

Report

Cabinet



Part 1

Date: 17 October 2018

Item No: 8

Subject **Teacher Assessment Outcomes and National Test Results**

Purpose Inform Cabinet of 2017/18 Teacher Assessment Outcomes

Author Deputy Chief Education Officer

Ward All

Summary The report provides combined pupil performance data for Newport schools at Foundation Phase, Key Stage 2 and Key Stage 3. At Foundation Phase comparison with previous years should be avoided due to changes in assessment criteria.

Proposal **Cabinet are asked to:**

1. To acknowledge the position regarding pupil performance and progress made.
2. To consider any issues arising that the Cabinet may wish to draw to the attention of the Chief Education Officer.

Action by Chief Education Officer

Timetable Not applicable

This report was prepared after consultation with:

- Cabinet Member for Education and Skills
- Chief Education Officer
- Chief Financial Officer
- Monitoring Officer
- Head of People and Business Change

Signed

Background

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).

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.

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:
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 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)

In agreement with LA Directors the EAS offered a series of workshops for elected members in each LA, in 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."

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:

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

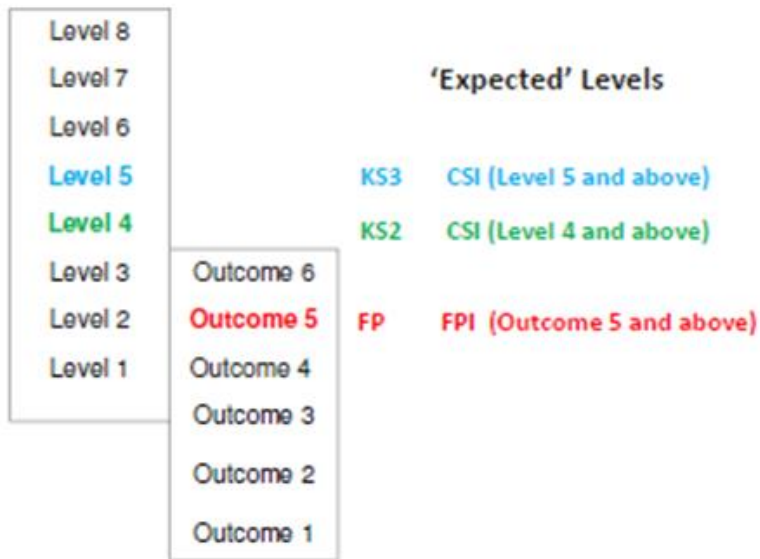
For 2018/2019 the EAS will provide a reduced scrutiny report. The main changes are:

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

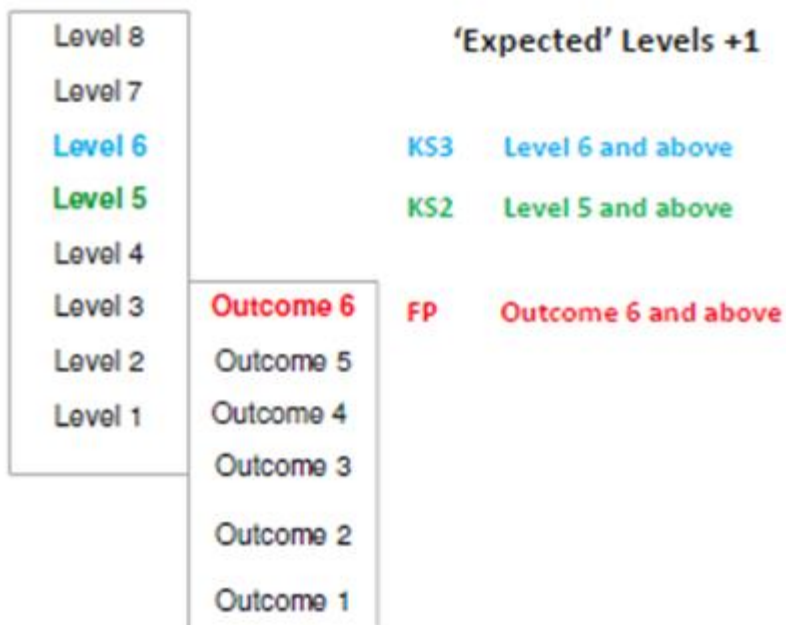
Information on National Tests:

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.

Expected Levels



Expected Levels + 1 (Higher Levels)



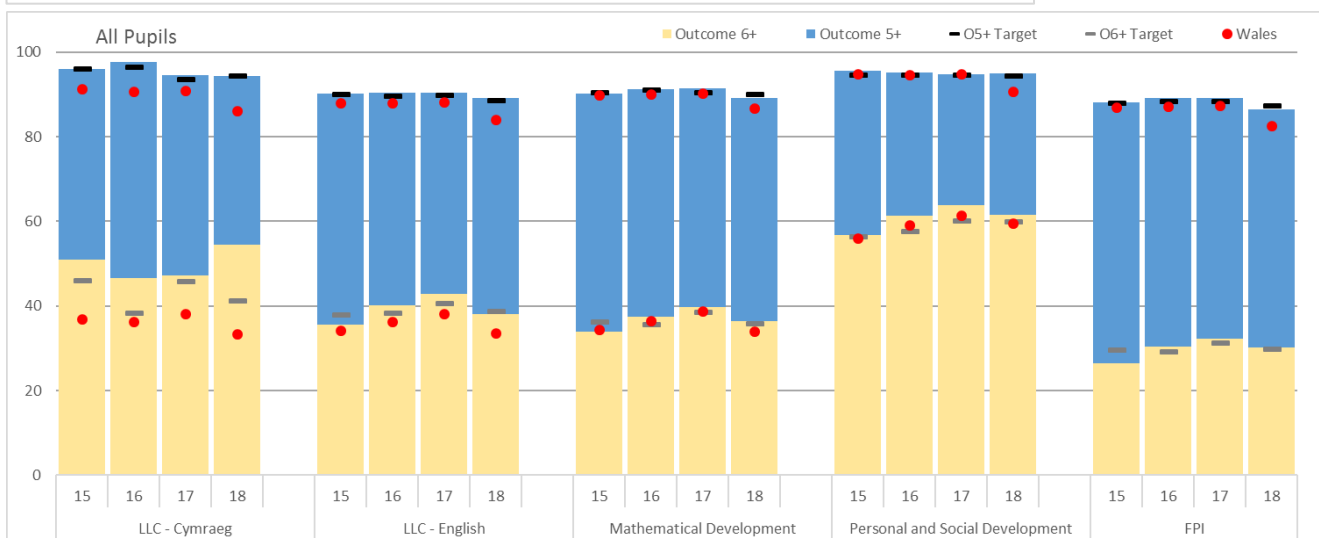
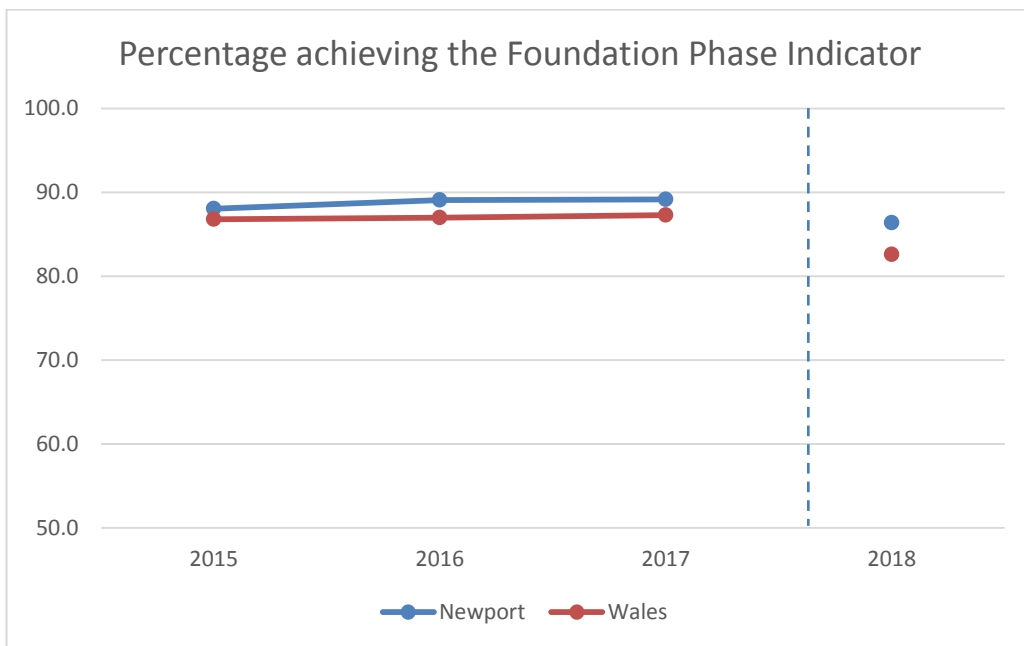
Cohort sizes	Number of pupils	1 pupil represents
Foundation Phase	1977	0.05%
Key Stage 2	1825	0.05%
Key Stage 3	1644	0.06%

Foundation Phase

In October 2014 the Foundation Phase Areas of Learning (AoL) were revised to align them 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.

In the foundation phase 86.4% pupils achieved the foundation phase indicator (FPI) in 2018.



Percentage of pupils achieving Outcome 5+:

	FPI	LLC English	LLC Welsh	Mathematical Development	PSD
Newport 2018	86.4 ↓	89.2 ↓	94.4 ↓	89.2 ↓	94.9 ↑
Target	87.2	88.5	94.4	89.9	94.4
Newport 2017	89.2	90.5	94.5	91.3	94.7
Wales 2018	82.6	84.0	86.1	86.6	93.4

Percentage of pupils achieving Outcome 6+:

	LLC English	LLC Welsh	Mathematical Development	PSD
Newport 2018	38.0 ↓	54.4 ↑	36.4 ↓	61.6 ↓
Target	38.7	41.1	35.8	59.9
Newport 2017	42.8	47.3	39.7	63.9
Wales 2018	33.5	33.2	33.9	59.4

Performance in the Foundation Phase Indicator declined by 2.8 percentage points.

Performance in LLC English has declined by 1.3 percentage points at outcome 5+, and by 4.8 percentage points at outcome 6+.

Performance in LLC Welsh is stable at 94.4% at outcome 5+, and has improved by 7.1 percentage points at outcome 6+.

Performance in mathematical development has declined by 2.1 percentage points at outcome 5+, and by 3.3 percentage points at outcome 6+.

Performance in PSDWCD has improved slightly by 0.2 percentage points at outcome 5+, but has declined by 2.3 percentage points at outcome 6+.

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
Newport	-6.9	-9.5	-7.1	-8.7	-2.6	-7.2	-4.1	-6.3	-5.4	-6.2
Wales	-7.1	-8.5	-7.2	-8.3	-6.0	-8.9	-4.1	-4.8	-5.0	-5.7

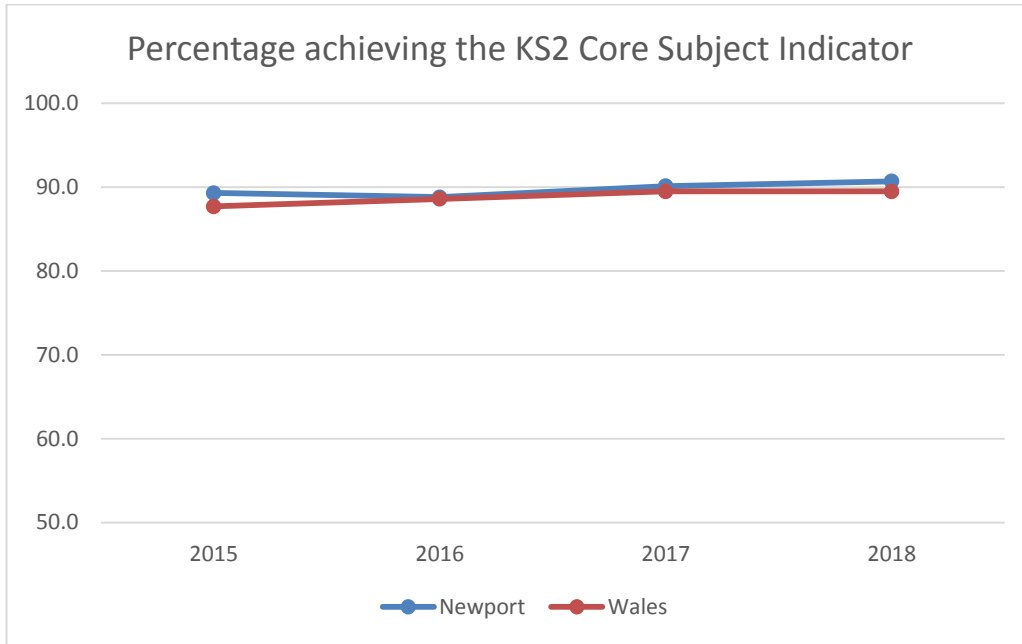
Gender differences at outcome 6 (boys' performance – girls' performance):

	LLC English		LLC Welsh		Mathematical Development		PSD	
	2017	2018	2017	2018	2017	2018	2017	2018
Newport	-8.5	-10.5	-25.5	-10.7	0.9	0.1	-19.5	-21.1
Wales	-12.7	-10.8	-13.7	-13.6	-0.9	0.3	-18.0	-18.5

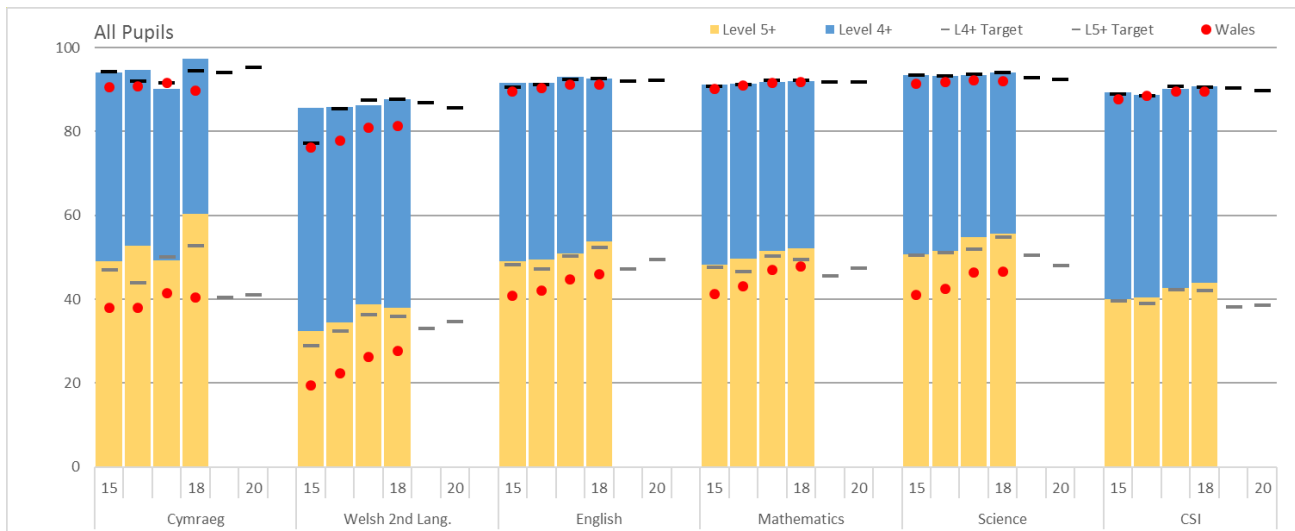
At outcomes 5+ and 6+ gender differences have increased in all indicators except for LLC Welsh. The gender gaps are narrower than that across Wales in LLC Welsh O5+ and all subjects in O6+ except PSD.

Key Stage 2

Performance improved slightly in 2018, with 90.7% pupils achieving the core subject indicator (CSI), 0.6 percentage points above 90.1% in 2017.



There have been increases in all areas at the expected level (Level 4+) and at the higher level (Level 5+), except for English L4+.



Percentage of pupils achieving level 4+:

	CSI	English	Welsh (First Language)	Mathematics	Science
Newport 2018	90.7 ↑	92.7 ↓	97.3 ↑	92.0 ↑	94.0 ↑
Target	90.5	92.6	94.4	92.2	94.0
Newport 2017	90.1	93.0	90.1	91.9	93.4
Wales 2018	89.5	91.1	89.7	91.8	92.1

Percentage of pupils achieving level 5+:

	English	Welsh (First Language)	Mathematics	Science
Newport 2018	53.8	60.3	52.2	55.7
Target	52.3	52.8	49.5	54.8
Newport 2017	51.0	49.3	51.4	54.8
Wales 2018	45.9	40.4	47.8	46.5

Performance in the CSI has improved by 0.6 percentage points.

Performance in English at the expected level 4+ has declined slightly by 0.3 percentage points.

Performance at the higher level 5+ has improved by 2.8 percentage points.

Performance in Welsh (first language) at the expected level 4+ has improved by 7.2 percentage points.

Performance in Welsh (first language) at the higher level 5+ has improved by 11.0 percentage points.

Performance in mathematics at the expected level 4+ is stable at 92.0%. Performance in mathematics at the higher level 5+ has improved by 0.8 percentage points.

Performance in science at the expected level 4+ has improved by 0.6 percentage points. Performance in science at the higher level 5+ has improved by 0.9 percentage points.

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
Newport	-3.4	-3.1	-2.7	-4.8	-8.7	-1.2	-1.6	-2.8	-2.3	-3.9
Wales	-4.5	-5.2	-5.0	-5.7	-6.0	-6.5	-2.8	-3.0	-3.4	-4.1

At level 4+ gender differences have increased in English, maths and science. Gender differences are narrower than the national gender differences in all subjects.

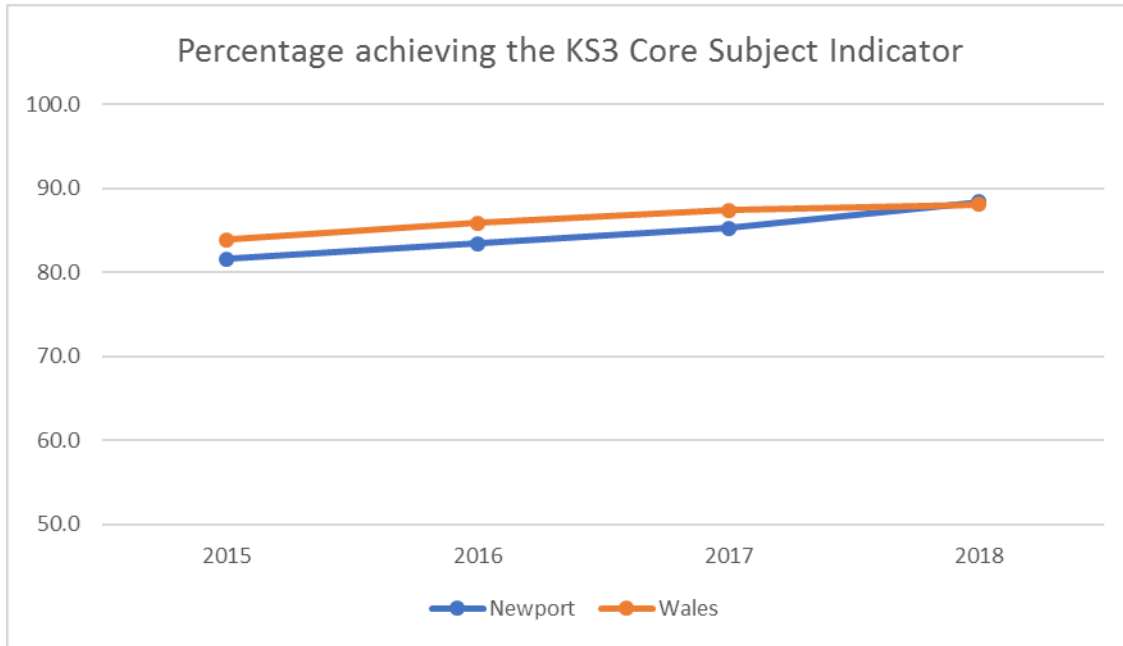
Gender differences at level 5+ (boys' performance – girls' performance):

	English		Welsh (First Language)		Mathematics		Science	
	2017	2018	2017	2018	2017	2018	2017	2018
Newport	-10.0	-11.6	-11.0	-2.7	-1.4	2.3	-3.7	-6.8
Wales	-12.9	-13.3	-17.3	-14.3	-0.8	0.1	-5.2	-5.4

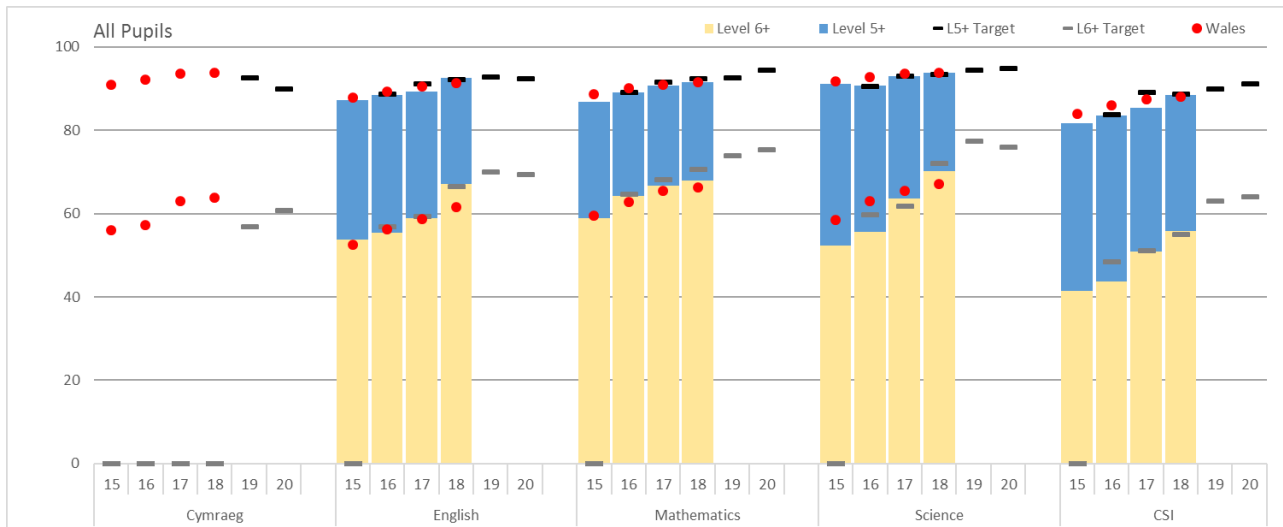
At level 5+ gender differences have increased in English and science. The gender gaps are narrower than the national averages in English and Welsh first language.

Key Stage 3

Performance continues to improve, with 88.4% pupils achieving the core subject indicator (CSI), an increase of 3.1 percentage points from 85.3% in 2017.



Performance has increased across all indicators at expected level 5+, level 6+ and level 7+. There is a welsh medium secondary school in Newport, but there are only Year 7 and Year 8 pupils in the school at the moment, so there are no Welsh first language results to report.



Percentage of pupils achieving level 5+

	CSI	English	Welsh (First Language)	Mathematics	Science
Newport 2018	88.4 ↑	92.5 ↑	#DIV/0! ↓	91.5 ↑	93.8 ↑
Target	88.6	92.0	#N/A	92.3	93.3
Newport 2017	85.3	89.3	#DIV/0! ↓	90.6	92.9
Wales 2018	88.1	91.2	93.8	91.6	93.7

Percentage of pupils achieving level 6+

	English	Welsh (First Language)	Maths	Science
Newport 2018	67.1	-	67.8	70.2
Target	66.4	#N/A	70.6	71.9
Newport 2017	58.8	-	66.6	63.6
Wales 2018	61.6	61.6	66.3	67.1

Percentage of pupils achieving level 7+

	English	Welsh (First Language)	Maths	Science
Newport 2018	25.2	-	36.3	30.6
Newport 2017	19.2	-	31.7	25.0
Wales 2018	23.4	23.4	32.7	28.0

Performance in the CSI has improved by 3.1 percentage points.

Performance in English at the expected level 5+ has improved by 3.2 percentage points. Performance in English at level 6+ and level 7+ has improved by 8.3 and 6.0 percentage points respectively.

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 1.2 and 4.6 percentage points respectively.

Performance in science at the expected level 5+ has improved by 0.9 percentage. Performance in science at level 6+ and level 7+ has improved by 6.6 and 5.6 percentage points respectively.

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
Newport	-7.7	-7.1	-6.1	-5.9	-	-	-4.8	-4.5	-4.2	-4.8
Wales	-7.4	-7.1	-7.2	-7.0	-4.8	-5.6	-4.4	-4.2	-4.4	-4.6

Gender differences have decreased for English and maths. The gender gap is wider than the Wales average gender difference for maths and science.

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

	English		Welsh (First Language)		Mathematics		Science	
	2017	2018	2017	2018	2017	2018	2017	2018
Newport	-16.2	-21.9	-	-	-4.3	-8.0	-9.3	-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, and the gender gaps are still wider than the Wales average gender difference.

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

	English		Welsh (First Language)		Mathematics		Science	
	2017	2018	2017	2018	2017	2018	2017	2018
Newport	-13.9	-16.3	-	-	-5.8	-4.3	-10.1	-10.4
Wales	-12.6	-14.1	-11.9	-13.2	-4.0	-4.7	-8.0	-9.2

Gender differences have increased for English and science. The gender gaps are wider than the Wales average gender difference in English and science.

Provisional KS4 results

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
Newport	1637	55.5	56.4	62.5
EAS - South East Wales	5947	52.9	51.5	60.9
Wales		54.6		

Financial Summary

This report is for information only.

Risks

This report is for information only.

Links to Council Policies and Priorities

Corporate Plan
Education Service Plan
Wellbeing of Future Generation (Wales) Act 2015

Options Available and considered

Not applicable. This report is for information only.

Preferred Option and Why

Not applicable. This report is for information only.

Comments of Chief Financial Officer

There are no financial implications to this report.

Comments of Monitoring Officer

There are no legal implications to this report.

Comments of Head of People and Business Change

The report shows encouraging results at KS2, KS3 and KS4 (provisional data), however widening gender attainment gaps, at a level greater than the Wales average are also noted. Achieving a good education is known to be one of the most significant factors in a person's wellbeing throughout their lives in terms of health, income, economic activity, social exclusion and is also important in terms of wider economic growth. As such educational achievement is key to meeting the sustainable development duty and goals set out in the Wellbeing of Future Generations Act 2015.

Comments of Cabinet Member

I am particularly pleased to note that Newport continues to perform significantly above the Welsh average in the Foundation Phase Indicator. As this is the first cohort assessed against the revised Foundation Phase Areas of Learning, the decline of 2.8 percentage points of learners obtaining the Foundation Phase Indicator must be considered within this context. I will carefully monitor performance with consideration to this new baseline.

Core Subject Indicator (CSI) attainment at key stage two continues to improve and to perform above the Welsh average. However, a further reduction of the gender gap in performance must remain a focus for Newport schools at all key stages.

It is notable that the CSI performance indicator in key stage 3 has continued to improve and is above the Welsh average for the first time in recent years following a 3.1 percentage point improvement in 2017/18. Importantly, Newport's performance in English, Maths and Science at National Curriculum Levels 6+ and 7+ is consistently above the Welsh average. Therefore more able pupils are being supported to achieve their potential. The increased performance at Key Stage 3 is particularly pleasing and reflects the increased focus on this area I have directed in recent years.

Local issues

Not applicable.

Scrutiny Committees

This report has been provided to Scrutiny for discussion on 8th October 2018.

Equalities Impact Assessment and the Equalities Act 2010

The Equality Act 2010 contains a Public Sector Equality Duty which came into force on 06 April 2011. The Act identifies a number of 'protected characteristics', namely age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation; marriage and civil partnership. The new single duty aims to integrate consideration of equality and good relations into the regular business of public authorities. Compliance with the duty is a legal obligation and is intended to result in better informed decision-making and policy development and services that are more effective for users. In exercising its functions, the Council must have due regard to the need to: eliminate unlawful discrimination, harassment, victimisation and other conduct that is prohibited by the Act; advance equality of opportunity between persons who share a protected characteristic and those who do not; and foster good relations between persons who share a protected characteristic and those who do not. The Act is not overly prescriptive about the approach a public authority should take to ensure due regard, although it does set out that due regard to advancing equality involves: removing or minimising disadvantages suffered by people due to their protected characteristics; taking steps to meet the needs of people from protected groups where these differ from the need of other people; and encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

An FEIA has not been prepared as this report is for information only.

Children and Families (Wales) Measure

This report is for information only and is based on learner outcomes reported by schools.

Wellbeing of Future Generations (Wales) Act 2015

All local authorities have a long-term duty to develop a prosperous Wales by developing skilled and well-educated population in an economy which generates wealth and provides employment opportunities. Enabling and facilitating academic attainment for all learners provides a foundation for access to employment and helps break a cycle of deprivation.

Furthermore, regardless of the socio-economic demographic of an individual school community, all schools will be challenged and supported to improve pupil attainment with a view to create “more equal wales” that enables pupils to fulfil their potential no matter what their background or circumstances.

Improvement of pupil outcomes is supported by collaboration of schools, the Local Authority and the regional school improvement service (EAS) including the involvement of pupils, teachers, governors and wider community members.

Crime and Disorder Act 1998

Section 17(1) of the Crime and Disorder Act 1998 imposes a duty on the Local Authority to exercise its various functions with due regard to the likely effect of the exercise of those functions on, and the need to do all that it reasonably can to prevent, crime and disorder in its area.

Consultation

Not applicable

Background Papers

Not applicable

Dated: 17th October 2018