

SUBJECT: KEY STAGE 4 OUTCOMES 2023**MEETING: Performance and Overview Committee****DATE: 20 February 2024****DIVISION/WARDS AFFECTED: All****1. PURPOSE:**

- 1.1. This report provides members with final outcome data for Secondary schools within the Local Authority for 2022-2023 (Summer 2023).

2. RECOMMENDATIONS:

- 2.1. Receive the report for information.

3. KEY ISSUES:

- 3.1 This year, for the first time since 2019, the Welsh Government are producing Key Stage 4 All Wales Core Data Sets (AWCDS) at individual school level. Each of the last 4 years used essentially different methods for determining grades, so none are directly comparable. In 2023 national outcomes are lower than 2022, 2021 and 2020, but not as low as 2019.
- 3.2 Provisional outcomes were available to schools, LAs and consortia in Provisional form in mid-November 2023 (via Data Exchange Wales (DEWi)). These were then used to contribute to a school level checking process, so any errors could be addressed, before final versions were published on 20 December 2023. This report uses the final versions.
- 3.3 Please note that whilst this final set of data has just become available, both LA and EAS colleagues have used provisional data and data provided by the school, from the start of Autumn Term 2023, to prioritise support at individual school level.

Welsh Government published measures for 2023

- 3.4 These include the following points-based measures:
- The Capped 9 measure
 - Literacy measure (best of Language / Literature)
 - Numeracy measure (best of mathematics / numeracy)
 - Science measure (best of science)
 - Welsh Baccalaureate Skills Challenge Certificate measure
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- 3.5 In addition to the above 'points based' measures the percentage of learners achieving 5 or more A*-A and percentage of learners achieving No Qualifications are also included.

- 3.6 As well as comparisons of All Pupils, comparisons are also made Male / Female and FSM / non-FSM for each of the indicators, but only Capped 9 comparisons are included in this report at LA level.
- 3.7 In terms of analysis the two main comparisons are the Welsh Government line of modelled outcomes, and a comparison with a 'family' of similar schools.

Families

- 3.8 Schools face different challenges based on their context. The AWCDs contains comparative outcomes against similar schools – known as 'Families'. Families (of 9-10 schools) have been created by grouping on size and linguistic delivery and then ordering schools according to the values of an index of 'challenge', calculated as follows:
- 50% x the proportion of pupils of statutory school age eligible for Free School Meals (FSM)
 - 30% x the proportion of pupils of statutory school age who live in an area classed as in the 20% most deprived parts of Wales using the 2019 Welsh Index of Multiple Deprivation (WIMD)
 - 10% x the proportion of pupils of statutory school age subject to an Individual Development Plan (IDP) or with a statement of Special Educational Needs (SEN)
 - 10% x the proportion of pupils of statutory school age who are either new to the English language (or Welsh where relevant), at an early acquisition stage or developing competence.
- 3.9 A three-year average of data from PLASC 2021-2023 is used.
- 3.10 For 2023 there are 6 Welsh medium families, numbered from 1 (the most disadvantaged) to 5 (the least disadvantaged). There are 15 English medium families numbered from 7 (the most disadvantaged) to 21 (the least disadvantaged).

Families with Monmouthshire Schools (2023)

Moved to a MORE disadvantaged Family (2 Schools)		
Moved to a LESS disadvantaged Family (1 School)		
14 English Medium families (7-21)		
School Name	Family	Position
Prestatyn High School	017	1
Eirias High School		2
Queen Elizabeth High School		3
Afon Taf High School		4
Risca Community Comprehensive		5
King Henry VIII Comprehensive		6
Elfed High School		7
Pontarddulais Comprehensive School		8
St Joseph's Catholic and Anglican High		9
PENCOED COMPREHENSIVE		10
Penglais School	019	1
Bryncelynnog Comprehensive School		2
Darland High School		3
LLANTWIT MAJOR SCHOOL		4

Hawarden High School		5
Caldicot School		6
Alun School		7
OLCHFA SCHOOL		8
PORTHCAWL COMPREHENSIVE SCHOOL		9
Bryntirion Comprehensive.		10
BRECON HIGH SCHOOL	020	1
LLANIDLOES HIGH SCHOOL		2
St Brigid's School		3
Y Pant Comprehensive		4
Ysgol Bro Gwaun		5
Dyffryn Taf		6
Castell Alun High School		7
Ysgol Penrhyn Dewi		8
Chepstow Comprehensive School		9
Monmouth Comprehensive School		10

3.11 For 2023 Monmouthshire secondary schools are in the 2nd, 3rd and 5th least disadvantaged families.

Capped 9 – all pupils – compared with the family average

3.12 The table below shows the Capped 9 performance of all learners in each school compared with their individual family. Two schools are above their family, one significantly so, and two below, but both by small margins.

School Name	FSM	Capped 9	Family Capped 9	Capped 9 - School-Family difference
Caldicot School	21.7%	376.6	377.7	-1.1
Chepstow Comprehensive School	15.7%	412.3	383.4	28.8
King Henry VIII Comprehensive	23.3%	367.5	362.4	5.1
Monmouth Comprehensive School	15.2%	379.4	383.4	-4.1

3.13 For all GCSE subjects the points difference between every grade is 6 points. So, for example a B is worth 6 more points than a C.

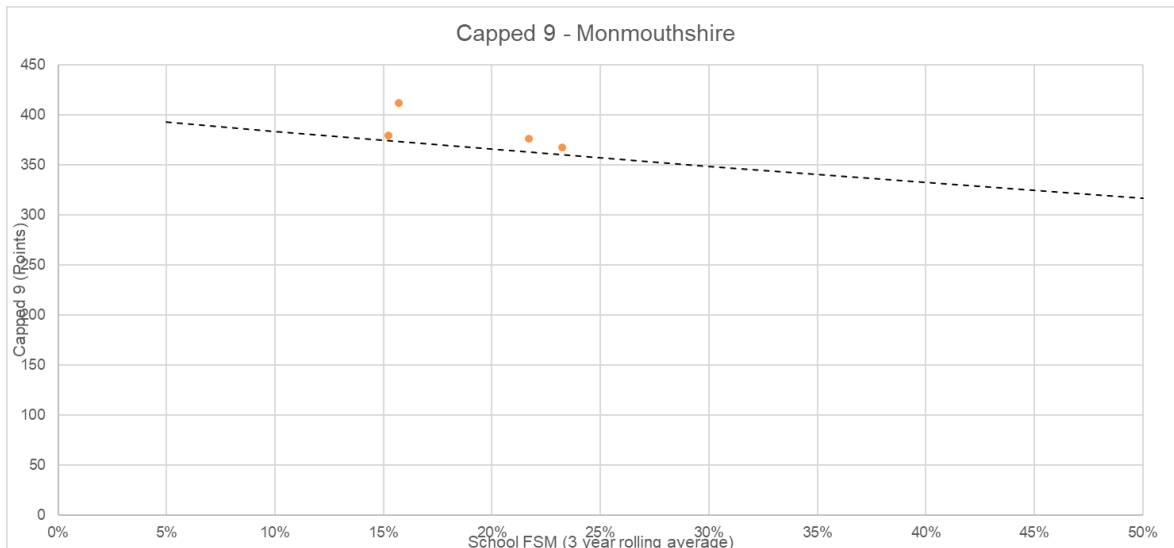
3.14 This means that for the Capped 9, a difference of 54 points indicates that on average, every learner in a school is performing above or below the family by a whole GCSE grade in every subject. (6 points x 9 subjects=54 points).

3.15 Chepstow school learners on average perform approximately half a grade better in every subject compared with their peers in the family.

3.16 Please note that the indicative bars on the right for this table and all below are adjusted to the minimum (negative) and maximum (positive) values for each table individually and automatically. Therefore a bar '28.8 points' long will not be consistent across each chart.

Capped 9 – all pupils – compared with WG 'Modelled Outcome' line

3.17 The chart below does not compare with the family, but rather the Welsh Government 'Modelled outcome'.



3.18 All schools in Monmouthshire are above the modelled outcome line.

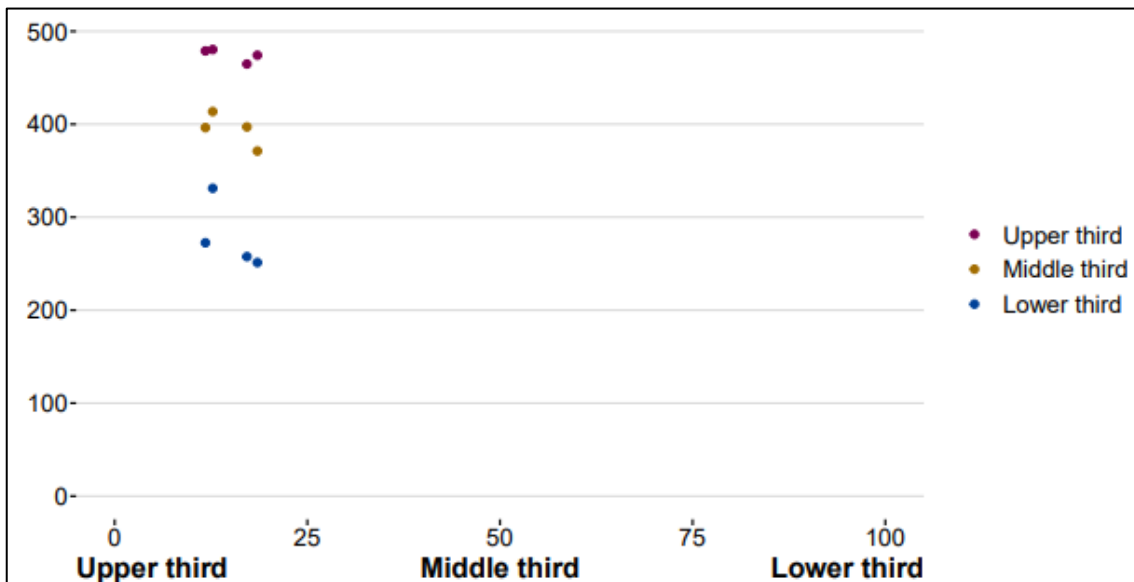
Capped 9 – Comparison by 'Thirds' with WG 'Modelled Outcome' line

3.19 The chart below groups learners in each individual school into 'thirds'. For example, if 120 learners in a cohort, they would be split into three groups of 40 by their Capped 9 scores. Three averages would then be calculated for each of these groups. The table below gives the average of each third. The differences are in effect contextualised.

School Name	Upper Third			Middle Third			Lower Third		
	Achieved	Modelled	+/-	Achieved	Modelled	+/-	Achieved	Modelled	+/-
Caldicot School	465	461	4	397	385	12	258	263	-6
Chepstow Comprehensive School	480	467	13	414	391	23	331	274	57
King Henry VIII Comprehensive	474	459	15	371	384	-12	251	260	-9
Monmouth Comprehensive School	479	468	10	396	392	4	273	276	-4

3.20 For the highest achieving third, all schools are above expectation. For the middle third three schools are above and one below. In the lowest third three schools are slightly below but one significantly (1 GCSE grade per learner, per subject) above.

3.21 The same data represented by three dots (one per third) in each school. 3 regression lines based on eligibility. This shows the relatively low level of variance for Monmouthshire schools, in each third, with the exception of Chepstow which is well above expectation for the lowest third in particular.



Literacy Measure – compared with the Family average

3.22 To put all these charts in perspective a difference of +/- 6 points is the equivalent of a GCSE grade difference for every learner. +/- 3 points would therefore be a half a grade difference.

School Name	FSM	Literacy Measure	Literacy Measure - Family	Literacy Measure - Difference
Caldicot School	21.7%	41.3	42.1	-0.8
Chepstow Comprehensive School	15.7%	44.8	42.6	2.2
King Henry VIII Comprehensive	23.3%	40.7	40.1	0.6
Monmouth Comprehensive School	15.2%	43.2	42.6	0.6

3.23 Three schools are above the family average for the literacy measure, but one school is slightly below by approximately 1/6th of a GCSE grade per learner.

3.24 The table below gives the individual contribution of each of the GCSEs that contribute to this measure.

School Name	FSM	English Language	English Literature
Caldicot School	21.7%	39.4	42.4
Chepstow Comprehensive School	15.7%	43.7	41.4
King Henry VIII Comprehensive	23.3%	39.9	42.6
Monmouth Comprehensive School	15.2%	40.1	42.7

3.25 Three schools have a higher contribution made by literature rather than language.

Numeracy Measure – compared with the Family average

School Name	FSM	Numeracy Measure	Numeracy Measure - Family	Numeracy Measure - Difference
Caldicot School	21.7%	34.4	38.7	-4.3
Chepstow Comprehensive School	15.7%	41.5	38.6	2.9
King Henry VIII Comprehensive	23.3%	39.3	36.3	3.0
Monmouth Comprehensive School	15.2%	41.0	38.6	2.4

3.26 For the numeracy measure three schools are above the family average, above (by approximately half a grade per learner), but one significantly below the family average, by over half a grade per learner.

3.27 The differences between the individual numeracy GCSE and mathematics GCSE are relatively small for each school, except one where the difference is approximately half a grade per learner.

School Name	FSM	Numeracy	Mathematics
Caldicot School	21.7%	34.4	37.9
Chepstow Comprehensive School	15.7%	41.5	43.2
King Henry VIII Comprehensive	23.3%	39.3	40.0
Monmouth Comprehensive School	15.2%	41.0	41.1

Science Measure – compared with the Family average

School Name	FSM	Science Measure	Science Measure - Family	Science Measure - Difference
Caldicot School	21.7%	37.1	41.2	-4.1
Chepstow Comprehensive School	15.7%	42.0	41.2	0.8
King Henry VIII Comprehensive	23.3%	38.8	38.3	0.4
Monmouth Comprehensive School	15.2%	41.5	41.2	0.4

3.28 For the science measure three schools are above their respective families, with one below, by over half a GCSE grade per learner.

Welsh Baccalaureate Measure – compared with the Family average

3.29 Three schools are significantly above their family averages, but one is slightly below. All families' averages are relatively high.

School Name	FSM	Welsh Bacc. Measure	Welsh Bacc. Measure - Family	Welsh Bacc. Measure - Difference
Caldicot School	21.7%	42.1	38.6	3.4
Chepstow Comprehensive School	15.7%	46.4	40.8	5.7
King Henry VIII Comprehensive	23.3%	41.0	37.8	3.2
Monmouth Comprehensive School	15.2%	40.4	40.8	-0.4

No Qualifications – compared with the Family average

- 3.30 Please note the reversed colour coding on the bars to indicate that a negative difference from the family is positive.

School Name	FSM	No Qualifications (%)	No Qualificaitons (%) Family	No Qualificaitons (%) Difference
Caldicot School	21.7%	0.0	0.3	-0.3
Chepstow Comprehensive School	15.7%	0.0	0.4	-0.4
King Henry VIII Comprehensive	23.3%	0.0	0.6	-0.6
Monmouth Comprehensive School	15.2%	1.2	0.4	0.8

- 3.31 Three schools have no learners leaving without a qualification. One school however has 1.2% of learners not achieving a qualification which is three times their family average.

5+ A*-A – compared with the Family average

School Name	FSM	5+ A*-A (%)	5+ A*-A (%) Family	5+ A*-A (%) Difference
Caldicot School	21.7%	22.3	26.1	-3.7
Chepstow Comprehensive School	15.7%	33.0	25.9	7.1
King Henry VIII Comprehensive	23.3%	22.9	21.2	1.8
Monmouth Comprehensive School	15.2%	29.6	25.9	3.7

- 3.32 Three schools 5+ A*-A percentage are above the family average, one significantly so. One school's rate is less than the family average, but still remains relatively high compared with Wales at 22.3%.

Local Authority Aggregate Data

Key measures – Compared with Wales

- 3.33 Please note that these measures are not contextualised but compare with the Wales average. Please also note that it is not possible for the Wales average for No Qualifications to be 0.0

Title	2023 - Monmouthshire	2023 - Wales
Capped 9 points score (interim)	374.7	358.1
WBacc Skills Challenge Certificate indicator – points score	41.1	31.6
Literacy indicator – points score	41.9	39.7
Numeracy indicator – points score	41.2	37.1
Science indicator – points score	38.9	36.9
No qualifications - % of pupils	0.8	1.4
5+ A*-A or equivalent	26.0	20.3

- 3.34 For all measures Monmouthshire is above the Wales average, except No qualifications (where lower is desirable).

Key measures – Compared with 'Modelled' by FSM

- 3.35 Modelled expectations for each indicator are all above expectation indicated by Free School Meals. Please note that each table number is from the original data pack, not this report.

Title	2023 - Capped 9 points score (interim)	2023 - Modelled score	2023 - Difference
Monmouthshire	380.7	375.8	4.9

3.36 The Capped 9 score 4.9 points above the modelled expectation. This is the equivalent of approximately 1/10th of a GCSE grade per learner.

Title	2023 - WBacc Skills Challenge Certificate indicator – points score	2023 - Modelled score	2023 - Difference
Monmouthshire	41.9	36.6	5.2

3.37 The Skills Challenge Certificate score is above expectation, by the equivalent of almost a whole GCSE (equivalent) grade per learner.

Title	2023 - Literacy indicator – points score	2023 - Modelled score	2023 - Difference
Monmouthshire	42.3	42.3	0

3.38 The literacy score is exactly in line with expectation.

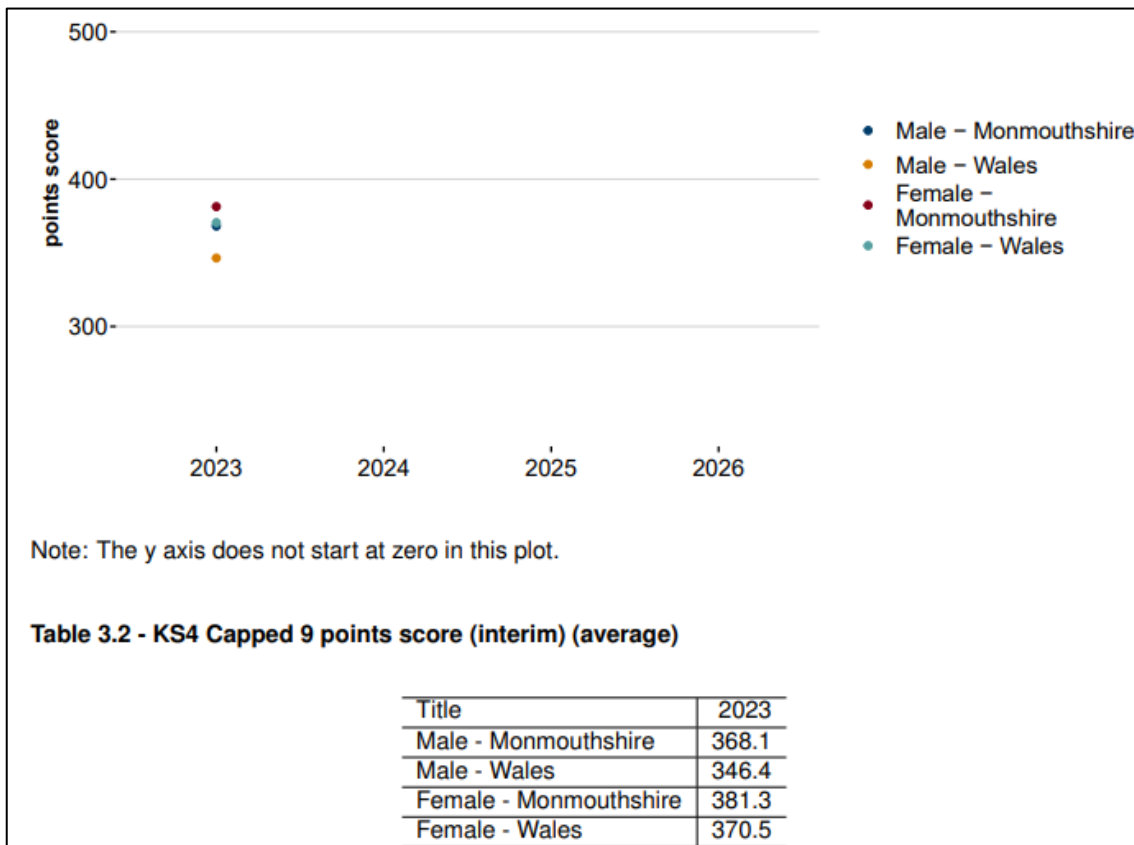
Title	2023 - Numeracy indicator – points score	2023 - Modelled score	2023 - Difference
Monmouthshire	41.6	39.2	2.4

3.39 The numeracy score is above expectation, by the equivalent of half a GCSE grade per learner.

Title	2023 - Science indicator – points score	2023 - Modelled score	2023 - Difference
Monmouthshire	39.7	39.8	-0.1

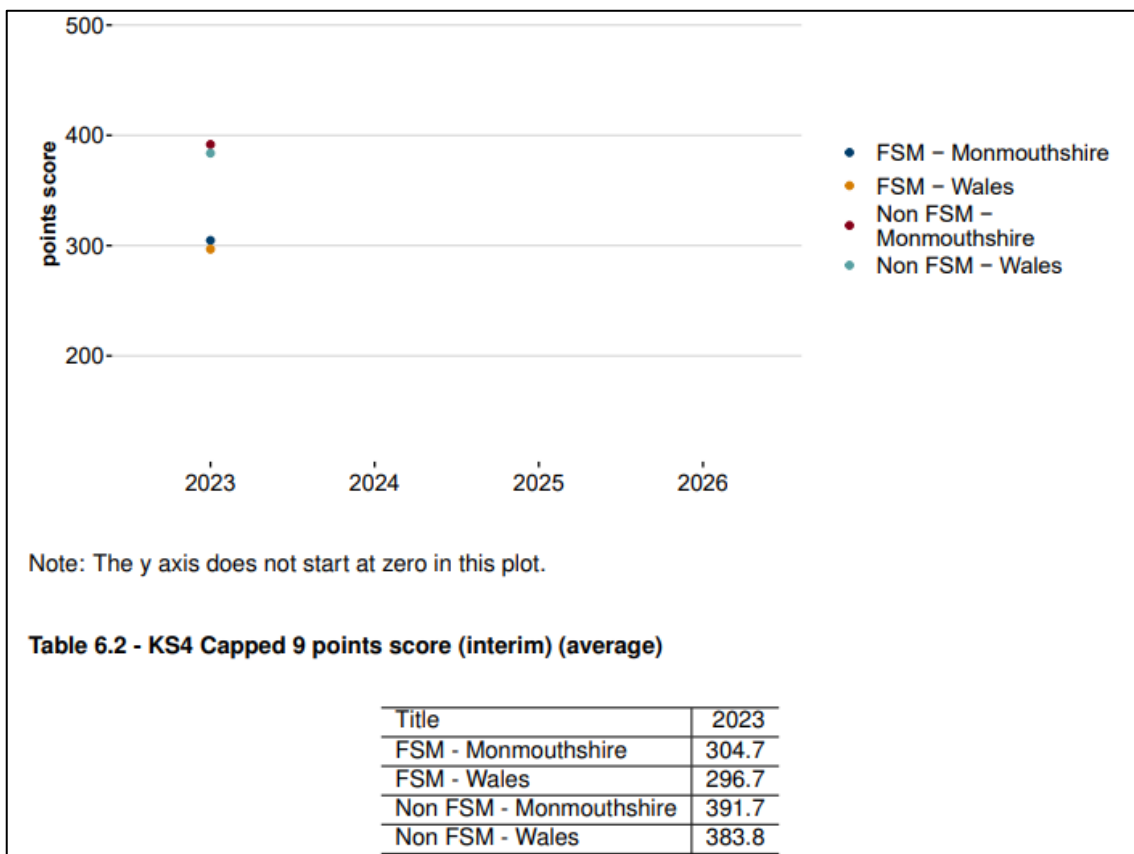
3.40 The science score is very slightly below expectation, the equivalent of 1/60th of a GCSE grade per learner.

Capped 9 – Males and Females



3.41 Both Males and Females in Monmouthshire have higher scores than their peers in Wales, however the difference is approximately double for males as it is for females.

Capped 9 FSM – non-FSM



3.42 Both FSM and non-FSM learners in Monmouthshire have higher Capped 9 scores than their peers in Wales.

4. REASONS:

4.1. The Local Authority has a statutory responsibility for monitoring educational outcomes within its schools.

5. RESOURCE IMPLICATIONS:

5.1. There are no specific financial implications.

6. WELLBEING OF FUTURE GENERATIONS IMPLICATIONS (INCORPORATING EQUALITIES, SUSTAINABILITY, SAFEGUARDING AND CORPORATE PARENTING)

6.1. High Quality education is a fundamental pre-requisite of ensuring future local and national prosperity through the provision of an informed and well-educated workforce and society. The Local Authority's statutory role to monitor and evaluate school performance and the quality of provision, coupled with its statutory powers of intervention in schools causing concern is fundamental to ensuring that all schools provide high quality education provision.

7. CONSULTEES:

7.1. The Business Plan consultees are noted below:

- Director of Education
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8. BACKGROUND PAPERS:

There are no additional background papers.

9. **AUTHOR:** Debbie Harteveld (Managing Director EAS)

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