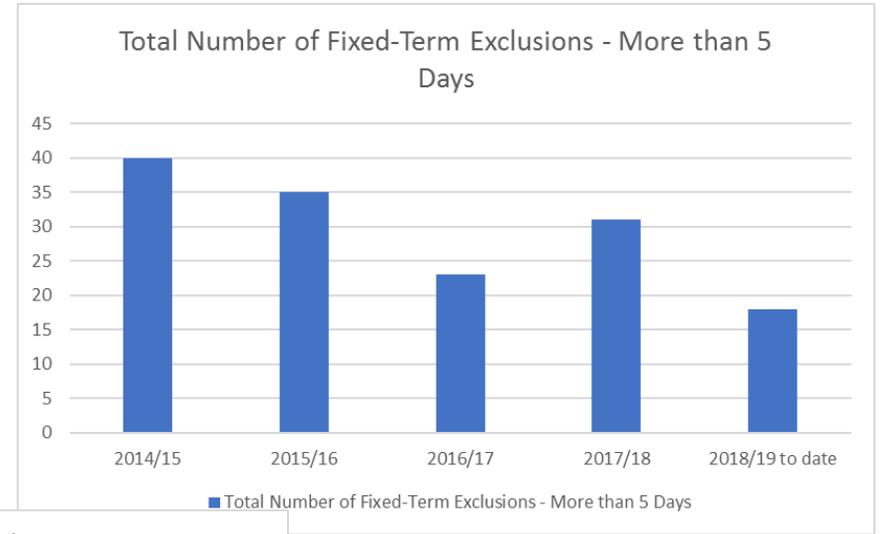
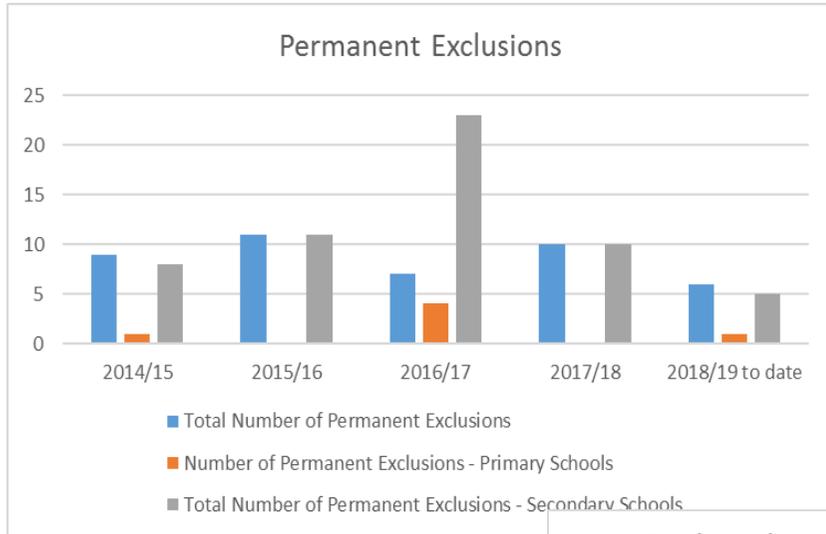
Number of A Level students

School Name	2014	2015	2016	2017	2018	2019
Caereinion High School	88	83	66	71	61	53
Llanfyllin High School	186	200	147	160	144	104
Llanidloes High School	104	97	75	59	60	79
Newtown High School	97	108	100	89	65	50
Welshpool High School	170	192	163	148	128	120
Llandrindod High School	63	94	82	84	56	n/a
Builth Wells High School	115	129	96	90	77	n/a
Maesydderwen School	69	57	60	60	80	64
Brecon High School	96	89	83	71	57	53
Gwernyfed High School	83	82	79	60	57	68
Crickhowell High School	188	185	169	188	180	200
Ysgol Calon Cymru						137
Ysgol Bro Hyddgen	73	65	64	62	77	84
Powys Totals	1,332	1,381	1,184	1,142	1,042	1012
<i>Powys Average School 6th Form NOR</i>	<i>111</i>	<i>115</i>	<i>99</i>	<i>95</i>	<i>87</i>	<i>84</i>

Appendix C - Exclusion Data

Measure	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19 to date
Total Number of Permanent Exclusions	0	9	11	7	10	6
Number of Permanent Exclusions - Primary Schools	0	1	0	4	0	1
Total Number of Permanent Exclusions - Secondary Schools	0	8	11	23	10	5
Total Number of Fixed-Term Exclusions - 5 Days or Less	309	491	453	290	460	260
Total Number of Fixed-Term Exclusions - More than 5 Days	34	40	35	23	31	18

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Appendix D - Secondary Schools

% Attendance by Pupil PLASC Category	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
All Powys Secondary Pupils	93.3%	94.4%	94.7%	95.0%	94.6%	94.5%

Glossary

Below is a list of the performance measures used throughout this document and their respective definitions.

Key Stage 4

Level 2 (L2)	5 GCSEs (or equivalent) at grade A*-C.
Level 2 inclusive (L2+)	5 GCSEs (or equivalent) at grade A*-C including English Language or Welsh First Language and Mathematics or Numeracy.
Level 2 A*A	5 GCSEs (or equivalent) at grade A*-A including English Language or Welsh First Language and Mathematics or Numeracy.
Best Lang	Highest grade at English or Welsh at GCSE
Best Maths	Highest grade in Mathematics or Numeracy at GCSE
The Capped 9 Score	Point score which focuses on Year 11 pupils' best nine results from the qualifications available in Wales, including subject specific requirements. This includes English or Welsh First Language, Mathematics, Numeracy and two Science GCSEs. A breakdown of this Capped 9 score and an explanation of the method used to calculate this measure is available.
eFSM	Pupils eligible for Free School Meals
non-eFSM	Pupils not eligible for Free School Meals
<u>Key Stage 5</u>	
Level 3 Threshold	2 A levels (or equivalent) at grade A*-E as a percentage of those entering 2 or more A levels.
3 A*-A	3 A*-A grades at A level (or equivalent) having entered at least 2 A levels (or equivalent).
3 A*-C	3 A*-C grades at A level (or equivalent) having entered at least 2 A levels (or equivalent).

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