



Report of the Cabinet Member for Education Improvement, Learning and Skills

To the Schools Scrutiny Performance Panel 17 January 2019

Annual Education Performance (including verified data 2017-2018) and School Categorisation 2018

Purpose:	To update the panel on school performance, including verified examination results. To brief the panel on the overall support categorisation of Swansea schools.
Content:	School performance and support categories
Councillors are being asked to:	Consider the information provided and to forward views to the Cabinet Member via a letter from the Panel Convener
Lead Councillor:	Councillor Jennifer Raynor Cabinet Member for Education Improvement, Learning and Skills
Lead Officer & Report Author:	Helen Morgan-Rees, Head of Achievement and Partnership Tel: 01792 633944 E-mail: helen.morgan-rees@swansea.gov.uk

1. Background

1.1 Performance in Swansea schools is evaluated on an annual basis by the school performance scrutiny panel. Verified examination data is available in December each year so it is appropriate to consider 2017-2018 academic year performance when all data is available. Performance measures in Wales are changing. In Foundation phase in 2018, pupils were assessed in revised areas of learning for the first time. In primary schools there is also a greater emphasis on progress made by pupils (achievement) rather than end of key stage attainment. In secondary schools, new qualifications have been introduced during the past two years. Performance data is used by officers to support and challenge schools. Categorisation of schools is a national system to help identify the support needs of schools. Categorisation of all schools is published by Welsh Government on an annual basis, normally in January. Categorisation is used to disseminate good practice and provide a proportionate response to improve schools.

2. Briefing/Main body of report

2.1 Foundation Phase

Performance at foundation phase (FP) shows a positive trend of improvement between 2014 and 2017. Performance fell in 2018 to 77.1% due to the change in FP curriculum outcome descriptors. This was reflected nationally, with the national results falling by 4.7% to 82.6%. However, the FP indicator (assessed by teachers) remains below the national average and the dip in Swansea was greater than the national reduction. When disaggregating the performance of English as Additional Language (EAL) pupils, the FPI rises by 1% without EAL A/B/C pupils. Local authority (LA) rank positions are no longer available from 2018.

2.2 Key Stage 2

Performance at key stage 2 shows a positive trend of improvement during the last five years. Current performance shows Swansea on a par with the national average. The rate of improvement has been slower than the national rate of improvement during the last three years. Overall, performance is good with nearly ninety percent of learners achieving the core subject indicator before they leave primary school. Teachers assess performance at key stage 2. For 2018, there has been a 1.8% drop in the CSI, entirely due to boys' performance. Value added shows a significantly negative result.

2.3 Key Stage 3

Performance at key stage 3 shows year-on-year improvement during the last five years. Swansea falls below the national average for the core subject indicator but shows a faster rate of improvement than the national rate of improvement during the last three years. Rank position is above expectation. For 2018, there has been a slight dip in the CSI and this is below the Wales figure. The gender gap is smaller than 2017 but a widening trend remains.

2.4 Key Stage 4

Performance at key stage 4 in 2013-2018 is outstanding with Swansea schools showing continuous improvement in all main indicators. Performance is measured on externally verified examination performance. Comparison with the national average across all main indicators has been favourable over time during this period. Performance in 2016-2017 dropped in line with the picture across Wales. The national drop in performance coincided with the re-calibration of examinations.

Performance in 2018 improved again with the Level 2 including (L2i) Mathematics and English or Welsh increased by 2.2 percentage points to 60%. The improvement for L2i is faster than the national rate of improvement, which only increased by half a percentage point.

For Level 2 performance, Swansea is the top performing authority in Wales for similarly benchmarked schools. Similarly, A*-A performance at GCSE is the best in Wales when looking at similarly benchmarked schools.

Rank raw performance across Wales sees Swansea in the top five performing authorities across Wales for nearly all main indicators at key stage 4. This is an improvement in comparison to 2016-2017 academic year. However, when comparing schools with similar schools, Swansea is in the top three authorities across Wales for nearly all main indicators.

Performance by girls increased by around 6 percentage points to 66.8%. Boys' performance decreased marginally by 0.2 of a percentage point to 54.8%. Performance by FSM pupils increased to 35.4% (from 32.5% in 2017). The gap between non-FSM and FSM is -32.8% is similar to 2017 (-32.7%).

The Capped 9 (CP9) 2018 was the second year this indicator has been used. In 2018, the CP9 increased to 366. A points score of 366 represents, on average, pupils achieving nine grades Cs across Swansea. Contextualised performance places Swansea as best performing local authority in Wales for this measure.

For the last four years to 2017, Swansea has been in the top two authorities in terms of exceeding its modelled benchmark performance (outcomes relative to FSM for the L2 inclusive indicator. With respect to the capped eight and capped nine (2017) modelled benchmarks, performance is similarly strong, with Swansea being in the top four local authorities since 2013. In 2018, pupils' outcomes for L2 inclusive and CP9 indicators exceed modelled expectations well and are the third strongest in Wales.

2.5 Post 16

Nearly all learners in Swansea schools have achieved the level three threshold at A level during the last three years. Performance has remained strong over the last five years and at 97.4% is the highest during the last five years. Performance at the higher grades shows improvement over time. Swansea is now above the national average for A*-A performance and at 16.4% it is the highest performance during the last five years. Performance for A*-C is improving but falls below the national average. For A*-E performance there has been steady and strong performance at over ninety percent for the last five years.

2.6 Attendance and fixed term exclusions

For 2017-2018, secondary attendance is 94.2%, slightly lower than 94.3% in 2016-2017. However, attendance is down across Wales as a whole and Swansea has maintained its ranking of seventh and increased its ranking for unauthorised absences. Current data shows an expected 2017-2018 primary attendance rate of 94.6%, compared to 95% in 2016-2017. Trends show improved attendance over five years. Persistent absenteeism rates in Swansea are below the national average. However, there is room to improve the evaluation of persistent absenteeism at both school and pupil level.

There is a gap of attainment between pupils with low attendance in the 2017-2018 academic year (below 80%) and all pupils. Overall attendance has consistently improved with well-established referral procedures embedded to address poor attendance and issues of wellbeing. Where issues with attendance of specific

groups are identified, targeted support is given to parents and schools with learners who are persistent non- attenders.

2.7 English as an additional language

Performance of EAL pupils is strong. Foundation phase outcomes are not comparable to previous years due to changes in outcome descriptors. Outcomes in 2018 for key stage 2 and key stage 3 are 78.2% and 75.0% respectively, key stage 4 level 2 inclusive results will be available later in the year. Standards for minority ethnic learners and those learning EAL are good with performance strongest at key stage 4.

2.8 Additional learning needs

The results for learners at school action (SA), SA+ and with statements for the last four years suggest that learners with additional learning needs (ALN) have followed trends for non-ALN learners but have been disproportionately affected especially in the foundation phase. At key stage 3 ALN learners make good progress and the gap in outcomes is closing. Foundation phase and key stage 4 learners with ALN have been disproportionately affected by the changes in arrangements. Population data suggests learners particularly from deprived areas are starting nursery with a low baseline set of skills.

2.9 National categorisation

The provisional categorisation of all Swansea schools is presented as a private item as schools may be affected by the national verification process - this meeting is yet to take place. The final publication is set for ten working days after 17 January 2019.

3. Background data

3.1 Foundation Phase Indicator

Measure	2014	2015	2016	2017	2018*
Swansea	83.9	86.2	85.0	85.5	77.1
Wales	85.2	86.8	87.0	87.3	82.6
Swansea rank out of 22	17	15	19	19	☒
Boys	79.3	82.7	81.0	81.5	73.4
Girls	88.7	89.7	89.4	89.9	81.2
Gender gap	-9.4	-7.0	-8.4	-8.4	-7.8
Free School Meals pupils (FSM)	72.3	74.4	73.0	70.7	60.4
Looked After pupils (LAC)		68.8	73.9	66.7	41.2
English as an Additional Language pupils (EAL)	82.6	85.2	85.2	85.0	72.6

3.2 Key Stage 2 Core Subject indicator

Measure	2014	2015	2016	2017	2018	Trend
Swansea	87.3	89.2	88.2	89.5	87.7	+0.4
Wales	86.1	87.7	88.6	89.5	89.5	+3.4
Swansea rank out of 22	9	8	16	13	☒	
Boys	83.9	86.4	85.7	87.6	83.9	-0.0
Girls	91.0	92.4	90.8	91.6	91.7	+0.7
Gender gap	-7.0	-6.0	-5.1	-4.0	-7.8	
Free School Meals pupils (FSM)	72.0	76.9	75.8	76.3	71.4	-0.6
Looked After pupils (LAC)	46.7	60.0	63.2	64.7	55.0	+8.3
English as an Additional Language pupils (EAL)	84.6	91.8	91.5	91.9	87.8	+3.2

3.3 Key Stage 3 Core Subject Indicator

Measure	2014	2015	2016	2017	2018	Trend
Swansea	80.6	83.2	86.3	88.2	87.7	+7.1
Wales	81.0	83.9	85.9	87.4	88.1	+7.1
Swansea rank out of 22	14	14	13	13	☒	
Boys	77.8	79.9	83.3	84.1	84.2	+6.4
Girls	83.6	86.5	89.4	92.6	91.6	+8.0
Gender gap	-5.9	-6.6	-6.0	-8.5	-7.4	
Free School Meals pupils (FSM)	60.9	68.7	69.6	73.2	73.2	+12.3
Looked After pupils (LAC)	44.1	48.1	40.0	70.0	54.2	+10.1
English as an Additional Language pupils (EAL)	78.4	82.4	85.6	89.1	88.7	+10.3

3.4 Key stage 4 Level 2 including mathematics and English/ Welsh (Level 2i indicator)

Measure	2014	2015	2016	2017*	2018*
Swansea	59.1	64.0	64.7	57.8	59.8
Wales	55.4	57.9	60.3	54.6	55.1
Swansea rank out of 22	7	3	7	7	4
Boys	54.0	61.4	60.3	54.9	54.2

Girls	64.5	66.7	69.6	60.6	66.7
Gender gap	-10.5	-5.3	-9.2	-5.7	-12.5
Free School Meals pupils (FSM)	27.3	39.5	40.2	30.8	34.0
Looked After pupils (LAC)		40.0	25.0	19.0	5.6
English as an Additional Language pupils (EAL)	65.1	73.3	67.9	62.8	67.3

3.5 Attendance

Measure	2014	2015	2016	2017	2018	Trend
Swansea primary schools	94.4	94.9	94.9	95.0	94.6	+0.2
Wales primary schools	94.8	94.9	94.9	94.9	94.5	-0.3
Swansea primary schools rank out of 22	18	11	12	8	9	
Swansea secondary schools	93.3	94.0	94.3	94.3	94.1	+0.8
Wales secondary schools	93.6	93.8	94.2	94.1	93.8	+0.2
Swansea secondary schools rank out of 22	16	10	11	7	7	

3.6 Fixed term exclusions (rate per 1000 pupils)

Measure	2014	2015	2016	2017	2018*	Trend
Swansea primary and secondary schools	23.4	17.5	17.6	17.5	20.9	-5.9
Wales primary and secondary schools	28.3	29.7	30.2	34.2		5.9

4. Conclusions/Key Points Summary

- 4.1 Performance is very strong at key stage 4.
- 4.2 Teacher assessment shows an improving picture at key stage 2 and key stage 3.
- 4.3 Foundation phase areas of learning are now more ambitious with new outcome descriptors assessed for the first time in 2018.
- 4.4 Continuing activity is required to provide challenge, support and encourage sharing of good practice in the primary phase to improve trends and further close attainment gaps.
- 4.4 Performance for the main indicators show an improvement for FSM pupils sitting new examinations between 2017 and 2018.
- 4.5 Categorisation of schools shows a decrease in schools requiring intensive support and a strong core of highly effective schools in Swansea.

5. **Legal implications - None**
6. **Finance (if required) - None**

7. **Glossary of terms:**

<https://www.estyn.gov.wales/inspection/glossary>

8. **List of Appendices:**

Appendix A – Local authority primary schools

Appendix B – Local authority secondary schools

Appendix C – Free school meal pupil performance