

Education and Lifelong Learning Committee

SDB 19/2001

28th February, 2001

Coverage: Wales
Theme: Education and Training

PROGRESS TOWARDS MEETING THE TARGETS IN 'BEST' AND 'ETAP'

This Brief summarises the progress that schools in Wales have made against the targets contained in the White Paper, *'Building Excellent Schools Together'* (BEST) and *'An Education and Training Action Plan for Wales'* (ETAP).

The standards and the targets for the years 2000, 2002 and 2004 are set out in a table overleaf. The table also provides, against each target, the position reached in each of the years 1996 to 2000. The charts, which accompany the table, help to illustrate some of the key points that emerge.

2000 targets

- All eight separate Key Stage 2 targets were reached. Maths teacher assessment, and both teacher assessment and task/test in English and Science reached the upper value of the range. (see chart C)
- Of the eight separate Key Stage 3 targets, only the task/test in Science and English failed to reach the required range. Both teacher assessment and task/test in Welsh reached the upper value of the range. (see chart D)

2002 targets

- Progress is being made towards each target except that of reducing the gap between the performance of boys and girls. Fuller details are given in the Statistical Brief *Examination Data: Gender Analysis* (SDB 10/2001).
- There has been a constant increase in the percentage of lessons assessed by Estyn as having at least satisfactory standard of teaching, reaching 94% in 1999/2000. The percentage of secondary school lessons assessed as good or very good was again above the 50% target in 1999/2000. (see chart A)
- Considerable progress has been made in reducing infant class sizes, falling from 30% of pupils in reception and KS1 classes of over 30 in 1998 to 9% in 2000. (see chart B)
- At Key Stage 2, the 2002 target range has been reached in English and in Maths and Science teacher assessments, and has been exceeded in Science task/test. (see chart C)
- At Key Stage 3, the 2002 target range has been reached in Welsh. (see chart D)
- The percentage of 15 year old pupils achieving A* to C GCSE passes in core subjects has only risen slightly from 32% in 1996 to 36% in 2000, compared to the 2002 target of 50%. (see chart E)
- The number of maintained secondary schools with less than 25 per cent of its pupils achieving 5 or more A*-C or equivalent has fallen from 27 in 1996 to 10 in 2000, the target for 2002 being zero. (see chart J)



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The targets in 'BEST' and 'ETAP'

Age groups	Standard	Target	by year	Progress to date :					
				1996	1997	1998	1999	2000	
Classes : Teaching and learning	Classes, inspected by Estyn, of at least								
	(i) satisfactory standard: primary secondary	95% or better	2002	80% 88%	85% 90%	90% 92%	92% 93%	94% 94%	See also chart A
	(ii) good or very good primary secondary	50% or better	2002	38% 45%	40% 50%	44% 55%	47% 53%	48% 56%	See also chart A
5 - 7 year olds	Pupils in classes containing more than 30 pupils ⁽¹⁾	0%	2002	n/a	n/a	30%	15%	9%	See also chart B
Attainments :									
11 year olds (Key Stage 2)	- attaining at least level 4 in the separate subjects of English, Welsh (1 st language), maths and science	60%-70%	2000)					
		70%-80%	2002)	See Chart C				
		80%-85%	2004)					
14 year olds (Key Stage 3)	- attaining at least level 5 in the separate subjects of English, Welsh (1 st language) maths and science	60%-70%	2000)					
		70%-80%	2002)	See Chart D				
		80%-85%	2004)					
15 year olds (Key Stage 4)	- gaining GCSE grades A*-C in each of English or Welsh, maths and science in combination (the Core Subject Indicator)	50%	2002	32%	34%	34%	36%	36%	See also chart E
		- gaining at least 5 GCSE grades A*-C or vocational equivalent	54% 58%	2002 2004	42% See also chart F	44%	46%	48%	49%
	- gaining at least 5 GCSE grades A*-G or vocational equivalent	91% 95%	2002 2004	79% See also chart G	80%	82%	83%	85%	
	- number of pupils leaving full-time education without a recognised qualification ⁽²⁾	15% lower than in 1999 25% lower than in 1999	2002 2004	n/a See also chart H	n/a	n/a	n/a	1,320	1,226
Boys and girls	- reduce boys under-achievement against girls	cut by 50% compared with 1996	2002	See the Statistical Brief SDB 10/2001, also chart I for indicator for 15 year olds					
Maintained secondary schools	- schools with fewer than 25% of 15 year old pupils with 5 or more GCSEs A*-C or equivalent	zero	2002	27	24	12	13	10	See also chart J
Absenteeism : Boys and girls	- reduction in absenteeism in schools ⁽³⁾	to below 8%	2002	11.0%	10.2%	10.4%	10.6%	10.1%	See also chart K, and the Statistical Brief SDB15/2001

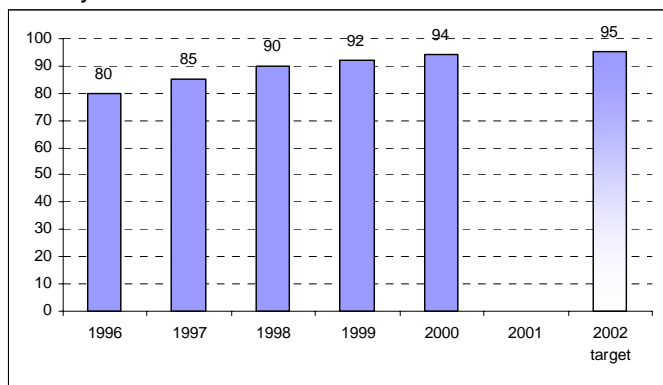
(1) Figures relate to pupils in Reception/Key Stage 1 classes of over 30, at January

(2) This target has been re-based due to an absence of data for 1996

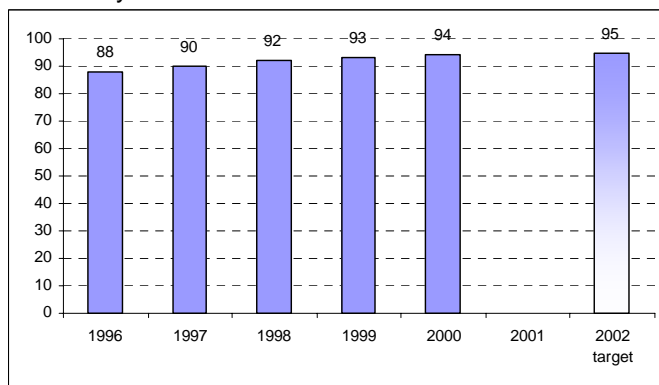
(3) Figures relate to the proportion of half day sessions missed by pupils of compulsory school age.

Chart A: Classes inspected by Estyn, of at least satisfactory standard

Primary schools

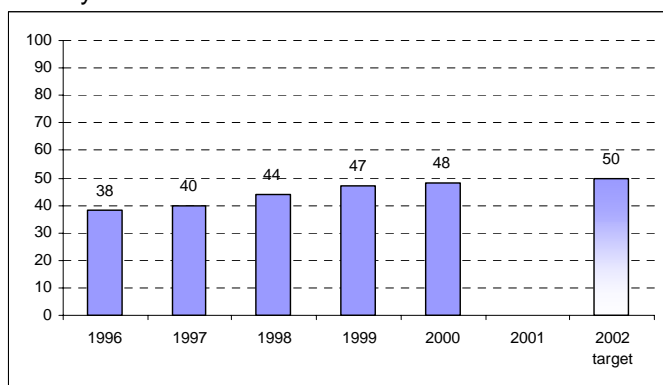


Secondary schools



Classes inspected by Estyn, of at least good or very good standard

Primary schools



Secondary schools

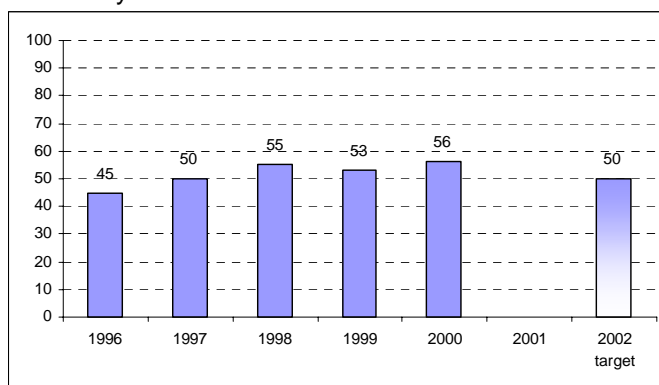


Chart B: Pupils in Reception classes and Key Stage 1 classes containing more than 30 pupils, at January

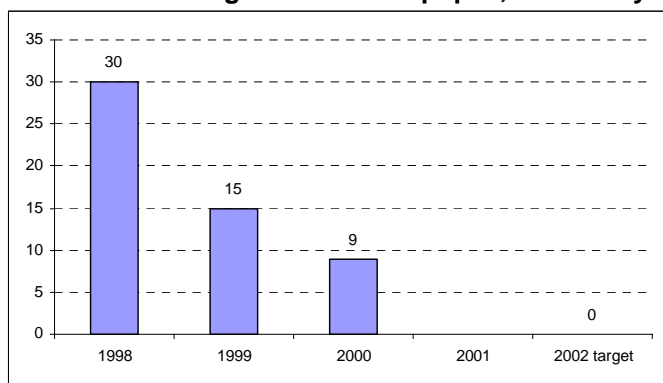
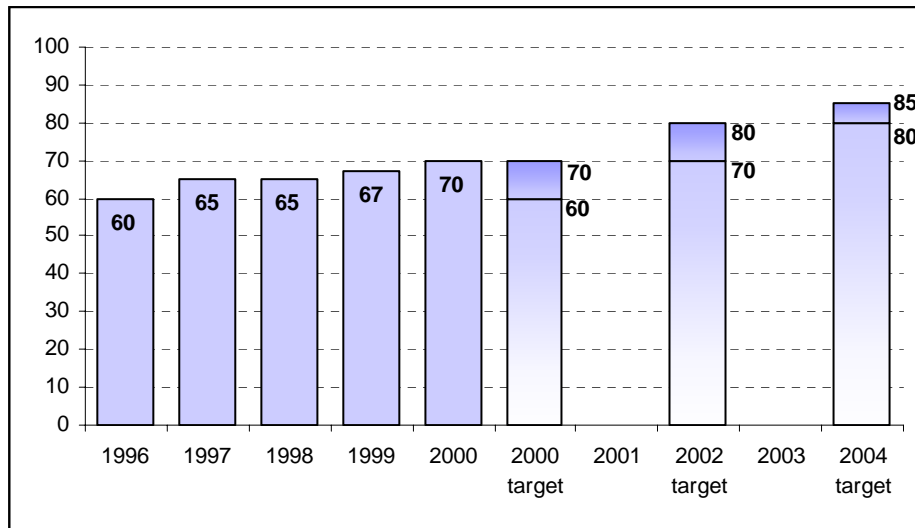
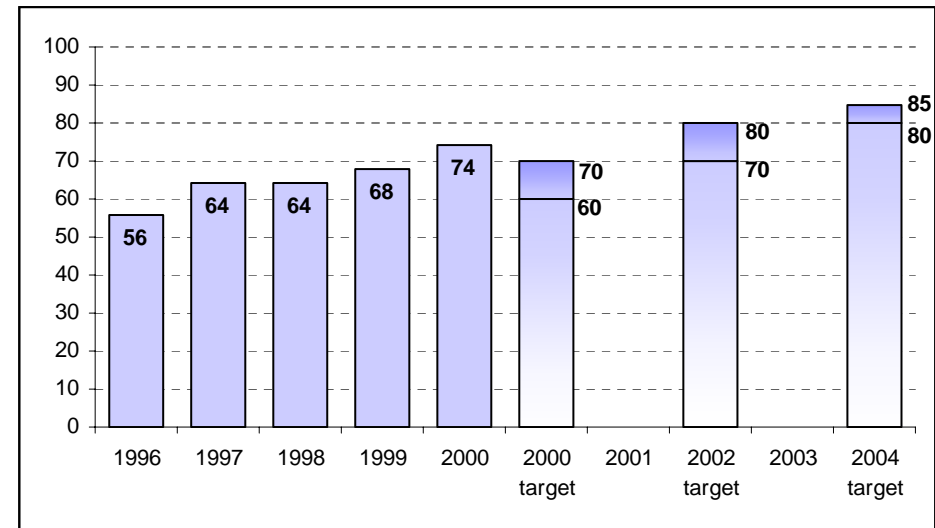


Chart C: Key Stage 2

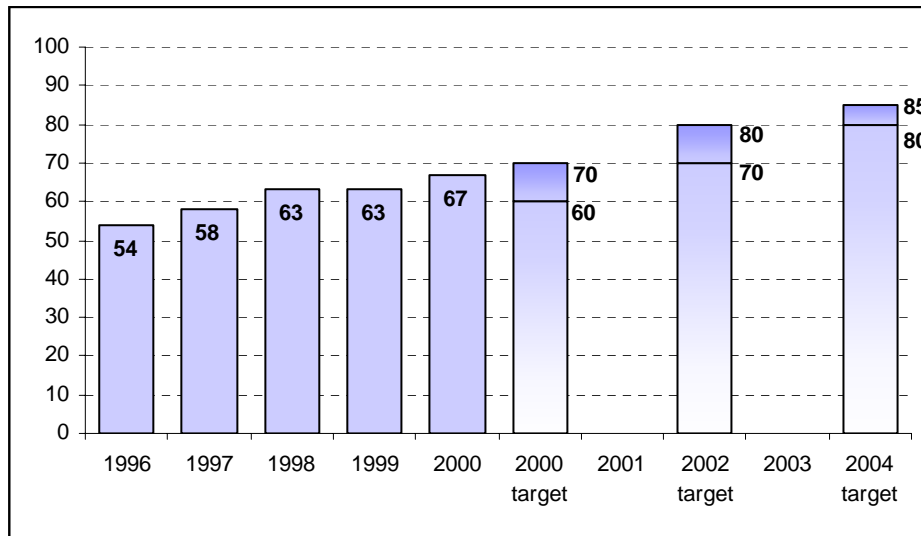
Percentage of pupils attaining level 4 or above in English teacher assessment



Percentage of pupils attaining level 4 or above in English task/test



Percentage of pupils attaining level 4 or above in Welsh (first language) teacher assessment



Percentage of pupils attaining level 4 or above in Welsh (first language) task/test

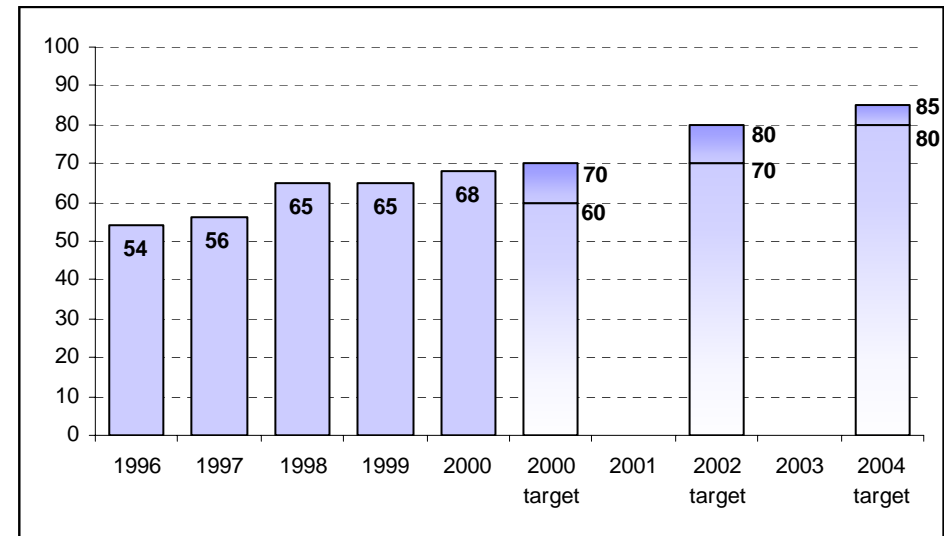
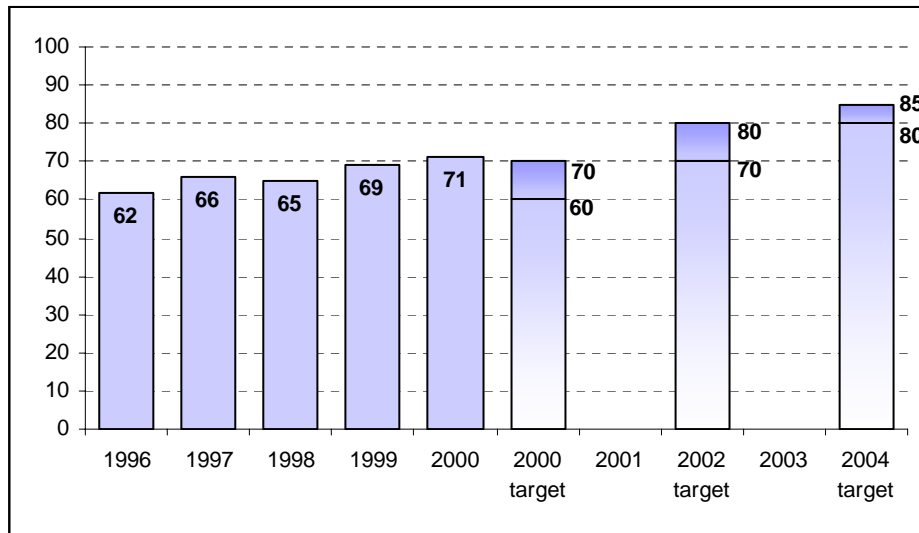
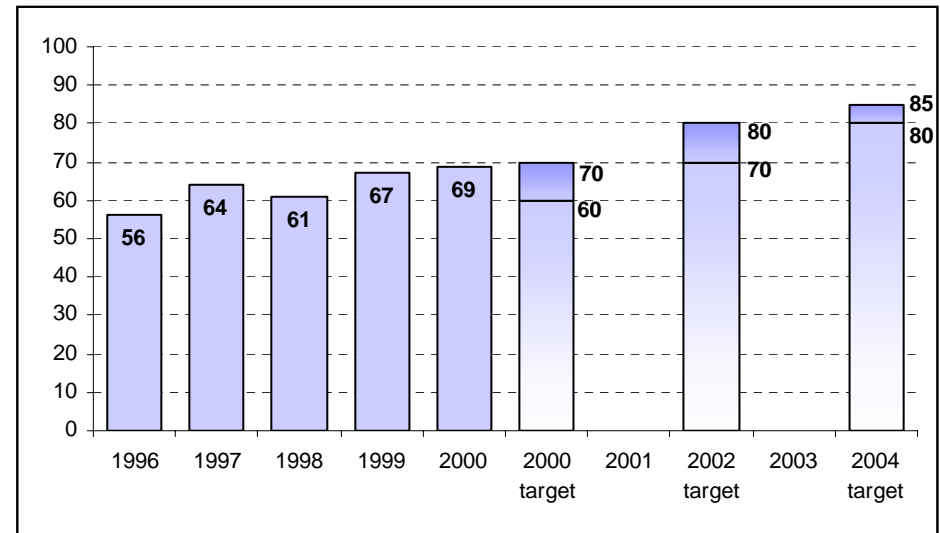


Chart C continued: Key Stage 2

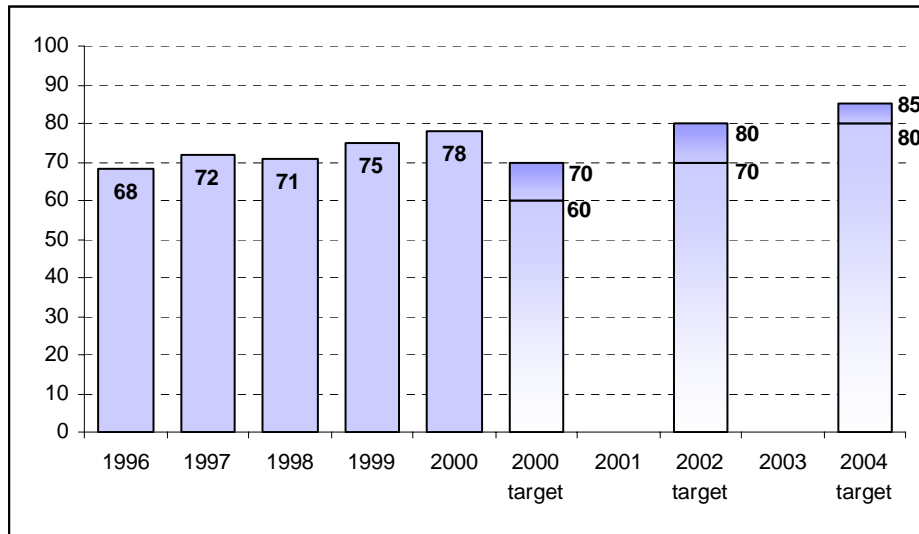
Percentage of pupils attaining level 4 or above in Maths teacher assessment



Percentage of pupils attaining level 4 or above in Maths task/test



Percentage of pupils attaining level 4 or above in Science teacher assessment



Percentage of pupils attaining level 4 or above in Science task/test

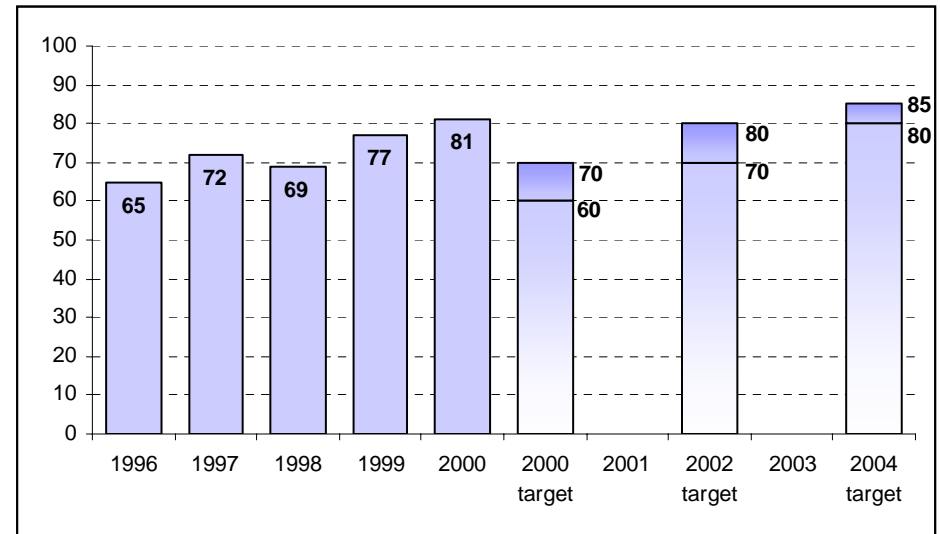
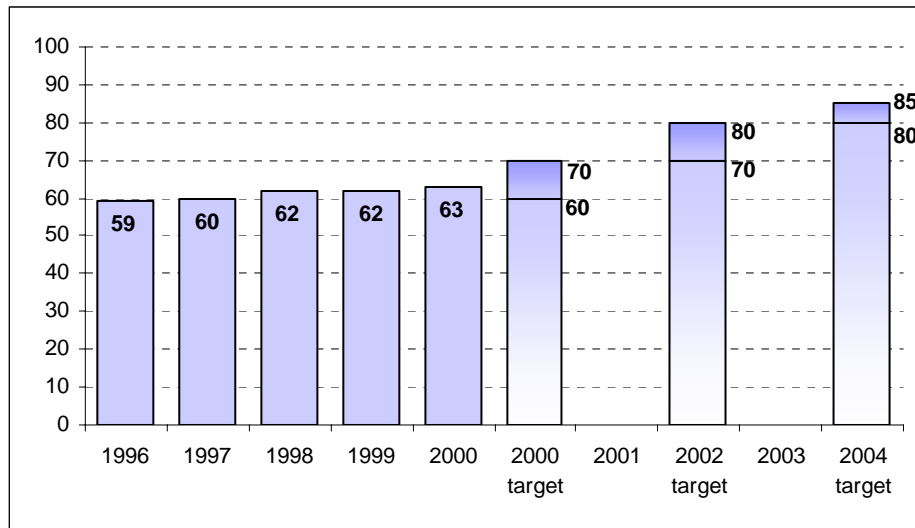
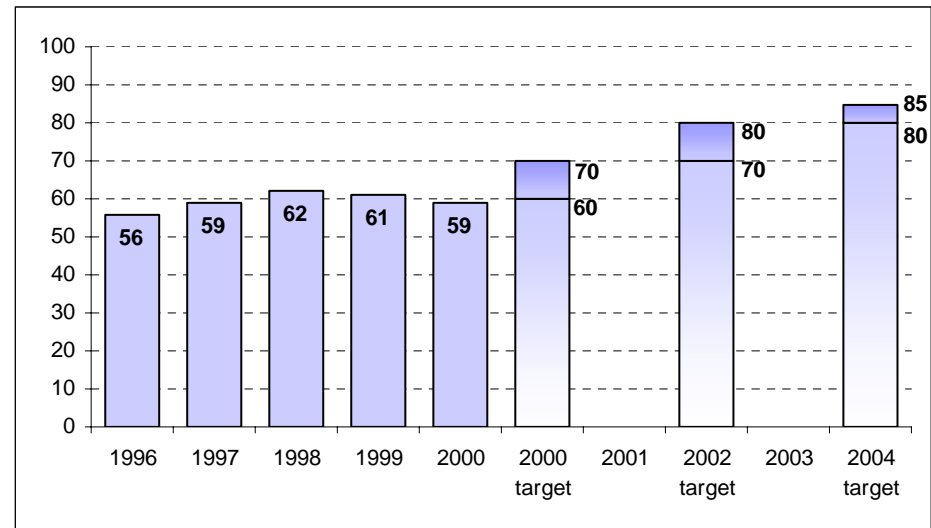


Chart D: Key Stage 3

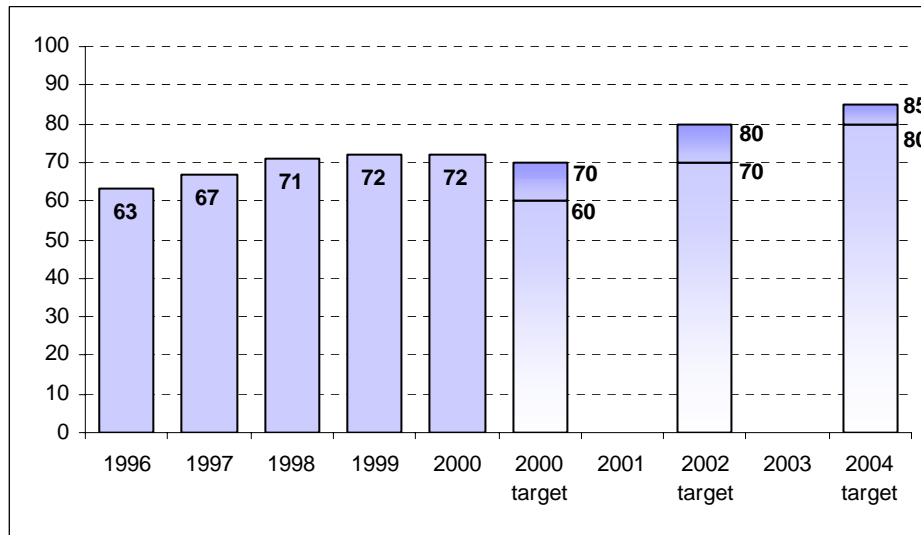
Percentage of pupils attaining level 5 or above in English teacher assessment



Percentage of pupils attaining level 5 or above in English task/test



Percentage of pupils attaining level 5 or above in Welsh (first language) teacher assessment



Percentage of pupils attaining level 5 or above in Welsh (first language) task/test

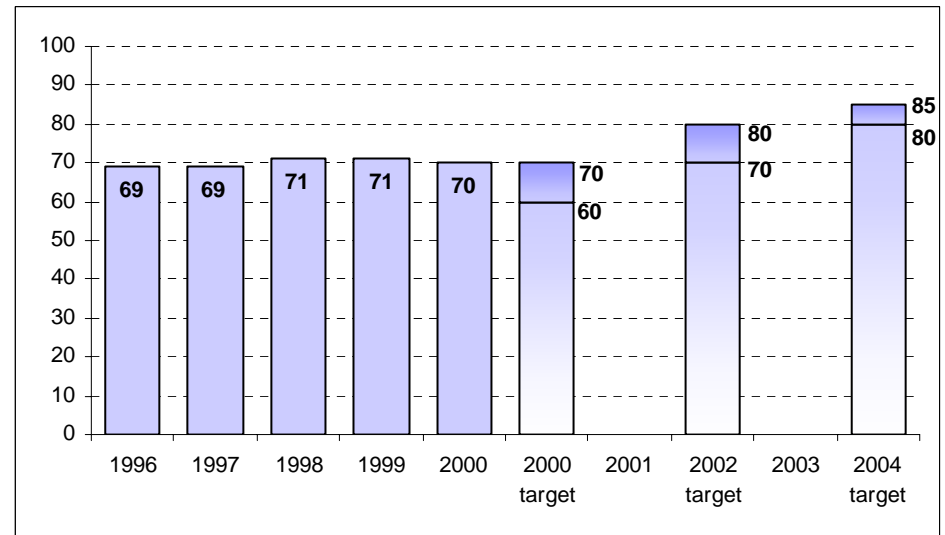
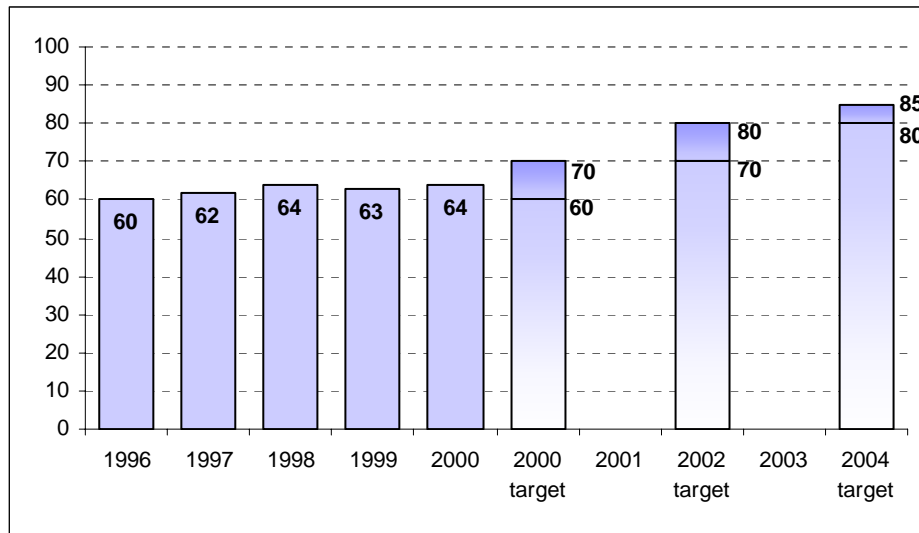
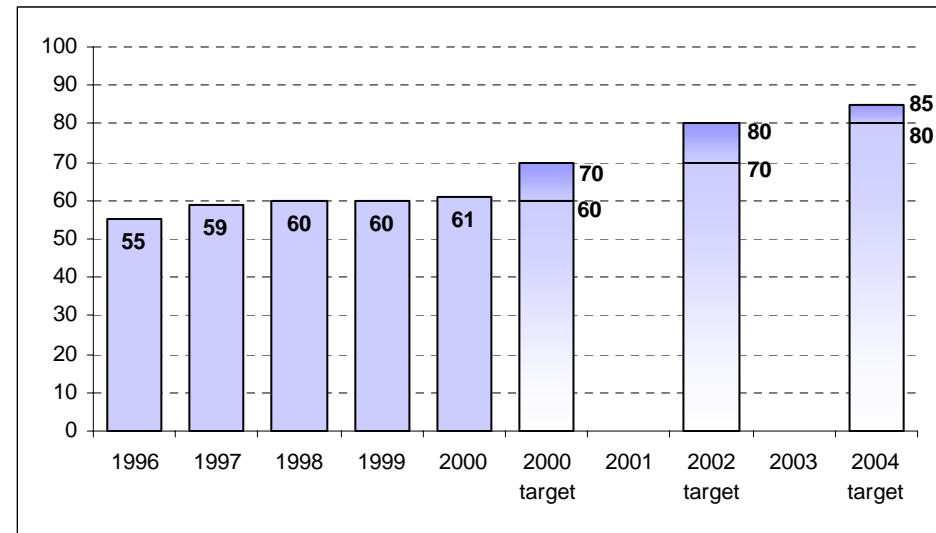


Chart D continued: Key Stage 3

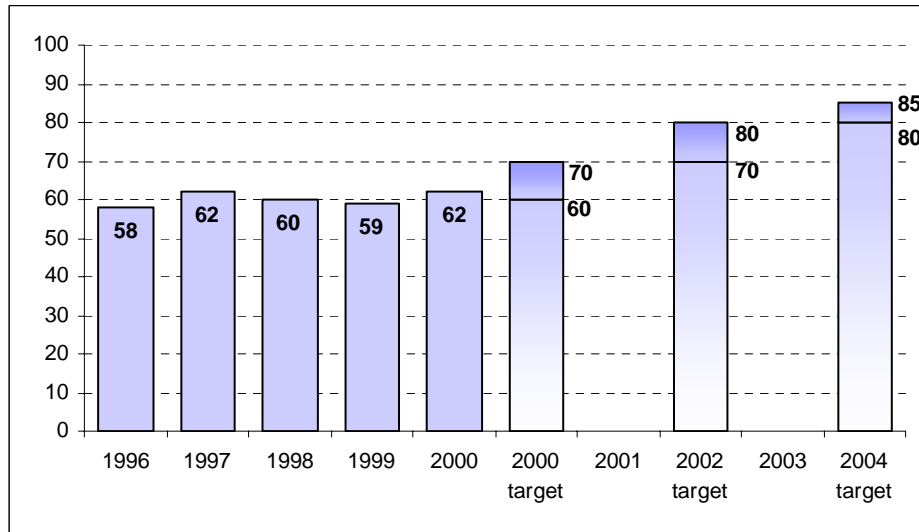
Percentage of pupils attaining level 5 or above in Maths teacher assessment



Percentage of pupils attaining level 5 or above in Maths task/test



Percentage of pupils attaining level 5 or above in Science teacher assessment



Percentage of pupils attaining level 5 or above in Science task/test

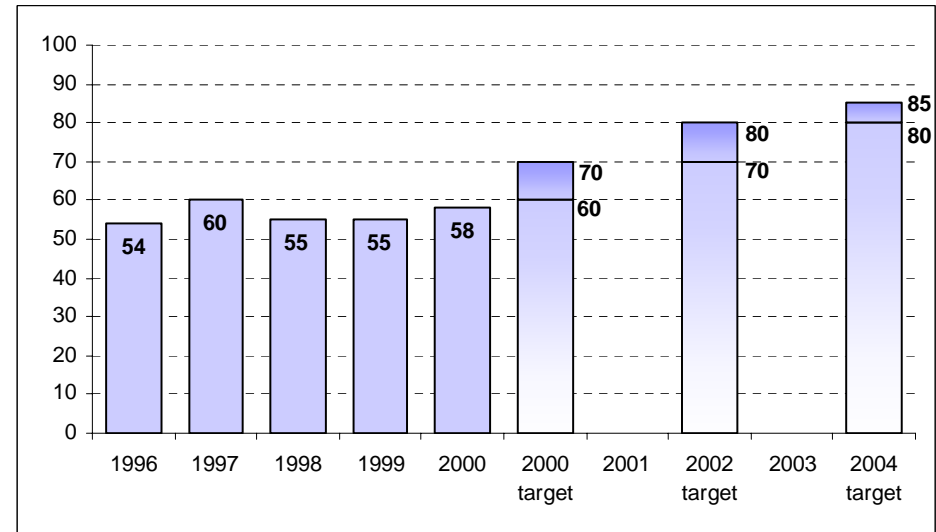


Chart E: Percentage of 15 year old pupils achieving A* to C GCSE passes in core subjects ^(a)

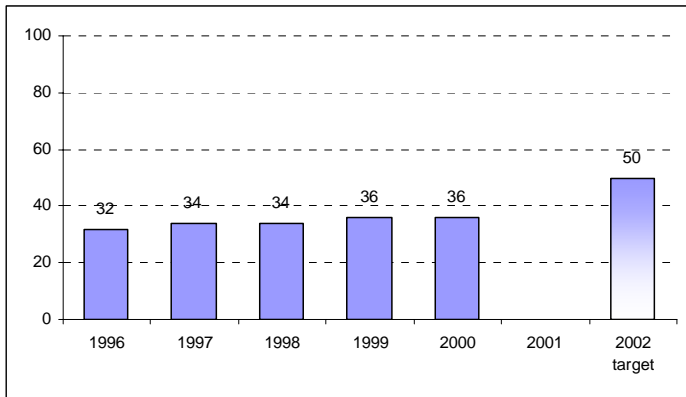


Chart F: Percentage of 15 year old pupils achieving 5 or more GCSE grades A* to C or vocational equivalent ^(b)

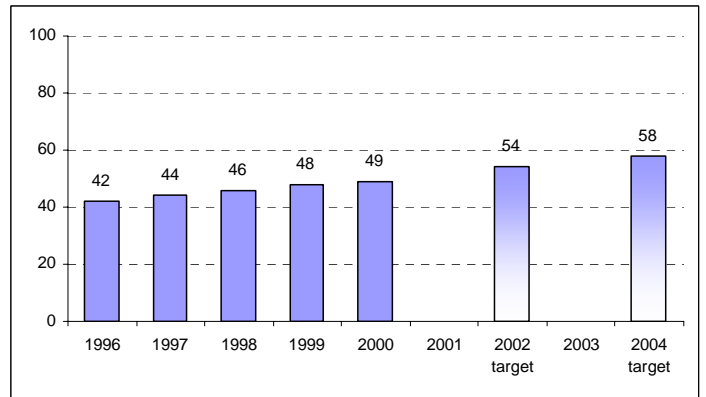


Chart G: Percentage of 15 year old pupils achieving 5 or more GCSE grades A* to G or vocational equivalent ^(b)

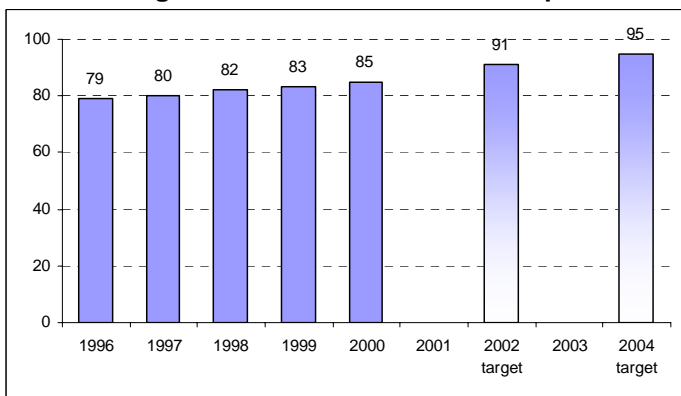


Chart H: Number of 15 year old pupils leaving full-time education without a recognised qualification

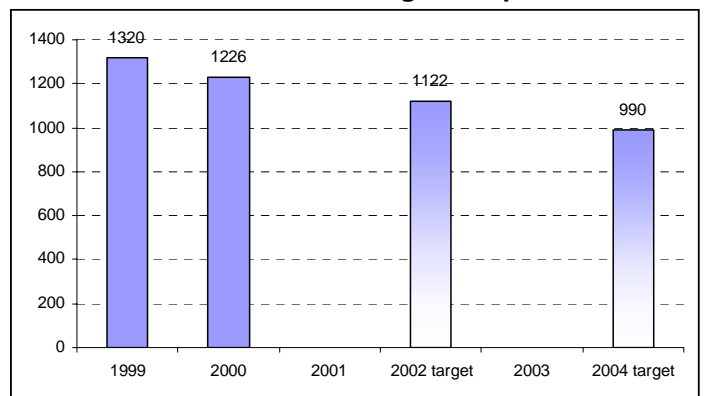


Chart I: Percentage gap between boys and girls: Percentage of 15 year old pupils achieving 5 or more GCSE grades A* to C or vocational equivalent ^(b)

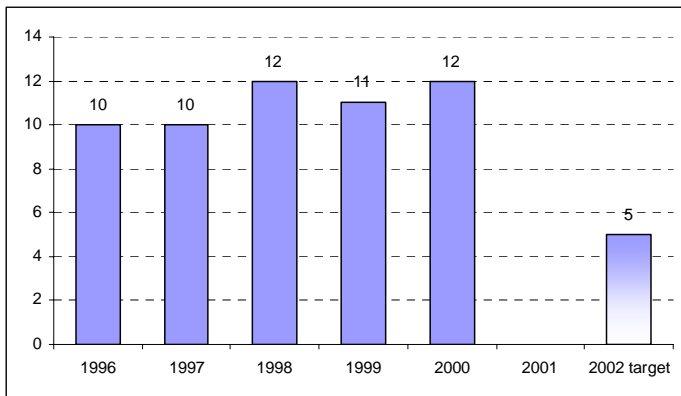


Chart J: Number of maintained secondary schools with less than 25 per cent of its pupils achieving 5 or more GCSE grades A* to C or vocational equivalent

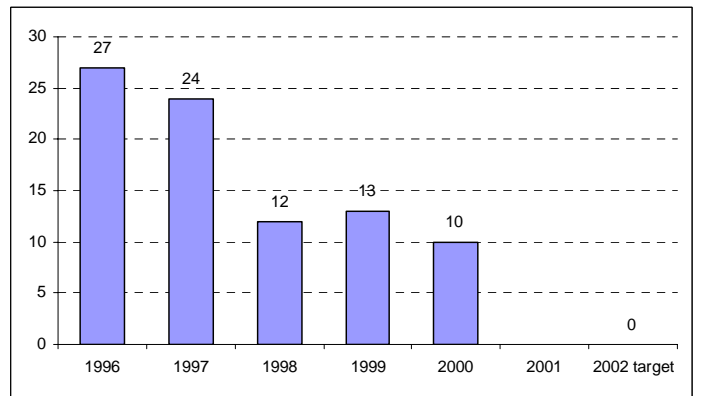
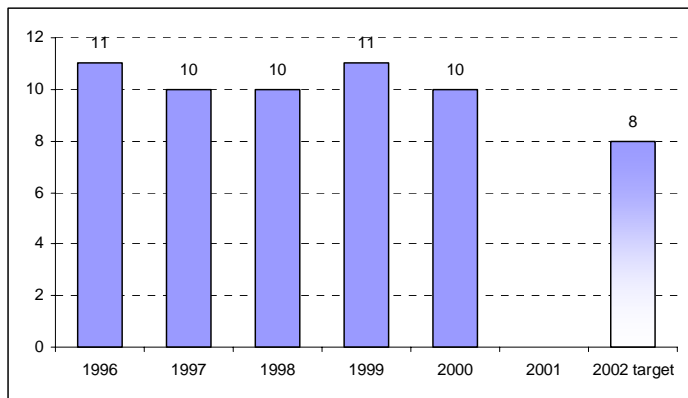


Chart K: Percentage of half day sessions missed by pupils of compulsory secondary school age due to absence ^(c)

(a) Mathematics, Science and either English or Welsh (first language).
 (b) Figures for 1996 exclude equivalent vocational qualifications.
 (c) Authorised and unauthorised absence.



- (a) Mathematics, Science and either English or Welsh (first language).
- (b) Figures for 1996 exclude equivalent vocational qualifications.
- (c) Authorised and unauthorised absence.

LEA Summary

	Percentage of Reception/Key Stage 1 pupils in classes containing more than 30 pupils ⁽¹⁾	Core Subject Indicator at Key Stage 4	Percentage of 15 year olds achieving 5 or more GCSE grade A*-C or equivalent	Percentage of 15 year olds achieving 5 or more GCSE grade A*-G or equivalent	Percentage of 15 year old pupils leaving full-time education without a recognised qualification	Number of schools with fewer than 25% of 15 year old pupils with 5 or more GCSEs grade A*-C or equivalent	Percentage of sessions missed due to absenteeism by pupils of compulsory secondary school age
Isle of Anglesey	6	38	49	87	2	-	9
Gwynedd	10	41	56	89	1	-	8
Conwy	13	38	55	91	2	-	10
Denbighshire	14	36	48	84	2	-	9
Flintshire	12	33	50	90	2	-	9
Wrexham	6	32	44	83	3	-	10
Powys	4	40	55	87	4	-	9
Ceredigion	3	45	60	89	1	-	9
Pembrokeshire	4	40	52	90	2	-	9
Carmarthenshire	5	39	52	85	2	-	10
Swansea	5	38	51	82	5	3	11
Neath Port Talbot	9	35	49	83	2	-	10
Bridgend	18	35	46	79	5	-	10
the Vale of Glamorgan	9	43	58	90	2	-	10
Cardiff	7	33	45	81	7	4	12
Rhondda, Cynon, Taff	13	33	45	84	4	-	11
Merthyr Tydfil	1	28	41	77	10	-	10
Caerphilly	14	29	40	83	4	1	12
Blaenau Gwent	14	25	36	78	5	1	12
Torfaen	11	33	45	87	1	-	10
Monmouthshire	6	42	54	88	1	-	9
Newport	6	33	42	85	6	1	10
Wales	9	36	49	85	4	10	10
England	N/A	N/A	49	89	N/A	N/A	7

(1) January 2000 figures