

2018 End of Key Stage Teacher Assessment Outcomes and National Test results Newport

All schools are subject to rigorous reporting and monitoring of standards each year, with the principal focus in key stages 2 and 3 being on English/Welsh first language, mathematics and science, and the percentage of pupils achieving the expected level in all three core subjects – the core subject indicator (CSI).

In the Foundation Phase schools report on the performance of 7 year olds in language, literacy and communication (English or Welsh language) (LLC), mathematical development (MD), and personal and social development, wellbeing and cultural development (PSDWCD). The foundation phase indicator (FPI) measures the percentage achieving the expected outcome in all three areas of learning.

Whilst assessment of LLC and MD is broadly comparable to performance in English/Welsh and mathematics at KS2 and KS3, PSDWCD is not the same as science. Instead it provides a holistic assessment of pupils' wellbeing and the extent to which they are able to inter-relate appropriately with those around them. It also reflects a growing awareness of culture and diversity and of the environment in which they live. As such, it is an important measure of their overall 'readiness' for learning. Achievement in each of LLC, MD and PSDWCD is measured in relation to one of six 'outcome' descriptors.

Expected levels of achievement at the end of foundation phase, key stage 2 and key stage 3:

The 'average' pupil is expected to achieve outcome 5 by the end of the foundation phase (formerly national curriculum level 2), with more able pupils achieving outcome 6 (formerly level 3).

At the end of key stages 2 and 3, the 'average' pupil is expected to achieve level 4 and above and level 5 and above respectively and more able pupils are expected to achieve level 5 and 6 respectively.

In addition to performance at the expected level, it is important also to analyse performance at the Expected Level + 1 at each stage.

This report contains aggregate data for the Local Authority as whole, aggregated from data submitted by schools as part of the National Data Collection process in June 2018.

Update on changes in accountability frameworks using Teacher Assessment Data (Foundation Phase, key stage 2 and 3)

In agreement with LA Directors the EAS offered a series of workshops for elected members in each LA, in September 2018. These described changes to key documents and regional approaches for the academic year 2018/2019, in relation to national changes to assessment and accountability arrangements. A summary is provided below.

The written statement from the Cabinet Secretary (17 May 2018) includes the following comment on the use of both Teacher Assessment and National Test data for accountability purposes:

“We have consulted on ceasing the publication of Teacher Assessment data below the national level. This will help shift focus back to pupil assessment rather than data wrongly being used as part of a high stakes accountability system. We have consulted on the use of National Reading and Numeracy test data. I want to make it clear that data from these tests are not used as part of the accountability system.”

Summary of key items for schools that will cease:

- School Comparative Report (including National Tests)
- All Wales Core Data Sets (AWCDS) – Foundation Phase, Key Stage 2, Key Stage 3 performance packs
- National Categorisation – primary and secondary Step 1 data
- My local school updates – FP, KS2, KS3

Summary of key items for schools that will continue:

For 2018/2019 the EAS will continue to provide a slightly reduced EAS School Data Profile to assist with internal school level self-evaluation activity only. This will continue to include a National Test summary for school level information only. These will be available for schools on School Secure from the second week in September.

Implications for Local authorities

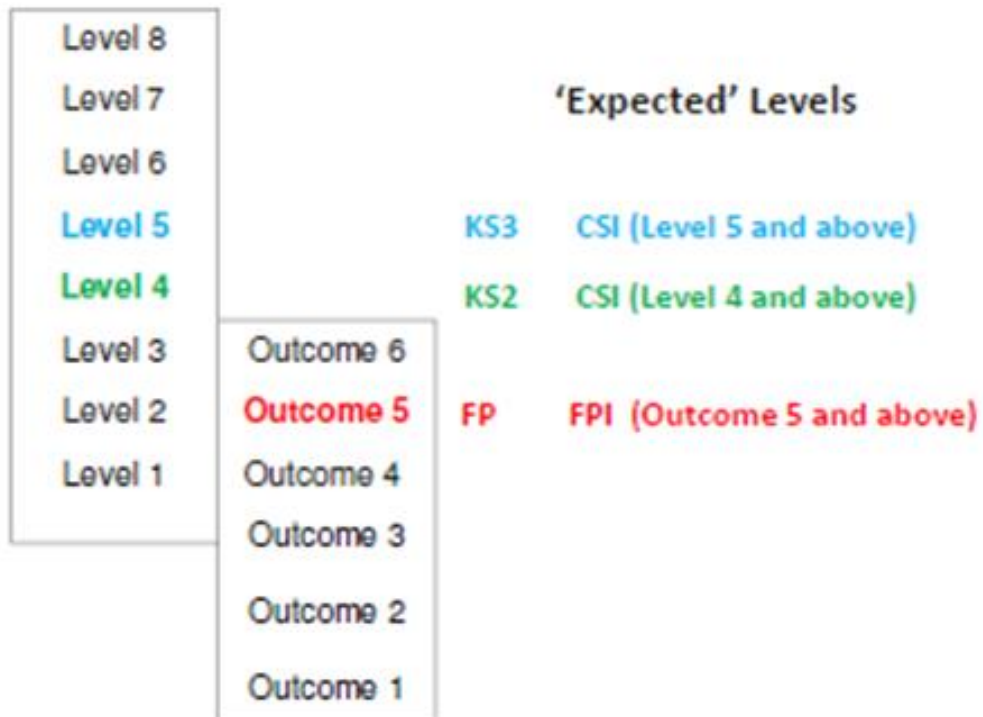
For 2018/2019 the EAS will provide a reduced scrutiny report. The main changes are:

- No comparison with other LAs (rank positions)
- No school level data
- No benchmark summaries

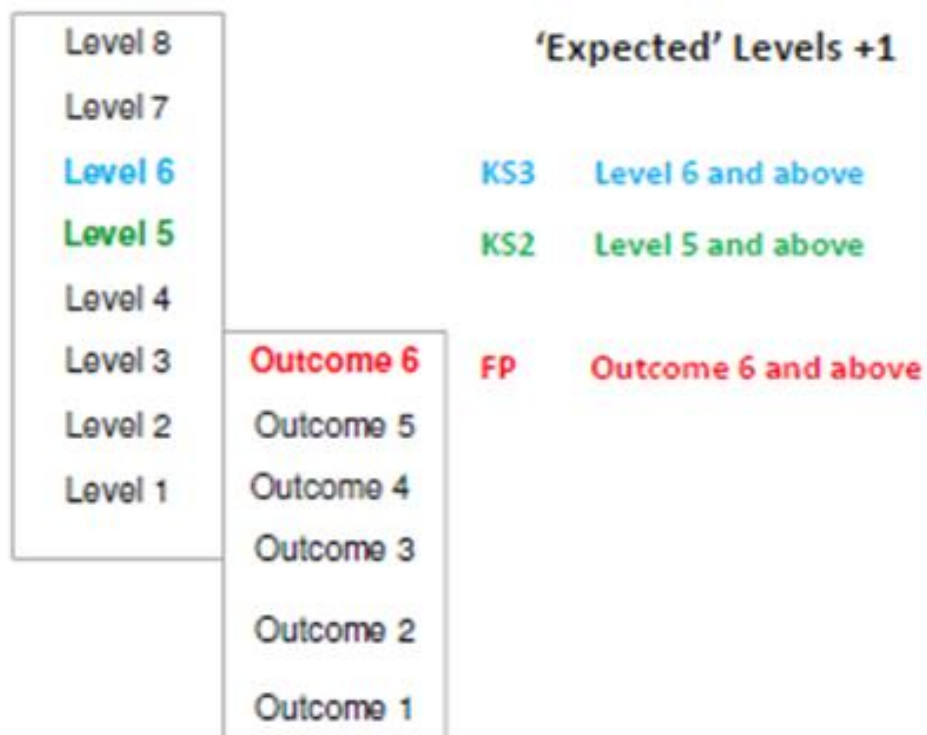
Information on National Tests:

As noted above in the statement from the Cabinet Secretary for 2018/2019 information from the National Tests will not be included in Scrutiny papers.

Expected Levels



Expected Levels + 1 (Higher Levels)



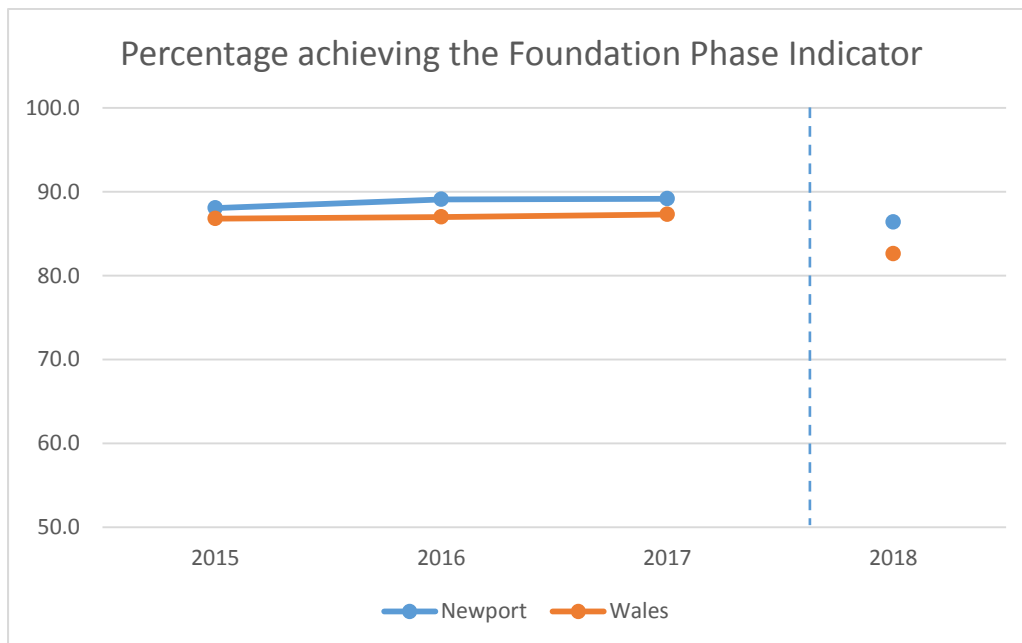
Cohort sizes	Number of pupils	1 pupil represents
Foundation Phase	1977	0.05%
Key Stage 2	1825	0.05%
Key Stage 3	1644	0.06%

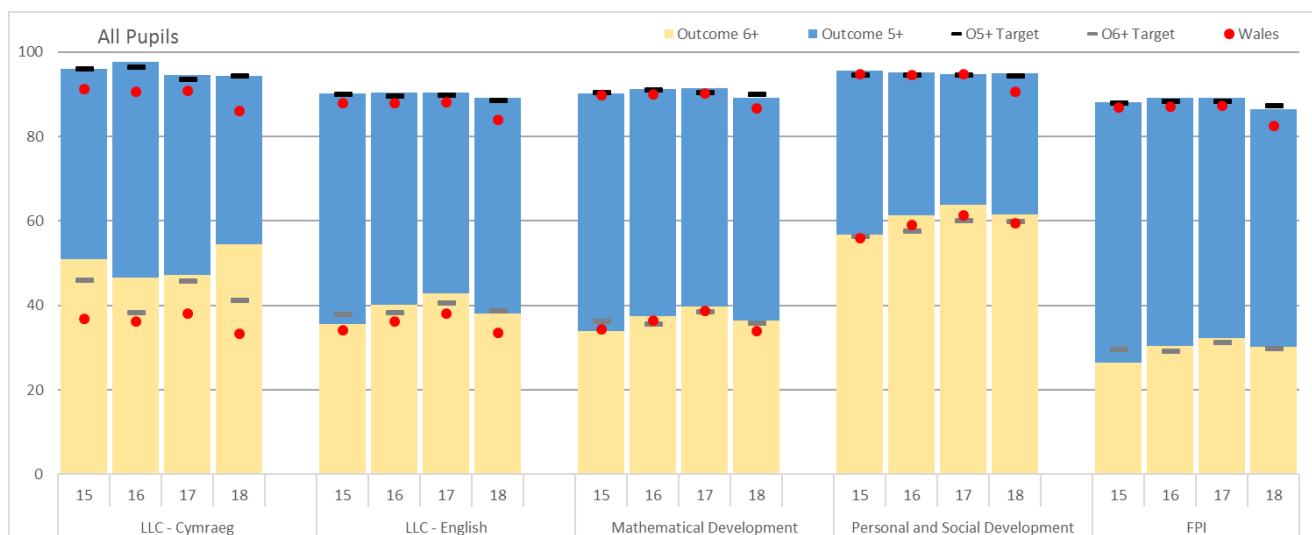
Foundation Phase

In October 2014 the Foundation Phase Areas of Learning (AoL) were revised to align them with the National Literacy and Numeracy Framework, as well as make them more demanding. They 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.

In the foundation phase 86.4% pupils achieved the foundation phase indicator (FPI) in 2018.





Percentage of pupils achieving Outcome 5+:

	FPI	LLC English	LLC Welsh	Mathematical Development	PSD
Newport 2018	86.4 ↓	89.2 ↓	94.4 ↓	89.2 ↓	94.9 ↑
Target	87.2	88.5	94.4	89.9	94.4
Newport 2017	89.2	90.5	94.5	91.3	94.7
Wales 2018	82.6	84.0	86.1	86.6	93.4

Percentage of pupils achieving Outcome 6+:

	LLC English	LLC Welsh	Mathematical Development	PSD
Newport 2018	38.0 ↓	54.4 ↑	36.4 ↓	61.6 ↓
Target	38.7	41.1	35.8	59.9
Newport 2017	42.8	47.3	39.7	63.9
Wales 2018	33.5	33.2	33.9	59.4

Performance in the Foundation Phase Indicator declined by 2.8 percentage points.

Performance in LLC English has declined by 1.3 percentage points at outcome 5+, and by 4.8 percentage points at outcome 6+.

Performance in LLC Welsh is stable at 94.4% at outcome 5+, and has improved by 7.1 percentage points at outcome 6+.

Performance in mathematical development has declined by 2.1 percentage points at outcome 5+, and by 3.3 percentage points at outcome 6+.

Performance in PSDWCD has improved slightly by 0.2 percentage points at outcome 5+, but has declined by 2.3 percentage points at outcome 6+.

Gender differences at outcome 5+ (boys' performance – girls' performance):

	FPI		LLC English		LLC Welsh		Mathematical Development		PSD	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
Newport	-6.9	-9.5	-7.1	-8.7	-2.6	-7.2	-4.1	-6.3	-5.4	-6.2
Wales	-7.1	-8.5	-7.2	-8.3	-6.0	-8.9	-4.1	-4.8	-5.0	-5.7

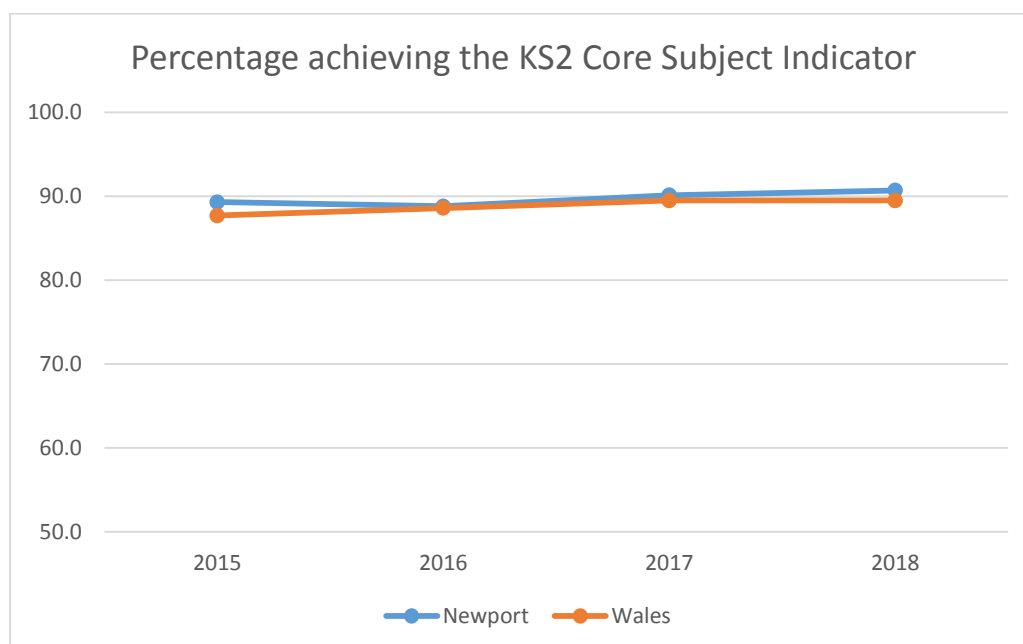
Gender differences at outcome 6 (boys' performance – girls' performance):

	LLC English		LLC Welsh		Mathematical Development		PSD	
	2017	2018	2017	2018	2017	2018	2017	2018
Newport	-8.5	-10.5	-25.5	-10.7	0.9	0.1	-19.5	-21.1
Wales	-12.7	-10.8	-13.7	-13.6	-0.9	0.3	-18.0	-18.5

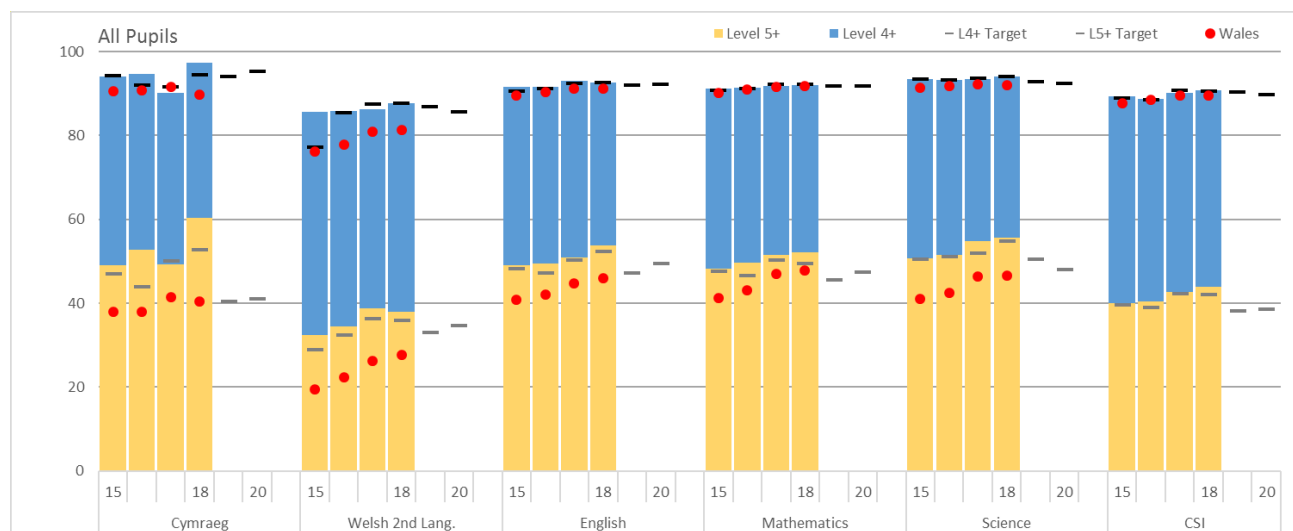
At outcomes 5+ and 6+ gender differences have increased in all indicators except for LLC Welsh. The gender gaps are narrower than that across Wales in LLC Welsh O5+ and all subjects in O6+ except PSD.

Key Stage 2

Performance improved slightly in 2018, with 90.7% pupils achieving the core subject indicator (CSI), 0.6 percentage points above 90.1% in 2017.



There have been increases in all areas at the expected level (Level 4+) and at the higher level (Level 5+), except for English L4+.



Percentage of pupils achieving level 4+:

	CSI	English	Welsh (First Language)	Mathematics	Science
Newport 2018	90.7 ↑	92.7 ↓	97.3 ↑	92.0 ↑	94.0 ↑
Target	90.5	92.6	94.4	92.2	94.0
Newport 2017	90.1	93.0	90.1	91.9	93.4
Wales 2018	89.5	91.1	89.7	91.8	92.1

Percentage of pupils achieving level 5+:

	English	Welsh (First Language)	Mathematics	Science
Newport 2018	53.8 ↑	60.3 ↑	52.2 ↑	55.7 ↑
Target	52.3	52.8	49.5	54.8
Newport 2017	51.0	49.3	51.4	54.8
Wales 2018	45.9	40.4	47.8	46.5

Performance in the CSI has improved by 0.6 percentage points.

Performance in English at the expected level 4+ has declined slightly by 0.3 percentage points. Performance at the higher level 5+ has improved by 2.8 percentage points.

Performance in Welsh (first language) at the expected level 4+ has improved by 7.2 percentage points. Performance in Welsh (first language) at the higher level 5+ has improved by 11.0 percentage points.

Performance in mathematics at the expected level 4+ is stable at 92.0%. Performance in mathematics at the higher level 5+ has improved by 0.8 percentage points.

Performance in science at the expected level 4+ has improved by 0.6 percentage points. Performance in science at the higher level 5+ has improved by 0.9 percentage points.

Gender differences at level 4+ (boys' performance – girls' performance):

	CSI		English		Welsh (First Language)		Mathematics		Science	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
Newport	-3.4	-3.1	-2.7	-4.8	-8.7	-1.2	-1.6	-2.8	-2.3	-3.9
Wales	-4.5	-5.2	-5.0	-5.7	-6.0	-6.5	-2.8	-3.0	-3.4	-4.1

At level 4+ gender differences have increased in English, maths and science. Gender differences are narrower than the national gender differences in all subjects.

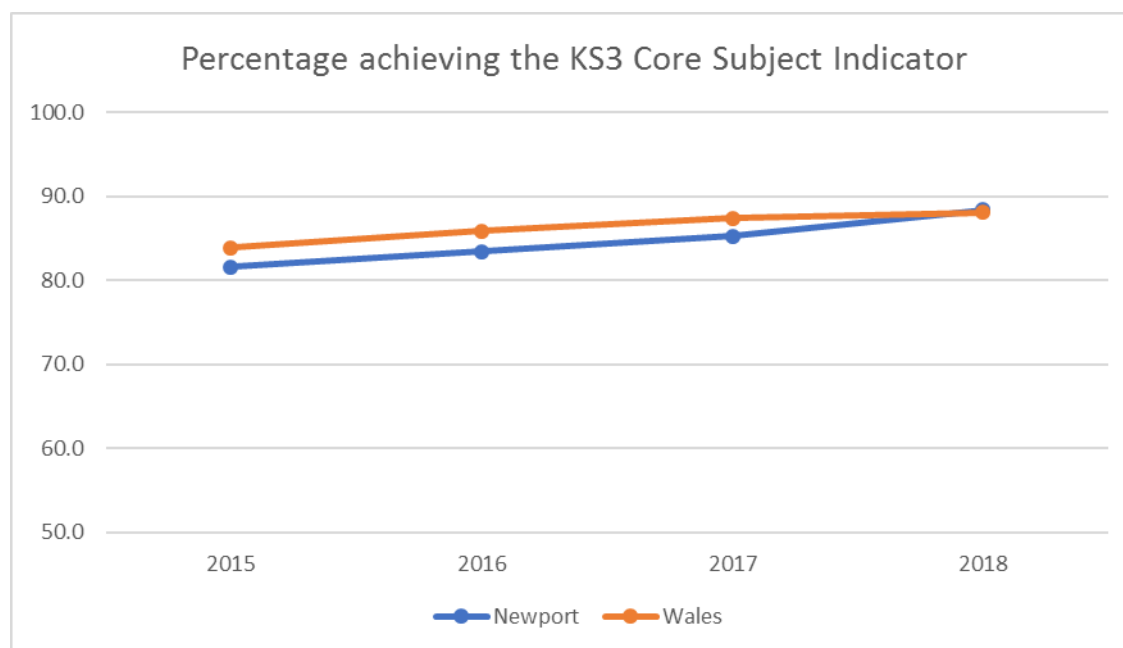
Gender differences at level 5+ (boys' performance – girls' performance):

	English		Welsh (First Language)		Mathematics		Science	
	2017	2018	2017	2018	2017	2018	2017	2018
Newport	-10.0	-11.6	-11.0	-2.7	-1.4	2.3	-3.7	-6.8
Wales	-12.9	-13.3	-17.3	-14.3	-0.8	0.1	-5.2	-5.4

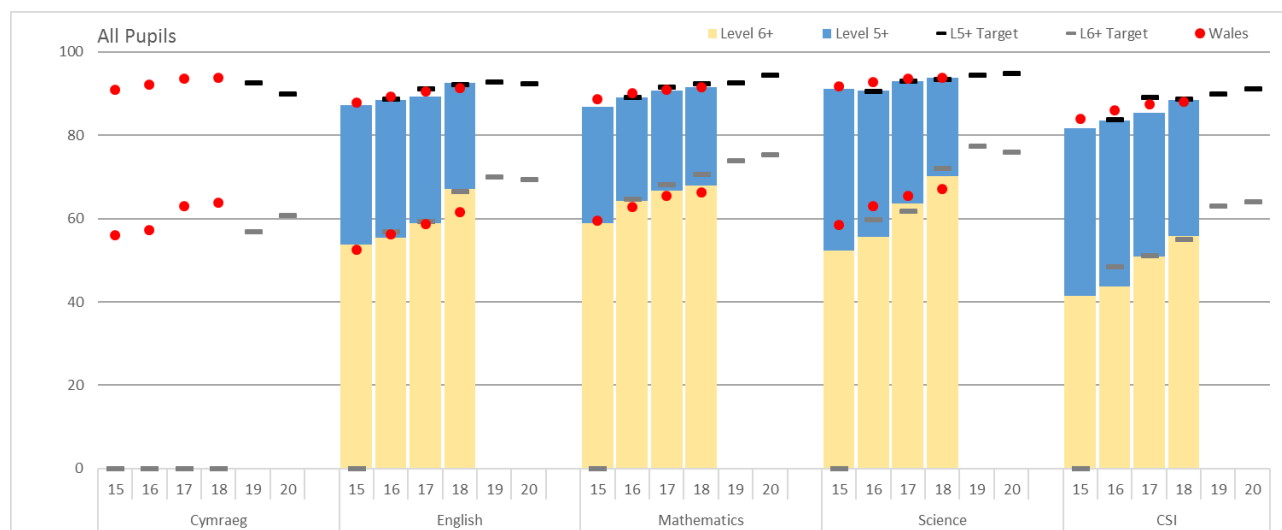
At level 5+ gender differences have increased in English and science. The gender gaps are narrower than the national averages in English and Welsh first language.

Key Stage 3

Performance continues to improve, with 88.4% pupils achieving the core subject indicator (CSI), an increase of 3.1 percentage points from 85.3% in 2017.



Performance has increased across all indicators at expected level 5+, level 6+ and level 7+. There is a Welsh medium secondary school in Newport, but there are only Year 7 and Year 8 pupils in the school at the moment, so there are no Welsh first language results to report.



Percentage of pupils achieving level 5+

	CSI	English	Welsh (First Language)	Mathematics	Science
Newport 2018	88.4	92.5	#DIV/0!	91.5	93.8
Target	88.6	92.0	#N/A	92.3	93.3
Newport 2017	85.3	89.3	#DIV/0!	90.6	92.9
Wales 2018	88.1	91.2	93.8	91.6	93.7

Percentage of pupils achieving level 6+

	English	Welsh (First Language)	Maths	Science
Newport 2018	67.1	-	67.8	70.2
Target	66.4	#N/A	70.6	71.9
Newport 2017	58.8	-	66.6	63.6
Wales 2018	61.6	61.6	66.3	67.1

Percentage of pupils achieving level 7+

	English	Welsh (First Language)	Maths	Science
Newport 2018	25.2	-	36.3	30.6
Newport 2017	19.2	-	31.7	25.0
Wales 2018	23.4	23.4	32.7	28.0

Performance in the CSI has improved by 3.1 percentage points.

Performance in English at the expected level 5+ has improved by 3.2 percentage points. Performance in English at level 6+ and level 7+ has improved by 8.3 and 6.0 percentage points respectively.

Performance in mathematics at the expected level 5+ has improved by 0.9 percentage points. Performance in mathematics at level 6+ and level 7+ has improved by 1.2 and 4.6 percentage points respectively.

Performance in science at the expected level 5+ has improved by 0.9 percentage. Performance in science at level 6+ and level 7+ has improved by 6.6 and 5.6 percentage points respectively.

Gender differences at level 5+ (boys' performance – girls' performance):

	CSI		English		Welsh (First Language)		Mathematics		Science	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
Newport	-7.7	-7.1	-6.1	-5.9	-	-	-4.8	-4.5	-4.2	-4.8
Wales	-7.4	-7.1	-7.2	-7.0	-4.8	-5.6	-4.4	-4.2	-4.4	-4.6

Gender differences have decreased for English and maths. The gender gap is wider than the Wales average gender difference for maths and science.

Gender differences at level 6+ (boys' performance – girls' performance):

	English		Welsh (First Language)		Mathematics		Science	
	2017	2018	2017	2018	2017	2018	2017	2018
Newport	-16.2	-21.9	-	-	-4.3	-8.0	-9.3	-14.4
Wales	-18.5	-18.4	-19.1	-20.3	-7.2	-6.3	-12.1	-12.0

Gender differences have increased for all subjects, and the gender gaps are still wider than the Wales average gender difference.

Gender differences at level 7+ (boys' performance – girls' performance):

	English		Welsh (First Language)		Mathematics		Science	
	2017	2018	2017	2018	2017	2018	2017	2018
Newport	-13.9	-16.3	-	-	-5.8	-4.3	-10.1	-10.4
Wales	-12.6	-14.1	-11.9	-13.2	-4.0	-4.7	-8.0	-9.2

Gender differences have increased for English and science. The gender gaps are wider than the Wales average gender difference in English and science.

Provisional KS4 results

Please note that this section is compiled using provisional data provided by schools on exam results day. This data is subject to a validation process throughout September and October. Final confirmed data is not likely to be available until December 2018. A full analysis will be provided on the final validated data set.

	Cohort Number	% L2 E,W+M		
		2017	2018	2018 Target
Newport	1637	55.5	56.4	62.5
EAS - South East Wales	5947	52.9	51.5	60.9
Wales		54.6		