

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

MUNICIPAL YEAR 2016-2017

**CHILDREN AND YOUNG PEOPLE
SCRUTINY COMMITTEE**

Agenda Item No. 3

Date: SEPTEMBER 2016

**REPORT OF:
DIRECTOR OF EDUCATION AND
LIFELONG LEARNING**

**FOUNDATION PHASE, KEY STAGE 2 & 3
AND PROVISIONAL KEY STAGE 4
OUTCOMES FOR THE ACADEMIC YEAR
2015-2016**

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1. PURPOSE OF THE REPORT

The purpose of this report is to provide Members with initial feedback on Foundation Phase, Key Stage 2 and 3 and Provisional Key Stage 4 outcomes for the academic year 2015-2016. The report also outlines the overall breakdown of standards groups for primary schools in the local authority.

2. RECOMMENDATIONS

It is recommended that Members:

- 2.1 Note the information contained within the report.
- 2.2 Consider the implications of this data on the level of support needed for schools during this academic year 2016-2017.
- 2.3 Consider whether more information on standards groups and resulting support should be presented to this committee once the process is finalised in January.
- 2.4 Agree that detailed school by school information in relation to Key Stage 4 data will be presented to this committee on receipt of final, verified data from Welsh Government.

3. BACKGROUND

- 3.1 Learners across Wales are assessed at the end of Years 2, 6 and 9. This assessment is undertaken by teachers who know the learners and a system of local and national moderation has been undertaken for the past two years to ensure this process is robust. At the end of Year 11, pupils take externally marked examinations. This data is not verified until the end of the Autumn Term.

- 3.2 Based on 3 years weighted data, all schools are placed in standards groups by Welsh Government (1-4). Secondary Schools are expected to exceed a floor target set by Welsh Government in respect of learners in receipt of Free School Meals. Failure to exceed this target means the schools cannot be in a standards group higher than standards group 3.
- 3.3 The standards group forms one part of the categorisation process. The other steps are related to capacity to improve (A-D) and the level of support needed (green, yellow, amber, red).

4. **CURRENT POSITION**

- 4.1 The table below sets out the Foundation Phase Outcomes, which are measured by the percentage of pupils achieving at least outcome 5 (the expected outcome) in teacher assessments. This is the fifth year of the Foundation Phase Measures.

Foundation Phase Indicator	2012	2013	2014	2015	2016
Rhondda Cynon Taf	77.2	80.6	81.8	86.3	87.2
CSC				87.6	88.6
Wales	80.5	83.0	85.2	86.8	87.0
Rank	20	19	21	14	11
Personal and social development, well-being and cultural diversity	2012	2013	2014	2015	2016
Rhondda Cynon Taf	89.1	90.9	91.9	94.3	94.6
Wales	90.8	93.0	94.2	94.8	94.5
Rank	20	21	21	18	13
Language, literacy and communications skills – English	2012	2013	2014	2015	2016
Rhondda Cynon Taf	80.9	83.2	82.9	86.8	87.7
Wales	83.4	85.2	86.6	88.0	88.0
Rank	20	19	20	17	16
Language, literacy and communications skills – Welsh	2012	2013	2014	2015	2016
Rhondda Cynon Taf	82.3	84.1	90.1	94.4	94.8
Wales	85.9	86.7	89.8	91.3	90.7
Rank	19	17	12	4	4
Mathematical Development	2012	2013	2014	2015	2016

Rhondda Cynon Taf	84.0	85.9	86.1	89.1	90.0
Wales	86.6	87.4	88.7	89.7	89.9
Rank	20	16	21	16	13

- 4.2 A key focus of the work this year has been focussed on closing the attainment gap between learners eligible for free schools meals (eFSM) and those not eligible for free schools meals. For the FPOI the attainment of pupils eFSM increased by 4.4% from 2015, with the gap between the two groups of learners closing by 4.9%.
- 4.3 In reviewing the comparative data it is important to contextualise the data to take into account the socio-economic factors across the 22 Welsh local authorities. Whilst poverty and deprivation are not excuses for educational underperformance, they are factors that influence educational outcomes. In comparing the position of Rhondda Cynon Taf with the other local authorities, in terms of pupils eligible for free school meals, Rhondda Cynon Taf has the second highest level. Therefore, if the indicators are compared based on free school meals, you would “**expect**” Rhondda Cynon Taf to be 21st in the comparative indicators. Therefore, our performance should be judged on the value added over and above what is expected.
- 4.4 Therefore, it is pleasing to note the improvement in educational standards, in excess of what would be expected, in Rhondda Cynon Taf.

5. KEY STAGE 2

- 5.1 The table below sets out the achievements of 11 year olds for a number of the mandatory areas of learning based on teacher assessments. The Core Subject Indicator represents the percentage of pupils achieving Level 4 or above in English or Welsh (first language), mathematics and science in combination.

Percentage of pupils achieving the KS2 Core Subject Indicator	2011	2012	2013	2014	2015	2016
Rhondda Cynon Taf	77.1	79.3	82.6	84.3	85.8	88.5
Wales	80.0	82.6	84.3	86.1	87.7	88.6
Rank	19	20	17	17	19	15
Percentage of pupils achieving level 4 or above in English	2011	2012	2013	2014	2015	2016
Rhondda Cynon Taf	79.6	81.7	85.2	86.7	88.0	90.0
Wales	83.4	85.2	87.1	88.4	89.6	90.3
Rank	20	21	20	19	19	15

Percentage of pupils achieving level 4 or above in Mathematics	2011	2012	2013	2014	2015	2016
Rhondda Cynon Taf	83.3	84.7	86.2	87.6	88.9	91.3
Wales	84.9	86.8	87.5	88.9	90.2	91.0
Rank	17	18	18	20	20	12
Percentage of pupils achieving level 4 or above in Welsh First Language	2011	2012	2013	2014	2015	2016
Rhondda Cynon Taf	82.5	80.9	84.3	88.4	92.3	93.9
Wales	82.0	84	86.7	88.1	90.5	90.8
Rank	15	17	16	14	9	9
Percentage of pupils achieving level 4 or above in Science	2011	2012	2013	2014	2015	2016
Rhondda Cynon Taf	82.6	85.0	87.2	88.8	89.4	91.6
Wales	87.1	88.5	89.7	90.3	91.4	91.7
Rank	20	20	20	19	20	12

5.2 Closing the attainment gap between learners eligible for free schools meals (eFSM) and those not eligible for free schools meals has also been a key focus for Key Stage 2. For the CSI the attainment of pupils eFSM increased by 8.7% from 2015, with the gap between the two groups of learners closing by 7.9%.

5.3 At Key Stage 2, the primary schools have made good progress in 2016 across the range of subject areas, with Rhondda Cynon Taf pupils performing very close to or just above the Welsh average.

6. PRIMARY SCHOOL STANDARDS GROUPS

6.1 The table below sets out the comparison between standards groups in primary schools from 2015/16 and 2016/17. There has been a significant increase in schools being placed in standards groups 1 and 2 which is pleasing. This will reduce the number of schools requiring amber or red support following the categorisation process.

Final Standards Group 15/16 (WG Jan 2016)	Standards Group 16/17					
	1	2	3	4	-	Total
1	21	4	0	0	0	25
2	29	25	1	0	0	55
3	2	10	8	0	0	20
4	0	0	3	1	0	4
-	0	0	0	0	0	0
Total	52	39	12	1	0	104

7. KEY STAGE 3

7.1 The table below sets out the achievements of 14 year olds for a number of the mandatory areas of learning based on teacher assessments. The Core Subject Indicator represents the percentage of pupils achieving Level 5 or above in English or Welsh (first language), mathematics and science in combination.

Percentage of pupils achieving the KS3 Core Subject Indicator	2011	2012	2013	2014	2015	2016
Rhondda Cynon Taf	61.5	66.9	73.6	78.4	81.6	84.0
Wales	68.0	72.5	77.0	81.0	83.9	85.9
Rank	20	20	16	16	16	17
Percentage of pupils achieving level 5 or above in English	2011	2012	2013	2014	2015	2016
Rhondda Cynon Taf	69.4	74.7	79.2	83.3	86.0	87.1
Wales	76.0	79.3	82.9	85.9	87.9	89.2
Rank	20	20	17	18	19	17
Percentage of pupils achieving level 5 or above in Mathematics	2011	2012	2013	2014	2015	2016
Rhondda Cynon Taf	72.1	75.1	81.1	84.3	87.3	88.9
Wales	77.9	81.1	83.9	86.5	88.7	90.1
Rank	20	22	19	17	16	18
Percentage of pupils achieving level 5 or above in Welsh First Language	2011	2012	2013	2014	2015	2016
Rhondda Cynon Taf	71.7	76.8	85.9	90.0	92.5	91.4
Wales	81.3	84.2	87.6	90.1	90.9	92.0
Rank	18	17	12	8	7	14
Percentage of pupils achieving level 5 or above in Science	2011	2012	2013	2014	2015	2016
Rhondda Cynon Taf	75.0	79.2	84.9	88.7	90.7	91.4
Wales	80.3	83.6	87.0	90.4	91.8	92.8
Rank	20	19	16	18	16	18

7.2 At Key Stage 3, the secondary schools have made good progress in 2016, across four of the five Key Indicators, with the rate of improvement in Rhondda Cynon Taf greater than the Welsh average for three of the five indicators.

- 7.3 Pupils eFSM have not made as much progress in Key Stage 3 as in primary schools. The attainment of these learners have increased by 0.8% from 2015, however the gap between the pupils eFSM and those not eFSM has widened by 2%.
- 7.4 During the past four years, secondary schools have been challenged to focus on Key Stage 3 and to:
- Reduce the number of pupils making no levels of progress across the core subjects;
 - Increase the number of pupils, making two or more levels of progress across the core subjects.
- 7.5 The table below shows the improvement made by schools, which has had a positive impact on the Key Stage 3 results and will have a significant impact on the Key Stage 4 results in two years time.

	% of pupils making no level of progress in KS3 in 2012	% of pupils making no level of progress in KS3 in 2016	% of pupils making two or more levels of progress in 2012	% of pupils making two or more levels of progress in 2016
English	17.81	8.37	25.00	42.48
Mathematics	17.22	7.50	37.24	54.60
Science	14.97	5.32	29.62	58.00
Welsh	16.81	2.78	15.49	54.43

- 7.6 There are still too many children not making sufficient progress at Key Stage 3 and this will continue to be a focus in 2016/17 ensuring nearly all pupils are able to achieve the Level 5 at the end of Year 9 (14 years of age) but also increase the number of pupils achieving Level 6 and above.
- 7.7 In Rhondda Cynon Taf schools, 95% of those pupils that achieve a Level 6 at the end of Key Stage 3 achieve an A*-C in GCSE English. If we are to continue to improve our Key Stage 4 results, we have to continue work to maximise pupils' performance in Key Stage 2 and 3 in order that more pupils achieve the Level 6 at the end of Key Stage 3.

8. **KEY STAGE 4**

- 8.1 The table below sets out the **provisional** Rhondda Cynon Taf's Key Stage 4 results over the five years to 2016. The all Wales information will be available in December 2016 along with the secondary school categorisation.
- 8.2 The following results may change by very small percentages over the next few weeks as final examination grades may still be subject to remark.

KS4	2012	2013	2014	2015	2016
Level 1 threshold (A*-G at GCSE or equivalent)					
RCT	89	93	94	95.7	95.8
Wales	92	93	94	94.4	n/a
Level 2 threshold (5 A*-C at GCSE or equivalent)					
RCT	69	78	84	87.1	89.1
Wales	73	78	82.3	84.1	n/a
Level 2 threshold (5 A*-C at GCSE or equivalent) including English/Welsh and mathematics					
RCT	43.8	46.3	50.4	54.6	56.7
Wales	51	52.7	55.4	57.9	n/a
Core Subject Indicator (A*-C at GCSE or equivalent in English/Welsh, mathematics and science)					
RCT	43	45.3	47.8	53.3	54.2
Wales	49	49.2	52.6	54.8	n/a
A* - C in English					
RCT	55.8	58	61.5	64.7	68.6
A* - C in Welsh					
RCT	70.0	70.3	70.0	72.4	75.3
A* - C in mathematics					
RCT	51.0	52.5	56.8	59.9	61.3
A* - C or equivalent in science					
RCT	75.2	81.9	84.9	86.2	85.4

- 8.3 For the key performance indicators, the Level 1 threshold, the Level 2 threshold, the Level 2 threshold including English/Welsh and mathematics and the core subject indicator, the 2016 Key Stage 4 performance is the best the secondary schools in Rhondda Cynon Taf have ever achieved. The other four local authorities that comprise the Central South Consortium have also made good progress in 2016. However, as in 2015, this improvement is not representative across the rest of Wales.
- 8.4 In 2015, we highlighted that an area of concern was the performance of pupils eligible for free school meals, whose Key Stage 4 outcomes were not improving as quickly as those pupils not eligible for free school meals. The following table shows the performance of those pupils eligible for free school meals and those not eligible over the past five years, for the key performance indicator, the percentage of pupils achieving the Level 2 threshold plus English/Welsh and mathematics:

% achieving the L2 threshold, + English/Welsh and maths	2012 %	2013 %	2014 %	2015 %	2016 %
Eligible for free school meals	21.5	21.7	26.3	27.2	47.7
Not eligible for free school meals	49.9	53.4	57.7	60.1	58.6
Difference in performance	28.4	31.7	31.4	32.9	10.9

- 8.5 Whilst performance of pupils eFSM has improved, members should note that based on provisional data 9/17 secondary schools in the local authority will not reach the Welsh Government floor target of 32% Level 2+ (based on a 3-year rolling average), thus impacting on their standards group and resulting categorisation.
- 8.6 Continuing to reduce the gap in educational performance between pupils eligible for free school meals and those not eligible will continue to be a priority for the Council, ensuring all schools make best use of the significant sums available through the Pupil Deprivation Grant.
- 8.7 Final examination information on each of the 17 secondary schools in Rhondda Cynon Taf will be presented the Children and Young People Scrutiny Committee on receipt of the final data in December.

9. CONCLUSION

- 9.1 For the third consecutive year, education performance in Rhondda Cynon Taf is improving across the four key stages and has improved in Foundation Phase, Key Stage 2 and 3 faster than the Welsh average for the majority of the performance indicators. Schools should be congratulated for this improvement.
- 9.2 Schools have embraced the school to school approach to school improvement and the past two years of educational performance at all key stages across the region evidences that schools are getting significant benefits from inter school collaboration.
- 9.3 There is no panacea to success in education it is achieved through incremental improvement across everything the schools, subject areas, individual teachers and teaching support staff undertake. Rhondda Cynon Taf's educational results are not being transformed over night, but with a small number of priorities and the commitment evidenced over the past few years by the leaders and staff in our schools to deliver these priorities, educational performance will continue to improve in all Key Stages.