

Committee: **Executive Committee**
 Date of meeting: **6th November 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	30.10.19			25.10.19	06.11.19		

1. Purpose of the Report

1.1 To provide the Executive Committee 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 Outcome

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. The arrangements moving forward and performance is summarised in Appendix 1.
- 2.1.6 **Key stage 4 - 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. 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. This information moving forwards is summarised in Appendix 2.

3. **Options for Recommendation**

3.1 **Option 1**

To accept the content and format of this report, noting feedback from scrutiny, which sets out the requirement to continue to develop content and format in line with the changes in the interim Key Stage 4 measures over the coming years.

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 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)

6.1.1 **LA Performance Data and Analysis Foundation Phase to Key Stage 3**

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.

6.1.2 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.

6.1.3. **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.

6.1.4 **Key stage 4 - Interim Performance Measures: Basic principles 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.

6.1.5 **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.

6.1.6 **Overview of headline measures**

The interim performance measures are made up of five headline measures, all based on points scores. This information is summarised in Appendix 2 along with the provisional Key stage 4 performance for 2019.

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 ***EqIA (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.

7. **Monitoring Arrangements**

7.1 Monitoring of improvement pathways is an important mechanism for ensuring that 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.

Background Documents /Electronic Links

Appendix 1 - End of Foundation Phase, Key Stage 2 and Key Stage 3 Teacher Assessment Outcomes



Appendix 1.docx

Appendix 2 - KS4 (PROVISIONAL AND DRAFT)



Appendix 2.docx