

Committee: **Education and Learning Scrutiny Committee**
 Date of meeting: **Friday 25th October 2019**
 Report Subject: **2019 School Performance for: End of Foundation Phase, Key Stage 2, Key Stage 3, Key Stage 4 (Provisional only)**
 Portfolio Holder: **Cllr J Collins, Executive Member for Education**
 Report Submitted by: **Michelle Jones, Strategic Education Improvement Manager**

Reporting Pathway								
Directorate Management Team	Corporate Leadership Team	Portfolio Holder / Chair	Audit Committee	Democratic Services Committee	Scrutiny Committee	Executive Committee	Council	Other (please state)
	08.10.19	09.10.19			25.10.19	06.11.19		

1. Purpose of the Report

1.1 To provide members with :-

- an update on the agreed reporting arrangements in the light of the accountability reforms that are occurring at a national level.
- performance monitoring information in line with agreed reporting arrangements for statutory, end of key stage teacher assessment for 2018/19 for end of Foundation Phase, Key Stage 2, Key Stage 3 and Key Stage 4 (provisional) at local Authority level and hence opportunity to provide feedback on processes to secure ongoing improvement.

2. Scope and Background

The format of this report has been agreed by the regional Directors of Education in the South East Wales Consortium (SEWC). This has been agreed to ensure consistency in reporting in individual Local Authorities across the region and is in line with the national reform agenda regarding changes in accountability as detailed below.

2.1 End of Foundation Phase, Key Stage 2 and Key Stage 3 Teacher Assessment Outcomes

2.1.1 In 2018 amendments were made relating to the use of Teacher Assessment information in Wales. This was the first legislative change emerging from the publication of Successful Futures. It supports the key objectives of the Welsh Government document: 'Our National Mission', in delivering robust assessment, evaluation and accountability arrangements to support a self-improving system.

2.1.2 International evidence suggests that for all learners to achieve their full potential there should be a coherent assessment and accountability system. The primary purpose of assessment is to provide information that guides

decisions about how best to progress pupils' learning i.e. next steps for learning for each pupil.

2.1.3 Aggregated Teacher Assessment outcomes at Local Authority level have been used for accountability purposes for too long, which has led to unintended consequences that can negatively impact upon raising school standards. The Welsh Government changes are intended to ensure that there is a more coherent system. The purpose of these changes is to ensure that the focus is on using teacher assessment as a means to inform better teaching and learning i.e. to use assessment in a diagnostic way to identify what the pupil needs to do next to improve. This approach is called Assessment **for** Learning as opposed to Assessment **of** Learning.

2.1.4 National arrangements will have a renewed emphasis on Assessment **for** Learning as an essential and integral feature of learning and teaching; it is a significant move away from gathering information about young people's performance on a school-by-school basis for accountability purposes.

2.1.5 Teacher assessment data and National Reading and Numeracy Test data at a school, local authority and consortia level will no longer be published. This applies to the Foundation Phase, Key Stage 2 and Key Stage 3 in all maintained primary and secondary schools.

2.1.6 **Arrangements that will remain:**

- National Reading and Numeracy Tests and Teacher Assessments for individual learners, however no national school level benchmark information will be published.
- Headteachers are required to report school performance to parents and adult learners each school year.
- Governing bodies are required to produce annual reports to parents, school prospectuses, school development plans, and set performance and absence targets.
- Schools, governing bodies and local authorities still have access to their own data (alongside national level data) for self-evaluation purposes.
- The Welsh Government will continue to collect individual learner level data to ensure transparency at a national performance level and to inform policy.

2.1.7 **Arrangements that will change:**

- No comparative information about teacher assessments and tests, in relation to other schools within a local authority or 'family of schools' will be published.
- The Welsh Government no longer produces or publishes School Comparative Reports and All Wales Core Data Sets for schools and local authorities in respect of teacher assessment data.
- The My Local School website no longer includes teacher assessment data below the national level (from 2018).

2.2 End of key stage teacher assessment

All schools (mainstream and special) have a duty to ensure effective delivery of the:

- Foundation Phase
- National curriculum
- Statutory assessment arrangements of the National Reading and Numeracy Tests and personalised assessments.

These arrangements are prescribed in Welsh Government Guidance Statutory Assessment Arrangements for the end of Foundation Phase, Key Stage 2 and 3.

2.3 School-based standardisation and moderation

Schools must ensure that there are robust systems and procedures in place to support accurate and consistent teacher assessment. These systems and procedures need to be focused on internal standardisation and moderation.

This should allow teachers, within each subject, to develop and confirm a shared and agreed understanding of national curriculum standards, based on an agreed selection of learners' work and supporting teacher commentary that shows the links to the level descriptions.

2.4 Key Stages 2 and 3 cluster group moderation (core subjects)

Headteachers must ensure that for English, Welsh or Welsh second language, mathematics and science cluster group meetings for Key Stages 2 and 3 transition include robust arrangements for moderation of examples of Year 6 and Year 9 learner profiles selected from within the cluster group's own schools.

- 2.4.1 These arrangements should add value to school-based standardisation and moderation by strengthening teacher assessment. They should also ensure that good practice within the cluster is identified, shared and built upon, to set an agenda for improvement that reflects local circumstances and needs.

2.5 The Local Authority Role

The Local Authority has delegated their role in monitoring the cluster moderation processes to the Education Achievement Service (EAS). A sample of cluster moderation meetings are attended on an annual basis by an EAS Officer, to ensure the consistency and effectiveness of meeting and the overall quality and rigour of the cluster moderation process. A summary report is provided to each local authority.

2.6 Key stage 4

2.6.1 Accountability Arrangements

The Welsh Government has been developing new evaluation and improvement arrangements to replace parts of the current accountability system. These arrangements have been co-constructed with colleagues in schools, Estyn, local government, regional consortia, and taken international research into consideration. They have been carefully developed to ensure that they align with and help support the realisation of the new curriculum and associated reforms.

2.6.2 The new arrangements will support the aim of raising standards, reducing the attainment gap, and delivering an education system that is a source of national pride and public confidence.

2.6.3 The arrangements are based on the following four key principles. They will be:

- fair – they will promote equity, inclusion, choice, individual pathways to learning and never losing sight of the learner;
- coherent – allowing each part of the system to work together without overlapping, with clear roles and responsibilities;
- proportionate – ensuring that the implementation of the new arrangements and process is manageable and makes a difference;
- transparent – recognising the breadth of learning experience across schools and the value added by teacher in class.

2.6.4 Over the next three years, there will be an evolving programme of future developments, making the transition between the current system and future plans. The process of developing the new Evaluation and Improvement arrangements by 2022 will evolve in a planned way to support schools and others to build a self-improving system and plan for sustained improvements.

2.6.5 In May 2018, the Minister for Education announced the introduction of a suite of interim Key Stage 4 performance measures that were developed through collaboration with head teachers and key stakeholders. The new measures, based on points scores, were designed to remove the historic emphasis on the Level 2 threshold measure and the narrow focus on borderline C/D grade learners that past use of threshold measures had cultivated. Instead, they reflect a school average of all individual learners' points' scores, rather than a percentage attaining a minimum threshold level.

2.6.6 The measures have been designed to help broaden learner choice, valuing individual learner needs and achievement. This will help better capture the progress of every learner. Whilst the interim measures are broader in order to achieve this goal, existing curriculum requirements and expectations of provision remain. There will continue to be headline measures on literacy, numeracy and science.

2.6.7 In June 2019, the guidance document for schools, local authorities, regional consortia and key stakeholder groups was issued, on the Interim Key Stage 4

School Performance Arrangements: Measures and Analyses. (Guidance document no: 246/2019 Date of issue: June 2019) As such the reporting against the interim performance measures will commence in September 2019.

2.6.8 It is understood that the interim measures will not significantly change the system wide behaviours. However, schools should not be placed under disproportionate scrutiny on the basis of one or two measures in isolation, as we move to a system that values a much wider range of factors in assessing a school's effectiveness in best providing for individual learners' needs.

2.6.9 There is an expectation that local authorities and regional consortia support schools to make appropriate decisions about their curriculum to avoid narrowing choice for learners.

2.7 **As a minimum, there is an expectation that most learners will study:**

- both a Welsh/English language and literature qualification;
- both mathematics and mathematics - numeracy GCSEs; and
- either three separate science GCSEs or a double award GCSE.

2.7.1 The best interest of the learner must always be the main factor in any decision about the qualifications chosen and learners' choices must not be dictated by changes to performance measures.

2.7.2 Over the next six months, Welsh Government will commission an independent research project to review the performance measurement system. Decisions on future indicators, and the associated systems that will supersede the interim arrangements, will be informed by this research, in conjunction with the responses received in response to a full consultation with schools and key stakeholders.

2.7.3 Scrutiny Members will be aware of the content of the Welsh Government, Estyn and WLGA Letter on Evaluation and Improvement Arrangements, 16 July 2019.

2.7.4 Within this joint communication letter it stated that :-

"It is counter-productive for schools to be placed under disproportionate pressure on the basis of individual measures. It is not in the interest of school improvement and risks undermining the ongoing change in culture that we are working together to achieve. We expect local authorities and regional consortia to support schools to make appropriate decisions about their curriculum to avoid narrowing choice for learners.

2.7.5 Collectively, we have agreed that this is the right approach to take and strongly advise you to **use a broad range of un-aggregated data and information** to enable you to discharge your duties when reporting on school performance. Evaluating the performance of individual schools **rather than generating aggregated data at local authority level** will be more helpful to supporting and challenging individual schools with their improvement."

- 2.7.6 The content of this scrutiny report is therefore intended to be used within the context of a wider range of information and a range of regional processes that the local authority will use to evaluate individual school performance, and therefore support and challenge more appropriately to secure improvement.
- 2.7.7 For all schools the school development plan (SDP) is the school's strategic plan for improvement. It sets out the actions a school will take to improve learner outcomes based on whole school self-evaluation, using a range of performance information. Through a series of workshops, surgeries and professional panels during the summer and autumn terms 2019, this regional review and evaluation process has supported schools to ensure that the processes for school improvement planning are effective and supports the national reform and target setting arrangements.
- 2.7.8 Consequently, a joint review and evaluation of a sample of school development plans with schools, local authorities and the EAS has taken place during the autumn term 2019.

3. Options for Recommendation

3.1 Option 1

Members are asked to scrutinise the revised policy and contribute to the continuous assessment of effectiveness by making appropriate recommendations to the Executive Committee.

3.2 Option 2

Accept the report as provided.

4. Evidence of how does this topic supports the achievement of the Corporate Plan / Statutory Responsibilities / Blaenau Gwent Well-being Plan

4.1 Corporate Plan

• Education Aims

- "To improve pupil outcomes, progress and wellbeing, particularly for our more able and most vulnerable learners
- To improve the quality of our education services and our school buildings to help learners achieve great outcomes
- To continue to support our school leaders to help our pupils achieve their ambitions."

4.2 Blaenau Gwent Well-being Plan Objectives

One of the objectives in the Blaenau Gwent Well-being Plan aims for every child to have the best start in life. Through our Education provision we seek to ensure that provision is appropriate and able to meet the needs of children and young people so that their progress and performance is as good as it ought to be.

5. Implications Against Each Option

5.1 Impact on Budget

There are no direct financial implications for this report. However, the Council allocates approximately £42.8 million (2016/17) to schools via the Individual Schools Budget (ISB) to provide high quality education and to improve pupil outcomes.

5.1.1 Blaenau Gwent continues to make a financial contribution to the regional EAS arrangements of approximately £364,000 from the core Education Directorate Budget. The EAS is the Council's commissioned school improvement service commissioned to work directly with schools to provide professional challenge and support to improve. The Education Directorate holds the EAS to account for the impact and effectiveness of their work in schools in Blaenau Gwent.

5.2 *Risk including Mitigating Actions*

Risk is associated with underperformance and ineffective processes to improve performance and progress in identified schools. Failure to raise standards is identified as a key risk to the Council, both in terms of reputation and pupil life chances. This is reflected in the Education Directorate and EAS risk registers.

5.2.1 Mitigating actions include the routine monitoring of quantitative and qualitative information, regular quality assurance meetings between the Council and the EAS, regular quality assurance meetings within the Education Directorate and across teams, school inspection findings and school categorisation results.

5.2.2 The progress schools make in their School Development Plans is monitored on a half- termly basis. School attendance and exclusion figures are monitored on a fortnightly basis. School's safeguarding processes are also closely monitored.

5.2.3 Holistic support packages are devised via regular intra Council services meetings between OD, finance, health and safety, education and school governor support services.

5.2.4 Through ongoing robust self-evaluation processes school level performance data is regularly analysed and evaluated to identify emerging trends or possible underperformance.

5.2.5 The quality of provision i.e. the quality teaching and learning in classrooms is monitored and supported via the EAS. The quality of school leadership is also supported extensively by the EAS via a range of programmes and school-to-school networks.

5.3 *Legal*

This report provides information about statutory, end of Phase and Key Stage school performance underpinned by processes set out in the National Model for regional working and School Improvement. The School Standards and Organisation Act Wales (2013) support strategic and operational activity to

improve pupil outcomes.

5.4 ***Human Resources***

There is no direct staffing or workforce implications arising from this report.

6. **Supporting Evidence**

6.1 ***Performance Information and Data***

6.1.1 **Foundation Phase**

In the Foundation Phase schools report on the performance of 7 year olds in language, literacy and communication (English or Welsh language) (LLC), mathematical development (MD), and personal and social development, wellbeing and cultural development (PSD).

6.1.2 **Expected levels of achievement at the end of foundation phase, key stage 2 and key stage 3**

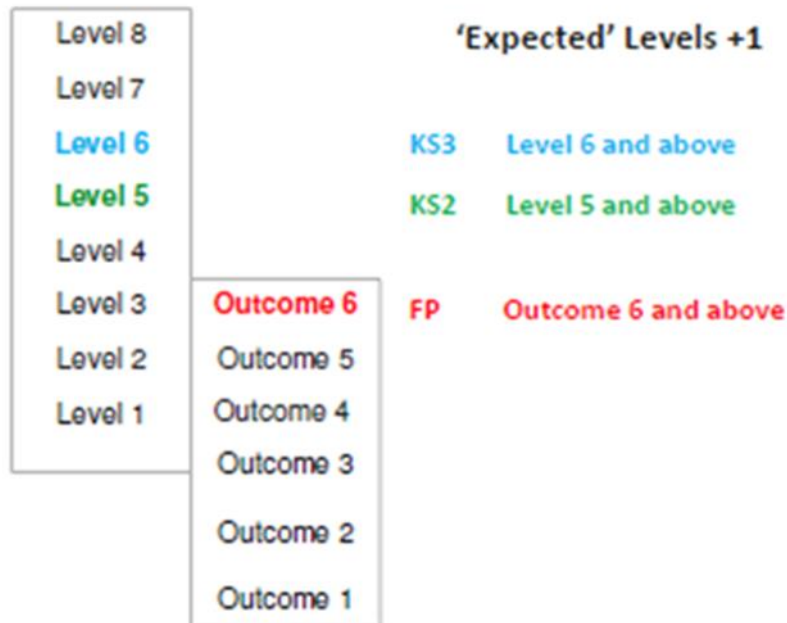
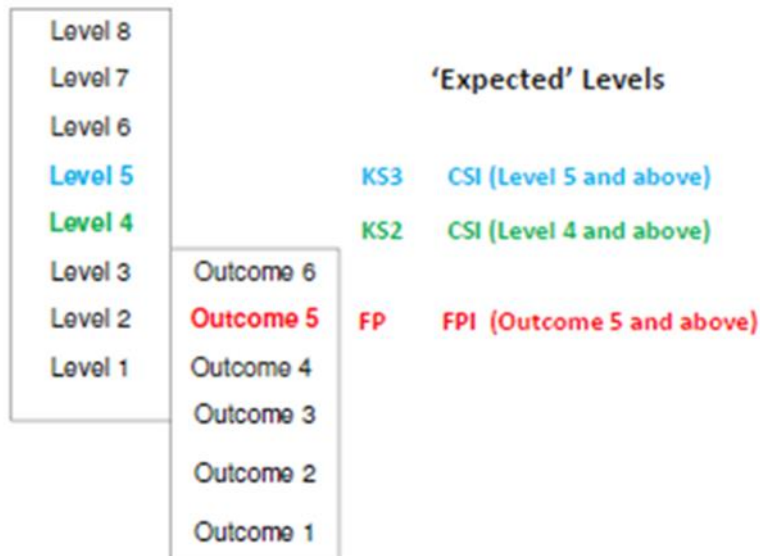
The 'average' pupil is expected to achieve outcome 5 by the end of the foundation phase, with more able pupils achieving outcome 6.

At the end of key stages 2 and 3, the 'average' pupil is expected to achieve level 4 and above and level 5 and above respectively and more able pupils are expected to achieve level 5 and 6 respectively.

In addition to performance at the expected level, it is important also to analyse performance at the Expected Level + 1 at each stage.

This report contains an anonymised overview of data submitted by schools as part of the National Data Collection process in June 2019. Whole cohort data is not included for combination measures such as the Foundation Phase Indicator (FPI) or Core Subject Indicator (CSI)

6.1.3 Expected Levels



6.1.4 LA Performance Data and Analysis

The charts in Appendix 1 provide an overview of performance across all schools in the Local Authority (anonymised and non-aggregated) compared with schools across the region.

Each orange dot on a chart represents a single Blaenau-Gwent school and each grey dot represents a non-Blaenau-Gwent school, but still within the region. Each chart is organised by the FSM % of each school (PLASC 2019), so that the schools serving our least disadvantaged schools are on the left, and those serving our most disadvantaged are on the right.

The single line through each chart is the '**line of best fit**' across the region. If schools are on or around the line, then they are performing in line with expectation. Schools that are well above the line are performing well above expectation for that particular year. Schools that are well below the line are performing well below expectation.

The Challenge Adviser will have undertaken a thorough data analysis for each of these schools. This will involve analysis at pupil level, to identify any particular issues with performance, variance from target or any other factors that may have affected performance. The Challenge Adviser will have also discussed the schools in year pupil tracking data, to see if issues were anticipated by the school in advance.

Further analysis of each school's performance will be undertaken, with school leaders, as part of whole school self-evaluation to inform future improvement planning. This information will be used within the context of a wide range of self-evaluation information.

6.1.5. **Summary of Key Issues**

- Foundation Phase - Outcome 5+ performance is lower than expected in each area of learning, for many schools with medium to high FSM (20-40%).
- Key Stage 2 – Level 5+ performance is lower than expectation in each subject for many schools with low to medium FSM (0-30%).
- Key Stage 3 – Performance at both L5+ and L6+ is too variable in each of the subjects.

6.2 **Key stage 4 - Interim Performance Measures: Basic principles**

6.2.1 **Cohort being measured**

The cohort measured will remain as Year 11 learners. All Year 11 learners on the school's roll will be included in Key Stage 4 (KS4) results data with the exception of those identified as:

- NEWBES (New to the English or Welsh based Education System within the last two academic years); or
- FEWBES (From an English or Welsh based Education System but with qualifications that are not counted in Wales KS4 performance data).

Whilst such learners can be excluded from the figures, this will mean they will be excluded from all the KS4 performance data measures at a school level.

6.2.2 **Qualifications that can be included in KS4 performance data**

All qualifications approved or designated for delivery in Wales continue to count towards KS4 performance measures, other than where particular subject requirements are specified.

Only the first complete awarding of a qualification can be included in the measures, irrespective of whether a better grade is subsequently achieved for the same qualification by a learner. This change encourages schools to enter learners when schools are confident, they are ready to gain their best possible result. It does not prevent a learner resitting should a school or learner wish to attempt to improve their results, but the resit result would not count towards school performance measures, even if the outcome is higher.

6.2.3

Overview of headline measures

The interim performance measures are made up of five headline measures, all based on points scores:

1. Capped 9 measure (interim)
2. Literacy measure
3. Numeracy measure
4. Science measure
5. Welsh Baccaalaureate Skills Challenge Certificate measure

6.2.4

Capped 9 Measure

No*	Slot	Requirement	
1	Literacy slot	Subject specific requirements** (GCSEs only)	Best result of first awarding of: Welsh first language or English language or Welsh literature or English literature
2	Numeracy slot		Best result of first awarding of: mathematics – numeracy or mathematics
3	Science slot		Best result of first awarding of (currently limited to awards in the WJEC suite of science GCSE qualifications available to learners): biology, chemistry, physics, science (double award) applied science (double award) and applied science (single award)
4	'Other six' (GCSEs or equivalent volume of qualifications)	Best six remaining qualification awards***	All qualifications approved/designated for pre-16 delivery in Wales can count, subject to usual discounting rules and excluding Essential Skills Wales qualifications. The Welsh Baccaalaureate Skills Challenge Certificate qualification can count towards one of these slots where it features in a learner's best remaining awards.
5			
6			
7			
8			
9			

*Each slot is the equivalent of one GCSE in size.
 The literacy, numeracy and science slots are also standalone performance measures.
 **Where multiple awards can count, the best grade achieved by a learner is taken. Only the result for the first complete awarding of that qualification is considered when identifying the best grade.
 *** There is no cap on total volume of non-GCSEs contributing to the 'Other six' slots.

6.2.5

Use of Data

In order to support robust and rigorous self-evaluation WG are making changes to the information they provide to schools in the All Wales Core Data Sets (AWCDS) to reflect the interim KS4 performance measures. The information should not be considered in isolation and is by no means an

exhaustive list of what schools should be looking at. It should be considered alongside schools' own data (including, for example, learner participation, learner characteristics, prior attainment, socio-economic background etc.), to enable a thorough evaluation of performance. Data is only a small part of what should be considered in evaluating how effective a school is.

The data pack will only tell part of the story; it is for each school, supported by their local authority and regional consortia, to consider it alongside other evidence and local knowledge in order to inform school self-evaluation, target setting and planning.

National benchmarking data was previously provided to allow a comparison with other schools in similar socio-economic circumstances to encourage collaboration. However, the way in which benchmarking has been used has instead driven competition between schools and local authorities rather than collaboration. It will, therefore, no longer be provided.

In its place, Welsh Government will be providing a range of new analyses to enable schools to look at data from a range of angles and taking into account the performance of all learners. These will be released during the autumn term 2019, with the first release scheduled for mid-October 2019.

In line with the move away from threshold measures, WG will no longer be providing analyses on the percentage of learners achieving: individual subjects, including the Welsh Baccalaureate at Foundation or National, or threshold performance measures, namely the Core Subject Indicator (CSI) or Level 2 threshold.

The exceptions to this are the Level 2 inclusive (L2+) and Level 1 threshold measures – the requirement for schools to set targets for KS4 learners against these measures has remained in legislation for the 2018/19 academic year.

Therefore, in order to assist individual schools with monitoring progress against targets, WG will provide schools with their Level 2 inclusive and Level 1 attainment data, in addition to the new interim measures. Two versions of the Level 2 inclusive measure will be provided: one with and one without Welsh or English literature qualifications being able to contribute towards the literacy component.

6.2.6

Data Validity, Accuracy and Risk

Please note that the following data summary is compiled using provisional data provided by schools on exam results' day. This data is subject to a validation process throughout the autumn, which will result in changes to overall outcomes.

Final confirmed data is not likely to be available until December 2019. A further analysis will be provided on the final validated data set.

Sharing individual school data from results day more widely at this stage has inherent reputational risks, given that this data is provisional and yet to be finalised.

6.2.7 **Capped 9 Performance Overview**

Appendix 2 (para 1.1) provides an overview of performance across all schools in the regions (anonymised and non-aggregated).

Each blue dot on a chart represents a single school within the region. Each chart is organised by the FSM % of each school (PLASC 2019), so that the schools serving our least disadvantaged communities are on the left, and those serving our most disadvantaged are on the right.

The single line through each chart is the 'line of best fit' across the region. If schools are on or around the line, then they are performing in line with expectation (for the region). Schools that are well above the line are performing well above expectation for that particular year. Schools that are well below the line are performing well below expectation.

Lines of best fit for key indicators for Wales as a whole are usually published at the same time as final All Wales Core Data sets (December).

6.2.8 **Appendix 2 (para 1.2) provides a regional overview of performance for the new interim measures. This enables members to familiarise themselves with school level regional performance. (NR = No return on results day)**

The table in Appendix 2 (para 1.2) is sorted from highest performing Capped 9 to lowest performing. Each row represents a single school. Please note though that the school's FSM % is provided to provide some context.

6.2.9 **1.3 Capped 9 Regional Performance split by FSM /Non FSM**

The table in Appendix 2 (para 1.3) provides a regional overview of performance for the Capped 9 only, split by FSM / non FSM. The table remains sorted from highest performing Capped 9 overall to lowest performing. Each row represents a single school.

6.3 ***Expected outcome for the public***

6.3.1 ***Involvement (consultation, engagement, participation)***

The regional policy for monitoring, evaluation and intervention in schools through the categorisation process is derived from the National Categorisation Framework, but has been evolved through the engagement of a variety of stakeholders including schools and members of governing bodies.

A range of Council departments and external partners are involved in delivering programmes to support schools requiring improvement. Monitoring

progress towards targets enables effective targeting of support.

6.3.2 ***Thinking for the Long term (forward planning)***

Analysis of aggregate school performance data is a key element in ensuring that schools are known well by the Council so that appropriate support and intervention can be directed towards areas of greatest need.

Monitoring of school performance facilitates support for schools to ensure that schools maintain high quality outcomes in the longer term.

6.3.3 ***Preventative focus***

Through effective monitoring and evaluation of school performance, early identification of emerging areas for improvement can be achieved with consequent early intervention to secure improvement.

The effectiveness of the Council's monitoring, evaluation and intervention programmes ensure that preventative action is taken early in order to minimise the escalation of concerns.

6.3.4 ***Collaboration / partnership working***

The council collaborates with neighbouring local authorities through the South East Wales Consortium for the provision of School Improvement services through the Education Achievement Service (EAS).

The council also secures a range of pupil support services such as Hearing Impaired, Visually Impaired, Speech and Language, and Ethnic Minority support services through regional collaboration.

Within the Council, the school improvement and inclusion leadership teams ensure that there is a coordinated approach to supporting schools in the Education Directorate and across the Council as a whole.

6.3.5 ***Integration (across service areas)***

The Council commissions its school improvement function on regional basis.

6.4 ***EqlA (screening and identifying if full impact assessment is needed)***

There is no requirement for EQIA assessment since this is not a change of policy or practice. However, implementation of the council's monitoring, support, evaluation and intervention practice in schools has a positive impact on children and young people and on staff within a particular school. By improving the quality of education, standards are improved for all children and young people. Through the Council's school improvement strategy, Particular focus is given to vulnerable learners and those who are at risk of underachievement.

7. **Monitoring Arrangements**

- 7.1 Monitoring of improvement pathways is an important mechanism for ensuring that members of the Education and Learning Scrutiny Committee and the Executive are sufficiently informed to enable them to hold the Authority to account effectively for the quality of education Provision and hence pupil outcomes.

8. **Background Documents /Electronic Links**

Appendix 1- Teacher Assessment Outcomes

Appendix 2 – Capped 9