

Central South Consortium

Initial View Of Performance In 2013-2014

Joint Committee

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Initial View Of Performance In 2013-2014

Foundation Phase

- Overall there are improvements in each local authority and for the consortium as a whole.
- The improvements were more substantial at outcome 6 than at outcome 5+ and so it appears that schools are giving increasing attention to raising expectations for their more able pupils.
- The gap with performance at an all-Wales level has not changed much – performance against each indicator is 1% below the Welsh average- except LLC-W which is 1.6% above.
- Since 2012 the rate of improvement is similar to that for Wales – LLC-E (between 3% and 4%; Welsh (4%-5%); MTD (2%-3%)

Summary of improvement for CSC

Outcome 5+

- 2% against FPOI - in line with Wales
- Between 1% and 2% for LLC –E, MTD, PSD - similar to Wales
- 4.3% for LLC-W - (13.1% Wales)

Outcome 6

- Improvement between 2% and 6%
- Again similar to pattern at all-Wales level
- Overall performance against each indicator 1% to 3% below Welsh average – gap similar to that of previous year
- Only Vale consistently above Welsh average

Summary of improvement in each local authority:

Outcome 5+

- Improvement most prominently in Bridgend, Merthyr and Cardiff (around 3%)
- Performance above Welsh average only in the Vale (around 4%)
- Girls outperform boys by between 5% and 8% - gap similar to Wales
- Exception is the Vale where boys perform in line with girls

Outcome 6

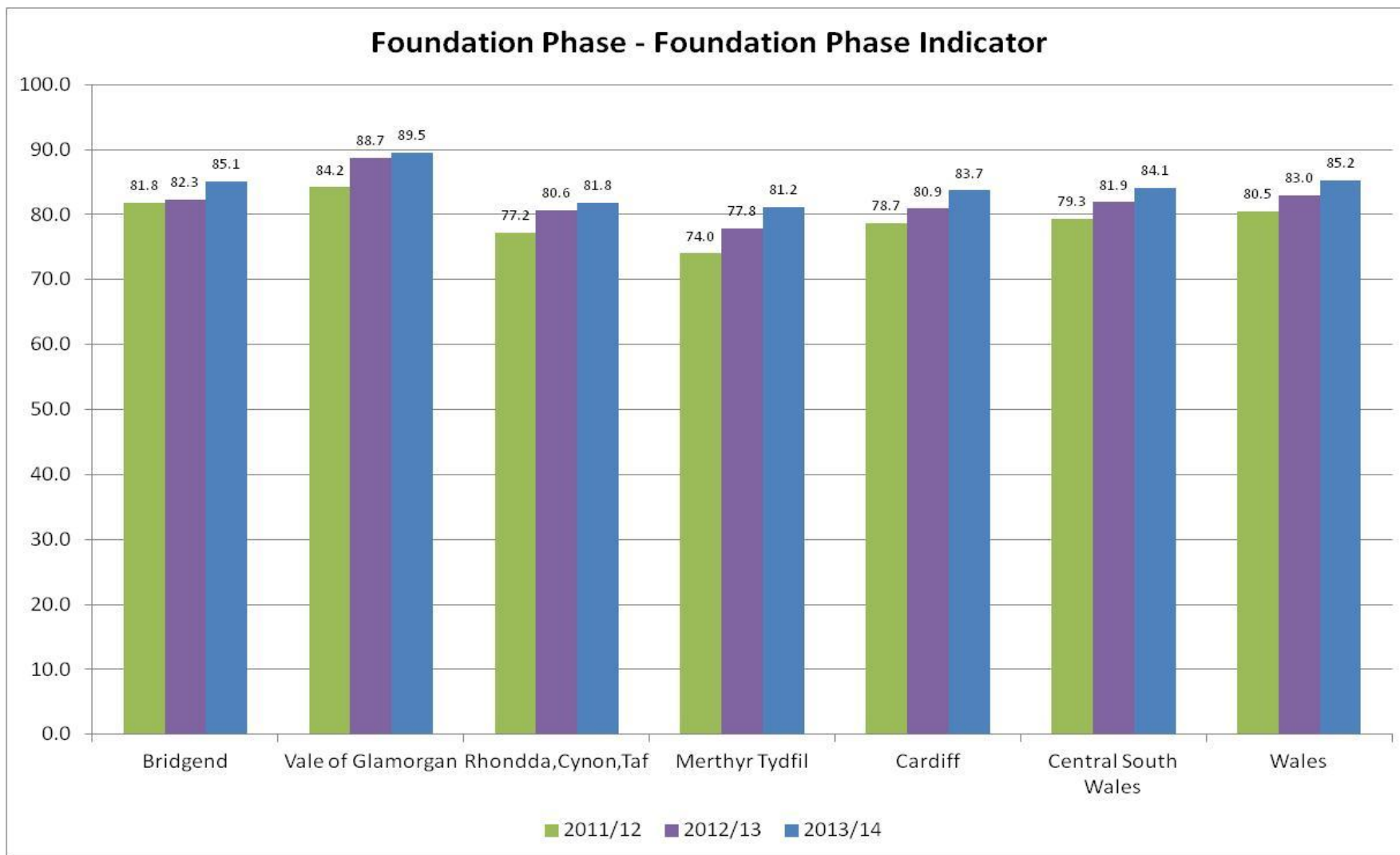
- Improvement greatest in PSD (over 6%)
- Between 1.5% and over 3% in LLC-E
- Between just under 1% and 4% in MTD
- Significant improvement in Welsh in most authorities

Gender

- Girls outperform boys by between 5% and 8% at outcome 5+- gap similar to Wales
- Exception is the Vale where boys perform in line with girls
- Fewer boys than girls reach outcome 6 in CSC and each local authority – gap over 10% in LLC-E, LLC-W, PSD
- Exception is mathematical development – boys 2% ahead

e-FSM v non e-FSM

- Since 2012 the gap has narrowed from around 20% to 17% against the FPOI- both groups have improved (e-FSM 7%; non e-FSM 4.2%)



Key stage 2

- There are improvements in each local authority and for the consortium as a whole.
- The improvements were more substantial at level 5 than at level 4+ suggesting that schools are seeking to stretch the attainment of more able pupils.
- Overall performance at level 4+ has narrowed the gap with Wales which is now within 0.5% of Welsh averages - except in Welsh (2.5% above).
- At level 5 performance is similar to Wales in maths, ahead of Wales in Welsh (3.2%), just below in English (0.7%) and science (1%).
- Since 2012 the rate of improvement for the CSI is around 1.5% ahead of that for Wales (4.9%/3.5%)

Summary of improvement in CSC:

Level 4+

- 2.5% against CSI – 0.7% better than Wales
- 1.6% (English), 1.8% (maths), 1.3% (science) – all about 0.5% above improvement for Wales; 2.5% for Welsh - (1.4% Wales)
- Results all between 88%-90% - Welsh highest, English lowest

Level 5

- Improvements greater than at level 4 by between 1% and 3%
- 2.7% (English), 5.8% (Welsh), 2.3% (maths), 3.2% (science)
- Percentage at level 5 in each subject similar (between 37% and 38%)

Summary of improvement in local authorities:

Level 4+

- The rates of improvement were similar across the five local authorities - between 1.7% and 3% against the CSI
- Vale above Wales, Bridgend in line, Cardiff close, RCT and Merthyr just under

Level 5

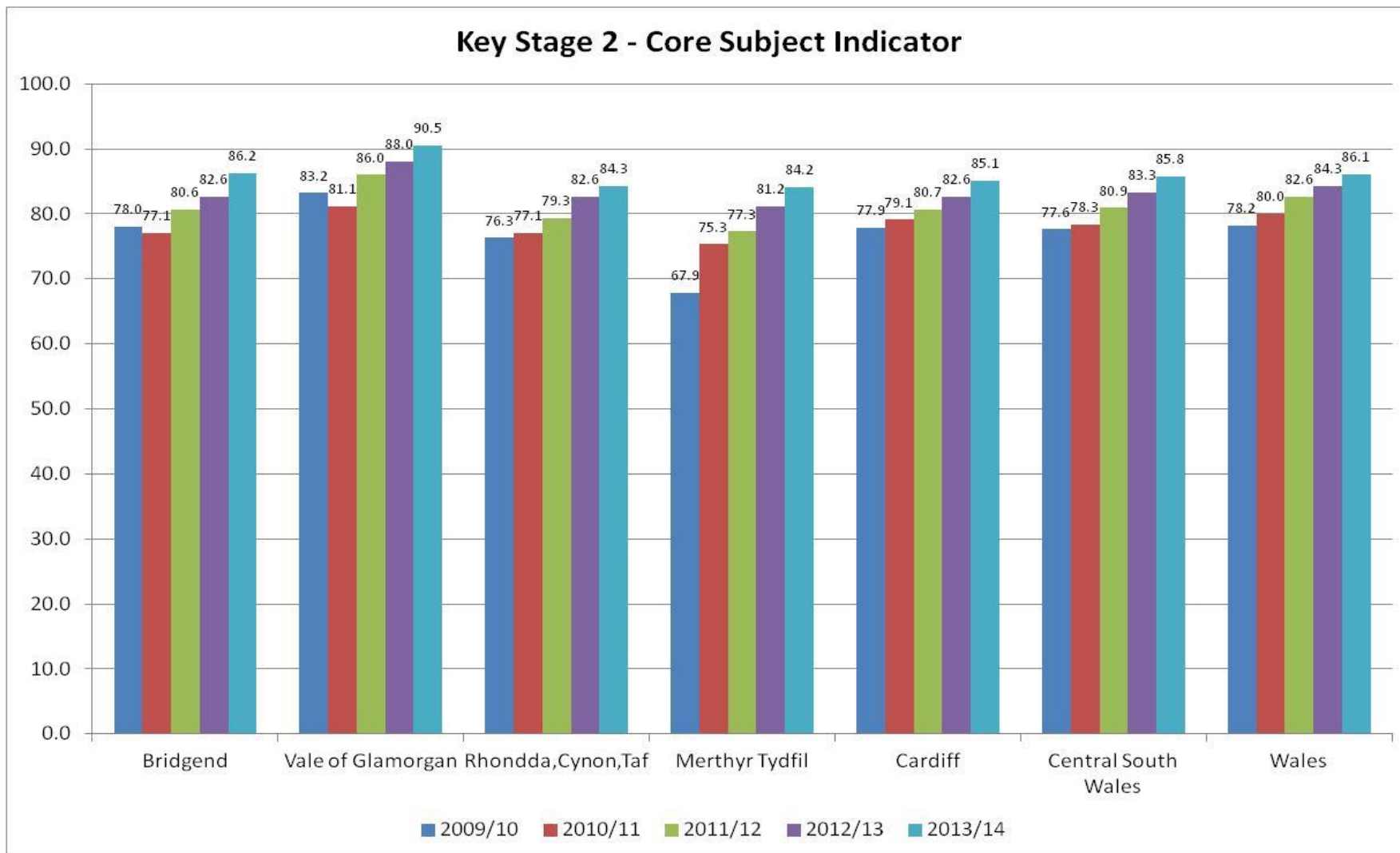
- Improvements were most prominent in Welsh except Bridgend (fell by 6.4%)
- The smallest improvement was in maths (between 1.4% and 3%)
- Above Wales average in Vale, close in Bridgend and Cardiff, below by between 4% and 6% in RCT and Merthyr

Gender

- At level 4 girls outperform boys across all indicators except maths
- Gap widest in English/Welsh (10%+); boys outperformed girls in maths (1.3%)
- At level 5 girls are ahead of boys across the board
- The gap is widest in English – 6% and narrowest in maths – 3%
- The gaps are similar to those for Wales

e-FSM v non e-FSM

- Since 2012 the gap has narrowed from just over 20% to 18% against the CSI – both groups have improved (e-FSM 6.8% non e-FSM 4.3%).
- This gap is similar to that for Wales (based on 2013 figures).
- For each local authority the gap is narrowest in Bridgend (15.7%) and Vale (14.8%), then Cardiff (17.6%) and Merthyr (17.5%) and is widest in RCT (20%).
- Rate by which gap has narrowed since 2012 is -Bridgend 6.9%; Vale 1.3%; RCT 0.3%; Merthyr 3.5%; Cardiff 3.4%.



Key stage 3

- There is a continuing upward trend – are we beginning to see this translating into better performance at KS4?
- The rate of improvement at level 5 is 7% -10% since 2012. For Wales the rate has been around 2% less and so this has narrowed the gap slightly with Wales – now within around 0.5% of Wales averages - except Welsh 1% above.
- At level 6 the rate is more than 10% - similar to Wales since 2012. Performance is better than for Wales by over 1% except in maths (below by 1%).

Summary of improvements in CSC

Level 5+

- 4.1% against the CSI – similar to Wales
- 3.1% (English), 2.9% (maths), 3.9% (science) – all between 0.1% and 0.5% above the rate of improvement for Wales; 3.9% for Welsh - (2.5% Wales)
- Results all between 85%-90% - Welsh highest, English lowest

Level 6

- Improvements around twice that at level 5 except maths
- 6.4% (English), 10.2% (Welsh), 3.1% (maths), 7.6% (science)
- Improvement similar to Wales in maths; ahead in English , Welsh, science
- 57.1% science; 55.6% maths; 54% Welsh; 49% English

Summary of improvements in local authorities:

Level 5+

- Improvements in all five except Welsh in the Vale
- Greatest percentage improvement in Merthyr; lowest in Vale (but big improvement there in the previous year)
- Vale and Cardiff are above national averages, Bridgend close, RCT below by around 2% and Merthyr by between 3% and 5%

Level 6

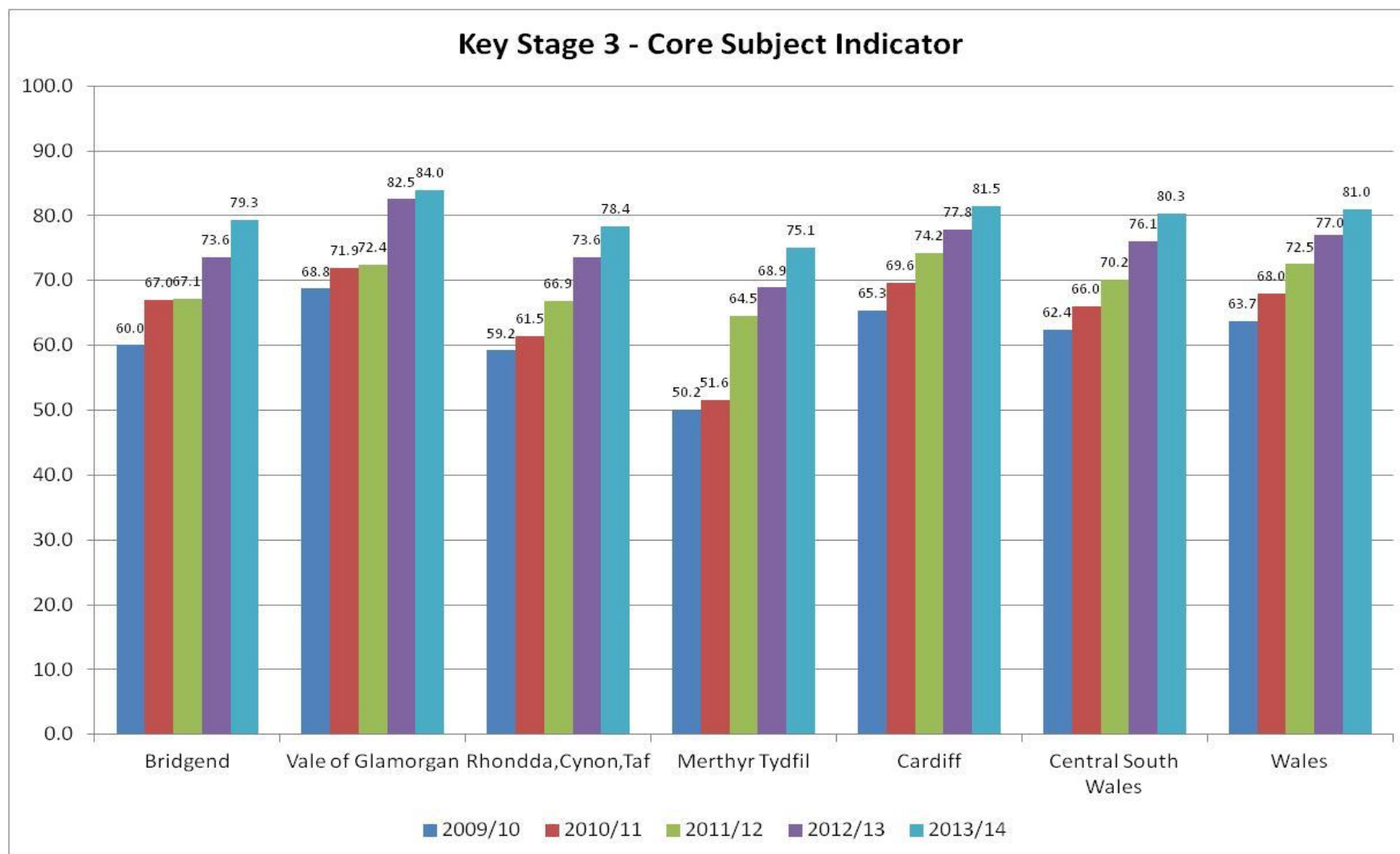
- Improvements in each local authority most prominently in RCT
- Greatest improvements in Welsh; smallest improvement in maths (0.4% - 5.1%)
- Above Wales average in Vale, in Bridgend above in Welsh and science, below in English and maths, above in Cardiff in all subjects, similar in RCT in English, Welsh, science, below in maths, below in Merthyr

Gender

- Girls ahead of boys across the board at level 5
- Gap widest in English and Welsh – 10%; 4% in maths, 5% in science, 8% in CSI
- Gaps similar to Wales in English, Welsh, maths; narrower in science and CSI
- Girls outperform boys across all indicators at level 6 and by a wider margin than at level 5+ - English (16%), Welsh (18%), science 10%, maths (5%)

e-FSM v non e-FSM

- Since 2012 the gap has narrowed from 29% to 24% against the CSI – both groups have improved (e-FSM 13.9%; non e-FSM 8.8%).
- This gap for Wales in 2013 was 29.5%
- For each local authority the gap is narrowest in Vale (21.4%), then Cardiff (22.4%), RCT (23.3%) Merthyr (25.9%) and Bridgend (28.2%).
- Rate by which gap has narrowed since 2012 is -Bridgend 3%; Vale 12.5%; RCT4.7%; Merthyr 6.5%; Cardiff 4.4%.



Key stage 4

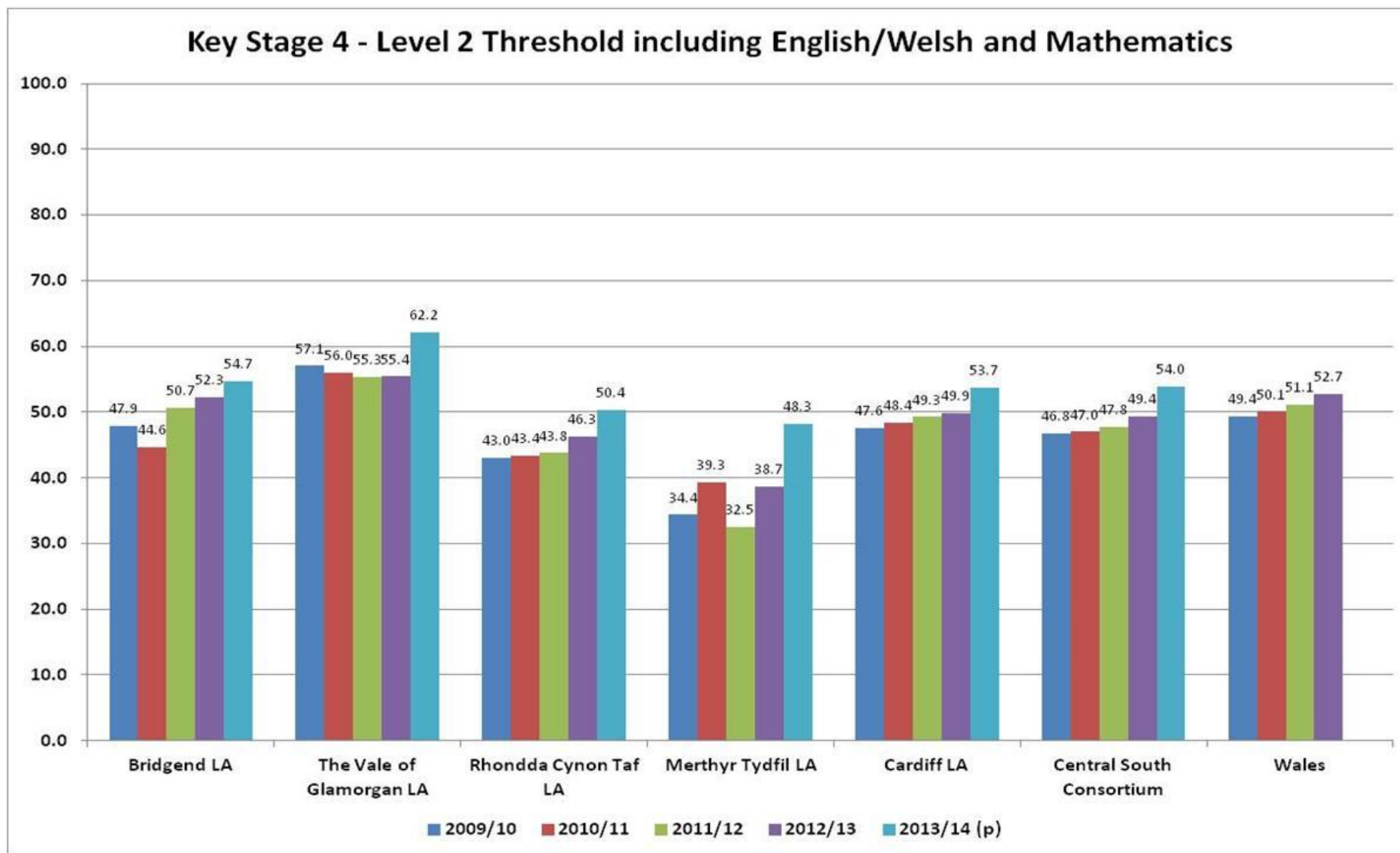
- There are improvements to differing degrees across all the main indicators in each local authority.
- The region has recorded the biggest improvement to date in the percentage achieving the L2+ from the previous year.
- There has been a significant reduction in the number of schools where fewer than 40% of pupils achieve the level 2+ threshold.
- In 2014 -6 schools below 30% (7 in 2013); 6 below 40% (15 in 2013)
- In 2014 – 21 schools below 50% (34 in 2013).
- There have been further significant gains at level 2 and in the CSI.
- There are 22 schools where the gap between the level 2+ and the level 2 threshold is more than 30% (27 in 2013) and 54 where it is more than 10% (55 in 2013).
- There are gains also at level 1 but there are wider variations against this indicator across the local authorities.
- Performance in English and mathematics made sharp gains in contrast to the position in the previous year
- Performance in Welsh fell in all but two schools in the region.
- Performance in science made further significant gains.
- Early indications suggest that the region has recorded the largest gains when compared with the other three regions.
- Girls outperform boys, although there are some exceptions at the level 1 threshold in Bridgend and Cardiff and against the level 2 threshold in Bridgend.
- The gap between boys and girls against the level 2+ is nearly 7% for the region.
- The gap is widest in English (16.4%) and Welsh (20.3%).
- In mathematics the outcomes are virtually the same - boys 60.4% and girls 60.5%. Girls are outperformed by boys in Bridgend, Cardiff and the Vale.

Summary of percentage improvement in 2014 compared with 2013

	CSC	Bridgend	Cardiff	Merthyr	RCT	Vale
Level 2+	4.6%	2.4%	3.8%	9.6%	4.1%	6.8%
Level 2	5.1%	6.2%	4.4%	6.9%	6.3%	3.1%
Level 1	1.6%	0.1%	4.0%	2.9%	0.7%	-1.3%
CSI	4.6%	3.8%	5.0%	9.7%	2.5%	5.8%
English	4.5%	4.2%	3.4%	11.5%	3.5%	5.1%
Welsh	-3.6	-11.5%	-1.0%	N/A	-3.9%	-4.2%
Maths	4.2%	3.0%	3.1%	6.9%	4.3%	5.9%
Science	8.1%	9.6%	9.4%	12.2%	3.1%	11.7%
% with 5 A*-A incl E/W/M in 2014	10.0%	8.3%	13.4%	1.5%	6.2%	14.3%

Summary of rate of improvement in 2012 - 2014

	CSC	Bridgend	Cardiff	Merthyr	RCT	Vale
Level 2+	6.2%	4.0%	4.4%	15.8%	6.6%	6.9%
Level 2	11.0%	12.1%	9.1%	15.6%	14.9%	6.1%
Level 1	3.4%	1.0%	4.5%	8.2%	4.3%	-0.4%
CSI	4.7%	4.5%	3.8%	14.3%	4.5%	2.1%
English	4.5%	0.9%	2.4%	16.6%	5.7%	4.4%
Welsh	0.3%	N/A	5.3%	N/A	-3.6%	5.1%
Maths	5.9%	4.1%	4.5%	12.7%	5.8%	7.0%
Science	12.0%	15.9%	9.7%	17.2%	9.8%	14.3%



Post 16 – A Level Results of pupils aged 17

The proportion achieving the level 3 threshold was 96.4%. More boys than girls achieved this threshold (around 5% higher).

The proportion of subject entries at A*-A

Boys/ girls

Bridgend	=27.6% (25.1%/ 29.5%)
Cardiff	=27.4% (26.1%/ 28.7%)
Merthyr	=15.2% (13.7%/ 16.1%)
RCT	=15.0% (14.8%/ 15.2%)
Vale	=27.9% (29.0%/ 26.8%)
CSC	=24.3% (23.9%/ 24.7%)

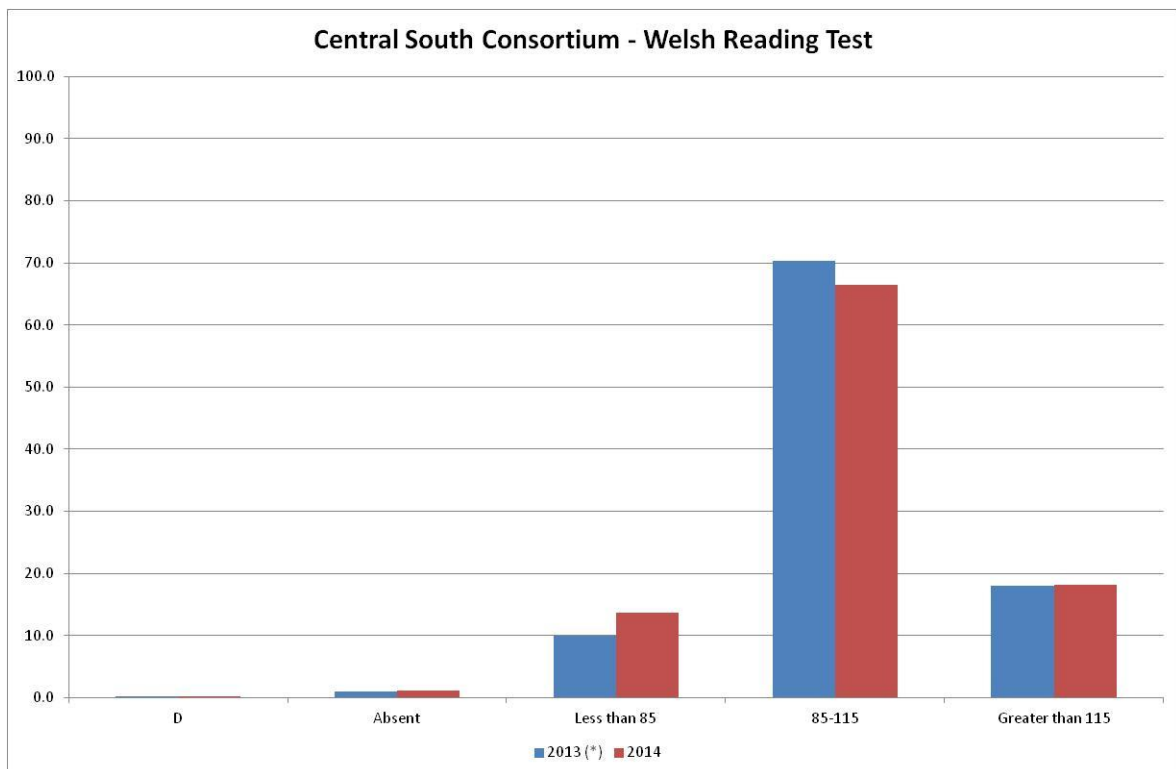
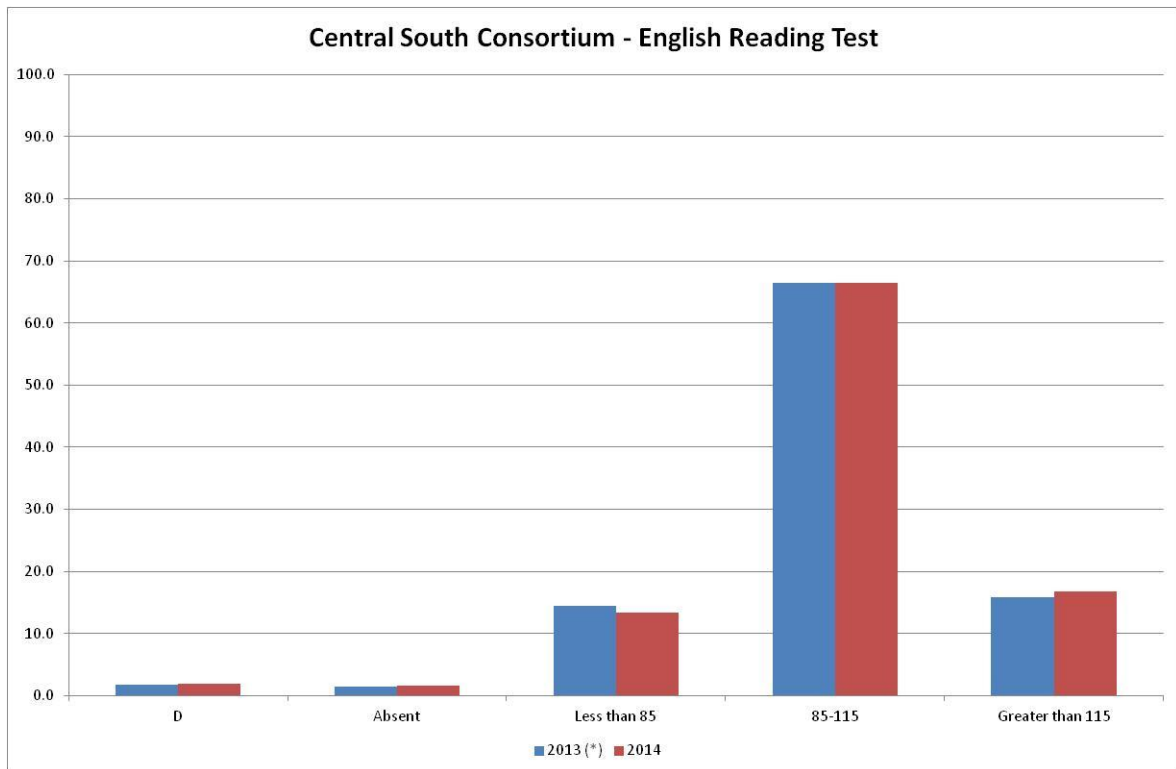
The proportion of subject entries at A*-C

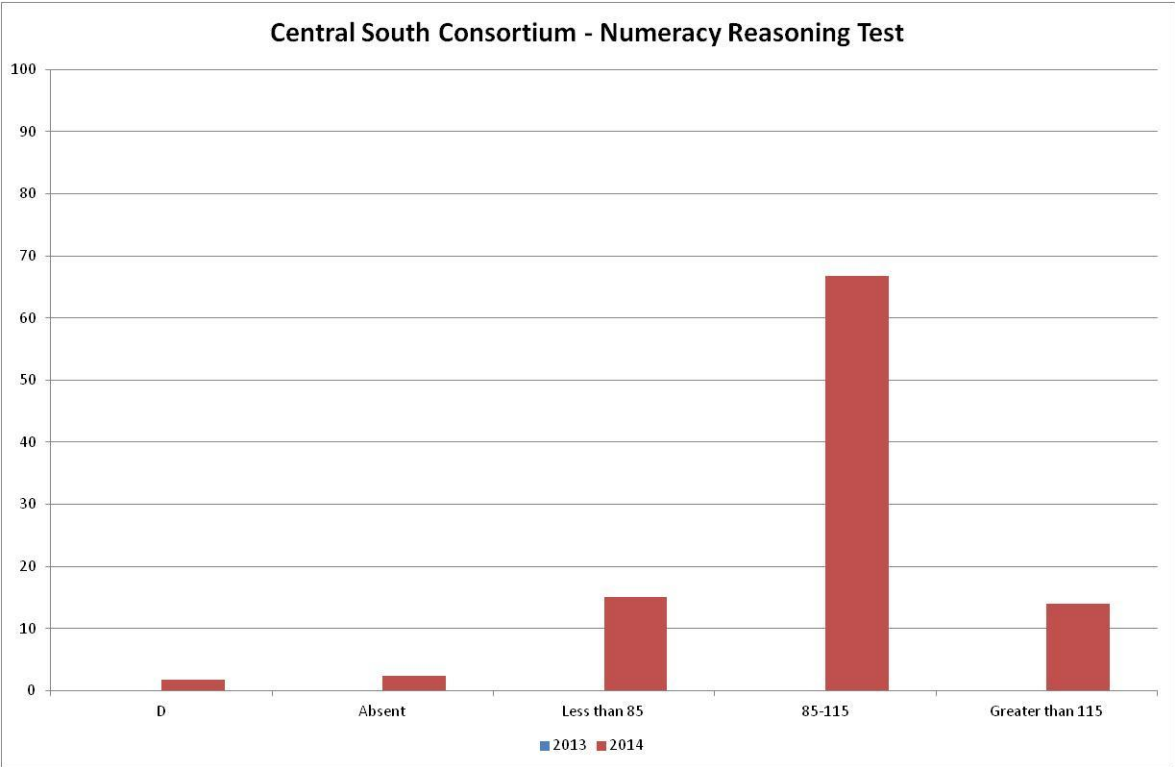
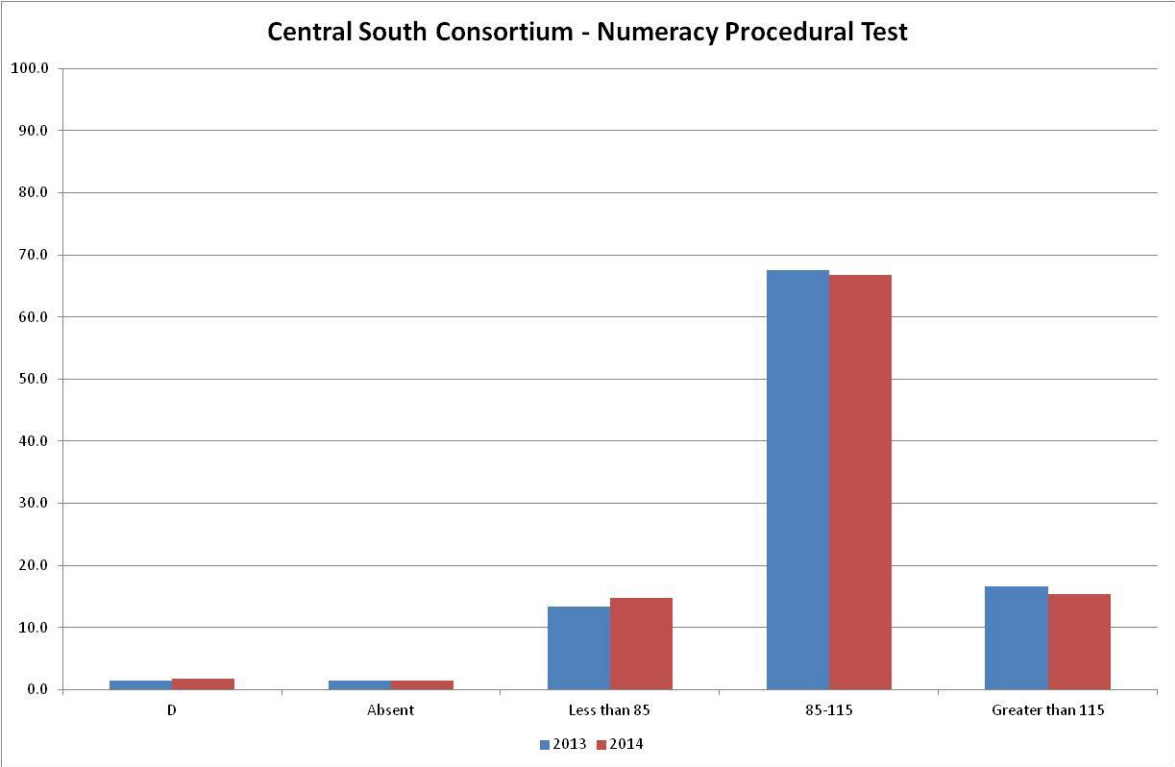
Bridgend	=77.7% (74.5%/ 80.2%)
Cardiff	=76.9% (73.0%/ 80.6%)
Merthyr	=67.2% (59.0%/ 71.4%)
RCT	=68.9% (64.5%/ 72.2%)
Vale	=76.3% (73.7%/ 78.7%)
CSC	=74.8% (71.3%/ 77.7%)

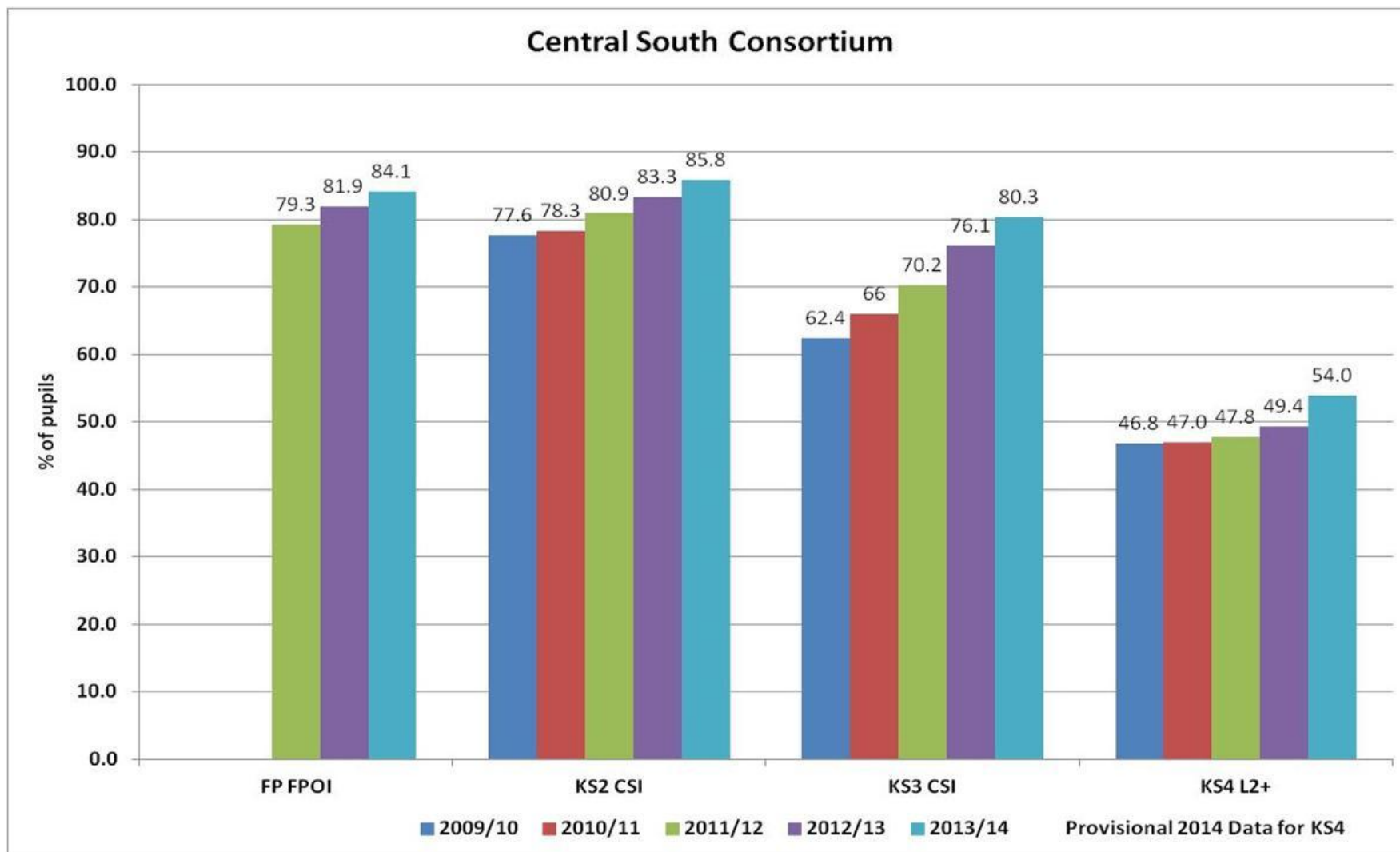
The proportion of subject entries at A*-E

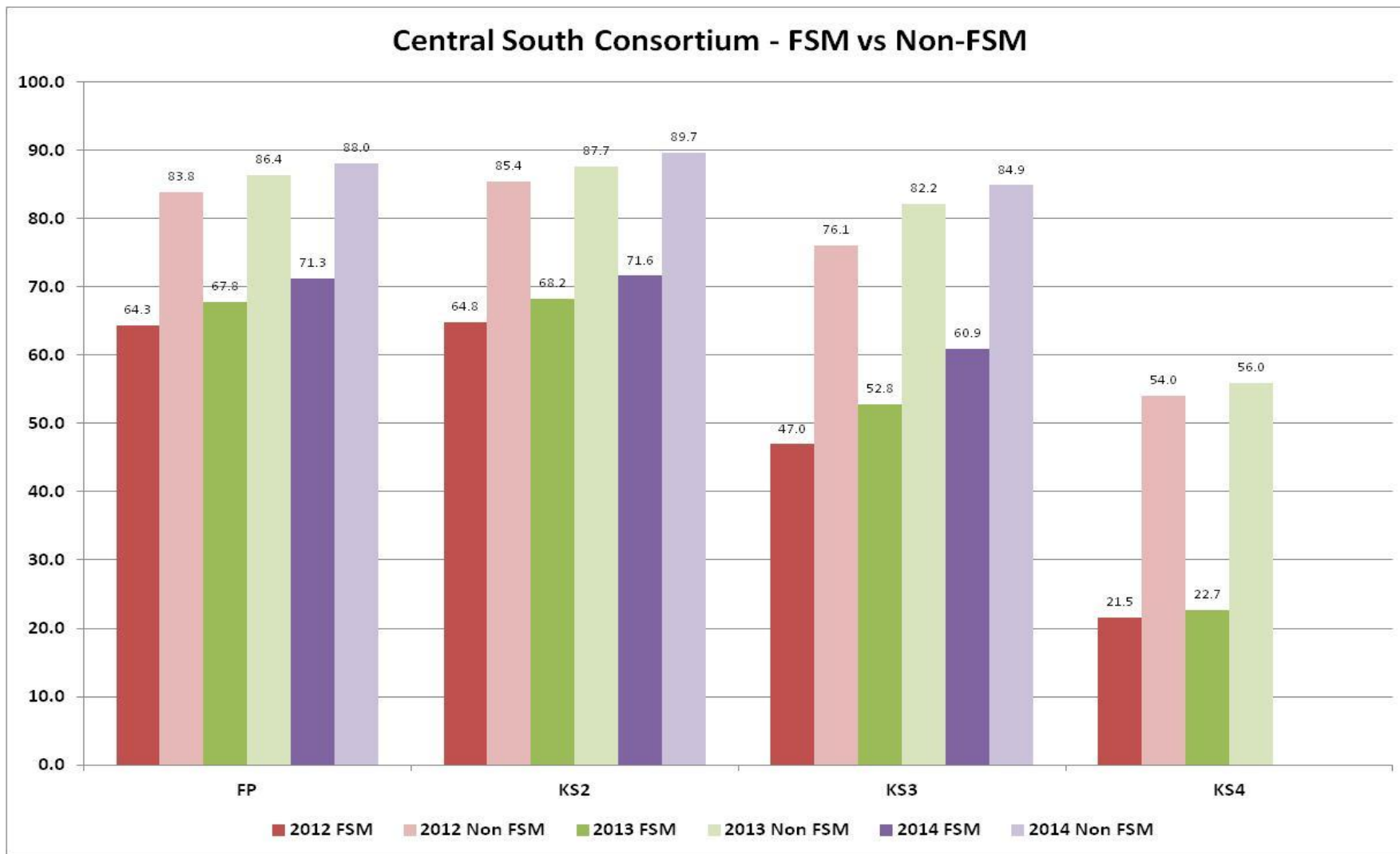
Bridgend	=99.0% (98.6%/ 99.3%)
Cardiff	=97.7% (97.3%/ 98.2%)
Merthyr	=94.1% (89.7%/ 96.4%)
RCT	=96.2% (94.7%/ 97.3%)
Vale	=98.0% (98.1%/ 97.9%)
CSC	=97.6% (97.0%/ 98.0%)

Initial View Of Reading and numeracy test data

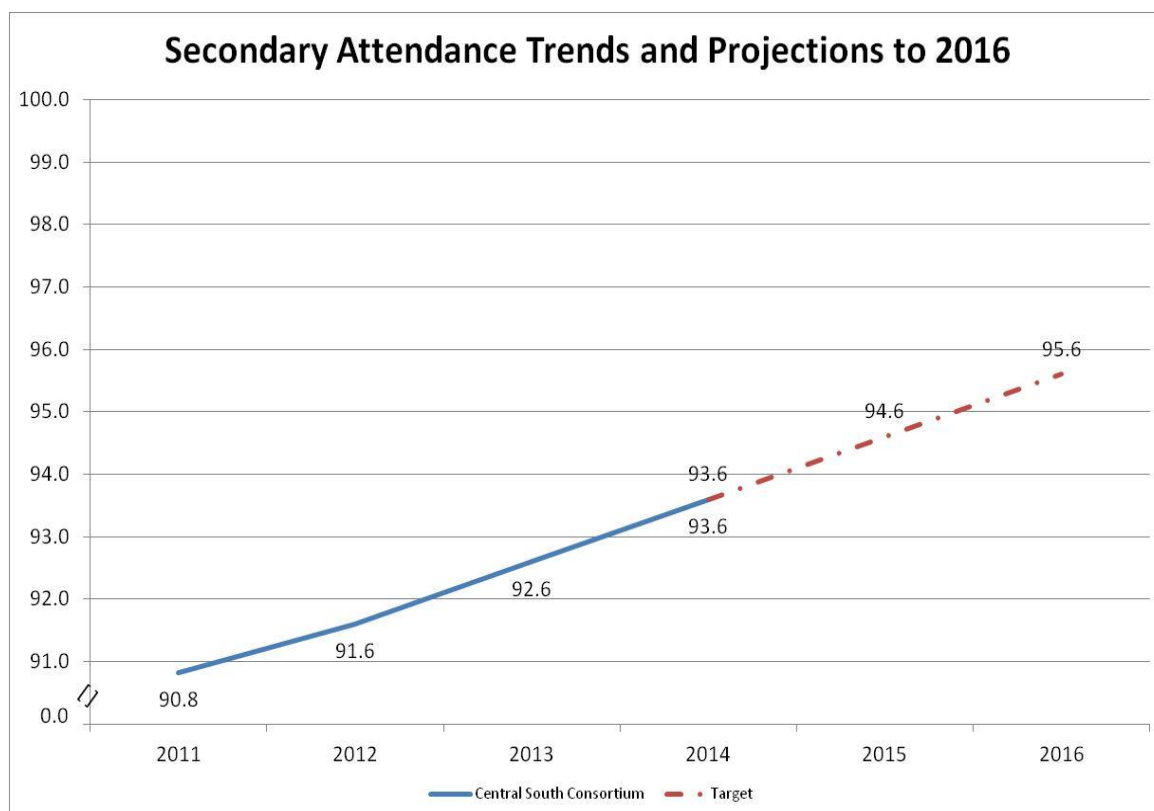








Projections from the Business Plan

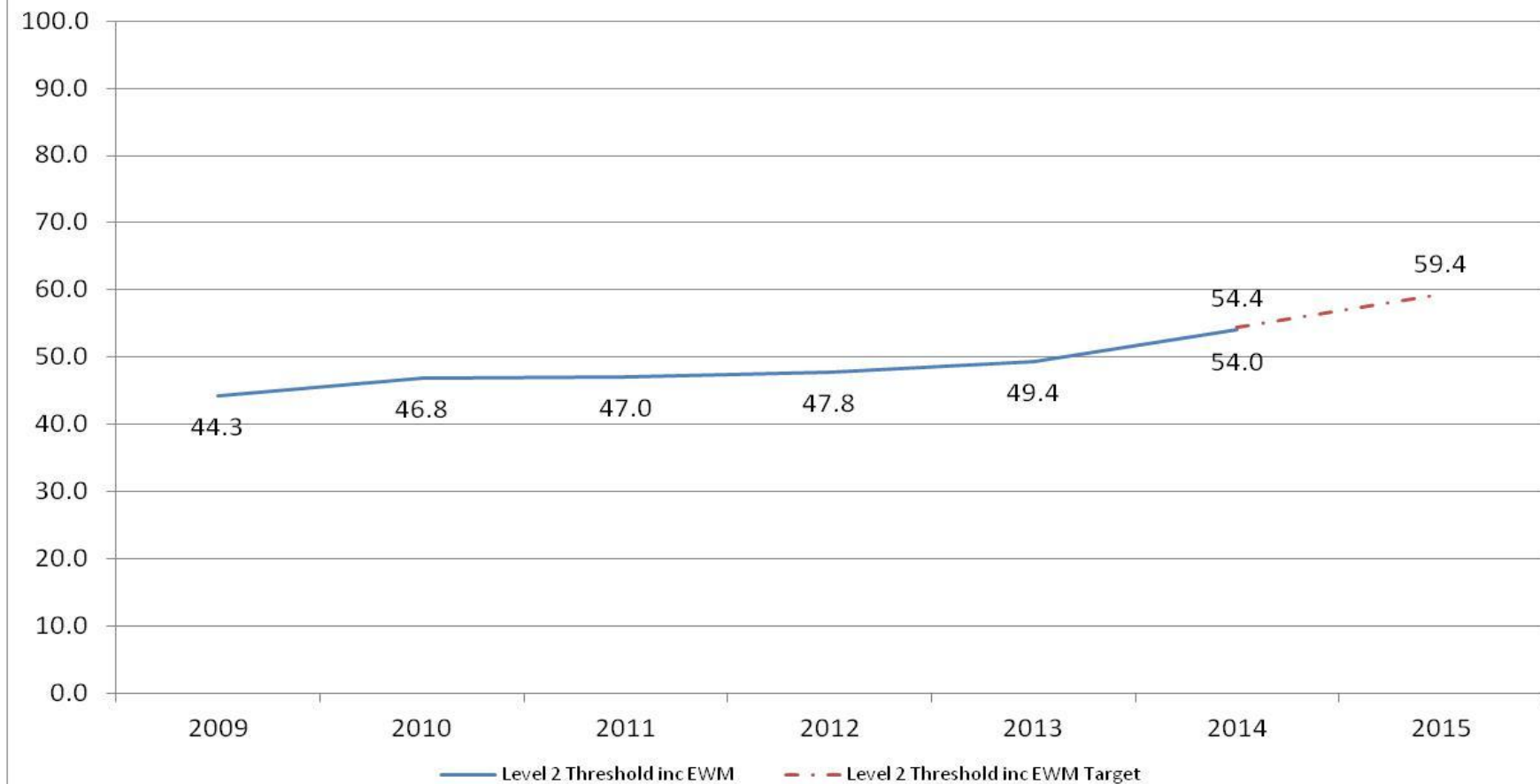


Overall attendance improved by 1% for the region as a whole in 2013-2014 in secondary schools. There was improvement in each local authority with the exception of Merthyr. (Bridgend 1.5%; Cardiff – 0.9%; Merthyr – -0.4%; RCT – 1.2%; Vale 0.9%).

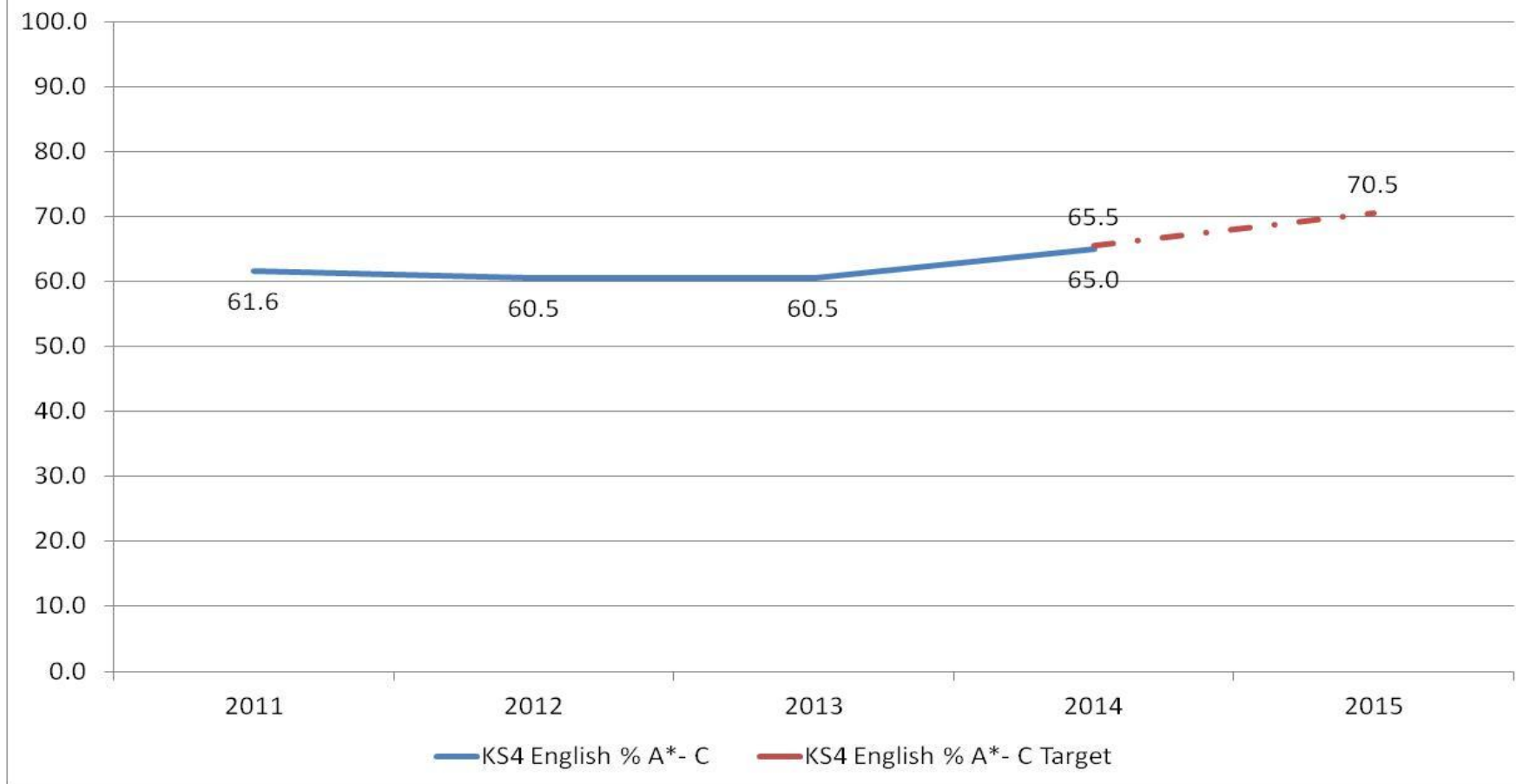
Attendance for the region has been in line with the national average for secondary schools for each of the last two years (93.6%). Outcomes were above the Wales average in 2014 in Bridgend, Cardiff and the Vale and below in RCT and Merthyr.

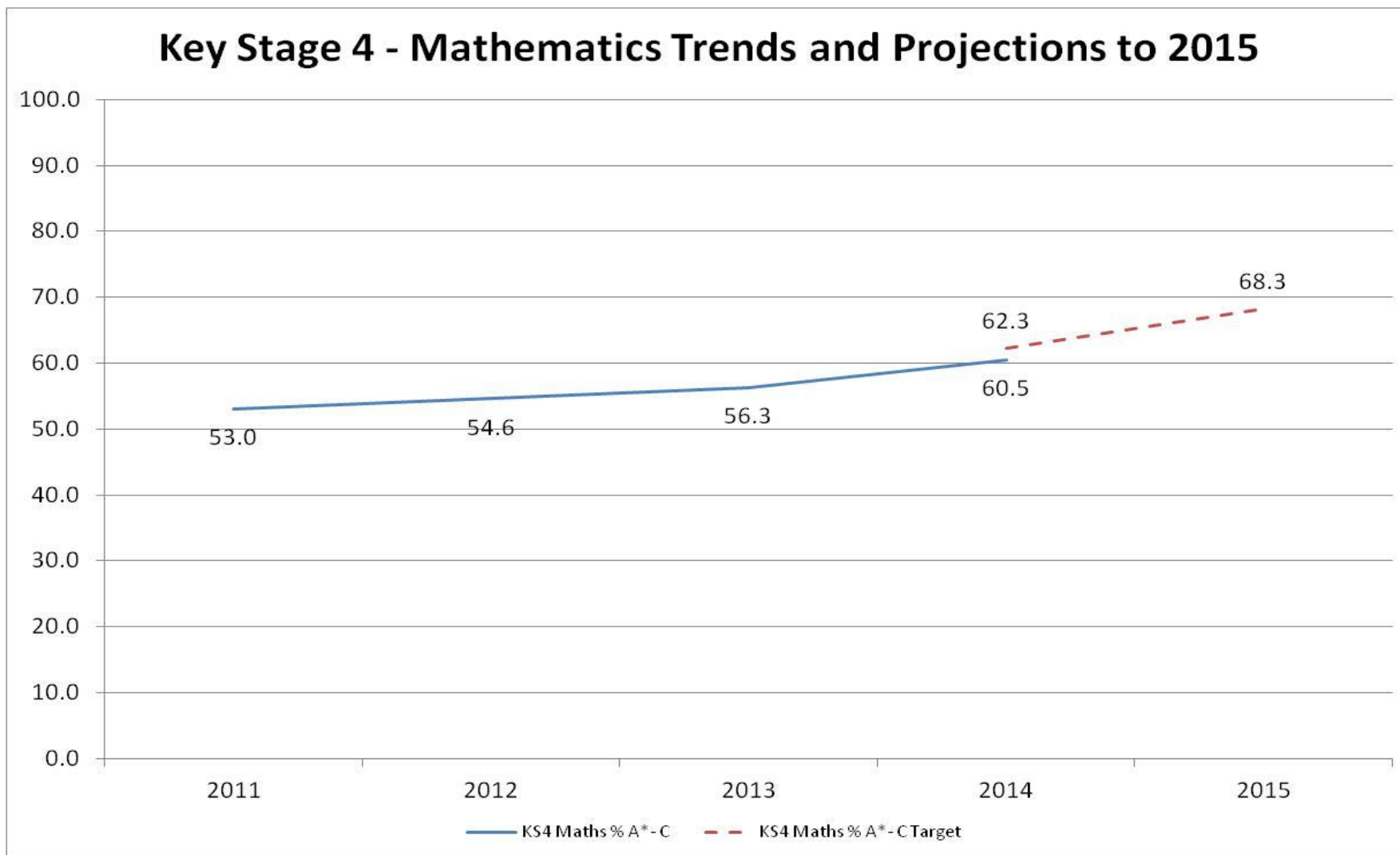
The rate of improvement for the region since 2011 has been greater than that nationally (2.8%/ 2.2%) Since 2011 there has been improvement in all five local authorities although the rates of improvement vary (Bridgend 2.6%; Cardiff – 3.4%; Merthyr – 1.5%; RCT – 2.5%; Vale 2.9%).

Key Stage 4 - Level 2 Threshold including English or Welsh and Mathematics Trends and Projections to 2015

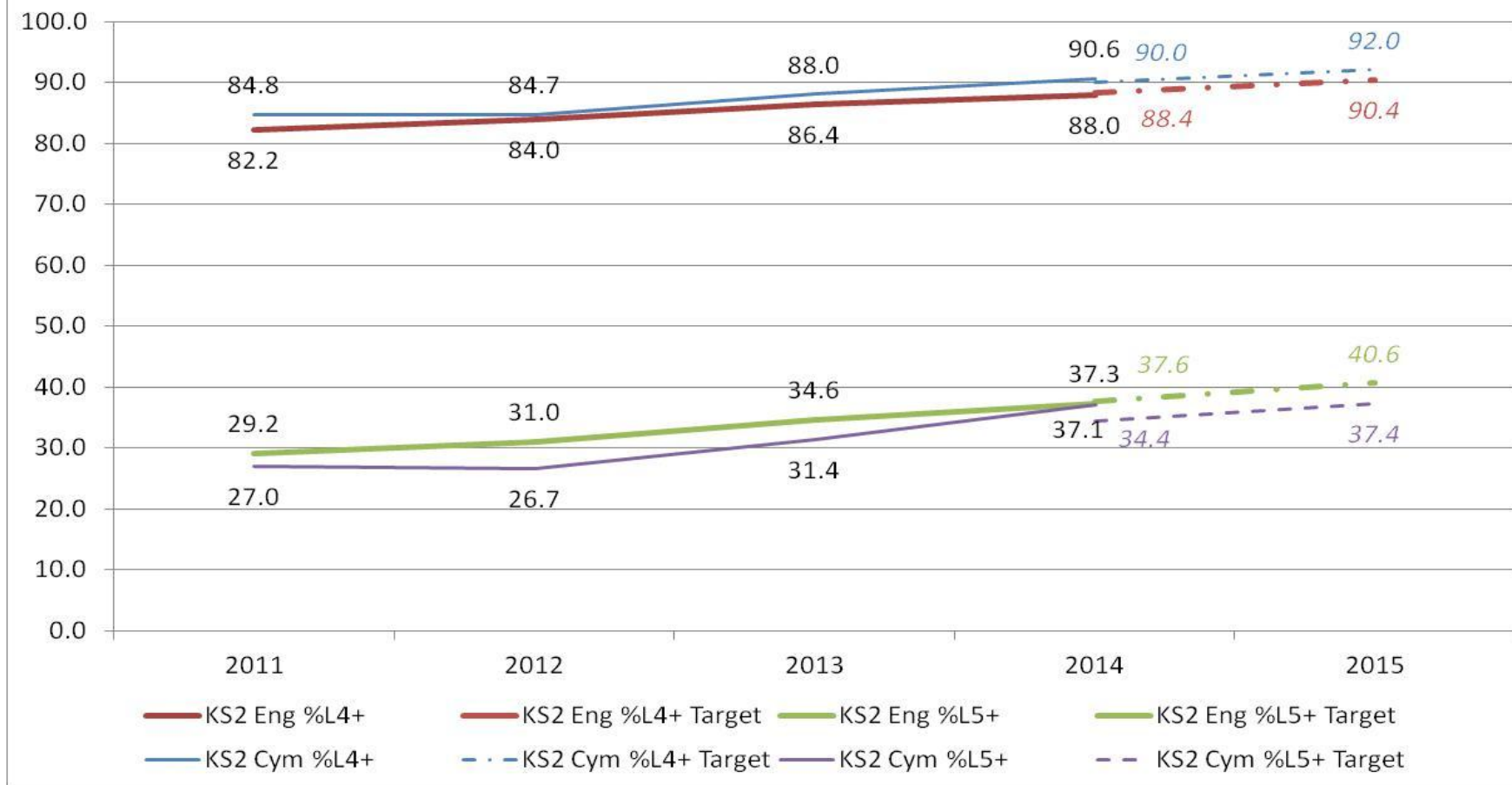


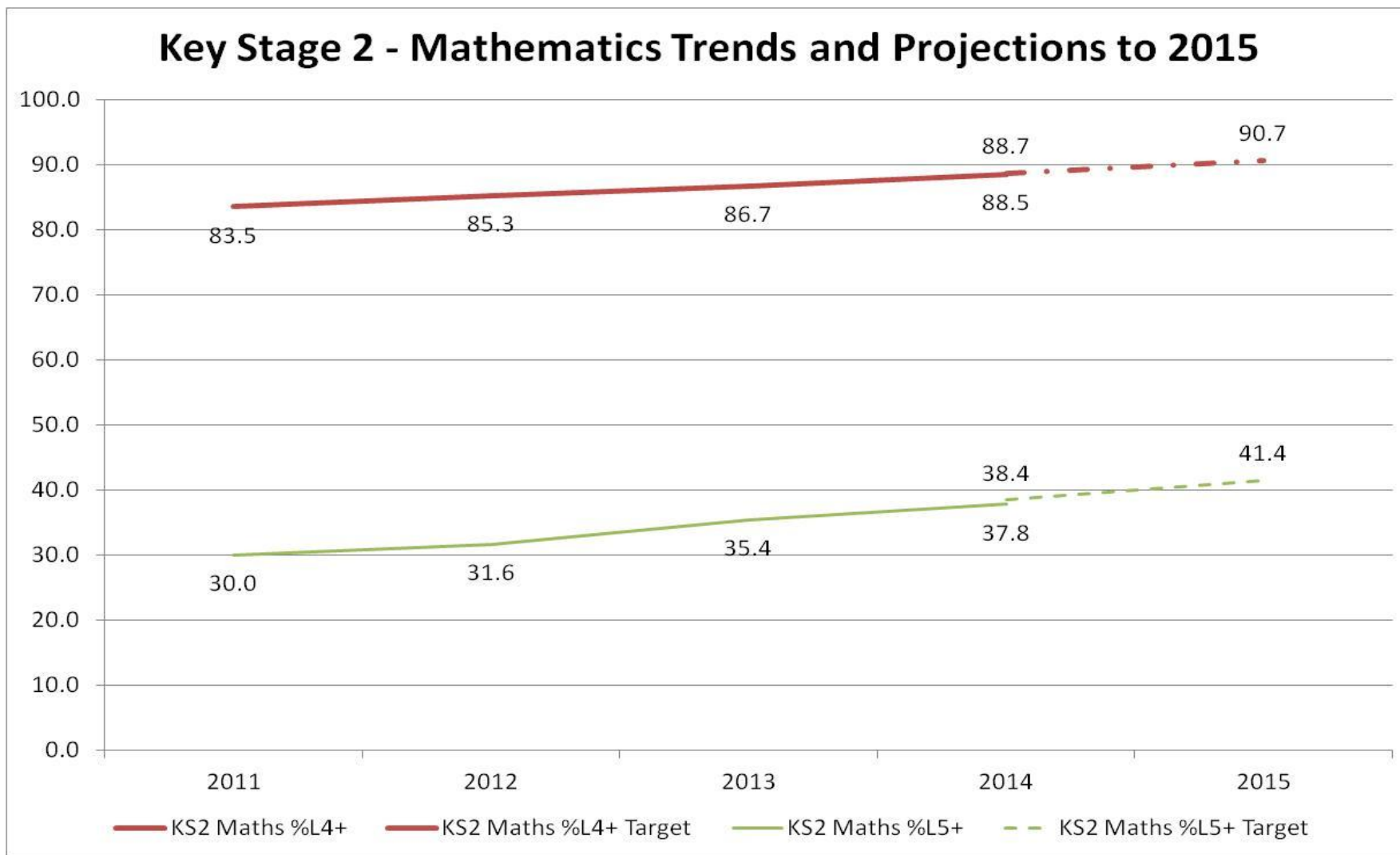
Key Stage 4 - English Trends and Projections to 2015

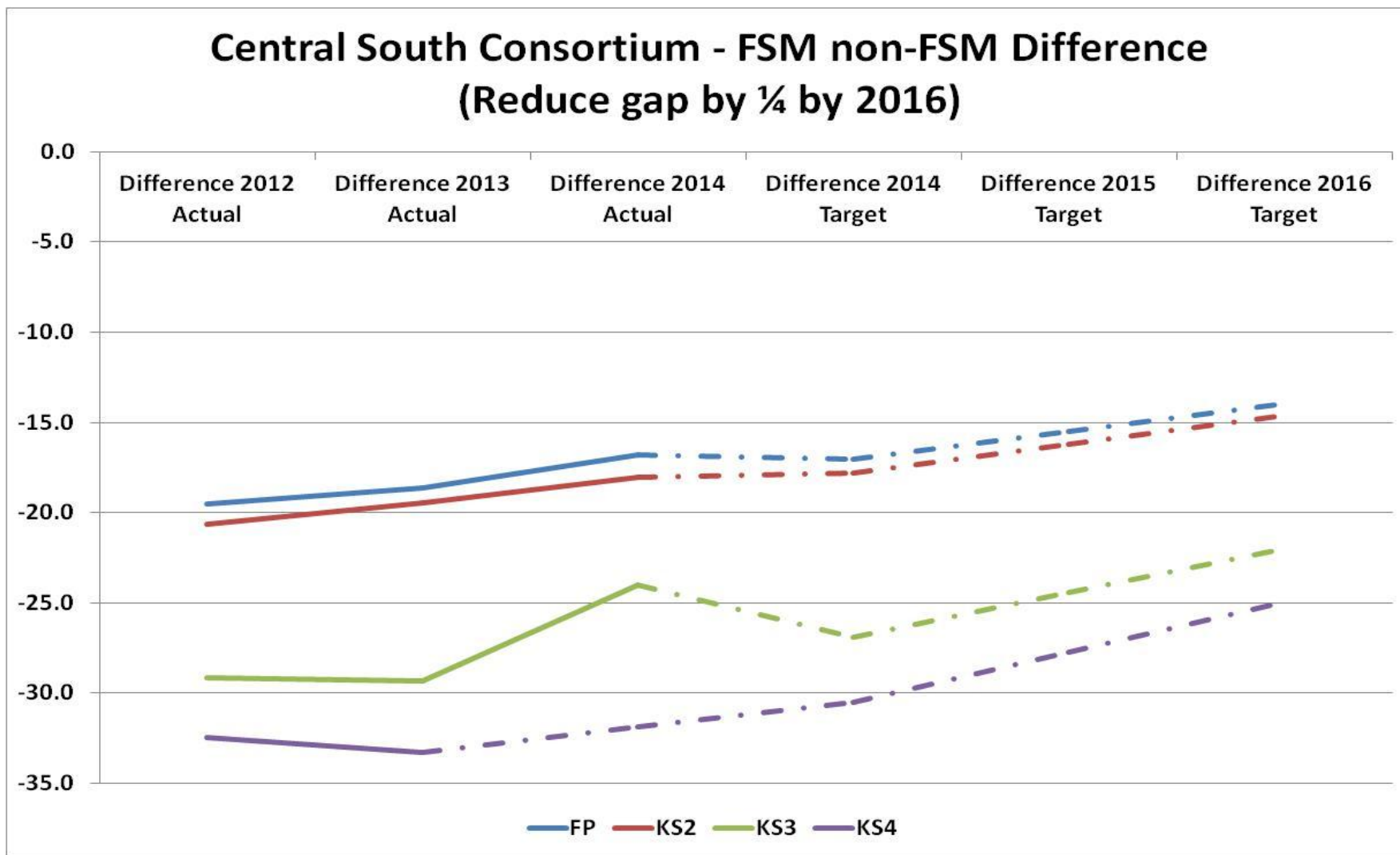




Key Stage 2 - English and Cymraeg Trends and Projections to 2015







Initial view of strengths

- The rate of improvement in 2013-2014 is generally greater than in the previous year.
- The extent of the improvement continues to be greater at KS3, followed by KS2, then the Foundation Phase.
- The performance of more able pupils is improving at a faster rate – the rate of improvement is more prominent at the outcome/ level above the expected outcome/ level.
- There has been improvement in the outcomes achieved by pupils who are e-FSM and those not e-FSM in the Foundation Phase, key stage 2 and key stage 3. (figures not yet available for key stage 4) The rate of improvement has been greater for e-FSM pupils and so the gap in performance between these two groups is narrowing.
- The improvements have generally narrowed the gaps with the Welsh averages to within 0.5% and build on the narrowing of the gap that was recorded in the previous year (except for the Foundation Phase) at the expected level. Comparative performance is better at the level above the expected level.
- Boys perform less well than girls at each phase/ key stage. The gaps in performance that are manifest in the Foundation Phase persist so that boys continue to perform less well in language and girls in mathematics. These features continue into KS4.
- The improvements at key stage 4 – particularly with regard to the key level 2+ indicator are the most substantial to date.
- Data over three years suggest that the improvement is now starting to be more sustained.
- This is particularly so in relation to attendance in secondary schools where there has been sustained improvement since 2011.

Initial view of areas for further improvement

- The results provide a good basis for the further improvement we need. The analysis indicates that there is more to do in order to meet the region's ambitious targets, if we are to perform above the Welsh averages and to compare favourably with performance further afield. Areas for improvement relate in particular to the three national priorities.
- Improving the performance of groups vulnerable to underachievement requires more impetus.
- Although narrower, the gap between the outcomes achieved by e-FSM pupils and non e-FSM pupils is still too wide. A further narrowing of the gap will be required in the foundation phase and each key stage in order to meet the expectation that the gap will narrow by one quarter by 2016. The challenge is greatest at key stage 4.

- Boys' performance in literacy is too far behind that of girls – a feature that is evident in the Foundation Phase and persists throughout each key stage.
- The performance of both boys and girls in mathematics needs to improve further. The performance of girls in mathematics compares less favourably with their achievement in other subjects.
- There are wide variations in the rate of improvement in the proportion of pupils reaching the level 1 threshold across the five local authorities and so there is still scope to improve the outcomes achieved by lower attaining pupils.
- There are wide variations also in the proportion of pupils achieving the highest two grades at GCSE.
- Performance is close to targets at key stage 2 and just under at key stage 4. Significant further improvement will be needed to reach future targets at key stage 4 especially in mathematics.
- We need to reduce still further the proportion of secondary schools where fewer than 40% and then fewer than 50% of pupils reach the level 2+ threshold so that we can be sure that there is equality of opportunity to achieve well across the region.