



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

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Key stage 4 (KS4):

This report is based on the information contained in the Statistical First Release "Examination results in schools in Wales, 2018/19" which states the following:

"In 2018/19, Central South Wales was the region with the highest average Capped 9 points score (interim measure version) with 362.2 points."

"The lowest scoring Local Authority was Merthyr Tydfil with 313.4 points."

- a. Significant changes have been made to the Key Stage 4 performance measures between reporting in 2018 and 2019.
- b. 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.
- c. 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*
- d. 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.
- e. Local authority performance for the interim performance measures at KS4 show that all indicators are nearly one whole grade below that seen nationally.
- f. 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.
- g. The average Literacy points score for the LA is 4.3 points below the Wales average.
- h. The average Numeracy points score for the LAs is 4.7 points below the Wales average.
- i. The gap in performance of the average Science points score between LA and Wales is slightly smaller than that seen for Literacy and Numeracy but is still over 4 points (4.1 points).
- j. LA performance for the Welsh Baccalaureate Skills Challenge Certificate (WB SCC) is nearly a whole grade (5.6 points) below the National figure.
- k. The performance of boys in the LA 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 in the LA around one whole grade for each measure, with the exception of WB SCC which is nearly 1.25 grades lower than seen nationally.

- l. The gap in performance between boys and girls is wider for the LA than seen nationally for all five interim performance measures.
- m. The performance of eFSM pupils in the LA is positive when compared to the performance of eFSM nationally, with the LA exceeding the National average for Science and Literacy average points. The performance seen in Capped 9 Points Score and Numeracy measures is within 2.4 points of the national averages for these measures, and Welsh Baccalaureate Skills Challenge Certificate being 3.1 points below the national average.
- n. However, the performance of nFSM pupils is on average half a grade below that seen nationally for each of the five interim performance measures.
- o. The gap in performance between eFSM and nFSM is narrower for the LA than seen nationally for all five new performance measures.
- p. No comparisons are included in this section of the report for KS4 legacy measures, but the latest LA performance for these measures can be found in Annex A of this report.

Strengths

- In KS4, Fischer Family Trust (FFT) contextual value added (CVA) data illustrates that that many of the high schools perform well in relation to each of the interim performance measures with one high school performing exceptionally well.
- The performance of eFSM pupils in the LA is positive when compared to the performance of eFSM nationally, with the LA exceeding the National average for Science and Literacy average points.

Areas for Development

- At KS4, improve the performance of all pupils, particularly that of boys, in all of the key indicators in the interim performance measures

Challenge and support provided by the Consortium on behalf of the Merthyr Tydfil Borough Council

1. In 2018-2019 Merthyr Tydfil Local Authority contributed £246,603 towards the core functions of the consortium. In addition to the core costs of the consortium this has provided funding for 4.00 challenge advisers (1.5 FTE) plus support from Accelerated Progress Leads (0.17)FTE effective from September 2017) and senior Challenge Advisers (1FTE).
2. 7 schools were inspected during 2018-2019 – 2 secondary and 5 primary schools
Of the 7 schools, 1 secondary and 1 primary were asked to write excellent practice case studies. 1 secondary and 1 primary school were judged as adequate and in need of improvement and require Estyn Review. No schools were placed in the either of the statutory categories of Significant Improvement or Special Measures.
3. Elected Members will be aware that we use a categorisation process to identify the schools in need of support using both data and judgement of leadership and capacity to improve. During 2018-2019, the consortium continued to work closely on behalf of the Local Authority to monitor the progress of the schools in need. Of the 28 schools in Merthyr Tydfil, two schools required red level of support and four schools required amber level of support. There were twelve schools requiring green support and ten requiring yellow support.
4. Provisional categorisation outcomes for 2019-2020 identify that for many schools improvement has been sustained and continues across the authority within both the primary and secondary sector. In responding to the increased level of support needed by a few primary schools it has been necessary to categorise these schools as amber. The final categorisation outcomes will become public on the 31st January and therefore we will be presenting verbally on outcomes at the Scrutiny Committee on the 6th of January 2020.
5. Challenge advisers continue to have a relevant educational background and level of experience and provide good quality support and challenge to schools. They have continued to work well and in partnership with the local authority to provide effective monitoring, challenge, support and intervention where needed. Challenge advisers have continued to commission bespoke support and intervention from the wider support teams within the Central South Consortium.
6. Other support provided by the consortium to schools in Merthyr Tydfil has included:
 - a. 14 schools, comprising of the primary and secondary sectors within Merthyr Tydfil have accessed professional development programmes provided by Hub schools across the region in 18-19.

- b. Merthyr Tydfil schools involved in providing support as part of the Hub programme in 2018-2019 were:
- Professional Learning – Bishop Hedley High School
 - Mathematics – Cyfartha High School
 - Lead Practitioners – Cyfarthfa High School.
- The following schools were identified as Welsh Government Pioneer Schools:
- Bishop Hedley High School
- c. Nearly all Merthyr Tydfil schools have been involved in SIG working, and during 2018-2019 SIGs including Merthyr Tydfil schools have focused on the new curriculum, Welsh Bacc, five A*/A, Foundation Phase, self-evaluation, literacy, numeracy, teaching and pedagogy, pupil voice, leadership, ICT and digital curriculum framework (DCF) assessment, science, wellbeing and closing the gap. SIGs are reviewed annually and have to provide an impact report against their priorities twice a year in order to be funded;
- d. Support for schools is prioritised following a strategic analysis of regional needs. This is reviewed on a termly basis as information and priorities emerge. Schools receive intensive support for core subjects as agreed with the school's challenge adviser and progress is fed back to school through a strategic evaluation for improvement statement and to the local authority director in the termly performance report. Foundation subject qualifications are supported through Lead Practitioner networks, which provide opportunities for schools to collaborate on joint practice development and share effective strategies and resources. Hub school programmes are aligned to support regional needs and the consortium brokers professional learning opportunities for schools requiring improvement across the regional professional learning offer. Intensive school-to-school support is facilitated through requests for additional capacity funding from Hub schools and lead practitioners to support targeted improvement activities in more vulnerable schools.

Additional support requested through the Local Authority Annex

1. In 2018-2019, additional funding was provided to support Merthyr Tydfil specific priorities via the Local Authority Annex. Funding of £7,916 was used to upskill staff to deliver person centred reviews across all schools plus Merthyr College and Early Years settings.

Annex A: Headline results across the Merthyr Tydfil 2018-2019

No performance measures for Foundation Phase, Key Stage 2 or Key Stage 3 will be included in this section due to the changes introduced by Welsh Government in relation to using this data for accountability purposes below a National level. An LA summary of performance was presented to members in September.

Final 2019 Results

New Interim Performance Measures

	Merthyr Tydfil	Central South Consortium	Wales
Capped 9 Points Score	313.4	362.2	353.8
Av Pts Literacy	34.7	39.6	39.0
Av Pts Numeracy	32.4	37.3	37.1
Av Pts Science	32.7	36.7	36.8
Av Pts WB SCC	30.8	37.0	36.4

Legacy Measures

	Merthyr Tydfil	Central South Consortium	Wales
Level 1 Threshold	89.0	93.2	92.8
Level 2 Threshold inc EWM (*)	41.1	55.0	53.8
5A*-A	9.5	20.4	18.0

(*) including Literature

Please note that the legacy measures are not directly comparable to previous years, and therefore no historical information is provided in this report.

New Interim Performance Measures compared with modelled performance (provision data) – Mainstream schools only

	Points Score	Modelled Score	Difference
Capped 9 Points Score	345.9	354.9	-9.0
Av Pts Literacy	37.9	38.8	-0.9
Av Pts Numeracy	35.5	36.7	-1.2
Av Pts Science	36.8	36.0	0.7
Av Pts WB SCC	34.7	36.3	-1.5