

# 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

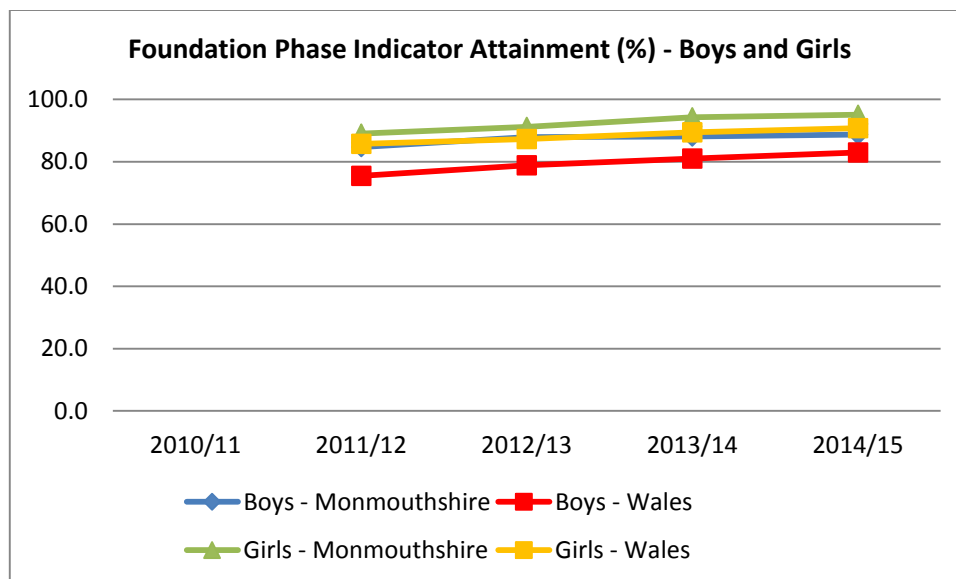
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## 1. Foundation Phase

### 1.1 Foundation Phase Performance of Boys and Girls



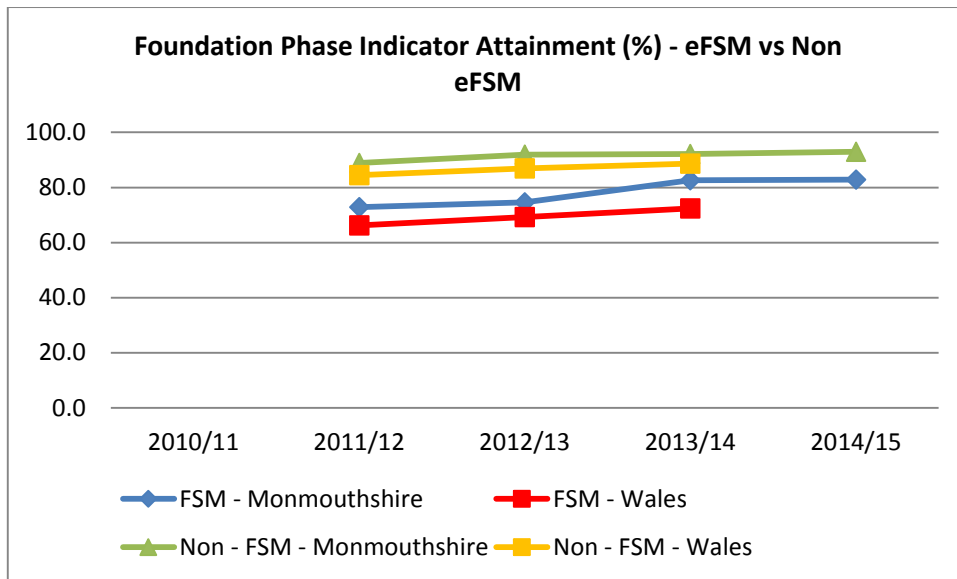
Girls in Monmouthshire continued to outperform boys at the expected Foundation Phase Outcome level 5 and above (FPO5+) in Literacy, Language and Communication (LLC), Mathematical Development (MTD), Personal and Social Development (PSD) and the Foundation Phase Indicator (FPI) in 2014/15. The gap remains 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.

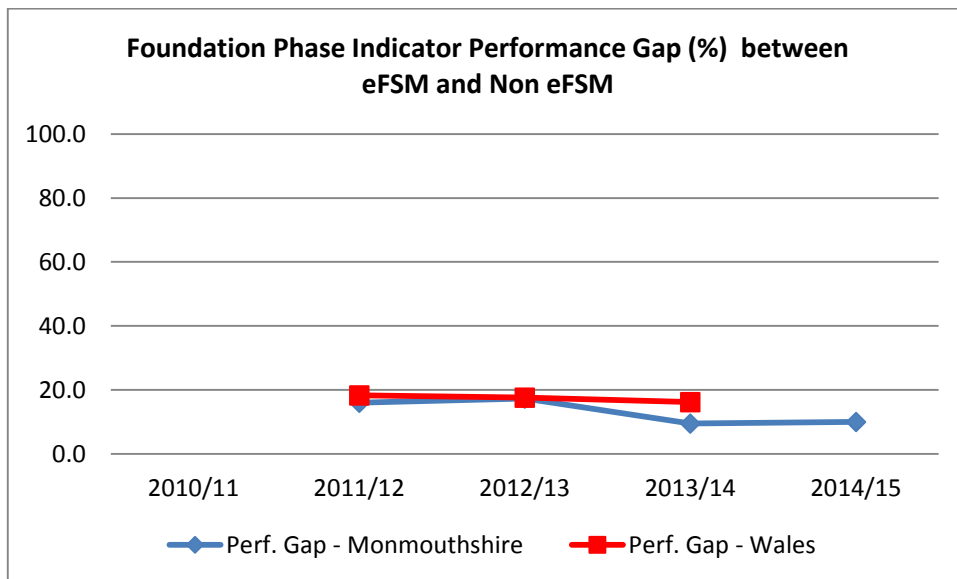
### 1.2 Foundation Phase Indicator (FPI) - Free School Meal Pupil Performance

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.



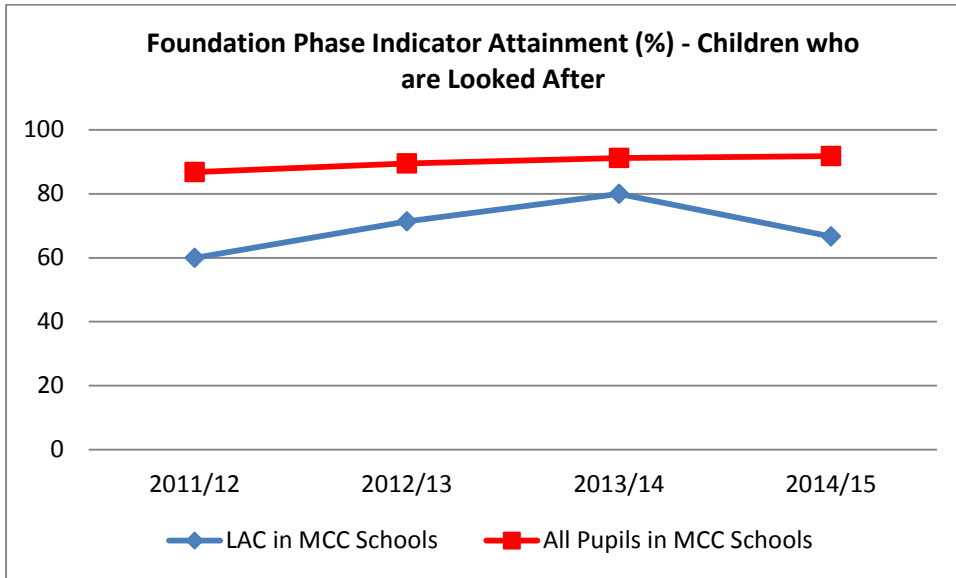
### 1.3 Foundation Phase Indicator - Free School Meal Pupil Performance Gap

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.



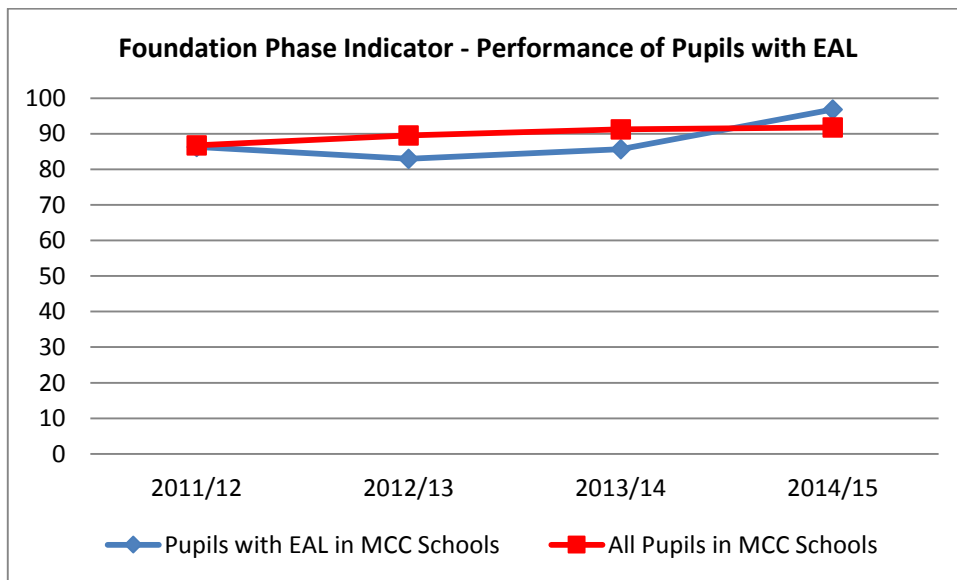
### 1.4 Foundation Phase Indicator – Performance of Children who are Looked After (LAC)

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)

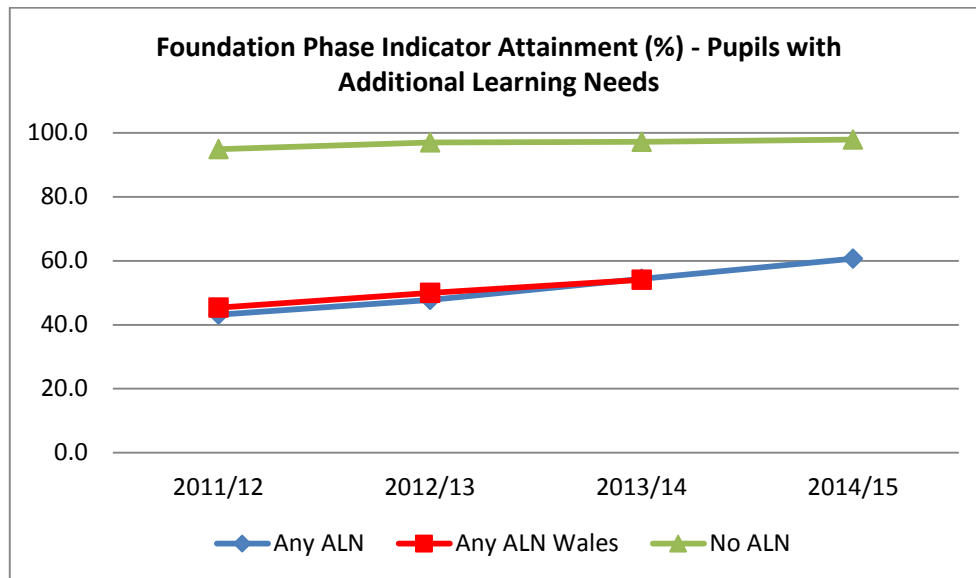
Performance of pupils with English as an Additional Language (EAL) has largely been close to performance of all pupils. However, performance of pupils with EAL was better than their peers in 2014/15, with 96.8% achieving their FPI.



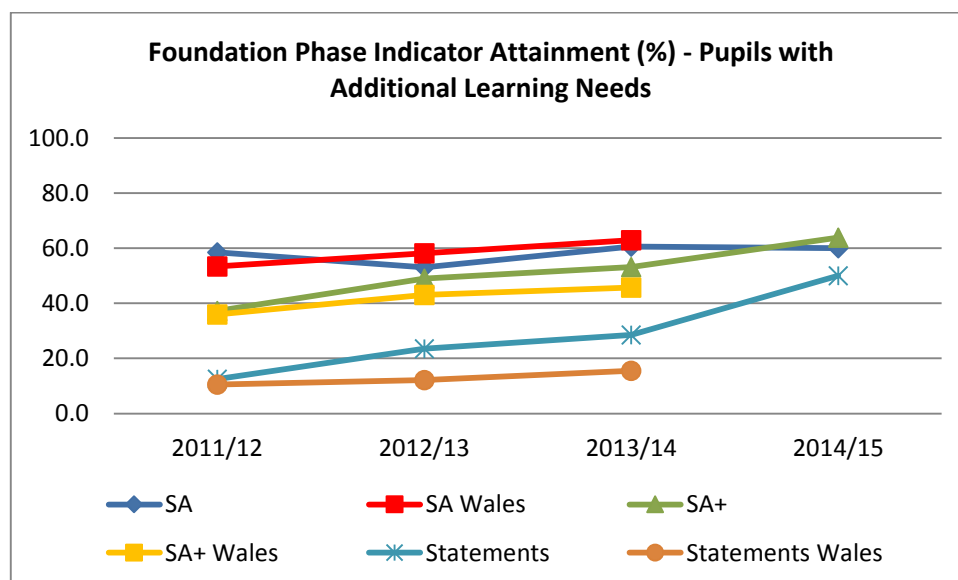
### 1.6 Foundation Phase Indicator – Performance of Pupils with Additional Learning Needs (ALN)

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.



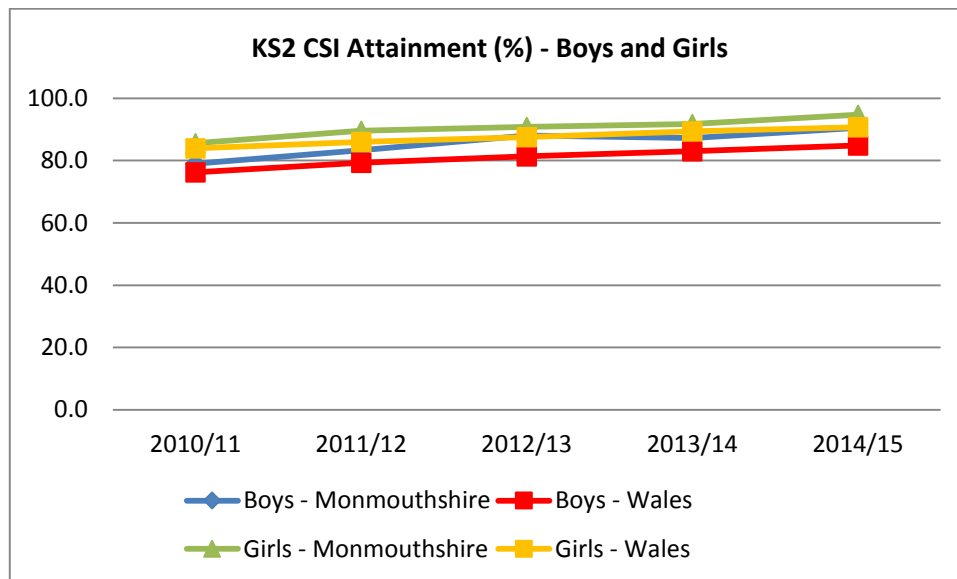
The overall trend of performance improvement for pupils with ALN is largely mirrored by the performance at each of the stages of the SEN Code of Practice (COP): School Action (SA); School Action Plus (SA+); and Statemented.



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.

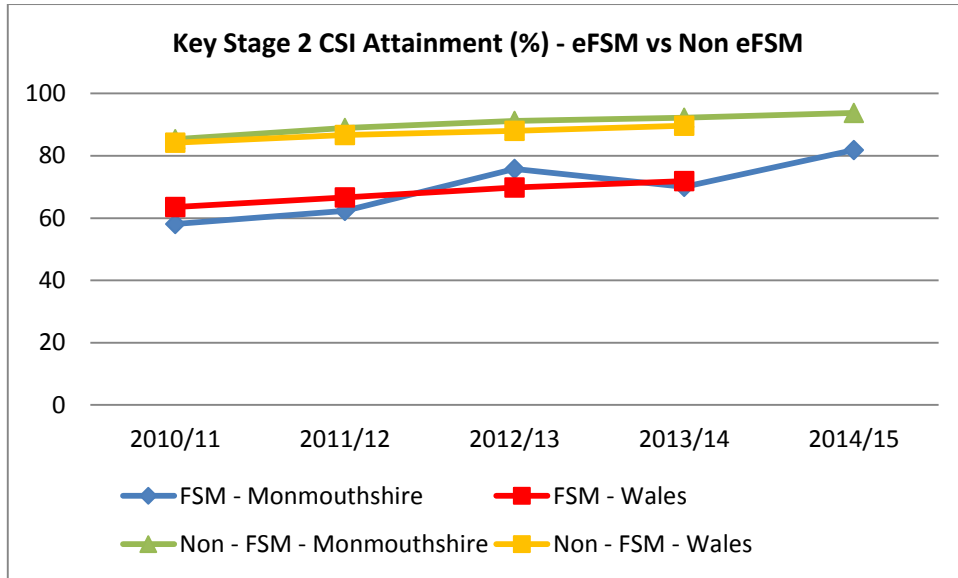
Achievement at the higher level 5 and above (Lv5+) shows that girls continue to outperform boys

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

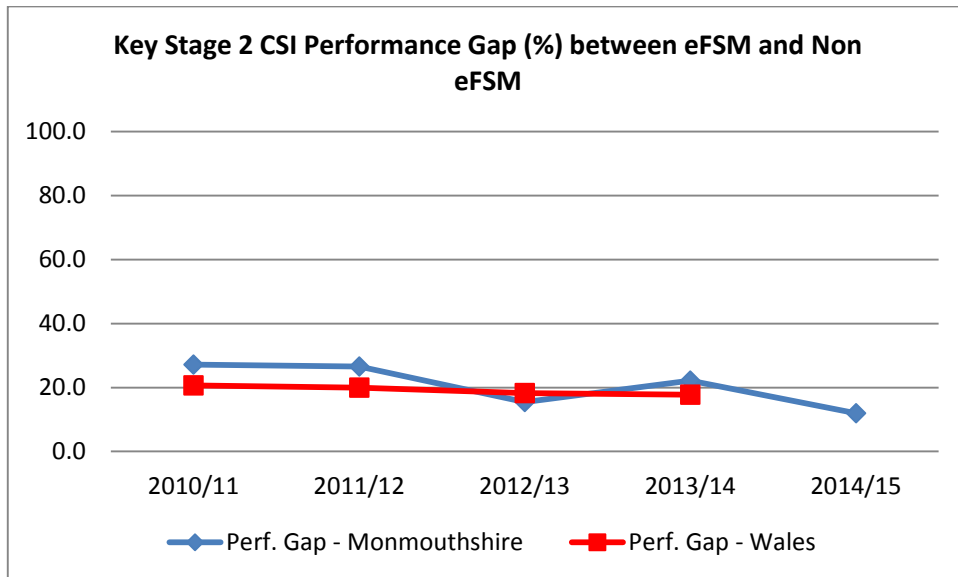
In 2014/15 there were 94 out of 888 pupils who were eFSM. Performance of pupils who are eFSM has improved significantly from 62.3% to 81.9% between 2011/12 and 2014/15. This is significantly greater than the rate of improvement across Wales.





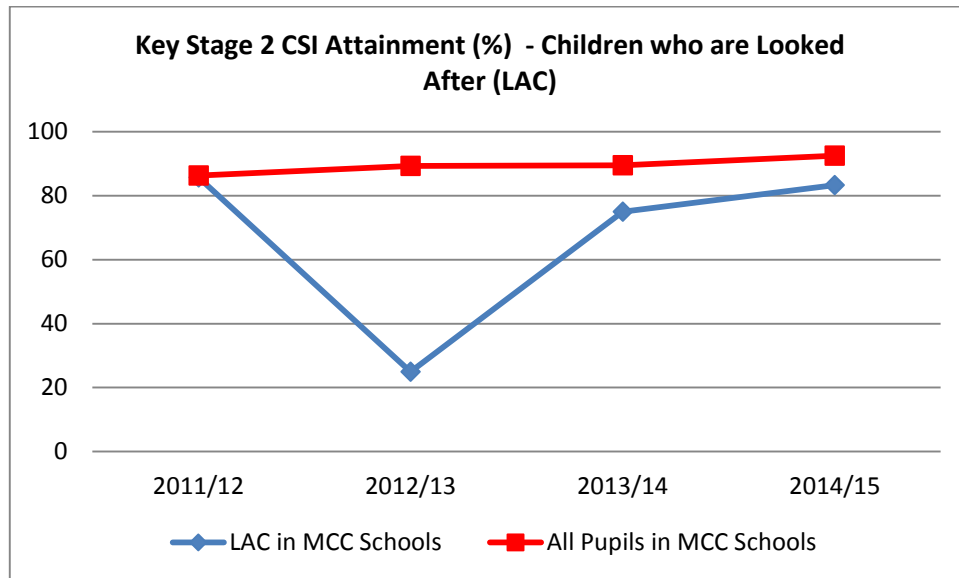
### 2.3 Key Stage 2 CSI – Free School Meals Performance Gap

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.



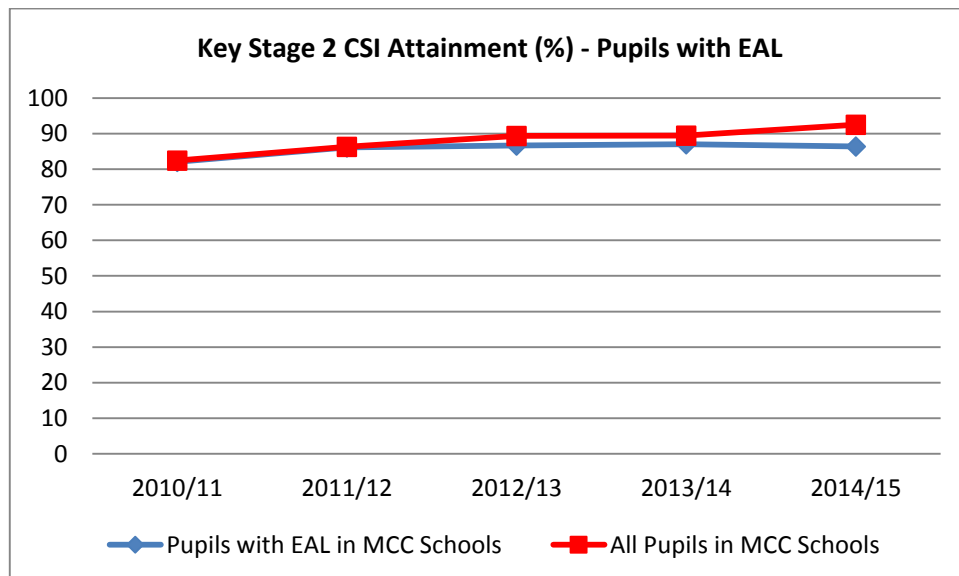
## 2.4 Key Stage 2 CSI – Performance of Children who are Looked After (LAC)

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.



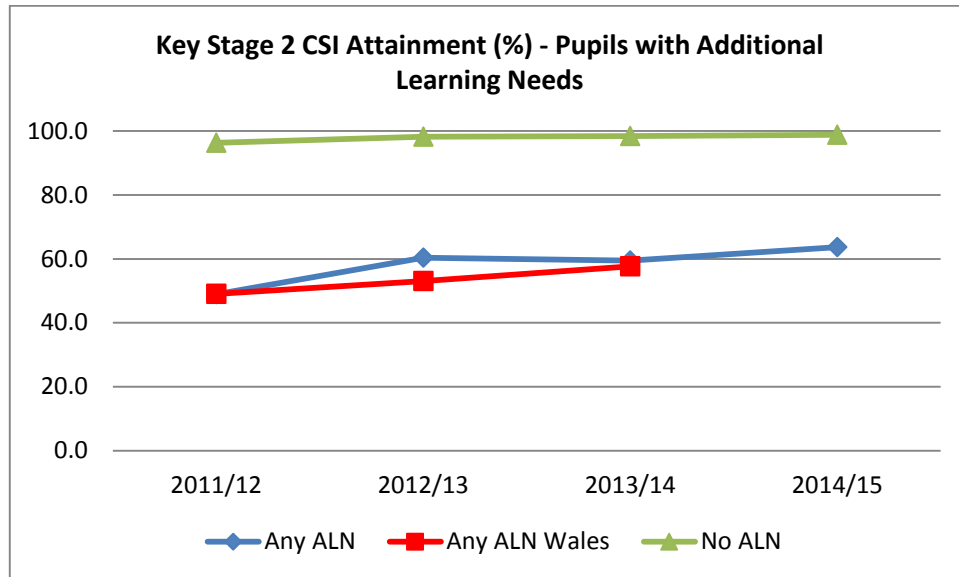
## 2.5 Key Stage 2 CSI – Performance of Pupils with English as an Additional Language (EAL)

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.



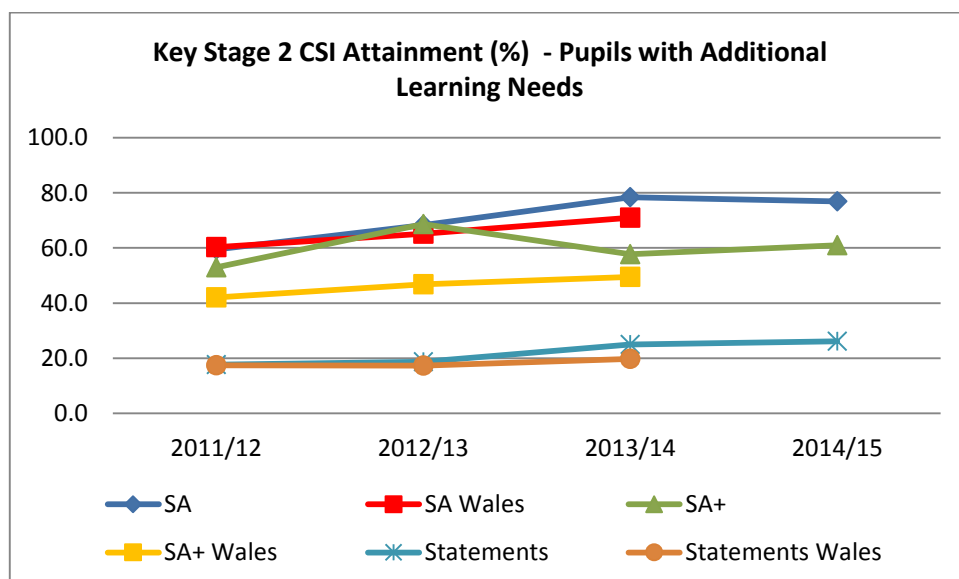
## 2.6 Key Stage 2 – Performance of Pupils with Additional Learning Needs (ALN).

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.



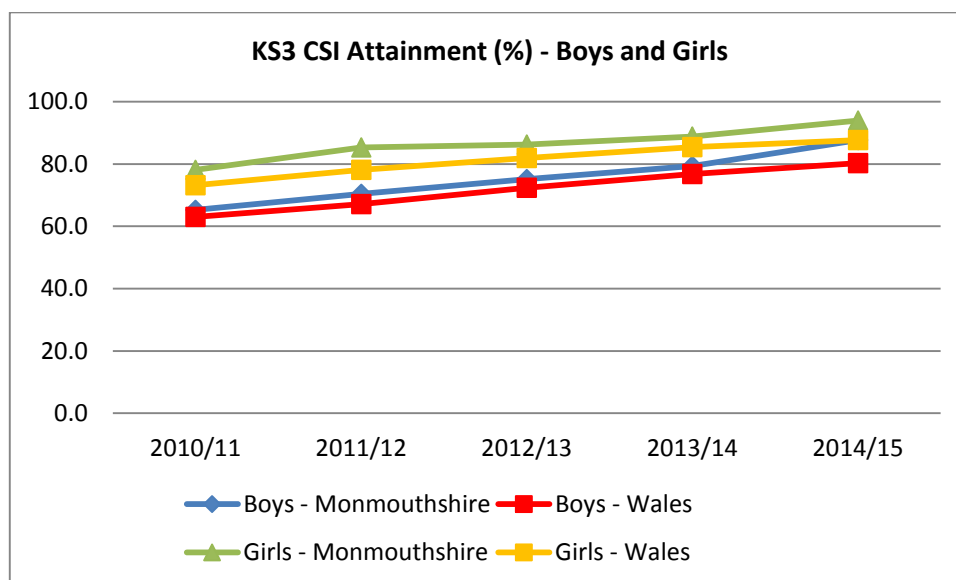
The overall trend of improvement in performance for pupils with ALN is largely mirrored by the performance at each of the stages of the SEN Code of Practice (COP). The rate of improvement in Monmouthshire has more or less matched that across Wales.

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.

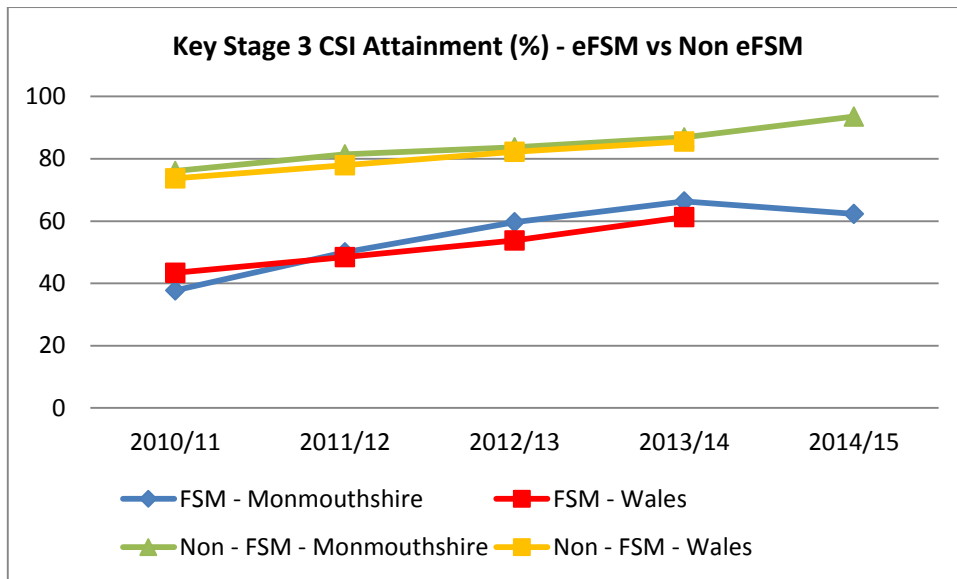
Girls continue to outperform boys across English, mathematics and science at the expected level 5+ (Lv5+). However, over the last three years, the performance gap has generally closed and in the last year the gap closed across all subjects to 6.9% in English, 5% in mathematics and only 3.5% in science.

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+.

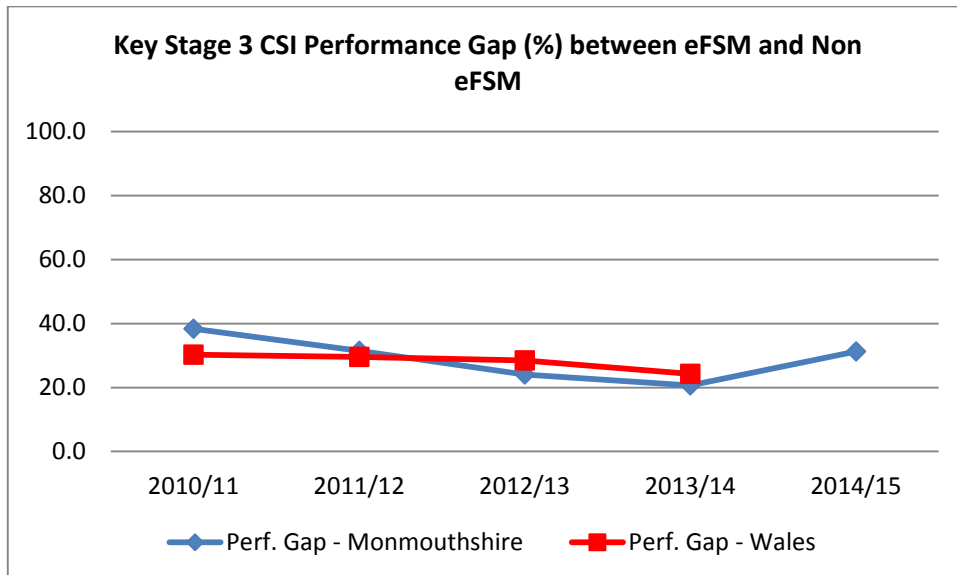
#### 3.2 Key Stage 3 Core Subject Indicator – Free School Meal Pupil Performance

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%.



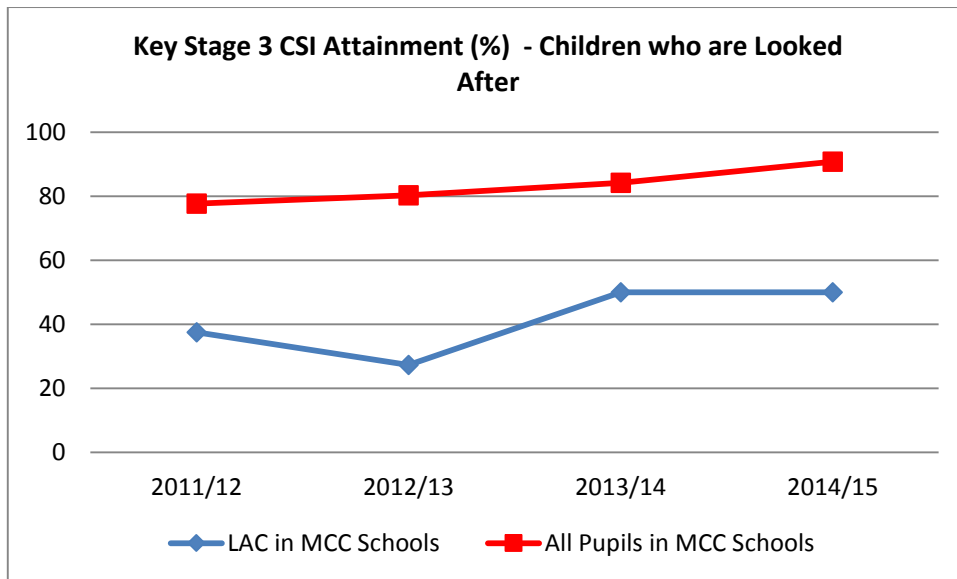
### 3.3 Key Stage 3 CSI – Free School Meals Performance Gap

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%.



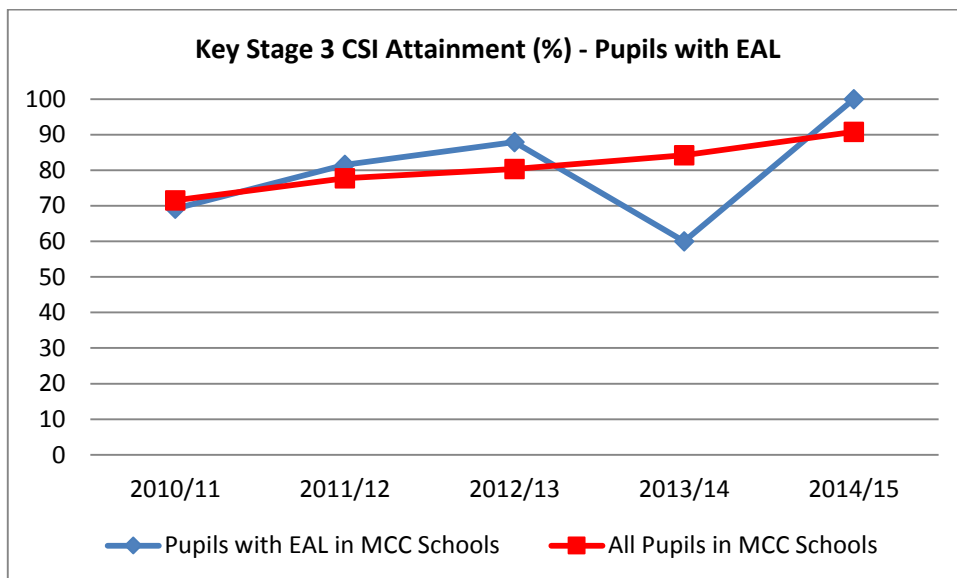
### 3.4 Key Stage 3 CSI – Performance of Children who are Looked After (LAC)

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)

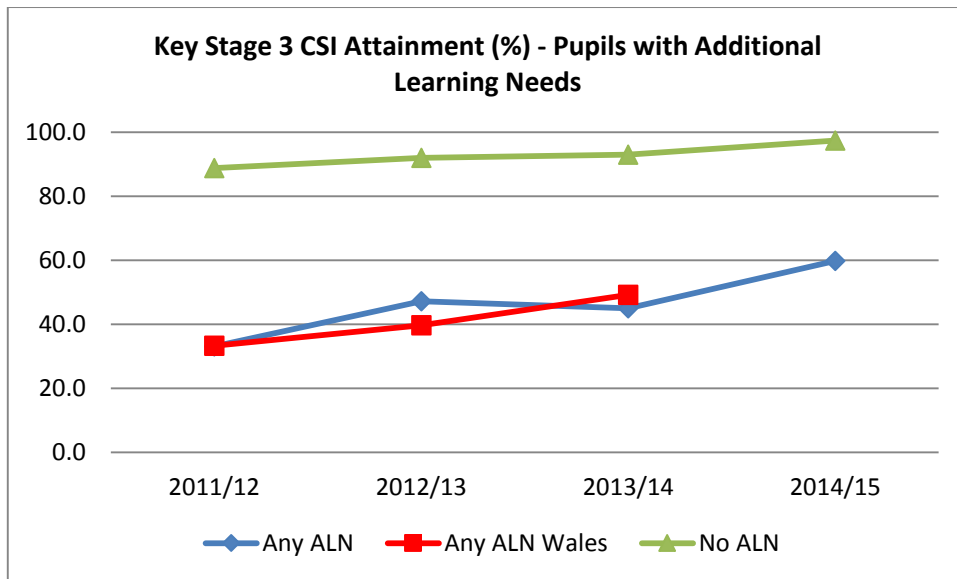
Pupils with EAL performed better than ever in 2014/15 with all 6 pupils (100%) achieving their CSI.



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

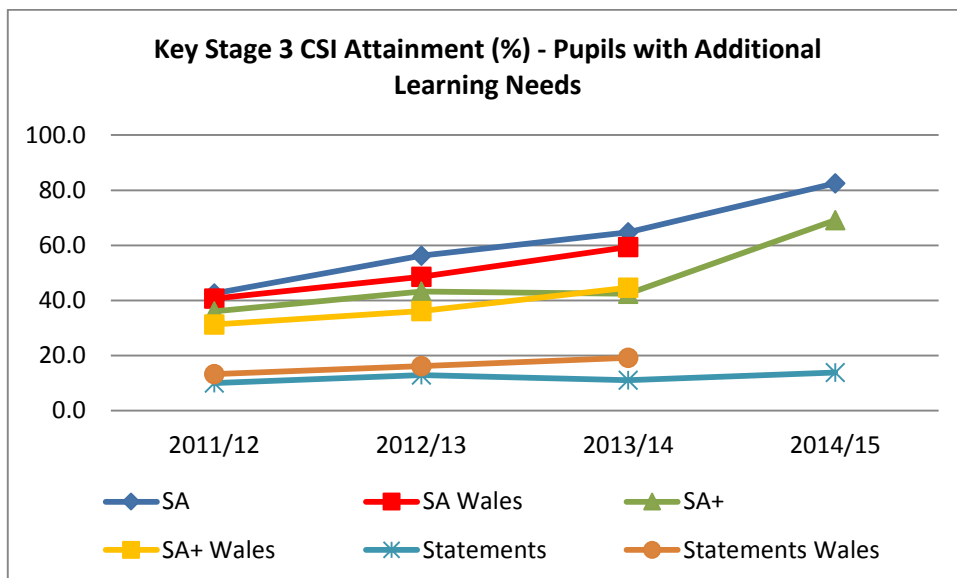
Performance of pupils with ALN at the end of Key Stage 3 has steadily improved and over the last three years at a level greater than that seen across Wales. In 2014/15, 63.7% of the 160 pupils with some ALN achieved the Key Stage 3 Core Subject Indicator.

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.



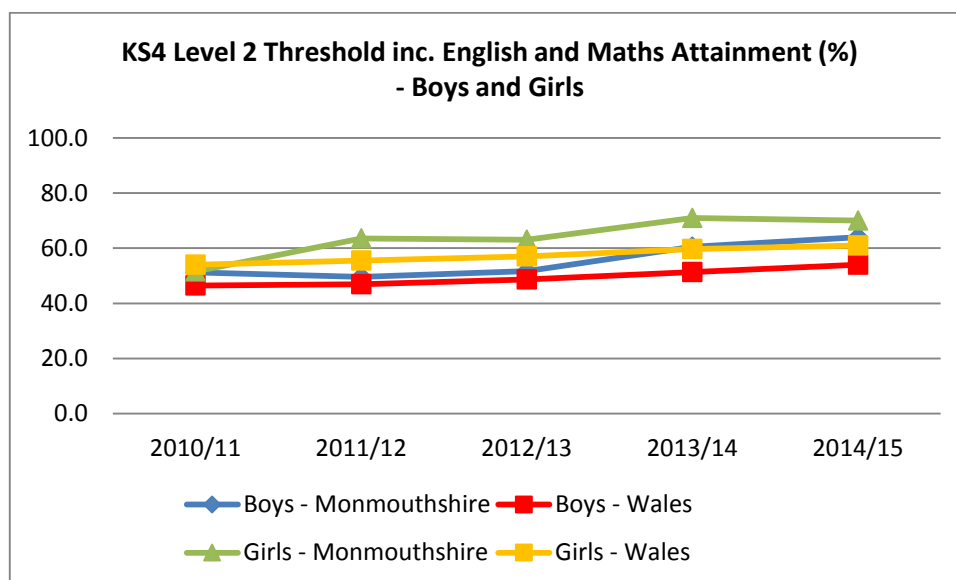
The overall trend of improvement in performance for pupils with ALN is largely mirrored by the performance at each of the stages of the SEN Code of Practice (COP). The rate of improvement in Monmouthshire has more or less matched that across Wales as a whole.

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.

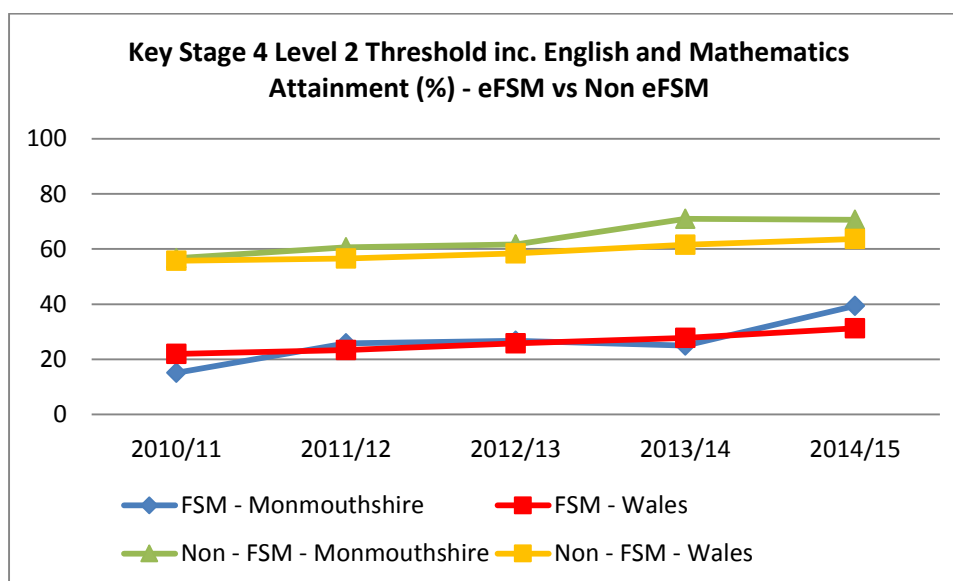
Monmouthshire boys and girls consistently outperform their peers across Wales in English and mathematics at Level 2.

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.



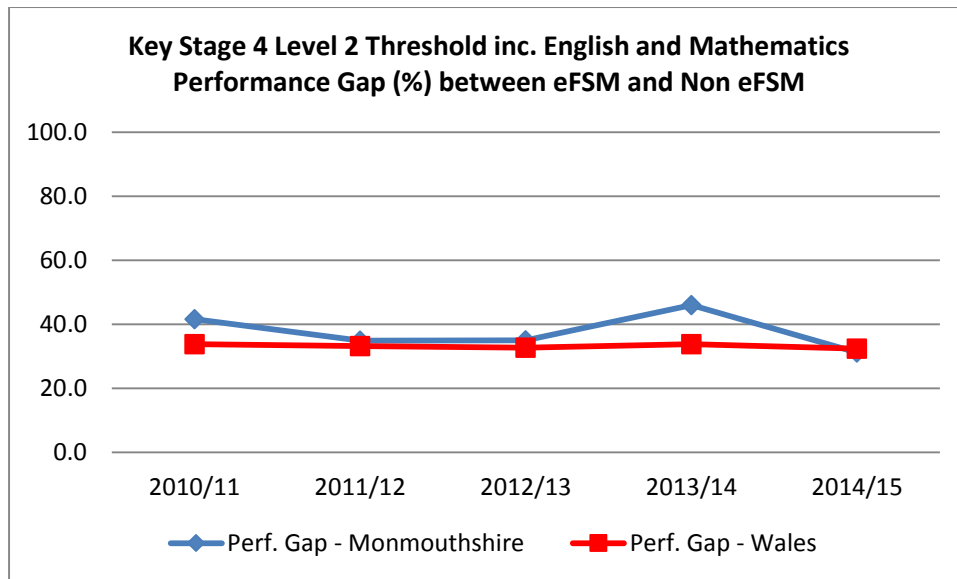
## 4.2 Key Stage 4 Level 2 Threshold including English and Mathematics (L2inc) – Free School Meal Pupil Performance

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.



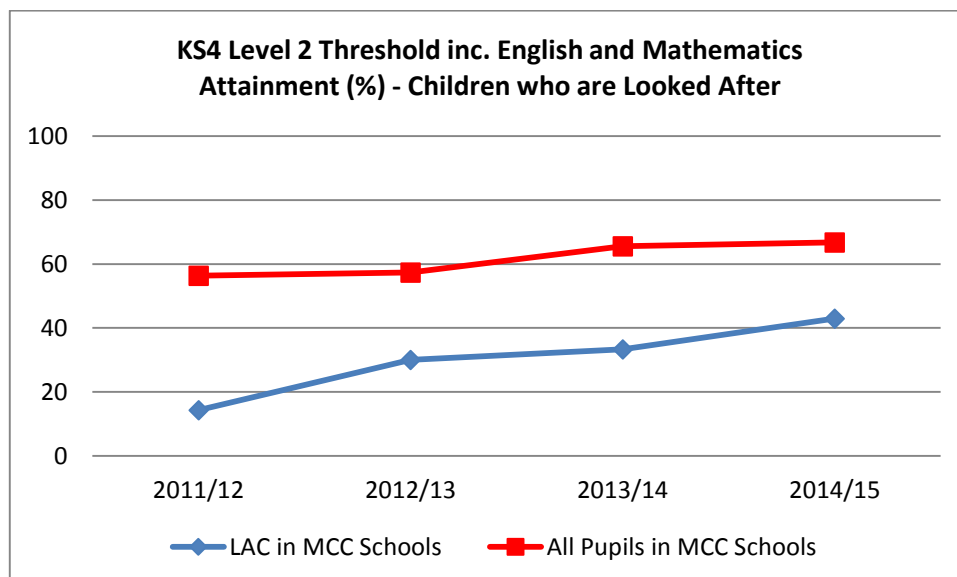
## 4.3 Key Stage 4 Level 2 Threshold including English and Maths - Performance Gap Between Pupils Entitled and Not Entitled to FSM

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.



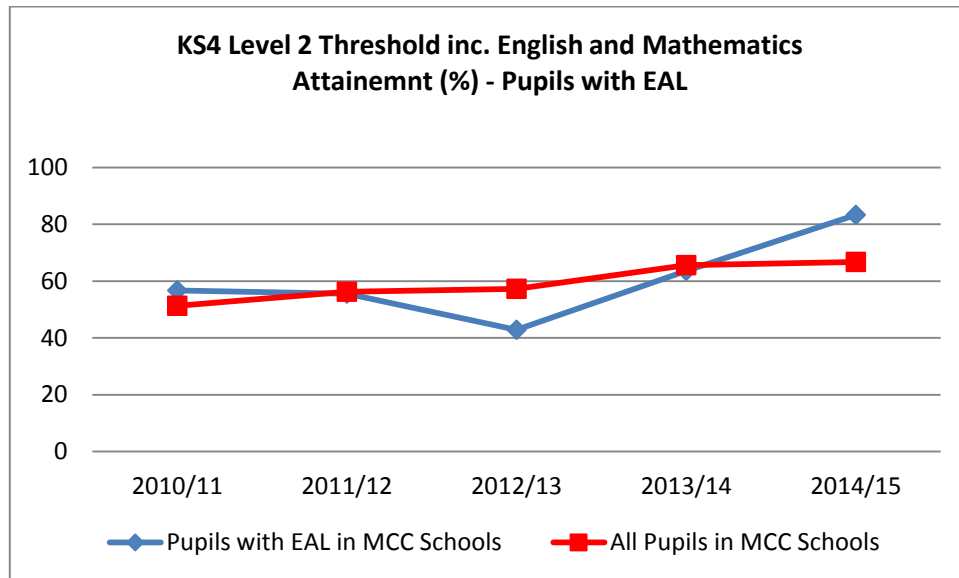
#### 4.4 Key Stage 4 Level 2 Threshold inc. English and Mathematics – Performance of Children who are Looked After (LAC)

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.



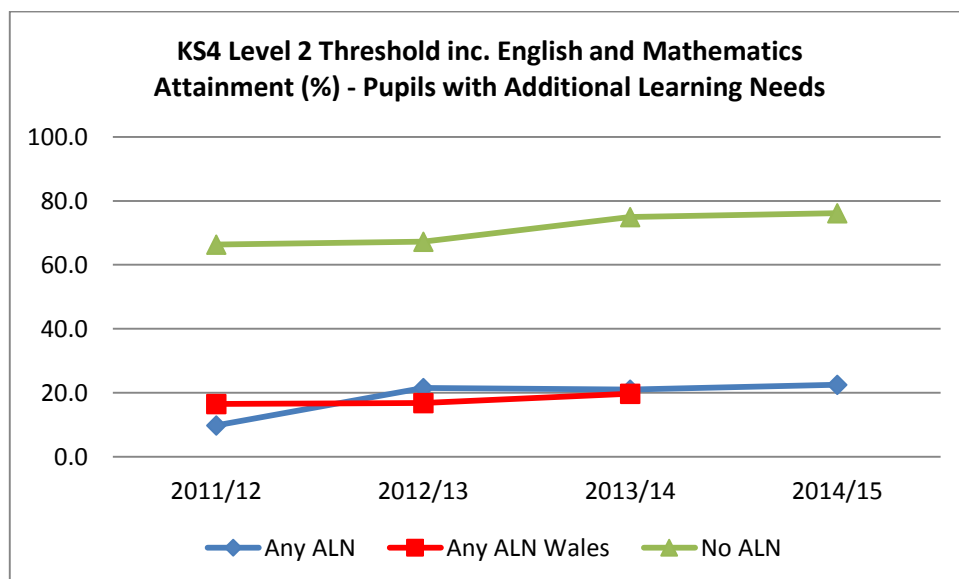
#### 4.5 Key Stage 4 Level 2 Threshold inc. English and Mathematics – Performance of Pupils with English as an Additional Language

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.

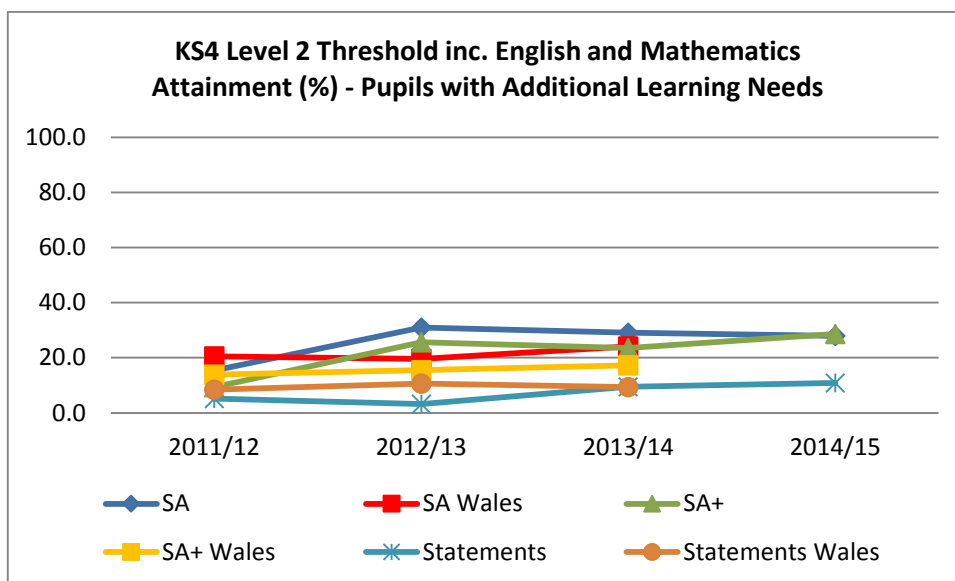


#### 4.6 Key Stage 4 Level 2 Threshold inc. English and Mathematics – Performance of Pupils with Additional Learning Needs.

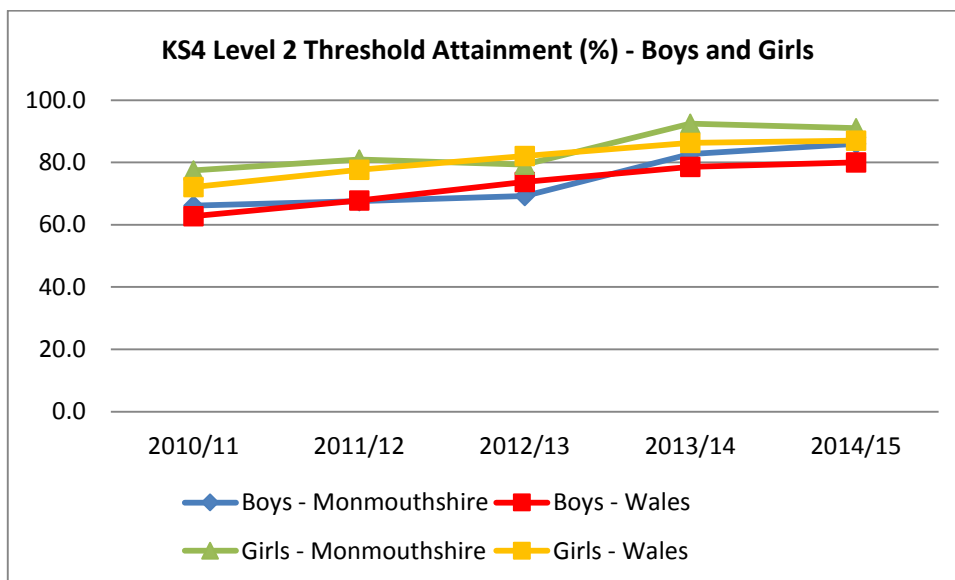
Performance of pupils with ALN at the end of Key Stage 4 attaining the Lv2inc indicator has been similar to that seen across Wales over the last two years. In 2014/15 32 out of 142 (22.5%) students with some ALN attained 5 or more GCSEs A\*-C including English and mathematics.



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.



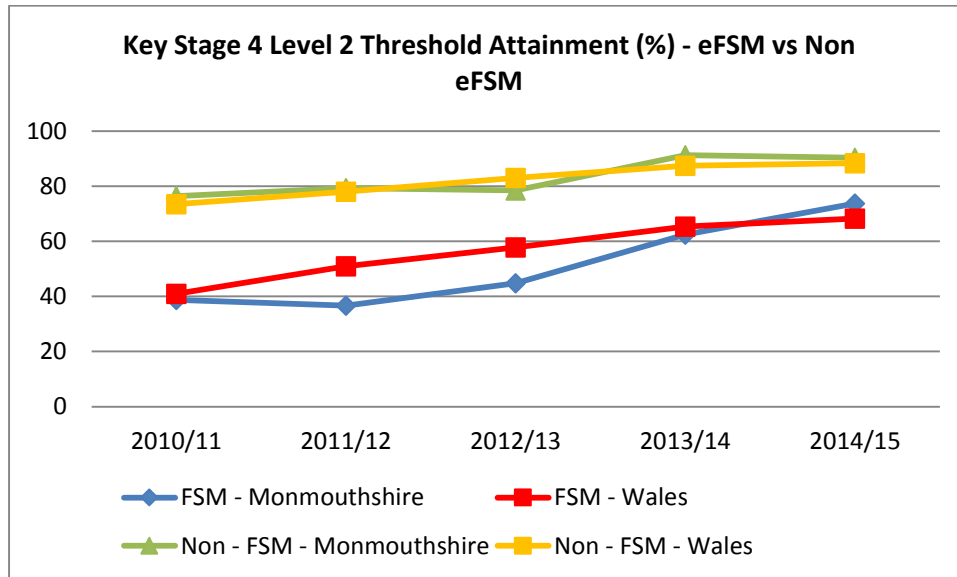
#### 4.7 Level 2 Threshold (Lv2) Performance of Boys and Girls



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.

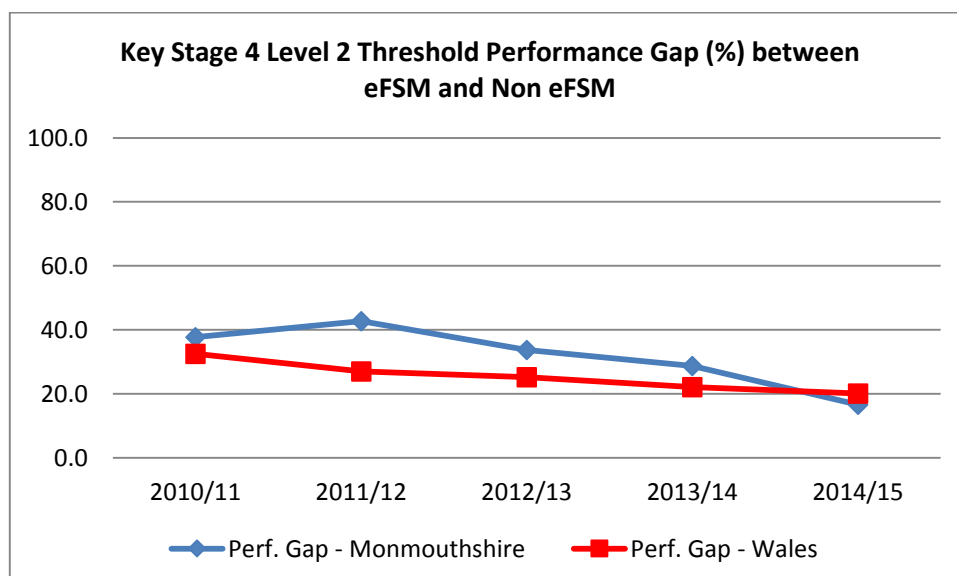
#### 4.8 Level 2 Threshold (Lv2) – Free School Meal Pupil Performance

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.



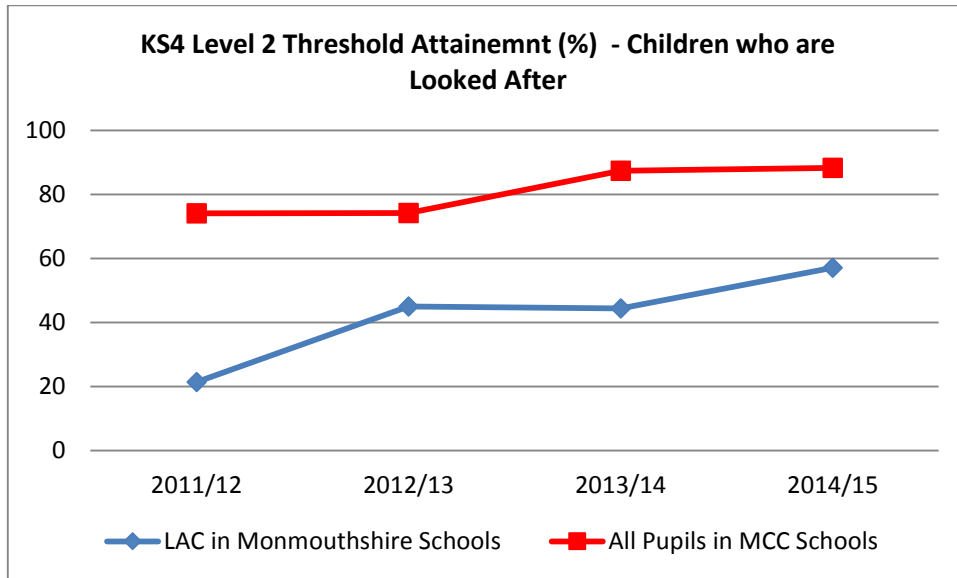
#### 4.9 Key Stage 4 Level 2 Threshold - Performance Gap Between Pupils Entitled and Not Entitled to FSM

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.



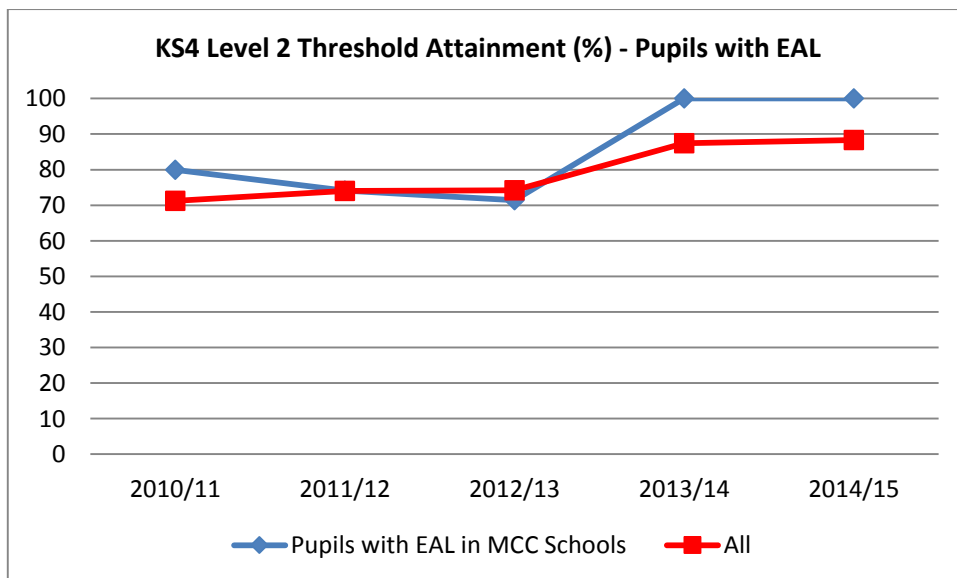
#### 4.10 Key Stage 4 Level 2 Threshold – Performance of Children who are Looked After (LAC)

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.



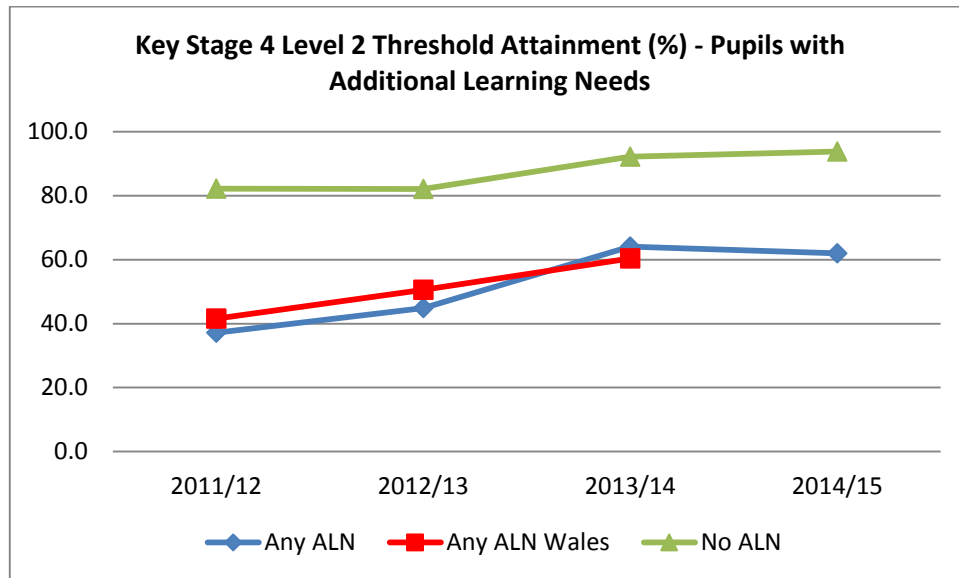
#### 4.11 Key Stage 4 Level 2 – Performance of Pupils with English as an Additional Language

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.



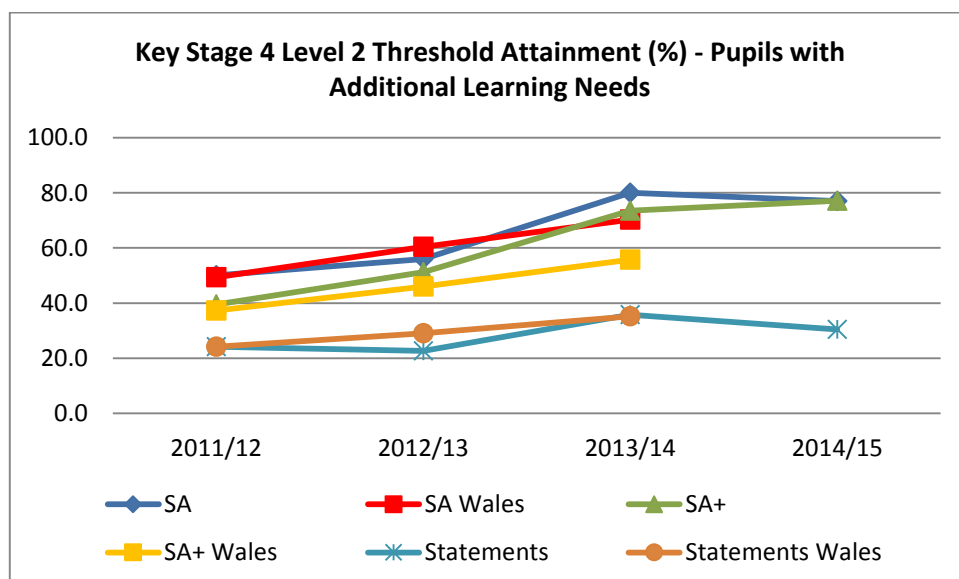
#### 4.12 Key Stage 4 Level 2 – Performance of Pupils with Additional Learning Needs.

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.

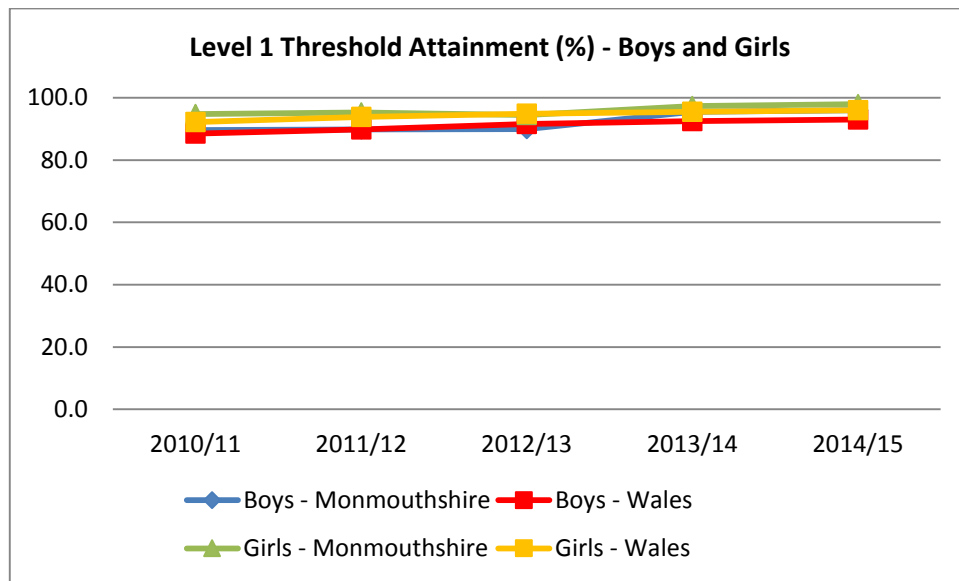


The overall trend of improvement in performance for pupils with ALN is largely mirrored by the performance at each of the stages of the SEN Code of Practice (COP). The rate of improvement in Monmouthshire has either matched or exceeded that across Wales.

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.



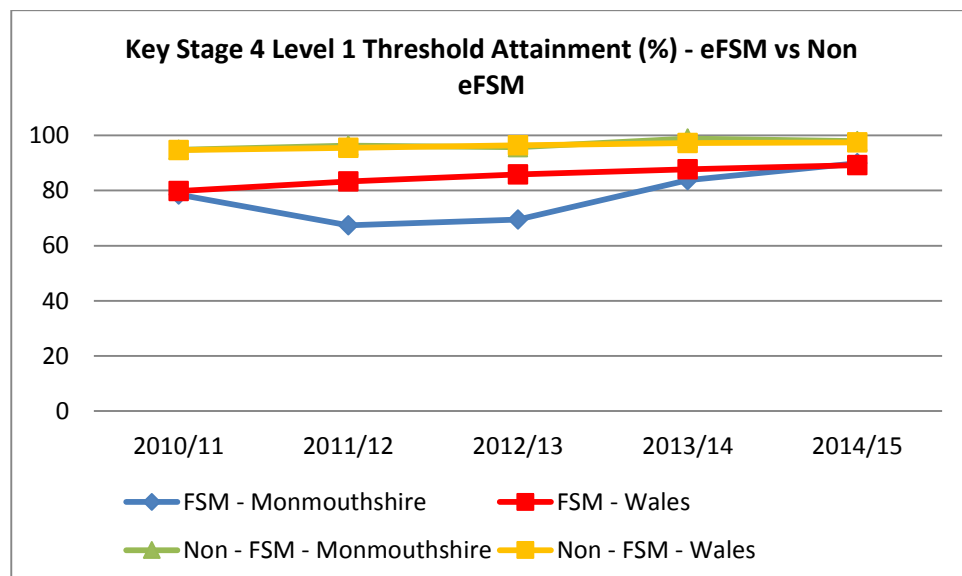
#### 4.13 Level 1 Threshold (Lv1) Performance of Boys and Girls



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

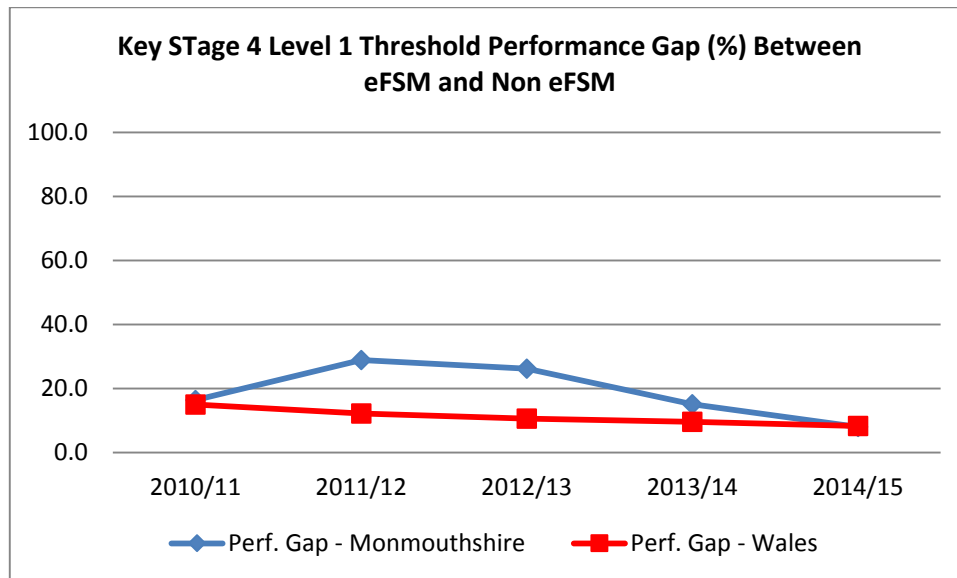
The performance of eFSM in attaining Level 1 Threshold has been significantly below that of those pupils who are not eligible. However, performance has improved very significantly since 2011/12, from 67.3% to 89.9% and for the first time, a higher proportion of Monmouthshire eFSM students than their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





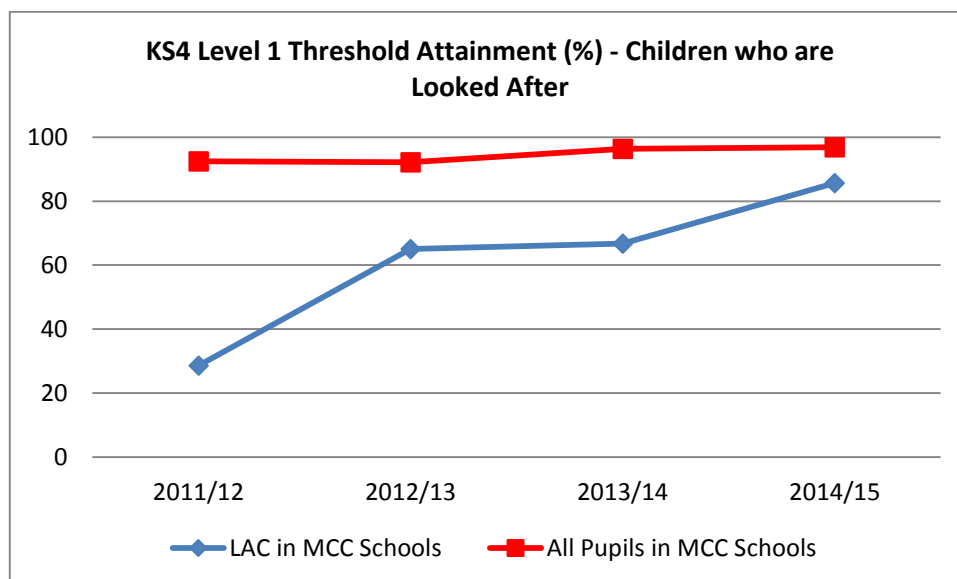
#### 4.15 Key Stage 4 Level 1 Threshold - Performance Gap Between Pupils Entitled and Not Entitled to FSM

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.



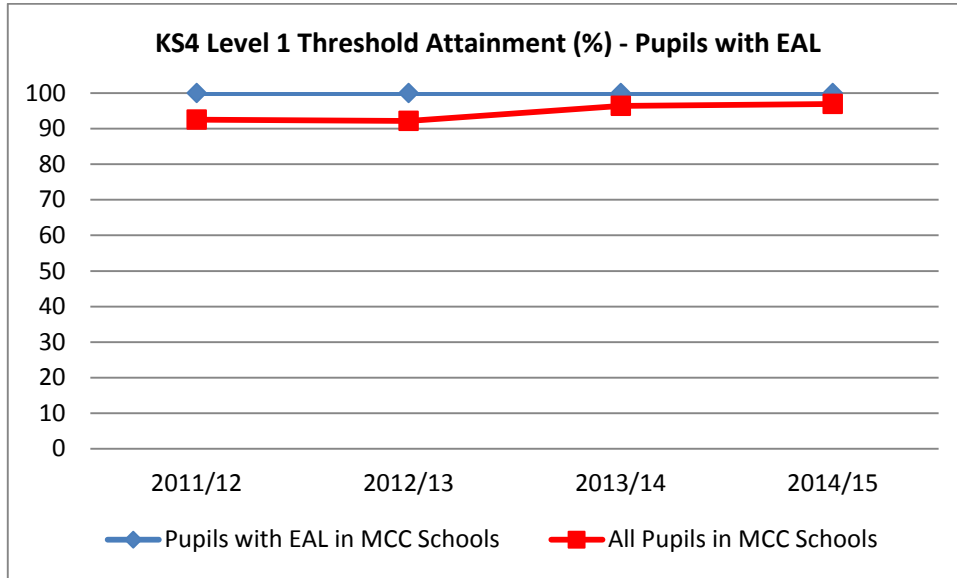
#### 4.16 Key Stage 4 Level 1 Threshold – Performance of Children who are Looked After (LAC)

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%.



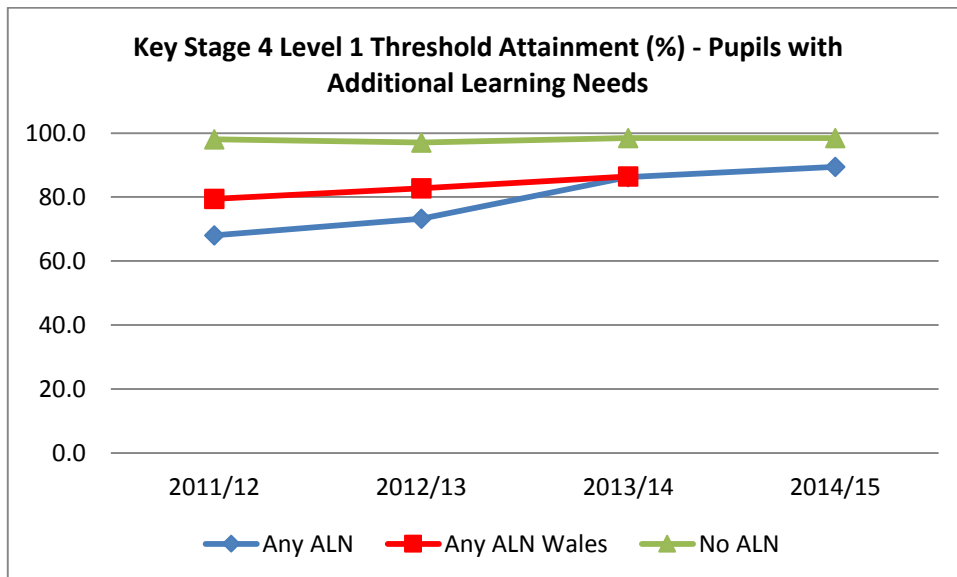
#### 4.17 Key Stage 4 Level 1 Threshold – Performance of Pupils with English as an Additional Language

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.

