

EDUCATION & YOUTH OVERVIEW & SCRUTINY COMMITTEE

Date of Meeting	Friday 20 th December, 2019
Report Subject	Provisional Learner Outcomes 2019
Cabinet Member	Leader of the Council and Cabinet Member for Education
Report Author	Chief Officer (Education & Youth)
Type of Report	Operational

EXECUTIVE SUMMARY

This report is to provide members with an overview of changes in reporting for statutory teacher assessment across primary and secondary schools in 2018 - 2019.

The GwE report on outcomes 2019 outlines the background and context in relation to the national changes in the reporting of teacher assessments, and the new interim key stage 4 measures that have been introduced as part of the significant education reform programme in Wales. It also describes the issues raised in the joint statement between Welsh Government, the Welsh Local Government Agency (WLGA) and Estyn and how data should be analysed on a local level and as a starting point to question local priorities. There are also emerging questions to help the regional Joint Committee, LA officers and Scrutiny Committees to evaluate pupil progress, standards and performance.

The Local Authority, in partnership with the Regional School Improvement and Effectiveness Service (GwE), endeavours to secure high quality outcomes for its learners. All Flintshire schools benefit from the regional Challenge and Support programme according to their support category and needs.

The School Performance Monitoring Group of Senior Officers and Members hold regular meetings to challenge schools where there is concern about pupil outcomes and monitors the impact of agreed action plans in securing improvements for learners. This includes schools categorised as 'Red' or 'Amber'.

The learner outcomes data in this report refers to the performance of all pupils in Flintshire, including those in specialist schools, pupil referral units and those educated 'other than at school'.

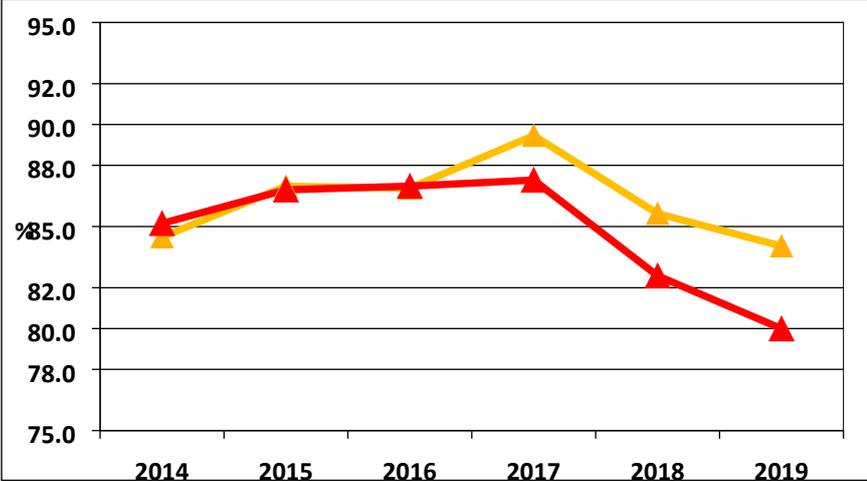
Data for KS4 and KS5 will be finalised later this month and reported to Scrutiny in spring 2020.

RECOMMENDATIONS

1	That members receive the GwE report on Outcomes 2019 for Foundation Phase, Key Stage 2 and Key Stage 3, relating to regional context and local performance for 2019.
2	To note the national changes to reporting on teacher assessment and the new interim Key Stage 4 measures.

REPORT DETAILS

1.00	EXPLAINING LEARNER OUTCOMES
1.01	<p>Pupils are assessed at the end of each key stage at the following ages:</p> <ul style="list-style-type: none">Foundation Phase – 7 year olds (National Curriculum Year 2)Key Stage 2 – 11 year olds (National Curriculum Year 4)Key Stage 3 – 14 year olds (National Curriculum Year 9)Key Stage 4 – 16 year olds (National Curriculum Year 11)Key Stage 5 – 18 year olds (National Curriculum Year 13)
1.02	<p>Assessments in Foundation Phase, Key Stage 2 and Key Stage 3 are undertaken by Teacher Assessment. Assessments at Key Stage 4 and Key Stage 5 are carried out through examination in individual curriculum subjects.</p>
1.03	<p>National changes in the reporting of teacher assessments undertaken at Foundation Phase, Key Stage 2 and Key Stage 3 has been introduced over the past two years.</p> <p>Welsh Government has determined that performance data that has traditionally been aggregated for comparison at local, regional and national level be removed. All benchmarking, comparisons with other establishments, reading and numeracy test data, and the placing schools and Local Authorities in rank order is no longer acceptable or possible. As of last year, the only comparative data available to Local Authorities in these key stages are the national averages for the end of these key stages.</p> <p>In June 2019 the Minister for Education published a statement on school performance targets. She stated: <i>‘ , I want to be absolutely clear that school targets should only be used to support self-evaluation and should not be aggregated up to a local authority measure of performance to hold schools to account.’</i></p> <p>As a result, there is now a greater focus on the use of data by schools in their self-evaluation processes rather than for public comparison. In this reformed system, schools will be evaluated according to the difference they make to the progress of every child, rather than just on their end of key stage results.</p> <p>Data and information that is available to schools to measure this progress includes: end of key stage data, baseline entry data, pupil progress data over time, value added data between baseline and key stages, reading</p>

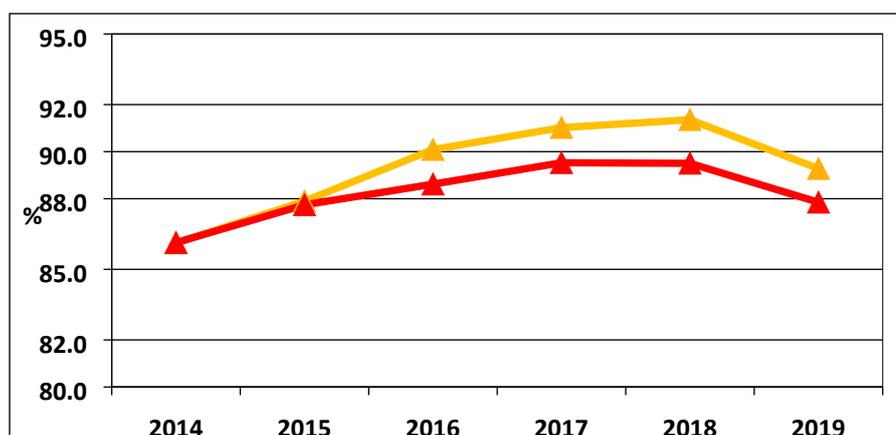
	and numeracy diagnostic test data, action research and specific testing data as well as ESTYN inspection outcomes.																					
1.04	Following a written statement by the Minister of Education in July 2018 and a consultation which ended in January 2018, Welsh Government have stopped routinely publishing teacher assessment data and National Reading and Numeracy Tests data below the national level. This data will not be included in the School Comparative Reports and All Wales Core Data Sets from 2018/2019. Teacher assessment data is no longer published at a school, local authority and consortia level. This is a significant move away from gathering information about young people's performance on a school by school basis for accountability purposes.																					
1.05	<p>The Welsh Government statistical release “Academic Achievement of pupils aged 4 to 14 in core subjects” provides national data for 2018/2019. Individual schools now need to analyse the progress of individual pupils and cohorts, focusing increasingly on value added rather than comparison with LA, regional or national aggregates. This analysis is then discussed in detail with their Supporting Improvement Adviser as part of ongoing review of their national categorisation support category.</p> <p>The percentage of pupils in Wales achieving at least the expected level was lower than in 2018 in all core subjects/areas of learning at the end of Foundation Phase and for both Key Stages. This year's results could be a reflection of the national changes, whereby the prime purpose of teacher assessments has started to shift back to individual learners and away from holding schools to account.</p> <p>In the Foundation Phase (Wales 2019) the majority of pupils in Wales achieved the expected Outcome of 5 or above in each area of learning. This ranges from 92.2% in 'Personal and social development, well-being and cultural diversity' to 82.0% in 'Language, literacy and communication skills - English' in 2019.</p> <p>Flintshire Foundation Phase Indicator (FPI)</p>  <table border="1" data-bbox="320 1447 1187 1928"> <thead> <tr> <th>Year</th> <th>Red Line (%)</th> <th>Yellow Line (%)</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>85.5</td> <td>85.0</td> </tr> <tr> <td>2015</td> <td>87.5</td> <td>87.5</td> </tr> <tr> <td>2016</td> <td>87.5</td> <td>87.5</td> </tr> <tr> <td>2017</td> <td>87.5</td> <td>89.5</td> </tr> <tr> <td>2018</td> <td>83.0</td> <td>86.0</td> </tr> <tr> <td>2019</td> <td>80.0</td> <td>84.5</td> </tr> </tbody> </table>	Year	Red Line (%)	Yellow Line (%)	2014	85.5	85.0	2015	87.5	87.5	2016	87.5	87.5	2017	87.5	89.5	2018	83.0	86.0	2019	80.0	84.5
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	2014	2015	2016	2017	2018	2019
Flintshire	84.5	87.0	86.9	89.5	85.6	84.0
Cymru/Wales	85.2	86.8	87.0	87.3	82.6	80.0

Overall, taking into account learner progress and ESTYN inspection outcomes, standards in the Foundation Phase in Flintshire are good. The percentage of pupils achieving the Foundation Phase Indicator (FPI) is above the national average and has been for three consecutive years, showing an improving trend.

At Key Stage 2 (Wales 2019) the vast majority of pupils achieved at least the expected outcome of Level 4 or above in each subject. This ranges from 90.8% in Science to 88.4% in Welsh in 2019.

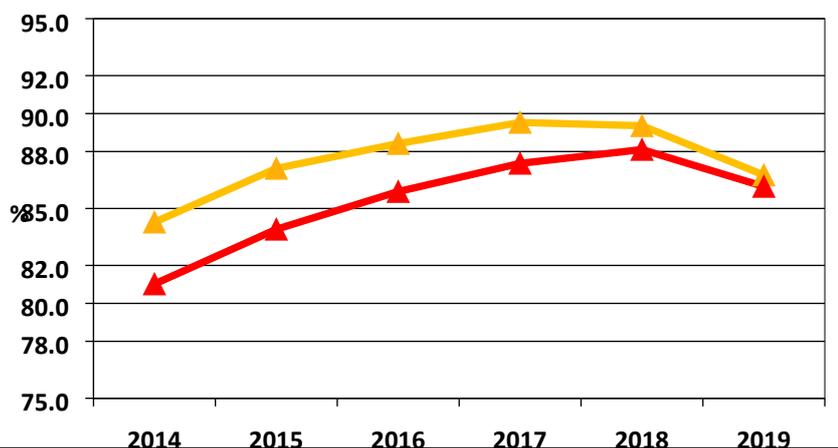
Flintshire Key Stage 2 Core Subject Indicator (CSI)



	2014	2015	2016	2017	2018	2019
Flintshire	86.1	87.9	90.1	91.0	91.4	89.3
Cymru/Wales	86.1	87.7	88.6	89.5	89.5	87.8

Overall, taking into account learner progress and ESTYN inspection outcomes, standards in Flintshire schools at Key Stage 2 are good. The Core Subject Indicator (CSI) has been consistently above the National average for the past four years.

At Key Stage 3 (Wales 2019) more than 9 in every 10 pupils achieved at least the expected level of Level 5 or above in each subject. This ranges from 92.4% in Science to 90.1% in English in 2019.



	2014	2015	2016	2017	2018	2019
Flintshire	84.3	87.1	88.4	89.5	89.4	86.8
Cymru/Wales	81.0	83.9	85.9	87.4	88.1	86.2

The Flintshire CSI is slightly higher than the national average with a decrease of 2.6% in comparison to 2018 performance [-1.9% nationally]. The 2019 cohort performed above the national average across all core subjects at the expected level.

1.06 New interim Key Stage 4 measures were also introduced for 2019 as part of the significant education reform programme in Wales.

National data capture for individual schools will now be based on first entry results. Any comparison with previous years' historical performance measures (L1, L2, L2+ and 5A*-A) is not valid because of the first entry counting rather than the pupil's best outcome as in previous years.

As a result, across several indicators, it will not be possible to compare 2019 figures with previous performance. In this context, the data should be analysed on a local level and as a starting point to question local priorities. Data for KS4 and KS5 will be finalised later this month and reported to Scrutiny in spring 2020.

The Joint Council for Qualifications (JCQ) and the Welsh Joint Education Board (WJEC) published raw data and press releases based on the 'best outcome' obtained by 16 year olds across both the November and summer series. There will be therefore be differences between first entry and verified best outcome data.

1.07 **The Capped 9 Points Score** is the new interim performance measure for Key Stage 4 (replacing the Level 2+), calculating the 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.

Three of the nine slots require the awards of specific subjects in order to contribute any points towards the measure. These slots are each one GCSE in size and must include literacy, numeracy and science. These have to be at GCSE level only and not an equivalent qualification.

	<p>The best grade from any of the literature or first language Welsh or English GCSEs can contribute towards the literacy slot.</p> <p>The best grade from either of the mathematics or mathematics – numeracy GCSEs can contribute towards the numeracy slot.</p> <p>The best grade from a science GCSE can contribute towards the science slot e.g. biology, chemistry, physics, science (double award), applied science (double award) or applied science (single award).</p> <p>The remaining six qualifications to make up the Capped 9 Points Score will then include the pupil’s best performance in other subjects, either at GCSE and/or a vocational equivalent.</p>
1.08	<p>Additional performance measures for 2019 include:</p> <p>Literacy measure - first entry only will count, with Language or Literature accepted within this measure. This calculates the average of the scores for all individual pupils in the cohort, taking the best grade from any of the literature or first language (Welsh or English) GCSEs awarded to a pupil.</p> <p>Numeracy measure - first entry only will count. This calculates the average of the scores for all individual pupils in the cohort, taking the best grade from either of the mathematics or mathematics – numeracy GCSEs awarded to a pupil.</p> <p>Science measure - first entry only will count. This calculates the average of the scores for all individual pupils in the cohort, taking the best grade from a science GCSE awarded to a pupil.</p> <p>The Welsh Baccalaureate Skills Challenge Certificate measure - Reported separately as a main indicator for the first time in 2019. Calculates the average of the scores for the Welsh Baccalaureate Skills Challenge Certificate awards for all individual learners in the cohort, whether it is the Foundation (Level 1) or the National (Level 2) award.</p>

2.00	RESOURCE IMPLICATIONS
2.01	The Council commissions its school improvement services through GwE via an Inter-Authority Agreement with the other North Wales councils. This sets the value of the financial contribution from Flintshire which can be reviewed every three years.

3.00	CONSULTATIONS REQUIRED / CARRIED OUT
3.01	Learner outcome data is a core element of the annual self-evaluation procedures undertaken by the Education & Youth Portfolio and this is consulted upon with all key education stakeholders.

4.00	RISK MANAGEMENT
4.01	'Schools do not make best use of the support from the Regional Improvement Service (GwE) or the Council to ensure the best outcomes for their learners' is a key risk identified in the Council Improvement Plan. This is mitigated against by the Challenge and Support Programme, the regular interaction between senior LA and GwE officers and through the School Performance Monitoring Group.
4.02	Anti-poverty Impact – The Local Authority seeks to mitigate the impact of poverty through its partnership work programme and through the careful monitoring by GwE Supporting Improvement Advisers of how schools use their Pupil Development Grant (PDG) to support those pupils at risk of potential underachievement. Schools are also required to publish their plans for the use of PDG annually.
4.03	Equalities Impact – The 2019 inspection of Flintshire's education services undertaken by Estyn recognised good practice in provision for pupils' wellbeing and additional learning needs. This continues to be reflected in Flintshire's values, strategy, provision and outcomes.

5.00	APPENDICES
5.01	Appendix 1 - GwE Report on Outcomes 2019

6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
6.01	None. Contact Officer: Vicky Barlow (Senior Manager- School Improvement) Telephone: 01352 704019 E-mail: vicky.barlow@flintshire.gov.uk

7.00	GLOSSARY OF TERMS
7.01	GwE – Regional School Effectiveness & Improvement Service for North Wales Level 3 – A volume of qualifications at Level 3 equivalent to the volume of 2 A Levels at grade A*- E The Capped 9 Points Score - a performance measure calculating the 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. The Welsh Baccalaureate Skills Challenge Certificate – This is a stand-alone qualification at Foundation level 1, National level 2 (A-C) and A level

3 (A*-E). It can be achieved and awarded even without the other qualifications that make up the Welsh Baccalaureate. It has four components, which are common to all levels; an Individual Project to help develop independent study and research skills, along with three Challenges for Enterprise and Employability, Global Citizenship and Community.

The Joint Council for Qualifications (JCQ) - is a membership organisation representing the eight largest national awarding bodies offering qualifications in the UK. These qualifications include GCSEs, A levels, Scottish Highers as well as vocational qualifications.

The Welsh Joint Education Council (WJEC) - is an examination board, providing qualifications and exam assessment to schools and colleges in England, Wales, Northern Ireland and independent regions. WJEC is the largest provider in Wales.