

## ***FULL COUNCIL REPORT***

Date Written	December 2014
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Service Area	Education Services
Exempt/Non Exempt	Non Exempt
Committee Date	28 <sup>th</sup> January 2015

*To: Mayor, Ladies and Gentlemen*

# **Improving the Quality and Performance of Local Authority Education Services for Children and Young People**

### **PURPOSE OF THE REPORT:**

To update the Council on progress being made to enable the Council to fulfil its principal responsibility with respect to Education Services, namely that of raising standards and improving outcomes for learners.

## **1.0 INTRODUCTION AND BACKGROUND**

- 1.1 In accordance with the Single Integrated Plan and the Council's Corporate Plan this Council is committed to an inclusive education system that enables all individuals to fulfil their potential. This report provides an overview of how well our children and young people are attaining and how we as a Council are working with our schools and other key partners to address the shortcomings identified in the Estyn inspection of Local Authority Education Services for Children and Young People (LAESCYP) in November 2012. A Glossary of terms is provided in Appendix 1.
- 1.2 The Welsh Index of Multiple Deprivation (WIMD) 2014 is the official measure of relative deprivation for small areas in Wales. This index classifies Merthyr Tydfil as the second most deprived Local Authority (LA) in Wales.
- 1.3 The percentage of pupils eligible for free school meals (FSM) is used as an indicator of deprivation within education and it has been shown that there is a strong link between attainment and eligibility for free school meals.

In 2014, the latest figures show Merthyr Tydfil CBC to be the second highest; therefore it is reasonable to expect that performance overall should be no lower than 21<sup>st</sup> out of the 22 Welsh local authorities.

## **2.0 CURRENT POSITION**

### **2.1 Good features**

- 2.1.1 Positive trends in performance across all key indicators at foundation phase, key stage 2, key stage 3 and key stage 4, and the rate of progress is faster than at a national level.
- 2.1.2 Benchmarking of schools on the basis of free school meals shows that 50% of schools are above the median for the foundation phase outcome indicator, 64% of schools are above the median for the key stage 2 core subject indicator and 50% of schools are above the median for the key stage 4 level 2 threshold including English/Welsh and Mathematics.
- 2.1.3 Performance at key stage 4 increased across all key indicators in 2014, with performance at the Level 2 threshold including English/Welsh and Mathematics increasing by 10.2% when compared to 2013.
- 2.1.4 Positive trend in key stage 2 performance for Reading, Writing and Mathematics (RWM) and Reading, Writing, Mathematics and Science (RWMS) in combination, where the difference from the national average is now 0.4 and 0.2 respectively and performance is ranked 15/22 and 17/22 when compared to other local authorities.
- 2.1.5 Actual performance at key stage 4 is above local authority targets in all key indicators except the key stage 4 core subject indicator where the target was missed by 0.3 percentage points.
- 2.1.6 The performance of both boys and girls has improved at all key indicators at foundation phase, key stage 2 and key stage 3. The gender gap has reduced due to boys improving at a faster rate than girls. Boys within Merthyr Tydfil have also progressed at a faster rate than boys nationally in all areas.
- 2.1.7 The performance of pupils eligible for Free School Meals (FSM) and not eligible for FSM has improved at key stage 2 and key stage 3. Pupils receiving FSM have improved at a faster rate therefore the gap has decreased.
- 2.1.8 The performance of pupils from year 2 to 9 in the national numeracy procedural test has improved and is ranked 17/22 when compared to other local authorities.

### **2.2 Shortcomings**

- 2.2.1 Performance rates at Foundation phase, key stage 2 and key stage 3 and most indicators at key stage 4 remains below national averages.
- 2.2.2 Benchmarking of schools on the basis of free school meals shows that 75% of schools (3 out of 4) are below the median for the key stage 3 core subject indicator, however there are no schools in the bottom quarter.

- 2.2.3 National reading and numeracy tests for years 2 to 9 show that pupils within Merthyr Tydfil CBC are not performing as well as pupils nationally. When compared with other authorities performance is ranked 20/22 for reading and Numeracy reasoning.
- 2.2.4 The percentage of pupils achieving above the expected outcome (an indication of the performance of more able and talented learners) at the foundation phase and key stages 2 and 3 are below the national average in all areas of learning and subjects except Welsh first language at key stage 2.
- 2.2.5 Actual performance at the end of 2014 is below local authority targets at foundation phase, key stage 2 and key stage 3.
- 2.2.6 The attendance rate in secondary schools decreased in 2014.
- 2.2.7 Increase in rate of exclusions from primary schools.

### **3.0 STANDARDS**

- 3.1 Foundation phase outcome results replaced key stage 1 assessments in 2012. The trend in performance at outcome level 5 and above is positive in all mandatory areas of learning (MAL). Performance is below the national average for all mandatory areas of learning except language, literacy and communication skills in Welsh first language. However the rate of progress is faster than at a national level. Actual performance is below local authority targets in all mandatory areas of learning except language, literacy and communication skills in Welsh first language.

When compared to other local authorities Merthyr Tydfil CBC is ranked 22<sup>nd</sup> out of 22 in all mandatory areas of learning except language, literacy and communication skills in English which is ranked 20<sup>th</sup> out of 21 (one local authority has no results at this level for English) and language, literacy and communication skills in Welsh first language which is ranked 3<sup>rd</sup> out of 22.

Benchmarking of schools on the basis of free school meals shows that 50% of schools are above the median for the foundation phase outcome indicator. When compared to 2013, the percentage of schools in the bottom quarter has decreased and the percentage of schools in the top quarter has increased.

- 3.2 At key stage 2 (KS2) the trend in performance at level 4 and above is positive over the last 3 years in all core subjects. Performance is below the national average for all core subjects except Welsh first language however performance has increased and the rate of progress is faster than at a national level. Actual performance is below local authority targets in all core subjects.

When compared to the other 21 local authorities Merthyr Tydfil CBC is ranked 20<sup>th</sup> for English, 1<sup>st</sup> for Welsh first language, 22<sup>nd</sup> for both mathematics and science and 20<sup>th</sup> for the core subject indicator (CSI).

Benchmarking of schools on the basis of free school meals shows that the percentage of schools above the median for the key stage 2 core subject indicator has increased over the last 3 years and now 64% of schools are above the median.

The percentage of pupils progressing 2 or more levels between key stage 1 and key stage 2 is below the Welsh average in each of the core subjects except for Welsh first language.

- 3.3 At key stage 3 (KS3) the trend in performance at level 5 and above is positive over the last 3 years in all core subjects. Performance is below the national average of all core subjects, however the rate of progress is faster than at a national level. Actual performance is below local authority targets in all subjects.

When compared to other local authorities Merthyr Tydfil CBC is ranked 21<sup>st</sup> out of 22 for English, Science and the core subject indicator. Mathematics is ranked 20<sup>th</sup> out of 22.

Benchmarking of schools on the basis of free school meals shows that 3 out of 4 schools are below the median for the key stage 3 core subject indicator, however there are no schools in the bottom quarter.

The percentage of pupils progressing 2 or more levels between key stage 2 and key stage 3 is above the Welsh average in English but below the Welsh average in mathematics and science.

Value added information for key stage 3 shows performance in English and Mathematics is slightly better than expected but Science and the core subject indicator are slightly below expected when taking only prior attainment into consideration (model 1), when contextual information is included (model 2) performance is better than expected in all core subjects. Value added performance at key stage 3 is in the top quarter for all subjects and the core subject indicator based on model 2.

- 3.4 At key stage 4 (KS4) the trend in performance is positive in all key indicators over the last 3 years. The level 2 threshold including English/Welsh and Mathematics (5 GCSE's A\*-C or equivalent including English/Welsh and Mathematics) has risen by 10.2 percentage points, the level 2 threshold (5 GCSE's A\*-C or equivalent) has risen by 9.1 percentage points and the core subject indicator has risen by 10.4 percentage points. Performance is now above the national average for the level 1 threshold and for all other indicators has risen at a faster rate than at a national level. Actual performance is above local authority targets in all key indicators except the key stage 4 core subject indicator where the target was missed by 0.3 percentage points.

When compared to other local authorities Merthyr Tydfil CBC is ranked 21<sup>st</sup> out of 22 for the level 2 threshold including English/Welsh and Mathematics and the core subject indicator, 17<sup>th</sup> out of 22 for the level 2 threshold, 10<sup>th</sup> out of 22 for the level 1 threshold and 14<sup>th</sup> out of 22 for the capped points score.

Benchmarking of schools on the basis of free school meals shows that two out of four schools are below the median for the level 2 threshold including English/Welsh and Mathematics, one school is in the top quarter and the other school is in quarter two there are no schools in the bottom quarter. Value added for key stage 4 shows performance in all key indicators when compared to key stage 3 attainment is better than expected for both models and is significantly better than expected for model 2. When compared to key stage 2 prior attainment value added performance is significantly better than expected for model 2 but only two indicators are

significantly better than expected based on model 1. Value added performance at key stage 4 is in the top quarter for all key indicators based on both key stage 2 and key stage 3 attainment for model 2.

### **3.5 The performance of specific groups of learners**

#### **3.5.1 More able and talented**

The percentage of pupils achieving above the expected level at the foundation phase and at key stages 2 and 3 are below the national average in the all areas of learning and subjects except Welsh first language at key stage 2.

At foundation phase the Merthyr Tydfil CBC average for pupils achieving outcome level 6+ increased in 2014 but was below the national average by between 2.5 to 14.6 percentage points in the mandatory areas of learning.

At key stage 2 the Merthyr Tydfil CBC average for pupils achieving level 5 or above was below the national average by between 5.0 to 5.9 percentage points in the core subjects with the exception of Welsh first language which exceeded the national average by 6.8 percentage points.

At key stage 3 the Merthyr Tydfil CBC average for pupils achieving level 6 or above was below the national average by between 4.3 to 9.7 percentage points in the core subjects.

#### **3.5.2 Gender**

Girls outperform boys in all key indicators at each key stage. The trend in performance for both boys and girls at the foundation phase, key stage 2, key stage 3 and key stage 4 is positive. The rate of progress of boys is faster than at a national level across in all key indicators at each key stage.

At foundation phase the gender gap has reduced in all mandatory areas of learning except mathematical development. The rate of progress for girls is faster than at a national level in all mandatory areas of learning except Language, literacy and communication skills in Welsh first language and personal social development. The rate of progress for boys is faster than at a national level for all mandatory areas of learning.

At key stage 2 the gender gap has reduced in all subjects except English. The rate of progress for girls is faster than at a national level in all core subjects except Science. The rate of progress for boys is faster than at a national level in all core subjects.

At key stage 3 the gender gap has reduced significantly in all subjects. The rate of progress for girls is slower than at a national level in all core subjects except mathematics. The rate of progress for boys is faster than at a national level in all core subjects and the gap between the performance of boys within Merthyr Tydfil CBC and boys nationally has narrowed in all core subjects.

At key stage 4 the gender gap has reduced in all key indicators except for the level 1 threshold and the capped point score, where the performance of both boys and girls has improved but girls have improved at a faster rate. The rate of progress of boys and girls is faster than at a national level in all key indicators.

### **3.5.3 Free school meal eligibility**

Pupils eligible for free school meals (FSM) are outperformed by those not eligible at each key stage.

At foundation phase, 63% of pupils eligible for FSM achieved the foundation phase outcome indicator in 2014 compared with 87% of pupils not eligible for FSM. The performance of both groups of pupils has increased in 2014, however the performance of pupils not eligible for FSM has improved at a slightly faster rate therefore the gap has widened since 2013.

At key stage 2, 71% of pupils eligible for FSM achieved the core subject indicator in 2014 compared with 89% of pupils not eligible for FSM. The performance of both groups of pupils has increased in 2014, pupils eligible for FSM have improved at a faster rate therefore the gap has narrowed by 3.8%.

At key stage 3, 55% of pupils eligible for FSM achieved the core subject indicator in 2014 compared with 81% of pupils not eligible for FSM. The performance of both groups of pupils has increased in 2014, pupils eligible for FSM have improved at a faster rate therefore the gap has narrowed by 2.5%.

At key stage 4, 22% of pupils eligible for FSM achieved the level 2 threshold including English\Welsh and mathematics in 2014 compared with 56% of pupils not eligible for FSM. The performance of both groups of pupils has increased in 2014, however the performance of pupils not eligible for FSM has improved at a slightly faster rate therefore the gap has widened since 2013.

### **3.5.4 Ethnic minority pupils**

At the 2014 Pupil Level School Census (PLASC), 7.1% of the statutory school age population were from ethnic groups other than White British, of which the largest ethnic group was Polish (2.5%). Due to the small number of pupils within each ethnic group performance is variable.

At foundation phase, pupils from ethnic groups other than White British make up 9.3% of the cohort, 3.8% of which are Polish and 1.2% are Portuguese. On the whole pupils from a non White British ethnic background achieve slightly better than pupils from a White British ethnic background, however the performance of Polish pupils is not as good with 73% of Polish pupils achieving the FPOI compared with 81% of white British pupils.

At key stage 2, pupils from ethnic groups other than White British make up 5.4% of the cohort, 2% of which are Polish and 1.1% Filipino. On the whole pupils from a non White British ethnic background do not achieve as well as pupils from a White British ethnic background, however the performance of pupils from some ethnic groups is better than the performance of White British pupils at key stage 2, Polish pupils do not achieve as well as pupils from a White British background, with 77% of Polish pupils achieving the KS2 CSI compared to 84% of white British pupils.

At key stage 3, pupils from ethnic groups other than White British make up 6.3% of the cohort, 1.4% of which are Polish. On the whole pupils from a non White British ethnic background achieve slightly better than pupils from a White British ethnic background, however the performance of Polish pupils is not as good with 67% of Polish pupils achieving the FPOI compared with 75% of white British pupils.

At key stage 4, pupils from ethnic groups other than White British make up 6.0% of the cohort, 1.5% of which are Polish. On the whole pupils from a non White British ethnic background do not achieve as well as those pupils from a White British ethnic background in the level 2 threshold including English\Welsh and mathematics however they perform slightly better at the level 2 threshold.

### **3.5.5 Pupils with English as an Additional Language (EAL)**

Pupils with English as an additional language are split into categories A (new to English) to E (Fluent) depending upon the stage of their language development. There are small numbers of pupils within each category at each stage therefore performance is variable.

At foundation phase, pupils who are in category A (new to English) do not perform as well as pupils who have English or Welsh as a first language, all other pupils with EAL perform better than pupils who do not have EAL.

At key stage 2, pupils who are in categories A and B do not perform as well as pupils who have English or Welsh as a first language, all other pupils with EAL perform better than pupils who do not have EAL.

At key stage 3, there are no pupils in category A, pupils in categories B and C do not perform as well as pupils who have English or Welsh as a first language, all other pupils with EAL perform better than pupils who do not have EAL.

At key stage 4, there are no pupils in category A, pupils in categories B and C do not perform as well as pupils who have English or Welsh as a first language, all other pupils with EAL perform better than pupils who do not have EAL.

### **3.5.6 Special Educational Needs (SEN)**

Pupils identified with Special Educational Needs are outperformed by pupils not identified with SEN at all key stages. National figures for 2014 are not yet available, however when compared to national figures for 2013, pupils identified as school action and school action plus within Merthyr Tydfil CBC perform better than pupils nationally at foundation phase, key stage 2 and key stage 3. However pupils with a statement of SEN do not perform as well as those nationally. At key stage 4, pupils identified as school action, school action plus and those with a statement of SEN within Merthyr Tydfil perform better than pupils nationally at the level 2 including English\Welsh and Mathematics indicator.

### **3.5.7 Looked After Children**

The performance of looked after children is variable due to the small numbers of pupils within the cohort. However the achievement levels of looked after children remain some way below that of all other pupils.

### **3.6 National reading and numeracy tests**

National reading and numeracy tests were introduced for years 2 to 9 for the first time in 2013. The results of national tests are expressed in terms of standardised scores rather than reading ages, with results being split into three bands, pupils with standardised scores less than 85, pupils with standardised scores between 85 and 115 and pupils with standardised scores above 115.

National reading test results for years 2 to 9 show that pupils within Merthyr Tydfil CBC are not performing as well as pupils nationally. The percentage of pupils achieving a standardised score of 85 or above is 3.2 percentage points lower within Merthyr Tydfil CBC than nationally, this is an improvement of 0.3 percentage points when compared to 2013. When compared to other local authorities performance is ranked 20<sup>th</sup> out of 22. Last year the authority was ranked 22 out of 22.

In 2014 an additional reasoning component was introduced to the numeracy test, therefore results for the numeracy tests are split into two components, procedural and reasoning. Results for the procedural component for years 2 to 9 show that pupils within Merthyr Tydfil CBC are not performing as well as pupils nationally. The percentage of pupils achieving a standardised score of 85 or above is 2 percentage points lower within Merthyr Tydfil CBC than nationally, this is an improvement of 2.7 percentage points when compared to 2013. When compared to other local authorities performance is ranked 17<sup>th</sup> out of 22. Results for the reasoning component for years 2 to 9 show that pupils within Merthyr Tydfil CBC are not performing as well as pupils nationally. The percentage of pupils achieving a standardised score of 85 or above is 5 percentage points lower within Merthyr Tydfil CBC than nationally. When compared to other local authorities performance is ranked 20<sup>th</sup> out of 22.

## **4.0 NEETS**

4.1 Careers Wales carry out an annual survey of school leavers to determine their destinations. Of those pupils who left school in July 2013, 1.9% were Not in Education, Employment or Training when the survey was carried out, this is an improvement of 4.3 percentage points on the figures from 2012.

## **5.0 ATTENDANCE**

5.1 In 2014, Primary school attendance increased by 0.6% from 2013 figures to 93.9% which is below the national average. When compared to other local authorities Merthyr Tydfil CBC is ranked 22<sup>nd</sup> out of 22, compared to the 2013 rank of 17<sup>th</sup> out of 22. The rate of improvement in Merthyr Tydfil CBC since 2011 is in line with the rate of improvement nationally.



5.2 In 2014, Secondary school attendance decreased by 0.4% from 2013 figures to 92.9% and is below the national average. When compared to other local authorities Merthyr Tydfil CBC is ranked 21<sup>st</sup> out of 22.

## 6.0 EXCLUSIONS

6.1 There have been no permanent exclusions from Primary schools for the last three years. Fixed term exclusions are compared across Wales as a rate per 1000 pupils. The rate of exclusion from primary schools increased in 2014. The average length of exclusion from primary school increased in 2014.

6.2 There was one permanent exclusion from secondary schools in 2014. Fixed term exclusions are compared across Wales as a rate per 1000 pupils. The rate of exclusion from secondary schools decreased in 2014. National figures for 2014 have not yet been released but 2014 figures are below national averages from 2013. The average length of exclusion from secondary school decreased in 2014.

## 7.0 CATEGORISATION

7.1 The Local Authority (LA) has a statutory role in monitoring the quality of education provision and standards of performance in all schools and LA maintained learning settings. In addition the LA is required to provide support in inverse proportion to success; the categorisation of schools' effectiveness is a key element in the LA and CSCJES school improvement strategy. The categorisation of schools and provision of support is done in partnership with schools, working closely with the Central South Consortium (CSCJES), the Senior System Leader (SSL) and the System Leaders (SL).

7.2 The categorisation of support is based on judgements about standards and the schools ability to improve. There are 4 categories, Green, Yellow, Amber and Red.

7.3 The proportion of schools in each category in the Autumn term 2014 is as follows:

28 schools	November 2014
Green	21% (6)
Yellow	25% (7)
Amber	29% (8)
Red	14% (4)
To be agreed	11% (3)
Amber and Red	43% (12)

## 8.0 SCHOOL ESTYN INSPECTION OUTCOMES

8.1 Since September 2010 there has been a new inspection framework in operation. This has reduced the number of key questions reported on in inspection reports from seven to three. In the new framework overall judgements are made about:

- the school's current performance;
- the school's prospects for improvement; and
- outcomes, provision and leadership and management (3 key questions).

- 8.2 The judgements used in the new framework are:
- Excellent: many strengths, including significant examples of sector-leading practice.
  - Good: many strengths and no important areas requiring significant improvement.
  - Adequate: strengths outweigh areas for improvement.
  - Unsatisfactory: important areas for improvement outweigh strengths.
- 8.3 Seven schools were inspected in the 2013/14 academic year, two secondary schools and five primary schools. The outcomes of those inspections can be summarised as follows:

Judgement area	Percentage of schools judged good or better
Overall: Current performance	28.6%
Overall: Prospects for improvement	42.9%
KQ1: How good are outcomes?	28.6%
KQ2: How good is provision?	42.9%
KQ3: How good are leadership and management?	42.9%

- 8.4 Following inspection schools can be placed into a number of categories which result in a differing degree of follow-up activity. These categories are: Local Authority Follow-up; Estyn Monitoring; Significant Improvement and Special Measures. Currently within Merthyr Tydfil CBC 5 schools, Goetre Primary, St. Marys RC Primary, Pantysgallog Primary, Afon Taf High and Bishop Hedley High are in Estyn Monitoring and St Aloysius RC Primary is in local authority follow up. Bedlinog Primary which was inspected in 2012/13 has been removed from Estyn Monitoring.

## 9.0 COMPARISONS WITH NATIONAL AVERAGES

See Appendix 4

## 10.0 COMPARISONS WITH OTHER LOCAL AUTHORITIES

See Appendix 5

## 11.0 FINANCIAL IMPLICATIONS

- 11.1 There are no financial implications associated with this report.

## **12.0 SINGLE INTEGRATED PLAN AND SUSTAINABILITY IMPACT SUMMARY**

12.1 The Single Integrated Plan and Sustainability Impact Assessment has been completed and improvement strategies have had a positive impact on the people of Merthyr Tydfil having the opportunities and aspirations to learn and develop their skills to maximise their learning potential. No negative impacts have been identified.

## **13.0 EQUALITY IMPACT ASSESSMENT**

13.1 An Equality Impact Assessment (EqIA) screening form has been prepared for the purpose of this report. It has been found that a full report is not required at this time. The screening form can be accessed on the Council's website/intranet via the 'Equality Impact Assessment' link.

## **14.0 RECOMMENDATION that**

14.1 The contents of the report be noted.

**LORRAINE BUCK**  
**CHIEF EDUCATION OFFICER**

<b>BACKGROUND PAPERS</b>		
Title of Document(s)	Document(s) Date	Document Location
Current Outcomes at KS4		Q:/Self Evaluation
Information Report Standards Recommendation 1		Q drive: Self Evaluation

***Consultation has been undertaken with the Corporate Management Team in respect of each proposal(s) and recommendation(s) set out in this report.***

## Glossary of Terms

Comparators	
Family of schools	Comparison between similar schools A small group of schools that is similar because they face similar challenges.
Free School Meals Benchmarking (FSM)	Comparison between similar schools A larger group of schools that is similar because they have a similar % of pupils in receipt of FSMs. The bands are up to 10%, 10%-15%, 15%- 20%, 20%-30% above 30% for secondary. The bands are up to 8%, 8%-16%, 16%-24%, 24%-32% above 32% for primary.
WAG Value Added Summary	Comparison between pupils' prior and current attainment An analysis of how well children perform relative to prior attainment.
Glossary	
Foundation phase	Nursery, reception and Years 1-2.
KS2	Key Stage 2 Years 3-6.
KS3	Key Stage 3 Years 7-9.
KS4	Key Stage 4 Years 10-11.
KS5	Key Stage 5 Years 12-13.
Level 4+	Expected level of attainment at the end of KS2.
Level 5+	Expected level of attainment at the end of KS3.
Level 6+	Expected level of attainment plus one level at the end of KS3.
CSI	Core subject Indicator. To achieve the CSI children must attain level 5+ in English, mathematics and science.
Core subjects	The core subjects are English, mathematics and science.
Foundation	The foundation subjects are all the other subjects other than the core subjects.
ATs	Attainment Targets in English. These are oracy, reading and writing.
RWM	Attainment at level 5+ in reading, writing and mathematics in combination.
RWM+S	Attainment at level 5+ in reading, writing, mathematics and science in combination.
FSM BMQ	Free School Meal Benchmark Quarter position. Attainment in a FSM band is divided into 4 quarters, two above the median and two below the median.
WAG VA summary	Welsh Assembly Government Value Added summary. An indication of how well pupils perform compared to prior attainment and estimated performance.
Attainment	Attainment in national tests, the qualifications that they gain.
Achievement	Attainment measured against estimated performance based on prior attainment.
L1TH	Volume of qualifications equivalent to 5 GCSE's at A*-G.
L2TH	Volume of qualifications equivalent to 5 GCSE's at A*-C.
L2TH+	Volume of qualifications equivalent to 5 GCSE's at A*-C including English and mathematics.
CWPS	Capped Wider Points Score. The quality of qualifications attained across the 8 highest scoring GCSEs.

### Performance Summary

#### 1.0 Introduction

- 1.1 The following report is a detailed summary of the performance of schools within Merthyr Tydfil CBC at each of the Statutory assessment points:
- i Foundation Phase
  - ii Key stage 2
  - iii Key stage 3
  - iv Key stage 4
  - v Key stage 5
- 1.2 Performance can be evaluated on a number of factors:
- i **Trends** in performance and the rate of growth
  - ii **Attainment** when compared with the national average
  - iii **Rank** and **position** when compared with 22 Welsh local authorities and compared with the local authority rank for free school meal (FSM) eligibility. As the authority has the third highest levels FSM eligibility performance is expected to be ranked at least 20<sup>th</sup> out of 22 local authorities.
  - iv Progression between statutory assessments
  - v How well our schools perform compared to **similar schools** – schools are grouped into bands according to the proportion of pupils entitled to FSM, schools are then divided into four quarters based on performance, 25% of the schools in each FSM band fall within each quarter. Schools in quarter 1 are the best performing schools within the FSM band, whereas schools in quarter 4 are the worst performing schools. Across all schools within a local authority you would expect to see 25% of schools falling within each quarter.
  - vi At KS4 how well our schools perform using the **Banding** metrics
  - vii Value added information, takes into account prior attainment to evaluate the impact a school has had on outcomes.

#### 2.0 Foundation Phase

- 2.1 Performance at foundation phase was assessed for the first time in 2012. Teachers provide an assessment of a pupils level of attainment in the form of an outcome level in a number of areas of learning. There are three mandatory areas of learning:
- language, literacy and communication skills in English (LLCE) or Welsh first language (LLCW)
  - mathematical development (MD)
  - personal and social development, well-being and cultural diversity (PSD)
- 2.2 Pupils are expected to achieve an outcome level 5 or above at the end of the foundation phase.
- 2.3 School and local authority performance can be compared for each of the mandatory areas of learning and for the foundation phase outcome indicator (FPOI) which represents where a pupil has obtained an outcome level 5 or above in all of the mandatory areas of learning.

2.4 Foundation Phase results - percentage of pupils achieving outcome level 5 or above:

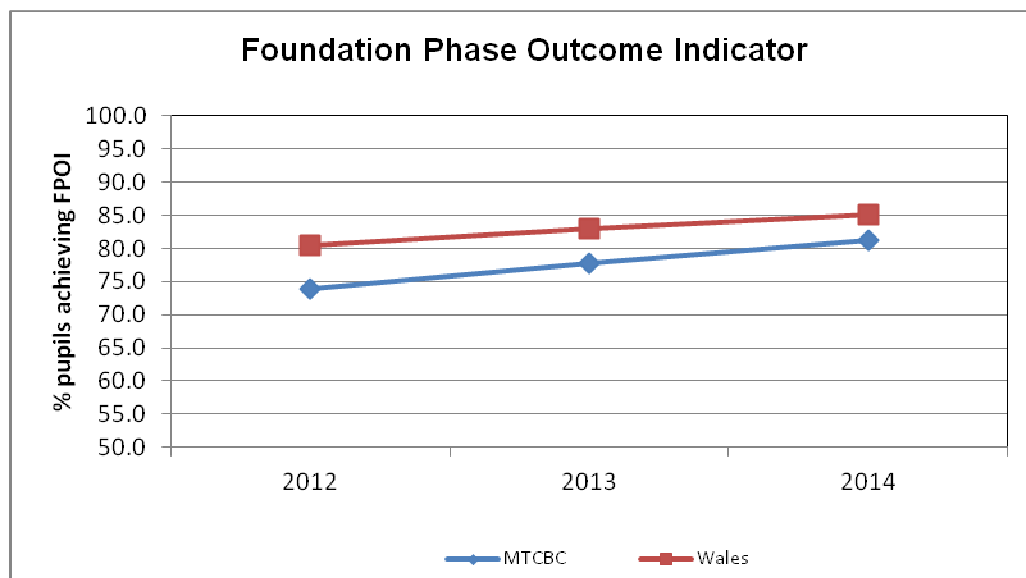
Area of Learning	MTCBC	Wales	Difference from Wales average	LA Rank
LLCE	82.4	86.6	-4.2	20
LLCW	92.5	89.8	2.7	3
MD	85.3	88.7	-3.4	22
PSD	91.8	94.2	-2.4	22
FPOI	81.2	85.2	-4.0	22
FPOI Boys	77.2	81.0	-3.8	
FPOI Girls	86.1	89.5	-3.4	
FPOI Boys vs. Girls	-8.9	-8.5	-0.4	

2.5 Performance is below national averages in all areas of learning except language, literacy and communication skills in Welsh first language.

2.6 Performance is ranked 22nd out of 22 for all mandatory areas of learning except language, literacy and communication skills in English which is ranked 20th and language, literacy and communication skills in Welsh first language which is ranked 3rd.

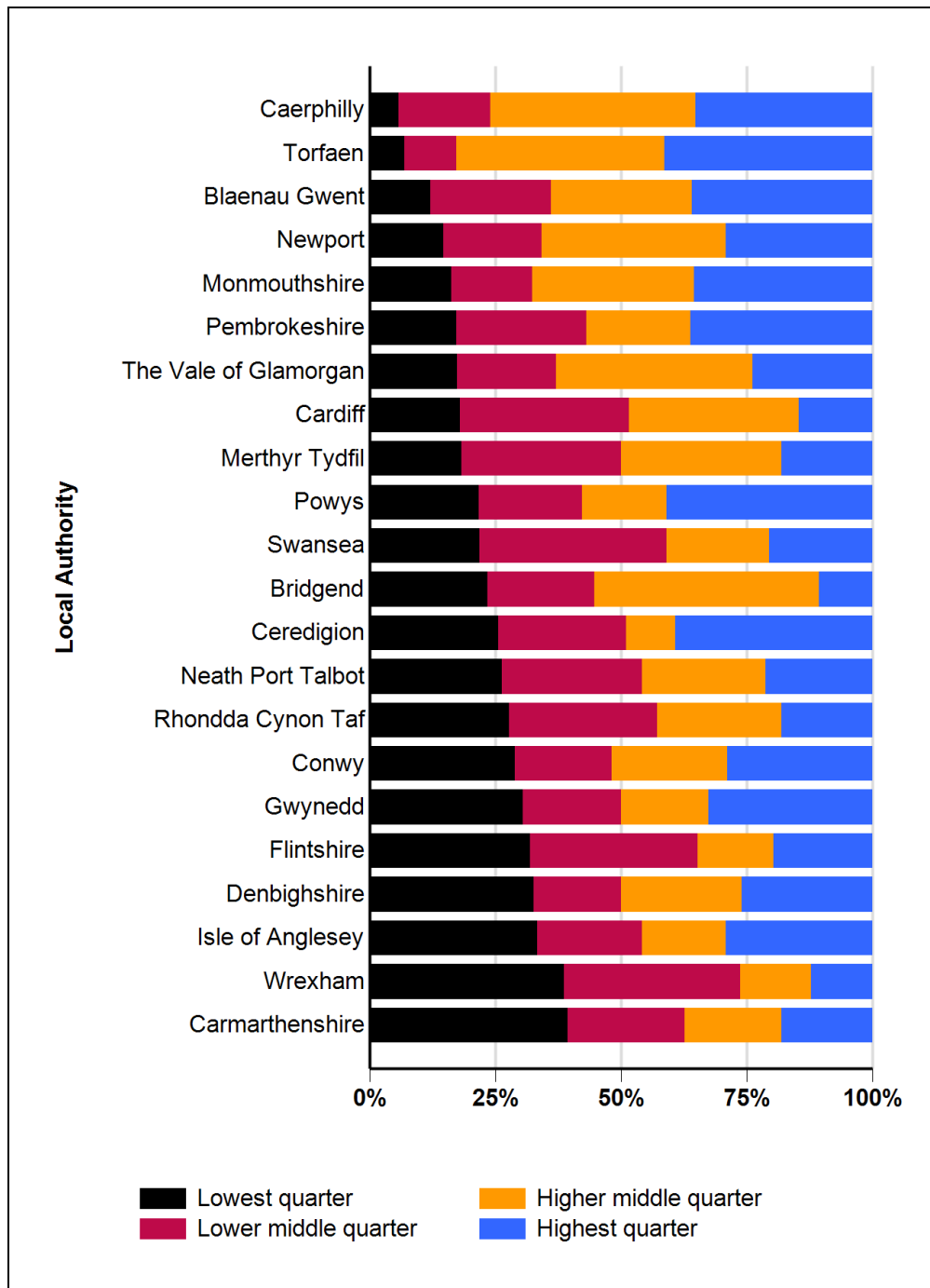
2.7 Girls out perform boys in all mandatory areas of learning, the difference between the performance of boys and girls in the FPOI is greater than the difference nationally.

2.8 Foundation Phase Outcome Indicator – Historic Performance



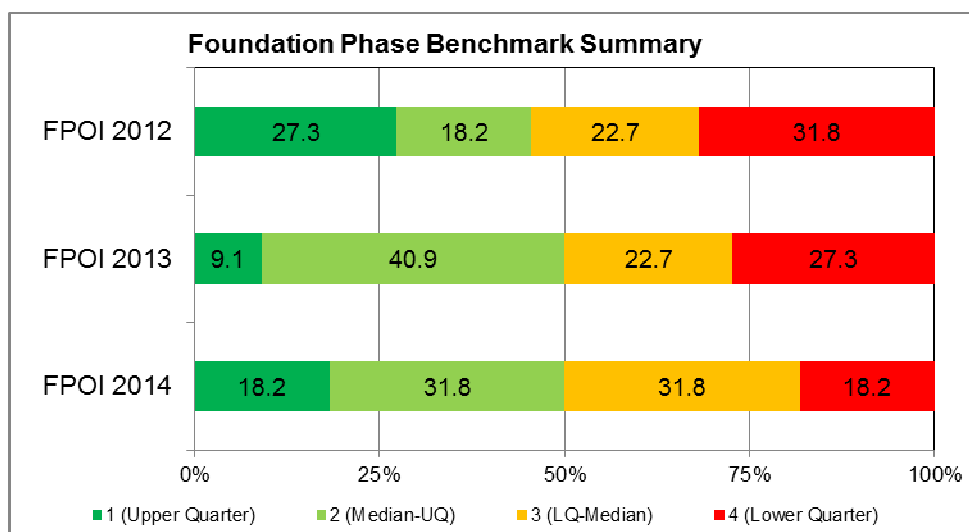
2.9 In 2014 the results of foundation phase assessments were higher than in 2013 in all mandatory areas of learning and the foundation phase outcome indicator. The rate of progress is faster than at a national level.

2.10 FPOI LA comparison – Percentage of schools in each quarter when performance is compared on the basis of FSM



Merthyr Tydfil CBC is ranked 9th out of 22 local authorities based on the percentage of schools in the bottom quarter for the FPOI.

- 2.11 When compared to similar schools on the basis of FSM eligibility Merthyr Tydfil CBC has 50% of schools in the lower two quarters, however there are less schools in the bottom quarter than in previous years.



### 3.0 Key Stage 2

- 3.1 Teachers provide an assessment of a pupils level of attainment in the form of national curriculum level in a number of subjects. There are three core subjects:

- English/Welsh first language
- Mathematics
- Science

- 3.2 Pupils are expected to achieve a level 4 or above at the end of key stage 2.

- 3.3 School and local authority performance can be compared for each of the core subjects and for the key stage 2 Core Subject Indicator (CSI) which represents where a pupil has obtained a level 4 or above in all of the core subjects.

- 3.4 Key stage 2 results - percentage of pupils achieving level 4 or above:

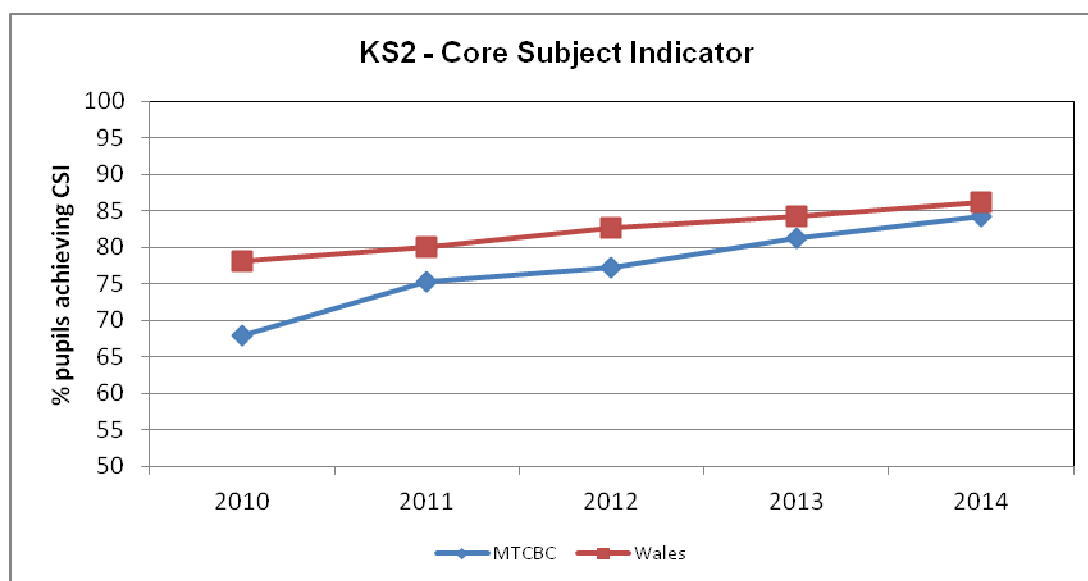
Subject	MTCBC	Wales	Difference from Wales average	LA Rank
English	86.3	88.4	-2.1	20
Welsh 1 <sup>st</sup> language	96.9	88.1	8.8	1
Mathematics	86.2	88.9	-2.7	22
Science	86.9	90.3	-3.4	22
CSI	84.2	86.1	-1.9	20
CSI Boys	80.9	83.1	-2.2	
CSI Girls	87.5	89.4	-1.9	
CSI Boys vs. Girls	-6.6	-6.3	-0.3	



- 3.5 Performance is below national averages in all core subjects except Welsh 1st language.
- 3.6 Performance is the lowest in Wales for mathematics and science. Performance is ranked 20/22 in English, 1/22 in Welsh 1st language and 20/22 in the core subject indicator when compared to other local authorities in Wales.
- 3.7 Girls outperform boys in all core subjects, the difference between the performance of boys and girls in the CSI is greater than the difference nationally.
- 3.8 The progression between KS1 and KS2:

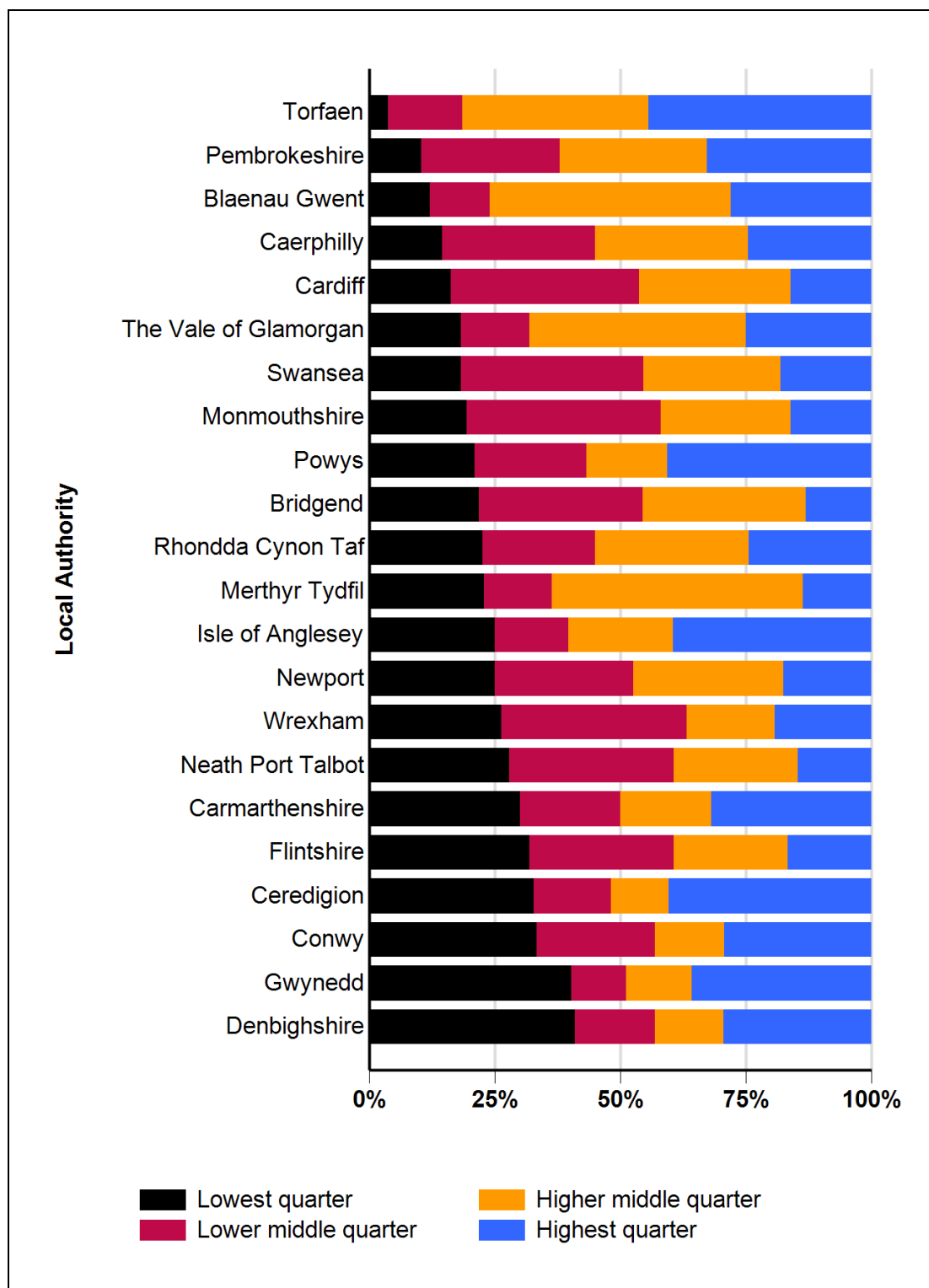
Subject	2+ levels progress			3+ levels progress		
	2013/14	Difference from 2012/13	Difference from Wales average	2013/14	Difference from 2012/13	Difference from Wales average
English	91.17	+0.32	-2.23	30.60	+4.58	+0.17
Welsh	88.89	+20.8	+3.27	15.87	+9.49	-1.91
Maths	88.97	+3.55	-2.86	20.61	+1.05	-5.36
Science	88.25	+4.67	-1.75	24.05	+8.74	+0.10

- 3.9 Key stage 2 CSI – Historic Performance:



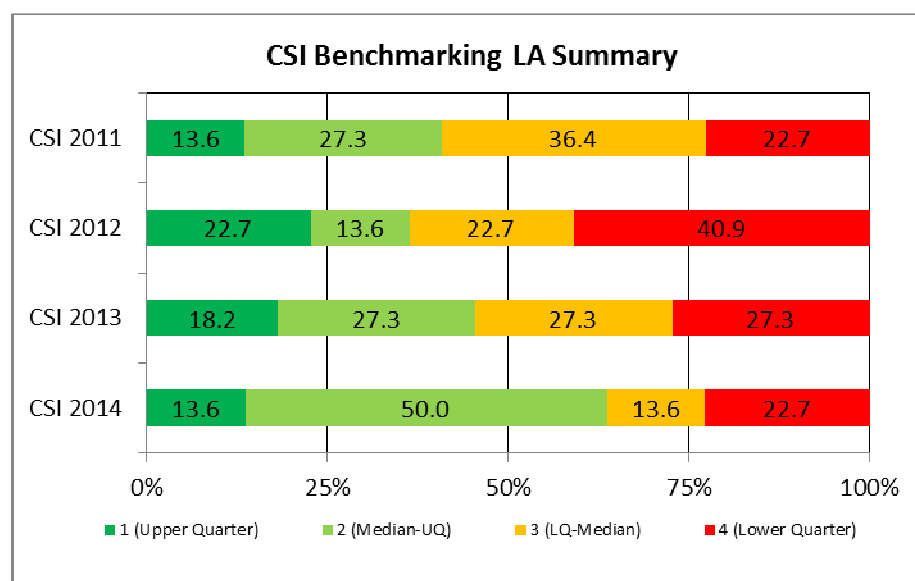
- 3.10 In 2014, the results of key stage 2 teacher assessments were higher than in 2013 in all core subjects. The rate of improvement since 2009 is above the rate of improvement nationally in all core subjects.

3.11 Key stage 2 CSI local authority comparison – Percentage of schools in each quarter when performance is compared on the basis of FSM



Merthyr Tydfil CBC is ranked 12th out of 22 local authorities based on the percentage of schools in the bottom quarter for the key stage 2 CSI.

3.12 When compared to similar schools on the basis of FSM eligibility Merthyr Tydfil CBC has 64% of schools above the median.



#### 4.0 Key Stage 3

4.1 Teachers provide an assessment of a pupils level of attainment in the form of national curriculum level in a number of subjects. There are three core subjects:

- English
- Mathematics
- Science

4.2 Pupils are expected to achieve a level 5 or above at the end of key stage 3.

4.3 School and local authority performance can be compared for each of the core subjects and for the key stage 3 Core Subject Indicator (CSI) which represents where a pupil has obtained a level 5 or above in all of the core subjects.

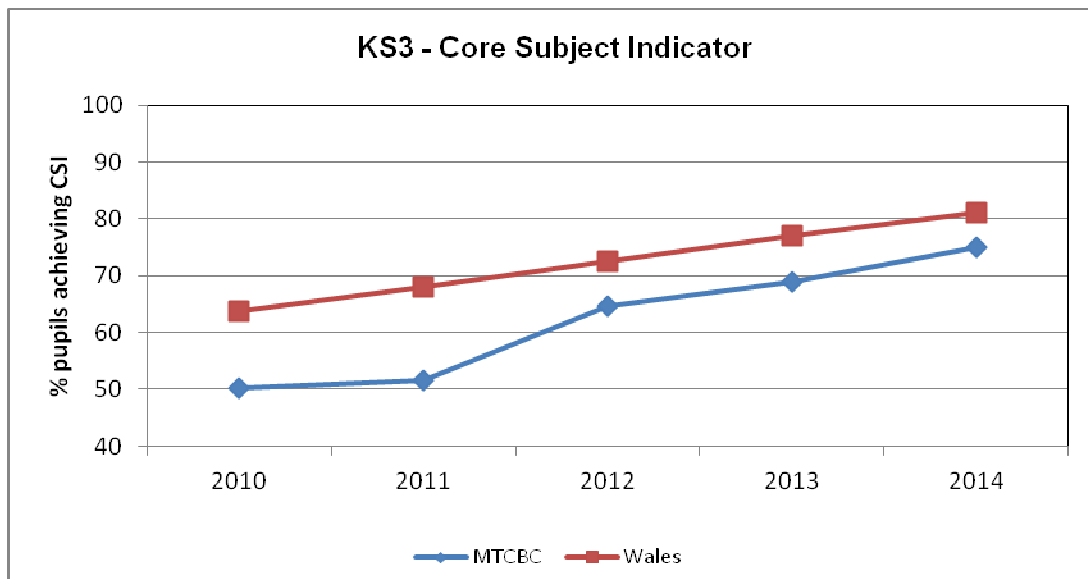
4.4 Key stage 3 results - percentage of pupils achieving level 5 or above:

Subject	MTCBC	Wales	Difference from Wales average	LA Rank
English	81.0	85.9	-4.9	21
Mathematics	83.0	86.5	-3.5	20
Science	85.0	90.4	-5.4	21
CSI	75.1	81.0	-5.9	21
CSI Boys	69.6	76.8	-7.2	
CSI Girls	81.5	85.5	-4.0	
CSI Boys vs. Girls	-11.9	-8.7	-3.2	

- 4.5 Performance is below national averages in all core subjects.
- 4.6 When compared to local authorities in Wales, performance is ranked 21st out of 22 for all indicators except mathematics which is ranked 20th.
- 4.7 Girls outperform boys in all core subjects, the difference between the performance of boys and girls in the CSI is greater than the difference nationally.
- 4.8 The progression between KS2 and KS3:

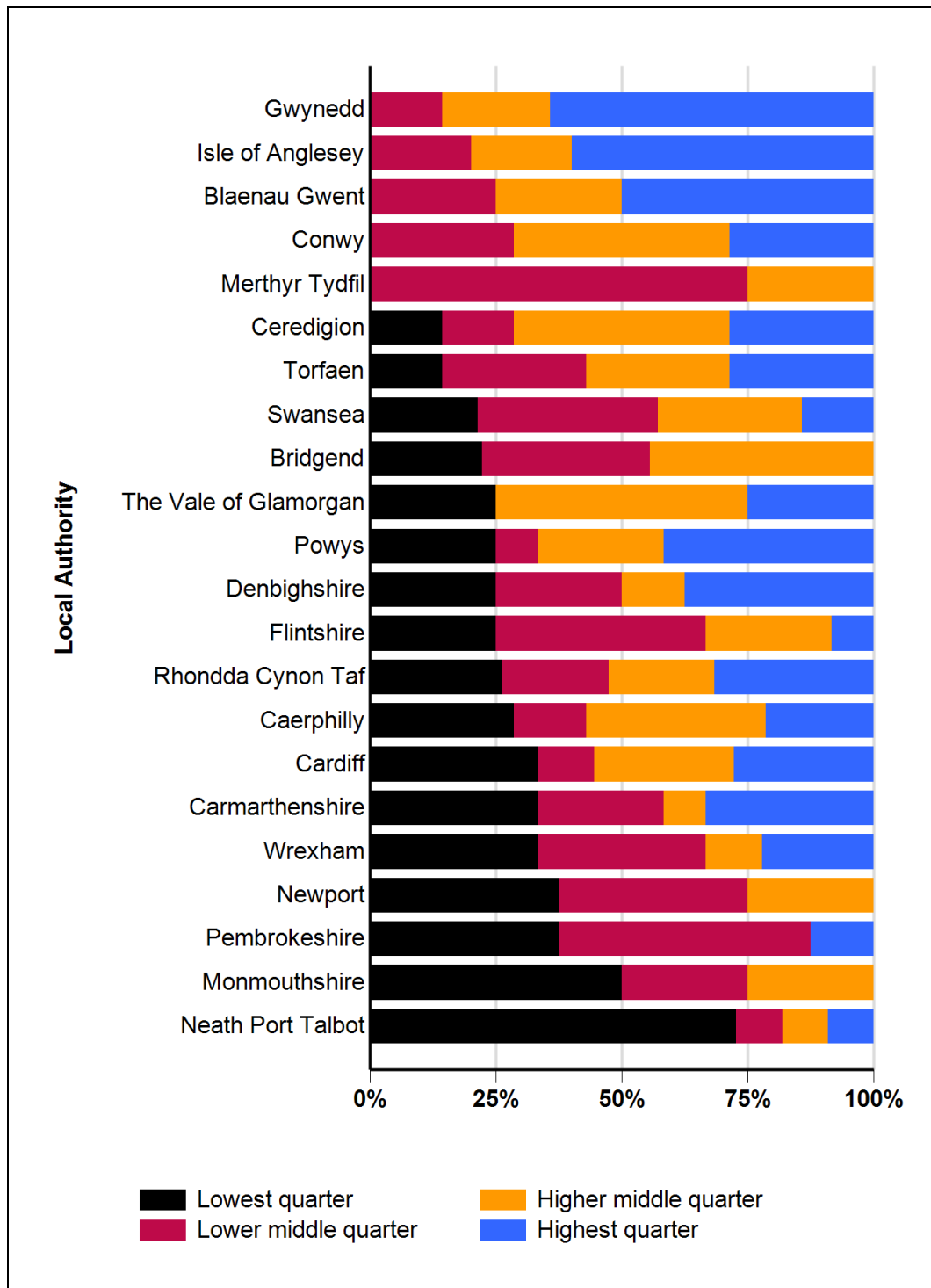
Subject	2+ levels progress			3+ levels progress		
	2013/14	Difference from 2012/13	Difference from Welsh average	2013/14	Difference from 2012/13	Difference from Welsh average
English	91.71	+4.72	+0.25	37.23	+4.94	-4.3
Maths	92.39	+1.45	-0.21	44.50	-2.45	-7.75
Science	92.72	+6.72	-0.16	48.90	+11.34	+0.96

4.9 Key stage 3 CSI – Historic Performance:



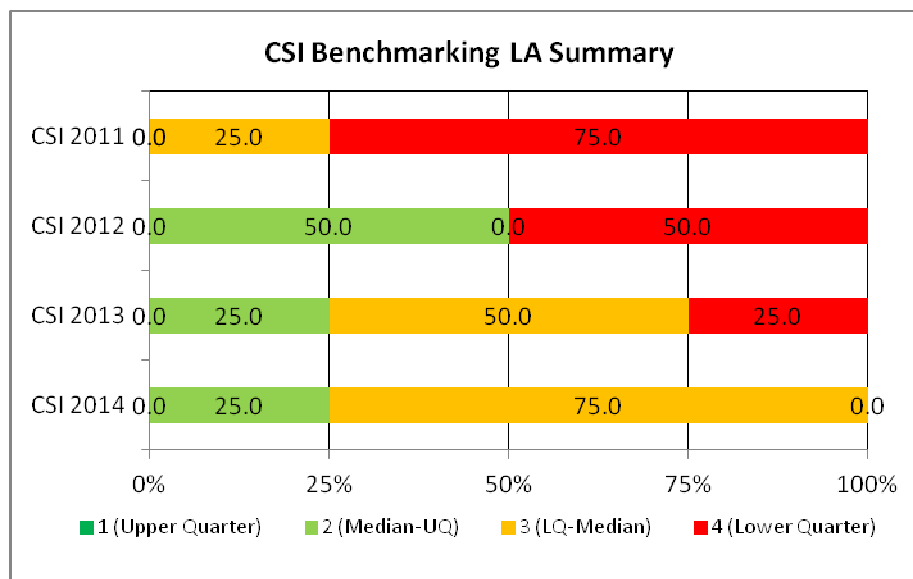
- 4.10 In 2014, the results of key stage 3 teacher assessments were higher than in 2013 in all core subjects and the CSI. The rate of improvement since 2009 is faster than the rate of improvement nationally in all core subjects.

4.11 Key Stage 3 CSI local authority comparison – Percentage of schools in each quarter when performance is compared on the basis of FSM



Merthyr Tydfil CBC is ranked 5th out of 22 local authorities based on the percentage of schools in the bottom quarter for the key stage 3 CSI.

4.12 When compared to similar schools on the basis of FSM eligibility Merthyr Tydfil CBC has too many schools below the median, however there are no longer any schools in the bottom quarter.



## 5.0 Key Stage 4

5.1 Performance at key stage 4 is based on the results of external examinations taken by pupils in year 11. Performance of schools and local authorities at key stage 4 is judged against a number of key indicators:

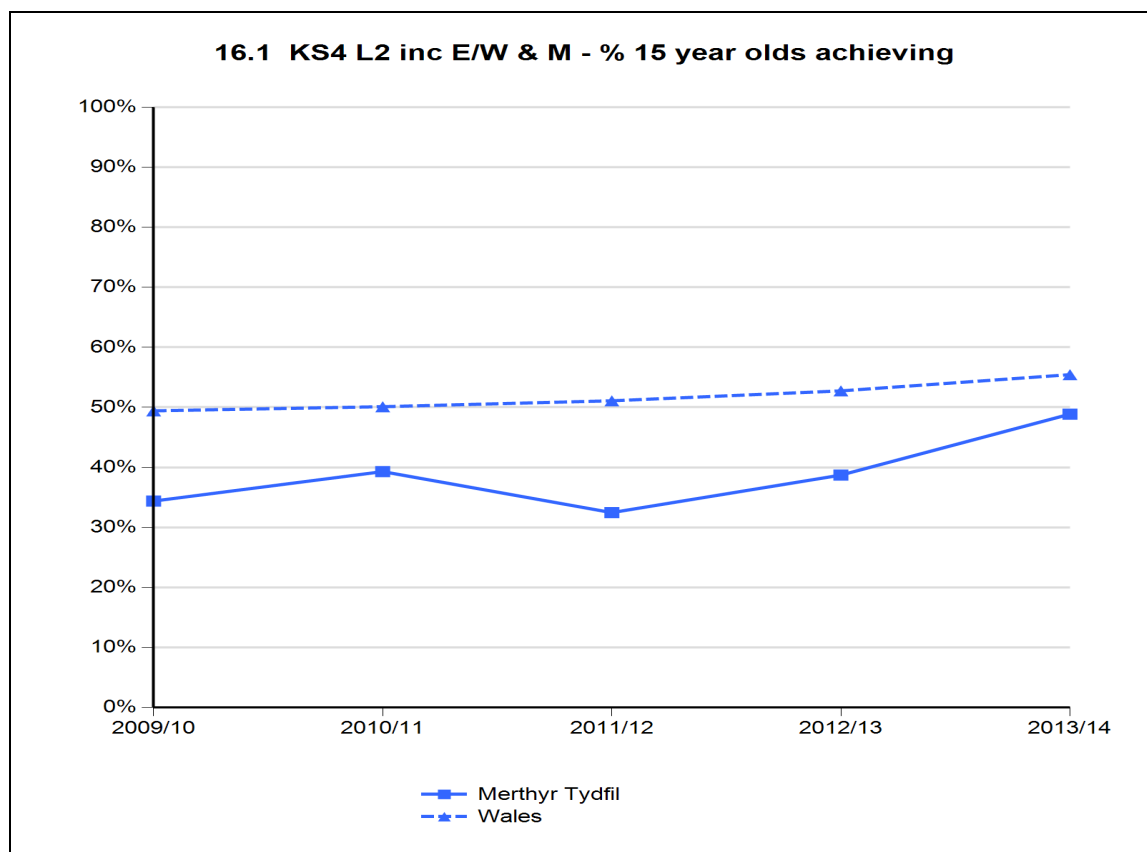
- i. Level 2 Threshold including English/Welsh and mathematics (Level 2+) - a volume of qualifications at Level 2 equivalent to the volume of 5 GCSEs at grade A\*-C including a level 2 threshold in English or Welsh first language and mathematics
- ii. Level 2 Threshold - a volume of qualifications at Level 2 equivalent to the volume of 5 GCSEs at grade A\*-C
- iii. Level 1 Threshold - a volume of qualifications at Level 1 equivalent to the volume of 5 GCSEs at grade A\*-G
- iv. Core Subject Indicator - achieved the Level 2 threshold in each of English or Welsh first language, mathematics and science

5.2 Key stage 4 Provisional results – percentage of pupils achieving indicator:

Indicator	MTCBC	Wales	Difference from Wales average	LA Rank
Level 2+	48.9	55.4	-6.5	21
Level 2	82.03	82.34	-0.3	17
Level 1	95.42	93.99	1.4	10
CSI	46.73	52.59	-5.9	21
Average capped wider points score*	339.7	340.8	-1.1	14
Level 2+ Boys	43.5	51.4	-7.9	
Level 2+ Girls	54.3	59.7	-5.4	
Level 2+ Boys vs. Girls	-10.78	-8.37	-2.41	

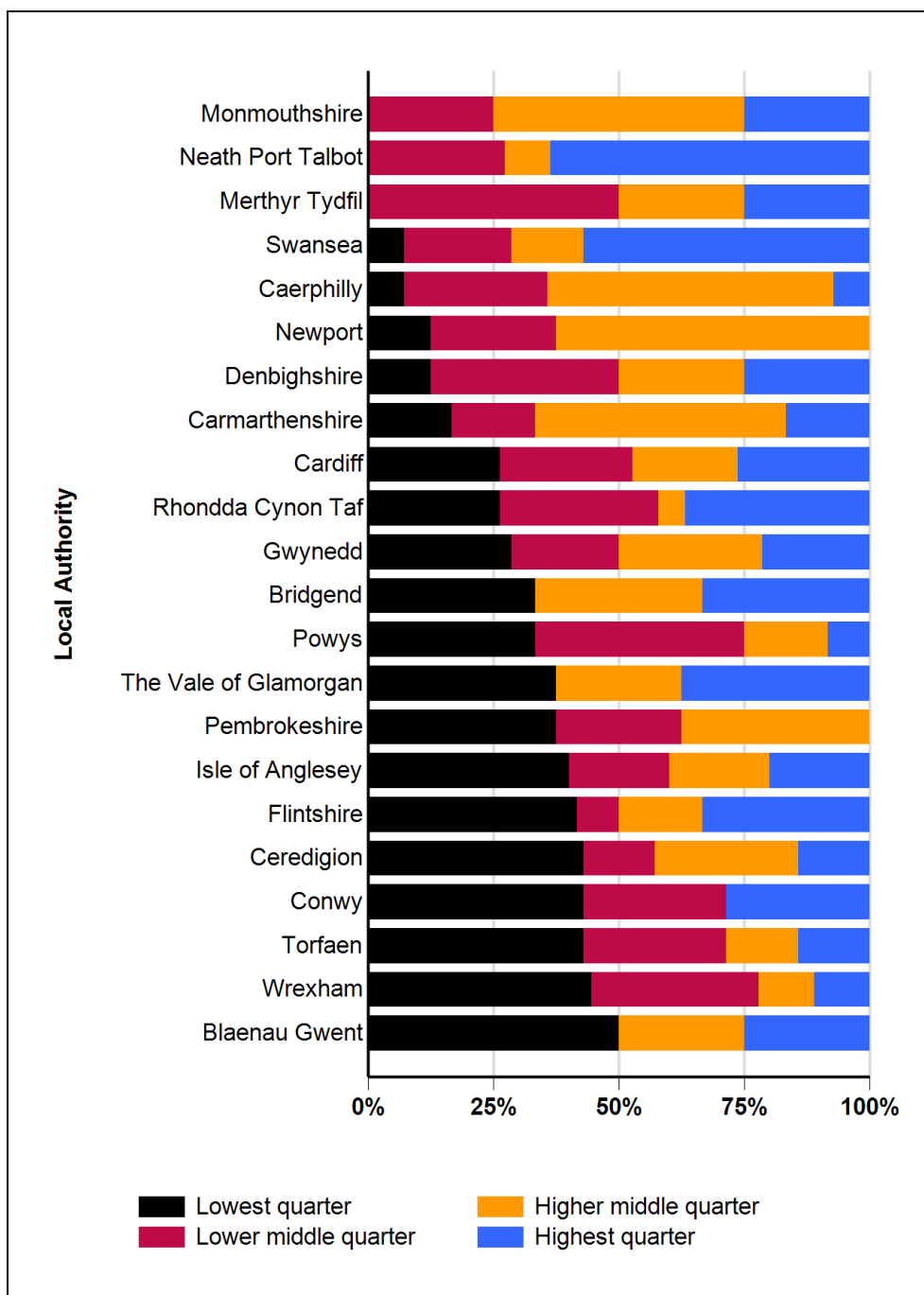
\* The average capped wider points score is a points value not a percentage

- 5.3 Performance is below national averages for all key indicators except the Level 1 threshold.
- 5.4 When compared to local authorities in Wales, performance is ranked between 14th and 21st out of 22 for all indicators, performance in the key level 2 threshold including English\Welsh and Mathematics indicator is ranked 21st out of 22.
- 5.5 Girls outperform boys in all key indicators.
- 5.6 Key stage 4 level 2 threshold including English/Welsh and Mathematics – Historic Performance:



- 5.7 Performance was higher in 2014 compared to the previous year in all of the main indicators. Performance in the key level 2 threshold including English\Welsh and Mathematics indicator was 10.2% higher than the previous year.

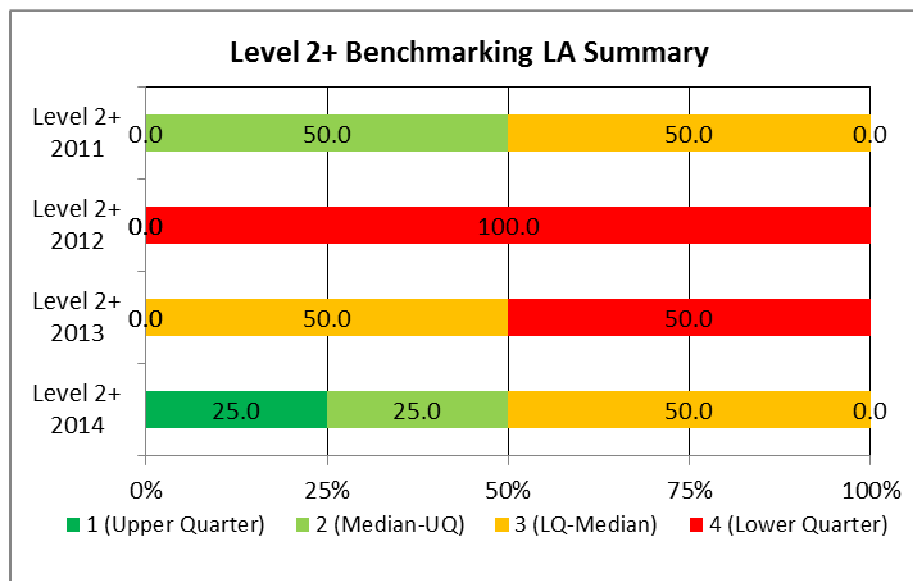
5.8 Key Stage 4 level 2 threshold including English/Welsh and mathematics local authority comparison – Percentage of schools in each quarter when performance is compared on the basis of FSM:



Merthyr Tydfil CBC is ranked 3rd out of 22 local authorities based on the percentage of schools in the bottom quarter for the level 2 threshold including English/Welsh and mathematics.



- 5.9 Key Stage 4 level 2 threshold including English/Welsh and mathematics local authority comparison – Percentage of schools in each quarter when performance is compared on the basis of FSM:



- 5.10 When compared to similar schools on the basis of FSM eligibility Merthyr Tydfil CBC has improved and there are no longer any schools in the bottom quarter.

## 6.0 Value Added

- 6.1 Value added information compares how a pupil is expected to achieve based on their prior attainment with how they actually achieve, therefore:

Value Added = Actual – Estimate

A positive value added score indicates that performance is better than expected; a negative value added score indicates that performance is below what was expected.

- 6.2 Welsh Government provide schools and local authorities with value added information based on 2 models

- i. Model 1 takes into account each pupil's prior-attainment based on teacher assessment. All Teacher Assessments contribute to all outputs but are given different weightings. For example, both the Maths KS2 TA and the English KS2 TA (alongside other attainment data) are used to calculate the KS3 Maths TA estimate, but the Maths KS2 TA would be given a greater weighting than the English KS2 TA.
- ii. Model 2 is as Model 1 but also takes into account;
  - Free School Meal entitlement at a pupil level
  - 2 school level deprivation factors; Welsh Index of Multiple Deprivation and Acorn
  - Pupil age in months
  - Pupil gender
  - Pupil ethnicity
  - 2 pupil mobility (movement) factors: Changed school, (but started in a new school) at the beginning of the academic year and Length of time at current school

- 6.3 Value added information is provided for key stage 3 performance based on key stage 2 teacher assessment and for key stage 4 based on either key stage 2 or key stage 3 teacher assessments.

6.4 Value added information for key stage 3 shows performance in English and Mathematics is slightly better than expected but Science and the core subject indicator are slightly below expected when taking only prior attainment into consideration (model 1), when contextual information is included (model 2) performance is better than expected in all core subjects. Value added performance at key stage 3 is in the top quarter for all subjects and the core subject indicator based on model 2.

#### 6.5 Key stage 3 (matched to prior-attainment at key stage 2)

Indicator	2010/11		2011/12		2012/13		2013/14	
	Model 1	Model 2	Model 1	Model 2	Model 1	Model 2	Model 1	Model 2
CSI	-10.6% (4)	-6.0% (4)	-3.0% (3)	0.9% (2)	1.0% (3)	4.4% (1)	-0.3% (3)	3.0% (1)
Mean Level	-0.2 (4)	-0.1 (4)	-0.1 (3)	0.0 (1)	0.0 (3)	0.1 (1)	0.0% (3)	0.1% (1)
English (Level 5+)	-6.4% (4)	-2.6% (4)	-1.6% (3)	1.3% (2)	1.3% (2)	4.7% (1)	0.2% (3)	3.0% (1)
Maths (Level 5+)	-7.8% (4)	-4.9% (4)	-0.7% (3)	2.1% (1)	0.5% (3)	2.6% (1)	1.5% (2)	3.5% (1)
Science (Level 5+)	-8.1% (4)	-4.5% (4)	-1.5% (3)	1.6% (1)	1.1% (2)	4.1% (1)	-1.1% (4)	1.5 (1)

6.6 Value added for key stage 4 shows performance in all key indicators when compared to key stage 3 attainment is better than expected for both models and is significantly better than expected for model 2. When compared to key stage 2 prior attainment value added performance is significantly better than expected for model 2 but only two indicators are significantly better than expected based on model 1. Value added performance at key stage 4 is in the top quarter for all key indicators based on both key stage 2 and key stage 3 attainment for model 2.

#### 6.7 Key stage 4 (matched to prior-attainment at key stage 3)

Indicator	2010/11		2011/12		2012/13		2013/14	
	Model 1	Model 2	Model 1	Model 2	Model 1	Model 2	Model 1	Model 2
Wider points Score	-20.7 (3)	-8.5 (3)	29.7 (1)	38.1 (1)	45.7 (1)	43.4 (1)	42.4 (1)	44.7 (1)
Capped Points Score	-9.7 (4)	-2.1 (3)	2.8 (2)	8.9 (1)	11.6 (1)	13.8 (1)	8.5 (1)	11.4 (1)
Level 2 Threshold	-1.8% (3)	2.2% (1)	1.3% (2)	4.0% (1)	4.1% (1)	5.6% (1)	3.4% (1)	4.4% (1)
Level 1 Threshold	-4.0% (4)	-2.2% (4)	0.1% (2)	1.7% (1)	2.9% (1)	3.4% (1)	2.7% (1)	2.7% (1)
CSI	-4.8% (4)	-0.2% (2)	-7.4% (4)	-4.0% (4)	-2.7% (4)	-0.1% (2)	0.2% (2)	3.3% (1)
Level 2 inc. Eng/Wel or Maths	-5.1% (4)	-0.4% (2)	-8.3% (4)	-4.9% (4)	-3.1% (4)	-0.5% (3)	0.0% (2)	3.1% (1)
5A*-C (GCSE/GNVQ)	- 8.3%(4)	-3.6% (4)	-9.3% (4)	-5.7% (4)	-6.3% (4)	-3.6% (4)	-8.1 (4)	-4.7% (4)

## 6.8 Key stage 4 (matched to prior-attainment at key stage 2)

Indicator	2010/11		2011/12		2012/13		2013/14	
	Model 1	Model 2	Model 1	Model 2	Model 1	Model 2	Model 1	Model 2
Wider points Score	<b>-36.0</b> (4)	<b>-12.0</b> (3)	<b>-0.1</b> (3)	<b>21.8</b> (2)	<b>17.1</b> (2)	<b>36.7</b> (1)	<b>29.6</b> (1)	<b>49.0</b> (1)
Capped Points Score	<b>-19.6</b> (4)	<b>-5.2</b> (3)	<b>-13.8</b> (4)	<b>0.1</b> (3)	<b>-3.1</b> (3)	<b>8.0</b> (1)	<b>3.6</b> (2)	<b>14.9</b> (1)
Level 2 Threshold	<b>-5.4%</b> (4)	<b>1.1%</b> (2)	<b>-4.6%</b> (3)	<b>1.0%</b> (2)	<b>-1.3%</b> (3)	<b>3.0%</b> (2)	<b>2.3%</b> (3)	<b>6.4%</b> (1)
Level 1 Threshold	<b>-6.0%</b> (4)	<b>-3.5%</b> (4)	<b>-3.1%</b> (4)	<b>-0.8%</b> (3)	<b>0.1%</b> (2)	<b>1.4%</b> (1)	<b>2.6%</b> (1)	<b>3.7%</b> (1)
CSI	<b>-7.9%</b> (4)	<b>0.0%</b> (3)	<b>-12.3%</b> (4)	<b>-4.3%</b> (4)	<b>-7.7%</b> (4)	<b>0.2%</b> (2)	<b>-1.8%</b> (3)	<b>7.0%</b> (1)
Level 2 inc. Eng/Wel or Maths	<b>-8.1%</b> (4)	<b>-0.1%</b> (2)	<b>-13.2%</b> (4)	<b>-5.2%</b> (4)	<b>-8.1%</b> (4)	<b>0.0%</b> (3)	<b>-1.8%</b> (3)	<b>7.1%</b> (1)
5A*-C (GCSE/GNVQ)	<b>-11.5%</b> (4)	<b>-3.6%</b> (4)	<b>-15.0%</b> (4)	<b>-7.0%</b> (4)	<b>-12.4%</b> (4)	<b>-3.9%</b> (4)	<b>-10.4%</b> (4)	<b>-1.2</b> (3)

*Where the difference between estimated performance and actual performance is statistically significant, this has been highlighted in bold in the tables above.*

## School Categorisation

	Category of support		
	Autumn 2014	Target 2015	Target 2016
Gurnos Nursery	Green	Green	Green
Abercanaid Primary	Yellow	Yellow	Green
Bedlinog Primary	Amber	Yellow	Yellow
Caedraw Primary	Yellow	Yellow	Yellow
Cyfarthfa Primary	Green	Green	Green
Dowlais Primary	Red	Amber	Yellow
Edwardsville	Yellow	Yellow	Green
Gellifaelog Primary	Amber	Yellow	Green
Goetre Primary	Red	Amber	Amber
Gwaunfarren	Yellow	Yellow	Green
Heolgerrig Primary	Green	Green	Green
Pantysgallog	Amber	Yellow	Yellow
St Aloysius R.C.	Red	Yellow	Yellow
St Illtyd's R.C Primary	Red	Yellow	Yellow
St Mary's R.C. Primary	Amber	Yellow	Green
Trelewis Primary	Green	Green	Green
Troedyrhiw Primary	Amber	Yellow	Green
Twynrodyn	Amber	Yellow	Yellow
Ynysowen Primary	Green	Green	Green
Ysgol Coed Y Dderwen	Amber	Yellow	Yellow
Ysgol Rhyd-Y-Grug	Yellow	Yellow	Green
Ysgol Santes Tudful	Amber	Yellow	Green
Ysgol-Y-Graig	Yellow	Green	Green
Greenfield	Green	Green	Green
Afon Taf High	To be agreed	Yellow	Yellow
Bishop Hedley High	To be agreed	Green	Green
Cyfarthfa High	Yellow	Yellow	Green
Pen-Y-Dre High	To be agreed	Amber	Amber

**Comparison to National averages**


Indicator	2011/12			2012/13			2013/14		
	MTCBC	Wales	Diff	MTCBC	Wales	Diff	MTCBC	Wales	Diff
Foundation phase outcome indicator	74.0	80.5	-6.5	77.8	83.0	-5.2	81.2	85.2	-4.0
Key stage 2 CSI	77.3	82.6	-5.3	81.2	84.3	-3.1	84.2	86.1	-1.9
Key stage 2 RWM	73.2	76.6	-3.4	77.3	78.3	-1.0	80.2	80.6	-0.4
Key stage 2 RWMS	72.3	76.4	-4.2	77.3	78.2	-0.9	80.2	80.4	-0.2
Key stage 3 CSI	64.5	72.5	-8.0	68.9	77.0	-8.1	75.1	81.0	-5.9
Key stage 3 RWM	60.3	67.3	-7.0	55.8	71.1	-15.3	71.9	75.1	-3.2
Key stage 3 RWMS	58.3	66.0	-7.7	55.5	70.2	-14.7	70.4	74.4	-4.0
Key stage 4 L1 threshold	87.4	91.8	-4.3	92.7	93.2	-0.5	95.4	94.0	1.4
Key stage 4 L2 threshold	64.3	72.6	-8.3	73.0	77.8	-4.8	82.0	82.3	-0.3
Key stage 4 L2+ threshold	32.5	51.1	-18.6	38.7	52.7	-14.0	48.9	55.4	-6.5
Key stage 4 CSI	31.7	48.9	-17.1	36.3	49.2	-13.0	46.7	52.6	-5.9
Key stage 4 Capped points score	300.8	323.5	-22.7	322.0	333.1	-11.1	339.7	340.8	-1.1
Pupils not in education, employment or training	6.2	4.2	-2.0	1.9	3.7	1.8	TBC	NA	NA
Primary school attendance	92.9	93.9	-1.0	93.3	93.7	-0.4	93.9	94.8	-0.9
Secondary school attendance	92.3	92.1	0.2	93.3	92.6	0.7	92.9	93.6	-0.7
Number of permanent exclusions	1	NA	NA	1	NA	NA	1	NA	NA
Fixed Term- 5 days or fewer (rate per 1,000 pupils) - Secondary	72.9	66.6	-6.3	51.9	56.5	4.6	36.8	NA	NA
Fixed Term- 6 days or more (rate per 1,000 pupils) - Secondary	7.4	5.3	-2.1	3.9	4.0	0.1	1.0	NA	NA
Fixed Term- 5 days or fewer (rate per 1,000 pupils) - Primary	3.8	NA	NA	7.7	NA	NA	8.6	NA	NA
Fixed Term- 6 days or more (rate per 1,000 pupils) - Primary	0.2	NA	NA	0.9	NA	NA	1.0	NA	NA

*RWM - Reading Writing Mathematics  
RWMS - Reading, Writing, Mathematics and Science*

**Comparison with other local authorities**


## 1.0 Local Authority Comparison 2013/14 – Key Indicators

Local Authority	Foundation phase outcome indicator		Key stage 2 CSI		Key stage 3 CSI		Key stage 4 Level 2+		Primary school attendance		Secondary school attendance	
	%	rank	%	rank	%	rank	%	rank	%	rank	%	rank
<b>Merthyr Tydfil</b>	<b>81.2</b>	<b>22</b>	<b>84.2</b>	<b>20</b>	<b>75.1</b>	<b>21</b>	<b>48.9</b>	<b>21</b>	<b>93.9</b>	<b>22</b>	<b>92.9</b>	<b>19</b>
<b>Blaenau Gwent</b>	<b>83.4</b>	<b>19</b>	<b>83.8</b>	<b>22</b>	<b>76.4</b>	<b>20</b>	<b>41.8</b>	<b>22</b>	<b>94.4</b>	<b>20</b>	<b>92.2</b>	<b>22</b>
<b>Caerphilly</b>	<b>88.5</b>	<b>6</b>	<b>85.8</b>	<b>15</b>	<b>77.6</b>	<b>18</b>	<b>50.0</b>	<b>20</b>	<b>94.4</b>	<b>19</b>	<b>92.9</b>	<b>20</b>
<b>Cardiff</b>	<b>83.7</b>	<b>18</b>	<b>85.1</b>	<b>16</b>	<b>81.5</b>	<b>12</b>	<b>54.0</b>	<b>13</b>	<b>94.9</b>	<b>7</b>	<b>93.8</b>	<b>10</b>
<b>Neath Port Talbot</b>	<b>84.2</b>	<b>15</b>	<b>84.1</b>	<b>21</b>	<b>73.1</b>	<b>22</b>	<b>55.8</b>	<b>9</b>	<b>94.6</b>	<b>16</b>	<b>93.5</b>	<b>13</b>
<b>Rhondda Cynon Taf</b>	<b>81.8</b>	<b>21</b>	<b>84.3</b>	<b>18</b>	<b>78.4</b>	<b>16</b>	<b>50.5</b>	<b>19</b>	<b>94.5</b>	<b>17</b>	<b>93.1</b>	<b>17</b>
Bridgend	85.1	11	86.2	12	79.3	15	54.8	12	94.8	10	93.8	9
Carmarthenshire	84.1	16	87.4	8	84.5	4	58.7	8	95.0	6	93.8	7
Ceredigion	87.9	7	89.1	4	89.0	2	61.4	4	95.6	2	94.5	1
Conwy	84.5	13	84.3	17	83.7	8	55.5	11	94.7	14	93.9	6
Denbighshire	86.1	9	86.6	10	83.2	10	55.6	10	94.8	9	93.0	18
Flintshire	84.5	14	86.1	13	84.3	5	61.9	3	94.8	11	93.8	8
Gwynedd	85.2	10	86.0	14	89.1	1	61.1	5	95.1	5	94.2	4
Isle of Anglesey	84.6	12	87.8	7	83.6	9	53.8	14	94.6	15	93.4	14
Monmouthshire	91.2	1	89.5	3	84.2	6	65.6	1	95.8	1	94.5	2
Newport	87.0	8	86.2	11	77.1	19	52.8	17	94.2	21	92.9	21
Pembrokeshire	88.7	5	88.7	5	81.1	13	53.2	16	94.8	8	93.4	15
Powys	89.6	3	88.3	6	86.5	3	59.6	6	95.6	3	94.3	3
Swansea	83.9	17	87.3	9	80.6	14	59.1	7	94.4	18	93.3	16
The Vale of Glamorgan	89.5	4	90.5	2	84.0	7	62.2	2	95.3	4	94.2	5
Torfaen	90.6	2	91.2	1	82.4	11	53.4	15	94.7	13	93.5	12
Wrexham	82.9	20	84.2	19	78.4	17	51.0	18	94.8	12	93.6	11

 Comparison with similar authorities

## 2.0 Local Authority Comparison 2013/14 – Key Stage 4

Local Authority	Level 1		Level 2		Level 2+		CSI		Capped points score	
	%	rank	%	rank	%	rank	%	rank	Score	rank
<b>Merthyr Tydfil</b>	<b>95.4</b>	<b>10</b>	<b>82.0</b>	<b>17</b>	<b>48.9</b>	<b>21</b>	<b>46.7</b>	<b>21</b>	<b>339.7</b>	<b>14</b>
<b>Blaenau Gwent</b>	<b>90.0</b>	<b>22</b>	<b>73.3</b>	<b>22</b>	<b>41.8</b>	<b>22</b>	<b>38.6</b>	<b>22</b>	<b>316.3</b>	<b>22</b>
<b>Caerphilly</b>	<b>93.6</b>	<b>16</b>	<b>74.1</b>	<b>20</b>	<b>50.0</b>	<b>20</b>	<b>47.8</b>	<b>19</b>	<b>326.3</b>	<b>21</b>
<b>Cardiff</b>	<b>93.2</b>	<b>19</b>	<b>76.0</b>	<b>19</b>	<b>54.0</b>	<b>13</b>	<b>51.2</b>	<b>16</b>	<b>331.3</b>	<b>19</b>
<b>Neath Port Talbot</b>	<b>96.6</b>	<b>3</b>	<b>89.4</b>	<b>1</b>	<b>55.8</b>	<b>9</b>	<b>53.7</b>	<b>11</b>	<b>351.4</b>	<b>7</b>
<b>Rhondda, Cynon, Taff</b>	<b>93.2</b>	<b>20</b>	<b>84.6</b>	<b>12</b>	<b>50.5</b>	<b>19</b>	<b>48.7</b>	<b>18</b>	<b>336.5</b>	<b>17</b>
Bridgend	93.4	17	79.6	18	54.8	12	54.5	9	334.1	18
Carmarthenshire	95.7	7	84.7	11	58.7	8	56.1	7	352.3	4
Ceredigion	97.1	2	88.1	3	61.4	4	59.8	4	360.3	2
Conwy	95.6	8	85.8	8	55.5	11	52.7	12	346.0	11
Denbighshire	95.2	11	88.8	2	55.6	10	54.0	10	351.8	5
Flintshire	94.1	14	82.7	15	61.9	3	58.3	5	341.5	13
Gwynedd	97.2	1	87.7	4	61.1	5	60.5	2	362.2	1
Isle of Anglesey	96.0	6	85.6	9	53.8	14	52.5	13	357.2	3
Monmouthshire	96.4	5	87.4	5	65.6	1	60.9	1	351.2	8
Newport	93.4	18	83.6	13	52.8	17	51.4	15	339.6	15
Pembrokeshire	94.8	13	83.1	14	53.2	16	49.7	17	344.3	12
Powys	96.4	4	86.5	7	59.6	6	56.2	6	351.6	6
Swansea	95.5	9	85.4	10	59.1	7	56.0	8	349.7	10
The Vale of Glamorgan	94.0	15	87.0	6	62.2	2	60.1	3	349.8	9
Torfaen	95.2	12	82.3	16	53.4	15	52.2	14	337.8	16
Wrexham	93.1	21	73.9	21	51.0	18	47.8	20	329.3	20

 Comparison with similar authorities