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County Hall
Rhadyr
Usk
NP15 1GA

Wednesday, 18 October 2017

Notice of Reports Received following Publication of Agenda.

Children and Young People Select Committee

Thursday, 26th October, 2017 at 10.00 am,
The 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
5.	School Performance Reporting (Education Achievement Service Overview Report together with Monmouthshire County Council analysis).	1 - 4
5.4	Analysis of Gender and Free School Meals (to follow).	5 - 38

Paul Matthews
Chief Executive

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SUBJECT: Foundation Phase and Key Stages 2 and 3 Performance Summary 2016/17

DIRCTORATE: CHILDREN AND YOUNG PEOPLE

MEETING: CYP SELECT COMMITTEE

DATE: 26th October 2017

DIVISION/WARDS AFFECTED: ALL

1. PURPOSE:

The purpose of this report is to provide members of Children and Young People's (CYP) Select Committee with a summary of the performance of pupils at the end of Foundation Phase and Key Stages 2 and 3 for the academic year 2016/17

2. RECOMMENDATIONS:

It is recommended that Select Members:

2.1 Receive the report Foundation Phase and Key Stages 2 and 3 Performance Summary 2016/17

2.2 Scrutinise the information provided in this report and the following attached papers:

- 2017 End of Key Stage Teacher Assessment Outcomes and National Test Results Monmouthshire
- Monmouthshire Performance Report Foundation Phase 2017
- Monmouthshire Performance Report Key Stage 2 2017
- Monmouthshire Performance Report Key stage 3 2017
- Monmouthshire Performance Report FSM/Non-FSM (FP to KS3) 2017
- Monmouthshire Performance Report Gender 2017 (FP to KS3) 2017

2.3 To track progress of schools and evaluate the impact of the Directorate and the Educational Achievement Service (EAS) in supporting and challenging schools to secure high standards in Monmouthshire.

3. KEY ISSUES:

Foundation Phase

- Performance in the Foundation Phase in 2016/17 improved across all outcome 5+ indicators compared to the previous year and as a result, Monmouthshire is ranked first in Wales for all indicators when compared to other authorities matching the Local Authority's FSM ranking of first in Wales based on January 2017 PLASC data.

- Monmouthshire's performance at the higher level compares well with other similar authorities and is ranked first in Wales across all indicators in 2016/17.
- The differential in performance between boys and girls has decreased for all indicators in the Foundation Phase at both outcome 5+ and Outcome 6+.

Key Stage 2

- Performance at the end of Key Stage 2 declined across all level 4+ indicators compared to the previous year. However, performance remained above 93% for all indicators apart from Welsh. As a result, Monmouthshire remained first in Wales for English and science with the KS2 CSI and mathematics in second place in 2016/17.
- Performance in Welsh language declined by 8.3 percentage points in 2016/17 and a s result, Monmouthshire is ranked twenty-first in Wales for this indicator
- Performance at level 5+ at the end of Key stage 2 improved across all key indicators continuing the upward trend of the last four years.
- At the end of Key Stage 2, the differential in performance between boys and girls has decreased for English and science at level 4+ and in mathematics at level 5+. However, there has been an increase in the gap for English at level 5+.

Key Stage 3

- Performance at the end of Key Stage 3 across all Level 5+ indicators continues the improving trend of the last three years with 92.7% of pupils achieving the KS3 CSI, an improvement of 0.8 percentage points compared to 2015/16.
- Performance at level 6+ at the end of Key Stage 3 has improved in mathematics and science but declined in English compare to the previous year.
- The gender gap at the end of Key Stage 3 has decreased for all indicators at level 5+. However, the gap at level 6+ in mathematics and science has increased compared to 2015/16.

4. REASONS:

- To provide the Members of CYP Select Committee with appropriate and timely data presented in a clear and concise format to facilitate effective scrutiny of a range of performance data.

5. RESOURCE IMPLICATIONS:

None

6. SUSTAINABLE DEVELOPMENT AND EQUALITY IMPLICATIONS:

EQIA not applicable

7. CONSULTEES:

Cabinet Member
Chief Officer Education
Departmental Leadership Team

8. BACKGROUND PAPERS:

- 2017 End of Key Stage Teacher Assessment Outcomes and National Test Results Monmouthshire
- Monmouthshire Performance Report Foundation Phase 2017
- Monmouthshire Performance Report Key Stage 2 2017
- Monmouthshire Performance Report Key stage 3 2017
- Monmouthshire Performance Report FSM/Non-FSM (FP to KS3) 2017
- Monmouthshire Performance Report Gender 2017 (FP to KS3) 2017

9. AUTHOR:

David Barnes/Sharon Randall-Smith

10. CONTACT DETAILS:

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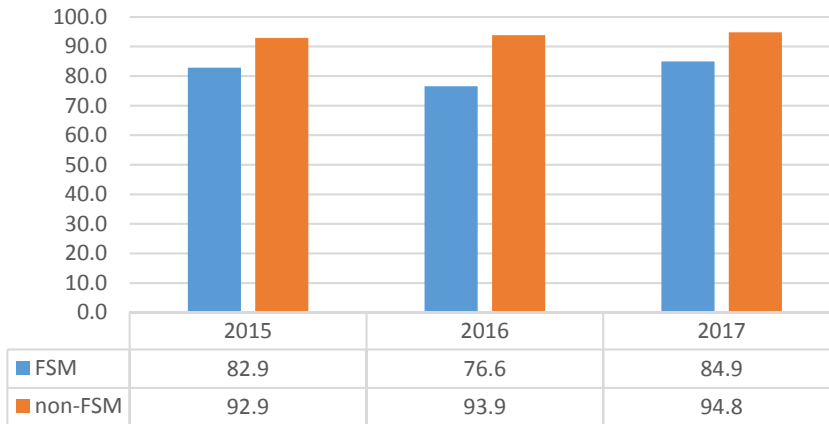
Mob: 07816176930

E-mail: SharonRandall-Smith@monmouthshire.gov.uk

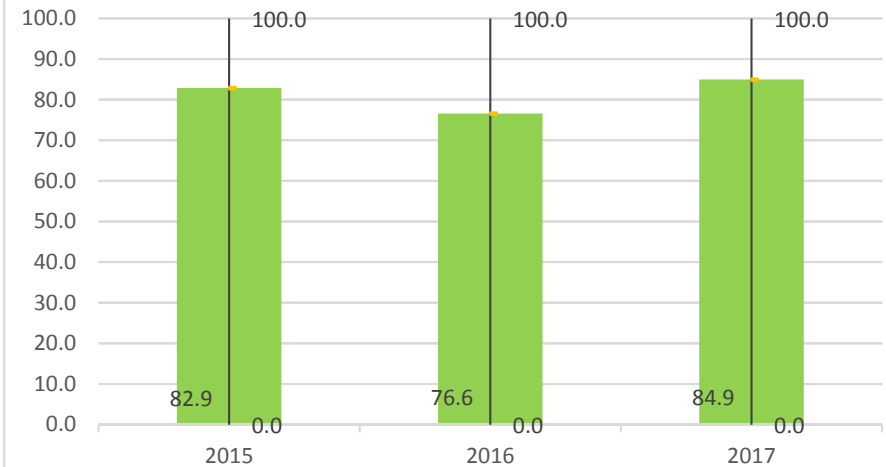
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Foundation Phase – Foundation Phase Indicator – Level 5+

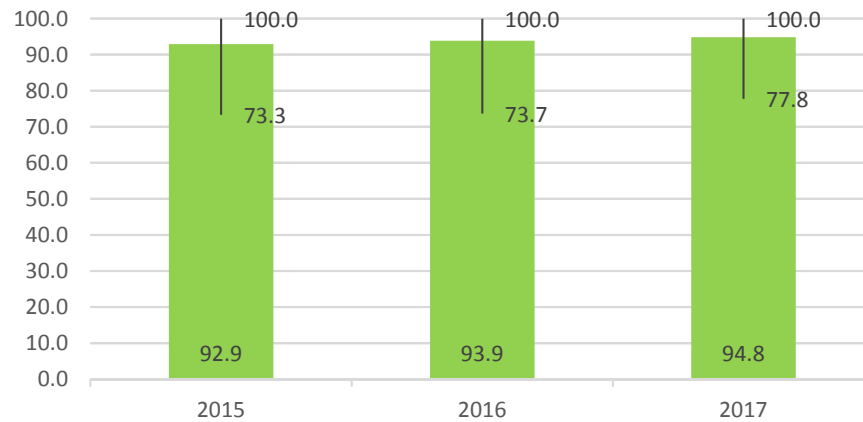
Foundation Phase Indicator - FSM & Non-FSM
- Level 5+



Foundation Phase Indicator - FSM - Level 5+



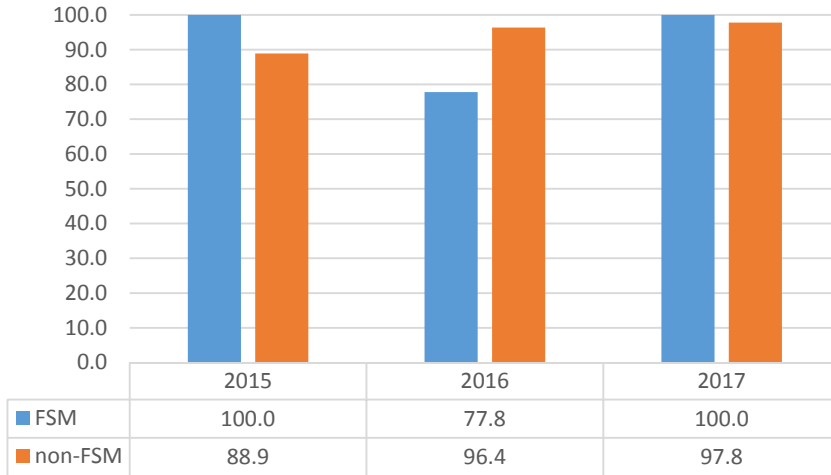
Foundation Phase Indicator - Non FSM - Level
5+



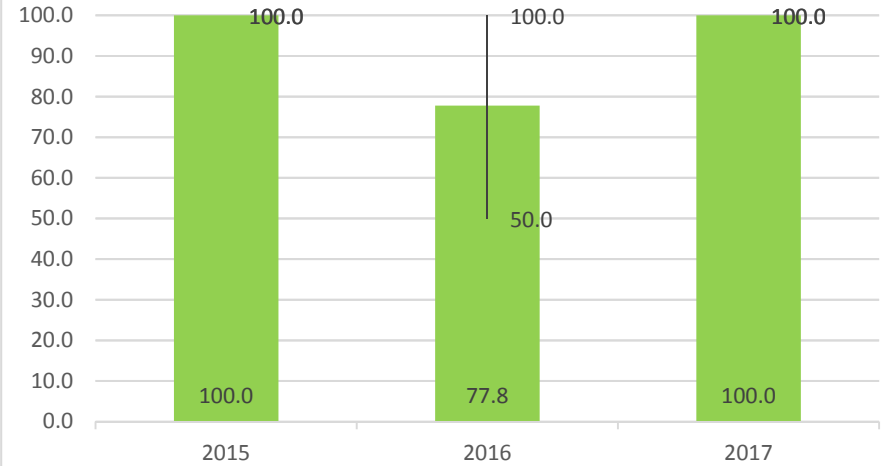
- FSM performance increased by 8.3 percentage points (pp) to 84.9%.
- Non FSM performance also increased, by 0.7pp to 94.8%.
- The attainment gap has narrowed to 9.9 from 17.3 in 2016. With Non FSM outperforming FSM pupils.
- For FSM, the range has remained the same for the past 3 years, with the highest score being 100.0% whilst some schools have a score of 0%.
- For Non FSM, the highest school score remains at 100.0% for the 3rd year in a row. The lowest school score rose by 4.1pp to 77.8%. The range narrowed to 12.2, from 16.3 in 2016.

Foundation Phase – Language, Literacy & Communication Cymraeg – Level 5+

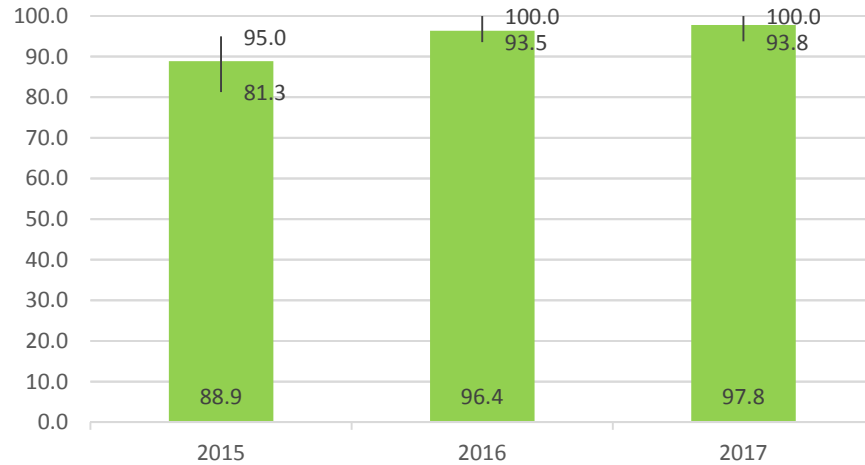
LLC-Cymraeg - FSM & Non-FSM - Level 5+



LLC-Cymraeg - FSM - Level 5+



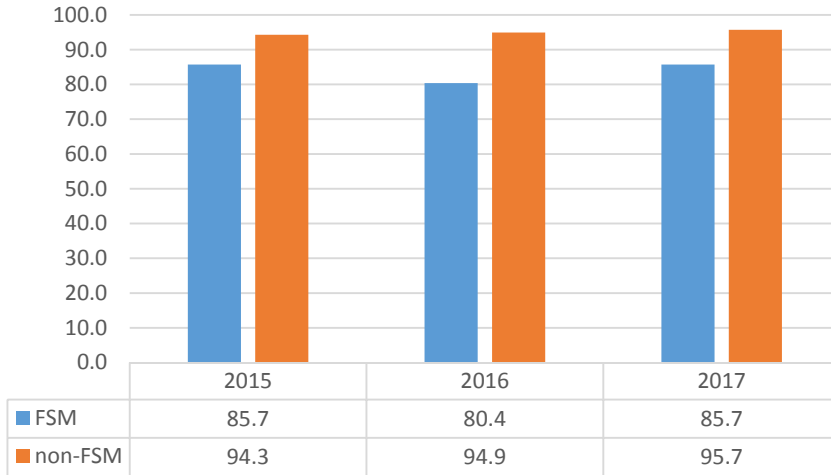
LLC-Cymraeg - Non FSM - Level 5+



- FSM performance increased by 22.2 percentage points (pp) to 100.0%.
- Non FSM performance also increased, by 1.4pp to 97.8%.
- The attainment gap has narrowed to 2.2 from 18.6 in 2016. With Non FSM outperforming FSM pupils.
- For FSM, both schools achieved 100%.
- For Non FSM, the highest school score remains at 100.0% for the 2nd year in a row, with the lowest school score increasing by 0.3pp to 93.8%.

Foundation Phase – Language, Literacy & Communication English – Level 5+

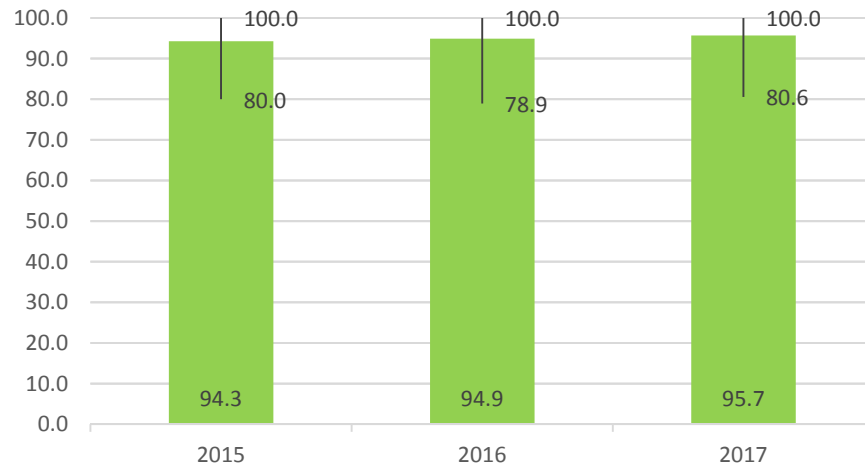
LLC-English - FSM & Non-FSM - Level 5+



LLC-English - FSM - Level 5+



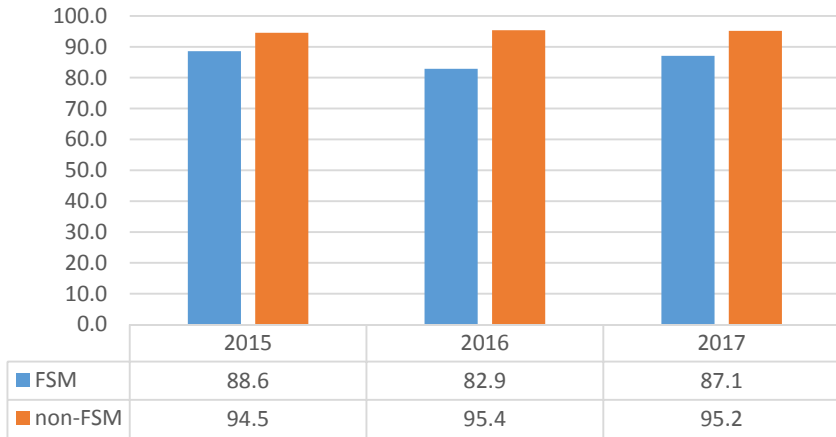
LLC-English - Non FSM - Level 5+



- FSM performance increased by 5.3 percentage points (pp) to 85.7%.
- Non FSM performance also increased, by 0.8pp to 95.7%.
- The attainment gap has narrowed to 10.0 from 14.5 in 2016. With Non FSM outperforming FSM pupils.
- For FSM, the top score by a school was 100%, with the lowest score being 0%.
- For Non FSM, the highest school score remains at 100.0%, with the lowest school score increasing by 1.7pp to 80.6%.

Foundation Phase – Mathematical Development – Level 5+

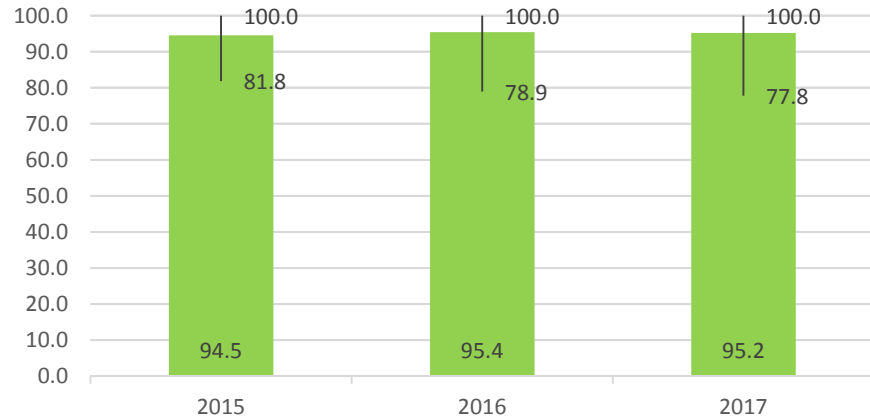
Mathematical Development - FSM & Non-FSM - Level 5+



Mathematical Development - FSM - Level 5+



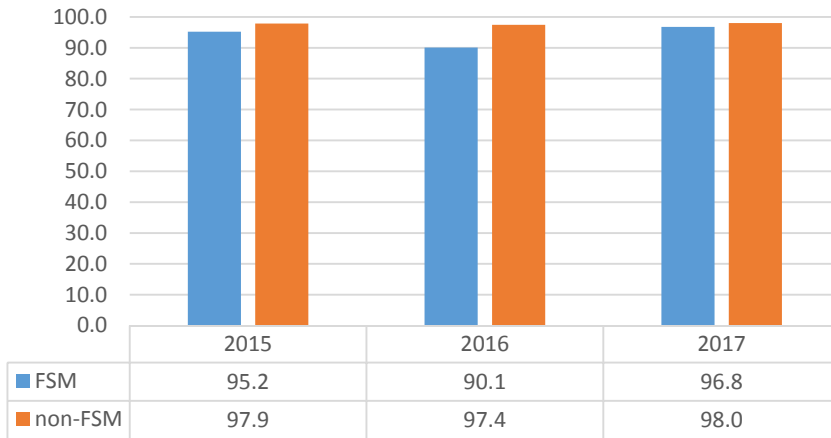
Mathematical Development - Non FSM - Level 5+



- FSM performance increased by 4.2 percentage points (pp) to 87.1%.
- Non FSM performance decreased by 0.2pp to 95.2%.
- The attainment gap has narrowed to 8.1 from 12.5 in 2016. With Non FSM outperforming FSM pupils.
- For FSM, the top score by a school was 100%, with the lowest score being 0%.
- For Non FSM, the highest school score remains at 100.0%, with the lowest school score declining by 1.1pp to 77.8%.

Foundation Phase – Personal & Social Development – Level 5+

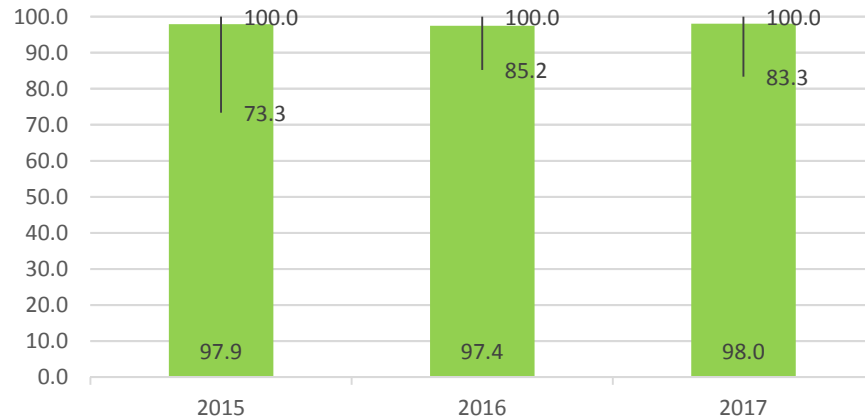
Personal & Social Development - FSM & Non-FSM - Level 5+



Personal & Social Development - FSM - Level 5+



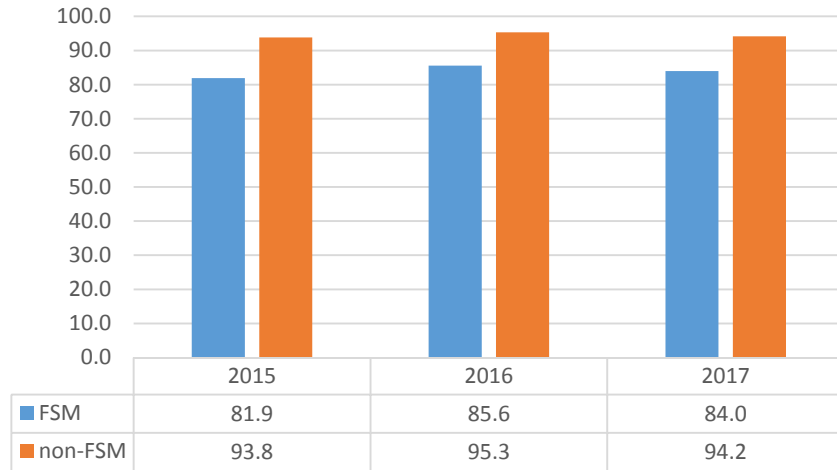
Personal & Social Development - Non FSM - Level 5+



- FSM performance increased by 6.7 percentage points (pp) to 87.1%.
- Non FSM performance decreased by 0.6pp to 98.0%.
- The attainment gap has narrowed to 1.2 from 7.3 in 2016. With Non FSM outperforming FSM pupils.
- For FSM, the top score by a school was 100%, with the lowest score being 87.5%.
- For Non FSM, the highest school score remains at 100.0%, with the lowest school score declining by 1.9pp to 83.3%.

Key Stage 2 – Core Subject Indicator – Level 4+

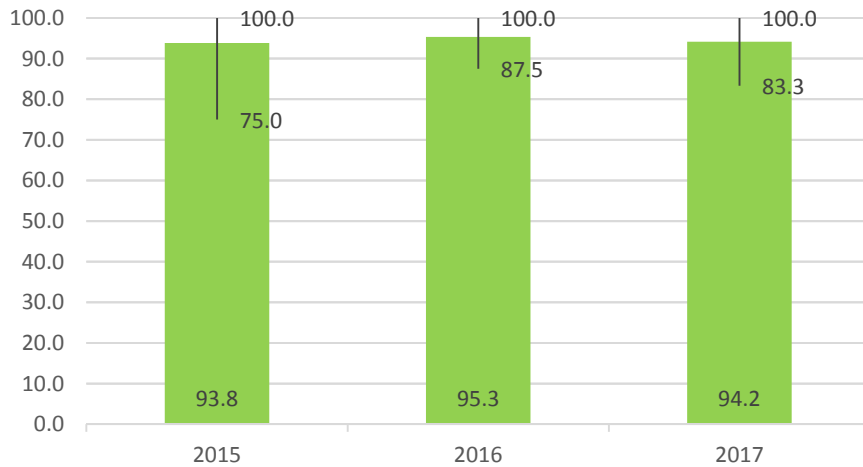
KS2 CSI - FSM & Non FSM - Level 4+



KS2 CSI - FSM - Level 4+



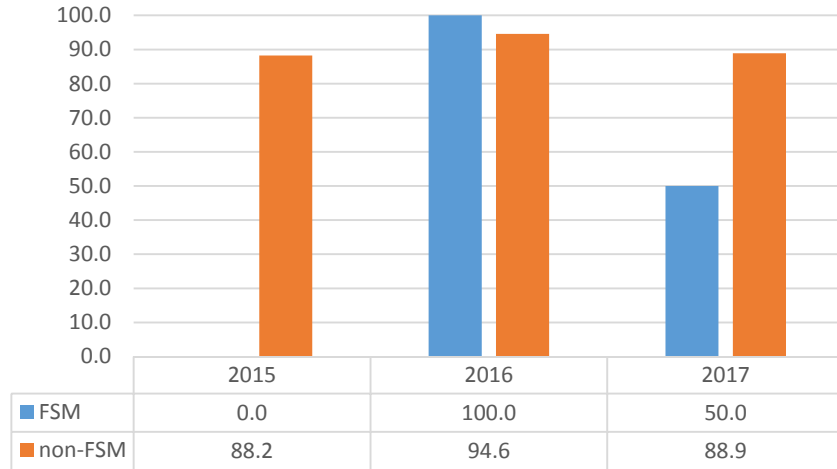
KS2 CSI - Non FSM - Level 4+



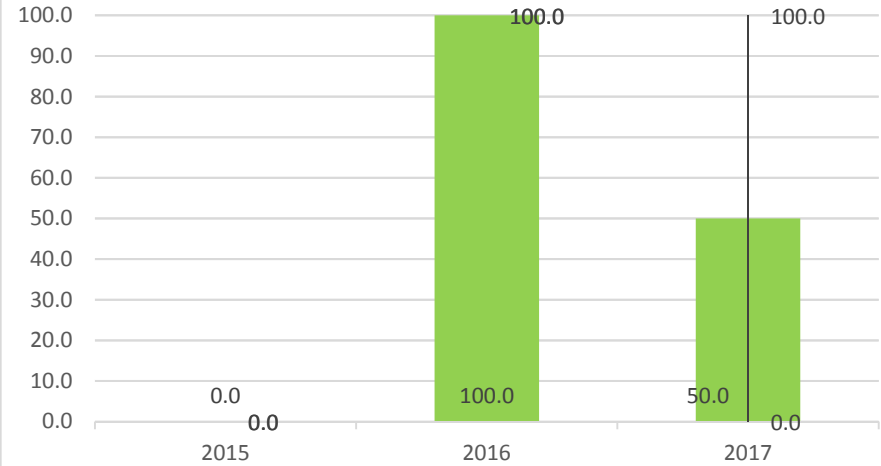
- FSM performance decreased by 1.6 percentage points (pp) to 84.0%.
- Non FSM performance decreased by 1.1pp to 94.2%.
- The attainment gap has widened to 10.2 from 9.7 in 2016. With Non FSM outperforming FSM pupils.
- For FSM, the top score by a school was 100%, with the lowest score being 0%.
- For Non FSM, the highest school score remains at 100.0%, with the lowest school score declining by 4.2pp to 83.3%.

Key Stage 2 – Cymraeg – Level 4+

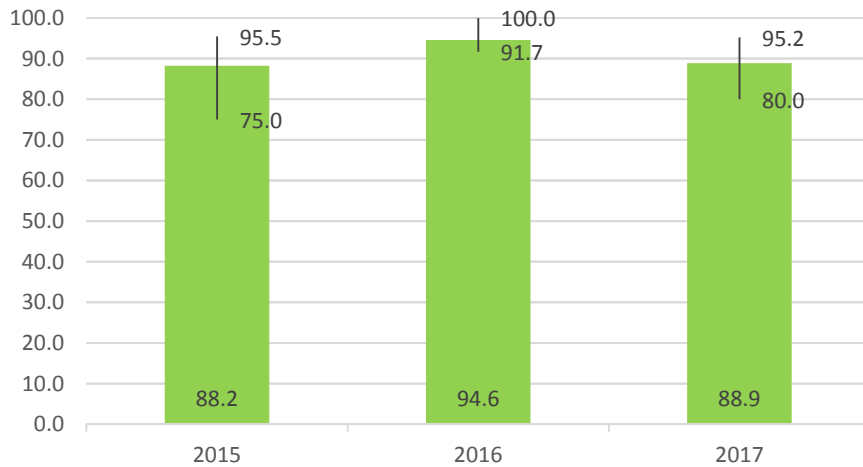
KS2 Cymraeg - FSM & Non FSM - Level 4+



KS2 Cymraeg - FSM - Level 4+



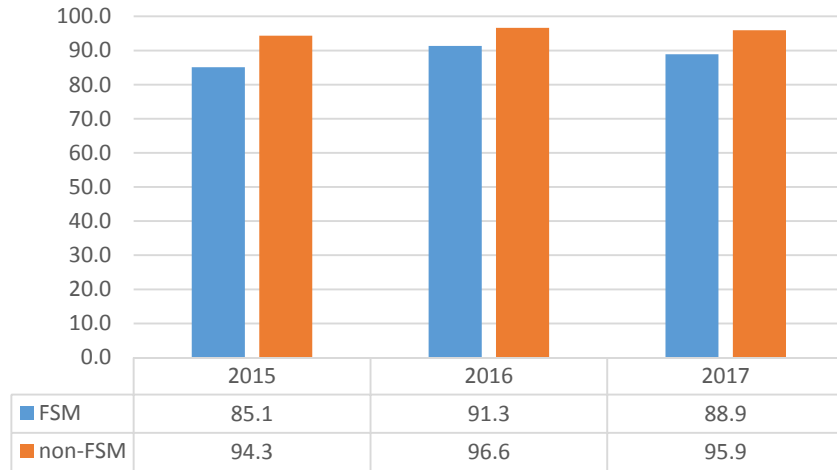
KS2 Cymraeg - Non FSM - Level 4+



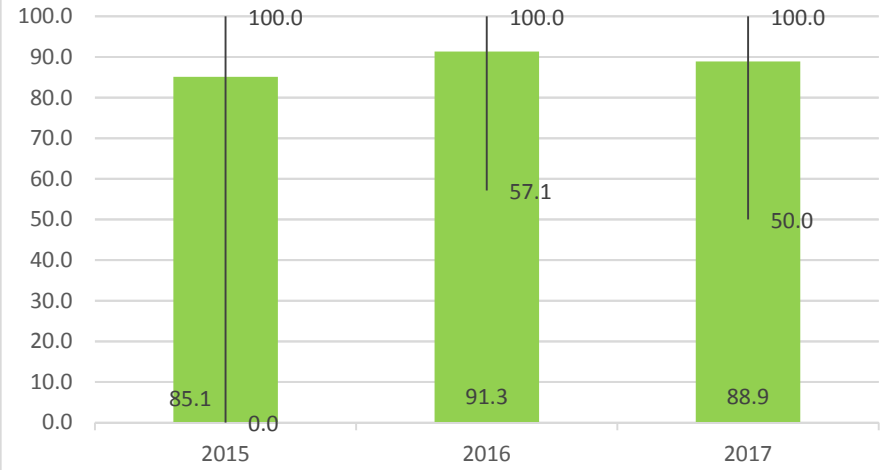
- FSM performance decreased by 50.0 percentage points (pp) to 50.0%.
- Non FSM performance decreased by 5.7pp to 88.9%.
- The attainment gap has widened to 38.9 from 5.4 in 2016. With Non FSM outperforming FSM pupils.
- For FSM, the top score by a school was 100%, with the lowest score being 0%.
- For Non FSM, the highest school score dropped by 4.8pp to 95.2%, with the lowest school score declining by 11.7pp to 80.0%.

Key Stage 2 – English – Level 4+

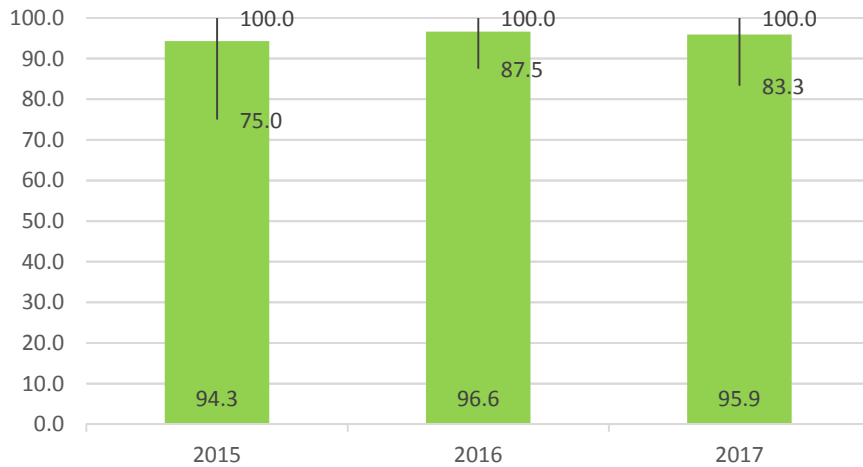
KS2 English - FSM & Non FSM - Level 4+



KS2 English - FSM - Level 4+



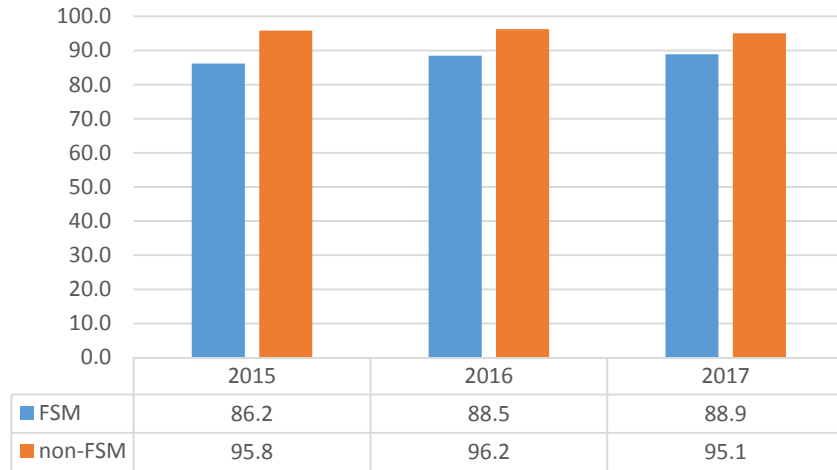
KS2 English - Non FSM - Level 4+



- FSM performance decreased by 2.4 percentage points (pp) to 88.9%.
- Non FSM performance decreased by 0.7pp to 95.9%.
- The attainment gap has widened to 7.0 from 5.3 in 2016. With Non FSM outperforming FSM pupils.
- For FSM, the top score by a school was 100%, with the lowest score being 50.0%.
- For Non FSM, the highest school score remained consistent at 100%, with the lowest school score declining by 4.2pp to 83.3%.

Key Stage 2 – Mathematics – Level 4+

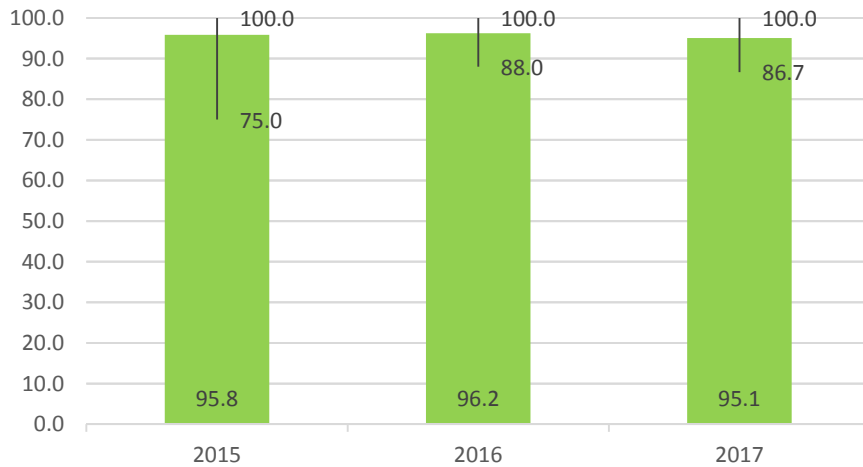
KS2 Mathematics - FSM & Non FSM - Level 4+



KS2 Mathematics - FSM - Level 4+



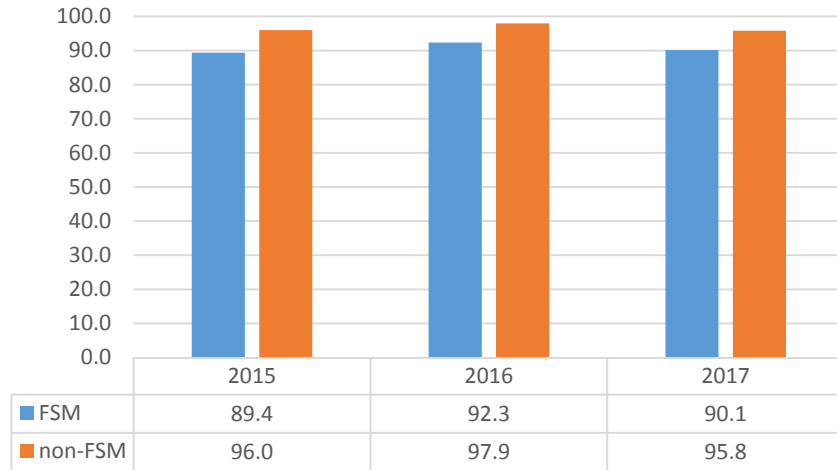
KS2 Mathematics - Non FSM - Level 4+



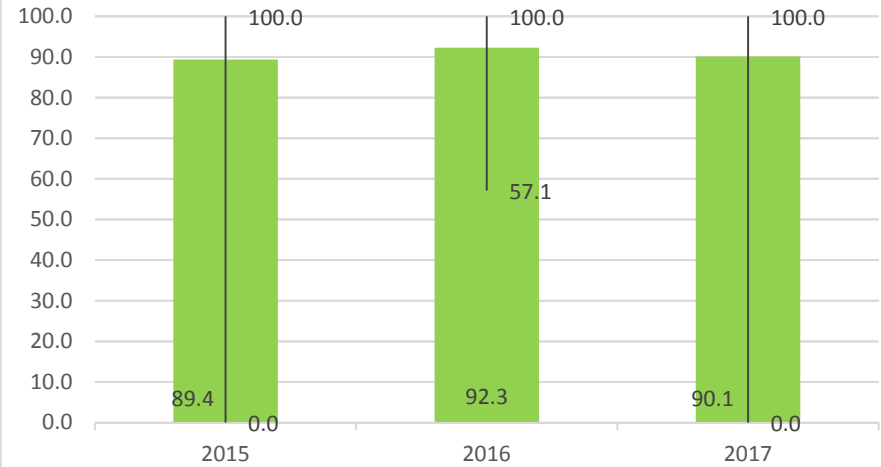
- FSM performance increased by 0.4 percentage points (pp) to 88.9.
- Non FSM performance decreased by 1.1pp to 95.1%.
- The attainment gap has narrowed to 6.2 from 7.7 in 2016. With Non FSM outperforming FSM pupils.
- For FSM, the top score by a school was 100%, with the lowest score being 0%.
- For Non FSM, the highest school score remained consistent at 100%, with the lowest school score declining by 1.3pp to 86.7%.

Key Stage 2 – Science – Level 4+

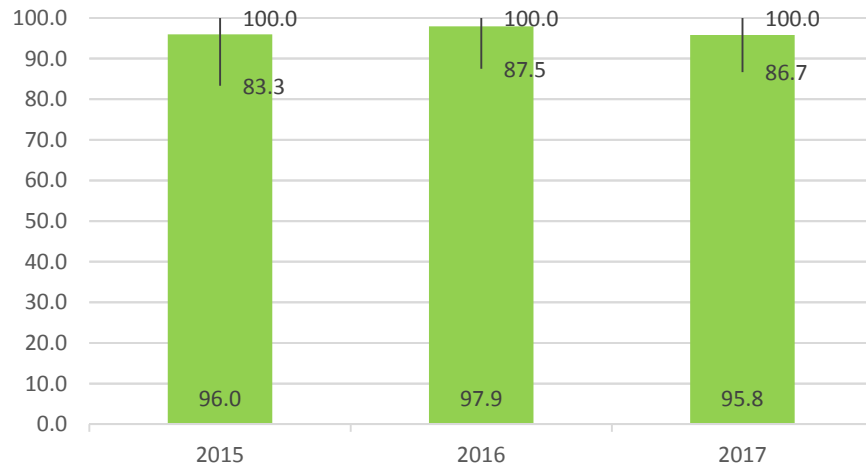
KS2 Science - FSM & Non FSM - Level 4+



KS2 Science - FSM - Level 4+



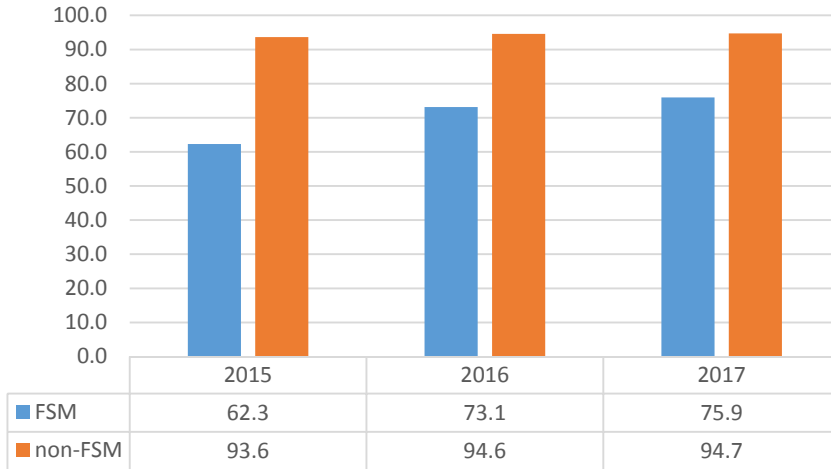
KS2 Science - Non FSM - Level 4+



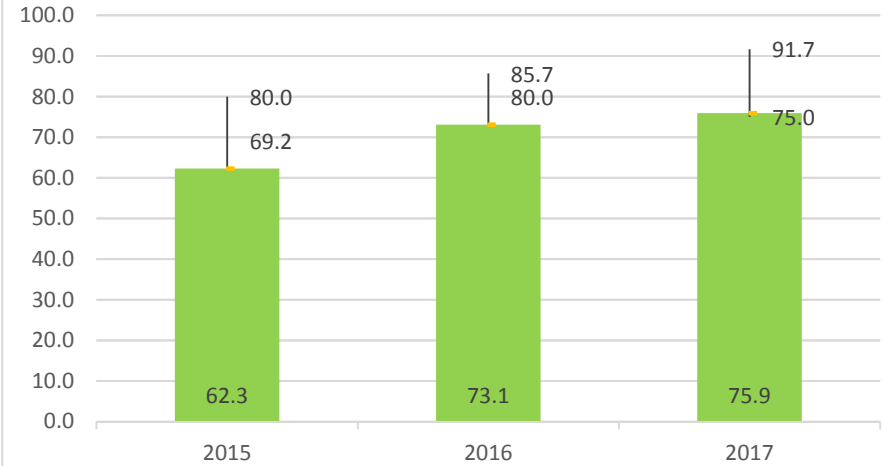
- FSM performance dropped by 2.2 percentage points (pp) to 90.1%.
- Non FSM performance decreased by 2.1pp to 95.8%.
- The attainment gap has widened by 0.1 to 5.7. With Non FSM outperforming FSM pupils.
- For FSM, the top score by a school was 100%, with the lowest score being 0%.
- For Non FSM, the highest school score remained consistent at 100%, with the lowest school score declining by 0.8pp to 86.7%.

Key Stage 3 – Core Subject Indicator – Level 5+

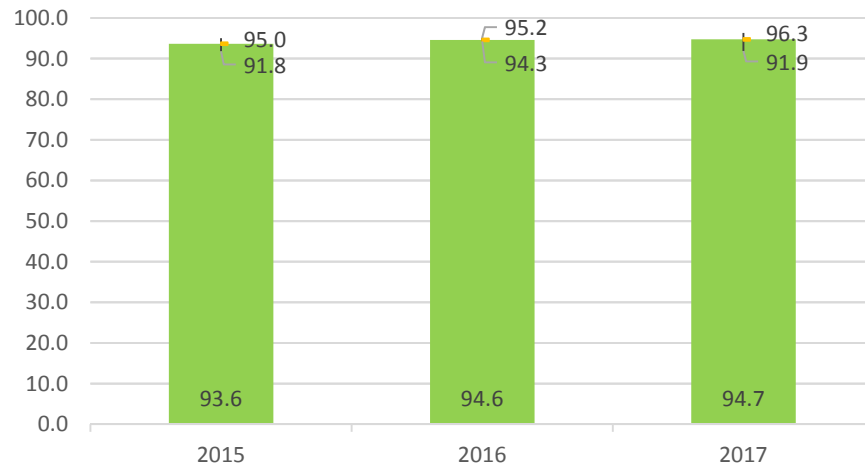
KS3 CSI - FSM & Non FSM - Level 5+



KS3 CSI - FSM - Level 5+



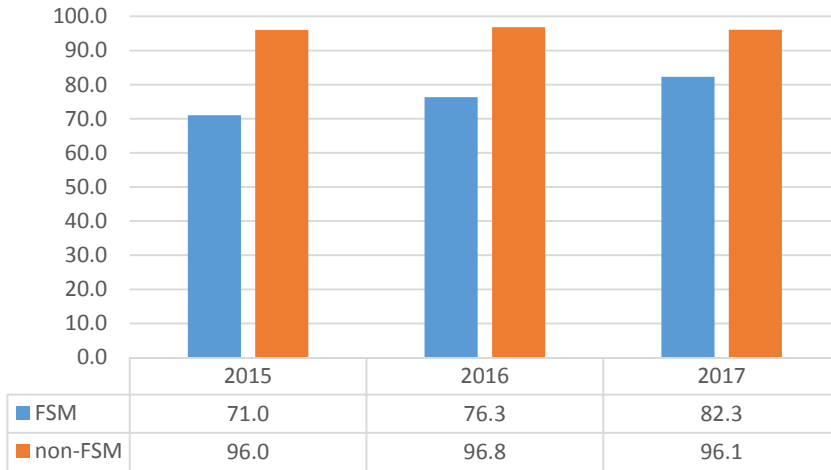
KS3 CSI - Non FSM - Level 5+



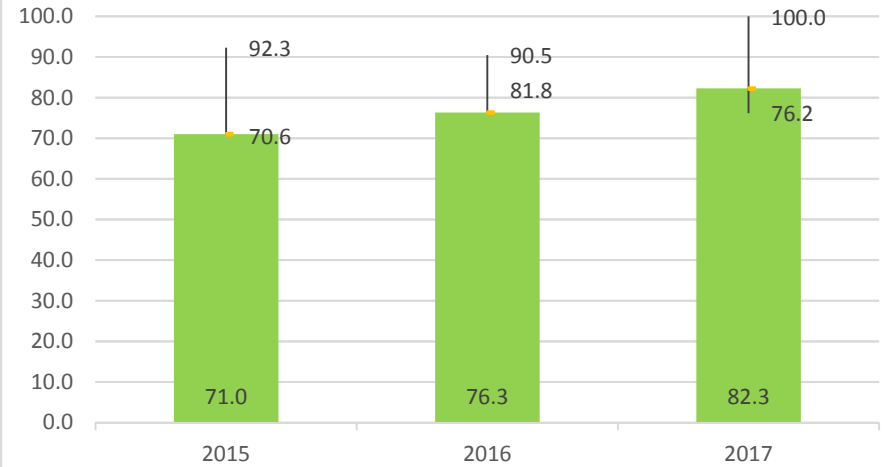
- FSM performance dropped by 2.8 percentage points (pp) to 75.9%.
- Non FSM performance also increased by 0.1pp to 94.7%.
- The attainment gap has narrowed from 21.5 to 18.8. With Non FSM outperforming FSM pupils.
- For FSM, the top score by a school was 91.7%, (an increase of 6.0pp from 2016) with the lowest score being 75.0% - a decline of 5.0pp from 2016.
- For Non FSM, the highest school score increased by 1.1 to 96.3%, with the lowest school score declining by 2.4pp to 91.9%.

Key Stage 3 – English – Level 5+

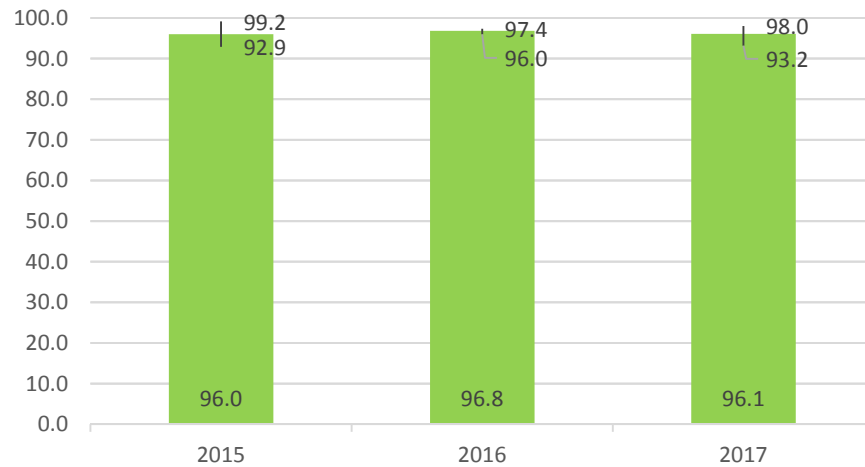
KS3 English - FSM & Non FSM - Level 5+



KS3 English - FSM - Level 5+



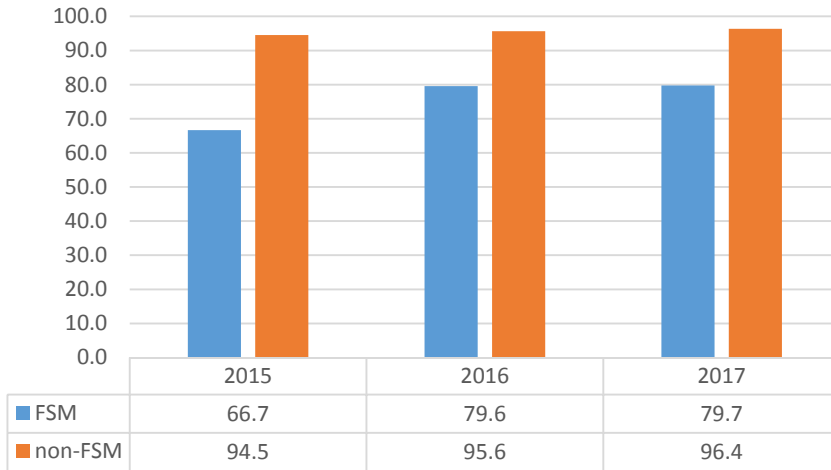
KS3 English - Non FSM - Level 5+



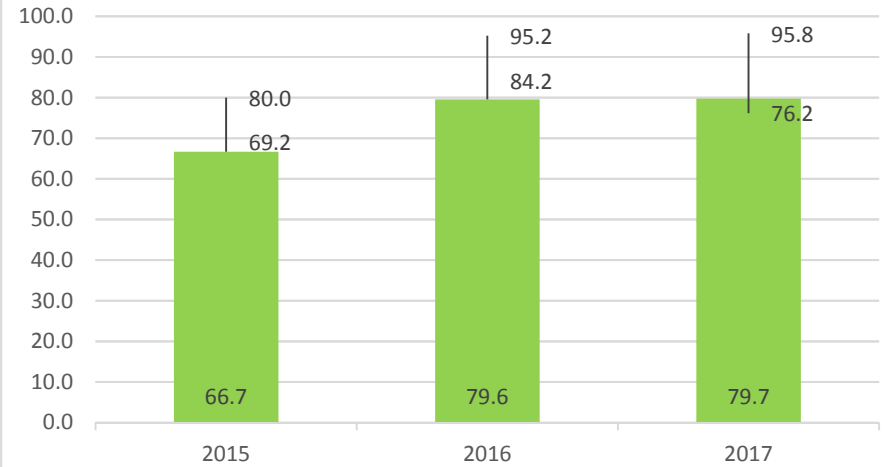
- FSM performance increased by 8.0 percentage points (pp) to 82.3%.
- Non FSM performance dropped by 0.7pp to 96.1%.
- The attainment gap has narrowed from 20.5 to 13.8. With Non FSM outperforming FSM pupils.
- For FSM, the top score by a school increased by 9.5pp to 100%, with the lowest score decreasing by 5.6pp to 76.2%.
- For Non FSM, the highest school score increased by 0.6 to 98.0%, with the lowest school score declining by 2.8pp to 93.2%.

Key Stage 3 – Mathematics – Level 5+

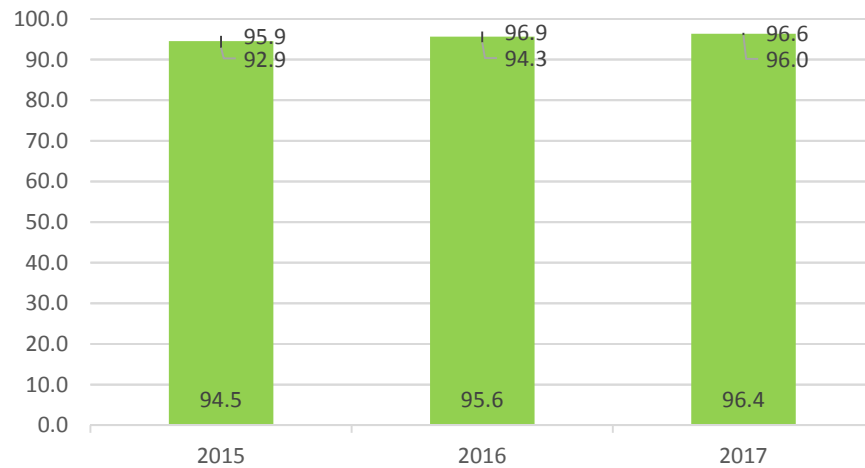
KS3 Mathematics - FSM & Non FSM - Level 5+



KS3 Mathematics - FSM - Level 5+



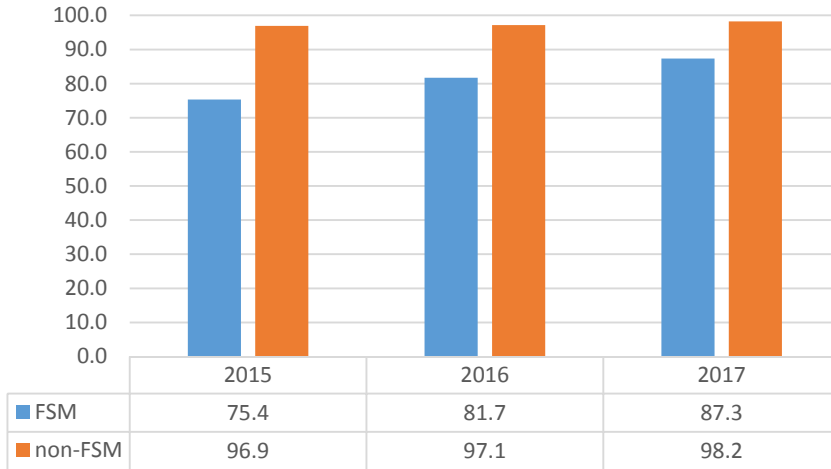
KS3 Mathematics - Non FSM - Level 5+



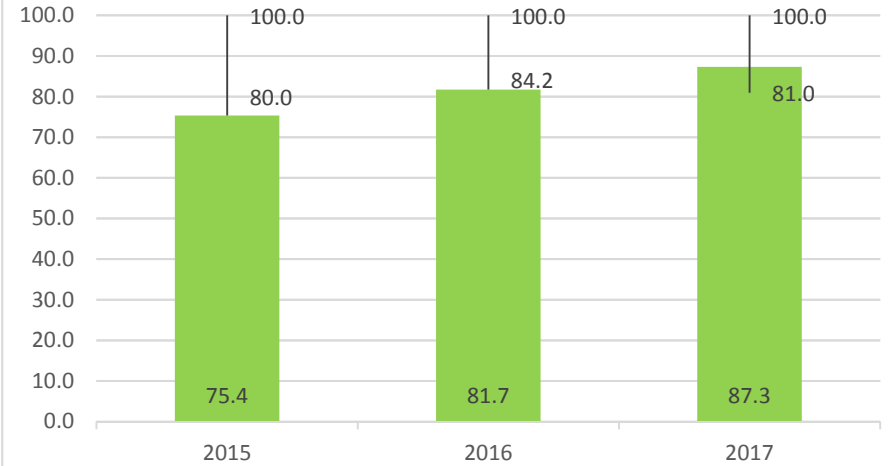
- FSM performance increased by 0.1 percentage points (pp) to 79.7%.
- Non FSM performance rose by 0.8pp to 96.4%.
- The attainment gap has widened slightly from 16.0 to 16.7. With Non FSM outperforming FSM pupils.
- For FSM, the top score by a school increased slightly to 95.8%, with the lowest score decreasing by 8.0pp to 76.2%.
- For Non FSM, the highest school score declined by 0.3 to 96.6%, with the lowest school score increasing by 1.7pp to 96.0%.

Key Stage 3 – Science – Level 5+

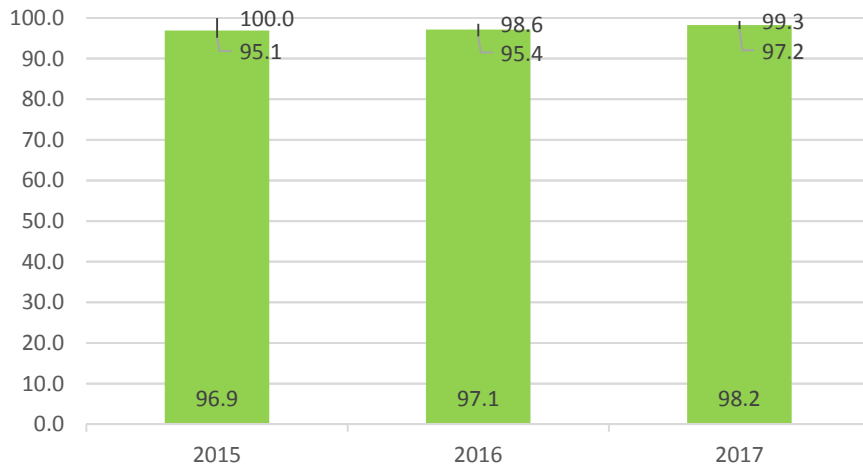
KS3 Science - FSM & Non FSM - Level 5+



KS3 Science - FSM - Level 5+



KS3 Science - Non FSM - Level 5+

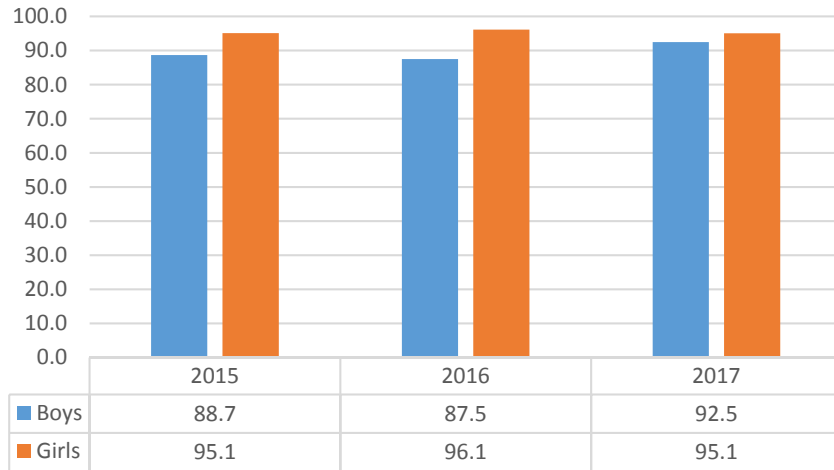


- FSM performance increased by 5.6 percentage points (pp) to 87.3%.
- Non FSM performance increased by 1.1pp to 98.2%.
- The attainment gap has narrowed from 15.4 to 10.9. With Non FSM outperforming FSM pupils.
- For FSM, the top score by a school remained at 100%, with the lowest score decreasing by 3.2pp to 81.0%.
- For Non FSM, the highest school score increased by 0.7 to 96.3%, with the lowest school score increasing by 1.8pp to 97.2%.

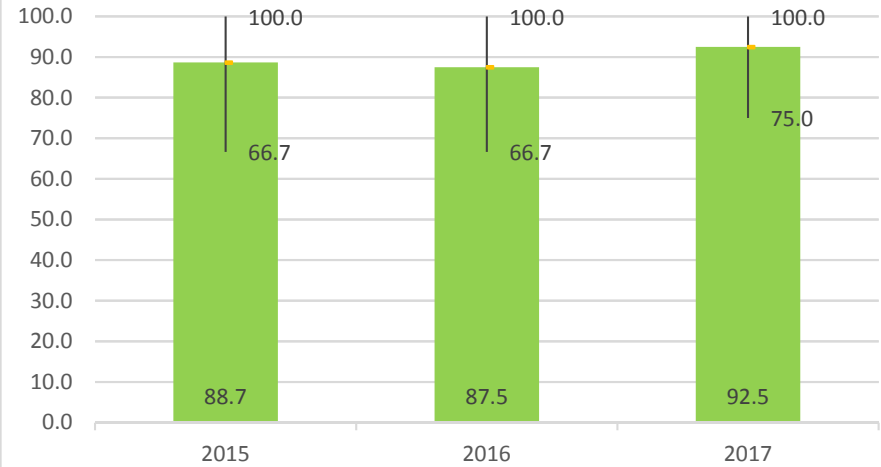
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Foundation Phase – Foundation Phase Indicator – Level 5+

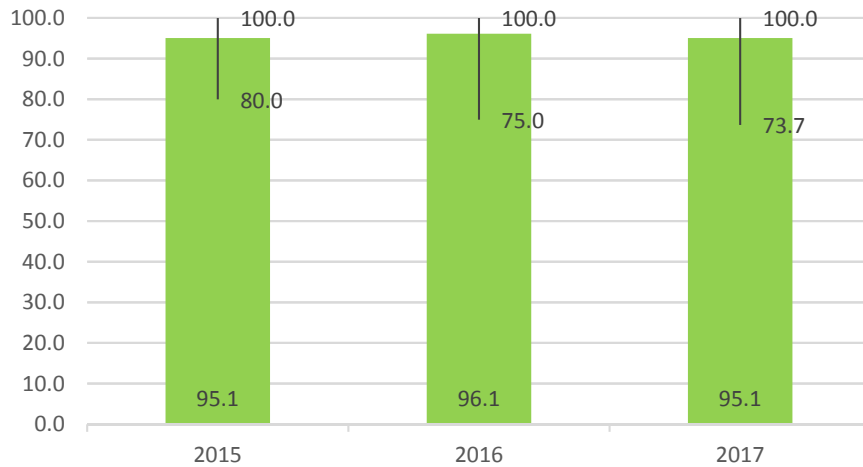
Foundation Phase Indicator - Level 5+ - Gender



Foundation Phase Indicator - Level 5+ - Boys

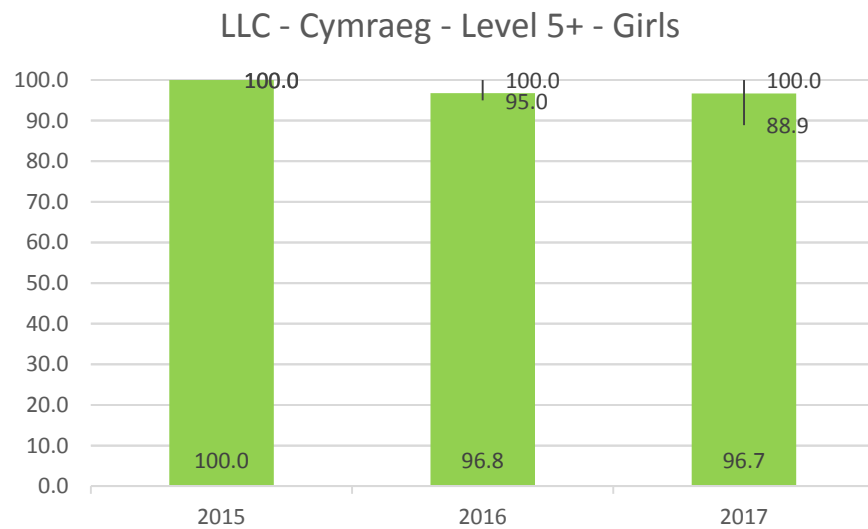
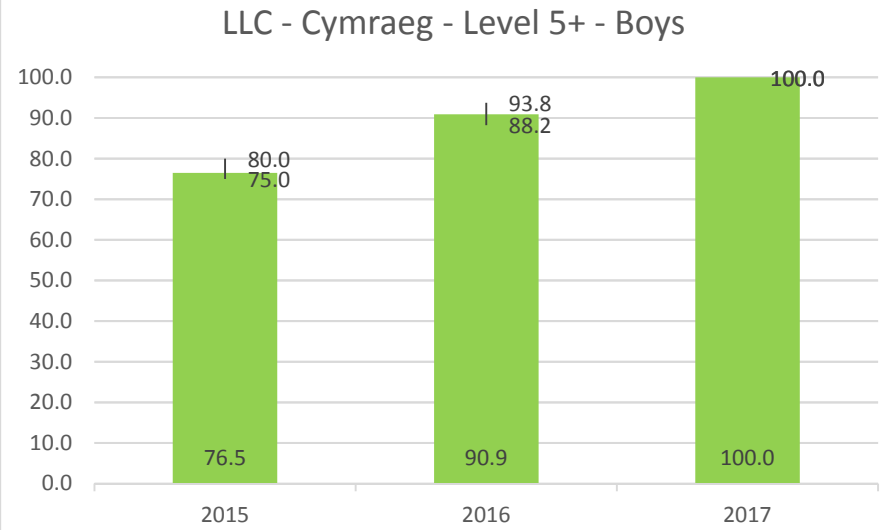
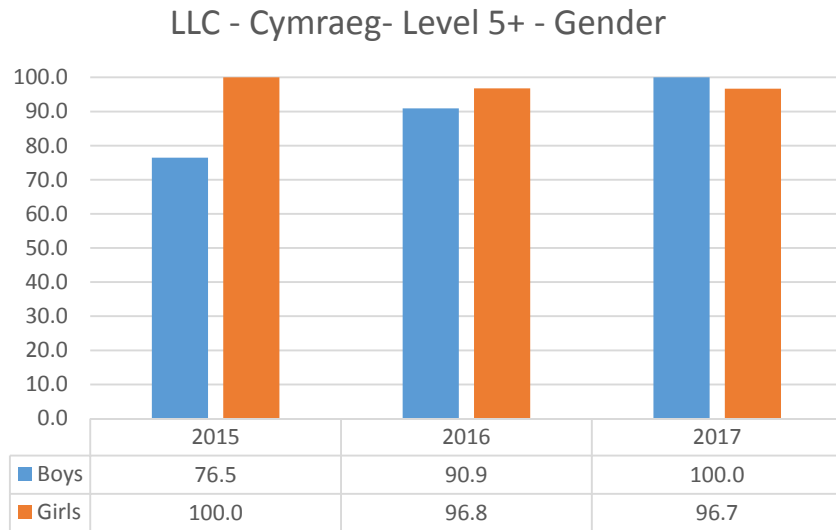


Foundation Phase Indicator - Level 5+ - Girls



- Boys' performance increased by 5.0 percentage points (pp)
- Girls' performance dropped by 1.0pp
- The gender gap is 2.6. With Girls outperforming Boys.
- The range of school scores has narrowed for Boys by 8.3pp to 25.0, due to the score of the worst performing school rising from 66.7% to 75.0%.
- The range of school scores widened for Girls by 1.3pp to 26.3, this is the 3rd time in a row the range has widened due to the score of the worst performing school decreasing.

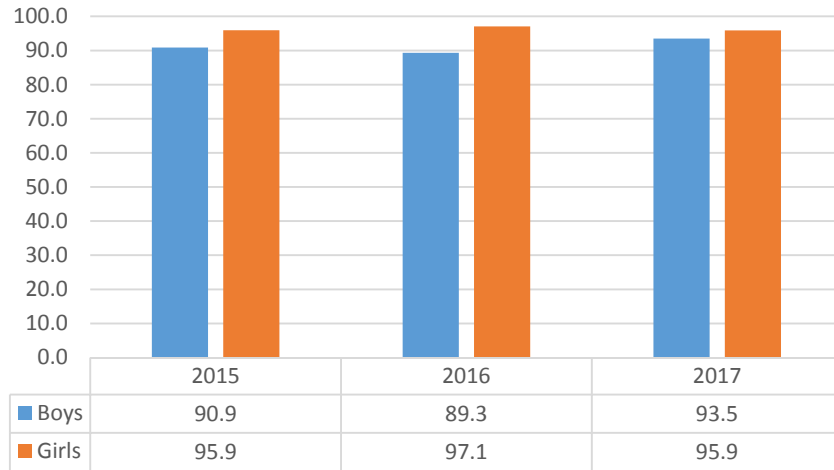
Foundation Phase – Language, Literacy & Communication - Cymraeg – Level 5+



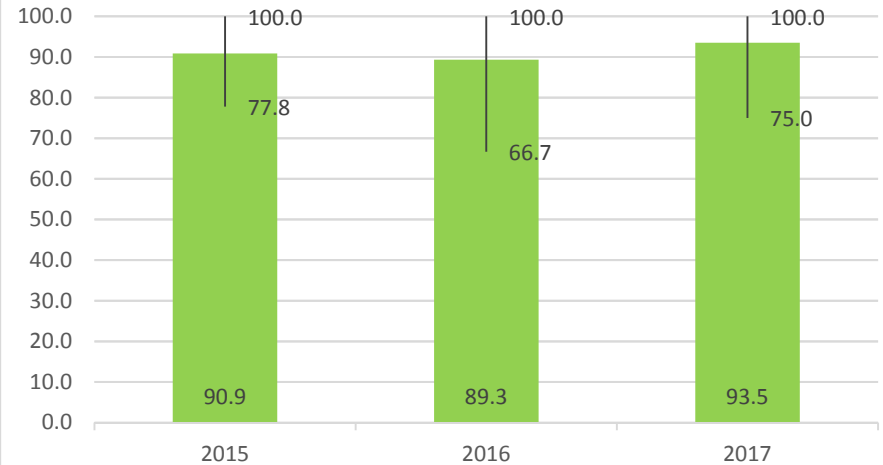
- Boys’ performance increased by 9.1 percentage points (pp), rising for the 3rd consecutive year.
- Girls’ performance dropped by 0.1pp. Boys now outperform Girls.
- The gender gap is 3.3.
- All Boys achieved the benchmark across both Welsh medium schools.
- The range of school scores widened for Girls by 6.1pp to 11.1, this is the 3rd time in a row the range has widened due to the score of the worst performing school decreasing.

Foundation Phase – Language, Literacy & Communication - English – Level 5+

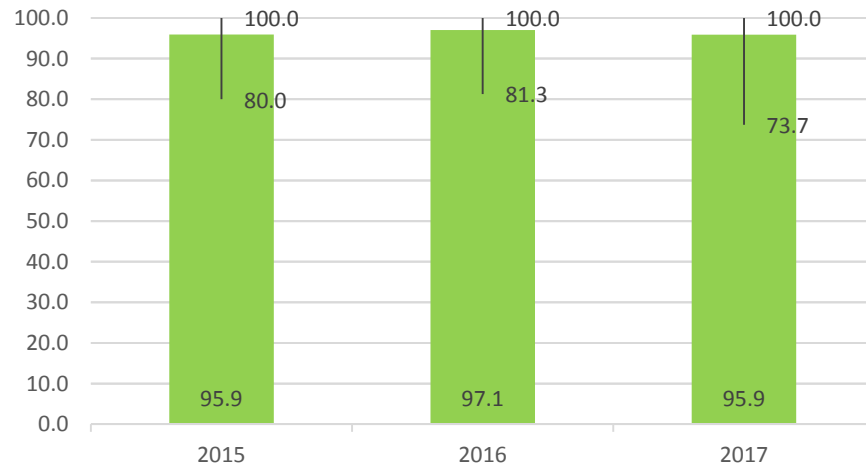
LLC - English- Level 5+ - Gender



LLC - English - Level 5+ - Boys



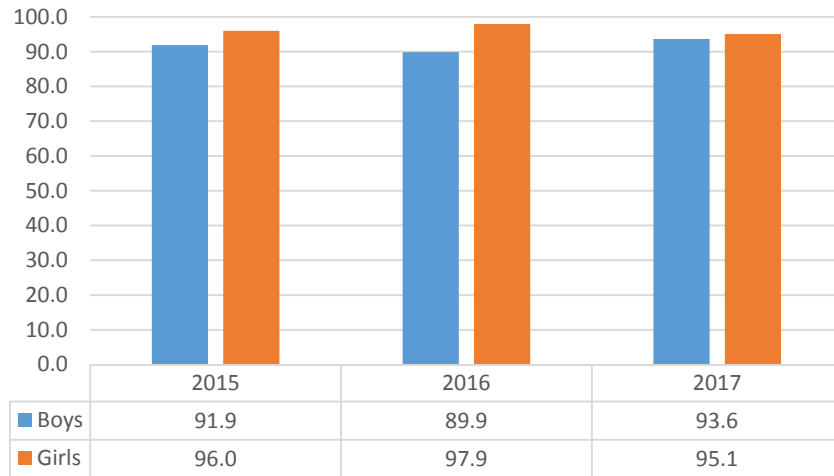
LLC - English - Level 5+ - Girls



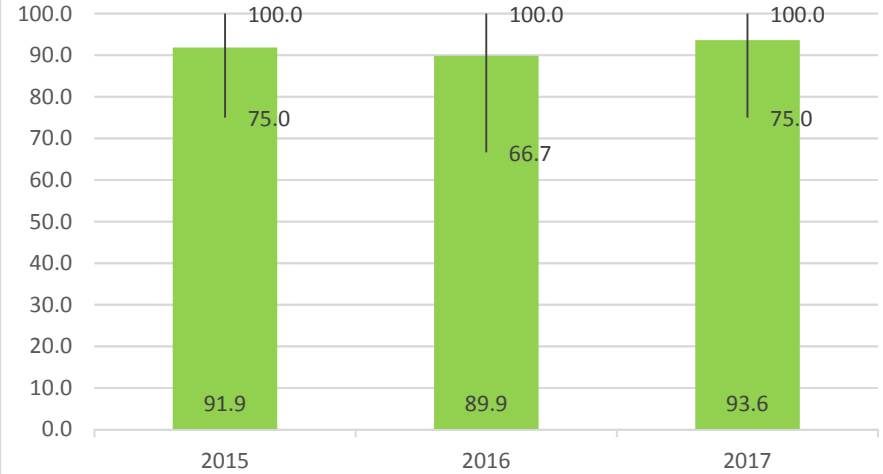
- Boys' performance increased by 4.2 percentage points (pp).
- Girls' performance dropped by 1.2pp.
- The gender gap has dropped to 2.4 from 7.8 in 2016.
- For Boys, the range of scores narrowed to 25.0, as the lowest performing school scored 8.3pp higher than 2016.
- The range of school scores widened for Girls by 7.6pp to 26.3 compared to 2016's score of 18.7.

Foundation Phase – Mathematical Development – Level 5+

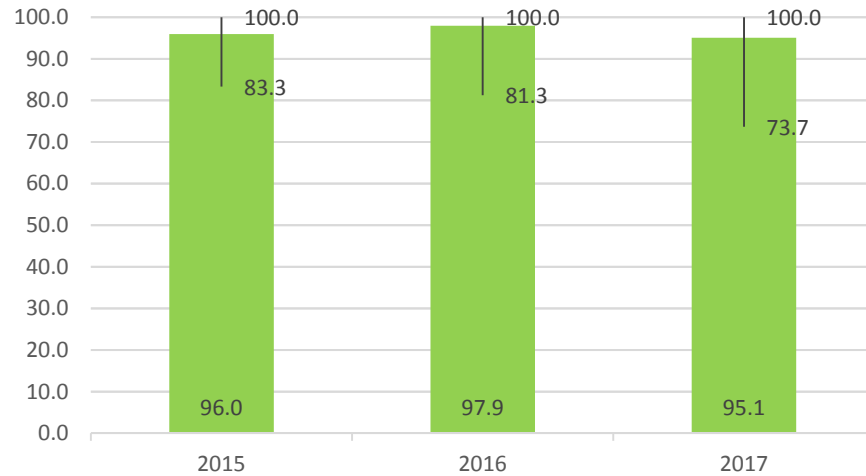
Mathematical Development - Level 5+ - Gender



Mathematical Development - Level 5+ - Boys



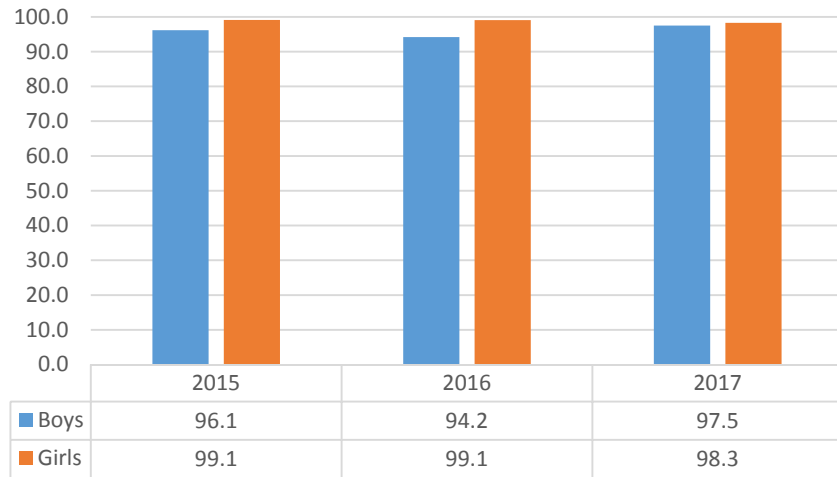
Mathematical Development - Level 5+ - Girls



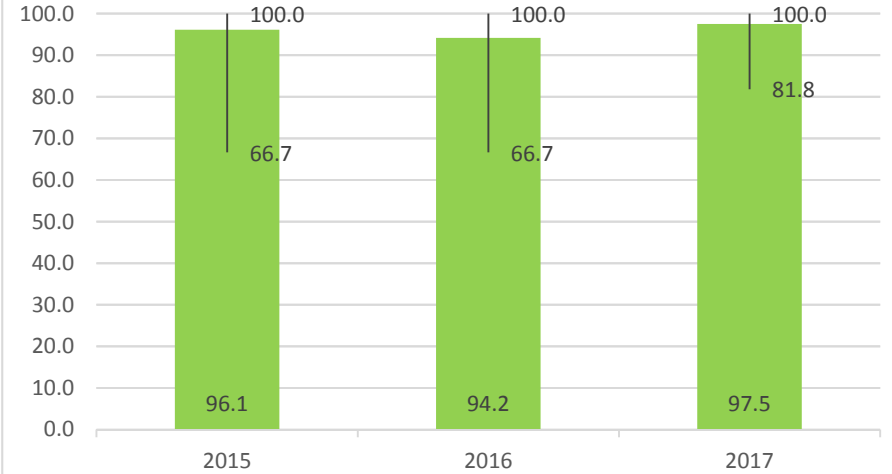
- Boys' performance increased by 3.7 percentage points (pp) to 93.6%.
- Girls' performance dropped by 2.8pp.
- The gender gap has narrowed to 1.5 from 8.0 in 2016. With Girls outperforming Boys.
- For Boys, the range of scores narrowed to 25.0, as the lowest performing school scored 8.3pp higher than 2016.
- The range of school scores widened for Girls by 7.6pp to 26.3 compared to 2016's score of 18.7.

Foundation Phase – Personal & Social Development – Level 5+

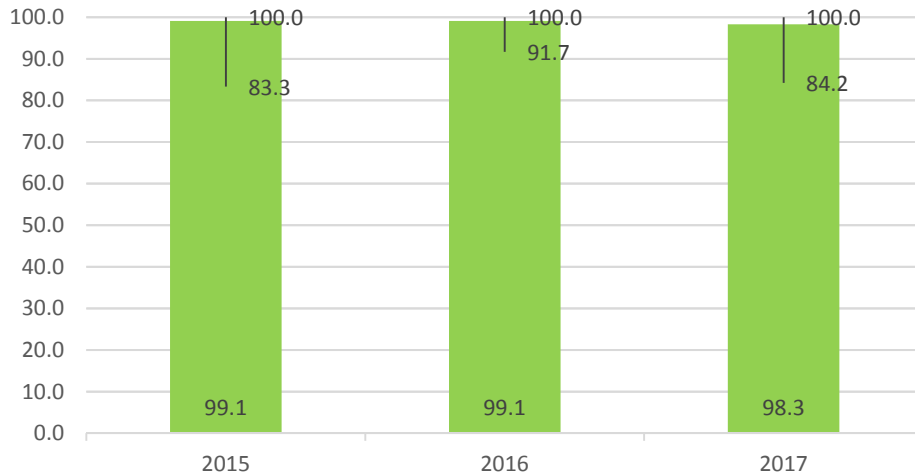
Personal & Social Development - Level 5+ - Gender



Personal & Social Development - Level 5+ - Boys



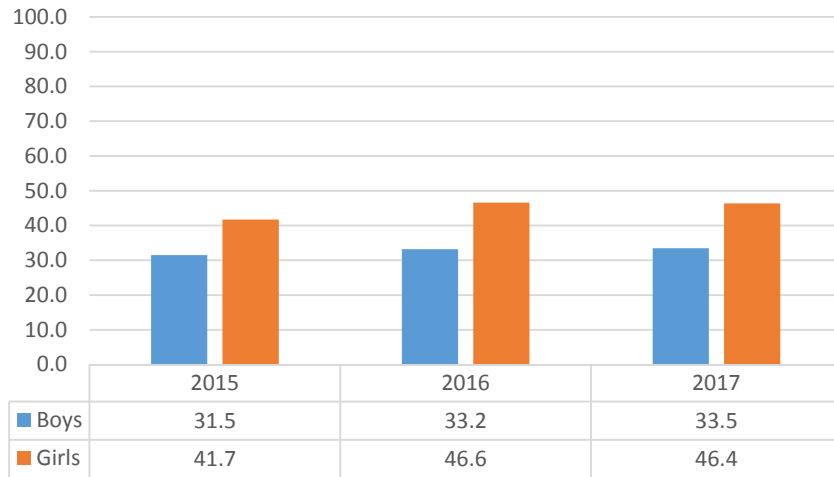
Personal & Social Development - Level 5+ - Girls



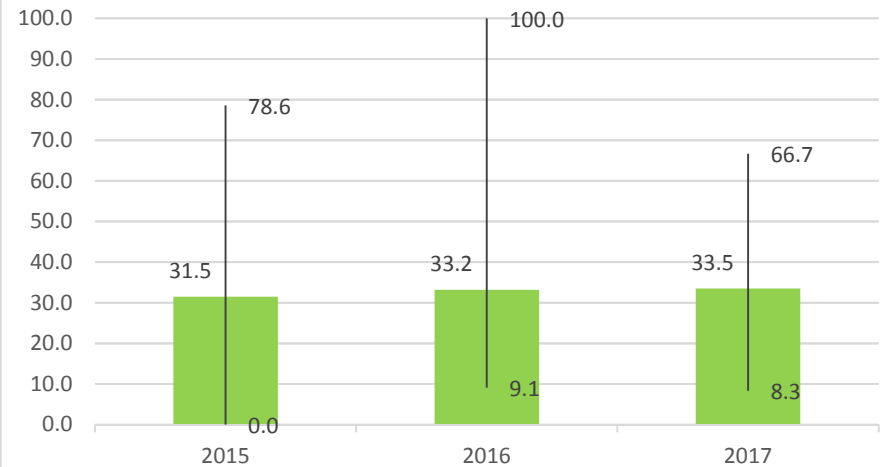
- Boys' performance increased by 3.2 percentage points (pp) to 97.5%.
- Girls' performance dropped by 0.8pp to 98.3%.
- The gender gap has narrowed to 0.8 from 4.9 in 2016. With Girls outperforming Boys.
- For Boys, the range of scores narrowed to 18.2, as the lowest performing school scored 81.8%, 15.1pp higher than 2016.
- The range of school scores widened for Girls by 7.5pp to 15.8, compared to 2016's score of 18.3.

Foundation Phase – Foundation Phase Indicator – Level 6+

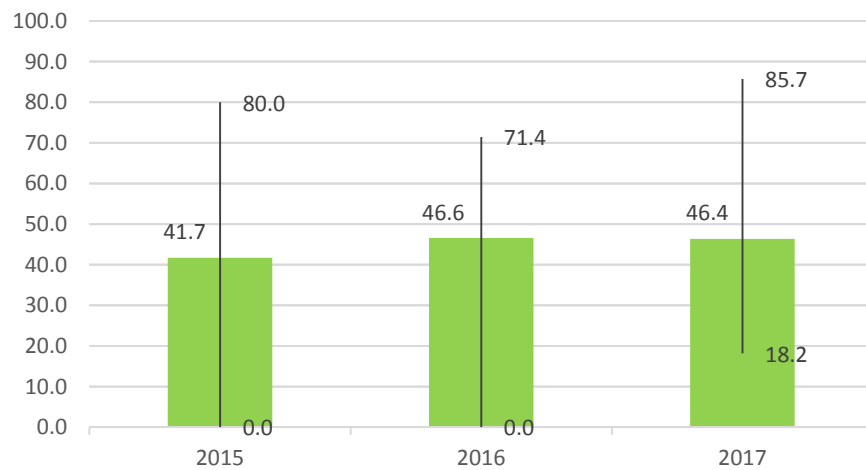
Foundation Phase Indicator - Level 6+ - Gender



Foundation Phase Indicator - Level 6+ - Boys



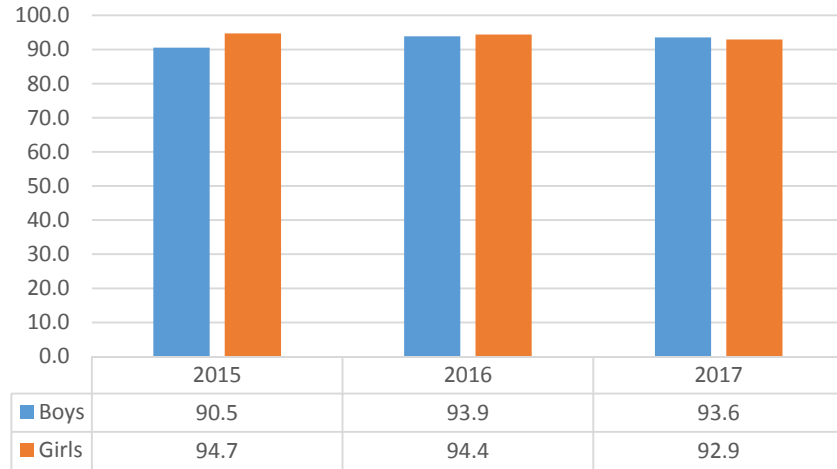
Foundation Phase Indicator - Level 6+ - Girls



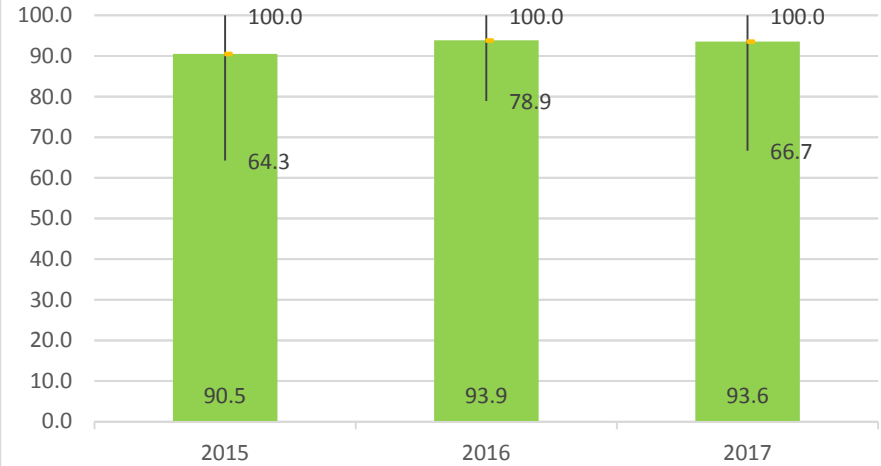
- Boys' performance increased by 0.3 percentage points (pp) to 33.5%.
- Girls' performance dropped by 0.2pp to 46.4%.
- The gender gap has narrowed to 12.9 from 13.4 in 2016. With Girls outperforming Boys.
- For Boys, the range of scores narrowed to 58.4, as the highest performing school scored 66.7%, 33.3pp lower than 2016.
- The range of school scores narrowed for Girls by 3.9pp to 67.5, compared to 2016's score of 71.4. However no school achieved 0% in 2017 as seen in both previous years. The score of this best performing school is also at a 3 year high of 85.7%.

Key Stage 2 – Core Subject Indicator – Level 4+

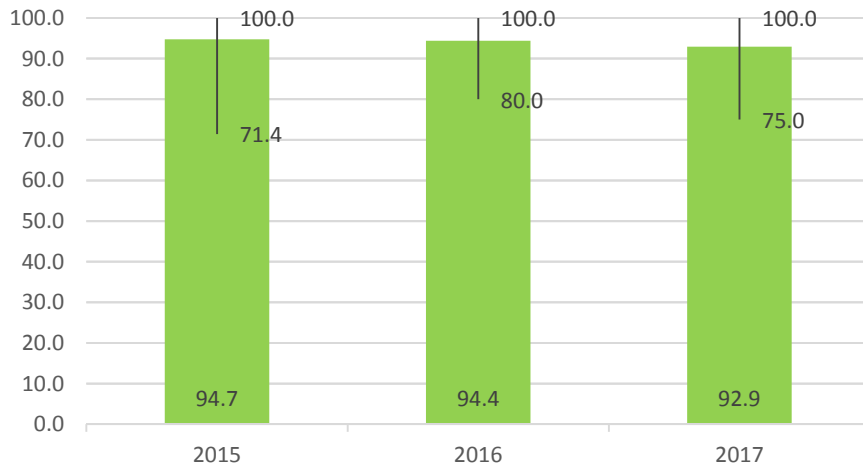
KS2 CSI - Gender - Level 4+



KS2 CSI - Boys - Level 4+



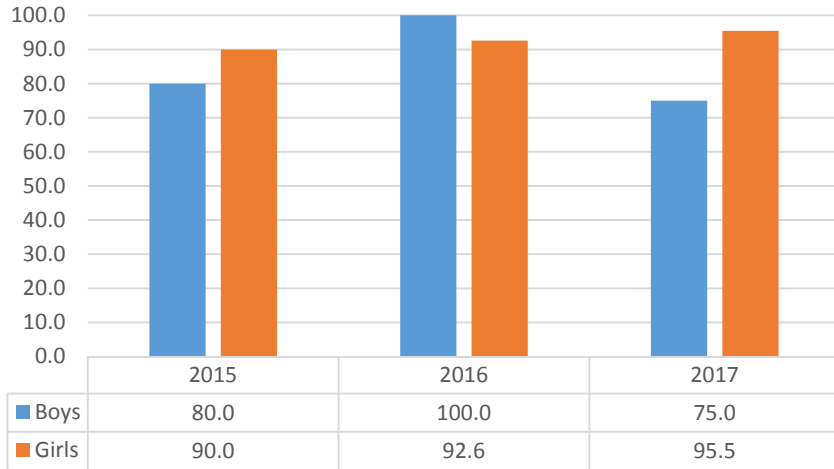
KS2 CSI - Girls - Level 4+



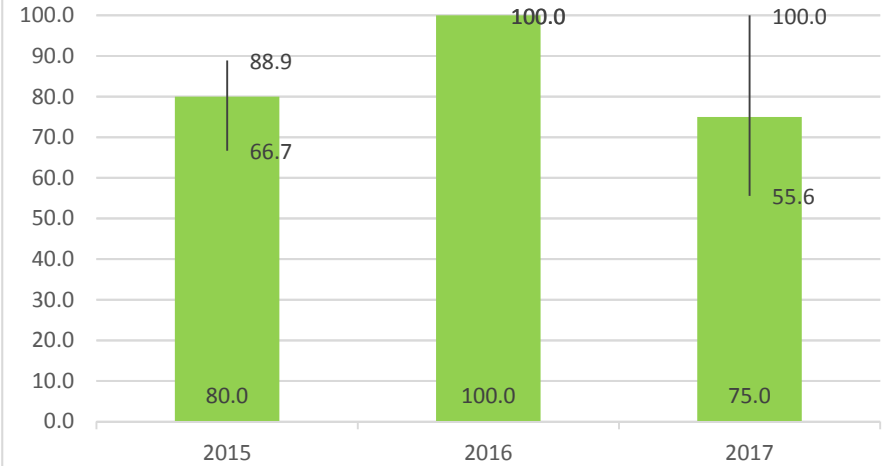
- Boys' performance decreased by 0.3 percentage points (pp) to 93.6%.
- Girls' performance dropped by 1.5pp to 92.9%, a 3 year low.
- The gender gap has widened to 1.3 from 0.5 in 2016. With Boys now outperforming Girls.
- For Boys, the range of scores widened to 33.3, as the lowest performing school scored 66.7%, 12.2pp lower than 2016.
- The range of school scores also widened for Girls - by 5.0pp to 25.0. This is due to the worst performing school's score decreasing by 5.0pp. The highest school score has been 100.0% for the last 3 years.

Key Stage 2 – Cymraeg – Level 4+

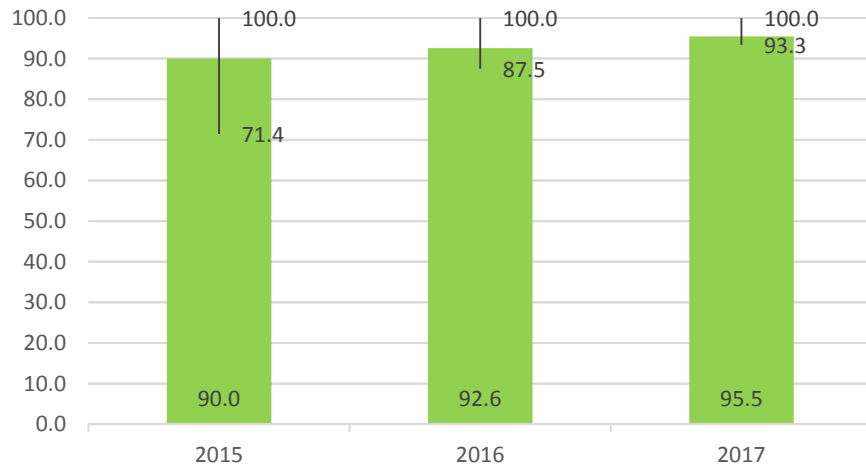
KS2 Cymraeg - Gender - Level 4+



KS2 Cymraeg - Boys - Level 4+



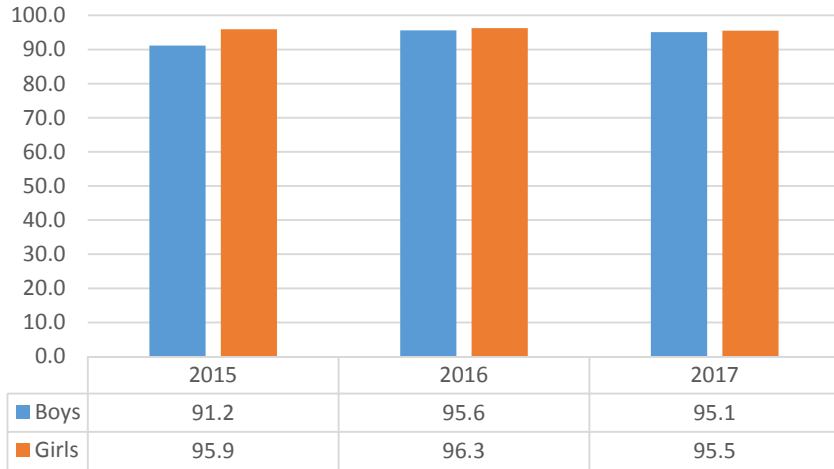
KS2 Cymraeg - Girls - Level 4+



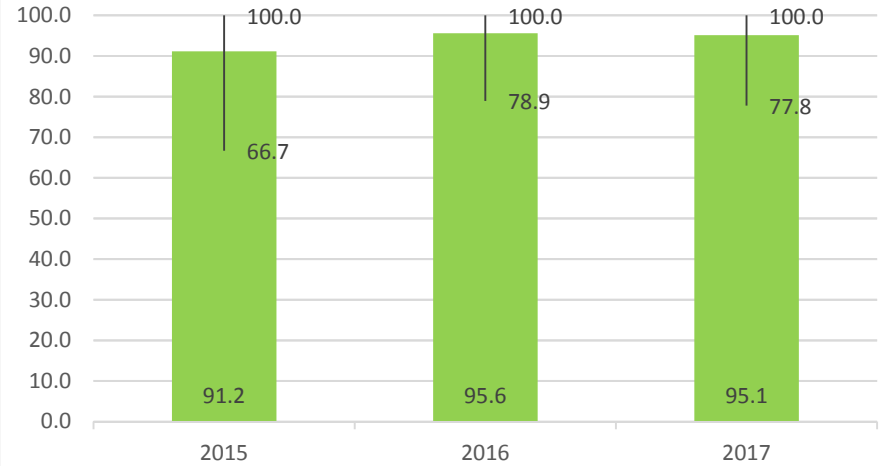
- Boys' performance decreased by 25.0 percentage points (pp) to 75.0%.
- Girls' performance increased by 0.9pp to 95.5%.
- The gender gap has widened to 20.5 from 7.4 in 2016. With Girls outperforming Boys.
- For Boys, the range of scores widened to 44.4. All boys in the cohort achieved 100.0% in 2016, whereas the lowest school score in 2017 was 55.6%.
- The range of school scores narrowed for Girls - by 5.8pp to 6.7. This is due to the score of the lowest performing school increasing by the same margin.

Key Stage 2 – English – Level 4+

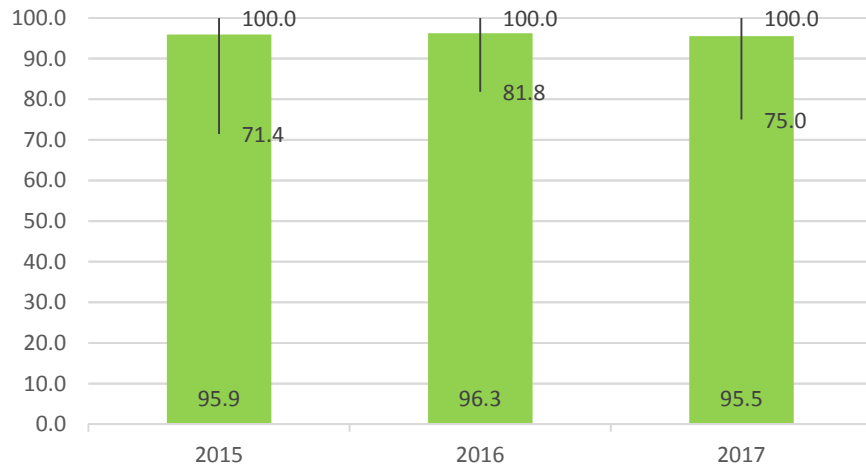
KS2 English - Gender - Level 4+



KS2 English - Boys - Level 4+



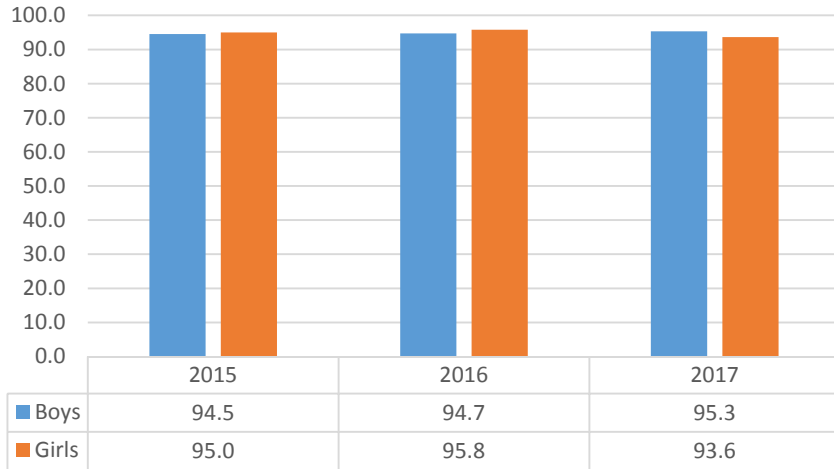
KS2 English - Girls - Level 4+



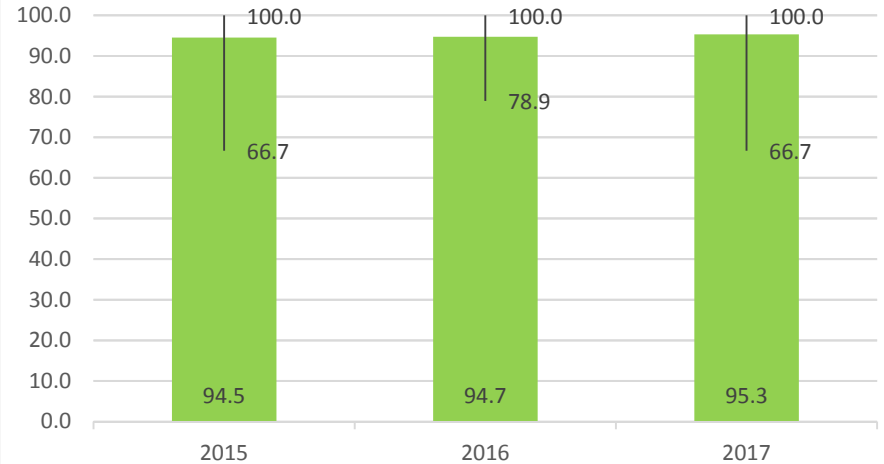
- Boys' performance decreased by 0.5 percentage points (pp) to 95.1%.
- Girls' performance decreased by 0.8pp to 95.5%.
- The gender gap has closed to 0.4 from 0.7 in 2016. With Girls outperforming Boys.
- For Boys, the range of scores widened slightly to 22.2. This is due to the 1.1pp drop in the lowest score achieved by a Monmouthshire primary school.
- The range of school scores widened for Girls - by 6.8pp to 25.0. This is due to the score of the lowest performing school increasing by the same margin.

Key Stage 2 – Mathematics – Level 4+

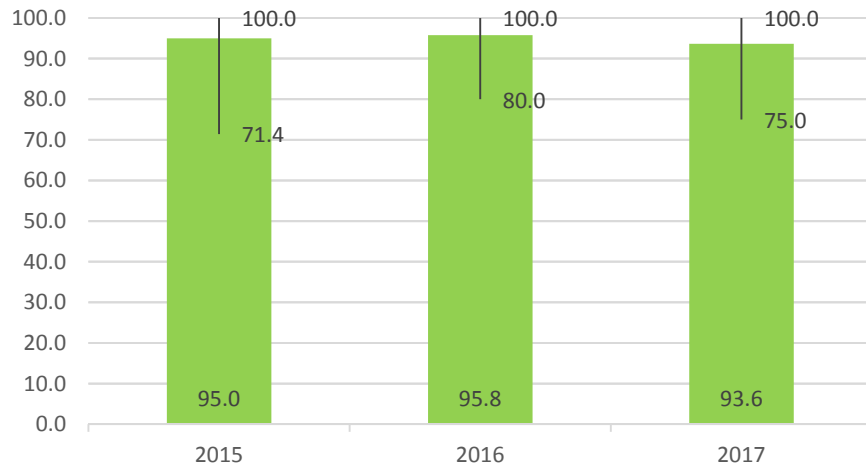
KS2 Mathematics - Gender - Level 4+



KS2 Mathematics - Boys - Level 4+



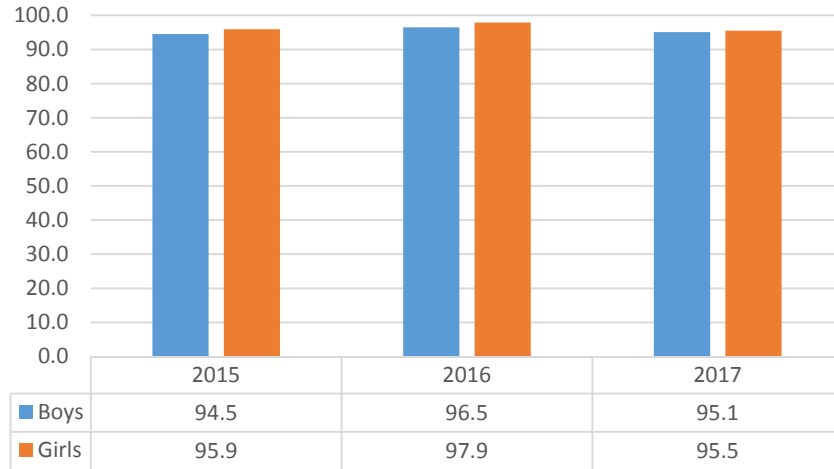
KS2 Mathematics - Girls - Level 4+



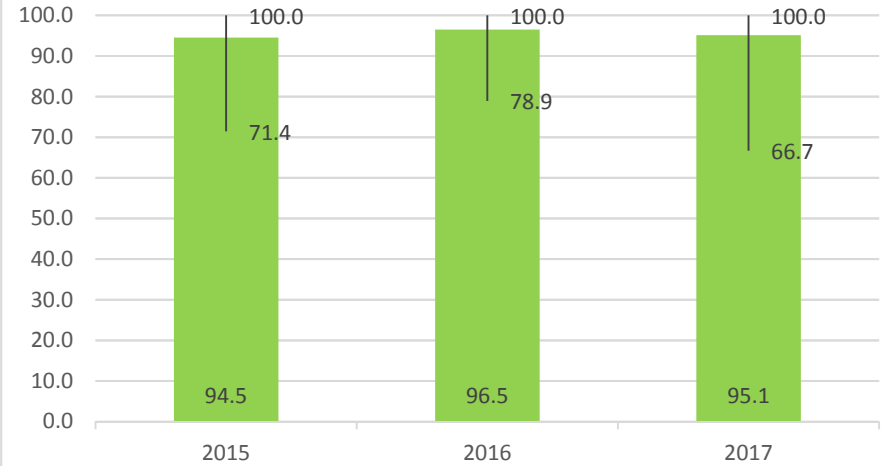
- Boys’ performance increased by 0.6 percentage points (pp) to 95.3%.
- Girls’ performance decreased by 2.2pp to 93.6%.
- The gender gap has widened to 1.7 from 1.1 in 2016. With Boys outperforming Girls.
- For Boys, the range of scores widened to 33.3, due to the drop in score for the worst performing school – from 78.9% in 2016 to 66.7%.
- For Girls, the range of school scores widened also, but by a smaller margin than that of the Boys. - by 5.0pp to 25.0.

Key Stage 2 – Science – Level 4+

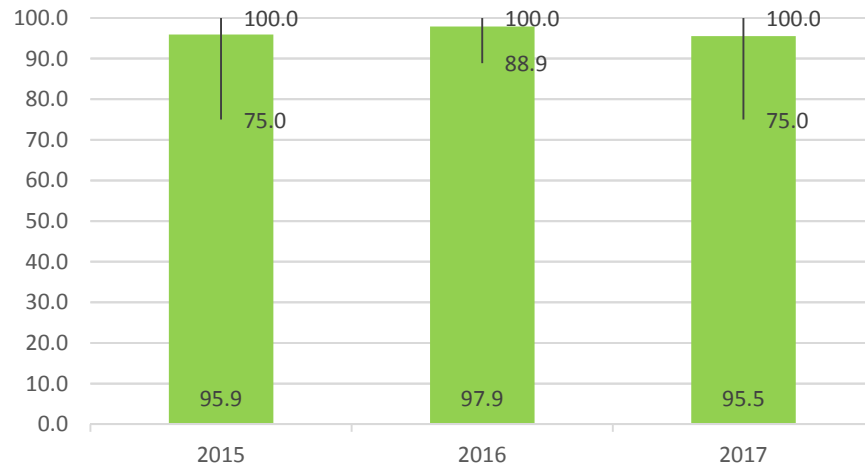
KS2 Science - Gender - Level 4+



KS2 Science - Boys - Level 4+



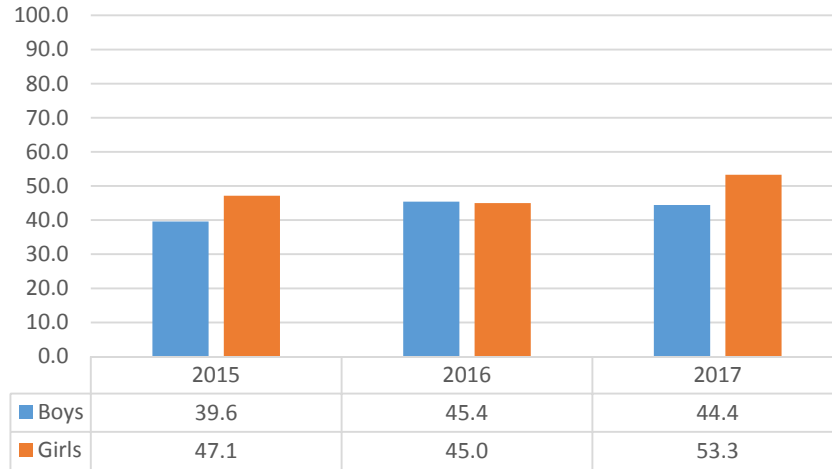
KS2 Science - Girls - Level 4+



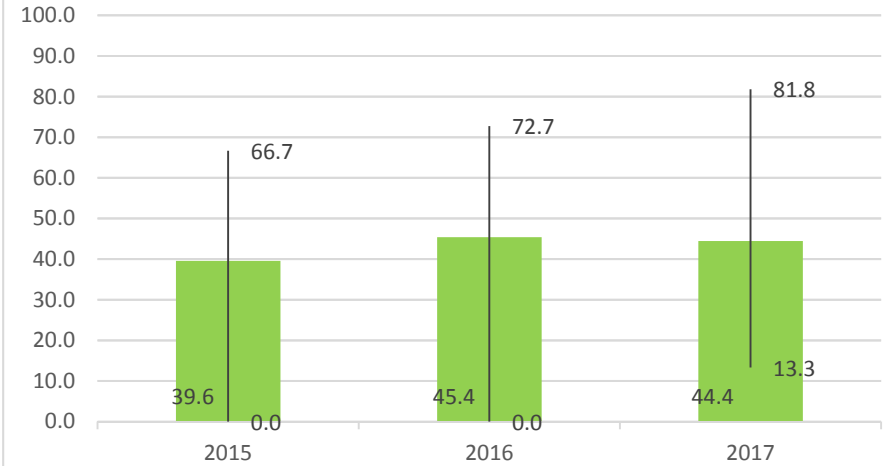
- Boys' performance dropped by 1.4 percentage points (pp) to 95.1%.
- Girls' performance also dropped by 2.4pp to 95.5%.
- The gender gap has narrowed to 0.4 from 1.4 in 2016. With Girls outperforming Boys.
- For Boys, the range of scores widened to 33.3, due to the drop in score for the worst performing school – from 78.9% in 2016 to 66.7%.
- For Girls, the range of school scores widened also, by 13.9pp. With the lowest school score dropping to 75.0%.

Key Stage 2 – Core Subject Indicator – Level 5+

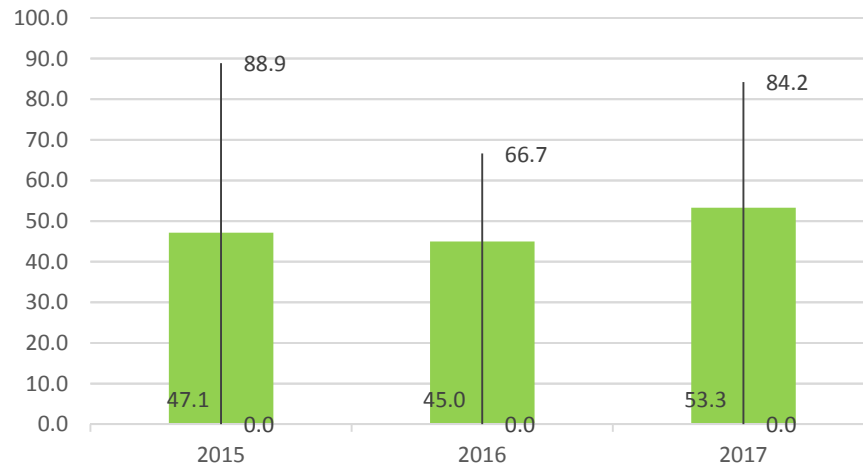
KS2 CSI - Gender - Level 5+



KS2 CSI - Boys - Level 5+



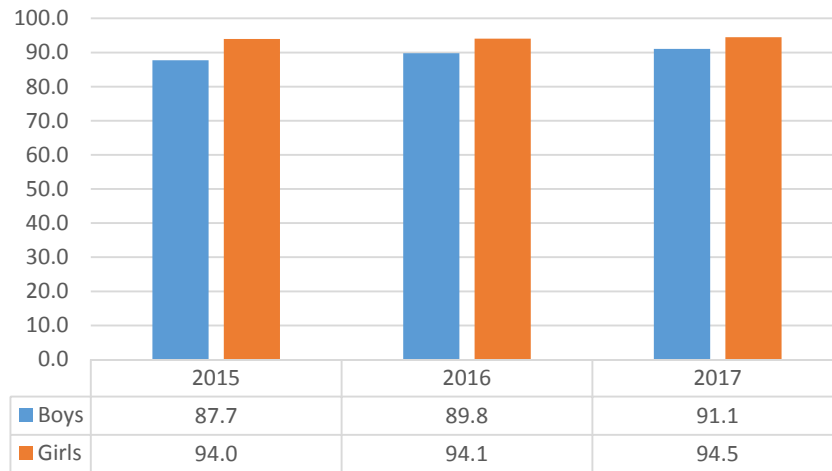
KS2 CSI - Girls - Level 5+



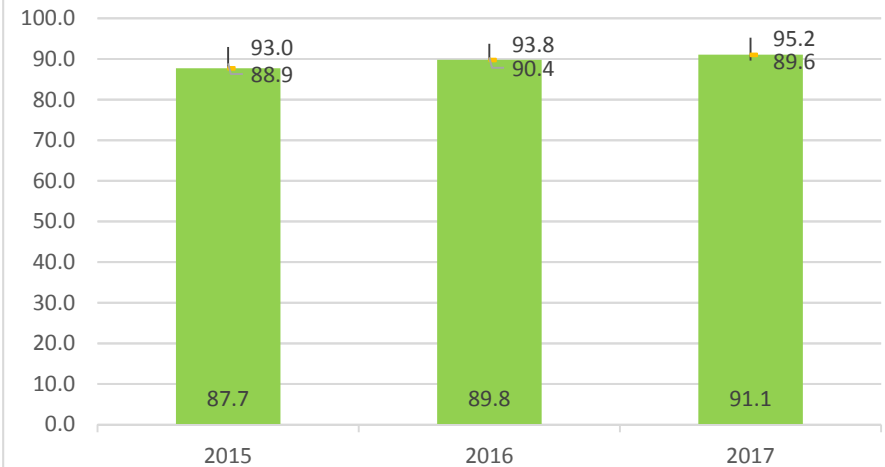
- Boys' performance dropped by 1.0 percentage points (pp) to 44.4%.
- Girls' performance increased by 8.3pp to 53.3%.
- The gender gap has widened to 8.9 from 0.4 in 2016. With Girls outperforming Boys.
- As seen for the Expected Level +1 in Foundation Phase, the range of school scores are much wider than the level below. For Boys, scores improved at both ends of the range. The range narrowed to 68.5 in 2017, from 72.7 in 2016.
- As seen in the 2 years previous for Girls, the lowest school score in Monmouthshire is 0%. Despite this, the score of the best performing school is 84.2%, 17.5pp higher than 2016's highest.

Key Stage 3 – Core Subject Indicator – Level 5+

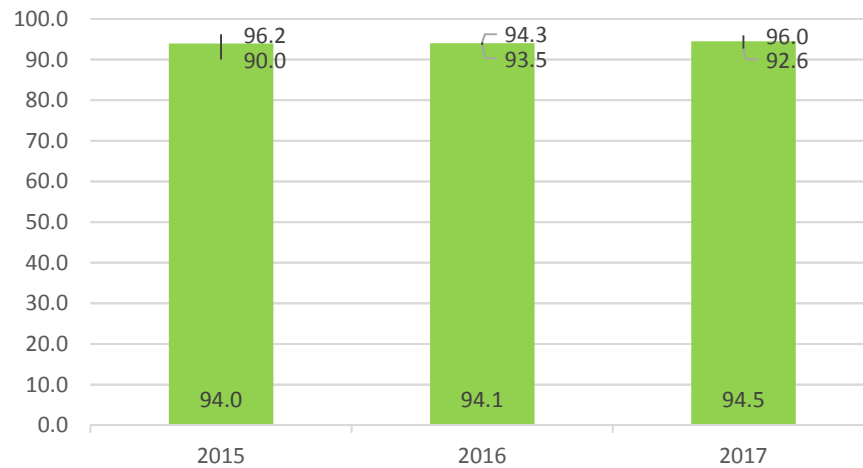
KS3 CSI - Gender - Level 5+



KS3 CSI - Boys - Level 5+



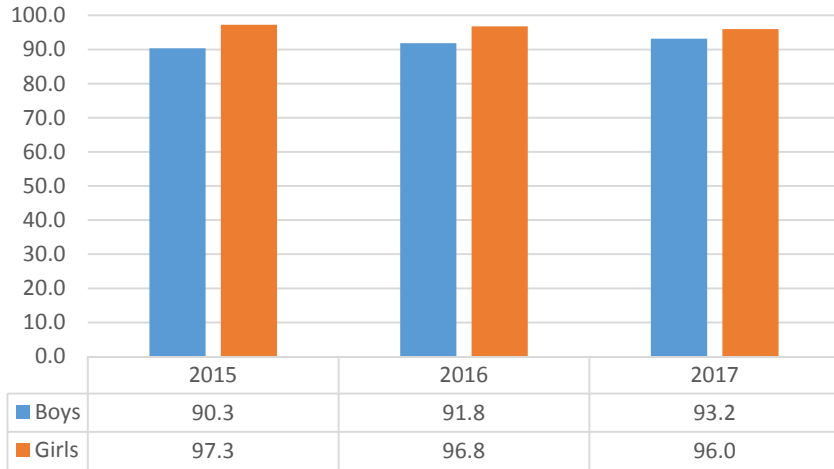
KS3 CSI - Girls - Level 5+



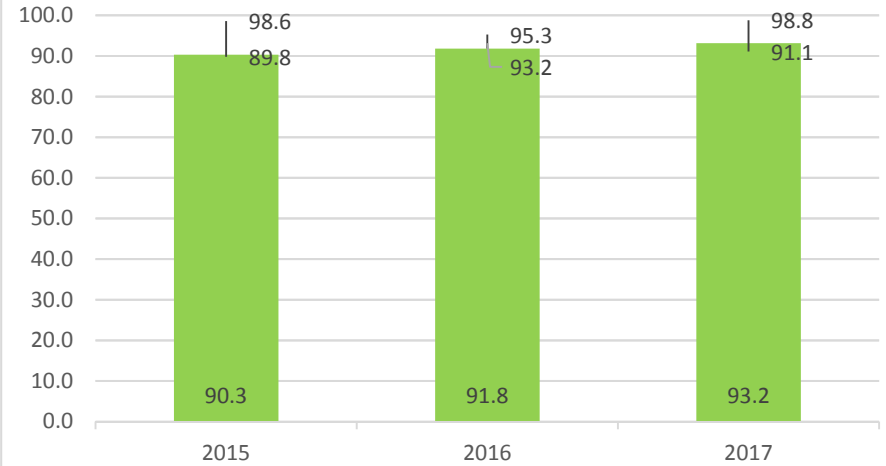
- Boys' performance has risen by 1.3 percentage points (pp) to 91.1%.
- Girls' performance also increased - by 0.4pp to 94.5%.
- The gender gap has narrowed to 3.4 from 4.3 in 2016. With Girls outperforming Boys.
- For Boys, the highest school score increased to 95.2%, however the lowest school score declined by 0.8pp to 89.6. This has resulted in a wider range than 2016 of 5.6.
- For Girls, in a similar vein to the Boys. The range widened at both ends, with the lowest school score dropping by 0.9pp to 92.6% and the highest score rising to 96.0% - up by 1.7pp on the 2016 figures.

Key Stage 3 – English – Level 5+

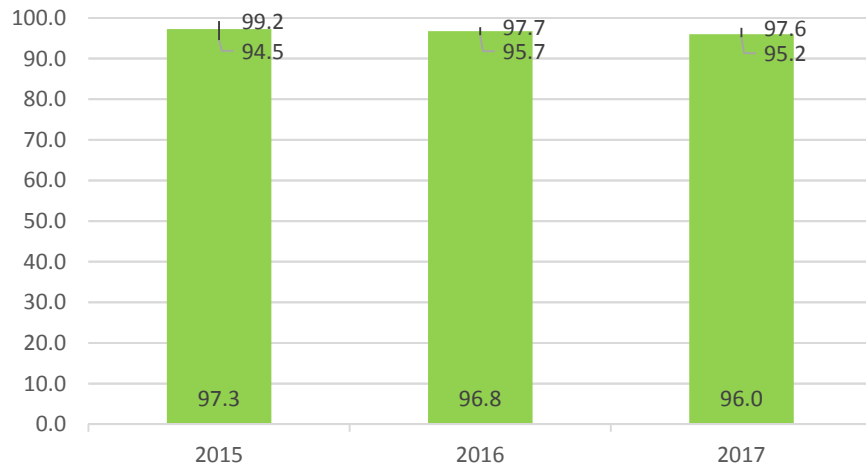
KS3 English - Gender - Level 5+



KS3 English - Boys - Level 5+



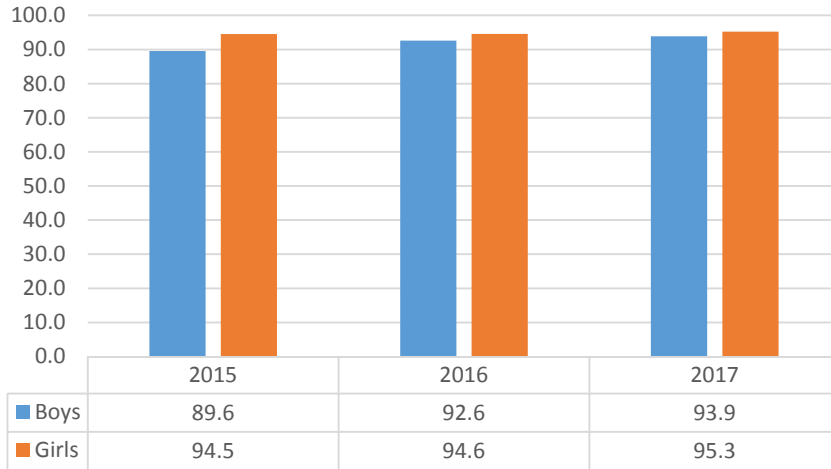
KS3 English - Girls - Level 5+



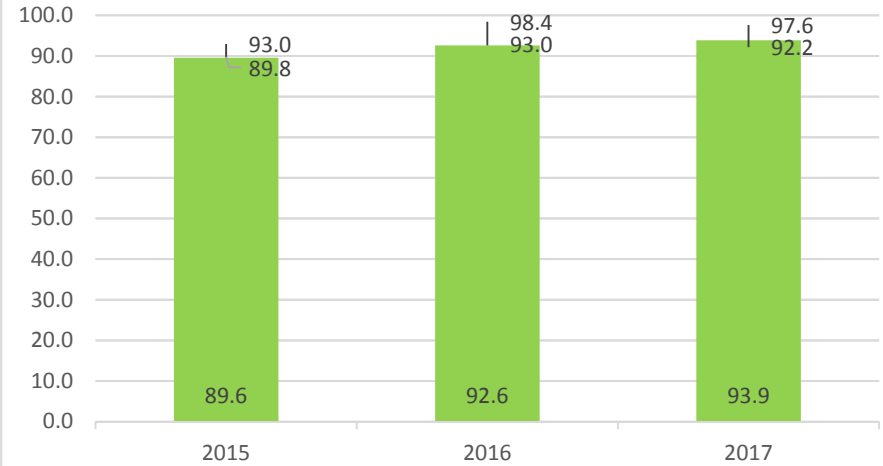
- Boys’ performance increased by 1.4 percentage points (pp) to 93.2%.
- Girls’ performance declined by 0.8pp to 96.0%.
- The gender gap has narrowed to 2.8 from 5.0 in 2016. With Girls outperforming Boys.
- For Boys, the highest school score increased to a 3 year high of 98.8%, however the lowest school score declined by 2.1pp to 91.1. This has resulted in a wider range of 7.7 compared to the 2.1 seen in 2016.
- For Girls, both the highest and lowest school scores dropped by under a percent. With the highest score dipping by 0.1pp to 97.6% and the lowest score dropping by 0.5pp to 95.2%. With a range of 2.4 (0.4 higher than 2016).

Key Stage 3 – Mathematics – Level 5+

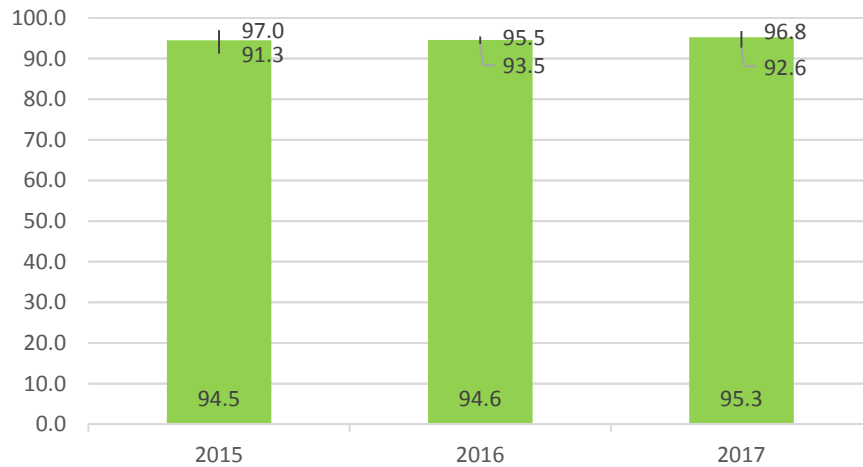
KS3 Mathematics - Gender - Level 5+



KS3 Mathematics - Boys - Level 5+



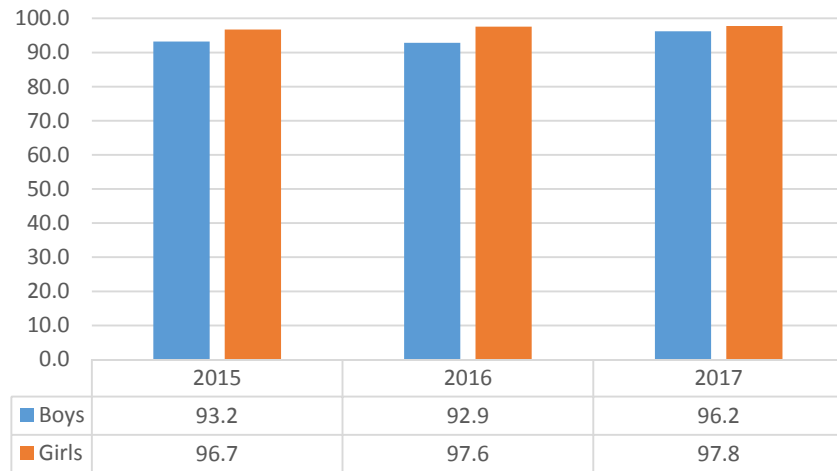
KS3 Mathematics - Girls - Level 5+



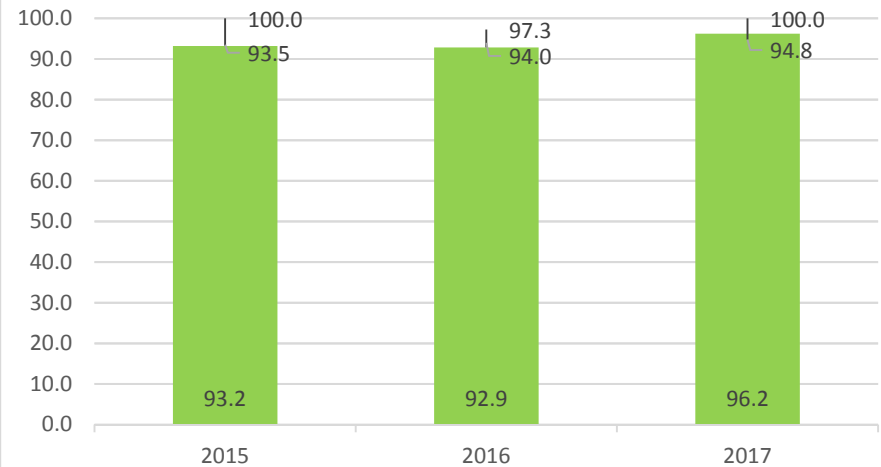
- Boys’ performance increased by 1.3 percentage points (pp) to 93.9%.
- Girls’ performance also increased, by 0.7pp to 95.3%.
- The gender gap has narrowed to 1.4 from 2.0 in 2016. With Girls outperforming Boys.
- For Boys, both the highest and lowest scores dropped by 0.8pp to 97.6% and 92.2% respectively. Leading to the same range as seen in 2016, 5.4.
- For Girls, the highest school score increased by 1.3pp to 96.8, however the lowest school score declined by 0.9pp to 92.6%. The range widened from 2.0 in 2016 to 4.2 in 2017.

Key Stage 3 – Science – Level 5+

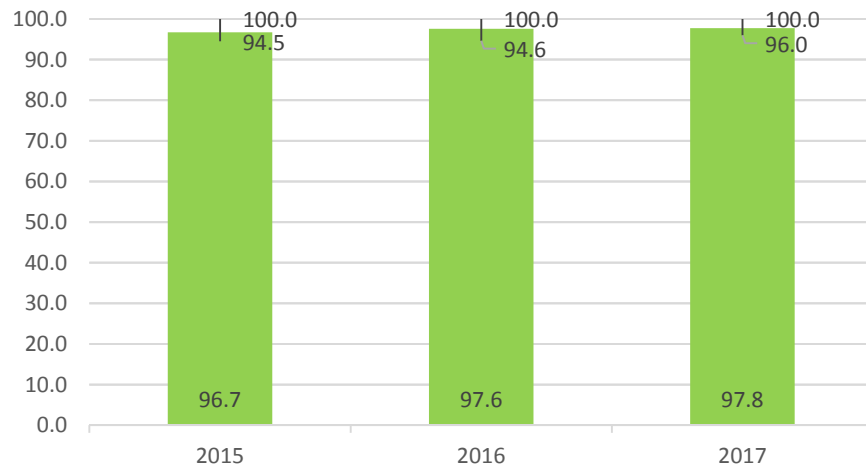
KS3 Science - Gender - Level 5+



KS3 Science - Boys - Level 5+



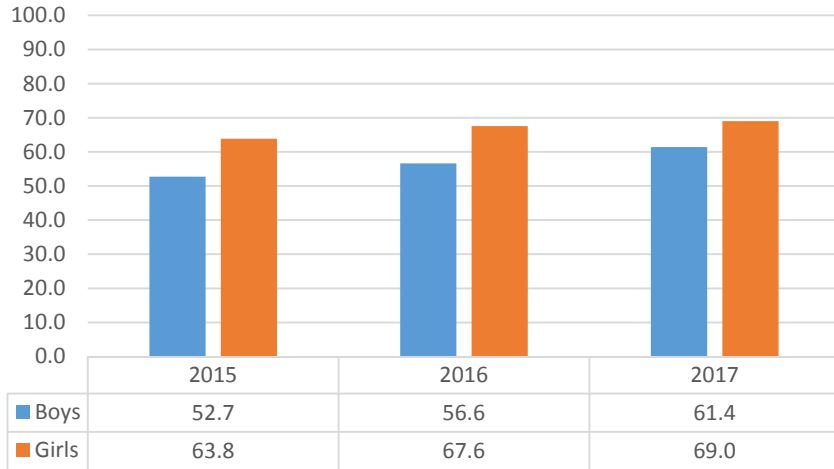
KS3 Science - Girls - Level 5+



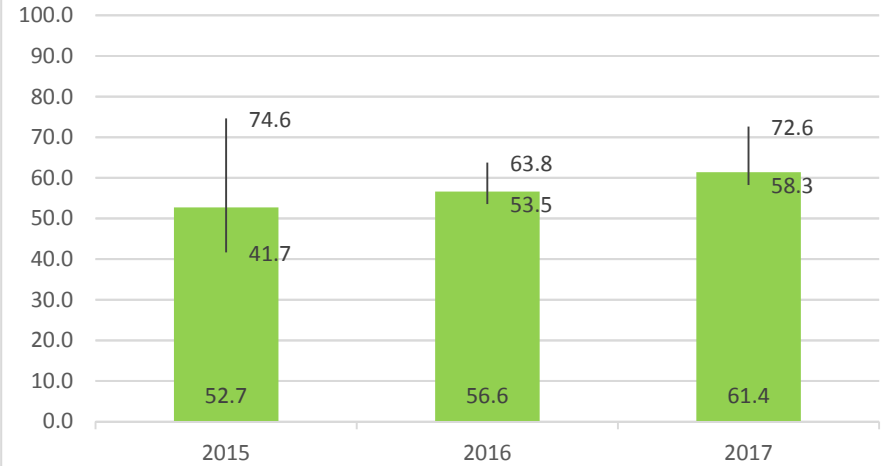
- Boys' performance increased by 3.3 percentage points (pp) to 96.2%.
- Girls' performance also increased, by 0.2pp to 97.8%.
- The gender gap has narrowed to 1.6 from 4.7 in 2016. With Girls outperforming Boys.
- For Boys, both the highest and lowest scores increased in 2017. The top school score is 100.0%, a rise of 2.7pp compared to 2016. The lowest school score is at a 3 year high of 94.8%, a rise of 0.8pp.
- For Girls, the highest school score remains at 100.0% for the 3rd year in a row. The lowest school score rose by 1.4pp to 96.0%. The range narrowed to 4.0, from 5.4 in 2016.

Key Stage 3 – Core Subject Indicator – Level 6+

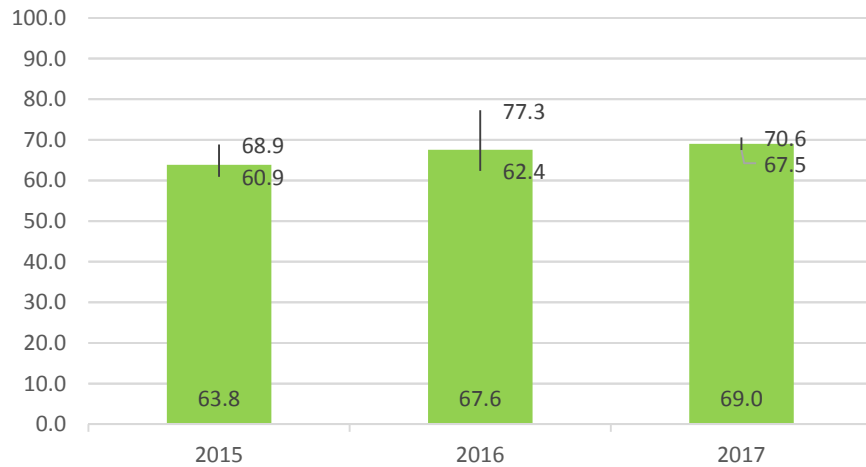
KS3 CSI - Gender - Level 6+



KS3 CSI - Boys - Level 6+



KS3 CSI - Girls - Level 6+



- Boys’ performance increased by 4.8 percentage points (pp) to 61.4%.
- Girls’ performance also increased, by 1.4pp to 69.0%.
- The gender gap has narrowed to 7.6 from 11.0 in 2016. With Girls outperforming Boys.
- For Boys, both the highest and lowest scores increased in 2017. The top school score is 72.6%, a rise of 8.8pp compared to 2016. The lowest school score is at a 3 year high of 58.3%, a rise of 4.8pp.
- For Girls, the highest school score dropped by 6.7pp to 70.6%, whereas the lowest score has increased by 5.1pp to 67.5%.

