

Committee: **Executive Committee**

Date of meeting: **9<sup>th</sup> December 2020**

Report Subject: **Outcomes 2019-2020: Foundation Phase, Key Stage 2, Key Stage 3, Key Stage 4**

Portfolio Holder: **Cllr J Collins, Executive Member for Education**

Report Submitted by: **Lynn Phillips, Corporate Director of Education  
Ed Pryce, Assistant Director EAS**

Reporting Pathway								
Directorate Management Team	Corporate Leadership Team	Portfolio Holder / Chair	Audit Committee	Democratic Services Committee	Scrutiny Committee	Executive Committee	Council	Other (please state)
01.1..20		24.11.20			03.11.20	09.12.20		

## 1. Purpose of the Report

- 1.1 The purpose of the report is to inform the Executive Committee of the Welsh Government: School Performance Reporting Arrangements for 2019-2020 and provide an overview of national outcomes as context and provide anonymised local data where available.
- 1.2 **Outcomes are only available for key stage 4 in line with agreements between each LA and headteachers, made prior to the collection of the data, these should not be used for school accountability purposes.**

## 2. Scope and Background

- 2.1 In response to the Coronavirus (Covid-19) pandemic, the Welsh Government cancelled all statutory data collections that would have been due to take place in Summer 2020. This was initially announced in the Minister for Education's written statements of 18 March 2020 and 3 July 2020 and enacted in the Relaxation of School Reporting Requirements (Wales) (Coronavirus) Regulations 2020. The latest update is included as Appendix 1: Welsh Government: School Performance Reporting Arrangements Important Update (10 August 2020).

### 2.2 Foundation Phase, Key Stage 2, Key Stage 3

- 2.2.1 The School Performance Information (Wales) Regulations 2011 has been amended to remove the duties on governing bodies and local authorities to provide data to local authorities and Welsh Ministers, respectively, on teacher assessment outcomes and authorised or unauthorised absence for the pupils registered at schools in the 2019/20 school year.
- 2.2.2 This means that no end of phase / key stage data was submitted, therefore no data is available for this report. Many schools will have made their own internal

assessments of learners, but these will have been undertaken 'virtually' and there will have been no moderation processes, therefore even if submitted, would not be suitable for any form of meaningful analysis.

### 2.3 **Key Stage 4**

2.3.1 Outcomes this year should not be used for school accountability purposes, in line with agreements between each LA and their head teachers made prior to the collection of the data.

2.3.2 Due to the cancellation of summer 2020 GCSE, AS and A level examination, the Welsh Government will not be reporting on school performance measures for 2019/20 or providing All Wales Core Data Sets. Following the provision of this year's centre estimated grades by schools, the school performance information regulations have been disapplied to remove the requirements for the usual flows of performance data between head teachers, governing bodies, local authorities and the Welsh Government. This means that schools and governing bodies should not include school performance measures in any published report. It will not be appropriate to make year-on-year comparisons of this information or consider it as part of trend data in inspection and accountability activities.

2.3.3 The content of this report is intended to provide a contextual view of anonymised school outcomes, rather than analyse performance at Local Authority (LA) or individual level. It cannot contain any aggregated LA data, or individual school performance data, other than anonymised school level data for key stage 4.

2.3.4 It is important that the information below is used sensitively during these unprecedented times. The information should 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.

### 3. **Options for Recommendation**

3.1 This report has been discussed by Education DMT, CLT and the Education and Learning Scrutiny Committee prior to presenting to the Executive Committee.

3.2 **Option 1** – The Executive Committee review the performance information and offer comments for consideration by the Education Directorate.

3.3 **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 **Blaenau Gwent Wellbeing Plan**

One of the objectives in the Blaenau Gwent Wellbeing 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 (short and long term impact)**

- 5.1.2 There are no direct financial implications for this report. Blaenau Gwent continues to make a financial contribution to the regional Education Achievement Service (EAS) arrangements of approximately £364,000 per annum.
- 5.1.3 As a part of the Council's arrangements for intervention in schools in line with the South East Wales Consortium (SEWC) framework, there are occasions when additional funding is required to support schools through the use of external agencies particularly, when an adverse inspection report is received. Any funding required is allocated from within current budgets within the Education Directorate portfolio.

### **5.2 Risk including Mitigating Actions**

- 5.2.1 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.
- 5.2.2 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.
- 5.2.3 In the light of the current Pandemic the established management of risk processes has had to respond to the context in which we found ourselves with business as usual activities being suspended from 24<sup>th</sup> March 2020.
- 5.2.4 However, with the commencement of the new academic year routine business processes are being re-established but naturally these will be kept under review as Wave 2 of the Pandemic progresses as learner and staff wellbeing is of paramount importance.
- 5.2.5 As such, holistic support packages are devised via regular intra Council services meetings between OD, finance, health and safety, education and school governor support services.
- 5.2.6 Through ongoing robust self-evaluation processes school level performance data is regularly analysed and evaluated to identify emerging trends or possible underperformance.
- 5.2.7 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 albeit in a virtual world.

### 5.3 **Legal**

This report provides information about present statutory, end of Phase and Key Stage school performance arrangements in the light of the Pandemic and as such is completely different to previous reports presented to this Committee.

### 5.4 **Human Resources**

It is acknowledged that the changes to the awarding of qualifications during 2019 -20 academic year had significant implications for centre assessment staff in awarding centre assessment grades as a result of the decision for the routine examinations not to take place. It is noted that this work occurred at a time when schools were re-purposed and were providing essential child care to key worker and vulnerable children at the height of Wave 1 of the Pandemic.

## 6. **Supporting Evidence**

### 6.1 **Performance Information and Data**

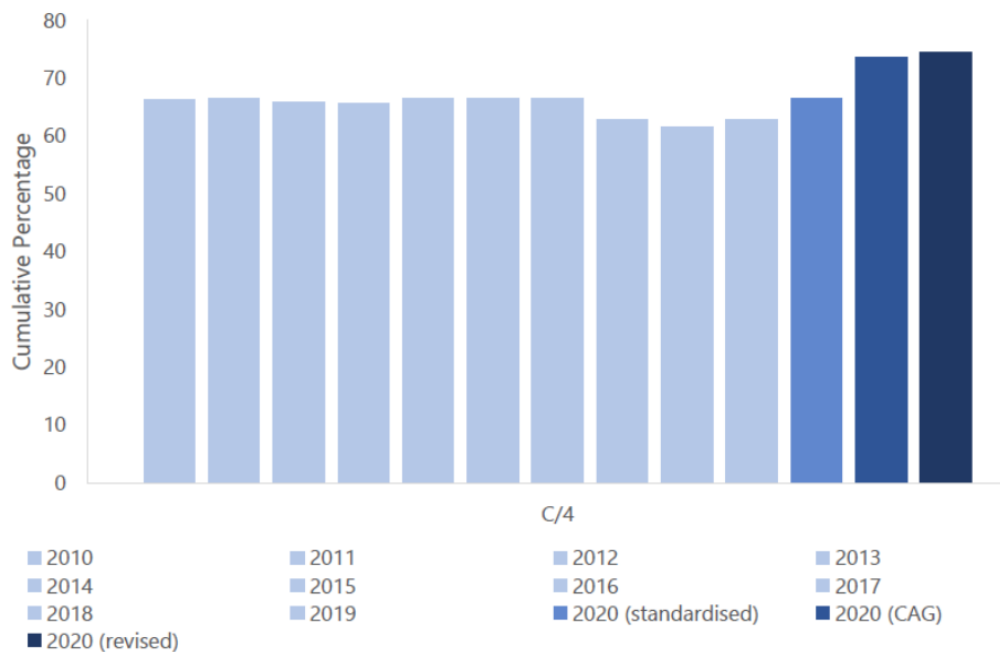
6.1.1 The WJEC data reports on overall GCSE / GCE A Level pass rates. It cannot report at individual pupil level, as schools do, as not all the data would be available. For example, some vocational qualifications, which would be included in each individual learner's 'points scores' for some measures, may not be accessible to the WJEC. For definitions of how each measure is calculated see Appendix 1 and subsection Appendix 2.

6.1.2 As a result of these variations it is not possible to directly compare like for like, year on year progress. What is clear however is that at key stage 4, there have been significant increases in the percentage of A\*-C grades awarded. Despite not being able to directly compare, it is clear that within the national context this year, we would expect to see significant increases in individual school outcomes. It is not possible using outcomes alone to determine whether this represents sustainable improvement.

6.1.3 Qualifications Wales have provided an initial analysis of national outcomes Results for A Level, AS, GCSE and the Skills Challenge Certificate in Wales – Summer 2020. This has been included as Appendix 3, but a sample of changes for a selection of national indicators are included in the charts below.

#### 6.1.4 Key Stage 4 – GCSE – Grade C and above

**Figure 7.2: National GCSE summer cumulative C/4 results 2010-2020<sup>1)(2)</sup>**



Between 2010 and 2016 overall grades C and above remained stable at approximately 65%. Over the next 2 years this declined to approximately 61%, before increasing to approximately 75% in 2020.

#### 6.1.5 Summary of Outcomes

##### Foundation Phase, Key Stage 2, Key Stage 3

As explained in the context section, no data has been submitted.

#### 6.1.6 Key Stage 4

Outcomes on the 5 Welsh Government measures and 2 legacy measures was requested and 5A\*-A was requested.

- The Capped 9 measure
- Literacy measure
- Numeracy measure
- Science measure
- Welsh Baccalaureate Skills Challenge Certificate measure
- Percentage of learners achieved 5 A\*-A GCSE

6.1.7 The reported outcomes are based on revised results, following the Welsh Government decision to award the best of 'Standardised Grade' and 'Centre Assessed Grade' for each individual learner.

### 6.1.8 Summary of LA Outcomes

The tables below provide an overview of performance for the schools in the LA, compared with regional lowest, median and highest for 2020 (anonymised and non-aggregated).

The first table is sorted from highest to lowest Capped 9 outcomes. Each row represents a single school.

School	Capped Point 9	Average points for best of Literature or first Language Welsh or English GCSE	Average points for best of Mathematics or Mathematics - Numeracy GCSE	Average points for best Science GCSE	Average points for Welsh Baccalaureate Skills Challenge Certificate	L1 Threshold	5 A*-As
School 1	378	39	37	38	42	96	15
School 2	376	41	35	36	39	99	19
School 3	358	40	38	36	39	95	20
School 4	356	36	37	32	41	95	15
Region 2020							
Highest	422	46	47	46	48	100	41
Median	376	41	39	38	41	97	21
Lowest	318	35	34	30	31	87	10

6.1.9 The second table is sorted from highest to lowest Capped 9 outcomes for FSM pupils. Each row represents a single school.

School	Capped 9		Average points for best of Literature or first Language Welsh or English GCSE		Average points for best of Mathematics or Mathematics - Numeracy GCSE		Average points for best Science GCSE		Average points for Welsh Baccalaureate Skills Challenge Certificate		L1 Threshold		5 A*-As	
	eFSM	Non	eFSM	Non	eFSM	Non	eFSM	Non	eFSM	Non	eFSM	Non	eFSM	Non
School 1	358	400	39	43	31	39	33	40	34	43	97	99	8	18
School 2	341	389	33	41	31	39	30	41	38	43	91	98	7	23
School 3	329	363	32	37	32	38	28	33	41	41	88	97	4	17
School 4	307	374	35	41	34	39	30	38	33	41	87	97	10	23
Region 2020														
Highest	395	426	44	47	43	47	42	46	44	49	100	100	48	42
Median	329	389	36	42	33	40	31	40	35	41	93	98	9	23
Lowest	272	331	28	36	26	37	23	33	27	30	50	31	0	8

### 6.2 Expected outcome for the public

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. However, for 2020 /21 the categorisation process has been suspended and new strategies have been deployed to ensure appropriate support is in place to schools at this time and are in train.

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 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.

### **6.4 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. However, it is recognised that the performance this year is purely for information only.

### **6.5 Preventative focus**

A key element of the Council's work is to monitor settings and ensure appropriate support to secure continuing high standards. 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.

### **6.6 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.

## 6.7 **Integration (across service areas)**

Ensuring that schools deliver high quality education provision to secure high pupil outcomes relates directly to the priorities within the revised Corporate Improvement Plan so that children's and young people's learning and achievement levels are maximised, and Education Standards are raised particularly at Key Stage 4.

These overarching outcomes and objectives permeate the work of a range of Council departments and partners. Effective monitoring, support, evaluation and intervention are fundamental to the Council's wellbeing objectives

## 6.8 **EqIA**

As the 2020 examination arrangements were revised in the light of the Pandemic an EQIA has been completed for this report and no positive or negative impact has been identified.

## 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 Committee although, it is accepted that the performance information within the report is for information only and not part of accountability arrangements.

### **Background Documents /Electronic Links**

**Appendix 1 - 2 – Outcomes 2019-20: Foundation Phase, Key Stage 1, 2 and 3**

**Appendix 3 – Results for A Level, AS, GCSE and the Skills Challenge Certificate in Wales – Summer 2020**