

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL
Children and Young People's Scrutiny Committee
MUNICIPAL YEAR 2016- 2017

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**REPORT OF: DIRECTOR OF EDUCATION
AND LIFELONG LEARNING**

Agenda Item No: 4

Outcomes for children accessing Education Other Than At School (EOTAS) in RCT during the academic year 2016/17

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1. PURPOSE OF THE REPORT

1.1 The purpose of this report is to provide Elected Members with an update on the educational outcomes of children accessing Education Other Than At School (EOTAS) in Rhondda Cynon Taf during the academic year 2016/17.

2. RECOMMENDATIONS

It is recommended that Members:

2.1 Note the information contained within this report.

2.2 Scrutinise and comment on the information provided.

2.3 Consider whether they wish to scrutinise in greater depth any matters contained in the report.

3. BACKGROUND

3.1 Section 19(1) of the Education Act 1996 (as amended by section 47 of the Education Act, 1997) specifies that each local authority has to make arrangements for the provision of suitable education other than at school for those children of compulsory school age who, by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless such arrangements are made for them.

3.2 EOTAS can consist of a range of provision and bespoke educational packages. In Rhondda Cynon Taf, this is generally provided by means of a placement in a Pupil Referral Unit (PRU), or through access to group or individual tuition.

3.3 PRUs are educational establishments maintained by the local authority to provide suitable education for children and young people who are unable to access mainstream education because of their significant social, emotional and behavioural needs. Unlike schools, PRUs are governed by Management Committees and not Governing Bodies.

3.4 Individual or group tuition is generally provided as a short-term solution for children or young people who are unable to attend school due to significant medical reasons or exclusion. Medical reasons can include learners with significant physical, medical and mental health needs. In exceptional circumstances, tuition can also be provided as an interim measure for learners who don't have an underlying medical reason for not attending school but who may be at risk of exclusion. Welsh Government requires local authorities to provide suitable education for all permanently excluded pupils from the 16th school day of absence following a decision by a Governing Body Pupil Disciplinary Committee to uphold a Headteacher's permanent exclusion. Tuition may also be provided for short periods for learners awaiting a specialist placement.

3.5 Rhondda Cynon Taf has one primary and one secondary PRU. The primary PRU, Tai Education Centre, is situated in Pen-Y-Graig. In September 2016, the secondary PRU, Ty Gwyn Education Centre, relocated from Glyncoch to the old site of Aberdare High School. The building underwent significant refurbishment in 2016 in order to create an educational environment better equipped to meet the needs of a diverse range of learners through an improved curriculum offer and enhanced access to more vocational activities and qualifications.

3.6 Tai and Ty Gwyn Education Centres are currently categorised as 'green' schools within the National Categorisation System and require the lowest level of school improvement support from Central South Consortium. Tai Education Centre was deemed to be an excellent setting with excellent prospects for improvement in its last inspection in 2013. Ty Gwyn was judged to be in need of significant improvement following Estyn's inspection in September 2013 and was categorised as a 'red' school requiring high levels of school improvement support in Autumn 2014. Executive Headship arrangements were put in place in April 2014 across both Tai and Ty Gwyn Education Centres. Leadership and management in Ty Gwyn was consequently strengthened and the setting was removed from the Estyn category in January 2015 due to the 'very good' or 'strong progress' made against the key recommendations identified in 2013. Ty Gwyn has maintained 'green' categorisation for a two year period but the most recent categorisation for 2017/18 will be subject to external moderation shortly.

3.7 Tai and Ty Gwyn Education Centres provide either part-time dual placements or full-time educational placements. Dual placements are classed as either main or subsidiary for attendance purposes, depending on which setting provides the majority of the education.

Every attempt is made to secure dual registration status with mainstream settings so that re-integration plans can be developed in partnership PRU staff and the best

possible chance of securing positive outcomes in mainstream settings can be achieved. In exceptional circumstances, usually following a permanent exclusion from a mainstream setting, some learners are solely registered with the PRU.

3.8 All placements in EOTAS are considered in local authority panels and decision making is informed by strict entry and exit criteria.

4. DATASETS

4.1 Both national and local data sets are presented in this report, and references to EOTAS provision includes learners accessing both PRU and tuition provision.

5. NUMBERS OF LEARNERS ACCESSING EOTAS PROVISION

5.1 Nationals datasets¹ suggest that in 2016/17 a total of 1,972 pupils in Wales accessed EOTAS provision, of which 175 (8.8%) were Rhondda Cynon Taf pupils. Of this cohort of 175 pupils, 149 received their main education in EOTAS provision.

Table 1: Number of pupils educated other than at school, by Local Authority, 2016/17

Local Authority	EOTAS pupils whose main education is outside of school and who			EOTAS pupils who	
	are not on roll at a maintained school	have subsidiary enrolment status at a maintained school	Total	have main or current enrolment status at a maintained school	All pupils receiving EOTAS provision
Isle of Anglesey	40	0	40	*	*
Gwynedd	*	*	38	6	44
Conwy	63	0	63	0	63
Denbighshire	75	0	75	54	129
Flintshire	67	28	95	13	108
Wrexham	9	27	36	0	36
Powys	42	10	52	7	59
Ceredigion	*	*	15	21	36
Pembrokeshire	15	15	30	52	82
Carmarthenshire	*	*	59	11	70
Swansea	32	108	140	10	150
Neath Port Talbot	*	*	56	*	*
Bridgend	*	*	30	18	48
The Vale of Glamorgan	49	54	103	*	*
Rhondda Cynon Taf	60	89	149	26	175
Merthyr Tydfil	10	19	29	*	*
Caerphilly	25	5	30	190	220
Blaenau Gwent	16	41	57	*	*
Torfaen	14	0	14	21	35
Monmouthshire	*	*	12	18	30

Newport	80	16	96	28	124
Cardiff	174	9	183	85	268
Wales					
2016/17	892	510	1,402	570	1,972
2015/16	909	603	1,512	602	2,114
2014/15	909	478	1,387	770	2,157
2013/14	958	267	1,225	1,142	2,367
2012/13	995	225	1,220	1,357	2,577
2011/12	841	185	1,026	1,551	2,577

Sources: Welsh Government EOTAS Pupils Census

5.2 Table 2 highlights the national data over a 6 year period. Trend data suggests that since 2012/13 there have been annual increases in the numbers of learners accessing EOTAS as their main education. Numbers peaked in 2015/16 but a reduction was evident in 2016/17 in Rhondda Cynon Taf.

Rhondda Cynon Taf's ranking improved from 17th to 15th in Wales when comparing 2015/16 and 2016/17 rates per 1,000 pupils (Table 2). Whilst this represents an improvement, the rate of learners per 1,000 accessing EOTAS as their main education provision in Rhondda Cynon Taf remained above the all Wales average in 2016/17.

Table 2: Number of pupils whose main education is other than at school, by local authority

	Number						Rate (a)					
	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Isle of Anglesey	6	40	23	23	20	40	0.6	4.2	2.4	2.4	2.1	4.1
Gwynedd	40	47	31	29	69	38	2.3	2.7	1.8	1.7	4.0	2.2
Conwy	55	60	75	70	55	63	3.4	3.7	4.7	4.4	3.4	4.0
Denbighshire	60	68	66	45	62	75	3.8	4.3	4.2	2.8	3.9	4.8
Flintshire	53	111	137	145	119	95	2.2	4.7	5.7	6.1	5.0	4.0
Wrexham	63	62	59	47	41	36	3.3	3.2	3.0	2.4	2.1	1.8
Powys	49	50	59	58	59	52	2.6	2.6	3.2	3.2	3.3	2.9
Ceredigion	24	20	16	15	31	15	2.5	2.1	1.7	1.6	3.2	1.6
Pembrokeshire	10	10	8	10	18	30	0.5	0.6	0.4	0.6	1.0	1.7
Carmarthenshire	17	23	30	50	72	59	0.6	0.8	1.1	1.8	2.6	2.2
Swansea	150	138	128	178	168	140	4.3	3.9	3.6	5.0	4.7	3.9
Neath Port Talbot	39	63	92	80	76	56	1.9	3.1	4.4	3.9	3.6	2.7
Bridgend	22	34	29	39	45	30	1.0	1.5	1.3	1.7	2.0	1.3
Vale of Glamorgan	67	93	96	80	108	103	3.0	4.2	4.4	3.6	4.8	4.6
Rhondda Cynon Taf	91	84	87	102	160	149	2.3	2.1	2.2	2.6	4.1	3.8
Merthyr Tydfil	8	6	0	*	40	29	0.9	0.7	0.0	*	4.6	3.3
Caerphilly	32	45	16	142	70	30	1.1	1.6	0.6	4.9	2.4	1.1
Blaenau Gwent	5	13	43	33	43	57	0.5	1.3	4.5	3.5	4.6	6.1
Torfaen	17	19	20	26	24	14	1.1	1.2	1.3	1.7	1.6	0.9
Monmouthshire	4	5	6	*	12	12	0.3	0.4	0.5	*	1.0	1.0
Newport	68	78	67	68	87	96	2.8	3.2	2.7	2.7	3.4	3.8
Cardiff	146	151	137	139	133	183	2.9	2.9	2.6	2.6	2.5	3.4
Wales	1,026	1,220	1,225	1,387	1,512	1,402	2.2	2.6	2.6	3.0	3.2	3.0

Sources: EOTAS Pupil Census, Welsh Government
School Census, Welsh Government

(a) Rate per 1,000 pupils. Full- and part-time pupils in maintained nursery, primary, secondary and special schools and pupils whose main education is other than at school as in the January School Census and EOTAS Pupil Census.

6. SPECIAL EDUCATIONAL NEEDS

6.1 National data highlighted in Table 3 suggests that in 2016/17 a total of 33.4% of learners accessing EOTAS provision across Wales had statements of SEN. A further 49.5% were at school action plus on the Special Educational Needs (SEN) Code of Practice for Wales.

Table 3: Pupils whose main education is other than at school, by Special Educational Need (SEN)

SEN provision	Percentage of pupils					
	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Statement of SEN	35.6	36.3	34.6	33.4	31.2	33.4
School Action Plus	49.0	45.3	48.5	46.5	46.6	49.5
School Action	5.3	3.0	3.3	6.3	8.1	5.6
No SEN	10.1	15.4	13.6	13.8	14.0	11.5
Total	100.0	100.0	100.0	100.0	100.0	100.0

Sources: EOTAS Pupil Census, Welsh Government

6.2 Table 4 details the number of statutory school age children accessing EOTAS provision in Rhondda Cynon Taf in January 2017. Locally, a total of 20.1% of learners accessing EOTAS provision had statements of SEN and 68.5% were at school action plus. This highlights that children do not require a statement of SEN to access PRU provision within Rhondda Cynon Taf. Schools do however, in the main, have to evidence that they have adopted a robust graduated response at school action plus level prior to requesting EOTAS provision and this is reflected in the relatively low rates of learners (8%) with no SEN accessing EOTAS provision locally. In January 2017, a total of 18% of all learners accessing EOTAS provision in RCT were looked after. Whilst this cohort may not have special educational needs, very many of these learners will have experienced adverse childhood experiences (ACEs) prior to becoming looked after. The impact of ACEs on learner outcomes is well documented and this too has to be taken into consideration when scrutinising the data.

Table 4: SEN of statutory age children accessing EOTAS provision in January 2017

SEN provision	Number/Percentage of pupils			
	Primary PRU Tai Education Centre	Secondary PRU Ty Gwyn Education Centre	Individual/Group Tuition	All EOTAS
Statement of SEN	10 (20.8%)	7 (12.3%)	13 (29.5%)	30 (20.1%)
School Action Plus	36 (75.0%)	50 (87.7%)	16 (36.4%)	102 (68.5%)
School Action	2 (4.2%)	0	3 (6.8%)	5 (3.4%)
No SEN	0	0	12 (27.3%)	12 (8.0%)
Total	48 (100%)	57 (100%)	44 (100%)	149 (100%)

7. FREE SCHOOL MEAL ENTITLEMENT

7.1 Table 5 illustrates the high numbers of learners accessing EOTAS provision who are entitled to free school meals. Nationally, in 2016/17, this equated to 67% of all pupils accessing EOTAS provision across Wales. Locally within Rhondda Cynon Taf, 57% of the population accessing EOTAS provision were entitled to free school meals. This too should be taken into consideration when evaluating the data given the correlation between socio-economic factors and outcomes.

Table 5: Pupils whose main education is other than at school, by free school meal (FSM) entitlement

FSM entitlement	Number of pupils						Percentage of pupils (a)					
	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
Entitled to FSM	315	379	407	484	629	462	30.7	31.1	33.2	34.9	41.6	33.0
Not entitled to FSM	711	841	818	903	883	940	69.3	68.9	66.8	65.1	58.4	67.0
Total	1,026	1,220	1,225	1,387	1,512	1,402	100.0	100.0	100.0	100.0	100.0	100.0

Sources: EOTAS Pupil Census, Welsh Government

(a) Percentage of pupils whose main education is other than at school.

8. KEY STAGE 2 OUTCOME DATA

8.1 Table 6 sets out the achievements of 11 year olds for a number of the mandatory areas of learning based on teacher assessments. The Core Subject Indicator represents the percentage of pupils achieving Level 4 or above in English or Welsh (first language), mathematics and science in combination. In view of the complex range of needs displayed by learners attending the PRU, outcome data is also provided for the number of learners achieving Levels 1-5 at the end of Key Stage 2 so that further interrogation of trend data over time can take place.

Table 6: End of Key Stage 2 Outcome Data – Tai Education Centre

Performance measures	2012/13	2013/14	2014/15	2015/16	2016/17
English (Level 1 %)	14.3	0	0	0	0
English (Level 2 %)	28.6	50	40	66.7	20
English (Level 3 %)	42.9	25	20	11.1	80
English (Level 4 %)	14.3	25	20	22.2	0
English (Level 5 %)	0	0	20	0	0
Mathematics (Level 1 %)	14.3	0	0	0	20
Mathematics (Level 2 %)	28.6	37.5	60	33.3	20
Mathematics (Level 3 %)	42.9	50	20	55.6	60
Mathematics (Level 4 %)	14.3	12.5	20	11.1	0

Mathematics (Level 5 %)	0	0	0	8	0
Science (Level 1 %)	14.3	14.3	20	0	40
Science (Level 2 %)	28.6	28.6	40	66.7	20
Science (Level 3 %)	42.9	42.9	0	33.3	40
Science (Level 4 %)	14.3	14.29	40	0	0
Science (Level 5 %)	0	0	0	0	0
Core Subject Indicators	14.3	12.5	20	0	0

No learners attending the Tai Education Centre in 2017 achieved expected Core Subject Indicators. In 2016/17, outcomes were strongest in English with 80% achieving Level 3, 60% achieving Level 3 in mathematics and 40% achieving Level 3 in science. Data suggests variable rates of progress over time which is perhaps indicative of the fluctuating range of SEN for the different cohorts of learners.

9. KEY STAGE 3 OUTCOME DATA

9.1 Table 7a sets out the achievements of 14 year olds for a mandatory areas of learning based on teacher assessments. The Core Subject Indicator represents the percentage of pupils achieving level 5 or above including English or Welsh (first language, mathematics and science in combination. Only 5.26% of learners, (1 in 19 learners) achieved expected outcomes at the end of Key Stage 3.

Table 7a: Key Stage 3 Outcome Data for Ty Gwyn/ Group and Individual Tuition

Performance measures	2014/15	2015/16	2016/17
Ty Gwyn % achieving CSI	0	0	0
Group tuition % achieving CSI	No data available	No data available	0
Individual tuition % achieving CSI	No data available	No data available	5.26

9.2 Data in Table 7b clearly illustrates that increasing number of learners are achieving better outcomes in English at the end of Key Stage 3. Mathematics outcomes have also shown significant improvement since 2014/15 with 42% more learners achieving Level 4 in mathematics in 2016/17. Science outcomes are more variable but 50% still achieved a Level 4 outcome at the end of Key Stage 3. Data suggests that learners are achieving positive outcomes but there is a need for continued focus on improving the numbers of learners achieving expected outcomes at the end of Key Stage 3.

Table 7b: Key Stage 3 Outcome Data for Ty Gwyn Education Centre

Performance measures	2012/13	2013/14	2014/15	2015/16	2016/17
English (Level 3 %)			61.5%	56%	33%
English (Level 4 %)	No data	No data	38.5%	44%	67%
English (Level 5 %)			0%	0%	0%
Mathematics (Level 3 %)			92%	44%	50%
Mathematics (Level 4 %)	No data	No data	8%	56%	50%
Mathematics (Level 5 %)			0%	0%	0%
Science (Level 3 %)			38%	50%	50%
Science (Level 4 %)	No data	No data	62%	44%	50%
Science (Level 5 %)			0%	6%	0%

10. KEY STAGE 4 OUTCOME DATA

10.1 There has been significant changes in Key Stage 4 specifications and qualifications. In 2017 the following changes have been observed in Wales:

- The introduction of new GCSE's for English Language, Welsh (first) Language, GCSE Mathematics and a new examination GCSE Mathematics – Numeracy;
- The new GCSEs are now linear with the assessment being undertaken through examination at the end of the course. Previous GCSEs were available in a modular option, which included a controlled assessment unit for the language qualifications and examinations which could be taken in stages over a two year period;
- Some of the changes to the key performance measures are summarised as follows:
 - A maximum of two vocational qualifications will count towards the Level 1, Level 2 and Level 2 inclusive. In 2016, five vocational qualifications could have counted for the Level 1 and Level 2 thresholds and three for the Level 2 inclusive;
 - Only the new GCSE's for English Language, Welsh (first) Language, and one of GCSE Mathematics or GCSE Mathematics – Numeracy will count towards the literacy and maths elements of the Level 2 inclusive performance measure. English Literature no longer is counted towards the literacy and maths elements;

10.2 The table below sets out the **provisional** Key Stage 4 data for 2017 and the trend data for the last 5 years. Threshold data is defined as follows:

Level 1 threshold - 5 A*- G at GCSE or equivalent

Level 2 threshold - 5 A*- C at GCSE or equivalent – minimum of three GCSEs

Level 2 + threshold - 5 A*- C at GCSE or equivalent (including English/Welsh and

mathematics)

Table 8: Key Stage 4 Outcome Data for Ty Gwyn/ Group and Individual Tuition

Performance measures	2012/13	2013/14	2014/15	2015/16	2016/17
Ty Gwyn (Level 1 Threshold %)	0	0	9.09	68.97	100
Ty Gwyn (Level 2 Threshold %)	0	0	0	37.9	61
Ty Gwyn (Level 2+Threshold %)	0	0	0	0	0
Individual (Level 1 Threshold %)		7	21	76	90
Individual (Level 2 Threshold %)	No data available	3	8	47	40
Individual (Level 2+ Threshold %)		3	4	0	20
Group (Level 1 Threshold %)		0	0	100	100
Group (Level 2 Threshold %)	No data available	0	0	0	33
Group (Level 2+ Threshold %)		0	0	0	0

10.3 Data clearly illustrates that there has been a significant improvement in the numbers of learners achieving Level 1 threshold data across PRU, individual and group tuition settings. Level 2 threshold data also shows significant improvements, with an impressive 61% of learners attending Ty Gwyn Education Centre achieving 5 A*-C at GCSE or equivalent in 2016/17. A further 40% and 33% percent achieved Level 2 threshold in individual and group tuition respectively. There is still some work to be done in ensuring that more learners achieve Level 2 + thresholds but all data needs to take into account the multiple barriers to learning that very many of the young people accessing EOTAS provision face and the progress made in recent years.

11. ATTENDANCE DATA

11.1 Table 9 highlights the attendance rates achieved for pupils accessing EOTAS provision. There has been a slight drop in attendance in both primary and secondary PRU settings but progress has been evident in group tuition setting when comparing 2015/16 and 2016/17 data. Attendance rates on individual tuition has been sustained during over the last 2 years, but there is clearly scope for further improvement. It should however be noted that very many of the learners accessing tuition have significant mental health needs, including high levels of anxiety relating to school attendance, participation in learning and/or social interaction.

Table 9: Primary and secondary school attendance for EOTAS

School	Total percentage of attendance 2014/15	Total percentage of attendance 2015/16	Total percentage of attendance 2016/17
Tai Education Centre	93.4	93	90
Ty Gwyn Education Centre	80.7	81.1	78.1
Group tuition	76.8	72.1	82.6
Individual tuition	75.1	63.6	63.9

11.2 Table 10 provides exclusion rates for the academic year 2016/17 for learners accessing EOTAS provision. The rate of excluded learners per 1000 pupils has increased significantly in Ty Gwyn Education Centre setting with fixed term rates of 970.59 per 1000 learners achieved in 2015/16 and 1859.65 per 1000 learners in 2016/17. This represents a significant increase and is an area that needs to be further improved. Significant improvements have been evident in Tai Centre with a reduction of 84% in the number of incidents per 1000 learners. Exclusion data of this nature should however be interpreted with some degree of caution given the very small numbers of learners which can impact on the reliability of data when considering rates per 1000. This data also has to be viewed within the context of learners with increasingly complex needs being placed in PRU provisions and the commitment to retaining learners with very high end needs within County where at all possible.

Table 10: The percentage of EOTAS pupils being excluded per 1000 pupils

School	2015/2016 Incidents per 1000	2016/2017 Incidents per 1000	Difference in incidents per 1000	% Percentage difference in incidents per 1000
Ty Gwyn Education Centre	970.59	1859.65	889.06 increase	91.60% increase
Tai Education Centre	400	62.50	337.50 decrease	84.38% decrease

11.3 Table 11 details exclusion data for pupils attending PRUs according to the number of incidents, days lost and number of pupils excluded. Whilst there has been a reduction in the duration of fixed term exclusions in Ty Gwyn Education Centre there has been a significant increase in the number of incidents and the number of days lost remains relatively high. Exclusion rates in the primary PRU setting remains very favourable on all reported measures and this has been evident over the last 3 years.

Table 11: The incidents and days lost due to fixed term exclusions for pupils attending PRUs in 2016/17

Ty Gwyn Education Centre	Incidents of fixed term	Number of days lost	Number of pupils excluded	Average Duration of exclusion
2014/15	31	97.00	19	3.13
2015/16	66	202.0	42	3.06
2016/17	106	187.5	37	1.77

Tai Education Centre	Incidents of fixed term	Number of days lost	Number of pupils excluded	Average Duration of exclusion
2014/15	7	16.5	7	2.36
2015/16	10	16.5	9	1.65
2016/17	3	6	2	2.00

12. CONCLUSION

12.1 Primary EOTAS provision in Rhondda Cynon Taf continues to deliver positive outcomes and Tai Education Centre is generally regarded as an excellent education setting that effectively meets the needs of learners with increasingly complex social, emotional, behavioural and learning needs. The setting is categorised as 'green' according to the School Categorisation Model and continues to develop as a self-improving organisation. Outcomes for learners generally show steady improvements over time but outcomes can fluctuate depending on the complex nature of learners needs. Continued focus on further improving outcomes will be necessary.

12.2 Secondary EOTAS provision within Rhondda Cynon Taf consists of a PRU, individual and group tuition. These provisions have all undergone some transformational changes over the last 4 years, and the secondary PRU was swiftly taken out of an Estyn category in January 2015 as a result of intensive school improvement intervention and strengthened leadership arrangements. Since 2013/14, Ty Gwyn Education Centre has evolved from a school in need of significant improvement and categorised as requiring the highest level of school improvement support (red categorisation in 2014), to a school requiring the lowest level of school improvement support (green categorisation in 2016/17 and provisionally for 2017/18). Both Tai and Ty Gwyn Education Centre as are Professional Learning Pioneer Schools and Professional Learning Hubs.

Some of the most vulnerable learners in Rhondda Cynon Taf have benefitted from the much improved secondary EOTAS provision and access to a more appropriate secondary curriculum offer. Key Stage 3 attainment outcomes, attendance and

exclusion data would now benefit from further improvements, but this has to be viewed within the context of the multiple challenges faced by learners attending EOTAS. Key Stage 4 outcomes are now beginning to show some significant improvements and continued focus is now needed to ensure that this progress is sustained and further developed. The local authority will continue to work in partnership with EOTAS providers to ensure that progress continues to be made.