

Title: *Impact of work in the Central South Consortium's business plan on the region and Merthyr Tydfil Local Authority*

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Authors: *Andrew Williams (Acting Assistant Director), Emma Willmott
Senior Challenge Adviser Central South Consortium*

Comparative Data

The content of this report is different to previous years due to Welsh Government (WG) introducing significant changes to how performance measures are reported. Teacher Assessment can be used for information purposes only e.g. to develop school improvement policies etc., but not for school accountability purposes below national level. All Wales Core Data Sets (Performance) will no longer be provided by WG for foundation phase, Key Stage 2 and Key Stage 3. There will be no change to the collection process and schools still have to report data to Welsh Government. Data will be shared with Local Authorities and Consortia who have systems in place to analyse data, but comparison with other LAs / Consortia will not be possible. It is now inappropriate to publish school level data in a public report.

In 2019, the performance of pupils achieving at least the expected level for Foundation Phase, Key Stage 2 and Key Stage 3 has fallen in all core subjects, which could reflect the changes to the purpose of assessment data where the focus has shifted back to individual learners and not for school accountability purposes.

Performance in Merthyr Tydfil Council Schools

Foundation Phase

- a. When compared against the national averages, the performance of Merthyr Tydfil schools has been adequate this year. Pupil outcomes in all core areas of learning, at both the expected and higher outcomes are below the national averages, with the exception of LCW at both the expected and higher outcomes.
- b. This year's results in the FP reflect a decrease in the percentage of pupils achieving the expected outcomes across Wales. The Wales average for the FPOI has reduced by 2.6% pts to 80.0%. The main reason for this is the implementation of new outcomes in the Foundation Phase Assessment Framework that have been used in language and mathematics. Many teachers were under the impression that there were higher expectations to achieve an outcome and this is one factor that has led to fewer pupils achieving outcome 5.
- c. The decrease in the performance of boys in the LA has led to a significant increase in the gap in performance between boys and girls for FPOI.
- d. The gap in performance between eFSM and nFSM pupils has increased in the most recent year for the FPOI. This is due to the performance of eFSM pupils falling at a faster rate than nFSM pupils.

Key Stage 2

- a. Performance across the main indicators at the expected level is good this year. The percentage of pupils achieving the expected level is above the national average for the majority of core subjects.
- b. At the higher level, performance has fallen for three of the four measures, and are below national averages.

- c. The gap in performance between boys and girls has increased in the most recent years for nearly all performance measures at both the expected level and above expected level.
- d. The gap in performance between eFSM and nFSM pupils has decreased for the majority of performance measures at the expected level, however the gap has increased for nearly all measures at the above expected level.

Key Stage 3

- a. Performance across the main indicators at the expected level in KS3 is good this year. Merthyr Tydfil performance for the CSI dropped this year but is now above the national average.
- b. The gap in performance between boys and girls has increased for the CSI in the most recent year. The gap in performance has narrowed for the majority of performance measures for the core subjects at the expected level and above expected levels (L6+ and L7+).
- c. The gap in performance between eFSM and nFSM pupils has increased for CSI in the most recent year. However, the gap has narrowed for most performance measures at KS3 at all levels of performance.
- d. English: Performance has decreased at both the expected level and expected level +1 and remains below the National average. However, performance at the expected level +2 has increased but remains below the National average.
- e. Mathematics: Performance has decreased at the all levels (EL, EL+1 and EL+2) and remains above the Wales average at the expected level, but is below the Wales average for above expected levels.
- f. Science: Performance has decreased at both the expected level and expected level +2 but has increased at the expected level +1. The performance at the expected level is above the National average, whilst performance at both the above expected level is below the National average.

Strengths

- Performance at the expected level in KS2 and KS3 is good this year and is above the national average in the majority of key indicators.
- In KS2, the performance of girls at the higher level in English and Mathematics has improved this year. Performance of eFSM pupils at the expected level in the CSI, Maths and Science has also improved this year.
- In KS3, performance of girls in the CSI has shown a third year of improvement as has the performance of boys at the expected level in Maths. The performance of boys at level 6 in Science has also improved over the last three years. This recent year has seen an improvement in performance of eFSM pupils at level 6 in English and Science and an improvement in all three core subjects at level 7.

Areas for Development

- In the Foundation Phase, improve the performance of boys in the FPOI and at the higher outcomes in all three core subjects.
- At KS2, improve the performance of boys and eFSM pupils at the higher level in all core subjects.
- At KS3, improve the performance of boys and eFSM pupils in the CSI and improve performance of boys at level 6 in English. In addition, improve performance at level 7 in all core subjects.

Inspection profile

The inspection profile is very good across for primary schools and adequate for secondary schools in Merthyr Tydfil.

1. Seven schools were inspected during 2018-2019.
 - Of the seven schools, two were asked to write excellent practice case studies. Two schools were judged as adequate and in need of improvement and placed in a follow up category (Estyn Review). No schools in the LA schools were judged as having important weaknesses that outweigh the strengths and therefore placed in the statutory category of Significant Improvement. Similarly, no school has been in Special Measures.
 - Of the schools inspected in previous years none remains in any Estyn follow up category.