

Report

Cabinet

Part 1

Date: 19 October 2016

Subject Education/ Pupil Performance Data 2014/15 Key Stages 1, 2 and 3

Purpose To report the outcome regarding pupil performance for Foundation Phase, Key Stage 2 and Key Stage 3 at the end of the academic year 2014/15 for schools in Newport and to discuss issues arising.

Author Chief Education Officer

Ward General

Summary The report provides combined pupil performance data for Newport schools at Foundation Phase, Key Stage 2 and 3. The report highlights the expected levels of achievement at the end of the foundation phase, key stage 2 and 3. The data also provides comparisons between gender achievement levels and compares performance with the national average for Wales.

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 Immediate

This report was prepared after consultation with:

- Head of Law and Regulation – Monitoring Officer
- Head of Finance – Chief Financial Officer
- Head of People and Business Change
- Strategic Director (People)
- Cabinet Member for Education and Young People

Background

The report provides combined pupil performance data for Newport schools at Foundation Phase, Key Stage 2 and 3. The report highlights the expected levels of achievement at the end of the foundation phase, key stage 2 and 3. The data also provides comparisons between gender achievement levels and compares performance with the national average for Wales.

2016 End of Key Stage

Teacher Assessment Outcomes and National Test results

Newport

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 (core subject indicator – CSI).

In the Foundation Phase (formerly key stage 1), following the implementation of a revised curriculum, schools reported for the first time in 2012 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.

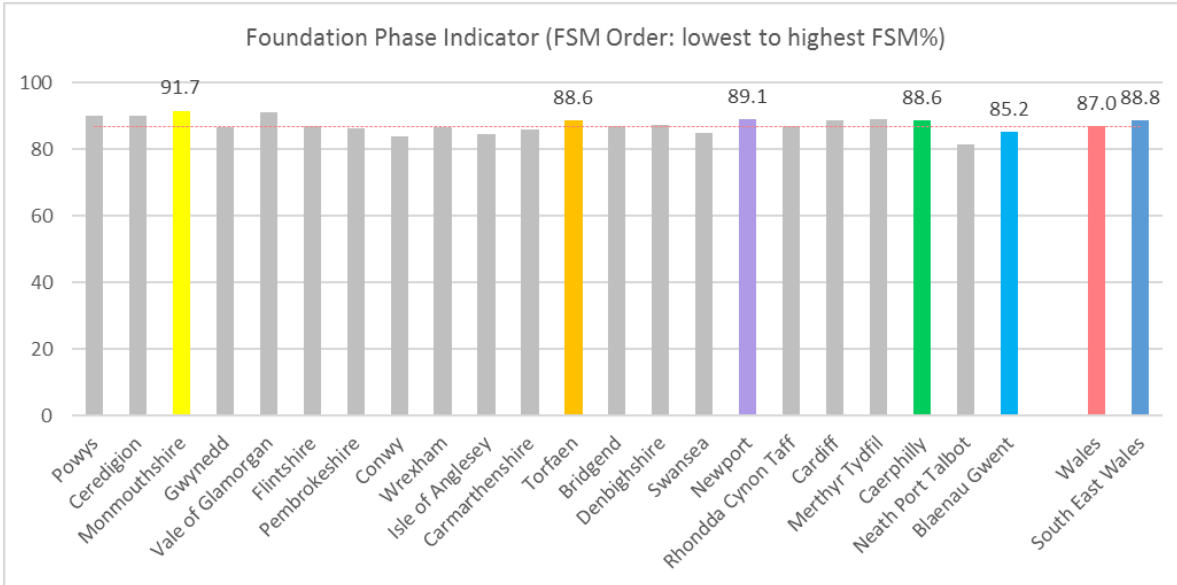
Expected levels of achievement at the end of foundation phase, key stage 2 and key stage 3:

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.

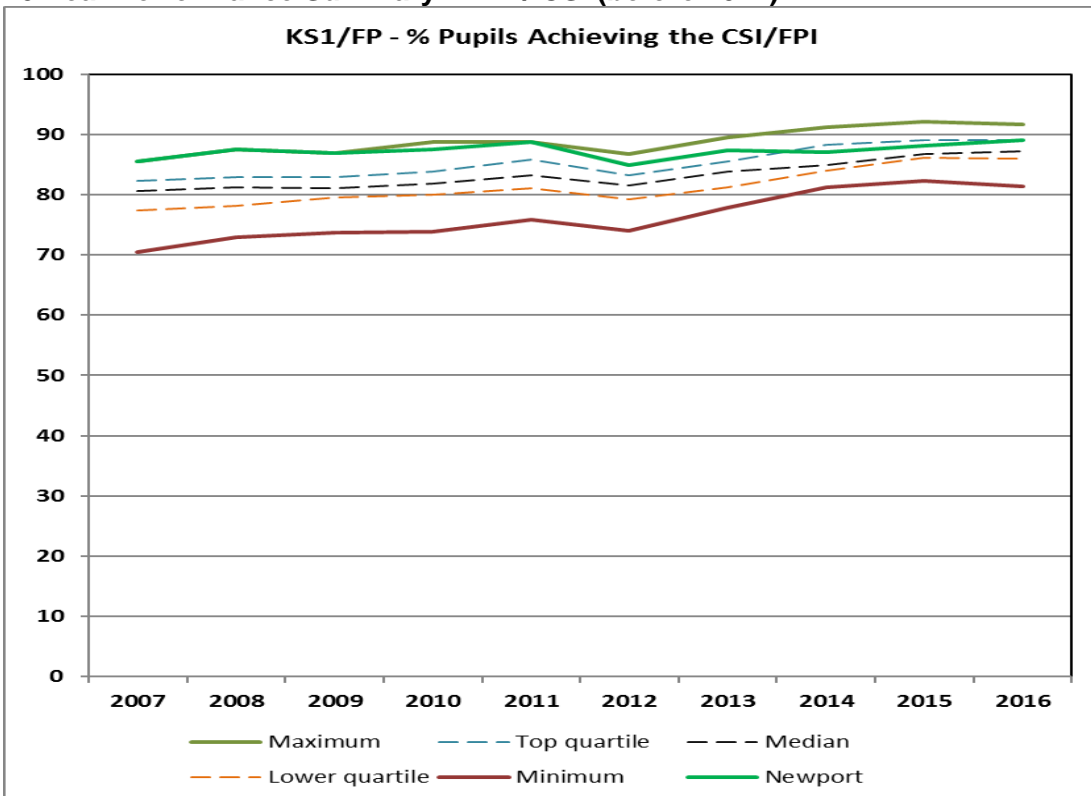
Cohort sizes	Number of pupils	1 pupil represents
Foundation Phase	1,873	0.05%
Key Stage 2	1,727	0.06%
Key Stage 3	1,645	0.06%

1. Foundation Phase

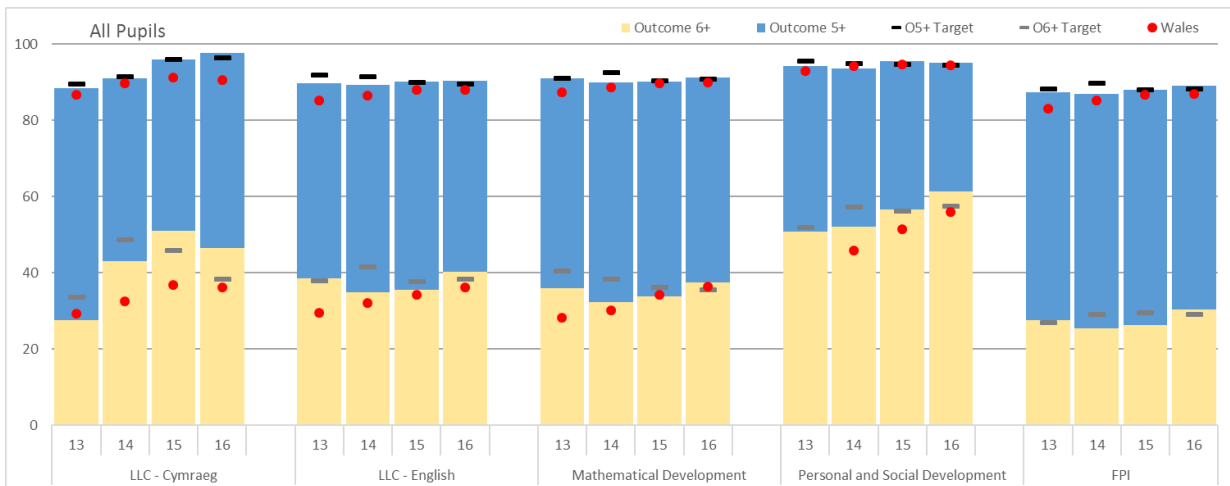
Performance in the foundation phase improved from 88.1% in 2015, to 89.1% pupils achieving the foundation phase indicator (FPI) in 2016, an increase of 1 percentage point. Newport currently ranks 6th in Wales for the FPI when compared with other local authorities, which is above the LA's FSM ranking (16th, 2016 PLASC data), and above the rank position of 8th in 2015.



10 Year Performance Summary – FPI / CSI (before 2012)



There have been improvements at the expected level (outcome 5+) in all areas except PSD. At the higher outcome (outcome 6+) there have been improvements in all areas except LLC Cymraeg.



Percentage of pupils achieving Outcome 5+:

	FPI	LLC English	LLC Welsh	Mathematical Development	PSD
Newport 2016	89.1 ↑	90.4 ↑	97.7 ↑	91.3 ↑	95.2 ↓
Target	88.3	89.5	96.5	90.9	94.6
Newport 2015	88.1	90.2	95.9	90.2	95.6
Wales 2016	87.0	88.0	90.7	89.9	94.5

Percentage of pupils achieving Outcome 6+:

	LLC English	LLC Welsh	Mathematical Development	PSD
Newport 2016	40.2 ↑	46.5 ↓	37.4 ↑	61.3 ↑
Target	38.4	38.4	35.6	57.6
Newport 2015	35.6	51.0	33.8	56.7
Wales 2016	36.2	36.2	36.4	58.9

Performance in the Foundation Phase Indicator improved by 1 percentage point and is now ranked 6th in Wales.

Performance in LLC English improved slightly by 0.2 percentage points at outcome 5+ but has improved by 4.6 percentage points at outcome 6. Performance is ranked 5th in Wales at outcome 5+.

Performance in LLC Welsh has improved by 1.8 percentage points at outcome 5+ but has declined by 4.5 percentage points at outcome 6. Performance is ranked 1st in Wales at outcome 5+.

Performance in mathematical development has improved by 1.1 percentage points at outcome 5+, and has improved by 3.6 percentage points at outcome 6+. Performance is ranked 9th in Wales at outcome 5+.

Performance in PSDWCD has declined by 0.4 percentage point at outcome 5+ but has improved by 4.6 percentage points at outcome 6+. Performance is ranked 7th in Wales at outcome 5+.

Performance has exceeded schools' aggregate targets for each area of learning.

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

	FPI		LLC English		LLC Welsh		Mathematical Development		PSD	
	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016
Newport	-7.4	-8.1	-5.8	-7.8	-9.8	-1.0	-5.7	-5.4	-4.3	-4.8
Wales	-7.8	-8.2	-7.6	-8.3	-7.6	-7.0	-6.7	-5.3	-4.8	-5.3

At outcome 5+ gender differences have increased in all indicators except LLC Welsh and MD. The gender gap is broadly in line with the national average at MD.

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

	LLC English		LLC Welsh		Mathematical Development		PSD	
	2015	2016	2015	2016	2015	2016	2015	2016
Newport	-12.6	-9.0	-8.0	5.8	-0.3	2.8	-19.4	-17.9
Wales	-13.2	-11.7	16.2	-15.1	-1.1	0.1	-19.3	-18.3

At outcome 6+ gender differences have decreased in all indicators. The gender gap is narrower than the national average for all indicators.

Wales rankings:

When compared with other LAs in Wales, performance in Newport is higher than could be expected for each area of learning. Ranks positions have improved at all indicators.

	FPI	LLC English	LLC Welsh	Mathematical Development	PSDWCD
2016	6	5	1	9	7
2015	8	7	2	10	9
2014	8	=6	9	9	17

FPI		LLC - English		LLC - Welsh		Math. Dev.		PSD	
Monmouthshire	91.7	Monmouthshire	93.1	Newport	97.7	Vale of Glamorgan	94.2	Ceredigion	97.1
Vale of Glamorgan	91.2	Ceredigion	92.7	Blaenau Gwent	96.3	Monmouthshire	93.8	Vale of Glamorgan	96.6
Powys	90.3	Vale of Glamorgan	92.7	Merthyr Tydfil	95.1	Ceredigion	92.8	Monmouthshire	96.6
Ceredigion	90.2	Powys	91.4	Rhondda Cynon Taff	94.8	Powys	91.8	Powys	96.3
Merthyr Tydfil	89.1	Newport	90.4	Vale of Glamorgan	94.7	Torfaen	91.5	Gwynedd	95.5
Newport	89.1	Torfaen	90.4	Powys	93.8	Merthyr Tydfil	91.4	Torfaen	95.3
Cardiff	88.9	South East Wales	90.3	Monmouthshire	93.8	Caerphilly	91.4	Newport	95.2
South East Wales	88.8	Caerphilly	90.1	South East Wales	93.4	South East Wales	91.3	Merthyr Tydfil	95.1
Caerphilly	88.6	Merthyr Tydfil	90.0	Cardiff	93.1	Cardiff	91.3	South East Wales	95.0
Torfaen	88.6	Cardiff	89.6	Caerphilly	92.6	Newport	91.3	Denbighshire	94.9
Denbighshire	87.5	Bridgend	88.6	Bridgend	92.5	Denbighshire	90.3	Cardmarthenshire	94.8
Rhondda Cynon Taff	87.2	Flintshire	88.4	Neath Port Talbot	92.2	Gwynedd	90.3	Cardiff	94.8
Bridgend	87.1	Pembrokeshire	88.2	Swansea	92.0	Flintshire	90.2	Swansea	94.7
Wales	87.0	Denbighshire	88.0	Torfaen	91.9	Rhondda Cynon Taff	90.0	Rhondda Cynon Taff	94.6
Flintshire	86.9	Wales	88.0	Ceredigion	90.9	Wales	89.9	Flintshire	94.5
Gwynedd	86.8	Wrexham	87.9	Wales	90.7	Pembrokeshire	89.8	Wales	94.5
Wrexham	86.6	Isle of Anglesey	87.9	Cardmarthenshire	90.2	Cardmarthenshire	89.6	Bridgend	94.3
Pembrokeshire	86.5	Rhondda Cynon Taff	87.7	Denbighshire	89.6	Bridgend	89.5	Caerphilly	94.3
Cardmarthenshire	85.9	Blaenau Gwent	87.1	Gwynedd	88.7	Wrexham	89.5	Blaenau Gwent	94.2
Blaenau Gwent	85.2	Conwy	86.8	Wrexham	88.4	Swansea	88.4	Wrexham	94.0
Swansea	85.0	Swansea	85.6	Pembrokeshire	88.3	Blaenau Gwent	88.3	Conwy	94.0
Isle of Anglesey	84.7	Cardmarthenshire	83.0	Flintshire	88.1	Conwy	88.0	Pembrokeshire	93.9
Conwy	83.9	Neath Port Talbot	81.4	Isle of Anglesey	86.2	Isle of Anglesey	87.9	Isle of Anglesey	93.7
Neath Port Talbot	81.4	Gwynedd	52.2	Conwy	84.5	Neath Port Talbot	84.1	Neath Port Talbot	90.8

Foundation Phase Summary Statement and Next Steps:

Foundation Phase attainment at all levels remains very strong in Newport. The performance of LLC Welsh although very strong has a tendency to fluctuate due to very small numbers of pupils within the cohort (72 within a wider cohort of 1873 pupils). It is unlikely that Newport's Foundation Phase Indicator will rise more than a few percentage points over the next three years (as it is already very high). The remaining number of pupils within the cohort have statements of Special Education Needs, although the types of needs vary depending on the cohort. This means that while all pupils should make progress, they may not achieve the 'expected' Foundation Phase Indicator. There is further scope to improve all Outcome 6 indicators.

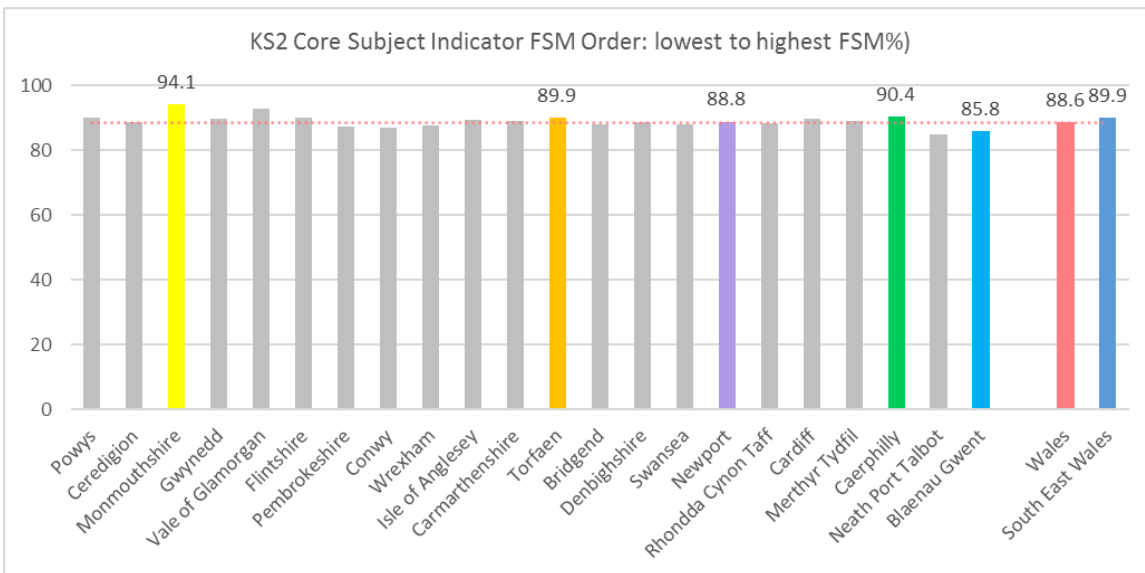
To ensure that Newport sustains very strong outcomes at Foundation Phase, the following programmes and actions are have been agreed by the Local Authority and will be delivered by the EAS:

- Improving effective literacy teaching through the 'Communication Matters' teacher training programme.
- Developing purposeful provision for More Able and Talented learners through the Bright Sparks project.

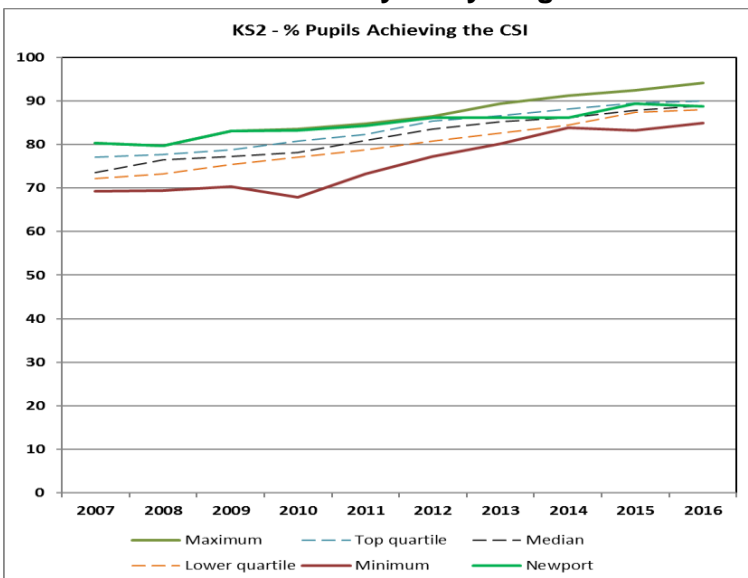
- Developing scientific skills and the application of literacy and numeracy via the ‘Inspiring Investigators’ programme.
- Engaging boys and developing rich tasks through Block Play.
- Promoting independent learning through the Foundation Phase environment.
- Supporting Foundation Phase moderation and Teacher Assessment to support pupil attainment and transition into year 3.
- Sustaining good quality intervention; ensuring that assessment data is used robustly to identify and assess progress made by pupils and those at risk of underachievement.
- Developing and sustaining effective leadership in Foundation Phase through termly network meetings, the ‘Aspiring Leaders’ project and targeting successful learners to build capacity via the self-improving school system.

Key Stage 2

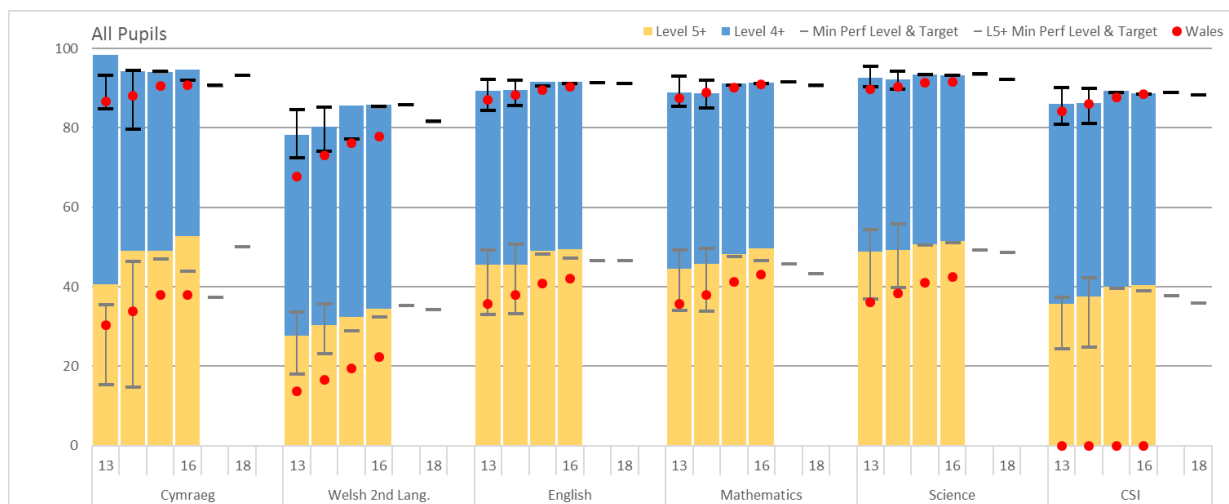
Performance declined slightly in 2016, with 88.8% pupils achieving the core subject indicator (CSI), 0.5 percentage points below 89.3% in 2015. Newport is ranked 12th in Wales, which is higher than could be expected given the LA’s FSM ranking.



Year Performance Summary – Key Stage 2 CSI



Performance at the expected level (4+) and expected level+1 (5+) has improved in all areas except CSI.



Percentage of pupils achieving level 4+:

	CSI	English	Welsh (First Language)	Mathematics	Science
Newport 2016	88.8 ↓	91.7 ↑	94.6 ↑	91.3 ↑	93.2 ↓
Target	88.4	91.0	92.0	91.0	93.2
Newport 2015	89.3	91.5	94.1	91.2	93.4
Wales 2016	88.6	90.3	90.8	91.0	91.7

Percentage of pupils achieving level 5+:

	English	Welsh (First Language)	Mathematics	Science
Newport 2016	49.5 ↑	52.7 ↑	49.6 ↑	51.5 ↑
Target	47.1	44.0	46.5	51.2
Newport 2015	49.0	49.0	48.3	50.8
Wales 2016	42.0	38.0	43.2	42.5

Performance in the CSI has declined by 0.5 percentage points and is ranked 12th in Wales.

Performance in English at the expected level 4+ has improved by 0.2 percentage points and is ranked 4th in Wales. Performance at the higher level 5+ has improved by 0.5 percentage points.

Performance in Welsh (first language) at the expected level 4+ has improved by 0.5 percentage points and is ranked 7th in Wales. Performance in Welsh (first language) at the higher level 5+ has improved by 3.7 percentage points.

Performance in mathematics at the expected level 4+ has improved slightly by 0.1 percentage points and is ranked 11th in Wales. Performance in mathematics at the higher level 5+ has improved by 1.3 percentage points.

Performance in science at the expected level 4+ has declined by 0.2 percentage points and is ranked 5th in Wales. Performance in science at the higher level 5+ has improved by 0.7 percentage points.

Performance at the expected level 4+ and expected level +1 (5+) for all indicators met or exceeded all of the school aggregate targets.

Gender differences at level 4+ (boys' performance – girls' performance):

	CSI		English		Welsh (First Language)		Mathematics		Science	
	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016
Newport	-7.1	-5.1	-6.2	-5.6	-11.5	-6.0	-4.8	-3.3	-3.5	-2.3
Wales	-5.8	-5.2	-6.2	-5.6	-6.0	-5.2	-3.7	-3.2	-3.7	-3.6

At level 4+ gender differences have decreased in each subject area. Gender differences are wider than the national gender differences in Welsh and broadly in line in maths.

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

	English		Welsh (First Language)		Mathematics		Science	
	2015	2016	2015	2016	2015	2016	2015	2016
Newport	-13.8	-11.1	-21.5	-34.9	-0.9	0.8	-6.4	-3.2
Wales	-12.9	-12.0	-12.6	-13.8	-6.0	0.7	-3.8	-3.6

At level 5+ gender differences have decreased for all subjects except Welsh. The gender gap is wider than the national average in Welsh.

Wales rankings:

Static performances have resulted in a decline in the LA's rankings against other LAs in Wales for CSI, Welsh and maths, but remains in line with or higher than could be expected for all indicators given the LA's FSM ranking.

	CSI	English	Welsh (first language)	Mathematics	Science
2016	12 ↓	4 ↑	7 ↓	11 ↓	5 →
2015	7 ↑	5 ↑	5 ↓	8 ↑	5 ↑
2014	=11 ↓	8 ↓	3 ↓	=12 ↓	6 ↓

CSI		English		Welsh 1st Lang.		Mathematics		Science	
Monmouthshire	94.1	Monmouthshire	95.9	Torfaen	97.9	Monmouthshire	95.2	Monmouthshire	97.2
Vale of Glamorgan	92.7	Vale of Glamorgan	93.8	Cardiff	96.1	Vale of Glamorgan	94.6	Vale of Glamorgan	95.1
Caerphilly	90.4	Caerphilly	92.4	Vale of Glamorgan	95.8	Flintshire	92.3	Gwynedd	93.3
Powys	90.2	South East Wales	91.9	Powys	95.6	Powys	92.1	South East Wales	93.2
Flintshire	90.1	Newport	91.7	Merthyr Tydfil	95.5	Caerphilly	92.0	Caerphilly	93.2
Torfaen	89.9	Powys	91.5	Monmouthshire	95.1	Merthyr Tydfil	92.0	Newport	93.2
South East Wales	89.9	Flintshire	91.2	Newport	94.6	South East Wales	91.7	Isle of Anglesey	92.9
Gwynedd	89.8	Carmarthenshire	91.1	Bridgend	94.3	South East Wales	91.7	Powys	92.9
Cardiff	89.5	Merthyr Tydfil	91.1	Rhondda Cynon Taff	93.9	Gwynedd	91.5	Carmarthenshire	92.8
Isle of Anglesey	89.4	Torfaen	91.1	Neath Port Talbot	93.4	Cardiff	91.4	Flintshire	92.8
Merthyr Tydfil	89.2	Cardiff	91.0	Swansea	93.2	Torfaen	91.4	Denbighshire	92.7
Carmarthenshire	89.0	Gwynedd	90.9	South East Wales	93.1	Newport	91.3	Torfaen	92.7
Newport	88.8	Wales	90.3	Wrexham	92.5	Rhondda Cynon Taff	91.3	Wales	91.7
Ceredigion	88.7	Denbighshire	90.2	Caerphilly	91.8	Denbighshire	91.2	Ceredigion	91.6
Denbighshire	88.6	Isle of Anglesey	90.1	Wales	90.8	Isle of Anglesey	91.2	Cardiff	91.6
Wales	88.6	Ceredigion	90.1	Denbighshire	90.5	Wales	91.0	Rhondda Cynon Taff	91.6
Rhondda Cynon Taff	88.5	Rhondda Cynon Taff	90.0	Ceredigion	89.5	Ceredigion	90.6	Bridgend	91.5
Swansea	88.2	Wrexham	90.0	Gwynedd	89.2	Wrexham	90.3	Merthyr Tydfil	91.4
Bridgend	87.9	Swansea	90.0	Carmarthenshire	88.5	Bridgend	90.2	Pembrokeshire	91.2
Wrexham	87.7	Pembrokeshire	89.8	Isle of Anglesey	88.0	Conwy	90.0	Wrexham	90.8
Pembrokeshire	87.1	Bridgend	89.7	Conwy	87.3	Pembrokeshire	90.0	Conwy	90.7
Conwy	86.8	Conwy	88.1	Pembrokeshire	84.5	Swansea	89.9	Swansea	90.6
Blaenau Gwent	85.8	Blaenau Gwent	87.6	Flintshire	84.3	Neath Port Talbot	88.4	Blaenau Gwent	89.2
Neath Port Talbot	84.9	Neath Port Talbot	87.0	Blaenau Gwent	81.8	Blaenau Gwent	88.0	Neath Port Talbot	88.4

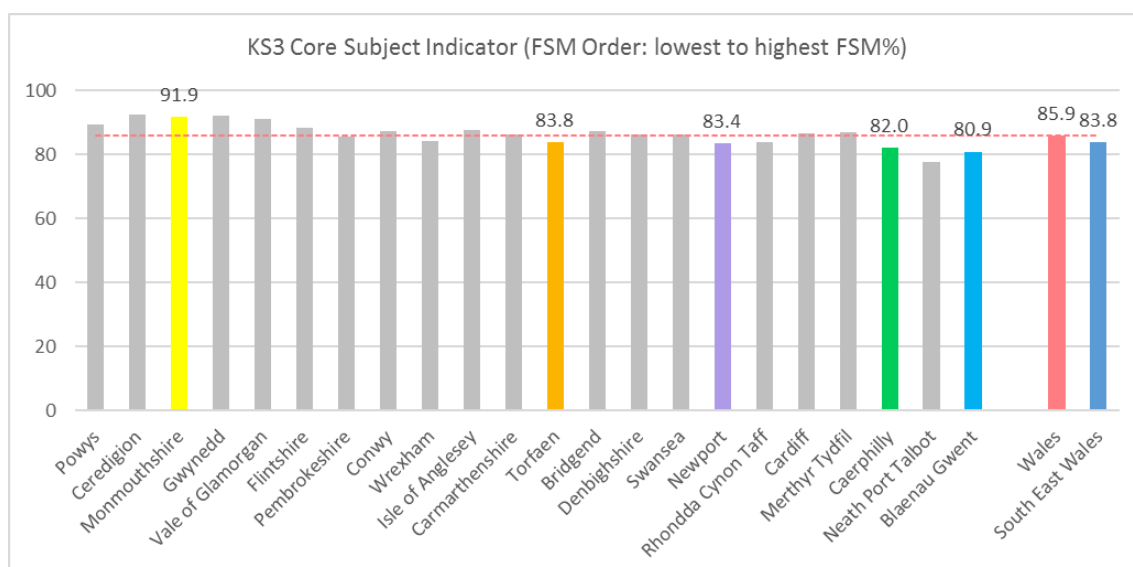
Key Stage 2 Summary Statement and Next Steps:

Key Stage 2 performance remains very strong in Newport with all indicators above the Welsh average. It is unlikely that the Key Stage 2 CSI will improve by more than a three percentage points in the next three years. Most of the remaining number of pupils within a cohort have statements of Special Education Needs or have English as an Additional Language. These factors do not prevent pupils from making progress but can prevent individual pupils from attaining the national 'expected level'. In order to sustain Newport's strong Key Stage 2 performance the following actions have been agreed by the local authority and will be delivered by the EAS:

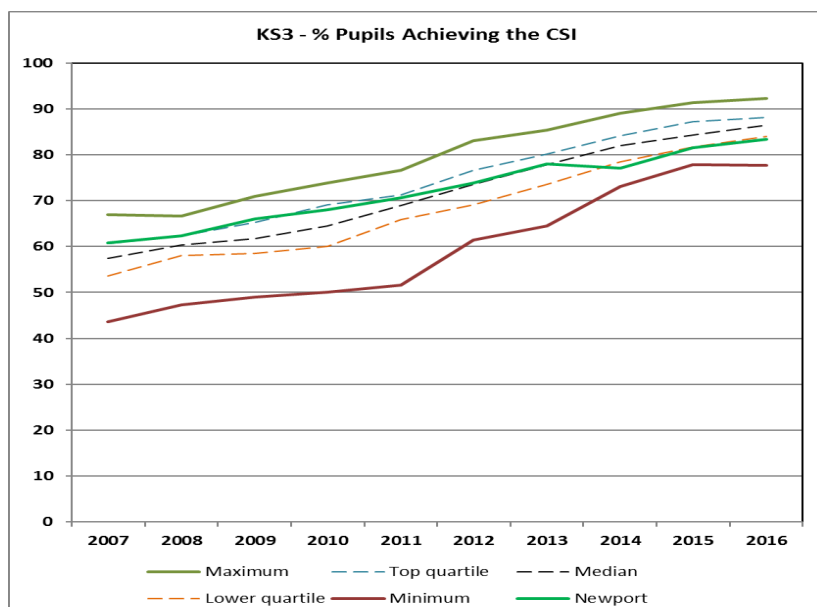
- The 'Excellence in Teaching' programme, improving pedagogy across the city. This includes a specific focus on pupils in receipt of Free School Meals who may be disadvantaged.
- Developing effective curriculum transition from years 5 onwards. This can also be noted in the Local Authority 'Seamless Learning Pathway' project.
- Developing an effective and meaningful curriculum ready for implementation in 2021 (pioneer schools project to meet the Donaldson Review recommendations).
- Effective moderation arrangements to secure accurate Teacher Assessment of Key Stage 2 at all levels.
- Intensive support for literacy, numeracy and leadership in schools where performance is consistently below median position.
- Peer review groups for green schools to self-sustain excellence.

Key Stage 3

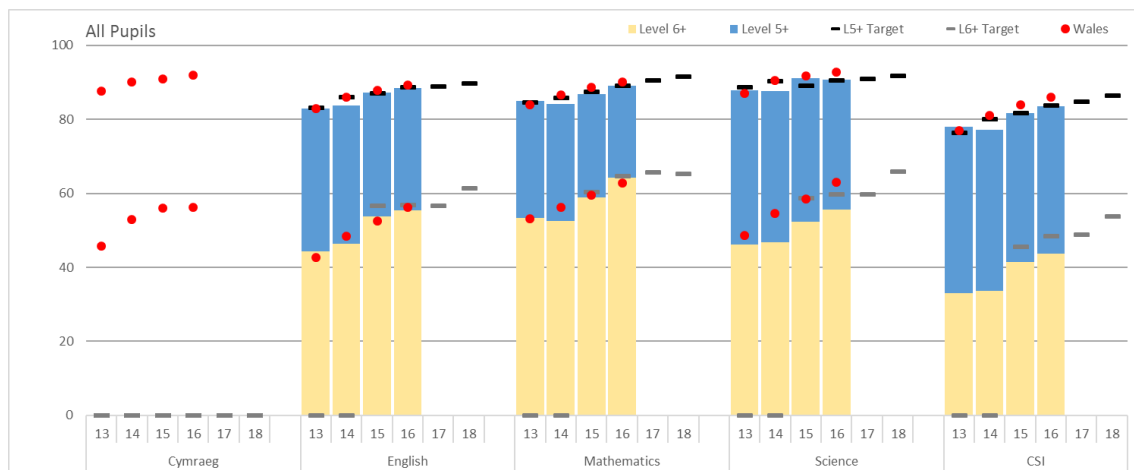
Performance has improved, with 83.4% pupils achieving the core subject indicator (CSI), an increase of 1.8 percentage points from 81.6% in 2015. Newport is ranked 19th in Wales.



10 Year Performance Summary – Key Stage 3 CSI



Performance has improved across all indicators at both the expected level 5+ and level 6+ except for science L5+.



Percentage of pupils achieving level 5+

	CSI	English	Welsh (First Language)	Mathematics	Science
Newport 2016	83.4 ↑	88.3 ↑	- →	89.0 ↑	90.7 ↓
Target	83.7	88.7	-	89.0	90.5
Newport 2015	81.6	87.2	-	86.7	91.1
Wales 2016	85.9	89.2	92.0	90.1	92.8

Percentage of pupils achieving level 6+

	English	Welsh (First Language)	Maths	Science
Newport 2016	55.4 ↑	- →	64.3 ↑	55.6 ↑
Target	56.8	-	64.7	59.8
Newport 2015	53.8	-	58.8	52.4
Wales 2016	56.2	56.2	62.8	63.0

Percentage of pupils achieving level 7+

	English	Welsh (First Language)	Maths	Science
Newport 2016	16.5 ↑	- →	28.0 ↑	18.7 ↑
Newport 2015	14.6	-	25.0	17.2
Wales 2016	18.5	18.5	28.6	23.6

Performance in the CSI has improved by 1.8 percentage points and is ranked 19th in Wales, slightly down from 18th in 2015.

Performance in English at the expected level 5+ has improved by 1.1 percentage points and is ranked 15th in Wales. Performance in English at the higher level 6+ has improved by 1.6 percentage points.

Performance in mathematics at the expected level 5+ has improved by 2.3 percentage points and is ranked 17th in Wales. Performance in mathematics at the higher level 6+ has improved by 5.5 percentage points.

Performance in science at the expected level 5+ has declined by 0.4 percentage points and is ranked 19th in Wales. Performance in science at the higher level 6+ has improved by 3.2 percentage points.

Performance at the expected Level 5+ was less than 1 percentage point below school aggregate targets and science exceeded the target.

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

	CSI		English		Welsh (First Language)		Mathematics		Science	
	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016
Newport	-6.8	-4.6	-8.3	-6.8	-	-	-2.6	-1.1	-4.1	-3.6
Wales	-7.4	-7.4	-8.2	-8.0	-7.0	-5.8	-3.4	-3.7	-4.5	-4.4

Gender differences have decreased for all indicators. All subject gender gaps are narrower than the Wales average gender difference.

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

	English		Welsh (First Language)		Mathematics		Science	
	2015	2016	2015	2016	2015	2016	2015	2016
Newport	-14.9	-11.4	-	-	-5.6	-3.1	-9.1	-6.3
Wales	-17.9	-18.4	-20.4	-18.8	-4.4	-5.0	-10.3	-11.0

Gender differences have decreased for all subjects. All subject gender gaps are narrower than the Wales average gender difference for English and Welsh.

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

	English		Welsh (First Language)		Mathematics		Science	
	2015	2016	2015	2016	2015	2016	2015	2016
Newport	-10.0	-9.5	-	-	-1.5	-0.6	-4.4	-5.7
Wales	-10.7	-11.0	-10.1	-10.5	-2.7	-3.6	-6.4	-8.3

Gender differences have decreased for all subjects except science, and are narrower than the Wales average gender difference in all subjects.

Wales rankings:

Newport's rankings have declined in all areas, except maths, which remains the same as the previous year.

	CSI	English	Mathematics	Science
2016	19 ↓	15 ↓	17 →	19 ↓
2015	18 ↑	14 ↑	17 ↑	15 ↑
2014	19 ↓	17 ↓	18 ↓	20 ↓

CSI		English		Welsh 1st Lang.		Mathematics		Science	
Ceredigion	92.3	Ceredigion	94.8	Pembrokeshire	98.3	Ceredigion	94.2	Gwynedd	96.0
Gwynedd	92.0	Monmouthshire	94.2	Wrexham	97.5	Gwynedd	94.0	Vale of Glamorgan	96.0
Monmouthshire	91.9	Vale of Glamorgan	93.4	Vale of Glamorgan	97.5	Monmouthshire	93.6	Ceredigion	96.0
Vale of Glamorgan	91.2	Powys	93.4	Flintshire	96.8	Vale of Glamorgan	93.1	Conwy	95.2
Powys	89.2	Gwynedd	92.5	Swansea	95.6	Flintshire	92.7	Powys	95.2
Flintshire	88.4	Flintshire	91.1	Powys	94.3	Conwy	92.2	Monmouthshire	95.1
Isle of Anglesey	87.6	Conwy	90.9	Conwy	93.5	Powys	91.0	Flintshire	94.8
Bridgend	87.4	Cardiff	90.5	Cardiff	93.1	Denbighshire	90.9	Isle of Anglesey	94.1
Conwy	87.3	Isle of Anglesey	90.5	Denbighshire	92.5	Cardiff	90.8	Torfaen	94.0
Merthyr Tydfil	87.0	Bridgend	90.2	Gwynedd	92.3	Isle of Anglesey	90.8	Bridgend	93.9
Cardiff	86.6	Merthyr Tydfil	89.9	Neath Port Talbot	92.1	Pembrokeshire	90.7	Cardiff	93.7
Denbighshire	86.4	Swansea	89.8	Isle of Anglesey	92.1	Bridgend	90.4	Denbighshire	93.1
Swansea	86.3	Denbighshire	89.5	Ceredigion	92.1	Swansea	90.4	Wales	92.8
Carmarthenshire	86.3	Carmarthenshire	89.3	Wales	92.0	Carmarthenshire	90.3	Carmarthenshire	92.7
Wales	85.9	Wales	89.2	Rhondda Cynon Taff	91.4	Wales	90.1	Pembrokeshire	92.5
Pembrokeshire	85.4	Newport	88.3	Bridgend	89.6	Merthyr Tydfil	89.6	Swansea	92.4
Wrexham	84.3	Wrexham	87.9	Carmarthenshire	88.6	Torfaen	89.2	Wrexham	91.9
Rhondda Cynon Taff	84.0	South East Wales	87.5	Torfaen	87.7	Newport	89.0	Merthyr Tydfil	91.9
South East Wales	83.8	Rhondda Cynon Taff	87.1	South East Wales	87.4	South East Wales	89.0	South East Wales	91.5
Torfaen	83.8	Pembrokeshire	87.1	Caerphilly	87.3	Rhondda Cynon Taff	88.9	Rhondda Cynon Taff	91.4
Newport	83.4	Torfaen	87.0	Merthyr Tydfil	-	Wrexham	87.9	Newport	90.7
Caerphilly	82.0	Caerphilly	85.3	Blaenau Gwent	-	Caerphilly	87.6	Blaenau Gwent	90.4
Blaenau Gwent	80.9	Blaenau Gwent	84.8	Monmouthshire	-	Blaenau Gwent	87.0	Caerphilly	89.8
Neath Port Talbot	77.7	Neath Port Talbot	84.1	Newport	-	Neath Port Talbot	83.1	Neath Port Talbot	88.5

Key Stage 3 Summary Statement and Next Steps:

Key Stage 3 performance is at best adequate. However, there is a good three year improvement trend at all levels. Level 5 and 6 outcomes are above the regional average but below that of Wales. The level 5 CSI is 1.5% below Welsh Government modelled expectation, although the gap is closing over time. A significant step change is required in order to secure better Key Stage 3 outcomes over the next three years. Actions to address this shortcoming include:

- Identifying secondary schools who are not meeting Welsh Government modelled expectations for Key Stage 3 and have a three year trend of below median benchmarking performance.
- Ensuring effective grant spend for pupil in receipt of Free School Meals.
- The development of a Seamless Learning Pathways project in two secondary schools.
- Using Education Improvement Boards (EIB's) to monitor the progress of Key Stage 3 in identified secondary schools.
- Using local authority Academic Performance Reviews as a vehicle to consider and share the strengths of standards, provision and leadership for Key Stage 3 across the city.
- Requesting independent Key Stage 3 reviews in schools not making at least satisfactory progress in Key Stage 3.
- Providing intensive support for English, Maths and leadership in specific schools in need.
- Improving the EAS and LA approach to forensic monitoring of schools in a category of support.
- Making direct links with schools which have poor pupil attendance, high rates of pupil exclusion and adequate or unsatisfactory pupil attainment. .
- Using local authority statutory powers to address limited or unsatisfactory progress in individual schools

National Tests

Reading tests

	Reading - English						Reading - Welsh					
	85+			116+			85+			116+		
	2015	2016	Diff	2015	2016	Diff	2015	2016	Diff	2015	2016	Diff
Newport	81.7	82.3	0.6	15.1	15.4	0.2	79.5	84.3	4.8	9.0	11.7	2.7
SE Wales	82.2	82.2	0.0	18.7	19.1	0.4	80.9	82.2	1.3	15.2	15.7	0.5
Wales	83.5	83.8	0.2	16.6	16.7	0.1	84.6	84.8	0.2	17.1	16.6	-0.6

- There's been a 0.6% increase in performance for standardised scores of 85+ in English tests since 2015. Performance is comparable with SE Wales and lower than Wales, but the gap between the LA and comparative data has narrowed.

- For standardised scores of 116+, LA performance improved slightly by 0.2%. Performance is higher than SE Wales and Wales.
- There's been a 4.8% increase in performance at 85+ in Welsh tests since 2015. Performance is now comparable with Wales.
- For standardised scores of 116+, LA performance improved by 2.7%. Performance is lower than SE Wales and Wales but the gap between the LA and comparative data has narrowed.

Numeracy tests

	Numeracy - Procedural						Numeracy - Reasoning					
	85+			116+			85+			116+		
	2015	2016	Diff	2015	2016	Diff	2015	2016	Diff	2015	2016	Diff
Newport	80.8	81.4	0.7	13.0	14.0	1.0	81.2	80.8	-0.4	12.3	13.3	1.0
SE Wales	81.9	81.9	0.0	17.0	17.4	0.4	82.6	81.8	-0.9	15.9	17.1	1.2
Wales	84.2	84.3	0.1	16.0	16.1	0.1	85.6	84.8	-0.8	16.8	16.9	0.1

- There's been a 0.7% increase in performance at 85+ in Procedural tests since 2015. The gap between the LA and Wales data has narrowed.
- At 116+, LA performance improved by 1.0%. Performance is lower than SE Wales and Wales, but the gap between the LA and Wales data has narrowed.
- There's been a 0.4% decrease in performance at 85+ in Reasoning tests since 2015. This is mirrored in the regional and national data.
- At 116+, LA performance improved by 1.0%. Performance is lower than SE Wales and Wales.

Wales Rankings

	Reading En	Reading We	Numeracy procedural	Numeracy reasoning
2016	16	14	20	21
2015	19	21	21	21
2014	17	21	20	19

Reading - English		Reading - Welsh		Numeracy - Procedural		Numeracy - Reasoning	
Vale of Glamorgan	89.1	Vale of Glamorgan	92.7	Vale of Glamorgan	89.3	Vale of Glamorgan	89.8
Monmouthshire	88.3	Monmouthshire	92.1	Monmouthshire	88.7	Powys	88.9
Powys	87.5	Cardiff	89.3	Powys	87.7	Ceredigion	88.7
Swansea	86.3	Powys	88.7	Ceredigion	87.7	Gwynedd	88.3
Ceredigion	86.1	Neath Port Talbot	87.2	Carmarthenshire	87.6	Carmarthenshire	88.2
Carmarthenshire	85.5	Denbighshire	86.7	Swansea	87.3	Swansea	88.0
Pembrokeshire	85.3	Swansea	85.9	Gwynedd	86.3	Monmouthshire	87.8
Flintshire	84.7	Pembrokeshire	85.7	Pembrokeshire	84.6	Pembrokeshire	86.0
Bridgend	84.7	Carmarthenshire	85.6	Isle of Anglesey	84.6	Bridgend	85.8
Wales	83.8	Merthyr Tydfil	85.1	Wales	84.3	Flintshire	85.6
Conwy	83.7	Wales	84.8	Bridgend	84.3	Isle of Anglesey	85.1
Cardiff	83.7	Gwynedd	84.4	Cardiff	84.2	Wales	84.8
Isle of Anglesey	83.5	Rhondda Cynon Taff	84.3	Flintshire	83.8	Cardiff	84.4
Gwynedd	83.3	Ceredigion	84.3	Neath Port Talbot	83.8	Conwy	84.3
Neath Port Talbot	83.1	Newport	84.3	Conwy	83.1	Wrexham	83.3
Rhondda Cynon Taff	82.3	Bridgend	83.8	Caerphilly	82.9	Neath Port Talbot	83.2
Newport	82.3	Flintshire	82.9	Rhondda Cynon Taff	82.5	Denbighshire	83.0
Denbighshire	82.1	Torfaen	82.5	Wrexham	82.2	Rhondda Cynon Taff	82.6
Caerphilly	82.1	Caerphilly	82.1	Denbighshire	81.8	Caerphilly	82.4
Merthyr Tydfil	81.8	Conwy	81.4	Merthyr Tydfil	81.6	Torfaen	81.3
Wrexham	81.7	Wrexham	79.8	Newport	81.4	Merthyr Tydfil	80.9
Torfaen	81.5	Isle of Anglesey	79.5	Torfaen	81.2	Newport	80.8
Blaenau Gwent	77.8	Blaenau Gwent	61.0	Blaenau Gwent	77.3	Blaenau Gwent	76.7

National Tests summary statement and next steps:

The National Tests for reading are currently 'good' in Newport. Further steps to address More Able and Talented learners to achieve a score of 116+ will be based around developing higher order reading skills

across the curriculum. This work will be planned through the English network meetings and through bespoke school support arrangements.

The National Tests for Maths numeracy and reasoning requires specific attention. The following actions have been agreed by the local authority and will be delivered by the EAS:

- Embedding reasoning and problem solving into maths via ‘Maths Alive’ and ‘Maths on the Move’ conferences.
- Working with schools to exemplify effective teaching of numeracy.
- Developing and refining effective intervention and catch up support for all pupils.
- Developing and embedding Assessment for Learning for maths in order to close the gap between Teacher Assessment and National Tests.

Proposal

1. To acknowledge the position regarding pupil performance and progress made.
2. To consider any issues arising that the Cabinet may wish to raise.

Well-being of Future Generations (Wales) Act 2015:

All local authorities have a duty to strive to develop a “Prosperous Wales” by developing “skilled and well-educated population in an economy which generates wealth and provides employment opportunities.” 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.

Financial Summary: There are no financial implications linked to this report

Risks

Risk	Impact of Risk if it occurs* (H/M/L)	Probability of risk occurring (H/M/L)	What is the Council doing or what has it done to avoid the risk or reduce its effect	Who is responsible for dealing with the risk?
Individual schools do not meet their agreed future target.	M	M	There is an expectation that effective pupil tracking and monitoring is carried out in all schools across the LA. Progress towards agreed targets are collated by the EAS and LA three times per year. Schools identifying that they are not on track will receive support and challenge from the EAS / LA in order to reduce the gap between agreed targets and outcomes	Deputy and Chief Education Officer EAS
The LA does not meet Welsh Government Modelled Expectations for Key Stage 3 outcomes for 2015/16	M	H	There are no actions which can change 2015/16 outcomes however the LA , EAS and schools must put effective plans in place to ensure that any identified gap is resolved or narrowed in 2016/17. Work plans are already in place to improve Key Stage 3 outcomes.	Deputy and Chief Education Officer EAS

Links to Council Policies and Priorities

Council Improvement Plan
Education Service Plan
21st Century Schools Strategy
Welsh-medium Education Strategy
Wellbeing of Future Generations (Wales) Act 2015

Options Considered / Available; Preferred Choice and Reasons: N/A

Comments of Monitoring Officer

There are no legal issues arising from the Report.

Comments of Chief Financial Officer

There are no financial implications arising from this report

Staffing Implications: Comments of the Head of People and Business Change

How well children do at school is of critical importance and underpins one of the cornerstones of the Corporate Plan – A Learning and Working City. There are many factors that influence both the attainment and achievement of children during their educational career and which can contribute to the overall performance of schools and the Local Authority. The report references relative deprivation (through eligibility for free school meals) and the Committee may wish to think about this and other factors when considering the issues highlighted within the report. The Committee may also wish to consider the role of other partners under the duties placed on the Authority through the Wellbeing of Future Generations Act. The report does not highlight any specific human resource implications.

Cabinet Member for Education & Young People:

I am pleased to note that Newport continues to perform above the all Wales average and well above its 'natural' local authority ranking position for Foundation Phase and Key Stage 2 pupil outcomes. It is also encouraging to see a faster trajectory of progress in Key Stage 3 pupil outcomes. However, Key Stage 3 outcomes remain a challenge and must improve in order to secure better outcomes for pupils at Key Stage 4. I have requested that the LA and EAS develop an even deeper focus in this area over the forthcoming academic year and beyond.

SM/07/11/2016