

STANDARDS - GROUPS OF LEARNERS

Boys and Girls

Foundation Phase - In 2018, the gap between girls' and boys' performance increased slightly to 8.6% (7.2% in 2017, 8.2% in 2016, 8.3% in 2015), which is similar to the gap seen nationally (8.5%). In addition, girls' performance (87.5%) and boys' performance (78.9%) surpassed national performance for the first time since 2013.

Key stage 2 - Boys' success rate increased once again, to 87.8% in the CSI, which remains above the national percentage. Girls still outperform the boys, but the gap has narrowed, from 5.9% in 2017 to 4.8%, which is below the national gap of 5.2%.

Key Stage 3 - Boys' and girls' success rates remain above the national rates, and girls still outperform the boys. The gap increased slightly, from 6.5% in 2017 to 7.0%, which is slightly below the national gap (7.1%).

Key Stage 4 - The trend remains of girls outperforming boys. The gap between girls' and boys' performance increased in the L2+, from 8.5% to 12.6% this year. The gap also increased slightly in the Capped 9 Score, from 31.5 points to 33.9.

Free School Meals (FSM)

The number of pupils across the region eligible for free school meals is still falling. In 2018, 15.5% of all statutory aged pupils in the region were eligible for free school meals, in comparison to 16.7% in 2013. This is below the national percentage of 17.4% in 2018.

Foundation Phase - Following years of an increase in the percentage of learners eligible for free school meals who attain the foundation phase indicator, a decrease of 6.2% was seen in 2018. Nevertheless, this is significantly lower than the national decrease (8.0%). Consequently, the gap seen regionally (17.3%) is below the national gap (18.2%).

Key stage 2 - Following years of an increase in the percentage of learners eligible for free school meals who achieve the core subjects indicator, a slight decrease was seen in this percentage in 2018 (-0.4%). Consequently, the attainment gap between FSM pupils and non-FSM pupils was above the national gap.

Key Stage 3 - The percentage of pupils eligible for free school meals who attained the core subjects indicator increased once again. The attainment percentage was once more above the national rate, with the attainment gap between FSM pupils and non-FSM pupils below the national gap.

Key Stage 4 - The performance of pupils eligible for free schools meals is generally below that seen nationally. While there was a decrease in the percentage of pupils not eligible for free school meals who attained the L2+ (-1.5%), the performance of pupils eligible for free school meals improved (+0.9%). This means that the gap has narrowed, from 32.5% to 30.1% in 2018. The gap in the Capped Points Score also narrowed, from 81.3 to 77.7 this year, with the gap remaining below the national average. Improving the performance of pupils eligible for free schools meals remains a priority in the region.

Looked After Children (LAC)

The number of looked-after children across the region is small, 1.0% of the statutory cohort in 2018; therefore, performance can vary significantly on the basis of an individual performance. In addition, a high % of these are on the ALN register, and this can undermine historical comparisons (40.4% on a Statement or School Action Plus, up to 57.7% if including School Action).

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In the foundation phase in 2018, there were 64 LAC. 71.9% attained the foundation phase indicator, an increase of 7.1%. In Key Stage 2, there were 73 LAC pupils and 61.6% attained the core subjects indicator, a decrease of 9.1%. In KS3, there were 74 LAC, and 71.6% attained the core subjects indicator, an increase of 5.8%. In Key Stage 4, there were 55 LAC, and 21.8% attained the L2+, which is above the 14.8% of 2017. An increase was also seen in the Capped 9 Points Score for these pupils (+18.4 points, to 266.8).

English as an additional language (EAL)

The number of pupils recorded across the region for whom English is an additional language is fairly small, 3.3% of the statutory cohort in 2018; therefore, performance can vary significantly on the basis of the performance of a small number of children.

In the foundation phase in 2018, there were 381 EAL pupils, compared to 379 in 2017 and a significant increase on the 289 in 2014. 85.6% attained the foundation phase indicator, an increase of 2.2%. In Key Stage 2, there were 187 EAL pupils, an increase on the 162 in 2017 and the 121 in 2014; 82.4% attained the core subjects indicator, a decrease of 2.8%. In Key Stage 3, there were 101 EAL pupils in comparison to 88 in 2017; 88.1% attained the core subjects indicator, an increase of 12.0%. In Key Stage 4, there were 65 EAL pupils; 12.3% attained the L2+, below the 28.3% of 2017. An increase was seen in the Capped 9 Points Score (+4.3 points, to 301.7).

Special Educational Needs - Pupils on a Statement or School Action Plus

The number of pupils on a Statement or School Action Plus represents 12.0% of the statutory cohort, and the number on a Statement, School Action Plus or School Action represents 24.7% of the statutory cohort.

The performance of children on a Statement or School Action Plus, in the main indicator, varies across stages in 2017/18. In the foundation phase, the gap has increased in the foundation phase indicator between the performance of pupils on a Statement or School Action Plus and pupils who are not. The percentage attaining the core subjects indicator in KS2 also decreased in comparison to the previous year, and the gap has increased slightly between pupils on a Statement or School Action Plus and those who are not. In KS3, the percentage of pupils on a Statement or School Action Plus who attained the core subjects indicator increased significantly, which means that the gap has now narrowed significantly. In KS4, the percentage who attained the L2+ increased slightly, and the gap has narrowed 1.3%.

Performance according to Ethnic Origin

The number of pupils from a non-White/British ethnic origin represents 7.1% of the statutory cohort in 2018.

The performance of pupils from a non-White/British ethnic origin has increased in the main indicators in each key stage, with the exception of KS4. For the first time, the performance of these pupils is better than White/British pupils in the foundation phase and in KS3, and the gap seen in KS2 is at its lowest (0.4%). In 2018, the percentage of pupils who attained the L2+ fell, and they are now performing at 3.0% below White/British pupils. Nevertheless, their Capped 9 Points Score remained consistent on 365, which is 10 points above the White/British pupil average.

Gypsy and Traveller

The number of gypsy or traveller pupils is very small across the region; 170 pupils only, which is 0.2% of the statutory cohort in 2018.

In the foundation phase in 2018, there were 19 pupils of gypsy or traveller origin, and 47.4% attained the foundation phase indicator, an increase of 3.6%. In Key Stage 2, there were 16

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pupils of gypsy or traveller origin, and 75.0% attained the core subjects indicator, an increase of 29.2%. In Key Stage 3, there were 7 pupils of gypsy or traveller origin, and 57.1% attained the core subjects indicator, a decrease of 2.9%. In Key Stage 4, there were 4 pupils of gypsy or traveller origin, and not one of them attained the L2+ (in comparison to 2017 when 1 of 2 pupils attained the L2+, and 2016 when 1 of 5 pupils attained the L2+).

More Able and Talented

In 2018, the percentage who attained outcome 6 in each core subject was above the national average.

On the higher levels [level 5+] in Key Stage 2, the percentage of pupils who succeeded in English and maths (and Welsh second language) continued to increase, but decreased slightly in Welsh and science. Regional success rates are above the national average in Welsh, mathematics and science, but below in English.

On the higher levels [level 6+] in Key Stage 3, an increase was seen in the percentage who succeeded in English and science, with a decrease in Welsh and mathematics. Nevertheless, regional performance in each core subject is above the national average.

In Key Stage 4, the percentage of pupils who attain 5A*-A continues to increase, from 14.0% in 2016, 14.9% in 2017 to 15.6% in 2018. Nevertheless, the percentage who succeed is below the national average. This continues to be a priority for improvement across the region.