

## **FINAL KEY STAGE 4 PERFORMANCE REPORT**

### **APPENDIX 1**

#### **Background to this report**

Scrutiny Members will be aware of the content of the Welsh Government, Estyn and WLGA Letter on Evaluation and Improvement Arrangements, 16 July 2019 that was included in the Scrutiny performance report dated 25<sup>th</sup> October 2019.

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.

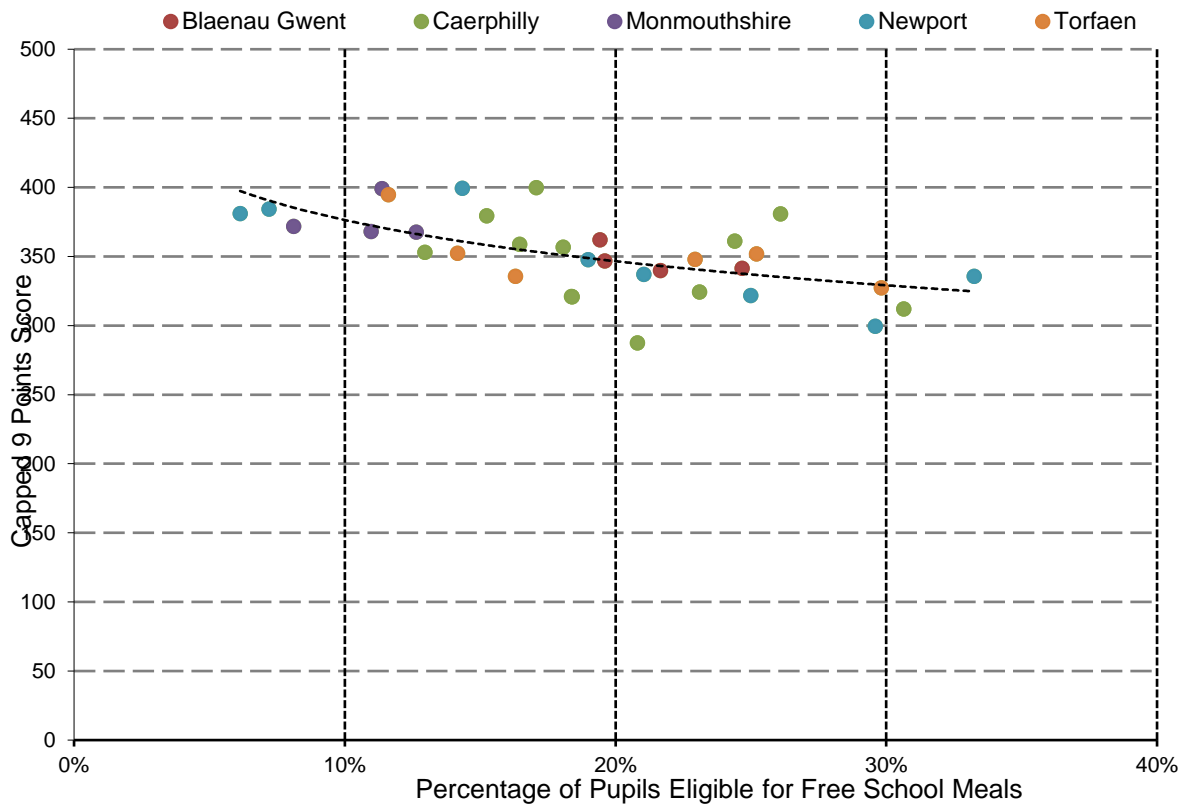
Collectively, we have agreed that this is the right approach to take and strongly advise you to **use a broad range of un-aggregated data and information** to enable you to discharge your duties when reporting on school performance. Evaluating the performance of individual schools rather than generating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

#### **Capped 9 Performance Overview**

The chart below provides an overview of performance across all schools in the regions (anonymised and non-aggregated).

Each 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.



**The table below provides a regional overview of performance for the new interim measures. This enables members to familiarise themselves with school level regional performance.**

The table 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.

School	LA	FSM - 3 year RA	Cohort non FSM	Cohort FSM	Capped Point 9			
					All Pupils	non FSM	FSM	Diff.
					399.8	413.6	317.4	-96.2
					399.3	403.1	373.3	-29.8
					399.1	407.1	306.6	-100.5
					394.8	398.3	362.2	-36.1
					384.2	394.3	226.4	-167.9
					381.0	386.4	277.0	-109.4
					380.7	390.1	352.7	-37.4
					379.5	393.2	321.2	-72.1
					371.7	379.9	296.1	-83.8
					368.1	377.5	251.9	-125.5
					367.5	384.2	309.4	-74.9
School 1	B	20.3	93	32	362.1	374.7	325.5	-49.3
					361.1	368.8	316.7	-52.1
					358.9	369.0	311.0	-58.0
					356.7	369.8	287.4	-82.3
					352.9	362.4	273.6	-88.8
					352.3	359.8	310.7	-49.1
					351.8	362.8	311.0	-51.8
					347.9	355.6	284.8	-70.8
					347.6	356.3	303.8	-52.5
School 2	B	21.1	87	20	346.8	357.1	302.1	-55.0
School 3	B	24.9	67	21	341.4	354.0	301.4	-52.5
School 4	B	21.8	154	35	339.9	359.4	263.9	-95.5
					337.0	351.5	273.4	-78.1
					335.8	351.6	260.8	-90.8
					335.6	363.6	284.1	-79.5
					327.4	339.0	304.0	-35.0
					324.4	355.4	252.0	-103.4
					321.7	334.8	270.4	-64.4
					321.1	329.7	286.8	-42.9
					320.8	353.8	303.0	-50.7
					312.1	328.4	251.6	-76.7
					299.6	316.1	260.0	-56.1
					287.5	311.4	213.3	-98.1
Highest					399.8	413.6	373.3	-29.8
Median					352.1	362.6	298.8	-71.5
Lowest					287.5	311.4	213.3	-167.9

Meaningful evaluation of the outcomes at individual school level has taken place across the autumn term in dialogue between Local Authorities, EAS and school leaders. Support for individual schools will continue to be provided in line with the National Categorisation system.