



EDUCATION FOR LIFE SCRUTINY COMMITTEE – 25TH SEPTEMBER 2012

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

REPORT BY: CORPORATE DIRECTOR – EDUCATION & LIFELONG LEARNING

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 will not complete final validation of key Stage 4 and 5 performance data until the middle of December 2012.

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 2012-13 and also the Learning, Education and Inclusion Service Improvement Plan.

3. THE REPORT

- 3.1 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 4th 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 19th, then performance is better than expected. Our aspiration is still to improve our position in local authority ranking tables in spite of deprivation levels, overcoming the link between deprivation and poor attainment.
- 3.3 Each of tables below show Caerphilly pupil performance at the end of each phase / stage of education in 2012, compared with both the national average and Caerphilly results in the previous year. There are also columns, which give Caerphilly's rank position out of the 22 local authorities in Wales.

3.4 For key stages 1 – 3 the figures shown are the percentage of pupils achieving the ‘expected level’ at the end of the key stage. Note that this is the first year that assessments have been made against Foundation Phase outcomes instead of key stage 1 national curriculum outcomes. Therefore direct comparison with previous years is indicative only.

3.5 Foundation Phase - Results Summary

Key Stage 1	Caerphilly 2012	Wales 2012	+/- Wales 2012	LA Rank 2012	Caerphilly 2011	LA Rank 2011	2012 v 2011
Personal Social Development	92.7%	90.8%	1.9%	6	92.7%		
Literacy Learning Outcome - English	87.0%	83.4%	3.6%	4	87.0%	11	
Literacy Learning Outcome - Welsh	87.5%	85.9%	1.6%	7	87.5%	13	
Mathematical	89.6%	86.6%	3.0%	4	89.6%	14	
Foundation Phase Outcome Indicator	84.3%	80.5%	3.8%	3	84.3%	13	

3.6 In 2012 the percentage of pupils achieving Foundation Phase Outcome Level 5 or above, the expected level at the end of the foundation phase, is well above the national average for all indicators. All indicators have seen improvements, relative to the previous national curriculum levels at the end of key stage 1, although direct comparison is not possible. Caerphilly rank positions vary between 4th and 7th for the different indicators, well above the expected rank position.

3.7 Key Stage 2 Results Summary

Key Stage 2	Caerphilly 2012	Wales 2012	+/- Wales 2012	LA Rank 2012	Caerphilly 2011	LA Rank 2011	2012 v 2011
English	84.3%	85.2%	-0.9%	16	82.4%	16	1.9%
Welsh	88.1%	84.0%	4.1%	5	86.4%	8	1.7%
Mathematics	86.8%	86.8%	0.0%	14	84.9%	14	1.9%
Science	88.5%	88.5%	0.0%	14	86.6%	15	1.9%
CSI	82.7%	82.6%	0.1%	14	79.9%	14	2.8%

3.8 In 2012 the percentage of pupils achieving Level 4 or above, the expected level at the end of key stage 2 is slightly below the national average for English, in line for mathematics, science and the CSI, and well above for Welsh. All indicators have seen improvements of approximately 2 percentage points. Caerphilly rank positions vary between 5th and 16th for the different indicators.

3.9 Key Stage 3 Results Summary

Key Stage 3	Caerphilly 2012	Wales 2012	+/- Wales 2012	LA Rank 2012	Caerphilly 2011	LA Rank 2011	2012 v 2011
English	76.8%	79.3%	-2.5%	17	70.9%	19	5.9%
Welsh	84.3%	84.2%	0.1%	8	75.9%	16	8.4%
Mathematics	77.5%	81.1%	-3.6%	17	74.2%	18	3.3%
Science	80.4%	83.6%	-3.2%	17	77.3%	18	3.1%
CSI	68.4%	72.5%	-4.1%	18	62.4%	19	6.0%

3.10 In 2012 the percentage of pupils achieving Level 5 or above, the expected level at the end of key stage 3 is below the national average by between 0.1 and 4.1 percentage points for all indicators. The CSI increased by 6.0% from 2011, building on the 5.4% improvement made from 2010 to 2011. The gap with the national average for the CSI has been closed from 5.6% to 4.5% points. Whilst all indicators have seen significant improvements from 2011, the national averages have also increased. Caerphilly rank positions vary between 8th and 18th for the different indicators. It is recognised that Caerphilly needs to continue to improve levels of attainment at key stage 3.

3.11 Key Stage 4 Results Summary (Provisional)

Key Stage 3	Caerphilly 2012	Wales 2012	+/- Wales 2012	LA Rank 2012	Caerphilly 2011	LA Rank 2011	2012 v 2011
L1 Threshold	90.3%	This comparative data available in Dec 2012, after result validation			90.0%	16	0.3%
L2 Threshold	62.2%				62.5%	18	-0.3%
L2 incl E/W&M	44.1%				43.3%	19	0.8%
CSI	42.1%				41.8%	19	0.3%

- 3.12 All results at key stage 4 are subject to change following the Welsh Government's programme of validation with schools. Original provisional results are available to schools and their LA in October, with final national results usually being available in December. This process will include any revised grades as a result of remarking.
- 3.13 The main headline indicator used by the Welsh Government, the Level 2 Threshold, including a qualification in either English / Welsh and mathematics has risen from 43.3% to 44.1%. The LA had targeted a rise to 47.0% this year based on the challenging targets supplied by schools. This result is therefore a disappointment at aggregate level.
- 3.14 Performance on the L2 Threshold has decreased by 0.3% from 2011. Performance on the L1 Threshold has conversely increased by 0.3%.
- 3.15 Initial examination of individual school results at the end of key stage 4 shows that progress varies considerably. A number of schools improved significantly upon last year, a number fell back slightly but several schools did not make the progress that they had expected. Further work will take place with schools in the Autumn term to identify the causes of any underperformance, and put measures in place with headteachers and governing bodies to address this for next year.
- 3.16 Given that these results are provisional and that many exam papers are subject to remarking individual, school results have not been included in an appendix.
- 3.17 For post -16 education Caerphilly's L3 Threshold indicator, the % of students achieving 2 or more A Levels at grades A*-E has fallen from 99.0% in 2011 to 96.3% in 2012. In 2011 Caerphilly was the highest performing LA in Wales on this indicator.

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.

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Cabinet Member for Education and Leisure
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Appendix 1: Foundation Phase Summary – Individual Schools

Appendix 2: Key Stage 2 Summary – Individual Schools

Appendix 3: Key Stage 3 Summary – Individual Schools