

Report

Cabinet

Part 1

Date: 7 April 2021

Subject Outcomes 2019-2020: Foundation Phase, Key Stage 2, Key Stage 3, Key Stage 4 and Key Stage 5

Purpose Inform Cabinet of 2019/20 academic Outcomes

Author Chief Education Officer

Ward All

Summary The report provides pupil performance data for Newport schools

Proposal Cabinet are asked to:

1. To acknowledge the position regarding pupil performance.
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

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).

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.

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.

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.

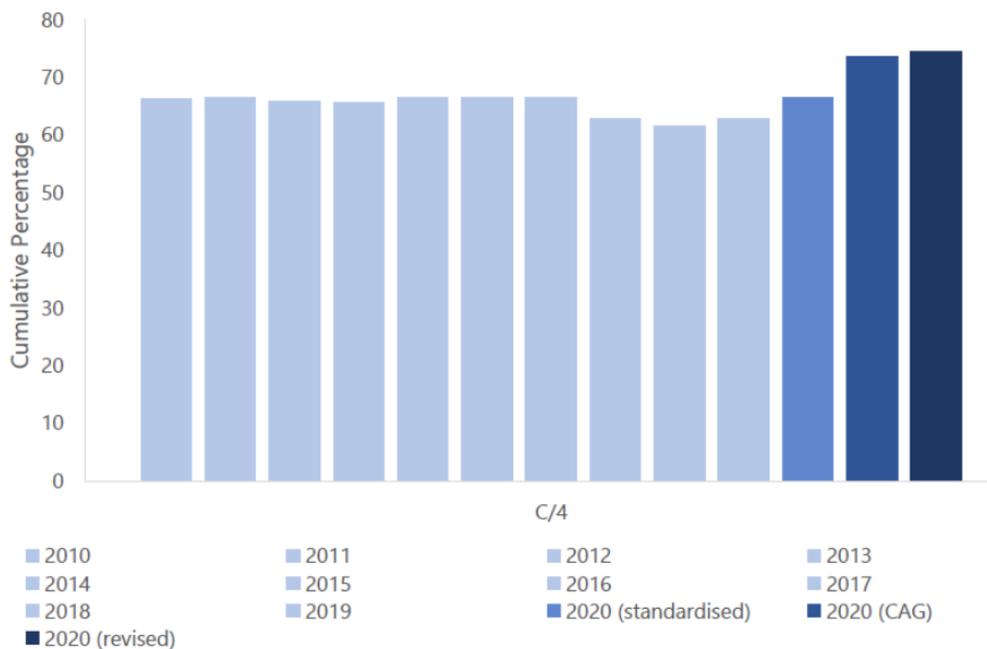
Because of these variations it is not possible to directly compare like for like, year on year progress. What is clear however is that at both key stage 4 and key stage 5, there have been significant increases in the percentage of A*-C grades awarded, and even more significant increases at A*-A and A*

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.

Key Stage 4 – GCSE – Grade C and above

Figure 7.2: National GCSE summer cumulative C/4 results 2010-2020¹⁾⁽²⁾



Results labelled as ‘2020 (revised)’ are best estimates of final national results.

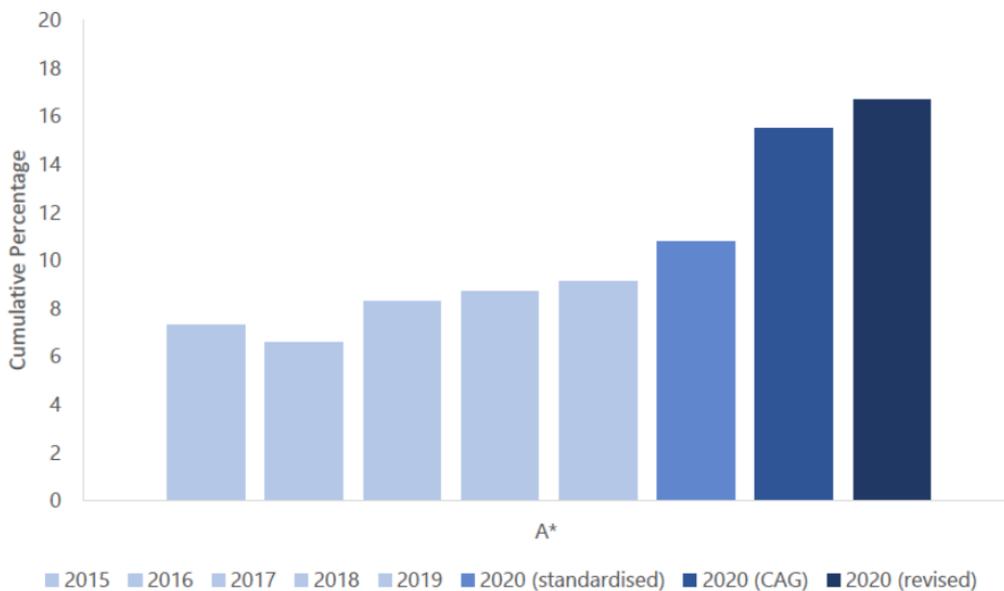
Results labelled as ‘2020 (standardised)’ are the results that were calculated by the standardisation model. For A level, AS and the Advanced Skills Challenge Certificate, these are the calculated results released on 13 August. For GCSE and the Key Stage 4 Skills Challenge Certificate, these are the results that were due to be published on 23 August before the decision to base results on centre assessment grades.

Results labelled as ‘2020 (CAG)’ are the results that would have been awarded if only centre assessment grades had been used.

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.

Key Stage 5 – A Level – Grade A*

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

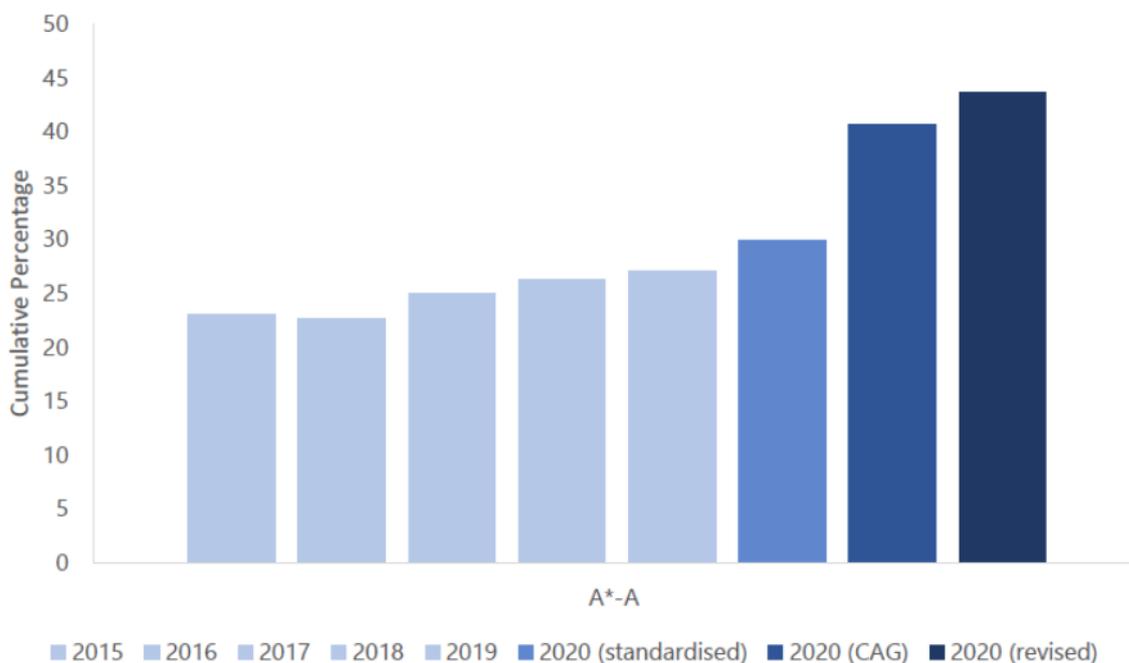


Source: 2015 to 2019 and 2020 (standardised): JCO; 2020 (CAG) and 2020 (revised): awarding bodies

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

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): JCO; 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.

Summary of Outcomes

Foundation Phase, Key Stage 2, Key Stage 3

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

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.

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. The columns 'L1 Threshold' and '5A*-As' both reflect the percentage of learners attaining this performance measure.

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	422	46	47	45	39	97	41
School 2	416	45	46	46	42	99	37
School 3	414	46	46	44	43	98	39
School 4	372	39	38	38	31	99	12
School 5	369	41	38	37	40	95	16
School 6	351	41	39	35	37	95	19
School 7	348	40	36	31	35	94	17
School 8	318	36	34	30	35	87	13
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 following 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	395	420	44	46	43	47	42	46	40	43	97	99	32	38
School 2	360	417	42	46	40	46	30	45	29	44	100	98	33	39
School 3	358	385	36	40	36	38	35	39	27	33	100	99	3	15
School 4	340	426	41	46	39	47	31	46	27	40	82	98	9	42
School 5	322	362	38	42	35	40	32	37	35	38	98	94	10	23
School 6	302	383	33	42	30	40	28	39	33	41	81	98	9	18
School 7	274	331	33	37	26	37	23	37	33	36	87	86	3	16
School 8			35	40	31	38	25	33	30	36			9	19
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

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 Welsh Government 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: One school in the authority did not submit their KS5 results due to challenges in obtaining results from an exam board.

School	Level 3 Threshold	% 3 A*-E	% 3 A*-C	% 3 A*-A	% Welsh Bacc. SCC	% Welsh Bacc.
School 1	100	97	62	16	98	100
School 2	100	92	44	0	75	63
School 3	100	99	70	16	89	98
School 4	100	98	67	6	76	100
School 5	100	94	40	0	86	100
School 6	98	94	62	18	89	93
School 7	88	71	38	12	76	100
School 8						
Region - 2020						
Highest	100	100	84	28	100	100
Median	100	94	62	13	87	99
Lowest	88	54	26	0	64	63

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:

Regulations	Description of Regulations	Impact of Amending Regulations	Further details
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	Require headteachers to make a report available to all parents or adult pupils about the educational achievements of	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.

(Wales) Regulations 2011	pupils, each school year.		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 disapplied/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 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.

<https://qualificationswales.org/media/6483/gq-summer-overview-revised-4-september-eng.pdf>

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 issues arising from the report.

Comments of Head of People and Business Change

Following the unprecedented disruption to schools and education and the decisions to cancel summer 2020 examinations and statutory data collections, educational outcomes this year should not be used for school or Local Authority accountability purposes.

Whilst year on year outcome comparisons cannot be made the report does note the significant increases in the number of higher grades awarded for key stages 4 and 5, although it is not currently known whether this reflects sustainable improvements for schools.

Education and learning remain hugely important for individual, family and societal wellbeing and the continuity of learning and the safe return of pupils to schools has been a key recovery priority for the City Council.

There are no direct human resources implications arising from this report.

Comments of Cabinet Member

The introduction of interim Welsh Government performance measures, which focus on individual schools rather than aggregated local authority data, ensure that school leaders give equal importance to all subject areas and that the delivery of a quality broad and balanced curriculum for all learners is the priority of every school.

As a result of the Covid pandemic, cancellation of external examinations, and changes to the process where grades were awarded in 2020 it is not possible to evaluate the outcomes of individual schools related to previous years. Officers continue to work closely with school leaders to evaluate the outcomes of individual schools to ensure each school receives the bespoke support they require from both the Local Authority and the Education Achievement Service (EAS).

Local issues

Not applicable.

Scrutiny Committees

These data have been shared with People Scrutiny as a briefing paper.

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

Although no targeted consultation takes place specifically aimed at children and young people, consultation on planning applications and appeals is open to all of our citizens regardless of their age. Depending on the scale of the proposed development, applications are publicised via letters to neighbouring occupiers, site notices, press notices and/or social media. People replying to consultations are not required to provide their age or any other personal data, and therefore this data is not held or recorded in any way, and responses are not separated out by age.

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: 7 April 2021