



## **EDUCATION FOR LIFE SCRUTINY COMMITTEE – 26TH NOVEMBER 2020**

**SUBJECT:           OUTCOMES 2019-2020: FOUNDATION PHASE, KEY STAGE  
2, KEY STAGE 3, KEY STAGE 4 AND KEY STAGE 5**

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

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### **1.     PURPOSE OF REPORT**

- 1.1    To inform Members of Welsh Government: School Performance Reporting Arrangements for 2019-2020, provide an overview of national outcomes as context and provide anonymised local data where available.
- 1.2    Outcomes are only available for key stage 4 and 5 and in line with agreements between each LA and headteachers, made prior to the collection of the data, these should not be used for school accountability purposes.

### **2.     SUMMARY**

- 2.1    In response to the Coronavirus (Covid-19) pandemic, the Welsh Government cancelled all statutory data collections that would have been due to take place in Summer 2020. This means that no end of key stage data was submitted, therefore there is no data available for this report for FP through to KS3. Concerning KS4 and KS5, due to the cancellation of summer 2020 GCSE, AS and A level examinations, the Welsh Government will not be reporting on school performance measures for 2019/20. Outcomes this year should not be used for school accountability purposes, in line with agreements between each LA and their headteachers made prior to the collection of the data.
- 2.2    The content of this scrutiny report is intended to provide a contextual view of anonymised school outcomes, rather than analyse performance at Local Authority (LA) or individual level. It cannot contain any aggregated LA data, or individual school performance data, other than anonymised school level data for key stage 4 and key stage 5.
- 2.3    For the national picture, the WJEC data reports on overall GCSE / GCE A Level pass rates. Further data is not available at individual pupil level or for more vocational qualifications. We are therefore not able to directly compare like for like, year on year progress. What is clear, however, is that at both key stage 4 and key stage 5, there have been significant increases in the percentage of A\*-C grades awarded, and even more significant increases at A\*-A and A\*.

### **3. RECOMMENDATIONS**

- 3.1 There are no recommendations. This report is intended to be used for information only, and not as part of any accountability process.

### **4. REASONS FOR THE RECOMMENDATIONS**

- 4.1 Outcomes this year should not be used for school accountability purposes, which is why there are no recommendations.

### **5. THE REPORT**

- 5.1 In response to the Coronavirus (Covid-19) pandemic, the Welsh Government cancelled all statutory data collections that would have been due to take place in Summer 2020. This was initially announced in the Minister for Education's written statements of 18 March 2020 and 3 July 2020 and enacted in the Relaxation of School Reporting Requirements (Wales) (Coronavirus) Regulations 2020. The latest update is included as Appendix 1: Welsh Government: School Performance Reporting Arrangements Important Update (10 August 2020).

#### **5.2 Foundation Phase, Key Stage 2, Key Stage 3**

The School Performance Information (Wales) Regulations 2011 has been amended to remove the duties on governing bodies and local authorities to provide data to local authorities and Welsh Ministers, respectively, on teacher assessment outcomes and authorised or unauthorised absence for the pupils registered at schools in the 2019/20 school year.

This means that no end of phase / key stage data was submitted, therefore no data is available for this report. Many schools will have made their own internal assessments of learners, but these will have been undertaken 'virtually' and there will have been no moderation processes, therefore even if submitted, would not be suitable for any form of meaningful analysis.

#### **5.3 Key Stage 4 and Key Stage 5**

Outcomes this year should not be used for school accountability purposes, in line with agreements between each LA and their headteachers made prior to the collection of the data.

Due to the cancellation of summer 2020 GCSE, AS and A level examinations, the Welsh Government will not be reporting on school performance measures for 2019/20 or providing All Wales Core Data Sets. Following the provision of this year's centre estimated grades by schools, the school performance information regulations have been disapplied to remove the requirements for the usual flows of performance data between headteachers, governing bodies, local authorities and the Welsh Government. This means that schools and governing bodies should not include school performance measures in any published report. It will not be appropriate to make year-on-year comparisons of this information or consider it as part of trend data in inspection and accountability activities.

The content of this scrutiny report is intended to provide a contextual view of anonymised school outcomes, rather than analyse performance at Local Authority (LA) or individual level. It cannot contain any aggregated LA data, or individual school performance data, other than anonymised school level data for key stage 4 and key stage 5.

It is important that the information below is used sensitively during these unprecedented times. The information should be used within the context of a wider range of information and a range of regional processes that the local authority will use to evaluate individual school performance.

#### **5.4 National Context**

The WJEC data reports on overall GCSE / GCE A Level pass rates. It cannot report at individual pupil level, as schools do, as not all the data would be available. For example, some vocational qualifications, which would be included in each individual learner's 'points scores' for some measures, may not be accessible to the WJEC. For definitions of how each measure is calculated see Appendix 2.

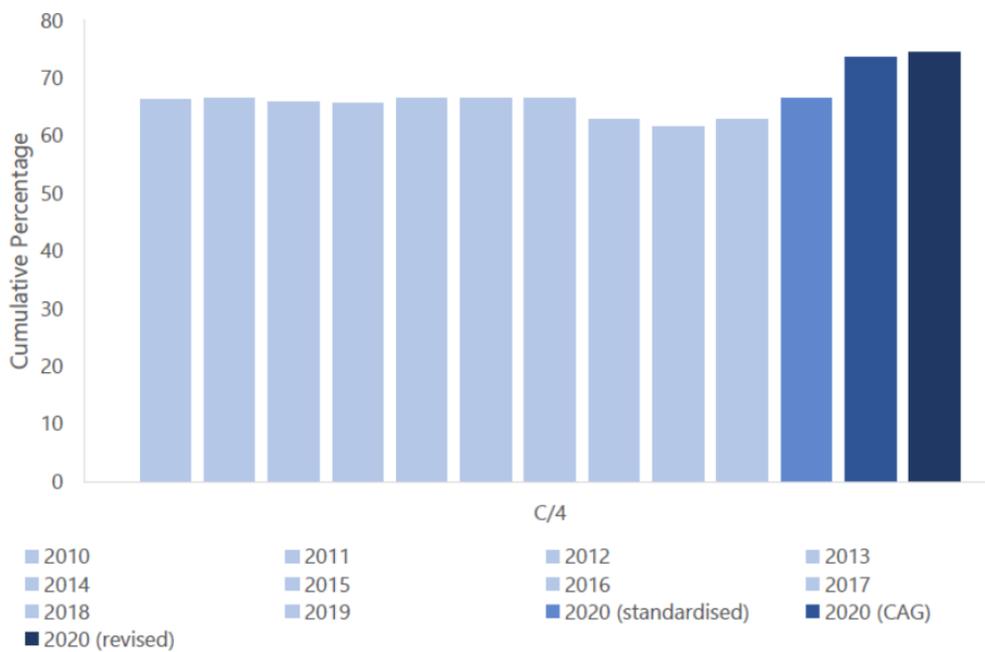
Because of these variations it is not possible to directly compare like for like, year on year progress. What is clear however is that at both key stage 4 and key stage 5, there have been significant increases in the percentage of A\*-C grades awarded, and even more significant increases at A\*-A and A\*

Despite not being able to directly compare, it is clear that within the national context this year, we would expect to see significant increases in individual school outcomes. It is not possible using outcomes alone to determine whether this represents sustainable improvement.

Qualifications Wales have provided an initial analysis of national outcomes Results for A Level, AS, GCSE and the Skills Challenge Certificate in Wales – Summer 2020. This has been included as Appendix 3, but a sample of changes for a selection of national indicators are included in the charts below.

## 5.5 Key Stage 4 – GCSE – Grade C and above

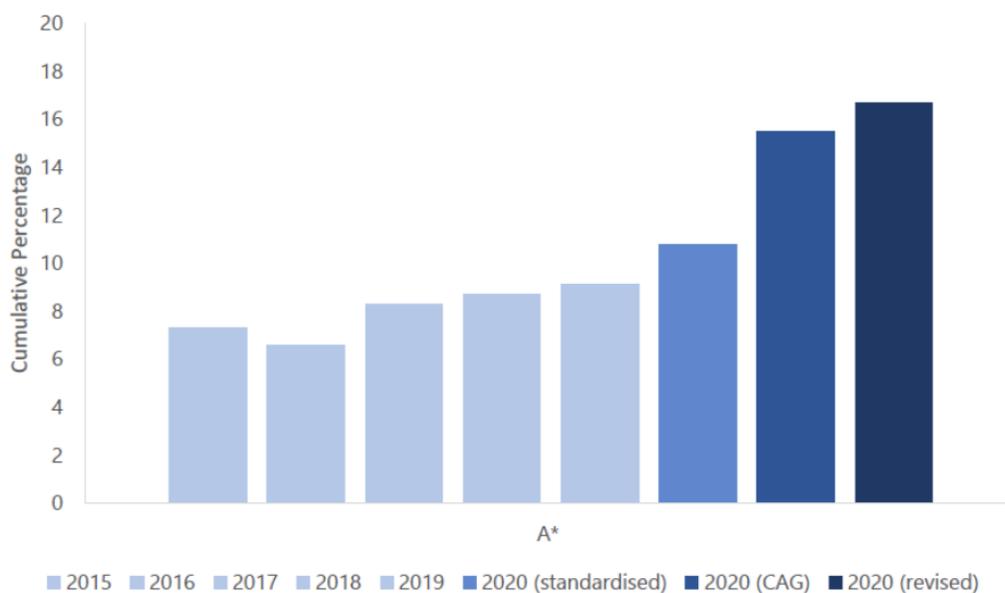
**Figure 7.2: National GCSE summer cumulative C/4 results 2010-2020<sup>1)(2)</sup>**



Between 2010 and 2016 overall grades C and above remained stable at approximately 65%. Over the next 2 years this declined to approximately 61%, before increasing to approximately 75% in 2020.

## 5.6 Key Stage 5 – A Level – Grade A\*

**Figure 5.1: National A level summer A\* results 2015-2020**

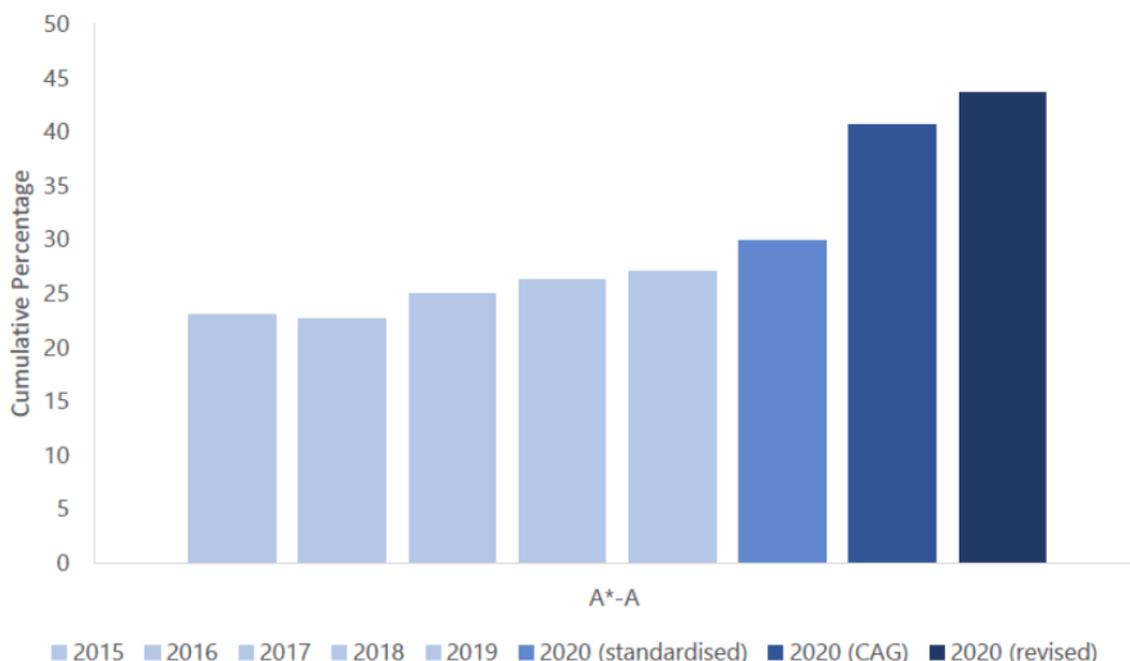


Source: 2015 to 2019 and 2020 (standardised): JCQ; 2020 (CAG) and 2020 (revised): awarding bodies

Between 2015 and 2019 overall A\* grades remained stable at between approximately 6-9%. In 2020 approximately 17% of grades were A\*.

## 5.7 Key Stage 5 – A Level – Grade A\* and A

**Figure 5.2: National A level summer cumulative A results 2015-2020**



Source: 2015 to 2019 and 2020 (standardised): JCQ; 2020 (CAG) and 2020 (revised): awarding bodies

Between 2015 and 2019 overall A\* or A grades remained stable at between approximately 22-27%. In 2020 approximately 44% of grades were A\* or A grades.

## 5.8 Summary of Outcomes

### Foundation Phase, Key Stage 2, Key Stage 3

As explained in the context section, no data has been submitted.

## 5.9 Key Stage 4

Outcomes on the 5 Welsh Government measures and 2 legacy measures was requested and 5A\*-A was requested

- The Capped 9 measure
- Literacy measure
- Numeracy measure
- Science measure
- Welsh Baccalaureate Skills Challenge Certificate measure
- Percentage of learners achieved 5 A\*-A GCSE

The reported outcomes are based on revised results, following the Welsh Government decision to award the best of 'Standardised Grade' and 'Centre Assessed Grade' for each individual learner.

## 5.10 Summary of LA Outcomes

The tables below provide an overview of performance for the schools in the LA, compared with regional lowest, median and highest for 2020 (anonymised and non-aggregated).

The first table is sorted from highest to lowest Capped 9 outcomes. Each row represents a single school.

School	Capped Point 9	Average points for best of Literature or first Language Welsh or English GCSE	Average points for best of Mathematics or Mathematics - Numeracy GCSE	Average points for best Science GCSE	Average points for Welsh Baccalaureate Skills Challenge Certificate	L1 Threshold	5 A*-As
School 1	413.2	43.2	43.0	44.6	40.6	100.0	27.1
School 2	401.6	40.9	40.9	41.8	43.2	99.1	24.1
School 3	393.1	39.5	39.0	35.8	43.3	98.0	16.2
School 4	391.3	42.9	41.1	44.1	48.1	97.8	26.3
School 5	387.0	41.0	40.0	41.0	44.0	100.0	25.0
School 6	384.2	40.5	40.4	38.1	42.6	97.0	22.2
School 7	376.3	42.7	40.9	39.6	41.2	93.9	23.3
School 8	360.6	40.3	39.0	39.8	37.6	93.8	23.7
School 9	360.0	37.0	34.0	34.0	37.0	95.1	13.6
School 10	350.2	40.6	37.1	36.6	40.4	94.3	22.7
School 11	343.2	39.9	38.2	36.4	36.0	96.2	16.3
School 12	332.0	38.6	37.4	33.8	37.7	97.1	10.3
Region 2020							
Highest	422	46	47	46	48	100	41
Median	376	41	39	38	41	97	21
Lowest	318	35	34	30	31	87	10

The second table is sorted from highest to lowest Capped 9 outcomes for FSM pupils. Each row represents a single school.

School	Capped 9		Average points for best of Literature or first Language Welsh or English GCSE		Average points for best of Mathematics or Mathematics - Numeracy GCSE		Average points for best Science GCSE		Average points for Welsh Baccalaureate Skills Challenge Certificate		L1 Threshold		5 A*-As	
	eFSM	Non	eFSM	Non	eFSM	Non	eFSM	Non	eFSM	Non	eFSM	Non	eFSM	Non
School 1	376	405	38	41	36	42	37	42	41	43	50	38	6	10
School 2	365	421	37	44	32	45	38	46	33	42				
School 3	360	391	37	41	40	39	38	41	41	45	100	100	25	25
School 4	346	397	36	42	36	42	34	40	39	44	92	99	16	24
School 5	346	400	37	44	38	42	41	45	44	49	95	98	9	30
School 6	330	406	28	42	27	41	24	38	31	38	87	100	0	19
School 7	320	380	32	40	29	37	29	37	32	39	90	98	5	19
School 8	305	387	36	44	33	42	31	41	35	42	83	96	5	26
School 9	291	342	35	40	34	38	29	35	34	39	89	100	9	11
School 10	288	359	35	41	32	40	30	38	42	30	95	97	2	20
School 11	277	371	30	41	30	40	30	41	31	38	100	31	8	8
School 12	272	363	34	42	29	38	25	38	38	41	85	96	11	25
Region 2020														
Highest	395	426	44	47	43	47	42	46	44	49	100	100	48	42
Median	329	389	36	42	33	40	31	40	35	41	93	98	9	23
Lowest	272	331	28	36	26	37	23	33	27	30	50	31	0	8

## 5.11 Key Stage 5

This analysis is based on initial data voluntarily reported by schools in August 2020 and includes Level 3 Threshold performance and A level performance.

School submissions on results day did not indicate whether a school had made any adjustment for the WG guarantee that no pupil will receive a lower grade than their AS level outcome.

Given the priority for schools to ensure a safe return of pupils, no additional requests for this voluntarily submitted data have been made.

Please Note: There were no results submitted from 6 schools for Welsh Baccalaureate and Skills Challenge Certificate.

School	Level 3 Threshold	%3 A*-E	% 3 A*-C	% 3 A*-A	% Welsh Bacc. SCC	% Welsh Bacc.
School 1	100	100	79	17		
School 2	100	81	31	6	75	100
School 3	100	97	70	17	90	100
School 4	100	100	63	13		
School 5	100	98	84	12		
School 6	100	100	75	15		
School 7	96	92	53	9		
School 8	95	73	39	0		
Region - 2020						
Highest	100	100	84	28	100	100
Median	100	94	62	13	87	99
Lowest	88	54	26	0	64	63

## 5.12 Conclusion

As mentioned above, this report is intended to be used for information only, and not as part of any accountability process. There were no end of key stage assessments, so there is no data available for FP through to KS3. Regarding KS4 and KS5, it is clear from the national picture that there have been significant increases in the percentage of A\*-C grades awarded, and even more significant increases at A\*-A and A\*.

## 6. ASSUMPTIONS

6.1 There are no specific assumptions.

## 7. LINKS TO RELEVANT COUNCIL POLICIES

7.1 This information report of School Performance reporting arrangements for 2019-20 contributes to the following Well-being Goals within the Well-being of Future

Generations Act (Wales) 2016:

- A prosperous Wales, through supporting the development of a skilled and well-educated population
- A more equal Wales, enabling pupils to fulfil their potential no matter what their background or circumstances
- A Wales of vibrant culture and thriving Welsh language, the results reported will include those in Welsh medium Education and those taking Welsh language, arts, and sports qualifications

The information in the report considers the sustainability principles including involvement of pupils, collaboration across public bodies, long term impacts of the performance reporting arrangements on the wellbeing of pupils, integrating objectives and preventing a long-term detrimental impact of the challenges during the Summer term of 2020.

## 7.2 **Corporate Plan 2018-2023.**

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

Objective 1 – Improve education opportunities for all.

Action areas 2, 3, 4, 5 – raise standards of attainment, reduce the impact of poverty on attainment, supporting those who do not follow a traditional academic path, and supporting access towards employment opportunities.

## 8. **WELL-BEING OF FUTURE GENERATIONS**

- 8.1 This report content contributes to the Well being Goals in terms of securing improvement. This report does not analyse the 5 ways of working in terms of decision making but it does recognise that going forward support is put in place to improve school performance for the well-being of future generations.

## 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, equalities issues, such as gender and ethnicity are taken into account. Similarly the Local Authority self-evaluation considers all equalities issues.

## 10. **FINANCIAL IMPLICATIONS**

- 10.1 There are no specific financial implications.

## 11. **PERSONNEL IMPLICATIONS**

- 11.1 There are no specific personnel implications.

## **12. CONSULTATIONS**

12.1 All comments have been reflected in the report.

## **13. STATUTORY POWER**

- 13.1 - Children and families Measure (Wales) 2010
- Schools Standards and organisation (Wales) 2013
- Education Act 1996
- Wellbeing of Future Generations (Wales) 2015
- Schools Causing Concern 2013

Appendices:

Appendix 1: Welsh Government: School Performance Reporting Arrangements Important Update (10 August 2020)

Appendix 2: Definitions of the 5 Welsh Government Measures

Appendix 3: Results for A Level, AS, GCSE and the Skills Challenge Certificate in Wales – Summer 2020.

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Richard Edmunds, Corporate Director of Education and Corporate Services  
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Mark S. Williams, Corporate Director Communities  
Councillor Ross Whiting, Cabinet Member for Learning and Achievement  
Councillor Teresa Parry, Chair of Education Scrutiny Committee  
Councillor Carol Andrews, Vice Chair of Education Scrutiny Committee  
Steve Harris, Head of Financial Services & S151 Officer  
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Sarah Ellis, Lead for Inclusion & ALN  
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## **Appendix 1: Welsh Government: School Performance Reporting Arrangements Important Update (10 August 2020)**

<https://gov.wales/school-performance-reporting-arrangements-important-update-0>

As set out in Written Statements dated 18 March 2020 and 3 July 2020, the Minister for Education has announced changes to the publication of qualification awards data and performance measures due to coronavirus.

In addition, The Relaxation of School Reporting Requirements (Wales) (Coronavirus) Regulations 2020 have been made to reduce burden on schools and local authorities for 2019/20.

### **What are the key points?**

- We have suspended the calculation and publication of Key Stage 4 and legacy sixth form performance measures for the 2019 to 2020 and 2020 to 2021 academic years.
- Qualification awards data will not be used to report on attainment outcomes at a school, local authority or regional consortium level and must not be used to hold schools to account for their learners' outcomes.
- Post-16 performance measures have also been suspended for 2019/20. We will consider the best approach for 2020 to 2021, in view of the range of providers and different types of programmes that are affected in different ways. The sector will be consulted, before any firm decision is taken, in order to consider what would be useful to help their own monitoring and quality assurance processes.
- There will be a direct impact on the usual data releases provided by the Welsh Government, with some releases suspended for one or both years and/or still to be determined for 2020 to 2021. You can find a table below showing what information, with provisional timings, will be released by the Welsh Government. Where activities are marked to continue for 2020/21 reporting, this is the planning assumption at the time of publication, which could be subject to change if these are affected by further disruption to school operations.
- All schools and post-16 providers will continue to be required to undertake effective self-evaluation to support continuous improvement. Our evaluation, improvement and accountability arrangements require consideration of a broad range of information relevant to a school's own context when undertaking self-evaluation and identifying improvement priorities. This will involve schools, with support from local authorities and regional consortia, using the learner level information they have on attainment and other outcomes to reflect on and improve their existing arrangements.
- The Relaxation of School Reporting Requirements (Wales) (Coronavirus) Regulations 2020 came into force on 7 August 2020. These Regulations revoke one set of Regulations and amend a number of others, which place duties on headteachers, governing bodies and local authorities to produce pupil and school reports:

<b>Regulations</b>	<b>Description of Regulations</b>	<b>Impact of Amending Regulations</b>	<b>Further details</b>
The School Performance and Absence Targets (Wales) Regulations 2011	Require schools to set and publish targets which are agreed by local authorities.	Revoked	No longer required.
The Head Teachers' Reports to Parents and Adult Pupils (Wales) Regulations 2011	Require headteachers to make a report available to all parents or adult pupils about the educational achievements of pupils, each school year.	Amended  (to a "reasonable endeavours" basis)	Duties imposed on headteachers for reports relating to the 2019/20 school year are to be treated as discharged, if the headteacher has used reasonable endeavours to discharge the duty. The exception to "reasonable endeavours" is regulation 5(1) of the Reporting Regulations; the requirement to provide a school leaver's report, which needs to remain an absolute duty, so that this cohort of learners are not disadvantaged this year.
The School Information (Wales) Regulations 2011	Require local authorities to publish a composite school prospectus and schools to publish their own individual prospectus, and prescribes the school information that must be included	Amended	Provision made to exclude data on authorised and unauthorised absences in respect of pupils registered at the school in the 2019/20 school year from being published in any school prospectus.
The School Governors' Annual Reports (Wales) Regulations 2011	Require school governing bodies to produce an annual report, including information about school performance against published targets.	Amended	Modified the content of reports produced in relation to the 2019/20 academic year so that information may not be included in any school governors' report. The statutory duty for governing bodies to produce a report will remain. Information to be disappplied/excluded in relation to pupils registered at the school in the 2019/20 school year: *the most recent Summary of Secondary School Performance (SSSP); *the number of authorised and unauthorised absences in the school year; and *any information in relation to performance and absence targets, including improvements set by the

Regulations	Description of Regulations	Impact of Amending Regulations	Further details
			governing body in respect of performance of learners, or for reducing the level of absence.
The School Performance Information (Wales) Regulations 2011	Provide for the reporting of teacher assessment and examination outcomes (from schools and governing bodies to local authorities and Welsh Ministers).	Amended	Removes the duties on governing bodies and local authorities to provide data to local authorities and Welsh Ministers, respectively, on teacher assessment outcomes and authorised or unauthorised absence for the pupils registered at schools in the 2019/20 school year.

## **Appendix 2: Definitions of the 5 Welsh Government Measures**

### **The Capped 9 measure:**

- Average of the scores for the best awards for all individual pupils in the cohort, capped at a specified volume of GCSEs or equivalent qualifications. In 2019, the interim measures version will remain capped at 9 GCSEs or equivalent.
- Three of the nine slots are for specific subjects and qualifications - one GCSE in size:
  - The best grade from any of the literature or first language Welsh or English GCSEs.
  - The best grade from either of the mathematics or mathematics – numeracy GCSEs.
  - The best grade from a science GCSE (currently this is limited to awards in the WJEC suite of science GCSE qualifications: biology, chemistry, physics, science (double award) applied science (double award) and applied science (single award))
- For each learner, the remaining six slots will reflect the points attached to their best six qualifications other than those awards that are contributing towards the subject-specific slots. There is no limit to the range of vocational qualifications that can contribute, to these non-subject specific slots.
- The Welsh Baccalaureate Skills Challenge Certificate qualification will count towards a non-subject-specific slot of the Capped 9 measure where it features in a pupil's best results.

### **The literacy measure:**

- Average of the scores for all pupils in the cohort, taking the best grade from any of the literature or first language Welsh or English GCSEs awarded to a pupil.

### **The numeracy measure:**

- Average of the scores for all pupils in the cohort, taking the best grade from either of the mathematics or mathematics – numeracy GCSEs awarded to a pupil.

### **The science measure:**

- Average of the scores for all pupils in the cohort, taking the best grade from a science GCSE awarded to a learner (currently this is limited to awards in the WJEC suite of science GCSE qualifications available to learners: biology, chemistry, physics, science (double award) applied science (double award) and applied science (single award)).

### **The Welsh Baccalaureate Skills Challenge Certificate measure:**

- Performance measure calculating the average of the scores for the Welsh Baccalaureate Skills Challenge Certificate awards for all pupils in the cohort, whether it is the Foundation (Level 1) or the National (Level 2) award.

**Appendix 3: Results for A Level, AS, GCSE and the Skills Challenge Certificate in Wales – Summer 2020.**

Provided as a separate .pdf document.

[Results for A Level, AS, GCSE and the Skills Challenge Certificate in Wales – Summer 2020](#)