

Ysgol Coedcae School

Scrutiny committee meeting
23 June 2023



Mission, vision and values

Mission statement

To inspire confident learners to thrive in an ever-changing world

Vision

Our more detailed vision statement can be summarised as *our commitment to being a happy, inclusive school, in which staff are well supported so that they may, in collaboration with others, deliver the best possible educational experiences and outcomes for all our pupils, without exception.*

Values

Respect, honesty, kindness & inclusion

Estyn inspection findings 27 February 2023

“Coedcae School provides a highly inclusive and safe environment where pupils and staff are happy and thrive. Leaders’ relentless focus on helping all pupils, whatever their background, to succeed has a notable impact on the progress and well-being of pupils, particularly the most vulnerable.”

Leaders and staff have created a culture of safeguarding where most pupils feel safe and free from bullying at school. The support for pupils’ well-being is highly effective, and the school provides exceptional tailored support for those pupils with additional learning needs. The standard of care, support and guidance for pupils is exemplary, and this helps pupils and parents to feel valued as part of the school community

School context data

Context factor	Data
Pupil numbers	916 858 in 2019
FSM	2023: 41.9% 3yr rolling average 2020/21-2022/23: 37.5% 3yr rolling average 2017/18-2019/20: 30.8%
EAL	12.6% 5.9% at stages A-C
SEN	56.1% 27.0% SA 27.0% SA+ 2.1% Statement
Deprivation	47% of cohort living in 20% most deprived areas in Wales 37% of cohort living in 10% most deprived areas in Wales

EXAMPLES OF INTERVENTIONS

eFSM		Behaviour Support Community Team	
Child Protection		CYCA	
CASP (Care and Support Plan)		SEAL provision	
LAC		Young Carers	
EWS		NHS Smoking Cessation	
CAMHS		Prevent	
SBYW (Youth Worker) - group		EOTAS	
SBYW (Youth Worker), 1-to-1		Behaviour & Wellbeing Officer	
Counselling		Cyfle	
School Health Nurse		One-page profiles	
Medical need/health plan		Behaviour plans	
Youth Prevention Team		ELSA	
EBSA Psychologist		INTACT	
Choices (substance misuse)		Cynnydd (up to November 2022)	
TAF		Police School Liaison Officer	
TAPPaS		Psychotherapy	
Educational Psychologist		Threshold (relationships)	

Key performance indicator trends

	2022	2021	2020	2019	2018
Capped 9	365.3	378.2	354.1	347.8	334.0
Literacy	41.6	40.0	38.2	36.8	37.5
Numeracy	36.0	37.6	37.2	35.9	36.1
Science	37.4	40.6	33.2	36.4	36.0
WBQ SCC	33.8	40.6	39.9	33.0	34.5
5 A* - A	13.7	20.5	10.8	14.5	14.2

Legacy indicator trends

	2022	2021	2020	2019	2018
L2 inclusive	53%	58%	47%	46%	51%
L2 threshold	71%	75%	73%	61%	60%
L1 threshold	96%	93%	98%	96%	98%

KPI 2019 compared with Wales' averages

Performance measure	School 2019	Wales 2019	School 2019	Wales 2019	School 2019	Wales 2019
<i>Average points score</i>	All pupils	All pupils	eFSM pupils	eFSM pupils	eFSM/nonFSM gap	eFSM/nonFSM gap
Literacy measure	37	39	33.9	32.5	-4.5	-8.9
Numeracy measure	36	37	33.1	29.4	-4.3	-10.3
Science measure	37	37	32.9	28.2	-5.4	-11.6
Capped 9	350	353	326.4	298.3	-28.9	-77.1
Skills challenge certificate	34	36	30.5	29.5	-5.1	-9.6

E-FSM learner performance 2019

Performance measure	School	Family	Wales
Average points score			
Capped 9	326.2	306.4	298.3
Skills challenge certificate	30.7	31.2	29.5
Literacy measure	33.9	31.9	32.5
Numeracy measure	32.9	28.3	29.4
Science measure	32.9	26.2	28.2
5 A*/A (%)	4.7%	3.8%	4.9%
English	31.5	29.7	30.4
Maths	30.0	26.1	27.4
Maths- Numeracy	30.1	25.1	26.2

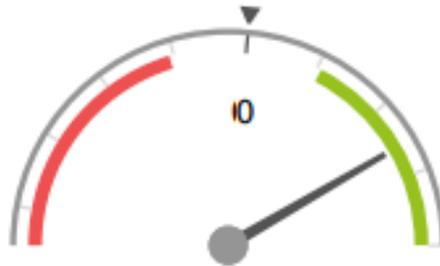
Value added
data

KS4 Progress 2019 · Contextual Value Added

154 matched pupils

Capped 9 Points Score (Interim)

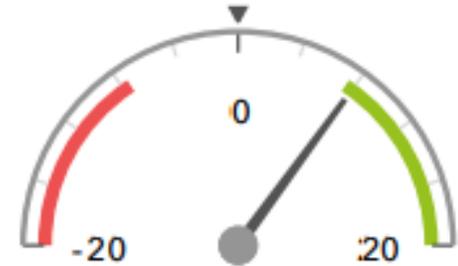
+25.7 pts +



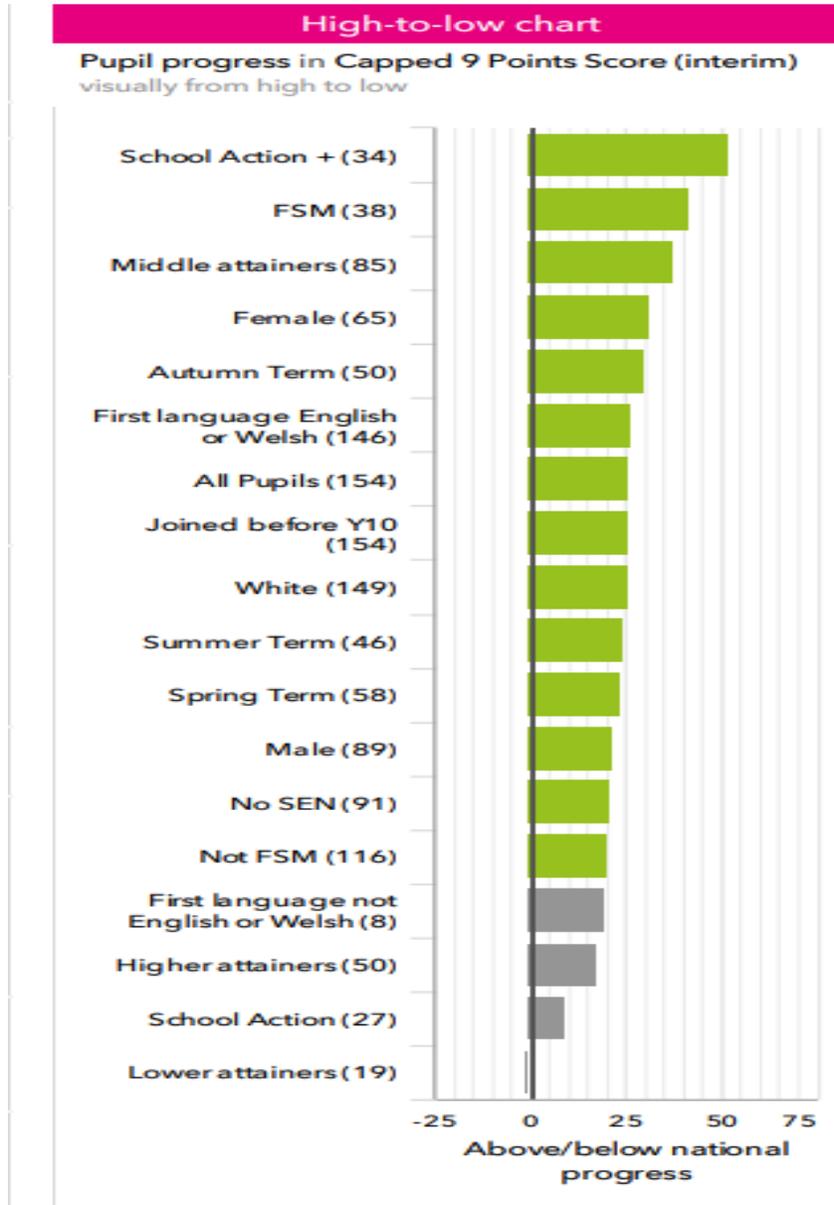
Significantly above the national
average (0) ◀

% Level 2 Threshold Inclusive

+8% +



Significantly above the national
average (0%) ◀



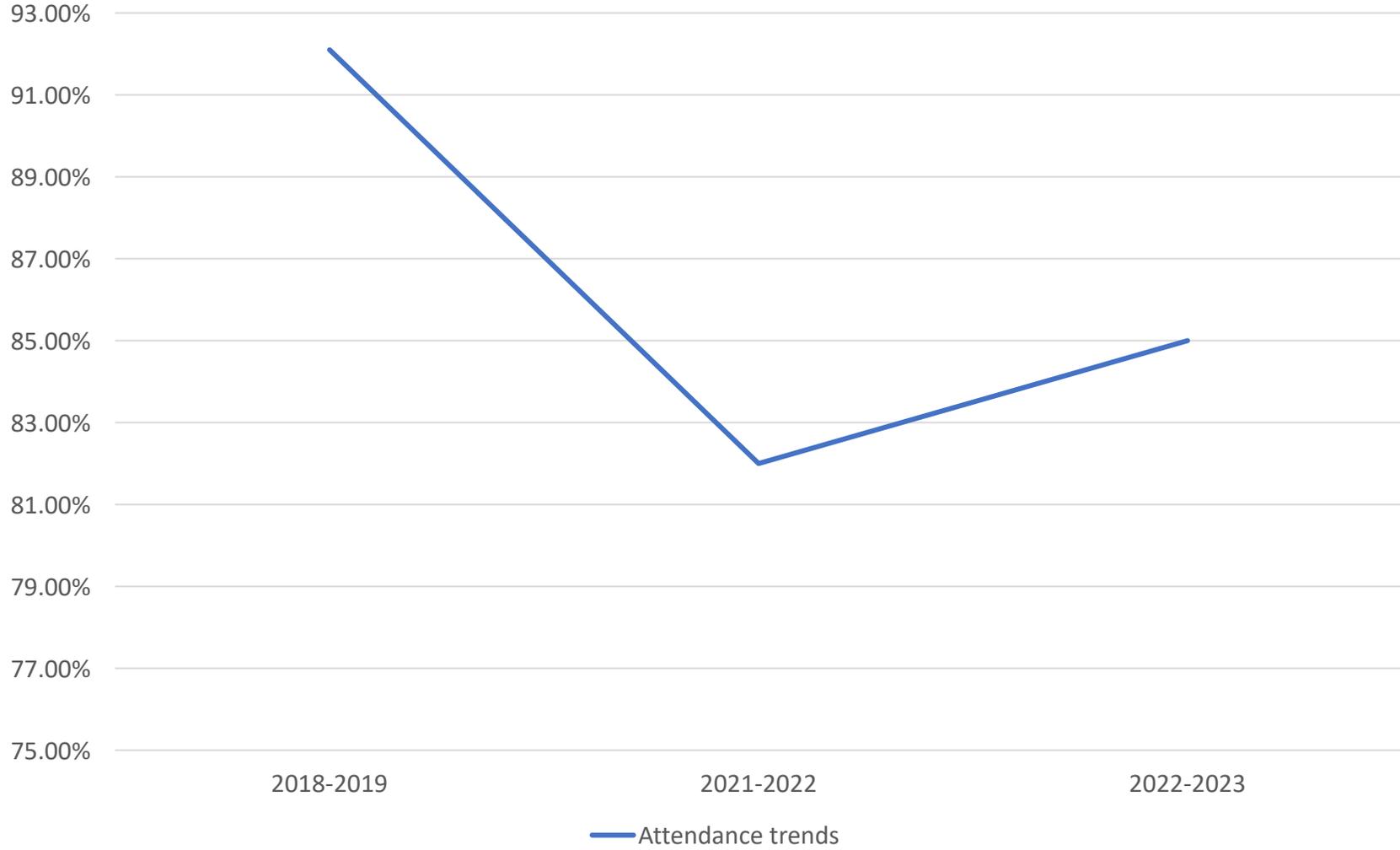
Apart from a small number of lower attainers [without SEN], in 2019, all key vulnerable groups made progress that was above national levels, with eFSM learners and SA+ pupils making progress that was significantly better than expected.

This is representative of pupil progress over many years.

School priorities 2023-2024

- Improving attendance
- Developing positive learning environment – improving pupil behaviour
- Continuing to improve pupil outcomes, particularly literacy

Attendance trends



Reasons for absence

- Broad continuum
- Poverty, disadvantage, eFSM
- SEN/ALN
- Parental influence and families with complex and multiple needs
- Anxiety, mental health
- General disengagement and more casual attitudes to school/learning since pandemic
- Transport

What we are doing to improve attendance

- Robust implementation of LA attendance policy
- Regular communication with pupils, parents/carers about importance of good attendance
- Close liaison with Carms School Safeguarding and Attendance Team
- Purposeful use made of Community Focused Schools funding (2022-2023) to appoint an Attendance and Wellbeing Officer
- Broad range of bespoke engagement strategies with pupils and families
- Introduced a free, school-funded breakfast club
- Targeted use of PDG to provide a robust Pupil Support and Inclusion Team

Estyn inspection findings 27 February 2023

“The school has supported pupils well to improve their attendance since their return to school following the pandemic”

“The school has effective arrangements to monitor attendance and provides robust interventions to support those pupils with poor attendance. This has led to improvements in attendance, especially that of pupils who are eligible for free school meals.”

What would help

- Local authority/school campaign around attendance
- Bus routes to school
- Increased access to funding for FEW support
- Recognition of impact of cost of living crisis on attendance, particularly in schools serving deprived communities
- Better access to mental/emotional health support for pupils

Behaviour

- Clear decline in behaviour standards since pandemic
- Increase in anxiety-driven behaviours
- Increased lack of social skills
- Lack of engagement with learning
- Emergence of 'newer' behaviours:
 - Verbal abuse and aggression towards staff;
 - Poor conflict resolution – physical aggression peer-on-peer
 - Unhealthy attachment to, and misuse of, mobile phone
 - Apathy, refusal behaviours
 - Vaping
 - Vandalism

On-call support for behaviour during lessons

November 2017– March 2018

Year	Year 7	Year 8	Year 9	Year 10	Year 11	Total
No. of callouts	30	51	61	68	25	235

November 2018 – March 2019

Year	Year 7	Year 8	Year 9	Year 10	Year 11	Total
No. of callouts	69	54	53	21	44	241

November 2021 – March 2022

Year	Year 7	Year 8	Year 9	Year 10	Year 11	Total
No. of callouts	70	53	59	124	29	335

November 2022 – March 2023

Year	Year 7	Year 8	Year 9	Year 10	Year 11	Total
No. of callouts	87	342	315	177	217	1138

Internal exclusion

Time period	Referrals	Total pupils
September 2017 – March 2018	168	80
September 2018 – March 2019	175	75
September 2021 – March 2022	304	145
September 2022 – March 2023	565	184

Fixed-term exclusions

	Autumn and spring terms 2017-18	Autumn and spring terms 2018-19	Autumn and spring terms 2021-22	Autumn and spring terms 2022-23
Total instances	40	23	90	98
Total days	72	63	110	117.5

Strategies to improve behaviour

- PDG – Pupil support team
- LA-funded Behaviour & Wellbeing Officer
- School provided nurture unit – *Cyfle*
- Links with LA Behaviour Support Community Team
- Key adult/mentor roles
- Engagement with a range of external stakeholders

Estyn inspection findings 27 February 2023

“Most pupils behave well in lessons and around the school sit”

“The ‘ready to learn’ behaviour policy is understood well and implemented consistently by staff. This ensures that there are clear and consistent routines that have a positive impact on pupils’ engagement and well-being.”

“A highly supportive, caring and inclusive ethos pervades all aspects of life at Coedcae School. Staff place a strong emphasis on knowing every pupil well and ensuring that support is tailored carefully to meet individual needs. Positive relationships between staff, parents and pupils are fostered by the school’s ‘trusted adult’ approach.”

What would help

- Local authority focus on earlier intervention
- Increased ALN funding
- Full-time ELSA
- Improved structures for early intervention
- Increased access to Behaviour Support Community Team
- Continuation of LA campaign