

Estyn Monitoring Visit June 2015

Progress Report

Recommendation

2a – Reducing Exclusions

Report Author

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**Background**

During the February 2014 monitoring visit, the inspectors judged that the recommendation had been 'partly addressed'. The visit letter noted:

'There has been a marked reduction in the rate of fixed-term exclusions in secondary schools. In spite of this, the rate of fixed-term exclusions remains too high and has been second-highest in Wales for the last three years, although the average number of days lost from school per fixed-term exclusion has reduced and is marginally better than the Wales average'.

The current Estyn Action Plan for recommendation 2a sets out the following objectives:

1. Maintain low permanent exclusion rates across all sectors.
2. Further reduce the number of fixed term exclusions in secondary schools.
3. Further reduce the number of fixed term exclusions in primary schools.

**Overview of progress since February 2014**

Secondary phase short fixed term exclusions (*see note 1a*) have reduced steadily since 2011/12 and longer fixed term exclusions (*1b*) similarly reduced and fell to a level in 13/14 which was below the Welsh average for the previous year.

The reductions were achieved despite extraordinarily high rates of exclusions in 3 schools (Eastern High, Michaelston Community College and Glyn Derw High) necessitating local authority intervention this year.

Primary phase short fixed term exclusions (*1c*) have reduced this year and longer term exclusions (*1d*) have maintained the year on year reduction since 12/13.

Average days lost (*2*) were below the Welsh average in 12/13 and have reduced further since.

The figure for primary fixed term exclusions is on course to be lower than the previous two years and is predicted to be close to the targets set for 14/15 for short fixed term exclusions. The average days lost has also fallen in this phase with the majority of primary schools issuing very short exclusions if any at all.

In the secondary phase short fixed term exclusions are predicted to fall this year, however, the rate for longer exclusions is predicted to rise. If the two extreme cases (MCC and Eastern) were disaggregated the outcomes would be much closer to the targets set.

Progress is being made in reducing short fixed term exclusions in the primary phase but in a small number of schools (Glan Yr Afon, Glyn Coed, Llanedeyrn, St Cuthbert's, St Patricks, Trelai, Springwood, Coed Y Gof and Windsor Clive) exclusions are too high. However, in the majority of cases these schools manage behaviour well and support services work closely with the schools and individual pupils.

In certain schools exclusions could be reduced and these schools are in need of joint support from the Challenge Advisors and local authority officers. This has taken place in Coed Y Gof and Ninian Park. The same will now put in place for Trelai and Windsor Clive. Where this has happened exclusions have reduced.

Progress in reducing short fixed term exclusions is good in the majority of secondary schools but in some (Cantonian, Willows, Glyn Derw, MCC, Eastern and St Illtyd's) exclusions remain too high. Increasing levels of exclusions (MCC, Glyn Derw and Cantonian) has contributed to the evidence base for LA intervention, review of provision, and in one case a change in leadership. This along with considerable support has had a positive effect on reducing exclusions (e.g. Eastern High (164 in the autumn term compared to 53 in spring and 10 in the first half of the summer term).

Most schools make good use of the delegated funds and strong partnerships have been established which have resulted in sustained reductions in exclusions. Marked decreases in exclusions or maintained low levels of exclusion are evident in Fitzalan, Cathays, Bishop of Llandaff, Mary Immaculate, Glantaf and Plasmawr. St Teilo's, Corpus Christi and Whitchurch provide very good value for the delegated funding to increase inclusion and reduce exclusion.

Team plans reflect the work of individual specialist teachers and provide a clear line of sight to the service plan via the strategy for reducing exclusions. This in turn links to the Education Development Plan. Team Leaders and service leads have measurable PPDR objectives which reflect the priorities and are a regular focus in line management meetings. Individual team members have more clearly defined PPDR objectives which are directly related to the performance of their linked schools and team plans. These are the focus of regular supervision sessions and team meetings. These allow for closer scrutiny of schools' inclusion practices and greater accountability in schools.

The strategy for reducing fixed term exclusions has been through consultation with the Education Management Team and Education Strategic Group and a representative group of primary head teachers. This was approved at the ESG in May and went out to schools in the June bulletin. This has strengthened the support and challenge to schools through the use of end of year reports, early year Team Around the School meetings and follow up reviews where necessary. The initial challenge and support visits have taken place and these have either led to reductions in exclusions ( Fairwater, Herbert Thompson, St Cuthbert's, St David's CIW, Coed Y Gof) or, where this is not the case, recommendations which will be followed up in early September. (Trelai and Windsor Clive) (*see note 3*).

A 'Hard to Place/Managed Admissions Protocol' has been agreed and commenced in June 2015 which enabled the placement of 7 pupils and secondary head teachers having direct input into the decision making in relation to how the Pupil Referral Unit operates.

The local authority has built mature partnerships with schools and is holding them to account which is demonstrated by the reviews of Step 3 and 4 provision in secondary schools. These have identified best/sector leading practice and resulted in the transference of good practice between schools. The reviews have provided the opportunity for making improvement recommendations where value for money is not being provided and identifying where the best value for money is being achieved. The number of schools improving the quality of provision from their delegated funding has increased year on year.

Data is used to good effect to ensure regular challenge and support. Half termly data analysis has highlighted 11 secondary schools as having low or significantly reduced FTE rates, 3 schools ( MCC,Glyn Derw and Cantonian) as being at risk of having increasing rates or above Welsh average FTE rates and a further 3 schools as having high FTE ( Willows, St Illtyd's and Eastern). This has resulted in a greater level of challenge and evidenced impact on reducing exclusions.

Support and challenge visits have been undertaken in secondary schools where FTE are high (Michaelston/Glyn Derw, Eastern, Llanishen and St Illtyd's). The resulting recommendations for improvements have contributed to a reduction in FTE in Eastern, St Illtyd's and in particular Llanishen where exclusions reduced from 193 in 13/14 to 72 this year. Significant senior staffing changes at Eastern High following local authority intervention, supported by secondments from the behaviour support team, have had a significant impact on reducing exclusions.

A summary of performance against targets this year is shown at Appendix 1.

### **Next Steps**

Disseminate best practice identified following the step 3 and 4 reviews to assist improvement plans where schools continue to have high exclusions.

Explore changes to this funding to ensure that those schools that are not providing value for money currently, are supported to improve their provision and therefore reduce exclusions.

Support MCC to completely revise step 4 provision and improve steps 1-3 to reduce the extraordinarily high level of exclusions.

Implementation of the Strategy for Reducing Fixed Term Exclusions will closely monitor exclusions and ensure support and challenge are both in place very early in the new school year.

Changes to the behaviour support team will increase capacity building in schools and improve access to support for pupils.

Extend the use of restorative practices and nurture provision through support for planning, funding and promotional events to build capacity to sustain reduced exclusions.

### **Evidence referred to**

PPDR reports  
Team plans  
LA Exclusions report  
All Wales data sets  
Notes of Visit  
Review reports  
Strategy for reducing FTE  
ESG minutes  
EMT minutes  
Directory of partners

## NOTES

1a. Fixed term exclusions (5 days or fewer) Secondary phase - 3 year downward trend forecast to be maintained this year (83 per 1000) Welsh average 56.5 per 1000 ( 12/13)

1b. Fixed term exclusions (6 days or more) Secondary phase shows a year on year reduction since 09/10 and last year (3.69) was below the Welsh average for 12/13 (4.0)

1c Fixed term exclusions (5 days or fewer) – Primary phase - significant fall predicted this year.19/1000 pupils to 9.6/1000.

1d Fixed term exclusions (6 days or more) – Primary phase reduced since 12/13 (0.59/1000) to 0.3/1000 in 13/14 which is forecast to be maintained this year.

2. Average days lost per exclusion Welsh average 12/13 was 2.5. Cardiff average has fallen from 2.4 to 1.9 and forecast to be maintained at that level.

3.

School	Concern	Action
Trelai	Continued high exclusions	LA and challenge advisor review of behaviour management systems asap
Windsor Clive	Continued high exclusions	LA and challenge advisor review of behaviour management systems asap
Coed Y Gof	Significant rise in exclusions, lack of clear action plan following recommendations from recent review.	LA and challenge advisor action following recent review - support needed to implement action plan.
Adamsdown	Rise in exclusions	Monitor exclusion rates with a view to carrying out a review if necessary.
Glan Yr Afon	High exclusions	LA and challenge advisor action-discussions needed to re-design support as systems appear to be sound.
Llanederyn	High exclusions	LA action- discussions needed to re-design support as systems appear to be sound.
St Cuthbert's	Continued high exclusion rates	Exclusions reduced following challenge and support visit-monitor.
St Patrick's	Continued high exclusion rates	Monitor exclusion rates with a view to carrying out a review
Radyr High School	High exclusion rates	LA and challenge advisor action-recent review of Step 3 and 4 provision -recommendations need implementing. Delegated funding does not represent value for money. Further review of steps 1 and 2 may be needed.
Challenge Cymru schools	Exclusions remain too high	Individual reviews have highlighted differing needs which need following up with the Challenge Cymru advisors.

**Appendix 1**

<b>Progress towards Key Performance Indicators 2014/15</b>				
<b>Ref</b>	<b>Description</b>	<b>Baseline</b>	<b>Target</b>	<b>Current performance May 2015</b>
		<b>2013/14</b>	<b>2014/15</b>	
2.1	Permanent exclusions per 1000 pupils (secondary)	0.18	0.06	*0.12
2.2	Average number of days lost from school per fixed term exclusion (combined)	1.79	1.6	*1.9
2.3	Number of fixed term exclusions in Secondary schools for 5 days or fewer (per 1000 pupils)	94	55	**83.02
2.4	Number of fixed term exclusions in Secondary schools for 6 days or more (per 1000 pupils)	3.69	3.3	**5.13
2.5	Number of fixed term exclusions in Primary schools for 5 days or fewer (per 1000 pupils)	12.5	8.5	**9.6
2.6	Number of fixed term exclusions in Primary schools for 6 days or more (per 1000 pupils)	0.3	0.25	**0.3
2.7	Number of pupils with more than 10 days fixed term exclusions (combined)	102	90	*74

\*In year figure

\*\*Forecast