



## **SCRUTINY COMMITTEE REPORT**

Date Written	10 <sup>th</sup> December 2019
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*To: Chair, Ladies and Gentlemen*

### **Key Stage 4 Performance Report**

#### **1.0 SUMMARY OF THE REPORT**

1.1 This report gives a summary of the Key Stage 4 (KS4) performance 2018/2019.

#### **2.0 RECOMMENDATION**

2.1 The contents of this report are discussed and noted.

#### **3.0 INTRODUCTION AND BACKGROUND**

3.1 Significant changes have been made to the KS4 performance measures between reporting in 2018 and 2019.

3.2 New performance measures have been introduced that use average points scores for interim performance measures of Literacy, Numeracy, Science, Capped 9 Points Score and Welsh Baccalaureate Skills Challenge Certificate.

3.3 Each GCSE grade is allocated a points score as follows:  
 $A^* = 58, A = 52, B = 46, C = 40, D = 34, E = 28, F = 22, G = 16, U = 0$

3.4 Welsh Government also introduced the use of 'first entry' for any qualification for performance measures in 2019, which removes the ability to look at trends where performance measures appear the same between 2018 and 2019.

3.5 Local authority performance for the interim performance measures at KS4 show that all indicators are nearly one whole grade below that seen nationally.

3.6 Capped 9 Points Score (3+6) is just over 40 points below that seen nationally, which is three-quarters of a grade below the national average for each subject.

## 4.0 WHERE WE WERE

4.1 Standards at the end of KS4 are **unsatisfactory**. This is because attainment has decreased in 2018 and is well below Welsh averages for nearly all indicators.

## 5.0 WHERE WE ARE NOW

5.1 In KS4, Fischer Family Trust (FFT) contextual value added (CVA) data illustrates that many of the high schools perform well in relation to each of the interim performance measures with one high school performing exceptionally well. However, when comparing modelled outcomes against similar schools with the exception of science the local authority performs lower than expected.

5.2 The performance of eFSM pupils in the local authority is positive when compared to the performance of eFSM nationally, with the local authority exceeding the national average for science and literacy average points. However;

- The average literacy points score for the local authority is 4.3 points below the Wales average.
- The average numeracy points score for the local authority is 4.7 points below the Wales average.
- The gap in performance of the average science points score between local authority and Wales is slightly smaller than that seen for literacy and numeracy but is still over 4 points (4.1 points).
- Local authority performance for the Welsh Baccalaureate Skills Challenge Certificate (WB SCC) is nearly a whole grade (5.6 points) below the national figure.
- The performance of boys in the local authority is much weaker than the performance of girls, when both groups are compared against the national averages. For each of the new interim measures, girls' performance is around half a grade lower than seen nationally. However, boys' performance is around one whole grade for each measure, with the exception of WB SCC which is nearly 1.25 grades lower than seen nationally.
- The gap in performance between boys and girls is wider for the local authority than seen nationally for all five interim performance measures. However, the performance of nFSM pupils is on average half a grade below that seen nationally for each of the five interim performance measures.
- The gap in performance between eFSM and nFSM is narrower for the local authority than seen nationally for all five new performance measures.

5.3 Further details on KS4 performance is provided in Appendix 1.

5.4 Whilst categorisation judgements have not been validated nationally, a verbal update on provisional categorisation of schools will be provided at the meeting.

## **6.0 WHERE WE WANT TO BE**

6.1 It is the ambition of the local authority to be closer to or above the Welsh averages in all performance measures by 2022 and at or above the modelled outcomes in 2021.

## **7.0 WHAT WE NEED TO DO NEXT**

7.1 Continue to challenge the performance of our secondary schools through Corporate Performance Panels and CSC School Improvement Forums.

7.2 In conjunction with CSC, deliver Merthyr Tydfil as a Learning Organisation Programme to all secondary schools including the Pupil Referral Unit over the next five terms.

7.3 Consult and deliver on the Raising Aspirations, Raising Standards (RARS) Strategy with all education settings across the County Borough.

## **8.0 CONTRIBUTION TO WELLBEING OBJECTIVES**

8.1 The contents of this report relate to the following Wellbeing Objectives:

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

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.

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**CABINET MEMBER FOR LEARNING**

<b>BACKGROUND PAPERS</b>		
<b>Title of Document(s)</b>	<b>Document(s) Date</b>	<b>Document Location</b>
<b>Does the report contain any issue that may impact the Council's Constitution?</b>		No