

EDUCATION & YOUTH OVERVIEW AND SCRUTINY COMMITTEE

Date of Meeting	Thursday 9 th June 2016
Report Subject	Learner Outcomes
Cabinet Member	Cabinet Member for Education & Youth
Report Author	Chief Officer (Education & Youth)
Type of Report	Operational

EXECUTIVE SUMMARY

This report is to provide members with a summary of pupil attainment in statutory assessments across primary and secondary school phases for the school year 2014-15. It also provides a summary of data in relation to attendance and exclusions.

The report is part of an annual performance reporting cycle which includes the self-evaluation on service performance and the improvement plan.

The Welsh Government produces its annual set of results by Local Authority area, reporting pupil attainment at the end of each key stage within schools.

The pupil attainment information is derived from statutory assessments administered by schools and from public examinations during the school year 2014-15.

The Local Authority, in partnership with the Regional School Improvement and Effectiveness Service (GwE), endeavours to secure high quality outcomes for its learners.

Schools which are identified in the national model of categorisation as 'Amber' or 'Red' receive bespoke packages of support to enable them to secure improvements in learner outcomes.

The Standards 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'.

RECOMMENDATIONS

1	That members receive the report and note the attainment of Flintshire children and young people for the year 2014-15.
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REPORT DETAILS

1.00	EXPLAINING THE LEARNER OUTCOMES REPORT
1.01	The booklet 'Statutory Assessment and Reporting Arrangements' for the school year 2014-15 published by Welsh Government contains all the information required by schools and Local Authorities (LAs) about statutory teacher assessment at Foundation Phase, Key Stage 2 and Key Stage 3.
1.02	Assessments at KS4 are carried out through examination, usually by General Certificates of Secondary Education (GCSE) in individual curriculum subjects. There is also a range of specialist and vocational qualifications available for pupils at the end of compulsory education.
1.03	Pupils are assessed at the end of each key stage at the following ages: Foundation Phase - 7 year olds (National Curriculum Year 2) Key Stage 2 – 11 year olds (National Curriculum Year 6) Key Stage 3 – 14 year olds (National Curriculum Year 9) Key Stage 4 – 16 year olds (National Curriculum Year 11)
1.04	Attached to this report are individual annexes which provide the detailed analysis of the performance of each key stage for 2015 including comparisons to the previous year and to the current Welsh averages.
1.05	An additional appendix is attached which outlines attendance and exclusion data for Flintshire primary and secondary schools for 2015.
1.06	Across Foundation Phase, Key Stage 2 and Key Stage 3 there is a steady trend of improved performance at both the expected and higher than expected level.
1.07	At KS4's main indicator, Level 2+ (5A*-C GCSEs including English/Welsh & Maths), Flintshire's performance unexpectedly dipped in 2015 to 60.6% (2014 - 61.2%) resulting in a drop in the LA ranked position from 3 rd in 2014 to 8 th and a worrying downward trend over the last two years.
1.08	There has been a very focused response from GwE across the region during this academic year to ensure that secondary schools are accurately tracking pupil progress towards published targets, It is anticipated that this will close the gap between predictors and actual final performance to ensure better outcomes in this key indicator in 2016.

2.00	RESOURCE IMPLICATIONS
2.01	There are no financial implications as a consequence of this report.

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	Anti-poverty Impact – The Local Authority seeks to mitigate the impact of poverty through its partnership work programme and through the careful monitoring of how schools use their Pupil Deprivation Grant (PDG) to support those pupils at risk of potential underachievement.
4.02	Equalities Impact – The 2011 LAESCYP inspection 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.
4.03	Environmental Impact – None.
4.04	Schools do not make best of use of the support from the Regional Improvement Service (GwE) or the Council to ensure the best outcomes for their learners.

5.00	APPENDICES
5.01	Annex 1 Appendix 1a - Foundation Phase Outcomes Appendix 1b - Key Stage 2 Outcomes Appendix 1c - Key Stage 3 Outcomes Appendix 1d - Key Stage 4 Outcomes Appendix 1e - Key Stage 5 Outcomes Appendix 1f - Attendance & Exclusion Outcomes

6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
6.01	GwE Analysis & Action Plan on Key Stage 4 Outcomes GwE Tracking reports on Key Stage 4 Outcomes Contact Officer: Claire Homard (Senior Manager- School Improvement) Telephone: 01352 704019 E-mail: claire.homard@flintshire.gov.uk

7.00	GLOSSARY OF TERMS
7.01	LAESCYP – Local Authority Education Services for Children and Young People. Estyn – Her Majesty’s Inspectorate of Education and Training in Wales.