



## **EDUCATION FOR LIFE SCRUTINY COMMITTEE – 23RD FEBRUARY 2016**

**SUBJECT: KEY STAGE 4 / KEY STAGE 5 PERFORMANCE 2015**

**REPORT BY: ED PRYCE, EDUCATION ACHIEVEMENT SERVICE (EAS)**

---

### **1. PURPOSE OF REPORT**

1.1 To inform members of Caerphilly schools' 2015 key stage 4 and key stage 5 performance.

### **2. SUMMARY**

2.1 This report presents members with the final published 2015 performance data for key stage 4 and 5.

### **3. LINKS TO STRATEGY**

Education Achievement Services (EAS) Business Plan  
Education Service Improvement Plan  
Single Integrated Plan

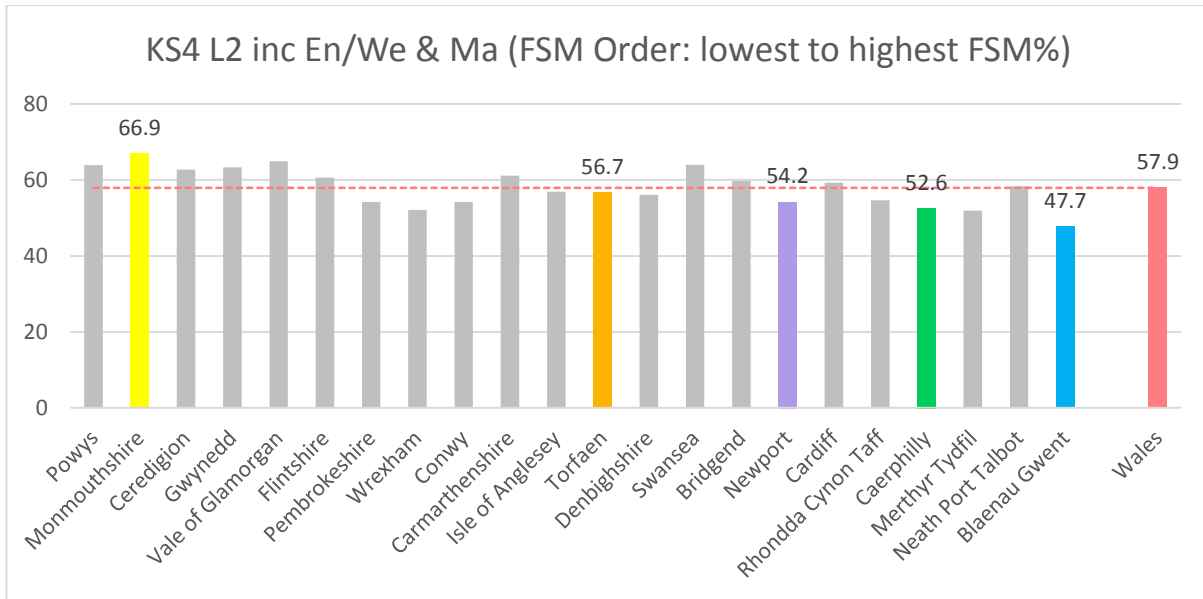
### **4. Key Stage 4**

4.1 At Key Stage 4, the following key performance measures are used to evaluate and compare the full range of achievement within and across local authorities:

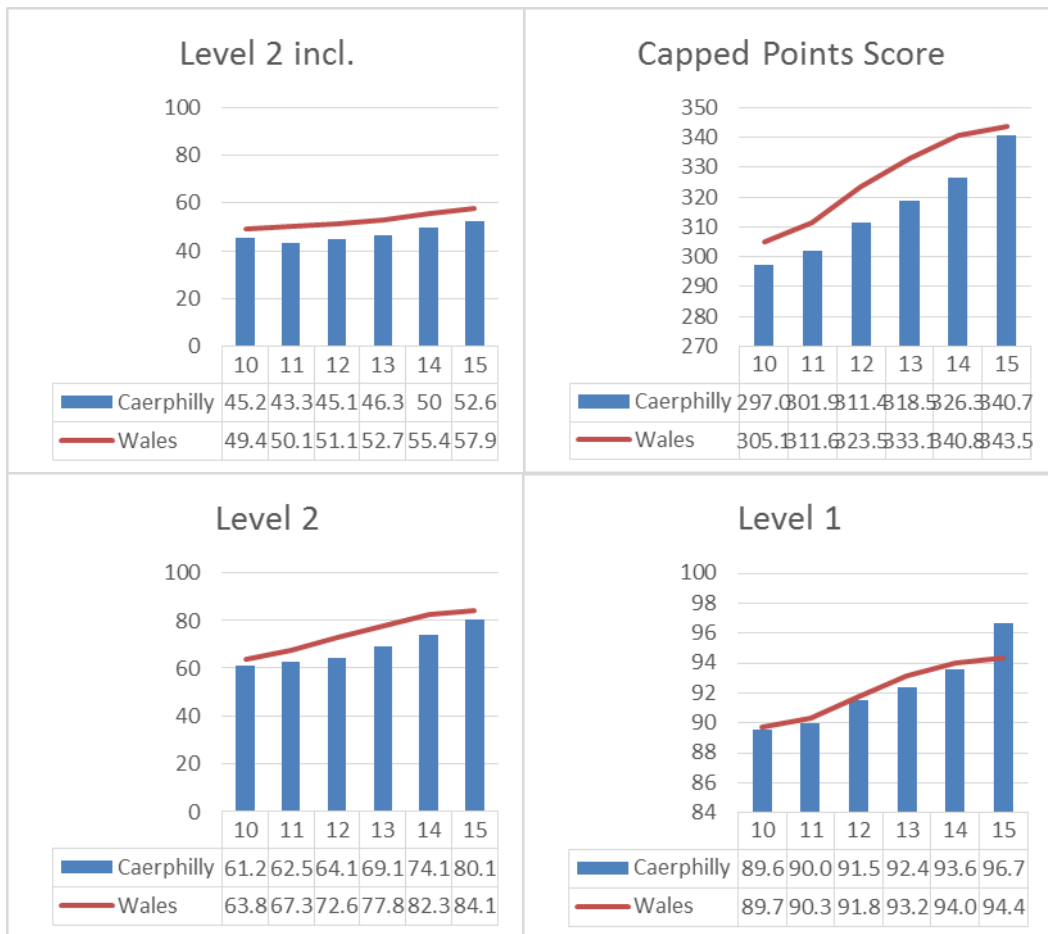
- Level 2 threshold including English or Welsh first language and mathematics (L2+)
- Level 2 threshold (L2)
- Level 1 threshold (L1)
- Core Subject Indicator (CSI)
- Capped Points Score (CPS)
- Level 2 qualification (equivalent to GCSE A\*-C) in English or Welsh first language
- Level 2 qualification (equivalent to GCSE A\*-C) in mathematics
- Level 2 qualification (equivalent to GCSE A\*-C) in science

4.2 Of these, the Level 2 threshold including English/Welsh first language and mathematics and the capped point score are particularly important and WG publishes local authority benchmarks based on these each year.

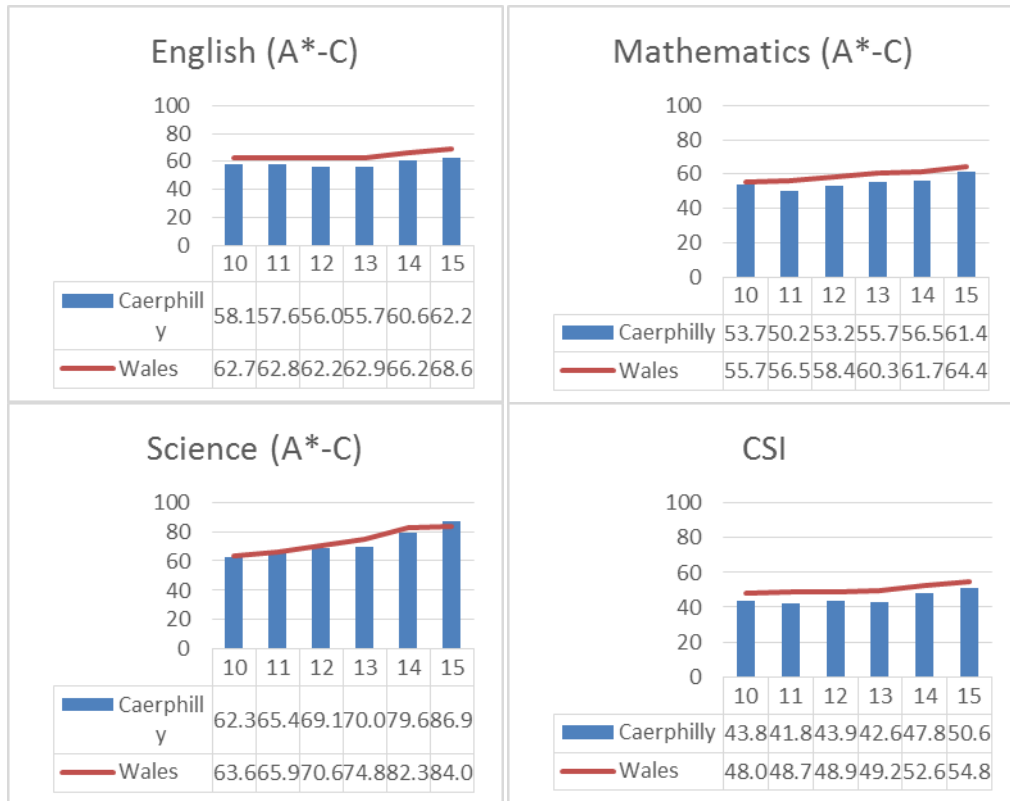
4.3 Final 2015 results indicate continued progress with increases in all high level indicators and subjects. The proportion of pupils achieving the Level 2 threshold inclusive of English/Welsh first language and mathematics has improved from 50% in 2014 to 52.6% in 2015.



4.4 There was also a small increases to the L1 threshold and a more significant increase to the L2 threshold, although L2 remains slightly below the national average. L1 is now above the Wales average. The capped point score increased , but is still below the Wales average.

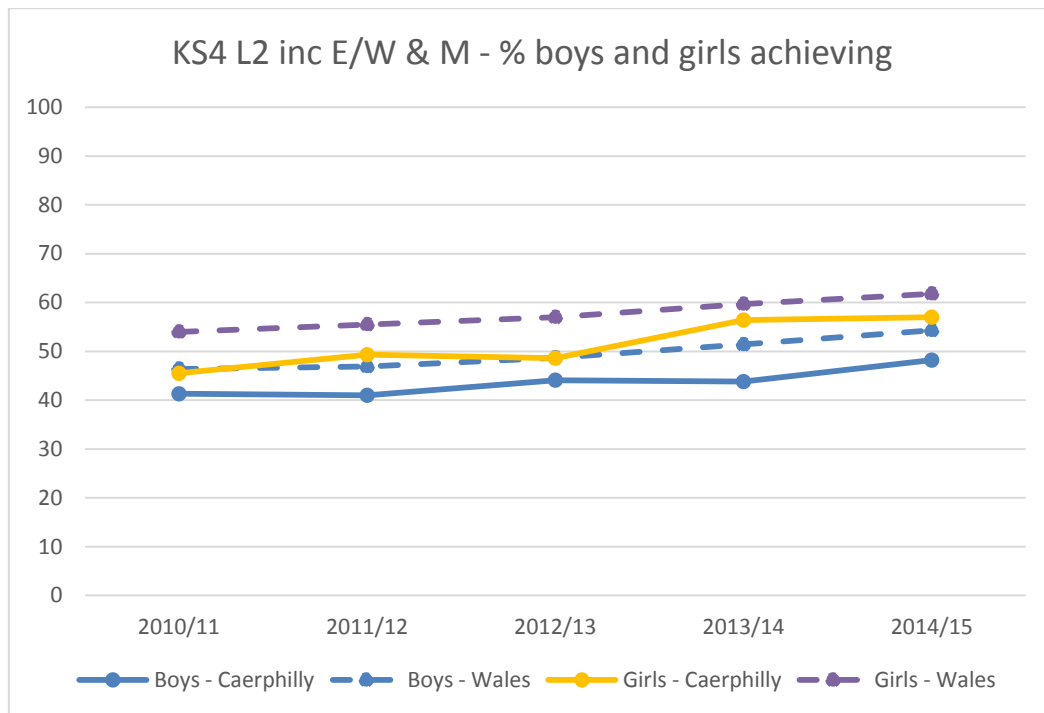


4.5 There were increases in all subjects, and CSI, and all except Science remain below the national average.



#### 4.6 Gender Differences

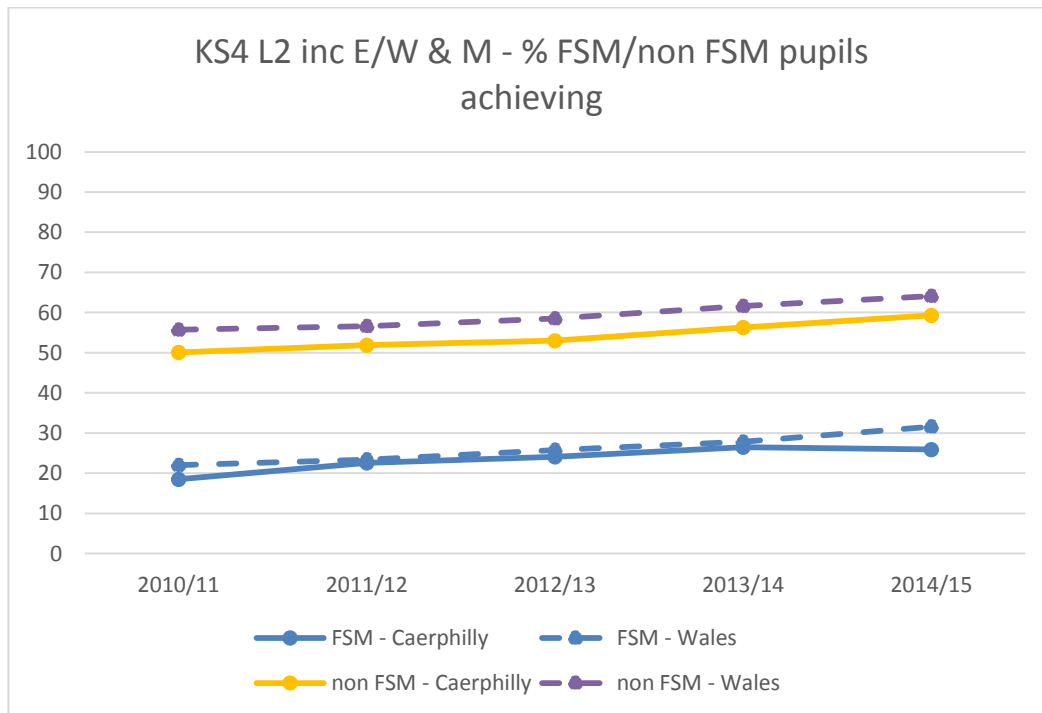
The gender gap in Caerphilly has fluctuated over the past 5 years, and for the Level 2 threshold inclusive of English/Welsh first language and mathematics is now 8.8 percentage points, a decrease from 12.6 percentage points in 2014, above the Wales average of 7.5 percentage points. Both boys and girls have improved performance in all areas since 2014, with the exception of English L2 girls.



KS4 L2 inc E/W & M (% achieving)	2010/11	2011/12	2012/13	2013/14	2014/15
Boys - Caerphilly	41.3	41.0	44.1	43.8	48.2
Boys - Wales	46.4	46.9	48.7	51.4	54.3
Girls - Caerphilly	45.5	49.3	48.6	56.4	57.0
Girls - Wales	54.0	55.5	57.0	59.7	61.8
Difference (boys% - girls%) -Caerphilly	-4.2	-8.3	-4.5	-12.6	-8.8
Difference (boys% - girls%) - Wales	-7.6	-8.6	-8.3	-8.3	-7.5

#### 4.7 Performance of eFSM / non-eFSM Pupils

The FSM/non FSM gap increased in 2015 for the Level 2 threshold inclusive of English/Welsh first language and mathematics from a 28.9 points gap in 2013 to a 33.4 points gap in 2015, above the Wales average of 32.5 points. This gap has increased due to the acceleration of non FSM pupil performance relative to FSM pupil performance.



KS4 L2 inc E/W & M (% achieving)	2010/11	2011/12	2012/13	2013/14	2014/15
FSM - Caerphilly	18.5	22.6	24.1	26.5	25.9
FSM - Wales	22.0	23.4	25.8	27.8	31.6
non FSM - Caerphilly	50.1	51.9	53.0	56.3	59.3
non FSM - Wales	55.7	56.6	58.5	61.6	64.1
Difference (FSM% -non FSM%) - Caerphilly	-31.6	-29.3	-28.9	-29.8	-33.4
Difference (FSM% -non FSM%) - Wales	-33.7	-33.2	-32.7	-33.8	-32.5





#### 4.10 Free School Meal Benchmark Summary

When FSM benchmark data is used to compare the performance of similar schools, the number of Caerphilly schools above the median has increased for the Level 1, capped points score, mathematics and science measures. It has reduced for the Level 2 incl threshold, Level 2, CSI and English. There is only one Welsh medium secondary school, and performance has been below the median for the past 3 years. The number of schools in the bottom quarter has increased for L2 inc, English and Welsh.



Individual school benchmark performance is presented in Appendix A.

#### 4.11 Welsh Government Modelled Expectation

The gap between the LA benchmarks for performance modelled on FSM entitlement and actual performance increased in 2015, with the Level 2 threshold including English/Welsh and mathematics 0.4 percentage points below the expected achievement, despite attainment exceeding expected benchmarks for the previous 4 years. For capped point score Caerphilly narrowed the gap to 3.8 percentage points below the expected achievement.

		2011	2012	2013	2014	2015
Level 2 threshold including English/Welsh and maths	Actual	44	45	46	50.2	52.8
	Target	43	44	46	49.5	53.2
	Difference	1	1	0	0.7	-0.4
Capped Average Wider Point Score	Actual	304	313	320	327.7	341.9
	Target	304	316	329	340.7	345.7
	Difference	0	-3	-9	-13	-3.8

## 5. LA – Key Stage 5

### 5.1 Performance Data – A Level Only

Please note that all data for 2015 is '1<sup>st</sup> Provisional' at this stage and yet to be verified by schools, through the Welsh Government's checking process. Any successful remarking of papers which affects grades, is not included in 2015 data, but is included in 2014 data.



The analysis below uses calculated figures, which are not all shown in the tables.

	A Level (A2)									
	Total number of A Level (A2) Entries		Percentage of A Levels (A2) qualifications achieved (A*-E)			Percentage of A Levels (A2) at Grade A/A*				
	2014	2015	2014	2015	Difference	2014	2015	Difference		
Caerphilly	1025	962	99.5	96.5	-3.0	▼	16.5	20.7	4.2	▲
South East Wales	4102	4424	99.5	96.4	-3.1	▼	20.1	20.9	0.8	▲
Wales	35492	36034	98.0	97.3	-0.7	▼	24.0	23.1	-0.9	▼

Cohort size 2014 = 548, Cohort size 2015 = 579 (From Level 3 Threshold Table Below)

### A\*-E

- The percentage of A levels at A\*-E has fallen from 99.5% to 96.5%.
- The pupils of Caerphilly achieved 928 A-Levels at A\*-E in 2015, 92 less than in 2014.
- The cohort has increased slightly, and the number of A levels at A\*-E awarded per student decreased from 1.8 in 2014 to 1.6 in 2015.

### A\*-A

- The percentage of A levels at A\*-A increased from 16.5% in 2014 to 20.7% in 2015.
- The pupils of Torfaen achieved 120 A-Levels at A\*-A in 2015, 30 more than in 2014.
- The number of A levels at A\*-A awarded per student increased from 0.09 in 2014 to 0.12 in 2015.

5.2 In 2014 there was only 5 A-Level entries which were graded as fail, but in 2015 this increased to 34. This may suggest that some schools entered a small number of pupils for one or more A Levels, where an alternative vocational qualification, may have been more appropriate.

### 5.3 Performance Data – Level 3 Threshold (includes A Level / Vocational Qualifications)

	Level 3 Threshold									
	Total number		Percentage of students entering			Percentage of students achieving				
	2014	2015	2014	2015	Difference	2014	2015	Difference		
Caerphilly	548	579	91.6	94.6	3.0	▲	97.0	96.7	-0.3	▼
South East Wales	2233	2198	90.0	93.6	3.6	▲	96.1	96.6	0.5	▲
Wales	13102		87.4			▼	97.0			▼

- When vocational qualifications are taken into account and the Welsh Government's main indicator of post-16 performance, the Level 3 threshold, is considered performance decreased slightly from 97.0% to 96.7%.
- This 0.3 percentage point decrease is at odds with the 0.5 percentage point increase across the EAS region. Currently national improvement figures are not available to 1 decimal place, so no comparison can be made.

## 6. FINANCIAL IMPLICATIONS

6.1 There are no specific financial implications.

## **7. PERSONNEL IMPLICATIONS**

7.1 There are no specific personnel implications

## **8. EQUALITIES**

8.1 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.

## **9. CONSULTATIONS**

9.1 All comments have been reflected in the report.

## **10. RECOMMENDATIONS**

10.1 Members are asked to note the contents of the report.

## **11. REASONS FOR THE RECOMMENDATIONS**

11.1 These plans link to the local authority's duty to monitor and improve standards of education.

## **12. STATUTORY POWER**

12.1 Schools Standards and Organisation (Wales) 2013

12.2 Schools Causing Concern Guidance 2013

Author: Ed Pryce, Education Achievement Service  
Consultees :- Chris Burns, Interim Chief Executive  
Keri Cole, Chief Education Officer  
Bleddyn Hopkins, Assistant Director, 21<sup>st</sup> Century Schools  
Councillor R Passmore, Cabinet Member, Education and Leisure  
Councillor W. David, Chair, Education for Life Scrutiny Committee  
Councillor J. Pritchard, Vice Chair, Education for Life Scrutiny Committee  
David Thomas, Senior Policy Officer (Equalities and Welsh Language)  
Principal Challenge Adviser, Education Achievement Service

Appendix A – Key Stage 4, School Benchmark Quarter Performance