

Report

Cabinet

Part 1

Date: 16th January 2019

Item No: 6

Subject **Key Stage 4 and 5 Outcomes – Summer 2018**

Purpose Inform Cabinet of 2017/18 Key Stage 4 and 5 Outcomes

Author Chief Education Officer

Ward All

Summary The report provides combined pupil performance data for Newport schools at Key Stage 4 and Key Stage 5.

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

At Key Stage 4, a range of performance measures are used to evaluate and compare the full range of achievement within and across local authorities. These include the following broad measures and individual subjects.

- Level 2 threshold including English or Welsh first language and best of mathematics/numeracy (L2+)
 - 5 GCSE's at grades A*-C including Welsh/English and Mathematics/Numeracy
- Level 2 threshold (L2)
 - 5 GCSE's at grades A*-C
- Level 1 threshold (L1)
 - 5 GCSE's at grades A*-G
- Capped Points 9 (CP9)
 - An average of the total points attached to the top nine GCSEs, or equivalent volume of qualifications, which must include Welsh/English, Mathematics, Mathematics Numeracy, Science 1 and Science 2
- A*-C in English or Welsh first language GCSE
- A*-C in Mathematics/Numeracy GCSE
- A*-C in Science GCSE

Update on changes in accountability frameworks at Key Stage 4

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 examination arrangements at key stage 4.

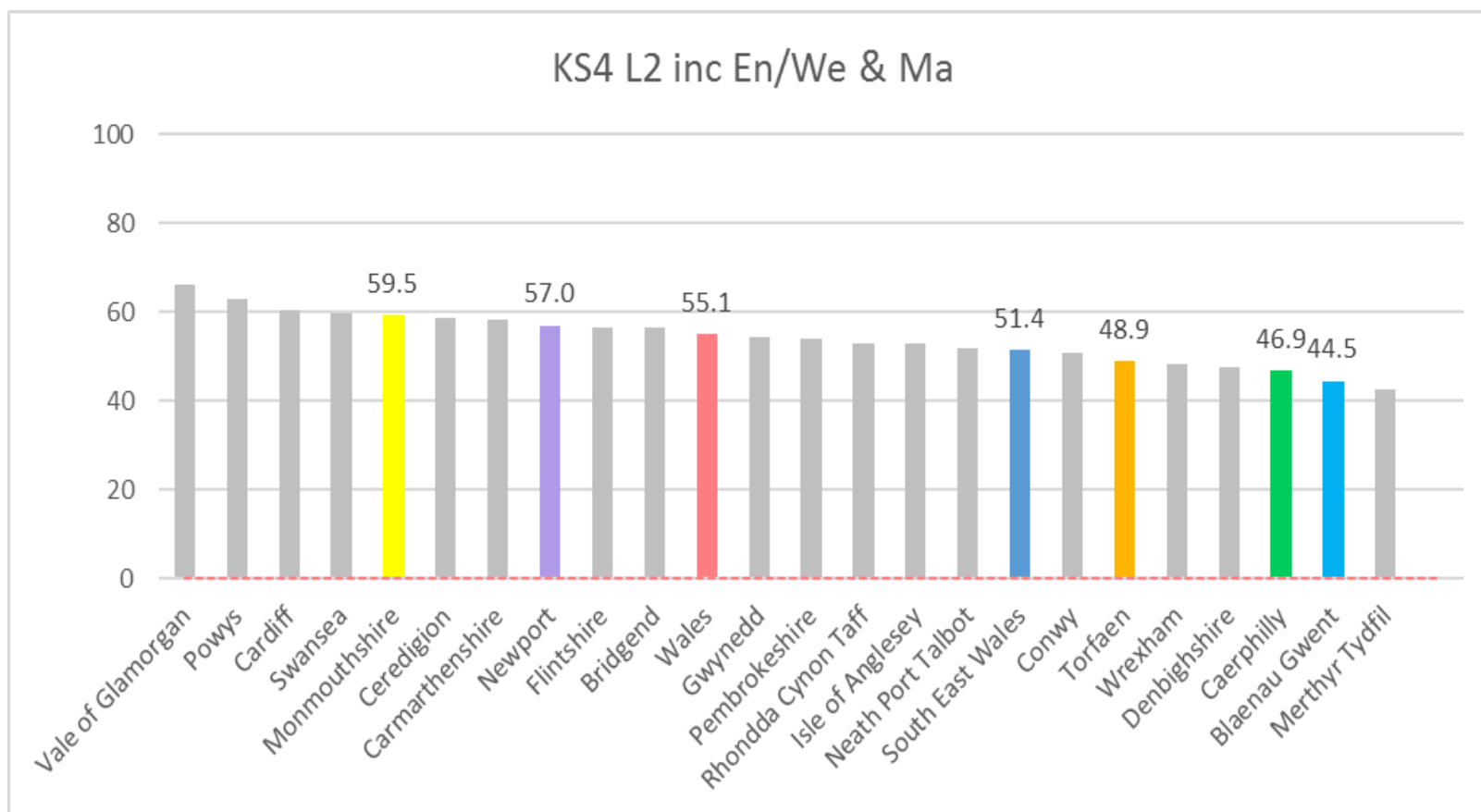
As with 2017-18 there are significant revisions to examinations that means they focus in part on different skill sets and knowledge than in previous years. The region continues to work with schools to track individual pupil performance over time. This will mean that school leaders are supported in gauging where schools are progressing well or where they may need additional support.

Communications from the examination awarding body and the regulator indicated that this variability was to be expected, and this is reflected in regional results.

Performance

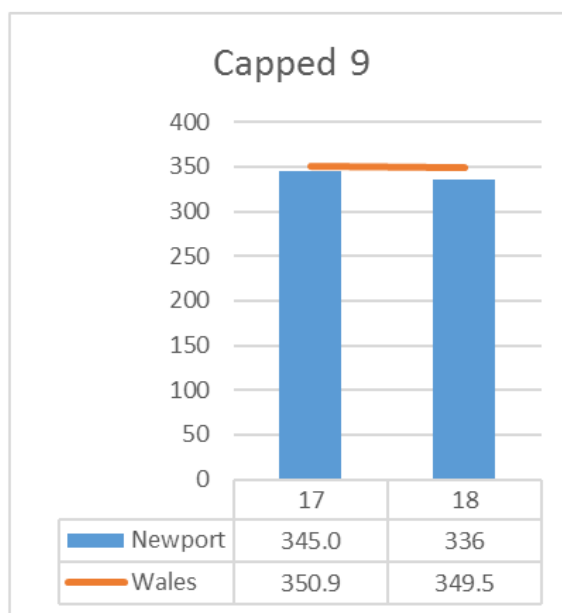
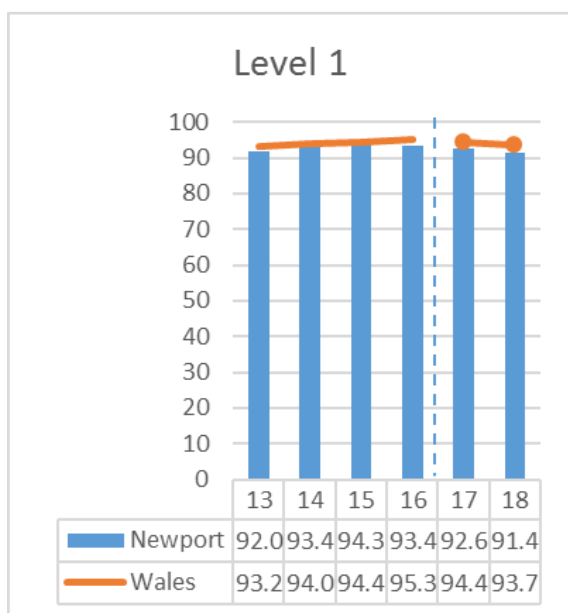
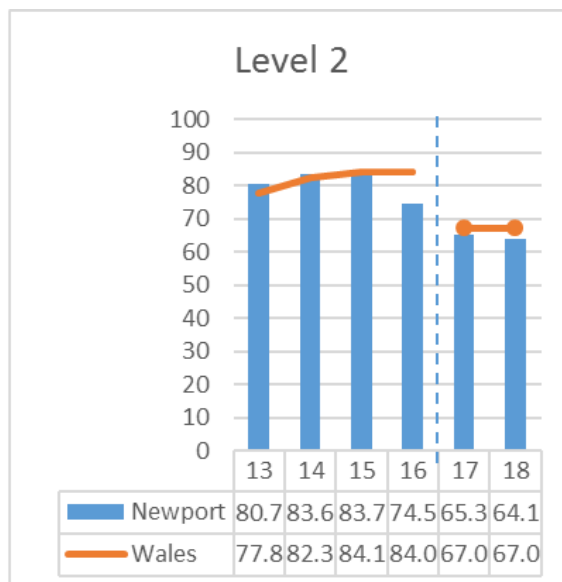
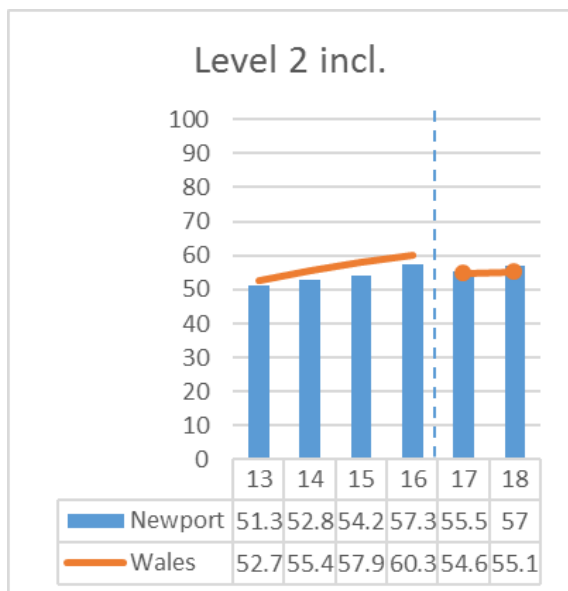
The proportion of pupils achieving the Level 2 threshold inclusive (L2+) of English/Welsh first language and Mathematics has improved from 55.5% in 2017 to 57.0% in 2018, an increase of 1.5pp. Newport LA was ranked 8th in 2018, an improvement on 10th in 2017. This performance is above expectation (PLASC 2018 Free School Meal rank = 13th). Newport has been above the national average at this measure for the last two years.

The graph below show the percentage of learners gaining the L2+ indicator in each Local Authority in Wales in 2018.



In 2018, there were decreases at the L1 & L2 threshold, and Capped 9, and these measures remain below the Wales average.

The tables and graphs below show the percentage of learners gaining the specific attainment indicator highlighted at the top of the graph.

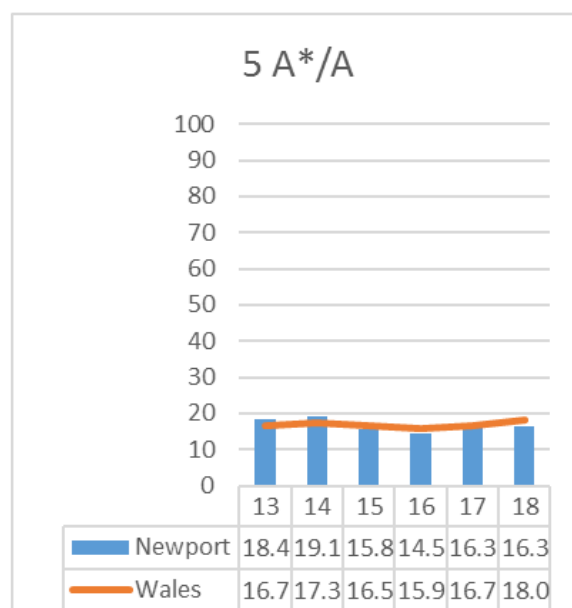
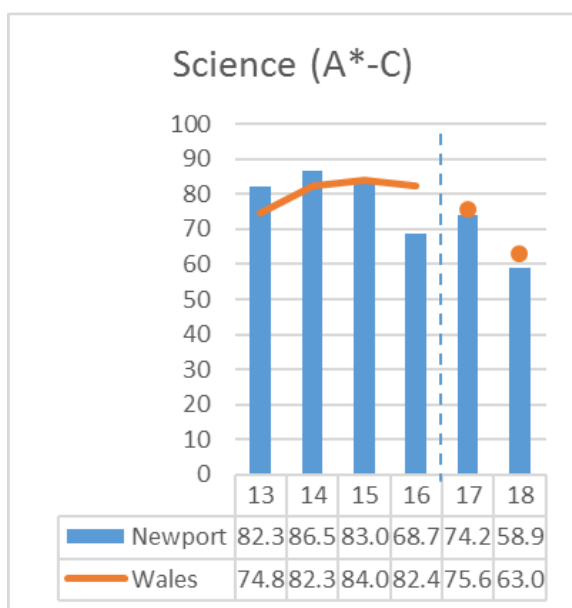
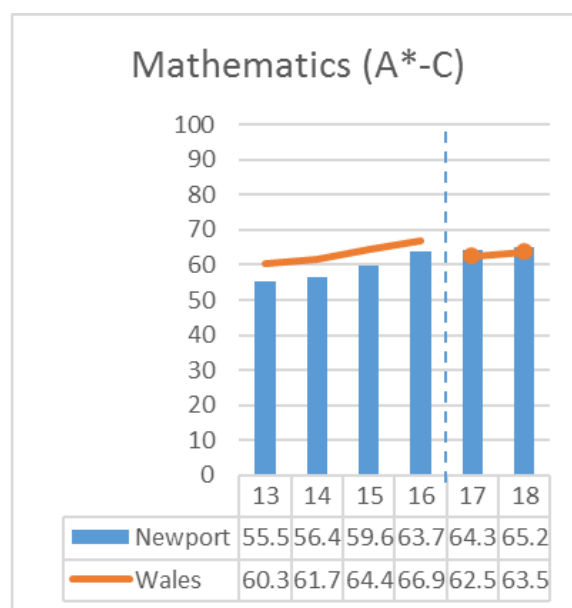
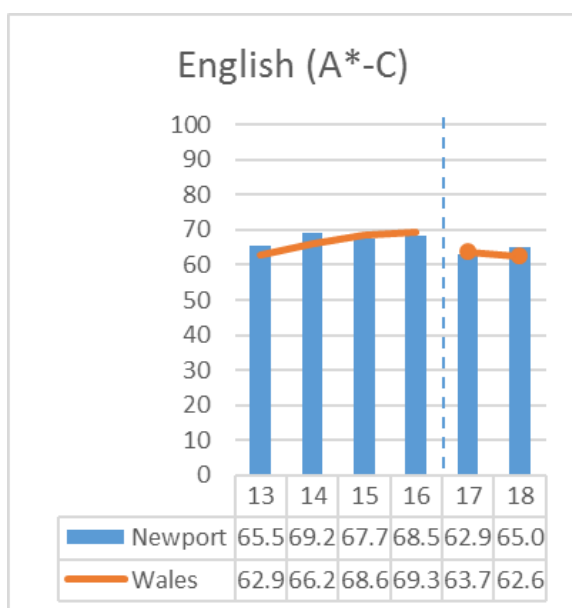


The tables and graphs below show the percentage of learners gaining the specific attainment indicator listed at the top of each graph.

In 2018 there was an increase in the percentage of learners gaining GCSE in English and mathematics grades A*-C and performance is above the national average.

Performance of students gaining at least 5A*/A GCSEs is static and remains below the Welsh average.

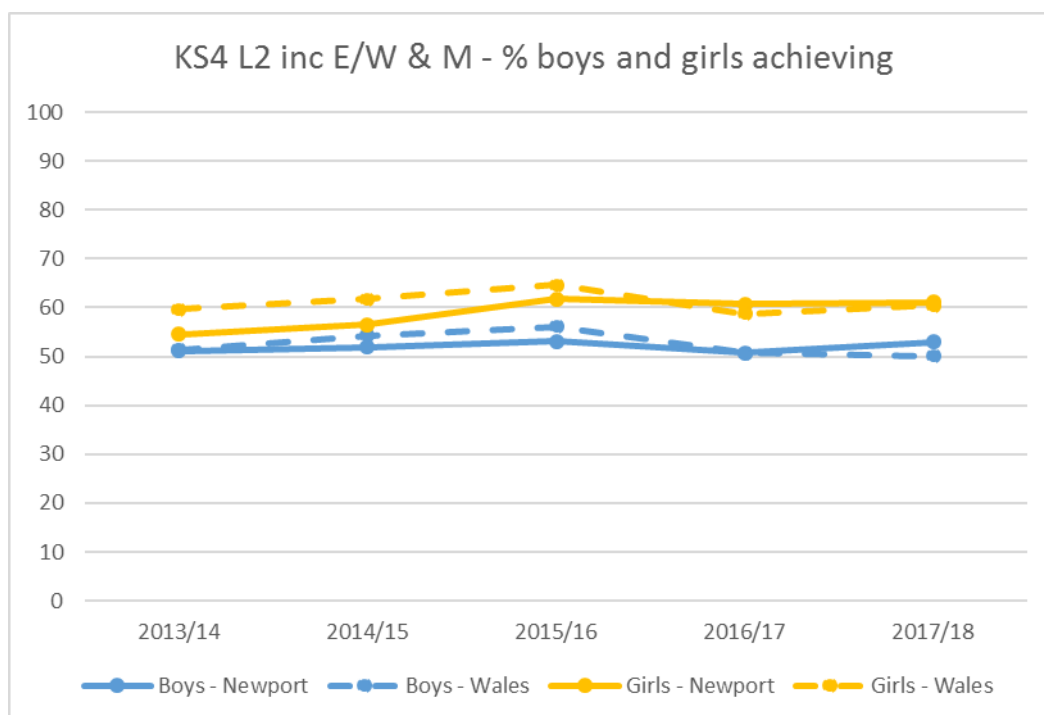
Science figures prior to 2018 include BTECs. From 2018 onwards, the figures will be for GCSE science only. These changes have had an impact on both L2 science outcomes and also the overall Level 2 Threshold.



Gender Differences

The gender gap in Newport has fluctuated over the past 5 years, and for the Level 2 threshold inclusive of English/Welsh first language and mathematics is now 8.1 percentage points, an increase from 3.4 percentage points in 2014. The gap is now narrower than the Wales average of 10.4 percentage points.

The table and graph below show the percentage of boys and girls gaining L2+ indicator in Newport and in Wales.



KS4 L2 inc E/W & M (% achieving)	2013/14	2014/15	2015/16	2016/17	2017/18
Boys - Newport	51.1	51.9	53.1	50.7	53.0
Boys - Wales	51.4	54.3	56.1	50.7	50.1
Girls - Newport	54.5	56.5	61.8	60.7	61.1
Girls - Wales	59.7	61.8	64.7	58.8	60.5
Difference (boys% - girls%) - Newport	-3.4	-4.6	-8.7	-10.0	-8.1
Difference (boys% - girls%) - Wales	-8.3	-7.5	-8.6	-8.1	-10.4

Performance of eFSM / non-eFSM Pupils

The table and graph below show the percentage of FSM and non-FSM learners gaining L2+ indicator in Newport and in Wales.

L2 inclusive threshold performance of Free School Meal (FSM) pupils in 2018 has declined by 2.6 pp to 26.2%. In comparison, the national FSM average improved by 0.9 pp from 28.6% to 29.5%.

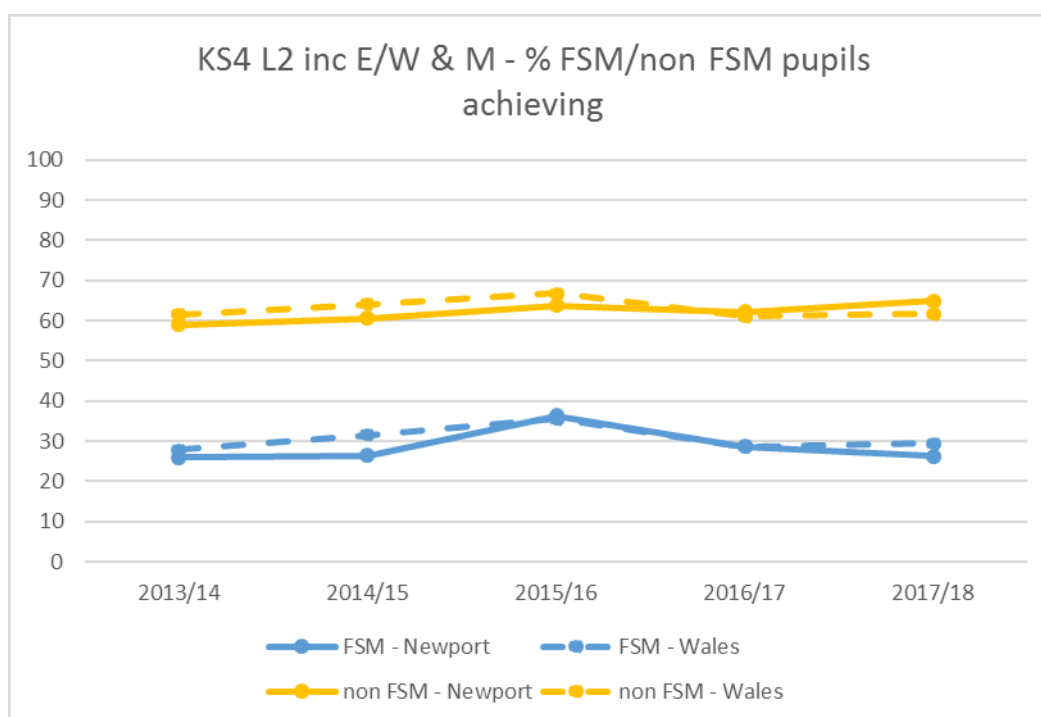
The FSM/non FSM gap has increased by 5.2 pp to 38.8 pp.

The FSM/non FSM gap widened in 2018 for the Level 2 threshold inclusive of English/Welsh first language and mathematics from a 33 percentage points gap in 2014 to a 38.7 points gap in 2018, and remains above the Wales average of 32.2 points.

This gap has widened due to a decline of FSM pupil performance compared to an increase of non FSM pupil performance.

Performance of non FSM pupils in Newport is above the national average.

There were 4 schools with improved FSM performance this year.



KS4 L2 inc E/W & M achieving (%)	2013/14	2014/15	2015/16	2016/17	2017/18
FSM - Newport	25.9	26.4	36.3	28.6	26.2
FSM - Wales	27.8	31.6	35.6	28.6	29.5
non FSM - Newport	58.9	60.6	63.8	62.1	64.9
non FSM - Wales	61.6	64.1	66.8	61.0	61.7
Difference (FSM% - non FSM%) - Newport	-33.0	-34.2	-27.5	-33.5	-38.7
Difference (FSM% - non FSM%) - Wales	-33.8	-32.5	-31.2	-32.4	-32.2

LA Rankings

The tables below demonstrate the relative performance of Newport's in L2+, L2, L1 and Capped 9 measures compared to other Local Authorities in Wales. The lower table indicates Newport's Local Authority ranking position against the performance measures in 2017 and in 2018. Ranking places improved for L2+ and L1 but decreased for L2 and the Capped Point Score.

L2 inc Eng/Wel & Mat		Level 2 Threshold		Level 1 Threshold		Capped Points 9 Score	
Vale of Glamorgan	66.3	Ceredigion	75.3	Carmarthenshire	96.1	Vale of Glamorgan	377.1
Powys	63.1	Vale of Glamorgan	75.1	Vale of Glamorgan	95.8	Ceredigion	373.7
Cardiff	60.4	Powys	74.8	Gwynedd	95.7	Cardiff	366.0
Swansea	59.8	Carmarthenshire	72.3	Powys	95.5	Swansea	364.6
Monmouthshire	59.5	Cardiff	72.0	Swansea	95.5	Powys	363.6
Ceredigion	58.6	Monmouthshire	71.5	Isle of Anglesey	95.3	Carmarthenshire	363.1
Carmarthenshire	58.4	Swansea	70.4	Ceredigion	95.2	Monmouthshire	360.5
Newport	57.0	Bridgend	69.9	Rhondda Cynon Taff	94.7	Gwynedd	359.5
Flintshire	56.6	Gwynedd	69.4	Flintshire	94.7	Bridgend	357.2
Bridgend	56.6	Flintshire	69.2	Bridgend	94.6	Flintshire	352.2
Wales	55.1	Wales	67.0	Monmouthshire	94.6	Wales	349.5
Gwynedd	54.5	Isle of Anglesey	66.0	Cardiff	94.2	Isle of Anglesey	349.1
Pembrokeshire	53.9	Neath Port Talbot	65.5	Wales	93.7	Rhondda Cynon Taff	348.0
Rhondda Cynon Taff	53.1	Rhondda Cynon Taff	64.2	Blaenau Gwent	93.3	Conwy	342.5
Isle of Anglesey	53.0	Newport	64.1	Conwy	93.3	Neath Port Talbot	341.3
Neath Port Talbot	52.0	Conwy	64.1	Neath Port Talbot	92.9	Pembrokeshire	336.1
South East Wales	51.4	Pembrokeshire	62.4	Wrexham	92.5	Newport	336.0
Conwy	50.7	Wrexham	62.2	South East Wales	92.2	South East Wales	333.2
Torfaen	48.9	South East Wales	61.8	Caerphilly	92.1	Wrexham	332.7
Wrexham	48.2	Denbighshire	60.1	Pembrokeshire	91.8	Torfaen	327.7
Denbighshire	47.5	Caerphilly	59.7	Newport	91.4	Caerphilly	327.2
Caerphilly	46.9	Merthyr Tydfil	58.1	Torfaen	91.1	Denbighshire	323.2
Blaenau Gwent	44.5	Torfaen	57.9	Merthyr Tydfil	90.9	Blaenau Gwent	318.7
Merthyr Tydfil	42.7	Blaenau Gwent	56.7	Denbighshire	87.0	Merthyr Tydfil	317.9

	L2 inclusive	L2	L1	Capped Point Score
2018	8	14	19	16
2017	10	13	21	13

Free School Meal (FSM) Benchmark Summary

When FSM benchmark data is used to compare the performance of similar schools, the percentage of Newport schools above the median since 2016 has increased for the Level 2 threshold. The percentage of schools in Quarter 4 has increased for Level 1 and Capped 9 .



Individual school benchmark performance is presented in Appendix A (page 11).

Welsh Government Modelled Expectation

Modelled expectations are projections of individual learner attainment in Key Stage 4 based on their prior performance in lower key stages.

In 2018, two schools (25%) achieved a higher percentage of learners gaining the L2+ indicator than their modelled estimates. These were Lliswerry High and St Joseph's High. The variation in performance of individual schools against their modelled estimates ranges from +6.5 percentage points (pp) to -10.4pp.

School	2018 L2+ results (%)	WG modelled estimate (%)	Difference (pp)
Bassaleg School	75.8	82.8	-7.0
Caerleon Comprehensive	74.4	81.9	-7.5
Llanwern High	37.5	47.9	-10.4
Lliswerry High	45.7	39.2	+6.5
Newport High	54.6	60.8	-6.2
St Joseph's RC High	64.7	62.5	+2.2
St Julian's School	53.7	54.4	-0.7
The John Frost School	42.5	47.8	-5.3

Key Stage 5

	Percentage of students achieving the level 3 threshold (a volume of qualifications at Level 3 equivalent to the volume of 2 A levels at grades A* - E)			
	2017 (%)	Results Day 2018 (%)	Final SSSPs 2018 (%)	Difference (pp)
Newport	96.5	97.2	95.7	-0.8
South East Wales	96.4	96.3	96.2	-0.2
Wales	97.1		97.6	0.5

In 2018, the learner cohort size increased to 732, compared to 727 in 2017.

When vocational qualifications are taken into account and the Welsh Government's main indicator of post-16 performance, the Level 3 threshold, is considered, performance decreased from 96.5% to 95.7%.

The 0.8 percentage point (pp) decrease is wider than the 0.2pp decrease across the EAS region, compared to a 0.5pp increase across Wales.

Appendix A – Key Stage 4 (GCSE), School Benchmark Quartile Performance

Subject or Key Indicator	School Name	2015/16		2016/17		2017/18	
		% Pupils Achieving	Quartile	% Pupils Achieving	Quartile	% Pupils Achieving	Quartile
Level 2 threshold including English/Welsh and Maths	Bassaleg School	73.1	2	73.0	2	75.8	1
	Caerleon Comprehensive School	68.5	3	81.3	1	74.4	2
	The John Frost School	52.1	2	48.1	2	42.5	3
	Llanwern High School	44.5	3	26.1	4	37.5	3
	Llswerry High School	53.7	1	44.6	1	45.7	3
	Newport High School	44.8	4	40.1	4	54.6	1
	St Joseph'S R.C. High School	73.0	1	68.3	1	64.7	2
	St Julian'S School	51.0	3	48.6	4	54.1	3
Level 2 threshold	Bassaleg School	93.0	2	83.1	2	79.1	3
	Caerleon Comprehensive School	83.8	3	85.8	2	85.0	2
	The John Frost School	79.3	3	59.9	2	49.7	4
	Llanwern High School	69.3	3	37.0	3	40.3	4
	Llswerry High School	77.4	3	54.6	2	50.4	4
	Newport High School	67.2	4	54.5	4	64.5	1
	St Joseph'S R.C. High School	81.0	4	81.0	1	73.7	3
	St Julian'S School	59.4	4	56.4	4	62.3	3
Level 1 threshold	Bassaleg School	99.2	3	96.4	4	96.7	4
	Caerleon Comprehensive School	97.9	4	99.6	2	98.0	3
	The John Frost School	96.3	3	92.6	4	90.6	4
	Llanwern High School	85.4	4	89.9	3	84.7	4
	Llswerry High School	94.9	3	91.5	3	91.3	4
	Newport High School	95.3	4	94.7	3	95.1	3
	St Joseph'S R.C. High School	98.7	3	99.5	2	97.8	3
	St Julian'S School	96.4	4	91.8	4	91.0	4
Capped Points Score (Capped Points 9 Score from 2016/17)	Bassaleg School	371.7	2	397.3	2	384.2	3
	Caerleon Comprehensive School	364.3	3	401.9	1	390.5	2
	The John Frost School	330.6	3	333.7	3	306.1	4
	Llanwern High School	288.4	4	298.4	3	272.1	4
	Llswerry High School	342.3	2	315.1	2	304.0	4
	Newport High School	318.6	4	314.6	4	339.6	2
	St Joseph'S R.C. High School	352.5	4	386.7	1	369.2	2
	St Julian'S School	298.2	4	321.8	4	329.0	4
English	Bassaleg School	78.5	3	82.3	2	80.7	2
	Caerleon Comprehensive School	75.5	4	86.2	1	80.5	2
	The John Frost School	60.6	2	51.2	3	53.0	3
	Llanwern High School	61.3	2	29.7	4	44.4	3
	Llswerry High School	71.8	1	59.2	1	60.6	2
	Newport High School	58.9	3	51.9	3	63.9	1
	St Joseph'S R.C. High School	81.4	1	72.9	2	73.7	2

	St Julian'S School	68.3	2	58.4	3	61.1	3
Mathematics (Combined Mathematics from 2016/17)	Bassaleg School	81.0	2	79.0	2	81.6	1
	Caerleon Comprehensive School	81.7	2	86.6	1	81.7	1
	The John Frost School	56.4	2	61.1	1	58.0	2
	Llanwern High School	47.4	4	38.4	3	44.4	3
	Lliswerry High School	55.4	2	56.2	1	48.8	4
	Newport High School	50.0	4	49.7	4	62.3	1
	St Joseph'S R.C. High School	80.5	1	77.4	1	75.4	1
	St Julian'S School	57.4	3	58.0	3	62.7	3
Science	Bassaleg School	97.1	1	86.7	3	81.6	2
	Caerleon Comprehensive School	85.6	2	87.0	3	79.7	3
	The John Frost School	85.6	2	94.4	1	38.7	4
	Llanwern High School	23.4	4	38.4	4	43.1	3
	Lliswerry High School	89.3	1	39.2	3	41.7	4
	Newport High School	44.3	4	67.4	3	47.0	3
	St Joseph'S R.C. High School	72.6	4	97.7	1	70.1	3
	St Julian'S School	49.4	4	69.5	3	57.8	3

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 strong results for the Key Stage 4 L2+ indicator where performance has improved; is above the Welsh average for the second consecutive year; and is ranked 5 places higher than the expected Local Authority ranking position based on the Free School Meal (FSM) population. The L2 and L1 indicators have however declined and stand below the Wales average. The Capped 9 indicator, which is intended to recognise the attainment of learners of all abilities, also is below the Wales average and has declined. The gender attainment gap, is now narrower than the Wales average and has improved on the previous year. However the gap between non-FSM and FSM pupils has widened.

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 as a driver 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.

It is noted that longer terms analysis of trends in educational attainment are not possible due to changes in examinations arrangements at KS4.

There are no human resources implications arising from this report.

Comments of Cabinet Member

I am particularly pleased to note that Newport continues to perform above the Welsh average in the Level 2 Inclusive indicator and for GCSE Mathematics and English. When comparing the performance of similar schools across Wales, using FSM benchmarking data, Newport schools perform strongly in these measures. However, an improved performance in wider measures, such as the capped nine point score, is a priority for Education Services.

Whilst attainment of non-FSM pupils is above the Welsh average, the focus on attainment of pupils eligible for Free School Meals (FSM) also remains a priority for both Newport schools and the regional School Improvement Service as the gap between FSM and non-FSM is larger than the Welsh average and FSM performance has reduced in 2018.

Although the performance gender gap in Newport is narrower than the Wales average and both boys and girls performance demonstrates an improving trend, this too will remain a focus for Education Services.

Local issues

Not applicable.

Scrutiny Committees

None

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 Welsh Government.

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: 16th January 2019