

**Report to:** Performance Scrutiny Committee

**Date of Meeting:** 26 April 2018

**Lead Member/Officer:** Lead Member for Education, Children and Young People/  
Head of Education and Children's Services

**Report Author:** Principal Education Manager

**Title:** Pupil progress from Year 10 to Year 11 (KS4)

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**1. What is the report about?**

To consider the findings of the study undertaken on Year 10 pupils from choice of subjects to attainment.

**2. What is the reason for making this report?**

To provide information regarding the performance of Denbighshire schools in the 2017 external examinations.

**3. What are the Recommendations?**

That members are confident that all pupils are supported to achieve their full potential at key stage 4.

**4. Pupil progress from Year 10 to Year 11 (KS4).**

There is no universal measurement from foundation phase to the end of Key stage 4. Currently the main performance measure at KS4 is the Level 2 Threshold including Welsh or English and mathematics, this is not a measure at any other key stage in schools.

Secondary schools in Wales have a rolling programme of changes to performance measures at key stage 4 until 2020. To provide consistency during this period and the term of the council a new local performance indicator will measure the number of pupils who achieve the Core Subject Indicator (CSI) at key stage 2 against those who achieve the Level 2 Threshold at GCSE. This indicator is linked to the new high aspirations of the new corporate plan which will be reported to members in January 2019.

To accurately and easily measure pupils progress from year 10 to year 11 is to use the baseline teacher assessments at the end of KS3 when pupils are in Year 9. The main indicator at Key Stage 2 and 3 is the Core Subject Indicator (CSI). At Key Stage 3 the CSI is the number of pupils gaining Welsh or English, mathematics and science at Level 5. At Key stage 4 it is the number of pupils gaining GCSE grade C in gaining

Welsh or English, mathematics and science, this indicator is being phased out at Key Stage 4.

The percentage of pupils gaining CSI at KS3 is substantially higher than at KS4, this is in part due to the greater rigour of GCSE examinations significantly compared to teacher assessments and the engagement to learning of a number of pupils at KS4. However this decline is broadly in-line with the Welsh average and Denbighshire's rank position.

<b>Core Subject Indicator (CSI) 2015-17</b>							
<b>Key Stage 2</b>	<b>2015</b>	<b>Rank</b>	<b>2016</b>	<b>Rank</b>	<b>2017</b>	<b>Rank</b>	<b>Ave 3yr Rank</b>
Denbighshire	87.9	12	92.7	14	92.7	17	14th
Wales	87.7	0	88.6	0	89.5	0	
<b>Key Stage 3</b>	<b>2015</b>	<b>Rank</b>	<b>2016</b>	<b>Rank</b>	<b>2017</b>	<b>Rank</b>	<b>Ave 3yr Rank</b>
Denbighshire	84.3	12	86.4	12	85.6	18	14th
Wales	83.9	0	85.9	0	87.4	0	
<b>Key Stage 4</b>	<b>2015</b>	<b>Rank</b>	<b>2016</b>	<b>Rank</b>	<b>2017</b>	<b>Rank</b>	<b>Ave 3yr Rank</b>
Denbighshire	51.9	12	56.5	14	48.3	20	15th
Wales	54.8	0	57.6	0	54.1	0	

*DCC's expected rank is 14th against FSM position in Wales*

In 2017 48.3% achieved the CSI at KS 4, 84.3% of the cohort achieved the CSI at KS 3. The reduction in the numbers achieving the CSI at key stage 4 can also be attributed to many factors including the movement of pupils in and out of the county, disengagement with learning or pupils whose first language is not English or Welsh. Significantly more pupils achieve CSI at KS3 in all special education needs (SEN) categories over the performance seen at KS2. There is a reduction in pupils with SEN who achieve CSI at KS4 compared to pupils who achieve CSI at KS3. 27 pupils achieved CSI at KS2 but did not achieve CSI at KS3 or KS4. 275 pupils achieved CSI at KS2 and KS3 but did not achieve CSI at KS4.

At the end of KS 3 every pupil will have either opted for courses that meet their educational needs, either in school or in college for part of the week. There are some pupils who receive bespoke programmes that are provided by FE colleges or through specialist provision, funded by schools or the European TRAC project. This has

resulted in Denbighshire being ranked 8<sup>th</sup> in Wales for pupils leaving school with a recognised qualification.

The findings of the review of interventions to support pupils achieve the best possible outcomes has highlighted that they have generally been successful. The dip in results in 2017 were as a result of the new GCSE examinations for Welsh, English and mathematics and specific issues in some high schools. Intervention strategies to support the objectives of the corporate plan that have been successful and are continuing to develop in secondary schools are:

- running programme of revision classes during holidays and after schools particularly for targeted pupils who are in danger of not achieving.
- the use of 'Pixel' resources that have been jointly funded by the LA, GwE and schools to support teachers and pupils with the new GCSE examinations.
- an extensive training programme provided by GwE to support teachers in the implementation of the new GCSE examinations.
- the use of TRAC and 14-19 funding to provide bespoke support for pupils who are in danger of becoming NEET (Not in employment, education or training).
- providing pupils on out of school provision with mentors who monitor and support the progress of vulnerable learners.
- schools using data tracking systems, some modelled on the very sophisticated systems developed by Ysgol Brynhyfryd.
- tracking the performance of pupils with special educational needs (SEN) and groups of pupils such as those on free school meals, transients or pupils whose first language is not English or Welsh. Appendix 1
- A remodelling of the Educated other than at School (EOTAS) provision in conjunction with secondary headteachers to ensure all young people gain employability accreditation and qualifications in Welsh or English, mathematics and science.
- GwE track the expected outcomes of pupils at KS3 and 4 on a termly basis, GwE are also developing a school performance dashboard to track and monitor pupil and school progress.

## **5. How does the decision contribute to the Corporate Priorities?**

- This report contributes to the Corporate Priority that every child achieving the expected standard at the end of primary school (Level 4, Key Stage 2) will achieve 5 GSCEs A\*-C (Level 2 Key Stage 4), including English or Welsh (1<sup>st</sup> language) and Maths, by the end of secondary school.

- Help young people to develop practical 'life skills' and behaviours that contribute to good health and well-being.
- Provide young people with effective career advice and mentoring.
- Develop greater employment opportunities for younger people.

**6. What will it cost and how will it affect other services?**

*N/A*

**7. What are the main conclusions of the Well-being Impact Assessment? The completed Well-being Impact Assessment report can be downloaded from the [website](#) and should be attached as an appendix to the report**

*A prosperous Denbighshire  
 A resilient Denbighshire  
 A healthier Denbighshire  
 A more equal Denbighshire  
 A Denbighshire of cohesive communities  
 A Denbighshire of vibrant culture and thriving Welsh language  
 A globally responsible Denbighshire*

**8. What consultations have been carried out with Scrutiny and others?**

*N/A*

**9. Chief Finance Officer Statement**

*N/A*

**10. What risks are there and is there anything we can do to reduce them?**

The LA and GwE will continue to challenge Headteachers and managers in schools to ensure that schools are taking appropriate action to improve standards.

To reduce any risks to school support and challenge in Denbighshire schools, Education Officers within the Authority monitor and assess the quality of the regional education service (GwE).

Ensuring improvement in external examination results.

Ensure continued improvement against the reduction in 14-19 Learning Pathways Grant and ESF TRAC funding.

**11. Power to make the Decision**

Scrutiny's powers with respect to reviewing performance and policy objectives is outlined in Section 7.4.2(b) of the Council's Constitution.

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