



Tuag at Ragoriaeth
Towards Excellence

Report to GwE Joint Committee

Pupil Outcomes 2015

November 2015

Performance Appraisal 2014-15

Raising standards and improving the quality of education for our children is the most important priority for GwE and its partners, in order to have a positive impact on the experiences and outcomes for children and young people.

In GwE's opinion, standards across FP, KS2, KS3 and KS5 are generally sound, and that recent trends suggest things have reached a plateau in FP and KS2, with further improvements in KS3. However, the performance in KS4 was only adequate in 2015.

Further progress has been made at the national level between 2013>2015 across key indicators at all key stages [except KS3] and there are still variations in performance between schools in both sectors, across the region. There are too many individual schools with a rolling performance in the main indicators of performance which are lower than the median in terms of FSM national benchmarks. Specific strategies have been implemented with establishments who have a history of underperformance [including the adoption of quality improvement plans and agreeing on a tight timetable and regular monitoring and challenge] that have led to good improvements with a significant percentage of them. With a minority of those schools making unsatisfactory progress, the Authority, in full collaboration with GwE, has acted in accordance with the powers and responsibilities defined in the Partnership Agreement between School and the LA [Section 197 Education Act 2007].

The biggest challenge remains to improve performance in a number of target secondary schools, and to consolidate the recent improvement seen in a number of other schools, as well as ensuring that standards and leadership improve across the primary schools that are underperforming. The intense and resolute action in these schools since 2013 reflects the commitment of the authorities and the GwE SMT to achieve improvements for all learners, wherever they are located in the region.

Performance in the main indicator at the end of each key stage:

Indicator	2014		+/-	2015		+/-	Progress 2013>2015		Progress 2014>2015	
	GwE	Wales		GwE	Wales		GwE	Wales	GwE	Wales
FPI	84.5	85.2	-0.7	85.9	86.8	-0.9	2.4	3.8	1.4	1.6
CSI KS2	85.7	86.1	-0.4	88.2	87.7	0.5	0.1	1.8	2.5	1.6
CSI KS3	83.8	81	2.8	86.1	83.9	2.2	5.1	4	2.3	2.9
TL2+	57.1	55.4	1.7	57.1	58	0.7	1	2.4	0	2.6

Based on the above statistics, and the comparison with the national situation, the performance of GwE regions in the main indicator is good in KS2 and KS3, but adequate only in the FP and KS4. By 2015, the main indicator is above the national average in KS2 and KS3 and the increase in 2014>2015 is good. The main FP indicator remains below the Welsh average and KS4 performance is lower than that of Wales for the first time in three years. In addition, the progress on the national level exceeds the local improvement rates.

However, the national direction has highlighted the need for a period in which there is little change in Teacher Assessment moderation across Wales, and a more powerful standardization and validation process. Teacher assessment accuracy remains a national concern, and this is an area which still requires attention throughout the region.

FOUNDATION PHASE

[TEACHER ASSESSMENTS]

Summary opinion about FP:

Statistics suggest adequate performance only in the Foundation Phase as the percentage of success remains below the national average. The local improvement rates are also lower than the national increase. However, there is national concern about the accuracy of teacher assessments and further work is needed to strengthen assessment, standardization and moderation locally and nationally.

FOUNDATION PHASE INDICATOR (FPI)

FPI	2013	2014	2015	2013-15 [+/-]	2014-15 [+/-]
GwE	83.5%	84.5%	85.9%	2.4%	1.4%
CSC	81.9%	84.1%	87.6%	5.7%	3.5%
EAS	86.2%	88.2%	88.0%	1.8%	-0.2%
ERW	82.4%	85.7%	87.1%	4.7%	1.4%
Wales	83.0%	85.2%	86.8%	3.8%	1.6%

FPI	2013	2014	2015	2013-15 [+/-]	2014-15 [+/-]
Gwynedd	82.8%	85.2%	86.8%	4.0%	1.5%
Anglesey	85.8%	84.6%	86.2%	0.4%	1.6%
Conwy	80.4%	84.5%	82.9%	2.5%	-1.6%
Denbigh	84.9%	86.1%	86.4%	1.5%	0.3%
Flint	84.4%	84.5%	87.0%	2.6%	2.5%
Wrexham	83.4%	82.9%	85.5%	2.1%	2.6%
GwE	83.5%	84.5%	85.9%	2.4%	1.4%
Wales	83.0%	85.2%	86.8%	3.8%	1.6%

FPI : FSM PUPILS

FPI - FSM	2013	2014	2015	2013-15 [+/-]	2014-15 [+/-]
Gwynedd	70.2%	71.0%	75.4%	5.2%	4.4%
Anglesey	71.3%	67.4%	77.1%	5.8%	9.7%
Conwy	67.3%	71.7%	69.0%	1.7%	-2.7%
Denbigh	74.7%	75.9%	73.4%	-1.3%	-2.5%
Flint	67.8%	69.3%	71.2%	3.4%	1.9%
Wrexham	67.4%	68.9%	69.2%	1.8%	0.2%
GwE	69.5%	70.8%	72.0%	2.5%	1.2%
Wales	69.2%	72.4%	x	x	x

Foundation Phase Indicator (FPI)

- There has been a further increase in the percentage of pupils achieving the FPI in 2015 (85.9% - an increase of 2.4% since 2013), but the percentage is still the lowest among the regional consortia (range 85.9% to 88.0%). There was an increase across all Local Authorities (+0.4% to +4.0%) during the period 2013>2014, but in all cases except Gwynedd, this increase is lower than the Welsh average.
- Between 2013>2015 there was a significant increase in the percentage of pupils achieving the FSM indicator in Gwynedd (+5.2%) and Anglesey (+5.8%) but progress is uneven across the region, with 4 LAs showing an increase and 2 showing a decline between 2014>2015.
- The percentage of pupils achieving the expected level (Outcome 5+) in Welsh, English and Mathematical Development continues to improve, and there was positive progress in each of the indicators between 2014 and 2015. This increase is similar to that seen across the regional consortia.
- Higher level (Outcome 6+) - further progress was seen across the regional indicators compared to 2014, although the increase in Welsh and English is slightly lower than the Welsh average. A significant increase was seen in the percentage of Outcome 5+ in English in Gwynedd (+13.5%) but a decrease in the percentage of Outcome 6+ (-8.7%).
- The performance of the girls exceeds that of boys across all indicators although the gap is smaller in Mathematical Development both regionally and nationally. The gap for the FPI (8.3% in 2015) reflects the position nationally (8.5% in the period 2013-2015). This early gap remains a cause for concern.
- In terms of the main FSM indicators and benchmarks, several schools are constantly in quartiles 3 and 4. They need to be challenged, supported and monitored regularly to ensure improvements.

KEY STAGE 2

[TEACHER ASSESSMENTS]

Summary opinion about KS2:

The increase in the percentage for the regional CSI, which is almost 2% higher than the average for Wales in 2015, represents a good performance in KS2. The increase is consistent across authorities in the region and the statistics for FSM pupils are also good in comparison to other regions, and the Welsh average. The same positive messages emanate from the success percentages in core subjects at KS2. However, as with the Foundation Phase, there is national concern about the accuracy of teacher assessment and further work is needed to strengthen assessment, standardization and moderation, both locally and nationally.

KS2: CORE SUBJECT INDICATOR (CSI)

CSI	2013	2014	2015	2013-15 [+/-]	2014-15 [+/-]
GWE	85.5%	85.7%	88.2%	2.7%	2.5%
CSC	83.3%	85.8%	87.8%	4.5%	2.0%
EAS	85.7%	87.0%	88.1%	2.4%	1.1%
ERW	84.5%	87.3%	88.3%	3.8%	1.0%
Wales	84.3%	86.1%	87.7%	3.4%	1.6%

CSI	2013	2014	2015	2013-15 [+/-]	2014-15 [+/-]
Gwynedd	86.6%	86.0%	89.5%	2.9%	3.5%
Anglesey	88.0%	87.8%	91.8%	3.8%	4.0%
Conwy	83.1%	84.3%	85.8%	2.7%	1.6%
Denbigh	86.0%	86.6%	87.9%	1.9%	1.3%
Flint	85.0%	86.1%	87.9%	2.9%	1.8%
Wrexham	85.4%	84.2%	87.7%	2.3%	3.5%
GWE	85.5%	85.7%	88.2%	2.7%	2.5%
Wales	84.3%	86.1%	87.7%	3.4%	1.6%

KS2: CSI : FSM PUPILS

CSI - FSM	2013	2014	2015	2013-15 [+/-]	2014-15 [+/-]
Gwynedd	70.4%	76.6%	75.7%	5.3%	-0.9%
Anglesey	78.5%	79.3%	78.7%	-0.6%	-0.7%
Conwy	68.9%	66.7%	69.9%	1.0%	3.3%
Denbigh	77.1%	73.0%	79.0%	1.9%	6.0%
Flint	71.5%	71.6%	72.0%	0.5%	0.4%
Wrexham	68.5%	65.8%	74.3%	5.8%	8.6%
GwE	72.2%	71.1%	74.6%	2.4%	3.5%
Wales	69.8%	71.9%	x	x	x

Core Subject Indicator

- Further increase was seen in the percentage achieving the CSI of 2.5% between 2014>2015 ensuring that the regional success percentage (GwE) of 88.2% was higher than the average for Wales (87.7%) and the second best among the regions in Wales. There was an increase of 2.7% during the period 2013>2015 (Wales 3.4%)
- Significant progress across all the region's Authorities between 2014 and 2015, ranging from 1.3% (Denbigh) to 4.0% (Anglesey). This increase is higher than the average for Wales in every Authority, except Denbigh.
- CSI for FSM pupils has increased to 74.6% in 2015, which compares favourably with the average for Wales (71.9% in 2014). The significant increase in the authorities of Wrexham (+8.6%) and Denbigh (+6.0%) is good.
- The gap between the performance of girls and boys (5.6%) is lower than the average for Wales (5.8%) and is the lowest but one among the regions.

Core Subjects

In general, the success percentages at L4+ and L5+ have improved for all core subjects during the period from 2013 to 2015, and this increase compares favourably with the national situation. There is a need to continue with the appropriate challenge to the individual schools that consistently perform below the national median in terms of FSM benchmarks.

- **Welsh** - the percentage attaining L4+ by the end of KS2 has risen to 89.7% by 2015 (Wales- 90.5%), an increase of 6.8% since 2013 (Wales - 7.6%). Among the Authorities, the largest increase this year has been in Anglesey (+6.2%) and Denbigh (+5.5%) and the largest decrease in Flint (-3.6%). At Level 5+, the success rate of 38.4% represents an increase of 6.8% since 2013 and the L5+ percentages have been higher than the averages for Wales for the past three years.
- **English** - the L4+ percentage increased to 90.0% by 2015 and this result is far above the average for Wales for the third year in a row. This increase is fairly consistent across the Region's Authorities, with each Authority showing an increase during the period 2013-2015. At Level 5+, the percentage continued to increase in all regional authorities and the increase from 2014 to 2015 (+3.6%) is above the average for Wales (+2.8%). Nevertheless, the percentage of L5+ (40.2%) is lower than the percentage for Wales (40.8%). There has been a significant increase in the results of Gwynedd and Anglesey this year.

- **Mathematics** - the percentage of L4+ increased to 90.8% 2015 (an increase of +2.4% since 2014), the highest among the regions in Wales. This increase is consistent across the Authorities in the North, and there was also a significant increase in the numbers reaching Level 5+ by the end of KS2 (+2.8% since 2004 and +4.2% in the period between 2013 and 2015). The gap between the performance of boys and girls is less in mathematics, at 3.3% in 2015 (3.7% - across Wales).
- **Science** - 92.1% of KS2 pupils reached L4+ in 2015, the highest among the regions of Wales. The progress was consistent across the Authority, although there was more variety in the numbers achieving L5+. The percentage for the region (40.8%) is slightly lower than the average for Wales (41.1%). The gap between the performance of girls and boys at L4+ and L5+ is very similar to mathematics, and is lower than the average for Wales.

KEY STAGE 3

[TEACHER ASSESSMENTS]

Summary opinion on KS3:

The statistics are very robust and suggest a good performance across the region. The CSI is higher than the average for Wales in every authority in the GwE region for the third year running. However, in light of the outcomes at the end of Key Stage 4, there is concern about the reliability of assessments at the end of the key stage.

CORE SUBJECT INDICATOR (CSI)

CSI	2013	2014	2015	2013-15 [+/-]	2014-15 [+/-]
GwE	78.60%	83.80%	86.10%	7.50%	2.30%
CSC	76.10%	80.30%	83.60%	7.50%	3.30%
EAS	75.70%	79.00%	82.20%	6.50%	3.20%
ERW	78.10%	81.70%	84.30%	6.20%	2.60%
Wales	77.00%	81.00%	83.90%	6.90%	2.90%

CSI	2013	2014	2015	2013-15 [+/-]	2014-15 [+/-]
Gwynedd	85.4%	89.1%	91.3%	5.9%	2.2%
Anglesey	81.5%	83.6%	84.5%	3.0%	0.9%
Conwy	78.5%	83.7%	87.2%	8.7%	3.5%
Denbigh	75.0%	83.2%	84.3%	9.3%	1.1%
Flint	80.0%	84.3%	87.1%	7.1%	2.8%
Wrexham	72.2%	78.4%	80.9%	8.7%	2.5%
GwE	78.6%	83.8%	86.1%	7.5%	2.3%
Wales	77.0%	81.0%	83.9%	6.9%	2.9%

KS3: CSI : FSM PUPILS

CSI - FSM	2013	2014	2015	2013-15 [+/-]	2014-15 [+/-]
Gwynedd	65.4%	74.6%	78.3%	12.9%	3.6%
Anglesey	61.2%	70.2%	71.3%	10.1%	1.1%
Conwy	56.0%	70.5%	70.1%	14.1%	-0.4%
Denbigh	47.7%	66.3%	63.2%	15.5%	-3.1%
Flint	58.2%	65.1%	71.6%	13.4%	6.5%
Wrexham	45.2%	50.5%	56.0%	10.8%	5.5%
GwE	54.4%	65.2%	67.7%	13.3%	2.5%
Wales	53.8%	61.3%	x	x	x

Core Subject Indicator

- Good results were seen across the GwE region in 2015 and, for the third consecutive year, the success percentage of CSI (86.1%) was the highest among the regions of Wales. The increase during the rolling period 2013-2015 (+7.5%) was also the highest in Wales.
- The percentages for CSI varied within the region, from Wrexham (80.9% in 2015) to Gwynedd (91.3%) but, without exception, the increase across the region, ranging from +3.0% in Anglesey to 9.3% in Denbigh, is very strong.
- There was also good progress in the percentage of FSM pupils who achieved the indicator during the period 2013-2015; ranging from +10.1% in Anglesey to 15.5% in Denbigh. By 2015, the success percentages are higher than for Wales in all the region's Authorities.
- The gap between the performance of boys and girls was 8.2% by 2015, and although this reflects the situation nationally, the increase in the gap between KS2 and KS3 remains a concern.

Core Subjects

In general, the success percentages at L5+ and L6+ have improved for all core subjects during the period from 2013 to 2015, and this increase compares favourably with the national situation. There is a need to continue with an appropriate challenge to the individual schools that consistently perform below the national median in terms of FSM benchmarks.

- **Welsh** - The percentage of L5+ in the GwE region in 2015 (92.3%) is the highest in Wales and the increase of 3.7% since 2013 is the second highest. The success percentage among the Authorities in the North is higher than the average for Wales in all cases, except Flint (80.0%, compared with 90.9% in Wales and 92.3% in the GwE region). Nevertheless, the increase of +24.0% this year in Flint is encouraging although the numbers are low, and there has been significant progress in each of the authorities during the rolling period 2013 to 2015 (except Conwy). On L6+, the success percentage in the GwE region (59.8%) exceeds the average for Wales (56.1%) and the increase of 12.2% since 2013 is also higher than for Wales. In 2015, the gap between girls and boys was 4.9% compared with 7.0% across Wales.
- **English** - The L5+ percentage (89.5%) is again the highest among regions of Wales and the increase during the period 2013-2015 was fairly consistent across the authorities in the North. By 2015 the L5+

percentage was above Wales in all authorities except Wrexham. Nevertheless, the increase of +7.0% in Wrexham in the period 2013-2015 is higher than the average for Wales (+5%). On L6+ the percentage is 54.5% in the GwE region, an increase of 11.1% since 2013, compared with 52.6% across Wales. This increase is consistent across the Authority, with the largest increase in Conwy (+14.6%) and the smallest in Gwynedd (+5%) during the rolling period 2013-2015. In 2015 the gap between girls and boys was 8.8%, which is slightly higher than Wales (8.2%) and is a cause for concern.

- **Mathematics** – In each of the last three years, the percentage achieving L5+ in Mathematics in the GwE region has been higher than every other region in Wales. This is also true at L6+ (GwE - 62.1% and Wales - 59.5% by 2015). The increase at L5+ and L6+ has been significant in each of the Authorities in the North since 2013 e.g. the increase in L6+ ranging from +4.8% (Conwy) to +8.0% (Gwynedd). The gap between girls and boys at L5+ is less in mathematics, and very similar to the picture nationally.
- **Science** - the situation is very similar to Mathematics with 93.7% of pupils achieving L5+ 2015 (Wales - 91.8%), the highest among the regions for three consecutive years. L6+ was also higher than the average for Wales during the period 2013-2015. Performance was consistently good across the Authorities in the North, and there was significant progress at L5+ and L6+ in each authority in the period 2013-2015. The gap between girls and boys (4%) was very similar to the rest of Wales.

KEY STAGE 4 [INTERIM RESULTS]

Summary opinion on KS4:

In general, performance is adequate in KS4. There has been no increase in the headline indicator (TL2 +) in 2014>2015. This does not correspond to the national improvement and progress in each of the other regions, and is unacceptable.

- On average, schools in the amber/red category have improved +3.5% since 2014 and there is a significant improvement in the results of some individual schools. This reflects the effectiveness of the intervention programmes that were put in place at the relevant schools. Nevertheless, we have not seen the expected increase in a small percentage of those schools.
- The performance of a number of schools in the green and yellow categories was generally disappointing. There was underperformance in many individual schools, and this was unexpected in view of their historical performance and progress.
- There was significant variation in the performance of a significant number of schools over a three year period. This is a concern, especially in relatively large schools.
- There was a significant difference between the targets/estimates and actual final performance in many schools. This is unacceptable.
- There are significant differences in the performance of the Authorities within the GwE region, including variations in terms of the increase between 2013>2015 and 2014>2015. The highest TL2+ performance was in Gwynedd (63.1% in 2015) and the largest increase in 2014>2015 in Anglesey (+2.8%). Nevertheless, the performance of some individual schools in Gwynedd and Anglesey is a concern. In Denbighshire we found little progress in TL2+ between 2014 and 2015 and, although some individual schools within the Authority have made good progress, the results for the county as a whole are disappointing. Some schools have underperformed in 2015, especially in view of the improvement seen in 2014. Flintshire has historically performed well but, in 2015, there was a significant decrease in the performance of a number of schools in the county. In Conwy, TL2+ has fallen -1.6% due to the disappointing performance of most of the county's schools. Although there were some further increases in TL2+ (0.5%) in Wrexham in 2015, the performance of some individual schools remains a major concern.
- FSM pupils' performance in 2015 was disappointing in most of the Authorities in the North, and it was only in Conwy (5%) and Denbigh (4%) that we saw any increase in TL2+ between 2014 and 2015. This raises questions about the use of the Deprivation Grant.
- Concern remains regarding the results of GCSE English and Mathematics at several schools across the GwE region. A significant number of pupils do not achieve grades A*-C in these two core subjects.
- The content of the BTEC qualification has resulted in success percentages that appear to be very good in Science. Nevertheless, the success percentages in GCSE Science in many schools across the Authorities in the North are not as positive. From 2017 onwards, the BTEC qualification will not contribute towards the key indicators - this is likely to create a huge challenge for many schools if they wish to maintain the current perceived performance.

KS4 – SUMMARY

	2012/13					2013/14					2014/15					CYNNYDD					
	Nifer	% L1	% L2	% L2+	% DPC	Nifer	% L1	% L2	% L2+	% DPC	N	% L1	% L2	% L2+	% DPC	TL2+		TL2		TL1	
																2013 >15	2014 >15	2013 >15	2014 >15	2013 >15	2014 >15
CYMRU	36617	93	78	52.7	49.2	35168	94	82	55.4	52.6	X	94	83	58	54	5.3%	2.6%	5.2%	0.7%	0.8%	0.0%
GwE	7747	95	81	56	52.9	7450	95	84	57.1	54.8	X	96	81	57.1	54.9	1.1%	0.0%	-0.4%	-3.2%	1.1%	0.6%
Ynys Môn	727	97	83	54.2	50.6	653	96	86	53.8	52.5	X	97	83	56.6	54	2.4%	2.8%	-0.2%	-2.6%	-0.9%	0.5%
Gwynedd	1409	97	82	58	57.3	1329	97	88	61.1	60.5	X	98	89	63.1	62	5.1%	2.0%	7.5%	1.3%	0.9%	0.8%
Conwy	1267	95	85	56	52.6	1208	96	86	55.5	52.7	X	96	83	53.9	51	-2.1%	-1.6%	-1.6%	-2.8%	0.7%	0.4%
Dinbych	1254	94	86	53.4	49	1251	95	89	55.6	54	X	95	86	55.7	52	2.3%	0.1%	0.3%	-2.8%	1.4%	-0.2%
Fflint	1810	94	80	62.2	59	1736	94	83	61.9	58.3	X	94	81	60	58	-2.2%	-1.9%	1.4%	-1.7%	0.0%	0.2%
Wrecsam	1280	91	73	48.4	44.8	1273	93	74	51	47.8	X	93	71	51.5	48	3.1%	0.5%	-2.4%	-2.9%	2.1%	-0.1%
ERW	10102	95	81	55.6	52.4	9770	96	86	57.9	55.1	X	X	X	60.7	X	5.1%	2.8%				
CSC	10646	93	76	49.4	46.8	10212	94	81	54.1	52.2	X	X	X	58.2	X	8.8%	4.1%				
EAS	7119	92	73	49	45.8	6712	94	80	52.2	50	X	X	X	54.7	X	5.7%	2.5%				

KS4 – TL2+

Region	TL2+ 2014	TL2+ 2015	+/-
GwE	57.1%	57.1%	0%
CSC	54.1%	58.2%	4.1%
EAS	52.2%	54.7%	2.5%
ERW	58.0%	60.7%	2.7%

LA	TL2+ 2014	TL2+ 2015	+/-
Anglesey	53.8%	56.6%	2.8%
Gwynedd	61.10%	63.1%	2.0%
Conwy	55.5%	53.9%	1.6%
Denbigh	55.6%	55.7%	0.1%
Flint	61.9%	60.0%	1.9%
Wrexham	51.0%	51.5%	0.5%

KS4 FSM PUPILS

LA	FSM L2+ 2014	FSM L2+ 2015	+/-
Anglesey	41.40%	35.90%	-5.50%
Gwynedd	32.00%	31.80%	-0.20%
Conwy	25.30%	30.30%	5.00%
Denbigh	25.90%	29.90%	4.00%
Flint	37.30%	35.20%	-2.10%
Wrexham	26.70%	19.60%	-7.10%
GwE	30.50%	29.60%	-0.90%
Wales	27.20%	X	X

Threshold Level 2+ (TL2+)

- An increase of 1.1% was seen in the GwE region over the period 2013>2015 (to 57.1%) but no increase between 2014 and 2015. The increase in other consortia was significantly higher and the average across Wales was +5.2% (2013>2015) and +2.6% (2014>2015). The percentage achieving this key indicator in the GwE region (57.1% in 2015) places GwE third among the 4 regions, and also lower than the average for Wales (58%) for the first time in 3 years. The standards are sufficient only in terms of TL2+.
- **Authorities in the GwE region** - The increase of +2.8% (2014>2015) in Anglesey to 56.6% is robust, with an increase also in Gwynedd (+2.0% to 63.1%) and to a lesser extent in Wrexham (+0.5% to 52.4%). In Denbigh in 2015, the TL2+ (55.7%) was very similar to that seen in 2014. The decrease in Conwy (-1.6% to 53.9%) and Flint (-1.9% to 60.0%) is very disappointing. During the rolling period 2013>2015, the increase/decrease varied between -2.2% (Flint) to +5.1% (Gwynedd) but the resulting increase in any Authority in the GwE region is not higher than the average for Wales (+5.3%).
- The percentage of girls reaching Threshold Level 2+ is significantly higher than boys and, within the GwE region in 2015, the gap ranged from 2% in Gwynedd to 12% in Conwy. In 2015, the gap in the whole of Wales was 7%.
- There was a decrease of 0.9% in the percentage of FSM pupils who achieve TL2+ (2014>2015) in the GwE region. This percentage is lower than the average for Wales. The largest increase was seen in Conwy (+5.0% to 30.3%) and the largest decrease in Wrexham (-7.1% to 19.6%). It was only in the authorities of Conwy and Denbigh that we saw an increase in FSM learner performance in TL2+ between 2014>2015.
- The statistics for the Core Subject Indicator shows the same trends as TL2+. The percentages for the CSI are 2-3% lower than TL2+ across the region.

Threshold Level 2 (TL2)

- During the rolling period 2013>2015, only Gwynedd showed significant increases in the percentage of pupils achieving the requirements of Level 2 Threshold (+7.5% to 89.0%) compared to the increase in Wales (+5.2% to 83.0%). Except for Gwynedd and Denbigh (an increase of +0.3% to 86.0%) the TL2 percentage in all other authorities in the North are equal to or lower than the average for Wales. The decrease in 2014>2015 in Anglesey (-2.6%), Flint (-1.7%), Conwy (-2.8%) and Wrexham (-2.9%) was disappointing.
- The gap between the performance of girls and boys reflects the national gap in 2015 (7% in favour of the girls).

Threshold Level (TL1)

- By 2015 the percentage achieving Level 1 threshold was higher than the average for Wales (94.0%) in all of the Authorities in the North except Wrexham (increase of +2.1% in 2013>2015 to 93.0%). This increase is good and reflects the inclusive nature of the schools in the region, as well as the fact that over 99% of pupils in the region were registered for at least one qualification in 2015.

Capped Points Score

CPS	2013	2014	2015	2013-15 [+/-]	2014-15 [+/-]
Gwynedd	353.4	362.2	362.0	8.6	-0.2
Anglesey	358.5	357.2	351.0	-7.5	-6.2
Conwy	339.9	346.0	339.0	-0.9	-7.0
Denbigh	345.3	351.8	344.0	-1.3	-7.8
Flint	337.1	341.5	338.0	0.9	-3.5
Wrexham	323.5	329.3	325.0	1.5	-4.3
GwE				0.0	0.0
Wales	333.1	340.8	342.0	8.9	1.2

- With the exception of Wrexham, the average score of every Authority in the GwE region has been higher than the Wales average in 2013 and 2014. There was a decrease in every Authority in 2015, and by now only Gwynedd, Anglesey and Denbigh are above the Wales average.
- The decrease in Anglesey, Conwy and Denbigh in 2015 was disappointing, and the data reflects adequate performance across the GwE regions in 2015.
- In 2015, the gap between the performance of boys and girls varied from 13 points (Anglesey) to 27 points (Wrexham). The gap across Wales in 2015 was 23 points.

Core Subjects - Key Stage 4

Welsh First Language

	WELSH A*-C				
	2013	2014	2015	INCREASE	
				2013>2015	2014>2015
Anglesey	66.4%	71.6%	72.0%	5.6%	0.4%
Gwynedd	72.8%	73.3%	79.0%	6.2%	5.7%
Conwy	71.2%	79.0%	72.0%	0.8%	-7.0%
Denbigh	69.7%	73.0%	72.0%	2.3%	-1.0%
Flint	71.3%	59.7%	72.0%	0.7%	12.3%
Wrexham	80.0%	69.0%	77.0%	-3.0%	8.0%
GwE	71.2%	72.7%	x	x	x
Wales	73.5%	73.7%	75.0%	1.5%	1.3%
ERW	74.7%	73.2%	x	X	X
CSC	76.1%	75.4%	x	X	X
EAS	74.0%	76.1%	x	X	X

% SITTING WELSH FIRST LANGUAGE			
	2013	2014	2015
Anglesey	68%	70%	x
Gwynedd	80%	84%	x
Conwy	16%	16%	x
Denbigh	20%	18%	x
Flint	6%	4%	x
Wrexham	8%	10%	x
GwE	29%	29%	x
Wales	15%	16%	x
ERW	18%	19%	x
CSC	10%	11%	x
EAS	5%	6%	x

- The statistics for the Welsh are based on the number of candidates rather than all pupils of relevant age. There is great variation in the percentage sitting GCSE in Welsh First Language (rather than as a second language) within the GwE region as well as across Wales as a whole. The percentage taking the first language exam in the GwE region has remained relatively stable during the period 2013 to 2015.

- During the period 2013>2015 the percentage of pupils gaining A*-C qualification in Welsh First Language has increased 6.2% in Gwynedd to 79%, and increased 5.6% in Anglesey to 72%. The success percentage in Wales increased by 1.5% over the same period to 75%. The number of applicants from other counties in the North is much smaller and, in 2014, it ranged from 4% of pupils in Flint to 18% in Denbigh. There was an 8% increase in the number of candidates achieving A*-C in Wrexham between 2014>2015 and an increase of 12.3% in Flint
- The gap between the performance of boys and girls in 2015 ranged from 12% in Wrexham and Conwy to 25% in Denbigh. The gap in Wales in 2015 was -17%.
- **We need to continue to maintain the standards in Welsh at Key Stage 4 and increase the number of pupils, especially boys, earning a First Language qualification.**

English

	ENGLISH A*-C				
	2013	2014	2015	INCREASE	
				2013>2015	2014>2015
Anglesey	61.5%	65.2%	63.0%	1.5%	-2.2%
Gwynedd	66.6%	69.2%	72.0%	5.4%	2.8%
Conwy	64.1%	65.5%	66.0%	1.9%	0.5%
Denbigh	64.4%	66.6%	66.0%	1.6%	-0.6%
Flint	72.7%	73.3%	72.0%	-0.7%	-1.3%
Wrexham	58.4%	61.8%	64.0%	5.6%	2.2%
GwE	65.4%	67.5%	x	x	x
Wales	62.9%	66.1%	68.0%	5.1%	1.9%
ERW	64.7%	67.6%	x	X	X
CSC	60.5%	65.2%	x	X	X
EAS	60.1%	64.7%	x	X	X

- In 2015, the percentage of A*-C in English is above the Wales average (68%) in two authorities in the GwE region, namely Gwynedd (72%) and Flint (72%) and is lower than the national average in the other authorities.
- During the period 2013>2015 the increase of +5.6% in Wrexham and +5.4% in Gwynedd was good in comparison to the increase of +5.1% in Wales over the same period. The increase in the other Authorities in the GwE region was less than the Wales average.
- The girls performed significantly better than boys by the end of KS4 and, in the GwE region, the gap ranged from 14% in Anglesey to 25% in Conwy. The gap in Wales in 2015 was -17%.
- **There is a need to continue with the priority given to English standards in the GwE region. There is evidence of improvement in a number of schools in Wrexham and Gwynedd, but the standards in the GwE region are inconsistent. The gap between the performance of boys and girls remains a concern. The standards in English in Key Stage 4 are sufficient.**

Mathematics

	MATHEMATICS A*-C				
	2013	2014	2015	INCREASE	
				2013>2015	2014>2015
Anglesey	62.2%	60.1%	64.0%	1.8%	3.9%
Gwynedd	62.2%	65.0%	67.0%	4.8%	2.0%
Conwy	66.4%	63.0%	62.0%	-4.4%	-1.0%
Denbigh	61.5%	62.8%	63.0%	1.5%	0.2%
Flint	68.5%	68.4%	69.0%	0.5%	0.6%
Wrexham	57.7%	57.3%	57.0%	-0.7%	-0.3%
GwE	63.5%	63.4%	x	x	x
Wales	60.3%	61.7%	64.0%	3.7%	2.3%
ERW	63.5%	64.4%	x	X	X
CSC	56.3%	60.2%	x	X	X
EAS	56.6%	57.7%	x	X	X

- In 2015 the percentage achieving A*-C in maths qualification was higher than the Wales average (64%) in Flint (69%), Gwynedd (67%) and Anglesey (64.5%) but lower than Wales in Denbigh (63%), Conwy (62%) and Wrexham (57%).
- During the rolling period 2013>2015 there was an increase in Flint (+0.5%), Denbigh (+1.5%), Anglesey (+1.8%) and Gwynedd (+4.8%). There was a decrease in Wrexham (-0.7%) and Conwy (-4.4%). The A*-C percentage in Wales in 2015 was 64% (an increase of 3.7% since 2013).
- There is no significant difference between the performance of boys and girls in mathematics across the GwE region.
- **The above statistics show that the performance in the GwE region is sufficient only in Mathematics and that there is a need to challenge this, and provide intensive support to a number of schools in this key area.**

Science

	SCIENCE LEVEL 2				
	2013	2014	2015	INCREASE	
				2013>2015	2014>2015
Anglesey	79.2%	88.2%	91.0%	11.8%	2.8%
Gwynedd	84.7%	93.7%	94.0%	9.3%	0.3%
Conwy	81.4%	85.1%	84.0%	2.6%	-1.1%
Denbigh	77.3%	88.1%	81.0%	3.7%	-7.1%
Flint	78.0%	84.0%	83.0%	5.0%	-1.0%
Wrexham	66.9%	77.8%	76.0%	9.1%	-1.8%
GwE	77.9%	85.9%	X	X	X
Wales	74.8%	82.3%	83.0%	8.2%	0.7%
ERW	74.7%	81.5%	X	X	X
CSC	75.0%	83.3%	X	X	X
EAS	74.4%	82.5%	X	X	X

- In 2015 the percentage achieving Level 2 qualification in Science was higher than the average for Wales (83%) in every authority in the GwE region except for Wrexham (76%) and Denbigh (81%).
- During the rolling period 2013>2015, good progress was made in each of the authorities in the North, ranging from +2.6% in Conwy to +11.8% in Anglesey. The increase in Wales during the same period was +8.2%.
- The girls perform slightly better than boys (1-3%) in the Authorities in the North. The national gap in 2015 was 3%.
- **There has been a significant increase in the percentage of those who gain a Level 2 qualification both locally and nationally, and statistically, it can be deduced that the standards in the subject are good. Nevertheless, it should be recognized that a large number of pupils have achieved level 2 qualifications in vocational courses rather than traditional GCSEs, and there is concern about the performance in GCSE Science in several schools within every LA.**

ISSUES FOR ACTION

There is a need to strongly challenge all schools that perform consistently below the median FSM benchmarks in key performance indicators.

Agree on specific actions:

- target common aspects at regional level [with a specific focus on Maths and English at key stage 4 - see also below].
- target schools and departments that are coasting and underperforming within each LA [with a specific focus on Maths and English at key stage 4 - see also below].

Ensure that all secondary schools have access to specialist subject support in Mathematics, Science and English at key stage 4.

This will involve subject secondments/commissioning to:

- formulate and implement a regional strategy to improve standards of achievement in the core subjects
- improve leadership skills in coasting and underperforming departments
- improve the quality of learning and teaching
- improve and sharpen departments' understanding of assessment, and assessment for learning
- improve tracking and early intervention strategies and effective methods of preparing learners for examinations
- coordinate a network of Heads of Departments to tackle common issues and share good practice
- ensure that all core subjects are effectively implementing the new GCSE specifications

Improve systems and tracking procedures and early intervention in secondary schools to address underperformance at key stage 4 by allocating a portfolio role for a lead Challenge Advisor to:

- examine how strong are the target-setting procedures, assessment and tracking, especially in those schools where there is a significant gap between targets, final performance estimates and actual performance.
- challenge and support schools to ensure that early intervention procedures are used effectively.
- ensure that every Head, especially Heads of schools that are coasting and underperforming, strongly challenge performance assessments.

Ensure that all schools use their Pupil Deprivation Grant (PDG) appropriately to enhance the performance of FSM pupils and in particular at the highest levels through:

- challenging and monitoring schools on their use of PDG and its impact on FSM pupil performance.
- identifying and sharing good practice in order to improve the performance of FSM pupils

Improve the quality of the challenge and support offered to schools by Challenge Advisors and, consequently, ensure greater consistency in quality and impact across the hubs by:

- ensuring robust internal Performance Management, and quality assurance procedures and accountability, and their consistent implementation within and across hubs.
- assessing the establishment's current level of skills and knowledge and determining what additional training/development is needed to build and maintain these skills.
- designing and developing a strategic training and development programme for Challenge Advisors 2015>2018.
- presenting a developmental programme to enhance learning and professional development of a target group of Challenge Advisors within GwE who challenge and support secondary schools.
- promoting and sharing current best practice more effectively across hubs
- using experienced secondary Heads, with a successful track record in secondary schools that are underperforming, to target improvement at key stage 4.

Review the recruitment strategy in order to ensure that the regional service can attract high quality effective secondary practitioners to key roles.

Further develop the data management system to allow regional schools early and effective use of performance data and targets within schools/LAs and regional consortia to:

- strongly challenge schools on their targets and performance
- gather KPI estimates termly against targets
- challenge and support schools in terms of data analysis and evaluation

Ensure that the revised operating model between GwE and regional schools creates the capacity to:

- operate at a level of challenge and support that is appropriate for schools in the amber/red category, to prevent the school from being placed in an Estyn statutory category from 2016 onwards.
- ensure appropriate support and challenge to all schools within the a more powerful self-improvement system.

Strengthen procedures to improve the consistency and reliability of teacher assessment in FP, KS2 and KS3 by:

- providing training and continuing to promote exemplary Learner Profiles
- continuing to ensure the moderation quality of clusters, reviewing the outcomes of external validation processes and briefing schools to tackle:
 - the Wales Government's guidance on Reinforcing Confidence in Teacher Assessments.
 - the recommendations of the regional report on the outcomes of external validation processes and examples of good practice that have been identified.
- establishing a group of leading practitioners to compile exemplary FP profiles for Outcome 5 and Outcome 6, producing guidance on moderation and information sharing with schools.

Explore the relationship between teacher assessment and reading/numeracy test results in order to be able to better target support for literacy and numeracy.

Appoint a Senior Challenge Advisor with particular responsibility for leading development and raising standards in the Foundation Phase.