

SCRUTINY COMMITTEE REPORT

Date Written	19 th August 2018
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Service Area	Learning
Committee Date	3 rd September 2018

To: Chair, Ladies and Gentlemen

Performance Report – Corporate Plan: Standards of Attainment 2018// Adroddiad perfformiad – cynllun corfforaethol: Safonau cyrhaeddiad 2018

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 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.
- 1.3 This report sets out the attainment in Foundation Phase, Key Stage 2 and Key Stage 3 in 2018. Overall attainment at the average level in Foundation Phase and Key Stage 2 is adequate and good at Key Stage 3. Overall attainment at the above average levels in Foundation Phase, Key Stage 2 and Key Stage 3 is unsatisfactory.
- 1.4 Key areas for improvement have been identified.

2.0 RECOMMENDATION that

- 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.
- 3.5 In October 2014 the Foundation Phase Areas of Learning (AoL) for Language, Literacy and Communication Skills and Mathematical Development were revised to align them with the National Literacy and Numeracy Framework (LNF) as well as make them more demanding. In line with this the Foundation Phase outcomes were recalibrated to align with the increased expectations of the revised Areas of Learning.

The revised AoL were introduced on a statutory basis from September 2015. This means that the cohort of children that started Reception in September 2015 were the first children to be formally assessed against the revised outcomes at the end of the Foundation Phase in the summer of 2018.

Comparisons of Foundation Phase outcomes with previous years should, therefore, be avoided as they are not measured on a comparable basis.

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 2017 in Merthyr Tydfil CBC outcomes were **adequate**. Significant improvements in outcomes have been made because of the process of self-evaluation and planning for improvement; standards were above the Welsh average in key indicators at Foundation Phase, Key stage 2 and Key Stage 3.

4.3 Groups of learners

In 2017 at Foundation Phase, Key Stage 2 and Key Stage 3:

- The attainment gap between boys and girls narrowed at foundation phase but widened at key stage 2 and 3 due to girls improving at a faster rate than boys.
- 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 Foundation Phase and Key Stage 2 but increased at Key Stage 3.
- 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 adequate in Foundation Phase, unsatisfactory in Key Stage 2, and good in Key Stage 3.

5.0 WHERE WE WANT TO BE

- 5.1 Our ambition is for the outcomes of all learners in Merthyr Tydfil to be consistently higher than the Welsh Average. We strive to ensure the children and young people of Merthyr Tydfil acquire the skills necessary to become ambitious and capable learners who are healthy confident individuals.

Targets

Key Indicators	2017/18 MTCBC	2018/19 MTCBC	2019/20 MTCBC
Foundation Phase Outcome Indicator (FPOI)	92.0%	92.5%	93.0%
Key Stage 2 Core Subject Indicator (CSI)	93.0%	93.5%	93.5%
Key Stage 3 Core Subject Indicator (CSI)	88.5%	89.0%	89.0%

6.0 WHERE WE ARE NOW

- 6.1 For 2018 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 Following a consultation on the future publication of teacher assessments, Welsh Government will no longer publish data at a school, local authority and consortia level therefore comparison of local authority rank is no longer possible.

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

Key Indicators	2015/16			2016/17			2017/18		
	MTCBC	RANK	Wales	MTCBC	RANK	Wales	MTCBC	RANK	Wales
Foundation Phase Outcome Indicator (FPOI)	89.1	5	87.0	88.1	12	87.3	85.5	NA	82.6
Key Stage 2 Core Subject Indicator (CSI)	89.2	10	88.6	90.2	8	89.5	88.3	NA	89.5
Key Stage 3 Core Subject Indicator (CSI)	87.0	10	85.9	87.1	15	87.4	88.1	NA	88.1

6.4 Foundation Phase

- Outcomes are 2.9 percentage points above the Welsh average in the Foundation Phase Outcome Indicator.
- Outcomes in the all areas of learning are above the Welsh Average.

6.5 Key Stage 2

- Outcomes have fallen by 1.9% and have fallen below the Welsh Average which remained static.
- All indicators at Level 4 with the exception of Welsh 1st Language are below the Welsh Average.

6.6 Key Stage 3

- Outcomes have risen in line with the Welsh average therefore remains below the Welsh average.
- Outcomes in Science and Mathematics have improved at a faster rate than at a national level and are now above the Welsh average. Outcomes in English have declined and moved below the Welsh average.

6.7 Groups of Learners

See appendix 1

Boys and girls

- In Foundation Phase, the gap between the performance of boys and girls is smaller than at a national level. The performance of both boys and girls is above Welsh averages.
- In Key Stage 2, the gap between the performance of boys and girls has narrowed, however this is due to a decline in the performance of girls. The gap is smaller than at a national level. The attainment of boys is above the Welsh average.
- In Key Stage 3, the gap has narrowed but is still wider than at a national level. The attainment of boys is below the Welsh Average but the attainment of girls remains above the Welsh Average.

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 unsatisfactory in Foundation Phase, Key Stage 2 and Key Stage 3.
- In Foundation Phase
 - attainment at Outcome 6 has declined in all areas of learning
 - the distance from the Welsh Average has increased.
- In Key Stage 2
 - attainment at Level 5 has increased in all subjects
 - all subjects are below the Welsh average but the distance from the Welsh Average has decreased in English and Science.
- In Key Stage 3
 - attainment at Level 6 has increased in Mathematics and Science but decreased in English
 - the distance from the Welsh Average has decreased in Mathematics.

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.
- Compared with 2017, there has been an increase in the percentage of pupils with below average scores in both reading and numeracy.
- However, there has been a rise in the percentage of pupils with above average scores in the Numeracy procedural results.

7.0 WHAT WE NEED TO DO NEXT

7.1 Ensure schools focus on improving outcomes in:

- Improving the above average outcomes in Foundation Phase, Key Stage 2 and Key Stage 3.
- Continue to focus on improving the quality of leadership in all schools including governance.
- Implement a borough wide resilience strategy to improve the resilience of the learners in Merthyr Tydfil.
- Continue to ensure the Central South Consortium delivers a good School Improvement Service.

8.0 CONTRIBUTION TO WELLBEING OBJECTIVES

8.1 There is a strong relationship between wellbeing and attainment. The improvement activities detailed in this report to help raise standards contribute directly to our wellbeing objective:

Best start to life: Children and young people get the best start to life and are equipped with the skills they need to be successful learners and confident individuals

SUE WALKER
CHIEF OFFICER: LEARNING

COUNCILLOR LISA MYTTON
PORTFOLIO: LEARNING

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
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Appendix 1 2017 Groups of learners

Gender

Foundation Phase Outcome Indicator (FPOI)									
	2016			2017			2018		
	Boys	Girls	Diff.	Boys	Girls	Diff.	Boys	Girls	Diff.
MTCBC	83.2	94.4	-11.2	83.3	93.8	-10.5	82.4	88.9	-6.5
Wales	83.0	91.2	-8.2	83.8	90.9	-7.1	78.4	86.9	-8.5

Key Stage 2 Core Subject Indicator (CSI)									
	2016			2017			2018		
	Boys	Girls	Diff.	Boys	Girls	Diff.	Boys	Girls	Diff.
MTCBC	87.9	90.5	-2.6	88.4	93.0	-4.6	87.4	89.3	-1.9
Wales	86.1	91.3	-5.2	87.3	91.9	-4.6	87.0	92.1	-5.2

Key Stage 3 Core Subject Indicator (CSI)									
	2016			2017			2018		
	Boys	Girls	Diff.	Boys	Girls	Diff.	Boys	Girls	Diff.
MTCBC	83.8	90.7	-6.9	82.8	91.4	-8.6	84.2	92.3	-8.1
Wales	82.3	89.7	-7.4	83.8	91.2	-7.4	84.7	91.7	-7.1

Above average levels of attainment

Foundation Phase Outcome 6						
	2017			2018		
	MTCBC	Wales	Diff.	MTCBC	Wales	Diff.
LLC - English	34.4	38.1	-3.7	29.3	33.5	-4.2
LLC - Welsh	40.0	38.1	1.9	25.0	33.2	-8.2
Mathematical Development	35.0	38.7	-3.7	27.6	33.9	-6.3
Personal Social Development	54.8	61.3	-6.5	50.5	59.4	-8.9

Key Stage 2 Level 5						
	2017			2018		
	MTCBC	Wales	Diff.	MTCBC	Wales	Diff.
English	39.2	44.7	-5.5	41.0	45.9	-4.9
Welsh 1st Language	46.5	41.5	5.0	49.3	40.4	-8.9
Mathematics	42.5	47.1	-4.6	42.7	47.8	-5.1
Science	39.0	46.4	-7.4	40.8	46.5	-5.7

Key Stage 3 level 6						
	2017			2018		
	MTCBC	Wales	Diff.	MTCBC	Wales	Diff.
English	57.9	58.7	-0.8	56.3	61.6	-5.3
Mathematics	63.7	65.4	-1.7	65.1	66.3	-1.2
Science	59.9	65.6	-5.7	60.2	67.1	-6.9