



EDUCATION FOR LIFE SCRUTINY COMMITTEE - 25TH SEPTEMBER 2018

**SUBJECT: PUPIL ATTAINMENT AT FOUNDATION PHASE, KEY STAGE 2 AND
KEY STAGE 3 - 2017**

**REPORT BY: CHALLENGE ADVISER - SERVICE STRATEGIC AND POLICY LEAD,
EDUCATION ACHIEVEMENT SERVICE (EAS)**

1. PURPOSE OF REPORT

- 1.1 To inform members of pupils' attainment in teacher assessment at Foundation Phase, Key Stage 2 and Key Stage 3.

2. SUMMARY

- 2.1 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 – the core subject indicator (CSI).
- 2.2 In the Foundation Phase schools report on the performance of 7 year olds in language, literacy and communication (English or Welsh language) (LLC), mathematical development (MD), and personal and 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.
- 2.3 Whilst assessment of LLC and MD is broadly comparable to performance in English/Welsh and mathematics at KS2 and KS3, 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 LLC, MD and PSDWCD is measured in relation to one of six 'outcome' descriptors.

Expected levels of achievement at the end of foundation phase, key stage 2 and key stage 3:

- 2.4 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).
- 2.5 At the end of key stages 2 and 3, the 'average' pupil is expected to achieve level 4 and above and level 5 and above respectively and more able pupils are expected to achieve level 5 and 6 respectively.
- 2.6 In addition to performance at the expected level, it is important also to analyse performance at the Expected Level + 1 at each stage.

- 2.7 This report contains aggregate data for the Local Authority as whole, aggregated from data submitted by schools as part of the National Data Collection process in June 2018.

Update on changes in accountability frameworks using Teacher Assessment Data (Foundation Phase, key stage 2 and 3)

- 2.8 In agreement with LA Directors the EAS is offering a series of workshops for elected members in each LA, in September 2018. In Caerphilly this seminar will take place on 27th September, 2018. These described changes to key documents and regional approaches for the academic year 2018/2019, in relation to national changes to assessment and accountability arrangements. A summary is provided below.

The written statement from the Cabinet Secretary (17 May 2018) includes the following comment on the use of both Teacher Assessment and National Test data for accountability purposes:

“We have consulted on ceasing the publication of Teacher Assessment data below the national level. This will help shift focus back to pupil assessment rather than data wrongly being used as part of a high stakes accountability system. We have consulted on the use of National Reading and Numeracy test data. I want to make it clear that data from these tests are not used as part of the accountability system.”

2.9 **Summary of key items for schools that will cease:**

- School Comparative Report (including National Tests)
- All Wales Core Data Sets (AWCDS) – Foundation Phase, Key Stage 2, Key Stage 3 performance packs
- National Categorisation – primary and secondary Step 1 data
- My local school updates – FP, KS2, KS3

Summary of key items for schools that will continue:

- 2.10 For 2018/2019 the EAS will continue to provide a slightly reduced EAS School Data Profile to assist with internal school level self-evaluation activity only. This will continue to include a National Test summary for school level information only. These will be available for schools on School Secure from the second week in September.

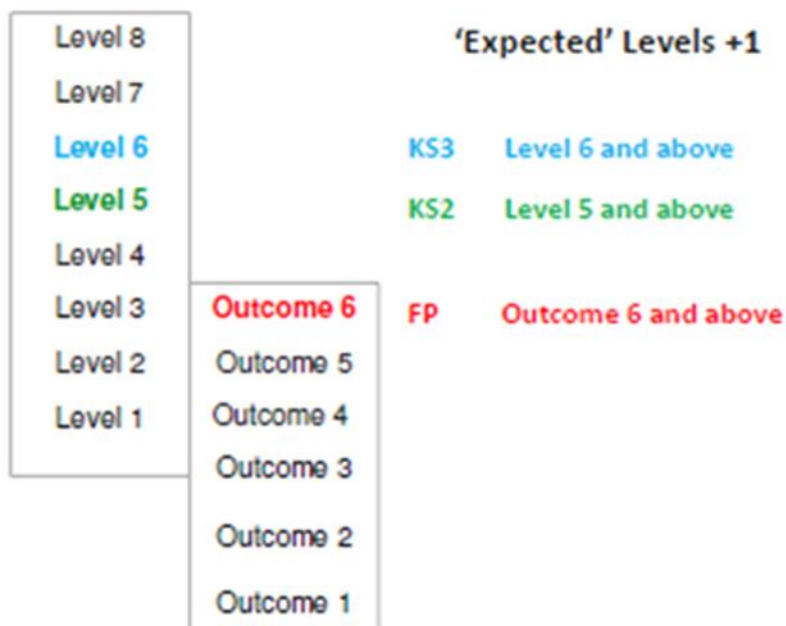
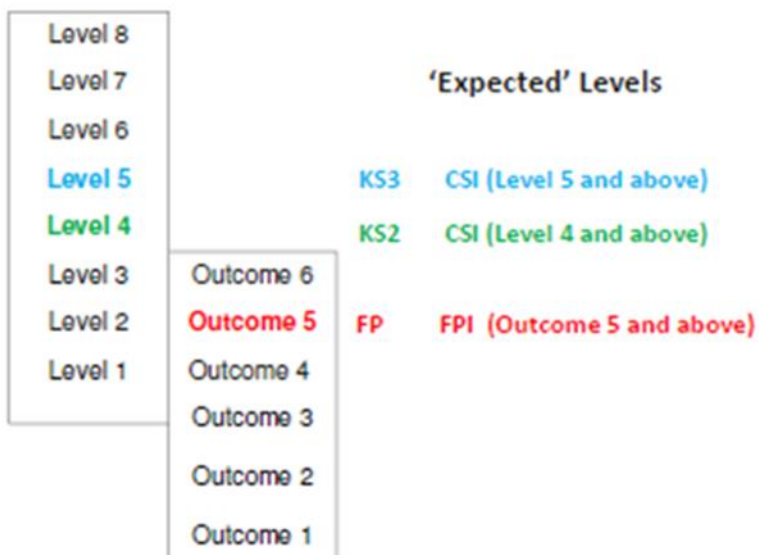
Implications for Local authorities

- 2.11 For 2018/2019 the EAS has provided a reduced scrutiny report. The main changes are:

- No comparison with other LAs (rank positions)
- No school level data
- No benchmark summaries

Information on National Tests:

- 2.12 As noted above in the statement from the Cabinet Secretary for 2018/2019 information from the National Tests will not be included in Scrutiny papers.



Cohort sizes	Number of pupils	1 pupil represents
Foundation Phase	2195	0.05%
Key Stage 2	2051	0.05%
Key Stage 3	2056	0.05%

3. LINKS TO STRATEGY

- Children and Families (Wales) Measure 2010
- Child Poverty Strategy for Wales
- Child Poverty Strategy 2014 – 2017 (UK)
- Improve Education Opportunities for all (Corporate Improvement Plan 2018-2023)
- The Public Services Board Well-being Plan
- The EAS Business Plan

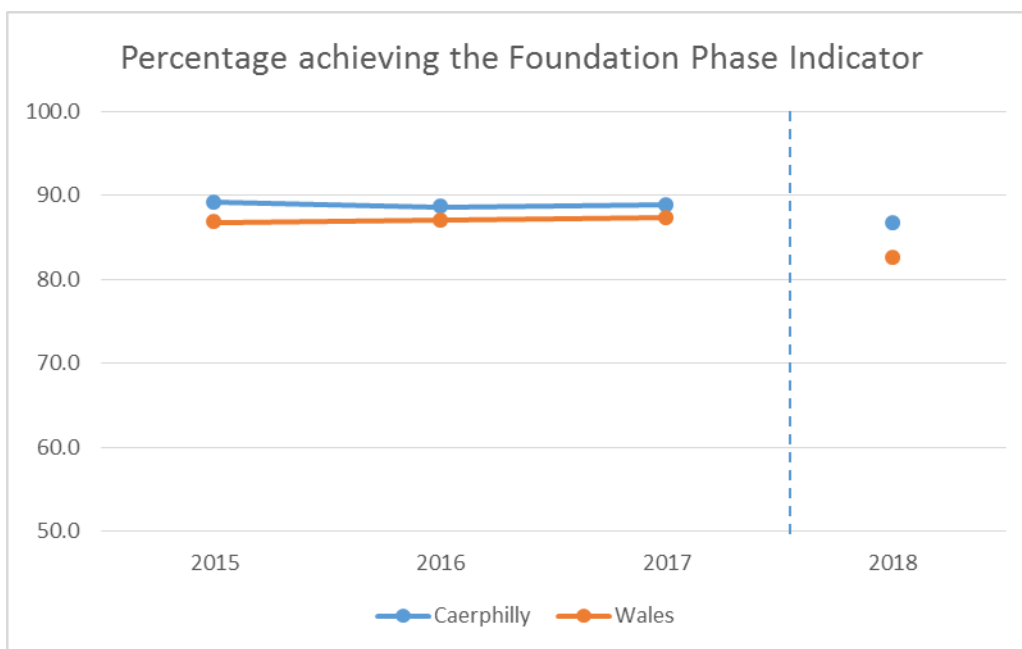
4. THE REPORT

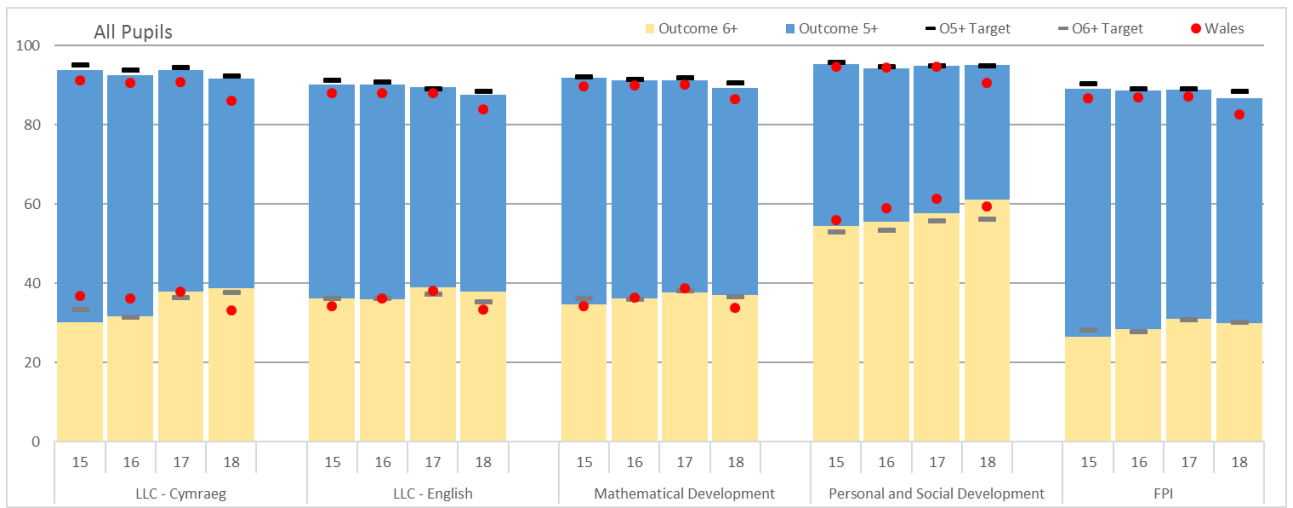
4.1 Foundation Phase

4.1.1 In October 2014 the Foundation Phase Areas of Learning (AoL) were revised to align with the National Literacy and Numeracy Framework, as well as make them more demanding. They were introduced on a statutory basis from September 2015. This means that the cohort of children that started Reception in September 2015 were the first children to be formally assessed against the revised outcomes at the end of the Foundation Phase in the summer of 2018.

Comparisons of Foundation Phase outcomes with previous years should, therefore, be avoided as they are not measured on a comparable basis.

4.1.2 In the foundation phase 86.7% pupils achieved the foundation phase indicator (FPI) in 2018.





4.1.3 Percentage of pupils achieving Outcome 5+:

	FPI	LLC English	LLC Welsh	Mathematical Development	PSD
Caerphilly 2018	86.7 ↓	87.6 ↓	91.7 ↓	89.4 ↓	95.1 ↑
Target	88.5	88.4	92.4	90.6	94.8
Caerphilly 2017	88.9	89.6	93.8	91.2	95.0
Wales 2018	82.6	84.0	86.1	86.6	93.4

4.1.4 Percentage of pupils achieving Outcome 6+:

	LLC English	LLC Welsh	Mathematical Development	PSD
Caerphilly 2018	37.9 ↓	38.8 ↑	37.2 ↓	61.1 ↑
Target	35.3	37.8	36.6	56.3
Caerphilly 2017	38.9	38.0	37.8	57.8
Wales 2018	33.5	33.2	33.9	59.4

4.1.5 Performance in the Foundation Phase Indicator was 86.7%.

4.1.6 Performance in LLC English was 87.6% at O5+ and 37.9% at O6+.

4.1.7 Performance in LLC Welsh was 91.7% at O5+ and 38.8% at O6+.

4.1.8 Performance in mathematical development was 89.4% at O5+ and 37.2% at O6+.

4.1.9 Performance in PSD was 95.1% at O5+ and 61.1% at O6+.

4.1.10 Gender differences at outcome 5+ (boys' performance – girls' performance):

	FPI		LLC English		LLC Welsh		Mathematical Development		PSD	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
Caerphilly	-6.1	-9.9	-6.9	-9.4	-4.6	-7.8	-4.0	-6.8	-4.2	-5.8
Wales	-7.1	-8.5	-7.2	-8.3	-6.0	-8.9	-4.1	-4.8	-5.0	-5.7

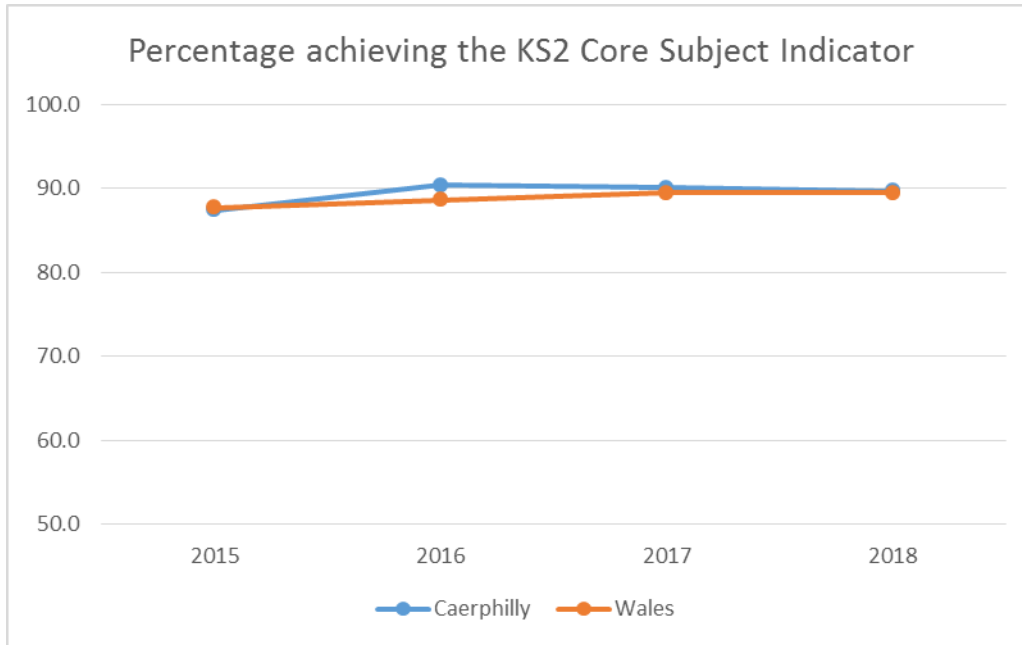
4.1.11 Gender differences at outcome 6 (boys' performance – girls' performance):

	LLC English		LLC Welsh		Mathematical Development		PSD	
	2017	2018	2017	2018	2017	2018	2017	2018
Caerphilly	-7.3	-9.7	-9.8	-15.8	0.9	-1.7	-13.0	-20.0
Wales	-12.7	-10.8	-13.7	-13.6	-0.9	0.3	-18.0	-18.5

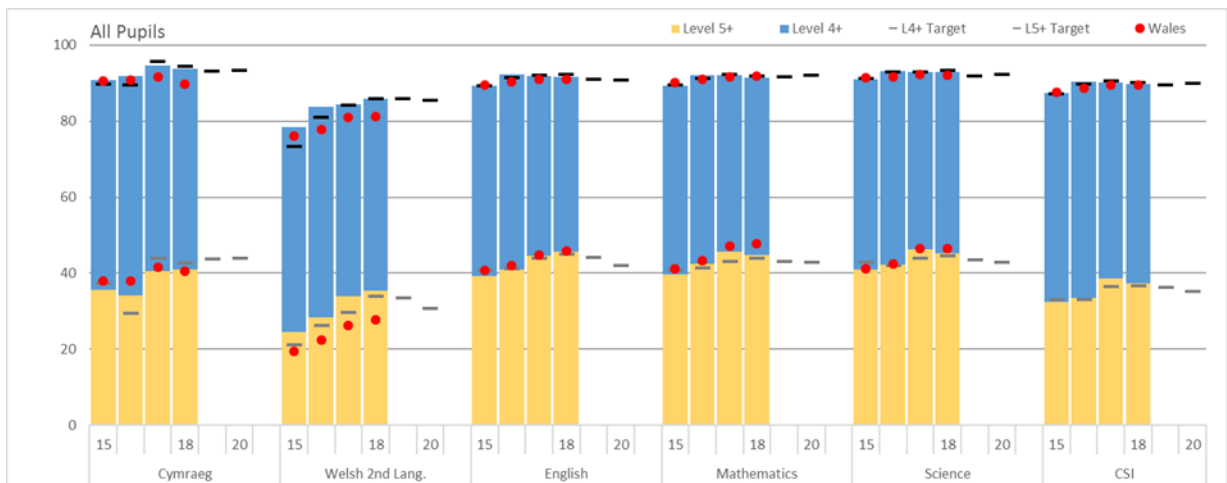
4.1.12 At outcomes 5+ and 6+ the gender gaps are wider than that across Wales except for LLC Welsh.

4.2 Key Stage 2

4.2.1 Performance declined slightly in 2018, with 89.7% pupils achieving the core subject indicator (CSI), 0.4 percentage points below 90.1% in 2017.







4.2.2 Performance at the expected level (4+) has declined in all areas except Welsh 2nd language. At level 5+, performance has improved in all subjects except maths and science.



4.2.3 Percentage of pupils achieving level 4+:

	CSI	English	Welsh (First Language)	Mathematics	Science
Caerphilly 2018	89.7 ↓ -1.0	91.6 ↓ -1.0	93.8 ↓ -1.0	91.4 ↓ -1.0	92.8 ↓ -1.0
Target	90.1	92.2	94.4	91.7	93.3
Caerphilly 2017	90.1	91.8	94.7	92.1	92.9
Wales 2018	89.5	91.1	89.7	91.8	92.1

4.2.4 Percentage of pupils achieving level 5+:

	English	Welsh (First Language)	Mathematics	Science
Caerphilly 2018	45.6  1.0	41.0  1.0	44.8  -1.0	45.3  -1.0
Target	44.9	42.5	43.9	44.5
Caerphilly 2017	44.5	40.5	45.7	46.3
Wales 2018	45.9	40.4	47.8	46.5

4.2.5 Performance in the CSI has declined slightly by 0.4 percentage points.










4.2.6 Performance in English at the expected level 4+ has declined slightly by 0.2 percentage points. Performance at the higher level 5+ has improved by 1.1 percentage points.

4.2.7 Performance in Welsh (first language) at the expected level 4+ has declined by 0.9 percentage points. Performance in Welsh (first language) at the higher level 5+ has improved by 0.5 percentage points.

4.2.8 Performance in mathematics at the expected level 4+ has declined by 0.7 percentage points. Performance in mathematics at the higher level 5+ has declined by 0.9 percentage points.







4.2.9 Performance in science at the expected level 4+ is stable at 92.8%. Performance in science at the higher level 5+ has declined by 1.0 percentage point.

4.2.10 Gender differences at level 4+ (boys' performance – girls' performance):

	CSI		English		Welsh (First Language)		Mathematics		Science	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
Caerphilly	-4.0	-6.0	-4.8	-6.4	-5.6	-6.3	-2.2	-3.4	-3.2	-4.2
Wales	-4.5	-5.2 	-5.0 	-5.7 	-6.0 	-6.5 	-2.8 	-3.0 	-3.4 	-4.1 

4.2.11 At level 4+ gender differences have decreased in each subject area except Welsh. Gender differences are wider than the national gender differences in all subjects except Welsh.

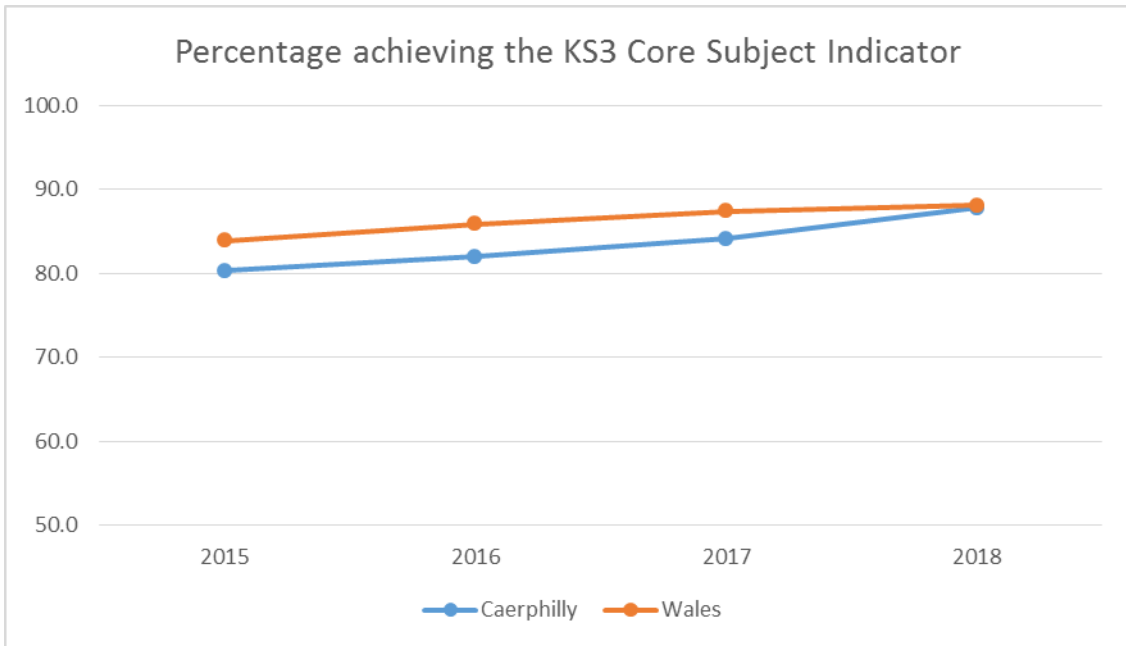
4.2.12 Gender differences at level 5+ (boys' performance – girls' performance):

	English		Welsh (First Language)		Mathematics		Science	
	2017	2018	2017	2018	2017	2018	2017	2018
Caerphilly	-13.8	-15.9	-22.7	-13.4	-4.4	-3.0	-9.2	-8.6
Wales	-12.9	-13.3 	-17.3 	-14.3 	-0.8	0.1 	-5.2 	-5.4 

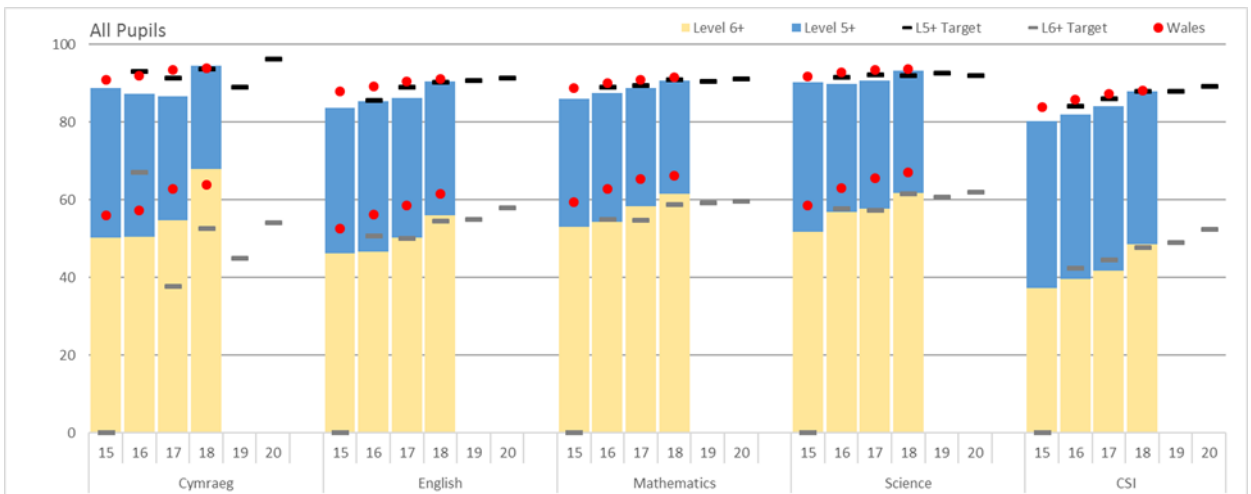
4.2.13 At level 5+ gender differences have decreased for all subjects except English. The gender gaps are still wider than the national averages except for Welsh.

4.3 Key Stage 3

4.3.1 Performance continues to improve, with 87.8% pupils achieving the core subject indicator (CSI), an increase of 3.7 percentage points from 84.1% in 2017.







4.3.2 Performance has improved across all indicators at expected level 5+, level 6+ and level 7+..







4.3.3 Percentage of pupils achieving level 5+

	CSI	English	Welsh (First Language)	Mathematics	Science
Caerphilly 2018	87.8 ↑	90.4 ↑	94.4 ↑	90.8 ↑	93.3 ↑
Target	87.9	90.2	93.8	90.9	92.0
Caerphilly 2017	84.1	86.2	86.6	88.9	90.7
Wales 2018	88.1	91.2	93.8	91.6	93.7

4.3.4 Percentage of pupils achieving level 6+

	English	Welsh (First Language)	Maths	Science
Caerphilly 2018	55.9  1.0	67.9  1.0	61.5  1.0	61.7  1.0
Target	54.6	52.6	58.8	61.6
Caerphilly 2017	50.2	54.7	58.4	57.6
Wales 2018	61.6	61.6	66.3	67.1

4.3.5 Percentage of pupils achieving level 7+

	English	Welsh (First Language)	Maths	Science
Caerphilly 2018	17.0  1.0	23.0  1.0	27.4  1.0	22.8  1.0
Caerphilly 2017	14.1	12.1	20.0	19.5
Wales 2018	23.4	23.4	32.7	28.0

4.3.6 Performance in the CSI has improved by 3.7 percentage points.

4.3.7 Performance in English at the expected level 5+ has improved by 4.2 percentage points. Performance in English at level 6+ and level 7+ has improved by 5.7 and 2.9 percentage points respectively.

4.3.8 Performance in Welsh first language at the expected level 5+ has improved by 7.8 percentage points. Performance in Welsh at level 6+ and level 7+ has improved by 13.2 percentage points and 10.9 percentage points respectively.

4.3.9 Performance in mathematics at the expected level 5+ has improved by 0.9 percentage points. Performance in mathematics at level 6+ and level 7+ has improved by 3.1 and 7.4 percentage points respectively.

4.3.10 Performance in science at the expected level 5+ has improved by 2.6 percentage points. Performance in science at level 6+ and level 7+ has improved by 4.1 and 3.3 percentage points respectively.

4.3.11 Gender differences at level 5+ (boys' performance – girls' performance):

	CSI		English		Welsh (First Language)		Mathematics		Science	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
Caerphilly	-8.8	-11.0	-8.2	-9.9	-11.6	-3.6	-5.3	-8.6	-5.5	-6.9
Wales	-7.4	-7.1	-7.2	-7.0	-4.8	-5.6	-4.4	-4.2	-4.4	-4.6

4.3.12 Gender differences have increased for all indicators except Welsh first language, and are still wider than the Wales average gender difference.

4.3.13 Gender differences at level 6+ (boys' performance – girls' performance):

	English		Welsh (First Language)		Mathematics		Science	
	2017	2018	2017	2018	2017	2018	2017	2018
Caerphilly	-20.1	-19.5	-16.9	-20.3	-7.5	-11.5	-13.4	-14.4
Wales	-18.5	-18.4	-19.1	-20.3	-7.2	-6.3	-12.1	-12.0

Gender differences have increased for all subjects except English, and are still wider than the Wales average gender difference.

4.3.14 Gender differences at level 7+ (boys' performance – girls' performance):

	English		Welsh (First Language)		Mathematics		Science	
	2017	2018	2017	2018	2017	2018	2017	2018
Caerphilly	-8.9	-10.2	-11.6	-15.7	-5.1	-7.0	-7.4	-9.0
Wales	-12.6	-14.1	-11.9	-13.2	-4.0	-4.7	-8.0	-9.2

Gender differences have increased for all subjects, and are wider than the Wales average gender difference in all subjects except English.

4.3.15 Despite the dip in performance this year the Foundation Phase Indicator (FPI) is still above the Wales average and the CSI at KS2 is 0.2% below the Wales average. Performance at KS3 has continued to improve, together with the outcomes for the more able pupils across all key stages. It is important to analyse carefully the dips at Foundation Phase and KS2 to ensure that this trend does not continue.

4.4 Provisional KS4 results

4.4.1 Please note that this section is compiled using provisional data provided by schools on exam results day. This data is subject to a validation process throughout September and October. Final confirmed data is not likely to be available until December 2018. A full analysis will be provided on the final validated data set.

	Cohort Number	% L2 E,W+M		
		2017	2018	2018 Target
Caerphilly	1897	49.9	47.1	59.5
EAS - South East Wales	5947	52.9	51.5	60.9
Wales		54.6		

4.4.2 Early indications are that the performance at Key Stage 4 has declined, although we await the updated profile when equivalence and re-marking processes are completed. In depth analysis of, and amended support levels for schools will be discussed and agreed by the LA and EAS early this month, and a detailed breakdown of performance in KS4 and KS5 will be presented to a future Scrutiny meeting when data is verified. It is acknowledged that education performance continues to be the main priority for the Council for the coming years.

5. WELL-BEING OF FUTURE GENERATIONS

5.1 This report contributes to the Well-being Goals as set out in Links to Strategy above. It is consistent with the five ways of working as defined within the sustainable development principle in the Act. Schools work collaboratively with the Local Authority Education and wider staff team and the Education Achievement Service to ensure pupils are supported to attain their educational outcomes and therefore offer long term opportunities for their future careers. They involve parents and pupils in the educational pathway to support their attainment and also enable access to preventative services if family needs are identified. This report identifies the impact of using the five ways of working in schools for pupils across the borough.

6. EQUALITIES IMPLICATIONS

- 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, all Equalities and Welsh Language issues are taken into account, where relevant. Similarly the Local Authority self-evaluation considers all equalities issues, and data is also gathered on discriminatory bullying incidents each term as this can impact on attainment figures for pupils who fall under any of the protected characteristics.

7. FINANCIAL IMPLICATIONS

- 7.1 There are no financial implications.

8. PERSONNEL IMPLICATIONS

- 8.1 There are no personnel implications within this report.

9. CONSULTATIONS

- 9.1 The views of all consultees listed have been incorporated in this report.

10. RECOMMENDATIONS

- 10.1 That Members note the content of this report.

11. REASONS FOR THE RECOMMENDATIONS

- 11.1 To keep Members informed of standards achieved by Caerphilly learners at the end of foundation phase, key stage 2 and key stage 3.

12. STATUTORY POWER

- 12.1 Children and Families Measure (Wales) 2010.

- 12.2 Local Government Measure 2009.

- 12.3 Education Act 1996.

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Consultees: Christina Harrhy, Interim Chief Executive
Ed Edmunds, Corporate Director, Education and Corporate Services
Councillor Philippa Marsden, Cabinet Member, Education and Achievement
Councillor Derek Harvard, Chair of Education Scrutiny Committee
Councillor Carol Andrews, Vice Chair of Education Scrutiny Committee
Lynne Donovan, Head of People Services
Anwen Cullinane, Senior Policy Officer (Equalities and Welsh Language)
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Nicole Scammell, Head of Corporate Finance