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To: Cllr Ian Roberts (Chairman)

Councillors: Marion Bateman, Paul Cunningham, Peter Curtis, Adele Davies-Cooke, Andy Dunbobbin, David Healey, Colin Legg, Phil Lightfoot, Dave Mackie, Nancy Matthews, Vicky Perfect, Nigel Steele-Mortimer, Carolyn Thomas and David Williams

Co-opted Members

Janine Beggan, David Hytch, Rebecca Stark and Bernard Stuart

27 January 2017

Dear Councillor

You are invited to attend a meeting of the Education and Youth Overview & Scrutiny Committee which will be held at 2.00 pm on Thursday, 2nd February, 2017 in the Delyn Committee Room, County Hall, Mold CH7 6NA to consider the following items

A G E N D A

1 APOLOGIES

Purpose: To receive any apologies.

2 DECLARATIONS OF INTEREST (INCLUDING WHIPPING DECLARATIONS)

Purpose: To receive any Declarations and advise Members accordingly.

3 LEARNER OUTCOMES (Pages 3 - 30)

Report of Chief Officer (Education and Youth) - Cabinet Member for Education

Purpose: To provide Members with a summary of learner outcomes, including attendance and exclusions across primary and secondary schools

4 **SKILLED EDUCATION WORKFORCE SHORTAGE** (Pages 31 - 62)

Report of Chief Officer (Education and Youth) - Cabinet Member for Education

Purpose: To provide the Committee with information on how the Council is tackling the current skilled education workforce shortage

5 **FORWARD WORK PROGRAMME** (Pages 63 - 70)

Report of Education and Youth Overview & Scrutiny Facilitator -

Purpose: The Committee is asked to consider, and amend where necessary, the Forward Work Programme for the Education & Youth Overview & Scrutiny Committee.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Robert Robins', with a horizontal line extending to the right.

Robert Robins
Democratic Services Manager



EDUCATION AND YOUTH OVERVIEW & SCRUTINY MEETING

Date of Meeting	Thursday 2 nd February, 2017
Report Subject	Learner Outcomes
Cabinet Member	Cabinet Member for Education & Youth
Report Author	Chief Officer (Education & Youth)
Type of Report	Operational

EXECUTIVE SUMMARY

This report is to provide members with a summary of pupil attainment in statutory assessments across primary and secondary school phases for the school year 2015-16. It also provides a summary of data in relation to attendance and exclusions.

The Welsh Government produces its annual set of results by Local Authority area, reporting pupil attainment at the end of each key stage within schools.

Pupil attainment information is derived from statutory assessments administered by schools and from public examinations during the school year 2015-16.

The Local Authority, in partnership with the Regional School Improvement and Effectiveness Service (GwE), endeavours to secure high quality outcomes for its learners.

All Flintshire schools benefit from the regional Challenge and Support programme according to their support category and needs. Schools which are identified in the national model of categorisation as 'Green' and strong 'Yellow' receive a programme that is based on the principle of schools leaders working together and taking the lead responsibility for their standards and improvement programme, with 'light touch' intervention from Challenge Advisers. Schools which are identified in the national model of categorisation as 'Amber' or 'Red' receive bespoke packages of support to enable them to secure improvements in learner outcomes.

The School Performance Monitoring Group of Senior Officers and Members hold regular meetings to challenge schools where there is concern about pupil outcomes and monitors the impact of agreed action plans in securing improvements for learners. This includes schools categorised as 'Red' or 'Amber'.

The learner outcomes data in this report refers to the performance of all pupils in Flintshire, including those in specialist schools, pupil referral units and those educated 'other than at school'.

RECOMMENDATIONS

1	That members receive the report and note the attainment of Flintshire children and young people for the year 2015-16.
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REPORT DETAILS

1.00	EXPLAINING THE LEARNER OUTCOMES REPORT
1.01	The booklet 'Statutory Assessment and Reporting Arrangements' for the school year 2015-16 published by Welsh Government contains all the information required by schools and Local Authorities (LAs) about statutory teacher assessment at Foundation Phase, Key Stage 2 and Key Stage 3.
1.02	Assessments at KS4 are carried out through examination, usually by General Certificates of Secondary Education (GCSE) in individual curriculum subjects. There is also a range of specialist and vocational qualifications available for pupils at the end of compulsory education.
1.03	Pupils are assessed at the end of each key stage at the following ages: Foundation Phase - 7 year olds (National Curriculum Year 2) Key Stage 2 – 11 year olds (National Curriculum Year 6) Key Stage 3 – 14 year olds (National Curriculum Year 9) Key Stage 4 – 16 year olds (National Curriculum Year 11) Key Stage 5 – 18 year olds (National Curriculum Year 13)
1.04	Attached to this report are individual annexes which provide the detailed analysis of the performance of each key stage for 2016 including comparisons to the previous year and to the current Welsh averages.
1.05	An additional appendix is attached which outlines attendance and exclusion data for Flintshire primary and secondary schools for 2015.
1.06	Outcomes in Foundation Phase made limited progress in 2016 whilst in Key Stage 2 and Key Stage 3 there is a sustained trend of improved performance resulting in outcomes at or above the expected level based upon Flintshire's Free School Meal profile.
1.07	At KS4's main indicator, Level 2+ (5A*-C GCSEs including English/Welsh & Maths), Flintshire's performance improved slightly by 0.9% in 2016 to 61.5% (2015 – 60.6%). This compared to an aggregated schools' target of 68.1% set at the beginning of the 15-16 year and a final projection in April 2016 of 66.3%. This discrepancy between targets/projections and then

	final outcomes is a key area of focus. The outcomes at this L2+ indicator placed it 10 th across Wales but 2 nd in the GwE region.
1.08	GwE continues to work closely with the Local Authority to ensure that all schools, but particularly secondary schools, are accurately tracking pupil progress towards published targets to ensure a better match between predicted and actual outcomes.
1.09	When benchmarked against its Free School Meal profile (FSM), Flintshire is expected to perform at least 6 th best in Wales. This is the first time that the Key Stage 2 outcome has been above the expected ranking.

2.00	RESOURCE IMPLICATIONS
2.01	There are no financial implications as a consequence of this report.

3.00	CONSULTATIONS REQUIRED / CARRIED OUT
3.01	Learner outcome data is a core element of the annual self-evaluation procedures undertaken by the Education & Youth Portfolio and this is consulted upon with all key education stakeholders.

4.00	RISK MANAGEMENT
4.01	Anti-poverty Impact – The Local Authority seeks to mitigate the impact of poverty through its partnership work programme and through the careful monitoring by GwE Challenge Advisers of how schools use their Pupil Deprivation Grant (PDG) to support those pupils at risk of potential underachievement. Schools are required to publish their plans for the use of PDG.
4.02	Equalities Impact – The 2011 LAESCYP inspection undertaken by Estyn recognised good practice in provision for pupils’ wellbeing and additional learning needs. This continues to be reflected in Flintshire’s values, strategy, provision and outcomes.
4.03	Environmental Impact – None.
4.04	‘Schools do not make best of use of the support from the Regional Improvement Service (GwE) or the Council to ensure the best outcomes for their learners’ is the key risk identified in the Council Improvement Plan. This is mitigated against by the Challenge and Support Programme, the regular interaction between senior LA and GwE officers and through the School Performance Monitoring Group.

5.00	APPENDICES
5.01	<p>Appendix 1a - Foundation Phase Outcomes Appendix 1b - Key Stage 2 Outcomes Appendix 1c - Key Stage 3 Outcomes Appendix 1d - Key Stage 4 Outcomes Appendix 1e - Key Stage 5 Outcomes Appendix 1f - Attendance & Exclusion Outcomes</p>

6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
6.01	<p>None.</p> <p>Contact Officer: Claire Homard (Senior Manager- School Improvement) Telephone: 01352 704019 E-mail: claire.homard@flintshire.gov.uk</p>

7.00	GLOSSARY OF TERMS
7.01	LAESCYP – Local Authority Education Services for Children and Young People
7.02	GwE – Regional School Effectiveness & Improvement Service for North Wales
7.03	<p>e-FSM – pupils entitled to Free School Meals n-FSM – pupils not entitled to Free School Meals</p>
7.04	Higher than Expected Level – achieving one outcome/level higher than the expected average performance for a child in the end of phase assessment appropriate for its age

Annex 1a

FLINTSHIRE COUNTY COUNCIL

Subject: Foundation Phase Teacher Assessment in Wales: 2016

Background Summary

All pupils in their final year of Foundation Phase in the school year 2015-2016 were assessed through teacher assessment in the core Foundation Phase Areas of Learning. These are Language, Literacy & Communication in English or Welsh (first language); Mathematical Development; and Personal and Social Development, Well-Being and Cultural Diversity. Most of the pupils will have been seven years of age and in Year 2.

The general expectation is that the majority of pupils at age seven (end of Foundation Phase) will attain at least Outcome 5 in the three core assessed areas. Achieving Outcome 6 is acknowledged to be performance at the 'higher than expected level'.

The teacher assessments for Foundation Phase were finalised before the end of the Summer Term 2016. In deciding on a pupil's level of attainment at the end of the key stage, teachers judge which description 'best fits' the pupil's performance and draw upon evidence from practical and oral work, written work and any school-based assessments.

Schools are required to ensure that teacher assessment is based securely on a collective understanding of the standards set out in the outcome descriptions and this shared understanding should be achieved through internal standardisation and moderation. Whilst moderation is not a statutory process for Foundation Phase, the Foundation Phase Local Authority team does lead cluster moderation sessions as good practice, to which all primary schools in Flintshire send teacher representation.

The 2016 national (All Wales) and LA results are available on the Welsh Government's website StatsWales – www.statswales.gov.uk

The aggregate data comprises the available results in the Foundation Phase Areas of Learning of Language, Literacy & Communication in English or Welsh (first language), Mathematical Development and Personal and Social Development, Well-Being and Cultural Diversity. Achieving at least Outcome 5 in each of these three areas is referred to as the Foundation Phase Outcome Indicator (FPOI).

Flintshire LA Summary Results by FP Area of Learning

Language, Literacy & Communication (English) [LCE]

- 88.4% of pupils attained Outcome 5 or above in 2016, a drop of 0.6% on 2015.
- 88.4% is above the 2016 national average of 88% for Wales – a positive difference of 0.4%. It is also 0.6% above the GwE average for this indicator.
- Flintshire's LA ranked position in 2016 dropped to 11th from 9th in 2015 out of 22 LA's in Wales. The expected FSM benchmarked position for Flintshire is 6th. A drop in data of 0.6% has resulted in a decline of 2 ranked places.
- 36.7% of pupils achieved the higher than expected level of Outcome 6 in 2016, an improvement on 2015 of 0.2 %.

- At 36.7% Flintshire's performance is higher than the Wales average of 36.2% for Outcome 6 – a difference of +0.5%. Flintshire's performance in this indicator was 0.5% above the GwE average of 36.2%.

Language, Literacy & Communication (Welsh First Language) [LCW]

- These results are for the five Welsh Medium Schools in Flintshire; two of the five are small schools where one pupil can represent a large percentage of the cohort.
- 88.1% of pupils attained Outcome 5 or above in 2016, a drop of 3.1% on the 2015 outcomes of 91.2%.
- 88.1% remains below the 2016 national average for Wales of 90.7% - a difference of -2.6%. Flintshire's outcomes in this indicator are 0.3% above the GwE average of 87.8%.
- Flintshire's LA ranked position in 2016 has dropped five places to 20th.
- 33.9% of pupils achieved the higher Outcome 6 in 2016, a drop of 5.3% from 2015.
- At 33.9% Flintshire's performance is below the national average of 36.2% for Outcome 6 – a difference of -2.3%. Flintshire's performance is 0.9% below the GwE average of 34.8% in this indicator.

Mathematical Development [MD]

- 90.2% of pupils attained Outcome 5 or above in 2016 which is equal to the performance in 2015.
- At 90.2% the Flintshire outcome is 0.3% above the national average for Wales of 89.9% and 0.7% above the GwE average.
- Despite the teacher assessed outcomes remaining the same in 2016, Flintshire's LA ranked position dropped two places to 12th in Wales.
- 36.4% of pupils achieved the higher Outcome 6, an increase of 2.2% compared to 2015.
- At 36.4% Flintshire's performance at Outcome 6 is equal to the Wales average and 0.5% above the GwE average.

Personal & Social Development, Well-Being & Cultural Diversity [PSD]

- 94.5% of pupils attained Outcome 5 or above in 2016, a drop of 1.1% on 2015.
- 94.5% is equal to the national average for Wales and 0.1% higher than the GwE average in this indicator.
- Flintshire's LA ranked position dropped from 9th in 2015 to 14th in 2016 in this indicator.
- 57.6% of pupils achieved the higher Outcome 6, a drop of 3.2% on 2015.
- At 57.6% Flintshire's performance at Outcome 6 is 1.3% below the Wales average of 58.9% and 4% below the GwE average of 61.6%.

Foundation Phase Outcome Indicator Results [FPOI]

To achieve the Foundation Phase Outcome Indicator a pupil has to achieve at least Outcome 5 in the three core assessed areas of Language, Literacy & Communication (English or Welsh first language), Mathematical Development and Personal & Social Development, Well-being & Cultural Diversity in combination.

- 86.9% of pupils in Flintshire in 2016 achieved the Foundation Phase Outcome Indicator, a slight drop of 0.1% from 2015.
- The performance of Flintshire schools is 0.1% below the 2016 national average for Wales. Despite only decreasing by 0.1%, Flintshire's LA ranked position is now 13th out of the 22 LAs, a drop of 4 ranked places from 2015.

Analysis of Results for Boys and Girls

The following table reflects the percentage of boys and girls attaining Outcome 5 or above in the Foundation Phase Areas of Learning assessed for 2015 and 2016 in Flintshire and Wales.

Foundation Phase – Gender Comparison 2015/2016

		2016 %			2015 %		
		Girls	Boys	Diff B/G	Girls	Boys	Diff B/G
LCE	LA	92.6	84.5	-8.1	93.0	85.4	-7.6
	Wales	92.3	84.0	-8.3	91.9%	84.3	-7.6
LCW	LA	89.7	86.0	-3.7	91.8%	90.2	-1.6
	Wales	94.1	87.1	-7.0	94.6%	87.9	-6.7
MD	LA	91.6	88.8	-2.8	92.8%	87.7	-5.1
	Wales	92.6	87.3	-5.3	92.1%	87.5	-4.6
PSD	LA	96.4	92.8	-3.6	98.2%	93.3	-4.9
	Wales	97.2	91.9	-5.3	97.3%	92.5	-4.8
FPOI	LA	90.3	83.6	-6.7	90.9%	83.4	-7.5
	Wales	91.2	83.0	-8.2	90.8%	83.0	-7.8

- Nationally in 2016 girls outperformed boys in all areas of learning in the Foundation Phase.
- Analysis of the Flintshire results supports the national trend that girls continue to out-perform boys in the core assessed Foundation Phase areas. The smallest differential between girls and boys in Flintshire is in Mathematical Development at -2.8%. The largest difference in 2016 between girls and boys was in Language, Literacy & Communication in English at 8.1%
- The differential in FPOI for girls and boys in Flintshire is 6.7% which is better than the differential across Wales and also represents a closing of the gap between boys and girls in this indicator in Flintshire by 0.8%.
- The differential in performance between boys and girls in Flintshire across all indicators in 2016 is better (i.e. smaller) than the average differential performance between boys and girls across Wales.

Foundation Phase – performance of FSM pupils 2016

- 71.% of pupils who were entitled to Free School Meals achieved the Foundation Phase Outcome Indicator (FPOI)
- 90.0% of pupils who were not entitled to Free School Meals achieved the FPOI.
- The performance of e-FSM pupils was 18.5% poorer than n-FSM pupils.
- In 2015, the difference was -18.9% so a very small closing of the gap was achieved in 2016.

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ANNEX 1b

FLINTSHIRE COUNTY COUNCIL

Subject: Key Stage 2 National Curriculum Teacher Assessment in Wales: 2016 Background Summary

All pupils in their final year of Key Stage 2 in the school year 2015/16 were assessed through teacher assessment in the core subjects of English/Welsh (first language), Mathematics and Science. Most of the pupils will have been eleven years of age and in Year 6.

In deciding on a pupil's level of attainment at the end of the key stage, teachers judge which description 'best fits' the pupil's performance and draw upon evidence from practical and oral work, written work and any school-based assessments.

Schools are required to ensure that teacher assessment is based securely on a collective understanding of the standards set out in the level descriptions and this shared understanding must be achieved through internal standardisation and moderation. From 2008/2009 primary and secondary schools have also been required to have in place effective arrangements for consortium group moderation of samples of learners' work in order to strengthen teacher assessment. This is a statutory process at KS2 and some Flintshire schools were monitored as part of the national Securing Teacher Assessment Programme (STAP).

The teacher assessments for Key Stage 2 were finalised by the end of the Summer Term 2016.

The general expectation is that the majority of pupils at age eleven (end of Key Stage 2) will attain at least level 4 in each subject.

The 2016 national (All-Wales) and LA results are available on the Welsh Government website StatsWales – www.statswales.gov.uk

Flintshire LA Summary Results by Subject 2016

Analysis of the results illustrates the following indicators in terms of the percentage of pupils achieving level 4 or above:

English

- 91.2% of pupils attained level 4 or above in 2016 which is an improvement on the 2015 performance by 1.1%.
- Flintshire's performance in 2016 is 0.9% above the Welsh national average of 90.3% and 1.0% above the GwE average.
- Flintshire's LA ranked position in 2016 improved to 6th in Wales compared to 9th in 2015 and matches the expected Free School Meal Benchmark (FSM) for the authority. It ranks 1st for English in the GwE region.
- Level 5 performance has risen again with 39.9% achieving level 5 in 2016, an improvement of 0.4% from 2015. This is 0.7% below the Wales average but is 0.7% above the GwE average.

- Performance at Level 6+ (exceptionally higher than average performance) is 1.8%, an increase of 0.2% from 2015. This is above the GwE and Wales averages for this indicator.

Welsh (First Language)

- These results are for the five Welsh Medium Schools in Flintshire; two of the five are small schools where one pupil can represent a large percentage of the cohort and one has a specialist Resource for pupils with additional learning needs.
- 84.3% of pupils attained level 4 or above in 2016, which is down 2.1% on the performance in 2015.
- Flintshire's performance in 2016 is 6.5% below the national average of 90.8% for Wales and 4.6% below the average for GwE.
- Flintshire LA ranked position in 2016 is 21st out of the 21 authorities who declare data on this indicator compared to 19th in 2015. Flintshire's position is 6th out of 6 in the region on this indicator.
- Performance at Level 5 has dropped by 2.3% in 2016 to 36.3%. This is 0.3% below the Wales average of 36.6% but is 0.9% above the 2016 average for GwE at 35.4%.
- Performance at level 6+ (exceptionally higher than average performance) is 1.0%, an improvement from 2015 when no pupil scored level 6 or above. However, this data is below the GwE average of 1.7% and below the Wales average of 1.4%.

Mathematics

- 92.3% of pupils attained level 4 or above in 2016, an improvement of 1.4% on the performance in 2015.
- Flintshire's performance is 2.3% above the national average of 90.0% for Wales and 1.1% above the average for GwE.
- Flintshire's ranked position in 2015 is 3rd out of 22 LAs in Wales compared to 9th in 2015, an improvement of 6 places and well above the expected FSM benchmarked position of 6th. Flintshire's performance is the best in the GwE region on this indicator.
- Performance at level 5 has increased by 0.9% in 2016 with 41% achieving this higher than expected level. This is 0.5% below the 2016 Wales average of 41.5% but 0.9% higher than the GwE average of 40.1%.
- Performance at level 6+ (exceptionally higher than average performance) is 1.3%, a drop of 0.3% from 2015. Flintshire's performance is below the GwE average of 2.0% and Wales average of 1.6% for this indicator.

Science

- 92.8% of pupils attained level 4 or above in 2016 which is an increase of 0.7% on the 2015 performance.

- Flintshire's performance is 1.1% above the Wales average of 91.7% and 0.7% above the GwE average of 92.1%.
- Flintshire's LA ranked position is 9th out of the 22 LAs, an improvement of 1 place on 2015 but is lower than the expected FSM benchmarked position of 6th. Flintshire performed 3rd best in the region in this indicator.
- Level 5 performance at 42.1% has improved by 2.3% in 2016 compared to 39.8% in 2015. It is 0.2% below the 2016 Wales average of 42.3% and matches the average performance in GwE.
- Performance at Level 6+ (exceptionally higher than average performance) dropped from 0.3% in 2015 to 0% in 2016. This is below the GwE and Wales averages for this indicator, which are the same at 0.2%.

Core Subject Indicator [CSI]

To achieve the Core Subject Indicator, pupils must achieve at least Level 4 in the three core subjects of English or Welsh (First Language), Maths and Science.

- Flintshire's performance in 2016 is 90.1%, an improvement of 2.2% from 2015.
- Flintshire's ranked position improved from 11th in 2015 to 5th in 2016, better than its expected benchmark position of 6th. This performance in the CSI is the best in the GwE region.

Analysis of Results for Boys and Girls

The following table reflects the percentage of boys and girls in Flintshire and Wales attaining level 4 or above in the core subjects assessed for 2015 and 2016.

Key Stage 2 Gender Comparisons 2015/2016

		2016 %			2015 %		
		Girls	Boys	B/GDiff	Girls	Boys	B/GDiff
ENGLISH	LA	93.6	88.8	-4.8	92.7%	87.6%	-5.1
	Wales	93.2	87.6	-5.6	92.8%	86.6%	-6.2
WELSH	LA	88.5	80.0	-8.5	90.9%	81.8%	-9.1
	Wales	93.4	88.2	-5.2	93.5%	87.5%	-6.0
MATHS	LA	93.1	91.6	-1.5	92.7%	89.2%	-3.5
	Wales	92.6	89.4	-3.2	92.1%	88.4%	-3.7
SCIENCE	LA	94.3	91.3	-3.0	93.8%	90.4%	-3.4
	Wales	93.6	90.0	-3.6	93.3%	89.6%	-3.7
CSI	LA	92.3	87.9	-4.4	90.9%	85.0%	-5.9
	Wales	91.3	86.1	-5.2	90.7%	84.9%	-5.8

- Nationally girls continue to outperform boys in all subjects.
- Analysis of the Flintshire results supports the national trend that girls continue to outperform boys in all subjects.
- The gap between boys and girls performance in Flintshire in 2016 has reduced across all subject areas compared to outcomes in 2015.
- The gender gap in Flintshire in 2016 is wider than that of Wales for Welsh First Language but narrower for English, Maths and Science and the CSI.

Key Stage 2 – performance of FSM pupils 2016

- 90.1% of pupils who were not entitled to Free School Meals achieved the core Subject Indicator. (CSI)
- 82.3% of pupils who were entitled to Free School Meals achieved the CSI
- The performance of e-FSM pupils was 9.4% poorer than n-FSM pupils.
- In 2015, the difference was -18.6% so the gap in performance has halved in 2016.

ANNEX 1c

Flintshire County Council

Key Stage 3 National Curriculum Assessment Results in Wales: 2016

Background Summary

The information provided relates to assessments of pupils in their final year of Key Stage 3 (Year 9) during 2015-16. For 14 year olds in Key Stage 3 the general expectation is the majority of pupils will attain at least level 5 in each subject. Higher than expected level is Level 6 and exceptionally high level performance is level 7.

The core National Curriculum subjects at Key Stage 3 are English/Welsh (first language), Mathematics and Science. To achieve the Core Subject Indicator (CSI) a pupil must have an assessment that they are working at or above Level 5 in each of these core areas.

Non-core subjects include Art, Technology, Geography, History, ICT, Modern Foreign Language, Music, Physical Education and Welsh Second Language.

The teacher assessments at Key Stage 3 were finalised before the end of the summer term 2016. In deciding upon a pupil's level of attainment at the end of the key stage, teachers judge which level descriptor 'best fits' the pupil's performance and will draw upon evidence from practical and oral work, written work and any school-based tests and assessments. Schools are required to ensure that teacher assessment is based securely on a collective understanding of the standards set out in the level descriptions and this shared understanding must be achieved through internal standardisation and moderation. From 2008/2009 primary and secondary schools have also been required to have in place effective arrangements for consortium group moderation of samples of learners' work in order to strengthen teacher assessment. This is a statutory process at KS3 and some Flintshire schools were monitored as part of the national programme of external verification.

The data makes it possible to identify how Flintshire outcomes compare to those of other Authorities in Wales. Based on Free School Meals data, Flintshire would be expected to be in 6th position in the ranking of performance.

Flintshire LA Summary Results by Core Subject 2016

Analysis of the results illustrates the following indicators in terms of the percentage of pupils achieving level 5 or above in the core subjects:

English

- 91.1% of pupils attained level 5 or above in teacher assessment in 2016. This is a drop of 0.3% on performance in 2015.
- Flintshire's performance in English is 1.9% above the Wales average of 89.2% and 0.7% above the GwE average of 90.4.%.
- Flintshire ranked 6th of 22 LAs in this subject in 2016, a drop of 1 place from 2015. It is 2nd in the GwE region for this indicator.

- Level 6 performance (higher than average performance) dropped slightly by 0.6% to 40.0% in 2016. This is 2.7% above the Wales average of 37.7% and is 1.3% above the GwE average of 38.7%.
- Performance at Level 7 (exceptionally higher than average performance) is 20.0%, an increase of 1.1% from 2015. This is 1.9% above the GwE average of 18.1% and 3% above the Wales average of 17.0%.
- Flintshire has also seen a rise in performance at level 8 from 0.8% to 1.2% in 2016 but this is below the GwE and Wales averages.

Welsh (First Language)

Flintshire only has one Welsh medium secondary school on which these results are based.

- W1L at level 5+ in 2016 is 96.8%, an increase of 16.8% from 2015.
- Flintshire's performance in level 5+ 2016 is 4.8% above the Wales average of 92.0% and 3.9% above the average for GwE.
- Flintshire's LA ranked position in 2016 is 4th in Wales, a significant improvement on its ranked position of 18th in 2015. It is the 2nd highest position within GwE.
- Performance at Level 6 has improved considerably in 2016 by 17.0% to 49.2%. This is 10.3% above the Wales average of 38.9% and is 9.4% above the GwE average of 39.8%.
- Performance at level 7 (exceptionally higher than average performance) is 14.3%, an improvement from 4.4% in 2015. However, this data is well below the GwE average of 19.5% and below the Wales average of 16.6% for this indicator.
- No pupils in Flintshire scored level 8 in Welsh in either 2016 or 2015 which is below the averages for Wales and GwE.

Mathematics

- Maths at level 5+ in 2016 is 92.7%, an increase of 0.7% from 2015.
- Flintshire's performance in level 5+ 2016 is 2.6% above the Wales average of 90.1% and 1.2% above the average for GwE.
- Flintshire's LA ranked position in 2016 is 5th in Wales, above its expected FSM benchmark position of 6th. It is the 2nd highest position within GwE.
- Performance at level 6 dropped by 1.1% to 32.6% from 33.7% in 2015. This is 1.6% below the Wales average of 34.2% and is 2.0% below the GwE average of 34.6%.
- Performance at level 7 (exceptionally higher than average performance) is 28.6%, an improvement from 1.7% in 2015. This data is 2.9% above the GwE average of 25.7% and 3.8% above the Wales average of 24.8% for this indicator.
- 5.9% of pupils in Flintshire scored level 8 in Mathematics in 2016, an increase of 0.7% from 2015 and is above the averages for Wales and GwE.

Science

- 94.8% of pupils attained level 5 or above in 2016, an increase of 0.5% from 2015.
- Flintshire's performance in level 5+ in 2016 is 2.0% above the Wales average of 92.8% and 0.6% above the average for GwE of 94.2%.
- Despite the 0.5% increase, Flintshire's LA ranked position in 2016 has dropped from 6th to 7th in Wales, one rank below its expected FSM benchmark position of 6th. It is the 2nd highest position within GwE.

- Performance at level 6 increased by 3.2% to 40.5% in 2016. This is 1.1% above the Wales average of 39.4% and is 0.9% above the GwE average 39.6%.
- Performance at level 7(exceptionally higher than average performance) is 22.7%, a drop of from 0.2% from 2015. This data is 0.2% below the GwE average of 22.9% but 0.6% above the Wales average of 22.1% for this indicator.
- 1.3% of pupils in Flintshire scored level 8 in Science in 2016, a drop of 0.8% from 2015. Performance at level 8 matches the Wales and GwE averages.

Core Subject Indicator [CSI]

- To achieve the Core Subject Indicator (CSI) a pupil has to achieve at least a level 5 in each of the core subjects.
- 88.4% of Flintshire pupils achieved the Core Subject Indicator in 2016, an increase of 1.3% from 2015.
- This is 2.5% above the average of 85.9% for Wales and 3.6% above the average for GwE.
- Flintshire ranked 6th of the 22 LAs in this indicator in 2016, an improvement of one place from 2015 and now places the authority at its expected FSM benchmark.

Analysis of Results for Girls and Boys

- Nationally girls continue to outperform boys in all subjects at KS3.
- Analysis of the Flintshire results supports the national trend that girls continue to outperform boys in all subjects.
- The gap between boys and girls performance in Flintshire in 2016 has reduced across all core subject areas and CSI compared to outcomes in 2015.
- The gender gap in Flintshire in 2016 is narrower than the Wales average across all subject areas and CSI.
- The largest gap in performance between boys and girls in Flintshire is in English and this reflects the national trend. The narrowest gap in the performance between boys and girls in Flintshire is in Mathematics.
- The table below shows the difference in performance between boys and girls for the LA and Wales for 2016 and 2015 across the core subject areas and CSI for KS3.

		2016 %			2015 %		
		Girls	Boys	B/GDiff	Girls	Boys	B/GDiff
ENGLISH	LA	95.0	87.2	-7.8	95.5	87.3	-8.2
	Wales	93.3	85.3	-8.0	92.1	83.9	-8.2
WELSH	LA	97.6	95.2	-2.4	83.1	74.2	-8.9
	Wales	94.9	89.1	-5.8	94.3	87.3	-7.0
MATHEMATICS	LA	93.6	91.7	-1.9	93.9	90.1	-3.8
	Wales	92.1	88.2	-3.9	90.4	87.0	-3.4
SCIENCE	LA	96.5	93.0	-3.5	96.5	92.1	-4.4
	Wales	95.1	90.7	-4.4	94.1	89.6	-4.5
CSI	LA	91.3	85.6	-5.7	91.0	83.3	-7.7
	Wales	89.7	82.3	-7.4	87.7	80.3	-7.4

Key Stage 3 – performance of FSM pupils 2016

- The gap between e-FSM pupils and n-FSM pupils in achieving the Core Subject Indicator at KS3 has been closing steadily over the last 5 years, from 29.5% in 2012 to 14.7% in 2016. The gap has been more than halved during this period.
- 76.2% of pupils who were entitled to Free School Meals achieved the KS3 CSI.
- 90.9% of pupils who were not entitled to Free School Meals achieved KS3 CSI.

Non-core Teacher Assessment results for all pupils 2016

The following table indicates the percentage of pupils achieving level 5 or above in teacher assessment of non-core subjects in 2015 and 2016 and the LA's ranked position (expected FSM benchmark is 6th). 6 subjects improved on their 2015 position and 3 saw very slight dips.

Subject	Flintshire 2016 %	+/- From 2015	Wales 2016 %	Rank 2016	Flintshire 2015 %	Wales 2015 %	Rank 2015
Art	96.8	+0.8	92.0	3	96.0	92.0	3
Design Technology	95.7	-0.1	92.1	5	95.8	92.1	3
Geography	94.0	+0.2	89.9	7	93.8	89.9	5
History	94.8	+0.8	89.6	4	94.0	89.6	5
Information Technology	96.4	+1.0	92.7	4	95.4	92.7	6
Modern Foreign Language	88.1	-0.5	84.1	7	88.6	84.1	6
Music	94.7	-0.2	91.6	7	94.9	91.6	7
Physical Education	94.5	+0.7	91.4	8	93.8	91.4	8
Welsh 2 nd Language	86.4	+0.7	81.2	5	85.7	81.2	6

Value Added (KS3)

Welsh Government now provides a Value Added Summary for Key Stage 3 Teacher Assessments matched to prior attainment at Key Stage 2.

Model 1 is measured only against each pupil's prior attainment. Model 2 also includes a range of pupil and school context indicators. Value added is shown as a percentage and measured in quartiles, with quartile 1 indicating the best performance. An S next to the indicator denotes a "significant" value.

Outcomes	Value Added Model 1 (2014)	Value Added Model 1 (2015)	Value Added Model 1 (2016)	Value Added Model 2 (2014)	Value Added Model 2 (2015)	Value Added Model 2 (2016)
Core Subject Indicator	2.5% (1) S	3.0% (1) S	2.1% (1) S	1.4% (2) S	1.3% (2) S	1.1% (2)
English (Level 5 or above)	2.8% (1) S	3.3% (1) S	1.4%(2) S	1.8% (1) S	2.0% (1) S	0.6% (3)
Welsh First Language (Level 5 or above)	-25.2 (4) S	-9.7% (4) S	3.9% (1)	-23.2% (4) S	-10.0% (4) S	3.1% (1)
Mathematics (Level 5 or above)	1.7 % (2) S	3.0% (1) S	2.2% (1) S	1.5% (1) S	2.0% (1) S	1.5% (1) S
Science (Level 5 or above)	0.2% (2)	1.7% (1) S	1.6% (1) S	0.1% (3)	1.1% (1) S	1.1% (1) S

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ANNEX 1d

Flintshire County Council

Key Stage 4 National Curriculum Assessment Results in Wales: 2016

Background Summary

The National Assembly for Wales issue comparative data for Key Stage 4 much later than for the earlier Key Stages. The report “Examination Results in Wales 2015/16” was issued in December 2016.

Statistics include results of external examinations taken by pupils in their final year of compulsory education. These are the group of pupils aged 15 at the beginning of the academic year, in schools in Wales. Based on Free School Meals benchmarking, Flintshire should rank 6th in the performance of Local Authorities across Wales.

Schools receive individual analysis of the results of their pupils in their “SSSP” form. The SSSP reports on performance including the Level 1 and Level 2 Thresholds, achieved by learners who get 5A*-G grades and 5A*-C grades or the vocational course equivalent. This form also provides information on the performance of pupils in the Local Authority area and across Wales. In December schools receive a “Core Data Pack” which helps analyse their performance against schools in similar circumstances.

LA SUMMARY RESULTS GCSE/GNVQ

Key indicators of performance at GCSE and equivalent qualifications show the following outcomes:

Flintshire KS4 Outcomes							
Indicator	Flintshire 2016 %	+/- 2015	Wales 2016 %	Ranking 2016	Flintshire 2015 %	Wales 2015 %	Ranking 2015
Core Subject Indicator	56.5	-2.2	57.6	10	58.7	54.8	9
Level 2+ Indicator	61.5	+0.9	60.3	10	60.6	58.0	8
Level 2 Threshold	82.6	-0.6	84.0	16	83.2	84.1	15
Level 1 Threshold	95.3	+0.8	95.3	13	94.5	94.4	18
Capped Wider Points Score	343.3	+1.2	344.6	13	342.1	343.5	18

The curriculum offered to learners effects outcomes in the indicators for Level 1 & 2 Thresholds and points scores more significantly than in the Core Subject Indicator or the Level 2 Threshold including Mathematics and English or Welsh First Language

where the quality of outcomes achieved in core subjects is more important. Future Welsh Government indicators will limit the effect multiple awards for vocational courses has on these indicators.

Analysis of Results for Girls and Boys

The following table reflects the percentage of Flintshire boys and girls achieving the key indicators in 2015 and 2016

Indicator	2016 %			2015 %		
	Girls	Boys	B/G Diff	Girls	Boys	B/G Diff
Level 2 Threshold incl. English/Welsh & Maths	66.3	57.0	-9.3	65.2	56.5	-8.7
Core Subject Indicator	62.5	55.2	-7.3	62.3	55.5	-6.8
Level 2 Threshold	87.2	78.1	-9.1	86.0	80.6	-5.4
Level 1 Threshold	97.6	93.1	-4.5	95.1	93.9	-1.2
Capped Points Score	359.1	328.1	-31.0	351.3	333.8	-17.5

- As in all other phases of education, girls outperform boys on the headline indicators at Key Stage 4.
- The gap in the performance between girls and boys across all headline indicators in Flintshire widened in 2016 from the 2015 position.
- In the main indicator, L2+ both boys and girls in Flintshire achieved better than both the Wales and GwE averages for their gender.

Wales L2+	Boys	56.1%	Girls	64.7%
GwE L2+	Boys	55.1%	Girls	64.2%
FCC L2+	Boys	57.0%	Girls	66.3%

Results in Core Subjects

English/Welsh First Language

71.6% of pupils in Flintshire achieved an A* to C grade in English/Welsh First Language in 2016. This is higher than national and regional figures - 70.4% for Wales as a whole and 70.6% for the GwE region. In 2015 the Flintshire figure was 72.2% so this represents a slight drop in performance of 0.6% from last year. The average points per pupil score in English/Welsh in Flintshire was 40.2 in 2016, compared to 39.6 across Wales and in GwE. In 2015 the Flintshire figure was 39.6 so a small improvement was achieved in the average points score in 2016.

Mathematics

69.5% of pupils in Flintshire achieved an A* to C grade in Mathematics in 2016. This compares favourably to 66.9% for Wales as a whole and 66.7% for the GwE region. In 2015 the Flintshire figure was 68% so represents a slight improvement from last year. The average points per pupil score in Mathematics in Flintshire was 39.0 in 2016, better than the Wales average of 37.9 and the GwE average of 37.7. In 2015 the Flintshire average points score for Mathematics was 38.7.

Science

83.9% of pupils in Flintshire achieved an A* to C grade in Science in 2016. This compared to 82.4% for Wales and 82.9% for the GwE region. In 2015 the Flintshire figure was 85.8% so outcomes dropped by 1.9%. The average points per pupil score in Science in Flintshire was 48.1 in 2016, compared to 44.7 across Wales and 45.3 in the GwE region. However, in 2015 the Flintshire figure was 55.4 so performance in 2016 was not as positive in 2016 in the average point score.

Value Added

Welsh Government now provides a Value Added Summary for Key Stage 4 Teacher Assessments matched to prior attainment at Key Stage 2.

Model 1 is measured only against each pupil's prior attainment. Model 2 also includes a range of pupil and school context indicators. Value added is shown as a percentage and measured in quartiles, with quartile 1 indicating the best performance. An S next to the indicator denotes a "significant" value.

Outcomes	Value Added Model 1 (2014)	Value Added Model 1 (2015)	Value Added Model 1 (2016)	Value Added Model 2 (2014)	Value Added Model 2 (2015)	Value Added Model 2 (2016)
Level 2 Threshold incl. English/Welsh & Maths	6.2% (1) S	2.8% (1) S	0.1% (3)	3.3% (1) S	-1.9% (3) S	-4.2% (3) S
Core Subject Indicator	5.0% (1) S	3.7% (2) S	-0.2% (3)	1.9% (2) S	-1.2% (3)	-4.5% (3) S
Level 2 Threshold	-0.6% (3)	-1.3% (3)	-2.2% (3) S	-0.4% (3)	-1.9% (3) S	-3.6% (3) S
Level 1 Threshold	-1.0% (3) S	-0.7% (3)	-0.5% (3)	1.1% (1) S	0.5% (2)	-0.1% (3)
Wider Points Score	12.4 (2) S	2.0 (2)	-11.9 (3) S	10.5 (2) S	-1.1 (2)	-10.8 (3) S

Welsh Government Data Categories

Welsh Government Data Categorisation combines the Level 2 Threshold including English/Welsh First Language and Mathematics, Capped Point Score including English/Welsh First Language and Mathematics, 5A*-A Grades at GCSE or equivalent

and Attendance, with a set of analysis based on overall performance during the last three years, performance of learners entitled to Free School Meals (eFSM) during the last three years, relative progress based on overall performance and performance set against the Free School Meal level of the school. The best performing schools score 1 on each indicator with the lowest performing given a score of 4 and a series of weightings and sums gives each school an overall weighted score. The weighted scores are then used to place schools into one of four categories, with Category 1 being the best performing schools.

The Flintshire profile for 2015-16 is:

Category 1 – two schools

Category 2 – four schools

Category 3 – four schools

Category 4 – two schools

Revised national categorisation information for all schools will be released by Welsh Government at the end of January 2017.

ANNEX 1e

Flintshire County Council

Key Stage 5 National Curriculum Assessment Results in Wales: 2016

Background Summary

The National Assembly for Wales issued GCE A level and equivalent achievements information for Wales, 2015/16 in their First Release “Examination Results in Wales, 2015/16”, in December 2016.

These statistics include results of external examinations taken by pupils aged 17 at the beginning of the academic year in schools in Wales.

Schools also receive individual analysis of the results of their pupils in their “SSSP” form. The SSSP form reports on performance at the Level 3 Threshold, achieved by learners who get two A-E grades at A Level or equivalent in a vocational course. This form also provides information on the performance of pupils in the Local Authority (LA) area and across Wales and it is the source of the figures given below.

Comparisons of performance are much more difficult to make in post 16 education. As the figures are for schools, the number of students represented in the figures is only a proportion of those in 16-19 education overall. The proportion of those pupils being educated in schools in each authority area will vary, as may the proportion of students who completed the courses they started. Figures are based only on those students who did complete courses.

LA SUMMARY RESULTS GCSE A LEVEL EXAMINATIONS AND EQUIVALENT (LEVEL 3)

Key Indicators of performance show:

Flintshire KS5 Outcomes								
Indicator	Flintshire 2015 %	Wales 2015 %	GwE 2015 %	Rank 2015	Flintshire 2016 %	Wales 2016 %	GwE 2016 %	Rank 2016
Level 3 Threshold	97.1	97.0	96.9	9	98.5	98.0	97.6	7
Wider Point Score	755.4	799.7	789.6	16	764.3	823.2	800.2	16

Analysis of Results for Girls and Boys

The following table reflects the results of boys and girls in Flintshire in 2015- 2016. Threshold figures are for pupils who have entered 2 or more A Level subjects or equivalent.

Indicator	2015			2016		
	Girls	Boys	B/G Diff	Girls	Boys	B/G Diff
Achieving the Level 3 Threshold	97.2%	97.0%	- 0.2%	99.4%	97.0%	- 2.4%
Average Wider Point Score	784.6	719.4	-65.2	824.1	684.8	- 139.3

- As in all other phases of education, girls outperform boys in Flintshire on the headline indicators at Key Stage 5.
- This reflects the regional and national picture of gender performance.
- In the Level 3 threshold, boys' performance remained static compared to 2015 but girls improved by 2.2% to 99.4%.
- The gap in the performance between girls and boys across the Level 3 indicator in Flintshire widened in 2016 from the 2015 position by 2.4%.
- The gap in performance between girls and boys in the Average Wider Point score indicator more than doubled in 2016.

Annex 1f

Flintshire County Council

Attendance and Exclusions in Flintshire Primary & Secondary Schools:2015

Background Summary

1.1 School attendance is a high priority both for the Welsh Government and local authorities in their aim to improve standards. Flintshire schools have, in the main, demonstrated a trend of improvement with figures for the secondary sector being consistently above the national average for Wales. Unauthorised absence in primary schools stands at 0.3% and is the second lowest in Wales. In secondary schools it stands at 0.4% and is the lowest value in Wales.

1.2 Table 1: Flintshire Schools in comparison with Welsh Averages

	Attendance				Unauthorised absence			
	2012-13	2013-14	2014-15	2015-16	2012-13	2013-14	2014-15	2015-16
Flintshire Primary Schools	94.1	94.8	94.7	94.7	0.5	0.4	0.3	0.3
Wales Average	93.7	94.8	94.9	94.9	0.9	1.0	1.0	1.1
Best in Wales	94.4	95.8	95.8	95.7	0.2	0.3	0.3	0.2
Flintshire Secondary Schools	93.3	93.8	94.2	94.3	0.4	0.5	0.3	0.4
Wales Average	92.6	93.6	93.8	94.2	1.3	1.3	1.3	1.3
Best in Wales	93.6	94.5	94.7	95.0	0.4	0.5	0.3	0.4

Table 1 demonstrates the profile of Flintshire attendance in both Primary and Secondary sectors. To support improved attendance, the LA is working with schools to look at levels of authorised absence.

1.3 Range of Attendance across Schools

Table 2 below shows the spread of attendance figures across the primary and secondary sectors. This demonstrates that the majority of our schools have attendance figures around or in excess of the Welsh average. Those schools demonstrating lower percentages reflect the areas with a more transient population. The LA recognises the difficulties experienced by particular schools and additional resources have been allocated in some situations to help support improvement.

Table 2 – Range of Attendance Figures

Attendance 2015/16 %	<90	90.0-90.9	91.0-91.9	92.0-92.9	93.0-93.9	94.0-94.9	95.0-95.9	96.0-96.9	97.0-97.9	98.0-98.9	99.0-100
Primary schools	1	0	1	3	6	15	19	17	4	1	0
Secondary Schools	0	0	1	1	1	5	4	0	0	0	0

1.4 Permanent Exclusions from School

The number of permanent exclusions from Flintshire schools remains very low in both the primary and secondary sector. The Managed Moves Protocol is now used across all sectors and has helped to support this reduction.

Table 5 - Number of Permanent Exclusions from Flintshire Schools

	2011-12	2012-13	2013-14	2014-15	2015-16
Primary	0	0	0	1	0
Secondary	4	1	0	3	3

1.5 Fixed Term Exclusions from School

LA officers continue to work alongside schools to reduce the number of days lost through exclusions. Training has been provided for schools to support the development of appropriate engagement strategies and many schools have developed 'Nurture Groups' in response the needs of their pupils.

Table 6: Fixed-Term Exclusions

Year	Exclusion Type	Number of Exclusions		Rate of Exclusion*	Average days lost
		Primary	Secondary		
2014 - 2015	5 Days or Less	712		30	-
	Wales total	2188	10096	29.9	-
	Over 5 days	40		1.7	-
	Wales total	138	612	1.7	-
2013 - 2014	5 Days or Less	696		29.7	2.1
	Wales total	1992	9789	26.7	N/A
	Over 5 days	42		1.8	9.2
	Wales total	129	579	1.6	N/A
2012 - 2013	5 Days or Less	689		29.4	2.1
	Wales total	1593	10824	27.9	2.0
	Over 5 days	67		2.9	10.7
	Wales total	139	782	2.1	9.7

*Rate per 1000 pupils

The local authority continues to work with schools to reduce the number of school days lost to exclusion. The data shows an upward trend in the rate of exclusions (per 1000 pupils) of 5 days or fewer, 29.4 in 2012/13 to 30.0 in 2014/15 however the rate of increase is significantly lower when compared to the North Wales region.

The rate of exclusion of 5 days or more, highlighted as a concern in the last Local Authority Estyn inspection, has shown a continuous downward trend, 2.9 in 2012/13 to 1.7 in 2014/15. (Welsh Government statistical releases no longer provide the Welsh comparator for number of days lost). Verified data for 2015-16 is released by Welsh Government in September 2017.

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EDUCATION & YOUTH OVERVIEW AND SCRUTINY COMMITTEE

Date of Meeting	Thursday 2 nd February 2017
Report Subject	Skilled Education Workforce Shortage
Cabinet Member	Cabinet Member for Education & Youth
Report Author	Chief Officer – Education & Youth
Type of Report	Operational

EXECUTIVE SUMMARY

The Scrutiny Committee have requested a report on the availability of suitably skilled personnel to undertake roles within its schools and the challenges faced by school leaders in recruiting to vacant posts.

The beginning of the report provides some context on the national and local authority data related to school populations and teacher workforce taken from the Pupil Level Annual School Census (PLASC). This is useful in understanding national and local trends which may have some relation to changes in the workforce. It is acknowledged that there are other factors, such as budgetary pressures in the current financial climate, which also have an impact on how schools manage their workforce.

The second part of the report is based on informal feedback provided to the Senior Manager for School Improvement on the issue of staff recruitment in Flintshire. A direct email request was sent to all schools at the beginning of January 2017 and has been supplemented with anecdotal evidence gathered over time from discussions with Head Teachers and Governing Bodies.

While the number of responses to the email request for information from schools was low, there was fair representation from primary, secondary and special schools; from large and small schools; from urban and rural areas and from the Welsh medium sector. This informal exercise in information gathering provides a useful snapshot of the challenges faced by schools in Flintshire in recruiting appropriately qualified and skilled staff to a variety of roles in the education sector. It provides the Scrutiny Committee with an overview of the main areas of challenge in terms of recruitment in the authority's schools.

RECOMMENDATIONS

1	That members receive the report and note its contents.
2	That members who are also school governors highlight any particular issues they have experienced to the senior officers of the Education & Youth Portfolio to add to the current view of recruitment issues in the authority.
3	That members' views on how to address the skills shortage in the workforce be collated and shared in appropriate forums and with Welsh Government to try and effect positive change.

REPORT DETAILS

1.00	EXPLAINING THE SKILLED EDUCATION WORKFORCE SHORTAGE
1.01	<p>Every year in January, schools complete the Pupil Level Annual School Census (PLASC) for Welsh Government (WG) which records a variety of data about the number of pupils and staff in each school. The analysis of this survey by WG is published by StatsWales in a document called 'School Census Results'. The most recent report was published in July 2016.</p> <p>The data is useful when considering the trends of pupil numbers and staffing levels across all phases – primary, secondary and special. What the data does not show is the reason why staffing numbers change.</p>
1.02	<p>The national picture <u>across Wales</u> was summarised as follows in the report:</p> <ul style="list-style-type: none">- There were 24,235.8 full-time equivalent (FTE) qualified teachers in LA maintained schools, 275.0 fewer than at January 2015.- The pupil teacher ratio for all LA maintained schools was 18.6, up from 18.4 in January 2015.- There were 23,994.9 support staff (FTE) in LA maintained schools, 446.1 fewer than at January 2015.- The total number of pupils in LA maintained nursery, primary, middle, secondary and special schools across Wales was 466,555, a rise of 851 pupils since January 2015. <p>This data shows that despite rising pupil numbers over the period 2015-16, teacher and support staff posts were reduced and the overall pupil:teacher ratio increased slightly across Wales.</p>
1.03	<p>WG analysis of trends in the pupil population across Wales show that:</p> <ul style="list-style-type: none">- The numbers of pupils aged under 5 have been increasing since 2006 to reach 73,693 in 2016.

	<ul style="list-style-type: none"> - The numbers of pupils aged 5 to 10 have increased to 207,328 in 2016 compared to 203,847 in 2015. Prior to 2011, they had been decreasing year on year since 2000. - The numbers of pupils aged 11 to 15 increased between 2000 to 2004 and have decreased year on year since then.
1.04	<p>Analysis of infant class sizes across Wales, which are statutorily limited to 30 unless by approved exemption, shows that the average class sizes are increasing e.g. from an average of 25.1 in 2013 to 25.6 in 2016. The percentage of large infant classes (more than 31) rose during the same period from 5.2% to 6.0%.</p> <p>This increase is reflected in the analysis of junior classes across Wales, increasing from an average class size of 24.5 in 2013 to 25.6 in 2016 with the number of large junior classes (more than 31) rising from 5.9% to 10.2%, a significant increase.</p>
1.05	<p>Data for Flintshire schools from the 2016 PLASC shows the following (2015 figures are in brackets for comparison where appropriate):</p> <ul style="list-style-type: none"> - 67 primary schools, 12 secondary schools and 2 special schools - 5/67 primary schools and 1/12 secondary schools are Welsh medium - 13, 936 pupils in primary schools (13,927) - 9,507 pupils in secondary schools (9,578) - 206 pupils in special schools (221) - Total school population recorded on PLASC 23, 649 (23,726) - 683 primary school teachers (691) - 649 secondary school teachers (660) - 31 special school teachers (34) - Total teacher workforce 1363 (1385) - the average pupil:teacher ratio in primary schools in Flintshire in 2016 is 21.2 (in 2015 this figure was 20.9 so has increased by 0.3) - this is lower than the Wales average of 21.6. - the highest pupil:teacher ratio was in Rhondda Cynnon Taf at 24.5 and the lowest pupil:teacher ratio was in Ceredigion at 18.5. - the average pupil:teacher ratio in secondary schools in Flintshire in 2016 is 16.1 (in 2015 this figure was 15.8 so has increased by 0.3) - this is lower than the Wales average of 16.3 - the highest pupil:teacher ratio was in Swansea at 17.0 and the lowest pupil:teacher ratio was in Conwy and Gwynedd at 15.2. - the average pupil:teacher ratio in special schools in Flintshire in 2016 is 7.0 (in 2015 this figure was 6.7 so has increased by 0.3) - this is higher than the Wales average of 6.5 - the highest pupil:teacher ratio was in Wrexham at 10.6 and the lowest pupil:teacher ratio was in Monmouth at 3.6 - the number of full time equivalent (fte) support staff across Flintshire schools in 2016 was 736 in primary, 294 in secondary and 85 in special

	<p>schools.</p> <p>- data from the 2015 PLASC shows that support staff numbers have reduced during the period 2015-16 by 39 in primary schools, 32 in secondary schools and 10 in special schools across the authority.</p> <p>The data clearly shows that the schools workforce in Flintshire has reduced over the last twelve months. What is difficult to determine is the reason for that reduction i.e. reductions due to budgetary pressures and schools adjusting their workforce or vacant posts that have not been permanently filled.</p>
1.06	<p>The workforce in schools includes a wide range of roles including leadership positions, class/subject teachers and a variety of administrative posts, learning support staff, technical and ancillary staff. The governing body of each school has the responsibility for ensuring that the school has an adequate workforce that is appropriately skilled and qualified, working within statutory guidance and recommendations issued by Welsh Government e.g. infant class size regulations, health and safety guidance for technical subjects, Foundation Phase ratios, provision for additional learning needs etc. It is the responsibility of the governing body to undertake the recruitment of school funded posts, not the Local Authority.</p>
1.07	<p>When schools have vacancies for particular posts, nearly all will advertise them via the e-Teach website which is subscribed to by the Local Authority and links to the County Council's website. Schools may also use a variety of other means to advertise vacancies to reach the widest possible audience e.g. school newsletters, social media, local press, specialist publications etc. As the cost of advertising in the press is expensive it is becoming less popular and greater use is being made of internet based advertising on dedicated websites which are more cost effective and have a global reach.</p>
1.08	<p>Nearly all the Local Authority's schools have a service level agreement with the Council to access support for Human Resources and this would include advice and guidance on how to effectively and safely recruit and give access to the Council's website and e-Teach to advertise vacancies.</p>
1.09	<p>The Council does not host its own supply register of teachers and support staff. Most schools have a trusted bank of regular supply teachers they will deploy to cover short term absences and short/medium term vacancies where appropriate. Increasingly, schools are entering into contractual arrangements with a number of local and national supply agencies to source staff to cover absences and vacancies.</p>
1.10	<p>Head Teacher and Deputy Head Teacher vacancies have to be advertised nationally. The use of web-based platforms such as e-Teach allow this to be achieved cost effectively and ensure the widest possible audience is reached.</p> <p>In the case of Head Teacher appointments in the Local Authority's maintained schools, the Chief Officer for Education and Youth or Senior Manager for School Improvement provide dedicated advice and support to governing bodies during this process alongside colleagues from the Human Resources team.</p>

1.11	<p>Over the last twelve months, 3 of the 12 secondary schools and 4 primary schools out of 65 have recruited a new permanent Head Teacher.</p> <p>Whilst the number of applicants for Head Teacher posts in the authority has generally reduced over the last few years, the governing bodies of these schools have been able to shortlist an appropriate number of suitable candidates and have then made successful appointments.</p>
1.12	<p>At the current time, Flintshire has 5 'Acting/Interim Head Teachers across its whole school estate of but only one of these posts is as a result of difficulties in recruitment. In this case, the post was advertised twice and no candidate of a suitable calibre was found so a temporary internal promotion was made. In the other cases, the vacancies are temporary for a variety of valid reasons e.g. to cover the fixed term secondment of the substantive Head to another role; are related to ongoing school modernisation projects where the future leadership arrangements may change as a result.</p>
1.13	<p>Informal feedback from secondary schools in Flintshire reflects the national trend of difficulties in recruiting specialist teachers in the core subjects of Maths, English, modern foreign languages and the Sciences including Physics and Chemistry. A number of secondary schools reported that they failed to recruit successfully to these key posts and had to make alternative arrangements using agency supply staff or use non-specialist teachers to cover for extended periods. For some schools, recruiting Additional Learning Needs Co-ordinators with the appropriate skills and experience has been difficult and this is more challenging when posts are temporary and/or part time.</p>
1.14	<p>Many English medium secondary schools report significant difficulties in recruiting suitably qualified and experienced Welsh teachers into Flintshire and feel this situation is exacerbated by being a 'border' county. This is currently a significant area of concern with changes to the GCSE requirements for Welsh Second Language from September 2017 and the greater demands this will place on schools to deliver a new syllabus and achieve higher standards. These changes are part of the Welsh Government's ambitious strategy to increase the number of Welsh speakers to one million by 2050 and local authorities are expected to set targets to achieve this as part of their Welsh in Education Strategic Plans.</p> <p>The issue in Flintshire is that the majority of the newly qualified teachers recruited into English medium primary and secondary schools are not bilingual and are classified as Welsh learners themselves. Therefore, they need support to develop their own Welsh language skills to use them successfully in the classroom to extend the language skills of their students either in dedicated Welsh lessons or in its use across the curriculum.</p>
1.15	<p>Recruitment issues in Flintshire's Welsh medium schools where subjects are delivered wholly through Welsh (except for English) are a significant area of concern. In the secondary sector there have been difficulties in recruiting permanent teachers of the Sciences and of Welsh itself. In the primary phase, Welsh medium teaching vacancies generally attract very few applicants. For example, one primary head reported that an advert for a 0.6 teacher at KS2 had to be advertised three times and only resulted in four applications and that they were not particularly strong.</p>

	<p>The recruitment of classroom support staff in the Welsh medium sector is another key issue raised by primary heads, particularly with the numbers of staff required to meet recommended Foundation Phase ratios or to support pupils with additional learning needs. They report that many applicants may have spoken Welsh when they were younger, or attended Welsh medium school, but have lost confidence in using the language in the workplace or cannot model it accurately enough for the learners.</p> <p>This is also an issue in Welsh pre-school provision supported by the authority to deliver its part time education offer for three year olds and can have a significant impact on the sustainability of the local Welsh playgroup and on the quality of education delivered. This undermines the authority's Welsh in Education Strategic Plan which is built upon the target of encouraging more parents to choose a Welsh medium education for their children.</p> <p>Heads in the Welsh medium sector at primary and secondary level report huge difficulties in finding appropriately qualified supply staff who can teach through the medium of Welsh to cover staff absences.</p>
1.16	<p>Feedback from the authority's special schools confirms that there is also a recruitment issue in this sector because of the very specialised nature of the roles that are required there for both teachers and support staff. Getting suitable supply teachers is also an issue for special schools who have reported that they have to use supply agencies as far away as Liverpool to try and get suitable staff to cover short/medium term absences. The Heads in this sector feel that the teacher training model does not pay sufficient attention to special educational needs to equip more teachers to be competent to work in this sector.</p>
1.17	<p>Primary schools are generally reporting difficulties in recruiting staff to support roles such as Mid-day supervisors, caretakers, learning support assistants with appropriate knowledge of additional learning needs and staff to run before/after school provision with the necessary qualifications required by the regulatory body. They believe that these roles are perceived as unattractive due to their part time nature, low pay and restrictive hours. Heads in rural parts of the authority find recruiting to these roles particularly difficult where the low pay and geographical issues adding to travel times and costs appear to be making posts even more unattractive.</p> <p>In one primary school where the caretaker/cleaner has been off with a serious illness since September, failure to recruit a temporary replacement has resulted in the Head and Deputy Head undertaking some of the cleaning duties and splitting the daily 7am opening and 7pm locking up time between them for over a term, adding to an already extensive workload.</p>
1.18	<p>Primary Head Teachers generally report high levels of applications for teaching posts from Newly Qualified Teachers and find that they are able to make good appointments. However, one has raised concerns that the number of male applicants into the primary phase is particularly low and that this does not help schools maintain a balanced workforce and provide good role models to boys. This is particularly true of posts in Foundation Phase which covers 3-7 year olds. In a recent advert for three teachers at his</p>

	school, he had over 30 applications and shortlisted 7. However, only 5 of these applications were from male teachers, of whom one was short listed who then withdrew from the process.
1.19	Another key challenge facing schools, not only in Flintshire but across the UK, is the retention rates of teachers within the profession. Recent press articles and published research by teacher unions indicates that four in ten newly qualified teachers will leave the profession in the first year of taking up a teaching post and that the number of teachers completing their teaching qualification but never actually taking up a teaching post has tripled over the last few years. A survey by NUT Cymru in 2015 indicated that morale in Welsh schools was 'at an all-time low' and that nearly half of those teachers surveyed were considering leaving the profession within two years, citing workload as the main reason.

2.00	RESOURCE IMPLICATIONS
2.01	None as a result of this report.

3.00	CONSULTATIONS REQUIRED / CARRIED OUT
3.01	No formal consultation required.

4.00	RISK MANAGEMENT
4.01	Difficulties in recruiting effective school leaders is identified as a potential risk in the Council's Improvement Plan. This is mitigated against by the intervention of senior officers of the portfolio to support governing bodies to broker interim leadership arrangements where necessary and to support the appointment process.

5.00	APPENDICES
5.01	Appendix 1 - Schools Census Report – Stats Wales

6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
6.01	None. Contact Officer: Claire Homard – Senior Manager School Improvement Telephone: 01352 704019 E-mail: claire.homard@flintshire.gov.uk

7.00	GLOSSARY OF TERMS
7.01	None.

School Census Results, 2016

This Statistical First Release is primarily based upon information collected by the Schools' Census in January 2016. It reports information for the number of pupils by age, gender, free school meal eligibility, ethnicity and special educational needs, together with information on the number of schools, teachers and support staff.

The tables provide all Wales information for each category listed, plus a breakdown to local authority (LA) level for schools, pupils, teachers and support staff.

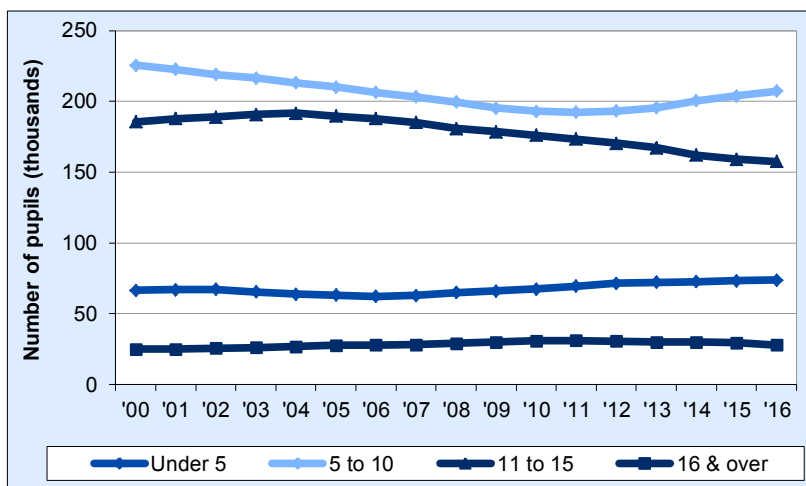
Further data underlying the tables in this release are available through **STATS WALES**

Key results from the January 2016 school census

Schools and pupils (Tables 1-6)

- In January 2016 there were 13 nursery, 1,310 primary, 7 middle schools, 205 secondary schools and 39 special schools. Of these, 428 primary, 5 middle and 49 secondary schools were classified as Welsh medium. There was no change in the number of independent schools (66). Overall, there were 21 fewer LA maintained schools than at January 2015.
- The total number of pupils (headcount) in LA maintained nursery, primary, middle, secondary and special schools was 466,555, a rise of 851 pupils since January 2015.

Chart 1: Number of pupils, by age group, in maintained schools



- The numbers of pupils aged under 5 have been increasing since 2006 to reach 73,693 in 2016.
- The numbers of pupils aged 5 to 10 have increased to 207,328 in 2016 compared to 203,847 in 2015. Prior to 2011, they had been decreasing year on year since 2000.
- The numbers of pupils aged 11 to 15 increased from 2000 to 2004 and have decreased year on year since then.

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Next update: July 2017 (provisional)

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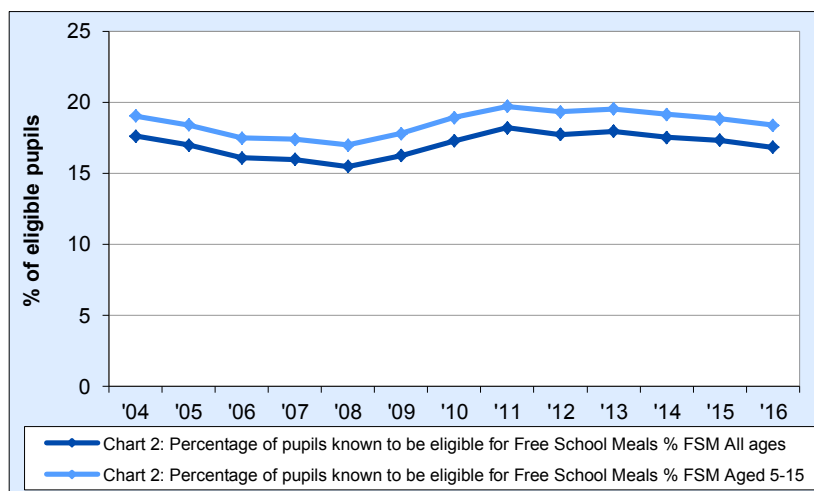
Llywodraeth Cymru
Welsh Government

Teachers and support staff (Tables 7-10)

- There were 24,235.8 full-time equivalent (FTE) qualified teachers in LA maintained schools, 275.0 fewer than at January 2015.
- The pupil teacher ratio for all LA maintained schools was 18.6, up from 18.4 in January 2015.
- There were 23,994.9 support staff (FTE) in LA maintained schools, 446.1 fewer than at January 2015.

Free school meals (Table 11)

Chart 2: Percentage of pupils known to be eligible for free school meals



- The percentage of pupils known to be eligible for free school meals in primary, middle, secondary and special schools has fluctuated over the last decade, generally decreasing from 2004 to 2008 and then increasing year on year to 2011. There has been a decrease between 2013 and 2016.

- The percentage of pupils of compulsory school age in LA maintained schools known to be eligible for free school meals in 2016 was 18.4 per cent – down from 18.8 per cent in 2015.

Ethnicity (Table 12)

- In LA maintained schools 89.4 per cent of pupils (aged 5 and over) were classified as White British, 10.1 per cent were of minority ethnic origin and 0.5 per cent were unknown or not stated.

Pupils with Special Educational Needs (SEN) (Tables 13-16)

- In January 2016 12,434 pupils in maintained schools had statements of SEN, 3 fewer than in January 2015.
- In maintained schools, 2.7 per cent of pupils had statements of SEN and a further 19.9 per cent of pupils had special educational needs but no statement.
- In the **Independent** sector 4.6 per cent of pupils had statements of SEN and a further 9.2 per cent of pupils had special needs but no statement.

Class size (Tables 17 & 18)

- 7.6 per cent of pupils (8,196) were in infant classes of over 30 pupils, up from 7.3 per cent in January 2015.

Sickness Absence of Teachers (Table 19)

- 61 per cent of teachers took sickness absence during 2015, compared with 62 per cent during 2014.

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Schools and Pupils

- The local authority with the most **schools** was Cardiff with 138, and the local authorities with the fewest were Blaenau Gwent and Merthyr Tydfil, both with 28 schools. ([Table 1](#))
- Gwynedd had the most **Welsh medium schools** with 105, and the local authority with the fewest was Blaenau Gwent with 1 school. ([Table 2](#))
- Of the **pupils aged under 5** in maintained schools in Wales, the majority of them were attending school on a full time basis. ([Table 4](#))
- From 2000 to 2010, the total **number of pupils in primary schools** in Wales had decreased year-on-year, but there have been increases each year from January 2011, representing the first increase in the sector since 1998. ([Table 3](#))
- The **number of pupils** in each local authority ranged between 8,749 in Merthyr Tydfil, to 56,491 in Cardiff. ([Table 5](#))
- The number of **full-time equivalent pupils in schools** was highest in Cardiff at 54,150.0pupils and lowest in Merthyr Tydfil at 8,582.5 pupils. ([Table 6](#))
- The numbers of pupils aged 5 and under have been increasing since 2006 while those of pupils aged 5-10 have been increasing since 2011. The increase in pupil numbers of these two age groups explain the recent increase of overall pupil numbers in Wales, reversing the long term downward trend.

Table 1: Number of schools, by local authority, January 2016

	Maintained schools						Independent	All schools
	Nursery	Primary	Middle	Secondary	Special	Total		
Isle of Anglesey	0	47	0	5	1	53	2	55
Gwynedd	0	93	0	14	2	109	4	113
Conwy	0	55	0	7	1	63	2	65
Denbighshire	0	46	1	7	2	56	4	60
Flintshire	0	67	0	12	2	81	3	84
Wrexham	1	59	0	9	1	70	2	72
Powys	0	83	1	11	3	98	6	104
Ceredigion	0	47	2	5	0	54	0	54
Pembrokeshire	0	61	0	8	1	70	5	75
Carmarthenshire	1	101	0	12	2	116	7	123
Swansea	0	79	0	14	2	95	5	100
Neath Port Talbot	0	58	0	11	2	71	0	71
Bridgend	0	48	0	9	2	59	2	61
The Vale of Glamorgan	3	45	1	7	1	57	3	60
Rhondda Cynon Taf	1	104	1	16	4	126	1	127
Merthyr Tydfil	1	22	0	4	1	28	0	28
Caerphilly	0	75	0	14	1	90	1	91
Blaenau Gwent	0	23	1	3	1	28	0	28
Torfaen	1	26	0	6	1	34	0	34
Monmouthshire	0	30	0	4	1	35	5	40
Newport	2	44	0	8	1	55	2	57
Cardiff	3	97	0	19	7	126	12	138
Wales	13	1,310	7	205	39	1,574	66	1,640
Wales – January 2015	13	1,330	6	207	39	1,595	66	1,661
Wales – January 2014	17	1,357	4	213	42	1,633	70	1,703
Wales – January 2013	20	1,374	4	216	42	1,656	68	1,724
Wales – January 2012	22	1,412	.	221	43	1,698	66	1,764

Source: School Census

Table 2: Welsh medium schools and pupils, by local authority, January 2016

	Primary (a)		Middle (b)		Secondary (b)	
	Schools	Pupils	Schools	Pupils	Schools	Pupils
Isle of Anglesey	46	5,571	0	0	4	2,959
Gwynedd	92	9,966	0	0	13	5,585
Conwy	23	2,288	0	0	2	1,292
Denbighshire	16	2,322	0	0	3	2,966
Flintshire	5	898	0	0	1	495
Wrexham	8	1,705	0	0	1	745
Powys	22	2,803	1	520	3	1,880
Ceredigion	41	3,540	2	1,404	4	2,211
Pembrokeshire	19	3,009	0	0	1	902
Carmarthenshire	71	9,805	0	0	5	5,502
Swansea	11	3,223	0	0	2	1,598
Neath Port Talbot	10	2,176	0	0	1	1,046
Bridgend	4	1,151	0	0	1	617
The Vale of Glamorgan	6	1,634	1	1,016	0	0
Rhondda Cynon Taf	16	4,786	1	519	3	2,512
Merthyr Tydfil	2	711	0	0	0	0
Caerphilly	11	2,927	0	0	1	1,499
Blaenau Gwent	1	266	0	0	0	0
Torfaen	3	920	0	0	1	965
Monmouthshire	2	366	0	0	0	0
Newport	3	686	0	0	0	0
Cardiff	16	5,348	0	0	3	2,625
Wales	428	66,101	5	3,459	49	35,399
Wales – January 2015	435	65,460	4	2,448	50	36,485
Wales – January 2014	444	64,366	2	1,577	52	37,400
Wales – January 2013	452	63,192	2	1,634	53	37,692
Wales – January 2012	461	62,446	.	.	56	41,262

Source: School Census

(a) Primary schools include Welsh Medium, Dual Stream and Transitional schools.

(b) Includes Welsh Medium and Bilingual schools.

Table 3: Number of pupils, by age group in maintained schools, January 2012-2016 (a)

		2012	2013	2014	2015	2016
Nursery	Under 5	1,530	1,434	1,353	1,076	1,019
	5 and over	0	0	0	0	0
	All ages	1,530	1,434	1,353	1,076	1,019
Primary	Under 5	69,766	70,262	70,655	71,713	72,014
	5 to 10	192,293	193,878	198,726	201,649	204,923
	11 to 15	76	44	39	37	17
	16 and over	9	2	1	1	0
	All ages	262,144	264,186	269,421	273,400	276,954
Middle	Under 5	.	238	268	330	415
	5 to 10	.	621	660	970	1,104
	11 to 15	.	2,343	2,278	2,695	3,337
	16 and over	.	446	336	381	515
	All ages	.	3,648	3,542	4,376	5,371
Secondary	5 to 10	19	2	9	3	4
	11 to 15	168,204	162,843	157,831	154,442	152,280
	16 and over	29,792	28,434	28,587	27,963	26,385
	All ages	198,015	191,279	186,427	182,408	178,669
Special	Under 5	213	224	238	245	245
	5 to 10	1,062	1,103	1,185	1,225	1,297
	11 to 15	2,111	2,070	1,933	1,979	2,001
	16 and over	868	924	982	995	999
	All ages	4,254	4,321	4,338	4,444	4,542
Total	Under 5	71,509	72,158	72,514	73,364	73,693
	5 to 10	193,374	195,604	200,580	203,847	207,328
	11 to 15	170,391	167,300	162,081	159,153	157,635
	16 and over	30,669	29,806	29,906	29,340	27,899
	All ages	465,943	464,868	465,081	465,704	466,555

Source: School Census

(a) At January each year. Age as at 31 August in the previous year.

Table 4: Number of pupils, full-time and part-time, by age and sex, in maintained schools, January 2016 (a)

	2 and under	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+	All ages
Nursery:																			
Full-time Boys	24	66	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	91
Girls	10	66	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	76
Part-time Boys	112	346	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	458
Girls	98	296	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	394
Total	244	774	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1,019
Primary:																			
Full-time Boys	198	3,689	18,137	17,997	17,649	18,034	17,293	16,945	16,758	13	1	0	0	0	0	0	0	0	126,714
Girls	224	3,673	17,415	17,130	16,889	17,349	16,593	16,217	16,069	3	0	0	0	0	0	0	0	0	121,562
Part-time Boys	2,592	11,996	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14,596
Girls	2,592	11,485	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14,082
Total	5,606	30,843	35,565	35,127	34,538	35,383	33,886	33,162	32,827	16	1	0	0	0	0	0	0	0	276,954
Middle:																			
Full-time Boys	0	18	96	86	105	105	84	82	86	312	380	314	313	330	105	88	11	0	2,515
Girls	0	17	102	96	109	82	96	91	82	388	324	320	328	328	169	135	7	0	2,674
Part-time Boys	29	76	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	106
Girls	16	60	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	76
Total	45	171	199	182	214	187	180	173	168	700	704	634	641	658	274	223	18	0	5,371
Secondary:																			
Full-time Boys	0	0	0	0	0	0	0	0	1	15,868	15,554	15,206	15,639	15,566	6,468	5,180	629	12	90,123
Girls	0	0	0	0	0	0	0	0	3	15,101	14,964	14,479	14,905	14,998	7,268	6,285	504	39	88,546
Part-time Boys	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Girls	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	4	30,969	30,518	29,685	30,544	30,564	13,736	11,465	1,133	51	178,669
Special:																			
Full-time Boys	5	32	113	144	155	177	162	164	171	282	276	284	272	311	240	233	212	0	3,233
Girls	4	18	39	38	40	64	46	64	72	109	119	125	120	103	127	96	91	0	1,275
Part-time Boys	0	23	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	23
Girls	0	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	11
Total	9	84	152	182	195	241	208	228	243	391	395	409	392	414	367	329	303	0	4,542
Total	5,904	31,872	35,917	35,491	34,947	35,811	34,274	33,563	33,242	32,076	31,618	30,728	31,577	31,636	14,377	12,017	1,454	51	466,555

Source: School Census
(a) Age as at 31 August 2015

Table 5: Pupil numbers, by local authority, January 2016

	Nursery	Primary	Middle	Secondary	Special	Total	Independent	All schools
Isle of Anglesey	0	5,763	0	3,814	88	9,665	127	9,792
Gwynedd	0	10,082	0	6,789	168	17,039	327	17,366
Conwy	0	9,028	0	6,680	208	15,916	586	16,502
Denbighshire	0	8,614	518	6,269	254	15,655	416	16,071
Flintshire	0	13,936	0	9,507	206	23,649	29	23,678
Wrexham	36	13,106	0	6,223	311	19,676	32	19,708
Powys	0	10,008	520	7,177	292	17,997	503	18,500
Ceredigion	0	4,652	1,404	3,483	0	9,539	0	9,539
Pembrokeshire	0	10,730	0	6,840	146	17,716	311	18,027
Carmarthenshire	80	15,792	0	11,119	117	27,108	437	27,545
Swansea	0	22,167	0	13,475	176	35,818	388	36,206
Neath Port Talbot	0	12,767	0	7,759	225	20,751	0	20,751
Bridgend	0	13,356	0	9,240	336	22,932	294	23,226
The Vale of Glamorgan	255	12,575	1,016	8,104	234	22,184	565	22,749
Rhondda Cynon Taf	31	22,441	519	15,286	531	38,808	0	38,808
Merthyr Tydfil	76	5,687	0	2,818	168	8,749	0	8,749
Caerphilly	0	17,254	0	11,145	133	28,532	131	28,663
Blaenau Gwent	0	5,887	1,394	1,936	101	9,318	0	9,318
Torfaen	52	8,601	0	6,259	101	15,013	0	15,013
Monmouthshire	0	6,706	0	4,801	40	11,547	1,435	12,982
Newport	174	14,716	0	10,124	155	25,169	582	25,751
Cardiff	315	33,086	0	19,821	552	53,774	2,717	56,491
Wales	1,019	276,954	5,371	178,669	4,542	466,555	8,880	475,435
Wales – January 2015	1,076	273,400	4,376	182,408	4,444	465,704	8,991	474,695
Wales – January 2014	1,353	269,421	3,542	186,427	4,338	465,081	8,603	473,684
Wales – January 2013	1,434	264,186	3,648	191,279	4,321	464,868	8,862	473,730
Wales – January 2012	1,530	262,144	.	198,015	4,254	465,943	8,929	474,872

Source: School Census

Table 6: Full-time equivalent pupils, by local authority, January 2016

	Nursery	Primary	Middle	Secondary	Special	Total	Independent	All schools
Isle of Anglesey	0.0	5,422.5	0.0	3,814.0	88.0	9,324.5	102.0	9,426.5
Gwynedd	0.0	9,462.0	0.0	6,789.0	168.0	16,419.0	327.0	16,746.0
Conwy	0.0	8,470.0	0.0	6,680.0	206.0	15,356.0	586.0	15,942.0
Denbighshire	0.0	8,103.0	512.5	6,269.0	254.0	15,138.5	416.0	15,554.5
Flintshire	0.0	13,082.0	0.0	9,507.0	202.5	22,791.5	29.0	22,820.5
Wrexham	18.5	12,264.5	0.0	6,223.0	311.0	18,817.0	32.0	18,849.0
Powys	0.0	9,848.5	520.0	7,177.0	292.0	17,837.5	503.0	18,340.5
Ceredigion	0.0	4,506.0	1,374.5	3,483.0	0.0	9,363.5	0.0	9,363.5
Pembrokeshire	0.0	10,186.0	0.0	6,840.0	146.0	17,172.0	311.0	17,483.0
Carmarthenshire	80.0	15,593.0	0.0	11,119.0	117.0	26,909.0	437.0	27,346.0
Swansea	0.0	20,408.0	0.0	13,475.0	174.0	34,057.0	375.5	34,432.5
Neath Port Talbot	0.0	11,790.0	0.0	7,759.0	224.5	19,773.5	0.0	19,773.5
Bridgend	0.0	13,190.5	0.0	9,240.0	331.5	22,762.0	294.0	23,056.0
The Vale of Glamorgan	127.5	11,808.0	993.0	8,104.0	234.0	21,266.5	564.0	21,830.5
Rhondda Cynon Taf	31.0	22,051.5	506.0	15,286.0	531.0	38,405.5	0.0	38,405.5
Merthyr Tydfil	64.0	5,532.5	0.0	2,818.0	168.0	8,582.5	0.0	8,582.5
Caerphilly	0.0	16,089.5	0.0	11,145.0	133.0	27,367.5	131.0	27,498.5
Blaenau Gwent	0.0	5,440.5	1,374.0	1,936.0	101.0	8,851.5	0.0	8,851.5
Torfaen	27.5	8,099.0	0.0	6,259.0	101.0	14,486.5	0.0	14,486.5
Monmouthshire	0.0	6,470.5	0.0	4,801.0	40.0	11,311.5	1,415.5	12,727.0
Newport	87.0	13,878.5	0.0	10,124.0	155.0	24,244.5	577.5	24,822.0
Cardiff	157.5	30,919.0	0.0	19,821.0	547.5	51,445.0	2,705.0	54,150.0
Wales	593.0	262,615.0	5,280.0	178,669.0	4,525.0	451,682.0	8,805.5	460,487.5
Wales – January 2015	633.0	259,476.0	4,323.0	182,408.0	4,418.5	451,258.5	8,941.5	460,200.0
Wales – January 2014	785.0	255,691.5	3,496.5	186,426.5	4,311.5	450,711.0	8,524.0	459,235.0
Wales – January 2013	877.5	250,828.5	3,603.0	191,279.0	4,295.0	450,883.0	8,755.5	459,638.5
Wales – January 2012	965.5	248,587.5	.	198,015.0	4,222.0	451,790.0	8,828.5	460,618.5

Source: School Census

Teachers and support staff

- The **number of teachers** in maintained schools in each local authority ranged between 3,044 in Cardiff, to 485 in Merthyr Tydfil. ([Table 7](#))
- The number of **full-time equivalent qualified teachers in maintained schools** was highest in Cardiff at 2,765.9 teachers and lowest in Merthyr Tydfil at 461.9 teachers. ([Table 8](#))
- Ceredigion had the lowest primary **pupil teacher ratio** at 18.5, and Rhondda Cynon Taf had the highest at 24.5. The lowest secondary pupil teacher ratio was in Gwynedd and Conwy at 15.2, and the highest was in Swansea at 17.0. ([Table 9](#))
- The **pupil teacher ratio** is highest in primary schools at 21.6 and lowest in special schools at 6.5. ([Table 9](#))
- The number of **full-time equivalent support staff in maintained schools** was highest in Cardiff at 2,720.7 support staff, and lowest in Merthyr Tydfil at 433.1 support staff. ([Table 10](#))

Table 7: Number of qualified teachers, by local authority, January 2016

	Nursery	Primary	Middle	Secondary	Special	Total	Independent	All schools
Isle of Anglesey	0	300	0	254	14	568	15	583
Gwynedd	0	536	0	487	25	1,048	52	1,100
Conwy	0	483	0	467	27	977	115	1,092
Denbighshire	0	446	38	415	39	938	55	993
Flintshire	0	683	0	649	31	1,363	7	1,370
Wrexham	3	681	0	413	31	1,128	15	1,143
Powys	0	576	37	483	47	1,143	65	1,208
Ceredigion	0	297	103	235	0	635	0	635
Pembrokeshire	0	555	0	438	25	1,018	42	1,060
Carmarthenshire	4	861	0	740	25	1,630	70	1,700
Swansea	0	1019	0	846	30	1,895	60	1,955
Neath Port Talbot	0	584	0	514	39	1,137	0	1,137
Bridgend	0	621	0	605	52	1,278	40	1,318
The Vale of Glamorgan	8	632	70	530	52	1,292	101	1,393
Rhondda Cynon Taf	4	960	34	962	66	2,026	1	2,027
Merthyr Tydfil	3	277	0	183	22	485	0	485
Caerphilly	0	774	0	735	29	1,538	17	1,555
Blaenau Gwent	0	284	91	124	24	523	0	523
Torfaen	2	361	0	393	14	770	0	770
Monmouthshire	0	336	0	306	11	653	218	871
Newport	5	691	0	636	32	1,364	66	1,430
Cardiff	19	1601	0	1312	112	3,044	346	3,390
Wales	48	13,558	373	11,727	747	26,453	1,285	27,738
Wales – January 2015	48	13,624	317	12,047	719	26,755	1,270	28,025
Wales – January 2014	59	13,670	236	12,378	721	27,064	1,260	28,324
Wales – January 2013	67	13,533	239	12,519	698	27,056	1,271	28,327
Wales – January 2012	73	13,451	.	12,651	694	26,869	1,284	28,153

Source: School Census

Table 8: Full-time equivalent qualified teachers, by local authority, January 2016

	<i>FTE</i>							
	Nursery	Primary	Middle	Secondary	Special	Total	Independent	All schools
Isle of Anglesey	0.0	275.1	0.0	235.0	13.0	523.2	11.4	534.5
Gwynedd	0.0	469.3	0.0	446.7	23.0	939.1	45.0	984.0
Conwy	0.0	424.7	0.0	438.3	25.9	888.9	103.8	992.8
Denbighshire	0.0	383.9	30.9	377.1	34.7	826.6	52.0	878.6
Flintshire	0.0	618.2	0.0	591.2	29.1	1,238.5	6.0	1,244.5
Wrexham	2.4	579.8	0.0	390.6	29.2	1,002.0	13.5	1,015.5
Powys	0.0	489.4	35.0	443.9	41.6	1,009.9	56.9	1,066.8
Ceredigion	0.0	243.8	92.3	214.0	0.0	550.1	0.0	550.1
Pembrokeshire	0.0	481.9	0.0	406.6	22.6	911.1	34.5	945.6
Carmarthenshire	4.0	783.7	0.0	687.1	24.4	1,499.3	52.4	1,551.6
Swansea	0.0	905.4	0.0	791.8	27.2	1,724.4	45.2	1,769.6
Neath Port Talbot	0.0	532.9	0.0	495.0	38.2	1,066.1	0.0	1,066.1
Bridgend	0.0	582.5	0.0	569.2	49.8	1,201.4	37.7	1,239.2
The Vale of Glamorgan	7.1	563.7	66.4	505.1	49.4	1,191.7	90.0	1,281.8
Rhondda Cynon Taf	4.0	900.4	32.2	916.4	62.3	1,915.3	1.0	1,916.3
Merthyr Tydfil	3.0	262.9	0.0	174.0	22.0	461.9	0.0	461.9
Caerphilly	0.0	721.1	0.0	684.6	27.0	1,432.7	11.7	1,444.4
Blaenau Gwent	0.0	265.2	88.5	117.7	20.7	492.2	0.0	492.2
Torfaen	2.0	341.1	0.0	374.2	13.5	730.8	0.0	730.8
Monmouthshire	0.0	299.6	0.0	289.8	11.0	600.5	189.7	790.2
Newport	4.5	631.5	0.0	600.5	27.7	1,264.2	61.0	1,325.3
Cardiff	15.2	1,414.7	0.0	1,234.9	101.1	2,765.9	294.3	3,060.2
Wales	42.3	12,170.8	345.2	10,983.9	693.6	24,235.8	1,106.2	25,342.0
Wales – January 2015	43.4	12,240.2	290.0	11,268.8	668.2	24,510.8	1,091.8	25,602.6
Wales – January 2014	52.8	12,308.2	221.7	11,578.8	660.9	24,822.5	1,084.0	25,906.5
Wales – January 2013	58.3	12,144.6	222.7	11,707.2	637.7	24,770.6	1,108.1	25,878.7
Wales – January 2012	63.6	12,026.2	.	11,868.3	642.6	24,600.7	1,096.2	25,696.9

Source: School Census

Table 9: Pupil teacher ratios within schools, by local authority, January 2016

	<i>FTE</i>							
	Nursery	Primary	Middle	Secondary	Special	Total	Independent	All schools
Isle of Anglesey	.	19.7	.	16.2	6.8	17.8	9.0	17.6
Gwynedd	.	20.2	.	15.2	7.3	17.5	7.3	17.0
Conwy	.	19.9	.	15.2	8.0	17.3	5.6	16.1
Denbighshire	.	21.1	16.6	16.6	7.3	18.3	8.0	17.7
Flintshire	.	21.2	.	16.1	7.0	18.4	4.8	18.3
Wrexham	7.7	21.2	.	15.9	10.6	18.8	2.4	18.6
Powys	.	20.1	14.9	16.2	7.0	17.7	8.8	17.2
Ceredigion	.	18.5	14.9	16.3	.	17.0	.	17.0
Pembrokeshire	.	21.1	.	16.8	6.5	18.8	9.0	18.5
Carmarthenshire	20.0	19.9	.	16.2	4.8	17.9	8.3	17.6
Swansea	.	22.5	.	17.0	6.4	19.8	8.3	19.5
Neath Port Talbot	.	22.1	.	15.7	5.9	18.5	.	18.5
Bridgend	.	22.6	.	16.2	6.7	18.9	7.8	18.6
The Vale of Glamorgan	17.9	20.9	15.0	16.0	4.7	17.8	6.3	17.0
Rhondda Cynon Taf	7.8	24.5	15.7	16.7	8.5	20.1	.	20.0
Merthyr Tydfil	21.3	21.0	.	16.2	7.6	18.6	.	18.6
Caerphilly	.	22.3	.	16.3	4.9	19.1	11.2	19.0
Blaenau Gwent	.	20.5	15.5	16.4	4.9	18.0	.	18.0
Torfaen	13.8	23.7	.	16.7	7.5	19.8	.	19.8
Monmouthshire	.	21.6	.	16.6	3.6	18.8	7.5	16.1
Newport	19.4	22.0	.	16.9	5.6	19.2	9.5	18.7
Cardiff	10.3	21.9	.	16.1	5.4	18.6	9.2	17.7
Wales	14.0	21.6	15.3	16.3	6.5	18.6	8.0	18.2
Wales – January 2015	14.6	21.2	14.9	16.2	6.6	18.4	8.2	18.0
Wales – January 2014	14.9	20.8	15.8	16.1	6.5	18.2	7.9	17.7
Wales – January 2013	15.1	20.7	16.2	16.3	6.7	18.2	7.9	17.8
Wales – January 2012	15.2	20.7	.	16.7	6.6	18.4	8.1	17.9

Source: School Census

Table 10: Full-time equivalent support staff, by local authority, January 2016

	<i>FTE</i>					
	Nursery	Primary	Middle	Secondary	Special	Total
Isle of Anglesey	0.0	301.3	0.0	166.6	37.0	504.9
Gwynedd	0.0	490.4	0.0	228.4	63.3	782.2
Conwy	0.0	366.0	0.0	205.2	79.7	650.9
Denbighshire	0.0	508.0	26.1	258.2	116.5	908.8
Flintshire	0.0	736.2	0.0	294.0	85.3	1,115.5
Wrexham	7.4	778.4	0.0	282.8	162.7	1,231.3
Powys	0.0	503.3	24.3	237.7	118.6	883.9
Ceredigion	0.0	304.0	94.6	160.5	0.0	559.2
Pembrokeshire	0.0	805.7	0.0	335.0	104.0	1,244.7
Carmarthenshire	7.0	966.5	0.0	527.4	64.6	1,565.5
Swansea	0.0	1,185.6	0.0	602.0	95.2	1,882.8
Neath Port Talbot	0.0	602.5	0.0	250.7	100.1	953.3
Bridgend	0.0	730.0	0.0	310.8	166.1	1,207.0
The Vale of Glamorgan	16.9	595.5	22.7	233.6	152.5	1,021.2
Rhondda Cynon Taf	1.0	1,204.7	19.3	447.1	172.0	1,844.1
Merthyr Tydfil	4.0	280.0	0.0	80.8	68.3	433.1
Caerphilly	0.0	894.3	0.0	312.7	75.8	1,282.9
Blaenau Gwent	0.0	371.3	63.5	96.0	64.6	595.4
Torfaen	4.1	498.3	0.0	229.0	62.1	793.5
Monmouthshire	0.0	377.2	0.0	162.8	28.3	568.3
Newport	13.1	771.1	0.0	393.0	68.6	1,245.8
Cardiff	22.6	1,761.6	0.0	717.4	219.2	2,720.7
Wales	76.1	15,032.1	250.5	6,531.8	2,104.4	23,994.9
Wales – January 2015	84.8	15,295.2	219.7	6,801.0	2,040.3	24,441.0
Wales – January 2014	104.0	15,095.2	153.4	6,980.8	2,021.1	24,354.5
Wales – January 2013	115.2	14,675.2	144.6	6,767.6	1,844.2	23,546.8
Wales – January 2012	123.4	13,703.7	.	6,714.0	1,753.4	22,294.5

Source: School Census

Free school meals (FSM) ([Table 11](#))

- The **number of pupils** eligible for free meals has decreased from 80,668 pupils in January 2015 to 78,476 pupils in January 2016.
- The **percentage of pupils** known to be eligible for free meals has decreased from 17.3 in January 2015 to 16.8 in January 2016.
- The **number of compulsory aged school pupils (5-15)** eligible for free meals has decreased from 68,388 pupils in January 2015 to 67,040 pupils in January 2016.
- The **percentage of compulsory aged school pupils (5-15)** known to be eligible for free meals has decreased from 18.8 in January 2015 to 18.4 in January 2016.
- The percentage of pupils known to be eligible for free meals was highest in special schools at 41.8 per cent of pupils and 43.1 per cent of compulsory aged school pupils (5-15).
- The **number of pupils** eligible for free meals was highest in Cardiff at 10,371 and lowest in Ceredigion at 1,008.
- But the **percentage of pupils** eligible for free meals was highest in Blaenau Gwent at 25.0 and lowest in Powys at 10.4.
- The **number of compulsory aged school pupils (5-15)** eligible for free meals was highest in Cardiff at 9,007 and lowest in Ceredigion at 834.
- Powys had the lowest **percentage of compulsory aged school pupils (5-15)** eligible for free meals at 10.7, and Blaenau Gwent had the highest at 27.7.

Table 11: Pupils known to be eligible for free meals in maintained schools, January 2016

	All pupils										Aged 5-15											
	Nursery		Primary		Middle		Secondary		Special		All Schools		Primary		Middle		Secondary		Special		All Schools	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Isle of Anglesey	.	.	869	15.1	.	.	572	15.0	33	37.5	1,474	15.3	736	17.1	.	.	524	16.4	27	42.9	1,287	17.0
Gwynedd	.	.	1,249	12.4	.	.	732	10.8	38	22.6	2,019	11.8	1,056	13.9	.	.	692	11.6	31	23.5	1,779	13.0
Conwy	.	.	1,351	15.0	.	.	886	13.3	81	38.9	2,318	14.6	1,117	16.5	.	.	814	15.0	67	43.5	1,998	16.2
Denbighshire	.	.	1,523	17.7	33	6.4	979	15.6	99	39.0	2,634	16.8	1,330	20.6	29	7.1	924	17.4	77	42.3	2,360	19.1
Flintshire	.	.	1,954	14.0	.	.	1,119	11.8	78	37.9	3,151	13.3	1,678	16.0	.	.	1,057	13.2	57	40.1	2,792	15.0
Wrexham	0	0.0	1,944	14.8	.	.	876	14.1	141	45.3	2,961	15.0	1,624	16.7	.	.	863	14.7	100	45.9	2,587	16.4
Powys	.	.	1,052	10.5	58	11.2	670	9.3	93	31.8	1,873	10.4	813	10.6	45	10.9	608	10.0	74	34.3	1,540	10.7
Ceredigion	.	.	543	11.7	156	11.1	309	8.9	.	.	1,008	10.6	428	12.0	130	11.8	276	10.2	.	.	834	11.3
Pembrokeshire	.	.	1,547	14.4	.	.	935	13.7	50	34.2	2,532	14.3	1,301	16.5	.	.	880	15.3	34	32.1	2,215	16.1
Carmarthenshire	15	18.8	2,786	17.6	.	.	1,643	14.8	48	41.0	4,492	16.6	2,119	17.9	.	.	1,563	16.3	38	38.4	3,720	17.3
Swansea	.	.	3,830	17.3	.	.	2,247	16.7	79	44.9	6,156	17.2	3,213	20.3	.	.	2,121	17.8	42	40.4	5,376	19.3
Neath Port Talbot	.	.	2,592	20.3	.	.	1,636	21.1	123	54.7	4,351	21.0	2,198	23.8	.	.	1,622	22.0	114	56.2	3,934	23.4
Bridgend	.	.	2,583	19.3	.	.	1,434	15.5	138	41.1	4,155	18.1	1,864	19.3	.	.	1,291	17.2	96	42.3	3,251	18.7
The Vale of Glamorgan	0	0.0	1,487	11.8	63	6.2	957	11.8	97	41.5	2,604	11.7	1,241	13.2	57	7.1	868	13.4	56	39.2	2,222	13.2
Rhondda Cynon Taf	10	32.3	5,203	23.2	34	6.6	2,806	18.4	251	47.3	8,304	21.4	3,682	22.6	28	7.1	2,507	20.1	166	47.2	6,383	21.6
Merthyr Tydfil	32	42.1	1,181	20.8	.	.	598	21.2	75	44.6	1,886	21.6	903	21.7	.	.	598	21.2	57	49.1	1,558	22.0
Cardiff	.	.	3,575	20.7	.	.	2,277	20.4	53	39.8	5,905	20.7	2,901	23.2	.	.	2,185	22.0	40	42.1	5,126	22.8
Blanaau Gwent	.	.	1,421	24.1	325	23.3	539	27.8	43	42.6	2,328	25.0	1,211	28.6	316	24.0	539	27.8	29	41.4	2,095	27.7
Torfaen	0	0.0	1,509	17.5	.	.	930	14.9	32	31.7	2,471	16.5	1,279	19.8	.	.	858	16.2	21	30.9	2,158	18.2
Monmouthshire	.	.	730	10.9	.	.	448	9.3	40	100.0	1,218	10.5	622	11.6	.	.	406	10.3	40	100.0	1,068	11.4
Newport	0	0.0	2,607	17.7	.	.	1,610	15.9	48	31.0	4,265	16.9	2,221	20.0	.	.	1,493	18.2	36	32.4	3,750	19.3
Cardiff	0	0.0	6,374	19.3	.	.	3,740	18.9	257	46.6	10,371	19.3	5,406	22.2	.	.	3,380	20.4	221	48.4	9,007	21.8
Wales	57	5.6	47,910	17.3	669	12.5	27,943	15.6	1,897	41.8	78,476	16.8	38,943	19.0	605	13.6	26,069	17.1	1,423	43.1	67,040	18.4
Wales – January 2015	63	5.9	49,184	18.0	632	14	28,859	15.8	1,930	43.4	80,668	17.3	39,525	19.6	572	16	26,815	17.4	1,476	46.1	68,388	18.8
Wales – January 2014	81	6.0	49,315	18.3	577	16	29,730	15.9	1,835	42.3	81,538	17.5	39,881	20.1	534	18	27,589	17.5	1,414	45.3	69,418	19.1
Wales – January 2013	106	7.4	50,056	18.9	557	15.3	30,962	16.2	1,817	42.1	83,498	18.0	40,135	20.7	508	17.1	28,835	17.7	1,415	44.6	70,893	19.5
Wales – January 2012	133	8.7	49,391	18.8	.	.	31,276	15.8	1,743	41.0	82,543	17.7	39,656	20.6	.	.	29,252	17.4	1,357	42.8	70,265	19.3

Source: School Census

Ethnicity [\(Table 12\)](#)

- Of the **total number of pupils aged 5 or over** at primary, middle, secondary and special schools in Wales, 89.4 per cent were classed as White British.
- The **percentage of pupils** whose ethnic background was classified as minority ethnic origin was 10.1 and 0.5 per cent were unknown or not stated.
- Of the **pupils whose ethnic background was classified as Black**, 81.8 per cent of them were classified as Black African.
- Of the **pupils whose ethnic background was classified as Asian**, 22.4 per cent of them were classified as Indian, 32.8 per cent as Pakistani, and 34.7 per cent as Bangladeshi.

Table 12: Number of pupils aged 5 or over, by ethnic background, January 2012-2016

Ethnic background	2012		2013		2014		2015		2016	
	Number	Per cent (a)	Number	Per cent (a)	Number	Per cent (a)	Number	Per cent (a)	Number	Per cent (a)
White	367,176	93.1	365,356	93.0	364,260	92.8	363,031	92.5	362,290	92.2
White British	359,629	91.2	357,156	90.9	355,085	90.5	352,850	89.9	351,145	89.4
Traveller	323	0.1	345	0.1	346	0.1	378	0.1	385	0.1
Gypsy/ Roma	496	0.1	516	0.1	545	0.1	579	0.1	611	0.2
Any other White background	6,728	1.7	7,339	1.9	8,284	2.1	9,224	2.4	10,149	2.6
Mixed	8,420	2.1	8,808	2.2	9,337	2.4	9,872	2.5	10,592	2.7
White and Black Caribbean	2,046	0.5	2,082	0.5	2,172	0.6	2,227	0.6	2,314	0.6
White and Black African	979	0.2	1,052	0.3	1,120	0.3	1,244	0.3	1,398	0.4
White and Asian	1,958	0.5	2,016	0.5	2,115	0.5	2,212	0.6	2,351	0.6
Any other mixed background	3,437	0.9	3,658	0.9	3,930	1.0	4,189	1.1	4,529	1.2
Asian	7,971	2.0	8,276	2.1	8,696	2.2	8,914	2.3	9,185	2.3
Indian	1,634	0.4	1,731	0.4	1,830	0.5	1,931	0.5	2,056	0.5
Pakistani	2,630	0.7	2,704	0.7	2,866	0.7	2,947	0.8	3,009	0.8
Bangladeshi	2,816	0.7	2,933	0.7	3,064	0.8	3,119	0.8	3,188	0.8
Any other Asian background	891	0.2	908	0.2	936	0.2	917	0.2	932	0.2
Black	2,778	0.7	2,875	0.7	3,005	0.8	3,169	0.8	3,355	0.9
Black Caribbean	208	0.1	201	0.1	194	0.0	187	0.0	194	0.0
Black African	2,225	0.6	2,308	0.6	2,452	0.6	2,598	0.7	2,743	0.7
Any other Black background	345	0.1	366	0.1	359	0.1	384	0.1	418	0.1
Chinese	659	0.2	667	0.2	680	0.2	702	0.2	720	0.2
Any other ethnic group	3,863	1.0	3,951	1.0	4,145	1.1	4,451	1.1	4,639	1.2
Total with valid category	390,867	99.1	389,933	99.3	390,123	99.4	390,139	99.4	390,781	99.5
Unknown or not stated	3,567	0.9	2,777	0.7	2,444	0.6	2,201	0.6	2,081	0.5
All pupils	394,434	100.0	392,710	100.0	392,567	100.0	392,340	100.0	392,862	100.0

Source: School Census
(a) Of all pupils aged 5 or over.

Special educational needs (SEN)

- 22.5 per cent of **all pupils at maintained schools** in Wales have some form of special educational need; 11.8 per cent of the pupils with special educational needs have statements of SEN. ([Table 13](#))
- Of the pupils with special educational needs, the most common major need was general learning difficulties, representing 28.2 per cent of pupils with some form of SEN. ([Table 15](#))
- 13.8 per cent of **pupils at independent schools** have some form of special educational need; 33.6 per cent of these pupils with SEN have statements of SEN. Of the pupils with statements of special educational needs, 47.8 per cent had behavioural, emotional and social difficulties as their major need, 18.0 per cent of pupils had autistic spectrum disorders and 9.5 per cent of pupils had Profound & multiple learning difficulties as their major need. ([Table 16](#))

Table 13: Pupils with a statement of special educational needs in maintained schools, by major need, January 2012-2016

Major need	2012		2013		2014		2015		2016						
	Number	Percentage		Number	Percentage		Number	Percentage		Number	Percentage				
		Incid- ence (a)	Place- ment (b)		Incid- ence (a)	Place- ment (b)		Incid- ence (a)	Place- ment (b)		Incid- ence (a)	Place- ment (b)			
Moderate learning difficulties	2,098	0.5	16.0	1,911	0.4	15.0	1,731	0.4	13.8	1,617	0.3	13.0	1,425	0.3	11.5
General learning difficulties	162	-	1.2	179	-	1.4	220	-	1.8	253	0.1	2.0	286	0.1	2.3
Severe learning difficulties	1,831	0.4	14.0	1,809	0.4	14.2	1,790	0.4	14.3	1,709	0.4	13.7	1,658	0.4	13.3
Profound & multiple learning difficulties	620	0.1	4.7	625	0.1	4.9	623	0.1	5.0	630	0.1	5.1	635	0.1	5.1
Dyslexia	494	0.1	3.8	423	0.1	3.3	369	0.1	2.9	307	0.1	2.5	261	0.1	2.1
Dyscalculia	6	-	-	6	-	-	7	-	0.1	7	-	0.1	3	-	-
Dyspraxia	38	-	0.3	31	-	0.2	28	-	0.2	32	-	0.3	27	-	0.2
Attention Deficit Hyperactivity Disorder	113	-	0.9	128	-	1.0	147	-	1.2	143	-	1.1	173	-	1.4
Autistic Spectrum Disorders	2,532	0.5	19.3	2,651	0.6	20.8	2,778	0.6	22.2	2,905	0.6	23.4	3,094	0.7	24.9
Physical and medical difficulties	1,179	0.3	9.0	1,132	0.2	8.9	1,157	0.2	9.2	1,182	0.3	9.5	1,216	0.3	9.8
Hearing impairment	344	0.1	2.6	343	0.1	2.7	344	0.1	2.7	324	0.1	2.6	321	0.1	2.6
Visual impairment	202	-	1.5	216	-	1.7	213	-	1.7	217	-	1.7	202	-	1.6
Multiple sensory impairment	29	-	0.2	26	-	0.2	22	-	0.2	17	-	0.1	19	-	0.2
Speech, language & communication difficulties	1,936	0.4	14.8	1,929	0.4	15.1	1,853	0.4	14.8	1,869	0.4	15.0	1,830	0.4	14.7
Behavioural, emotional and social difficulties	1,514	0.3	11.6	1,329	0.3	10.4	1,248	0.3	10.0	1,225	0.3	9.8	1,284	0.3	10.3
Total	13,098	2.8	100.0	12,738	2.7	100.0	12,530	2.7	100.0	12,437	2.7	100.0	12,434	2.7	100.0

Source: School Census

(a) Incidence - the number of pupils expressed as a proportion of the total number of pupils on roll in maintained schools.

(b) Placement - the number of pupils expressed as a proportion of the total number of pupils within each SEN grouping in maintained schools.

e.g. Number of pupils with a statement of SEN of moderate learning difficulties divided by the total number of pupils with a statement of SEN in maintained schools.

Table 14: Pupils with a special educational need but no statement, in maintained schools, by major need, January 2012-2016

Major need	2012			2013			2014			2015			2016		
	Number	Percentage		Number	Percentage		Number	Percentage		Number	Percentage		Number	Percentage	
		Incidence (a)	Placement (b)		Incidence (a)	Placement (b)		Incidence (a)	Placement (b)		Incidence (a)	Placement (b)		Incidence (a)	Placement (b)
Moderate learning difficulties	31,999	6.9	35.6	27,338	5.9	30.0	23,077	5.0	24.9	19,014	4.1	20.6	16,558	3.5	17.9
General learning difficulties	16,706	3.6	18.6	20,855	4.5	22.9	24,670	5.3	26.6	27,710	6.0	30.0	29,343	6.3	31.7
Severe learning difficulties	625	0.1	0.7	654	0.1	0.7	549	0.1	0.6	457	0.1	0.5	422	0.1	0.5
Profound & multiple learning difficulties	109	-	0.1	150	-	0.2	152	-	0.2	155	-	0.2	131	-	0.1
Dyslexia	8,810	1.9	9.8	8,738	1.9	9.6	8,609	1.9	9.3	8,283	1.8	9.0	7,472	1.6	8.1
Dyscalculia	414	0.1	0.5	476	0.1	0.5	616	0.1	0.7	554	0.1	0.6	432	0.1	0.5
Dyspraxia	459	0.1	0.5	506	0.1	0.6	546	0.1	0.6	534	0.1	0.6	529	0.1	0.6
Attention Deficit Hyperactivity Disorder	688	0.1	0.8	858	0.2	0.9	1,020	0.2	1.1	1,100	0.2	1.2	1,195	0.3	1.3
Autistic Spectrum Disorders	1,436	0.3	1.6	1,576	0.3	1.7	1,814	0.4	2.0	2,010	0.4	2.2	2,233	0.5	2.4
Physical and medical difficulties	3,088	0.7	3.4	3,200	0.7	3.5	3,280	0.7	3.5	3,367	0.7	3.6	3,476	0.7	3.7
Hearing impairment	1,588	0.3	1.8	1,738	0.4	1.9	1,805	0.4	1.9	1,858	0.4	2.0	1,894	0.4	2.0
Visual impairment	621	0.1	0.7	629	0.1	0.7	649	0.1	0.7	650	0.1	0.7	659	0.1	0.7
Multiple sensory impairment	35	-	-	40	-	-	35	-	-	31	-	-	30	-	-
Speech, language & communication difficulties	11,308	2.4	12.6	12,011	2.6	13.2	12,827	2.8	13.8	13,467	2.9	14.6	14,429	3.1	15.6
Behavioural, emotional and social difficulties	12,054	2.6	13.4	12,284	2.6	13.5	13,124	2.8	14.1	13,330	2.9	14.4	13,906	3.0	15.0
Total	89,940	19.3	100.0	91,053	19.6	100.0	92,773	19.9	100.0	92,520	19.9	100.0	92,709	19.9	100.0

Source: School Census

(a) Incidence - the number of pupils expressed as a proportion of the total number of pupils on roll in maintained schools.

(b) Placement - the number of pupils expressed as a proportion of the total number of pupils within each SEN grouping in maintained schools.

e.g. Number of pupils with a statement of SEN of moderate learning difficulties divided by the total number of pupils with a statement of SEN in maintained schools.

Table 15: All pupils with special educational needs in maintained schools, by major need, January 2012-2016

Major need	2012			2013			2014			2015			2016		
	Number	Percentage		Number	Percentage		Number	Percentage		Number	Percentage		Number	Percentage	
		Incid- ence (a)	Place- ment (b)		Incid- ence (a)	Place- ment (b)		Incid- ence (a)	Place- ment (b)		Incid- ence (a)	Place- ment (b)		Incid- ence (a)	Place- ment (b)
Moderate learning difficulties	34,097	7.3	33.1	29,249	6.3	28.2	24,808	5.3	23.6	20,631	4.4	19.7	17,983	3.9	17.1
General learning difficulties	16,868	3.6	16.4	21,034	4.5	20.3	24,890	5.4	23.6	27,963	6.0	26.6	29,629	6.4	28.2
Severe learning difficulties	2,456	0.5	2.4	2,463	0.5	2.4	2,339	0.5	2.2	2,166	0.5	2.1	2,080	0.4	2.0
Profound & multiple learning difficulties	729	0.2	0.7	775	0.2	0.7	775	0.2	0.7	785	0.2	0.7	766	0.2	0.7
Dyslexia	9,304	2.0	9.0	9,161	2.0	8.8	8,978	1.9	8.5	8,590	1.8	8.2	7,733	1.7	7.4
Dyscalculia	420	0.1	0.4	482	0.1	0.5	623	0.1	0.6	561	0.1	0.5	435	0.1	0.4
Dyspraxia	497	0.1	0.5	537	0.1	0.5	574	0.1	0.5	566	0.1	0.5	556	0.1	0.5
Attention Deficit Hyperactivity Disorder	801	0.2	0.8	986	0.2	0.9	1,167	0.3	1.1	1,243	0.3	1.2	1,368	0.3	1.3
Autistic Spectrum Disorders	3,968	0.9	3.9	4,227	0.9	4.1	4,592	1.0	4.4	4,915	1.1	4.7	5,327	1.1	5.1
Physical and medical difficulties	4,267	0.9	4.1	4,332	0.9	4.2	4,437	1.0	4.2	4,549	1.0	4.3	4,692	1.0	4.5
Hearing impairment	1,932	0.4	1.9	2,081	0.4	2.0	2,149	0.5	2.0	2,182	0.5	2.1	2,215	0.5	2.1
Visual impairment	823	0.2	0.8	845	0.2	0.8	862	0.2	0.8	867	0.2	0.8	861	0.2	0.8
Multiple sensory impairment	64	-	0.1	66	-	0.1	57	-	0.1	48	-	-	49	-	-
Speech, language & communication difficulties	13,244	2.8	12.9	13,940	3.0	13.4	14,680	3.2	13.9	15,336	3.3	14.6	16,259	3.5	15.5
Behavioural, emotional and social difficulties	13,568	2.9	13.2	13,613	2.9	13.1	14,372	3.1	13.6	14,555	3.1	13.9	15,190	3.3	14.4
Total	103,038	22.1	100.0	103,791	22.3	100.0	105,303	22.6	100.0	104,957	22.5	100.0	105,143	22.5	100.0
Total number of pupils on roll	465,943			464,868			465,081			465,704			466,555		

Source: School Census

(a) Incidence - the number of pupils expressed as a proportion of the total number of pupils on roll in maintained schools.

(b) Placement - the number of pupils expressed as a proportion of the total number of pupils within each SEN grouping in maintained schools.

e.g. Number of pupils with a statement of SEN of moderate learning difficulties divided by the total number of pupils with a statement of SEN in maintained schools.

Table 16: Pupils with special educational needs in independent schools, by major need, January 2016

	Independent schools	
	Number	Incidence % (a)
Pupils with a statement of special educational need:		
Moderate learning difficulties	15	0.2
General learning difficulties	0	0.0
Severe learning difficulties	13	0.1
Profound & multiple learning difficulties	39	0.4
Dyslexia	35	0.4
Dyscalculia	*	*
Dyspraxia	*	*
Attention Deficit Hyperactivity Disorder	14	0.2
Autistic Spectrum Disorders	74	0.8
Physical and medical difficulties	*	*
Hearing Impairment	*	*
Visual Impairment	*	*
Multiple Sensory Impairment	0	0.0
Speech, language & communication difficulties	11	0.1
Behavioural, emotional and social difficulties	197	2.2
Total	412	4.6
Pupils with special educational needs but no statement	813	9.2
Total pupils on roll in independent schools (headcount)	8,880	100.0

Source: School Census

(a) Incidence of pupils - the number of pupils expressed as a proportion of the total number of pupils on roll in Independent schools.

Class sizes

- 7.6 per cent of pupils (8,196) were in infant classes of over 30 pupils, up from 7.3 per cent in January 2015. ([Table 17](#))
- 255 infant classes (6.0 per cent) in Wales had more than 30 pupils, with 241 of these classes having permissible exceptions. This is more than at January 2015 when 246 classes (5.8 per cent) had over 30 pupils, of which 222 had permissible exceptions. ([Table 17](#))
- 10.2 per cent of junior classes (540) were regarded as large classes and had a total of 17,279 pupils (12.7 per cent of all pupils). This is more than at January 2015 when 405 classes (7.7 per cent) were considered large and they had a total of 12,929 (9.7 per cent of all pupils). ([Table 18](#))
- The number of pupils in unlawfully large infant classes decreased from 795 in January 2015 to 490 in 2016. ([Table 17](#))

Table 17: Infant class sizes in primary and middle schools (a)

	2013		2014		2015		2016	
	Number	Per cent (b)	Number	Per cent (b)	Number	Per cent (b)	Number	Per cent (b)
Average class size	25.1	.	25.2	.	25.4	.	25.6	.
All classes	4,203	.	4,186	.	4,247	.	4,233	.
All pupils	105,398	.	105,320	.	107,797	.	108,441	.
<u>Classes (30 pupils or less) (c)</u>								
Classes	3,985	94.8	3,960	94.6	4,001	94.2	3,978	94.0
Pupils	98,429	93.4	98,019	93.1	99,962	92.7	100,245	92.4
<u>Large Infant Classes (31 or more pupils) (d)</u>								
Classes	218	5.2	226	5.4	246	5.8	255	6.0
of which:								
Lawfully large classes								
with 'excepted' pupils (e)	193	4.6	202	4.8	222	5.2	241	5.7
Unlawfully large classes (f)	25	0.6	24	0.6	24	0.6	14	0.3
Pupils in large classes (g)	6,969	6.6	7,301	6.9	7,835	7.3	8,196	7.6
of which:								
Lawfully large classes								
with 'excepted' pupils (e)	6,135	5.8	6,448	6.1	7,040	6.5	7,706	7.1
Unlawfully large classes (f)	834	0.8	853	0.8	795	0.7	490	0.5

Source: School Census

- (a) At January each year. (At September each year prior to 2013. The timing of these different collections is significant here as the January pupil cohort would be greater than the September one. Care should be taken when comparing data from these two collections.)
- (b) Percentage of all classes/pupils.
- (c) The Schools Standards and Framework Act 1998 and associated regulations placed a statutory duty on local authorities and governing bodies to limit the size of Reception classes to 30 from 1999; Reception and Year 1 classes from 2000 and Reception, Year 1 and Year 2 from 2001. Mixed year or mixed Key Stage classes are subject to the limit, where the majority of the class is made up of pupils in the appropriate year groups; this includes mixed nursery/reception classes. In this table, where a class has more than one teacher the number of pupils divided by the number of teachers determines if the size is over 30.
- (d) Both infant and junior classes with one teacher are allowed to have more than 30 children in very specific circumstances. These are called exceptions. Exception categories for infant classes are defined in the Schedule to the Education (Infant Class Sizes) (Wales) Regulations 1998, as amended by the Education (Infant Class Sizes) (Wales) (Amendment) Regulations 2009. Exception categories for junior classes are not set out in regulations but are enforced as part of the data collection.
- (e) Includes only those classes where there are pupils who have been admitted as exceptions making the class size within the legal limit of 30 pupils or less.
- (f) Classes of 31 or more, excluding those large classes engaged in an excepted activity.
- (g) Includes all pupils in large classes, including those with excepted activity.

Table 18: Junior class sizes in primary and middle schools (a)

	2013		2014		2015		2016	
	Number	Per cent (b)	Number	Per cent (b)	Number	Per cent (b)	Number	Per cent (b)
Average class size	24.5	.	24.8	.	25.2	.	25.6	.
All classes	5,208	.	5,269	.	5,277	.	5,319	.
All pupils	127,560	.	130,624	.	132,774	.	136,261	.
<u>Classes (30 pupils or less)</u>								
Classes	4,900	94.1	4,896	92.9	4,872	92.3	4,779	89.8
Pupils	117,790	92.3	118,740	90.9	119,845	90.3	118,982	87.3
<u>Large Junior Classes (31 or more pupils) (c)</u>								
Classes	308	5.9	373	7.1	405	7.7	540	10.2
of which:								
With 'excepted' pupils (d)	255	4.9	329	6.2	316	6.0	400	7.5
Without 'excepted' pupils (e)	53	1.0	44	0.8	89	1.7	140	2.6
Pupils in large classes (f)	9,770	7.7	11,884	9.1	12,929	9.7	17,279	12.7
of which:								
With 'excepted' pupils (d)	8,082	6.3	10,458	8.0	10,074	7.6	12,711	9.3
Without 'excepted' pupils (e)	1,688	1.3	1,426	1.1	2,855	2.2	4,568	3.4

Source: School Census

- (a) At January each year. (At September each year prior to 2013. The timing of these different collections is significant here as the January pupil cohort would be greater than the September one. Care should be taken when comparing data from these two collections.)
- (b) Percentage of all classes/pupils.
- (c) Both infant and junior classes with one teacher are allowed to have more than 30 children in very specific circumstances. These are called exceptions. Exception categories for infant classes are defined in the Schedule to the Education (Infant Class Sizes) (Wales) Regulations 1998, as amended by the Education (Infant Class Sizes) (Wales) (Amendment) Regulations 2009. Exception categories for junior classes are not set out in regulations but are enforced as part of the data collection. In this table, where a class has more than one teacher the number of pupils divided by the number of teachers determines if the size is over 30.
- (d) Includes only those classes where there are pupils who have been admitted as exceptions making the class size within the legal limit of 30 pupils or less.
- (e) Classes of 31 or more, excluding those large classes engaged in an excepted activity.
- (f) Includes all pupils in large classes, including those with excepted activity.

Sickness absence of teachers

These figures are not included in the School Census. This information is collected directly from the local authorities in January each year. The data covers the sickness absence (including unpaid absence) of qualified and unqualified teachers with permanent contracts or contracts of more than 1 month, during the previous calendar year.

- 61 per cent of teachers took sickness absence during 2015, compared with 62 per cent during 2014.
- The average annual number of sick-days per teacher taking sickness absence was 11 days in 2015, unchanged on 2014.
- The total number of sick-days taken by teachers during 2015 was 184,992 – over 3,000 days more than during 2014 but over 28,000 fewer days than in 2011.

Table 19: Sickness absence of teachers in maintained schools, 1 January - 31 December (a) (b)

	2011	2012	2013	2014	2015
Teachers taking a period of sickness absence (c):					
Full-time teachers:					
Number	14,229	14,343	13,779	13,986 (r)	13,721
Percentage	64	64	61	63 (r)	63
Part-time teachers:					
Number	2,720	2,861	2,955	3,150 (r)	3,062
Percentage	48	51	53	56 (r)	55
Total teachers:					
Number	16,949	17,204	16,734	17,136 (r)	16,783
Percentage	61	61	59	62 (r)	61
Average number of days lost due to sickness:					
per full-time teacher taking a period of sick leave	13	11	10	10	11
per teacher (all full-time teachers)	8	7	6	7	7
Average number of days lost due to sickness:					
per part time teacher taking a period of sick leave	12	11	12	11	12
per teacher (all part-time teachers)	6	6	6	6	6
Average number of days lost due to sickness:					
per teacher taking a period of sick leave	13	11	11	11	11
per teacher (all teachers)	8	7	6	7	7
Sickness absences by duration (in days):					
Full-time teachers:					
5 days or less	50,083	52,020	44,666	45,852 (r)	44,427
6 to 20 days	36,635	28,719	23,692	24,257 (r)	22,976
more than 20 days	94,032	75,447	72,960	76,106 (r)	82,051
Total (full-time)	180,750	156,186	141,318	146,215 (r)	149,453
Part-time teachers:					
5 days or less	8,498	8,731	8,962	9,228 (r)	8,038
6 to 20 days	8,409	5,772	5,634	5,456 (r)	5,519
more than 20 days	15,660	16,688	21,420	20,486 (r)	21,982
Total (part-time)	32,567	31,191	36,016	35,170 (r)	35,540
Total	213,317	187,377	177,334	181,385 (r)	184,992

Source: Local Authorities

(a) Sickness absence (including unpaid absence) of qualified and unqualified teachers with permanent contracts or contracts of more than 1 month.

(b) 2014 was the first year teacher numbers were not collected from the STATS3 return. The percentage of teachers taking a period of sickness absence has been calculated using PLASC data. Percentages in previous years have also been recalculated using PLASC data, including trainees on initial training courses. Link to previous data is attached:

[Teachers in service, vacancies and sickness absence.](#)

(c) Headcount, not full time equivalents.

(r) Data revised July 2016

Key Quality Information

Coverage

The census data in this release relates to all maintained and independent schools in Wales. The teacher sickness absence data relates to all maintained schools only.

Status

Schools' data are derived from the Pupil Level Annual School Census (PLASC) returns and STATS 1 returns supplied by schools open on Census day in January each year. The returns are authorised by headteachers and validated by Local Authorities. The teacher sickness absence data is collected directly from the local authorities in January each year.

Timeliness

The census data in this release relate to the position on Tuesday 12 January 2016. The teacher sickness absence data relates to the preceding calendar year.

Revisions to Table 19

Teacher sickness absence annual returns

From 2016 the teacher sickness absence data collection form gives Local Authorities a chance to review data submitted for the previous calendar year. In built validations compare the new and previous year's data, this highlights any significant changes and provides Local Authorities the opportunity to revise data from the previous year if required.

Data for 2014 have been revised in this publication, as in many cases system developments have allowed this data to be captured more accurately and timely than in previous years. Where this data has been revised it will be clearly marked with an (r).

We follow the [Welsh Government's statistical revisions policy](#).

Source of data

Pupil Level Annual School Census (PLASC) / School Census (STATS1 Return)

PLASC is an electronic collection of pupil and school level data provided by all maintained schools in January each year. Schools record data on pupils and the school throughout the year in their Management Information System (MIS) software. This data is collated into an electronic PLASC return and submitted to the Welsh Government through DEWI, a secure online data transfer system developed by the Welsh Government. Various stages of automated validation and sense-checking are built into the process to ensure a high quality of data to inform policy making and funding.

From January 1994 independent schools in Wales complete a STATS1 return which replaced Form 101A (school census return for independent schools prior to January 1994).

Definitions

Free School Meals: Pupils are eligible for free school meals if their families are in receipt of certain benefits/support payments, [which are outlined in the following web page](#).

Full-time equivalent (FTE):

- FTE pupil numbers count part-time pupils as 0.5.
- FTE of part-time teachers expresses the teachers' service in hours as a proportion of a school week: 32.5 hours for maintained schools and 26 hours for independent schools.

Pupil Teacher Ratio (PTR): calculated by dividing the FTE number of pupils by the FTE number of qualified teachers (head teachers, acting head teachers, assistant head teachers, deputy heads and other qualified teachers).

Special educational needs: A child has special needs if he or she has learning difficulties which requires special educational provision to be made for him or her. A learning difficulty means that the child has

significantly greater difficulty in learning than most children of the same age or that the child has a disability that needs different educational facilities from those that the school generally provides for children. Pupils with special educational needs may have Statements issued by the LA or may have their needs identified by the school. In the latter case they come under one of two further categories: School Action or School Action Plus.

- i. Pupils with statements - Pupils for whom the Authority maintains a statement of special educational needs under Part iv of the Education Act 1996. A statement may be issued by the LA after assessment of a child's needs.
- ii. School Action - When a class or subject teacher identify that a pupil has special educational needs they provide interventions that are additional to or different from those provided as part of the school's usual curriculum.
- iii. School Action Plus - When the class or subject teacher and the Special Educational Needs Co-ordinator are provided with advice or support from outside specialists, so that alternative interventions additional or different to those provided for the pupil through 'School Action' can be put in place. The Special Educational Needs Co-ordinator usually takes the lead although day-to-day provision continues to be the responsibility of class or subject teacher.

Ethnic background: please see these [guidance notes](#) for further information on categories and data collection methods.

Welsh medium schools: for further information please see these [guidance notes](#)

LA maintained schools: Schools maintained by the local authorities. The authorities meet their expenditure partly from council tax and partly from general grants made by the Welsh Government.

Independent schools: Schools which charge fees and may also be financed by individuals, companies or charitable institutions. All independent schools in Wales have to register with the Welsh Government.

Rounding: In tables where figures have been rounded to the nearest final digit there may be an apparent discrepancy between the sum of the constituent items and the total as shown.

Symbols: The following symbols have been used throughout the publication:

- .. not available
- . not applicable
- the data item is not exactly zero but less than 0.05
- * figure is less than 5, or is based on a figure less than 5.

Comparability: Other countries' releases

Here is the latest available data for:

England

[Schools-pupils-and-their-characteristics-January-2016](#)

[Education-and-training-statistics-for-the-UK-2015](#)

Scotland

[Education statistics](#)

Northern Ireland

[Education statistics](#)

Related data for Wales

This release shows final data at Wales level for 2012 - 2016.

The previous census data published were for 2015, in the form of a Statistical First Release: [Schools Census Results, 2015](#), published on 23 July 2015.

Claimant Count: data on the latest claimant count can be obtained by following this link: [Claimant count in Wales by age, year, measure and duration \(not seasonally adjusted\)](#)

Who are the key users of this data?


These statistics are used both within and outside the Welsh Government. Some of the key users are:

- Ministers and the Members Research Service in the National Assembly for Wales;
- The Department for Education and Skills in the Welsh Government;
- Other areas of the Welsh Government;
- The research community;
- Students, academics and universities;
- Individual citizens and private companies.

What are the data used for?

These statistics are used in a variety of ways. Some examples of these are:

- resource allocation in the Welsh Local Government Finance Settlement and the Pupil Deprivation Grant;
- advice to Ministers;
- the all-Wales education core data packs (the replacement for the National Pupil Database);
- local authority and school comparisons and benchmarks;
- to inform the education policy decision-making process in Wales including school reorganisation;
- to inform ESTYN during school inspections;
- the education domain of the Welsh Index of Multiple Deprivation;
- as a basis for Secondary School Categorisation;
- published on My Local School;
- to assist in research in educational attainment.

Further data underlying the tables in this release are available through 

Comments on the coverage or presentation of this release are welcomed. Contact details are on the front page.



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National Statistics status

The United Kingdom Statistics Authority has designated these statistics as National Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Official Statistics.

National Statistics status means that official statistics meet the highest standards of trustworthiness, quality and public value.

All official statistics should comply with all aspects of the Code of Practice for Official Statistics. They are awarded National Statistics status following an assessment by the UK Statistics Authority's regulatory arm. The Authority considers whether the statistics meet the highest standards of Code compliance, including the value they add to public decisions and debate.

It is Welsh Government's responsibility to maintain compliance with the standards expected of National Statistics. If we become concerned about whether these statistics are still meeting the appropriate standards, we will discuss any concerns with the Authority promptly. National Statistics status can be removed at any point when the highest standards are not maintained, and reinstated when standards are restored.

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EDUCATION & YOUTH OVERVIEW & SCRUTINY COMMITTEE

Date of Meeting	Thursday 2 nd February 2017
Report Subject	Forward Work Programme
Cabinet Member	Not applicable
Report Author	Education & Youth Overview & Scrutiny Facilitator
Type of Report	Operational

EXECUTIVE SUMMARY

Overview & Scrutiny presents a unique opportunity for Members to determine the Forward Work programme of the Committee of which they are Members. By reviewing and prioritising the Forward Work Programme Members are able to ensure it is Member-led and includes the right issues. A copy of the Forward Work Programme is attached at Appendix 1 for Members' consideration which has been updated following the last meeting.

The Committee is asked to consider, and amend where necessary, the Forward Work Programme for the Education & Youth Overview & Scrutiny Committee.

RECOMMENDATION

1	That the Committee considers the draft Forward Work Programme and approve/amend as necessary.
2	That the Facilitator, in consultation with the Chair of the Committee be authorised to vary the Forward Work Programme between meetings, as the need arises.

REPORT DETAILS

1.00	EXPLAINING THE FORWARD WORK PROGRAMME
1.01	Items feed into a Committee's Forward Work Programme from a number of sources. Members can suggest topics for review by Overview & Scrutiny Committees, members of the public can suggest topics, items can be referred by the Cabinet for consultation purposes, or by County Council or Chief Officers. Other possible items are identified from the Cabinet Work Programme and the Improvement Plan.
1.02	<p>In identifying topics for future consideration, it is useful for a 'test of significance' to be applied. This can be achieved by asking a range of questions as follows:</p> <ol style="list-style-type: none">1. Will the review contribute to the Council's priorities and/or objectives?2. Is it an area of major change or risk?3. Are there issues of concern in performance?4. Is there new Government guidance of legislation?5. Is it prompted by the work carried out by Regulators/Internal Audit?
2.00	RESOURCE IMPLICATIONS
2.01	None as a result of this report.
3.00	CONSULTATIONS REQUIRED / CARRIED OUT
3.01	Publication of this report constitutes consultation.
4.00	RISK MANAGEMENT
4.01	None as a result of this report.
5.00	APPENDICES
5.01	Appendix 1 – Current Forward Work Programme
6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
6.01	<p>None.</p> <p>Contact Officer: Ceri Shotton Overview & Scrutiny Facilitator</p> <p>Telephone: 01352 702305</p> <p>E-mail: ceri.shotton@flintshire.gov.uk</p>

7.00	GLOSSARY OF TERMS
7.01	Improvement Plan: the document which sets out the annual priorities of the Council. It is a requirement of the Local Government (Wales) Measure 2009 to set Improvement Objectives and publish an Improvement Plan.

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CURRENT FWP

Date of meeting	Subject	Purpose of Report	Scrutiny Focus	Responsible / Contact Officer	Submission Deadline
<p>16 March 2017</p>	<p>Quarter 3 Improvement Plan Monitoring Report</p>	<p>To enable Members to fulfil their scrutiny role in relation to performance monitoring.</p>	<p>Assurance/Monitoring</p>	<p>Education & Youth Facilitator</p>	<p>9 March 2017</p>
	<p>Curriculum Reform and Pioneer Schools</p>	<p>To provide an update to Members.</p>	<p>Information sharing</p>	<p>Senior Manager, School Improvement</p>	
	<p>Incidents of arson, vandalism and burglaries in Flintshire schools</p>	<p>To provide an update to Members.</p>	<p>For information</p>	<p>Chief Officer (Education & Youth)</p>	
	<p>Self-Evaluation of Education Services</p>	<p>To enable Members to fulfil their role in monitoring performance of education services.</p>	<p>Assurance/Monitoring</p>	<p>Chief Officer (Education & Youth)</p>	
<p>8 June 2017</p>	<p>Regional School Effectiveness and Improvement Service (GwE)</p>	<p>To receive an update on progress with the development of the regional school effectiveness and improvement service, to include a presentation from the Chief Officer of GwE.</p>	<p>Assurance/Monitoring</p>	<p>Chief Officer (Education & Youth)</p>	<p>1 June 2017</p>

	Quarter 4/Year End Improvement Plan Monitoring Report	To enable Members to fulfil their scrutiny role in relation to performance monitoring.	Assurance/Monitoring	Education & Youth Facilitator	
13 July 2017					6 July 2017

Items to be scheduled

- School Governors – following the outcome of the national governance review
- Review/monitoring report following school re-organisation – September 2017
- ETeach System – to report the conclusion of the review (recommendation from the Audit Committee on 16th March 2016)
- Transition arrangements at John Summers High School – regular updates throughout the year (as suggested during the 8th September, 2016 meeting)
- A report on how the Council will deal with the costs relating to reduction in class sizes – suggested by Cllr Nancy Matthews (e-mailed on 8th September)
- Impact on teachers of curriculum changes imposed by the Welsh Government – suggested by Cllr Dave Healey during the 13th October meeting.
- Reviewed arrangements for the scrutiny of GwE/ – (as suggested during the 19th January 2017 meeting)
- Update report on implementation plans arising from the Additional Learning Needs Bill legislation – (as suggested during the 19th January 2017 meeting)

Suggested Workshops

- Data/Self-Evaluation workshop – to be arranged following the May 2016 Local Government Elections.
- Encouraging Social Behaviours – 26th January 2017

INFORMATION REPORTS TO BE CIRCULATED TO THE COMMITTEE

Item	Purpose of information report	Month
Incidents of arson, vandalism and burglaries in Flintshire schools	Information reports on incidents of arson, vandalism and burglaries in Flintshire schools	March
Health & Safety in Schools	Information report on accidents during the academic year and the actions taken to support schools in achieving healthy and safe environment	December

Suggested Venues for future meetings

- Southdown Primary School
- Ysgol Parc Y Llan
- Castell Alun High School

REGULAR ITEMS

Month	Item	Purpose of Report	Responsible / Contact Officer
	School Modernisation	To update Members on the progress made with School Modernisation	Chief Officer Education and Youth
January	Self-evaluation on education services	To update Members on overall service performance	Senior Manager – Inclusion & Progression
February	Learner Outcomes – include attendance and exclusions in annual learner outcomes report	To provide Members with a summary of learner outcomes across primary and secondary school	Chief Officer Education and Youth
April	Regional School Effectiveness and Improvement Service (GwE)	To receive an update on progress with the development of the regional school effectiveness and improvement service, to include a presentation from the Chief Officer of GwE.	Chief Officer Education and Youth
November	School Balances	To provide the Committee with details of the closing balances held by Flintshire schools at the end of the financial year	Finance Manager
Annually	Learning from the School Performance Monitoring Group (SPMG)	To receive the annual report on progress and learning from the SPMG	Senior Manager – School Improvement