

EDUCATION & YOUTH OVERVIEW & SCRUTINY COMMITTEE

Date of Meeting	Thursday 19 th March 2020
Report Subject	Key Stage 4 and Key Stage 5 Learner Outcomes
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 verified learner outcomes at key stages 4 and 5 for Flintshire secondary schools in 2018 - 2019. There are also emerging questions to help the regional Joint Committee, senior officers of the portfolio and scrutiny committees to evaluate pupil progress, standards and performance.

The report on outcomes presented in the December 2019 scrutiny meeting outlined 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 described 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.

The Education & Youth Portfolio, 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. This joint work is a key element of the Council addressing one of its recommendations from the Estyn inspection of 2019, which is to improve standards at key stage 4.

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 nationally 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'.

RECOMMENDATIONS

1	That Members receive the report on learner outcomes in 2019 for key stages 4 and 5 in Flintshire and provide their feedback to senior officers of the Education and Youth Portfolio.
2	That Members consider the emerging questions highlighted in the report and determine which they would like to include in the Scrutiny Forward Work programme to enable them to evaluate pupil progress, standards and performance in the absence of detailed comparative data.

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> <p>Key Stage 4 – 16 year olds (National Curriculum Year 11) Key Stage 5 – 18 year olds (National Curriculum Year 13)</p>
1.02	Assessments at Key Stage 4 and Key Stage 5 are carried out through examination in individual curriculum subjects.
1.03	<p>New interim Key Stage 4 measures were introduced for 2019 as part of the significant education reform programme in Wales.</p> <p>National data capture for individual schools is now 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.</p> <p>As a result, across several indicators, it is not 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.</p>
1.04	<p>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.</p> <p>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> <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>
1.05	<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>
1.06	<p>Context</p> <p>Year 11 school cohort for 2019 included:</p> <ul style="list-style-type: none"> • Pupils in PRU/EOTAS provision [performance of group included in all LA data] • Seven secondary schools have Free School Meals (FSM) % lower than the national average of 16.5%. Four schools have a higher percentage than the national average. • 181 pupils entitled to FSM. Numbers in individual schools varied from 9 to 31. The size of the cohort should naturally be taken into consideration when analysing performance at individual school level. • ‘First entry’ counting only towards performance measures has had a negative impact on scores in a number of schools, particularly around maths/numeracy. • Schools were made aware of changes to performance measures when the cohort were in the third term of their GCSE course (summer 2018). • The contribution of non-GCSE qualifications to the Capped 9 (C9) is lower in Flintshire schools than the national average (21.4% v 27.0%).

1.07

Performance at Key Stage 4 in Flintshire schools 2019

The following table provides a comparison against the Wales average for the Capped 9 and contributory indicators. Caution must be applied however when using aggregated data.

	LA	Wales	LA boys	Wales boys	LA girls	Wales girls	LA efsm	Wales efsm
Capped 9 score	347.2	354.4	333.5	338.4	361.3	371.3	288.8	298.9
Literacy Indicator	38.5	39.0	36.1	36.4	41.0	41.8	32.3	32.5
Numeracy Indicator	37.7	37.2	37.1	36.5	38.4	37.9	31.1	29.5
Science Indicator	37.7	36.8	36.5	35.5	38.9	38.2	29.5	28.3
Skills Challenge Certificate	33.1	36.4	29.8	33.5	36.5	39.5	24.6	29.5

Capped 9

The LA performance on the Capped 9 indicator is 347.2pts, just below the national average of 354.4pt. 2019 performance is below the expected performance by -13.4pt whereas in 2018 (on the 'old' Capped 9 measure), Flintshire performance was below the modelled outcome by -8.5pt.

The performance of boys and girls are both below the national average for 2019, though the gender gap is slightly smaller than in 2018 and lower than national average.

The performance of eFSM and non-FSM pupils are both lower than the national average but there has been a slight decrease in the performance gap. It is still slightly higher than the national average [-79.3pt in comparison to -77.3pt nationally].

Literacy Indicator

The LA performance in the indicator is -0.5 pt below the national average of 38.0pt and below the expected performance by -1.6pt. The performance of both boys and girls is below the national average for 2019 [-0.2pt and -0.8pt respectively]. The gender gap has increased in 2019 (by 0.3) and is wider than the national average. The performance of eFSM and non-FSM pupils and the performance gap is smaller than the national average (-8.4 v -8.9).

Numeracy Indicator

The LA performance in the indicator is 0.5pt above the national average of 37.2pt and very slightly below the expected performance by -0.2pt. The performance of both boys and girls is above the national average for 2019 [0.6pt and 0.5pt respectively]. The gender gap has increased slightly in 2019 to -1.2pt but is lower than the national average of -1.4pt. The performance of eFSM is higher than the national average of 29.4pt by

	<p>+1.7pt and the gap in performance between eFSM and non-FSM pupils is lower than the national average [-8.8pt in comparison to -10.2pt nationally].</p> <p>Science Indicator The LA performance in the indicator is higher than the national average of 36.8pt (by 0.9pt), lower than with modelled outcomes (by -0.4pt), with the performance of both boys and girls both higher than their national counterparts. The gender gap is also less than the national average of -2.7pt. The performance of eFSM is +2.4pt higher than the national average of 28.2pt and the gap in performance between eFSM and non-FSM pupils is also better than the national average [-10.7pt in comparison to -11.6pt nationally].</p> <p>Welsh Baccalaureate Skills Challenge Certificate Indicator The LA performance in the indicator is -3.3pt below the national average of 36.4pt and below the expected performance by -4.3pt. The performances of girls and boys are both lower than their Welsh counterparts. The gender gap has increased in 2019 to -6.65pt and is higher than the national average of -6.0pt. The performance of eFSM is lower than the national average of 29.5pt by 4.9pts and the gap in performance between eFSM and non-FSM pupils is also higher than the national average [-11.1pt in comparison to -9.6pt nationally].</p>
1.08	<p>Key Stage 5</p> <p>The total number of entries at A-level in Flintshire schools in 2019 was 1,164. Outcomes increased at grades A*, A*/A, and A*-B. At A*/A outcomes improved significantly by 4.7% to 25.9%, now only 1.1% below national average. The gap between Flintshire and Wales averages has closed at these grade boundaries. At A*-C outcomes fell 0.5% to 76.2% from 2018 and at A*-E from 99% to 98.5%. Performance at A*-E remains higher than national averages.</p> <p>The % of pupils achieving three A*/A grades rose from 11.6% to 15.2%, now above the national average of 13.2%; at three A*-C grades there was a drop from 56.3% to 54.8%, below national average of 58.4%.</p> <p>While 'raw' performance continues to be below Wales averages at A*-C grades, value-added data suggests that student progress from GCSE to A level is strong.</p> <p>ALPS value added data (unverified) based on information submitted by schools suggests progress of students post-16 is strong. This is reinforced in the Welsh Government value-added report for 2019 which reports the average points score for Flintshire A level entries is 'significantly higher' than expected.</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	IMPACT ASSESSMENT AND RISK MANAGEMENT
3.01	'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 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.
3.02	Anti-poverty Impact – Flintshire County Council 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.
3.03	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.

4.00	CONSULTATIONS REQUIRED / CARRIED OUT
4.01	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.

5.00	APPENDICES
5.01	Appendix 1 - GwE report on Key Stage 4 and Key Stage 5 Outcomes 2019
5.02	Appendix 2 - Achievement v Modelled Outcomes 2018 -2019

6.00	LIST OF ACCESSIBLE BACKGROUND DOCUMENTS
6.01	None.

7.00	CONTACT OFFICER DETAILS
7.01	Contact Officer: Vicky Barlow (Senior Manager- School Improvement) Telephone: 01352 704019 E-mail: vicky.barlow@flintshire.gov.uk

8.00	GLOSSARY OF TERMS
8.01	<p>GwE – Regional School Effectiveness & Improvement Service for North Wales</p> <p>Level 3 – A volume of qualifications at Level 3 equivalent to the volume of 2 A Levels at grade A*- E</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>