EDUCATION FOR LIFE SCRUTINY COMMITTEE - 24TH SEPTEMBER 2019

SUBJECT: END OF FOUNDATION PHASE, KEY STAGE 2 AND KEY STAGE 3 TEACHER ASSESSMENT OUTCOMES

REPORT BY: EDWARD PRYCE, ASSISTANT DIRECTOR – POLICY AND STRATEGY, EDUCATION ACHIEVEMENT SERVICE (EAS)

1. PURPOSE OF REPORT

1.1 To inform members of Welsh Government policy changes regarding the use teacher assessment performance data at the end of Foundation Phase, Key Stage 2 and Key Stage 3.

1.2 To provide members with an overview of Caerphilly schools' performance, within the revised policy framework.

2. SUMMARY

2.1 This report is very different to former Performance reports because different measures have to be reported and individuals cannot be identifiable. Also, data cannot be represented at an LA level. Therefore this report will outline the current arrangements in regard to Teacher Assessment and provide an anonymised overview of Caerphilly Schools' performance in relation to the other schools in the region.

2.2 These changes mean significant changes to the information that can be presented in relation to Teacher Assessment Performance information, with the specific changes described within the body of the report.

3. RECOMMENDATIONS

3.1 That Members note the content of this report.

4. REASONS FOR THE RECOMMENDATIONS

4.1 This report is intended to keep members informed of Welsh Government policy changes regarding the use of teacher assessment performance data.

5.   THE REPORT

5.1   In 2018 amendments were made relating to the use of Teacher Assessment information in Wales. This was the first legislative change merging from the publication of Successful Futures. It supports the key objectives of the Welsh Government document: 'Our National Mission,' in delivering robust assessment, evaluation and accountability arrangements to support a self-improving system.

5.2   International evidence suggests that for all learners to achieve their full potential, there should be a coherent assessment and accountability system. The primary purpose of assessment is to provide information that guides decisions about how best to progress pupils' learning.

5.3   Aggregated Teacher Assessment outcomes have been used for accountability purposes for too long, which has led to unintended consequences that can negatively impact upon raising school standards. The Welsh Government changes are intended to ensure that there is a more coherent system. The purpose of these changes is to ensure that the focus is on using teacher assessment as a means to inform better teaching and learning.

5.4   National arrangements will have a renewed emphasis on Assessment for Learning as an essential and integral feature of learning and teaching; it is a significant move away from gathering information about young people's performance on a school-by-school basis for accountability purposes.

5.5   Teacher assessment data and National Reading and Numeracy Test data at a school, local authority and consortia level will no longer be published. This applies to the Foundation Phase, Key Stage 2 and Key Stage 3 in all maintained primary and secondary schools.

5.6   Arrangements that will remain:

- National Reading and Numeracy Tests and Teacher Assessments for individual learners, however no national school level benchmark information will be published
- Headteachers are required to report school performance to parents and adult learners each school year.
- Governing bodies are required to produce annual reports to parents, school prospectuses, school development plans, and set performance and absence targets.
- Schools, governing bodies and local authorities still have access to their own data (alongside national level data) for self-evaluation purposes.
- The Welsh Government continue to collect individual learner level data to ensure transparency at a national performance level and to inform policy.

5.7   Arrangements that will change:

- No comparative information about teacher assessments and tests, in relation to other schools within a local authority or 'family of schools', will be published.
- The Welsh Government no longer produce or publish School Comparative Reports and All Wales Core Data Sets for schools and local authorities in respect of teacher assessment data.
- The My Local School website no longer includes teacher assessment data below the national level (from 2018).

5.8   End of key stage teacher assessment

All schools (mainstream and special) have a duty to ensure effective delivery of the:

- Foundation Phase
- National curriculum
- Statutory assessment arrangements of the National Reading and Numeracy Tests and personalised assessments.

These arrangements are in the following Welsh Government Guidance:
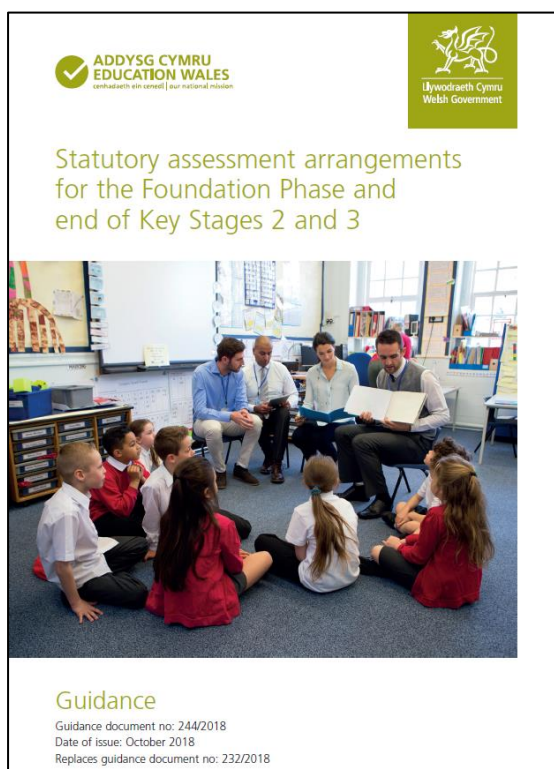
5.9   School-based standardisation and moderation

Schools must ensure that there are robust systems and procedures in place to support accurate and consistent teacher assessment. These systems and procedures need to be focused on internal standardisation and moderation. This should allow teachers, within each subject, to confirm a shared understanding of national curriculum standards, based on an agreed selection of learners' work and supporting teacher commentary that shows the links to the level descriptions.

5.10   Key Stages 2 and 3 cluster group moderation (core subjects)

Headteachers must ensure that for English, Welsh or Welsh second language, mathematics and science cluster group meetings for Key Stages 2 and 3 transition include robust arrangements for moderation of examples of Year 6 and Year 9 learner profiles selected from within the cluster group's own schools.

These arrangements should add value to school-based standardisation and moderation by strengthening teacher assessment. They should also ensure that good practice within the cluster is identified, shared and built upon, to set an agenda for improvement that reflects local circumstances and needs.

5.11 The Local Authority Role

The Local Authority has delegated their role in monitoring the cluster moderation processes to the EAS. A sample of cluster moderation meetings are attended on an annual basis by an EAS Officer, to ensure the consistency and effectiveness of meeting and the overall quality rigour of the cluster moderation process. A summary report is provided to each local authority.

5.12 Foundation Phase

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 (PSD).

5.13 Expected levels of achievement at the end of foundation phase, key stage 2 and key stage 3
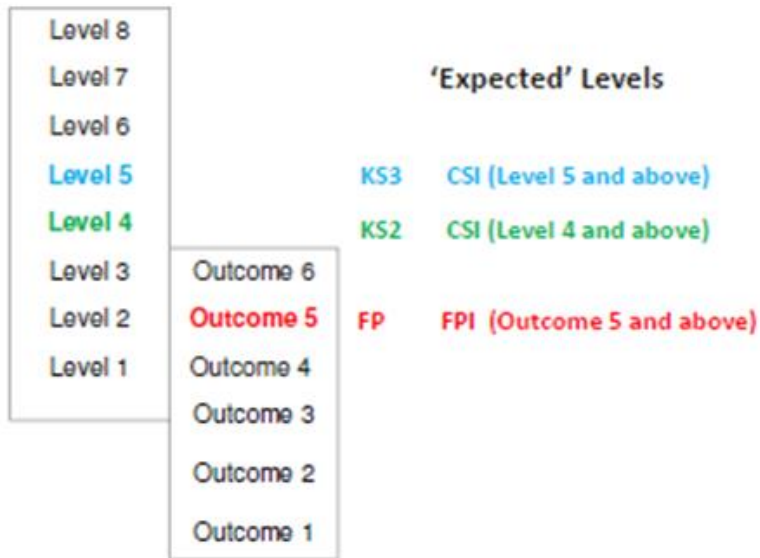
The 'average' pupil is expected to achieve outcome 5 by the end of the foundation phase (formerly national curriculum level 2), with more able pupils achieving outcome 6 (formerly level 3).

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.
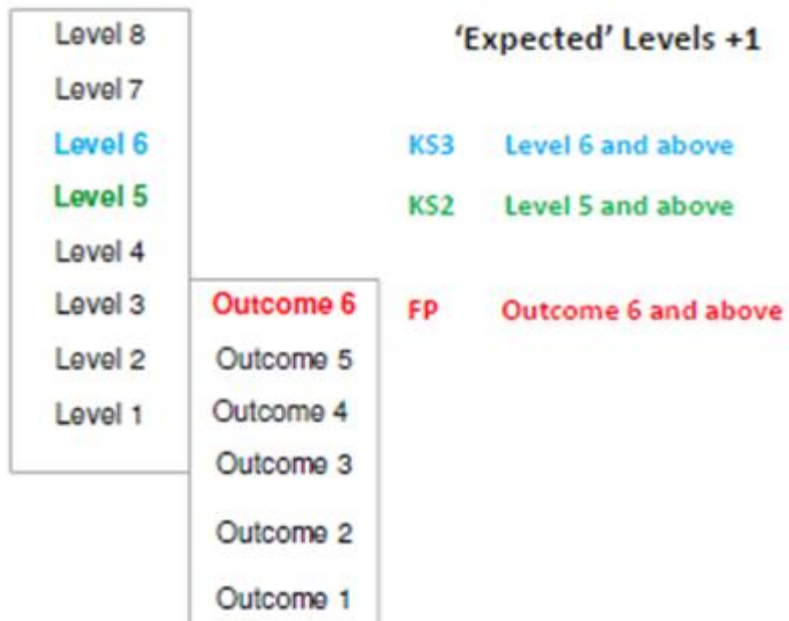
In addition to performance at the expected level, it is important also to analyse performance at the Expected Level + 1 at each stage.

This report contains an anonymised overview of data submitted by schools as part of the National Data Collection process in June 2019. Data is not included for combination measures such as the Foundation Phase Indicator (FPI) or Core Subject Indicator (CSI).

Expected Levels

		'Expected' Levels
Level 8		
Level 7		
Level 6		
Level 5	KS3	CSI (Level 5 and above)
Level 4	KS2	CSI (Level 4 and above)
Level 3	Outcome 6	
Level 2	Outcome 5	FP — FPI (Outcome 5 and above)
Level 1	Outcome 4	
	Outcome 3	
	Outcome 2	
	Outcome 1	

Expected Levels +1 (Higher Levels)

		'Expected' Levels +1
Level 8		
Level 7		
Level 6	KS3	Level 6 and above
Level 5	KS2	Level 5 and above
Level 4		
Level 3	Outcome 6	FP — Outcome 6 and above
Level 2	Outcome 5	
Level 1	Outcome 4	
	Outcome 3	
	Outcome 2	
	Outcome 1	

5.14 Welsh Government, Estyn and WLGA Letter on Evaluation and Improvement Arrangements, 16 July 2019

Chairs of Scrutiny, Cabinet Members, Directors of Education, Chief Executive Officers, Managing Directors of Regional Education Consortia
This joint communication from Welsh Government, the WLGA and Estyn to Chairs of Scrutiny, Cabinet Members, Directors of Education, Chief Executive Officers, Managing Directors of Regional Education Consortia, stated that:
"It is counter-productive for schools to be placed under disproportionate pressure on the basis of individual measures. It is not in the interest of school improvement and risks undermining the ongoing change in culture that we are working together to achieve. We expect local authorities and regional consortia to support schools to make appropriate decisions about their curriculum to avoid narrowing choice for learners.

Collectively, we have agreed that this is the right approach to take and strongly advise you to use a broad range of un-aggregated data and information to enable you to discharge your duties when reporting on school performance. Evaluating the performance of individual schools rather than generating aggregated data at local authority level will be more helpful to supporting and challenging individual schools with their improvement."

The content of this scrutiny report is therefore intended to be used within the context of a wider range of information that the local authority will use to evaluate individual school performance, and therefore support and challenge more appropriately to secure improvement.

5.15 LA Performance Data and Analysis

The charts below provide an overview of performance across all schools in the Local Authority (anonymised and non-aggregated, compared with schools across the region.

Each orange dot on a chart represents a single Caerphilly school and each grey dot represents a non-Caerphilly school, but still within the region. Each chart is organised so by the FSM % of each school (PLASC 2019), so that the schools serving our least disadvantaged schools are on the left, and those serving our most disadvantaged are on the right.

The single line through each chart is the 'line of best fit' across the region. If schools are on or around the line, then they are performing in line with expectation. Schools that are well above the line are performing well above expectation for that particular year. Schools that are well below the line, are performing well below expectation.

The Challenge Adviser will have undertaken a thorough data analysis for each of these schools. This will involve analysis at pupil level, to identify any particular issues with performance, variance from target or any other factors that may have affected performance. The Challenge Adviser will have also discussed the school's in year pupil tracking data, to see if issues were anticipated by the school in advance.

For 2018-2019, the region is implementing a protocol for reviewing School Development Plans.

EAS Regional Approach
**2019-2020**

Review of School Development Plans
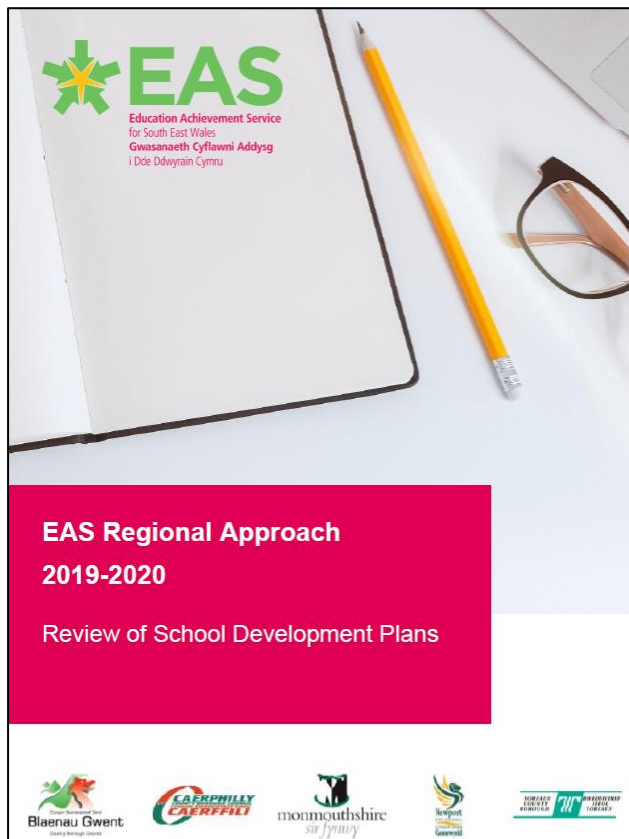
The school development plan (SDP) is the school's strategic plan for improvement. It sets out the actions a school will take to improve learner outcomes based on whole school self-evaluation, using a range of performance information. Through a series of workshops, surgeries and professional panels during the summer and autumn terms 2019, this regional review and evaluation process will support schools to ensure that the processes for school improvement planning are effective. It will support national reform and target setting arrangements.
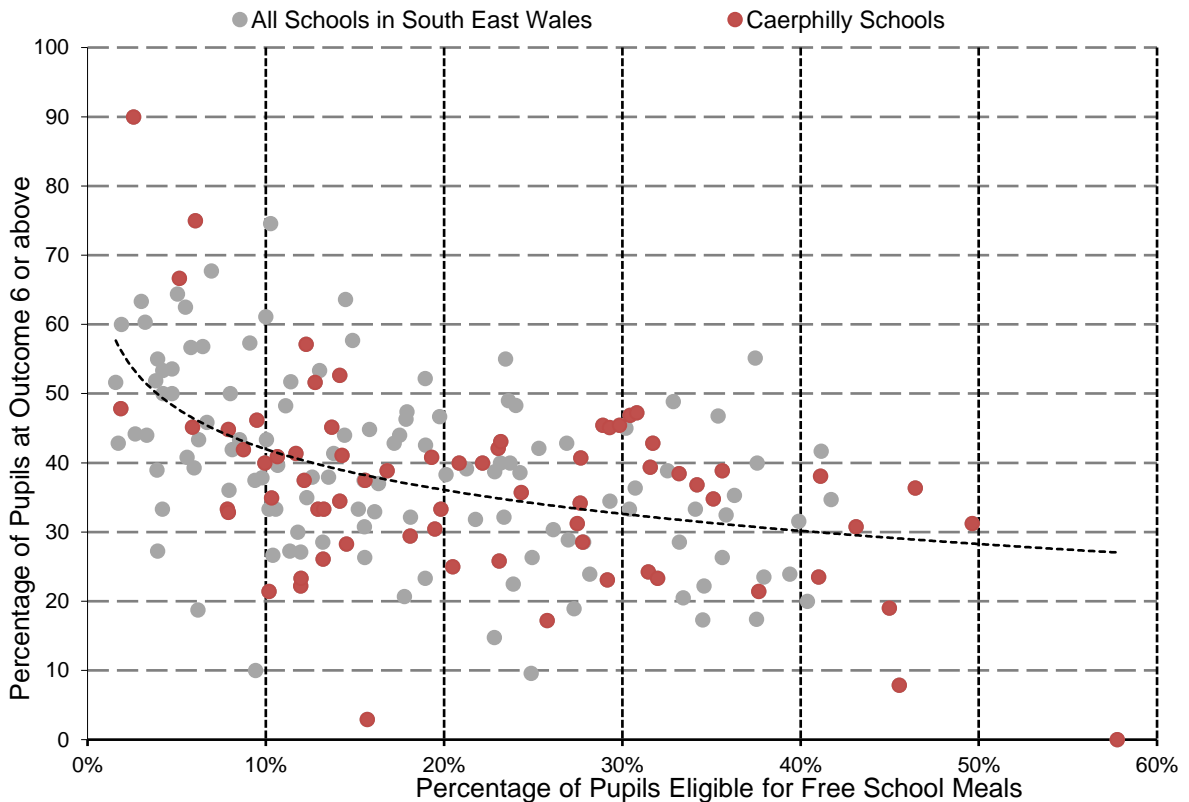
A joint review and evaluation of school development plans with schools, local authorities and the EAS will take place during the autumn term 2019.

Foundation Phase - Language, Literacy and Communication (LLC) – English and Cymraeg

Percentage of pupils achieving Outcome 5+
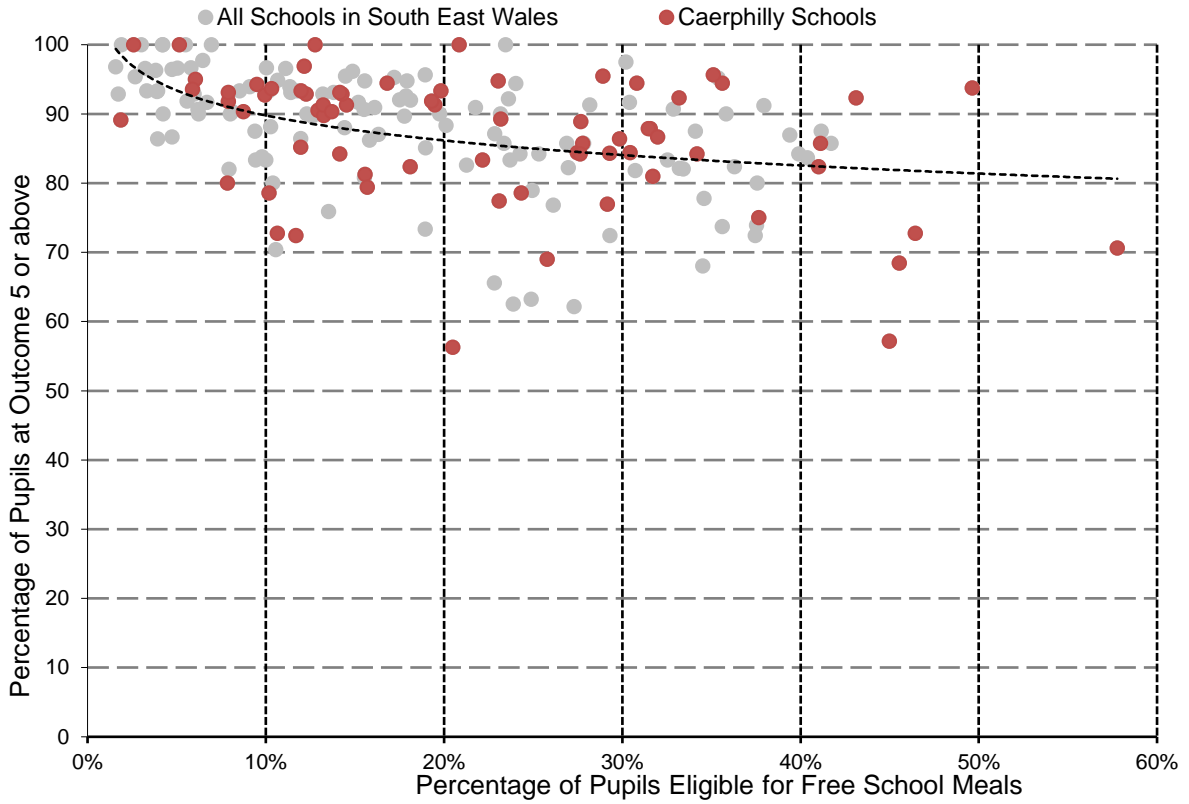
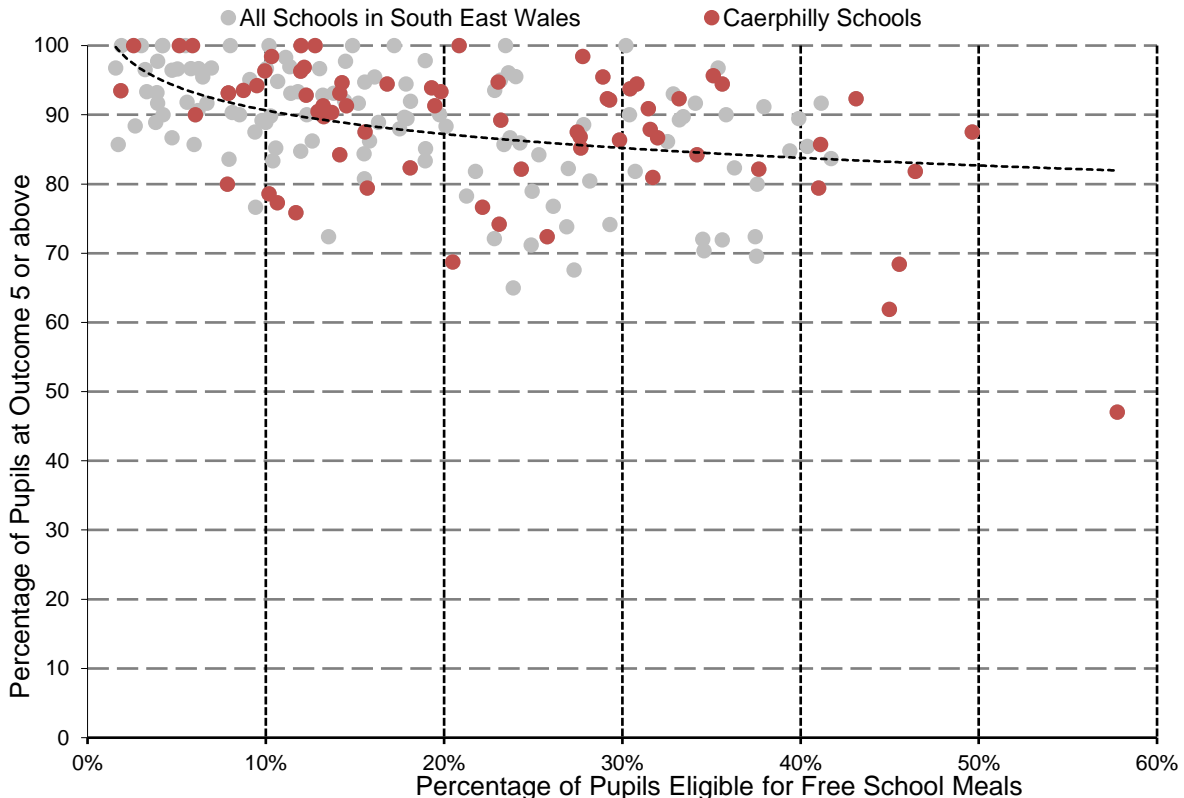## Percentage of pupils achieving Outcome 6+

Foundation Phase - Language, Literacy and Communication (LLC) – English and Cymraeg – Summary Analysis

Please note this chart includes both English and Welsh Medium schools, as either LLC-English or LLC-Cymraeg is assessed.
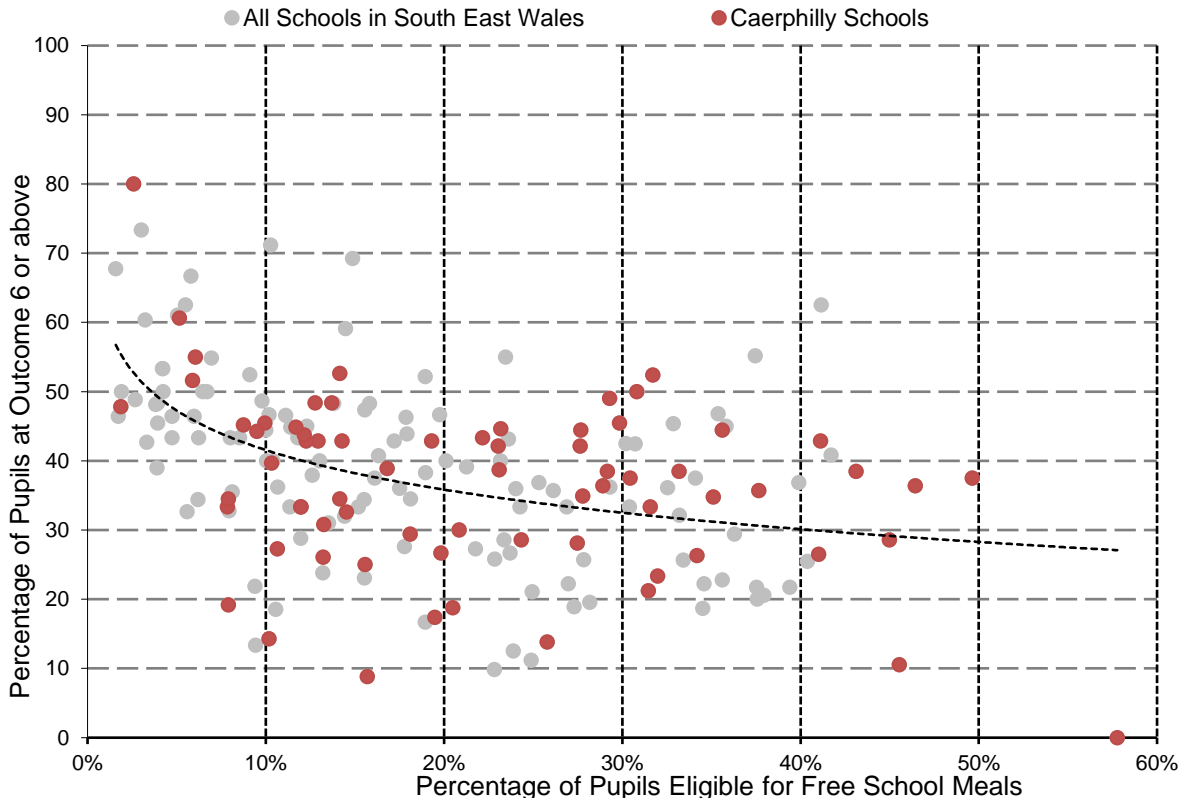
- Overall performance at Outcome 5+ is in-line with the region as a whole.
- For Caerphilly schools that are less disadvantaged. (<20% FSM), there are more schools above expectation.
- Caerphilly has schools that are some of the most disadvantaged in the region (>40% FSM). Of these, 4 are performing above or in-line with expectation, but 4 below.
- There are two schools in the 20-30% FSM, who have performance less than expected at <70% attainment and three the 10-20% FSM group where attainment is more than 10% less than expectation.

- Overall performance at Outcome 6+ is in-line with the region as a whole.
- There are however 3 schools, with a range of disadvantage, where performance is significantly below expectation.

Foundation Phase - Mathematical Development (MD)
Percentage of pupils achieving Outcome 5+

○ All Schools in South East Wales   ● Caerphilly Schools

Percentage of Pupils at Outcome 5 or above

Percentage of Pupils Eligible for Free School Meals

Percentage of pupils achieving Outcome 6+

○ All Schools in South East Wales   ● Caerphilly Schools

Percentage of Pupils at Outcome 6 or above

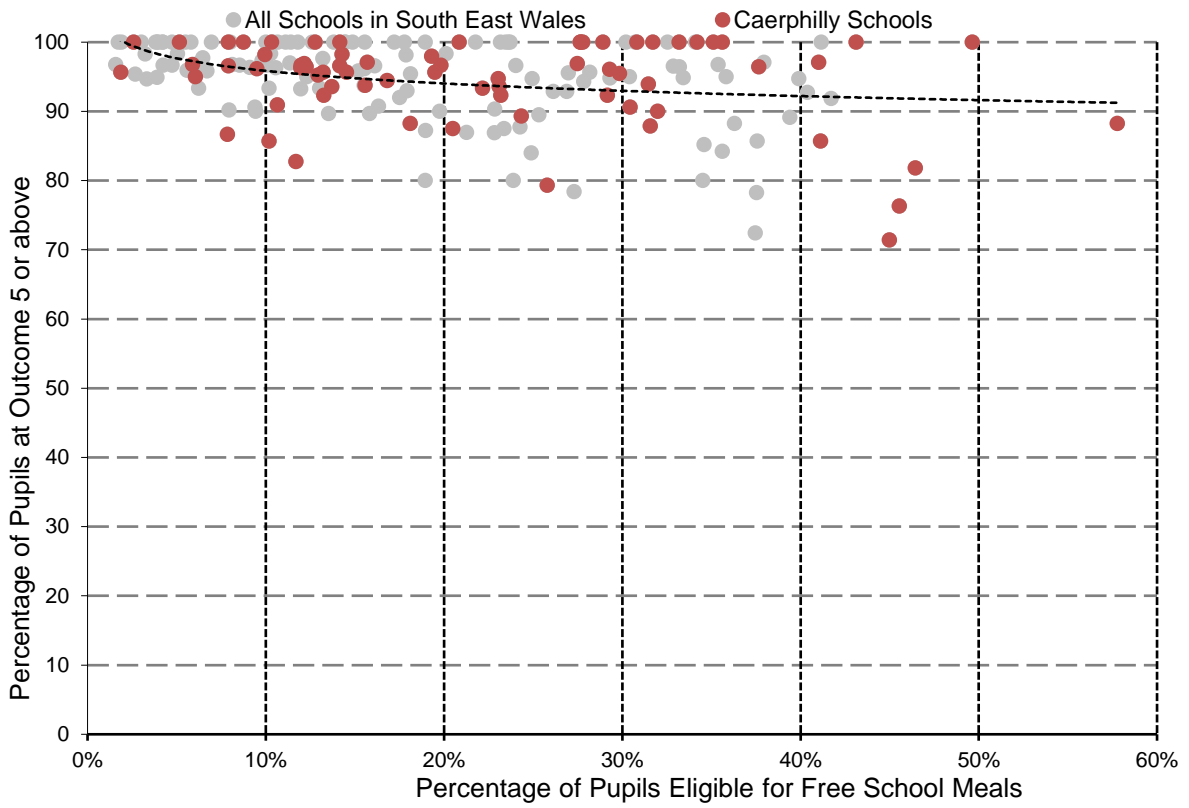Percentage of Pupils Eligible for Free School Meals

Foundation Phase - Mathematical Development (MD) – Summary Analysis

- Overall performance at Outcome 5+ is slightly above the region as a whole.
- For Caerphilly schools that are less disadvantaged. (<20% FSM), there are more schools above expectation.
- Caerphilly has schools that are some of the most disadvantaged in the region Of the most disadvantaged schools (>40% FSM) 5 are performing above or in-line with expectation, but 3 well below.
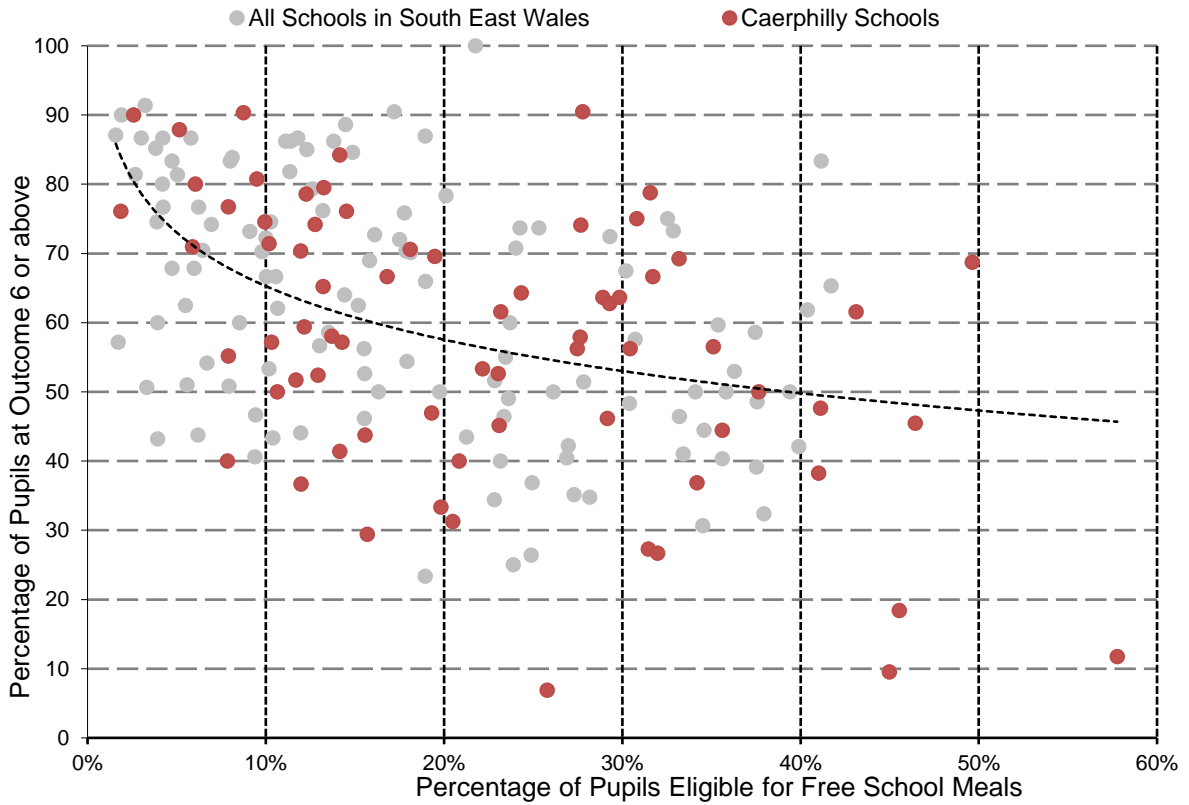
- Overall performance at Outcome 6+ is in-line with the region as a whole.
- There are however a number of schools, with a range of disadvantage, but particularly 10-30% FSM where performance is significantly below expectation.
- There is one schools in Caerphilly, where no learners achieved O6+

Foundation Phase - Personal and social development, wellbeing and cultural development (PSD)

Percentage of pupils achieving Outcome 5+

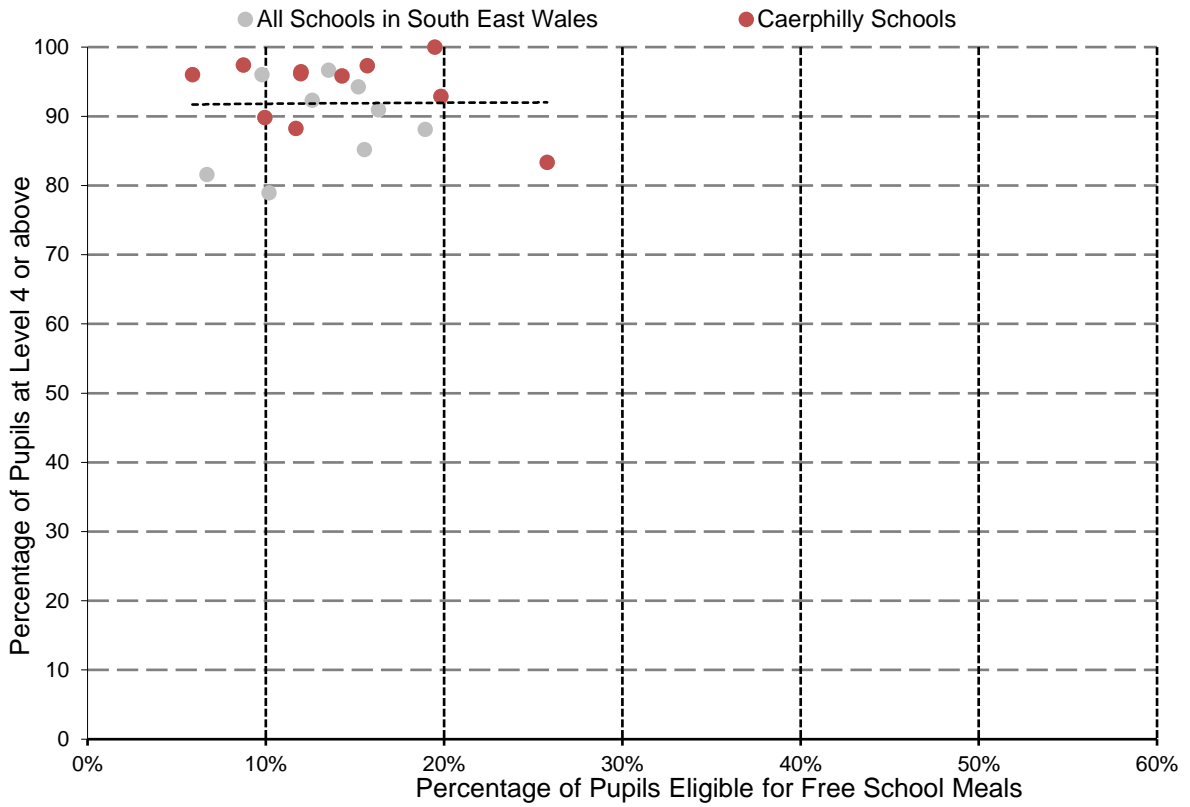## Percentage of pupils achieving Outcome 6+

Foundation Phase - Personal and social development, wellbeing and cultural development (PSD) – Summary Analysis

- Overall performance at Outcome 5+ is well above the region as a whole.
- There are more schools than expected where 100% of learners achieve O5+
- Of the 8 most disadvantaged schools 3 are below expectation.

- Overall performance at Outcome 6+ is in-line with the region as a whole.
- Performance at Outcome 6+ is significantly more variable, but this variability is in line with the region as a whole.
- There are however a number of schools, with a range of disadvantage, but particularly 20-60% FSM where performance is significantly below expectation.

Key Stage 2 - Cymraeg
Percentage of pupils achieving level 4+

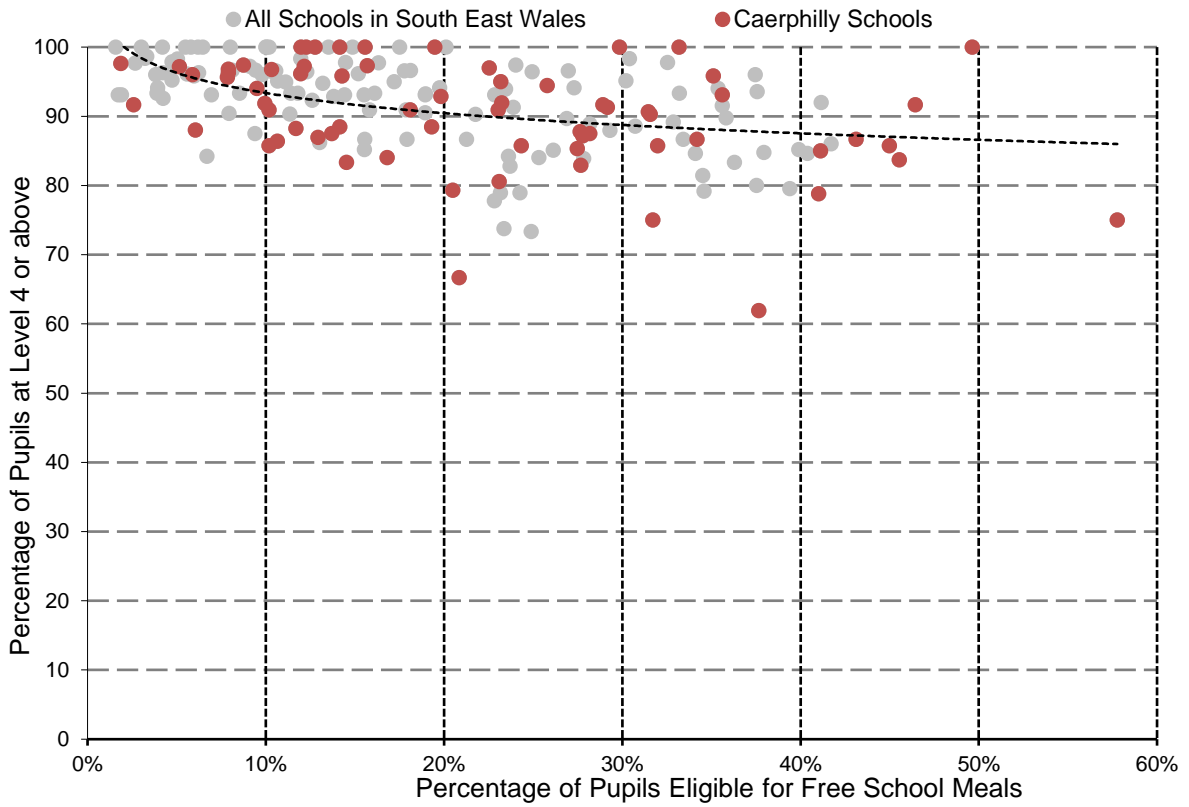## Percentage of pupils achieving level 5+
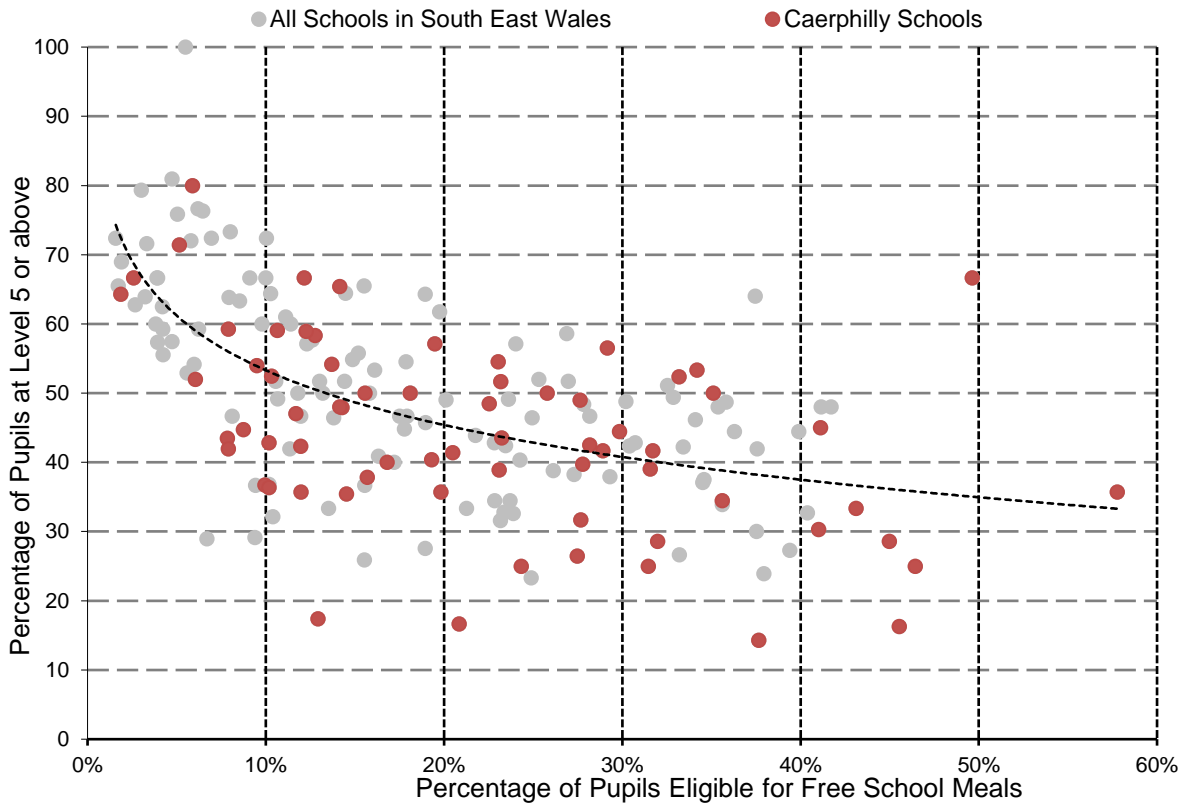
Key Stage 2 – Cymraeg – Summary Analysis

Please note that there are significantly fewer Welsh Medium primary schools across the region. These Welsh medium schools tend to have lower overall numbers of FSM learners.

- Overall performance at Level 4+ is slightly above the region as a whole.

- Overall performance at Level 5+ is slightly below that of the region as a whole.
- There are however 2 schools, where performance is significantly above expectation.

Key Stage 2 - English
Percentage of pupils achieving level 4+

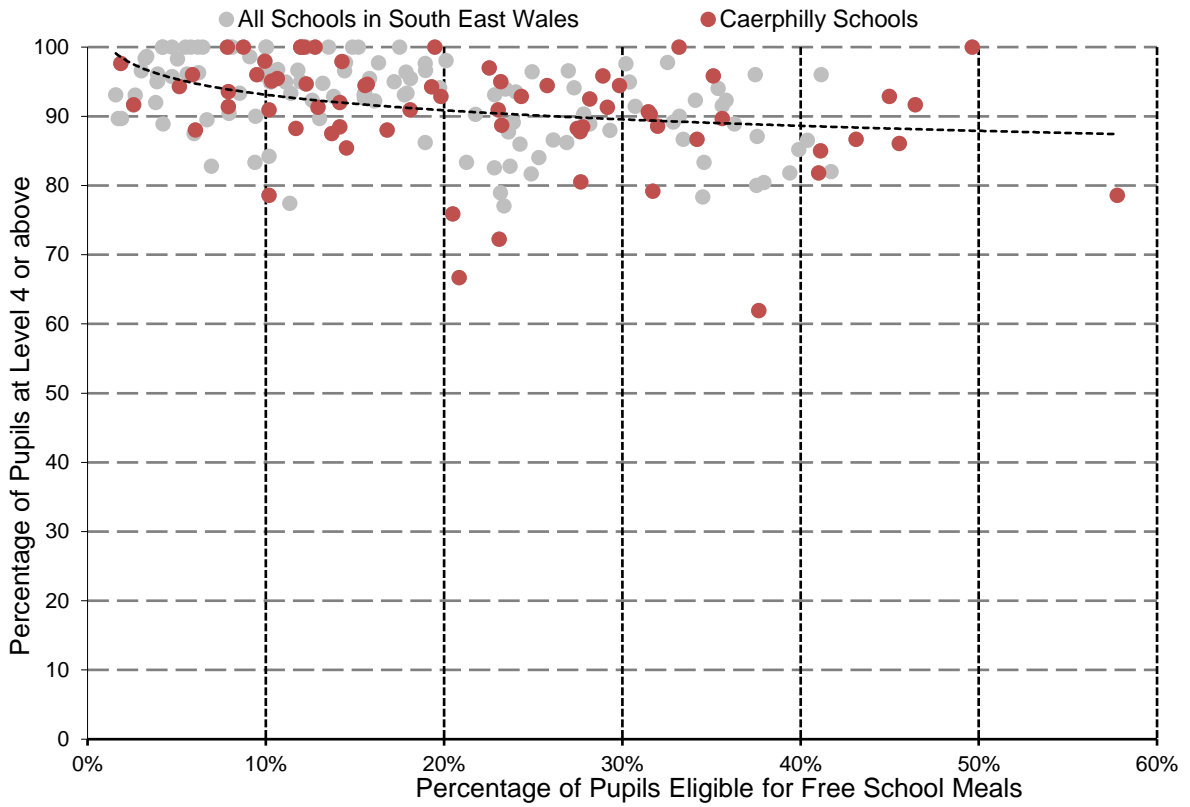**Percentage of pupils achieving level 5+**
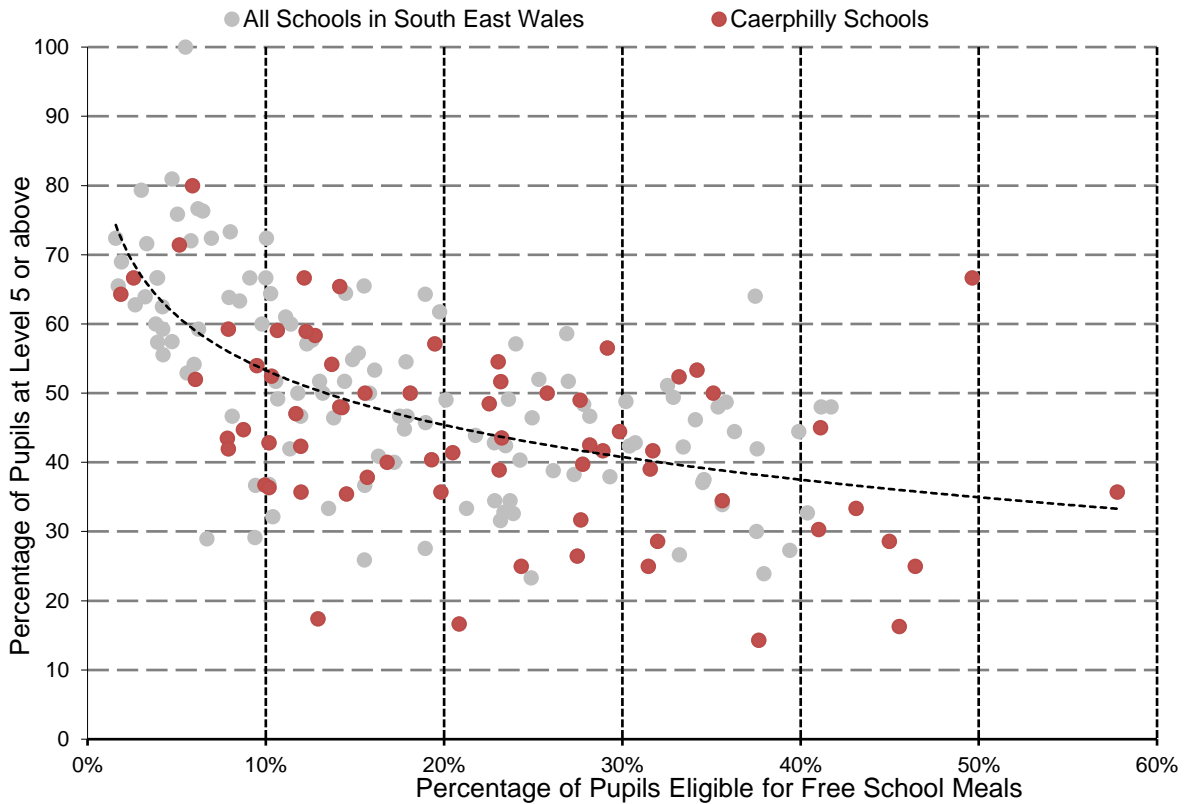
Key Stage 2 – English – Summary Analysis

- Overall performance at Level 4+ is in-line with the region as a whole.
- For Caerphilly schools that are in the range 20-40% FSM), there are 3 schools where performance is significantly below expectation.
- Caerphilly has schools that are some of the most disadvantaged in the region (>40% FSM). Of these, all except 1 are performing above or in-line with expectation.

- Overall performance at Level 5+ is slightly below that of the region as a whole.
- There are however 4 schools, with a range of disadvantage, where performance is significantly below expectation.

Key Stage 2 - Mathematics
Percentage of pupils achieving level 4+

Percentage of pupils achieving level 5+
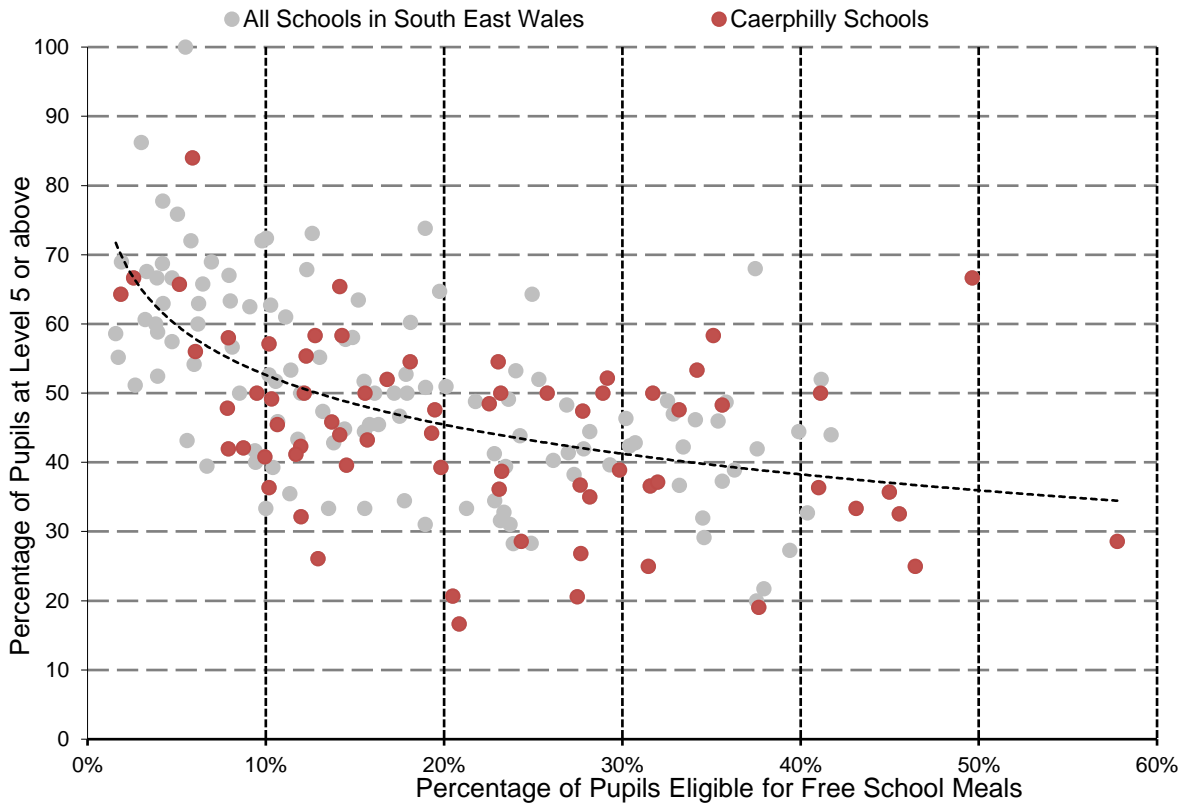
Key Stage 2 – Mathematics – Summary Analysis

- Overall performance at Level 4+ is in-line with the region as a whole.
- For Caerphilly schools that are in the range 20-40% FSM), there are 4 schools where performance is significantly below expectation.
- Of the most disadvantaged schools (>40% FSM), all except 1 are performing above or in-line with expectation.

- Overall performance at Level 5+ is slightly below that of the region as a whole.
- There are however 10 schools, with a range of disadvantage, but mainly in the 20-40% FSM group, where performance is significantly below expectation.

Key Stage 2 - Science
Percentage of pupils achieving level 4+
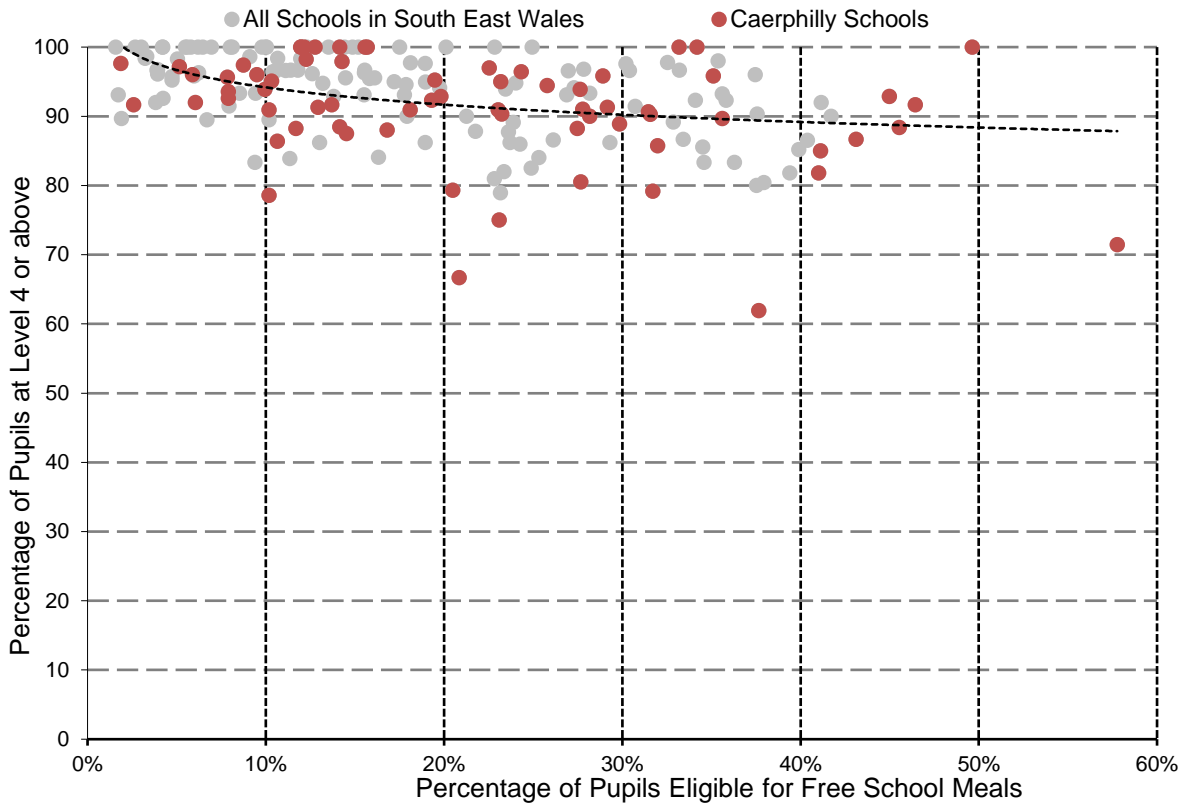

Percentage of pupils achieving level 5+
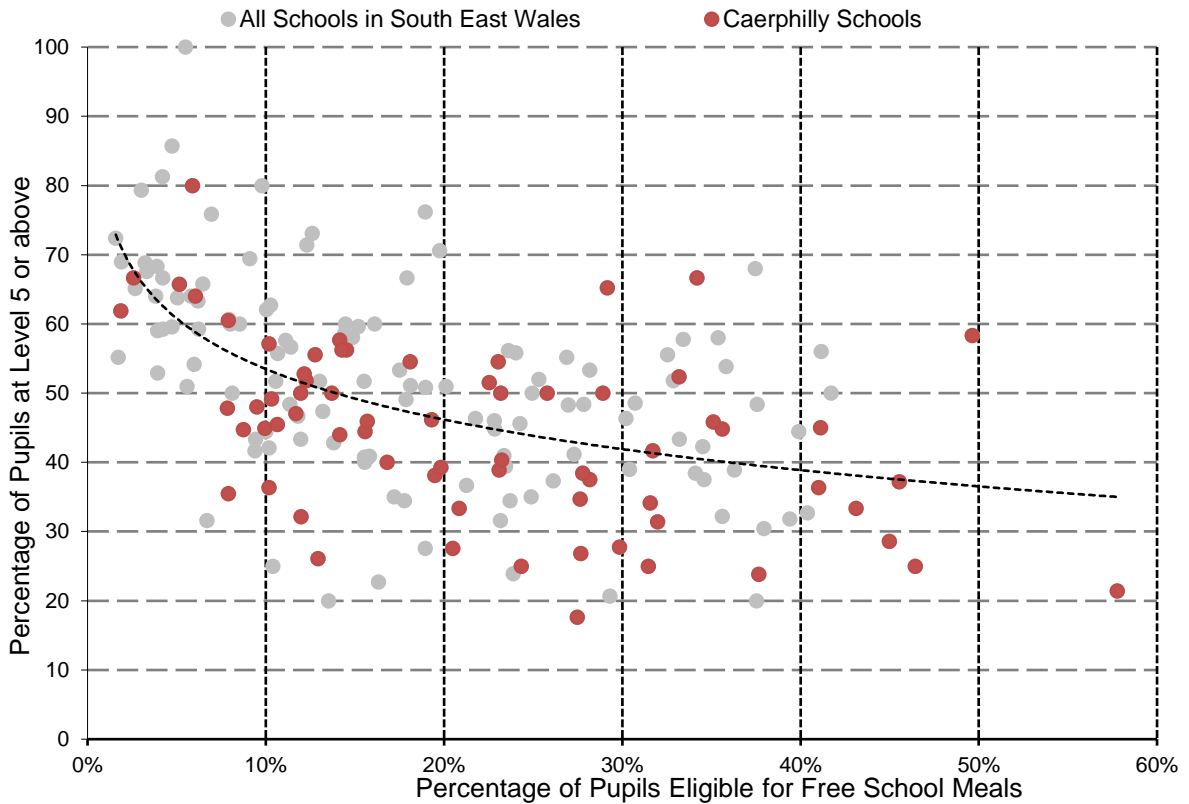
Key Stage 2 – Science – Summary Analysis

- Overall performance at Level 4+ is in-line with the region as a whole.
- For Caerphilly schools that are in the range 20-40% FSM), there are 6 schools where performance is significantly below expectation.
- Of the most disadvantaged schools (>40% FSM), all except one are performing above or in-line with expectation.

- Overall performance at Level 5+ is below that of the region as a whole.
- There are a range of schools mainly within the 20-40% FSM group, where performance is significantly below expectation, but this is more in line with the regional position than performance in mathematics.

Key Stage 3 - English
Percentage of pupils achieving level 5+

Percentage of pupils achieving level 6+

Key Stage 3 – English – Summary Analysis

- Overall performance at Level 5+ is in-line with the region as a whole.
- Overall, there is less variation than for schools across the region as a whole.
- There are only 3 schools where performance is below expectation.

- Overall performance at Level 6+ is more variable, but approximately in line with that of the region as a whole.
- There is one school (the most disadvantaged in Caerphilly) , where performance is significantly below expectation.

Key Stage 3 - Mathematics
Percentage of pupils achieving level 5+
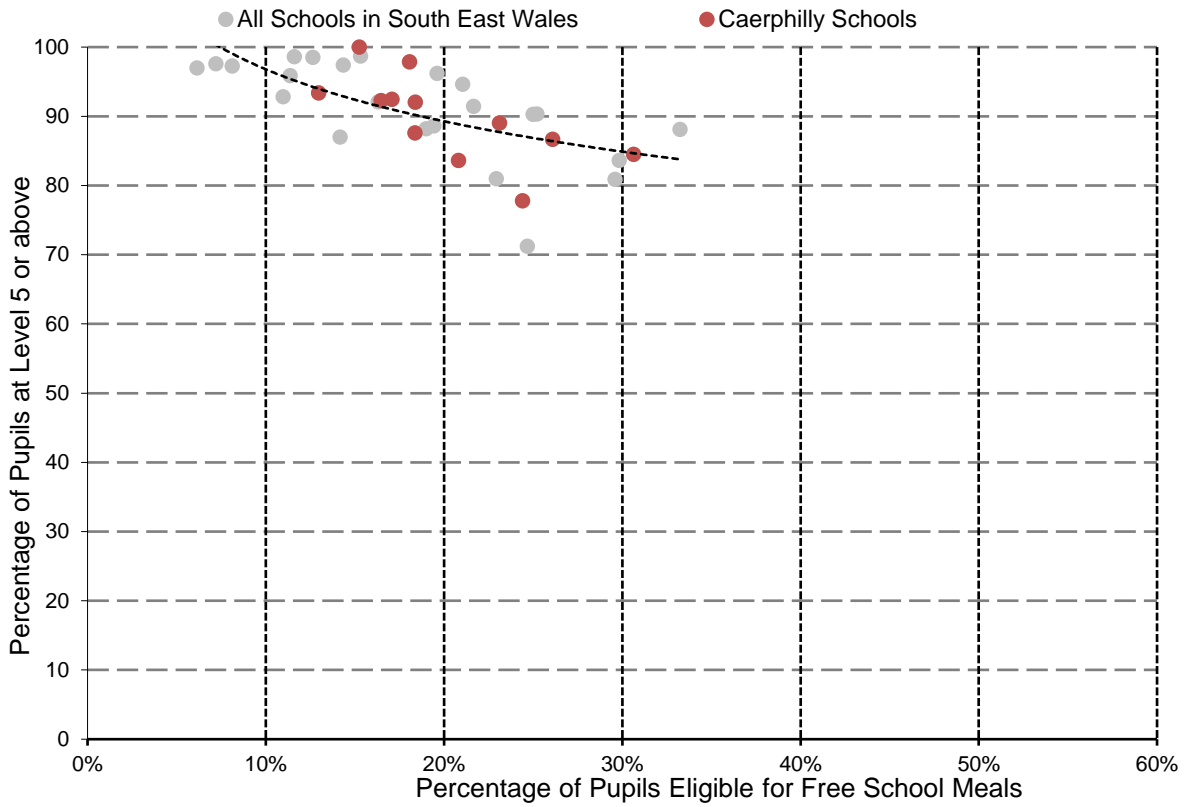

Percentage of pupils achieving level 6+

Key Stage 3 – Mathematics – Summary Analysis

- Overall performance at Level 5+ is in line with the region as a whole.
- There are only 2 schools where performance is below expectation.

- Overall performance at Level 6+ is more variable, but approximately in line with that of the region as a whole.
- There are 3 schools (in the 15-25% FSM range), where performance is below expectation.

Key Stage 3 - Science
Percentage of pupils achieving level 5+
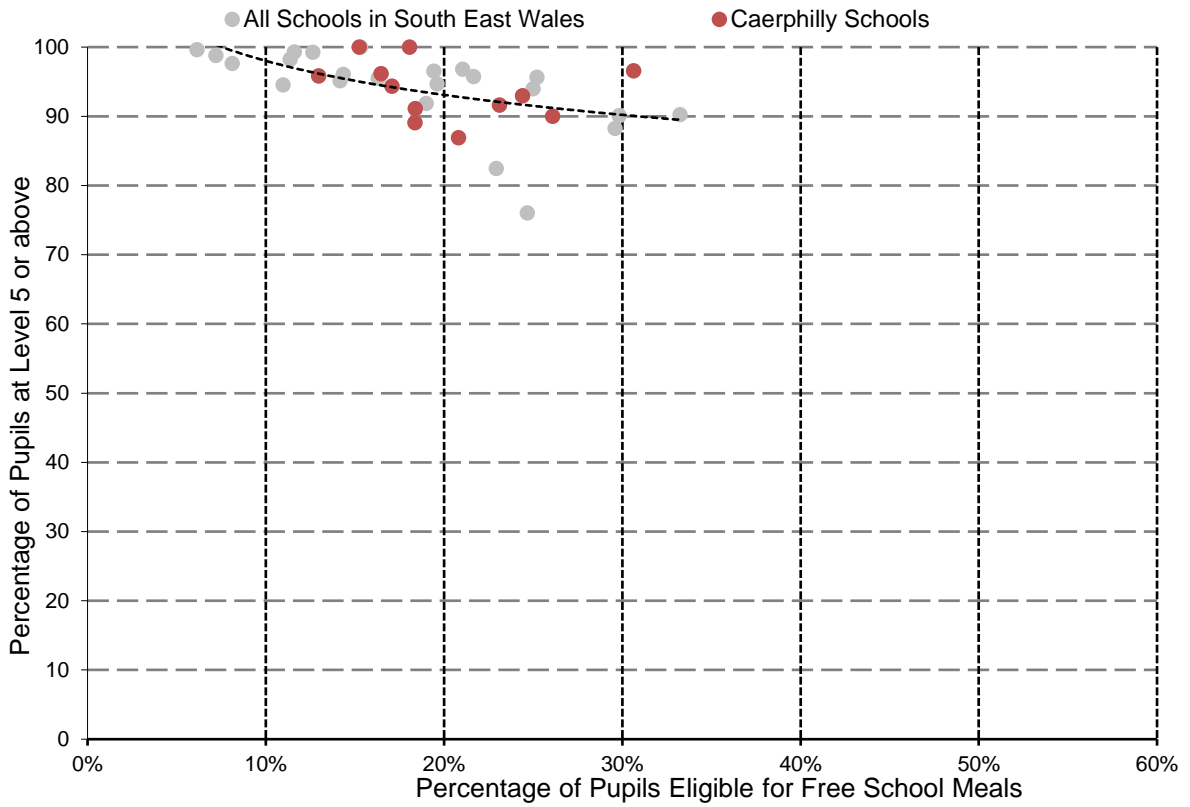
Percentage of pupils achieving level 6+
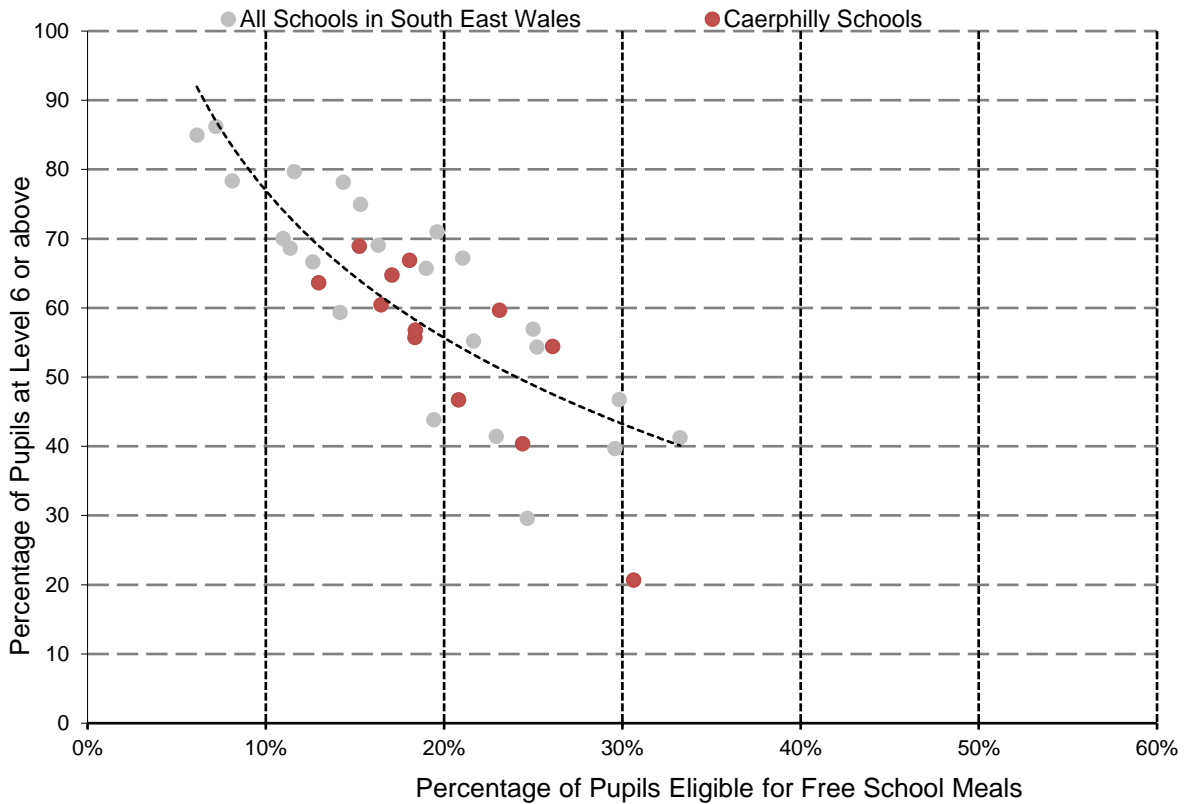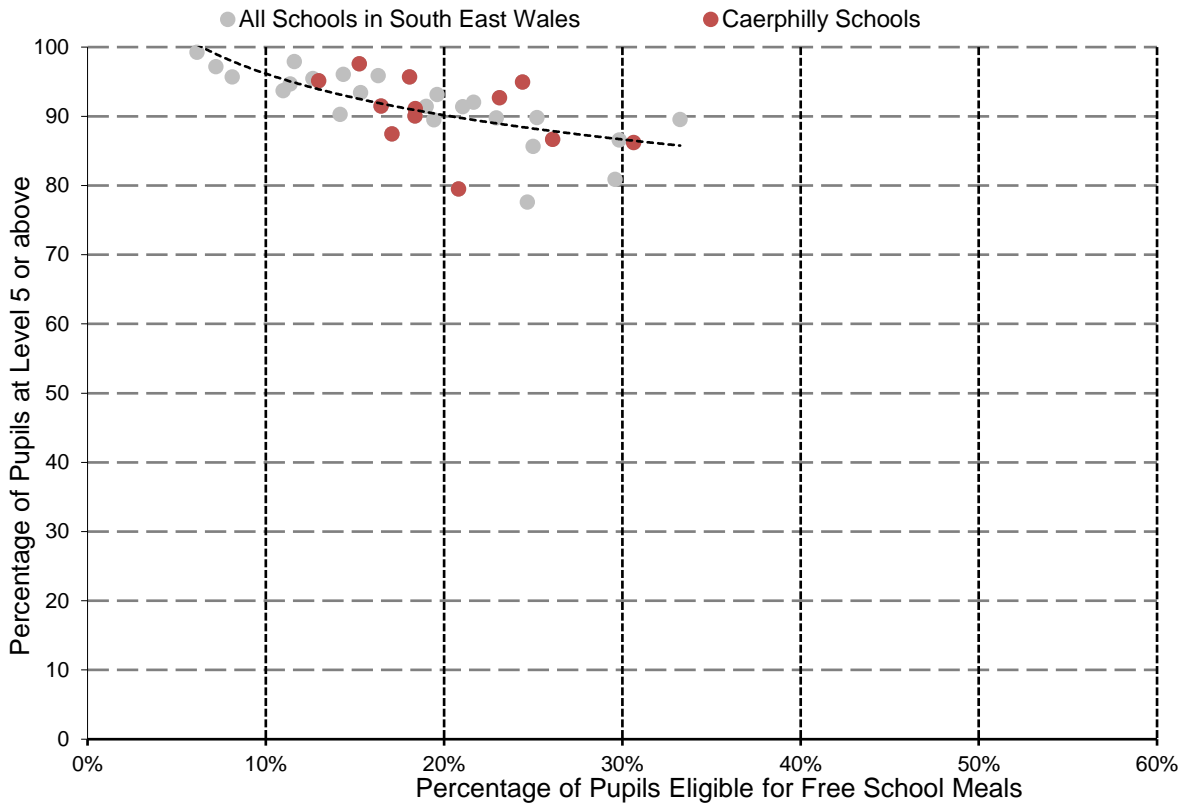
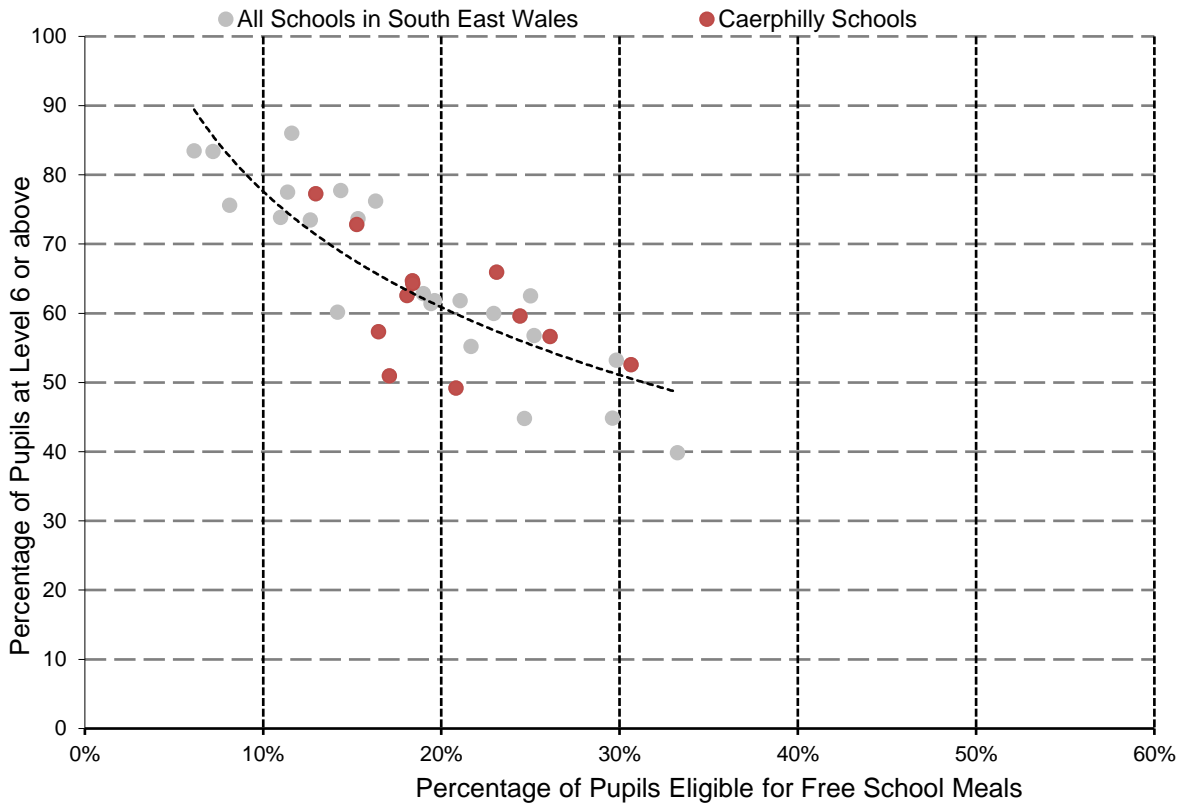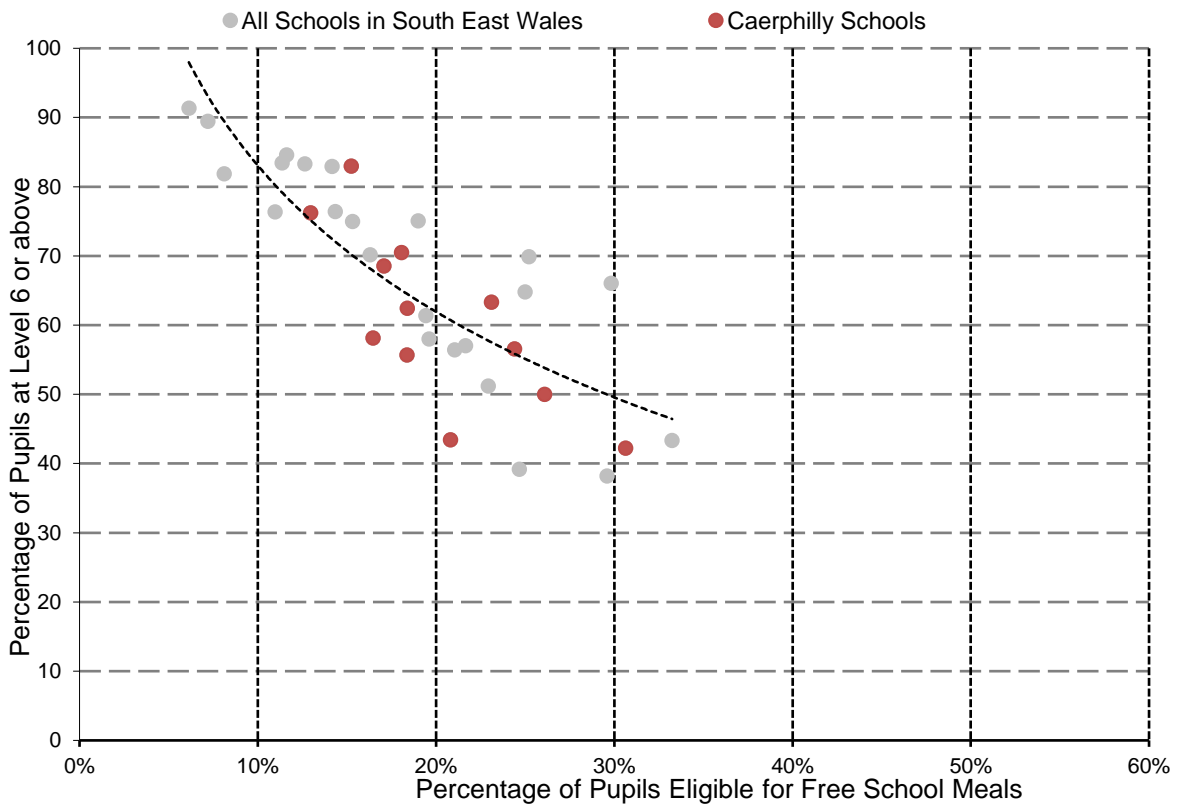## Key Stage 3 – Science – Summary Analysis

- Overall performance at Level 5+ is in line with the region as a whole.
- Overall, there is less variation than for schools across the region as a whole.
- There are 3 schools where performance is below expectation.

- Overall performance at Level 6+ is more variable, and approximately slightly below that of the region as a whole.

Further analysis of each school's performance will be undertaken, with school leaders, as part of whole school self-evaluation to inform future improvement planning
This information will be used within the context of a wide range of self-evaluation information.

Summary of Key Issues

- Foundation Phase - Outcome 5 is lower than expectation for, in each area of learning, for many schools with higher FSM.
- Key Stage 2 – Level 5+ performance is lower than expectation in each subject for many schools across the FSM range.
- Key Stage 3 – Level 6+ performance in English at Level 6+ for schools at the higher end of FSM range.

The Performance on Free School Meal (FSM) Learners

The following charts are included for information only. They show FSM / non-FSM outcomes for each school, for the current year. The numbers on each bar represent the number of pupils that attained / cohort. Where there is no bar present, the cohort is 0. This is usually for FSM learners, particularly, for schools with a lower % of FSM.

FSM / non-FSM - Foundation Phase – FPI Achievement by School

(1 of 2)

FP FPI Achievement by school - Caerphilly

KS2 CSI Achievement by school - Caerphilly

■ FSM ■ nonFSM

lowest FSM%	40/41
	11/12
	33/35
	24/25
	21/25
	1/1
	21/22
	3/6
	71/75
	4/5
	25/26
	2/2
	35/36
	5/7
	42/43
	4/5
	41/44
	3/3
	8/11
	5/7
	34/36
	5/6
	53/55
	1/2
	18/20
	15/17
	25/26
	4/4
	24/24
	4/5
	31/31
	3/5
	47/49
	3/3
	33/33
	3/3
	17/20
	2/2
	18/22
	1/2
	22/23
	5/6
	18/20
	5/6
	41/42
	5/7
	35/41
	4/4
	13/14
	5/7
	29/30
	2/3
	19/22
	2/2
	18/20
	6/7
	39/44
mid FSM%	1/1
	19/20
	3/4
	23/24

KS2 Achievement by school - Caerphilly

Legend: FSM (blue), nonFSM (red)

Label	FSM	nonFSM
mid FSM%	6/10	16/19
	2/2	2/4
	5/5	27/28
	1/2	9/9
	7/11	19/25
	16/18	41/42
	11/15	43/47
	7/9	17/19
	2/3	15/15
	3/4	26/30
	7/9	34/40
	3/9	30/31
	10/18	57/60
	7/8	28/32
	4/6	18/18
	5/7	16/16
	4/5	12/13
	7/9	22/23
	8/10	27/30
	6/7	12/17
	9/14	21/21
	9/9	12/12
	6/6	6/8
	11/12	12/12
	9/9	17/20
	8/10	4/11
	12/17	14/16
	6/8	11/12
	3/4	10/11
	6/7	6/7
	12/16	24/27
	3/4	8/8
highest FSM%	7/7	5/5
	11/18	9/10

FSM / non-FSM - Key Stage 3 – CSI Achievement by School

KS3 CSI Achievement by school - Caerphilly

FSM   nonFSM

0%   20%   40%   60%   80%   100%

lowest FSM%

32/33

169/173

25/37

143/160

29/40

136/151

13/22

77/99

16/26

122/132

16/24

58/66

18/20

97/109

14/16

115/120

15/27

62/72

36/43

234/242

25/37

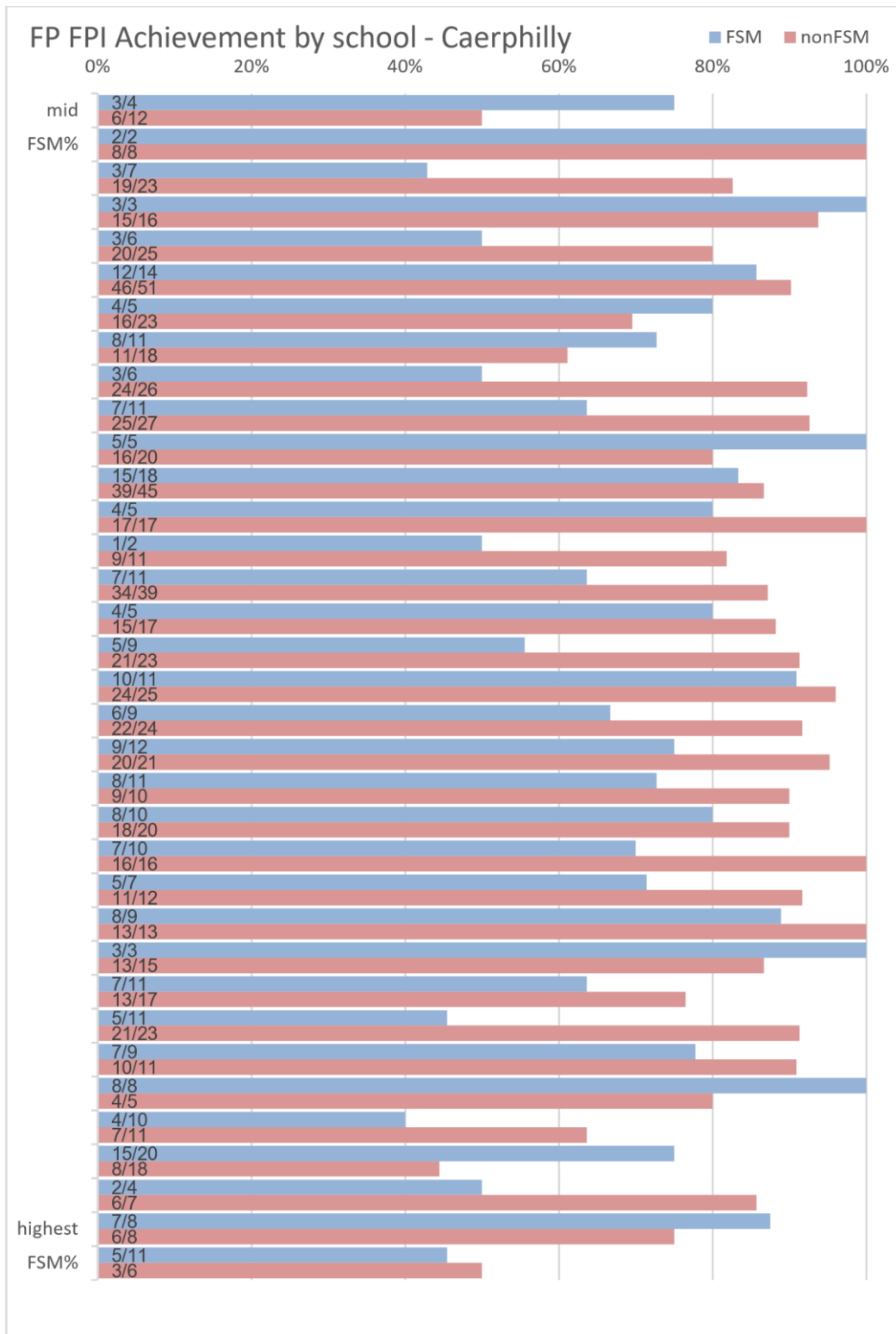167/176

highest FSM%

21/32

73/82
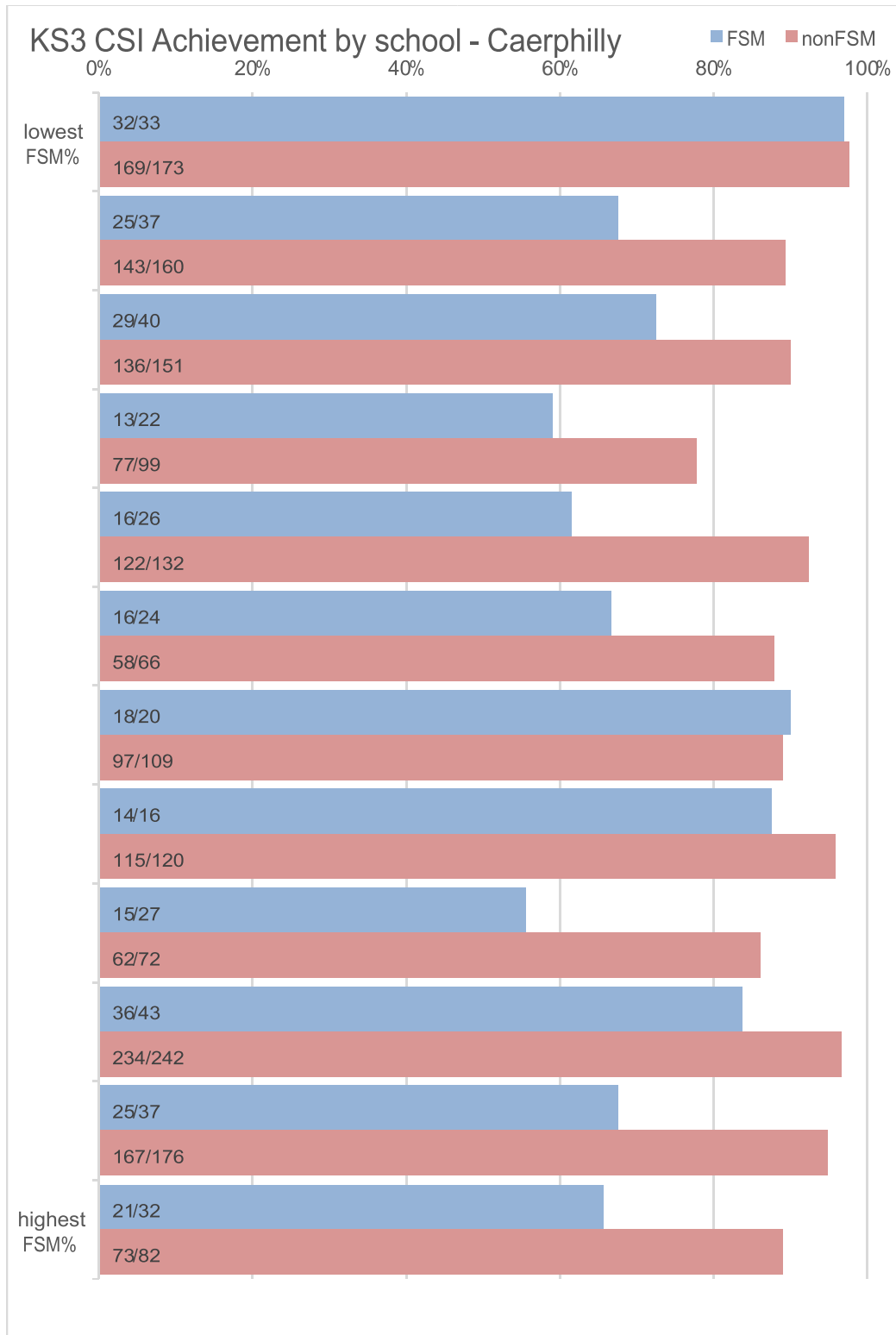
Gender Comparisons

The following charts are included for information only. They show boy / girl outcomes for each school, for the current year. The numbers on each bar represent: the number of pupils that attained / number in the cohort.

Gender - Foundation Phase – FPI Achievement by School

(1 of 2)

FP FPI Achievement by school - Caerphilly

FP FPI Achievement by school - Caerphilly

Legend: Boys, Girls

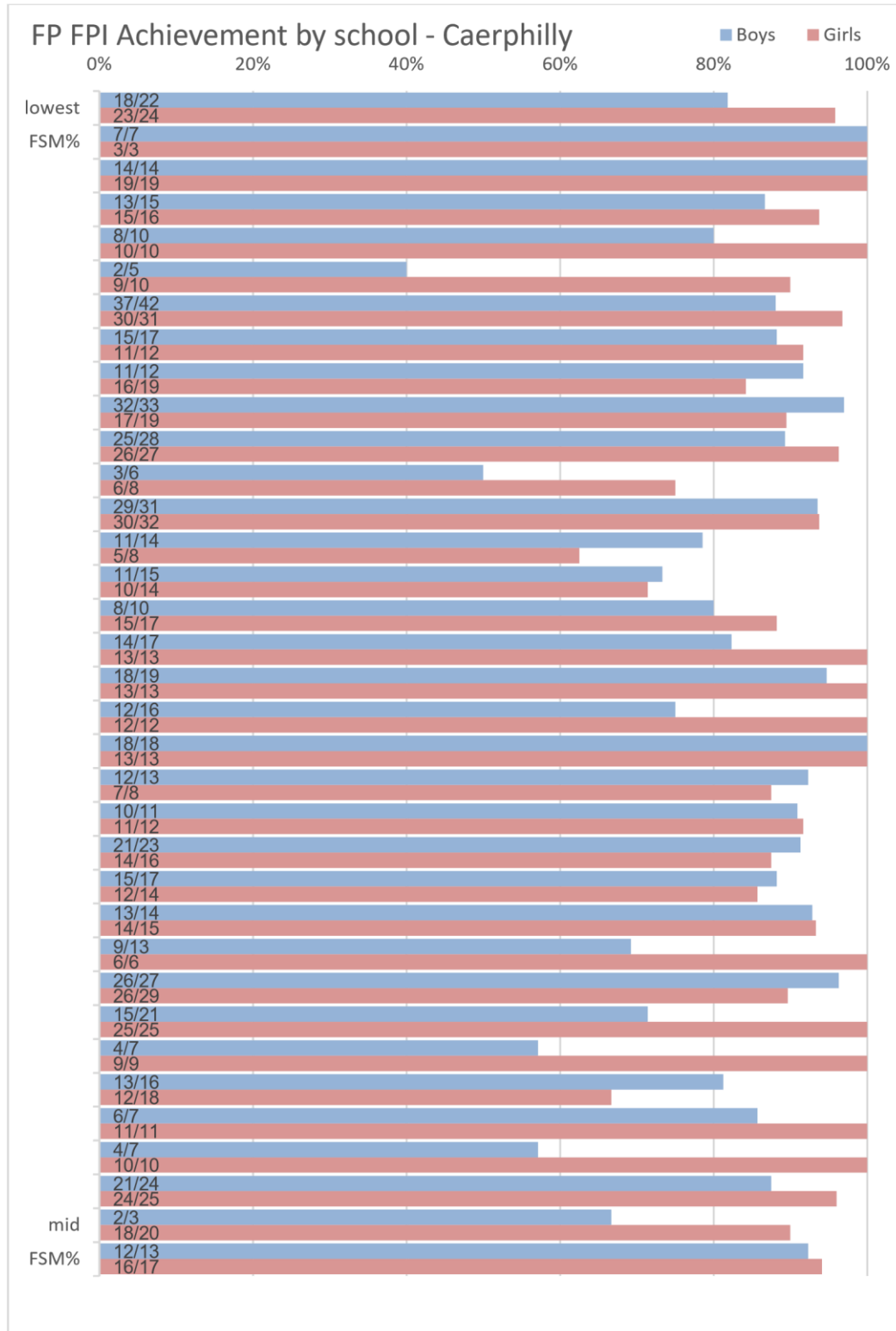| School band	Boys	Girls
mid FSM%	4/10	5/6
	5/5	5/5
	4/9	18/21
	7/8	11/11
	11/19	12/12
	26/32	32/33
	6/9	14/19
	8/14	11/15
	11/15	16/17
	20/23	12/15
	9/10	14/17
	25/30	29/33
	15/16	6/6
	5/6	5/7
	19/25	23/26
	10/13	9/9
	13/19	13/13
	17/18	17/18
	18/22	10/11
	13/16	16/17
	10/11	7/10
	12/14	14/16
	12/13	11/13
	6/7	10/12
	7/7	15/16
	7/8	9/10
	11/16	9/12
	18/20	8/14
	9/11	9/10
	4/5	8/8
	6/9	5/12
	12/20	11/18
	4/6	4/5
highest FSM%	9/12	4/4
	6/11	2/6

Gender - Key Stage 2 – CSI Achievement by School

(1 of 2)

KS2 CSI Achievement by school - Caerphilly

Legend: FSM, nonFSM

lowest FSM%
- 40/41
- 11/12
- 33/35
- 24/25
- 21/25
- 1/1
- 21/22
- 3/6
- 71/75
- 4/5
- 25/26
- 2/2
- 35/36
- 5/7
- 42/43
- 4/5
- 41/44
- 3/3
- 8/11
- 5/7
- 34/36
- 5/6
- 53/55
- 1/2
- 18/20
- 15/17
- 25/26
- 4/4
- 24/24
- 4/5
- 31/31
- 3/5
- 47/49
- 3/3
- 33/33
- 3/3
- 17/20
- 2/2
- 18/22
- 1/2
- 22/23
- 5/6
- 18/20
- 5/6
- 41/42
- 5/7
- 35/41
- 4/4
- 13/14
- 5/7
- 29/30
- 2/3
- 19/22
- 2/2
- 18/20
- 6/7
- 39/44
- 1/1
- 19/20

mid FSM%
- 3/4
- 23/24
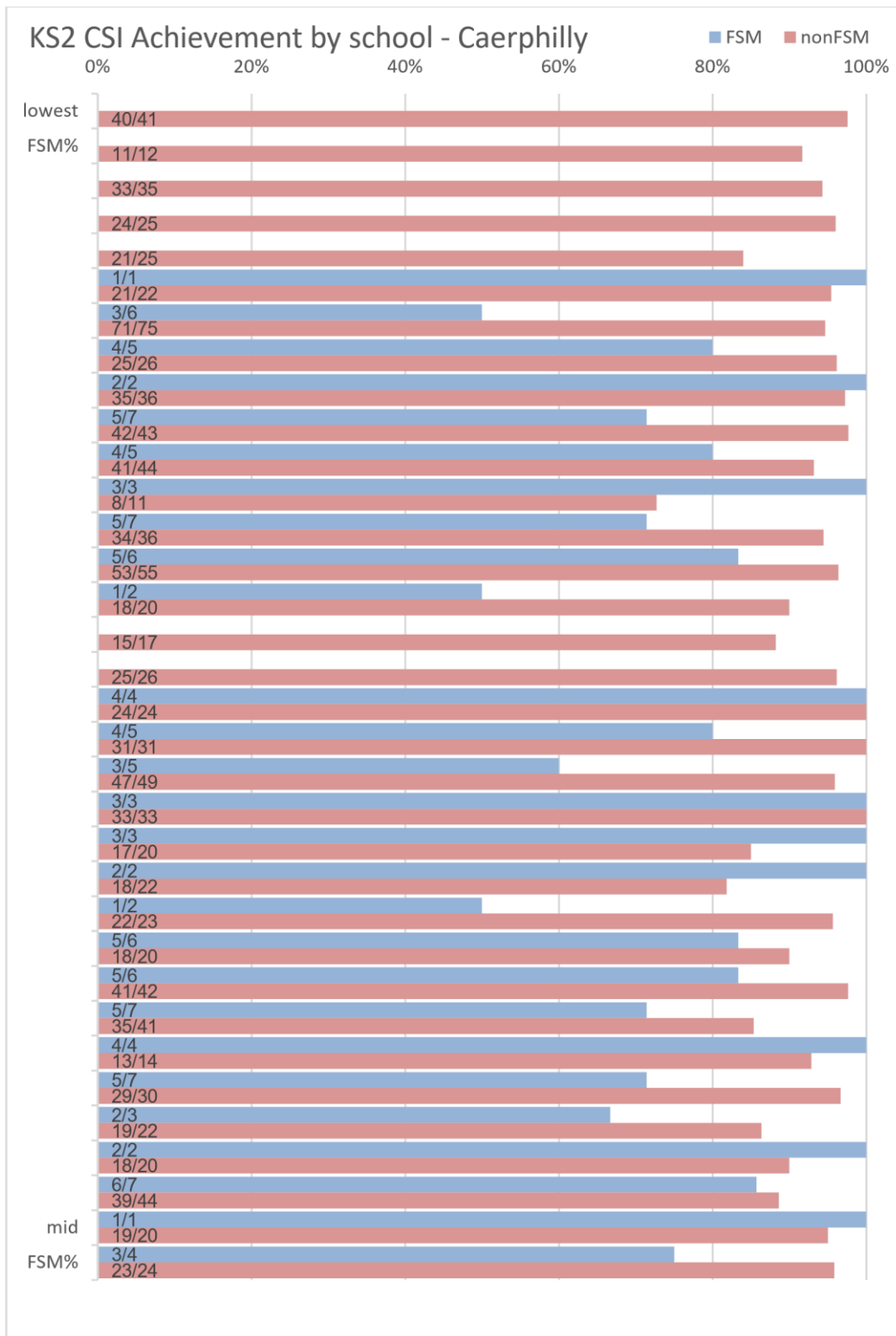
KS2 Achievement by school - Caerphilly

Boys ■ Girls

KS2 Achievement by school - Caerphilly
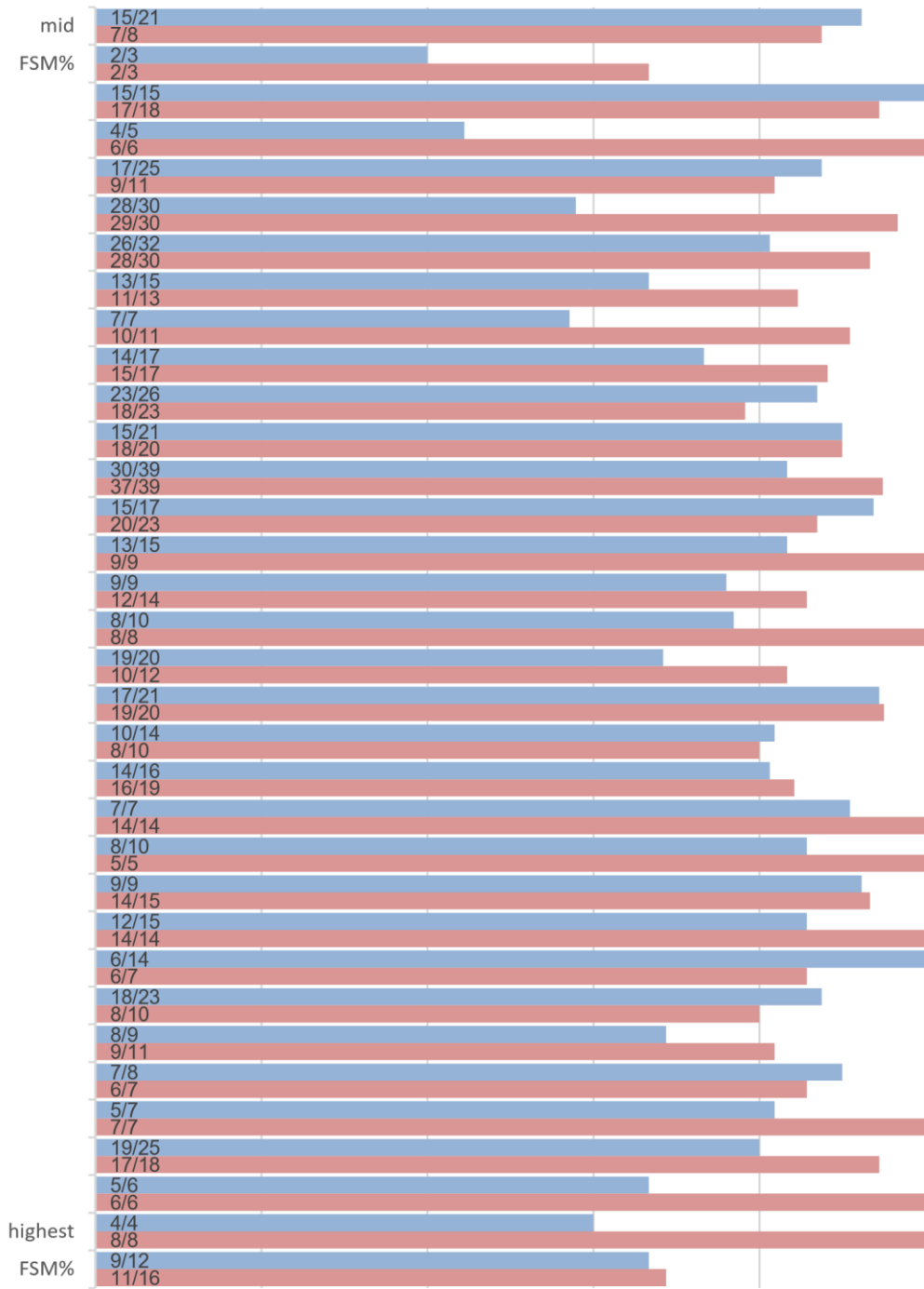
Gender - Key Stage 3 – CSI Achievement by School

KS3 CSI Achievement by school - Caerphilly

FSM / nonFSM

lowest FSM%
- 32/33
- 169/173
- 25/37
- 143/160
- 29/40
- 136/151
- 13/22
- 77/99
- 16/26
- 122/132
- 16/24
- 58/66
- 18/20
- 97/109
- 14/16
- 115/120
- 15/27
- 62/72
- 36/43
- 234/242
- 25/37
- 167/176

highest FSM%
- 21/32
- 73/82
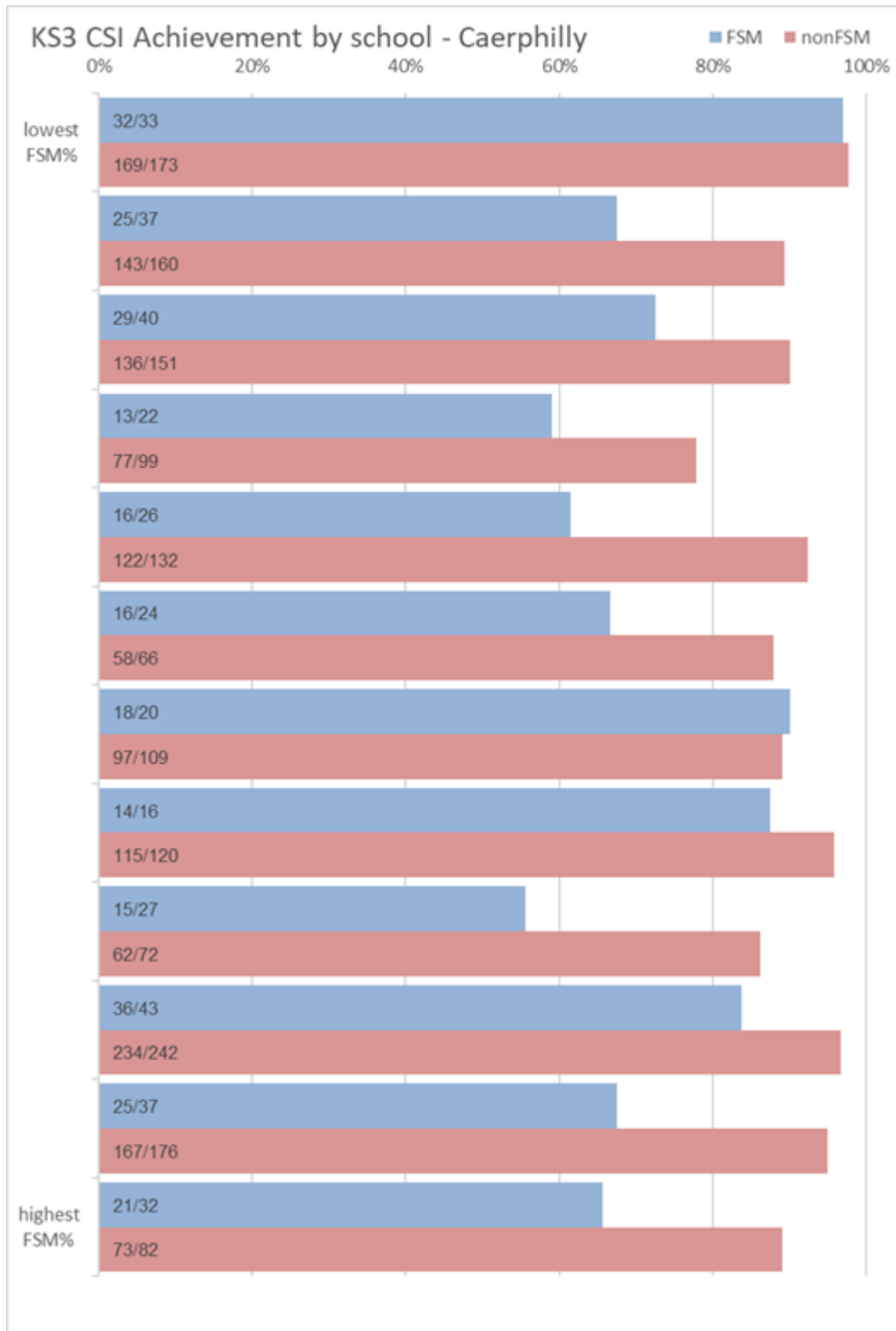
6. ASSUMPTIONS

6.1 There are no specific assumptions.

7. LINKS TO RELEVANT COUNCIL POLICIES

7.1 **Corporate Plan 2018-2023.**

This section shows how the report content (project, proposal, information or decision) contributes towards or impacts the Corporate Well-being Objectives, which are:

Objective 1 - Improve education opportunities for all

Objective 2 - Enabling employment

Objective 3 - Address the availability, condition and sustainability of homes throughout the county borough and provide advice, assistance or support to help improve people's well-being

Objective 4 - Promote a modern, integrated and sustainable transport system that increases opportunity, promotes prosperity and minimises the adverse impacts on the environment

Objective 5 - Creating a county borough that supports a healthy lifestyle in accordance with the sustainable Development Principle within the Wellbeing of Future Generations (Wales) Act 2015

Objective 6 - Support citizens to remain independent and improve their well-being The objectives are high level themes and each have several outcomes that sit underneath them, (36 in total) so it may benefit the author to look at the outcomes within the plan to understand the cross-cutting nature of the Council's priorities with regard to any impact the report may have on the Corporate Plan.

8. WELL-BEING OF FUTURE GENERATIONS

8.1 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.

9. EQUALITIES IMPLICATIONS

9.1 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.

10. FINANCIAL IMPLICATIONS

10.1 There are no financial implications.

11. PERSONNEL IMPLICATIONS

11.1 There are no personnel implications within this report.

12. CONSULTATIONS

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

13. STATUTORY POWER

13.1 Children and Families Measure (Wales) 2010
13.2 Local Government Measure 2009
13.3 Education Act 1996.

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              Keri Cole, Chief Education Officer

Consultees: Christina Harrhy, Interim Chief Executive
              Ed Edmunds, Corporate Director, Education and Corporate Services
              Rob Tranter, Head of Legal Services and Monitoring Officer
              Dave Street, Corporate Director, Social Services
              Councillor Philippa Marsden, Cabinet Member, Education and Achievement
              Councillor Teresa Parry, Chair, Education for Life Scrutiny Committee
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