

National Deaf Children Society Cymru note on Welsh Government figures on educational attainment data in 2019 (Wales)

Introduction

This note is based on figures obtained by the Welsh Government through PLASC (Pupil Level Annual School Census). It shows the attainment of deaf pupils in Wales between 2017 and 2019 and covers from Foundation Phase through to Key Stage 4.

The National Deaf Children's Society Cymru is concerned to see a widening of the attainment gap at two out of the four key stages. Whilst the gap has narrowed at Key Stage 4, the gap at both Key Stage 3 and Foundation phase have widened.

Worryingly, the attainment gap at Foundation phase is the highest since its introduction in 2012. The relative gap between deaf children and their peers now stands at 20.8% at this stage. These figures demonstrate the importance of ensuring the implementation of the Additional Learning Needs and Education Tribunal (Wales) Act in September 2021 takes account of the needs of deaf learners in the early years.

It is disappointing that so many deaf learners are not reaching their full potential at key educational milestones. Deafness is not a learning difficulty and, with appropriate support, deaf learners should achieve on a par with their hearing peers.

Background

Figures for deaf children cover those where hearing impairment is the only type of ALN. These figures are compared to the attainment levels of learners who have no registered ALN.

The absolute gap refers to the simple difference between results for deaf children and hearing children. The relative gap shows how much less likely it is that deaf children will achieve the same attainment level as their hearing peers.



The attainment gaps are calculated from data provided by the Welsh Government Statistics Branch on the National Deaf Children's Society Cymru's request. These statistics are not directly comparable with attainment data published by the National Deaf Children's Society for England, which covers a different cohort of learners.

Key Stage 4

- The attainment gap at GCSE level narrowed in 2019
- In 2019, deaf learners were 10.7% less likely to achieve A*-C grades in the core subjects of English/Welsh language and Maths in combination than their hearing peers.

	Deaf Children					Children without SEN					Absolute Gap in CSI	Relative Gap in CSI	Absolute Gap in Level 2 inc	Relative Gap in Level 2 inc
	Number of pupils	% achieving Core Subject Indicator	Number of deaf children attaining CSI	% achieving Level 2 inc	Number of deaf children attaining Level 2 inc	Number of pupils	% achieving Core Subject Indicator	Number of Children without ALN attaining CSI	% achieving Level 2 inc	Number of Children without ALN attaining Level 2 inc	Percentage Points	%	Percentage Points	%
2019	109	54.1	59	59.6	65	23,184	60.6	14,045	66.3	15,379	6.5	10.7	6.7	10.1
2018	111	55.9	62	56.8	63	22,639	64.9	14,703	67.8	15,349	9.1	14.0	11.0	16.3
2017	115	47.8	55	51.3	59	23,518	64.8	15,248	66.6	15,671	17.0	26.2	15.3	23.0
Three year average											10.9	17.2	11.1	16.6

The Core Subject Indicator (CSI) previously represented the percentage of pupils achieving the expected level or above in English or Welsh (first language), Mathematics and Science in combination. In 2017, the Key Stage 4 CSI changed so that only the new



specifications for GCSE English Language, GCSE Welsh Language and GCSE Mathematics/ Mathematics-Numeracy counted towards the literacy and maths elements of the Core Subject Indicator (CSI) measure.

The other indicator used is the “Level 2 including a GCSE grade A*-C in English or Welsh First Language and Mathematics.” This represents qualifications equivalent to 5 GCSEs at grade A*-C, including a GCSE grade A*-C in English or Welsh first language and Mathematics.

Key Stage 3

- The attainment gap at level 3 has been widening over the past few years, with the relative gap between deaf children and their peers currently standing at 10.3%

	Deaf Children			Children without ALN			Absolute Gap	Relative Gap
	Number of pupils	% achieving Core Subject Indicator	Number of deaf children attaining CSI	Number of pupils	% achieving Core Subject Indicator	Number Children without ALN attaining CSI	Percentage Points	%
2019	121	86.0	104	24,250	95.8	23225	9.8	10.3
2018	149	89.9	134	23,299	97.1	22,623	7.2	7.4
2017	125	94.4	118	23,087	96.8	22,337	2.4	2.4
Three year average							6.4	6.6

The Core Subject Indicator (CSI) represents the percentage of pupils achieving the expected level or above in English or Welsh (First Language), Mathematics and Science in combination. The expected level of the majority of pupils is level 5 at Key Stage 3.

Key Stage 2

- The attainment gap at Key stage 2 has remained similar over the past three years and is notably narrower than when records began. Nevertheless, it is disappointing that a gap exists.

	Deaf Children			No ALN Children			Absolute Gap	Relative Gap
	Number of pupils	% achieving Core Subject Indicator	Number of deaf children attaining CSI	Number of pupils	% achieving Core Subject Indicator	Number Children without ALN attaining CSI	Percentage Points	%
2019	120	90.8	109	26,710	98.0	26,179	7.2	7.3
2018	141	91.5	129	25,350	98.6	24,989	7.1	7.2
2017	132	91.7	121	24,438	98.6	24,092	6.9	7.0
Three year average							7.0	7.1

The Core Subject Indicator (CSI) represents the percentage of pupils achieving the expected level or above in English or Welsh (first language), Mathematics and Science in combination. The expected level of the majority of pupils is level 4 at Key Stage 2.

Foundation Phase

- The three year average relative gap stands at the highest since the introduction of the Foundation Phase.
- The percentage of deaf children achieving FPI is at its lowest since records started in 2012. This is the same for children without ALN.

	Deaf Children			Children without ALN			Absolute Gap	Relative Gap
	Number of pupils	% achieving Foundation Phase Indicator	Number of deaf children attaining FPI	Number of pupils	% achieving Foundation Phase Indicator	Number Of Children without ALN attaining FPI	Percentage Points	%
2019	129	72.9	94	27,107	91.9	24,937	19.1	20.8
2018	119	75.6	90	27,270	94.0	25,638	18.4	19.6
2017	129	86.8	112	26,850	96.7	25,977	9.9	10.3
Three year average							13.5	14.7

The Foundation Phase Indicator (FPI) represents the percentage of pupils achieving the expected outcome or above in Language, literacy and communication skills” (in English (LCE) or Welsh (LCW)), “Personal and social development, well-being and cultural



diversity” (PSD) and “Mathematical development” (MDT) in combination. The expected outcome of the majority of pupils is outcome 5 at the end of the Foundation Phase.