

Central South Consortium

# Initial View Of Performance In 2014-2015

Joint Committee

Robert Hopkins  
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## Summary

Since January 2014, the Central South Consortium has been working with schools across the region and the five authorities to develop the fundamental principles of a self improving school system. This work is based on international evidence of successful school systems and is led by a group of successful head teachers working together supported by Professor Mel Ainscow.

Our approach is about placing accountability and responsibility for school improvement firmly with head teachers and governing bodies, supported by a highly skilled and experienced group of Challenge Adviser. Schools are encouraged to work with other schools in a variety of ways and some stronger schools have been supported to develop capacity to lead the development of professional learning opportunities across the region. The role of the authorities and consortium is to broker and quality assure the development of the school led system whilst also intervening rapidly and robustly where improvement is not sufficient.

## Strengths

The outcomes at all key stages in 2015, building on previous years, indicate that our work in schools and with authorities across the region is having an effect. In particular:

**Performance improved at all key stages building on previous years.**

**The region is now at or above the national average at every level and the five authorities in this region have shown greater levels of improvement than elsewhere in Wales.** Performance of children gaining the expected outcome is at or above the national average in the Foundation Phase and at key stages 2 and 3. Provisional data indicate further significant improvements in some indicators at key stage 4 – particularly with regard to the level 2 threshold including English/ Welsh and mathematics (L2+). This early data indicates the region could well be above the national average at L2+. Although starting from a lower baseline, provisional data indicates that improvement at L2+ over the last three years in each of the local authorities compares favourably with other authorities across Wales. All five are in the top ten for improvement and two are in the top three.

**The outcomes of more able children and children claiming free school meals are improving more rapidly than their peers.** The performance of more able pupils is also improving at a faster rate than those working at the expected level for their age. The rate of improvement of e-FSM pupils has been between two and three times greater than that of non e-FSM pupils at the expected outcome/ level and so the gap in performance has continued to narrow.

**Schools who have been categorised as red or amber are improving faster than others.** Two-thirds of the secondary schools requiring red or amber support made accelerated improvement in 2014-2015.

**Schools are getting better at target setting.** Schools are achieving, or exceeding what they set as targets in the Foundation Phase and at key stages 2 and 3 and are closer to targets set at key stage 4.

**Improvement in attendance is consistent over the last four years** There has now been sustained improvement in relation to attendance over the last four years.

### **Areas for improvement**

The initial view of the performance data demonstrates that there are some areas which will require further effort or review this year. In particular:

**We need to accelerate the focus on and impact of our narrowing the gap strategy for vulnerable pupils in affluent parts of the region as well as in the valleys communities.**

- The achievement of e-FSM pupils requires further improvement at the expected outcome/ level where, despite improvement, the gaps are still too wide, especially at key stage 4. This is also the case at the outcome/ level +1.
- At local authority level attention needs to be given to reducing the gap in the Foundation Phase and key stage 2 in RCT in particular and at key stage 2 in the Vale.
- Schools serving similarly deprived communities vary significantly in the performance of e-FSM children in both the primary and the secondary sector and there are many instances where schools with a high FSM percentage outperform those with a lower percentage particularly in the primary sector.
- The performance of other groups vulnerable to underachievement- looked after children, pupils with special educational needs and minority ethnic and Gypsy Traveller pupils - also requires further improvement
- Boys perform less well than girls at each phase/ key stage. The gaps in performance that are manifest in the Foundation Phase continue into KS4.
- Improving the achievement of boys overall and especially in literacy is a particular priority in Merthyr.
- These gaps are even sharper where boys are also e-FSM in the primary sector as their performance compares less well with that of e-FSM girls and with that of their non e-FSM peers. In the secondary sector these differences are less clear cut.

**We need to review our focus on young people at risk of NEET in key stage four with a view to ensuring every pupil leaves school with at least L1 qualification.**

At key stage 4 improvement against the level1 threshold is too slow. Performance against this measure is inconsistent in the different local authorities.

**We need to review the challenge provided to schools which are green, previously high performing in order to support them to be more open to challenge and honestly self critical.** There is further work to do to demonstrate sustained improvement in secondary schools that includes a majority of the green support schools as well as schools that have required red or amber support over the last year. Further attention needs to be given by these schools to the robustness of their self-evaluation processes so that the barriers to sustained improvement are

identified and addressed and to strategies that build capacity including school-to-school support.

**We need to learn from improvement in red and amber schools, and further sharpen our work with authorities to intervene effectively where necessary.**

Whilst most red and amber schools improved significantly, many schools responding positively to the use of statutory powers, half of Schools Challenge Cymru schools didn't demonstrate any improvement and there are some red and amber schools which have seen insufficient improvement.

**We need to continue to review and tighten target setting and tracking systems within secondary schools in particular.**

Whilst performance is closer to targets, outcomes are still short of the ambitious targets set by schools against the level 2+ threshold at key stage 4 and so work needs to continue to improve outcomes achieved by both boys and girls in English, Welsh and mathematics.

## Initial View of Performance In 2014-2015

### Foundation Phase - Key features

#### Performance and trends

- There were further improvements in each local authority and for the consortium as a whole, building on those registered in 2014.
- As in 2014, the gains made were more substantial at outcome 6 than at outcome 5+. Against several indicators the extent of the improvement was over twice that at outcome 5+.
- The rate of improvement at outcome 5 for the three-year period up to 2015 is greater than for the period 2012-2014 (4.6% /5.7% against the FPI).
- The extent of improvement at outcome 6 was similar to that of 2014 (around 5%) except LLC-W where it was twice that of the previous year.
- Just over half of pupils reached outcome 6 in PSD compared with around one-third for the other key areas of learning. In the previous year just under half reached this outcome in PSD and just over a quarter in the other areas of learning.
- Performance was very close to targets at outcome 5 and exceeded targets by over 1% at outcome 6.
- The rate of improvement for the last three years is now greater than that for Wales against the FPI at outcome 5. The rate of improvement at outcome 6 over the last three years in each of the four key areas of learning has also been greater than that for Wales by around 1%.
- Performance has now overtaken that of Wales at outcome 5 and in two of the four indicators at outcome 6

#### Boys, girls, free school meals

- Girls outperform boys significantly in most respects, with the exception of MD and particularly at outcome 6.
- There has been a narrowing of the gap further between the performance of e-FSM and non e-FSM pupils at outcome 5+, although there are some variations in the extent of the improvement between the different local authorities.
- In contrast at outcome 6 the gap has widened because non e-FSM pupils have generally made faster progress.
- Although there are variations year on year in the extent of the difference, boys who are e-FSM perform less well in comparative terms than girls who are e-FSM.

### Summary of improvement for CSC

#### Outcome 5+

- 3.5% against FPI compared with 2% in 2014 – rate of improvement nearly 2% greater than for Wales (3.5%/ 1.6%)
- 3.6% for LLC –E, 2.6% for LLE-W, 2.4% for MTD, 1.1% for PSD – in most cases over 1% greater than the rate of improvement in 2014 except for LLC-W where the rate was half that in the previous year .
- Improvements are greater than for Wales in all areas of learning – performance is now ahead of Wales in all areas of learning except PSD (LLC-E 88.7%/88%; LLC-W 94%/ 91.3%; MD 90.2%/ 89.7%; PSD 94.7%/ 94.8%; FPI 87.6%/ 86.8%).

### **Outcome 6**

- Over half of pupils reached outcome 6 in PSD compared with around one-third for the other key outcomes.
- Improvement between 3.6 % (LLC-E) and 8.4% (LLC-W).
- The extent of improvement was similar to that of 2014 except LLC-W where it was twice that of the previous year.
- The rate of improvement is greater than at all-Wales level in all 4 areas of learning. Performance is just ahead of that of Wales in LLC-W 37.9%/ 36.9% and MD 34.4%/ 34.3%) and under in the other 2 indicators ( LLC-E 33.8%/34.2%; PSD 52.5%/ 56%).

### **Summary of improvement in each local authority:**

#### **Outcome 5+**

- Improvement was greatest in Merthyr, then Bridgend and least in the Vale (against the FPI). This pattern is largely replicated for each of the key outcomes separately.
- There are only five percentage points separating the lowest (Merthyr) and highest performance (Vale).
- Performance is above the Welsh average in the Vale and Bridgend and very close to the average in Cardiff, Merthyr and RCT.

#### **Outcome 6**

- Improvement was again greatest in PSD (over 6% in most cases).
- Between 2.5% and 5.5% in LLC-E.
- Between 4.5 % and 7.6% in MD – higher than in 2014.
- Significant improvement in Welsh in most authorities except Merthyr.
- Three-fifths of pupils reach outcome 6 in PSD in the Vale, two-fifths in Merthyr and half in the other three authorities.
- In each of the other key outcomes two-fifths reach outcome 6 in the Vale and one-third in the other four authorities.
- Performance is above the Welsh average in the Vale and Bridgend, close to the average in Cardiff, but under by a wide margin in Merthyr and RCT.
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### **Gender**

#### **CSC**

- For CSC girls outperformed boys by 8% at outcome 5+ against the FPI a similar position to that of the previous year. The gap is also similar to that at an all Wales level. (8%/7.8%).
- The gaps were widest in LLC-E (8.6%) and narrowest in LLC-W (2.8%) and were over 5% in MD and PSD.
- Fewer boys than girls reach outcome 6 in CSC and each local authority. The gap is much wider than at outcome 5 (11% in LLC-E, 16% in LLC-W ). It is widest in PSD – (20%) but is considerably narrower in MD (1%).

#### **Local authorities**

- These gaps are reflected also in each local authority. In general the gap is widest in LLC-E, (typically 8%) and particularly so in Merthyr (12%).
- The pattern at outcome 6 is repeated in the local authorities also where there is a significant gap in PSD of between 15% (Bridgend) and 22% (RCT). The gap is

also much narrower in MD and girls are outperformed by boys in this outcome in the Vale and Bridgend.

### **E-FSM v non E-FSM**

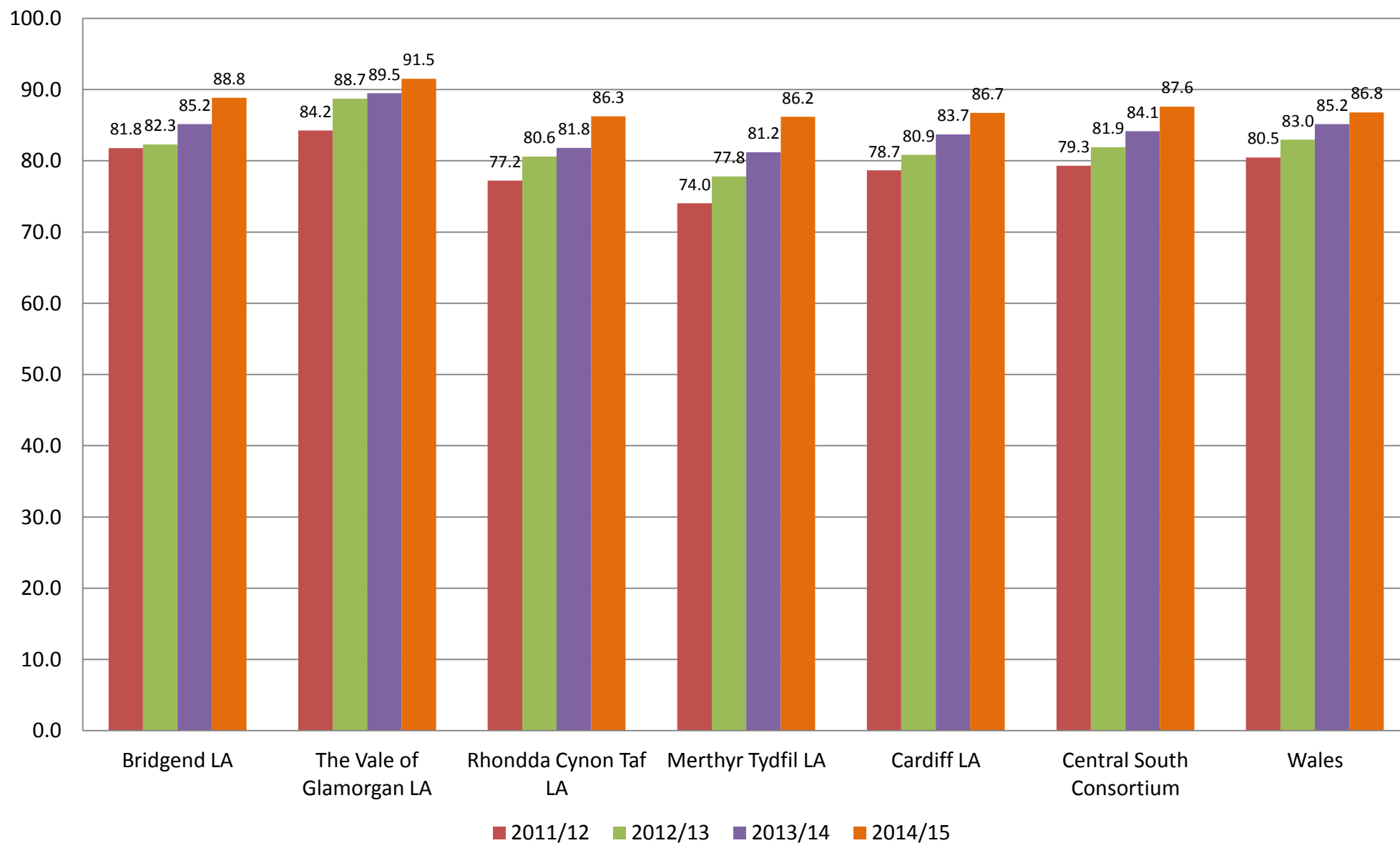
#### **CSC**

- There has been a narrowing of the gap in performance against the FPI between e-FSM and non e-FSM pupils over the last three years – 3.6% since 2013 and 4.6% since 2012. The gap now stands at 15% compared with 18.6% in 2013.
- Both groups have improved over the last three year period but e-FSM pupils have improved at a rate that is nearly twice that of non e-FSM pupils (e-FSM 8.2%; non e-FSM 4.6%).
- The gap is wider in LLC-E and LLC-W (13%/ 13.4%) and MTD (12%) than in PSD (7.2%)
- The gap in performance has widened at outcome 6 as non e-FSM pupils have improved at a faster rate. In PSD the gap has moved from 24% in 2013 to nearly 30% in 2015. The gap has also widened in the other three indicators – LLC-E 19.2% > 22.5%, LLC-W – 16.3%> 23.3%, MTD 17.8% >23.4%.
- The gap between e-FSM boys and e-FSM girls against the FPI at outcome 5 is nearly twice that of the gap between boys and girls overall (15.3% / 8%).
- The gap in performance between e-FSM boys and non e-FSM boys against the CSI is also much wider than the gap between e-FSM girls and non e-FSM girls (19.8%/10.5%).

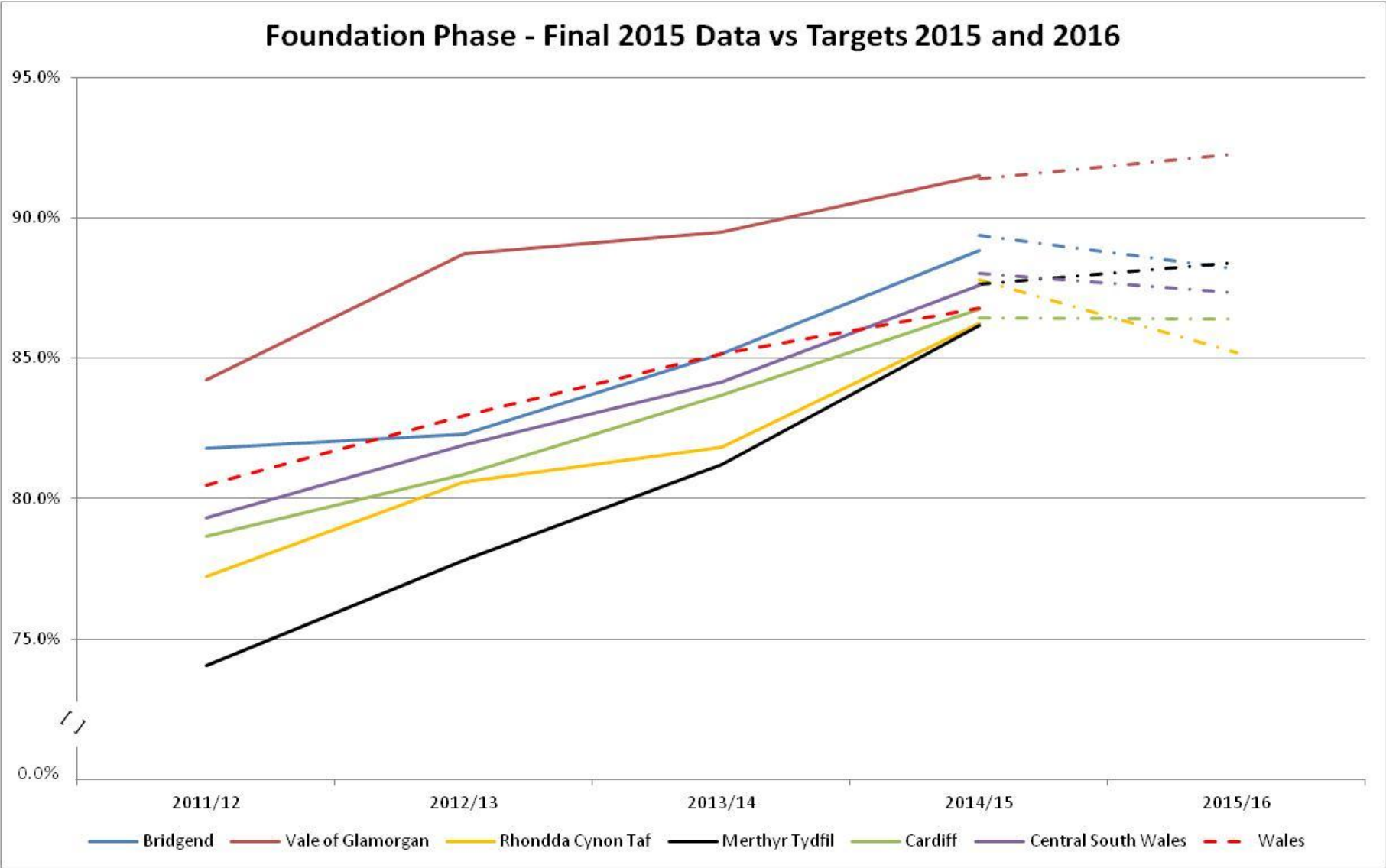
#### **Local authorities**

- At outcome 5+, the gap has narrowed in each local authority over the last three years against the FPI most prominently in Merthyr (11%) and least in Bridgend and RCT (3%).
- The widest gap in PSD is in RCT (9.1%) and the narrowest in the Vale (2%).
- In LLC-E the gaps are between 10.2% (Bridgend) and 15.6% (RCT); in LLC-W between 1.6% (Vale) and 24.9% (Merthyr); in MTD between 9.4% (Bridgend) and 15.7% (RCT).
- At outcome 6 the pattern at regional level is replicated in each authority. In PSD the gap over the last three years has widened least in the Vale (1%) and most in Merthyr (10%) to stand typically at just under 30%; in LLC-E the gap has stayed the same in Merthyr and has widened most in Bridgend ((9%); in LLC-W- the gap has narrowed by 8% in Merthyr, stayed the same in Cardiff but has widened by between 10% (RCT) and 18% (Bridgend) in the other three authorities; in MTD the gap has widened in all authorities by between 2%( Vale) and 8% (Bridgend and RCT).

### Foundation Phase - Foundation Phase Outcome Indicator







## **Key stage 2- Key features**

### **Performance and trends**

- There are improvements for the consortium as a whole that are similar to those of the previous year and for each local authority.
- The improvements were again more substantial at level 5 than at level 4+ and were around twice the percentage improvement at level 4+.
- The rate of improvement at level 4+ for the three years from 2013 to 2015 is slightly lower than the period 2012-2014 in English (3.4%/4%), Welsh (5.6%/5.9%), science (2.6%/ 3.35) and the CSI (4.5%/ 4.9%) and slightly higher in mathematics ( 3.5%/ 3.2%).
- Just over two-fifths of pupils now reach level 5 in the core subjects compared with just over a third previously. Nevertheless, there are still some variations in the extent to which more able pupils reach this level ranging from over half in the Vale to one third in Merthyr.
- The rate of improvement at level 5 in the three-year period between 2013 and 2015 is similar to that between 2012 and 2014. (over 6% in English, maths and science and 10% in Welsh).
- Performance at level 4+ is now ahead of the Welsh average in the CSI, in English and in Welsh. It is the same as the Welsh average in mathematics and just below in science.
- At level 5 performance is above the Welsh average in Welsh and now also in mathematics. It is only just below in English and science.
- Performance was just below targets in English and mathematics at level 4+ and just above in Welsh. Performance exceeded targets by over 2% at level 5.
- The rate of improvement over the last three years against the CSI at level 4+ has been greater than that at an all-Wales level (4.5%/ 3.4%) at level 5 the rate of improvement has also been greater in each of the core subjects by over 1%.

### **Boys, girls, free school meals**

- At regional level, girls outperform boys at both level 4+ and level 5 at key stage 2 with the gaps being widest in language and narrowest in mathematics.
- Two out of every five girls reach level 5 compared with only one in every three boys.
- In the local authorities there are some differences with underachievement most evident in the outcomes achieved by boys at this level in Merthyr.
- There has been a narrowing of the gap in performance between e-FSM and non e-FSM pupils at level 4+ over the last three years but this is not consistent across the region. Improvement is least evident in RCT and the Vale. Around three-quarters of e-FSM pupils reach level 4+ in the CSI for the region and in the local authorities except RCT where the figure is just over two-thirds.
- Boys who are e-FSM perform less well in comparative terms than girls who are e-FSM.
- At level 5 the gap in performance has been up and down over the last three years but is wider overall in 2015 than in 2013.
- There are variations in performance of all pupils between schools against their FSM percentages against the CSI. These variations occur between schools with a similar FSM percentage but there are many instances where schools with a high FSM percentage outperform those with a lower percentage.

## **Summary of improvement in CSC:**

### **Level 4+**

- 2.% against CSI compared with 2.5% in 2014 compared with 1.6% for Wales
- 1.8% English (1.6% 2014), 3.% Welsh (2.5%), 1.7% maths( 1.8%), 1.3% science (1.3%). In each the improvements are about 0.5% greater than for Wales.
- Results in core subjects all between 89.8%-93.6% - Welsh highest, English lowest as in 2014.
- Performance is ahead of Wales in English (89.8%/ 89.6%), Welsh (93.6%/ 90.5%), the CSI (87.8%/ 87.7%), the same in mathematics (90.2%) and just below in science (91.1%/ 91.4%).

### **Level 5**

- The improvements in 2015 compared with 2014 were greater than those in 2014 compared with 2013 in English (3.4%/ 2.7%) and mathematics (4.5%/ 2.4%), the same in science (3.2%) and lower in Welsh (4.9%/ 5.8%).
- Just over two-fifths of pupils reached level 5 in each of the core subjects compared with just over a third in the previous year.
- The extent of the improvement in the three-year period between 2013 and 2015 is similar to that between 2012 and 2014. (over 6% in English, maths and science and 10% in Welsh).
- The rate of improvement has been greater than that for Wales over the last three years and so performance is still ahead of Wales in Welsh and is now also ahead in mathematics. It is just below in English and science.

## **Summary of improvement in local authorities:**

### **Level 4+**

- There were some variations in the rates of improvement across the five local authorities with the greatest improvements registered in Cardiff and Merthyr.
- Improvements were typically around 1% in the Vale, Bridgend and RCT, around 2% in Cardiff and over 3% in Merthyr.
- The widest variations in improvement were in Welsh first language.
- Performance is above that of Wales in the Vale, similar in Bridgend, above or close to the average in Cardiff, RCT and Merthyr.

### **Level 5**

- Improvements fluctuated most in Welsh ranging from 0% in the Vale to 8.6% in Cardiff.
- In the other core subjects improvements were typically around 4% in Cardiff, RCT and the Vale (except for maths in the Vale – 7%). In Merthyr performance in maths improved by 4.5% and by 1.4% in science. It fell in English by 0.2%.
- Around half of pupils reached level 5 in each of the core subjects in the Vale, nearly two-fifths in Bridgend, just under two-fifths in RCT, just over two-fifths in Cardiff and around a third in Merthyr.
- Performance is above the Wales average in the Vale and Cardiff, close in Bridgend and Cardiff and other than in Welsh below by between 2% and 7% in RCT and Merthyr

## **Gender**

### **CSC**

- At level 4 girls outperform boys across all indicators.

- The gap is widest in English and the CSI (around 5%) but is narrower in Welsh, maths and science (3%-4%).
- The gaps are narrower than those at an all-Wales level in English and the CSI by about 1%, in Welsh by about 3% and are similar in mathematics and science.
- The gaps are generally similar to those in the previous year.
- At level 5 over two-fifths of girls reached level 5 in each of the core subjects compared with just over a third of boys.
- The margin between boys and girls was wide in English and Welsh (13%) but much narrower in mathematics (only 1.3%).

### **Local authorities**

- Within the local authorities girls also outperform boys at level 4+ although the gaps are generally narrower in Cardiff and the Vale especially in maths and science.
- This pattern is replicated in the main in each local authority. Between two-fifths and half of girls reach level 5 in Bridgend, Cardiff and RCT, around two-fifths in Merthyr and over half in the Vale. Fewer boys reach this level in the local authorities- between two-fifths and a half in the Vale, around two-fifths in Cardiff, around a third in Bridgend and RCT and around only an quarter in Merthyr.

### **E-FSM v non E-FSM**

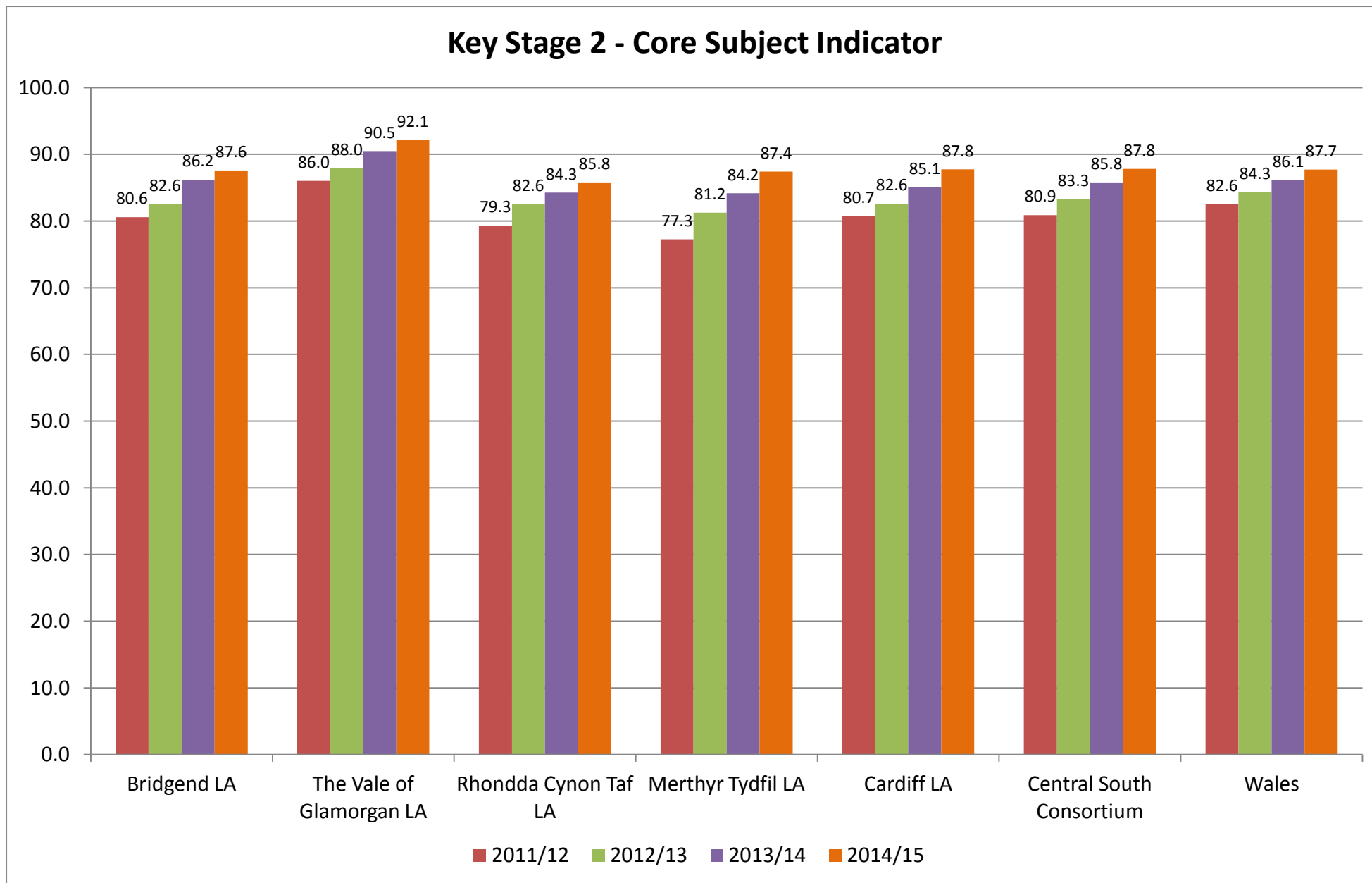
#### **CSC**

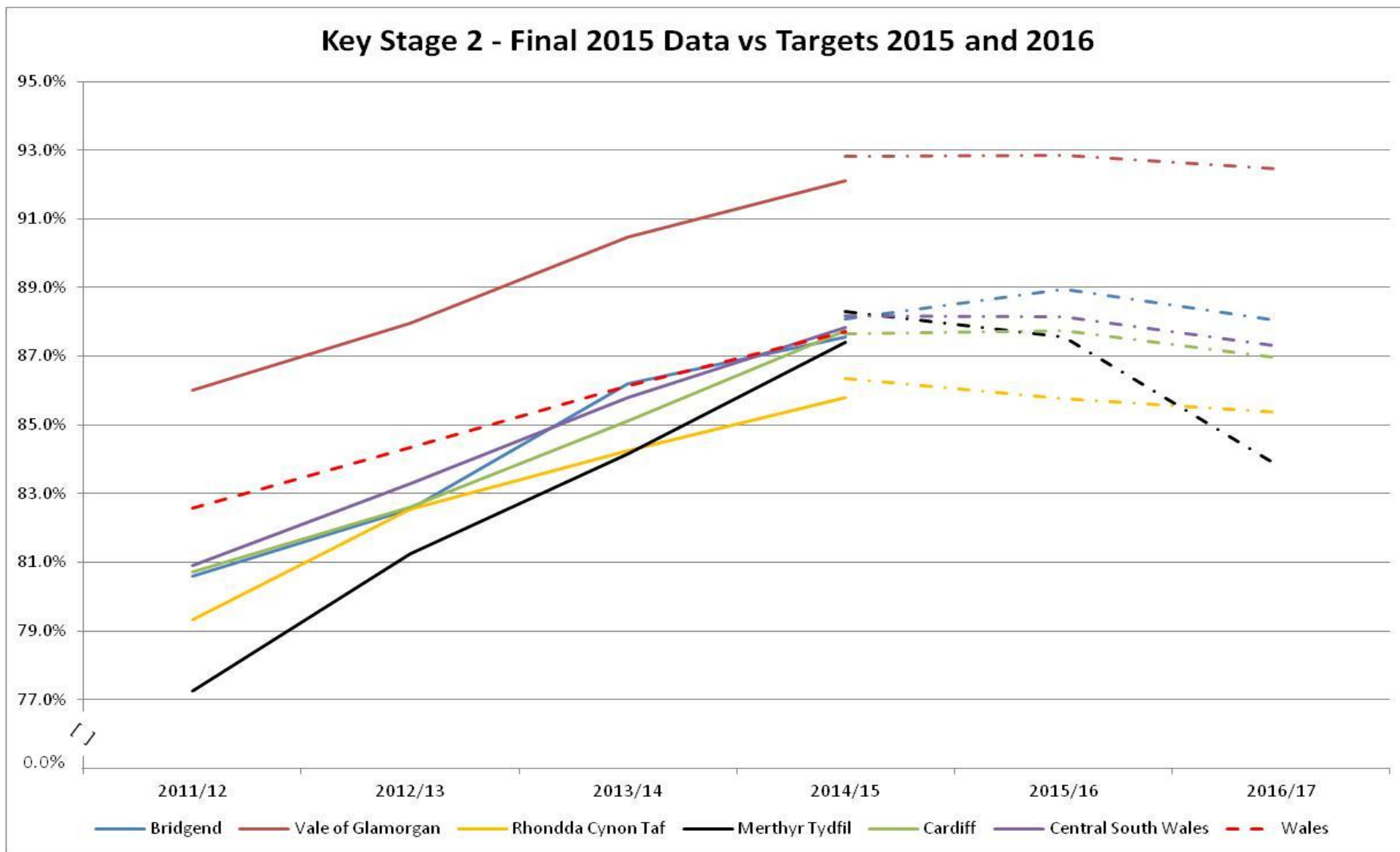
- At level 4+ there has been a narrowing of the gap in performance against the CSI between e-FSM and non e-FSM pupils over the last three years – 2.7% since 2013 and 4% since 2012. The gap now stands at 16.8% compared with 19.5% in 2013.
- Both groups have improved over the last three-year period but e-FSM pupils have improved at a rate that is nearly twice that of non e-FSM pupils (e-FSM 6.4%; non e-FSM 3.7%).
- The gap is slightly wider in English (15%) than in the other three core subjects where it is 13% in Welsh, 13.4% in maths and 13.9% in science.
- The gap between e-FSM boys and e-FSM girls against the CSI at level 4+ is nearly twice that of the gap between boys and girls overall (9.2% / 5.5%).
- The gap in performance between e-FSM boys and non e-FSM boys against the CSI is also much wider than the gap between e-FSM girls and non e-FSM girls (19.2%/14.3%).
- At level 5 the gap between e-FSM pupils and non e-FSM pupils has been up and down in English over the last three years but was wider in 2015 than in 2013 (25.4% / 21.09%). This pattern is similar in maths (24.6% in 2015/ 21.9% in 2013) and science (26.3%/ 22.2%). The gap has also fluctuated in Welsh.

### **Local authorities**

- At level 4+ the gap has narrowed in each local authority over the last three years against the CSI with the exception of RCT where it has widened by 2.1%. The gap has narrowed most in Merthyr (6.1%), followed by Cardiff (5.2%) and Bridgend (4.7%). The gap has narrowed by only 0.4% in the Vale.
- The widest gap in English is in RCT (18.5%) and Merthyr (15.8%) – in the other three authorities it is just over 13%. There are wide variations in the gaps in Welsh from 8.6% in Bridgend to 19.8% in Merthyr.

- In maths the gap is just over 10% in Bridgend, Cardiff and Merthyr, over 14% in the Vale and 18% in RCT.
- At level 5 the gap has also fluctuated in English in the Vale, RCT, and Cardiff and has widened in Bridgend and Merthyr. Overall, the gap is now wider in 2015 than in 2013. This pattern is similar in maths and science and the fluctuations are much greater year-on-year in Welsh.





## **Key stage 3- Key features**

### **Performance and trends**

- There is a continuing upward trend in the outcomes although the extent of the improvement at level 5+ is not as great as in recent years.
- Increases at level 6+ have also continued and are at about twice that at level 5.
- At both level 5+ and level 6+ outcomes are lowest in English.
- Between half and two-thirds of pupils reach level 6+ in the different subjects, although there are variations between authorities and outcomes in English remain lowest in Merthyr.
- The rate of improvement at level 5 over the period 2013-2015 is now less than that between 2012-2014 – English (5.6%/7.8%); Welsh (4.8%/9.2%); maths (5.5%/ 6.8%); science (7.5%/10.1%), CSI (7.5%/ 10.1%).
- The rate of improvement at level 6+ is slightly less in the three-year period since 2013 than the period from 2012 to 2014 in the core subjects and is lowest in maths.
- The rate of improvement over the last three years against the CSI at level 5+ has been greater than that at an all-Wales level (7.5%/ 6.9%). At level 5 the rate of improvement has also been greater in each of the core subjects by just under 1%.
- Because the improvement has slowed somewhat in the last year performance at level 5+ is now just below the Welsh average in the CSI, English and science. It is the same in mathematics and ahead in Welsh.
- Performance was close to aggregated targets in English and Welsh and below by about 2% in mathematics at level 5+. At level 6+ performance was close to the target in Welsh and just above it in English and mathematics.
- At level 6+ the rate of improvement over the last three years is greater than for Wales by around 1% in English and maths and over 4% in Welsh and science.
- At level 6+ performance is above the Welsh average in all four core subjects for the first time.

### **Boys, girls, free school meals**

- The rate of improvement of boys in 2015 at level 5+ has generally been greater than that of girls – nearly twice as great. However, girls' performance is still ahead of boys across the board.
- More girls than boys reach level 6 in the different core subjects and they have continued to improve at a greater rate than boys at this level.
- At level 5+ there has been a narrowing of the gap in performance against the CSI between e-FSM and non e-FSM pupils over the last three years. Both groups have improved but e-FSM pupils have improved at a rate that is nearly three times that of non e-FSM pupils.
- At level 6+ the gap between e-FSM pupils and non e-FSM pupils has been reducing also over the last three years but the gaps are typically 10% wider than those at level 5+.

## **Summary of improvements in CSC**

### **Level 5+**

- 3.3% against the CSI (4.1% 2014) compared with an improvement of 2.9% for Wales.



- 2.5 % English (3.1%), 1% Welsh (3.9%), 2.6% maths (2.9%), 1.6% science (3.9%). The improvements were just ahead of those registered at an all-Wales level by about 0.5%.
- Results all between 87.7%-92% - Welsh highest, English lowest.

### **Level 6+**

- Improvements around twice that at level 5 although not as great as in 2014.
- 4.4% English (6.4% in 2014), 4.3% Welsh (10.2%), 4.0% maths (3.1%), 4.7% science (7.6%)
- Outcomes still highest in science (61.8%); maths (59.6%); Welsh (58.3%); English (51.5%)
- The rate of improvement at level 6+ is slightly less in the three-year period since 2013 than the period from 2012 to 2014 in the core subjects and is lowest in maths – English (10.8%/ 12.8%); Welsh (14.5%/ 18.1%); maths (7.1%/ 7.9%); science (12.3%/ 14.3%).
- The improvements were around 0.5% greater than for Wales.

### **Summary of improvements in local authorities:**

#### **Level 5+**

- Improvements in all five authorities except Welsh in Bridgend and Cardiff.
- Some variations in the rate of improvement - greatest percentage improvement against CSI in Merthyr (6.8%) followed by Bridgend (5%) – just over 3% in RCT and Vale and just under 2% in Cardiff. Lowest in Vale.
- Results in the core subjects separately reflect this pattern with greatest increases in Merthyr and lowest in Cardiff.
- Performance is above national averages in the Vale, close in some indicators and above in others in Bridgend and Cardiff and around 1% - 2% below in Merthyr and RCT (except Welsh in RCT).
- Performance in the non-core subjects has improved by between 1% and 2% and the variations between the different subjects are less than in 2013 ranging from 92.1% in ICT to 81.1% in Welsh.

#### **Level 6+**

- Improvements in each local authority are broadly similar – typically around 5% in Vale, between 2% and 6% in Bridgend, between 4% and 6% in Cardiff, around 5% in Merthyr except science, around 3% in RCT. The results in Welsh vary most between authorities.
- Across the five authorities just over half achieve level 6+ in English except Merthyr -two-fifths; between two-fifths (Bridgend) and two-thirds (Vale) in Welsh; nearly two thirds in maths in Vale and Cardiff and over half in the other 3 authorities; around two-thirds in science in Bridgend, Cardiff and the Vale and over half in RCT and Merthyr.
- Performance is above the Wales average in the Vale and in Cardiff (except in Welsh). Performance is below the Welsh average in Bridgend (except in science) by between 1% (English) and 8% (Welsh). It is below the Welsh average by about 8% in Merthyr, above in Welsh (5%) in RCT and below in the other core subjects by between 1% or 2%.

## **Gender CSC**

- The rate of improvement of boys in 2015 has generally been greater than that of girls – nearly twice as great. However, girls' performance is still ahead of boys across the board.
- The gap is widest in English – 11.7% and Welsh 8.1% but is narrower in maths and science – 5.7% and 6.4% respectively.
- Over four out of every five girls achieve the CSI at KS3 but only three-quarters of boys. Nine out of every ten girls achieve level 5 in the subjects separately compared with two-fifths of boys.
- Girls outperform boys across all indicators at level 6+ and by a wider margin than at level 5+ - English (18.4%), Welsh (24.8%), science (11.3%), maths (4.2%)
- The extent of girls' improvement in 2015 was greater than that of boys except in maths and so the gap has widened except in maths where it has narrowed by around 1%.
- The rate of improvement of boys in the non-core subjects was also greater than for girls in 2015 but girls still outperform boys in all subjects.
- Over three-fifths of girls reach level 6+ in each of the core subjects but only two-fifths of boys in English and Welsh and over half in maths and science.
- At level 5+ the gaps are narrower at an all-Wales level in all four core subjects and the CSI by around 2%.

## **Local authorities**

- Within the local authorities girls also outperform boys at level 5+ - the gap is around 4% in the Vale and around 6% in the other authorities.
- At level 6+ the pattern at regional level is replicated in the five authorities. Over two-thirds of girls reach level 6+ in the core subjects in the Vale and Cardiff, around three-fifths in RCT, between half and two-thirds in Bridgend and over half in Merthyr. The outcomes achieved by boys compare less well. Around only two-fifths of boys reach this level in English and Welsh (only one-third in Merthyr) and between half and three-fifths in maths and science.

## **e-FSM v non e-FSM**

### **CSC**

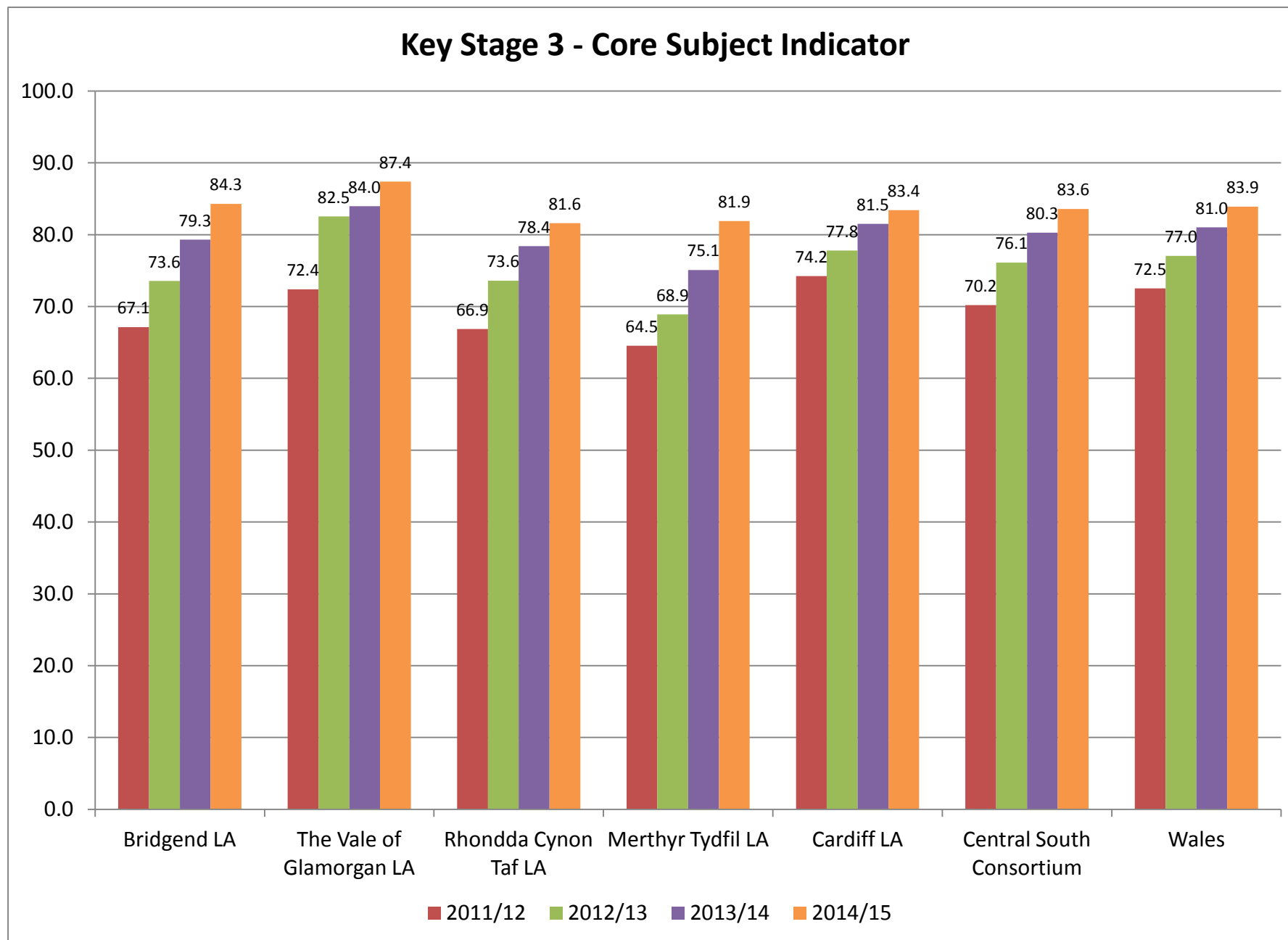
- At level 5+ there has been a narrowing of the gap in performance against the CSI between e-FSM and non e-FSM pupils over the last three years – 8.5 % since 2013 and 8.8% since 2012. The gap now stands at 20.7% compared with 29.2% in 2013.
- Both groups have improved over the last three-year period against the CSI but e-FSM pupils have improved at a rate that is nearly three times that of non e-FSM pupils (e-FSM 14.2 %; non e-FSM 5.7%).
- The gap is slightly wider in English (16.7%) than in the other three core subjects where it is 9% in Welsh, 15% in maths and 12.6% in science.
- The gap between e-FSM boys and e-FSM girls against the CSI at level 5+ has been slightly narrower than that of the gap between boys and girls overall over the last three years ( around 13% compared with 15%). In 2014-2015 e-FSM boys performed better than e-FSM girls by 1.3% largely as a result of their performance in mathematics.
- The gap in performance between e-FSM boys and non e-FSM boys against the CSI has been slightly wider than the gap between e-FSM girls and non e-FSM

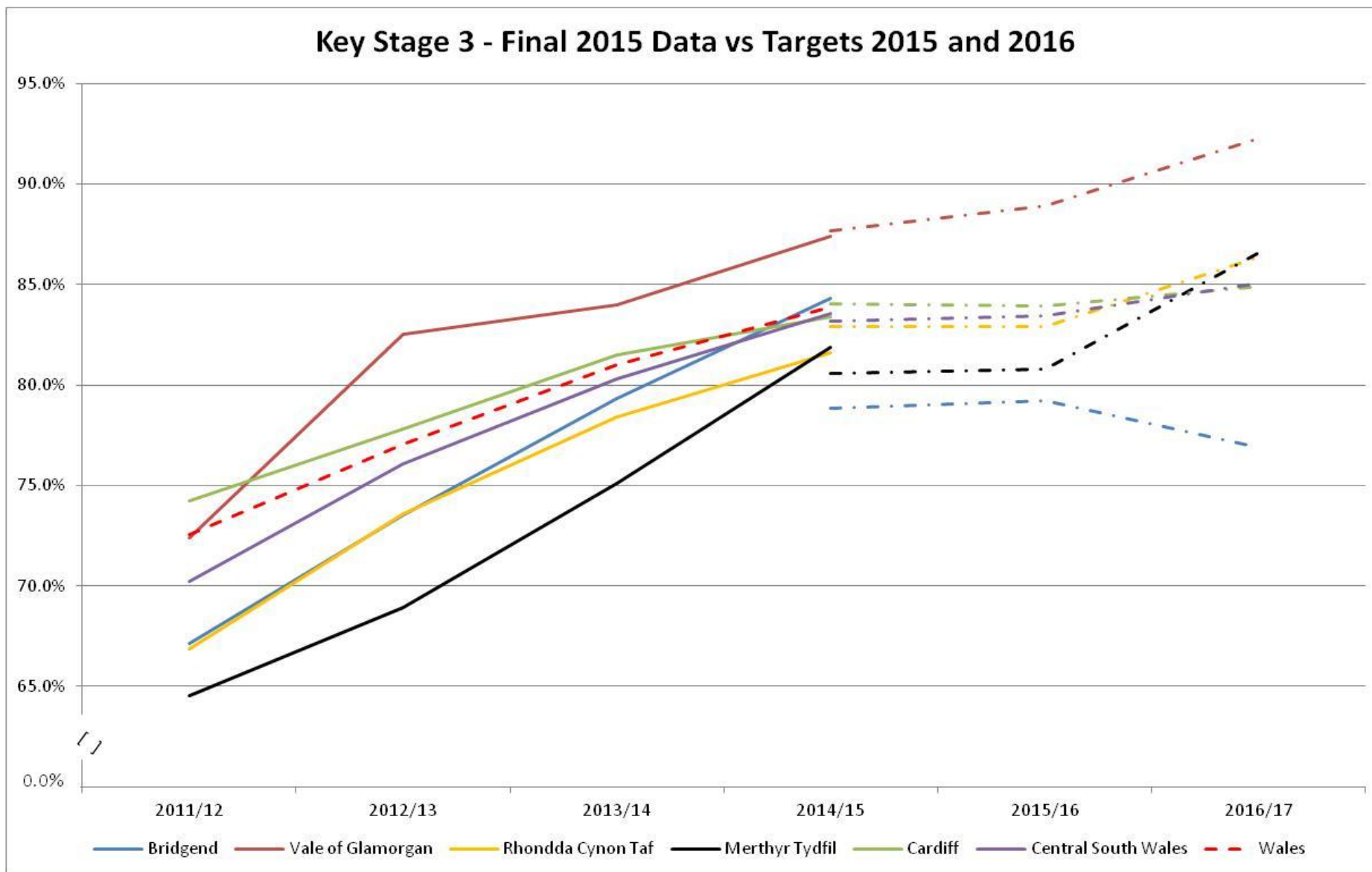
girls over the last three years by about 5% but the gap was narrower for boys in 2014-2015 (b 10.9%/ g 18.9%).

- At level 6+ the gap between e-FSM pupils and non e-FSM pupils has been reducing also over the last three years but the gaps are still around twice those at level 5.

### **Local authorities**

- At level 5+ the gap has also narrowed in each local authority over the last three years. The gap has narrowed most in the Vale against the CSI (15%), followed by RCT (8.2%), Bridgend (7.5%), Cardiff (7.2%) and Merthyr (6.9%). In all five the gap is now typically around 20%-21% except in the Vale where it is 15.9%.
- The gaps are wider in English and maths than in the other two core subjects.
- At level 6+ the gaps have also reduced over the last three years but the gaps are typically 10% or more wider than at level 5.





## **Key stage 4 – Key Features**

### **Performance and trends**

- There has been a further substantial improvement in the proportion of pupils achieving the level 2 threshold including English/ Welsh and mathematics building on the significant improvement achieved in the previous year.
- As a result there has been a further reduction in the number of schools where fewer than 30%, 40% or 50% of pupils achieve the level 2+ threshold.
- In 2015 -3 schools below 30% (7 in 2013); 4 below 40% (15 in 2013)
- In 2015 – 19 schools below 50% (34 in 2013).
- Although starting from a lower baseline, the percentage points improvement against this indicator over the last three years in each of the local authorities compares favourably with other authorities across Wales. All five are in the top ten for improvement and two are in the top three.
- There have been further gains at the level 2 threshold and significant gains against the CSI.
- Improvement against the level 1 threshold continues to be much more modest and inconsistent.
- The performance of around seven green support schools fell against some of the key measures at key stage 4 including the level 2+ and level 1 thresholds (3 in RCT, 2 in the Vale, 1 in Bridgend and 1 in Cardiff).
- The performance of Schools Challenge Cymru schools was mixed. Half of the schools registered an improvement against the level 2+ ranging from 0.1% to 19%. However, half of the schools saw a drop in performance ranging from 0.2% to 8%.
- Of the secondary schools that required red or amber support in 2014-2015 18 made accelerated progress but the performance of ten schools fell back. Of the nine green support schools only two made improvement that was sustained.
- The improvement in English was less than in the previous year and there were wider variations in the outcomes across the different local authorities.
- Further improvement was made in mathematics, although this varied between schools and overall was less than in the previous year.
- The gap in the proportion of pupils reaching a level 2 qualification in English compared with mathematics has widened over the last three years and now stands at just over 5%.
- Performance in Welsh improved in four of the eight Welsh-medium schools but dropped back in the other four.
- Performance in science largely maintained the substantial gains made in recent years.
- Against aggregated targets performance was below the targets set at regional level for the level 2+ by 3.5%. In each authority the aggregated targets were missed by around 2% in Bridgend and the Vale, 3% in Merthyr and around 5% in Cardiff and RCT.
- Performance was below targets by 9% in English, 1.6% in Welsh and 5.4% in mathematics.

### **Boys, girls, free school meals**

- There are wide variations in the gap in the performance of boys compared with girls against the level 2+ in each local authority: Bridgend -6%; Vale- 0.6%; Cardiff- 3.2%; RCT- 8%; Merthyr – 23.5%.

- There is a wide gap between boys' and girls' performance in English in favour of girls for the region (16.0%) and in each local authority- Bridgend 16.4%, the Vale 11.1%, RCT 20.9%, Cardiff 11.7% and particularly in Merthyr 31.3%.
- The gap in favour of girls is also relatively wide in Welsh for the region - 20% and in each authority -Bridgend 13.7%, Vale 14.4%, RCT 25.4%, Cardiff 16.6%.
- In mathematics the performance of girls is problematic. For the region as whole in 2015 boys outperformed girls by 0.4%. In three of the five authorities boys also outperformed girls – Bridgend 0.2%, Vale 5.9%, Cardiff 0.7. Outcomes were the same in RCT. In Merthyr girls outperformed boys by 14.2%.
- Girls outperform boys against the level 1 threshold in each authority and at regional level by about 3%.
- The proportion of pupils who are e-FSM reaching the level 2+ threshold increased in 36 schools and fell in 22. In 20 schools the increase was over 10% and in some of these schools the increase was very substantial.
- For the region as a whole the percentage rose from 26.7% in 2014 to 30.6% in 2015, a rise of 3.9%. There were increases in each local authority but these varied considerably from authority to authority– Bridgend- 12.1%, Vale – 0.3%, Cardiff – 3.3%, RCT – 0.9%, Merthyr – 7.3%. The highest proportion of these pupils reaching this threshold is in Bridgend and the lowest in RCT.
- The gap with the performance of non e-FSM pupils was 32.8%. This is narrower than the gap of 34.2% in the previous year but not as narrow as that of 2013 – 32.5%.
- There are differences in the gaps that occur in each local authority against this indicator – Bridgend – 27.6%, Vale – 37.4%, Cardiff, 33.5%, RCT- 32.9%, Merthyr – 26.4%.
- There are variations in performance of all pupils between schools against their FSM percentages against the level 2+. These variations occur between schools with a similar FSM percentage but there are instances where schools with a high FSM percentage outperform those with a lower percentage particularly in the range 25% - 35%..
- These variations are even sharper when considering the performance e-FSM pupils only.

### Key stage 4

#### Summary of percentage point improvement in 2015 compared with 2014 (2015 provisional figures used)

	CSC	Bridgend	Cardiff	Merthyr	RCT	Vale
<b>Level 2+</b>	3.7%	4.1%	4.8%	2.0%	3.3%	2.1%
<b>Level 2</b>	2.6%	3.2%	4.6%	1.6%	0.3%	1.9%
<b>Level 1</b>	0.4%	1.2%	-2.0%	1.0%	1.8%	1.5%
<b>CSI</b>	3.8%	2.9%	4.3%	1.2%	4.7%	3.3%
<b>English</b>	2.9%	4.8%	1.7%	-1.8%	3.1%	5.1%
<b>Welsh</b>	2.3%	11.1%	1.1%	-	2.0%	-1.4%
<b>Maths</b>	2.4%	2.3%	2.7%	2.7%	3.1%	1.1%
<b>Science</b>	0.1%	-1.6%	-1.5%	1.4%	0.6%	3.4%
<b>% with 5 A*-A incl E/W/M in 2015</b>						

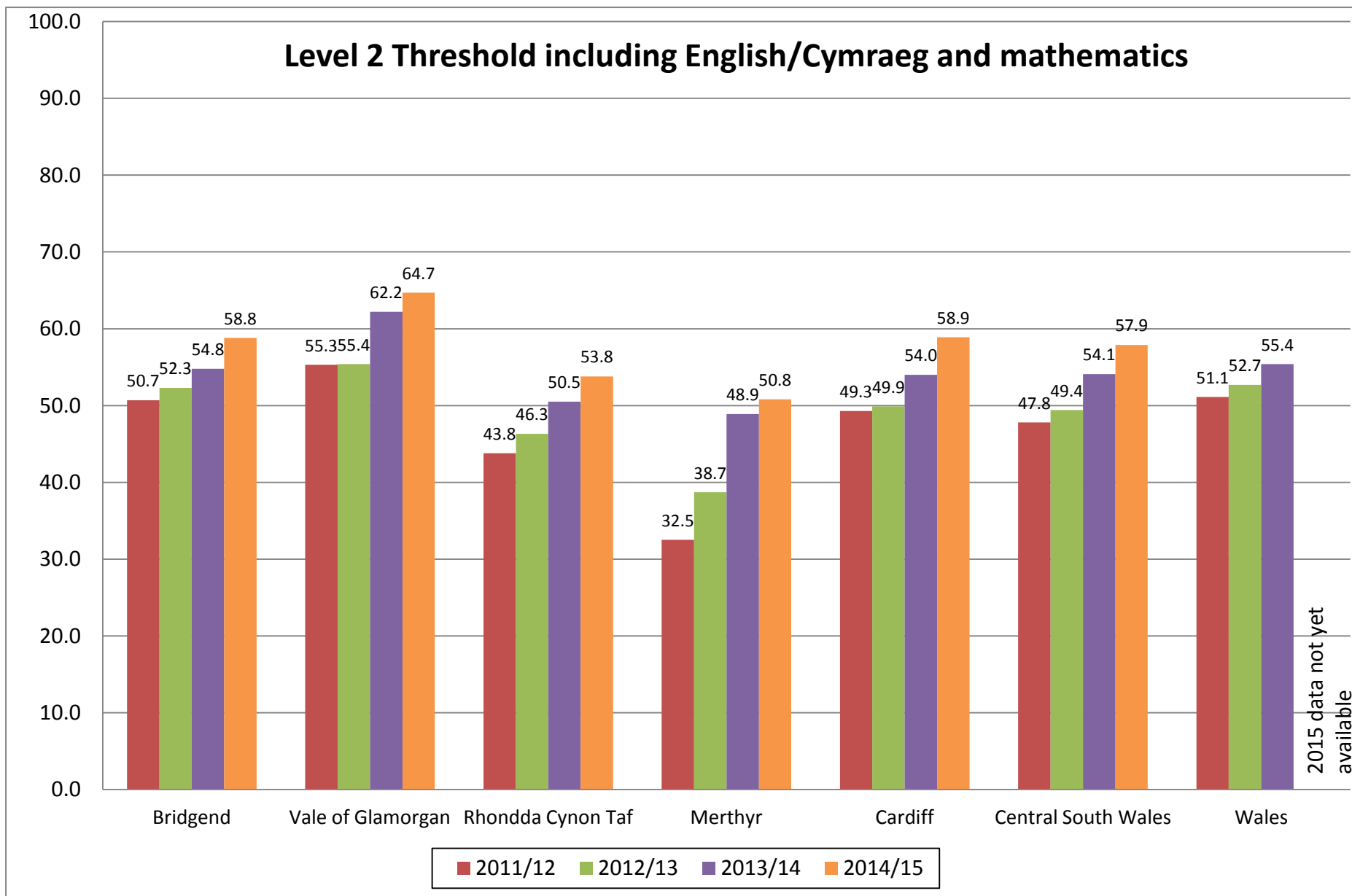
#### Summary of rate of improvement in 2013 - 2015

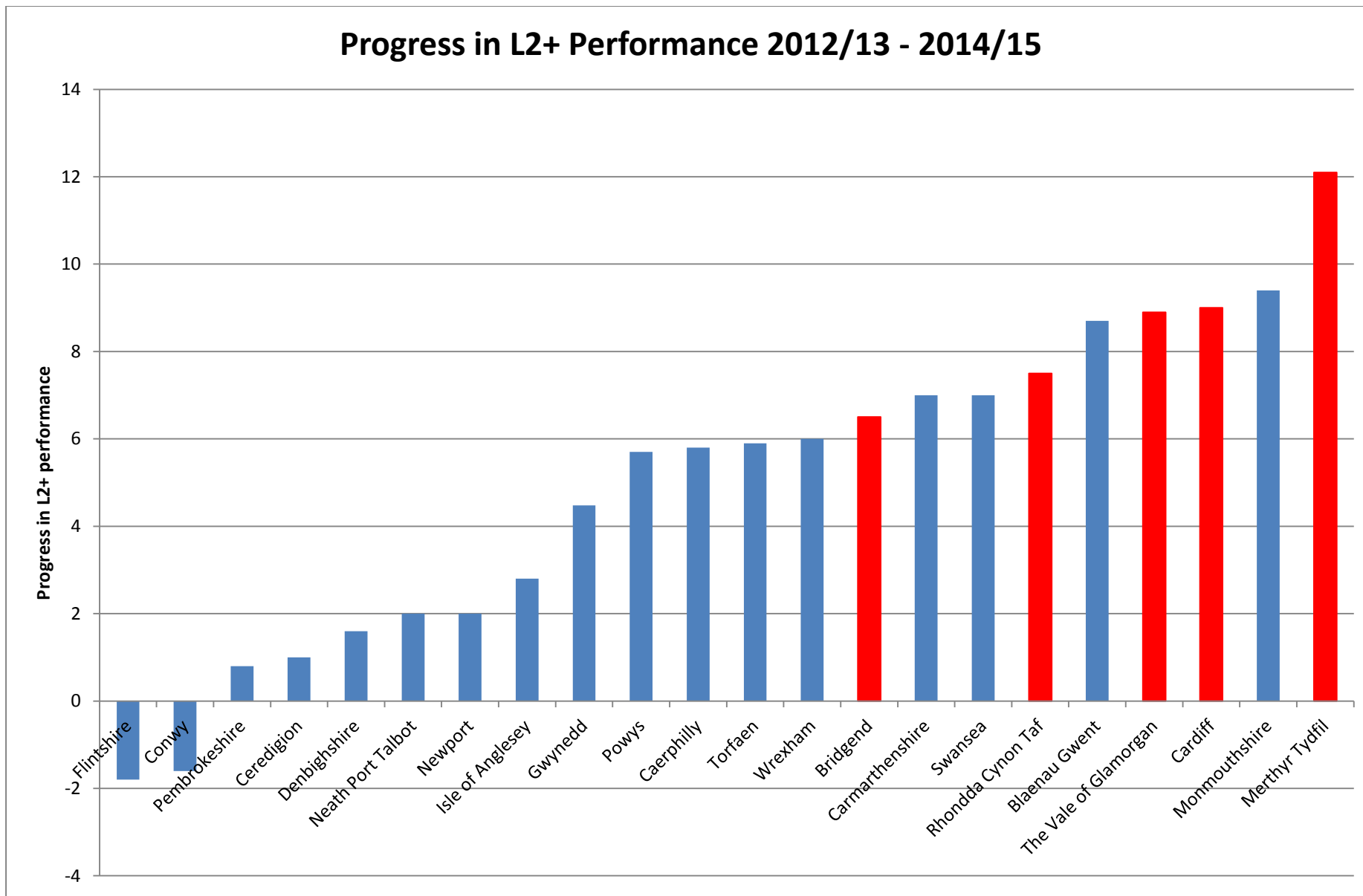
	CSC	Bridgend	Cardiff	Merthyr	RCT	Vale
<b>Level 2+</b>	8.5%	6.6%	9.0%	12.1%	7.5%	9.3%
<b>Level 2</b>	8.1%	10.5%	7.6%	10.7%	7.6%	6.3%
<b>Level 1</b>	1.0%	1.4%	-0.5%	3.8%	2.2%	0.9%
<b>CSI</b>	9.3%	6.8%	8.9%	11.6%	8.2%	13.6%
<b>English</b>	7.6%	9.1%	5.6%	10.4%	6.7%	10.5%
<b>Welsh</b>	1.7%	1.7%	2.5%	-	2.1%	-5.1%
<b>Maths</b>	6.5%	5.4%	5.2%	9.6%	7.4%	7.2%
<b>Science</b>	8.4%	8.2%	9.8%	7.6%	4.3%	14.3%

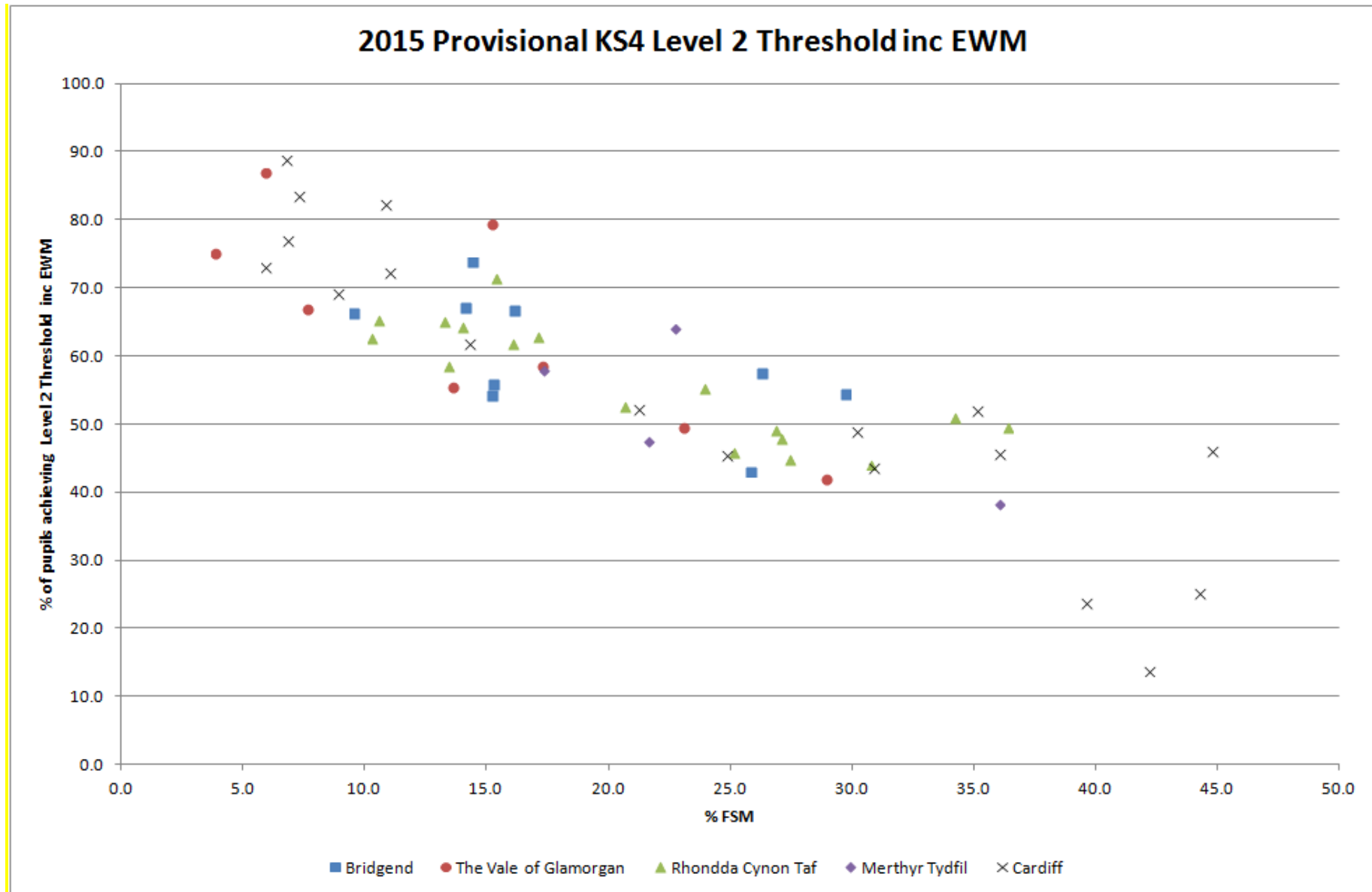
#### The proportion of e-FSM pupils reaching the level 2+ threshold

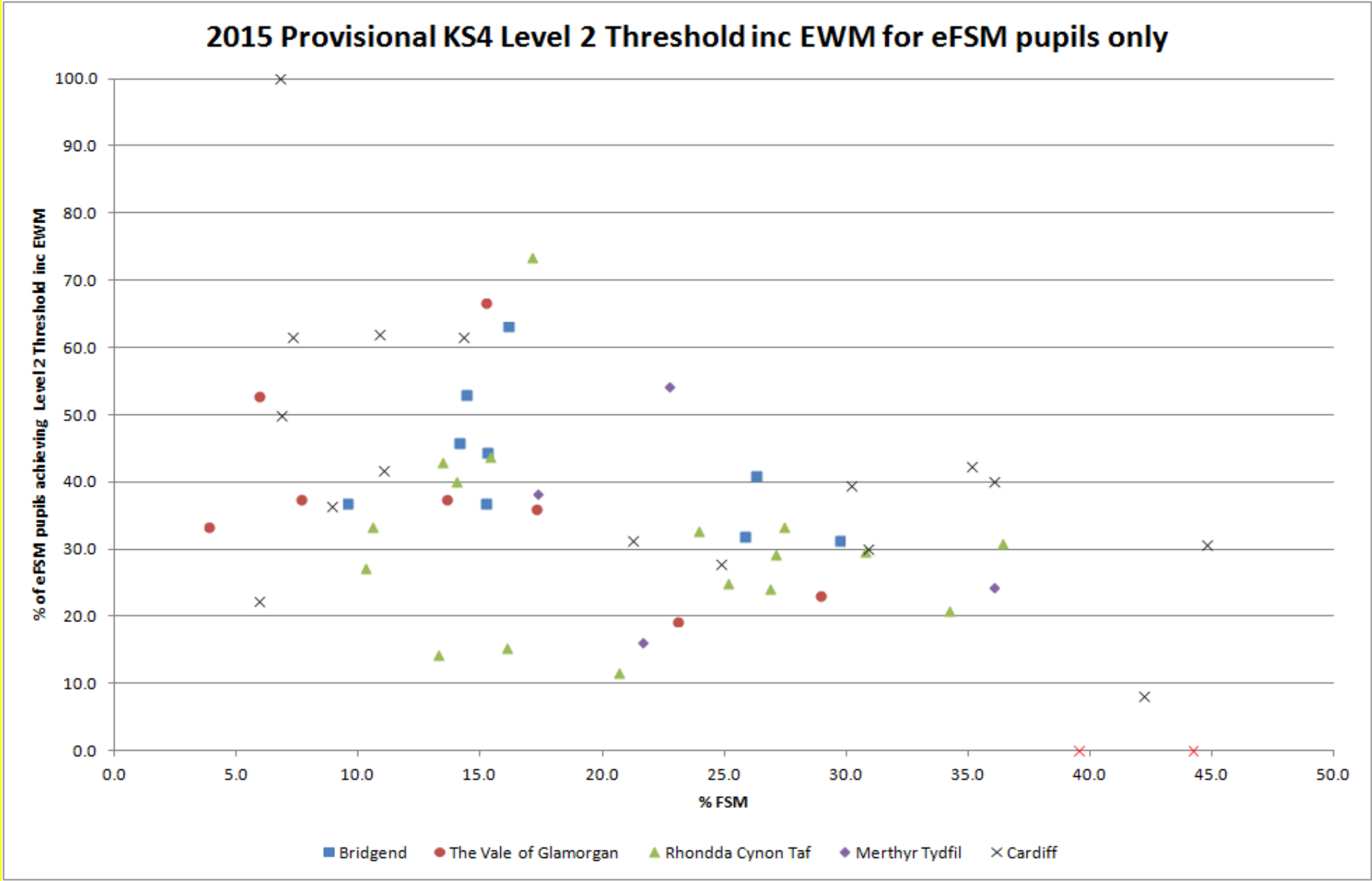
	CSC	Bridgend	Cardiff	Merthyr	RCT	Vale
<b>2015</b>	30.6%	37.2%	30.7%	30.1%	27.2%	31.0%
<b>2014</b>	26.7%	25.1%	27.4%	22.8%	26.3%	30.7%
<b>2013</b>	22.7%	26.4%	20.9%	12.3%	21.7%	32.5%



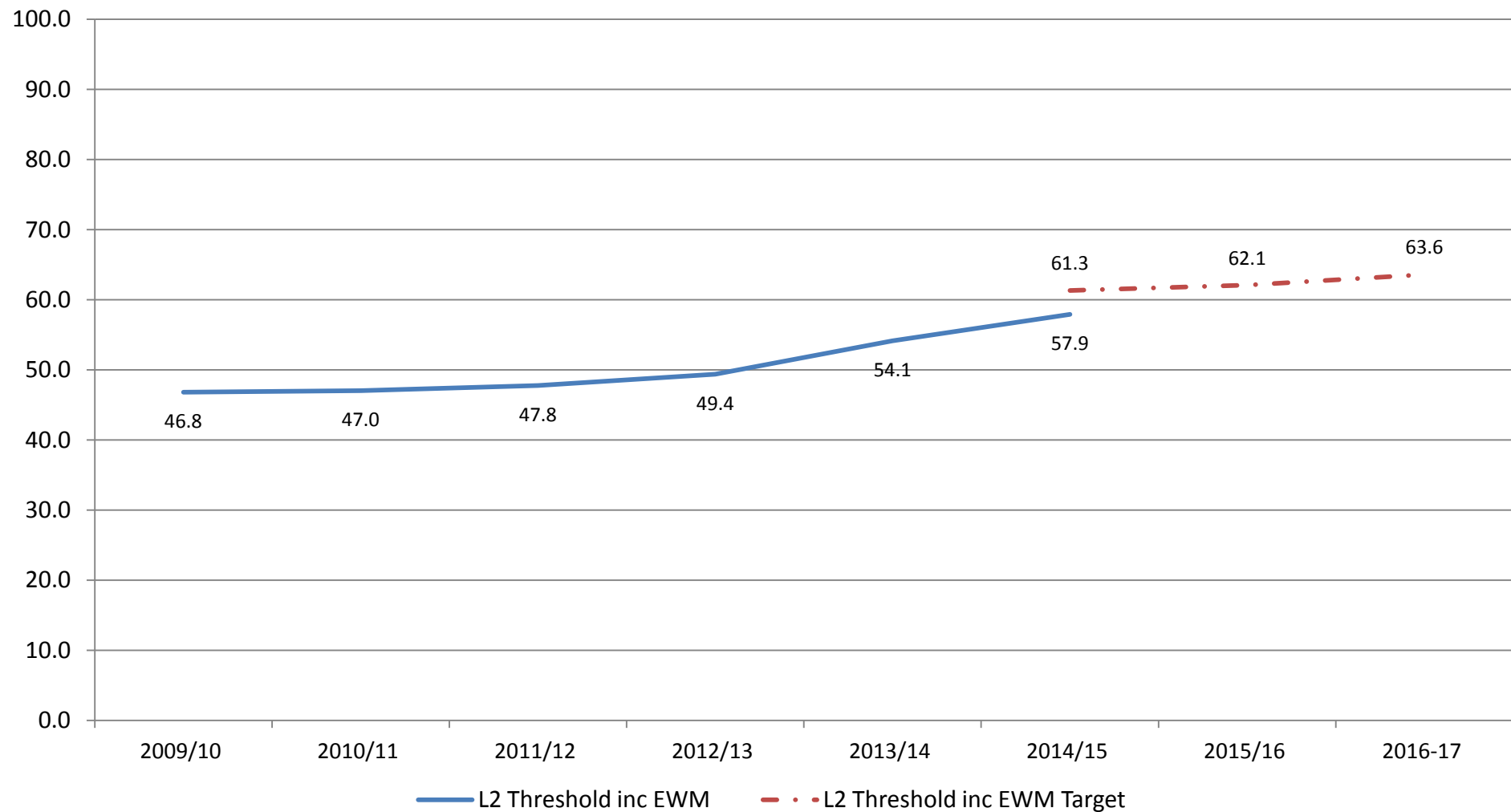


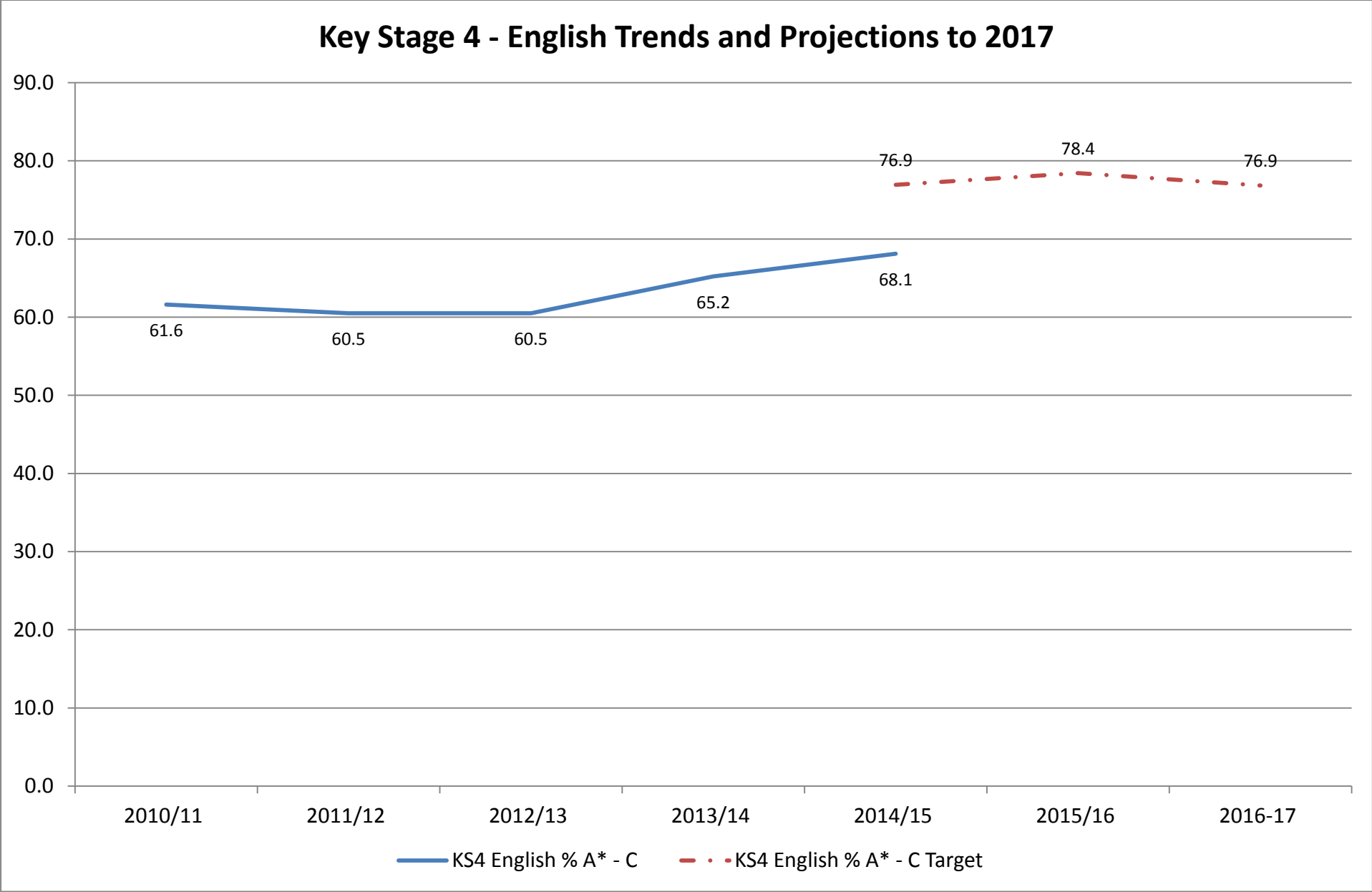


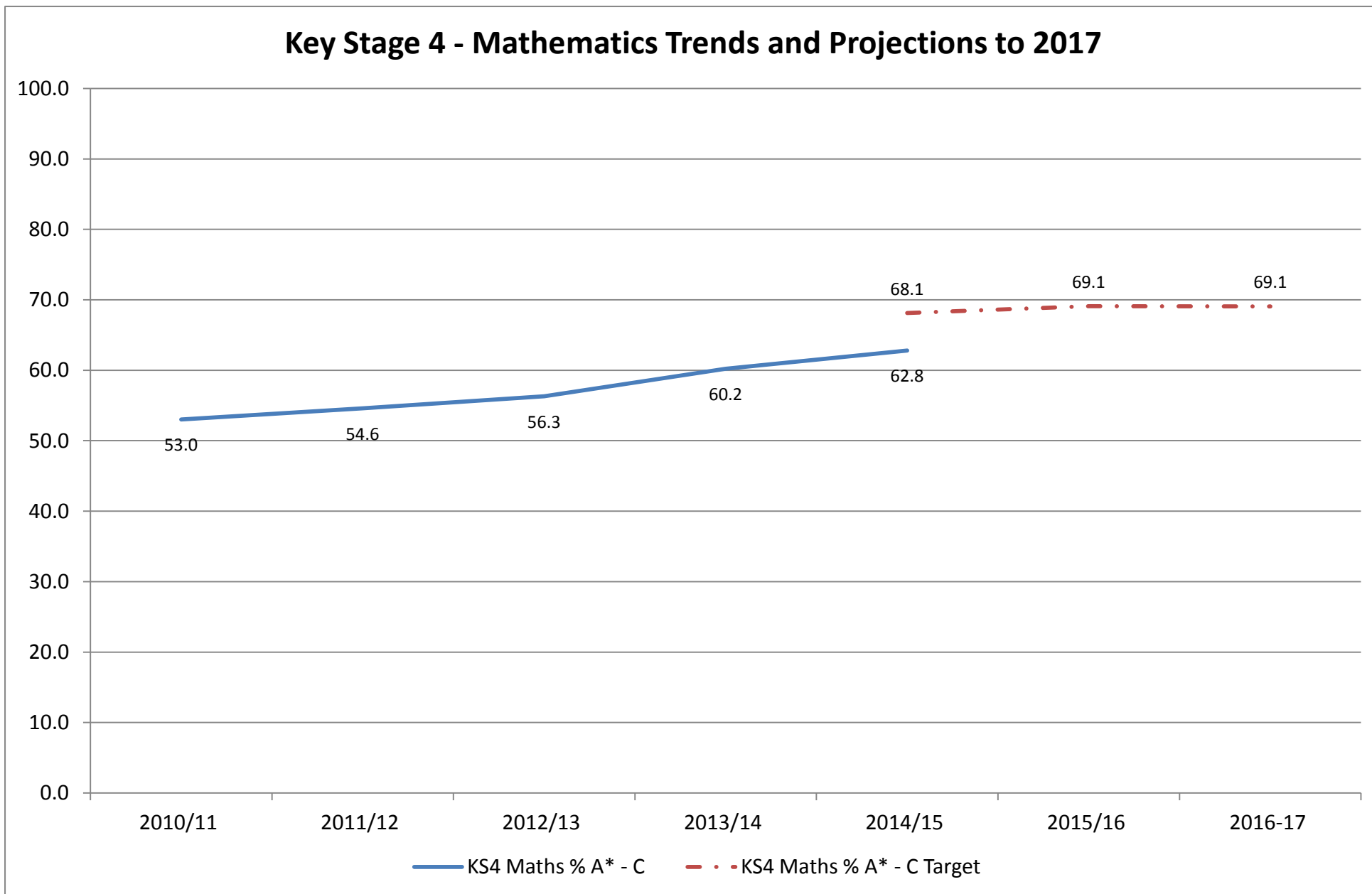


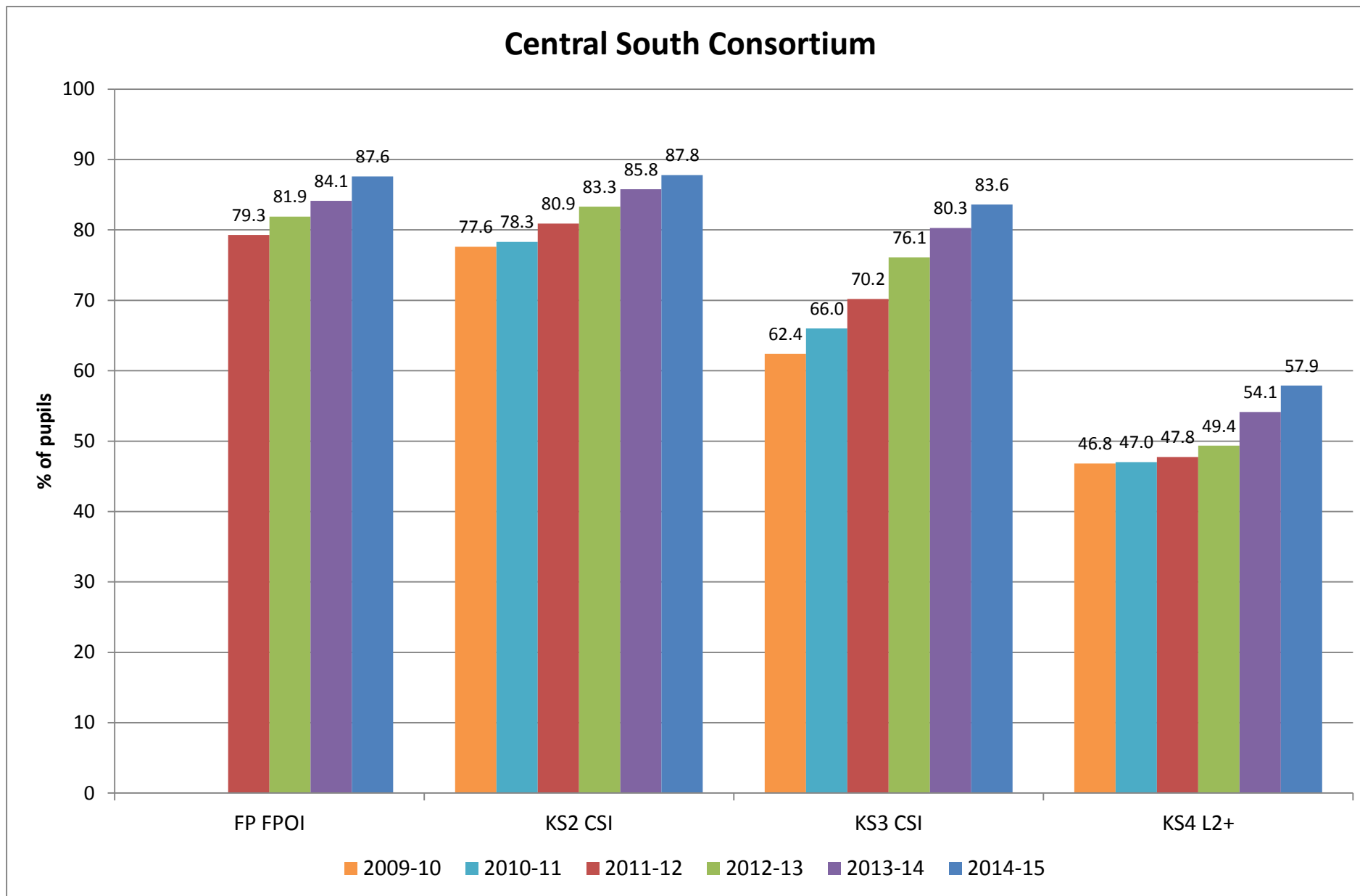


## Key Stage 4 - Level 2 Threshold including English or Welsh and Mathematics Trend and Projections to 2017

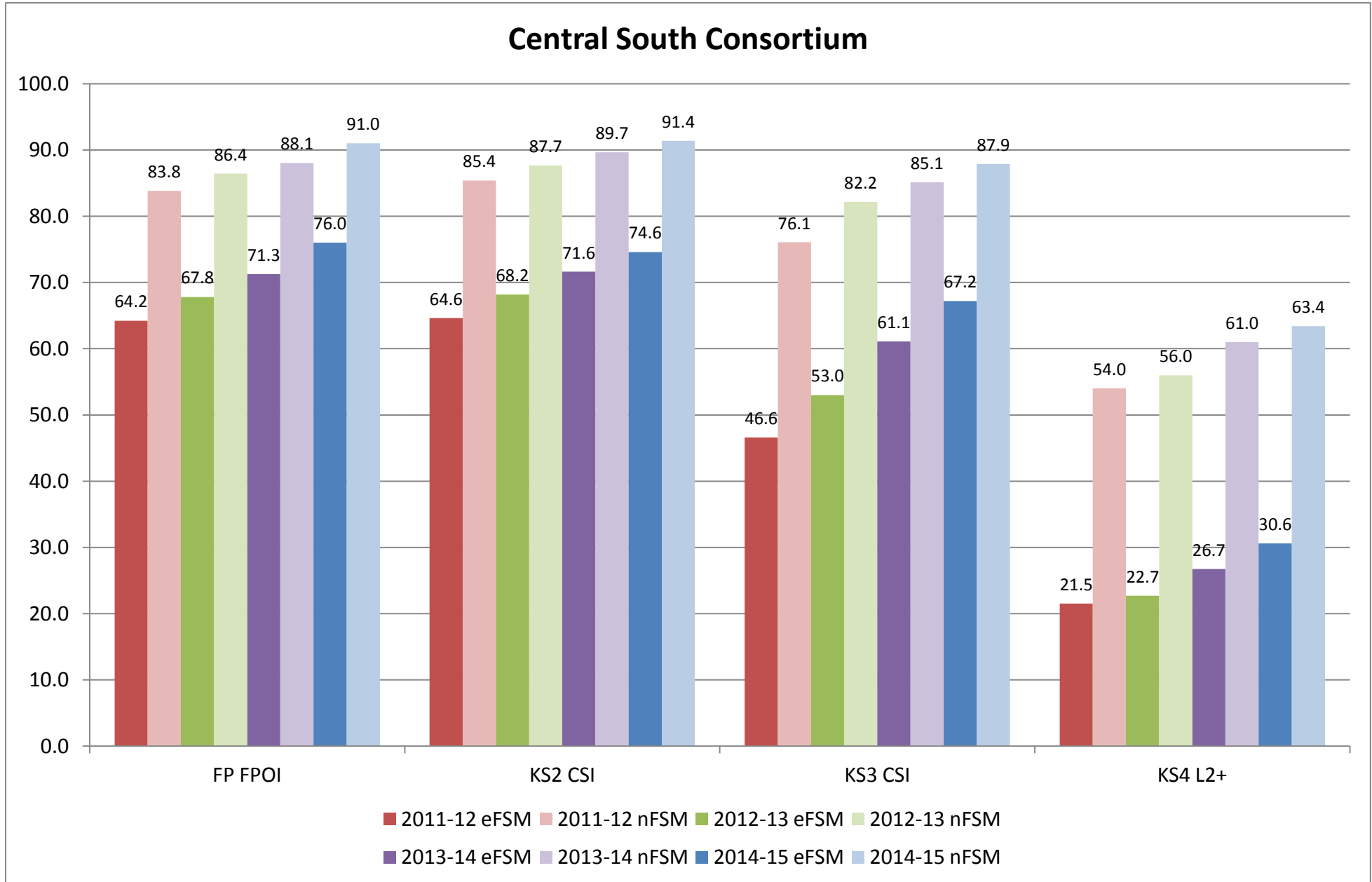




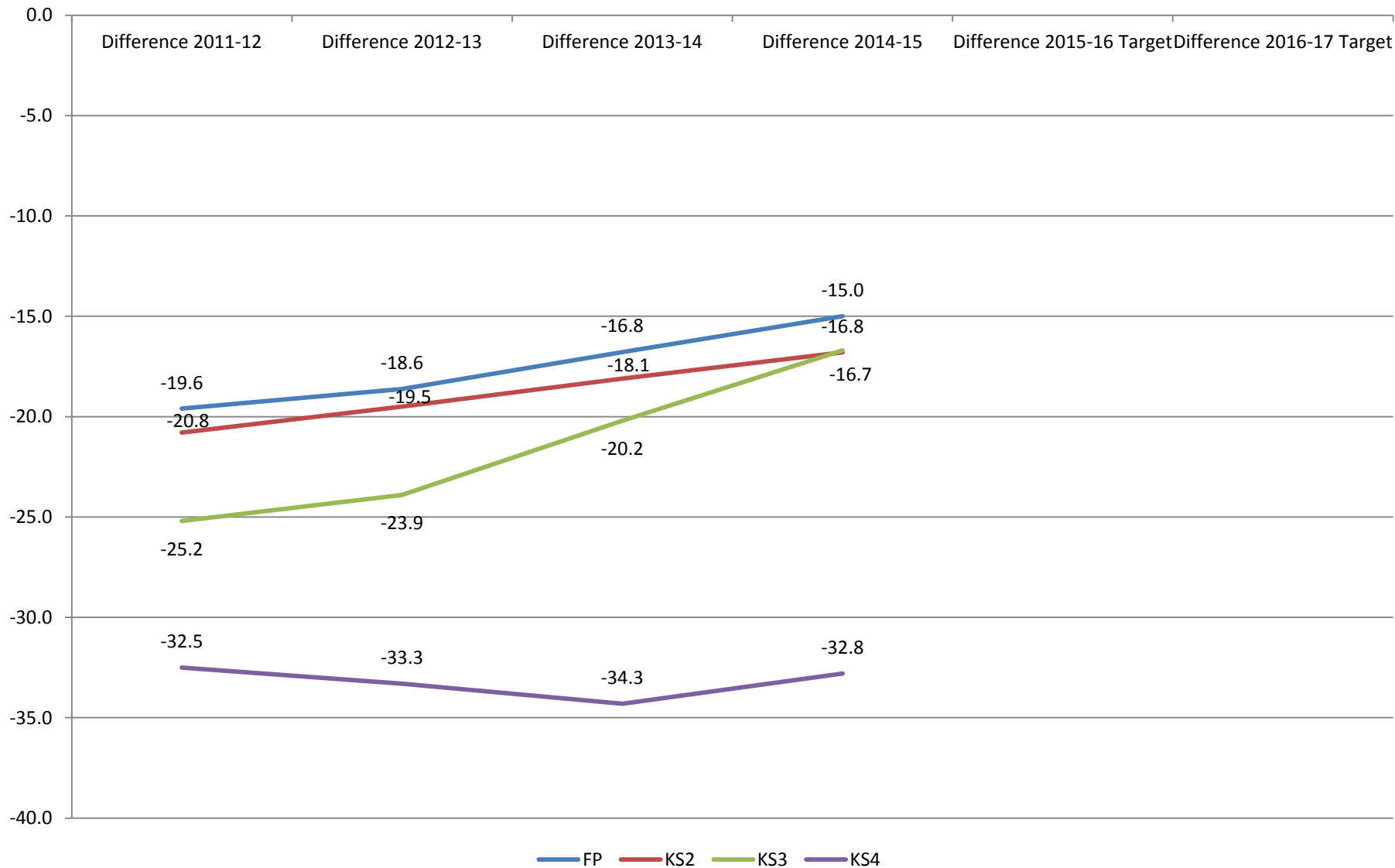








### Central South Consortium - eFSM/nFSM Difference (Reduce gap by ¼ by 2016)



## Post 16 – A Level Results of pupils aged 17

The proportion achieving the level 3 threshold was 96.5% (provisional figure). More boys than girls achieved this threshold (around 1% higher), however this is a much narrower gap than the 5% of the 2013-14 academic year.

### The proportion of subject entries at A\*-A

	All	Boys	Girls
Bridgend	19.2%	19.4%	19.1%
Cardiff	31.1%	30.7%	31.4%
Merthyr	-	-	-
RCT	14.0%	12.7%	14.9%
Vale	22.9%	21.5%	22.9%
<b>CSC</b>	<b>22.9%</b>	<b>22.6%</b>	<b>23.1%</b>

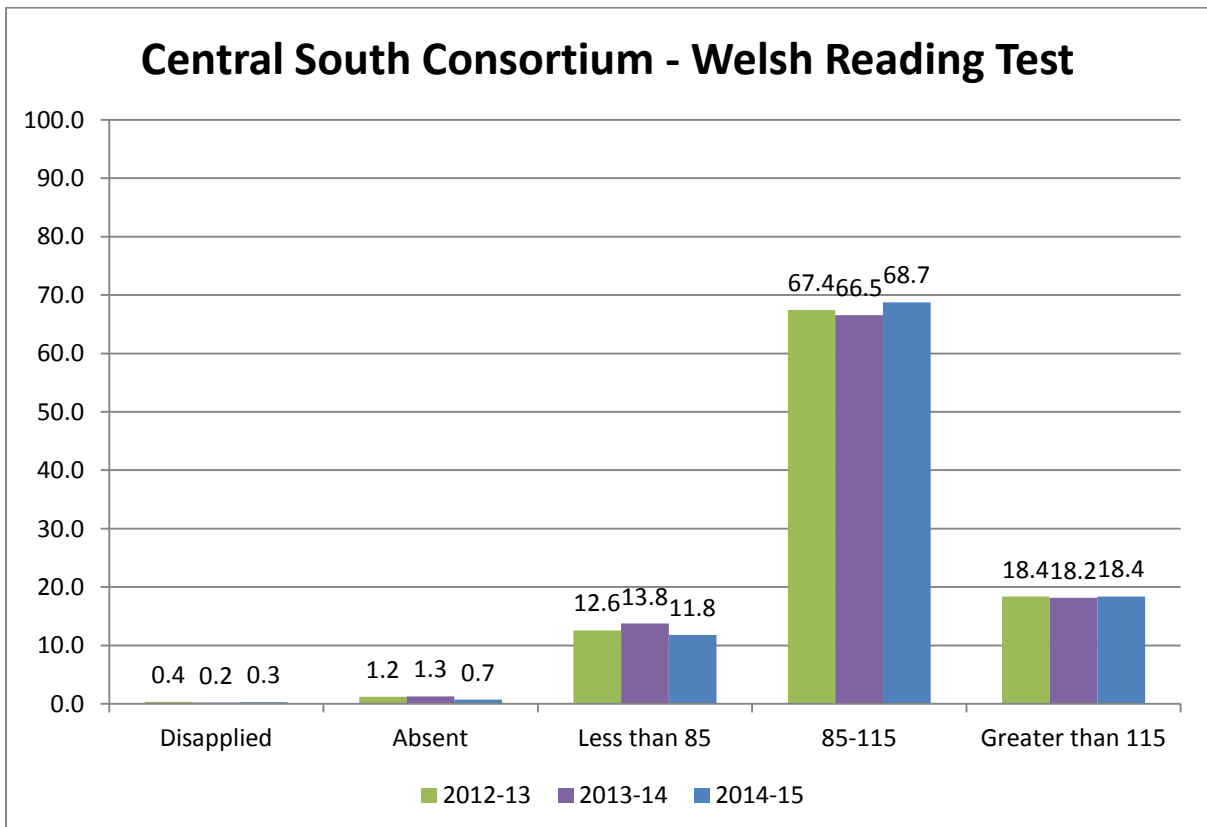
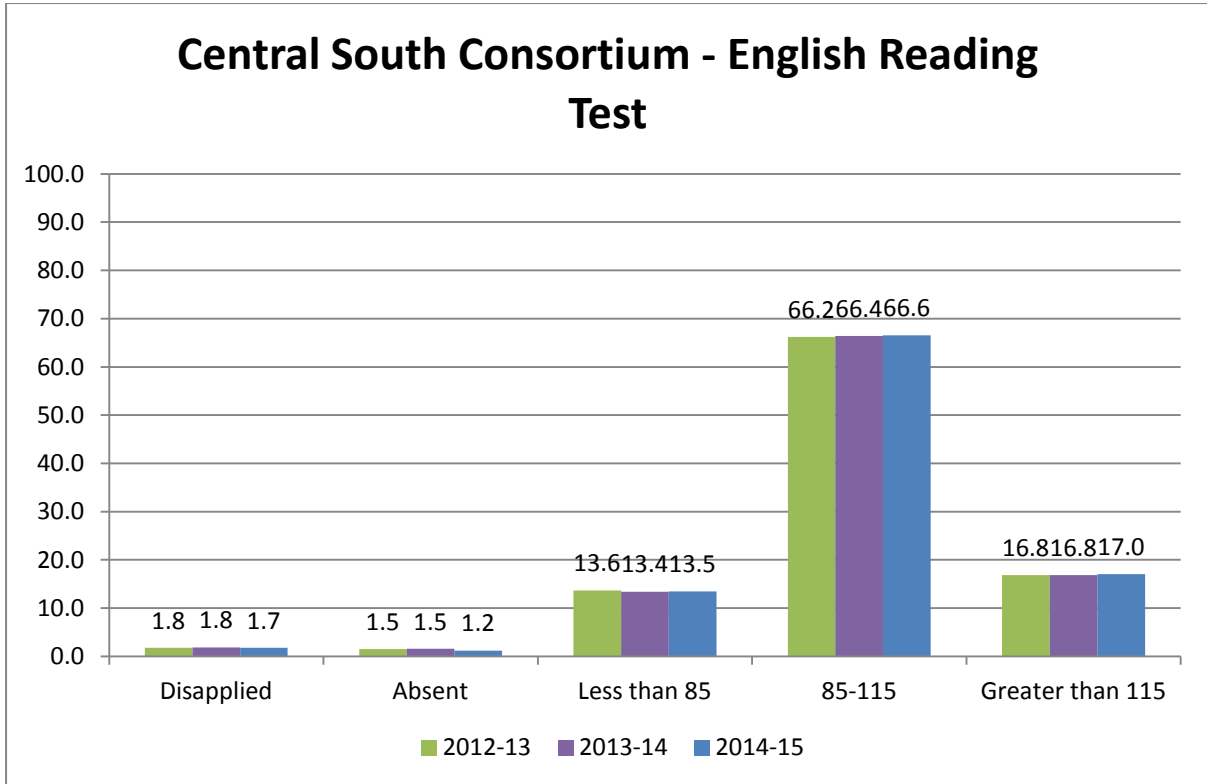
### The proportion of subject entries at A\*-C

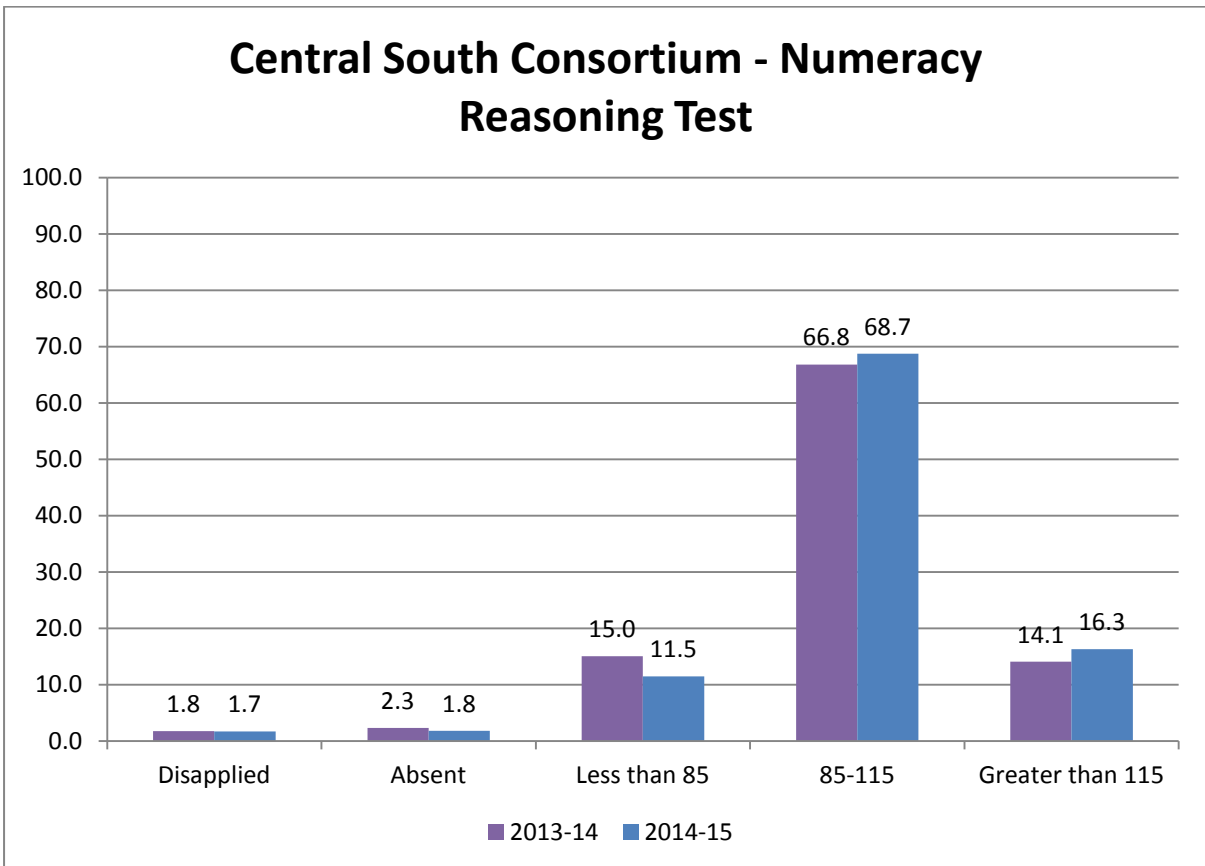
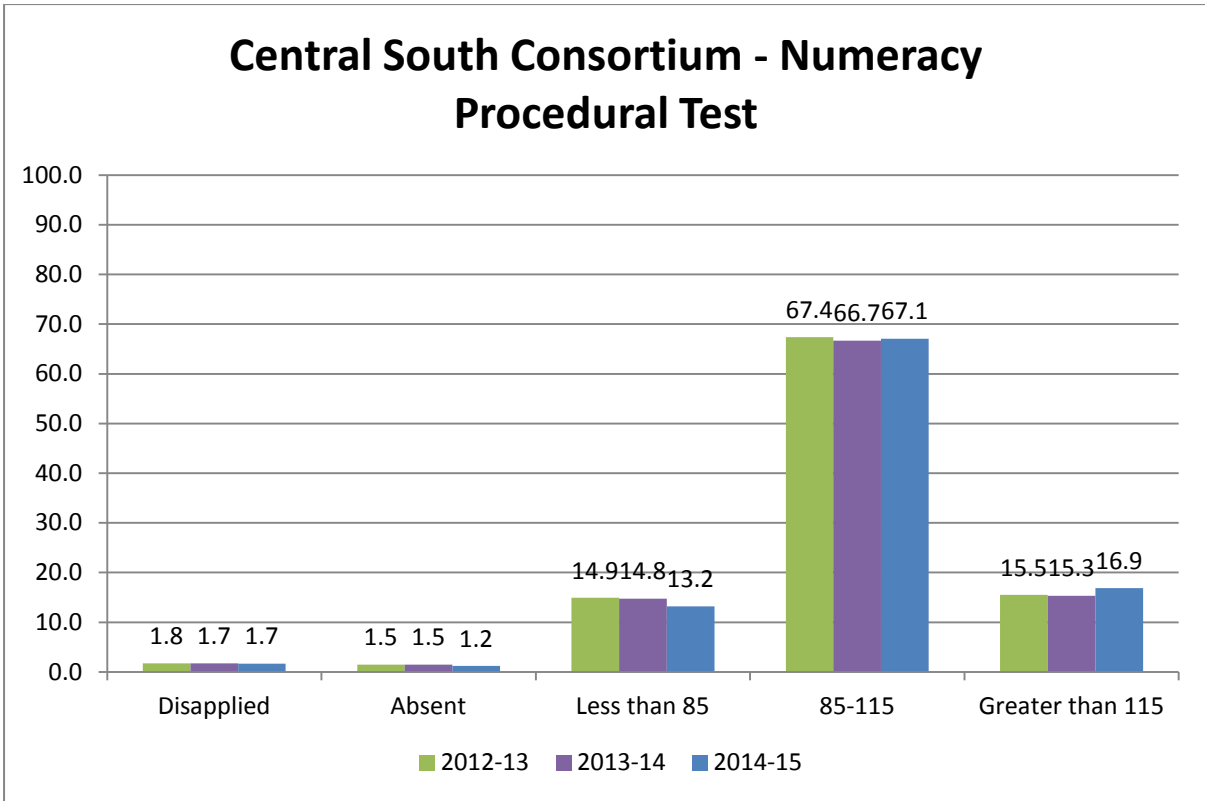
	All	Boys	Girls
Bridgend	73.6%	70.7%	75.8%
Cardiff	78.4%	76.2%	80.3%
Merthyr	-	-	-
RCT	67.1%	60.9%	71.2%
Vale	75.5%	72.7%	78.2%
<b>CSC</b>	<b>74.1%</b>	<b>71.1%</b>	<b>76.5%</b>

### The proportion of subject entries at A\*-E

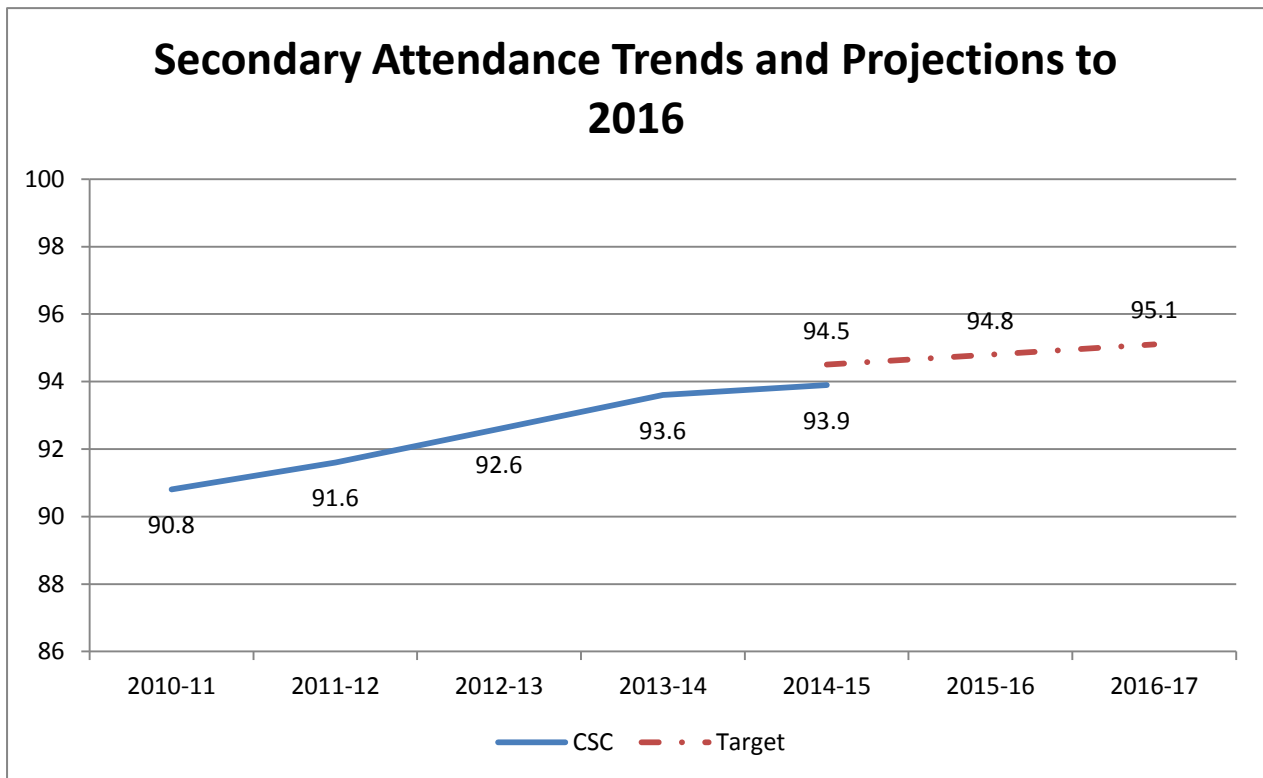
	All	Boys	Girls
Bridgend	97.8%	97.9%	97.7%
Cardiff	98.1%	97.8%	98.4%
Merthyr	-	-	-
RCT	96.3%	94.9%	97.2%
Vale	97.5%	96.6%	98.3%
<b>CSC</b>	<b>97.5%</b>	<b>96.9%</b>	<b>97.9%</b>

**Initial View Of Reading and numeracy test data**





## Projections from the Business Plan

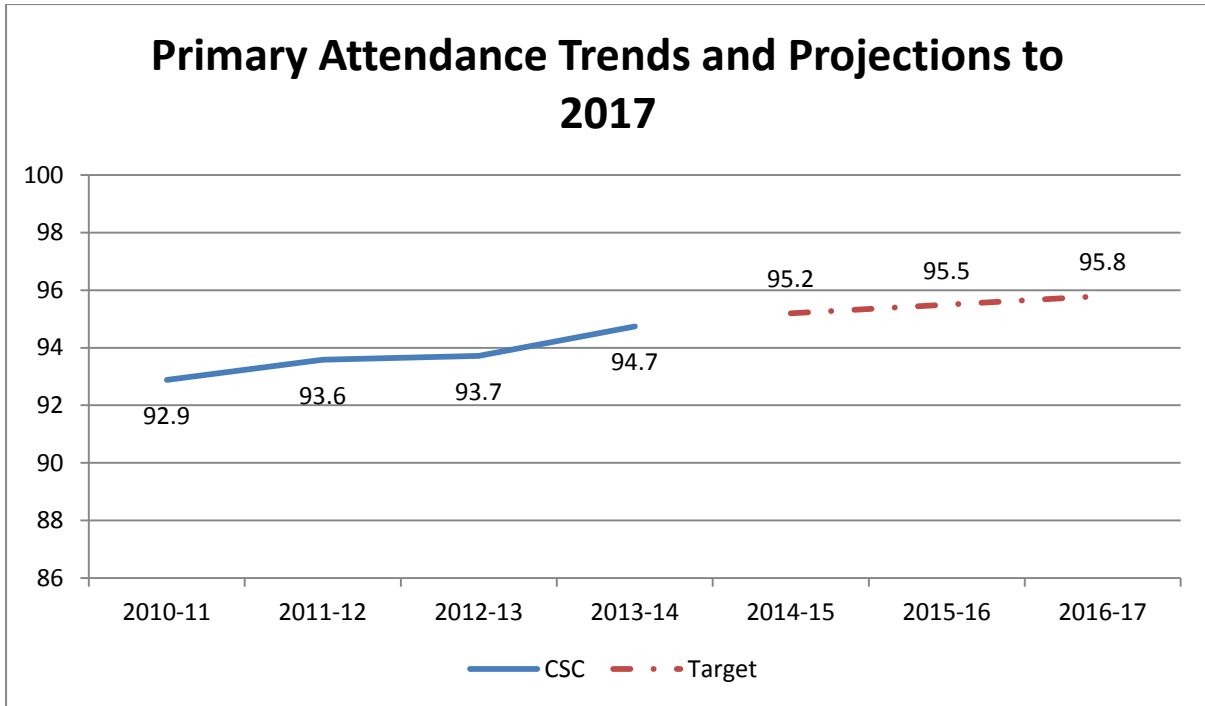


Overall attendance improved by 0.3% for the region as a whole in 2014-2015 - a rate that was slower than in each of the previous three years. A further 1+% improvement will be required to meet the target of an average attendance rate of 95% by 2016.

Attendance improved by 0.4% in Bridgend, 0.5% in the Vale and RCT, 0.2% in Merthyr and there was no change in Cardiff.

Attendance for the region has been in line with the national average for secondary schools for each of the previous two years (92.6%/ 93.6%) and in 2014-2015 exceeded the national average for the first time (93.9%/ 93.8%). Outcomes were above the Wales average in 2014 in Bridgend and the Vale, in line in Cardiff and below in RCT and Merthyr.

The rate of improvement for the region since 2011 has been greater than that nationally up to 2015 (3.1%/ 2.4%) Since 2011 there has been improvement in all five local authorities up to 2014 although the rates of improvement vary (Bridgend 3.0%; Cardiff – 3.4%; Merthyr – 1.7%; RCT – 3.0%; Vale 3.4%).



Attendance rates in primary schools have continued to improve in the period up to 2014. An improvement of 1% was registered in 2013-2014 compared with the position in 2012-2013. Performance is already close to the target set of an average attendance rate of 95% by 2015 and the schools' aggregated targets indicate an ambition to exceed this by that date.

Overall attendance was ahead of the Welsh average by 0.1% in 2014 (94.7%/ 94.8%) and was the same as the Welsh average in 2013 (93.7%). Attendance was better than the Welsh average in the Vale and Cardiff in 2014, the same in Bridgend and below by 0.3 % in RCT and by 0.9% in Merthyr.

The rate of improvement for the region since 2011 has been greater than that nationally up to 2014 (1.8%/ 1.5%) Since 2011 there has been improvement in all five local authorities up to 2014 although the rates of improvement vary (Bridgend 1.6%; Cardiff – 2.0%; Merthyr – 1.5%; RCT – 2.2%; Vale 1.6%).

Data at local, regional and national levels are awaited for 2014-2015.

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