

**PLEASE NOTE THAT THERE WILL BE A PRE-MEETING  
FOR CHILDREN AND YOUNG PEOPLE SELECT  
COMMITTEE MEMBERS AT 9.30AM**

County Hall  
The Rhadyr  
Usk  
NP15 1GA

9<sup>th</sup> April 2014

**Notice of Special Meeting:**

**Children and Young People Select Committee**

**Tuesday 15<sup>th</sup> April 2014 at 10.00am  
The Conference Room, County Hall, The Rhadyr, Usk, NP15 1GA**

**AGENDA**

*The Council welcomes contributions from members of the public through the medium of Welsh or English. We respectfully ask that you provide us with adequate notice to accommodate your needs.*

Item No	Item
1.	Apologies for absence.
2.	Declarations of Interest.
3.	To confirm and sign the Children and Young People Select Committee minutes dated 14 <sup>th</sup> February 2014 (copy attached).
4.	To hold a discussion with the Chief Officer for Children and Young People following the Select Committee's meeting on 14 <sup>th</sup> February 2014 with the Head Teachers of the four secondary schools within Monmouthshire.

<b>5.</b>	To scrutinise the School Performance Report 2013 (report attached, covering report to follow).
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**Paul Matthews,**

**Chief Executive**

# Children and Young People Select Committee

## County Councillors:

D. Blakebrough  
P.R. Clarke  
P.S. Farley  
L. Guppy  
D.W. H. Jones  
P. Jones  
S. Jones  
R. P. Jordan  
M. Powell  
A.C. Watts  
P. Watts

## Added Members

### Voting on Education Issues Only

Revd. Dr. S. James (Church in Wales)  
Vacancy (Catholic Church)  
Mrs. A. Lewis (Parent Governor Representative)  
Mrs. S. Morgan-Owen (Parent Governor Representative)

## Added Members

### Non-Voting

Mr. G. Murphy (NAHT)  
Vacancy (ASCL)  
Vacancy (NUT)  
Vacancy (Free Church Federal Council)  
Vacancy (NASUWT)  
Mr. K. Plow (Monmouthshire Association of School Governors)

## Connecting with people

### Our Outcomes

The Council has agreed five whole population outcomes. These are *People in Monmouthshire will*:

- Live safely and are protected from harm
- Live healthy and fulfilled lives
- Benefit from education, training and skills development
- Benefit from an economy which is prosperous and supports enterprise and sustainable growth
- Benefit from an environment that is diverse, vibrant and sustainable

### Our Priorities

- Schools
- Protection of vulnerable people
- Supporting enterprise, job creation and entrepreneurship

### Values

- \* **Openness:** we aspire to be open and honest to develop trusting relationships.
- \* **Fairness:** we aspire to provide fair choice, opportunities and experiences and become an organisation built on mutual respect.
- \* **Flexibility:** we aspire to be flexible in our thinking and action to become an effective and efficient organisation.
- \* **Teamwork:** we aspire to work together to share our successes and failures by building on our strengths and supporting one another to achieve our goals.

**MONMOUTHSHIRE COUNTY COUNCIL**

**Minutes of the Children and Young People Select Committee held in the Old  
Council Chamber Shire Hall, Monmouth on Friday  
14<sup>th</sup> February 2014 at 9.15a.m.**

**PRESENT:** County Councillor R.P. Jordan (Chairman)

County Councillors: D. Blakebrough, P.S. Farley, L. Guppy, D.W.H. Jones, P. Jones, M. Powell and A.C. Watts

**ADDED MEMBERS:**

**Voting:**

Mrs. S. Morgan-Owen (Parent Governor Representative)

**OFFICERS IN ATTENDANCE:**

Ms. H. Ilett - Scrutiny Manager  
Mr. R. Williams - Democratic Services Officer

Mr. W. McLean - Head of Strategic Partnerships (Observing)

**INVITED GUESTS:**

Mr. V. Davies - Head Teacher, Monmouth Comprehensive School  
Mr. T. Bird - Deputy Head Teacher, Monmouth Comprehensive School  
Mr. Leicester - Chair of Governors, Monmouth Comprehensive School

Mrs. S. Gwyer-Roberts – Head Teacher, Caldicot Comprehensive School  
Mr. G. Whitcombe – Deputy Head Teacher, Caldicot Comprehensive School

Ms. C. Price – Head Teacher, Chepstow Comprehensive School  
Mr. A. Price - Deputy Head Teacher, Chepstow Comprehensive School

Ms. Y. Jones – Acting Head Teacher, King Henry VIII Comprehensive School  
Mr. M. May – Data & Assessment Assistant Head Teacher, King Henry VIII  
Comprehensive School

**MONMOUTHSHIRE RECOVERY BOARD**

Mr. R. Alcott  
Mr. J. Morgan

**APOLOGIES FOR ABSENCE**

1.- Apologies for absence were received from County Councillors P.R. Clarke, S. Jones, Revd. Dr. S. James (Church in Wales) and Mr. G. Murphy (NAHT).

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February 2014 - continued**

**DECLARATIONS OF INTEREST**

2.- Declarations of interest are identified under the relevant minute.

**MEETING WITH THE HEAD TEACHERS OF MONMOUTHSHIRE'S FOUR  
SECONDARY SCHOOLS REGARDING THE SCHOOLS' PERFORMANCE**

3.- County Councillors P.S. Farley, L. Guppy, R.P. Jordan and M. Powell declared a personal, non-prejudicial interest under the Members' Code of Conduct as they are school governors.

Mrs. S. Morgan-Owen (Parent Governor Representative) declared a personal, non-prejudicial interest under the Members' Code of Conduct as she is a school governor.

We met the Head Teachers and their representatives of the four secondary schools within Monmouthshire to discuss the schools' performance. The Head Teachers had been issued with 10 questions that the Select Committee had compiled relating to the schools' performance, in advance of the meeting, so that they might prepare their answers before attending.

The schools' responses to the 10 questions are as follows:

**Monmouth Comprehensive School**

**1) Could you give an overview of your school's performance over the last few years and the actions you will take to ensure that it improves over the next 2 years?**

The school's response:

- Over the last two years there has been an upward trend in performance at Key Stage 4 Level 2 from 76% to 83%. Level 1 performance was currently between 96% and 97%.
- Pupil attendance was 94%.
- A steady increase in maths performance equating to 68%.
- Performance in Science has increased by 10% up to 70%.
- Over the last three years there has been a decrease in overall performance in English.
- Performance at Key Stage 3 has improved over the last three years with good level 5 performance. Progress at Level 6+ has been variable and was becoming the school's focus for improvement.

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- The Head Teacher, with the support of the Education Achievement Service, has prepared a detailed action plan for the school. Various working groups were being established, e.g., a Teaching and Learning Group. Examination preparation and rehearsal was also being provided. Meetings with parents of vulnerable students were being held. The Senior Leadership Team meets regularly to assess pupils' performance.

**2) In light of the County's Estyn inspection, could you give us an insight into what is being done differently at your school?**

The school's response:

- With the support of the Education Achievement Service positive changes were being made.
- The School now has a Systems Leader.
- Representatives of The Office for Standards in Education (Ofsted) had visited the school and were pleased with the school's progress.
- Students receive one to one tuition in small groups in maths and English.

**3) How would you rate the improvements in your school over the last few years at KS3 and KS4 in core subjects, in relation to the rate of improvement in Wales and also in comparison to your family of schools?**

The school's response:

- There has been steady improvement within the school in Key Stage 4 Maths. The Wales average is 59%.
- Within the family of schools Monmouth Comprehensive School has moved from 19<sup>th</sup> to 20<sup>th</sup> position.
- At 7.8% free school meal eligibility, the school is below the local authority average.
- A well-developed tracking system regarding maths has been established and the current floor target had been achieved. The school aimed to achieve the 70% target over the next two years.
- In previous years, performance in science ranged between 65% and 76%. Currently, it is 79% and is above the Wales average. The family average is 82%.

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- Results in English have gone down. Changes to the qualification and marking have had a negative impact. Currently, 78% of pupils were achieving A - C grades which were off target by 2%.
- At Key Stage 3 Level 5+, all Core Subjects were performing above the Welsh average and performance was expected to further improve.
- Students were clear in what was required of them with regard to academic achievement. Further improvements in pupils' performance were expected.

**4) How does this relate to targets set for the next two years and what impact will this have on outcomes in relation to similar schools?**

The school's response:

- The school advised that they are identifying what a school needs to achieve to be ranked in the top 25% of schools in the country and are aiming to achieve Fischer Family Trust D status by focussing on key stage 2 outcomes. The school had indicated that it was close to achieving this status and that it was only a couple of percentage points away from this goal.
- Model 1 and Model 2a are adaptations of the Fischer Family Trust B, but do not involve English students. Free School Meals quartiles are based on free school meals data, whilst the Family of Schools data is based on various available data.

**5) Where does your school stand in relation to value added at both key stages and how does this added value compare with similar schools in terms of benchmarking?**

The school's response:

- The school advised that they work under the EDG model, which is the only model that is clear and consistent. Model 1 assesses how schools compare at key stage 3 with other students in Wales at that stage, with a capped point score. The school advised that at key stages 3 and 4, they are in quartile 1 or 2 against all schools in Wales and believe their 'value added' to be very positive.
- Model 2a however, takes into account mobility, deprivation, language spoken and other factors, which means that results are not so positive when these factors are contextualised. The school questioned whether contextualisation is right, but advised they have to work within that system.



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- They advised that achievement at Level 2+ and Core Subject Indicators therefore places them in quartile 4 and not quartile 2. The school is however aiming to move to quartile 2 over the next two years.

**6) What progress are you making towards improving outcomes for pupils eligible for Free School Meals? How does this compare with non-Free School Meals in your school, in Wales and in similar schools?**

The school's response:

- Last year there was a significant improvement regarding the support for students receiving free school meals.
- At Key Stage 4 – Level 2, 83% of pupils receiving free school meals achieved the same level as pupils not receiving free school meals.
- The attendance rates of free school meals pupils, over the last three years, has increased from 84.2% to 92%.
- Interventions being used were grants, smaller class sizes and bespoke timetables for students. Also, the school was ensuring that identification of pupils needs would start earlier.

**7) How do you ensure you meet the needs of all pupils in your school?**

The school's response:

- Overall attendance has increased over the last three years to 95%.
- There have been no fixed term exclusions over the last eight years. The Welsh average is 2.9%, the school's average is 0.6%.
- Average days lost equates to 19. The Welsh average is 150.
- The school is building a curriculum that is diverse and has the resources to achieve this.
- At Key Stage 4, students make their choices and the timetable is built around them.
- There is flexibility in lessons with a range of learning approaches applied. Every student is valued.
- Young People want to be heard. The School Council is dynamic and involved in school business.

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**8) What impact do you think the reduction in funding in real terms will have on pupils, in particular those with Additional Learning Needs?**

The school's response:

- Now is the time to do things differently to improve outcomes and provide appropriate resources accordingly. By investing at Key Stage 1, improvements with pupils' performance should be achieved sooner.

**9) What are your priorities for improvement for this academic year and how confident are you that your strategies will be successful in raising standards?**

The school's response:

- Exam rehearsals.
- Tracking and validity of data.
- Creating the right culture between staff, students and parents.

**10) How do you think the LEA can both challenge you and support you?**

The school's response:

- Review the current education structure and system.
- The 21<sup>st</sup> Century Schools Programme is an opportunity in which education provision may be improved.

Having received the school's responses to the questions, the following points were noted:

- The school has meetings with the Education Achievement Service regarding feedback and targets.
- Students receiving one to one tuition in small groups in maths and English aided the pupils in preparing for examinations.
- The school is a part of the pilot scheme receiving I.T. support from the Shared Resource Services (SRS). It has taken some time to 'bed in' but the school's I.T. Provision is in a good position.

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**Caldicot Comprehensive School**

**1) Could you give an overview of your school's performance over the last few years and the actions you will take to ensure that it improves over the next 2 years?**

The school's response:

- The school's overall performance has been improving over the last three years.
- Key Stage 3 Core Subject Indicator Level 5+: English - Quartile 1, Maths - Quartile 2 and Science - Quartile 3.
- Value Added: Maths and English are in Quartile 1 with Science in Quartile 2.
- There has been a 21% rise in performance in the Key Stage 4 Core Subject Indicators.
- Since 2011 the school's performance has risen putting it in the top 5<sup>th</sup> percentile of the Fischer Family Trust.
- Positive improvements are being made at Key Stages 3 and 4.
- Strategies are in place to ensure that the upward trend in performance continues.

**2) In light of the County's Estyn inspection, could you give us an insight into what is being done differently at your school?**

The school's response:

- Leadership roles have been revised which have been adapted since 2011.
- Pupil performance is key, which is at the heart of what the school does.
- Through robust evaluation the school has focussed on Core Subject Indicator performance and in doing so, has moved up an entire quartile.
- Consistent improvement plans containing bespoke strategies have been established.
- Senior leaders are more accountable.
- Robust performance Management in the second year is paying dividends.
- Targets have been set for the Head Teacher and staff to achieve.

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- The school governing body is experienced and meets regularly with the Head Teacher and Deputy Head Teacher.

**3) How would you rate the improvements in your school over the last few years at KS3 and KS4 in core subjects, in relation to the rate of improvement in Wales and also in comparison to your family of schools?**

The school's response:

- Key Stage 3 Level 5+: There has been a 9% rise in performance regarding Maths. Performance in Science has been variable.
- There has been a steady rise in performance regarding the Core Subject Indicators at Key Stage 3.
- Key Stage 4: There has been a steady rise in performance in English. Performance in Maths and Science has also improved.
- Since 2011, performance in maths has risen by 23%, with 72% of pupils achieving Grade C or above.
- In 2011, the school's Core Subject Indicators were performing below its Family of Schools. In 2013, the school's Core Subject Indicators were performing above the Family of Schools, the Local Authority and Wales averages.
- Key Stage 4 Level 2 Threshold – The percentage of pupils achieving this Threshold in 2013 is below the Family average but above the Wales average.
- Key Stage 4 Science – Some schools have moved over to BTEC courses but Caldicot Comprehensive School has continued to provide GCSE courses.

**4) How does this relate to targets set for the next two years and what impact will this have on outcomes in relation to similar schools?**

The school's response:

- Fischer Family Trust data, as well as the school's performance data, has been used when setting targets. The school is within the top 25% of schools.
- The targets set are realistic.

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**5) Where does your school stand in relation to value added at both key stages and how does this added value compare with similar schools in terms of benchmarking?**

The school's response:

- All pupils will be sitting the Essential Skills Wales Qualification.
- The school is in the 4<sup>th</sup> Quartile for Key Stage 4 performance at Level 2.
- The school provides a broad range of subjects, the majority of which are GCSE subjects.
- 5 A – C Grades – 7.5% value added and in benchmark Quartile 1.
- Target Level 2 Fischer Family Trust Data is 85%.
- Targets are realistic.
- The Level 1 Threshold target is difficult to achieve due to some issues arising regarding Special Educational Needs. Therefore, it is located within Quartile 3 and it is unrealistic to be in a higher Quartile. The target of 97% is challenging for the school.
- Value Added Benchmark Quartiles: The Level 2 Threshold for English and Maths in 2013 was 64.71%. This has increased since 2011 and 2012, moving on from the value added.
- The Core Subject Indicator has improved from -9.52 to +5.1 and is now +8.

**6) What progress are you making towards improving outcomes for pupils eligible for Free School Meals? How does this compare with non-Free School Meals in your school, in Wales and in similar schools?**

The school's response:

- The gap in performance between pupil's receiving free school meals and non-free school meals has reduced by 19% in all subjects.
- There has been a 36% gain in Modern Foreign Languages and a 38% gain in History.
- At Key Stage 4 there has been a reduction in Level 2 performance.
- The gap in performance at Level 1 will be rectified this year.

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**7) How do you ensure you meet the needs of all pupils in your school?**

The school's response:

- Ensures each child has a bespoke individual Education Plan, introduced in Year 7, for the remainder of the child's time in the school.
- Re-test pupils in basic skills to obtain a clear profile of academic and intellectual ability.
- A strong wellbeing programme focuses on children being safe and secure in school.
- Informed and able staff have developed a bespoke teaching and learning programme to fulfil pupils' potential.

**8) What impact do you think the reduction in funding in real terms will have on pupils, in particular those with Additional Learning Needs?**

The school's response:

- Diminishing resources has meant that the school staff has had to think in a more focussed way. The reduction in funding will limit but not stifle progress.
- The School will continue to reach Band 1 and use what it has to the best of its abilities.

**9) What are your priorities for improvement for this academic year and how confident are you that your strategies will be successful in raising standards?**

The school's response:

- Raise standards at Key Stages 3, 4 and 5.
- Continuing to address areas where improvements are required.
- Some positive upward movement has occurred in the quartiles.
- Plugging gaps.
- The tracking and monitoring of pupils is on target.
- Creating a bespoke package for all pupils.
- Year 7 is in Quartile 1.

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- Improvements can be sustained with long term programmes being established.

**10) How do you think the LEA can both challenge you and support you?**

The school's response:

- The new leadership in the Local Education Authority is refreshing with vision and challenge being evident.
- Ambition and challenge, support and guidance – The Education Achievement Service has excellent aspects within its service but further development is required.
- Resource support for young people. Many young people need bespoke packages. Mounton House School and the Pupil Referral Unit can help vulnerable children.
- Not every vulnerable child is a Free School Meal Child. Therefore, the Local Education Authority needs to reconsider how this funding is allocated. The Local Education Authority could expand provision to support these vulnerable children.
- Address the limitations of parents. The school lays on courses for parents.

Having received the school's responses to the questions, the following points were noted:

- It is difficult to obtain a place at Mounton House School.
- Mounton House School currently only accepts boys.

**Chepstow Comprehensive School**

**1) Could you give an overview of your school's performance over the last few years and the actions you will take to ensure that it improves over the next 2 years?**

The school's response:

- In previous years outcomes have been adequate but underachieving with regard to the priorities set.
- There has been considerable improvement in performance over the last two years.
- Improvements have been made at Key Stage 4 but still underachieving.

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- In previous years pupil performance has been dependent on cohort performance leading to erratic performances year on year.
- More consistency is now trying to be achieved with pupil performance being tracked.
- In the previous two years there has been a 15% improvement in maths.
- Rigorous action has been taken in Level 2 English resulting in an improvement in pupil attainment.

**2) In light of the County's Estyn inspection, could you give us an insight into what is being done differently at your school?**

The school's response:

- The school is doing well with regard to 'value added' but could do better.
- Pupils' performance is being tracked.
- The performance of pupils receiving free school meals is being tracked and analysed via intervention groups.
- Able to fine tune data tracking.
- Identifies performance levels of individual pupils and assesses what provision each pupil requires.
- The school is better at supporting young people.

**3) How would you rate the improvements in your school over the last few years at KS3 and KS4 in core subjects, in relation to the rate of improvement in Wales and also in comparison to your family of schools?**

The school's response:

- Key Stage 3 results have been variable.
- Results in comparison with the family of schools have been lower than they should be.
- A Key Stage 3 review is being undertaken.
- Key Stage 3 Science – good performance.
- Key Stage 3 Maths – performance is not as good as expected.



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- Key Stage 4 Core Subject Indicators – Maths performance is improving, outcomes are variable with regard to Science and the cap has been exceeded regarding English.

**4) How does this relate to targets set for the next two years and what impact will this have on outcomes in relation to similar schools?**

The school's response:

- The targets are ambitious.
- If all schools within the family continue their current improvement rates then Chepstow School is likely to be on a par with these schools.
- The school doesn't have the same levels of deprivation in comparison to other schools within Wales.
- Currently out of step with targets but targets will be met in the next two to three years.

**5) Where does your school stand in relation to value added at both key stages and how does this added value compare with similar schools in terms of benchmarking?**

The school's response:

- Fischer Family Trust data indicates that the school is performing well other than in English.
- The school is performing below the median of the family of schools.
- The school is not performing well enough but is improving.

**6) What progress are you making towards improving outcomes for pupils eligible for Free School Meals? How does this compare with non-Free School Meals in your school, in Wales and in similar schools?**

The school's response:

- Level 2 performance is off target by 20%.
- Current performance is not good enough.

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February 2014 - continued**

**7) How do you ensure you meet the needs of all pupils in your school?**

The school's response:

- Wider outcomes – pupils' wellbeing, attendance and behaviour.
- Pupils have Personal, Social and Health Education (PHSE).
- Provides extra curricula activities.
- Student Leadership.
- Tracking of pupils' performance. Track pupils from primary school regarding literacy and numeracy.
- Hold teachers to account.
- Focusing on the performance of pupils receiving free school meals.
- Working with feeder primary schools.
- Build on pupils' performance from primary schools to Chepstow Comprehensive School.
- Training with primary schools and leadership development.
- Reconfigured Teaching Assistant Support. Having an involvement in the planning of lessons.
- Bespoke teaching and learning experiences for pupils in the classroom.
- Key Stage 4 has a bespoke curriculum to best support pupils' needs.

**8) What impact do you think the reduction in funding in real terms will have on pupils, in particular those with Additional Learning Needs?**

The school's response:

- The reduction in funding has had a detrimental impact on the school due to its size. Therefore, to counter this, the school is doing things differently to support learners in the classroom. Teaching assessments are being undertaken in a different way.
- Continuing Professional Development (CPD) training is held every Monday evening.
- Improvements in leadership across the school is being established.

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February 2014 - continued**

- Improve professional practice.

**9) What are your priorities for improvement for this academic year and how confident are you that your strategies will be successful in raising standards?**

The school's response:

- Improve pupils' outcomes.
- Improve pupils' learning.
- Over the last two years considerable improvements have been made.
- Internally establishing support for science leadership.
- The school has excellent middle managers.
- Each house has two curriculum leaders.
- Whole school improvements are being driven.
- Staff and children within their house monitor their progress.
- The Head Teacher is able to take a back view and orchestrate the improvements.

**10) How do you think the LEA can both challenge you and support you?**

The school's response:

- The school has welcomed the more challenging conversations.
- Working with the Education Achievement Service is challenging.
- The catchment is currently small. The school would like to be able to fund opportunities for young people.
- Currently, 24% of the catchment comes from outside.
- There is disquiet amongst staff regarding the building of the proposed two new schools.
- The school would like assurances regarding catchment and to be able to work in a cluster of schools.

## **Minutes of the Children and Young People Select Committee dated 14<sup>th</sup> February 2014 - continued**

Having received the school's responses to the questions, the following points were noted:

- The five English teachers visit the feeder primary schools. Dialogue with teachers from the Foundation Phase upwards is being undertaken. It is anticipated that the momentum will grow from the next term.
- Chepstow Comprehensive School historically loses pupils to four other secondary schools. However, the school has attracted back some children from Wyedean School.
- Partnership working is being developed.
- The Head Teacher is looking to improve relationships with nearby secondary schools.
- In response to a Select Committee Member's question regarding the school's pupil performance targets, the Head Teacher stated that this is based on Key Stage 2 data.

### **King Henry VIII School**

**1) Could you give an overview of your school's performance over the last few years and the actions you will take to ensure that it improves over the next 2 years?**

The school's response:

- The school is significantly under performing at all levels at Key Stages 3 and 4.
- In order to improve upon this, the Acting Head Teacher is undertaking a full review of the school's performance as a whole.
- Data assessment reporting has been reviewed.
- Target grades have been re-visited and re-set. These are now challenging to raise standards.
- The Key Stage 4 curriculum review has been completed and appropriate interventions have been built into it.
- The School is changing its approach to teaching and learning across the school.
- Continuing Professional Development (CPD) training is being provided to staff to give them the skills that they require.

**Minutes of the Children and Young People Select Committee dated 14<sup>th</sup>  
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- Work on the school's website has been undertaken to improve the school's image.
- A parental satisfaction survey has been undertaken with positive outcomes.
- Safeguarding issues are being addressed. Buildings Maintenance has provided a commitment to erect fencing around the school.

**2) In light of the County's Estyn inspection, could you give us an insight into what is being done differently at your school?**

The school's response:

- The school is content with the safeguarding assessment.
- Pupils' standards – vastly improved tracking of all students at all levels. Improvement is anticipated throughout the remainder of the year.
- Heads of Departments are displaying a positive attitude.
- There is a focus on learning and teaching and a desire to accommodate new methods.
- Intervention strategies are in place focussing on the pupils' performance.
- Numeracy tests.
- Key Stage 4 Mentor – Efforts are being made to mentor every pupil.
- Support from the Local Authority and the Education Achievement Service has been very good. Support has also been received for part of the week via an executive Head Teacher from a Band 1 school. He has been impressed with the tracking system at King Henry VIII School and is looking to implement a similar system at his school.

**3) How would you rate the improvements in your school over the last few years at KS3 and KS4 in core subjects, in relation to the rate of improvement in Wales and also in comparison to your family of schools?**

The school's response:

- There have not been improvements at Key Stages 3 and 4.

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February 2014 - continued**

**4) How does this relate to targets set for the next two years and what impact will this have on outcomes in relation to similar schools?**

The school's response:

- Academic targets set by the Local Authority.
- Key Stage 4 targets have been set.
- Fischer Family Trust data - 25% top schools.
- Key Stage 3 – Quartile 1 but Quartile 2 is a more likely target.

**5) Where does your school stand in relation to value added at both key stages and how does this added value compare with similar schools in terms of benchmarking?**

The school's response:

- The school is under performing at every level.

**6) What progress are you making towards improving outcomes for pupils eligible for Free School Meals? How does this compare with non-Free School Meals in your school, in Wales and in similar schools?**

The school's response:

- There are 20 children receiving free school meals. All are involved in one or more intervention programmes. Targets have been set and every teacher is aware of this.

**7) How do you ensure you meet the needs of all pupils in your school?**

The school's response:

- Three key changes:
  - Having the correct curriculum.
  - Having the right intervention and support.
  - Ensure the quality of learning and teaching is improving.

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**8) What impact do you think the reduction in funding in real terms will have on pupils, in particular those with Additional Learning Needs?**

The school's response:

- Any reduction in funding will have a detrimental impact.
- The school has pupils with Additional learning Needs. There is a need to review the support that is currently in place.
- The school needs a Pupil Referral Unit located within the school for these pupils.

**9) What are your priorities for improvement for this academic year and how confident are you that your strategies will be successful in raising standards?**

The school's response:

- Raise pupil outcomes. All children should leave school having achieved.
- There will be an uplift in academic results at all levels this year.

**10) How do you think the LEA can both challenge you and support you?**

The school's response:

- The Local Authority to continue to support the school.
- An increase in funding would be helpful.
- The physical learning environment needs improving, i.e., site security, interior / exterior decoration.

Having received the school's responses to the questions, the following points were noted:

- Confidence in the local community needs to be re-gained in order to reduce the numbers of pupils being lost to Crickhowell and Brynmawr Schools and post 16 students to Hereford.
- Staff morale has improved but is still low.
- Pupils' morale has increased considerably. Attendance last year was 92.3%. This year it is 93.7%. This will have a positive effect on the banding for next year.
- Exclusions last year – 65 days. This year - 21.5 days.

**Minutes of the Children and Young People Select Committee dated 14<sup>th</sup>  
February 2014 - continued**

- The school is embracing learning in different ways.
- The relationship with feeder schools needs to be developed.
- With regard to pupils with additional learning needs, the school works on an inclusive model to integrate them back into the classroom.

Select Committee concluding thoughts:

- Support required for Mounton House School.
- Support required for pupils with additional learning needs.
- Arrange a meeting of the Select Committee to discuss the issues raised by the Head Teachers.

**The meeting ended at 12.50p.m.**



# SCHOOL PERFORMANCE REPORT 2013

Appendix A

Agenda Item 5

## MONMOUTHSHIRE COUNTY COUNCIL



*CYNGOR*  
monmouthshire  
COUNTY COUNCIL  
*sir fynywy*

### ANALYSIS OF SCHOOL EXAMINATION RESULTS AT THE END OF KEY STAGES 4 & 5

APRIL 2014

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# 1 Introduction

## 1.1 Background

At key stage 4, schools report upon a number of performance indicators based upon GCSE or Level 2 equivalent courses such as BTEC, Welsh Bacculaureate or vocational courses, for example. The Core Subjects remain English, Mathematics and Science. Schools will report on these and the CSI as in key stage 3. Pupils who attain the Core Subject Indicator have achieved a GCSE grade A\*-C or Level 2 Equivalent in English, Mathematics and Science.

Schools will also report on: the percentage of pupils attaining the Level 2 Threshold, which relates to those who attain 5 or more GCSE grades A\* to C or equivalent; the percentage of pupils attaining the Level 1 Threshold, which relates to those who attain 5 of more GCSE grades A\* to G or equivalent and perhaps of most vital importance; Level 2 Threshold including English and Mathematics, which relates to those who attain 5 or more GCSE grades A\* to C or equivalent, 2 of which *must be* English and Mathematics.

At Key Stage 5, schools report upon attainment at A Level or Level 3 equivalent courses; specifically the Level 3 Threshold, which relates to those who attain 2 or more A Level grades A to E or equivalent.

## 2. Key Stage 4

### 2.1 Key Stage 4 Core Subject Indicator (KS4CSI)

Performance for CSI has improved from 42.8% in 2007 to 53% in 2013 (an improvement of 10.2%). In Monmouthshire, the level of improvement has been 1.2% greater than across Wales. The last 3 years in particular has seen Monmouthshire make improvement where the performance appears to have stagnated.

Last Year, Monmouthshire was ranked 4<sup>th</sup> in Wales for this indicator.

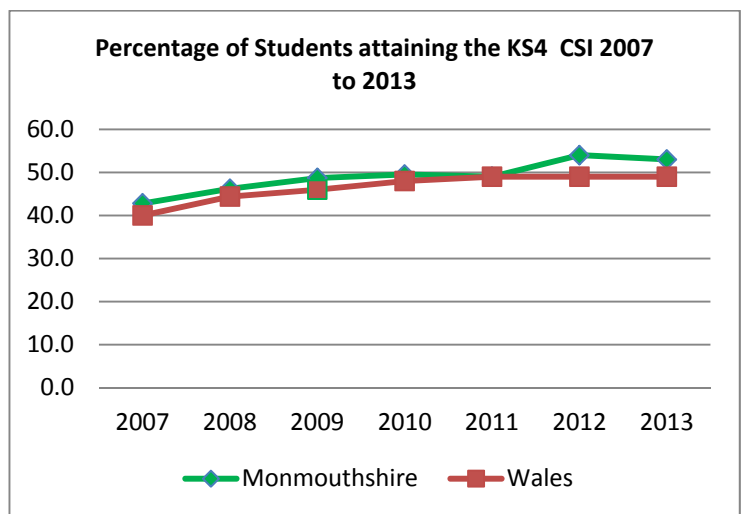
Performance declined by 1% in 12/13 compared to 11/12.

Attainment for this indicator fell 10% short of the 63% target in 12/13.

In 12/13, only 1 school made a significant improvement in this indicator. 2 schools saw significant decline in performance.

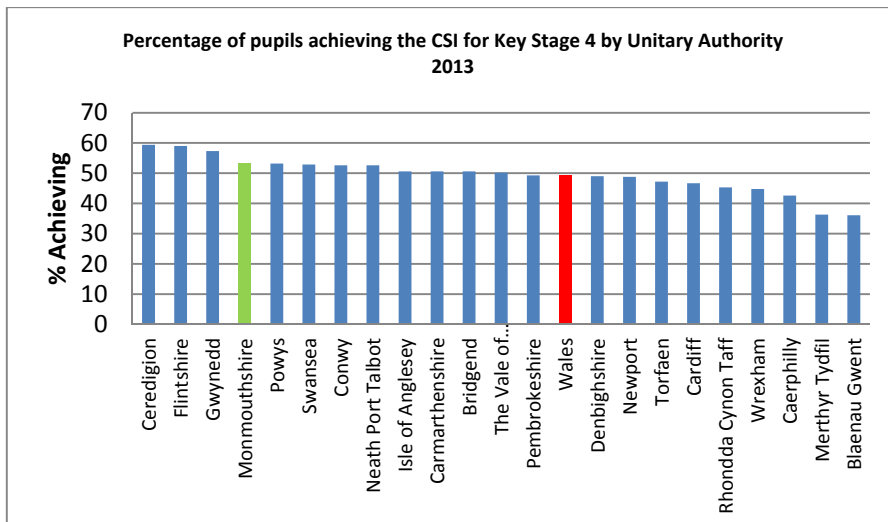
Monmouthshire should be ranked 3<sup>rd</sup> in Wales or above for this indicator.

The 12/13 target of 63%, if the projected target had been achieved, Monmouthshire would have been in 1<sup>st</sup> place by a margin of 3.6%.



**KS4 CSI local authority ranking based on performance**

	Authority	CSI KS4
1	Ceredigion	59.4
2	Flintshire	59
3	Gwynedd	57.3
4	Monmouthshire	53.4
5	Powys	53.2
6	Swansea	52.9
7	Conwy	52.6
8	Neath Port Talbot	52.6
9	Isle of Anglesey	50.6
10	Carmarthenshire	50.6
11	Bridgend	50.6
12	The Vale of Glamorgan	50.2
13	Pembrokeshire	49.3
	Wales	49.2
14	Denbighshire	49
15	Newport	48.8
16	Torfaen	47.2
17	Cardiff	46.7
18	Rhondda Cynon Taff	45.3
19	Wrexham	44.8
20	Caerphilly	42.6
21	Merthyr Tydfil	36.3
22	Blaenau Gwent	36.1



**2.2 Key Stage 4 Individual Subject Performance at the Level 2 Threshold (Grades A\* to C) 2013**

At 67.3%, performance at Level 2 Threshold in English is a 0.3% improvement from 2012 and is 4.4% above Wales. The rate of improvement over the last four years in Wales and Monmouthshire has been identical at 1.87%. However, Monmouthshire’s performance peaked at 69.7% in 2011 and has since fallen.

At 66.6%, performance at Level 2 in mathematics improved by 2.8% from 2012 and is 6.3% above Wales. In this same period, performance across Wales improved by 1.9%. Monmouthshire has made steady progress in performance over the last four years, improving by 10.5% overall, whilst Wales, also making steady progress has only improved by 7% over the same period.

At 67.8%, performance at Level 2 in science improved by 0.9% from 2012, however, this is 7% below Wales. Monmouthshire has made steady progress in performance over the last four years, improving by 6.1%, whilst Wales has made steady progress which has significantly accelerated in the past two years. Wales has made 8.9% improvement over the last two years and 13% overall the last four years.

**2.3 Key Stage 4 Level 2 Threshold including English and Mathematics**

Performance in Level 2 Threshold inclusive of English and Mathematics has steadily improved from 47.2% in 2008 to 57% in 2013 (an improvement of 9.8%). In Monmouthshire the level of improvement has been 2.4% greater than across Wales.

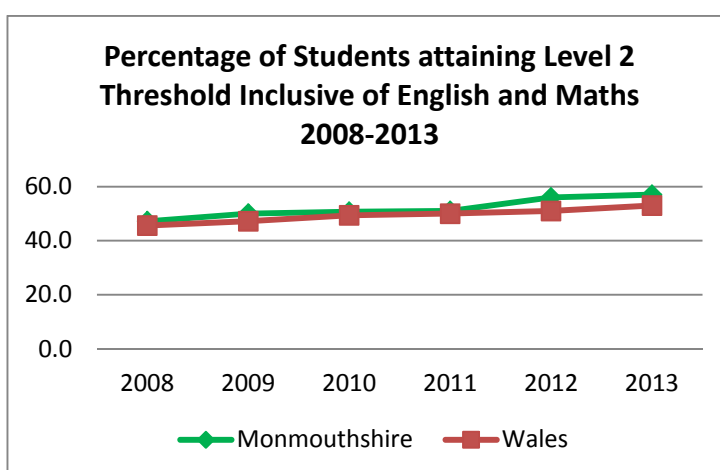
Last Year, Monmouthshire was ranked 5<sup>th</sup> in Wales for this indicator.

Attainment for this indicator fell 8% short of the 65% target in 12/13.

In 12/13 2 out of 4 schools have made significant improvement for this indicator.

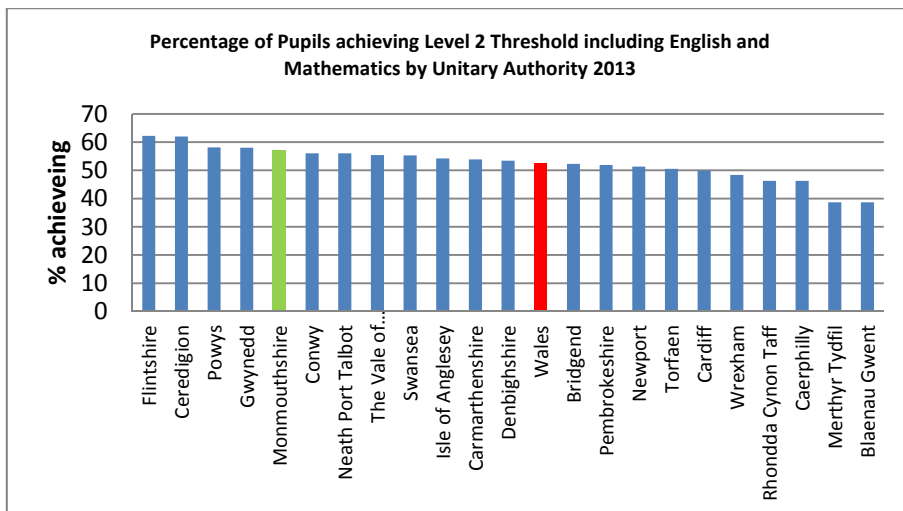
Monmouthshire should be ranked 3<sup>rd</sup> in Wales or above for this indicator.

The 12/13 target of 65%, if it had been achieved, would have placed Monmouthshire in 1<sup>st</sup> place by 3%.



**KS4 L2 inc Eng & Maths Local Authority ranking based on performance**

	Authority	L2 inc KS4
1	Flintshire	62.2
2	Ceredigion	62
3	Powys	58.1
4	Gwynedd	58
5	Monmouthshire	57.3
6	Conwy	56
7	Neath Port Talbot	56
8	The Vale of Glamorgan	55.4
9	Swansea	55.3
10	Isle of Anglesey	54.2
11	Carmarthenshire	53.9
12	Denbighshire	53.4
13	Wales	52.7
14	Bridgend	52.3
15	Pembrokeshire	51.9
16	Newport	51.3
17	Torfaen	50.5
18	Cardiff	49.9
19	Wrexham	48.4
20	Rhondda Cynon Taff	46.3
21	Caerphilly	46.3
22	Merthyr Tydfil	38.7
23	Blaenau Gwent	38.7



**2.4 Key Stage 4 Level 2 Threshold**

Performance at Level 2 Threshold has steadily improved from 54.1% in 2007 to 74% in 2013 (an improvement of 19.9%). In Monmouthshire the level of improvement has been 3.1% below Wales as a whole.

In particular, the last 3 years has seen Wales improve more quickly than Monmouthshire. Wales has improved by 10.7% and Monmouthshire only by 2.8%.

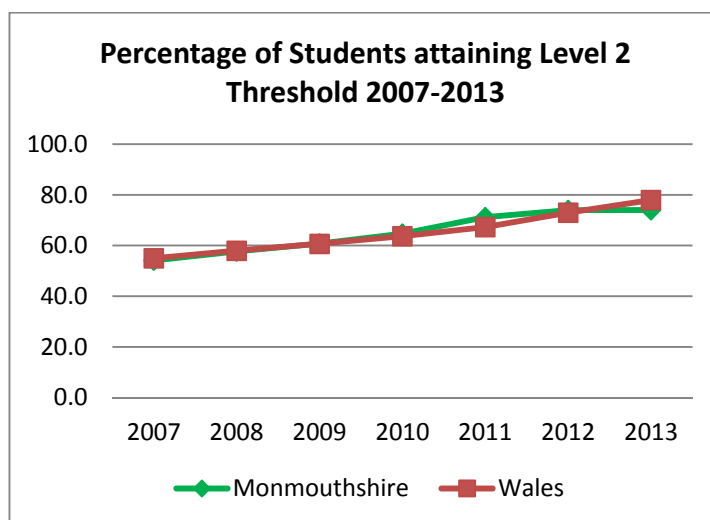
In 2013, Monmouthshire was ranked 16<sup>th</sup> in Wales for this indicator.

Performance in Level 2 Threshold dipped below that of Wales for the first time since 2008.

Attainment for this indicator fell 9% short of the 83% target in 12/13. In 12/13, only 1 school made significant improvement for this indicator.

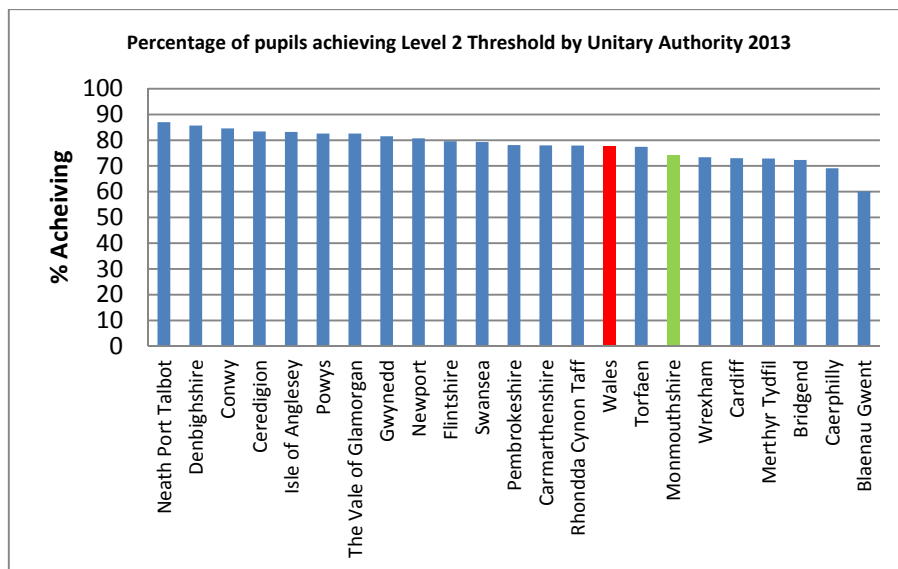
Monmouthshire should be ranked 3<sup>rd</sup> in Wales or above for this indicator.

If the 12/13 target of 83% had been achieved, this would have placed Monmouthshire in 3<sup>rd</sup> place.



**KS4 Level 2 Threshold Local Authority ranking based on performance**

	Authority	L2 KS4
1	Neath Port Talbot	87
2	Denbighshire	85.7
3	Conwy	84.6
4	Ceredigion	83.4
5	Isle of Anglesey	83.2
6	Powys	82.6
7	The Vale of Glamorgan	82.6
8	Gwynedd	81.5
9	Newport	80.7
10	Flintshire	79.6
11	Swansea	79.3
12	Pembrokeshire	78.1
13	Cardiff	78
14	Rhondda Cynon Taff	77.9
15	Wales	77.8
16	Monmouthshire	74.2
17	Wrexham	73.4
18	Cardiff	73
19	Merthyr Tydfil	72.9
20	Bridgend	72.3
21	Caerphilly	69.1
22	Blaenau Gwent	60.1

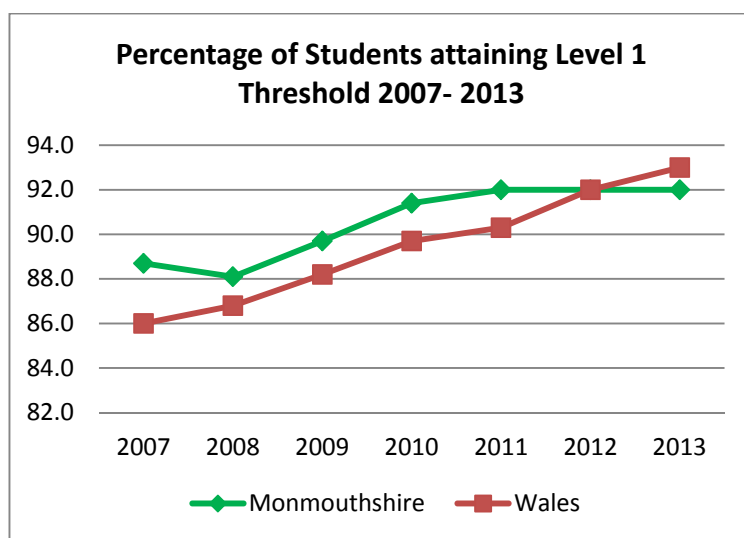


**2.5 Key Stage 4 Level 1 Threshold**

Performance at Level 1 Threshold has improved from 88.7% in 2007 to 92% in 2011 (an improvement of 3.3%), but has only remained at 92% through 2012 and 2013. In Monmouthshire, the level of improvement has been 3.7% less significant than across Wales, which has seen a steady improving trend since 2007.

In particular, the last 3 years has seen Wales improve more quickly than Monmouthshire, where performance has stagnated.

Last Year, Monmouthshire was ranked 18<sup>th</sup> in Wales for this indicator.



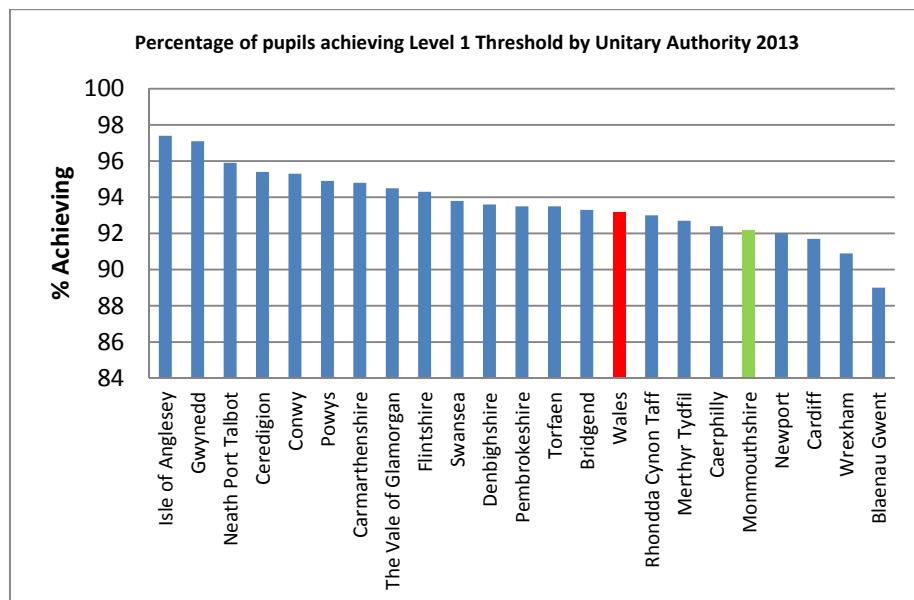
Performance dipped below that of Wales for the first time in 12/13. Attainment for this indicator fell 5% short of the 97% target in 12/13. In 12/13, there was little or no change in performance for this indicator at all 4 schools.

Monmouthshire should be ranked 3<sup>rd</sup> in Wales or above for this indicator.

The 12/13 target of 97%, if it had been achieved, would have placed Monmouthshire in 3<sup>rd</sup>.

### KS4 Level 1 Threshold Local Authority ranking based on performance

	Authority	L1 KS4
1	Isle of Anglesey	87
2	Gwynedd	85.7
3	Neath Port Talbot	84.6
4	Ceredigion	83.4
5	Conwy	83.2
6	Powys	82.6
7	Carmarthenshire	82.6
8	The Vale of Glamorgan	81.5
9	Flintshire	80.7
10	Swansea	79.6
11	Denbighshire	79.3
12	Pembrokeshire	78.1
13	Torfaen	78
14	Bridgend	77.9
	<b>Wales</b>	<b>77.8</b>
15	Rhondda Cynon Taff	77.4
16	Merthyr Tydfil	74.2
17	Caerphilly	73.4
18	<b>Monmouthshire</b>	<b>73</b>
19	Newport	72.9
20	Cardiff	72.3
21	Wrexham	69.1
22	Blaenau Gwent	60.1



## 2.6 Local Authority Rankings for Key Stage 4 2012 – 2013

Monmouthshire's key stage 4 rankings in 2013 have declined across all indicators. All indicators are ranked below where they should be according to Monmouthshire's FSM ranking of 3 or higher.

Indicator↔ Year↓	CSI	Level 2 Threshold inc Eng. and Maths	Level 2 Threshold	Level 1 Threshold
<b>2012</b>	3rd	3rd	12th	12th
<b>2013</b>	4th	5th	16th	18th

## 2.7 The number of pupils at the end of key stage 4 achieving in 2013

The actual size of each cohort (the number of pupils) varies from year to year. The following table provides information on the number of pupils at the end of key stage 4 in 2013 and the number of these pupils achieving the range of indicators.

Pupil Number↔ Indicator↓	Pupil numbers	Number Attaining
<b>CSI</b>	917	490
<b>Level 2 inc E/M</b>	917	526
<b>Level 2 Threshold</b>	917	681
<b>Level 1 Threshold</b>	917	846

## 3. Key Stage 5

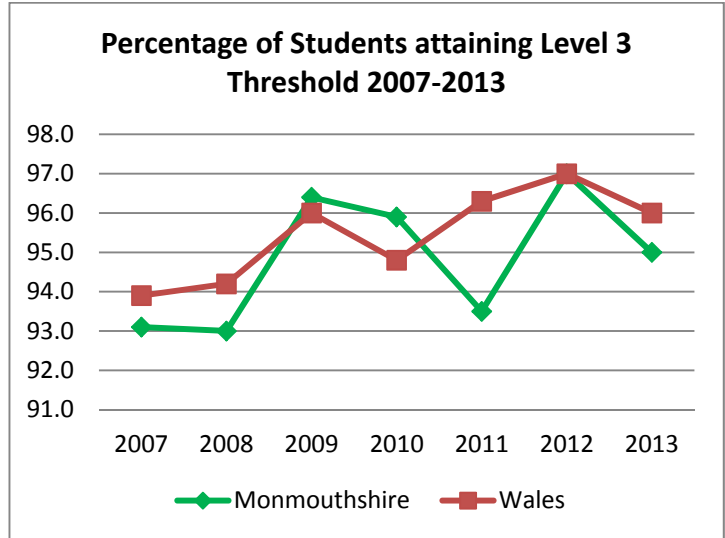
At Key Stage 5, schools report upon attainment at A Level or Level 3 equivalent courses; specifically the Level 3 Threshold, which relates to those who attain 2 or more A Level grades A to E or equivalent.

### 3.1 Key Stage 5 Level 3 Threshold

Performance for this indicator has fluctuated greatly between 2007 and 2013. Performance peaked at 97% last year and has, overall, improved by 1.9% from 93.1% to 95%.

In Monmouthshire, the level of improvement has been 0.2% less significant than across Wales.

Monmouthshire's performance has been worse than across Wales for 4 out of the last 7 years



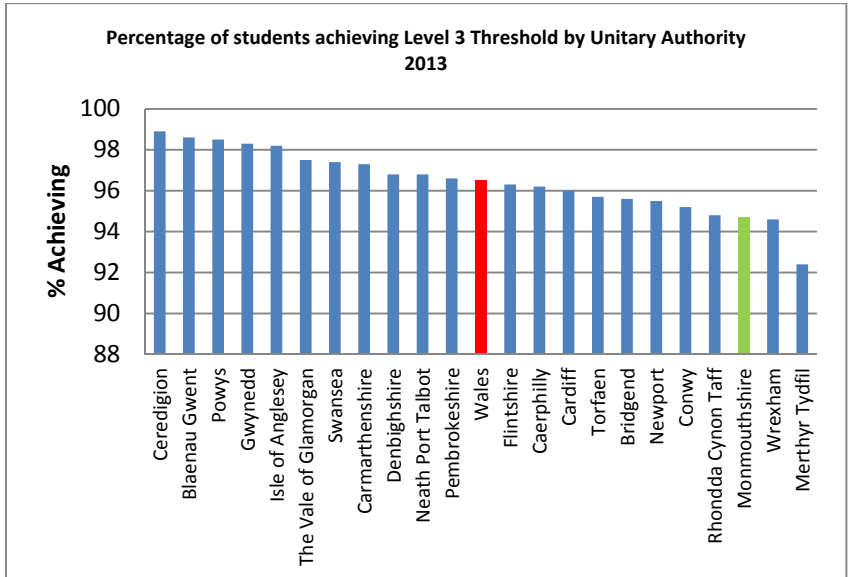
Last Year, Monmouthshire was ranked 20<sup>th</sup> in Wales for this indicator. Performance declined by 2% in 12/13 compared to 11/12. In 12/13, 3 schools saw significant decline in performance.

Monmouthshire should be ranked 3<sup>rd</sup> in Wales or above for this indicator.

In 2013/13 389 students sat the equivalent of 2 or more Level 3 qualifications and 370 achieved Level 3 Threshold.

**KS5 Level 3 Threshold Local Authority ranking based on performance**

	Authority	L3 KS5
1	Ceredigion	98.9
2	Blaenau Gwent	98.6
3	Powys	98.5
4	Gwynedd	98.3
5	Isle of Anglesey	98.2
6	The Vale of Glamorgan	97.5
7	Swansea	97.4
8	Carmarthenshire	97.3
9	Denbighshire	96.8
10	Neath Port Talbot	96.8
11	Pembrokeshire	96.6
	<b>Wales</b>	<b>96.5</b>
12	Flintshire	96.3
13	Caerphilly	96.2
14	Cardiff	96
15	Torfaen	95.7
16	Bridgend	95.6
17	Newport	95.5
18	Conwy	95.2
19	Rhondda Cynon Taff	94.8
20	<b>Monmouthshire</b>	<b>94.7</b>
21	Wrexham	94.6
22	Merthyr Tydfil	92.4



Monmouthshire was ranked 13<sup>th</sup> in Wales in 2011/12.

### 3.2 The number of pupils at the end of key stage 5 achieving in 2013

The actual size of each cohort (the number of pupils) varies from year to year. The following table provides information on the number of pupils at the end of key stage 5 in 2013 and the number of these pupils achieving the Level 3 Threshold.



Pupil Number↔ Indicator↓	Pupil numbers	Number Attaining
Level 3 Threshold	377	357

#### 4. Summary

- Although performance remains strong in Key Stage 4 and 5, it is not comparable with Monmouthshire's FSM ranking.
- The rate of improvement over the last 5 years has been slower than Wales as a whole. For the first time in 2013, outcomes in Monmouthshire fell below the Wales performance for Level 1 and Level 2 Threshold.
- Attainment at the end of Key Stage 4, although showing a largely improving trend across the Core Subjects and indicators, is still not at the level it should be to be consistent with the FSM ranking.
- All KS4 indicator rankings have fallen in the last year, particularly across the broader indicators of Level 2 and Level 1 Threshold.

# SCHOOL PERFORMANCE REPORT 2013

Appendix B

## MONMOUTHSHIRE COUNTY COUNCIL



*CYNGOR*  
monmouthshire  
COUNTY COUNCIL  
*sir fynywy*

### ANALYSIS OF SCHOOL TEACHER ASSESSMENTS AND EXAMINATION RESULTS

AT THE END OF FOUNDATION PHASE AND KEY STAGES 2, 3, 4

### GROUP PERFORMANCE

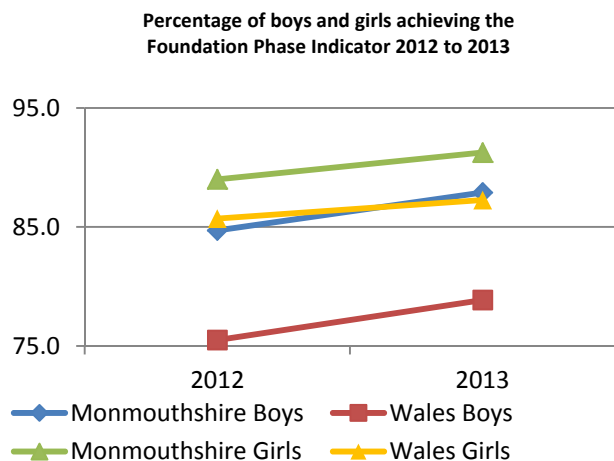
APRIL 2014

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## 1. Foundation Phase

### 1.1 Foundation Phase Performance of Boys and Girls



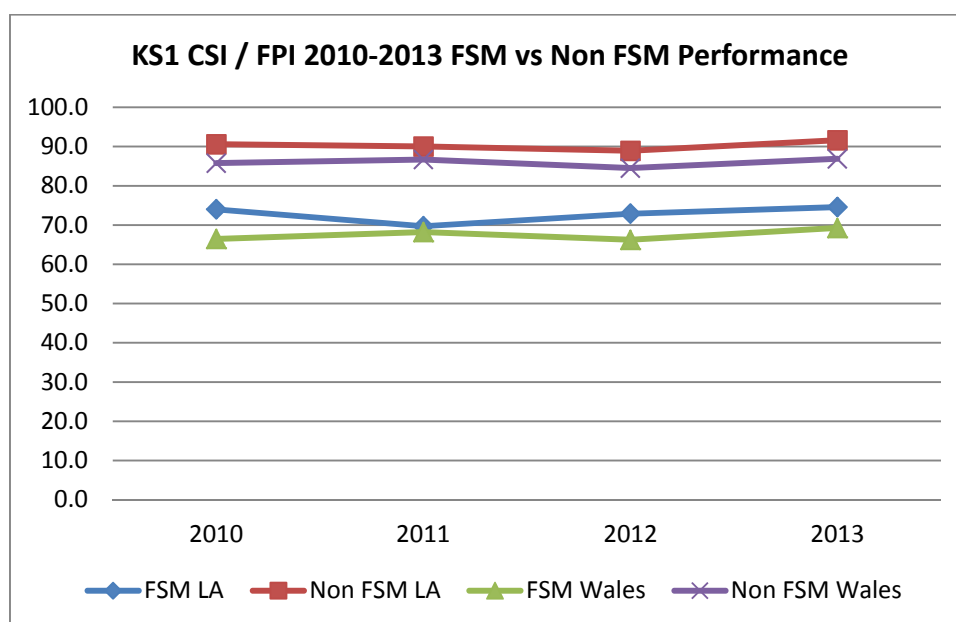
Girls in Monmouthshire continued to outperform boys at the expected level in LLC, MD, PSDWCD and the FPI in 2013.

Similarly, girls outperformed boys in LLC and PSDWCD at the higher level. However, boys significantly outperformed girls (by 8.9%) at the higher level in MD.

The rate of improvement in LLCE at the higher level for both boys and girls is higher than Wales from 2012 to 2013. Girls improved at a faster rate than Wales in PSDWCD and boys in MD.

### 1.2 Foundation Phase - Free School Meal Pupil Performance

Performance of pupils who are eligible for free school meals (FSM) has more or less remained at a similar level between 2010 and 2013, showing a slight improvement of 0.6%. Wales has seen a similar trend, showing an improvement of 2.7%



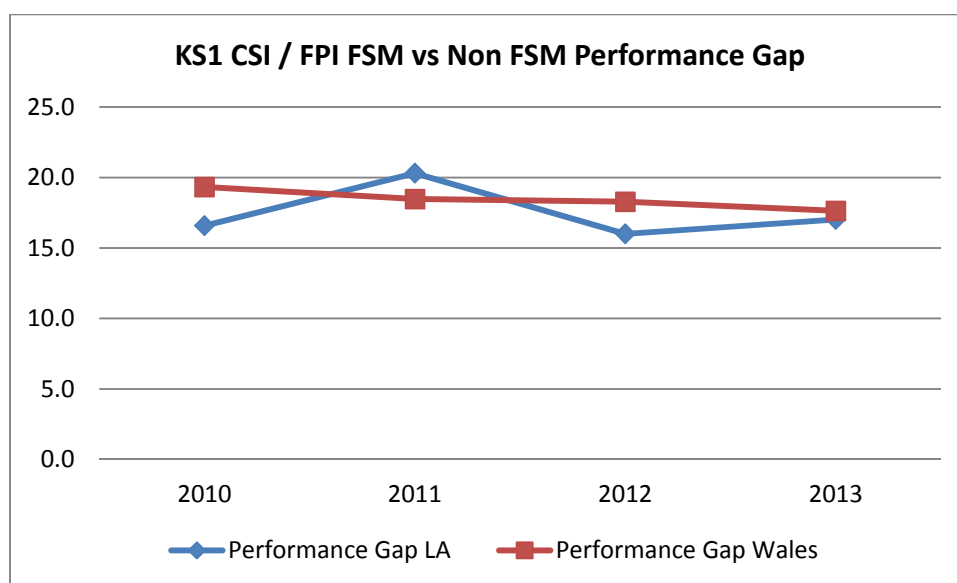
Performance for this indicator has exceeded that across Wales between 2010 and 2013.

The percentage of FSM pupils achieving FPI has improved by 3.9% for Monmouthshire over the last two years.

### 1.3 Foundation Phase - Free School Meal Pupil Performance Gap

The gap between performance of FSM entitled pupils and those who are not has fallen steadily by 1.7% between 2010 and 2013. With the exception of 2011, the performance gap for this indicator has been smaller than across Wales. However, the performance gap in 2013 was similar across Wales and Monmouthshire, being 0.6% greater in Wales.

The performance gap increased from 2012 to 2013 by 1% to 17% overall. In 2010, the performance gap in Monmouthshire was 16.6%.

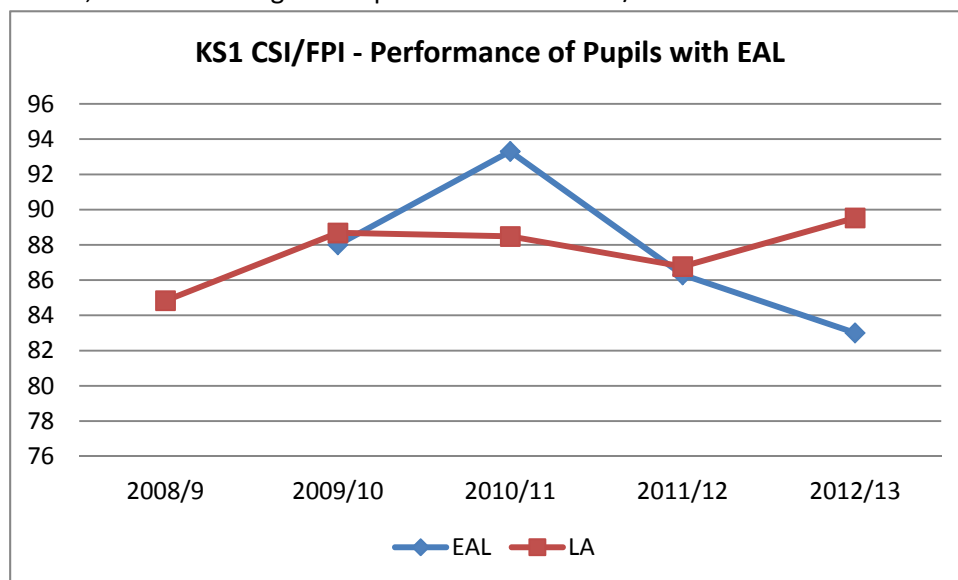


### 1.4 Foundation Phase Indicator – Performance of Looked After Children

Attainment of LAC for the Foundation Phase is not collected nationally.

## 1.5 Foundation Phase Indicator – Performance of Pupils with English as an Additional Language

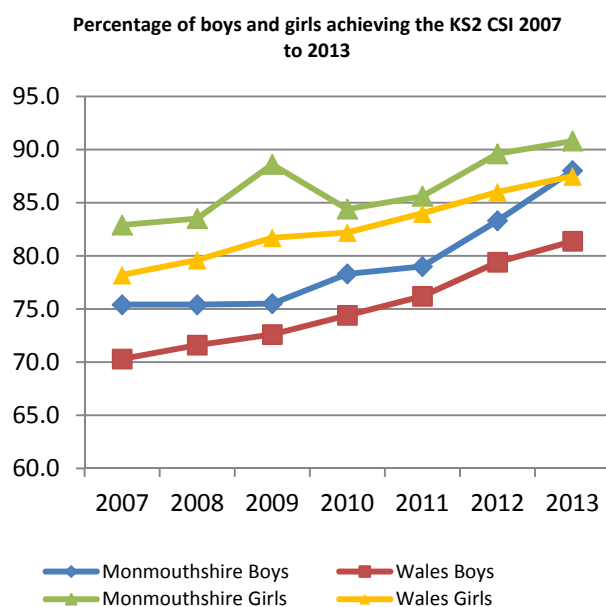
Performance of pupils with English as an Additional Language (EAL) has largely mirrored that across the LA, even exceeding the LA performance in 2010/11.



However, there has been an overall decline in the performance of pupils with EAL between 2010 and 2013 of 5.7%, including a 3.8% decline from 2012 to 2013. The performance of EAL pupils in 2013 was 6.5% below performance across the LA.

## 2. Key Stage 2

### 2.1 Key Stage 2 Performance of Boys and Girls



The performance of boys in mathematics and science at the expected and above the expected level in mathematics and science has steadily improved over the last three years.

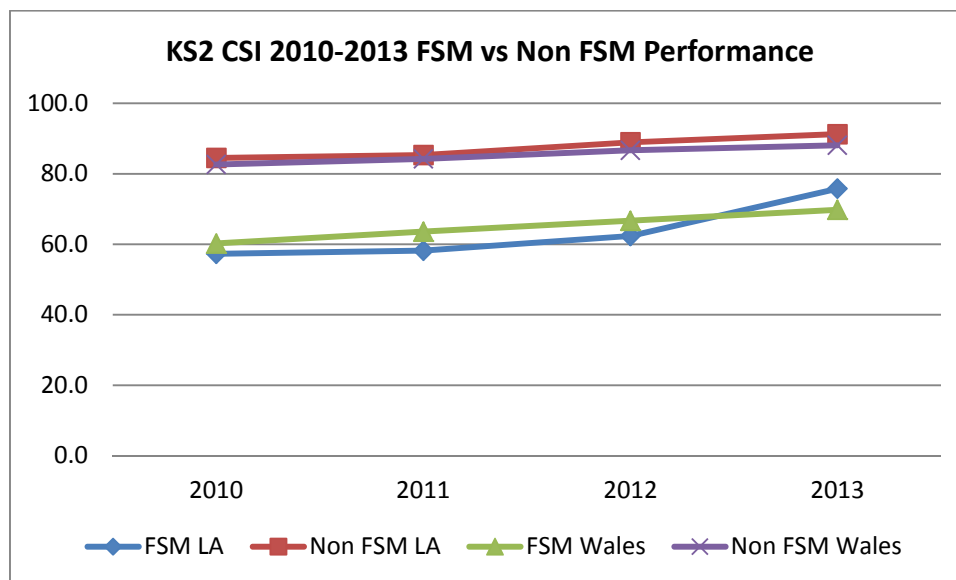
In 2013, boys in Monmouthshire outperformed girls in both mathematics at level 4 (by 1%) and above and science at level 4 (by 1.3%) and level 5 (by 5.5%).

Boys have consistently outperformed girls at the higher level in mathematics since 2010.

Girls in Monmouthshire continue to outperform boys at both level 4 and level 5 in English. However, the gap in performance between boys and girls has reduced to 1.9% and 6.0% respectively and is at its smallest for the past seven years.

## 2.2 Key Stage 2 Core Subject Indicator – Free School Meal Pupil Performance

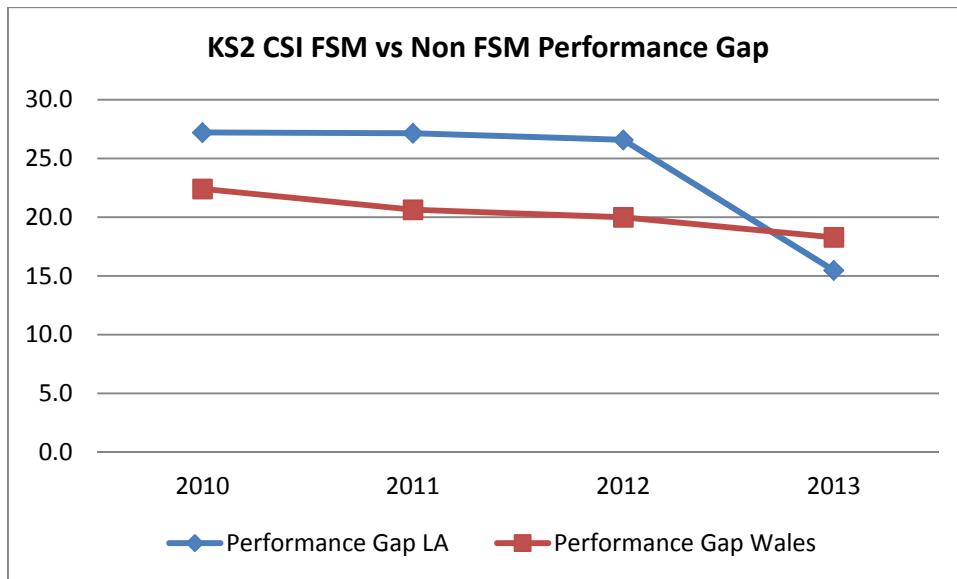
Performance of pupils who are eligible for free school meals (FSM) has improved steadily from 57.3% to 75.8% between 2010 and 2013, an improvement of 18.5%. This is almost twice the rate of improvement across Wales for the same period, which saw a 9.7% improvement.



Performance for this indicator exceeded that across Wales for the first time in 2012/13 and saw a 13.4% improvement on 2011/12. The rate of improvement for Monmouthshire has accelerated over the last two years.

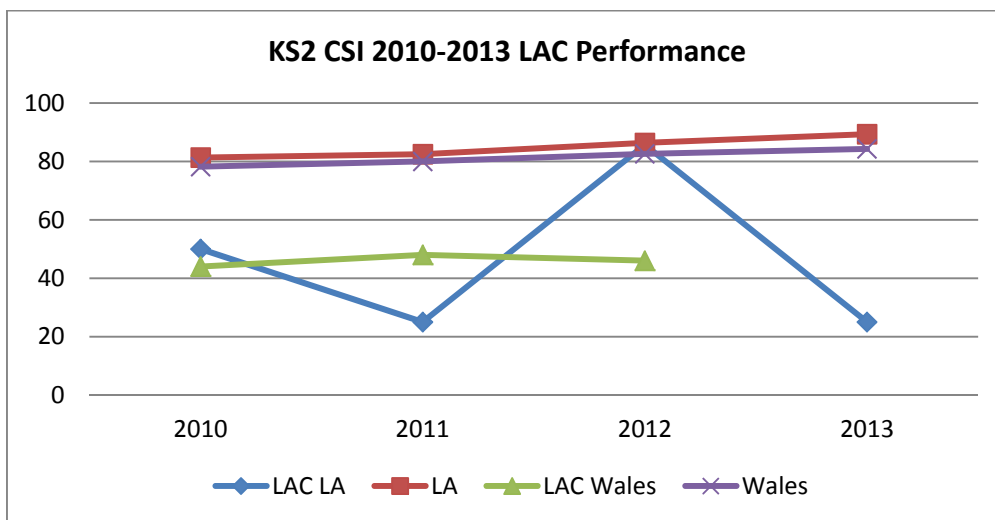
## 2.3 Key Stage 2 CSI – Performance Gap Between Pupils Entitled and Not Entitled to FSM

The gap between performance of FSM entitled pupils and those who are not has fallen steadily in Monmouthshire and across Wales. However, this gap has been greater in Monmouthshire than across Wales until 2012/13, when the performance gap fell below that across Wales for the first time. The performance gap for 2012/13 in Monmouthshire was 15.5% compared to 18.3% across Wales.



#### 2.4 Key Stage 2 Core Subject Indicator - Performance of Looked After Children

Performance of pupils who are Monmouthshire Looked After Children (LAC) has been volatile. This is largely due to the small size of the cohorts involved, the wide range of abilities and educational needs of these pupils. 2013 performance across Wales for LAC is not available until September 2014.

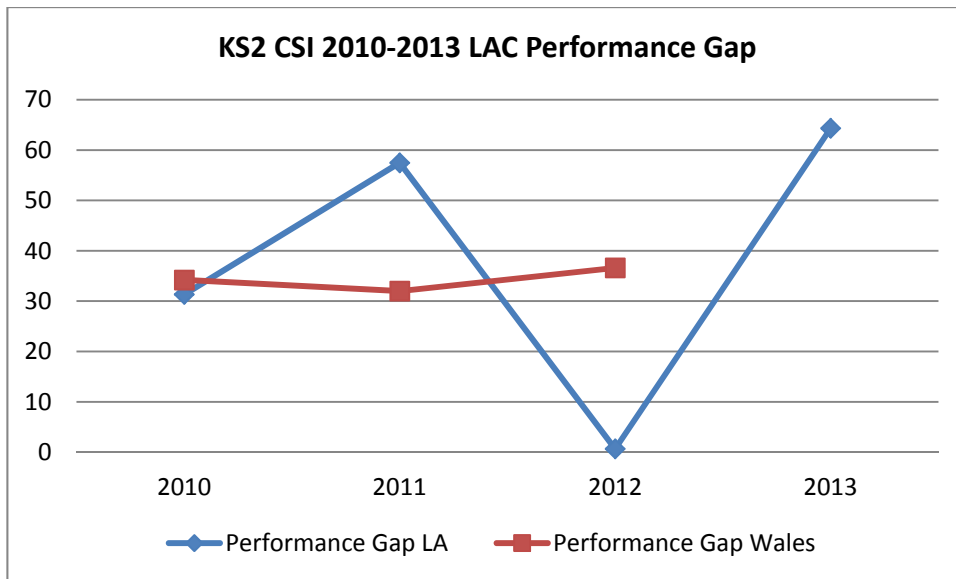


Similarly, the performance gap between LAC and all pupils is volatile.

#### 2.5 Key Stage 3 CSI – Performance Gap Between LAC and Non LAC

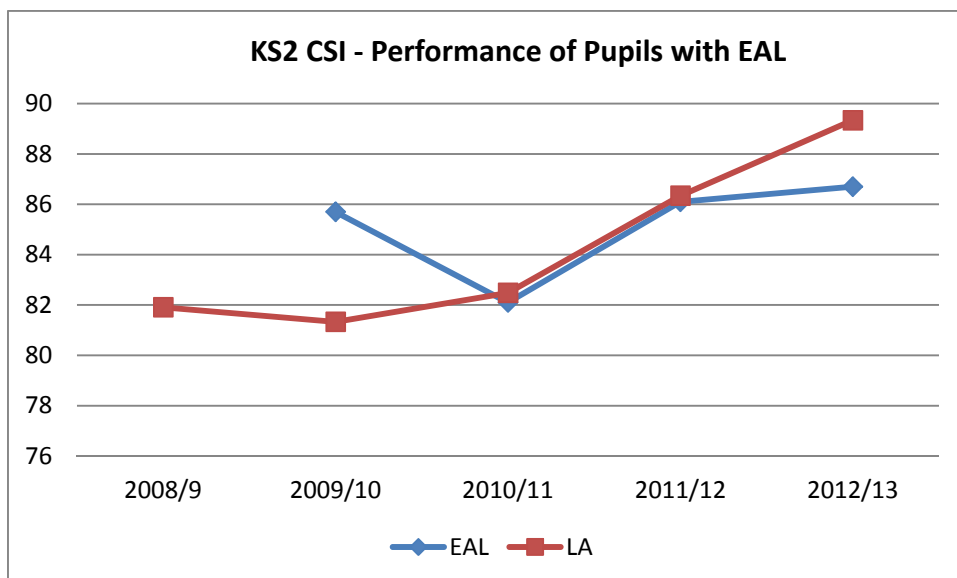
The gap has varied between 64% in 2013 and less than 1% in 2012. Across Wales, the picture is one of diminishing performance in terms of the gap between LAC outcomes and all pupils' outcomes.





## 2.6 Key Stage 2 Core Subject Indicator - Performance of Pupils with English as an Additional Language

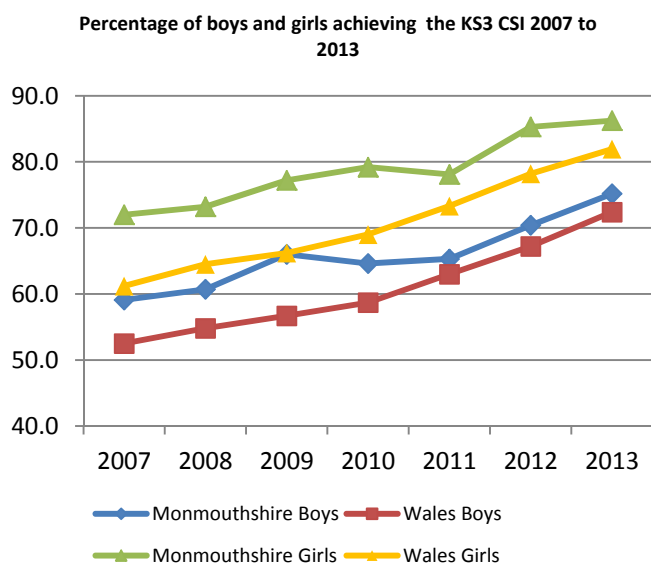
Performance of pupils with English as an Additional Language (EAL) has largely mirrored that of all pupils across the LA, even exceeding the LA performance by 4.4% in 2009/10 with 85.7% of EAL Pupils achieving CSI.



There has been an overall improvement in the performance of pupils with EAL between 2010 and 2013 of 1%. The performance of EAL pupils in 2013 was 2.6% below performance across the LA.

## 3. Key Stage 3

### 3.1 Key Stage 3 Performance of Boys and Girls



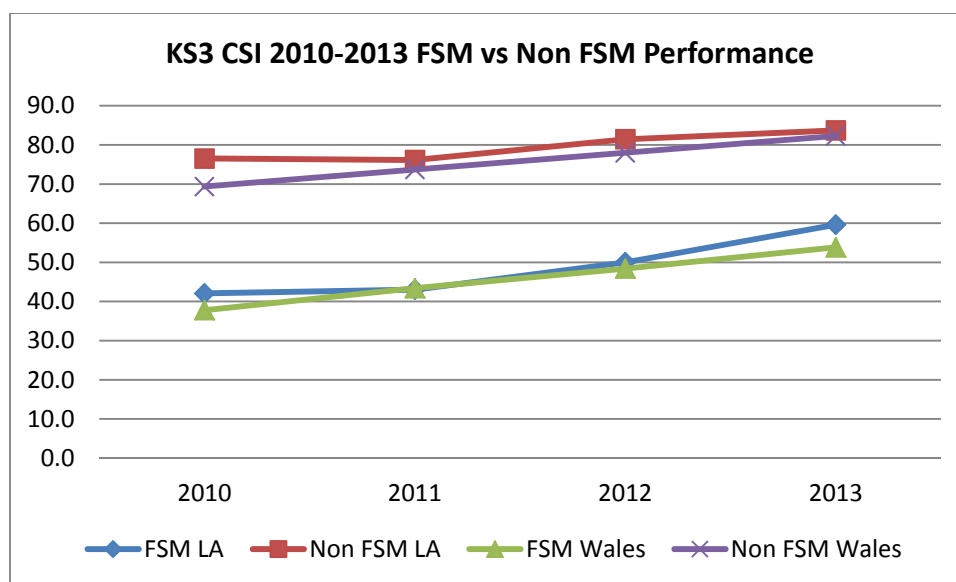
Girls continued to outperform boys at the expected level in all three of the core subjects. However, over the past four years; the differential in attainment has reduced by 4.4% in English, 1.8% in mathematics and 2.6% in science.

Girls outperformed boys in English above the expected level however; the gap has reduced by 0.7% over the last four years.

In mathematics in 2013, the performance of girls is only 1.2% above that of boys. In science however, the performance of both boys and girls is below Wales. Girls have consistently outperformed boys and in 2013, the differential in attainment is 13.5%.

### 3.2 Key Stage 3 Core Subject Indicator – Free School Meal Pupil Performance

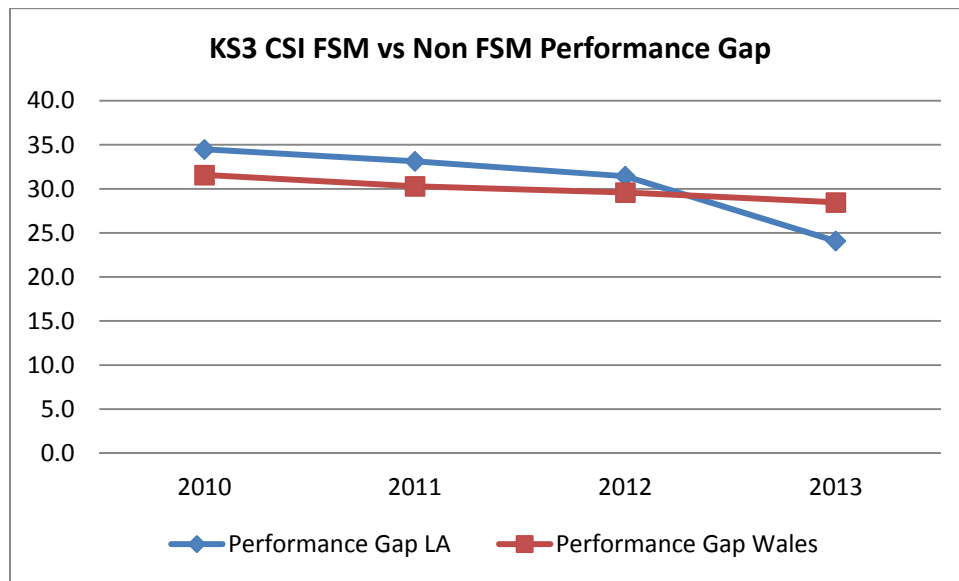
Performance of pupils who are eligible for free school meals (FSM) has improved steadily from 42% to 59.6% between 2010 and 2013, an improvement of 17.6%. This is similar to the rate of improvement across Wales for the same period, which saw a 16% improvement.



The performance of FSM pupils in Monmouthshire has largely matched the performance across Wales.

### 3.3 Key Stage 3 CSI – Performance Gap Between Pupils Entitled and Not Entitled to FSM

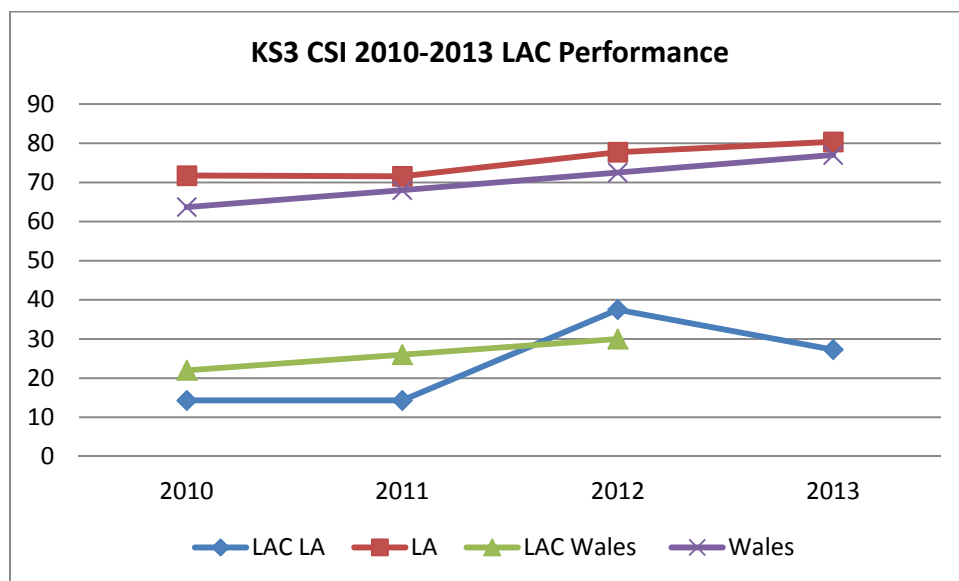
The performance gap between FSM and Non FSM pupils has declined steadily in Monmouthshire and across Wales but remains higher than it should.



However, the performance gap has fallen more quickly in Monmouthshire than across Wales and, in 2013, the performance gap in Monmouthshire, at 24.1% fell below the 28.5% seen across Wales.

### 3.4 Key Stage 3 Core Subject Indicator - Performance of Looked After Children

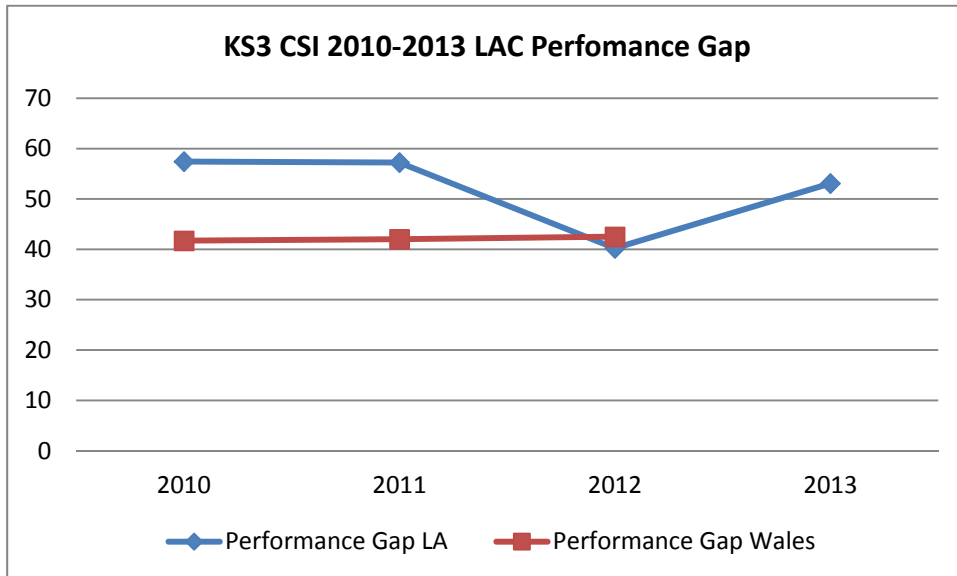
Performance of pupils who are Monmouthshire Looked After Children (LAC) has been volatile. This is largely due to the small size of the cohorts involved, the wide range of abilities and educational needs of these pupils. 2013 performance across Wales for LAC is not available until September 2014.



The performance of LAC pupils has improved from 14.3% in 2010 to 27.3% in 2013, peaking at 37.5% in 2012. Performance of LAC pupils across Wales has improved, but more slowly, from 22% in 2010 to 30% in 2012.

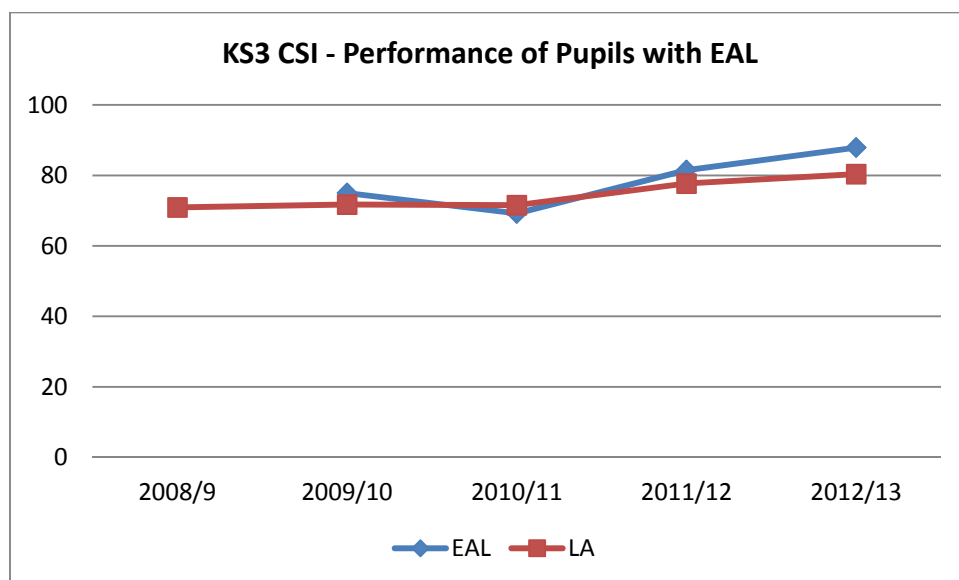
### 3.5 Key Stage 3 CSI – Performance Gap Between LAC and Non LAC

The Performance gap between LAC and all pupils has fallen from 57.4% in 2010 to 53% in 2013. However, the performance gap is still significant Across Wales, the picture is one of steadily diminishing performance in terms of the gap between LAC outcomes and all pupils' outcomes, increasing from 41.7% to 42.5%.



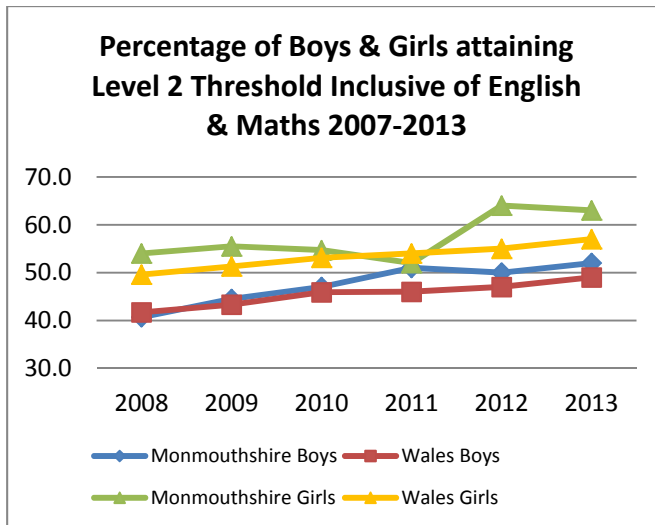
### 3.6 Key Stage 3 Core Subject Indicator - Performance of Pupils with English as an Additional Language

Performance of pupils with English as an Additional Language (EAL) has largely mirrored that of all pupils across the LA. Performance of children with EAL has improved more quickly than across the LA. EAL Pupil performance has improved by 12.9% from 2010 to 2013, 4.3% more than across the LA.



## 4 Key Stage 4

#### 4.1 Key Stage 4 Level 2 Threshold Including English and Mathematics - Performance of Boys and Girls



Girls continued to outperform boys at Level 2 Threshold inclusive of English and mathematics in Monmouthshire and across Wales. However, the differential is more significant in Monmouthshire.

The differential has decreased between 2008 and 2013 from 13.3% to 11%.

#### 4.2 Individual Core Subjects

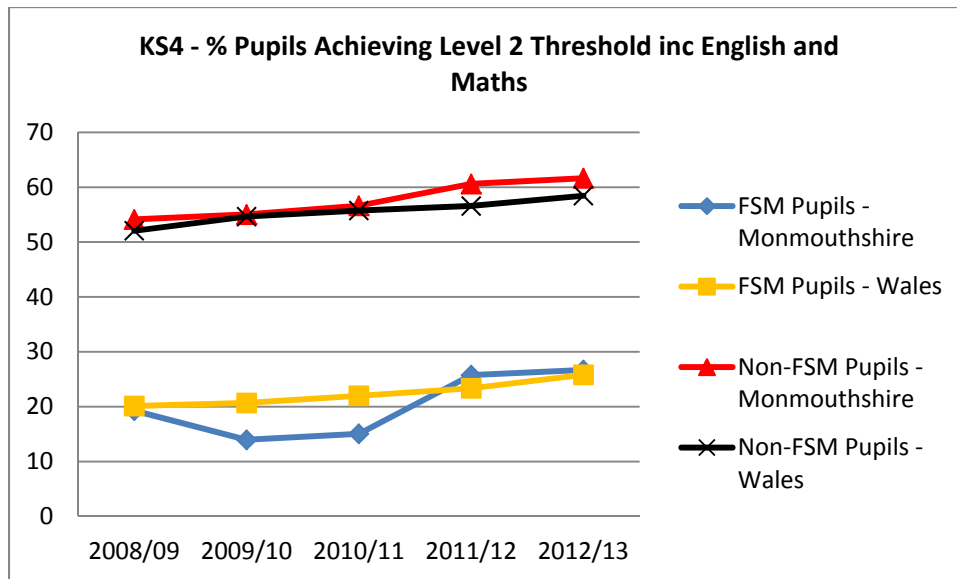
Girls continue to outperform boys in English at Level 2. The differential has increased from 18.6% in 2009 to 21% in 2013. The differential across Wales has remained constant at around 17% across the same period.

In mathematics in 2013, the performance of girls is only 2.4% above that of boys. Performance of boys and girls is very similar between 2008 and 2013 and closely mirrors performance of boys and girls across Wales.

In science, however, the performance of both boys and girls is below Wales. Girls have consistently outperformed boys and in 2013, the differential in attainment is 3.5%.

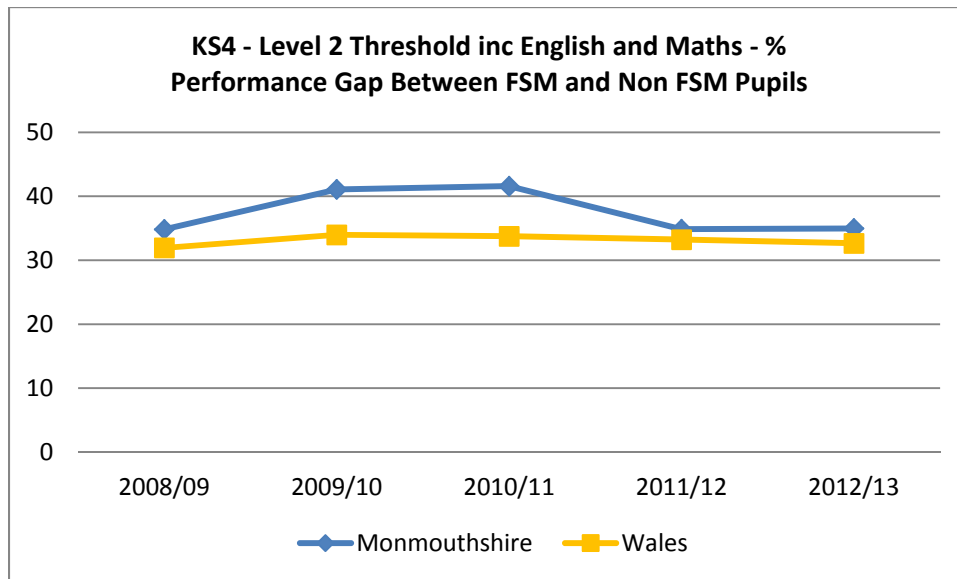
#### 4.3 Key Stage 4 Level 2 Threshold including English and Mathematics – Free School Meal Pupil Performance

The performance of pupils eligible for free school meals at Level 2 Threshold including English and Mathematics is significantly below that of those pupils who are not eligible. In Monmouthshire, performance has improved from 19.3% to 26.7% between 2009 and 2013, an increase of 7.4%. In the same period, performance across Wales has improved slowly but consistently from 20.1% to 25.8%, 1.7% less than the improvement in Monmouthshire.



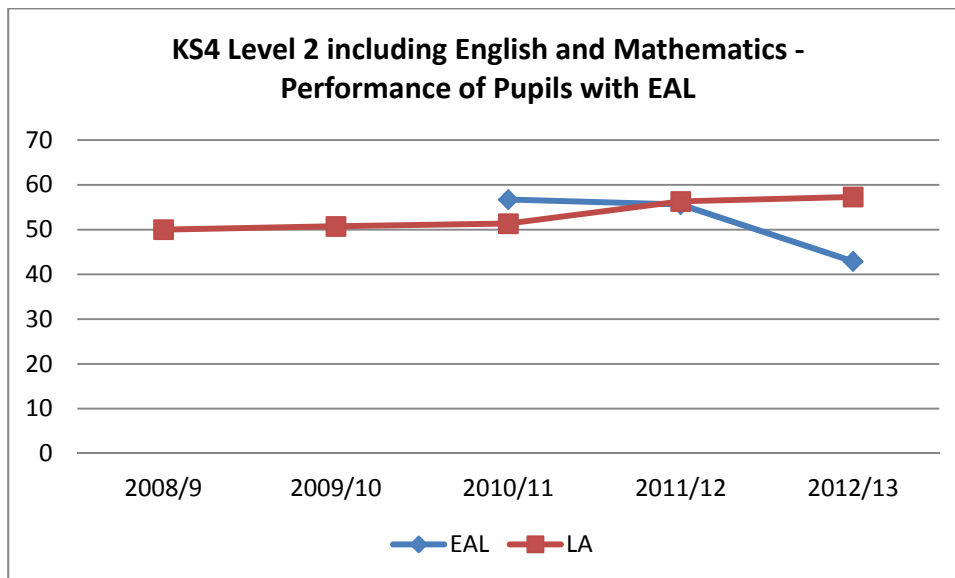
#### 4.4 Key Stage 4 Level 2 Threshold inc English and Maths - Performance Gap Between Pupils Entitled and Not Entitled to FSM

The performance differential in Monmouthshire increased between 2009 and 2011 from 34.8% to 41.6%, but has since decreased to 34.9% in 2013. The differential in Monmouthshire has consistently been greater than that across Wales, where the differential has slowly increased from 31.9% to 32.7%. In 2013 the Monmouthshire's differential was 2.3% greater than across Wales.



#### 4.5 KS4 Level 2 Threshold including English and Mathematics – Performance of Pupils with English as an additional Language

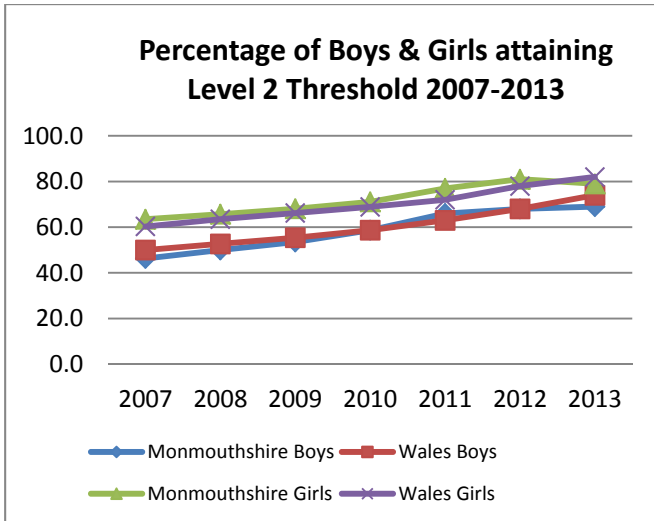
The LA began to track this measure for pupils with EAL in 2010/11 utilising Level 2 Threshold inclusive of English and Mathematics and Level 2 Threshold indicators. In 2010/11 to 2011/12, performance of pupils with EAL, has exceeded or closely matched performance universally. However, there has been a significant dip in performance in 2012/13, resulting in a differential of 14.4%.



#### 4.6 KS4 Level 2 Threshold Performance of Boys and Girls

Girls continued to outperform boys at Level 2 Threshold in Monmouthshire and across Wales. However, the differential is more significant in Monmouthshire than across Wales.

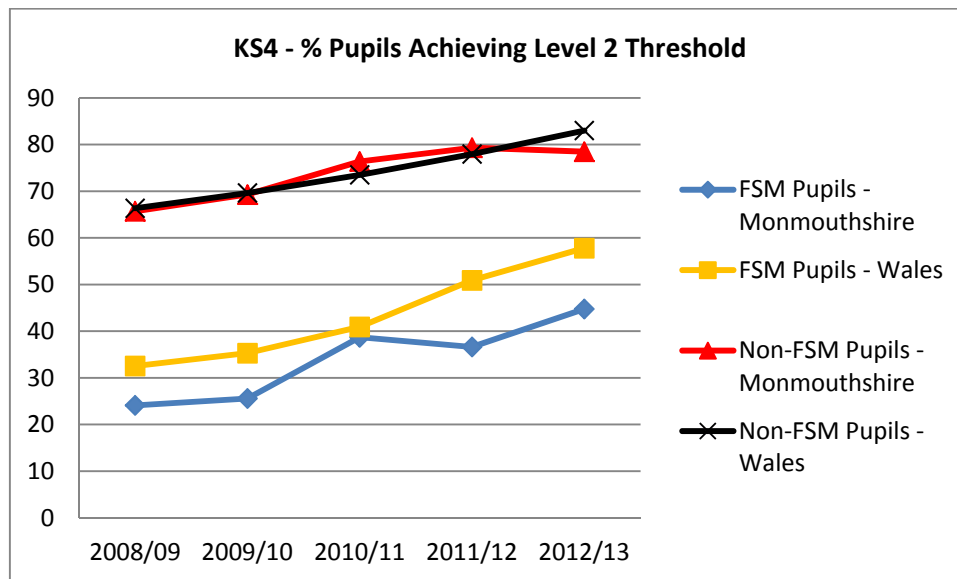
The differential has decreased between 2008



and 2013 from 17.2% to 10%. Over the same period, the Welsh differential has decreased from 10.3% to 8%.

#### 4.7 Key Stage 4 Level 2 Threshold – Free School Meal Pupil Performance

The performance of pupils, who are eligible for free school meals at Level 2 Threshold, is significantly below that of those pupils who are not eligible. In Monmouthshire, performance has improved significantly from 24.1% to 44.8% between 2009 and 2013, an increase of 20.7%. However, in the same period, performance across Wales has improved 25.3% from 32.5% to 57.8%.

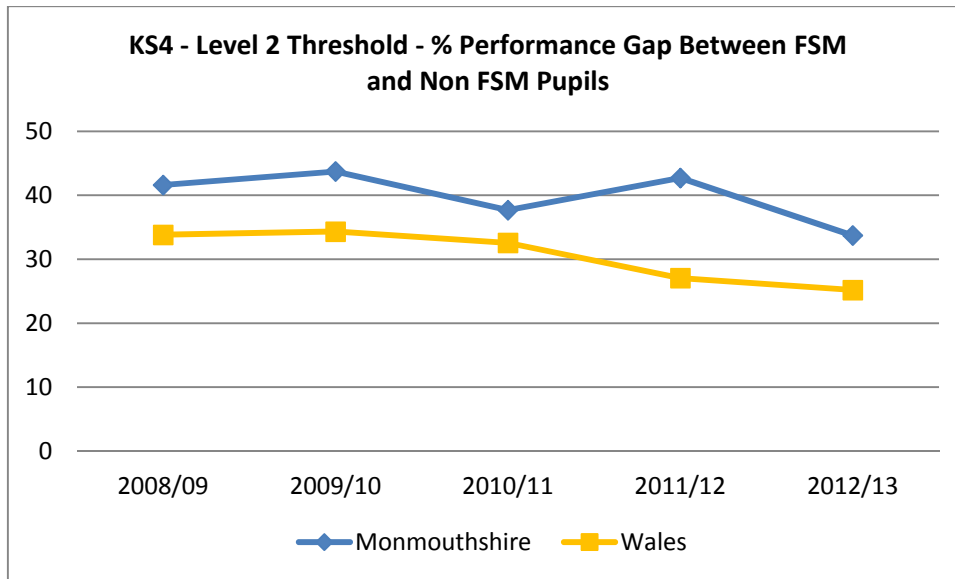


#### 4.8 Key Stage 4 Level 2 Threshold Performance Gap Between Pupils Entitled and Not Entitled to FSM

The performance differential between FSM and Non FSM pupils has decreased in Monmouthshire and nationally between 2009 and 2013. In Monmouthshire the differential has

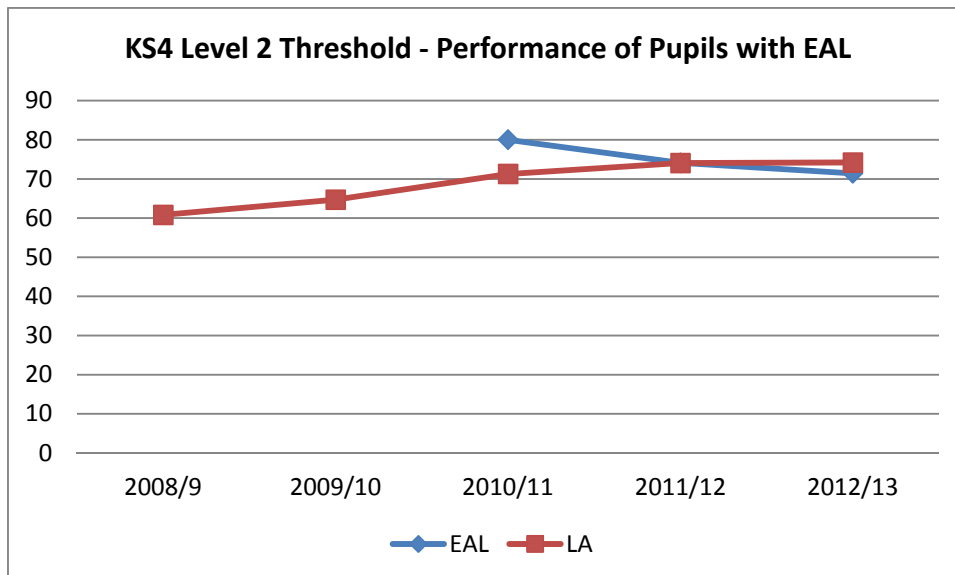


decreased from 41.6% to 33.7%, a decrease of 7.9% and across Wales, it has decreased from 33.8% to 25.2%, a decrease of 8.6%.



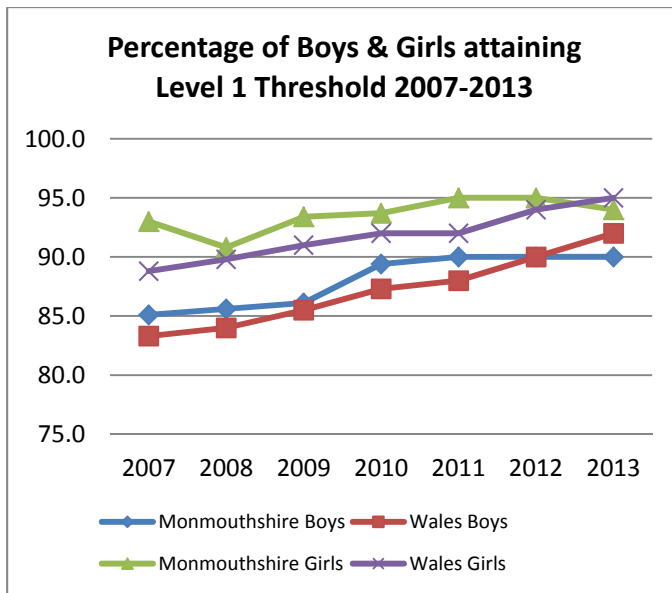
#### 4.9 Key Stage 4 Level 2 Threshold – Performance of Pupils with English as an Additional Language

The LA began to track this measure for pupils with EAL in 2010/11. Performance of EAL has exceeded or closely matched performance across the LA. However, there has been a continued decline in performance in 2012/13, resulting in performance of pupils with EAL dropping below the LA performance. There has been an overall decline of 8.6% for pupils with EAL over the last 3 years, although performance still remains very close to overall LA performance.



#### 4.10 Key Stage 4 Level 1 Threshold – Performance of Boys and Girls

Girls continued to outperform boys at Level 2 Threshold in Monmouthshire and across Wales. However, the differential is more significant in



Monmouthshire when compared to the same measure across Wales.

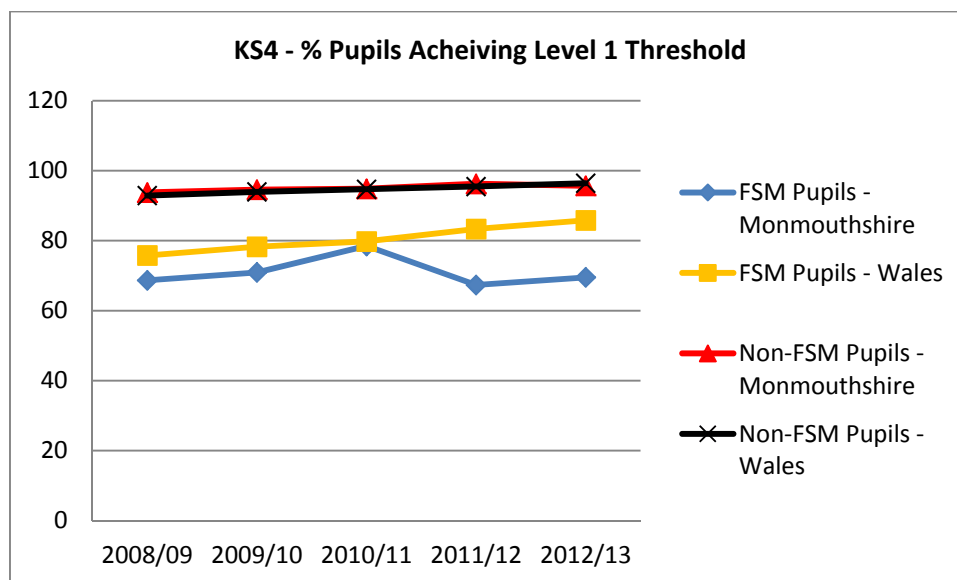
The differential has decreased between 2007 and 2013 from 7.9% to 4%. Over the same period, the Welsh differential has decreased from 5.5% to 3%.

Monmouthshire boys and girls consistently performed better than Wales's boys and girls until 2013.

In 2013, 90% of Monmouthshire boys attained the Level 1 Threshold compared to 92% across Wales and 94% of Monmouthshire girls attained the Level 1 Threshold compared to 95% across Wales.

#### 4.11 Key Stage 4 Level 1 Threshold – Free School Meal Pupil Performance

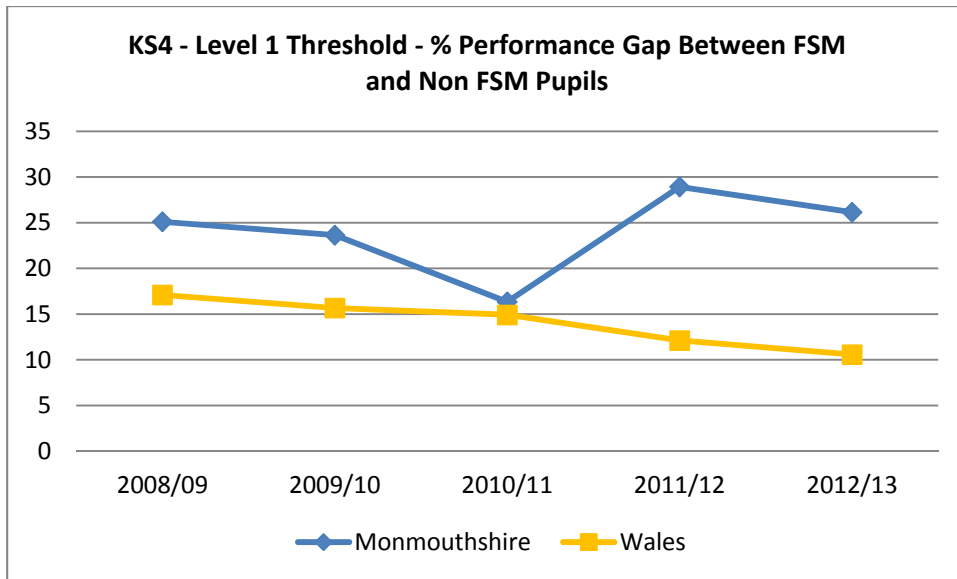
The performance of pupils who are eligible for free school meals at Level 1 Threshold is significantly below that of those pupils who are not eligible. The performance of pupils who are *not* eligible for free school meals is very similar in Monmouthshire and across Wales. In Monmouthshire, performance had improved significantly from 68.7% in 2009 to 78.5% in 2011. However, performance has since decline to 69.5% in 2013. Over the same period, performance of FSM pupils across Wales has improved steadily by 10% from 75.8% to 85.8%.



#### 4.12 Key Stage 4 Level 1 Threshold – Performance Gap Between Pupils Entitled and Not Entitled to FSM

The performance differential between FSM and Non FSM pupils is consistently higher in Monmouthshire than it is across Wales. The differential in Monmouthshire decreased from 25% to

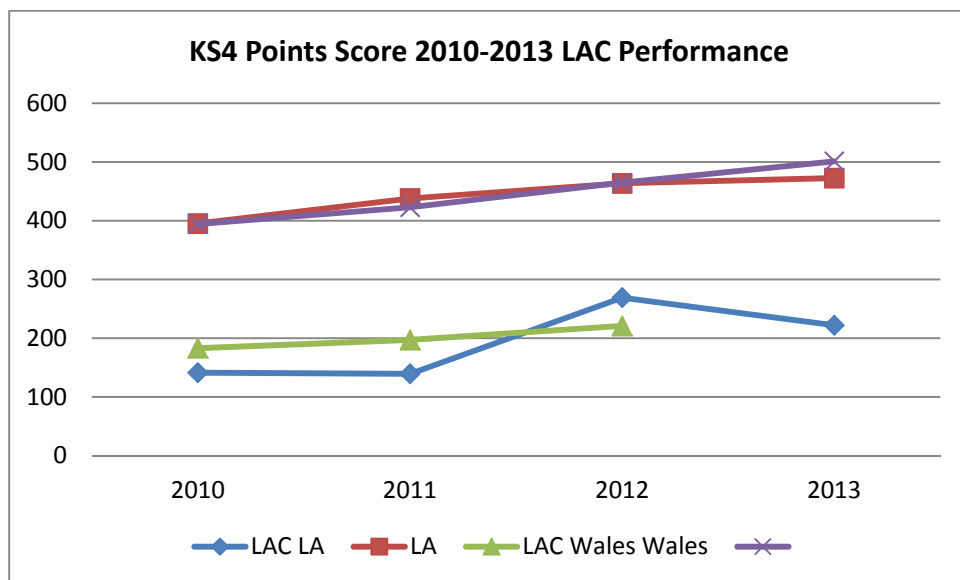
16.3% between 2009 and 2011. However, this has now increased to over 26% in 2013. During the same period, whilst in Wales it has steadily decreased from 17% to 10.6% over the same period.



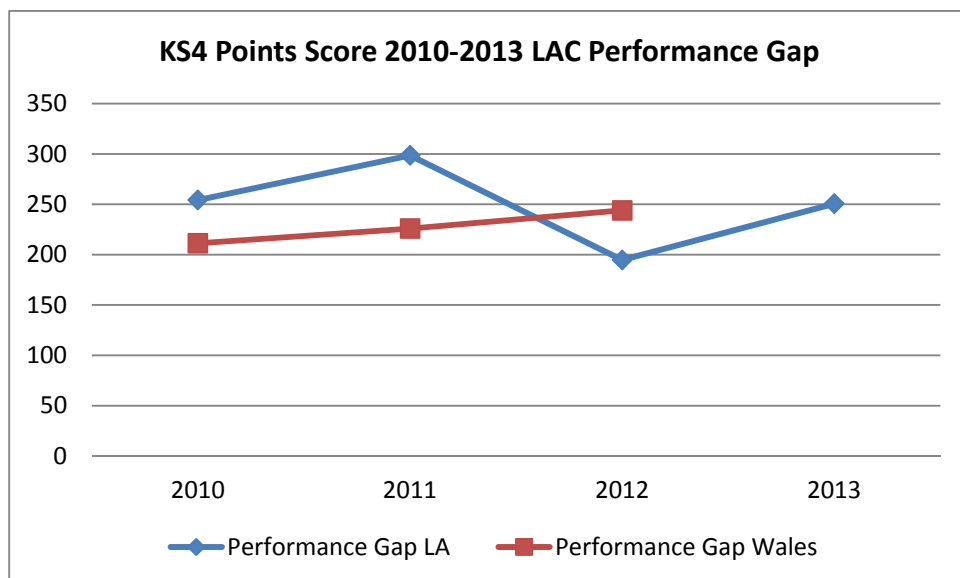
#### 4.13 Key Stage 4 Performance of Looked After Children

Performance of LAC is tracked nationally only using the average wider points score i.e. the average aggregated grade score achieved from sitting GCSE or Level 2 equivalent qualifications. Welsh figures for 2013 are not made public until September 2014.

Performance of Monmouthshire LAC has improved markedly between 2010 and 2013 from 141.2 points to 222, having peaked at 269 in 2012. Across Wales over the same period, there has been a steady improvement in performance from 183 points to 221 in 2012.



The performance gap in Monmouthshire and Wales remains high between 2010 and 2013.



The performance differential across Wales is steadily increasing, as the rate of improvement is slower than the rate of improvement universally. Monmouthshire's differential has been more volatile. This is largely due to the small size of the cohorts involved, the wide range of abilities and

educational needs of these pupils. However, the differential has more or less been maintained from 2010 when it was 254 points and 2013 when it was 250 points

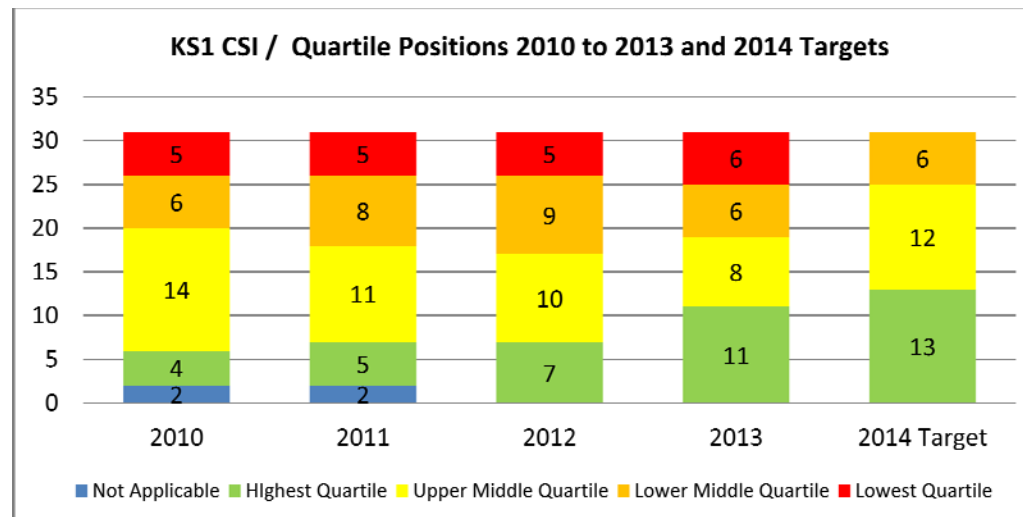
## 5. Conclusion

- Performance of Girls generally better than boys across Wales. However, this phenomenon is more significant in Monmouthshire than across Wales as a whole. This performance gap is narrowing in Monmouthshire in Foundation Phase, KS2 and KS3 and for some indicators at KS4.
- The difference in outcomes for those who are eligible for free school meals and those who are not is significant and in line with the same level of disparity seen across Wales as a whole. This difference in outcomes is falling steadily across Wales but falling more rapidly in Monmouthshire in Key Stage 2, 3. At Key Stage 4, the Monmouthshire difference in outcomes remains greater than across Wales as a whole.
- The disparity between the achievements of Monmouthshire LAC in comparison with achievements of all pupils in Monmouthshire is significant. Historically performance is volatile, largely due to small cohort sizes of pupils with wide ranging abilities and educational needs. At Key stages 2, 3 and 4, the difference between LAC and non LAC outcomes is increasing across Wales. This is largely mirrored in Monmouthshire.
- The difference in performance between pupils with English as an additional language and those for whom English is the main language is largely similar across all key stages. This is largely dependent on the level of acquisition of English at the point at which pupils enter the school and at what stage.

## School Targets and Quartile positions 2013 Appendix C

### Core subject Indicator and Foundation Phase Indicator - Results and Targets 2010 to 2014 (Source – Ffynnon AWCDs 2013, Final EAS Targets)

School	CSI up to and Including 2011		Foundation Phase Indicator 2012 Onwards			Target
	Actual		Actual		2014	
	2010	2011	2012	2013		
Cross Ash	2	3	2	3	87%	
Raglan	4	3	4	3	100%	
Shirenewton	2	2	1	1	97%	
The Dell	2	2	1	2	97%	
Cantref	2	1	4	1	97%	
Osbaston	2	2	2	2	96%	
Ysgol Gymraeg Y Fenni	2	4	2	2	93%	
Usk	4	2	2	2	100%	
St Mary's Chepstow	2	3	3	1	83%	
Magor	2	2	1	1	100%	
Archbishop Rowan Williams	3	2	3	3	93%	
Undy	3	2	3	2	98%	
Trellech	2	2	3	3	95%	
Llanvihangel Crucorney	1	1	4	1	100%	
Llanfair Kilgeddin	1	1	3	1	100%	
OLSM	3	4	2	3	91%	
Goytre	FP Pilot School		2	1	91%	
Durand	4	2	2	4	93%	
Llandogo	3	1	1	4	100%	
Castle Park	2	3	2	2	85%	
Kymin View	3	4	1	4	95%	
Gilwern	2	4	2	1	96%	
Rogiet	3	2	3	1	81%	
Llantilio Pertholey	1	3	3	2	93%	
Ysgol Gymraeg Y Ffin	4	3	1	4	91%	
Overmonnow	2	3	3	3	83%	
Pembroke	2	2	2	4	88%	
Llanfoist	1	3	1	1	100%	
Dewstow	4	1	4	4	85%	
Thornwell	2	4	3	1	90%	
Deri View	FP Pilot School		4	2	81%	

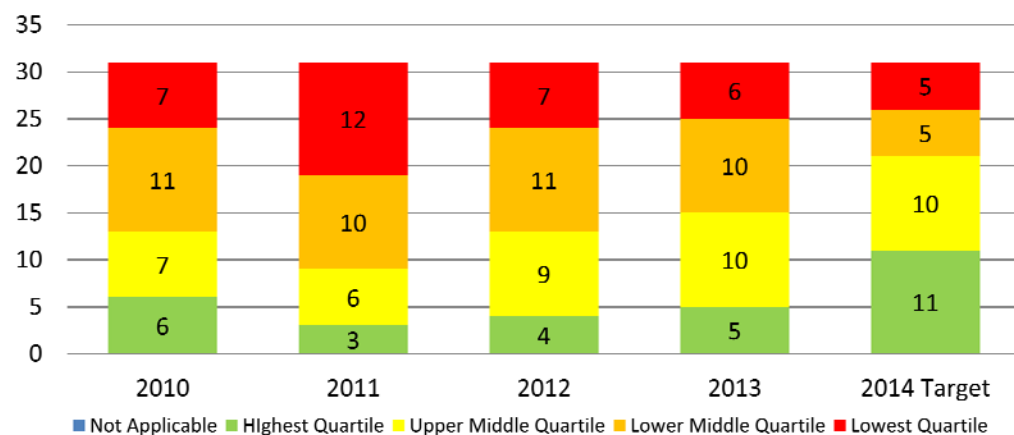


- Performance up to and including 2011 is based on the Core Subject Indicator (CSI) for Key Stage 1.
- Performance in 2012, 2013 and targets for 2014 are based on the Foundation Phase Indicator (FPI)
- Two schools in Monmouthshire were pilot Foundation Phase schools and were not required to submit end of Key Stage 1 results until the Foundation Phase had been fully implemented in 2012.
- 2014 Target quartiles are based upon 2012/13 Performance Quartiles.
- Results from 2010 to 2013 indicate an overall upward trend, with the percentage of Monmouthshire schools being placed above the median increasing by 3.1% to 61.3% in 2013. A 6.5% increase upon 2012.
- Targets for 2014 show that this is expected to continue; with just over 80% of schools are aiming to be above the median and 42% aiming to be in the highest quartile.
- Targets for 2014 show the lowest number of schools aiming to be below the median over the 5 year range; with no schools in the lowest quartile and less than one in every 5 schools in the lower middle quartile.

### Key Stage 2 Core Subject Indicator Results and Targets 2010 to 2014

School	Key Stage 2 CSI				
	Actual				Target
	2010	2011	2012	2013	2014
Cross Ash	2	3	4	2	97%
Raglan	2	2	2	3	97%
Shirenewton	1	2	2	2	97%
The Dell	4	4	2	3	93%
Cantref	3	3	3	2	100%
Osbaston	3	3	3	4	92%
Ysgol Gymraeg Y Fenni	1	2	1	3	96%
Usk	3	3	2	1	92%
St Mary's Chepstow	3	3	3	2	100%
Magor	1	2	2	3	100%
Archbishop Rowan Williams	3	4	3	3	93%
Undy	4	3	2	1	81%
Trellech	3	3	3	3	95%
Llanvihangel Crucorney	3	4	4	1	100%
Llanfair Kilgeddin	4	3	1	4	100%
OLSM	4	4	4	4	85%
Goytre	3	4	3	2	90%
Durand	2	4	4	3	87%
Llandogo	2	2	2	4	100%
Castle Park	2	4	3	2	97%
Kymin View	3	4	3	2	92%
Gilwern	1	1	3	1	100%
Rogiet	1	4	2	3	93%
Llantilio Pertholey	4	3	1	2	92%
Ysgol Gymraeg Y Ffin	2	1	4	4	71%
Overmonnow	3	3	4	4	76%
Pembroke	4	4	4	3	69%
Llanfoist	2	1	1	3	96%
Dewstow	4	4	2	2	89%
Thornwell	1	2	3	1	87%
Deri View	3	4	3	2	83%

### KS2 CSI Quartile Positions 2010-2013 and 2014 Targets

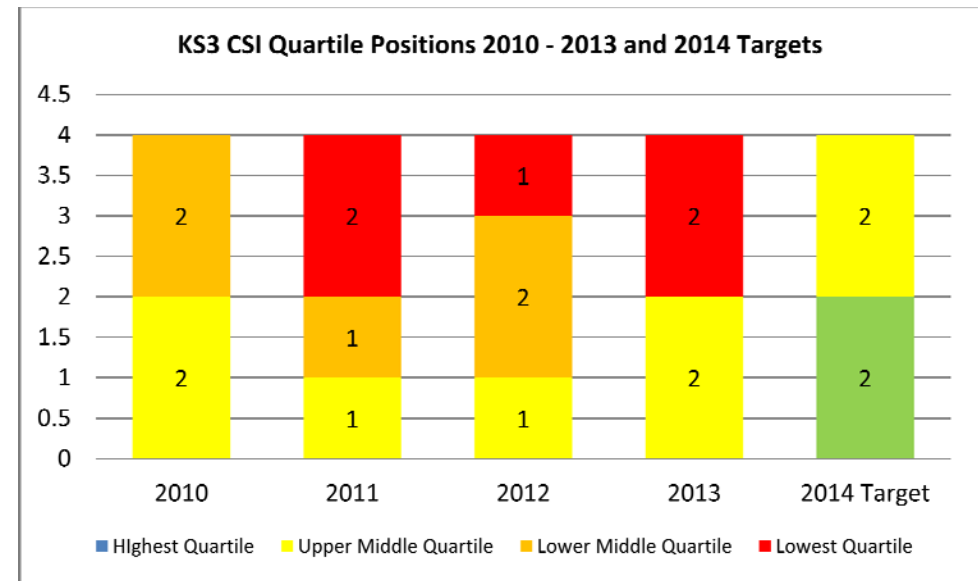


- Quartile position from 2009 to 2011 had declined significantly with the percentage of schools placed below the median increasing by 16.1% points to 70.9%.
- 38.7% of schools in 2011 were in the lowest quartile.
- Performance began to recover in 2012 with similar performance to 2009. However, 58% of schools remained below the median.
- 2013 Performance was better than in the previous four years with 48.4% of schools above the median.
- There is a 19.4% reduction in the percentage of schools targeted to be below the median in 2014 compared to actual results in 2013; the best performance across the 5 years.
- Over two thirds of schools are targeting performance above the medium in 2014; 19.4% better than in 2013. Again, the best performance across the 5 years.
- The number of schools aiming to be in the highest quartile has more than doubled in comparison to 2013.

**Key Stage 3 Core Subject indicator**  
**Results and Targets 2010 to 2014**

Key Stage 3 Core Subject Indicator					
	Actual				Target
School	2010	2011	2012	2013	2014
Monmouth	2	2	2	2	90%
King Henry VIII	3	4	3	4	86%
Chepstow	3	4	4	4	93%
Caldicot	2	3	3	2	83%

- Quartile position has declined significantly over the last four years with no Monmouthshire school being placed in the highest quartile since 2009.
- In 2011, 50% of schools were placed in the lowest quartile and 75% were below the median.
- Targets for 2013 were significantly higher than results in previous years with 25% of schools aiming to be in the highest quartile and 75% above the median. However, this was not achieved. No schools placed in the highest quartile and only 50% placed above the median.
- Targets for 2014 show that 50% of schools aim to be in the highest quartile and 100% aim to be above the median.
- This would represent the best performance across the 4 years but requires two schools to move from the lowest quartile in 2013 to highest in 2014.



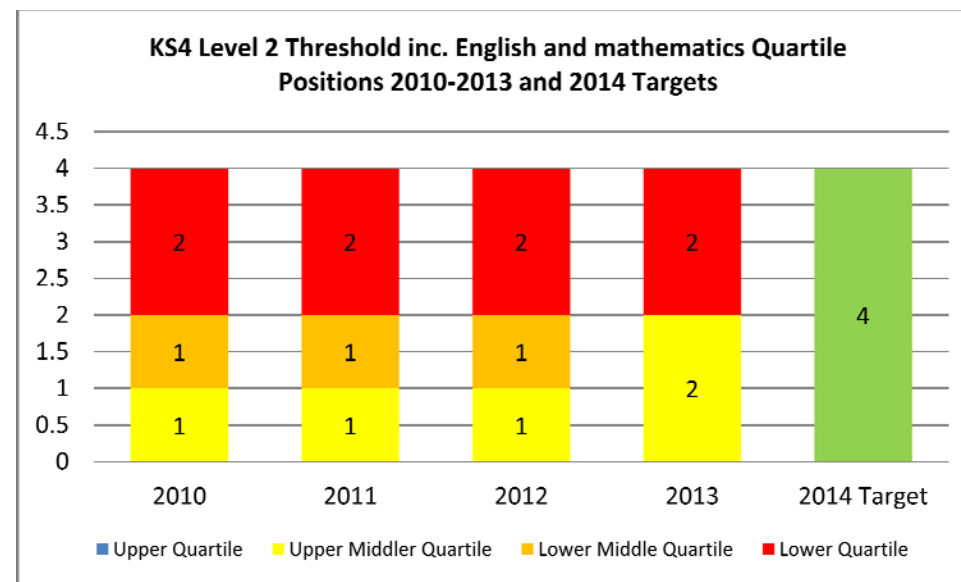


## Key Stage 4 Level 2 Threshold inc

### English and mathematics Results and Targets 2010 to 2014

School	Key Stage 4 Lv2 inc English and Maths				
	Actual				Target
	2010	2011	2012	2013	2014
Monmouth	3	4	4	4	73%
King Henry VIII	2	2	4	4	65%
Chepstow	4	3	3	2	81%
Caldicot	4	4	2	2	68%

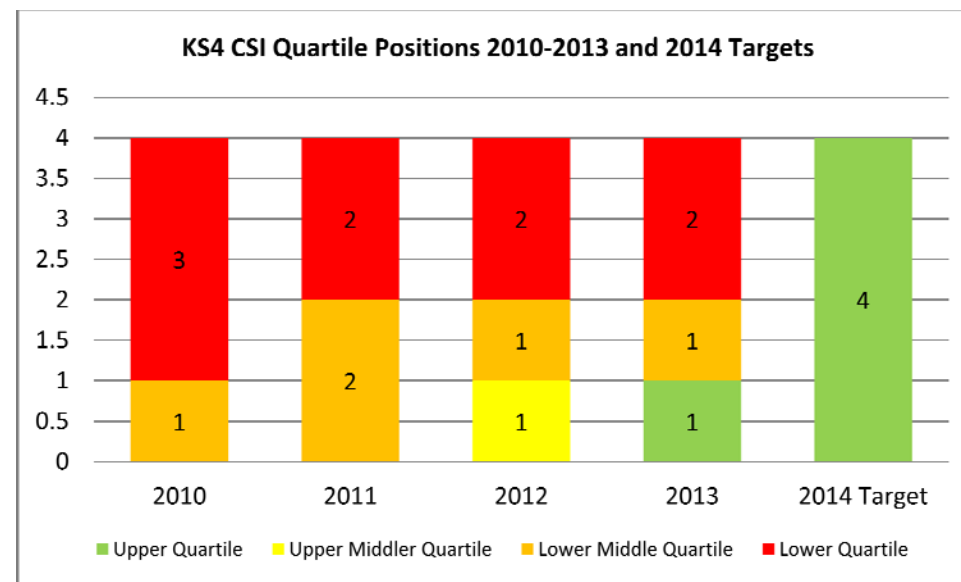
- Quartile position has remained unsatisfactory between 2010 and 2012, with only 1 school performing above the median in each of these years. This position has slightly improved in 2013, with 2 schools performing above the median.
- However, half of schools remain in the lowest quartile for performance in this indicator for a 4<sup>th</sup> consecutive year.
- Targets for 2013 were significantly higher than results in previous years with 50% of schools aiming to be in the highest quartile and 50% just below the median. However, this was not achieved. No schools placed in the highest quartile and only 50% placed above the median.
- Targets for 2014 show that all schools aim to be in the highest quartile.
- This would represent the best performance across the 5 years but requires two schools to move from the lowest quartile in 2013 to highest in 2014.



### Key Stage 4 CSI Results and Targets 2010 to 2014

School	Key Stage 4 Core Subject Indicator				
	Actual				Target
	2010	2011	2012	2013	2014
Monmouth	4	4	4	4	71%
King Henry VIII	3	3	4	4	63%
Chepstow	4	3	3	3	81%
Caldicot	4	4	2	1	66%

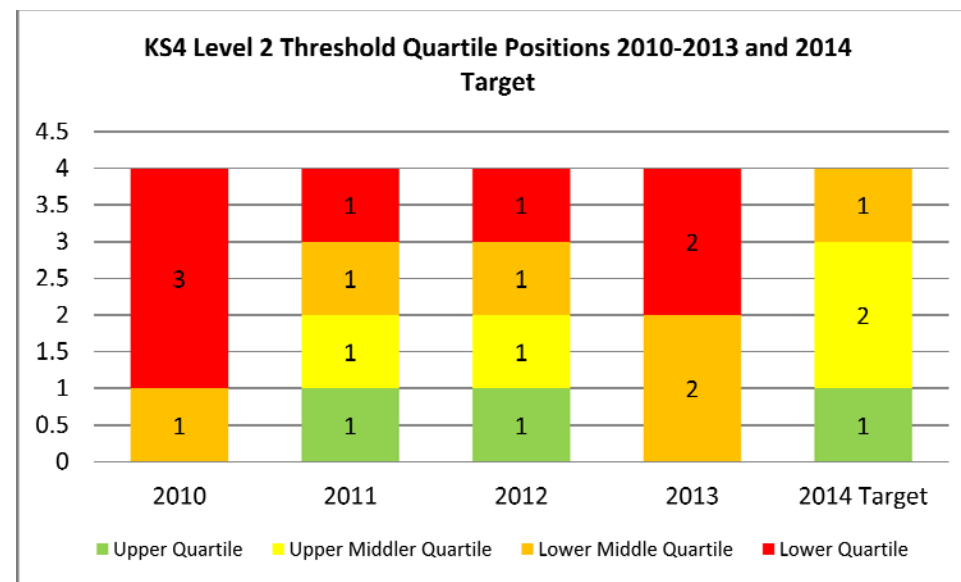
- Quartile positions have improved slowly over the last 4 years.
- From 2012 onwards, 75% of schools remain below the median. Prior to this all schools performed below the median.
- One school has improved from the lowest quartile to the highest between 2011 and 2013.
- However, half of schools remain in the lowest quartile for performance in this indicator for a 4<sup>th</sup> consecutive year.
- Targets for 2013 were significantly higher than results in previous years with 50% of schools aiming to be in the highest quartile and 25% just below the median. However, this was not achieved. Only 1 school placed in the highest quartile, whilst the remaining schools performed below the median.
- Targets for 2014 show that all schools aim to be in the highest quartile.
- This would represent the best performance across the 5 years and requires two schools to move from the lowest quartile in 2013 to highest in 2014.



## Key Stage 4 Level 2 Threshold Results and Targets 2010 to 2014

School	Key Stage 4 Level 2 Threshold				
	Actual				Target
	2010	2011	2012	2013	2014
Monmouth	4	2	2	3	87%
King Henry VIII	3	3	4	4	84%
Chepstow	4	1	1	3	95%
Caldicot	4	4	3	4	84%

- Quartile positions improved in 2011 and 2012 with 50% of schools above the median with one school performing within each of the 4 quartiles. Prior to this all schools were below the median, with 75% occupying the lowest quartile.
- However, in 2013, performance dipped once more, although not as poorly as in 2010, with all schools performing below the median.
- Targets for 2013 were not set as high as high as prior attainment; with only one school aiming to be in the highest quartile and the remaining 75% aiming below the median and 50% in the bottom quartile. However, this was not achieved. All schools performed below the median.
- Targets for 2014 show that 75% of schools aim to be above the median with one school in the highest quartile. One school is aiming to perform just below the median.
- This would represent the best performance across the 5 years and requires two schools to move from the lowest quartile in 2013 to the upper middle in 2014.



### Key Stage 4 Level 1 Threshold Results and Targets 2010 to 2014

School	Key Stage 4 Level 1 Threshold				
	Actual				Target
	2010	2011	2012	2013	2014
Monmouth	3	2	3	4	98%
King Henry VIII	3	3	4	4	98%
Chepstow	4	2	3	4	100%
Caldicot	4	4	4	4	97%

- Quartile positions have consistently been below the median for all schools for this indicator, with the exception of 2011, when 50% of schools performed in the upper middle quartile and only one school performed in the lowest quartile.
- However, in 2013, performance dipped to its lowest, with all schools performing in the lowest quartile.
- Targets for 2013 showed that 75% of schools aimed to perform within the lower middle quartile and one school in the upper middle.
- Targets for 2014 show that performance is expected to rise; with all schools emerging from the lowest quartile. 50% are targeted to perform above the median with one school aiming to perform in the highest quartile for this indicator.
- This would represent the best performance across the 5 years.

