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Her Majesty's Inspectorate  
for Education and Training in Wales



WALES **AUDIT** OFFICE  

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SWYDDFA **ARCHWILIO** CYMRU

**A report on the quality of  
local authority education services for  
children and young people**

**in the**

**Vale of Glamorgan**

**March 2010**

**by**

**Estyn, Her Majesty's Inspectorate for  
Education  
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the Vale of Glamorgan Council's current performance and on their capacity to improve.

In these evaluations, we use a four-point scale:

**Excellent**

**Good**

**Adequate**

**Unsatisfactory**

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<b>Nearly all</b>	with very few exceptions
<b>Most</b>	90% or more
<b>Many</b>	70% or more
<b>A majority</b>	over 60%
<b>Half/around half</b>	close to 50%
<b>A minority</b>	below 40%
<b>Few</b>	below 20%
<b>Very few</b>	less than 10%

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## Context

The Vale of Glamorgan is a medium-sized authority with both rural and urban areas. It extends from Penarth in the east to Ogmore-by-Sea in the west. The total population is 123,275.

In the Vale of Glamorgan, 16.9% of people over the age of three have at least one or more skills in the Welsh language (i.e. speaking, reading or writing) compared to the Welsh average of 28.4%.

Overall, 18.8% of the population who are of working age are economically inactive which is significantly lower than across Wales. Of those claiming Job Seekers Allowance, 34.4% are under 25 years of age. This is slightly lower than 34.7% for Wales.

Of the working age population in the Vale of Glamorgan, 9.5% have no qualifications, which is lower than the Wales average of 14.1% (Nomis<sup>1</sup> data 2008).

The percentage of pupils of compulsory school age eligible for free school is 12.7% compared to 17.8% nationally. This level of eligibility is the sixth lowest in Wales (PLASC<sup>2</sup> 2009). Only two areas in the Vale of Glamorgan are in the 10% most deprived areas within Wales (WIMD<sup>3</sup> 2008).

As of the 31 March 2009, the Vale of Glamorgan had 175 children being looked after by the authority. There were 60 children on the Child Protection register. Ethnic minorities account for 2.2% of the population which is slightly higher than across Wales (2001 census data).

## Funding

The Welsh Assembly Government's Standard Spending Assessment (SSA)<sup>4</sup> per head of population for the Vale of Glamorgan for 2009-2010 is ranked 18<sup>th</sup> in Wales, consistent with recent years. The council has traditionally set its overall revenue budget marginally below SSA.

In 2009-2010, the council set the education budget at a level of 98.7% of its indicative budget allocation (IBA)<sup>5</sup>. Although this is a lower ratio than most other local authorities in Wales, the actual budget increased by 3% on the previous year compared to a Wales average of 2.5%. The net education budget per pupil is £4,212 which is the lowest in Wales.

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<sup>1</sup> Nomis data – official labour market statistics provided by the Office for National Statistics.

<sup>2</sup> PLASC is the statutory 'pupil level annual school census' which takes place every January.

<sup>3</sup> WIMD is the Welsh index of multiple deprivation, the official measure of deprivation in small areas in Wales.

<sup>4</sup> SSA is the means by which the Welsh Assembly Government distributes Revenue Support Grant to local authorities.

<sup>5</sup> Education IBA is that part of SSA relating to the delivery of education services. It is not intended as a spending target and councils are free to spend at levels above or below IBA, in accordance with their priorities.

The Vale delegates the highest proportion of its budget to schools in Wales, and is the third highest delegator of grant income. Its budget for providing central services is ranked 18<sup>th</sup> in Wales.

Nevertheless, the individual budgets for primary (£3,509 per pupil) and secondary (£3,889 per pupil) schools are some of the lowest in Wales.

## Summary

### Overall judgement: **Good**

The authority is judged to be good overall because:

- children and young people achieve good standards and make good progress;
- services and support are, in the main, good and are well targeted; and
- leadership and management are strong.

### Prospects for improvement: **Good**

The authority's prospects for improvement are judged as good because:

- the quality of self-evaluation is good and this information is used well to identify and plan improvements; and
- there has been good progress to address recommendations from previous inspections.

## Recommendations

In order to improve, the Vale of Glamorgan Council needs to:

- R1 improve the rigour of challenge and target setting, particularly in the secondary phase;
- R2 strategically plan additional learning needs (ALN) and inclusion provision and the resources to support this by consistently using information on the outcomes for learners well;
- R3 improve standards and curriculum opportunities for all vulnerable pupils and in particular pupils within the pupil referral units (PRUs);
- R4 develop and agree a shared strategy for 21<sup>st</sup> Century schools with all stakeholders; and
- R5 clarify funding arrangements and the respective roles and responsibilities of schools and individual services in order to provide better assurance of value for money.

### What happens next?

The Vale of Glamorgan Council will produce an action plan to show how it will address these recommendations within 70 days (50 working days) of receipt of the report.

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

The overall standards achieved by pupils in schools in the Vale of Glamorgan are good. National curriculum teacher assessments and external examination results are consistently above the Welsh average in all cases. At key stages 1, 2 and 3 the percentage of pupils gaining the core subject indicator has improved at a similar rate to Wales over the last three years. At key stage 4, pupil performance is high overall and has continued to show improvement over the last three years.

The Welsh Assembly Government sets benchmarks for performance based on entitlement to free school meals in maintained secondary schools only. From 2007 to 2009, the Vale of Glamorgan has met or exceeded these benchmarks in all indicators except one. It missed the percentage of pupils gaining the core subject indicator at key stage 3 in 2008 by one percentage point. At all key stages the gap in performance between boys and girls is smaller than the Wales average. In the majority of core subject indicators at key stage 4 boys perform as well as or better than girls.

Particular groups of learners, including vulnerable groups and those with additional learning needs, generally perform at or above the Wales average at all key stages. Performance in Welsh first language at key stages 1, 3 and 4 is good and improving, but at key stage 2 it is declining.

Outcomes from school inspections are good overall. However, one school was judged as requiring significant improvement in March 2008. It was removed from this category after re-inspection in June 2009.

#### Wellbeing: Good

Most children and young people usually participate well in sports and play activities and PE standards are good. The Active Young People programme has been developed to challenge and support children who are less physically active to adopt more healthy lifestyles. Generally, children and young people develop a good understanding of healthy living and participate well in food and fitness schemes. However, a minority of children are not physically active enough at school.

Children and young people follow the All Wales Police School Liaison Core Programme and develop well their understanding of and skills in keeping safe. Nearly all children increase their knowledge of internet safety.

As a rule, pupils in schools in the authority enjoy happy, safe and purposeful environments and know what to do if bullied. Standards of behaviour are good and children and young people adopt positive attitudes to learning. Attendance rates are good and above the Wales average in both primary and secondary phases. Attendance rates are better than the Welsh average for Looked After Children.

However, unauthorised absence in primary schools is still too high. The rates of permanent exclusions are significantly lower than the Wales average.

Attendance at youth service provision compares well with other local authorities in Wales. However, too few young people engage in learning that leads to accredited outcomes in youth settings.

Where children are out of school through illness or detained in the secure estate, the authority supports them well to make a successful return. A majority of teenage mothers return to school and complete their learning.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Support for school improvement: Good**

The local authority provides systematic monitoring, support, challenge and intervention for all schools, including special schools. Schools have agreed and understand these arrangements. The School Improvement Service uses its first hand knowledge of schools and good performance data to target support effectively and in proportion to need, particularly in the primary phase. Targeted support and early intervention improve outcomes and provision. Inspection grades are generally high. However, the process of challenge and target setting to remove variation in performance is less robust in secondary schools than in primary schools.

The authority has effective strategies to further improve standards in its priority areas of literacy, numeracy, information communication technology (ICT) and Welsh second language. The authority commissions good external advice and training where necessary and consistently monitors the quality and impact of all support. The good support for learners from ethnic minorities with English as an additional language and with additional learning needs helps them to achieve well. There is an excellent range of data available that underpins the good quality of self-evaluation at authority and school level. Overall, data is used particularly well to track the progress of specific groups of learners and to accurately target curriculum support.

The authority's work in developing 14-19 Learning Pathways has improved the choice and flexibility of provision at key stage 4, including access to vocational qualifications. Provision meets the needs and interests of learners very well. It has improved learners' achievements and motivation to learn. As result, increasing numbers of young people continue in education and training after the age of 16.

A good range of training is available, including a well co-ordinated training programme for school leadership and management at all levels. Governors receive very good support but generally are not yet involved enough in evaluating teaching and learning outcomes.

### **Support for additional learning needs: Adequate**

The recently appointed head of service has made significant improvements. Leadership of the service is now good with clear strategic direction and many



improvements recently put in place. Stronger relationships with schools and other services have secured commitment to work together to continue to improve.

Pupils with additional learning needs have access to a wide range of appropriate support and provision and make good progress. Monitoring of individual pupils' progress at a school level is good, but the authority does not always use this information well to evaluate the needs of groups of pupils to plan the use of resources and provision strategically. The recently established SEN Panel is making effective decisions. The developing use of the local SEN Indicators as criteria for accessing additional resources is beginning to promote transparency over decision-making. Additional resources are allocated promptly without statutory assessments whenever possible. Despite having clear exit strategies to ensure that resources are used efficiently, some schools are over-dependent on additional resources.

The Unlocking the Potential of Special Schools outreach services are working well to support mainstream schools to meet the needs of a wide range of pupils.

The authority provides a good range of appropriate training, advice and guidance to develop the skills, experience and confidence of school staff. The ELKLAN<sup>6</sup> programme is a good example of how the authority and health partners are working together. The programme develops the capacity of mainstream schools by training staff in primary schools to support pupils with speech, language and communication skills. However, this training is not regularly offered to parents to ensure they too have the skills needed to help their children's communication.

Not all parents are aware of where they should go to get the information available about services or the advice and support available to them from SEN Parent Partnership services.

Generally, the authority monitors well the education of children educated at home.

### **Promoting social inclusion and wellbeing: Adequate**

Different services in the authority work well together to provide good support for groups of vulnerable pupils. This helps keep pupils in learning and achieving good outcomes overall. There is good support for pupils to promote good behaviour. Head teachers and the authority work well together to prevent permanent exclusions.

However, the standard of provision at two of the pupil referral units (PRU) is unsatisfactory. The curriculum offered is too limited, there is no access to 14-19 developments and the authority does not give enough advice, support and challenge. The authority has responded well to these concerns and has recently put new arrangements in place to resolve these issues.

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<sup>6</sup> ELKLAN is a training package to help early years practitioners, teachers, teaching assistants, parents and others to promote and support children with speech, language and communication needs.

The authority does not monitor effectively enough how well pupils who offend achieve.

The authority works effectively with schools and families to promote attendance. It makes good use of data to target support and intervention. It works well with individual pupils and their families to help them improve their attendance.

The children and young people's partnership (CYPP) has implemented a strategy for young people who are not in education, employment or training (NEET) or at risk of being NEET. With key partners, it has improved the co-ordination of provision. However, this does not yet meet the needs of all the young people in this group. The CYPP has made satisfactory progress in improving access to counselling and advice.

The authority has good arrangements for safeguarding pupils. The social services and education departments work well together to support schools to make appropriate use of the referral process. However, the authority has yet to embed safeguarding procedures for the very few families who choose to educate their children at home. Governors are not routinely CRB checked and the authority has no plans to do so. Although there is no legal requirement to do so, this is not in line with good practice

### **Access and school places: Good**

The authority performs consistently well against the all-Wales average in the management of surplus places in schools. It is making real progress in its programme of replacing and modernising schools. The authority has yet to agree its modernising schools strategy with key stakeholders. However, planning reflects appropriate inclusive and community-focused education principles. Accurate pupil number forecasts supported by live birth data, housing commitments and inward migration figures effectively inform the development of projects within this programme.

The authority works well with schools to undertake detailed condition surveys and monitor compliance with buildings management responsibilities. It co-ordinates effective maintenance schedules and good asset management. The decision making processes are transparent and meet deadlines.

Good strategic and operational links ensure the cost effective management of school admissions. Efficient and easily understood procedures have helped to ensure few appeals against the authority's decisions on admissions. A small number of pupils at risk of exclusion make good progress after locally agreed transfers between schools. However, this is an informal strategy and as yet there is no protocol covering these arrangements.

The authority has sufficient provision for nursery education in maintained and non-maintained settings. There are robust quality assurance systems to monitor and evaluate provision. Officers know settings well and support them according to need. However, the authority does not consider parental preferences enough and parents who choose to send their children to faith schools outside their natural catchment are

particularly disadvantaged. Community based projects in rural areas further enhance good play provision.

The CYPP has made satisfactory progress in improving the range of provision for young people to access youth support services across the county. Analysis of need and a transport action plan, to which young people have contributed productively, underpin positive developments.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
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**Leadership: Good**

In recent years, vacancies in key leadership positions slowed the rate of improvement. The new leadership team has made significant improvements and helped to generate a clear sense of purpose.

The authority's vision for education services is set out clearly in the Education 2015 strategy. This identifies the core values and five key priorities well: vulnerable groups of learners; engaging parents and carers; improving the learning environment; raising pupil attainment and post-16 learning.

Planning processes are effective and based on comprehensive data. Links between plans at various levels are generally clear. The new corporate plan signals an important new development by ensuring that all council directorates play a part in improving educational provision. The corporate system for reporting performance is helpful. However, this process does not identify the causes of variations in performance well enough.

The authority is securing and delivering provision that meets local needs, is learner focused and aims to help all young people to progress well. As a result, standards of learners' achievement and engagement are high and the quality of education and training for children and young people is good.

Increasing transparency in the planning of services has a positive impact on the relationships between the local authority and schools. The local authority listens to issues raised by schools and is starting to work with schools more effectively.

Elected Members receive good support to help them fulfil their roles better. This includes the development of accredited training programmes. The scrutiny process is an adequate mechanism for elected members to keep informed about performance and key issues. The lifelong learning scrutiny committee has carried out some useful investigations, including the setting up of a recent task and finish group to look at issues around young people who are NEET, and is developing its role in challenging performance.

**Partnership working: Good**

The authority has a good understanding of how effective partnership working helps to deliver services more effectively. The impact of key strategic partnerships on

learners is good. Within the council, education and social services have recognised that they need to work more closely together and have made progress to do this. For example, there is increased sharing of information and the early development of shared plans for future services for the co-location of children with disabilities services as part of Penarth Learning Campus.

Strategic partners work well together to share an understanding of needs and priorities for learners. They have plans that comply with the requirements of relevant Assembly Government guidance and respond appropriately to national and local priorities. These include the key strategic plans of local partnerships such as Health, Social Care and Well-being, Community Safety, Community Strategy and the Children and Young People's Partnership. Children and young people, council staff, headteachers, elected members, governors and members of partnerships contribute to open consultation activities.

There is a great deal of effective formal and informal consultation across partnerships. Development of the CYPP is providing better clarity of purpose to the joint work for children and young people. The good co-ordination of support for early years development is based on close relationships between families and relevant agencies. The local authority, schools and Barry College are making good progress on the Welsh Assembly Government's Transformation agenda and are following a useful proposal to remove duplication of work by merging the Vale Learning Network and the 14-19 Learning Network. The authority is starting to look for more opportunities to work in partnership with other local authorities to provide services that are more integrated. However, this is in the early stages.

The Local Service Board is leading useful work to develop robust performance management across all the Vale's strategic partnerships, to ensure that all partnerships work towards common goals and avoid duplication.

### **Improving quality: Good**

A wide range of mechanisms ensures robust evaluation of the work of the authority and it has a good understanding of the key areas for development.

Elected members have a sound knowledge of performance and their level of challenge is improving. Officers and elected members have engaged schools well to respond proactively to the negative school perception survey of June 2009. Participation events for learners, including cabinet visits to school councils, are improving learners' engagement and influence.

Service plans place too much emphasis on input activities and timescales lack milestones. The improvement plan is accessible but does not distinguish enough between routine work and significant improvements. Its summary understates both the scale of improvement already achieved and the continuing level of challenge.

Involvement in learning communities is adequate and improving. Brokered advice through ESIS, strong links with Barry College and good shared learning from the 14-19 network are all positive examples. Schools work well in local clusters and there is increasing involvement of headteachers in strategy development.

Overall, improvement against weaknesses identified in a range of previous inspection reports is good. These include performance management, member engagement and knowledge, joint working, scrutiny, and the capacity to challenge and support schools effectively. However, the authority has not maintained funding for education at IBA.

### **Resource management: Good**

Resource management and control are good, and a sound, well-established medium-term financial plan underpins planning.

Resources have been consistently low but the council has made a commitment to prioritise the education service and schools in particular. Other pressures over recent years have resulted in the education budget dropping below IBA, although schools' budgets have increased. Education is required to find the lowest percentage savings across the council. Nevertheless, individual mainstream school budgets are among the lowest in Wales.

Delegation rates are the highest while spending on education services are among the lowest in Wales. However, investment in the school improvement service has moved it from the lowest spend in Wales at the 2004 inspection, to the highest.

Regular, accurate reporting enables good budget control at all levels, with variations identified quickly and corrected. School finances are well managed with relatively minor under and overspends. Schools appreciate the support they get in this area.

Recently increased capital investment has resulted in the much needed rebuild of one secondary school. Planned projects have uncertain timescales, as further significant capital investment will depend largely on the Assembly Government.

Overall the value for money of education services for children and young people is good. Low surplus places, and some of the highest school and pupil performance levels in Wales are achieved from one of the lowest resource bases.

However, lack of clarity around funding, entitlements and accountability impedes the demonstration of good value for money in some centrally-provided services.

## Appendix 1

### Local authority performance data

All data included in this appendix has been sourced from the Welsh Assembly Government's most current statistical publications unless noted otherwise.

<http://wales.gov.uk/statistics>

The following table shows the percentage of statutory school age pupils entitled to free school meals in The Vale of Glamorgan over the last three years.

	2007	2008	2009
<b>The Vale of Glamorgan</b>	12.4%	11.9%	12.7%
<b>Wales</b>	17.4%	17.0%	17.8%
<b>Rank</b> <i>(1=lowest)</i>	5	5	6

### Performance of schools in National Curriculum assessments and public examinations

The following tables compare the percentage of pupils in The Vale of Glamorgan achieving the core subject indicator<sup>7</sup> (CSI) in National Curriculum teacher assessments in key stages 1, 2 and 3 in the last three years with that of pupils throughout Wales.

Key stage 1 CSI	2007	2008	2009
<b>The Vale of Glamorgan</b>	84.8%	86.0%	86.8%
<b>Wales</b>	80.1%	80.7%	81.1%
<b>Rank<sup>8</sup></b> <i>(1=highest)</i>	3	2	2

Key stage 2 CSI	2007	2008	2009
<b>The Vale of Glamorgan</b>	77.7%	79.0%	80.5%
<b>Wales</b>	74.1%	75.5%	77.0%
<b>Rank</b> <i>(1=highest)</i>	5	3	5

Key stage 3 CSI	2007	2008	2009
<b>The Vale of Glamorgan</b>	63.3%	62.9%	65.6%
<b>Wales</b>	56.7%	59.6%	61.3%
<b>Rank</b> <i>(1=highest)</i>	3	5	6

<sup>7</sup> The Core Subject Indicator represents the percentage of pupils achieving the expected level or above in English or Welsh (first language), mathematics and science in combination. The expected level of the majority of pupils at the end of key stage 1 is level 2, level 4 at key stage 2 and level 5 at key stage 3.

<sup>8</sup> When performance is compared to all the 22 authorities across Wales.

The following tables compare the performance of pupils in all maintained settings in The Vale of Glamorgan with that of pupils throughout Wales in external examinations at key stage 4.

<b>Percentage of pupils who achieved the level 1 threshold<sup>9</sup></b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>The Vale of Glamorgan</b>	91.5%	91.1%	92.9%
<b>Wales</b>	86.0%	86.8%	88.2%
<b>Rank</b> (1=highest)	2	2	2

<b>Percentage of pupils who achieved the level 2 threshold</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>The Vale of Glamorgan</b>	66.0%	68.7%	72.5%
<b>Wales</b>	55.0%	58.0%	60.6%
<b>Rank</b> (1=highest)	1	1	1

<b>Percentage of pupils who achieved the level 2 threshold including a GCSE pass in English or Welsh first language and mathematics</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>The Vale of Glamorgan</b>	n/a	50.5%	54.3%
<b>Wales</b>	n/a	45.6%	47.2%
<b>Rank</b> (1=highest)	n/a	4	2

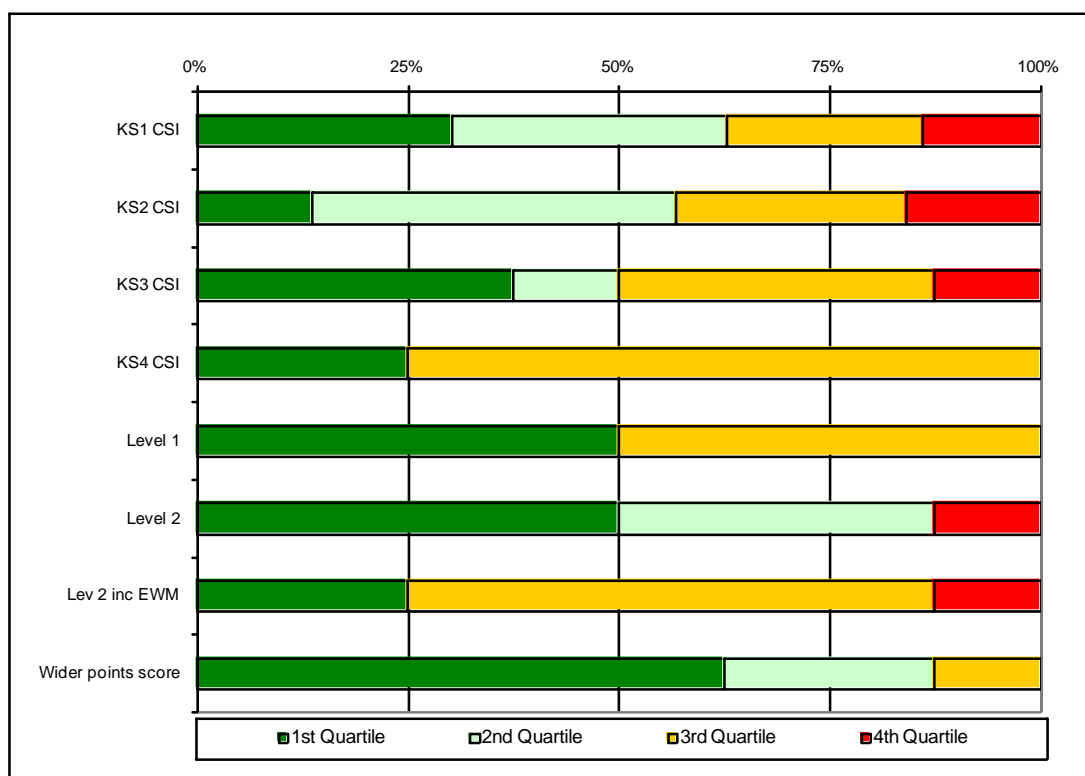
<b>Average wider points score</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>The Vale of Glamorgan</b>	421.3	428.4	456.4
<b>Wales</b>	343.9	356.0	378.8
<b>Rank</b> (1=highest)	1	1	1

<b>Percentage of pupils who attained the CSI at KS4</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>The Vale of Glamorgan</b>	43.8%	49.2%	53.6%
<b>Wales</b>	40.0%	44.4%	46.0%
<b>Rank</b> (1=highest)	6	4	3

<b>Percentage of pupils aged 15 leaving full time education without a recognised qualification</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>The Vale of Glamorgan</b>	0.3%	0.7%	0.5%
<b>Wales</b>	1.7%	1.5%	0.9%
<b>Rank</b> (1=lowest)	1	4	8

<sup>9</sup> The new 'threshold' indicators represent a volume of approved external qualifications within the National Qualifications Framework. It consists of a wider range of qualifications than previously used. The 'level 1' threshold is equivalent to five GCSEs at grades D-G. The 'level 2' threshold is equivalent to five GCSEs at grades A\*-C.

The tables below show the distribution of The Vale of Glamorgan schools within the all-Wales Free School Meals Benchmark Quarters<sup>10</sup> for the Core Subject Indicator<sup>11</sup> at each key stage, and for the key stage 4 indicators.



The Welsh Assembly Government sets benchmarks for performance based on entitlement to free school meals, in maintained secondary schools only.

	2007		2008		2009	
	The Vale of Glamorgan (Actual)	Expected benchmark comparison	The Vale of Glamorgan (Actual)	Expected benchmark comparison	The Vale of Glamorgan (Actual)	Expected benchmark comparison
KS3 CSI	64%	63%	64%	65%	67%	66%
GCSE 5A*-C	63%	61%	70% <sup>a</sup>	63%	55% <sup>c</sup>	54%
GCSE Average points score	47	45	436 <sup>b</sup>	380	465 <sup>b</sup>	405

<sup>a</sup> Level 2 threshold in 2008    <sup>b</sup> Average wider points score in 2008 and 2009

<sup>c</sup> Level 2 threshold incl. English/ Welsh and maths in 2009

The data in the table overleaf differs from data published elsewhere in this report as this data only refers to pupils in mainstream schools and excludes pupils in PRUs, alternative education and special schools.

<sup>10</sup> Each year school examination and test results are grouped together according to free school meal entitlement. Each group of schools is then divided into four quarters. This allows comparison between similar schools across Wales.

<sup>11</sup> The Core Subject Indicator represents the percentage of pupils achieving the expected level or above in English or Welsh (first language), mathematics and science in combination.



## Careers Wales destinations data<sup>12</sup>

Percentage of Year 11 pupils continuing in full-time education	2006	2007	2008
The Vale of Glamorgan	78.7%	80.0%	83.5%
Wales	75.7%	77.2%	79.2%
Rank (1=highest)	6	6	3

Percentage of Year 11 leavers not in education training or employment (NEETs)	2006	2007	2008
The Vale of Glamorgan	5.2%	6.8%	6.2%
Wales	6.4%	6.9%	7.1%
Rank (1=lowest)	7	12	9

### Primary Attendance

Attendance	2006-2007	2007-2008	2008-2009
The Vale of Glamorgan	93.8%	94.0%	93.8%
Wales	93.1%	93.3%	93.2%
Rank (1=highest)	5	6	10

Unauthorised absences	2006-2007	2007-2008	2008-2009
The Vale of Glamorgan	1.6%	1.6%	1.7%
Wales	0.9%	0.9%	1.0%
Rank (1=lowest)	20	20	20

### Secondary Attendance

Attendance	2006-2007	2007-2008	2008-2009
The Vale of Glamorgan	92.1%	91.6%	91.7%
Wales	90.7%	91.0%	91.0%
Rank (1=highest)	1	4	6

Unauthorised absences	2006-2007	2007-2008	2008-2009
The Vale of Glamorgan	1.0%	1.1%	1.1%
Wales	1.8%	1.8%	1.7%
Rank (1=lowest)	5	5	7

<sup>12</sup> Source: Careers Wales destinations survey.

**Permanent and fixed term exclusions from secondary schools**

<i>Permanent exclusions</i> (rate per 1,000 pupils)	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>
The Vale of Glamorgan	*	*	0
Wales	1.9	1.2	1.0
Rank <i>(1=lowest)</i>	.	.	.

<b>Fixed term five days or fewer</b> (rate per 1,000 pupils)	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>
The Vale of Glamorgan	25.5	24.8	28.0
Wales	70.7	71.1	70.5
Rank <i>(1=lowest)</i>	3	2	1

<b>Fixed term of six days or more</b> (rate per 1,000 pupils)	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>
The Vale of Glamorgan	3.8	4.6	4.1
Wales	9.0	9.0	7.7
Rank <i>(1=lowest)</i>	2	3	5

<b>Average number of days lost from school by all fixed term exclusions</b> (rate per 1,000 pupils)	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>
The Vale of Glamorgan	3.7	3.6	3.5
Wales	3.4	3.5	3.2
Rank <i>(1=lowest)</i>	13	12	14

## Appendix 2

### The inspection team

Jassa Scott HMI	Reporting Inspector
Stephen Lamb HMI	Deputy Reporting Inspector
Rachael Bubalo HMI	Team Inspector
Liam Kealy HMI	Team inspector
Farrukh Khan HMI	Team inspector
Susan Roberts HMI	Team inspector
Jane Taylor HMI	Team inspector
Colin McShane WAO	Team inspector
Maldwyn Pryse AI	Team inspector
Andy Hawkins	Peer Inspector
Lynette Jones	Vale of Glamorgan Council Nominee

### Copies of the report

Copies of this report are available from the local authority and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))