Report for Scrutiny

**End of Foundation Phase, Key Stage 2 and Key Stage 3
Teacher Assessment Outcomes**

2018-19

MONMOUTHSHIRE

Introduction and Context

In 2018 amendments were made relating to the use of Teacher Assessment information in Wales. This was the first legislative change merging from the publication of Successful Futures. It supports the key objectives of the Welsh Government document: 'Our National Mission,' in delivering robust assessment, evaluation and accountability arrangements to support a self-improving system.

International evidence suggests that for all learners to achieve their full potential, there should be a coherent assessment and accountability system. The primary purpose of assessment is to provide information that guides decisions about how best to progress pupils' learning.

Aggregated Teacher Assessment outcomes have been used for accountability purposes for too long, which has led to unintended consequences that can negatively impact upon raising school standards. The Welsh Government changes are intended to ensure that there is a more coherent system. The purpose of these changes is to ensure that the focus is on using teacher assessment as a means to inform better teaching and learning.

National arrangements will have a renewed emphasis on Assessment for Learning as an essential and integral feature of learning and teaching; it is a significant move away from gathering information about young people's performance on a school-by-school basis for accountability purposes.

Teacher assessment data and National Reading and Numeracy Test data at a school, local authority and consortia level will no longer be published. This applies to the Foundation Phase, Key Stage 2 and Key Stage 3 in all maintained primary and secondary schools.

Arrangements that will remain:

- National Reading and Numeracy Tests and Teacher Assessments for individual learners, however no national school level benchmark information will be published
- Headteachers are required to report school performance to parents and adult learners each school year.
- Governing bodies are required to produce annual reports to parents, school prospectuses, school development plans, and set performance and absence targets.
- Schools, governing bodies and local authorities still have access to their own data (alongside national level data) for self-evaluation purposes.
- The Welsh Government continue to collect individual learner level data to ensure transparency at a national performance level and to inform policy.
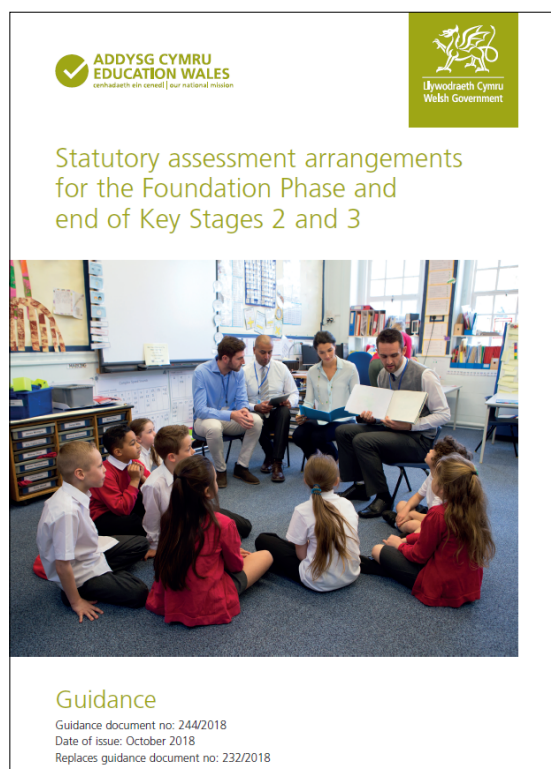
Arrangements that will change:

- No comparative information about teacher assessments and tests, in relation to other schools within a local authority or 'family of schools', will be published.
- The Welsh Government no longer produce or publish School Comparative Reports and All Wales Core Data Sets for schools and local authorities in respect of teacher assessment data.
- The My Local School website no longer includes teacher assessment data below the national level (from 2018).

End of key stage teacher assessment

All schools (mainstream and special) have a duty to ensure effective delivery of the:

- Foundation Phase
- National curriculum
- Statutory assessment arrangements of the National Reading and Numeracy Tests and personalised assessments.

These arrangements are in the following Welsh Government Guidance:

ADDYSG CYMRU
EDUCATION WALES
cenhadaeth ein cenedl | our national mission

Llywodraeth Cymru
Welsh Government

Statutory assessment arrangements for the Foundation Phase and end of Key Stages 2 and 3

Guidance
Guidance document no: 244/2018
Date of issue: October 2018
Replaces guidance document no: 232/2018

School-based standardisation and moderation

Schools must ensure that there are robust systems and procedures in place to support accurate and consistent teacher assessment. These systems and procedures need to be focused on internal standardisation and moderation. This should allow teachers, within each subject, to confirm a shared understanding of national curriculum standards, based on an agreed selection of learners' work and supporting teacher commentary that shows the links to the level descriptions.

Key Stages 2 and 3 cluster group moderation (core subjects)

Headteachers must ensure that for English, Welsh or Welsh second language, mathematics and science cluster group meetings for Key Stages 2 and 3 transition include robust arrangements for moderation of examples of Year 6 and Year 9 learner profiles selected from within the cluster group's own schools.

These arrangements should add value to school-based standardisation and moderation by strengthening teacher assessment. They should also ensure that good practice within the cluster is identified, shared and built upon, to set an agenda for improvement that reflects local circumstances and needs.

The Local Authority Role

The Local Authority has delegated their role in monitoring the cluster moderation processes to the EAS. A sample of cluster moderation meetings are attended on an annual basis by an EAS Officer, to ensure the consistency and effectiveness of meeting and the overall quality rigour of the cluster moderation process. A summary report is provided to each local authority.

Foundation Phase

In the Foundation Phase schools report on the performance of 7 year olds in language, literacy and communication (English or Welsh language) (LLC), mathematical development (MD), and personal and social development, wellbeing and cultural development (PSD).

Expected levels of achievement at the end of foundation phase, key stage 2 and key stage 3
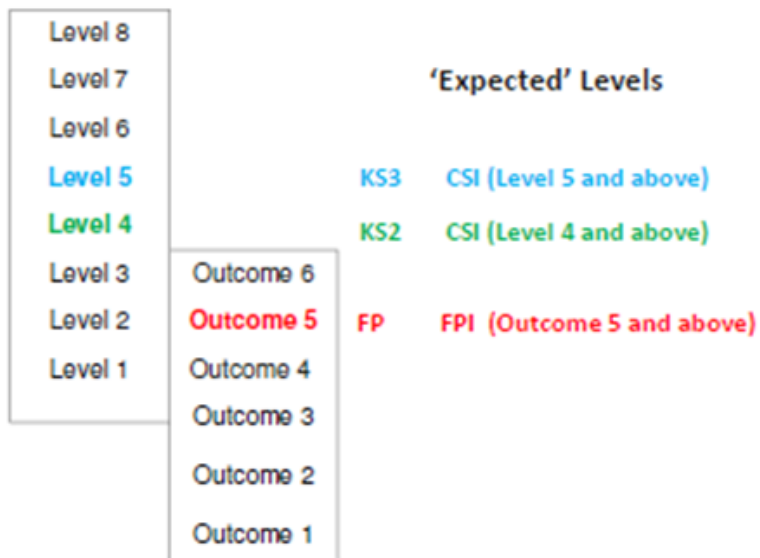
The 'average' pupil is expected to achieve outcome 5 by the end of the foundation phase, with more able pupils achieving outcome 6.

At the end of key stages 2 and 3, the 'average' pupil is expected to achieve level 4 and above and level 5 and above respectively and more able pupils are expected to achieve level 5 and 6 respectively.
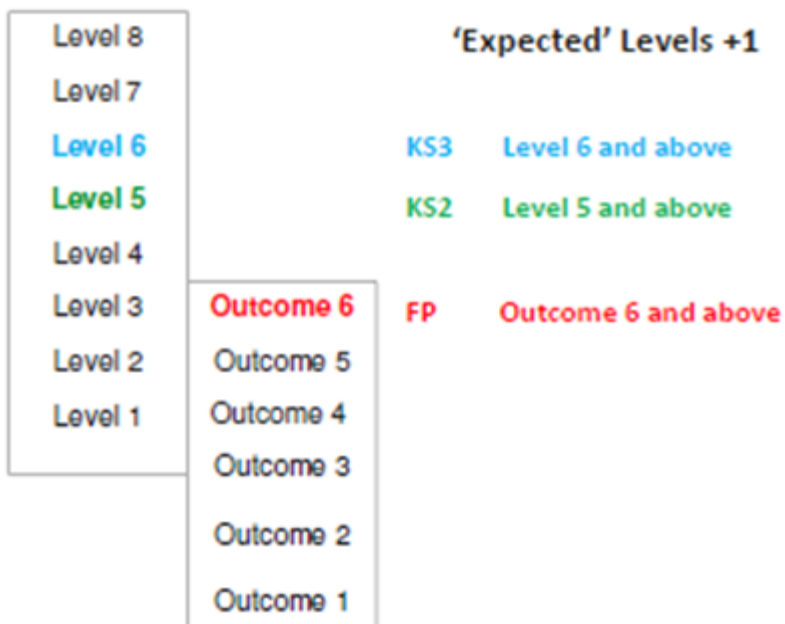
In addition to performance at the expected level, it is important also to analyse performance at the Expected Level + 1 at each stage.

This report contains an anonymised overview of data submitted by schools as part of the National Data Collection process in June 2019. Whole cohort data is not included for combination measures such as the Foundation Phase Indicator (FPI) or Core Subject Indicator (CSI)

Expected Levels

Level 8		
Level 7		**'Expected' Levels**
Level 6		
Level 5	KS3	CSI (Level 5 and above)
Level 4	KS2	CSI (Level 4 and above)
Level 3 — Outcome 6		
Level 2 — Outcome 5	FP	FPI (Outcome 5 and above)
Level 1 — Outcome 4		
Outcome 3		
Outcome 2		
Outcome 1		

Expected Levels + 1 (Higher Levels)

Level 8		**'Expected' Levels +1**
Level 7		
Level 6	KS3	Level 6 and above
Level 5	KS2	Level 5 and above
Level 4		
Level 3 — Outcome 6	FP	Outcome 6 and above
Level 2 — Outcome 5		
Level 1 — Outcome 4		
Outcome 3		
Outcome 2		
Outcome 1		

Welsh Government, Estyn and WLGA Letter on Evaluation and Improvement Arrangements, 16 July 2019

Chairs of Scrutiny, Cabinet Members, Directors of Education, Chief Executive Officers, Managing Directors of Regional Education Consortia

This joint communication from Welsh Government, the WLGA and Estyn to Chairs of Scrutiny, Cabinet Members, Directors of Education, Chief Executive Officers, Managing Directors of Regional Education Consortia, stated that:

> "It is counter-productive for schools to be placed under disproportionate pressure on the basis of individual measures. It is not in the interest of school improvement and risks undermining the ongoing change in culture that we are working together to achieve. We expect local authorities and regional consortia to support schools to make appropriate decisions about their curriculum to avoid narrowing choice for learners.
>
> Collectively, we have agreed that this is the right approach to take and strongly advise you to use a broad range of un-aggregated data and information to enable you to discharge your duties when reporting on school performance. Evaluating the performance of individual schools rather than generating aggregated data at local authority level will be more helpful to supporting and challenging individual schools with their improvement."

The content of this scrutiny report is therefore intended to be used within the context of a wider range of information that the local authority will use to evaluate individual school performance, and therefore support and challenge more appropriately to secure improvement.

**LA Performance Data and Analysis**

The charts below provide an overview of performance across all schools in the Local Authority (anonymised and non-aggregated, compared with schools across the region.

Each orange dot on a chart represents a single Monmouthshire school and each grey dot represents a non-Monmouthshire school, but still within the region. Each chart is organised so by the FSM % of each school (PLASC 2019), so that the schools serving our least disadvantaged schools are on the left, and those serving our most disadvantaged are on the right.

The single line through each chart is the 'line of best fit' across the region. If schools are on or around the line, then they are performing in line with expectation. Schools that are well above the line are performing well above expectation for that particular year. Schools that are well below the line, are performing well below expectation.

The Challenge Adviser will have undertaken a thorough data analysis for each of these schools. This will involve analysis at pupil level, to identify any particular issues with performance, variance from target or any other factors that may have affected performance. The Challenge Adviser will have also discussed the school's in year pupil tracking data, to see if issues were anticipated by the school in advance.

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For 2018-2019, the region is implementing a protocol for reviewing School Development Plans.
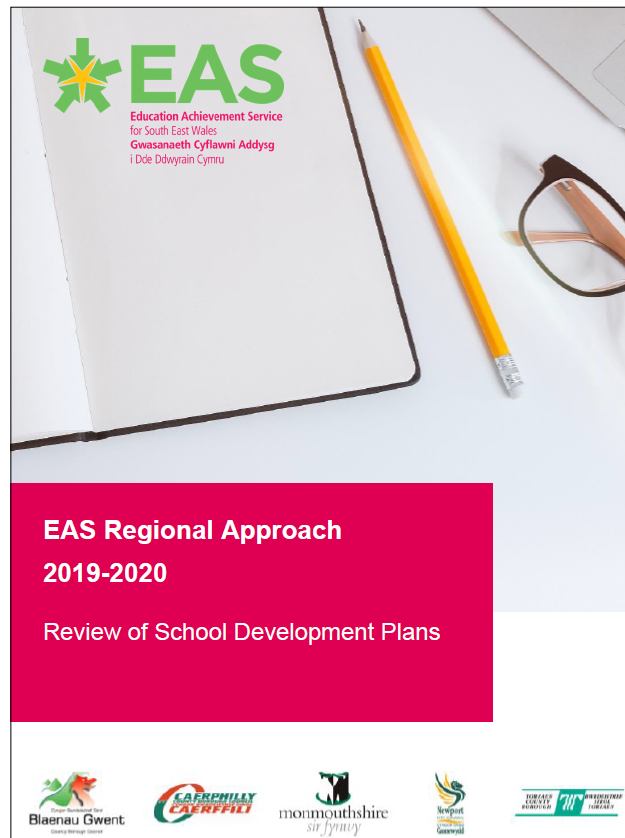
The school development plan (SDP) is the school's strategic plan for improvement. It sets out the actions a school will take to improve learner outcomes based on whole school self-evaluation, using a range of performance information. Through a series of workshops, surgeries and professional panels during the summer and autumn terms 2019, this regional review and evaluation process will support schools to ensure that the processes for school improvement planning are effective. It will support national reform and target setting arrangements.

A joint review and evaluation of school development plans with schools, local authorities and the EAS will take place during the autumn term 2019.

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Foundation Phase - Language, Literacy and Communication (LLC) – English and Cymraeg

Percentage of pupils achieving Outcome 5+
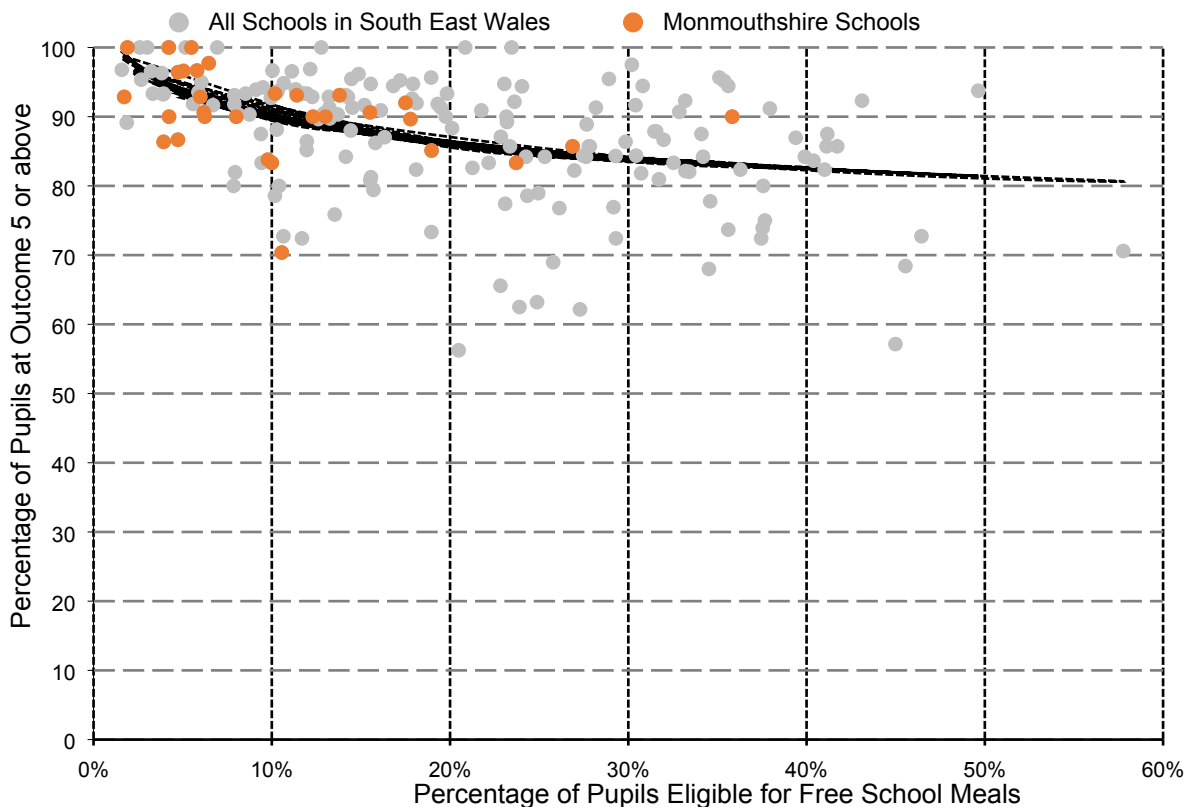
Percentage of pupils achieving Outcome 6+
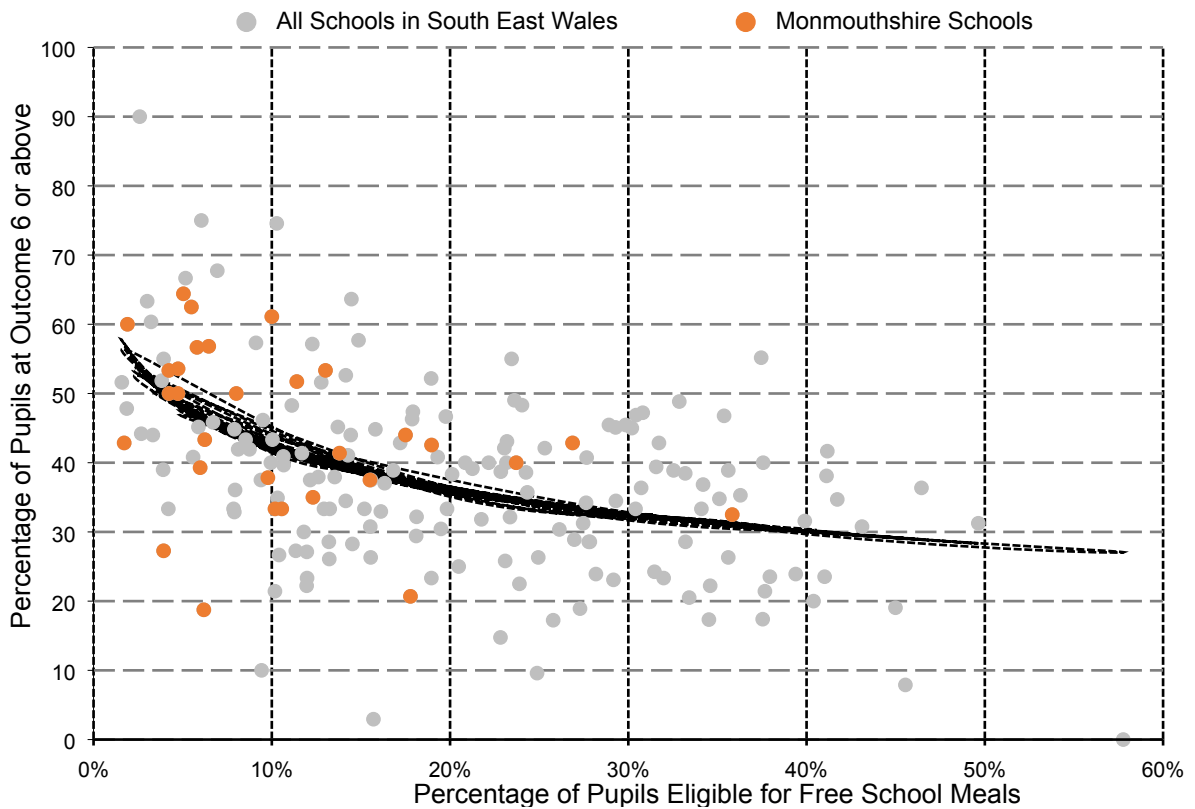
Foundation Phase - Language, Literacy and Communication (LLC) – English and Cymraeg – Summary Analysis

Please note these charts include both English and Welsh Medium schools, as either LLC-English or LLC-Cymraeg is assessed.
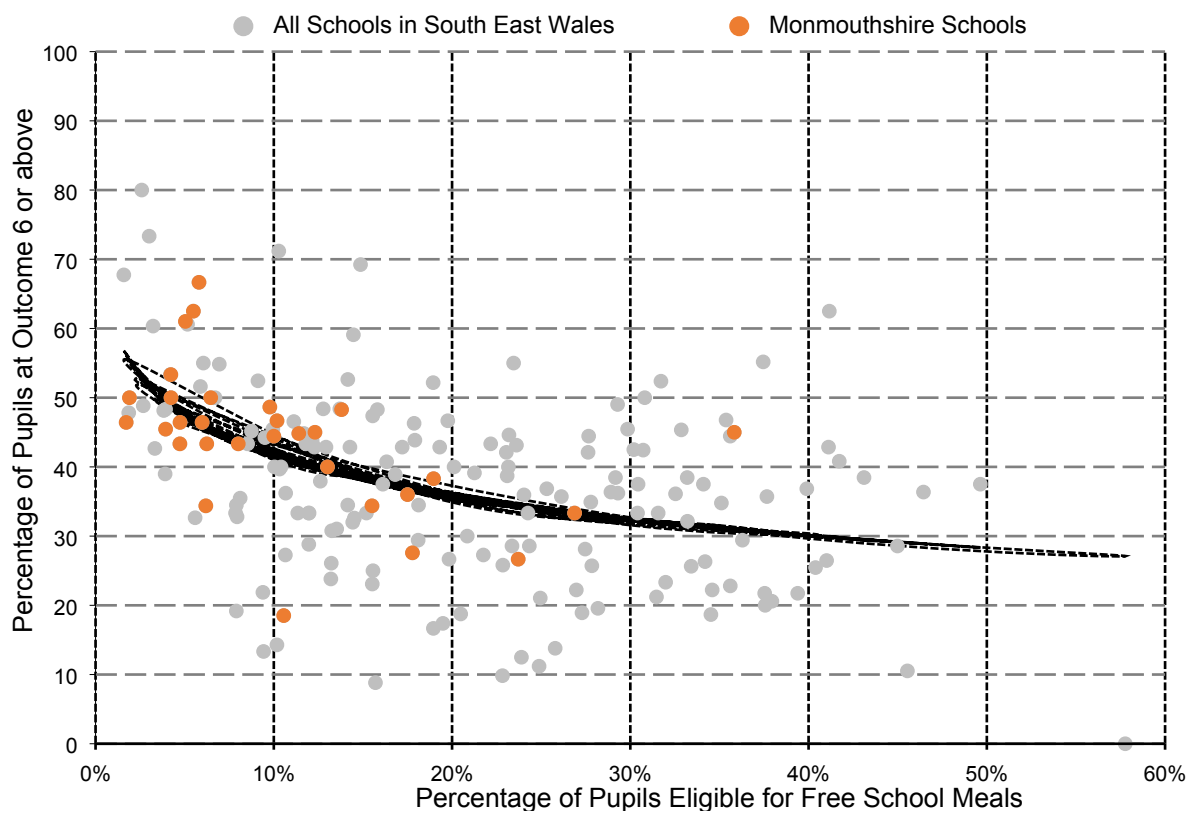
- Overall performance at Outcome 5+ (O5+) is slightly above the region as a whole.
- For Monmouthshire schools that are relatively more disadvantaged (>20% FSM), there are very few schools below expectation.
- There is one school with 10% FSM where attainment is 10% or more less than expectation.

- Overall performance at Outcome 6+ (O6+) is in-line with the region as a whole.
- Variability in individual school performance increases significantly at O6+, but this is in line with variability across the region as a whole.
- There are schools, with FSM in the range 0-20%, where performance is significantly below expectation.

Foundation Phase - Mathematical Development (MD)

Percentage of pupils achieving Outcome 5+
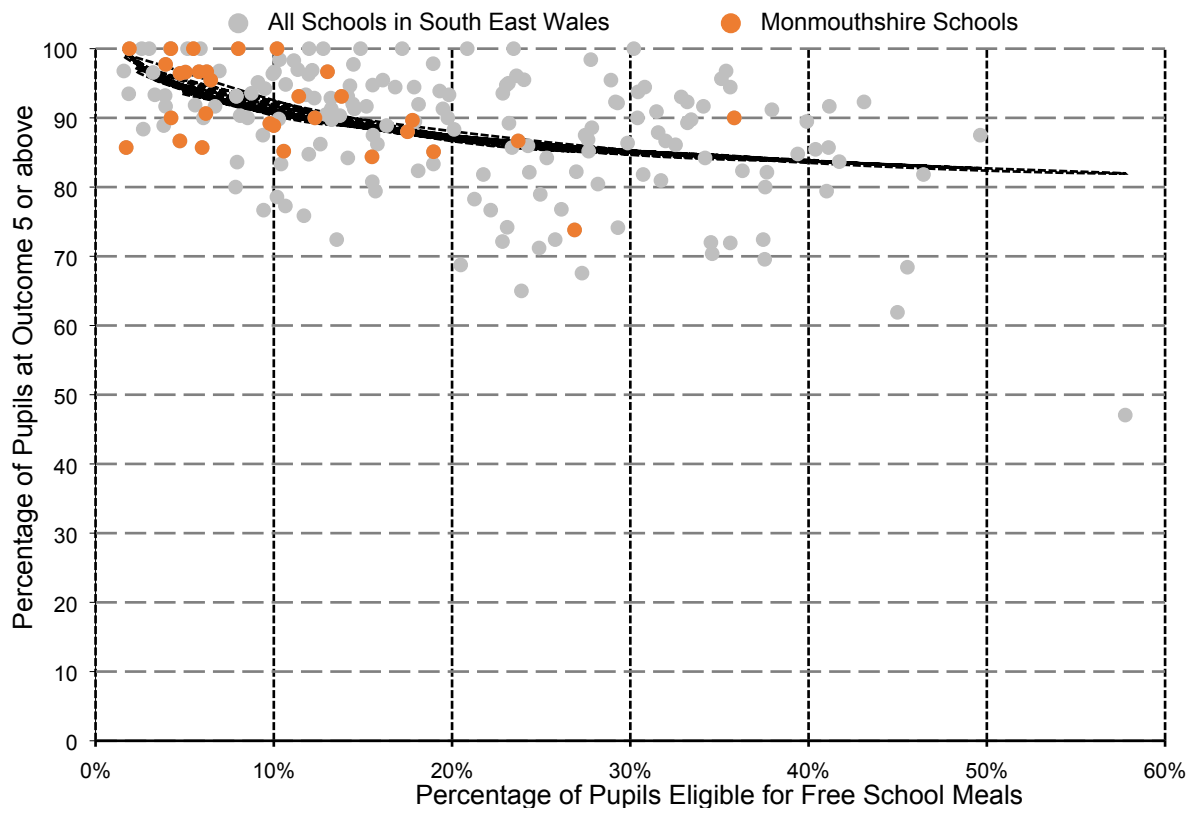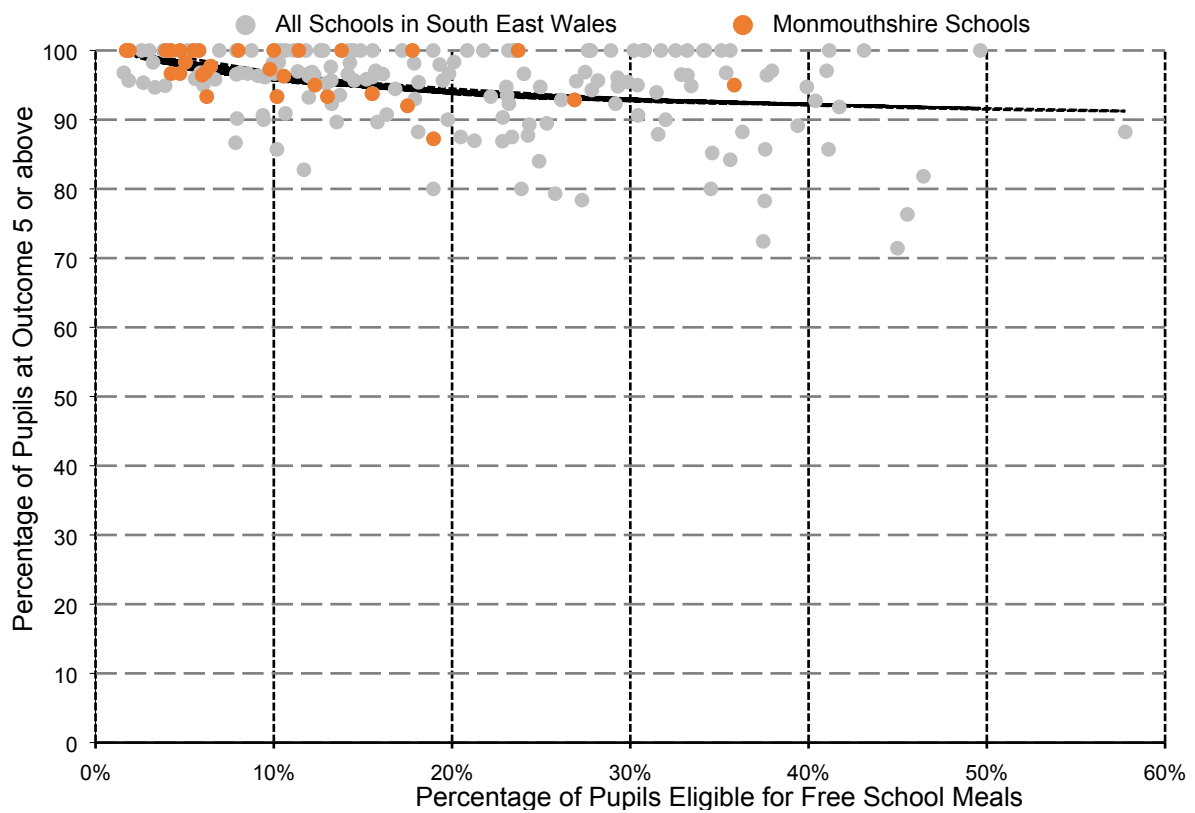

Percentage of pupils achieving Outcome 6+

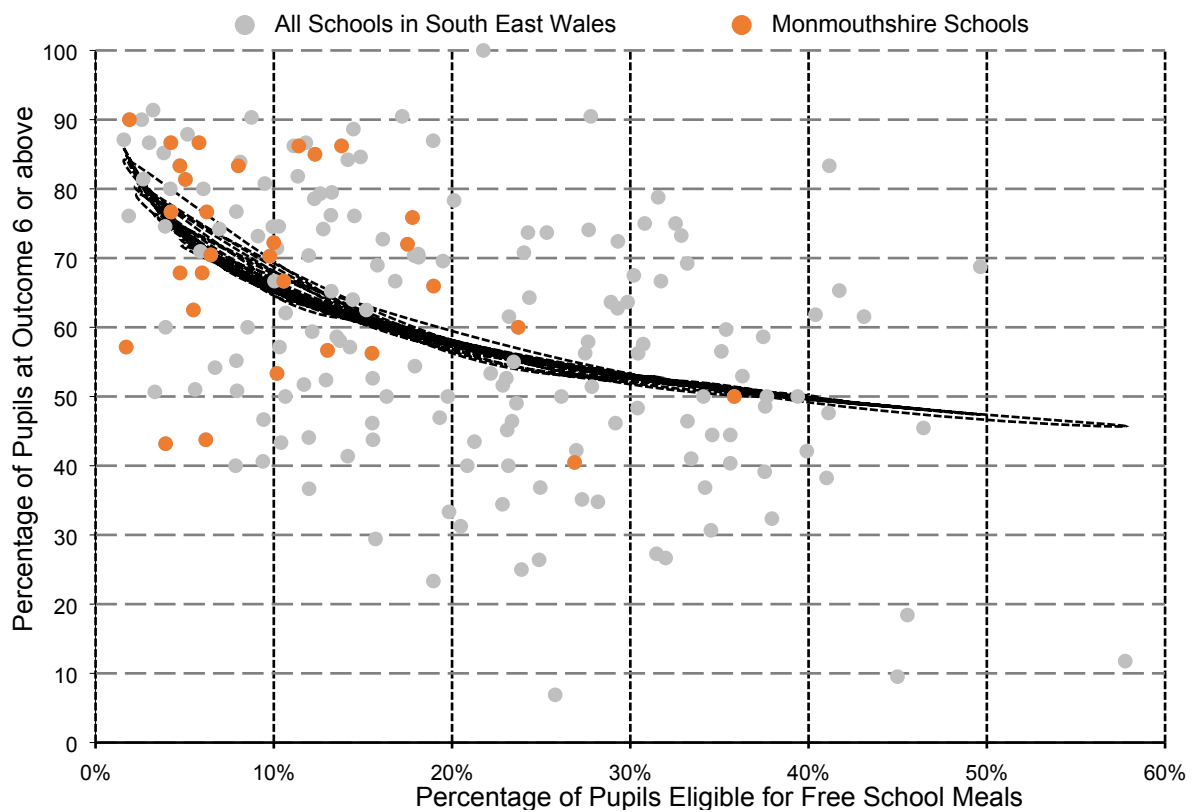**Foundation Phase - Mathematical Development (MD) – Summary Analysis**

- Overall performance at Outcome 5+ is slightly above the region as a whole, particularly for less disadvantaged schools.
- There is one school in the 20-30% FSM range where attainment is 10% or more less than expectation.

- Overall performance at Outcome 6+ is in-line with the region as a whole.
- Variability in individual school performance increases at O6+, but this variability is less than the variability across the region as a whole.
- There are however 4 schools, with FSM in the range 0-25%, where performance is below expectation, one significantly.

Foundation Phase - Personal and social development, wellbeing and cultural development (PSD)

Percentage of pupils achieving Outcome 5+

Percentage of pupils achieving Outcome 6+

Foundation Phase - Personal and social development, wellbeing and cultural development (PSD) – Summary Analysis

- Overall performance at Outcome 5+ is well above the region as a whole.
- There are more schools than expected where 100% of learners achieve Outcome 5+

- Overall performance at Outcome 6+ is also above the region as a whole.
- Performance at Outcome 6+ is significantly more variable, but this variability is in line with the region as a whole.
- There are however a number of schools, particularly in the range of 0-20% where performance is significantly below expectation.

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Key Stage 2 - Cymraeg

There are only two Welsh Medium primary school in Monmouthshire with Key Stage 2 assessments, so it is not possible to provide a chart, without potentially disclosing the performance within those schools. As with all other schools a school level evaluative analysis of performance is undertaken by the Challenge Advisers.
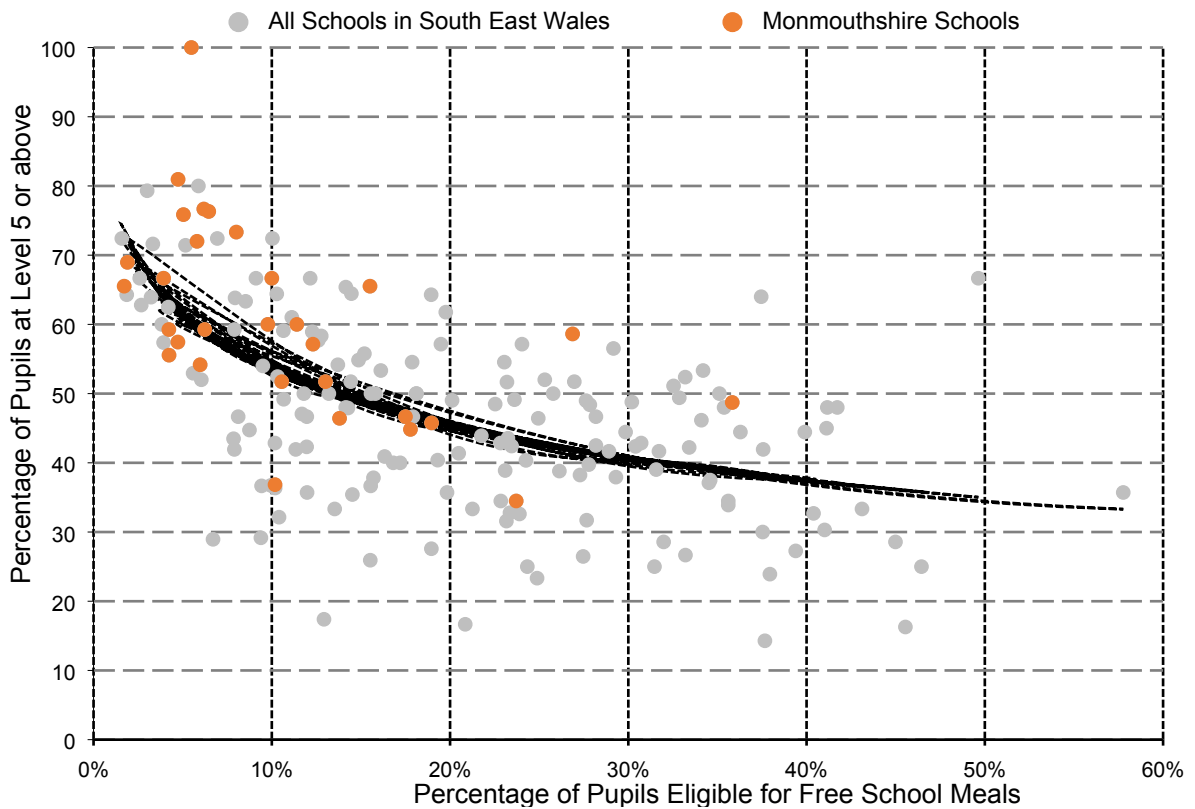
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Key Stage 2 - English
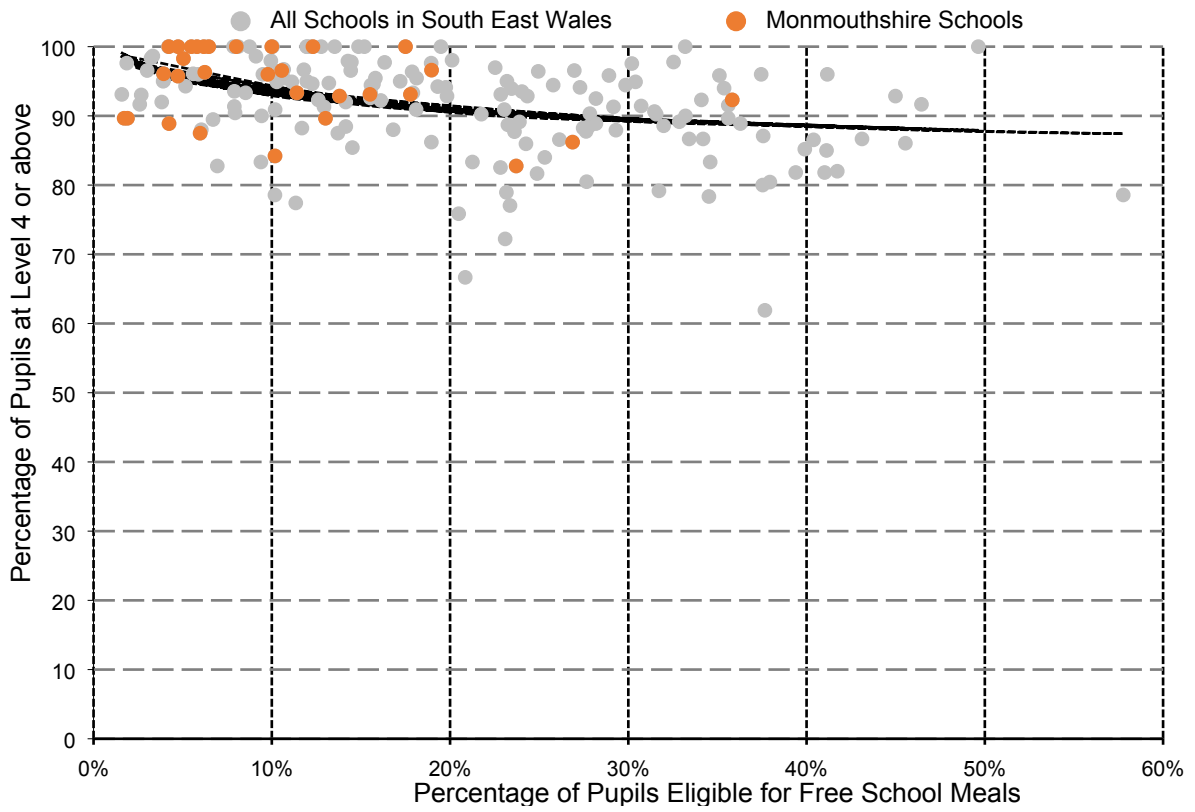
Percentage of pupils achieving level 4+
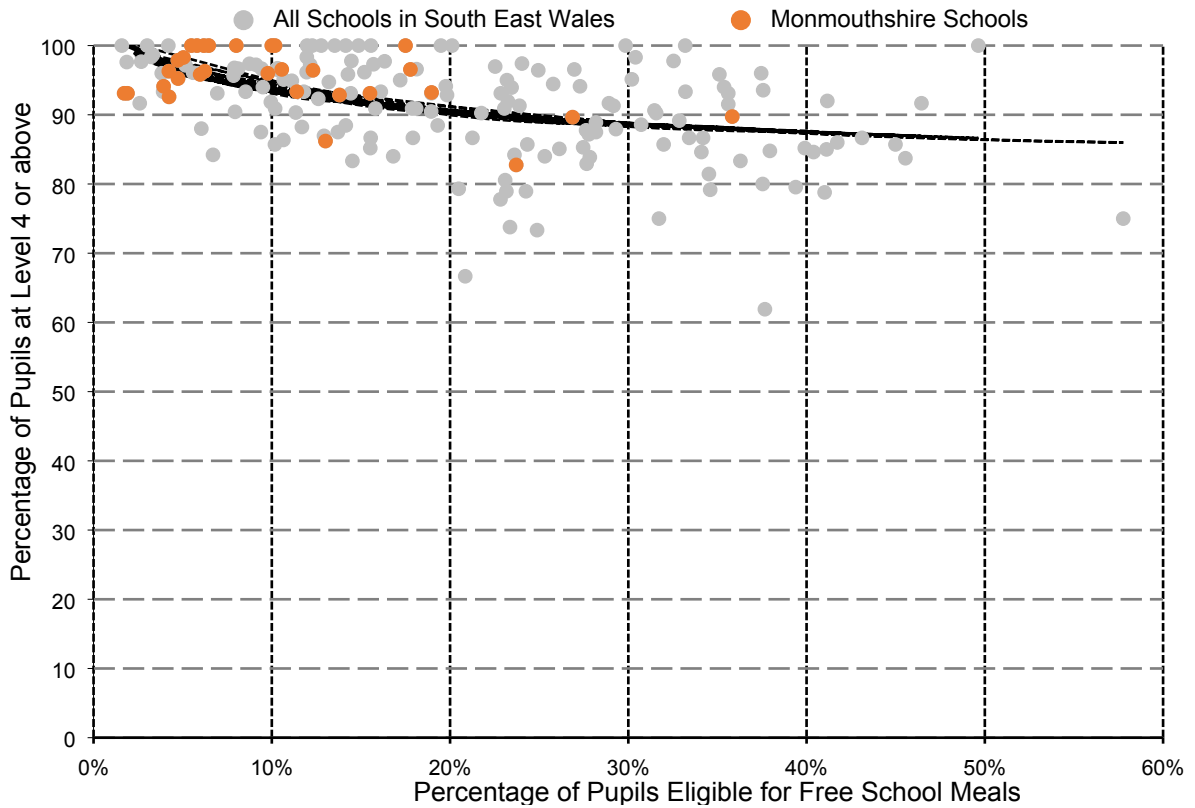
Percentage of pupils achieving level 5+
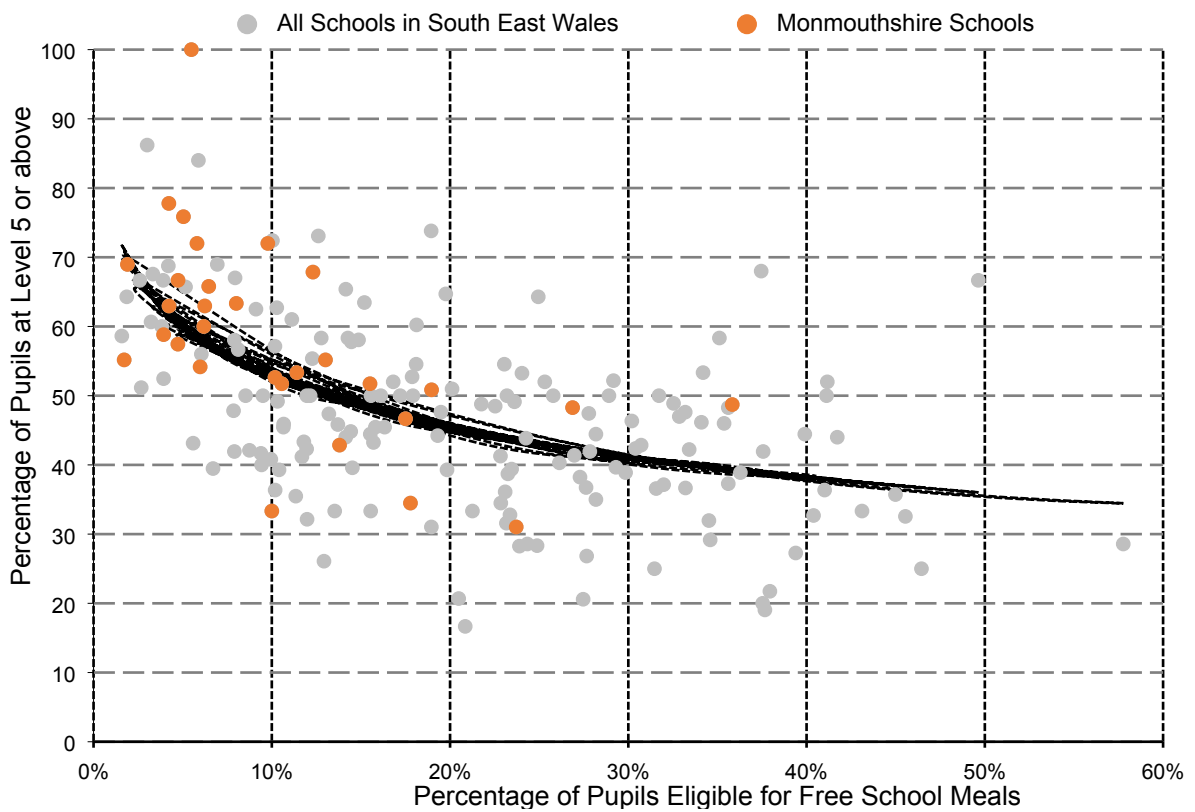
Key Stage 2 – English – Summary Analysis

- Overall performance at Level 4+ (L4+) is above the region as a whole, particularly for those schools with <20% FSM.

- Overall performance at Level 5+ (L5+) is also above the region as a whole.
- There are however 2 schools, with FSM in the range 0-30%, where performance is below expectation, but not to a significant extent.

Key Stage 2 - Mathematics

Percentage of pupils achieving level 4+
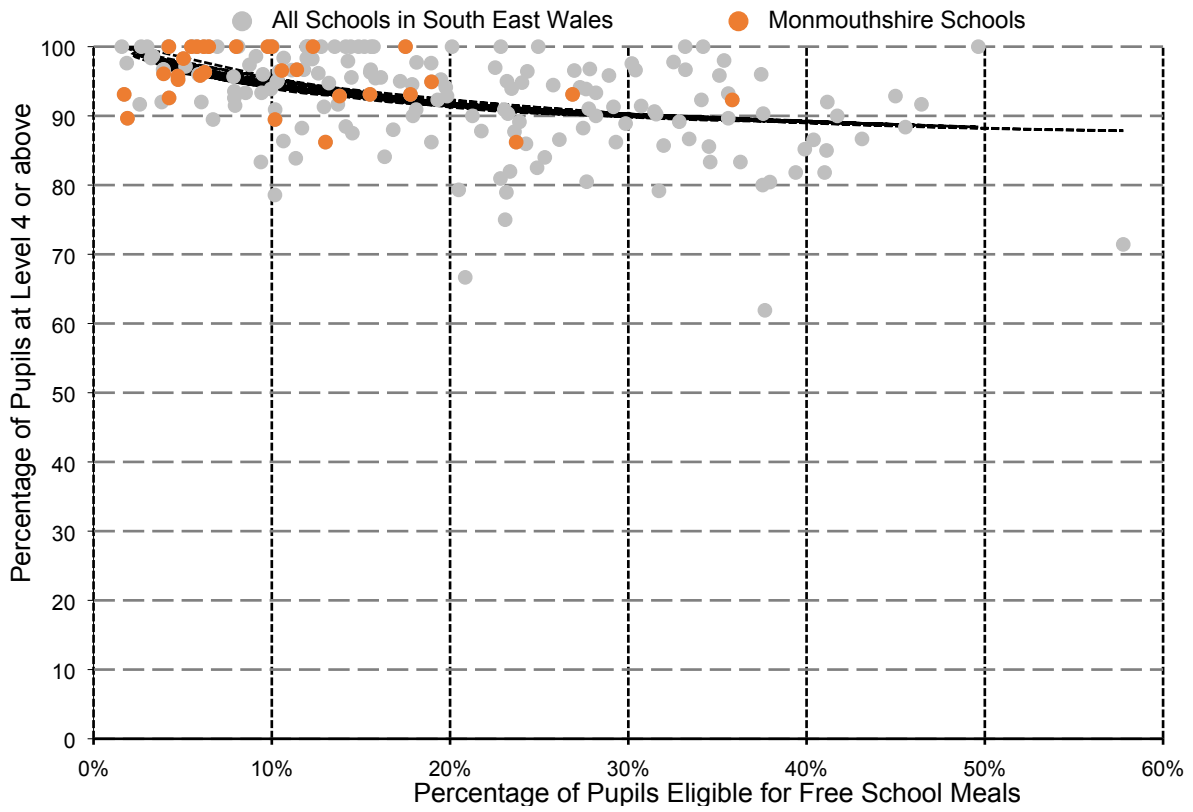

Percentage of pupils achieving level 5+

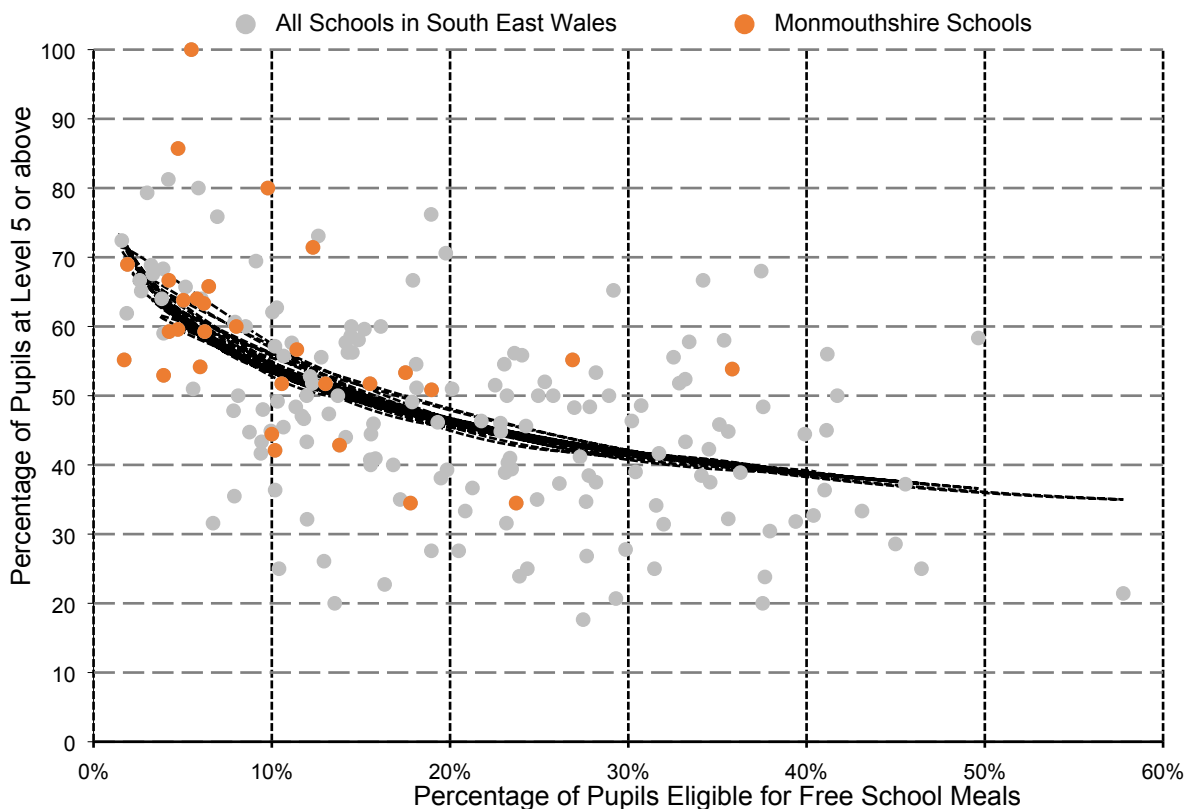**Key Stage 2 – Mathematics – Summary Analysis**

- Overall performance at Level 4+ is above the region as a whole, particularly for those schools with <20% FSM.

- Overall performance at Level 5+ is also above the region as a whole.
- There are a few schools, with FSM in the range 0-30%, where performance is below expectation, one to a significant extent.

Key Stage 2 - Science

Percentage of pupils achieving level 4+

Percentage of pupils achieving level 5+
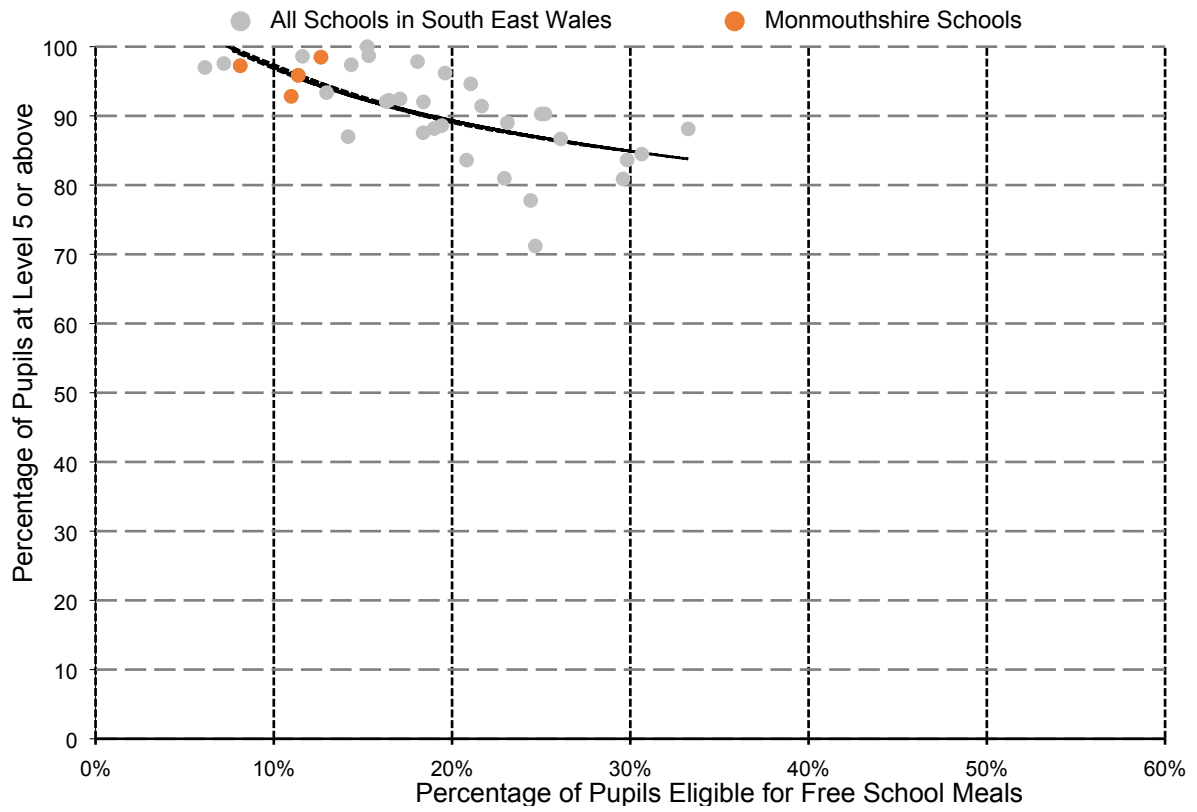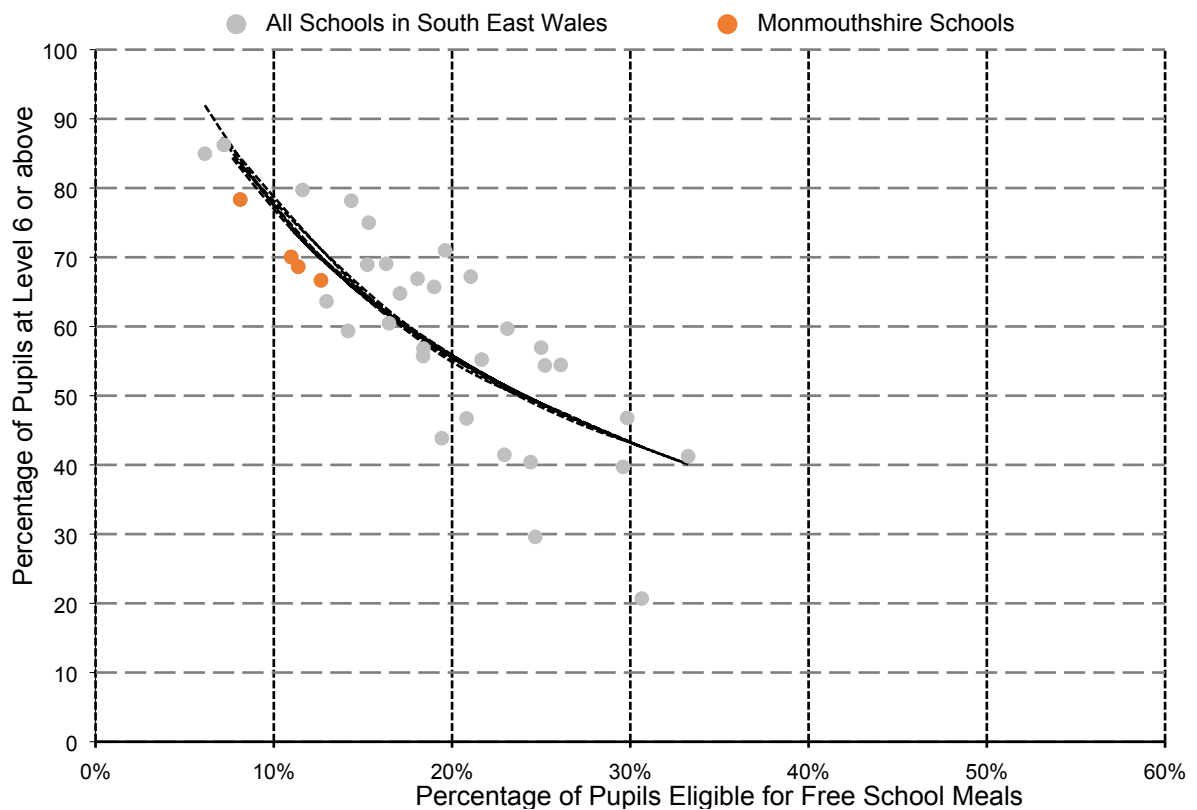
Key Stage 2 – Science – Summary Analysis

- Overall performance at Level 4+ is above the region as a whole, particularly for those schools with <20% FSM.

- Overall performance at Level 5+ is also above the region as a whole.
- There are however a few schools, with FSM in the range 0-30%, where performance is below expectation, but not to a significant extent.

Key Stage 3 - English

Percentage of pupils achieving level 5+
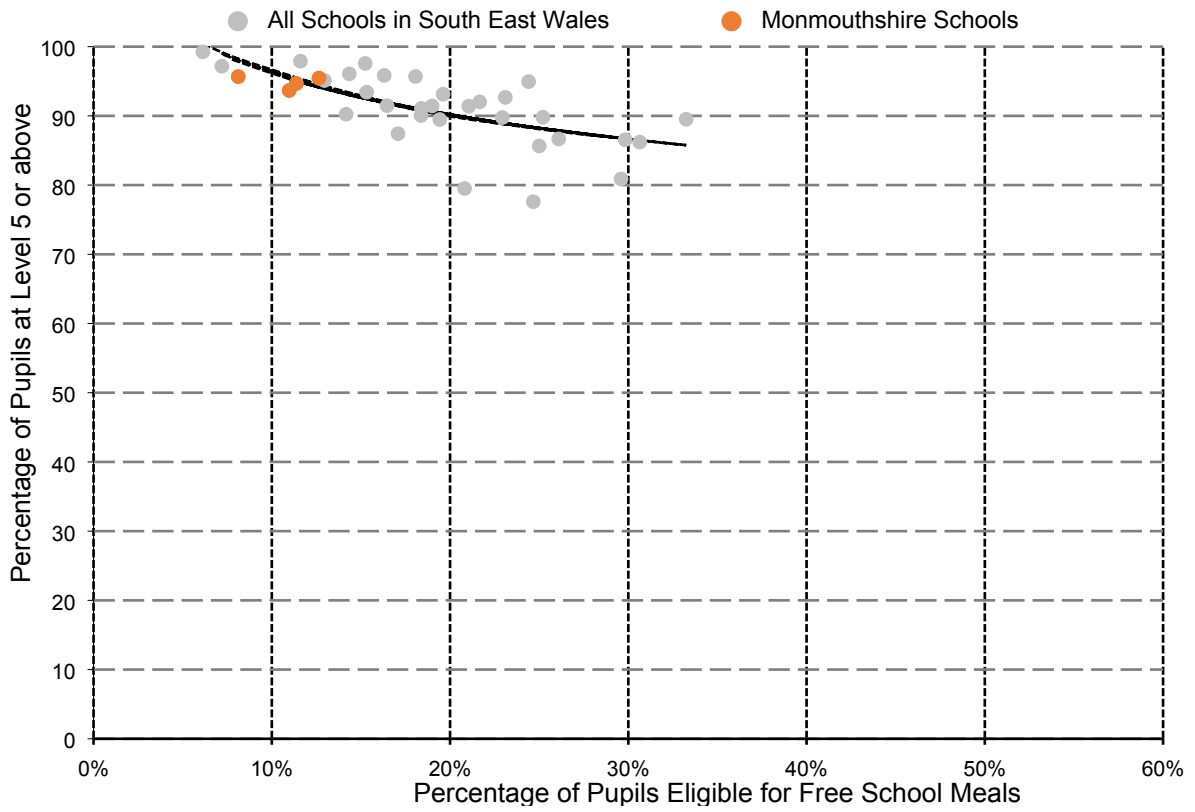

Percentage of pupils achieving level 6+

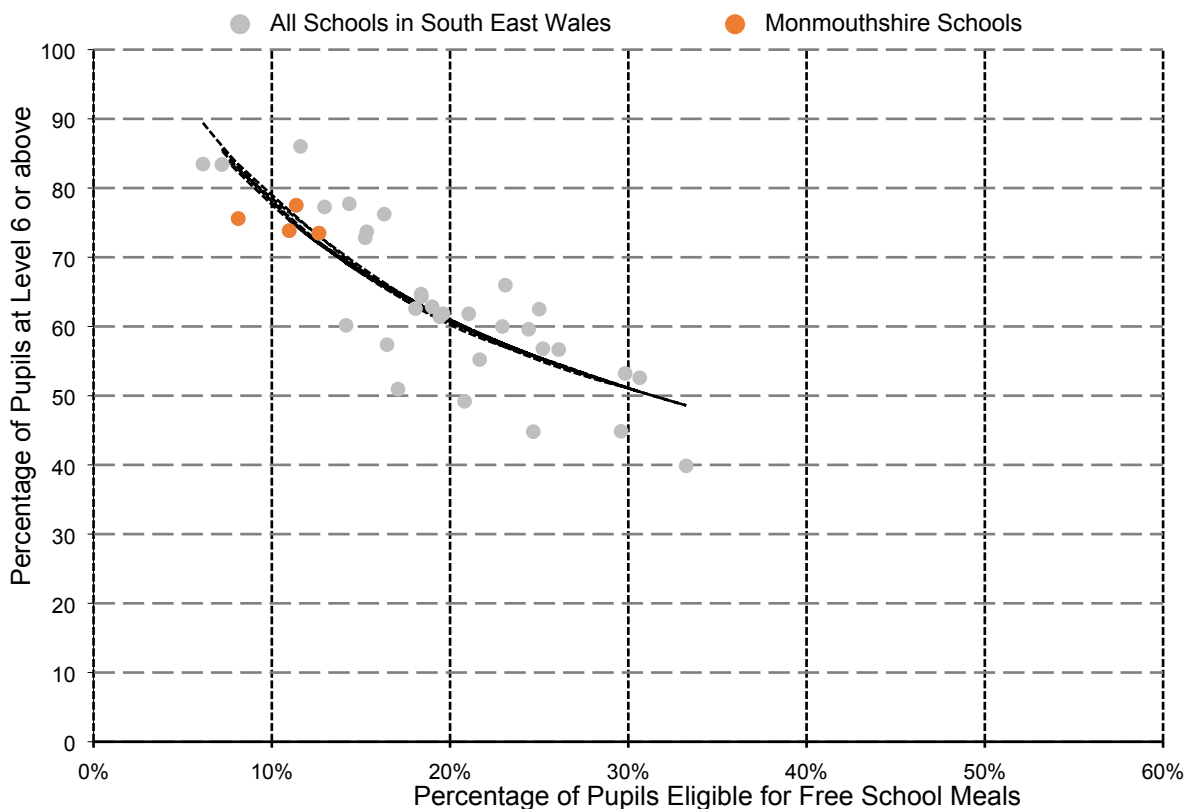**Key Stage 3 – English – Summary Analysis**

- Overall performance at Level 5+ is in-line with the region as a whole.
- Overall, there is less variation than for schools across the region as a whole.

- Overall performance at Level 6+ is slightly below that of the region as a whole.

Key Stage 3 - Mathematics

Percentage of pupils achieving level 5+
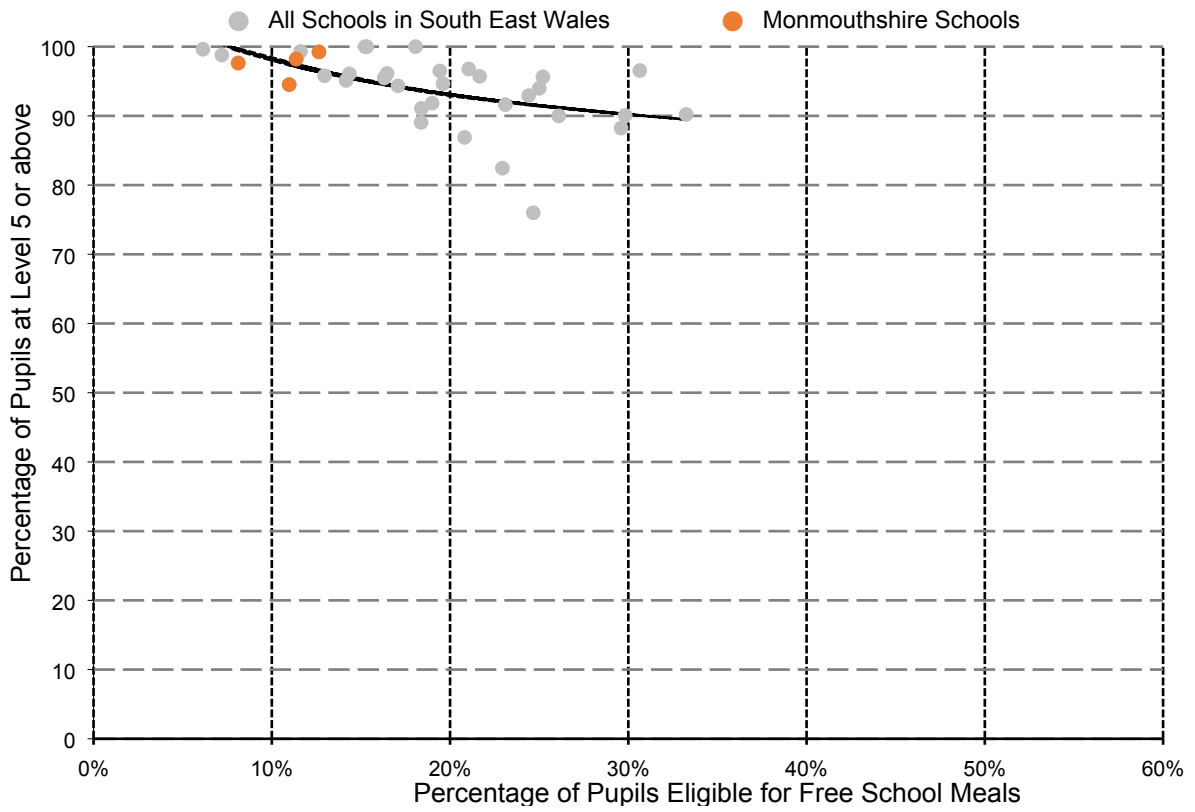

Percentage of pupils achieving level 6+

Key Stage 3 – Mathematics – Summary Analysis

- Overall performance at Level 5+ is in line with the region as a whole.

- Overall performance at Level 6+ is slightly more variable, but less so than the region as a whole.

Key Stage 3 - Science

Percentage of pupils achieving level 5+

Percentage of pupils achieving level 6+
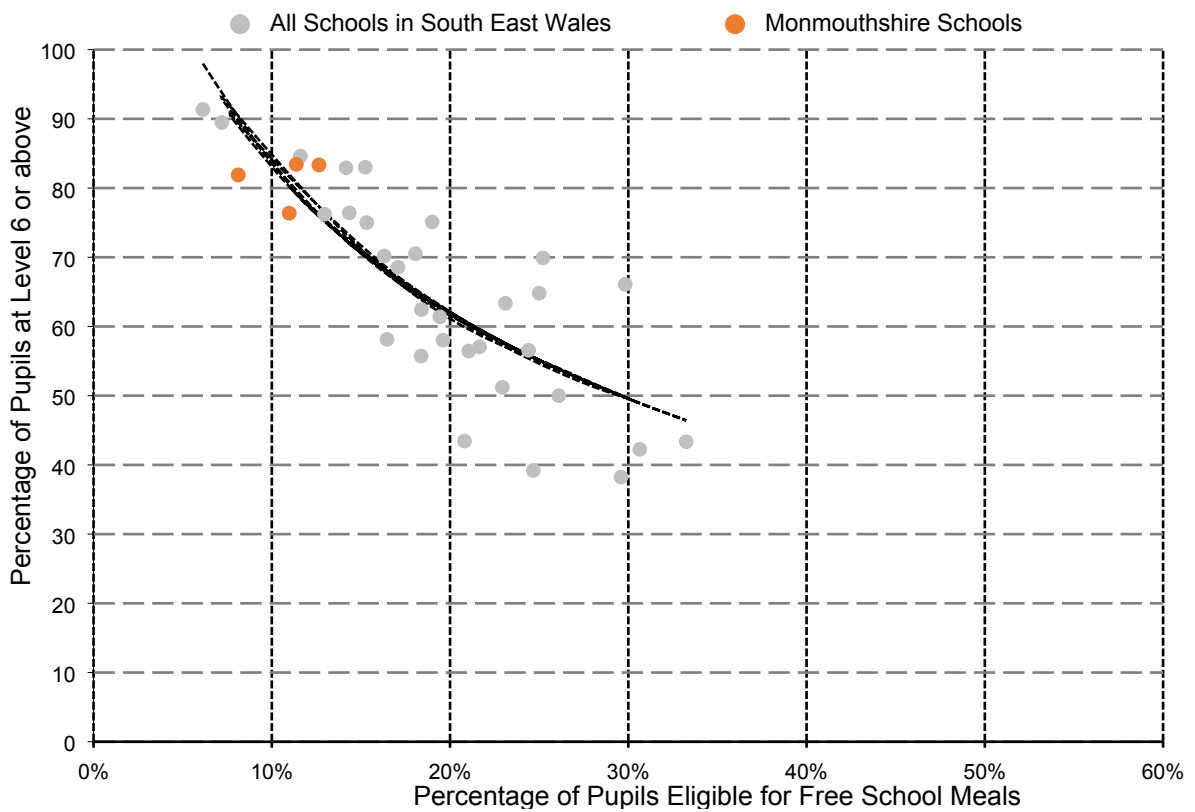
Key Stage 3 – Science – Summary Analysis

- Overall performance at Level 5+ is in line with the region as a whole.

- Overall performance at Level 6+ is slightly more variable, but still in line with expectation, compared with the region as a whole.

Further analysis of each school's performance will be undertaken, with school leaders, as part of whole school self-evaluation to inform future improvement planning

This information will be used within the context of a wide range of self-evaluation information.

Summary of Key Issues

- Foundation Phase – Performance at Outcome 6+ is lower than expectation in each area of learning, for a few schools with lower FSM (<20%)
- Key Stage 2 – Performance at Level 5+ in science is lower for a few schools than L5+ performance in English and mathematics.
- Key Stage 3 – Performance at Level 6+ in English is slightly lower than expectation.

The Performance on Free School Meal (FSM) Learners

The following charts are included for information only. They show FSM / non-FSM outcomes for each school, for the current year. The numbers on each bar represent the number of pupils that attained / cohort. Where there is no bar present, the cohort is 0. This is usually for FSM learners, particularly, for schools with a lower % of FSM.

FSM / non-FSM - Foundation Phase – FPI Achievement by School

FP FPI Achievement by school - Monmouthshire
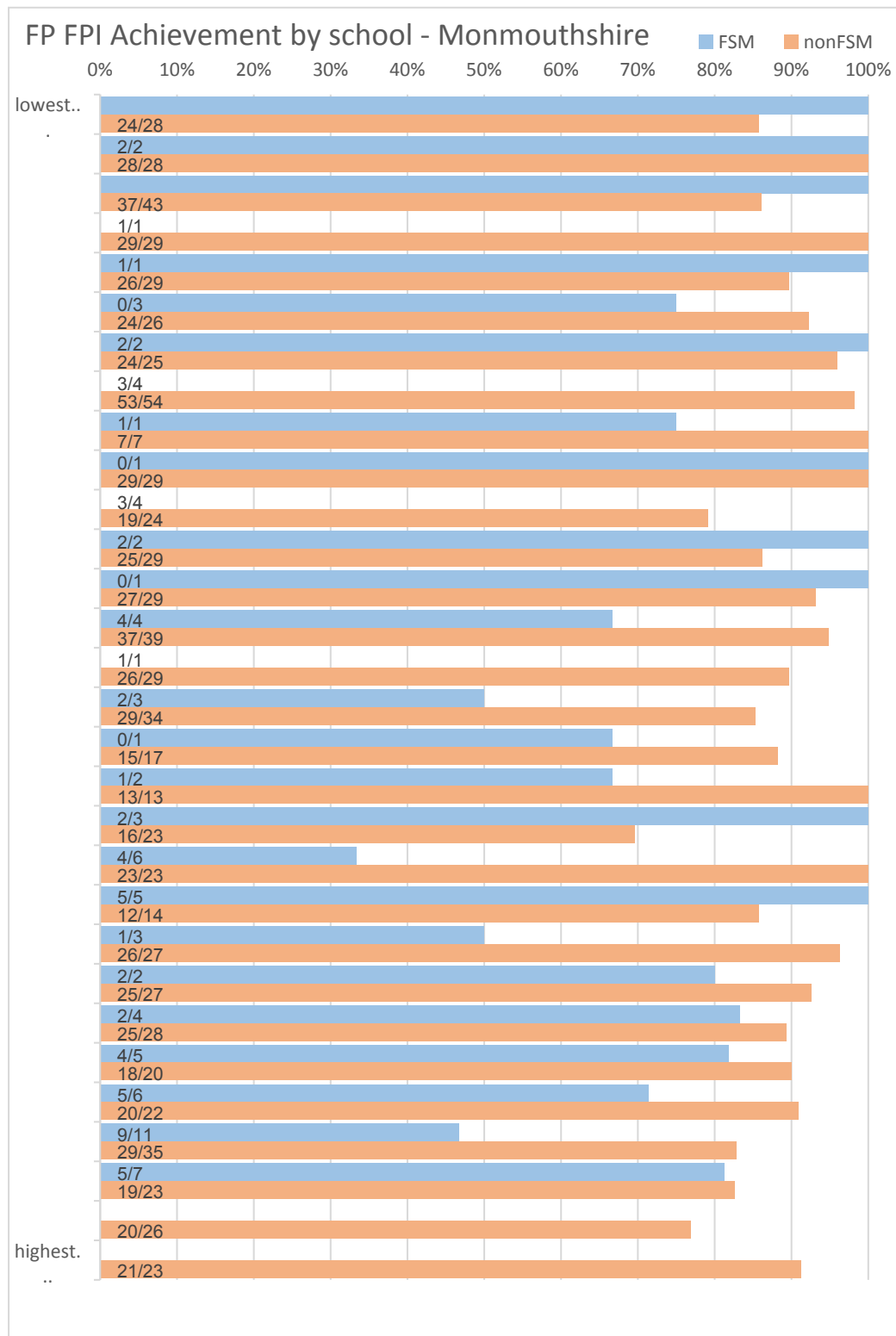
FSM / non-FSM - Key Stage 2 – CSI Achievement by School

KS2 CSI Achievement by school - Monmouthshire

Legend: ■ FSM ■ nonFSM

Scale: 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

lowest...

Label	
26/29	
26/29	
4/5	
44/46	
1/1	
25/26	
1/2	
23/25	
2/2	
43/45	
1/1	
19/20	
2/2	
55/56	
11/11	
3/3	
22/22	
1/1	
20/23	
2/2	
28/28	
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9/9	
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15/17	
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45/48	
18/21	
19/21	

highest...

Label	
24/26	
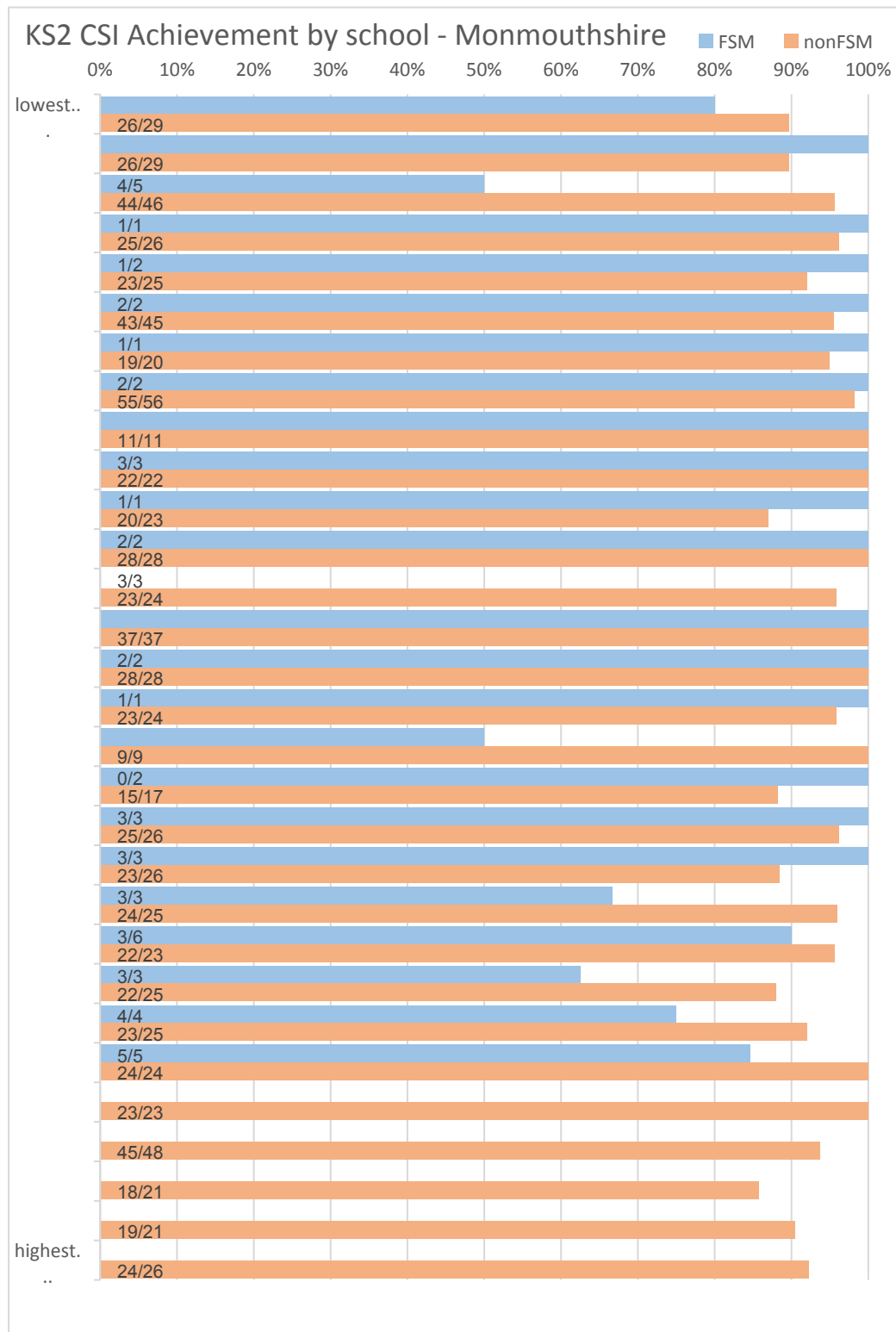
FSM / non-FSM - Key Stage 3 – CSI Achievement by School

KS3 CSI Achievement by school - Monmouthshire — FSM, nonFSM

lowest FSM%
- 15/18 (FSM)
- 225/236 (nonFSM)
- 35/44 (FSM)
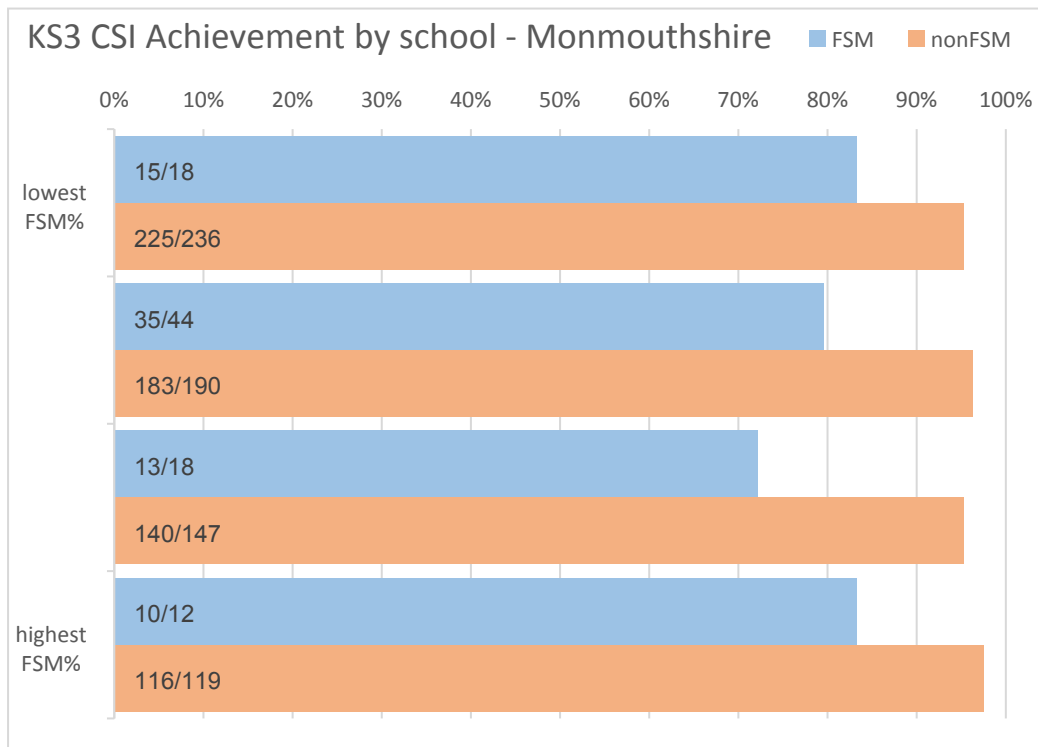- 183/190 (nonFSM)
- 13/18 (FSM)
- 140/147 (nonFSM)
- 10/12 (FSM)

highest FSM%
- 116/119 (nonFSM)

Gender Comparisons

The following charts are included for information only. They show boy / girl outcomes for each school, for the current year. The numbers on each bar represent: the number of pupils that attained / number in the cohort.
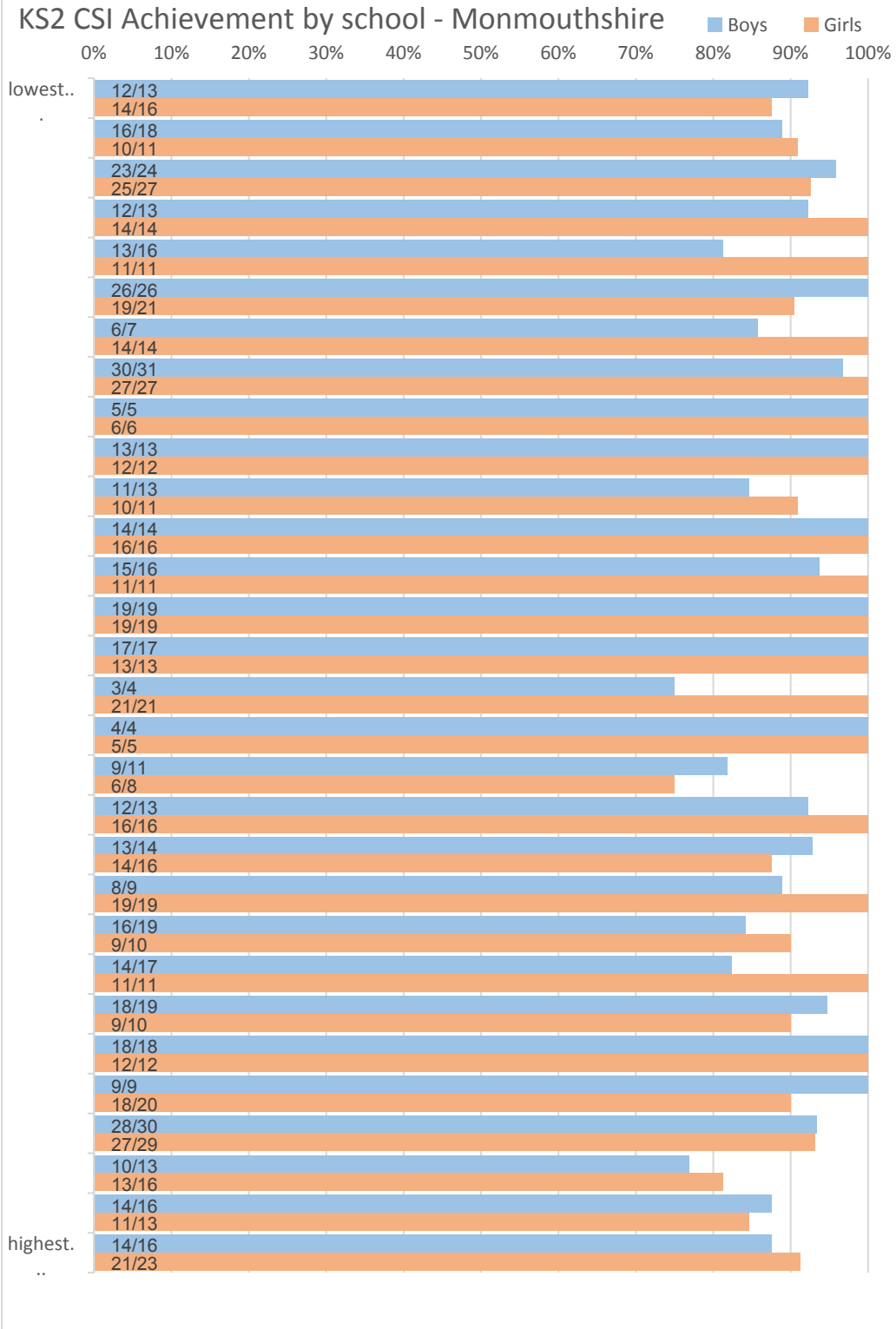
Gender - Foundation Phase – FPI Achievement by School

FP FPI Achievement by school - Monmouthshire
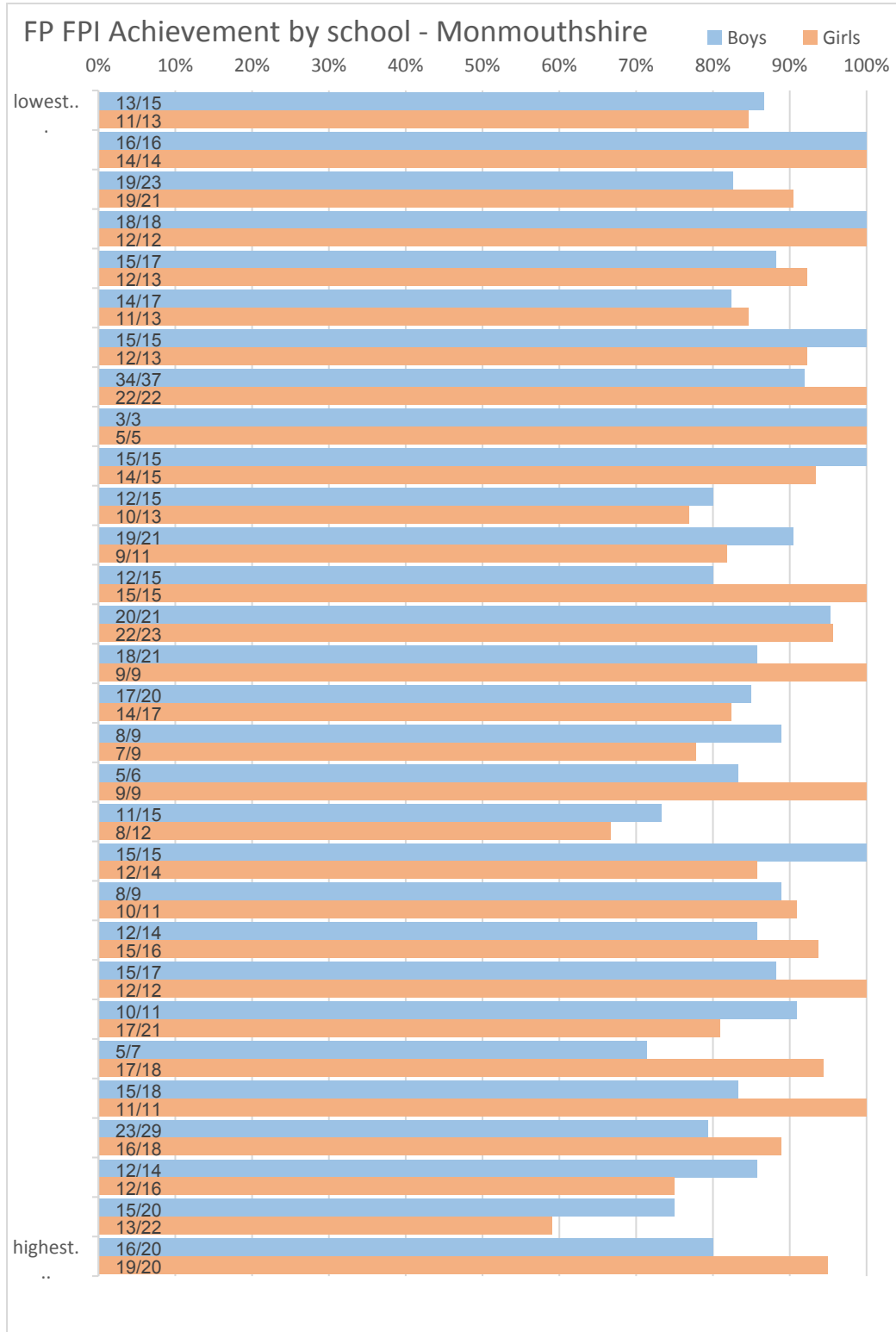
Gender - Key Stage 2 – CSI Achievement by School

KS2 CSI Achievement by school - Monmouthshire

EAS FP-KS3 LA Data Analysis – August 2019

Gender - Key Stage 3 – CSI Achievement by School

KS3 CSI Achievement by school - Monmouthshire   ■ Boys   ■ Girls

lowest FSM%
- 122/135
- 118/119
- 76/84
- 80/85
- 67/71
- 59/61

highest FSM%
- 117/126
- 103/111