

CYNGOR SIR POWYS COUNTY COUNCIL.

SCRUTINY

20th September 2018

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**SUBJECT: Briefing on Provisional Learner Outcomes, Attendance &
Exclusions 2018**

REPORT FOR: Discussion/information

1. Summary

The purpose of this report is to provide an update in relation to learner outcomes, attendance and exclusions in Powys.

In July 2018, the Cabinet Minister for Education announced significant amendments relating to teacher assessment information. Teacher assessment data and National Reading and Numeracy Test data at a school, local authority and consortia level will no longer be published. This applies to the foundation phase, key stage 2 and key stage 3 in all maintained primary and secondary schools. As a result of this change:

- there is no longer any comparative information about teacher assessments and tests, in relation to other schools within a local authority or 'family of schools';
- Welsh Government will no longer produce or publish School Comparative Reports and All Wales Core Data Sets for schools and local authorities in respect of teacher assessment data;
- My Local School website will no longer include teacher assessment data below key stage 4.

2. Standards

In the **foundation phase**, the revised Areas of Learning 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. Hence comparisons of results with previous years should be treated with caution as they are not measured on a like for like basis.

Standards are good with the Foundation Phase Indicator being 85.4%. This places Powys as the highest authority across ERW and 2.8 percentage points higher than Wales. **(See Appendix 1)** Girls continue to outperform boys at the expected outcomes at the end of foundation phase. The gender gap has increased slightly in 2017-18, however, this remains similar to the gap between gender across Wales.

At **key stage 2**, standards are good with the Core Subject Indicator (CSI) being 90.4% in 2017-18, a decrease of 0.8 percentage points from the previous year but an increase of 2.1 percentage points since 2014. In comparison to the other ERW local authorities, Powys is equal first. The all Wales average CSI for 2017-18 is 89.5%.

Powys' performance at the higher levels (level 5 and above) has increased in all subjects except Welsh 1st Language and for the first time exceeds 50% of pupils in both English and Maths.

Girls continue to outperform boys at key stage 2 in Powys but while gender differences have increased slightly from 2017 they are not as high as pre-2017 levels and in most cases are significantly lower than in Wales as a whole.

The performance of pupils eligible for Free School Meals (eFSM) in 2018 has improved significantly with 82.7% achieving the CSI this year compared to 73.2% in 2017 and 68.3% in 2016. **(See Appendix 2)**

At **key stage 3**, standards have improved in 2017-18, with the CSI increasing from 88.6% to 91.6%. This is a significant increase of 3 percentage points and the greatest percentage point increase in a single year since 2013. This compares to a Wales average of 88.1%, an increase of 0.7pp since 2016-17. Powys' performance has improved at a greater rate than Wales averages in the last year. In comparison to other ERW authorities, Powys is the highest performing.

Attainment at the higher levels at the end of key stage 3 has improved in all subjects, with more than three-quarters of year 9 pupils achieving level 6 or higher in maths or science.

Girls continue to outperform boys in the CSI at the end of key stage 3, however, in most cases, this is in line with the average across Wales.

The performance of pupils eligible for Free School Meals in 2018 has increased to 75% attaining the CSI. This is an increase of 3 percentage points from the previous year.

At **key stage 4** all data for 2018 is provisional and not yet verified. At national level there have been considerable changes to GCSE

requirements since 2016. These significant changes make direct like for like comparisons with previous years inappropriate.

Key Stage 4 Indicator	2017			2018 (Provisional)		
	All	eFSM	Boys-Girls	All	eFSM	Boys-Girls
L2+	62.2%	27.4%	-5.0pp	62.8%	33.3%	-16.1pp
L2	74.3%	43.4%	-6.5pp	74%	45.3%	-16.7pp
L2 A*A	18.9%	8.0%	-7.7pp	18.8%	5.1	-10.5pp
Capped 9 points	365.8	303	-24.4	364	281	-36
Best Lang L2	72.6%	52.9%	-13.2pp	72.8%	41.9%	-21.1pp
Best Maths L2	68.1%	33.7%	2.9pp	70.7%	46.2%	-5.8pp

2018 Cohort – 1229; Females - 579 Males – 650; non-eFSM – 1112 eFSM – 117

Key stage 4 performance in Key Performance Indicators

LA Name	Year 11 KS4 Level 2+	Year 11 KS4 Capped 9
Powys	63%	364
Ceredigion	58%	367
Pembrokeshire	54%	334
Carmarthenshire	58%	341
Swansea	59%	357
Neath Port Talbot	52%	339
ERW	58%	349
Wales	n/a	n/a

Key stage 4 Level 2+

The aggregated data for the authority shows a 0.6pp increase in the L2+ indicator. Provisional benchmarking data for authorities within ERW places Powys as the highest performing authority, significantly higher than each of the other five authorities. Early indications show that pupils eligible for Free School Meals improved at Level2+ compared to the previous year. Historically the attainment of eFSM pupils has been volatile due to the relatively small numbers in each cohort.

Levels in mathematics at level 2 have improved by 2.8 percentage points on the previous year, meaning that results in mathematics have returned to similar levels as those seen in 2016. The decrease in science was significant in 2018, with a 6 percentage point decrease from the previous year. However, this decrease is lower than the decrease in attainment seen in science across ERW, which fell by 9 percentage points. This was the first full year where only GCSE science results were recorded and did not include other vocational science options. The performance of boys is significantly lower than girls in all core subjects across Powys, but this remains lower than the difference at a national level.

Key stage 4 Level 2

The aggregated Level 2 data for 2018 shows that standards remain very similar to the previous year. The variation across schools between 2018 and 2017 results has narrowed significantly and now range from -7.9pp to 12.4pp. This is due to the change in performance measures by withdrawing the BTEC science option and placing a cap on the number of BTEC options counting within the measure.

There is a slight increase of 1.9pp in the number of eFSM pupils attaining the Level 2 threshold compared to last year.

Early indications show that there is now a significant difference in the gender gap at Level 2 compared to the previous year. This is very likely to be linked to the high level of literacy skills required across all subjects and the reduction in coursework weighting. Also for summer 2018 a marked increase in the C grade boundary compared to November 2017, resulting in fewer pupils achieving a C grade when re-sitting their examinations.

Key stage 4 Higher Grades

Performance at the highest grades A*-A show these decreased slightly in 2018, with 18.8% of pupils attaining the higher grades. Powys' results at the higher grades remain higher than Wales although the gap between Powys and Wales is now 0.7pp.

Key stage 4 Level 1

The Level 1 indicator has decreased by 1.1pp with variation across schools ranging from -4pp to +2pp.

Key stage 4 conclusions

Provisional benchmarking data indicates that since the changes in GCSE requirements in 2016, many Powys schools Level 2+ performance compares well with schools across ERW and Wales. A few schools perform very well, but a few need to significantly improve and a few have made significant improvements. Newtown high schools' performance in this indicator improved by over 10 percentage points. The performance of boys in Level 2+ needs to significantly improve.

Provisional benchmarking data indicates:-

- nearly all Powys schools have a higher Level 2+ percentage than the ERW average.
- strong overall performance in the capped points score. All Powys Secondary schools capped 9 points are above the ERW average capped 9 points score.
- overall, standards in English declined slightly across Powys. Standards achieved by girls improved, however, the performance of boys declined and needs to improve;
- performance in Welsh as a First Language improved significantly in about half of the relevant schools;
- overall performance in mathematics and numeracy improved in 2018. The standards in pupils' best mathematics or numeracy results compares well with their best language result.

Key stage 5/ A Levels

The number of WJEC A-levels taken in Powys schools has decreased from 1,111 in 2017 to 1,045 in 2018 which represents a fall of approximately 6%. The number of A-level candidates in Powys has fallen from 624 to 444 between 2013 and 2018. The breadth of curriculum offer and sustainability of sixth forms remains an area of focus in working with school leaders.

In 2018, more than 20% of A-level candidates achieved the highest grades A*-A and more than 75% achieved grades A*-C. Almost all students that took a WJEC A-level obtained grades A*-E (97.2%). This overall pass rate is similar to that for Wales of 97.4%.

Exclusions

For the academic year 17/18 there were ten permanent exclusions. The main reason for the permanent exclusions was verbal abuse/threatening behaviour against an adult.

The fixed term exclusion data for the year shows that there were 29 fixed term exclusions of 5 days or more. This is six more than the last academic year. The main reason for these exclusions was physical assault against a pupil, closely followed by verbal abuse/threatening behaviour against an adult.

Further work is needed with school leaders to ensure that in-school and escalation support for vulnerable children and young people is sufficient and effective. The support for pupils with behaviour and social and emotional needs is a workstream in the Powys ALN Transformation programme. The workstream will be reporting back on options to improve support for these vulnerable pupils in early January 2019.

It is important to note that a small number of schools significantly reduced their numbers of fixed term and permanent exclusions.

Attendance

For the academic year 2017/18 attendance data for primary schools shows 95.3% attendance, a drop of 0.2% on the previous year. This breaks down into 4.13% authorised and 0.57% unauthorised absence. **Please note that this data is unverified. Verified data will be available at the end of October 2018**

For the academic year 2017/18 attendance data for secondary schools shows 94.5% attendance, a drop of 0.1% on the previous year. This breaks down into 4.8% authorised and 0.72% unauthorised absence. Although attendance is slightly down, Powys is above the Welsh national average of 93.8%

Further focused work is needed with individual schools to minimise non-attendance. A new school intervention model for Education Welfare Service (EWS) has been developed and is being implemented this year. This will mean that schools will receive support based on need. This means that schools with poorer attendance will get additional support for policy development as well as work with target pupils..

Schools Causing Concern

The standards in the following High Schools will be discussed in greater detail during the Scrutiny Meeting due to them being in Estyn follow up or a school causing concern during the last academic year:

- Newtown
- Builth Wells
- Llandrindod
- Caereinion
- Llanfyllin
- Bro Hyddgen
- Brecon
- Maesydderwen

Appendices

Appendix 1 – Foundation Phase 2018

Appendix 2 – Key Stage 2 2018

Appendix 3 – Key Stage 3 2018

Appendix 4 – Key Stage 4/ GCSE 2018

Appendix 5 – A Level 2018

Appendix 6 – ERW Comparative Data across Local Authorities

Appendix 7 – Exclusions 2018

Appendix 8 – Attendance 2018

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