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| TITLE OF COMMITTEE | Services Scrutiny Committee |
| DATE OF MEETING | 10 April 2014 |
| TITLE OF ITEM | Annual Report by the Education Service on the Authority's schools performance for 2012/2013 |
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Presentation

1. Introduction

The principal purpose of the report is to present information so as to enable you as members of the Services Scrutiny Committee to scrutinize end of key stage results of the school year 2012/2013. Within this context, it must be borne in mind that Estyn Framework for reviewing LEA's places an expectation on us, as part of the self-evaluation process, to be able to answer the kind of questions that are listed below:

- How does the LEA perform against the benchmarks set by the Welsh Government for KS3 and KS4?
- How does the LEA's performance compare with the remaining LEA's in Wales?
- Is the performance in the core subjects similar?
- At what key stage do schools perform best? In what aspects is there room for improvement?
- Are there schools who appear to be under-performing?
- What information do we obtain from the recent categorization arrangements?

I hope that the report will assist you in your conclusion on the pupils' performance quality and that you can familiarize yourselves with one of our main developments within our Work Programme.

2. Observations on performance

Table 1 indicates the % of statutory school age pupils who are entitled to receive free school meals in Gwynedd over the last five years in comparison with Wales and individual authorities.

Table 1: % pupils of statutory school age entitled to free school meals [FSM]

| | 2009 | 2010 | 2011 | 2012 | 2013 |
|------------------------------------|-------|-------|-------|-------|-------|
| Gwynedd | 12.6% | 13.2% | 14.2% | 13.7% | 13.7% |
| Wales | 17.8% | 18.9% | 19.7% | 19.3% | 19.5% |
| Position (<i>I=lowest</i>)* | 5 | 5 | 5 | 5 | 5 |

This position denotes Gwynedd's placement in comparison with Wales LEA's, with the lowest position denoting the lowest percentage of 5-15 year old pupils receiving FSM. The table suggests, if it is accepted that right to free school

meals is an appropriate indicator of deprivation, that Gwynedd's performance should be amongst the five highest of Wales LEA's i.e. equal or above the free school meals position.

3. The Foundation Phase and Key Stage 2

Table 2 indicates the percentage of pupils who achieved the Foundation Phase Indicator (FPI)* in 2012 and 2013 and the Core Subjects Indicator (CSI) for the previous years, as well as the percentage of pupils who have achieved the CSI at the end of Key

Stage 2 (KS2)** over the same period. The position of Gwynedd's performance in comparison with the remaining Wales LEA's is also shown

Table 2: % of pupils achieving the Foundation Phase Indicator (FPI) in 2012 and the Core Subjects Indicator (CSI) for the previous years

| | KS1 | | | FP* | | KS2** | | | | |
|--------------------------|--------|-------|--------|--------|---------|-------|--------|--------|--------|--------|
| | 2009 | 2010 | 2011 | 2012 | 2013 | 2009 | 2010 | 2011 | 2012 | 2013 |
| Gwynedd | 84.2% | 84.9% | 88.0% | 83.0% | 82.8% | 81.3% | 83.2% | 82.8% | 86.2% | 86.6% |
| Wales | 81.1% | 81.6% | 82.7% | 80.5% | 83.0% | 77.0% | 78.2% | 80% | 82.6% | 84.3% |
| Position (1=best) | 5 (-1) | 5 (0) | 3 (+2) | 8 (-3) | 13 (-8) | 4 (0) | 2 (+3) | 3 (+2) | 3 (+2) | 6 (-1) |

* The Foundation Phase Indicator was introduced in 2012 as pupils from that year reached the end of the Foundation Phase at seven years of age for the first time. The indicator shows the percentage of pupils who achieve the expected outcome in Personal and Social Development, Well-being and Cultural Diversity; Language, Literacy and Communication Skills; and Mathematical Development, together.

** The KS2 Core Subjects Indicator indicates the percentage of pupils achieving at least Level 4 in Language, Mathematics and Science at the end of Year 6, namely the expected outcome.

The LEA's performance in the Foundation Phase Indicator is very close to the corresponding figure for 2012 and places the LEA in 13th position amongst all Wales LEA's. In the other indicators, the LEA's performance is as follows; *Indicator 5+ Language, Literacy and Communication in Welsh* 86.9% [position 10 nationally]. However, it should be borne in mind that the county occupies a low position as regards Welsh as a very high percentage of Gwynedd pupils are assessed in Welsh in comparison with other LEA's; *Outcome 5+ Mathematical Development* 87.0% [position 6 nationally] and *Outcome 5+ Personal, Social Development, Well-being and Cultural Diversity* 94.2% [9th position nationally]. Performance at L6+ across the indicators out-performs the national average.

At KS2, CSI performance in 2013 slightly exceeds the equivalent figure for 2012 and places Gwynedd in 6th position from amongst all Wales LEA's. The table also indicates the difference between the CSI position and that of free meals. Focus will be required on maintaining the improvements that have occurred at individual schools and to continue to challenge the small minority of schools where it is deemed that there is under-performance or performance within the comfort zone.

The table below (Table 3) indicates end of KS2 performance in the core subjects, namely Welsh, English, Mathematics and Science, as well as equivalent performance for Wales.

Table 3: % of pupils achieving the expected levels and higher levels at the end of KS2 together with corresponding performance for Wales.

| | 2009 | | 2010 | | 2011 | | 2012 | | 2013 | |
|--------------------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|
| | Gwynedd | Wales | Gwynedd | Wales | Gwynedd | Wales | Gwynedd | Wales | Gwynedd | Wales |
| Welsh L4+ | 81.9% | 79.8% | 83.8% | 81.0% | 82.7% | 82.0% | 84.0% | 83.9% | 87.0% | 86.7% |
| Welsh L5+ | 26.7% | 23.9% | 28.0% | 24.4% | 30.3% | 25.8% | 28.8% | 26.6% | 31.8% | 30.4% |
| English L4+ | 84.5% | 80.9% | 86.6% | 81.9% | 85.8% | 83.3% | 86.6% | 85.1% | 88.4% | 87.1% |
| English L5+ | 29.2% | 27.9% | 32.7% | 28.9% | 34.5% | 30.5% | 33.0% | 32.9% | 34.9% | 35.7% |
| Maths L4+ | 84.4% | 82.4% | 86.3% | 83.2% | 85.5% | 84.8% | 88.8% | 86.7% | 88.8% | 87.5% |
| Maths L5+ | 32.2% | 29.3% | 31.5% | 29.2% | 34.4% | 31.1% | 33.9% | 32.8% | 36.4% | 35.6% |
| Science L4+ | 87.8 | 86.4% | 90.0% | 86.4% | 88.4% | 87.1% | 91.6% | 88.5% | 91.6% | 89.7% |
| Science L5+ | 31.1% | 30.6% | 32.1% | 30.1% | 34.5% | 30.9% | 33.6% | 33.0% | 35.0% | 36.1% |

Performance across the core subjects very closely corresponds to what was observed in 2012 with an improvement in performance at L4+ English [88.4% : +1.8%] and Welsh [87.0% : +3.0%] and at L5+ in Mathematics [36.4% : +2.5%] and Science [35.3% : +1.4%]. Despite the improvements and high level of the percentages who achieve, performance needs to continue to be challenged throughout the schools and specifically so in the small minority of schools deemed to be under-performing or performing within the comfort zone.

4. Key Stage 3

At KS3, performance in the CSI has outperformed the expected benchmark for Wales over the past four years [Table 4] and exceeds the national figure for the past five years [Table 5]. Gwynedd's position has also been higher than the FSM position over the period [Table 5]. In 2013, an improvement has again occurred in the % achieving the CSI. In 2012 and 2013, Gwynedd has been the best performer of all LEA's in Wales and the figure for 2013 of 7.4% exceeds the Welsh Assembly Government's benchmark for 2012.

Table 4: Performance against Welsh Assembly Government benchmarks :

| | CSI Key Stage 3 [KS3] | | | | |
|--------------|-----------------------|-------|-------|-------|--------|
| | 2009 | 2010 | 2011 | 2012 | 2013 |
| Gwynedd | 70.0% | 73.0% | 77.0% | 84.0% | *86.0% |
| Benchmark ** | 67.0% | 69.0% | 74.0% | 78.0% | 82.0% |
| Difference | +3 | +4 | +3 | +6 | +4 |

*Note that there is an oversight for Gwynedd CSI in the Statistical Bulletin compared to what is published in the Core Data Set

** expected performance modelled on basis of FSM adjustment

Table 5 : % pupils who achieve CSI at KS3 :

| | Key Stage 3 [KS3] | | | | |
|-------------------|-------------------|-------|-------|-------|-------|
| | 2009 | 2010 | 2011 | 2012 | 2013 |
| Gwynedd | 69.1% | 72.6% | 76.3% | 83.0% | 85.4% |
| Wales | 61.3% | 63.7% | 68.0% | 72.5% | 77.0% |
| Position (1=best) | 3 | 2 | 3 | 1 | 1 |

Table 6 : % of pupils achieving the expected levels and higher levels at the end of KS3 together with equivalent performance for Wales.

| | 2009 | | 2010 | | 2011 | | 2012 | | 2013 | |
|-------------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|
| | Gwynedd | Wales | Gwynedd | Wales | Gwynedd | Wales | Gwynedd | Wales | Gwynedd | Wales |
| Welsh L5+ | 78.1% | 75.1% | 76.7% | 76.8% | 83.0% | 81.3% | 86.3% | 84.2% | 90.1% | 87.6% |
| Welsh L6+ | 39.1% | 35.1% | 38.3% | 36.4% | 41.9% | 38.2% | 46.2% | 44.9% | 50.2% | 45.7% |
| English L5+ | 75.3% | 70.6% | 75.7% | 72.5% | 80.0% | 76.0% | 86.0% | 79.3% | 89.5% | 82.9% |
| English L6+ | 32.9% | 31.7% | 33.0% | 31.3% | 38.8% | 32.1% | 46.9% | 36.3% | 52.3% | 42.6% |
| Mathem L5+ | 77.7% | 73.5% | 79.1% | 75.5% | 82.6% | 77.9% | 86.7% | 81.1% | 89.5% | 83.9% |
| Mathem L6+ | 48.3% | 43.7% | 45.4% | 45.0% | 49.3% | 46.8% | 56.1% | 48.3% | 59.3% | 53.1% |
| Science L5+ | 79.0% | 75.6% | 81.2% | 77.1% | 85.1% | 80.3% | 90.2% | 83.6% | 92.4% | 87.0% |
| Science L6+ | 46.4% | 38.5% | 46.9% | 37.0% | 46.6% | 38.9% | 56.6% | 41.3% | 59.2% | 48.5% |

At L5+ in Welsh, performance for 2013 has placed the LEA in 5th position amongst all Wales LEA's. [7th position in 2012]. That is good, bearing in mind the cohort size assessed. In English and Science, Gwynedd performs best from amongst all Wales LEA's in 2012 and 2013. In Mathematics, Gwynedd was second highest in 2012 and the highest performer in 2013. The above data confirms that performance in Gwynedd schools at KS3 is consistently good.

5. Key Stage 4

Gwynedd's performance has been slightly lower than the Welsh Government benchmark over a rolling period. However, for the first time ever, Gwynedd's performance in 2013 is similar to the benchmark set by the Welsh Government for Threshold Level 2+ and exceeds it for the capped points Score.

Table 7 : Performance against Welsh Government benchmarks:

| | 2009 | | 2010 | | 2011 | | 2012 | | 2013 | |
|--------------|-------|--------------|-------|--------------|-------|---------------------|-------|---------------------|------|---------------------|
| | L2+ | Points score | L2+ | Points score | L2+ | Capped points score | L2+ | Capped points score | L2+ | Capped points score |
| Gwynedd | 49.8% | 402 | 52.1% | 402 | 53.4% | 327 | 55.0% | 335 | *59% | *358 |
| Benchmark ** | 53.0% | 406 | 55.0% | 406 | 57.0% | 332 | 58.0% | 343 | 59% | 351 |
| Difference | -4 | -4 | -3 | -4 | -4 | -5 | -3 | -8 | 0 | +7 |

*Note that there is an oversight for Gwynedd's performance in the Statistical Bulletin in comparison with that which is published in the Core Data Set.

** expected performance modelled on basis of FSM adjustment

Overall, Gwynedd's comparative performance has been consistently good in the vast majority of the principal indicators across the period in question. This year, performance shows further robust progress compared to the statistics for 2012, in all of the main indicators and core subjects except in Welsh.

Also in all instances, the progress exceeds that made at a national level:

| Indicator | Progress 2012> 2013 Gwynedd | Progress 2012> 2013 Wales |
|-------------|-----------------------------|---------------------------|
| TL2+ | +2.99% | +1.65% |
| TL2 | +6.45% | +5.18% |
| TL1 | +4.00% | +1.40% |
| CSI | +4.17% | +0.37% |
| CPS | +18.39 | +9.53 |
| Welsh | -3.99% | -0.22% |
| English | +2.54% | +0.65% |
| Mathematics | +3.49% | +1.95% |
| Science | +13.19% | +4.29% |

This further builds on the improvement observed between 2009-2012.

Gwynedd's performance compared to Wales LEA's is good [see the table below]. As regards position in free school meals table [FSM] Gwynedd ranks 5th amongst all LEA's in Wales. Gwynedd's performance at the Level 1 Threshold [TL1], Level 2 Threshold including Welsh or English and Mathematics [TL2+], the Core Subjects Indicator [CSI] and the Capped Points Score [CPS] exceeds the LEA's FSM position that is good. The Level 2 Threshold [LT2] is 8th and is therefore below expectation despite having risen from 10th position in 2012.

Table 8: Performance of 15 year old pupils in comparison with Wales and other LEAs

| Gwynedd | 2010 | | 2011 | | 2012 | | 2013 | |
|-------------|--|----------|-------|----------|-------|----------|--------|----------|
| | % | Position | % | Position | % | Position | % | Position |
| TL1 | 91.1 | 9 | 92.9 | 4 | 93.1 | 8 | 97.1% | 2 |
| TL2 | 67.4 | 5 | 70.7 | 8 | 75.1 | 10 | 81.5% | 8 |
| TL2+ | 52.1 | 6 | 53.4 | 6 | 55.0 | 6 | 58.0% | 4 |
| CSI | 51.9 | 5 | 52.3 | 5 | 53.2 | 5 | 57.3% | 3 |
| CPS | 315.0 | 4 | 327.1 | 3 | 335.0 | 8 | 353.4 | 2 |
| Welsh | 71.2 | | 74.7 | | 76.8 | | 72.56% | |
| English | 63.9 | | 64.2 | | 64.1 | | 66.43% | |
| Mathematics | 55.2 | | 57.0 | | 58.7 | | 61.32% | |
| Science | 66.6 | | 66.0 | | 71.5 | | 84.46% | |
| TL1 | Threshold Level 1 : learning that is equivalent to five GCSE's grades D to G. | | | | | | | |
| TL2 | Threshold Level 2 : learning that is equivalent to five GCSE's grades A* to C. | | | | | | | |
| TL2+ | Threshold Level 2+ : learning that is equivalent to five GCSE's grades A* to C including Welsh or English and Mathematics. | | | | | | | |
| CSI | Core Subjects Indicator : % of learners who achieve the expected level in English or Welsh, Mathematics and Science together | | | | | | | |
| CPS | Capped Points Score: average points of the best eight results of all the qualifications approved for use. | | | | | | | |

Comparative performance is therefore robust overall with the position achieved in the vast majority of the indicators exceeding or very close to the FSM position over a rolling period.

In 2012, Gwynedd outperformed Wales in all of the core subjects. This also applies in 2013 except in Welsh that is -0.79% below Wales this year. However, cohort size assessed in the mother tongue in comparison with other areas must be borne in mind. The rolling progress made in English between 2008-9 and 2012-13 exceeds the national progress and the statistic for 2013 +3.77% exceeds Wales; Mathematics rolling progress also exceeds the national figure and figure for 2013 1.86% exceeds that for Wales; rolling progress for Science now exceeds the national level and figure for 2013 +9.82% significantly exceeds the national average.

In 2013, without exception, performance of FSM pupils at KS4 in the main indicators is better in the LEA than the national equivalent figure. Progress made in FSM pupils performance is also significantly higher in Gwynedd than that which is observed nationally for every indicator. The difference between FSM/No FSM with some exceptions is better or similar to the national figure over a rolling period. This is good. However, focus is required on the performance of this specific pupil group at some individual schools as well as give general attention to the field.

Attention is drawn to that the percentage of pupils who leave full-time education without a recognized qualification [either leaving or continuing in full-time education] has reduced during 2009-2013 and draws very favourable comparison with the corresponding figure nationally. The figure for 2012 and 2013 is excellent. [see below].

Table 9 : % of 15 year olds not gaining any qualifications and leaving full-time education/not leaving full-time education.

| Who leave without a qualification and leave full-time education | | | | | |
|--|-------------|-------------|-------------|-------------|-------------|
| | 2009 | 2010 | 2011 | 2012 | 2013 |
| Gwynedd | 0.14 | 0.21 | 0.14 | 0.00 | 0.00 |
| Wales | 0.89 | 0.79 | 0.61 | 0.43 | 0.32 |
| Leave without a qualification/not leaving full-time education | | | | | |
| | 2009 | 2010 | 2011 | 2012 | 2013 |
| Gwynedd | 1.14 | 0.63 | 0.57 | 0.31 | 0.14 |
| Wales | 2.31 | 1.93 | 1.74 | 1.40 | 1.18 |

6. Performance of Individual Schools

Although Gwynedd's rolling performance at KS4 has been consistently robust with the LEA outperforming the national average across the vast majority of the indicators, compares fairly closely to the expected FSM position and compares favourably with the profile of several other LEA's in the north Wales region, the overall situation concealed significant variations in performance across schools. Concerns were voiced about the performance of slightly below half the secondary schools and specifically as regards performance at TL2+ and Mathematics. In 2011-12, intensive plans were implemented to target support and although this led to improvements at several schools, it was not sufficient to lift them from the lowest 50.0%. During 2012-13, following specific targeting by the LEA and the Regional Service, significant improvements were made at the schools that had been a cause for concern, namely those schools specifically mentioned during Estyn Inspection of the LEA - Brynrefail, Syr Hugh Owen, Dyffryn Nantlle, Ardudwy, Tywyn. Significant progress has been made in several of these indicators. There are, however, aspects that require attention at several of our schools and we are collaborating with them during 2013/2014 to focus on the principal matters.

7. Reading Tests

The reading test results held in English note that 11.5% of pupils across the key stages achieve a standardized score of below 85. The national figure is 11.2%. Performance in 2013 places Gwynedd in 14th position amongst all Wales LEA's. 62.0% had a standardized score of between 85-115 [59.4% nationally] and 23.9% had a standardized score of over 115 [26.0% nationally]. This places Gwynedd in 17th position amongst all Wales LEAs. A robust performance was achieved in Welsh and only 6.5% achieved a standardized score of below 85; 54.3% between 85-115 and 36.2% over 115. There is no meaningful national comparison in Welsh bearing in mind cohort size in Gwynedd.

8. Post-16

There has been a further improvement in percentage of 17 year olds achieving L3 this year with 98.5% crossing the threshold. This represents further progress of 1.7% on the figure for 2012 and exceeds the national average of 98.4%. The percentage who achieved grades A-E across all A Level subjects [98.1%] also exceeds the national figure. The Wider Average Points Score has also increased [883.6 this year and progress of 65.2] and the figure continues to significantly exceed the national average [+104.6]. This is good.

9. Welsh Baccalaureate 14-16 and 16+

Performance in the Bac is again very robust this year with 93.2% [207 of pupils] across 6 establishments achieving the full diploma at the Higher Level; and across 11 establishments, 92.5% [598 of pupils] gaining the full diploma at the Intermediate Level and 85.4% [165 pupils] achieving the full diploma at the Basic Level.

10. Attendance

A significant improvement occurred in secondary school attendance in 2013 with an increase of 1.25% in Gwynedd in comparison with an increase of 0.49% nationally. This implies that the number of schools in the lowest quartile in the FSM benchmarks has reduced from 71.4% [10 schools] in 2012 to 14.3% [2 schools] in 2013. Data for primary schools has not yet been published.

11. School Inspections Outcomes

During the school year 2012-2013, Estyn inspected 18 schools in Gwynedd. In 10 [55.5%] of those, Good was awarded to every Key Question and to both Overall Judgements. At 2 schools, it was adjudged that certain aspects required further attention and that the LEA should monitor progress. At 2 other schools, it was noted that Estyn would hold a further monitoring visit within a year.

However, 4 schools [3 primary and 1 secondary] were adjudged to have unsatisfactory aspects and were placed in a Significant Improvement statutory category. The LEA and the Regional schools Improvement Service have closely collaborated with those schools to implement robust and finely-tuned plans.

12. Matters arising from the report :

- Continue to target under-performing schools
- Continue to monitor progress at the schools and the targeted departments
- Continue to focus on pupils performance in Mathematics and English at KS4
- Sum up the good practices established in those departments where the under-achievement was most evident
- Ensure the sustainability of these good practices as well as those good practices of leadership that promoted and ensured the improvements
- Detail the pupil progress tracking processes and practices and promote the discussion at an LEA and regional level
- Further detailing [within progress tracking] on schools target setting processes and practices

13. Table 10 : Sum up the County's Performance.

| Sum up Gwynedd's performance across the Key Stages | |
|--|-----------|
| KS1/FP | Adequate |
| KS2 | Good |
| KS3 | Excellent |
| KS4 | Adequate |

14. Categorizing Schools

Section 197 of the 2002 Education Act, clearly stipulates that LEA's have a legal obligation to establish Partnership Agreements with the Governing Bodies of maintained schools. These Partnership Agreements define the level of support and challenge required to improve and raise standards.

In February 2014, a process was followed to place Gwynedd schools in categories based on the level of support and challenge appropriate for them. The Partnership Agreement defines the four categories of support as follows:

| |
|---|
| ➤ schools that require minimum monitoring and support |
| ➤ schools that require light monitoring and support |
| ➤ schools that require firm monitoring and support |
| ➤ schools that require substantial monitoring and support |

North Wales Effectiveness Service System Leaders (GwE) form a judgement on schools outcomes and leadership (following termly visits) in accordance with Regional Matrix definition. These judgements were used, as well as the professional opinion of the System Leaders and LEA officer, to place schools in categories based on level of appropriate support and challenge. The following tables summarize the current situation as regards the distribution of schools in the various categories of the Partnership Plan. A full list of school categories is provided below.

Table 11 : Sum up situation of categorization of Gwynedd Schools [Partnership Agreement]

Categorization of Gwynedd Schools – February 2014 (summary)

Catchment-areas

| Dyffryn Ogwen (7) | | Brynrefail (8) | | Dyffryn Nantlle (10) | | Friars / Tryfan (12) | | Syr Hugh Owen (10) | | Tywyn (5) | | Y Gader (10) | |
|-------------------|------|----------------|------|----------------------|----|----------------------|------|--------------------|----|-----------|-----|--------------|----|
| Number | % | Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| 3 | 42.9 | 0 | 0 | 3 | 30 | 3 | 25 | 1 | 10 | 0 | 0 | 1 | 10 |
| 3 | 42.9 | 7 | 87.5 | 4 | 40 | 4 | 33.3 | 3 | 30 | 0 | 0 | 5 | 50 |
| 1 | 14.3 | 0 | 0 | 3 | 30 | 2 | 16.7 | 4 | 40 | 5 | 100 | 3 | 30 |
| 0 | 0 | 1 | 12.5 | 0 | 0 | 3 | 25 | 2 | 20 | 0 | 0 | 1 | 10 |

| Y Moelwyn (7) | | Y Berwyn (6) | | Ardudwy (8) | | Glan Y Môr (10) | | Botwnnog (10) | | Eifionydd (8) | |
|---------------|------|--------------|------|-------------|------|-----------------|----|---------------|----|---------------|------|
| Number | % | Number | % | Number | % | Number | % | Number | % | Number | % |
| 2 | 28.6 | 3 | 50 | 0 | 0 | 1 | 10 | 1 | 10 | 0 | 0 |
| 4 | 57.1 | 1 | 16.7 | 3 | 37.5 | 7 | 70 | 8 | 80 | 5 | 62.5 |
| 1 | 14.3 | 2 | 33.3 | 5 | 62.5 | 1 | 10 | 1 | 10 | 3 | 37.5 |
| 0 | 0 | 0 | 0 | 0 | 0 | 1 | 10 | 0 | 0 | 0 | 0 |

Secondary (14)

Primary (97)

Special (2)

Referral Units (2)

The LEA (115)

| Number | % |
|--------|------|
| 2 | 14.3 |
| 3 | 21.4 |
| 7 | 50 |
| 2 | 14.3 |

| Number | % |
|--------|------|
| 16 | 16.5 |
| 51 | 52.6 |
| 24 | 24.7 |
| 6 | 6.2 |

| Number | % |
|--------|----|
| 1 | 50 |
| 0 | 0 |
| 1 | 50 |
| 0 | 0 |

| Number | % |
|--------|----|
| 0 | 0 |
| 1 | 50 |
| 0 | 0 |
| 1 | 50 |

| Number | % |
|--------|------|
| 19 | 16.5 |
| 55 | 47.8 |
| 32 | 27.8 |
| 9 | 7.8 |

Categorization of Schools

Primary Schools

| | Gwynedd : Primary | Estyn Category | LEA Category |
|------------------------|-------------------------------|----------------|--------------|
| Dyffryn Ogwen | | | |
| 1 | Bodfeurig** | | |
| 2 | Penybryn, Bethesda | | |
| 3 | Llanllechid | | |
| 4 | Rhiwlas, Bangor | | |
| 5 | Abercaseg (Infants), Bethesda | | |
| 6 | Tregarth** | | |
| Brynrefail | | | |
| 1 | Gwaun Gynfi | | |
| 2 | Llanrug | | |
| 3 | Bethel | | |
| 4 | Cwm y Glo | | |
| 5 | Dolbadarn | | |
| 6 | Penisarwaun | | |
| 7 | Waunfawr | | |
| Dyffryn Nantlle | | | |
| 1 | Bronyfoel | | |
| 2 | Brynaerau | | |
| 3 | Carmel | | |
| 4 | Groeslon | | |
| 5 | Llanllyfni | | |
| 6 | Baladeulyn | | |
| 7 | Nebo | | |
| 8 | Bro Lleu | | |
| 9 | Talysarn | | |

| | | | |
|----------------------|------------------|----|--|
| Friars/Tryfan | | | |
| 1 | Glanadda | SI | |
| 2 | Glancegin | AM | |
| 3 | Coedmawr Infants | | |
| 4 | Garnedd | | |
| 5 | Felinheli | | |
| 6 | Hirael | | |
| 7 | Faenol | | |
| 8 | Llandygai | | |
| 9 | Cae Top | | |
| 10 | Our Lady's | SI | |
| Syr Hugh Owen | | | |
| 1 | Gelli | | |
| 2 | Felinwnda | | |
| 3 | Rhosgadfan | | |
| 4 | Rhostryfan | | |
| 5 | Hendre | SI | |
| 6 | Bontnewydd | | |
| 7 | Maesincla | | |
| 8 | Llandwrog | | |
| 9 | Santes Helen | | |
| Tywyn | | | |
| 1 | Craig y Deryn | EM | |
| 2 | Dyffryn Dulas++ | EM | |
| 3 | Penybryn | | |
| 4 | Pennal ++ | | |
| Gader | | | |
| 1 | Clogau | | |
| 2 | Brithdir** | | |
| 3 | Dinas Mawddwy++ | | |
| 4 | Ganllwyd | | |
| 5 | Llanelltyd | | |
| 6 | Ieuan Gwynedd** | AM | |
| 7 | Friog | SI | |
| 8 | Llanfachreth | | |
| 9 | Dolgellau | | |
| Moelwyn | | | |
| 1 | Bro Cynfal** | | |
| 2 | Edmwnd Prys** | | |
| 3 | Manod | | |
| 4 | Tanygrisiau | | |
| 5 | Bro Hedd Wyn | | |
| 6 | Maenofferen | | |
| Berwyn | | | |
| 1 | Bro Tegid | | |
| 2 | O.M.Edwards | | |
| 3 | Bro Tryweryn | | |
| 4 | Ffridd y Llyn | | |
| 5 | Beuno Sant | | |
| Ardudwy | | | |
| 1 | Traeth | | |
| 2 | Dyffryn Ardudwy | | |
| 3 | Llanbedr | | |
| 4 | Garreg | | |
| 5 | Cefn Coch | | |
| 6 | Talsarnau | | |
| 7 | Tan y Castell | EM | |

| Glan y Mor | | | |
|-----------------|---------------------|----|--|
| 1 | Abererch | | |
| 2 | Chwillog | SI | |
| 3 | Bro Plenydd | | |
| 4 | Llanaelhaearn | | |
| 5 | Llanbedrog | | |
| 6 | Llangybi | | |
| 7 | Pentreuchaf | | |
| 8 | Eifl | | |
| 9 | Cymerau | | |
| Botwnnog | | | |
| 1 | Nefyn | | |
| 2 | Abersoch | | |
| 3 | Crud y Werin | | |
| 4 | Edern | | |
| 5 | Morfa Nefyn Infants | | |
| 6 | Sarn Bach | | |
| 7 | Tudweiliog | | |
| 8 | Pont y Gof | | |
| 9 | Foelgron | | |
| Eifionydd | | | |
| 1 | Beddgelert | | |
| 2 | Borth y Gest | | |
| 3 | Treferythyr | | |
| 4 | Garndolbenmaen | | |
| 5 | Eifion Wyn | | |
| 6 | Gorlan | | |
| 7 | Llanystumdwy | | |
| Special Schools | | | |
| 1 | Pendalar | EM | |
| 2 | Hafod Lon | | |
| Referral Units | | | |
| 1 | Llwybrau Ni | SM | |
| 2 | Brynffynnon | | |

Secondary Schools

| | Gwynedd : Secondary | Banding | Estyn Category | LEA Category |
|----|------------------------|---------|-------------------|-----------------|
| 1 | Arduwy | 1 | | |
| 2 | Berwyn | 3 | EM | |
| 3 | Botwnnog | 1 | EM | |
| 4 | Brynrefail | 3 | SI | |
| 5 | Dyffryn Nantlle | 2 | | |
| 6 | Dyffryn Ogwen | 2 | | |
| 7 | Eifionydd | 3 | | |
| 8 | Friars | 3 | | |
| 9 | Gader | 3 | | |
| 10 | Glan y Mor | 4 | | |
| 11 | Moelwyn | 1 | | |
| 12 | Syr Hugh Owen | 4 | | |
| 13 | Tryfan | 3 | AM | |
| 14 | Tywyn | 3 | | |

Key: AM – Authority Monitoring
EM – Estyn Monitoring
SI – Significant Improvements
SM – special Measures

APPENDIX 'A'

In your preparatory meeting for this Scrutiny Committee, you mentioned specific matters that you would wish to focus upon.

In order to address this matter in an organized manner, your question/comment is firstly noted, followed by our response.

1. Performance at TL2+2013 is 59% (an improvement of 4% on the previous year). What measures have been taken to ensure that improvement and what specific measures are in place to try and achieve the target of 65% set for 2015?

- Schools have received appropriate support and challenge through termly monitoring visits. An additional emphasis has been placed on checking the suitability of targets and progress made towards achieving them. Through a categorization procedure, additional support has been obtained for the 5 schools that were a cause for concern in 2012. In 2013, on average, a 15% improvement was observed at TL2+ in the performance of the 5 targeted schools [Brynrefail, Dyffryn Nantlle, Ardudwy, Tywyn and Syr Hugh Owen]. There is similar action in 2013-14 where support is targeted for those schools for whom there is concern about performance in the TL2+. In those instances, an action plan is agreed with the Headteacher and the Governing Body.
- The Welsh Government has set a national target of 65% in 2015. This is a challenging target. In 2013, Wales performance at TL2+ stood at 52.7%. The progress made by Gwynedd over the past five years [+8.16%] exceeds the progress nationally [+5.54%] and the performance in 2013 corresponds to the national benchmark for the LEA.

2. The Council is involved in a specific project "Promoting Quality In Secondary Schools" - What is specifically implemented in that project so as to ensure progress?

- On the agenda of every secondary headteachers meeting, there is an item on quality of education.
- 13 secondary schools were visited to gather information about specific aspects and discover good practices to disseminate.
- Discussions have commenced between school representatives, GwE and CYNNAL to establish a tracking system throughout the LEA, as well as organize a day jointly with schools on Isle of Anglesey to share good practice in target setting, assessment, progress tracking and successful intervention.
- School to school collaboration principles were presented and agreed upon at a secondary schools headteachers meeting.
- An INSET sub-group has been established. This group has prepared a model for a professional development day for secondary teachers and assistants. That day will lead to collaboration within and inter-school collaboration on specific aspects – teaching, literacy and numeracy. Further arrangements will be made for management teams.
- The Good Practice Group Leadership sub-group is preparing a training pack for middle leaders. The LEA has submitted a request to the 9 secondary schools that will be involved in a leadership development programme. Providing training for middle managers of every secondary school is prioritized during next year.

- Headteachers received guidance on best practices throughout schools in Wales as regards supporting vulnerable pupils and advising them on best use of available grants to ensure that this group of pupils make progress.

3. What follow-up work occurs at those schools where Estyn has noted that further work is required? What steps are in place to collaborate with schools who are placed in Estyn amber categories (firm monitoring and support) and red (significant monitoring and support)? Specifically also, what type of “support” does the LEA and GwE provide for those schools.

Support has been provided for each of the schools in the amber/red schools and Estyn category as regards preparation of an action plan. As part of those plans, the support due to the schools through the Service Level Agreement is outlined. The support provided is dependent on the nature of the recommendations eg in certain instances, the System Leader takes specific action. In other cases, specialist subject-based/curricular support is externally commissioned or through school>school action. In the secondary sector, a network of senior leaders has been established from amongst amber/red category school to jointly focus on development aspects. In the primary, there have been several instances of influences between or among diverse elements between schools in amber/red and those in green/yellow categories. There are also examples where support has been commissioned by a successful Headteacher and by External Advisers who have a track record of inspection. This is a pack that provides a rich source of support.

4. A matter raised during the Estyn Inspection that was also raised at the Education Quality Scrutiny Enquiry was pupils development tracking work. What has been achieved thus far in that respect?

In the secondary sector, a good practice session has been presented in strategy groups and the senior managers network has specifically focussed on that field, drawing on good practice from another LEA. A model of very good practice has also been developed at a local school and the development has been cascaded to other schools to try and ensure better use of SIMS system when tracking. Further work is underway to ensure that tracking data is appropriately used throughout the school and the field has been focussed upon as part of the LEA termly monitoring visit. In the primary sector, a significant number of schools use INCERTs commercial programme and this has fine-tuned implementation. A conference was organized for Primary Headteachers in order to cascade best practices in the field. Further work is however required to ensure consistency across the sector. Ensuring that there are appropriate procedures in place will pose another challenge namely:

Track progress against the Literacy and Numeracy Framework
Establish LEA tracking system

5. The report reports on progress made on various indicators between 2012 and 2013 and in comparison with the rest of Wales besides in Welsh. What accounts for that?

The Council’s self-evaluation for the recent inspection gave detailed focus to this field and clearly highlights the unfairness of the comparative situation. The percentage for Welsh is based on the number of candidates rather than on the entire cohort. Performance in Welsh is good [if not very good] in Gwynedd, bearing in mind the very high percentage of the cohort [the highest in Wales] who follow first language. Consequently, meaningful comparison cannot be made with


performance in the vast majority of other authorities. In certain LEA's, a high percentage succeed in Welsh but the cohort percentage who follow first language is extremely low.

6. The committee is appreciative of being able to scrutinize information provided per school for the first time ever. It would, however, be of benefit to the school if it was possible to provide information about the assessment of individual schools to see whether individual schools indicate a pattern of progress or consistency - Can information be provided for the past 2/3 years to see whether a pattern emerges?

As amended categorization arrangements will be implemented from April 2014, and that the criteria of that categorization differs from what we implement, a valid analysis cannot currently be undertaken. However, this request can be acceded to as from 2014.

Slides

Furthermore, please see the 4 slides that are wished to be used for the presentation of this item.



Education Department Annual Report – 2012 / 2013

Achievements

1. **Foundation Phase** – performance of highest achieving pupils.
2. **KS2** – 6th position in performance nationally. Robust performance in the principal indicator [CSI] for the fifth consecutive year – a consistently good performance.
3. **KS3** – the best performance nationally amongst all Wales authorities in the principal indicator [CSI] with the figure significantly exceeding the Welsh Government benchmark (exceeding by 4%). Progress made in the rolling performance.
4. **KS4** – performance as good as and exceeds the national benchmarks, for the first time ever.
 - Performance of pupils entitled to free school meals significantly higher in Gwynedd than what is observed at a national level for every indicator.
 - Significant progress at the Level 2+ Threshold [+2.99%]. Gwynedd's performance is similar to the benchmark set by the Welsh Government and for the first time ever, exceeds the *Capped Points Score*.
 - Significant improvements made in the performance of the 5 secondary schools that were a cause for concern, and that were specifically mentioned during Estyn's Inspection of the LEA.
5. **Pupils without a qualification** – Percentage of pupils leaving full-time education without gaining a recognized qualification excellent [0%].
Reading tests Y.3 – 9 – robust performance in Welsh.
5. **Attendance at Secondary School** – a significant increase with progress of 1.25% in Gwynedd compared to an increase of 0.49% nationally.
6. **Overall** – a good performance that confirms that we are on the right track.

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Matters for attention

1. **Foundation Phase** – performance in the principal indicator [FPI] below expectation – quality and accuracy of assessments require focus.
2. **KS2** – ensure improvement and challenge under-performance. Further scope for detailed focus on assessments.
3. **KS3** – the need to interpret assessments as regards achievements at KS4 e.g. Mathematics.
4. **KS4** – continue to focus on all the indicators.
 - Further focus on the TL2 indicator when preparing schools for the new BAC in 2015.
 - Focus on Science and appropriate learning pathways.
 - Detailed focus on FSM pupils performance – Bridge the gap.
 - Fluctuation in schools performance – Performance in approximately half the secondary schools at Key Stage 4 below expectation compared to similar schools especially at the *Level 2+ Threshold, Mathematics and English*.
5. **Y3-9 reading tests** – the need to focus on performance in English. Performance in the National Reading Tests generally lower in *English* compared to *Welsh*.
6. **Attendance in the Secondary Sector** - continue to carefully detail and monitor

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Developmental work based on the evaluation

1. Bridge gap in performance - FSM and no FSM and compare with performance at a national level.
2. Target under-performance.
3. Focus on Mathematics and English at KS4 and further focus on the core subjects.
4. Summarise and share good practices.
5. Establish **school to school work**.
6. Develop and strengthen leadership to ensure improvements.
7. Strengthen processes to track pupils progress.
8. Strengthen target setting processes.
9. Implement the procedure linked to categorization of schools and overall improvement in performance. The need to monitor and provide firm or significant support to over a third of the schools due to concerns about outcomes or/and aspects of leadership and scope for improvement.
10. Close collaboration with GwE.