RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

MUNICIPAL YEAR 2014-2015

EDUCATION & LIFELONG LEARNING SCRUTINY COMMITTEE 13th October 2014 REPORT OF: DIRECTOR OF EDUCATION AND LIFELONG LEARNING	Agenda Item No. 4
	Detailed end of Key Stage performance Foundation Phase to Key Stage Three including progress and school categorisation

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1. PURPOSE OF THE REPORT

The purpose of this report is to provide Members with a more detailed analysis of end of key stage data for 2014, to consider the progress made by these cohorts from key stage one to two and from key stage two to three and to briefly consider the changing overview of school categorisation in the local authority.

2. RECOMMENDATIONS

It is recommended that Members:

2.1 Note the content of the report.

2.2 Scrutinise and comment on the information provided.

2.3 Consider whether they wish to scrutinise in greater depth any matters contained in the report.

3. BACKGROUND

3.1 The main aim of the work of the Education and Lifelong Learning Directorate is to raise standards of achievement and attainment for all learners. The legislative basis for this responsibility is the 1998 Standards and Framework Act that requires LAs and schools to have raising standards as their overriding aim.

3.2 Each year schools publish performance data for learners at the end of year 2, year 6 and year 9 based on teacher assessment against National Curriculum outcomes (year 2) and levels (years 6 and 9)

4. END OF STAGE PERFORMANCE 2014

4.1 The pie charts at appendix one give a pictorial breakdown of each area assessed at each key stage.

4.2 The numbers in each cohort were as follows –
FP – LCE = 2151; FP – LCW = 533
FP - MDT, PSD, FPI = 2684
KS2 - ENG, MAT, SCI, CSI = 2668
KS2 – CYM = 483
KS3 - ENG, MAT, SCI, CSI = 2644
KS3 – CYM = 501

4.3 At all key stages the following should be noted. D = disapplied – these are the learners for whom it is inappropriate to make judgements on performance using National levels due to specific educational needs – these learners may had statements of educational need or be new to English. N = no level awarded.

4.4 At Foundation Phase the following should be noted. W = working towards – these are learners who are working within Foundation Phase outcomes but as yet have not achieved outcome 1, the lowest level. A = above outcome 6

4.4 At Key Stages 2 and 3 the following should be noted. C = National Curriculum Outcome 1; B = National Curriculum Outcome 2; A = National Curriculum Outcome 3. E = Exceptional attainment (above any levels)

4.5 The expected outcome for learners at Foundation Phase is Outcome 5; at Key Stage 2 the expected level is Level 4 and at Key Stage 3 the expected level is Level 5

4.6 The progress tables at appendix two indicate the levels of progress learners in Keys Stages 2 and 5 have made from the previous end of stage assessment.

5. SCHOOL CATEGORISATION

5.1 Members will be aware that the Consortium categorises schools based on performance and capacity for improvement.

5.2 The chart at appendix three shows the spread of schools in each category for the 2013 and 2014.

5.3   The level of support a school receives from the Consortium is related to its category.

5.4   All schools in categories C and D receive support from the Literacy and Numeracy teams within the Consortium. This support is specific to the needs of the schools and is brokered in conjunction with the challenge adviser, head teacher and strategic adviser for that area. Support is also available from the Foundation Phase team and all schools receive support from the Welsh in Education team.

5.5   From this academic year all schools including primary schools will be given a 'standards' grading from Welsh Government. This grading, together with a judgement of capacity to improve will be considered by the Headteacher, governing body and challenge adviser together with lead to an overall category of support for the school using the matrix at appendix four. Schools will now be categorised by colour – green being the most successful schools, followed by yellow; amber and red schools are the equivalent of C and D schools and receive the support outlined in 5.4. Members may wish to receive a more detailed report on this process at another meeting including information on how the Central South Challenge is providing extra support for schools across the region.

6.   **CONCLUSION**

6.1   This report shows there are still a high number of learners making only one level of progress from Key Stage 2 although over 56% make two levels progress from level 5 mathematics at Key Stage 2 and nearly 50% make two levels progress from level 5 science at Key Stage 2. The impact of the RCT secondary strategy which aspires to two levels progress is beginning to show.

6.2   It is pleasing to note the number of schools in categories B (yellow) and A(green)have increased, these schools require less support from the Consortium and are beginning to become self-improving. It is also pleasing to note that the number of D(red) category schools has decreased this year.
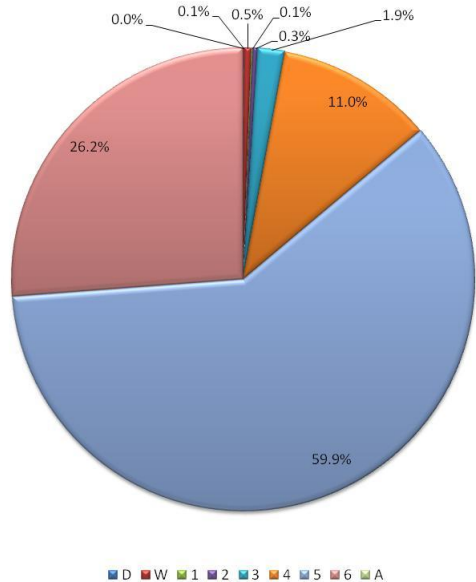
Rhondda Cynon Taf - Foundation Phase - LCE
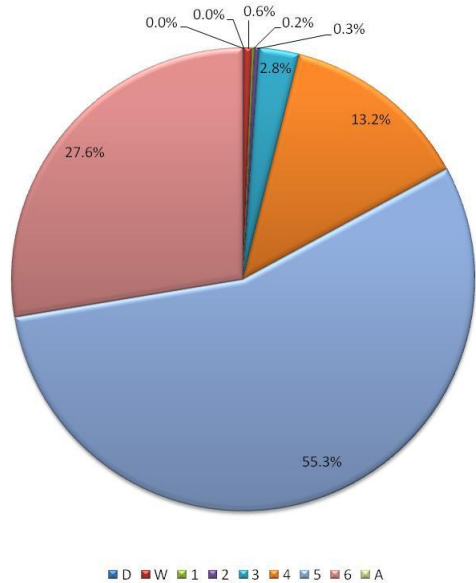
		LCE
	D	0.0%
	W	0.6%
	1	0.2%
	2	0.3%
	3	2.8%
	4	13.2%
	5	55.3%
	6	27.6%
	A	0.0%

Rhondda Cynon Taf - Foundation Phase - LCW
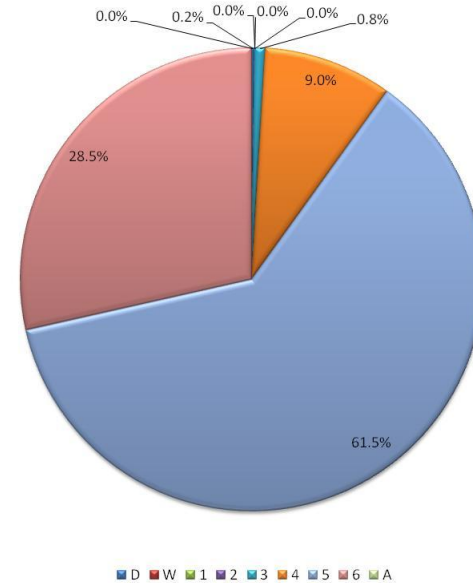
		LCW
	D	0.2%
	W	0.0%
	1	0.0%
	2	0.0%
	3	0.8%
	4	9.0%
	5	61.5%
	6	28.5%
	A	0.0%

Rhondda Cynon Taf - Foundation Phase - MDT

		MDT
	D	0.1%
	W	0.5%
	1	0.1%
	2	0.3%
	3	1.9%
	4	11.0%
	5	59.9%
	6	26.2%
	A	0.0%

Rhondda Cynon Taf - Foundation Phase - PSD
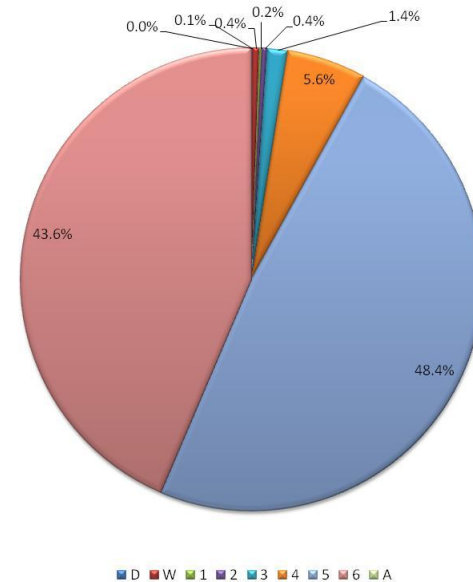
		PSD
	D	0.1%
	W	0.4%
	1	0.2%
	2	0.4%
	3	1.4%
	4	5.6%
	5	48.4%
	6	43.6%
	A	0.0%

Rhondda Cynon Taf - Key Stage 2 - English
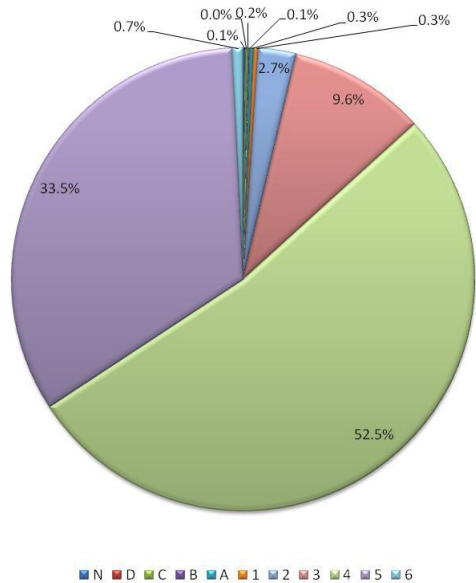
	English
N	0.1%
D	0.0%
C	0.2%
B	0.1%
A	0.3%
1	0.3%
2	2.7%
3	9.6%
4	52.5%
5	33.5%
6	0.7%

Rhondda Cynon Taf - Key Stage 2 - English Oracy
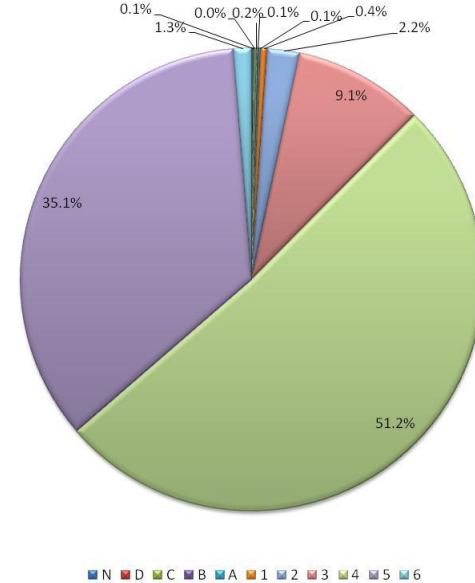
	Eng Oracy
N	0.1%
D	0.0%
C	0.2%
B	0.1%
A	0.1%
1	0.4%
2	2.2%
3	9.1%
4	51.2%
5	35.1%
6	1.3%

Rhondda Cynon Taf - Key Stage 2 - English Reading
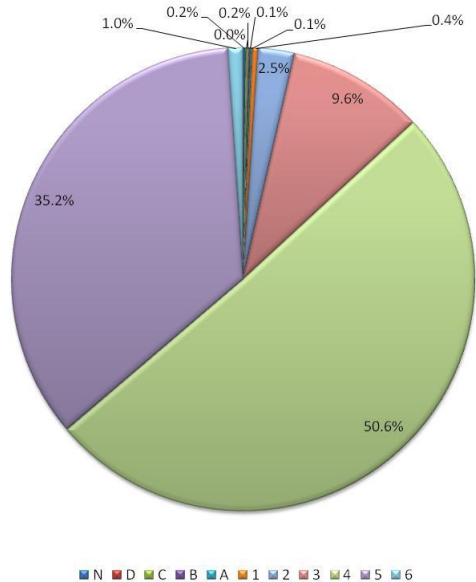
	Eng Reading
N	0.2%
D	0.0%
C	0.2%
B	0.1%
A	0.1%
1	0.4%
2	2.5%
3	9.6%
4	50.6%
5	35.2%
6	1.0%

Rhondda Cynon Taf - Key Stage 2 - English Writing
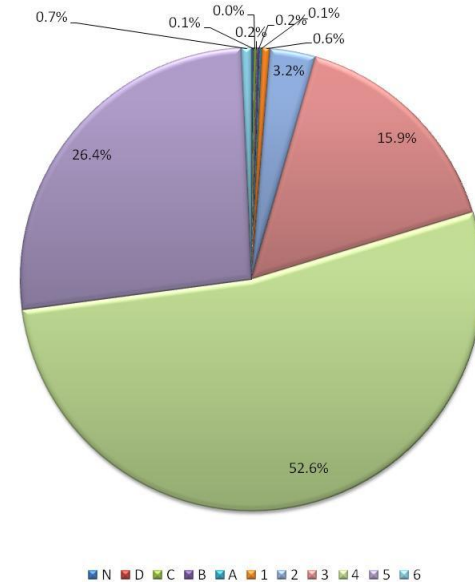
	Eng Writing
N	0.1%
D	0.0%
C	0.2%
B	0.2%
A	0.1%
1	0.6%
2	3.2%
3	15.9%
4	52.6%
5	26.4%
6	0.7%

Rhondda Cynon Taf - Key Stage 2 - Cymraeg
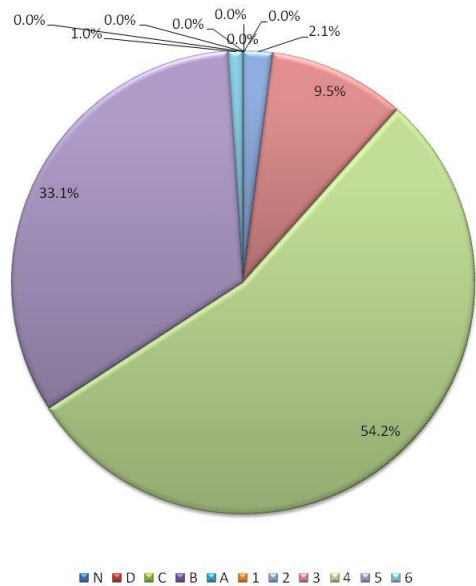
		Cymraeg
	N	0.0%
	D	0.0%
	C	0.0%
	B	0.0%
	A	0.0%
	1	0.0%
	2	2.1%
	3	9.5%
	4	54.2%
	5	33.1%
	6	1.0%

N D C B A 1 2 3 4 5 6

Rhondda Cynon Taf - Key Stage 2 - Cymraeg Oracy
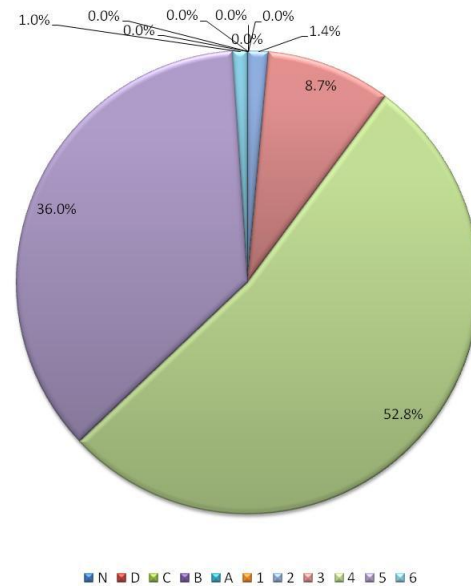
		Cym Oracy
	N	0.0%
	D	0.0%
	C	0.0%
	B	0.0%
	A	0.0%
	1	0.0%
	2	1.4%
	3	8.7%
	4	52.8%
	5	36.0%
	6	1.0%

N D C B A 1 2 3 4 5 6

Rhondda Cynon Taf - Key Stage 2 - Cymraeg Reading
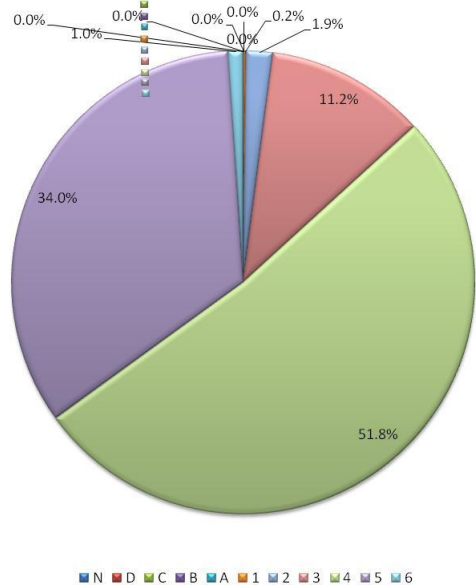
		Cym Reading
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	D	0.0%
	C	0.0%
	B	0.0%
	A	0.0%
	1	0.2%
	2	1.9%
	3	11.2%
	4	51.8%
	5	34.0%
	6	1.0%

N D C B A 1 2 3 4 5 6

Rhondda Cynon Taf - Key Stage 2 - Cymraeg Writing
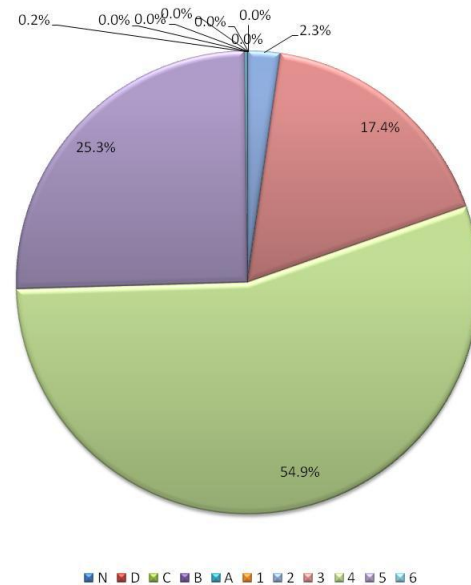
		Cym Writing
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	D	0.0%
	C	0.0%
	B	0.0%
	A	0.0%
	1	0.0%
	2	2.3%
	3	17.4%
	4	54.9%
	5	25.3%
	6	0.2%

N D C B A 1 2 3 4 5 6

Rhondda Cynon Taf - Key Stage 2 - Mathematics
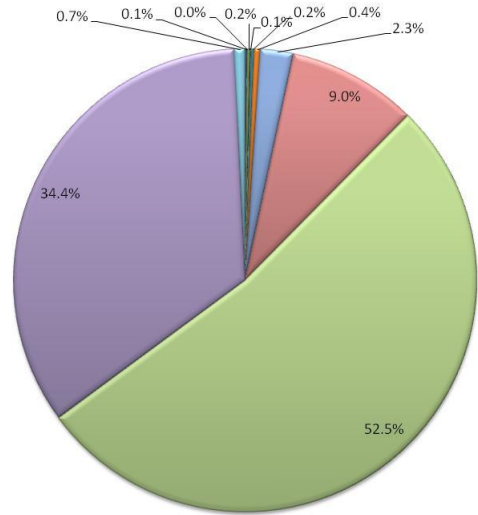
	Mathematics
N	0.1%
D	0.0%
C	0.2%
B	0.1%
A	0.2%
1	0.4%
2	2.3%
3	9.0%
4	52.5%
5	34.4%
6	0.7%

Legend: N D C B A 1 2 3 4 5 6

Rhondda Cynon Taf - Key Stage 2 - Science
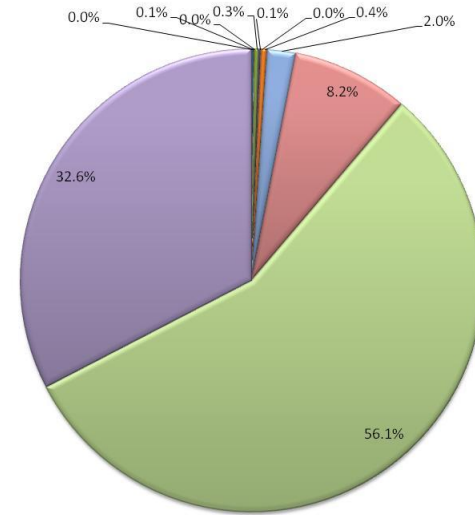
	Science
N	0.1%
D	0.0%
C	0.3%
B	0.1%
A	0.0%
1	0.4%
2	2.0%
3	8.2%
4	56.1%
5	32.6%
6	0.0%

Legend: N D C B A 1 2 3 4 5 6

Rhondda Cynon Taf - Key Stage 3 - English
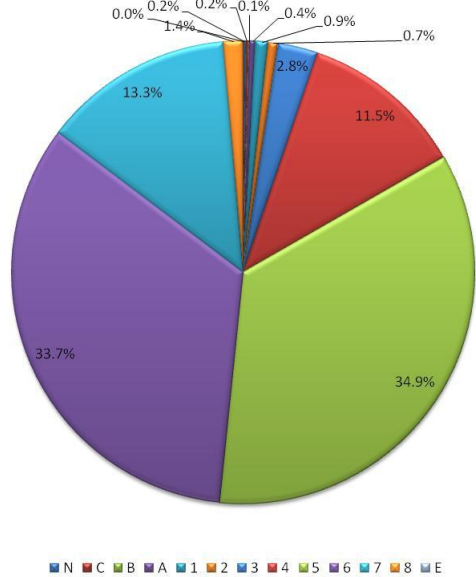
	English
N	0.2%
C	0.2%
B	0.1%
A	0.4%
1	0.9%
2	0.7%
3	2.8%
4	11.5%
5	34.9%
6	33.7%
7	13.3%
8	1.4%
E	0.0%

N C B A 1 2 3 4 5 6 7 8 E

Rhondda Cynon Taf - Key Stage 3 - English Oracy
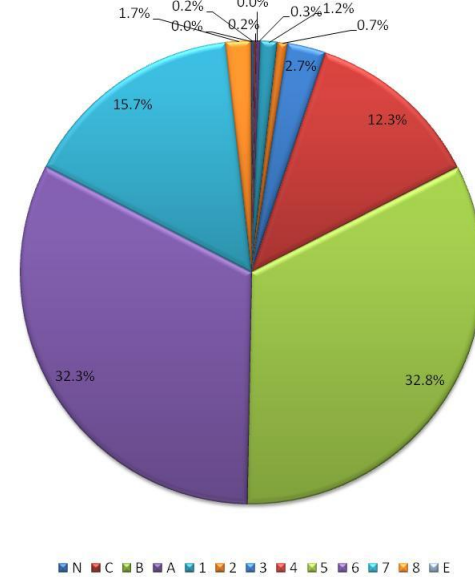
	Eng Oracy
N	0.2%
C	0.2%
B	0.0%
A	0.3%
1	1.2%
2	0.7%
3	2.7%
4	12.3%
5	32.8%
6	32.3%
7	15.7%
8	1.7%
E	0.0%

N C B A 1 2 3 4 5 6 7 8 E

Rhondda Cynon Taf - Key Stage 3 - English Reading
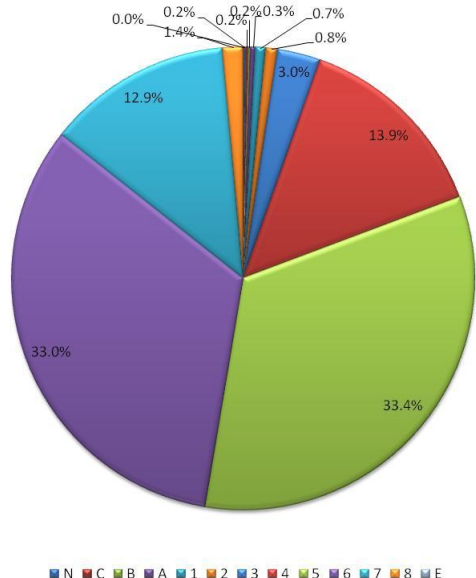
	Eng Reading
N	0.2%
C	0.2%
B	0.2%
A	0.3%
1	0.7%
2	0.8%
3	3.0%
4	13.9%
5	33.4%
6	33.0%
7	12.9%
8	1.4%
E	0.0%

N C B A 1 2 3 4 5 6 7 8 E

Rhondda Cynon Taf - Key Stage 3 - English Writing
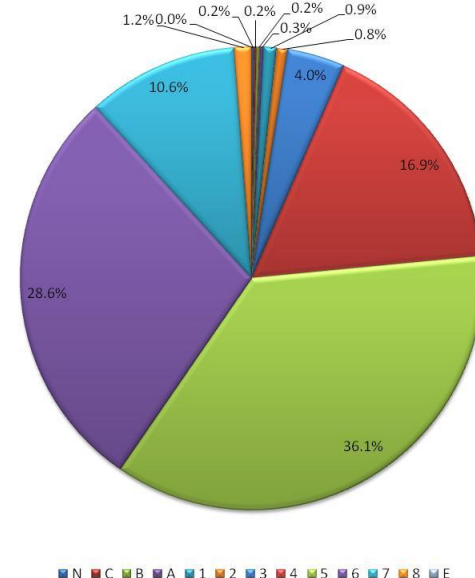
	Eng Writing
N	0.2%
C	0.2%
B	0.2%
A	0.3%
1	0.9%
2	0.8%
3	4.0%
4	16.9%
5	36.1%
6	28.6%
7	10.6%
8	1.2%
E	0.0%

N C B A 1 2 3 4 5 6 7 8 E

Rhondda Cynon Taf - Key Stage 3 - Cymraeg
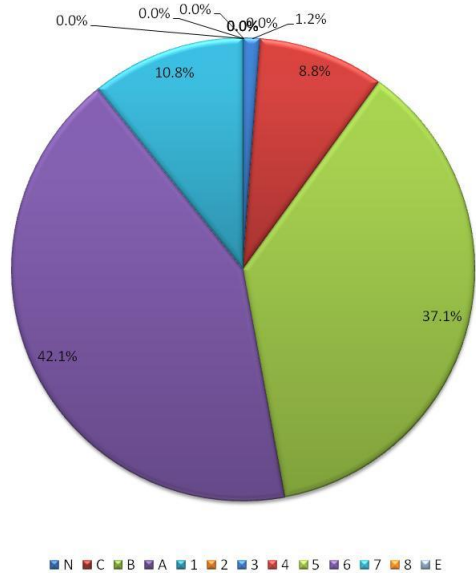
	Cymraeg
N	0.0%
C	0.0%
B	0.0%
A	0.0%
1	0.0%
2	0.0%
3	1.2%
4	8.8%
5	37.1%
6	42.1%
7	10.8%
8	0.0%
E	0.0%

0.0% 0.0% 0.0% 0.0% 0.0% 1.2%
10.8% 8.8%
37.1%
42.1%

N C B A 1 2 3 4 5 6 7 8 E

Rhondda Cynon Taf - Key Stage 3 - Cymraeg Oracy
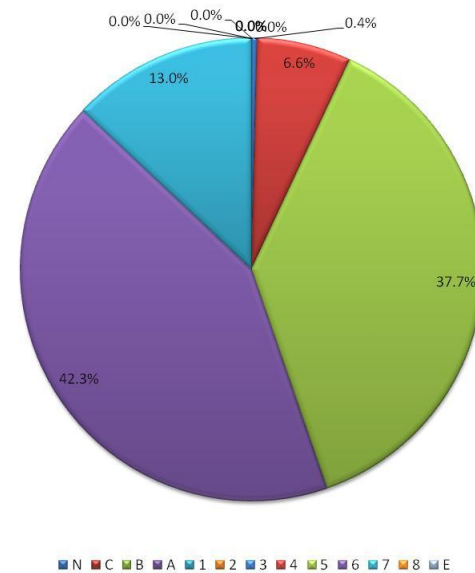
	Cym Oracy
N	0.0%
C	0.0%
B	0.0%
A	0.0%
1	0.0%
2	0.0%
3	0.4%
4	6.6%
5	37.7%
6	42.3%
7	13.0%
8	0.0%
E	0.0%

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13.0% 6.6%
37.7%
42.3%

N C B A 1 2 3 4 5 6 7 8 E

Rhondda Cynon Taf - Key Stage 3 - Cymraeg Reading
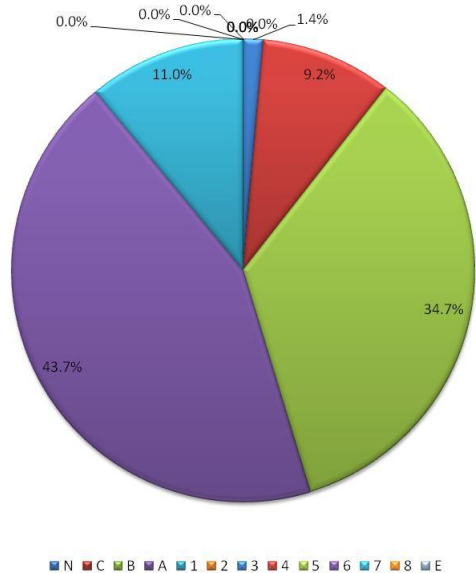
	Cym Reading
N	0.0%
C	0.0%
B	0.0%
A	0.0%
1	0.0%
2	0.0%
3	1.4%
4	9.2%
5	34.7%
6	43.7%
7	11.0%
8	0.0%
E	0.0%

0.0% 0.0% 0.0% 0.0%0.0% 1.4%
11.0% 9.2%
34.7%
43.7%

N C B A 1 2 3 4 5 6 7 8 E

Rhondda Cynon Taf - Key Stage 3 - Cymraeg Writing
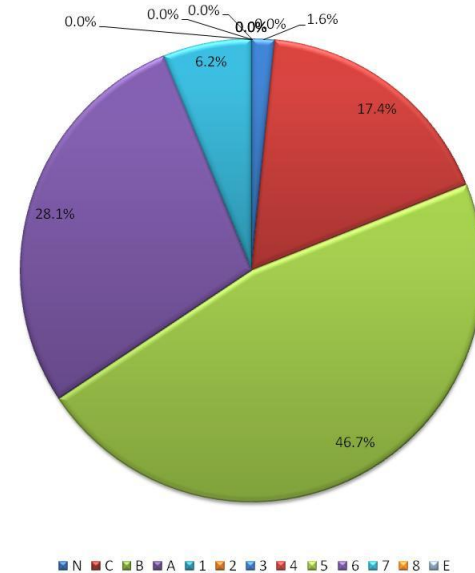
	Cym Writing
N	0.0%
C	0.0%
B	0.0%
A	0.0%
1	0.0%
2	0.0%
3	1.6%
4	17.4%
5	46.7%
6	28.1%
7	6.2%
8	0.0%
E	0.0%

0.0% 0.0% 0.0% 0.0%0.0% 1.6%
6.2% 17.4%
28.1%
46.7%

N C B A 1 2 3 4 5 6 7 8 E

Rhondda Cynon Taf - Key Stage 3 - Mathematics
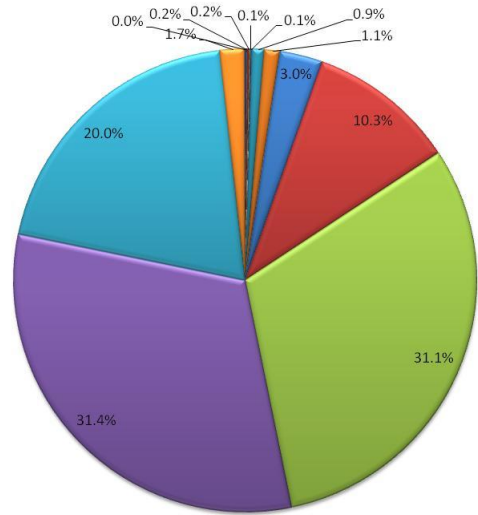
	Mathematics
N	0.2%
C	0.2%
B	0.1%
A	0.1%
1	0.9%
2	1.1%
3	3.0%
4	10.3%
5	31.1%
6	31.4%
7	20.0%
8	1.7%
E	0.0%

Rhondda Cynon Taf - Key Stage 3 - Science
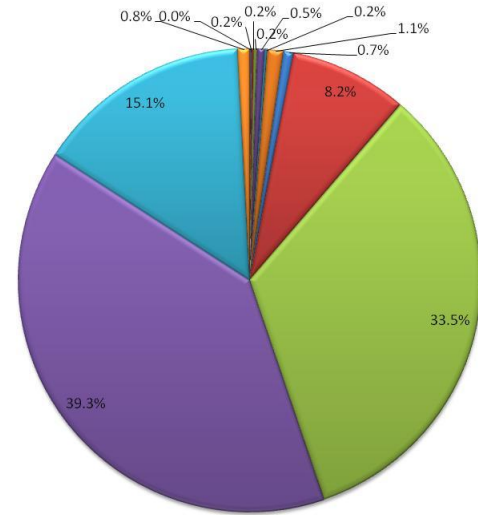
	Science
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C	0.2%
B	0.2%
A	0.5%
1	0.2%
2	1.1%
3	0.7%
4	8.2%
5	33.5%
6	39.3%
7	15.1%
8	0.8%
E	0.0%

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Progress Between KS2 and KS3

Appendix 2

Rhondda Cynon Taf

English

	Level	KS3 N	KS3 B	KS3 A	KS3 1	KS3 2	KS3 3	KS3 4	KS3 5	KS3 6	KS3 7	KS3 8	KS3 E	KS3 Number of pupils	At least one level of progress	At least two levels of progress
KS2	1	-	-	20.0	26.7	26.7	26.7	-	-	-	-	-	-	15	53.3	26.7
KS2	2	-	-	1.2	13.1	7.1	35.7	33.3	8.3	1.2	-	-	-	84	78.6	42.9
KS2	3	0.3	-	-	0.3	1.6	8.3	44.8	39.4	5.4	-	-	-	386	89.6	44.8
KS2	4	-	-	-	-	0.1	0.1	6.3	50.8	38.2	4.5	-	-	1355	93.5	42.7
KS2	5	0.2	-	-	-	-	-	-	6.4	47.0	41.8	4.7	-	656	93.4	46.5
KS2	6	-	-	-	-	-	-	-	-	12.5	37.5	50.0	-	8	87.5	50.0

Cymraeg

	Level	KS3 N	KS3 B	KS3 A	KS3 1	KS3 2	KS3 3	KS3 4	KS3 5	KS3 6	KS3 7	KS3 8	KS3 E	KS3 Number of pupils	At least one level of progress	At least two levels of progress
KS2	1	-	-	-	-	-	-	100.0	-	-	-	-	-	1	100.0	100.0
KS2	2	-	-	-	-	-	27.3	63.6	9.1	-	-	-	-	11	100.0	72.7
KS2	3	-	-	-	-	-	4.6	36.9	55.4	3.1	-	-	-	65	95.4	58.5
KS2	4	-	-	-	-	-	-	4.2	48.8	45.3	1.7	-	-	289	95.8	47.1
KS2	5	-	-	-	-	-	-	-	4.0	57.9	38.1	-	-	126	96.0	38.1
KS2	6	-	-	-	-	-	-	-	-	-	-	-	-	0	0.0	0.0

Mathematics

	Level	KS3 N	KS3 B	KS3 A	KS3 1	KS3 2	KS3 3	KS3 4	KS3 5	KS3 6	KS3 7	KS3 8	KS3 E	KS3 Number of pupils	At least one level of progress	At least two levels of progress
KS2	1	-	-	-	70.0	10.0	20.0	-	-	-	-	-	-	10	30.0	20.0
KS2	2	-	-	-	4.9	23.0	45.9	23.0	3.3	-	-	-	-	61	72.1	26.2
KS2	3	0.3	-	-	0.6	2.7	12.4	47.1	34.4	2.1	0.3	-	-	331	84.0	36.9
KS2	4	-	-	-	-	0.1	0.3	6.6	47.8	37.2	7.8	0.2	-	1332	93.0	45.2
KS2	5	0.1	-	-	-	-	-	-	5.9	37.2	51.5	5.2	0.1	751	94.0	56.9
KS2	6	-	-	-	-	-	-	-	-	15	70	15	-	20	85.0	15.0

Science

	Level	KS3 N	KS3 B	KS3 A	KS3 1	KS3 2	KS3 3	KS3 4	KS3 5	KS3 6	KS3 7	KS3 8	KS3 E	KS3 Number of pupils	At least one level of progress	At least two levels of progress
KS2	1	-	11.1	33.3	-	22.2	-	22.2	11.1	-	-	-	-	9	55.6	33.3
KS2	2	-	-	4.9	4.9	19.7	9.8	44.3	16.4	-	-	-	-	61	70.5	60.7
KS2	3	0.3	-	-	-	2.0	3.2	35.1	55.0	4.4	-	-	-	342	94.4	59.4
KS2	4	-	-	-	0.1	0.1	0.1	3.7	42.8	47.1	6.1	-	-	1452	95.9	53.2
KS2	5	0.2	-	-	-	-	-	0.2	4.5	45.8	45.8	3.5	-	626	95.2	49.4
KS2	6	-	-	-	-	-	-	-	-	30.8	69.2	-	-	13	69.2	0.0

Progress Between KS1 and KS2

Rhondda Cynon Taf

English

	Level	KS2 D	KS2 N	KS2 C	KS2 B	KS2 A	KS2 1	KS2 2	KS2 3	KS2 4	KS2 5	KS2 6	KS2 Number of pupils	At least two levels of progress	At least three levels of progress
KS1	1	-	-	-	-	0.3	-	9.3	35.2	53.8	1.4	-	290	90.3	55.2
KS1	2	-	0.2	-	-	0.0	-	0.1	4.0	67.7	28.0	0.1	1222	95.7	28.1
KS1	3	-	-	-	-	0.0	-	-	-	13.0	83.9	3.1	384	87.0	3.1
KS1	4	-	-	-	-	-	-	-	-	-	-	-	0	-	-

Cymraeg

	Level	KS2 D	KS2 N	KS2 C	KS2 B	KS2 A	KS2 1	KS2 2	KS2 3	KS2 4	KS2 5	KS2 6	KS2 Number of pupils	At least two levels of progress	At least three levels of progress
KS1	1	-	-	-	-	-	-	16.7	30.0	53.3	-	-	30	83.3	53.3
KS1	2	-	-	-	-	-	-	0.3	9.2	69.2	20.2	1.0	292	90.4	21.2
KS1	3	-	-	-	-	-	-	-	-	24.0	74.4	1.6	129	76.0	1.6
KS1	4	-	-	-	-	-	-	-	-	-	100.0	-	1	-	-

Mathematics

	Level	KS2 D	KS2 N	KS2 C	KS2 B	KS2 A	KS2 1	KS2 2	KS2 3	KS2 4	KS2 5	KS2 6	KS2 Number of pupils	At least two levels of progress	At least three levels of progress
KS1	1	-	-	-	-	0.3	0.7	10.8	41.1	45.5	1.7	-	297	88.2	47.1
KS1	2	-	0.1	-	-	-	-	0.2	4.9	68.8	25.5	0.4	1598	94.8	26.0
KS1	3	-	-	-	-	-	-	-	-	14.0	83.5	2.5	527	86.0	2.5
KS1	4	-	-	-	-	-	-	-	-	-	-	-	0	-	-

Science

	Level	KS2 D	KS2 N	KS2 C	KS2 B	KS2 A	KS2 1	KS2 2	KS2 3	KS2 4	KS2 5	KS2 6	KS2 Number of pupils	At least two levels of progress	At least three levels of progress
KS1	1	-	0.0	-	0.4	-	0.4	8.3	39.0	51.3	0.4	-	228	90.8	51.8
KS1	2	-	0.1	-	0.0	-	-	0.6	5.4	69.4	24.6	-	1677	93.9	24.6
KS1	3	-	0.0	-	0.0	-	-	-	0.8	22.4	76.8	-	522	76.8	0.0
KS1	4	-	-	-	-	-	-	-	-	-	-	-	0	-	-

Rhondda Cynon Taf - Categorisation

Appendix 3

Legend: New Category 2013, New Category 2014, Current Category Aug 2014, Proposed Category Sept 2014
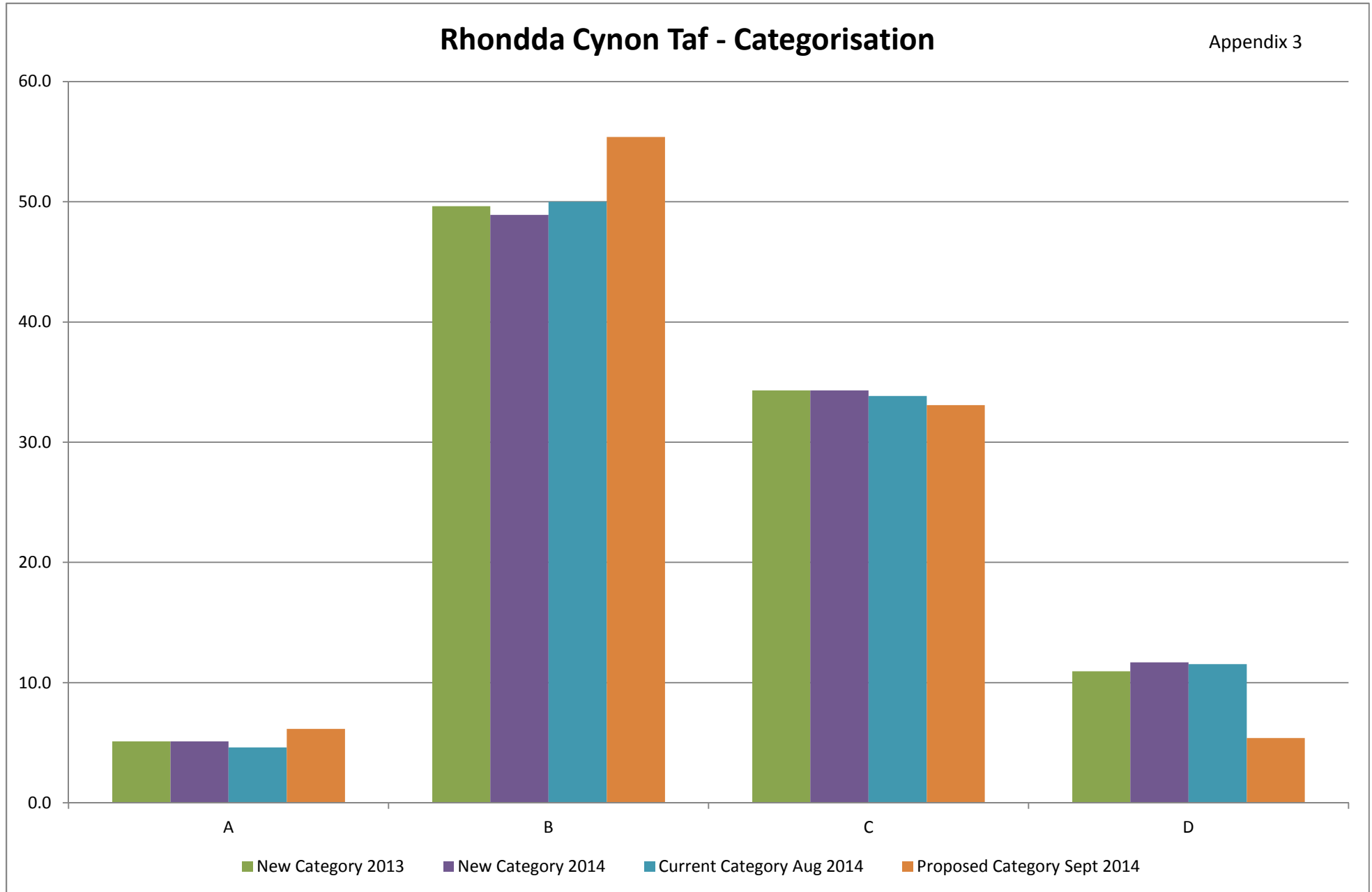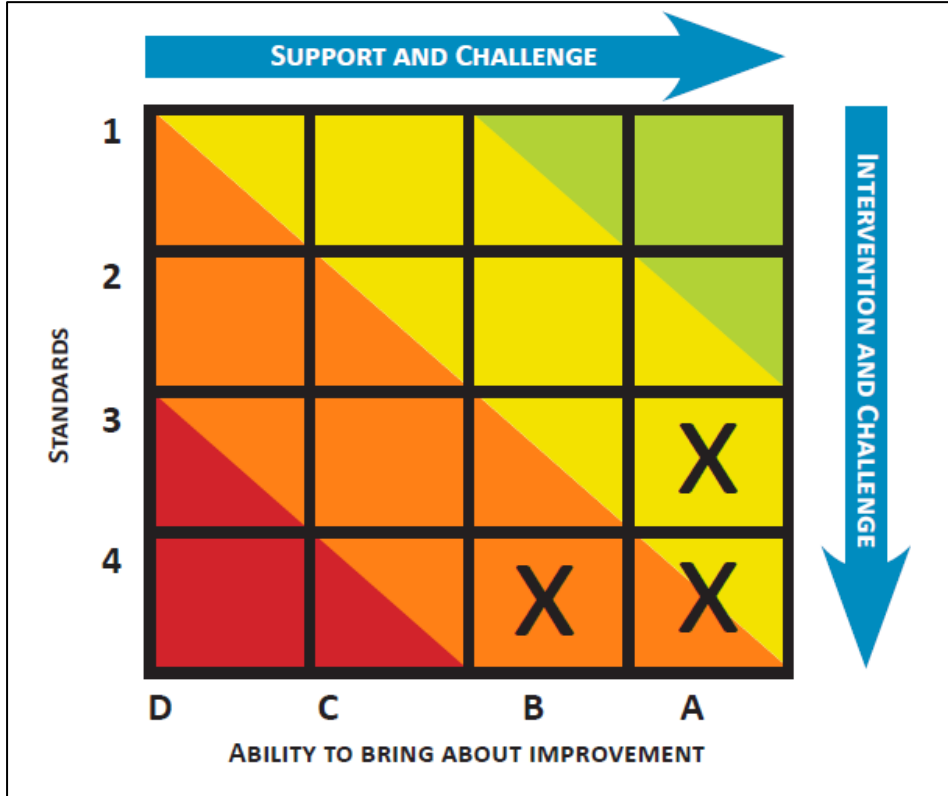
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Appendix Four

National Matrix for Challenge and Support

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