

SUBJECT: KEY STAGE 4 OUTCOMES 2025**MEETING: Performance and Overview Committee****DATE: 10th March 2026****DIVISION/WARDS AFFECTED: All****1. PURPOSE:**

- 1.1. This report provides members with outcome data (provisional for secondary schools within the Local Authority for 2024-2025 (Summer 2025)).

2. RECOMMENDATIONS:

- 2.1. Receive the report for information.

3. KEY ISSUES:

- 3.1 All Wales Core Data Sets (AWCDS) are designed to be used at school level, to allow school leaders to use the data as part of their own internal whole school self-evaluation processes to support school improvement. For example, data should be considered alongside the outcomes of a broad range of first hand evidence on pupil progress and standards, for example book looks and learning walks.
- 3.2 It is important to note that school data raises questions, rather than giving definitive answers. This information should therefore be used sensitively within the context of each school, rather than making direct comparisons for accountability purposes.
- 3.3 The Capped 9 is a key Welsh Government measure, however it is important that qualifications should meet the needs of each individual learner, and schools should not enter learners for qualifications with the sole purpose of improving the school's Capped 9 outcome.
- 3.4 Whilst AWCDS are published in late October (provisional) and early January (final) the Local Authority begins working with school leaders from early in the autumn term to discuss the school analysis of outcomes as part of a professional discussion. Areas include:
- What are the highlights from the summer examinations that you are, as a school, particularly pleased with?
 - Are there particular groups of learners who performed particularly well? What are the observations for this?
 - Are there any groups of learners who did not perform as well as expected? What experience have you gained from this to modify your strategies this year?
 - Are there subjects that performed particularly well? How may you share these positive experiences with other subjects? Can these be shared across the region?
 - How well did the outcomes compare to your professional predictions (ie. in relation to upper/lower confidence levels)? Where there may be some greater than expected variance, what steps have you taken/plan to take to provide support this year?

- f) Were there any disappointments from the outcomes in the summer? What do you think caused this? What steps are you likely to take to respond to this?
- g) How has the summer series influenced the school's priorities moving forwards into the new academic year?
- h) How do your subject leaders/school leaders) use item level analysis to identify potential strengths and priorities for improvement per qualification (where this exists)? How has the school used examination data (from WJEC) at specific question level to identify priorities?

3.5 This year, for the third time since 2023, the Welsh Government are producing Key Stage 4 All Wales Core Data Sets (AWCDS) at individual school level. Each of the previous years used essentially different methods for determining grades, so none were directly comparable. In 2025 national outcomes are generally slightly higher than 2024, but lower than 2023. They are now broadly similar to 2019.

3.6 Provisional outcomes were made available to school and Local Authorities and in Provisional form in late October 2025 (via Data Exchange Wales (DEWi)). These are then used to contribute to a school level checking process, so any errors can be addressed, before final versions are published ready for January 2026. This report uses the provisional versions.

3.7 Please note that whilst this final set of data has just become available, LA have used provisional data and data provided by the school, from the start of autumn term 2025, to prioritise support at individual school level.

Welsh Government published measures for 2025

3.8 These include the following points-based measures defined by Welsh Government as the measures to be used:

1. The Capped 9 measure
2. Literacy measure (best of Language / Literature)
3. Numeracy measure (best of mathematics / numeracy)
4. Science measure (best of science)
5. Welsh Baccalaureate Skills Challenge Certificate measure

The Capped 9 is a broad measure that as well as being influenced by the quality of learning and teaching within school, can be influenced by entry policies that encourage entry into subjects that may not be best suited to pupils' needs. It is therefore important to focus on the core subject specific measures (2-4 above) and to compare schools' outcomes in these with both Welsh Government 'Modelled Outcomes' and schools' 'families'.

3.9 In addition to the above 'points based' measures the percentage of pupils achieving 5 or more A*-A and percentage of pupils achieving 'no qualifications' are also included.

3.10 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. 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

3.11 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.

3.12 A three-year average of data from PLASC 2023-2025 is used. Welsh Government updated the data for 2025, but upon analysis, no school in Wales has changed family or position unless new or closed. The changes below therefore reflect changes in family from 2019 to 2025.

3.13 For 2025 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 (2025)

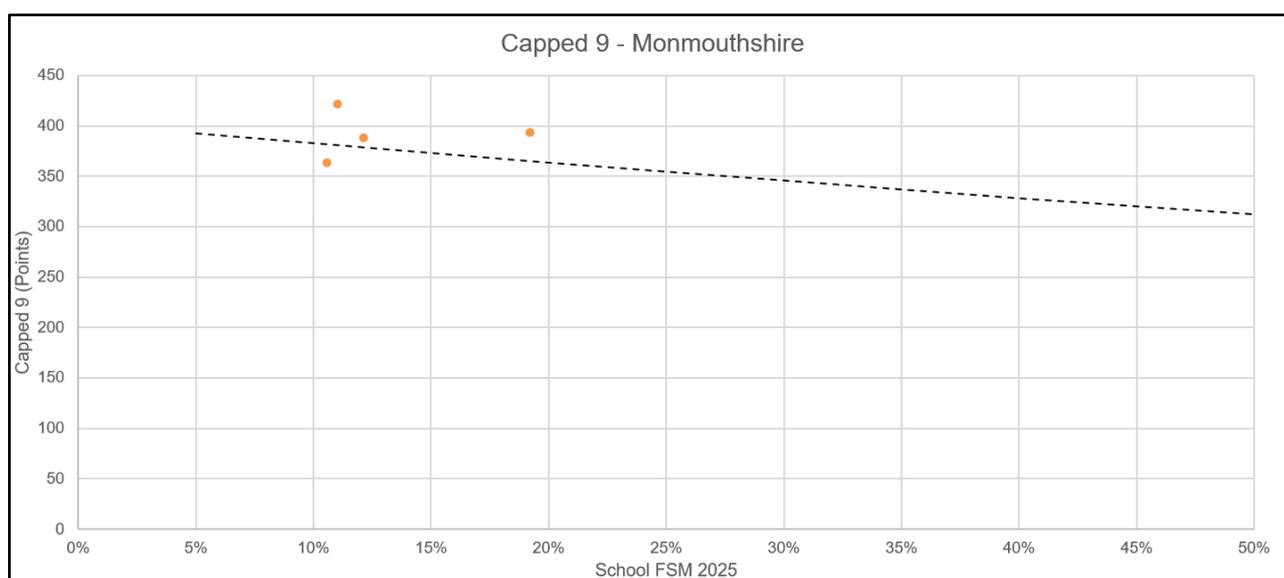
School Name	Family	Position
Prestatyn High School	017	1
Eirias High School		2
Queen Elizabeth High School		3
Afon Taf High School		4
Risca Community Comprehensive		5
King Henry VIII Comprehensive		6
Elfed High School		7
Pontarddulais Comprehensive School		8
St Joseph's Catholic and Anglican High		9
PENCOED 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

3.14 For 2025 Monmouthshire secondary schools are in the 2nd, 3rd and 5th least disadvantaged families.

Capped 9 – all pupils – compared with WG ‘Modelled Outcome’ line

3.15 The chart below does not compare with the family, but rather the Welsh Government ‘Modelled outcome’. This outcome is based on the proportion of learners eligible for Free Schools Meals (FSM). The lower the proportion the higher the expectations of the model.



School Name	FSM	Capped 9	Capped 9 Modelled Outcome	Capped 9 - Results-Model difference
Caldicot School	12.1%	387.7	375.9	11.8
Chepstow Comprehensive School	11.0%	421.8	381.8	40.0
King Henry VIII 3-19 School	19.2%	393.5	361.5	32.0
Monmouth Comprehensive School	10.6%	363.3	382.0	-18.7

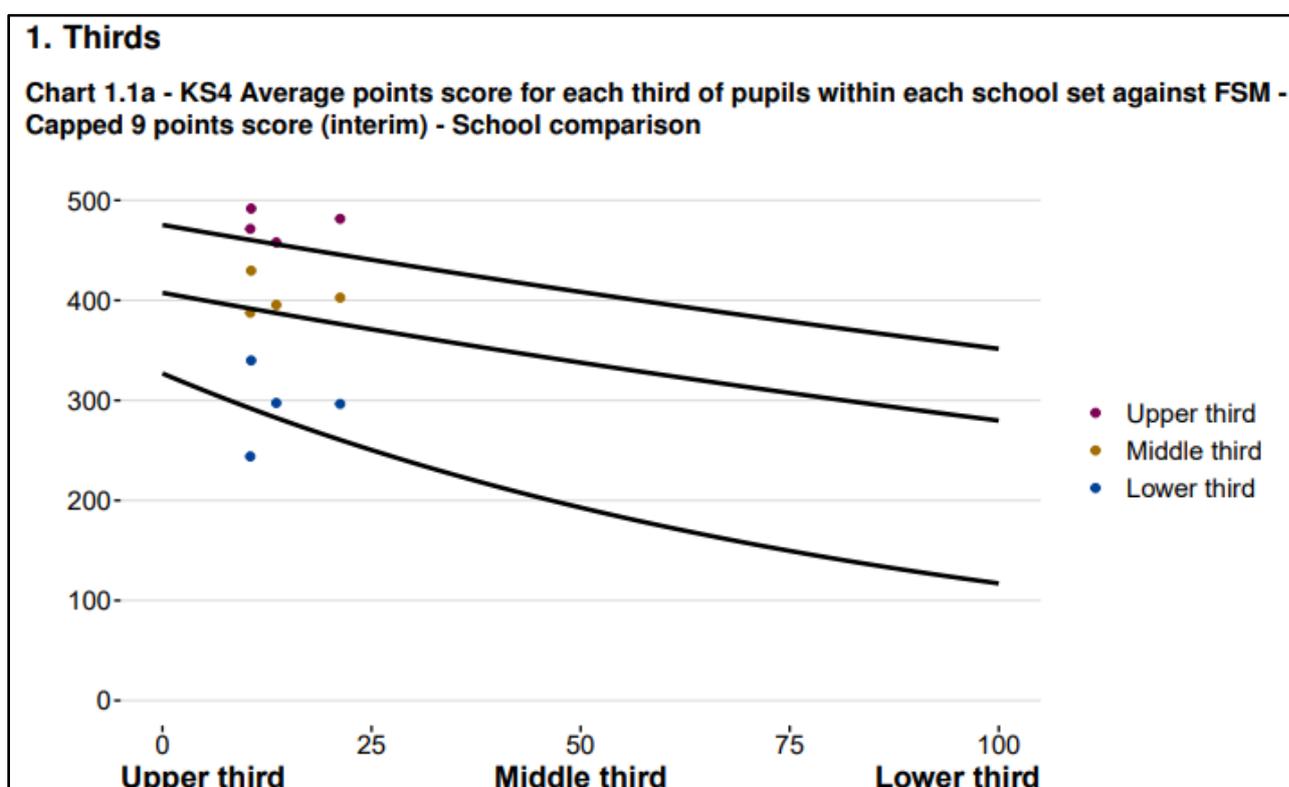
3.16 For all GCSE subjects the points difference between every grade is 6 points. So, for example a B is worth 6 more points than a C.

3.17 This means that for the Capped 9, a difference of 54 points indicates that on average, every pupil 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).

3.18 Three schools in Monmouthshire are above the modelled outcome line (2 significantly, one by two thirds of GCSE grade equivalent and one by over a half a GCSE grade equivalent per subject per learner) and one below.

Capped 9 – Comparison by ‘Thirds’ with WG ‘Modelled Outcome’ line

- 3.19 The chart below groups pupils in each individual school into ‘thirds’. For example, if 120 pupils 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.
- 3.20 For the highest achieving third, all schools are above modelled outcome or on the modelled outcome line. In the middle and lowest thirds one school is below modelled outcome, significantly so for the lowest third. (The equivalent of over three quarters of a GCSE grade per pupil, per subject).
- 3.21 The same data represented by three dots (one per third) in each school and 3 regression lines based on eligibility. This shows the relatively low level of variance for Monmouthshire schools, in both the upper third and middle third, but more variance for the lower third.



School Name	Upper third			Middle third			Lower third		
	Achieved	Modelled	Difference (achieved - modelled)	Achieved	Modelled	Difference (achieved - modelled)	Achieved	Modelled	Difference (achieved - modelled)
Monmouth Comprehensive School	471	462	9	388	391	-3	244	289	-45
Chepstow Comprehensive School	492	462	30	430	391	39	340	289	51
Caldicot School	458	457	1	395	387	8	297	279	18
King Henry VIII 319	482	446	36	403	376	27	296	256	41

Capped 9 – all pupils – compared with the family average

- 3.22 The table below shows the Capped 9 performance of all pupils in each school compared with their individual family. Three schools are above their family, two significantly so, and one below by over one third of a GCSE grader per learner.

2025

School Name	FSM	Capped 9	Family Capped 9	Capped 9 - School-Family difference
Caldicot School	12.1%	387.7	377.5	10.3
Chepstow Comprehensive School	11.0%	421.8	383.7	38.0
King Henry VIII 3-19 School	19.2%	393.5	369.8	23.7
Monmouth Comprehensive School	10.6%	363.3	383.7	-20.4

2024 for comparison

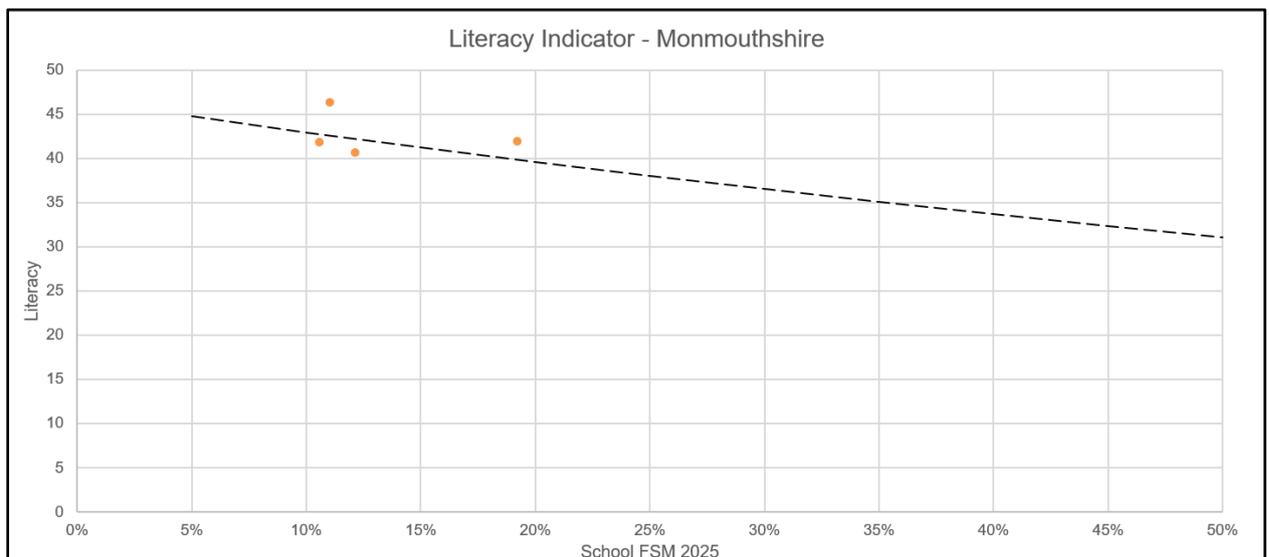
School Name	FSM	Capped 9	Family Capped 9	Capped 9 - School-Family difference
Caldicot School	12.8%	372.8	379.1	-6.3
Chepstow Comprehensive School	10.1%	416.3	380.5	35.8
King Henry VIII 3-19 School	22.1%	382.0	359.3	22.6
Monmouth Comprehensive School	9.9%	369.9	380.5	-10.7

3.23 Chepstow school pupils on average perform approximately half a grade better in every subject compared with their peers in the family, and King Henry VIII by approximately one third of a grade. This has been the case for the last 2 years.

3.24 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.

Literacy Measure – compared with WG ‘Modelled outcome’

3.25 The chart below compares school outcomes with the Welsh Government ‘Modelled outcome’.



School Name	FSM	Literacy Measure	Literacy Measure - Modelled Outcome	Literacy Measure - Difference
Caldicot School	12.1%	40.7	41.7	-1.1
Chepstow Comprehensive School	11.0%	46.4	42.8	3.6
King Henry VIII 3-19 School	19.2%	41.9	39.2	2.7
Monmouth Comprehensive School	10.6%	41.8	42.8	-1.0

3.26 Two schools in Monmouthshire are above the modelled outcome line (2 significantly, by approximately half a GCSE) and two slightly below.

Literacy Measure - compared with the Family average

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

2025

School Name	FSM	Literacy Measure	Literacy Measure - Family	Literacy Measure - Difference
Caldicot School	12.1%	40.7	41.8	-1.1
Chepstow Comprehensive School	11.0%	46.4	42.6	3.8
King Henry VIII 3-19 School	19.2%	41.9	39.9	2.1
Monmouth Comprehensive School	10.6%	41.8	42.6	-0.8

2024 for comparison

School Name	FSM	Literacy Measure	Literacy Measure - Family	Literacy Measure - Difference
Caldicot School	12.8%	38.9	42.0	-3.0
Chepstow Comprehensive School	10.1%	45.2	41.8	3.4
King Henry VIII 3-19 School	22.1%	41.0	39.3	1.8
Monmouth Comprehensive School	9.9%	41.6	41.8	-0.3

3.28 Two schools are above the family average for the literacy measure, by 1/3rd and 2/3rd of a grade per pupil respectively. Two are below, both by approximately 1/6th of a grade.

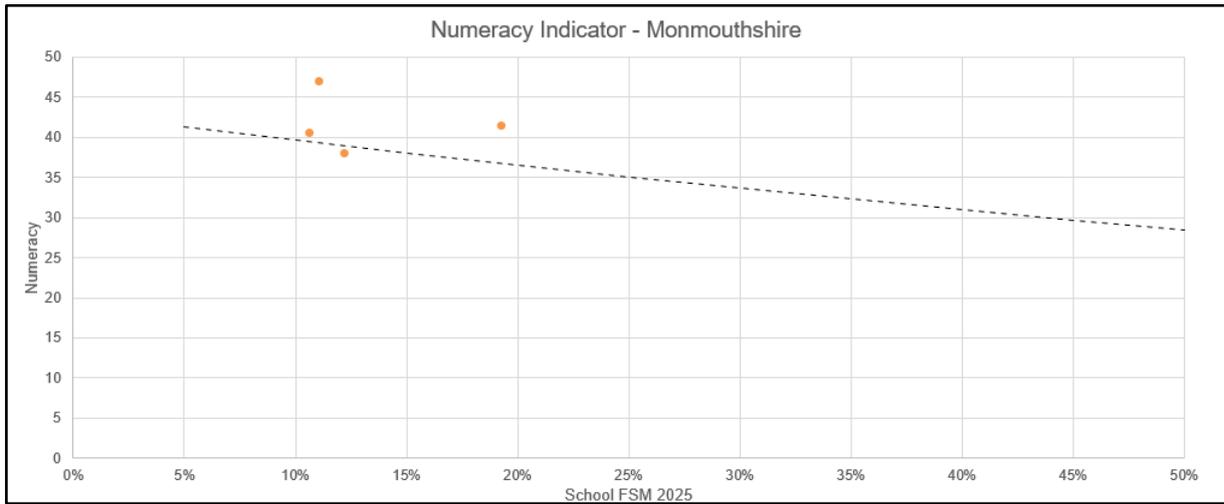
3.29 The table below gives the individual contribution of each of the GCSEs that count towards this measure.

School Name	FSM	English Language	English Literature
Caldicot School	12.1%	39.4	40.4
Chepstow Comprehensive School	11.0%	45.0	46.7
King Henry VIII 3-19 School	19.2%	40.4	43.8
Monmouth Comprehensive School	10.6%	39.3	44.9

3.30 All schools have a higher contribution made by literature rather than language.

Numeracy Measure – compared with WG ‘Modelled outcome’

3.31 The chart below compares school outcomes with the Welsh Government ‘Modelled outcome’.



School Name	FSM	Numeracy Measure	Numeracy Measure - Modelled Outcome	Numeracy Measure - Difference
Caldicot School	12.1%	38.1	38.5	-0.5
Chepstow Comprehensive School	11.0%	47.0	39.5	7.5
King Henry VIII 3-19 School	19.2%	41.5	36.2	5.3
Monmouth Comprehensive School	10.6%	40.7	39.5	1.1

3.32 Three schools in Monmouthshire are above the modelled outcome line (2 significantly, by approximately a whole GCSE grade per learner) and one is just slightly below.

Numeracy Measure – compared with the Family average

2025

School Name	FSM	Numeracy Measure	Numeracy Measure - Family	Numeracy Measure - Difference
Caldicot School	12.1%	38.1	40.6	-2.5
Chepstow Comprehensive School	11.0%	47.0	40.9	6.2
King Henry VIII 3-19 School	19.2%	41.5	38.2	3.3
Monmouth Comprehensive School	10.6%	40.7	40.9	-0.2

2024 for comparison

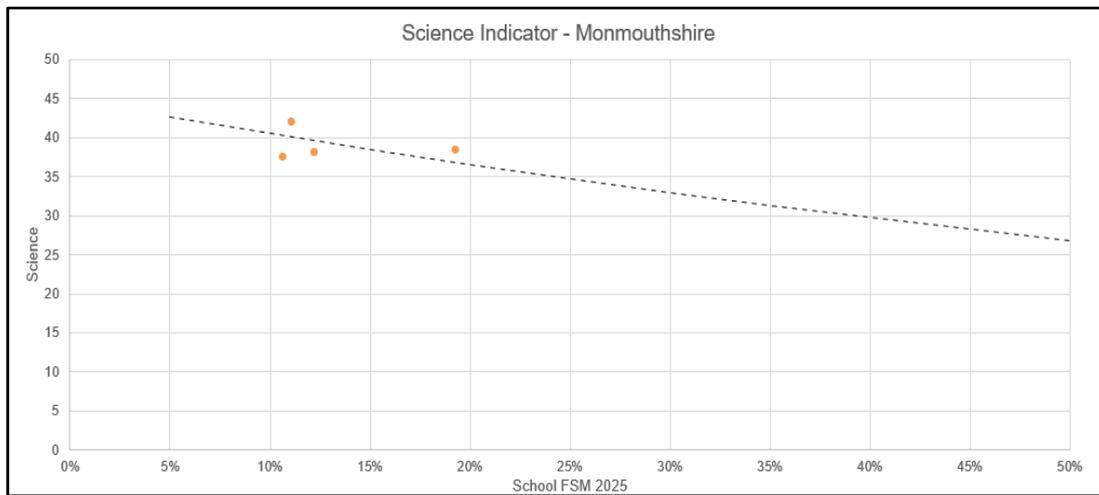
School Name	FSM	Numeracy Measure	Numeracy Measure - Family	Numeracy Measure - Difference
Caldicot School	12.8%	36.2	40.5	-4.3
Chepstow Comprehensive School	10.1%	45.9	40.5	5.4
King Henry VIII 3-19 School	22.1%	40.3	37.3	3.1
Monmouth Comprehensive School	9.9%	42.6	40.5	2.1

- 3.33 For the numeracy measure two schools are above the family average (compared with 3 the previous year. One school is above by over whole grade per pupil, one above by half a grade but one school below by almost half a grade.
- 3.34 All schools have a higher contribution made by mathematics, rather than numeracy.

School Name	FSM	Numeracy	Mathematics
Caldicot School	12.1%	34.0	37.6
Chepstow Comprehensive School	11.0%	43.9	46.6
King Henry VIII 3-19 School	19.2%	39.9	40.3
Monmouth Comprehensive School	10.6%	37.2	39.8

Science Measure – compared with WG ‘Modelled outcome’

- 3.35 The chart below compares school outcomes with the Welsh Government ‘Modelled outcome’.



School Name	FSM	Science Measure	Science Measure - Modelled Outcome	Science Measure - Difference
Caldicot School	12.1%	38.2	39.1	-0.8
Chepstow Comprehensive School	11.0%	42.2	40.3	1.9
King Henry VIII 3-19 School	19.2%	38.6	36.1	2.5
Monmouth Comprehensive School	10.6%	37.7	40.3	-2.6

- 3.36 Two schools in Monmouthshire are above the modelled outcome line (1 significantly, as by approximately half a GCSE) and two below (1 significantly as by approximately half a GCSE grade per learner).

Science Measure – compared with the Family average

2025

School Name	FSM	Science Measure	Science Measure - Family	Science Measure - Difference
Caldicot School	12.1%	38.2	40.5	-2.3
Chepstow Comprehensive School	11.0%	42.2	40.3	1.8
King Henry VIII 3-19 School	19.2%	38.6	37.8	0.7
Monmouth Comprehensive School	10.6%	37.7	40.3	-2.6

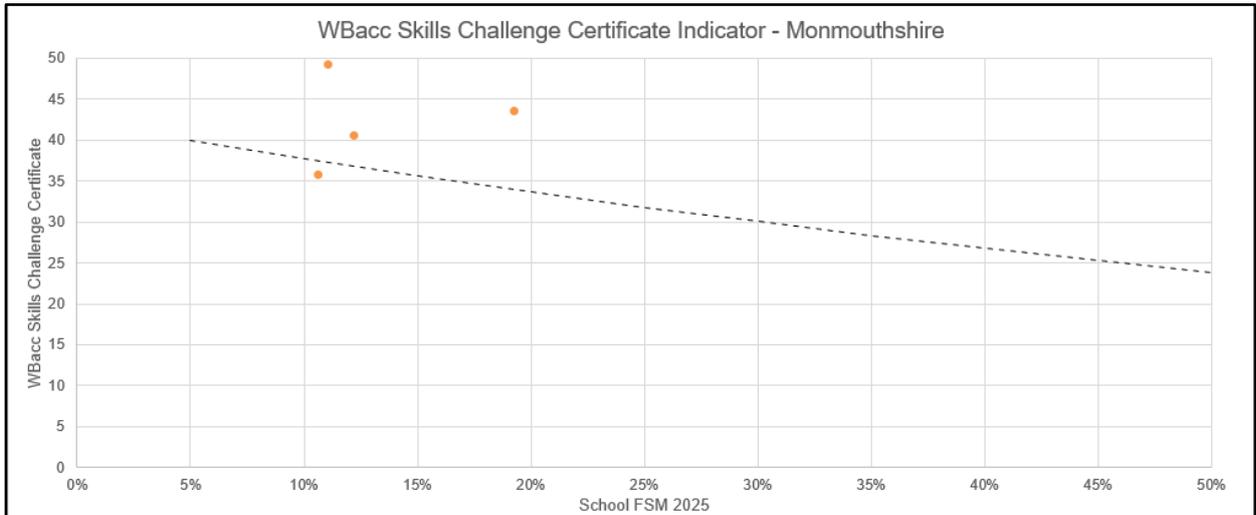
2024 for comparison

School Name	FSM	Science Measure	Science Measure - Family	Science Measure - Difference
Caldicot School	12.8%	36.4	41.2	-4.8
Chepstow Comprehensive School	10.1%	42.7	40.9	1.8
King Henry VIII 3-19 School	22.1%	38.3	37.4	0.9
Monmouth Comprehensive School	9.9%	41.0	40.9	0.1

3.37 For the science measure two schools are above their respective families, but by smaller margins than literacy and numeracy, but with two below, both by almost half a GCSE grade per pupil.

Welsh Baccalaureate Measure – compared with WG ‘Modelled outcome’

3.38 The chart below compares school outcomes with the Welsh Government ‘Modelled outcome’.



School Name	FSM	Welsh Bacc. Measure	Welsh Bacc. Measure - Modelled Outcome	Welsh Bacc. Measure - Difference
Caldicot School	12.1%	40.7	36.2	4.5
Chepstow Comprehensive School	11.0%	49.3	37.5	11.8
King Henry VIII 3-19 School	19.2%	43.6	33.2	10.4
Monmouth Comprehensive School	10.6%	35.8	37.6	-1.7

3.39 Three schools in Monmouthshire are above the modelled outcome line (2 significantly, as by the equivalent of nearly 2 GCSE grades) and one below.

Welsh BaccaLaureate Measure – compared with the Family average

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

2025

School Name	FSM	Welsh Bacc. Measure	Welsh Bacc. Measure - Family	Welsh Bacc. Measure - Difference
Caldicot School	12.1%	40.7	38.8	1.9
Chepstow Comprehensive School	11.0%	49.3	41.2	8.1
King Henry VIII 3-19 School	19.2%	43.6	38.5	5.1
Monmouth Comprehensive School	10.6%	35.8	41.2	-5.4

2024 for comparison

School Name	FSM	Welsh Bacc. Measure	Welsh Bacc. Measure - Family	Welsh Bacc. Measure - Difference
Caldicot School	12.8%	40.4	39.0	1.5
Chepstow Comprehensive School	10.1%	46.2	39.8	6.4
King Henry VIII 3-19 School	22.1%	41.8	37.3	4.5
Monmouth Comprehensive School	9.9%	33.6	39.8	-6.2

3.41 For the Welsh BaccaLaureate Measure the same three schools remain above their families as in 2024. The remaining school is again well below, but this may be impacted by entry policy on this qualification.

No Qualifications – compared with the Family average

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

2025

School Name	FSM	No Qualifications (%)	No Qualifications (%) Family	No Qualifications (%) Difference
Caldicot School	12.1%	0.9	0.9	0.0
Chepstow Comprehensive School	11.0%	0.0	0.8	-0.8
King Henry VIII 3-19 School	19.2%	0.0	1.1	-1.1
Monmouth Comprehensive School	10.6%	1.9	0.8	1.0

2024 for comparison

School Name	FSM	No Qualifications (%)	No Qualifications (%) Family	No Qualifications (%) Difference
Caldicot School	12.8%	0.0	0.5	-0.5
Chepstow Comprehensive School	10.1%	0.0	0.7	-0.7
King Henry VIII 3-19 School	22.1%	0.6	0.5	0.0
Monmouth Comprehensive School	9.9%	1.1	0.7	0.4

- 3.43 Two schools have no pupils leaving without a qualification. One school, however, has 1.1% of pupils not achieving a qualification, which is higher than their family average.

5+ A*-A – compared with the Modelled Outcome

School Name	FSM	5+ A*-A (%)	5+ A*-A (%) Modelled Outcome	5+ A*-A (%) Difference
Caldicot School	12.1%	19.7	19.3	0.4
Chepstow Comprehensive School	11.0%	41.4	21.9	19.5
King Henry VIII 3-19 School	19.2%	30.6	14.1	16.5
Monmouth Comprehensive School	10.6%	25.4	22.0	3.4

- 3.44 All schools are above the modelled outcome.

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

2025

School Name	FSM	5+ A*-A (%)	5+ A*-A (%) Family	5+ A*-A (%) Difference
Caldicot School	12.1%	19.7	26.3	-6.6
Chepstow Comprehensive School	11.0%	41.4	28.2	13.2
King Henry VIII 3-19 School	19.2%	30.6	17.4	13.2
Monmouth Comprehensive School	10.6%	25.4	28.2	-2.9

2024 for comparison

School Name	FSM	5+ A*-A (%)	5+ A*-A (%) Family	5+ A*-A (%) Difference
Caldicot School	12.8%	25.5	26.2	-0.7
Chepstow Comprehensive School	10.1%	41.9	25.1	16.8
King Henry VIII 3-19 School	22.1%	25.6	18.8	6.8
Monmouth Comprehensive School	9.9%	28.1	25.1	3.0

- 3.45 Two schools' 5+ A*-A percentage are above the family average, both significantly so. Two schools' rates are slightly less than their family average. Please note that the difference can be explained by schools within the families outperforming the model, hence increasing the family average.

Local Authority Aggregate Data

Key measures – Compared with Wales

- 3.46 Please note that these measures are not contextualised but compare with the Wales average.

Table 1.1c - Qualifications outcomes

Title	2023 - Monmouthshire	2024 - Monmouthshire	2025 - Monmouthshire	2023 - Wales	2024 - Wales	2025 - Wales
Capped 9 points score (interim)	374.7	369.8	375.9	358.1	352.1	354.3
WBacc Skills Challenge Certificate indicator – points score	41.1	37.8	39.7	31.6	30.2	29.0
Literacy indicator – points score	41.9	40.3	41.4	39.7	38.5	38.6
Numeracy indicator – points score	41.2	39.7	40.4	37.1	35.9	36.0
Science indicator – points score	38.9	37.8	37.5	36.9	36.0	35.8
No qualifications - % of pupils	0.8	1.1	1.5	1.4	1.8	2.4
5+ A*-A or equivalent	26.0	27.5	26.6	20.3	18.1	18.1

3.47 For all measures Monmouthshire is above the Wales average, except No qualifications (where lower is desirable). This has been the case for the last 3 years.

Key measures – Compared with ‘Modelled’ by FSM

3.48 Modelled outcomes for each indicator are all above the outcome indicated by Free School Meals, except the numeracy indicator which is slightly below. In 2024 it was only the literacy indicator that was slightly below. Please note that each table number is from the original data pack, not this report.

2025

Table 4.1 - KS4 Capped 9 points score (interim) - LA Average

Title	2025 - Capped 9 points score (interim)	2025 - Modelled score	2025 - Difference
Monmouthshire	386.3	375.6	10.7
Wales	367.0	-	-

2024 for comparison

Table 4.1 - KS4 Capped 9 points score (interim) - LA Average

Title	2024 - Capped 9 points score (interim)	2024 - Modelled score	2024 - Difference
Monmouthshire	379.4	372.1	7.3
Wales	364.2	-	-

3.49 The Capped 9 score is 10.7 points above the modelled outcome. This is the equivalent of approximately 1/5th of a GCSE grade per pupil.

2025

Table 4.2 - KS4 WBacc Skills Challenge Certificate indicator - points score - LA Average

Title	2025 - WBacc Skills Challenge Certificate indicator – points score	2025 - Modelled score	2025 - Difference
Monmouthshire	41.1	36.2	4.9
Wales	30.3	-	-

2024 for comparison

Table 4.2 - KS4 WBacc Skills Challenge Certificate indicator - points score - LA Average

Title	2024 - WBacc Skills Challenge Certificate indicator – points score	2024 - Modelled score	2024 - Difference
Monmouthshire	39.2	36.2	3
Wales	31.4	-	-

3.50 The Skills Challenge Certificate score is above modelled outcome by 4.9 points, by the equivalent of almost a whole GCSE (equivalent) grade per pupil.

2025

Title	2025 - Literacy indicator – points score	2025 - Modelled score	2025 - Difference
Monmouthshire	42.3	41.7	0.6
Wales	40.0	-	-

2024 for comparison

Title	2024 - Literacy indicator – points score	2024 - Modelled score	2024 - Difference
Monmouthshire	41.1	41.3	-0.2
Wales	39.8	-	-

3.51 The literacy indicator is 0.6 points above modelled outcome, the equivalent of 1/12th of a GCSE per pupil.

2025

Title	2025 - Numeracy indicator – points score	2025 - Modelled score	2025 - Difference
Monmouthshire	41.2	38.5	2.7
Wales	37.2	-	-

2024 for comparison

Title	2024 - Numeracy indicator – points score	2024 - Modelled score	2024 - Difference
Monmouthshire	40.5	38.2	2.3
Wales	37.1	-	-

3.52 The numeracy score is also 2.7 points above modelled outcome.

2025

Title	2025 - Science indicator – points score	2025 - Modelled score	2025 - Difference
Monmouthshire	38.8	39	-0.2
Wales	37.2	-	-

2024 for comparison

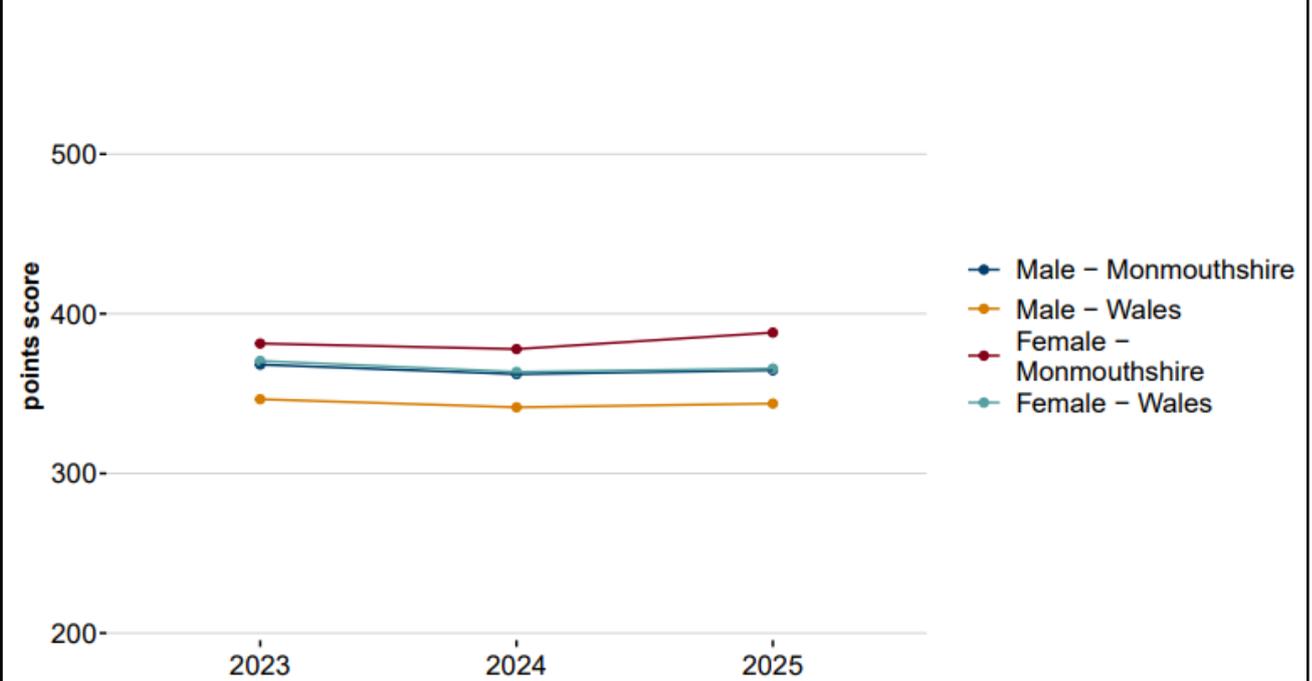
Table 4.5 - KS4 Science indicator - points score - LA Average

Title	2024 - Science indicator – points score	2024 - Modelled score	2024 - Difference
Monmouthshire	39.1	39	0.1
Wales	37.3	-	-

3.53 The science score is very slightly below modelled outcome, the equivalent of 1/30th of a GCSE grade per pupil.

Capped 9 – Males and Females

Chart 3.1 - KS4 Capped 9 points score (interim) - points score - Males & Females average



Note: The y axis does not start at zero in this plot.

Table 3.2 - KS4 Capped 9 points score (interim) (average)

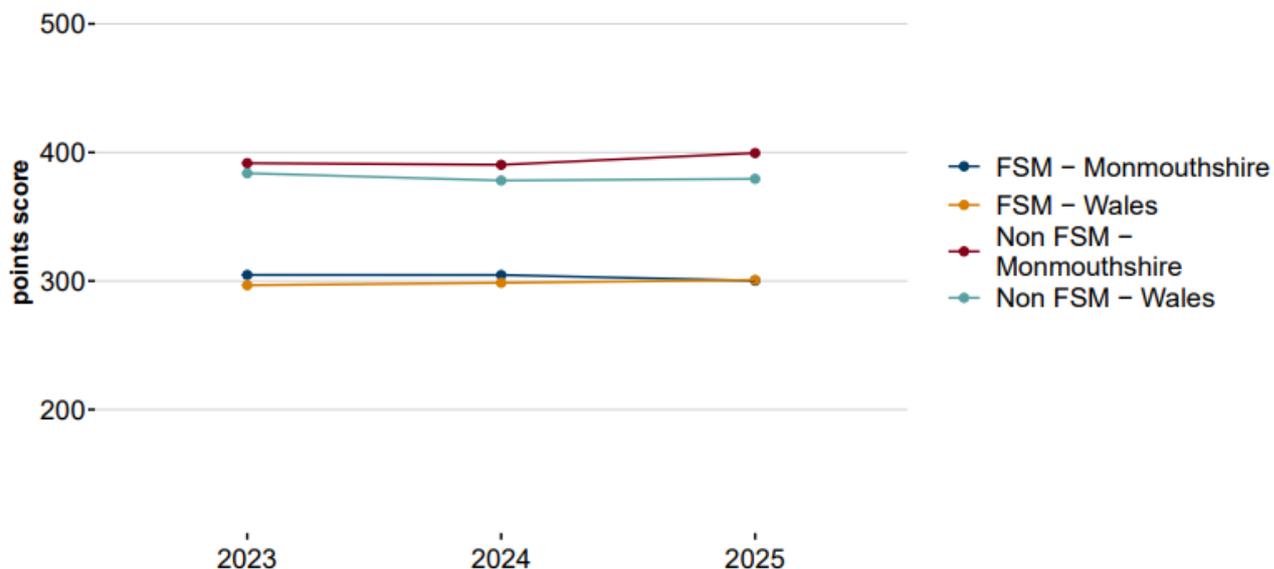
Title	2023	2024	2025
Male - Monmouthshire	368.1	362.2	364.6
Male - Wales	346.4	341.4	343.7
Female - Monmouthshire	381.3	377.9	388.2
Female - Wales	370.5	363.6	365.7

3.54 Both Males and Females in Monmouthshire have significantly higher scores than their peers in Wales.

Capped 9 FSM – non-FSM

6. FSM/Non-FSM Trend

Chart 6.1 - KS4 Capped 9 points score interim - points score - FSM/non-FSM trend - LA Average



Note: The y axis does not start at zero in this plot.

Table 6.2 - KS4 Capped 9 points score (interim) (average)

Title	2023	2024	2025
FSM - Monmouthshire	304.7	304.7	300.3
FSM - Wales	296.7	298.6	300.8
Non FSM - Monmouthshire	391.7	390.4	399.5
Non FSM - Wales	383.8	378.2	379.4

3.55 Both FSM and non-FSM pupils in Monmouthshire have higher or similar Capped 9 scores than their peers in Wales, although the gap between Non-FSM and FSM pupils in Monmouthshire has increased in 2025.

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

8. BACKGROUND PAPERS:

There are no additional background papers.

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

Presenting: Edward Pryce (Assistant Director, EAS)

CONTACT DETAILS: Tel: 07904 644686

E-mail: ed.pryce@sewaleseas.org.uk