

Public Document Pack



Neuadd y Sir
Y Rhadyr
Brynbuga
NP15 1GA

County Hall
Rhadyr
Usk
NP15 1GA

Friday, 23 October 2015

Notice of Reports Received following Publication of Agenda.

Children and Young People Select Committee

Monday, 2nd November, 2015 at 2.00 pm,
Council Chamber, County Hall, The Rhadyr, Usk, NP15 1GA

Attached are reports that the committee will consider as part of the original agenda but were submitted to democratic services following publication of the agenda.

Item No	Item	Pages
3.	Performance reporting on Pupil Results 2015 <ul style="list-style-type: none">• Present final results:<ul style="list-style-type: none">- Welsh Government National Tests- Foundation Phase- KS2- KS3- Provisional KS4 and KS5- Specific groups – FSM/non FSM and ALN pupil results• Present Quarter 2 education framework measures	1 - 76

Paul Matthews
Chief Executive

This page is intentionally left blank

SUBJECT: Children and Young People's Performance Measures Quarter 2 and a Review of School Performance 2014-15

**DIRECTORATE: CHILDREN AND YOUNG PEOPLE
MEETING: SELECT COMMITTEE**

**DATE: 2 NOVEMBER 2015
DIVISION/WARDS AFFECTED: ALL**

1. PURPOSE:

1.1 To provide members with the latest data showing educational attainment information they need to hold services to account. This includes:

- the CYP performance dashboard of measures at Quarter 2 (Appendix A);
- performance of pupils at the end of Foundation Phase, Key Stages 2 and 3 (Appendix B);
- Welsh National Literacy and Numeracy tests (Appendix C);
- **provisional** performance of pupils at the end of Key Stages 4 and 5 (Appendix D);
- a breakdown of performance across all key stages for the following groups (Appendix E):
 - Girls and Boys;
 - Pupils who are eligible for free school meals (eFSM);
 - Pupils who are looked after by a Local Authority (LAC);
 - Pupils for whom English is an additional language (EAL) and;
 - Pupils with Additional Learning Needs (ALN)

2. RECOMMENDATIONS:

2.1 That members use this report to scrutinise key areas of educational attainment, one of the council's four priorities, and challenge any underperformance.

3. KEY ISSUES:

3.1 This report draws together the headline messages from a number of more detailed analyses which are included here as appendices. Some of the data, such as key stage 4 and 5 results are still provisional; they are included at this early stage to ensure that members have access to timely information at the earliest possible opportunity but may be subject to change.

3.2 The dashboard shown at appendix one brings together key indicators for attendance, exclusion, attainment and use of resources. This enables members to see, at a glance, the progress being made towards improving educational attainment, one of the council's

four stated priorities. Dashboards for all directorates available to elected members throughout the year via The Hub.

- 3.3 The reports contain a wealth of information enabling members to drill down from authority level data to figures for specific learner groups such as those with additional learning needs and those eligible for free school meals.
- 3.4 The summary report makes comparisons back to 2011/12 which was the academic year just prior to the last full Estyn inspection. Data for the intervening years is included within the appendices. Over the last four years, there has been a notable improvement in headline indicators. For example more than 90% of pupils now gain the expected level or better across the core areas of learning in Foundation Phase and English/Welsh, mathematics and science in Key Stages 2 and 3.
- 3.5 The value of this report is that it enables members to look beyond those high level measures to some of the detail that sits underneath. The key messages from these reports are summarised over the following pages.

The level of eFSM is widely used as a socio-economic indicator proportionate to the level of challenge faced in terms of delivering education. Schools should be benchmarked against those with similar levels of eFSM. This also applies at a local authority level and as Monmouthshire has the second lowest proportion of pupils who are eFSM across the local authorities and as such its performance should be ranked at second or better in Wales.

Foundation Phase

- 3.6 Performance continues to improve in Foundation Phase with 91.8% of pupils achieving the Foundation Phase Indicator (FPI), compared to 86.8% in 2011/12.
- 3.7 Monmouthshire continues to hold its position amongst the leading authorities in Wales and ranked 2nd in 2014/15 for FPI which is in line with its current free school meal ranking.
- 3.8 In 2014/15, performance has continued to improve at the expected level at both outcome 5+ (O5+), and at the higher outcome 6+ (O6+) in all key areas of learning, with the exception of a slight decline in Language, Literacy and Communication (LLC) in English at O5+ and a decline in (LLC) Welsh as a first language.
- 3.9 Monmouthshire continues to be ranked amongst the top three performing authorities in Wales for all areas of learning with the exception of (LLC) Welsh first language.

Key Stage 2

- 3.10 Performance continues to improve, with 92.5% of pupils achieving the core subject indicator (CSI) in 2014/15, compared to 86.3% in 2011/12. Monmouthshire is now ranked 1st in Wales for CSI.
- 3.11 Performance across English, Welsh, mathematics and science continues to improve at both the expected curriculum level 4+ and the higher level 5+.
- 3.12 Monmouthshire ranks 1st or 2nd in Wales for all indicators with the exception of Welsh first language.

Key Stage 3

- 3.13 Performance continues to improve, significantly in the last year. In 2014/15, 90.8% of pupils achieved the CSI, compared to 84.2% in 2014 and 72.5% in 2011/12.
- 3.14 Monmouthshire is now ranked 2nd in Wales for the CSI, in line with its current free school meal ranking.
- 3.15 Performance across English, mathematics and science continues to improve at both the expected curriculum level 5+ and to a greater extent at the higher level 6+. Good progress was also made across all core subjects at level 7+ over the last year.
- 3.16 Monmouthshire is ranked 1st in Wales for English at Key Stage 3 and at 4th for both mathematics and science.

Welsh National Testing Year 2 to Year 9 – Literacy and Numeracy

- 3.17 Standardised tests in English reading and mathematics measure the child's achievement compared to other children in all schools across Wales at the same age level. Scores below Standard Score (SS) 85 are considered below average, 85 -115 are considered to be within the average range and SS over 115 is considered to be above average.
- 3.18 In 2014/15, Monmouthshire, performance of the 6,694 pupils across all year groups in Literacy was strong. With only 8.3% of pupils scoring below 85 for literacy and 24.9% of pupils with a SS of above 115. Both measures rank Monmouthshire first in Wales compared to other local authorities.
- 3.19 211 pupils sat literacy tests in Welsh in 2014/15. 9.5% of pupils performed below average ranking Monmouthshire third in Wales for this measure. However, 28.4% of pupils performed above average for literacy in Welsh, which was the best performance across Wales.
- 3.20 Monmouthshire has the highest progress measure across all Welsh authorities for literacy in English and Welsh. The progress measure considers individual pupil performance as they progress through school and how well they do in comparison to their peers.
- 3.21 6,791 pupils sat the numeracy procedural and reasoning tests in 2014/15. The procedural test measures skills in number, measuring and data skills; the reasoning tests measure how well learners can use what they know to solve everyday problems.
- 3.22 Only 9.9% of pupils performed below the average, scoring below 85 for the procedural element, whilst 21.6% scored more than 115, exhibiting above average performance. 9.2% of pupils were below average for performance in the reasoning tests whilst 19.8% of pupils were better than average.
- 3.23 In terms of how well pupils progress with their procedural numeracy skills, Monmouthshire has the second best performance in Wales. Pupils' progress with the newly introduced problem solving element is ranked at 8th in Wales.

Key Stage 4

- 3.24 Provisional Key stage 4 results indicate that Monmouthshire schools made good progress in 2014/15, consolidating the significant progress made since 2011/12. Three out of four schools have seen improvements in the majority of indicators.
- 3.25 The proportion of pupils achieving the Level 2 Threshold inclusive of English/Welsh and mathematics has improved significantly from 56.3% in 2011/12 to 66.8% in 2014/15. This means that Monmouthshire pupils will very likely continue to lead Wales for the second consecutive year in this respect. Over the 4 year period 2011/12 to 2014/15 the rate of improvement in Monmouthshire was higher than the rate across Wales as a whole.
- 3.26 In terms of those pupils achieving Level 2 Threshold (5 or more GCSEs or equivalent at grades A*-C), there has been significant improvement from 74.1% in 2011/12 to 88.3% in 2014/15. It should be noted that this 2014/15 data is likely to improve when final data is available.
- 3.27 Good improvement has been seen in the achievement of the Level 1 Threshold (5 or more GCSEs or equivalent grades A*-G) from 92.5% in 2011/12 to 96.9% in 2014/15. This is likely to place Monmouthshire amongst the top three performing authorities in Wales.
- 3.28 Results for all indicators are at their highest ever levels and based upon 2014/15 provisional data and 2013/14 pan-Wales data, it is likely that, with the exception of the Average Capped Points Score (CPS), Monmouthshire will be placed amongst the three best performing local authorities in Wales and above the majority of its similar authorities for all key performance indicators.
- 3.29 There has been significant improvement in the proportion of pupils achieving A*-C grades for English, mathematics and science since 2011/12, with a particularly sharp uplift of 12 percentage points to 86.4% for science in the last year. In 2014/15, 76.1% achieved A*-C in English and 72.8% in mathematics.
- 3.30 Taking all of the core indicators across our four schools in 2011/12, only 25% of performance was above the median and 3% in /the uppermost quarter. However, in 2014/15 65% of performance was above the median with 31% in the uppermost quartile. This is a significant shift in favour of Monmouthshire's objective of all secondary school performance being benchmarked above the median. A summary of individual school performance against the core indicators can be found on the last page of appendix D.

Key Stage 5

- 3.31 The numbers of students undertaking studies at Key Stage 5 is relatively small compared to other Key Stages and therefore outcomes can tend to be more volatile as a result. However, there has been overall improvement across the two Welsh Government indicators since 2011/12: the Level 3 Threshold (2 or more A Levels or equivalent) and most significantly, the Average Wider Points Score (AWPS).
- 3.32 Although pass rates at the higher grades declined in 2014/15, 97.8% of students attained 2 or more A levels or equivalent, a 2.5 percentage point increase on last year and 0.9

percentage points since 2011/12. Monmouthshire is likely to rise to be ranked 10th in Wales for the Level 3 Threshold in 2014/15 and students' performance is better than the Welsh average for the first time in 5 years.

- 3.33 Although performance in Monmouthshire is below the Welsh average, the average number of points scored by students continues to rise, with 732 points scored in 2014/15. This represents an increase of almost 100 points since 2011/12 and consequently, Monmouthshire has significantly closed the gap to the Welsh average from 138.3 points to 55 points across this period.

Outcome Measures

- 3.34 The percentage of pupils leaving school without qualifications and not continuing into further education, training or work-based learning continues to be minimal in the financial year 2014/15 at 0.1% and no children looked after by a local authority left school without a qualification.
- 3.35 The proportion of 16 years olds not in education, employment or training continued to fall in the last year to 1.7%, the second lowest level across the Welsh local authorities.
- 3.36 At the end of the second quarter of this year, the proportion of citizens aged 16-24 claiming Job Seeker's Allowance has risen slightly compared to the end of the first quarter, which was a record low level and now stands at 2.6%.

Performance of Girls and Boys

- 3.37 Performance of girls is generally better than boys in Monmouthshire and across Wales across all Key Stages at expected and higher levels. This tends to be slightly more pronounced for Literacy.
- 3.38 The gender performance gap has remained broadly similar across most indicators for Foundation Phase, has decreased in Key Stage 2 for science and mathematics (where there is now almost no difference) and significantly decreased in Key Stage 3. Gender differentials are less significant than the Welsh average in Foundation Phase and Key Stage 2 and now on par with Wales at Key Stage 3. The gender performance gap has continued to narrow across all indicators at Key Stage 4 and is now less significant than the Welsh performance gap for all indicators with the exception on the Level 2 Threshold including English and mathematics.

Performance of Pupils Eligible for Free School Meals (eFSM)

- 3.39 The performance of pupils who are eFSM has improved across all indicators and all Key Stages since 2011/12 and in 2014/15 eFSM pupils performed better than they have ever done, with the exception of the attainment of CSI at KS3 which declined slightly in 2014/15.

- 3.40 The performance gap between eFSM and their peers closed to its narrowest margin ever across all indicators and Key Stages with the exception of attainment of FPI and the CSI at KS3, due to the downturn in performance described in 3.39.
- 3.41 Although the performance gap remains significant for Key Stage 3 and some indicators at Key Stage 4, the performance gap is now below that seen across Wales across all indicators from Foundation Phase to Key Stage 3, again with the exception of KS3 CSI. Provisional KS4 data indicates that the performance gap will be below that seen across Wales for all indicators.

Children Looked After by a Local Authority

- 3.42 Historically, performance of Children who are Looked After by a local authority is volatile, largely due to small numbers of pupils with wide ranging abilities and educational needs. The disparity between the achievements of Monmouthshire LAC in comparison with achievements of all pupils in Monmouthshire has been significant but has universally decreased across all indicators over the last three years, particularly at Key Stages 2 and 4.

Pupils for whom English is an Additional Language (EAL)

- 3.43 The difference in performance between pupils with EAL and those for whom English is the main language is largely similar across all key stages. This is largely dependent on pupils' level of acquisition of English at the point at which pupils enter the school and at what Key Stage. By and large, pupils with EAL fare as well or better than their peers who speak English as their first language.

Pupils with Additional Learning Needs (ALN)

- 3.44 Pupils with ALN in Monmouthshire have seen improved performance across all Key Stages over the last three years and in most cases significantly so. This overall improvement has largely matched or exceeded that across Wales. In 2013/14, the performance of pupils with ALN in Monmouthshire slightly exceeded that seen across Wales for most Key Stages and Indicators. This is very likely to be maintained when national data is published in 2016, given recent trends.
- 3.45 Pupils at School Action and School Action Plus fare the best in Monmouthshire in comparison to their peers across the country. Pupils with Statements of Special Educational Need in Monmouthshire also do comparatively well, particularly at Foundation Phase, Key Stage 2 and Key Stage 4.
- 3.46 The number of pupils with Statements in Monmouthshire schools has fallen annually from 484 in 2011/12 to 399 in 2014/15. At the end of quarter 2 this year, there has been further reduction to 353, an overall reduction of over 25% since 2011/12. There have been 47 School Action Plus Resource Assists been issued to schools in the first two quarters of this year.

Attendance and Inclusion

- 3.47 Primary Attendance in 2014/15 has been maintained at 95.8% (provisional), rising from 94.7% since 2011/12. Secondary Attendance has continued to improve in 2014/15 to 94.8% rising from 93.2% in 2011/12. Monmouthshire leads Wales for attendance at the Primary phase and is ranked second in Wales at Secondary.
- 3.48 The days lost to fixed term exclusions in Primary schools continued to fall in 2014/15 when 41 days were lost, a record low. The level of days lost in Secondary schools increased in 2014/15 from 277.5 days in 2013/14 to 371.5 days. However, this still represents a significant improvement since 2011/12 when 633 days were lost.
- 3.49 The level of days lost to fixed term exclusion for pupils who are eFSM has remained largely consistent in Primary schools and the level seen in Secondary schools has risen.
- 3.50 The number of days lost to fixed term exclusion by children who are looked after by Monmouthshire continues to be low. 2014/15 data will not be available until Quarter 4.

Resource Management

- 3.51 It should be noted that resource management data is reported a quarter behind actual. Therefore the latest data available refers to the end of quarter 1.
- 3.52 The number of schools with deficit and surplus balances remains at 5 and 31 respectively, which was the position at the end of the last financial year. The proportion of schools with deficit balances has fallen since 2011/12 and the proportion of schools with surplus balances has risen. The overall deficit balance has fallen to £381,000 at the end of quarter one and stands against an overall surplus of £931,000 across Monmouthshire schools.
- 3.53 The level of overspend against the CYP budget has reduced annually since 2011/12 and was balanced at the end of the last financial year. At the end of quarter 1, the budget was £273k (0.5%) overspent.
- 3.54 The level of sickness within CYP and schools has fallen over recent years to their lowest levels in 2014/15: 7.3 days per full time equivalent (FTE) member of CYP staff were lost and 9.2 days per FTE were lost in schools. At the end of quarter 1, sickness levels were at a rate of 1.26 per FTE in CYP and 2.46 per FTE in schools.

4. REASONS:

- 4.1 To ensure that Members are able to understand and scrutinise performance and hold officers to account.
- 4.2 The improvement of educational outcomes and closing the performance gap remains central to the Local Authority's vision of sustainable and resilient communities.

5. RESOURCE IMPLICATIONS:

None.

6. SUSTAINABLE DEVELOPMENT AND EQUALITY IMPLICATIONS

This report does not propose a change of policy or service delivery.

7. CONSULTEES

CYP Directorate Management Team.

8. BACKGROUND PAPERS

Report on the Quality of Local Authority Education Services for Children and Young People. Estyn, Feb. 2013.

9. AUTHORS:

Matthew Lloyd (Data Analyst, Policy and Performance)

10. CONTACT DETAILS:

Tel: 01633 644949

Mob: 07816955174 E-mail: matthewlloyd@monmouthshire.gov.uk

APPENDIX A – CYP PERFORMANCE DASHBOARD

Monmouthshire Summary - Children & Young People							Latest Data:			
Indicator Name	Reported	2011/12	2012/13	2013/14	2014/15	DoT	Target	RAG	Yearly Trend	
Standards										
Foundation Phase										
	Ac Year									
% pupils achieving the Foundation Phase Indicator at the expected level	Annually	86.8	89.5	91.2	91.8	↑	94.2			
% pupils achieving the Foundation Phase Indicator at the expected level +1	Annually	21.9	23.8	33.8	36.5	↑	37	NA		
Foundation Phase Indicator FSM Gap (Non FSM - FSM)	Annually	16	17.3	9.2	10	↓	0.3	NA		
Foundation Phase Indicator Gender Gap (Boys - Girls)	Annually	4.3	3.4	6.2	6.4	↓	NA	NA		
% pupils achieving the expected level in Language Literacy and Communication	Annually	90.8	92.4	93.4	93.3	↓	95			
% pupils achieving the expected level in Mathematical Development	Annually	91.4	91.5	93.3	93.9	↑	95.4			
% pupils achieving the expected level in Personal & Social Development	Annually	92.7	95.9	97.2	97.6	↑	97.9			
Key Stage 2										
	Ac Year									
% pupils achieving the Core Subject Indicator at the expected level	Annually	86.3	89.3	89.5	92.5	↑	92.2			
% pupils achieving the Core Subject Indicator at the expected level +1	Annually	29.6	30.2	36	43.1	↑	41.2	NA		
Core Subject Indicator FSM Gap (Non FSM - FSM)	Annually	26.6	15.5	22.2	11.9	↑	5.3	NA		
Core Subject Indicator Gender Gap (Boys - Girls)	Annually	6.3	2.8	4.4	4.2	↑	NA	NA		
% pupils achieving the expected level in English	Annually	89.1	90.6	90.8	93.4	↑	93			
% pupils achieving the expected level in Mathematics	Annually	90.2	92.3	91.4	94.7	↑	94			
% pupils achieving the expected level in Science	Annually	93.2	93.5	93.9	95.2	↑	95			
Key Stage 3										
	Ac Year									
% pupils achieving the Core Subject Indicator at the expected level	Annually	77.7	80.3	84.2	90.8	↑	88.3			
% pupils achieving the Core Subject Indicator at the expected level +1	Annually	27.8	34.1	45	58.2	↑	53	NA		
Core Subject Indicator FSM Gap (Non FSM - FSM)	Annually	31.4	24.1	20.6	31.3	↓	18	NA		
Core Subject Indicator Gender Gap (Boys - Girls)	Annually	14.9	11.1	9.5	6.2	↑	NA	NA		
% pupils achieving the expected level in English	Annually	84.5	87	89.2	93.7	↑	91.7			
% pupils achieving the expected level in Mathematics	Annually	84.5	86.5	87.7	92	↑	92.9			
% pupils achieving the expected level in Science	Annually	86.8	91.3	93	94.9	↑	95.2			
Key Stage 4										
	Ac Year									
% pupils achieving the Level 2 Threshold including English and Mathematics	Annually	56.3	57.3	65.6	66.8	↑	70.5			
Level 2 Threshold inc. FSM Gap (Non FSM - FSM)	Annually	34.8	35	46	31.2	↑	40.5	NA		
Level 2 Threshold inc. Gender Gap (Boys - Girls)	Annually	14	11.4	10.4	6	↑	NA	NA		
% pupils achieving the Level 2 Threshold	Annually	74.1	74.2	87.4	88.3	↑	89.3			
% pupils achieving the Level 1 Threshold	Annually	92.5	92.2	96.4	96.9	↑	97.4			
% pupils achieving the Core Subject Indicator	Annually	54	53.4	60.9	63.2	↑	67.7			
Average Capped Point Score	Annually	328.6	329.2	351.2	353	↑	NA			
Average Wider Point Score	Annually	464	473	526	500	↓	NA			
Inclusion										
	Ac Year									
% Primary Attendance	Annually	94.7	94.4	95.8	95.8	→	95.8			
% Primary Attendance - eFSM pupils	Annually	91.9	91.8	93.9	Jan. '16	↑	94	NA		
% Primary Attendance - LAC	Annually	96.4	95.9	96.9	Jan. '16	↑	96.9	NA		
% Secondary Attendance	Annually	93.2	93.4	94.6	94.8	↑	94.6			
% Secondary Attendance - eFSM pupils	Annually	87.8	88.3	90.4	Dec. '16	↑	90.6	NA		
% econdary Attendance - LAC	Annually	90.5	93.3	94.1	Dec. '16	↑	94.1	NA		
Days lost to Fixed Term Exclusions - Primary	Annually	137	50.5	60	41	↑	NA	NA		
Days lost to Fixed Term Exclusions - Secondary	Annually	633	481	277.5	371.5	↓	NA	NA		
Days Lost to Fixed Terms Exclusions - eFSM pupils - Primary	Annually	NA	22	19.6	23	↓	NA	NA		
Days Lost to Fixed Terms Exclusions - eFSM pupils - Secondary	Annually	NA	48.5	91.5	133.5	↓	NA	NA		
Days Lost to Fixed Term Exclusions - LAC - Primary	Annually	0	7.5	5.5	Apr. '16	↑	NA	NA		
Days Lost to Fixed Term Exclusions - LAC - Secondary	Annually	12	16.5	16	Apr. '16	↑	NA	NA		

APPENDIX A – CYP PERFORMANCE DASHBOARD

Monmouthshire Summary - Children & Young People								Latest Data:			
Indicator Name	Reported	2011/12	2012/13	2013/14	2014/15	Previous	Current	DoT	Target	RAG	Yearly Trend
ALN											
	Financial Year										
Number of pupils with Statements of SEN	Quarterly	484	462	425	399	401	353	↑	NA	NA	
Number of pupils with School Action Plus Resource Assist	Quarterly	0	0	0	0	0	47	↑	NA	NA	
Number of tribunal appeals	Quarterly	6	4	2	1	1	1	→	NA		
Number of Statements issued within 26 weeks without exceptions	Quarterly	100	100	100	100	100	100	→	NA		
Number of Statements issued within 26 weeks with exceptions	Quarterly	42.9	55.6	57.1	64.5	66.7	66.7	↑	NA		
Outcome Measures											
	Financial Year										
Leaving school without qualifications - all pupils	Annually	0.1	0.1	0.4	0.1	0.4	0.1	↑	0	NA	
Leaving school without qualifications - LAC	Annually	0	0	0	0	0	0	→	0	NA	
16 year olds not in Education, Employment or Training	Annually	3.8	3.8	2.8	1.7	2.8	1.7	↑	2.8		
18-24 year olds claiming Job Seeker's Allowance	Quarterly	8.6	6.2	5.2	3.4	2.5	2.6	↓	NA		
Resource Management											
	Financial Year										
Schools in deficit	Quarterly	23.7% (9)	13.5% (5)	16.6% (6)	13.9% (5)	13.9% (5)	13.9% (5)	→	0	NA	
Deficit Balance (£000)	Quarterly	490	390	457	482	482	381	↑	0	NA	
Schools in surplus	Quarterly	76.3% (29)	86.5% (32)	83.4% (30)	86.1% (31)	86.1% (31)	86.1% (31)	→	100	NA	
Surplus Balance (£000)	Quarterly	1,516	1,629	1,444	1,622	1,622	931	↓	NA	NA	
CYP variation to budget	Quarterly	1.6% overspent	1.6% overspent	0.3% overspent	On Budget	On Budget	0.5% overspent (£273k)	↓	On Budget	NA	
Days lost per FTE to sickness - CYP	Quarterly	NA	13	9.92	7.3	7.3	1.26	↑	NA	NA	
Days lost per FTE to sickness - School based staff	Quarterly	NA	10.55	10.91	9.22	9.22	2.46	↑	NA	NA	

KEY

FSM – Free School Meals

LAC – Children who are Looked After

NA – Target Not Set or RAG rating not possible due to lack of nationally benchmarked data

RAG rating as agreed by Cabinet

- Green indicates that performance is amongst the top three local authorities in Wales.
- Amber indicates that performance is ranked between 4th and 10th inclusive.
- Red indicates that performance is below 10th.

APPENDIX B

2015 End of Key Stage Teacher Assessment Outcomes Monmouthshire

All schools are subject to rigorous reporting and monitoring of standards each year, with the principal focus in key stages 2 and 3 being on English/Welsh first language, mathematics and science, and the percentage of pupils achieving the expected level in all three core subjects (core subject indicator – CSI).

In the Foundation Phase (formerly key stage 1), following the implementation of a revised curriculum, schools reported for the first time in 2012 on the performance of 7 year olds in language, literacy and communication (English or Welsh language) (LLC), mathematical development (MD), and personal and social development, wellbeing and cultural development (PSDWCD). The foundation phase indicator (FPI) measures the percentage achieving the expected outcome in all three areas of learning.

Whilst assessment of LLC and MD is broadly comparable to performance in English/Welsh and mathematics at KS2 and KS3, PSDWCD is not the same as science. Instead it provides a holistic assessment of pupils' wellbeing and the extent to which they are able to inter-relate appropriately with those around them. It also reflects a growing awareness of culture and diversity and of the environment in which they live. As such, it is an important measure of their overall 'readiness' for learning. Achievement in each of LLC, MD and PSDWCD is measured in relation to one of six 'outcome' descriptors.

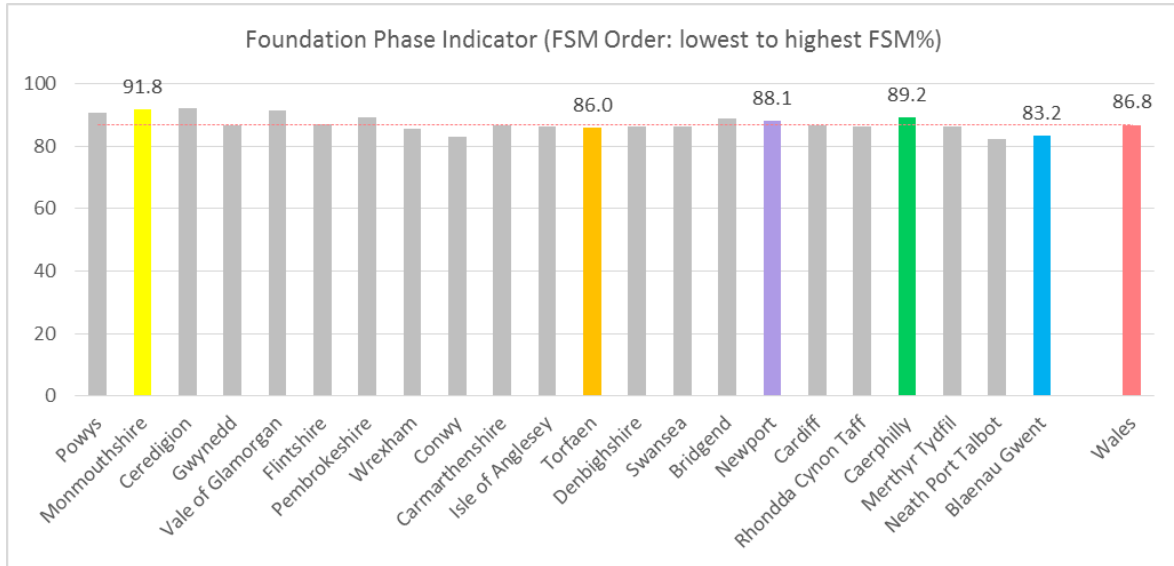
Expected levels of achievement at the end of foundation phase, key stage 2 and key stage 3:

The 'average' pupil is expected to achieve outcome 5 by the end of the foundation phase (formerly national curriculum level 2), with more able pupils achieving outcome 6 (formerly level 3). At the end of key stages 2 and 3, the 'average' pupil is expected to achieve level 4 and above and level 5 and above respectively and more able pupils are expected to achieve level 5 and 6 respectively.

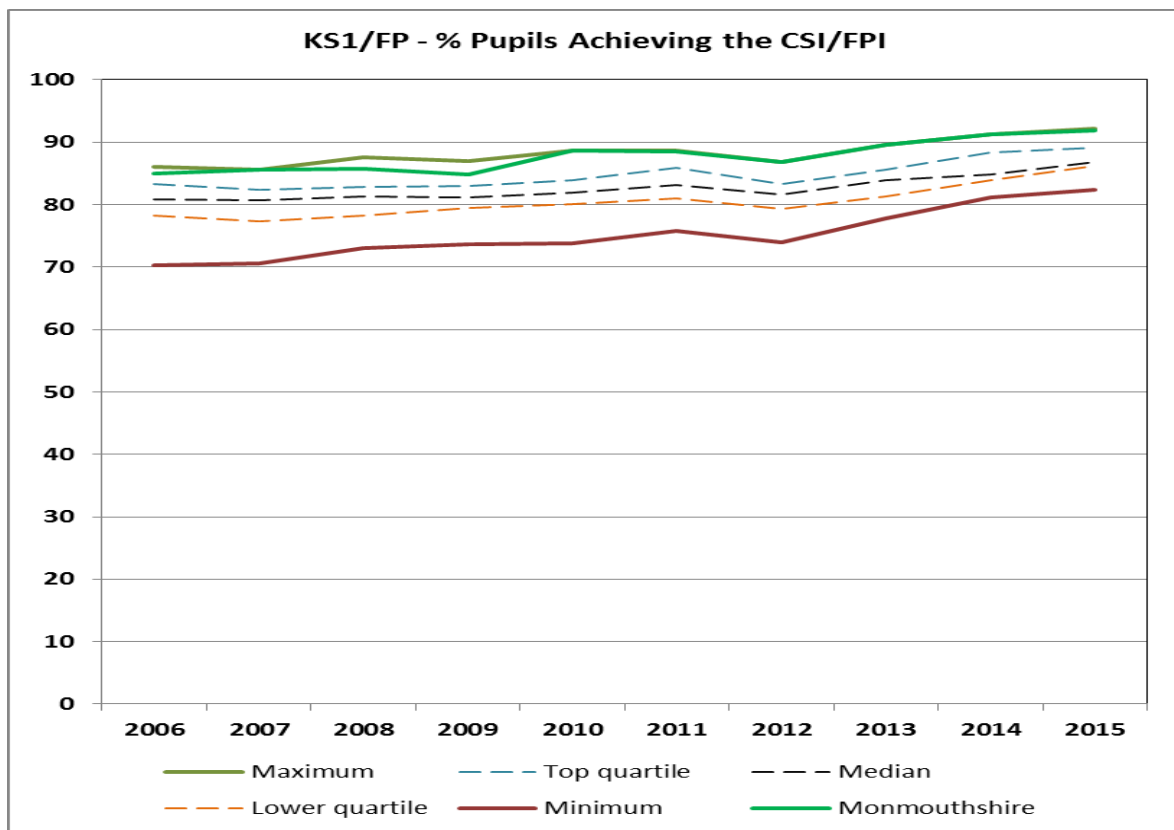
Please note that for future years the Minister for Education and Skills' statement of 13 May 2015, points to changes to expectations. The expected levels at the end of each phase of education have not yet been specifically defined, by the Welsh Government.

1. Foundation Phase

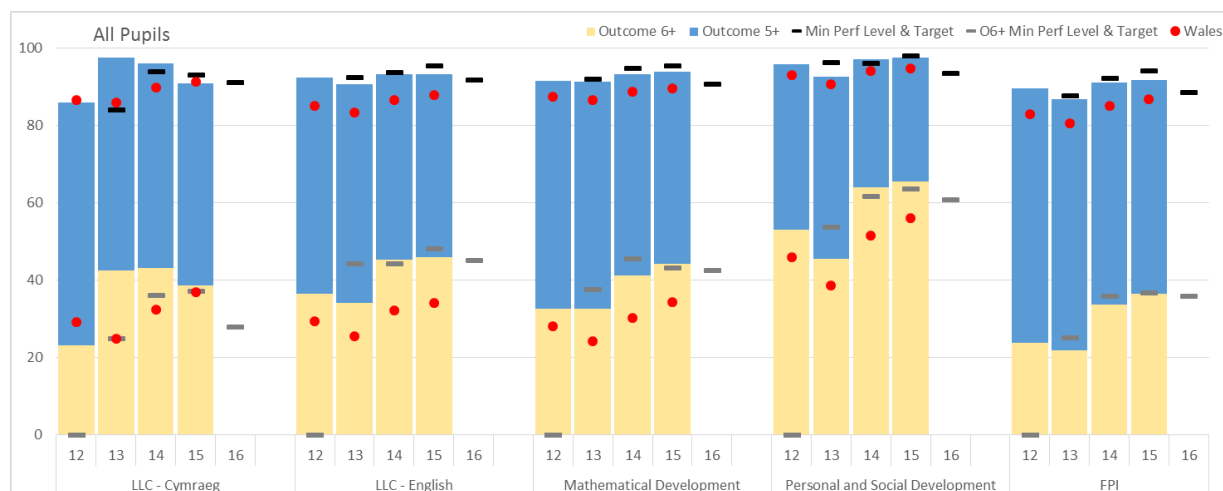
Performance in the foundation phase continues to improve, with 91.8% pupils achieving the foundation phase indicator (FPI) in 2015, an increase from 91.2% in 2014. Monmouthshire currently ranks 2nd in Wales for the FPI when compared with other local authorities, which is in line with the LA's FSM ranking (2nd, 2015 PLASC data).



10 Year Performance Summary – FPI / CSI (before 2012)



There have been improvements at both the expected level (outcome 5+) in all areas apart from LLC-English and LLC-Cymraeg, and at the higher level (outcome 6) in all indicators, except LLC-Cymraeg.



Percentage of pupils achieving Outcome 5+:

	FPI	LLC English	LLC Welsh	Mathematical Development	PSDWCD
Monmouthshire 2015	91.8 ↑	93.3 ↓	90.9 ↓	93.9 ↑	97.6 ↑
Target	94.2	95.4	93.0	95.4	97.9
Monmouthshire 2014	91.2	93.4	96.1	93.3	97.2
Wales 2014	86.8	88.0	91.3	89.7	94.8

Percentage of pupils achieving Outcome 6:

	LLC English	LLC Welsh	Mathematical Development	PSDWCD
Monmouthshire 2015	43.7 ↑	38.6 ↓	44.4 ↑	65.6 ↑
Monmouthshire 2015 Target	48.1	37.2	43.2	63.6
Monmouthshire 2014	42.7	43.1	41.2	64.1
Wales 2014	34.2	36.9	34.3	56.0

Performance in the Foundation Phase Indicator has improved by 0.6 percentage points and is ranked 2nd in Wales.

Performance in LLC English has declined by 0.1 percentage points at outcome 5+, but improved by 1.0 at outcome 6. Performance is ranked 2nd in Wales at outcome 5+.

Performance in LLC Welsh has declined by 5.2 percentage points at outcome 5+, and by 4.5 at outcome 6. Performance is ranked 16th in Wales at outcome 5+.

Performance in mathematical development has improved by 0.6 percentage points at outcome 5+ and by 3.2 at outcome 6. Performance is ranked 2nd in Wales at outcome 5+.

Performance in PSDWCD has improved by 0.4 percentage points at outcome 5+ and improved by 1.5 at outcome 6. Performance is ranked 2nd in Wales at outcome 5+.

Performance is within 3% of the schools' aggregate targets for each area of learning. Schools are expected to set realistic but challenging targets.

Gender differences at outcome 5+ (boys' performance – girls' performance):

	FPI		LLC English		LLC Welsh		Mathematical Development		PSDWCD	
	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
Monmouthshire	-6.5	-6.4	-5.3	-5.1	-9.1	-23.5	-4.4	-4.1	-2.9	-3.0
Wales	-8.5	-7.8	-8.3	-7.6	-8.3	-7.6	-7.9	-6.7	-5.3	-4.8

At outcome 5+ gender differences have remained approximately the same apart from in LLC-Welsh where it increased significantly. Gender differences remain less than the Wales average for each area of learning, except LLC-Welsh.

Gender differences at outcome 6 (boys' performance – girls' performance):

	LLC English		LLC Welsh		Mathematical Development		PSDWCD	
	2014	2015	2014	2015	2014	2015	2014	2015
Monmouthshire	-6.3	-11.9	-27.9	-24.6	3.3	-1.8	-10.2	-15.5
Wales	-12.1		12.3		0.9		-18.1	

At outcome 6+ gender differences have increased slightly for LLC-English and PSDWCD, but decreased for and LLC-Welsh and PSDWCD. National gender differences for 2015 at outcome 6+ are not yet available.

Wales rankings:

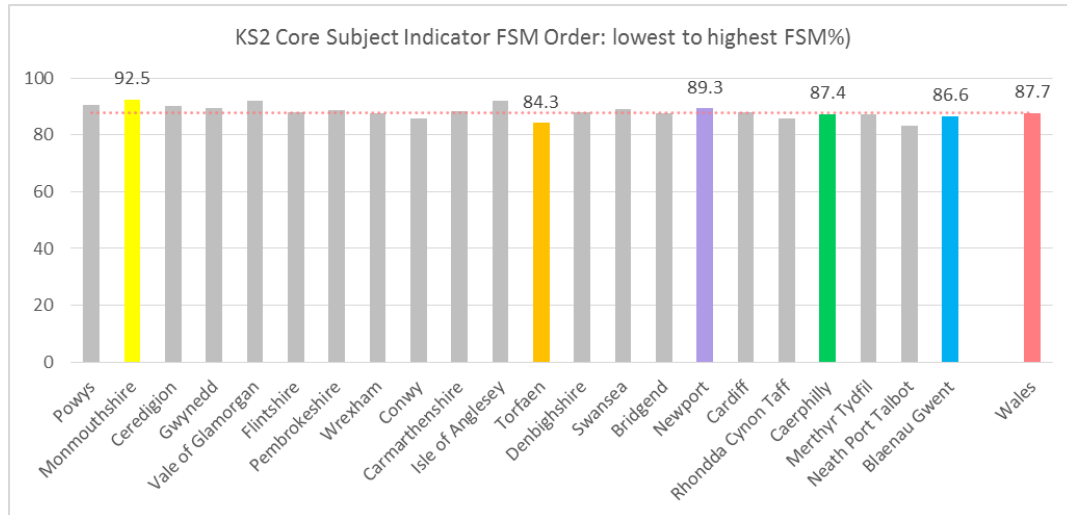
When compared with other LAs in Wales, performance in Monmouthshire is exactly in line with expectation in each area of learning apart from LLC-Welsh, where it is significantly lower.

	FPI	LLC English	LLC Welsh	Mathematical Development	PSDWCD
2015	2	2	16	3	2
2014	1	1	2	1	1
2013	1	1	15	3	2

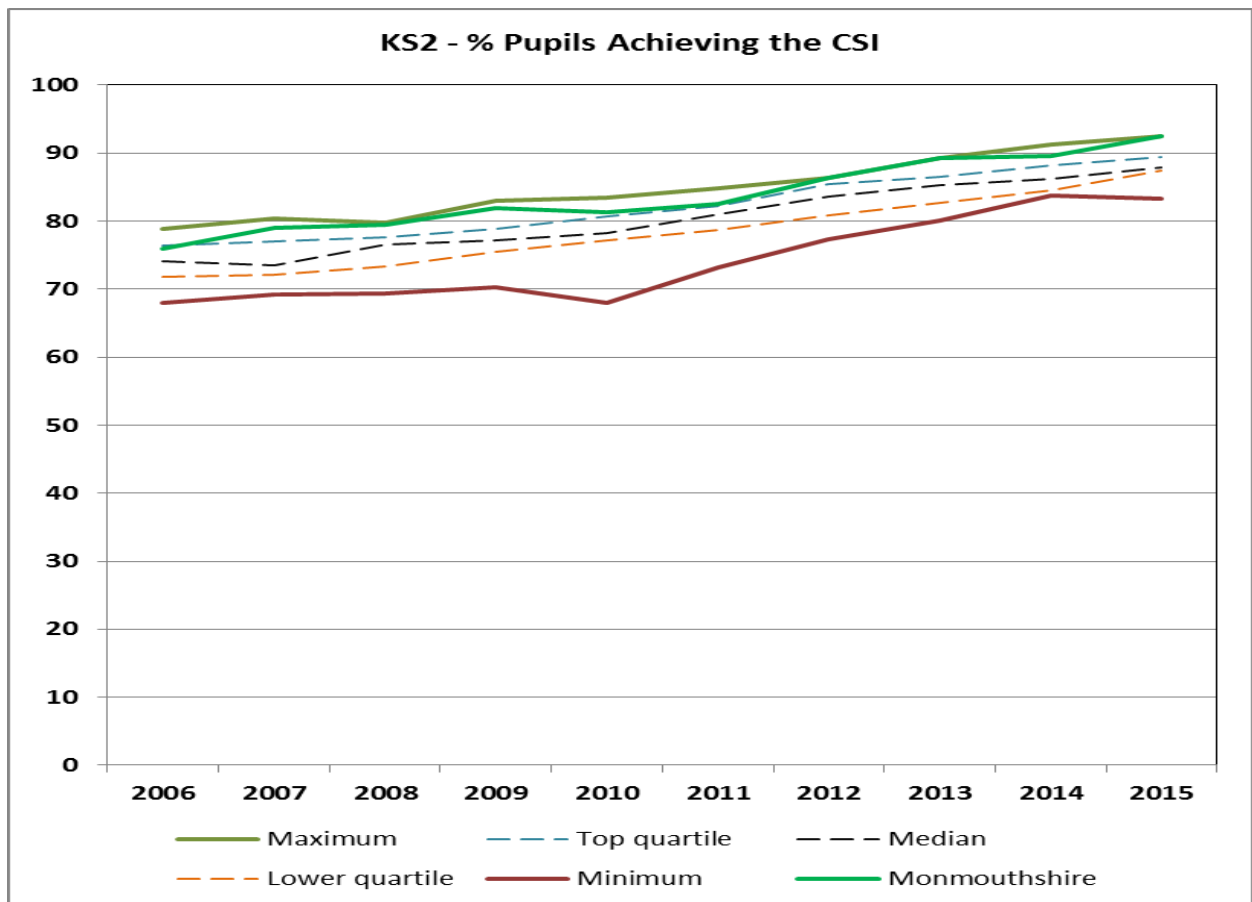
FPI		LLC - English		LLC - Welsh		Math. Dev.		PSD	
Ceredigion	92.2	Ceredigion	94.0	The Vale of Glamorgan	96.2	Ceredigion	94.5	Ceredigion	98.1
Monmouthshire	91.8	Monmouthshire	93.3	Newport	95.9	The Vale of Glamorgan	93.9	Monmouthshire	97.6
The Vale of Glamorg	91.5	The Vale of Glamorg	92.7	Bridgend	95.4	Monmouthshire	93.9	The Vale of Glamorgan	96.9
Powys	90.6	Powys	91.5	Rhondda Cynon Taff	94.4	Powys	92.7	Pembrokeshire	96.1
Pembrokeshire	89.2	Pembrokeshire	91.1	Powys	94.1	Caerphilly	91.9	Powys	96.0
Caerphilly	89.2	Bridgend	90.5	Ceredigion	93.8	Pembrokeshire	91.7	Isle of Anglesey	95.8
Bridgend	88.8	Newport	90.2	Caerphilly	93.8	Bridgend	91.5	Denbighshire	95.7
Newport	88.1	Caerphilly	90.1	Cardiff	92.8	South East Wales	90.7	Flintshire	95.6
South East Wales	88.0	South East Wales	90.0	Neath Port Talbot	92.6	Gwynedd	90.4	Newport	95.6
Flintshire	87.0	Flintshire	89.0	Swansea	92.2	Flintshire	90.2	South East Wales	95.6
Gwynedd	86.8	Torfaen	88.7	Merthyr Tydfil	92.1	Newport	90.2	Gwynedd	95.5
Carmarthenshire	86.8	Wales	88.0	Denbighshire	91.9	Torfaen	90.1	Caerphilly	95.4
Wales	86.8	Cardiff	87.9	South East Wales	91.6	Carmarthenshire	89.8	Carmarthenshire	95.2
Cardiff	86.7	Denbighshire	87.6	Carmarthenshire	91.4	Wales	89.7	Swansea	94.9
Denbighshire	86.4	Wrexham	87.2	Torfaen	91.3	Isle of Anglesey	89.4	Bridgend	94.9
Rhondda Cynon Taff	86.3	Merthyr Tydfil	87.2	Wales	91.3	Denbighshire	89.4	Blaenau Gwent	94.8
Isle of Anglesey	86.2	Swansea	87.0	Flintshire	91.2	Cardiff	89.4	Wales	94.8
Swansea	86.2	Blaenau Gwent	87.0	Monmouthshire	90.9	Rhondda Cynon Taff	89.1	Conwy	94.7
Merthyr Tydfil	86.2	Rhondda Cynon Taff	86.8	Pembrokeshire	90.1	Swansea	89.0	Torfaen	94.7
Torfaen	86.0	Isle of Anglesey	86.1	Isle of Anglesey	89.8	Wrexham	88.7	Rhondda Cynon Taff	94.3
Wrexham	85.5	Conwy	86.1	Wrexham	89.2	Merthyr Tydfil	88.1	Merthyr Tydfil	94.3
Blaenau Gwent	83.2	Carmarthenshire	83.4	Gwynedd	88.4	Conwy	87.9	Cardiff	94.0
Conwy	82.9	Neath Port Talbot	82.8	Conwy	84.6	Blaenau Gwent	86.0	Wrexham	93.9
Neath Port Talbot	82.3	Gwynedd	*	Blaenau Gwent	67.3	Neath Port Talbot	85.2	Neath Port Talbot	92.7

2. Key Stage 2

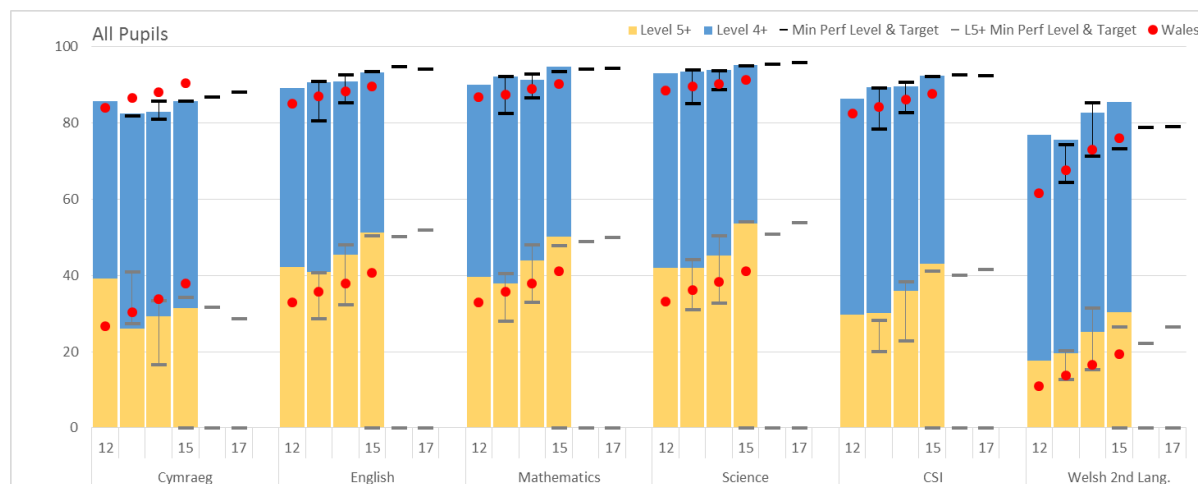
Performance continues to improve, with 92.5% pupils achieving the core subject indicator (CSI) in 2015, an increase from 89.5% in 2014. Monmouthshire is now ranked 1st in Wales, which is slightly higher than could be expected given the LA's FSM ranking.



10 Year Performance Summary – Key Stage 2 CSI



Performance at both the expected level (Level 4+) and the expected level+1 (Level 5+) improved in 2015. Performance is above the national average for all indicators, except for Level 5+ in Cymraeg.



Percentage of pupils achieving level 4+:

	CSI	English	Welsh (First Language)	Mathematics	Science
Monmouthshire 2015	92.5 ↑	93.4 ↑	85.7 ↑	94.7 ↑	95.2 ↑
Target	92.2	93.4	85.7	93.6	95.0
Monmouthshire 2014	89.5	90.8	82.9	91.4	93.9
Wales 2014	87.7	89.6	90.5	90.2	91.4

Percentage of pupils achieving level 5+:

	English	Welsh (First Language)	Mathematics	Science
Monmouthshire 2015	51.2 ↑	31.4 ↑	50.2 ↑	53.6 ↑
Monmouthshire 2015 Target	50.5	34.3	47.8	54.0
Monmouthshire 2014	45.4	29.3	44.0	45.3
Wales 2014	40.8	38.0	41.2	41.1

Performance in the CSI has improved by 3.0 percentage points and is ranked 1st in Wales.

Performance in English at the expected level 4+ has improved by 2.6 percentage points and is ranked 2nd in Wales. Performance at the higher level 5+ improved by 5.8 percentage points.

Performance in Welsh (first language) at the expected level 4+ improved by 2.8 percentage points, but is ranked 20th in Wales. Performance in Welsh (first language) at the higher level improved by 2.1 percentage points.

Performance in mathematics at the expected level 4+ has improved by 3.3 percentage points and is ranked 1st in Wales. Performance in mathematics at the higher level 5+ improved by 6.2 percentage points.

Performance in science at the expected level 4+ has improved by 1.3 percentage points and is ranked 1st in Wales. Performance in science at the higher level 5+ has improved by 8.2 percentage points.

Performance at the expected level 4+ for all indicators all either in line with or within approximately 1% of school aggregate targets.

Gender differences at level 4+ (boys' performance – girls' performance):

	CSI		English		Welsh (First Language)		Mathematics		Science	
	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
Monmouthshire	-4.4	-4.2	-4.0	-4.8	-29.0	-10.0	-2.9	-0.4	-3.0	-1.4
Wales	-6.3	-5.8	-7.0	-6.2	-8.5	-6.0	-3.8	-3.7	-4.2	-3.7

At level 4+ gender differences have remained approximately the same, apart from in mathematics and science where they reduced slightly and Welsh (first language) where they reduced significantly. Gender differences are slightly less than the Wales average for all indicators, except Welsh (first language).

Gender differences at level 5+ (boys' performance – girls' performance):

	English		Welsh (First Language)		Mathematics		Science	
	2014	2015	2014	2015	2014	2015	2014	2015
Monmouthshire	-9.0	-16.2	-12.6	-43.3	3.9	-1.9	-1.8	-6.7
Wales	-11.7		-13.3		-8.5		-3.0	

At level 5+ gender differences increased for each subject, apart from mathematics. National gender differences for 2015 at level 5+ are not yet available, but the gender difference in Welsh is significantly larger than the Wales 2014 average.

Wales rankings:

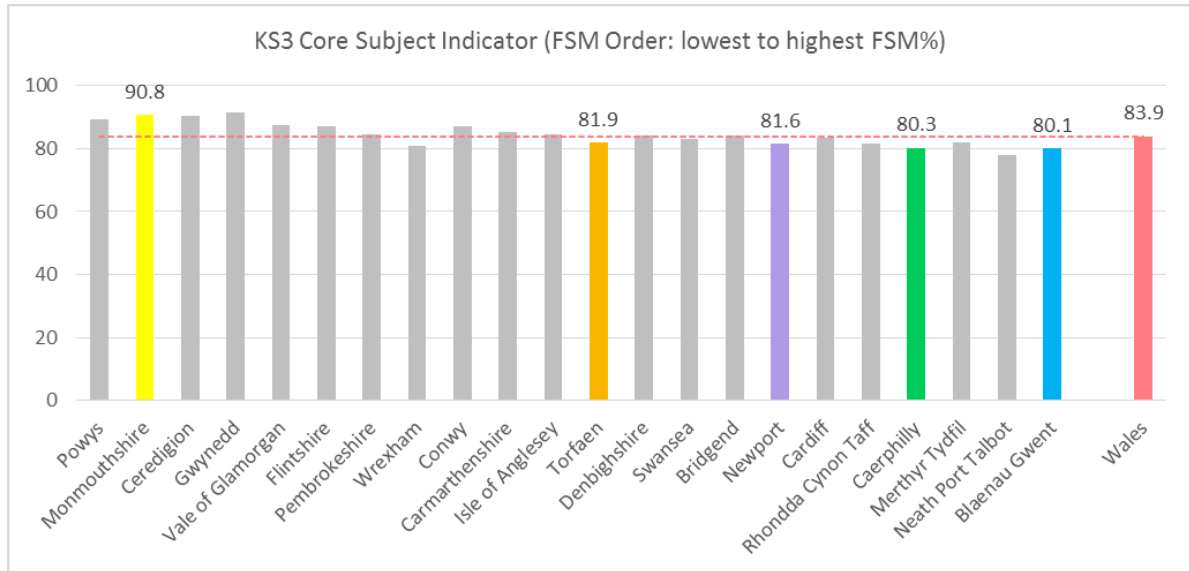
Improvements in performance have increased the LA's rankings against other LAs in Wales in all indicators.

	CSI	English	Welsh (first language)	Mathematics	Science
2015	1	2	20	1	1
2014	3	4	22	4	3
2013	1	1	21	1	1

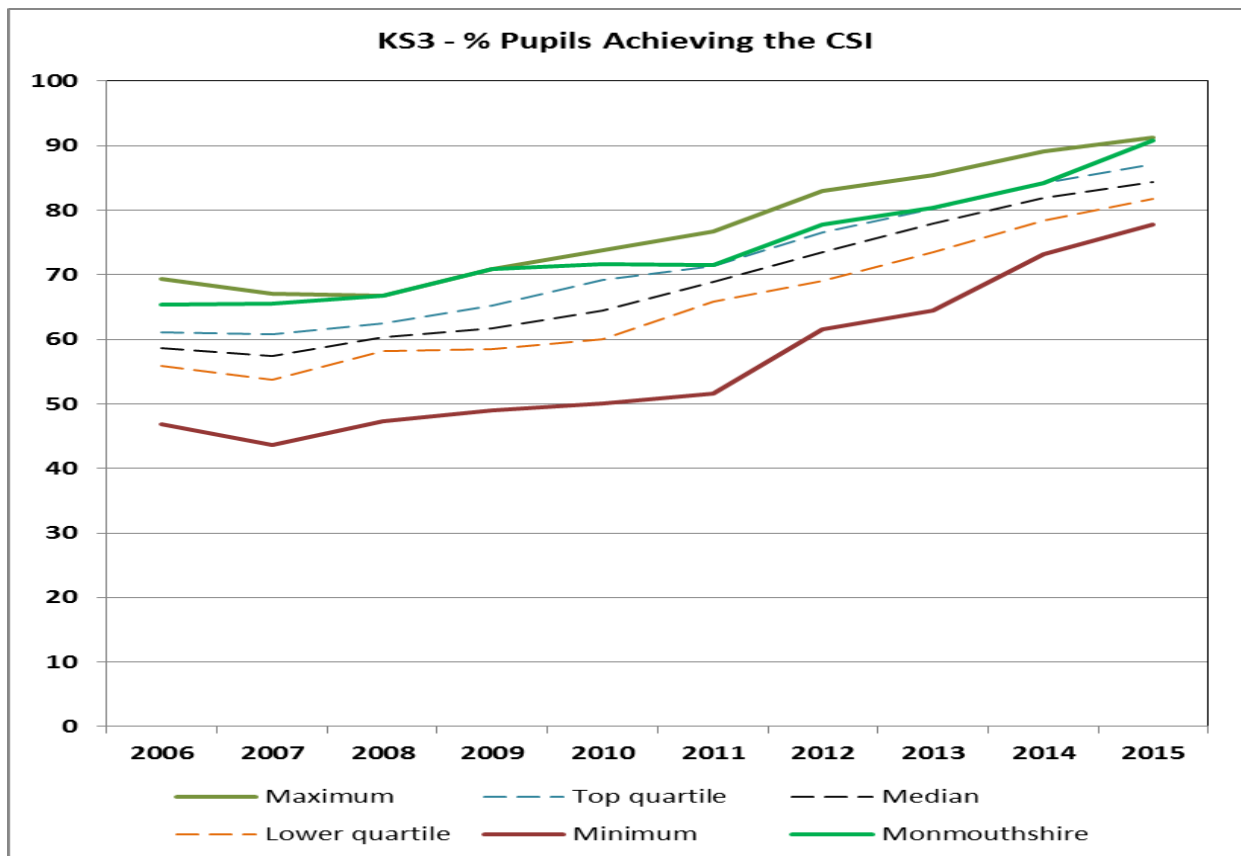
CSI		English		Welsh 1st Lang.		Mathematics		Science	
Monmouthshire	92.5	The Vale of Glamorg	93.5	Torfaen	97.4	Monmouthshire	94.7	Monmouthshire	95.2
The Vale of Glamorg	92.1	Monmouthshire	93.4	Powys	96.6	The Vale of Glamorgan	93.7	The Vale of Glamorgan	95.1
Isle of Anglesey	91.8	Isle of Anglesey	93.2	The Vale of Glamorgan	95.9	Isle of Anglesey	93.5	Isle of Anglesey	93.9
Powys	90.4	Powys	91.9	Bridgend	94.7	Powys	92.5	Powys	93.5
Ceredigion	90.3	Newport	91.5	Newport	94.1	Ceredigion	92.2	Newport	93.4
Gwynedd	89.5	Ceredigion	91.1	Cardiff	93.7	Gwynedd	91.3	Gwynedd	93.2
Newport	89.3	Swansea	90.9	Merthyr Tydfil	93.5	Swansea	91.3	Pembrokeshire	92.9
Swansea	89.2	Pembrokeshire	90.5	Swansea	92.9	Newport	91.2	Ceredigion	92.7
Pembrokeshire	88.6	Flintshire	90.1	Rhondda Cynon Taff	92.3	Flintshire	90.9	Swansea	92.6
Carmarthenshire	88.2	Gwynedd	90.0	Caerphilly	90.7	Pembrokeshire	90.8	Flintshire	92.1
South East Wales	88.1	Carmarthenshire	90.0	South East Wales	90.6	Wrexham	90.4	Carmarthenshire	91.9
Denbighshire	87.9	South East Wales	90.0	Denbighshire	90.6	Carmarthenshire	90.4	Wrexham	91.8
Flintshire	87.9	Cardiff	89.9	Wales	90.5	South East Wales	90.2	South East Wales	91.4
Cardiff	87.8	Wrexham	89.8	Gwynedd	90.4	Denbighshire	90.2	Wales	91.4
Wrexham	87.7	Denbighshire	89.7	Neath Port Talbot	90.1	Wales	90.2	Denbighshire	91.2
Wales	87.7	Wales	89.6	Isle of Anglesey	89.7	Merthyr Tydfil	90.1	Bridgend	91.1
Bridgend	87.6	Bridgend	89.5	Wrexham	88.9	Bridgend	90.0	Caerphilly	91.0
Merthyr Tydfil	87.4	Merthyr Tydfil	89.3	Carmarthenshire	88.6	Cardiff	89.9	Conwy	90.9
Caerphilly	87.4	Caerphilly	89.3	Ceredigion	88.3	Conwy	89.5	Cardiff	90.8
Blaenau Gwent	86.6	Conwy	88.5	Conwy	87.4	Caerphilly	89.3	Merthyr Tydfil	90.4
Conwy	85.8	Rhondda Cynon Taff	88.0	Flintshire	86.4	Blaenau Gwent	89.0	Torfaen	90.4
Rhondda Cynon Taff	85.8	Blaenau Gwent	87.9	Monmouthshire	85.7	Rhondda Cynon Taff	88.9	Rhondda Cynon Taff	89.4
Torfaen	84.3	Torfaen	87.1	Pembrokeshire	85.4	Torfaen	87.3	Blaenau Gwent	89.4
Neath Port Talbot	83.3	Neath Port Talbot	85.3	Blaenau Gwent	69.2	Neath Port Talbot	85.8	Neath Port Talbot	87.6

3. Key Stage 3

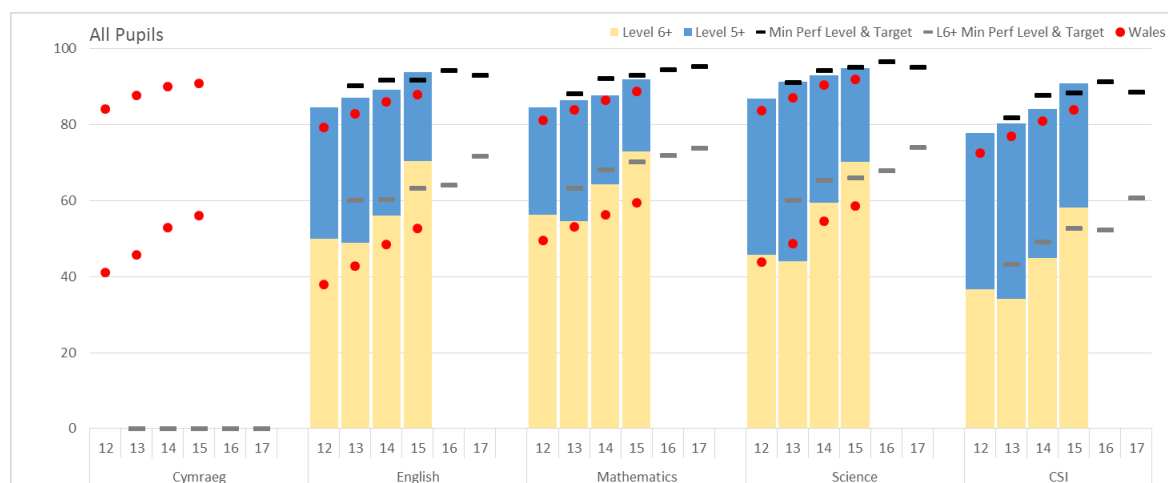
Performance improved in 2015, with 90.8% pupils achieving the core subject indicator (CSI), a significant increase from 84.2% in 2014. Monmouthshire is now ranked 2nd in Wales, which is line with the LA's FSM ranking.



10 Year Performance Summary – Key Stage 3 CSI



Performance has improved across all indicators at the expected level 5+ and to a greater extent at level 6+



Percentage of pupils achieving level 5+

	CSI	English	Welsh (First Language)	Mathematics	Science
Monmouthshire 2015	90.8 ↑	93.7 ↑	- →	92.0 ↑	94.9 ↑
Monmouthshire 2015 Target	88.3	91.7	-	92.9	95.2
Monmouthshire 2014	84.2	89.2	-	87.7	93.0
Wales 2014	83.9	87.9	90.9	88.7	91.8

Percentage of pupils achieving level 6+

	English	Maths	Science
Monmouthshire 2015	70.5 ↑	73.0 ↑	70.2 ↑
Monmouthshire 2015 Target	63.3	70.3	65.9
Monmouthshire 2014	56.0	64.4	59.4
Wales 2014	52.6	59.5	58.5

Percentage of pupils achieving level 7+

	English	Maths	Science
Monmouthshire 2015	22.5 ↑	37.6 ↑	27.7 ↑
Monmouthshire 2014	18.0	26.6	19.0
Wales 2014	16.6	26.3	20.7

Performance in the CSI has improved by 4.5 percentage points and is ranked 2nd in Wales.

Performance in English at the expected level 5+ has improved by 4.5 percentage points and is now ranked 1st in Wales. Performance in English at the higher level 6+ has improved by 14.5 percentage points.

Performance in mathematics at the expected level 5+ has improved by 4.7 percentage points, and is now ranked 4th in Wales. Performance in mathematics at the higher level 6+ has improved by 8.6 percentage points.

Performance in science at the expected level 5+ has improved by 1.9 percentage points, and is now ranked 4th in Wales. Performance in science at the higher level 6+ has improved by 10.6 percentage points.

Performance at the expected Level 5+ was within 3% of aggregate school targets for all indicators.

Gender differences at level 5+ (boys' performance – girls' performance):

	CSI		English		Mathematics		Science	
	2014	2015	2014	2015	2014	2015	2014	2015
Monmouthshire	-9.5	-6.2	-7.8	-6.9	-7.8	-5.0	-6.1	-3.5
Wales	-8.7	-7.4	-10.3	-8.2	-4.1	-3.4	-5.3	-4.5

Gender differences have reduced in all indicators to now be approximately in line with the Wales' average.

Gender differences at level 6+ (boys' performance – girls' performance):

	English		Mathematics		Science	
	2014	2015	2014	2015	2014	2015
Monmouthshire	-24.2	-14.9	-7.7	-1.9	-15.7	-7.4
Wales	-17.3		-5.0		-10.3	

Gender differences have decreased significantly in each core subject. National gender differences for 2015 at level 6+ are not yet available.

Gender differences at level 7+ (boys' performance – girls' performance):

	English		Mathematics		Science	
	2014	2015	2014	2015	2014	2015
Monmouthshire	-14.5	-9.1	-5.6	3.3	-9.9	-11.2
Wales	-8.5		-1.6		4.6	

Gender differences have reduced for English and mathematics, but increased slightly for science. National gender differences for 2015 at level 7+ are not yet available.

Wales rankings:

Improvements have been made in Monmouthshire's rank position for all indicators.

	CSI	English	Mathematics	Science
2015	2	1	4	4
2014	6	5	=9	6
2013	6	6	5	3

CSI		English		Welsh 1st Lang.		Mathematics		Science	
Gwynedd	91.3	Monmouthshire	93.7	Powys	95.7	Gwynedd	93.4	Ceredigion	96.1
Monmouthshire	90.8	Ceredigion	93.4	Wrexham	93.9	Ceredigion	92.8	Gwynedd	95.9
Ceredigion	90.5	The Vale of Glamorg	92.1	Isle of Anglesey	93.2	Flintshire	92.0	Conwy	94.9
Powys	89.3	Powys	91.9	Swansea	93.2	Monmouthshire	92.0	Monmouthshire	94.9
The Vale of Glamorg	87.4	Conwy	91.4	Gwynedd	93.0	Powys	91.8	Powys	94.6
Conwy	87.2	Flintshire	91.4	Cardiff	92.8	The Vale of Glamorgan	91.4	Flintshire	94.3
Flintshire	87.1	Gwynedd	91.3	Denbighshire	92.5	Conwy	91.1	The Vale of Glamorgan	94.1
Camarthenshire	85.1	Pembrokeshire	88.6	Rhondda Cynon Taff	92.5	Camarthenshire	90.4	Denbighshire	93.1
Isle of Anglesey	84.5	Bridgend	88.6	The Vale of Glamorgan	91.9	Denbighshire	89.7	Isle of Anglesey	92.6
Pembrokeshire	84.5	Camarthenshire	88.4	Conwy	91.5	Cardiff	89.3	Camarthenshire	91.9
Denbighshire	84.3	Isle of Anglesey	87.9	Pembrokeshire	90.9	Isle of Anglesey	88.9	Torfaen	91.8
Bridgend	84.3	Wales	87.9	Wales	90.9	Wales	88.7	Wales	91.8
Wales	83.9	Denbighshire	87.8	Ceredigion	90.8	Pembrokeshire	88.6	Bridgend	91.7
Cardiff	83.4	Swansea	87.6	Caerphilly	88.9	Swansea	87.9	Cardiff	91.5
Swansea	83.2	Merthyr Tydfil	87.2	South East Wales	88.2	Bridgend	87.8	Pembrokeshire	91.2
South East Wales	82.2	Newport	87.2	Bridgend	87.3	Merthyr Tydfil	87.5	Newport	91.1
Merthyr Tydfil	81.9	Torfaen	86.9	Torfaen	87.0	Rhondda Cynon Taff	87.3	South East Wales	91.0
Torfaen	81.9	Cardiff	86.7	Camarthenshire	86.5	South East Wales	87.0	Rhondda Cynon Taff	90.7
Rhondda Cynon Taff	81.6	South East Wales	86.5	Neath Port Talbot	85.0	Newport	86.7	Wrexham	90.6
Newport	81.6	Wrexham	86.1	Flintshire	80.0	Torfaen	86.5	Swansea	90.2
Wrexham	80.9	Rhondda Cynon Taff	86.0	Merthyr Tydfil	.	Caerphilly	86.1	Caerphilly	90.2
Caerphilly	80.3	Neath Port Talbot	84.2	Blaenau Gwent	.	Wrexham	85.9	Merthyr Tydfil	89.3
Blaenau Gwent	80.1	Blaenau Gwent	83.8	Monmouthshire	.	Blaenau Gwent	85.1	Neath Port Talbot	87.8
Neath Port Talbot	77.8	Caerphilly	83.7	Newport	.	Neath Port Talbot	83.4	Blaenau Gwent	87.7

APPENDIX C

STATUTORY NATIONAL TESTING FOR PUPILS IN Y2 –Y9

Introduction

The report outlines the scope of the testing process within primary and secondary schools, the pupil outcomes and comparisons to the teacher assessment process at Y2, Y6 and Y9.

Context

The annual tests that all Y2-Y9 children take at schools in Wales are part of the National Literacy and Numeracy Framework (LNF). The tests were introduced in May 2013. Their main aims are to:

- Give schools an accurate gauge of individual children's skills and abilities.
- Help drive up literacy and numeracy standards in children throughout Wales.
- Provide a clearer picture of how children are performing nationally.

The tests are paper-based and take between 30 and 60 minutes each (although children who need longer because of additional needs will be given extra time). Although it is up to each school how to administer them, it is recommended that children in Y2 and Y3 have a chance to sit the tests in smaller chunks of 20 minutes or 30 minutes at a time. The reading tests span year groups: Y2 and Y3 take the same test, as do Y4 and Y5, and also Y6 and Y7. Children read a passage before answering a mixture of multiple choice questions and questions needing short, closed responses like ordering, pairing and underlining. The numeracy part of the test last for 30 minutes; children are tested on addition, subtraction, multiplication and division. A 30-minute reasoning test assesses how well they can apply calculation skills to everyday problems. Unlike the reading test, there is a separate numeracy test for each year group.

Primary schools administered tests between the 5 - 12th May 2015; secondary schools between the 29th April and 12th May 2015. The tests were marked internally at the school according to detailed guidance and the data was uploaded to the Welsh National Tests Data Collection. Provisional data was returned to schools by the end of the summer term in order to be shared with parents and carers.

EAS on behalf of the LA undertake the statutory responsibility to monitor the assessment arrangements in at least 10 per cent of their schools. The LA must ensure that assessment arrangements are in accordance with the test administration timetable and test administration guidance. EAS carry out a programme of monitoring visits during any of the following periods.

- The week before the tests are administered to learners.
- The period during which the tests are administered to learners.
- Up to 20 school days after the last day on which any of the tests have been administered to learners.

Pupil Outcomes

Standardised tests in English reading and maths measure the child's achievement compared to other children in all schools across Wales at the same age level. Scores below Standard Score (SS) (85) are considered below average, 85 -115 are considered to be within the average range and SS over 115 is considered to be above average.

In 2014-15, the combined performance of all year groups in the English reading tests at SS85+ matched performance at SS115+ in terms of local authority rankings in Monmouthshire, with performance in Monmouthshire highest in Wales.

Overall LA rankings at SS85+ align closely to Teacher Assessment rankings in Foundation Phase, key stages 2 and 3 with the exception of numeracy reasoning. LA rankings for Teacher Assessment at the expected level + 1 have not yet been published. (See page 6)

Progress measures in English and Welsh reading tests

The progress measure shows whether a learner's improvement in reading or numeracy each year is in line with that of other learners taking the same test. No one performs consistently all of the time. Small changes are most likely due to how the learner performed on this particular test on the particular day of testing. Larger changes, or a trend in changes, may give a stronger indication of the learner's progress

Overall, LA increases within the region at S85+ and SS115+ exceeded national increases in 6 out of 10 cases for English and 5 out of 10 for Welsh. Among the most significant increases relate to the Welsh reading tests in Monmouthshire at SS85+ (3.8 points compared with -0.1 points for Wales).

Conversely, performance in the Welsh reading tests dropped by more than one point at SS115+ in Monmouthshire.

	Reading - En		Reading - We	
	85+	115+	85+	115+
Blaenau-Gwent	2.6	1.2	0	4.1
Caerphilly	3.4	0.6	1.4	-1.1
Monmouthshire	3.6	-0.2	3.8	-1.5
Newport	3.5	1.3	1.5	-0.7
Torfaen	3.7	-1.2	-1	3.5
Wales	3.4	0.1	-0.1	-0.4

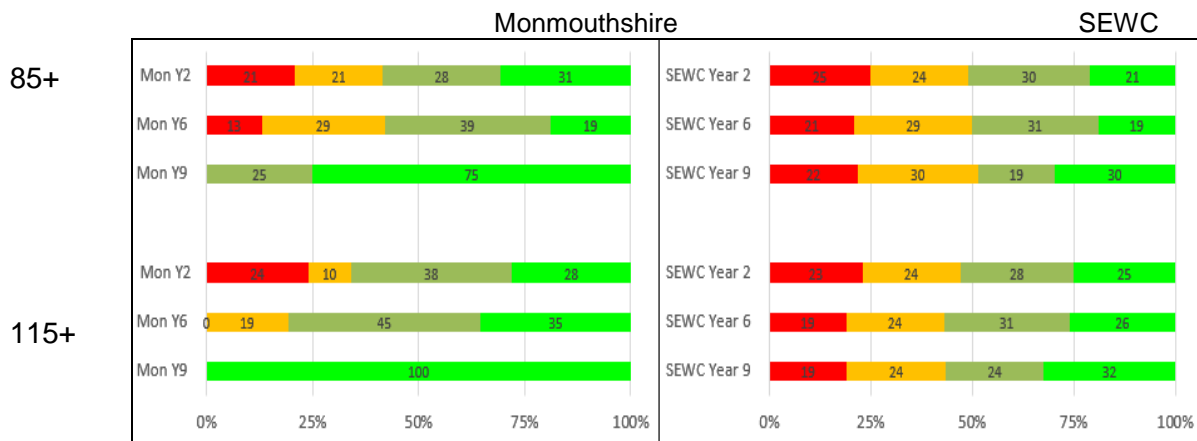
Benchmark performance in national reading tests compared with Teacher Assessment performance LLC / English (Years 2, 6 and 9)

EAS Regional benchmark performance for the reading tests was average overall in 2015, with roughly 25% schools in each quarter in all key stages at both SS85+ and SS115+

Performance was strongest in key stage 3, with nearly a third of schools in the top quarter (SS85+: 31% / SS115+: 32%). Conversely, benchmark performance for Teacher Assessment was stronger in Foundation Phase and key stage 2 than for key stage 3.

Significantly fewer schools were in the bottom quarter at the expected levels in years 2 and 6 for Teacher Assessment (possibly reflecting the impact of writing on the overall level awarded), compared with performance in the tests at SS85+. In key stage 3, more schools were in the top quarter for the test, than for Teacher Assessment at level 5+. At level 6+, more schools were in the bottom quarter than for SS115+.

Primary benchmark performance in Monmouthshire was well above average at SS115+. Performance at SS85+ was relatively stronger in year 2 than year 6 (31% schools in the top quarter compared with 19% in year 6); conversely performance at SS115+ was stronger in year 6 than in year 2 (no school in the bottom quarter in Y6 compared with 24% schools in year 2). In year 9, Monmouthshire performance was strong and well above average: 75% of schools in the top quarter at SS85+, and 100% at SS115+.



Performance in national numeracy tests (2014-15)

In four out of five LAs, the combined performance of all year groups was similar in the procedural and reasoning tests in terms of LA rankings for standardised scores of SS85+. In Monmouthshire, performance was relatively weaker in reasoning than for the procedural test, as in 2014 (2015: Performance 8th in Wales / FSM ranking: 2nd). See page 7.

LA rankings in national numeracy procedural tests at SS85+ align more closely to Teacher Assessment rankings in Foundation Phase, key stage 2 and key stage 3, than to rankings for the numeracy reasoning tests.

Progress measures

Within the region, increases in LA averages at SS 85+ and SS 115+ for 2015 exceeded national figures in 45% cases. In the procedural test, increases were significantly higher than Wales averages. In Monmouthshire, increases were above national averages for three out of four indicators. In the reasoning test, increases were larger than national figures in Monmouthshire at 115+.

	Procedural		Reasoning	
	85+	115+	85+	115+
Blaenau-Gwent	3	-0.1	3.5	1.4
Caerphilly	1.8	1.5	3.5	1.4
Monmouth	1.1	1.6	2.6	2.9
Newport	0.3	0.2	2.4	0.6
Torfaen	0.5	0.9	2.3	1.7
Wales	1	0.5	2.8	2

Benchmark performance: National numeracy tests compared with TA performance in mathematics

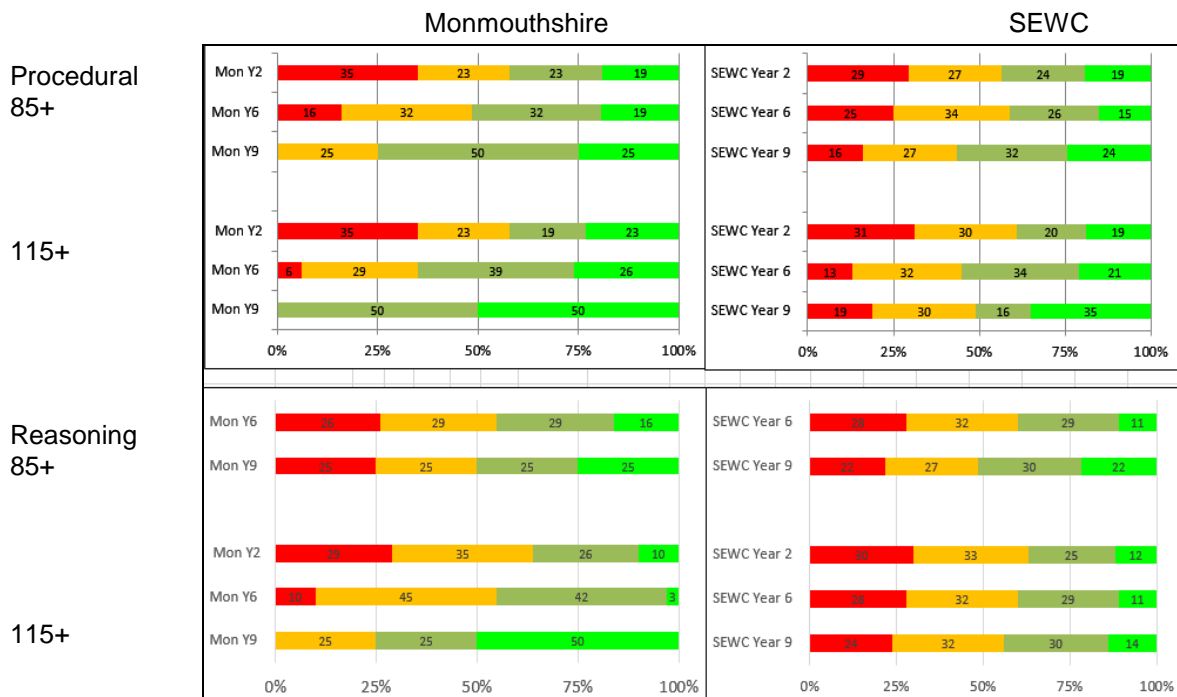
Consortium performance (Y2, Y6, Y9)

Regional benchmark performance in the national numeracy tests was below average overall in 2015, with more than half the schools below the median in 8 out of 12 indicators.

Performance was above average in the procedural test in KS2 at SS115+, both tests at SS85+ in KS3 and the procedural test at SS115+ in KS3.

Performance was stronger in year 9 than in years 2 and 6, contrary to Teacher Assessment benchmarks where key stage 3 performance was well below average at the expected level (only 36% schools above the median compared with 61% in Foundation Phase and 56% at key stage 2).

In the primary phase (years 2 and 6), with the exception of the year 6 procedural test at SS115+, there were fewer than 50% of schools above the median, and significantly more schools in the bottom quarter than in the top quarter.



Year 2

Regional performance in year 2 was broadly similar to Monmouthshire across the four measures, but below average overall.

Year 6

Regional performance was above average in the procedural test at SS115+, but below average for three of the four measures and weakest in the reasoning test at SS115+.

Performance was above average in the procedural tests at SS85+ in Monmouthshire. and at SS115+ in 3 Local Authorities including Monmouthshire.

Monmouthshire had too few schools in the top quarter, particularly in the reasoning tests (16% at 85+ and 3% at 115+).

Year 9

Regional benchmark performance was above average in year 9, with over a third in the top quarter in the procedural test at SS115+ and only 16% schools in the bottom quarter at SS85+. Performance was well above average in Monmouthshire at both SS85+ at SS115+.

Attendance and disapplication (Reading and numeracy tests)

In order for national test data to include all pupils in years 2 to 9, a standardised score of 'below 85' is awarded to any pupil disapplied from the tests at the discretion of the headteacher, as well pupils who were absent throughout the test period.

In 2015, the combined absence/disapplication figure was higher than last year in Monmouthshire for all three tests, (reading, procedural and reasoning tests).

In Monmouthshire, the percentage of pupils absent for the reading and procedural tests was well above last year's figure and close to the Wales average.

Addressing the variation between teacher assessment and test results

Literacy and numeracy team members have analysed the data for all schools in the region and compared it against the teacher assessment in school.

For Year 2 classes, the EAS English and Literacy team will focus on narrowing the gap by working with schools that all have a Benchmark Quartile (BQ) difference of 2-3 using schools with less variation within their LAs to support. Language coordinator meetings will focus more specifically on Teacher Assessment supporting and guiding teachers in the teaching and assessment of reading including evidence gathering for verification purposes

English: Immediate support with Teacher Assessment and teaching within KS3 and KS4. EAS planned intervention is currently taking place to support Heads of Department and their staff. Visits to schools have been arranged to view good practice.

Mathematics: Issues to be discussed as part of the 'professional interviews' taking place with mathematics adviser, head of mathematics and senior leaders during the autumn term. National moderation materials will be disseminated to all Heads of Departments in November network meetings. Spring term visit to schools where performance at Teacher Assessment is significantly different to that of their tests results will take place.

Challenge Advisers will address the issue with headteachers in their schools as part of the categorisation process. Where there are significant differences between test results and teacher assessment, Step 2 of the categorisation process will potentially alter.

In response to the outcomes of the Literacy tests, the LA is working with the Literacy Team to design bespoke project which will be piloted in 2 clusters and will begin in January 2016.

Teacher Assessment and National Testing Comparison - Literacy

Teacher Assessment: ENGLISH (Expected levels)
 Outcome 5+ Level 4+ Level 5+
 Year 2 Year 6 Year 9

Reading Tests
 SS<85 SS115+
 Years 2 – 9 ('all years')

LA FSM
 ranking

LLC English		English		English		Reading (+85)		Reading (115+)		2015 FSM% (Pupils aged	FSM			
1	Ceredigion	94.0	1	Vale of Glamorgan	93.5	1	Monmouthshire	8.9	1	Monmouthshire	24.9	1	Powys	10.9
2	Monmouthshire	93.3	2	Monmouthshire	93.4	2	Ceredigion	9.6	2	Vale of Glamorgan	23.2	2	Monmouthshire	11.4
3	Vale of Glamorgan	92.7	3	Anglesey	93.2	3	Vale of Glamorgan	92.1	3	Powys	20.1	3	Ceredigion	11.9
4	Powys	91.5	4	Powys	91.9	4	Powys	91.9	4	Ceredigion	11.3	4	Swansea	18.7
5	Pembrokeshire	91.1	5	Newport	91.5	5	Conwy	91.4	5	Swansea	11.4	5	Cardiff	18.4
6	Bridgend	90.5	6	Ceredigion	91.1	6	Flintshire	91.4	6	Pembrokeshire	11.8	6	Pembrokeshire	18.3
7	Newport	90.2		Swansea	90.9	7	Gwynedd	91.3	7	Anglesey	11.9	7	Ceredigion	18.2
8	Caerphilly	90.1	8	Pembrokeshire	90.5	8	Pembrokeshire	88.6	8	Flintshire	12.3	8	Conwy	17.4
9	Flintshire	89.0	9	Flintshire	90.1	9	Bridgend	88.6	9	Carmarthenshire	12.3	9	Carmarthenshire	16.9
10	Torfaen	88.7	10	Gwynedd	90.0	10	Carmarthenshire	88.4	10	Bridgend	12.5	10	Flintshire	16.8
	Wales	88.0	11	Carmarthenshire	90.0	11	Anglesey	87.9	11	Gwynedd	12.7		Wales	16.6
11	Cardiff	87.9	12	Cardiff	89.9		Wales	87.9	12	Conwy	13.2	11	Bridgend	16.5
12	Denbighshire	87.6	13	Wrexham	89.8	12	Denbighshire	87.8		Wales	13.4	12	Gwynedd	15.7
13	Wrexham	87.2	14	Denbighshire	89.7	13	Swansea	87.6	13	Denbighshire	13.7	13	Newport	15.1
14	Merthyr Tydfil	87.2		Wales	89.6	14	Merthyr Tydfil	87.2	14	Cardiff	13.9	14	Wrexham	15.0
15	Blaenau Gwent	87.0	15	Bridgend	89.5	15	Newport	87.2	15	Neath Port Talbot	14.2	15	Anglesey	14.9
16	Swansea	87.0	16	Merthyr Tydfil	89.3	16	Torfaen	86.9	16	Wrexham	14.4	16	Torfaen	14.5
17	Rhondda Cynon Taf	86.8	17	Caerphilly	89.3	17	Cardiff	86.7	17	Newport	14.9	17	Neath Port Talbot	14.3
18	Anglesey	86.1	18	Conwy	88.5	18	Wrexham	86.1	18	Rhondda Cynon Taf	15.1	18	Denbighshire	14.2
19	Conwy	86.1	19	Rhondda Cynon Taf	88.0	19	Rhondda Cynon Taf	86.0	19	Torfaen	15.3	19	Caerphilly	14.1
20	Carmarthenshire	83.4	20	Blaenau Gwent	87.9	20	Neath Port Talbot	84.2	20	Merthyr Tydfil	15.7	20	Rhondda Cynon Taf	13.1
21	Neath Port Talbot	82.8	21	Torfaen	87.1	21	Blaenau Gwent	83.8	21	Caerphilly	16.4	21	Merthyr Tydfil	12.9
22	Gwynedd	*	22	Neath Port Talbot	85.3	22	Caerphilly	83.7	22	Blaenau Gwent	19.0	22	Blaenau Gwent	9.3

Teacher Assessment and National Testing Comparison - Numeracy

Teacher Assessment (Expected levels)

Outcome 5+
Year 2

Level 4+
Year 6

Level 5+
Year 9

Numeracy Tests SS<85

Years 2 – 9 ('all years')

LA FSM
ranking

FP		KS2		KS3		85+		85+		LAFSM% ranking	
Mathematical Development		Mathematics		Mathematics		Procedural (85+)		Reasoning (85+)		2015 FSM% (Pupils aged 5-15)	FSM
1	Ceredigion 94.5	1	Monmouthshire 94.7	1	Gwynedd 93.4	1	Ceredigion 9.0	1	Ceredigion 7.2	1	Powys 10.9
2	Monmouthshire 93.9	2	Vale of Glamorgan 93.7	2	Ceredigion 92.8	2	Vale of Glamorgan 9.2	2	Powys 7.6	2	Monmouthshire 11.4
3	Vale of Glamorgan 93.9	3	Anglesey 93.5	3	Flintshire 92.0	3	Monmouthshire 9.9	3	Vale of Glamorgan 7.7	3	Ceredigion 11.9
4	Powys 92.7	4	Powys 92.5	4	Monmouthshire 92.0	4	Carmarthenshire 9.9	4	Gwynedd 7.8	4	Gwynedd 13.3
5	Caerphilly 91.9	5	Ceredigion 92.2	5	Powys 91.8	5	Swansea 10.1	5	Swansea 8.3	5	Vale of Glam 13.5
6	Pembrokeshire 91.7	6	Gwynedd 91.3	6	Vale of Glamorgan 91.4	6	Anglesey 10.3	6	Carmarthenshire 8.4	6	Flintshire 14.9
7	Bridgend 91.5		Swansea 91.3	7	Conwy 91.1	7	Gwynedd 10.3	7	Anglesey 9.0	7	Pembrokeshire 16.3
8	Gwynedd 90.4	8	Newport 91.2	8	Carmarthenshire 90.4	8	Powys 10.6	8	Monmouthshire 9.2	8	Wrexham 16.6
9	Newport 90.2	9	Flintshire 90.9	9	Denbighshire 89.7	9	Pembrokeshire 12.4	9	Pembrokeshire 9.2	9	Conwy 17.1
10	Flintshire 90.2	10	Pembrokeshire 90.8	10	Cardiff 89.3	10	Bridgend 12.5	10	Flintshire 9.8	10	Carmarthenshire 17.2
11	Torfaen 90.1	11	Wrexham 90.4	11	Anglesey 88.9	11	Flintshire 12.8	11	Bridgend 10.8	11	Isle of Anglesey 17.4
12	Carmarthenshire 89.8	12	Carmarthenshire 90.4		Wales 88.7		Wales 12.9	12	Denbighshire 10.8	12	Torfaen 18.8
	Wales 89.7	13	Denbighshire 90.2	12	Pembrokeshire 88.6		Neath Port Talbot 12.9		Wales 11.0		Wales 18.8
13	Denbighshire 89.4		Wales 90.2	13	Swansea 87.9	13	Wrexham 13.5	13	Wrexham 11.0	13	Denbighshire 19.0
14	Anglesey 89.4	14	Merthyr Tydfil 90.1	14	Bridgend 87.8	14	Cardiff 13.6	14	Neath Port Talbot 11.6	14	Swansea 19.8
15	Cardiff 89.4	15	Bridgend 90.0	15	Merthyr Tydfil 87.5	15	Merthyr Tydfil 13.7	15	Conwy 12.1	15	Bridgend 20.0
16	Rhondda Cynon Taf 89.1	16	Cardiff 89.9	16	Rhondda Cynon Taf 87.3	16	Denbighshire 14.0	16	Cardiff 12.2	16	Newport 20.4
17	Swansea 89.0	17	Conwy 89.5	17	Newport 86.7	17	Rhondda Cynon Taf 15.1	17	Rhondda Cynon Taf 12.4	17	Cardiff 22.2
18	Wrexham 88.7	18	Caerphilly 89.3	18	Torfaen 86.5	18	Conwy 15.3	18	Merthyr Tydfil 13.1	18	RCT 22.5
19	Merthyr Tydfil 88.1	19	Blaenau Gwent 89.0	19	Caerphilly 86.1	19	Caerphilly 15.8	19	Torfaen 14.2	19	Caerphilly 23.3
20	Conwy 87.9	20	Rhondda Cynon Taf 88.9	20	Wrexham 85.9	20	Newport 16.1	20	Caerphilly 14.5	20	Merthyr Tydfil 23.4
21	Blaenau Gwent 86.0	21	Torfaen 87.3	21	Blaenau Gwent 85.1	21	Torfaen 16.6	21	Newport 14.9	21	Neath PT 23.7
22	Neath Port Talbot 85.2	22	Neath Port Talbot 85.8	22	Neath Port Talbot 83.4	22	Blaenau Gwent 19.1	22	Blaenau Gwent 18.4	22	Blaenau Gwent 29.2

Numeracy Testing All Year Groups

SS85+

FSM

SS115+

Procedural

Reasoning

Procedural

Reasoning

Years 2 – 9 ('all years')

Years 2 – 9 ('all years')

Procedural (85+)			Reasoning (85+)			2015 FSM% (Pupils aged 5-15)		FSM		Procedural (115+)			Reasoning (115+)		
1	Ceredigion	9.0	1	Ceredigion	7.2	1	Powys	10.9	1	Vale of Glamorgan	21.9	1	Gwynedd	23.5	
2	Vale of Glamorgan	9.2	2	Powys	7.6	2	Monmouthshire	11.4	2	Monmouthshire	21.6	2	Vale of Glamorgan	22.3	
3	Monmouthshire	9.9	3	Vale of Glamorgan	7.7	3	Ceredigion	11.9	3	Swansea	20.3	3	Ceredigion	22.2	
4	Carmarthenshire	9.9	4	Gwynedd	7.8	4	Gwynedd	13.3	4	Ceredigion	19.1	4	Powys	21.0	
5	Swansea	10.1	5	Swansea	8.3	5	Vale of Glam	13.5	5	Carmarthenshire	19.0	5	Swansea	20.6	
6	Anglesey	10.3	6	Carmarthenshire	8.4	6	Flintshire	14.9	6	Gwynedd	18.3	6	Anglesey	20.4	
7	Gwynedd	10.3	7	Anglesey	9.0	7	Pembrokeshire	16.3	7	Cardiff	18.1	7	Carmarthenshire	20.1	
8	Powys	10.6	8	Monmouthshire	9.2	8	Wrexham	16.6	8	Bridgend	17.1	8	Monmouthshire	19.8	
9	Pembrokeshire	12.4	9	Pembrokeshire	9.2	9	Conwy	17.1	9	Anglesey	16.7	9	Pembrokeshire	17.5	
10	Bridgend	12.5	10	Flintshire	9.8	10	Carmarthenshire	17.2	10	Powys	16.1	10	Bridgend	17.1	
11	Flintshire	12.8	11	Bridgend	10.8	11	Isle of Anglesey	17.4	11	Wales	16.0	11	Flintshire	16.9	
12	Wales	12.9	12	Denbighshire	10.8	12	Torfaen	18.8	12	Neath Port Talbot	15.1	12	Wales	16.8	
13	Neath Port Talbot	12.9	13	Wales	11.0	13	Wales	18.8	13	Pembrokeshire	14.6	13	Cardiff	16.7	
14	Wrexham	13.5	14	Wrexham	11.0	14	Denbighshire	19.0	14	Flintshire	14.6	14	Denbighshire	16.4	
15	Cardiff	13.6	15	Neath Port Talbot	11.6	15	Swansea	19.8	15	Wrexham	14.0	15	Wrexham	15.7	
16	Merthyr Tydfil	13.7	16	Conwy	12.1	16	Bridgend	20.0	16	Conwy	13.8	16	Conwy	15.6	
17	Denbighshire	14.0	17	Cardiff	12.2	17	Newport	20.4	17	Caerphilly	13.7	17	Neath Port Talbot	14.2	
18	Rhondda Cynon Taf	15.1	18	Rhondda Cynon Taf	12.4	18	Cardiff	22.2	18	Merthyr Tydfil	13.2	18	Rhondda Cynon Taf	13.0	
19	Conwy	15.3	19	Merthyr Tydfil	13.1	19	RCT	22.5	19	Rhondda Cynon Taf	13.1	19	Torfaen	13.0	
20	Caerphilly	15.8	20	Torfaen	14.2	20	Caerphilly	23.3	20	Newport	13.0	20	Caerphilly	12.6	
21	Newport	16.1	21	Torfaen	14.5	21	Merthyr Tydfil	23.4	21	Denbighshire	12.7	21	Newport	12.3	
22	Torfaen	16.6	22	Newport	14.9	22	Neath PT	23.7	22	Torfaen	12.6	22	Merthyr Tydfil	11.6	
23	Blaenau Gwent	19.1	23	Blaenau Gwent	18.4	23	Blaenau Gwent	29.2	23	Blaenau Gwent	9.2	23	Blaenau Gwent	8.7	

APPENDIX D

MONMOUTHSHIRE COUNTY COUNCIL



CYNGOR
monmouthshire
COUNTY COUNCIL
sir fynyw

***PROVISIONAL* * SCHOOL EXAMINATION RESULTS AT THE END OF KEY STAGES 4 & 5 2014/15**

***Provisional Data**

All 2014/15 data within this report is provisional and currently under review between Welsh Government and schools. On 3 December 2015, final data will be published by Welsh Government for all local authorities. Not all data is available on a national basis at the published date of this report.

OCTOBER 2015

		Page
1	<u>Introduction</u>	3
1.1	Background	3
2	<u>Key Stage 4</u>	4
2.1	KS4 Core Subject Indicator	4
2.2	KS4 Level 2 English, mathematics and science	5
2.3	KS4 Level 2 Threshold including English and mathematics	6
2.4	KS4 Level 2 Threshold	8
2.5	KS4 Level 1 Threshold	10
2.6	KS4 Average Capped Points Score	12
3	<u>Key Stage 5</u>	14
3.1	Key Stage 5 Level 3 Threshold	14
3.2	Key Stage 5 Average Wider Points Score	15
	Summary of Benchmarked School Performance	17

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 Baccalaureate or other vocational courses. These indicators are used to evaluate and compare the full range of achievement within and across local authorities. As with Key Stages 2 and 3, the core subjects are English, mathematics and science. Pupils who attain the Core Subject Indicator (CSI) 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 or more GCSE grades A* to G or equivalent;
- 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 and;
- the Capped Points Score which relates to the average points score from the 8 best results per pupil.

At Key Stage 5, schools report upon attainment at A Level or Level 3 equivalent courses; specifically:

- Level 3 Threshold, which relates to those who attain 2 or more A Level grades A to E or equivalent and;
- The Average Wider Points Score, which relates to the average points score per pupil; this reflects the wider range of qualifications studied.

Benchmarking

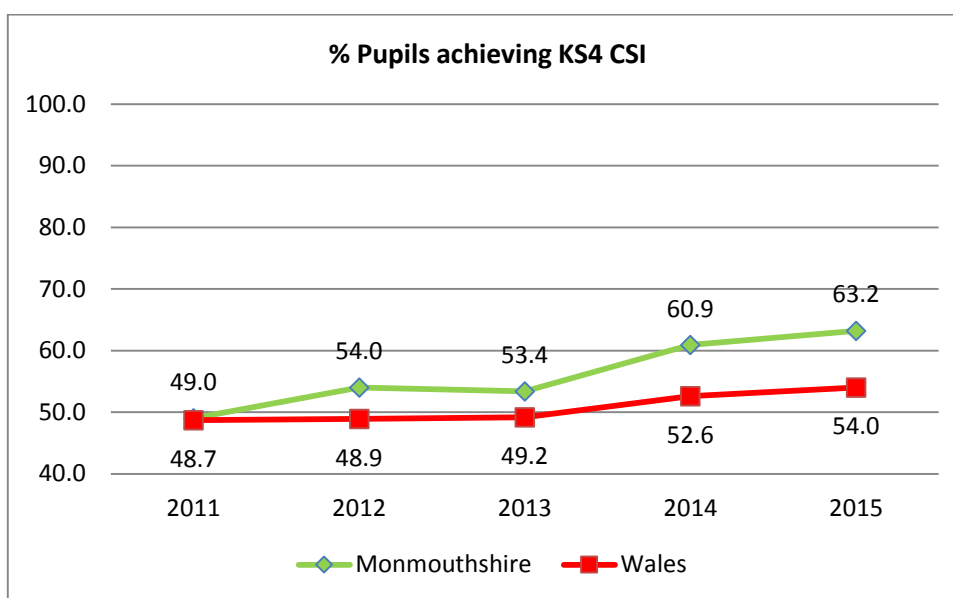
At Key Stage 4, schools are benchmarked within common bands of free school meal eligibility. These are: 0-10%; 10-15%; 15-20%; 20-30% and; above 30% eligibility for free school meals. In Monmouthshire, one school (Monmouth Comprehensive) is within the 0-10% band and the other three are within the 10-15% FSM eligibility band. All schools' results across Wales within each band are used to derive quartile boundaries. These are used to compare school performance based upon free school meal eligibility. Detailed benchmarked performance per school can be found on page 18 of this report.

Monmouthshire, due to its level of free school meal eligibility, should be placed second or better in terms of its performance compared to other authorities in Wales. It is also useful to benchmark Monmouthshire's performance against those local authorities that are similar to it. The Office for National Statistics identifies these as Ceredigion, Denbighshire, Flintshire, Gwynedd and the Vale of Glamorgan.

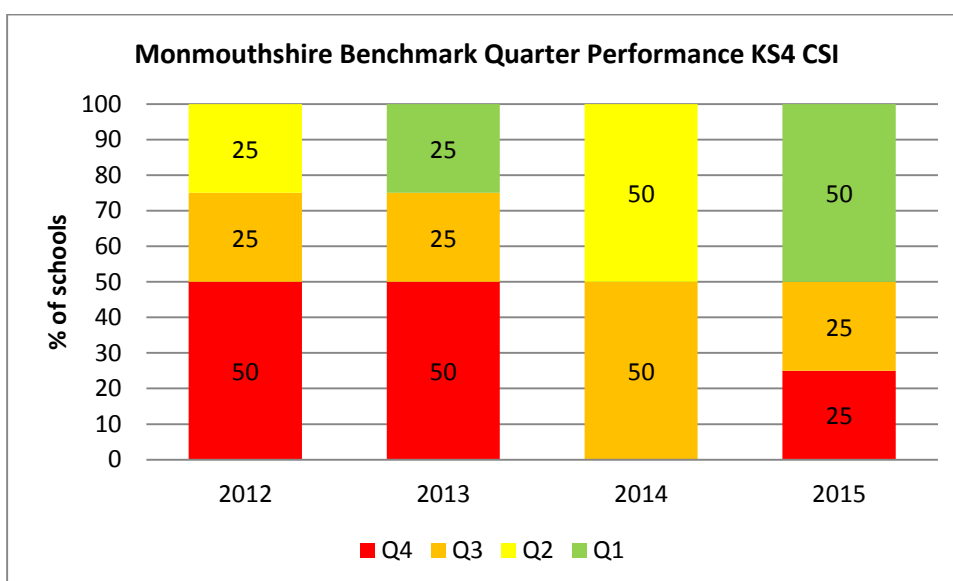
2. Key Stage 4

2.1 Key Stage 4 CSI

Performance for CSI has improved significantly in the last three years and in 2014/15 63.2% (511 out of 809 pupils) achieved grades A*-C in the combination of English, mathematics and science. This is an improvement of 9.2 percentage points. In Monmouthshire, the level of improvement has been 4.1 percentage points greater than across Wales over this period.



In 2014/15, two out of four schools made good improvement in performance in this area and two out of four schools saw a slight decline in performance, following significant improvement last year. Overall, performance still improved by 2.3 percentage points. This was reflected in the free school meal benchmarked performance as shown below.

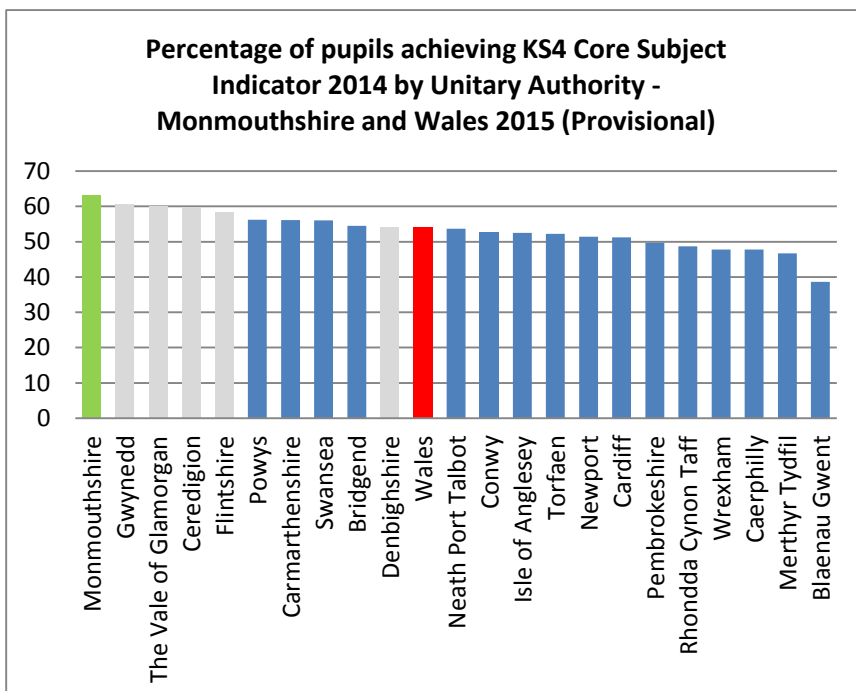


In 2011/12, Monmouthshire was ranked third in Wales for this indicator and moved to first in Wales in 13/14 for the first time. The composite of provisional Monmouthshire and Wales 2014/15 data with last year's data for all other authorities shown below demonstrates it is very likely that, when

national level data is made available, Monmouthshire will remain first and therefore above our family of statistically similar Authorities (indicated in grey below).

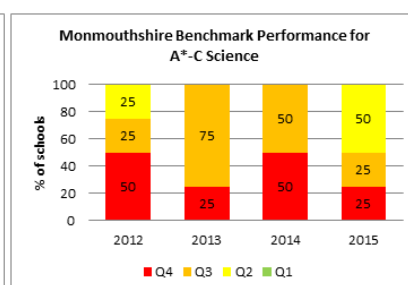
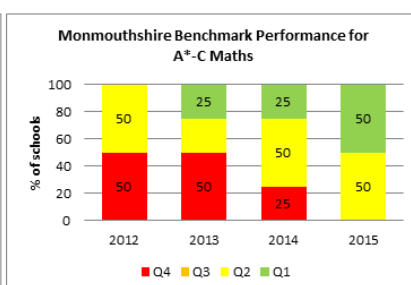
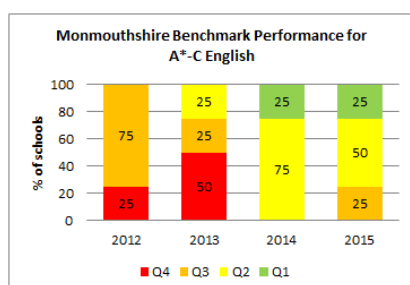
KS4 CSI local authority ranking based on performance

	LA	CSI
1	Monmouthshire	63.2
2	Gwynedd	60.5
3	The Vale of Glamorgan	60.1
4	Ceredigion	59.8
5	Flintshire	58.3
6	Powys	56.2
7	Carmarthenshire	56.1
8	Swansea	56
9	Bridgend	54.5
10	Denbighshire	54
	Wales	54
11	Neath Port Talbot	53.7
12	Conwy	52.7
13	Isle of Anglesey	52.5
14	Torfaen	52.2
15	Newport	51.4
16	Cardiff	51.2
17	Pembrokeshire	49.7
18	Rhondda Cynon Taff	48.7
19	Wrexham	47.8
20	Caerphilly	47.8
21	Merthyr Tydfil	46.7
22	Blaenau Gwent	38.6



2.2 Key Stage 4 Individual Subject Performance at the Level 2 Threshold

For English, in 2014/15, 75% of schools remain above the median with one school in the top quartile. One school has fallen just below the median because of a slight decline in performance compared to last year. Performance has significantly improved in maths, with all schools above the median for the first time and with 50% in the top quartile. Similarly, performance in science has improved significantly, with 50% of schools placed above the median in 2014/15. **Individual school benchmark performance is presented on page 17.**

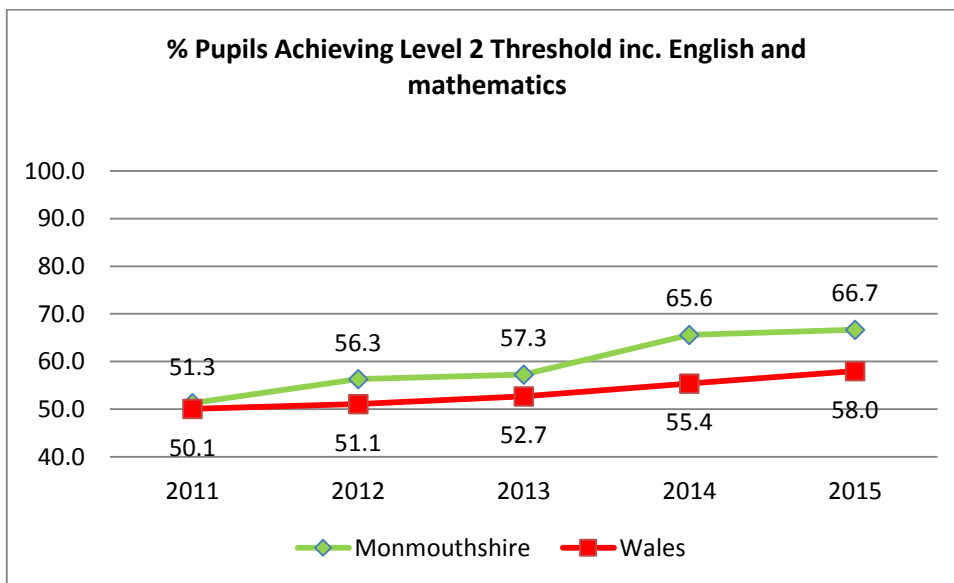


When Wales-wide data is made available, Monmouthshire is very likely to maintain its position as first in Wales for Level 2 English and mathematics as a result of 2014/15 performance. For Level 2 science, Monmouthshire was ranked 17th in 2011/12 and is now expected to be ranked 7th, compared to other local authorities in Wales due to significantly improved performance in 2014/15.

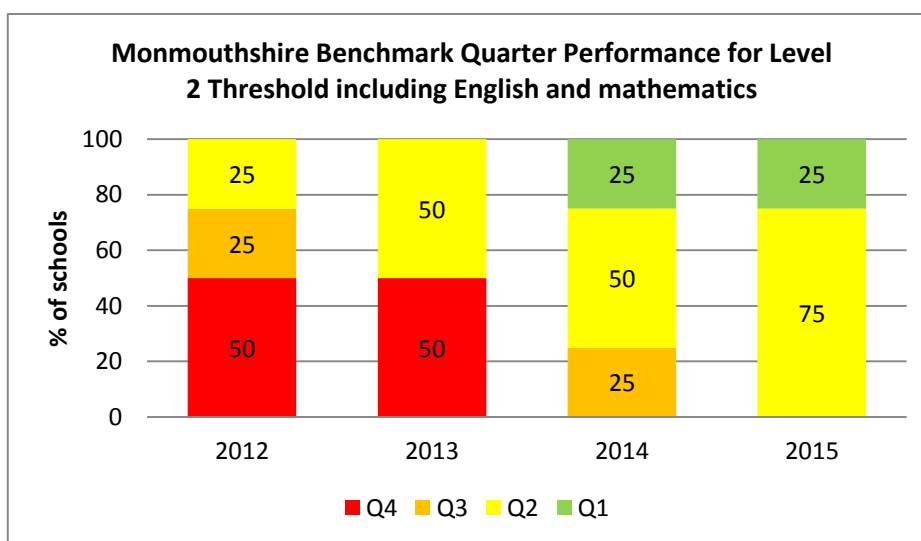
2.3 Key Stage 4 Level 2 Threshold including English and Mathematics

Performance has improved significantly for this key indicator over the last three years, from 56.3% in 2011/12 to 66.7% (540 / 809 pupils) in 2014/15 gaining at least 5 GCSEs A*-C including English and mathematics. This has been an improvement of over 10 percentage points. In Monmouthshire, the level of improvement has been 3.5 percentage points greater than across Wales over this period. Performance improved by 1.1 percentage points in the last year, consolidating the significant improvement that was seen in the previous year.

Furthermore, it is expected that when final data is available, achievement will rise closer to be 66.9%.



In 2014/15, two out of four schools made good improvement in performance in this area and 1 school maintained its performance and another saw a slight decline. This is reflected in the free school meal benchmarked performance as shown below. All schools are now above the median for the first time.

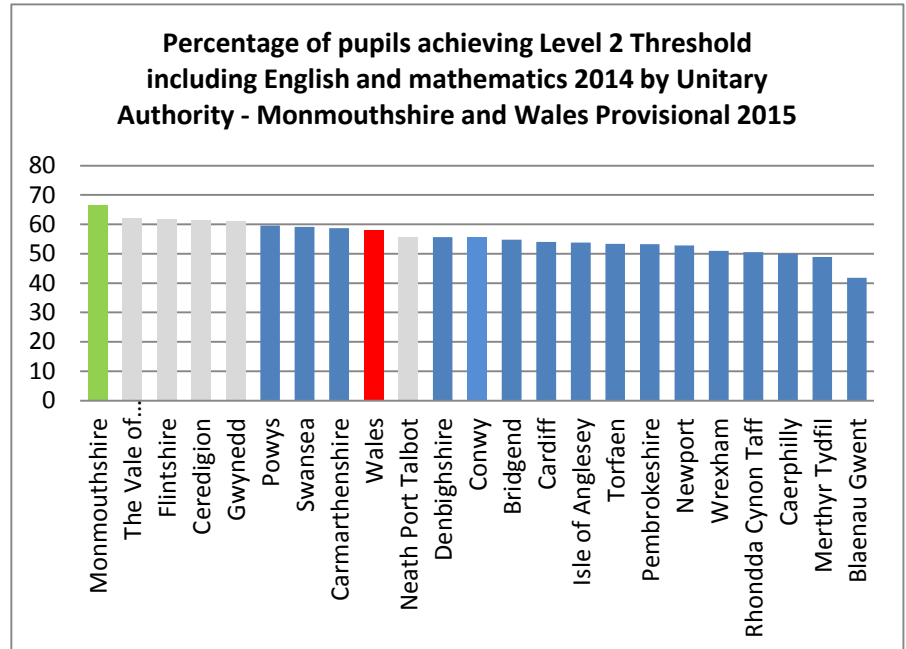


In 2011/12, Monmouthshire was ranked third in Wales for this indicator, moved to first in Wales in 2013/14 and, as shown in the composite below, is likely to maintain this position.

Monmouthshire's rank in Wales for this measure is therefore higher than our family of statistically similar Authorities (indicated in grey below).

KS4 L2inc local authority ranking based on performance

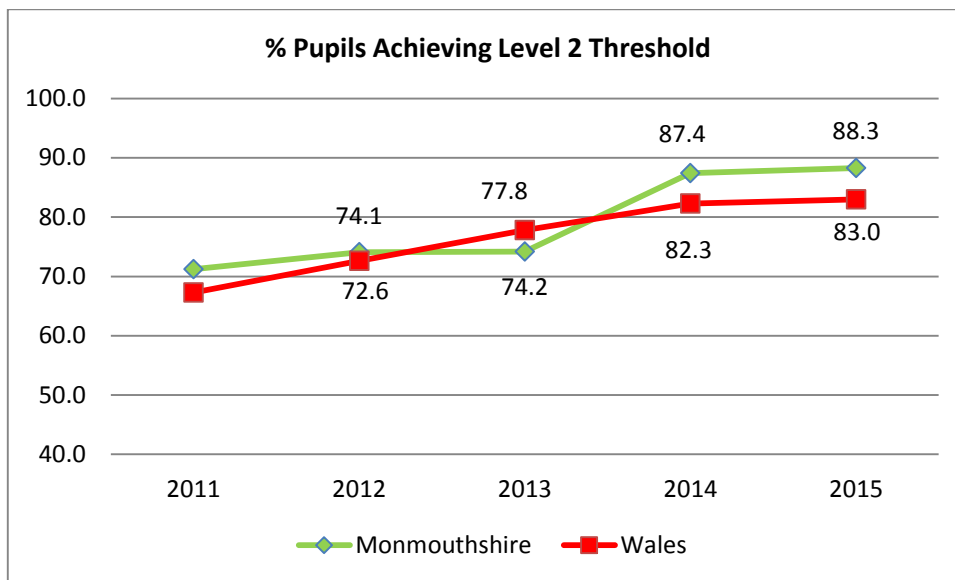
	LA	L2inc
1	Monmouthshire	66.7
2	The Vale of Glamorgan	62.2
3	Flintshire	61.9
4	Ceredigion	61.4
5	Gwynedd	61.1
6	Powys	59.6
7	Swansea	59.1
8	Carmarthenshire	58.7
	Wales	58
9	Neath Port Talbot	55.8
10	Denbighshire	55.6
11	Conwy	55.5
12	Bridgend	54.8
13	Cardiff	54
14	Isle of Anglesey	53.8
15	Torfaen	53.4
16	Pembrokeshire	53.2
17	Newport	52.8
18	Wrexham	51
19	Rhondda Cynon Taff	50.5
20	Caerphilly	50
21	Merthyr Tydfil	48.9
22	Blaenau Gwent	41.8



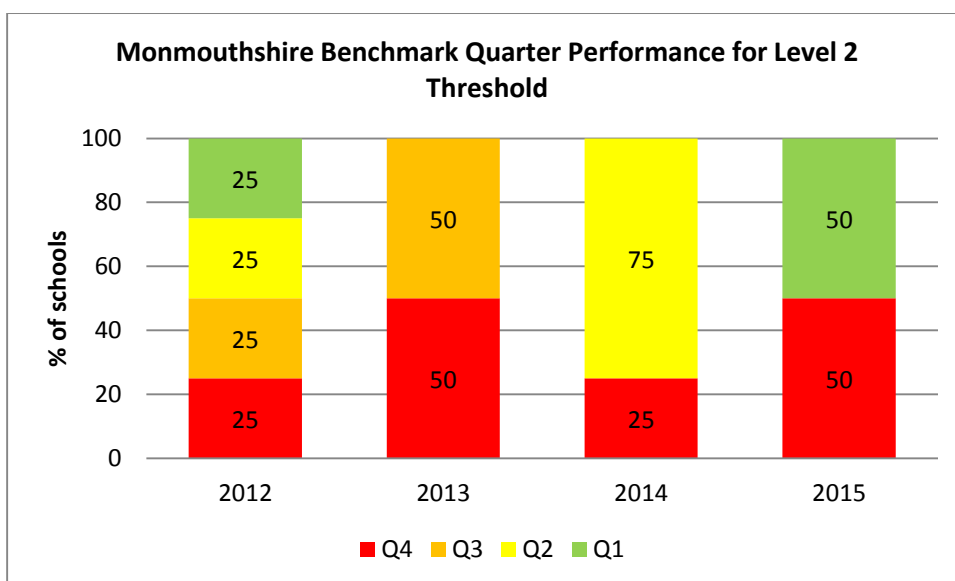
2.4 Key Stage 4 Level 2 Threshold

Performance has improved significantly from 74.1% in 2011/12 to 88.3% of pupils obtaining at least 5 GCSEs A*-C in 2014/15 (714 / 809 pupils). In Monmouthshire, the level of improvement has been 3.8 percentage points greater than across Wales over this period.

Furthermore, it is expected that when final data is available, achievement will rise closer to 91.5% as one school has submitted significant changes that are expected to be ratified by Welsh Government.



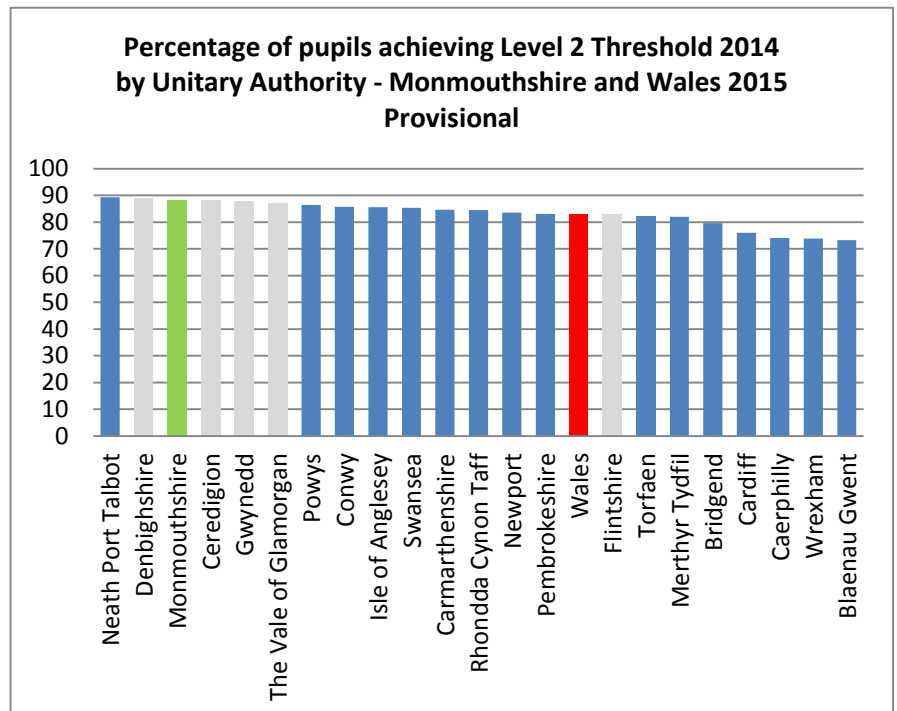
In 2014/15, 2 out of 4 schools made significant improvements in performance in this area, one declined and another maintained performance. It is expected that the school currently reported as declining will improve significantly when final data is approved. This will result in it moving from the bottom to upper middle quartile (Q2), meaning that 75% of schools will be above the median. The remaining school in Q4 saw a good improvement in performance in the last year but this was insufficient to move it out of Q4.



In 2011/12, Monmouthshire was ranked 12th in Wales for this indicator and 5th last year. As shown in the composite of provisional 2014/15 Monmouthshire and Welsh average data and 2013/14 local authority data, it is likely that Monmouthshire will be ranked third in Wales. However, this may rise to first in Wales when the final data is published. Statistically similar authorities are shown in grey.

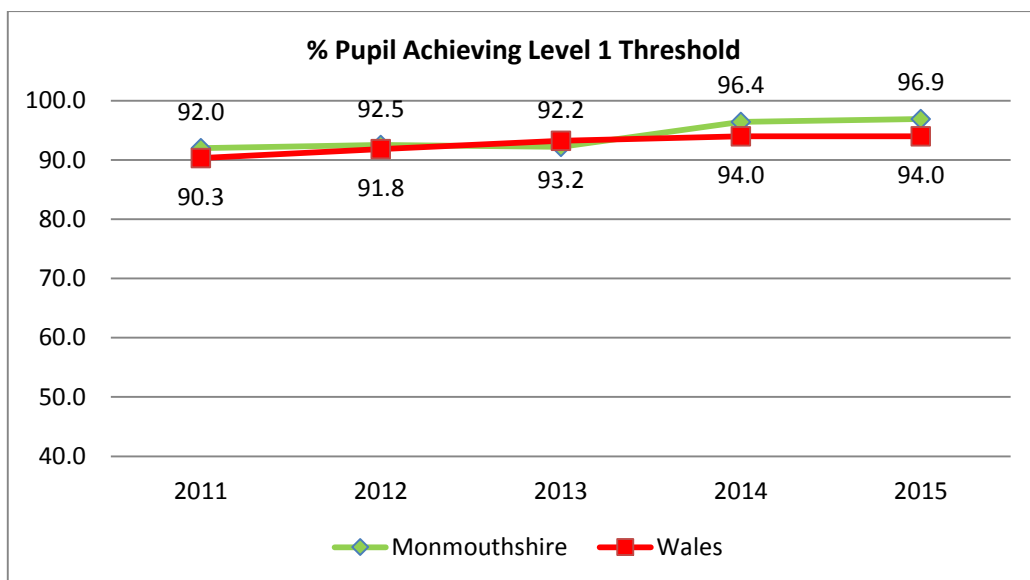
KS4 L2 local authority ranking based on performance

	LA	Level 2
1	Neath Port Talbot	89.4
2	Denbighshire	88.8
3	Monmouthshire	88.3
4	Ceredigion	88.1
5	Gwynedd	87.7
6	The Vale of Glamorgan	87
7	Powys	86.5
8	Conwy	85.8
9	Isle of Anglesey	85.6
10	Swansea	85.4
11	Carmarthenshire	84.7
12	Rhondda Cynon Taff	84.6
13	Newport	83.6
14	Pembrokeshire	83.1
	Wales	83
15	Flintshire	82.7
16	Torfaen	82.3
17	Merthyr Tydfil	82
18	Bridgend	79.6
19	Cardiff	76
20	Caerphilly	74.1
21	Wrexham	73.9
22	Blaenau Gwent	73.3

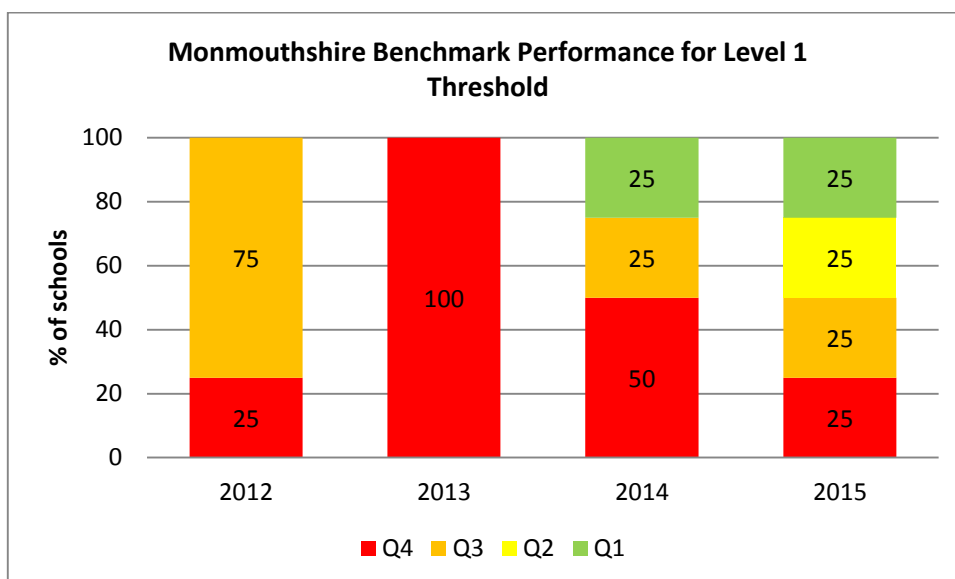


2.5 Key Stage 4 Level 1 Threshold

Performance has improved significantly since 2011/12, from 92.5% to 96.9% of pupils gaining at least 5 GCSEs in 2014/15 (784 / 809 pupils). This is an improvement of 4.4 percentage points. In Monmouthshire, the level of improvement has been double that seen across Wales over this period. In the last year, there was an improvement of 0.5 percentage points, consolidating the significant improvement made in 2013/14.



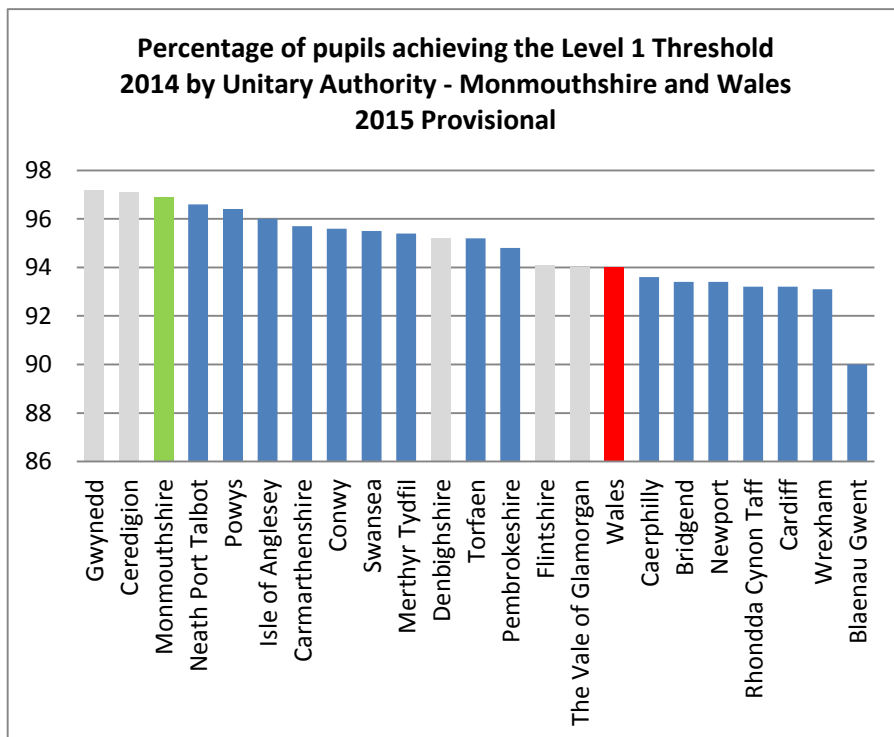
In 2014/15, two schools saw improved performance in this area, one maintained and one saw a slight decline in performance. This is reflected in the free school meal benchmarked performance below. 50% of schools are now above the median.



In 2011/12, Monmouthshire was ranked 12th in Wales for this indicator and moved to 5th in Wales in 2013/14. As shown below in the composite of 2014/15 provisional data for Monmouthshire and Wales along with 2013/14 data for other authorities, it is likely that Monmouthshire will continue its rise in the Welsh ranking to 3rd in Wales. Monmouthshire's similar authorities are shown in grey below.

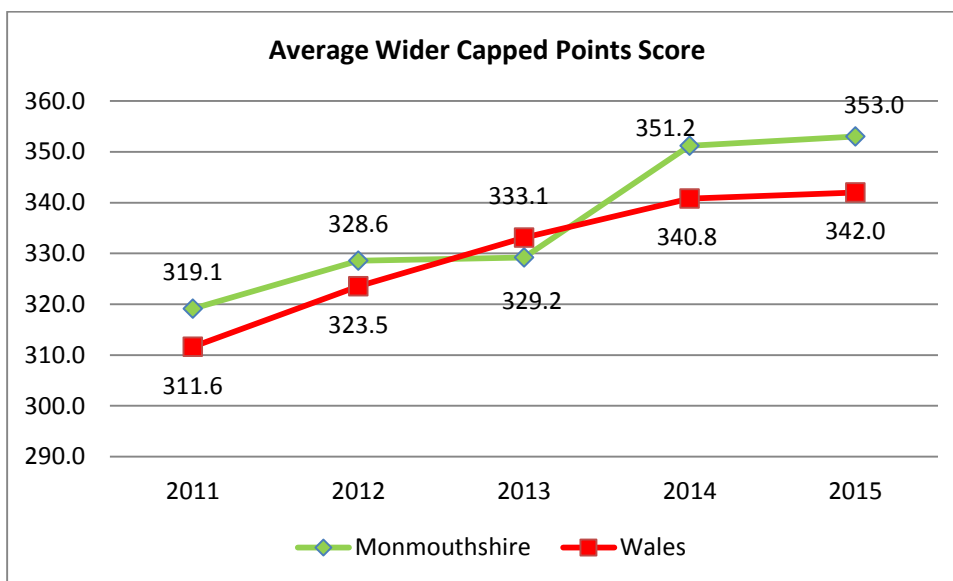
KS4 L1 local authority ranking based on performance

	LA	Level 1
1	Gwynedd	97.2
2	Ceredigion	97.1
3	Monmouthshire	96.9
4	Neath Port Talbot	96.6
5	Powys	96.4
6	Isle of Anglesey	96
7	Carmarthenshire	95.7
8	Conwy	95.6
9	Swansea	95.5
10	Merthyr Tydfil	95.4
11	Denbighshire	95.2
12	Torfaen	95.2
13	Pembrokeshire	94.8
14	Flintshire	94.1
15	The Vale of Glamorgan	94
	Wales	94
16	Caerphilly	93.6
17	Bridgend	93.4
18	Newport	93.4
19	Rhondda Cynon Taff	93.2
20	Cardiff	93.2
21	Wrexham	93.1
22	Blaenau Gwent	90

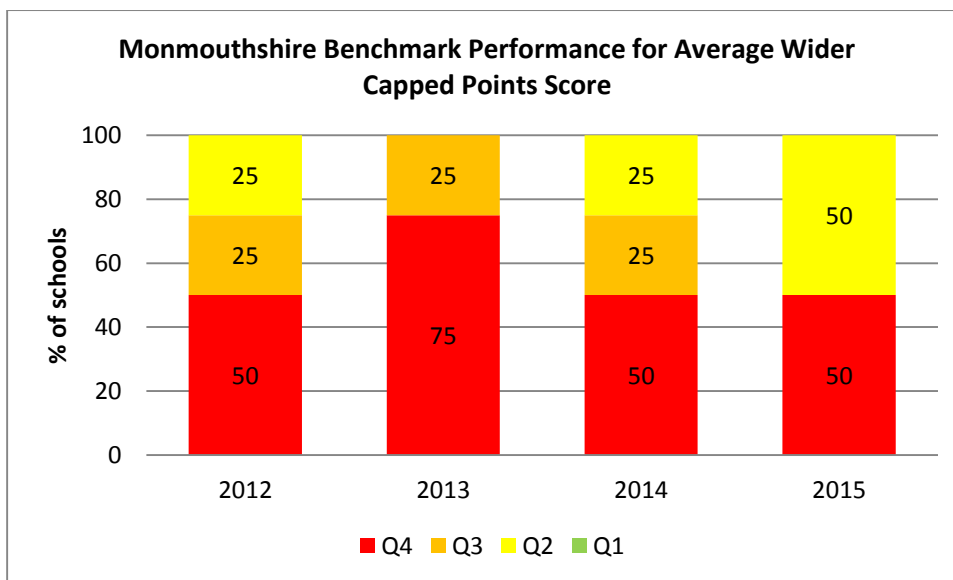


2.6 Key Stage 4 Average Wider Capped Points Score (AWCPS)

Performance has improved from an AWCPS of 319.1 in 2011/12 to 353 in 2014/15 (a 10.6% increase). In Monmouthshire, the level of improvement has been greater than across Wales over this period. The improvement in 2014/15 consolidated the significant improvement seen in the previous year.



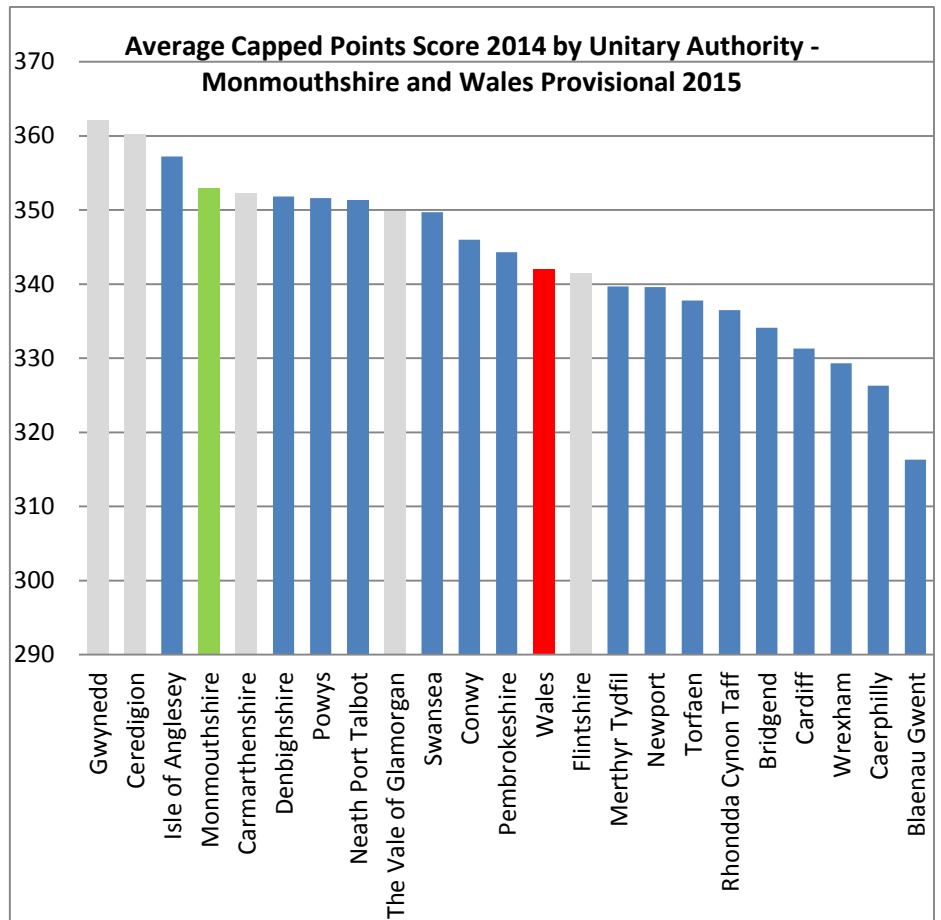
Two schools remain in the bottom quartile for this measure. However, for the first time, 50% of Monmouthshire schools have performed above the median for this measure and all schools made some progress in performance.



In 2011/12, Monmouthshire was ranked 11th in Wales for this indicator and its ranking rose to 8th in Wales last year. As shown below in the composite of 2014/15 Monmouthshire and Wales provisional data and 2013/14 data for other authorities, it is likely that Monmouthshire will continue to rise in the ranking, potentially as high as 4th. Monmouthshire's similar authorities are shown in grey below.

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

	LA	CPS
1	Gwynedd	362.2
2	Ceredigion	360.3
3	Isle of Anglesey	357.2
4	Monmouthshire	353
5	Carmarthenshire	352.3
6	Denbighshire	351.8
7	Powys	351.6
8	Neath Port Talbot	351.4
9	The Vale of Glamorgan	349.8
10	Swansea	349.7
11	Conwy	346
12	Pembrokeshire	344.3
	Wales	342
13	Flintshire	341.5
14	Merthyr Tydfil	339.7
15	Newport	339.6
16	Torfaen	337.8
17	Rhondda Cynon Taff	336.5
18	Bridgend	334.1
19	Cardiff	331.3
20	Wrexham	329.3
21	Caerphilly	326.3
22	Blaenau Gwent	316.3



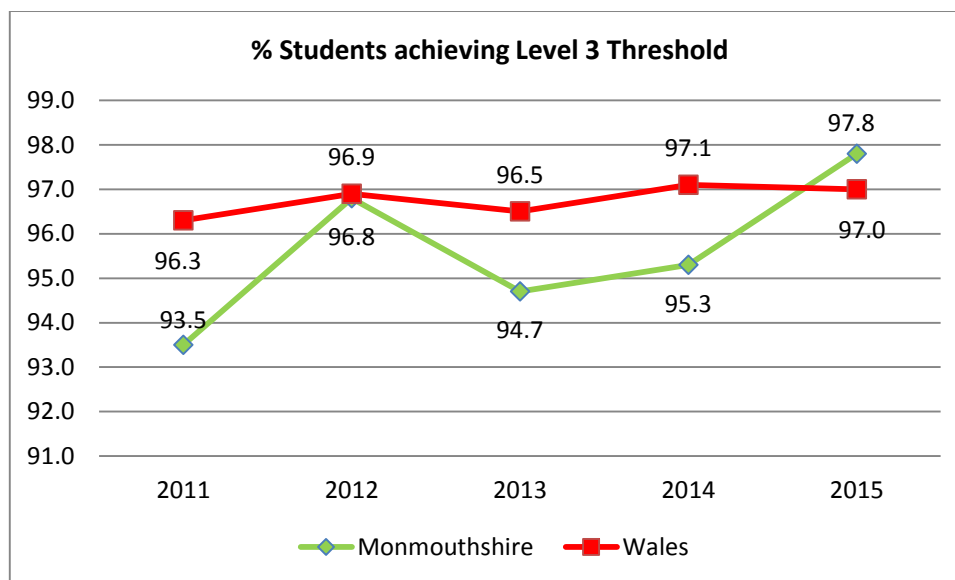
3. Key Stage 5

The actual size of each cohort (the number of pupils) varies from year to year, but there has been an overall upward trend over the last four years. The table below shows the numbers of pupils entering qualifications equivalent to two or more A levels in Monmouthshire school sixth forms:

KS5	2011	2012	2013	2014	2015
Number of pupils entering equivalent to 2 A Levels	338	380	377	401	370

3.1 Key Stage 5 Level 3 Threshold

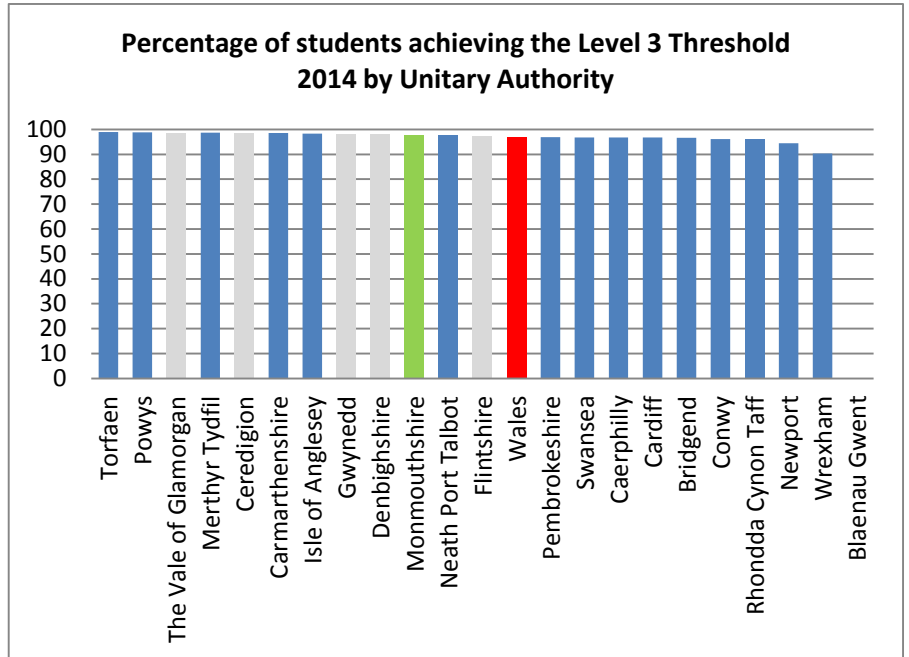
Performance has improved significantly over the last number of years and in 2014/15 362 out of 370 students (97.8%) succeeded in attaining two or more A levels; an increase of 2.5 percentage points on last year. This represents the highest ever achievement by Monmouthshire students for this national indicator and the first time in 5 years that Monmouthshire students' achievements have exceeded the Welsh average.



In 2011/12, Monmouthshire was ranked 12th in Wales for this indicator and has moved to 19th in Wales in 2013/14. As shown below in the composite of 2014/15 Monmouthshire and Wales provisional data and 2013/14 data for other authorities, it is likely that Monmouthshire will continue to rise in the ranking, potentially as high as 10th. However, it is difficult to ascertain this with any great certainty as all authorities in Wales see significant volatility of results within the typical range of 93% to 99%.

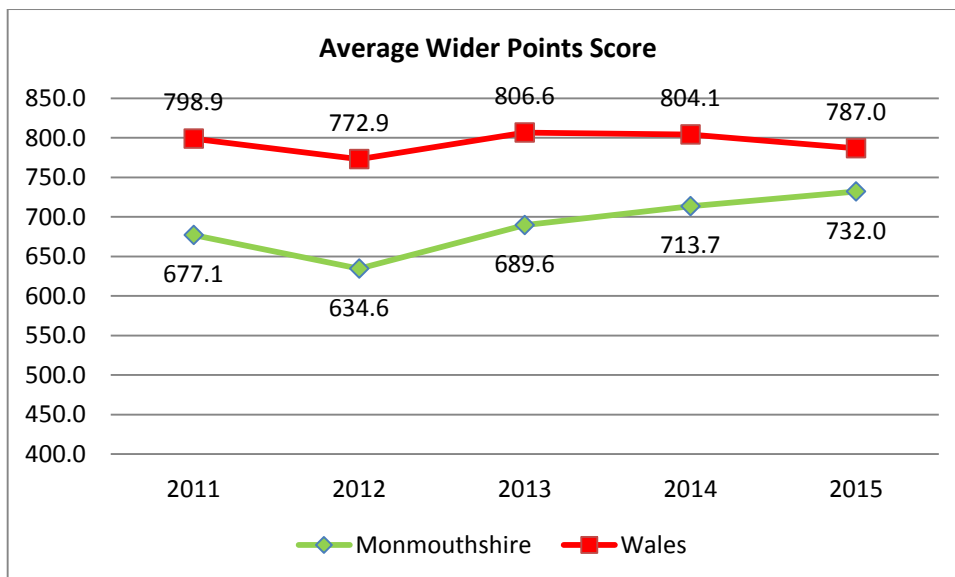
KS5 L3 local authority ranking based on performance

Pos	LA	L3
1	Torfaen	99
2	Powys	98.8
3	The Vale of Glamorgan	98.7
4	Merthyr Tydfil	98.7
5	Ceredigion	98.6
6	Carmarthenshire	98.6
7	Isle of Anglesey	98.3
8	Gwynedd	98.2
9	Denbighshire	98.1
10	Monmouthshire	97.8
11	Neath Port Talbot	97.8
12	Flintshire	97.1
	Wales	97
13	Pembrokeshire	96.9
14	Swansea	96.8
15	Caerphilly	96.8
16	Cardiff	96.8
17	Bridgend	96.6
18	Conwy	96.1
19	Rhondda Cynon Taff	96
20	Newport	94.5
21	Wrexham	90.3
22	Blaenau Gwent	n/a



3.2 KS5 Average Wider Points Score

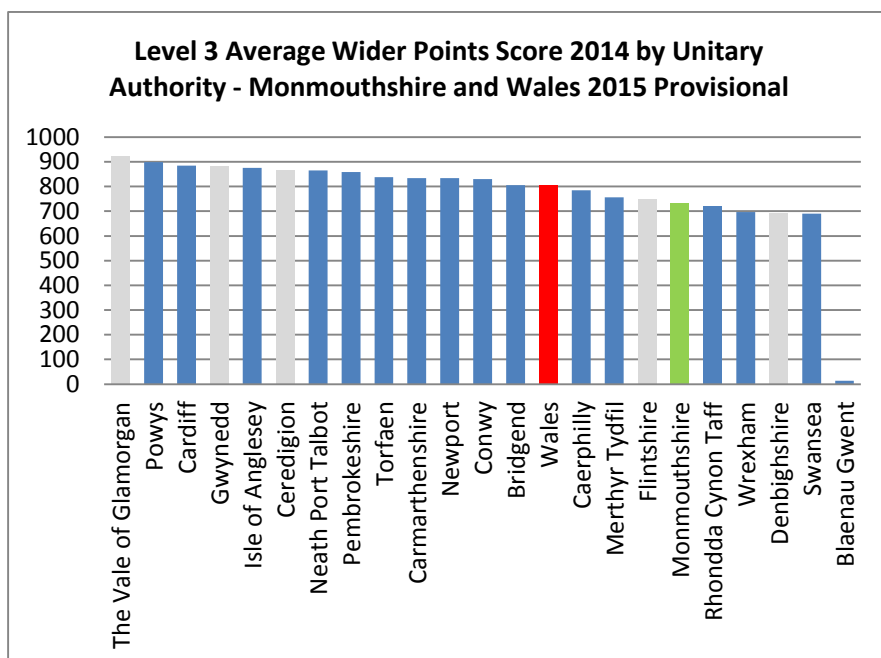
Although the average points scored by Monmouthshire students is below the Welsh average, it can be seen that Monmouthshire is making steady, significant progress, having improved by almost 100 points in the last three years whilst the Welsh average has declined in recent times.



Since 2011/12, Monmouthshire has risen from 22nd in Wales, to 18th last year and potentially to 17th in 2014/15.

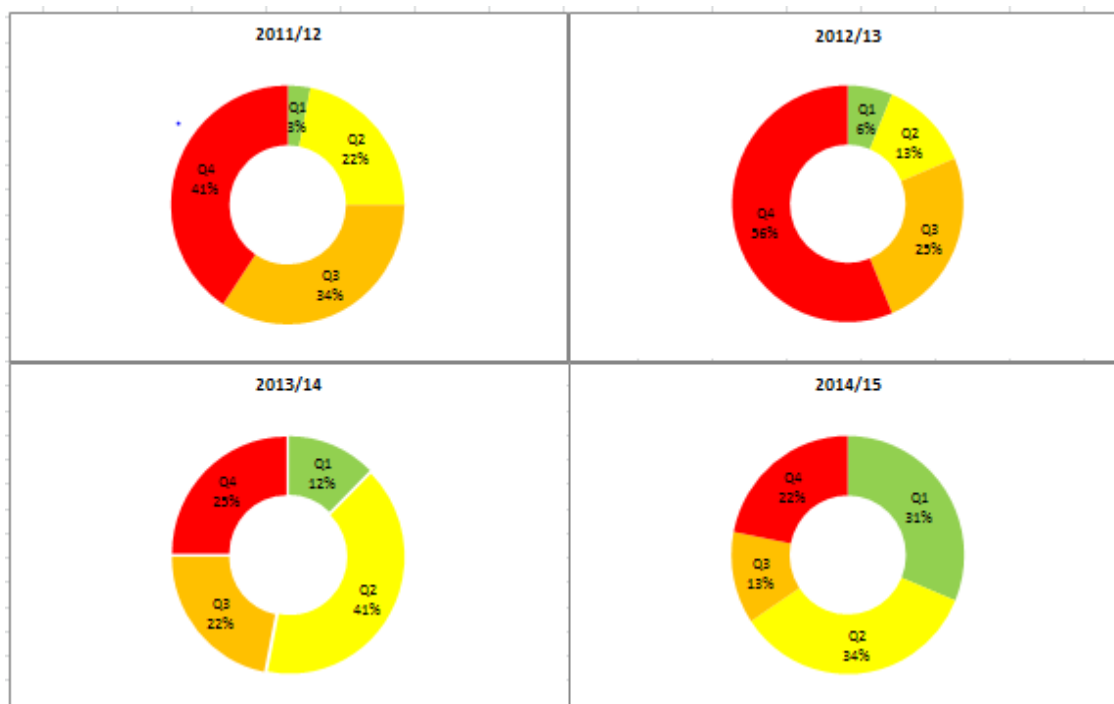
**KS5 AWPS local authority ranking
based on performance**

Pos	LA	AWPS
1	The Vale of Glamorgan	923.3
2	Powys	898.7
3	Cardiff	885
4	Gwynedd	883.7
5	Isle of Anglesey	875.9
6	Ceredigion	865.1
7	Neath Port Talbot	865
8	Pembrokeshire	858.4
9	Torfaen	837.4
10	Carmarthenshire	834.2
11	Newport	833.9
12	Conwy	829.5
13	Bridgend	805.8
	Wales	804.1
14	Caerphilly	784.4
15	Merthyr Tydfil	755.8
16	Flintshire	750
17	Monmouthshire	732
18	Rhondda Cynon Taff	718.3
19	Wrexham	696.4
20	Denbighshire	691.4
21	Swansea	690.8
22	Blaenau Gwent	13.8



Summary of Benchmarked School Performance KS4 2011/12-2014/15

Indicator	School	2011/12		2012/13		2013/14		2014/15	
		% Pupils Achievin	Quarter	% Pupils Achievin	Quarter	% Pupils Achievin	Quarter	% Pupils Achievin	Quarter
Level 2 Threshold including English and mathematics	Caldicot School	59.8	2	64.7	2	64.4	2	68.7	1
	Chepstow Comprehensive	56.5	3	60.3	2	70.7	1	69.2	1
	King Henry VIII Comprehensive	48.6	4	49.8	4	60.0	3	63.5	2
	Monmouth Comprehensive	61.8	4	57.1	4	70.8	2	68.4	2
Level 2 Threshold	Caldicot School	73.8	3	77.2	4	90.9	2	80.9	4
	Chepstow Comprehensive	84.1	1	80.1	3	93.5	2	97.7	1
	King Henry VIII Comprehensive	56.8	4	59.1	4	75.8	4	79.0	4
	Monmouth Comprehensive	84.7	2	83.5	3	93.5	2	98.9	1
Level 1 Threshold	Caldicot School	94.1	3	91.9	4	99.5	1	95.7	4
	Chepstow Comprehensive	94.7	3	94.4	4	95.9	4	98.5	2
	King Henry VIII Comprehensive	89.1	4	90.6	4	97.0	3	97.6	3
	Monmouth Comprehensive	97.2	3	96.6	4	97.7	4	100.0	1
Capped Points Score	Caldicot School	323.0	4	330.6	4	358.5	3	342.6	4
	Chepstow Comprehensive	330.5	3	333.4	4	346.5	4	368.0	2
	King Henry VIII Comprehensive	311.0	4	309.7	4	335.2	4	339.7	4
	Monmouth Comprehensive	361.3	2	354.8	3	370.7	2	370.6	2
Core Subject Indicator	Caldicot School	59.0	2	63.2	1	58.2	3	67.8	1
	Chepstow Comprehensive	51.8	3	52.8	3	63.4	2	66.2	1
	King Henry VIII Comprehensive	47.0	4	42.9	4	55.2	3	55.7	4
	Monmouth Comprehensive	59.1	4	54.9	4	68.6	2	64.7	3
English A*-C	Caldicot School	67.2	3	73.2	2	75.0	2	76.1	2
	Chepstow Comprehensive	67.1	3	65.2	4	77.2	1	80.8	1
	King Henry VIII Comprehensive	60.7	4	67.0	3	76.4	2	74.3	2
	Monmouth Comprehensive	75.6	3	66.9	4	79.3	2	77.9	3
Mathematics A*-C	Caldicot School	68.8	2	71.7	1	69.7	2	74.3	1
	Chepstow Comprehensive	67.1	2	71.4	2	77.2	1	72.3	1
	King Henry VIII Comprehensive	55.2	4	58.6	4	61.8	4	69.5	2
	Monmouth Comprehensive	66.9	4	68.4	4	77.8	2	76.5	2
Science A*-C	Caldicot School	71.1	3	73.5	3	70.2	4	89.6	3
	Chepstow Comprehensive	75.3	2	74.5	3	86.2	3	94.6	2
	King Henry VIII Comprehensive	51.4	4	47.8	4	58.8	4	67.7	4
	Monmouth Comprehensive	72.4	4	77.1	3	85.8	3	93.8	2



This page is intentionally left blank

APPENDIX E

MONMOUTHSHIRE COUNTY COUNCIL



CYNGOR
monmouthshire
COUNTY COUNCIL
sir fynwy

**ANALYSIS OF TEACHER ASSESSMENTS, NATIONAL TESTS AND
EXAMINATION RESULTS
FROM FOUNDATION PHASE TO KEY STAGE 4 (PROVISIONAL)
SPECIFIC PUPIL GROUP PERFORMANCE 2014/15**

October 2015

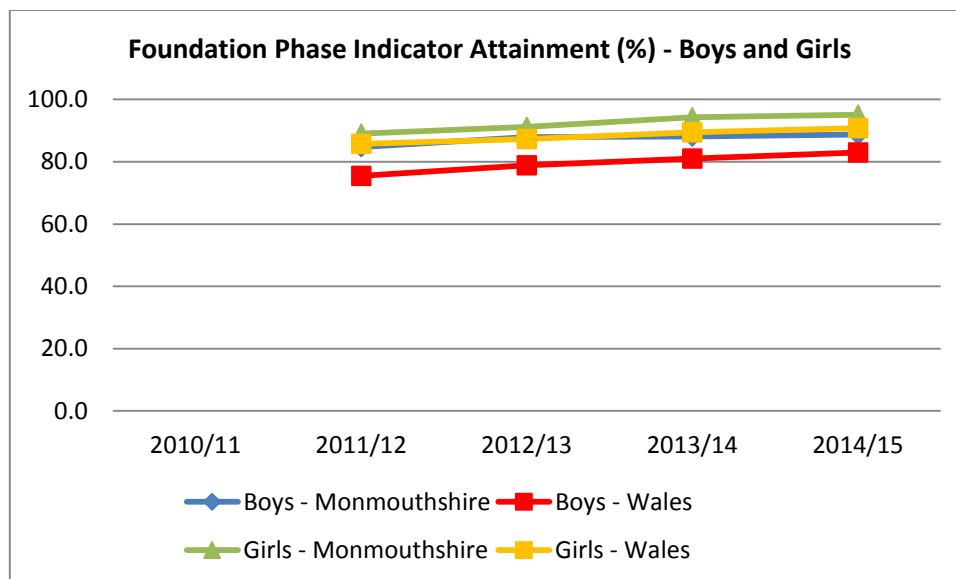
CONTENTS

1.	<u>Foundation Phase</u>	4
1.1	Foundation Phase Performance Boys and Girls	4
1.2	Foundation Phase Free School Meal Pupil Performance	4
1.3	Foundation Phase Free School Meal Pupil Performance Gap	5
1.4	Foundation Phase Performance of Looked After Children	5
1.5	Foundation Phase Performance of Pupils with English as an Additional Language	6
1.6	Foundation Phase Performance of Pupils with Additional Learning Needs	6
2.	<u>Key Stage 2</u>	8
2.1	Key Stage 2 Performance of Boys and Girls	8
2.2	Key Stage 2 Free School Meal Pupil Performance	8
2.3	Key Stage 2 Free School Meal Pupil Performance Gap	9
2.4	Key Stage 2 Performance of Looked After Children	10
2.5	Key Stage 2 Performance of Pupils with English as an Additional Language	10
2.6	Key Stage 2 Performance of Pupils with Additional Learning Needs	11
3	<u>Key Stage 3</u>	12
3.1	Key Stage 3 Performance of Boys and Girls	12
3.2	Key Stage 3 Free School Meal Pupil Performance	12
3.3	Key Stage 3 Free School Meal Pupil Performance Gap	13
3.4	Key Stage 3 Performance of Looked After Children	13
3.5	Key Stage 3 Performance of Pupils with English as an Additional Language	14
3.6	Key Stage 3 Performance of Pupils with Additional Learning Needs	14
4	<u>Key Stage 4 (PROVISIONAL)</u>	16
4.1	Level 2 Threshold including English and Mathematics - Performance of Boys and Girls	16
4.2	Level 2 Individual Core Subject Performance of Boys and Girls	16
4.3	Level 2 Threshold including English and Mathematics - Performance of Free School Meal Pupils	17
4.4	Level 2 Threshold including English and Mathematics - Free School Meal Pupil Performance Gap	17
4.5	Level 2 Threshold including English and Mathematics – Performance of Looked after Children	18
4.6	Level 2 Threshold including English and Mathematics - Performance of Pupils with English as an Additional Language	19
4.7	Level 2 Threshold including English and Mathematics – Performance of Pupils with Additional Learning Needs	19
4.8	Level 2 Threshold – Performance of Boys and Girls	20
4.9	Level 2 Threshold – Performance of Free School Meal Pupils	21
4.10	Level 2 Threshold – Free School Meal Pupil Performance Gap	21
4.11	Level 2 Threshold – Performance of Looked After Children	22
4.12	Level 2 Threshold – Performance of Pupils with English as an Additional Language	22
4.13	Level 2 Threshold – Performance of Pupils with Additional Learning Needs	23

4.14 Level 1 Threshold –Performance of Boys and Girls	24
4.15 Level 1 Threshold – Performance of Free School Meal Pupils	24
4.16 Level 1 Threshold – Free School Meal Performance Gap	25
4.17 Level 1 Threshold – Performance of Looked After Children	25
4.18 Level 1 Threshold – Performance of Pupils with EAL	26
4.19 Level 1 Threshold – Performance of Pupils with Additional Learning Needs	26

1. Foundation Phase

1.1 Foundation Phase Performance of Boys and Girls



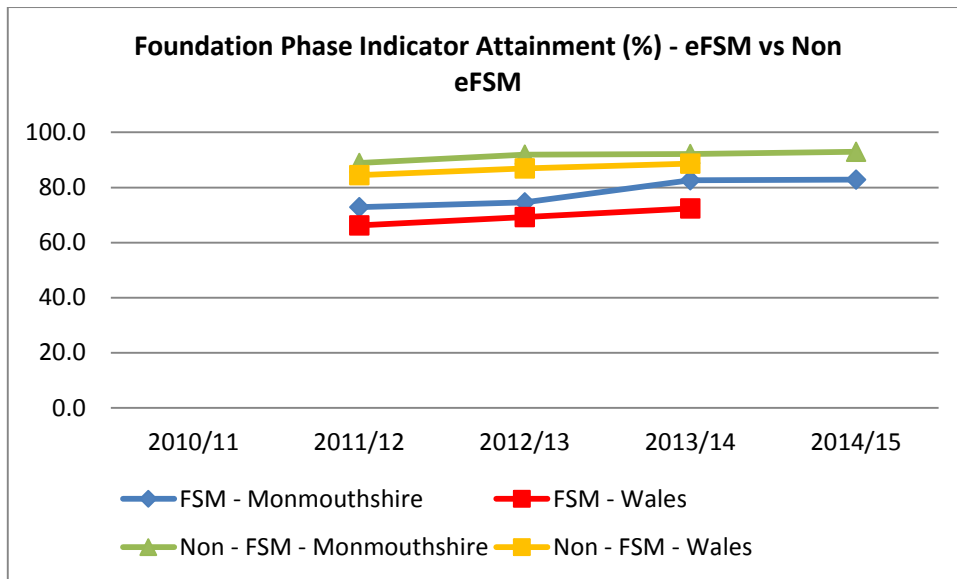
Girls in Monmouthshire continued to outperform boys at the expected Foundation Phase Outcome level 5 and above (FPO5+) in Literacy, Language and Communication (LLC), Mathematical Development (MTD), Personal and Social Development (PSD) and the Foundation Phase Indicator (FPI) in 2014/15. The gap remains fairly similar to that seen in 2013/14; however, boys have minimally closed the gap for all indicators except PSD. The attainment of boys and girls has continued to improve.

Similarly, girls outperformed boys in all areas of learning at the higher levels of Foundation Phase Outcome 6 and above (FPO6+) but the gap has increased since 2013/14.

The rate of improvement in LLC, MTD and PSD for both boys and girls is higher than across Wales.

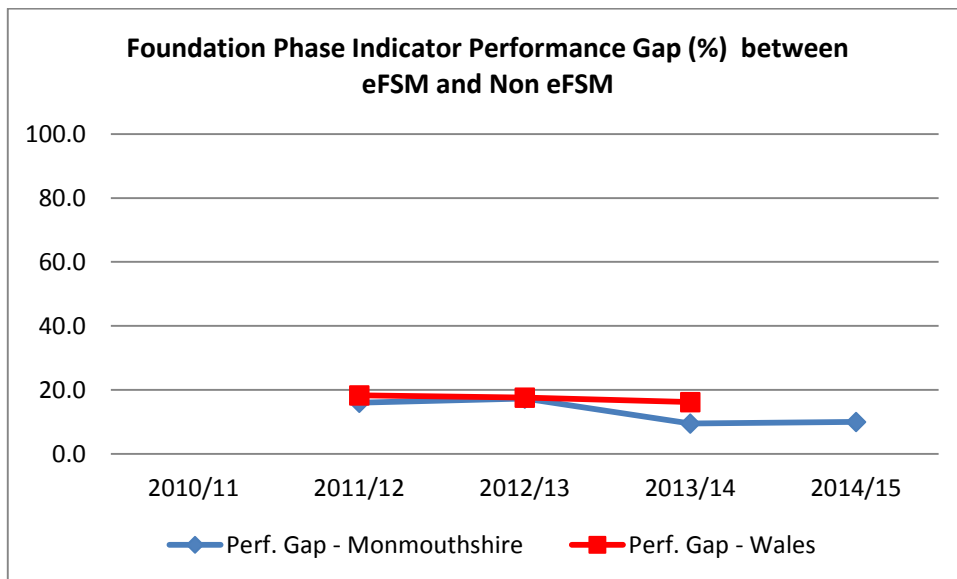
1.2 Foundation Phase Indicator (FPI) - Free School Meal Pupil Performance

In 2014/15, there were 105 out of 908 pupils who were eligible for free school meals (eFSM) and performance improved, once again, to 82.9% achieving their FPI. Performance of eFSM pupils has improved by 10 percentage points over the last three years; a greater rate than seen across Wales.



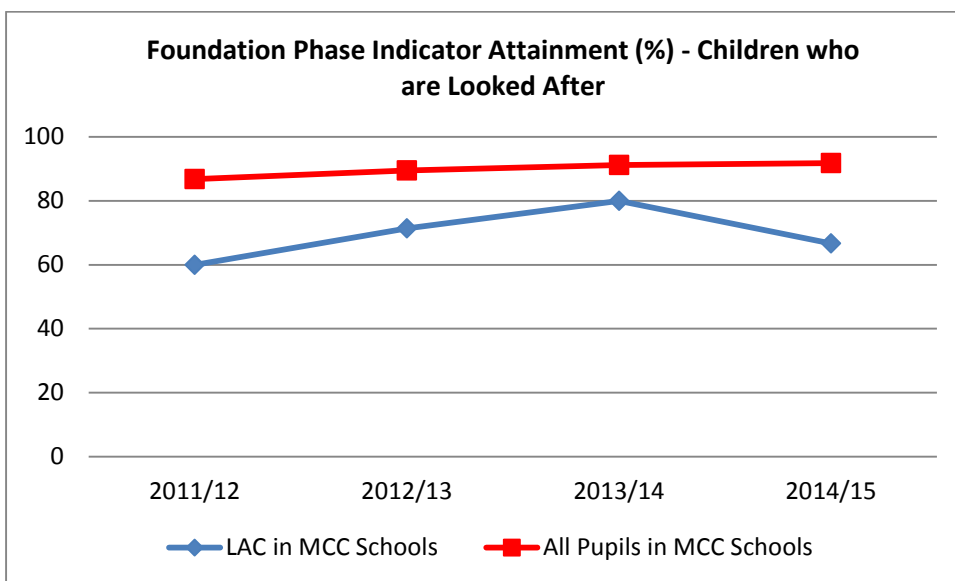
1.3 Foundation Phase Indicator - Free School Meal Pupil Performance Gap

The gap between performance of eFSM pupils and those who are not has closed by 6 percentage points from 16 points in 2011/12 to 10 points in 2014/15. The eFSM performance gap is narrower than seen across Wales and will be very likely to remain so when Welsh figures are published in early 2016.



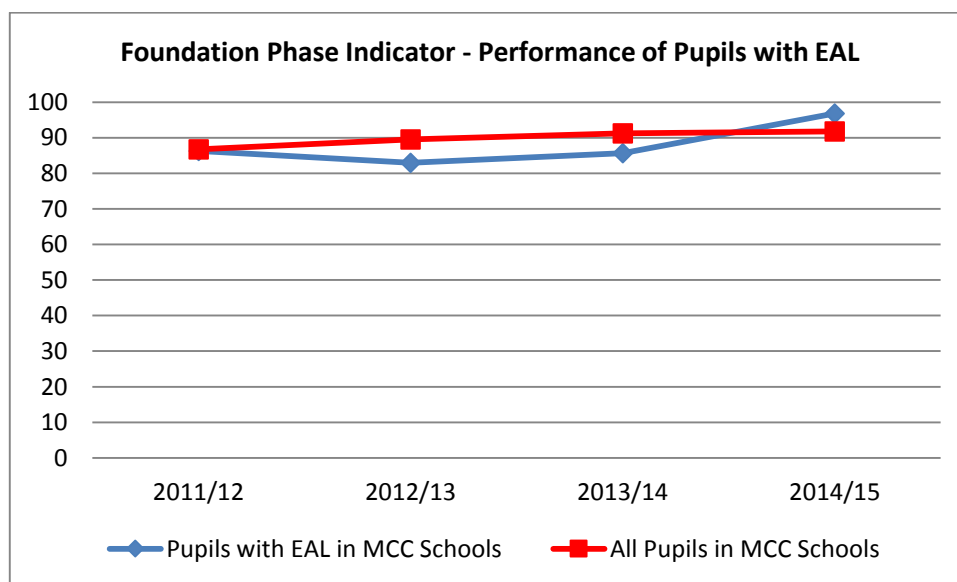
1.4 Foundation Phase Indicator – Performance of Children who are Looked After (LAC)

The number of children looked after is generally low, averaging below 6 pupils per year for the last four years. This can lead to some volatility in performance over time, particularly as these children often experience additional challenges to their educational success. The performance gap increased in the last year to 25%, however, the attainment of LAC educated in Monmouthshire at the end of the Foundation Phase has steadily increased year on year and the gap in performance between LAC and all pupils had closed to 11.2% in 2013/14.



1.5 Foundation Phase Indicator - Performance of Pupils with English as an Additional Language (EAL)

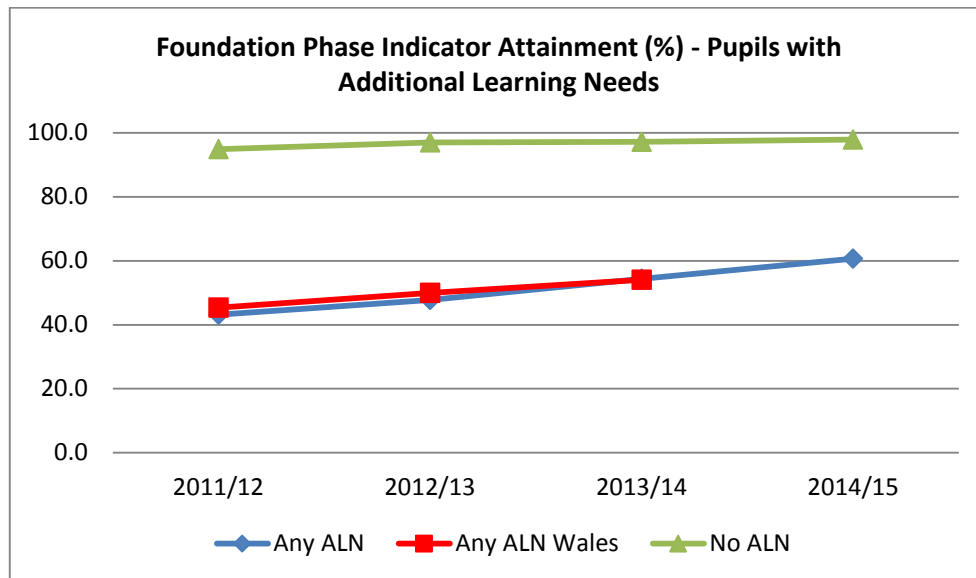
Performance of pupils with English as an Additional Language (EAL) has largely been close to performance of all pupils. However, performance of pupils with EAL was better than their peers in 2014/15, with 96.8% achieving their FPI.



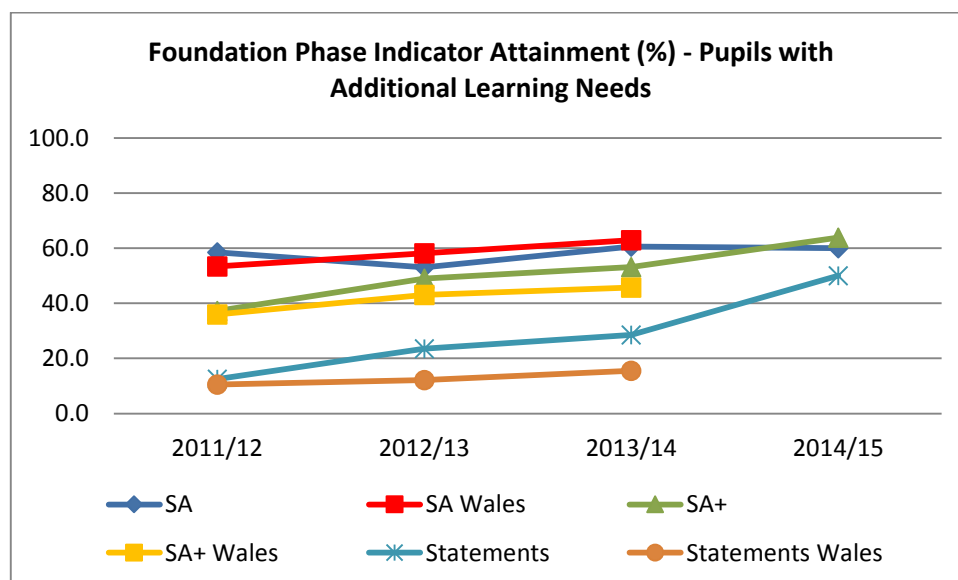
1.6 Foundation Phase Indicator – Performance of Pupils with Additional Learning Needs (ALN)

Pupils with Additional Learning Needs (ALN) ordinarily perform below the level of those without. However, the performance of pupils with ALN has steadily improved. In 2011/12, 43.2% of pupils with ALN achieved the Foundation Phase Indicator and in 2013/14 this had

risen to 54.3%. In 2014/15, 60.7% of the 150 pupils with some ALN achieved their FPI, closing the gap to 37.2% in comparison with those pupils without ALN. Pupils with ALN in Monmouthshire have performed broadly in line with those across Wales. In 2013/14, performance in Monmouthshire exceeded the Welsh performance slightly and this is likely to be the case in 2014/15 when data is published, given the current annual rate of improvement across Wales.



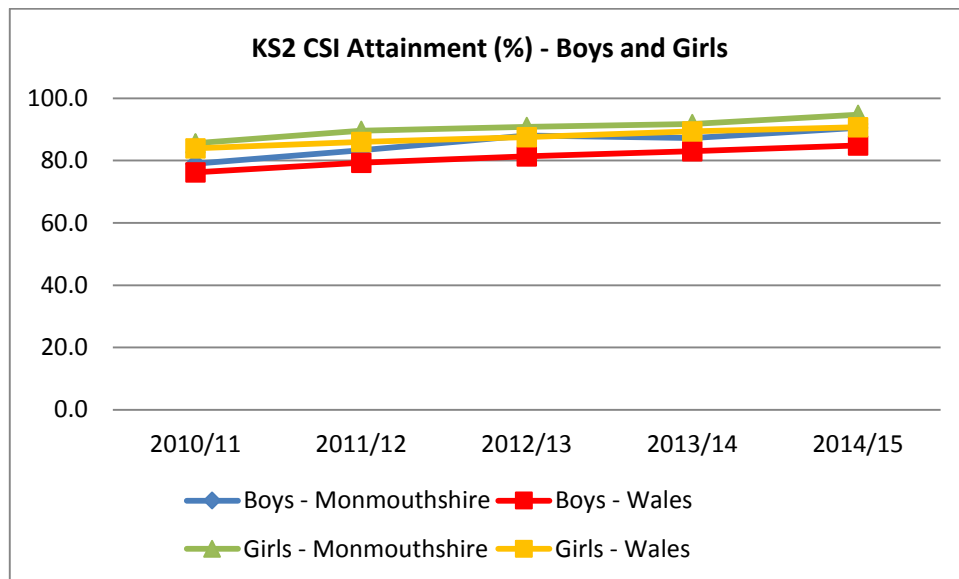
The overall trend of performance improvement for pupils with ALN is largely mirrored by the performance at each of the stages of the SEN Code of Practice (COP): School Action (SA); School Action Plus (SA+); and Statemented.



Performance of Monmouthshire pupils at SA has been broadly similar to those across, although there has been an overall increase in performance since 2011/12 of 1.5 percentage points. Performance of SA+ and Statemented pupils has improved significantly over the last three years with SA+ even outperforming SA in 2014/15.

2. Key Stage 2

2.1 Key Stage 2 Core Subject Indicator (CSI) Performance of Boys and Girls



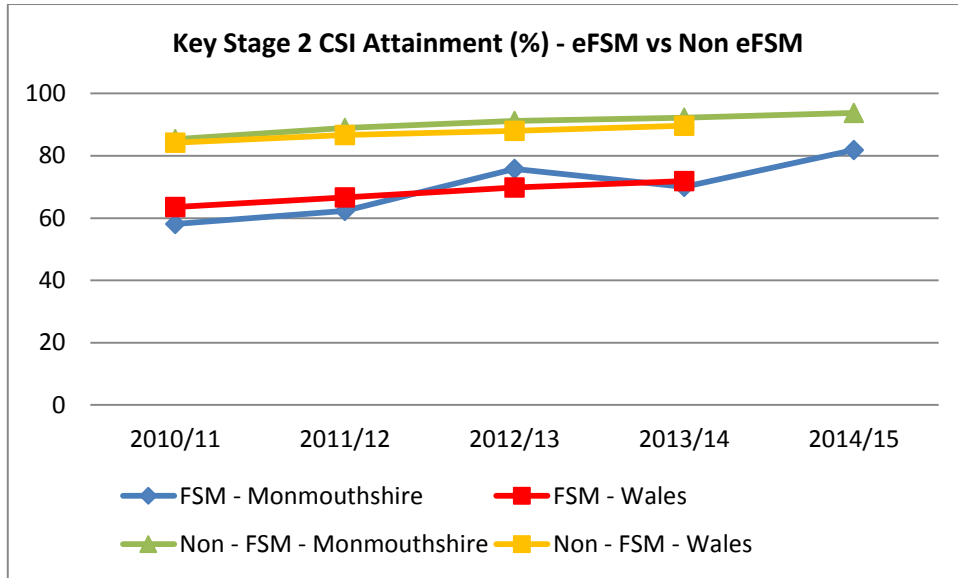
Girls in Monmouthshire continue to outperform boys at the expected level 4 and above (Lv4+) in terms of achieving the CSI. However, the performance gap is narrowing and significantly so in the last year. The performance at Lv4+ in mathematics and science is now very similar for boys and girls.

Achievement at the higher level 5 and above (Lv5+) shows that girls continue to outperform boys

The performance of boys and girls has largely improved steadily across all core subjects at Lv4+ and Lv5+.

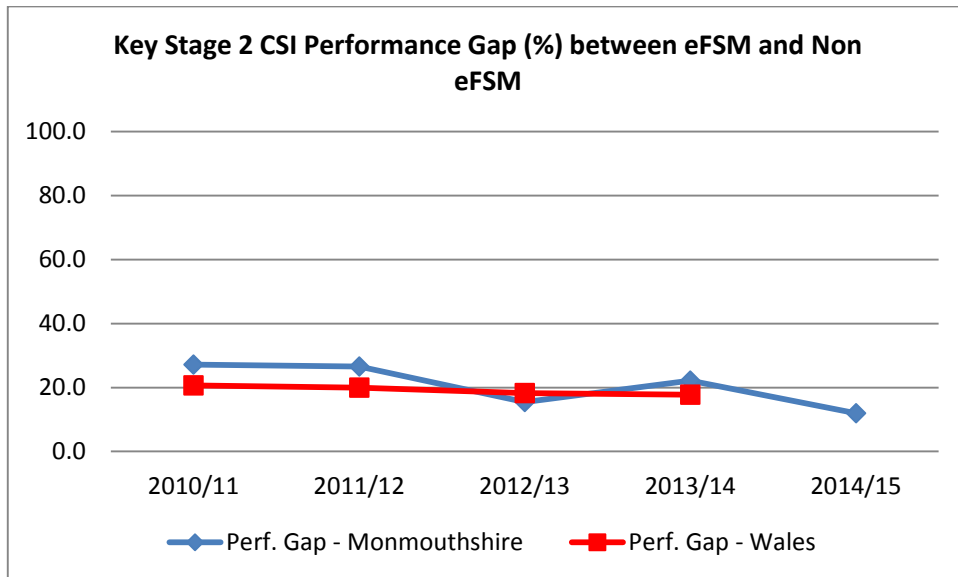
2.2 Key Stage 2 Core Subject Indicator (CSI) – Free School Meal Pupil Performance

In 2014/15 there were 94 out of 888 pupils who were eFSM. Performance of pupils who are eFSM has improved significantly from 62.3% to 81.9% between 2011/12 and 2014/15. This is significantly greater than the rate of improvement across Wales.



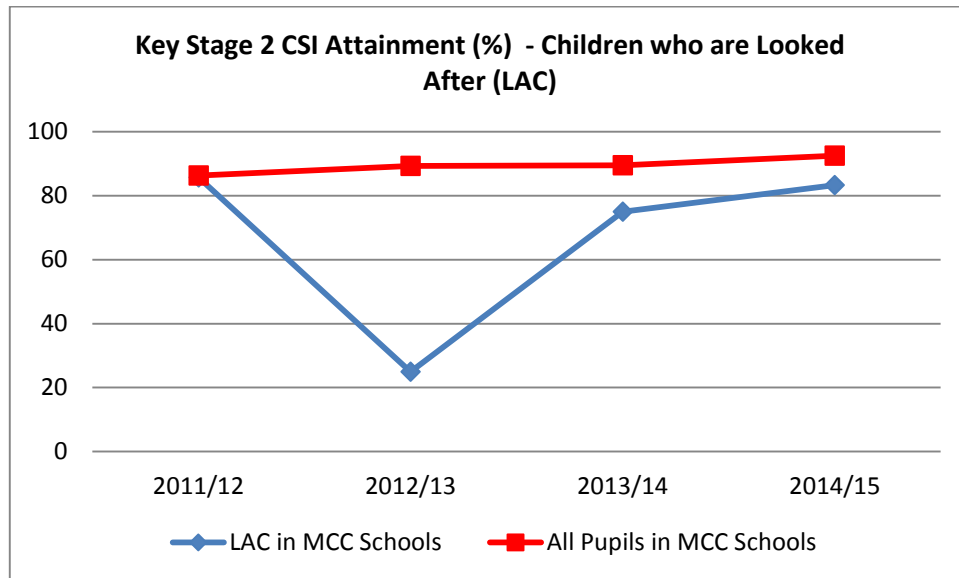
2.3 Key Stage 2 CSI – Free School Meals Performance Gap

The performance gap between eFSM and Non eFSM pupils has fallen steadily in Monmouthshire and across Wales. Although this gap has been greater in Monmouthshire than across Wales for three out of the last five years, the gap has narrowed more quickly in Monmouthshire and was just below 12% in 2014/15, its narrowest ever point. Given the recent trend across Wales, this is likely to be around 5% better than the Welsh performance gap in 2014/15.



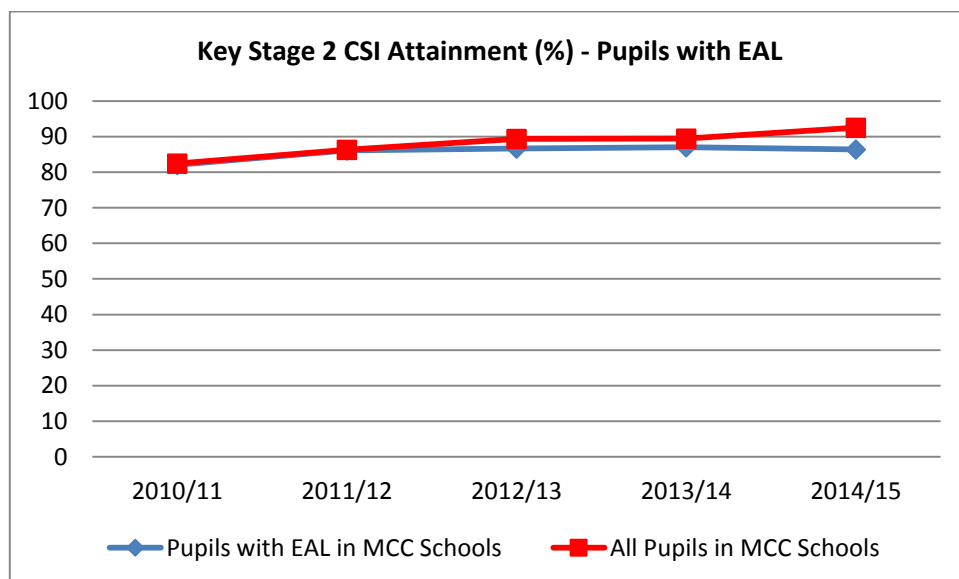
2.4 Key Stage 2 CSI – Performance of Children who are Looked After (LAC)

The number of LAC is ordinarily very low, averaging around 6 pupils per annum. This can lead to some volatility in performance over time, particularly as these children often experience additional challenges to their educational success. However, only 1 pupil failed to achieve the CSI in 2014/15.



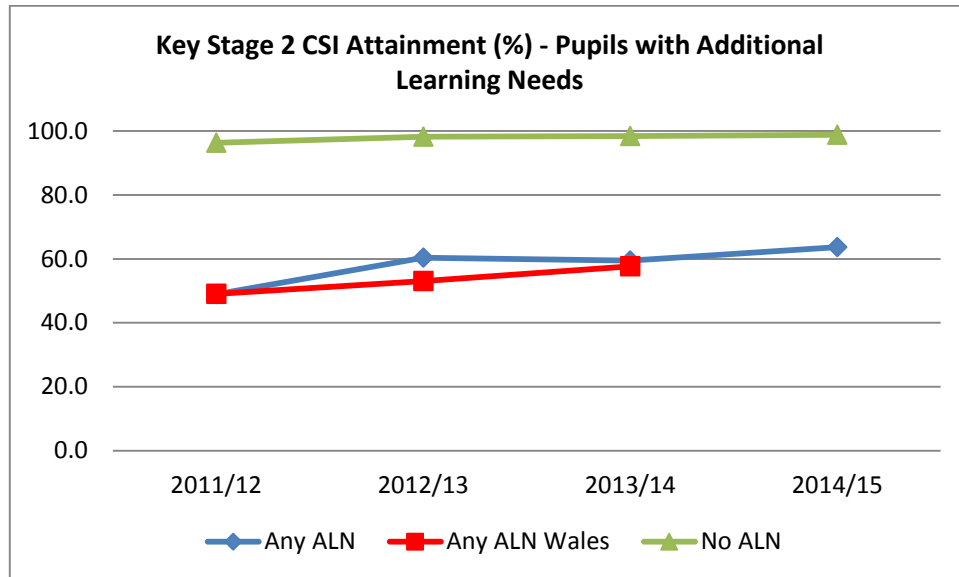
2.5 Key Stage 2 CSI – Performance of Pupils with English as an Additional Language (EAL)

Performance of pupils with EAL has largely been maintained over the last three years. Although the performance gap has increased in the last year due to the significant improvement of all pupils' achievement, only three of the 22 pupils with EAL failed to achieve their CSI.



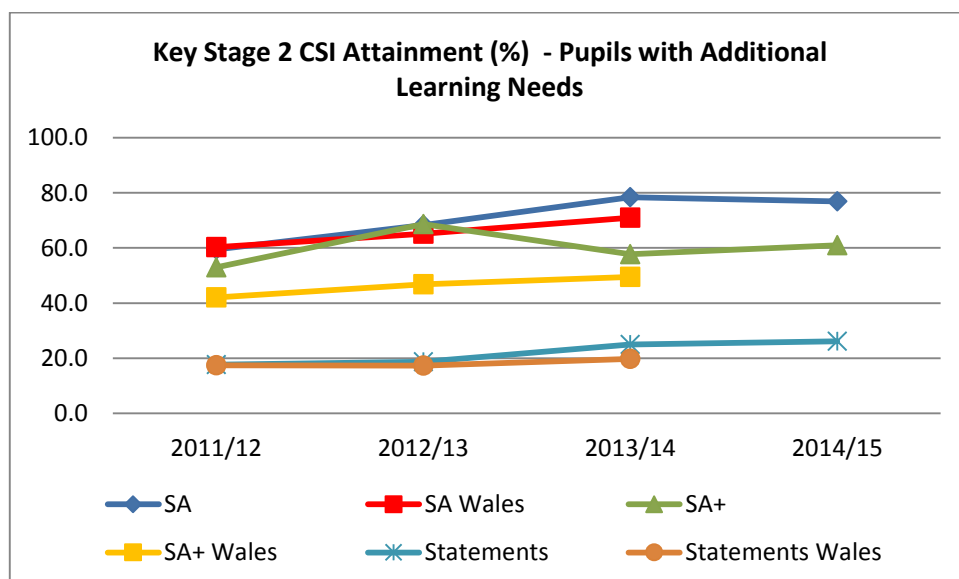
2.6 Key Stage 2 – Performance of Pupils with Additional Learning Needs (ALN).

Performance of pupils with ALN at the end of Key Stage 2 has steadily improved and over the last three years at a level greater than that seen across Wales. In 2014/15, 63.7% of the 160 pupils with some ALN achieved the Key Stage 2 Core Subject Indicator.



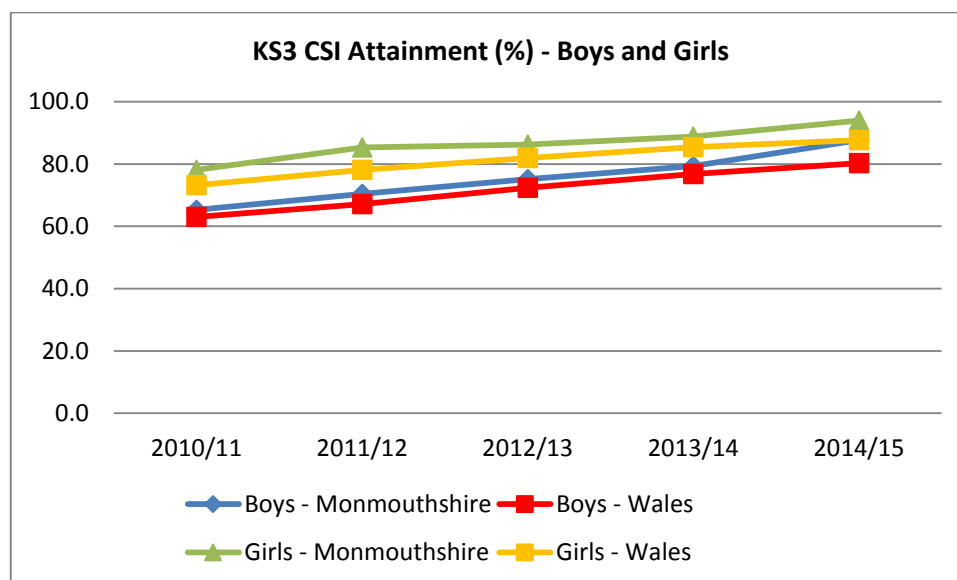
The overall trend of improvement in performance for pupils with ALN is largely mirrored by the performance at each of the stages of the SEN Code of Practice (COP). The rate of improvement in Monmouthshire has more or less matched that across Wales.

There has been a downturn in the performance of those pupils at School Action only in the last year. There has been variable performance School Action Plus with the 2014/15 rate showing a marginal improvement over the 2011/12 figure. There has been a steady for those pupils with Statements of SEN since 2011/12. Monmouthshire pupils perform better than the Welsh average at all stages of the SEN COP.



3. Key Stage 3

3.1 Key Stage 3 Core Subject Indicator (CSI) Performance of Boys and Girls



Girls in Monmouthshire continued to outperform boys in attainment of the CSI at the end of Key Stage 3. However, that performance gap has narrowed markedly in the last three years from 14.9% to 6.2%. The gap across Wales has narrowed from 11% to 7.4% in the last three years. The gender performance gap at Key Stage 3 in Monmouthshire is narrower in 2014/15 than it has ever been and narrower than the gap across Wales.

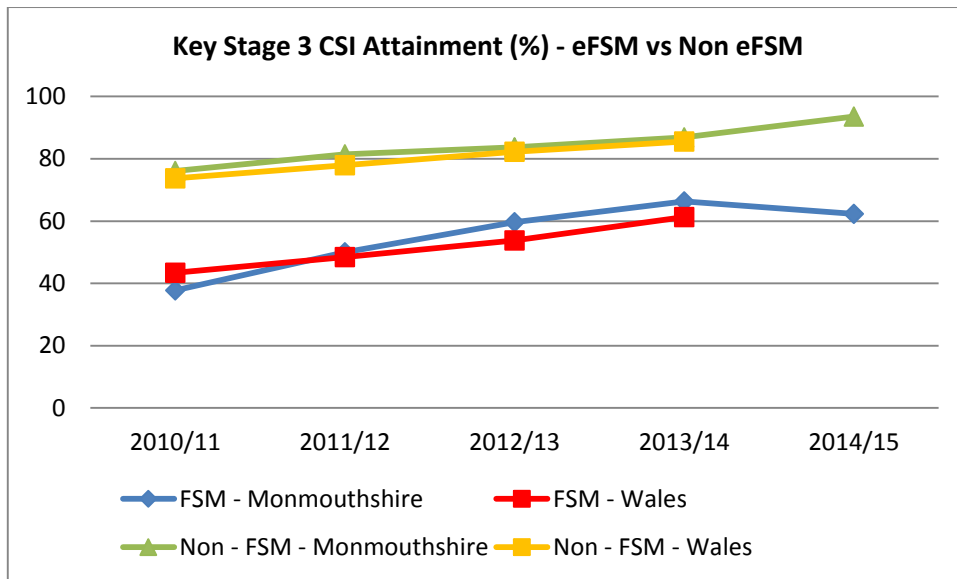
Girls continue to outperform boys across English, mathematics and science at the expected level 5+ (Lv5+). However, over the last three years, the performance gap has generally closed and in the last year the gap closed across all subjects to 6.9% in English, 5% in mathematics and only 3.5% in science.

Achievement at the higher level 6 and above (Lv6+) shows that girls ordinarily outperform boys significantly in English. However, in the last year, this gap has significantly narrowed for all core subjects and the CSI; the gap in mathematics is now only 1.9%.

The performance of boys and girls has largely improved steadily across all core subjects at Lv5+ and Lv6+ and exceeds the Welsh average performance, particularly for Lv6+.

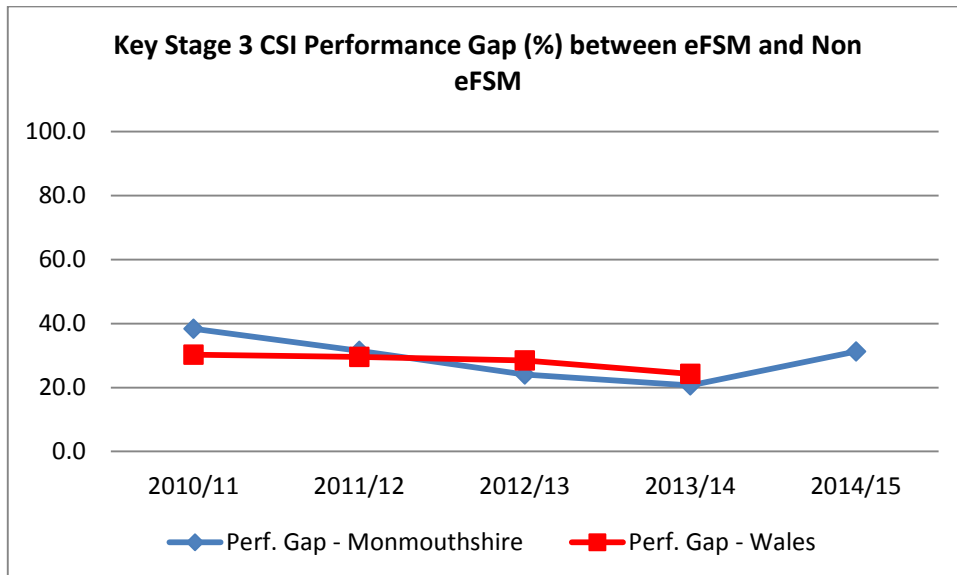
3.2 Key Stage 3 Core Subject Indicator – Free School Meal Pupil Performance

There were 69 eFSM pupils out of a total of 746 pupils last year at the end of Key Stage 3 and 43 of them (62.3%) attained their CSI. Although this represents a slight dip in the performance of eFSM compared to 2013/14, when 69 out of 104 (66.3%) achieved the CSI, the overall improvement over the last three years is significant at 13.9%.



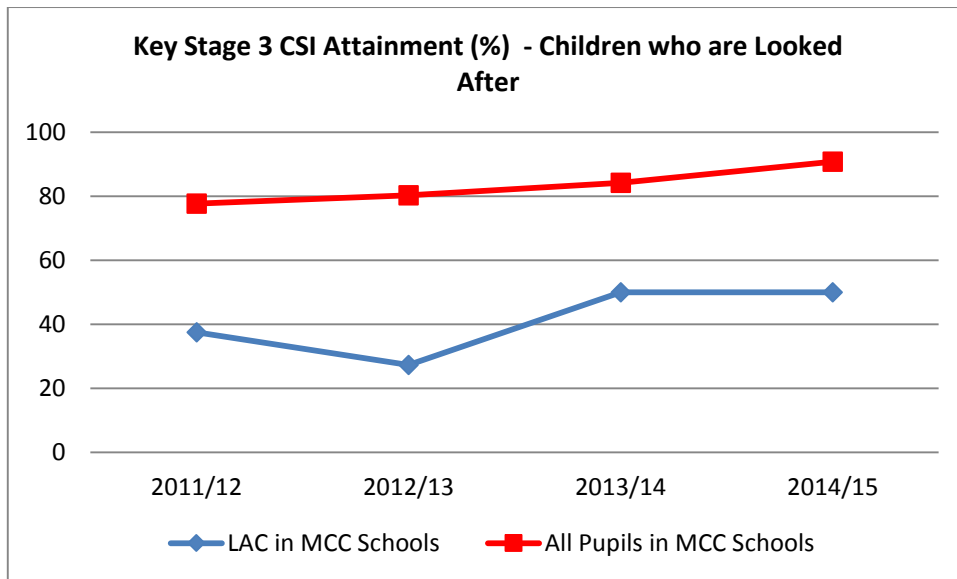
3.3 Key Stage 3 CSI – Free School Meals Performance Gap

The performance gap between eFSM and Non eFSM pupils has fallen steadily in Monmouthshire and across Wales. However, this gap has been narrowing more rapidly in Monmouthshire than across Wales. Non eFSM pupils achieved their most significant year on year improvement between 2013/14 and 2014/15. The 6.7 percentage point increase to 93.6% in 2014/15 contributes dominantly towards the widening of the attainment gap to 31.3%.



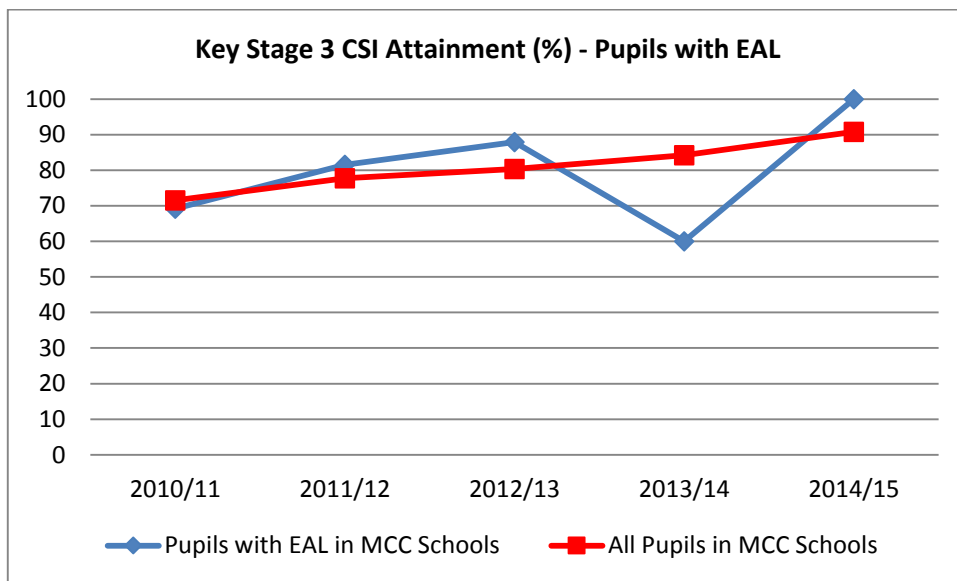
3.4 Key Stage 3 CSI – Performance of Children who are Looked After (LAC)

The number of LAC is ordinarily very low. This can lead to some volatility in performance over time, particularly as these children often experience additional challenges to their educational success. However, Monmouthshire maintained its highest performance at 50% of these pupils achieving their KS3 CSI with 4 out of 8 pupils succeeding in 2014/15.



3.5 Key Stage 3 CSI – Performance of Pupils with English as an Additional Language (EAL)

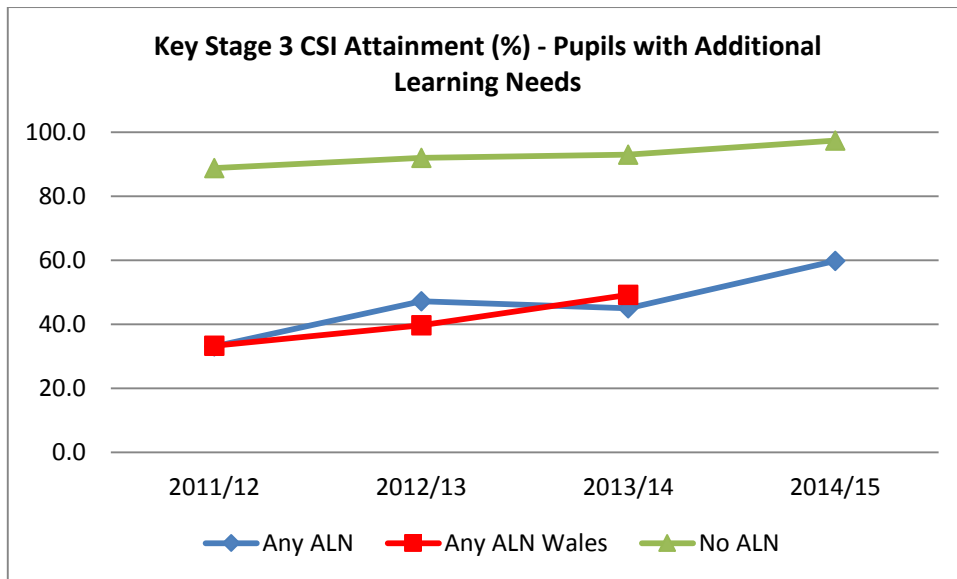
Pupils with EAL performed better than ever in 2014/15 with all 6 pupils (100%) achieving their CSI.



3.6 Key Stage 3 – Performance of Pupils with Additional Learning Needs (ALN)

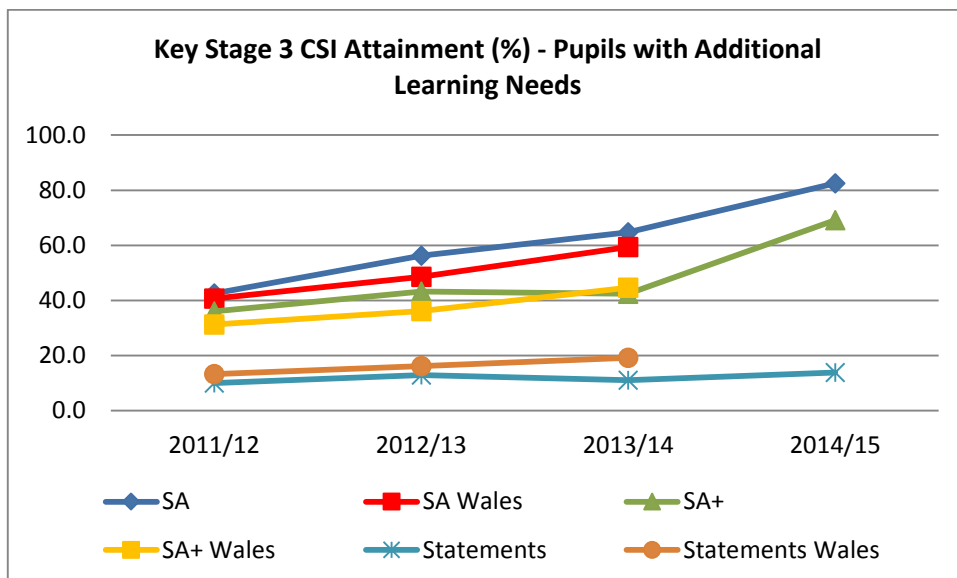
Performance of pupils with ALN at the end of Key Stage 3 has steadily improved and over the last three years at a level greater than that seen across Wales. In 2014/15, 63.7% of the 160 pupils with some ALN achieved the Key Stage 3 Core Subject Indicator.

Performance of pupils with ALN at the end of Key Stage 3 has improved over the last three years from 33% to nearly 60% of the 132 pupils with some ALN achieving their CSI in 2014/15. Given recent performance across Wales, this is likely to be better than the all Wales result in 2014/15 when it is published in March 2016.



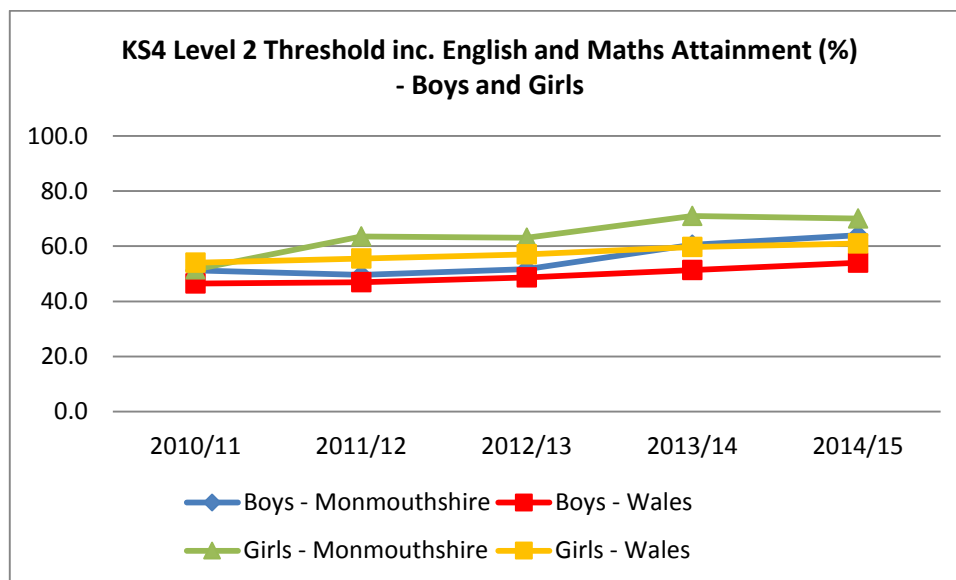
The overall trend of improvement in performance for pupils with ALN is largely mirrored by the performance at each of the stages of the SEN Code of Practice (COP). The rate of improvement in Monmouthshire has more or less matched that across Wales as a whole.

Although there has been a 4% improvement in those with Statements of SEN achieving their CSI over the last three years, this is likely to remain below the proportion seen across Wales in 2014/15. However, performance of pupils at School Action (SA) and School Action Plus (SA+) continues to improve significantly and will, once again, very likely be better than that seen across Wales as a whole in 2014/15.



4. Key Stage 4

4.1 Level 2 Threshold inc. English and Mathematics (Lv2inc) Performance of Boys and Girls



Girls in Monmouthshire continue to outperform boys in their attainment of the 5 or more GCSEs A* to C including English and mathematics (Lv2inc) at the end of Key Stage 4. However, that performance gap has narrowed continuously in the last three years from 14% to 9%. The gap across Wales has remained relatively consistent and is 7% in 2014/15. The gender performance gap at the end Key Stage 4 for Lv2inc is consistent with the gap at the end of Foundation Phase to KS3.

Girls continue to outperform boys in attaining grade A*-C in English although that gap has closed significantly, from 22.9% to 14% over the last three years. The gap is now narrower than the gap seen across Wales which has remained between 17% and 18% over the last 5 years.

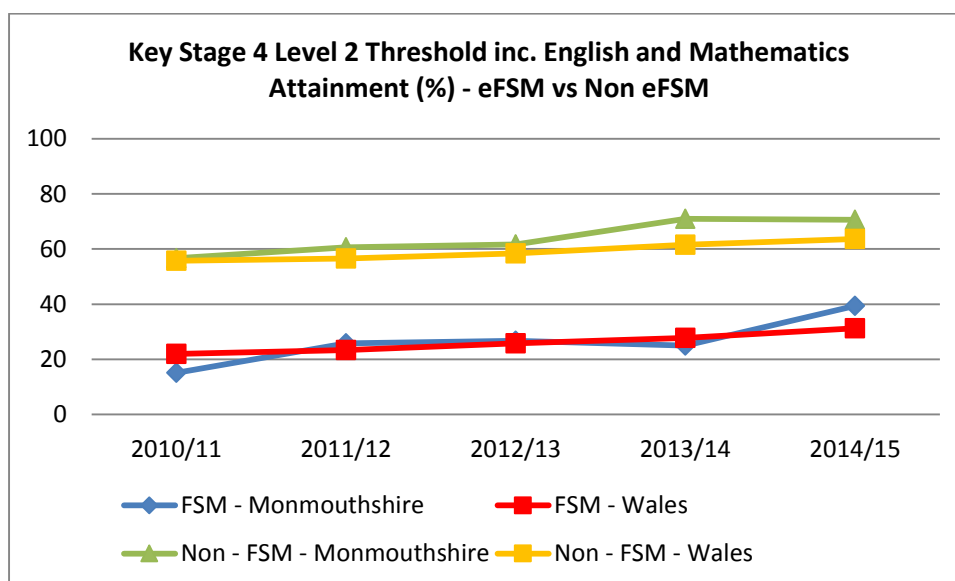
Girls have generally outperformed boys slightly in the attainment of A*-C in mathematics. However, the gap has now closed completely in 2014/15 with 73% of both girls and boys achieving.

Monmouthshire boys and girls consistently outperform their peers across Wales in English and mathematics at Level 2.

There has been a very significant improvement in performance of all pupils in achieving a grade A*-C in science in the last year from 74.4% to 86.4%. For the first time in the last 5 years, Monmouthshire's boys and girls outperformed their peers across Wales. The gap between boys and girls in Monmouthshire has closed to around 2% compared with the approximate 3% gap seen across Wales.

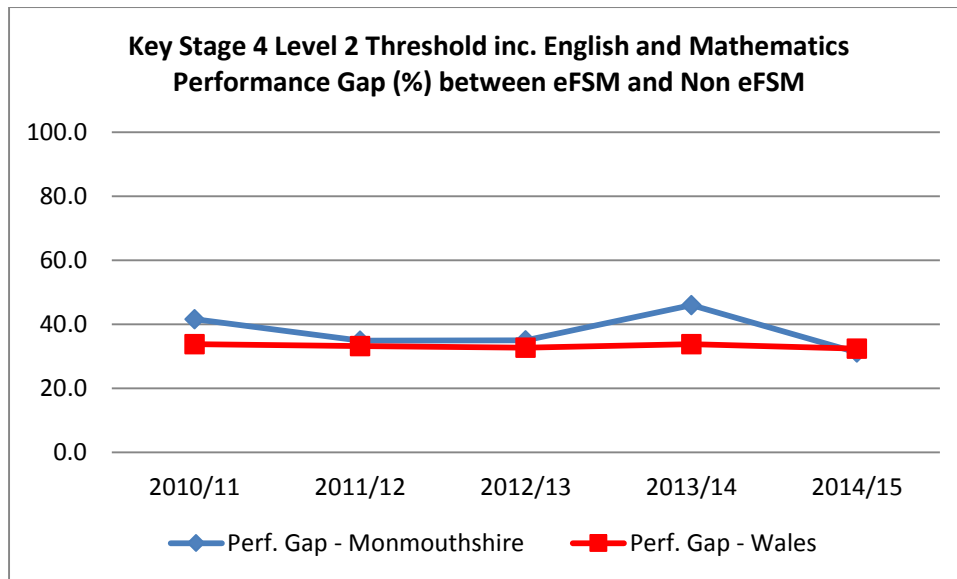
4.2 Key Stage 4 Level 2 Threshold including English and Mathematics (L2inc) – Free School Meal Pupil Performance

The performance of eFSM in attaining Level 2 Threshold including English and mathematics is significantly below that of those pupils who are not eligible. However, in 2014/15, 39 out of 99 eFSM students (39.4%) achieved 5 or more GCSEs A*-C including English and mathematics, exceeding the 35% target. This represents the single largest yearly improvement and the first time that Monmouthshire eFSM students have outperformed their peers across Wales by a margin as significant as 8.1 percentage points.



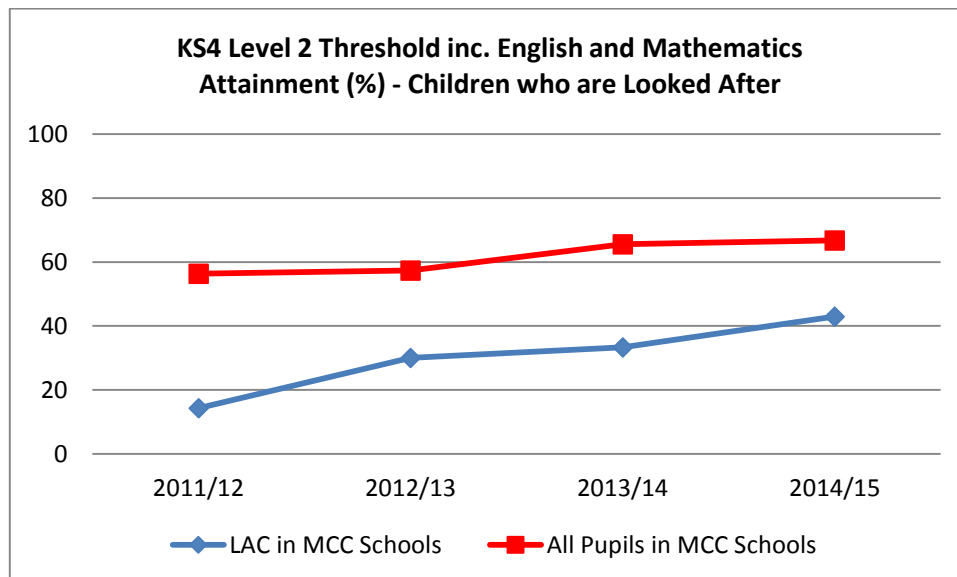
4.3 Key Stage 4 Level 2 Threshold including English and Maths - Performance Gap Between Pupils Entitled and Not Entitled to FSM

The performance differential in Monmouthshire has been significant and greater than that across Wales, where the differential has remained fairly constant in the last 5 years at between 33% and 34%. However, in 2014/15 the performance gap closed significantly, by 14.8 percentage points in Monmouthshire to 31.2 %; the first time that the gap has ever been narrower than across Wales as a whole.



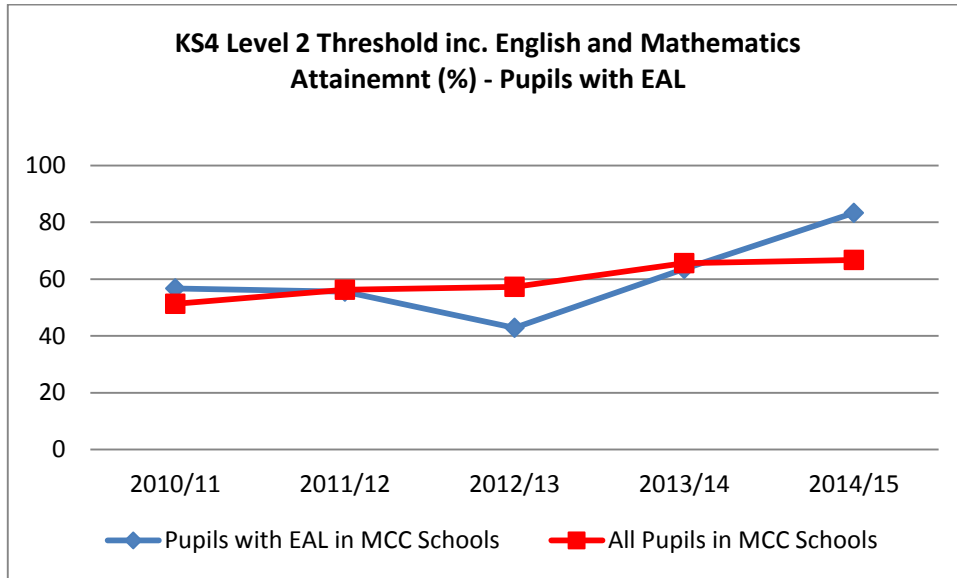
4.4 Key Stage 4 Level 2 Threshold inc. English and Mathematics – Performance of Children who are Looked After (LAC)

The number of LAC is ordinarily very low. This can lead to some volatility in performance over time, particularly as these children often experience additional challenges to their educational success e.g. in the last two years the percentage of pupils with Statements of SEN has been 64% and 45%. In 2014/15 4 out of 7 students had some ALN. As a result, LAC at the end of Key Stage 4, tend to perform below the overall level consistently. However, performance has improved continually and significantly over the last three years. In 2014/15, 42.9% of LAC achieved or more 5 GCSEs A*-C including English and mathematics.



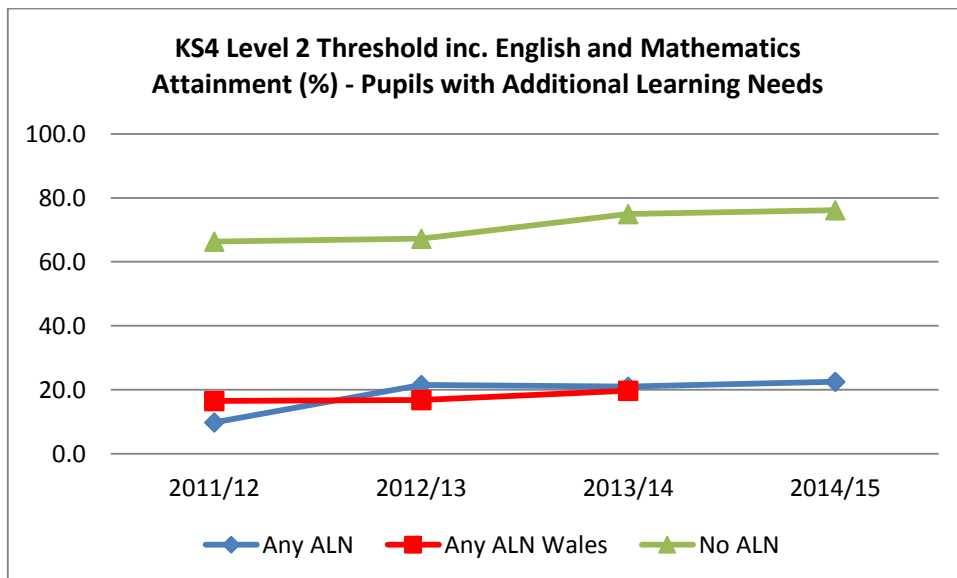
4.5 Key Stage 4 Level 2 Threshold inc. English and Mathematics – Performance of Pupils with English as an Additional Language

Performance of pupils with EAL has been somewhat **variable**. However, significant improvement in the last two years has resulted in EAL students outperforming the whole cohort, with 83.3% attaining 5 or more GCSEs A*-C including English and mathematics.

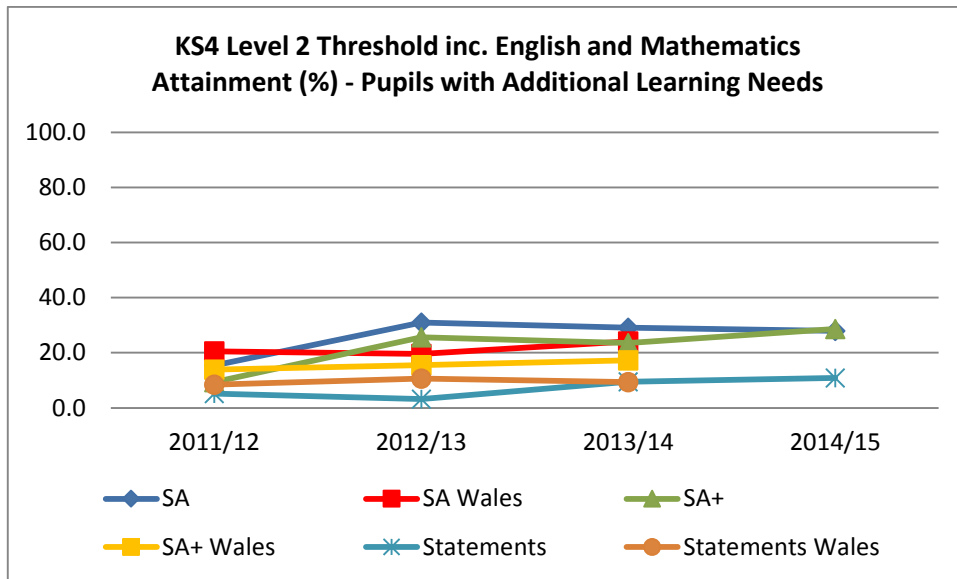


4.6 Key Stage 4 Level 2 Threshold inc. English and Mathematics – Performance of Pupils with Additional Learning Needs.

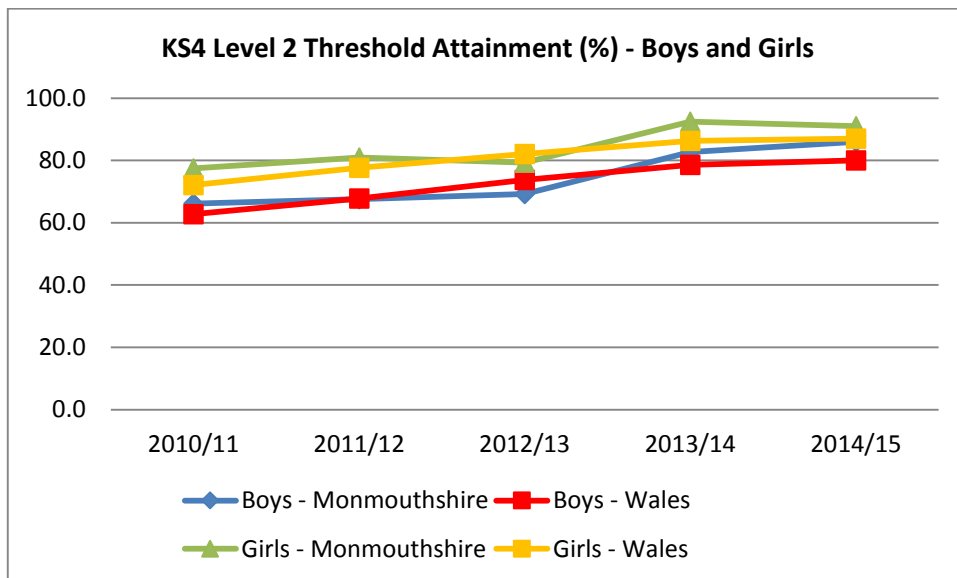
Performance of pupils with ALN at the end of Key Stage 4 attaining the Lv2inc indicator has been similar to that seen across Wales over the last two years. In 2014/15 32 out of 142 (22.5%) students with some ALN attained 5 or more GCSEs A*-C including English and mathematics.



Overall, since 2011/12 performance has improved significantly for pupils at Schools Action and particularly at School Action Plus. The proportion of pupils with Statements of SEN attaining the Level 2 Threshold including English and mathematics has improved by 5.7 percentage points to 10.9% in 2014/15.



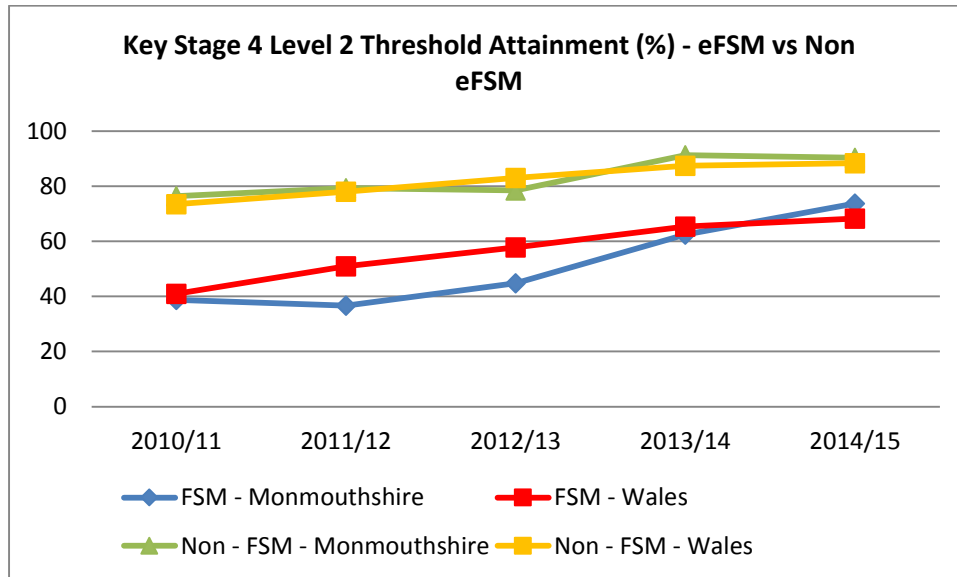
4.7 Level 2 Threshold (Lv2) Performance of Boys and Girls



Girls in Monmouthshire continue to outperform boys in attainment of the 5 or more GCSEs A* to C at the end of Key Stage 4. However, that performance gap has narrowed in the last three years from 13.3% to 5% in 2014/15, in part due to a slight downturn in girls' performance in 2014/15. The gap across Wales has narrowed consistently over the last 3 years from 9.8% to 7%, but not as quickly as in Monmouthshire.

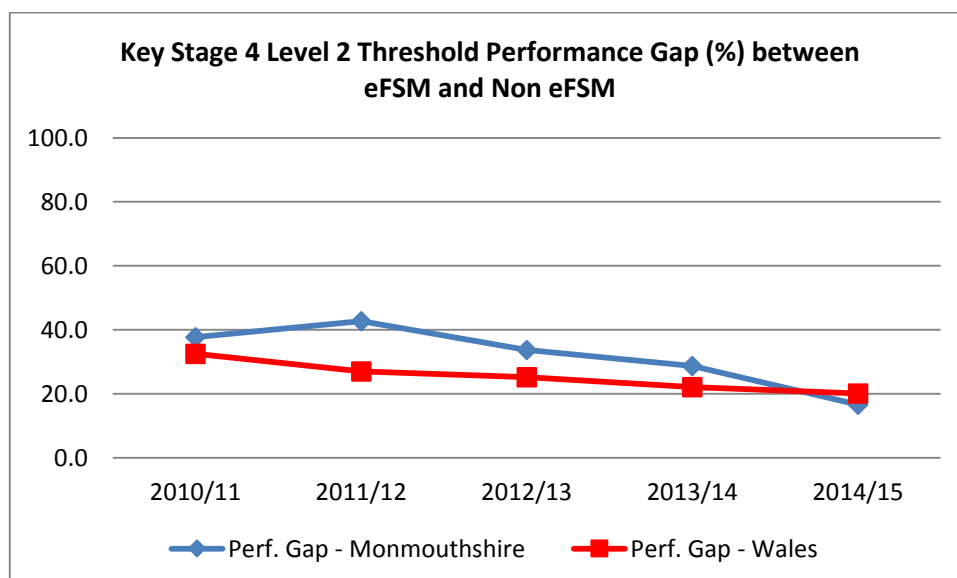
4.8 Level 2 Threshold (Lv2) – Free School Meal Pupil Performance

The performance of eFSM in attaining Level 2 Threshold is below that of those pupils who are not eligible. However, performance in Monmouthshire has improved significantly from 36.6% to 73.7% in the last three years, an increase of 37.1 percentage points, which sees Monmouthshire eFSM students outperform their peers across Wales as a whole for the first time in 2014/15.



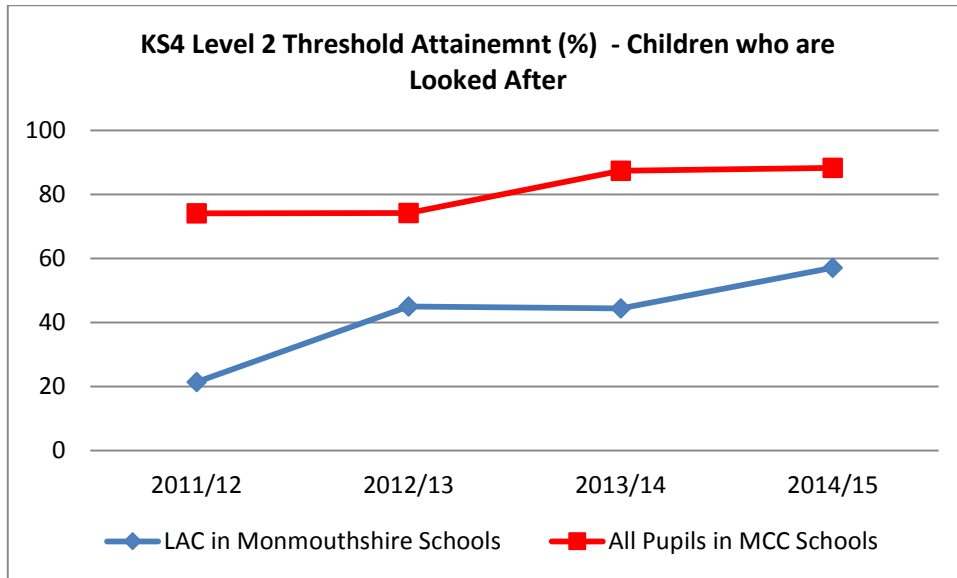
4.9 Key Stage 4 Level 2 Threshold - Performance Gap Between Pupils Entitled and Not Entitled to FSM

The performance differential in Monmouthshire has been significant and has consistently been greater than that across Wales. However, in 2014/15 the performance gap in Monmouthshire fell to its lowest ever level. At 16.6%, the gap fell below that seen across Wales (20.1%) for the first time.



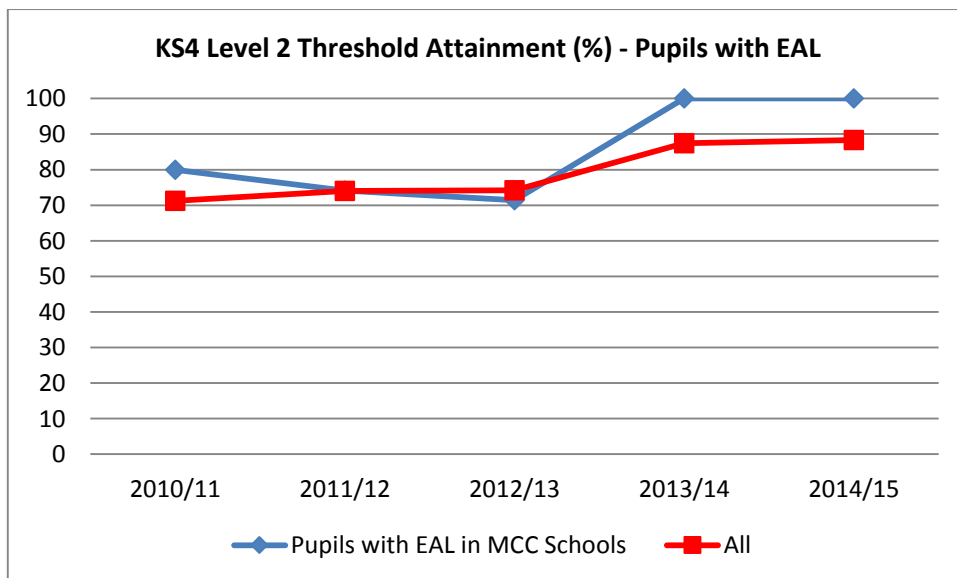
4.10 Key Stage 4 Level 2 Threshold – Performance of Children who are Looked After (LAC)

The performance of LAC for this indicator is similar to that for Lv2inc, albeit that greater numbers of pupils attain this threshold. The gap has closed significantly over the last three years and in 2014/15 57.1% of LAC attained 5 or more GCSEs at grades A*-C compared to 88.3% overall.



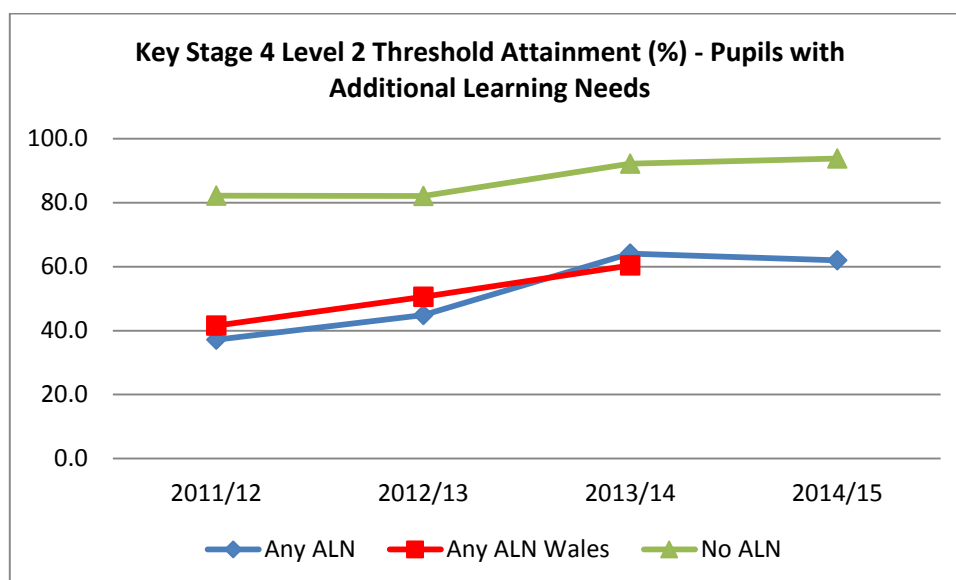
4.11 Key Stage 4 Level 2 – Performance of Pupils with English as an Additional Language

Performance of pupils with EAL has largely mirrored that across the LA. However, for the last two years 100% of the small cohort of pupils with EAL attained 5 or more GCSEs at grades A*-C.



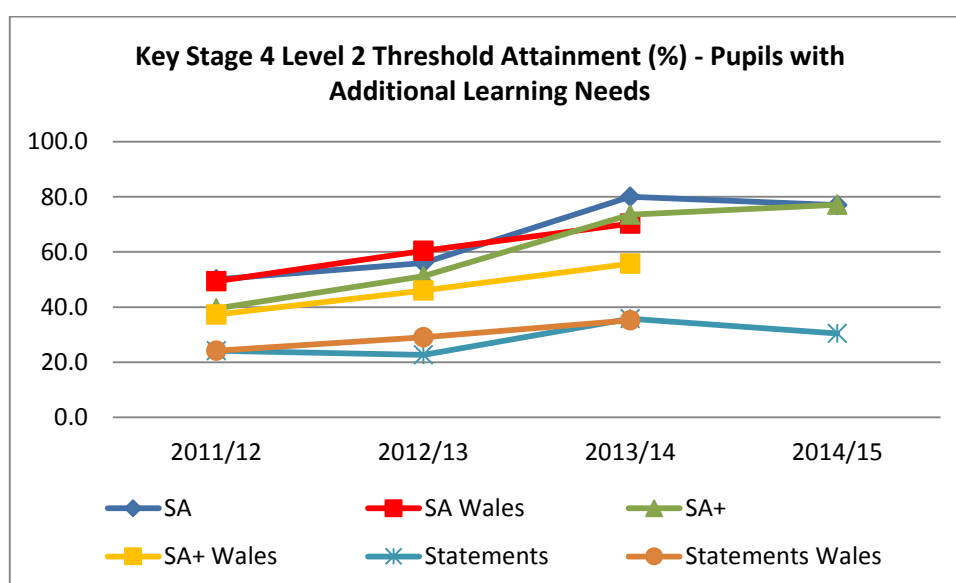
4.12 Key Stage 4 Level 2 – Performance of Pupils with Additional Learning Needs.

Performance of Pupils with ALN has improved in terms of their attaining at least 5 GCSEs A* to C since 2011/12 and in 2013/14, exceeded the performance across Wales, when nearly two thirds (64.1%) of pupils on the SEN register achieved the Level 2 threshold. In 2014/15, 88 out of 142 pupils (62%) with some ALN achieved the Level 2 threshold.

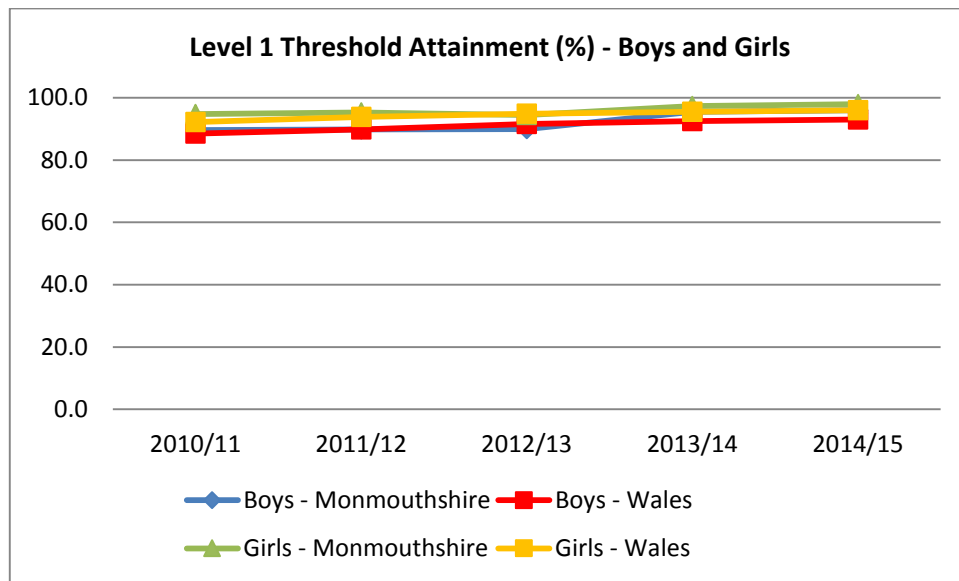


The overall trend of improvement in performance for pupils with ALN is largely mirrored by the performance at each of the stages of the SEN Code of Practice (COP). The rate of improvement in Monmouthshire has either matched or exceeded that across Wales.

The performance of pupils at SA and SA+ has improved significantly and now exceeds the performance across Wales. In 2014/15 nearly 80% of pupils at SA and SA+ attained 5 or more GCSEs grade A*-C. Almost one third of students (14 out of 46) with Statements of SEN achieved the Level 2 Threshold.



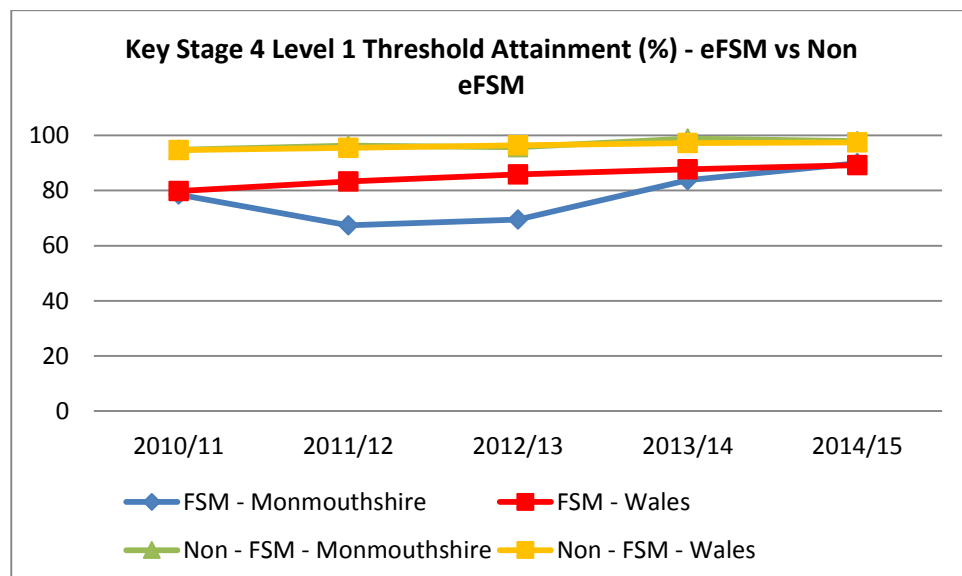
4.13 Level 1 Threshold (Lv1) Performance of Boys and Girls



Girls in Monmouthshire continue to outperform boys in attainment of the 5 or more GCSEs A* to G at the end of Key Stage 4. However, that performance gap is less significant than other threshold indicators and has narrowed significantly in the last year to 2%. The gap across Wales has narrowed consistently over the last 5 years from 4.7% to 3%.

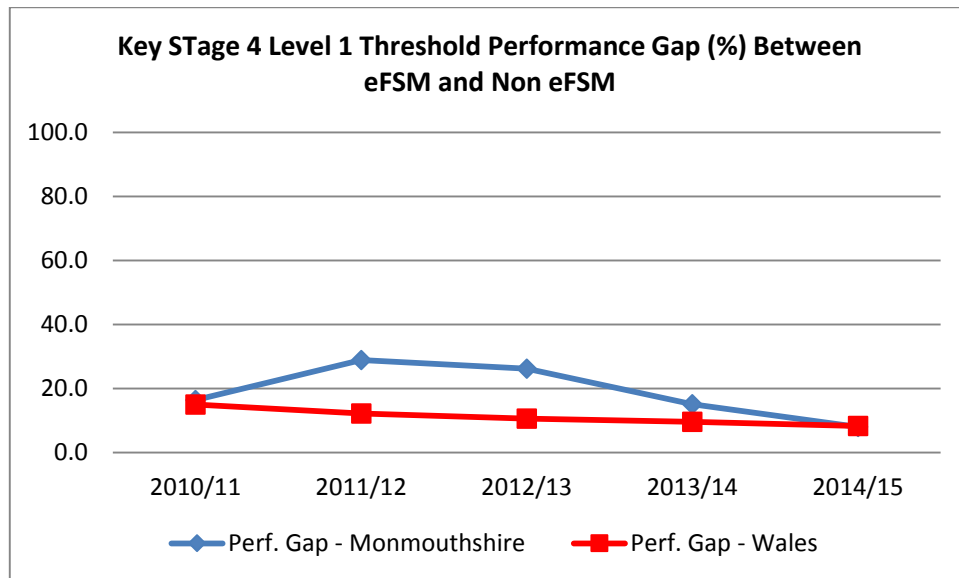
4.14 Level 1 Threshold (Lv1) – Free School Meal Pupil Performance

The performance of eFSM in attaining Level 1 Threshold has been significantly below that of those pupils who are not eligible. However, performance has improved very significantly since 2011/12, from 67.3% to 89.9% and for the first time, a higher proportion of Monmouthshire eFSM students than their peers across Wales attained 5 or more GCSEs.



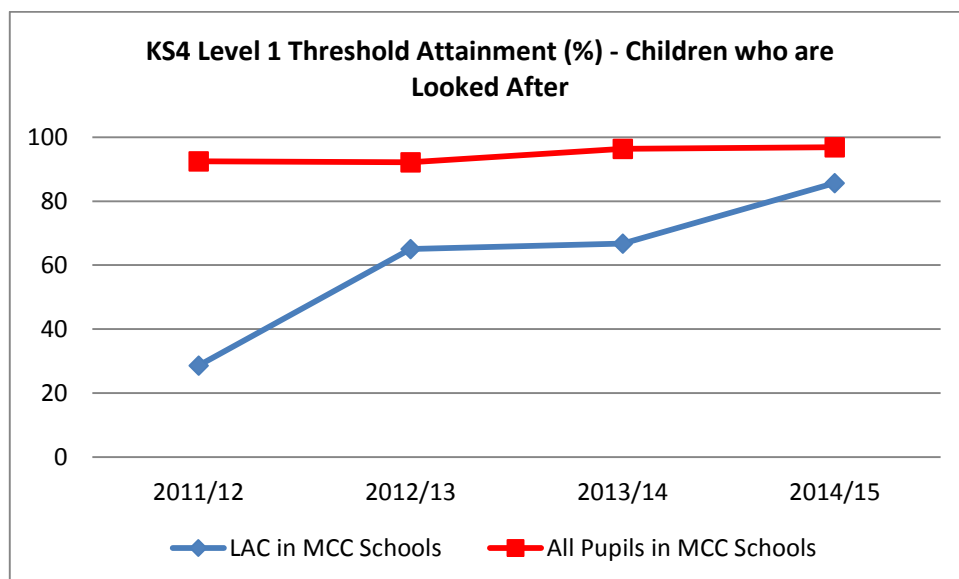
4.15 Key Stage 4 Level 1 Threshold - Performance Gap Between Pupils Entitled and Not Entitled to FSM

The performance differential in Monmouthshire has consistently been greater than that across Wales. However, the gap has closed significantly in Monmouthshire over the last three years and at 8% in 2014/15 is marginally narrower than that seen across Wales.



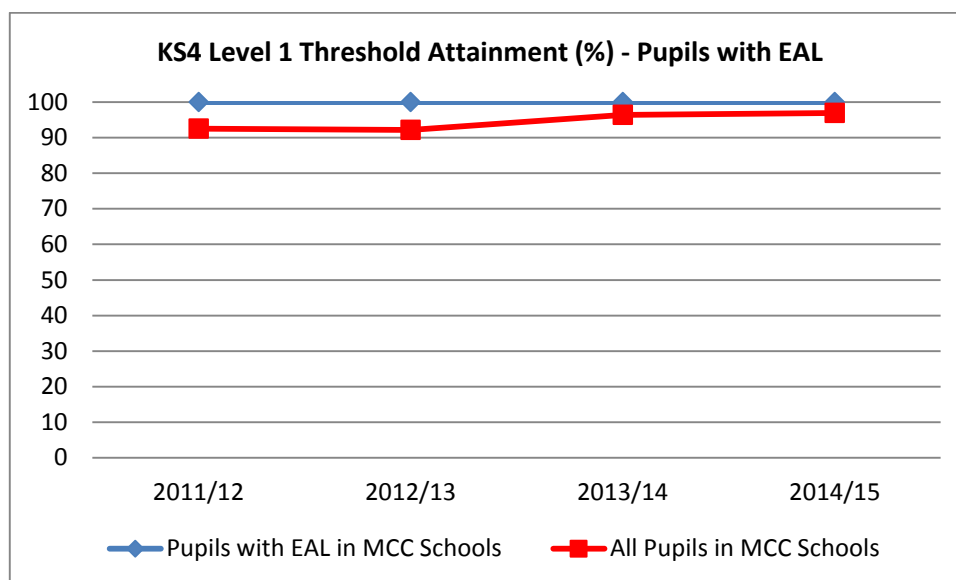
4.16 Key Stage 4 Level 1 Threshold – Performance of Children who are Looked After (LAC)

The performance of LAC for this indicator is similar to that for Lv2inc and Lv2, albeit that greater numbers of LAC pupils attain this threshold. The gap, however, has narrowed significantly over the last three year from 63.9% to 11.2%.



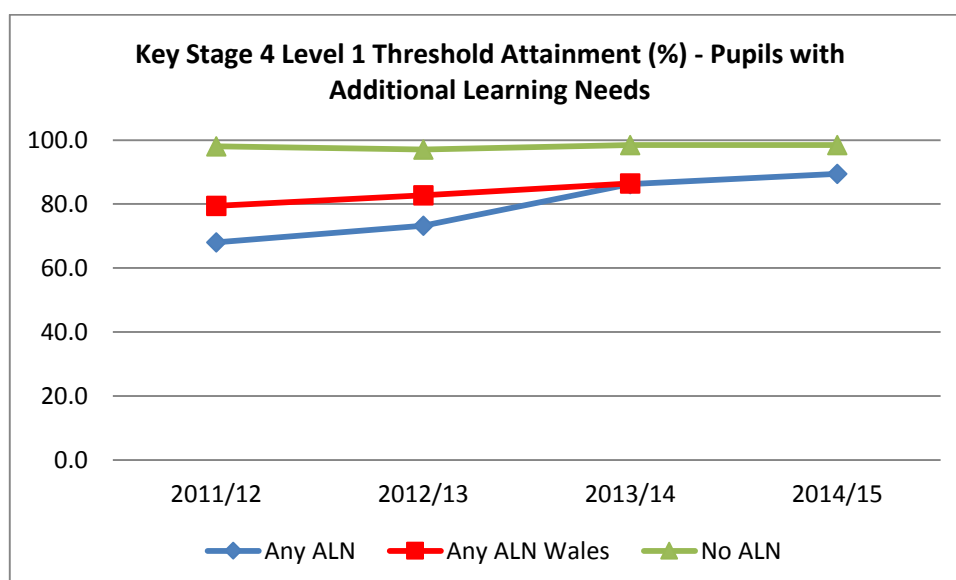
4.17 Key Stage 4 Level 1 Threshold – Performance of Pupils with English as an Additional Language

Performance of pupils with EAL has consistently been excellent in attainment of 5 GCSEs A* to G; 100% of pupils have achieved this from 2011/12 to 2014/15.



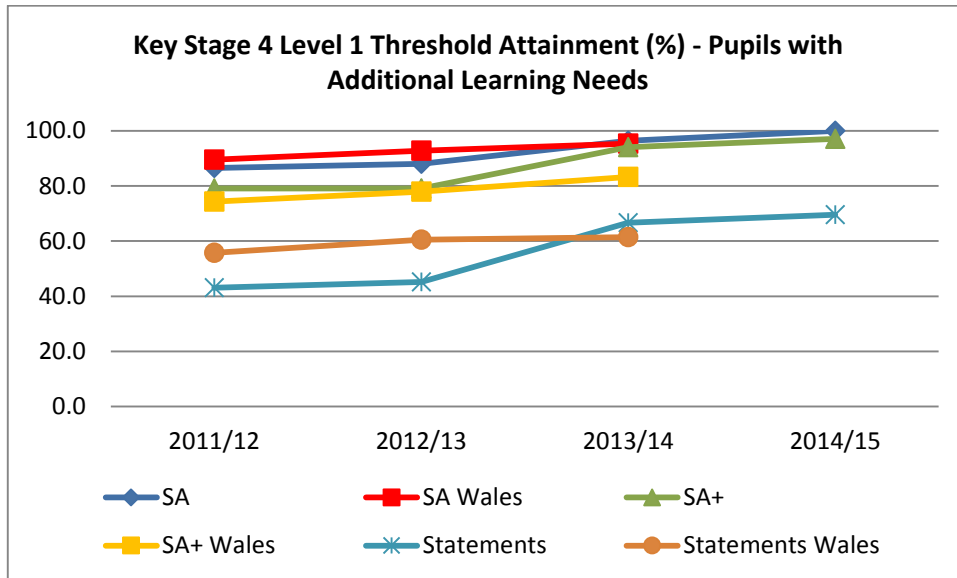
4.18 Key Stage 4 Level 1 Threshold – Performance of Pupils with Additional Learning Needs.

Performance of Pupils with ALN has improved in terms of their attaining 5 or more GCSEs A* to G over the last three years and in 2014/15 89.4% of students with some ALN achieved this. This is likely to be in line with performance across Wales given the recent trend in performance.



The overall trend of improvement in performance for pupils with ALN is largely mirrored by the performance at each of the stages of the SEN Code of Practice (COP). The rate of improvement in Monmouthshire has either matched or exceeded that across Wales.

The performance of pupils at SA has improved significantly in the last three years and in 2014/15 100% of these students attained 5 or more GCSEs. The performance of pupils at SA+ and those having Statements of SEN has also improved significantly. In 2014/15, 97.1% of pupils at SA+ and over two thirds of Statemented pupils achieved 5 or more GCSEs. These levels are very likely to exceed those seen across Wales when they are published.



This page is intentionally left blank