



EDUCATION FOR LIFE SCRUTINY COMMITTEE - 14TH JANUARY 2014

SUBJECT: STANDARDS OF PUPIL ATTAINMENT IN CAERPHILLY – FOUNDATION PHASE, KEY STAGE 2, KEY STAGE 3 (FINAL) KEY STAGE 4 (PROVISIONAL)

REPORT BY: ACTING DEPUTY CHIEF EXECUTIVE

1. PURPOSE OF REPORT

- 1.1 The report is to inform members of pupils' attainment in teacher assessment at foundation phase, key Stage 2 and key Stage 3 (Final) and key Stage 4 (Provisional). The Welsh Government completion of final validation of key Stage 4 performance data has been completed, but the range of national comparative data that is available for the other phases is not yet available.

2. LINKS TO STRATEGY

- 2.1 These plans link to the local authority's duty to monitor and improve standards of education. The strategies for achieving this are described in the Children and Young People's Plan 2011-14, the Education, Lifelong Learning and Leisure Directorate Plan 2013-14 and also the Learning, Education and Inclusion Service Improvement Plan.

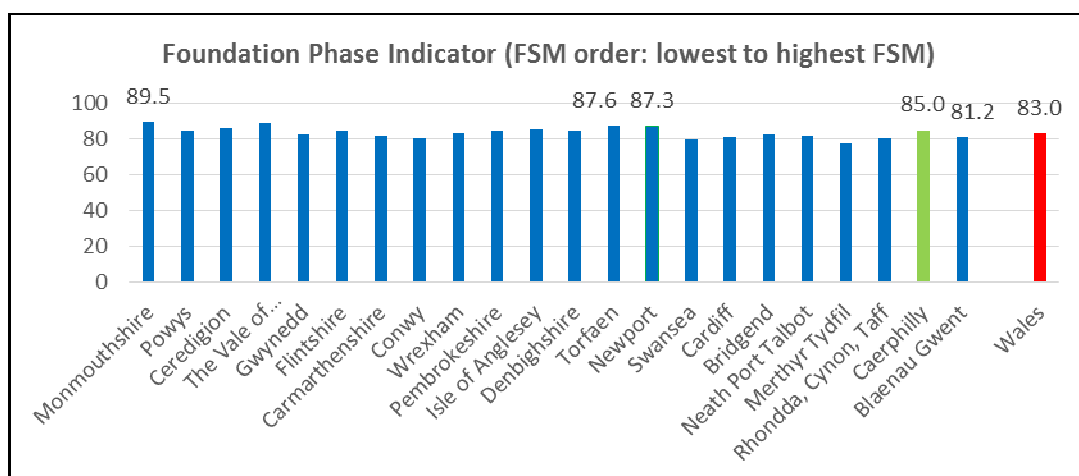
3. THE REPORT

- 3.1 All schools are subject to rigorous reporting and monitoring of standards each year, with the principal focus in key stages 2 and 3 being on English/Welsh first language, mathematics and science, and the percentage of pupils achieving the expected level in all three core subjects (Core Subject Indicator – CSI).
- 3.2 In the Foundation Phase (formerly key stage 1), following the implementation of a revised curriculum, schools reported for the first time in 2012 on the performance of 7 year olds in Language, Literacy and Communication (English or Welsh language) (LLC), Mathematical Development (MD), and Personal, Social Development, Wellbeing and Cultural Development (PSDWCD). The Foundation Phase Indicator (FPI) measures the percentage achieving the expected outcome in all three areas of learning.
- 3.3 Whilst assessment of LLC and MD is broadly comparable to performance in English/Welsh and mathematics, PSDWCD is not the same as science. Instead it provides a holistic assessment of pupils' wellbeing and the extent to which they are able to inter-relate appropriately with those around them. It also reflects a growing awareness of culture and diversity and of the environment in which they live. As such, it is an important measure of their overall 'readiness' for learning. Achievement in each of LLD, MD and PSDWCD is measured in relation to one of six 'outcome' descriptors.

- 3.4 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 (formerly National Curriculum Level 2), with more able pupils achieving Outcome 6 (formerly Level 3). In key stages 2 and 3, the 'average' pupil is expected to achieve Level 4 and above and Level 5 and above respectively.
- 3.5 Key stage 4: At key stage 4, there are five key performance measures, of which the following are particularly important:-
- the percentage of pupils achieving the Level 2 threshold including English/Welsh first language and mathematics;
 - the capped average wider point score.
- 3.6 This report provides an overview of the Foundation Phase, Key Stage 2, Key Stage 3 and provisional Key Stage 4 outcomes for 2013. A detailed report including achievement gaps (gender, FSM etc), value added data, and final Key Stage 4 data will follow in spring 2014 after the final verified data has been made available by the Welsh Government.
- 3.7 Both national and global research shows that there is a significant link between socio-economic background and educational performance. The Welsh Government's statistical bulletin, "Achievement and Entitlement to Free School Meals in Wales", published every March, shows that the performance of pupils eligible for free school meals (FSM), which is a measure of socio economic deprivation, is lower than for their non eligible counterparts at all key stages. The Welsh Government therefore uses the percentage of pupils eligible for free schools meals as a proxy indicator of deprivation for both individual schools and local authorities.
- 3.2 According to the latest available figures for the percentage of pupils eligible for FSM, Caerphilly is the 2nd most socioeconomically disadvantaged LA in Wales. This contextualisation is not used to reduce ambition, nor to set limiting targets, but to show that if Caerphilly performance is higher than 21st, then performance is better than expected. Our aspiration is still to overcome the link between deprivation and poor attainment.

Foundation Phase outcomes

- 3.3 Performance in the Foundation Phase continues to be above the Wales average for all indicators with 85.0% of pupils achieving the Foundation Phase indicator in 2013, an increase from 84.3% in 2012. Caerphilly currently ranks 7th in Wales when compared with other local authorities, which is well above Caerphilly's FSM ranking.



- 3.4 Performance improved in the FPI, LCC Welsh and PSDWCD, whilst LLC English and Mathematical Development declined. Improvements were at a slower rate than for Wales overall in the FPI and PSDWCD, and as a result Caerphilly rankings against other LA's in Wales have decreased.

	FPI		LLC English		LLC Welsh		Mathematical Development		PSDWCD	
	2013	2012 +/-	2013	2012 +/-	2013	2012 +/-	2013	2012 +/-	2013	2012 +/-
Caerphilly	85.0	0.7	86.9	-0.3	90.7	3.0	89.4	-0.5	93.8	1.1
Wales	83.0	2.5	85.2	1.8	86.7	0.8	87.4	0.8	93.0	2.2

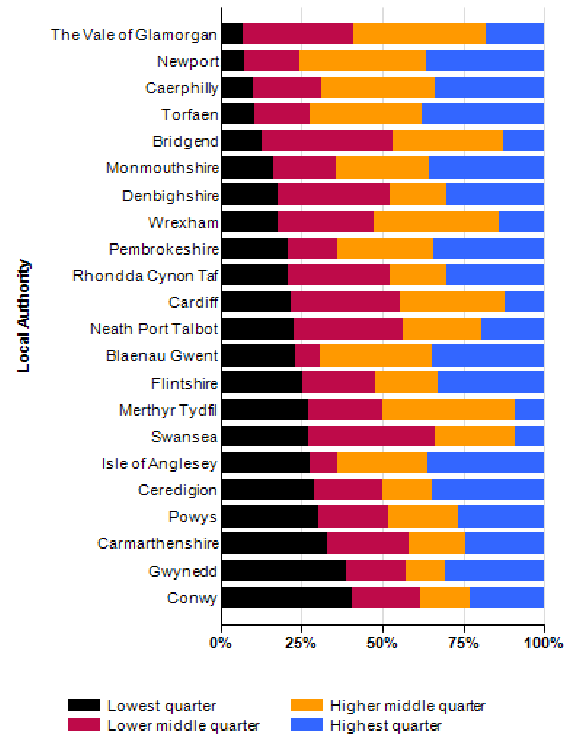
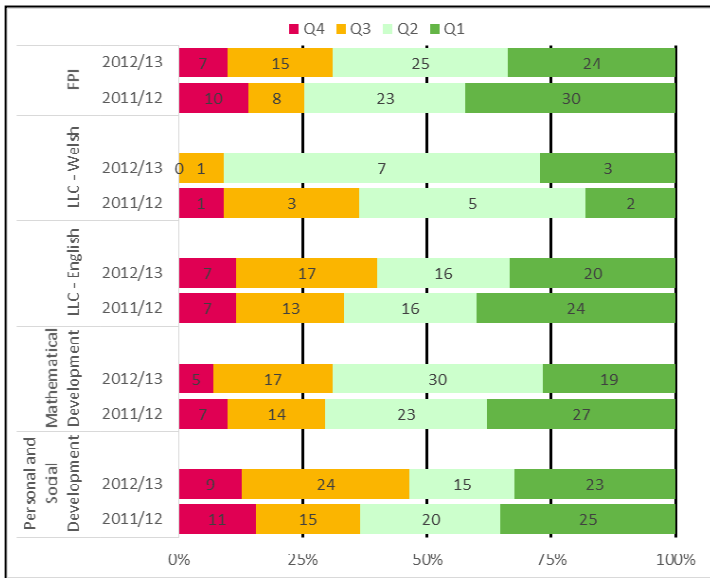
3.5 End of Foundation Phase Outcomes – Wales Rankings 2013, show Caerphilly Rankings as FPI 7th, LLC English 8th, LLC Welsh 3rd, MD 8th, PSDWCD 12th.

Foundation Phase Indicator	Language, literacy and communication skills - English	Language, literacy and communication skills - Welsh	Mathematical Development	Personal and Social Development, Wellbeing and Cultural Diversity
Monmouthshire	Monmouthshire	Vale of Glamorgan	Torfaen	Ceredigion
Vale of Glamorgan	Vale of Glamorgan	Bridgend	Vale of Glamorgan	Monmouthshire
Torfaen	Newport	Caerphilly (3)	Monmouthshire	Isle of Anglesey
Newport	Torfaen	Denbighshire	Newport	Vale of Glamorgan
Ceredigion	Isle of Anglesey	Swansea	Ceredigion	Denbighshire
Isle of Anglesey	Powys	Newport	Isle of Anglesey	Torfaen
Caerphilly (7)	Flintshire	Merthyr Tydfil	Denbighshire	Wrexham
Denbighshire	Pembrokeshire	Ceredigion	Caerphilly (8)	Flintshire
Powys	Caerphilly (9)	Isle of Anglesey	Flintshire	Newport
Pembrokeshire	Denbighshire	Neath Port Talbot	Powys	Gwynedd
Flintshire	Wrexham	Gwynedd	Pembrokeshire	Pembrokeshire
Wrexham	Conwy	Wrexham	Wrexham	Caerphilly (12)
Wales average	Wales average	Cardiff	Gwynedd	Powys
Gwynedd	Bridgend	Wales average	Wales average	Neath Port Talbot
Bridgend	Ceredigion	Carmarthenshire	Conwy	Swansea
Neath Port Talbot	Neath Port Talbot	Monmouthshire	Bridgend	Carmarthenshire
Carmarthenshire	Blaenau Gwent	Pembrokeshire	Carmarthenshire	Wales average
Blaenau Gwent	Cardiff	Flintshire	Rhondda Cynon Taff	Conwy
Cardiff	Rhondda Cynon Taff	Rhondda Cynon Taff	Swansea	Cardiff
Rhondda Cynon Taff	Swansea	Blaenau Gwent	Neath Port Talbot	Blaenau Gwent
Conwy	Carmarthenshire	Torfaen	Cardiff	Bridgend
Swansea	Merthyr Tydfil	Powys	Blaenau Gwent	Rhondda Cynon Taff
Merthyr Tydfil		Conwy	Merthyr Tydfil	Merthyr Tydfil

3.6 Performance at Outcome 6 (expected outcome +1) improved at a greater rate of improvement than at Outcome 5 and at a higher rate than across Wales in LC Cymraeg.

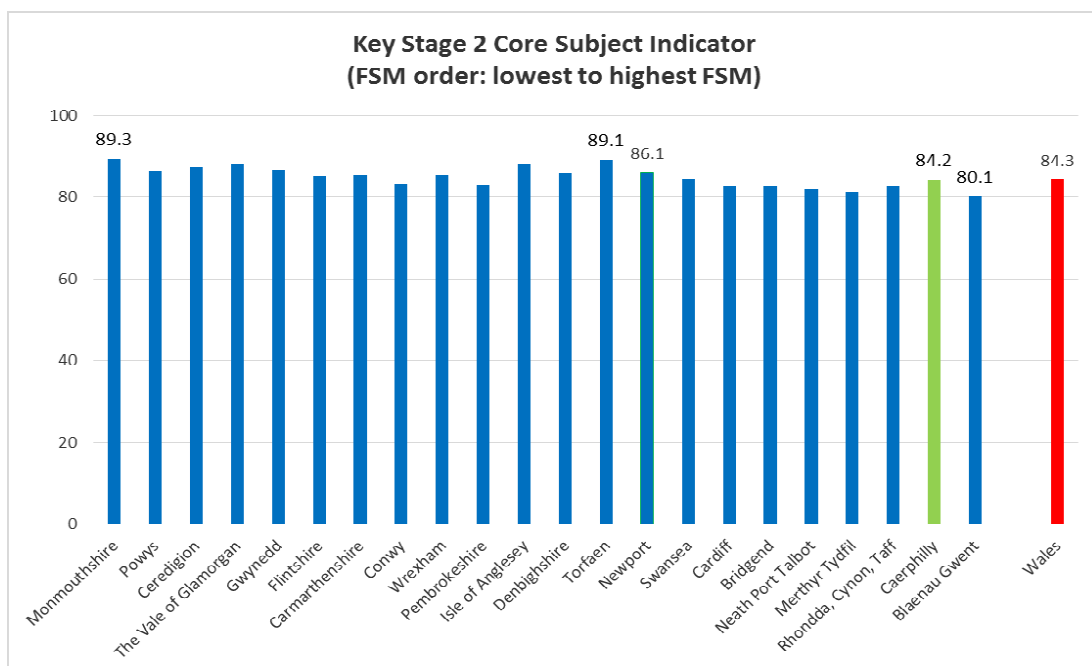
	LLC Cymraeg		LLC English		Mathematical Development		PSDWCD	
	2013	2012 +/-	2013	2012 +/-	2013	2012 +/-	2013	2012 +/-
Caerphilly	28.0	10.2	30.0	3.1	29.2	3.7	46.5	6.7
Wales	29.3	4.4	29.5	3.9	28.2	4.1	45.9	7.3

3.7 When FSM benchmark data is used to compare the performance of similar schools, the number of Caerphilly schools above the median for the FPI decreased slightly from 53 in 2012 to 49 in 2013, however the number in the bottom quarter increased from 0 to 7. National data indicates however, that Caerphilly has the third lowest proportion of schools in the bottom quarter.



Key Stage 2 Performance

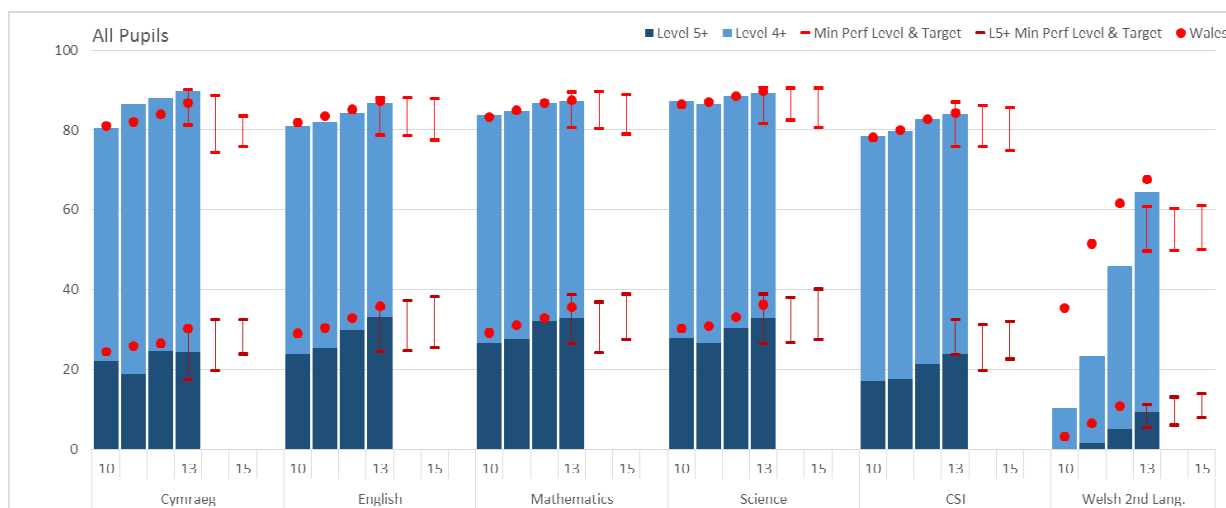
3.8 Performance in key stage 2 continues to be higher than expected given a FSM ranking of 21st for all core subjects at level 4 and above with Caerphilly ranking 15th in Wales for the CSI in 2013. The percentage achieving the CSI remains slightly below the national average.



3.9 Improvements were seen in all subjects compared with 2012, although with the exception of English, these improvements were at a slightly slower rate than across Wales.

	CSI		Cymraeg		English		Mathematics		Science	
	2013	2012 +/-	2013	2012 +/-	2013	2012 +/-	2013	2012 +/-	2013	2012 +/-
Caerphilly	84.3	1.6	89.6	1.5	86.8	2.5	87.3	0.5	89.4	0.9
Wales	84.3	1.7	86.7	2.7	87.1	1.9	87.5	0.7	89.7	1.2

3.10 Performance in all subjects and indicators was closer to the top of the target range set by schools during the annual statutory target setting process in autumn 2012 for the expected level 4+, and higher than the target for Welsh second language. At the higher level 5+, performance was within the target range for all subjects.



3.11 Caerphilly's performance is above the Wales average for Welsh first language and Mathematics, and is higher than the FSM ranking of 21 for all indicators. Caerphilly Rankings 2012: CSI 14th, English 16th, Welsh 5th, Maths 14th, Science 14th.

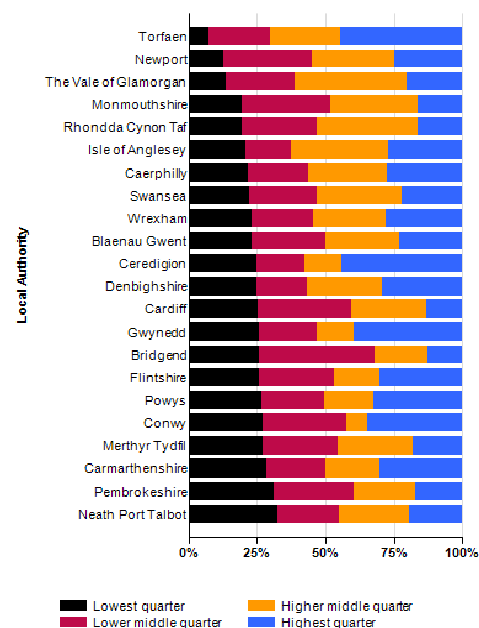
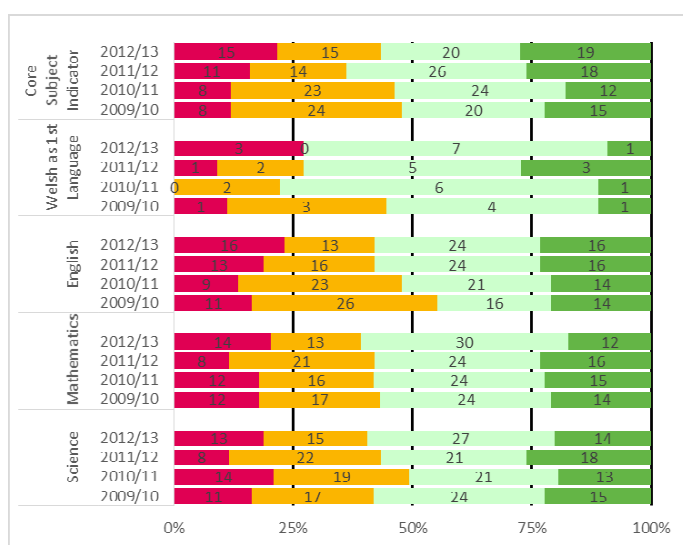
Core Subject Indicator	English	Welsh (first language)	Mathematics	Science
Monmouthshire	Monmouthshire	Torfaen	Monmouthshire	Monmouthshire
Torfaen	Vale of Glamorgan	Newport	Torfaen	Vale of Glamorgan
Vale of Glamorgan	Ceredigion	Bridgend	Vale of Glamorgan	Torfaen
Isle of Anglesey	Torfaen	Vale of Glamorgan	Isle of Anglesey	Newport
Ceredigion	Isle of Anglesey	Swansea	Denbighshire	Denbighshire
Gwynedd	Newport	Neath Port Talbot	Powys	Isle of Anglesey
Powys	Powys	Wrexham	Newport	Ceredigion
Newport	Gwynedd	Flintshire	Gwynedd	Gwynedd
Denbighshire	Denbighshire	Caerphilly (9)	Ceredigion	Powys
Wrexham	Wrexham	Cardiff	Flintshire	Carmarthenshire
Carmarthenshire	Flintshire	Denbighshire	Wrexham	Pembrokeshire
Flintshire	Conwy	Gwynedd	Carmarthenshire	Conwy
Swansea	Swansea	Pembrokeshire	Caerphilly (13)	Wrexham
Wales average	Carmarthenshire	Wales average	Conwy	Flintshire
Caerphilly (14)	Wales average	Conwy	Wales average	Wales average
Conwy	Caerphilly (15)	Carmarthenshire	Swansea	Caerphilly (15)
Pembrokeshire	Pembrokeshire	Powys	Pembrokeshire	Swansea
Bridgend	Bridgend	Rhondda Cynon Taff	Bridgend	Cardiff

Cardiff	Cardiff	Ceredigion	Cardiff	Neath Port Talbot
Rhondda Cynon Taff	Neath Port Talbot	Isle of Anglesey	Rhondda Cynon Taff	Bridgend
Neath Port Talbot	Rhondda Cynon Taff	Monmouthshire	Neath Port Talbot	Rhondda Cynon Taff
Merthyr Tydfil	Merthyr Tydfil	Blaenau Gwent	Blaenau Gwent	Blaenau Gwent
Blaenau Gwent	Blaenau Gwent		Merthyr Tydfil	Merthyr Tydfil

3.12 Performance at Level 5+ (expected level +1) improved at a greater rate than at Level 4+ and Wales as a whole in English, maths and science. However, performance at Level 5+ declined in Welsh first language by 0.4 points.

	Cymraeg		English		Mathematics		Science	
	2013	2012 +/-	2013	2012 +/-	2013	2012 +/-	2013	2012 +/-
Caerphilly	24.3	-0.4	33.1	3.4	32.9	0.9	32.9	2.7
Wales	30.4	3.8	35.7	2.8	35.7	2.8	36.1	1.2

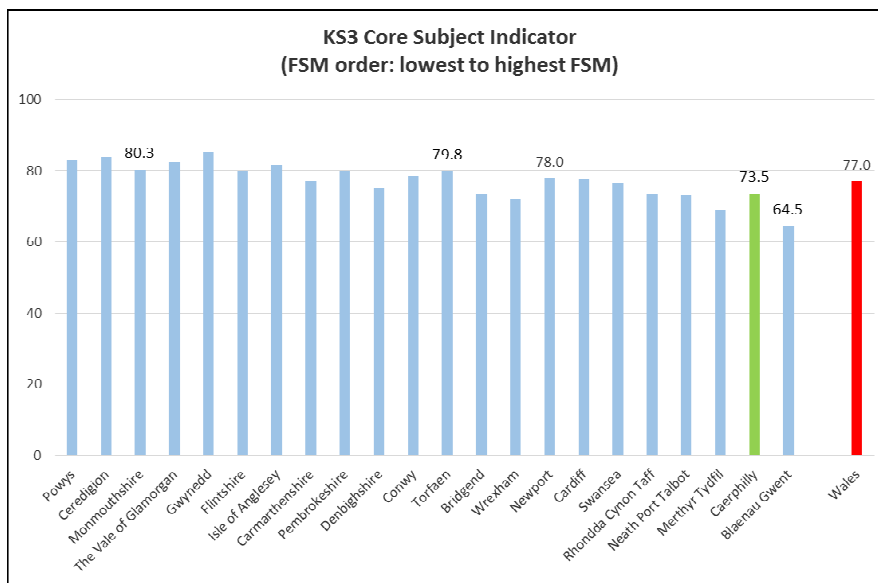
3.13 When FSM benchmark data is used to compare the performance of similar schools, the number of Caerphilly schools above the median for the CSI has decreased slightly from 44 in 2012 to 39 in 2013, although this remains above the 36 in 2011. The number in the first quarter has increased from 18 to 19, but the number in the fourth quarter has increased from 11 to 15. National data indicates that the proportion of schools in the bottom quarter was the 7th lowest in Wales.



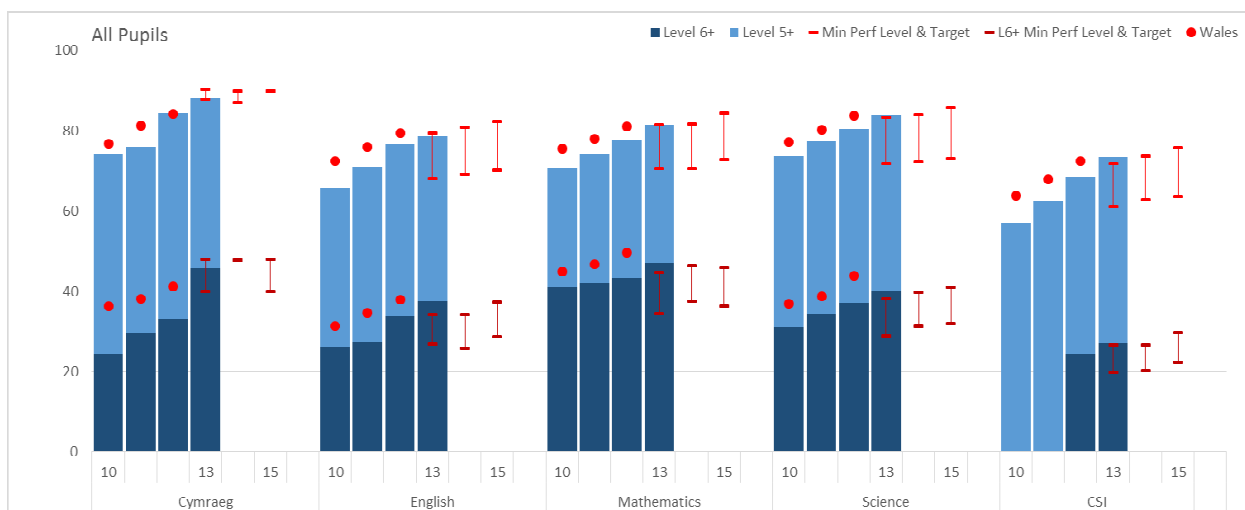
Key Stage 3 Performance

- 3.14 Performance in key stage 3 continues to be stronger than expected in all core subjects at level 5 and above with Caerphilly ranking 18th in Wales for the CSI at 73.5% in 2013 (an improvement from 68.4% in 2012). All core subjects improved in 2013, with the greatest improvement in mathematics, which improved by 4.0 points compared with 2.8 points across Wales.

	CSI		Cymraeg		English		Mathematics		Science	
	2013	2012 +/-	2013	2012 +/-	2013	2012 +/-	2013	2012 +/-	2013	2012 +/-
Caerphilly	73.5	5.1	88.1	3.8	78.7	1.8	81.5	4.0	83.8	3.5
Wales	77.0	4.5	87.6	3.4	82.9	3.6	83.9	2.8	87.0	3.4



- 3.15 Performance in all subjects and indicators was closer to the top or above the target range set by schools during the annual statutory target setting process in autumn 2012 for the expected level 5+ and level 6+.



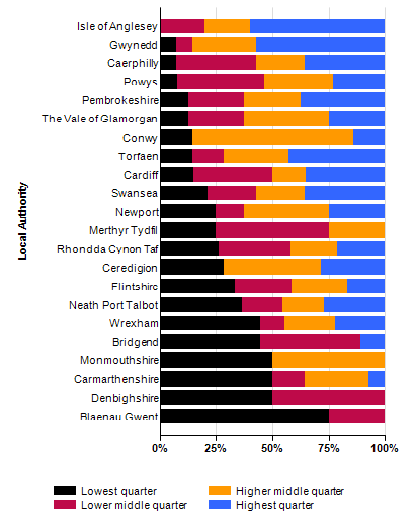
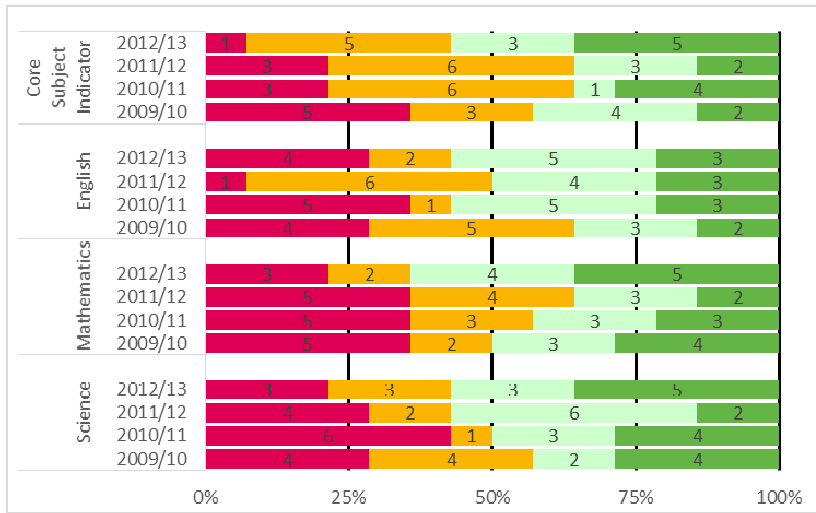
- 3.16 Caerphilly's performance remains above the FSM ranking of 21st for all indicators, although the rankings declined in Cymraeg, English and science. Caerphilly Rankings 2012: CSI 18th, Cymraeg 8th, English 17th, Maths 17th, Science 17th.

Core Subject Indicator	Cymraeg	English	Mathematics	Science
Gwynedd	Conwy	Gwynedd	Gwynedd	Gwynedd
Ceredigion	Vale of Glamorgan	Ceredigion	Powys	Ceredigion
Powys	Powys	Vale of Glamorgan	Vale of Glamorgan	Monmouthshire
Vale of Glamorgan	Pembrokeshire	Torfaen	Ceredigion	Vale of Glamorgan
Isle of Anglesey	Gwynedd	Powys	Torfaen	Powys
Monmouthshire	Ceredigion	Monmouthshire	Monmouthshire	Isle of Anglesey
Flintshire	Isle of Anglesey	Flintshire	Flintshire	Flintshire
Pembrokeshire	Cardiff	Isle of Anglesey	Isle of Anglesey	Torfaen
Torfaen	Wrexham	Pembrokeshire	Conwy	Pembrokeshire
Conwy	Caerphilly (10)	Conwy	Pembrokeshire	Conwy
Newport	Swansea	Cardiff	Newport	Newport
Cardiff	Wales average	Carmarthenshire	Cardiff	Wales average
Carmarthenshire	Rhondda Cynon Taff	Wales average	Wales average	Cardiff
Swansea	Denbighshire	Newport	Carmarthenshire	Carmarthenshire
Denbighshire	Neath Port Talbot	Denbighshire	Denbighshire	Denbighshire
Wales average	Torfaen	Swansea	Swansea	Swansea
Rhondda Cynon Taff	Carmarthenshire	Bridgend	Bridgend	Rhondda Cynon Taff
Bridgend	Bridgend	Rhondda Cynon Taff	Caerphilly (17)	Wrexham
Caerphilly (18)	Flintshire	Neath Port Talbot	Wrexham	Bridgend
Neath Port Talbot		Wrexham	Rhondda Cynon Taff	Caerphilly (19)
Wrexham		Caerphilly (20)	Neath Port Talbot	Neath Port Talbot
Merthyr Tydfil		Merthyr Tydfil	Merthyr Tydfil	Blaenau Gwent
Blaenau Gwent		Blaenau Gwent	Blaenau Gwent	Merthyr Tydfil

- 3.17 Performance at Level 6+ (expected level +1) improved across all subjects and at a higher rate than for Wales as a whole in Cymraeg.

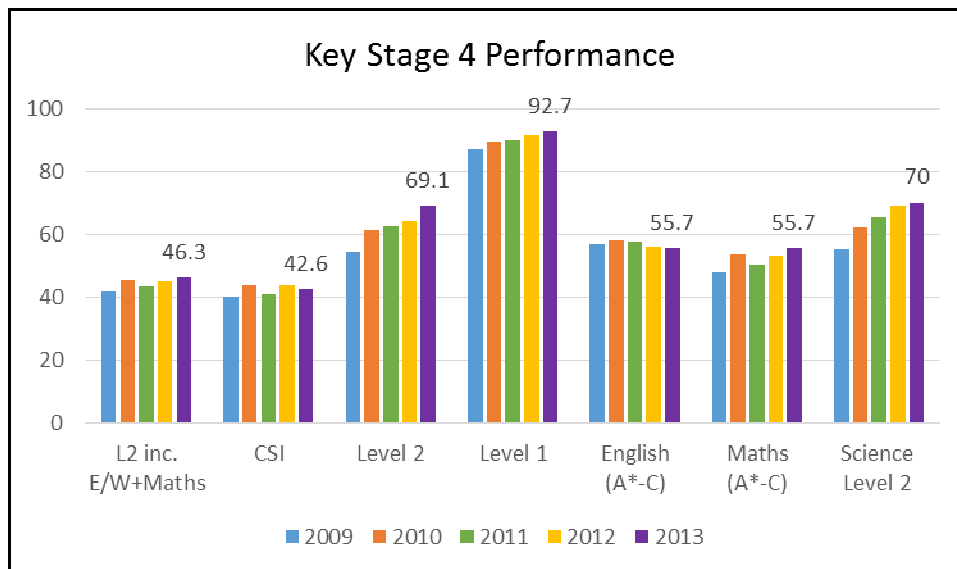
	CSI		Cymraeg		English		Mathematics		Science	
	2013	2012 +/-	2013	2012 +/-	2013	2012 +/-	2013	2012 +/-	2013	2012 +/-
Caerphilly	27.1	2.7	45.8	12.7	37.5	3.6	47.2	3.8	40.1	3.0
Wales	<i>data not available</i>		45.8	4.6	42.7	4.6	53.1	3.5	48.6	4.7

- 3.18 When FSM benchmark data is used to compare the performance of similar schools, the number of Caerphilly schools above the median for the CSI has increased from 7 in 2012 to 8 in 2013. The number in the first quarter increased from 2 to 5. The number in the bottom quarter reduced from 3 to 1.



Key Stage 4 Performance

- 3.19 Final Key Stage 4 data was published by the Welsh Government on 28th November 2013. However, final KS4 Core Data Sets with benchmark data and WG School Banding information is not yet available at the time of writing this report.
- 3.20 The proportion of pupils achieving the Level 2 threshold inclusive of English/Welsh first language and mathematics has improved across Caerphilly from 45.1% in 2012 to 46.3% in 2013. This places Caerphilly joint 19th in Wales for this indicator, slightly higher than the LA's FSM ranking of 21st.
- 3.21 This increase is supported by increases in the Level 1 and 2 thresholds overall, and in Level 2 mathematics and science. However, performance in the CSI declined slightly and English performance at Level 2 has declined from 56.0% in 2012 to 55.7% in 2013.



4. FINANCIAL IMPLICATIONS

4.1 There are no specific financial implications.

5. PERSONNEL IMPLICATIONS

5.1 There are no specific personnel implications.

6. EQUALITIES

- 6.1 There is no specific equalities impact in relation to the content of this report. When performance information is discussed with schools as part of the monitoring, challenge, support and intervention programme, equalities issues, such as gender and ethnicity are taken into account. Similarly the Local Authority self-evaluation considers all equalities issues.

7. CONSULTATIONS

- 7.1 All comments have been reflected in the report.

8. RECOMMENDATIONS

- 8.1 Members are asked to note the contents of the report.

Author: Ed Pryce, Senior Adviser Performance and ICT
Consultees: Directorate Senior Management Team
Cabinet Member for Education and Leisure
Corporate Management Team