

## SCRUTINY COMMITTEE REPORT

Date Written	23 <sup>rd</sup> August 2017
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Service	Learning
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*To: Chair, Ladies and Gentlemen*

## Performance Report – Standards of Attainment 2017

### 1.0 SUMMARY OF THE REPORT

- 1.1 In Merthyr Tydfil CBC in 2013 outcomes were unsatisfactory with most key indicators below the Wales average.
- 1.2 In Merthyr Tydfil CBC in 2016 outcomes were adequate. Significant improvements in outcomes had been made because of the process of self-evaluation and planning for improvement; standards moved above the Welsh Average in key indicators at Foundation Phase, Key stage 2 and Key Stage 3. However, the key indicator at the end of Key Stage 4 i.e. Level Two threshold remained below the Welsh Average.
- 1.3 This report sets out the attainment in Foundation Phase, Key Stage 2 and Key Stage 3 in 2017. Overall attainment at the average level in Foundation Phase and Key Stage 2 is good and adequate in Key Stage 3. Overall attainment at the above average levels is adequate in Foundation Phase, unsatisfactory in Key Stage 2, and good in Key Stage 3.
- 1.4 Key areas for improvement have been identified.

### 2.0 RECOMMENDATION

- 2.1 The judgements and evaluations are noted and debated.

### 3.0 INTRODUCTION AND BACKGROUND

- 3.1 All local authorities in Wales are required to secure continuous improvement in the exercise of their functions by identifying their own priorities for improvement. This legal

requirement is set out in the Local Government (Wales) Measure 2009.

- 3.2 In line with the Wellbeing and Future Generations (Wales) Act 2015, the Corporate Plan has Wellbeing Objectives including
- Children get the best start to life
  - Children and young people are equipped with the skills and attributes they need to be successful learners and confident individuals
- 3.3 The focus on raising standards contributes to these wellbeing objectives and is achieved through
- The Merthyr Tydfil CBC Learning Strategy 2017 to 2020
  - Strategies developed in collaboration with internal and external partners
  - Wellbeing projects focusing on key areas for improvement identified through wellbeing assessments
- 3.4 To achieve better learning outcomes for all children and young people, the Learning Strategy key priorities are to achieve:
- Excellent leadership in all schools
  - Excellent leadership in education services

## 4.0 WHERE WE WERE

- 4.1 In 2013 in Merthyr Tydfil CBC, outcomes were **unsatisfactory** with most key indicators below the Welsh Average and ranked 22 out of 22 authorities across most indicators.
- 4.2 In 2016 in Merthyr Tydfil CBC, outcomes were **adequate**. Significant improvements in outcomes had been made because of the process of self-evaluation and planning for improvement; standards moved above the Welsh Average in key indicators at Foundation Phase, Key stage 2 and Key Stage 3. However, the key indicator at the end of Key Stage 4 (i.e. Level Two threshold) remained below the Welsh Average. In addition, the positive trend was consistent over three consecutive years. Improvements in the outcomes led to improved rankings between 2012 and 2016 – at Foundation Phase from 22nd to 5th, at Key Stage 2 from 22nd to 10th and at Key Stage 3 from 21st to 10th.
- 4.3 Groups of learners  
In 2016 at Foundation Phase, Key Stage 2 and Key Stage 3
- The attainment gap between boys and girls narrowed.
  - The attainment gap between pupils eligible for Free School Meals (e-FSM) and those not eligible for Free School Meals (not e-FSM) narrowed at Key Stage 3 but increased at Foundation Phase and Key Stage 2.
  - The performance of pupils with SEN varied across and between schools although this was more significant in a small number of schools.
  - Overall performance of pupils at the higher levels was unsatisfactory.

## 5.0 WHERE WE WANT TO BE

- 5.1 Our ambition is for attainment of children and young people in Merthyr Tydfil to be ranked within the top ten of local authorities in Wales. To make the necessary improvements in standards we set challenging targets.

### Targets

Key Indicators	2016/17 MTCBC	2017/18 MTCBC	2018/19 MTCBC
Foundation Phase Outcome Indicator (FPOI)	90%	93%	94%
Key Stage 2 Core Subject Indicator (CSI)	90%	93%	94%
Key Stage 3 Core Subject Indicator (CSI)	88%	89%	90%

## 6.0 WHERE WE ARE NOW

- 6.1 For 2017 teacher assessments at Foundation Phase, Key Stage 2 and Key Stage 3 have been verified and published. National tests in Reading (English and Welsh) and in Numeracy – procedural and reasoning – have also been published.

- 6.2 Results at Key Stage 4 are not yet available. An overall judgement about standards will not be made until these results are published and the performance of all groups of learners can be analysed. Data for pupils eligible for Free School Meals (e-FSM) and for pupils with Special Educational Needs (SEN) is not yet available

### 6.3 Local authority data

*See appendix 1*

- Merthyr Tydfil CBC is ranked as the 17<sup>th</sup> most deprived local authority in Wales using the percentage of pupils eligible for Free School Meals (e-FSM). This is a significant change compared to 2015 when Merthyr Tydfil CBC was ranked 20<sup>th</sup>.
- The percentage of pupils e-FSM in Wales has fallen by 1% and by 2.5% in Merthyr Tydfil CBC.
- It is important that this change is known and understood so that any excuses about performance based on high levels of deprivation can continue to be challenged.
- When outcomes are ranked above 17<sup>th</sup>, then performance in Merthyr Tydfil CBC can be considered better than might be expected.
- Attainment at the average level in Foundation Phase and Key Stage 2 is good and adequate in Key Stage 3

**Table 1 Outcomes in Foundation Phase, Key Stage 2 and Key Stage 3.**

Key Indicators	2015/16			2016/17		
	MTCBC	RANK	Wales	MTCBC	RANK	Wales
Foundation Phase Outcome Indicator (FPOI)	89.1	5	87.0	88.1	12	87.3
Key Stage 2 Core Subject Indicator (CSI)	89.2	10	88.6	90.2	8	89.5
Key Stage 3 Core Subject Indicator (CSI)	87.0	10	85.9	87.1	15	87.4

#### 6.4 **Foundation Phase**

- Outcomes have fallen by 1% although they remain above the Welsh Average which increased by 0.3%
- MTCBC is now ranked 12<sup>th</sup> instead of 5<sup>th</sup>
- Outcomes in the key areas of learning are above the Welsh Average, although achievement in Personal Social Development (PSD) is only just above the Welsh Average and lower than might be expected

#### 6.5 **Key Stage 2**

- Outcomes have risen by 1% and remain above the Welsh Average which increased by 0.9%
- MTCBC is now ranked 8<sup>th</sup> which is up from 10<sup>th</sup> in 2016
- Outcomes in oracy (speaking and listening skills) are lower than in reading which is the opposite of the outcomes in Wales. In addition, all indicators at Level 4 are above, or just below, the Welsh Average except for oracy which is below the Welsh Average by a greater margin

#### 6.6 **Key Stage 3**

- Outcomes have risen by 0.1% and have fallen below the Welsh Average which rose by 1.5%
- MTCBC is now ranked 15<sup>th</sup> instead of 10<sup>th</sup>
- Outcomes in oracy (speaking and listening skills) are lower than in reading which is the opposite of the outcomes in Wales.
- Outcomes in science and mathematics are below the Welsh Average

#### 6.7 **Groups of Learners**

*See appendix 2*

##### Boys and girls

- Overall improvements have been made in closing the attainment gap between boys and girls; however, boys are at risk of falling behind.
- In Foundation Phase, the gap between the performance of boys and girls has narrowed. However, the gap is wider than the gap in Wales but this is because girls have improved at a faster rate. Outcomes of girls are above the Welsh Average while those for boys have now fallen below.
- In Key Stage 2, the gap between the performance of boys and girls has widened and is the same as the gap in Wales. The attainment of both boys and girls is above the Welsh average. But once again the girls have improved at a greater rate and the performance of girls is above the Welsh Average by a greater margin than the boys.
- In Key Stage 3, the gap has increased and is greater than the gap in Wales. The rate of improvement for both boys and girls has slowed down. The attainment of boys has fallen below the Welsh Average. The attainment of girls remains above the Welsh Average but by a smaller margin.

##### Above average levels of attainment

*I.e. pupils achieving Outcome 6 in Foundation Phase, Level 5 at Key Stage 2 and Level 6 and above at Key Stage 3*

- Attainment at the above average levels is adequate in Foundation Phase, unsatisfactory in Key Stage 2, and good in Key Stage 3
- In Foundation Phase
  - attainment at Outcome 6 has declined
  - the distance from the Welsh Average has increased
  - attainment is ranked 16<sup>th</sup> in Wales compared to 12<sup>th</sup> for Outcome 5
- In Key Stage 2
  - attainment at Level 5 has increased but at a slower rate than in Wales
  - as a result, the distance from the Welsh Average has increased except in Welsh language
  - attainment is ranked 21<sup>st</sup> in Wales compared to 8<sup>th</sup> for Level 4
- In Key Stage 3
  - attainment at Level 6 has increased
  - the distance from the Welsh Average has decreased
  - attainment is ranked 7<sup>th</sup> in Wales compared to 15<sup>th</sup> for Level 5

### 6.8 National Tests

- Pupils in years 2 to 9 (ages 7 to 14) take a national test each year in reading (English and Welsh), and two numeracy tests – one on procedures e.g. addition and division, and one on reasoning or problem solving.
- The test results mirror the teacher assessments in that performance has improved but not at the above average levels.
- Over the last four years, there has been a significant decrease in the percentage of pupils with below average scores in both reading and numeracy.
- However, there has been little or no improvement in the percentage of pupils with above average scores.

## 7.0 WHAT WE NEED TO DO NEXT

- Ensure schools focus on improving outcomes in
  - Personal Social Development (PSD) in Foundation Phase
  - Oracy in Key Stage 2 and Key Stage 3
  - Science and mathematics in Key Stage 3
  - Boys in Foundation Phase, Key Stage 2 and Key Stage 3 because they are at risk of falling behind
  - Above average outcomes in Foundation Phase and Key Stage 2
- Continue to focus on improving the quality of leadership in all schools including governance
- Implement a borough wide wellbeing strategy to remove barriers to learning for vulnerable groups of pupils
- Ensure the CSC delivers a good School Improvement Service

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## EVIDENCE

### Title of Document(s)

- Corporate Plan, Annual Delivery Document 2015/16
- Corporate Plan, Annual Delivery Document 2016/17
- Self-Evaluation Report(s)
- Scrutiny Report(s)

Does the report contain any issues that may affect the Council's Constitution?

NO

### Appendix 1 2017 Percentage outcomes by local authority

Local Authority	FSM % 2017	FSM Rank	FPOI %	LA Rank	KS2 CSI%	LA Rank	KS3 CSI%	LA Rank
Blaenau Gwent	22.8	22	86.0	16	88.4	20	83.4	21
Bridgend	17.7	13	89.1	7	89.4	15	89.0	6
Caerphilly	21.0	18	88.9	8	90.1	10	84.1	20
Cardiff	21.6	20	88.5	10	89.4	14	86.2	17
Carmarthenshire	16.3	8	85.6	18	88.8	18	88.4	12
Ceredigion	11.1	2	90.2	3	87.9	21	91.9	3
Conwy	16.8	9	84.0	21	88.4	19	88.9	8
Denbighshire	18.1	14	85.3	20	88.9	17	85.6	18
Flintshire	13.8	6	89.5	5	91.0	6	89.5	5
Gwynedd	12.4	4	86.6	15	92.1	3	92.8	1
Isle of Anglesey	15.9	7	85.8	17	91.4	4	88.9	9
<b>Merthyr Tydfil</b>	<b>20.9</b>	<b>17</b>	<b>88.1</b>	<b>12</b>	<b>90.2</b>	<b>8</b>	<b>87.1</b>	<b>15</b>
Monmouthshire	10.5	1	93.8	1	93.2	2	92.7	2
Neath Port Talbot	22.6	21	81.2	22	85.9	22	79.6	22
Newport	18.6	15	89.2	6	90.1	9	85.3	19
Pembrokeshire	17.2	11	86.6	14	89.2	16	88.4	11
Powys	11.1	3	89.6	4	91.2	5	88.6	10
Rhondda Cynon Taf	21.3	19	86.9	13	90.0	11	87.4	14
Swansea	19.4	16	85.5	19	89.5	13	88.2	13

Torfaen	17.5	12	88.6	9	89.5	12	89.0	7
Vale of Glamorgan	12.8	5	91.4	2	93.5	1	91.8	4
Wrexham	16.9	10	88.4	11	90.3	7	86.3	16
<b>WALES 2017</b>	<b>17.8</b>		<b>87.3</b>		<b>89.5</b>		<b>87.4</b>	
CSC 2017			88.6		90.2		87.9	
Gap between 1 <sup>st</sup> and 22 <sup>nd</sup> 2017			12.6		7.6		13.2	

*In Merthyr Tydfil CBC the cohort sizes are small and one percentage point is approximately equivalent to the outcomes of six children.*

## Appendix 2 2017 Groups of learners

### Gender

Foundation Phase Outcome Indicator (FPOI)											
2016						2017					
MT Boys	Wales Boys	MT Girls	Wales Girls	Diff. MT	Diff. Wales	MT Boys	Wales Boys	MTC Girls	Wales Girls	Diff. Merthyr	Diff. Wales
83.2	83.0	94.4	91.2	-11.2	-8.2	83.3	83.8	93.8	90.9	-10.5	-7.1

Key Stage 2 Core Subject Indicator (CSI)											
2016						2017					
MT Boys	Wales Boys	MT Girls	Wales Girls	Diff. MT	Diff. Wales	MT Boys	Wales Boys	MTC Girls	Wales Girls	Diff. Merthyr	Diff. Wales
87.9	86.1	90.5	91.3	-2.6	-5.2	88.4	87.3	93.0	91.9	-4.6	-4.6

Key Stage 3 Core Subject Indicator (CSI)											
2016						2017					
MT Boys	Wales Boys	MT Girls	Wales Girls	Diff. MT	Diff. Wales	MT Boys	Wales Boys	MTC Girls	Wales Girls	Diff. Merthyr	Diff. Wales
83.8	82.3	90.7	89.7	-6.9	-7.4	82.8	83.8	91.4	91.2	-8.6	-7.4

Above average levels of attainment

Foundation Phase Outcome 6						
	2016			2017		
	MTCBC	Wales	Diff.	MTCBC	Wales	Diff.
LLC - English	35.4	36.2	-0.8	34.4	38.1	-3.7
LLC - Welsh	43.2	36.2	7.0	40.0	38.1	1.9
Mathematical Development	36.0	36.4	-0.4	35.0	38.7	-3.7
Personal Social Development	53.4	58.9	-5.5	54.8	61.3	-6.5

Key Stage 2 Level 5						
	2016			2017		
	MTCBC	Wales	Diff.	MTCBC	Wales	Diff.
English	38.7	42.0	-3.3	39.2	44.7	-5.5
Welsh 1st Language	37.3	38.0	-0.7	46.5	41.5	5.0
Mathematics	40.5	43.1	-2.6	42.5	47.1	-4.6
Science	37.1	42.5	-5.4	39.0	46.4	-7.4

Key Stage 3 level 6						
	2016			2017		
	MTCBC	Wales	Diff.	MTCBC	Wales	Diff.
English	50.0	56.2	-6.2	57.9	58.7	-0.8
Mathematics	59.7	62.7	-3.0	63.7	65.4	-1.7
Science	55.8	62.8	-7.0	59.9	65.6	-5.7