

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.

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